

All Aboard!

Teacher's Edition

5



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All Aboard!



Teacher's Edition 5

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Illustrated by:
Angus Cameron (pages 4, 5, 12, 13, 21, 22, 23, 30, 31, 39, 40, 41, 48, 49, 57, 58, 59, 66, 67, 75, 76, 77, 84, 85, 93, 94, 95, 102, 103, 111)
Corrie Maritz (pages 10, 11, 18, 26, 28, 33, 34, 36, 43, 46, 64, 72, 81, 82, 83, 87, 90, 91, 93, 100, 106, 108)
Gustavo Mazali (pages 9, 19, 20, 24, 27, 32, 37, 45, 55, 56, 57, 62, 63, 68, 69, 70, 71, 73, 75, 86, 98, 99, 105, 109)
Shelly Meridith-Delice (pages 11, 19, 29, 37, 47, 55, 65, 73, 82, 91, 101, 109)
A V Phibes (pages 6, 16, 38, 50, 56, 60, 61, 65, 70, 74, 75, 88, 92, 93, 101, 104, 109)
Cover design by Phil Starr
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play, make and read
Technology

Song
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Cross-curricular
Science

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2

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Cross-curricular
Social Studies
Pronunciation
Sentence stress

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All Aboard! combines the latest communicative teaching techniques with a well-structured syllabus. There are stories, songs and games to motivate children so that they have fun as they learn. There are also controlled language and skills activities to ensure children make good progress and acquire a solid foundation in English.

Your class will:

Build a bank of words
and phrases

Learn how English works

Become familiar with the
sounds of English

Learn to communicate
orally and in writing

Take an interest in the
real world

Develop creativity
and imagination

Improve concentration and
problem-solving abilities

Learn to behave well and
work with others

Learn to describe
themselves and express
their own ideas

through:

Vocabulary presentations, stories and songs.

Controlled language practice activities and
clear grammar tables.

Pronunciation practice (as part of a
systematic pronunciation syllabus), songs,
chants and other listening activities.

Speaking and writing activities, and a
variety of pairwork activities.

Cross-curricular texts and other realistic
reading activities.

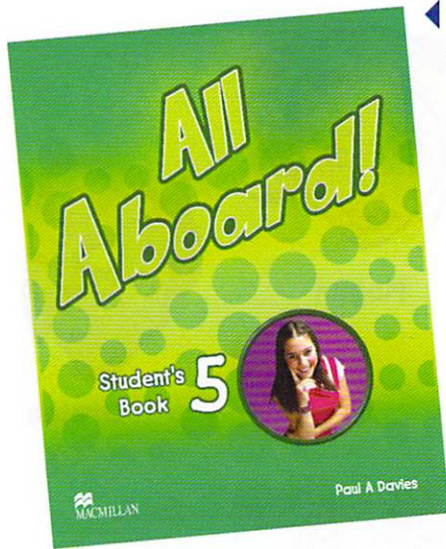
Stories, songs, project work and games.

Word searches and other challenging
puzzles.

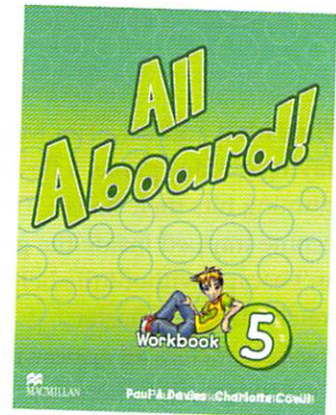
Games and pairwork activities, and role
models in stories.

A variety of personalized writing activities.

Components of All Aboard!



◀ **Student's Book** contains a wide range of features, including an exciting adventure story at the start of each unit.



Workbook provides ► consolidation activities, projects, a complete wordlist and a special phonics syllabus.

Readers encourage ► reading for pleasure and include a range of fictional and factual titles to suit children's interests across the levels.



Posters broaden children's ► knowledge of cross-curricular topics and help to build and consolidate vocabulary (72 in total: one relating to each Student's Book unit).

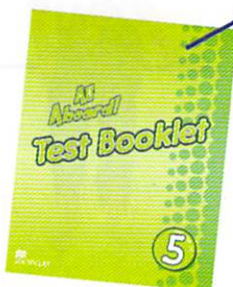


◀ **Teacher's Edition** is interleaved with the Student's Book pages for easy reference and contains step-by-step procedures with full answer key, plus a useful grammar reference with photocopiable practice activities.



◀ **Audio CDs** contain all the songs, stories and other listening activities in the Student's Book.

Teacher's Toolkit



◀ **Test Booklet and Answer Key** contains a test for each unit of the Student's Book, and focuses on vocabulary and grammar. A separate Answer Key has the answers overlaid for easy reference.

Poster Workcards ► contain activities to exploit the posters and help to encourage independent learning.



◀ **Resource Disk** contains all the tapescripts and ideas on how to exploit them, as well as detailed teaching plans.

Student's Book Characters

While Matt and his sister Megan are playing a video game, a flash of lightning hits their house. They become trapped inside the game and can't escape without the help of

Gretch, the quiz-master. These characters all appear in the main adventure story in Lessons 1 and 2 of each unit.



Matt



Megan



Gretch

This is Mr. Notepad. He appears in Lesson 2 when children need to find or use the useful expressions contained in the Lesson 2 story.



Mr. Notepad



Grace and Cody

Grace and Cody are friends. They appear in a cartoon at the end of Lesson 8 which practices the useful expressions from Lesson 2.

In Lesson 7 of each unit, children can read true stories. Units 1–4 tell the story of Memmie Le Blanc in "The Wild Girl of France". Units 5–8 present four different "Mysteries of the World". Units 9–12 tell the story of "The Real Robinson Crusoe".



Memmie Le Blanc



Mysteries of the World



The Real Robinson Crusoe

This main picture in Lesson 1 is part of the continuing adventure story that features Matt and Megan. It has three functions:

- 1) to establish the unit topic, 2) to present the new grammar,
- 3) to begin the new episode of the story.

This text presents the new grammar – in this unit, the present perfect.

A controlled follow-up activity consolidates the new grammar.

LESSON 1
2 The First Puzzle

1 Look at the picture. Add up the numbers on each door.
2 Read and listen. Which is the correct door?

"How can we get home?" asked Matt.
"I've already told you!" shouted Gretch. "Solve my puzzles and find the clues! There are nine puzzles and nine clues."
"And we haven't begun yet!" said Megan.
"You've already found the first puzzle," said Gretch. "Look at the doors. Count to ten and choose the correct door."
"I've never seen doors like these," said Matt. "How can we choose the correct one?"
"I've already given you a clue," said Gretch. "I'm not going to give you any more help. Goodbye!"
"Wait a minute!" shouted Megan.
"It's too late," said Matt. "He's already gone."

3 Complete using **has, hasn't, have or haven't**.
1 Matt and Megan _____ found the first puzzle.
2 Gretch _____ given them a clue.
3 Gretch _____ told them the answer to the puzzle.
4 Matt and Megan _____ solved the first puzzle.

12 13

This shows the number of the corresponding page in the Workbook.

In Lesson 2 the continuing adventure story motivates children to learn. The new grammar is developed here. By acting out the story, children practice the new language orally and have fun at the same time.

A controlled follow-up activity tests comprehension and offers more practice of the grammar.

Look! boxes clarify points of difficulty for children.

Mr. Notepad asks children to find two new useful expressions in the story by giving them phrases with the same meaning. These expressions re-appear in Lesson 8, so children learn lexical "chunks" as well as single words.

Lesson 3 is the vocabulary and song page. The vocabulary activities often focus on collocation and word-building.

There's an activity to exploit the words of the song. Then children listen and sing.

LESSON 3
Vocabulary

1 Complete the sentences. Choose phrases from the chart.

get some money	get wet	get to school
get a new bike	get cold	get home
get a phone call	get lost	get to the airport

2 If I _____, I'll buy a CD.
3 If we _____ later, we'll light the fire.
4 If we _____ late, we'll miss our flight.

3 Complete in your own words. Add the phrases to the chart in Activity 1.
1 If you get hungry, ...
2 If I get a bad report card, ...
3 If we get to the bus stop late, ...
4 If she doesn't get an invitation, ...
5 If you get scared, ...
6 If we get to the movie theater early, ...

4 Read and complete. Then listen and sing.

A Friend Like Me

If I _____, And if you _____ now and then,
I'll give you twenty-five. I'll tell you a joke and you'll smile again.
If I _____, You know, you've never really alone when
I'll take you for a drive. You have a friend like me!

32 34

Lesson 4 is the cross-curricular lesson, focusing on Science, Math, Geography, Social Studies, Literature, History or Language.

There's real information about ourselves and the world around us. The **All Aboard!** posters and poster workcards encourage children to find out more about the topic on this page.

LESSON 4
SCIENCE

1 Read and match.

2 Turn off the faucet when you brush your teeth. If you don't turn it off, you'll waste about 20 liters of water.
3 Cars cause pollution. If you walk or ride a bike, you'll reduce pollution – and you'll be healthier too!
3 A bath uses 160 liters of water, a shower uses 60 liters. If you take a shower instead of a bath, you'll save 100 liters of water.
4 Buy drinks in glass bottles or aluminum cans – you can recycle them. You can't recycle plastic bottles.
5 Recycle newspapers and magazines. If you recycle paper, you'll save trees.

3 Match.

1 If you turn off the faucet when you brush your teeth, you'll be able to recycle them.
2 If you go everywhere by car, you'll save water.
3 If you always take baths, you'll cause pollution.
4 If you buy drinks in glass bottles, you'll save trees.
5 If you recycle magazines, you won't save water.

4 Make signs for your home or school.

Don't put glass in the trash. Recycle it!
Don't waste water. Turn off the faucet!
Save electricity. Turn off the light!

35 33

Student's Book Unit

Lesson 5 provides more language input and consolidation of the language from earlier lessons.

There's a pronunciation activity every two units, each focusing on specific sounds.

LESSON 5

1 Look at the pictures. Answer the questions.

a Why is his hair wet? ☐

b Why is her laptop broken? ☐

c Why does his arm hurt? ☐

d Why are they feeling sick? ☐

2 Listen and number the pictures. Did you answer correctly in Activity 1?

3 Ask and answer about these pictures.

4 Pronunciation

Listen and choose. Then listen and repeat.

1	ear	hair	3	or	hot	5	eight	hope
2	art	heart	4	old	hold	6	eat	hear

LESSON 6

1 Complete the article.

dad five guitar had learned guitar write written

Jasmine - Child Genius

Jasmine Daisy is 11 years old. She lives with her mum and her younger brother, Noah, and her cat, Ziggy. Jasmine has done something very unusual for an 11-year-old girl she's just written her first pop album. It's called 'Whisper'.

Jasmine has always loved music. She started learning the piano when she was only two years old. Recently she's started to play the piano too.

Jasmine wrote her first song when she was 10. The song was called 'Sleepy' and it was about her best friend at school. Since then, Jasmine has written more than 50 songs.

Jasmine has already had a lot of success in her life, but she still has ambitions. For example, she wants to be a famous singer. She's also a bookworm and she's been writing a book about her life and her music. For the moment, she's too busy making music!

Writing Tip
Remember: a sentence starts with a CAPITAL LETTER and ends with a period.

2 Add the periods and capital letters.

1 Jasmine listens to music every evening. Her favorite singer is Enrique Iglesias.
2 Jasmine likes school. Her best subject is music, of course!
3 Jasmine isn't very interested in clothes. She normally wears jeans and a sweatshirt.

3 Imagine that you have just made your first album. Answer the questions.

1 How old are you? Who do you live with? What is the name of your album?
2 What instruments can you play? When did you start learning them?
3 When did you start writing songs? What was the name of your first song? What was your ambition for the future?

4 Write a newspaper article about you and your first album.

My name is ... and I'm ... years old. I live with ...

Lesson 6 is a skills page. It begins with a reading or listening activity related to the topic of the unit.

A writing tip in each unit provides step-by-step assistance in developing writing skills.

Lesson 6 ends with personalized output where children write about themselves. This sometimes involves drawing and finding pictures too.

Lesson 7 is an opportunity for extended reading. The passages are all true stories or factual texts.

Lesson 8 reviews the unit in an informal way. It is a chance for children to reflect on their own progress.

The activities on this page are often personalized.

There are activities to review the key vocabulary.

There is always a follow-up activity.

LESSON 7

1 Read and listen to the story.

The Wild Girl of France

PART 1

It was a September evening in 1731. The people of Songe, a little village in France, were walking home from the fields when a strange girl walked out of the woods. She was about nine or ten years old. She was wearing very old and dirty clothes, and her hands and face were dark. She was carrying a club.

The villagers wanted to help the girl, but as they were getting close to her, she ran away and climbed to the top of a tree. The villagers were amazed. "She can climb like a cat!" they said.

They brought her a pitcher of water, but the girl didn't want to come down. She was too scared. "We can't catch her," the villagers said. "She can climb too fast!"

Then the villagers had an idea. They pretended to go away, but they really hid in the bushes. A woman waited at the bottom of the tree with the water. She was carrying a baby. She spoke softly and kindly to the girl. "You can come down," she said. "I won't hurt you. Look! I have some water for you."

After a long time, the girl climbed down. She was thirsty and she wasn't scared of the woman with the baby. As the girl was drinking the water, the other villagers jumped out from the bushes and caught her. The girl fought, but she couldn't escape. "Come with us!" they said.

2 Answer the questions.

1 What did the strange girl look like? Describe her.
2 Why was it difficult to catch the girl?
3 How did the villagers catch her?

LESSON 8

Your Page

1 Answer the questions.

1 What were you doing at five o'clock yesterday afternoon?
2 What were you doing at seven o'clock this morning?
3 What were you doing ten minutes ago?

2 Describe the differences.

1 There were 100 people at the party.
2 _____
3 _____
4 _____

3 Look and number.

1 _____ 2 _____ 3 _____ 4 _____

a That was delicious. Was it from the snack bar?
b Me too, Cody. But I'm not hungry. I don't want it.
c Hi, Grace. Mmm, I love pizza.
d How should I know? I didn't buy it. It was my brother's lunch.

The final activity in the unit links back to Lesson 2 and uses the lexical "chunks" from that story episode.

The Review includes a clear chart of the grammar from the preceding two units, helping to consolidate children's knowledge of grammar. Make sure children understand this language before they begin the Review.

There is one Review after every two units in the Student's Book.

There is a score for each activity in the Review.

12 Review

1 Look and complete. **Score 5**
 drink water listen to music play chess
 practice the guitar ~~watch~~ watch TV
 What were they doing at four o'clock yesterday?
 1 Mom was reading a book
 2 Spar was
 3 Dad and Josh were
 4 Clara was
 5 Grandma and Grandpa were
 6 Clara was

2 Complete the sentences. **Score 3**
 1 As she was looking for her book, her mom came in.
 2 As you watch TV, your dog teeth your shoes.
 3 As he have lunch, he have a fantastic idea.
 4 As we leave home, some friends arrive.

3 Rewrite the sentences. **Score 3**
 1 They were playing soccer when there was a flash of lightning.
 As was
 2 I was taking a shower when the phone rang.
 As was
 3 We were walking through the woods when we heard a strange noise.
 As was
 4 He was walking to school when he saw an alien.
 As was

4 Read and complete. **Score 3**
 add up numbers call your friends
 clean the floors ~~again~~ again
 1 was was a washing machine was was
 2 was a vacuum cleaner was
 3 was a telephone was
 4 was a calculator was

5 Write the words in the correct order. **Score 6**
 1 already / finished / homework / I've / my
I've already finished my homework
 2 you / have / ghost? / I / ever / seen
Have you ever seen a ghost?
 3 car / I / just / we've / a / bought
I've just bought a car
 4 yet / haven't / they / lunch / had
They haven't had lunch yet
 5 she's / read / already / book / I / that
I've already read that book
 6 ever / you / visited / museum? / I / have / a
Have you ever visited a museum?
 7 never / they've / airplane / I / flown / on
I've never flown on an airplane

Total Score /20

The total score for each Review is out of 20. You can mark the Reviews yourself and keep a record of the scores, or you can treat them more informally and allow children to correct their own work.

Posters and Poster Workcards

The posters (one for each cross-curricular page in every Student's Book unit) help to consolidate and expand vocabulary. Display them on the walls of your classroom, if possible.

Computers

1 Scientists made the first computers in the 1940s. They were very big, but they weren't very fast. This enormous computer is called **ENIAC**. The computer company IBM built it in 1944. It was as big as a room, but it was slower than a modern calculator.

2 In 1971, an American inventor named **Ed Roberts** made a new kind of computer. People bought it and used it at home. It was the first **PC** (personal computer). It was called the **Altair 8800** and it cost less than \$400. In 1976, a company called **Apple** started to make PCs. The company quickly became very successful and today, Apple still makes computers for the home.

3 The Internet began about thirty years ago. It was a system for sending information from one computer to another. At first only governments and universities used it, but about ten years ago, a British scientist named **Tim Berners-Lee** invented the "Web". The Web made it much easier to find information on the Internet. By 2000, millions of people around the world were using the Web for working, studying, shopping and playing games. It's easy to send messages from one computer to another using email.

4 A lot of people use computers to play games. Today, computer games are fast and exciting. The first computer games were much simpler. For example, the first successful computer game was a kind of tennis but it didn't look like a real game of tennis. It was called **Pong**.

Fact! In 1941, the first of the first computer was built in the future. This would be the first computer in the world. In fact, there are four kinds of computers.

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There are two ways of using these photocopyable poster workcards. 1) Use them to provide extra individual work for children who finish their other work early. 2) Have a Poster Day at the end of every semester when you have completed a block of four Student's Book units. Divide the class into four groups and give each group photocopies of a different poster workcard. Each group then finds the correct poster on the classroom wall. The members of the group work together to complete the activities on the poster workcard. Repeat until all four groups have completed all four poster workcards.

How can children improve their writing?

Children often find writing difficult in their own language, so they need extra help when writing texts in English. The writing tips in Lesson 6 of every unit of **All Aboard!** give step-by-step guidance in all aspects of writing, from brainstorming ideas to checking their finished work.

You can give them extra help by:

- brainstorming ideas with the whole class and making sure that all children have enough information before they begin writing
- writing useful words and expressions on the board
- writing a skeleton text on the board so that children can copy the structure.

How can children improve their reading?

Children usually find reading easier than writing, but to become better readers, they need to learn techniques for dealing with unknown words. When you're reading a text with the class, encourage children to guess the meaning of unknown words from the context. (Try not to translate before they've had the opportunity to guess.) It's also important to show children that they can understand the gist of a text without understanding every word. The reading activities in **All Aboard!** are designed to develop these skills. The best way to improve reading is to read as much as possible. The **All Told** Readers provide extra reading practice and cover a range of motivating topics, fiction and non-fiction.

How can children improve their listening?

The main difficulty with listening is concentration. If children become distracted during a listening activity, they may not be able to follow it. The key to ensuring good concentration is preparation. Before you play the CD, follow these steps:

- make sure that children understand exactly what they have to do (for example, number the pictures, complete the chart, write the missing words, etc)
- explain to children what they are going to hear (for example, a conversation, a song, a story, etc)
- tell children that they are going to listen more than once, so they shouldn't panic if they don't get all the answers immediately
- make sure that children are quiet and ready.

How can children improve their speaking?

Confidence is an important aspect of successful speaking:

- make sure that children understand exactly what the context is and what they are expected to say
- write some useful words and expressions on the board
- encourage children to continue speaking even if they make mistakes
- do not expect children to say more than a few words at a time – a short sentence in English is an achievement and they deserve praise for it
- encourage children to act out the stories in **All Aboard!**, this will increase their confidence.

How can children improve their grammar?

Children find grammar difficult because it is an abstract system of rules: it has to be understood rather than simply memorized. The key to teaching grammar to children is to make each piece of new language come alive through stories, songs and other activities with a clear context. To learn grammar, children need:

- a clear and motivating context for the new language when it is first presented – this is provided by the stories in **All Aboard!**
- the opportunity to hear and read the new language repeatedly before they are asked to use it
- controlled practice of the new language
- frequent recycling and revision
- patience – it's normal for all language learners to make mistakes.

How can children start to become independent learners?

Children should not see learning as something passive; to learn effectively, children need to be actively involved in the learning process. Lesson 8 of each unit of **All Aboard!** provides a round-up of the new language. Children should use these activities as an opportunity to assess their own progress and discuss any difficulties. Do not treat this page as another test – it is more valuable as a way of encouraging children to reflect on the learning process. (There are separate tests in the Test Booklet.) The **All Aboard!** Poster Workcards encourage children to find more information about topics on the Posters. They can look for this information in books or on the Internet. All of this will help children on the path towards becoming independent learners.

Materials

Student's Book page 4

CD 1, Track 2

Workbook page 2

Warmer

- Welcome children to *All Aboard!* Level 5.
- Play a "refresh your memory" game. Have children brainstorm the names of the story characters they remember from *All Aboard!* Level 4.
- If your class is new to *All Aboard!* give them an "orientation quiz". Ask questions such as: *How many units are there? What happens after every two units? Who is Mr Notepad and why is he there? Which stories continue throughout the book?*

Activities

1 Talk about the picture.

- Ask children to look at Student's Book pages 4 and 5. Explain that children will be reading and listening to Matt and Megan's adventures.
- Draw children's attention to the picture and say: *There's a sofa. There are some books.* Prompt children to point to the corresponding item.
- Prompt a child to call out: *There's a clock. There are some chips.* Have children continue to call out sentences in a chain-like fashion.
- Have children count all the items they can name. Find out who can name the most items and have the child call out each one.

track 2

2 Read and listen. What are the names of the boy, the girl and the dog?

- Play the audio CD. Children read and listen.
- Play the audio CD again. Children point to each person or object as it is mentioned.
- Ask: *What are the names of the boy, the girl and the dog?*
- If necessary play the audio CD another time.

ANSWERS

the boy – Matt, the girl – Megan, the dog – Patch

UNIT 1 The Video Game

Grammar

Past progressive:

*Matt was winning. They weren't playing soccer.
As he was making a pizza, he dropped the eggs.*

Past simple:

He went back to his spaceship and flew away.

Vocabulary

Play, make and read

Technology

3 Complete using *was*, *wasn't*, *were* and *weren't*.

- Help children to identify the rule for using *was*, *wasn't*, *were* and *weren't*. (I, you, he, she, it *was/wasn't*; we/they *were* and *weren't*)
- Children complete the activity on their own. Ask them to read their answers aloud.

ANSWERS

2 weren't, 3 wasn't, 4 was, 5 was, 6 was

Optional

Play "past tense charades". Have a child come to the front of the classroom. Ask: *What were you doing last night?* Prompt the child to act out what he or she was doing last night. The rest of the class calls out: *He/She was ...* Make sure they use *-ing* verbs. Ask other children to come to the front of the class and play the game. Then have pairs of children act out what they were doing. The rest of the class calls out: *They were ...*

WORKBOOK PAGE 2 ANSWER KEY

- | | |
|----------|--|
| 1 | 2 was sleeping, wasn't playing
3 weren't listening to music,
were watching television
4 was drinking, wasn't eating |
| 2 | 2 were riding, 3 weren't playing,
4 was sitting, 5 wasn't reading,
6 was eating |

Materials

Student's Book page 5

CD 1, Track 3

Workbook page 3

Warmer

- Say: *If you were watching TV last night, raise your hand!* Children who were watching TV raise their hands.
- Call out other commands: *If you were eating pizza last night, touch your nose! If you were studying last night, touch your elbows!*, etc.

Activities

track 3

1 Read and listen to the story. Then act it out.

- Have children describe what is happening in each frame of the story. Make sure they understand what "clues" are (*an object or fact that someone discovers that helps them to solve a mystery*). Children may need to use their own language occasionally; this is acceptable.
- Play the audio CD. Children read and listen to the story.
- In small groups, have children take turns reading the dialogue aloud. Encourage them to sound as enthusiastic as possible. You may want to have some groups perform in front of the class.
- You may want to play the CD again, pausing in appropriate places so children can repeat.

2 Read and complete.

- Draw children's attention to the story. Prompt them to identify past simple tense verbs (*was, hit, happened, appeared*) and past progressive tense verbs (*were playing, were looking, was waiting*).
- Have children complete the activity on their own. Tell them to use the story's context to decide whether to use past simple or past progressive verbs.

Grammar

Past simple and past progressive

Page T-112

ANSWERS

hit, were, were looking, appeared, was waiting



Find the phrases in the story with these meanings.

- Children who have already used *All Aboard!* will recognize Mr. Notepad. For those children who are new to the course, tell them that they will need a section in their notebooks for special phrases in English. There are two new phrases in each unit.
- Point to the first box and say: *So do I*. Prompt children to point to the sentence with the same meaning in the story (*Me too*). Children write the sentence in their notebooks.
- Do the same for the second phrase.
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"Me too.""How should I know?"

Optional

Have children draw a story of themselves in their favorite video game. Make sure they include four picture frames with dialogue in each one. In pairs, have children discuss their stories.

WORKBOOK PAGE 3 ANSWER KEY

- 1
 - 2 was looking, found
 - 3 was doing, rang
 - 4 were having, appeared
- 2
 - 2 f He was making a cake when he dropped the eggs.
 - 3 a I was riding my bike when I saw Mom.
 - 4 b She was walking around town when she met her friend.
 - 5 d We were having a picnic when it started to rain.
 - 6 e They were sleeping when the alarm clock rang.

Materials

Student's Book page 6

CD 1, Track 4

Workbook page 4

Warmer

- Have children write short dialogues that include the sentences: *Me too* and: *How should I know?*
- Ask one or two children to share their dialogues with the class.

Activities

1 Complete the phrases. Then add one more word to each list.

- Explain the differences in meaning for *play*, *read* and *make*.
- Have children complete the phrases and then add one more word to each list.
- Write three columns on the board: *play*, *read* and *make*. Each child calls out his or her answers. Write the answers in the appropriate column.

ANSWERS

2 read, 3 make

2 Look and complete.

- Have children describe each picture in their own words.
- Then have them complete each sentence according to what they see in the picture.
- In pairs, children correct each other's answers.
- Ask each pair to write one of their answers on the board. Correct any errors.

ANSWERS

1 making, pizza, egg
 2 they were watching, television program, bird
 3 As, was reading, book, boy, skateboard

track 4

3 Listen. Number the lines in the correct order. Then listen and sing.

- Have children read the lines of the song and try to guess the correct order.
- Play the audio CD. Children listen and number the lines in the correct order.

- Play the audio CD again. Children check their answers. Then they listen and sing.

TAPESCRIPT

As I Was Going to the Fair

As I was going to the fair,
 I met a man with yellow hair.
 The man was selling banana bread,
 "Try a little piece!" he said.
 "Banana bread is good for you!"
 And now my hair is yellow too.

ANSWERS

5, 2, 4, 1, 6, 3

Optional

Take a class poll. Ask the following questions: *Who likes to play video games? soccer? the guitar? Who likes to read books? magazines? e-mails? Who likes to make phone calls? pizzas? the beds?* After each question, children who like the activity raise their hands. Write the number of hands raised after each question on the board. Then children write sentences about the poll results: *Thirteen children like to play video games, etc.*

WORKBOOK PAGE 4 ANSWER KEY

- 1 make: a cake, a phone call, my bed
 read: a Japanese book, an e-mail, a magazine, a newspaper
 play: soccer, the piano, basketball, a video game
- 3 Possible answers:
 2 He was riding his bike when a dog appeared.
 3 They were playing a video game when their mom called.
 4 We were walking the dog when it started to rain.
 5 She was using the computer when it broke.

Materials

Student's Book page 7

CD 1, Track 5

Workbook page 5

Warmer

- Draw children's attention to a computer in the school.
- Point to different parts of the computer. Have children explain in their own language what each part does.

Activities

track 5

1 Look and match. Then listen and check.

- Have children look at the pictures and match them to the words.
- Play the audio CD. Children listen and check their answers.
- Play the audio CD again. Children point to each item as it is mentioned.

TAPESCRIPT

joystick – b, printer – a, keyboard – f, scanner – c, screen – d, speakers – e, mouse – g

2 Complete the sentences using the words in Activity 1.

- Children complete the sentences on their own using the words in Activity 1.
- Have children exchange books with a partner.
- Write the answers on the board so children can check each other's answers. Then have them return the books so children can correct their mistakes using a different colored pen or pencil.

ANSWERS

2 joystick, 3 scanner, 4 speakers, 5 printer, 6 mouse, 7 keyboard

3 Look at the pictures. What do you use these things for?

- Say: *Where's the digital camera?* Children read the three labels and point to the digital camera. Do the same for the CD writer and the MP3 player.

- Prompt children to describe what each item is used for. (A CD writer is used to make copies of CDs. A digital camera is used to take pictures without the need for any film. An MP3 player is a small device that is used to store music.)

Optional

Explain to children that cameras have changed in many ways since they were invented. The first cameras only took black-and-white pictures. With the invention of color film, cameras could produce color pictures. Now digital cameras store digital images without using any film at all. What do children think the next camera innovation will be? Prompt them to design the camera of the future and explain its special features to the class. Display children's work around the classroom.

WORKBOOK PAGE 5 ANSWER KEY

Project: Design a Video Game

1 c, 2 a, 3 b

Materials

Student's Book page 8

Workbook page 6

Magazine or newspaper articles (Optional)

Warmer

- Review regular and irregular verbs with the class.
- Write the following past tense verbs on the board: *ran, walked, ate, saw, played, read*.
- Children identify each as regular (*walked, played*) or irregular (*ran, ate, saw, read*) and then write a sentence using each one.

Activities

1 Read and complete.

- Children read the text silently. Ask them what the text is about (and what they think about Tom Hadfield).
- Have them complete the sentences on their own using one of the words from the box.
- Ask children to write their answers on the board. Correct any errors.

ANSWERS

began, went, saw,
put, were, visited,
bought, paid, became

2 Correct the verbs in the sentences.

- Children rewrite the sentences according to the information in the text from Activity 1.
- Have children exchange books with a partner. Write the answers on the board so they can check each other's work.
- Children return the books so they can correct their mistakes using a different colored pencil.

Grammar

Past simple and past progressive

Page T-112

ANSWERS

- 2 When Tom saw the Internet for the first time, he loved it.
3 In 1995, Tom put some soccer scores on the Internet.
4 Disney bought Soccernet for more than \$25 million.
5 Tom Hadfield became a very successful businessman when he was still a child.

Optional

Bring English magazine or newspaper articles to class. If possible, divide the class into pairs and give each pair an article. Children circle all the irregular verbs in the article. Write the irregular verbs children find on the board. Encourage children to keep a list of irregular verbs in their notebooks.

WORKBOOK PAGE 6 ANSWER KEY

- 1 Regular verbs: stopped, stayed, jumped, visited, asked
Irregular verbs: sat, had, drank, came, began, put, hid
2 watched (R), 3 was (I), 4 used (R), 5 wrote (I), 6 told (I), 7 listened (R), 8 enjoyed (R)

Materials

Student's Book page 9

CD 1, Track 6

Workbook page 7

Warmer

- Write the following sentences on the board:
I put my clothes on and then I took a shower. My mom said it was time to get up so I brushed my teeth, ate breakfast, and went to school. Ask: What's wrong with these sentences? (They're not in chronological order.)
- Children rewrite the sentences according to their usual morning routine.

Activities

track 6

1 Listen to Alex's story. Number the pictures.

- Draw children's attention to the pictures and have them describe each one. Encourage them to try to guess the correct order.
- Play the audio CD. Children listen and number the pictures. Ask children if they believe the story. Then ask why the boy invented the story. (Because he hasn't done his homework.)
- Play the audio CD again. Children check their answers.

TAPESCRIPT

As I was walking to school this morning, an amazing thing happened. I saw a spaceship! It was flying across the park. It landed on the grass and a door opened. A little blue alien climbed out of the spaceship and walked toward me. "Don't be scared," it said to me. "I'm not going to hurt you."

The alien explained what it was doing.
"I'm collecting information about life on Earth. What can you give me?" it asked.

"I only have my backpack," I said, and showed it to the alien.

The alien looked inside my backpack. "This is interesting," it said. "Can I take these books to my own planet?"

I was scared, so I agreed. He took the books, went back to his spaceship, and flew away. That's how I lost my homework.

ANSWERS

a 3, b 1, c 4, d 2

2 Look at the pictures and tell the story.

- Divide the class into pairs.
- Read the introduction sentence together with the class.
- Have children look at the pictures and the sentence prompts with their partner, and take turns telling the story.

3 Look at the story plan. Think of answers to the questions.

- Ask children to take out their notebooks.
- Have them write answers to each question in Activity 3. Encourage children to be as descriptive and imaginative as possible.
- Go around the class monitoring.

4 Write a story. Follow your plan from Activity 3.

- Have children write stories on their own. Make sure they follow their plans from Activity 3.
- Divide the class into pairs. Have children read their stories to each other or to the whole class. Have them check that their partner's answered all the questions.

