Academy Stars 4

Teacher's Book

Julie Tice

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2. Teacher's Resource Centre
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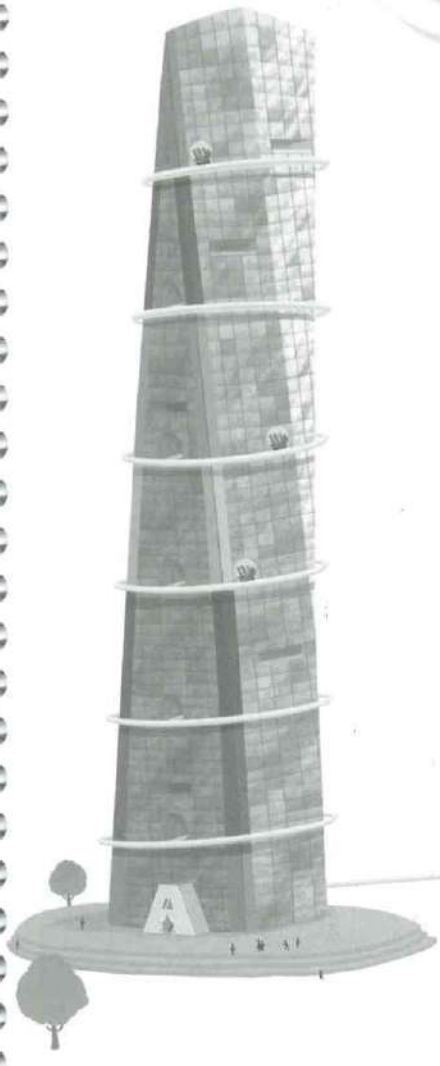
Academy Stars 4

Teacher's Book

Catherine Zgouras



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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome	Describe people's lives and interests (sea animals, musical instruments, food, leisure activities, months)	*Who's ...? Who likes ...? Who wants to ...? Do you live in a house or a flat? How do you go to school?*	
1	Holiday news	The world around us Prepositions of place and activities Leisure activities	**Past simple question forms:** *Did he hide in his wardrobe? Yes, he did. Was it scary? Yes, it was.*	**verb + *...ing*:** *I love skateboarding. I don't mind surfing.*
	Reading time 1: True travellers' tales of kindness	**Play 1:** Jane and the special butterfly		
2	Different lives	Prepositions of movement Verbs and action verbs	**verbs with *to* + infinitive:** *He wanted to climb the mountain. But now he needs to run.*	***could / couldn't* and *when* clauses in the past:** *Could you whistle a tune when you were eight? Yes, I could.*
	Review 1			
3	Super cycling	Bikes and cycling Describing a city bike ride Directions	***must* and *mustn't* for obligation:** *You must look. You mustn't listen to music.*	**Give directions:** *First, we go straight on to the hospital. And then, we turn right.*
	Reading time 2: Journey to the Centre of the Earth	**Play 2:** Peter and the skateboarding competition		
4	People at work	Jobs Adjectives Animals	**Comparative form of long adjectives:** *Mary's cake is more creative than Ruben's.*	**Superlative form of long adjectives:** *Mosquitoes are the most dangerous.*
	Review 2			
5	Be healthy! Be happy!	At the doctor's Adjectives and verbs for staying healthy Shops	***should* and *shouldn't* for advice:** *You should be active. You shouldn't eat too many sweets.*	**Make suggestions:** *Let's go to the bakery to buy some bread.*
6	Stories from far away	The natural world Verbs and pronouns Verbs and activities	**Past continuous:** *Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.*	**Ask questions using the past continuous:** *Where were you going? I was going to the school concert.*
	Review 3			
7	Technology time	Technology Inventions Possessive pronouns	**Defining relative clauses:** *This is the man who invented the first computer.*	**Use possessive pronouns:** *Is that your camera? Yes, it's mine.*
	Reading time 3: The colours of life	**Play 3:** Vicky helps		
8	Our world	Parts of plants and animals Science and technology	***will / won't* for future predictions:** *It'll grow. It won't grow.*	**Ask questions using *will*:** *Will children still use books? No, they won't. I think they'll use laptops.*
	Review 4			
9	Planet water	Using water The water cycle	**Zero conditional:** *If it's warm, snow melts.*	***What happens if* + present simple:** *What happens if you put the marble in the water? It sinks.*
	Reading time 4: Unusual hotels	**Play 4:** Freddy's music		
10	Let's be detectives!	Physical descriptions Pronouns and detective words Around the house	**Present perfect:** *He's caught the thief. Oh no! He hasn't caught the thief!*	**Ask *What's the matter?* and make suggestions:** *What's the matter? I'm really tired. Let's do something relaxing.*
	Review 5			

Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
Text messages: interpret preferences How do you learn best?	Listen for specific information	Ask questions about a holiday photo	Text messages: writing messages	Let's do a survey	*ch* or *ck* /k/
A traditional story: interpret emotions Asking classmates for help	Listen for specific information	Talk about your school	A story: write a summary	Appreciate how people make different choices	*j* or *g* /dz/
A leaflet: identify specific information Using what you know	Follow directions	Give directions	A leaflet: write a list with bullet points	Play the *Bike Grid* game	soft *c* (*s*) /s/
A blog: develop inferential skills Using prefixes to change meaning	Listen for opinions	Talk about preferences	A blog: writing a blog	Let's find out: opinions about jobs	*er* or *or* ending /ə/
A magazine article: understand detail Asking questions	Listen for specific information	A dialogue at the doctor's	A letter: writing a letter	Plan healthy meals	*gh* or *ph* /f/
A story: interpret stories Learning new vocabulary using colour	Listen to sequence a story	Act out a play	A story: using adjectives and adverbs	Play a storytelling game	*le* or *al* ending /(ə)l/
An informational website: relate to your own knowledge Working out the meaning of words	Listen for specific information	Talk about your school	An informational text: including information	Compare and contrast devices	Double letters
Poems: infer meaning Finding a word in a dictionary	Listen to sequence information	Play a game	A poem: writing poems	Predict the future of our world	silent *gh*
A factual text: interpret data The importance of graphs	Listen for specific information	Talk about how you use water	Diagrams: writing a factual report	Plan a campaign	silent letter *h*
Emails: understand writers' emotions Self-motivation	Listen to compare information	Tell a convincing story	A story: writing a story	Play the *Are you a superstar?* game	silent letters *b*, *w* and *k*

Academy Stars is an accessible and stimulating seven-level course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give children a sense of achievement and self-development.

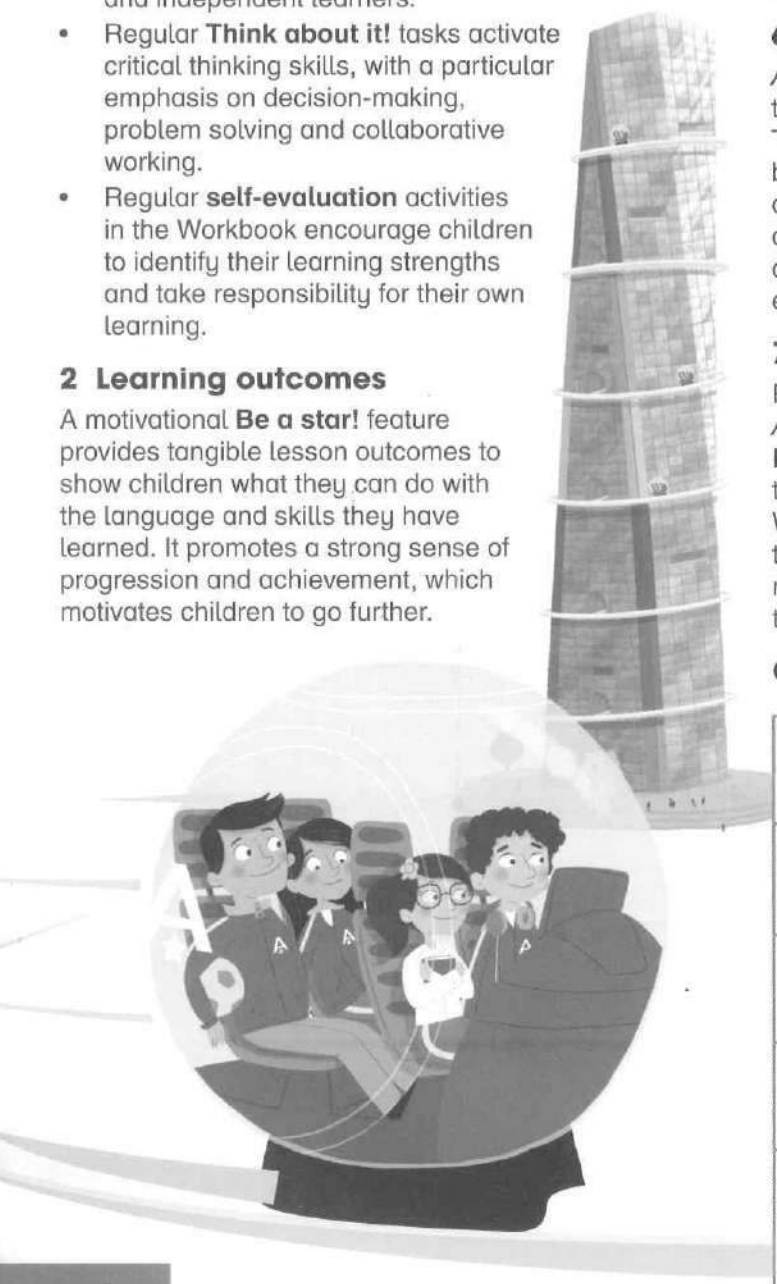
1 Learning skills

A key strength of *Academy Stars* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that children can apply to other subjects and throughout their life, these are developed in the following ways:

- **Critical thinking** tasks are embedded throughout, challenging children to analyse and infer, draw conclusions, express opinions and give a personal response to texts.
- The features **Learning to learn** and **Learning about language** help children identify patterns and acquire strategies that will make them more effective and independent learners.
- Regular **Think about it!** tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.
- Regular **self-evaluation** activities in the Workbook encourage children to identify their learning strengths and take responsibility for their own learning.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learned. It promotes a strong sense of progression and achievement, which motivates children to go further.



3 Values

A **Values** box in every unit supports the development of social skills, good citizenship, cooperation and collaboration. Children are encouraged to consider and adopt commonly shared values such as tolerance, respect and responsibility.

4 Graphic Grammar

An innovative approach to **grammar** helps children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations, and clarify meaning, use and form.

5 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each reading, writing and listening lesson practices a specific strategy to give children the tools they need to process or produce a variety of text types. Dedicated speaking lessons develop fluency in functional interactions and build confidence in presentation skills.

6 Literacy

Academy Stars also develops **extensive reading skills** through beautifully illustrated Reading time sections. These lessons promote a life-long love of reading and build confidence in processing longer texts. Children are encouraged to analyse and interpret texts and give a personal response to them. The illustrations help develop visual literacy and engaging animations bring each story to life.

7 Assessment

Recognising the increasing popularity of external exams, *Academy Stars* is mapped to the latest **Cambridge English: Young Learners** tests, and includes regular test-style activities in Review lessons and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and CE:YL sample tests to measure children's progress and achievement throughout the course.

Competencies

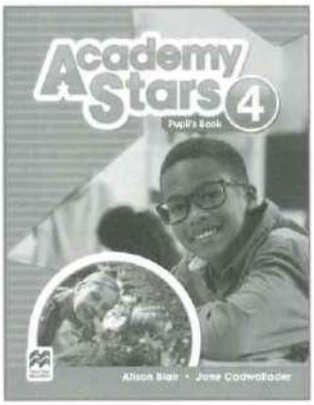
me	Activities that encourage children to consider lifestyle choices and accept responsibility
act	Activities that develop societal understanding, and foster tolerance and ethical behaviour
think	Activities that develop critical thinking skills to classify, analyse, infer, discuss and discover
learn	Activities that foster learner autonomy and enable children to apply learning strategies
communicate	Activities that promote interpersonal and collaborative skills, and allow children to express ideas and opinions

Components overview

Academy Stars presents a fully **integrated learning experience**, with print and digital components seamlessly linked to enable effective lesson planning and smooth classroom management.

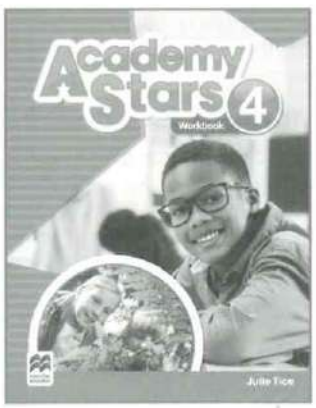
For the pupil

Pupil's Book



Consists of a Welcome unit, ten core units, four Reading time spreads, five Review sections and a Dictionary. Each core unit contains eight lessons featuring clear vocabulary presentation and practice, an engaging reading text, an innovative **Graphic Grammar** presentation and practice, a language in use grammar presentation and practice, sounds and spelling practice, contextualised listening and speaking activities, guided writing practice and a practical task to develop critical thinking skills.

Workbook



Provides further practice and reinforcement of key language from the Pupil's Book. Additional test-style reading and writing practice further prepares children for the **Cambridge English: Young Learners** tests. The Workbook includes a mid-year and end-of-year review to check progress at key points. A **Grammar reference** section reinforces the grammar from the Pupil's Book whilst a **What I can do!** section provides children with the opportunity for self-evaluation.

Pupil's Practice Kit

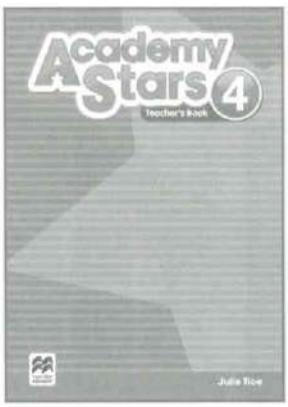
Consists of enjoyable and motivating extra activities for children to practise the new language outside their classroom. For each unit, there are five interactive activities that cover vocabulary, grammar and phonics. There are also interactive flashcards and all the songs from the Pupil's Book. Teachers can monitor children's progress through a score report.

Pupil's Resource Centre

Consists of the Pupil's Book audio and all of the videos (see Videos), so children can listen and watch in their own time. There is also a **Parents' Guide** which introduces the course and provides advice on how parents can support their child in the home-learning environment.

For the teacher

Teacher's Book

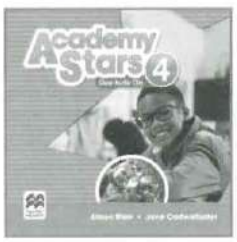


Provides clear and concise support for lesson planning and teaching. User-friendly teaching notes are available for each lesson of the Pupil's Book with on-the-page audioscripts and answer keys. The **Teaching star!** boxes provide a professional development in action strand through useful classroom tips, practical activities and support for teachers. For the Workbook, there are helpful teaching notes for exams practice activities and writing lessons, as well as answer keys.

Presentation Kit

Consists of a downloadable digital version of the Pupil's Book and Workbook to be used in class, with integrated audio, video, interactive activities and answer keys. Focuses on promoting heads-up interactive learning. There are also interactive flashcards to enhance the presentation and practice of new language, with audio.

Class Audio CDs



Contain all key texts, stories, songs, dialogues and phonics chants from the Pupil's Book.

Videos

There are three types of video: a **Graphic Grammar** animated video which brings the language to life through a memorable presentation; a **Language in use** real-world video which shows real children acting out the dialogue; and an animated story video that brings to life the **Reading time** stories.

Teacher's Resource Centre

Consists of additional resources and ideas to extend lessons and learning, and gives further practice of key language. Focuses on giving teachers **flexibility** and the means to deliver dynamic and varied lessons.

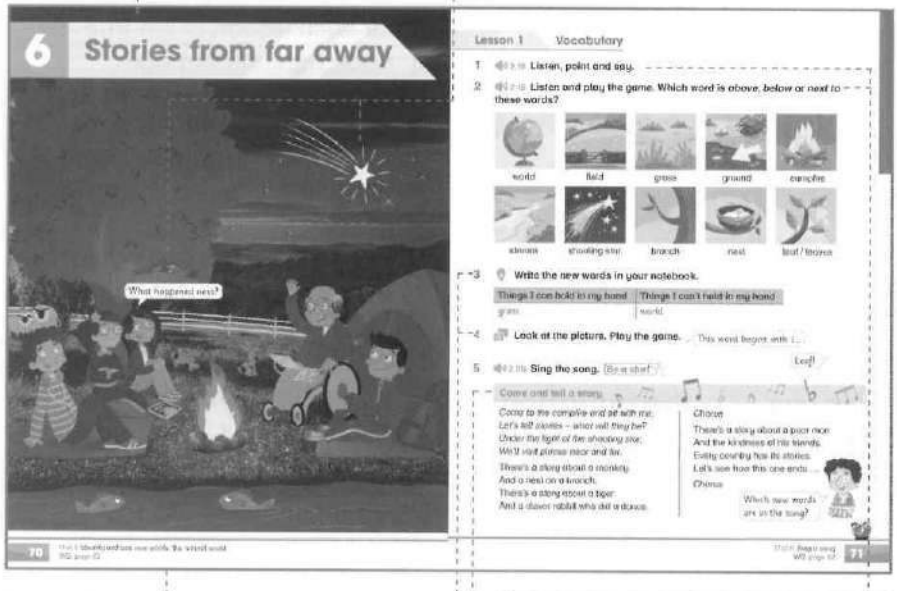
Test Generator

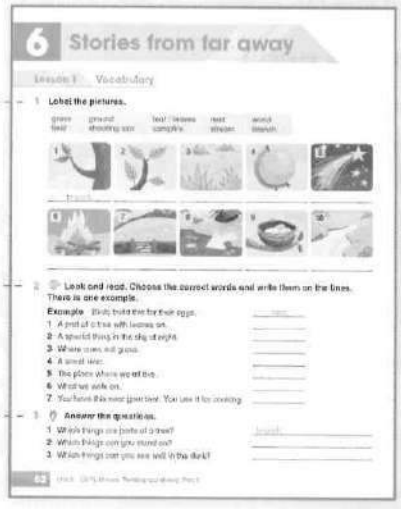
Tests for each unit, mid-year, end-of-year and relevant **Cambridge English: Young Learners** tests are available to download from the Teacher's Resource Centre. In addition, the Test Generator allows teachers to customise and create new tests from a bank of activities.

Lesson 1: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.





Activities provide carefully staged practice of key vocabulary.

Lesson aims and outcomes are given at the bottom of each page.

Carefully staged presentation of key unit vocabulary.

A lively song activates new vocabulary and makes it more memorable.

Activities develop **critical thinking** and **visual literacy**.

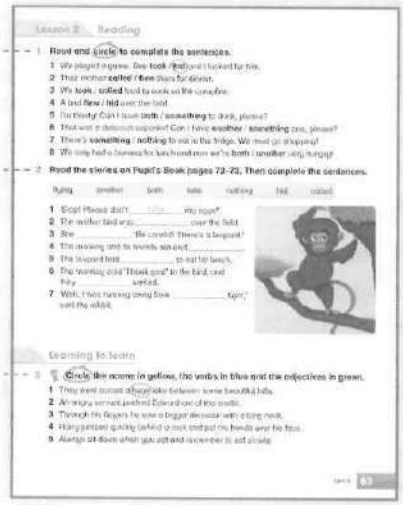
Further activities encourage children to use and explore key language.

Lesson 2: Reading

A range of engaging fiction and non-fiction texts develop reading skills and enjoyment of reading.

A **Values** box promotes discussion and raises awareness of social values.

Additional vocabulary is contextualised in the reading text.



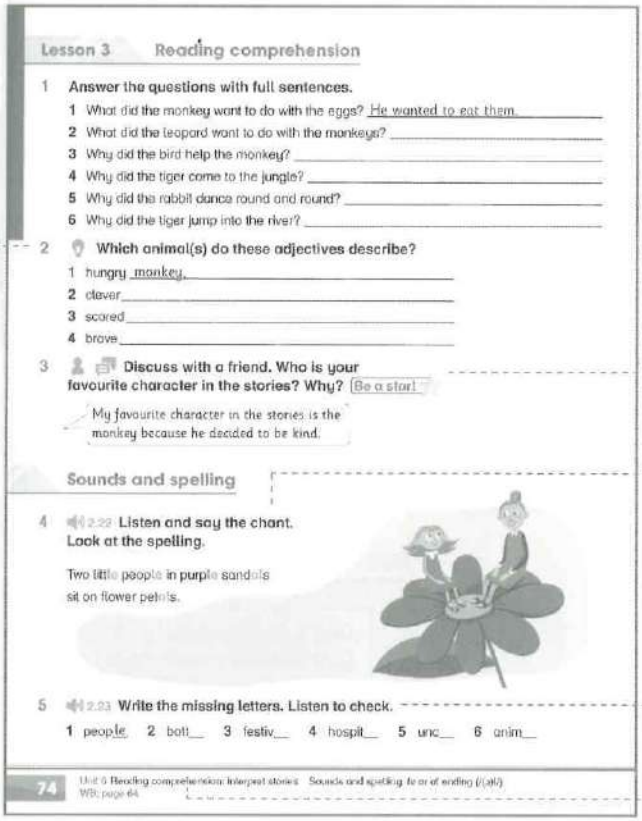
Activities to encourage children to apply the skills and strategies from **Learning to learn** and **Learning about language**.

A pre-reading task develops prediction skills to help understanding.

Reading activities check comprehension.

A **Learning to learn** or **Learning about language** box develops learner autonomy.

Lesson 3: Reading comprehension



Lesson 3 Reading comprehension

1 **Answer the questions with full sentences.**

1 What did the monkey want to do with the eggs? He wanted to eat them.
2 What did the leopard want to do with the monkeys?
3 Why did the bird help the monkey?
4 Why did the tiger come to the jungle?
5 Why did the rabbit dance round and round?
6 Why did the tiger jump into the river?

2 **Which animal(s) do these adjectives describe?**

1 hungry monkey
2 clever
3 scared
4 brave

3 **Discuss with a friend. Who is your favourite character in the stories? Why?** Be a star!

My favourite character in the stories is the monkey because he decided to be kind.

Sounds and spelling

4 2.22 **Listen and say the chant. Look at the spelling.**

Two little people in purple sandals
sit on flower petals.

5 2.23 **Write the missing letters. Listen to check.**

1 people 2 bott__ 3 festiv__ 4 hospit__ 5 unic__ 6 anim__

74 Unit 6 Reading comprehension: Interpret stories Sounds and spelling: *le* or *el* ending (/l,əl/) WB: page 64

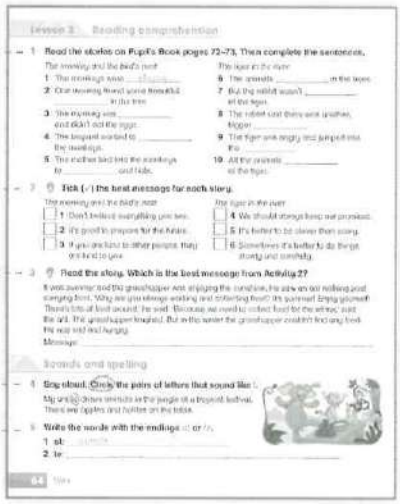
The new sounds are contextualised in a short and fun chant to provide further practice.

A receptive activity checks children can identify the target sound.

A focus on a strategy in each unit develops key reading skills.

Critical thinking activities encourage children to give a personal response to the text and develop inferential skills.

Further activities reinforce and check children's understanding of the Reading text.

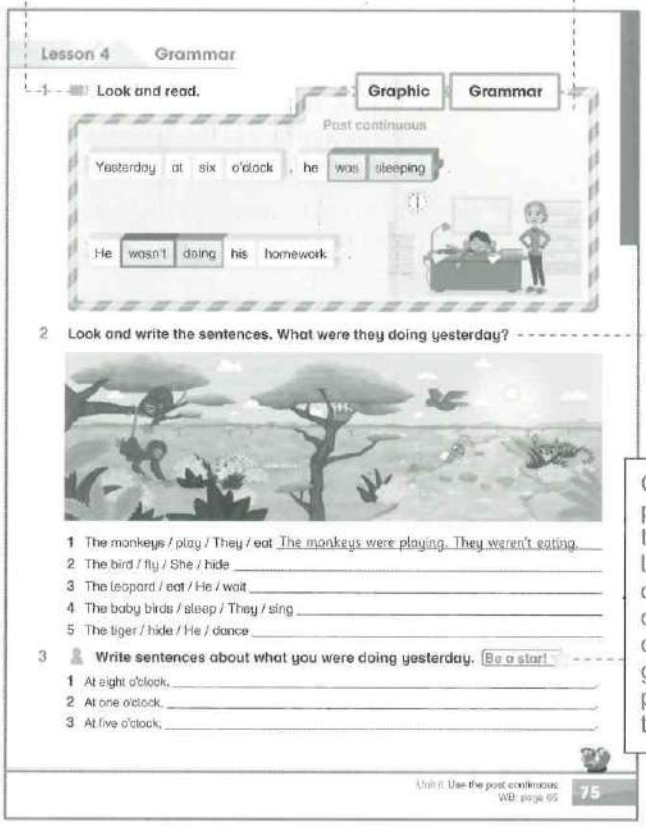


Activities provide further receptive and productive practice of key sounds.

Lesson 4: Grammar

Supporting animations present grammar and focus on form in an engaging and memorable way (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.



Lesson 4 Grammar

1 **Look and read.**

Graphic | Grammar

Past continuous

Yesterday at six o'clock, he was sleeping.

He wasn't doing his homework.

2 **Look and write the sentences. What were they doing yesterday?**

1 The monkeys / play / They / eat The monkeys were playing. They weren't eating.
2 The bird / fly / She / hide
3 The leopard / eat / He / wait
4 The baby birds / sleep / They / sing
5 The tiger / hide / He / dance

3 **Write sentences about what you were doing yesterday.** Be a star!

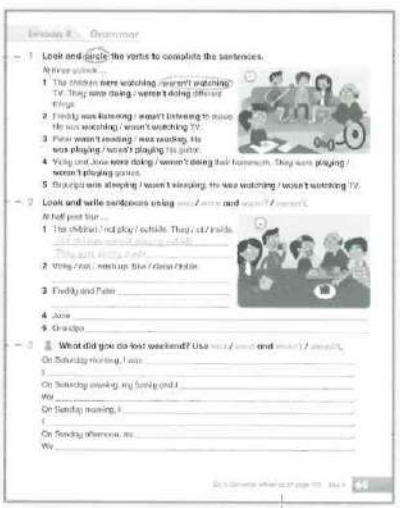
1 At eight o'clock,
2 At one o'clock,
3 At five o'clock,

Unit 6 Use the past continuous WB: page 65 75

A written activity provides controlled productive practice.

Children produce the new language in a consolidation activity such as a roleplay, game or personalisation task.

Carefully staged activities provide further practice and consolidation of target grammar.



A personalisation activity enables children to relate language to their own lives.

Children are directed to the **Grammar reference** for model language and further practice.

Lesson 5: Language in use

A new grammar structure is presented via a short dialogue.

Carefully staged activities provide further practice of the new grammar.

Lesson 5 Language in use

buy a present · catch a bus
plant a flower · write an essay

1 2.24 Listen and say.

I called you at six o'clock last night, but you didn't answer your phone.
At six o'clock? Oh, I was catching a bus.
Where were you going?
I was going to the school concert.
Why were you calling me?
I was writing an essay and I had a question.
Oh, sorry. So, what did you do?
Well, I called Paul, but he was busy. He was buying a present.
So, what did you do?
Well, I called Lucy, but she was planting flowers with her mum.
Oh dear! What was the question?
I can't remember now!

2 Write questions for these answers. Use *Why, Where, What* or *Who*.

1 What was John doing? He was **catching a train**.
2 _____ He was going to the **sports centre**.
3 _____ He was meeting **his friends** there.
4 _____ They were going there to **watch a basketball match**.

3 Make a new dialogue. Talk about yourself. Be a star!

What were you doing last night when I called?
I was watching TV.
Who were you watching TV with?
I was watching TV with my brother.

76 Unit 6 Ask questions using the past continuous Use new words, verbs and activities
WB: page 66

A supporting, **real-world video** brings the dialogue to life and supports understanding (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Lesson 5 Language in use

1 Write the words in the correct order to make questions.
1 Jane / What / doing / at / tea / school / was / yesterday?
2 isn't / Why / eating / you / ice?
3 Visit / going / Brazil? / Were / they / their / to
4 Who / you / talking / to? / were
5 Grandpa / was / Where / going?

2 Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why, Where, What* or *Who*.
1 _____ The children were playing football.
2 _____ She was going to the shampoo.
3 _____ They went to the shop to buy a present.
4 _____ Mary was helping her mum.
5 _____ He was buying new trousers.

3 Complete the dialogue. Use the correct form of the verbs.

watch · go · call · buy · plant · go · do

A: Where were you yesterday afternoon?
B: I ? a film.
A: Where ? ?
B: I ? to see my grandparents. Why ? me?
A: I ? my homework and I had a question.
B: Oh, sorry. So what did you do?
A: I called Andrew but he wasn't at home. He ? some new football boots. Then I called Rebecca but she was in town. She and her mum ? flowers in the garden.
B: Oh dear! What was the question?
A: I can't remember.

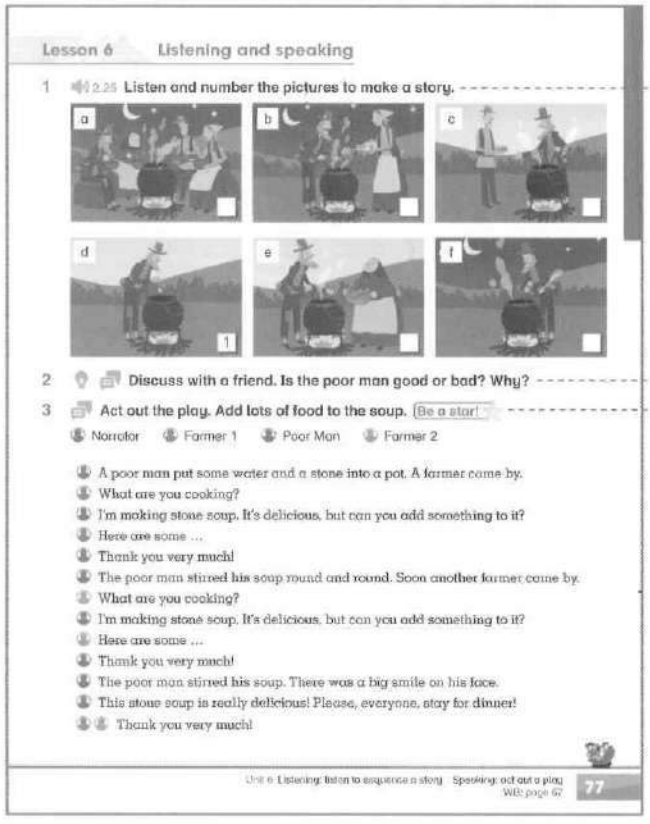
60 Unit 6 Go to Grammar reference on page 70

Children are directed to the **Grammar reference** for model language and further practice.

Children practise the new grammar structures before producing their own freer dialogue.

Lesson 6: Listening and speaking

While-listening and after-listening activities check comprehension.



Lesson 6 Listening and speaking

1 2.25 Listen and number the pictures to make a story.

a b c d e f 1

2 Discuss with a friend. Is the poor man good or bad? Why?

3 Act out the play. Add lots of food to the soup. Be a star!

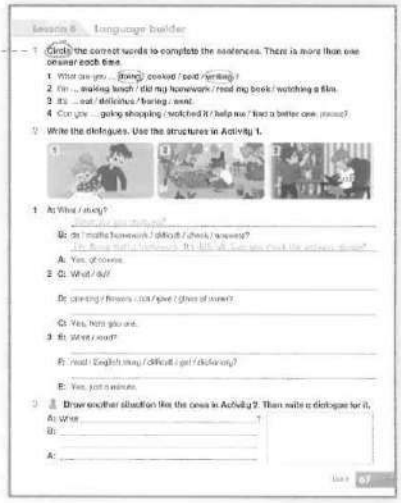
Narrator · Farmer 1 · Poor Man · Farmer 2

A poor man put some water and a stone into a pot. A farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup round and round. Soon another farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup. There was a big smile on his face.
This stone soup is really delicious! Please, everyone, stay for dinner!
Thank you very much!

Unit 6 Listening: listen to sequence a story Speaking: act out a play
WB: page 67 77

A speaking activity encourages children to consolidate new language from the unit.

Further activities check understanding of the listening and speaking skills, which are sometimes test-style activities from the **Cambridge English: Young Learners** tests.



Lesson 6 Language builder

1 Circle the correct words to complete the sentences. There is more than one answer each time.
1 What are you ... (doing) / cooked / (eating)?
2 I'm ... making lunch / did my homework / read my book / watching a film.
3 It's ... eat / delicious / tearing / sweet.
4 Can you ... going shopping / watched it / help me / find a better one (movie)?

2 Write the dialogues. Use the structures in Activity 1.

1 A: What / study?
B: do / maths homework / difficult / check / answers?
A: Yes, of course.
2 C: What / do?
D: cleaning / flowers ... cut / give / glass of water?
C: Yes, here you are.
3 E: What / read?
F: read / English map / difficult / get / dictionary?
E: Yes, just a minute.

3 Draw another situation like the ones in Activity 2. Then write a dialogue for it.
A: What _____?
B: _____
A: _____

Unit 6 67

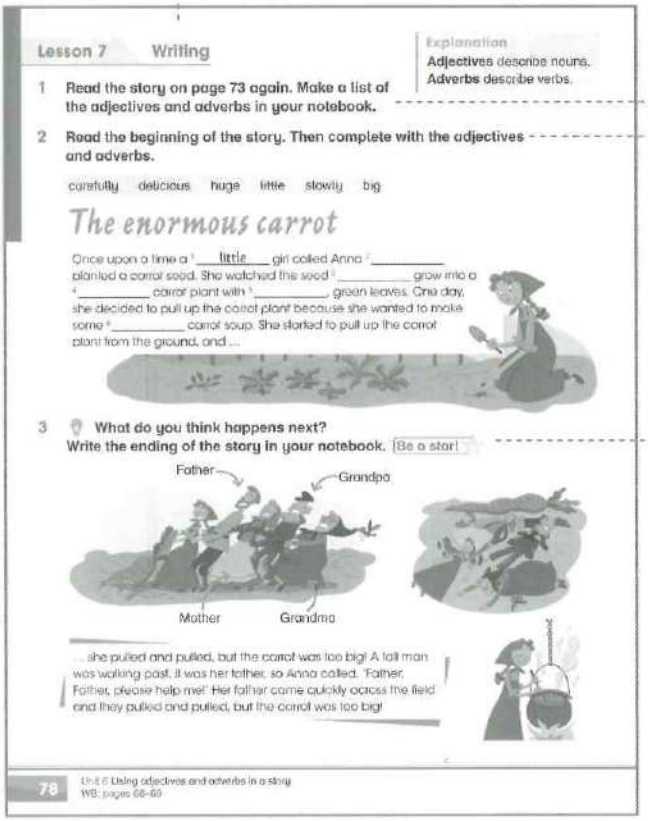
Lesson 7: Writing

Each writing lesson focuses on a writing sub-skill.

Carefully staged activities, led by the teacher, support children in building up a written text.

Carefully staged activities give children the support and scaffolding they need to produce a text independently.

Children use their plan to write their task independently.



Lesson 7 Writing

Explanation
Adjectives describe nouns.
Adverbs describe verbs.

1 **Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.**

2 **Read the beginning of the story. Then complete with the adjectives and adverbs.**

carefully delicious huge little slowly big

The enormous carrot

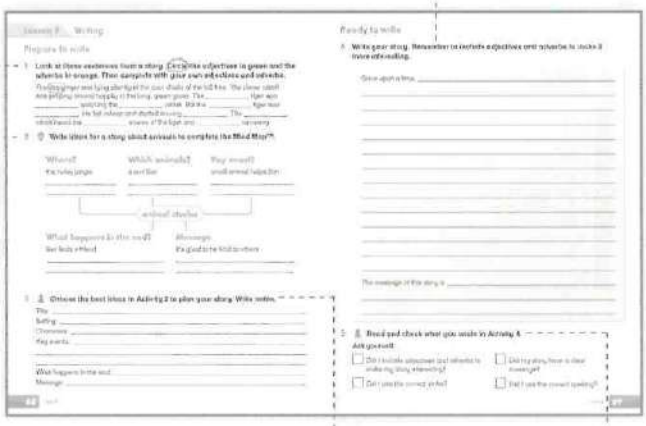
Once upon a time a [1] ___little___ girl called Anna [2] _____ planted a carrot seed. She watched the seed [3] _____ grow into a [4] _____ carrot plant with [5] _____ green leaves. One day, she decided to pull up the carrot plant because she wanted to make some [6] _____ carrot soup. She started to pull up the carrot plant from the ground, and ...

3 **What do you think happens next?**
Write the ending of the story in your notebook. Be a star!

Father Grandpa Mother Grandma

... she pulled and pulled, but the carrot was too big! A tall man was walking past. It was her father, so Anna called, 'Father, Father, please help me!' Her father came quickly across the field and they pulled and pulled, but the carrot was too big!

78 Unit 6 Using adjectives and adverbs in a story
WB: pages 68–69



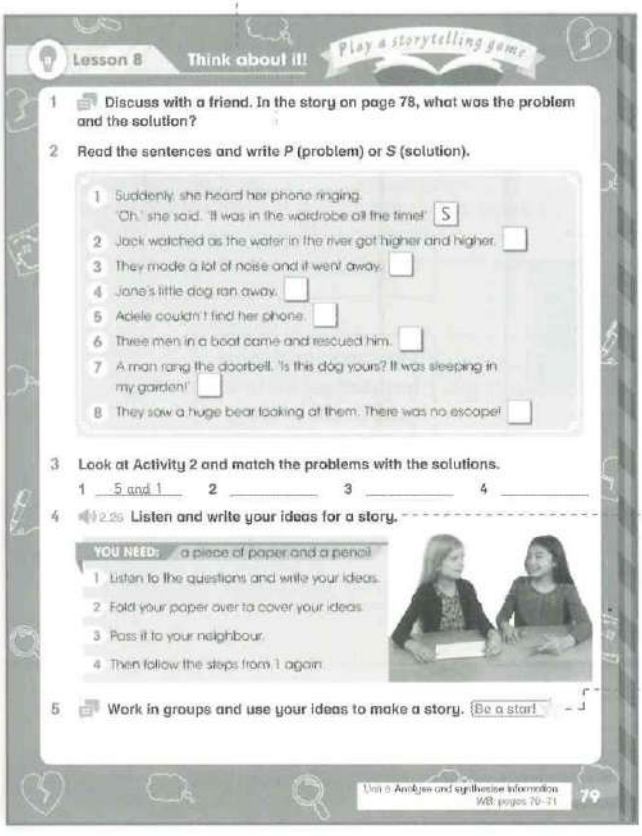
Activities check children's understanding of the writing sub-skill to prepare them for the writing task.

Children then plan and organise their own piece of writing.

Children are encouraged to check their final piece of work, as good practice.

Lesson 8: Think about it!

A practical lesson that focuses on **critical thinking** skills. Tasks prepare children to make decisions, solve problems and take control of their learning.



Lesson 8 Think about it! Play a storytelling game

1 **Discuss with a friend. In the story on page 78, what was the problem and the solution?**

2 **Read the sentences and write *P* (problem) or *S* (solution).**

1 Suddenly, she heard her phone ringing. 'Oh,' she said. 'It was in the wardrobe all the time!' S
2 Jack watched as the water in the river got higher and higher. ☐
3 They made a lot of noise and it went away. ☐
4 Jane's little dog ran away. ☐
5 Adele couldn't find her phone. ☐
6 Three men in a boat came and rescued him. ☐
7 A man rang the doorbell. 'Is this dog yours? It was sleeping in my garden!' ☐
8 They saw a huge bear looking at them. There was no escape! ☐

3 **Look at Activity 2 and match the problems with the solutions.**
1 5 and 1 2 _____ 3 _____ 4 _____

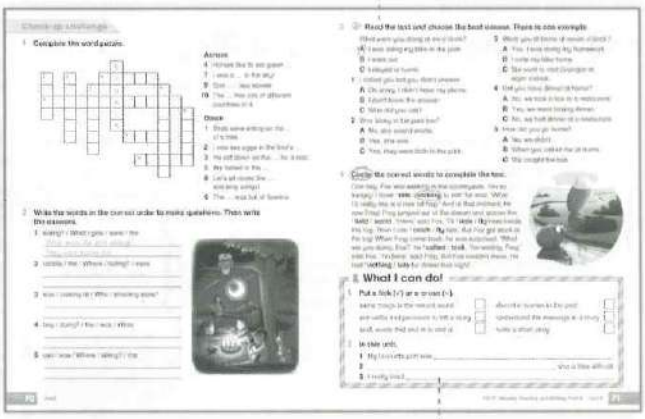
4 2.26 **Listen and write your ideas for a story.**

YOU NEED: a piece of paper and a pencil
1 Listen to the questions and write your ideas.
2 Fold your paper over to cover your ideas.
3 Pass it to your neighbour.
4 Then follow the steps from 1 again.

5 **Work in groups and use your ideas to make a story.** Be a star!

Unit 6 Analyse and synthesise information
WB: pages 70–71 79

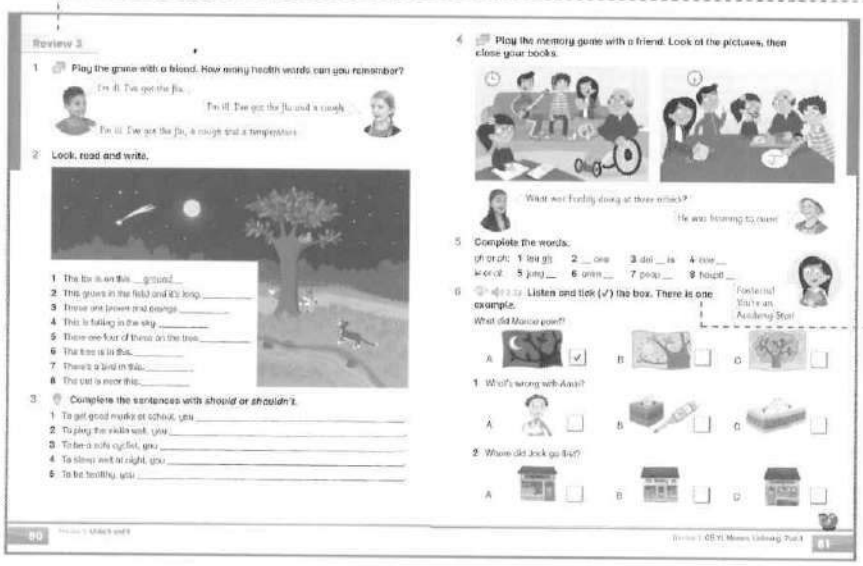
Test-style activities practise reading and writing tasks from the **Cambridge English: Young Learners** tests.



What I can do! boxes provide children with the opportunity to assess their own learning of the material in the unit.

Activities to consolidate learning and give children the opportunity to share their work.

Review

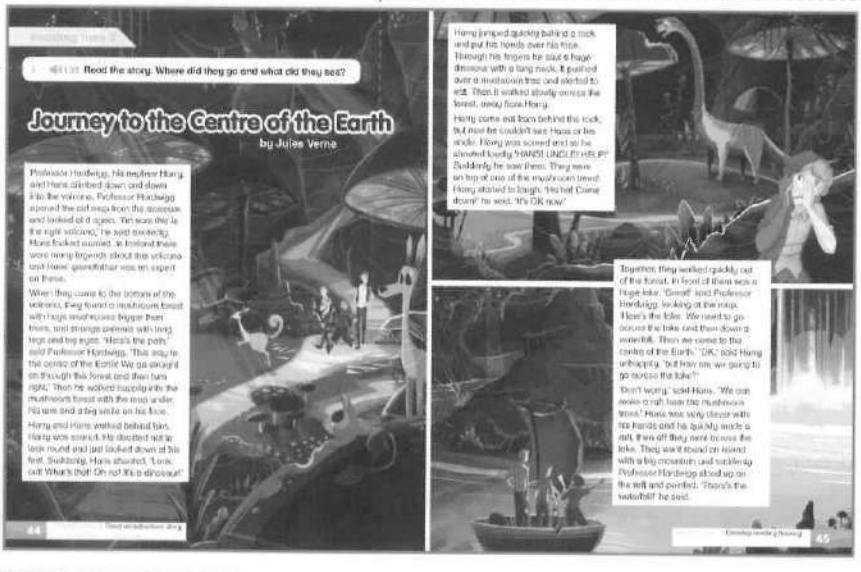


The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units.

Every **Review** lesson includes a **Cambridge English: Young Learners** test-style activity. These help prepare for the Reading and Writing, and Listening papers.

Additional mid-year and end-of-year revision sections are provided in the Workbook.

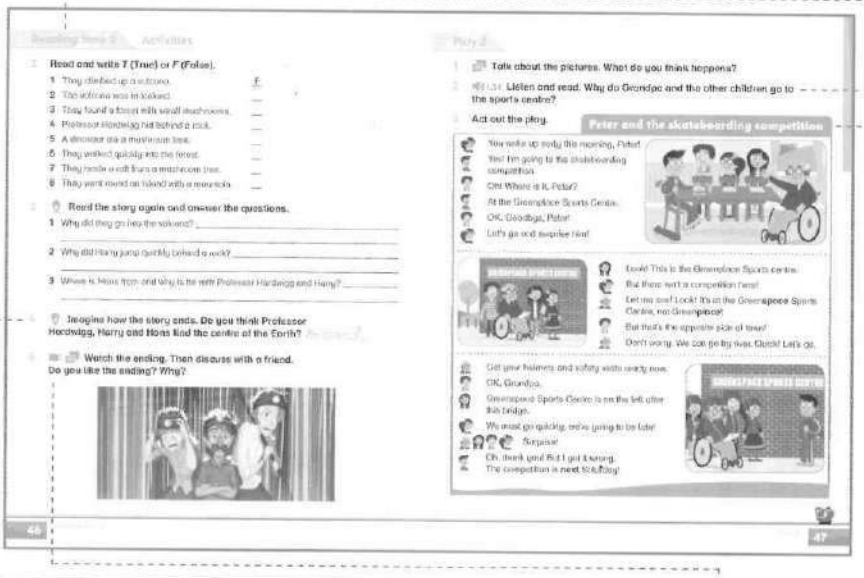
Reading time



A beautifully illustrated reading text develops a love of reading and builds confidence in reading longer texts. Key vocabulary and structures are consolidated to give examples of natural language use.

A pre-reading task gets children thinking about the content of the story before reading, to develop **visual literacy**.

Reading time activities and Play



The Reading time lessons develop children's literacy skills.

Provides further reading and listening practice.

Reviews language learned so far in a real-world setting.

Provides children with an opportunity to build confidence through acting.

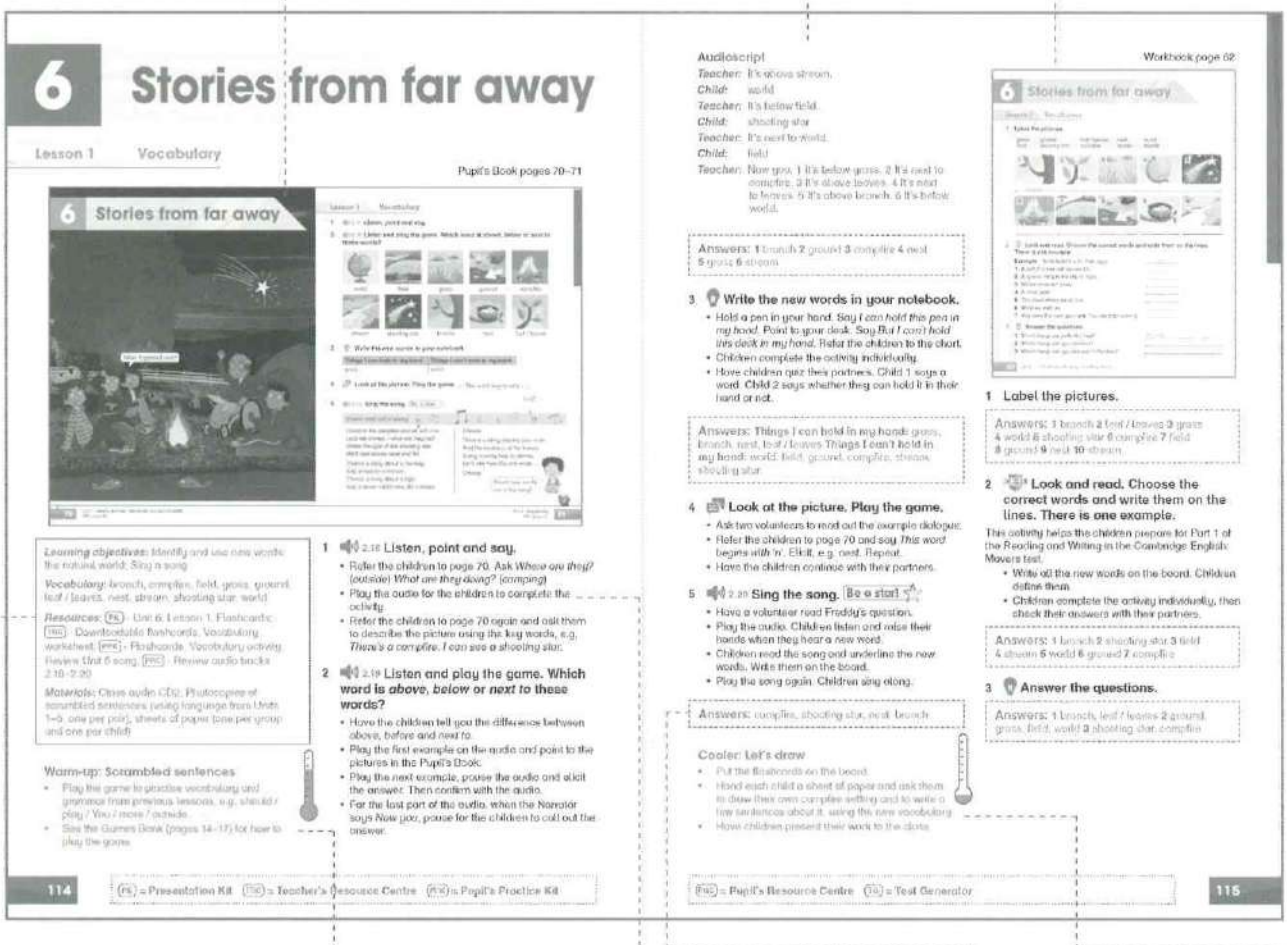
The **Be a star!** activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.

The animated videos bring the stories to life (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Reduced pages for the **Pupil's Book** and **Workbook** give easy reference to the main components.

Audioscripts appear at point of use (unless they appear in the Pupil's Book).

A **Cooler** activity allows children to review language learned in a fun context.



6 Stories from far away

Lesson 1 Vocabulary

Pupil's Book pages 70–71

Learning objectives: Identify and use new words: the natural world; Sing a song

Vocabulary: branch, campfire, field, grass, ground, leaf / leaves, nest, stream, shooting star, world

Resources: PK – Unit 6, Lesson 1, Flashcards; TRC – Downloadable flashcards, Vocabulary worksheet; PPK – Flashcards, Vocabulary activity, Review Unit 6 song; PRC – Review audio tracks 2.18–2.20

Materials: Class audio CD(s), Photocopies of scrambled sentences (using language from Units 1–6, one per pair), sheets of paper (one per group and one per child)

Warm-up: Scrambled sentences

- Play the game to practise vocabulary and grammar from previous lessons, e.g. should / play / You / more / outside.
- See the Games Bank (pages 14–17) for how to play the game.

1 2.18 Listen, point and say.

- Refer the children to page 70. Ask *Where are they?* (outside) *What are they doing?* (camping)
- Play the audio for the children to complete the activity.
- Refer the children to page 70 again and ask them to describe the picture using the key words, e.g. *There's a campfire. I can see a shooting star.*

2 2.19 Listen and play the game. Which word is *above*, *below* or *next to* these words?

- Have the children tell you the difference between *above*, *before* and *next to*.
- Play the first example on the audio and point to the pictures in the Pupil's Book.
- Play the next example, pause the audio and elicit the answer. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.

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PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Audioscript

Teacher: It's above stream.
Child: world
Teacher: It's below field.
Child: shooting star
Teacher: It's next to world.
Child: field
Teacher: Now you. 1 It's below grass. 2 It's next to campfire. 3 It's above leaves. 4 It's next to leaves. 5 It's above branch. 6 It's below world.

Answers: 1 branch 2 ground 3 campfire 4 nest 5 grass 6 stream

3 Write the new words in your notebook.

- Hold a pen in your hand. Say *I can hold this pen in my hand. Point to your desk. Say But I can't hold this desk in my hand.* Refer the children to the chart.
- Children complete the activity individually.
- Have children quiz their partners. Child 1 says a word. Child 2 says whether they can hold it in their hand or not.

Answers: Things I can hold in my hands: grass, branch, nest, leaf / leaves Things I can't hold in my hand: world, field, ground, campfire, stream, shooting star

4 Look at the picture. Play the game.

- Ask two volunteers to read out the example dialogue.
- Refer the children to page 70 and say *This word begins with 'n'. Elicit, e.g. nest. Repeat.*
- Have the children continue with their partners.

5 2.20 Sing the song. Be a star!

- Have a volunteer read Freddy's question.
- Play the audio. Children listen and raise their hands when they hear a new word.
- Children read the song and underline the new words. Write them on the board.
- Play the song again. Children sing along.

Answers: campfire, shooting star, nest, branch

Cooler: Let's draw

- Put the flashcards on the board.
- Hand each child a sheet of paper and ask them to draw their own campfire setting and to write a few sentences about it, using the new vocabulary.
- Have children present their work to the class.

Workbook page 62

1 Label the pictures.

Answers: 1 branch 2 leaf / leaves 3 grass 4 world 5 shooting star 6 campfire 7 field 8 ground 9 nest 10 stream

2 Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

- Write all the new words on the board. Children define them.
- Children complete the activity individually, then check their answers with their partners.

Answers: 1 branch 2 shooting star 3 field 4 stream 5 world 6 ground 7 campfire

3 Answer the questions.

Answers: 1 branch, leaf / leaves 2 ground, grass, field, world 3 shooting star, campfire

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PRC = Pupil's Resource Centre TRG = Test Generator

Each lesson opens with the learning objectives, key language, digital resources available and any materials required.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge and getting the children energised.

Teacher's notes give carefully structured step-by-step guidance.

Teaching star! provides activities with tips to develop teaching skills, such as classroom management, group work, presentation work and dealing with mixed-ability classes.

Answers are given with activities, for ease of reference.

The **Games Bank** (pages 14–17) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate and motivate children.

Mime the words

1. Put the flashcards for the vocabulary you want to practise on the board (or write the words on the board and draw a simple picture for each one).
2. Tell the children you are going to mime a word, and they have to raise their hand when they think they know what it is.
3. Divide the class into pairs and have them continue the game.

Pass the ball

1. The class form a circle. Throw the ball to a child who has to say, e.g. a verb. The child then throws the ball to another child who in turn has to say a verb. If a child cannot say a verb, they sit down.
2. You can also use the game to revise vocabulary.

Tongue twisters

1. In small groups, children write a tongue twister using the words from the lesson.
2. Ask the groups to exchange tongue twisters and have each member practise saying them.

Scrambled sentences

1. Write several sets of sentences using the target grammar or vocabulary. Cut up the sentences and put each set in a box.
2. Divide the class into small groups and hand each group a box.
3. Explain that they have to put the papers in the correct order to make sentences.
4. The group that finishes first wins.

Question time

1. Write three questions on the board with the help of the children, e.g. *What's your favourite sport? Do you like reading? Do you like music?*
2. Have the children form two lines facing each other. Name them Team A and Team B.
3. When you say *Go!* the children in Team A ask the person opposite them the first question on the board. The children take it in turns to ask and answer the questions with their partner.
4. When you say *Switch!* the children change positions so they have a new partner.
5. They start asking and answering questions again when you say *Go!*
6. Give the children a few minutes with each partner before saying *Switch!*

Match the syllables

1. Draw a line in the middle of the board. Have ready a list of vocabulary you want to practise. All the words should have two syllables.
2. On the left side of the board write the first syllable of the words. On the right side write the second syllable, e.g. *head – ache*. Make sure the endings are not in order.
3. Divide the class into two or more teams, depending on class size. Bring the first team to the board. Explain that you will say a word and two members have to point to the first and second part of the word.
4. If they find the word before you count to ten, they get a point.
5. Continue until all groups have had a go. Give each group about four words.

Find the sound

1. On the board, write the letters for all the sounds learned so far.
2. Give the children cards with the letters written on. Explain that you will say a word. If their card has the corresponding letters on it, they have to raise their card.
3. Repeat a few times and then have the children swap letter cards.

Spelling bee

1. Divide the class into two teams.
2. Team A calls out a new word. A child from Team B has to spell it correctly on the board, with help from their team. If the word is correct, the team gets a point.
3. Switch roles.

Scrabble

1. Write a known word on the board that is at least six letters long, e.g. *bridge*.
2. Have a volunteer come to the board and think of another word that uses one the letters, e.g. *right*.
3. Continue with three more children.
4. Place the children in pairs and have them do the activity on a sheet of squared paper. The activity stops when the pairs have written eight words.

		R			N
B	R	I	D	G	E
		G			A
		H			R
		T			

What's the vowel?

1 Divide the class into small groups and hand each one a sheet of paper.
2 On the board, write eight vocabulary words from previous lessons without their vowels, e.g. *fr _ _ ndsh _ p (friendship).*
3 Explain that vowels are missing from each word and they have to find them.

What's the word?

1 Choose a vocabulary set, e.g. *health*. On the board, write the new vocabulary as anagrams.
2 Divide the class into small groups or pairs. Give each group or pair a sheet of paper. Children work out the anagrams.

Clap the phoneme

1 Have all the children stand in a circle. Clap to a simple and slow beat and have the children do the same. Then at each clap say a sound, e.g. /dʒ/, /dʒ/, /dʒ/. Tell the children to copy you.
2 Explain that at the fourth beat the first person to your right has to say a word with that phonic sound, e.g. /dʒ/, /dʒ/, /dʒ/, *juice*. Repeat a few times, then change to another sound.
3 Continue until all the children have had a turn. Pick up speed as you play to make the game more fun.

Snap!

1 Choose a target vocabulary set. Write up to ten words on the board. Give the children ten blank cards each and have them write the words onto each one.
2 Divide the class into pairs and tell them they are going to play *Snap*! Explain that they put their cards face down in a pile in front of them.
3 Child 1 takes their top card and places it face up on the desk. Child 2 takes their top card and places it next to the card which is already face up.
4 If they match, the first person to say *Snap!* and hit the cards wins a point. The player with the most points wins.

Spelling race

1 Divide the class into two teams and have them form lines. Give each team a board pen.
2 Call out a word from the unit, e.g. *bakery, cough*. The first child in each team runs to the board and writes the first letter of the word. Then they hand the pen to the next child who writes the next letter, and so on.
3 Check spelling when finished and move onto the next word. The team with the most points wins.

What's the tense?

1 On the board, write different verbs in different tenses, e.g. in the simple present, simple past and past continuous. Make sure they are scattered all over the board and that there are enough words for all the players.
2 Divide the class into two teams and have them line up a few metres away from the board.
3 Explain that you will say a verb. The first person in Team A has to run and point to it, and say what tense it is in. If they are correct, they win a point. They go to the back of the line. Repeat for Team B.
4 The team with the most points wins.

Let's make some words

1 On the board write about 12 letters in random order. Make sure there are three vowels.
2 Divide the class into pairs and have them make as many words as they can in one minute.
3 Then ask the children to read out their words and say what part of speech they are if they can.

Wake me up!

1 Choose a theme, e.g. *technology*. Have all the children rest their heads on the table and close their eyes. Explain that you will say a few words and they have to 'wake up' when they hear a word related to the chosen theme.
2 Say, e.g. *teacher, home, heavy, laptop*. The children raise their heads when they hear *laptop*.

Write another word

1 Divide the class into two teams and have them form lines. Give each team a board pen.
2 Say a word from the unit and write it on the board, e.g. *laptop*. The first child in each team runs to the board and writes a word that starts with the last letter of that word, e.g. *people*.
3 They win a point if they write the word correctly. The team with the most points wins.

Tell a story

1 Have the class sit in a circle and tell them that they are going to help you tell a story. Say *One morning I was ...* The child on your left says, e.g. *One morning I was walking ...*
2 Continue until a story develops around the class.
3 This activity can also be done in small groups where one member writes the story as it is produced and then presents it to the class.

Telephone game

1. Divide the class into groups of six children. Have each group stand in a row. Whisper a sentence into the ear of the first child in each row.
2. Ask them to whisper the sentence to the next child, and so on, until it reaches the end of the row.
3. The last child in the row then says what the sentence is.
4. Ask the first child whether the sentence is correct.

Define the word

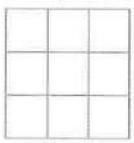
1. Have the children tell you as many new words as they can from all the units so far. Write them on the board.
2. Explain to the children that you are going to define a word from the board which they have to guess. Continue with a few words.
3. Divide the class into small groups and have them continue.

Dictation

1. Have each child write two sentences using the words from the lesson.
2. Divide the class in pairs. Explain that they have to read their sentences to their partners as dictation.
3. The child with the fewest or no mistakes wins.

Tic-tac-toe

1. On the board, draw a tic-tac-toe box like the one below. Write a word in each box, but make sure it's spelt incorrectly.



2. Divide the class into teams. Invite a volunteer from each team to the board.
3. Explain that they have to correct the words but at the same time try to win the game by correcting three words in a horizontal, vertical or diagonal row.
4. Their team members should help them.

Disappearing words

1. Write five or six key words on the board.
2. Give the children 30 seconds to look carefully at them.
3. Ask the children to turn away from the board / cover their eyes. Erase one word and ask the children to turn back / uncover their eyes.
4. The children look carefully and raise their hands to tell you the word which is missing.
5. Continue until you have an empty board.

Yes or *No*

1. Tell the children to choose an animal and write five sentences about it, two of which must be incorrect.
2. Have them read their sentences to their partners who have to say *yes* if the sentence is correct and *no* if it's incorrect.
3. Have the children swap partners and continue the game.

Bingo

1. Draw a bingo grid with six boxes on the board and have the children copy it into their notebooks. Write 12 new words on the board.
2. Tell the children to choose six of the words on the board and write one in each box.
3. Call out the words on the board in a random order. The children who have written down the word repeat it and cross it out.
4. When a child has crossed out all six words they stand up and say *Bingo*!

Word puzzle

- Children make a word puzzle using ten words from the unit.
- Give each child a sheet of squared paper. They draw a 12 x 12 grid on it. Explain that they can fill in the boxes with letters of the words horizontally or vertically and they should try to have some letters overlap and to write random letters in the boxes that are empty.
- They swap papers with other children and try to find the ten words.

Hungry crocodile

1. Bring the children to the front of the class and have them form a line. Ask them to pretend there is a river in front of them with a crocodile in it. If possible, draw a line in chalk to represent the river or use a piece of rope.
2. Choose a topic, e.g. *water*. Explain that you will say some words.
3. When they hear a word related to the topic, e.g. *rain*, they have to jump over the river.
4. If the children jump to a word that's not related to the topic, then the crocodile eats them and they sit down.

Fly swat

1 Put the flashcards for the vocabulary you want to practise on the board (or write the words on the board).
2 Divide the class into two teams and have them form two lines at the back of the room. Give each leader a fly swat.
3 Explain that you will say a word and the first member of the team has to run to the board and swat the flashcard.
4 If the child is correct, they get a point for their team. The team with the most points wins.

Spell the word

1 Put the target flashcards in a box. Make sure there are enough words for all the children
2 Have the children sit in a circle and hand the first child the box.
3 Explain that the child with the box has to pick a flashcard and say the word for the person on their left to spell. If the child spells the word correctly, they win a point.
4 Pass the box along and repeat.

The word is ...

1 Put the flashcards in a box and have the children sit in a circle.
2 Play some music. The children pass the box around the circle. When the music stops, the child holding the box has to take a flashcard, say what it is and say a sentence with the word.
3 Continue until everyone has had a turn.

The pizza's disappeared!

1 Divide the class into two teams. On the left and right side of the board, draw a pizza with eight slices.
2 Hold up a flashcard and ask a child to say the word. If the child cannot say the word, erase one of the slices of pizza from their team.
3 The team with the most slices of pizza left wins the game.

Picture dictation

1 Show the children the flashcards for the words you want to practise one at a time, making sure the children can't see the words. Tell them to write the words.
2 At the end, show the flashcards with the words for the children to check their answers.

Find the word

1 Put the flashcards for the vocabulary you want to practise face down on your desk.
2 Have a child come to the front and choose one. They turn it over without letting their classmates see it. They read it and draw the word on the board.
3 The first child to raise their hand and say the word wins and comes to the front to choose a flashcard.

Let's spell

1 Put the flashcards for the vocabulary set you want to practise on the board. Point to them and have the children say them. Make sure there are enough words for all team members. Take the flashcards off the board.
2 Divide the class into two teams and have them line up at the back of the classroom. Draw a line in the middle of the board.
3 Call out a word. A child from each team races to the board to write the word. The first one to write it correctly gets a point. The team with the most points wins.

Read my lips

1 Have a volunteer come to the front of the class. Show them a flashcard. They have to silently say the word to the class. The class have to guess the word by reading the child's lips.
2 The first child to guess the word correctly comes to the front. Show them a different flashcard and repeat.

Charades

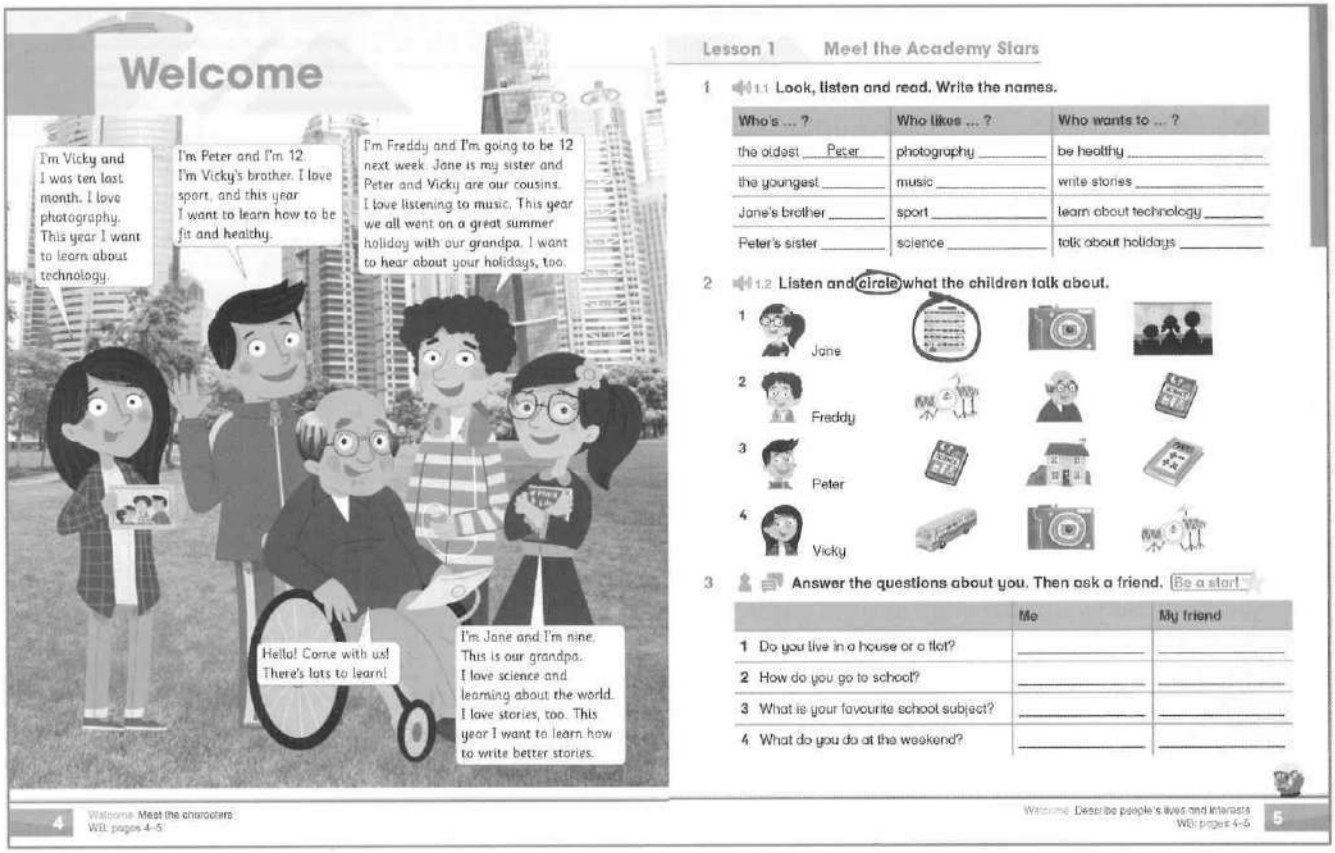
1 Divide the class into two teams.
2 Place the flashcards for the vocabulary you want to practise in a box and have a member from Team A come to the front of the class. They draw a flashcard and mime the word for their team members to guess. Their team has 30 seconds to guess the word and win a point.
3 Team B takes a turn. The team with the most points wins.

НОУ «АЛИБРА»
УЧЕБНО-МЕТОДИЧЕСКИЙ ОТДЕЛ

Welcome

Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



***Learning objectives*:** Meet the characters; Describe people's lives and interests

***Vocabulary*:** fit, healthy, holiday, music, photography, science, sport, stories, technology, world

***Resources*:** (PK) - Welcome Unit, Lesson 1; (PPK) - Welcome Unit activities

***Materials*:** Class Audio CD1

Warm-up: Mime the words

- See the Games Bank on pages 14–17. Practise the vocabulary listed in the box above.

1 1.1 Look, listen and read. Write the names.

- Refer the children to the picture on page 4.
- Play the audio. Children listen and point.
- Point to the speech bubbles. Play the audio again. Children listen and follow in their books.
- In pairs, children complete the chart on page 5.

Answers: Column 1: Peter, Jane, Freddy, Vicky
Column 2: Vicky, Freddy, Peter, Jane
Column 3: Peter, Jane, Vicky, Freddy

2 1.2 Listen and circle what the children talk about.

- Point to the pictures. Elicit the names of the characters and what the pictures represent, e.g. (row 1) *Jane, a flat, photography, the cinema.*
- Play the audio for children to listen and complete.

Audioscript

J: Hi, I'm Jane and I live with my older brother Freddy and my parents. We live in a big flat in the city centre. From Monday to Friday we go to school. My favourite subject is science. Every weekend we visit my grandpa. He's a lot of fun. I like it when we go to the cinema.

F: Hello! I'm Freddy, Jane's brother. Our flat is really cool! It's next to a park and behind the park is our school. I walk to school every day with my sister. On Monday, I go to an after-school music club. I play the drums there. At the weekend, we go to my grandpa's house. He's got a garden and we play there with our cousins, Peter and Vicky.

P: Hi, I'm Peter and I live with my younger sister, Vicky, and my mum and dad. We live in a beautiful old house. At school, my favourite subject is

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maths, but I really like the weekends. We've got two cousins. Their names are Freddy and Jane and we always see them at our grandpa's house. Freddy is my best friend.

V: Hi! I'm Vicky, Peter's sister. I go to school by bus with Peter. It's fun! We talk and laugh with our friends. After school on Wednesdays I go to photography club. This year we're going to make a short film. I love the weekend because we visit our grandpa with our cousins. Sometimes grandpa takes us all to the cinema. That's really fun!

Answers: 1 flat, cinema 2 drums, grandpa 3 house, maths 4 bus, photography

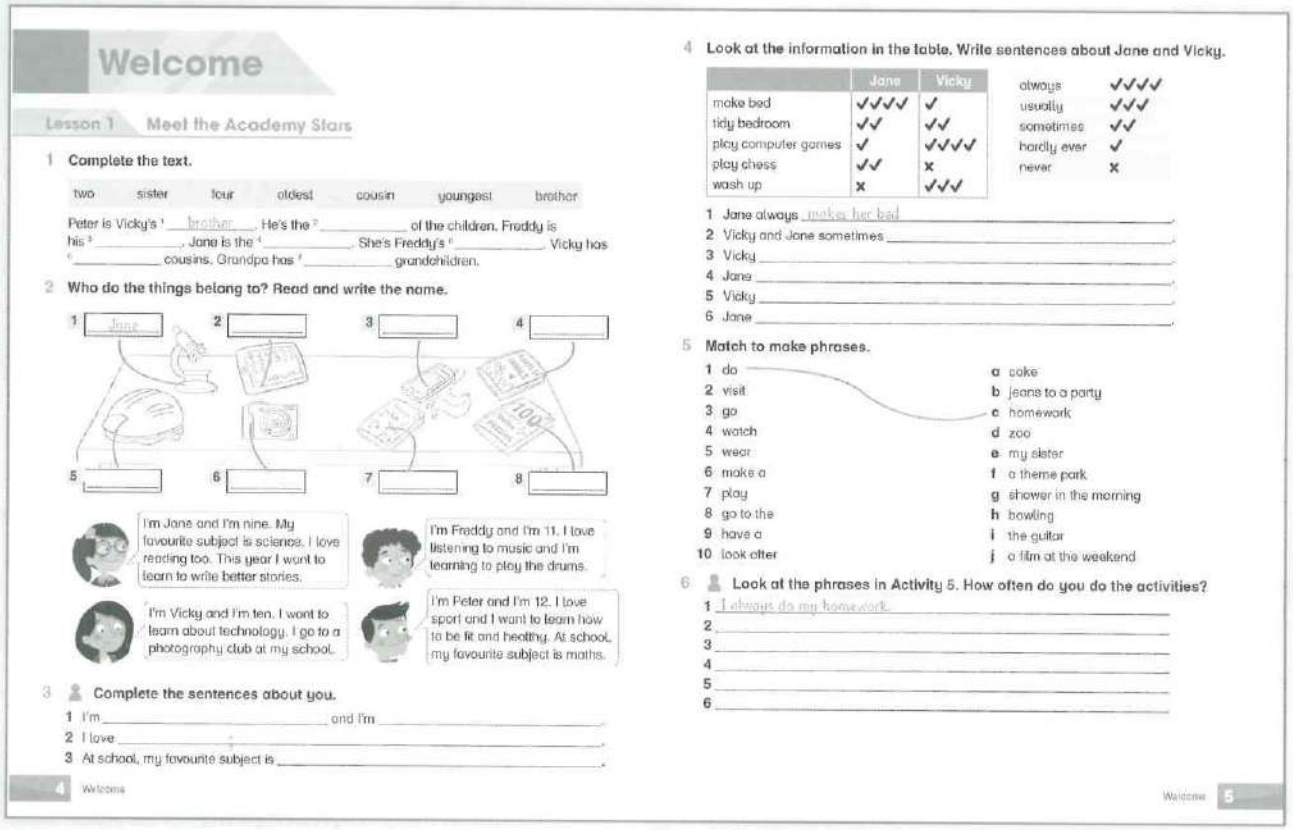
3 Answer the questions about you. Then ask a friend. Be a star!

- Read out the questions. Children complete the chart.
- In pairs, they ask each other the questions.

Cooler: Questions

- Have the children write three things they have learned about the characters.
- In pairs, they ask questions using *Who ... ?*

Workbook pages 4–5



Welcome

Lesson 1 Meet the Academy Stars

1 Complete the text.

two sister four oldest cousin youngest brother

Peter is Vicky's [1] brother. He's the [2] _____ of the children. Freddy is his [3] _____. Jane is the [4] _____. She's Freddy's [5] _____. Vicky has [6] _____ cousins. Grandpa has [7] _____ grandchildren.

2 Who do the things belong to? Read and write the name.

1 Jane 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

I'm Jane and I'm nine. My favourite subject is science. I love reading too. This year I want to learn to write better stories.

I'm Freddy and I'm 11. I love listening to music and I'm learning to play the drums.

I'm Vicky and I'm ten. I want to learn about technology. I go to a photography club at my school.

I'm Peter and I'm 12. I love sport and I want to learn how to be fit and healthy. At school, my favourite subject is maths.

3 Complete the sentences about you.

1 I'm _____ and I'm _____.
2 I love _____.
3 At school, my favourite subject is _____.

4 Welcome

4 Look at the information in the table. Write sentences about Jane and Vicky.

	Jane	Vicky
make bed	✓✓✓✓	✓
tidy bedroom	✓✓	✓✓
play computer games	✓	✓✓✓✓
play chess	✓✓	×
wash up	×	✓✓✓

always	✓✓✓✓
usually	✓✓✓
sometimes	✓✓
hardly ever	✓
never	×

1 Jane always makes her bed.
2 Vicky and Jane sometimes _____.
3 Vicky _____.
4 Jane _____.
5 Vicky _____.
6 Jane _____.

5 Match to make phrases.

1 do	a cake
2 visit	b jeans to a party
3 go	c homework
4 watch	d zoo
5 wear	e my sister
6 make a	f a theme park
7 play	g shower in the morning
8 go to the	h bowling
9 have a	i the guitar
10 look after	j a film at the weekend

6 Look at the phrases in Activity 5. How often do you do the activities?

1 I always do my homework.
2 _____
3 _____
4 _____
5 _____
6 _____

Welcome 5

1 Complete the text.

Answers: 1 brother 2 oldest 3 cousin 4 youngest 5 sister 6 two 7 four

2 Who do the things belong to? Read and write the name.

Answers: 1 Jane 2 Vicky 3 Freddy 4 Jane 5 Peter 6 Vicky 7 Freddy 8 Peter

3 Complete the sentences about you.

4 Look at the information in the table. Write sentences about Jane and Vicky.

Answers: 1 Jane always makes her bed. 2 Vicky and Jane sometimes tidy their bedrooms.

3 & 5 *Any two of:* Vicky hardly ever makes her bed. Vicky always plays computer games. Vicky never plays chess. Vicky usually washes up. 4 & 6 *Any two of:* Jane hardly ever plays computer games. Jane sometimes plays chess. Jane never washes up.

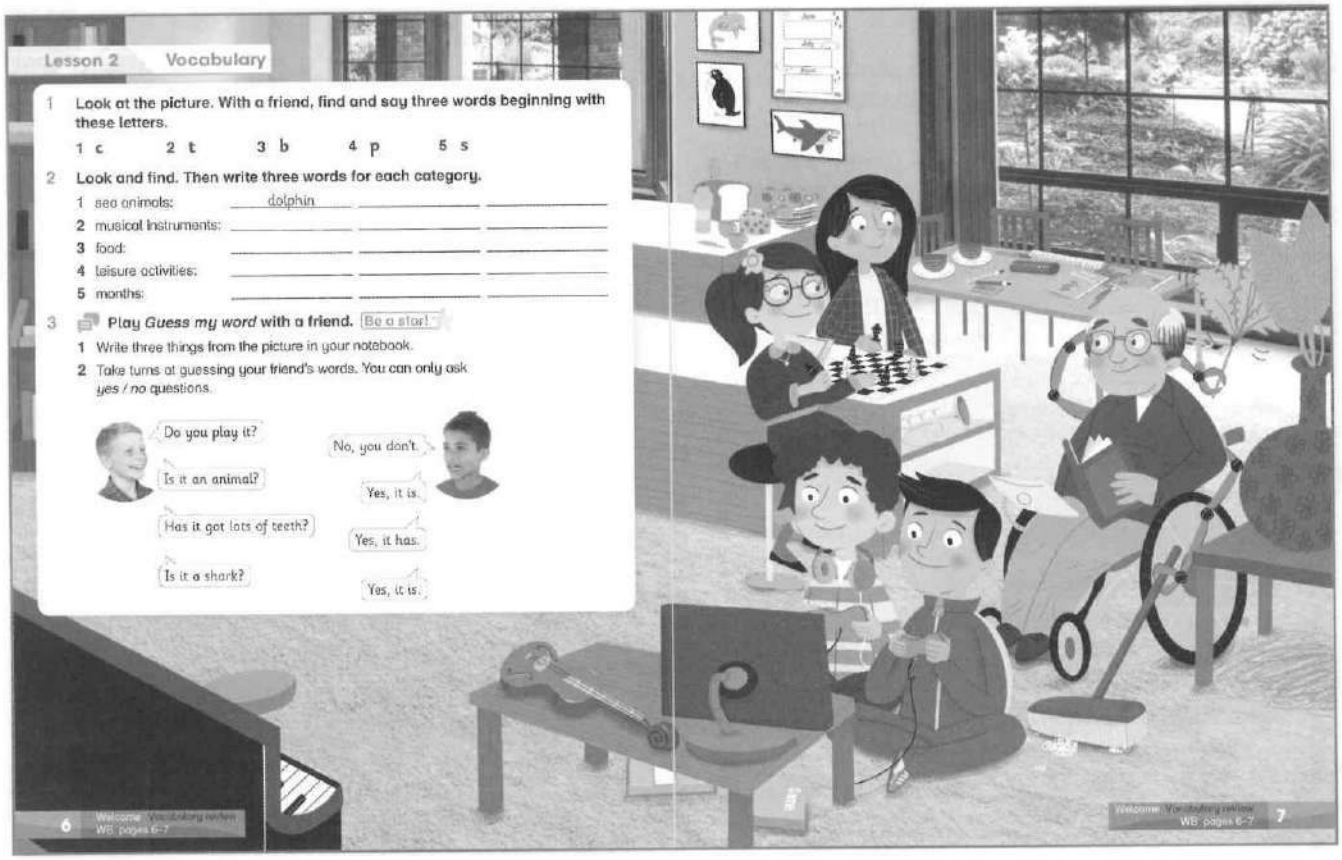
5 Match to make phrases.

Answers: 1 c 2 f 3 h 4 j 5 b 6 a 7 i 8 d 9 g 10 e

6 Look at the phrases in Activity 5. How often do you do the activities?

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book pages 6–7



Learning objectives: Vocabulary review

Vocabulary: food, leisure activities, months, musical instruments, sea animals

Resources: (PK) - Welcome Unit, Lesson 2; (PPK) - Welcome Unit activities

Materials: Strips of paper (one per child), sheets of paper (one per child)

Warm-up: Right or wrong?

- Explain that you are going to talk about one of the characters, but some things will be wrong. The children have to raise their hands and correct you.
- Say *Vicky is ten. She likes photography. She wants to learn how to write.* Elicit *She doesn't want learn how to write. She wants to learn about technology.* Continue with the other characters.

1 Look at the picture. With a friend, find and say three words beginning with these letters.

- Refer the children to pages 6–7. Put the children in pairs. Elicit the letters at the top of the page. Children look at the pictures and find three words beginning with each letter.
- Elicit the children's answers and write them on the board. As you write them, say, e.g. *Yes, good. There are some cups.* Then have children spell the words aloud, e.g. *c-u-p-s.*

Answers: 1 c: calendar, chairs, cheese, chess, computer, cups **2 t:** table, tablet, tea, television, tomatoes, tracksuit, trumpet **3 b:** books, bottle, bowl, boys, bread, brush **4 p:** pens, pencil case, pencils, penguin, piano, pictures, plants, plates **5 s:** salad, shark, shelves, shoes

2 Look and find. Then write three words for each category.

- Children place their Pupil's Books face down.
- On the board write the five categories and ask the children if they can think of words for each category.
- Divide the class into pairs and have them complete the activity. Then ask volunteers to call out the answers, e.g. *dolphin.* Write them on the board. Say, e.g. *Yes, good. There's a dolphin.*
- Children check their spelling.
- Finally, ask if they can add any more words to the list.

Answers: 1 dolphin, penguin, shark **2** piano, trumpet, violin **3** bread, cheese, salad **4** chess, computer games, reading **5** June, July, August

Teaching star!

Game

- Say a word for the children to describe, e.g. *shark.* Elicit *It's big. It swims. It's got big teeth.* Continue with other words. Then, put the children in pairs. Give each child a strip of paper. They write an item from the lesson on it. They read their word to their partner who has to describe it.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Play *Guess my word* with a friend.

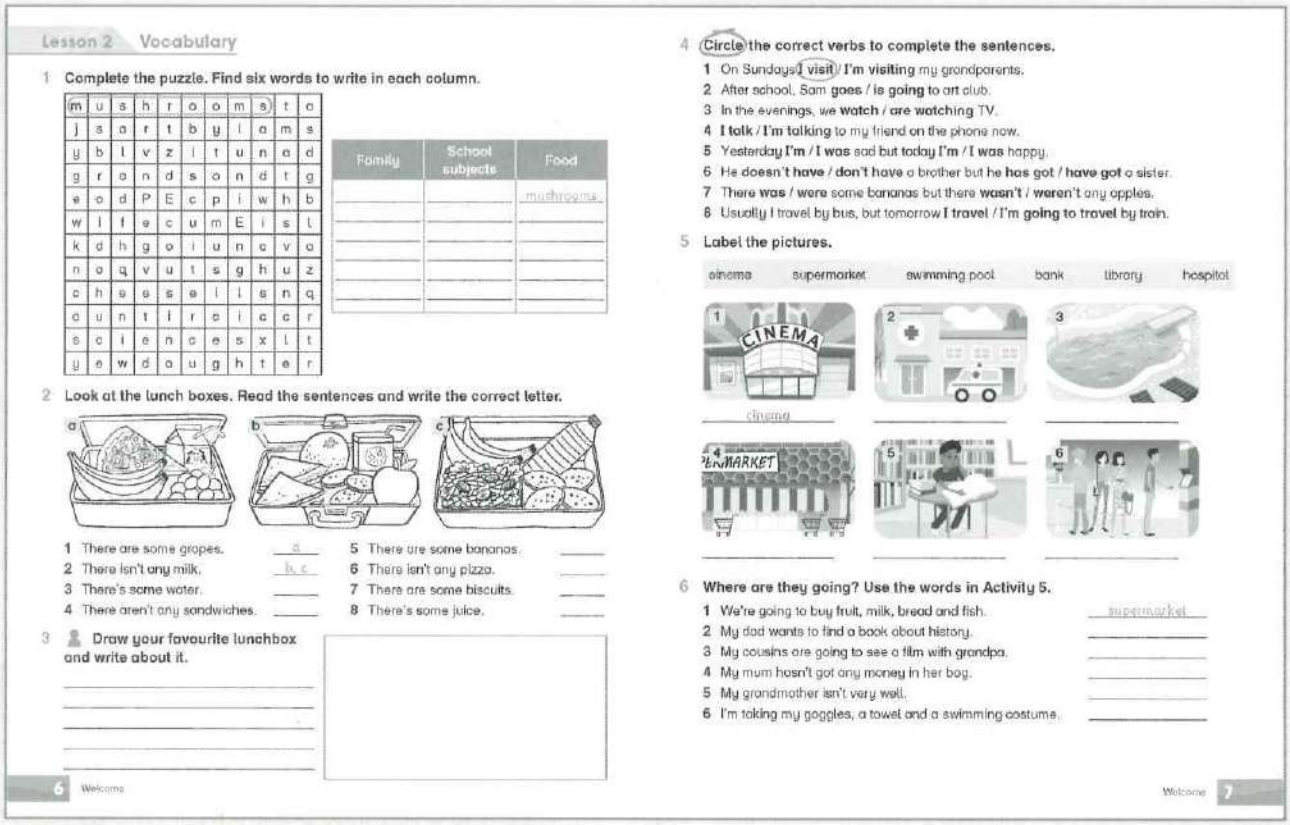
Be a star!

- On the board, write *Is it big? Where is it from? Can you eat it? How big is it?*
- Ask *Which of these questions can be answered with 'yes' or 'no'?* Elicit *Is it big?* and *Can you eat it?* With the class, think of some more questions that can be answered with *yes* or *no*.
- Give each child a sheet of paper. They write down three things from the picture on pages 6–7.
- Divide the class into pairs. Children take it in turns to guess what their partner has written by asking questions. Remind them that they can only ask 'yes or no' questions.
- Monitor for proper use of language and ensure that children swap roles.

Cooler: Review

- Have the children look through the Welcome Unit and say which activity they enjoyed the most or which character they like the most so far.

Workbook pages 6–7



Lesson 2 Vocabulary

1 Complete the puzzle. Find six words to write in each column.

m	u	s	h	r	o	o	m	s	t	a
j	s	a	r	t	b	y	i	a	m	s
y	b	l	v	z	i	t	u	n	a	d
g	r	a	n	d	s	o	n	d	t	g
e	o	d	P	E	c	p	i	w	h	b
w	l	f	e	c	u	m	E	i	s	l
k	d	h	g	o	i	u	n	c	v	a
n	o	q	v	u	t	s	g	h	u	z
c	h	e	e	s	e	l	i	s	n	q
a	u	n	t	l	r	c	i	c	c	r
s	c	i	e	n	c	e	s	x	l	t
y	e	w	d	a	u	g	h	t	e	r

Family	School subjects	Food
		mushrooms

2 Look at the lunch boxes. Read the sentences and write the correct letter.

a b c

1 There are some grapes. a
2 There isn't any milk. b, c
3 There's some water. ____
4 There aren't any sandwiches. ____
5 There are some bananas. ____
6 There isn't any pizza. ____
7 There are some biscuits. ____
8 There's some juice. ____

3 Draw your favourite lunchbox and write about it.

4 Circle the correct verbs to complete the sentences.

1 On Sundays I visit / I'm visiting my grandparents.
2 After school, Sam goes / is going to art club.
3 In the evenings, we watch / are watching TV.
4 I talk / I'm talking to my friend on the phone now.
5 Yesterday I'm / I was sad but today I'm / I was happy.
6 He doesn't have / don't have a brother but he has got / have got a sister.
7 There was / were some bananas but there wasn't / weren't any apples.
8 Usually I travel by bus, but tomorrow I travel / I'm going to travel by train.

5 Label the pictures.

cinema supermarket swimming pool bank library hospital

1 CINEMA cinema
2
3
4 SUPERMARKET
5
6

6 Where are they going? Use the words in Activity 5.

1 We're going to buy fruit, milk, bread and fish. supermarket
2 My dad wants to find a book about history. ____
3 My cousins are going to see a film with grandpa. ____
4 My mum hasn't got any money in her bag. ____
5 My grandmother isn't very well. ____
6 I'm taking my goggles, a towel and a swimming costume. ____

6 Welcome

Welcome 7

1 Complete the puzzle. Find six words to write in each column.

Answers: **Family:** grandson, wife, aunt, daughter, cousin, uncle **School subjects:** art, PE, science, music, English, maths **Food:** mushrooms, tuna, cheese, salad, biscuit, sandwich

2 Look at the lunch boxes. Read the sentences and write the correct letter.

Answers: 1 a 2 b, c 3 c 4 a, c 5 a, c 6 b, c 7 b, c 8 b

3 Draw your favourite lunchbox and write about it.

Answers: Children's own drawings and answers.

