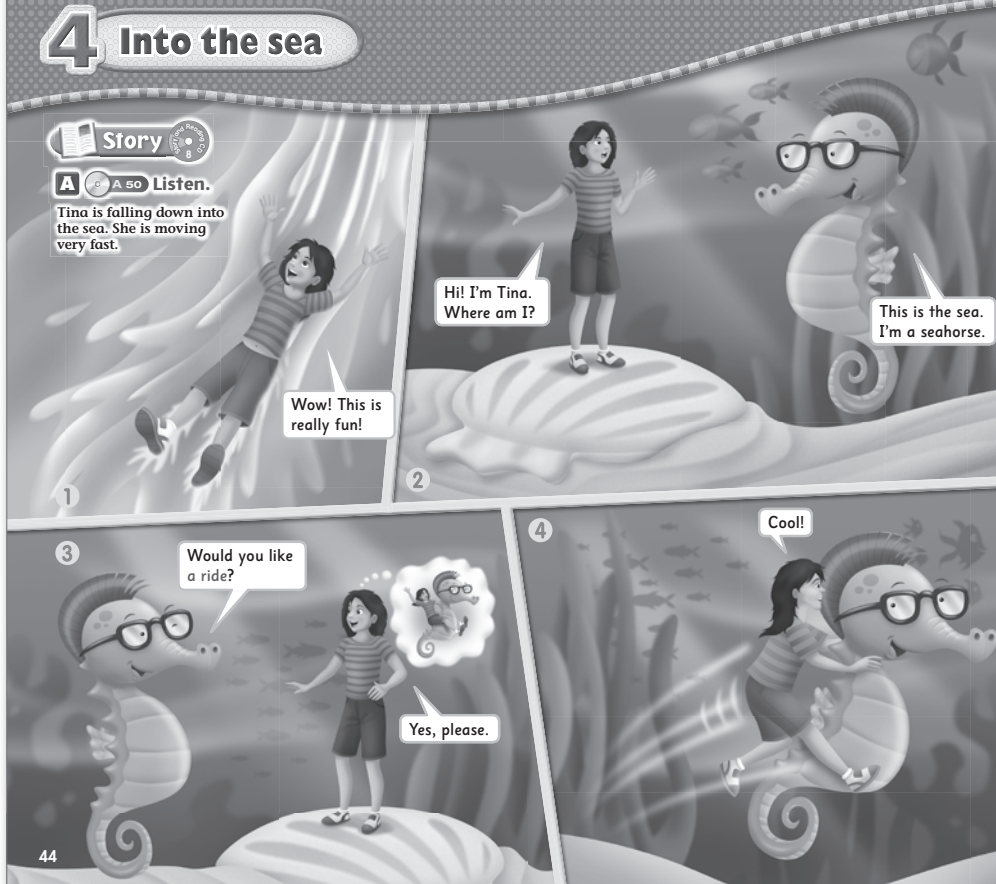


4 Into the sea

Story

A A 50 Listen.

Tina is falling down into the sea. She is moving very fast.



Learn 1

B A 51 Listen and say.

1



a piece of gum

2



a bag of potato chips

3



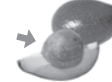
a cup of tea

4



a glass of lemonade

5



a slice of avocado

6



a bowl of oatmeal

C A 52 Listen and say.

Grammar A 53

Would you like a piece of gum?

Yes, please.

No, thank you.

45

Story

Objectives

- Continue the story of *The Adventures of Tina Thumb*
- Present Learn 1 structure in a story context

Storyline

Tina is washed into the sea, where she meets a seahorse. Tina and the seahorse quickly become friends. The seahorse offers Tina a ride.

Warm-up activity

- With their books closed, have students recap what happened to Tina in the last episode of the story on pp. 38–39.
- Ask them to briefly share their predictions again about what will happen next and write their ideas on the board.
- Do a quick survey to find out which idea is the most popular.

