

4 Finding the treasure

Story

A A 53 Listen.

1 Jon and Elena quietly went inside the pyramid.



Look at all that treasure!

2 The hallway ended at a big room. The door was open.



3 Elena had an idea.

I'll get his attention and you push him into the room!



4 The thief was surprised to see Elena.



44

Learn 1

B A 54 Listen and say.

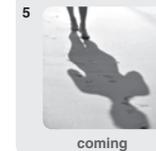
(hear)



(smell)



(see)



C A 55 Listen and say.

Grammar A 56

I (hear) something.	
Me, too.	Someone is laughing.
	Something is beeping.
I do not (hear) anything.	
Someone is = Someone's	
Something is = Something's	

45

Story

Objectives

- Continue the story of *Jon and the Treasure Key*
- Present Learn 1 structure in a story context

Storyline

Jon and Elena quietly went inside the pyramid and saw one of the thieves guarding the door to the treasure. Elena went up to the thief and surprised him. Distracted by Elena, the thief didn't notice Jon coming up behind him.

Warm-up activity

- With their books closed, have students recap what happened in the last episode of the story on pp. 38 and 39. Ask them to briefly share their predictions about what might happen next and write their ideas on the board.
- Do a quick poll to find out which idea is the most popular. Turn to p. 44 to find out who guessed correctly.

Activity A A 53

- 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., *hallway*, *guarding*, *attention* and *surprised*.

- 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 the story poster on the board and cover the speech bubbles with pieces of paper.
- Have students close their books and work in pairs for a few minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair.

Learn 1

Objectives

- Learn names of actions
- Learn to make statements about an action

Target language

laughing, baking, coming
beeping, burning, flashing

I (hear) something.

Me, too. Someone's **laughing**. / Me, too.

Something's beeping.

I don't (hear) anything.

Warm-up activity

- Prepare a picture card of a cake or other familiar food that smells good. Put the card face down on a desk. Sniff the air and say, *Mmm! I smell something*. Pretend to hunt for the source of the smell. Then hold up the picture card and say, *Someone's baking/cooking*.
- Ask a volunteer to go outside the classroom and knock on the door. Say, *Shh! I hear something*. *Someone's knocking*. Have students repeat.
- Ask for volunteer pairs to produce different noises (e.g., snoring, tapping on desk, whistling, etc.) and practice the target structures in front of the class.

Activity B A 54

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

Activity C A 55-56

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*I hear something. Me, too. Someone's whistling.*) 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

- Place Picture Cards 69–74, along with picture cards of other familiar actions that can be heard, smelled or seen, in visible places around the classroom.
- Play some music and have students move around the class. When the music stops, students should pair up with the person closest to them and take turns to say *I hear/smell/see something. Someone's ...*. Their partner should try to find and point to the corresponding card and respond with *Me, too.* or *I don't hear/smell/see anything*.
- Repeat until most students have had a chance to work with each other.

Learn 2

D A 57 Listen and say.

1 (heard)



wonderful music

2 (watched)



exciting movie

3 (played)



confusing game

4 (seen)



beautiful picture

5 (eaten)



delicious pie

6 (read)



interesting book

E A 58 Listen and say.

This is the most exciting movie I've ever watched!



Grammar A 59

This is the most wonderful music I have ever (heard).
I have = I've

46

Practice

4

F Look and write.

1



I hear something _____.

Me, too. Something's beeping.

2



I smell something _____.

Me, too. Someone's baking.

3



I see something _____.

Me, too. Something's flashing.

4



This is the most interesting book _____ I've ever read.

5



This is the most delicious pie I've ever eaten _____.

G A 60 Listen and check (✓).

1



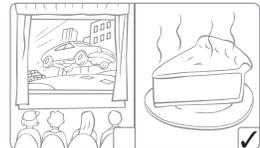
2



3



4



47

Learn 2

Objectives

- Learn adjective phrases
- Learn to make statements using adjectives in the superlative form

Target language

wonderful music, exciting movie, confusing game, beautiful picture, delicious pie, interesting book

This is the most **wonderful music** I've ever (heard).