4 Circle the correct verbs to complete the sentences.

Answers: 1 I visit 2 goes 3 watch 4 I'm talking 5 I was, I'm 6 doesn't have, has got 7 were, weren't 8 I'm going to travel

5 Label the pictures.

Answers: 1 cinema 2 hospital 3 swimming pool 4 supermarket 5 library 6 bank

6 Where are they going? Use the words in Activity 5.

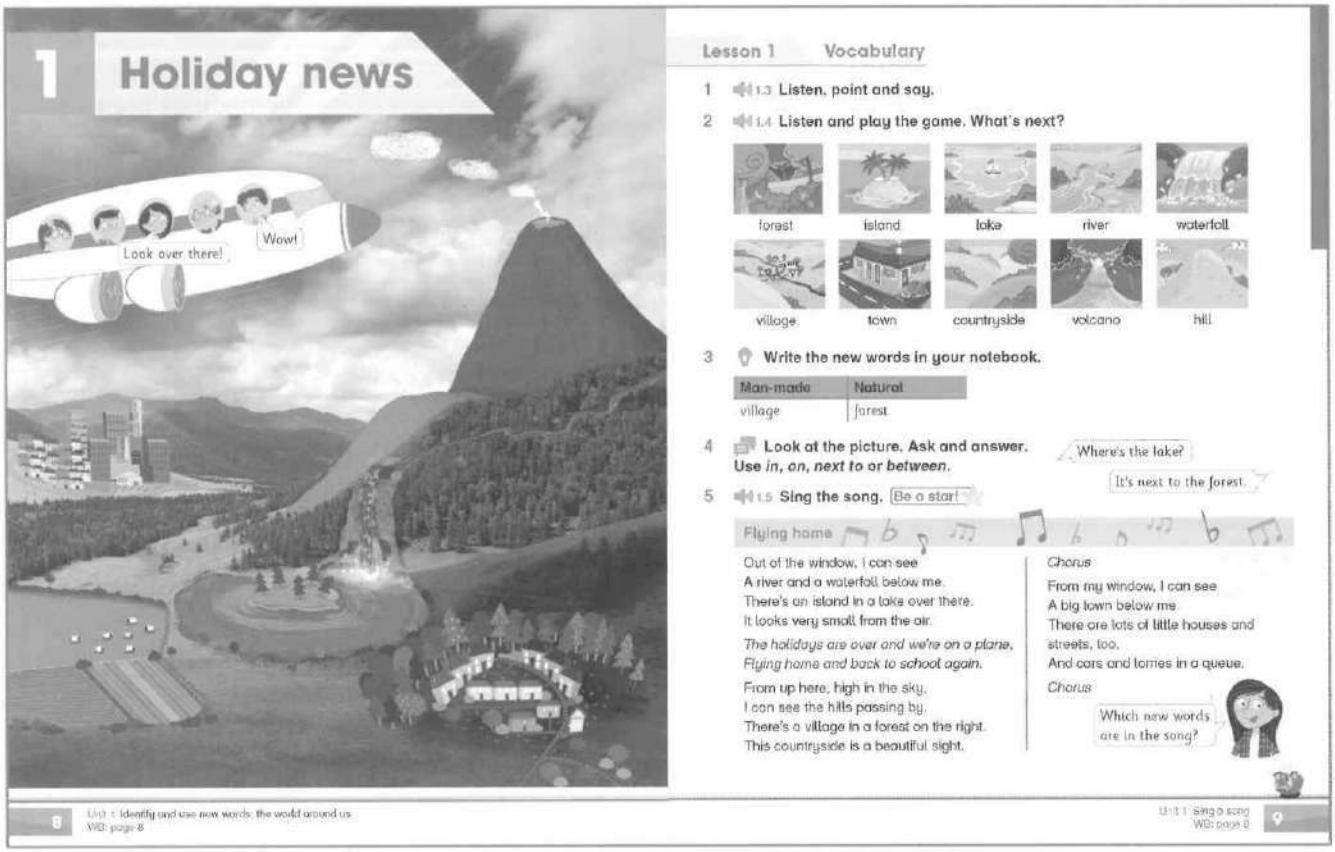
Answers: 1 supermarket 2 library 3 cinema 4 bank 5 hospital 6 swimming pool

PRC = Pupil's Resource Centre TG = Test Generator

1 Holiday news

Lesson 1 Vocabulary

Pupil's Book pages 8–9



Learning objectives: Identify and use new words: the world around us; Sing a song

Vocabulary: countryside, forest, hill, island, lake, river, town, village, volcano, waterfall

Additional language: between, in, next to, on

Resources: (PK) - Unit 1, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 1 song, Flashcards; (PRC) - Review audio tracks 1.3–1.5

Materials: Class Audio CD1; cardboard box, two balls

1 1.3 Listen, point and say.

- Refer the children to page 8. Ask *Who can you see?* (*Vicky, Peter, Freddy, Jane and Grandpa*) *Where are they?* (*on a plane*) *Where do you think they are going?* (*They're coming back from holiday.*)
- Hold up the Pupil's Book and point to the text. Read it to the class.
- Ask what the children and Grandpa can see out of the windows, e.g. *There are some trees.* Elicit familiar vocabulary such as *trees, water, houses, city, river, sky, clouds.*
- Play the audio. The children listen and point. Play it again. The children listen, point and say.

Warm-up: Bingo

- Play the game to revise words from the Welcome Unit. See the Games Bank (pages 14–17) for how to play the game.

Teaching star!

Game

- Give children the opportunity to practise new vocabulary by playing games.
- Use the downloadable flashcards from the TRC to play *Fly swat*. See the Games Bank (pages 14–17) for how to play the game.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

2 1.4 Listen and play the game. What's next?

- Have the children listen to the first example on the audio. Show them that it follows the order on the page.
- For the next example, pause to elicit the answer from the class, then confirm with the audio.
- Play the rest of the audio, pausing for the children to call out the answers.

Audioscript

Teacher: forest, island, lake
Child: river
Teacher: town, countryside, volcano
Child: hill
Teacher: Now you. 1 lake, river, waterfall 2 village, town, countryside 3 volcano, hill, forest 4 island, lake, river 5 waterfall, village, town 6 countryside, volcano, hill

Answers: 1 village 2 volcano 3 island 4 waterfall 5 countryside 6 forest

3 Write the new words in your notebook.

- Copy the chart onto the board. Ask the children what they think the difference between *man-made* and *natural* is. Explain that a *village* is *man-made* because people build the houses there. A *volcano* is *natural* because people cannot make one.
- Children complete the activity in pairs.
- Check by asking pairs to give their answers.

Answers: Man-made: village, town **Natural:** forest, island, lake, river, waterfall, countryside, volcano, hill

4 Look at the picture. Ask and answer. Use *in*, *on*, *next to* or *between*.

- Use a box and two balls to teach the prepositions. Put the ball in the box and say *in*. The children repeat after you. Write the word on the board, point to it and say *in*. Have the children repeat. Follow the process to teach the other prepositions.
- Refer the children to page 8. Ask: *Where's the island? (in the lake) Where's the waterfall? (between the trees in the forest)*
- Have the children continue with their partners.

5 1.5 Sing the song. Be a star!

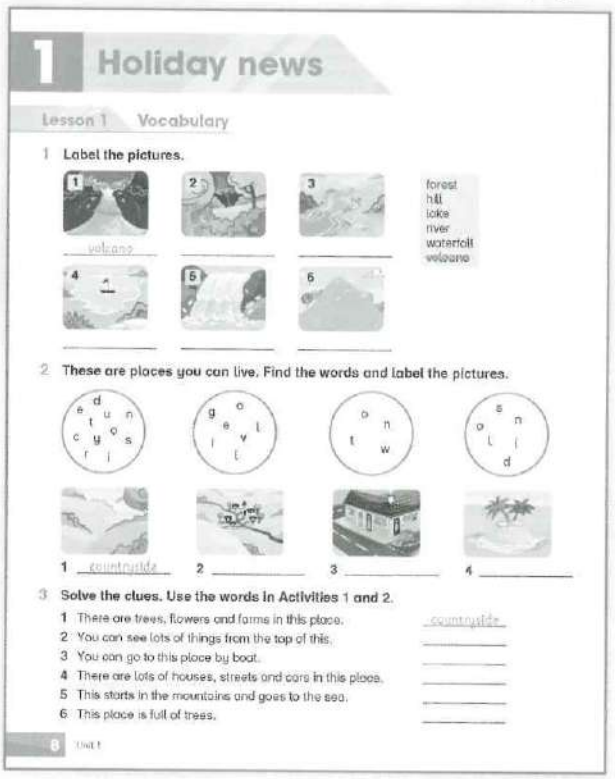
- Have the children place their Pupil's Books face down. Tell them that they will hear a song and to say *Stop!* when they hear a new word. Play the audio.
- Now the children look at the song in their Pupil's Books. Play the audio again and stop after each line for the children to repeat (singing).
- Read Vicky's question. Elicit answers.
- Play the song again so children can sing along.

Answers: river, waterfall, island, lake, hill, village, forest, countryside, town

Cooler: Listening game

- Play the song again. Children stand up when they hear a natural item and clap when they hear a man-made one.

Workbook page 8


1 Holiday news

Lesson 1 Vocabulary

1 Label the pictures.

forest
hill
lake
river
waterfall
volcano

2 These are places you can live. Find the words and label the pictures.

1 countryside 2 _____ 3 _____ 4 _____

3 Solve the clues. Use the words in Activities 1 and 2.

1 There are trees, flowers and farms in this place. countryside
2 You can see lots of things from the top of this. _____
3 You can go to this place by boat. _____
4 There are lots of houses, streets and cars in this place. _____
5 This starts in the mountains and goes to the sea. _____
6 This place is full of trees. _____

8 Unit 1

1 Label the pictures.

Answers: 1 volcano 2 forest 3 river 4 lake 5 waterfall 6 hill

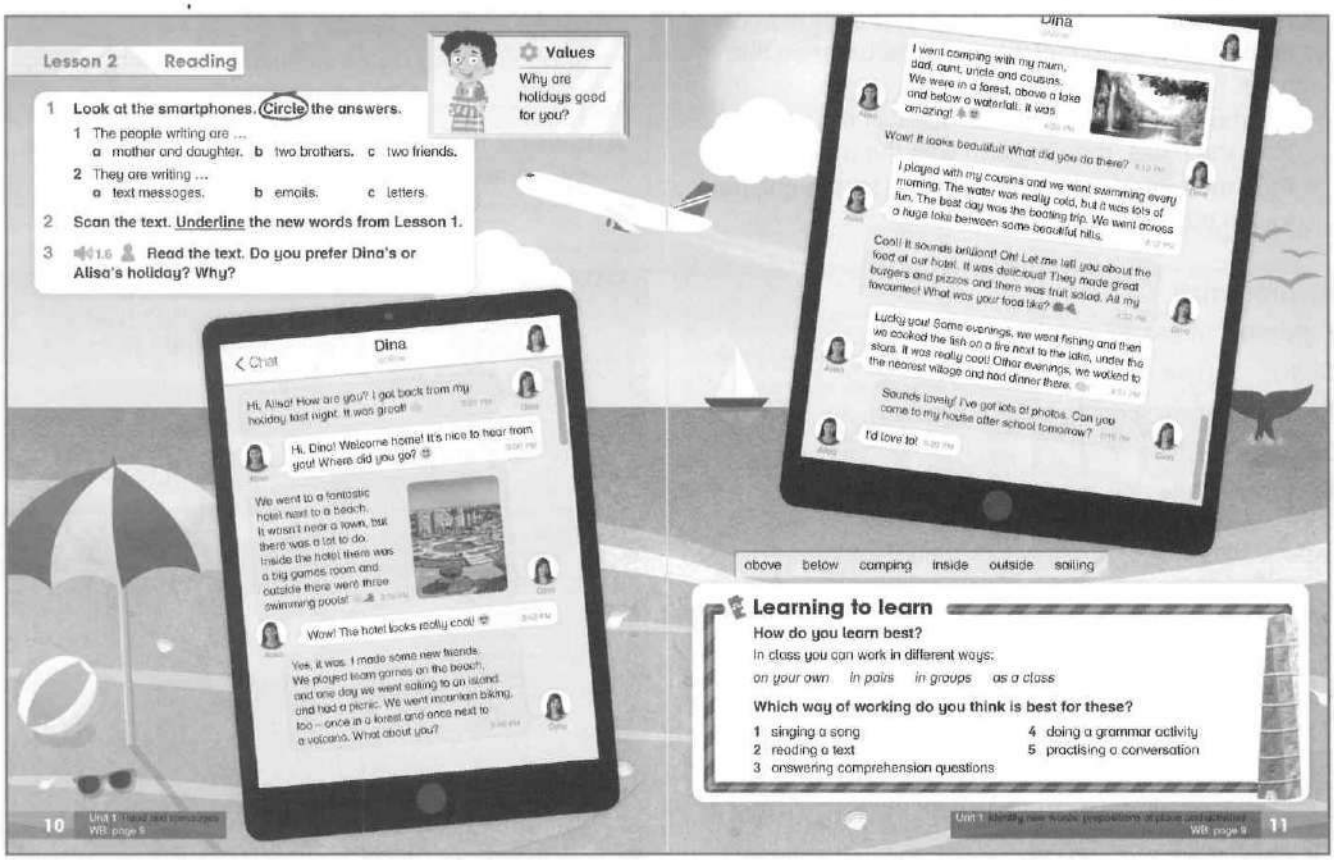
2 These are places you can live. Find the words and label the pictures.

Answers: 1 countryside 2 village 3 town 4 island

3 Solve the clues. Use the words in Activities 1 and 2.

Answers: 1 countryside 2 hill 3 island 4 town 5 river 6 forest

Pupil's Book pages 10–11



Learning objectives: Read text messages; Identify new words: prepositions of place and activities

Vocabulary: above, below, camping, inside, outside, sailing

Additional language: cool, emails, fishing, letters, mountain biking, stars, text messages

Resources: (PK) - Unit 1, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 1.6

Materials: Class Audio CD1; examples of text messages, emails and letters; sheets of paper (one per child)

Warm-up: Prepositions review

- Write *in, on, next to* and *between* on the board. Invite four children to the front of the classroom. The first child draws a picture for *in*. The rest of the class and look and say whether or not it's correct. Repeat for the other prepositions.
- Refer the children to page 8. Intentionally say incorrect sentences for the children to correct, e.g. *The waterfall is on the trees in the forest.* (*The waterfall is between the trees in the forest.*)
- Ask a volunteer to come to the front and play the game. Repeat with different children.

Vocabulary

- Put the flashcards for *camping* and *sailing* on one side of the board (or write the words on the board and draw a picture for each one). Check the children know what these activities are. On the same side of the board, draw pictures of *fishing, mountain biking* and *stars* and write the words underneath. Help children in L1 if necessary.
- Stick the flashcards for *below* and *above* on the other side of the board (or write the words) and write *inside, outside*.
- Draw a house with a child sitting inside it. Above the house draw a few clouds. Draw a tree. Below the tree draw a cat. Point and say *The cat is below the tree. The cloud is above the house. The child is inside the house, the cat is outside.*
- Divide the class into pairs. Refer the children to page 8. They write sentences with these prepositions in their notebooks. Ask volunteer pairs to read their sentences to the class.

1 Look at the smartphones. Circle the answers.

- Stick examples of text messages, emails and letters on the board. Check the children know what they are. Write the words below the examples.
- Ask the children if they send text messages, emails or letters and who they send them to.

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- Have the children look at the photos and decide who the people are. They circle the correct answer.
- Have the children quickly look at the smartphones and decide what type of communication they can see. They circle the correct answer. Ask what made them decide.

Answers: 1 c 2 a

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you what new words they learned in the previous lesson.
- Explain that they have to scan the messages and underline the new words from Lesson 1. Tell them that scanning is done quickly to look for important information. They must not worry if they don't understand any new words.
- Have the children work in pairs. Collect answers by having them raise their hands to answer.

Answers: town, island, forest, volcano, lake, waterfall, hill, village

3 1.6 Read the text. Do you prefer Dina's or Alisa's holiday? Why?

- Read the rubric to the class. Give the children a few minutes to read the text. Tell them to raise their hands if there are words they don't understand. Explain these words to the class.
- Play the audio. Children listen and re-read the text.
- Ask which holiday they prefer and why. Write a few key words on the board, e.g. *fantastic hotel, swimming pools, sailing to an island,* etc.

Values

- Divide the class into small groups. Refer them to the Values box on page 10.
- Ask children why holidays can be good for you, e.g. *You visit your family, you learn new things, having fun is good for you.*
- Assign each group 'Dina' or 'Alisa' and have them write a sentence about how each holiday is good for that girl. Then have each group choose a leader to read their sentence to the class.

Teaching star!

Reading

- Test comprehension with games to make reading more memorable and enjoyable. Ask the children to write three false statements about the text. Place the children in pairs and have them read their false statements to their partners who have to correct them.

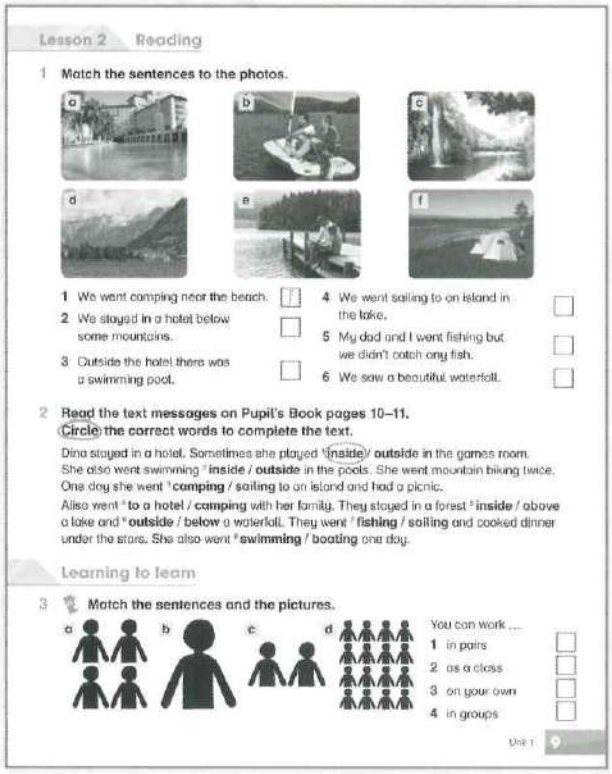
Learning to learn

- Ask the children how they work best. Do they prefer working in pairs, on their own, in groups or as a class? Ask them to explain their answers.
- Then place the children in small groups and have them complete the activity. Have them discuss their answers with their group.

Cooler: Where is it?

- On the board, write all the known prepositions and the new vocabulary.
- Hand each child a sheet of paper. They draw a picture using some of the new vocabulary and write sentences about it using at least three prepositions.
- Have children show their work to their partners.

Workbook page 9


Lesson 2 Reading

1 Match the sentences to the photos.

a b c d e f

1 We went camping near the beach. ☐
2 We stayed in a hotel below some mountains. ☐
3 Outside the hotel there was a swimming pool. ☐
4 We went sailing to an island in the lake. ☐
5 My dad and I went fishing but we didn't catch any fish. ☐
6 We saw a beautiful waterfall. ☐

2 Read the text messages on Pupil's Book pages 10–11. Circle the correct words to complete the text.

Dina stayed in a hotel. Sometimes she played [1] inside / outside in the games room. She also went swimming [2] inside / outside in the pools. She went mountain biking twice. One day she went [3] camping / sailing to an island and had a picnic. Also went [4] to a hotel / camping with her family. They stayed in a forest [5] inside / above a lake and [6] outside / below a waterfall. They went [7] fishing / sailing and cooked dinner under the stars. She also went [8] swimming / boating one day.

Learning to learn

3 Match the sentences and the pictures.

a b c d

You can work ...
1 in pairs ☐
2 as a class ☐
3 on your own ☐
4 in groups ☐

Unit 1 9

1 Match the sentences to the photos.

Answers: 1 f 2 d 3 a 4 b 5 e 6 c

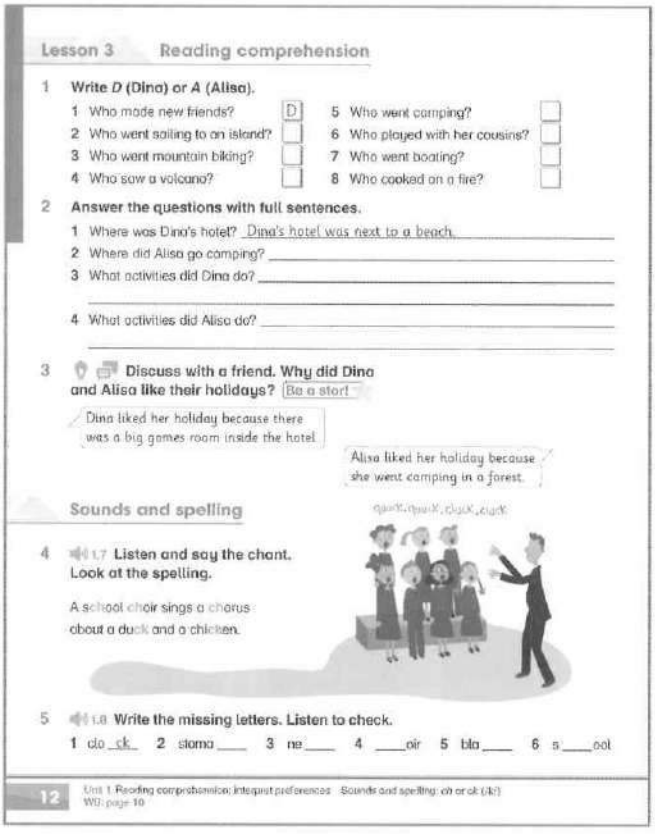
2 Read the text messages on Pupil's Book pages 10–11. Circle the correct words to complete the text.

Answers: 1 inside 2 outside 3 sailing 4 camping 5 above 6 below 7 fishing 8 boating

3 Match the sentences and the pictures.

Answers: 1 c 2 d 3 b 4 a

Pupil's Book page 12



Lesson 3 Reading comprehension

1 Write D (Dina) or A (Alisa).

1 Who made new friends? D
2 Who went sailing to an island?
3 Who went mountain biking?
4 Who saw a volcano?
5 Who went camping?
6 Who played with her cousins?
7 Who went boating?
8 Who cooked on a fire?

2 Answer the questions with full sentences.

1 Where was Dina's hotel? Dina's hotel was next to a beach.
2 Where did Alisa go camping?
3 What activities did Dina do?
4 What activities did Alisa do?

3 Discuss with a friend. Why did Dina and Alisa like their holidays? Be a star!

Dina liked her holiday because there was a big games room inside the hotel.

Alisa liked her holiday because she went camping in a forest.

Sounds and spelling

4 1.7 Listen and say the chant. Look at the spelling.

A school choir sings a chorus about a duck and a chicken.

5 1.8 Write the missing letters. Listen to check.

1 clo_ck 2 stoma___ 3 ne___ 4 ___oir 5 bla___ 6 s___ool

12 Unit 1 Reading comprehension: interpret preferences Sounds and spelling: ch or ck (/k/) WB: page 10

Learning objectives: Reading comprehension: interpret preferences; Sounds and spelling: *ch* or *ck* (/k/)

Vocabulary: black, chicken, choir, chorus, clock, duck, neck, school, stomach

Resources: (PK) - Unit 1, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.7–1.8

Materials: Class Audio CD1; sheets of paper (one per group)

Warm-up: What's the word?

- Play this game to practise the key vocabulary from Unit 1 so far, e.g. *sterof – forest.*
- See the Games Bank (pages 14–17) for how to play the game.

1 Write *D* (Dina) or *A* (Alisa).

- Have the children tell you what they remember about the girls from the previous lesson.
- Refer the children to the first activity. Have them complete the activity in pairs. Have children raise their hands to give answers.

Answers: 1 D 2 D 3 D 4 D 5 A 6 A 7 A 8 A

2 Answer the questions with full sentences.

- On the board, write (*a*) *Dina's hotel was next to a beach.* and (*b*) *Next to a beach.* Ask the children which of the two is a full sentence (*a*). Explain that they have to answer the questions in full sentences.
- Have the children work individually. Write answers on the board for the children to check against.

Answers: 1 Dina's hotel was next to a beach. 2 Alisa went camping in a forest, above a lake and below a waterfall. 3 Dina played team games on the beach, went sailing to an island, had a picnic and went mountain biking. 4 Alisa played with her cousins, went swimming, went boating and went fishing.

3 Discuss with a friend. Why did Dina and Alisa like their holidays?

Be a star!

- Have two volunteers read out the example dialogue.
- Divide the children into pairs and explain that they have to talk about what Dina and Alisa liked about their holidays. Tell the children they can look at pages 10–11 to help them.

4 1.7 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and ask what we call a group of people singing together (*choir*).
- Write the words *school*, *choir*, *chorus* and *chicken* on the board. Explain that *ch* can be pronounced /tʃ/ as in *chicken*. But that it can also be pronounced /k/ as in *school*, *choir* and *chorus*. Then write *duck* and *chicken* on the board. Explain that *ck* sounds like /k/ as in *key*.
- Say the chant. Children listen and follow the words. Repeat and encourage the children to chant with you.
- Play the rest of the audio. Children listen.
- Repeat and encourage the children to join in.
- Then, play the final part of the audio, pausing for the children to call out the missing words.

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Audioscript

Teacher: Now say the missing words.

Teacher: A ... choir sings a chorus about a duck and a chicken.

Children: school

Teacher: A school choir sings ... about a duck and a chicken.

Children: a chorus

Teacher: A school choir sings a chorus about a duck ...

Children: and a chicken.

Teacher: A school choir sings a chorus about ...

Children: a duck and a chicken.

5 1.8 Write the missing letters. Listen to check.

- Ask the children what other words they can think of that have the /k/ sound (*quack, clock,* etc.).
- Play the audio with pauses for the children to repeat after each word.
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio again for the children to listen to. Ask volunteers to read out the words in the activity.

Answers: 1 clock 2 stomach 3 neck 4 choir 5 black 6 school

Teaching star!

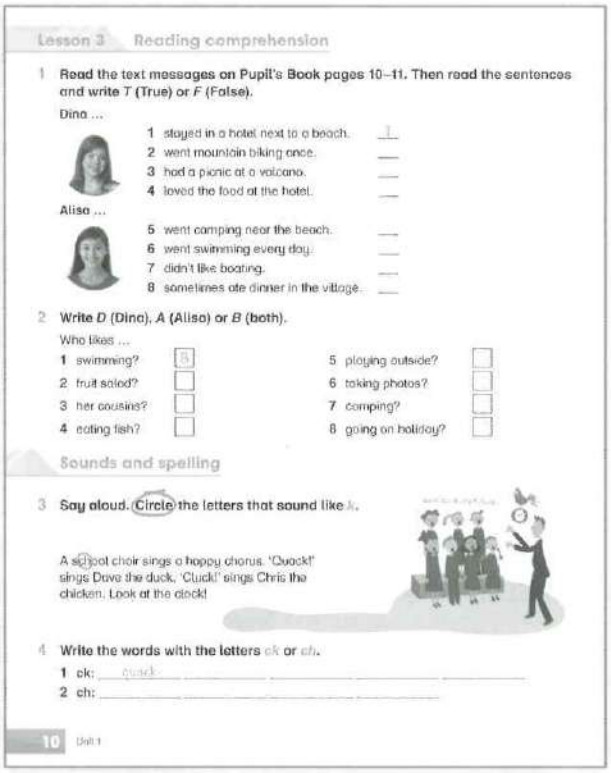
Extension

- Encourage children to make revision notes as they work which will prove useful later on. Have the children set aside the last two pages of their notebooks as a *Sounds and spelling* appendix.
- They use a ruler to make four columns on the last two pages. In the first column have the children write */k/* and under it write all the words from this lesson containing this sound.
- Encourage the children to add more words as they progress in the year and to keep updating the appendix at the end of each *Sounds and spelling* lesson.

Cooler: Let's spell

- See the Games Bank (pages 14–17) for how to play the game. Children practise some of the new words from Unit 1.

Workbook page 10



Lesson 3 Reading comprehension

1 Read the text messages on Pupil's Book pages 10–11. Then read the sentences and write *T* (True) or *F* (False).

Dina ...

1 stayed in a hotel next to a beach. 1
2 went mountain biking once. ___
3 had a picnic at a volcano. ___
4 loved the food at the hotel. ___

Alisa ...

5 went camping near the beach. ___
6 went swimming every day. ___
7 didn't like boating. ___
8 sometimes ate dinner in the village. ___

2 Write *D* (Dina), *A* (Alisa) or *B* (both).

Who likes ...

1 swimming? B
2 fruit salad? ☐
3 her cousins? ☐
4 eating fish? ☐
5 playing outside? ☐
6 taking photos? ☐
7 camping? ☐
8 going on holiday? ☐

Sounds and spelling

3 Say aloud. Circle the letters that sound like *k*.

A school choir sings a happy chorus. 'Quack!' sings Dave the duck. 'Cluck!' sings Chris the chicken. Look at the clock!

4 Write the words with the letters *ck* or *ch*.

1 ck: quack ___
2 ch: ___

10 Unit 1

1 Read the text messages on Pupil's Book pages 10–11. Then read the sentences and write *T* (True) or *F* (False).

Answers: 1 T 2 F 3 F 4 T 5 F 6 T 7 F 8 T

2 Write *D* (Dina), *A* (Alisa) or *B* (both).

Answers: 1 B 2 D 3 A 4 A 5 B 6 D 7 A 8 B

3 Say aloud. Circle the letters that sound like *k*.

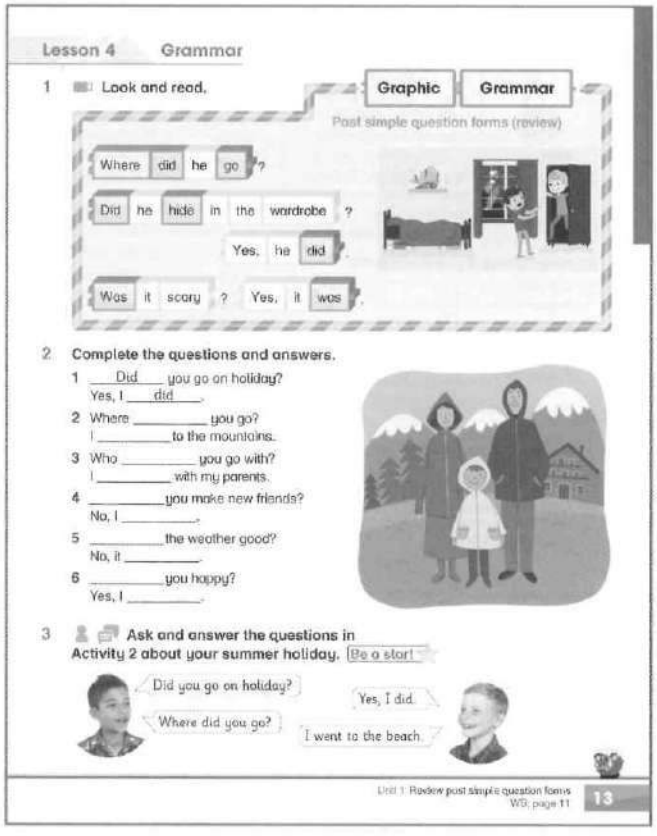
Answers:

A s(ch)ool (ch)oir sings a happy (ch)orus. 'Qua(ck)!' sings Dave the du(ck). 'Clu(ck)!' sings (Ch)ris the chi(ck)en. Loo(k) at the clo(ck)!

4 Write the words with the letters *ck* or *ch*.

Answers: 1 ck: quack, duck, cluck, chicken, clock 2 ch: school, choir, chorus, Chris

Pupil's Book page 13



Learning objectives: Review past simple question forms

Grammar: Past simple question forms (review)

Resources: (PK) - Unit 1, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Strips of paper with verbs in the past tense (five per child), blank strips of paper (one per child)

Warm-up: Review

- On the board, write *went, got, made, played, walked*. Ask the children to tell you if they know what tense these words are in (*past simple*). Then ask if they know their present forms. Give children a little time to think about their answers. Write answers on the board (*go, get, make, play, walk*).
- Divide the class into groups of three or four. Ask the children to write some more verbs in their present and past forms. Have groups write their words on the board and say them to the class.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children look at the blue boxes. Ask if they remember what tense they form (*past simple*).
- Remind the children that when we use *did*, we place the main verb in its base form. Use *go* and *hide* as examples.
- Read out the sentences from the box as the children follow in their books.
- Write the words *played* and *made* on the board. Ask volunteers to make questions using *did* with these words. Write the questions on the board, e.g. *Did you play tennis? Did you make a cake?*
- Ask *Did Alisa like her holidays?* Elicit *Yes, she did.* Then ask *Did Dina go camping?* Elicit *No, she didn't.*
- Refer the children to *Was it scary? Yes, it was.* Explain in L1 that we don't use *did* with the verb *to be* in the past.
- On the board, write *Were you cold? Was it cold?* Ask children how they would answer these questions (*Yes, I was. / No, I wasn't.* or *Yes, it was. / No, it wasn't.*)

- If using the video, first read the sentences in the book and ask what tense they are in. Tell them to watch the video and pay attention to the blue boxes.
- Play the video.
- Ask *Do we use 'went' with 'did' or 'go'? (go) How do we answer when we ask with 'did'? (Yes, he did. / No, he didn't.)*
- Explain in L1 that we don't use *did* with the verb *to be* in the past.
- On the board, write *Were you cold? Was it cold?* Ask children how they would answer these questions (*Yes, I was. / No, I wasn't.* or *Yes, it was. / No, it wasn't.*).

2 Complete the questions and answers.

- Ask a volunteer to read the first item. Then complete the second item as a class. Write the answers on the board.
- Have the children complete the activity individually. Check by inviting children to give their answers. Write them on the board.

Answers: 1 Did, did 2 did, went 3 did, went 4 Did, didn't 5 Was, wasn't 6 Were, was

3 Ask and answer the questions in Activity 2 about your summer holiday.

Be a star!

- On the board, write *Did you go sailing? Did you go to the mountains? Was it hot?*
- Explain that these are questions they can ask someone about their holidays. Invite the children to give you some more questions. Write them on the board.
- Have two volunteers read out the example dialogue.
- Divide the class into pairs and have them ask each other the questions in Activity 2.

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Teaching star!

Pairwork

- Give children the opportunity to take charge of their learning through pairwork.
- Learning to use the base form of the verb with *did / didn't* can be confusing for children. Give the children five strips of paper, each with a verb in the past tense written on it. Divide the children into pairs. One child shows the other a verb which they have to use with *did* or *didn't*, e.g. Child 1: *wrote* Child 2: *Did you write a letter?* Then the children swap roles.

Cooler: Right or wrong?

- Give each child a strip of paper. On it they write a correct or incorrect sentence using the past simple question form.
- Divide the class into three teams and have them stand in three lines. The child at the front of each line turns around and faces the person behind them and reads them their sentence. If the sentence is correct, the child behind them says *You're right!* If the sentence is wrong they must correct it.
- If the child cannot answer they can ask their team to help. When they have answered correctly they sit down. The team that has all its members sitting down first wins.

Workbook page 11

Lesson 4 Grammar

1 **Match the questions and answers.**

1 What did you do last weekend?	a Yes, I did!
2 Were your cousins there?	b I went to visit my uncle.
3 Who did you go with?	c Yes, they were.
4 Was the weather nice?	d My family.
5 Did you and your dad go to the lake?	e No, we didn't.
6 Did you have a good time?	f No, it wasn't.

2 **Write the words in the correct order to make questions.**

1 have / Did / a good / weekend? / you
Did you have a good weekend?

2 go / Did / cinema? / the / you / to

3 do? / did / What / you

4 with? / Who / you / were

5 you / friends? / Did / your / see

3 **Answer the questions in Activity 2 about your weekend.**

1
2
3
4
5

Go to Grammar reference on page 118 Unit 1 11

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 118 while completing these Workbook activities.

1 Match the questions and answers.

Answers: 1 b 2 c 3 d 4 f 5 e 6 a

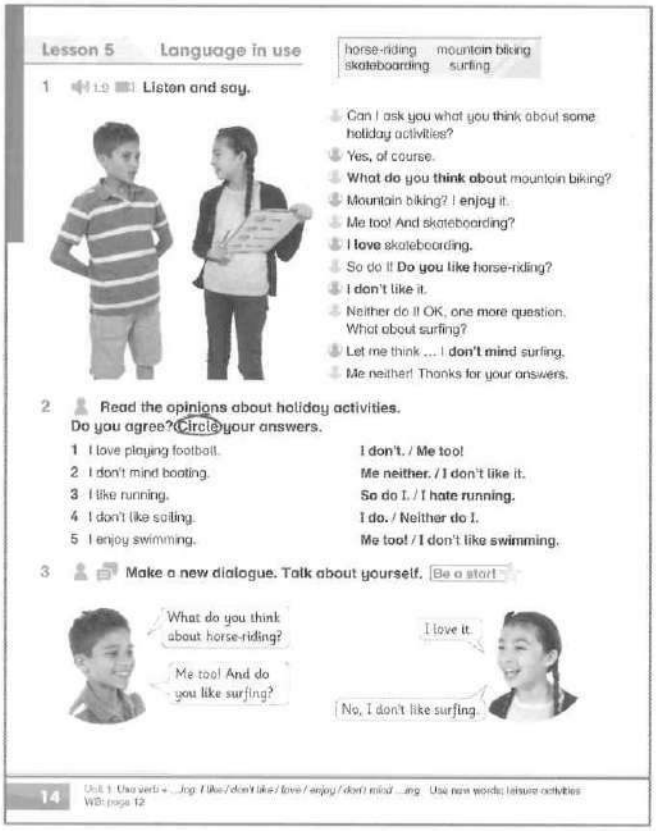
2 Write the words in the correct order to make questions.

Answers: 1 Did you have a good weekend? 2 Did you go to the cinema? 3 What did you do? 4 Who were you with? 5 Did you see your friends?

3 Answer the questions in Activity 2 about your weekend.

Answers: Children's own answers.

Pupil's Book page 14



Lesson 5 Language in use

horse-riding mountain biking skateboarding surfing

1 1.9 Listen and say.

Can I ask you what you think about some holiday activities?
Yes, of course.
What do you think about mountain biking?
Mountain biking? I enjoy it.
Me too! And skateboarding?
I love skateboarding.
So do I! Do you like horse-riding?
I don't like it.
Neither do I! OK, one more question. What about surfing?
Let me think ... I don't mind surfing.
Me neither! Thanks for your answers.

2 Read the opinions about holiday activities. Do you agree? Circle your answers.

1 I love playing football. — I don't. / Me too!
2 I don't mind boating. — Me neither. / I don't like it.
3 I like running. — So do I. / I hate running.
4 I don't like sailing. — I do. / Neither do I.
5 I enjoy swimming. — Me too! / I don't like swimming.

3 Make a new dialogue. Talk about yourself. Be a star

What do you think about horse-riding?
Me too! And do you like surfing?
I love it.
No, I don't like surfing.

14 Unit 1: Use verb + ...ing: I like / don't like / love / enjoy / don't mind ...ing. Use new words: leisure activities WB: page 12

Learning objectives: Use verb + *...ing: I like / don't like / love / enjoy / don't mind ...ing*; Use new words: leisure activities

Vocabulary: horse-riding, mountain biking, skateboarding, surfing

Resources: (PK) - Unit 1, Lesson 5, Language in use video; (TRC) Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.9 and Language in use video

Materials: Class Audio CD1; sheets of paper with *So do I!*, *Me too!*, *Neither do I!* and *Me neither!* written on them, sheets of paper (two per child)

Warm-up: Review

- On the board write the heading: *My Holiday.* Then draw a table and head the three columns with: *Sea, Mountains, Camping.*
- Divide the children into small groups and give them one minute to write what they can do on each holiday. The group with the most ideas wins.

Suggested answers: Sea: sailing, swimming, team games on the beach **Mountains:** mountain biking, walk in the forest **Camping:** swimming, boating, fishing. Accept all logical answers.

1 1.9 Listen and say.

- Stick the flashcards for the new vocabulary on the board (or write the words on the board and draw a picture for each one). Point to each item and say it for the children to repeat after you.
- Ask *Where can you go mountain biking?* (*in the mountains*) Continue for all items.
- Ask individuals *Do you like skateboarding?* etc. (include activities mentioned in the Warm-up). Elicit *yes* or *no*. Then say *So do I! / Neither do I! / Me too! / Me neither!*
- Write on the board *So do I!* and *Neither do I!* Explain that we use *So do I!* in the affirmative and *Neither do I!* in the negative.
- Then write *Me too!* and *Me neither!* and ask which one they think is positive and which one is negative.
- Say *I like skateboarding.* etc. Elicit *So do I! / Neither do I! / Me too! / Me neither!*
- Refer the children to the dialogue and play the audio.
- Ask *Does he like mountain biking?* (*Yes, he does.*) *Does she like mountain biking?* (*Yes, she does.*)
- Continue with the remaining items. Explain that the children can refer to the dialogue in the their books to find the answers.
- On the board, write *I love camping. I like boating. I don't mind collecting shells. I enjoy swimming.* Read the first sentence and have one or two children respond. Repeat with the other sentences.
- Ask the children to make their own sentences in their notebooks using *I love*, *I like*, etc. Have them read out their sentences to their partners. Their partners should respond.
- Ask pairs to volunteer to say their sentences for the class.

- If using the video, have the children watch it and then continue as above starting with the second point.

Teaching star!

Personalising

- Give children ownership of their learning by encouraging them to personalise language.
- Understanding the difference in degrees between *I love ...*, *I like ...*, etc. can be handled in the following way.
- Give each child two sheets of paper and have them draw one happy face on one sheet and two happy faces side by side on the other. Explain that you will say a sentence and they have to raise the appropriate face. Say *I love skateboarding.* The children should raise their sheets with two faces, etc. After a few rounds, bring a volunteer to the front of the class to say the sentences to the class.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

2 Read the opinions about holiday activities. Do you agree? Circle your answers.

- Have the children work individually. They read the sentences and then circle the answer that is true for them.
- Go around the class and check the children's work.
- Have the children practise giving their opinions. Divide the class into pairs. Child 1 reads out a sentence from the left hand column. Child 2 responds, using the answer they circled in their book. Invite a few pairs to perform at the front of the class.

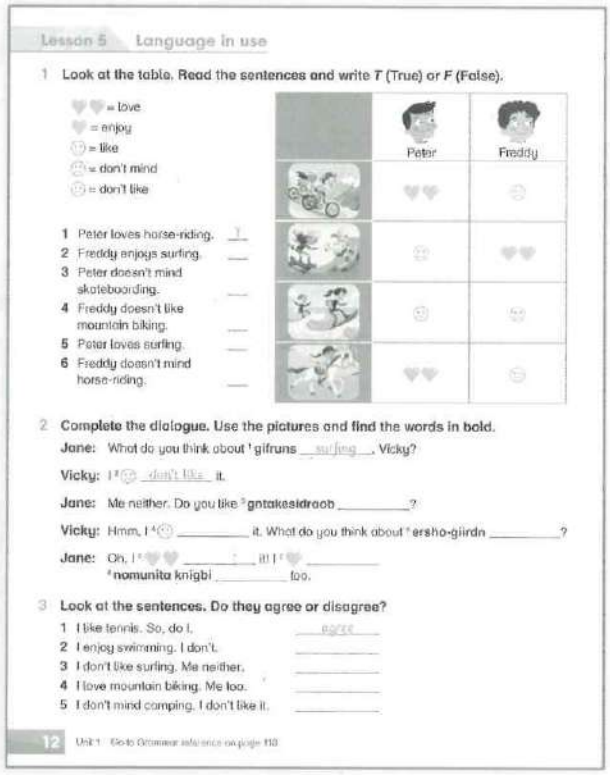
3 Make a new dialogue. Talk about yourself. Be a star!

- Have two volunteers read out the example dialogue and divide the class into pairs.
- Explain that they have to make a similar dialogue with their partner.
- As pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- If you wish, have the pairs write down their dialogues. Ask volunteers to come to the front and perform their dialogues for the class.

Cooler: So do I!

- Put the children into small groups. Hand out the sheets of paper with *So do I!* etc., one per group.
- Explain that you will say a sentence and the group has to raise their strip of paper if they have a grammatically correct answer. Say *I like surfing.* Groups with *So do I!* or *Me too!* should raise their strips of paper. If groups with a grammatically incorrect statement raise their strip of paper, they lose a turn.

Workbook page 12



Lesson 5 Language in use

1 Look at the table. Read the sentences and write *T* (True) or *F* (False).

♥♥ = love
♥ = enjoy
☺ = like
😐 = don't mind
☹ = don't like

	Peter	Freddy
	♥♥	☺
	😐	♥♥
	☺	😐
	♥♥	☹

1 Peter loves horse-riding. T
2 Freddy enjoys surfing. ___
3 Peter doesn't mind skateboarding. ___
4 Freddy doesn't like mountain biking. ___
5 Peter loves surfing. ___
6 Freddy doesn't mind horse-riding. ___

2 Complete the dialogue. Use the pictures and find the words in bold.

Jane: What do you think about [1] gifruns ___surfing___, Vicky?
Vicky: I [2]☺ ___don't like___ it.
Jane: Me neither. Do you like [3] gntakesidraob _____?
Vicky: Hmm, I [4]☺ _____ it. What do you think about [5] ersho-giirdn _____?
Jane: Oh, I [6]♥♥ _____ it! I [7]♥ _____ [8] **nomunita** knigbi _____ too.

3 Look at the sentences. Do they agree or disagree?

1 I like tennis. So, do I. ___agree___
2 I enjoy swimming. I don't. _____
3 I don't like surfing. Me neither. _____
4 I love mountain biking. Me too. _____
5 I don't mind camping. I don't like it. _____

12 Unit 1 Go to Grammar reference on page 118

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 118 while completing these Workbook activities.

1 Look at the table. Read the sentences and write *T* (True) or *F* (False).

Answers: 1 T 2 F 3 F 4 T 5 F 6 T

2 Complete the dialogue. Use the pictures and find the words in bold.

Answers: 1 surfing 2 don't like 3 skateboarding 4 don't mind 5 horse-riding 6 love 7 enjoy 8 mountain biking

3 Look at the sentences. Do they agree or disagree?

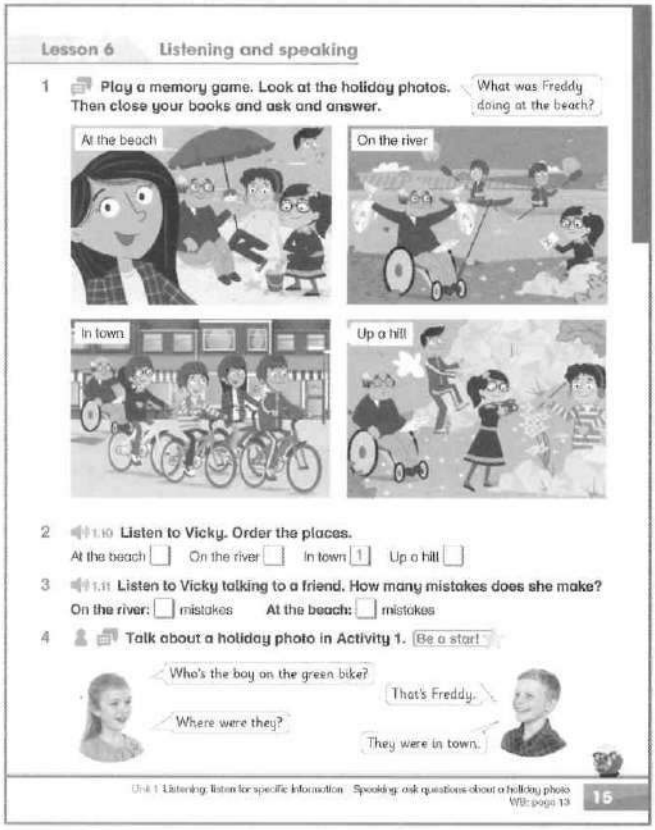
Answers: 1 agree 2 disagree 3 agree 4 agree 5 disagree

Grammar reference (page 118)

1 Write the sentences and questions. Then write the answer.

Answers: 1 Mary doesn't enjoy horse-riding. Neither do I. 2 Did you stay in a hotel? Yes, we did. 3 I love skateboarding. So do I. 4 Were they near the volcano? No, they weren't. 5 Where did he go? He went to the beach. 6 Were you near the lake? Yes, we were.

Pupil's Book page 15



Learning objectives: Listening: listen for specific information; Speaking: ask questions about a holiday photo

Resources: (PK) - Unit 1, Lesson 6; (PRC) - Review audio tracks 1.10–1.11

Materials: Class Audio CD1

Warm-up: Bingo

- Play the game to practise words that have been taught in Unit 1.
- See the Games Bank (pages 14–17) for how to play the game.

1 Play a memory game. Look at the holiday photos. Then close your books and ask and answer.

- Refer the children to Activity 1. Read out the speech bubble and invite a child to answer.
- Ask *What's Grandpa doing on the river?* (*He's fishing.*) Continue with the other pictures.
- Divide the children into pairs and explain that they have one minute to look at the holiday photos, then they must turn their books over and ask each other questions about the photos.
- Monitor to ensure the children swap roles.

2 1.10 Listen to Vicky. Order the places.

- Explain to the children that they are going to hear Vicky talk about the holiday photos and that they have to number them in order.
- Play the audio and invite volunteers to answer.
- Play the audio again and have children number the places in order.

Audioscript

These are some of my photos from our summer holiday. I love taking photos and I love showing them to people, too. This one is from our day in town. We visited all the interesting places by bike. Peter really enjoyed it and he went very fast.

Oh, and this photo is from the beach. Jane loved it because there were lots of beautiful shells. Freddy was happy listening to his music and Peter was in the sea for hours!

This one is of the day we went up a hill. Freddy played the drums on a rock with two sticks and Grandpa fell asleep. We all laughed a lot.

This last photo is from our day on the river. This was Grandpa's favourite day because he loves fishing. Peter enjoyed kayaking, but Freddy didn't like it so much.

Answers: At the beach: 2 **On the river:** 4
In town: 1 **Up a hill:** 3

3 1.11 Listen to Vicky talking to a friend. How many mistakes does she make?

- Divide the class into pairs and have them discuss the holiday photos. Have volunteers describe one of the holiday photos to the class.
- Explain to the children that they will hear Vicky talking to a friend about the holiday photos but this time she will make a few mistakes.
- Tell the children they have to make a note of how many mistakes she makes.
- Play the audio twice. The first time the children listen. The second time they listen and take notes.
- Have volunteers give the answers.

Audioscript

Friend: Who's the boy in the blue kayak?
Vicky: Oh, that's Freddy. He's my brother.
Friend: And who's the girl looking at the butterfly?
Vicky: Oh, that's Jane. She's my cousin.
Friend: Where were you that day?
Vicky: We were at the beach in this photo.
Friend: Your grandpa looks happy! How many fish did he catch?
Vicky: Four, and all big ones!
Friend: So who enjoyed this holiday the most?
Vicky: We all did, but Grandpa enjoyed it the most because he loves fishing!

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Friend: Who's the boy listening to music?
Vicky: That's Freddy. He's my cousin.
Friend: Doesn't he like going to the beach?
Vicky: Yes, he does. But that day he was very tired and he didn't want to go swimming.
Friend: What's Peter doing?
Vicky: He's sailing in the sea.
Friend: Does he like swimming?
Vicky: Yes, he does. He's very good at it, too.
Friend: And what's Jane doing?
Vicky: She's collecting flowers. She loves collecting things.
Friend: They're great photos, Vicky!
Vicky: Thanks!

Answers: On the river: 3 mistakes (Freddy is her cousin, they were on the river, Grandpa caught two fish). **At the beach:** 2 mistakes (Peter is swimming in the sea, Jane is collecting shells).

Teaching star!

Extension

- Have children correct mistakes to consolidate their learning.

- On the board, write six questions with incorrect grammar usage, e.g. *What's the boy on the bike? Where you were in this photo? What Vicky do here?* Have the children correct the questions in their notebooks. Then have volunteers come to the board and write the correct questions.

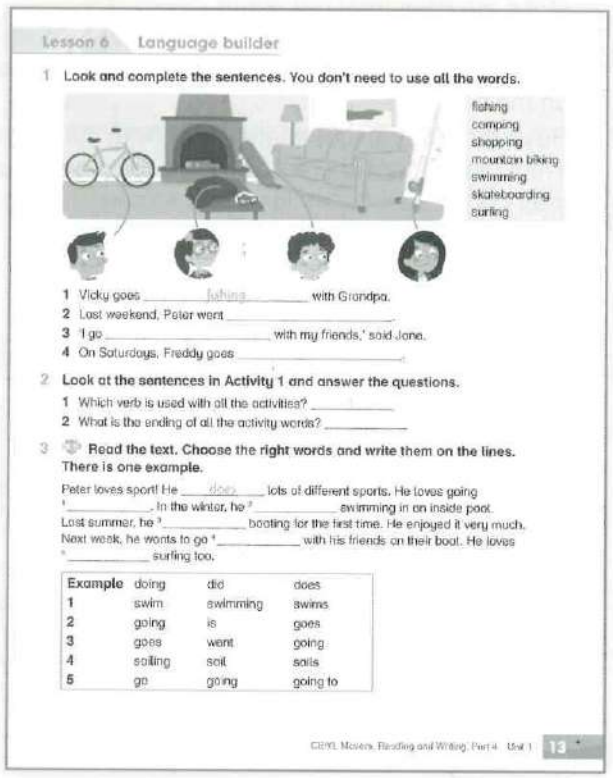
4 Talk about a holiday photo in Activity 1. Be a star!

- Have two volunteers read out the example dialogue.
- Tell the children that they have to pretend that they were on holiday with Vicky. Explain that their partners will ask them questions about a photo, which they have to answer.
- Divide the class into pairs and have them complete the activity. Monitor for proper use of language and vocabulary.

Cooler: Holiday picture

- Have children draw a holiday picture with themselves and their family on a piece of paper.
- Tell them to write a few sentences about it.
- The children can then present their work to the class. Place all work on classroom display.

Workbook page 13



Lesson 6 Language builder

1 Look and complete the sentences. You don't need to use all the words.

fishing
camping
shopping
mountain biking
swimming
skateboarding
surfing

1 Vicky goes fishing with Grandpa.
2 Last weekend, Peter went _____.
3 'I go _____ with my friends,' said Jane.
4 On Saturdays, Freddy goes _____.

2 Look at the sentences in Activity 1 and answer the questions.
1 Which verb is used with all the activities? _____
2 What is the ending of all the activity words? _____

3 Read the text. Choose the right words and write them on the lines. There is one example.

Peter loves sport! He ___does___ lots of different sports. He loves going [1] _____. In the winter, he [2] _____ swimming in an inside pool. Last summer, he [3] _____ boating for the first time. He enjoyed it very much. Next week, he wants to go [4] _____ with his friends on their boat. He loves [5] _____ surfing too.

Example	doing	did	does
1	swim	swimming	swims
2	going	is	goes
3	goes	went	going
4	sailing	sail	sails
5	go	going	going to

CEYL Movers, Reading and Writing, Part 4 Unit 1 13

1 Look and complete the sentences. You don't need to use all the words.

Answers: 1 fishing 2 mountain biking 3 swimming 4 skateboarding

2 Look at the sentences in Activity 1 and answer the questions.

Answers: 1 go 2 *–ing*

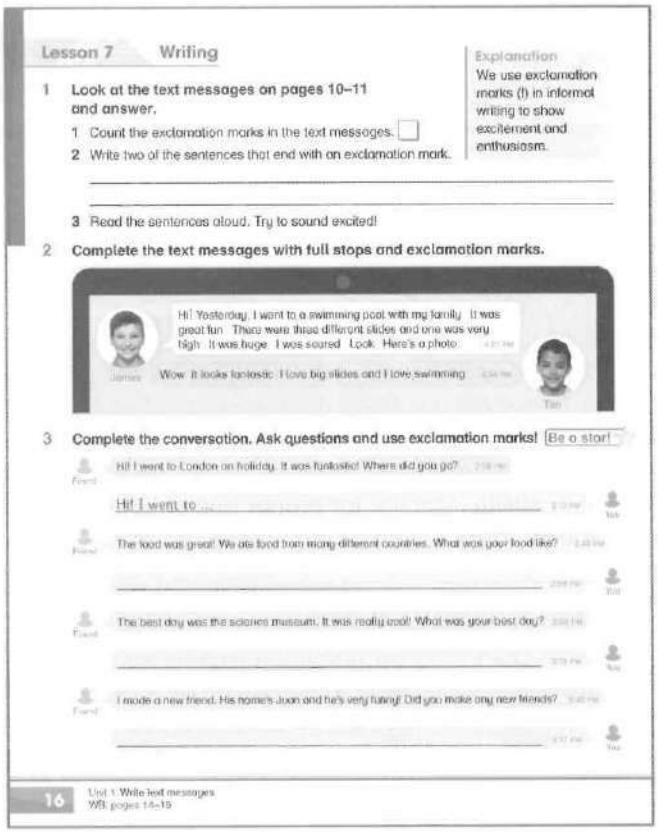
3 CEYL Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

- Ask the children to go through each option and say what tense it is in, e.g. *doing – present continuous, did – past simple, does – present simple.*
- Have the children read the paragraph once without looking at the suggested words.
- Then have them look at the words again and complete the paragraph.

Answers: 1 swimming 2 goes 3 went 4 sailing 5 going

Pupil's Book page 16


Lesson 7 Writing

1 Look at the text messages on pages 10–11 and answer.
1 Count the exclamation marks in the text messages. ☐
2 Write two of the sentences that end with an exclamation mark.
3 Read the sentences aloud. Try to sound excited!

Explanation
We use exclamation marks (!) in informal writing to show excitement and enthusiasm.

2 Complete the text messages with full stops and exclamation marks.

Hi! Yesterday, I went to a swimming pool with my family. It was great fun. There were three different slides and one was very high. It was huge. I was scared. Look. Here's a photo.
James
Wow. It looks fantastic. I love big slides and I love swimming.
Tim

3 Complete the conversation. Ask questions and use exclamation marks! Be a star!
Hi! I went to London on holiday. It was fantastic! Where did you go?
Hi! I went to ....
The food was great! We ate food from many different countries. What was your food like?
The best day was the science museum. It was really cool! What was your best day?
I made a new friend. His name's Juan and he's very funny! Did you make any new friends?

16 Unit 1 Write text messages
WB pages 14–15

Learning objectives: Write text messages

Resources: PK - Unit 1, Lesson 7

Warm-up: Silly sentences

- On the board, write *I'm fishing on a bike. I'm sailing in the town.* Ask the children if they can correct these sentences. Accept all logical answers.
- Divide the children into pairs. Have them write two silly sentences. Each pair stands up and reads a sentence to the class for their classmates to correct.

1 Look at the text messages on pages 10–11 and answer.

- Refer the children to the Explanation box and read it aloud as they follow in their books.
- On the board write *My town is big. It's very nice* and ask the children where the exclamation mark should go (... *nice!*).
- Divide the class into pairs and have them complete the first two items.
- Check answers by inviting the children to raise their hands.
- Choose one of the sentences with an exclamation mark and say it aloud making sure the emphasis is on the phrase with the exclamation mark, e.g. *It was* great! – emphasis on *great*.
- Have the children continue in pairs. Go around the class and listen. Gently correct their intonation where necessary.

Answers: 1 20 2 Children's own answers.

2 Complete the text messages with full stops and exclamation marks.

- Explain that the children have to read the text and add exclamation marks and full stops where necessary.
- On the board, write the first sentence. Ask for the correct punctuation and add it.
- Children complete the activity individually and compare answers with their partners. Write the answers on the board and check them as a class.

Answers: Hi! Yesterday, I went to a swimming pool with my family. It was great fun! There were three different slides and one was very high. It was huge! I was scared! Look! Here's a photo.
Wow! It looks fantastic! I love big slides and I love swimming!

3 Complete the conversation. Ask questions and use exclamation marks!

Be a star!

- Explain that these are text messages between two friends. Ask if the class send texts to their friends and if so, what they are about.
- Read the first text to the class and ask how they would reply. Write a few of the suggested replies on the board.
- Have the children complete the activity individually. Then place them in pairs and have them practise their conversations, making sure that they swap roles.
- Bring volunteer pairs to the front of the class to read their conversations to their classmates.

Teaching star!

Communicating

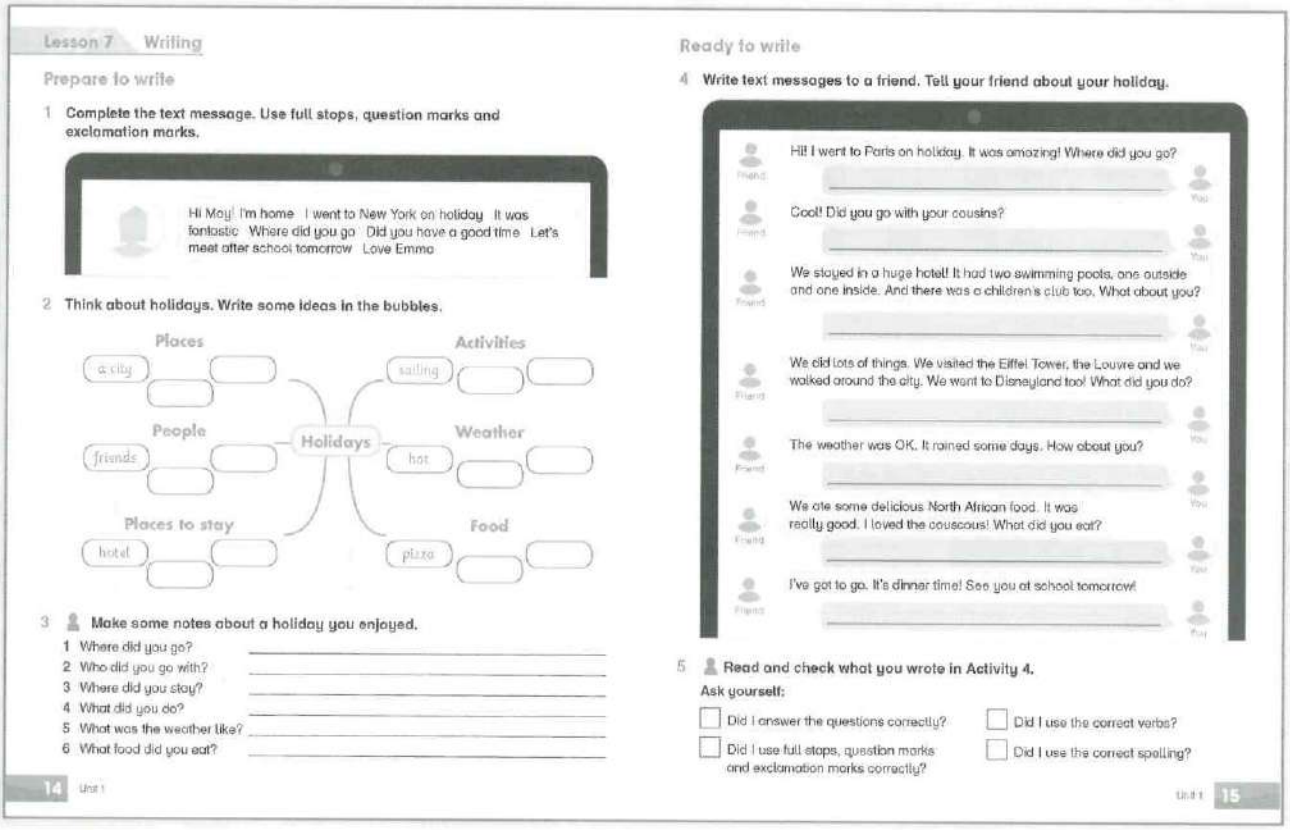
- Introduce speaking activities to improve children's intonation.
- On the board, write a few sentences using the interrogative, exclamation marks and a few simple statements in the affirmative, negative and question forms. Read each sentence to the class and have them repeat. Have the children practise in pairs. Go around the classroom and monitor what they are saying, gently correct where necessary.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Cooler: My holiday!

- On the board, write *Where? When? Who with? What did you do? What did you eat?*
- Explain that each child has to refer to the key words on the board and write a few sentences about a holiday they went on.
- Then, they read their sentences to their partners.

Workbook pages 14–15



Lesson 7 Writing

Prepare to write

1 Complete the text message. Use full stops, question marks and exclamation marks.

Hi May! I'm home I went to New York on holiday It was fantastic Where did you go Did you have a good time Let's meet after school tomorrow Love Emma

2 Think about holidays. Write some ideas in the bubbles.

Places: a city
Activities: sailing
People: friends
Holidays
Weather: hot
Places to stay: hotel
Food: pizza

3 Make some notes about a holiday you enjoyed.

1 Where did you go?
2 Who did you go with?
3 Where did you stay?
4 What did you do?
5 What was the weather like?
6 What food did you eat?

14 Unit 1

Ready to write

4 Write text messages to a friend. Tell your friend about your holiday.

Friend: Hi! I went to Paris on holiday. It was amazing! Where did you go?
You: _____
Friend: Cool! Did you go with your cousins?
You: _____
Friend: We stayed in a huge hotel! It had two swimming pools, one outside and one inside. And there was a children's club too. What about you?
You: _____
Friend: We did lots of things. We visited the Eiffel Tower, the Louvre and we walked around the city. We went to Disneyland too! What did you do?
You: _____
Friend: The weather was OK. It rained some days. How about you?
You: _____
Friend: We ate some delicious North African food. It was really good. I loved the couscous! What did you eat?
You: _____
Friend: I've got to go. It's dinner time! See you at school tomorrow!
You: _____

5 Read and check what you wrote in Activity 4.

Ask yourself:

- ☐ Did I answer the questions correctly?
- ☐ Did I use the correct verbs?
- ☐ Did I use full stops, question marks and exclamation marks correctly?
- ☐ Did I use the correct spelling?

Unit 1 15

Prepare to write

1 Complete the text message. Use full stops, question marks and exclamation marks.

- The children provide the correct punctuation for each sentence.
- If done in class, remind the children how full stops, question marks and exclamation marks are used and have them complete the activity individually.
- Ask the children to raise their hands to suggest answers.

Answers: Hi May! I'm home. I went to New York on holiday. It was fantastic! Where did you go? Did you have a good time? Let's meet after school tomorrow. Love Emma

2 Think about holidays. Write some ideas in the bubbles.

- The children write ideas about a holiday they went on or would like to go on.
- If done in class, brainstorm for ideas as a class. Write the children's answers on the board.

3 Make some notes about a holiday you enjoyed.

- The children answer the questions about a holiday they enjoyed.
- Children work independently and then show their answers to their partners.

Ready to write

4 Write text messages to a friend. Tell your friend about your holiday.

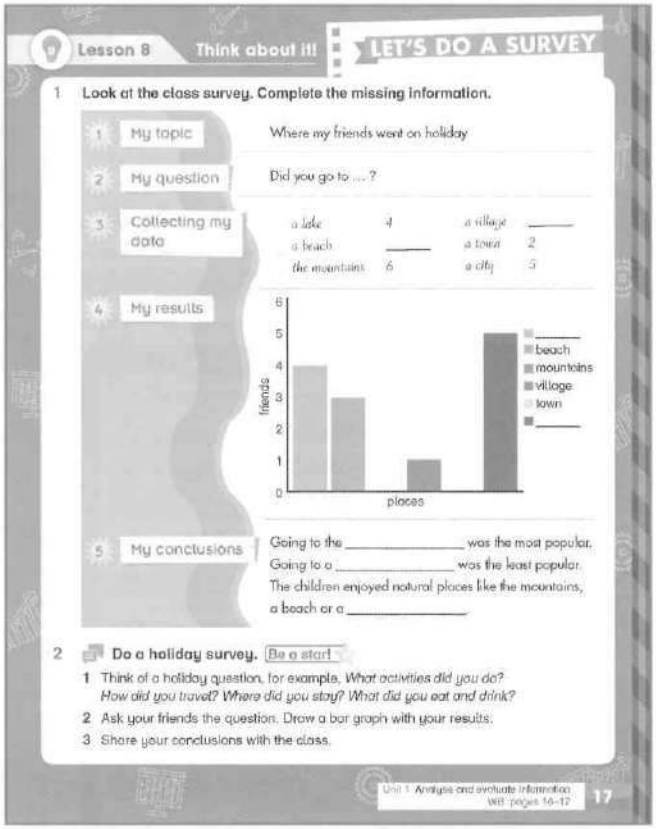
- The children read the text and answer appropriately.

5 Read and check what you wrote in Activity 4.

- The children check their work by referring to the check-list.
- If done in class, read the check-list to the class and have the children raise their hands to show they have taken the points into account.
- Have the children show their answers to their partners.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 17



Learning objectives: Analyse and evaluate information

Additional language: bar graph, conclusion, data, popular, results

Resources: (PK) - Unit 1, Lesson 8; (TRC) - (TG) - Unit test

Materials: Sheets of paper (one per child), strips of paper (one per child), coloured markers, a box

Warm-up: How many words?

- Divide the class into pairs. Explain that you will give them one minute to write as many words as they can remember from Unit 1.
- When the time is up, have the pairs read out their words. The pair with the most words wins.

1 Look at the class survey. Complete the missing information.

- Explain that surveys help us collect information on different topics. Ask if the children have ever done a survey.
- Refer the children to item 1. Explain that when you do a survey, you need to have a topic for it. Ask what the topic for this survey is. (*Where my friends went on holiday.*)
- Refer them to item 2. Ask what places they think the question is referring to. Write suggested answers on the board (*a lake, a beach, the mountains, a village, a town, a city*).
- Refer the children to item 3. Ask *How many children went to a lake?* (*four*) *How many went to a beach?* (*We don't know.*) Continue with all the places mentioned.
- Explain that they will find how many people went to the beach and a village in the next step.
- Refer the children to item 4. Explain that this is a bar graph and that the numbers on the vertical line show how many people went to the places.
- Ask the children to look at the coloured boxes. Tell them that this is a key that helps the reader understand how many people went to each place. Explain that they have to complete the two missing places and ask if they know where they will get their answer from (*item 3*).
- Now have the children work out how many people went to the beach and how many to a village. They complete item 3.
- Refer the children to item 5. Explain that they have to complete the sentences according to what the graph shows.
- Once they have completed the activity, have individual children give you the answers. Write them on the board.

Answers: **3** beach = 3, village = 1 **4** pink = lake, purple = city **bar graph:** completed with orange bar (mountains = 6) and yellow bar (town = 2)
5 mountains, village, lake

2 Do a holiday survey. Be a star!

- Explain to the children that they will be doing their own survey.
- Refer them to item 1 and have them choose a question or make up their own. Tell them to write their question and at least five options for the answer.
- Have everyone stand up and go around the classroom asking their question, ticking the options their classmates choose, and answering their classmates' questions.
- Give each child a sheet of paper. Have them make a bar graph of their results. Tell the children to write a few sentences about their findings.
- Choose some children to present their bar graphs to the class. Display all the bar graphs in the classroom.

Teaching star!

Group work

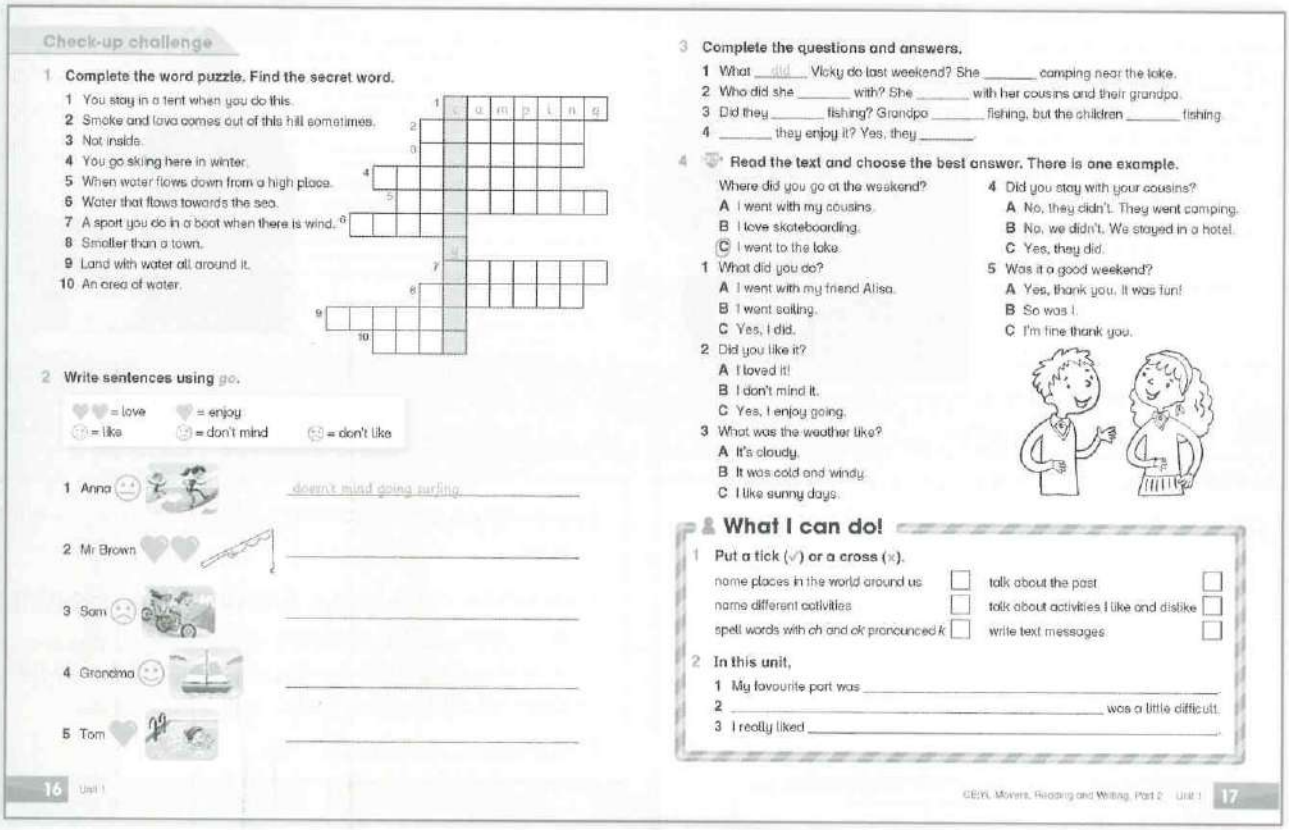
- Have children check each other's work to raise confidence.
- Ask the children to check their partner's work. Explain that they should be checking for spelling mistakes, vocabulary mistakes, etc.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: The best survey

- Explain that the children now have to choose the best survey. Give each child a strip of paper and have them look at the surveys on display.
- Tell them to write on their paper which survey they think is the best. Explain that they cannot vote for their own survey.
- Ask the children to place their strips of paper in a box. Take each paper, call out the survey name and have a volunteer child make a note of the votes so you can announce the winner.

Workbook pages 16–17



Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 You stay in a tent when you do this.
2 Smoke and lava comes out of this hill sometimes.
3 Not inside.
4 You go skiing here in winter.
5 When water flows down from a high place.
6 Water that flows towards the sea.
7 A sport you do in a boat when there is wind.
8 Smaller than a town.
9 Land with water all around it.
10 An area of water.

2 Write sentences using go.

♥♥ = love ♥ = enjoy 🙂 = like 😐 = don't like

1 Anna 😐 doesn't mind going surfing.
2 Mr Brown ♥♥
3 Sam ☹
4 Grandma 🙂
5 Tom ♥

3 Complete the questions and answers.

1 What did Vicky do last weekend? She _____ camping near the lake.
2 Who did she _____ with? She _____ with her cousins and their grandpa.
3 Did they _____ fishing? Grandpa _____ fishing, but the children _____ fishing.
4 _____ they enjoy it? Yes, they _____.

4 Read the text and choose the best answer. There is one example.

Where did you go at the weekend?
A I went with my cousins.
B I love skateboarding.
C I went to the lake.

1 What did you do?
A I went with my friend Alisa.
B I went sailing.
C Yes, I did.

2 Did you like it?
A I loved it!
B I don't mind it.
C Yes, I enjoy going.

3 What was the weather like?
A It's cloudy.
B It was cold and windy.
C I like sunny days.

4 Did you stay with your cousins?
A No, they didn't. They went camping.
B No, we didn't. We stayed in a hotel.
C Yes, they did.

5 Was it a good weekend?
A Yes, thank you. It was fun!
B So was I.
C I'm fine thank you.

What I can do!

1 Put a tick (✓) or a cross (×).

name places in the world around us ☐ talk about the past ☐
name different activities ☐ talk about activities I like and dislike ☐
spell words with *ch* and *ck* pronounced *k* ☐ write text messages ☐

2 In this unit,

1 My favourite part was _____
2 _____ was a little difficult.
3 I really liked _____.

16 Unit 1

CEYL Movers, Reading and Writing, Part 2 Unit 1 17

1 Complete the puzzle. Find the secret word.

Answers: 1 camping 2 volcano 3 outside 4 mountain 5 waterfall 6 river 7 sailing 8 village 9 island 10 lake
The secret word is *countryside*.

2 Write sentences using *go*.

Answers: 1 Anna doesn't mind going surfing. 2 Mr Brown loves going fishing. 3 Sam doesn't like going mountain biking. 4 Grandma likes going sailing. 5 Tom enjoys going swimming.

3 Complete the questions and answers.

Answers: 1 did, went 2 go, went 3 go, went, didn't go 4 Did, did

4 CE:YL Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- If done in class, have the children look at each item and tell you how they would answer it.
- Have the children work individually. Have volunteers give you their answers.

Answers: 1 B 2 A 3 B 4 B 5 A

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book pages 18–20

Reading time 1

1 1.12 Read the blogs. Who helps the people in each story?

True travellers' tales of kindness

Lots of travellers have got stories about meeting kind people. Have you got a story? Write and tell us about it.

Blog posts

Tuesday 8th March

I was on holiday in Spain with my wife. One day, we came to a village by a lake. There was a beautiful island in the lake, but we had to wait for the next boat! We were tired, hot and hungry. Suddenly, a man with a goat walked past. He looked at us and stopped. We didn't speak Spanish so we just smiled at him. He smiled back and pointed to some plastic cups on our backpacks. He wanted our cups! We were surprised, but we gave them to the man. He sat down and started to milk the goat. Then he gave us two cups full of milk. He smiled at us again and walked off down the road with his goat.

Wolfgang, Berlin — 6 comments

18 Reading time 1 Read a blog

Blog posts

Wednesday 14th June

I was on a snowboarding holiday and it was great fun, but it was very cold. I was at the top of the mountain and my mum and dad were in the restaurant below. So I came down the mountain on my snowboard and I ran into the restaurant. I cried, 'My hands are so cold I can't feel them!' Then a young woman came to our table. She gave me some hand warmers and said, 'Hold these and think of the sunshine!' She was so kind!

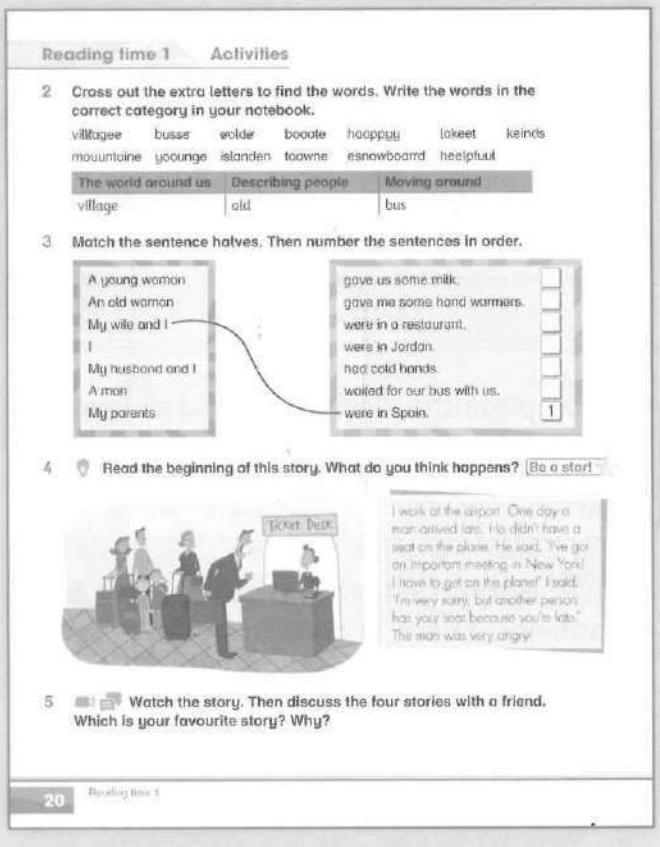
Felipe, nine years old, Mexico City — 14 comments

Friday 27th August

My husband and I were in Jordan on holiday. We often travelled on buses there. But it isn't easy for tourists because there aren't any bus stops in the countryside. You just put out your hand to stop the bus. However, people were really helpful. On our first day in Jordan, we wanted to take a bus to the town of Fuheis. There was an old woman next to us on the road. I said, 'Does the bus to Fuheis stop here?' 'Yes,' she said and she waited with us for our bus. It started raining and it got dark, and the woman's bus came and went, but she waited with us until our bus came. I didn't even know her name, but I was so happy that she helped us. I will always remember her!

Matilda, Chicago — 4 comments

Reading time 1 Develop reading fluency 19



Reading time 1 Activities

2 Cross out the extra letters to find the words. Write the words in the correct category in your notebook.

villlagee busse eolder booote hoopppy lakeet keinds
mouuntoine yoounge islanden toowne esnowboarrd heelpfuul

The world around us	Describing people	Moving around
village	old	bus

3 Match the sentence halves. Then number the sentences in order.

A young woman	gave us some milk.
An old woman	gave me some hand warmers.
My wife and I	were in a restaurant.
I	were in Jordan.
My husband and I	had cold hands.
A man	waited for our bus with us.
My parents	were in Spain. 1

4 Read the beginning of this story. What do you think happens? Be a star!

I work at the airport. One day a man arrived late. He didn't have a seat on the plane. He said, 'I've got an important meeting in New York! I have to get on the plane!' I said, 'I'm very sorry, but another person has your seat because you're late.' The man was very angry.

5 Watch the story. Then discuss the four stories with a friend. Which is your favourite story? Why?

20 Reading time 1

Learning objectives: Read a blog; Develop reading fluency

Resources: (PK) - Unit 1, Reading time 1, Reading time 1 video; (PRC) - Review audio track 1.12, review Reading time 1 video; (TRC) - Video activity worksheet, animated flashcards

Materials: Class Audio CD1

Warm-up: General questions

- Ask the children if they enjoy reading and if so what type of texts they enjoy. Write some of their answers on the board (*short stories, novels*, etc.).
- Ask if they know what a blog is (*a site on the Internet where people write about their personal experiences*).
- Then ask if they have ever read a blog and what it was about. Finally ask what types of blogs they would find interesting.

1 1.12 Read the blogs. Who helps the people in each story?

Pre-reading

- Refer the children to the title of the blog. Ask what they think they are going to read about.
- Then have the children look at the pictures. Ask where they think each person is and what the text could be about.

While reading

- Explain to the children that there could be some words they do not understand in the text but that shouldn't stop them because they are reading for enjoyment.
- Play the audio. Children listen and follow in their books. Have the children re-read the blogs quietly. Explain that there is no need to rush.
- Volunteers raise their hands to offer answers.

Post-reading

- Finally, have the children work in small groups to discuss which of the blog posts they liked the best and why.
- When the children have finished ask them to vote for their favourite blog.

Answers: **Wolfgang** – a Spanish man with a goat; **Felipe** – a young woman; **Matilda** – an old woman

Teaching star!

Reading

- Check if children understand the vocabulary by asking them to make sentences with it.
- Choose words from the reading text on pages 18–19. Elicit sentences using those words and write them on the board. Now ask the children to make sentences with them in their notebooks. Ask the children to read out their sentences to the class.

Cooler: Disappearing words

- Have the children place their Pupil's Books face down and tell you five or six key words they remember from the blogs. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 1 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you are on holiday. Where are you? Who are you with? Do you make new friends? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Cross out the extra letters to find the words. Write the words in the correct category in your notebook.

- Refer the children to pages 18–19. Have them re-read the blogs. (If you wish, play the audio again and have them listen and follow the text in their books.) Ask if there are any words in the blogs that they don't understand.
- Explain the words in L1 or in English if possible.
- Refer the children to the first activity on page 20. Draw the chart on the board and have the children copy it into their notebooks.
- Explain that they have to write the words correctly under the correct heading.
- Check answers by inviting volunteers to spell the words. Write the words on the board.
- Then have the children give you more words for each category. Write them on the board for the children to copy.

Answers: **The world around us** = village, lake, mountain, island, town **Describing people** = old, happy, kind, young, helpful **Moving around** = bus, boat, snowboard

3 Match the sentence halves. Then number the sentences in order.

- For the first part of the activity, explain to the children that they have to match the phrases to make full sentences about the blogs they read in the previous lesson. Tell children they can refer to the blogs if they need help.
- Have volunteers tell you the answers.
- For the second part of the activity, tell the children they have to number the sentences in the order that they appear in the blogs.
- Children raise their hands to give their answers.

Answers: A young woman gave me some hand warmers. **5**
An old woman waited for our bus with us. **7**
My wife and I were in Spain. **1**
I had cold hands. **4**
My husband and I were in Jordan. **6**
A man gave us some milk. **2**
My parents were in a restaurant. **3**

4 Read the beginning of this story. What do you think happens? Be a star!

- Ask the children to look at the picture. Ask *Where are they?* (*At an airport.*) *Is the man happy?* (*No, he isn't.*) *Why?* (*Maybe he doesn't have his tickets.*)
- Read the text to the children as they follow in their Pupil's Books.
- Ask the children what they think will happen next.

PRC = Pupil's Resource Centre TG = Test Generator

- Divide the children into small groups and have them write two or three sentences about what happens next and how the story ends.
- Ask a member of the group to read the sentences to the class. Write the main idea behind each story on the board. Keep the ideas there for the next step.

5 Watch the story. Then discuss the four stories with a friend. Which is your favourite story? Why?

Before the video

- Divide the class into pairs and ask them to discuss which of the story endings so far they like best. Have them explain why.
- Explain that they are going to watch a video with another ending.

During the video

- Play the video once and pause where the old woman is waiting for the next plane. Ask what they think will happen next.
- Write some ideas on the board. (*She will fall asleep and miss that plane, too. There might be a snowstorm and the airport will close. The plane is delayed and all the passengers have to take the next plane so she misses the flight again.*)
- Play the rest of the video.

After the video

- Ask the children if they were surprised by the ending.
- Ask the children why the narrator liked this ending and if they agree with her.
- Then look at the board and go through the endings each group gave in Activity 4.
- Ask the class again which ending they like best, including the video ending. Ask them to explain their answers.
- Finally, have the children discuss in pairs which of the stories they liked best out of the three blogs and the video. Ask volunteers to give their ideas.

Videoscript

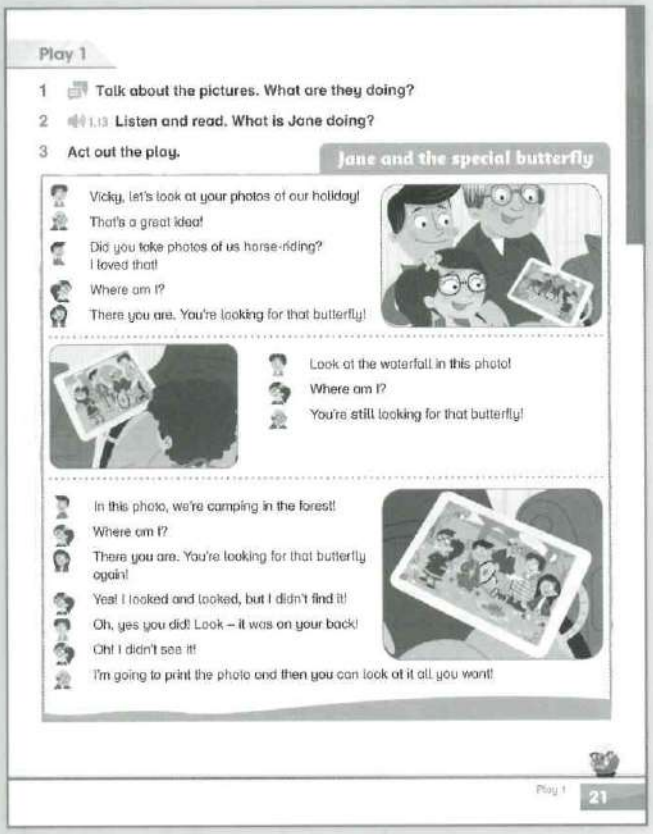
Narrator:	I work at the check-in desk at an airport in Mexico. One day a man arrived late. He didn't have a seat on the plane.
Businessman:	I have an important meeting in New York! I have to get on the plane!
Narrator:	I'm very sorry but another person has your seat because you are late.
Businessman:	But that isn't possible! I just have to get on the plane! What am I going to do? My boss is going to be very angry with me!
Narrator:	The man was very angry and upset!
Old woman:	Please don't be angry! I'm not in a hurry. You can have my seat. I can wait for the next plane.
Narrator:	The man looked at her very surprised.
Businessman:	That is very kind of you!
Narrator:	But the next plane isn't for a long time ...
Old woman:	Don't worry! I have a book with me. I'm happy to wait.
Narrator:	Then the man was sorry for being angry.
Businessman:	Please forgive me for being angry!
Narrator:	The old woman gave the man her plane ticket.
Old woman:	Good luck with your meeting!
Businessman:	Thank you, thank you, thank you, thank you, thank you!
Narrator:	The man got on the plane and went to his meeting in New York. The old woman sat down with her book and waited for the next plane. I talked to my boss and told him about the old lady. My boss was very happy.
Boss:	Then give her a ticket for the next plane and two free plane tickets for her and a friend to go to the beach in Hawaii!
Narrator:	The old lady was very surprised ... and enjoyed her free holiday in paradise! I love this story because it shows how one act of kindness leads to another.

Cooler: Full sentences

- The aim of this game is for the children answer using full sentences.
- Choose a text from Unit 1 and have the children open their Pupil's Books to that page. Ask a question, e.g. (page 18) *Was Wolfgang on holiday?* Elicit *Yes, he was. Did a man give him a goat?* Elicit *No, he didn't.*
- Divide the class into two teams. Team 1 ask the questions. Children in Team 2 take it in turn to answer. They must answer with full sentences, not *yes* or *no*. When they answer with just *yes* or *no* by mistake, the teams swap roles.
- Time each turn. The team whose members lasted longer without answering simply *yes* or *no* wins.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Pupil's Book page 21


Play 1

1 Talk about the pictures. What are they doing?

2 1.13 Listen and read. What is Jane doing?

3 Act out the play.

Jane and the special butterfly

Vicky, let's look at your photos of our holiday!
That's a great idea!
Did you take photos of us horse-riding? I loved that!
Where am I?
There you are. You're looking for that butterfly!
Look at the waterfall in this photo!
Where am I?
You're still looking for that butterfly!
In this photo, we're camping in the forest!
Where am I?
There you are. You're looking for that butterfly again!
Yes! I looked and looked, but I didn't find it!
Oh, yes you did! Look – it was on your back!
Oh! I didn't see it!
I'm going to print the photo and then you can look at it all you want!

Play 1 21

Resources: (PK) - Unit 1, Play 1; (PRC) - Review audio track 1.13

Materials: Class Audio CD1; sheets of paper for drawing pictures as props and for writing out their parts for the play

Warm-up: My holiday

- Ask the children what places they have learned in this unit. Write their answers on the board.
- Point to a place name on the board and say, e.g. *I liked my holiday in the **countryside** because it was quiet.* Then point to another place and say *I didn't like my holiday in this **town** because it was noisy.*
- Then choose another place name and have a volunteer make up a sentence using the place name. Repeat.

1 Talk about the pictures. What are they doing?

- Refer the children to the pictures of photos. Ask *What do you think they show?* Prompt the children to describe each photo as best they can. Write key words on the board.
- Ask *Do you take photos when you go somewhere special?*

2 1.13 Listen and read. What is Jane doing?

- Ask the children if they have ever performed in a play and if so, what it was about.
- Explain that they are going to listen to a play about a holiday.
- Play the first part of the audio and pause.
- Ask the children who loved horse-riding (*Peter*) and what Jane was looking for (*a butterfly*).
- Continue to the next part of the play and pause. Ask if Jane has found the butterfly (*no*).
- Play the final part of the play and ask where Jane is in the photos.
- Finally ask where the butterfly was (*on her back*).

Answer: Jane is at the side of every photo because she is looking for the butterfly.

Teaching star!

Communicating

- Encourage children to read aloud as this improves confidence.
- To help children build confidence in speaking and acting, play the audio phrase by phrase and have them repeat.