Activity A A 50

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *sea* and *seahorse*.

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put students into small groups. Write questions such as the following on the board: *How does Tina feel? How do you know? Describe the seahorse. Is it friendly? How do you know? What would Tina say?*
- Elicit answers from a few students. Then give students 5–10 minutes to look at pp. 44–45 and discuss the questions in their groups. Then ask them to share their ideas with the class.



Learn 1

Objectives

- Learn names of food
- Learn to use countable expressions before nouns
- Learn to make polite offers of food
- Learn to respond to polite offers of food

Target language

a piece of gum, a bag of potato chips, a cup of tea, a glass of lemonade, a slice of avocado, a bowl of oatmeal

Would you like **a piece of gum**?

Yes, please. / No, thank you.

Warm-up activity

- Prepare a glass, a cup, a bowl and a bag of potato chips and show them to the class. Have students try to guess the measure words.
- Have students think of the different types of food or drink that come in these containers, and allow them to write their lists on the board.

Activity B A 51

Have students focus on the food items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 52–53

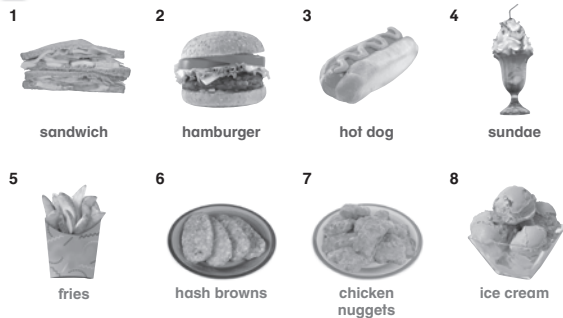
- Play the audio for the target structures and have students find the dialogue in the story scenes. (*Would you like a ride? Yes, please!*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Have students write the name of an item of food or drink on a small piece of paper, fold it up and put it in a box or bag.
- Have each student draw a piece of paper from the box. Play some music and have students move around the room. When the music stops, students should ask the person next to them *Would you like ... ?* When they find another student who would like the same item they should continue moving around together.
- When students have grouped as much as possible, have them tell the class what they would like.

Learn 2

D A 54 Listen and say.



E A 55 Listen and say.



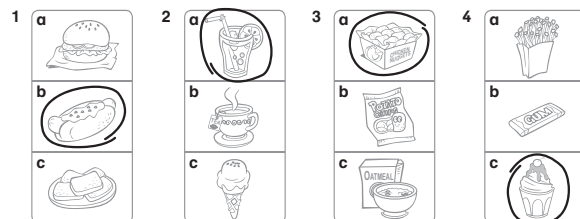
46

Practice

F Look and write.

- Would you like a cup of tea _____?
No, thank you.
- Would you like a piece of gum _____?
Yes, please.
- What would you like?
I'd like a sandwich _____.
- What would you like _____?
I'd like some fries.

G A 57 Listen and circle.



47

Learn 2

Objectives

- Learn names of fast food items
- Learn to ask what someone would like to eat
- Learn to say what one would like to eat

Target language

sandwich, hamburger, hot dog, sundae
fries, hash browns, chicken nuggets, ice cream

What would you like?

I'd like a **sandwich**. / I'd like some **fries**.

Warm-up activity

- Show students a newspaper or magazine advertisement for fast food. Have them tell you the names of the food they recognize. Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

- Ask students to brainstorm other types of fast food they know. Have them talk about their favorite fast food.

Activity D A 54

Have students focus on the fast food items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity E A 55-56

- Have students focus on the dialogue presenting the target structures. (*What would you like? I'd like a hotdog. I'd like some hash browns.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.

- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put students into groups. Give each group a set of Picture Cards 67–80.
- Explain that one member of each group should be the waiter in a fast food restaurant and the others the diners. The waiter should ask the diners *What would you like?* and then give them the correct picture cards depending on what was ordered.
- Encourage students to ask and answer politely and to extend their dialogues using other structures they have learned (e.g., *How much is the ...? Here you are. Thank you. You're welcome.*).