Optional

Have each child write a description of a classmate. Have volunteers read aloud their descriptions. The rest of the class guesses: *Is it ...?* The child responds: *Yes, it is./No, it isn't.*

WORKBOOK PAGE 7 ANSWER KEY

- 1 correct picture – computer
computer, computers

Materials*Student's Book page 10**CD 1, Track 7**Workbook page 8***Warmer**

- Explain to children that the story they are going to read takes place in 1731, over two hundred and fifty years ago.
- Ask children what they think life was like so long ago. Point out that in 1731 there was no electricity – which means no TVs, no video games, no movie theaters, no air conditioning, no cars. Prompt children to say what they think people did for fun.

Activities

track >

1 Read and listen to the story.

- Explain to children that in Lesson 7 of every unit they will be listening to and reading true stories. Tell them that this first story is about a little girl who had a very difficult childhood.
- Prompt children to describe each picture in the story.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary. If necessary allow children to listen again.
- Encourage children to speculate about what might happen to the girl.

2 Answer the questions.

- Have children answer the questions on their own.
- Prompt children to read their answers aloud. Make corrections as necessary.

ANSWERS

- 1 She was about nine or ten years old, wearing very old and dirty clothes. Her hands and face were dark. She was carrying a club.
- 2 She ran away, climbed to the top of a tree, and didn't want to come down.

- 3 They pretended to go away, but hid in the bushes. A woman with a baby waited at the bottom of the tree with water. The girl wasn't scared of the woman. When she was thirsty, she climbed down.

Tip!

Children may try to use you as a "walking dictionary". In order to help children develop confidence in their own answers encourage them to make intelligent guesses. For example, give two or three possible meanings for a new word and have children look at the context before selecting the most appropriate meaning.

Optional

Ask the class if they can think of any other stories about children in the wild, for example, "Tarzan", "The Jungle Book". See how much children know about these stories.

WORKBOOK PAGE 8 ANSWER KEY

- 2 2 playground, 3 house, 4 down, 5 mountain, 6 now, 7 our, 8 sound, 9 cow, 10 brown
- 3 1 false, 2 false, 3 true, 4 true

Warmer

- On the board, draw clocks indicating the following times: *five o'clock, seven o'clock, two thirty, eight forty-five*.
- Point to each clock. Prompt children to call out the correct time.

Activities

1 Answer the questions.

- Have children read the questions and try to answer them on their own.
- Ask children to write one of their answers on the board. Make corrections as necessary.

2 Describe the differences.

- Divide the class into pairs.
- In closed pairs, children discuss the differences between the pictures and write four sentences.
- Encourage children to share their differences with the class. Prompt them to think of any more differences.

ANSWERS

- 2 There isn't a keyboard in picture 2.
3 There isn't a mouse in picture 2.
4 There's a joystick in picture 2.

3 Look and number.

- Remind children of the phrases they wrote in their notebooks in Lesson 2. Show them the pictures of Grace and Cody and explain that they will see the phrases again here. Ask children to identify the phrases and help children to review these phrases.
- Prompt children to describe what is happening in each picture.
- Tell children that they have to order the sentences. Number 1 has been done for them.

- Have children number the sentences on their own. Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.

ANSWERS

a 3, b 2, c 1, d 4

Optional

Have children draw two story frames that take place in the school cafeteria. Divide the class into pairs. Children exchange papers and write dialogues for their new pictures. Then they read the dialogues to their partner.

WORKBOOK PAGE 9 ANSWER KEY

- 1 Correct sentences: 1, 6, 7
2 I bought a new video game yesterday.
3 The teacher didn't find her book.
4 He was making a pizza for lunch.
5 The children were playing when a dog appeared.
8 My mom and dad were waiting for me when I got home.

WORKBOOK PAGES 10 & 11 ANSWER KEY: THE CHALLENGE

- 1 2 scanner, 3 keyboard, 4 mouse, 5 speakers, 6 printer
Secret word: screen
2 2 The girl was sitting on a chair.
3 Dad was washing the dishes.
4 Mom was carrying a bag of shopping.
5 Grandma was opening the window.
6 Mom was wearing a skirt.
3 9 1 8, 7 3 4, 6 5 2
Question: *What were you doing at seven o'clock yesterday evening?*
Children's answers
4 2 computer screen, 3 were making, 4 the guitar, 5 visited, 6 phone call

Materials

Student's Book page 12

CD 1, Track 8

Workbook page 12

Warmer

- Divide the class into pairs. Prompt children to recap the first episode of the story on Student's Book pages 4–5.
- Give them some words to use: *video game, storm, lightning, strange place, Gretch*.

Activities

- 1 Look at the picture. Add up the numbers on each door.
 - Have children add up the numbers on each door on their own.
 - Point to one of the doors and ask a child to call out his or her answer: *five plus six, plus seven, plus eight, equals twenty-six*.
 - Do the same with the remaining doors.

track 8

- 2 Read and listen. Which is the correct door?

- Have children read the text silently.
- Play the audio CD. Children read and listen.
- Ask: *What's the clue?* Prompt children to respond: *Count to ten and choose the correct door.* Children then guess the correct door. At this stage do not tell them whether or not they are right.

ANSWER

the yellow door

- 3 Complete using *has, hasn't, have or haven't*.

- Prompt children to explain the rule for using *has, hasn't, have* and *haven't*. (I, you, he, she, it *has/hasn't*; we, they *have/haven't*.)
- Remind the class that *hasn't* and *haven't* are contracted forms of *has not* and *have not*.
- Have children complete the sentences on their own. Ask for volunteers to read their answers aloud.

ANSWERS

1 have, 2 has, 3 hasn't, 4 haven't

UNIT 2 The First Puzzle

Grammar

Present perfect:

*She's already had breakfast.**They haven't found any clues yet.**Have you ever flown in an airplane?**Yes, I have./No, I haven't.**He's just taken a shower.*

Vocabulary

go + activities and places

Tip!

Use your fingers to show contractions. For example, hold up two fingers, palm facing the class: index finger = *has*, middle finger = *not*. Then with your other hand push the two fingers together and say: *hasn't*.

Optional

Have children brainstorm *Have you ...?* questions (*Have you been to Africa? Have you traveled by boat? Have you eaten octopus?*, etc.). Ask each question to the class and have children answer in sentences (*Twelve children haven't been to Africa. Eight children have traveled by plane*, etc.).

WORKBOOK PAGE 12 ANSWER KEY

- 1 2 d have played, 3 f has read, 4 a have watched, 5 b has washed, 6 c has ridden
- 2 2 has been, 3 have started, 4 has passed, 5 hasn't found, 6 has bought, 7 haven't been, 8 has promised

Materials

Student's Book page 13

CD 1, Track 9

Workbook page 13

Warmer

- Write the following sentence stem on the board:
I've never ...
- Have children write five sentences about things they've never done. You may need to give them some prompts to help them, for example: (*see*) *a ghost, (be) to China*. Encourage them to share their sentences with the class.

Activities

track 9

1 Read and listen to the story. Then act it out.

- Have children say what they remember about the first part of the story.
- Ask children to describe what is happening in each frame of the story. Have them identify the correct door in the story.
- Play the audio CD. Children read and listen to the story.
- In small groups, children take turns reading the dialogue aloud.
- Play the CD again pausing in places so children can listen to complex sentences or to highlight a particular feature of pronunciation.

2 Put the words in the correct place.

- Prompt children to describe the placement of the adverbs *already* and *yet* in the sample sentences. (*Already* appears between the auxiliary *have* and the main verb. *Yet* appears at the end of the sentence.)
- Have children complete the activity on their own. Then have them exchange books with a partner. Write the answers on the board and have children check their partners' work.
- Ask children to return the books to their owners so they can correct their mistakes using a different colored pencil.

ANSWERS

- 1 They've already met Gretch.
- 2 They haven't found any clues yet.
- 3 Megan has already solved the first puzzle.
- 4 Gretch hasn't smiled yet.



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *Wait a minute*. Prompt children to point to the sentence with the same meaning in the story (*Hang on!*). Children write the sentence in their notebooks.
- Do the same for the second box (*You're very smart*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"Hang on!""You're a genius."

Optional

Have a game of "tennis". Divide the class into two teams. One team says a positive sentence using *already*; the other team has to say the opposite using *yet*.

WORKBOOK PAGE 13 ANSWER KEY

- 1 2 already, 3 yet, 4 yet, 5 already
- 2 3 He has already bought some milk.
4 He has already opened the window.
5 He hasn't cleared the table yet.
6 He hasn't fed the cat yet.

Grammar

Present perfect: *already, yet, ever, just*

Page T-112

Materials

Student's Book page 14

CD 1, Track 10

Workbook page 14

Print-outs of travel advertisements from an English-language newspaper website (Optional)

Warmer

- Call out the following riddle: *I've circled the Earth many times. I've taken pictures. I've sent radio waves. But I've never come back down to Earth. What am I?*
- Prompt children to call out the answer: *a satellite.*

Activities

1 Look at the pictures. Number the places and activities.

- Have children describe each picture in their own words.
- Then have them number the places and activities. Write the answers on the board so they can check their work.

ANSWERS

Go to the North Pole, 5
 Go to an amusement park, 1
 Go on safari, 2
 Go snorkeling, 3
 Go horseback riding, 6
 Go sailing, 4

2 Ask and answer.

- Ask for two volunteers to come to the front of the classroom to say the dialogue: *Have you ever been to a theme park? Yes, I have./No, I haven't.*
- In pairs, children take turns asking and answering questions using the places and activities in Activity 1.

3 Read the song. Find more places and activities.

- Have children read the song silently.
- Divide the class into pairs, or, if possible, groups of three. Each pair or group brainstorms more places and activities.

Track 10

4

Listen and sing.

- Play the audio CD. Children listen and sing.
- Each pair or group writes a new verse that includes its additional places and activities.
- Have each pair or group come to the front of the class, to read or sing aloud its new verse.

Optional

Print out some travel advertisements from the website of an English-language newspaper. Divide the class into pairs or small groups. Give each pair or group some print-outs of travel advertisements. Prompt children to discuss where they want to go and what they want to do.

WORKBOOK PAGE 14 ANSWER KEY

- 1** 1 b, 2 a, 3 d, 4 c
2 Children's answers
3 to the U.S.A., to the moon
 skiing/snorkeling/on safari

Materials

Student's Book page 15

Workbook page 15

Construction paper

Warmer

- Divide the class into pairs.
- Have children take turns asking and answering *Have you ever ...?* questions.

Activities

1 Complete the questions in the survey.

- Tell children to write the past participles of the irregular verbs in brackets.
- Have children exchange books with a partner. Write the answers on the board so children can check their partners' work. Children then return the books to their owners and correct their mistakes using a different colored pencil.
- Point to each question. Ask for volunteers to call out their questions individually. Then ask the class to call out the questions chorally.

ANSWERS

seen, won, written, sent, eaten

2 Talk about Class 5B.

- Give children prompts based on the survey. For example: *Seen a dolphin?* Elicit children to say: *Seven children have seen a dolphin.*
- In pairs, children talk about Class 5B. Go around the classroom monitoring and making corrections as necessary.

ANSWERS

Eleven children have flown in an airplane.
 Seven children have seen a dolphin.
 Ten children have won a prize.
 Fourteen children have written a poem.
 Thirteen children have eaten Chinese food.

3 Conduct a survey in your class. Invent questions or use these ideas.

- Brainstorm ideas for questions for a survey with the class.
- Divide the class into pairs.
- Decide which questions to use in the survey.

- Each pair asks its question to each child in the class and writes down the results. Then each pair writes sentences about its results on a sheet of construction paper. Display the work in the classroom.

4 Talk about your class.

- Divide the class into pairs.
- Have children talk about the class in their pairs. Encourage them to use the sentences on the construction paper as a reference.

Optional

Have children ask their parents, and other members of their family, the class survey questions for homework. They can report their results the following day.

Materials

Student's Book page 16

CD 1, Tracks 11 & 12

Workbook page 16

Warmer

- Write the following sentences on the board:
He's going to the store. He's gone to the store.
- Have children rewrite the sentences, replacing the contractions with the full forms (*He is going to the store. He has gone to the store.*). Make sure they understand the difference between the two.

Activities

1 Look at the pictures. Answer the questions.

- Prompt children to describe each picture.
- Draw their attention to the example answer:
He's just taken a shower. Make sure children understand that here *just* means "very recently".
- Children answer the remaining questions on their own.

Grammar

Present perfect: *already, yet, ever, just*

Page T-112

ANSWERS

b She's just fallen down. c A wasp's just stung him.
d They've just eaten three pizzas.



2 Listen and number the pictures. Did you answer correctly in Activity 1?

- Play the audio CD. Children number the pictures.
- Play the audio CD again. Have children check their answers in Activity 1.

TAPESCRIPT

Boy: Ow! My arm!
Mom: What's the matter?
Boy: My arm hurts! That wasp has just stung me!
Dad: What was that noise?
Girl: I've just fallen down the stairs.
Dad: Are you OK?
Girl: Yes, I'm fine. But my laptop isn't. It's broken!
Mom: What's the matter?
Boy: We feel sick.

Mom: Oh dear. Do you need a doctor?
Girl: No, we don't.
Boy: We feel sick because we've just eaten three pizzas!
Mom: Three pizzas! That's way too much ...
Boy: Mom! Can I have another towel, please?
Mom: Yes, of course. There are some in the bedroom. Why do you want one?
Boy: My hair is wet. I've just taken a shower.

ANSWERS

1 c, 2 b, 3 d, 4 a

3 Ask and answer about these pictures.

- In pairs, have children ask and answer questions about the pictures.
- Go around the classroom monitoring.



4 Listen and choose. Then listen and repeat.

- Review the pronunciation of each word in the box with the class.
- Play the audio CD. Have children circle the correct word that they hear.
- Play the audio CD again. Children check their work. Then they can listen to and repeat each word as it is mentioned.

TAPESCRIPT

1 hair, 2 heart, 3 at, 4 old, 5 hate, 6 ear

Optional

Have a "Spelling bee". Call out each of the words from Activity 4, but in a different order. Write down the order of words as you call them out. Children then write each word on a sheet of paper. Write the answers on the board and have children check their work.

WORKBOOK PAGE 16 ANSWER KEY

- 1 2 false, 3 true, 4 true, 5 false, 6 false
2 2 He's just found some money.
3 We've just won the game.
4 They've just caught a fish.

Materials

Student's Book page 17

Workbook page 17

Copies of a newspaper article

Warmer

- Ask children what a sentence is (a complete idea that begins with a capital letter and ends with a period).
- Write the following "sentence" on the board: *I ice cream cone yesterday.* Ask children: *Is this a sentence?* Encourage children to say that there is no verb. Have children say why the following are not sentences. *She plays tennis* (no period) *he likes soccer.* (no initial capital letter)
- Encourage children to look for two separate ideas.

Activities

1 Complete the article.

- Children read the article silently. Ask these questions: *How old is Jasmine? What unusual thing has she done? How long has she played the guitar? What was the name of her first song? How many songs has she written? What is Jasmine's ambition for the future?*
- Then have children complete the article on their own using the words from the box.
- Ask a child to read the first sentence. Do the same for the remaining sentences. Make corrections as necessary.

ANSWERS

dad, guitar, learned, five, written, had, write

2 Add the periods and capital letters.

- Have children divide the sentences into two.
- Write the answers on the board so they can check their work.

ANSWERS

- 1 Jasmine listens to music every evening. Her favorite singer is Enrique Iglesias.
- 2 Jasmine likes school. Her best subject is music, of course!
- 3 Jasmine isn't very interested in clothes. She normally wears jeans and a sweatshirt.

3 Imagine that you have just made your first album. Answer the questions.

- Have children read the questions silently.
- In pairs, children take turns asking and answering the questions. Go around the class monitoring the children's work.

4 Write a newspaper article about you and your first album.

- Have children write an article based on their answers to the questions from Activity 3. Encourage them to include a headline and draw a picture. They can use the article from Activity 1 as a model.
- Display the finished articles in the classroom.

Optional

Have children write a short review of their favorite album. Make sure they include at least three reasons why they like that album.

WORKBOOK PAGE 17 ANSWER KEY

- 1 Dear Simon,
I'm at summer camp and I'm having a fantastic time. Everyone is very friendly. I've met a really great girl from Alabama. Her name's Maria. There's a lot to do. We've been horseback riding in the mountains and we've played tennis. Tomorrow, we're going to a theme park. It's been really hot and sunny.
Love, Jasmine

Materials

Student's Book page 18

CD 1, Track 13

Workbook page 18

Warmer

- Write the following run-on sentence on the board: *Today we are going to read about the wild girl of France and we are going to see what happens to her.*
- Children rewrite the run-on as two sentences (*Today we are going to read about the wild girl of France. We are going to see what happens to her.*).

Activities

track 13

1 Read and listen to the story.

- Ask children what they remember about the first part of the story. Children may need to look at the pictures on Student's Book page 10 to refresh their memories.
- Prompt children to describe each picture in the story.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.
- You could ask children to close their books and work with a partner to see how much of the story they can remember. Listen to some of the children's versions then play the audio CD again if necessary.

2 Read and choose: the girl, the cook or the prince?

- Read each question aloud. Have children write their answers on a sheet of paper.
- Ask children to call out their answers. Make corrections as necessary.
- Prompt children to underline specific information in the text that gives the answer to each question.

ANSWERS

1 the prince, 2 the cook, 3 the girl, 4 the prince

Optional

Act out the story in class. Assign the following roles: the narrator, the villagers, the girl, the cook and the prince. The narrator reads the parts of the text that are not in direct speech. The characters act out their lines. Encourage children to practice before performing the story. Children may like to improvise some props.

WORKBOOK PAGE 18 ANSWER KEY

- 2** 1 joystick, 2 disappointed, 3 boys, 4 destroy, 5 oil, 6 coins, 7 enjoy, 8 toys, 9 annoying
- 3** 1 2, 2 3, 3 1, 4 4

Materials

Student's Book page 19

Workbook page 19

Scissors (Optional)

Warmer

- Ask each child: *What have you done today?*
- Children respond individually. Then have them ask you the question.

Activities

1 Write true sentences about today.

- Draw children's attention to the example answers: *I've already eaten my lunch. I haven't eaten my lunch yet.* Have them circle which sentence is true for them.
- Children write true sentences about themselves on the remaining blanks. Go around the classroom monitoring.

2 Look and complete.

- Prompt children to describe each picture in their own words.
- Children complete the sentences on their own.
- Say: *Number 1.* Children respond: *She's just been surfing.* Do the same for the remaining sentences.

ANSWERS

- 2 He's just been shopping.
3 He's just been to the beach.
4 They've just been to the Moon.

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.

ANSWERS

a 3, b 2, c 4, d 1

- Review the following for the upcoming test:
I've already seen that movie. She hasn't done her homework yet, etc.

She was reading when the phone rang. As she was reading, the phone rang.

You use a camera to take pictures.

Optional

Have each child write four sentences about what he or she has done that morning. Then children cut out each sentence. Divide the class into pairs. Children exchange sentence strips and try to put them in the correct order.

WORKBOOK PAGE 19 ANSWER KEY

- 1 2 I've already been shopping. / I haven't been shopping yet.
3 I've already seen my friends. / I haven't seen my friends yet.
4 I've already read a book. / I haven't read a book yet.
5 I've already used a computer. / I haven't used a computer yet.
- 2 Example sentences:
2 She's just won a prize.
3 They've just missed the bus.
4 He's just seen a ghost.
5 She's just failed an exam.

WORKBOOK PAGES 20 & 21 ANSWER KEY: THE CHALLENGE

- 1 2 written, 3 slept, 4 watched, 5 lost, 6 driven, 7 seen, 8 ridden, 9 eaten, 10 made
Secret word: discovered
- 2 1 I've already solved two clues.
2 I've just finished this puzzle.
3 I haven't finished this puzzle yet.
3, 1, 2
- 3 2 The girl has painted a picture.
3 The girl has eaten the cake.
4 The boy has made the airplane.
5 The boy has drunk the milk.
6 Mom has done the ironing.
- 4 Example answers:
2 He's gone home already.
3 She hasn't brushed her hair yet.

Getting Ready

- Use the language boxes at the top of page 20 to review the grammar. Make sure that children understand all the examples. Use their own language to check this, if necessary.
- Write some prompts on the board for example: *(be) to China, (see) the movie, (have) breakfast, (brush) teeth, (take) shower*. Point to one of the prompts and ask children to give you a question, a negative sentence with *yet* and a sentence with *already*.
- Write examples on the board, such as: *I was eating my lunch, when ...*, and: *Have you ever ...?*, and ask children to complete them with their own ideas.
- Then divide the class into pairs or, if possible, groups of three. Give each pair or group one of the following sentences: *As they were watching the movie, the phone rang. You use an eraser to erase your mistakes. We haven't been to the beach yet*. Have each pair or group find material in Units 1 and 2 about their sentence. Ask each pair or group to explain their sentence to the class and provide some examples of its use.

Working with the Review

- Children should not feel worried or upset by the Review; they should feel motivated. It's an opportunity for them to see how much new language they have learned. It's also an opportunity for you to help them with any difficulties. You can keep a record of scores using the table on the next page, but try to be positive and focus on improvements when you speak to children.
- Before children begin the Review, explain the system of scores: they get one point for each correct answer out of a total of twenty.
- Ask children to be quiet during the Review so that everyone can concentrate and do their best.

Have children take out a pencil ready for the first activity. Make sure they all have an eraser in case they want to change their answers.

- Explain the first activity. Check that they all understand the example and know what they have to do. Have children complete the first activity. If some children finish quickly, ask them to look at the second activity, but not to write anything.
- When all children have finished the first activity, explain the second. Repeat this until they have completed all activities in the Review.

Evaluating

- If you want to treat the Review as a test, collect children's books. Circle the mistakes in red and write the correct answers. Calculate each child's total score. Return the books. Children look at their corrections as you write each answer on the board.
- If you want to treat the Review as a more informal opportunity for consolidation, not a test, allow children to correct their own or their friend's book as you write the answers on the board. Children then fill in the scores themselves.
- Make sure that children understand their mistakes and ask you about them, if they still have doubts.

Answers

- ACTIVITY 1**
- 2 Spot was drinking water.
 - 3 Dad and Josh were playing chess.
 - 4 Clara was listening to music.
 - 5 Grandma and Grandpa were watching TV.
 - 6 Gloria was practicing the guitar.

- ACTIVITY 2**
- 2 were watching, ate
 - 3 was having, had
 - 4 were leaving, arrived

- ACTIVITY 3**
- 2 As I was taking a shower, the phone rang.
 - 3 As we were walking through the woods, we heard a strange noise.
 - 4 As he was walking to school, he saw an alien.

- ACTIVITY 5** 2 Have you ever seen a ghost?
3 We've just bought a car.
4 They haven't had lunch yet.
5 She's already read that book.
6 Have you ever visited a museum?
7 They've never flown in an airplane.

- You can extend each section of the Review into a class activity. This is particularly important for the sections that children found most difficult. You can choose not to extend sections that the children found very easy.

Play past tense charades. Children act out something and the rest of the class guesses: *She was singing. He was playing tennis*, etc.

Write the following sentence starters on the board: *As she was doing her homework ...*, *As you were making cookies ...* Children complete each sentence. Collect their work and mark any errors.

Call out each sentence: *They were playing soccer when they saw their friend. We were eating lunch when the phone rang. She was watching TV when her mom called.* Ask individual children to call out each sentence in its changed form: *As they were playing soccer, they saw their friend*, etc.

Children think of some sentences about school objects and ask children to call them out: *You use a pen to write. You use a backpack to carry books, etc.*

In pairs, have children ask each other: *Have you ever ...?* questions

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Materials

Student's Book page 22

CD 1, Track 14

Workbook page 22

Warmer

- Ask children to think about something they are certain about, and something they aren't certain about. For example, where they will be tomorrow and in ten years' time.
- Discuss how they express certainty and possibility in their own language.
- Explain that today they will learn how to express certainty and possibility in English.

Activities

1 Look at the picture. What do Matt and Megan have to do?

- Children describe the picture in their own words.
- Ask children what is on the wall and on the boxes. Prompt children to suggest what Matt and Megan have to do.

2 Read and listen. Did you guess correctly?

- Have children read the text silently.
- Play the audio CD. Children read and listen.
- Have children speculate about which is the correct box.

ANSWER

The correct box is the yellow box.

3 Choose true or false.

- Write the following on the board: *Certainty: definitely. Possibility: might, could.* Make sure children understand the different meanings.
- Children choose *true* or *false*, using information in Activity 2.
- Call out the answers so children can check their work.

ANSWERS

2 true, 3 false, 4 false, 5 false, 6 false

UNIT 3 The First Clue

Grammar

*Might, could, may, will/won't definitely:**They might be poisonous.**They could bite us.**I may go to a party.**We'll definitely find the clue.**We definitely won't eat it.*

Vocabulary

Future time expressions

Optional

- Play the "Whispering game". Whisper the following sentence to a child: *The red box might have spiders.* Children whisper the sentence to each other in a chain-like fashion until the whisper reaches the last child. Ask him or her to call out the sentence. Check that this sentence matches the one you started the game with. Play the game with other sentences using *definitely, could* or *might*.

WORKBOOK PAGE 22 ANSWER KEY

- 1 a 2, 7, b 4, 6, c 1, 5, d 3, 8
- 2 2 Matt might/could fall.
3 Kate might/could climb the tree.
4 Cristy might/could catch a fish.
5 Mr. Brown might/could read the newspaper.
6 Will might/could eat the candy bar.

Materials

Student's Book page 23

CD 1, Track 15

Workbook page 23

Sheets of paper (Optional)

Warmer

- Give children some future sentences and ask them to guess if they are a certainty or a possibility. For example: *I will win a million dollars. I will be your teacher next week.* If the sentence is a certainty, once children have guessed, give them some extra information. For example, *I will be your teacher all year!*

Activities



1 Read and listen to the story. Then act it out.

- Before children open their books, ask them to make predictions about the story: *Will Matt and Megan open the correct box? Will spiders bite them? Will the spiders be poisonous?* Ask them if it is a certainty or a possibility.
- Have children describe what is happening in each frame of the story. Ask: *What is Megan holding in Picture 4?*
- Play the audio CD. Children read and listen to the story.
- Play the CD again so children have a chance to hear *how* the sentences are said.
- In small groups, children take turns reading the dialogue aloud. Encourage them to say the lines in the same way as the children on the CD.

2 Talk about this evening. Use these phrases.

- Ask a pair of children to come to the front of the class and talk about their plans for this evening, e.g.: *I'll definitely have dinner.*
- In pairs, have children talk about their plans for this evening.
- Go around the class monitoring children's work.

Grammar

might, could, may, will/won't + definitely

Page T-113



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *This is difficult.* Prompt children to point to the sentence with the same meaning in the story (*This is tricky*). Children write the sentence in their notebooks.
- Do the same for the second box (*Don't move*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"This is tricky.""Keep still!"

Optional

Ask children to think how the numbers 6–10 may be "coded". Have them draw possibilities on sheets of paper and display around the classroom.

WORKBOOK PAGE 23 ANSWER KEY

- 1 2 Mo definitely won't go swimming.
3 Paul and Sue could/might play tennis.
4 Delia could/might make a sandcastle.
5 Jan will definitely collect sea shells.
6 Tim definitely won't see a shark.

Materials

Student's Book page 24

CD 1, Tracks 16 & 17

Workbook page 24

Warmer

- Dictate the following: *This evening I'll definitely have dinner. I might call a friend.* Children write down the dictation. Add more sentences using *might* or *definitely*.
- Have children read the dictation back to you.

Activities



1 Listen and match.

- Play the audio CD. Children listen and match.
- Play the audio CD again. Have children check their answers.
- Say: *Jacob*. Prompt children to point to Jacob and respond: *Jacob might go to Australia next summer.* Do the same for the remaining names.

TAPESCRIPT

Girl: Hi, Jacob. What are you doing?
 Jacob: I'm reading a magazine.
 Girl: What's it about?
 Jacob: It's about Australia. I might go there next summer!
 Girl: Australia! That'll be fantastic.
 Boy: Hi, Sarah. Do you want to go out this evening?
 Sarah: No, thanks. I'm not feeling very well.
 Boy: Oh, I'm sorry to hear that.
 Sarah: I'll probably stay at home and watch a video this evening. Do you want to come over to my house and watch a video with me?
 Boy: OK! See you later!
 Girl: Hi, Brandon. Are you coming to the picnic tomorrow?
 Brandon: I can't. I'm going to visit my cousins tomorrow.
 Girl: Oh, really. Where do your cousins live?
 Brandon: They live near the park. We'll probably play soccer.
 Girl: Well, have fun!
 Boy: Hi, Emily. Do you want to go to the movies next weekend?
 Emily: I'm not sure. It's Tom's party next weekend.

Boy: Have you been invited?
 Emily: Yes, I have. I may go to the party, but I'm not sure.
 Boy: Hmm. I don't have an invitation.

ANSWERS

2 Sarah will probably watch a video this evening.
 3 Brandon will probably play soccer tomorrow.
 4 Emily may go to a party next weekend.

2 Ask and answer.

- Make sure children understand that *probably* and *may* express *possibility*. Point out that *probably* expresses more certainty than *may*.
- In pairs, children take turns asking and answering questions. Then they share their questions and answers with the class.

3 Look and complete the song.

- Have children describe each picture.
- Then have them complete the song using information in the pictures.



4 Listen and check. Then listen and sing.

- Play the audio CD. Children listen and check their answers.
- Play the audio CD again. Have children sing.

ANSWERS

I could play soccer in the yard,
 I might swim in the lake.
 I may go for a picnic
 I could go surfing at the beach,
 I might walk through the park.

Optional

Have children write and sing their own verses for the song "I Can't Decide".

WORKBOOK PAGE 24 ANSWER KEY

- 1 Past: last night, yesterday, last month
 Present: now, at the moment
 Future: next year, next Sunday, tomorrow

Materials

Student's Book page 25

CD 1, Track 18

Workbook page 25

Picture of the solar system showing the Moon, Earth and Mars

Warmer

- Ask children what they know about the solar system. Present a picture of the solar system to the class.
- Point out the Moon, Earth, and Mars. Review their names in both English and children's own language.
- Introduce words and phrases such as: *space station, planet, space and astronaut*.

Activities

1 Read and choose.

- Have children read the text silently.
- Prompt them to circle the correct words on their own. Encourage them to use context clues to help them choose the correct word.



2 Listen and check your answers.

- Play the audio CD. Children check their answers.
- Ask additional questions to check comprehension:
How much does it cost to carry food that weighs one kilogram in space? What kind of food do astronauts eat? Why do they eat this kind of food?

ANSWERS

Mars, an apple, carrots, animals

Tip!

It can be easy to understand phrases when they are used in context. However, unless a special effort is made to "notice" the actual words used to express an idea, children may not be able to remember, or use the phrase themselves. So for example, the collocation *Have a coffee* is easy to understand, but when children try to use it they may say, *Take a coffee* instead. This would not have the same meaning.

3 Imagine you are an astronaut on Mars. Answer the questions.

- Point out that children need to use their imagination to answer these questions. The answers are not included in the text.
- Children write an answer to each question.
- In pairs, have children discuss their answers.

Optional

Pretend that a Martian visits the Earth. As a class, discuss what the Martian thinks of our planet. Encourage them to think how they would explain to somebody/something that knew nothing about our world why we use things like: pens, paper, combs, shoes etc.

WORKBOOK PAGE 25 ANSWER KEY

Project: Design a Vacation Advertisement

- 1 Places: beach, lake, forest, mountains
Places to stay: hotel, ship, house, tent
Activities: go walking, go climbing, go swimming, play tennis
- 2 Possible answers: beach, hotel, go swimming, play tennis

Materials

Student's Book page 26

CD 1, Track 19

Workbook page 26

Warmer

- Ask children to make predictions about space travel in the year 2040.
- Encourage them to use: *probably, may, might* and *definitely* in their predictions.

Activities

Track 19

1 Listen. What does the astronaut ask for?

- Say: *corn on the cob*. Children point to the item on the menu. Do the same for the remaining items. Ask: *What kinds of dishes aren't included? (meat and fish) and: Why are they not included? (It's not possible to keep animals in space.)*.
- Play the audio CD. Children write a check by the items the astronaut asks for.
- Play the audio CD again. Have children check their answers.

TAPESCRIPT AND ANSWERS

Alien: Good evening. Welcome to The Mars Café.
 Astronaut: Thanks!
 Alien: Can I take your order?
 Astronaut: Yes. I'll have a mushroom pizza, please.
 Alien: Would you like anything to drink?
 Astronaut: I'll have an orange juice.
 Alien: OK! One mushroom pizza and one orange juice. That's five dollars, please.