3 Act out the play.

- Divide the class into groups of five.
- Explain that they have to learn and perform the play in front of the class. They can write their parts on small pieces of paper and have them in their hands to read from in case they forget their lines.
- The children can make props. They could draw pictures like Vicky's photos.
- Give the children about half the lesson time to prepare for the play. Go around the class and monitor what they are doing.
- Then ask each group to come to the front and act it out.

Cooler: Well done!

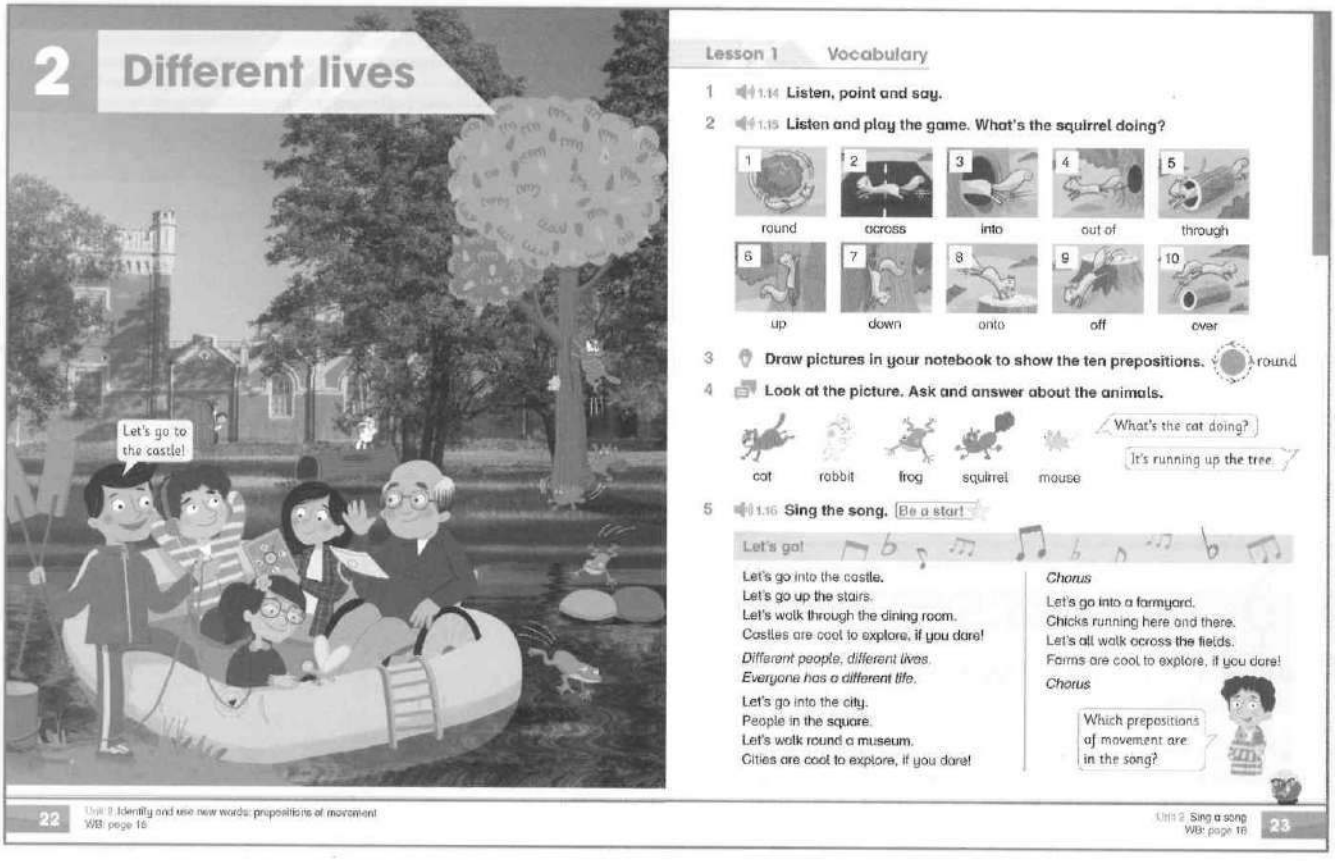
- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

(PRC) = Pupil's Resource Centre (TG) = Test Generator

2 Different lives

Lesson 1 Vocabulary

Pupil's Book pages 22–23



***Learning objectives*:** Identify and use new words: prepositions of movement; Sing a song

***Vocabulary*:** across, down, into, off, onto, out of, over, round, through, up

***Resources*:** (PK) - Unit 2, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 2 song, Flashcards; (PRC) - Review audio tracks 1.14–1.16

***Materials*:** Class Audio CD1

Warm-up: Who, what, where?

- Refer the children to page 22. Ask who the characters are (*Peter, Vicky, Freddy, Jane and Grandpa*), where they are (*at a castle*) and what animals they can see in the picture (*frogs, rabbit, mouse, cat, squirrels, dragonfly, ants*).
- Divide the class into pairs and have them write as many words as they can that describe the picture. Have children present their words to the class.

1 1.14 Listen, point and say.

- Refer the children to Activity 1 on page 23. Play the audio for the children to complete it.
- Place the children in pairs. Have one child mime a preposition for the other child to guess. Monitor for proper use of prepositions.

2 1.15 Listen and play the game. What's the squirrel doing?

- Explain that you will say a sentence for them to complete with the correct preposition. Say *Look at picture 1. What's the squirrel doing? The squirrel is running … .* Elicit *round the tree*. Repeat for the other prepositions.
- Play the first example on the audio. Point to the preposition in the Pupil's Book.
- For the next example, play the audio and pause it before the child answers. Elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, pause for the children to call out the answer.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Audioscript

Teacher: In picture 3, is the squirrel running into the tree?

Child: Yes, it is.

Teacher: In picture 10, is the squirrel running through the log?

Child: No, it isn't. It's jumping over the log.

Teacher: Now you. 1 In picture 1, is the squirrel running round the tree? 2 In picture 7, is the squirrel running up the tree? 3 In picture 9, is the squirrel jumping onto the log? 4 In picture 2, is the squirrel running across the road? 5 In picture 5, is the squirrel jumping over the log?

Answers: 1 Yes, it is. 2 No, it isn't. It's running down the tree. 3 No, it isn't. It's jumping off the log. 4 Yes, it is. 5 No, it isn't. It's running through the log.

Teaching star!

Extension

- Ask children to correct false statements to enhance critical thinking skills and use new vocabulary.
- Place five of the preposition flashcards on the board. Write three incorrect sentences and two correct sentences using the five chosen prepositions, e.g. *Flashcard 2 – The squirrel is running into the road.* Elicit *The squirrel is running across the road.* Number the sentences so it's clear which flashcard is being referred to.
- Then have the children choose three pictures from Activity 2 to write false sentences about. They show them to their partner who has to correct them.

3 Draw pictures in your notebook to show the ten prepositions.

- Using the format of the example drawings in this activity, draw two prepositions on the board and have the children tell you which prepositions they are.
- Have the children complete the activity in their notebooks.
- Have volunteer children come to the board to draw a few prepositions for the class to guess.

4 Look at the picture. Ask and answer about the animals.

- Refer the children to page 22. Ask *What's the cat doing?* Elicit *It's running up the tree.*
- Ask the same question for other animals in the picture.
- Then have the children continue with their partners.

5 1.16 Sing the song. Be a star!

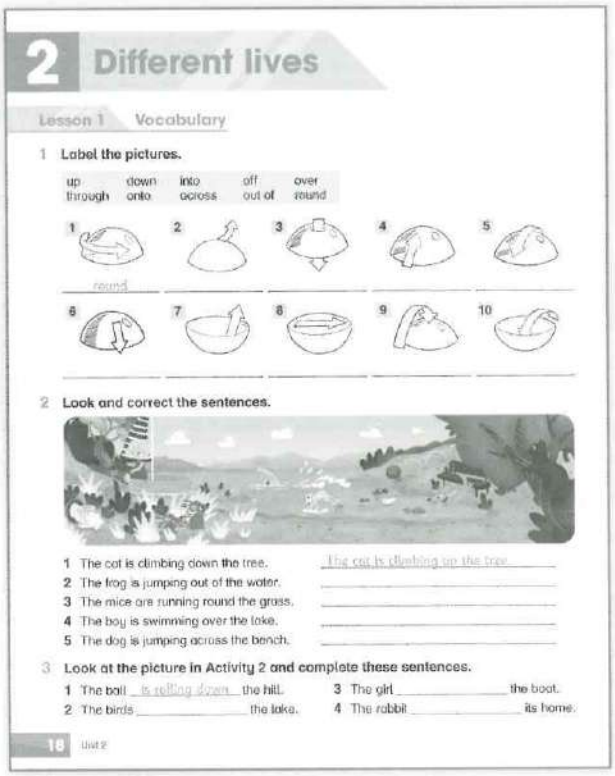
- Read Freddy's speech bubble to the class. Ask *Who can answer Freddy's question?*
- Play the song. Have the children stand up when they hear a preposition.
- Play the song again so that the children can sing along, miming each preposition they hear.

Answers: into, up, through, round, across

Cooler: Fly swat

- Play the game to practise the prepostions. See the Games Bank (pages 14–17) for how to play the game.

Workbook page 18


2 Different lives

Lesson 1 Vocabulary

1 Label the pictures.

up through down onto into across off out of over round

round

2 Look and correct the sentences.

1 The cat is climbing down the tree. The cat is climbing up the tree.
2 The frog is jumping out of the water.
3 The mice are running round the grass.
4 The boy is swimming over the lake.
5 The dog is jumping across the bench.

3 Look at the picture in Activity 2 and complete these sentences.

1 The ball is rolling down the hill.
2 The birds ____ the lake.
3 The girl ____ the boat.
4 The rabbit ____ its home.

16 Unit 2

1 Label the pictures.

Answers: 1 round 2 off 3 through 4 up 5 over 6 down 7 out of 8 across 9 onto 10 into

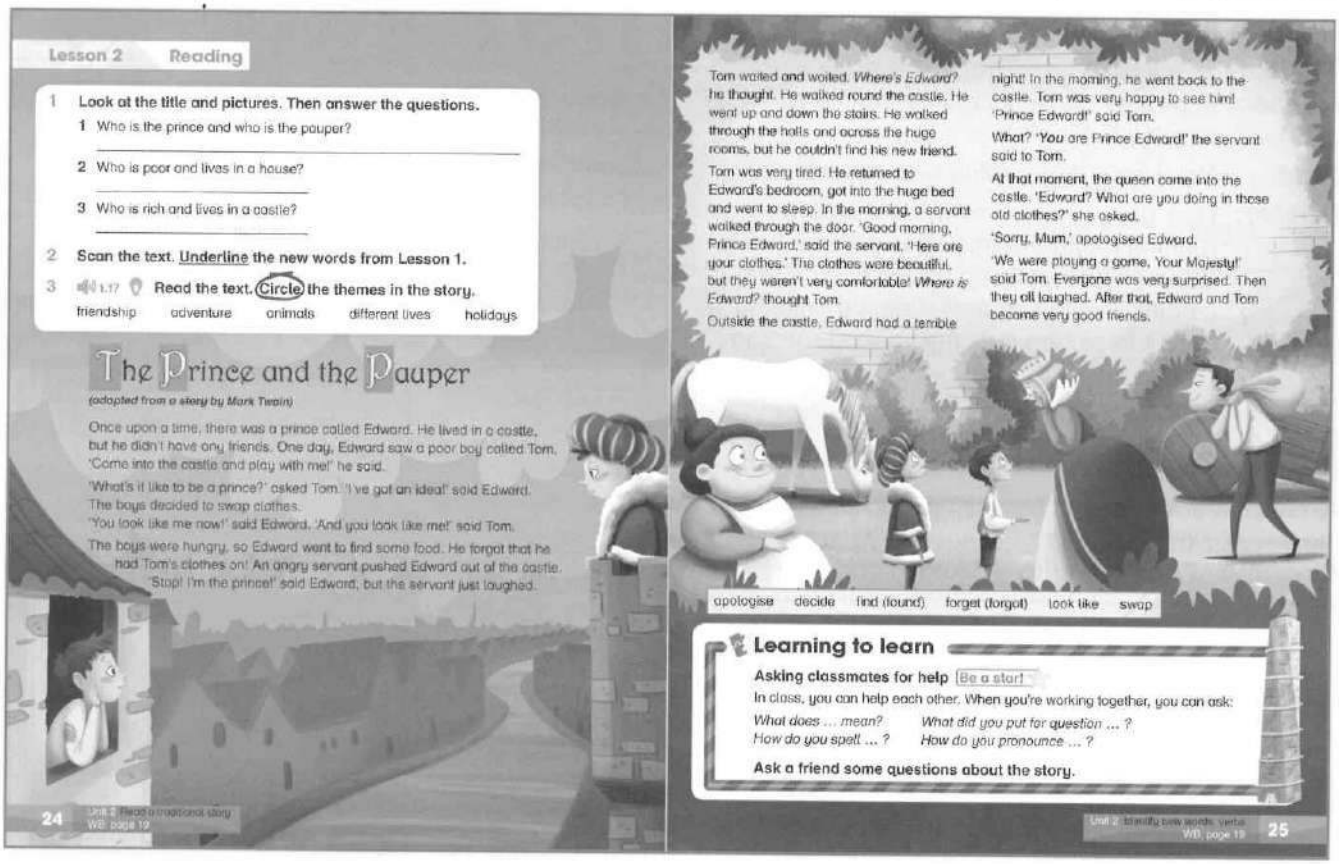
2 Look and correct the sentences

Answers: 1 The cat is climbing up the tree. 2 The frog is jumping into the water. 3 The mice are running through the grass. 4 The boy is swimming across the lake. 5 The dog is jumping off the bench.

3 Look at the picture in Activity 2 and complete these sentences.

Answers: 1 is rolling down 2 are flying over 3 is getting out of 4 is going into

Pupil's Book pages 24–25



***Learning objectives*:** Read a traditional story; Identify new words: verbs

***Vocabulary*:** apologise, decide, find (found), forget (forgot), look like, swap

***Additional vocabulary*:** castle, pauper, prince, servant, surprised, terrible

***Resources*:** (PK) - Unit 2, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 1.17

***Materials*:** Class Audio CD1; a box, ten strips of paper, cut-outs of clothes from different centuries, including this century, *The Prince and the Pauper* story cut up into paragraphs (one copy of the complete cut-up story for each small group)

Warm-up: Find the word

- Play the game to practise the prepositions. See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Write the new vocabulary items on the board next to a gapped sentence for each, e.g. *My sister _____ like my mother.*
  I _____ my keys under the sofa!
- Divide the class into pairs and have them write the correct word(s) (*looks like, found*) in the gaps for each sentence on a piece of paper. Complete the gaps on the board for the children to check against.
- Explain the additional language to the children in L1 if necessary.

1 Look at the title and pictures. Then answer the questions.

- Place the clothes cut-outs on the board and ask the children to describe what they see. Ask which clothes are modern and which ones they would like to wear.
- Have the children look at the title and the pictures on pages 24–25. Ask if the story is set now or in the past. How do we know this?
- Discuss the questions as a class. Prompt them to explain their answers, e.g. ask *How do you know who the prince is?*
- Have the children write the answers to the questions in their books.

Answers: 1 The boy on the right is the prince and the boy on the left is the pauper. 2 The pauper. 3 The prince.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you what prepositions they learned in Lesson 1.
- Explain that they have to scan the text to find and underline the new words from Lesson 1. Remind them that scanning is done quickly and not to worry if they don't understand any new words. Children work individually.

Answers: into, out of, round, up, down, through, across

3 1.17 Read the text. Circle the themes in the story.

- On the board, write the themes in Activity 3. Ask the children to tell you what ideas each theme would present, e.g. *Friendship – trust, love*. Write a few of the ideas on the board.
- Play the audio and have the children follow in their books.
- Give the children time to read the text by themselves.
- When they have read the text again, ask which themes they think have been presented in the text. Ask what sentences made them decide on their answer.

Answers: friendship, adventure, different lives

Learning to learn Be a star!

- Explain that when reading something for the first time, especially in another language, it is fine to not understand a few things and to have questions. Tell them that by asking questions, people learn.
- Ask the children what they didn't understand from the text they just read. Write a few of the things on the board.
- Have the children look at the questions given in the activity and then write a few more questions about the story.
- Divide the class into small groups, preferably three or four children, and have them ask and answer questions about the story.

Teaching star!

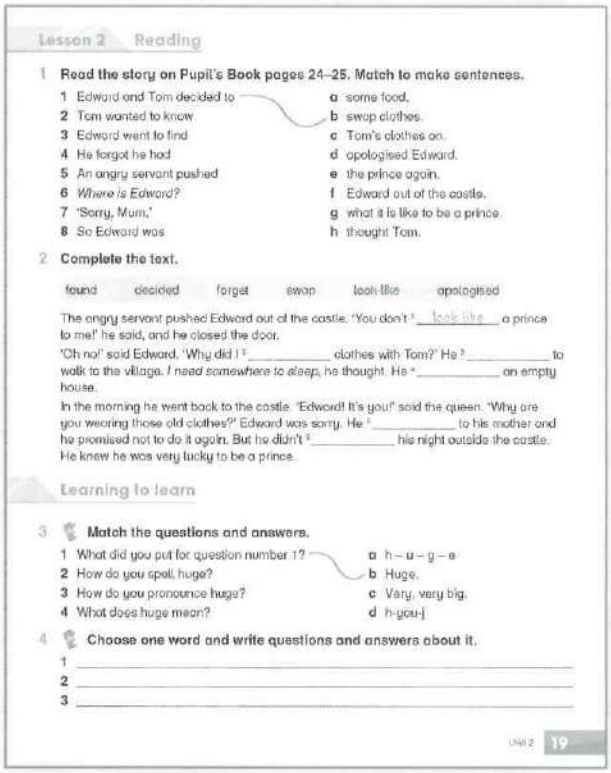
Reading

- Develop reading fluency with sequencing and sense-checking activities.
- Divide the class into small groups. Shuffle the cut-up stories and hand one to each group. Have the groups place the papers in the correct order. Then have a volunteer from one group come to the front with the first paragraph and read it to the class. Point to another group and have a volunteer read the next paragraph and so on. Continue until all the story has been read.

Cooler: Let's act

- Divide the class into groups of five. Explain that they have to choose who will be the narrator, the prince, the pauper, the queen and the servant.
- Explain that they will perform the part of the story they liked the best in front of the class. Encourage them to mime the actions.
- Give the children a few minutes to prepare their short sketch and have them perform it in front of the class.

Workbook page 19



Lesson 2 Reading

1 **Read the story on Pupil's Book pages 24–25. Match to make sentences.**

1 Edward and Tom decided to	a some food.
2 Tom wanted to know	b swap clothes.
3 Edward went to find	c Tom's clothes on.
4 He forgot he had	d apologised Edward.
5 An angry servant pushed	e the prince again.
6 *Where is Edward?*	f Edward out of the castle.
7 'Sorry, Mum.'	g what it is like to be a prince.
8 So Edward was	h thought Tom.

2 **Complete the text.**

found decided forget swap look like apologised

The angry servant pushed Edward out of the castle. 'You don't [1] look like a prince to me!' he said, and he closed the door.
'Oh no!' said Edward. 'Why did I [2] _____ clothes with Tom?' He [3] _____ to walk to the village. *I need somewhere to sleep*, he thought. He [4] _____ an empty house.
In the morning he went back to the castle. 'Edward! It's you!' said the queen. 'Why are you wearing those old clothes?' Edward was sorry. He [5] _____ to his mother and he promised not to do it again. But he didn't [6] _____ his night outside the castle. He knew he was very lucky to be a prince.

Learning to learn

3 **Match the questions and answers.**

1 What did you put for question number 1?	a h – u – g – e
2 How do you spell *huge*?	b Huge.
3 How do you pronounce *huge*?	c Very, very big.
4 What does *huge* mean?	d h-you-j

4 **Choose one word and write questions and answers about it.**

1 _____
2 _____
3 _____

UNIT 2 19

1 Read the story on Pupil's Book pages 24–25. Match to make sentences.

Answers: 1 b 2 g 3 a 4 c 5 f 6 h 7 d 8 e

2 Complete the text.

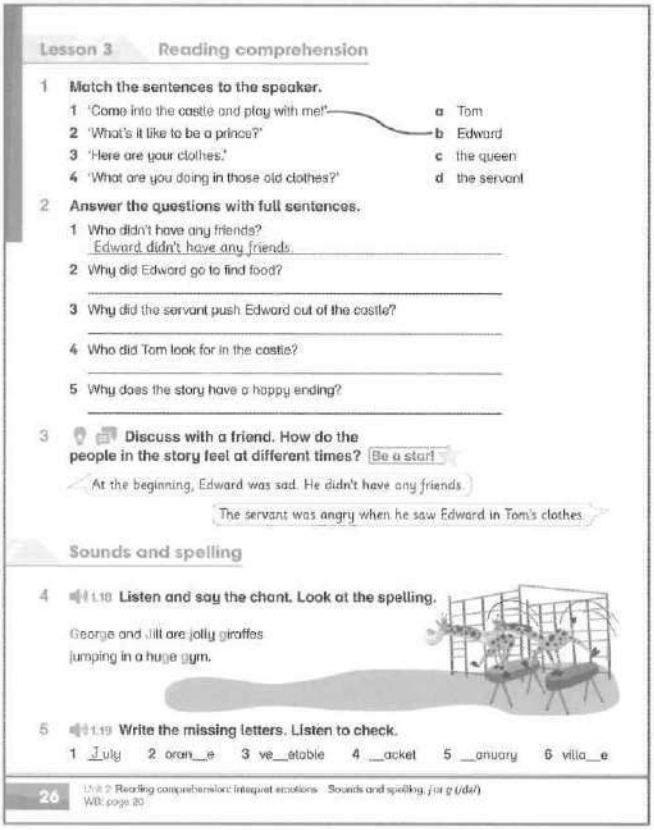
Answers: 1 look like 2 swap 3 decided 4 found 5 apologised 6 forget

3 Match the questions and answers.

Answers: 1 b 2 a 3 d 4 c

4 Choose one word and write questions and answers about it.

Pupil's Book page 26



Lesson 3 Reading comprehension

1 Match the sentences to the speaker.

1 'Come into the castle and play with me!' — a Tom
2 'What's it like to be a prince?' — b Edward
3 'Here are your clothes.' — c the queen
4 'What are you doing in those old clothes?' — d the servant

2 Answer the questions with full sentences.

1 Who didn't have any friends?
Edward didn't have any friends.
2 Why did Edward go to find food?
3 Why did the servant push Edward out of the castle?
4 Who did Tom look for in the castle?
5 Why does the story have a happy ending?

3 Discuss with a friend. How do the people in the story feel at different times? Be a star!

At the beginning, Edward was sad. He didn't have any friends.
The servant was angry when he saw Edward in Tom's clothes.

Sounds and spelling

4 1.18 Listen and say the chant. Look at the spelling.

George and Jill are jolly giraffes
jumping in a huge gym.

5 1.19 Write the missing letters. Listen to check.

1 July 2 oran__e 3 ve__etable 4 __acket 5 __anuary 6 villa__e

26 Unit 2 Reading comprehension: Interpret emotions Sounds and spelling: *j* or *g* (/dʒ/)
WB: page 20

Learning objectives: Reading comprehension: interpret emotions; Sounds and spelling: *j* or *g* (/dʒ/)

Vocabulary: giraffes, gym, huge, jacket, January, jolly, July, jumping, orange, vegetable, village

Resources: PK - Unit 2, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 1.18–1.19

Materials: Class Audio CD1; cut-outs of famous people from magazines, sheets of paper, glue

Warm-up: Friendship

- Ask the children if they remember what themes there were in *The Prince and the Pauper*.
- Write *Friendship is ...* on the board. Ask the children how they would complete the phrase. Write five answers on the board, e.g. *Friendship is trust*.
- Explain that the sixth line has to be a statement about how they feel about friendship, e.g. *Without friendship I wouldn't be happy*. Thank the children for helping you to write a poem about friendship.
- Divide the class into small groups and have them write a few sentences about another theme from the story. Have volunteers read the poems to the class.

1 Match the sentences to the speaker.

- Refer the children to Activity 1. Read the rubric and the example with the class. Do the next question as a class.
- Children complete the activity individually. They can read the text on pages 24–25 to help them.
- Check answers as a class.

Answers: 1 b 2 a 3 d 4 c

2 Answer the questions with full sentences.

- Refer the children to Activity 2. Read the rubric and the example with the class. Do the next question as a class.
- Children complete the activity individually. They can read the text on pages 24–25 to help them.
- Check answers as a class. Write the answers on the board.

Answers: 1 Edward didn't have any friends. 2 Because Edward and Tom were hungry. 3 Because Edward had Tom's clothes on. 4 Tom looked for Edward in the castle. 5 Because Edward and Tom became very good friends.

3 Discuss with a friend. How do the people in the story feel at different times?

Be a star!

- Ask the children to think of words to describe how people feel. They can look at the story on pages 24–25 to help them. Write their suggestions on the board, e.g. *scared*, *sad*, *surprised*, *angry*, *happy*.
- Ask the children to help you make a list of the people in the story. Write their answers on the board: *Tom*, *Edward*, *the servant*, *the queen*.
- Read the rubric with the class. Ask two volunteers to read aloud the example dialogue.
- Give the children time to discuss the question in pairs. Go around the room and monitor them.

Teaching star!

Presentation

- Each child chooses a famous person from the magazine cut-outs. They stick their picture on their sheet of paper and write a few sentences about why they would like to swap places with this famous person.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

4 1.18 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and ask if they know the name of the animals (*giraffes*). Ask where they are (*at a gym*).
- Write the words *giraffe*, *garden* and *Jack* on the board. Say each word as you point to it and have the children repeat after you. Ask them which word sounds different (*garden*). Explain that *g* or *j* before *i*, *y* and *e* takes on the sound /dʒ/.
- Play the first part of the audio. Children listen.
- Repeat and encourage the children to join in.
- Play the second part of the audio, pausing so that the children can complete the activity.

Audioscript

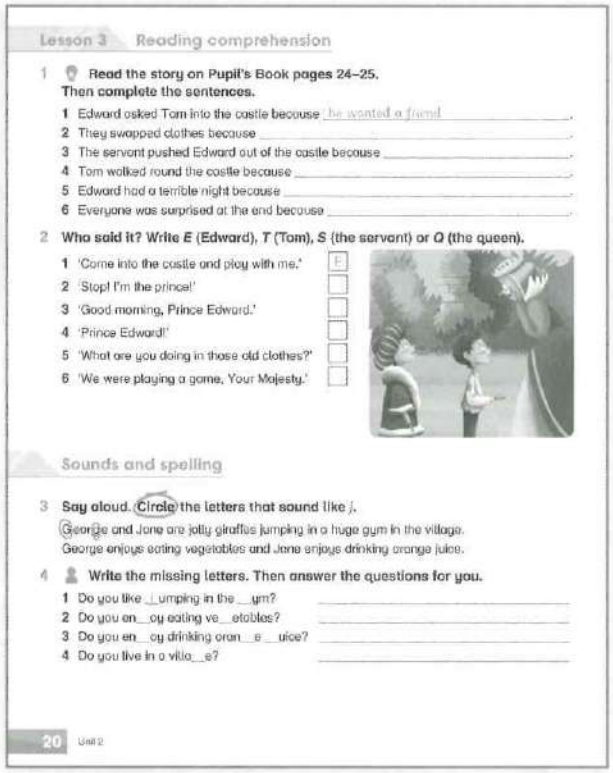
Teacher: Now say the missing words.
Teacher: George and Jill are jolly giraffes ... in a huge gym.
Children: jumping
Teacher: George and Jill are ... giraffes jumping in a huge gym.
Children: jolly
Teacher: George and Jill are jolly giraffes jumping ...
Children: in a huge gym.
Teacher: ... jolly giraffes jumping in a huge gym.
Children: George and Jill are

5 1.19 Write the missing letters. Listen to check.

- Ask the children what other words they can think of that have the /dʒ/ sound (*June*, *juice*, *vegetable*, etc.)
- Write the gapped words on the board and ask volunteers to complete them. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers.

Cooler: Tongue twisters

- Explain that the sentence in Activity 4 is a tongue twister, which makes you mix up your words when you say the sentence very fast.
- With the class, try saying this tongue twister a few times, getting faster and faster each time.
- Now see the instructions in the Games Bank (pages 14–17) for how to continue this game.



Lesson 3 Reading comprehension

1 Read the story on Pupil's Book pages 24–25. Then complete the sentences.
1 Edward asked Tom into the castle because he wanted a friend.
2 They swapped clothes because ____.
3 The servant pushed Edward out of the castle because ____.
4 Tom walked round the castle because ____.
5 Edward had a terrible night because ____.
6 Everyone was surprised at the end because ____.

2 Who said it? Write E (Edward), T (Tom), S (the servant) or Q (the queen).
1 'Come into the castle and play with me.' E
2 'Stop! I'm the prince!' ☐
3 'Good morning, Prince Edward.' ☐
4 'Prince Edward!' ☐
5 'What are you doing in those old clothes?' ☐
6 'We were playing a game, Your Majesty.' ☐

Sounds and spelling

3 Say aloud. Circle the letters that sound like j.
George and Jane are jolly giraffes jumping in a huge gym in the village.
George enjoys eating vegetables and Jane enjoys drinking orange juice.

4 Write the missing letters. Then answer the questions for you.
1 Do you like j_umping in the _ym? ____
2 Do you en_oy eating ve_etables? ____
3 Do you en_oy drinking oran_e _uice? ____
4 Do you live in a villa_e? ____

20 Unit 2

1 Read the story on Pupil's Book pages 24–25. Then complete the sentences.

Suggested answers: 1 he wanted a friend 2 they wanted to know what it was like to be the other boy 3 he didn't know he was Prince Edward 4 he wanted to find Edward 5 he was outside the castle 6 Tom was Edward and Edward was Tom

2 Who said it? Write *E* (Edward), *T* (Tom), *S* (the servant) or *Q* (the queen).

Answers: 1 E 2 E 3 S 4 T 5 Q 6 T

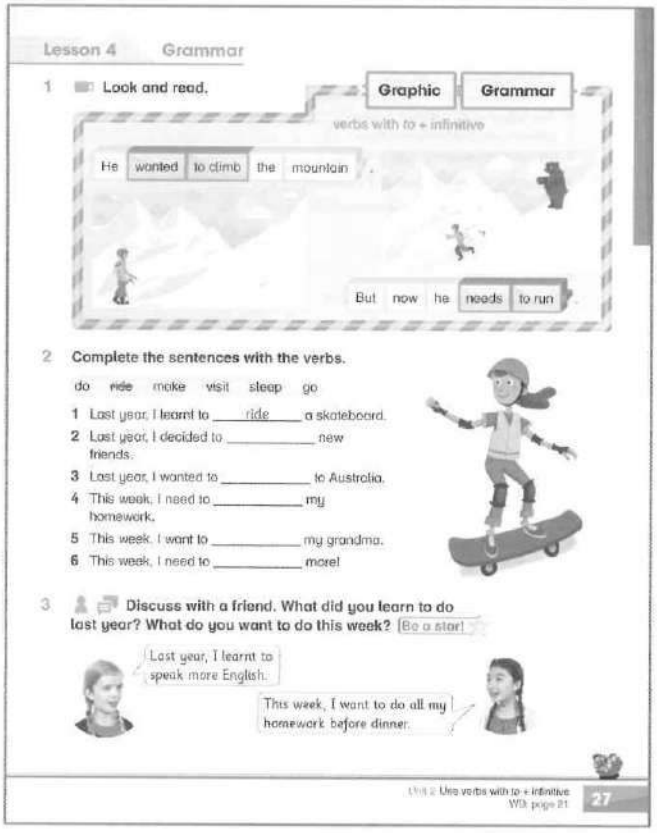
3 Say aloud. Circle the letters that sound like *j*.

Answers: (G)eor(g)e and (J)ane are (j)olly (g)iraffes (j)umping in a hu(g)e (g)ym in the villa(g)e. (G)eor(g)e en(j)oys eating ve(g)etables and (J)ane en(j)oys drinking oran(g)e (j)uice.

4 Write the missing letters. Then answer the questions for you.

Answers: 1 jumping, gym 2 enjoy, vegetables 3 enjoy, orange, juice 4 village
Children's own answers.

Pupil's Book page 27



Learning objectives: Use verbs with *to* + infinitive

Grammar: Verbs with *to* + infinitive

Resources: (PK) - Unit 2, Lesson 4, Graphic Grammar video; (TRC) - Downloadable flashcards, Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video, review audio track 1.16

Materials: Class Audio CD1; a box, sets of five cards with verb + infinitive written on them (one set per group), sheets of paper (one per group)

Warm-up: Musical memory

- Put the flashcards in the box and have the children sit in a circle. If the class is big, have the children form two circles but make sure you provide two sets of flashcards.
- Explain that you will play the song from Lesson 1 (CD1, track 1.16) and the children will have to pass the box to the child next to them. When the music stops, the child holding the box has to take a flashcard out of the box and say what it is / say a sentence with the word. Continue for a few rounds.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children look at the blue boxes. Ask which word is in the past and which is in the present (*wanted – past, needs – present*).
- Ask them to look at the words *climb* and *run*, and tell you what word is in front of them (*to*).
- Explain that in the English language there are some verbs – such as *decide, need, want, learn, forget* – that are followed by *to* and a verb that doesn't change at all (that is, an infinitive). Tell them that this happens regardless of the tense.
- On the board, write *learned, decided, forget* and *want*. Translate the words into L1 if necessary.
- With the class, write sentences with one or two of the words.
- Have the children work in pairs to write two more sentences with one or two of the words.
- Ask the pairs to read the sentences to the class. Correct where necessary and write a few of the sentences on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue boxes.
- Play the video.
- Continue by following the above steps, from the fourth point onwards.

2 Complete the sentences with the verbs.

- Ask a volunteer to read the first item. Then complete the second item as a class. Write the answers on the board.
- Have the children complete the activity individually.
- Check answers by inviting children to write them on the board.

Answers: 1 ride 2 make 3 go 4 do 5 visit 6 sleep

Teaching star!

Game

- Use games in the classroom to practise a range of skills.
- On cards, write five verbs that are each followed by the infinitive, e.g. *want to play*. Make sure the children already know the verbs.
- Divide the children into small groups and have each group form a circle. Hand each group a set of cards. The first child in the circle has to go through all the cards and make a correct sentence for each card, e.g. *I want to play tennis*. If they cannot make a sentence for a card, they have to pass the cards to the child on their left. For each sentence that they make, they get a point. Stop the game when all the children have had a go.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

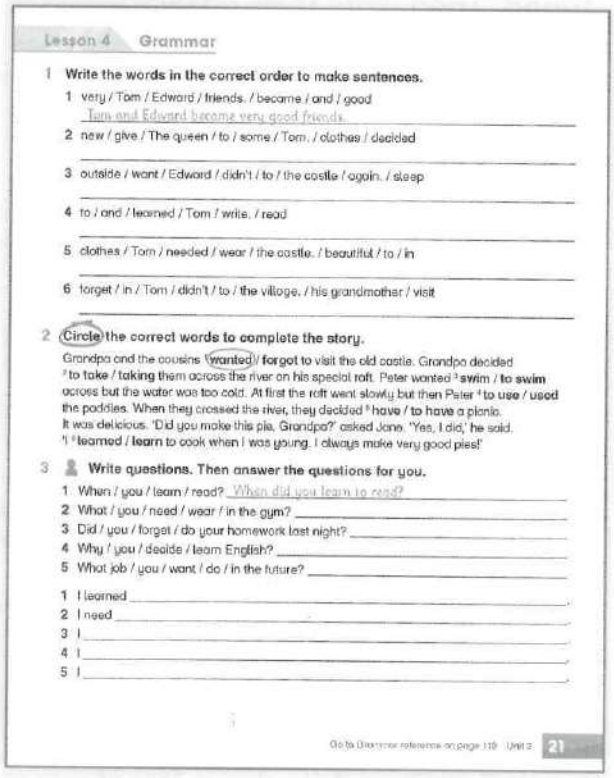
3 **Discuss with a friend. What did you learn to do last year? What do you want to do this week?** Be a star!

- Have volunteers read out the example dialogue.
- On the board, write *Last year, I learned to play tennis. This week, I want to see a new film.*
- Ask the children to tell you about something they learned last year and something they want to do this week or sometime soon. Write a few of their answers on the board.
- Have the children write a sentence about something they learned to do last year and something they want to do this week. Have the children ask and answer in pairs.

Cooler: Conversations

- Have everyone stand up. They move around the classroom to music or while you clap a rhythm. When you call *Stop!* they turn to the person nearest them and ask and answer one of the two questions from the previous activity. Repeat.

Workbook page 21



Lesson 4 Grammar

1 **Write the words in the correct order to make sentences.**

1 very / Tom / Edward / friends. / became / and / good
Tom and Edward became very good friends.

2 new / give / The queen / to / some / Tom. / clothes / decided

3 outside / want / Edward / didn't / to / the castle / again. / sleep

4 to / and / learned / Tom / write. / read

5 clothes / Tom / needed / wear / the castle. / beautiful / to / in

6 forget / in / Tom / didn't / to / the village. / his grandmother / visit

2 **Circle the correct words to complete the story.**

Grandpa and the cousins (wanted) / **forgot** to visit the old castle. Grandpa decided [2] **to take / taking** them across the river on his special raft. Peter wanted [3] **swim / to swim** across but the water was too cold. At first the raft went slowly but then Peter [4] **to use / used** the paddles. When they crossed the river, they decided [5] **have / to have** a picnic. It was delicious. 'Did you make this pie, Grandpa?' asked Jane. 'Yes, I did,' he said. '[6] [7] **learned / learn** to cook when I was young. I always make very good pies!'

3 **Write questions. Then answer the questions for you.**

1 When / you / learn / read? When did you learn to read?
2 What / you / need / wear / in the gym? _____
3 Did / you / forget / do your homework last night? _____
4 Why / you / decide / learn English? _____
5 What job / you / want / do / in the future? _____

1 I learned _____.
2 I need _____.
3 I _____.
4 I _____.
5 I _____.

Go to Grammar reference on page 119 Unit 3 21

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 119 while completing these Workbook activities.

1 **Write the words in the correct order to make sentences.**

Answers: 1 Tom and Edward became very good friends. 2 The queen decided to give Tom some new clothes. 3 Edward didn't want to sleep outside the castle again. 4 Tom learned to read and write. 5 Tom needed to wear beautiful clothes in the castle. 6 Tom didn't forget to visit his grandmother in the village.

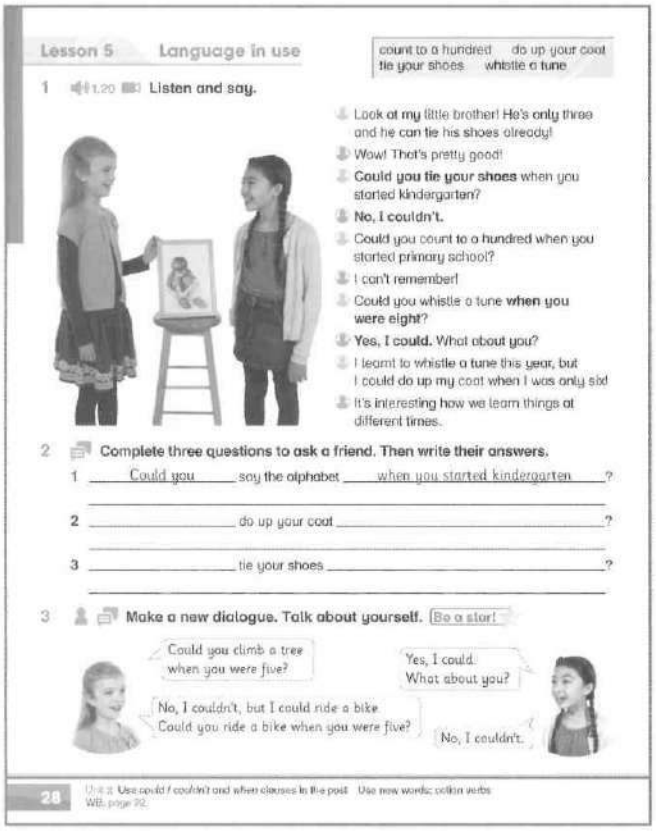
2 **Circle the correct words to complete the story.**

Answers: 1 wanted 2 to take 3 to swim 4 used 5 to have 6 learned

3 **Write questions. Then answer the questions for you.**

Answers: 1 When did you learn to read?
2 What do you need to wear in the gym?
3 Did you forget to do your homework last night?
4 Why did you decide to learn English?
5 What job do you want to do in the future?

Pupil's Book page 28



Lesson 5 Language in use

count to a hundred · do up your coat · tie your shoes · whistle a tune

1 1.20 Listen and say.

Look at my little brother! He's only three and he can tie his shoes already!
Wow! That's pretty good!
Could you tie your shoes when you started kindergarten?
No, I couldn't.
Could you count to a hundred when you started primary school?
I can't remember!
Could you whistle a tune when you were eight?
Yes, I could. What about you?
I learnt to whistle a tune this year, but I could do up my coat when I was only six!
It's interesting how we learn things at different times.

2 Complete three questions to ask a friend. Then write their answers.

1 Could you say the alphabet when you started kindergarten?
2 do up your coat?
3 tie your shoes?

3 Make a new dialogue. Talk about yourself. Be a star!

Could you climb a tree when you were five?
No, I couldn't, but I could ride a bike. Could you ride a bike when you were five?
Yes, I could. What about you?
No, I couldn't.

28 Unit 2 Use could / couldn't and when clauses in the past Use new words: action verbs WB page 22

Learning objectives: Use *could / couldn't* and *when* clauses in the past; Use new words: action verbs

Vocabulary: count to a hundred, do up your coat, tie your shoes, whistle a tune

Resources: (PK) - Unit 2, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.20 and Language in use video

Materials: Class Audio CD1; a soft ball, sheets of paper (one per child)

Warm-up: Pass the ball

- Play the game with verbs, prepositions or unit vocabulary. See the Games Bank (pages 14–17) for how to play the game.

1 1.20 Listen and say.

- Put the flashcards on the board (or write the words and draw a picture for each one). Point to, mime and say the new words. Have the children repeat after you and mime.
- On the board, write *I can't speak Mandarin. When I was a baby, I couldn't count to a hundred.* Explain that *could* is the past tense of *can*.
- Have the children look at the words on the board. Ask volunteer children to make sentences with *can* and *couldn't*. Write a few on the board.
- Refer the children to the dialogue. Have them listen to the audio and follow in their Pupil's Books.
- Ask *What is interesting?* Elicit *That we learn different things at different times.*
- Ask what they could / couldn't do in primary and pre-school.

- If using the video, have the children watch the video after the third point and then continue with the questions.

2 Complete three questions to ask a friend. Then write their answers.

- On the board, write *Could you ride a bike when you were six?* and ask a volunteer to answer. If the answer is positive, ask the child to tell you what they couldn't do or vice versa.
- Then, on the board, write (*Name*) *could ride a bike when he was six but he couldn't climb a tree.* Explain that we use *but* to introduce a contrasting idea.
- On the board, write the new action verbs. Ask volunteer children to make sentences with them using *and* and *but*.
- Explain that the children have to make questions using *Could you ...?* to ask their friends.
- Have the children work individually to write the questions. As each child finishes, pair them up with children who have finished to continue with the next part of the activity.
- Ask some volunteers to read their sentences to the class.

Teaching star!

Imagining

- Use *Total Physical Response* (TPR) activities to help children learn faster and relieve the stress of learning a new language.
- Explain to the children that you will ask them a question about what they could do when they were younger. If they were able to do it, they have to answer *Yes, I could.* and mime the action. If they couldn't, then they sit down. Ask a few children *Could you tie your shoelaces when you were young?* The children respond appropriately. If necessary, make a list of action verbs on the board with the help of the children.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

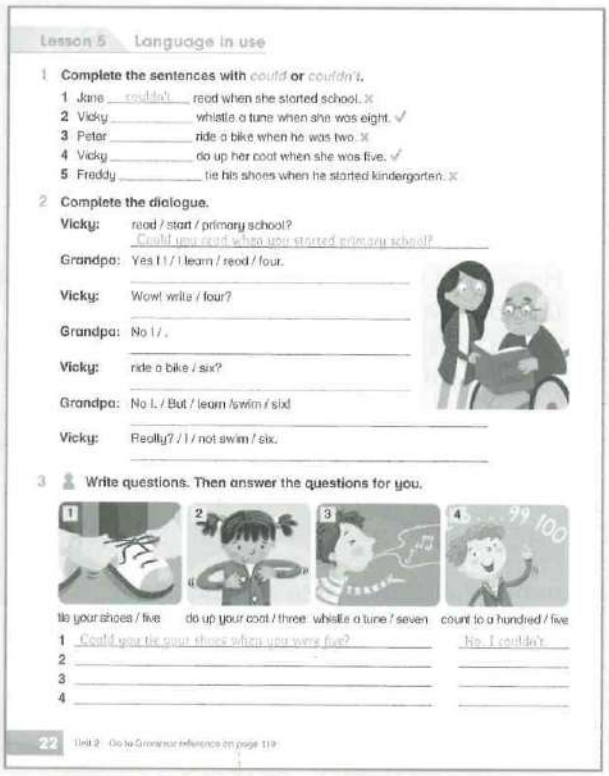
3 Make a new dialogue. Talk about yourself. Be a star!

- Refer the children to Activity 3.
- Have two volunteers read out the example dialogue.
- Put the children into pairs. Explain what they need to do, modelling the activity with a child if necessary.
- As the pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Have the pairs write down their dialogue. Ask some volunteers to come to the front of the class and read their dialogues to the class.

Cooler: Drawing

- Ask the children if they enjoyed the lesson and what they learned from it. Explain that you will give them each a piece of paper on which they have to draw what they learned about a friend today and write a few sentences.
- Have the children present their work to the class. Place all work on classroom display.

Workbook page 22



Lesson 5 Language in use

1 Complete the sentences with *could* or *couldn't*.

1 Jane couldn't read when she started school. ✗
2 Vicky could whistle a tune when she was eight. ✓
3 Peter couldn't ride a bike when he was two. ✗
4 Vicky could do up her coat when she was five. ✓
5 Freddy couldn't tie his shoes when he started kindergarten. ✗

2 Complete the dialogue.

Vicky: read / start / primary school?
Could you read when you started primary school?
Grandpa: Yes I / I learn / read / four.
Vicky: Wow! write / four?
Grandpa: No I / .
Vicky: ride a bike / six?
Grandpa: No I. / But / learn /swim / six!
Vicky: Really? / I / not swim / six.

3 Write questions. Then answer the questions for you.

tie your shoes / five | do up your coat / three | whistle a tune / seven | count to a hundred / five

1 Could you tie your shoes when you were five? No, I couldn't
2
3
4

22 Unit 2 Go to Grammar reference on page 119

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 119 section while completing these Workbook activities.

1 Complete the sentences with *could* or *couldn't*.

Answers: 1 couldn't 2 could 3 couldn't 4 could 5 couldn't

2 Complete the dialogue.

Answers: V Could you read when you started primary school? G Yes, I could! I learned to read when I was four. V Wow! Could you write when you were four? G No, I couldn't. V Could you ride a bike when you were six? G. No, I couldn't. But I learned to swim when I was six! V Really? I couldn't swim when I was six.

3 Write questions. Then answer the questions for you.

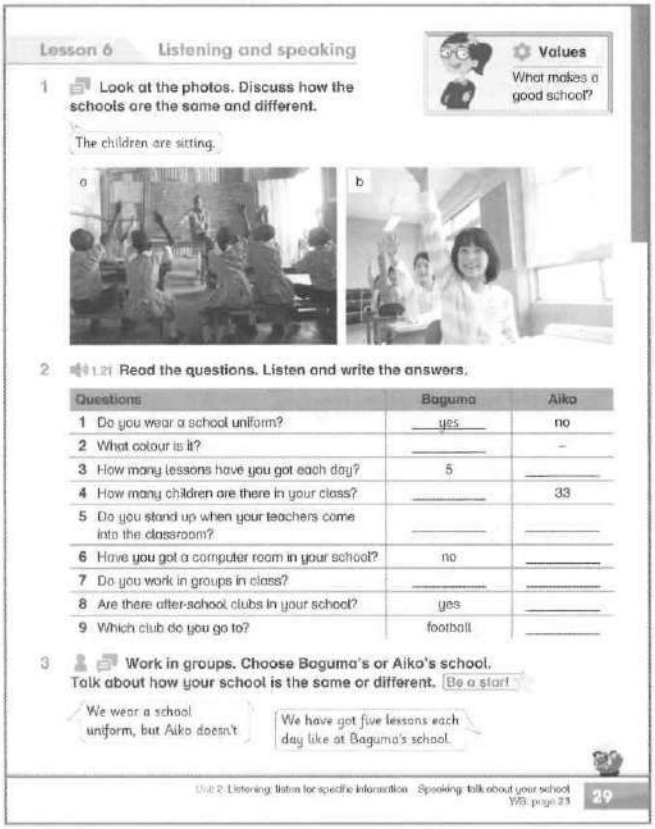
Answers: 1 Could you tie your shoes when you were five? 2 Could you do up your coat when you were three? 3 Could you whistle a tune when you were seven? 4 Could you count to a hundred when you were five? Children's own answers.

Grammar reference (page 119)

1 Write the questions. Then answer them about you.

Answers: 1 Could you ride a bike when you were six? 2 When did you learn to tie your shoelaces? 3 Do you need to wear a uniform to school? 4 Could you swim when you were seven? 5 Why did you decide to learn English? 6 What do you want to do after school today? Children's own answers.

Pupil's Book page 29



Lesson 6 Listening and speaking

Values
What makes a good school?

1 Look at the photos. Discuss how the schools are the same and different.

The children are sitting.

a

b

2 1.21 Read the questions. Listen and write the answers.

Questions	Baguma	Aiko
1 Do you wear a school uniform?	yes	no
2 What colour is it?	_____	–
3 How many lessons have you got each day?	5	_____
4 How many children are there in your class?	_____	33
5 Do you stand up when your teachers come into the classroom?	_____	_____
6 Have you got a computer room in your school?	no	_____
7 Do you work in groups in class?	_____	_____
8 Are there after-school clubs in your school?	yes	_____
9 Which club do you go to?	football	_____

3 Work in groups. Choose Baguma's or Aiko's school. Talk about how your school is the same or different. Be a star!

We wear a school uniform, but Aiko doesn't.

We have got five lessons each day like at Baguma's school.

Unit 2: Listening: listen for specific information Speaking: talk about your school
WB page 23

29

Learning objectives: Listening: listen for specific information; Speaking: talk about your school

Resources: (PK) - Unit 2, Lesson 6; (PRC) - Review audio track 1.21

Materials: Class Audio CD1; cut-up sentences (five per group – see Warm-up), boxes (one per group), strips of paper (one per child), pieces of paper (see Cooler)

Warm-up: Scrambled sentences

- Write some sentences using *could, couldn't,* action verbs on strips of paper, e.g. *I* | *could* | *swim. He* | *couldn't* | *tie his shoelaces*. See the Games Bank (pages 14–17) for how to play the game.

1 Look at the photos. Discuss how the schools are the same and different.

- Ask the children to look at the two photos and tell you what they see. Ask which of the two pictures is similar to their classroom.
- Ask *What's the same?* Ask a volunteer to read the speech bubble. Elicit further ideas from the class. Ask *What's different?* Elicit answers.
- Divide the class into small groups and have them talk about about the two pictures. Remind them that they must talk about the similarities and differences.
- Have each group write two sentences. Ask a group leader to read sentences to the class, e.g. *Class (X) is smaller / bigger / brighter.*

Answers: Children's own answers.

Values

- Keep the children in the same groups and refer them to the Values box.
- Have them talk about what they think makes a good school and to write a few sentences, e.g. *It has computers.*
- Ask volunteers from each group to read their sentences and write them on the board. Then look at the answers together and find the most common answers.
- Finally, ask if there is anything that they would like to improve in their school.

2 1.21 Read the questions. Listen and write the answers.

- Tell the class that they are going to hear two children talking about their schools.
- Have them read the questions and help them with unknown words.
- Tell the children that if they can't find an answer, they should leave the gap blank or put a dash (-).
- Play the audio twice for the children to complete the activity. Repeat the audio so they can check their answers.

Audioscript

Baguma: Hello! My name is Baguma. I go to primary school in Uganda. I wear a uniform. It's blue. We've got five lessons every day. There are 32 children in my class. We always stand up when a teacher comes into the classroom and we say *Good morning, Sir* or *Good morning, Madam*. We haven't got a computer at my school, but our teacher has a board to write on. We work in groups or as a whole class. After school, there are school clubs. There's football and basketball. I play football. I love my school!

Aiko: Hi, I'm Aiko and I go to school in the countryside near Osaka, a big city in Japan. We don't have to wear a school uniform; we can wear our own clothes to school. We've got six lessons every day, four in the morning and two after lunch. There are 33 children in my class. When a teacher comes in to the classroom, we all stand up. There's a computer room at school and we do some of our lessons there. We use the Internet to learn about different subjects. We often work in small groups and help each other study. There are lots of after-school clubs, like art, sport, music and games. I go to the art club. My school is fantastic!

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: 1 yes 2 blue 3 6 4 32 5 yes, yes 6 yes 7 yes, yes 8 yes 9 art

Teaching star!

Group work

- Manage group work by keeping a points system. Groups who make too much noise as they work are given penalty points. At the end of the lesson, the group with the most points leaves last or has to tidy the room.
- To practise being quiet, place the children in small groups and have them write some sentences about their own classroom. Remind them to work quietly.

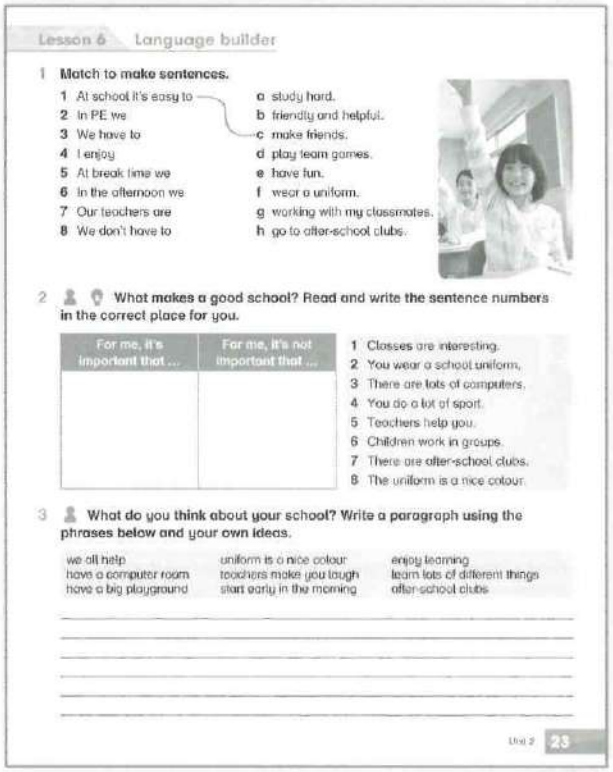
3 Work in groups. Choose Baguma's or Aiko's school. Talk about how your school is the same or different.

Be a star!

- Tell the children they are going to talk about how their school is the same or different to Baguma's or Aiko's school.
- Elicit key words and write them on the board, such as *classroom*, *uniforms*, *subjects*, *computers*, *playground*, *after-school clubs*. Elicit phrases about each one, e.g. *big playground*, *large computer room*.
- Refer the children to the activity. Ask two volunteers to read out the example dialogue.
- Divide the class into small groups. Each group chooses to compare their school to either Baguma's or Aiko's school. Tell them to cover as many of the themes that are on the board as they can.
- Give them time to talk and go around the class monitoring what they say.
- Ask each group to tell you one thing that is the same and one thing that is different.

Cooler: What's the same? What's different?

- Ask a volunteer from each group to tell you one thing that is the same and one thing that is different about their school and Baguma's or Aiko's school.



Lesson 6 Language builder

1 **Match to make sentences.**

1 At school it's easy to	a study hard.
2 In PE we	b friendly and helpful.
3 We have to	c make friends.
4 I enjoy	d play team games.
5 At break time we	e have fun.
6 In the afternoon we	f wear a uniform.
7 Our teachers are	g working with my classmates.
8 We don't have to	h go to after-school clubs.

2 **What makes a good school? Read and write the sentence numbers in the correct place for you.**

For me, it's important that ...	For me, it's not important that ...

1 Classes are interesting.
2 You wear a school uniform.
3 There are lots of computers.
4 You do a lot of sport.
5 Teachers help you.
6 Children work in groups.
7 There are after-school clubs.
8 The uniform is a nice colour.

3 **What do you think about your school? Write a paragraph using the phrases below and your own ideas.**

we all help
have a computer room
have a big playground
uniform is a nice colour
teachers make you laugh
start early in the morning
enjoy learning
learn lots of different things
after-school clubs

Unit 2 23

1 Match to make sentences.

Answers: 1 c 2 d 3 a 4 g 5 e 6 h 7 b 8 f

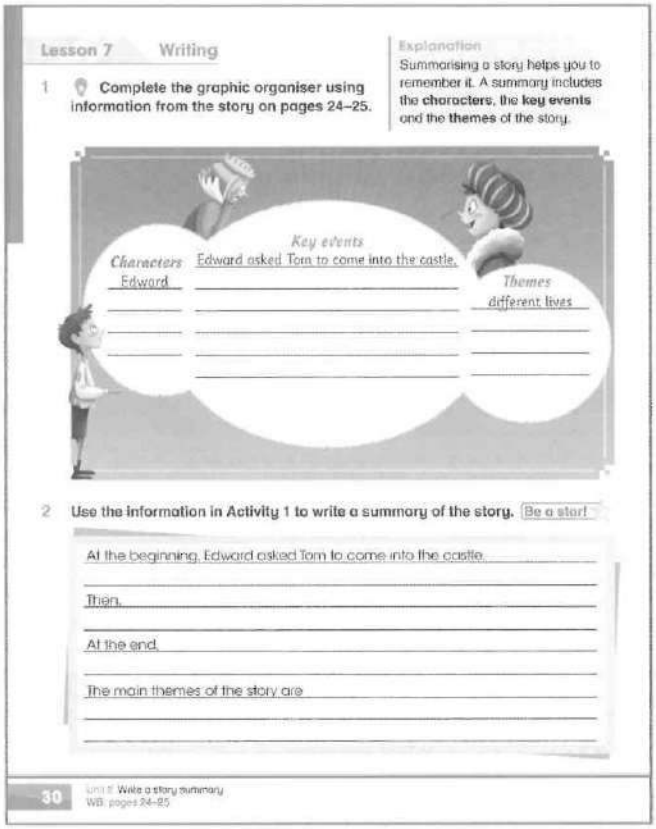
2 What makes a good school? Read and write the sentence numbers in the correct place for you.

Answers: Children's own answers.

3 What do you think about school? Write a paragraph using the phrases below and your own ideas.

Answers: Children's own answers.

Pupil's Book page 30



Lesson 7 Writing

1 Complete the graphic organiser using information from the story on pages 24–25.

Explanation
Summarising a story helps you to remember it. A summary includes the characters, the key events and the themes of the story.

Characters: Edward
Key events: Edward asked Tom to come into the castle.
Themes: different lives

2 Use the information in Activity 1 to write a summary of the story. Be a star!

At the beginning, Edward asked Tom to come into the castle.
Then,
At the end,
The main themes of the story are

30 Unit 2: Write a story summary
WB: pages 24–25

Learning objectives: Write a story summary

Resources: (PK) - Unit 2, Lesson 7

Materials: Short synopses from different storybooks (either print out or bring books to class), sheets of paper (one per group)

Warm-up: Stories

- Say *The little girl had a sick grandmother. She took a basket with food to her. She wore red. A big wolf tried to eat her. A man saved her.*
- Say *This is a famous story. Can you tell me its name?* (*Little Red Riding Hood*)
- Continue with other fairy tales. Have volunteers come to the front and lead the activity.
- Show the children the synopses you have brought in. Ask them to choose one they like and tell you what they have learned about the book from it. Have them note down the characters, places, themes and events.

1 Complete the graphic organiser using information from the story on pages 24–25.

- Have a volunteer read the Explanation box. Explain any difficult words. Remind them about the synopses from the backs of books they looked at as part of the Warm-up.
- Refer the children to Activity 1 and the Unit 2 story.
- Divide the class into pairs and have them complete the activity.
- Have volunteer pairs give their answers. Write them on the board for the other pairs to check against.

Answers: Characters: Edward, Tom, the servant, the queen **Key events:** (suggested answers) Edward asked Tom to come into the castle. The boys swapped clothes. A servant pushed Edward out of the castle. Tom looked round the castle for Edward. Edward had a terrible night. The queen was surprised to see Edward in Tom's clothes. **Themes:** different lives, friendship, adventure

2 Use the information in Activity 1 to write a summary of the story. Be a star!

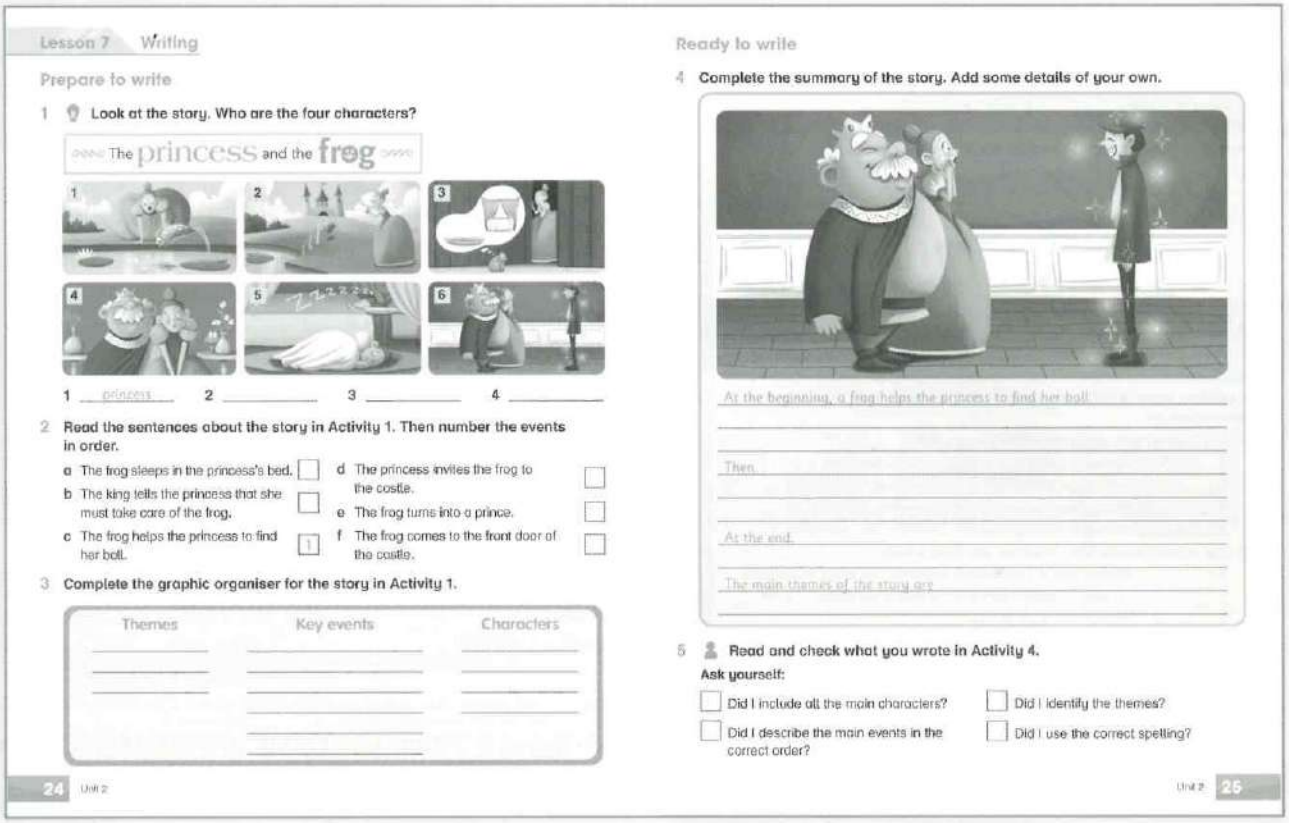
- Explain that the children have to use the notes in Activity 1 to write a summary of the story.
- Divide the class into small groups and allocate each group a paragraph to write.
- When they have completed their paragraph, ask volunteers to read them out. Write the paragraphs on the board.
- Have the children copy all the paragraphs in their notebooks.

Suggested answer: At the beginning, Edward asked Tom to come into the castle. Then, the boys swapped clothes. When Edward went to get some food, a servant saw him and pushed Edward out of the castle! Everyone thought Tom was Edward! Edward had a terrible night! In the morning, Edward went back to the castle. The queen was surprised to see Edward in Tom's clothes! At the end, everyone laughed, and Edward and Tom became very good friends. The main themes of the story are different lives, friendship and adventure.

Cooler: My story

- On the board, write *Once upon a time, there was an old man who ...*
- Divide the class into small groups and give each group a sheet of paper. Explain that they are going to write a short story.
- Have the first member of each group copy the sentence from the board and complete it.
- Then they pass the sheet to the person next to them who has to write another sentence. They continue passing the sheet around until each child has had a turn and a short story has been written. If a child cannot write a sentence, have them seek help from a group member.
- When they have completed the story, a group member reads the story to the class.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Lesson 7 Writing

Prepare to write

1 Look at the story. Who are the four characters?

The princess and the frog

1 princess 2 _____ 3 _____ 4 _____

2 Read the sentences about the story in Activity 1. Then number the events in order.

a The frog sleeps in the princess's bed. ☐
b The king tells the princess that she must take care of the frog. ☐
c The frog helps the princess to find her ball. 1
d The princess invites the frog to the castle. ☐
e The frog turns into a prince. ☐
f The frog comes to the front door of the castle. ☐

3 Complete the graphic organiser for the story in Activity 1.

Themes	Key events	Characters

24 Unit 2

Ready to write

4 Complete the summary of the story. Add some details of your own.

At the beginning, a frog helps the princess to find her ball.

Then

At the end

The main themes of the story are

5 Read and check what you wrote in Activity 4.

Ask yourself:

☐ Did I include all the main characters?
☐ Did I identify the themes?
☐ Did I describe the main events in the correct order?
☐ Did I use the correct spelling?

Unit 2 25

Prepare to write

1 Look at the story. Who are the four characters?

- Children look at the pictures and write down the four characters.
- If done in class, have them work in pairs.

Answers: princess, frog, king, prince

2 Read the sentences about the story in Activity 1. Then number the events in order.

- Children read the short statements and look again at the pictures in Activity 1.
- If done in class, children complete the activity by ordering the sentences in pairs.
- Have volunteers call out their answers.

Answers: a 5 b 4 c 1 d 2 e 6 f 3

3 Complete the graphic organiser for the story in Activity 1.

- Children complete the chart as they refer to the story in Activity 1.
- If done in class, have the children work in pairs.
- Have volunteers call out answers.

Answers: **Themes:** helping each other, being kind to others, respecting your family **Key events:** The frog helps the princess to find her ball. The princess invites the frog to the castle. The frog comes to the castle. The king tells the princess to be kind to the frog. The frog eats in the castle and sleeps on the princess's bed. The frog becomes a prince. **Characters:** princess, frog, king, prince

Ready to write

4 Complete the summary of the story. Add some details of your own.

- Children complete the summary, adding their own ideas.
- If done in class, have the children work individually.

Answers: Children's own answers.

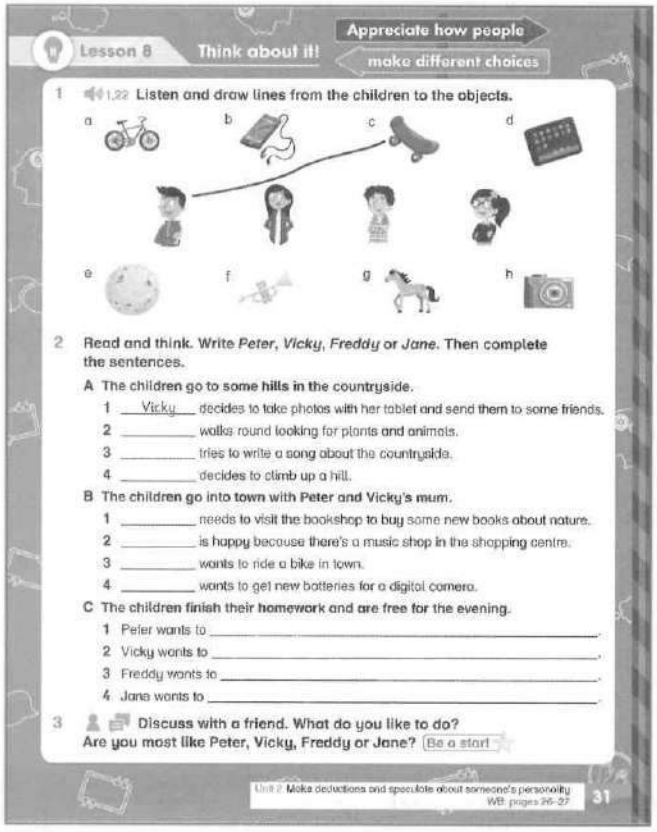
5 Read and check what you wrote in Activity 4.

- Children check their work by referring to the check-list.
- If done in class, read the list to the class and have the children raise their hands to show they have taken the points into account.

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 31


Lesson 8 Think about it!

Appreciate how people make different choices

1 1.22 Listen and draw lines from the children to the objects.

a b c d

e f g h

2 Read and think. Write *Peter, Vicky, Freddy* or *Jane*. Then complete the sentences.

A The children go to some hills in the countryside.
1 Vicky decides to take photos with her tablet and send them to some friends.
2 _____ walks round looking for plants and animals.
3 _____ tries to write a song about the countryside.
4 _____ decides to climb up a hill.

B The children go into town with Peter and Vicky's mum.
1 _____ needs to visit the bookshop to buy some new books about nature.
2 _____ is happy because there's a music shop in the shopping centre.
3 _____ wants to ride a bike in town.
4 _____ wants to get new batteries for a digital camera.

C The children finish their homework and are free for the evening.
1 Peter wants to _____.
2 Vicky wants to _____.
3 Freddy wants to _____.
4 Jane wants to _____.

3 Discuss with a friend. What do you like to do? Are you most like Peter, Vicky, Freddy or Jane? Be a star!

Unit 2 Make deductions and speculate about someone's personality WB pages 26-27 31

Learning objectives: Make deductions and speculate about someone's personality

Additional language: appreciate, choices

Resources: (PK) - Unit 2, Lesson 8; (PRC) - Review audio track 1.22 (TRC) - (TG) - Unit test

Materials: Class Audio CD1; small pieces of paper (see Warm-up), a box, sheets of paper, coloured markers

Warm-up: Think of a word

- Write letters of the alphabet (not *x*) on pieces of paper and put them in a box.
- Write the names of the class on the board and have them form a circle.
- Pass the box around for each child to choose a letter. They say as many words that begin with that letter as they can. They get a point for each word.

1 1.22 Listen and draw lines from the children to the objects.

- Have the children name the items in Activity 1.
- Ask them which character they think the items belong to. Have them explain their reasons, e.g. *Peter likes sports. It's Peter's skateboard.*
- Explain that they will hear Grandpa talking about his grandchildren. As they listen, they should draw lines to the items. Play the audio.

Audioscript

My grandchildren are all very different. Now Peter ... he's sport mad! He loves all sports. He's very good at skateboarding and he loves mountain biking. He just can't sit in a chair for ten minutes! He has to run around and be active. Then there's his sister Vicky who's technology mad. She takes her tablet everywhere and she's got hundreds of apps. She's a bit like me! I'm technology mad too! She doesn't do any sport, but she likes walking around and taking photos of everything!
What about the other side of the family? Well, there's Freddy. Freddy is music mad! He plays the trumpet and listens to music all day on his phone! But his sister, Jane, is very different! She's quiet and she works very hard at school. She's especially interested in science, in the moon and stars and in all plants and wild animals!

Answers: **Peter:** a, c **Vicky:** d, h **Freddy:** b, f **Jane:** e, g

2 Read and think. Write *Peter, Vicky, Freddy* or *Jane*. Then complete the sentences.

- On the board, write the characters' names. Ask the children to tell you what each character likes. Write answers under each character.
- Then ask what things each character would do in the following places: *the countryside, shopping centre, on holiday.*
- Have the children complete the activity individually and then check answers.

Answers: **A** 1 Vicky 2 Jane 3 Freddy 4 Peter
B 1 Jane 2 Freddy 3 Peter 4 Vicky **C** Children's own answers.

3 Discuss with a friend. What do you like to do? Are you most like Peter, Vicky, Freddy or Jane? Be a star!

- Ask *Is it good for people to like the same things? Is it good to like different things? Why? / Why not?*
- Divide the class into pairs to complete the activity.

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Teaching star!

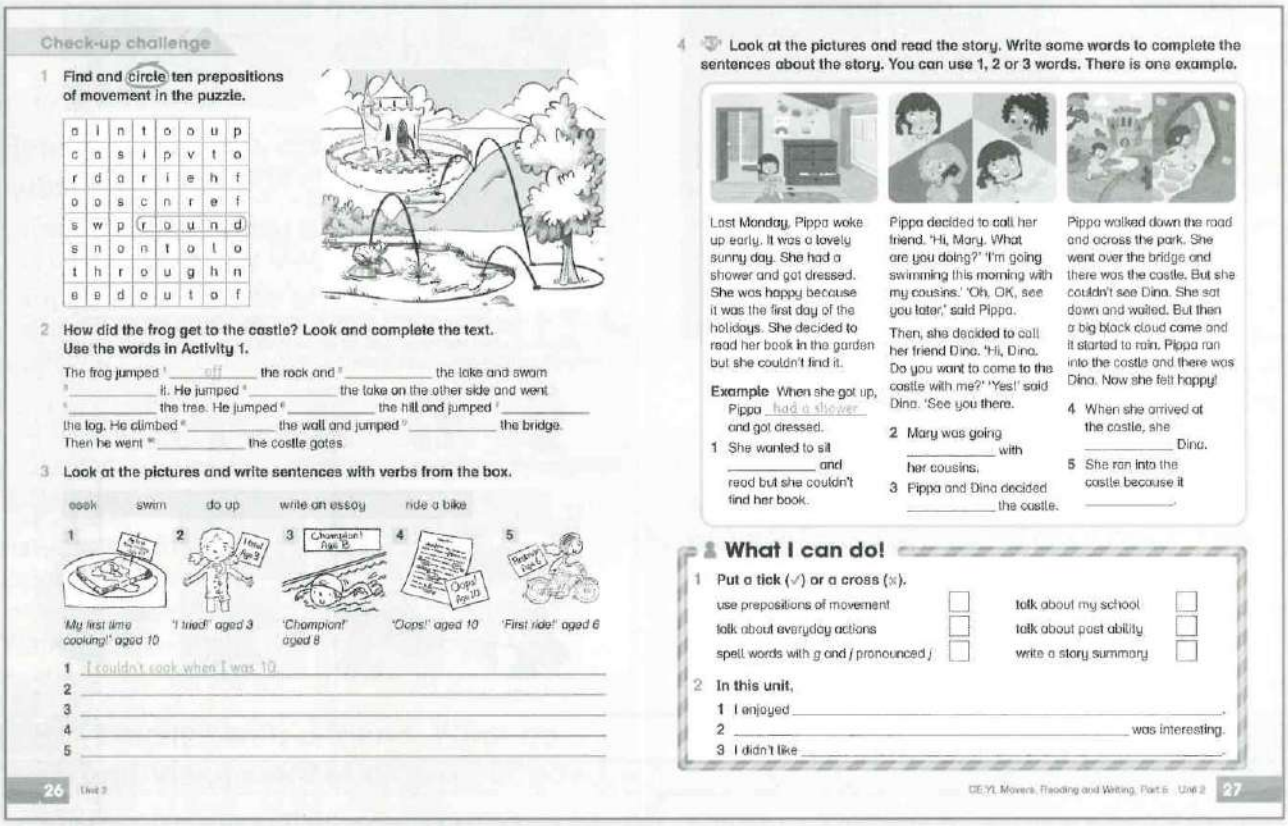
Mixed ability

- Manage early finishers by extending tasks.
- Ask children who complete the task quickly to write a profile of one of the characters on a sheet of paper. Explain that they have to write what these characters like and do. Have them illustrate their work and present it to the class.

Cooler: Question time

- See the Games Bank (pages 14–17) for how to play the game.

Workbook pages 26–27



Check-up challenge

1 Find and circle ten prepositions of movement in the puzzle.

a	i	n	t	o	o	u	p
c	a	s	i	p	v	t	o
r	d	a	r	i	e	h	f
o	o	s	c	n	r	e	f
s	w	p	r	o	u	n	d
s	n	o	n	t	o	l	o
t	h	r	o	u	g	h	n
e	e	d	o	u	t	o	f

2 How did the frog get to the castle? Look and complete the text. Use the words in Activity 1.

The frog jumped [1] off the rock and [2] _____ the lake and swam [3] _____ it. He jumped [4] _____ the lake on the other side and went [5] _____ the tree. He jumped [6] _____ the hill and jumped [7] _____ the log. He climbed [8] _____ the wall and jumped [9] _____ the bridge. Then he went [10] _____ the castle gates.

3 Look at the pictures and write sentences with verbs from the box.

cook swim do up write an essay ride a bike

1 'My first time cooking!' aged 10
2 'I tried!' aged 3
3 'Champion!' aged 8
4 'Oops!' aged 10
5 'First ride!' aged 6

1 I couldn't cook when I was 10.
2 _____
3 _____
4 _____
5 _____

4 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

Last Monday, Pippa woke up early. It was a lovely sunny day. She had a shower and got dressed. She was happy because it was the first day of the holidays. She decided to read her book in the garden but she couldn't find it.

Example When she got up, Pippa had a shower and got dressed.

1 She wanted to sit _____ and read but she couldn't find her book.

Pippa decided to call her friend. 'Hi, Mary. What are you doing?' 'I'm going swimming this morning with my cousins.' 'Oh, OK, see you later,' said Pippa.

Then, she decided to call her friend Dina. 'Hi, Dina. Do you want to come to the castle with me?' 'Yes!' said Dina. 'See you there.

2 Mary was going _____ with her cousins.

3 Pippa and Dina decided _____ the castle.

Pippa walked down the road and across the park. She went over the bridge and there was the castle. But she couldn't see Dina. She sat down and waited. But then a big black cloud came and it started to rain. Pippa ran into the castle and there was Dina. Now she felt happy!

4 When she arrived at the castle, she _____ Dina.

5 She ran into the castle because it _____.

What I can do!

1 Put a tick (✓) or a cross (✗).

use prepositions of movement ☐ | talk about my school ☐
talk about everyday actions ☐ | talk about past ability ☐
spell words with *g* and *j* pronounced *j* ☐ | write a story summary ☐

2 In this unit,
1 I enjoyed _____.
2 _____ was interesting.
3 I didn't like _____.

26 Unit 2

CEYL Movers, Reading and Writing, Part 5 · Unit 2 27

1 Find and circle ten prepositions of movement in the puzzle.

Answers: **Horizontal:** into, up, round, onto, through, out of **Vertical:** across, down, over, off

2 How did the frog get to the castle? Look and complete the text. Use the words in Activity 1.

Answers: 1 off 2 into 3 across 4 out of 5 round 6 down 7 onto 8 up 9 over 10 through

3 Look at the pictures and write sentences with verbs from the box.

Answers: 1 I couldn't cook when I was 10.
2 I couldn't do up my coat when I was 3.
3 I could swim when I was 8. 4 I couldn't write an essay when I was 10. 5 I could ride a bike when I was 6.

4 CEYL Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

This activity helps the children prepare for Part 5 of the Reading and Writing in the Cambridge English: Movers test.

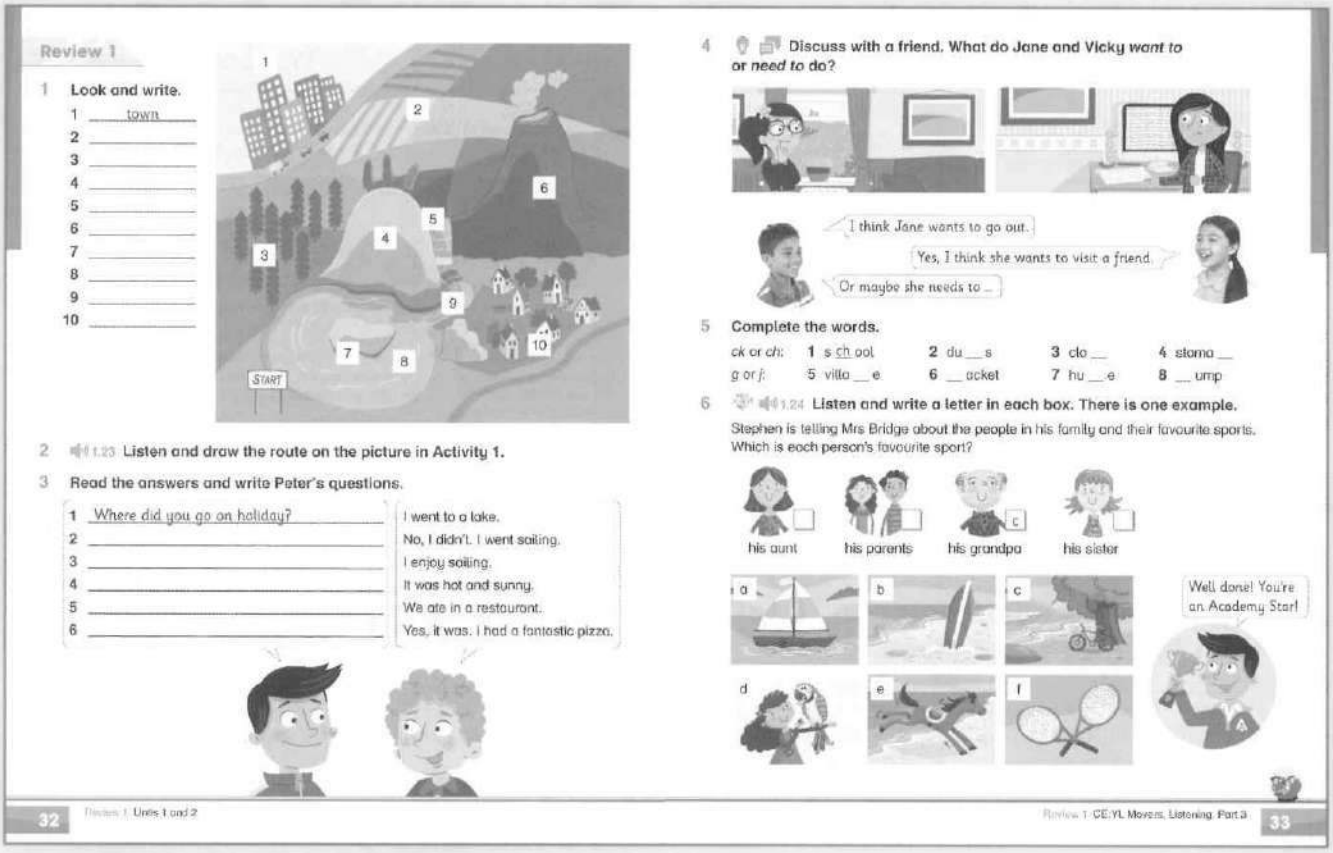
- Ask the children to describe what they see in each picture. Write some ideas on the board.
- Children read the text and complete the sentences with the best answer.

Answers: 1 in the garden 2 swimming 3 to visit / to go to 4 couldn't see 5 started to rain

PRC = Pupil's Resource Centre TG = Test Generator

1 Review

Pupil's Book pages 32–33



Learning objectives: Review Units 1 and 2; CE:YL Movers, Listening, Part 3

Resources: (PK) Unit 2, Review 1; (PRC) - Review audio tracks 1.15 and 1.23

Materials: Class Audio CD1; sheets of paper (one per group)

Warm-up: Revision

- Divide the class into groups and give each group a sheet of paper.
- Say a theme from Units 1 and 2 and have them write as many words related to it as possible.
- The group with the most words wins.

1 Look and write.

- Divide the class into pairs (pair strong and weaker learners) and refer the children to the picture. Ask them what they can see and which unit the vocabulary is from (*Unit 1*).
- Have the children complete the activity.
- Write answers on the board for the children to check, then erase the answers.

Answers: 1 town 2 countryside 3 forest 4 hill 5 waterfall 6 volcano 7 island 8 lake 9 river 10 village

2 1.23 Listen and draw the route on the picture in Activity 1.

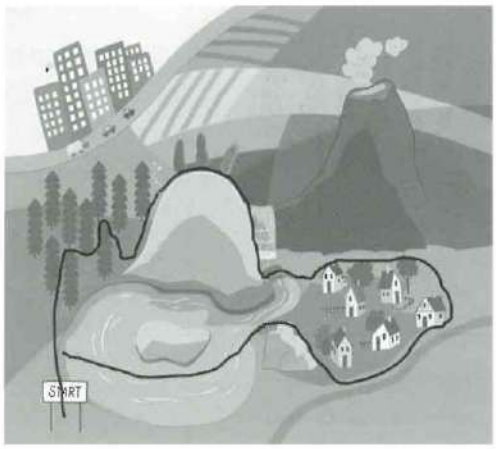
- Refer the children to page 23 and revise the prepositions. Play audio track 1.15 and have the children join in.
- Refer the children to the picture in Activity 1. Tell them to imagine that they are at the start line and to tell you how they will get to the volcano.
- Explain to the children that they will listen to a route which they have to trace on the picture.
- Play the audio. Children complete the activity.
- Play the audio again to check answers.

Audioscript

Run into the forest. Run through the forest. Run out of the forest. Run up the hill. Run down the hill. Run over the river. Run round the village. Climb onto the rock. Jump off the rock. Swim across the lake.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answer:



3 Read the answers and write Peter's questions.

- Ask the children if they remember how the question is formed in the past simple (*did + verb*).
- Explain that they have to read the answers and then write the correct question. Look at the example with the class. Do the second question as a class.
- Children complete the rest of the activity individually and check their answers with their partners.
- Children practise the questions and answers in pairs.

Answers: 1 Where did you go on holiday? 2 Did you go swimming / boating? 3 What do you think about sailing? 4 What was the weather like? 5 Where did you eat? 6 Was the food good?

4 Discuss with a friend. What do Jane and Vicky *want to* or *need to* do?

- Have two volunteers read out the example dialogue.
- Children complete the activity in pairs.

5 Complete the words.

- Write *ck*, *ch* and *g*, *j* on the board. Elicit what sounds they represent /k/ and /dʒ/.
- Ask the class to say and spell as many words as they can with the sounds.
- Then have children complete the activity individually and check their answers.

Answers: 1 ch 2 ck 3 ck 4 ch 5 g 6 j 7 g 8 j

6 CEFR 1.24 Listen and write a letter in each box. There is one example.

This activity helps the children prepare for Part 3 of the Listening in the Cambridge English: Movers test.

- Refer the children to Activity 6. Ask them to look at the pictures and identify what sports they show.
- Ask what words they would expect to hear for each item. Write them on the board.
- Explain that they have to match the characters to the sport. Play the audio and have the children complete the activity. Play it again for the children to check their answers.
- Congratulate the children on completing the first two units of the course.

Audioscript

Narrator: Listen and look. There is one example.

Mrs B: Hello, Stephen.

Stephen: Hello, Mrs Bridge.

Mrs B: I saw your grandpa yesterday. I waved to him, but he didn't see me. He was on his bike.

Stephen: Oh, Grandpa loves his bike. It's a mountain bike and every day he rides through the forest and next to the river.

Narrator: Can you see the letter C? Now you listen and write a letter in each box.

Mrs B: You all like sport in your family, don't you?

Stephen: Yes, we do. We all enjoy being outside, but we all like different things. My mum and dad both go running every evening next to the lake, but really I think their favourite sport is tennis.

Mrs B: Do they play a lot?

Stephen: Yes, they do. And they're always watching tennis on TV too.
Do you know my aunt, the one that's my dad's sister?

Mrs B: Is that the aunt that lives near the beach?

Stephen: Yes. Well, she loves water sports. She loves sailing and sea kayaking, but she's best at surfing. She's really fantastic!

Mrs B: Does she enter competitions?

Stephen: Yes, she does. And she's won lots of medals.

Mrs B: And what about your little sister? What does she do?

Stephen: She loves animals more than sport. She loves them all – cats, birds, rabbits, but especially horses.

Mrs B: And can she ride a horse?

Stephen: Well, she's learning. She goes to horse riding classes at the weekend. She loves it!

Answers: **aunt:** b **parents:** f **grandpa:** c **sister:** e

Cooler: Well done!

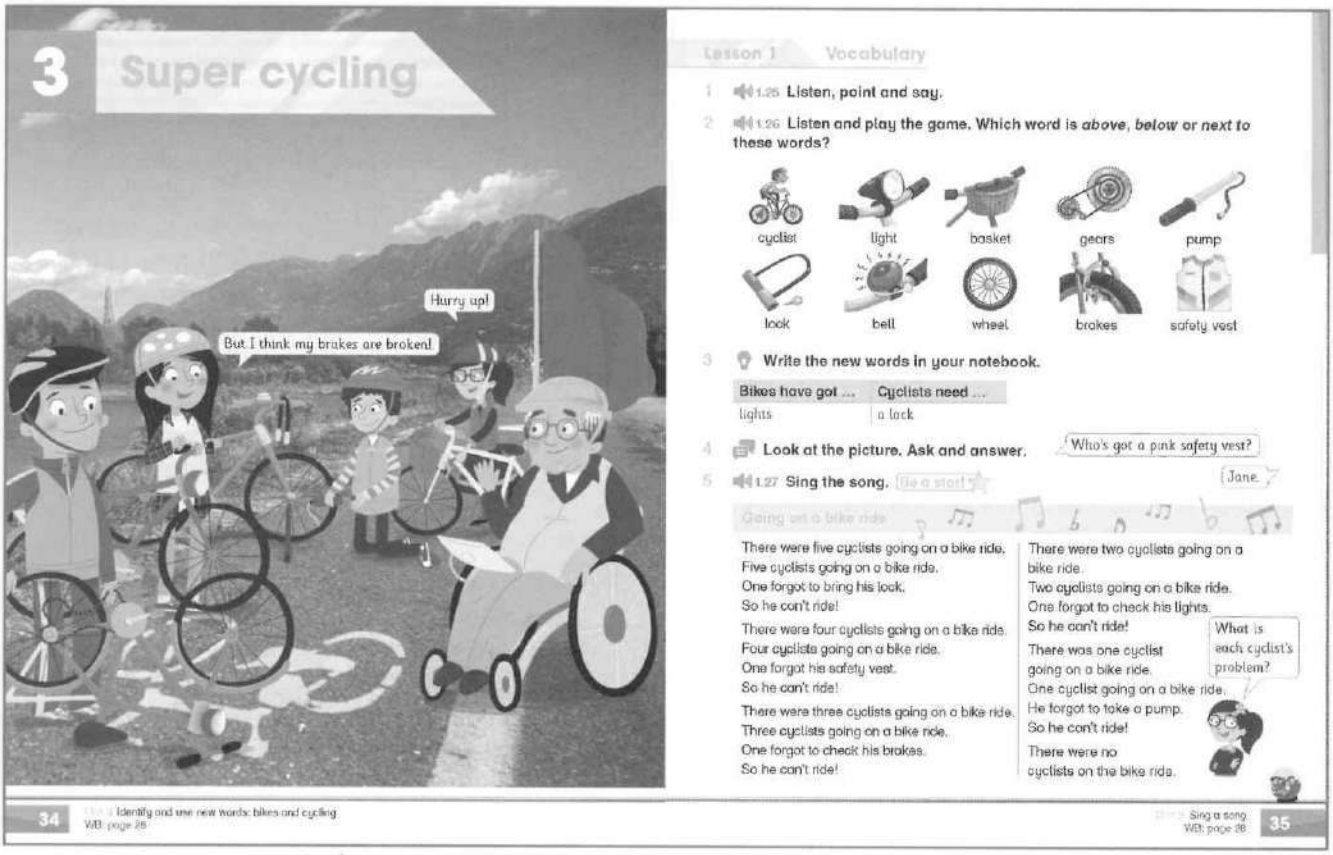
- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

PRC = Pupil's Resource Centre TG = Test Generator

3 Super cycling

Lesson 1 Vocabulary

Pupil's Book pages 34–35



***Learning objectives*:** Identify and use new words: bikes and cycling; Sing a song

***Vocabulary*:** basket, bell, brakes, cyclist, gears, lights, lock, pump, safety vest, wheel

Resources: (PK) - Unit 3, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 3 song, Flashcards; (PRC) - Review audio tracks 1.25–1.27

***Materials*:** Class Audio CD1; sets of cards with letters written on them (see Warm-up – one set per group), box, ball

Warm-up: Bingo

- Play the game to practise vocabulary from Units 1 and 2. See the Games Bank (pages 14–17) for how to play.

