

4 Surprise

Story
A 52 Listen.

1 Many weeks passed. The family got used to their new life.
What did you draw?
I drew a bird in its nest. Look!

2 Karl was very busy.
What are you doing?
I'm making a necklace for Mom.

3 Hannah got an idea.
Hey, help me look for some feathers.
Say, "Please."
Please!

4 Karl gave his mom the present.
Hi, Mom. I made a necklace for you.
Oh, Karl! It's beautiful. Thank you.
We have something for you, too, Dad.

5 Mom and Dad were very touched.
What did you make?
We made a hat for you.
Really? Oh, we love you! Thank you so much.

Learn 1

B A 53 Listen and say.

1 win a video game

2 bring some flowers

3 sell a CD

4 hide a key

5 send some chocolate

6 cut a heart

C A 54 Listen and say.

Grammar A 55

What did you/he/she win?	
I/He/She won a video game.	
win → won	sell → sold
bring → brought	hide → hid
	send → sent
	cut → cut

Story

Objectives

- Continue the story of *The Wilson Family Adventure*
- Present Learn 1 structure in a story context

Storyline

The family gradually settle on the island and get used to their new life. One day, the children think of making something nice for their parents. Celine has drawn a picture, Karl has made a necklace and Hannah and Albert have made a hat. Their presents give Dad and Mom a great surprise.

Warm-up activity

- Have students look at the story scenes for two minutes. Then ask them to close their books and try to remember what they have seen in the pictures.
- Ask questions, e.g., *What did Celine draw? What was Karl making for his mom? What were Albert and Celine doing in the water?*, etc.

Activity A A 52

- 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., *got used to, nest, busy, necklace, feathers* and *touched*.

- Act out the dialogues and have students repeat after you. Then divide students into small groups 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 listen to the audio and read the story. Then ask them to note down the words and phrases they like in the story.
- Have each pair write a poem making use of the words and phrases they have written down, e.g.,

What did you make?

What did you make?

We made a hat for you.

Really! It's beautiful! Thank you!

What did you draw?

What did you draw?

We drew a bird in its nest.

Really? It's beautiful. Thank you!

- Invite pairs to come to the front of the class and read their poems.



Learn 1

Objectives

- Learn different activities
- Learn to ask past-tense questions about what someone did with a particular thing
- Learn to respond to questions about what someone did using verbs with object nouns

Target language

win a video game, bring some flowers, sell a CD, hide a key, send some chocolate, cut a heart

What did you/he/she **win**?

I/He/She **won a video game.**

Warm-up activity

- Put up Picture Cards 65–70 on the board. Call out an activity and have students guess and point to the correct picture.
- Then make a sentence about each activity using the past form of the verb, e.g., *Last Monday, she won a video game.*
- Have students point to the correct picture. Write the past tense of each verb under the card.

Activity B A 53

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

Activity C A 54-55

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*What did you draw? I drew a bird in its nest.*) 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

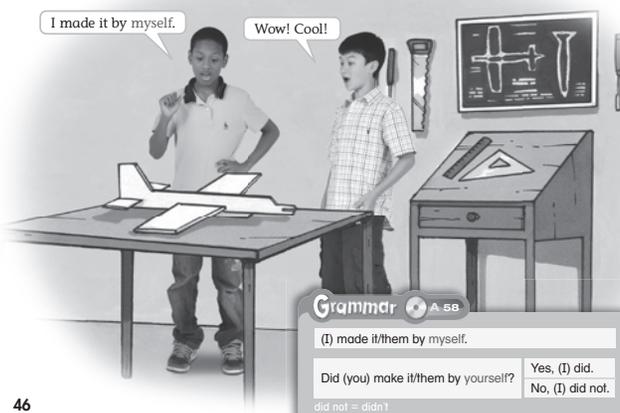
- Put Activity Cards 65–70 in an envelope. Have students sit in a circle and play some music. Have them pass the envelope around.
- Suddenly stop the music and have the student holding the envelope pull out a card, show it to the rest of the class and ask a question about it, e.g., *What did she bring to her mom?*
- The class answers, e.g., *She brought some flowers.* If the question and answer are correct, the student keeps the card. If not, he/she puts it back in the envelope.
- Continue in the same way until there are no more cards left in the envelope.

Learn 2

D A 56 Listen and say.



E A 57 Listen and say.



