Units 3 and 4

Reading Strategies
Students will practice:
- Understanding cause and effect

Review
Students will review the language and Big Question learning points of Units 3 and 4 through:
- A story
- A project (making a Mixture Book)

Writing
Students will understand:
- How to form contractions

Students will produce texts about:
- A thing that can change state
- Favorite food or drink mixtures

Vocabulary
Students will understand and use words about:
- Forms and states, Nouns, Foods and Mixtures, Drinks

Units 3 and 4
How do things change?
Students will understand the Big Question learning points:
- Everything in our world comes in three states; solid, liquid, or gas.
- Lots of everyday things can change but only some can change their state.
- Things can be mixed together to make something new.
- Sometimes you can separate a mixture and sometimes you can't.

Word Study
Students will understand and use:
- Words that can be nouns and verbs

Grammar
Students will understand and use:
- Simple Past of Verb *To Be* Positive and Negative
- Simple Past of Verb *To Be* with *Wh-* and *Yes / No* questions

Listening Strategies
Students will practice:
- Listening for details about how things change
- Listening for information and ingredients

Speaking
Students will understand and use expressions for:
- Accepting a request
- Describing food and ingredients

Units 3 and 4 Big Question page 26

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 2, Big Question Chart

Introducing the topic

- Read out the Big Question. Ask *How do things change?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs:
  What do you see in the video?
  Who do you think the people are?
  What is happening?
  Do you like it?
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students write down three things they saw in the video.
- Ask them to tell the class about the items they chose.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g. *objects*, *colors*, *people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions:
  Where do you think the person is?
  Is it hot or cold? Explain your answer.
  Why do you think the person is there?
  Have you been anywhere like this?

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *What things change?*
- Ask *Does water change? How does it change?*
- You could bring an ice cube into class for the students to pass around. Then point out the steam in the photo and see if students know what it is.
- Think about the second question, *Can you hold water in your hand?* If you have a sink in the classroom, you could do a demonstration and encourage students to try holding water.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 2** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about how things change?*
- Draw a two-column chart on the board. Ask if students can think of words for both columns, e.g. *water* and *ice*.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about how things change.
- Point to the water, ice, and steam in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about how things change.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about how things change, and have students spell out some of the words as you write them on the board.