1 1.25 Listen, point and say.

- Refer the children to page 34 and ask what they can see. Ask *Why have they stopped?* (*Because the bikes are broken.*)
- Play the audio. Children listen and point. Play it again. Children listen and say.

2 1.26 Listen and play the game. Which word is *above*, *below* or *next to* these words?

- Invite two volunteers to the front of the classroom. Give Child 1 a box and Child 2 a ball. Say *The ball is above the box.* Have Child 2 hold the ball above the box. Repeat to practise *below* and *next to*.
- Explain that the children have to say which word is *above*, *below* or *next to* the word they hear.
- Have them listen to the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio, pause it and elicit the answer. Confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the correct word.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Audioscript

Teacher: It's below the light.
Child: bell
Teacher: It's above the wheel.
Child: basket
Teacher: It's next to the safety vest.
Child: brakes
Teacher: Now you. 1 It's above the lock. 2 It's next to the pump. 3 It's above the bell. 4 It's below the pump. 5 It's next to the lock. 6 It's below the basket.

Answers: 1 cyclist 2 gears 3 light 4 safety vest 5 bell 6 wheel

3 Write the new words in your notebook.

- Copy the chart onto the board and ask volunteers to help you write some of the new words in it.
- Have the children complete the activity.

Answers: Bikes have got ... lights, a basket, gears, a bell, wheels, brakes **Cyclists need ...** a lock, a pump, a safety vest

4 Look at the picture. Ask and answer.

- Ask two volunteers to read out the example dialogue.
- Refer the children to page 34 and ask questions, e.g. *Who's got a pump?* (*Freddy*)
- Have the children continue the activity in pairs.

Teaching star!

Game

- Review vocabulary with spelling games to make learning fun. See the Games Bank (pages 14–17) for lots of great ideas.

5 1.27 Sing the song. Be a star!

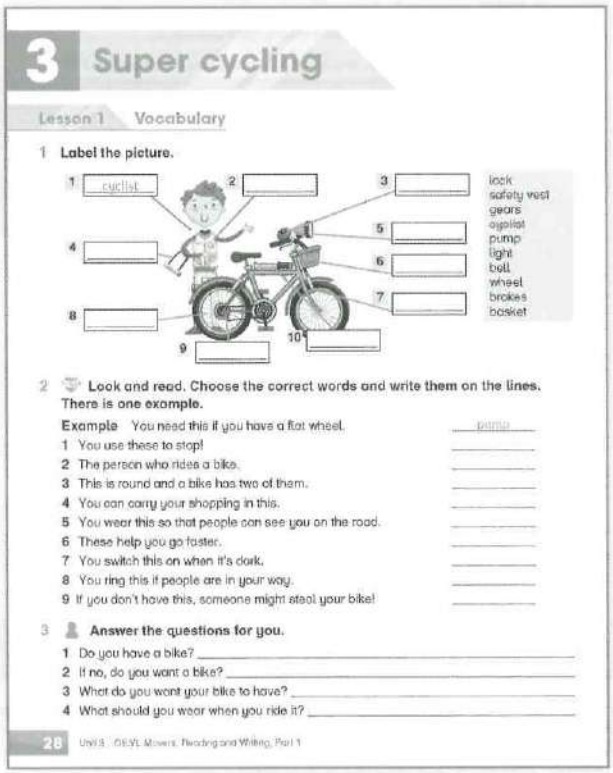
- Tell the children that they will hear a song. Have them place their Pupil's Books face down. Play the song and ask *What does this song tell you?* (*All the cyclists have problems.*)
- Ask *What is each cyclist's problem?* Play the audio. Children listen and follow. They answer the question.
- Divide the class into five groups and assign each one a verse. Play the song again so the groups can sing along. The whole class sing the final two lines.

Answers: no lock, no safety vest, didn't check the brakes, didn't check the lights, no pump

Cooler: Match the syllables

- Play this game to practise the new vocabulary.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 28


3 Super cycling

Lesson 1 Vocabulary

1 Label the picture.

1 cyclist 2 3 4 5 6 7 8 9 10

lock, safety vest, gears, cyclist, pump, light, bell, wheel, brakes, basket

2 Look and read. Choose the correct words and write them on the lines. There is one example.

Example You need this if you have a flat wheel. pump

1 You use these to stop!
2 The person who rides a bike.
3 This is round and a bike has two of them.
4 You can carry your shopping in this.
5 You wear this so that people can see you on the road.
6 These help you go faster.
7 You switch this on when it's dark.
8 You ring this if people are in your way.
9 If you don't have this, someone might steal your bike!

3 Answer the questions for you.

1 Do you have a bike?
2 If no, do you want a bike?
3 What do you want your bike to have?
4 What should you wear when you ride it?

28 Unit 3 CE:YL Movers, Reading and Writing, Part 1

1 Label the picture.

Answers: 1 cyclist 2 safety vest 3 bell 4 lock 5 light 6 basket 7 brakes 8 wheel 9 gears 10 pump

2 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

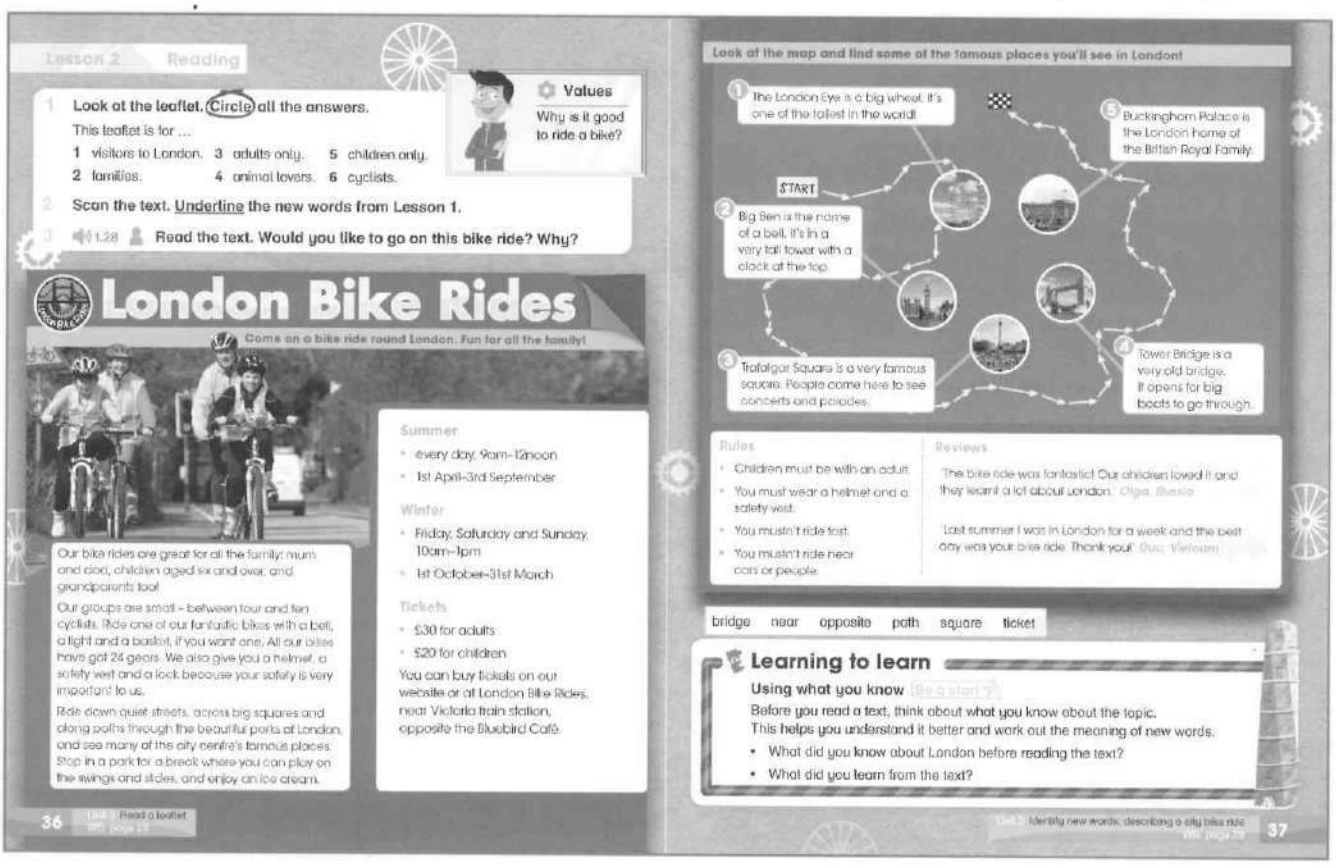
- Say *You need this if you have a flat wheel.* Elicit *pump*.
- Divide the class into pairs and have them complete the activity.
- Ask individual children to read out the answers.

Answers: 1 brakes 2 cyclist 3 wheels 4 basket 5 safety vest 6 gears 7 light 8 bell 9 lock

3 Answer the questions for you.

Answers: Children's own answers.

Pupil's Book pages 36–37



***Learning objectives*:** Read a leaflet; Identify new words: describing a city bike ride

***Vocabulary*:** bridge, near, opposite, path, square, ticket

Additional vocabulary: adults, animal lovers, break, famous, leaflet, reviews, rules, slide, swing, visitors

Resources: (PK) - Unit 3, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 1.28

***Materials*:** Class Audio CD1; a plastic juice bottle, an example leaflet, sheets of paper (one per group), markers, tourist maps of your town or other places

Warm-up: Bottle game

- Divide the class into small groups and have them sit in circles. Put the bottle in the middle. Choose a vocabulary set, e.g. *cycling*.
- Child 1 spins the bottle. The child it points to has to say a word from the chosen vocabulary set, e.g. *brakes*. Now that child spins the bottle. The next child it points to has to say the previous word and another word from that category, e.g. *brakes, lights*.
- The group stops playing when a child cannot add a word.

Vocabulary

- Put the new flashcards on the board (or write the words and draw a picture for each one). Point to each one and say the word for the children to repeat after you.
- Divide the class into pairs and have them write the new words in their notebooks.
- Have them say a word for their partner to point to. Monitor to make sure children swap roles and say the words correctly.
- Explain the additional vocabulary in L1, if necessary.

1 Look at the leaflet. Circle all the answers.

- Show the children the example leaflet and tell them that leaflets usually contain information about a service or facility.
- Refer the children to the leaflet on pages 36–37. Have them look at the photographs. Ask who they think would read this leaflet. Elicit *visitors to London, families, cyclists*.
- Have the children complete the activity.

Answers: 1, 2, 6

2 Scan the text. Underline the new words from Lesson 1.

- Have the children tell you what new words they learned in Lesson 1.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Explain that they have to scan the text to find and underline the new words. Remind them that scanning is done quickly and not to worry if they don't understand any new words.

Answers: cyclist, bell, lights, basket, gears, safety vest, lock

3 1.28 Read the text. Would you like to go on this bike ride? Why?

- Play the audio. Have the children listen and read.
- Have the children re-read the text. At the end, have them raise their hands if they have any questions.
- Quiz them about the text to check understanding.
- Ask if they would like to go on a London bike ride and why. Write key words from their answers on the board.
- Have the children write a sentence about why they would like to go on the bike ride. Have them read their sentences to their partners.

Values

- Refer the children to the Values box and ask them why it is good to ride a bike.
- Write a few answers on the board, e.g. *It's healthy and fun.*
- Divide the children into small groups, give each group a sheet of paper and have them write a few sentences about why it's good to ride a bike.
- Ask volunteers to present their sentences to the class.
- Collect the sheets of paper and keep them for the *Cooler* activity.

Teaching star!

Reading

- Encourage children to respond creatively to what they have read by using engaging visuals.
- Show the children the tourist maps. Ask how these maps help visitors. (*They help them find their way around and see the famous places.*) Ask what types of things the tourist maps show (*museums, shops, galleries*, etc.).
- Divide the class into small groups and have them make their own visitor's map of their town or of a famous city. Place all work on classroom display.

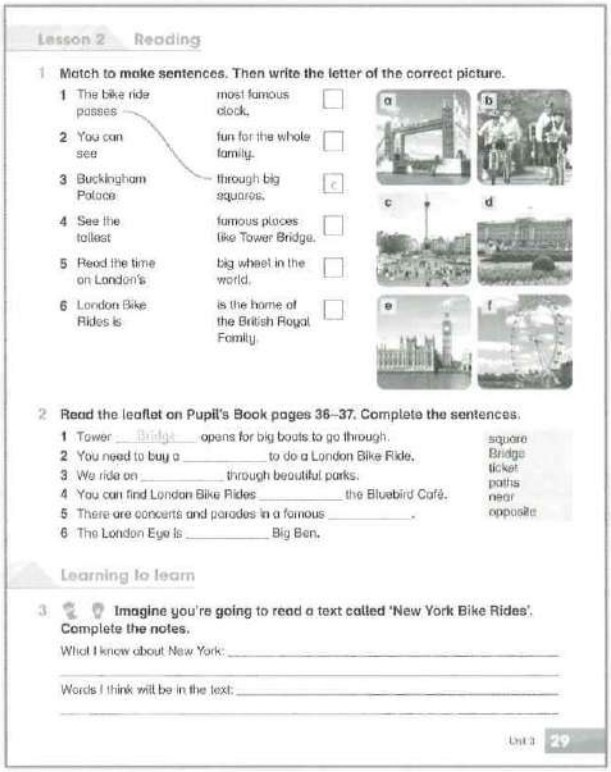
Learning to learn **Be a star!**

- With the class, read through the *Learning to learn* box.
- Elicit answers to the two questions.
- Have the children open their notebooks and make two lists titled *Before reading* and *Learned from reading.*
- They write two things they knew about London before reading the text and two things they learned from the text.
- In pairs, have the children compare their sentences.

Cooler: A leaflet

- Tell the class to return to the groups they formed during the *Values* part of the lesson and give each group their sheet of sentences.
- Explain that they have to use their sentences to make an illustrated leaflet about the advantages of riding a bike.
- Have the groups present their work to the class.

Workbook page 29



Lesson 2 Reading

1 Match to make sentences. Then write the letter of the correct picture.

1 The bike ride passes ___ through big squares. c
2 You can see ___ famous places like Tower Bridge.
3 Buckingham Palace ___ is the home of the British Royal Family.
4 See the tallest ___ big wheel in the world.
5 Read the time on London's ___ most famous clock.
6 London Bike Rides is ___ fun for the whole family.

a b c d e f

2 Read the leaflet on Pupil's Book pages 36–37. Complete the sentences.

1 Tower Bridge opens for big boats to go through.
2 You need to buy a ticket to do a London Bike Ride.
3 We ride on paths through beautiful parks.
4 You can find London Bike Rides near the Bluebird Café.
5 There are concerts and parades in a famous square.
6 The London Eye is opposite Big Ben.

square, Bridge, ticket, paths, near, opposite

Learning to learn

3 Imagine you're going to read a text called 'New York Bike Rides'. Complete the notes.

What I know about New York: _____

Words I think will be in the text: _____

Unit 3 29

1 Match to make sentences. Then write the letter of the correct picture.

Answers: **1 c** The bike ride passes through big squares. **2 a** You can see famous places like Tower Bridge. **3 d** Buckingham Palace is the home of the British Royal Family. **4 f** See the tallest big wheel in the world. **5 e** Read the time on London's most famous clock. **6 b** London Bike Rides is fun for the whole family.

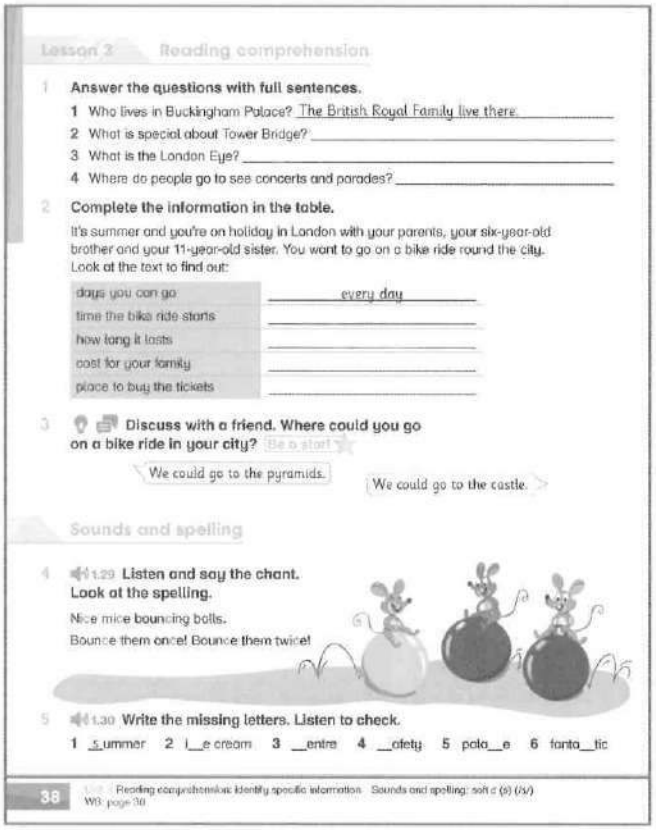
2 Read the leaflet on Pupil's Book pages 36–37. Complete the sentences.

Answers: 1 Bridge 2 ticket 3 paths 4 opposite 5 square 6 near

3 Imagine you're going to read a text called 'New York Bike Rides'. Complete the notes.

Answers: Children's own answers.

Pupil's Book page 38



Lesson 3 Reading comprehension

1 **Answer the questions with full sentences.**

1 Who lives in Buckingham Palace? The British Royal Family live there.
2 What is special about Tower Bridge? _____
3 What is the London Eye? _____
4 Where do people go to see concerts and parades? _____

2 **Complete the information in the table.**

It's summer and you're on holiday in London with your parents, your six-year-old brother and your 11-year-old sister. You want to go on a bike ride round the city. Look at the text to find out:

days you can go	every day
time the bike ride starts	
how long it lasts	
cost for your family	
place to buy the tickets	

3 **Discuss with a friend. Where could you go on a bike ride in your city?** Be a star!

We could go to the pyramids. We could go to the castle.

Sounds and spelling

4 1.29 **Listen and say the chant. Look at the spelling.**

Nice mice bouncing balls.
Bounce them once! Bounce them twice!

5 1.30 **Write the missing letters. Listen to check.**

1 _summer 2 i_e cream 3 _entre 4 _afety 5 pala_e 6 fanta_tic

38 Reading comprehension: identify specific information Sounds and spelling: soft c (s) (/s/)
WB page 38

***Learning objectives*:** Reading comprehension: identify specific information; Sounds and spelling: soft c (s) (/s/)

***Vocabulary*:** bounce, bouncing, centre, fantastic, ice cream, mice, nice, once, palace, safety, summer, twice

***Resources*:** (PK) - Unit 3, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.29–1.30

***Materials*:** Class Audio CD1; cards with Sounds and spelling letters from Units 1–3 (two per child), sheets of paper (one per pair)

Warm-up: Book search

- Explain to the children that you are going to say a word and they have to find which page in their Pupil's Book has a picture of that word.
- Say *plane*. Children raise their hands to answer. Elicit *page 8*. Repeat.

1 Answer the questions with full sentences.

- Remind the children what a full sentence is. Refer to Activity 2 on page 26 of the Teacher's Book.
- Refer the children to page 37. Explain that the answers they need are on this page.
- Ask a volunteer to read out the example question and answer for Activity 1. Have the children complete the activity individually.
- Children check answers with their partners.
- As an extension, tell children you are going to describe a place and they have to tell you what it is. Say *It's a famous square.* Elicit *Trafalgar Square.*
- Continue with all the sites on the leaflet. To add interest, describe places in your own town or city.

Answers: 1 The British Royal Family live there. 2 It is very old and opens for big boats to go through. 3 It's one of the tallest big wheels in the world. 4 People go to see concerts and parades in Trafalgar Square.

2 Complete the information in the table.

- With the class, read the timetable on page 36. Ask a volunteer to tell you which days you can go on a London Bike Ride.
- Divide the class into pairs and have them complete the activity.
- Have volunteers call out the answers and write them on the board for children to check against.

Answers: 1 every day 2 9am 3 three hours 4 £120 (for two adults and three children) 5 on the website or at London Bike Rides near Victoria train station

3 Discuss with a friend. Where could you go on a bike ride in your city?

Be a star!

- Invite two volunteers to read out the example dialogue.
- Divide the class into pairs and have them discuss the question. Have them take notes.
- Invite some pairs to report back to the class.

Teaching star!

Arts and crafts

- Encourage children's self-expression by including small art projects in lessons.
- Divide the class into pairs and give each pair a sheet of paper. Explain that they are going to draw a bike trail for their town or city, like the one on Pupil's Book page 37. Tell the children that it doesn't matter if they don't have a lot of information about the places they go through. Also tell them that their trail doesn't have to include famous places.
- Place all work on classroom display and allow the children time to look each other's work before the end of the class. Explain that there is no right or wrong way to draw.

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4 1.29 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *nice*, *mice*, *bouncing*, *once* and *twice* on the board. Say each word as you point to it and have the children repeat after you. Elicit that all the words have the /s/ sound. Explain that is represented by the letters *s* or soft *c*.
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to complete the activity.

Audioscript

Teacher: Now say the missing words.

Teacher: ... mice bouncing balls. Bounce them once! Bounce them twice!

Children: Nice

Teacher: Nice mice bouncing balls. Bounce them ... Bounce them twice!

Children: once!

Teacher: Nice mice bouncing balls. Bounce them once! ...

Children: Bounce them twice!

Teacher: Nice mice ... Bounce them once! Bounce them twice!

Children: bouncing balls

5 1.30 Write the missing letters. Listen to check.

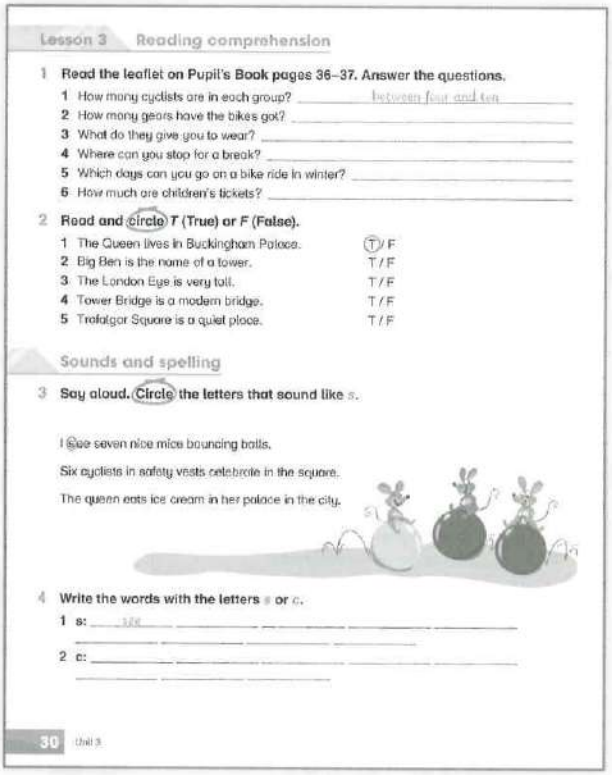
- Ask the children what other words they can think of that have the /s/ sound (*since*, *summer*, *sweet*, etc.).
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers. Ask volunteers to read out the words in the activity.

Answers: 1 summer 2 ice cream 3 centre 4 safety 5 palace 6 fantastic

Cooler: Find the sound

- On the board, write all the sounds learned so far in *Sounds and spelling* Units 1 to 3: /k/ for letters *ch* and *ck*, /dʒ/ for letters *j* and *g* and /s/ for letters *s* and soft *c*.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 30



Lesson 3 Reading comprehension

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

1 How many cyclists are in each group? between four and ten
2 How many gears have the bikes got? _____
3 What do they give you to wear? _____
4 Where can you stop for a break? _____
5 Which days can you go on a bike ride in winter? _____
6 How much are children's tickets? _____

2 Read and circle T (True) or F (False).

1 The Queen lives in Buckingham Palace. (T) / F
2 Big Ben is the name of a tower. T / F
3 The London Eye is very tall. T / F
4 Tower Bridge is a modern bridge. T / F
5 Trafalgar Square is a quiet place. T / F

Sounds and spelling

3 Say aloud. Circle the letters that sound like s.

I (S)ee seven nice mice bouncing balls.
Six cyclists in safety vests celebrate in the square.
The queen eats ice cream in her palace in the city.

4 Write the words with the letters s or c.

1 s: see, seven, balls, six, cyclists, safety, vests, square, eats
2 c: _____

30 Unit 3

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

Answers: 1 between four and ten 2 24 3 a helmet and safety vest 4 in a park 5 Friday, Saturday and Sunday 6 £20 for children

2 Read and circle *T* (True) or *F* (False).

Answers: 1 T 2 F 3 T 4 F 5 F

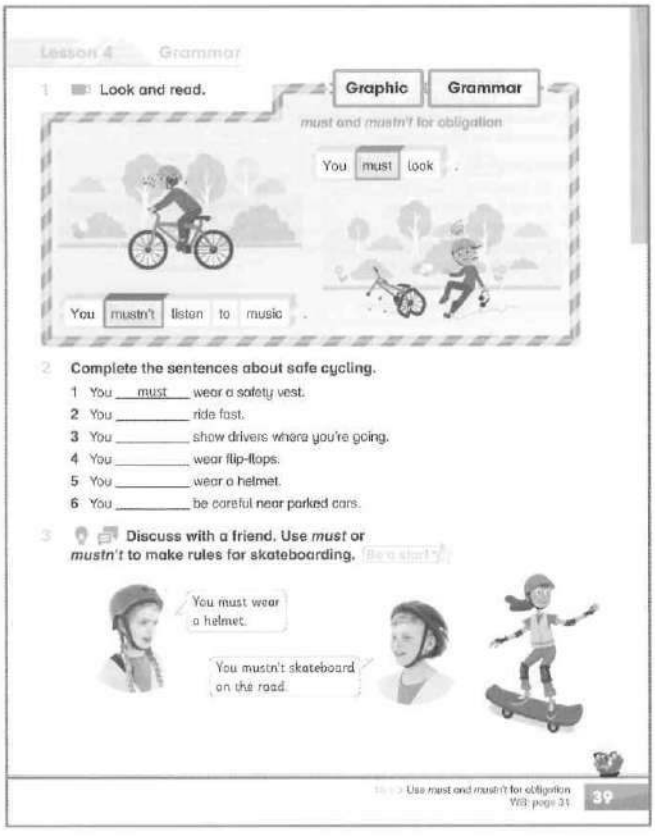
3 Say aloud. Circle the letters that sound like *s*.

Answers: I (s)ee (s)even ni(c)e mi(c)e boun(c)ing ball(s).
(S)ix (c)ycli(s)t(s) in (s)afety ve(s)t(s) (c)elebrate in the (s)quare.
The queen eat(s) i(c)e cream in her pala(c)e in the (c)ity.

4 Write the words with the letters *s* or *c*.

Answers: 1 **s:** see, seven, balls, six, cyclists, safety, vests, square, eats 2 **c:** nice, mice, bouncing, cyclists, celebrate, ice, palace, city

Pupil's Book page 39



Learning objectives: Use *must* and *mustn't* for obligation

Grammar: *must* and *mustn't* for obligation

Resources: (PK) - Unit 3, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Sheets of paper (one per group), sheets of paper for each child (half of the sheets with a happy face drawn on them and the other half with an unhappy face), (optional) coloured markers

Warm-up: Spelling bee

- Play the game to practise words from Units 1, 2 or 3. See the Games Bank (pages 14–17) for how to play the game.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *You must do your homework. You mustn't talk in class.*
- Ask the class what the two sentences show (*rules*).
- Refer the children to page 37. Have them find the four rules in the leaflet. Read them with the class.
- Ask why they think there are rules (*for safety, for the class to work well*, etc.).
- Have the children look at the blue and red boxes. Ask them to look at the verb after *must / mustn't* and ask what form it is in (*the infinitive*).
- Read the Graphic Grammar text as the children follow you in their books.
- Explain that in the English language the verbs after *must* and *mustn't* don't change because they are always in the infinitive.
- On the board, write *Classroom Rules*. Divide the class into pairs. Explain that the children have to write a few classroom rules using *must* and *mustn't*.
- Ask the pairs to read their rules to the class. Correct where necessary and write a few of the rules on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, from the fourth point onwards.

2 Complete the sentences about safe cycling.

- Ask the children how often they go cycling. Then ask what they must do to keep safe while cycling.
- Look at Activity 2. Ask a volunteer to read out the first rule. Then complete the second rule as a class. Write the answers on the board.
- Have the children complete the activity individually. Check answers by inviting children to give their answers. Write them on the board.

Answers: 1 must 2 mustn't 3 must 4 mustn't 5 must 6 must

Teaching star!

Group work

- Incorporate group work into grammar lessons so that weaker learners can hear grammar modelled by stronger learners.
- Divide the class into small groups and give each group a sheet of paper. Give each group one of the following topics: *School, Classroom, Home, Park, Beach*. Explain that the children have to make a list of rules using *must* and *mustn't* for the topics presented. Have the groups present their lists to the class.

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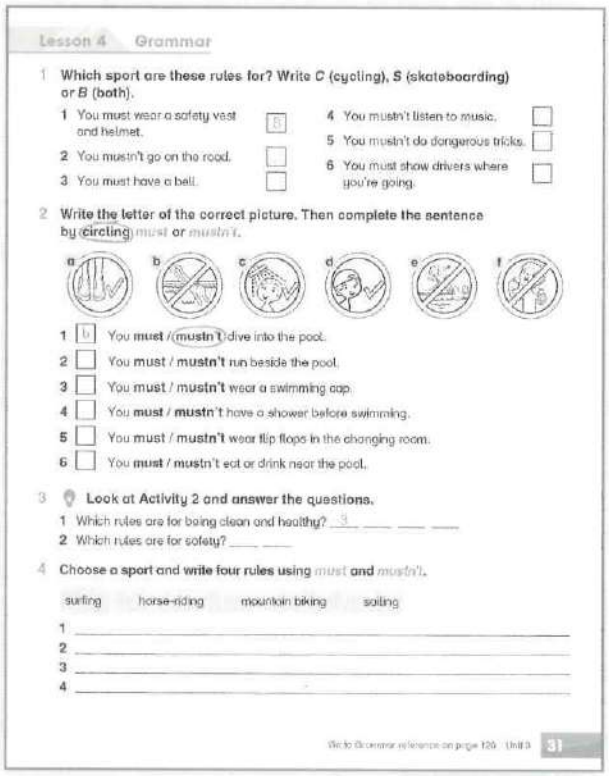
3 **Discuss with a friend. Use *must* or *mustn't* to make rules for skateboarding.**

Be a star!

- Have two volunteers read out the example dialogue and refer children to the illustration for Activity 3.
- Ask *What is the girl doing? What is she wearing? What would happen to her if she was wearing flip-flops or if she wasn't wearing a helmet and fell down?* (Accept any logical answer.)
- Divide the class into pairs and have them complete the activity. Monitor for proper use of language and pronunciation.

Workbook page 31



Lesson 4 Grammar

1 Which sport are these rules for? Write C (cycling), S (skateboarding) or B (both).

1 You must wear a safety vest and helmet. [B]
2 You mustn't go on the road. [ ]
3 You must have a bell. [ ]
4 You mustn't listen to music. [ ]
5 You mustn't do dangerous tricks. [ ]
6 You must show drivers where you're going. [ ]

2 Write the letter of the correct picture. Then complete the sentence by circling must or mustn't.

a b c d e f

1 [b] You **must** / **mustn't** dive into the pool.
2 [ ] You **must** / **mustn't** run beside the pool.
3 [ ] You **must** / **mustn't** wear a swimming cap.
4 [ ] You **must** / **mustn't** have a shower before swimming.
5 [ ] You **must** / **mustn't** wear flip flops in the changing room.
6 [ ] You **must** / **mustn't** eat or drink near the pool.

3 Look at Activity 2 and answer the questions.

1 Which rules are for being clean and healthy? 3 ___ ___ ___
2 Which rules are for safety? ___ ___

4 Choose a sport and write four rules using must and mustn't.

surfing horse-riding mountain biking sailing

1 _____
2 _____
3 _____
4 _____

Go to Grammar reference on page 120 Unit 3 31

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 120 while completing these Workbook activities.

Cooler: Right or wrong?

- Hand out the sheets of paper with the faces to the class. Explain that you will say a sentence about skateboarding (or cycling) and they raise the happy face if it's correct and the unhappy one if it isn't. Say *You mustn't wear a helmet.* Children with the unhappy face raise their paper because this is unsafe. Say *You must wear a helmet.* Children with the happy face raise their paper. Continue the game for a few sentences. Bring a volunteer to the front to lead if time allows.

1 Which sport are these rules for? Write *C* (cycling), *S* (skateboarding) or *B* (both).

Answers: 1 B 2 S 3 C 4 B 5 B 6 C

2 Write the letter of the correct picture. Then complete the sentence by circling *must* or *mustn't*.

Answers: 1 b mustn't 2 e mustn't 3 d must 4 c must 5 a must 6 f mustn't

3 Look at Activity 2 and answer the questions.

Answers: being clean and healthy: 3, 4, 5, 6
safety: 1, 2

4 Choose a sport and write four rules using *must* and *mustn't*.

Answers: Children's own answers.

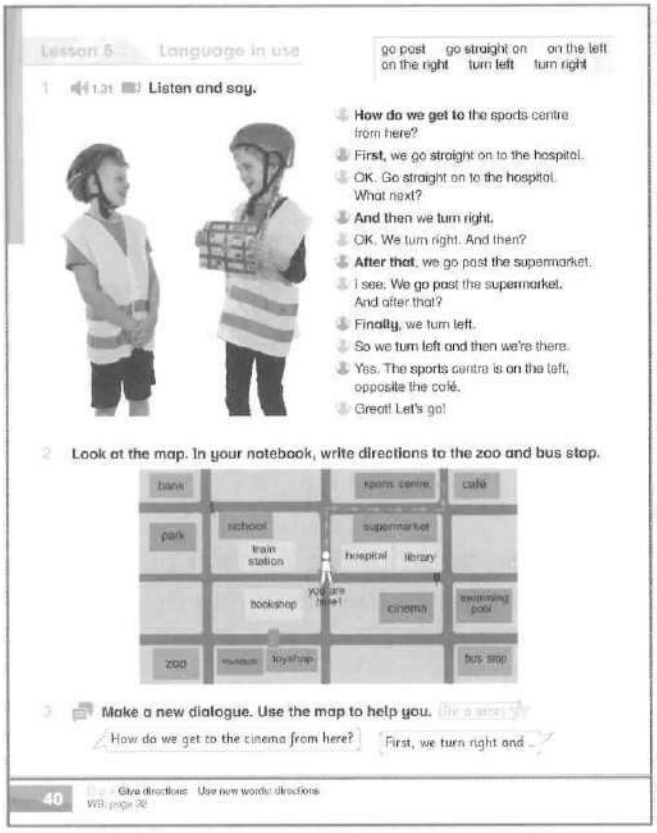
Grammar reference (page 120)

1 Look at the pictures about rules for safe cycling. Write sentences.

Answers: 1 You must wear a helmet. 2 You mustn't listen to music. 3 You must stop at red lights. 4 You mustn't ride fast. 5 You must wear a safety vest.

Lesson 5 Language in use

Pupil's Book page 40



Learning objectives: Give directions; Use new words: directions

Vocabulary: go past, go straight on, on the left, on the right, turn left, turn right

Resources: (PK) - Unit 3, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.31 and Language in use video

Materials: Class Audio CD1; sheets of squared paper (one per pair); (optional) sheet of paper for each child

Warm-up: Scrabble

- Play the game to practise new words from Units 1, 2 or 3. See the Games Bank (pages 14–17) for how to play the game.

1 1.31 Listen and say.

- Put the new flashcards on the board (or write the words and draw a picture for each one). Point to, say and mime each phrase. Have children repeat after you.
- Bring a volunteer to the front and explain that you will give directions for them to follow. Say, e.g. *How do we get to the door from here?*
- Say, e.g. *Turn left. Go past [child's name]. Turn right.* Have the volunteer follow them. Correct if necessary. Repeat with other volunteers.
- Refer the children to the map in Activity 2. Ensure they can find 'you are here!' and the sports centre. Play the audio and have the children listen and follow the map.
- Play the audio again. This time, have the children listen and follow the text in their Pupil's Books. Pause after each line for the children to repeat. Explain any unknown words.
- Have the children look at the map in Activity 2 and find the park. Give them directions to the swimming pool but don't tell them where they are going. When they reach the swimming pool, ask *Where are we?*
- Repeat the activity for a few more places.

- If using the video, have the children watch the video after the third point and then continue with the next set of activities.

2 Look at the map. In your notebook, write directions to the zoo and bus stop.

- Have the children look at the map and ask them to find the bus stop. Have them think of how you could get there from 'you are here!'. Ask volunteers to give you their answers.
- Divide the class into small groups and have them complete the activity. Explain that there is more than one way to get to the destinations but that they should always start from 'you are here!'.
- As an extension, have them write about getting to two more places.
- Have a group member read out their answers.

Teaching star!

Personalising

- Integrate creative activities into your lessons to give children the opportunity to personalise the language. Give each child a sheet of paper and have them draw their own map of their town or an imaginary town. Explain that the map should include streets and amenities such as a school, hospital, park, etc. Have them write the names of the streets as well. Then, place the children in pairs and have partners take turns in asking for and giving directions from one place to another on their maps.

3 Make a new dialogue. Use the map to help you. Be a star!

- Explain to the children that you would like them make a short dialogue like the one in Activity 1.
- Tell the children it need not be so long but that they must use the words in the yellow box. They should start from 'you are here!'

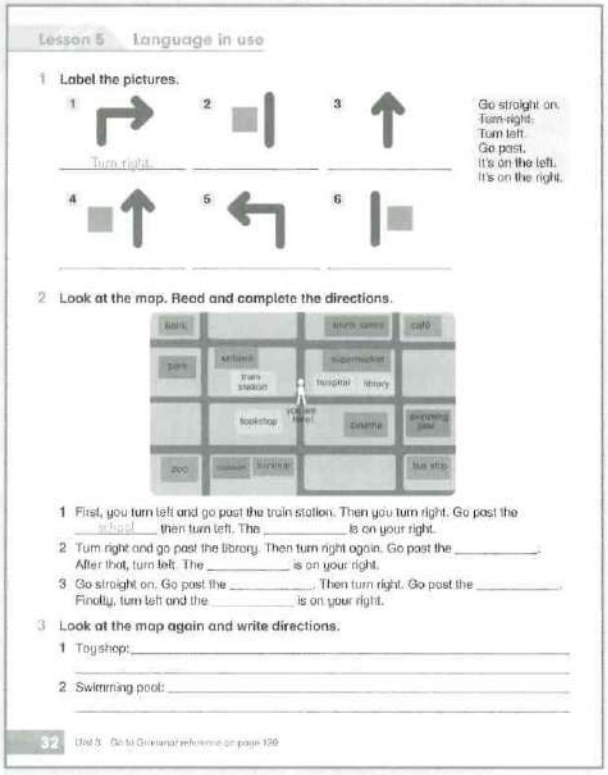
(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Place the children in small groups and have them complete the activity.
- As groups work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Have two members of each group come to the front of the class and say their dialogues.

Cooler: Bus ride

- Have the children form two or three teams and bring them to the front of the class. Have the teams stand in a line. Explain that they are buses and you will give them directions to follow. Each team takes a turn. If they follow all the directions correctly, they get a point. Use *go straight on, then turn left,* etc.
- To make the activity more interesting, speed up when giving directions.
- The team with the most points wins.

Workbook page 32



Lesson 5 Language in use

1 Label the pictures.

1 Turn right. 2 _____ 3 _____

4 _____ 5 _____ 6 _____

Go straight on.
Turn right.
Turn left.
Go past.
It's on the left.
It's on the right.

2 Look at the map. Read and complete the directions.

1 First, you turn left and go past the train station. Then you turn right. Go past the school then turn left. The _____ is on your right.
2 Turn right and go past the library. Then turn right again. Go past the _____. After that, turn left. The _____ is on your right.
3 Go straight on. Go past the _____. Then turn right. Go past the _____. Finally, turn left and the _____ is on your right.

3 Look at the map again and write directions.

1 Toy shop: _____
2 Swimming pool: _____

32 Unit 5 Go to Grammar reference on page 120

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 120 while completing these Workbook activities.

1 Label the pictures.

Answers: 1 Turn right. 2 It's on the left. 3 Go straight on. 4 Go past. 5 Turn left. 6 It's on the right.

2 Look at the map. Read and complete the directions.

Answers: 1 school, bank 2 swimming pool / cinema, bus stop 3 hospital, supermarket, café

3 Look at the map again and write directions.

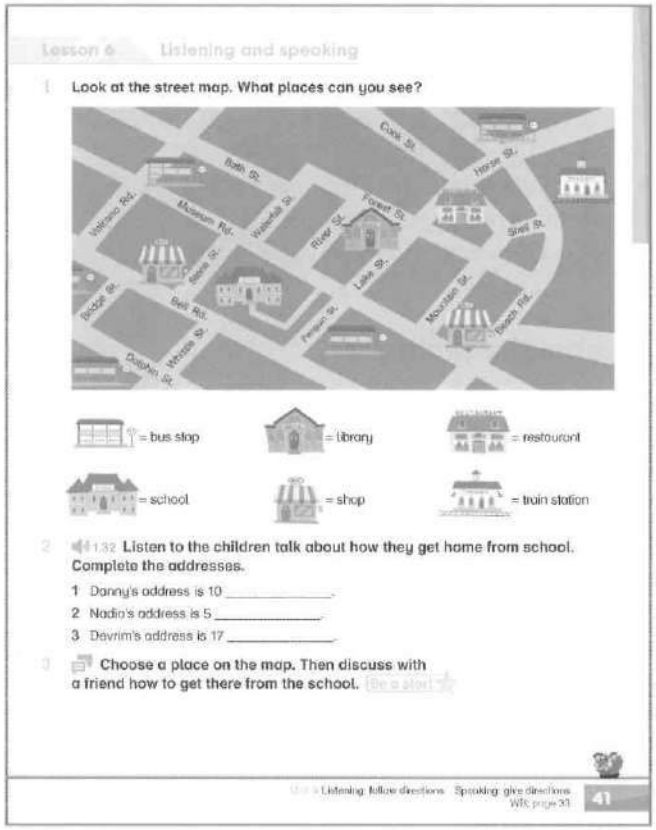
Answers: Children's own answers.

Grammar reference (page 120)

2 Complete the directions.

Answers: 1 straight on, past, turn, right 2 right, past the bakery, turn left, is on the left

Pupil's Book page 41



Learning objectives: Listening: follow directions; Speaking: give directions

Resources: (PK) - Unit 3, Lesson 6; (PRC) - Review audio track 1.32

Materials: Class Audio CD1; strips of paper (one per child), a box, photocopies of the audioscript with four words blotted out (one per pair), maps of your town

Warm-up: Bingo

- Play the game to practise words from Unit 3. See the Games Bank (pages 14–17) for how to play the game.

1 Look at the street map. What places can you see?

- Ask the children to look at the map and tell you what places they can see.
- Write the places on the board and ask what you can do in each one, e.g. *You can eat in a restaurant. You can buy things in a shop.*
- Ask the children if their city or town has any of these places and if they use them.
- Say *I'm at the library. How can I get to the restaurant?* Give children a little time to think and then ask a volunteer to answer.
- Place the children in pairs and have them continue.

Answers: five bus stops, a library, a restaurant, a school, two shops, a train station

2 1.32 Listen to the children talk about how they get home from school. Complete the addresses.

- Ask the children how they get home from school. Write a few of their answers on the board.
- Then ask if they leave school with their friends, parents, guardians or brothers and sisters. Ask how long it usually takes them to get home.
- On the board write *25 Dolphin Street.* Explain that in English we place the number of our house before the name of the street.
- Refer the children to the activity. Explain that they will have to listen and complete addresses.
- Play the audio with pauses after each speaker for the children to write their answer.
- Play the audio again for the children to check their answers.

Audioscript

Danny: Hi, my name is Danny and I go home from school by bike. I come out of school and I turn right on to Museum Road. I go straight on and I go past a bus stop on the right. After the bus stop, I turn left on to Mountain Street. Then I go straight on, and I cross Forest Street. After that, I turn right. My house is in this street. It's number 10. What's my address?

Nadia: Hi, I'm Nadia. My house is very near my school. I always walk home. I come out of school and I turn left on to Museum Road. I walk past the school and I turn left again on to Stone Street. I walk to the end of Stone Street and I turn right on to Bell Road. I walk past a shop on the right and my street is on the left. We live at number 5. What's my address?

Devrim: Hello, I'm Devrim and this is how I go home from school. First, I come out of the school and I turn right on to Museum Road and then left on to Lake Street. I go past the library on the left and past a restaurant on the right. My street is the next street on the left after the restaurant. I live at number 17. What's my address?

Answers: Danny: 10 Shell Street **Nadia:** 5 Bridge Street **Devrim:** 17 Cook Street

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Extension

- Develop your class's thinking skills by offering activities which encourage them to deduce and solve problems.
- Divide the children into pairs and give each pair a copy of the audioscript with blotted out words. Explain that they have to use the map in Activity 1 to fill in the missing words. Then play the audio for the children to check their answers.

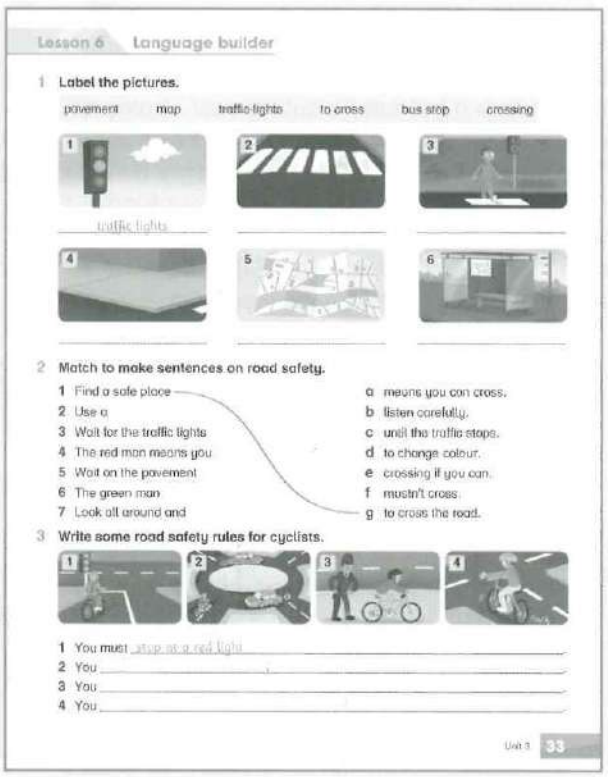
Cooler: Where Am I?

- Divide the class into pairs. Refer them to the key in Activity 1. Explain that they have to mime something, e.g. *reading a book* so that partners can guess where they are (*at the library*).

3 Choose a place on the map. Then discuss with a friend how to get there from the school. **Be a star!**

- Place the children in pairs and have complete the activity.
- Monitor for proper use of language and vocabulary.

Workbook page 33



Lesson 6 Language builder

1 Label the pictures.

pavement map traffic lights to cross bus stop crossing

1 traffic lights 2 3 4 5 6

2 Match to make sentences on road safety.

1 Find a safe place
2 Use a
3 Wait for the traffic lights
4 The red man means you
5 Wait on the pavement
6 The green man
7 Look all around and

a means you can cross.
b listen carefully.
c until the traffic stops.
d to change colour.
e crossing if you can.
f mustn't cross.
g to cross the road.

3 Write some road safety rules for cyclists.

1 2 3 4

1 You must stop at a red light.
2 You
3 You
4 You

Unit 3 33

1 Label the pictures.

Answers: 1 traffic lights 2 crossing 3 to cross 4 pavement 5 map 6 bus stop

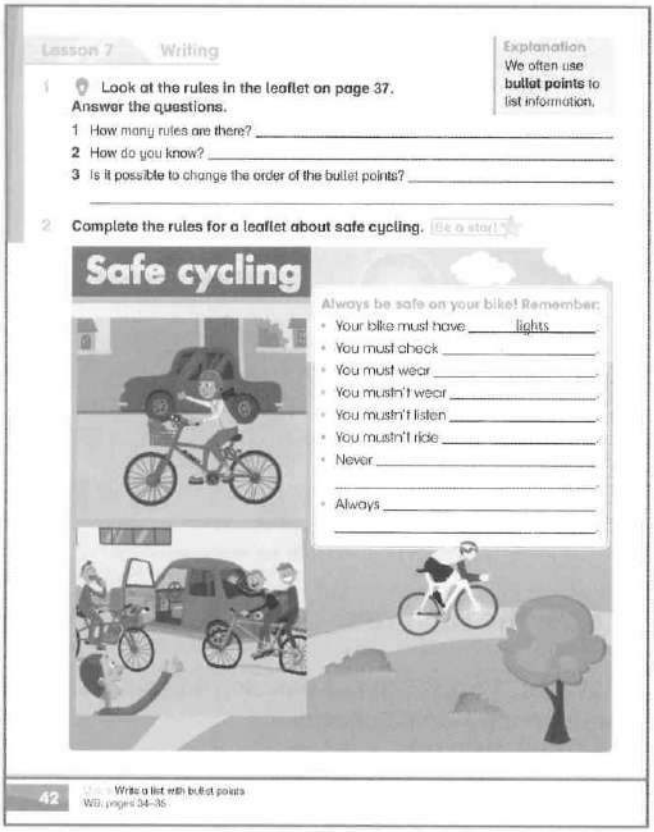
2 Match to make sentences on road safety.

Answers: 1 g 2 e 3 d 4 f 5 c 6 a 7 b

3 Write some road safety rules for cyclists.

Answers: Children's own answers.

Pupil's Book page 42


Lesson 7 Writing

1 Look at the rules in the leaflet on page 37. Answer the questions.

1 How many rules are there? _____

2 How do you know? _____

3 Is it possible to change the order of the bullet points? _____

Explanation
We often use **bullet points** to list information.

2 Complete the rules for a leaflet about safe cycling. Be a star!

Safe cycling

Always be safe on your bike! Remember:

- Your bike must have lights.
- You must check _____.
- You must wear _____.
- You mustn't wear _____.
- You mustn't listen _____.
- You mustn't ride _____.
- Never _____.
- Always _____.

42 Write a list with bullet points
WB: pages 34–35

Learning objectives: Write a list with bullet points

Resources: (PK) - Unit 3, Lesson 7

Materials: Pictures of bulleted lists (ideally with a mix of bullet styles, e.g. stars, ticks, crosses), notebooks, sheets of paper, coloured pencils for fast finishers

Warm-up: Descriptions

- Divide the children into groups. Have each group look at a picture from pages 8, 22 or 34 in the Pupil's Book and have them describe it in their notebooks.
- Have a group member read out their sentences to the class.

1 Look at rules in the leaflet on page 37. Answer the questions.

- Show the children the bulleted list on page 42. Explain that we use lists to write things that we want to remember. Explain that we do not use long sentences in lists.
- Refer the children to the explanation. Explain that the bullet points don't necessarily need to be dots but can be ticks, stars, crosses, etc.
- Ask the children if they make lists. What sort of lists do they make?
- On the board, write a shopping list with the help of the children, using bullet points. Explain that lists can be used for almost anything, from making shopping lists, to writing leaflets.
- Refer the children to page 37 and have them complete the activity.

Answers: 1 Four rules 2 Because there are four bullet points. 3 Yes, it is possible.

2 Complete the rules for a leaflet about safe cycling. Be a star!

- On the board write *Safe skateboarding*. As a class, make a list of things that *must* or *mustn't* be done so as to be safe while skateboarding. They can use their ideas from Lesson 4, Activity 3.
- Refer the children to Activity 2. Explain that they have to complete the rules about safe cycling with their own ideas.
- Divide the class into pairs and have them complete the activity.

Suggested answers: **Your bike must have** lights. **You must check** the lights / the brakes. **You must wear** a helmet / a safety vest / trainers. **You musn't wear** flip-flops. **You mustn't listen** to music. **You mustn't ride** next to parked cars. **Never** carry animals in your basket / wave to your friends / ride with more than one person on the bike. **Always** signal when you are turning left or right / look ahead / ride a safe distance from parked cars.

Teaching star!

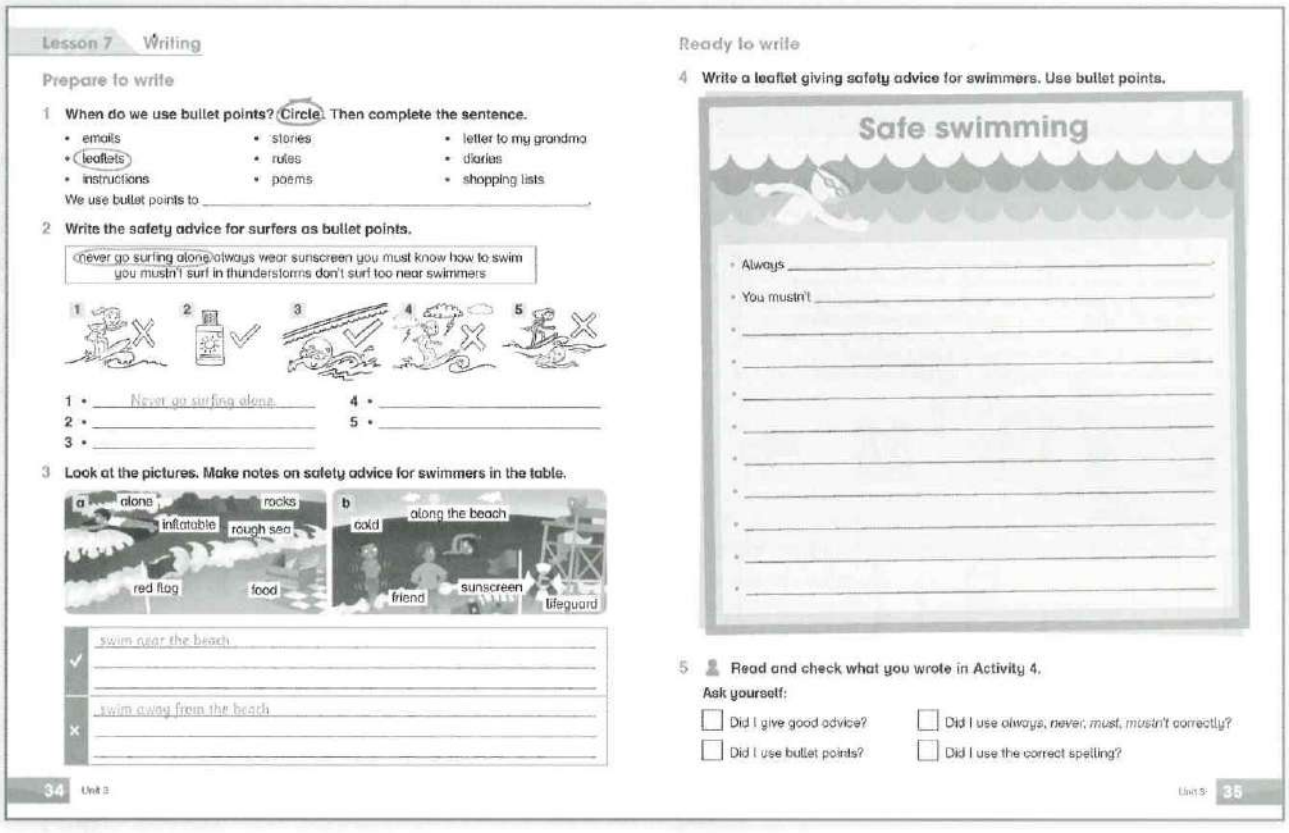
Mixed ability

- Keep art supplies available to keep fast finishers busy. Place children who finish earlier than the rest of the class in pairs and hand them a sheet of paper and coloured pencils. Have them think of a place that they can write a list of rules about, e.g. swimming pools, libraries, hospitals. Have the children make lists and illustrate their work. Place all work on classroom display for the children to look at before the end of the lesson.

Cooler: Guess!

- Place the children in pairs and give each one a sheet of paper. Tell the children to make a list of rules for a sport or place of their choice, using *must* and *mustn't*, and bullet points.
- Then have one child from each pair read the list but not tell the class which sport or place it applies to. The first child to guess correctly reads out their list next.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Lesson 7 Writing

Prepare to write

1 When do we use bullet points? Circle. Then complete the sentence.

- emails
- leaflets
- instructions
- stories
- rules
- poems
- letter to my grandma
- diaries
- shopping lists

We use bullet points to _____.

2 Write the safety advice for surfers as bullet points.

never go surfing alone always wear sunscreen you must know how to swim you mustn't surf in thunderstorms don't surf too near swimmers

1 • Never go surfing alone.
2 • _____
3 • _____
4 • _____
5 • _____

3 Look at the pictures. Make notes on safety advice for swimmers in the table.

a: alone, rocks, inflatable, rough sea, red flag, food
b: along the beach, cold, friend, sunscreen, lifeguard

✓	swim near the beach
×	swim away from the beach

34 Unit 3

Ready to write

4 Write a leaflet giving safety advice for swimmers. Use bullet points.

Safe swimming

- Always _____
- You mustn't _____

5 Read and check what you wrote in Activity 4.

Ask yourself:

- ☐ Did I give good advice?
- ☐ Did I use bullet points?
- ☐ Did I use always, never, must, mustn't correctly?
- ☐ Did I use the correct spelling?

Unit 3 35

Prepare to write

1 When do we use bullet points? Circle. Then complete the sentence.

- The children circle the correct items and then complete the sentence.
- If done in class, have the children work in pairs.

Answers: leaflets, shopping lists, instructions, rules
We use bullet points to **make lists / list information**.

2 Write the safety advice for surfers as bullet points.

- The children read the text and make a list of safety advice.
- If done in class, children work in pairs.

Answers: 1 Never go surfing alone. 2 Always wear sunscreen. 3 You must know how to swim. 4 You mustn't surf in thunderstorms. 5 Don't surf too near swimmers.

3 Look at the pictures. Make notes on safety advice for swimmers in the table.

- The children make notes on safety for swimmers.
- If done in class, have the children work in pairs.
- Have volunteers read out their lists.

Answers: Children's own answers.

Ready to write

4 Write a leaflet giving safety advice for swimmers. Use bullet points.

- The children make a leaflet about swimming safety.
- If done in class, have the children work individually.
- Have the children show their work to their partners.

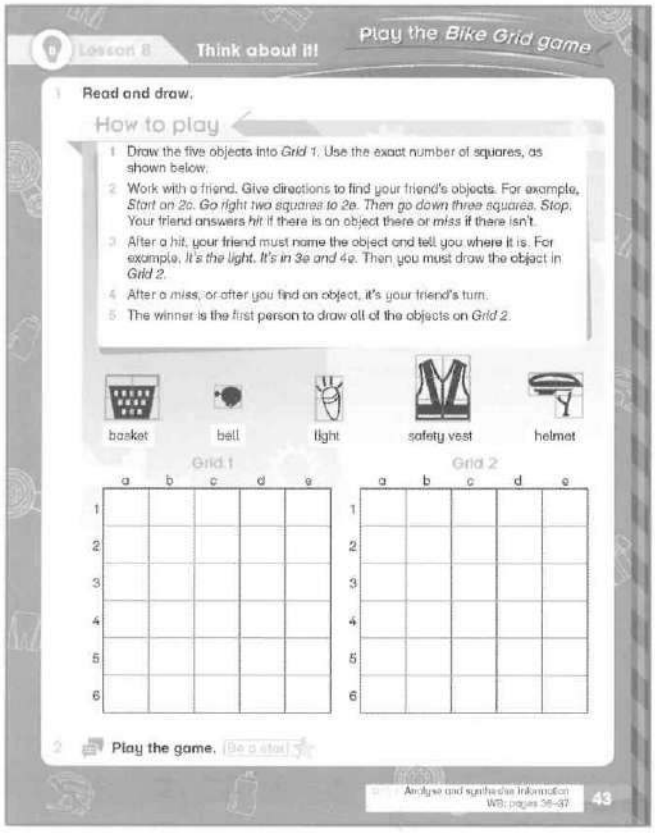
Answers: Children's own answers.

5 Read and check what you wrote in Activity 4.

- The children check their work by referring to the check-list.
- If done in class, read the check-list to the class and have the children raise their hands to show they have taken the points into account.
- Have the children show their answers to their partners.

Answers: Children's own answers.

Pupil's Book page 43



Learning objectives: Analyse and synthesise information

Additional vocabulary: grid, hit, miss

Resources: (PK) - Unit 3, Lesson 8; (TRC) - (TG) - Unit test

Materials: A soft ball, large sheets of paper (one per group), sheets of squared paper (one per child)

Warm-up: Pass the ball

- Play the game to practise words from this unit.
- Continue the game with verbs or prepositions.
- See the Games Bank (pages 14–17) for how to play the game.

1 Read and draw.

- Tell the children they are going to play a game.
- Read the first step aloud and have the children draw the five objects into *Grid 1*.
- Make sure they do not show their partners and that their drawings take up exactly the same number of squares as those on page 43. They do not need to write in the grid.
- Read the rest of the steps to the class. Explain anything they might not understand. Explain the terms *hit* and *miss* in the context of the game. Use L1 if necessary.

2 Play the game. Be a star!

- Place the children in pairs and have them play the game taking turns to give directions.
- The winner is the first person to draw all the objects on *Grid 2* (or to draw the most objects in ten minutes).
- Monitor to ensure that the children play correctly.

Teaching star!

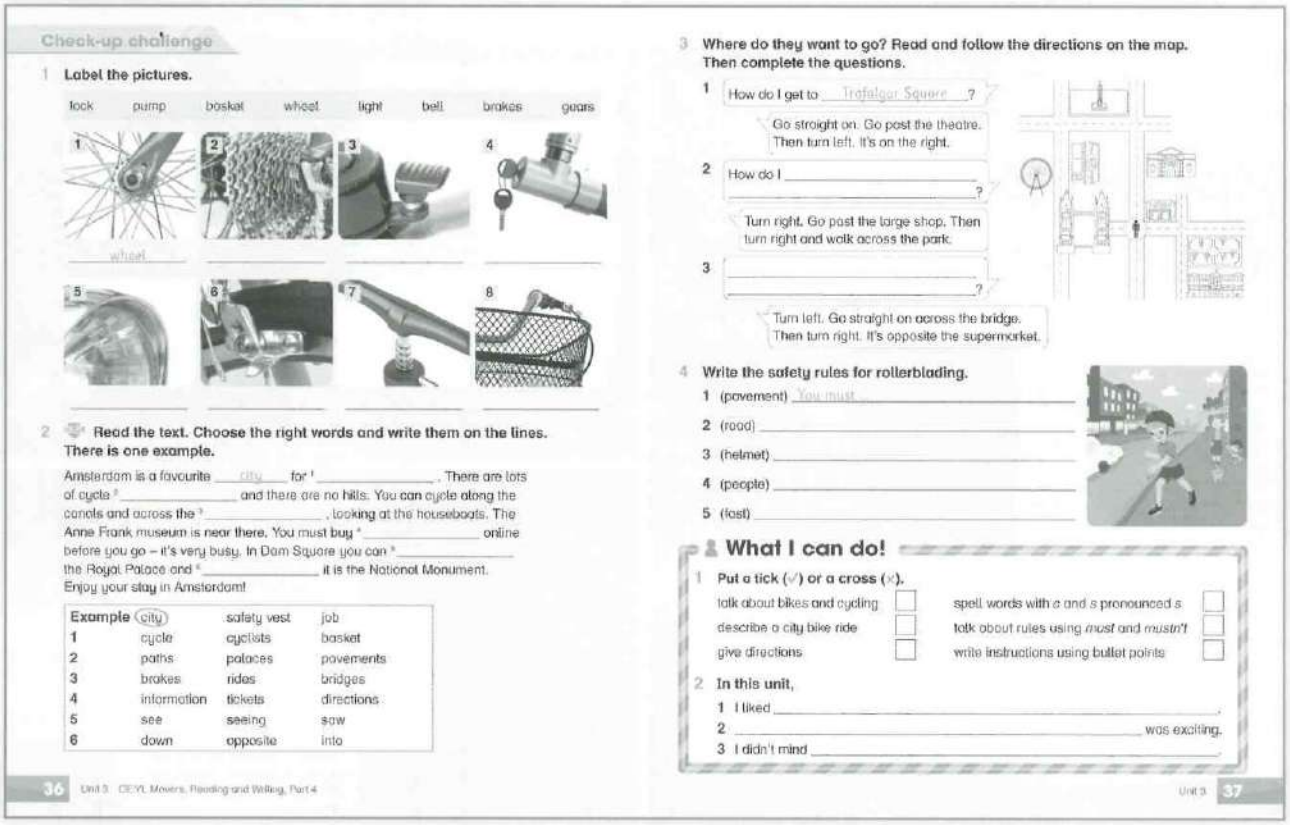
Personalising

- Give your class regular opportunities for self-assessment as this supports autonomous learning.
- Divide the class into small groups and hand each group a large sheet of paper. Have them make three columns on the sheet. Explain to the children that they have to go through Units 1, 2 and 3 and list what they learned in each one. Have the children illustrate their work and then present it to the class. Place all work on classroom display.

Cooler: Grid game

- Divide the class into pairs. Give each child a sheet of squared paper.
- Have the children draw two grids onto their sheets, both of which are six squares high and five squares wide.
- Tell the children that they are going to play the *Food Grid game*. They play this in the same way as the *Bike Grid game*, but drawing types of food onto their grids. With the class, choose five items of food. Draw them on the board, in squares. Keep the drawings as simple as possible so they can be easily copied by the children.
- Monitor to ensure that the children play correctly.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Check-up challenge

1 Label the pictures.

lock pump basket wheel light bell brakes gears

1 wheel 2 3 4

5 6 7 8

2 Read the text. Choose the right words and write them on the lines. There is one example.

Amsterdam is a favourite city for [1] _____. There are lots of cycle [2] _____ and there are no hills. You can cycle along the canals and across the [3] _____, looking at the houseboats. The Anne Frank museum is near there. You must buy [4] _____ online before you go – it's very busy. In Dam Square you can [5] _____ the Royal Palace and [6] _____ it is the National Monument. Enjoy your stay in Amsterdam!

Example (city)	safety vest	job
1 cycle	cyclists	basket
2 paths	palaces	pavements
3 brakes	rides	bridges
4 information	tickets	directions
5 see	seeing	saw
6 down	opposite	into

3 Where do they want to go? Read and follow the directions on the map. Then complete the questions.

1 How do I get to Trafalgar Square?
Go straight on. Go past the theatre. Then turn left. It's on the right.

2 How do I _____?
Turn right. Go past the large shop. Then turn right and walk across the park.

3 _____?
Turn left. Go straight on across the bridge. Then turn right. It's opposite the supermarket.

4 Write the safety rules for rollerblading.

1 (pavement) You must
2 (road)
3 (helmet)
4 (people)
5 (fast)

What I can do!

1 Put a tick (✓) or a cross (×).

talk about bikes and cycling ☐ spell words with *c* and *s* pronounced *s* ☐
describe a city bike ride ☐ talk about rules using *must* and *mustn't* ☐
give directions ☐ write instructions using bullet points ☐

2 In this unit,
1 I liked _____.
2 _____ was exciting.
3 I didn't mind _____.

36 Unit 3 CEYL Movers, Reading and Writing, Part 4

Unit 3 37

1 Label the pictures.

Answers: 1 wheel 2 gears 3 bell 4 lock 5 light 6 brakes 7 pump 8 basket

2 CEYL Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

- Ask the children to look at the words in the box and to translate them into L1. Then ask volunteers to make sentences with a few of the words.
- Have the children work individually to complete the activity.
- Then have volunteers give you their answers.

Answers: 1 cyclists 2 paths 3 bridges 4 tickets 5 see 6 opposite

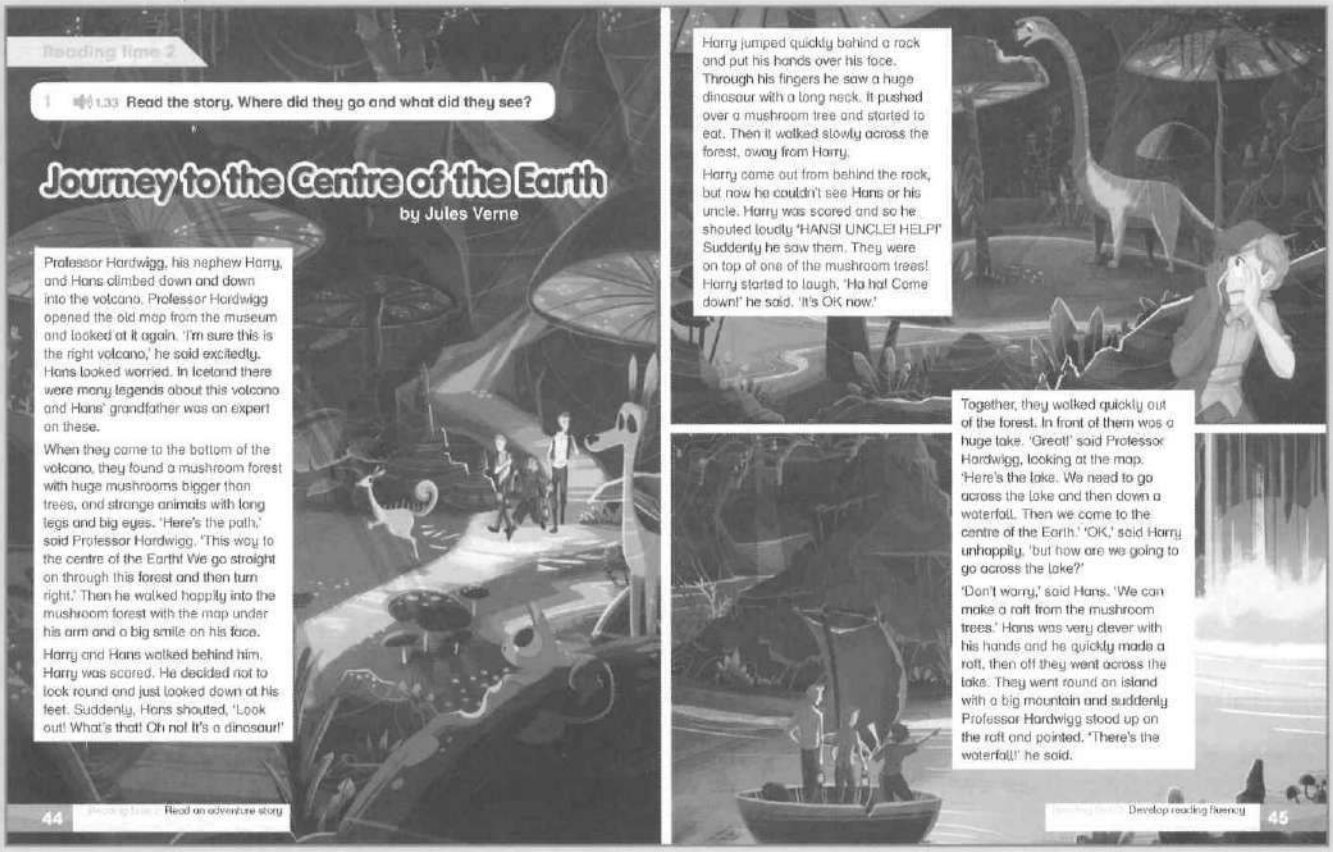
3 Where do they want to go? Read and follow the directions on the map. Then complete the questions.

Answers: 1 Trafalgar Square 2 get to Buckingham Palace 3 How do I get to the London Eye

4 Write the safety rules for rollerblading.

Answers: 1 You must rollerblade on the pavement. 2 You mustn't rollerblade on the road. 3 You must wear a helmet. 4 You mustn't rollerblade near people. 5 You mustn't rollerblade fast.

PRC = Pupil's Resource Centre TG = Test Generator



Reading time 2

1 1.33 Read the story. Where did they go and what did they see?

Journey to the Centre of the Earth

by Jules Verne

Professor Hardwigg, his nephew Harry, and Hans climbed down and down into the volcano. Professor Hardwigg opened the old map from the museum and looked at it again. 'I'm sure this is the right volcano,' he said excitedly. Hans looked worried. In Iceland there were many legends about this volcano and Hans' grandfather was an expert on these.

When they came to the bottom of the volcano, they found a mushroom forest with huge mushrooms bigger than trees, and strange animals with long legs and big eyes. 'Here's the path,' said Professor Hardwigg. 'This way to the centre of the Earth! We go straight on through this forest and then turn right.' Then he walked happily into the mushroom forest with the map under his arm and a big smile on his face.

Harry and Hans walked behind him. Harry was scared. He decided not to look round and just looked down at his feet. Suddenly, Hans shouted, 'Look out! What's that! Oh no! It's a dinosaur!'

44 Reading time 2 Read an adventure story

Harry jumped quickly behind a rock and put his hands over his face. Through his fingers he saw a huge dinosaur with a long neck. It pushed over a mushroom tree and started to eat. Then it walked slowly across the forest, away from Harry.

Harry came out from behind the rock, but now he couldn't see Hans or his uncle. Harry was scared and so he shouted loudly 'HANS! UNCLE! HELP!' Suddenly he saw them. They were on top of one of the mushroom trees! Harry started to laugh. 'Ha ha! Come down!' he said. 'It's OK now.'

Together, they walked quickly out of the forest. In front of them was a huge lake. 'Great!' said Professor Hardwigg, looking at the map. 'Here's the lake. We need to go across the lake and then down a waterfall. Then we come to the centre of the Earth.' 'OK,' said Harry unhappily, 'but how are we going to go across the lake?'

'Don't worry,' said Hans. 'We can make a raft from the mushroom trees.' Hans was very clever with his hands and he quickly made a raft, then off they went across the lake. They went round an island with a big mountain and suddenly Professor Hardwigg stood up on the raft and pointed. 'There's the waterfall!' he said.

Reading time 2 Develop reading fluency 45

Reading time 2 Activities

2 Read and write *T* (True) or *F* (False).

1 They climbed up a volcano. F
2 The volcano was in Iceland. ___
3 They found a forest with small mushrooms. ___
4 Professor Hardwigg hid behind a rock. ___
5 A dinosaur ate a mushroom tree. ___
6 They walked quickly into the forest. ___
7 They made a raft from a mushroom tree. ___
8 They went round an island with a mountain. ___

3 Read the story again and answer the questions.

1 Why did they go into the volcano? _____

2 Why did Harry jump quickly behind a rock? _____

3 Where is Hans from and why is he with Professor Hardwigg and Harry? _____

4 Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth? Be a star!

5 Watch the ending. Then discuss with a friend. Do you like the ending? Why?

46

Learning objectives: Read an adventure story; Develop reading fluency

Resources: (PK) - Unit 3, Reading time 2, Reading time 2 video; (TRC) - Animated flashcards, Video activity worksheet; (PRC) - Review audio track 1.33, review Reading time 2 video

Materials: Class Audio CD1

Warm-up: Story

- Ask the children how often they read books and what type of books they read, e.g. *adventure, mystery,* etc.
- Have the children think about a book they are reading or have read. Ask them to think about what they like about it, why it's interesting and if there's anything they don't like about it.
- Divide the children into small groups and have them discuss their books.
- Ask some volunteers to come to the front and tell the class a few things about the book they chose.

1 1.33 Read the story. Where did they go and what did they see?

Pre-reading

- Refer the children to the title of the story. Ask what they think they are going to read about.

- Then have the children look at the pictures. Ask where they think the characters are and what the text could be about.
- Brainstorm what words from the text they might see and write them on the board, e.g. *volcano, animals, mushrooms.*

While reading

- Explain to the children that there could be some words they do not understand in the text but that they shouldn't worry about them because they are reading for enjoyment.
- Play the audio. Have the children listen and follow in their books.
- Have the children re-read the story quietly. Explain that there is no need to rush.
- Have volunteers raise their hands to offer answers.

Post-reading

- Finally, have the children work in small groups to discuss what they liked the best about the story and why.

Answers: They went into a volcano to get to the centre of the Earth. They saw a mushroom forest, strange animals and a dinosaur.

Teaching star!

Reading

- Use listening activities to help improve fluency.
- Play the audio while the children follow along in their books, pointing to each word. Then, have the children read aloud as a class with the audio. Finally, place the children in pairs and have them read a paragraph of their choice to their partner. Monitor to ensure that children swap roles and for proper pronunciation.

Cooler: Disappearing words

- Have the children place their Pupil's Books face down and tell you key words they remember from the story. Write about six of them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 2 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you are going to the centre of the Earth. Who are you with? What are you wearing? What are the animals you can see? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Read and write *T* (True) or *F* (False).

- Tell the children to place their Pupil's Books face down. Have them think about the story they just read. Ask the children to tell you what they remember about the story.
- Then refer the children to Activity 2. Look at the example with the class. Do the next sentence as a class. Have children work individually to complete the activity.

Answers: 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 T

3 Read the story again and answer the questions.

- Give the children time to read the story again. Play the audio if you wish.
- Divide the class into small groups and have them complete the activity.

Suggested answers: 1 They went into the volcano because the old map from the museum took them there. Also, Professor Hardwigg wants to find the centre of the Earth. 2 Harry jumped quickly behind a rock because Hans shouted that there was a dinosaur. 3 Hans is from Iceland. He is a guide for Professor Hardwigg and Harry because his grandfather was an expert on volcanoes.

4 Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth?

Be a star!

- Keep the children in the groups they formed for Activity 3. Tell them that they have to think of an ending for the story and have to decide whether Professor Hardwigg finds the centre of the Earth with Harry and Hans.
- Give the children a little time to think of the answer and then ask a member of each group tell the class how they think the story will end.
- Write brief notes for each suggested ending on the board.

5 Watch the ending. Then discuss with a friend. Do you like the ending? Why?

Before the video

- Tell the children they are going to watch a video with another ending.
- Ask what they think that ending will be, e.g. *They find a secret door and get back home. An alien kidnaps them to another planet.*
- Play the video once and pause where the three characters suddenly stop. Ask what they think will happen next.

During the video

- Continue the video and pause where the water under the boat is very hot and there's fire all around them.
- Ask what they think will happen next, e.g. *They will get very hot. They will get through the fire and see that the centre is cold.*
- Ask how they would feel if they were in the characters' place (*afraid, worried, nervous*).
- Play the video until the end.

After the video

- Ask if they expected the story to end like this. Ask if they like this ending or not.
- Replay the video without any interruptions for the children to enjoy it.
- Then look at the board and go through the endings each group gave in Activity 4.
- In the same groups as before, the children discuss which ending they prefer and then tell the rest of the class.

Videoscript

They all looked at the waterfall. 'What do we do now?' asked Harry.

Professor Hardwigg looked at his map.

'We have to go under the waterfall!' he said. 'Everyone, put on your helmets.'

They took their helmets out of their backpacks.

'Oh! I don't like this!' said Harry in a scared voice.

Hans wasn't happy either! The noise of the water was very loud and the boat soon started to fill with water.

'Argh!' shouted Harry and Hans together but Professor Hardwigg wasn't worried!

Suddenly a big hole opened in front of them!

'Oh no!' shouted Harry and Hans.

The water and the boat fell down and down into the big hole.

'Hurrah!' shouted Professor Hardwigg. 'Now we're going to the centre of the Earth!'

But suddenly, they stopped. They went up and up and up. The water under the boat was very hot and there was fire all round them. And then ... whoosh! The boat flew out of the mouth of a volcano into the sky! It went up and up ... and then down and down and down. They landed with a thump!

'Oh dear,' said Professor Hardwigg. 'This isn't the centre of the Earth! Where are we?'

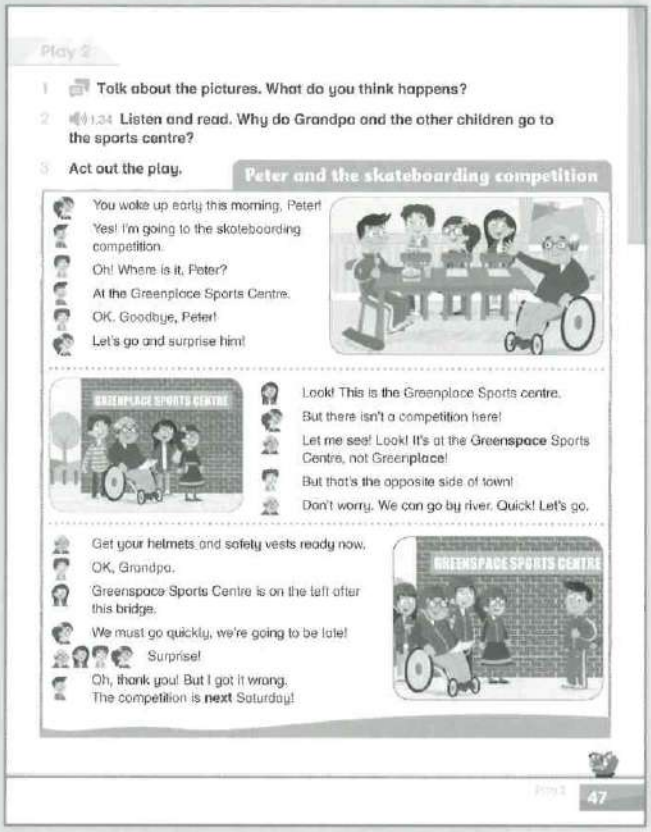
'Phew!' shouted a happy Harry and a happy Hans. They jumped up and down and hugged each other. 'We're back on Earth again!'

Cooler: What's the story?

- Choose a text from one of the stories in Units 1–3 and refer the children to it. Explain that you are going to read the text aloud while they follow in their books. Tell them that you might make mistakes because you are feeling a little tired today. Read the text, adding or omitting words as you go for the class to correct you. When the children correct you, thank them, correct yourself and continue.

Play 2

Pupil's Book page 47


Play 2

1 Talk about the pictures. What do you think happens?

2 1.34 Listen and read. Why do Grandpa and the other children go to the sports centre?

3 Act out the play.

Peter and the skateboarding competition

You woke up early this morning, Peter!
Yes! I'm going to the skateboarding competition.
Oh! Where is it, Peter?
At the Greenplace Sports Centre.
OK. Goodbye, Peter!
Let's go and surprise him!

GREENPLACE SPORTS CENTRE

Look! This is the Greenplace Sports centre.
But there isn't a competition here!
Let me see! Look! It's at the **Greenspace** Sports Centre, not Greenplace!
But that's the opposite side of town!
Don't worry. We can go by river. Quick! Let's go.

Get your helmets and safety vests ready now.
OK, Grandpa.
Greenspace Sports Centre is on the left after this bridge.
We must go quickly, we're going to be late!
Surprise!
Oh, thank you! But I got it wrong. The competition is **next** Saturday!

GREENSPACE SPORTS CENTRE

47

Resources: (PK) Unit 3, Play 2; (PRC) - Review audio track 1.34

Materials: Class Audio CD1; paper for writing out their parts for the play

Warm-up: How many words?

- Divide the class into pairs. Explain that you will give them one minute to write as many words as they can remember from Unit 3.
- When the time is up, have the pairs read out their words. The pair with the most words wins.

1 Talk about the pictures. What do you think happens?

- Refer the children to the pictures on page 47. Prompt the children to describe each picture as best they can. Write key words on the board.
- Refer the children to the title of the play. Ask them to tell you what they think the play will be about.

2 1.34 Listen and read. Why do Grandpa and the other children go the sports centre?

- Read the rubric with the class.
- Explain to the children that they are going to listen to a play about a skateboarding competition.
- Play the first part of the play and pause.
- Ask *Why does Peter get up so early?* (*To take part in a skateboarding competition.*) *Why do Grandpa and the other children go the sports centre?* (*To watch him take part.*)
- Play the second part of the play and pause. Ask *What mistake do the children make?* (*They mix up Greenplace with Greenspace.*)
- Play the final part of the audio. Ask *What directions do the children follow to get to the sports centre?* (*They go under a bridge on Grandpa's wheelchair boat.*) Ask *How does Peter feel?* (*He's upset because the date is wrong.*)

Answer: Grandpa and the children go to the sports centre to surprise Peter at his skateboarding competition.

Teaching star!

Acting

- Give children opportunities to work co-operatively by using creative drama activities in the classroom.
- Divide the children into small groups and have them form circles and choose a leader. Everyone apart from the leader closes their eyes. The leader then strikes a pose, e.g. *sad, excited, happy, tired*, etc. When all the leaders have taken a pose, say *Go!* and the children open their eyes and copy their leader's pose. The leader then slowly changes poses for their group members to follow. Have the groups choose new leaders and repeat.

3 Act out the play.

- Divide the children into groups of five. Explain that they have to learn the play and then perform it in front of the class. Tell them they can write their parts on small pieces of paper and have them in their hands to read from in case they forget their lines.
- Give the children about half the lesson time to prepare for the play. Go around the class and monitor what they are doing.
- Then ask each group to come to the front and act it out.

Cooler: Well done!

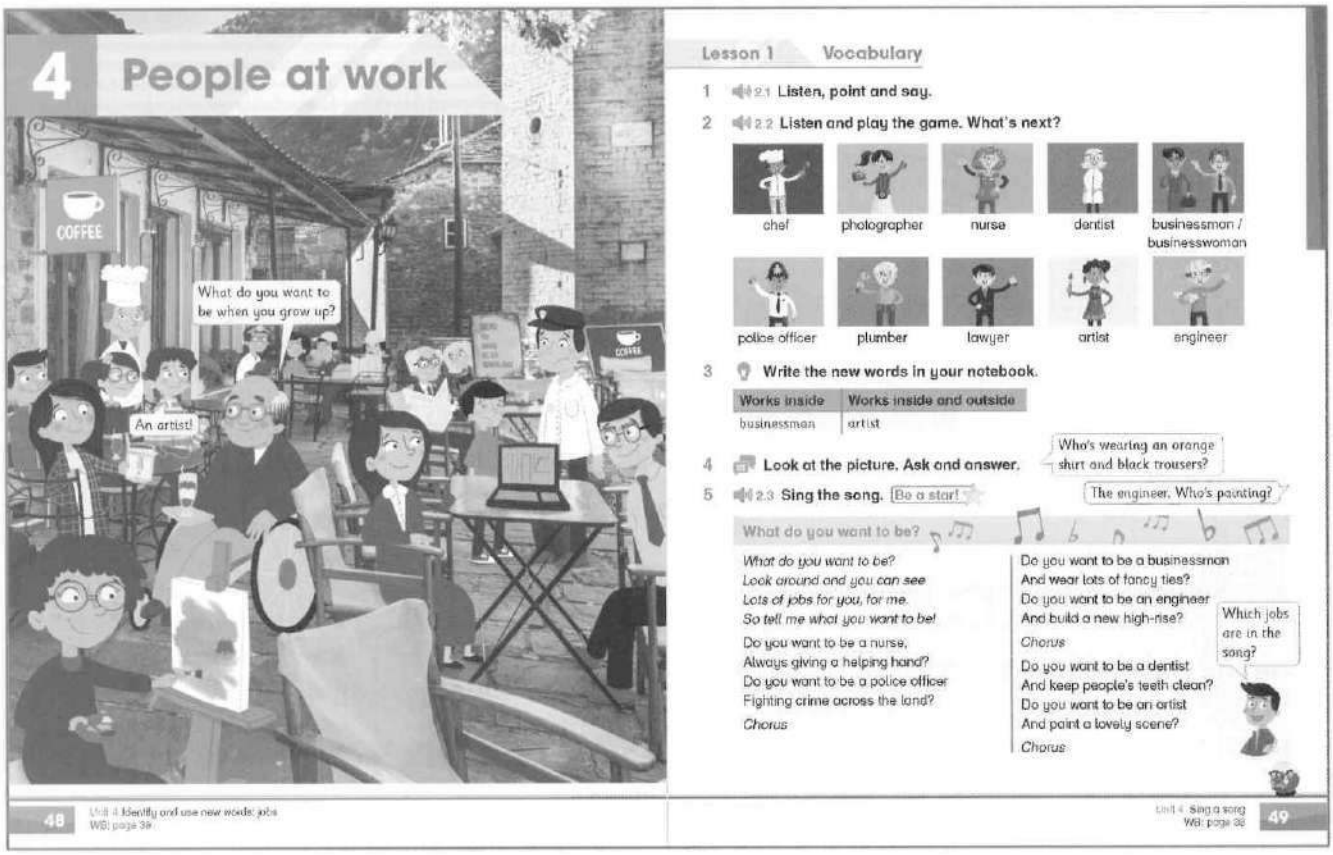
- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

(PRC) = Pupil's Resource Centre (TG) = Test Generator

4 People at work

Lesson 1 Vocabulary

Pupil's Book pages 48–49



***Learning objectives*:** Identify and use new words: jobs; Sing a song

***Vocabulary*:** artist, businessman / businesswoman, chef, dentist, engineer, lawyer, nurse, photographer, police officer, plumber

***Resources*:** PK - Unit 4, Lesson 1, Flashcards; TRC - Downloadable flashcards, Vocabulary 1 worksheet; PPK - Vocabulary activities, review Unit 4 song, Flashcards; PRC - Review audio tracks 2.1–2.3

***Materials*:** Class Audio CD2; sheets of paper (one per child); (optional) coloured pens / pencils

Warm-up: What's the vowel?

- See the Games Bank (pages 14–17) for how to play this game.

1 2.1 Listen, point and say.

- Have the children look at page 48. Ask *Where are they? What are they doing? What can you see? Do you like to paint?*
- Ask two volunteers to read the speech bubbles. Point to the artist.
- Refer the children to the pictures in Activity 2. Ask *Do you know any of these words? Do your parents or guardians do any of these jobs?*
- Play the audio twice. Children complete the activity.

2 2.2 Listen and play the game. What's next?

- Explain to the children that they have to say which word comes next.
- Have the children listen to the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and pause it to elicit the answer. Then confirm with the audio.
- Play the rest of the audio, pausing for the children to call out the correct word.

Audioscript

Teacher: chef, photographer, nurse
Child: dentist
Teacher: police officer, plumber, lawyer
Child: artist

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Teacher: Now you. 1 businesswoman, police officer, plumber 2 plumber, lawyer, artist 3 engineer, chef, photographer 4 dentist, businessman, police officer 5 lawyer, artist, engineer 6 photographer, nurse, dentist

Answers: **1** lawyer **2** engineer **3** nurse **4** plumber **5** chef **6** businessman / businesswoman

3 Write the new words in your notebook.

- Have children tell you the difference between *inside* and *outside* by pointing to and naming objects outside and asking *Is it inside or outside?* Repeat for *inside*.
- Copy the chart on to the board and write some words in the incorrect column, e.g. *Works inside – police officer.* Have the children correct you. Write the words in the correct column.
- Children complete the activity in their notebooks. Monitor and gently correct any errors.
- Then have volunteers come to the board and write the answers for the class to check against.

Answers: **Works inside:** businessman / businesswoman, chef, dentist, lawyer, nurse, plumber
Works inside and outside: artist, engineer, photographer, police officer

4 Look at the picture. Ask and answer.

- Refer the children to Activity 4. Ask two volunteers to read out the example dialogue.
- Ask a few more questions about the picture.
- Have the children continue with their partners.

