

Into the Future

Overview

The children will:

- use critical thinking skills to identify city and environment vocabulary.
- talk about life in the future using *will/won't*.
- read and understand a story about memory and computers.
- ask about the future.
- find out about houses of the future.
- write their own description of a future school.



Literacy Development

- use reading skills to understand and predict content
- relate story theme to personal experience
- use relative clauses with *who/where/that*



Functional Language

- What's the matter?
- I'm worried about ... tomorrow.
- Good luck! I'm sure you'll ...

Spelling

Suffixes *-able* and *-less*

CLIL: Science—Future living

The children find out about houses of the future.

Key Vocabulary

Cities: area, bike path, building, downtown, pollution, sidewalk, traffic, tram, village, wildlife

Technology: driverless, gadgets, rechargeable batteries, recyclable, solar panels, touch screen controls, wind turbines, wireless

Key Grammar

Future: *will/won't*

- In the future, everyone will travel by bike or tram / you won't need a car.

Future: *will* questions

- Will we drive cars?
- Yes, we will. / No, we won't.
- What will people wear?

Reading Skills

Story: *The Memory Bank*

Genre: science fiction story



Competency Focus

The children will:



use critical thinking skills to deduce the meaning of new vocabulary. (Lesson 1)
predict the content of a story. (Lesson 3)



activate new vocabulary and apply new grammar knowledge. (Lesson 2)
apply new grammar rules in a familiar context. (Lesson 5)



work in pairs to act out a dialogue. (Lesson 3)
work in pairs to talk about their predictions. (Lesson 6)



relate the story theme to their personal experience. (Lesson 4)
invent and write their own description of a school in the future. (Lesson 8)
evaluate their own progress in the chapter. (Review)



research technology for the home in the future. (Lesson 7)

Digital Overview

Presentation Kit

Projectable Student Book, Activity Book, and Reader pages

- Vocabulary Tool 9A: Cities
- Vocabulary Tool 9B: Technology
- Oral Storytelling Video 9: *The Strawberry—a Modern Myth*
- Interactive versions of selected SB and AB activities
- Integrated Audio and Answer Key for all activities

Teacher's Resource Center

Resources for planning, lesson delivery, and homework

- Class Planner Chapter 9
- Worksheets to print out (including notes and answers):
 - Grammar Worksheet 9A: Future: *will/won't*
 - Grammar Worksheet 9B: Future: *will* questions
 - Oral Storytelling Video Worksheet 9: *The Strawberry—a Modern Myth*
 - CLIL Graphic Organizer 9
 - Test Chapter 9 and End-of-year Test
- Test Generator

- Speaking Assessment: CEYL
- Literacy Handbook

Student's Resource Center

Resources for consolidation and practice at home

- Interactive Grammar 9A: Future: *will/won't*
- Interactive Grammar 9B: Future: *will* questions
- Vocabulary Tool 9A: Cities
- Vocabulary Tool 9B: Technology
- Oral Storytelling Video 9: *The Strawberry—a Modern Myth*

Student's App

Vocabulary games: Cities and Technology

Watch the Oral Storytelling Video



Vocabulary

Lesson objectives: identify and use city/environment vocabulary

Key vocabulary: area, bike path, building, downtown, pollution, sidewalk, traffic, tram, village, wildlife

Materials: Class CD

Chapter 9 Into the Future Lesson 1

1 Listen and check (✓) the things that are in this eco town.

SUN CITY

GREENFIELDS

1 buildings 2 pollution 3 downtown 4 traffic 5 sidewalk
6 village 7 wildlife 8 bike path 9 area

10 Listen again and write the words below the clues.

1 A shop, a house or an office. building

2 It's the center of the city. downtown

3 It's a part of a town. area

4 Plants and birds are wildlife.

5 This is dirty air. pollution

6 This is a small town. village

7 Cars, buses, trucks, etc. traffic

8 This is like an electric bus. tram

9 It's a small road for bikes. bike path

10 This is a road for people to walk on. sidewalk

Answers: buildings, pollution, downtown, traffic, sidewalk, village, wildlife, tram, bike path, area

Boy: No, there aren't. Look—people live in these apartments in villages around the city.

Girl: Where are all the cars?

Boy: There aren't any cars. There isn't much traffic, only buses and trams that carry a lot of people. Trams are like electric buses. And there are a lot of bike paths so you don't have to ride your bike on the road. Look at these amazing sidewalks. They're high up in the sky above your head. It's really safe to walk around this city.

Girl: So, is this the city of the future?

Boy: No. This city is being built now, in China!

Answers

✓ by: buildings, trams, bike paths, sidewalks, trees

2))) 2.23 Listen again and write the words below the clues.

- Ask the children to look at the first clue and study the words supplied.
- Play the CD again. The children listen and write the word for each definition. Elicit answers.

Answers

1 building 2 downtown 3 area 4 wildlife 5 pollution
6 village 7 traffic 8 tram 9 bike path 10 sidewalk

Optional activity: Play "Back to the Board"

Play the game using new vocabulary introduced in this lesson (see Games Bank p. 222).

Warmer: Brainstorm town vocabulary

Have the children think of ten places in their own town or where they live, e.g. *shopping mall, school, park*, etc. Have them raise their hand when they have a list of ten places. Choose a child to read out their list. Remind the children that *green* means *eco-friendly*. Ask *Is your town green? What makes it green?*

1))) 2.23 Listen and check (✓) the things that are in this eco town.

- Ask the children to look carefully at the places in the picture and read the words supplied.
- Play the CD. They check the places in the eco town. Elicit answers. Whenever you elicit answers, remember to check with the class to see if they agree.
- Play the CD again and ask them to say where the city is and if it exists already. (*The city is being built now in China.*)

Audioscript

Boy: Wow! Look at this place. This city looks great. Look at the buildings downtown. This city has a lot of different areas. That's the business area. The buildings are very tall and have offices in them. And there are a lot of green areas for wildlife where you can see plants and birds. Everywhere looks beautiful and the air isn't dirty. It's clean because there are so many trees. There isn't any pollution.

Girl: Are there any houses?

Chapter 9 Into the Future Lesson 1

1 Unscramble and write the words.

SUN CITY

GREENFIELDS

1 buildings 2 pollution 3 downtown 4 traffic 5 sidewalk
6 village 7 wildlife 8 bike path 9 area

2 Write true or false.

1 A tram uses electricity to move. true

2 A town isn't as big as a village. false

3 Pollution makes the air very clean. false

4 There's more traffic in a city than in a village. true

5 There's usually more wildlife in natural areas. true

3 Circle the words in Activity 1 that describe where you live. Tell a friend.

There's too much traffic. it's a very pretty village.

