

# 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.

**U4** Vocabulary Review **A-Z**

**1** Unscramble.

a) ioaudnsr     **dinosaur**  
 b) eiixhbt     **exhibit**  
 c) aeelacfr     **cafeteria**  
 d) ruot dieug     **tour guide**

**2** Complete the drawing and write the name of the places.

a) (Students' own drawings.)  
**elevator**

b) (Students' own drawings.)  
**aquarium**

c) (Students' own drawings.)  
**gift shop**

**3** Underline the correct answer.

a) I am going to next year / be famous.  
 b) We're going to travel in a concert / next year.  
 c) They're going to next week / stay at a hotel.

26 Student's Book pages 44 and 46

Grammar Review

**1** Write sentences for the pictures.

a) ~~They aren't going to go to the aquarium.~~

b) **They're going to listen to the tour guide**

c) ~~They aren't going to eat in the cafeteria~~

d) **They're going to take photos**

**2** Complete with words from the box.

going 're to

a) We are going to travel in the school bus.  
 b) We're not going to play in the museum.  
 c) We 're going to have lunch at the cafeteria.

**3** Complete the sentences about plans.

a) We 're going to visit many places in the world. (visit)  
 b) We 're going to sing in a concert. (sing)  
 c) We aren't going to go to school in the summer. (not go)

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## Workbook page 28



- 1 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.

Unit 4 Reading

04 1 Read and listen.

### The Smithsonian Museums

Most cities around the world have museums. They collect things that are important in history so people can enjoy them in the future.

The Smithsonian Museums in Washington, D.C., are famous all over the world. More than eight million people visit them every year, and they are free for visitors!

There are 19 different museums to visit with more than 137 million objects to see! They are all close to each other, so people can walk from one museum to the next. You can spend a whole week visiting the Smithsonian Museums, and they are all different.



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Unit 4 Reading



There are lots of interesting exhibits. The National Museum of Natural History has a fantastic dinosaur exhibit that is one of the oldest in the world. The dinosaur skeletons are real fossils, so the museum works hard to take care of them. The tour guides are very friendly, and they have a lot of information about the museums.

One of the most popular exhibits is at the National Air and Space Museum. There, you can read about and see photographs of the first men on the moon! The gift shop sells posters, toys, and books all about the museum. And after people walk and read, they can enjoy lunch and a drink in the cafeteria.

2 Underline *True* or *False*.

a) The Smithsonian Museums are in Washington, D.C.	<u>True</u>	False
b) The National Museum of Natural History's dinosaur exhibit is one of the newest in the world.	True	<u>False</u>

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## Workbook page 30

- 1 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.
- 2 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

- 1 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.

Unit 4 Writing

1 Complete the idea map about a museum you know.

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    graph TD
      A[Activities:  
(Students' own answers.)] --- B[Museum:  
(Students' own answers.)]
      C[Location:  
(Students' own answers.)] --- B
      D[Exhibits:  
(Students' own answers.)] --- B
      B --- E[Things you can see:  
(Students' own answers.)]
  
```

2 Write about the museum.

The \_\_\_\_\_ museum is  
(Students' own answers.)

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Unit 4 Speaking

1 Say what there is in the museum.

Third floor

Second floor

First floor

2 Chris and John are going to the museum. Ask and answer about their plans.

What are they going to do on the first floor?

They're going to buy something at the gift shop.

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