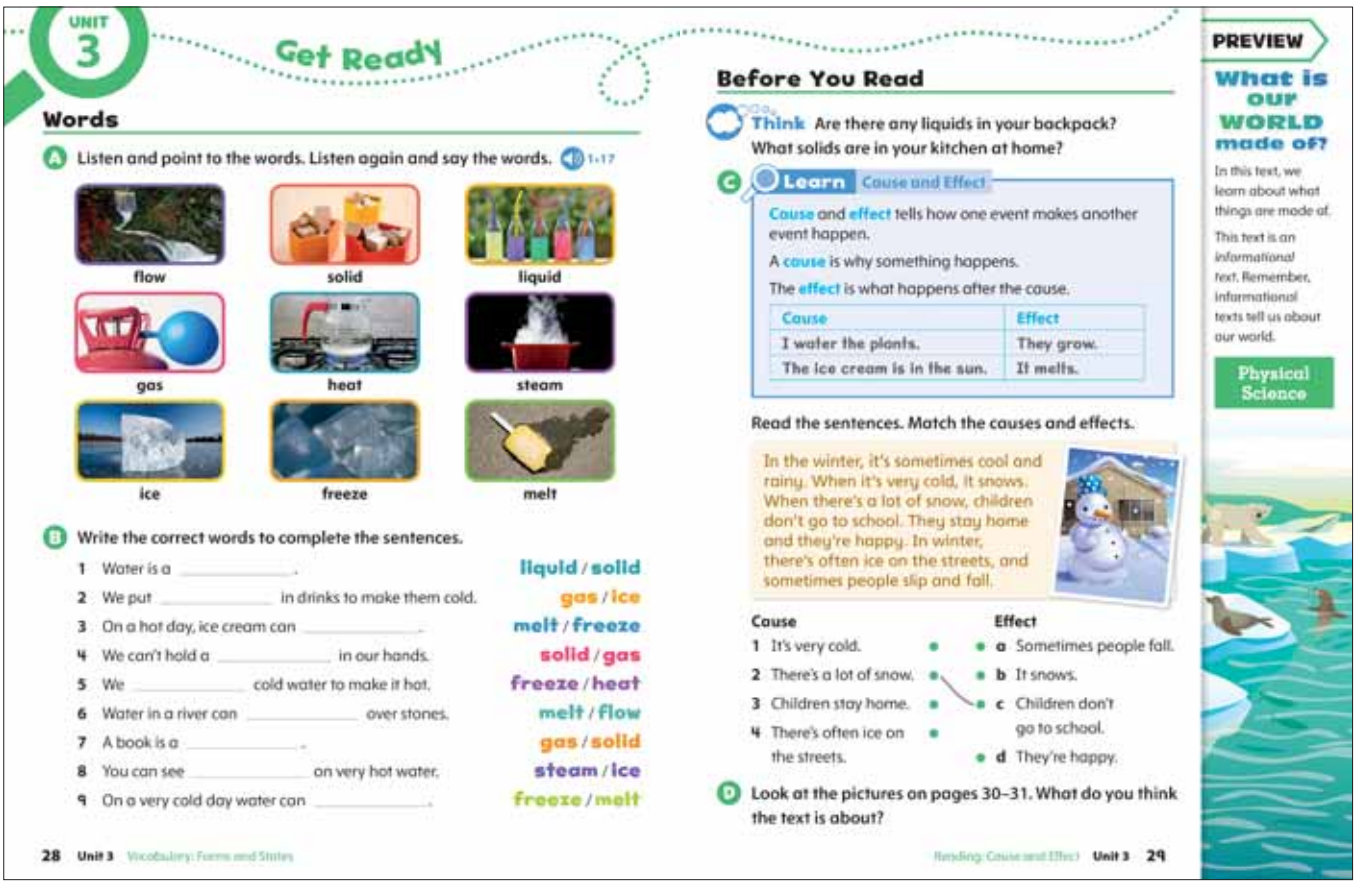
Discover Poster 2

1 The Wai-O-Tapu Thermal Wonderland in New Zealand; 2 Boiling kettle; 3 Vegetables and soup; 4 Chocolate and strawberry sundae

Further Practice

Workbook Unit 3 page 20
Online practice • Big Question 2
Classroom Presentation Tool • Big Question 2

Unit 3 Get Ready page 28


UNIT 3

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1•17

flow solid liquid

gas heat steam

ice freeze melt

B Write the correct words to complete the sentences.

1 Water is a _____. liquid / solid
2 We put _____ in drinks to make them cold. gas / ice
3 On a hot day, ice cream can _____. melt / freeze
4 We can't hold a _____ in our hands. solid / gas
5 We _____ cold water to make it hot. freeze / heat
6 Water in a river can _____ over stones. melt / flow
7 A book is a _____. gas / solid
8 You can see _____ on very hot water. steam / ice
9 On a very cold day water can _____. freeze / melt

28 Unit 3 Vocabulary: Forms and States

Before You Read

Think Are there any liquids in your backpack? What solids are in your kitchen at home?

C Learn Cause and Effect

Cause and effect tells how one event makes another event happen.

A cause is why something happens.

The effect is what happens after the cause.

Cause	Effect
I water the plants.	They grow.
The ice cream is in the sun.	It melts.

Read the sentences. Match the causes and effects.

In the winter, it's sometimes cool and rainy. When it's very cold, it snows. When there's a lot of snow, children don't go to school. They stay home and they're happy. In winter, there's often ice on the streets, and sometimes people slip and fall.

Cause	Effect
1 It's very cold.	a Sometimes people fall.
2 There's a lot of snow.	b It snows.
3 Children stay home.	c Children don't go to school.
4 There's often ice on the streets.	d They're happy.

D Look at the pictures on pages 30–31. What do you think the text is about?

Reading: Cause and Effect Unit 3 29

PREVIEW

What is our WORLD made of?

In this text, we learn about what things are made of.

This text is an informational text. Remember, informational texts tell us about our world.

Physical Science

Summary

Objectives: To understand words about forms and states; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *flow, solid, liquid, gas, heat, steam, ice, freeze, melt*

Reading strategy: Cause and effect

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1•17

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to drilling the pronunciation of *ice* and *liquid*. Model the soft /s/ sound in *ice* and the /kw/ sound in *liquid* if students are finding it difficult.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words. Display all the cards on the board, and give students time to look at them. Then ask students to close their eyes while you take one card away. Students then look at the board and try to say which card is missing.

CRITICAL THINKING

- Ask the following questions to check understanding:
  Which pictures show something cold?
  Which pictures show something hot?
  Which pictures show something you can hold?
  Are these things the same or different?

B Write the correct words to complete the sentences.

- Look at the example with the class, and show how the correct word has been chosen to complete the sentence.
- Ask students to complete the rest of the sentences.
- Check answers with the class.

