

## Warmer

Invite students to say a couple of sentences to describe your school. Encourage sentences reviewing language from previous units, for example: *Our school is big/small. There are (ten) classrooms. There's is a yard. We have (eight) teachers. We don't have (lunch) at school.* Write ideas on the board.



## THINK!

Have students look at the image and describe what they see. Ask them where they think the school is and how many students go to it. Then put students into groups to discuss the questions.

- 1 Students can use their ideas from the Warmer on the board to help them compare schools. Draw attention to the students in the image. Ask: *What do these students wear? What do they learn? What other things do they do at school?* **Open answers**
- 2 Tell students why you think education is important. Say, e.g.: *I think education is important because (we can learn new things).* Write *I think education is important because ...* on the board and elicit ideas for ending the sentence. **Open answers**



## Schools Around the World

### Summary

The video is about different types of schools around the world.

### In Class

Tell students they're going to watch a video about different types of schools around the world. Ask them: *What's your favorite thing about school?*

### Exercise 1

Ask students to watch the video to answer the questions:

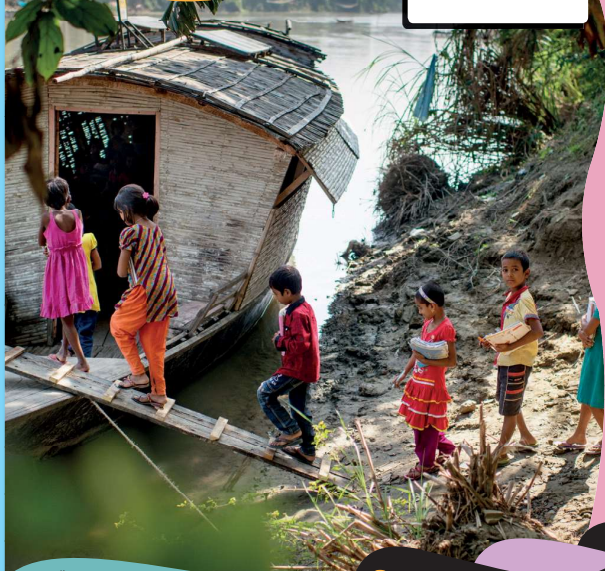
- 1 *Which two things in the video do all students do at school?* Check the answer with the class.  
**They study lots of different subjects and see their friends.**
- 2 *List five types of places from the video where students study.* Check the answer with the class. The video mentions six types of places:  
**home, the mountains, outside, a cave, a roof, (under) water**

# 6

## SCHOOL TIME

**UNIT GOALS**

- Talk about school.
- Read school notices.
- Listen to a school radio program.
- Learn about the planets in the solar system.
- Write a class presentation.



**THINK!**

- 1 Is your school similar to the one in the photo? Why / Why not?
- 2 Why is education important?

**VIDEO**

- 1 Which two things in the video do all students do at school?
- 2 List five types of places from the video where students study.

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### Exercise 2

Write these gapped sentences on the board. You can provide the missing words in a box:

- 1 The School of Air is in **Australia**.
- 2 In **India**, some students study on the top of the world!
- 3 Some students study outside in **Kenya** and **Bangladesh**.

Play the video again. Students watch and complete the sentences with the names of the countries. Check answers with the class.

### At Home

#### Exercise 3

Ask students to find another interesting place for a school. Tell them it could be a natural place (e.g., a mountain or a beach), or a type of building. If possible, have them bring an image of the school to the next class.

## Resources

- Teacher's worksheets Unit 6
- Test Generator Unit 6
- Practice Extra Unit 6
- Workbook pages 132–135
- Puzzles and Games page 104

## Flipped Classroom

Have students list their three favorite subjects in English to bring to the next class. Tell them to rank them in order 1–3. They can also think of reasons why those subjects are their favorite.

## Unit Aims

### Cambridge Life Competencies Framework

I can ...

- discuss what makes me feel different emotions when talking about school subjects. **(Emotional Development)**
- understand essential grammatical terms and concepts: the simple present with *he, she, it*. **(Learning to Learn)**
- identify evidence in a newspaper interview about the planet Jupiter. **(Critical Thinking)**
- participate in "what if" challenges when planning a presentation about my ideal school. **(Creative Thinking)**
- evaluate contributions from my partner with appropriate sensitivity when checking their presentation about their ideal school. **(Collaboration)**

## Warmer

Say: *Think about the video from last class. Where can students have lessons? Do you remember any unusual places? Write the answers on the board: in a cave, on a roof, under water.* Then elicit ideas for what students can learn in each place. Invite students to say, e.g.: *I can learn about (animals under water).* Encourage them to use their imagination.