2 Complete the conversation. Then act it out.

- Children complete the conversation on their own.
- Play the audio CD. Have children check their answers.
- In pairs, children act out the conversation swapping roles each time.

ANSWERS

Mars, mushroom pizza, orange juice,
 mushroom pizza, orange juice, five

3 Work in pairs. Act out similar conversations.

- Divide the class into pairs. Each pair designs a new restaurant menu.
- Children act out similar conversations to the one in Activity 2. Encourage them to perform their conversations in front of the class.

Optional

Divide the class into two teams. Ask a member from each team to come to the board. Call out one of the following words: *probably, definitely, may* or *might*. The first child to write a sentence including that word earns a point for his or her team. The team with the most points at the end of the game wins.

WORKBOOK PAGE 26 ANSWER KEY

- 2 1 'I'll definitely take, 2 'I'll probably watch,
 3 'I'll definitely buy, 4 might go

Materials

Student's Book page 27

CD 1, Track 20

Workbook page 27

Warmer

- Remind children that contractions are abbreviated phrases with an apostrophe.
- Brainstorm contractions as a class: *he'll, she'll, I'll, we're, didn't*, etc.
- Ask children what the full form of each contraction is: *he will, she will, I will, we are, did not*, etc.

Activities

1 Read the story. How might John and Samantha get home?

- Have children read the story silently.
- Ask questions to check comprehension: *Who's Scruff? What are his owners' names? What happened to John and Samantha?*
- Then ask: *How might John and Samantha get home?* Encourage children to suggest ways in which John and Samantha might get home.

track 20

2 Listen. What happened?

- Play the audio CD. Children listen to the end of the story.
- Have children write answers to the questions in Activity 2.
- Play the audio CD again pausing it after each answer so children can check their work.

TAPESCRIPT

John and Samantha called their mom. "We're lost!" they said. "Can you come and find us in your car?" "I don't have the car today," said their mom. "Your sister has it." Then Samantha had an idea. "We could take a taxi," she said. "We don't have any money," said John. "That doesn't matter," said Samantha. "Mom will pay for the taxi when we get home." "That's a great idea!" said John. So they took a taxi home. When they arrived, their mom paid the taxi driver. "It was all your fault, Scruff!" said John.

ANSWERS

- 1 They called their mom.
- 2 She said she didn't have the car, their sister had it.
- 3 Samantha suggested that they could take a taxi.
- 4 They took a taxi home.

3 Write the end of the story.

- Direct children's attention to the quotation marks in the story. Explain that quotation marks are used to show what people say. Ask how this is shown in the children's own language.
- Have children write the end of the story. You may need to play the audio CD again.

Optional

Ask: *What should you do if you get lost?* Have children write five sentences about what you should do, e.g.: *You should call your mom/a friend. You should go to a police station.* etc.

WORKBOOK PAGE 27 ANSWER KEY

- 1 "We just don't know what it is," said Edward Deanshaw ...
"Our mission was to get more information about the objects in space," he said. "It was very exciting."
... "It might be a rock."
... Sergei Karpov said, "It could be part of an old rocket. We will know what it is when we have more information."

Materials

Student's Book page 28

CD 1, Track 21

Workbook page 28

Warmer

- Start a question-and-answer chain. Ask a child: *What will you do this evening?* The child responds: *I'll probably ... / I might ... / I may ...*, etc. Then the next child asks: *What will you do this evening?* Continue the question-and-answer chain until it reaches the last child.
- Then test children's memories. Ask: *What will (child's name) do this evening?* Prompt children to call out what he or she said.

Activities



1 Read and listen to the story.

- Ask children what they remember about the previous part of the story. Children may need to look at the pictures on Student's Book page 18 to refresh their memories.
- Prompt children to describe each picture in the story and what they think will happen in this episode.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.
- You may want to play the CD again (whilst children have their books closed) and ask children to repeat key or important phrases.
- Encourage children to make guesses about what might happen in the next part of the story.

Tip!

When reading long texts, encourage children to think what the main point of each paragraph is, and how one paragraph is connected to the next.

2 Answer the questions.

- Divide the class into pairs.
- Each pair discusses the questions and then writes down an answer.
- Children share their answers with the class. Make corrections as necessary.

ANSWERS

- 1 Her skin was white.
- 2 They were larger and stronger.
- 3 She was stolen from her family.

Optional

Ask children to imagine that they are the Wild Girl of France. Have them draw a picture and include a dialogue about what happens next.

WORKBOOK PAGE 28 ANSWER KEY

- 2 1 kangaroo, 2 food, 3 Tuesday, 4 threw, 5 blue, 6 few, 7 zoo, 8 too, 9 statue, 10 roof, 11 room
- 3 1 to the zoo, 2 some blue birds, 3 some leaves to a kangaroo, 4 hungry. She needed some food.

Materials

Student's Book page 29

Workbook page 29

Warmer

- Write this sentence on the board: *I might be an astronaut in the future my brother definitely won't be an astronaut he's scared of flying.*
- Children rewrite the run-on sentence as three separate sentences: *I might be an astronaut in the future. My brother definitely won't be an astronaut. He's scared of flying.*

Activities

1 Complete for you using *may, might, will* or *won't*.

- Ask children to look at the words in the sentences and to circle the phrases referring to the future. Make sure children are clear that they can only use these for the *might, will, may* sentences.
- Children complete the sentences on their own.
- Ask: *Who may become famous in the future?* Children who wrote *may* raise their hands. Then ask: *Who might become famous in the future? Who will ...? Who won't ...?*
- Do the same for the remaining fill-in sentences.

2 Choose and write sentences.

- Ask children to look at words in the box and to circle the phrases referring to the future.
- Children choose words or phrases from the box and write sentences with them.
- Ask each child to write one of his or her answers on the board. Make corrections as necessary.

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.

ANSWERS

a 3, b 1, c 4, d 2

Optional

Have children draw four picture frames for a story about Grace and Cody. Then they cut out the pictures and mix them up. In pairs, children exchange pictures and try to place them in chronological order.

WORKBOOK PAGES 30 & 31 ANSWER KEY: THE CHALLENGE

- 1 Possible answers:
2 tennis, soccer, 3 magazine, newspaper,
4 lion, elephant, 5 shirt, tie,
6 the Moon, Mars, 7 chocolate, candy,
8 shell, ocean
- 2 1 I, 2 will, 3 definitely, 4 outsmart,
5 Gretch, 6 this, 7 time
Secret message: I will definitely
outsmart Gretch this time!
- 3 1 6 5, 9 4 7, 3 8 2
1 Question: What will you and your
family do next weekend?
Children's answers
- 4 1 will, probably, go, 2 might, write, e-mail,
3 definitely, won't, do

Materials

Student's Book page 30

CD 1, Track 22

Workbook page 32

UNIT 4 The Mountain

Grammar

If ... conditionals (Real conditionals):

*If they climb up the tree, the snake will bite them.**If you take baths, you won't save water.*

Instructions:

Climb over the wall and turn right.

Vocabulary

Basic meanings of get

If they go through the gate, the spider will bite them, etc.

- In pairs, children take turns talking about the dangers. As one child calls out a possible danger, using *If ...*, the other refers to the picture to see if he or she is correct.

Optional

Write the following *if* clauses on the board:

If you don't do your homework ... / If you stay up late ... / If you eat a lot of vegetables ... Have children complete each *If* clause with a possible result.

Warmer

- Ask children: *What happens if you eat too much? (you feel full or sick).* Ask: *What happens if you drop a plate? (the plate breaks).*
- Explain to the class that an *If ...* clause describes a possible situation, and that the following clause describes the result.

Activities

1 Look at the picture. What will Matt and Megan do to get to the mountain?

- Draw children's attention to the picture. Have them describe it in their own words. Point to different items and prompt children to name them.
- Ask: *What will Matt and Megan do to get to the mountain?* Children take turns describing different ways to safely reach the mountain.

Track 22

2 Read and listen. Why is it difficult to reach the mountain?

- Have children read the text silently.
- Play the audio CD. Children read and listen.
- Play the audio CD again. Children point to each danger as it is mentioned.
- Ask children why it is difficult to reach the mountain. (Because of the snake, the wasps, the spider, the tiger and the crocodile.)

3 Cover the text. Talk about the dangers.

- Give children a minute to study the picture carefully. Encourage them to take note of all the dangers.
- Have children cover the text in their Student's Books. Ask: *What will happen if Matt and Megan climb up the tree?* Elicit a child to respond: *If they climb up the tree, the snake will bite them.*
- Ask for volunteers to come to the front of the class and talk about the dangers: *If they climb up the ladder, the wasps will sting them.*

WORKBOOK PAGE 32 ANSWER KEY

- 1 2 'I'll take a picnic, 3 'I'll be exhausted, 4 'I'll take a flashlight, 5 'I'll go fishing, 6 'I'll stay at home
- 2 2 will be, 3 isn't, 4 runs away, 5 will cry, 6 will come

Materials

Student's Book page 31

CD 1, Track 23

Workbook page 33

Warmer

- Write the following consequences on the board:
you will get fat / you will learn English quickly / you will get sick.
- Children call out an *if* clause for each result.
(For example: *If you eat a lot of cake, you will get fat. If you study every night, you will learn English quickly. If you don't wear a jacket in the rain, you will get sick.*)

Activities

track 23

1 Read and listen to the story. Then act it out.

- Have children describe what is happening in each frame of the story. Ask: *How do Matt and Megan feel in Picture 4?*
- Play the audio CD. Children read and listen to the story.
- Play the CD again and have half the class repeat Megan's lines and half the class repeat Matt's lines.
- In pairs children take turns reading the dialogue aloud.

2 Complete using *will* or *won't*.

- Have children complete the sentences on their own. Encourage them to use information in the story to help them.
- Ask a child to write the answer for number 1 on the board. Make corrections as necessary. Do the same for the remaining sentences.

Grammar

If ... conditionals (Real conditionals)

Page T-113

ANSWERS

2 will, 3 will, 4 will, 5 won't



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *That's very good.* Prompt children to point to the sentence with the same meaning in the story (*That's great!*). Children write the sentence in their notebooks.
- Do the same for the second box (*I'm very tired*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"That's great!""I'm exhausted!"

Optional

Write the following sentences on the board: *If you eat carrots, you will turn orange. If you practice playing soccer, you will play better. If you watch TV every day, you will become lazy.* Children discuss whether or not they agree with each sentence.

WORKBOOK PAGE 33 ANSWER KEY

- 2 work, will be, 3 doesn't pass, he'll take, 4 loses, she'll buy, 5 forget, won't be, 6 have, they'll play, 7 is, will go
- 2 e If it rains, we'll take umbrellas.
3 f If we take some food, we won't be hungry.
4 a If we get there early, we'll get good seats.
5 c If our team wins, we'll be very happy.
6 d If I ask my dad, he'll take us home.

Materials

Student's Book page 32

CD 1, Track 24

Workbook page 34

Sheets of paper (Optional)

Warmer

- Children call out future tense contractions (*I'll, you'll, we'll, he'll, she'll, they'll*). Write each contraction on the board as it is called out.
- Prompt children to write a sentence using each contraction.

Activities

1 Complete the sentences. Choose phrases from the chart.

- Have children read each phrase aloud. Make sure they understand the different meanings of *get*: "become" (*get cold*), "arrive" (*get to the airport*) and "receive" (*get some money*).
- Encourage them to complete the sentences on their own.
- Write the answers on the board so they can check their work.

ANSWERS

1 get some money, 2 get cold, 3 get to the airport

2 Complete in your own words. Add the phrases to the chart in Activity 1.

- Have children complete the sentences in their own words. Each child writes one of his or her sentences on the board. Make corrections as necessary.
- Determine the meaning of *get* in each phrase ("become": *get hungry, get scared*; "arrive": *get to the bus stop, get to the movie theater*; "receive": *get a bad report card, get an invitation*).
- Have children add the underlined phrases to the chart in Activity 1.

ANSWERS

Column 1: get a bad report card, get an invitation

Column 2: get hungry, get scared

Column 3: get to the bus stop, get to the movie theater



3 Read and complete. Then listen and sing.

- Children read the text and then complete the sentences using the words in the box.
- Play the audio CD. Children check their answers.
- Play the audio CD again. Children listen and sing.

ANSWERS

A Friend Like Me

If I get fifty dollars,If I get a brand new car,And if you get sad every now and then,

Optional

Have children write five *If I get ...* sentences, leaving space between the *If I get* clause and the second clause (for example: *If I get cold – I'll put on a coat*). Children cut out the sentences and then cut each sentence in half where the space is, so that it makes two clauses. Divide the class into pairs. Children exchange their paper strips and try to put them back together again into whole sentences.

WORKBOOK PAGE 34 ANSWER KEY

- get + adjective: tired, scared, hurt
get + to a place: hospital, school, library, station, beach
get + object: invitation, food, new bike, good report card
- 1 c, 2 f, 3 e, 4 d, 5 b, 6 a
get + adjective: get wet, get cold, get lost, get angry
get + to a place: –
get + object: get the tickets, get a present
- Children's answers

Materials

Student's Book page 33

Workbook page 35

Construction paper

Warmer

- Explain the word "environment" to the class:
The environment is everything that surrounds us, including the air, trees and water.
- Ask children why it's important to protect the environment.

Activities

1 Read and match.

- Ask children to describe what they can see in the pictures.
- Ask a child to read the first sentence aloud. Children match the sentence with the corresponding picture.
- Do the same for the remaining sentences.
- Ask children which environmental activities from Activity 1 they take part in. Which do they think are more important? Which are the least important?

ANSWERS

1 picture c, 2 picture d, 3 picture a, 4 picture e, 5 picture b

2 Match.

- Point to number 1 and say: *If you turn off the faucet when you brush your teeth, you'll save water.*
- Children match the remaining sentences.
- Have children exchange books with a partner. Write the answers on the board and prompt them to check their partners' work. Then they can return the books to their owners so children can correct their mistakes using a different-colored pencil.

ANSWERS

- 2 If you go everywhere by car, you'll cause pollution.
3 If you always take baths, you won't save water.
4 If you buy drinks in glass bottles, you'll be able to recycle them.
5 If you recycle magazines, you'll save trees.

Tip!

Although conditional sentences are not hard to understand, their construction is quite complex. This is why children need lots of mechanical practice.

3 Make signs for your home or school.

- Divide the class into pairs. Give each pair a sheet of construction paper.
- Each pair creates a sign about protecting the environment.
- Display the signs in the school, or ask children to find a place for them in their homes.

Optional

Ask children to make a list of things they can do during the week to protect the environment. Children compare their lists and display them around the classroom. After a week children should look at their lists and say the things they haven't done and why.

WORKBOOK PAGE 35 ANSWER KEY

Project: Make a Poster

- 1 1 Julia, 2 Alex, 3 Sheila, 4 Tony
2 waste, faucet, bath, water

Materials

Student's Book page 34

CD 1, Tracks 25 & 26

Workbook page 36

Warmer

- Give children directions from the school to a building/place nearby: *Turn left at 1st Avenue. Walk to Main Street. Turn right, etc.*

Activities

1 Look and complete.

- Prompt children to describe the map in their own words.
- Point to the bridge and elicit children to say: *It's a bridge.* Do the same for the church, the woods, the palace, the waterfall, the river, the lake, the cave, the house and the statue.
- Have children complete the sentences on their own. Write the answers on the board so they can check their work.

ANSWERS

- 2 If you walk through the woods and climb up the hill, you'll get to the palace.
- 3 If you walk over the bridge and turn right, you'll get to the waterfall.
- 4 If you climb over the wall and swim across the lake, you'll get to the house.

track 25

2 Listen and follow the directions. Complete.

- Ask children to listen to the directions and follow along on the map. Then they can complete each sentence.
- Play the audio CD. Have children complete the sentences.
- Play the audio CD again. Have children follow along the map with you. Check the answers with the class as a whole.

TAPESCRIPT

Guide 1: Climb over the wall and turn right.
What can you see?

Guide 2: Climb over the wall and turn left.
What can you see?

Guide 3: Walk through the woods and climb up the hill. What can you see?

ANSWERS

1 the statue, 2 the cave, 3 the palace

3 Give and follow directions.

- Ask two children to come to the front of the class to demonstrate giving and following directions: *Climb over the wall and turn right. What can you see? The statue!*
- In pairs, children take turns giving and following directions. Go around the classroom monitoring. Give help as necessary.

Grammar

If ... conditionals (Real conditionals)

Page T-113

track 26

4 Listen and repeat.

- Play the audio CD. Children listen and read.
- Play the audio CD again. Children listen and repeat the sentences.
- Prompt children to think of more words beginning with "s".

Optional

In pairs, have children write directions from the school to a nearby building/place. They should then ask another pair to read the directions and guess the place.

WORKBOOK PAGE 36 ANSWER KEY

- 1 through, turn, across, up, palace
- 2 Possible answers:
 - 1 Walk over the bridge and then turn left. Use the boat to cross the lake.
 - 2 Climb over the wall then turn right. Then climb up the hill.
 - 3 Walk over the bridge then go through the woods. Turn right and then climb over the wall.
 - 4 Climb over the wall then turn right.

Materials

Student's Book page 35

Workbook page 37

Warmer

- Ask children to close their eyes and to think about their favorite place. Ask one or two children to describe the place and why they like it.

Activities

1 Read and complete.

- Have children describe each picture in their own words.
- Prompt children to complete the sentences on their own using the words in the box.
- Write the answers on the board. Have children check their work.
- Ask the following questions and have children point to the appropriate picture: *Who likes fishing? Who lives near the ocean? Who has a dog named Bart? Who goes skiing?*

ANSWERS

1 beach, 2 mountains, 3 river, 4 woods

2 Answer the questions.

- In pairs, children take turns asking and answering the questions to each other.
- Encourage them to answer in complete sentences: *Do you live near the ocean? Yes, I do. Are there any mountains near your home? No, there aren't, etc.*
- Ask: *Who lives near the ocean?* Children who live near the ocean raise their hands. Do the same for the remaining questions.

3 Write about places near your home. Find or draw pictures.

- Draw children's attention to the writing tip in the Student's Book. Prompt them to find commas in the sentences in Activity 1.
- Have children write at least five sentences about places near their homes. Encourage them to draw pictures or bring photographs of these places to class.

- In pairs, children share their sentences with each other. Prompt them to check for commas in their partner's work.

Optional

Divide the class into two teams. Ask a member from each team to come to the front of the class. The first child to correctly write a sentence beginning with *If ...* earns a point for his or her team. The team with the most points at the end of the game wins.

WORKBOOK PAGE 37 ANSWER KEY

- My favorite place is the lake near our house. I can't remember when I first went there, but I've known it all my life. If you go there in the winter, you won't see anybody. It's very quiet. There are only the birds, a few animals and the fish in the water. Next to the lake there are a lot of trees. In the summer a few people go swimming in the lake. My family goes swimming there. We walk by the lake, and sometimes we take a picnic. I like it because it's very beautiful, and it's very quiet.

Materials

Student's Book page 36

CD 1, Track 27

Workbook page 38

Warmer

- Write the following sentences on the board: *If I go to Paris I'll go to the museums. If she learns how to swim she'll go to the beach. If he turns right he'll see the movie theater.*
- Elicit children to rewrite the sentences, inserting the commas where they belong: *If I go to Paris, I'll go to the museums. If she learns how to swim, she'll go to the beach. If he turns right, he'll see the movie theater.*

Activities

track 27

1 Read and listen to the story.

- Ask children what they remember about the previous part of the story. Children may need to look at the pictures on Student's Book page 28 to refresh their memories.
- Prompt children to describe each picture in the story.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.
- Encourage children to say whether or not they liked the story.

2 Answer the questions.

- In pairs, children write an answer to each question.
- Ask children to share their answers with the class. Make corrections as necessary.
- Have them find specific words in the text that answer each question.

ANSWERS

- 1 One of the women was kind. She told her to hide.
 2 Memmie and another girl swam from the ship.
 3 They both wanted the same necklace.

Optional

Ask children: *If you go to another country on your own, what will happen?* Have children say at least five things that will happen: *If I go to another country on my own, I'll be frightened. / I won't know the language. / I'll get lost, etc.*

WORKBOOK PAGE 38 ANSWER KEY

- 2 1 took, 2 lunch, 3 under, 4 book,
 5 looked, 6 upstairs, 7 summer, 8 look,
 9 club
- 3 1 true, 2 false, 3 false, 4 false

Materials

Student's Book page 37

Workbook page 39

Warmer

- Review the three uses of *get* on Student's Book page 32.
- Prompt children to call out a sentence for each use of *get*.

Activities

1 Match.

- Have children match the phrases on their own.
- Ask for volunteers to write sentences on the board. Make corrections as necessary.

ANSWERS

- 2 If I go to bed very late, I'll be tired tomorrow.
 3 If my bike breaks, my uncle will fix it.
 4 If we keep still, the tiger won't see us.
 5 If you can't do the homework, I'll help you.

2 Complete using *will* or *won't* and the words in the box.

- Have children study the pictures silently.
- Then have them complete the sentences on their own using the words in the box.
- Write the answers on the board. Have children check their work.

ANSWERS

2 won't be, 3 won't fall, 4 will see

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.

- Review the following for the upcoming test:
I might go to the movie theater. She could go to a friend's house. They may go to the beach. We definitely won't stay at home. You'll definitely get a good score. If you work hard, you'll do well in school.

ANSWERS

a 2, b 1, c 4, d 3

Optional

Have children write sentences that begin with *If ...*. Have them include different uses of *get*: *If you don't have a map, you'll get lost. If I eat, I won't get hungry. If she turns right, she'll get to the airport, etc.*

WORKBOOK PAGE 39 ANSWER KEY

- 1 2 If you walk over the bridge, you will reach the woods.
 3 If you turn right, you will come to the church.
 4 If you cross the street, you will find the bookstore.
 5 If you go up the hill, you will see a cave.
 2 Children's answers

WORKBOOK PAGES 40 & 41 ANSWER KEY: THE CHALLENGE

- 1 Down: 1 tickets, 2 home, 3 cold, 4 hungry, 5 lost
 Across: 6 school, 7 bus stop, 8 wet
 2 1 park, 2 beach, 3 mountains, 4 lake, 5 the missing place is: city
 3 1 Go through the gate and turn left.
 2 Walk through the woods and turn right.
 3 Walk over the bridge and climb up the hill.
 4 Climb over the wall. What can you see?
 Answer: the statue
 4 1 joke, 2 across, 3 ladder, 4 left

Getting Ready

- Use the language boxes at the top of page 38 to review the grammar. Make sure that children understand all the examples. Use their own language to check this, if necessary.
- Give children a simple situation. For example: *I get home and can't find my key.* Encourage children to make suggestions about possible solutions using: *might, could, 'll definitely* and *If ... You could break a window. If you call the police, they'll help you.*
- Write examples on the board, such as: *This evening, I'll definitely ...* and *If you walk over the bridge ...* Ask children to complete them with their own ideas. This is a good way of making sure that children understand the meanings. Elicit their answers.
- Then divide the class into pairs or groups of three, if possible. Give each pair or group one of the following concepts: *may / might / could, 'll definitely / definitely won't*, or *If ...* sentences. Each pair or group should look for material about these concepts in Units 3 and 4. Ask each pair or group to explain their concept to the class, and provide some examples of its use.

Working with the Review

- Children should not feel worried or upset by the Review; they should feel motivated. It's an opportunity for them to see how much new language they have learned. It's also an opportunity for you to help them with any difficulties. You can keep a record of scores using the table on the next page, but try to be positive and focus on improvements when you speak to children.
- Before children begin the Review, explain the system of scores: they get one point for each correct answer out of a total of twenty.
- Ask children to be quiet during the Review so that everyone can concentrate and do their best.

Have children take out a pencil ready for the first activity. Make sure they all have an eraser in case they want to change their answers.

- Explain the first activity. Check that they all understand the example and know what they have to do. Children then complete the first activity. If some children finish quickly ask them to look at the second activity, but not to write anything.
- When all children have finished the first activity, explain the second activity. Repeat this until they have completed all the activities in the Review.

Evaluating

- If you want to treat the Review as a test, collect children's books. Circle the mistakes in red and write the correct answers. Calculate each child's total score. Return the books. Children look at their corrections as you write each answer on the board.
- If you want to treat the Review as a more informal opportunity for consolidation, not a test, allow children to correct their own or their friend's book as you write the answers on the board. Children then fill in the scores themselves.
- Make sure that children understand their mistakes and ask you about them, if they still have doubts.

Answers

- ACTIVITY 1**
- 2 They'll definitely do their homework.
 - 3 They definitely won't buy new clothes.
 - 4 They may / might / could make a cake.
 - 5 They definitely won't have classes.
 - 6 They may / might / could play chess.
 - 7 They'll definitely watch a video.

- ACTIVITY 2**
- 2 If that wasp stings you, you'll cry.
 - 3 If we don't call our mom, she'll be worried.
 - 4 If they play baseball all day, they'll be exhausted.
 - 5 If she doesn't remember my birthday, I'll be really sad.
 - 6 If I have enough money, I'll buy you a present.

ACTIVITY 3

- 2 If it rains next weekend, we won't play soccer.
- 3 If Jacob arrives soon, we'll have lunch outside.
- 4 If you don't invite him to your party, he won't come.
- 5 If you shout, your mom will come.
- 6 If my favorite team wins, I'll be happy.

ACTIVITY 4

- 2 eats, 3 will attack, 4 'll cry, 5 'll be

Following up

- You can extend each section of the Review into a class activity. This is particularly important for the sections that children found most difficult. You can choose not to extend sections that the children found very easy.

Extension 1

Children write a sentence for each of the following expressions: *may, might, could, 'll definitely, definitely won't*. Ask which sentences express possibility (*may, might, could*) and which express certainty (*'ll definitely, definitely won't*).

Extension 2

Write the following sentence starters on the board: *If you play soccer all day ... If you don't do your homework ... If you don't eat breakfast ... If you go to bed late ...* Point to each sentence starter and ask children to complete the sentence orally.

Extension 3

Write the following sentences on the board:
If it will rain tomorrow, we won't play tennis. If he arrives soon, we'll watch the movie. If you don't go to bed, you'll be tired tomorrow. If you'll do your homework, you'll learn English. Children rewrite the incorrect sentences (*If it rains tomorrow, we won't play tennis. If you do your homework, you'll learn English.*).

Extension 4

Children act out some of the sentences from Extension 2. The rest of the class guesses the sentence: *If he plays soccer all day, he'll get tired*, etc.

- To finish, let children perform a favorite song or play a favorite game from Unit 3 or 4.

Optional Score Record

Class name:

[illegible]

Materials

Student's Book page 40

CD 1, Track 28

Workbook page 42

A map of children's own country

UNIT 5 Ice and Snow

Grammar

Verbs that take two objects:

*He showed them some houses.**Megan brought Matt the next clue.*

Indefinite pronouns:

*I heard somebody. I didn't see anybody.**Did you meet anybody?*

Vocabulary

Word formation: nouns and adjectives

(cloud and cloudy, etc.)

Warmer

- Draw children's attention to a map of their home country. Point out the directions: *north*, *south*, *east* and *west*.
- Ask children about the weather in different regions of their country.

Activities

1 Talk about the picture.

- Draw children's attention to the picture. Have them describe it in their own words. Point to different items and prompt children to name them.
- In pairs, have children talk about the picture: *It's very cold and snowy. There are some trees and ...*

track 28

2 Read and listen. How can they find the correct house?

- Have children read the text silently.
- Play the audio CD. Children read and listen.
- Play the audio CD again. Children point to the mountain and the houses as they are mentioned.
- Ask children how they can find the correct house.

ANSWER

by asking Gretch one question

3 Complete the sentences.

- Draw children's attention to the words *me*, *them*, *us* and *you*. Explain that object pronouns are used as objects of verbs: *I told them*. *He showed us*, etc. Write the object pronouns *me*, *them*, *us*, *you* on the board and prompt children to name the corresponding subject pronouns: *me = I*, *them = they*, *us = we*, *you = you*.
- Children complete the sentences on their own. Encourage them to refer to Activity 2 for help.

- Write the answers on the board so children can check their work. Have them name to whom each pronoun refers: *them = Matt and Megan*, *me = Gretch*, *us = Matt and Megan*, *you = Matt and Megan*.

ANSWERS

1 them, 2 me, 3 us, 4 you

Optional

Ask children to be a "voice activated" robot (a robot that follows spoken instructions). Give that child some simple instructions, for example: *Pick up that book and give it to her*. Gesture to another child and say: *Ask her to give the book to you*.

WORKBOOK PAGE 42 ANSWER KEY

- 1 you, him, her, it, us, them
2 2 them, 3 him, 4 me, 5 her, 6 us

Materials

Student's Book page 41

CD 1, Track 29

Workbook page 43

Warmer

- Make sure children understand that the object pronoun *you* can refer to more than one person.
- Write the following on the board: *I told Matt and Megan, "I'll call you later." I told Gretch, "I want to ask you a question."*
- Ask children who *you* refers to in the first sentence (*Matt and Megan*) and in the second sentence (*Gretch*).

Activities



1 Read and listen to the story. Then act it out.

- Ask children to describe what is happening in each frame of the story. Have them identify what Megan is holding in Picture 4 (a shovel).
- Play the audio CD. Children read and listen to the story.
- Have children take turns reading the dialogue aloud.

2 Write the words in the correct order.

- Draw children's attention to the sample answer. Point out that the object pronoun *them* comes directly after the verb.
- Children write the sentences on their own.
- Ask them to exchange books with a partner.
- Write the answers on the board. Children check their partners' work and then return the books so they can correct their errors using a different colored pencil.

Grammar

Verbs that take two objects

Page T-114

ANSWERS

- 2 Gretch didn't lend them any skis.
 3 Gretch didn't offer them any help.
 4 Matt promised Megan an exciting ride.
 5 Megan brought Matt the next clue.



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *It isn't near.* Prompt children to point to the sentence with the same meaning in the story (*It's so far away*). Children write the sentence in their notebooks.
- Do the same for the second box (*Don't let go*).
- Children write a sentence using each new phrase in their notebooks.

ANSWERS

"It's so far away.""Hold on tight!"

Optional

Have children write their own sentences using *me*, *them*, *us* and *you*. Then they mix up the words in their sentence and write them down on a separate sheet of paper. They trade papers with a partner and try to unscramble their partner's sentences.

WORKBOOK PAGE 43 ANSWER KEY

- 1 2 him, a drink, 3 me, some flowers, 4 them, the boat
 2 1 They asked her a question. 2 She told us a secret. 3 I gave him a present. 4 We brought you some chocolates. 5 You promised them some candy. 6 He showed me his new bike.

Materials

Student's Book page 42

CD 1, Track 30

Workbook page 44

Warmer

- Write the following words on the board: *hot, cold, rainy, snowy*.
- Prompt children to brainstorm clothes that match each type of weather. (For example: *hot – shorts, sandals; cold – gloves, coat; rainy – raincoat; snowy – boots*.)

Activities

1 Look at the pictures. What is the weather like?

- Have children describe the weather in each picture. Encourage them to use the following words: *cloudy, foggy, icy, sunny, rainy, snowy, windy*.
- Ask children which picture they would like to be in.

ANSWERS

a foggy, b snowy, c cloudy, d icy, e windy, f rainy, g sunny

2 Complete using words from the chart. Then number the pictures.

- Draw children's attention to the chart. Make sure they understand that nouns are listed in the left column, adjectives in the right column.
- Have children complete the sentences and number the pictures on their own.
- Write the answers on the board so they can check their work.
- Say: *It's a foggy day*. Children point to the corresponding picture. Do the same for the remaining pictures.

ANSWERS

2 snow, 3 sunny, 4 windy, 5 fog, 6 rainy, 7 clouds



3 Read and choose. Then listen and sing.

- Have children read the song silently.
- Then help them to choose the correct words. They need to decide whether a noun or an adjective should be used. Remind them that an adjective describes a noun, for example: *a rainy day*.
- Play the audio CD. Children check their work.
- Play the audio CD again. Children listen and sing.
- As children sing the song, prompt them to point to the pictures in Activity 1 that match the weather they are singing about.

ANSWERS

sunny, rainy, wind, clouds, rainy, rainy

Optional

Ask children what they consider to be hot, warm, cool and cold. Draw a large thermometer on the board. Have children copy the thermometer and mark *hot, warm, cool* and *cold* at what they think are the corresponding temperatures. Go through the answers with the class and discuss them.

WORKBOOK PAGE 44 ANSWER KEY

- 1 Nouns: fog, ice, sun, rain, snow, wind
Adjectives: foggy, icy, sunny, rainy, snowy, windy
- 2 rain, sunny, wind, foggy, snow, icy

Materials

Student's Book page 43

Workbook page 45

A world globe

Warmer

- Bring a world globe to class. Point to Antarctica and the South Pole. (The South Pole is in the center of Antarctica.) Discuss their names in English and in children's own language.
- Prompt children to describe the direction they need to travel in, and what countries they need to pass through, to arrive at Antarctica and the South Pole. Have children use their own country as the starting point.
- Make sure children understand time zones. Draw their attention to Mexico City, New York and Paris. Explain that when it is 2 p.m. in Mexico City, it is 3 p.m. in New York and 9 p.m. in Paris.