ANSWERS

1 liquid 2 ice 3 melt 4 gas 5 heat 6 flow
7 solid 8 steam 9 freeze

COLLABORATIVE LEARNING

- In a group, ask students to go around a circle naming an item. The other students respond *solid*, *liquid,* or *gas*.
- Alternatively, write *solid*, *liquid,* and *gas* on pieces of card. Go around the class with the cards face down, and ask students to pick one at random. They have to read the word on the card and give an example of the appropriate item.

DIFFERENTIATION

Below level:

- Draw symbols to represent *solid*, *liquid,* and *gas* on the board. Point to the pictures and ask students to say the correct word.
- Display all the picture cards for this set and drill the sounds with the class. Say the words and have students point to the picture cards on the board and the words in the Student Book.
- Find magazine pictures of items which are solid, liquid, and gas. Play a sorting game with the students, asking them to put the pictures into the correct group, using the picture cards as headings.

At level:

- Draw symbols to represent *solid*, *liquid,* and *gas* on the board. Put dashed lines with the correct number of letters for *solid*, *liquid,* and *gas*, and ask students to spell out the different words as you write them on the board.
- Have individual students stand up and spell the words as you point to them on the board.

Above level:

- Draw symbols to represent *solid*, *liquid,* and *gas* on the board and elicit the words from the class. Write the words on the board letter by letter as the students say and spell them.
- Have students write, draw, or find magazine pictures of their own solid, liquid, and gas items.
- Have some students stand up, show their pictures to the class, and describe them.

Before You Read

Think

- Show or tell students about any liquids you have in your bag, and any solids you have in your kitchen at home.
- Ask one or two students to tell the class what liquids and solids they have in their backpacks and at home.
- Ask if all the answers are the same.
- Students compare their answers in small groups.

C Learn: Cause and Effect

- Read through the explanatory sentences in the box with the students.
- Have students read the sentences in the chart which give examples of causes and effects.

CRITICAL THINKING

- Ask the following questions to check understanding about the chart:
  Why do we water plants?
  Why does ice cream melt in the sun?
- Ask students to think of other causes and effects that could go in the chart.
  I heat cold water. (*The water gets hot.*)
  I don't water the plants. (*The plants don't grow.*)

Read the sentences. Match the causes and effects.

- Look at the picture with the students and ask what they can see. Ask *What is the weather like here?*
- Ask students to read through the text, then ask questions to check understanding, e.g. *What can happen when it's cold? What can happen when there is ice on the street?*
- Look at the activity and the example. Ask students to match the causes and effects.
- Check answers by asking one student to read the cause aloud and another student to read the effect. Go around the class asking a variety of students to contribute.

ANSWERS

1 b 2 c 3 d 4 a

DIFFERENTIATION

Below level:

- Ask students to work in pairs to think about effects.
- Call out a cause, e.g. *The lollipop is in the sun*. Students respond with the effect. *(It melts.)*

At level:

- Ask students to work in pairs. They take turns to say a cause, e.g. *I water the plants.* The other responds with the effect. *(They grow.)*
- Encourage them to think of different examples.
- Share some of the ideas with the class.

Above level:

- Ask students to work individually to write true and false cause and effect sentences.
- Students then pair up and read each other's sentences. They decide whether they are true or false. If they are false, have students correct them.
- Ask one or two pairs to perform their dialogues for the class.

D Look at the pictures on pages 30–31. What do you think the text is about?

- Have students look at the pictures on pages 30 and 31.
- Point to different scenes in the pictures and ask *What is this?* Elicit the words: *water*, *flow*, *ice*, *snow*, *melt*, *heat*, and *steam*.
- Ask *What is this text about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