## Flipped Classroom Check

Put students into groups to share their lists of favorite subjects. Have them see if they have any subjects in common and how they ranked them 1–3. Have pairs report their ideas to the class. They can say, e.g.: *One of our favorite subjects is (art). It's number (2) on our lists.*

## 6.01–6.03 Audioscripts pT142

### Target Vocabulary

art	/ɑːrt/
computer science	/kəmˌpjʊːtəˈsaɪəns/
English	/'ɪŋɡlɪʃ/
geography	/dʒi'ɑːgrəfi/
history	/'hɪs.təri/
math	/mæθ/
music	/'mjuːzɪk/
PE	/ˌpiː'iː/
science	/'saɪəns/
Spanish	/'spænɪʃ/

- ▶ **6.01** Ask students to look at the schedule. Ask if the school subjects in it are the same as the ones they have. When you check answers, ask the class: *What's Olivia's favorite day? (Wednesday). Is your favorite subject math? Raise your hands!*
- ▶ **6.01** Ask: *Which days are on the schedule? What parts of the day are there? (morning, lunch, and afternoon)* read the subjects aloud to students so they familiarize themselves with pronunciation, and clarify any icons. Then play Track 6.01 again and check answers with the class.
- ▶ **6.02** Tell students they are now going to hear the list of subjects. Pause after the first one (PE) so that students can write the

## VOCABULARY IN CONTEXT

- ▶ **6.01** Look at Olivia's schedule and listen. What's Olivia's favorite subject?  
.....  
math
- ▶ **6.01** Listen again and complete the schedule with the words below.  
• history • math • music • PE • science • Spanish

SCHOOL SUBJECTS				
	Monday	Tuesday	Wednesday	
Morning	8:10–9:15	PE	art	math
	9:20–10:25	PE	art	math
	10:25–10:40	BREAK		
	10:40–11:45	science	English	music
	11:45–12:30	LUNCH		
Afternoon	12:30–1:35	geography	English	science
	1:40–2:45	geography	history	computer science
	2:45–3:30	Spanish	history	computer science
	3:45–4:55	SPORTS CLUB	SCIENCE CLUB	ART CLUB

- ▶ **6.02** Number the subjects in the order you hear them from 1–10. Then listen again, check, and repeat.  

7 math	10 computer science	2 geography
5 English	8 music	1 PE
3 Spanish	4 art	
9 science	6 history	
- ▶ **6.03** Listen to the sounds. What's the subject? What day is it?  

1 math	Wednesday
2 music	Wednesday
3 English	Tuesday
4 Spanish	Monday
5 PE	Monday

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number 1 next to it. Then play the rest of the audio. Focus on pronunciation when students repeat the words.

- ▶ **6.03** Play the example on the audio to check understanding. Point to the schedule in Exercise 2 for students to find the day. Then play the rest of the audio and check answers with the class.

- 5 Point to the faces in the box and give your own examples. Say, e.g.: *I like English. I love art! I don't like math. I hate science!* Give a thumbs up or thumbs down sign to reinforce comprehension. You can write your subjects on the board with the different faces next to them. Then have students complete the *Me* column in the chart.
- 6 Elicit the subjects represented in the images. Then point to the example sentence and the emojis in number 1 to ensure understanding. Do number 2 with the class, if necessary. Point to the emojis and encourage students to complete the sentence. Have students complete the other sentences in pairs. Check answers with the class.



### USE IT!

- 7 Model the examples with two confident students. Then put students into pairs to talk about each subject in the chart in Exercise 5. Remind them to draw faces in the *My Partner* column according to their partner's answers. Then tell partners to compare their answers. Finally, invite pairs to share any answers they have in common with the class. They can say, e.g.: *We love (PE). We don't like (art).*

### 🏠 Homework

Workbook page 133, Exercises 1 and 2

### 📖 Practice Extra

Unit 6

### 🔍 Extension

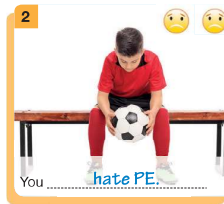
Ask students to design their school schedule in English, with times and icons for each subject. They can do this on paper or on a computer.

- 5 Look at the school subjects and draw a face (*like, love, don't like, hate*) for you. *Open answers*

LIKE 😊 LOVE 😍 😊 😊 DON'T LIKE 😞 😞 HATE 😡 😡

Subject	Me	My Partner	Subject	Me	My Partner
math			science		
art			music		
history			Spanish		
PE			English		
geography					

- 6 Look at the images. Write sentences with *love, like, don't like, and hate*.



### USE IT!

- 7 Work in pairs. Ask and answer questions to complete the chart in Exercise 5 for your partner. Compare your answers. *Open answers*

Do you like PE?

No, I don't! I hate PE!

Do you like history?

Yes, I do!



WORKBOOK p.133



PRACTICE EXTRA

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## Warmer

Write *bulletin board* on the board and describe what it is: *It's a board with information about different activities at school.* Then ask: *Is there a bulletin board in our school? Where is it? What can you find there?*

### 6.04 Audioscript pT142

- Focus students' attention on the items of information to find. Point to the example and ask: *Which days of the week can you find?* Then say: *Read the texts quickly—see if you can find teachers' names, places at school, and so on.* Check answers with the class.
- Confirm with the class that the texts are on a school bulletin board and have students circle the correct option.
- 6.04 Read through the sentences with the class and check understanding. Do number 1 together. Elicit or explain that algebra is a part of math. Then ask: *Which text is about math?* (Text D) Students read and listen to the texts. Then they do the exercise individually or in pairs. Check answers with the class.
- Focus on the example. Have students find the text where the relevant information is (Text A). Students complete the exercise individually or in pairs. When you check answers, have students say which text (A–E) has the correct information and read out the relevant part.