4 Choose a way to categorize the new words in your notebook.

1 Unscramble and write the words.

The children unscramble and write the labels. Elicit answers.

Answers

1 buildings 2 pollution 3 downtown 4 traffic 5 sidewalk
6 village 7 wildlife 8 bike path 9 area

2 Write true or false.

Read out the first sentence and elicit why it is true. (*Trams are electric.*) The children write *true* or *false* for the other sentences. Elicit answers, including the correct version of the false sentences.

Answers

1 true 2 false 3 false 4 true 5 true

3 Circle the words in Activity 1 that describe where you live. Tell a friend.

The children think about their own town or village and circle the appropriate words in Activity 1. They then discuss where they live with a friend.

4 Choose a way to categorize the new words in your notebook.

Have the children brainstorm appropriate categories in pairs. Prompt as necessary, e.g. *country/city/both, transportation/places/other, alphabetical order*. The children choose the best categories for them and list the words in their notebook.

Answers

Children's own answers.

Cooler: Play "Ready, Set, Draw"

Play the game using vocabulary from the lesson (see Games Bank p. 222).

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to understand the new vocabulary by using visual clues and processing the written and spoken forms.

Presentation Kit • Use Vocabulary Tool 9A to pre-teach key vocabulary. Use *Slideshow* to introduce the words and *Distort* to review/test.

• Play "Kim's Game." Use *Spotlight* on each key item pictured in SB Activity 1 to elicit the word. Divide the class into teams. Use *Stopwatch* to give them one minute to memorize the items, then one minute to recall them. Repeat several times.

• **TIP** Use the arrow in the Audio pop-up window to see the Audioscript for SB Activity 1.

Grammar

Lesson objective: talk about the town of the future

Key grammar: future—statements

Secondary language: *business, transportation, entire*

Materials: Class CD; Grammar Worksheet 9A [TRC printout] (optional)

Lesson 2

1 Listen and read. Which town do you think should win the competition?

Competition Entry A

Competition Entry B

2 Write the letter of the town.

- There won't be a school.
- People will live downtown.
- There won't be any tall buildings.
- There will be moving sidewalks.
- Children will have to go to school.
- People will ride bikes everywhere.
- You will be able to see a lot of wildlife.

3 Talk to a friend. Imagine a future town.

There will / won't be ... You will / won't ...
People will / won't ... Children will / won't ...

in my future town there will be flying cars.
you won't be able to drive in my town.

Grammar Central

Future: will / won't
In the future ...
everyone ... travel by bike or train.
you ... need a car.

Warmer: Play "Bingo"

Play the game using vocabulary from Lesson 1 (see Games Bank p. 222).

1))) 2.24 Listen and read. Which town do you think should win the competition?

- Tell the children they are going to judge a competition. Ask them to look at the two pictures and describe the towns.
- Play the CD twice. The children listen and read along. Ask *Who should win? Why?*

Answers

Children's own answers.

2 Write the letter of the town.

- Have the children read the texts again and underline the verbs *will* and *won't*. Then ask them to read the sentences and identify the town described each time, writing A or B. Elicit answers.

Answers

1 A 2 B 3 B 4 A 5 B 6 B 7 A

Grammar Central

Future: will / won't

Have the children complete the grammar examples. Elicit answers. Elicit rules for using the future forms (*will/won't* + verb). They write a positive and a negative example in their notebook. See also the **Grammar Reference** sections in the Student Book (p. 103) and Activity Book (p. 104) for further explanation and practice.

Grammar Central Answers: will, won't

AB Answers Activity 1: 1 will/won't be 2 will/won't have 3 will/won't live 4 will/won't travel or go 5 will/won't swim 6 will/won't play

3 Talk to a friend. Imagine a future town.

- Choose two children to read the example dialogue.
- Divide the class into pairs to practice the dialogue using the sentence openings supplied and ideas of their own. Have pairs perform for the class.

Optional activity: Make a poster—My future town

Have the children imagine a town in the future. It could be their own town/city or an imaginary one. Ask them to draw a picture, label the places and write a paragraph about it using *will* and *won't*.

Lesson 2

1 What will life be like in Skytopia? Complete with will or won't and the correct verb.

have
walk
be
fly
grow
be

- People ... will live ... in very tall buildings.
- Children ... to school - they ... to school!
- Flowers ... in the sky.
- The air ... clean. There ... any pollution.
- People ... more free time in Skytopia!

2 Choose six verbs and write sentences about you. Talk to a friend.

live buy have go drive travel meet be wear

3 Check (✓) the features that would be in your perfect town. Then write your competition entry.

nice buildings	<input type="checkbox"/>	good houses	<input type="checkbox"/>	not too much traffic	<input type="checkbox"/>
no pollution	<input type="checkbox"/>	bike paths	<input type="checkbox"/>		<input type="checkbox"/>
swimming pools	<input type="checkbox"/>	parks	<input type="checkbox"/>		<input type="checkbox"/>

In my perfect town, there will ... There won't ...
People will ...
It ...

How can you make your competition entry the best?

1 What will life be like in Skytopia? Complete with will or won't and the correct verb.

The children complete the sentences using *will/won't* + the correct verb from those supplied. Elicit answers.

Answers

1 will live 2 won't walk, 'll fly 3 will grow 4 will be, won't be 5 will have

2 Choose six verbs and write sentences about you. Talk to a friend.

The children choose six verbs to make sentences about their future, e.g. *I will travel around the world*. They then share their ideas in pairs.

Answers

Children's own answers.

3 Check (✓) the features that would be in your perfect town. Then write your competition entry.

The children check the features that they would have in their perfect town and add two of their own. They then write their competition entry. Have children read their entries for the class. Discuss with the children how they can make their entry the best. (*Use exciting language, e.g. lots of interesting adjectives, unusual ideas.*)

Answers

Children's own answers.

Cooler: Palm reading

Walk around the class asking children to show you their palm, and pretend to read it. Make some fun predictions, e.g. *You will be very rich and have six children*. Have the children make their own fun predictions in pairs.

Competency Focus

Learn

By reading the text and completing the activity, the children demonstrate their understanding of the new grammatical structures.