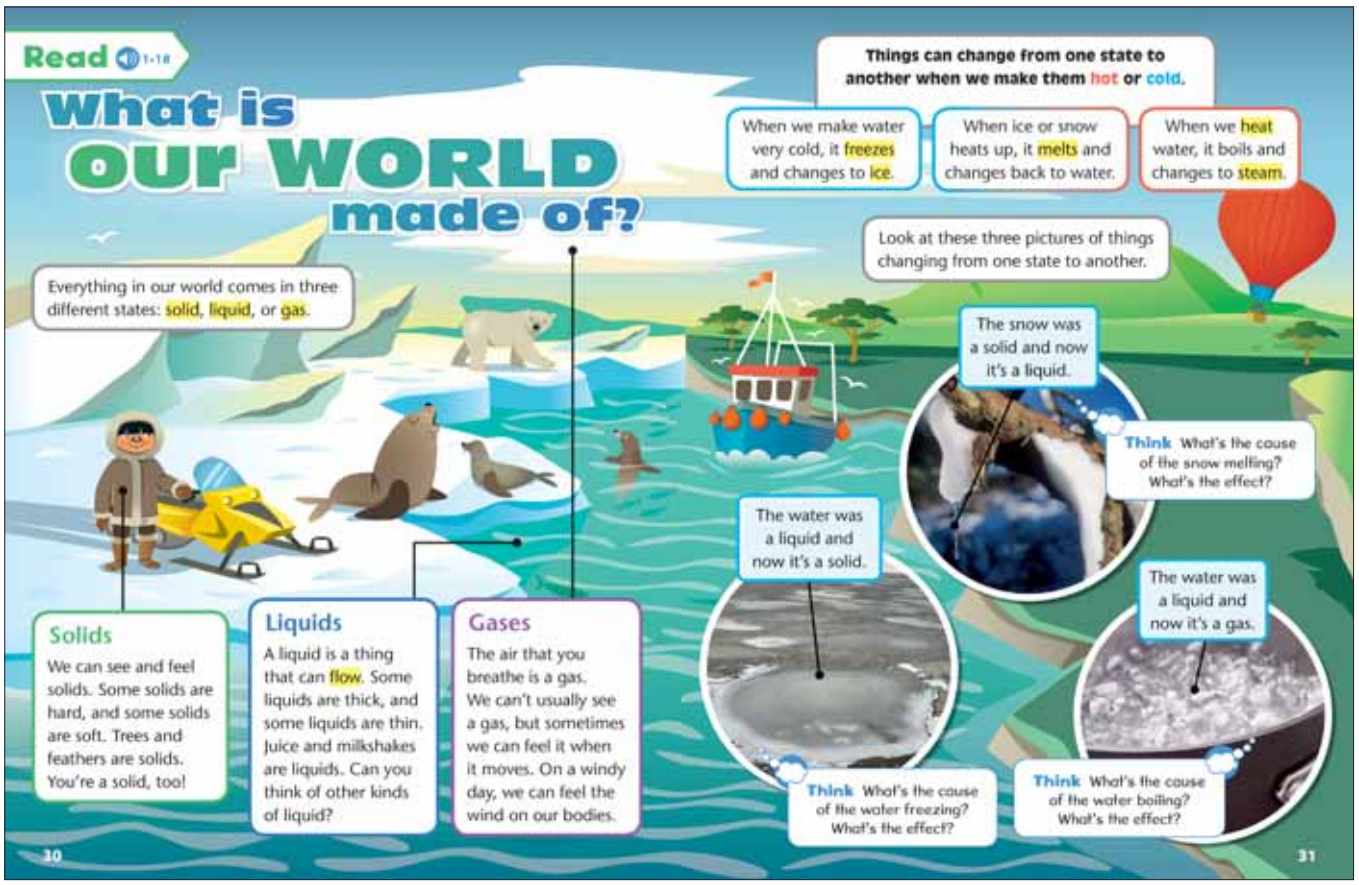
Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask, *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 3 pages 20–21
Online practice Unit 3 • Get Ready
Classroom Presentation Tool Unit 3 • Get Ready

Unit 3 Read page 30



Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Physical Science

Text type: Informational text (nonfiction)

Reading strategy: Cause and effect

Big Question learning point: *Everything in our world comes in three states; solid, liquid or gas.*

Materials: Picture Cards, Talk About It! Poster, Audio CD

Before Reading

- Ask *What is our world made of?* Encourage students to contribute their ideas.
- Ask students to tell you what they see in the pictures.
- Have students point to a tree, water, grass, ice, and snow.
- Ask *Which things in the picture are solids? Which things in the picture are liquids? Where could we find gas in this scene?*

During Reading 1•18

- Ask a gist question to check overall understanding of the text, e.g. *What do the three photos on page 31 show?* (*Water as a solid, a liquid, and a gas.*) Allow students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What happens when we make water very cold?*

DIFFERENTIATION

Below level:

- Work with the less confident students in small groups. Encourage them to read out one sentence at a time, and help with pronunciation.
- Ask students to find all the highlighted words. Hold up the picture cards for the unit one by one, and ask students to say the word, find it in the text, then read out the sentence it is in.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph out loud as the text is read around the circle.
- Ask students to find the highlighted words in the text. Check understanding by asking them to define each word.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Use the information in the text to play a game revising the different states.
- Explain to the students that there are three different actions – *freeze*, *melt*, and *heat*.
- For *freeze*, the students will mime being solid ice, and they have to stand still on the spot. For *melt*, the students will mime being liquid water, flowing around the classroom smoothly. For *heat*, the students will mime being steam, waving their arms as they pretend to float around the classroom.
- Students stand up as you call out the first of the actions, e.g. *heat*. Allow them a little time to mime each state, then call out the next action so they change state.
- Remember to only change from solid to liquid, liquid to gas, or liquid to solid – not from solid to gas (*freeze* / *heat*) or gas to solid (*heat* / *freeze*).