### THINK!

- Students discuss this and question 2 in groups. Explain that *ideal* means *perfect*. Then invite groups to share their ideal schedule. Write popular school activities and/or subjects on the board.  
*Open answers*
- Have groups create their dream day using the ideas on the board. Tell them to divide the day into parts (morning, lunch, and afternoon). Invite groups to share their ideas with the class.  
*Open answers*

## READING

1 Look at the image below. Check (✓) the information you can find.

- |  |   |  |   |
|--|---|--|---|
| <input checked="" type="checkbox"/> days of the week | <input checked="" type="checkbox"/> teachers' names | <input checked="" type="checkbox"/> places at school | <input checked="" type="checkbox"/> students' names |
| <input checked="" type="checkbox"/> school subjects  | <input checked="" type="checkbox"/> room number     | <input checked="" type="checkbox"/> time             | <input type="checkbox"/> school name                |

2 Look at the word in *italics*. What is it? Circle the correct option.

It's a school *bulletin board* / newspaper.

3 6.04 Read and listen to the texts. Which of the texts is good for the people below? Write the letters (A–E).

- |   |  |
|---|--|
| 1 Ruben has problems with algebra. ... <u>D</u> | 4 Nozomi is at school at 4 p.m. on Wednesday. ... <u>B</u> |
| 2 Carol doesn't have a school bag. ... <u>E</u> | 5 Jenny has a cat and is free on Saturdays. ... <u>C</u>   |
| 3 Tom has new lab clothes. ... <u>A</u>         |  |

4 Read the texts again and correct the sentences.

- |   |   |
|---|---|
| 1 Mr. Rothmann is a music teacher.<br><u>Mr. Rothmann is a science teacher.</u>   | 4 The backpacks are \$15.<br><u>The backpacks are \$10.</u>                                       |
| 2 The science project is on Thursday.<br><u>The science project is on Friday.</u> | 5 Hannah is a math student.<br><u>Hannah is a math expert.</u>                                    |
| 3 The music class is at 5 p.m.<br><u>The music class is at 4 p.m.</u>             | 6 Craig is at the animal center every day.<br><u>Craig is at the animal shelter on Saturdays.</u> |



### THINK!

- What is the ideal schedule for you?
- Write about your dream day at school.

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WORKBOOK p.135

## Homework

Workbook page 135

- 1 If necessary, students look at the texts on page 66 to help them complete the chart. Have volunteers read the sentences aloud.
- 2 Read the incomplete sentences with the class and elicit which ones are affirmative and which ones negative. Then point to the grammar chart in Exercise 1 and draw attention to the third-person form of the main verb in the affirmative, and the infinitive form in the negative. To check answers, invite individual students to read out a sentence each.

### LOOK!

Draw attention to the *Look!* box. Read the verbs aloud for students to repeat. Focus on the verb endings in bold, elicit them, and write them on the board (-s, -es and -ies).

Common mistake: Students may misspell verbs ending in consonant + y in the third person simple present.  
*Hannah studys with students.*  
*Hannah studies with students.*

- 3 Read the incomplete sentences with the class. Draw students' attention to the words in parentheses and elicit which sentences have to be affirmative and which ones negative. Then focus on the example to check comprehension and elicit the answer for number 2, if necessary. Check answers with the class.

### USE IT!

- 4 Tell students to look at the example. Then ask a student the second item on the list: *Do you have English class every day?* Elicit the short answer and mime putting a check or X in the chart. Students ask and answer the questions in pairs. Monitor and help as necessary.
- 5 Draw students' attention to the example. Remind them that they need to use the third-person form of the verb to describe their partner. Have students do the exercise in their notebooks. Then invite volunteers to read out their descriptions and write some example sentences on the board. You can circle examples of affirmative and negative verb forms in the sentences.



### LANGUAGE IN CONTEXT

- 1 Look at the examples in the chart. Complete the sentences from the bulletin board.

Simple Present ( <i>he, she, it</i> )	
Affirmative (+)	Negative (-)
Linda <b>plays</b> the guitar.	Alec <b>doesn't</b> ..... <i>play</i> ..... an instrument.
Craig ..... <b>helps</b> ..... at the animal center.	Mr. Rothmann ..... <b>doesn't</b> ..... <i>teach</i> science in a normal way.
Hannah ..... <b>studies</b> ..... with students.	She <b>doesn't</b> <i>study</i> on Mondays.
Each backpack ..... <b>costs</b> ..... \$10.	The backpack <b>doesn't</b> <i>cost</i> \$20.

- 2 Circle the correct verbs to complete the sentences.

- 1 Hannah doesn't ..... to Classroom 6 on Saturdays.  
a go                      b goes
- 2 Klaus ..... in the band.  
a play                      b plays
- 3 Mr. Rothmann ..... to Classroom 2 for the science project on Friday.  
a go                      b goes
- 4 Pati ..... colored backpacks.  
a sell                      b sells
- 5 Hannah doesn't ..... English  
a teach                      b teaches

- 3 Complete the sentences. Use the correct form of the verbs.