5 2.3 Sing the song. Be a star!

- Children place their Pupil's Books face down. Play the song. Ask *What it is about? (different jobs)*
- Refer the children to the song and play it again.
- Have a volunteer read Peter's question.
- Play the song again and have the children stand up every time they hear a job.
- Play the song again and have the children join in.

Answers: nurse, police officer, businessman, engineer, dentist, artist

Teaching star!

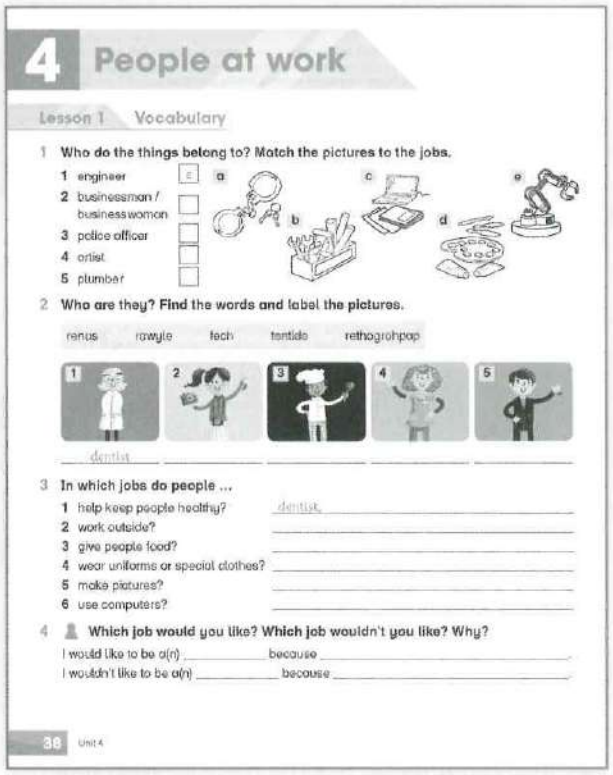
Personalising

- Creative expression cements vocabulary. Refer the children to Activity 2. Give each child a sheet of paper. They write a few sentences about which job they would most like to do and why. They illustrate their work and present it to their partner.

Cooler: Mime the words

- Play this game to practise the new jobs. See the Games Bank (pages 14–17) for how to play.

Workbook page 38



4 People at work

Lesson 1 Vocabulary

1 Who do the things belong to? Match the pictures to the jobs.

1 engineer e
2 businessman / businesswoman
3 police officer
4 artist
5 plumber

2 Who are they? Find the words and label the pictures.

renus rawyle tech tentdo rethogrohpap

dentist

3 In which jobs do people ...

1 help keep people healthy? dentist
2 work outside?
3 give people food?
4 wear uniforms or special clothes?
5 make pictures?
6 use computers?

4 Which job would you like? Which job wouldn't you like? Why?

I would like to be a(n) _____ because _____.
I wouldn't like to be a(n) _____ because _____.

38 Unit 4

1 Who do the things belong to? Match the pictures to the jobs.

Answers: 1 e 2 c 3 a 4 d 5 b

2 Who are they? Find the words and label the pictures.

Answers: **1** dentist **2** photographer **3** chef **4** nurse **5** lawyer

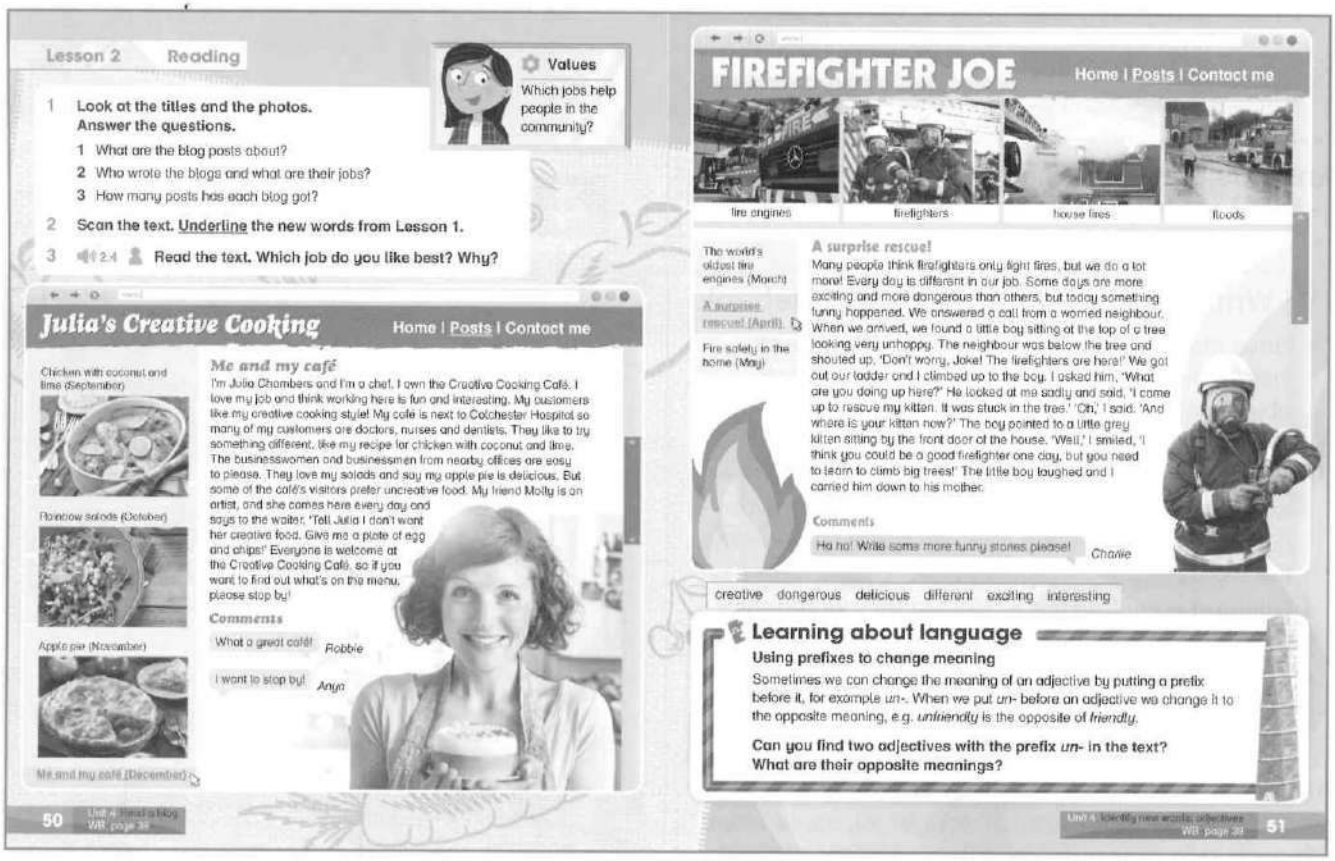
3 In which jobs do people ...

Answers: **1** dentist, nurse **2** photographer, police officer, engineer, artist **3** chef **4** chef, nurse, dentist, police officer, engineer, plumber **5** photographer, artist **6** photographer, businessman / businesswoman, police officer, lawyer, engineer

4 Which job would you like? Which job wouldn't you like? Why?

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator



Learning objectives: Read a blog; Identify new words: adjectives

Vocabulary: creative, dangerous, delicious, different, exciting, interesting

Additional vocabulary: coconut, fire engines, firefighters, floods, house fires, lime, rainbow

Resources: (PK) - Unit 4, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 2.4

Materials: Class Audio CD2

Warm-up: The pizza's disappeared!

- Play the game to practise the new words from Lesson 1. See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Put the new flashcards on the board (or write the words on the board and draw a picture for each one). Point to each new word and say it for the children to repeat after you.
- Say a sentence for each new word, e.g. *Artists like making pictures. They are creative. Skateboarding in flip-flops is dangerous.* Ask the children for suggestions.
- Refer the children to the photos and teach the additional vocabulary using L1 if necessary.

1 Look at the titles and the photos. Answer the questions.

- Ask the children if they know what blog posts are and if they read any.
- Place the children in pairs and have them complete the activity.
- Have volunteer pairs read out their answers.

Answers: 1 Julia's Creative Cooking and Firefighter Joe 2 Julia – a chef, Joe – a firefighter 3 Julia's has got four and Joe's has got three.

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you what new words they learned in Lesson 1.
- Have the children scan the text to find and underline the new words from Lesson 1. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Have the children work individually.
- Ask them to raise their hands to answer.

Answers: chef, nurse, dentist, businesswoman, businessman, artist

3 2.4 Read the text. Which job do you like best? Why?

- Play the audio. Have the children listen and read.
- Have the children re-read the text silently. Have them raise their hands if they have any questions.
- Ask *Which job do you like best? Why?* Accept answers from children who raise their hands. Write key words on the board.
- Then ask the children to write a sentence about which job they like best and why.
- Have them read their sentence to the class.

Values

- Divide the class into small groups and refer them to the Values box.
- Ask children how Julia's job might help people, e.g. *It can help people who don't know how to cook. It can help people who want to cook a special dinner.* etc.
- Assign each group a blog post and have them write a sentence about how each job helps people. Then have each group choose a leader to read their sentence to the class.

Teaching star!

Reading

- Use group drama activities to develop children's imaginative response to reading.
- Divide the children into small groups. Explain that they have to pretend to do one of the jobs they have learned about so far and write a monologue which describes it. Explain that a monologue is when a character talks on their own with no dialogue from anyone else. Assign a job to each group. A group leader has to come to the front and perform the monologue while the other group members mime the job.

Learning about language

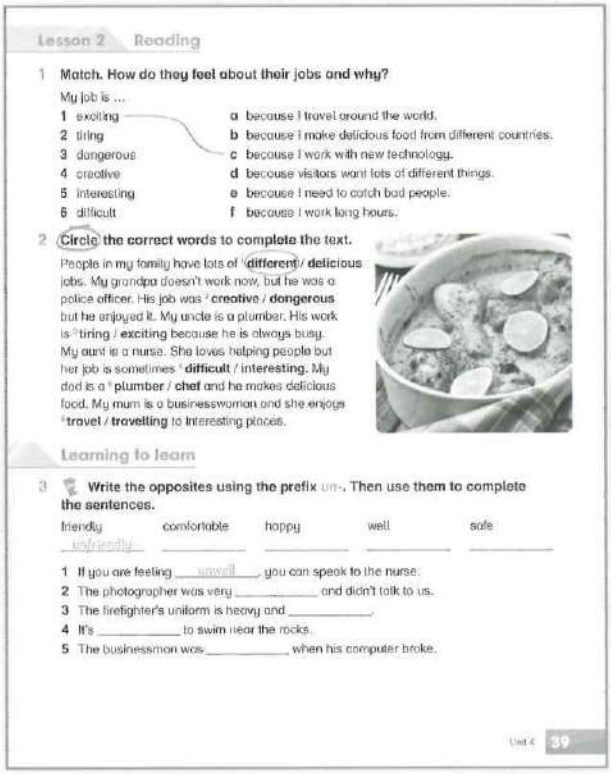
- Have the children read the text. Explain what negative prefixes are, if necessary.
- Have the children find two more examples in the text and write them on the board (*uncreative, unhappy*).
- Then ask the children if they can tell you more words that begin with the prefix *un-*. Write them on the board (*undecided, unable, uncertain*).
- Ask the children to write a few sentences with the words to read to their partners.

Answers: uncreative - creative, unhappy - happy

Cooler: Let's spell

- Play this game to practise vocabulary from this and the previous units.
- See the Games Bank (pages 14–17) for how to play this game.

Workbook page 39



Lesson 2 Reading

1 Match. How do they feel about their jobs and why?

My job is ...

1 exciting	a because I travel around the world.
2 tiring	b because I make delicious food from different countries.
3 dangerous	c because I work with new technology.
4 creative	d because visitors want lots of different things.
5 interesting	e because I need to catch bad people.
6 difficult	f because I work long hours.

2 Circle the correct words to complete the text.

People in my family have lots of [1] different / delicious jobs. My grandpa doesn't work now, but he was a police officer. His job was [2] creative / dangerous but he enjoyed it. My uncle is a plumber. His work is [3] tiring / exciting because he is always busy. My aunt is a nurse. She loves helping people but her job is sometimes [4] difficult / interesting. My dad is a [5] plumber / chef and he makes delicious food. My mum is a businesswoman and she enjoys [6] travel / travelling to interesting places.

Learning to learn

3 Write the opposites using the prefix un-. Then use them to complete the sentences.

friendly comfortable happy well safe

unfriendly _____ _____ _____ _____

1 If you are feeling unwell, you can speak to the nurse.
2 The photographer was very _____ and didn't talk to us.
3 The firefighter's uniform is heavy and _____.
4 It's _____ to swim near the rocks.
5 The businessman was _____ when his computer broke.

Unit 4 39

1 Match. How do they feel about their jobs and why?

Answers: 1 c 2 f 3 e 4 b 5 a 6 d

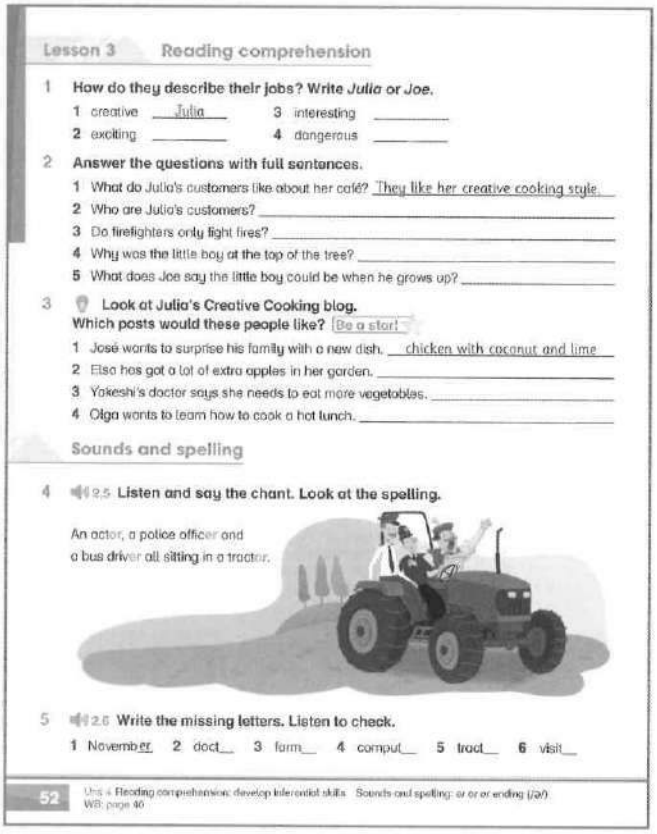
2 Circle the correct words to complete the text.

Answers: 1 different 2 dangerous 3 tiring 4 difficult 5 chef 6 travelling

3 Write the opposites using the prefix *un-*. Then use them to complete the sentences.

Answers: unfriendly, uncomfortable, unhappy, unwell, unsafe
1 unwell 2 unfriendly 3 uncomfortable 4 unsafe 5 unhappy

Pupil's Book page 52



Lesson 3 Reading comprehension

1 How do they describe their jobs? Write *Julia* or *Joe*.

1 creative Julia 3 interesting _____
2 exciting _____ 4 dangerous _____

2 Answer the questions with full sentences.

1 What do Julia's customers like about her café? They like her creative cooking style.
2 Who are Julia's customers? _____
3 Do firefighters only fight fires? _____
4 Why was the little boy at the top of the tree? _____
5 What does Joe say the little boy could be when he grows up? _____

3 Look at Julia's Creative Cooking blog. Which posts would these people like? Be a star!

1 José wants to surprise his family with a new dish. chicken with coconut and lime
2 Elsa has got a lot of extra apples in her garden. _____
3 Yakeshi's doctor says she needs to eat more vegetables. _____
4 Olga wants to learn how to cook a hot lunch. _____

Sounds and spelling

4 2.5 Listen and say the chant. Look at the spelling.

An actor, a police officer and
a bus driver all sitting in a tractor.

5 2.6 Write the missing letters. Listen to check.

1 Novemb*er* 2 doct__ 3 farm__ 4 comput__ 5 tract__ 6 visit__

52 Unit 4 Reading comprehension: develop inferential skills Sounds and spelling: *er* or *or* ending (/ə/)
WB: page 40

Learning objectives: Reading comprehension: develop inferential skills; Sounds and spelling: *er* or *or* ending (/ə/)

Vocabulary: actor, bus driver, computer, doctor, farmer, November, officer, tractor, visitor

Resources: PK - Unit 4, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 2.5–2.6

Materials: Class Audio CD2; strips of paper (two per child), boxes

Warm-up: Telephone game

- Choose two sentences from the texts on pages 50–51. Use them to play this game.
- See the Games Bank (pages 14–17) for how to play.

1 How do they describe their jobs? Write *Julia* or *Joe*.

- Give the children time to read the text again and then complete the activity individually.
- Have the children check answers with their partners.

Answers: 1 Julia 2 Joe 3 Julia 4 Joe

2 Answer the questions with full sentences.

- Have the children place their Pupil's Books face down.
- Say incorrect statements about the blogs and have the children correct you, e.g. *Julia cooks in a hospital.* (*Julia's café is next to a hospital.*)
- Ask a volunteer to tell the class what a full sentence is.
- Divide the class into pairs and have them complete the activity.
- Have volunteers call out the answers and write them on the board for children to check against.

Answers: 1 They like her creative cooking style. 2 They are doctors, nurses, dentists, businessmen, businesswomen and an artist. 3 No, they do a lot more, like helping people stuck in floods and trees. 4 He was trying to rescue his kitten. 5 He says he could be a firefighter.

3 Look at Julia's Creative Cooking blog. Which posts would these people like?

Be a star!

- Ask the children what they would order from Julia's café and why.
- Have the children work in pairs to complete the activity and then ask volunteers to call out the answers.
- Have the children explain what made them decide on their answers, e.g. *Because Elsa has a lot of apples, the apple pie recipe is the best for her.*

Answers: 1 chicken with coconut and lime 2 apple pie 3 rainbow salads 4 chicken with coconut and lime

Teaching star!

Communicating

- Use communication games to improve fluency. Divide the class into groups of six or fewer. Give each member two strips of paper. Have them write an incorrect statement about the blog posts on each one. Have them fold the strips and put them in a box. Each member takes it in turns to pick a paper. The child has to correct the statement. If they cannot correct the statement, they can ask the group for help.

4 2.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what jobs the people do.
- Write the words act*or*, offic*er*, driv*er* and tract*or* on the board. Say each word as you point to it and have the children repeat after you. Elicit that all the words end with the same sound – /ə/.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to complete the activity.

Audioscript

Teacher: Now say the missing words.

Teacher: ... a police officer and a bus driver all sitting in a tractor.

Children: An actor

Teacher: An actor ... and a bus driver all sitting in a tractor.

Children: a police officer

Teacher: An actor, a police officer and ... all sitting in a tractor.

Children: a bus driver

Teacher: An actor, a police officer and a bus driver all sitting ...

Children: in a tractor.

5 2.6 Write the missing letters. Listen to check.

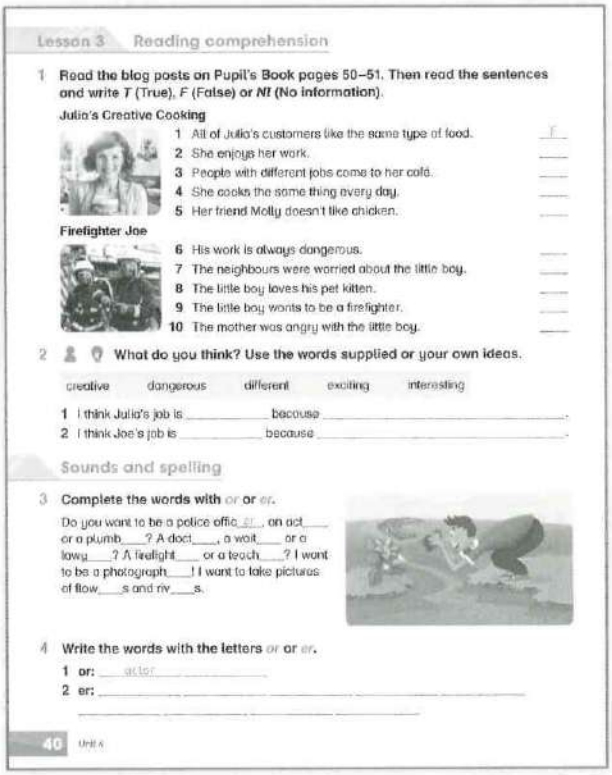
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers. Ask volunteers to read out the words in the activity.

Answers: 1 November 2 doctor 3 farmer 4 computer 5 tractor 6 visitor

Cooler: Fly swat

- Play the game to practise some of the new words.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 40



Lesson 3 Reading comprehension

1 Read the blog posts on Pupil's Book pages 50–51. Then read the sentences and write *T* (True), *F* (False) or *NI* (No information).

Julia's Creative Cooking

1 All of Julia's customers like the same type of food. F
2 She enjoys her work. ___
3 People with different jobs come to her café. ___
4 She cooks the same thing every day. ___
5 Her friend Molly doesn't like chicken. ___

Firefighter Joe

6 His work is always dangerous. ___
7 The neighbours were worried about the little boy. ___
8 The little boy loves his pet kitten. ___
9 The little boy wants to be a firefighter. ___
10 The mother was angry with the little boy. ___

2 What do you think? Use the words supplied or your own ideas.

creative dangerous different exciting interesting

1 I think Julia's job is _____ because _____.
2 I think Joe's job is _____ because _____.

Sounds and spelling

3 Complete the words with *or* or *er*.

Do you want to be a police offic_er_, an act___ or a plumb___? A doct___, a wait___ or a lawy___? A firefight___ or a teach___? I want to be a photograph___! I want to take pictures of flow___s and riv___s.

4 Write the words with the letters *or* or *er*.

1 or: actor
2 er: _____

40 Unit 4

1 Read the blog posts on Pupil's Book pages 50–51. Then read the sentences and write *T* (True), *F* (False) or *NI* (No information).

Answers: 1 F 2 T 3 T 4 F 5 NI 6 F 7 T 8 T 9 NI 10 NI

2 What do you think? Use the words supplied or your own ideas.

Answers: Children's own answers.

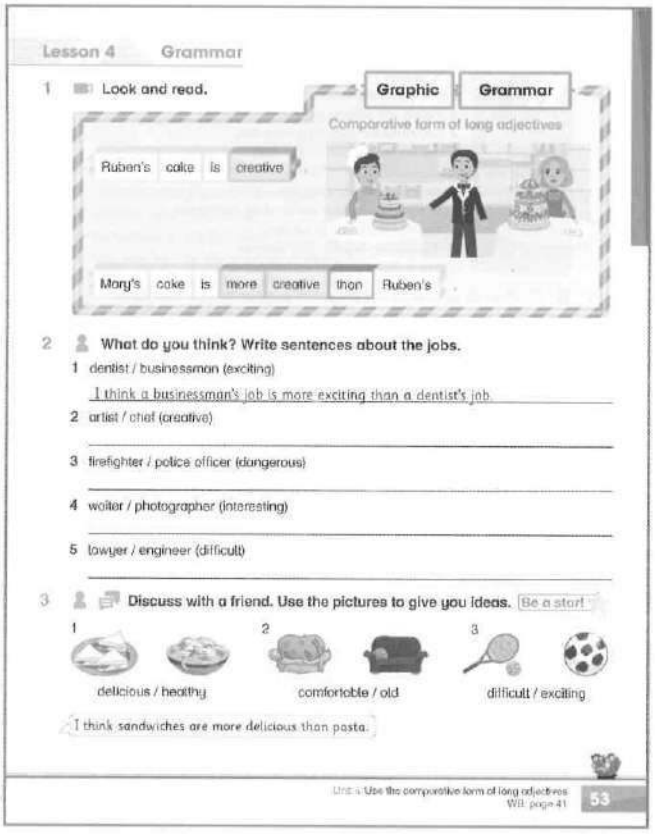
3 Complete the words with *or* or *er*.

Answers: Do you want to be a police officer, an actor or a plumber? A doctor, a waiter or a lawyer? A firefighter or a teacher? I want to be a photographer! I want to take pictures of flowers and rivers.

4 Write the words with the letters *or* or *er*.

Answers: **or:** actor, doctor **er:** police officer, plumber, waiter, lawyer, firefighter, teacher, photographer, flowers, rivers

Pupil's Book page 53



Learning objectives: Use the comparative form of long adjectives

Grammar: Comparative form of long adjectives

Resources: (PK) - Unit 4, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: A spinner (with numbers 1–6), strips of paper (two per pair)

Warm-up: Scrambled sentences

- Play this game using sentences from the blog posts on pages 50–51.
- See the Games Bank (pages 14–17) for how to play.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *Ruben's cake is creative. Mary's cake is **more** creative **than** Ruben's.*
- Ask *What do the two sentences describe? (Two cakes and which one is better.)*
- Refer the children to pages 50–51. Have them find the sentence with *more than* (*Some days are more exciting and more dangerous than others*).
- Explain to the children that when we have an adjective that has more than two syllables and we want to use it to compare two things, we use *more* and *than*.
- Have the children look at the green and orange boxes.
- Ask them to count the syllables in creative (*three – cre-a-tive*).
- Read out the sentences from the box as the children follow you in their books.
- On the board, write *I am more interested in science than in maths.* Ask how many syllables the word *interested* has (*four –in-ter-est-ed*).
- Ask the children to make sentences with the following words: *beautiful*, *dangerous*, *amazing*, using the comparative form. Write some of their answers on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the green and orange boxes.
- Play the video.
- Continue by following the above steps, from the fourth point onwards.

2 What do you think? Write sentences about the jobs.

- Refer the children to Activity 2. Ask a volunteer to read the first item. Then complete the second item as a class. Write the answers on the board.
- Have the children complete the activity individually and then show their answers to their partners.
- Have volunteers read their sentences to the class.

Answers: Children's own answers.

Teaching star!

Game

- Use grammar games to engage children and make learning more fun.
- On the board, draw a three by three box (as below) and ask the children to suggest nine long adjectives to write in it.

delicious	interesting	difficult

- Divide the class into two teams. Explain that you will spin the spinner for each team and the team with the highest number starts the game. The team chooses a word from the box and has to make a sentence with it.
- If the sentence is correct, that word is erased and an *X* is written in its place.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- The other team continues and adds an *O* to the box if they form a correct sentence. The first team to get three Xs or three Os in a row wins.

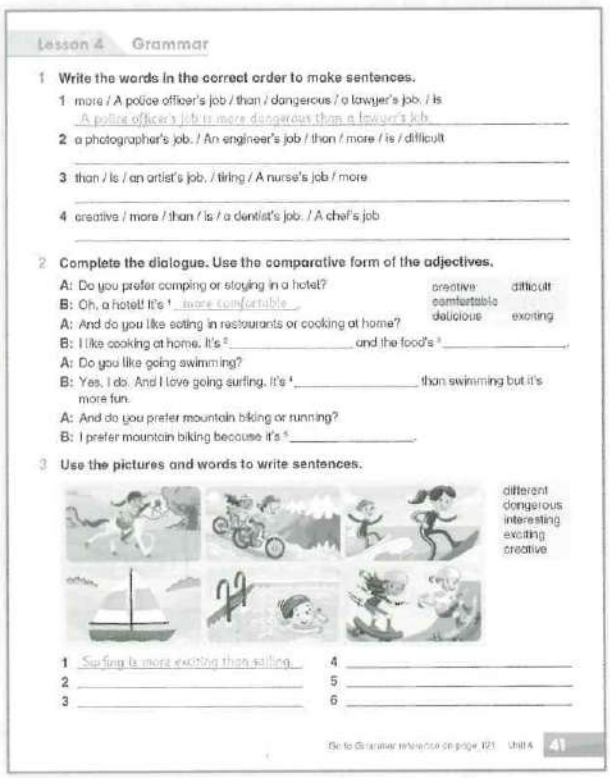
3 Discuss with a friend. Use the pictures to give you ideas. Be a star!

- Refer children to the illustrations for Activity 3 and the speech bubble. Ask them which food they think is more delicious and why. Elicit a sentence using *more than* and write it on the board.
- Ask *Which sofa do you think is older and why?* Explain that if there is an adjective with one syllable, we add *-er* to it when comparing it with another thing. Write on the board *The green sofa is older than the brown sofa.*
- Divide the class into pairs and have them complete the activity. Monitor for proper use of language and pronunciation.

Cooler: Silly sentences

- Divide the class into pairs and give each one two strips of paper. Have each child write silly sentences on them for their partner to correct, e.g. *This cake is more dangerous than that one.*
- Have volunteers read their silly sentences to the class for correction.

Workbook page 41



Lesson 4 Grammar

1 **Write the words in the correct order to make sentences.**

1 more / A police officer's job / than / dangerous / a lawyer's job. / is
A police officer's job is more dangerous than a lawyer's job.

2 a photographer's job. / An engineer's job / than / more / is / difficult

3 than / is / an artist's job. / tiring / A nurse's job / more

4 creative / more / than / is / a dentist's job. / A chef's job

2 **Complete the dialogue. Use the comparative form of the adjectives.**

A: Do you prefer camping or staying in a hotel?
B: Oh, a hotel! It's 1 more comfortable.
A: And do you like eating in restaurants or cooking at home?
B: I like cooking at home. It's 2 _____ and the food's 3 _____.
A: Do you like going swimming?
B: Yes, I do. And I love going surfing. It's 4 _____ than swimming but it's more fun.
A: And do you prefer mountain biking or running?
B: I prefer mountain biking because it's 5 _____.

creative comfortable delicious difficult exciting

3 **Use the pictures and words to write sentences.**

different dangerous interesting exciting creative

1 Surfing is more exciting than sailing.
2 _____
3 _____
4 _____
5 _____
6 _____

Go to Grammar reference on page 121 Unit 4 41

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 121 while completing these Workbook activities.

1 Write the words in the correct order to make sentences.

Answers: 1 A police officer's job is more dangerous than a lawyer's job. 2 An engineer's job is more difficult than a photographer's job. 3 A nurse's job is more tiring than an artist's job. 4 A chef's job is more creative than a dentist's job.

2 Complete the dialogue. Use the comparative form of the adjectives.

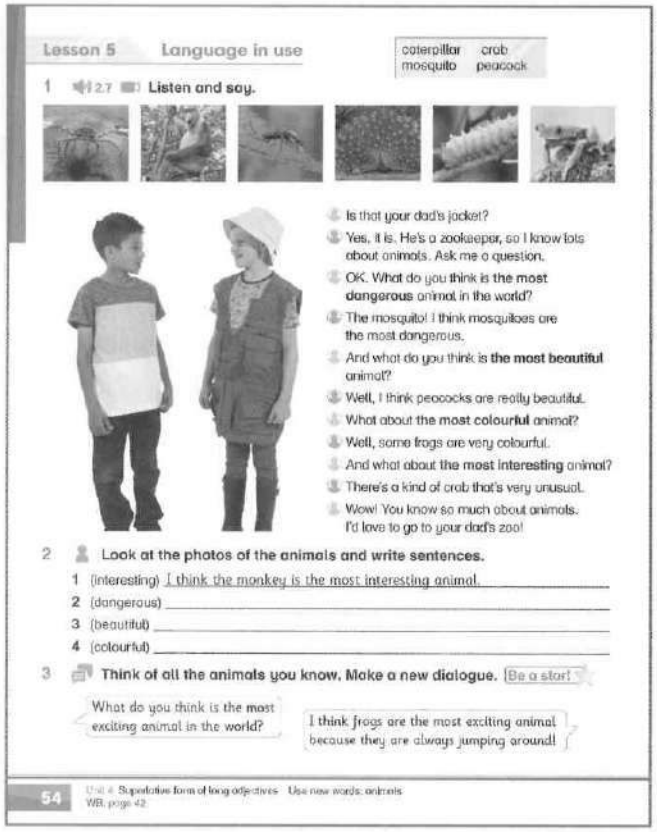
Answers: 1 more comfortable 2 more creative 3 more delicious 4 more difficult 5 more exciting

3 Use the pictures and words to write sentences.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 54


Lesson 5 Language in use

caterpillar crab
mosquito peacock

1 2.7 Listen and say.

Is that your dad's jacket?
Yes, it is. He's a zookeeper, so I know lots about animals. Ask me a question.
OK. What do you think is the most dangerous animal in the world?
The mosquito! I think mosquitoes are the most dangerous.
And what do you think is the most beautiful animal?
Well, I think peacocks are really beautiful.
What about the most colourful animal?
Well, some frogs are very colourful.
And what about the most interesting animal?
There's a kind of crab that's very unusual.
Wow! You know so much about animals. I'd love to go to your dad's zoo!

2 Look at the photos of the animals and write sentences.

1 (interesting) I think the monkey is the most interesting animal.
2 (dangerous) _____
3 (beautiful) _____
4 (colourful) _____

3 Think of all the animals you know. Make a new dialogue. Be a star!

What do you think is the most exciting animal in the world?

I think frogs are the most exciting animal because they are always jumping around!

54 Unit 4 Superlative form of long adjectives Use new words: animals
WB page 42

***Learning objectives*:** Superlative form of long adjectives; Use new words: animals

***Vocabulary*:** caterpillar, crab, mosquito, peacock

***Resources*:** (PK) - Unit 4, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.7 and Language in use video

***Materials*:** Class Audio CD2; photocopies of the audioscript from this lesson with words blotted out (one per child), sheets of paper (one per child), (optional) coloured pens / pencils

Warm-up: Adjectives and nouns

- On the board, make a list of adjectives from Lesson 4 and next to them in another column, nouns, e.g.

exciting	*activity*
creative	*meal*
dangerous	*subject*
interesting	*book*
difficult	*person*
delicious	*day*

- Divide the children into small groups. Explain that they have to say and write as many sentences using the adjectives and nouns in the comparative form as they can.
- The group with the most sentences wins.

1 2.7 Listen and say.

- Put the new flashcards on the board (or write the words on the board and draw a picture for each one). Point to each new word and have children repeat after you.
- On the board, write *Crocodiles are _____ dangerous _____ snakes*. Have the children tell you what the missing words are (*more, than*).
- Then write *Sharks are _____ _____ dangerous animals*.
- Ask *What words are missing? (the most)*
- Explain to the children that when we compare one thing to more than one thing or one group, we use *the most* and that this is called the superlative form.
- Write a few more examples on the board using the adjectives from the Warm-up activity. Invite the children to help you.
- Refer the children to the activity. Elicit the names of the animal in the photos.
- Refer the children to the photo of the children from the video. Ask *What is the boy on the right wearing? What do you think the listening activity will be about?*
- Play the audio for the children to listen and follow in their books.
- Play the audio again and have the children underline examples of the superlative.
- Then ask the children to tell you the superlative forms they found.

- If using the video, have the children watch the video after the sixth point and then continue with the next set of activities.

Teaching star!

Communicating

- Develop learners' comprehension skills to allow them to participate in situations communicatively.
- Prepare photocopies of the audio from Activity 1 with key vocabulary words and grammar structures blotted out. Ask the children to read the passage and think of which words are missing. Then have them write the words. If they cannot think of a word, ask them to make a guess. Explain that when they look at the gap, they should read the whole sentence and decide whether a verb, adjective, noun, number and so forth should go there.
- Play the audio for the children to check their answers. Replay it for them to write the correct answers.

2 Look at the photos of the animals and write sentences.

- Ask *Which of the animals in the photos do you find the most interesting, dangerous, beautiful and colourful?*

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Read the first item and remind the children that the sentence is in the superlative form. Ask the children how you know this (*'the most' is used before the adjective*).
- Have the children complete the activity individually and then show their sentences to their partners.

Answers: Children's own answers.

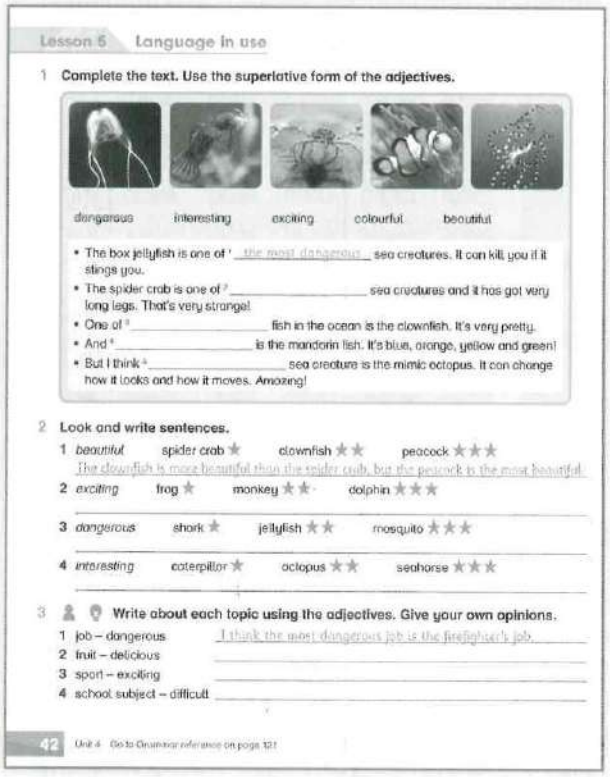
3 Think of all the animals you know. Make a new dialogue. Be a star!

- Have two volunteers read out the example dialogue and explain that the children have to make a dialogue like the one in Activity 1.
- Place the children in small groups or pairs and have them complete the activity. Tell the children it needn't be so long but that they can use the words in the purple box or the animals they know.
- As groups work, monitor for correct use of language and vocabulary, gently correcting where necessary. They can make notes if they wish.
- Have two members of each group come to the front of the class and say their dialogues.

Cooler: Project

- Give each child a sheet of paper and ask them to draw two animals from this lesson that they like.
- Tell them that they should try and write sentences about the animals using the comparative and superlative forms.
- Have the children present their work to their classmates and place all work on classroom display.

Workbook page 42



Lesson 5 Language in use

1 Complete the text. Use the superlative form of the adjectives.

dangerous interesting exciting colourful beautiful

- The box jellyfish is one of ¹ the most dangerous sea creatures. It can kill you if it stings you.
- The spider crab is one of ² _____ sea creatures and it has got very long legs. That's very strange!
- One of ³ _____ fish in the ocean is the clownfish. It's very pretty.
- And ⁴ _____ is the mandarin fish. It's blue, orange, yellow and green!
- But I think ⁵ _____ sea creature is the mimic octopus. It can change how it looks and how it moves. Amazing!

2 Look and write sentences.

1 *beautiful* spider crab ★ clownfish ★★ peacock ★★★
The clownfish is more beautiful than the spider crab, but the peacock is the most beautiful.
2 *exciting* frog ★ monkey ★★ dolphin ★★★
3 *dangerous* shark ★ jellyfish ★★ mosquito ★★★
4 *interesting* caterpillar ★ octopus ★★ seahorse ★★★

3 Write about each topic using the adjectives. Give your own opinions.

1 job – dangerous I think the most dangerous job is the firefighter's job.
2 fruit – delicious
3 sport – exciting
4 school subject – difficult

42 Unit 4 Go to Grammar reference on page 121

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 121 while completing these Workbook activities.

1 Complete the text. Use the superlative form of the adjectives.

Answers: 1 the most dangerous 2 the most interesting 3 the most beautiful 4 the most colourful 5 the most exciting

2 Look and write sentences.

Answers: 1 The clownfish is more beautiful than the spider crab, but the peacock is the most beautiful. 2 The monkey is more exciting than the frog, but the dolphin is the most exciting. 3 The jellyfish is more dangerous than the shark, but the mosquito is the most dangerous. 4 The octopus is more interesting than the caterpillar, but the seahorse is the most interesting.

3 Write about each topic using the adjectives. Give your own opinions.

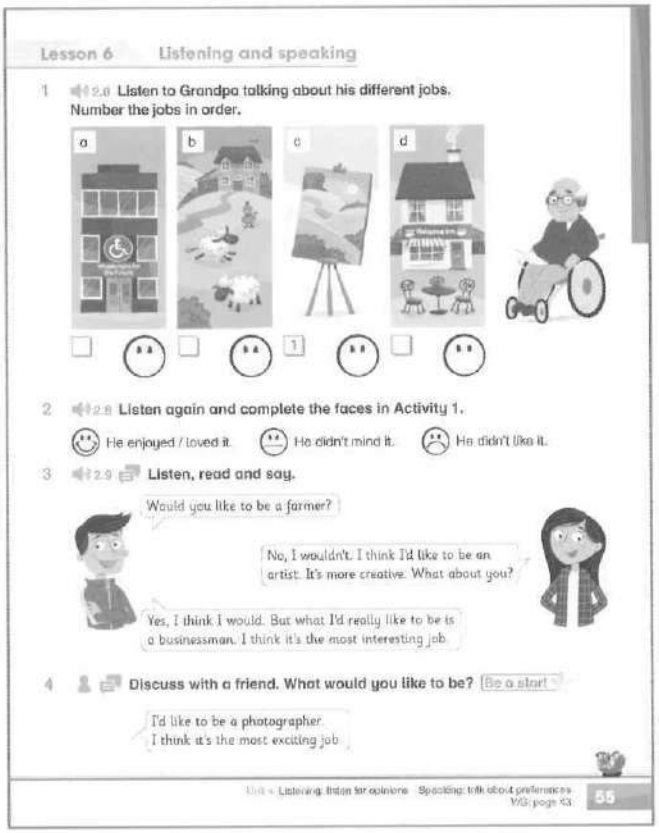
Answers: Children's own answers.

Grammar reference (page 121)

1 Write sentences.

Answers: 1 Swimming is more active than sailing. But surfing is the most active. 2 Science is more difficult than English. But maths is the most difficult. 3 A police officer's job is more dangerous than a plumber's job. But a firefighter's job is the most dangerous. 4 Curry is more delicious than egg and chips. But chicken with coconut and lime is the most delicious. 5 An engineer's job is more interesting than a dentist's job. But a lawyer's job is the most interesting. 6 Surfing is more exciting than skateboarding. But mountain biking is the most exciting.

Pupil's Book page 55


Lesson 6 Listening and speaking

1 2.8 Listen to Grandpa talking about his different jobs. Number the jobs in order.

a b c d

2 2.8 Listen again and complete the faces in Activity 1.

He enjoyed / loved it. He didn't mind it. He didn't like it.

3 2.9 Listen, read and say.

Would you like to be a farmer?

No, I wouldn't. I think I'd like to be an artist. It's more creative. What about you?

Yes, I think I would. But what I'd really like to be is a businessman. I think it's the most interesting job.

4 Discuss with a friend. What would you like to be? Be a star!

I'd like to be a photographer. I think it's the most exciting job.

Unit 4 Listening: listen for opinions Speaking: talk about preferences WB: page 43 55

Learning objectives: Listening: listen for opinions; Speaking: talk about preferences

Resources: (PK) - Unit 4, Lesson 6; (PRC) - Review audio tracks 2.8–2.9

Materials: Class Audio CD2; pictures of different types of cars; photocopies of audioscript for CD2, track 2.8 (one per group)

Warm-up: Better or best?

- Place the pictures of the cars on the board.
- Ask the children to look at the pictures and think about which one they like best, which one is better, faster, slower, which one is more expensive than, etc.
- Divide the class into pairs and have them talk about the cars using the comparative and superlative forms.

1 2.8 Listen to Grandpa talking about his different jobs. Number the jobs in order.

- Have the children look at the pictures and tell you what jobs they think they represent. Ask *Would you like to do these jobs?*
- Play the audio for the children to complete the activity.
- Play the audio again for them to check their answers.

Audioscript

Vicky: Grandpa, were you always a businessman?

Grandpa: No, no, no! I had other jobs too.

Vicky: So what other jobs did you do before?

Peter: Yes, Grandpa! Please start at the beginning! What did you do when you left school?

Grandpa: I was an artist. Yes. I enjoyed it a lot. It was very creative and exciting, but I wasn't very good.

Vicky: So what did you do next?

Grandpa: Well, after that I worked in a café as a cook. It was called the Welcome Inn but I didn't like it at all! I had to make the same food every day and it wasn't good food! It was very boring, much more boring than being an artist.

Peter: So did you stop working there?

Grandpa: Yes, I did. My father had a farm and I went to work with him. I worked on the farm for many years. Working on a farm can be exciting sometimes when you try new things, but it's very tiring. I didn't mind it, it was OK. I wanted to help my dad and it was more interesting than working at the Welcome Inn.

Vicky: And then in the end you decided to become a businessman.

Grandpa: Yes! Being a businessman was my last job. I started *Wheelchairs for the Future* when I was old. I wanted new technology to help people so I became a businessman and made wheelchairs. I really loved doing that job!

Peter: Well, it was a brilliant idea! I love your wheelchair!

Answers: a 4 b 3 c 1 d 2

2 2.8 Listen again and complete the faces in Activity 1.

- Ask the children to mime the three emoticons.
- Ask if they remember how Grandpa felt about each job.
- Play the audio for the children to complete the activity.
- Check answers as a class and then ask how the children would feel about doing these jobs.

Answers: a ☺ b 😐 c ☺ d ☹

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Personalising

- Give children opportunities to express themselves as this releases stress.
- Have the children close their eyes or place their heads on their arms. Explain that you will say a few things for them to think about. Say *Let's think about your day.* Give the children a few seconds to think. Continue with, e.g. *Think about what you learned today. Think about the previous lesson. Think about your afternoon.*
- Then ask the children to write a few of the things they felt. Have volunteers read their sentences to the class. Explain that they don't need to share their work if they don't want to.

3 2.9 Listen, read and say.

- Have the children turn over their Pupil's Books. Tell them they are going to listen to a conversation and that afterwards you will ask what the conversation was about. Play the audio and ask about the conversation.
- Play the audio again and have two volunteers read out the example dialogue from the Pupil's Book.
- Ask *Who do you agree with? Why?*

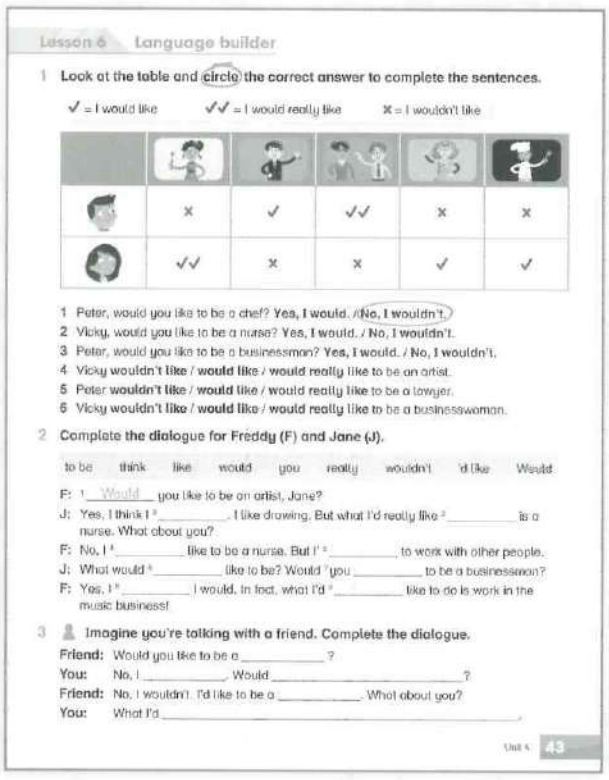
4 Discuss with a friend. What would you like to be? Be a star!

- Ask the children what they would like to be and why.
- Divide the class into pairs and have them complete the activity.
- Monitor for proper use of language and vocabulary.

Cooler: Roleplay

- Divide the children into groups of four or five. Explain that they have to write a short dialogue, like the one they heard today, about different jobs and why they would like them or not.
- Give the children copies of the audioscript for track 2.8 for reference.
- Have the children read or perform their dialogues to the class.

Workbook page 43



Lesson 6 Language builder

1 Look at the table and circle the correct answer to complete the sentences.

✓ = I would like ✓✓ = I would really like ✗ = I wouldn't like

	×	✓	✓✓	×	×
	✓✓	×	×	✓	✓

1 Peter, would you like to be a chef? **Yes, I would.** / **No, I wouldn't.**
2 Vicky, would you like to be a nurse? **Yes, I would.** / **No, I wouldn't.**
3 Peter, would you like to be a businessman? **Yes, I would.** / **No, I wouldn't.**
4 Vicky **wouldn't like** / **would like** / **would really like** to be an artist.
5 Peter **wouldn't like** / **would like** / **would really like** to be a lawyer.
6 Vicky **wouldn't like** / **would like** / **would really like** to be a businesswoman.

2 Complete the dialogue for Freddy (F) and Jane (J).

to be think like would you really wouldn't 'd like Would

F: 1 Would you like to be an artist, Jane?
J: Yes, I think I 2 _____. I like drawing. But what I'd really like 3 _____ is a nurse. What about you?
F: No, I 4 _____ like to be a nurse. But I' 5 _____ to work with other people.
J: What would 6 _____ like to be? Would 7 you _____ to be a businessman?
F: Yes, I 8 _____ I would. In fact, what I'd 9 _____ like to do is work in the music business!

3 Imagine you're talking with a friend. Complete the dialogue.

Friend: Would you like to be a _____?
You: No, I _____. Would _____?
Friend: No, I wouldn't. I'd like to be a _____. What about you?
You: What I'd _____.

Unit 6 43

1 Look at the table and circle the correct answer to complete the sentences.

Answers: 1 No, I wouldn't. 2 Yes, I would. 3 Yes, I would. 4 would really like 5 would like 6 wouldn't like

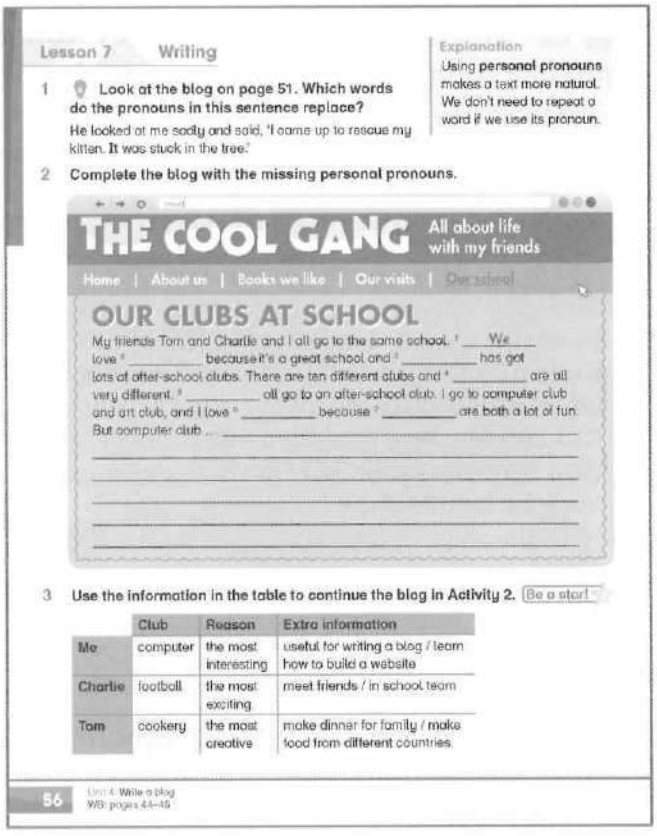
2 Complete the dialogue for Freddy (F) and Jane (J).

Answers: 1 Would 2 would 3 to be 4 wouldn't 5 'd like 6 you 7 like 8 think 9 really

3 Imagine you're talking with a friend. Complete the dialogue.

Answers: Children's own answers.

Pupil's Book page 56



Lesson 7 Writing

1 Look at the blog on page 51. Which words do the pronouns in this sentence replace?
He looked at me sadly and said, 'I came up to rescue my kitten. It was stuck in the tree.'

Explanation
Using **personal pronouns** makes a text more natural. We don't need to repeat a word if we use its pronoun.

2 Complete the blog with the missing personal pronouns.

THE COOL GANG All about life with my friends

Home | About us | Books we like | Our visits | Our school

OUR CLUBS AT SCHOOL

My friends Tom and Charlie and I all go to the same school. [1] We love [2] _____ because it's a great school and [3] _____ has got lots of after-school clubs. There are ten different clubs and [4] _____ are all very different. [5] _____ all go to an after-school club. I go to computer club and art club, and I love [6] _____ because [7] _____ are both a lot of fun. But computer club ...

3 Use the information in the table to continue the blog in Activity 2. Be a star!

	Club	Reason	Extra information
Me	computer	the most interesting	useful for writing a blog / learn how to build a website
Charlie	football	the most exciting	meet friends / in school team
Tom	cookery	the most creative	make dinner for family / make food from different countries

56 Unit 4: Write a blog WB: pages 44–45

Learning objectives: Write a blog

Resources: (PK) - Unit 4, Lesson 7

Materials: Blank cards (six per group), samples of blogs by teenagers that are about music, sport, travel, etc., small sheets of paper (one per group and one per child), coloured pens / pencils

Warm-up: What is it?

- On blank cards, write six sentences that contain adjectives, pronouns, nouns and verbs.
- Divide the class into small groups and give each group about six cards to work with.
- On the board, write *pronoun, verb, noun, adjective.*
- Ask children to give you an example of each, e.g. *she, run, cat, nice.*
- Explain that they have to find as many parts of speech as they can in each sentence.
- As an example, write on the board:
  I think music is more interesting than reading.
  pronoun, verb, noun, verb, adjective, noun
- The group with the most correct answers wins.

1 Look at the blog on page 51. Which words do the pronouns in this sentence replace?

- Write the personal pronouns on the board.
- Ask a volunteer to read the Explanation box.
- On the board, write *I like dance lessons. Dance lessons make me feel happy.*
- Ask which words can be replaced with a personal pronoun and which pronoun it is (*Dance lessons – They*).
- Refer the children to page 51 and have them complete the activity.

Answers: He – Jake / the little boy; It – the kitten

2 Complete the blog with the missing personal pronouns.

- Read the rubric with the class. Look at the example together. Complete the second gap as a class.
- Have the children complete the rest of the activity individually and then tell you which words were replaced by the pronouns.

Answers: 1 We 2 it 3 it 4 they 5 We 6 them 7 they

3 Use the information in the table to continue the blog in Activity 2.

Be a star!

- Refer the children to the table and ask what information it presents.
- Explain that with this information they have to complete the blog post.
- Divide the class into small groups and have them complete the activity.
- Ask group leaders to read their work to the class.

Suggested answer: But computer club is the most interesting and it's very useful for writing this blog. At the moment we're learning how to build a website. I really enjoy it. Charlie goes to football club. He thinks it's the most exciting club. He meets his friends there and he also plays in the school team! Tom goes to the cookery club because it's the most creative club. He often makes dinner for his family. He really loves the cookery club because he learns how to make food from different countries.

Cooler: My Blog

- Show the children the samples of the blogs you have brought in.
- Ask if they would like to read them and which ones they think would be most interesting.
- Divide the class into small groups and hand each one a small sheet of paper.
- Explain that they have to choose a topic, write a blog post about it and illustrate it.
- Place all the work on classroom display.

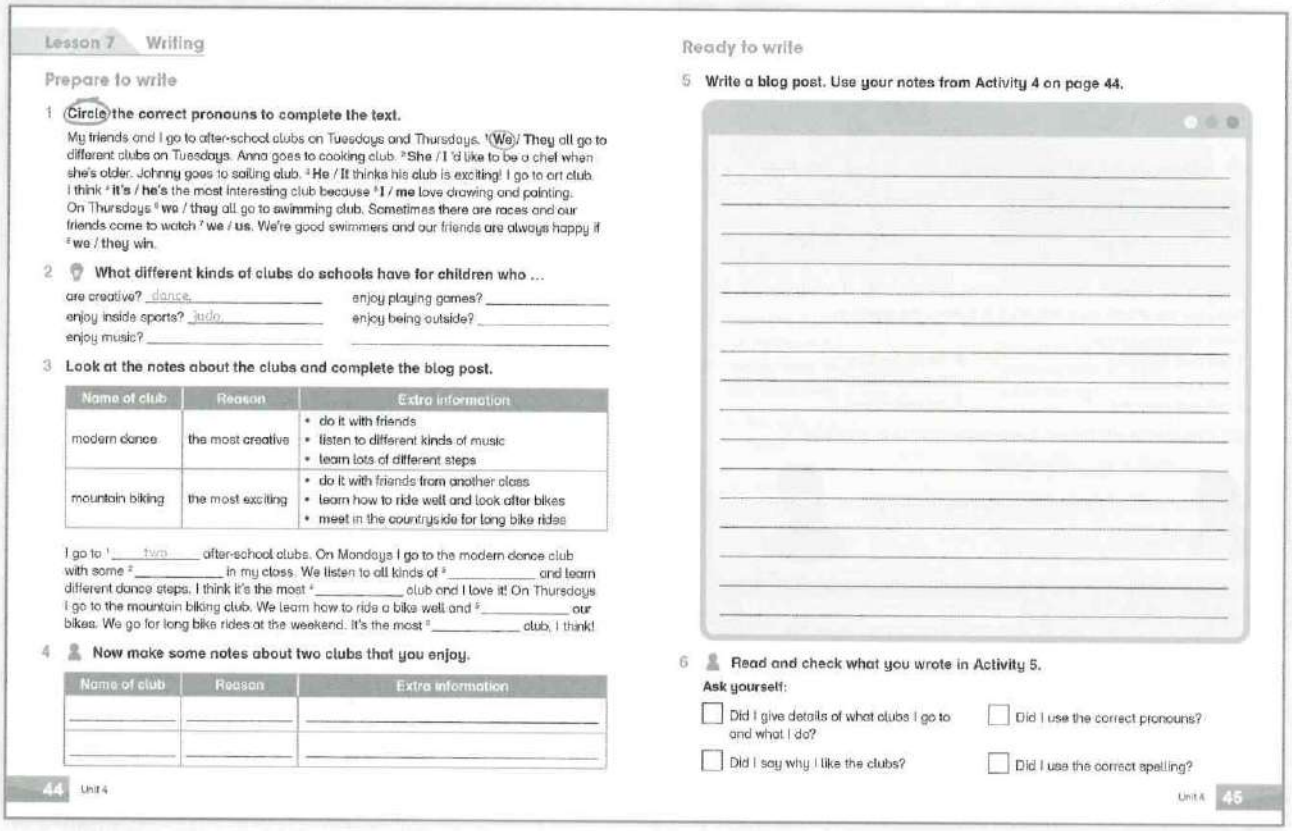
(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Evaluating

- Encourage children to evaluate work done in class. Ask *Which blog that the class wrote is the most interesting? Why?*

Workbook pages 44–45



Lesson 7 Writing

Prepare to write

1 Circle the correct pronouns to complete the text.

My friends and I go to after-school clubs on Tuesdays and Thursdays. [1]We / They all go to different clubs on Tuesdays. Anna goes to cooking club. [2]She / I 'd like to be a chef when she's older. Johnny goes to sailing club. [3]He / It thinks his club is exciting! I go to art club. I think [4]it's / he's the most interesting club because [5]I / me love drawing and painting. On Thursdays [6]we / they all go to swimming club. Sometimes there are races and our friends come to watch [7]we / us. We're good swimmers and our friends are always happy if [8]we / they win.

2 What different kinds of clubs do schools have for children who ...

are creative? dance
enjoy playing games? _____
enjoy inside sports? judo
enjoy being outside? _____
enjoy music? _____

3 Look at the notes about the clubs and complete the blog post.

Name of club	Reason	Extra information
modern dance	the most creative	• do it with friends • listen to different kinds of music • learn lots of different steps
mountain biking	the most exciting	• do it with friends from another class • learn how to ride well and look after bikes • meet in the countryside for long bike rides

I go to [1]two after-school clubs. On Mondays I go to the modern dance club with some [2]_____ in my class. We listen to all kinds of [3]_____ and learn different dance steps. I think it's the most [4]_____ club and I love it! On Thursdays I go to the mountain biking club. We learn how to ride a bike well and [5]_____ our bikes. We go for long bike rides at the weekend. It's the most [6]_____ club, I think!

4 Now make some notes about two clubs that you enjoy.

Name of club	Reason	Extra information

44 Unit 4

Ready to write

5 Write a blog post. Use your notes from Activity 4 on page 44.

6 Read and check what you wrote in Activity 5.

Ask yourself:

- ☐ Did I give details of what clubs I go to and what I do?
- ☐ Did I use the correct pronouns?
- ☐ Did I say why I like the clubs?
- ☐ Did I use the correct spelling?

Unit 4 45

Prepare to write

1 Circle the correct pronouns to complete the text.

- The children circle the correct pronouns.

Answers: 1 We 2 She 3 He 4 it's 5 I 6 we 7 us 8 we

2 What different kinds of clubs do schools have for children who ...

- The children write different types of after school clubs for each category.

3 Look at the notes about the clubs and complete the blog post.

- The children use the notes to complete the blog post.

Answers: 1 two 2 friends 3 music 4 creative 5 look after 6 exciting

4 Now make some notes about two clubs that you enjoy.

- The children complete the table with information about two clubs they enjoy.

Ready to write

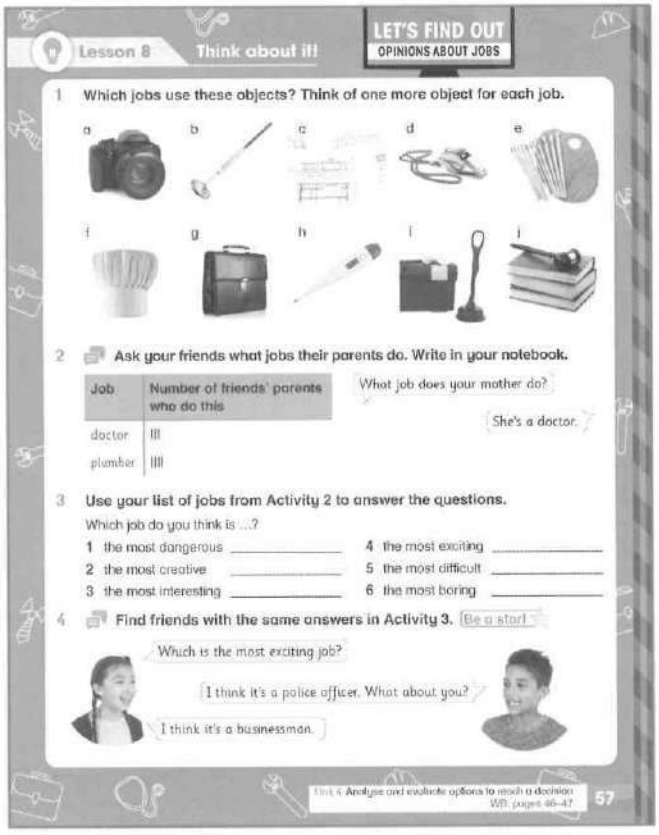
5 Write a blog post. Use your notes from Activity 4 on page 44.

- The children write a post using the information they have prepared in Activity 4.

6 Read and check what you wrote in Activity 5.

- If done in class, read the check-list to the class.
- Have the children raise their hands to show they have taken the points into account.

Pupil's Book page 57



Learning objectives: Analyse and evaluate options to reach a decision

Resources: (PK) - Unit 4, Lesson 8;
(TRC) - Downloadable flashcards for Unit 4, Lesson 1;
(TRC) - (TG) - Unit test

Materials: A box, sheets of squared paper

Warm-up: Spelling race

- Play this game to practise words from this unit.
- See the Games Bank (pages 14–17) for how to play this game.

1 Which jobs use these objects? Think of one more object for each job.

- Ask the children if they can name the objects in the pictures.
- Go through each item and have the children say which job the person who uses it does. Write the answers on the board.
- Have the children suggest another object that a person doing each job might use, e.g. *A photographer uses a computer.*
- Hold a class discussion on how each of these jobs help people, e.g. *A dentist makes sure your teeth are healthy. A nurse takes care of your health.*

Answers: **a** photographer **b** dentist **c** engineer **d** police officer **e** artist **f** chef **g** businessman / businesswoman **h** nurse **i** plumber **j** lawyer
Children's own answers.

2 Ask your friends what jobs their parents do. Write in your notebook.

- Copy the chart on the board and with the help of the class complete the first column with as many jobs as possible. Ask the children about their parents' or guardians' jobs and add them to the list.
- Divide the class into small groups and have them copy the chart and all the jobs into their notebooks.
- Have two volunteers read out the example dialogue.
- Tell the children to ask each other what jobs their parents or guardians do.
- Ask the group leaders to tell you what jobs were mentioned and complete the table on the board.
- Have the children make sentences in their groups about how many people do a job using comparatives, e.g. *There are more plumbers than doctors.*

3 Use your list of jobs from Activity 2 to answer the questions.

- Have the children answer each item.
- Have them compare answers in pairs.

4 Find friends with the same answers in Activity 3. Be a star!

- Have two volunteers read out the example dialogue.
- Children walk around the class with their notebooks, comparing their answers with each other.
- If they find children with the same answers, they write their names in their notebooks.
- At the end of the activity, have volunteers tell you which names they wrote in their notebooks.

Teaching star!

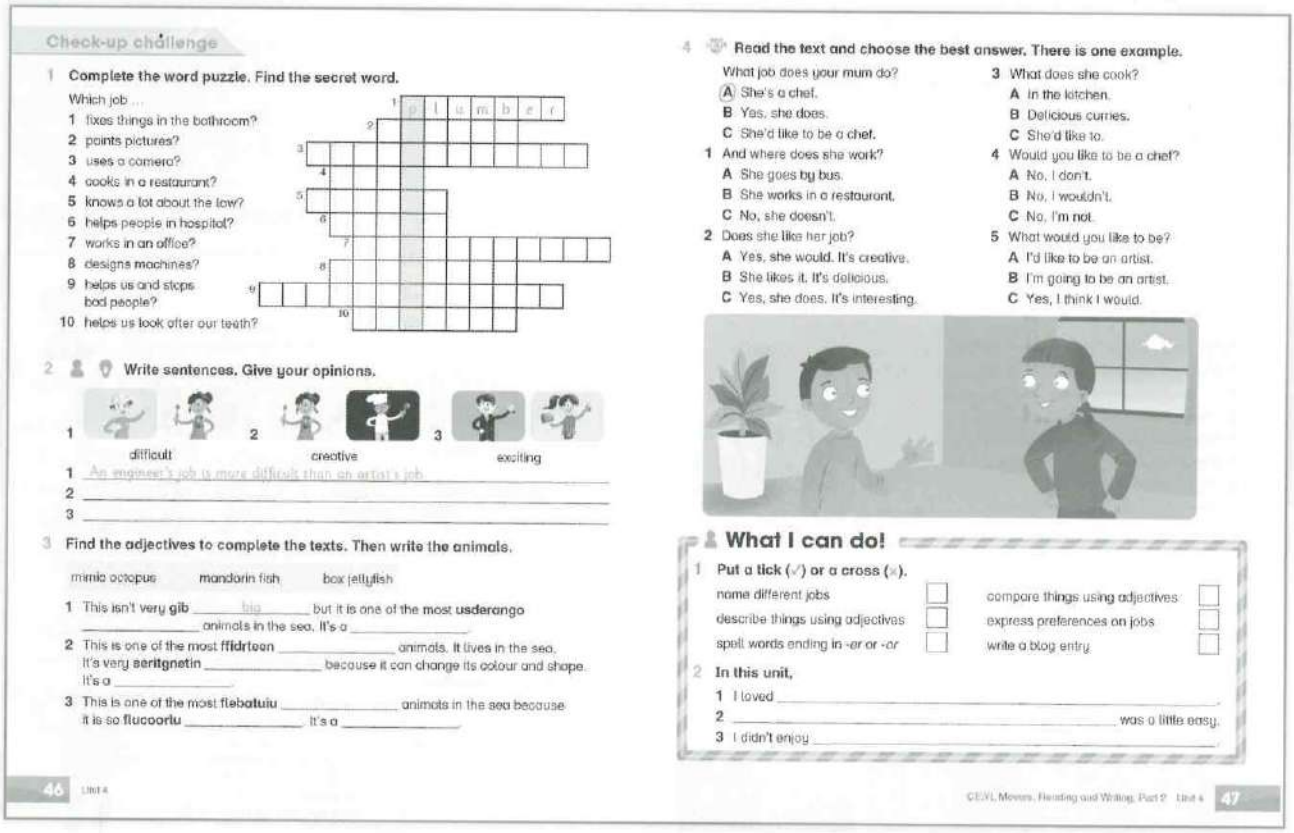
Game

- Play games to help children express themselves in a relaxed way. Explain that the children will choose a job flashcard from the box and that they have to give three reasons why they would be bad at this job, e.g. *nurse – I would be a bad nurse because I don't like science, I don't like studying hard and I'm afraid of catching colds.* Start with more confident children.

Cooler: Word puzzle

- See the Games Bank (pages 14–17) for how to play this game.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Check-up challenge

1 Complete the word puzzle. Find the secret word.

Which job ...
1 fixes things in the bathroom?
2 paints pictures?
3 uses a camera?
4 cooks in a restaurant?
5 knows a lot about the law?
6 helps people in hospital?
7 works in an office?
8 designs machines?
9 helps us and stops bad people?
10 helps us look after our teeth?

2 Write sentences. Give your opinions.

1 difficult 2 creative 3 exciting

1 An engineer's job is more difficult than an artist's job.
2 _____
3 _____

3 Find the adjectives to complete the texts. Then write the animals.

mimic octopus mandarin fish box jellyfish

1 This isn't very **gib** _____ but it is one of the most **usderango** _____ animals in the sea. It's a _____.
2 This is one of the most **ffidrteen** _____ animals. It lives in the sea. It's very **seritgnetin** _____ because it can change its colour and shape. It's a _____.
3 This is one of the most **flebatuiu** _____ animals in the sea because it is so **flucoorlu** _____. It's a _____.

4 Read the text and choose the best answer. There is one example.

What job does your mum do?
A She's a chef.
B Yes, she does.
C She'd like to be a chef.

1 And where does she work?
A She goes by bus.
B She works in a restaurant.
C No, she doesn't.

2 Does she like her job?
A Yes, she would. It's creative.
B She likes it. It's delicious.
C Yes, she does. It's interesting.

3 What does she cook?
A In the kitchen.
B Delicious curries.
C She'd like to.

4 Would you like to be a chef?
A No, I don't.
B No, I wouldn't.
C No, I'm not.

5 What would you like to be?
A I'd like to be an artist.
B I'm going to be an artist.
C Yes, I think I would.

What I can do!

1 Put a tick (✓) or a cross (✗).

name different jobs ☐
describe things using adjectives ☐
spell words ending in *-er* or *-or* ☐
compare things using adjectives ☐
express preferences on jobs ☐
write a blog entry ☐

2 In this unit,
1 I loved _____.
2 _____ was a little easy.
3 I didn't enjoy _____.

46 Unit 4

CEYL Movers, Reading and Writing, Part 2 Unit 4 47

1 Complete the word puzzle. Find the secret word.

Answers: 1 plumber 2 artist 3 photographer 4 chef 5 lawyer 6 nurse 7 businessman 8 engineer 9 police officer 10 dentist
The secret word is *profession*.

2 Write sentences. Give your opinions.

Answers: Children's own answers.

3 Find the adjectives to complete the texts. Then write the animals.

Answers: 1 big, dangerous, box jellyfish
2 different, interesting, mimic octopus
3 beautiful, colourful, mandarin fish

4 CEYL Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

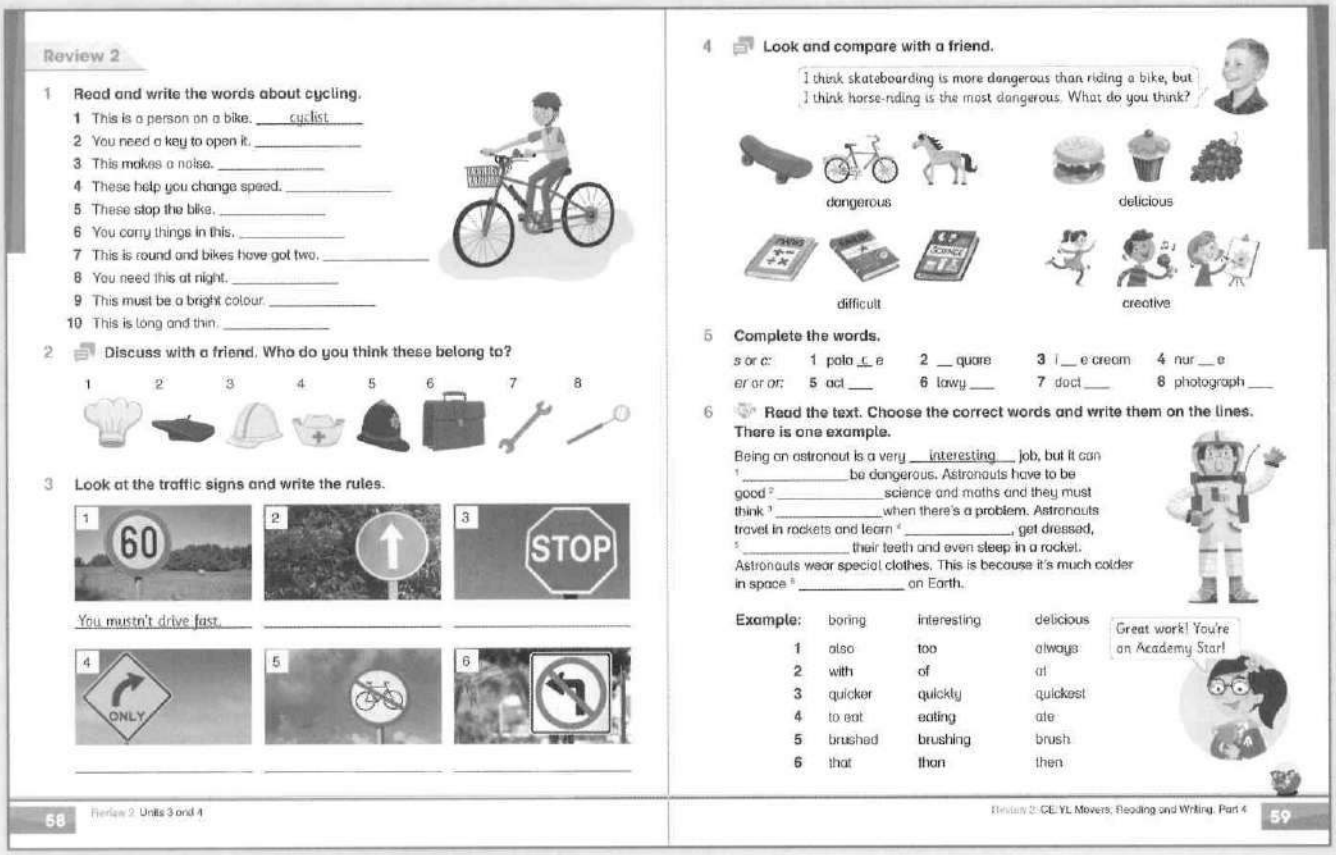
- Read the first question to the children and ask what the answer might be.
- Then read through the answers one by one and ask which is correct and why.
- If done in class, have the children continue the activity individually.
- Ask them to check answers with their partners.

Answers: 1 B 2 C 3 B 4 B 5 A

PRC = Pupil's Resource Centre TG = Test Generator

2 Review

Pupil's Book pages 58–59



Review 2

1 Read and write the words about cycling.

1 This is a person on a bike. cyclist
2 You need a key to open it. _____
3 This makes a noise. _____
4 These help you change speed. _____
5 These stop the bike. _____
6 You carry things in this. _____
7 This is round and bikes have got two. _____
8 You need this at night. _____
9 This must be a bright colour. _____
10 This is long and thin. _____

2 Discuss with a friend. Who do you think these belong to?

1 2 3 4 5 6 7 8

3 Look at the traffic signs and write the rules.

1 60 — You mustn't drive fast.
2
3 STOP
4 ONLY
5
6

4 Look and compare with a friend.

I think skateboarding is more dangerous than riding a bike, but I think horse-riding is the most dangerous. What do you think?

dangerous
delicious
difficult
creative

5 Complete the words.

s or c: 1 pola_c_e 2 __quare 3 i__e cream 4 nur__e
er or or: 5 act___ 6 lawy___ 7 doct___ 8 photograph___

6 Read the text. Choose the correct words and write them on the lines. There is one example.

Being an astronaut is a very __interesting__ job, but it can [1] _____ be dangerous. Astronauts have to be good [2] _____ science and maths and they must think [3] _____ when there's a problem. Astronauts travel in rockets and learn [4] _____, get dressed, [5] _____ their teeth and even sleep in a rocket. Astronauts wear special clothes. This is because it's much colder in space [6] _____ on Earth.

Example:	boring	interesting	delicious
1	also	too	always
2	with	of	at
3	quicker	quickly	quickest
4	to eat	eating	ate
5	brushed	brushing	brush
6	that	than	then

Great work! You're an Academy Star!

58 Review 2 Units 3 and 4

Review 2: CE:YL Movers, Reading and Writing, Part 4 59

Learning objectives: Review Units 3 and 4; CE:YL Movers, Reading and Writing, Part 4

Resources: (PK) - Unit 4, Review 2

Materials: Large sheets of paper for the board game (one per group), buttons, a spinner

Warm-up: Let's spell

- Make a list of vocabulary covered in Units 3 and 4. See the Games Bank (pages 14–17) for how to play the game.

1 Read and write the words about cycling.

- Divide the class into pairs.
- Refer the children to the picture in Activity 1.
- Ask them what they see and from which unit the vocabulary comes (*Unit 3*).
- Have the children complete the activity and then invite volunteers to give answers.
- Write all answers on the board for the children to check against.

Answers: 1 cyclist 2 lock 3 bell 4 gears 5 brakes 6 basket 7 wheel 8 light 9 safety vest 10 pump

2 Discuss with a friend. Who do you think these belong to?

- Ask the children what jobs they learned in Unit 4.
- Place them in pairs and have them complete the activity.
- Monitor for proper use of language.

Answers: 1 chef 2 artist 3 engineer 4 nurse 5 police officer 6 businessman / businesswoman 7 plumber 8 dentist

- Once answers have been checked, ask the children to place their Pupil's Books face down.
- Explain that you will say a word from Activity 1 and children have raise their hands to say a sentence with it.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Look at the traffic signs and write the rules.

- Ask the children what they *must* and *mustn't* do when they are in the street.
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 You mustn't drive fast. 2 You must go straight on. 3 You must stop. 4 You must turn right. 5 Bikes mustn't go here. 6 You mustn't turn left.

4 Look and compare with a friend.

- Ask the children if they remember how the comparative and superlative are formed and refer them to the speech bubble and the first set of pictures. Have a volunteer read it aloud.
- Ask the children to look at the next set of pictures and elicit example sentences.
- In pairs, have the children look at the prompts and make comparisons.
- Monitor to ensure that pairs swap roles and for proper use of language.

Answers: Children's own answers.

5 Complete the words.

- Write the sounds and letters on the board. Ask a volunteer to come to the board.
- Ask the children to say and spell as many words as they can with the first set of sounds for the child at the board to write. Explain that they shouldn't say the words too fast. Then bring another child to the board and continue with the next set of sounds.
- Have children complete the activity in pairs.

Answers: 1 c 2 s 3 c 4 s 5 or 6 er 7 or 8 er

6 Read the text. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

- Refer the children to Activity 6 and have them look at the word options. Explain any unknown words if necessary.
- Have the children make sentences with some of the words. Write them on the board.
- Explain that they have to complete the gaps with the correct word. Read the first item and ask why *interesting* is the right answer. (*We say that food is delicious. We can't really say an astronaut's job is boring because they travel to space!*)
- Have children complete the activity individually.
- Ask volunteers to give answers. Write them on the board for the children to check against. Explain to the children why they should have chosen that answer.
- Congratulate the children on completing Units 3 and 4 of the course.

Answers: 1 also 2 at 3 quickly 4 to eat 5 brush 6 than

Teaching star!

Board game

- Divide the class into small groups and hand each one a large sheet of paper.
- Tell them that each group is going to make a board game. On the board, draw 15 boxes in the shape of a snake. Explain that the boxes can form any shape but that the first box must have *Start* written in it and the last one *Finish*.
- Children draw pictures of new words from Units 3 and 4 in some boxes (players will have to say the words). In other boxes, they write questions using the new language from Units 3 and 4 (players will have to answer the questions correctly).
- Some boxes should also have instructions such as *Go forward / Go back X spaces*, *Play again*, *Miss a turn*. Explain this in L1 if necessary.
- When they have finished making them, the groups swap their games and play them using a spinner and buttons for counters.

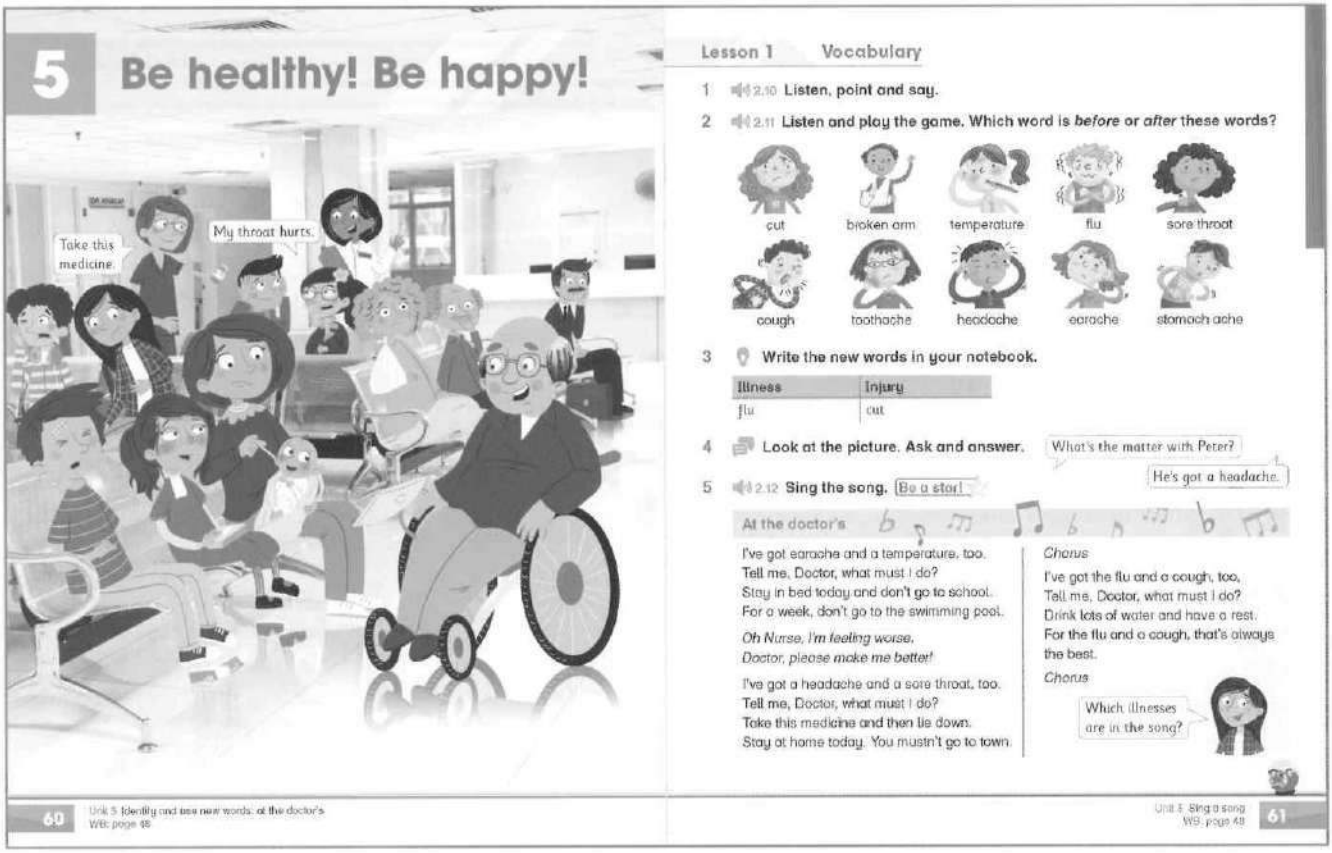
Cooler: Well done!

- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

5 Be healthy! Be happy!

Lesson 1 Vocabulary

Pupil's Book pages 60–61



***Learning objectives*:** Identify and use new words: at the doctor's; Sing a song

***Vocabulary*:** broken arm, cut, cough, earache, flu, headache, sore throat, stomach ache, temperature, toothache

***Resources*:** (PK) - Unit 5, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 5 song, Flashcards; (PRC) - Review audio tracks 2.10–2.12

***Materials*:** Class Audio CD2; strips of paper (two per child)

Warm-up: Define the word

- Play the game to practise some new words, e.g. *apologise*, *brakes*, *creative*.
- See the Games Bank (pages 14–17) for how to play the game.

1 2.10 Listen, point and say.

- Refer the children to page 60. Ask *Where are they?* (*At the doctor's.*) Ask *What illnesses can you see? What injuries can you see?*
- Ask *What do nurses give children?* (*medicine*) *Why?* (*to help them get better*)
- Ask *Do you like going to the doctor's? Have you taken medicine? Have you ever gone to a hospital? What type of illnesses have you had?*
- Play the audio. Children listen and point. Play it again. Children listen and say.

2 2.11 Listen and play the game. Which word is *before* or *after* these words?

- Explain to the children that you will say a word for them to mime. Say the words in random order. Allow the children to look in their Pupil's Books. Have them say and mime the word.
- Remind the children of the difference between *before* and *after*.

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- Play the first example on the audio. Point to the words in the Pupil's Book.
- Play the next example. Pause the audio and elicit the answer. Then confirm with the audio.
- Play the last part of the audio and when the Narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: It's after cut.
Child: broken arm
Teacher: It's before stomach ache.
Child: earache
Teacher: Now you. 1 It's after temperature. 2 It's before toothache. 3 It's after headache. 4 It's before sore throat. 5 It's after cough. 6 It's before earache.

Answers: 1 flu 2 cough 3 earache 4 flu 5 toothache 6 headache

3 Write the new words in your notebook.

- Copy the table onto the board. Ensure the children understand the difference between an illness and an injury. Elicit another example for each column.
- Have the children complete the table with their partners. Check answers as class.

Answers: Illness: flu, temperature, sore throat, cough, toothache, headache, earache, stomach ache
Injury: cut, broken arm

4 Look at the picture. Ask and answer.

- Refer the children to page 60 and ask what illness each of the characters has using the given question form, e.g. *What's the matter with Peter?* etc.
- Then have the children continue with their partners. Monitor to ensure that pairs swap roles and for proper use of language.

5 2.12 Sing the song. Be a star!

- Tell the children that they will hear a song about illness. Have them place their Pupil's Books face down.
- Play the audio. Children stand up every time they hear an illness.
- Ask *How many illnesses are in the song?* Play the audio again, children count (*six*).
- Divide the class into four groups and give each one a verse or the chorus. Play the song again and have each group stand up and sing along.

Answers: earache, temperature, headache, sore throat, flu, cough

Teaching star!

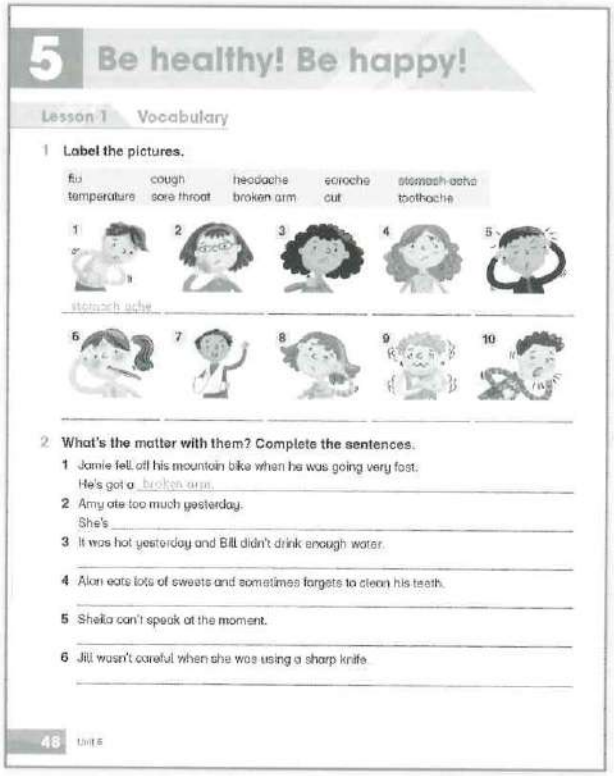
Acting

- Monitor and improve children's pronunciation through acting and performance. Divide the class into small groups. They plan and perform a video for the song. Explain that they will be the main characters and won't actually be singing in the video but acting. Give the groups time to prepare and play the song as they do so. Have the groups perform their video.

Cooler: What must I do?

- Give each child two strips of paper and ask them to write an illness on each one. Then have them swap with their partners who have to write what they must do to cure this illness.
- Have volunteer pairs read their notes to the class.

Workbook page 48



5 Be healthy! Be happy!

Lesson 1 Vocabulary

1 Label the pictures.

flu, temperature, cough, sore throat, headache, broken arm, earache, cut, stomach ache, toothache

1 stomach ache

2 What's the matter with them? Complete the sentences.

1 Jamie fell off his mountain bike when he was going very fast. He's got a broken arm.
2 Amy ate too much yesterday. She's
3 It was hot yesterday and Bill didn't drink enough water.
4 Alan eats lots of sweets and sometimes forgets to clean his teeth.
5 Sheila can't speak at the moment.
6 Jill wasn't careful when she was using a sharp knife.

48 Units

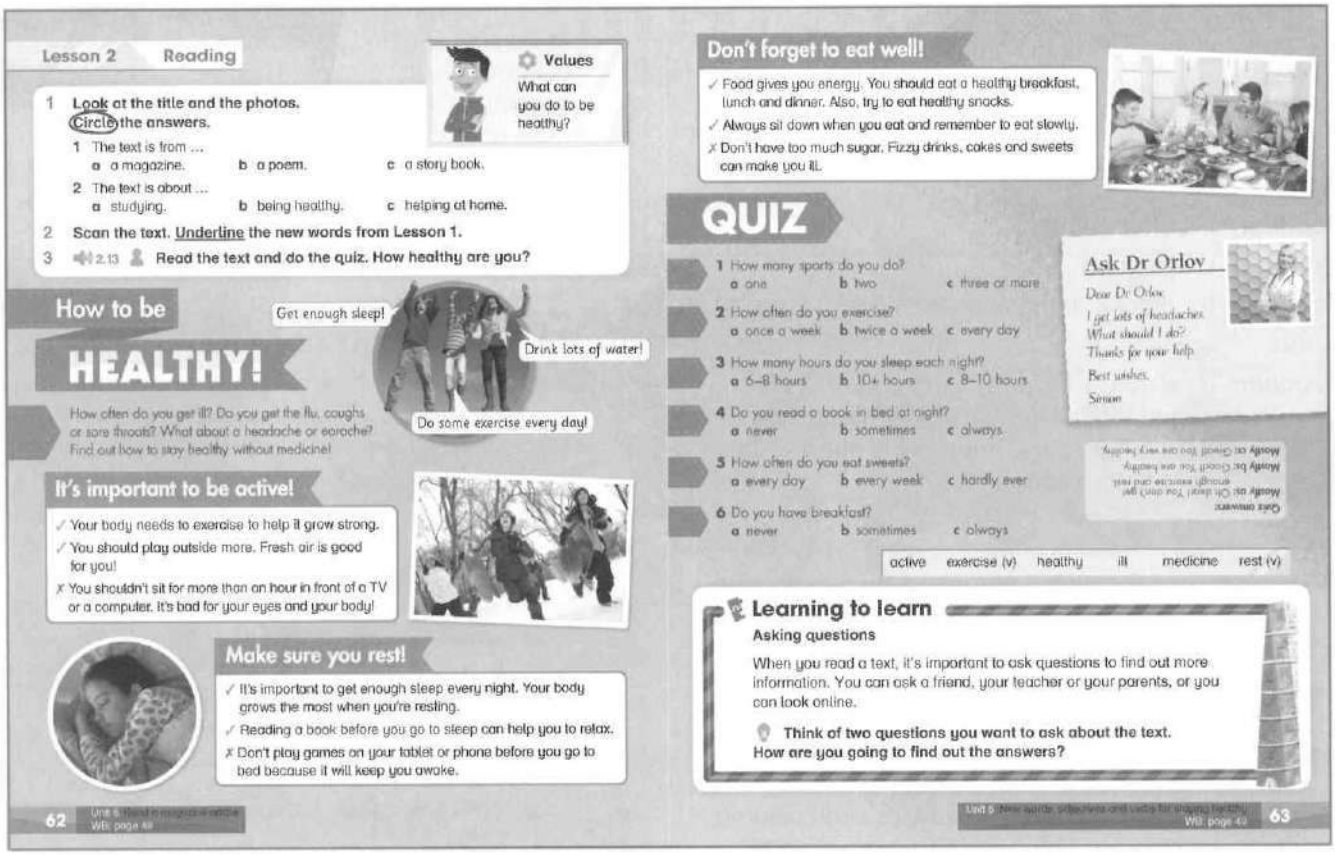
1 Label the pictures.