Activities

1 Talk about these questions.

- Discuss the questions with the class.
- Make sure children understand that Antarctica and the South Pole are bitterly cold. In Antarctica, temperatures can drop as low as -89°C ! (This was the lowest temperature ever recorded, at the Vostok research station in 1983.)
- Explain that scientists are very interested in Antarctica. Scientists study the ice caps to increase their knowledge of the Earth and the effects of global warming.
- Ask children which Antarctic explorers they know about. Who were they, and what happened to them? (*Roald Amundsen – the Norwegian explorer who was first to arrive at the South Pole on December 14, 1911; Captain Robert Scott, who also reached the South Pole in 1911, but died on the return journey.*) Encourage children to find out about the explorer Richard E. Byrd. (He was the first person to fly over the South Pole, November 28–29, 1929.)

2 Read. Then choose *true* or *false*.

- Have children read the paragraphs silently. Help them to match each paragraph with a question from Activity 1.
- Then have children choose *true* or *false* for each statement.
- Call out the answers so they can check their work. Then have children find specific passages in the text that include the answer for each statement.

ANSWERS

2 false, 3 false, 4 true, 5 true, 6 false, 7 true

Optional

Have children write two paragraphs about Antarctica. The first paragraph should begin: *If you go to Antarctica, you'll see ...* The second paragraph should begin: *If you go to Antarctica, you'll need ...*

Materials

Student's Book page 44

CD 1, Track 31

Workbook page 46

Warmer

- Write the following pairs of words on the board:
anything/something, anybody/nobody, anything/nothing, anybody/somebody.
- Then write the equivalent of these word pairs in children's own language. Make sure children understand the new words.

Activities

1 Look at the picture. What is the man doing?

- Introduce the word *magician* to the class. Prompt children to say what magicians do.
- Draw children's attention to the picture of the magician. Have them describe what he is doing.

track 31

2 Listen and choose.

- Play the audio CD. Have children listen and choose the correct word.
- Play the audio CD again. Have children check their answers.
- Draw children's attention to the Look box. Make sure they understand the difference between *I heard somebody* and *I didn't see anybody* (*somebody* is used with an affirmative verb; *anybody* is used with a negative verb and questions).
- Make sure children understand that a double negative, such as *I didn't see nobody*, is not standard English. There are two correct ways to express this idea: *I didn't see anybody* or *I saw nobody*.

ANSWERS

... did something amazing ..., Nobody has ever ... he couldn't eat anything ... He couldn't speak to anybody ... He couldn't hear anything ... When somebody asked him something ...

Grammar

Indefinite pronouns

Page T-114

3 Complete using *anybody* or *anything*. Then ask and answer.

- Ask: *What's the difference between anybody and anything?* (Answer: *anybody* refers to people; *anything* refers to things.)
- Have children complete each sentence.
- Write the answers on the board so children can check their work.
- In pairs, have children ask and answer the questions. Go around monitoring making corrections as necessary.

ANSWERS

1 anybody, 2 anything, 3 anything, 4 anybody

4 Tell the class.

- Model the activity. Say: *I saw something unusual on the weekend. It was a car with pink wheels.*
- Then point to a child and say: *Think of a time when you met somebody interesting.* Prompt him or her to tell the class about it: *I met somebody interesting ...*
- Call on other children to: *Think of a time when ...* for the remaining items.

Optional

Have children choose one of the sentences from Activity 4 (*Think of a time when you met somebody interesting, etc.*), and write it at the top of a page as a title. Then they draw a picture of the memory below it.

WORKBOOK PAGE 46 ANSWER KEY

- 2 nothing, 3 somebody, 4 nobody, 5 something, 6 anything
- 2 He has somebody to talk to.
3 She has nothing to eat.
4 He doesn't have anybody to dance with.
5 She has nobody to play with.
6 He has something to read.

Materials

Student's Book page 45

CD1, Track 32

Workbook page 47

Warmer

- Write the following nouns on the board: *fog, ice, sun, rain, snow, wind*.
- Have a child call out one of the nouns (for example: *rain*). The child seated behind him or her calls out the corresponding adjective (*rainy*). Continue the noun-adjective chain until it reaches the last child.

Activities

1 Read the story. Number the pictures.

- Have children read the story silently.
- Prompt them to number the pictures in the order of the story.
- Say: *Picture 1*. Have children point to the picture they marked as the first. Make corrections as necessary. Do the same for the remaining pictures.

ANSWERS

1 b, 2 c, 3 a, 4 d

2 Guess the answers to the questions.

- In pairs, have children discuss the questions.
- Prompt children to write an answer to each question.

track 32

3 Listen and check your answers to Activity 2.

- Play the audio CD. Have children listen and check their answers.
- Play the audio CD again. Check the answers with the whole class.

TAPESCRIPT

Ranulph Fiennes was very worried about his frozen hand. He made a fire and he tried to warm his hand. It didn't work. He used his radio and called for help. Then, he waited. A few hours later, an airplane arrived. It took Ranulph Fiennes to a hospital in Canada.

ANSWERS

1 to warm his hand, 2 to call for help
3 to a hospital in Canada

4 Write the end of the story.

- Draw children's attention to the *Writing Tip* box. Make sure they understand that two short sentences can be joined by *and*, to form one longer sentence.
- Have children write an ending to the story.
- In pairs, children share their story endings with each other.

Optional

Have children act out their endings to Ranulph Fiennes' story in pairs, but without talking or making any sound. The rest of the class tries to guess the end of the story.

WORKBOOK PAGE 47 ANSWER KEY

- 1 2 It was January 1925 and he lived in Alaska.
- 3 Soon other people were sick but there was no medicine.
- 4 The nearest town was 1000 kilometers away and there was a lot of snow and ice.
- 5 The trip usually took two weeks but this was too long.
- 2 1 "We can make the trip in a week."
- 2 through the snow and ice
- 3 114 hours
- 4 was happy

Materials

Student's Book page 46

CD 1, Track 33

Workbook page 48

Warmer

- Play the "Whispering game". Whisper the following sentence to a child: *Have you ever seen anybody ride an elephant at a zoo?*
- The child then whispers the sentence to the next classmate. Children continue to whisper in a chain-like fashion until the sentence reaches the last child. Check that this sentence matches the one you started the game with.

Activities

track 33

1 Read and listen to the story.

- Ask children if they have ever heard of the Loch Ness Monster or the yeti. Do children know any other similar stories?
- Prompt children to describe the picture.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Help children with some of the problem vocabulary. Remember to encourage them to make guesses about the meaning.
- Play the CD again and ask simple comprehension questions to check understanding.
- Ask children whether or not they believe the story and in the existence of the yeti.

Tip!

By letting children think that you share some of their more fantastical beliefs, you will increase their sense of wonder and consequently their motivational levels.

2 Choose true or false.

- In pairs, children discuss the statements and circle *true* or *false*.
- Call out the answers so children can check their work.

- Encourage them to find specific passages in the story that reveal whether each statement is true or false.

ANSWERS

1 false, 2 false, 3 true, 4 true

Optional

Share the following story starter with the class:

If I go to the Himalayas, I'll prove that the yeti exists.

Have children write stories about how they'll prove the Yeti's existence.

WORKBOOK PAGE 48 ANSWER KEY

- 2** 1 yard, 2 dark, 3 hard, 4 store, 5 storm,
6 scarves, 7 sports, 8 popcorn, 9 park
- 3** 1 3, 2 4, 3 2, 4 1

Materials

Student's Book page 47

Workbook page 49

Today's weather forecast, taken from a local newspaper

Warmer

- Write the following sentences on the board: *A photographer named Tombazi saw a yeti. He found the yeti's footprints.*
- Prompt children to join the two sentences with *and*: *A photographer named Tombazi saw a yeti and he found the yeti's footprints.*

Activities

1 Match.

- Have children match the phrases on their own.
- Write the complete sentences on the board so children can check their work.

ANSWERS

- 2 My friend lent me his bike.
 3 We asked the teacher a question in English.
 4 I gave her a present for her birthday.
 5 Can you pass me the eraser, please?

2 Complete the sentences in your own words.

- Children complete the sentences on their own.
- Ask each child to call out one of his or her sentences. Make corrections as necessary.

3 Describe the weather where you are now.

- Prompt children to describe the weather. Encourage them to use adjectives from Student's Book page 42.
- Compare the children's descriptions with a weather forecast, taken from a local newspaper. Prompt children to say if the newspaper forecast is correct.

4 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.

- In pairs, have children act out the dialogue.

ANSWERS

a 2, b 3, c 4, d 1

Optional

Have children make predictions about Grace and Cody. What do they think will happen? Have children draw the next picture frame of the story and discuss their predictions.

WORKBOOK PAGE 49 ANSWER KEY

- 1 1 c, 2 g, 3 f, 4 b, 5 d, 6 a, 7 e
 2 Correct sentences: 3, 5
 1 I didn't tell anybody the truth.
 2 Julie is lending her the skateboard.
 4 My sister painted me a picture of Mom.
 6 Somebody took them a basket of fruit.

WORKBOOK PAGES 50 & 51 ANSWER KEY: THE CHALLENGE

- 1 2 There isn't anything pinned to the door.
 3 There is somebody in the car.
 4 There is nothing in the box.
 5 There isn't anybody on the mountain.
 6 There is something in the tree.
 2 1 I, 2 outsmarted, 3 Gretch, 4 and, 5 nobody, 6 told, 7 me, 8 the, 9 answer
 Secret message: I outsmarted Gretch and nobody told me the answer.
 3 2 false, 3 false, 4 true, 5 true, 6 false, 7 false, 8 true, 9 true, 10 true
 Nobody told me it's always snowy and icy in Antarctica.
 4 1 teacher, ask, question, him
 2 promise, mom, camera, me
 3 friend, lend, tent, them

Materials

Student's Book page 48

CD 1, Track 34

Workbook page 52

UNIT 6 The Movies

Grammar

Indirect speech:

Matt said that the mummies were strong.

Vocabulary

Adjectives: *funny, boring, etc.*Movie genres: *cartoon, etc.*

Warmer

- Write the following fill-in sentences on the board:
Last night my mom said, "_____." This morning my dad said, "_____." Yesterday my teacher said, "_____."
- Help children fill in the blanks with quotations. Encourage them to read their sentences to the class.

Activities

1 Look at the picture. Where is the next clue? Guess.

- Draw children's attention to the picture. Have them describe it in their own words. Point to different items and prompt children to name them.
- In pairs, have children say where the next clue might be.

2 Read and listen. Did you guess correctly?

- Have children read the text silently.
- Play the audio CD. Children read and listen.
- Play the audio CD again. Children point to each item as it is mentioned.
- Ask children to name the next clue (the next clue is in one of the rooms). Prompt children to say if they guessed correctly.

3 Read and choose.

- Ask: *Who said these words – Matt, Megan or Gretch?*
- Have children look at the sentences and decide who said each one.
- Read each quotation aloud. Prompt children to call out the speaker. Make corrections as necessary.

ANSWERS

1 Gretch, 2 Gretch, 3 Matt, 4 Megan, 5 Matt

Optional

Divide the class into pairs. Assign a previous unit opener story to each pair. Make sure it is a story which includes direct speech. Have children identify and write down all the quotations from the story.

Tip!

Make sure that you give all the children in your class an equal opportunity to speak. It can be very easy to allow confident children to dominate.

WORKBOOK PAGE 52 ANSWER KEY

- 2 Will, did, 3 Tania, went, 4 Matt, played, 5 Kate, listened, 6 Robert, had
- 1 They said that they were hot.
2 I said that there was a lake.
3 He said that we could swim.
4 She said that she had a towel.
5 We said that we wanted a drink.
6 She said that she didn't like soda.

Materials

Student's Book page 49

CD 1, Track 35

Workbook page 53

Warmer

- Write the following sentences on the board: *He said, "I don't like romantic movies." He said that he didn't like romantic movies.*
- Ask children to describe the difference between the two sentences. (The first is a direct quotation, which includes the original speaker's exact words. The second is indirect speech, which is a summary of what the original speaker said.)

Activities

track 35

1 Read and listen to the story. Then act it out.

- Ask children to describe what is happening in each frame of the story. Have them describe the movie in Picture 2.
- Play the audio CD. Children read and listen to the story.
- In pairs, have children take turns reading the dialogue aloud.

2 Who said the sentences? Rewrite them.

- Point to sentence number 1 and say: *I can move the letters around.* Then ask: *Who said that?* Prompt children to respond: *Matt.*
- Draw children's attention to the indirect quotation: *Matt said that he could move the letters around.* Explain that in indirect quotations the verb (*could move*) is often in the past tense to match *said*. Remind children that indirect speech does not include the exact words of the original speaker.
- Prompt children to write the remaining quotations in their indirect form.
- Write the answers on the board so children can check their work.

Grammar

Indirect speech

Page T-114

ANSWERS

- 2 Megan said that the answer was room five.
3 Matt said that he had the next clue.
4 Matt said that the mummies were strong.



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *I hate them.* Prompt children to point to the sentence with the same meaning in the story (*I can't stand them!*). Children write the sentence in their notebooks.
- Do the same for the second box (*I'm trying*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"I can't stand them!"
"I'm doing my best."

Optional

Divide the class into pairs. Assign a Lesson 2 dialogue from previous units to each pair. Have children rewrite the quotations in their indirect form.

WORKBOOK PAGE 53 ANSWER KEY

- 1
2 He said that he had two brothers.
3 He said that he went to school by bus.
4 He said that he watched television after school.
5 He said that he played soccer on Saturdays.
6 He said that he didn't like spiders.
- 2
2 e They said that they liked horror movies.
3 a She said that the parrot could talk.
4 c He said that he didn't have a DVD player.
5 d They said that they were dancers.

Materials

Student's Book page 50

CD 1, Tracks 36 & 37

Workbook page 54

Warmer

- Review the concept of irregular verbs.
- Write the following verbs on the board: *say, do, feel, go, sing, eat, read*.
- Prompt children to write the past tense form of each verb (*said, did, felt, went, sang, ate, read*). Ask children if they can think of any more irregular verbs.

Activities

track 36

1 Listen and number.

- Children describe each movie and name the genre in their own language. Draw their attention to the English name of each genre.
- Play the audio CD. Children listen and number the pictures.
- Play the audio CD again. Have children check their answers.

TAPESCRIPT

- 1 What is Samantha going to do about her brother? He always does such dumb things! And next year, he's going to start at her school. What will her friends think? It sounds like trouble ... hilarious trouble!
- 2 Life in space is quiet – most of the time. But what happens when aliens attack? Remember – in space, you can't run away.
- 3 Joshua loves Allison. Allison loves Joshua. A happy story – or is it? After the winter, Joshua is going to move to another country. What will happen to their love?
- 4 Nobody has ever escaped from Prison Island. They said it was impossible – but for one man, nothing is impossible. If anyone can escape, he can. But it won't be easy.
- 5 It happened in September 2001. A woman disappeared. Where did she go? Is she alive or dead? Only one person can find out – private investigator Dan Dayman.
- 6 They're small, but they have big problems. Watch as they fight against spiders and fight against each other. It isn't easy being tiny!

ANSWERS

1 d, 2 a, 3 c, 4 b, 5 f, 6 e

2 Ask and answer.

- Ask two children to come to the front of the class to model the activity: *Do you like science fiction movies? Yes, I do./No, I don't. Why?/Why not? Because they're ...*
- In pairs, children take turns asking and answering about movies.

3 Read the song. Which of the movies in Activity 1 is it from?

- Prompt children to read the song silently.
- Ask which movie the song is from. Prompt children to say how they know this.

ANSWERS

romantic movie

track 37

4 Listen and sing.

- Play the audio CD. Children listen to the song.
- Play the audio CD again. Children listen and sing.
- Prompt children to rewrite the first verse using direct quotations. Then they can rewrite the second verse using indirect quotations.

Optional

In pairs, have children name and describe a movie for each genre in Activity 1. Encourage children to share their answers with the class.

WORKBOOK PAGE 54 ANSWER KEY

- 1 2 adventure, 3 mystery, 4 romance, 5 cartoon, 6 science fiction
- 2 Children's answers

Materials

Student's Book page 51

CD 1, Track 38

Workbook page 55

Picture of Charlie Chaplin

Warmer

- Find a picture of Charlie Chaplin on the Internet and show it to the class. Explain that Charlie Chaplin was a famous actor in silent movies, movies that were black and white with no sound. Ask children how to say *silent movies* in their own language.
- As a class, discuss how movies today are different from silent movies.

Activities

track 38

1 Read and order the paragraphs. Then listen and check.

- Have children read each paragraph silently. Prompt them to number the paragraphs in chronological order.
- Play the audio CD. Children listen and check their answers.
- Have children locate phrases in each paragraph that are time markers: *By the 1950s ...*, *The first movies ...*, *Today ...*, *In the 1920s and 1930s ...*

ANSWERS

a 3, b 1, c 4, d 2

Tip!

'Scanning', is an important reading skill which involves identifying key words in a text in order to gain meaning. Give children a short time limit to find the time markers, which is the information they need to order the paragraphs. This will avoid children reading every word, which they should not be doing when scanning.

2 Label the pictures.

- Have children describe each picture in their own words.

- Prompt them to label each picture.
- Say: *a movie star*. Children point to the corresponding picture. Make corrections as necessary.
- Do the same for the remaining labels.

ANSWERS

a a movie theater, b a movie star, c a silent movie, d a horror movie

3 Answer the questions.

- In pairs, children take turns asking and answering the questions.
- Prompt children to share their answers with the class.
- Walk around the class encouraging children to use as much English as possible.

Optional

Conduct a class survey. Write the following on the board: *How often do you watch movies on video or DVD?* Also write these headings: *Four or more times a week. Two to three times a week. Once a week. Rarely. Never.* Children decide which is true for them and raise their hands when asked. One child then tallies the scores on the board. Discuss the results with the class.

Materials

Student's Book page 52

CD 1, Tracks 39 & 40

Workbook page 56

Warmer

- Dictate the following: *My friend said that her favorite movie was Star Wars. She said that she likes science fiction movies.*
- Have children write the sentences. Write the dictation on the board so they can check their work.

Activities

track 39

- 1** Mike asked Emily some questions about movies for his school project. What were her answers? Listen and choose.

- Play the audio CD. Have children listen and choose the correct response.
- Play the audio CD again. Children check their answers.

TAPESCRIPT

Mike: Hi, Emily. Can I ask you some questions about movies? It's for my school project.
 Emily: Yes, of course!
 Mike: OK. Thanks! Question 1: What is your favorite movie?
 Emily: That's easy – *Men in Black 2*.
 Mike: All right. Now, question 2. Do you like horror movies?
 Emily: No, I don't. I think they're boring.
 Mike: Really? I love them. I think they're really exciting!
 Emily: But you were asking *me* ...
 Mike: Yes, sorry.
 Emily: You want to know my opinions, don't you?
 Mike: Yes, of course. Question 3. Do you think romantic movies are interesting?
 Emily: Yes.
 Mike: What?!
 Emily: I like romantic movies. I think they're interesting.
 Mike: OK, if that's your opinion. Question 4. Who is your favorite movie star?
 Emily: That's difficult, but I think it's probably ... um ... Jennifer Lopez. Yes, Jennifer Lopez.
 Mike: And finally, question 5: Do you watch movies on television?
 Emily: Um ... yes, I do.

Mike: Well, thanks for your answers, Emily.
 Emily: You're welcome.

ANSWERS

1 b, 2 b, 3 a, 4 b, 5 a

2 Talk about Emily's answers.

- Children close their books. Ask: *What was Emily's favorite movie?* Prompt children to respond: *Men in Black 2*. Ask: *Does she think romantic movies are interesting?* *Does she watch movies on television?* etc. Elicit a response to each question.

Grammar

Indirect speech

Page T-114

3 Ask and answer the questions from Activity 1. Then talk about your friend's answers.

- Have children write an answer to each question from Activity 1.
- In pairs, children share their answers. Then have volunteers come to the front of the class and talk about their friends' answers.

track 40

4 Listen and repeat.

- Play the audio CD. Have children listen to each sentence.
- Play the audio CD again. Children listen and repeat.
- Encourage children to rewrite the sentences as direct quotations.

Optional

Divide the class into pairs. Have one child play a movie star, the other a TV reporter. Children practice a celebrity interview together.

WORKBOOK PAGE 56 ANSWER KEY

1 1 a, 2 b, 3 b, 4 a

Materials*Student's Book page 53**Workbook page 57**Movie reviews from a local newspaper***Warmer**

- Bring some movie reviews from a local newspaper with you, and share them with the class.
- Ask if children have seen the movies in the reviews. If so, ask them if and why they agree or disagree with the reviewer.

Activities**1 Read Danny's movie review. Answer the questions.**

- Have children read the movie review silently. Then they can answer the questions on their own.
- Prompt children to call out their answers. Make corrections as necessary.

ANSWERS

1 the third paragraph, 2 the second paragraph, 3 the first paragraph

2 Choose a movie. Ask and answer.

- Tell children to pretend that they are Danny. Ask: *What is the name of the movie?* Prompt children to respond: *Spy Kids 2*. Do the same for the remaining questions.
- Have children think of a different movie. Prompt them to write their own answers to the questions.
- Ask for volunteers to answer the questions about the movie they have chosen.

3 Write a movie review. Follow this plan.

- Draw children's attention to the writing tip, and look at the plan for the review in this activity. Explain that this plan is the same one that Danny uses in his review.
- Have children write their own reviews about a movie they like.
- In pairs, children then share their reviews with each other. Ask children to make sure their partners have followed the plan correctly.

Tip!

When writing, encourage children to use a model where possible and to keep their sentences short and clear. If children write whatever comes into their heads the results will be difficult to understand and impossible to correct.

Optional

Have children write reviews about a movie they don't like, and give their reasons. Brainstorm movies that the class didn't like.

WORKBOOK PAGE 57 ANSWER KEY

- 1 3 What he is doing now.
2 How he became famous.
1 Early years.
- 2 Tobey Maguire:
mom secretary, dad chef
four half brothers
lots of movies, including:
This Boy's Life, *Cats and Dogs*,
The Ice Storm
now working on *Spider-Man 2*
Hobbies: listening to music, cooking,
yoga, board games, basketball

Materials

Student's Book page 54

CD 1, Track 41

Workbook page 58

A world map, a picture of the pyramids from the Internet

Warmer

- Point out Egypt on a world map. Ask children what the country's name is in their own language?
- Explain that Egypt was home to a powerful ancient civilization that built the pyramids. Find a picture of the pyramids on the Internet and present it to the class. Explain that the pyramids include the tombs of ancient leaders, similar to the tomb they will soon read about.

Activities



1 Read and listen to the story.

- Ask children what they remember about the yeti on Student's Book page 46.
- Prompt children to describe the picture.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.
- Play the CD again, pausing after every paragraph to ask some simple comprehension questions to check understanding.

2 Answer the questions.

- Have children answer the questions on their own.
- Prompt children to read their answers aloud. Make corrections as necessary.
- Encourage them to find specific passages in the text that enable them to answer each question.

ANSWERS

- 1 He saw the treasure of Tutankhamun.
- 2 Lord Carnarvon died two months after entering the tomb.
- 3 George Gould died the day after he entered the tomb.
- 4 Because there were many stories of people getting sick and dying after they entered the tomb.

Optional

Prompt children to say if they think the mummy's curse was real, or only a superstition? Have them write a short paragraph giving their opinion. Encourage them to share their work with the class.

WORKBOOK PAGE 58 ANSWER KEY

- 2 1 Thursday, 2 hurt, 3 girl, 4 surfing, 5 shirt, 6 Saturday, 7 turn, 8 nurse, 9 skirt, 10 dirty
- 3 1 Last Thursday, Bella and Ben went surfing.
2 The girl was hurt.
3 The girl will go and see the nurse on Saturday.
4 Ben and Bella did the little girl a good turn.

Materials

Student's Book page 55

Workbook page 59

Warmer

- Say: *I like romantic movies, but I don't like horror movies. My favorite movies are comedies. I go to the movie theater almost every Sunday.*
- Ask children to call out something you said: *You said that you liked romantic movies, etc.*

Activities

1 Read and complete.

- Ask: *Where's Chris?* Children point to Chris. Do the same for Ashley.
- Have children read and complete the sentences on their own. For each question, ask a child to write his or her answer on the board. Make corrections as necessary.

ANSWERS

- 2 Ashley said that she watched videos at home.
 3 Chris said that he liked horror movies.
 4 Ashley said that she loved adventure movies.

2 Answer the questions.

- Draw children's attention to the words in the box. Make sure they understand each word.
- Have children write down their answers to the questions.
- In pairs, children discuss their answers.
- Ask: *Who thinks that romantic movies are interesting?* Children who think they are interesting raise their hands. Ask questions about horror and science fiction movies.

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.

- Review the following for the upcoming test:
Somebody said something. Nobody saw me. Nothing happened. I haven't told anybody. Have you eaten anything today? "I'm hungry," he said. He said that he was hungry. I showed her my new bike. I asked him a question. We gave them a present.

ANSWERS

a 2, b 3, c 1, d 4

Optional

Children name a movie for each of the words from Activity 2: *I think that Men in Black 2 was funny.*

WORKBOOK PAGE 59 ANSWER KEY

- 1 exciting, 4 sad, 5 funny, 3 confusing
- 2 1 Tom said that there was a great science fiction movie on television.
 2 His friend said that it started at 9 o'clock.
 3 His sister said that she liked science fiction movies.
 4 His dad said that it finished late.
 5 His brother said that they didn't have to get up early on Sunday.
 6 His mom said that they could watch the movie together.

WORKBOOK PAGES 60 & 61 ANSWER KEY: THE CHALLENGE

- 1 comedy, 2 romance, 3 adventure, 4 science fiction, 5 mystery
 Secret word: movies
- 2 1 3 8, 2 4 6, 9 5 7
Megan said that she liked adventure and mystery movies.
 Children's answers
- 3 1 actor, 2 science fiction, 3 can't stand, 4 confusing, 5 said, 6 adventure
 Children's answers
- 4 Name: Lily Andrew Nicola Jack
 Job: vet actor doctor builder
 Likes: romantic movies mysteries comedies adventure movies

Getting Ready

- Use the language boxes at the top of page 56 to review the grammar. Make sure that children understand all the examples. Use their own language to check this, if necessary.
- Have a "whispering" chain around the classroom. Whisper: *I'm hungry* to the first child who reports your words using indirect speech to the second child. See what message the last child whispers back to you. Repeat this process with one or two other simple sentences.
- Write examples on the board, such as: "*It's a long way away,*" said Cody. He said ... and: "*Don't go so fast!*" said Grace. Grace asked ... Ask children to complete them with their own ideas.
- Then divide the class into pairs or groups of three, if possible. Give each pair or group one of the following concepts: *somebody / nobody / anybody / nothing / anything*, or indirect speech (*He said that he was hungry*), or direct and indirect objects (*They asked him a question*). Each pair or group should look for material about these concepts in Units 5 and 6. Ask each pair or group to explain their concept to the class, and provide some examples of its use.

Working with the Review

- Children should not feel worried or upset by the Review; they should feel motivated. It's an opportunity for them to see how much new language they have learned. It's also an opportunity for you to help them with any difficulties. You can keep a record of scores using the table on the next page, but try to be positive and focus on improvements when you speak to children.
- Before children begin the Review, explain the system of scores: they get two points for each correct answer in Activity 1, and one point for each correct answer in Activities 2, 3 and 4, out of a total of twenty.

- Ask children to be quiet during the Review so that everyone can concentrate and do their best. Have children take out a pencil ready for the first activity. Make sure they all have an eraser in case they want to change their answers.
- Explain the first activity. Check that they all understand the example and know what they have to do. Children then complete the first activity. If some children finish quickly ask them to look at the second activity, but not to write anything.
- When all children have finished the first activity, explain the second activity. Repeat this until they have completed all the activities in the Review.

Evaluating

- If you want to treat the Review as a test, collect children's books. Circle the mistakes in red and write the correct answers. Calculate each child's total score. Return the books. Children look at their corrections as you write each answer on the board.
- If you want to treat the Review as a more informal opportunity for consolidation, not a test, allow children to correct their own or their friend's book as you write the answers on the board. Children then fill in the scores themselves.
- Make sure that children understand their mistakes and ask you about them, if they still have doubts.

Answers

- ACTIVITY 1** 2 She brought them some flowers. (d)
3 He asked her a question. (a)
4 She offered him candy. (c)
- ACTIVITY 2** 2 something, 3 anybody, 4 nothing
- ACTIVITY 3** 2 anything, 3 something, 4 Somebody, 5 anybody
- ACTIVITY 4** 2 Lucy, 3 Bob, 4 Sarah, 5 Brandon, 6 Dan, 7 Natalie, 8 Noah

- You can extend each section of the Review into a class activity. This is particularly important for the sections that children found most difficult. You can choose not to extend sections that children found very easy.

Write the following sentences on the board. Have children identify the direct and indirect object in each one: *We bought her a hamburger. They asked us a question. She gave them a pencil. He showed me his notebook.* (Direct objects: *hamburger, question, pencil, notebook*; indirect objects: *her, us, them, me.*)

Write the following sentences on the board:
We didn't ask nobody to help us. I haven't seen anybody all day. Have you seen anything? He hasn't eaten nothing since breakfast. Children rewrite the incorrect sentences (*We didn't ask anybody to help us. He hasn't eaten anything since breakfast.*). Remind children that double negatives (*didn't ask nobody, hasn't eaten nothing*) are not usually acceptable in English.

In pairs, children ask each other the following questions: *What's your favorite movie? What's your favorite sports team? Who's your favorite singer?* They write down their partner's answers and then report back to the class: *He/She said that his/her favorite movie was ..., etc.*

- www.frenglish.ru

Materials

Student's Book page 58

CD 2, Track 1

Workbook page 62

Warmer

- Write the following on the board: *we are, he is, he is not, you were not, I am, it is.*
- Children write a contraction for each phrase (*we're, he's, he isn't, you weren't, I'm, it's*). Prompt children to write a sentence using each contraction.
- Ask children if they can think of any more contractions.

Activities

1 Look at the picture. How can they escape from the mummies?

- Have children describe the picture in their own words. Point to different items in the picture and prompt children to name them.
- Then have children discuss how Matt and Megan can escape from the mummies.



2 Listen and read. Can you solve Gretch's puzzle?

- Play the audio CD. Have children listen to the story.
- Play the audio CD again. Children listen and read.
- Encourage them to suggest possible solutions to the puzzle. Ask: *What do Mount Everest, Russia and the Pacific Ocean all have in common? (They're all very big.)*

3 Write more sentences for Gretch's puzzle.

- Draw children's attention to the following sentences: *If the boat was a mountain, it would be Mount Everest. If it was a country, it would be Russia. If it was an ocean, it would be the Pacific.* Highlight to children that the boat is not a mountain and it never will be. The condition is imaginary.
- Make sure children understand that the first part of each sentence is a condition, and the second part the logical result.

UNIT 7 We're Rich!

Grammar

*If... conditionals: (Unreal situations)**If they had a map, they'd find their way home.**How would you feel if you saw a UFO?**If I were you, I'd tell the teacher.*

Vocabulary

Adjectives that describe feelings

- Have children write more sentences for Gretch's puzzle. Write the answers on the board so they can check their work.

ANSWERS

- 1 If it was an animal, it would be a whale.
- 2 If it was a planet, it would be Jupiter.
- 3 If it was a desert, it would be the Sahara.
- 4 If it was a continent, it would be Asia.
- 5 If it was a bird, it would be an ostrich.

Optional

Write the following sentence starter on the board:

If mummies chased me, I would ... Have children finish the sentence and draw a picture of what they would do.

WORKBOOK PAGE 62 ANSWER KEY

- | | |
|----------|---|
| 1 | 2 would play, violin |
| | 3 farmer, would drive, 4 was, astronaut |
| | 5 magician, would make, 6 was, boat |
| 2 | 2 would go to bed |
| | 3 would fly to the U.S.A. |
| | 4 would take it to the park |
| | 5 would go sailing on the lake |
| | 6 would invite all my friends |

Materials

Student's Book page 59

CD 2, Track 2

Workbook page 63

Warmer

- Write the following scrambled sentence on the board: *was it If a building, would be it the Eiffel Tower.* You could also draw a tower next to it.
- Prompt children to unscramble the sentence. (*If it was a building, it would be the Eiffel Tower.*)
- Children write their own scrambled sentences and trade them with a partner.