- 1 Craig ..... *stays* ..... (stay) in Room 23 at 3 p.m.
- 2 Klaus ..... *doesn't read* ..... (not read) at 4 p.m. on Wednesday.
- 3 Lisa ..... *studies* ..... (study) with Hannah in Classroom 6.
- 4 Alec ..... *doesn't play* ..... (not play) guitar.
- 5 Pati ..... *doesn't sell* ..... (not sell) old backpacks.
- 6 Craig ..... *helps* ..... (help) at the animal center.

### LOOK!

read – reads  
sell – sells  
play – plays  
stay – stays  
teach – teaches  
go – goes  
study – studies



### USE IT!

- 4 Work in pairs. Ask and answer questions about school. Mark (✓) or (X) in the chart. *Open answers*

	My Partner
get up at 7 a.m. on school days	<input type="radio"/>
have English class every day	<input type="radio"/>
go to school on Saturday	<input type="radio"/>
hate math	<input type="radio"/>
love geography	<input type="radio"/>
like music	<input type="radio"/>

Do you get up at 7 a.m. on school days?

No, I don't. / Yes, I do.

- 5 Use the information in Exercise 4 to write a short description of your partner. *Open answers*

*Molly gets up at 7 a.m. on school days. She.....*

### Homework

Workbook page 134, Exercises 1 and 2

### Practice Extra

Unit 6

### Grammar Game

Play a *sentence chain* game. Have the class stand in a circle. If you have a large class, have groups stand in small circles. Tell a student in each circle to say a sentence about their partner from Exercise 5, e.g.: *Katya loves geography*. The student on the right says a sentence about their partner and repeats what the first student said, e.g.: *Andres doesn't go to school on Saturday. Katya loves geography*. Students continue around their circles, adding a sentence each time.

### Warmer

Draw a simple diagram of your school on the board. Include at least three or four places from the target vocabulary, if possible. Write the words around the diagram in random order. Then invite volunteers to come to the front, choose a word, and draw a line to match it to the corresponding place on the diagram. Leave the words and diagram on the board.

### 6.05–6.06 Audioscripts pT143

#### Target Vocabulary

athletic field	/æθ'letɪk 'fi:ld/
cafeteria	/'kæfə'tɪrɪ.i.ə/
gymnasium	/dʒɪm'neɪ.zi.əm/
library	/'laɪ.brərɪ/
maker lab	/'meɪ.kə.ɹæb/
principal's office	/'prɪn.sɪ.pəlz 'ɑ:fɪs/
restrooms	/'rest.ru:mz/ / 'rest.rʊmz/
science lab	/'saɪ.əns.ɹæb/
teachers' lounge	/'ti:tʃəz ,ləʊndʒ/

- 6.05** Point to the photos and ask students what they can see. Tell them they are going to listen to a school radio program. Read out the three topics and have students predict what the program is about. Check answers with the class.
- 6.05** Ask students to compare this diagram to your school diagram from the Warmer. Ask: *What's similar? What's different? What places are there?* Elicit ideas, helping with language as necessary. Then play the audio for students to do the exercise.
- 6.06** Focus on pronunciation. Pause after each word for students to repeat and have them find each place in the diagram in Exercise 2.
- 6.05** Encourage students to predict the answers before listening. Then play Track 6.05 again for students to do the exercise and check their predictions. Then ask: *What's a maker lab? (a place to do projects and work with robots and computers)* Say: *Imagine there's a maker lab in our school. What do students do there?* If there is a place similar to the maker lab in your school, encourage students to talk about their work there.

### LISTENING AND VOCABULARY

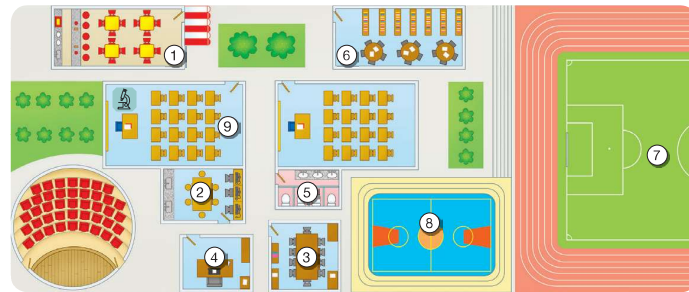
**1** **6.05** Listen to a school radio program. What is it about? Check (✓) the correct option.

- new popular songs     school activities     new teachers



**2** **6.05** Listen to the school radio program again. Number the school places below (1–9) with the diagram.

- athletic field     cafeteria     gymnasium     library     maker lab  
 principal's office     restrooms     science lab     teachers' lounge



**3** **6.06** Listen, check, and repeat.

**4** **6.05** Listen again and match the beginnings of the sentences (1–5) with the endings (a–e).

- |                                     |       |                     |
|-------------------------------------|-------|---------------------|
| 1 Aaron is in the                   | _____ | a maker lab.        |
| 2 Students work with robots in the  | _____ | b athletic field.   |
| 3 The maker lab is by the           | _____ | c teachers' lounge. |
| 4 Read your favorite authors in the | _____ | d cafeteria.        |
| 5 Soccer practice is at the         | _____ | e library.          |



#### THINK!

- Do you have a school radio station in your school?
- Is it a good idea to have one? Why? / Why not?