Answers: 1 stomach ache 2 toothache 3 sore throat 4 cut 5 headache 6 temperature 7 broken arm 8 earache 9 flu 10 cough

2 What's the matter with them? Complete the sentences.

Answers: 1 broken arm. 2 got a stomach ache. 3 He's got a headache. 4 He's got toothache. 5 She's got a sore throat. 6 She's got a cut.

Pupil's Book pages 62–63



Learning objectives: Read a magazine article; New words: adjectives and verbs for staying healthy

Vocabulary: active, exercise (v), healthy, ill, medicine, rest (v)

Additional language: strong, fresh air, energy, snacks, fizzy drinks, hardly ever

Resources: (PK) - Unit 5, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 2.13

Materials: Class Audio CD2; strips of paper and sheets of paper (enough for each group), sheets of paper (one per group), coloured pens / pencils, health magazines for reference

Warm-up: What's the word?

- Play this game to practise the vocabulary from the previous lesson as anagrams, e.g. *robkne rma – broken arm.*
- See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Put the flashcards for the new words on the board (or write the words on the board and draw a picture for each one). Explain the new vocabulary, using L1 if necessary. Point, say and have the children repeat the words.
- Have the children make sentences with the words.

1 Look at the title and the photos. Circle the answers.

- Have the children study the photos and title and decide on their answers. Ask why they chose those answers.
- Ask what type of magazines they like and how often they read them.

Answers: 1 a 2 b

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you the new words they learned in Lesson 1. Write them on the board.
- Ask a volunteer to say what scanning a text is.
- Have the children work individually. Tell them to ask you if there is anything they don't understand.
- Children raise their hands to answer.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: flu, cough, sore throat, headache, earache

Values

- Refer the children to the Values box and ask them what they can do to be healthy.
- Write a few answers on the board, e.g. *Play sport. Eat lots of fruit and vegetables.*
- Divide the children into small groups. Give each group a sheet of paper and have them write two sentences about what they can do to be healthy.

Teaching star!

Reading

- Use reading texts to inspire creative and artistic responses, which help to cement what has been learned.
- Ask the children what they think the cover of the magazine in the reading text would be like, e.g. *It would have someone jogging on it and pictures of vegetables.* Explain that the children are going to make their own health magazine during the next few lessons. Show the class the magazines you have brought in. Divide the class into small groups and give each group a sheet of paper (remember these groups for later in the unit). They make the cover of their health magazine. Encourage them to think about what they draw on it, what colours they use and what title they give it. When they have finished, collect all the covers. For homework they each have to think of an article they could write about being healthy (see Lesson 3).

3 2.13 Read the text and do the quiz. How healthy are you?

- Ask *Are you healthy? Do you do enough to stay healthy?*
- Play the audio. Have the children listen and read.
- Give the children a few minutes to read the text again. Tell them to raise their hands if there are words they don't understand for you to explain.
- Have them do the quiz. Ask them to add up their points to see how healthy they are.
- Ask if they agree with the results. *Why? / Why not?*
- Finally, ask if there is anything else that could have been added to the quiz.

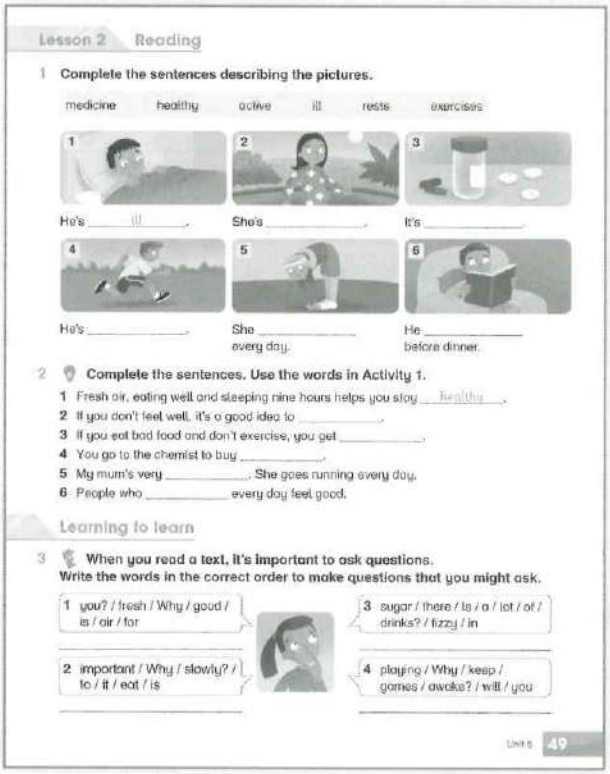
Learning to learn

- Refer the children to the text about asking questions.
- Ask the children what they do to find answers in a text. Ask *Do you scan it for key words or do you read it line by line? Do you ask your parents, teachers or friends for help? If you look online, what key words do you use?*
- Have the children think about two questions they would like to ask about the text and write them down. Then, in pairs, have them discuss how they would go about finding the answers.
- Have volunteers tell you some of their ideas.

Cooler: Question swap

- Have the children give their questions from *Learning to learn* to their partners, who have to answer them in their notebooks.
- Invite pairs to read the questions and answers.

Workbook page 49


Lesson 2 Reading

1 Complete the sentences describing the pictures.

medicine healthy active ill rests exercises

1 He's ill. 2 She's . 3 It's .

4 He's . 5 She . every day. 6 He . before dinner.

2 Complete the sentences. Use the words in Activity 1.

1 Fresh air, eating well and sleeping nine hours helps you stay healthy.
2 If you don't feel well, it's a good idea to .
3 If you eat bad food and don't exercise, you get .
4 You go to the chemist to buy .
5 My mum's very . She goes running every day.
6 People who every day feel good.

Learning to learn

3 When you read a text, it's important to ask questions. Write the words in the correct order to make questions that you might ask.

1 you? / fresh / Why / good / is / air / for
2 important / Why / slowly? / to / it / eat / is
3 sugar / there / Is / a / lot / of / drinks? / fizzy / in
4 playing / Why / keep / games / awake? / will / you

Unit 5 49

1 Complete the sentences describing the pictures.

Answers: 1 ill 2 healthy 3 medicine 4 active 5 exercises 6 rests

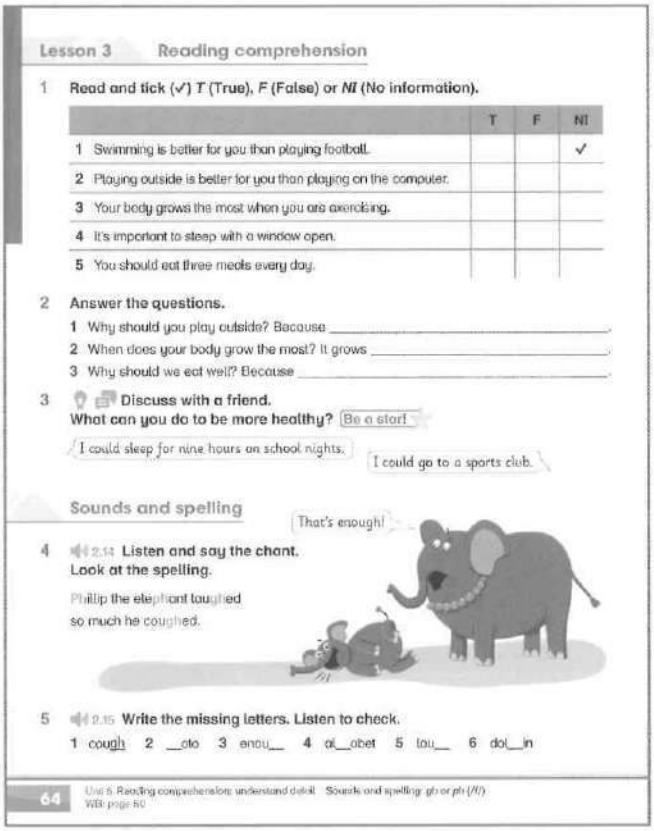
2 Complete the sentences. Use the words in Activity 1.

Answers: 1 healthy 2 rest 3 ill 4 medicine 5 active 6 exercise

3 When you read a text, it's important to ask questions. Write the words in the correct order to make questions that you might ask.

Answers: 1 Why is fresh air good for you? 2 Why is it important to eat slowly? 3 Is there a lot of sugar in fizzy drinks? 4 Why will playing games keep you awake?

Pupil's Book page 64



Lesson 3 Reading comprehension

1 Read and tick (✓) T (True), F (False) or NI (No information).

	T	F	NI
1 Swimming is better for you than playing football.			✓
2 Playing outside is better for you than playing on the computer.			
3 Your body grows the most when you are exercising.			
4 It's important to sleep with a window open.			
5 You should eat three meals every day.			

2 Answer the questions.
1 Why should you play outside? Because _____.
2 When does your body grow the most? It grows _____.
3 Why should we eat well? Because _____.

3 Discuss with a friend.
What can you do to be more healthy? Be a star!
I could sleep for nine hours on school nights. I could go to a sports club.

Sounds and spelling

4 2.14 Listen and say the chant.
Look at the spelling.
Phillip the elephant laughed so much he coughed.
That's enough!

5 2.15 Write the missing letters. Listen to check.
1 cough 2 __oto 3 enou__ 4 al__abet 5 lau__ 6 dol__in

64 Unit 5 Reading comprehension: understand detail Sounds and spelling: gh or ph (/f/)
WB: page 60

***Learning objectives*:** Reading comprehension: understand detail; Sounds and spelling: *gh* or *ph* (/f/)

***Vocabulary*:** alphabet, cough, coughed, dolphin, elephant, enough, laugh, laughed, photo

***Resources*:** (PK) - Unit 5, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 2.14–2.15

***Materials*:** Class Audio CD2; scrap pieces of paper, sheets of paper (one per group), (optional) coloured pens / pencils

Warm-up: At the doctor's

- On the board, write:
  Doctor: How can I help you?
  Patient: Oh, my head hurts. I have a headache.
  Doctor: You should lie down and get some rest.
  Patient: Thank you, doctor.
- Invite two volunteers to come to the front of the class and read out the dialogue.
- Divide the class into pairs and have them write their own dialogue. Ask pairs to read it to the class. Encourage them to act it out if possible.

1 Read and tick (✓) *T* (True), *F* (False) or *NI* (No information).

- Write the following on the board:
  Your body doesn't need exercise.
  Computers and TV are bad for your eyes and body.
  Get enough sleep because you wake up early.
- Have children think about which answer is true, false and which one has no information (*F, T, NI*).
- Have them explain how they got their answers.
- Ask children to do the activity. As an extension, have them correct the false sentence.

Answers: 1 NI 2 T 3 F 4 NI 5 T

2 Answer the questions.

- Have children place their Pupil's Books face down.
- Read the first statement to the class and ask a volunteer to say the answer.
- Have children complete the activity individually and then check answers with their partners.

Answers: 1 Because fresh air is good for you. 2 It grows the most when we are resting. 3 Because food gives us energy.

3 Discuss with a friend. What can you do to be more healthy? Be a star!

- Have two volunteers read out the example dialogue.
- Have the children look back at pages 62–63 and their quiz answers.
- Ask *Are you happy with your answers to the quiz? What can you do to be more healthy?*
- Divide the class into pairs and have them discuss the question.
- Monitor for proper use of language.

Teaching star!

Extension

- Completing larger projects in small bursts keeps children focused and enthusiastic.
- Divide the class into the same groups as Lesson 2 (the health magazine project). Ask them what articles they want to write about in their health magazines. Have each group choose an idea and ask them to write a few sentences or two small paragraphs on a scrap piece of paper. Gently correct spelling and syntax. Have the children choose who will copy the text onto a sheet of paper and who will illustrate it. Collect all work at the end of the activity and keep it for later use. Explain that they will continue the activity in the next lesson.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

4 2.14 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *Phillip*, *elephant*, *laughed* and *coughed* on the board. Say each word as you point to it and have the children repeat after you. Elicit that the letters *ph* and *gh* have the /f/ sound.
- Play the first part of the audio for the children to listen to.
- Play it again and have the children join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses to complete the activity.
- Then say the chant slowly as you clap a steady beat. Have the children repeat with you. Pick up speed as you repeat the chant until the children twist the words in their mouths.

Audioscript

Teacher: Now say the missing words.
Teacher: ... the elephant laughed so much he coughed.
Children: Phillip
Teacher: Phillip ... laughed so much he coughed.
Children: the elephant
Teacher: Phillip the elephant laughed so much ...
Children: he coughed.
Teacher: Phillip the elephant ... coughed.
Children: laughed so much he

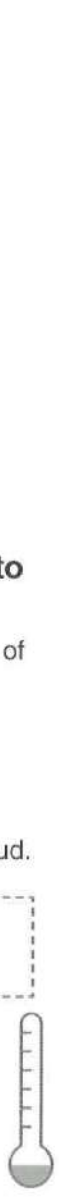
5 2.15 Write the missing letters. Listen to check.

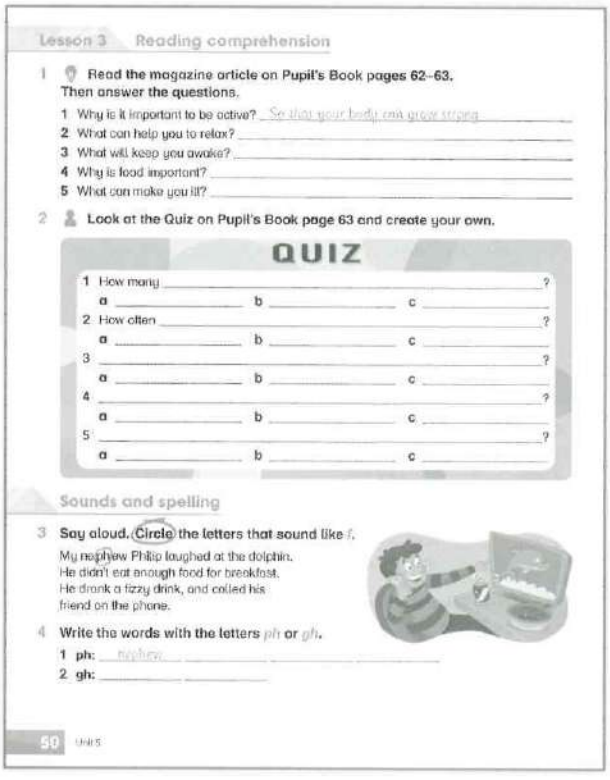
- Ask the children what other words they can think of that have the /f/ sound (*alphabet*, *dolphin*, etc.).
- Write the gapped words on the board and ask volunteers to complete them. Have the children complete the activity.
- Play the audio for the children to check their answers. Ask volunteers to read the answers aloud.

Answers: 1 cough 2 photo 3 enough 4 alphabet 5 laugh 6 dolphin

Cooler: Clap the phoneme

- See the Games Bank (pages 14–17) for how to play the game.





Lesson 3 Reading comprehension

1 Read the magazine article on Pupil's Book pages 62–63. Then answer the questions.

1 Why is it important to be active? So that your body can grow strong.
2 What can help you to relax? _____
3 What will keep you awake? _____
4 Why is food important? _____
5 What can make you ill? _____

2 Look at the Quiz on Pupil's Book page 63 and create your own.

QUIZ

1 How many _____ ?
a _____ b _____ c _____
2 How often _____ ?
a _____ b _____ c _____
3 _____ ?
a _____ b _____ c _____
4 _____ ?
a _____ b _____ c _____
5 _____ ?
a _____ b _____ c _____

Sounds and spelling

3 Say aloud. Circle the letters that sound like *f*.
My nephew Philip laughed at the dolphin.
He didn't eat enough food for breakfast.
He drank a fizzy drink, and called his friend on the phone.

4 Write the words with the letters *ph* or *gh*.
1 ph: nephew _____
2 gh: _____

50 UNIT 5

1 Read the magazine article on Pupil's Book pages 62–63. Then answer the questions.

Answers: 1 So that your body can grow strong. 2 Reading a book before you go to sleep. 3 Playing games on your tablet or phone. 4 Because it gives you energy. 5 Too much sugar, for example, fizzy drinks, cakes and sweets.

2 Look at the Quiz on Pupil's Book page 63 and create your own.

Answers: Children's own answers.

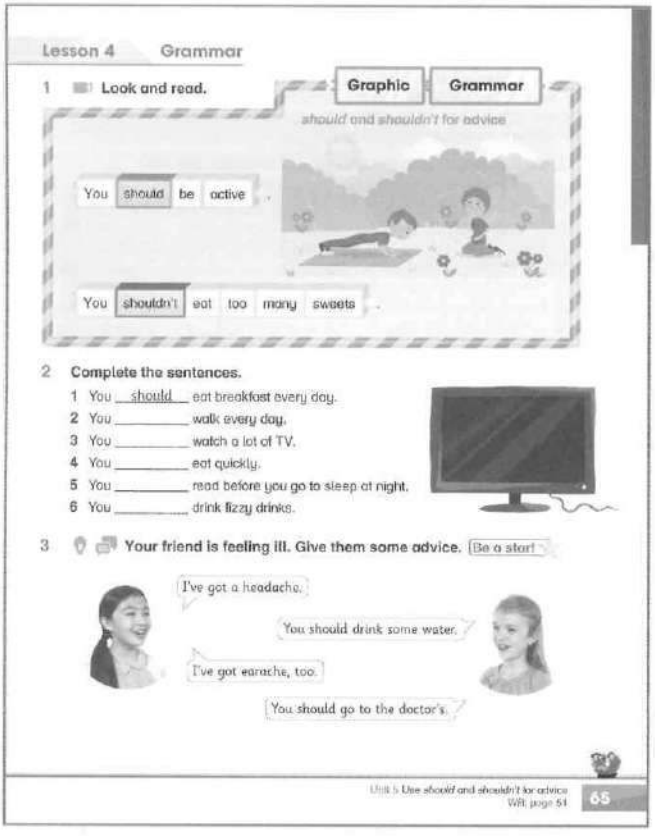
3 Say aloud. Circle the letters that sound like *f*.

Answers: My ne(ph)ew (Ph)ilip lau(gh)ed at the dol(ph)in. He didn't eat enou(gh) (f)ood (f)or break(f)ast. He drank a (f)izzy drink, and called his (f)riend on the (ph)one.

4 Write the words with the letters *ph* or *gh*.

Answers: 1 **ph:** nephew, Philip, dolphin, phone 2 **gh:** laughed, enough

Pupil's Book page 65



Learning objectives: Use *should* and *shouldn't* for advice

Grammar: *should* and *shouldn't* for advice

Resources: (PK) - Unit 5, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Scrap pieces of paper, sheets of paper (one per group)

Warm-up: Say that again

- Tell the children that for some reason you keep muddling up your words today.
- Write on the board, mime and say *I've got a kenrob ram*. Encourage the children to correct you, e.g. *I've got a broken arm*.
- Continue with *temturepera* (*temperature*) and *ache machsto* (*stomach ache*).
- Divide the class into pairs and have them continue with their partners.

1 Look and read.

- If you don't have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
- On the board, write *I must listen to the teacher. I mustn't talk in class.*
- Ask the children if they remember what *must* and *mustn't* mean and how we use it (*obligation, for rules*).
- Then, on the board, write *You should see a doctor. You shouldn't walk in the rain.*
- Ask the children what *should* and *shouldn't* mean here (*advice*). Explain that when we give any form of advice, we use *should* or *shouldn't*.
- Tell the children you have a problem remembering things. Ask them what you should do about it. Write a few answers on the board. (*You should write things in a diary. You shouldn't forget your diary.*)
- Have the children look at the blue and red boxes in Activity 1.
- Read out the sentences from the activity as the children follow you in their books.
- On the board, write *I have toothache. I don't understand this activity.*
- Have the children work in pairs to write advice using *should* and *shouldn't* on the topics given above, e.g. *You should see a dentist. You shouldn't eat so many sweets.*
- Ask the pairs to read the sentences to the class. Correct where necessary and write a few of the sentences on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

2 Complete the sentences.

- Have the children turn over their Pupil's Books. Explain that you will say a few sentences which they have to agree with by giving you the thumbs up (or an alternative appropriate gesture for your classroom) or disagree by giving you the thumbs down. Tell them not to correct you.
- Say *You shouldn't eat breakfast every day.* (*thumbs down*) Choose a child to explain why they have given you the thumbs down. (*Because you should eat breakfast every day to be healthy.*)
- Continue with a few more statements.
- Then have the children complete the activity and check answers with their partners.

Answers: 1 should 2 should 3 shouldn't 4 shouldn't 5 should 6 shouldn't

3 Your friend is feeling ill. Give them some advice. Be a star!

- Have two volunteers read out the example dialogue.
- If necessary, quickly revise the illnesses and injuries on page 61.

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- Divide the class into pairs and have the children complete the activity. Monitor for proper use of language.

Teaching star!

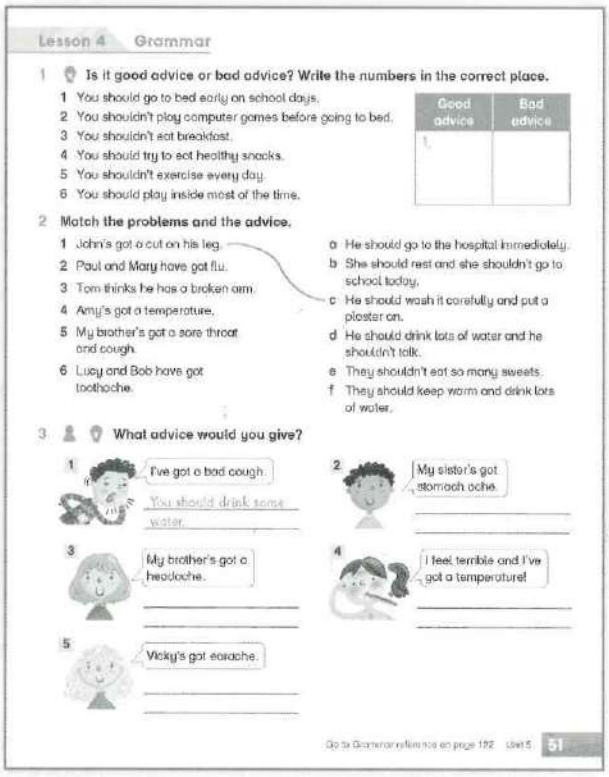
Group work

- Have children allocate roles to teach them the value of collaboration.
- Divide the children into their groups from the health magazine project (see previous *Teaching stars!* in this unit). Tell them that you want them to write some advice on staying healthy to go in the magazine. Tell them to include a title and to use bullet points. Refer the children to Unit 3, page 42 for reference.
- Have the groups discuss what advice they could give in their articles and make notes on scrap pieces of paper. Then give each group a sheet of paper. Tell the groups to allocate roles. They should have one or two members do each role: write out the final text, draw a few pictures, check the work. Collect all work at the end of the activity. Tell the children they will continue with their project in Lesson 7.

Cooler: Advice game

- Explain to the children that you are going to say what you think you *should* do and they have to correct you.
- Say *I have a headache. I should watch TV.* Accept all logical answers, e.g. *You shouldn't watch TV. You should lie down. You should get some rest.*
- Have the children write two statements to tell their partners. Their partners have to tell them what they should do.

Workbook page 51



Lesson 4 Grammar

1 Is it good advice or bad advice? Write the numbers in the correct place.

1 You should go to bed early on school days.
2 You shouldn't play computer games before going to bed.
3 You shouldn't eat breakfast.
4 You should try to eat healthy snacks.
5 You shouldn't exercise every day.
6 You should play inside most of the time.

Good advice	Bad advice
1,	

2 Match the problems and the advice.

1 John's got a cut on his leg.
2 Paul and Mary have got flu.
3 Tom thinks he has a broken arm.
4 Amy's got a temperature.
5 My brother's got a sore throat and cough.
6 Lucy and Bob have got toothache.

a He should go to the hospital immediately.
b She should rest and she shouldn't go to school today.
c He should wash it carefully and put a plaster on.
d He should drink lots of water and he shouldn't talk.
e They shouldn't eat so many sweets.
f They should keep warm and drink lots of water.

3 What advice would you give?

1 I've got a bad cough. — You should drink some water.
2 My sister's got stomach ache.
3 My brother's got a headache.
4 I feel terrible and I've got a temperature!
5 Vicky's got earache.

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 122 while completing these Workbook activities.

1 Is it good advice or bad advice? Write the numbers in the correct place.

Answers: Good advice: 1, 2, 4
Bad advice: 3, 5, 6

2 Match the problems and the advice.

Answers: 1 c 2 f 3 a 4 b 5 d 6 e

3 What advice would you give?

Answers: Children's own answers.

Pupil's Book page 66

Lesson 5 Language in use

bakery butcher's chemist's fishmonger's greengrocer's

1 2.16 Listen and say.

Mum is ill. She's got the flu, so I'm going shopping for her.
Can I come, too?
Sure, here's the shopping list.
Let me see.
First, let's go to the bakery to buy some bread.
Then let's go to the butcher's to buy some meat for dinner.
OK. And where should we go after that?
Let's go to the fishmonger's to buy some fish.
Oh, and we need some bananas, too.
OK. So, let's go to the greengrocer's to buy some bananas.
And we must go to the chemist's to buy some tissues for Mum.
Yes, of course. Let's go!

2 Complete the sentences.

1 Let's go to the toy shop to buy a game.
2 Let's go to the library to _____
3 Let's go to the sports centre to _____
4 Let's go to the café to _____
5 Let's go to the chemist's to _____

3 Think of places in a town. Make a new dialogue. Be a star!

First, let's go to the library to read some books.
Great! Then we can go to the greengrocer's to buy some apples.
OK. Then, let's go to the bakery to buy a cake.

66 Unit 5 Make suggestions Use new words: shops
WB page 57

Learning objectives: Make suggestions; Use new words: shops

Vocabulary: bakery, butcher's, chemist's, fishmonger's, greengrocer's

Resources: (PK) - Unit 5, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.16 and Language in use video

Materials: Class Audio CD2; sheets of paper (one per pair), pictures of meat, bread, medicine, fish and fruit and vegetables; blank cards (ten per child), (optional) coloured pens / pencils

Warm-up: Shopping list

- Divide the class into pairs and have the pairs sit next to each other in a circle. Give each pair a sheet of paper and ask them to write a shopping list with five items on it.
- When they have finished, have each pair give their list to the pair on their right. The new pair have to add two more things to the list. Again, they then give their list to the next pair on the right who will add two more things.
- If a pair cannot add anything to the list, then they must return to their seats. The last remaining pair has to read their list to the class.

1 2.16 Listen and say.

- Put the new flashcards on the board (or write the words on the board and draw a picture for each one). Point to the words as you say them and have the children repeat after you.
- Stick the pictures you have brought on the board (see *Materials*). Ask where the children would go to buy these things. On the board, write:
  I went to the fishmonger's to buy some fish.
  I went to the bakery to buy some ...
- Ask the children to complete the second sentence (*bread / cakes*).
- Repeat for all the new vocabulary items.
- Explain that the phrase *to buy some ...* is a clause of purpose because it tells us why we want to do something.
- Refer the children to the dialogue. Have them listen to the audio twice.
- Ask *Why do they go to the bakery?* Elicit *To buy some bread.*
- Continue with all the items.

- If using the video, have the children watch the video after the fifth point and then continue with the rest of the questions.

2 Complete the sentences.

- On the board, write *library, chemist's, toy shop, sports centre, café.*
- Ask *Why would you go to these places?* (*to read a book, to buy medicine, to buy a present, to play tennis, to have some coffee / juice, etc.*)
- Have the children complete the activity individually and show their answers to their partners.

3 Think of places in a town. Make a new dialogue. Be a star!

- Ask the children to tell you the names of as many shops as they can. Write them on the board.
- Ask why people would go to each shop.
- Have two volunteers read out the example dialogue.
- Explain that the children have to make a short dialogue with some of the places in the blue box or their ideas on the board.
- Divide the children into pairs to complete the activity. As pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Ask pairs to come to the front and say their dialogues to the class.

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Teaching star!

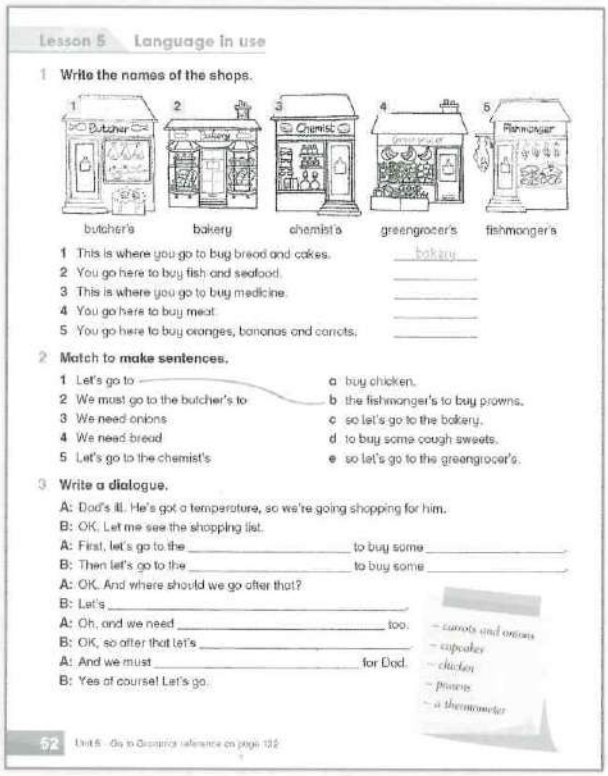
Pairwork

- Recycle language to consolidate what children have learned and build their confidence.
- Refer the children to Unit 3, pages 37, 40 and 41. Ask them to tell you what they see on the maps, e.g. *school, hospital*, etc. Divide the class into pairs and give each one a sheet of paper. Have them draw a map of their or another town, using the new places they have learned and some of the places in Unit 3. Have them illustrate their work and present it to the class. Place all work on classroom display.

Cooler: Snap!

- Play the game to practise the names of shops. See the Games Bank (pages 14–17) for how to play the game.

Workbook page 52



Lesson 5 Language in use

1 Write the names of the shops.

butcher's bakery chemist's greengrocer's fishmonger's

1 This is where you go to buy bread and cakes. bakery
2 You go here to buy fish and seafood.
3 This is where you go to buy medicine.
4 You go here to buy meat.
5 You go here to buy oranges, bananas and carrots.

2 Match to make sentences.

1 Let's go to — a buy chicken.
2 We must go to the butcher's to — b the fishmonger's to buy prawns.
3 We need onions — c so let's go to the bakery.
4 We need bread — d to buy some cough sweets.
5 Let's go to the chemist's — e so let's go to the greengrocer's.

3 Write a dialogue.

A: Dad's ill. He's got a temperature, so we're going shopping for him.
B: OK. Let me see the shopping list.
A: First, let's go to the _____ to buy some _____.
B: Then let's go to the _____ to buy some _____.
A: OK. And where should we go after that?
B: Let's _____.
A: Oh, and we need _____ too.
B: OK, so after that let's _____.
A: And we must _____ for Dad.
B: Yes of course! Let's go.

– carrots and onions
– cupcakes
– chicken
– prawns
– a thermometer

57 Unit 5 · Go to Grammar reference on page 122

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 122 while completing these Workbook activities.

1 Write the names of the shops.

Answers: 1 bakery 2 fishmonger's 3 chemist's 4 butcher's 5 greengrocer's

2 Match to make sentences.

Answers: 1 b 2 a 3 e 4 c 5 d

3 Write a dialogue.

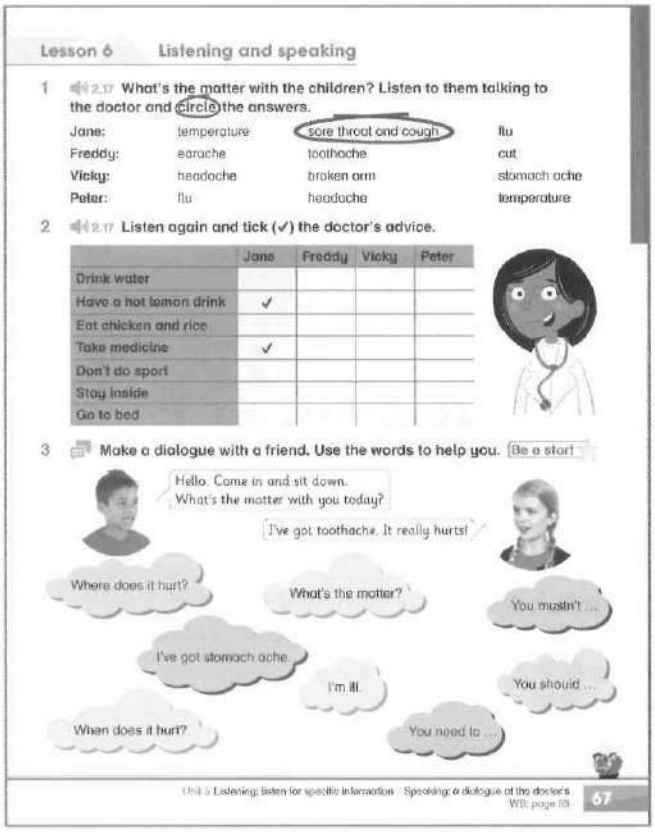
Answers: Children's own answers.

Grammar reference (page 122)

1 Write a response using the words given.

Answers: 1 Lets go to the greengrocer's to buy some mangoes. 2 He shouldn't go to school. He should stay in bed. 3 Let's go to the chemist's to buy some cough sweets. 4 She shouldn't eat sweets. She should go to the dentist. 5 She shouldn't go out. She should stay at home. 6 Let's go to the fishmonger's to buy some fish and prawns. 7 Let's go to the bakery to buy a cake. 8 He should drink lots of water. He shouldn't go skateboarding.

Pupil's Book page 67


Lesson 6 Listening and speaking

1 2.17 What's the matter with the children? Listen to them talking to the doctor and circle the answers.

Jane:	temperature	sore throat and cough	flu
Freddy:	earache	toothache	cut
Vicky:	headache	broken arm	stomach ache
Peter:	flu	headache	temperature

2 2.17 Listen again and tick (✓) the doctor's advice.

	Jane	Freddy	Vicky	Peter
Drink water				
Have a hot lemon drink	✓			
Eat chicken and rice				
Take medicine	✓			
Don't do sport				
Stay inside				
Go to bed				

3 Make a dialogue with a friend. Use the words to help you. Be a star!

Hello. Come in and sit down. What's the matter with you today?
I've got toothache. It really hurts!
Where does it hurt?
What's the matter?
You mustn't ...
I've got stomach ache
I'm ill.
You should ...
When does it hurt?
You need to ...

Unit 5 Listening: listen for specific information · Speaking: a dialogue at the doctor's WB page 53 67

Learning objectives: Listening: listen for specific information; Speaking: a dialogue at the doctor's

Resources: (PK) - Unit 5, Lesson 6; (PRC) - Review audio track 2.17

Materials: Class Audio CD2; photocopies of the audioscript for track 2.17 (one per pair)

Warm-up: Spelling race

- Play the game to practise the new words from the unit. See the Games Bank (pages 14–17) for how to play the game.

1 2.17 What's the matter with the children? Listen to them talking to the doctor and circle the answers.

- Ask *Why do you go to the doctor? What advice does the doctor usually give you?*
- Refer the children to Activity 1.
- Play the audio for the children to listen. Play it again and have children complete the activity.
- Check answers as a class.

Audioscript

Jane: Good morning, Doctor.

Doctor Khalaf: Good morning. Come in and sit down. What's your name?

Jane: My name's Jane.

Doctor Khalaf: And what's wrong with you?

Jane: Well, I've got a sore throat and a cough.

Doctor Khalaf: OK. So when did it start?

Jane: Yesterday.

Doctor Khalaf: And do you cough in the day or at night?

Jane: Um. More at night.

Doctor Khalaf: You need to take this medicine before you go to bed and again in the morning.

Jane: OK.

Doctor Khalaf: And also you should have a hot lemon drink for your throat.

Jane: Thank you, Doctor.

Freddy: Good morning, Doctor.

Doctor Khalaf: Good morning. Come in and sit down. What's your name?

Freddy: My name's Freddy.

Doctor Khalaf: So, what's the matter with you today?

Freddy: Well, I've got an earache.

Doctor Khalaf: Which ear, the right one or the left one?

Freddy: Um ... the left one.

Doctor Khalaf: OK. I'm just going to look in your ear. Mmm ... it's very red!

Freddy: Yes, it hurts a lot.

Doctor Khalaf: And now I'm going to take your temperature. Oh dear! You've got an earache and a temperature! You need to take this medicine three times a day for six days. And finally, Freddy, you must stay inside and rest.

Freddy: OK. Thank you, Doctor.

Vicky: Good morning, Doctor.

Doctor Khalaf: Good morning. Come in and sit down. What's your name?

Vicky: My name's Vicky.

Doctor Khalaf: So Vicky, what's wrong with you today?

Vicky: Oh! I've got stomach ache.

Doctor Khalaf: Oh dear! Where does it hurt?

Vicky: Here, at the top of my stomach.

Doctor Khalaf: And does it hurt after eating or does it hurt all day?

Vicky: It hurts all day.

Doctor Khalaf: Hmm ... you need to eat chicken and rice for the next two days. No fruit and no sweets!

Vicky: Aw ... OK, Doctor.

Doctor Khalaf: And you should drink lots of water.

Peter: Good morning, Doctor.

Doctor Khalaf: Good morning. Come in and sit down. What's your name?

Peter: My name's Peter.

Doctor Khalaf: And what's the matter with you, Peter?

Peter: I've got a headache. It really hurts.

Doctor Khalaf: Oh no! Does it hurt at the back or the front of your head?

Peter: More at the front. Just here. And I feel very tired too.

Doctor Khalaf: OK. You should go to bed this afternoon and get lots of sleep. Take this medicine, too, with a glass of water.

Peter: Oh, I've got a football game this afternoon.

Doctor Khalaf: You shouldn't do any sport until your headache is better.

Peter: OK, Doctor.

Answers: **Jane:** sore throat and cough **Freddy:** earache **Vicky:** stomach ache **Peter:** headache

2 2.17 Listen again and tick (✓) the doctor's advice.

- Copy the table onto the board. Have the children close their books and complete the table from memory.
- Play the audio for children to check the table.
- Play the audio again for the children to fill in the table in their Pupil's Books.

Answers: **Drink water:** Vicky, Peter **Have a hot lemon drink:** Jane **Eat chicken and rice:** Vicky **Take medicine:** Jane, Freddy, Peter **Don't do sport:** Peter **Stay inside:** Freddy **Go to bed:** Peter

3 Make a dialogue with a friend. Use the words to help you. Be a star!

- Divide the class into pairs and give each pair a copy of the audioscript for track 2.17.
- Children write a dialogue using the words from the table and the clouds. They can refer to the script for help.
- Have them practise the dialogue in pairs.

Teaching star!

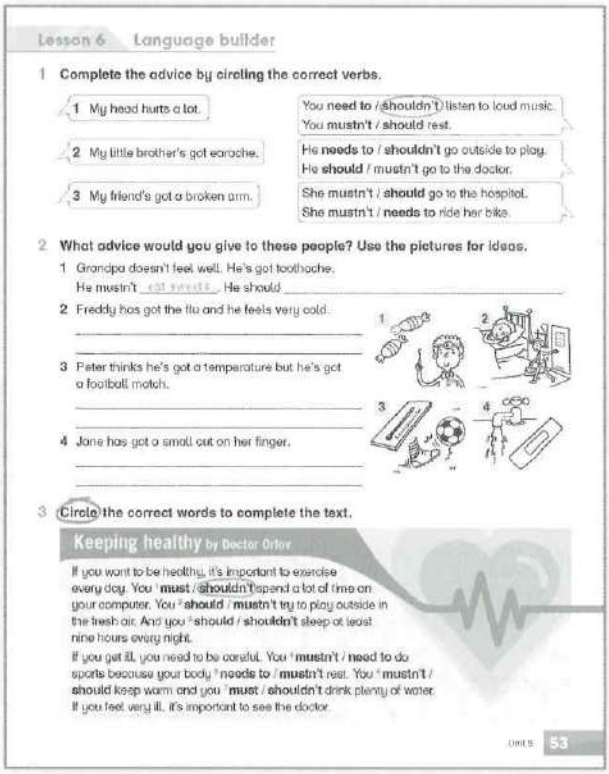
Contextualising

- Use drama to contextualise target language.
- Have the pairs from Activity 3 swap their dialogues. Ask them to check for any mistakes.
- Have pairs practise acting out their dialogues.

Cooler: What should I do?

- Divide the class into two teams and have them line up, facing each other. A member from Team A has to say what illness they have (e.g. *I have a sore throat).* A member from Team B has to suggest what they *should* do to get better (e.g. *You should drink some water*). If a player cannot make a suggestion, they sit down.
- Play from one end of the line to the other. Play the game twice so players can swap roles. The team with the most players left standing wins.

Workbook page 53



Lesson 6 Language builder

1 **Complete the advice by circling the correct verbs.**

1 My head hurts a lot. — You **need to** / **shouldn't** listen to loud music. You **mustn't** / **should** rest.

2 My little brother's got earache. — He **needs to** / **shouldn't** go outside to play. He **should** / mustn't go to the doctor.

3 My friend's got a broken arm. — She **mustn't** / **should** go to the hospital. She **mustn't** / **needs to** ride her bike.

2 **What advice would you give to these people? Use the pictures for ideas.**

1 Grandpa doesn't feel well. He's got toothache.
He mustn't eat sweets. He should _____

2 Freddy has got the flu and he feels very cold.
_____

3 Peter thinks he's got a temperature but he's got a football match.
_____

4 Jane has got a small cut on her finger.
_____

3 Circle the correct words to complete the text.

Keeping healthy by Doctor Orlov

If you want to be healthy, it's important to exercise every day. You [1] **must** / **shouldn't** spend a lot of time on your computer. You [2] **should** / **mustn't** try to play outside in the fresh air. And you [3] **should** / **shouldn't** sleep at least nine hours every night.

If you get ill, you need to be careful. You [4] **mustn't** / **need to** do sports because your body [5] **needs to** / **mustn't** rest. You [6] **mustn't** / **should** keep warm and you [7] **must** / **shouldn't** drink plenty of water. If you feel very ill, it's important to see the doctor.

DIRECTIONS 53

1 Complete the advice by circling the correct verbs.

Answers: 1 shouldn't / should 2 shouldn't / should 3 should / mustn't

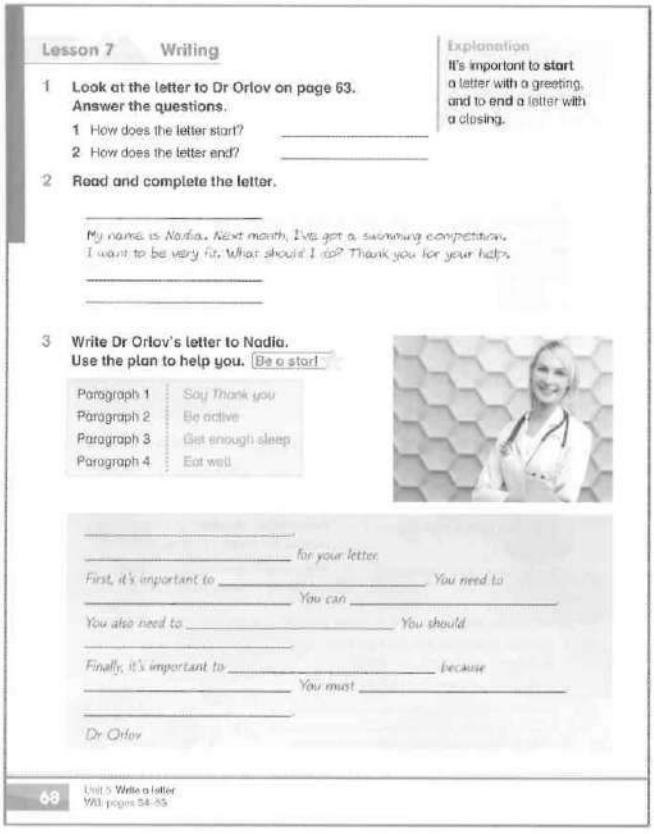
2 What advice would you give to these people? Use the pictures for ideas.

Answers: 1 eat sweets; go to the dentist 2 He needs to go to bed. He shouldn't go out. 3 He should take his temperature. He mustn't play football. 4 She must wash the cut. She should put a plaster on.

3 Circle the correct words to complete the text.

Answers: 1 shouldn't 2 should 3 should 4 mustn't 5 needs to 6 should 7 must

Pupil's Book page 68



Lesson 7 Writing

1 Look at the letter to Dr Orlov on page 63. Answer the questions.
1 How does the letter start? _____
2 How does the letter end? _____

Explanation
It's important to start a letter with a greeting, and to end a letter with a closing.

2 Read and complete the letter.

_____
My name is Nadia. Next month, I've got a swimming competition. I want to be very fit. What should I do? Thank you for your help.
_____
_____

3 Write Dr Orlov's letter to Nadia. Use the plan to help you. Be a star!

Paragraph 1	Say Thank you
Paragraph 2	Be active
Paragraph 3	Get enough sleep
Paragraph 4	Eat well

_____
_____ for your letter.
First, it's important to _____ You need to _____
_____ You can _____
You also need to _____ You should _____
Finally, it's important to _____ because _____
_____ You must _____
Dr Orlov

68 Unit 5 Write a letter
WB pages 54–55

Learning objectives: Write a letter

Resources: PK - Unit 5, Lesson 7

Materials: Sheets of paper (one per group and one per child)

Warm-up: Scrabble

- See the Games Bank (pages 14–17) for how to play the game.

1 Look at the letter to Dr Orlov on page 63. Answer the questions.

- Refer the children to the Explanation box. Have a volunteer read it. Check understanding.
- Ask the children if they have ever written letters and if so, why.
- Have them complete the activity.

Answers: 1 Dear 2 Best wishes

2 Read and complete the letter.

- Children complete the activity in pairs.
- Have the children copy the letter onto a sheet of paper but tell them to make intentional mistakes in it, e.g. *Best wishes, Nadia* (as the letter opening), *Dear Nadia* (as the closing message).
- Have pairs swap letters with their partners who have to correct the letters.

Answers: Dear Dr Orlov, Best wishes, Nadia

3 Write Dr Orlov's letter to Nadia. Use the plan to help you. Be a star!

- Ask the children what advice they think the doctor will give Nadia. Write their answers on the board.
- Refer the children to the letter in Activity 3 and ask them to underline *First*, *You also need to* and *Finally*.
- Explain that we use these words to break up the paragraphs and to help the reader understand what is written. We also use them to introduce new topics.
- As a class, complete the letter up to *You also need to*. Have the children give you ideas as to how the letter can be completed. Write them on the board.
- Divide the class into pairs and have them complete the activity. Have volunteers read their work to the class.

Suggested answer: Dear Nadia,
Thank you for your letter.
First, it's important to be active. You need to get lots of exercise every day. You can play different sports, ride your bike or run about with friends.
You also need to rest well. You should go to bed early, read a book in bed at night and sleep for eight to ten hours.
Finally, it's important to eat well because food gives you energy. You must eat three meals a day and have healthy snacks.
Best wishes,
Dr Orlov

Teaching star!

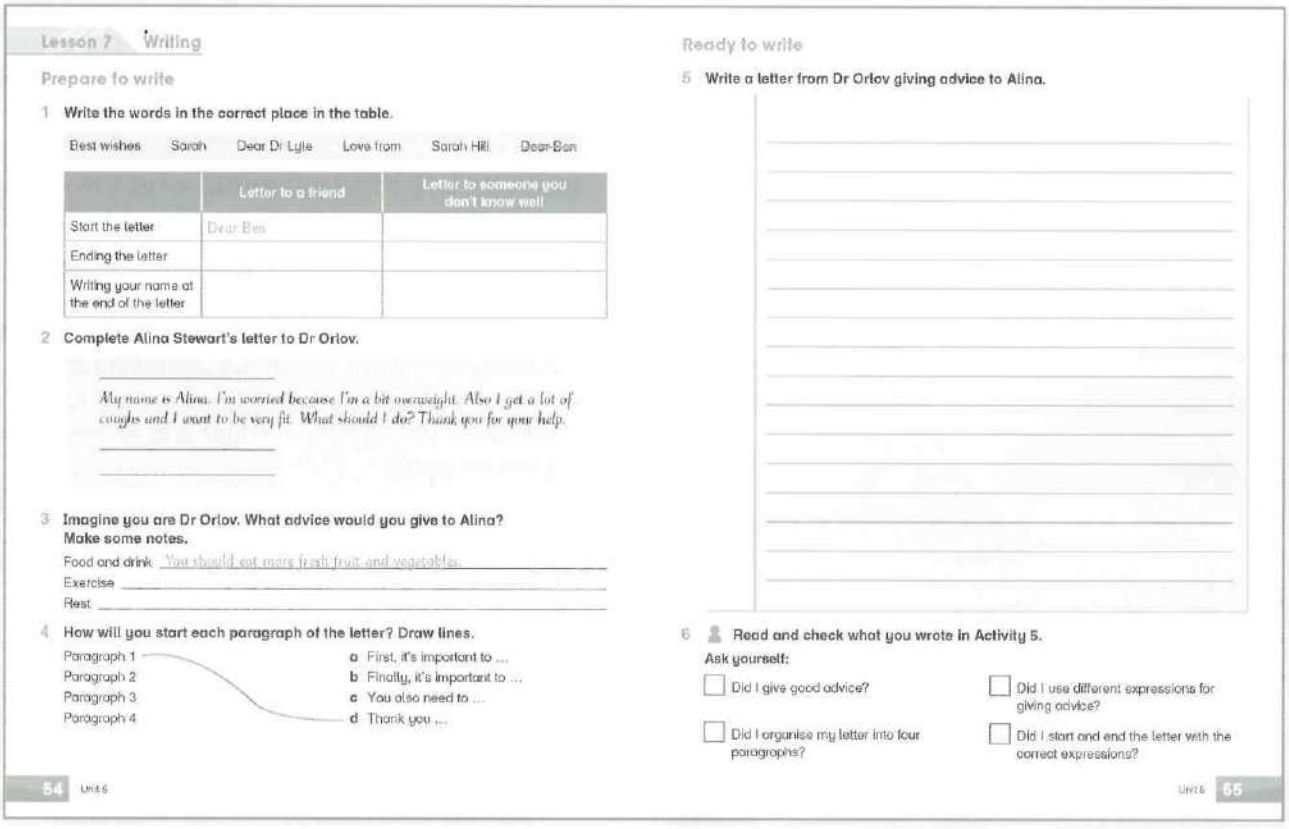
Group work

- Use group work activities to develop children's co-operative skills.
- Divide the children into their groups from the health magazine project. Ask each group to plan and write two letters. The first letter should ask for health advice on a particular issue (e.g. *How can I exercise more?*) and the second should answer the letter, offering advice on the subject (e.g. *You should join a sports team. You should go for a walk every day.*) They can refer to the letters on page 68 for ideas.
- Collect all work and keep it for the next lesson.

Cooler: Do you agree?

- Say sentences using *I should / shouldn't*. The children raise their hands if they agree, e.g. *I should eat breakfast every day. I shouldn't be active. I should drink lots of fizzy drinks.*

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit



Lesson 7 Writing

Prepare to write

1 Write the words in the correct place in the table.

Best wishes Sarah Dear Dr Lyle Love from Sarah Hill Dear Ben

	Letter to a friend	Letter to someone you don't know well
Start the letter	Dear Ben	
Ending the letter		
Writing your name at the end of the letter		

2 Complete Alina Stewart's letter to Dr Orlov.

My name is Alina. I'm worried because I'm a bit overweight. Also I get a lot of coughs and I want to be very fit. What should I do? Thank you for your help.

3 Imagine you are Dr Orlov. What advice would you give to Alina? Make some notes.

Food and drink You should eat more fresh fruit and vegetables.
Exercise
Rest

4 How will you start each paragraph of the letter? Draw lines.

Paragraph 1 — a First, it's important to ...
Paragraph 2 — b Finally, it's important to ...
Paragraph 3 — c You also need to ...
Paragraph 4 — d Thank you ...

54 Unit 6

Ready to write

5 Write a letter from Dr Orlov giving advice to Alina.

6 Read and check what you wrote in Activity 5.

Ask yourself:

- ☐ Did I give good advice?
- ☐ Did I use different expressions for giving advice?
- ☐ Did I organise my letter into four paragraphs?
- ☐ Did I start and end the letter with the correct expressions?

Unit 6 55

Prepare to write

1 Write the words in the correct place in the table.

- If done in class, ask children to tell you how letters to friends are started (*Dear*), ended (*Love*), how they would write their name (*Jim*).
- Repeat for formal letters.
- Have children complete the activity individually and then check answers with their partners.

Answers:

	Letter to a friend	Letter to someone you don't know well
Start the letter	Dear Ben	Dear Dr Lyle
Ending the letter	Love from	Best wishes
Writing your name at the end of the letter	Sarah	Sarah Hill

2 Complete Alina Stewart's letter to Dr Orlov.

- Have children complete the activity.
- Children check answers with their partners.

Answers: Dear Dr Orlov, Best wishes, Alina Stewart

3 Imagine you are Dr Orlov. What advice would you give to Alina? Make some notes.

- If done in class, ask children to think about what type of advice they would offer.
- They complete the activity in pairs.

4 How will you start each paragraph of the letter? Draw lines.

- If done in class, ask children how the beginning, middle and ending of letters can be started. Write answers on the board. Do not erase.
- Have children complete the activity individually and then check with their partners.

Answers: 1 d 2 a 3 c 4 b

Ready to write

5 Write a letter from Dr Orlov giving advice to Alina.

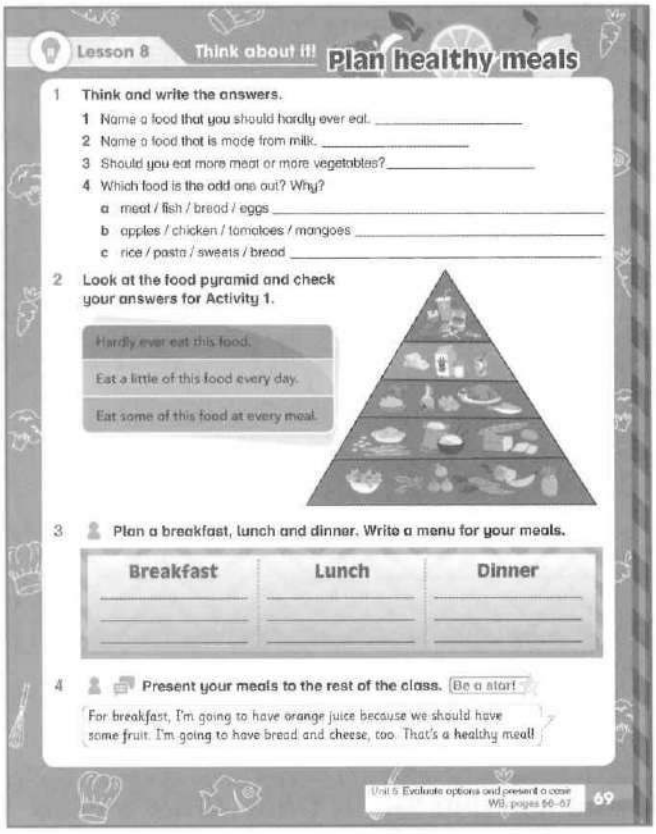
- Have children look at the board with the answers from the previous step.
- They complete the activity in pairs.

6 Read and check what you wrote in Activity 5.

- Ask the children to look at the check-list.
- If done in class, have pairs swap work and check for any spelling errors.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 69



Learning objectives: Evaluate options and present a case

Additional language: food pyramid

Resources: (PK) - Unit 5, Lesson 8; (TRC) - (TG) - Unit test and Mid-year test

Materials: Sheets of paper (a few for each group), stapler, strips of paper (one per child), board pens

Warm-up: Spelling race

- Play the game to practise words from the unit. See the Games Bank (pages 14–17) for how to play the game.

1 Think and write the answers.

- On the board make two lists entitled *Healthy* and *Unhealthy*.
- Ask the children to tell you which foods can go into each list. Write answers as given. Do not erase.
- Ask *How often do you eat healthy food? How often do you eat unhealthy food?*
- Refer the children to Activity 1 and have them complete it. Do not ask for answers at this stage.

Suggested answers: 1 cakes, biscuits, chocolate, crisps 2 cheese, butter, yoghurt 3 vegetables 4 a bread, because the others come from animals b chicken, because the others are fruits c sweets, because the others are not sugary foods

2 Look at the food pyramid and check your answers for Activity 1.

- Have the children look at the food pyramid and explain what it is. Ask *Why is the bottom of the pyramid green? Why is the top red?* (*Green shows healthy food while red shows unhealthy food.*)
- Ask *Why should we hardly ever eat the food in the red area?* (*It has a lot of sugar and fat which isn't good for you.*)
- Have the children compare the pyramid with the lists on the board from Activity 1. Ask them what other foods they can add or what foods they can change around.
- Check answers from Activity 1.

3 Plan a breakfast, lunch and dinner. Write a menu for your meals.

- Ask the children what they usually have for breakfast, lunch and dinner. Ask if they can improve their meals in any way.
- Divide the children into pairs and have them complete the activity.

4 Present your meals to the rest of the class. Be a star!

- Have a volunteer read the speech bubble.
- Have volunteers present their meals from Activity 3 to the class.
- Ask the children to think about the menus presented and if they are healthy and how they can be improved.

Teaching star!

Evaluating

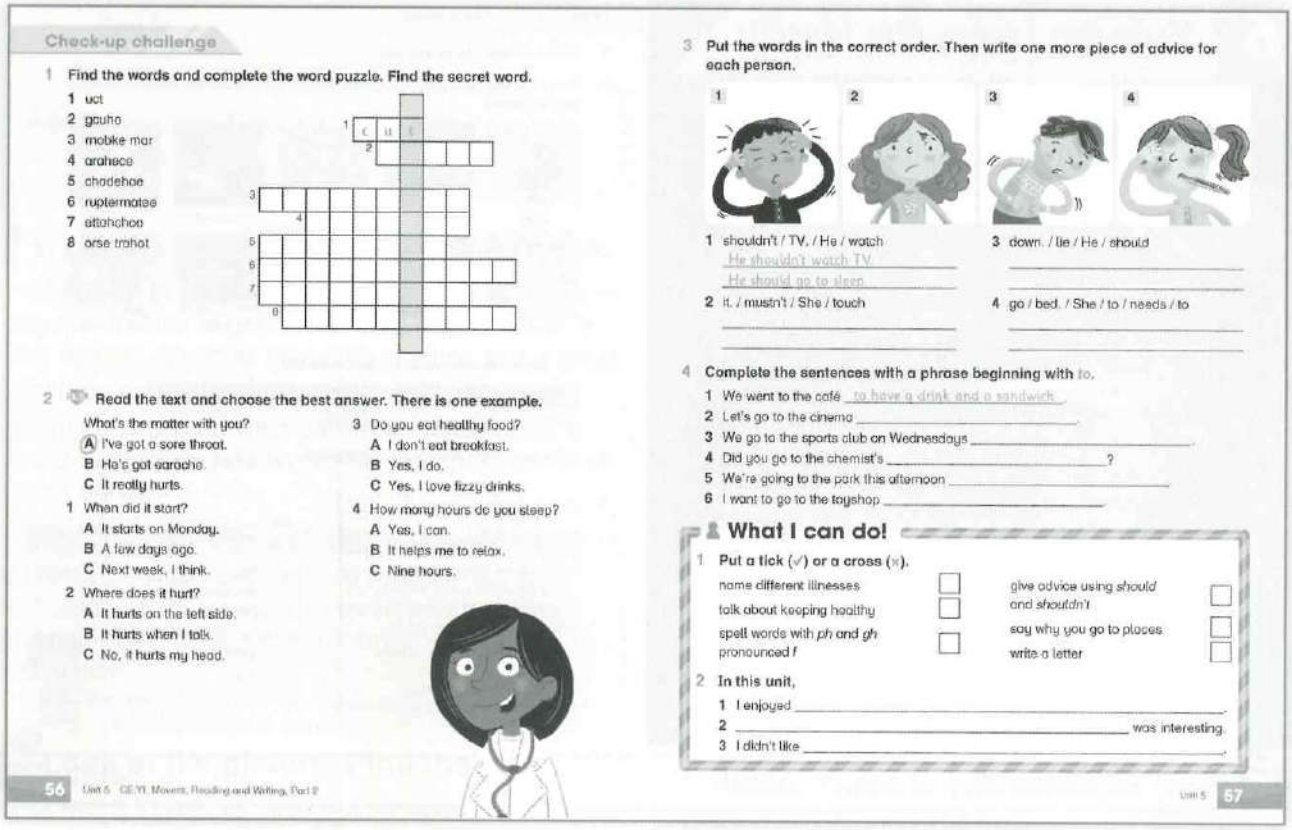
- Revisit material already created by children to encourage continuous self-evaluation.
- Divide the children into their groups from the health magazine project and return all their work on this project. Ask if they would like to add anything to it. If so, hand out sheets of paper for them to complete their work. Then help them to staple all the pages together. Make sure each magazine has a title.
- Display the magazines so that the children can read through them and decide what they like and what could be better. Then give each child a strip of paper and ask them to write the title of their favourite magazine. Collect all the strips and have a volunteer count the names to find the winning magazine.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: Well done!

- Say *Well done! You're an Academy Star!* Ask the children for feedback with these questions: *Which unit in the first half of the book was the most interesting? Which song did you like the best? Which grammar point did you think was the most difficult? Do you use English outside the classroom? How?*

Workbook pages 56–57



Check-up challenge

1 Find the words and complete the word puzzle. Find the secret word.

1 uct
2 gouho
3 mobke mar
4 arahece
5 chodehoe
6 ruptermatee
7 attahchoe
8 orse trahot

2 Read the text and choose the best answer. There is one example.

What's the matter with you?
A I've got a sore throat.
B He's got earache.
C It really hurts.

1 When did it start?
A It starts on Monday.
B A few days ago.
C Next week, I think.

2 Where does it hurt?
A It hurts on the left side.
B It hurts when I talk.
C No, it hurts my head.

3 Do you eat healthy food?
A I don't eat breakfast.
B Yes, I do.
C Yes, I love fizzy drinks.

4 How many hours do you sleep?
A Yes, I can.
B It helps me to relax.
C Nine hours.

3 Put the words in the correct order. Then write one more piece of advice for each person.

1 shouldn't / TV. / He / watch
He shouldn't watch TV.
He should go to sleep.
2 it. / mustn't / She / touch
3 down. / lie / He / should
4 go / bed. / She / to / needs / to

4 Complete the sentences with a phrase beginning with to.

1 We went to the café to have a drink and a sandwich.
2 Let's go to the cinema
3 We go to the sports club on Wednesdays
4 Did you go to the chemist's ?
5 We're going to the park this afternoon
6 I want to go to the toyshop

What I can do!

1 Put a tick (✓) or a cross (×).
name different illnesses
talk about keeping healthy
spell words with *ph* and *gh* pronounced *f*
give advice using *should* and *shouldn't*
say why you go to places
write a letter

2 In this unit,
1 I enjoyed
2 was interesting.
3 I didn't like

56 Unit 5 CE:YL Movers, Reading and Writing, Part 2

Unit 5 57

1 Find the words and complete the word puzzle. Find the secret word.

Answers: 1 cut 2 cough 3 broken arm 4 earache 5 headache 6 temperature 7 toothache 8 sore throat
The secret word is *stomach ache.*

2 CE:YL Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- Have the children look at the first item and ask them to underline the key words that could help them answer the question (*matter, you*).
- Then have them look at the answer and tell you why it is the correct answer. (*The question asks about 'you' so the answer should contain 'I'.*)
- Continue with all the questions, asking the children to underline the key words. Check what they have underlined. (*2 When, did 3 Where, hurt 4 Do you, healthy food, 5 How many hours*)
- Have the children complete the activity and then check their answers. Ask them to explain the reasons for their answers.

Answers: 1 B 2 A 3 B 4 C

3 Put the words in the correct order. Then write one more piece of advice for each person.

Answers: 1 He shouldn't watch TV. He should go to sleep. 2 She mustn't touch it. Children's own answers. 3 He should lie down. Children's own answers. 4 She needs to go to bed. Children's own answers.

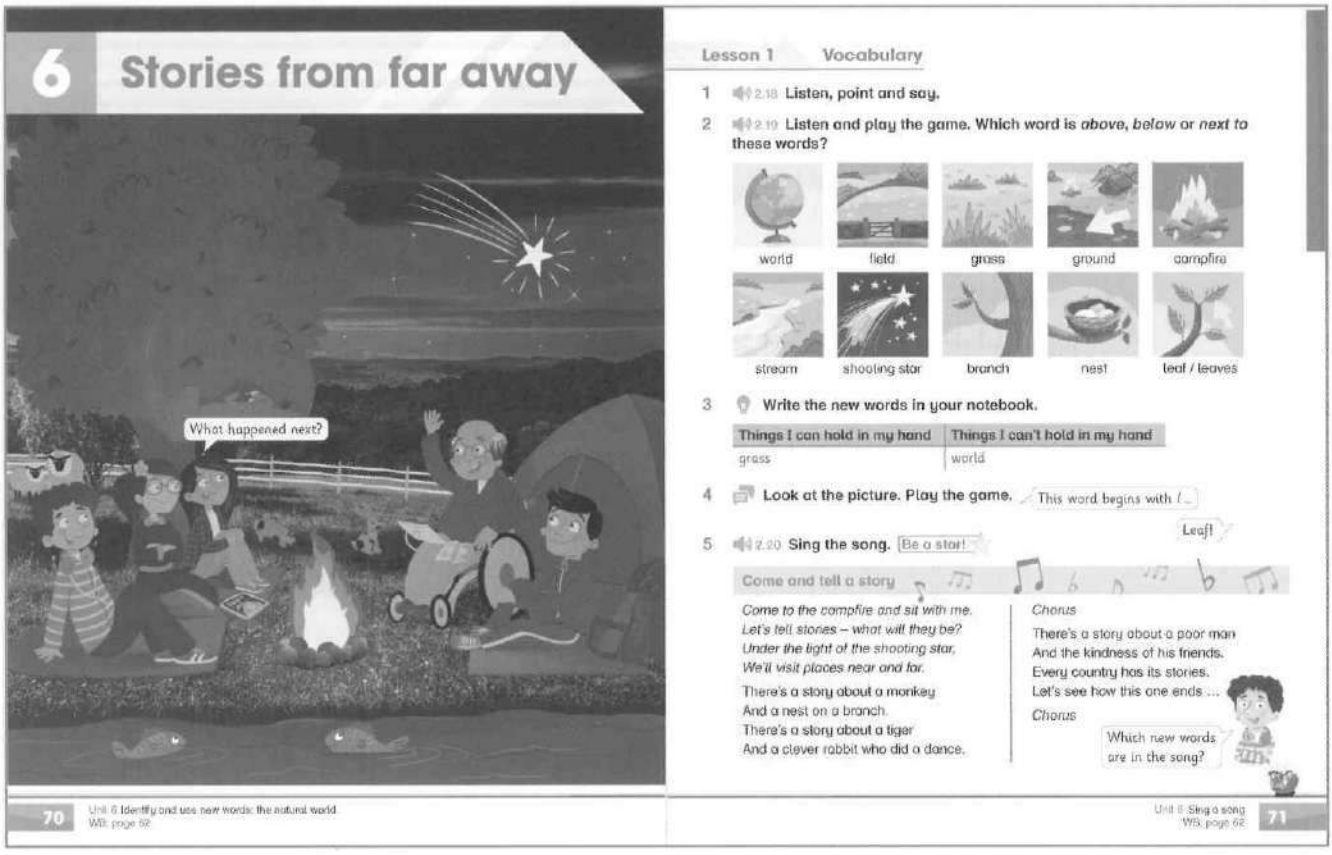
4 Complete the sentences with a phrase beginning with *to.*

PRC = Pupil's Resource Centre TG = Test Generator

6 Stories from far away

Lesson 1 Vocabulary

Pupil's Book pages 70–71



Learning objectives: Identify and use new words: the natural world; Sing a song

Vocabulary: branch, campfire, field, grass, ground, leaf / leaves, nest, shooting star, stream, world

Resources: (PK) - Unit 6, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 6 song, Flashcards; (PRC) - Review audio tracks 2.18–2.20

Materials: Class Audio CD2; photocopies of scrambled sentences (using language from Units 1–5, one per pair), sheets of paper (one per child)

Warm-up: Scrambled sentences

- Play the game to practise vocabulary and grammar from previous units, e.g. should / play / You / more / outside.
- See the Games Bank (pages 14–17) for how to play the game.

1 2.18 Listen, point and say.

- Refer the children to page 70. Ask *Where are they?* (*outside*) *What are they doing?* (*camping*)
- Play the audio. Children complete the activity.
- Refer the children to page 70 again and ask them to describe the picture using the key words, e.g. *There's a campfire. I can see a shooting star.*

2 2.19 Listen and play the game. Which word is *above*, *below* or *next to* these words?

- Have the children tell you the difference between *above*, *before* and *next to*.
- Play the first example on the audio and point to the pictures in the Pupil's Book.
- Play the next example, pause the audio and elicit the answer. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Audioscript

Teacher: It's above stream.
Child: world
Teacher: It's below field.
Child: shooting star
Teacher: It's next to world.
Child: field
Teacher: Now you. 1 It's below grass. 2 It's next to campfire. 3 It's above leaves. 4 It's next to leaves. 5 It's above branch. 6 It's below world.

Answers: 1 branch 2 ground 3 campfire 4 nest 5 grass 6 stream

3 Write the new words in your notebook.

- Hold a pen in your hand. Say *I can hold this pen in my hand.* Point to your desk. Say *But I can't hold this desk in my hand.* Refer the children to the chart.
- Children complete the activity individually.
- Have children quiz their partners. Child 1 says a word. Child 2 says whether they can hold it in their hand or not.

Answers: Things I can hold in my hand: grass, branch, nest, leaf / leaves **Things I can't hold in my hand:** world, field, ground, campfire, stream, shooting star

4 Look at the picture. Play the game.

- Ask two volunteers to read out the example dialogue.
- Refer the children to page 70 and say *This word begins with 'n'.* Elicit, e.g. *nest.* Repeat.
- Have the children continue with their partners.

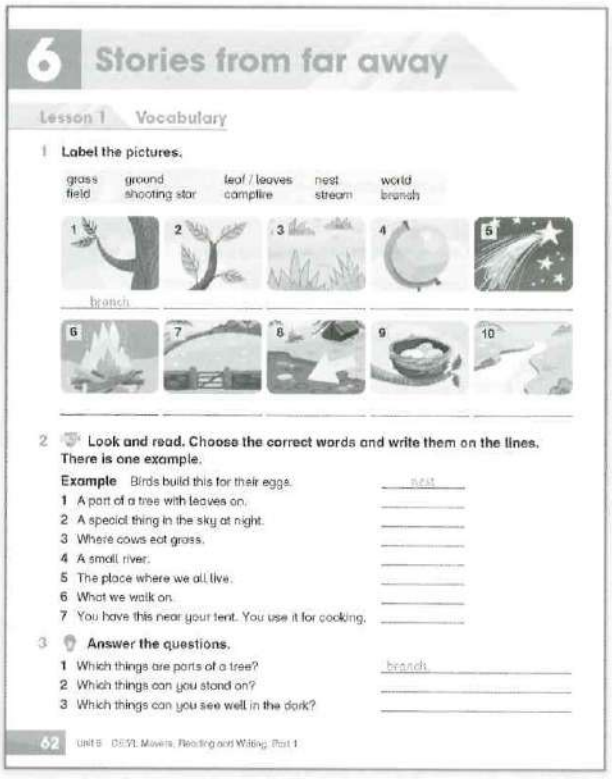
5 2.20 Sing the song. Be a star!

- Have a volunteer read Freddy's question.
- Play the audio. Children listen and raise their hands when they hear a new word.
- Children read the song and underline the new words. Write them on the board.
- Play the song again. Children sing along.

Answers: campfire, shooting star, nest, branch

Cooler: Let's draw

- Put the flashcards on the board.
- Hand each child a sheet of paper and ask them to draw their own campfire setting and to write a few sentences about it, using the new vocabulary.
- Have children present their work to the class.



6 Stories from far away

Lesson 1 Vocabulary

1 Label the pictures.

grass field | ground shooting star | leaf / leaves campfire | nest stream | world branch

1 branch 2 3 4 5 6 7 8 9 10

2 Look and read. Choose the correct words and write them on the lines. There is one example.

Example Birds build this for their eggs. nest
1 A part of a tree with leaves on.
2 A special thing in the sky at night.
3 Where cows eat grass.
4 A small river.
5 The place where we all live.
6 What we walk on.
7 You have this near your tent. You use it for cooking.

3 Answer the questions.

1 Which things are parts of a tree? branch
2 Which things can you stand on?
3 Which things can you see well in the dark?

62 Unit 6 CEYL Movers, Reading and Writing, Part 1

1 Label the pictures.

Answers: 1 branch 2 leaf / leaves 3 grass 4 world 5 shooting star 6 campfire 7 field 8 ground 9 nest 10 stream

2 CEYL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

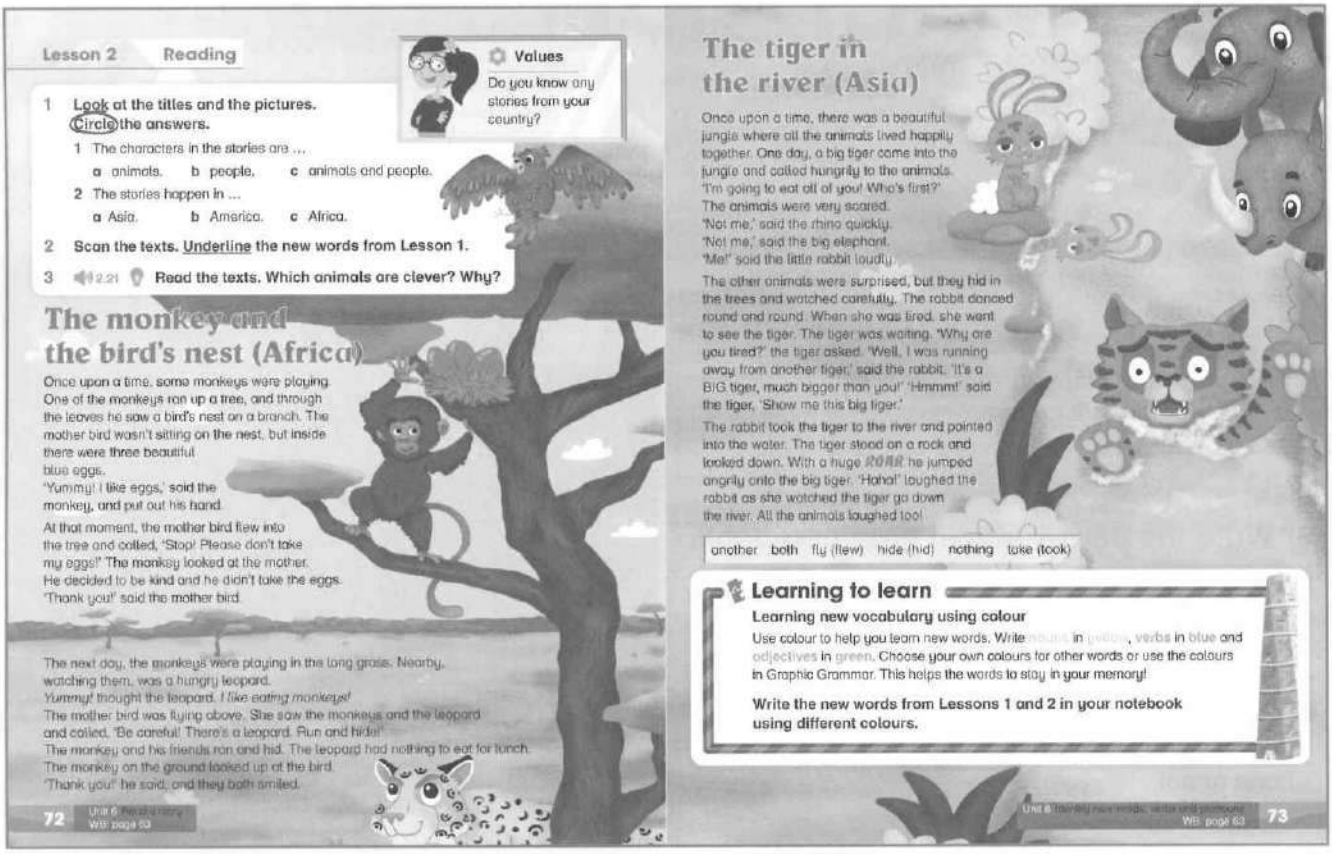
- Write all the new words on the board. Children define them.
- Children complete the activity individually, then check their answers with their partners.

Answers: 1 branch 2 shooting star 3 field 4 stream 5 world 6 ground 7 campfire

3 Answer the questions.

Answers: 1 branch, leaf / leaves 2 ground, grass, field, world 3 shooting star, campfire

Pupil's Book pages 72–73



Lesson 2 Reading

Values

Do you know any stories from your country?

1 Look at the titles and the pictures. Circle the answers.

1 The characters in the stories are ...
a animals. b people. c animals and people.

2 The stories happen in ...
a Asia. b America. c Africa.

2 Scan the texts. Underline the new words from Lesson 1.

3 2.21 Read the texts. Which animals are clever? Why?

The monkey and the bird's nest (Africa)

Once upon a time, some monkeys were playing. One of the monkeys ran up a tree, and through the leaves he saw a bird's nest on a branch. The mother bird wasn't sitting on the nest, but inside there were three beautiful blue eggs.
'Yummy! I like eggs,' said the monkey, and put out his hand.
At that moment, the mother bird flew into the tree and called, 'Stop! Please don't take my eggs!' The monkey looked at the mother. He decided to be kind and he didn't take the eggs.
'Thank you!' said the mother bird.

The next day, the monkeys were playing in the long grass. Nearby, watching them, was a hungry leopard.
Yummy! thought the leopard. *I like eating monkeys!*
The mother bird was flying above. She saw the monkeys and the leopard and called, 'Be careful! There's a leopard. Run and hide!'
The monkey and his friends ran and hid. The leopard had nothing to eat for lunch.
The monkey on the ground looked up at the bird.
'Thank you!' he said, and they both smiled.

72 Unit 6 Reading story WB page 63

The tiger in the river (Asia)

Once upon a time, there was a beautiful jungle where all the animals lived happily together. One day, a big tiger came into the jungle and called hungrily to the animals.
'I'm going to eat all of you! Who's first?'
The animals were very scared.
'Not me,' said the rhino quickly.
'Not me,' said the big elephant.
'Me!' said the little rabbit loudly.
The other animals were surprised, but they hid in the trees and watched carefully. The rabbit danced round and round. When she was tired, she went to see the tiger. The tiger was waiting. 'Why are you tired?' the tiger asked. 'Well, I was running away from another tiger,' said the rabbit. 'It's a BIG tiger, much bigger than you!' 'Hmmm!' said the tiger. 'Show me this big tiger.'
The rabbit took the tiger to the river and pointed into the water. The tiger stood on a rock and looked down. With a huge *ROAR* he jumped angrily onto the big tiger. 'Haha!' laughed the rabbit as she watched the tiger go down the river. All the animals laughed too!

another both fly (flew) hide (hid) nothing take (took)

Learning to learn

Learning new vocabulary using colour

Use colour to help you learn new words. Write nouns in yellow, verbs in blue and adjectives in green. Choose your own colours for other words or use the colours in Graphic Grammar. This helps the words to stay in your memory!

Write the new words from Lessons 1 and 2 in your notebook using different colours.

Unit 6 Reading story WB page 63 73

***Learning objectives*:** Read a story; Identify new words: verbs and pronouns

***Vocabulary*:** another, both, fly (flew), hide (hid), nothing, take (took)

***Additional vocabulary*:** jungle, nearby, roar

***Resources*:** PK - Unit 6, Lesson 2; TRC - Downloadable flashcards; PPK - Flashcards; PRC - Review audio track 2.21

***Materials*:** Class Audio CD2; sheets of paper (one per child), sheets of coloured paper (yellow, green and blue – one per child), coloured board markers (yellow, green and blue), coloured pencils (four different colours per child)

Vocabulary

- Put the new flashcards on the board (or write the new words on the board and draw a picture for each one). Write an example sentence on the board for each new word, e.g. *I'm still hungry. I'm going to eat another apple. Both my parents are good at tennis*, etc. Point at each sentence, say it and have the children repeat.
- Ask the children what tense the word *hid* is in (*past simple*).
- Have the children give you more verbs in the past simple and write them on the board.
- Explain the additional vocabulary using L1 if necessary.

Warm-up: It's about ...

- Have the children look at the Reading lessons from the previous units.
- Give each child a sheet of paper and ask them to choose a text, write a few sentences about it and draw a picture to illustrate it. Weaker learners may need one-to-one support.
- Have some children present their work to the class.

Values

- Refer the children to the Values box.
- Ask if they know any stories from their country and talk about them.

1 Look at the titles and the pictures. Circle the answers.

- Have the children study the pictures and titles and decide on an answer for each question. Ask why they chose that answer.
- Ask what type of stories they like to read and how often they read them.

Answers: 1 a 2 a, c

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

2 Scan the texts. Underline the new words from Lesson 1.

- Ask the children to tell you the new words they learned in Lesson 1. Write them on the board.
- Have the children work individually. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Children raise their hands to answer.

Answers: leaves, nest, branch, grass, ground

3 2.21 Read the texts. Which animals are clever? Why?

- Ask the children what they think of each animal.
- Play the audio. Children listen and read.
- Give them time to read the stories again individually and answer the question in their notebooks. Have them compare their answers with their partners.

Answers: The monkey because he gets help for being kind, and the rabbit because she tricks the tiger.

Teaching star!

Reading

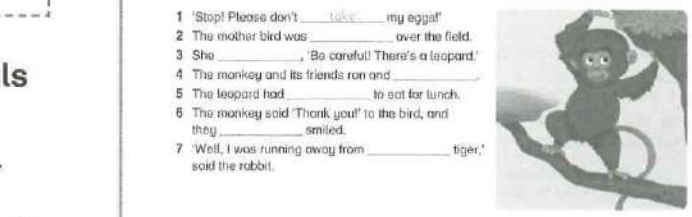
- Encourage children to read aloud to develop their fluency and focus. Have the children sit in a circle with their Pupil's Books. Explain that you will start reading the story and could stop at any point. When you stop, the child on your left has to read out the next sentence or phrase in the story. That child then continues by continuing the story and stopping, etc.

Learning to learn

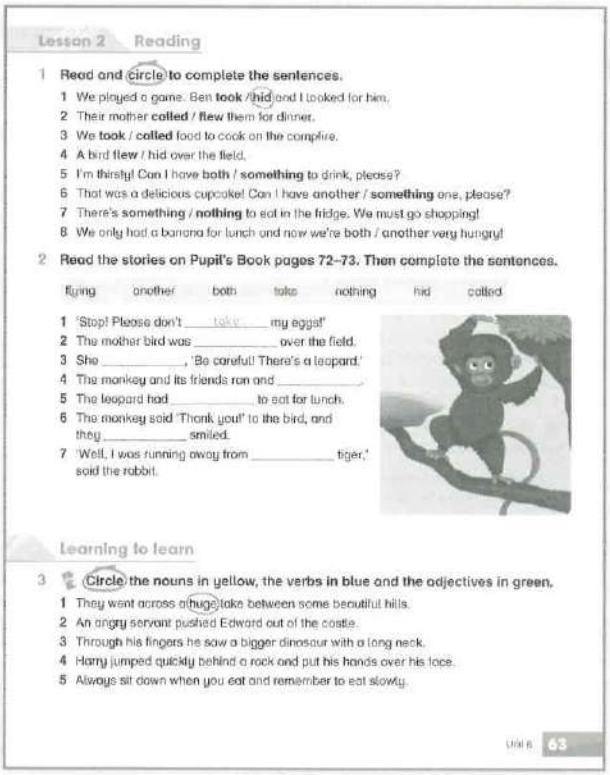
- Refer the class to the *Learning to learn* box. Ask them to say a few nouns and then write them on the board using a yellow marker. Continue with verbs (in blue) and adjectives (in green).
- Give each child one sheet of coloured paper (a mix of yellow, blue and green). Say a word. If it's a noun, the children with a yellow sheet of paper raise it in the air. Continue with as many verbs, nouns and adjectives as possible.
- Then write a few prepositions on the board and ask the children what colour they would like them to be. Circle them using a marker in that colour.
- Explain that colours can help us to remember words. Using coloured pencils, children write the new words from Lessons 1 and 2 in their notebooks.

Cooler: Pass the ball

- Play the game to practise parts of speech. See the Games Bank (pages 14–17) for how to play the game.



Workbook page 63



Lesson 2 Reading

1 Read and circle to complete the sentences.

1 We played a game. Ben took / hid and I looked for him.
2 Their mother called / flew them for dinner.
3 We took / called food to cook on the campfire.
4 A bird flew / hid over the field.
5 I'm thirsty! Can I have both / something to drink, please?
6 That was a delicious cupcake! Can I have another / something one, please?
7 There's something / nothing to eat in the fridge. We must go shopping!
8 We only had a banana for lunch and now we're both / another very hungry!

2 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

flying another both take nothing hid called

1 'Stop! Please don't take my eggs!'
2 The mother bird was flying over the field.
3 She called, 'Be careful! There's a leopard.'
4 The monkey and its friends ran and hid.
5 The leopard had nothing to eat for lunch.
6 The monkey said 'Thank you!' to the bird, and they both smiled.
7 'Well, I was running away from another tiger,' said the rabbit.

Learning to learn

3 Circle the nouns in yellow, the verbs in blue and the adjectives in green.

1 They went across a huge lake between some beautiful hills.
2 An angry servant pushed Edward out of the castle.
3 Through his fingers he saw a bigger dinosaur with a long neck.
4 Harry jumped quickly behind a rock and put his hands over his face.
5 Always sit down when you eat and remember to eat slowly.

Unit 6 63

1 Read and circle to complete the sentences.

Answers: 1 hid 2 called 3 took 4 flew 5 something 6 another 7 nothing 8 both

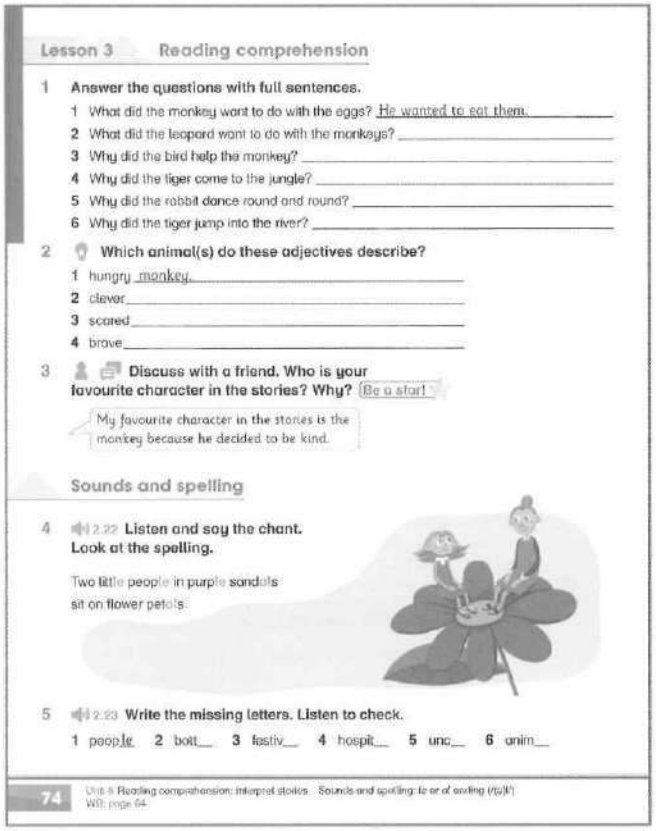
2 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

Answers: 1 take 2 flying 3 called 4 hid 5 nothing 6 both 7 another

3 Circle the nouns in yellow, the verbs in blue and adjectives in green.

Answers: Nouns (yellow): 1 lake, hills **2** servant, Edward, castle **3** fingers, dinosaur, neck **4** Harry, rock, hands, face **5** – **Verbs (blue): 1** went **2** pushed **3** saw **4** jumped, put **5** sit, eat, remember, eat **Adjectives (green): 1** huge, beautiful **2** angry **3** bigger, long **4** – **5** –

Pupil's Book page 74



Lesson 3 Reading comprehension

1 **Answer the questions with full sentences.**

1 What did the monkey want to do with the eggs? He wanted to eat them.
2 What did the leopard want to do with the monkeys?
3 Why did the bird help the monkey?
4 Why did the tiger come to the jungle?
5 Why did the rabbit dance round and round?
6 Why did the tiger jump into the river?

2 **Which animal(s) do these adjectives describe?**

1 hungry monkey
2 clever
3 scared
4 brave

3 **Discuss with a friend. Who is your favourite character in the stories? Why?** Be a star!

My favourite character in the stories is the monkey because he decided to be kind.

Sounds and spelling

4 2.22 **Listen and say the chant. Look at the spelling.**

Two little people in purple sandals
sit on flower petals.

5 2.23 **Write the missing letters. Listen to check.**

1 peop*le* 2 bott__ 3 festiv__ 4 hospit__ 5 unc__ 6 anim__

74 Unit 6 Reading comprehension: interpret stories Sounds and spelling: *le* or *al* ending (/(ə)l/)
WB page 64

Learning objectives: Reading comprehension: interpret stories; Sounds and spelling: *le* or *al* ending (/(ə)l/)

Vocabulary: animal, bottle, festival, hospital, little, people, petals, purple, sandals, uncle

Resources: PK - Unit 6, Lesson 3; TRC - Sounds and spelling worksheet, PPK - Sounds and spelling activity; PRC - Review audio tracks 2.22–2.23

Materials: Class Audio CD2; sheets of paper (two per group and one per child), (optional) coloured pens / pencils

Warm-up: What's the missing word?

- On the board, write three sentences from the stories on pages 72–73, each with a word missing, e.g. *One of the _____ ran up a tree.*
- Ask the children if they know what word is missing (*monkeys*). Ask volunteers to come to the board and write the word in the gap.
- Have the children write three of their own sentences from the stories with gaps for their partners to complete.

1 Answer the questions with full sentences.

- Ask the children to give you an example of a full sentence. Write it on the board.
- Look at the example with the class.
- Have the children work individually to answer the rest of the questions.
- Check as a class by having volunteers call out the answers. Write them on the board for the children to check against.

Answers: 1 He wanted to eat them. 2 He wanted to eat them. 3 Because he didn't take her eggs. 4 Because he was hungry. 5 Because she wanted to look tired. 6 Because he thought he saw another tiger (but it was his own reflection).