Grammar A 58

(I) made it/them by myself.	
Did (you) make it/them by yourself?	Yes, (I) did. No, (I) did not.

did not = didn't

46

Practice

4

F Look at the pictures. Write.

- What did he **make**?
He **made some cookies**.
- What did he **bring**?
He **brought some flowers**.
- What did he **cut**?
He **cut a star**.
- What did she **sell**?
She **sold a CD**.
- What did she **win**?
She **won a camera**.
- What did **YOU** make for someone?
I **made a cake** for my **teacher**.

Suggested answers
Students' answers can vary.

G A 59 Listen and write.

- Look! **It** made it by **itself**.
- She** wrapped it by **herself**. It's beautiful.
- Look! **We** tied them by **ourselves**.
- Amazing! **He** brought it by **himself**.
- Incredible! **They** sent them by **themselves**.
- Look, Mom! I packed it by **myself**.

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Learn 2

Objectives

- Learn reflexive pronouns
- Learn to make statements using reflexive pronouns
- Learn to ask yes/no questions using reflexive pronouns

Target language

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

(I) made it/them by **myself**.

Did (you) make it/them by **yourself**?

Yes, (I) did. / No, (I) didn't.

Warm-up activity

- Put up Picture Cards 71–78. Point to each card, say the personal pronoun, e.g., *I*, and then elicit the corresponding reflexive pronoun, e.g., *myself*.
- Have students repeat both pronouns. Continue in the same way saying the pronouns in order.
- When students become more confident, call out the personal pronouns in random order and have students call out the corresponding reflexive pronouns. Increase the pace.

Activity **D** A 56

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

Activity **E** A 57-58

- Have students focus on the dialogue presenting the target structures. (*I made it by myself. Wow! Cool!*) 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

- Give out Picture Cards 71–78 to students: *myself* and *itself* to individual students, *yourself*, *himself* and *herself* to pairs, and *ourselves*, *yourselves* and *themselves* to groups of three. Make sure that there is a boy in the “himself” pair and a girl in the “herself” pair. (For bigger classes, you may want to make more copies of the cards.)
- Have students act out their cards and think of some sentences/dialogues about them, e.g., *myself*–*Look! A fire! I made it by myself.*; *themselves*–*S1: What did you make? S2&3: We made a kite. We made it by ourselves. S1 to the class: Look! They made a kite by themselves!*
- Give out the picture cards to different students and repeat the activity.

Practice

Objective

Practice target language from Learn 1–2

Warm-up activity

- Write down bare infinitives of verbs that students already know on cards. Place them face down in a pile on a table.
- Have individual students come to the front, pick a verb, read it and say its past tense form, e.g., *sell* – *sold*. If students say the correct form, they get to keep the card. If not, have them place the card back at the bottom of the pile.
- Continue in the same way until there are no

more cards on the table. The winner is the student with the most cards.

- Repeat the game with the pronouns and reflexive pronouns.

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 in 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 59

- 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 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

- Prepare some word cards with the reflexive pronouns on them. Have students sit in a circle and give random students the cards. Play some music and have them pass the cards around.
- Stop the music and have each student holding a card make a sentence using the reflexive pronoun on that card and an activity, e.g., *She cut a star by herself.*
- If the sentence is correct, the class should repeat it, e.g., *She cut a star by herself.* If the sentence is incorrect, the class should keep silent and allow the student to try again and correct it.
- Play the music again and continue in the same way until all students have had a turn.

Learn 3

H A 60 Listen and say.

1 (bought)



wallet

2 (won)



watch

3 (found)



feather

4 (made)



necklace

5 (traded)



flashlight

6 (borrowed)



camera

7 (built)



yacht

8 (rented)

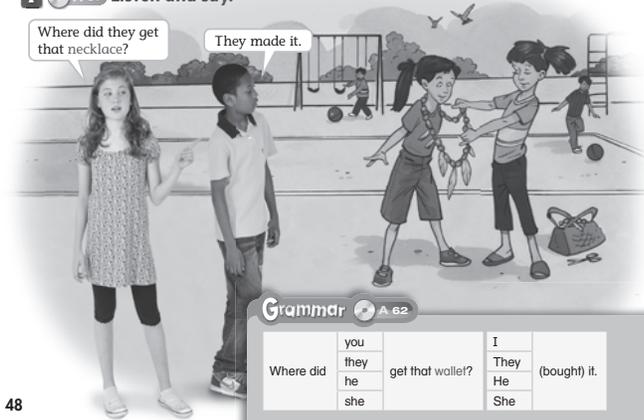


mask

I A 61 Listen and say.