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WORKBOOK p.132 and p.133



#### THINK!

- Have students discuss this and question 2 in groups. If your school has a radio station, students can say if they listen to it and talk about their favorite programs. If your school doesn't have a radio station, students can brainstorm ideas for one: they can suggest names and ideas for programs.  
*Open answers*
- In their groups, encourage students to give reasons for their ideas. Then have a class discussion. Allow students to use their own language, if necessary.  
*Open answers*

### Homework

Workbook page 133, Exercises 3 and 4

### Fast Finishers

Puzzles and Games page 104, Exercise 3

- If necessary, play Track 6.05 again to help students complete the chart. After checking answers, have pairs of volunteers read out a question and answer each. Draw attention to how *does* is used.

### LOOK!

Draw attention to the *Look!* box and focus on the text in bold. Write the example sentence on the board (*It starts at 7:10*) and circle *It*. Say that *It* is the subject, and elicit that we can replace it with *The/My class*. Tell students that all sentences in English have a subject. Then write *Finishes at 10:00* and *It finishes at 10:00* on the board. Elicit the correct sentence (the second one).

- Students can use the grammar chart in Exercise 1 for help. Explain that in numbers 2 and 3, they need to complete the sentence after the short answer with a verb in the affirmative. To check answers, invite pairs of students to read out a question and answer each.
- Focus on the example. Remind students that they have to start each question with *Does*. Students complete the exercise. To check answers, invite volunteers to write each question on the board and have the class check. Ensure students use the correct punctuation.

### USE IT!

- Draw students' attention to the example dialogue and have two of them practice it out loud. Then have students complete the *Me* column individually. Finally, put students into pairs. They ask and answer the questions, completing the *My Partner* column. Encourage them to write full sentences, e.g.: *(Paulo) does his homework in the evening.*
- Ask a student about their partner, e.g.: *Does (Paulo) have math on Tuesday?* Then have students switch partners to ask and answer the questions. Monitor to ensure students are using the third-person form in their questions and answers.

### Homework

Workbook page 134, Exercises 3 and 4



### LANGUAGE IN CONTEXT

- Complete the questions and answers from the radio program in the chart. Use the words below.

• Does • Does • does • does • doesn't • have

Simple Present (he, she, it)	
Yes/No Questions	Short Answers
..... <b>Does</b> ..... he speak?	No, he <b>doesn't</b> .....
<b>Does</b> she like robots?	Yes, she <b>does</b> .
..... <b>Does</b> it ..... <b>have</b> ..... a 3-D printer?	Yes, it <b>does</b> .....
Wh- Questions	Answers
<b>Where</b> does he do projects?	He <b>does</b> projects in the maker lab.
<b>When</b> ..... <b>does</b> ..... it open?	It <b>opens</b> at 8 a.m.
<b>What</b> does the library <b>have</b> ?	It <b>has</b> books!

- Answer the questions.

- Does Grayson ride his bike to school?  
B ... **No, he doesn't. He takes** the bus.
  - Does Kaylee watch videos before bed?  
B No, ..... **she doesn't** ..... She **reads** books.
  - Does Amelia have lunch at the school cafeteria?  
B No, ..... **she doesn't** ..... She **has** lunch at home.
  - Does Elijah take science lab classes?  
B Yes, ..... **he does** .....

- Write questions.

- Maria / like / robots  
**Does Maria like robots?**
- Zak / get up / at six o'clock / on weekends  
**Does Zak get up at six o'clock on weekends?**
- Clara / chat online / in the morning  
**Does Clara chat online in the morning?**
- Eliot / take the bus / to school / every day  
**Does Eliot take the bus to school every day?**

### LOOK!

In English, there is always a subject in the sentence.  
**What time does your class start?**  
**It starts at 7:10.** (The class starts at 7:10).

### USE IT!

- Complete the chart so it is true for you. Then work in pairs. Ask and answer the questions and complete the chart with your partner's answers. **Open answers**

	Me	My Partner
What do / in the evening	.....	.....
have math / Tuesday	.....	.....
Where go / after school	.....	.....

- Switch partners. Ask and answer the questions about different students. **Open answers**

Does Maria have math on Tuesday?

Yes, she does.

What do you do in the evening?

I play volleyball.