2 Which animal(s) do these adjectives describe?

- Write the adjectives on the board and complete the activity as a class.
- Then divide the class into pairs and have them find examples in the text that show why the adjectives belong to those animals.
- Have the pairs read their answers to the class.

Answers: 1 monkey, leopard, tiger 2 monkey, rabbit 3 bird, monkeys, rhino, elephant 4 rabbit

3 Discuss with a friend. Who is your favourite character in the stories? Why?

Be a star!

- Have a volunteer read the speech bubble.
- Have the children look back at pages 72–73 and discuss the questions in pairs.
- Give each child a sheet of paper. Ask them to write their answers on the sheet of paper and to illustrate it. Explain that they can write one or two sentences.
- Invite some children to show their pictures and read their sentences aloud.
- Place all work on classroom display.

Teaching star!

Extension

- Have children write their own activities to give them ownership of their learning.
- Divide the class into groups and hand each group two sheets of paper. Have them write an activity that tests what they have learned in the Reading lesson on pages 62–63. Tell them that they can look back to Activities 1–3 on page 64 for examples. Explain that they must have a separate page with the answer key. When they have completed the activity, ask the groups to swap their activities and to answer them.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

4 2.22 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *little*, *people*, *purple*, *sandals* and *petals* on the board. Say each word as you point to it and have the children repeat after you. Explain that the letters *le* or *al* have the /əl/ sound.
- Play the first part of the audio for the children to listen to.
- Play it again and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: Now say the missing words.

Teacher: Two … people in purple sandals sit on flower petals.

Children: little

Teacher: Two little people in … sandals sit on flower petals.

Children: purple

Teacher: Two little people in purple sandals sit on flower ...

Children: petals.

Teacher: Two little people in purple … sit on flower petals.

Children: sandals

5 2.23 Write the missing letters. Listen to check.

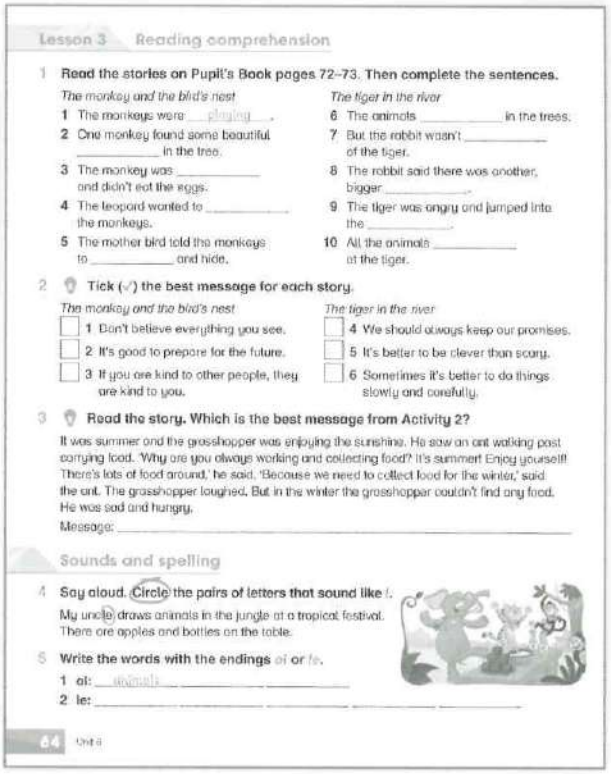
- Ask the children what other words they can think of that have the /əl/ sound (e.g. *apple*).
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Books.
- Play the audio. Ask volunteers to read out the words in the activity.
- Ask the children to place their Pupil's Books face down. Explain that you will say a word from Activity 5 and they have to say whether the sound is spelled *le* or *al*.

Answers: 1 people 2 bottle 3 festival 4 hospital 5 uncle 6 animal

Cooler: Bingo

- Play the game to practise the sounds the children have learned in *Sounds and spelling* Units 1–6.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 64



Lesson 3 Reading comprehension

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

The monkey and the bird's nest

1 The monkeys were playing.
2 One monkey found some beautiful _____ in the tree.
3 The monkey was _____ and didn't eat the eggs.
4 The leopard wanted to _____ the monkeys.
5 The mother bird told the monkeys to _____ and hide.

The tiger in the river

6 The animals _____ in the trees.
7 But the rabbit wasn't _____ of the tiger.
8 The rabbit said there was another, bigger _____.
9 The tiger was angry and jumped into the _____.
10 All the animals _____ at the tiger.

2 Tick (✓) the best message for each story.

The monkey and the bird's nest

☐ 1 Don't believe everything you see.
☐ 2 It's good to prepare for the future.
☐ 3 If you are kind to other people, they are kind to you.

The tiger in the river

☐ 4 We should always keep our promises.
☐ 5 It's better to be clever than scary.
☐ 6 Sometimes it's better to do things slowly and carefully.

3 Read the story. Which is the best message from Activity 2?

It was summer and the grasshopper was enjoying the sunshine. He saw an ant walking past carrying food. 'Why are you always working and collecting food? It's summer! Enjoy yourself! There's lots of food around,' he said. 'Because we need to collect food for the winter,' said the ant. The grasshopper laughed. But in the winter the grasshopper couldn't find any food. He was sad and hungry.

Message: _____

Sounds and spelling

4 Say aloud. Circle the pairs of letters that sound like *l*.

My uncle draws animals in the jungle at a tropical festival. There are apples and bottles on the table.

5 Write the words with the endings *al* or *le*.

1 al: animals _____
2 le: _____

64 Unit 6

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

Answers: 1 playing 2 eggs 3 kind 4 eat 5 run 6 hid 7 scared 8 tiger 9 river / water 10 laughed

2 Tick (✓) the best message for each story.

Answers: 3, 5

3 Read the story. Which is the best message from Activity 2?

Answer: 2 It's good to prepare for the future.

4 Say aloud. Circle the pairs of letters that sound like *l*.

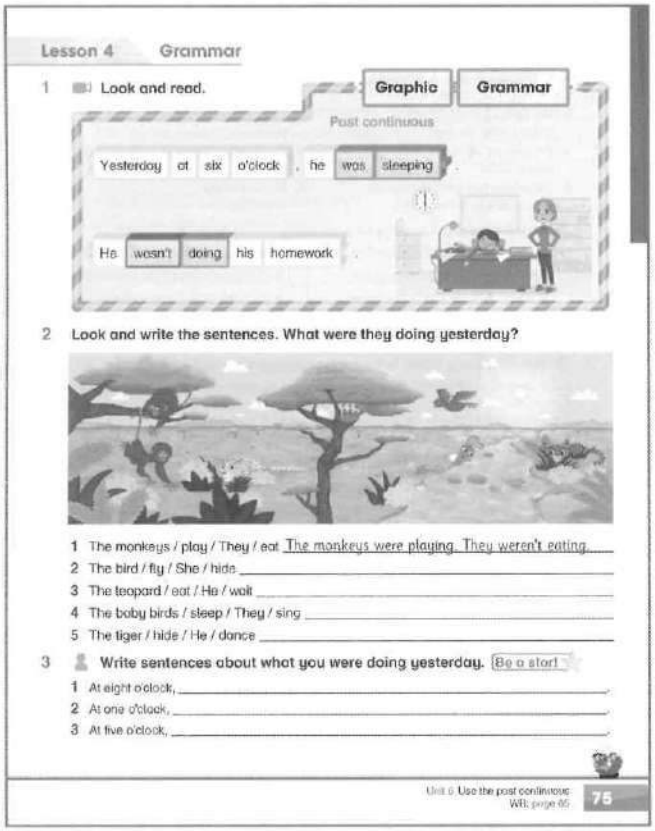
Answers: My uncle draws animals in the jungle at a tropical festival. There are apples and bottles on the table.

5 Write the words with the endings *al* or *le*.

Answers: 1 **al:** animals, tropical, festival
2 **le:** uncle, jungle, apples, bottles, table

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 75



Learning objectives: Use the past continuous

Grammar: Past continuous

Resources: (PK) - Unit 6, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Large sheets of paper (one per group), (optional) coloured pens / pencils

Warm-up: Read my lips

- Choose one of the new vocabulary sets and tell the class what it is.
- See the Games Bank (pages 14–17) for how to play the game.

1 Look and read.

- If you don't have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
- On the board, write:
  Joe did his homework at 5 o'clock.
  Joe was doing his homework at 5 o'clock.
- Ask the children if they can explain the difference. Explain that when we want to show that an action was in progress (was still happening) at a certain time in the past, we use *was / were* and add *–ing* to the verb. Say *This tense is the past continuous.*
- On the board, write two more sentences, one in the past simple and the other in the past continuous. Have the children tell you which sentence is in the past continuous.
- Refer the children to the Graphic Grammar box on page 75 and have them read the sentences. Ask them to tell you which verbs are in the past continuous.
- Divide the class into pairs and have them write two sentences using the past continuous. One sentence should use *was / were* and one should use *wasn't / weren't.*
- Have the pairs read their sentences to the class.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

2 Look and write the sentences. What were they doing yesterday?

- Have the children look at the picture. Explain that it shows what the animals were doing yesterday. Look at the example as a class.
- Have the children tell you what each animal was doing yesterday using the past continuous form.
- Have the children complete the activity individually and then show their answers to their partners.
- Then ask them to look through the book and describe what was happening in a few of the pictures to their partners.
- Monitor for proper use of language, gently correcting where necessary.

Answers: **1** The monkeys were playing. They weren't eating. **2** The bird was flying. She wasn't hiding. **3** The leopard wasn't eating. He was waiting. **4** The baby birds weren't sleeping. They were singing. **5** The tiger was hiding. He wasn't dancing.

3 Write sentences about what you were doing yesterday. Be a star!

- Using the times given in Activity 3, write sentences on the board about yourself and read them to the class.
- Have the children complete the activity and then read their sentences to their partners.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

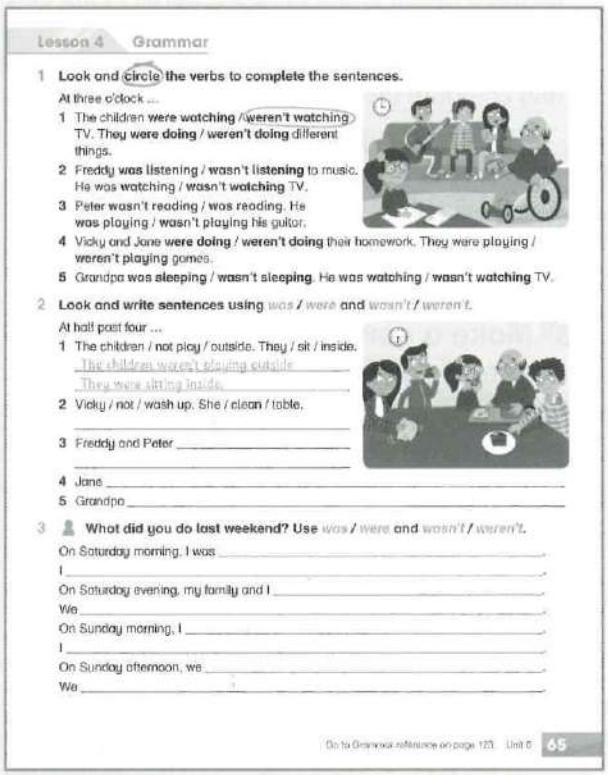
Revision

- Have children revisit grammar from earlier units to consolidate learning.
- Divide the class into small groups and give each group a large sheet of paper. Ask them to make five columns across it. Explain that in each column they have to write a unit number (from Units 1–6), its grammar focus and examples of the grammar used in that unit. Have them write some of their own examples of the grammar as well, e.g. *past continuous – I was walking to school at eight o'clock this morning.* Then have each group illustrate their work and present it to the class. Place all work on classroom display.

Cooler: Right or wrong?

- Tell the class that when you get a headache, you usually mix up your words. Tell them that you have a headache now and so you might make mistakes as you read out some sentences to them. Say *The monkeys played while the birds sing.* Have the children correct you (*The monkeys were playing while the birds were singing*).
- Then say a sentence with the correct grammar and syntax.
- Continue with a few more sentences, alternating between correct and incorrect structures.
- Divide the class into pairs and have them play the game amongst themselves.

Workbook page 65



Lesson 4 Grammar

1 **Look and circle the verbs to complete the sentences.**

At three o'clock ...

1 The children **were watching** / **weren't watching** TV. They **were doing** / **weren't doing** different things.
2 Freddy **was listening** / **wasn't listening** to music. He **was watching** / **wasn't watching** TV.
3 Peter **wasn't reading** / **was reading**. He **was playing** / **wasn't playing** his guitar.
4 Vicky and Jane **were doing** / **weren't doing** their homework. They were playing / weren't playing games.
5 Grandpa **was sleeping** / **wasn't sleeping**. He was watching / **wasn't watching** TV.

2 **Look and write sentences using** *was / were* **and** *wasn't / weren't.*

At half past four ...

1 The children / not play / outside. They / sit / inside.
The children weren't playing outside.
They were sitting inside.
2 Vicky / not / wash up. She / clean / table.
3 Freddy and Peter
4 Jane
5 Grandpa

3 **What did you do last weekend? Use** *was / were* **and** *wasn't / weren't.*

On Saturday morning, I was
I
On Saturday evening, my family and I
We
On Sunday morning, I
I
On Sunday afternoon, we
We

Go to Grammar reference on page 123 Unit 6 65

1 Look and circle the verbs to complete the sentences.

Answers: 1 weren't watching, were doing 2 was listening, wasn't watching 3 wasn't reading, was playing 4 were doing, weren't playing 5 wasn't sleeping, was watching

2 Look and write sentences using *was / were* and *wasn't / weren't.*

Answers: 1 The children weren't playing outside. They were sitting inside. 2 Vicky wasn't washing up. She was cleaning the table. 3 were eating sandwiches. They weren't ... 4 was eating an apple. She wasn't ... 5 was cutting bread. He wasn't ...
Children's own answers.

3 What did you do last weekend? Use *was / were* and *wasn't / weren't.*

Answers: Children's own answers.

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 123 while completing these Workbook activities.

Pupil's Book page 76

Lesson 5 Language in use

buy a present catch a bus
plant a flower write an essay

1 2.24 Listen and say.

I called you at six o'clock last night, but you didn't answer your phone.
At six o'clock? Oh, I was catching a bus.
Where were you going?
I was going to the school concert.
Why were you calling me?
I was writing an essay and I had a question.
Oh, sorry. So, what did you do?
Well, I called Paul, but he was busy. He was buying a present.
So, what did you do?
Well, I called Lucy, but she was planting flowers with her mum.
Oh dear! What was the question?
I can't remember now!

2 Write questions for these answers. Use *Why, Where, What* or *Who*.

1 What was John doing? He was catching a train.
2 _____ He was going to the sports centre.
3 _____ He was meeting his friends there.
4 _____ They were going there to watch a basketball match.

3 Make a new dialogue. Talk about yourself. Be a star!

What were you doing last night when I called?
I was watching TV.
Who were you watching TV with?
I was watching TV with my brother.

76 Unit 6 Ask questions using the past continuous. Use new words: verbs and activities
WB: page 66

Learning objectives: Ask questions using the past continuous; Use new words: verbs and activities

Vocabulary: buy a present, catch a bus, plant a flower, write an essay

Resources: (PK) - Unit 6, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.24 and Language in use video

Materials: Class Audio CD2; blank postcards (one per child), (optional) coloured pens / pencils

Warm-up: What's the tense?

- Play the game to practise the present simple, past simple and past continuous tenses, e.g. *call, called, was calling.*
- See the Games Bank (pages 14–17) for how to play the game.

1 2.24 Listen and say.

- Stick the new flashcards on the board (or write the words and draw a picture for each one). Point to the words as you say them and have the class repeat after you.
- Then ask the children to change the verbs in the new phrases to the past continuous. Write them on the board. Have volunteers make sentences with them.
- Finally, refer the children to the dialogue in Activity 1. Play the audio and have the children listen and follow. Play it again. Tell them to underline all the verbs in the past continuous.
- Ask volunteers to read out the dialogue.

If using the video, have the children watch the video after the third point and then continue.

2 Write questions for these answers. Use *Why, Where, What* or *Who*.

- Have the children look at answers 1–4 in Activity 2 and have them underline the verbs in the past continuous.
- Look at the example as a class. Ask volunteers to tell you what question words they think could be used to ask about the bold words in the other answers, e.g. *sports centre = Where*.
- Have the children complete the activity individually and compare their answers with their partners.

Suggested answers: 1 What was John doing? 2 Where was he going? 3 Who was he meeting there? 4 Why were they going there?

3 Make a new dialogue. Talk about yourself. Be a star!

- Have two volunteers read out the example dialogue.
- Explain to the children that they are going to make a short dialogue, like the one in Activity 1, but they have to talk about themselves.
- Tell them they should use the vocabulary in the red box, the past continuous and question words as much as possible.
- Divide the children into pairs and have them do the activity.
- As the children work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- When the pairs have completed the activity, ask some of them come to the front of the class and perform their dialogues for the class.

Teaching star!

Communicating

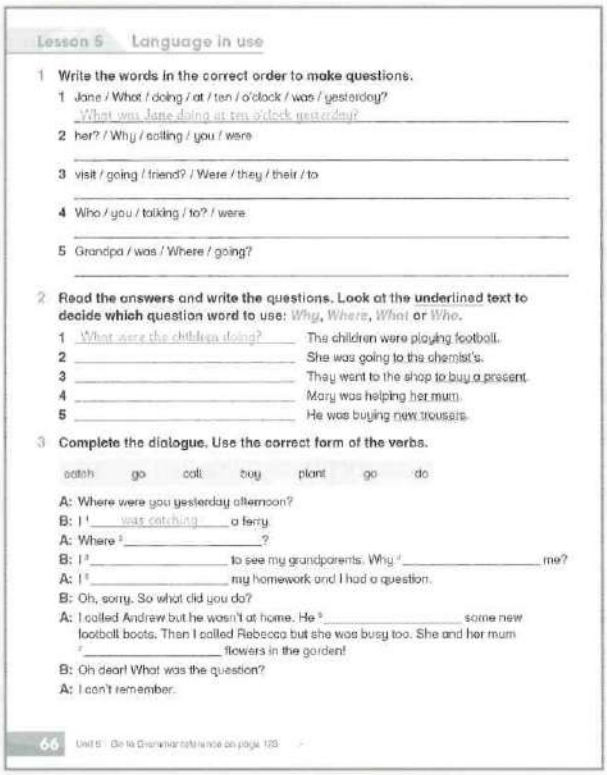
- Use oral activities to build children's confidence with new grammar structures.
- Divide the class into small groups. On the board, write:
  08:00 09:30 12:30 15:00 18:30 20:00
- Explain that each child has to say what they were doing at these times yesterday, but two of the things they say must be lies. The other group members have to find the two lies. This game can also be played as a whole class.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: Postcards

- Give each child a blank postcard.
- Tell them to imagine that they are on holiday and to think about where they are and what they are doing. Then ask them to draw a picture of them doing an activity on their imaginary holiday. Explain that they have to write a few sentences about what they are doing in the picture.
- Ask some volunteers to present their work to the class. Place all work on classroom display.

Workbook page 66



Lesson 5 Language in use

1 **Write the words in the correct order to make questions.**

1 Jane / What / doing / at / ten / o'clock / was / yesterday?
What was Jane doing at ten o'clock yesterday?
2 her? / Why / calling / you / were
3 visit / going / friend? / Were / they / their / to
4 Who / you / talking / to? / were
5 Grandpa / was / Where / going?

2 **Read the answers and write the questions. Look at the underlined text to decide which question word to use:** *Why, Where, What* **or** *Who.*

1 What were the children doing? The children were playing football.
2 She was going to the chemist's.
3 They went to the shop to buy a present.
4 Mary was helping her mum.
5 He was buying new trousers.

3 **Complete the dialogue. Use the correct form of the verbs.**

catch go call buy plant go do

A: Where were you yesterday afternoon?
B: I [1] was catching a ferry.
A: Where [2] ?
B: I [3] to see my grandparents. Why [4] me?
A: I [5] my homework and I had a question.
B: Oh, sorry. So what did you do?
A: I called Andrew but he wasn't at home. He [6] some new football boots. Then I called Rebecca but she was busy too. She and her mum [7] flowers in the garden!
B: Oh dear! What was the question?
A: I can't remember.

66 Unit 5 Go to Grammar reference on page 123

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 123 while completing these Workbook activities.

1 Write the words in the correct order to make questions.

Answers: 1 What was Jane doing at ten o'clock yesterday? 2 Why were you calling her? 3 Were they going to visit their friend? 4 Who were you talking to? 5 Where was Grandpa going?

2 Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why, Where, What* or *Who.*

Answers: 1 What were the children doing? 2 Where was she going? 3 Why did they go to the shop? 4 Who was Mary helping? 5 What was he buying?

3 Complete the dialogue. Use the correct form of the verbs.

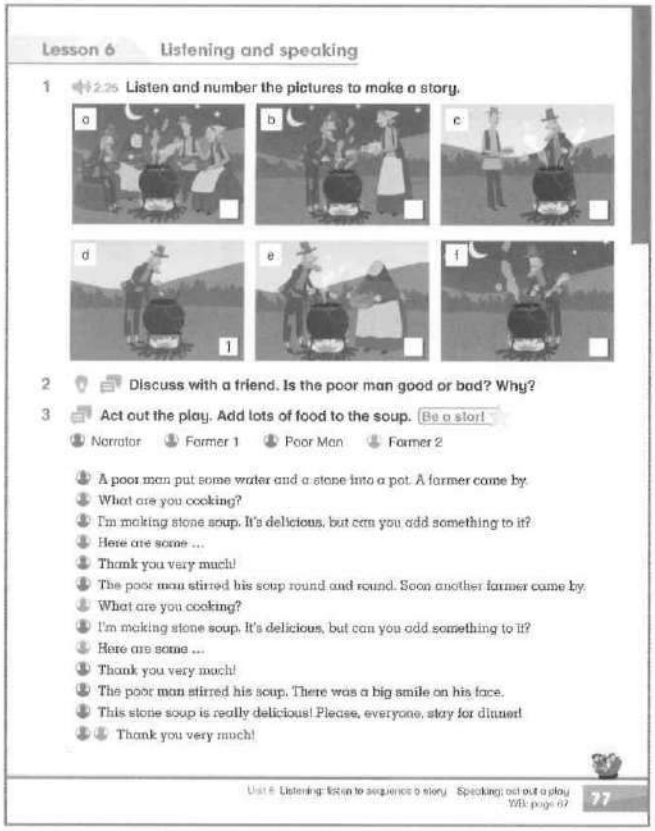
Answers: 1 was catching 2 were you going 3 was going 4 were you calling 5 was doing 6 was buying 7 were planting

Grammar reference (page 123)

1 Write the dialogue.

Answers: **A:** What were you doing at 4pm yesterday? **B:** I was playing football in the park. **A:** Who were you playing with? **B:** I was playing with some friends from school. **A:** Was your brother playing? **B:** No, he wasn't. He was shopping with mum. **A:** What were they buying? **B:** They were buying a birthday present for me!

Pupil's Book page 77


Lesson 6 Listening and speaking

1 2.25 Listen and number the pictures to make a story.

a b c d e f

2 Discuss with a friend. Is the poor man good or bad? Why?

3 Act out the play. Add lots of food to the soup. Be a star!

Narrator Farmer 1 Poor Man Farmer 2

A poor man put some water and a stone into a pot. A farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup round and round. Soon another farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup. There was a big smile on his face.
This stone soup is really delicious! Please, everyone, stay for dinner!
Thank you very much!

Unit 6 Listening: listen to sequence a story Speaking: act out a play WB page 67 77

Learning objectives: Listening: listen to sequence a story; Speaking: act out a play

Resources: (PK) - Unit 6, Lesson 6; (PRC) - Review audio track 2.25

Materials: Class Audio CD2; sheets of paper (several per child), photocopies of the pictures from Activity 1 (one per child), glue and child-safe scissors, (optional) coloured pens / pencils

Warm-up: Sentence race

- Divide the class into pairs. Explain that they have two minutes to write as many sentences using new vocabulary from Unit 6 as possible. Tell them that their sentences have to be in the present simple.
- When the time is up, have the pairs read out their sentences. The pair with the most sentences wins.
- Then have the children swap their sentences with another pair who has to rewrite them in the past continuous.

1 2.25 Listen and number the pictures to make a story.

- Refer the children to the pictures and ask them to tell you what they see in each one. Then ask them to tell you what they think the story will be about.
- Play the audio and have them complete the activity.
- Play the audio again for the children to check their answers.
- Ask the children what they think the moral of the story is.

Audioscript

Narrator: Once upon a time, there was a poor man who had nothing to eat. All he had was a big pot. He made a fire, put water in the pot, put a stone into the water, put the pot on the fire, sat down on the ground and stirred the water round and round. Soon a farmer came by.

Farmer 1: What are you cooking?

Man: I'm making stone soup. It's delicious, but can you add something to it?

Narrator: The farmer went away, but she came back with some carrots.

Farmer 1: Here are some carrots for your soup.

Man: Thank you very much!

Narrator: The poor man went on stirring his soup round and round. Soon another farmer came by.

Farmer 2: What are you cooking?

Man: I'm making stone soup. It's delicious, but can you add something to it?

Narrator: The farmer went away, but he came back with some onions.

Farmer 2: Here are some onions for your soup.

Man: Thank you very much!

Narrator: The moon and the stars came out, but the poor man was still there, stirring his soup round and round. Soon another farmer came by.

Farmer 3: What are you cooking?

Man: I'm making stone soup. It's delicious, but can you add something to it?

Narrator: The farmer went away, but she came back with a chicken.

Farmer 3: Here's a chicken for your soup.

Narrator: The poor man stirred his soup round and round. There was a big smile on his face.

Man: This stone soup is really delicious! Please everyone, stay for dinner!

Narrator: Everyone shared the poor man's delicious soup. Mmm!

Answers: a 6 b 5 c 3 d 1 e 2 f 4

2 Discuss with a friend. Is the poor man good or bad? Why?

- Ask *Is the poor man good or bad? Why?*
- Divide the class into pairs and have them discuss the question.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Monitor for proper use of language.
- Have volunteers share their ideas with the class.

Suggested answer: He is good because he understood that if each person contributed to his soup, they would make something much better when put together, which could then be shared.

3 Act out the play. Add lots of food to the soup. Be a star!

- Divide the class into small groups and hand each one a few sheets of paper. They draw the food they will add to the pot. They can use their drawings as props.
- Give the groups a little time to prepare their play.
- Bring groups to the front and have them perform their play.

Teaching star!

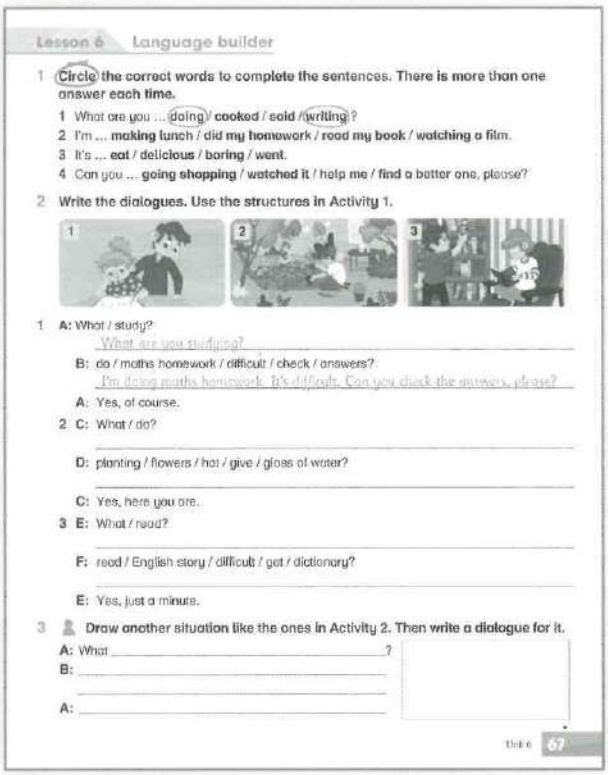
Group work

- Set up group work activities which allow children to share their diverse perspectives on what they have learned.
- Divide the class into small groups and hand each one six sheets of paper. They look back at all the units and choose the story or situation they liked best. With it, they make a story cartoon strip like the one in Activity 1 and write a short story or dialogue about it. They choose who will present the pictures at the right moments, and who will narrate the story / read the dialogue.

Cooler: What did they say?

- Give each child a photocopy of the pictures from Activity 1 and a sheet of paper.
- Help them cut up the pictures and glue them on the sheet of paper in the correct order.
- Then tell them they have to write what each character in the picture is saying.
- Have the children show their work to their partners.
- Ask volunteers to come to the front and present their work to the class. Place all work on classroom display.

Workbook page 67



Lesson 6 Language builder

1 Circle the correct words to complete the sentences. There is more than one answer each time.

1 What are you ... doing / cooked / said / writing?
2 I'm ... making lunch / did my homework / read my book / watching a film.
3 It's ... eat / delicious / boring / went.
4 Can you ... going shopping / watched it / help me / find a better one, please?

2 Write the dialogues. Use the structures in Activity 1.

1 A: What / study?
What are you studying?
B: do / maths homework / difficult / check / answers?
I'm doing maths homework. It's difficult. Can you check the answers, please?
A: Yes, of course.
2 C: What / do?
D: planting / flowers / hot / give / glass of water?
C: Yes, here you are.
3 E: What / read?
F: read / English story / difficult / get / dictionary?
E: Yes, just a minute.

3 Draw another situation like the ones in Activity 2. Then write a dialogue for it.
A: What ?
B:
A:

Unit 6 67

1 Circle the correct words to complete the sentences. There is more than one answer each time.

Answers: 1 doing, writing 2 making lunch, watching a film 3 delicious, boring 4 help me, find a better one

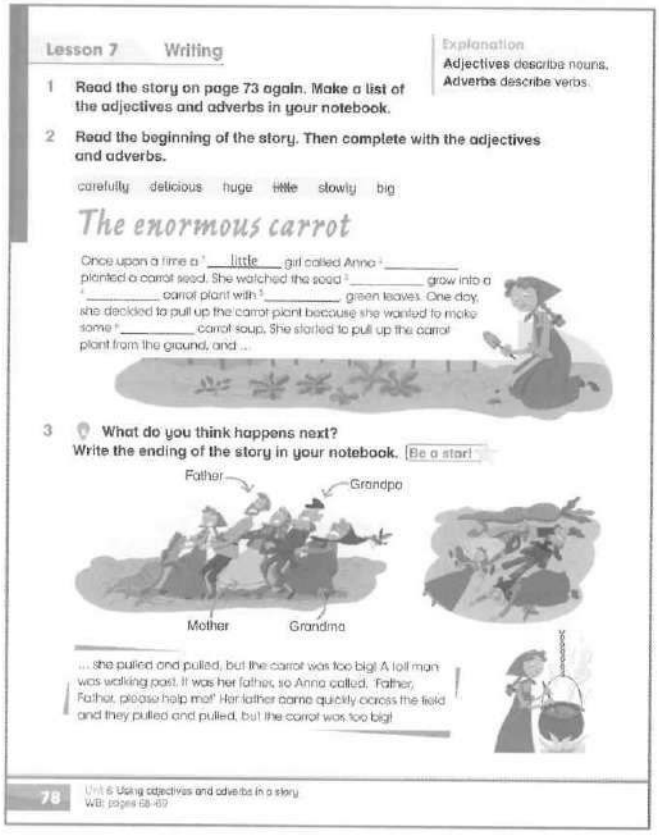
2 Write the dialogues. Use the structures in Activity 1.

Answers: 1 **A:** What are you studying? **B:** I'm doing maths homework. It's difficult. Can you check the answers, please? 2 **C:** What are you doing? **D:** I'm planting flowers. It's hot! Can you give me a glass of water, please? 3 **E:** What are you reading? **F:** I'm reading an English story. It's difficult! Can you get a dictionary, please?

3 Draw another situation like the ones in Activity 2. Then write a dialogue for it.

Answers: Children's own drawings and answers.

Pupil's Book page 78



Lesson 7 Writing

Explanation
Adjectives describe nouns.
Adverbs describe verbs.

1 Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.

2 Read the beginning of the story. Then complete with the adjectives and adverbs.

carefully delicious huge ~~little~~ slowly big

The enormous carrot

Once upon a time a [1] little girl called Anna [2] _____ planted a carrot seed. She watched the seed [3] _____ grow into a [4] _____ carrot plant with [5] _____ green leaves. One day, she decided to pull up the carrot plant because she wanted to make some [6] _____ carrot soup. She started to pull up the carrot plant from the ground, and ...

3 What do you think happens next?
Write the ending of the story in your notebook. Be a star!

Father Grandpa Mother Grandma

... she pulled and pulled, but the carrot was too big! A tall man was walking past. It was her father, so Anna called, 'Father, Father, please help me!' Her father came quickly across the field and they pulled and pulled, but the carrot was too big!

78 Unit 6 Using adjectives and adverbs in a story
WB: pages 68–69

Learning objectives: Using adjectives and adverbs in a story

Resources: (PK) - Unit 6, Lesson 7

Materials: Sheets of paper (one per pair)

Warm-up: Telephone game

- Play the game with sentences from the play in Lesson 6. See the Games Bank (pages 14–17) for how to play.

1 Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.

- Refer the children to the Explanation box. Have them suggest sentences with adjectives or adverbs. Write them on the board.
- Then have them look at the story on page 73 to complete the activity.

Answers: Adjectives: beautiful, big, scared, little, surprised, tired **Adverbs:** happily, hungrily, quickly, loudly, carefully, angrily

2 Read the beginning of the story. Then complete with the adjectives and adverbs.

- Have the children tell you what part of speech each word in the box is.
- Have the children complete the activity individually.

Answers: 1 little 2 carefully 3 slowly 4 huge 5 big 6 delicious

Teaching star!

Communicating

- Hold class discussions to develop critical thinking skills.
- Ask *What did you learn from the stories in Unit 6? Does reading stories like this make people behave better in their everyday lives?*

3 What do you think happens next? Write the ending of the story in your notebook. Be a star!

- Ask a volunteer to read the second paragraph.
- Refer the class to the pictures and ask them what they think will happen next. Write suggestions on the board.
- Have the children write the ending individually. Remind them that the story should have as many adjectives and adverbs as possible.
- Volunteers read their endings to the class.

Suggested answer: A kind woman was walking past. It was her mother, so Anna called, 'Mother, Mother, please help us!' Her mother came quickly across the field and they pulled and pulled, but the carrot was too big!
An old man was walking past. It was her grandpa, so Anna called, 'Grandpa, Grandpa please help us!' Her grandpa came slowly across the field and they pulled and pulled, but the carrot was too big!
An old woman was walking past. It was her grandma, so Anna called, 'Grandma, Grandma please help us!' Her grandma came slowly across the field and they pulled and pulled, but the carrot was too big!
Then a small bird decided to help. They pulled and pulled and suddenly ... OUT CAME THE CARROT!
Anna made carrot soup. She stirred the soup carefully and then she called to her family, 'Come and eat my delicious carrot soup!'

Cooler: What's the word?

- See the Games Bank (pages 14–17) for how to play this game.

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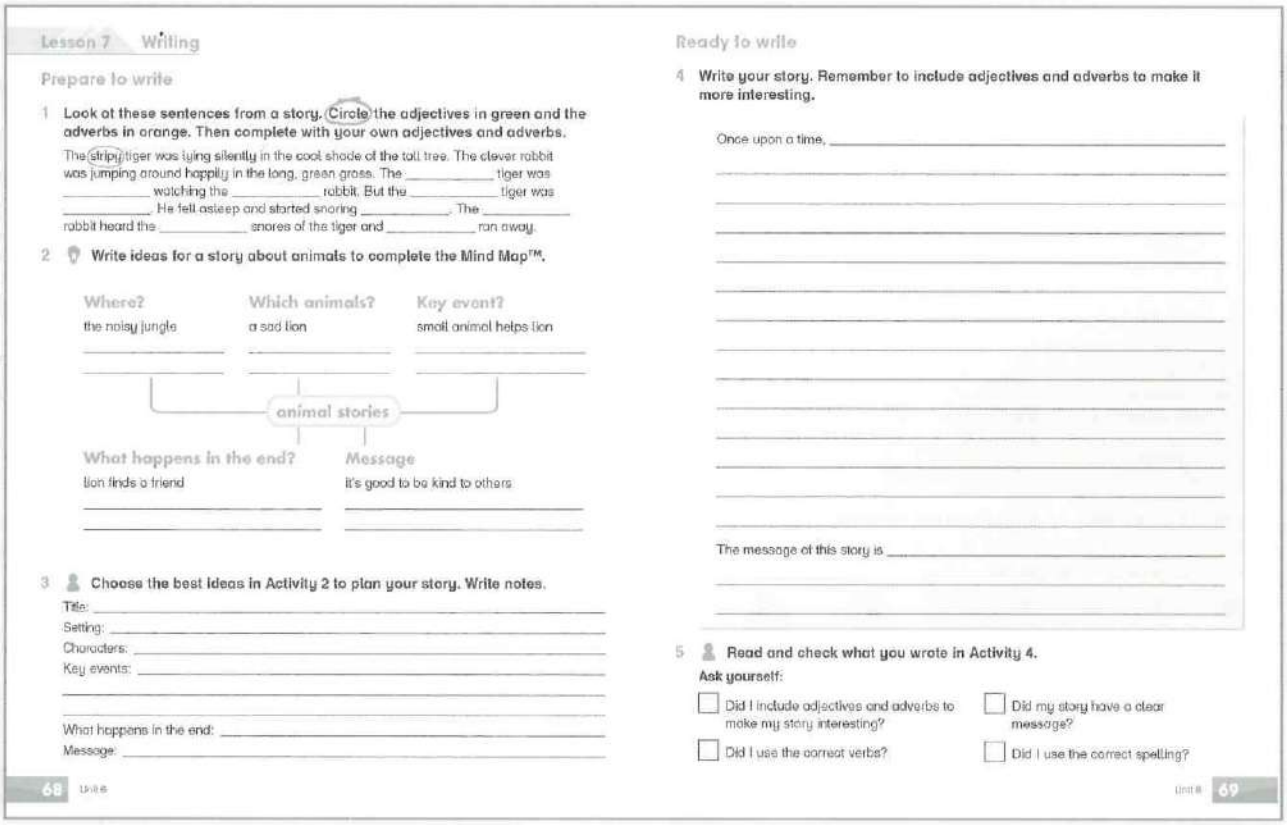


Lesson 7 Writing

Prepare to write

1 Look at these sentences from a story. Circle the adjectives in green and the adverbs in orange. Then complete with your own adjectives and adverbs.

The stripy tiger was lying silently in the cool shade of the tall tree. The clever rabbit was jumping around happily in the long, green grass. The _____ tiger was _____ watching the _____ rabbit. But the _____ tiger was _____. He fell asleep and started snoring _____. The _____ rabbit heard the _____ snores of the tiger and _____ ran away.

2 Write ideas for a story about animals to complete the Mind Map™.

animal stories

Where? the noisy jungle
Which animals? a sad lion
Key event? small animal helps lion
What happens in the end? lion finds a friend
Message: it's good to be kind to others

3 Choose the best ideas in Activity 2 to plan your story. Write notes.

Title: _____
Setting: _____
Characters: _____
Key events: _____
What happens in the end: _____
Message: _____

68 Unit 8

Ready to write

4 Write your story. Remember to include adjectives and adverbs to make it more interesting.

Once upon a time, _____

The message of this story is _____

5 Read and check what you wrote in Activity 4.

Ask yourself:

- ☐ Did I include adjectives and adverbs to make my story interesting?
- ☐ Did my story have a clear message?
- ☐ Did I use the correct verbs?
- ☐ Did I use the correct spelling?

Unit 8 69

Prepare to write

1 Look at these sentences from a story. Circle the adjectives in green and the adverbs in orange. Then complete with your own adjectives and adverbs.

- If done in class, write *beautiful*, *happily*, *interesting* and *sadly* on the board.
- Ask the children which ones are adjectives (*beautiful*, *interesting*) and which ones are adverbs (*happily*, *sadly*).
- Have the children suggest some more adjectives and adverbs. Write them on the board.
- Have them complete the activity. Ask volunteers to read their answers to the class.

Answers: **Adjectives:** stripy, cool, tall, clever, long, green **Adverbs:** silently, happily

2 Write ideas for a story about animals to complete the Mind Map™.

- If done in class, ask children for ideas for a story about animals. Write some ideas on the board.
- Then go through each prompt and have children make suggestions. Write them on the board.

3 Choose the best ideas in Activity 2 to plan your story. Write notes.

- Have children think about which story outline they like the best.
- Have them write their plan and if done in class, show their partners.

Ready to write

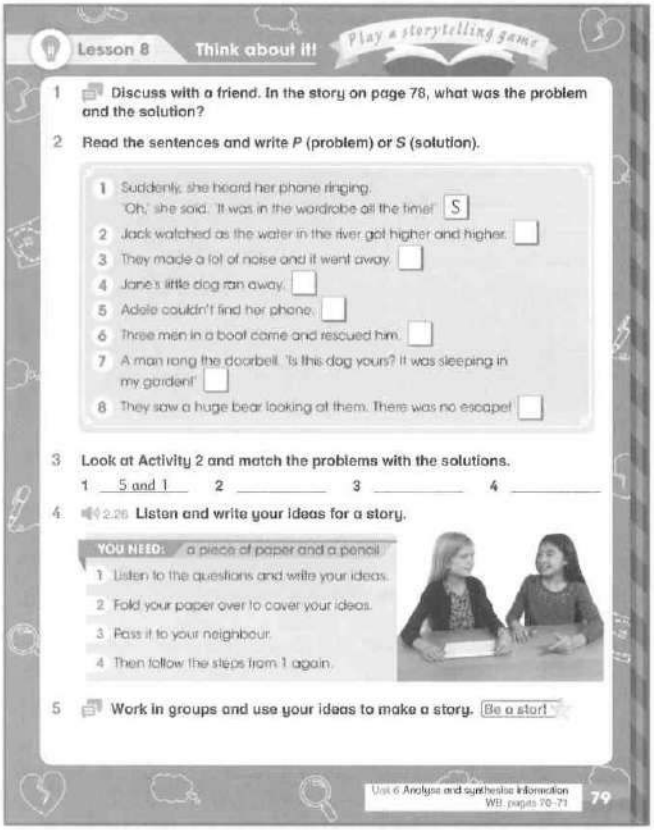
4 Write your story. Remember to include adjectives and adverbs to make it more interesting.

- Children write their story using their plan.
- Tell them to refer to the previous activity and to pages 72, 73 and 78 of the Pupil's Book.

5 Read and check what you wrote in Activity 4.

- Have children go through their check-list before comparing with their partners, if done in class.

Pupil's Book page 79


Lesson 8 Think about it! Play a storytelling game

1 Discuss with a friend. In the story on page 78, what was the problem and the solution?

2 Read the sentences and write P (problem) or S (solution).

1 Suddenly, she heard her phone ringing. 'Oh,' she said. 'It was in the wardrobe all the time!' S
2 Jack watched as the water in the river got higher and higher.
3 They made a lot of noise and it went away.
4 Jane's little dog ran away.
5 Adele couldn't find her phone.
6 Three men in a boat came and rescued him.
7 A man rang the doorbell. 'Is this dog yours? It was sleeping in my garden!'
8 They saw a huge bear looking at them. There was no escape!

3 Look at Activity 2 and match the problems with the solutions.
1 5 and 1 2 ____ 3 ____ 4 ____

4 2.26 Listen and write your ideas for a story.
YOU NEED: a piece of paper and a pencil
1 Listen to the questions and write your ideas.
2 Fold your paper over to cover your ideas.
3 Pass it to your neighbour.
4 Then follow the steps from 1 again.

5 Work in groups and use your ideas to make a story. Be a star!

Unit 6 Analyse and synthesise information WB pages 70–71 79

Learning objectives: Analyse and synthesise information

Additional vocabulary: problem, solution

Resources: (PK) - Unit 6, Lesson 8; (PRC) - Review audio track 2.26; (TRC) - (TG) - Unit test

Materials: Class Audio CD2; sheets of paper (one per child), sheets of gridded paper (one per child), coloured pens / pencils

Warm-up: Word play

- On the board, write *FIELD*.
- Tell the children that they have to write a word for each letter, e.g. *F – fire, I – island, E –easy, L – laugh, D – drum.*
- Continue with a few more unit vocabulary items.

1 Discuss with a friend. In the story on page 78, what was the problem and the solution?

- Tell the children that in a story there is usually a problem and a solution. Explain that a solution gives an answer to a problem.
- Ask them to think about what the problem and the solution are in the story on page 78.
- Divide the children into pairs and have them discuss the question.

Answers: Problem: The carrot was too big for Anna to pull up. **Solution:** For everyone to help.

2 Read the sentences and write *P* (problem) or *S* (solution).

- Help the children with the additional vocabulary, using L1 if necessary.
- Refer the children to the stories on pages 72–73 and have them find the problems and solutions.
- Then have them complete the activity in pairs.

Answers: 1 S 2 P 3 S 4 P 5 P 6 S 7 S 8 P

3 Look at Activity 2 and match the problems with the solutions.

- Refer the children to the example. Say *Number 5 is a problem because Adele lost her phone but number 1 is the solution because she finds her phone in the wardrobe.*
- Have the children complete the activity in pairs.

Answers: 1 5 and 1 2 8 and 3 3 4 and 7 4 2 and 6

4 2.26 Listen and write your ideas for a story.

- Give each child a sheet of paper.
- Explain that they will hear some questions which they have to answer.
- Play the audio several times and have them note down and check their ideas.
- Have them compare their notes in pairs.
- Ask if they had similar ideas to their partners and have volunteers read out their ideas.

Audioscript

1 There were two girls. What were their names?
2 Were they sisters or friends?
3 What time of day was it?
4 They were in the countryside. Where were they?
5 What were they doing?
6 What was the problem?

5 Work in groups and use your ideas to make a story. Be a star!

- Divide the class into small groups and have them complete the activity.
- Ask them to illustrate and give a title to their work.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

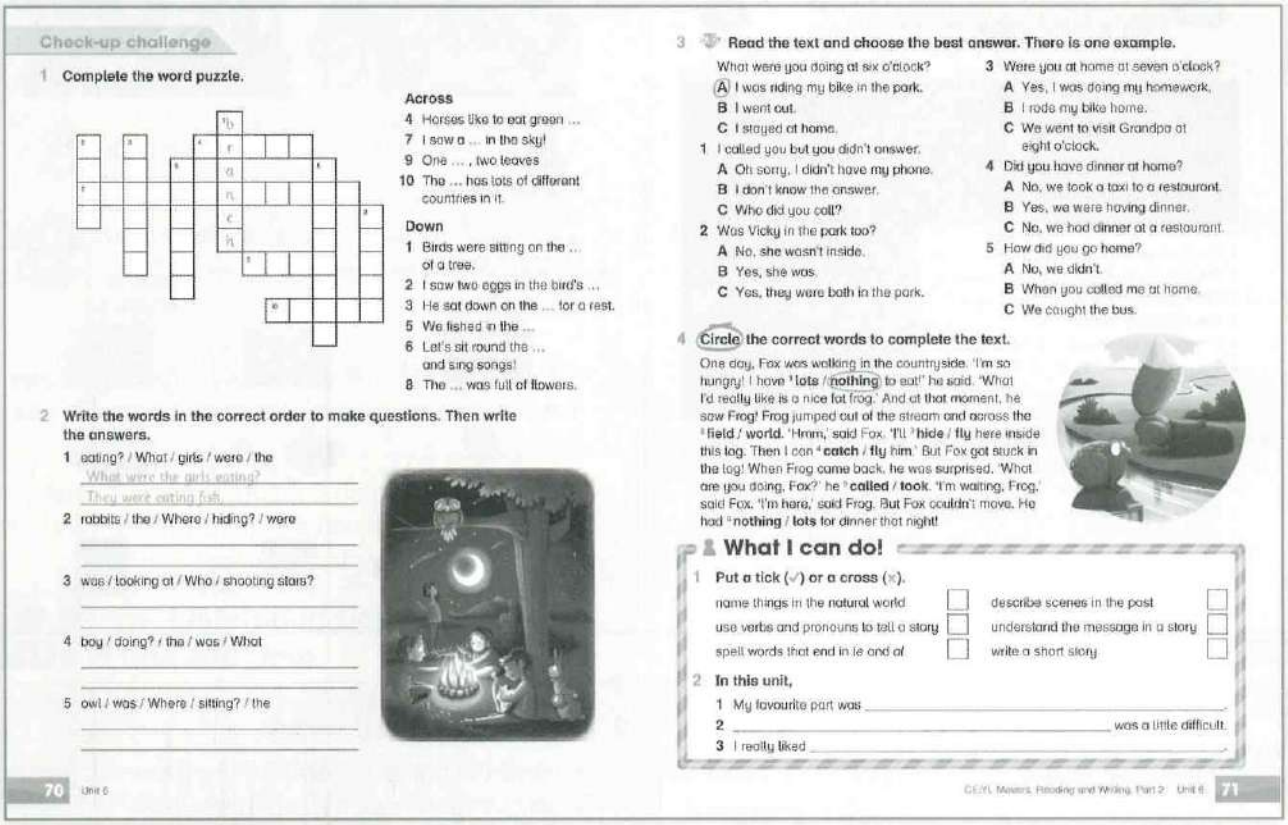
Evaluating

- Reading aloud helps children notice the mistakes in their written work.
- Divide the class into pairs, so that they are working with a different child to their group members from Activity 5. Have the children read their story from Activity 5 aloud to their partner. Explain that the listener should give feedback as to what can be improved.

Cooler: Word puzzle

- See the Games Bank (pages 14–17) for how to play this game.

Workbook pages 70–71



Check-up challenge

1 Complete the word puzzle.

Across
4 Horses like to eat green ...
7 I saw a ... in the sky!
9 One ..., two leaves
10 The ... has lots of different countries in it.

Down
1 Birds were sitting on the ... of a tree.
2 I saw two eggs in the bird's ...
3 He sat down on the ... for a rest.
5 We fished in the ...
6 Let's sit round the ... and sing songs!
8 The ... was full of flowers.

2 Write the words in the correct order to make questions. Then write the answers.
1 eating? / What / girls / were / the
What were the girls eating?
They were eating fish.
2 rabbits / the / Where / hiding? / were
3 was / looking at / Who / shooting stars?
4 boy / doing? / the / was / What
5 owl / was / Where / sitting? / the

3 Read the text and choose the best answer. There is one example.
What were you doing at six o'clock?
A I was riding my bike in the park.
B I went out.
C I stayed at home.
1 I called you but you didn't answer.
A Oh sorry, I didn't have my phone.
B I don't know the answer.
C Who did you call?
2 Was Vicky in the park too?
A No, she wasn't inside.
B Yes, she was.
C Yes, they were both in the park.
3 Were you at home at seven o'clock?
A Yes, I was doing my homework.
B I rode my bike home.
C We went to visit Grandpa at eight o'clock.
4 Did you have dinner at home?
A No, we took a taxi to a restaurant.
B Yes, we were having dinner.
C No, we had dinner at a restaurant.
5 How did you go home?
A No, we didn't.
B When you called me at home.
C We caught the bus.

4 Circle the correct words to complete the text.
One day, Fox was walking in the countryside. 'I'm so hungry! I have [1] lots / nothing to eat!' he said. 'What I'd really like is a nice fat frog.' And at that moment, he saw Frog! Frog jumped out of the stream and across the [2] field / world. 'Hmm,' said Fox. 'I'll [3] hide / fly here inside this log. Then I can [4] catch / fly him.' But Fox got stuck in the log! When Frog came back, he was surprised. 'What are you doing, Fox?' he [5] called / took. 'I'm waiting, Frog,' said Fox. 'I'm here,' said Frog. But Fox couldn't move. He had [6] nothing / lots for dinner that night!

What I can do!
1 Put a tick (✓) or a cross (×).
name things in the natural world ☐ describe scenes in the past ☐
use verbs and pronouns to tell a story ☐ understand the message in a story ☐
spell words that end in *le* and *al* ☐ write a short story ☐
2 In this unit,
1 My favourite part was _____.
2 _____ was a little difficult.
3 I really liked _____.

70 Unit 6 CE/YL Movers Reading and Writing Part 2 Unit 6 71

1 Complete the word puzzle.

Answers: Across: 4 grass 7 shooting star 9 leaf 10 world **Down:** 1 branch 2 nest 3 ground 5 stream 6 campfire 8 field

2 Write the words in the correct order to make questions. Then write the answers.

Answers: 1 What were the girls eating? They were eating fish. 2 Where were the rabbits hiding? They were hiding behind the tree. 3 Who was looking at shooting stars? The man was looking at shooting stars. 4 What was the boy doing? He was playing the guitar. 5 Where was the owl sitting? It was sitting on a branch.

3 CE/YL Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- If done in class, read out the questions from the activity and ask what answers could be given.
- Have the children complete the activity and check answers with their partners.

Answers: 1 A 2 B 3 A 4 C 5 C

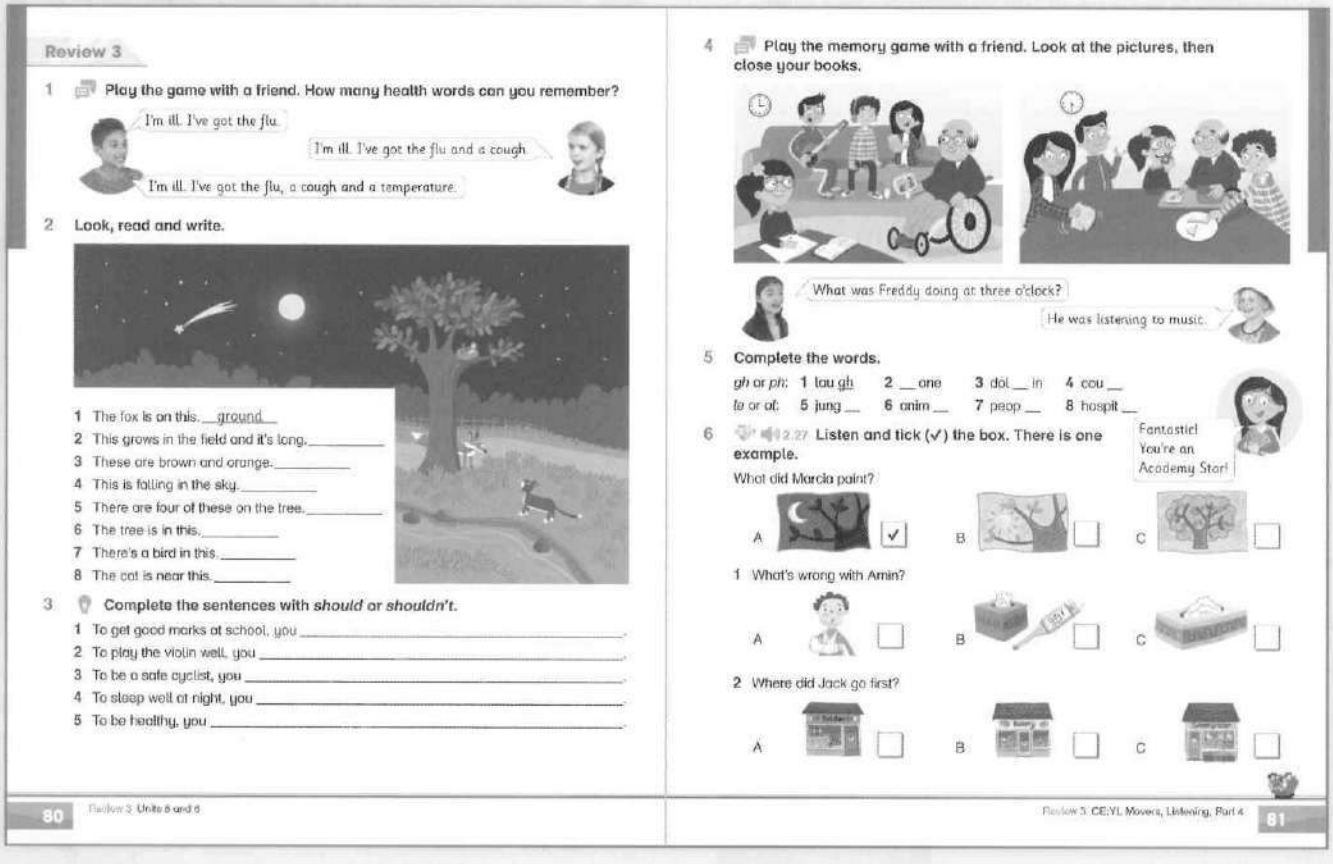
4 Circle the correct words to complete the text.

Answers: 1 nothing 2 field 3 hide 4 catch 5 called 6 nothing

PRC = Pupil's Resource Centre TG = Test Generator

3 Review

Pupil's Book pages 80–81


Review 3

1 Play the game with a friend. How many health words can you remember?

I'm ill. I've got the flu.

I'm ill. I've got the flu and a cough.

I'm ill. I've got the flu, a cough and a temperature.

2 Look, read and write.

1 The fox is on this. ground
2 This grows in the field and it's long. _____
3 These are brown and orange. _____
4 This is falling in the sky. _____
5 There are four of these on the tree. _____
6 The tree is in this. _____
7 There's a bird in this. _____
8 The cat is near this. _____

3 Complete the sentences with *should* or *shouldn't*.

1 To get good marks at school, you _____.
2 To play the violin well, you _____.
3 To be a safe cyclist, you _____.
4 To sleep well at night, you _____.
5 To be healthy, you _____.

80 Review 3 Units 5 and 6

4 Play the memory game with a friend. Look at the pictures, then close your books.

What was Freddy doing at three o'clock?

He was listening to music.

5 Complete the words.

gh or *ph*: 1 tau gh 2 __one 3 dol__in 4 cou__
f or *ph*: 5 jung__ 6 anim__ 7 peop__ 8 hospit__

6 2.27 Listen and tick (✓) the box. There is one example.

Fantastic! You're an Academy Star!

What did Marcia paint?

A ✓ B C

1 What's wrong with Amin?

A B C

2 Where did Jack go first?

A B C

Review 3 CE:YL Movers, Listening, Part 4 81

Learning objectives: Review Units 5 and 6; CE:YL Movers, Listening, Part 4

Resources: (PK) - Unit 6, Review 3; (PRC) - Review audio tracks 1.5, 1.16, 1.27, 2.3, 2.12, 2.20 and 2.27

Materials: Class Audio CD1 and CD2; songs from Units 1–6, sheets of paper (one per child), (optional) coloured pens / pencils

Warm-up: Let's sing

- Divide the class into six groups. Assign each group a song from Units 1–6.
- They sing that unit's song to the class. They can mime / dance.
- Play the appropriate tracks.

1 Play the game with a friend. How many health words can you remember?

- Have two volunteers read out the example dialogue.
- Divide the class into pairs and have them complete the activity. Monitor for proper use of language.

2 Look, read and write.

- Have the children describe the picture.
- Write key words on the board.
- Have the children complete the activity individually and then check their answers with their partners.

Answers: 1 ground 2 grass 3 leaves 4 shooting star 5 branches 6 field 7 nest 8 stream

3 Complete the sentences with *should* or *shouldn't*.

- Ask the children to explain when *should* and *shouldn't* are used.
- Have them give you some sentences with *should* and *shouldn't*. Write them on the board.
- Have the children complete the activity individually and then read their work to their partners.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Suggested answers: 1 should study hard / should listen to the teacher 2 should practise every day 3 should look at the signs / should wear a helmet / shouldn't go fast 4 should go to bed early / shouldn't go to bed late 5 should eat well / should exercise / shouldn't eat too much sugar

4 Play the memory game with a friend. Look at the pictures, then close your books.

- Have the class describe each picture in as much detail as possible.
- Have two volunteers read out the example dialogue.
- Then have the children place their Pupil's Books face down.
- Divide the class into pairs and have them play the game. Tell them to keep score as to who has the most correct answers.

5 Complete the words.

- Ask the children to tell you as many words as they can with the letters *gh*, *ph*, *le* and *al*. Write their suggestions on the board.
- Have the children complete the activity individually and then check answers in pairs.

Answers: 1 laugh 2 phone 3 dolphin 4 cough 5 jungle 6 animal 7 people 8 hospital

6 CEYL 2.27 Listen and tick (✓) the box. There is one example.

This activity helps the children prepare for Part 4 of the Listening in the Cambridge English: Movers test.

- Refer the children to Activity 6. Ask them to read the example question and then look at the pictures and describe them.
- Ask what words they would expect to hear for each picture that would help them choose the answer.
- Play the audio and have the children complete the activity.
- Repeat the audio for children to check their answers.

Audioscript

Dad: Oh, Marcia. I love your painting.

Marcia: Do you? Do you really like it?

Dad: Yes, I think you painted the branches and the leaves well.

Marcia: First, I tried to paint a tree in autumn, with orange and brown leaves falling, but I didn't like it.

Dad: Well, this looks great! The moon is fantastic and it makes the painting more creative and interesting.

Narrator: Can you see the tick? Now you listen and tick the box.
One. What's wrong with Amin?

Woman: Emma said Amin wasn't at school today. Is he ill?

Man: Yes, he is. He's got a bad cold.

Woman: And has he got a temperature?

Man: Yes, he has. The doctor gave him some medicine. He should be better soon.

Woman: Oh good. Did you hear about Emma's broken arm?

Man: No, I didn't. Poor Emma.

Narrator: Two. Where did Jack go first?

Child: Hi, Jack. Where are you going?

Jack: I'm going shopping.

Child: Me too. What do you have to buy?

Jack: I've got to buy meat at the butcher's, cakes at the bakery and apples at the greengrocer's.

Child: I need to go to the bakery, too.

Jack: OK, let's go there first.

Answers: 1 B 2 B

Cooler: Well done!

- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

7 Technology time

Lesson 1 Vocabulary

Pupil's Book pages 82–83

***Learning objectives*:** Identify and use new words: technology; Sing a song

***Vocabulary*:** charger, earphones, games console, keyboard, laptop, microphone, mouse, printer, screen, speaker

***Additional vocabulary*:** accessories, device

***Resources*:** (PK) - Unit 7, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 7 song, Flashcards; (PRC) - Review audio tracks 2.28–2.30

***Materials*:** Class Audio CD2; red and green stars for each child or coloured pens / pencils

Warm-up: Let's make some words

- See the Games Bank (pages 14–17) for how to play the game.

1 2.28 Listen, point and say.

- Refer the children to page 82. Ask *Where are the characters?* (*at a technology exhibition*) Ask the children what items they can name, e.g. *computer.*
- Play the audio and have the children listen and point. Play it again and have them listen and say.

2 2.29 Listen and play the game. What's next?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to answer.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Audioscript

Teacher: keyboard, charger, laptop
Child: earphones
Teacher: earphones, screen, microphone
Child: speaker
Teacher: Now you. 1 charger, laptop, earphones 2 earphones, screen, microphone 3 microphone, speaker, printer 4 printer, mouse, games console 5 laptop, earphones, screen 6 speaker, printer, mouse

Answers: 1 screen 2 speaker 3 mouse 4 keyboard 5 microphone 6 games console

3 Write the new words in your notebook.

- Ask the children to look at the laptop in Activity 2. Explain that this is a *device*. Say *A device is an object that helps you do something, e.g. a laptop helps you write or surf the Internet*. Explain that devices can work on their own.
- Now ask the children to look at the earphones in Activity 2. Explain that these are *accessories* and that an *accessory* is something you buy or use to extend the use of a device and it cannot usually work on its own.
- Have the children complete the activity in their notebooks individually.

Answers: Devices: laptop, printer, games console **Parts and accessories:** keyboard, charger, earphones, screen, microphone, speaker, mouse

4 Look at the picture. Ask and answer.

- Refer the children to page 82 and ask *Who is using a device or accessory?* (*everyone*) Ask *Who is using the microphone?* (*Freddy*) Have children point to the correct part of the picture.
- Continue with a few more words and then have the children continue with their partners.

5 2.30 Sing the song. Be a star!

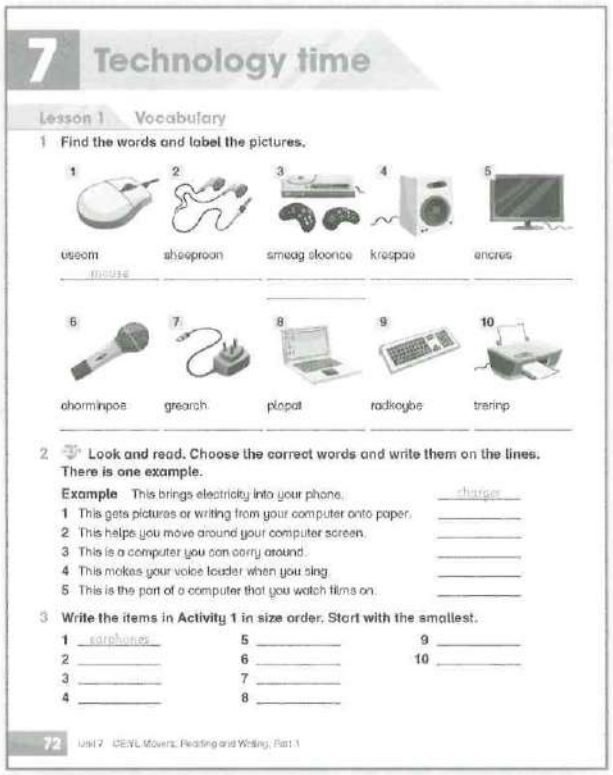
- Have the children turn over their Pupil's Books.
- Tell them to listen to the song and stand up when they hear technology devices and accessories.
- Refer the children to the song and play the audio for them to sing along.

Answers: speakers, TV, mobile phone, laptop, printer, desktop, (games) console

Cooler: Define the word

- Play the game to practise the technology words.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 72



7 Technology time

Lesson 1 Vocabulary

1 Find the words and label the pictures.

1 useom (mouse) 2 sheeproon 3 smeag sloonce 4 krespae 5 encres

6 chorminpoe 7 grearch 8 plopat 9 radkoybe 10 trerinp

2 Look and read. Choose the correct words and write them on the lines. There is one example.

Example This brings electricity into your phone. charger

1 This gets pictures or writing from your computer onto paper. _____
2 This helps you move around your computer screen. _____
3 This is a computer you can carry around. _____
4 This makes your voice louder when you sing. _____
5 This is the part of a computer that you watch films on. _____

3 Write the items in Activity 1 in size order. Start with the smallest.

1 earphones 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

72 Unit 7 CEYL Movers: Reading and Writing, Part 1

1 Find the words and label the pictures.

Answers: 1 mouse 2 earphones 3 games console 4 speaker 5 screen 6 microphone 7 charger 8 laptop 9 keyboard 10 printer

2 CEYL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

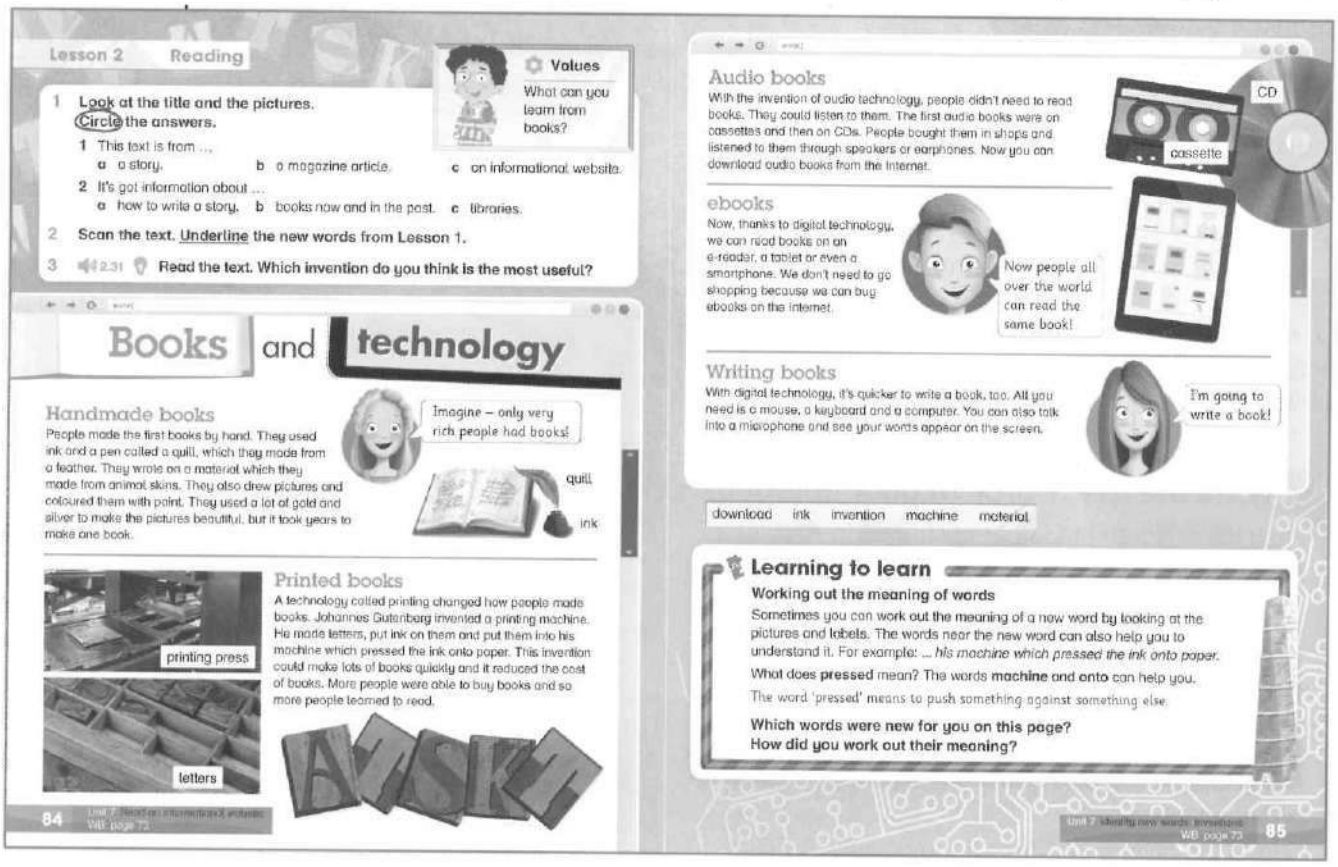
- Have the children complete the activity individually and then check their answers with their partners.

Answers: 1 printer 2 mouse 3 laptop 4 microphone 5 screen

3 Write the items in Activity 1 in size order. Start with the smallest.

Answers: 1 earphones 2 charger 3 mouse 4 microphone 5 keyboard 6 laptop 7 screen 8 games console 9 printer 10 speaker (accept all plausible alternatives)

Pupil's Book pages 84–85



***Learning objectives*:** Read an informational website; Identify new words: inventions

***Vocabulary*:** download, ink, invention, machine, material

***Additional vocabulary*:** audio, reduced, skin

***Resources*:** (PK) - Unit 7, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 2.31

***Materials*:** Class Audio CD2; sheets of paper (one per group)

Warm-up: Scrabble

- See the Games Bank (pages 14–17) for how to play the game.
- Start the game with the word TECHNOLOGY.

Vocabulary

- Put the flashcards on the board (or write the new words on the board and draw a picture for each one). Write a sentence for each one and underline the new words, e.g. *We download photos from emails. Printers need ink to print things.*
- Point to each new word and say it for the children to repeat after you.
- Tell the children to look at the sentences for one minute. Take the flashcards off the board and erase the new words. Say each word and ask volunteers to go to the board, put the flashcard in the correct place and write the new word.
- Then spell a word for the children to find.
- Explain the additional vocabulary to the children, using L1 if necessary. Explain that *audio* is related to anything that has to do with hearing. Point to your skin and say *This is skin*. Say that *reduced* means *less*.

Values

- Divide the class into small groups and refer them to the *Values* box.
- Ask the children if they read books and if so what types of books. Write types of books on the board to help them, e.g. *adventure*, *mystery*.
- Ask *What can you learn from books?* Elicit e.g. *You can learn interesting facts from books. You can learn how things are made. You can learn about other countries. You can learn about history.*
- Have each group write a sentence about what you can learn from books. Then have each group choose a leader to read their sentence to the class.

1 Look at the title and the pictures. Circle the answers.

- Have them look at the pictures and title on pages 84–85 and think what the texts might be about.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Have them tell you why they chose that answer, e.g. *They could be about books because we can see a book and quill.*
- Ask *Where might the texts come from?* (*a website*)
- Ask the children if they use the Internet to look at websites and if so, what the websites are about.

Answers: 1 c 2 b

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you the new words they learned in Lesson 1. Write them on the board.
- Ask a volunteer to remind the class what *scanning a text* is (*scan means to read quickly*).
- Have the children work individually. Tell them to ask you if there is anything they don't understand or need help with.
- Have children raise their hands to answer.

Answers: speakers, earphones, mouse, keyboard, microphone, screen

3 2.31 Read the text. Which invention do you think is the most useful?

- Play the audio and have the children follow in their books.
- Give the children time to re-read the text silently.
- Ask *Which invention do you think is the most useful? Why?* Write some of their ideas on the board.
- Have the children write a few sentences about the invention they think is the most useful. Remind them to explain why.
- Have them compare their answers with their partners.

Teaching star!

Reading

- Have children write summaries to reinforce what they have learned.
- Divide the children into pairs. Have them write a short summary of one of the text sections. On the board, write *important information, key words, short description of the text*. Have children read their chosen text section again and write some words for each heading. Explain that these are what they need to focus on. Have the pairs present their work to the class.

Suggested answer: **Handmade books:** The first books were written by hand. The books were made from animal skins. They had a lot of gold and silver pictures. It took a long time to make a book.

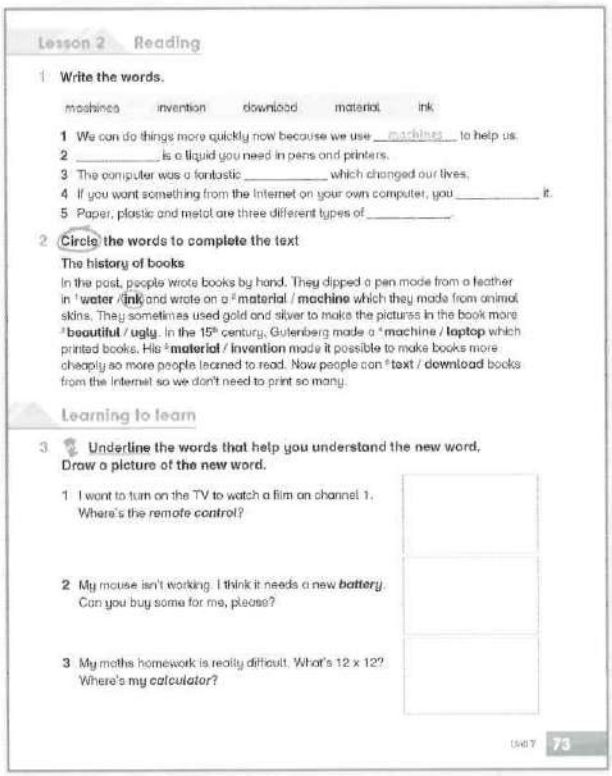
Learning to learn

- Ask a volunteer to read out the *Learning to learn* box.
- Ask what new words the class found in this text and how they decided on their meaning.
- Have the children make a list of different ways to work out the meaning of words, in pairs.

Cooler: Wake me up!

- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 73



Lesson 2 Reading

1 **Write the words.**

machines invention download material ink

1 We can do things more quickly now because we use machines to help us.
2 _____ is a liquid you need in pens and printers.
3 The computer was a fantastic _____ which changed our lives.
4 If you want something from the Internet on your own computer, you _____ it.
5 Paper, plastic and metal are three different types of _____.

2 **Circle the words to complete the text.**

The history of books

In the past, people wrote books by hand. They dipped a pen made from a feather in [1]**water / ink** and wrote on a [2]**material / machine** which they made from animal skins. They sometimes used gold and silver to make the pictures in the book more [3]**beautiful / ugly**. In the 15th century, Gutenberg made a [4]**machine / laptop** which printed books. His [5]**material / invention** made it possible to make books more cheaply so more people learned to read. Now people can [6]**text / download** books from the Internet so we don't need to print so many.

Learning to learn

3 **Underline the words that help you understand the new word. Draw a picture of the new word.**

1 I want to turn on the TV to watch a film on channel 1. Where's the *remote control*?
2 My mouse isn't working. I think it needs a new *battery*. Can you buy some for me, please?
3 My maths homework is really difficult. What's 12 x 12? Where's my *calculator*?

UNIT 7 73

1 Write the words.

Answers: 1 machines 2 ink 3 invention 4 download 5 material

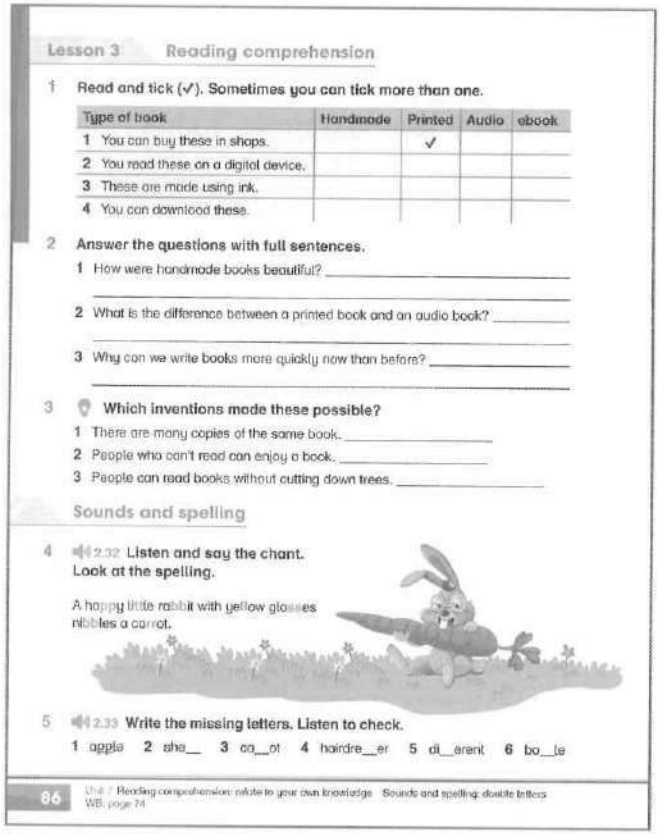
2 Circle the words to complete the text.

Answers: 1 ink 2 material 3 beautiful 4 machine 5 invention 6 download

3 Underline the words that help you understand the new word. Draw a picture of the new word.

Answers: Children's own answers and drawings.

Pupil's Book page 86



Lesson 3 Reading comprehension

1 Read and tick (✓). Sometimes you can tick more than one.

Type of book	Handmade	Printed	Audio	ebook
1 You can buy these in shops.		✓		
2 You read these on a digital device.				
3 These are made using ink.				
4 You can download these.				

2 Answer the questions with full sentences.

1 How were handmade books beautiful? _____

2 What is the difference between a printed book and an audio book? _____

3 Why can we write books more quickly now than before? _____

3 Which inventions made these possible?

1 There are many copies of the same book. _____

2 People who can't read can enjoy a book. _____

3 People can read books without cutting down trees. _____

Sounds and spelling

4 2.32 Listen and say the chant. Look at the spelling.

A happy little rabbit with yellow glasses
nibbles a carrot.

5 2.33 Write the missing letters. Listen to check.

1 apple 2 she__ 3 ca__ot 4 hairdre__er 5 di__erent 6 bo__le

86 Unit 7 Reading comprehension: relate to your own knowledge Sounds and spelling: double letters
WB: page 74

Learning objectives: Reading comprehension: relate to your own knowledge; Sounds and spelling: double letters

Vocabulary: apple, bottle, carrot, different, glasses, hairdresser, happy, little, nibbles, rabbit, shell, yellow

Resources: (PK) - Unit 7, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 2.32–2.33

Materials: Class Audio CD2; sheets of paper (one per child)

Warm-up: Let's describe

- On the board, write the following adjectives: *expensive, heavy, modern, old.*
- Divide the class into small groups.
- Ask them to use these words to describe as many things as they can, e.g. *Laptops are a modern invention.* Tell them to write the sentences in their notebooks.
- Have the groups read their sentences to the class.

1 Read and tick (✓). Sometimes you can tick more than one.

- Ask the children what they remember about the text in Lesson 2.
- Have the children work individually to complete the activity. They can look back at Lesson 2 to help them.
- Copy the table onto the board. Check as a class by having volunteers call out the answers. Write them on the board for the children to check against.

Answers: 1 printed, audio 2 ebook 3 handmade, printed 4 audio, ebook

2 Answer the questions with full sentences.

- Refer the children to the questions.
- Have the children work individually. Give the children a little time to answer the questions. Tell them to underline the sections in the text where they got their answers.
- Have them check their answers with their partners.

Suggested answers: 1 Because people drew pictures and coloured them with paint, and they used gold and silver in the pictures. 2 You read a printed book but you listen to an audio book. 3 Because you can use a keyboard and a computer, or talk into a microphone and see your words on the screen.

Teaching star!

Reading

- Have the children underline key words in activities so they focus on the information they need.
- Write sentence 1 of Activity 3 on the board. Ask the children which words are the ones with the information they need (*many, copies, same book*). Underline them. Tell them that these are key words. Ask the children to underline the key words in the other sentences. Write the sentences on the board and have volunteers underline the key words.

3 Which inventions made these possible?

- Ask the children to tell you what inventions they read about on pages 84–85 and write them on the board.
- Have the children complete the activity in pairs.
- Ask the children to think about something they would invent. Have them write their idea in their notebooks but not show anyone for the time being as it will be used in the Cooler.

Answers: 1 printed books 2 audio books 3 ebooks

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

4 2.32 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words containing double letters on the board. Say each word as you point to it and have the children repeat after you.
- Ask if they know of any other words that contain double letters.
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to complete the activity.

Audioscript

Teacher: Now say the missing words.

Teacher: A happy little rabbit with … glasses nibbles a carrot.

Children: yellow

Teacher: A happy … rabbit with yellow glasses nibbles a carrot.

Children: little

Teacher: A happy little rabbit with yellow glasses nibbles a …

Children: carrot.

Teacher: A happy little rabbit … nibbles a carrot.

Children: with yellow glasses

5 2.33 Write the missing letters. Listen to check.

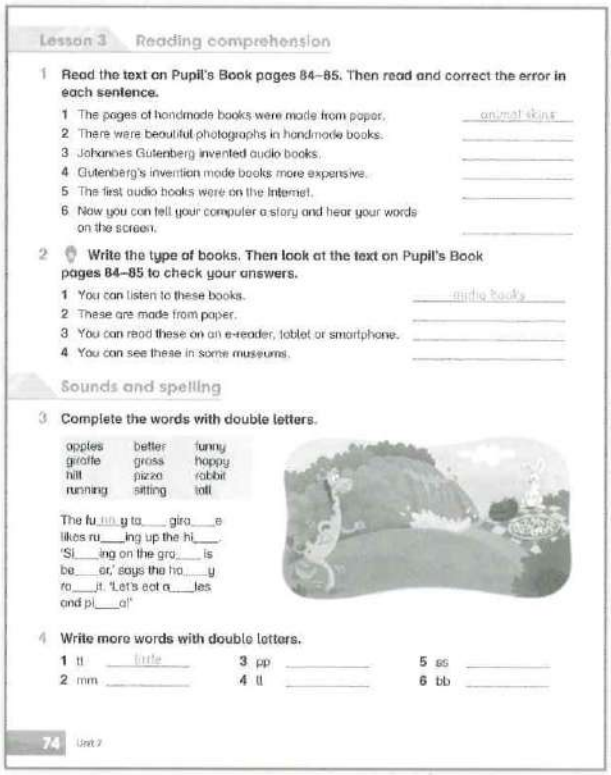
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers. Ask volunteers to read out the words in the activity.

Answers: 1 apple 2 shell 3 carrot 4 hairdresser 5 different 6 bottle

Cooler: An invention

- Hand each child a sheet of paper and have them draw on it something they would like to invent. Ask them to use the idea they had when they completed Activity 3.
- Have them write a few sentences about it.
- Ask them to present their work to the class. Place all work on classroom display.

Workbook page 74



Lesson 3 Reading comprehension

1 Read the text on Pupil's Book pages 84–85. Then read and correct the error in each sentence.

1 The pages of handmade books were made from paper. animal skins
2 There were beautiful photographs in handmade books.
3 Johannes Gutenberg invented audio books.
4 Gutenberg's invention made books more expensive.
5 The first audio books were on the Internet.
6 Now you can tell your computer a story and hear your words on the screen.

2 Write the type of books. Then look at the text on Pupil's Book pages 84–85 to check your answers.

1 You can listen to these books. audio books
2 These are made from paper.
3 You can read these on an e-reader, tablet or smartphone.
4 You can see these in some museums.

Sounds and spelling

3 Complete the words with double letters.

apples better funny
giraffe grass happy
hill pizza rabbit
running sitting tall

The fu_nn_y ta___ gira___e likes ru___ing up the hi___. 'Si___ing on the gra___ is be___er,' says the ha___y ra___it. 'Let's eat a___les and pi___a!'

4 Write more words with double letters.

1 tt little
2 mm
3 pp
4 ll
5 ss
6 bb

74 Unit 7

1 Read the text on Pupil's Book pages 84–85. Then read and correct the error in each sentence.

Answers: 1 paper animal skins
2 photographs pictures 3 ~~audio books~~ the printing press 4 ~~more expensive~~ cheaper
5 ~~the Internet~~ cassettes 6 hear see

2 Write the type of books. Then look at the text on Pupil's Book pages 84–85 to check your answers.

Answers: 1 audio books 2 printed books
3 ebooks 4 handmade books

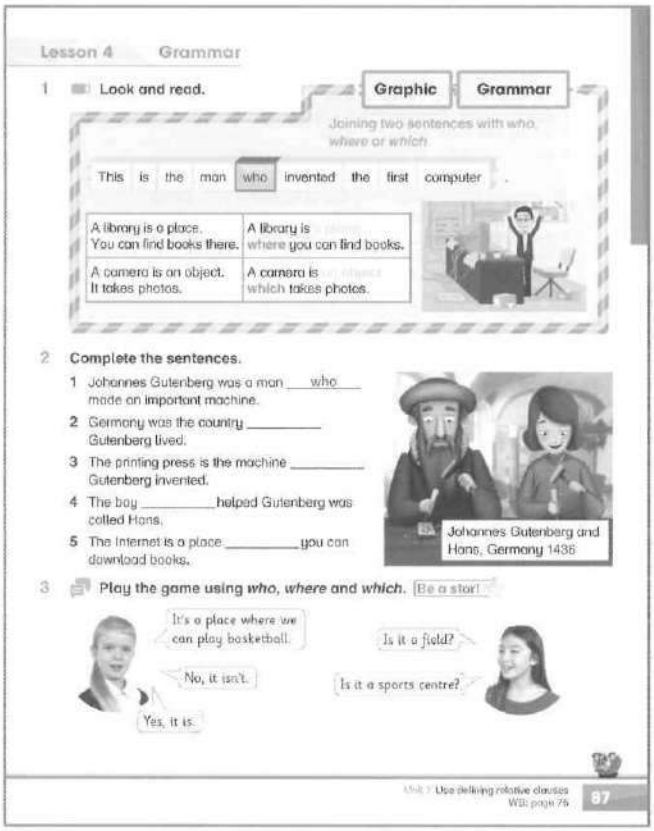
3 Complete the words with double letters.

Answers: The funny tall giraffe likes running up the hill. 'Sitting on the grass is better,' says the happy rabbit. 'Let's eat apples and pizza!'

4 Write more words with double letters.

Suggested answers: 1 better, little
2 swimming, summer 3 apple, puppet
4 waterfall, yellow 5 glasses, hairdresser
6 nibbles, rubber

Pupil's Book page 87


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Joining two sentences with who, where or which

This is the man who invented the first computer.

A library is a place. You can find books there.	A library is where you can find books.
A camera is an object. It takes photos.	A camera is which takes photos.

2 Complete the sentences.

1 Johannes Gutenberg was a man who made an important machine.
2 Germany was the country _____ Gutenberg lived.
3 The printing press is the machine _____ Gutenberg invented.
4 The boy _____ helped Gutenberg was called Hans.
5 The Internet is a place _____ you can download books.

Johannes Gutenberg and Hans, Germany 1436

3 Play the game using *who*, *where* and *which*. Be a star!

It's a place where we can play basketball.
No, it isn't.
Yes, it is.
Is it a field?
Is it a sports centre?

Unit 7 Use defining relative clauses WB page 76 87

***Learning objectives*:** Use defining relative clauses

***Grammar*:** Joining two sentences with *who*, *where* or *which*

***Resources*:** (PK) - Unit 7, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

***Materials*:** Different pictures from magazines large enough for the class to see (about eight), large pieces of paper

Warm-up: Describe the pictures

- Stick two magazine pictures on the board. Try to ensure that they are not related in any way. Have the children describe them as best they can, e.g. (picture of a sports car) *It's expensive and fast. It's yellow.*
- Then have the children try and find one similarity both pictures have, e.g. (picture of a house) *The car and house are both in streets.*
- Place all the pictures on the board and divide the class into pairs. Have them choose two pictures to describe.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *My friend's brother is the boy.*
- Ask if this sentence gives us any real information (*no*).
- Then write *He won the science competition.*
- Ask if this sentence gives any information. (*No, apart from a 'he' who won a competition.*)
- Have the children look at both sentences and explain that we can join both sentences with *who* so that we can make one sentence that gives information.
- Write *My friend's brother is the boy* ***who*** *won the science competition.*
- Explain that the word *who* is a defining word and the phrase that follows it is a clause. The whole phrase is a defining clause as it gives information to help the sentence make sense.
- Refer the children to the Graphic Grammar box on page 87 and have them read the sentences. Ask *What is a defining clause?* (*a phrase that makes a sentence clearer*)
- On the board, write in random order *girl*, *school*, *teacher*, *school*, *laptop*, *mother*, *beach*, *chair*.
- Help the children make sentences using defining clauses with these words. Write answers on the board.
- Divide the class into pairs and have them write sentences using *who*, *where* and *which* using the prompts on the board. Explain that they shouldn't worry if they can only write one or two sentences.
- Have the pairs read their sentences to the class.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the purple boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

2 Complete the sentences.

- Have the children complete the activity individually and then check answers with their partners.
- Ask them to tell you which words in the sentences helped them decide on their answer.

Answers: 1 who 2 where 3 which 4 who 5 where

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Game

- Use games to make learning memorable and fun.
- Write sentences with the defining word (*where, who, which*) missing. Write each defining word on a large sheet of paper and stick them up in different corners of the room. Read the first sentence. Children must decide which defining word is missing and stand in the correct corner. They mustn't speak! When they are in the corner, read / elicit the completed sentence. Any children in the wrong corner of the room are out. The children in the correct corner of the room play again.

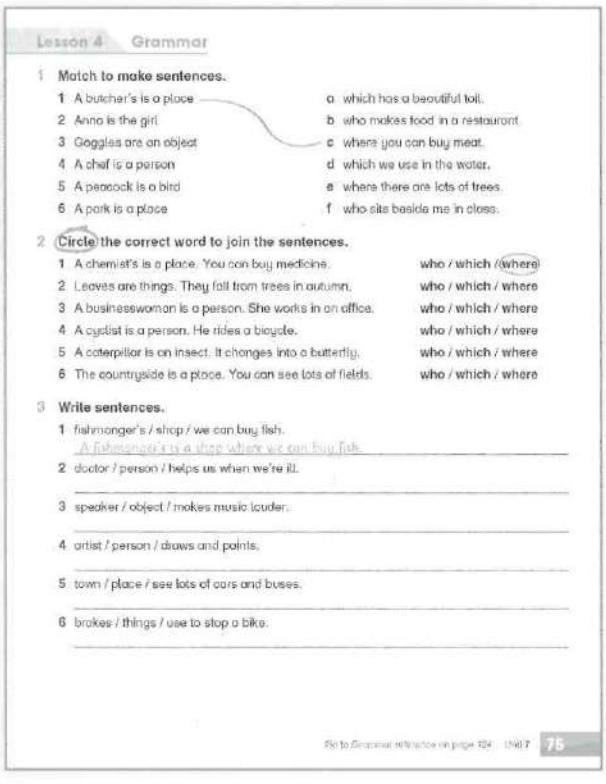
Cooler: My favourite things

- On the board, write:
  Hyde Park is a place where I love to walk.
  Cats are animals which make me very happy.
  My cousin is the only person who can make me laugh a lot.
- Tell the children that these are your favourite things.
- Ask them to write three of their favourite things and then to read them to their partners.
- Have some children read their sentences to the class.