CRITICAL THINKING

- Discussion questions:
  In the main background picture, what solids can you see?
  How are they the same, and how are they different?
  A tree is solid, but how is the trunk different from the leaves?
  What is the water in the river doing? Do you think it's moving quickly or slowly? Why?
  What are the clouds made of?
  Look at the small pictures. What is different about them?

After Reading

- Have students look again at the text, and focus on the *Think* boxes. Read each one out, and ask students for their ideas. Check understanding of how water changes from one state to the next.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they know about the causes and effects they have studied in the reading text.
- Have students say one thing about each state – *solid*, *liquid,* and *gas*.

DIFFERENTIATION

Below level:

- Have students draw the process of water changing state, either from a solid to a liquid, or a liquid to a gas.
- In groups, students show and describe their pictures.

At level:

- Have students draw the process of water changing state, either from a solid to a liquid, or a liquid to a gas.
- Ask students to label their pictures with the correct words.
- In groups, students show and describe their labelled pictures.

Above level:

- Have students draw and label the process of water changing from a solid to a liquid, then to a gas.
- Tell students to write a short paragraph to accompany the picture, describing the changes.
- Have individual students stand up, share their picture with the class, and read their paragraph.

CULTURE NOTE

Although the world is made up of solids, liquids, and gases, there is a lot of water on the Earth's surface. Approximately 70 percent of the world is covered in water. Most of this is salt water, and only 3 percent is fresh water, which is suitable for drinking.

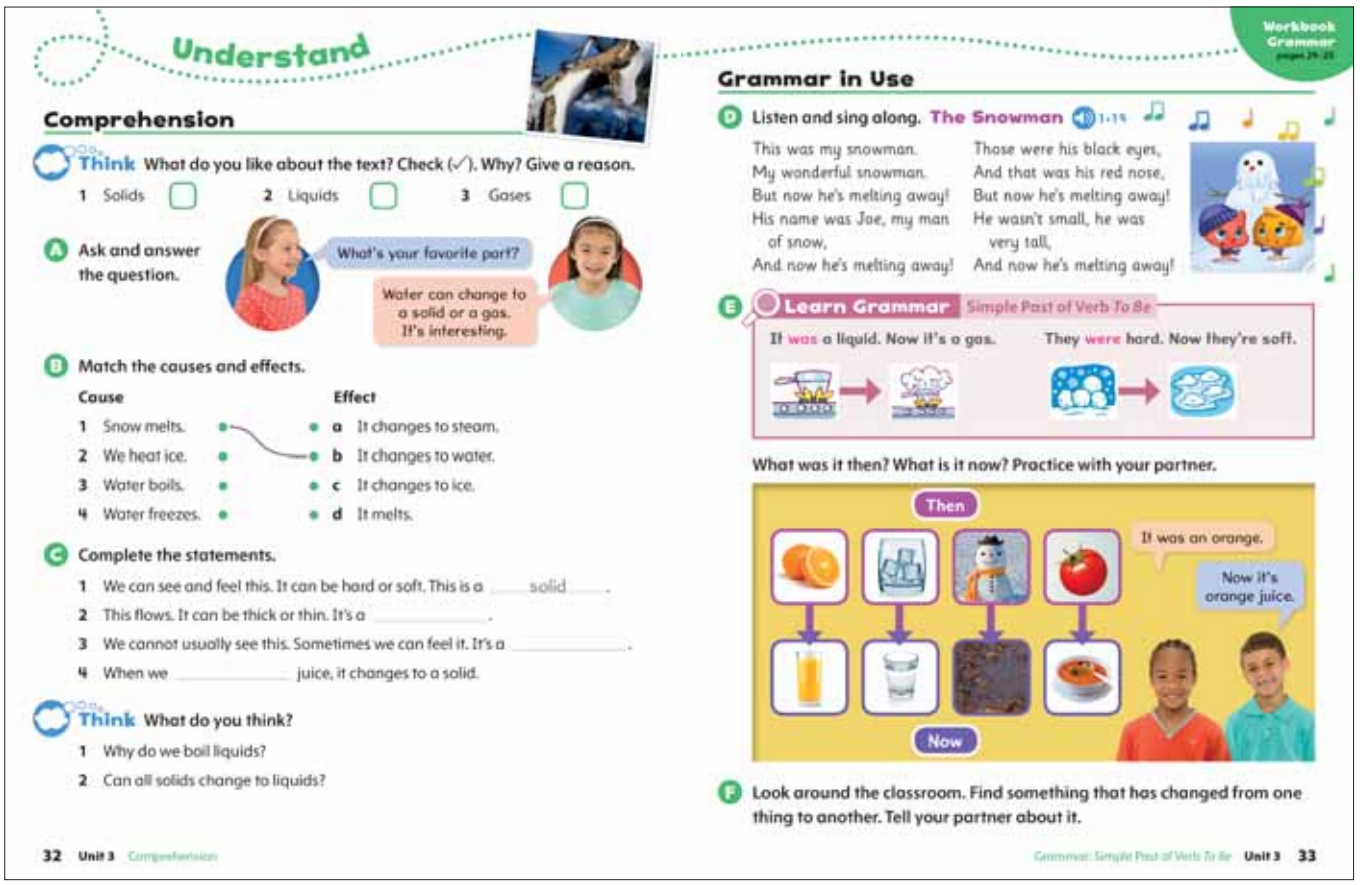
Both ends of the world are covered in ice, the North and South poles. In the North, the Arctic is a large ice-covered ocean which is surrounded by land. The Antarctic, in the South, is actually a covered landmass which is surrounded by ocean. About 85 percent of the world's permanent ice can be found in Antarctic glaciers.