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### Practice Extra

Unit 6

### Fast Finishers

Puzzles and Games page 104, Exercise 4

### Extension

Ask students to write five questions to ask a family member. The questions can be about daily routine or likes and dislikes. Have them interview their family member and write their answers. Then in class, students can talk about their family member. They can say, e.g.: *My mom likes sports. She listens to music on the weekend. She gets up at 6:00 on weekdays.*

### Grammar Game

Put students into pairs. Have each pair make four cards with one short answer on each: *Yes, he does. No, he doesn't. Yes, she does. No, she doesn't.* Tell students in each pair to take turns choosing a card and asking questions. First, Student A chooses a card and shows it to their partner. Student B asks different Yes/No questions that match the short answer on the card. For example, if Student A chose *Yes, she does*, Student B should ask questions such as, e.g.: *Does (Maria) like geography? Does (your mom) have short hair?* and so on, until Student A answers *Yes, she does*. Then students switch roles.



## Our Incredible Solar System

### Summary

The video is about our solar system and it describes some of the planets.

### In Class

Tell students they're going to watch a video about our solar system. Ask them which planets are in it. Make a list on the board—it can be in students' own language. Then ask students if they know any of the planet names in English and write them on the board.

### Exercise 1

Ask students to watch the video to answer the questions:

- 1 How many planets are in our solar system? Check the answer with the class.  
**Eight.**
- 2 Which planet is really hot? Check the answer with the class.  
**Venus.**

### Exercise 2

Write these questions on the board:

- 1 What is Saturn made of? **Gas.**
- 2 Is Uranus hot or cold? **It's cold.**
- 3 Which planet has water? **Earth.**
- 4 How long does it take Earth to travel around the Sun? **One year.**

Play the video again. Students watch and answer the questions. Check answers with the class.

### At Home

#### Exercise 3

Ask students to choose a planet (preferably not Earth or Jupiter) and find out three interesting facts about it to bring to the next class. Suggest simple information to research, such as size, color, and distance from the Sun.



# ACROSS THE CURRICULUM

SCIENCE

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## Highlight

### What do you know about Jupiter? *By Mia Stone*

**Marvin Oatsmann from 7th grade is our school's participant in this year's National Science Fair in Baltimore. Read the interview and learn more about Marvin and his work.**

*Congratulations, Marvin! Do you participate every year in our school's science fair?*

Thanks! Yes, I do! I think participation is very important, I'm crazy about science classes.

*Your work this year is about Jupiter. Why?*

Well, I like everything about the solar system and the planets, and Jupiter is a very special planet. It's a gas giant made of hydrogen and helium.

*Is it possible to see Jupiter from Earth?*

Sure! When you look at the sky at night you see the moon, you see Venus, and you see Jupiter, too!

*That's fantastic! What other things are interesting about Jupiter?*

Oh, so many things ... Jupiter has 79 moons, and it has rings, too, similar to the rings of Saturn. And there's the Great Red Spot, a great storm in the atmosphere of the planet.

*Wow, awesome! Thank you, Marvin, and good luck at the National Science Fair!*

Thank you!



### 6.07 Audioscript pT143

- Have students look at the text on page 70 and identify its main elements: the newspaper name (*Highlight*), the text title, the images, and the author (Mia Stone). Then draw students' attention to the questions and answers, and elicit that the text is an interview.
- Have a volunteer read the text title aloud and elicit the main topic.
- 6.07 Read the sentence options 1–3 with the class and check comprehension. When you check answers, have students show the evidence in the text.
- Go through the questions with the class and see if students can answer any from memory. Then have them read the interview again to confirm and write their answers. Check answers with the class.

### Words in Context

- Ask students to find the expressions in the interview. This should help them work out their meaning. Then point to each picture and read out statements A and B. Elicit the correct response to each one.
- Have students circle the relevant expressions in the text and write them. Ask questions to check comprehension, e.g.: *What's the Great Red Spot? What's Marvin crazy about? Can you see Jupiter at night?*

### THINK!

- Put students into groups to discuss this and question 2. If your school doesn't have a science fair, ask students if they'd like one. Then ask: *What kinds of things are at science fairs?* Allow students to discuss ideas in their own language, if necessary.  
*Open answers*
- After students have discussed this question, write a list of things they are crazy about on the board.  
*Open answers*

- Look at the text title, design, and images. What type of text is it? Check (✓) the correct answer.

- a blog post
- an interview in a newspaper
- a discussion in an online forum

- Read the title. What is the main topic of the text? Check (✓) the correct answer.

- a description of the planets
- how to participate in a science fair
- information about Jupiter

- 6.07 Read and listen to the text. Check (✓) the correct answers.

- Marvin Oatsmann ...

- studies in a school in Baltimore.
- likes 7th grade science classes very much.

- The school science fair ...

- happens every year at the school.
- is about Jupiter this year.

- Marvin's work ...

- is about Jupiter's moons.
- represents his school in the National Science Fair.

- Read the text again and answer the questions.

- What do you see in the sky at night?

*The moon, Venus, and Jupiter.*

- What is the Great Red Spot?

*A great storm in the atmosphere of Jupiter.*

- Does Jupiter have 77 moons?

*No, it doesn't. It has 79 / seventy-nine moons.*

- Does Saturn have rings?

*Yes, it does.*

### WORDS IN CONTEXT

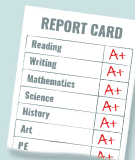
- Respond to the statements with the expressions below.

- Congratulations!
- Good luck!