Warm-up activity

- Prepare a selection of picture cards of familiar objects (e.g., a DVD, a cat, a book, etc).
- One by one, show the cards to students and say *This is the most ... I've ever ...* (e.g., *This is the most beautiful cat I've ever seen.* or *This is the most boring book I've ever read.*). Have students repeat.
- Have volunteers come to the front, pick a card and practice the target structure.

Activity D A 57

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

Activity E A 58-59

- Have students focus on the dialogue presenting the target structure. (*This is the most exciting movie I've ever watched!*) 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 its construction. Have students follow. Then read out the target structure again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- 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 say one sentence using the target structure, e.g., *This is the most exciting book I've ever read.*
- Repeat until most students have had a chance to work with each other.

Practice

Objective

Practice target language from Learn 1–2

Warm-up activity

- Write a list of the six adjective phrases 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 stick the corresponding picture card next to each word.

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 words.

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

Activity **G** **A 60**

- 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 draw a check in the correct answer spaces.
- 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

- Put students into two or three even-numbered groups and tell each group to form two teams. Give each group two sets of Activity Cards 69–80. Explain that they are going to play a memory game.
- Have students spread the cards face down on a desk. Explain that within their groups, each team should take turns to have two students turn over two cards. The first student to turn over a card should say *I hear/smell/see someone/something ...* or *This the most ... I've ever...* . 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 the most pairs of cards wins.

Learn 3

H A 61 Listen and say.

<p>(saddest)</p> <p>1 losing (my) MP3 player</p>	<p>2 giving (my) dog away</p>	<p>(angriest)</p> <p>3 losing the basketball game</p>	<p>4 failing (my) final test</p>
<p>(happiest)</p> <p>5 winning first place at the science fair</p>	<p>6 getting a perfect score on (my) math test</p>	<p>(scariest)</p> <p>7 listening to ghost stories at camp</p>	<p>8 riding a roller coaster</p>

I A 62 Listen and say.

What was the happiest moment of your life?
It was getting a perfect score on my math test.

Was riding a roller coaster the scariest moment of your life?
Yes, it was.

Grammar A 63

What was the (saddest) moment of your life?	sad → sadder → saddest
It was losing my MP3 player.	angry → angrier → angriest
Was losing your MP3 player the (saddest) moment of your life?	happy → happier → happiest
Yes, it was.	scary → scarier → scariest
No, it was giving my dog away.	

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Practice

4

J Write the questions and answers.

- scariest / ghost stories
What was the scariest moment of your life?
It was listening to ghost stories at camp.
- happiest / science fair
What was the happiest moment of your life?
It was winning first place at the science fair.
- saddest / dog
What was the saddest moment of your life?
It was giving my dog away.
- angriest / final test
What was the angriest moment of your life?
It was failing my final test.

K A 64 Listen and match.

1	2	3	4
a	b	c	d

49

Learn 3

Objectives

- Learn gerunds
- Learn to form superlative adjectives
- Learn to ask past-tense questions using superlative adjectives
- Learn to respond to past-tense questions using gerunds

Target language

losing (my) MP3 player, giving (my) dog away, losing the basketball game, failing (my) final test, winning first place at the science fair, getting a perfect score on (my) math test, listening to ghost stories at camp, riding a roller coaster

What was the (saddest) moment of your life?
It was **losing (my) MP3 player**.

Was **losing (your) MP3 player** the (saddest) moment of your life?
Yes, it was. / No, it was **giving (my) dog away**.

Warm-up activity

- Prepare some photographs that show you at different happy occasions.
- Show the photographs to the class and describe them using the structure *The happiest/most exciting moment of my life was ...* (e.g., *graduating from university, visiting the Taj Mahal*, etc.).
- Ask volunteers to tell you about the happiest moment of their lives.