Where did they get that necklace?

They made it.



Grammar A 62

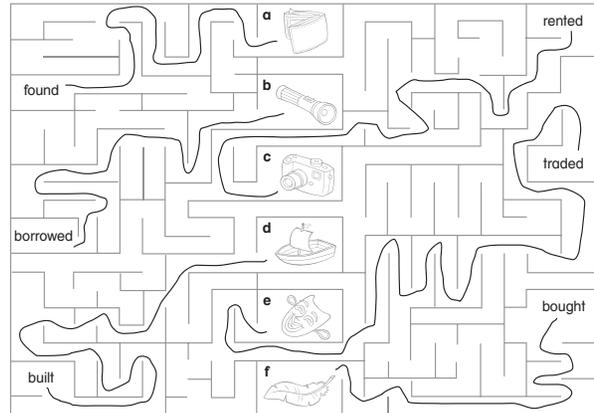
Where did	you		I	
	they	get that wallet?	They	
	he		He	(bought) it.
	she		She	

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Practice

4

J Do the maze. Then look and write.



- a Where did you get that wallet? I found it.
 b Where did you get that flashlight? I borrowed it.
 c Where did you get that camera? I rented it.
 d Where did you get that yacht? I built it.
 e Where did you get that mask? I traded it.
 f Where did you get that feather? I bought it.

K A 63 Look above. Listen and write.

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

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Learn 3

Objectives

- Learn names of objects
- Learn to ask past-tense questions about how someone got an object
- Learn to talk about an object using appropriate verbs in past tense

Target language

wallet, watch, feather, necklace, flashlight, camera, yacht, mask

Where did you/they/he/she get that **wallet**?
 I/They/He/She (bought) it.

Warm-up activity

- Show Picture Cards 79–86, name each one and have students repeat.
- Have students close their eyes and hide the picture cards around the classroom.
- Have students walk around the room and look for the picture cards. After a student has found a card, ask, e.g., *Where did you get that watch?* Have the student say, *I found it.*

Activity **H** A 60

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

Activity **I** A 61-62

- Have students focus on the dialogue presenting the target structures. (*Where did they get that necklace? They made it.*) 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

- Have each student draw one of the eight objects on a card.
- Divide students into two groups and have them make an inside and outside circle. Have them hold their cards.
- Play some music and have the circles move in different direction. Suddenly stop the music. Each student in the inner circle looks at the card of the student who is standing opposite him/her in the outer circle and asks, e.g., *Where did you get that camera?* The student in the outer circle replies, using a verb of his/her own choice, e.g., *I borrowed it.* Then they switch roles.
- Continue in the same way. Have students use different verbs each time the music stops.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Have students stand in a circle. Hold a ball and stand in the middle of the circle.
- Say the bare infinitive of a verb, e.g., *build*, throw the ball to a student and have him/her say the past tense, e.g., *built*. Then the student throws the ball back to you.
- If the verb is correct, the student can stay in the circle. If not, he/she sits down.
- Continue in the same way until most students are sitting down. Vary by having students take on the role of the teacher.

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 pictures and follow the path to find the correct text in the maze. Then have them write in the missing text. Walk around and monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.

Activity K A 63

- 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, have students look at the pictures in the previous activity, and write the correct answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.

Extension activity

- Have students draw different items that belong to their family members on separate pieces of paper. They should also try to remember if they made, built, bought, borrowed, traded or won each item. Have them write the verbs on the back of each piece of paper. Encourage students to use different verbs, not just bought or made.
- Invite individual students to come to the front and show each picture, e.g., *This is my dad's watch.* Have the class ask, e.g., *Where did he get it?* The student should answer, e.g., *He made it by himself. / He won it.*
- Alternatively, ask the class to guess how they obtained that object, e.g., *Did he buy it? / Did he win it?* Give a point to the first student to make the correct guess.



Story

Objectives

- Continue the story of *The Wilson Family Adventure*
- Consolidate language from Learn 1–3

Storyline

The Wilson children try out different activities. They learn to make a trap and Karl thinks of a clever way of catching crabs. Finally, they are able to catch a huge crab. Mom and Dad are very proud of their children and the family enjoyed a nice dinner eating the crab.