Practice

Objective

Practice target language from Learn 1–2

Warm-up activity

- Put students into small groups. Place Picture Cards 67–80 on the board in a numbered row. Give groups about 3 minutes to work together to spell the words. Tell them to work as quietly as they can so that other groups cannot hear what they say.
- The group with the most words spelled correctly wins.

Activity **F**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write the missing text. Check that students have completed the activity correctly. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity **G** **A 57**

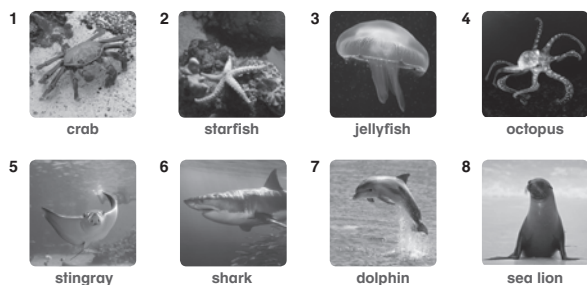
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct pictures.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

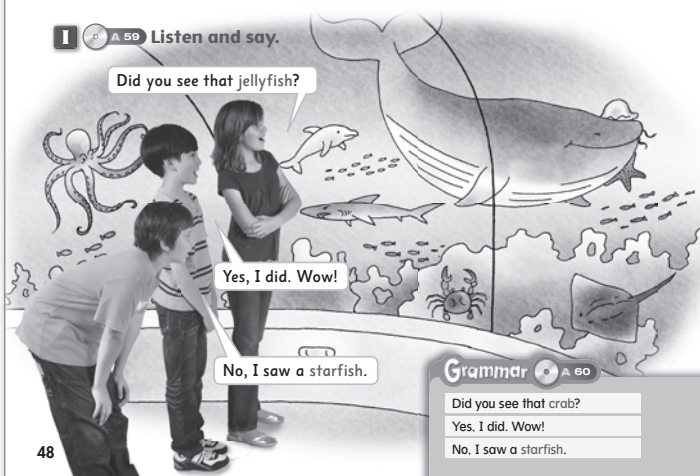
- Prepare two sets of word cards for vocabulary items 67–80. Tell students they are going to have a competition.
- Put students into two teams and give each team a set of cards. Have them spread the cards on a table. Say *I would like ...*. The first team to pick the correct word card and put it on the board wins a point.
- Gradually increase the number of items you would like. To win a point, students should arrange the words on the board in same order as you list them.

Learn 3

H A 58 Listen and say.



I A 59 Listen and say.



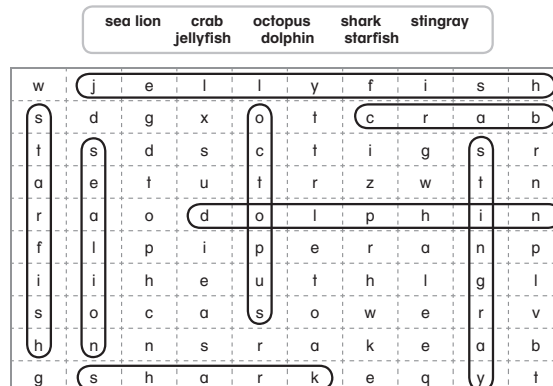
Grammar A 60

Did you see that crab?
Yes, I did. Wow!
No, I saw a starfish.

48

Practice

J Find and circle the words.



K A 61 Listen, circle and write.

- Did you see that (shark / crab)?
(Yes / No), I did. Wow!
- Did you see that (jellyfish / starfish)?
(Yes / No), I saw a starfish.
- Did you see that (sea lion / dolphin)?
(Yes / No), I saw a sea lion.
- Did you see that (octopus / stingray)?
(Yes / No), I did. Wow!