The gases in the atmosphere surrounding Earth help to keep the world from experiencing extreme temperatures. The gases also help to protect Earth from ultraviolet radiation from the sun.

Further Practice

Workbook Unit 3 page 22
Online practice Unit 3 • Read
Classroom Presentation Tool Unit 3 • Read

Unit 3 Understand page 32



Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past of verb *To Be*

Grammar practice: Workbook exercises

Grammar production: Writing sentences

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Match the causes and effects.

- Consolidate understanding of the text by asking students to match the key points.

ANSWERS

1 b 2 d 3 a 4 c

C Complete the statements.

- Check students' understanding of the different states by asking them to complete the definitions with the correct words.

ANSWERS

1 solid 2 liquid 3 gas 4 freeze

Think

- Ask students to think about the two questions individually.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Ask students to choose one question and to write it at the top of the page in their notebook.
- Tell students to stand up and walk around the classroom.
- They need to talk to as many people as they can in five minutes, ask their question, and write down the person's name and answer.

CRITICAL THINKING

- Once students have collected their answers, they should sit down and review what they have learned.
- Provide an example on the board to help them understand how to do this. For example, write the question *Why do we boil liquids?* on the board and elicit answers from several students. Write these answers on the board, and ask students whether everyone gives the same answer, or whether the answers vary.
- Ask students to look for similarities and differences in the answers they have recorded.
- Ask students to find out whether most people agreed about the answers, or whether there was a range of responses.

Grammar in Use

D Listen and sing along. 1•19

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put the students in two groups, for verse 1 and verse 2. Explain that you will have a class competition to see which team can sing their verse the loudest and the most clearly.
- Give the students time to read through their lines before they sing again.
- Play the audio again. Each team stands up when it is their turn to sing. See which team can sing the most clearly and with expression.

E Learn Grammar: Simple Past of Verb *To Be*

- Draw students' attention to the simple past forms of *To Be*.
- Write *is* on the board and elicit the simple past form from the class (*was*). Write *are* on the board and elicit the simple past form from the class (*were*).
- Write more examples of sentences using *was* and *were*.

What was it then? What is it now? Practice with your partner.

- Look at the photos with the students and check they understand that each one shows the same item in different states.
- Ask confident students to model the example exchange.
- Put students in pairs to discuss what the items were in the first picture, and what they are now.

F Look around the classroom. Find something that has changed from one thing to another. Tell your partner about it.

- Students use the model dialogue from E to choose and talk about things in the classroom that have changed state.

DIFFERENTIATION

Below level:

- Ask students to create flow charts of items that change state. They can draw pictures of each item, and add the word that describes the process of change, e.g. *ice cream / melts / liquid*.
- Students present their work to the class.

At level:

- Ask students to create flow charts of items that change state. They can draw and label each item, and write sentences using the simple past to describe the different states, e.g. *The ice cream was solid. Now it is a liquid*.
- Students present their work to the class.