Activities



1 Read and listen to the story. Then act it out.

- Ask children to describe what is happening in each frame of the story. Have them describe the boat.
- Play the audio CD. Children read and listen to the story.
- In pairs, have children take turns reading the dialogue aloud.

2 Match the two halves of the sentences.

- Draw children's attention to the first clause: *If Matt and Megan sold the diamond, ...* Remind them that it is a condition. What is the logical result? (*They'd be rich.*)
- Write the sentence on the board. Point to *sold*; ask children whether it is a present or past form. Point to *they'd*; ask children what the 'd is. Point to *be* and highlight the use of the infinitive.
- Prompt children to match each condition with a logical result. Ask them to call out their answers. Make corrections as necessary.

Grammar

If ... conditionals (Unreal situations)

Page T-115

ANSWERS

- 2 If Gretch was on the boat, he'd help Matt and Megan.
3 If Matt and Megan had a map, they'd find their way home.

- 4 If Megan could sail a boat, she wouldn't be so worried.



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *It's very big.* Prompt children to point to the sentence with the same meaning in the story (*It's huge!*). Children write the sentence in their notebooks.
- Do the same for the second box (*Of course not*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"It's huge!""You must be kidding!"

Optional

Ask children what would happen if they suddenly appeared on the boat with Matt and Megan. Have them draw Picture 5 of the story, to show this. Have them write and complete the following sentence above their picture: *If I appeared on the boat with Matt and Megan, I would ...*

WORKBOOK PAGE 63 ANSWER KEY

- 1 2 had, would make, 3 had, would call, 4 weren't, would go, 5 was, would get, 6 had, wouldn't be
2 e If she found a fossil, she would take it to the museum.
3 a If I saw a fire, I would shout for help.
4 f If he met an alien, he would be friendly toward it.
5 b If we won a vacation, we would go to Australia.
6 c If you went to the zoo, you would see a baby giraffe.

Materials

Student's Book page 60

CD 2, Tracks 3 & 4

Workbook page 64

Warmer

- Write the following question on the board: *What would you do if you won a thousand dollars?*
- Prompt a child to respond: *I'd ...* Children continue to answer the question, repeating all the previous sentences in a chain-like fashion until the last child answers the question.

Activities

track 3

1 Read and choose. Then listen and check.

- Review the following adjectives: *nervous, mad, surprised, embarrassed, pleased, upset, excited, disappointed, confused, worried*. Make sure children understand each adjective. Ask them whether they are good or bad feelings.
- Have children read the sentences and choose the correct word.
- Play the audio CD. Children listen and check their work.
- Play the audio CD again. If you like, have children make a facial expression for each emotion as it is called out.

ANSWERS

1 nervous, 2 upset, 3 disappointed, 4 pleased

2 Ask and answer. Use words from Activity 1.

- Ask: *How would you feel if you fell off your chair?* Prompt a child to respond: *If I fell off my chair, I'd feel embarrassed.*
- In pairs, children ask and answer: *How would you feel if you fell off your chair? How would you feel if you got lost? How would you feel if you met a famous pop star? How would you feel if you saw a UFO?*
- Explain that *UFO* stands for "unidentified flying object." Ask children how this idea is expressed in their own language.
- Go around the class monitoring, making corrections where necessary.

track 4

3 Complete the song. Then listen and sing.

- Have children read the phrases in the box and the words to the song.
- Prompt children to complete the song using the phrases in the box. Tell them to look for words that rhyme when they choose the missing parts of the song.
- Children complete the song on their own.
- Play the audio CD. Children listen and sing.

ANSWERS

If you had to eat bananas for every meal?
 If you looked in the mirror and your face was blue?
 If your best friend said, "It's my birthday today"?
 If you won a vacation on a TV show?

4 Answer the questions in the song.

- Have children think how they would answer the questions in the song.
- Play the audio CD again, pausing it after each question.
- Children sing their answers to each question.

Optional

Divide the class into two teams. Write the following fill-in sentence on the board: *If I _____, I'd _____*. Ask a member from each team to come to the board. The first child correctly to complete the sentence earns a point for his or her team. The team with the most points at the end of the game wins.

WORKBOOK PAGE 64 ANSWER KEY

- 1 confused, surprised, upset, disappointed, nervous
 2 He's upset. 3 She's confused.
 4 He's nervous. 5 She's disappointed.
 6 He's surprised.
 3 1 mad, embarrassed, I would be embarrassed.
 2 worried, surprised, I would be surprised.
 3 nervous, excited, I would be nervous.

Materials*Student's Book page 61**CD 2, Track 5**Workbook page 65**A world map***Warmer**

- Draw children's attention to a world map. Point to Greece.
- Explain that Greece was home to an ancient civilization. The Greeks believed that there were many gods with whom they could communicate. Ask children if they know the names of any of the Greek gods.

Activities**1 Look at the picture. How does the king feel? Why?**

- Have children look at the picture silently and then write short descriptions of how the king feels.
- Encourage children to share their descriptions with the class. Ask them why they think the king feels this way.

**2 Read and complete. Then listen and check.**

- Draw children's attention to the words in the box. Children complete the sentences on their own using the words from the box.
- Play the audio CD. Children listen and check their work.
- Play the audio CD again. If you like, have children make a facial expression for each emotion as it is mentioned.

ANSWERS

worried, mad, pleased, excited, upset

3 Talk about the story.

- In pairs, children talk about the story. Make sure they choose two meanings.
- Encourage children to share their views with the class.

ANSWERS

2, 3

Tip!

In free speaking activities, allow children to speak without being corrected. The purpose is to communicate, not to speak one hundred percent accurately. You will only need to intervene if communication breaks down.

Optional

Ask children if they know any other similar stories. Brainstorm a few of them as an open class, then have children write a simple version of their story.

WORKBOOK PAGE 65 ANSWER KEY

- 2** Project: Act Out a Story
Medusa was more beautiful than Minerva.
"I'm more beautiful than you now!"
Anyone who looked at Medusa turned to stone.

Materials

Student's Book page 62

CD 2, Track 6

Workbook page 66

Magazines, scissors, glue, construction paper (Optional)

Warmer

- One at a time, call out the following words: *pleased, worried, embarrassed, mad, upset, nervous, excited, disappointed, confused, surprised, tired, sick.*
- Children act out each word after you call it out.

Activities

1 Look and answer.

- Draw children's attention to the picture. Prompt them to describe it in their own words. Ask them to pay special attention to the boy's facial expression.
- As a class, discuss the two questions: *Why is the boy surprised? What could he do?*

track 6

2 Listen and choose the girl's advice.

- Make sure children understand the word *advice*.
- Write the following sentence starter on the board: *If I were you, I'd ...* Explain that this is a common way of giving advice in English, in which someone says what he or she would do in the same situation. Ask how this idea is expressed in children's own language.
- Play the audio CD. Children listen and choose the girl's advice.
- Play the audio CD again. Children check their work. Prompt children to say what advice they would give in this situation.

TAPESCRIPT

Girl: Hi! What's that? Did you find something?

Boy: Yes, I did. Look! It's a diamond. I found it here in the playground.

Girl: That's amazing! What are you going to do?

Boy: I don't know. What do you think?

Girl: If I were you, I'd tell the teacher.

Boy: Yes, you're right.

ANSWER

3 If I were you, I'd tell the teacher.

3 Look and complete.

- In pairs, have children describe each picture in their own words to their partner.
- They then complete the activity together.
- Say: *If I were you, I'd ask the teacher.* Children point to the corresponding picture. Go around the classroom making corrections as necessary.

Grammar

If conditionals (Unreal situations)

Page T-115

ANSWERS

1 If I were you, I'd go to bed.2 If I were you, I'd ask the teacher.3 If I were you, I'd go inside.4 Give advice using *If I were you, I'd ...*

- Ask two volunteers to come to the front of the class. One child acts sick and says: *I'm sick.* The other says: *If I were you, I'd ...* (*go to bed, go to the doctor, etc.*).
- Pairs of children take turns coming to the front of the classroom to give advice. Make sure their advice matches the situation.

Optional

Brainstorm some simple problems, for example, *I feel sick. I want to go to the movies but I don't have any money.* Write the problems on the board, and encourage children to think of advice using *If I were ...*

WORKBOOK PAGE 66 ANSWER KEY

1 1 b, 2 a, 3 a, 4 a

2 d If I were you, I'd leave a light on.3 a If I were you, I'd tell your teacher.4 e If I were you, I'd tell her to ask you first.5 b If I were you, I'd ask a friend over to your house.

Materials

Student's Book page 63

Workbook page 67

Pictures of famous people

Warmer

- Bring in pictures of famous people, such as Michael Jordan, Jennifer Lopez, Britney Spears and Ronaldo.
- Hold up each picture. Children write a sentence: *If I were Michael Jordan, I'd ...*

Activities

1 Read. Answer Sarah or Lauren.

- Have children read Sarah and Lauren's comments silently.
- Ask: *Who would go to Australia?* Draw children's attention to the relevant line on the Student's Book page and say: *Sarah.*
- Ask: *Who would buy a car?* Have children circle the correct information. Do the same for the remaining questions.
- Ask each question again. Prompt children to call out their answers. Make corrections as necessary. For each question, encourage children to point to where they found the answer.

ANSWERS

1 Sarah, 2 Sarah, 3 Lauren, 4 Sarah, 5 Lauren, 6 Lauren

2 Ask and answer.

- Ask a confident child the following question: *What would you do if you won a million dollars?* Encourage them to answer using: *I'd go to ... I'd buy ... I'd give ...*
- In pairs, children take turns asking and answering the question. Then they share their answers with the class.

3 Correct the mistakes.

- Draw children's attention to the writing tip. Then point to the first error, *friends*, and the correct answer, *friends*. Ask which kind of error was made (*a spelling error*).

- Have children complete the activity on their own. Write the correct answers on the board so they can check their work.
- Prompt children to identify what kind of error was made in each sentence (*spelling error, grammar error, punctuation error, capital letters error*).

ANSWERS

2 dollars, 3 buy, 4 CDs., 5 China

4 Write.

- Have each child write a sentence: *If I won a million dollars, I'd ...*
- Encourage them to share their answers with the class.

Optional

Have children prepare a simple survey using questions such as: *What would you do if you lost your friend's favorite shirt? What would you do if you found a bag full of money?* Encourage them to go around the class and ask as many people as possible. Children should then report back their answers. For example, *I'd buy my friend a new shirt.*

WORKBOOK PAGE 67 ANSWER KEY

- 1 nervous, vacation?, Canada, Why, mountains., We would go, When, summer., How, I would stay, would you (word order), do?, lakes, take, animals.
1 I'd be really nervous.
2 I'd go to Canada with my family.
3 Because I love mountains. We would go to the Rockies ...
4 I'd go in the summer.
5 I would stay for a month.
6 I'd go fishing in the lakes, and I'd take pictures of the animals.

Materials

Student's Book page 64

CD 2, Track 7

Workbook page 68

A world map

Warmer

- Point to Spain on a world map. Explain that many people from Spain came to Latin America in the 1500s to look for gold and treasure.
- Point to Colombia on the world map. Ask where Colombia is in relation to children's home country.
- Explain that there is a city named *El Dorado* in the United States, although it isn't full of gold! Ask children if they can think of other U.S. cities with Spanish names. (*Los Angeles, San Francisco, El Paso, San Antonio*, etc.)

Activities

track >

1 Read and listen to the story.

- Prompt children to describe the picture. Ask what the man is doing in the water. (*Looking for gold.*)
- Then have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.
- Play the audio CD again, pausing at appropriate moments for children to practice their pronunciation.

2 Answer the questions.

- Have children answer the questions on their own.
- In pairs, children discuss their answers and show each other where they found the answers in the text.
- Prompt children to call out their answers. Make corrections as necessary.

ANSWERS

- 1 The Spanish wanted to find El Dorado because people said it was full of gold.
- 2 In Hunsu the explorers found a house with gold walls. They stole the king's treasure.

3 People took water out of Lake Guatavita to look for gold.

Optional

Ask children what they would do if they were Spanish explorers looking for El Dorado. Have them write a short paragraph that begins: *If I were a Spanish explorer looking for El Dorado, I'd ...*

Tip!

Children may know something about, or be interested in, the topic being discussed. If this is the case, allow them to tell the others what they know. This can be very motivating for the child and often leads to interesting discussions.

WORKBOOK PAGE 68 ANSWER KEY

- 2 1 scared, 2 fair, 3 fare, 4 stair, 5 care,
6 stairs, 7 pair, 8 spare, 9 careful, 10 hair
- 3 1 true, 2 false, 3 true, 4 true

Materials

Student's Book page 65

Workbook page 69

Warmer

- Write the following sentences on the board:
How would you feel if you saw a UFO. I don't like adventure movies. If I won a thousand dollars, I'd go to Japan. If I were you, I'd told the teacher.
- Have children correct the error in each sentence (UFO?, adventure, Japan, tell) and identify the kind of error (punctuation error, spelling error, capital letters error, grammar error).

Activities

1 Answer the questions.

- Have children read the questions. Discuss possible answers to the first question as an open class.
- Children write their own answers to all three questions.
- In pairs, children share their answers with each other. Go around the classroom checking their work and making corrections as necessary.

2 Give advice using *If I were you ...*

- Children write advice for each situation.
- Ask several children to write their answers on the board. Make corrections as necessary.

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.

ANSWERS

a 3, b 1, c 4, d 2

Optional

Ask children what they would do if they were Cody. Have children draw a picture of what they would do and above the picture write: *If I were Cody, I'd ...*

WORKBOOK PAGE 69 ANSWER KEY

- 1 If I were you, I'd read the instructions.
- 2 If I were you, I'd get up earlier.
- 3 If I were you, I'd say sorry.
- 4 If I were you, I'd clean your room.
- 5 If I were you, I'd wear your coat.
- 6 If I were you, I'd ask a friend to help you.

WORKBOOK PAGES 70 & 71 ANSWER KEY: THE CHALLENGE

- 1 disappointed, 2 confused, 3 nervous, 4 upset, 5 worried, 6 excited, 7 embarrassed, 8 pleased, 9 mad
Secret word: surprised
- 2 b There's a secret message. He's surprised.
d He can understand the message. He's pleased.
3 a He's excited because he has a letter.
4 c He's confused.
- 3 1 true, 2 false, 3 false, 4 true, 5 false, 6 false, 7 true
Message: If I were you, I'd be really pleased.
- 4 1 a camel, 2 a shark, 3 a monkey, 4 an eagle,
5 I'd live in the river. I'd swim all day. I'd eat fish, animals and people!
What am I? a crocodile.

Materials

Student's Book page 66

CD 2, Track 8

Workbook page 72

Warmer

- Call out the following questions: *What's going to happen to Matt and Megan? Will Gretch give them a clue? What will the clue be?* Children write down each question.
- Encourage children to offer their thoughts.

Activities

1 Look at the picture. How are Matt and Megan going to escape? Guess.

- Have several children describe the picture in their own words. Point to different items in the picture and prompt children to name them. Make sure children have noticed the airplane.
- Have children write down possible escape routes for Matt and Megan: *They could ...*, *They might ...*

2 Listen and read. Did you guess correctly?

- Have children read the story silently.
- Play the audio CD. Children listen to the story.
- Play the audio CD again. Children listen and read.
- Have children explain how Matt and Megan are going to escape. Ask: *If you were Matt or Megan, what would you do?* Have children respond individually to the question.

3 Read and choose.

- Draw children's attention to the first indirect question in the story: *He asked them what the matter was.* Point out that the sentence does not end in a question mark, because it is an indirect question. Make sure children understand who asked the question (*Gretch*).
- Children find each indirect question in the story and write it down. They also write down who said it.

UNIT 8 Around the World

Grammar

Indirect questions:

Matt asked Megan where the next clue was.
She asked him if he was scared of storms.

Possessive pronouns:

It's your present. It's yours.
It isn't ours. It's theirs.

Vocabulary

Question phrases with:

How ...? (How long ...?, How far...?, etc.)

- Call out each question. Children name who asked it. Make corrections as necessary.

ANSWERS

1 Gretch, 2 Gretch, 3 Matt, 4 Megan, 5 Matt

Optional

Write the following indirect questions on the board: *She asked where the boat was. They asked why I was sad. He asked what was wrong.* Have children write the original questions: *"Where's the boat?"* *"Why are you sad?"* *"What's wrong?"*

WORKBOOK PAGE 72 ANSWER KEY

- 1 1 b, 2 b, 3 a, 4 a
 2 2 Zoe asked them why they were embarrassed.
 3 A man asked her what time it was.
 4 He asked his mom what he could do.
 5 Peter asked me what the matter was.
 6 They asked you who the winner was.

Materials

Student's Book page 67

CD 2, Track 9

Workbook page 73

Warmer

- Write the following sentences on the board:
Gretch told Matt and Megan that they could escape in the airplain. Megan asked Gretch where it was? Then they see it in the water. Gretch said that theyd find the next clue soon.
- Children correct the errors (*airplane, was., saw, they'd*) and identify each type of error (*spelling error, punctuation error, grammar error, punctuation error*).

Activities

track 9

1 Read and listen to the story. Then act it out.

- Ask children to describe what is happening in each frame of the story.
- Play the audio CD. Have children read and listen to the story.
- Play the CD again so children can focus on the way the characters are speaking.
- In small groups, children take turns reading the dialogue aloud.

2 Rewrite the sentences.

- Draw children's attention to the question: *Where's the next clue?* Then point to the indirect question: *Matt asked Megan where the next clue was.* Make sure they understand that the verb of the indirect question (*was*) needs to be in the past tense.
- Children rewrite the sentences as indirect questions. Ask one or two of them to write their answers on the board. Make corrections as necessary.

Grammar

Indirect questions

Page T-115

ANSWERS

- 2 The pilot asked them where their tickets were.
3 The pilot asked them how much money they had.
4 The pilot asked them where they wanted to go.



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *We don't have any money.* Prompt children to point to the sentence with the same meaning in the story (*We're broke!*). Children write the sentence in their notebooks.
- Do the same for the second box (*You can choose*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"We're broke!"
"It's up to you."

Optional

Have children rewrite the following sentences from the story as indirect speech: *It's a radio. We don't have any money.* (Answers: *Matt said that it was a radio. Megan said that they didn't have any money.*)

WORKBOOK PAGE 73 ANSWER KEY

- 1 2 She asked her dad why he was mad.
3 She asked her teacher where the books were.
4 She asked her friend how much money she had.
5 She asked her brother when the movie started.
6 She asked her grandpa who he met in the park.
- 2 2 The woman asked the sales clerk how much the socks were.
3 The children asked their mom what they could do.
4 The girl asked the teacher when the class would finish.

Materials

Student's Book page 68

CD 2, Tracks 10 & 11

Workbook page 74

Warmer

- Play the "Whispering game". Whisper to a child: *If I were Megan, I'd ask the pilot to take me to New York.* That child then whispers the sentence to the next classmate.
- Children continue whispering the sentence in a chain-like fashion until it reaches the last child, who calls it out. Check that this sentence matches the one you started the game with.

Activities

1 Complete the questions.

- Explain each of the question phrases: *How often, How far, How much, How long, How many.* Give their equivalents in the children's own language.
- Children complete the questions on their own.
- Ask them to trade books with a partner. Write the answers on the board and have children check their partner's work. Then children return the books to their owners so they can correct their mistakes using a different colored pencil.

ANSWERS

1 How far 2 How long 3 How much 4 How many
5 How often

2 Now ask and answer.

- In pairs, children take turns asking and answering the questions.
- Then children report their partner's answers to the class: *He/She said that ...*

track 70

3 Listen and complete. Then say the chant.

- Play the audio CD. Children listen and complete the chant.
- Play the audio CD again. Children chant along with the CD.

TAPESCRIPT AND ANSWERS

The Trip

What countries did you visit?
How long were you away?
Who did you talk to?
Where did you stay?
When did you feel lonely?
Who did you meet?
When did you feel happy?
What did you eat?
How far did you travel?
What did you see?
How many presents
Did you buy for me?

track 71

4 Listen and repeat. Which two words start with a different sound?

- Play the audio CD. Children listen to the pronunciation of each word.
- Play the audio CD again. Children listen and repeat.
- Ask children which two words start with a different sound.
- Have children read each word aloud, without the aid of the CD. Check their pronunciation and correct where necessary.

ANSWERS

who, whose

Optional

Have children brainstorm other words that start with the same sound as *who* and *whose* (*how, happy, house, he, have, etc.*). Make sure children understand that the "w" in *who* and *whose* is silent.

WORKBOOK PAGE 74 ANSWER KEY

- 1** 1 b What, 2 d When, 3 c Who,
4 f Whose, 5 a Why, 6 e Where
2 1 c, 2 a, 3 e, 4 b, 5 d

Materials

Student's Book page 69

Workbook page 75

A world map

Warmer

- Draw children's attention to a world map. Point to the following countries: *Brazil, England, Russia, Japan, Australia, Canada*.
- Ask children to name the official language of each country (*Portuguese, English, Russian, Japanese, English, English and French*). Ask children if they can name any languages that are spoken in their own country. Ask them in which parts of the country these languages are spoken.

Activities

1 Answer these questions. Guess.

- In pairs, have children read the questions and discuss the answers. Encourage children to guess, even if they do not know the answer.
- Each pair writes its guesses on a separate sheet of paper.

ANSWERS

1 c, 2 b, 3 c, 4 a

2 Read and check your answers to Activity 1.

- Children read the text silently in their pairs and check their answers. Prompt children to tell you how many they got right.
- Ask additional comprehension questions: *How many people in the world speak English? Where does the Mandarin language come from? How many people in the world speak Spanish? Why do the Mazateco people communicate by whistling?*

NB The main reason Mandarin is the most widely spoken language in the world is that China is the most populous country in the world. China currently has a population of 1.2 billion people. The world population is 6 billion, so this means that 1 person in 6 is Chinese. The Chinese government is developing programs to control its population explosion.

Optional

Divide the class into pairs or small groups. Assign a country to each pair or group. Have children research the following: the country's official name, its name in English, its population, its official language or languages, and any of its other languages. Ask children to share their work with the class.

WORKBOOK PAGE 75 ANSWER KEY

Project: Write about Languages in Your Town

- 1 Greek, Chinese, English, Indonesian, Spanish, Portuguese, German
- 2 newspapers, tourists

Materials

Student's Book page 70

Workbook page 76

Warmer

- Review possessive adjectives. Write the following fill-in sentences on the board: *My friend Carla brought ____ pet to school. My dad always laughs at ____ jokes. We lost ____ bags yesterday. They forgot ____ books.*
- Children complete each sentence with the correct possessive pronoun (*her, his, our, their*).

Activities

1 Read the dialogue. Complete the chart.

- Explain to children that the dialogue they are about to read includes possessive pronouns. Give examples of possessive pronouns in their own language.
- Divide the class into pairs. Children read the dialogue silently. They complete the chart by matching possessive adjectives with the corresponding possessive pronouns.
- Elicit answers from children. Write them on the board and make corrections as necessary.
- Make sure children understand that possessive pronouns have only one form. Point out that in English, they are never preceded by the definite article, "the".

ANSWERS

yours, his, hers, theirs

2 Write the words in the correct order.

- Have children describe each picture in their own words.
- Prompt them to write the words in the correct order. Ask them if they can find a clue that shows that all of these sentences end with a possessive pronoun. (*All of the possessive pronouns are followed by a period.*)
- Ask children to call out their answers.
- Write the answers on the board so they can check their work.

Grammar

Possessive pronouns

Page T-116

ANSWERS

- 1 Their boat is faster than ours.
- 2 Our picnic is nicer than theirs.
- 3 My backpack is heavier than yours.
- 4 My bike is older than hers.

Tip!

When checking answers to jumbled exercises it can be useful to represent each word using your fingers. As children say the words, point to the corresponding finger. For example:
My = thumb, *bike* = index finger, *is* = middle finger, *older* = ring finger, *than* = little finger and *hers* = thumb.

Optional

Have children draw pictures for the following sentences: *This is our umbrella, and that's hers. I like his car, but I don't like theirs. We lost our tennis shoes yesterday, but we found yours.*

WORKBOOK PAGE 76 ANSWER KEY

- 1 2 a, 3 c, 4 c, 5 a, 6 b
- 2 2 ours, 3 theirs, 4 mine, 5 hers

Materials

Student's Book page 71

CD 2, Track 12

Workbook page 77

A short magazine interview (Optional)

Warmer

- Write the following sentences on the board: *This is her book, and that is our. Your cats are big, but mines are smart.*
- Children rewrite the incorrect sentences: *This is her book, and that is ours. Your cats are big, but mine are smart.*

Activities

1 Read the interview. Would you like to be Brad? Give reasons.

- Have children read the interview silently.
- Put two columns on the board: *Reasons to be Brad* and: *Reasons not to be Brad*.
- Children discuss why they would or wouldn't like to be Brad. Write their reasons on the board, under the appropriate column.

2 Complete.

- Draw children's attention to the *Look* box. Point out that verbs change from present tense in the question (*Do you have ...*) to the past tense in the indirect question (*She asked him if he had ...*). Explain that the word *if* is used to introduce an indirect yes/no question (*She asked him if ...*).
- Children complete the sentences. Check orally.

ANSWERS

- 1 She asked him if he was rich.
- 2 She asked him if he ever got lonely.
- 3 She asked him if he missed his friends and family.
- 4 She asked him if he ever sent postcards.

Track 12

3 Listen. What did Brad answer? Choose yes or no.

- Play the audio CD. Children choose *yes* or *no* for each question.
- Play the audio CD again, pausing it after each answer is mentioned. Encourage them to correct their errors using a different colored pencil.

TAPESCRIPT

- Stella: Do you catch fish from your boat?
 Brad: No, I don't. I don't really like fishing.
 Stella: Do you speak a lot of languages?
 Brad: No, I don't. I only speak English and Spanish.
 Stella: Do you ever get sea-sick?
 Brad: Yes, I do. It's horrible! Especially when there's a storm.
 Stella: Are you scared of storms?
 Brad: No, I'm not. I have a very good boat. I'm safe!
 Stella: Do you want to travel forever?
 Brad: Yes, I do. I love it!

ANSWERS

1 no, 2 no, 3 yes, 4, no, 5 yes

4 Write the rest of the interview. Then act it out.

- Each child writes two more questions for Stella to ask, and Brad's answers to each.
- Draw their attention to the writing tip in the Student's Book. In pairs, children check each other's work and then practice acting it out.
- Each pair comes to the front of the class to act out its interview. After each interview, ask the class: *What did Stella ask Brad?* Prompt children to respond: *She asked him if ...*

Optional

Give children a short magazine interview. Then ask the class: *What did he/she ask?* Have children respond: *He/She asked him/her if ...*

WORKBOOK PAGE 77 ANSWER KEY

- 1 How are you? Are you busy? What are you doing? What music do you like? What sports do you play? What are your plans for your next vacation? Can you come and stay on the boat?
- 2 if, was, 3 what, was doing, 4 what, liked, 5 what, played, 6 what, were, 7 if, could

Materials

Student's Book page 72

CD 2, Track 13

Workbook page 78

Comic strips and photocopies of the strips, cut up and put into envelopes (Optional)

Warmer

- Have children draw a Venn diagram (two circles that overlap each other in the center).
- Ask children to think of a family member with whom they share some possessions. Above the left circle, children write: *Mine*. Above the right circle, children write *His* or *Hers*, depending on which family member they include in the activity. Above the overlapping space, they write: *Ours*.
- In the *Mine* circle, children draw possessions that are exclusively theirs. In the *His* or *Hers* circle, they draw possessions that belong exclusively to their relative. In the overlapping space marked *Ours*, they draw possessions they share. Encourage children to share their Venn diagrams with the class.

Activities

track 13

1 Read and listen to the story.

- Prompt children to describe the picture.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.
- Encourage children to speculate about why the airplanes and ships disappeared.

2 Read and number.

- Have children number the sentences on their own.
- Read the sentences in the correct order so children can check their work.

ANSWERS

a 4, b 2, c 5, d 1, e 3

Optional

Choose several comic strips to bring to class. Before the class, photocopy these strips, cut out the frames in each one and put the frames for each one in an envelope. In class, divide the children into small groups and give each group one of the envelopes. Each group then tries to put the frames into the correct order. At the end, give each group the original cartoon strip to look at, to check whether they put the frames in the right order.

WORKBOOK PAGE 78 ANSWER KEY

- 2** 1 more, 2 explore, 3 tired, 4 fire, 5 store,
6 bored, 7 wore
- 3** 1 3, 2 4, 3 2, 4 1

Materials

Student's Book page 73

Workbook page 79

Warmer

- Ask: *If you could interview anyone in the world, who would you interview?*
- Children write questions for him/her. Have them guess how their interviewees would answer.

Activities

1 Complete the girl's questions. Then write true answers.

- Draw children's attention to the picture.
- Have children complete the questions and then write answers for themselves.
- Read each question aloud. Prompt a child to call out his or her answer. Then the next child calls out his or her answer. Children continue in a chain-like fashion.

ANSWERS

1 How, 2 Where, 3 Do

2 Rewrite the girl's questions from Activity 1.

- Have children look at the example and then rewrite the girl's questions.
- Ask children to write their answers on the board. Make corrections as necessary.

ANSWERS

2 She asked me where I lived.

3 She asked me if I liked dancing.

3 Look and complete.

- Children complete the sentences on their own.
- Write the answers on the board so they can check their work.
- Have one or two children bring their backpacks to the front of the class and take turns describing them: *Mine is ...*, *Hers is ...*, *His is ...*

ANSWERS

His is yellow. Mine is blue. Hers is green.

4 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.
- Review the following for the upcoming test:
My – mine, your – yours, his – his, her – hers, our – ours, their – theirs
If I had a bike, I'd lend it to you. How would you feel if you saw a ghost? If I were you, I'd go to bed soon.

ANSWERS

a 3, b 2, c 4, d 1

Optional

Have children write dialogues using the phrases: *We're broke* and: *It's up to you*. Then have them draw pictures and include their dialogues in speech bubbles.

WORKBOOK PAGE 79 ANSWER KEY

- 1 2 hers, 3 theirs, 4 his, 5 mine, 6 yours
2 2 what, ate, 3 how long, lived,
4 how far, flew, 5 where, went,
6 if, could, 7 if, was

WORKBOOK PAGES 80 & 81 ANSWER KEY: THE CHALLENGE

- 1 1 sunny, 2 beach, 3 boat, 4 volleyball, 5 fruit, 6 language, 7 postcards, 8 presents.
Secret word: vacation
2 1 Gretch, 2 asked, 3 me, 4 if, 5 I, 6 could, 7 solve, 8 the, 9 puzzle
Secret message: Gretch asked me if I could solve the puzzle.
3 6 2 4, 9 3 1, 5 8 7
Answer: I told Gretch that I could solve the puzzle.
4 1 how, often, television, 2 pilot, asked, theirs, 3 mine, those, shoes

Getting Ready

- Use the language boxes at the top of page 74 to review the grammar. Make sure that children understand all the examples. Use their own language to check this, if necessary.
- Write examples on the board, such as: *"Are you rich?" Stella asked him. Stella asked him ... , or: "Why are you worried?" Gretch asked them. Gretch asked them ...* Also include some examples with possessive pronouns: *These are my pencils. These pencils are ... , or: We saw your house, but we didn't see ...* Ask children to complete them with their own ideas.
- Then divide the class into pairs or groups of three, if possible. Give each pair or group one of the following concepts: possessive pronouns (*my – mine, your – yours, his – his, her – hers, its – its, our – ours, their – theirs*); or indirect questions (*She asked me where I lived*); or conditionals (*If I had a bike, I'd lend it to you*). Each pair or group should look for material about these concepts in Units 7 and 8. Ask each pair or group to explain their concept to the class, and provide some examples of its use.

Working with the Review

- Children should not feel worried or upset by the Review; they should feel motivated. It's an opportunity for them to see how much new language they have learned. It's also an opportunity for you to help them with any difficulties. You can keep a record of scores using the table on the next page, but try to be positive and focus on improvements when you speak to children.
- Before children begin the Review, explain the system of scores: they get one point for each correct answer out of a total of twenty.
- Ask children to be quiet during the Review so that everyone can concentrate and do their best. Have children take out a pencil

ready for the first activity. Make sure they all have an eraser in case they want to change their answers.

- Explain the first activity. Check that they all understand the example and know what they have to do. Children then complete the first activity. If some children finish quickly ask them to look at the second activity, but not to write anything.
- When all children have finished the first activity, explain the second activity. Repeat this until they have completed all the activities in the Review.

Evaluating

- If you want to treat the Review as a test, collect children's books. Circle the mistakes in red and write the correct answers. Calculate each child's total score. Return the books. Children look at their corrections as you write each answer on the board.
- If you want to treat the Review as a more informal opportunity for consolidation, not a test, allow children to correct their own or their friend's book as you write the answers on the board. Children then fill in the scores themselves.
- Make sure that children understand their mistakes and ask you about them, if they still have doubts.