49

Learn 3

Objectives

- Learn names of marine animals
- Learn to ask yes/no questions about what someone saw
- Learn to respond to yes/no questions about what one saw

Target language

crab, starfish, jellyfish, octopus, stingray, shark, dolphin, sea lion

Did you see that **crab**?

Yes, I did. Wow! / No, I saw a **starfish**.

Warm-up activity

- Slowly draw a seahorse on the board and have students compete to be the first to guess what it is. Ask students to think about other creatures they know that live in the sea (or that they have seen in an aquarium).
- Have individual students come to the board and draw their favorite sea creature. Ask the rest of the class try to name the creature as quickly as possible.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity **H** A 58

Have students focus on the marine animals. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 59-60

- Have students focus on the dialogue presenting the target structures. (*Did you see that jellyfish? Yes, I did. Wow! No, I saw a starfish.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare Picture Cards 81–88, along with pictures of other familiar sea creatures, and put the cards in visible places around the classroom.
- Play some music and have students move around the class. When the music stops, have students pair up with the person closest to them. Explain that they should take turns to point to a picture and practice the target language *Did you see the ... ? Yes, I did! No, I didn't. I saw a ...*

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Write a list of the eight sea creatures on the board with the letters in a jumbled order.
- Put students into two teams and ask them to unscramble the words. Have the first team to unscramble them all help you write the correct spellings on board.
- Ask individuals from the second team to come to the front and place the corresponding picture card next to each word.

Activity J

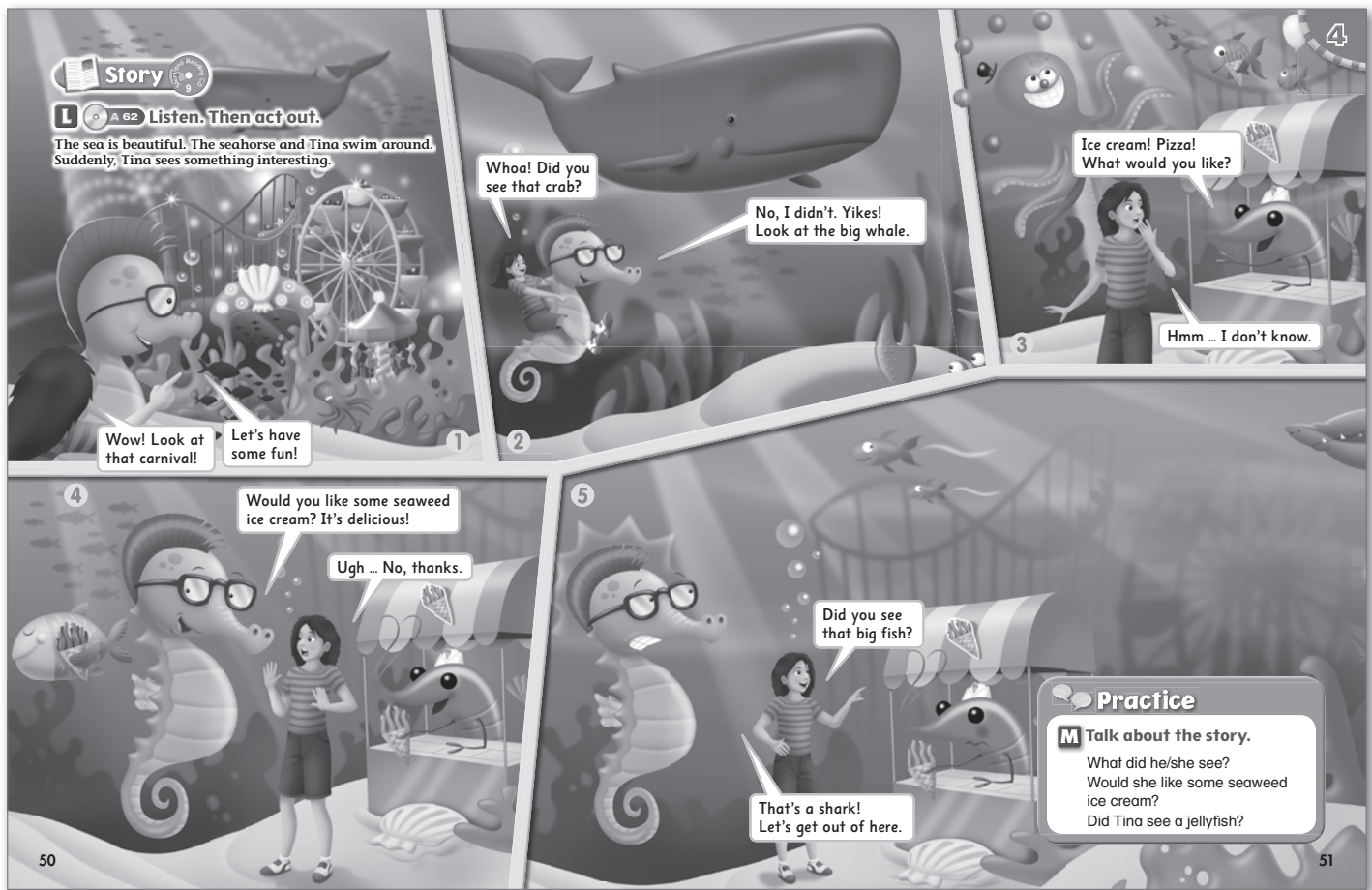
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the text, and find and circle the words. Walk around and monitor progress.
- Check that students have completed the activity correctly. Have them swap books and compare each other's answers.