Above level:

- Ask students to create flow charts of items that change state. They can draw and label each item, and write sentences using the simple past to describe the process of change and the different states, e.g. *The ice cream was solid. It melts, and now it is a liquid*.
- Students present their work to the class.

COLLABORATIVE LEARNING

- Arrange students in large groups of eight or ten. Give each group a soft ball or beanbag. Standing or sitting in a circle, students take turns to say an item, e.g. *orange*, then throw the ball to another student in the group who says something it can change into, e.g. *orange juice*.

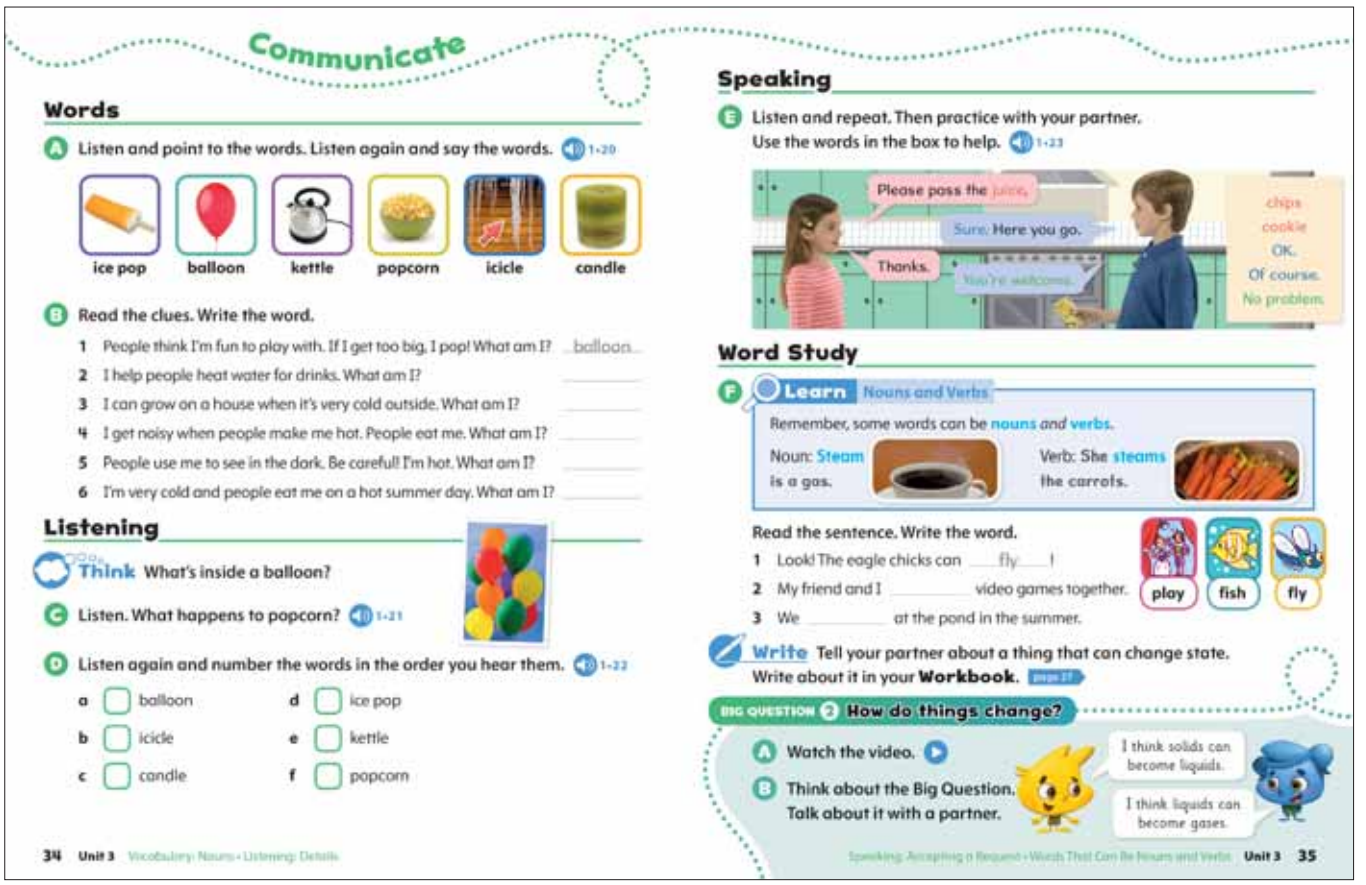
Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 3 pages 23–25
Online practice Unit 3 • Understand
Classroom Presentation Tool Unit 3 • Understand