Warm-up activity

- Divide students into groups. Ask each group to think of the best way to catch crabs.
- Give each group a piece of paper and have them draw simple pictures of their crabbing method, e.g., with a long-handled net, by a line or string, or with a crab trap. Encourage students to be creative.
- Invite groups to come to the front of the class and show their pictures. Encourage them to explain or act out their crabbing methods.

Activity **L** **A 64**

- 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., *missed, trap, huge, proud* and *yummy*.

- Act out the dialogues and have students repeat after you. Then divide students into small groups 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

- Write or type the story on a piece of paper, and make a copy for each pair of students. Then cut them up into single sentences.
- Put students into pairs and have them put the sentences into the correct sequence. Play the audio and have students check if they have arranged them correctly.
- Praise the quickest and most accurate pair.

Practice

Objectives

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

Warm-up activity

- Put up the story poster on the board. Use strips of paper to cover up the speech bubbles or part of the sentences in the bubbles. Ask students to guess what is being said.
- If students find it hard to guess the words, show a little more of the sentence until they are finally able to guess.

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

- Divide students into groups of six and assign roles from the unit story to students. Students who are left out of the groups could read the narrator's lines.
- Play the audio and have them repeat their assigned lines. Then have them practice the dialogue on their own. Encourage them to be expressive and creative, and use emotion and gestures.
- When groups are confident, have them perform the story in front of the class.

Reading

N **A 65** Listen and read.



Jewelry and crafts

This woman is making a basket. She is from the Matsés tribe. The Matsés tribe lives in Peru, near the Amazon River. The people in this tribe make beautiful baskets from leaves.

Other tribes make jewelry. This man is from the Kayapo tribe. The Kayapo tribe lives in Brazil. The necklace is made of seashells. The headdress is made of colorful bird feathers.

The Ticuna tribe makes masks. Some Ticuna masks are made of wood. First, they cut the wood to make the mask. Then, they paint it with many colors. Some masks look like animals.



Read and write.

- The Matsés tribe makes baskets from leaves.
- The Kayapo tribe makes necklaces from seashells.
- The Ticuna tribe makes masks from wood.

Answer the questions.

- What things do you like to make by yourself?
I like to make birthday cards.
- What special things do people make in your country?
People in my country make masks from paper.

Suggested answers
Students' answers can vary

What about you?

Read and check (✓).

What are some good reasons to give someone a gift?



- | | |
|---|--|
| <input checked="" type="checkbox"/> to say "Thank you" | <input checked="" type="checkbox"/> to say "I'm sorry" |
| <input checked="" type="checkbox"/> to say "I love you" | <input checked="" type="checkbox"/> to say "I'm happy to know you" |
| <input checked="" type="checkbox"/> to make someone happy | <input checked="" type="checkbox"/> because someone did a good job |

Write.

- What gift have you made by yourself before?
I made a necklace.
- Who did you give it to?
I gave it to my mom.

Write.

It's your best friend's birthday. What gift can you make to give to him or her?
I can make a birthday cake.

Suggested answers
Students' answers can vary

Reading

Objective

Develop reading comprehension skills

Key words

jewelry, crafts, tribe, Peru, Amazon River, Brazil, headdress

Warm-up activity

- Have students look at the pictures on the page and quickly read the reading passage. Give them a minute.
- Have students close their books and tell you the things or the words they can remember, e.g., *map of South America, a woman making a basket, Peru, tribe, leaves*, etc.
- Write the words on the board. Explain or translate the words students don't know.

Activity N A 65

- 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 in the missing text. Walk around and monitor progress.

- 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 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.

Extension activity

- Put students into pairs, and have them face each other across the classroom.
- Assign a paragraph to each student. Have students dictate it to their partners. Encourage them to interrupt for spelling, clarification or repetition. Monitor students as the classroom can get very noisy.
- The winner is the pair of students who got all (or the most) of the two paragraphs down on paper the fastest.

What about you?

Objectives

- Understand social practices of sending gifts
- Express personal opinions

Key words

gift, make someone happy, did a good job

Warm-up activity

- Have students sit in a circle. Student 1 names a gift he/she has received, e.g., *book*. Student 2 repeats the word and adds another gift, e.g., *book, video game*. Student 3 repeats the two gifts and adds a third one, e.g., *book, video game, necklace*.
- Have students continue in the same way until the list is too long to remember or they run out of gifts. Make sure they don't repeat the words.