Answers

ACTIVITY 1 2 got up earlier
3 had a lot of money
4 lived near the beach
5 had a computer

ACTIVITY 2 2 d, 3 a, 4 b

ACTIVITY 3 2 hers, 3 ours, 4 his

ACTIVITY 4 2 how, 3 why, 4 when, 5 where, 6 what

ACTIVITY 5 2 She asked if he was sick.
3 She asked if he was sad.
4 She asked if he was worried.
5 She asked if he was tired.
6 She asked if he was cold.

Following up

- You can extend each section of the Review into a class activity. This is particularly important for the sections that children found most difficult. You can choose not to extend sections that the children found very easy.

Extension 1

Write the following sentence starters on the board: *If I won the lottery ...*, *If I had a car ...*, *If I lived in Russia ...*, *If I saw an alien ...* Children finish each sentence. Walk around the classroom and correct any errors.

Extension 2

Children pretend that a friend says to them:
*I lost my backpack. / I'm very hungry. / I think it's
 going to rain.* Children respond with *If I were you*
 ... for each.

Extension 3

Divide the class into two teams. Ask a member from each team to come to the board. Call out one of the following words: *mine, yours, hers, ours, theirs*. The first child to write a correct sentence using the word earns a point for his or her team. The team with the most points at the end of the game wins.

Extension 4

Ask a child: *What's your name?* Then prompt the child to call out the indirect question: *You asked me what my name was.* Do the same with other children.

Extension 5

Ask two children to come to the front of the class. The first child asks a question (*Are you tired?*, *Are you hungry?*, *Are you happy?*, etc.) and the second child gives its indirect form: *She asked me if I was tired*, etc. They then swap roles.

- To finish, let children perform a favorite song or play a favorite game from Unit 7 or 8.

Optional score record

Class name:

[illegible]

Materials

Student's Book page 76

CD 2, Track 14

Workbook page 82

UNIT 9 Material World

Grammar

Passive voice (present):

*Coffee is grown in Brazil.**Computers are used in schools.**Is honey made by bees?*

Vocabulary

Materials: *glass, rubber, etc.*

Warmer

- Write the following clues on the board:
This is made from bread, meat, lettuce, tomato and sometimes cheese. These are used to hit the ball in tennis. These are worn on the feet of hockey players.
- Children solve each clue (*sandwich, rackets, skates*).

Activities

1 Talk about the picture.

- Draw children's attention to the picture.
- Have them describe each island's products.
- Ask them if they know what "parachutes" are.
(A large piece of cloth joined to heavy strings, used by someone jumping out of an airplane.)

track 14

2 Read and listen. Which island do they need to choose?

- Have children make predictions about which island Matt and Megan need to choose.
- Children read the story silently.
- Play the audio CD. Children read and listen.
- Read out the names of the islands on the map.
Have children raise their hands when they hear the island Matt and Megan must choose. See how many children guessed correctly.

ANSWER

Banana Island

3 Complete the sentences.

- Draw children's attention to the words in the box. Make sure they understand each one.
- Have children complete the sentences on their own. Ask them to call out their answers. Make corrections as necessary.

ANSWERS

1 Magazines, 2 Paper, 3 Computers, 4 Baseball, 5 Coffee

Optional

If possible, divide the class into groups of four. (If not, then have four children volunteer to come to the front of the class.) Have each child play one of the following roles: the pilot, Matt, Megan and Gretch. Children practice acting out the story and then perform it in front of the class.

WORKBOOK PAGE 82 ANSWER KEY

- 1 2 f is, Cheese, 3 d is, Video game,
4 e is, Dictionary, 5 a are, Shoes,
6 c are, Tomatoes
- 2 2 is sold, 3 is made, 4 are eaten,
5 are not used/aren't used, 6 is played,
7 are worn, 8 are found

Materials

Student's Book page 77

CD 2, Track 15

Workbook page 83

Warmer

- Draw children's attention to the verbs in the fill-in sentences from Activity 3 on Student's Book page 76: *are sold, is made, are used, is played, is grown*.
- Explain that these are examples of the passive voice (*is/are + past participle*). Give an example of a passive voice verb in their own language.
- Write the following verbs on the board: *sell, buy, grow, find, throw*. Have children write the past participle of each verb (*sold, bought, grown, found, thrown*).

Activities



1 Read and listen to the story. Then act it out.

- Have children read the story silently.
- Play the audio CD. Children listen to the story.
- Play the audio CD again. Children listen and read. Then they act out the story in small groups.
- Have children identify the passive verb forms in the story (*is covered, are kept, is caught*).

2 Complete. Then number the events of the story.

- Draw children's attention to the verbs in parentheses. Ask them to write the past participle of each verb (*found, chosen, caught, blown, given*).
- Have children complete each sentence with a passive voice verb (*is/are + past participle*). Then they can number the events of the story.

Grammar

Passive voice (present)

Page T-116

ANSWERS

- The next clue is found. (5)
- Banana Island is chosen. (1)
- Megan's parachute is caught in a tree. (4)
- Their parachutes are blown by the wind. (3)
- Parachutes are given to Matt and Megan. (2)



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *No way!* Prompt children to point to the sentence with the same meaning in the story (*Come off it!*). Children write the sentence in their notebooks.
- Do the same for the second box (*Help me*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"Come off it!""Give me a hand."

Optional

Write the following passive voice sentences on the board: *Airplanes are flown by pilots. The World Cup is played every four years. The beach is filled with people. The pizza is covered with mushrooms*. Have children draw a picture representing one of the sentences. Then each child shares his or her picture and the rest of the class calls out the corresponding sentence.

WORKBOOK PAGE 83 ANSWER KEY

- 2 The windows are cleaned every week.
3 Prizes are given to the winners.
4 Letters are opened in the morning.
5 The store is closed at lunchtime.
6 The dog is fed by my mom.
- 2 Coffee is grown in Brazil.
3 English is spoken in the U.S.A.
4 Penguins are found in Antarctica.
5 Kimonos are worn in Japan.
6 Flamenco is danced in Spain.

Materials

Student's Book page 78

CD 2, Track 16

Workbook page 84

Warmer

- Play the "Whispering game". Whisper the following sentence to a child: *Paper is made from trees and glass is made from sand*. That child then whispers the sentence to the next classmate. Children whisper the sentence to each other in a chain-like fashion until it reaches the last child, who calls out the sentence. Check that this sentence matches the one you started the game with.
- Continue to play with the following sentences: *Coffee is grown in Brazil and corn is grown in Mexico. Baseball is played in the United States and soccer is played in England*.

Activities

1 Look and write.

- Draw children's attention to the objects in the picture. Ask them to name each one.
- Have children write the name of the appropriate object in each blank. Write the answers on the board so they can check their work.
- Ask: *What's made of glass and metal?* Children respond: *glasses*. Ask questions about the other objects.

ANSWERS

2 eraser, 3 notebook, 4 socks, 5 ruler, 6 chair

2 Ask and answer.

- Ask: *What are glasses made of?* Children respond: *They're made of glass and metal or plastic*.
- Divide the class into pairs. Children cover the text from Activity 1 and only look at the pictures.
- In pairs, children take turns asking and answering about the objects.

3 Play the game.

- Say: *It's made of glass. It begins with the letter "w"*. Prompt children to respond: *It's a window!*

- In pairs, children take turns playing the game in front of the class. If a child can't think of an object, whisper the name of one to them, such as: *book, airplane, boat, shirt, pencil, desk*, etc.



4 Listen and order the verses. Then listen and sing.

- Play the audio CD. Have children listen and order the verses.
- Play the audio CD again, pausing it after each verse. Check if children put the verses in the correct order.
- Play the audio CD a third time. Children listen and sing.

ANSWERS

a 2, b 3, c 1, d 4

Optional

Have children identify words that rhyme in the song "Wooden Heart" (*goodbye, cry, die / you, two, do / good, should, wood*). As a class, brainstorm other words that rhyme with each group (*fly, high / shoe, glue / could, stood*, etc.).

WORKBOOK PAGE 84 ANSWER KEY

- 1** Across: 2 cardboard, 4 paper, 5 glass, 7 cotton Down: 1 rubber, 3 metal, 4 plastic, 6 wood
- 2** 2 They're made of cotton.
3 It's made of wood.
4 It's made of paper.
5 It's made of plastic.
6 They're made of metal.
7 It's made of rubber.

Materials

Student's Book page 79

CD 2, Track 17

Workbook page 85

Warmer

- Write the following sentences on the board:
Paper is made from wood. Trees is saved when we use less paper. Paper is recycled to help save trees. Recycled paper is selled in many stores.
- Children rewrite the incorrect sentences (*Trees are saved when we use less paper. Recycled paper is sold in many stores.*).
- Explain to children that the word *chocolate* comes from the Nahuatl word *xocalatl*, meaning "bitter water". The Aztecs, who spoke Nahuatl, made a chocolate water drink without adding sugar, so it was bitter. When the Spanish arrived in Mexico they liked this chocolate drink so much that they took it back to Europe, where people added milk and sugar to it.

Activities

1 Read and complete using *is* or *are*.

- Ask children to explain the rule for using *is* and *are* (*is* is used with a singular noun; *are* is used with a plural noun).
- Have children complete the text on their own, making sure they think carefully why they are using *is* and *are*.

track 17

2 Now listen and check.

- Play the audio CD. Children check their work.
- Play the audio CD again. Children raise their right hand when they hear *is* and raise their left hand when they hear *are*.

ANSWERS

is made, are found, are found, are grown,
are picked, are opened, are taken out,
are put, are left, are dried, are put,
are cleaned, is mixed, is made

3 Answer the questions.

- Divide the class into pairs.

- In pairs, children write down answers to each question.
- Collect their papers and check their work.

ANSWERS

- 1 Chocolate is made from the seeds of cacao trees.
- 2 Cacao trees are found in tropical rainforests.
- 3 No, they are picked by hand.
- 4 The seeds are left in boxes to give them their chocolate flavor.
- 5 The seeds are cleaned in the factory.
- 6 Condensed milk and sugar are mixed with the cocoa paste.

Tip!

Wherever possible, have children justify their answers. Don't automatically tell children they are right or wrong, wait for them to give reasons.

Optional

Have children write out their own instructions of how something is made, such as a sandwich, cake, pizza, pancake or jello. Then they read out their instructions (without naming what they are making). The rest of the class guesses what it is.

Materials

Student's Book page 80

Workbook page 86

Small prize

Warmer

- Call out the following verbs: *write, draw, eat, play, win, lose*.
- Children call out the past participle of each verb (*written, drawn, eaten, played, won, lost*) and use it in a passive voice sentence.

Activities

1 Complete the questions.

- Children complete the questions on their own.
- Divide the class into pairs. Have children share their answers and compare each other's work.
- Write the answers on the board so children can check their work.

ANSWERS

Animals: 2 found, 3 made, 4 killed, 5 killed
 Sport: 1 played, 2 worn, 3 held, 4 held, 5 done
 Geography: 1 grown, 2 eaten, 3 spoken, 4 found, 5 covered

2 Work in pairs. Answer the questions.

- Have children work in pairs.
- Make sure children cover the answers at the bottom of the page as they answer the questions.

Grammar

Passive voice (present)

Page T-116

3 Check the answers. Which pair answered the most questions correctly?

- Have children swap books with a partner, so that each pair corrects another pair's work.
- Discuss the answers with the class, asking for suggestions before giving the correct answers.
- Make corrections as necessary. Find out which pair has the most correct answers.
- Give the pair with the most correct answers a small prize.

Tip!

When asking questions, wait before giving the answers. Give children time to think. Encourage children to sound sure about their answers. This should eventually help them with their confidence.

Optional

Have each child write a question about animals, sport or geography (preferably a question they know the answer to). Then each child reads out his or her question to the class. The other children try to answer the question. If they don't know the answer, ask the child who asked the question what he or she thinks it is. Is the answer correct?

WORKBOOK PAGE 86 ANSWER KEY

- 1 2 Two billion eggs are laid by chickens every day.
 3 About 200 people are killed by hippos in Africa every year.
 4 18 liters of milk are made by one cow every day.
 5 3,000 tons of honey are made by bees every day.
 6 Thousands of people are helped by Seeing Eye dogs every day.
- 2 2 used, 3 played, 4 taught, 5 worn, 6 given, 7 eaten, 8 read

Warmer

- Write the following sentences on the board:
Wheat is grown in the center of the United States. My uncle wrote this book. The ancient Egyptians played many sports. Beaches are covered with sand.
- Remind children of the passive voice structure: *is/are + past participle.*
- Have children identify the passive voice sentences (*Wheat is grown in the center of the United States. Beaches are covered with sand.*)

Activities

1 How are cans recycled? Read and number the pictures.

- Explain the word *aluminum*: a light metal used to make cans.
- Draw children's attention to the pictures. Explain that these pictures show how aluminum cans are recycled.
- Have children read the sentences and number the pictures on their own.
- Say: *First, old cans are collected. The aluminum cans are separated from the steel cans. (Aluminum cans are shiny on the bottom.)* Children point to picture b in the sequence. Go around the classroom making sure they are pointing to the correct picture.
- Do the same for the remaining sentences.
- Draw children's attention to the sentence: *There is enough aluminum in one bar for 1,600,000 new cans!* Ask children to figure out how many cans three bars make ($1,600,000 \times 3 = 4,800,000$ cans).

ANSWERS

1 b, 2 c, 3 a, 4 d

2 Talk about the pictures. How is paper made?

- Divide the class into pairs.
- Draw children's attention to the phrases in the boxes. Children use these phrases to talk about how paper is made.

- Say: *Wood is cut into little pieces.* Children point to the corresponding picture. Call out a sentence for each remaining picture (*The pieces are mixed with water and chemicals and made into a paste. The paste is made into a large sheet and dried by machines. The sheet is rolled up and taken away by trucks.*).

3 Write about how paper is made.

- Draw children's attention to the writing tip. Have them locate the connectors *first, then* and *finally* from Activity 1.
- Have each child write a short paragraph about how paper is made. Make sure they use the connector words.
- Collect the papers and circle any errors.
- Return the papers to the children. Ask them to rewrite their paragraphs, correcting the errors that you circled.

Optional

Ask children to look around the classroom and choose an object, a chair, a table. Children should then draw a simple production sequence and write simple passive sentences to describe the process.

WORKBOOK PAGE 87 ANSWER KEY

- 1 3 Then, 2 Then, 4 Finally, 1 First
- 2 1 First, the eggs and sugar are mixed together.
2 Then the milk, strawberries and lemon juice are added.
3 Then the ice cream is put in the freezer for 12 hours and frozen.
4 Finally, the ice cream is put into cones and it is ready to eat!

Materials

Student's Book page 82

CD 2, Track 18

Workbook page 88

A world map

Warmer

- Say the following: *Soccer is played in many different countries. Chocolate is made from cacao beans. Aluminum cans are recycled at factories.*
- Children write down each sentence after you dictate it.
- Write each sentence on the board. Check if children wrote it down correctly.

Activities



1 Read and listen to the story.

- Ask children if they have ever heard of Robinson Crusoe. What do they know about him?
- Prompt children to describe the picture of Robinson Crusoe.
- Then have children read the story silently.
- Point to Scotland, Selkirk's home country, on a world map. Then draw their attention to Chile. Mark a space in the Pacific Ocean that is 600 kilometers from Chile to indicate how far away Selkirk's island was.
- Play the audio CD. Children read and listen to the story. Answer any questions they may have about vocabulary.

2 Answer the questions.

- Children write their answers to the questions on their own.
- Collect their answers and circle any errors.
- Return the papers to them. Have children rewrite their answers, correcting any errors that you circled.

ANSWERS

- 1 Selkirk left Scotland because he didn't want to work in his father's shop.
- 2 The captain left Selkirk on the island because he didn't like him.
- 3 He left his cave because he saw hundreds of sea lions on the beach and he couldn't catch any food.

Optional

Have children think about what they would do in Selkirk's situation. Brainstorm children's ideas on the board. Ask them to write a paragraph that begins: *If I were Selkirk, I'd ...*

WORKBOOK PAGE 88 ANSWER KEY

- 2 1 circle, 2 city, 3 circus, 4 exited,
5 Saturday, 6 sit, 7 so, 8 acrobats,
9 ice cream
- 3 1 Last Saturday, Bella and Ben were in
the city.
2 Bella was excited.
3 They watched the clowns and the
acrobats.
4 Then they ate ice cream cones and
went home.

Warmer

- Write the following sentences on the board:
The story of Robinson Crusoe are known all over the world. Cacao beans is grown in tropical places.
- Children correctly rewrite the sentences (*The story of Robinson Crusoe is known all over the world. Cacao beans are grown in tropical places.*).

Activities

1 Complete using *is* or *are*.

- Ask children to explain the rule for using *is* or *are* (*is* is used with a singular noun; *are* is used with a plural noun).
- Children complete the sentences on their own.
- Write the answers on the board so they can check their work.

ANSWERS

1 are, 2 is, 3 are, 4 are

2 Now write true sentences about your country.

- Children write their own sentences.
- Ask them to read their sentences aloud to the class. Make sure the sentences are true.

3 Write about things in your bedroom.

- Draw children's attention to the words in the box. Make sure they understand each word.
- Children write sentences about the things in their bedrooms.
- Ask each child to write one of his or her sentences on the board. Make corrections as necessary.

4 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.

- Write the answers on the board so they can check their work.

ANSWERS

a 3, b 2, c 1, d 4

Optional

Ask children to look at the phrases in their notebook. (*Me too. How should I know?, Hang on!, You're a genius!, This is tricky., Keep still!, That's great!, I'm exhausted!, It's so far away., Hold on tight!, I can't stand them!, I'm doing my best., It's huge!, You must be kidding!, We're broke!, It's up to you., Come off it!, Give me a hand.*) Ask children to write a short dialogue using as many as possible.

WORKBOOK PAGE 89 ANSWER KEY

- 2 e The plant is watered.
3 a The flowers are picked.
4 f They are taken to the store.
5 c They are sold.
6 b The flowers are put in a vase.
- 1 true, 2 false, 3 true, 4 false,
5 false, 6 true
1 Guitars are made of wood.
2 Portuguese is spoken in Portugal and Brazil.
3 Cars are fixed by mechanics.

WORKBOOK PAGES 90 & 91 ANSWER KEY: THE CHALLENGE

- 9 8 2, 5 1 4, 3 6 7
Answer: The puzzle is solved when you finish the sentence.
- 1 It's kept in a box.
2 It's worn around the neck.
3 It's made of gold.
4 It's made for Olympic champions.
What is it? a medal, picture b
- 1 coin, 2 book, 3 can, 4 skis, 5 shoes, 6 elephant

Materials

Student's Book page 84

CD 2, Track 19

Workbook page 92

Warmer

- Review the present perfect tense: *has/have + past participle*. Ask: *Who has played tennis?* Children respond: *I have/haven't played tennis.*
- Ask: *Who has eaten pizza? Who has made hamburgers? Who has climbed a mountain?* Children respond accordingly.
- Explain that in this unit they will learn the past perfect tense. Give an example of the past perfect in their own language if there is a relevant equivalent.

Activities

1 Look at the picture. Ask and answer.

- Have children describe the picture in their own words.
- Point to each object and prompt children to name it.
- Ask children: *How many chairs are there?* Elicit the response: *There are ...*
- Have other children ask and answer questions about the picture.

Track 19

2 Read and listen. Where is the next clue?

- Have children read the story silently.
- Play the audio CD. Children read and listen. Prompt children to say where they think the next clue is and why. Ask: *Why does Matt think he can find the next clue?*
- Play the CD a second time and pause each time the word *had* is used in the text for children to say what comes next (*finished, gone home ...*).

3 Complete using *had* or *hadn't*.

- Have children find and circle *had* and *hadn't* plus their subsequent past participles in the story from Activity 2. Explain that these verbs are in the past perfect tense. Point out that *had* is used with both singular nouns (*she hadn't washed her*

UNIT 10 School Days

Grammar

Past perfect:

*The classes had finished.**The teacher hadn't left the school.**She was happy because she'd won a competition.**Had he met the captain before?*

Vocabulary

School equipment

hands ...) and plural nouns (*they hadn't cleaned their rooms ...*).

- Children complete each sentence using *had* or *hadn't*.
- Have children call out their answers. Make corrections as necessary.

ANSWERS

1 had, 2 had, 3 hadn't, 4 hadn't, 5 hadn't

Optional

Ask children to make a list of things they do every morning: *get up, brush teeth, have breakfast, take a shower*. Write their ideas on the board. Now ask children to think about the things they *had/hadn't done* at 5 o'clock this morning. For example: At 5 a.m. *I hadn't gotten out of bed.*

WORKBOOK PAGE 92 ANSWER KEY

- 1 2 f 'd seen, 3 e 'd sailed, 4 a 'd taken,
5 b 'd made, 6 c 'd climbed
- 2 2 'd lost, 3 'd fed, 4 had eaten,
5 hadn't seen, 6 'd looked, 7 'd found,
8 'd left, 9 had hidden
The correct picture is a.

Materials

Student's Book page 85

CD 2, Track 20

Workbook page 93

Warmer

- Write a variety of correct and incorrect sentences on the board. For example: *David and Sue hadn't ate their sandwiches. My dad had lost his shoes. We hadn't seen that movie. Her sister had maked cookies.*
- Divide the class into teams and give them fifty points each. Tell them they have to buy the correct sentences using the points. Only one team can buy one sentence. If they are sure a sentence is correct they should try to buy it for the cheapest price. The team with the most remaining points and the most correct sentences wins.

Activities

track 20

1 Read and listen to the story. Then act it out.

- Have children read the story silently.
- Play the audio CD. Children listen to the story.
- Play the audio CD again. Children listen and read. Then they act out the story in small groups.
- Children then identify the present perfect verb forms in the story (*No, I haven't. I've lost it. Somebody has locked this door too!*).

2 Read and complete.

- Children complete the sentences on their own using the words in the box. Explain that these sentences are in the past tense because they are describing past actions in the story from Activity 1.
- Write the answers on the board so children can check their work.
- Ask them to point out in the story where they found the answer to each fill-in sentence.

Grammar

Past perfect

Page T-117

ANSWERS

put, locked, seen, lost, locked



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *It doesn't matter.* Prompt children to point to the sentence with the same meaning in the story (*Never mind*). Children write the sentence in their notebooks.
- Do the same for the second box (*Be careful!*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"Never mind.""Watch out!"

Optional

Write the following on the board: *When you were five years old ... had you played soccer?, had you gone to school?, had you been to the beach?, had you flown in an airplane?* Children answer each question (*When I was five years old, I hadn't played soccer, etc.*).

WORKBOOK PAGE 93 ANSWER KEY

- 3 they hadn't closed the window.
4 they hadn't cleaned the board.
5 they had cleared their desks.
6 they had put on their coats and backpacks.
7 they had watered the plant.
8 they hadn't emptied the garbage can.
- Children's answers

Materials

Student's Book page 86

CD 2, Tracks 21 & 22

Workbook page 94

Warmer

- Children write out their class schedule, including the times and days of the week.
- Each child calls out one day of his or her schedule: *On Mondays at nine o'clock I have art. At ten o'clock I have English, etc.*

Activities

1 Look and write. What lessons are they going to have?

- Have children describe each picture in their own words. Make sure children understand that each picture describes a sentence.
- Draw their attention to the first sentence: *They're going to have physical education.*
- Children write the remaining sentences on their own. Point out that only language classes begin with capital letters (*Spanish, English, etc.*). The names of other classes (*science, art, music, etc.*) are not capitalized.
- Have them exchange books with a partner. Write the answers on the board. Children check their partners' work and return the books. Then they can correct their mistakes using a different-colored pencil.

ANSWERS

- 2 She's going to have geography.
 3 He's going to have English.
 4 She's going to have science.
 5 He's going to have art.
 6 They're going to have music.



2 Listen and choose. Then listen and sing.

- Have children read the song silently.
- Play the audio CD. Children listen and choose the correct word.
- Play the audio CD again. Children check their work.
- Play the audio CD a third time. Children listen and sing.

ANSWERS

Up in the morning ... American history ... won't leave you alone ... ring goes the bell ... have time to eat ... open your books ...

3 Say the words. Which letters are silent?

- Divide the class into pairs.
- Children practice saying the words to each other.
- Then they write the silent letter in each blank.

ANSWERS

1 l, 2 b, 3 h, 4 w



4 Now listen and repeat.

- Play the audio CD. Have children say if they guessed the correct silent letters.
- Play the audio CD again. Children listen and repeat.

Optional

Play the "Rhyme game". Divide the class into two teams. A member from each team comes to the board. Write one of the following words on the board: *could, write, school, phone, mat, me*. The first child to write a word that rhymes earns a point for his or her team. The team with the most points at the end of the game wins.

WORKBOOK PAGE 94 ANSWER KEY

- 1 1 math, 2 history, 3 geography, 4 biology, 5 English, 6 science, 7 music, 8 physical education
- 2 2 test tubes, science, 3 atlas, geography, 4 basketball, physical education, 5 dictionary, English, 6 calculator, math, 7 tree, biology, 8 king, history

Materials

Student's Book page 87

CD 2, Track 23

Workbook page 95

Warmer

- Write the following sentence on the board: *By 2003, I had won a World Cup, I had been in many Nike ads, and I had played many games in Brazil.* Ask: *Who is it?* Children respond: *Ronaldo.*
- Make sure that children understand that the past perfect is used to talk about things *that have already happened* at a time in the past.
- Have children write down their own riddles about famous people using the past perfect. Make sure that they talk about a past time. Monitor and give help if necessary.
- Encourage them to read their riddles aloud. Have the class guess who the famous person is.

Activities

1 Look at the picture. Is the ship old or modern?

- Draw children's attention to the picture of the ship.
- Prompt them to describe the ship in their own words and say if it is old or modern (*it is old*).

track 23

2 Now read and listen to the story.

- Have children read the story silently.
- Play the audio CD. Children read and listen to the story.
- Have children circle all of the past perfect verbs in the story.

3 Complete the questions with the correct form of the verb.

- Draw children's attention to the verb of the first sentence: *had ... met*. Then point to the crossed out *meet* in the box. Explain that they will need to complete each sentence with a past perfect verb, which will include *had* and the past participle of one of the verbs from the box.
- Children complete the questions on their own.

- Write the answers on the board so they can check their work.

ANSWERS

2 met, 3 sailed, 4 traveled, 5 left, 6 told

4 Ask and answer the questions from Activity 3.

- Divide the class into pairs.
- Children ask and answer the questions from Activity 3. Have them write their answers down.
- Collect their work and circle any errors.
- Children rewrite their answers, correcting the errors that you circled.

ANSWERS

1 in New York
 2 a month earlier
 3 nine days
 4 1,000 kilometers
 5 Yes they had
 6 One of the sailors from the *Mary Celeste*.

Optional

Have children write short possible explanations of what happened to the captain and sailors on the *Mary Celeste*. Encourage them to use words such as: *may*, *might* and *could*. Divide the class into pairs. Children share their explanations and check each other's work for errors.

WORKBOOK PAGE 95 ANSWER KEY

- 1 Project: Write a Tourist Guide
 The first people to live here, a museum, an old house, a famous person

Materials

Student's Book page 88

CD 2, Track 24

Workbook page 96

Warmer

- Ask a child: *When you were three years old, had you studied English?* The child responds: *When I was three years old I had/hadn't studied English.* The child then asks the next classmate: *When you were three ...?* Continue round the class.

Activities

1 Read. Write the children's names.

- Check children understand the following words: *scared, fighting, laughing, worried, crying and sleeping.*
- Children read the text and write the children's names in the boxes in the picture. Check orally.



2 Listen and match.

- Play the audio CD. Children listen and match.
- Say: *Jessica*. Children respond: *see – a mouse*. Do the same for the remaining names.

TAPESCRIPT

Teacher: OK, OK. Everybody calm down! Jessica, what's the matter? Why are you so scared?

Jessica: I saw a mouse! I saw a mouse in the classroom!

Teacher: Andrew and Emily, sit down! What's going on with you two?

Andrew: We had a fight.

Teacher: About what?

Emily: We had a fight about music. Andrew said that Shakira was better than Britney Spears.

Andrew: She is!

Emily: Isn't.

Andrew: Is!

Emily: Isn't.

Teacher: Jacob. Why are you laughing?

Jacob: I've just heard a funny joke.

Teacher: Do you want to tell all of us the joke?

Jacob: No, Mrs. Madison.

Teacher: Well then, stop laughing. Ryan, why are you worried?

Ryan: I've lost my homework.

Teacher: Sarah, why are you crying?

Sarah: I've lost my pet mouse.

Teacher: Well, I think Jessica has seen your pet mouse. And Austin. Austin! AUSTIN!!

Austin: Yes?

Teacher: Why are you sleeping?

Austin: I watched videos all night. I'm exhausted!

ANSWERS

- 2 Andrew and Emily: have a fight about music,
- 3 Jacob: hear a funny joke,
- 4 Ryan: lose his homework,
- 5 Sarah: lose her pet mouse,
- 6 Austin: watch videos all night

3 Ask and answer.

- Write on the board: *I'd, you'd, she'd, he'd, we'd, they'd*. Explain that these are contractions for: *I had, you had, she had, he had, we had, they had*.
- Prompt a child to ask: *Why was Jessica scared?* Say: *She was scared because she'd seen a mouse.*
- In pairs, children ask and answer questions about children from Activity 2.

Grammar

Past perfect

Page T-117

Optional

Write the following fill-in sentences on the board:
I was scared because I'd _____. I laughed because I'd _____. I was worried because I'd _____. Have children complete each sentence and draw a picture of the memory.

WORKBOOK PAGE 96 ANSWER KEY

- 1 1 b, 2 b, 3 b, 4 a
- 2 1 Robert was upset because he'd lost his cellphone.
 2 Will was happy because he'd won the game.
 3 Matt was scared because he'd watched a horror movie.
 5 Kate was embarrassed because she'd fallen off her chair.
 6 Tania was tired because she'd gone to bed late.

Materials

Student's Book page 89

Workbook page 97

Warmer

- Say the following sentence once or twice fairly quickly: *When you called, I'd closed the door and turned on the light, but I hadn't taken off my coat.*
- Ask children to write down what they remember. Then read the sentence again for children to check.
- Write the sentence on the board, ensure that children wrote the contractions correctly.

Activities

1 Read and complete the chart.

- Ask children if they have ever used e-mail. How is an e-mail message different from a letter sent with the postal service (*snail mail*)?
- Children read the e-mail silently and complete the chart on their own.
- Check children's work by asking them to read out complete sentences, without looking back at the e-mail: *Nicole was worried because she'd lost her cellphone*, etc.

ANSWERS

Sam, exhausted, he'd played soccer all weekend
Kevin, excited, he'd received an invitation to a party
Jasmine, pleased, her mom had bought her some new jeans

2 Find *because* and *so* in Cameron's e-mail.

- Draw children's attention to the writing tip. Ask them to think of the equivalents of *so* and *because* in their own language.
- Children circle *so* and *because* in the e-mail.

ANSWERS

so she was really worried ... because he'd played soccer ... because he'd received an invitation ...
so she was really pleased ...

3 Complete using friends' names and your own ideas.

- Have children write the names of four friends in the first column of the chart. Then they write

their friends' feelings, and why they were feeling that way.

- In pairs, children share their charts with each other, calling out sentences such as: *Maria was really happy because she'd ...*, etc.

4 Write an e-mail to Cameron. Use your ideas from Activity 3.

- Discuss the structure of Cameron's e-mail, which includes a greeting (*Hi Kayla!*), a message and a closing (*Love, Cameron*). Make sure children follow the same structure.
- Children write their e-mails and then exchange them with a partner. Prompt them to read their partners' e-mails and make corrections.
- Then children can rewrite their e-mails and display them in the classroom.

Optional

Write the following story starter on the board: *I was very happy because finally I had done it. I had ...*
Have children finish the story.

WORKBOOK PAGE 97 ANSWER KEY

- 2 My mom had lost her bag, so she was worried.
3 My dad was exhausted because he had worked hard all week.
4 My sister had shouted at her friend, so she was upset.
5 My brother was tired because he had gone to bed late.
- 1 My brother had broken my bike so I was angry.
2 My mom had lost her bag, so she was worried.
3 My dad was exhausted because he had worked hard all week.
4 my sister had shouted at her friend, so she was upset.
5 my brother was tired because he had gone to bed late.

Materials

Student's Book page 90

CD 2, Track 25

Workbook page 98

Warmer

- Ask children to think and write down everything they remember from the last part of "The Real Robinson Crusoe".
- Collect their work. Congratulate the child or children who remembered the most.
- Have children refer to Student's Book page 82 to refresh their memories.