A I have a difficult soccer game on Friday at school. I hope we win.

*Good luck!*



B My report card this year has ten 'A's.

*Congratulations!*

- Find expressions in the text that are similar to the expressions below.

- severe weather, like a tornado or hurricane *a great storm*
- I really like ... *I'm crazy about ...*
- Of course! *Sure!*



### WEBQUEST

Learn more! What are the names of the eight planets in the solar system?



### VIDEO

- How many planets are in our solar system?
- Which planet is really hot?

### THINK!

- Is there a science fair in your school? Do you participate? Why / Why not?
- What are you crazy about at school?



### WEBQUEST

Encourage students to make a note of the sources they use. Then in class, ask them to share their sites. You can discuss in your own language whether the sites are reliable and why. As a follow-up activity, you could ask students to draw and label a simple diagram of our solar system in English. You can then display the diagrams in the classroom.

*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*

## 6.08 Audioscript pT143

- 6.08 Have students look at the presentation slides and describe what they see. Ask: *What's this presentation about?* (an ideal school) Then have students read and listen to the presentation before answering question 1. For question 2, have students look at the images again and confirm that they match the texts. Elicit that images help us understand a text.
- Point to the chart and elicit the four main sections in a presentation. Elicit the slide numbers for the introduction and have students write them in the chart. Then have students work in pairs to complete the exercise. Tell them that more than one slide can go in each section. Check answers with the class.

### LOOK!

Draw attention to the *Look!* box. Ask: *When you write, do you use icons? In which other texts do we use icons?* (in text messages, emails, comments on a blog/forum) *Do icons help you understand a text?* Have students find icons in the presentation and say what they mean.

- Tell students to draw their icon and invite them to share it with the class. Have the class guess what each icon means.
- Encourage students to follow the steps and use the presentation in Exercise 1 as a model. Remind them to plan slides for the four sections in Exercise 2. Give students time to make notes, find images, and organize their ideas.
- When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.

### Your Digital Portfolio

Give students a date for uploading their presentation and ensure they all listen to one another's work.

### Practice Extra

Unit 6

**WRITING**

- 6.08 Read and listen to the presentation. Answer the questions.

  - How many words are there on each slide?  
Slide 1: ...3... Slide 2: 16 Slide 3: ...7...  
Slide 4: ...8... Slide 5: 32 Slide 6: 10
  - Do the images represent the ideas in the text?  
Yes
- Put the slide numbers in the correct place in the chart.

Title	Introduction	Information	Conclusion
<u>Slide 1</u>	<u>Slide 2</u>	<u>Slides 2, 3, 4, 5</u>	<u>Slide 6</u>
- Read the *Look!* box. Think of another icon.
- Plan a presentation about your ideal school.
  - Think about the subjects you study and the places in a school.
  - Collect images to illustrate the presentation.
  - Make short notes on each slide.
  - Write the first version of your presentation.
- Switch presentations with a partner and check his/her work. Use the checklist below.
  - number of slides
  - title, introduction, information, and conclusion
  - number of words in each slide
  - images
  - icons

**YOUR DIGITAL PORTFOLIO**

Edit your presentation. Then publish it. Upload it to the class portfolio for everyone to see!

**LOOK!**

In the presentations, use icons to help people understand your message.

♥
😊
✓
✗

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 5 and 6. Point out that they can also check their progress and reflect on what they can do.

## Vocabulary

- 1 Draw students' attention to the example. Then have them match the rest of the sentence parts. Check answers with the class.
- 2 Read the incomplete sentences with students. Encourage them to look at the verb in each sentence and use the context to decide which word completes each gap. Check answers with the class.
- 3 Ask students what they can see in the pictures and what school subject each one represents. Do number 1 as an example with the class. Then have students complete the exercise and check answers.
- 4 Review the vocabulary for school places. Have students look back at Unit 6, page 68 if necessary. Then have them answer the questions and check answers with the class.
- 5 Have students read the prompts on their own and focus on the + (*plus*) and - (*minus*) symbols. Then read the example with the class and check understanding. If necessary, have students look back at the grammar charts on pages 57 and 67 for help. To check answers, invite volunteers to write the sentences on the board.
- 6 Tell students to write Yes/No questions using the prompts. Then they should write short answers by looking at the + (*plus*) and - (*minus*) symbols. If necessary, have students look back at the grammar charts on pages 59 and 69 for help. To check answers, invite pairs of volunteers to read out a question and answer each.

# REVIEW UNITS 5 AND 6

## VOCABULARY

### 1 Match the beginnings of the sentences (1-4) with the endings (a-d).

- |                      |                              |
|----------------------|------------------------------|
| 1 I get up at        | a restaurant on Sundays.     |
| 2 I have dinner at a | b homework in the afternoon. |
| 3 I take a shower    | c 9 a.m. on weekends.        |
| 4 I do my            | d in the evening.            |

### 2 Complete the sentences with the words below.

- video games • friends • movies • music
- 1 Susanna plays video games with her friends. Her favorite is Super Mario.
  - 2 Arthur and Dylan watch movies on weekends.
  - 3 Lola listens to music in the evening.
  - 4 I like to hang out with my friends on Saturdays.