Activity H A 61

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

Activity I A 62-63

- Have students focus on the dialogues presenting the target structures. (*What was the happiest moment of your life? It was getting a perfect score on my math test. Was riding a roller coaster the scariest moment of your life? Yes, it was.*) 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 students a piece of paper and ask them to first write *angriest* and something that made them angry, then *funniest* and something that made them laugh. Have them fold up their completed papers and put them into separate bags, one for *angriest* and the other for *funniest*.
- Put students into pairs. Have each student take a piece of paper from either bag. Have pairs take turns to ask each other questions about the angriest and funniest moments of their lives using the target structures they have learned. Remind them to answer according to what is written on their piece of paper.
- After a few minutes have pairs swap partners and continue asking each other questions.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Put students into two teams. Have them stand in two lines in front of the board.
- One by one, show Picture Cards 69–88 and ask the first member of each team to write the word or phrase on the board. The first student to write it correctly moves to the end of the line. The other student is out. The team whose members stay in the game the longest wins.

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 read the text clues and write the questions and answers. 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 K A 64

- 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 match the 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

- Give students each a worksheet with a large table with three columns and nine rows. With the whole class, have students fill in the first row with the headings: *Name*, *Happiest moment*, *Scariest moment*. Then have them fill in 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 fill in the second and third column next to the first four names and Team B fill in the second and third 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 using the target structures, *What was the happiest/scariest moment of ...'s life?* or *Was ... the happiest/scariest moment of ...'s life?*



Story

Objectives

- Continue the story of *Jon and the Treasure Key*
- Consolidate language from Learn 1–3

Storyline

Jon pushed the thief into the treasure room, while Elena quickly shut the door and locked it. Scared but relieved, they decided to head back to camp.

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 65**

- 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., *What's going on?* and *Whew!*

- 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 and explain that they are going to play the roles of the two thieves.
- Have them look back at pp. 18 and 19, 24 and 25, 32 and 33, 38 and 39, 44 and 45, and 50 and 51 again and imagine what the thieves are doing, thinking and saying. Ask them to also think about what the thieves will do to try and escape from the treasure room.
- Give pairs time to work on their ideas and rehearse a short scene before asking them to present to the class.

Practice

Objectives

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

Warm-up activity

Put students into pairs. Tell them to look at the pictures on pp. 50 and 51. Give them 20 seconds to write down as many things as they can see in the pictures as possible. The pair who writes the most words correctly wins.

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 groups. Have them imagine that they are Elena. Write the following prompt questions on the board to help them get in character: *What is Elena like? Is she brave, kind, helpful, cheerful? How does she feel about Jon, the thieves, the adventure with Jon?*
- Tell students that they are going to write the conversation that Elena has with her mother when she gets back to camp. The conversation should describe how she met Jon and the adventure they had today. Have students look back at all the story pages in Units 2–4. Write prompt questions on the board to help them, e.g., *How did my day start? How did I meet Jon? What is Jon like? What happened?*
- Give groups time to work on their ideas before asking them to write up their conversations. Have them swap work with other groups for peer editing. Then have them present their work to the class.

Reading

N A 66 Listen and read.

World records

Do you dream of setting a world record? Would you like to be the person who runs the fastest or eats the most cake in a minute? Today there are all kinds of world records and they are set by all kinds of people.

Imagine if you could run as fast as the wind. Usain Bolt of Jamaica can. He set a new world record in the 2008 Olympics. He ran the 100-meter dash in 9.69 seconds. That's fast!



Can you lift a car, pull a truck or lift a 160 kg stone? Mariusz Pudzianowski can. He won the World's Strongest Man contest five times!

Professional athletes don't set all the world records. Regular people set records, too!

In 2009, Joey Chestnut set a new world record by eating 68 hot dogs in 10 minutes. That's a lot!



O Read and check (✓).

- Usain Bolt ran the 100-meter dash in 9.69 seconds.
- Only professional athletes can set world records.
- Joey Chestnut ate 68 hot dogs in 10 minutes.

True False

- | | |
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |

P Read and write.

- A person who runs the fastest or eats the most cake can set a world record.
- Mariusz Pudzianowski can pull a truck or lift a 160 kg stone.
- World records are set by all kinds of people, not just professional athletes.

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What about you?

Q Read and write.

You can set a record by doing anything. Try these activities and write down the results. What's your record?

- How many hops can you do in a minute?

50 hops



- How long can you stand on one leg and touch your nose?

10 seconds



- How many words can you spell in a minute?

15 words



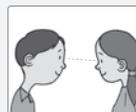
- How fast can you read?

60 words per minute



- How long can you stare without blinking?