Presentation Kit • To give feedback on AB Activity 2, have a child write a personalized sentence about the future. Elicit who wrote the same thing by a show of hands. Use *Eraser* to clear. Repeat with children who have different ideas.

TIP Use *Notepad* to note weaknesses in the children's vocabulary, grammar, or pronunciation so you can revisit in later lessons.

Teacher's Resource Center • For extra grammar practice, print out Grammar Worksheet 9A.

Student's Resource Center • The children can use Interactive Grammar 9A at home.

Reading: Story Extract

Lesson objectives: talk about important events; use the title and pictures to predict story content; read the extract from the science fiction story *The Memory Bank* (start)

Functional language: *What's the matter? I'm worried about ... tomorrow. Good luck! I'm sure you'll ...*

Secondary language: *store, full, the rest of*

Materials: Class CD; picture of a town (Warmer); memory game cards (Cooler)

Warmer: Memory test

Show the children a picture of a town for one minute. Then remove the picture. Have the children write a list of all the items they can remember. See who got the most. Ask *Do you think you have a good memory?*

Functional language

1))) 2.25 Listen and read.

- Play the CD. The children listen and read along.
- Play the CD again for them to repeat.
- Divide the class into pairs to practice the dialogue.

2 Imagine your friend has an important event tomorrow. Wish them luck.

- Choose two children to read the example dialogue.
- The children practice in pairs using the prompts supplied and adding details. Have pairs do a dialogue for the class.

Before reading

3 Look at the story. When do you think the story takes place?

- Have the children study the story pictures. Ask *Where are they? What are their clothes like?*
- Ask *When do you think the story takes place?* Elicit ideas. (*in the future*)

4))) 2.26 Read the story extract and answer.

- Have the children read the story and answer question 1.
- Play the CD. They listen and complete their ideas for questions 2 and 3.
- Elicit answers, but do not confirm predictions: explain that they will have to read the story to find out.

Answers

- 1 He needs to store some memories because his brain is full.
2 & 3 Children's own answers.

1 Cross out the incorrect word. Then choose, complete, and act out.

The children identify which phrase is incorrect. (*amazing*) They then choose one of the others and act out the dialogue with a friend. Encourage the children to use what they know to adapt and extend the dialogue. Have pairs act out their dialogue for the class.

2 Read the story in your Student Book. Check (✓) the sentences that describe the story. Then circle the story type.

The children read the Student Book story extract again, then check the sentences that describe it. They then circle the story type.

Answers

- ✓ by 1 and 2
circle: science fiction

3 Circle.

The children read and complete the sentences by choosing the correct option in each pair. Elicit answers.

Answers

- 1 more 2 information about planets 3 stored on a chip
4 confused 5 after

4 What memories are stored on Dax's chip? Think and write.

Elicit suggestions on what memories are stored on Dax's chip. The children write their own ideas, then compare with a friend. Elicit ideas.

Answers

Children's own answers.

Cooler: More memory fun

Make two sets of flashcards (pictures and words) with town/city vocabulary from Lessons 1 and 2. Have the children study the cards. Give them one minute to remember the details. Remove the cards and ask them to remember words or details from the pictures. Ask *Is it easier to remember pictures or words?*

Competency Focus

Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue.

Think! Critical Thinking

By analyzing visual clues and deducing from the context, the children use prediction skills to help them engage with the story.

Presentation Kit • Display the AB page for Activity 4 review. Have children use *Pen* to write one of Dax's stored memories. Use *Eraser* to clear and repeat with children who have different ideas. Have a class vote on the most interesting memory.

- TIP Give children the opportunity to be your assistant! Ask a child to be responsible for choosing the relevant buttons (e.g. *Answer Key*).
- TIP With *Answer Key*, you can show the answers all at once or one by one to customize feedback.

The Memory Bank



- 1**
Dr. M: I'm Dr. Munro. How can I help you?
Dax: I need to store some memory because my brain is full. My space exam is soon and I'll need all my memory for that.
- 2**
Dr. M: The computer will download the information your brain doesn't need. This is the chip that holds your memories. Don't worry, it won't hurt!
Dax: Great! Let's do it.
- 3**
Dr. M: Come back when you need the rest of your memory. Good luck on the exam!
- 4**
Dax: This is no good. I can't remember where I live!
- 6**
Mom: Hi, Dax, what's the matter?
Dax: Where do we live?
Mom: Take the K2 – that's the sky tram that goes to Kepler Village. We live in Building 17, downtown.
- 7**
Later ...
Mom: But Dax, you love pancakes, remember?
Dax: No, I don't remember. I know how long it takes to travel to different solar systems, though!
- 8**
That Thursday ...
Dax: Mom, I'm on the bike path. Where am I taking the exam?
Mom: The building is called the Meteor Space Academy. Good luck! You won't need it! You're a great student, remember?
Dax: Um ...
- 9**
A few weeks later ...
Dax: An A+!
Mia: Aaargh!
- 10**
Tutor: Mia, are you OK?
Dax: I'm so sorry.
Mia: My head.
Tutor: I think you're OK, but you need to rest at home.
Dax: She's taking her exam next week. She'll fail, and it's all my fault.
- 11**
Dax: I'd like my old memories back now. You can download some of my exam information to the chip. I don't need it ... but can I share that information with a friend?
- 12**
The next day ...
Dax: Come with me to see Dr. Munro.
Mia: Who's he?
Dax: He's the doctor who works at the memory bank.
- 13**
Mia: Will I get an A+, too?
Dr. M: You'll have all the information, but you might remember it differently.
- 14**
Students: But that's cheating!
Mia: I feel bad.
Dax: Don't worry. Let's get a drink.
- 15**
Dax: Seaweed shake, please.
Mia: That's my favorite, too!
- 16**
Dax: I like to sit here. There's no pollution here so there's a lot of wildlife.
Mia: So do I. Cool! We like the same things.
- 17**
Mia: When I was young, I used to walk my dog, Apollo, here because there was no traffic. What a great dog!
- 18**
Dax: Oh, no, Apollo was *my* dog! I think we should go see Dr. Munro.
- 19**
Dr. M: Um, it's bad news. There was a problem with the computer. Some of your old memories were saved on the chip we gave Mia. Dax's memory is growing on her brain. We need to erase it completely or she will lose all of her own memory, forever.
- 20**
Mia: It's OK. I'll just learn everything again and take the exam next year.
- 21**
Dax: Will she remember me, Doctor?
Dr. M: I don't know. She might forget *everything*.
- 22**
Dax: How are you feeling?
Mia: I'm OK, Dax.
Dax: You remember me!
Mia: Of course. You're the boy who knocked me over! Come on! Let's get a seaweed shake.
- 23**
Dr. M: We won't use this again.