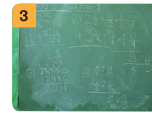
### 3 Look at the images and circle the correct words.



1 I like PE / math.



2 I hate science / music.



3 I don't like math / art.



4 I love science / history!

### 4 Read the questions and write the answers. Where do you go to ...

- |  |   |   |  |
|--|---|---|--|
| 1 clean your hands?<br>..... <u>restroom</u> ..... | 2 have lunch?<br>..... <u>cafeteria</u> ..... | 3 talk to a teacher?<br><u>teachers' lounge</u> | 4 read a book?<br>..... <u>library</u> ..... |
|--|---|---|--|

### 5 Write affirmative (+) and negative (-) sentences.

- |  |   |
|--|---|
| 1 We / do / homework / on weekdays / (-)<br><u>We don't do homework on weekdays.</u>             | 3 Debbie / take / a shower / in the evening / (+)<br><u>Debbie takes a shower in the evening.</u> |
| 2 They / have dinner / at home / on Fridays / (+)<br><u>They have dinner at home on Fridays.</u> | 4 Edmond / play / soccer / at school / (-)<br><u>Edmond doesn't play soccer at school.</u>        |

### 6 Write questions and short answers.

- |   |   |
|---|---|
| 1 you / take the bus to school / (+)<br><u>Do you take the bus to school?</u><br><u>Yes, I do.</u>                    | 3 your parents / help at the animal center / (+)<br><u>Do your parents help at the animal center?</u><br><u>Yes, they do.</u> |
| 2 your friend / have lunch at home / (+)<br><u>Does your friend have lunch at home?</u><br><u>Yes, she / he does.</u> | 4 your teacher / play the guitar / (-)<br><u>Does your teacher play the guitar?</u><br><u>No, she / he doesn't.</u>           |

Language in Context

- 7 Review question words with the class. Write *Where?* *What?* and *When?* in one column on the board. Then write *things/activities, time,* and *place* in another column. Have students match the question words with their meanings. Focus on the word order in the example. Ask: *Which word is first?* (*Where* – the question word). Then draw students' attention to the answers and elicit that the underlined words in each sentence will help them decide on the correct question word to use. If necessary, you can elicit the question words and write them on the board before students do the exercise.
- 8 Read the rubric with students. Say that Dale's text is about his friend, Jason. Say that to write about Jason (*He*), Dale should use the verb + *-s, -es* or *-ies*. Elicit that for negative sentences, Dale should use *doesn't* + the verb in the infinitive form. Go through the verbs and elicit the third person affirmative and negative forms. Write them on the board, if necessary. Then have students read the gapped text before completing it. Finally, they can complete it individually or in pairs. Check answers with the class.
- 9 Tell students to use the text in Exercise 8 as a model to write about their weekend. They should use the phrases given and write the text in the first person. Write *He gets up* on the board. Elicit the first person form (*I get up*). When students are writing, monitor and help them with grammar and vocabulary as necessary. If time allows, invite volunteers to read out their texts.

LANGUAGE IN CONTEXT

7 Write questions for the underlined words in the answers.

- 1 Where do you have lunch with your parents? ..... I have lunch with my parents at home.
- 2 When / What time does she get up? ..... She gets up at 7 a.m.
- 3 What do they do with their friends on weekends? ..... They play volleyball with their friends on weekends.
- 4 What do you do in the evening? ..... I listen to music in the evening.

8 Complete Jason's routine with the verbs below.

- get up • watch • have (3x) • not take • take (2x) • play • not do

Hi! I'm Dale, and this is my friend, Jason. He's a student. He  
 1 gets up at 6 a.m. and he 2 has  
 breakfast with his family. He 3 doesn't take  
 the train to school – he 4 takes the bus.  
 He 5 has lunch at school. Then he  
 6 plays soccer in the afternoon. He goes home  
 at 5 p.m., but he 7 doesn't do his homework. He  
 8 watches TV! He 9 has dinner,  
 10 takes a shower, and then he goes to bed.



9 Write about your weekend. Use the phrases below and the affirmative and negative forms of the verbs.

- get up • have breakfast / lunch / dinner • do homework  
 • hang out with friends • go to the park / museum • go to bed

Open answers

CHECK YOUR PROGRESS



I CAN...

- talk about routines and free-time activities.
- use the simple present to discuss routines and free-time activities.
- talk about school subjects and places at school.
- use the simple present in third person to describe activities at school.

LEARN TO LEARN

My glossary  
 Write an example sentence with new words.  
 breakfast = *I have breakfast with my family.*  
 Draw a picture too!  
 breakfast =



Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit and section to review each topic. Students then do the task in the Check Your Progress box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.

Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the picture and ask what it is about. (breakfast) Elicit words associated with breakfast and write them on the board. Then read out the ideas for keeping a glossary and ask: *Are they good ideas? Do you have any other ideas?* Encourage students to keep their own vocabulary glossary if they don't have one yet. They can choose how they want to do it: it could be a picture dictionary, a list of example sentences, or both!