Activities

track 25

1 Read and listen to the story.

- Prompt children to describe both pictures.
- Have children read the story silently.
- Play the audio CD. Children read and listen to the story. They can look up unfamiliar words in a dictionary.
- Play the CD again, this time ask children to concentrate on the sentences containing the unfamiliar words.

2 Answer the questions.

- Make sure children understand the word *useful*.
- Children answer the questions on their own.
- Ask children to share their answers with the class. Make corrections as necessary.
- Encourage children to think what might happen to Selkirk. Do they think he will be rescued?

ANSWERS

- 1 vegetables, goats, cats, fire
 2 Vegetables were useful because he could eat them. Goats were useful because they provided him with milk, meat and skins. Cats were useful because they scared the rats. Fire was useful because a ship could see a fire from a long way away.
 3 Selkirk didn't want to stay on the island because he was lonely.

Optional

Divide the class into small groups. Have children pretend that they are left together on an island. Prompt them to say what five things they think are the most useful. Each group shares its ideas with the class: *We think that nets are useful, because you can catch fish with them, etc.*

Tip!

Pictures always make a story come to life. Try to incorporate them into your lesson plan, they can be very useful: to generate interest, to help children create a mental image and often as useful language support.

WORKBOOK PAGE 98 ANSWER KEY

- 2 1 gymnastics, 2 Japan, 3 jewelry, 4 biology, 5 giraffes, 6 language, 7 Julius, 8 jump, 9 Egypt, 10 geography
 3 1 false, 2 true, 3 false, 4 false

Materials

Student's Book page 91

Workbook page 99

Warmer

- Write the following sentence starters on the board: *I'm hungry because ... Last summer I went on a vacation, so ...*
- Each child calls out a sentence, beginning with one of the starters.

Activities

1 Complete the questions. Then choose true answers.

- Children complete the questions on their own and circle true answers.
- Write the completed questions on the board so they can check their work.
- Ask: *When you arrived this morning, had you brushed your teeth?* Each child calls out his or her answer. Do the same for the remaining questions.

ANSWERS

- 1 Had you brushed your teeth?
 2 Had you taken a shower?
 3 Had you finished all your homework?

2 Look. Then complete the sentences.

- As a class, brainstorm school subjects.
- Point to each item in the picture and have children call its name out.
- Children complete the sentences on their own.
- Write the answers on the board so children can check their work. The answers can be in any order.

ANSWERS

- 1 Geography is taught here. There's an atlas.
 2 Science is taught here. There's a test tube.
 3 Art is taught here. There's a paintbrush.
 4 Music is taught here. There's a xylophone.

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.

- Write the answers on the board so they can check their work.
- In pairs, have children act out the dialogue.
- Review the following for the upcoming test:
I'd / You'd / He'd / She'd / It'd / We'd / They'd ...
I / You / He / She / It / We / They hadn't ...
Had he seen the movie? Yes, he had.
Had they cleaned their room? No, they hadn't.
Tea is grown in China. Apples are sold in supermarkets, etc.

ANSWERS

a 3, b 1, c 4, d 2

Optional

Have children write five questions that begin: *When you went to bed last night had you ...?* In pairs, have them ask and answer each other's questions.

WORKBOOK PAGE 99 ANSWER KEY

- 1 2 cold, had forgotten, 3 angry, had eaten, 4 nervous, hadn't studied, 5 pleased, had given, 6 disappointed, had missed
 2 Children's answers

WORKBOOK PAGES 100 & 101 ANSWER KEY: THE CHALLENGE

- 1 1 French, 2 biology, 3 geography, 4 science, 5 history, 6 English, 7 music
 What classes do you have this week?
 Children's answers
 2 1 what, 2 is, 3 your, 4 favorite, 5 subject, 6 at, 7 school
 Answer: What is your favorite subject at school?
 3 2 Diane had cleaned the board.
 3 Polly had drawn a picture.
 4 Tim had sat down.
 5 Ben hadn't taken off his coat.
 4 1 had, dictionary, lost,
 2 hadn't, done, homework,
 3 scared, because, ghost

Getting Ready

- Use the language boxes at the top of page 92 to review the grammar. Make sure that children understand all the examples. Use their own language to check this, if necessary.
- Write examples on the board, such as: *What are socks made from?* and *Where is rice grown?* Also include some examples of the the past perfect: *What had happened on the Mary Celeste?: Why had Selkirk lit fires on the island?* etc. Elicit answers from the class.
- Then divide the class into pairs or groups of three, if possible. Give each pair or group one of the following concepts: *I'd / You'd / He'd / She'd / We'd / They'd*; or *I hadn't / You hadn't / He hadn't / She hadn't / We hadn't / They hadn't*; or the passive voice (*Tea is grown in China. These cars are made by robots*, etc.). Each pair or group should look for material about these concepts in Units 9 and 10. Ask each pair or group to explain their concept to the class, and provide some examples of its use.

Working with the Review

- Children should not feel worried or upset by the Review; they should feel motivated. It's an opportunity for them to see how much new language they have learned. It's also an opportunity for you to help them with any difficulties. You can keep a record of scores using the table on the next page, but try to be positive and focus on improvements when you speak to children.
- Before children begin the Review, explain the system of scores: they get one point for each correct answer out of a total of twenty.
- Ask children to be quiet during the Review so that everyone can concentrate and do their best. Have children take out a pencil ready for the first activity. Make sure they all have an eraser in case they want to change their answers.

- Explain the first activity. Check that they all understand the example and know what they have to do. Children then complete the first activity. If some children finish quickly ask them to look at the second activity, but not to write anything.
- When all children have finished the first activity, explain the second activity. Repeat this until they have completed all the activities in the Review.

Evaluating

- If you want to treat the Review as a test, collect children's books. Circle the mistakes in red and write the correct answers. Calculate each child's total score. Return the books. Children look at their corrections as you write each answer on the board.
- If you want to treat the Review as a more informal opportunity for consolidation, not a test, allow children to correct their own or their friend's book as you write the answers on the board. Children then fill in the scores themselves.
- Make sure that children understand their mistakes and ask you about them, if they still have doubts.

Answers

ACTIVITY 1 2 is, 3 are, 4 is, 5 are, 6 are

ACTIVITY 2 2 by mechanics 3 by builders
4 by photographers

ACTIVITY 3 2 It's made of paper. 3 It's made of metal.
4 It's made of wood. 5 It's made of rubber.

ACTIVITY 4 2 they hadn't cleaned their room.
3 they had eaten pizza.
4 they hadn't put their clothes in the closet.
5 they had drawn a picture.

ACTIVITY 5 2 Had they cleaned their room?
No, they hadn't.
3 Had they eaten a pizza? Yes, they had.
4 Had they put their clothes in the closet? No, they hadn't.
5 Had they drawn a picture?
Yes, they had.

- You can extend each section of the Review into a class activity. This is particularly important for the sections that children found most difficult. You can choose not to extend sections that the children found very easy.

Write the following sentences on the board:
Magazines is sold at newsstands. Chocolate is made in Mexico. Bread are sold at bakeries. Grapes are grown in France. Children rewrite the incorrect sentences: *Magazines are sold at newsstands. Bread is sold at bakeries.*

Write the following sentences on the board:
Pilots fly airplanes. Plumbers fix bathrooms.
Waiters serve food. Barbers cut hair. Point to the
 first sentence and prompt a child to change it
 to the passive voice (*Airplanes are flown by pilots.*).
 Do the same for the remaining sentences.

Gather the following school supplies: a pencil, an eraser, a ruler and a notebook. Hold up each item and instruct children to say what it is made of (*It's made of wood*, etc.).

Write the following sentence starters on the board: *When their dad arrived home ...*, *When the teacher arrived ...*, *When it started to rain ...*
Children complete each sentence using *had* or *hadn't*.

In pairs, children ask each other the following questions: *When you were three, had you been to the beach? Had you flown in an airplane? Had you driven a car? Had you gone to another country?* Children report their answers to the class.

- To finish, let children perform a favorite song or play a favorite game from Unit 9 or 10.

Class name:

T93

Materials

Student's Book page 94

CD 2, Track 26

Workbook page 102

Internet pictures of two Van Gogh paintings

UNIT 11 Famous People

Grammar

Passive voice (past):

The room was painted by the janitor.

We were chased by mummies.

Vocabulary

Word formation:

verbs and agent nouns (*teach, teacher, etc.*)

Warmer

- Explain the word *museum*: a public place that houses objects of interest, such as paintings, photographs or historical artifacts. Ask children if they have ever been to a museum. Ask them what they saw?
- Show the two Van Gogh paintings (taken from the Internet) to the class. Have children write sentences comparing and contrasting the two paintings. Ask them which painting they like more and why.

Activities

1 Look and answer.

- Have children describe the picture in their own words. Point to each item and prompt children to call it out.
- Then have children look through Units 3–10 of the Student's Book and list the eight clues in the story so far.
- Have children underline the first letter of each clue. Point out that the letters make a sentence. Ask: *What letter do we need to complete the sentence? (the letter "m" for the final word: dream).*
- Ask: *What is the final clue?* Have children guess, but don't tell them the answer yet.

ANSWERS

- 1 ice cream cone, tray, shovel, atlas, diamond, radio, egg, apple.
The sentence is: It's a dream.
- 2 The letter "m" is needed to complete the sentence (It's a dream). The final clue begins with an "m".

track 26

2 Read and listen. Why are Matt and Megan's pictures in the museum?

- Have children read the story silently.
- Play the audio CD. Children read and listen. Ask: *Why are Matt and Megan's pictures in the museum?* (Because they are famous on the island.)

- Draw children's attention to the following construction: *was/were + past participle + by*. Children find this construction in the story (*was cleaned and painted by ...*, *were collected by ...*, *was written by ...*, *were helped by ...*, *were taken by ...*).
- Give an example of the equivalent construction in their own language, if one exists.

3 Answer the questions.

- Divide the class into pairs.
- In pairs, have children answer the questions.
- Ask each pair to share its answers with the class. Ask who has the most correct answers.

ANSWERS

- 1 the janitor,
- 2 children at the school,
- 3 the children,
- 4 the history teacher,
- 5 the art teacher

Optional

Call out the following sentences: *The books were written by my uncle. The car was fixed by a mechanic. The television was broken by my cousin.* After each question, ask children to identify the agent (*Who wrote the books? Who fixed the car? Who broke the television?*).

WORKBOOK PAGE 102 ANSWER KEY

- 1 1 was, rice, 2 were, fish, 3 was, door, 4 were, shoes, 5 were, shells, 6 was, bridge
- 2 2 was chosen, 3 was played, 4 was lost, 5 was found, 6 was ... eaten

Materials

Student's Book page 95

CD 2, Track 27

Workbook page 103

Warmer

- Write the following on the board: *The window was broken. The window was broken by my neighbor.*
- Have children explain the difference between the two sentences. (*The first doesn't mention who broke the window and the second does: my neighbor.*)
- Have children write two passive sentences of their own: one that doesn't mention the agent, and one that does.
- Encourage one or two children to read their sentences aloud. Give help as necessary.

Activities



1 Read and listen to the story. Then act it out.

- Have children read the story silently. Ask if they guessed the correct clue from the picture on Student's Book page 94.
- Play the audio CD. Children listen to the story.
- Play the audio CD again. Children listen and read. Then they act out the story in small groups.
- Have them identify sentences in the story with passive verb forms (*It was eaten by the wasps. We were chased by the mummies!*).

ANSWER

The last clue is mirror.2 Complete using *was* or *were* and the correct unit numbers.

- Ask children to explain the rule for using *was* and *were*. (*Was* is used with singular nouns; *were* is used with plural nouns.)
- Have children complete the sentences on their own. They need to refer to the stories from past units to write down the correct unit numbers.
- Have children call out their answers. Make corrections as necessary.

Grammar

Passive voice (past)

Page T-117

ANSWERS

2 was, Unit 4, 3 were, Unit 6, 4 were, Unit 8,
5 was, Unit 10



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *I don't understand*. Prompt children to point to the sentence with the same meaning in the story (*I don't follow*). Children write the sentence in their notebooks.
- Do the same for the second box (*This is strange*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"I don't follow.""This is weird!"

Optional

Write the following sentence starter on the board: *My favorite Matt and Megan story was from Unit ... because ...* Have children write a short paragraph about their favorite Matt and Megan story.

WORKBOOK PAGE 103 ANSWER KEY

- 1
 - 2 Two houses were destroyed by a fire.
 - 3 A family was rescued by firefighters.
 - 4 A new robot was invented by an American scientist.
 - 5 The soccer World Cup was won by Brazil.
 - 6 The new science museum was opened by the mayor.
- 2
 - 2 A brick was thrown through a window.
 - 3 The lights were switched on.
 - 4 Two computers were stolen.
 - 5 The police were called by the janitor.
 - 6 The robbers were caught by the police an hour later.

Materials

Student's Book page 96

CD 2, Track 28

Workbook page 104

Warmer

- Write a variety of correct and incorrect sentences on the board. For example: *Last summer my tennis racket was broken by my cousin. The leaves were blown away by the wind. David and I were invited by Uncle Pat. The cookies were made by her friend.*
- Divide the class into teams and give them fifty points each. Tell them they have to buy correct sentences using the points. Only one team can buy any one sentence. If they are sure a sentence is correct they should try to buy it for the cheapest price. The team with the most remaining points and the most correct sentences wins.

Activities

1 Look and complete the chart.

- Point to each picture. Have children say what the person is doing: *She's singing*, etc.
- Draw children's attention to the words in boxes. Explain that the suffix *-er* or *-or* is often added to the end of a verb to form the name of a person doing that activity.
- Children write the corresponding person under each verb. Write the answers on the board so they can check their work.
- Make sure children understand that not all names for people come from verbs. For example, a carpenter does not "carpent" and a janitor does not "janit". (A carpenter makes things from wood and a janitor takes care of a building.)

ANSWERS

builder, dancer, painter, singer, teacher



2 Read and complete. Then listen and sing.

- Have children read the song silently and complete the sentences.
- Play the audio CD. Children listen and check their work.

- Play the audio CD again. Children listen and sing.

ANSWERS

dancer, painter, builder, actor, singer, teacher

Optional

Play "Charades". Have children come to the front of the class and act out one of the people from Activity 1. The rest of the class guesses who the person is: *He's/She's a builder*, etc.

WORKBOOK PAGE 104 ANSWER KEY

- 1 build, builder; paint, painter; dance, dancer; swim, swimmer; sing, singer; write, writer; teach, teacher; act, actor
- 2 Children's answers

Materials

Student's Book page 97

CD 2, Track 29

Workbook page 105

A world map

Warmer

- Write the following names of people on the board: *writer, owner, worker, reporter, director, publisher, investigator, explorer, player, sailor*.
- Children identify the verb for each name (*write, own, work, report, direct, publish, investigate, explore, play, sail*). Prompt children to say what each of these people does.

Activities

1 Discuss these questions with the class.

- Ask children what they know about Christopher Columbus and the first people to live in the Americas.
- On a world map, point to Spain and then trace a line through the Atlantic Ocean to Central and South America. Explain that this was how the Europeans arrived in the Americas.
- Point out that in Columbus's time most people thought that the world was flat like a table. Many of Columbus's sailors worried about falling off the end of the Earth. Ask children if they have ever seen a sunset on the ocean. Ask why sailors would think the Earth was flat. (The sun looks like it disappears below the horizon.)



2 Read and complete. Then listen and check.

- Have children read the text silently. Then have them complete the sentences with passive verb forms (*was/were + past participle*). The verbs should be in the past tense because the text is about history.
- Ask children to trade books with a partner. Write the answers on the board so they can check their partners' work.
- After returning their books, they correct their mistakes using a different colored pencil.

ANSWERS

was discovered,
were killed, were forced, was covered, were built,
were conquered, were killed

3 Answer the questions. Give your own opinions.

- Have children read the questions silently. Give them a minute to think about their answers.
- Divide the class into pairs or small groups. Children discuss the questions.
- Each pair or group shares its answers with the class. Point out that no one answer is correct and that children's opinions are important. You may want to encourage them to research indigenous peoples in their country.

Optional

Write the following two sentence starters on the board: *If I were Christopher Columbus, I would ...*
If I were an Aztec leader, I would ... Have children choose one of the sentence starters and write a short paragraph about what they would do if they were that person.

WORKBOOK PAGE 105 ANSWER KEY

- Project: Write about Your Family History
- 1 grandpa, uncle, dad, brother, cousin;
grandma, aunt, mom, sister, cousin
- 2 2 grandparents, 3 dad, 4 grandma,
5 uncle, 6 aunt, 7 Brad

Warmer

- Write the following sentences on the board: *She was woken up by Dad. An announcement was made by the principal. Our homework was checked by the teacher. He was picked up by Aunt Laura.*
- Ask: *What did Dad / the principal / the teacher / Aunt Laura do?* Children respond: *Dad woke her up. The principal made an announcement. The teacher checked the homework. Aunt Laura picked him up.*

Activities

1 Look at the pictures in Activity 2. Ask and answer.

- Ask two volunteers to come to the front of the class. One child points to a picture and asks: *What's he/she doing?* The other responds: *He's/She's ...*
- Other pairs come to the front of the class to ask and answer questions about the pictures.

2 Number the pictures and write the names.

- Have children number the pictures and write the names on their own.
- Ask: *What did Karen do?* Children respond: *Karen collected information.* Ask about the other children.
- Ask: *Who painted a picture of Columbus?* Children respond: *Peter.* Ask about the other tasks.

ANSWERS

2 Ryan, c, 3 Peter, a, 4 Michael, e, 5 Danielle, b

3 Complete the sentences.

- Children complete the sentences on their own. Instruct them to use the following structure: *was + past participle + by.*
- Have them trade their books with a partner. Write the answers on the board so children can check their partner's work.
- After returning the books, children correct their mistakes using a different colored pencil.

Grammar

Passive voice (past)

Page T-117

ANSWERS

- 2 The story was written by Ryan.
- 3 The picture of Columbus was painted by Peter.
- 4 The model of the ship was made by Michael.
- 5 The map was drawn by Danielle.

Optional

Divide the class into small groups. Assign each group a famous person. Each group does a project on that person. Give each child in the group a role: to paint a picture of the person; to write about their life; to find pictures of the person on the Internet or in magazines; to write and act out an interview with the person, etc. When they have finished, each group presents its project to the class.

WORKBOOK PAGE 106 ANSWER KEY

- 1
 - 1 The Galapagos Islands were discovered by the Spanish in 1535.
 - 2 They were used by pirates.
 - 3 A story about the islands was written by Herman Melville.
 - 4 The birds were studied by Charles Darwin.
 - 5 Giant turtles were found by scientists.
 - 6 The islands were made into a nature reserve.
- 2
 - 2 It was eaten by the dog.
 - 3 It was stolen by a robber.
 - 4 It was put in the garbage can by Dad.
 - 5 It was burned in a fire.

Materials

Student's Book page 99

CD2, Track 30

Workbook page 107

Warmer

- Write the following sentence starter on the board: *If I were famous, I would ...*
- Children write short paragraphs beginning with the sentence starter.

Activities

1 Read. Then complete and answer the questions.

- Review *How long, What, When* and *Who*.
- Children read the text silently and complete the questions on their own. Have them read the questions aloud. Make corrections as necessary.
- Then they write an answer to each question. Their answers should be complete sentences.
- Ask children to write their answers on the board. As a class, correct any errors.

ANSWERS

- 1 What, It's made of solid gold.
- 2 When, It was made in 1974.
- 3 Who, It was made by an Italian artist named Gazazniga.
- 4 What, The name of the country is written on it.
- 5 How long, They keep it for four years.



2 Listen and number.

- Have children study the pictures silently.
- Play the audio CD. Children listen and number.
- Play the audio CD again. Check if children numbered the pictures in the correct order.

TAPESCRIPT

- 1 The first World Cup trophy was made in 1930 by a French artist. It was a statue of a woman, and it was made of gold.
- 2 In 1966, the World Cup competition was held in England. The trophy was brought to London before the start of the competition. It was stolen!
- 3 The trophy was found under a hedge by a dog. The dog was named Pickles. His owner, Mr. Corbett, was given \$5000. There were pictures of Pickles in the newspapers. He became a very famous dog.

- 4 In 1970, the soccer World Cup was won by Brazil for the third time. They were given the trophy to keep.
- 5 In December 1983, the trophy was stolen again. A security guard was tied up by the robbers. This time, the trophy was never found.

ANSWERS

a 2, b 4, c 1, d 5, e 3

3 Write the story of the first World Cup trophy. Use the words from Activity 2.

- Draw children's attention to the writing tip.
- Prompt children to locate capital letters from Activity 1 and Activity 2 and explain why each one is used. (*Italian* is capitalized because it is a nationality. *Gazazniga* is capitalized because it is a name, etc.) Explain that *World Cup* is capitalized because it is a specific event.
- Have children write the story of the first World Cup trophy. In pairs, children read each other's stories and check for errors.

Optional

Have each child write a question that he or she can answer. Questions should begin with *How long, What, When* or *Who* (*Who won an Oscar for Best Actress last year? How long is a marathon?*, etc.). The class then tries to answer the questions. If there are any questions that the class can't answer, ask the child who wrote the question for the answer and discuss it with the class.

WORKBOOK PAGE 107 ANSWER KEY

- 1 Virginia, U.S.A., May, December, Captain John Smith, Native Americans, Smith, Native Americans, Pocahontas, Smith, Pocahontas, April, Pocahontas, Englishman, John Rolfe, England, Pocahontas, King James I, America, English, Native American
- 2 In May, 1607, 3 Captain John Smith, 4 In April, 1614, 5 King James I, 6 to America

Materials

Student's Book page 100

CD 2, Track 31

Workbook page 108

Warmer

- Test children's knowledge of history. Write the following statements on the board: *The light bulb was invented by Thomas Edison. The Statue of Liberty was built by a French sculptor. The Aztec emperor Montezuma was defeated by Christopher Columbus. The first manned spaceship was sent by Russia.*
- Children determine whether each statement is true or false (*true, true, false, true*).

Activities

track 31

1 Read and listen to the story.

- Ask children what they remember about the previous part of the story. Children may need to look at the pictures on Student's Book page 90 to refresh their memories.
- Have children describe both pictures.
- Then have them read the story silently.
- Play the audio CD. Children read and listen to the story. They can look up unfamiliar words in a dictionary.
- Encourage children to make guesses about how the story ends.

Tip!

Children have to be given the tools they need to learn a language. This is why encouraging learners to use a dictionary is one of the first steps towards making them autonomous learners.

2 Answer the questions.

- Have children write answers to the questions on their own.
- Divide the class into pairs. Children check each other's answers.

- Ask each pair to call out its answers. Correct any errors.

ANSWERS

- 1 He was excited because he had been alone for years.
- 2 He ran away because the Spanish sailors would probably kill him.
- 3 He wrote his name on trees with a knife, sang songs and danced with goats.

Optional

Ask children what they think will happen in the last part of "The Real Robinson Crusoe" story. Have them write down their ideas and share them with the class.

WORKBOOK PAGE 108 ANSWER KEY

- 2 1 beard, 2 hear, 3 career, 4 appears, 5 deer, 6 disappear, 7 clear, 8 year, 9 nearby, 10 cheers
- 3 1 4, 2 1, 3 3, 4 2

Materials

Student's Book page 101

Workbook page 109

Warmer

- Each child draws a quick self-portrait and holds it up in the air. Tell children to look around the room and try to remember everyone's drawing.
- Collect the drawings, mix them up in a pile and distribute them among the class.
- Children hold up the pictures and say: *This picture was drawn by ...* Check if children are right.

Activities

1 Complete the sentences.

- Have children complete the sentences on their own. Make sure they understand that their answers should be true for them.
- Write the correct verb forms on the board so they can check their work. Ask them to call out their answers for the last two sentences.

ANSWERS

1 was written, 2 was taught, 3 were bought, 4 was made

2 Look at the pictures. What do these people do?

- Have children describe each picture in their own words. Remind them that *-er* and *-or* are often added to verbs to form the name of people who perform that activity.
- Ask children to write a sentence for each picture. Go around the classroom checking their work.

POSSIBLE ANSWERS

1 A photographer takes pictures of people or places.
2 An explorer explores new places.
3 An inventor invents new things.

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.

- Write the answers on the board so they can check their work. Make sure they understand how Grace's uncle tricked her.
- In pairs, have children act out the dialogue.

ANSWERS

a 2, b 3, c 4, d 1

Optional

Have children write a short review of a book or story they read recently. The review should begin: *The book (or story) _____ was written by ...*

WORKBOOK PAGE 109 ANSWER KEY

- 1 Correct sentences: 1, 3, 6
1 The builder was paid last week.
2 The painter was cleaning his paintbrushes.
3 These pictures were taken by my aunt.

WORKBOOK PAGES 110 & 111 ANSWER KEY: THE CHALLENGE

- 1 1 explorer, 2 teacher, 3 builder, 4 singer, 5 inventor, 6 dancer, 7 actor
Secret word: painter
Answer: He paints (pictures/houses, etc.)
- 2 1 how, 2 teach, 3 igloo, 4 writer, 5 trophy, 6 reindeer
Children's answers
- 3 1 true, 2 true, 3 false, 4 false, 5 true, 6 false, 7 true, 8 false, 9 true, 10 true, 11 false
Message: You have collected the information you need to solve the puzzle.
- 4 1 ice cream cone, 2 mirror, 3 radio, 4 diamond, 5 atlas, 6 apple, 7 shovel, 8 egg

Materials

Student's Book page 102

CD 2, Track 32

Workbook page 112

UNIT 12 Only a Dream?

Grammar

*should/shouldn't:**Matt should be happy.**They shouldn't play the video game again.**What should I say?*

Vocabulary

Phrasal verbs with *get*

Warmer

- With a partner, children think about all the Matt and Megan stories. How much can they remember?
- Ask different pairs what they remember about different stories.

Activities

1 Look at the picture. What's happening to Matt and Megan?

- Draw children's attention to the picture.
- Prompt them to describe in their own words what is happening to Matt and Megan. Encourage them to make predictions about how the story will end.

track 32

2 Read and listen. Check your ideas from Activity 1.

- Have children read the story silently.
- Play the audio CD. Children listen and read. Check if their predictions were correct. Play the audio CD again, if necessary.
- Prompt children to discuss how they would feel if they were Matt or Megan.
- Children find and circle *should* and *shouldn't* in the text. Ask if they can determine the meanings by the context. Make sure they understand that *shouldn't* is a contraction for "should not".

3 Complete using *should* or *shouldn't*.

- Have children complete the sentences on their own.
- Draw children's attention to the sentences from Activity 2 that give the answers for each blank. Children check if they wrote the correct words.

ANSWERS

1 should, 2 should, 3 shouldn't, 4 shouldn't

Optional

Call out the following sentences: *You should study English every night. You shouldn't eat a lot of candy. You should wake up early every morning. You shouldn't see scary movies.* Children decide whether they agree or disagree with each sentence.

WORKBOOK PAGE 112 ANSWER KEY

- 1 2 You should arrive at class on time.
3 You shouldn't chew bubble gum in class.
4 You shouldn't throw paper airplanes.
5 You shouldn't talk in class.
6 You should sit quietly.
- 2 3 X, 4 ✓, 5 ✓, 6 X
2 You shouldn't eat a lot of candy and chocolate.
3 You shouldn't watch television all day.
4 You should play a lot of sports.
5 You should sleep eight hours a night.
6 You shouldn't go to bed late.

Materials

Student's Book page 103

CD 2, Track 33

Workbook page 113

Warmer

- Write a *should* column and a *shouldn't* column on the board.
- As a class, brainstorm what you *should* and *shouldn't* do for maintaining a healthy diet.
- Brainstorm *should* and *shouldn't* lists for *what to do in an earthquake*, and *how to play soccer fairly*.

Activities



1 Read and listen to the story. Then act it out.

- Have children read the story silently. Ask them: *Was the whole story a dream?*
- Play the audio CD. Children listen to the story.
- Play the audio CD again. Children listen and read. Then have them act out the story in small groups.
- Have children find sentences in the story with *should* and *shouldn't*. Ask children if they agree with these sentences. Ask them why, or why not?

2 Answer the questions.

- Children write an answer to each question in their notebooks. Have them answer the questions according to what Matt, Megan and their mother say in the story.
- Ask: *Should Matt and Megan sit in the living room all day?* Children respond: *No, they shouldn't.*
- Do the same for the remaining questions.

Grammar

should/shouldn't

Page T-117

ANSWERS

- 1 No, they shouldn't.
- 2 Yes, they should.
- 3 No, they shouldn't.
- 4 Yes, they should.
- 5 Yes, they should.



Find the phrases in the story with these meanings.

- Have children go to the English phrases section of their notebooks.
- Point to the first box and say: *You're inventing it.* Prompt children to point to the sentence with the same meaning in the story (*You're making it up.*). Children write the sentence in their notebooks.
- Do the same for the second box (*Let's put it in the garbage.*).
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS

"You're making it up."

"Let's get rid of it!"

Optional

Children write letters of advice to Matt and Megan about what they *should* and *shouldn't* do now that the video game is over. Make sure that they don't repeat the advice from the story.

WORKBOOK PAGE 113 ANSWER KEY

- 1 2 Cindy shouldn't play music loudly.
3 Alice should wear a helmet.
4 Claudia shouldn't pick the flowers.
5 Leo should put the garbage in the garbage can.
6 Frank and Brad should play soccer away from the people.
- 2 1 No, I shouldn't. 2 Yes, I should.
3 Yes, I should. 4 Yes, I should.
5 No, I shouldn't. 6 No, I shouldn't.

Materials

Student's Book page 104

CD2, Tracks 34, 35 & 36

Workbook page 114

Warmer

- Write the following sentences on the board: *My friend's family is italian. They should remember to do their homework. We shouldn't have eaten all the pizza. Do you think I should study French.*
- Children rewrite the incorrect sentences (*My friend's family is Italian. We shouldn't have eaten all the pizza. Do you think I should study French?*).

Activities

track 34

1 Listen and complete the story.

- Have children read the story silently.
- Play the audio CD. Children complete the story.
- Play the audio CD again, pausing it after each sentence. Children check if they wrote the correct answers.

ANSWERS

1 up, 2 on, 3 out, 4 off, 5 back

2 Number the pictures. Then tell the story in your own words.

- Draw children's attention to the phrasal verbs from Activity 1: *got up, got on, got out, got off, got back*. Look at sentences that use these phrasal verbs with the class, to help them work out their meanings. Then have them name equivalent verbs in their language.
- Children number the pictures on their own.
- Ask: *What's the first picture?* Children point to it in the Student's Book. Walk around the classroom and make sure they are all pointing to the correct picture. Do the same for the remaining pictures.
- In pairs, children tell the story to each other in their own words. Encourage them to use the phrasal verbs from Activity 1.

ANSWERS

1 c, 2 b, 3 d, 4 e, 5 a

track 35

3 Read and choose. Then listen and sing.

- Have children read the song silently and circle the correct words.
- Play the audio CD. Children check their answers.
- Play the audio CD again. Children listen and sing.

ANSWERS

bed, run, shower, dressed

track 36

4 Listen and underline the loudest words. Then listen and repeat.

- Explain that in spoken English, as in children's own language, individual words are often stressed (i.e. said more loudly) for emphasis.
- Play the audio CD. Children listen and underline the stressed words. Walk around the classroom and check their answers.
- Play the audio CD again. Children listen and repeat after it.

ANSWERS

1 What, say, 2 Where, go, 3 When, leave

Optional

Divide the class into pairs. Have each pair write its own "I should ..." song (*I should eat more vegetables, I should watch less TV, etc.*) and sing it for the class.

WORKBOOK PAGE 114 ANSWER KEY

- 1 1 e, 2 c, 3 d, 4 f, 5 b, 6 a
2 2 dressed, 3 out, 4 back, 5 off

Materials

Student's Book page 105

Workbook page 115

Warmer

- Ask children to imagine that they are helping to look after a small child.
- Prompt them to say what rules they would give the children. They can write down five rules and share them with the class (*You shouldn't fight. You should go to bed early, etc.*).

Activities

1 Look at the pictures. What *should* or *shouldn't* the people do?

- Children describe the pictures in their own words.
- Ask for volunteers to call out something the people in the pictures *should* or *shouldn't* do. Write each idea on the board and discuss them with the class.

Grammar

should/shouldn't

Page T-117

ANSWERS

You shouldn't argue. You should listen.
 You shouldn't steal. You should be honest.
 You shouldn't be unkind. You should help others.

2 Read and then write the titles.

- Children read the text silently and write the appropriate heading above each paragraph.
- Ask: *Which paragraph is about honesty?* Children point to the corresponding paragraph. Go around the classroom and make sure they are all pointing to the correct one.
- Explain that *honesty*, *kindness* and *politeness* are nouns. They come from the adjectives *honest*, *kind* and *polite*.

ANSWERS

1 Politeness, 2 Honesty, 3 Kindness

3 Tell the class.

- Before they start, tell children that they *should* not talk about their classmates for this activity!

