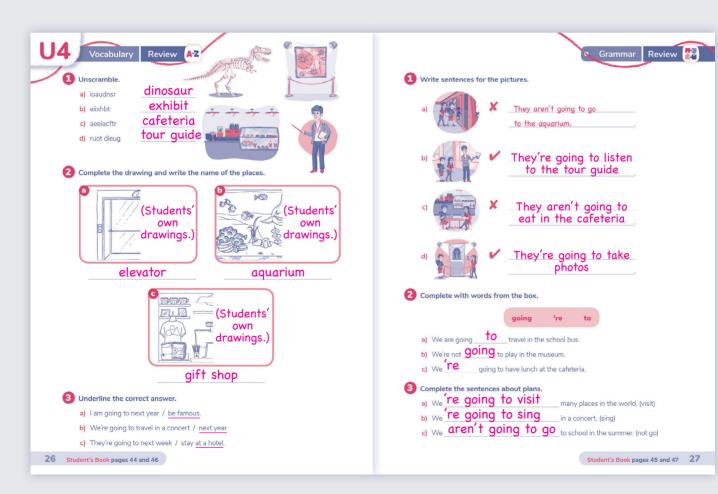
# **U4**

## Workbook page 26

- 1 Have students perform this task individually. In case you notice they are having trouble, you may suggest that they review the words on Page 44 in their Student's Book. To check, ask volunteers to write the words on the board
- 2 Ask students to look at the first illustration and tell what it is. Elicit *an elevator*. Encourage them to draw the half that is missing and write its name on the line. Then give them some time to finish the task while you monitor to check.
- 3 Read the first sentence fragment and the two options at the right out loud and encourage the class to chorally tell you the correct answer. Repeat the procedure for the other two items. Make sure all students underline them.

## Workbook page 27

- 1 Organize students into small groups and ask a volunteer to read the instructions out loud. Ask What elements do you have to write your sentences? Elicit pictures and symbols, checks and crosses. Have them analyze the example and give them some minutes to perform the task. Check by asking volunteers to write the answers on the board.
- 2 Students will work individually to review the structure they learned in this lesson by performing this task. If necessary, suggest that they check the Focus box on Page 45 in their Student's Book. Check orally.
- 3 To model what students should do, ask one volunteer to read the first item out loud and elicit a choral answer from the rest of the class. Give them some time to work on the rest of the activity on their own while you monitor to offer help.



**170** 

## Workbook page 28

Remind students to read along with the text as they listen to it. Play Track 04. Then tell them to focus on all the different things you can do in the museums. Play Track 04 again. Have students say the different activities. List them on the board.

Tell students to read the text again independently. Ask simple questions such as *Where are the museums?* Divide the class into groups of five and explain that each person in the group will read a paragraph to their partners.

## Workbook page 29

2 Tell students to complete the activity individually. Then have volunteers read the sentences and have the class chorally say *true* or *false*. Have students make the false sentence true.



171

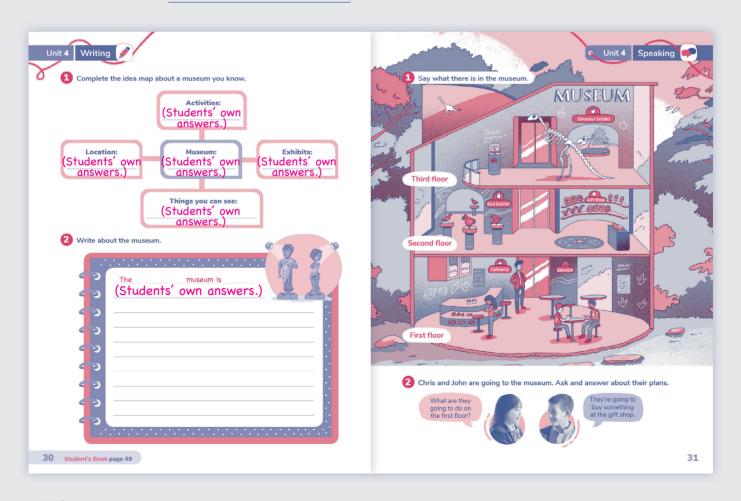
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## Workbook page 30

- Ask What is your favorite museum? Elicit answers from different students. Draw their attention to the idea map and invite them to fill it in with information from their favorite museum. In case any of your students has never gone to a museum, you may encourage them to use electronic devices to find information about one.
- Encourage students to use the information they wrote in the idea map to write a paragraph explaining what they can see and do in the museum they chose. In case you consider it necessary, you may write the following paragraph on the board to help them: The \_\_\_\_\_\_ museum is in \_\_\_\_\_. There are many exhibits such as \_\_\_\_\_ in which you can see \_\_\_\_\_. Some of the activities you can do there are

#### Workbook page 31

- Draw students' attention to the illustration in their Workbooks and ask different volunteers to describe it using *There is ... / There are ...*Encourage them to use the vocabulary words they learned in this unit, for example, *There is a cafeteria on the first floor.*
- 2 Organize the class into pairs and ask one pair of volunteers to read the example provided in the Workbook out loud. Then ask another pair to ask a similar question referring to a different floor. Once you are sure all students know what to do, give them some time to work with their partner asking and answering questions while you monitor to provide feedback, especially concerning their pronunciation.



172