Lesson objective: read and understand the science fiction story *The Memory Bank* in the Reader

Materials: Class CD; Reader; Oral Storytelling Video Worksheet 9 [TRC printout] (optional)



Warmer: Yes or no?

Recap the story extract using yes/no sentences. Make statements about the story and have the class answer yes or no, e.g. *Dax loses all his memories. (no)*

Story Summary

Dax and Mia are students living in the future who are studying space at school. They ask a doctor to store some of their memory to help with an upcoming exam. By accident, the doctor saves Dax's memory in Mia's brain. Mia decides to erase her memory and take the exam the following year.

Theme: the importance of being honest



2.27 While reading

- Have the children look at the pictures in the Reader and identify the main characters.
- Play the CD. The children listen and read along. Ask *Does Mia remember Dax? (yes)*
- Ask questions to check comprehension, e.g. *What happens to Mia? (She trips over Dax's bag and hurts her head.) Why is Dax taking Mia to see Doctor Munro? (to download Dax's exam information into her brain)*
- Have the class read the story again in groups of five. Allocate the roles of Dax, Dr. Munro, Mia, Mom, and Tutor. Encourage them to practice correct pronunciation and intonation (see **Story Time**).



After reading: Reflect

- Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *Is Dr. Munro a good character? Do you think Dax and Mia were cheating? What would you do?*

Optional activity: Extend the story

Tell the class to introduce a new character into the story, e.g. another person who visited Dr. Munro's memory lab. Ask them to make up their own dialogue for an extra scene. Choose children to perform their dialogues for the class.

Story Time

Practicing authentic intonation

This dialogue story is really a play and lends itself to acting out and creating a class performance using costumes, props, etc. It provides an opportunity to improve pronunciation and authentic intonation, and stress patterns through repetition. You could take it a step further and prepare your performance for the end of the semester or to perform for another class.

Reading Strategy

Think-Pair-Share

Think-Pair-Share can be used before, while, and after reading. The children work individually, then in pairs or in groups of three, and then as a class. Ask questions related to the story which the children think about on their own, then discuss in pairs before sharing their ideas with the class.

For additional explanation and activities, see the Literacy Handbook on the Teacher's Resource Center.

Cooler: Make predictions about the future

Have the children make predictions about the future using *will/won't*. Agree categories, e.g. *Transportation, School, Clothes*, etc. Elicit answers.

Presentation Kit • Use *Mask* to conceal the story. Uncover random points and elicit what the children can see. Elicit revised predictions.

- Oral Storytelling Video 9 contains a different story on a related theme (*The Strawberry—a Modern Myth*). Watch and discuss it together at the end of the lesson.

Teacher's Resource Center • Print out Oral Storytelling Video Worksheet 9 to help you get the most out of the video.

Student's Resource Center • The children can watch Oral Storytelling Video 9 at home.

Reading Comprehension and Critical Literacy

Lesson objectives: understand and evaluate the story; relate story theme to personal experience; give extra information using relative clauses

Materials: Class CD; Reader; Oral Storytelling Video Worksheet 9 [TRC printout] (optional)

Lesson 4
Time to Think

1 Read the story in your Reader.
Why is the place called the Memory Bank?

2 Comprehension

- What is Dr. Munro's job?
- What grade did Dax get in his exams?
- How did Mia get some of Dax's memories?
- Does the story have a happy ending?

3 Critical Literacy

- Is Mia cheating if she uses Dax's memories to do her space exams?
- Is Dax the same kind of person throughout the story or does he change?

Writing Workshop Using relative clauses to give more information.

4 Find information about these people, places, and things. Write your own relative clauses.

Mia - the girl who has her head
The memory bank - the place where ...
The computer chip - the chip that ...
your friend -
your playground -
your Story Central book -

Writing Tools
Use relative clauses to add more information to a sentence:
who where that
what when that

5 Text Connections
Does this story remind you of another time when technology went wrong?

Note: Please ensure that your class has read the Reader story before you do this lesson.

3 Critical Literacy

- Ask *Do you think Mia is cheating?* Analyzing characters' motivations is a good way for the children to engage with the story. Have a class vote.
- Discuss the character of Dax, eliciting adjectives to describe him at different stages of the story, e.g. *intelligent, forgetful, helpful, worried*. Ask *What does Dax learn?* Making comparisons and considering how the character changes as the story progresses helps readers understand the underlying message of the story.

Writing Workshop

Using relative clauses to give more information

4 Find information about these people, places, and things. Write your own relative clauses.

Have a child read the example. Read the **Writing Tools** box together. Elicit one more example for each word (*who, where, that*). The children write relative clauses using the prompts supplied in their notebook. Elicit answers.

Answers

Children's own answers.

5 Text Connections

- Ask the children if their own computer has ever gone wrong and what happened. Elicit other examples of technology going wrong in real life or a story.

Optional activity: Definitions quiz

Have the children prepare three quiz questions in pairs, defining a person, a place, and an object, e.g. *It's a place where we borrow books. (the library)* Choose pairs to read out their quiz questions for the class to guess.

Lesson 4
Time to Think

1 Compare Dax's memories and yours. Make notes.

Dax's Memories: Asks the dog, planets

My Memories: the K2 sky tram goes, is part of our solar system, you can send email from, you can learn about planets, takes care of people, goes to the academy.

2 Draw lines to make sentences.

A space academy is a school who is the K2 sky tram goes.
A doctor is a person who is part of our solar system.
A computer is a machine where you can send email from.
Mars is a planet where you can learn about planets.
Mia is a student that takes care of people.
Kepler is the village that goes to the academy.

3 Write about your memories in your notebook. Use the Story Creator.

Story Creator

When I was young ... is the place where ... lived/was ...
I remember when I was ... I used to like to play/eat ...
My best/earliest memory is ... because it was fun/important ...
I remember eating/going to ... It was amazing/sad ...
I will never forget ...

4 Connect to Me
Have things ever gone wrong when you've tried to help someone?
I tried to ... but ...
I felt ...

1 Compare Dax's memories and yours. Make notes.

The children note a memory for Dax for each topic, then note memories of their own. Elicit responses.

Answers

Children's own answers.