Activity K A 61

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct text, and write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Give students each a worksheet with a large table with two columns and eight rows. With the whole class, have students fill the first column with eight names (all students should write the same names in the same order).
- Put students into two teams, A and B. Have Team A write the names of sea creatures in the second column next to the first four names and Team B write the names of sea creatures in the second column next to the last four names.
- Put students into pairs of A and B and tell them not to show each other their worksheets. Have them complete their worksheets by asking each other questions, e.g., *Did Emily see a ... ?* Students should keep guessing until their partner replies *Yes, he/she did.*



Story

Objectives

- Continue the story of *The Adventures of Tina Thumb*
- Consolidate language from Learn 1–3

Storyline

Tina and the seahorse see a carnival. They stop at a booth selling ice cream and pizza. While thinking about what to get, they see a shark at a distance.

Warm-up activity

- Prepare picture cards of vocabulary from Units 3 and 4 and hide them around the classroom.

- Divide students into small groups. Give each group a list of the words or phrases that you want them to find. Have students walk around and collect the matching cards. The first group to find all the items on their list can read the list aloud and show the “treasure” to their classmates.

Activity **L** **A 62**

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *beautiful*, *interesting*, *whale*, *seaweed* and *delicious*.

- Act out the dialogues and have students repeat after you. Then divide students into groups of three to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put students into pairs. Have them imagine that they work in an underwater fast food restaurant. Tell them that they should think of 10 unusual items of food and drink that they would like to sell in their restaurant (e.g., seaweed ice cream, jellyfish sandwiches).
- Have them think of a name for their restaurant. Show them how to write out a menu with the restaurant's name at the top. Encourage them to decorate their menus with drawings.
- When they have finished their menus, have pairs invite other pairs to eat at their restaurant. Encourage them to act out the roles of diners and waiters.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

- Tell all students to imagine that they would like something to eat or drink. Ask the first student *What would you like?* and prompt him/her to reply *I would like ...*
- Ask the next student *What would you like?* This student should first repeat the item mentioned by the first student and then add his/her own wish.
- Repeat around the class until the list is too long to remember. Then start again.