- Children read the questions silently. Give them two minutes to think about their answers.
- In pairs, they discuss their answers. Go around the class monitoring their work.
- Invite one or two children to share their answers with the class.

Tip!

Personalization is very important in language learning. If children can talk about themselves they are likely to be more motivated.

Optional

Write the following virtues on the board: *generosity*, *friendliness*, *confidence*. Each child writes a paragraph about one of the virtues (*You should be generous, etc.*). Encourage children to share their paragraphs with the class. Display their work in the classroom.

WORKBOOK PAGE 115 ANSWER KEY

Project: Make a Classroom Rules Poster

1 2 ✓, 6 ✓, 7 ✓, 10 ✓

Warmer

- Children choose a game or song that they like from earlier in the book and play or sing it. Ask them: *Why did you like it? What was it about? What was the title? What page is it on?* Then have them write a "review" of their favorite game, song or story, including answers to the questions above.

Activities

1 Take the quiz.

- Explain to children that the quiz will give them a chance to review all the material presented in this book. It will help them see what they can remember, and what they need to work on.
- Tell them to be quiet so that everyone can concentrate. Separate children's desks so that they cannot see each other's answers.
- Children take the quiz on their own. Have them use a pencil so they can correct their mistakes.
- Collect and score the quizzes. Circle errors red.
- Return the quizzes and ask children to correct their mistakes using a different colored pencil.
- Review anything that they had trouble with.

ANSWERS

- 1 It's a computer keyboard.
- 2 Answers will vary. Make sure they correctly use an *-ing* verb.
- 3 Answers will vary. Make sure they correctly use the present perfect tense.
- 4 Yes, I have. or No, I haven't.
- 5 Answers will vary. Make sure they correctly use *might*.
- 6 Answers will vary. Make sure they correctly use *got to*.
- 7 Answers will vary. Make sure they correctly use *will*.
- 8 wind
- 9 she loved comedies.
- 10 Adventure movies are exciting.
- 11 Answers will vary. Make sure they correctly use *would*.
- 12 Answers will vary. Make sure the verb they use is in the past tense.

- 13 what he wanted
- 14 if she was ready
- 15 Cacao trees are grown in tropical rainforests.
- 16 It's made of ...
- 17 he had/he'd, played
- 18 I was born in ...
- 19 A builder builds things.
- 20 No, you shouldn't.

Optional

Have children make flashcards of vocabulary presented in the Student's Book. They write the word in English on one side, and in their own language on the other side. Divide the class into two teams to test each other. The first team holds up the word in English and asks the other team to give the word in their own language. Children can also show the word in their own language and ask for the word in English.

Materials

Workbook pages 116 & 117

Counters, dice

Large piece of paper (Optional)

REFER TO WORKBOOK PAGES 116 & 117: PLAY THE GAME

Warmer

- On the board write the start of some questions and encourage children to think of ways of finishing them, e.g. *Do you ...?*, *What color are ...?*, *When's ...?*, *Is your ...?*
- Brainstorm possible endings and ask children to answer every question they ask.

Activities

1 Play the game.

- Remind children that this is a game and not a test.
- Divide the class into pairs.
- Give each child in each pair a counter (a coin, a small plastic disc).
- Show children how to play. Children should throw the dice onto the board and look at the number. They then move forward the number of squares that they have thrown. Children answer the question in the square that they land on.
- If the counter lands on the same square that their partner has landed on, then the player should throw again.
- The first player to reach square number 20 first and answer the question correctly is the winner.
- Go around the class monitoring and making corrections as necessary.
- You may want to go over some of the questions as an open class.

Optional

Have children work in pairs or small groups. They prepare a short quiz of their own, with questions about the factual information in the book. Go around checking their work. Then they give their quiz to another pair or group to complete.

WORKBOOK PAGES 116 & 117 ANSWER KEY

- 1 were playing, were talking, was washing
- 2 1 screen, 2 keyboard, 3 mouse, 4 printer, 5 scanner
- 3 I've already ..., and I've already ... today. I haven't ... and I haven't ... yet.
- 4 Have you ever been horseback riding?
- 5 I might ... next weekend.
- 6 If it rains tomorrow, I'll ...
- 7 Children's answers
- 8 It's ... here now.
- 9 He said (that) he watched a movie every week.
- 10 romance, thriller, science fiction, adventure, cartoon
- 11 If I met an alien, I would feel ... (children's answers)
- 12 How old?, How long?, How much?, How far?, How many?, How often?
- 13 She asked if I could help her.
- 14 wood, metal, plastic, glass, paper, cotton
- 15 North Pole, South Pole (Antarctica)
- 16 An atlas – geography, a calculator – math, a test tube – science, a paintbrush – art
- 17 Before I went to bed yesterday, I had ... (Children's answers)
- 18 doctor – treats sick people, builder – builds, inventor – invents, dancer – dances
- 19 The story was written by Millie.
- 20 I should ... (Children's answers)

Materials

Student's Book page 108

CD 2, Track 37

Workbook page 118

Warmer

- Write a *should* column and a *shouldn't* column on the board.
- Explain to children that they are about to read the last part of "The Real Robinson Crusoe". Brainstorm what Alexander Selkirk *should* and *shouldn't* do. Write ideas on the board in the appropriate column.

Activities

track 37

1 Read and listen to the story.

- Have children describe the picture.
- Then have them read the story silently.
- Play the audio CD. Children read and listen to the story. Encourage them to look up new words in a dictionary.
- Play the CD again pausing after every paragraph to ask simple comprehension questions to check understanding.
- Ask children what they thought about the story. Did they like it? Why/Why not?

2 Answer the questions.

- Have children write answers to the questions on their own.
- Divide the class into pairs. Children check each other's answers.
- Ask each pair to call out one of its answers. Correct any errors.

ANSWERS

- 1 They thought he wasn't human because his clothes were made of goat skins, his skin was dirty, he didn't have any shoes and his hair was very long.
- 2 He stayed on an English ship near Chile and Peru and stole a lot of gold and jewelry from Spanish ships.
- 3 He missed the ocean.
- 4 Answers will vary. Make sure children give reasons why they think he was or wasn't happy.

Optional

Have children review all the parts of "The Real Robinson Crusoe" story and write a short summary of it in their own words. In pairs, have children share their summaries with each other. Children can illustrate their summaries with a picture. Display the work around the classroom.

Tip!

Encourage children to say what they feel about an activity, but make sure they explain their reasons. This can help them to develop critical judgement and can help you to plan activities the class will enjoy.

WORKBOOK PAGE 118 ANSWER KEY

- 2** 1 could, 2 hood, 3 good, 4 wooden,
5 should, 6 would, 7 understood,
8 woods
- 3** 1 wooden jewelry box
2 her coat with the hood
3 would ask mom for lessons
4 the woods

Warmer

- Write the following phrases on the board: *get out of bed, get dressed, get on the bus, get off the chair, get in bed, get out of the house.*
- One at a time, have children come to the front of the class and act out one of the phrases. The rest of the class guesses what the phrase is, e.g.: *He/She got out of bed, etc.*

Activities

1 Complete using *should* or *shouldn't*.

- Draw children's attention to the pictures.
- Children complete the sentences on their own.
- Ask a child to write his or her answers on the board. Correct any errors.

ANSWERS

2 He should, 3 She should, 4 He shouldn't

2 Look and match.

- Have children study the pictures silently.
- Ask them to match the pictures on their own.
- Say: *Get out!* Children point to the corresponding picture. Go around the classroom and make sure they are pointing to the correct picture.
- Do the same for the remaining commands.

ANSWERS

1 a, 2 d, 3 b, 4 c

3 Look and number.

- Prompt children to describe what is happening in each picture.
- Have children number the sentences on their own.
- Write the answers on the board so they can check their work. Ask them if they think Grace is telling the truth.
- In pairs, have children act out the dialogue.

- Review the following for the upcoming test:
I / You / He / She / We / They ... shouldn't worry.
I / You / He / She / We / They... should be happy.
What should he do?
This was built a hundred years ago.
These pictures were taken by a photographer.

ANSWERS

a 1, b 3, c 2, d 4

Optional

Say to the class: *Congratulations on finishing the book!* In pairs, have children ask each other questions, such as: *How does it feel to finish the book? Do you think it is difficult or easy to learn English? Do you want to learn any other languages?* Have them practice their interviews and perform them for the class.

WORKBOOK PAGE 119 ANSWER KEY

- 2 shouldn't, 3 should, 4 should, 5 shouldn't, 6 shouldn't
Honesty 1, 3, Kindness 2, 5, Politeness 4, 6
- 2 shouldn't go, You should stay, 3 You shouldn't miss, You should study, 4 They shouldn't swim, They should tell, 5 She should put on, She shouldn't touch

WORKBOOK PAGES 120 & 121 ANSWER KEY: THE CHALLENGE

- 1 piano, 2 mat, 3 lettuce, 4 pyramid, 5 atlas, 6 artist, 7 ladder, 8 vet, 9 faucet, 10 ice
- 1 should, listen, teacher
2 wear, helmet, should
3 sit, should, quietly
- 1 Gretch should wear warm clothes.
2 He should take a map.
3 He shouldn't go on his own.
4 He shouldn't go climbing in bad weather.
5 Where is Gretch going on vacation?
Answer: b The Mountains
- 3 6 5, 4 1 7, 8 9 2
Answer: Good job! You have outsmarted Gretch and finished this book!

Getting Ready

- Use the language boxes at the top of page 110 to review the grammar. Make sure that children understand all the examples. Use their own language to check this, if necessary.
- Write examples on the board, such as: *Who was chased by mummies?* and: *What was eaten by wasps?* Also include some examples of *should* and *shouldn't*: *What should you do when you get up?*, *Why shouldn't Matt and Megan play video games all day?*, etc. This is a good way of making sure that children understand the meaning. Elicit answers from the class.
- Then divide the class into pairs or small groups, if possible. Give each pair or group one of the following concepts: *should* or *shouldn't*; or past tense passive voice (*This was built a hundred years ago. These pictures were taken by a photographer,* etc.). Each pair or group should look for material about these concepts in Units 11 and 12. Ask each pair or group to explain their concept to the class, and provide some examples of its use.

Working with the Review

- Children should not feel worried or upset by the Review; they should feel motivated. It's an opportunity for them to see how much new language they have learned. It's also an opportunity for you to help them with any difficulties. You can keep a record of scores using the table on the next page, but try to be positive and focus on improvements when you speak to children.
- Before children begin the Review, explain the system of scores: they get one point for each correct answer out of a total of twenty.
- Ask children to be quiet during the Review so that everyone can concentrate and do their best. Have children take out a pencil ready for the first activity. Make sure they all have an eraser in case they want to change their answers.

- Explain the first activity. Check that they all understand the example and know what they have to do. Children then complete the first activity. If some children finish quickly ask them to look at the second activity, but not to write anything.
- When all children have finished the first activity, explain the second activity. Repeat this until they have completed all the activities in the Review.

Evaluating

- If you want to treat the Review as a test, collect children's books. Circle the mistakes in red and write the correct answers. Calculate each child's total score. Return the books. Children look at their corrections as you write each answer on the board.
- If you want to treat the Review as a more informal opportunity for consolidation, not a test, allow children to correct their own or their friend's book as you write the answers on the board. Children then fill in the scores themselves.
- Make sure that children understand their mistakes and ask you about them, if they still have doubts.

Answers

- ACTIVITY 1** 2 were, 3 was, 4 was, 5 was, 6 were
- ACTIVITY 2** 2 were painted, 3 was invented, 4 was won, 5 were built, 6 was discovered
- ACTIVITY 3** 2 should, 3 shouldn't, 4 should, 5 shouldn't, 6 shouldn't
- ACTIVITY 4** 2 She should take her shoes off.
3 They shouldn't talk in class.
4 He shouldn't watch TV.
5 She should go to bed.
6 He shouldn't open the door.

Following up

- You can extend each section of the Review into a class activity. This is particularly important for the sections that children found most difficult. You can choose not to extend sections that the children found very easy.

Extension 1

Write the following questions on the board:

Who was your backpack stolen by? (It was stolen by a robber.) Who was your house built by? (It was built by a builder.) Who was your car repaired by? (It was repaired by a mechanic.) Children call out possible answers to each question.

Extension 2

Divide the class into two teams. Ask a member from each team to come to the front of the board. Call out an active voice sentence (*Maria made these cookies. Juan stole my bike. Carlos cleaned the room. Teresa opened the door, etc.*). The first child to correctly write the sentence in the passive voice (*These cookies were made by Maria, etc.*) earns a point for his or her team. The team with the most points at the end of the game is the winner.

Extension 3

Children imagine that a friend tells them the following: *I'm tired. I have an English test tomorrow. I just ate a whole pizza and now I feel sick. I'll go to bed late.* Children give advice for each comment (*You should go to bed, You shouldn't ..., etc.*).

Extension 4

Ask children to write down what you *should* and *shouldn't* do when it rains.

- To finish, let children perform a favorite song or play a favorite game from Unit 11 or 12.

Optional score record

Class name:

[illegible]

GRAMMAR REFERENCE (Grammar Practice pages T118–T122)

Past simple and past progressive (Unit 1)

For more details on these two tenses, see the *All Aboard! 4 Teacher's Edition*, pages T-112 and T-114.

Use

The past simple and past progressive are often used together:

- Use the past simple for a shorter action that interrupts a continuous action. *As* is often used to introduce the past progressive:
As I was taking a shower, the phone rang.
- Use *when* to introduce both the past simple and the past progressive:
I was taking a shower when the phone rang.
When I was taking a shower the phone rang.

Common mistakes

- Children may use *as* to introduce the past simple, especially after they learn that *when* can be used to introduce both tenses:
✗ ~~*We were playing a video game as it started to rain.*~~
✓ *As we were playing a video game, it started to rain.*

Present perfect *already, yet, ever, just* (Unit 2)

For details on form and use with *for* and *since*, see the *All Aboard! 4 Teacher's Edition*, page T-116.

Use

- Use the adverb *already* to mean that something has happened before now:
Megan has already solved the first puzzle.
I've already told you three times!
- Use the adverb *yet*, usually in negative sentences or questions, to express that an action has not happened up until now but you expect it will happen in the future:
We haven't done our homework yet.
They haven't found any clues yet.
- Use the adverb *ever* to ask if someone has performed a certain action at some point in their life:
Have you ever been to Singapore? Yes, I have./No, I haven't.
- Use the adverb *just* to express that an action was finished very recently and that it has a concrete result in the present:
Maria's crying because she's just seen a sad movie.

Common mistakes

- Children may confuse the use of *yet* and *already*:
✗ ~~*I haven't already started my homework.*~~
✓ *I haven't started my homework yet.*

Modal verbs: *might, could, may, will / won't + definitely* (Unit 3)

Use

- Use *might, could* or *may* + infinitive to express a possibility in the present or future:
Your necklace might be in the green box.
I could go surfing at the beach.
He may go to a party next weekend.
- Use *will* or *won't* with *definitely* to talk about an action that you are sure will happen in the future:
I'll definitely have dinner this evening.
We definitely won't go to bed late tonight – we have a test tomorrow.

Common mistakes

- Children are likely to make mistakes with the word order of *won't + definitely*:

✗ ~~*I won't definitely be late for the movie.*~~

✓ *I definitely won't be late for the movie.*

Note: the same word order applies to other adverbs of certainty with *won't*: *I probably won't ...* The position of adverbs can be very confusing, check in a good dictionary for examples of use.

If ... conditionals (Real conditionals) (Unit 4)

Form

Real conditionals, often called the *first conditional*, are formed using an *if*-clause (a condition clause) with the verb in the present and a main clause (a result clause) with the main verb in the future:

If + present simple, *will/won't* + infinitive

If you get hungry, I'll make you a sandwich.

Note that the main clause can also go first:

I'll make you a sandwich if you get hungry.

When the *if*-clause comes first, we use a comma to separate the clauses, but we don't when the main clause comes first.

Use

- Use real conditionals to talk about something that may happen in the future if a condition is fulfilled:
We'll go to the beach tomorrow if the weather is good.
If you get a good report card, we'll buy you a new bike.

Common mistakes

- Children may incorrectly use *will/won't* after *if*:
✗ ~~*If you will recycle magazines, you'll save trees.*~~
✓ *If you recycle magazines, you'll save trees.*
- They may omit *will* from the main clause if they don't hear it clearly:
✗ ~~*If you listen carefully, you hear the words of the song.*~~
✓ *If you listen carefully, you'll hear the words of the song.*

Verbs that take two objects (Unit 5)

Form

In English some verbs may take two objects. Word order is very important with these verbs. The most usual word order is:

subject + verb + indirect object + direct object

Megan passed Matt the salt.

This is especially so when the indirect object is a pronoun: *Megan passed him the salt.*

But you may also find:

subject + verb + direct object + preposition + indirect object

Megan passed the salt to Matt.

Common mistakes

- Children often put the preposition before the indirect object when it comes before the direct object:
✗ *My brother sent to me an e-mail.* ✓ *My brother sent me an e-mail.*
- They may omit the preposition before the indirect object when it comes after the direct object:
✗ *Fran gave some flowers her friend for her birthday.* ✓ *Fran gave some flowers to her friend for her birthday.*

Indefinite pronouns (Unit 5)

Form

Form indefinite pronouns with *some / any / no / every + one / body / thing* and *where*:

someone, anybody, no one

somebody, anybody, nobody

something, anything, nothing

somewhere, anywhere, nowhere

Use

- Use indefinite pronouns when the thing or person you are referring to cannot be specified or when referring to things and people in general:
I saw something unusual on the way to school.
(We cannot say specifically what.)
Somebody should be able to open that door.
(We are not talking about a specific person.)

Indirect speech (Unit 6)

Form

Indirect speech is formed by changing the subject pronoun, introducing *said + that* and often changing the present tense in direct speech for the past:

I like candy. → *She said (that) she liked candy.*

I don't like dogs. → *He said (that) he didn't like dogs.*

Use

- Use indirect speech when you report the words that someone said:
I'm hungry. → *Matt said that he was hungry.*
We watch videos every evening.
→ *They said that they watched videos every evening.*

If ... conditionals (Unreal situations) (Unit 7)

Form

This is often called the *second conditional* and is made up with an *if*-clause (a condition clause) using a past form and a main clause (a result clause):

If + past simple, would/wouldn't + infinitive

If I won a million dollars, I'd go to Hollywood.

Note that the main clause can also go first:

I'd go to Hollywood if I won a million dollars.

When the *if*-clause is first, we use a comma to separate the clauses, but not when the main clause is first.

Use

- Use *if + past simple, would/wouldn't* to talk about events that are unlikely to happen in the present or future:

If I met my favorite movie star, I'd be excited.

- Use *if + past simple, would/wouldn't* to talk about events or things that are not possible because the condition cannot be fulfilled in the present:

If I could talk to a ghost, I would ask him why he came back.

- Use *If I were you ...* to give advice.

If I were you, I'd talk to the teacher.

Common mistakes

- Children may mix up the verb forms and make mistakes:

✗ *If you won a million dollars, what will you do?* ✓ *If you won a million dollars, what would you do?*

Indirect questions (Unit 8)

Form

Indirect questions are formed by changing the subject pronoun, introducing *asked + if / wh-* question word and changing the present tense in the direct question for the past:

Do you speak English?

→ *She asked me if I spoke English.*

Note the change from question word order to statement word order, so that we use the past form of the verb, not the auxiliary *did*:

Where does your brother go to school?

→ *He asked where my brother went to school.*

Note also that we don't use the question mark.

Use

- Use indirect questions when reporting the questions that someone asked:

Do you like adventure movies?

→ *She asked if I liked adventure movies.*

Words and phrases used with indirect questions

We may use all of the *wh-* question words when reporting questions, and *if* for *yes/no* questions: What's the matter?

→ *Dad asked what the matter was.*

Is it sunny outside?

→ *Mom asked if it was sunny outside.*

Common mistakes

- Children often make mistakes because they use question word order in indirect questions:

✗ *The girl asked how much was the ice cream cone.* ✓ *The girl asked how much the ice cream cone was.*

Possessive pronouns (Unit 8)

Form

The possessive pronouns are similar to the possessive adjectives:

possessive adjectives	possessive pronouns
my	mine
your	yours
his	his
her	hers
our	ours
their	theirs

Use

- Use possessive pronouns to say who something belongs to, in place of a noun:
Is this your pen? Yes, it's mine.
Are these Mom's shoes? Yes, they're hers.

Common mistakes

- Children often confuse the possessive adjectives and possessive pronouns.
Don't eat those sandwiches.
✗ *They're my.* ✓ *They're mine.*
That isn't our house.
✗ *It's their.* ✓ *It's theirs.*

Passive voice (present) (Unit 9)

Form

We form the passive voice with the present tense of the verb *be* and the past participle of the main verb:

Magazines are sold at newsstands.

Coconuts are grown in hot countries.

When the agent (who or what does the action) is mentioned, it is preceded by the preposition *by*:

Soccer is played by both men and women.

The windows were shaken by the wind.

Use

- Use the passive when we don't know the subject of an active sentence:
Old cans are collected.
(We don't know who collects them.)
- If you want to introduce the "doer" of the action, it has to be preceded by the preposition *by*:
The office is cleaned by two young women every day.

Past perfect (Unit 10)

Form

The past perfect is formed with *had* + the past participle of the main verb:

Affirmative

We were happy because our team *had won* the game.

Negative

I *hadn't finished* my homework so I was worried.

Question

Had the movie started before you got to the movie theater? Yes, it *had*. / No, it *hadn't*.

Use

- Use the past perfect to talk about an action that finished before a second action:
We had already eaten when Mom got home.
- Or to explain the reason for an action or feeling:
Bob was happy because his mom had bought him a book.

Words and phrases used with the past perfect

- Use time conjunctions such as *when* and *before* with the past perfect:
When he had finished playing, Martin put away his toys.
- We use *so* and *because* with the past perfect to talk about results and reasons:
Result: *Jane had seen a mouse so she was scared.* Reason: *Jane was scared because she had seen a mouse.*

Passive voice (past) (Unit 11)

Form

We form the past of the passive voice with the past tense of the verb *be* and the past participle of the main verb: *The first World Cup trophy was made in 1930.*

should/shouldn't (Unit 12)

Form

The modal verb *should/shouldn't* does not change for person or number.

Affirmative

You *should be* more polite. She *should get up* earlier.

Negative

You *shouldn't shout*. We *shouldn't tell* lies.

Question

Should I help my mom? Yes, you *should*.

Use

- Use *should/shouldn't* to say what is right/wrong in a particular situation:
You should listen when people are talking.
They shouldn't interrupt the teacher.
Note that *should* is not as strong as *have to*.

Grammar Practice

Past simple and past progressive (Unit 1)

I Write sentences about the pictures.



UFO landed

1 The UFO landed as he was playing soccer.

2 _____



Phone rang



Saw an accident

3 _____

4 _____



Fire started

Present perfect (Unit 2)

I Claire is going on vacation. Look at her list of things to do and circle true or false. Correct the false sentences.

✓ = done ✗ = not done

buy batteries for CD player ✓

pack swimsuit ✗

say goodbye to Emily ✗

find camera ✗

finish homework ✓

clean bedroom ✓

1 Claire hasn't bought batteries for her CD player yet. true false

Claire has already bought batteries for her CD player.

2 She hasn't said goodbye to Emily yet. true false

3 She has already packed her swimsuit. true false

4 She has already cleaned her bedroom. true false

5 She has already found her camera. true false

6 She hasn't finished her homework yet. true false

Modal verbs: might, could, may, will/won't + definitely (Unit 3)

I Write sentences about Sam. ✓ = definitely ✗ = definitely not ? = maybe

1 go sailing / next weekend ?

Sam might go sailing next weekend.

2 brush teeth / this evening ✓

3 go to the North Pole ✗

4 have / pizza for dinner ?

5 do homework / next weekend ✓

6 go to / theme park this summer ?

If... conditionals (Real conditionals) (Unit 4)

I Complete 1-5 with verbs from the box, then match them with a-e

get go not pass rain not tell

- | | |
|---------------------------------------|--|
| 1 If we <u>go</u> out this afternoon, | a the teacher will know. |
| 2 If you _____ hungry at the park, | b he won't have a vacation in the U.S.A. |
| 3 If you _____ the truth, | c we'll go to the movies. |
| 4 If it _____ tomorrow, | d I'll buy you an ice cream cone. |
| 5 If he _____ the English exam, | e we won't have a picnic. |

Verbs that take two objects (Unit 5)

I There is a mistake in each sentence. Find it and write the correct sentence.

- Can you show ~~to~~ him the way to school? *Can you show him the way to school?*
- Mark wrote an e-mail his cousin. _____
- I bought my mom for some flowers. _____
- Angie's friend told a secret her. _____

Indefinite pronouns (Unit 5)


I Complete each sentence with a word from the box, so that it has a similar meaning to the sentence before it.

anybody nobody nothing somebody ~~something~~

- | | |
|---|---|
| 1 Can you give me some information about the movie? | Can you tell me <u>something</u> about the movie? |
| 2 I don't have any friends. | I don't have _____ to play with. |
| 3 There's a person outside the window. | There's _____ outside the window. |
| 4 There aren't any people in the café. | There's _____ in the café. |
| 5 Everything in this class is easy. | _____ in this class is difficult. |

Indirect speech (Unit 6)


I Read the sentences in indirect speech and write the names under the boys and girls.

a  I don't enjoy romantic movies.

b




I want to be famous.

c  I think that Shakira is beautiful.

d



I don't want to be famous.

e  I don't think that Shakira is beautiful.

f

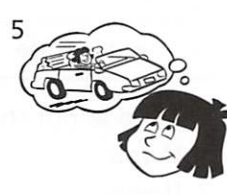
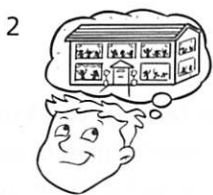


I enjoy romantic movies.

- | | |
|---|---|
| 1 Alice said that she enjoyed romantic movies. | 4 Steven said that he didn't enjoy romantic movies. |
| 2 Toni said that she didn't want to be famous. | 5 Joe said that he thought Shakira was beautiful. |
| 3 Jack said that he didn't think Shakira was beautiful. | 6 Naomi said that she wanted to be famous. |

If... conditionals (Unreal situations) (Unit 7)

1 Complete the sentences about the pictures.



- 1 Marie doesn't have \$100. If she had \$100, she would buy (buy) a gold necklace.
 2 Jacob doesn't have a big house. If he _____, he _____ (have) a party.
 3 Serena doesn't have a guitar. If she _____, she _____ (join) a rock band.
 4 Todd doesn't have a horse. If he _____, he _____ (ride) in the woods.
 5 Julia doesn't have a car. If she _____, she _____ (drive) to the beach.

2 Write some advice for these problems. Use *If I were you, ...* and the phrases from the box.

ask her if there's a problem ask the teacher to explain ~~go to bed early~~
 have an answer ready stop eating candy talk to your mom about it

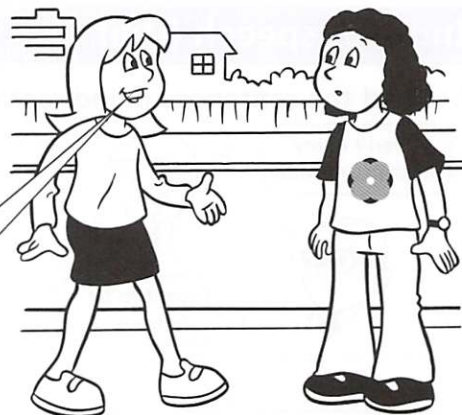
- 1 I feel tired every morning.
 2 My best friend isn't talking to me.
 3 I feel embarrassed when the teacher asks me a question.
 4 I eat a lot of candy and I'm getting fat.
 5 I can't understand the math class.
 6 I have to do a lot of chores at home and I don't have time for my homework.

If I were you, I'd go to bed early.

Indirect questions (Unit 8)

- 1 Andrea met an old friend in the street the other day. Her friend moved to a different town a year ago. What did Andrea ask her friend?

How are you? Where do you live? Do you have new friends? Who's your best friend? What's your new school like? Do you get a lot of homework?



- Andrea asked her friend (1) how she was. She asked her (2) _____. She asked her (3) _____. She asked her (4) _____. She asked (5) _____ and (6) _____.

Possessive pronouns (Unit 8)

I Complete the sentences about the pictures.



1 This dog is lost. Is it *yours* ?

2 _____

3 _____

4 _____

No, it isn't _____. Is it _____?

No, it isn't _____. Is it _____?

No, it isn't _____. It's _____.

No, it isn't _____. It's _____. Thank you!

Passive voice (present) (Unit 9)

I Join the words to make three sentences.

1 Chocolate	are worn on	our heads.
2 Hats	are spoken in	Canada.
3 French and English	is made from	cocoa beans.

Past perfect (Unit 10)

I Complete the text. Use *had* or *hadn't* and ideas from the pictures.



When their mom got home, they (1) *had washed the dishes*, but they (2) _____.
They (3) _____ but they (4) _____.

Passive voice (past) (Unit 11)

I Read the text and complete the sentences below using the passive.

Last week there was a fire at our school. We had all gone home when some boys from another school started the fire. There was nobody there so the fire burned the lunchroom. Some people in a house near the school heard the noise of the fire and called the firefighters. They put out the fire.

1 The fire *was started by some boys from another school*.

2 The lunchroom _____.

3 The noise of the fire _____.

4 The firefighters _____.

5 The fire _____.

should/shouldn't (Unit 12)

I Complete the classroom rules with *should* or *shouldn't*.

English class rules

1 You *should* arrive on time.

2 You _____ try to speak English in class.

3 You _____ listen carefully to the tape.

4 You _____ copy your friend's homework.

Grammar Practice Answers

Past simple and past progressive (Unit 1)

1

- 2 The phone rang as she was reading a magazine.
- 3 He saw an accident as he was walking to school.
- 4 The fire started as she was sleeping.

Present perfect (Unit 2)

1

- 2 true
- 3 false – She hasn't packed her swimsuit yet.
- 4 true
- 5 false – She hasn't found her camera yet.
- 6 false – She has already finished her homework.

Modal verbs: *might, could, may, will/won't + definitely* (Unit 3)

1

- 2 Sam will definitely brush his teeth this evening.
- 3 Sam definitely won't go to the North Pole.
- 4 Sam might (could, may) have pizza for dinner.
- 5 Sam will definitely do his homework next weekend.
- 6 Sam might (could, may) go to a theme park this summer.

If... conditionals (Real conditionals) (Unit 4)

1

- 2 If you get hungry at the park, I'll buy you an ice cream cone.
- 3 If you don't tell the truth, the teacher will know.
- 4 If it rains tomorrow, we won't have a picnic.
- 5 If he doesn't pass the English exam, he won't have a vacation in the U.S.A.

Verbs that take two objects (Unit 5)

1

- 2 Mark wrote an e-mail to his cousin. / Mark wrote his cousin an e-mail.
- 3 I bought my mom some flowers. / I bought some flowers for my mom.
- 4 Angie's friend told her a secret.

Indefinite pronouns (Unit 5)

1

- 2 anybody, 3 somebody, 4 nobody, 5 Nothing

Indirect speech (Unit 6)

1

- a Steven, b Naomi, c Joe, d Toni, e Jack, f Alice

If... conditionals (Unreal situations) (Unit 7)

1

- 2 If he had a big house, he would have a party.
- 3 If she had a guitar, she would join a rock band.
- 4 If he had a horse, he would ride in the woods.
- 5 If she had a car, she would drive to the beach.

2

- 2 If I were you, I'd ask her if there's a problem.
- 3 If I were you, I'd have an answer ready.
- 4 If I were you, I'd stop eating candy.
- 5 If I were you, I'd ask the teacher to explain it.
- 6 If I were you, I'd talk to your mom about it.

Indirect questions (Unit 8)

1

- 2 where she lived
- 3 if she had new friends
- 4 who her best friend was
- 5 what her new school was like
- 6 if she got a lot of homework

Possessive pronouns (Unit 8)

1

- 2 This dog is lost. Is it yours? mine / theirs
- 3 This dog is lost. Is it yours? ours / his
- 4 This dog is lost. Is it yours? mine / theirs

Passive voice (present) (Unit 9)

1

- 2 Hats are worn on our heads.
- 3 French and English are spoken in Canada.

Past perfect (Unit 10)

1

- 2 hadn't swept / cleaned the floor
- 3 hadn't made the bed
- 4 had done the laundry / washed the clothes

Passive voice (past) (Unit 11)

1

- 2 The lunchroom was burned.
- 3 The noise of the fire was heard by some people in a house near the school.
- 4 The firefighters were called.
- 5 The fire was put out (by the firefighters).

should/shouldn't (Unit 12)

1

- 2 should, 3 should, 4 shouldn't