20 seconds



- How long can you keep a balloon in the air using only your head?

2 minutes



R Answer the questions.

- Which activities did you do well in? Hopping.
- What kind of world record would you like to set? Eating the most ice cream.



Suggested answers
Students' answers can vary

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Reading

Objective

Develop reading comprehension skills

Key words

world records, runs the fastest, eats the most cake, Olympics, World's Strongest Man contest

Warm-up activity

- Write *fastest, slowest, tallest, smallest, biggest* and *oldest* on the board. Prompt students to discuss record breakers and tell you what they know about the fastest/slowest/tallest animals/people/buildings, etc. in the world.
- Praise students who make suggestions even if they say them in their native language. Then say the English words and have students repeat.

Activity N A 66

- 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 O

- 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.
- 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 given text and write in 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.

Extension activity

- Make enlarged copies of the reading passage and cut the sentences into individual strips.
- Put students into small groups. Give each group one copy of the cut-up passage.
- Have students work together in their groups to put the strips back into the correct order without looking at their books.

What about you?

Objectives

- Understand how world records are set
- Express personal opinions

Key words

record, doing, activities

Warm-up activity

- Write *What are you good at? Could you be a record breaker?* on the board.
- Say, *I am good at standing on one leg with my hands on my head. Are you?* Have the class compete to see who "loses" by taking their hands from their head or putting their foot down first.
- Put students into groups. Give them 5 minutes to think of unusual things that they are good at. Encourage them to use their imagination and think of original and amusing ideas.
- Have students share their ideas with the class.

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 and have them do the activity. One student should do the action, while the other observes and make notes; have them take turns.
- Have students 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 focus on the questions. In pairs or small groups, have students discuss and make notes for each question.
- 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

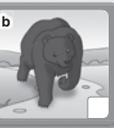
- Put students into groups as in the warm-up activity. Tell them to pick one of the unusual ideas they had earlier and compete as a group to see who is best. Ask them to also record the time for each member of the group.
- Have the best person from each group compete to find the best in the class at each activity.
- Tell students that they are now going to do a survey to combine the information that they have just collected with the information collected in the *What about You?* exercise.
- Allocate two or three individual activities to each group, as necessary, and make them each responsible for collating the information and turning it into simple graphs or charts.
- Have groups present their information and find out who the "record breaker" is for each activity, as well as the overall class record breaker.

Test

S **A 67** Listen and check (✓) or write.

1 **a**  **b**  ✓

2 **a**  ✓ **b** 

3 **a**  ✓ **b** 

4 **a**  ✓ **b** 

5 The most wonderful music. 6 The most interesting book.

7 The most exciting movie. 8 The most delicious pie.

9 It was losing my MP3 player. 10 It was losing the basketball game.

T **A 68** Listen and number.

a  1 **b**  4 **c**  6

d  3 **e**  5 **f**  2

Have fun!

U Play the game.

- I ... something. Me, too. ...
- This is the most ... I've ever ...
- What was the ... moment of your life?




Test

Objectives

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

Warm-up activity

- Prepare two sets of Activity Cards 45–88. (You can use word cards for more able students.) Put students into two teams. Give each team an identical set of cards and a pair of chopsticks.
- Say a word or phrase out loud. Tell teams to take turns using 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 more points wins.

Activity S **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 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 T **A 68**

- 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 them 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

- Prepare two bags and put a selection of small word cards for the vocabulary items learned in Units 3 and 4 in each one. Give the bags to two students.
- Play some music and have 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 game

Warm-up activity

- Divide the students into small teams. Have each team form a circle and have students hold hands.
- Give each team a balloon. Teams should keep the balloon in the air and at the same time repeat *Do you see something?* If the balloon touches a part of someone's body, they should shout out *Yes, I see someone ...* (doing an action).

Activity U

- Have students focus on the task and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Put students into pairs and have them 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

- Put students into two teams and have them stand in two lines.
- Whisper a target sentence to the first student in each line.
- Have students whisper the sentence from student to student down their line.
- The last student in each line must run to the board and write what he/she heard as accurately as possible. Give a point for each correctly written question/sentence.
- Repeat until all students have had a chance to write something on the board. The team with more correct sentences wins.