Activity M

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

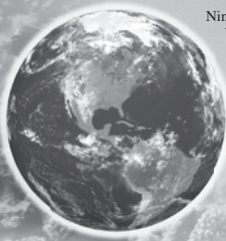
- Put students into small groups. Have them talk about which sea creatures are their favorites and why.
- Give each student a piece of paper. Have them individually draw a picture of their favorite sea creature and write sentences to describe the creature (e.g., where it lives, its size, shape, color, friendliness) and why they like it.
- Encourage students to swap their work with other members of their group for peer editing. Display the pictures in the classroom.

Reading

N A 63 Listen and read.

Water of the Earth

Did you know that water covers 70 percent of the Earth? Look at the blue parts on a map. Those blue parts are water.



Ninety-seven percent of the Earth's water is saltwater. You can find saltwater in the oceans, seas and some lakes. Only 3 percent of the Earth's water is fresh water. You can find fresh water in glaciers, ice caps, rivers, lakes and underground.

Water is very important. People use fresh water to drink, wash clothes and many other things. Many plants and animals live in water, too. In fact, more plants and animals live in water than on land!

Read and write.

- Seventy percent of the Earth is covered by water.
- Saltwater is in the oceans, seas and some lakes.
- Fresh water is found in glaciers, ice caps, rivers, lakes and underground.
- Many plants and animals live in water.

Read and check (✓).

- Water covers 3 percent of the Earth.
- Fresh water is found in glaciers.
- People use saltwater to drink.

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

52

What about you?

Read and check (✓).

What are the things you use water for every day?



drinking



washing the car



brushing my teeth



taking a shower



watering plants



making juice

Read and check (✓).

I turn off the water when ...

- I'm brushing my teeth.
- I'm washing my bike.
- I'm washing my hands.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer the questions.

- How many glasses of water do you drink every day? Six glasses.

- How do you save water?

I turn off the water when I'm brushing my teeth.

Suggested answers
Students' answers can vary.

53

Reading

Objectives

Develop reading comprehension skills

Key words

water, Earth, saltwater, oceans, seas, lakes, freshwater, glaciers, ice caps, rivers, lakes, important

Warm-up activity

- Ask students whether they think Earth has more water or more land. Show students a globe or map of the world and ask a volunteer to point out the areas of water.
- Have students brainstorm the places where we find water on Earth (e.g., lakes, oceans, rivers, glaciers). Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity N A 63

- Have students look at the reading passage and elicit what they think it is about. Ask questions about the topic to access what students already know.
- Play the audio and have students read along silently. Ask them to highlight any words they do not know.
- Elicit unfamiliar words students find and have them try to guess their meaning from the context. Then play the audio again for them to read along to.

Activity

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students read the given text and write the missing words. Walk around and monitor progress.

- Check that students have completed the activity correctly. Give out the answers and have students check their own or each other's answers.

Activity P

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students read the text and check *True* or *False* in the answer spaces. Walk around and monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have students check their own or each other's answers.

Extension activity

- Show students a simple diagram of the water cycle, or draw one on the board. Using simple language, explain the different ways that water changes “shape” during the cycle (e.g., *In warm weather small drops of the water in the ocean rise into the air. The small drops of water join together to make clouds.*).
- Put students into groups and give each group a large sheet of paper. Ask them to work together to draw their own picture of the water cycle and to write labels to describe what is happening. Display the pictures in the classroom.

What about you?

Objectives

- Understand the importance of conserving water
- Express personal opinions

Key words

water, use, every day

Warm-up activity

- Put students into pairs. Give them 2 minutes to think of all the things they do every day that use water. Then ask pairs to read their lists to the class.
- Praise students who make interesting suggestions even if they use their native language. Then say the English words and have students repeat.

Activity Q

- Have students look at the page and elicit what they think is the topic. Ask questions about the items to access what students already know.
- Put students into pairs or small groups and have them check the boxes for the items they agree with. Walk around and monitor progress.
- Check that students have completed the activity correctly. Have them swap books and compare each other's answers.