2 Draw lines to make sentences.

Elicit when *who, where, and that* are used. (*for a person/a place/a thing, respectively*) The children then draw lines to complete the sentences. Elicit answers.

Answers

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

3 Write about your memories in your notebook. Use the Story Creator.

Use the **Story Creator** to elicit ideas. The children write about their memories in their notebook, then compare with a friend. Have children read out their memories for the class.

4 Connect to Me

Elicit examples of a time when the children tried to help but it went wrong. They write their own response, then compare with a friend.

Cooler: Our memory bank

Tell the children that they are going to make a class memory bank. Ask them to choose a treasured memory to store in it. Ask children to talk about memories they want to keep forever.

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the theme of the story and relate it to their own experiences.



Grammar and Reading

Lesson objectives: ask and answer questions about the future

Key grammar: future—questions with *will*

Secondary language: *gas, energy, memory stick*

Materials: Class CD; Grammar Worksheet 9B [TRC printout] (optional)

Lesson 5

1 Listen and read. Does Rufus think life will be better or worse in the future?

Rufus: That was great! I love it!

Scarlett: So what do you think? What will life be like in the future? Will people be able to store their memories?

Yasmin: Yes, I think there will be smaller computers, so it'll be easy to store a lot of information.

Rufus: In my opinion, we won't need paper anymore. And we'll just talk to our computers, so we won't need to type. It'll be great!

Scarlett: How will we travel? Will there still be cars?

Angelo: Yes, but maybe they won't use gas. They might be electric and fly.

Scarlett: And where will we live?

Rufus: We'll have to live under the ground to save energy. It's nice and warm under the ground.

Scarlett: Yasmin, why have you got a memory stick in your ear?

Yasmin: We've got a test tomorrow! I think I'll get an A!

Will she ever take me for a walk?

Grammar Central

Future: will questions
- Will we drive cars?
Yes, we / No, we
What people wear?

2 Write questions about the future.
1 What / people / wear what will people wear?
2 Where / we / live
3 What / children / learn / in schools
4 How / we / travel
5 What / computers / be like

3 Talk to a friend about the future. Use the questions in Activity 2.

Grammar Central

Future: will questions

Have the children complete the grammar examples. Elicit answers. Elicit the rules for making future questions. (*will* + *subject* + *verb*) They write further examples in their notebook. See also the **Grammar Reference** sections in the Student Book (p. 103) and Activity Book (p. 104) for further explanation and practice.

Grammar Central Answers: Will, will, won't, will

3 Talk to a friend about the future. Use the questions in Activity 2.

- Choose two children to read the example dialogue.
- Divide the class into pairs to practice asking and answering the questions in Activity 2. Elicit ideas.

Optional activity: A visit from the future

Have the class prepare two or three questions to interview someone from 100 years in the future, e.g. *What will people eat?* Have children come to the front of the class and act as the time traveler and answer questions from the class.

1))) 2.28 Listen and read. Does Rufus think life will be better or worse in the future?

- Ask *Do you think life will be better or worse in the future?* Then play the CD. The children listen and say Rufus's opinion. (*He thinks life will be better.*) Ask *Do you agree with him?* Elicit responses.
- Play the CD again and ask the children to listen for what each child says about the future. Elicit answers.

2 Write questions about the future.

- Have the children look at the first question about the future. Explain that they need to reorder the words and use *will* to form the questions.
- The children write the rest of the questions, then compare with a friend. Elicit answers.

Answers

- What will people wear?
- Where will we live?
- What will children learn in schools?
- How will we travel?
- What will computers be like?

Cooler: Class vote

Have the children recap what things they think will be better/worse in the future. Then have a class vote on whether they think life will be better or worse.

Competency Focus

Learn

The children demonstrate their understanding of the new language by reading the text and completing the activity.

Lesson 5

1 Complete what Hamish is thinking. You can use the phrases more than once.

What will life be like for dogs in the future? I think a robot will take care of me. Will it remember to feed me? Hmm, they ever stop talking about computers? take me for a walk this afternoon? we go! To the village! To see wildlife in the park! Hmm. Where will I find something to eat in this place? WHAT'S THAT? it taste like? Will it still be there when we come back? they see that it's missing? No, they I'll just eat it while no one is looking! anyone know!

2 Unscramble and write. Then ask and answer.

buildings / futuro / What / like / in / will / the / look / ?

be / ? / What / on / will / TV

will / eat / What / ? / you

will / Where / on / ? / go / you / vacation

3 Write questions and predictions about next year.

travel friends school family hobbies

Will I ?
How ?
Who ?
What ?

1 Complete what Hamish is thinking. You can use the phrases more than once.

The children complete the text using the words supplied. Elicit answers.

Answers

- What will
- Will
- Who will
- Where will
- What will
- Will
- won't
- How will

2 Unscramble and write. Then ask and answer.

The children unscramble and write the questions. Elicit answers. They then ask and answer in pairs. Fast finishers can make other questions. Have pairs ask and answer for the class.

Answers

- What will buildings look like in the future?
- What will be on TV?
- What will you eat?
- Where will you go on vacation?

3 Write questions and predictions about next year.

The children write their own questions and answers, choosing from the prompts supplied. Elicit their predictions.

Answers

Children's own answers.

- Presentation Kit** • Use *Mask* to hide SB Activity 1 text. Uncover the story line by line, eliciting predictions before showing each line.
- TIP** Give the children as many opportunities as possible to use the digital resources—completing interactive activities, showing answers, writing and drawing on the board, etc. Encourage less confident children to participate, because this will help them engage.

Teacher's Resource Center • For extra grammar practice, print out Grammar Worksheet 9B.

Student's Resource Center • The children can use Interactive Grammar 9B at home.

Vocabulary, Listening, and Spelling

Lesson objectives: identify and talk about technology; practice spelling words with suffixes *-able* and *-less*

Key vocabulary: *driverless, gadgets, rechargeable batteries, recyclable, solar panels, touch screen controls, wind turbines, wireless*

Secondary language: *biometric, interactive, controls*

Materials: Class CD; picture of a futuristic car (optional)

Lesson 6

1 Listen to Sam and Jemima talking about their predictions. Write S (Sam) and J (Jemima).

Who thinks...

- he/she will be a vet? ...
- electric cars will have rechargeable batteries?
- there will be more wind turbines?
- he/she will make gadgets?
- everything will have touch screen controls?
- everyone will have solar panels on their houses?
- he/she will get married?
- everything will be wireless?
- buses will be driverless?
- everything will be recyclable?