Unit 3 Communicate page 34



Summary
Objectives: To learn and understand different nouns; to apply a listening strategy to help comprehension of a listening text.
To understand and use expressions for accepting a request and words that can be nouns and verbs.
To review what students have learned about the Big Question so far.
Vocabulary: *ice pop*, *balloon*, *kettle*, *popcorn*, *icicle*, *candle*
Listening strategy: Listening for details about how things change
Speaking: Accepting a request
Word Study: Words that can be nouns and verbs
Writing task: Writing about a thing that can change state
Big Question learning point: *Lots of everyday things can change, but only some change state.*
Materials: Picture Cards, Discover Poster 2, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1•20

- Students point to the words as they hear them played.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *ice pop* and *icicle*. Drill the sound /s/ and point out the different /ai/ and /i/ sounds in *icicle*.

CRITICAL THINKING

- Ask the following questions to check understanding: *Which of these things are cold? Which of these things can be hot?*

B Read the clues. Write the word.

- Look at the example with the class. Ask students to read the definitions and write the correct words from A.
- Put them in pairs to discuss their answers and check.
- Check answers by reading out the clues and asking students to say the words.

ANSWERS

1 balloon 2 kettle 3 icicle 4 popcorn 5 candle 6 ice pop

Listening

Think

- Read the question to the class and discuss ideas. Write their suggestions on the board.

C Listen. What happens to popcorn? 1•21

- Ask students to listen to the audio, then discuss what they think happens to popcorn.

D Listen again and number the words in the order you hear them. 1•22

- Play the audio a second time after asking a gist question to focus on general meaning, e.g. *What happens to all the things in the audio?* (*They change.*)
- Ask students to listen and number the words in the order they hear them discussed.

ANSWERS

a 2 balloon b 5 icicle c 4 candle d 1 ice pop
e 3 kettle f 6 popcorn

Speaking

E Listen and repeat. Then practice with your partner. Use the words in the box to help. 1•23

COMMUNICATION

- Play the audio, pausing for students to echo each line.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information to make it more personal. Elicit different foods or drinks, and demonstrate with a confident speaker before pairs attempt the activity.
- Have three pairs stand and conduct their short dialogue for the class.

Word Study

F Learn: Nouns and Verbs

- Focus on the photos to demonstrate the meaning of *steam* as a noun and *steam* as a verb. Ask how many people use steaming as a way of cooking food at home.

Read the sentence. Write the word.

- Explain that the pictures show the words in the noun form. Students have to complete the sentences using the words as verbs.
- Have students complete the gap-fill exercise individually and check their answers with a partner.
- Check answers by asking individual students to read out the complete sentences.

ANSWERS

1 fly 2 play 3 fish

- To extend the activity, ask students to think of sentences that use the word in its noun form, e.g. *There is a fly on the window. The children are in a play. The fish is in the water.*

COLLABORATIVE LEARNING

- Have students work in groups of eight.
- Ask one student to start a chain with a sentence containing a word that can be a noun or a verb, e.g. *She steams the carrots.* The next student follows with a sentence using the same word in its other form, e.g. *Steam is a gas*.
- The next student continues the chain with a different word.
- The game continues until every student has had the opportunity to say a sentence with a noun or a verb, and the words have been said numerous times.

Write

Tell your partner about a thing that can change state. Write about it in your Workbook.

- Recap items which can change state. Ask for ideas and write students' suggestions on the board in a chart.
- Write the name in the column on the left, and ask students for information to go in the column on the right.
- Leave the notes on the board as students discuss the topics in pairs.
- Refer students to their Workbooks to complete the task.

DIFFERENTIATION

Below level:

- Ask students what they have learned about different states in this unit. Put the words and expressions on the board.
- Draw a chart on the board with three headings: *liquid*, *solid*, *gas*.
- Ask students if they can think of words to complete the chart to show the same thing in different states, e.g. *tomato* / *tomato soup*; *ice* / *water* / *steam*.

At level:

- Ask students to draw a chart in their notebooks with three headings: *liquid*, *solid*, *gas*.
- Ask students to complete the chart with different items, and choose one of these to write about in their Workbook.
- Put students into pairs and tell them to share their information and discuss what they remember.

Above level:

- Ask students to consolidate what they have learned by producing a poster about how water changes state from ice, to water, to steam.
- Let students work individually to produce their work, then display it for the class.

Big Question 2 Review

A Watch the video.

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How do things change?

- Display **Discover Poster 2**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see? What does that mean?*
- Refer to the learning points covered in Unit 3 that are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about how things change while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 3 pages 26–27
Online practice Unit 3 • Communicate
Classroom Presentation Tool Unit 3 • Communicate