Activity Q

- Have students look at the page and elicit what they think the topic is. 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 to 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 question and write their own answers—they can use their answers from Activity Q to help them.
- Check that students have completed the activity correctly. Have them swap books and compare each other's answers. Encourage them to read out their answer to their partners.

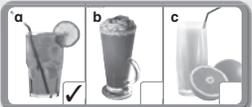
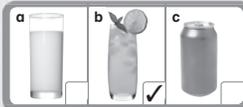
Activity S

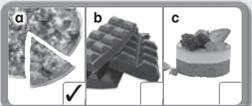
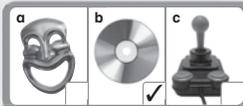
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students read the question and write their own answers—they can use their answers from Activity Q and R to help them.
- Check that students have completed the activity correctly. Have them swap books and compare each other's answers. Encourage them to read out their answer to their partners.

Extension activity

- Have students think of a gift they gave to a family member or a friend.
- Invite individual students to come to the front and start drawing the object line by line. Have the class make a guess each time the student draws a line. Once they make the correct guess, have the class ask the student questions about the object, e.g., *Where did you get it from? Who did you give it to? Why did you give it to him/her?*

T A.66 Listen and check (✓) or write.

1  2 

3  4 

- 5 Where did you get that watch? I traded it.
 6 Where did you get that necklace? I found it.
 7 Did he make it by himself?
 8 Did she make it by herself?
 9 Did they make them by themselves?
 10 Did you make them by yourselves?

U A.67 Listen and number.

a  6 b  3 c  1

d  4 e  2 f  5

Have fun!

V Play the game.

Shark Attack!

Question key

1 and 4 : What did you ...?
 2 and 5 : Where did you get that ...?
 3 and 6 : Did you make it by yourself?

rent, trade, hide, win, No, I didn't., Yes, I did., Yes, I did., No, I didn't., made, found, sell, cut

How to play (two players):

- One player is the swimmer, and the other player is the shark.
- Roll a die. The player with the lower number asks the first question.
- Take turns asking and answering. Move one step for each correct answer.
- The swimmer wins if he reaches land first. The shark wins if he reaches the swimmer first.

Test

Objectives

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

Warm-up activity

- Put up Picture Cards 65–86 on the board.
- Put students into small groups and give each group a balloon. Groups try to keep the balloon up in the air. Each time the balloon touches a student, that student has to make a sentence with the words/phrases on one of the cards.
- If the sentence is correct, remove the card. If not, keep the card on the board.

Activity T A 66

- 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 draw a check in the correct answer spaces or write in the missing text.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.

Activity U A 67

- 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 number the items.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.

- Have students write their overall score for both parts of the test at the top of the page.

Extension activity

- Make some verb cards with bare infinitives on them, e.g., *make, build, cut, wrap, tie, bring, send, pack*, etc. Make sure you can use these verbs with reflexive pronouns.
- Have students sit in a circle. Place the verb cards and Picture Cards 71–78 (with the word sides showing) in the middle of the circle.
- Point to a verb card and pronoun card. Have Student 1 make a statement using the past tense of the verb, the pronoun and adding an object, e.g., *I built a sandcastle by myself*.
- Turn over the pronoun card, e.g., *myself*, and point to a different pronoun, e.g., *themselves*. Student 2 repeats the statement using that pronoun, e.g., *They built a sandcastle by themselves*.
- If the statement is not correct, keep the pronoun card face up. Continue in the same way until all pronoun cards are face down. Then choose another verb and start again.

Have fun!

Objective

Review and assess unit language through a communicative game

Warm-up activity

- Have students stand in two lines. Whisper a sentence to Student 1 in each line, e.g., *I drew a heart for you*. On the count of three, have students whisper the sentence to Student 2 who whispers it to Student 3, and so on.
- Have the last student in each line say, e.g., *(A heart) for me? Thank you!* or *(A heart!) Really? Thank you very much!* or *Wow! (A heart!) Cool. Thanks*. If he/she gives the appropriate response, he/she wins a point for his/her team.
- The winner is the team with more points.

Activity V

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

Extension activity

- Have each student think of five things (words, dialogues, story, interesting facts, etc.) they learned in Unit 4. They can draw pictures or write the words on pieces of paper.
- Divide students into groups and have them share the things they learned with the other students.
- Have groups come to the front and share with the whole class.