2 Talk to a friend about your predictions. Use the words in Activity 1.

Do you think you will have a car?
Yes, I do. I think I'll have a car with solar panels.

Spelling Central

Circle the words that end with *-able* and *-less*. What do you think these suffixes mean? Write the words in the chart. Can you add more suffixes?

-able	-less
rechargeable	wireless

Everything will be interactive! I'm sure I'll get married and I'll have children. There will be electric cars that have rechargeable batteries. I really want one of those!

Woman: What about you, Jemima?

Jemima: When I'm 26, I won't be married. I will live in another country, where there are mountains, because I want to travel and I love walking. I think I will have an apartment in a city somewhere. It will be really clean because everything will be recyclable. I love animals so I will work as a vet. I will go to college to study before that, of course. I don't think I'll have a car because I like to bike everywhere. I think roads will be much safer in 15 years and buses will be driverless—they will be controlled by computers. I expect to see a lot of technology that's used to save energy in the future. So there'll be more wind turbines and everyone will have solar panels on their houses.

Answers

1 J 2 S 3 J 4 S 5 S 6 J 7 S 8 S 9 J 10 J

2 Talk to a friend about your predictions. Use the words in Activity 1.

- Choose two children to read the example dialogue. Then divide the class into pairs to make predictions about future technology. Elicit ideas.

Warmer: Pre-teach vocabulary

Pre-teach the vocabulary by giving definitions or sentences showing the words in context, e.g. *Driverless means there's no driver. My cell phone has touch screen controls—you touch the screen to make it do different things.* Repeat the definitions/sentences, pausing to elicit the key word.

1))) 2.29 Listen to Sam and Jemima talking about their predictions. Write S (Sam) and J (Jemima).

- Ask the children to study the list of predictions. Have them focus on the highlighted words and match them where possible with the correct pictures.
- Play the CD. Have them listen and identify each prediction as Sam's (writing S) or Jemima's (J). Elicit answers.
- Play the CD again. Ask *Do you think your own life will be more like Sam's or Jemima's?* Elicit responses.

Audioscript

Woman: What do you think life will be like for you in the future? Sam, where will you be in 15 years?

Sam: Hm, in 15 years I'll be 26, so I think I will have a job. I really like math and science so I'll work in a company that makes gadgets. I'll live in the countryside in a house with a big yard. It'll be a really modern house. Everything will be wireless. It will have touch screen controls for everything.

Spelling Central

Words that end in *-able/-less*

Write *rechargeable* and *wireless* on the board. Ask the children to identify the endings and explain the word *suffix*. Have the children read the predictions in Activity 1 and circle more suffixes. Then have them complete the chart. Give more examples of other words with similar suffixes, e.g. *fashionable, valuable, countable, careless, useless*.

Answers

Circled and in chart:

-able: rechargeable, recyclable

-less: wireless, driverless

Optional activity: Design a car of the future

Show the children a picture of a futuristic car. If you do not have a picture, elicit ideas of what a futuristic car might look like. Have the children draw a picture of their car of the future. Ask them to label any gadgets it has and write two or three sentences about how it works.

Lesson 6

1 Complete.

touch screen controls
solar panels
wireless
driverless
recyclable

How Cool Will Your SCHOOL Be?

I think my school will be better in the future. It'll have solar panels on the roof to save money. We'll have in the classrooms that are fun to use but won't break! The school will also give us pens and paper because they're better for the planet. Our computers will be so that we can use them anywhere in the school. I hope the uniform will be more fashionable, too. Finally, I think my school will use electric buses but they won't be expensive.

2 Check (✓) if you agree or cross (X) if you disagree. Then talk to a friend.

My town will have wind turbines. I think my town will have wind turbines.

We will only use rechargeable batteries. I don't think it will. Wind turbines are very expensive.

Trains and trams will be driverless.

All clothes will be recyclable.

We'll have more gadgets in the future.

Spelling Central

Use the code to find the first part of the word. Then complete the word with the correct suffix: *-able* or *-less*.

1	2	3	4	5	6	7	8	9	10
A	S	F	W	K	Y	E	V		
R	O	R	I	B	G	I	N		
C	I	A	V	H	C	D	M		

a 3A, 1C, 2B, 6A ... wireless
b 2B, 6A, 5C, 5A, 5C, 3B ...
c 5C, 1B, 7C, 2A, 1B, 2B, 7A ...
d 6C, 2B, 1C, 3C, 6A, 2B ...

1 Complete.

The children complete the text using the words supplied. Elicit answers.

Answers

1 solar panels 2 touch screen controls 3 recyclable

4 wireless 5 driverless

2 Check (✓) if you agree or cross (X) if you disagree. Then talk to a friend.

A child reads out the example. Have the class raise their hand if they agree. Ask them to check or cross next to the sentence. They then read the other sentences and mark a check or cross. In pairs, they say if they agree or disagree, and give reasons why.

3 Use the code to find the first part of the word. Then complete the word with the correct suffix: *-able* or *-less*.

Ask the children to find what letter corresponds to 3A. (w) Work through the example with them, showing how you add a suffix to make the answer. (*wireless*) To practice the **Spelling Central** feature, the children figure out the other words, using the code and adding the appropriate suffix. Elicit answers.

Answers

1 wireless 2 recyclable 3 comfortable 4 driverless

Cooler: Play "Spelling Bee"

Play the game with technology words from the lesson (see Games Bank p. 222).

Competency Focus

Collaborate and communicate

The children work together and use their interpersonal skills to make predictions about technology in the future, incorporating the new vocabulary.

Presentation Kit • Use Vocabulary Tool 9B to pre-teach key vocabulary. Use *Slideshow* to introduce the words and *Picture Dictionary* to review/test.

- TIP** Use *Notepad* for easy access to a link to the futuristic car picture for the Optional activity.
- TIP** Use *Stopwatch* to set a time limit for the SB Spelling Central activity. Have children use *Highlighter* to identify words that end in *-able/-less* on the page, and *Pen* to complete the chart.

Student's App • Encourage the children to play the games on their smartphone/tablet.

CLIL: Science—Future living

Lesson objective: find out about houses of the future

Materials: CLIL Graphic Organizer 9 [TRC printout] (optional)

Future Living CLIL Science Lesson 7

1 Read and number the pictures.

Living Tomorrow Project in Brussels
Living Tomorrow is a project about houses in the future. We've all seen wind turbines and solar panels, but some of these gadgets are like science fiction!