Activity R

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students read the text and check *Yes* or *No* in the answer spaces. Walk around and monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have students check their own or each other's answers.

Activity S

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students focus on the questions. In pairs or small groups, have students discuss and make notes for each question. Walk around to monitor progress.
- As a class, elicit answers from students. Encourage them to ask questions of their own and to discuss each other's answers.
- As an optional follow-up, set up small group research projects based on the topic. Have students produce displays to share their findings with the class.
















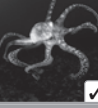
Extension activity

- Put students into groups. Explain that they are going to make a poster about water. The poster should show the uses and importance of water.
- Give each group cut-out pictures, newspapers or magazines and ask them to choose good pictures for their poster. Encourage them to also add their own drawings. Have them also write labels that describe the uses of water. Display the posters in the classroom.

Test

/10

T A 64 Listen and check (✓).

1 Yes, please. <input type="checkbox"/> No, thank you. <input checked="" type="checkbox"/>	2 Yes, please. <input checked="" type="checkbox"/> No, thank you. <input type="checkbox"/>
3 a  <input type="checkbox"/> b  <input checked="" type="checkbox"/>	4 a  <input type="checkbox"/> b  <input checked="" type="checkbox"/>
5 a  <input checked="" type="checkbox"/> b  <input type="checkbox"/>	6 a  <input checked="" type="checkbox"/> b  <input type="checkbox"/>
7 a  <input type="checkbox"/> b  <input checked="" type="checkbox"/>	8 a  <input type="checkbox"/> b  <input checked="" type="checkbox"/>
9 a  <input checked="" type="checkbox"/> b  <input type="checkbox"/>	10 a  <input type="checkbox"/> b  <input checked="" type="checkbox"/>

54

Have fun!

4

U Point, ask and answer.

Did you see that starfish?

- ☐ Did you see that ... ?
- ☐ What would you like?
- ☐ Would you like ... ?

No, I saw a crab.

1  octopus	2 	3 	4  stingray	5 
6 	7 	8 	9  jellyfish	10 
11  Gum	12  starfish	13 	14 	15 
16  dolphin	17 	18 	19 	20  sea lion

55

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Prepare two sets of Picture Cards 67–88 (one side should be blank).
- Put students into two teams and explain that they are going to play a memory game.
- Spread the cards face down on the floor and have teams take turns to send two students to turn over two cards.

- The first student to turn over a card should ask the other student *Did you see ...* (sea creature)? or *Would you like ...* (food or drink)? The second student should answer according to the picture on his/her card. If both students turn over matching cards they keep them. The team with more pairs of cards wins.

Activity T A 64

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Prepare two bags and put a selection of small word cards (vocabulary items 45–88) in each one. Give the bags to two students.
- Play some music and have the students pass the bags around. When the music stops, the students holding a bag must take out one card and make a sentence using the word or phrase on the card. If the sentence is correct, the student stays in the game. If the sentence is incorrect, the student can draw one more card and have a second attempt. If this attempt is also incorrect, the student is out of the game.
- Play the music and repeat.



Objective

Review and assess unit language through a communicative task

Warm-up activity

- Prepare two sets of Activity Cards 67–88. (You can use word cards for more able students.) Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell teams to take turns to use the chopsticks to pick up the matching picture card. The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

Activity U

- Put students into pairs. Have them focus on the task and explain how it should be done. If necessary, model the game to ensure all students are clear on what to do.
- Have students do the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs and ask them to do the task again.

Extension activity

- Put students into two teams and have them stand in two lines.
- Whisper a target question/sentence (or lines of dialogue from the story or the reading passage) to the first student in each line.
- Have students whisper the question/sentence from student to student down their line.
- The last student in the line must run to the board and write the question/sentence. Give a point for each correctly written question/sentence.