1 You won't need a key to get into your house. There's a fingerprint reader that opens the door. It's called a biometric entry system.

2 In the kitchen there will be a digital whiteboard that will link to every room in the house. It has touch screen controls. Each room can be made hotter or cooler using the temperature control. There's a digital shopping list linked to your refrigerator, and there's a screen to show you how much electricity and rainwater you have used.

3 In the bathroom there are intelligent mirrors. These have screens so you can check the news while you're washing your face. You can check your health too with a wireless, electric toothbrush. It shows you the results on the mirror.

4 In the children's bedroom the bed is called a "cocoon." It's like a little room with lights and a TV screen. It's really cool, but your mom can turn your TV off from the controls outside. Well, not everything in the future will be perfect!

2 Discuss.
Should we have more technology in the house? Why? / Why not?

3 Find Out More!
What will people want in their homes in the future to make their lives easier, better, or more fun?

Search Engine
Technology changes everyday so information in books and even on the Internet becomes old very quickly. Check when it was written.

Warmer: A future house

Draw a large square on the board to represent a house and divide it into four smaller squares for the kitchen, living room, bathroom, and bedroom. Ask the children for their ideas of what houses of the future might have in each room.

1 Read and number the pictures.

- Ask *What are the pictures of?*
- The children read the text and match the pictures and paragraphs by numbering the pictures. Elicit answers.
- Have the children read the text again. Ask *How will you get into the house? (a fingerprint reader/biometric entry system)*

Answers

kitchen 2, bathroom 3, bedroom 4, entrance 1

2 Discuss.

- Discuss with the class if having so much technology in our homes is a good or bad thing. Divide the class into pairs to discuss and share their opinions with reasons.

3 Find Out More!

- The children research what people will want in their homes in the future to improve their lives. The **Search Engine** feature gives support on where to look. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Play "Running Board Race"

Play the game using long sentences from the text (see Games Bank p. 222).

Lesson 7 CLIL

1 Read and circle.

Everyone has 1 the same / a different face, fingerprints, eyes, and voice. Biometric systems use this information to recognize who 2 something / someone is. "Face recognition" is already used for 3 passports / library books. A picture is taken of your face and a computer looks at its shape and size, the color of your eyes, how long your nose is, and how big your mouth is. Then the information is stored on a big computer. It's also stored on a 4 chip / computer inside the passport so that no one else can 5 steal / use it. In the 6 future / past, more biometric gadgets will be used in houses. Touch screen controls will be used more for reading fingerprints. And you might be able to open the door and turn on the TV just with your face!

2 Use your Student Book research to make an Info Card. Write about what people want in their homes in the future.

bathroom kitchen bedroom garden
useful entertaining energy saving

3 Design a house for the future.

Try It Out
In groups, choose a person or people to design your home for. Plan your home. How will people use each room? What will they need? What will be in your house for the future? Draw your home.

4 Select and store information on this topic in the Class Info Hub.

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1 Read and circle.

Ask *How can we recognize people's identity?* The children read and complete the text by circling the correct option in each pair. Elicit answers.

Answers

1 a different 2 someone 3 passports 4 chip 5 use 6 future

2 Use your Student Book research to make an Info Card. Write about what people want in their homes in the future.

Divide the class into groups. Have the children pool the information they learned from their research in the Student Book and the Activity Book. They write about and illustrate their ideas individually. Have the groups present their Info Cards to the class.

3 Design a house for the future.

Divide the class into groups. They follow the **Try It Out** instructions to discuss and plan their house. Ask groups to present their future homes to the class.

4 Select and store information on this topic in the Class Info Hub.

Have the children vote for the most interesting Info Cards and house designs. Archive these in your Class Hub (see p. 41) in a folder called **Chapter 9 Future Homes**.

Cooler: What's missing?

Write key vocabulary items from the chapter on the board, e.g. *digital, wireless, screen, gadget*, etc. Have the children close their eyes while you erase one word. The children look and say which word is missing. Continue until all the words are erased.

Competency Focus

Act

The children carry out research to find out more about the uses of technology in the future. They consider a global trend and relate to the wider world.

Presentation Kit • TIP When using the board for "heads-up" teaching, give the children as much opportunity as possible to participate. Make sure you ask plenty of questions to give them the chance to engage with the text.

• TIP You can position the Navigation Pane and Tool Bar on the left or right of the screen. Choose *Swap sides* to change.

Teacher's Resource Center • Print out CLIL Graphic Organizer 9 for the children to use in collating their Find Out More! research.

Writing Project

Lesson objectives: review language from Chapter 9; write a description of a future school and present it to the class

Lesson 8

Prepare

1 In groups, talk about what school will be like in the future.

I think that children will travel ...
We might wear / eat / play ...
I don't think children will ...
We will be able to ...

Write

2 Write about a school in the future.

- Draw a picture of your school in the future.
- Write a paragraph about it.
- What will or won't be there?

Writing Tools

When you write about your predictions for the future:

- Use will and won't.
- Give opinions using I think ... In my opinion ... I believe ...

Showcase

3 Present your school to the class.

Reflect

4 Vote for the best description of a future school.

I like Jim's description because he thinks there will be robots instead of teachers.

All believes we will have touch screens on our desks.

Warmer: Vocabulary review

Ask the children to think about all the new words they have learned in the chapter. Ask them to choose their top three most useful ones. Elicit suggestions. Have children spell them aloud. Write the words on the board.

Prepare

1 In groups, talk about what school will be like in the future.

- The children discuss their ideas about future schools in groups, using the prompts supplied. Groups report back to the class.

Write

2 Write about a school in the future.

- Have the children read the article as a model for their own writing.
- Read the **Writing Tools** box together. Elicit examples in the model of the future tense and expressions used to introduce an opinion.
- The children prepare an outline, using the instructions and the model article. They write and illustrate their article, then compare with a friend. Give support as necessary.

Showcase

3 Present your school to the class.

- Choose children to read their descriptions to the class. Encourage the children to give their story atmosphere. They could use sound effects if they want.

Reflect

4 Vote for the best description of a future school.

- Have children comment on which description they liked best and why. Have a class vote for their favorite.

Optional activity: Find someone who ...

Ask *Do you think everyone will have a flying car?* Have the children mingle and ask their own similar question about the future. Have them write down the name of children who answer *Yes*. Have children say their question and who agreed with it.

GRAND QUIZ CENTRAL

Lesson 8

1 Play with a friend. Choose a character.
2 Write a new question to ask your friend.
3 Take turns asking. Say the answer, then write it in your notebook.
4 If a question is too hard, you can swap! Choose and check (✓) up to three questions. Remember: each swap loses a bonus point!

Questions to ask: **Matthew** Questions to ask: **Rebecca**

1 What does traffic create? What's a word for planes, birds, and animals?
2 What kind of biometric system does Living Tomorrow use to open doors? What kind of biometric system is used in passports?
3 Name one thing you'll have in your home in the future. Name one thing you'll do after you leave school.
4 Complete: What ... schools be like in the future? Complete: Will we ... cars in the future?
5 In Rufus's opinion, why won't we need paper in the future? In Rufus's opinion, where will we live in the future?
6 Give the opposite: People will live on the moon. Give the opposite: We won't be able to store our memories.
7 Give an example of a word that ends with -able. Give an example of a word that ends with -less.
8 In the story, where do Dax and Mia study? In the story, where does Dr. Munro work?
9 Unscramble this word: dkwale. Unscramble this word: smodentv.

Check your friend's answers. Then color your batteries and write your score.

Now choose your role:
Quiz Master: I understand this topic well.
Quiz Answerer: I don't understand everything.
Quiz Student: I need some help.

Grand Quiz Central

See p. 43 for details of how to take the quiz.

Answers

1 pollution / wildlife 2 a fingerprint reader / face recognition 3 I will or I'll ... 4 will / drive 5 We'll talk to computers and won't need to type. / We'll live under the ground. 6 People won't live on the moon. / We will be able to store our memories. 7 any one of: recyclable, comfortable, fashionable, rechargeable / driverless, wireless 8 at the Meteor Space Academy / at the Memory Bank 9 sidewalk / downtown 10 Children's own answers.

Cooler: Play "Odd One Out"

Play the game with the vocabulary from the chapter (see Games Bank p. 222).

Competency Focus

Me

The children invent and write their own description of a school in the future, exploring their imagination and creativity.

Language Review

Lesson objective: review language from Chapter 9

Materials: Class CD

1 Listen and correct the sentences.
 1 They will travel to Mars by airplane. They will travel to Mars by rocket.
 2 The journey will take six months.
 3 People on Earth won't be able to see the rocket land.
 4 It will be very hot.
 5 There will be a lot of food on Mars.
 6 They will be able to come back to Earth.

2 Write sentences in your notebook about the picture. Use these words.
 buildings bike path traffic pollution I think people will ...
 gadgets driverless electric touch screen I don't think there will be ...
 we won't be able to ...

3 Think about Chapter 9. Color the bone.
 Which activity was easy? Which activity was difficult? Figure it out with a friend. Write a tip to help you remember.

Treasure Hunt!
 Look back at pages 4 and 5. Where's the Living Tomorrow project in Lesson 7? Find the city on the map. Find something from that country.

Warmer: Unscramble the sentence

Write on the board *In the future, people will live in space*, scrambling the order of the words. Have the children write the correct sentence in their notebook. Have the children discuss if they think the statement is true or false in pairs.

1))) 2.30 Listen and correct the sentences.

- Explain to the children that they are going to hear about life in 2023. Play the CD and ask *Do you think life will be the same? Why?*
- Play the CD again. The children listen and correct the sentences.
- Elicit answers.

Audioscript

Thousands of people are interested in going to live on the planet Mars in 2023. Passengers will travel to the planet by rocket. The journey will take about seven months. People on Earth will watch the rocket land on TV. It will be very cold and there won't be any food on the planet. They might not survive. The first travelers will take a lot of food with them. There won't be any buildings on the planet. The people who travel to Mars will build houses and grow plants. More people will travel to the planet after two years. They won't be able to come back to Earth.

Answers

1 They will travel to Mars by rocket. **2** The journey will take seven months. **3** People on Earth will be able to see the rocket land on TV. **4** It will be very cold. **5** There won't be any food on Mars. **6** They won't be able to come back to Earth.

2 Write sentences in your notebook about the picture. Use these words.

- Have the children look at the picture and say what they can see. Ask them to look at the prompts supplied and make sentences orally about the picture. Then they write sentences in their notebook. Elicit answers.

Answers

Children's own answers.

3 Think about Chapter 9. Color the bone.

- Have the children look back at Chapter 9 and color the bone to evaluate their progress (self-evaluation). Discuss ideas for improving your grammar, e.g. check work carefully, looking for mistakes—and ask a friend to check! The children choose and write a tip in their Student Book.

Treasure Hunt!

Ask *In which city and country is the Living Tomorrow Project? (Brussels, Belgium)* Have the children look at pp. 4–5 to find Belgium on the map. They then find something from that country. (*Belgian flag on a box of candies*)

Chapter 9 Review

1 Reading and Writing.

Read and write the words.

Example.
 solar-panels a gift a village batteries a diary
 wildlife wireless a city a watch news

Example.
 These go on your house and turn sunlight into electricity. ... solar panels ...

- A place in the country where people live. It's smaller than a town.
- You use this when you want to know what time it is.
- This is something you give to another person.
- These are used in electric items that you want to use outside your house.
- The creatures that live in the natural world.

2 Listening.

Where did Sam's friends stay on vacation? Listen and write the letters.

- Charlie
- George
- Daisy
- Anna
- Tom
- Lucy



1 Reading and Writing. Read and write the words.

The children write the words defined by the sentences, using the words supplied. Check answers.

Answers

1 a village 2 a watch 3 a gift 4 batteries 5 wildlife

2))) 2.39 Listening. Where did Sam's friends stay on vacation? Listen and write the letters.

Play the CD twice. The children write the letter of the correct place for each person. Check answers.

Answers (Audioscript on p. 224)

George b, Daisy f, Anna g, Tom h, Lucy d

Cooler: Play "Tic Tac Toe"

Play the game using vocabulary from the chapter (see Games Bank p. 222). Have the children use the word correctly in a sentence to win a square for their team.

Competency Focus

Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress. This encourages them to evaluate and make decisions about how they learn and what they need to revisit.

Presentation Kit • Use *Answer Key* to give feedback on AB Chapter Review activities. You can show the answers all at once or one by one to customize feedback.

Teacher's Resource Center • Print out Test Chapter 9 and End-of-year Test to use at the end of this lesson. The Test Generator also allows you to create customized tests.

- For the CEYLT (Cambridge YLE) exam preparation activities, there are Speaking prompts available for this chapter.