3 Play the game using *who*, *where* and *which*. Be a star!

- Have two volunteers read out the example dialogue.
- Say *It's something which prints onto paper.* Have the children ask questions to try and guess what it is (*a printer*).
- Continue with a few more items and then divide the class into pairs to continue the game.
- Monitor for proper use of language.

Workbook page 75



Lesson 4 Grammar

1 Match to make sentences.

1 A butcher's is a place	a which has a beautiful tail.
2 Anna is the girl	b who makes food in a restaurant.
3 Goggles are an object	c where you can buy meat.
4 A chef is a person	d which we use in the water.
5 A peacock is a bird	e where there are lots of trees.
6 A park is a place	f who sits beside me in class.

2 Circle the correct word to join the sentences.

1 A chemist's is a place. You can buy medicine.	who / which / (where)
2 Leaves are things. They fall from trees in autumn.	who / which / where
3 A businesswoman is a person. She works in an office.	who / which / where
4 A cyclist is a person. He rides a bicycle.	who / which / where
5 A caterpillar is an insect. It changes into a butterfly.	who / which / where
6 The countryside is a place. You can see lots of fields.	who / which / where

3 Write sentences.

1 fishmonger's / shop / we can buy fish.
A fishmonger's is a shop where we can buy fish.
2 doctor / person / helps us when we're ill.
3 speaker / object / makes music louder.
4 artist / person / draws and paints.
5 town / place / see lots of cars and buses.
6 brakes / things / use to stop a bike.

Go to Grammar reference on page 124 Unit 7 75

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 124 while completing these Workbook activities.

1 Match to make sentences.

Answers: 1 c 2 f 3 d 4 b 5 a 6 e

2 Circle the correct word to join the sentences.

Answers: 1 where 2 which 3 who 4 who 5 which 6 where

3 Write sentences.

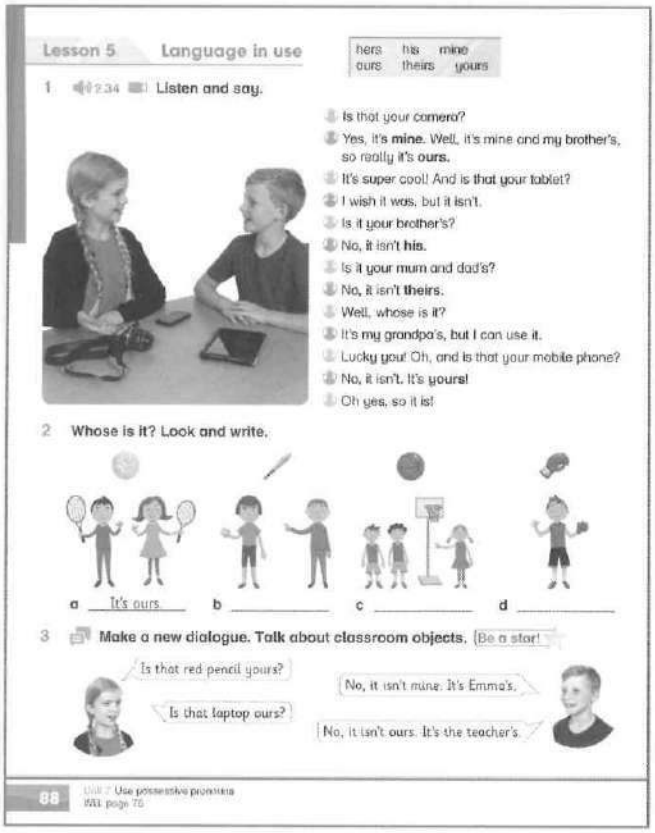
Answers: 1 A fishmonger's is a shop where we can buy fish. 2 A doctor is a person who helps us when we're ill. 3 A speaker is an object which makes music louder. 4 An artist is a person who draws and paints. 5 A town is a place where we see lots of cars and buses. 6 Brakes are things which we use to stop a bike.

Grammar reference (page 124)

1 Complete the sentences with *who*, *where* or *which*.

Answers: 1 where 2 who 3 which 4 which 5 who 6 where

Pupil's Book page 88


Lesson 5 Language in use

hers his mine
ours theirs yours

1 2.34 Listen and say.

Is that your camera?
Yes, it's **mine**. Well, it's mine and my brother's, so really it's **ours**.
It's super cool! And is that your tablet?
I wish it was, but it isn't.
Is it your brother's?
No, it isn't **his**.
Is it your mum and dad's?
No, it isn't **theirs**.
Well, whose is it?
It's my grandpa's, but I can use it.
Lucky you! Oh, and is that your mobile phone?
No, it isn't. It's **yours**!
Oh yes, so it is!

2 Whose is it? Look and write.

a It's ours. b _____ c _____ d _____

3 Make a new dialogue. Talk about classroom objects. Be a star!

Is that red pencil yours?
No, it isn't mine. It's Emma's.
Is that laptop ours?
No, it isn't ours. It's the teacher's.

88 Unit 7 Use possessive pronouns WB page 76

Learning objectives: Use possessive pronouns

Vocabulary: hers, his, mine, ours, theirs, yours

Additional language: super cool

Resources: (PK) - Unit 7, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.34 and Language in use video

Materials: Class Audio CD2; cards with personal pronouns written on them (two per child), a box

Warm-up: Telephone game

- See the Games Bank (pages 14–17) for how to play the game.

1 2.34 Listen and say.

- Invite Child 1, Child 2 (ideally a boy and a girl) and a pair of children to the front of class. Ask Child 1 and Child 2 to bring an item of theirs to the front, e.g. their bags. Give the pair a ruler to hold.
- Point to yourself and your table and say *It's my table. It's mine.*
- Stand behind Child 1 and say, *It's his / her (bag). It's his / hers.* Repeat for Child 2.
- For the pair, point and say *It's their (ruler). It's theirs.*
- To introduce *our*, point to all the children and yourself and the classroom and say *It's our classroom. It's ours.*
- Put the flashcards (or write the words) on the board. Use them as prompts if necessary. Tell the children you will say a sentence, e.g. *It's Tony's bag.* They have to say the possessive that corresponds to it, e.g. *It's his.* Repeat.
- Use *you and me* for *our*. Use *you* for *yours*. Use two children's names for *their*.
- Play the audio and have the children listen and follow. Play it again, pausing after each line and have the children listen and say.
- Then ask volunteers to read the dialogue.

- If using the video, have the children watch the video after the fifth point and then continue.

2 Whose is it? Look and write.

- Look at the example as a class.
- Have the children complete the activity individually.
- Ask them what made them decide on their answers.

Answers: **a** It's ours. **b** It's his. **c** It's theirs. **d** It's mine.

Teaching star!

Extension

- Set up tasks to enable children to process what they have learned.
- Place the cards with personal pronouns written on them in a box. Have each child take a card and tell them that they have to use the pronoun to make a sentence with its corresponding possessive pronoun and illustrate it, e.g. *I – It's my hat.* Explain that they can add any item they like. Have the children show their work to their partners. Fast finishers can take another card and repeat the activity.

3 Make a new dialogue. Talk about classroom objects. Be a star!

- Have two volunteers read out the example dialogue. Remind the children that we use *'s* to show that something belongs to someone.
- With the class, make a new dialogue and write it on the board.
- Divide the class into pairs. Explain to the children that they have to make a dialogue about classroom objects. Tell them that it should contain at least three possessive pronouns.
- Monitor for proper use of language and help where necessary.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: Whose is it?

- In the same pairs as before, have the children write down their dialogue from Activity 3. Tell them that they can use props such as bags, pencils, etc., if they are mentioned in their dialogues.

Workbook page 76

Lesson 5 Language in use

1 Circle the words to complete the sentences.

1 That isn't our school. Ours / Mine is on the other side of town.
2 Whose is this bike? I think it's Peter's. Yes, **his** / hers is new.
3 Is that Vicky's tablet? No, **their** / hers is on the table.
4 Is this my charger? No, **yours** / ours is over there.
5 Is this Freddy and Jane's house? No, **his** / theirs is in the next street.
6 This isn't my phone. **Mine** / Yours is white, not black.

2 Complete the dialogue.

theirs ours whose yours mine hers

A: Is that your tablet?
B: Yes. Well, it's [1] mine and my sister's so really it's [2] _____.
A: It's cool! And is that your sister's smartphone?
B: No, it isn't [3] _____.
A: Is it your mum and dad's?
B: No, it isn't [4] _____.
A: Well, [5] _____ is it?
B: It's my uncle's, but I can use it.
A: Lucky you! Oh – I mustn't forget my charger!
B: That's not [6] _____ – it's mine.

3 Write questions and answers.

1 Grandpa ✓ Is this Grandpa's phone? Yes, it's his.
2 Bill ✗
3 you ✗
4 Stephen and Ann ✓
5 us ✓
6 your mum ✗

76 Unit 7 Go to Grammar reference on page 124

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 124 while completing these Workbook activities.

1 Circle the words to complete the sentences.

Answers: 1 Ours 2 his 3 hers 4 yours 5 theirs 6 Mine

2 Complete the dialogue.

Answers: 1 mine 2 ours 3 hers 4 theirs 5 whose 6 yours

3 Write questions and answers.

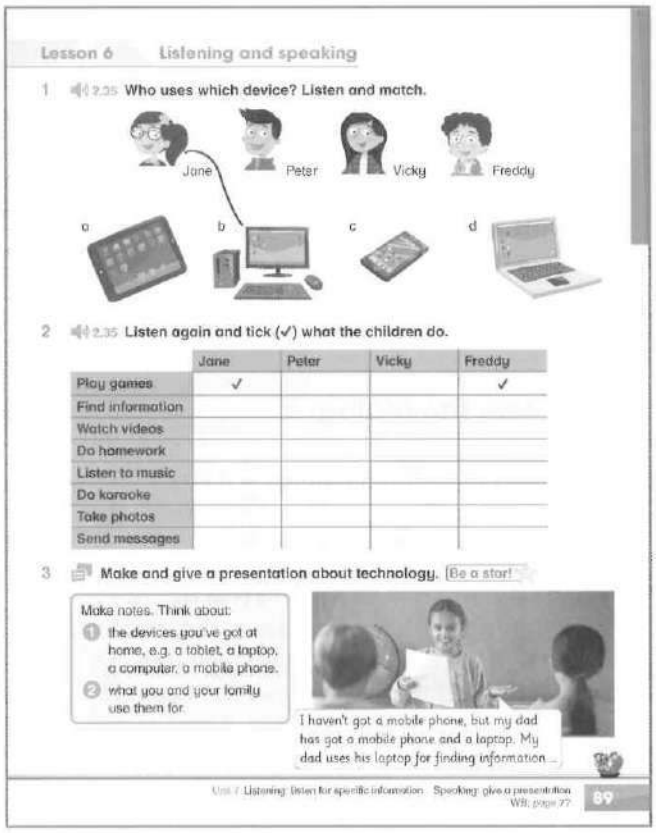
Answers: 1 Is this Grandpa's phone? Yes, it's his. 2 Are these Bill's earphones? No, they aren't his. 3 Is this your skateboard? No, it isn't mine. 4 Is this Stephen and Ann's printer? Yes, it's theirs. 5 Are these our clothes? Yes, they're ours. 6 Is this your mum's bag? No, it isn't hers.

Grammar reference (page 124)

2 Write *mine*, *his*, *hers*, *ours*, *yours* or *theirs*.

Answers: 1 mine 2 hers 3 his 4 ours 5 yours 6 theirs

Pupil's Book page 89



Learning objectives: Listening: listen for specific information; Speaking: give a presentation

Resources: (PK) - Unit 7, Lesson 6; (PRC) - Review audio track 2.35

Materials: Class Audio CD2; a copy of the audioscript for CD2, track 2.35 (one per pair)

Warm-up: Correct my mistakes

- Play this game to practice defining clauses or possessive pronouns.
- Divide the class into teams. Tell the children that you are going say a sentence.
- Say, e.g. *A camera is an object who takes photos. Peter's bag is yellow. It's her bag.* Then nominate a child from Team 1 to answer.
- If they think it is correct, they stand up and say *It's right.* If it's incorrect, they have to stand up and correct it. If they are right, they win a point.
- Repeat for Team 2. Differentiate your sentences to benefit both weaker and stronger pupils.

1 2.35 Who uses which device? Listen and match.

- Ask *What's a device? (It's an object that helps you do something.)* Ask the children to look at the devices in Activity 1 and name them.
- Look at the example as a class. Ask them which character they think would use which device and have them make a note of their answers.
- Play the audio twice for the children to complete the activity.
- Have them check answers with their partners.
- Ask if their guesses were correct.

Audioscript

Narrator: Jane

Jane: At school, we use computers. In our class there are thirty children and ten computers. Sometimes we look for information on websites, but my favourite is watching videos about science. Other times we play games to practise maths. I love playing maths games on the computer! I think it's a good way to learn maths.

Narrator: Peter

Peter: My dad's got a laptop and sometimes he lets me use it. For example, last week for homework we had to write a story and I wrote mine on Dad's laptop. Then I printed it on the printer and took it to school. I've got an aunt, uncle and cousins who live in another country, and sometimes we send them messages. There's also a karaoke program on the laptop, and sometimes I sing with my family at the weekend. It's really cool!

Narrator: Vicky

Vicky: I love technology! I've got my own tablet. I got it last year for my birthday and I use it for lots of different things. I use it to take photos of my friends and family. I've got hundreds of photos. I also like finding information on websites too. Sometimes the teacher asks us to find information for homework. That's my favourite type of homework.

Narrator: Freddy

Freddy: I haven't got a mobile phone, but my mum lets me use hers sometimes. I like listening to music on it and she lets me download my favourite songs onto her phone. She's got earphones too, so I can listen to music in quiet places, like waiting at the doctor's. I also play games on my mum's phone. My favourite game is about looking after a dog! The phone has got a camera, too, and I like taking photos of my family with it.

Answers: **Jane** b (computer), **Peter** d (laptop), **Vicky** a (tablet), **Freddy** c (mobile phone)

2 2.35 Listen again and tick (✓) what the children do.

- Ask the children if they remember what each character said about each device.

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- Copy the table onto the board.
- Play the audio twice for children to complete the activity.
- Ask the children for the answers and complete the table on the board.
- Play the audio again for children to check their answers.

Answers: Play games: Jane, Freddy; **Find information:** Jane, Vicky; **Watch videos:** Jane; **Do homework:** Peter, Vicky; **Listen to music:** Freddy; **Do karaoke:** Peter; **Take photos:** Vicky, Freddy; **Send messages:** Peter

3 Make and give a presentation about technology. Be a star!

- Explain to the children that they have to make notes and give a presentation about technology.
- With the class, read through the green box. Have one or two children tell you what devices they have at home, who uses them and what for. Remind them to look at the table they completed in Activity 2 for ideas.
- Have a volunteer read out the speech bubble.
- If you wish, give the children a copy of the audioscript for track 2.35 and tell them they can refer to it for help.
- Monitor as children work and gently correct any mistakes in the notes they write.
- Invite some children to the front of the class to give their presentations.

Teaching star!

Acting

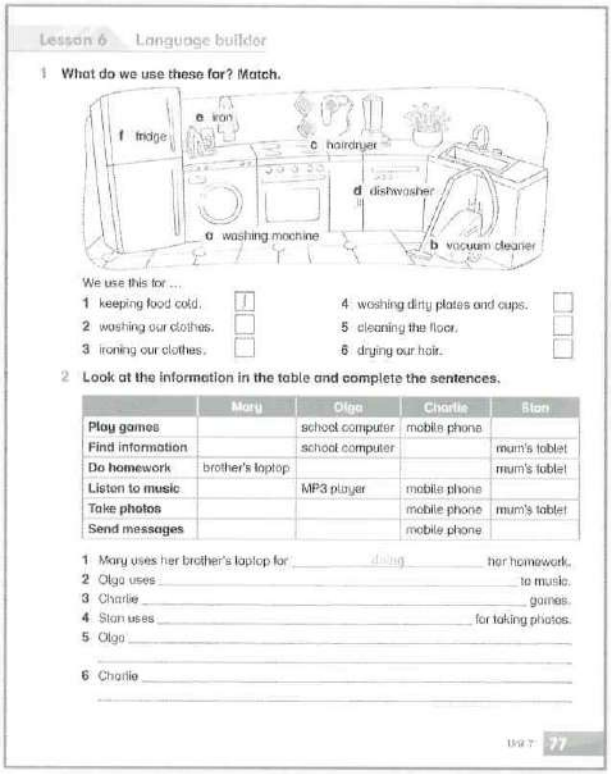
- Drama activities add an element of fun to the learning process.
- Divide the class into small groups. Explain that they have to make a short dialogue which takes place in a shop. One member is the customer while the other members are the shop assistants. The assistants have to choose a technological device and to try and persuade the customer to buy their product. Have the groups present their play to the class. The customer must decide on one device only. As an example, on the board, write:

A: This laptop is excellent. You can play games on it and watch videos.
B: But it's expensive.
A: But you can also listen to music on it. You can do many things on it!
B: Hmm.
C: This mobile phone is very good. You can play music and games on it.
B: How much is it?
C: It's cheaper than the laptop. You can watch videos on it, too.
B: Oh, ok. I'll buy it.

Cooler: Presentations about technology

- Have some more children stand up and give their presentations from Activity 3.

Workbook page 77


Lesson 6 Language builder

1 What do we use these for? Match.

We use this for ...

1 keeping food cold. ☐
2 washing our clothes. ☐
3 ironing our clothes. ☐
4 washing dirty plates and cups. ☐
5 cleaning the floor. ☐
6 drying our hair. ☐

2 Look at the information in the table and complete the sentences.

	Mary	Olga	Charlie	Stan
Play games		school computer	mobile phone	
Find information		school computer		mum's tablet
Do homework	brother's laptop			mum's tablet
Listen to music		MP3 player	mobile phone	
Take photos			mobile phone	mum's tablet
Send messages			mobile phone	

1 Mary uses her brother's laptop for doing her homework.
2 Olga uses _____ to music.
3 Charlie _____ games.
4 Stan uses _____ for taking photos.
5 Olga _____
6 Charlie _____

Unit 7 77

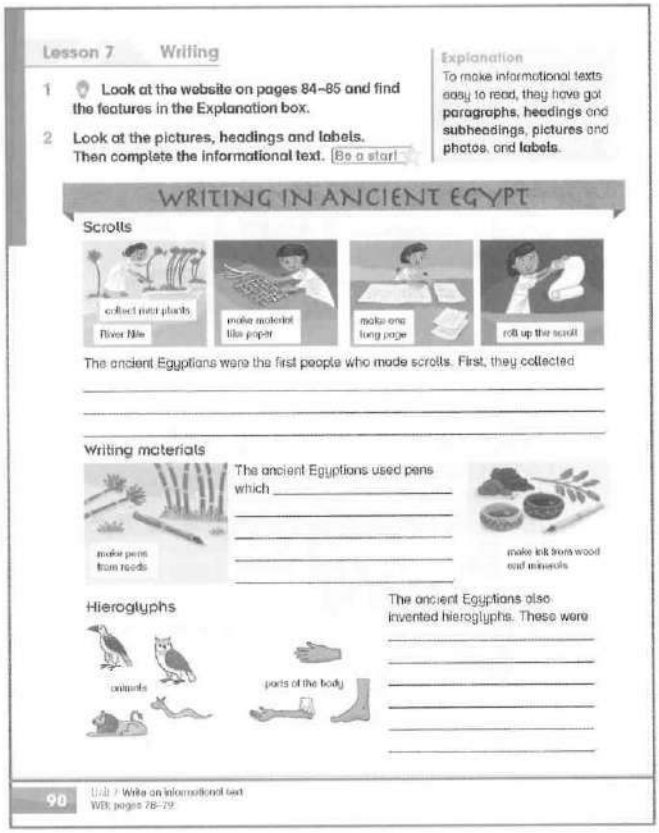
1 What do we use these for? Match.

Answers: 1 f 2 a 3 e 4 d 5 b 6 c

2 Look at the information in the table and complete the sentences.

Answers: 1 doing 2 her MP3 player for listening 3 uses his mobile phone for playing 4 his mum's tablet 5 Olga uses the school computer for playing games / finding information. 6 Charlie uses his mobile phone for listening to music / taking photos / sending messages.

Pupil's Book page 90


Lesson 7 Writing

1 Look at the website on pages 84–85 and find the features in the Explanation box.

2 Look at the pictures, headings and labels. Then complete the informational text. Be a star!

Explanation
To make informational texts easy to read, they have got paragraphs, headings and subheadings, pictures and photos, and labels.

WRITING IN ANCIENT EGYPT

Scrolls

collect river plants / River Nile / make material like paper / make one long page / roll up the scroll

The ancient Egyptians were the first people who made scrolls. First, they collected

Writing materials

The ancient Egyptians used pens which

make pens from reeds / make ink from wood and minerals

Hieroglyphs

The ancient Egyptians also invented hieroglyphs. These were

animals / parts of the body

90 Unit 7 Write an informational text With pages 78–79

Learning objectives: Write an informational text

Resources: (PK) - Unit 7, Lesson 7

Materials: Pictures of papyrus paper, sheets of paper (one per pair), copies of hieroglyphic alphabet code found online (one per child), slips of paper (one per child), a box or hat

Warm-up: Get together

- Divide the class into four groups and give each group a part of speech, e.g. possessive pronoun, adjective, noun, verb.
- Tell the children to walk around the class and explain that when you say a word, e.g. *beautiful*, the children who belong to the adjectives group (i.e. their part of speech), must group together in the middle of the class.

1 Look at the website on pages 84–85 and find the features in the Explanation box.

- Refer the children to the Explanation box. Have a volunteer read it. Explain anything the children might not have understood in L1 if necessary.
- Refer the children to pages 84–85. Do this activity as a class. Have the children label the paragraphs, headings, etc.

2 Look at the pictures, headings and labels. Then complete the informational text. Be a star!

- Point to the main heading and read it to the class. Elicit what the children know about ancient Egypt.
- Refer the children to the first sub-heading and the pictures of the scroll being made. Talk about what is happening in each picture and read the labels.
- Explain that they are going to write about how scrolls are made.
- Have a volunteer read the initial text. Complete the paragraph with the class on the board by prompting the children to give you complete sentences.
- Refer the children to the second sub-heading and repeat the above steps.
- Divide the class into pairs. They complete the text.
- Monitor and gently correct where necessary. Remind the children to check their spelling and use of language.
- Have some children read their texts to the class.
- Refer the children to the third sub-heading and repeat.

Suggested answers: Scrolls: The ancient Egyptians were the first people who made scrolls. First, they collected river plants next to the River Nile. Then they made a material like paper with the plants. Next they made one long page with the material. Finally, they rolled up the long page and made a scroll.
Writing materials: The ancient Egyptians used pens which they made from reeds. They also used red and black ink which they made from wood and minerals.
Hieroglyphs: The ancient Egyptians also invented hieroglyphs. These were pictures which represented sounds. Some of them were pictures of animals, for example, a lion, a bird and a snake, and others were parts of the body, for example, a foot and a hand.

Teaching star!

Extension

- Play a spelling game to reinforce new vocabulary.
- Give each child a photocopy of the hieroglyphic alphabet code. Have the children draw their name on a sheet of paper using hieroglyphs.

Cooler: Best informational text

- Give each pair a number and have them place it on their text.
- Ask the pairs to place their informational texts around the class. Have the class walk around and look at the texts.
- Then, using a box and slips of paper, hold a class vote on which text is the best. They cannot vote for their own work. They write a number on the slip of paper and place it in the box.
- Have a volunteer come to the front to help you count the votes. The three pairs with the most votes get to leave the classroom first.

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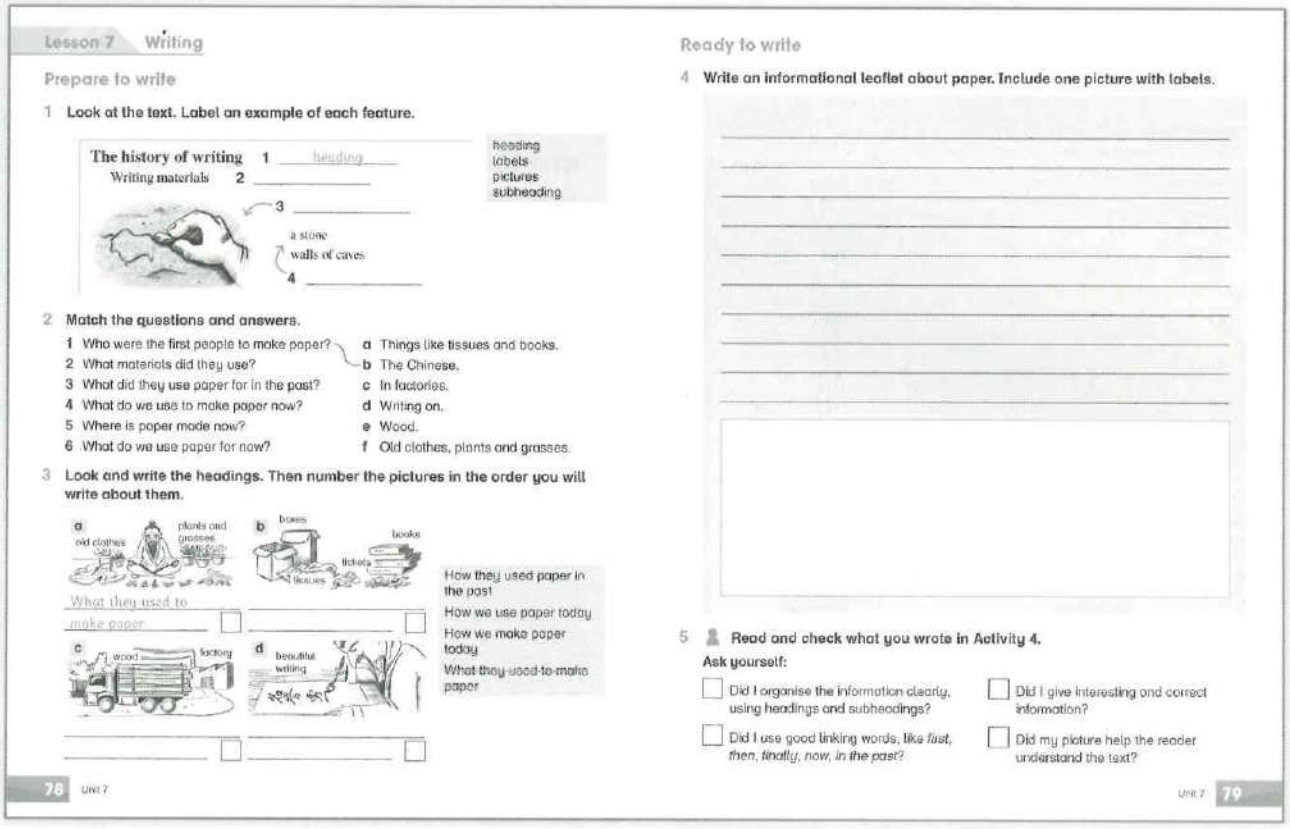


Lesson 7 Writing

Prepare to write

1 Look at the text. Label an example of each feature.

The history of writing 1 heading
Writing materials 2 _____
3 _____
a stone
walls of caves
4 _____

heading
labels
pictures
subheading

2 Match the questions and answers.

1 Who were the first people to make paper? — a Things like tissues and books.
2 What materials did they use? — b The Chinese.
3 What did they use paper for in the past? — c In factories.
4 What do we use to make paper now? — d Writing on.
5 Where is paper made now? — e Wood.
6 What do we use paper for now? — f Old clothes, plants and grasses.

3 Look and write the headings. Then number the pictures in the order you will write about them.

a old clothes plants and grasses
b boxes books tickets leaves
c wood factory
d beautiful writing

What they used to make paper
How they used paper in the past
How we use paper today
How we make paper today
What they used to make paper

Ready to write

4 Write an informational leaflet about paper. Include one picture with labels.

5 Read and check what you wrote in Activity 4.

Ask yourself:

- Did I organise the information clearly, using headings and subheadings?
- Did I give interesting and correct information?
- Did I use good linking words, like *first, then, finally, now, in the past*?
- Did my picture help the reader understand the text?

78 Unit 7

Unit 7 79

Prepare to write

1 Look at the text. Label an example of each feature.

- If done in class, refer children to the text and word pool.
- Ask where each item in the word pool should go.
- Have children write their answers.

Answers: 1 heading 2 subheading 3 pictures 4 labels

2 Match the questions and answers.

- If done in class, have the children close their books. Ask children what they remember about books and paper.
- Ask a few of the questions from the activity.
- Have children open their books and complete the activity.

Answers: 1 b 2 f 3 d 4 e 5 c 6 a

3 Look and write the headings. Then number the pictures in the order you will write about them.

- Ask volunteers to describe each picture as best they can using the labels to help them.
- Have children work in pairs to complete the activity.

Answers: a What they used to make paper 1 b How we use paper today 4 c How we make paper today 3 d How they used paper in the past 2

Ready to write

4 Write an informational leaflet about paper. Include one picture with labels.

- If done in class, divide the class into small groups and have them complete the activity.
- Explain that they can look at Activities 1, 2 and 3 on page 78 of the Workbook or on page 90 of their Pupil's Book for reference.

Answers: Children's own answers and drawings.

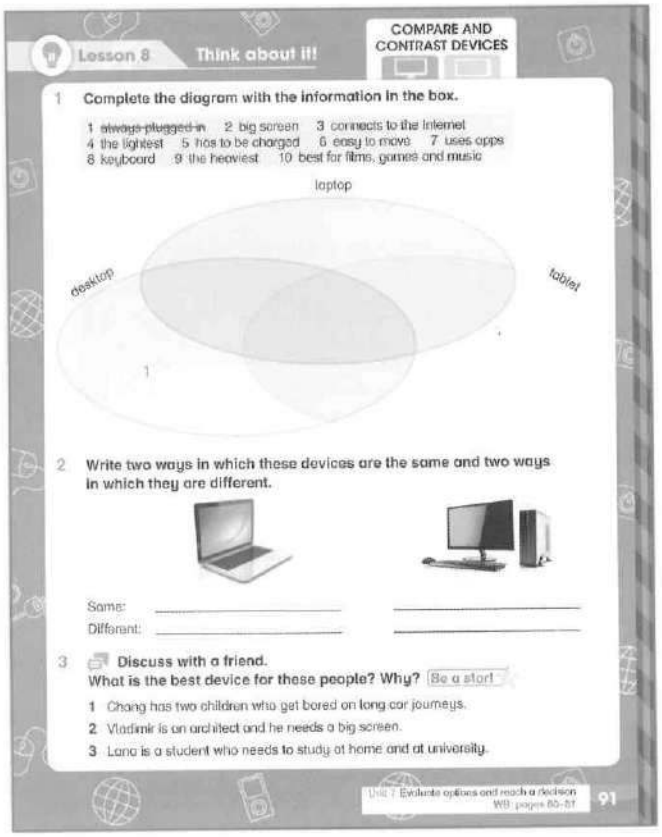
5 Read and check what you wrote in Activity 4.

- If done in class, have children look through the check-list. Have them check spelling and grammar as well.

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 91



Learning objectives: Evaluate options and reach a decision

Additional language: charged, connects to, plugged in

Resources: PK - Unit 7, Lesson 8; TRC - TG - Unit test

Materials: Sheets of squared paper (one per child), board pens, a tablet or smartphone and charger

Warm-up: Spelling race

- See the Games Bank (pages 14–17) for how to play the game.

1 Complete the diagram with the information in the box.

- On the board, write *charged*, *connects to* and *plugged in*. Pick up the tablet and say *It has very little power. It has to be charged.* Then plug it into a socket. Show the cord and say *The tablet is plugged in.* Show the face of the tablet to the children. Say *It connects to the Internet.* Look for the Wi-Fi symbol on the tablet and say *It is / isn't connected to the Internet.*
- Refer the children to the diagram. Read the labels. Explain that the parts that overlap show what all three devices have in common.
- Have them complete the diagram in their books in pairs. Ask volunteers to give you the answers.

Answers: Desktop: 1, 2, 9 **Tablet:** 4, 7, 10 **Laptop and tablet:** 5, 6 **Laptop and desktop:** 8 **Laptop, tablet and desktop:** 3

2 Write two ways in which these devices are the same and two ways in which they are different.

- Explain to the children that they have to find things that are the same and different about the devices using the information from Activity 1.
- Have the class complete the activity in pairs.
- Then have the pairs choose two other devices to compare and contrast. They make notes and present their work the class.

Suggested answers: Same: They connect to the Internet. They've got a keyboard and a mouse. **Different:** A desktop has got a bigger screen than a laptop. A desktop is heavier than a laptop. A laptop has to be charged, while a desktop must be plugged in all the time. A laptop can go in your bag and a desktop can't.

3 Discuss with a friend. What is the best device for these people? Why?

Be a star!

- Read the first item to the class. Ask *What is the best device for Chang? Why?*
- Write children's suggestions on the board.
- Then have the children continue with their partners.

Answers: 1 tablet, because they can use it to watch films, play games or listen to music **2** desktop, because this has a big screen **3** laptop, because it is easy to carry around and use in different places

Teaching star!

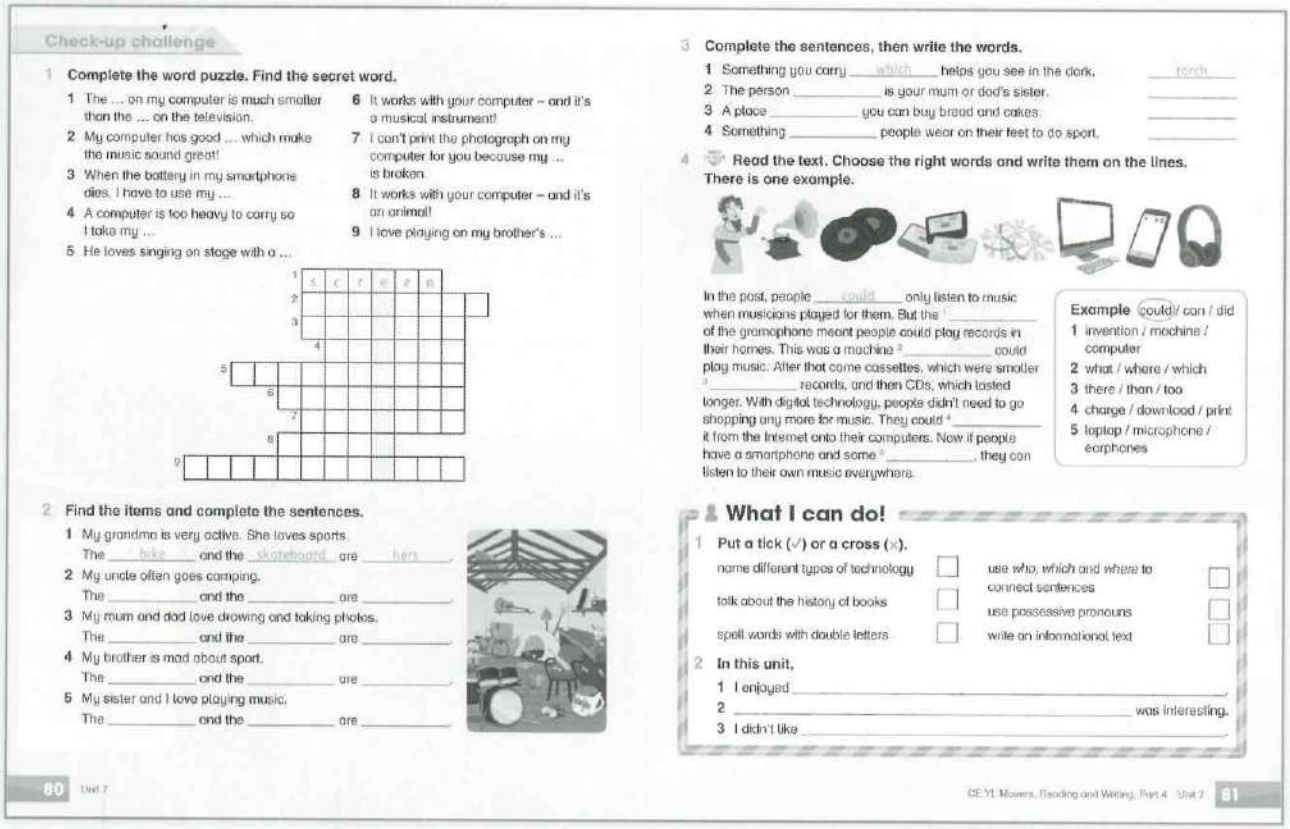
Contextualising

- Encourage critical thinking to contextualise language. Ask *What devices do you use at home? How often do you use them? What are the advantages / disadvantages of these devices?* Write their answers on the board.
- Divide the class into small groups and appoint one of the following devices to each group: *desktop, laptop, tablet, mobile phone.* Have the groups discuss the advantages and disadvantages these devices have and then present their ideas to the class.

Cooler: Word puzzle

- See the Games Bank (pages 14–17) for how to play this game.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit



Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 The ... on my computer is much smaller than the ... on the television.
2 My computer has good ... which make the music sound great!
3 When the battery in my smartphone dies, I have to use my ...
4 A computer is too heavy to carry so I take my ...
5 He loves singing on stage with a ...
6 It works with your computer – and it's a musical instrument!
7 I can't print the photograph on my computer for you because my ... is broken.
8 It works with your computer – and it's an animal!
9 I love playing on my brother's ...

1 s c r e e n
2
3
4
5
6
7
8
9

2 Find the items and complete the sentences.

1 My grandma is very active. She loves sports.
The bike and the skateboard are hers.
2 My uncle often goes camping.
The _____ and the _____ are _____.
3 My mum and dad love drawing and taking photos.
The _____ and the _____ are _____.
4 My brother is mad about sport.
The _____ and the _____ are _____.
5 My sister and I love playing music.
The _____ and the _____ are _____.

3 Complete the sentences, then write the words.

1 Something you carry which helps you see in the dark. torch
2 The person _____ is your mum or dad's sister. _____
3 A place _____ you can buy bread and cakes. _____
4 Something _____ people wear on their feet to do sport. _____

4 Read the text. Choose the right words and write them on the lines. There is one example.

In the past, people could only listen to music when musicians played for them. But the 1 _____ of the gramophone meant people could play records in their homes. This was a machine 2 _____ could play music. After that came cassettes, which were smaller 3 _____ records, and then CDs, which lasted longer. With digital technology, people didn't need to go shopping any more for music. They could 4 _____ it from the Internet onto their computers. Now if people have a smartphone and some 5 _____, they can listen to their own music everywhere.

Example could / can / did
1 invention / machine / computer
2 what / where / which
3 there / than / too
4 charge / download / print
5 laptop / microphone / earphones

What I can do!

1 Put a tick (✓) or a cross (×).

name different types of technology ☐
talk about the history of books ☐
spell words with double letters ☐
use *who*, *which* and *where* to connect sentences ☐
use possessive pronouns ☐
write an informational text ☐

2 In this unit,
1 I enjoyed _____.
2 _____ was interesting.
3 I didn't like _____.

1 Complete the word puzzle. Find the secret word.

Answers: 1 screen 2 speakers 3 charger 4 laptop 5 microphone 6 keyboard 7 printer 8 mouse 9 games console
Secret word: *earphones*

2 Find the items and complete the sentences.

Answers: 1 bike, skateboard, hers 2 tent, backpack, his 3 pencils, camera, theirs 4 goggles, bat, his 5 drums, guitar, ours

3 Complete the sentences, then write the words.

Answers: 1 which, torch 2 who, aunt 3 where, bakery 4 which, trainers

4 GEYL Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

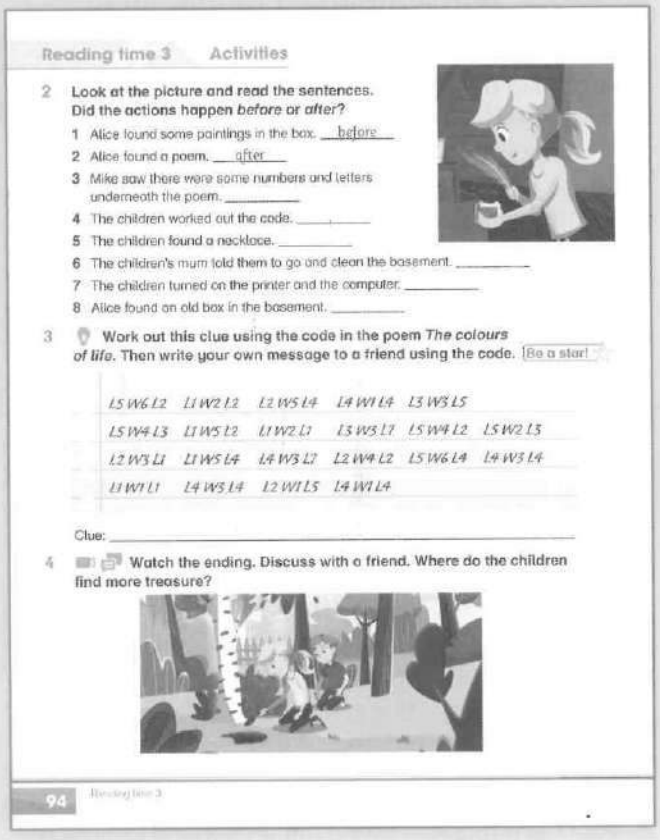
- Have the children look at the first item. Ask why the answer to it is *could* (*because it talks about what people could do in the past*).
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 invention 2 which 3 than 4 download 5 earphones

PRC = Pupil's Resource Centre TG = Test Generator

Reading time 3

Pupil's Book pages 92–94



Learning objectives: Read a mystery story; Develop reading fluency

Resources: (PK) - Unit 7, Reading time 3, Reading time 3 video; (TRC) - Animated flashcards, Video activity worksheet; (PRC) - Review audio track 2.36 and Reading time 3 video

Materials: Class Audio CD2

Warm-up: Tell a story

- See the Games Bank (pages 14–17) for how to play the game.

1 2.36 Read the story. What's the connection between the paintings and the treasure?

- Have the children look at the pictures and ask them to describe them as best they can.
- Then ask them to tell you what they think the story will be about.
- Have the children place their Pupil's Books face down. Explain that they will hear the story and then tell you what they remember from it.
- Have the children close their eyes. Play the audio.
- Ask the children what they remember from the story and what images came to their mind when hearing the story.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Play the audio again and have the children listen and read the story in their Pupil's Books.
- Then have the children read the story individually to find the answer to the rubric question.
- Tell the children to raise their hands if there is something they need you to explain to them.

Answer: The colours red, blue and yellow.

Teaching star!

Reading

- Have the children read backwards as a fun game that helps improve fluency.
- Explain that you will read a sentence backwards. The children have to find the sentence in the story and then read it correctly. Say *Paintings strange some found and box the opened Alice.* Elicit *Alice opened the box and found some strange paintings.* Continue with a few more sentences then place the children in pairs and have them continue.

Cooler: What's the story?

- Choose a text from one of the stories in Units 1–7 and refer the children to it. Explain that you are going to read the text aloud while they follow in their books. Tell them that you might make mistakes because you are feeling a little tired today. Read the text, adding or omitting words as you go for the class to correct you. When the children correct you, thank them, correct yourself and continue.

Reading time 3 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you find some treasure. Where are you? Who are you with? What is the treasure? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Look at the picture and read the sentences. Did the actions happen *before* or *after*?

- Ask the children to think about whether the actions happened before or after Alice and Mike found the poem.
- Ask volunteers to read the first two items.
- Complete items 3 and 4 as a class by reading the sentences to the class and having volunteers answer.
- Have the children complete the activity in pairs.
- Check answers as a class.
- As an extension, have the children put the sentences in the order that they happen in the story: *6, 8, 1, 2, 3, 7, 4, 5.*

Answers: 1 before 2 after 3 after 4 after 5 after 6 before 7 after 8 before

3 Work out this clue using the code in the poem *The colours of life*. Then write your own message to a friend using the code. Be a star!

- Ask how the children in the story worked out the code (*L4, W3, L1 means Line 4, Word 3, Letter 1*).
- Have them work out the clue using the poem and the code.
- Divide the class into pairs and have each pair write their own message. Have the pairs swap codes with other pairs who have to work it out.

Answers: Clue: Under ground. Silver tree.

4 Watch the ending. Discuss with a friend. Where do the children find more treasure?

Before the video

- Ask the children how they would feel if they found a mysterious note in a box in their new home. Ask what they would do and if they would tell anyone. Ask if they would start looking for the treasure.
- Ask the children to think about what will happen next for about a minute. Ask volunteers to offer their thoughts. Write answers on the board.

During the video

- Explain that the children are going to watch a video of the ending of the story.
- Play the video once and pause where Mike says *Nothing!* Ask what they think the children will do now.
- Continue playing the video and pause where the children find the treasure box under the silver tree. Ask what they think will be in the treasure box.
- Continue playing the video until the end. Ask if the class would have done the same if they had found the expensive painting.
- Ask if anyone in the class thought the story would end in the same way.

After the video

- Ask why it was a good idea to give the painting to the art museum.
- Play the video again, without any pauses for the children to watch.
- Divide the class into pairs and have them discuss what their favourite part of the story was.
- Invite some pairs to come to the front and share their opinions with the class.

Videoscript

The next day was Saturday. It was cold and cloudy but Alice and Mike wanted to find the treasure! They looked at the four words from the code again ... 'under ground silver tree!' Both children looked out of a window. Mike said, 'I think it means Jude hid the treasure under a tree ... but there are hundreds of trees! Which tree is it? And why silver? Trees aren't silver, they're brown and green!' The children went out into the garden to look round. 'Hmmm,' said Alice. She was standing under an old tree. 'Let's try here.' And the two children began to dig. 'Nothing!' said Mike after a long time. 'Let's try this one,' said Alice. And so the children tried and tried. They dug more and more holes under more and more trees but they found nothing! Finally, they sat down below a tree to think. At that moment the sun came out and filled the garden with warmth and light. 'Look!' shouted Mike 'Look at that tree. It's silver in the sunlight!' Alice looked and it was true! They both ran to the tree ... and began to dig. 'Here it is!' shouted Mike and pulled out an old metal box. Inside there was another poem and a painting.

The important things of life
But after a long long while
Jude changed his artistic style
He used all his colours
To show we are brothers
And sharing makes you smile!

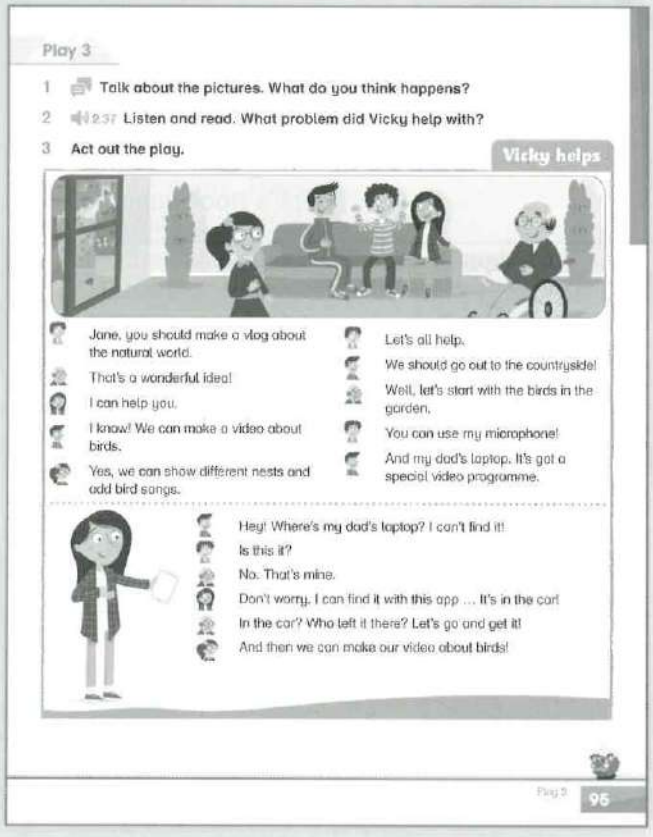
The painting was really beautiful! 'Let's show Mum!' said Alice. They took the painting to an expert. 'It is very valuable,' said the expert. 'You are going to be rich!'
'No!' said Alice and Mike together. 'We want to share the painting with everyone. We already have the Colours of Life necklace. Let's give it to an art museum.'
'Look at all the people enjoying the painting. Jude would be smiling!'

Cooler: Which story?

- Give each child a sheet of paper and tell them to imagine they have found some treasure. Have them draw a picture of it.
- Have them write a few sentences about how they found the treasure, what they found and what they will do with the treasure. If you wish, write prompts on the board, e.g. *I pulled up a floorboard ... There was ... I want to share ...*
- Place children in small groups and have them show their pictures to their group members.
- Encourage the children to ask each other questions about their pictures.
- Place all work on classroom display.

Play 3

Pupil's Book page 95



Resources: (PK) - Unit 7, Play 3; (PRC) - Review audio track 2.37

Materials: Class Audio CD2; sheets of paper, straws, glue, coloured pens / pencils, (optional) props for the play, e.g. sheets of paper for drawing the camera, nests, birds, video camera, etc.

Warm-up: All our plays

- Ask the children what they can remember about the previous two plays.
- Have them look at the first play and ask volunteers to take on roles and read the play aloud.
- Repeat for the second play.

1 Talk about the pictures. What do you think happens?

- Ask the children to look at the pictures and the title and tell you what they think the play will be about.
- Explain that a *vlog* is a blog that has videos.

2 2.37 Listen and read. What problem did Vicky help with?

- Have the children close their eyes and play the audio for them to listen to.
- Ask what the play was about and what technological items were mentioned.
- Play the audio again. Have the children read the play to find the answer.

Answer: Vicky helps find her and Peter's dad's laptop using an app on her tablet.

Teaching star!

Imaging

- Make masks for roleplay as a great way to add variety and to encourage shyer children to participate. Tell the children that in ancient Greece, actors used masks to perform. Give each child a sheet of paper and have them draw their favourite character's head from the play and colour it in. Have them cut around the head and stick it on straws. Explain that when they hear their character speak, they have to place their mask in front of their face and say their words. Play the audio for the children to listen to their parts.

3 Act out the play.

- Divide the children into groups of five and have them practise the play.
- Give the children time to draw props for the play, e.g. a video camera, nests, birds.
- Then ask each group to come to the front and act it out.

Cooler: Well done!

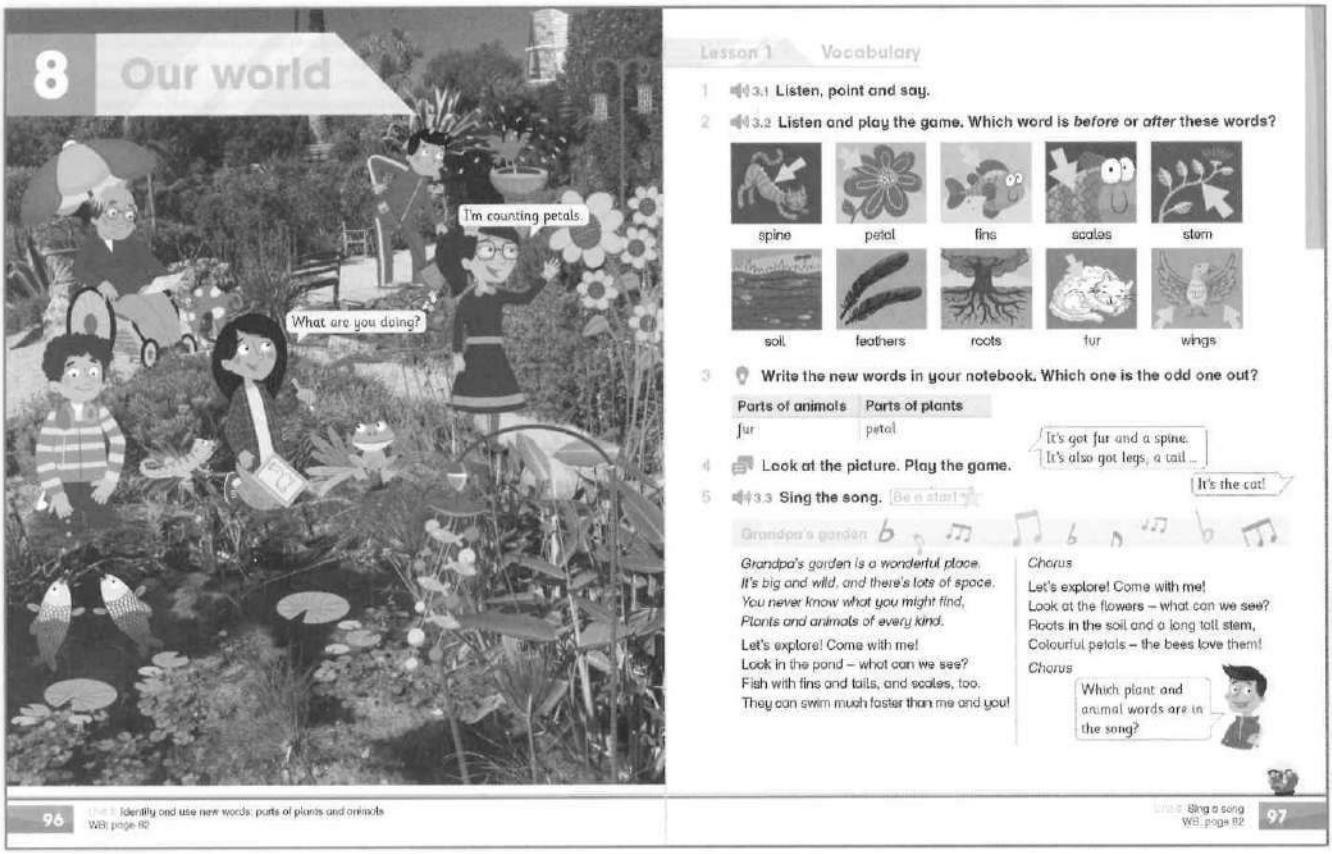
- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

(PRC) = Pupil's Resource Centre (TG) = Test Generator

8 Our world

Lesson 1 Vocabulary

Pupil's Book pages 96–97



Learning objectives: Identify and use new words: parts of plants and animals; Sing a song

Vocabulary: feathers, fins, fur, petal, roots, scales, spine, stem, soil, wings

Resources: (PK) - Unit 8, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 8 song, Flashcards; (PRC) - Review audio tracks 3.1–3.3

Materials: Class Audio CD3; strips of paper, child-friendly scissors, boxes (one per pair)

Warm-up: Match the syllables

- See the Games Bank (pages 14–17) for how to play the game.

1 3.1 Listen, point and say.

- Refer the children to page 96. They describe it.
- Refer the children to Activity 1 on page 97. Play the audio twice for the children to complete the activity. The first time they listen and point, the second time they listen and say.

2 3.2 Listen and play the game. Which word is *before* or *after* these words?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to answer.
- Divide the class into pairs and play the game.

Audioscript

Teacher: It's before petal.
Child: spine
Teacher: It's after fins.
Child: scales
Teacher: Now you. 1 It's before roots. 2 It's after fur. 3 It's before scales. 4 It's after stem. 5 It's before fur. 6 It's after wings.

Answers: 1 feathers 2 wings 3 fins 4 soil 5 roots 6 spine

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Write the new words in your notebook. Which one is the odd one out?

- Ask the children to close their books and tell you what words they remember from Activity 2.
- Copy the table onto the board. Hand out the flashcards. Say a word (not *soil*) and ask the children to tell you in which column it should be. Have the child with that flashcard put it in the correct column. Repeat.
- Ask *Which is the odd one out?*
- Have the children copy the table into their notebooks and complete the activity.
- Ask if they can add any more words to the lists, e.g. ***Parts of animals:*** *eyes, nose, claws, tail,* etc. ***Parts of plants:*** *leaves, bark, branch,* etc.
- Divide the children into pairs. Have the children say a word for their partners to tell them if it is a part of an animal or plant.

Answers: Parts of animals: fur, spine, fins, scales, feathers, wings; **Parts of plants:** petal, stem, roots
Soil is the odd one out.

Teaching star!

Game

- Have children play analytical games to develop their critical thinking skills.
- On the board, write *A flower has feathers.* Ask the children why this sentence is wrong and have them correct it, e.g. *A flower has petals. A bird has feathers.*
- Divide the children into pairs and have them write two silly sentences for their partners to correct.
- Extend the activity by asking the children to make sentences using vocabulary from previous units.

4 Look at the picture. Play the game.

- Refer the children to page 96 and ask a volunteer to describe the fish.
- Have two volunteers read out the example dialogue.
- Have the children continue the game with their partners.
- Monitor to ensure that pairs swap roles and for proper use of language.

5 3.3 Sing the song. Be a star!

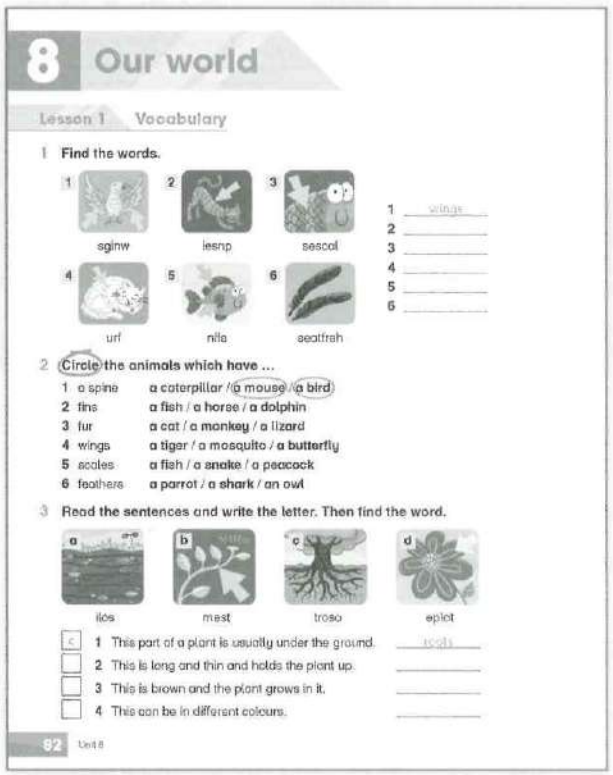
- Play the audio. Have the children listen out for the new vocabulary.
- Play audio again. Children listen and follow in their books. They underline the new vocabulary.
- Have a volunteer read out Peter's question. Elicit answers and write them on the board.
- Play the audio so that they can sing along. Tell the children that as they sing, they have to raise their hands when they hear a new word they have learned.

Answers: (fish), fins, (tails), scales, (flowers), roots, stem, petals, (bees)

Cooler: Back to front

- Explain to the children that you will spell a word backwards for them to guess what it is.
- Say *e-n-i-p-s* for them to guess *spine.*
- Continue with a few more words. Place the children in small groups and have them continue.
- Explain that they can make the game a little more difficult by saying the letters in random order, i.e. *n-i-p-s-e – spine.*

Workbook page 82


8 Our world

Lesson 1 Vocabulary

1 Find the words.

1 sginw 2 iesnp 3 sescal 4 urf 5 nlla 6 eeatfrah

1 wings 2 3 4 5 6

2 Circle the animals which have ...

1 a spine — a caterpillar / a mouse / a bird
2 fins — a fish / a horse / a dolphin
3 fur — a cat / a monkey / a lizard
4 wings — a tiger / a mosquito / a butterfly
5 scales — a fish / a snake / a peacock
6 feathers — a parrot / a shark / an owl

3 Read the sentences and write the letter. Then find the word.

a ilos b mast c troso d eplot

c 1 This part of a plant is usually under the ground. roots
2 This is long and thin and holds the plant up.
3 This is brown and the plant grows in it.
4 This can be in different colours.

82 Unit 8

1 Find the words.

Answers: 1 wings 2 spine 3 scales 4 fur 5 fins 6 feathers

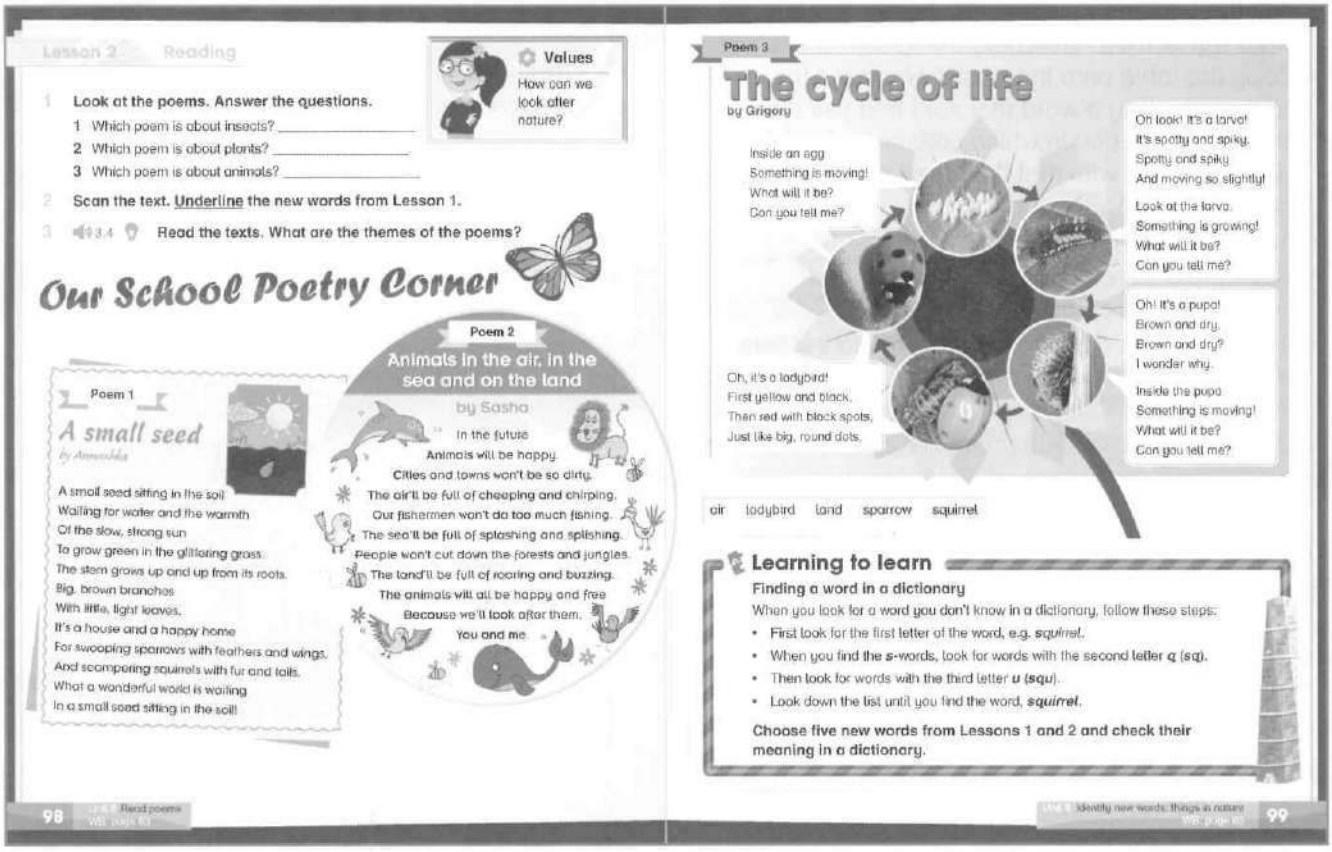
2 Circle the animals which have ...

Answers: 1 a mouse, a bird 2 a fish, a dolphin 3 a cat, a monkey 4 a mosquito, a butterfly 5 a fish, a snake 6 a parrot, an owl

3 Read the sentences and write the letter. Then find the word.

Answers: 1 c roots 2 b stem 3 a soil 4 d petal

Pupil's Book pages 98–99



***Learning objectives*:** Read poems; Identify new words: things in nature

***Vocabulary*:** air, ladybird, land, sparrow, squirrel

***Additional vocabulary*:** cheeping, chirping, scampering, seed, slightly, swooping, warmth

***Resources*:** (PK) - Unit 8, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 3.4

***Materials*:** Class Audio CD3; whiteboard markers, dictionaries, sheets of paper (one per group), coloured pens / pencils

Warm-up: Write another word

- See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Put the flashcards on the board (or write the new words and draw a picture for each one). Point to each picture and say the word for the children to repeat after you.
- Explain the additional vocabulary to the children. Use L1 if necessary. Ask which animals *cheep*, *chirp*, *scamper* and *swoop*.

Values

- Ask children what parts of nature they enjoy and why.
- Ask the children why it isn't good to leave litter in a forest after a picnic or on the beach.
- Ask them in what other ways people hurt nature.
- Refer the children to the *Values* box.
- Write their ideas on the board.

1 Look at the poems. Answer the questions.

- Ask the children if they have ever read a poem. Explain that poems are made up of short sentences and usually focus on one theme or subject.
- Have the children look at the pictures and titles on pages 98–99 and ask what they think the poems will be about.
- Children complete the activity.

Answers: 1 Poem 3 2 Poem 1 3 Poem 2

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you the new words they learned in Lesson 1. Write them on the board.
- Have the children work individually. Tell them to ask you if there is anything they don't understand or need help with. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Children raise their hands to answer.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: soil, stem, roots, feathers, wings, fur

3 3.4 Read the texts. What are the themes of the poems?

- On the board, write *friendship*, *love*, *family*. Explain that when ideas around these topics come up, they are called *themes*.
- Have the children close their Pupil's Books. Play the audio.
- Play the audio again and have the children follow in their books.
- Refer the children to the first poem and ask what themes are present. Write them on the board. Continue with the remaining two poems.
- Ask the children if they can say in one sentence what each poem is about, e.g. *Poem 2 shows how happy animals would be if we took care of nature.*
- Ask the children which poem they liked best and why.
- Have the children write a few sentences about their favourite of the three poems.

Answers: nature, life, growing, the environment

Teaching star!

Reading

- Encourage personal responses to reading with creative writing tasks.
- On the board, write *nature*. Ask the children to say a few things about nature, e.g. *Nature is beautiful.* Then ask them to say how nature makes them feel, e.g. *It makes me feel happy.* Write the ideas on the board. Continue by prompting the children to think about the environment, what it gives us and how to protect it. Once the activity is complete, have a volunteer read all the sentences. Explain that this is a poem. Have the class choose a title for their poem.
- On the board, write *nature*, *life*, *the environment*. Divide the class into groups and have them write a poem on one of themes from the board on a sheet of paper. Have them illustrate their work and present it to the class.

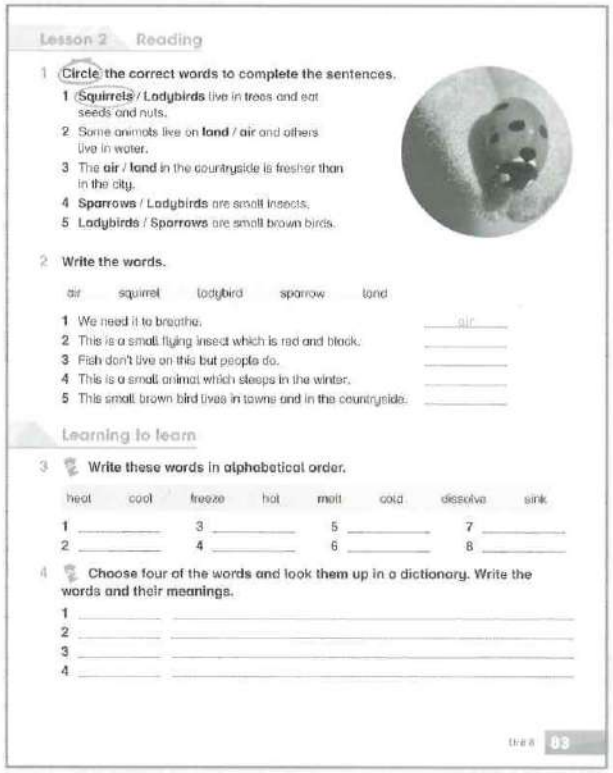
Learning to learn

- Ask a volunteer to read out the advice in the *Learning to learn* box. Divide the class into pairs and hand each pair a dictionary.
- Go through each step slowly and have a volunteer read the definition for *squirrel*.
- Say and write *land* on the board and repeat the process.
- Children work on their own with more words from this unit.

Cooler: Telephone game

- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 83


Lesson 2 Reading

1 Circle the correct words to complete the sentences.

1 Squirrels / Ladybirds live in trees and eat seeds and nuts.
2 Some animals live on land / air and others live in water.
3 The air / land in the countryside is fresher than in the city.
4 Sparrows / Ladybirds are small insects.
5 Ladybirds / Sparrows are small brown birds.

2 Write the words.

air squirrel ladybird sparrow land

1 We need it to breathe. air
2 This is a small flying insect which is red and black. _____
3 Fish don't live on this but people do. _____
4 This is a small animal which sleeps in the winter. _____
5 This small brown bird lives in towns and in the countryside. _____

Learning to learn

3 Write these words in alphabetical order.

heat cool freeze hot melt cold dissolve sink

1 _____ 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____ 8 _____

4 Choose four of the words and look them up in a dictionary. Write the words and their meanings.

1 _____
2 _____
3 _____
4 _____

Unit 8 83

1 Circle the correct words to complete the sentences.

Answers: 1 Squirrels 2 land 3 air 4 Ladybirds 5 Sparrows

2 Write the words.

Answers: 1 air 2 ladybird 3 land 4 squirrel 5 sparrow

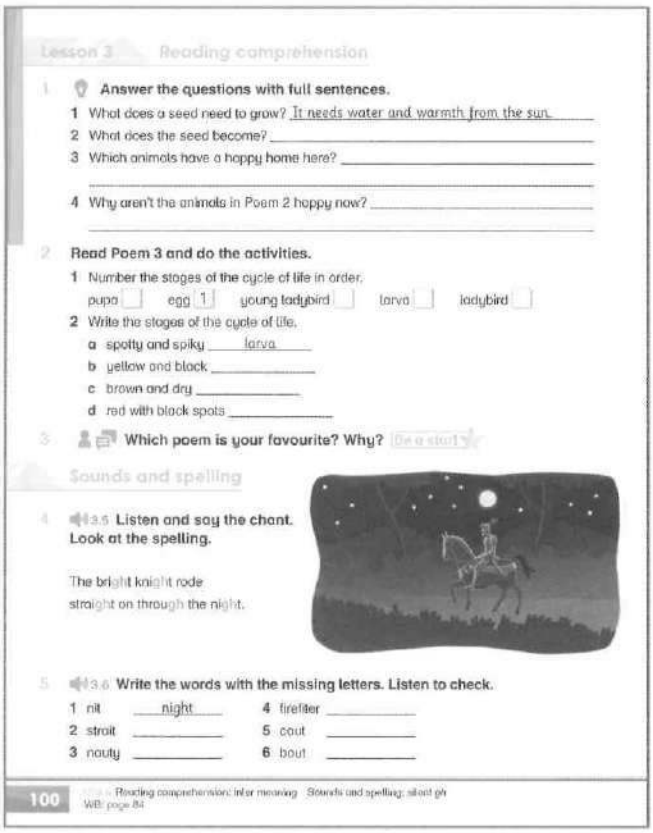
3 Write these words in alphabetical order.

Answers: 1 cold 2 cool 3 dissolve 4 freeze 5 heat 6 hot 7 melt 8 sink

4 Choose four of the words and look them up in a dictionary. Write the words and their meanings.

Answers: Children's own answers.

Pupil's Book page 100



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 What does a seed need to grow? It needs water and warmth from the sun.
2 What does the seed become? _____
3 Which animals have a happy home here? _____
4 Why aren't the animals in Poem 2 happy now? _____

2 Read Poem 3 and do the activities.

1 Number the stages of the cycle of life in order.
pupa [ ] egg [1] young ladybird [ ] larva [ ] ladybird [ ]

2 Write the stages of the cycle of life.
a spotty and spiky larva
b yellow and black _____
c brown and dry _____
d red with black spots _____

3 Which poem is your favourite? Why? Be a star!

Sounds and spelling

4 3.5 Listen and say the chant. Look at the spelling.

The bright knight rode
straight on through the night.

5 3.6 Write the words with the missing letters. Listen to check.

1 nit night 4 firefiter _____
2 stroit _____ 5 cout _____
3 nouty _____ 6 bout _____

100 Reading comprehension: infer meaning Sounds and spelling: silent gh
WB: page 84

Learning objectives: Reading comprehension: infer meaning; Sounds and spelling: silent *gh*

Vocabulary: bought, bright, caught, firefighter, knight, naughty, night, straight, through

Resources: (PK) - Unit 8, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 3.5–3.6

Materials: Class Audio CD3

Warm-up: Define the word

- Have the children tell you as many new words as they can from all the units so far. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

1 Answer the questions with full sentences.

- With their books closed, have the children tell you as much as they can remember about the poems.
- Look at the example as a class. Then have the children complete the activity individually and check their answers with their partners.
- Then go through each question and answer and have the children tell you where they got their answers from.

Answers: 1 It needs water and warmth from the sun. 2 It becomes a tree. 3 Sparrows and squirrels have a happy home there. 4 Because cities and towns make the air dirty, fishermen fish too much and people cut down the forests and jungles.

2 Read Poem 3 and do the activities.

- Ask the children to tell you what they remember about the lifecycle of the ladybird.
- Refer them to item 1 and have them complete it in pairs. Check answers as a class.
- Refer the children to item 2. Have them complete it individually. Have them check their answers with their partners.

Answers: 1 pupa 3, egg 1, young ladybird 4, larva 2, ladybird 5 2 **a** larva **b** young ladybird **c** pupa **d** ladybird

3 Which poem is your favourite? Why? Be a star!

- Divide the class into small groups and have them discuss which poem they like the best and why.
- Explain that the poem they choose will be their group's favourite, which they have to present to the class.
- Have the group leaders come to the front of the class and present their favourite poem.

Teaching star!

Extension

- Check children's comprehension frequently to monitor their progress.
- Divide the class into pairs and have them choose a poem from pages 98–99. Ask them to write four false statements about the poem, e.g. *Poem 2 is about a flower.* Then have them swap sentences with other pairs, who have to correct them, e.g. *Poem 2 is about animals.*

4 3.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- On the board, write *light*, *fight*, *sight*. Point to the *gh* and explain that it's silent. Point to each word for the children to say.
- Refer the children to the chant and ask them to say the words with the silent *gh*.
- Ask if they know of any other words that contain the silent *gh* (*eight*, *slight*, *delight*).
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Explain that the children have to listen and say the missing words. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: Now say the missing words.

Teacher: The ... knight rode straight on through the night.

Children: bright

Teacher: The bright knight rode ... on through the night.

Children: straight

Teacher: The bright ... rode straight on through the night.

Children: knight

Teacher: The bright knight rode straight on ...

Children: through the night.

5 3.6 Write the words with the missing letters. Listen to check.

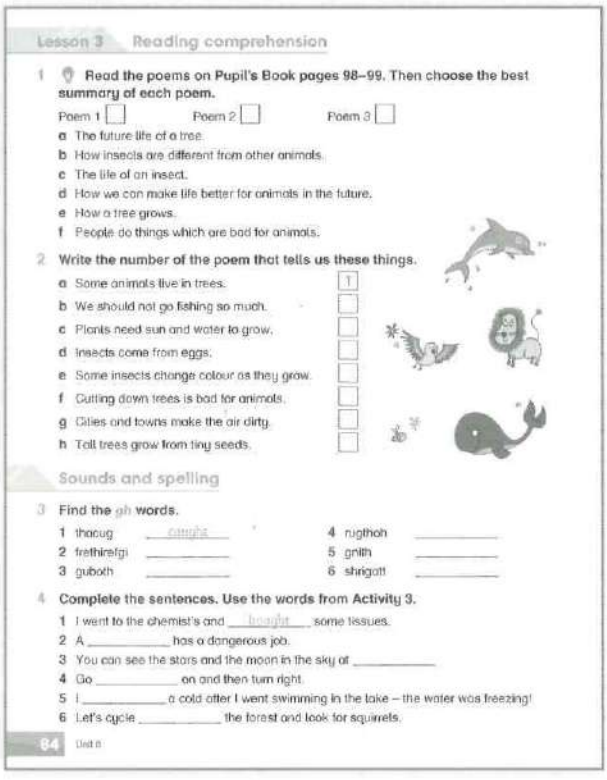
- Refer the children to the activity and have them read through the words. Ask if they know where the silent *gh* goes.
- Have volunteers spell out the words in the activity. Write them on the board.
- Children complete the activity in their Pupil's Book.
- Play the audio for them to check their answers.
- As an extension, have the children make sentences with the words with their partners.

Answers: 1 night 2 straight 3 naughty 4 firefighter 5 caught 6 bought

Cooler: Dictation

- Have each child write two sentences using as many of the words from Activity 5 as they can, e.g. *The firefighter bought a hat.*
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 84



Lesson 3 Reading comprehension

1 Read the poems on Pupil's Book pages 98–99. Then choose the best summary of each poem.

Poem 1 ☐ Poem 2 ☐ Poem 3 ☐

a The future life of a tree.
b How insects are different from other animals.
c The life of an insect.
d How we can make life better for animals in the future.
e How a tree grows.
f People do things which are bad for animals.

2 Write the number of the poem that tells us these things.

a Some animals live in trees. 1
b We should not go fishing so much. ☐
c Plants need sun and water to grow. ☐
d Insects come from eggs. ☐
e Some insects change colour as they grow. ☐
f Cutting down trees is bad for animals. ☐
g Cities and towns make the air dirty. ☐
h Tall trees grow from tiny seeds. ☐

Sounds and spelling

3 Find the gh words.

1 thacug caught
2 frethirefgi _____
3 guboth _____
4 nugthoh _____
5 gnith _____
6 shrigott _____

4 Complete the sentences. Use the words from Activity 3.

1 I went to the chemist's and bought some tissues.
2 A _____ has a dangerous job.
3 You can see the stars and the moon in the sky at _____
4 Go _____ on and then turn right.
5 I _____ a cold after I went swimming in the lake – the water was freezing!
6 Let's cycle _____ the forest and look for squirrels.

84 Unit 8

1 Read the poems on Pupil's Book pages 98–99. Then choose the best summary of each poem.

Answers: 1 a 2 d 3 c

2 Write the number of the poem that tells us these things.

Answers: a 1 b 2 c 1 d 3 e 3 f 2 g 2 h 1

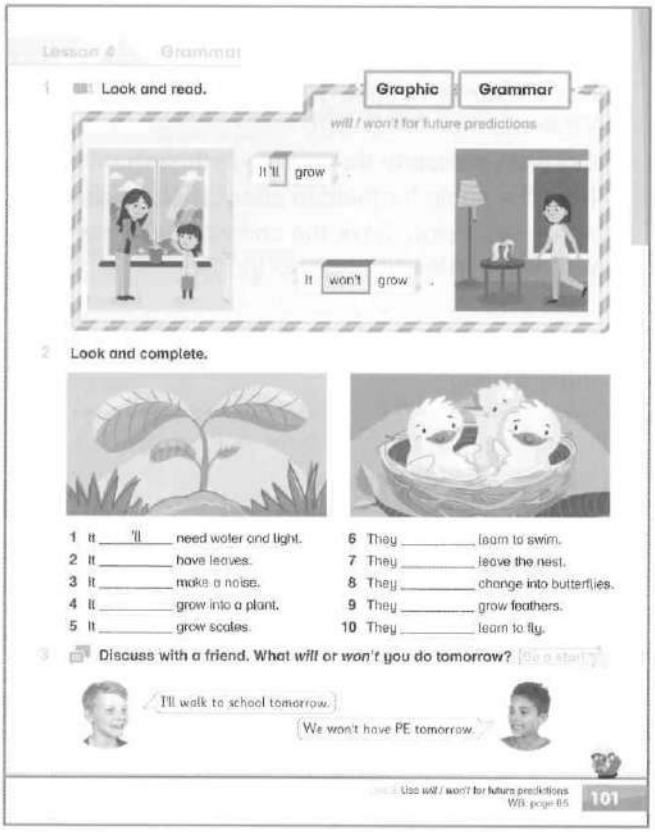
3 Find the *gh* words.

Answers: 1 caught 2 firefighter 3 bought 4 through 5 night 6 straight

4 Complete the sentences. Use the words from Activity 3.

Answers: 1 bought 2 firefighter 3 night 4 straight 5 caught 6 through

Pupil's Book page 101



Learning objectives: Use *will / won't* for future predictions

Grammar: *will / won't* for future predictions

Resources: (PK) - Unit 8, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: A soft ball

Warm-up: Pass the ball

- See the Games Bank (pages 14–17) for how to play the game.
- Practise the new vocabulary from this unit.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *I went to the bakery. I'm going to the supermarket.*
- Ask which sentence refers to yesterday and what tense the verb is. Repeat by asking which sentence is about today.
- Write *I'll go to the bank. I won't go to the library.* Explain that we use *will* and *won't* to talk about what we plan to do in the future. Tell them that *will* is the affirmative, whereas *won't* is the negative.
- On the board, write *'ll = will* and *won't = will not.* Tell children that the short form of *will* is *'ll* and the short form of *will not* is *won't.*
- Explain that all nouns and pronouns use the same form, i.e. *will / won't* + infinitive.
- Refer the children to the Graphic Grammar box on page 101 and have them read the sentences.
- Ask the children to make some sentences about their plans using *will* and *won't.* Elicit from the class and write their sentences on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

2 Look and complete.

- Have the children complete the activity individually and then check answers with their partners.
- Ask them to tell you what made them decide which words to use.

Answers: 1 'll 2 'll 3 won't 4 'll 5 won't 6 won't 7 'll 8 won't 9 'll 10 'll

Teaching star!

Game

- Use games to motivate children to revise known words and practise new language.
- Have the children stand in a circle. Say *Tomorrow, I'll go to the bakery.* The next child says, e.g. *Tomorrow, I'll go to the bakery and the library.* The next child says, e.g. *Tomorrow, I'll go to the bakery, the library and the sports centre.*
- Next, practise *won't.* Say *I won't go to the supermarket tomorrow,* etc.

3 Discuss with a friend. What *will* or *won't* you do tomorrow? Be a star!

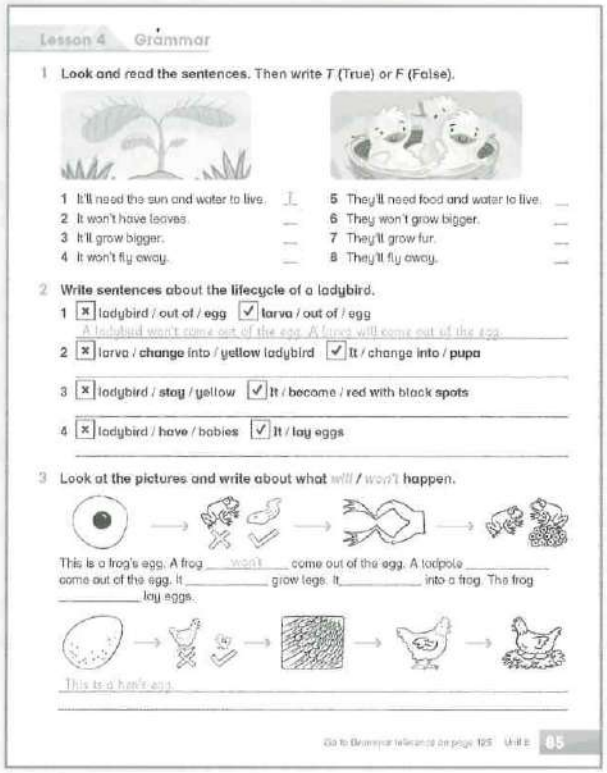
- Have two volunteers read out the example dialogue.
- Ask the class what they will or won't do tomorrow.
- Divide the class into pairs to continue the game and monitor for proper use of language.

Cooler: Let's make some words

- See the Games Bank (pages 14–17) for how to play the game.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Workbook page 85



Lesson 4 Grammar

1 Look and read the sentences. Then write T (True) or F (False).

1 It'll need the sun and water to live. T
2 It won't have leaves. ___
3 It'll grow bigger. ___
4 It won't fly away. ___
5 They'll need food and water to live. ___
6 They won't grow bigger. ___
7 They'll grow fur. ___
8 They'll fly away. ___

2 Write sentences about the lifecycle of a ladybird.

1 [x] ladybird / out of / egg [✓] larva / out of / egg
A ladybird won't come out of the egg. A larva will come out of the egg.
2 [x] larva / change into / yellow ladybird [✓] It / change into / pupa
3 [x] ladybird / stay / yellow [✓] It / become / red with black spots
4 [x] ladybird / have / babies [✓] It / lay eggs

3 Look at the pictures and write about what will / won't happen.

This is a frog's egg. A frog won't come out of the egg. A tadpole ___ come out of the egg. It ___ grow legs. It ___ into a frog. The frog ___ lay eggs.

This is a hen's egg.

Go to Grammar reference on page 125 Unit 8 85

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 125 while completing these Workbook activities.

1 Look and read the sentences. Then write *T* (True) or *F* (False).

Answers: 1 T 2 F 3 T 4 T 5 T 6 F 7 F 8 T

2 Write sentences about the lifecycle of a ladybird.

Answers: 1 A ladybird won't come out of the egg. A larva will come out of the egg. 2 The larva won't change into a yellow ladybird. It'll change into a pupa. 3 The ladybird won't stay yellow. It'll become red with black spots. 4 The ladybird won't have babies. It'll lay eggs.

3 Look at the pictures and write about what *will / won't* happen.

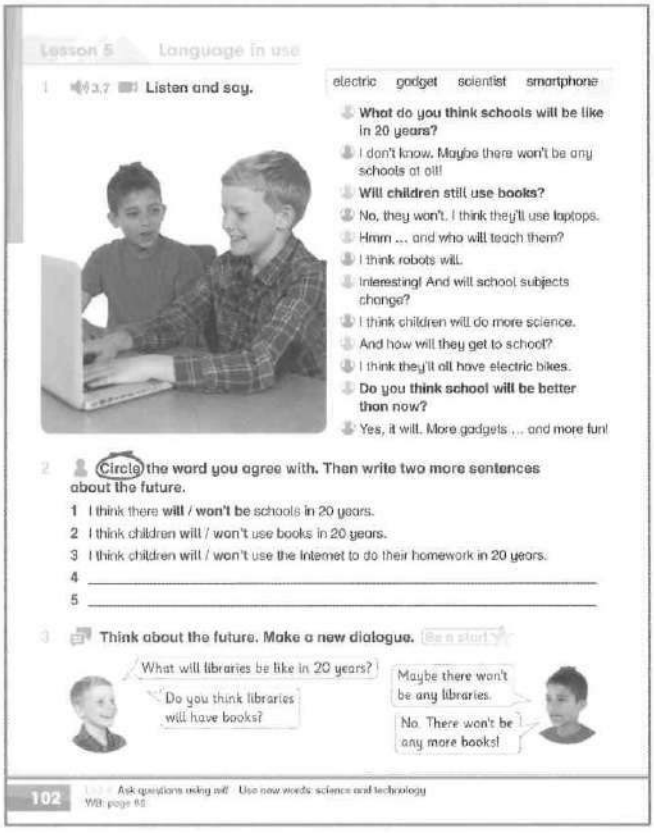
Answers: 1 This is a frog's egg. A frog **won't** come out of the egg. A tadpole **will** come out of the egg. It'll grow legs. It'll grow into a frog. The frog **will** lay eggs. 2 This is a hen's egg. A hen won't come out of the egg. A chick will come out of the egg. It'll grow feathers. It'll grow into a hen. Then the hen will lay eggs.

Grammar reference (page 125)

1 Use some of the ideas in the box to write predictions about your future.

Answers: Children's own answers.

Pupil's Book page 102



Learning objectives: Ask questions using *will*; Use new words: science and technology

Vocabulary: electric, gadget, scientist, smartphone

Resources: (PK) - Unit 8, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 3.7 and Language in use video

Materials: Class Audio CD3; strips of paper, a box, magazine cut-outs of different modern gadgets, sheets of paper (several per group)

Warm-up: Charades

- See the Games Bank (pages 14–17) for how to play the game.

1 3.7 Listen and say.

- Put the flashcards on the board (or write the new words and draw a picture for each one). Point to the words as you say them and have the children repeat after you.
- Show the children the magazine cut-outs of the gadgets. Ask *Do you know what they are used for? Do you have any of these gadgets? Do these gadgets help you?*
- Have volunteers choose a gadget to describe.
- Ask *What do you think schools will be like in 20 years?* Ask about books, labs, teachers, whiteboards, etc.
- Play the audio and have children listen. Play it again and have them follow in their books.
- Ask *Do you think schools will be like that? Why? Why not?*
- Ask *Do you think school will be more interesting in the future with all these gadgets? Why? Why not?*

If using the video, have the children watch the video after the fourth point and then continue.

2 Circle the word you agree with. Then write two more sentences about the future.

- Have the children complete the activity.
- Have some volunteers read their sentences to the class. Encourage the children to give reasons for their answers.
- Monitor for proper use of language.

Answers: Children's own answers.

Teaching star!

Personalising

- Encourage creativity in the classroom to motivate and inspire personalised responses to learning.
- Divide the children into small groups and give each group a few sheets of paper. Explain that they have to design a gadget of the future that they think will be useful for the classroom or school in general. Explain that they have to draw it and write a few things about it to explain why this particular gadget will be useful. Have the groups present their work to the class.
- Hold a class vote to decide which gadget is the most useful. The group with the best invention gets to leave the class first.

3 Think about the future. Make a new dialogue. Be a star!

- Have two volunteers read out the example dialogue. Then ask the class if they agree with it.
- Have the class tell you what things they think will change in the future and how. Write some of the ideas expressed on the board.
- Explain to the children that they have to make a dialogue about the future.

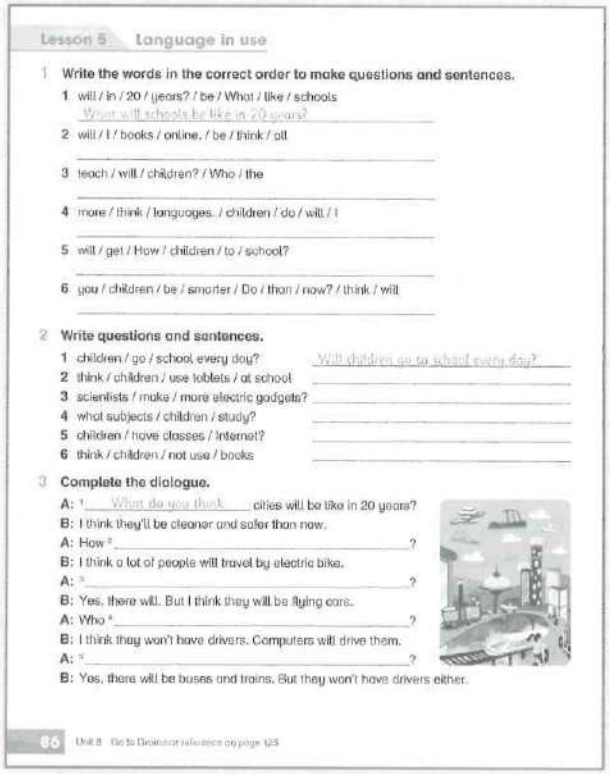
(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Tell the children that it should contain at least two things that they think will be different in the future, and that they need to ask questions.
- Divide the class into pairs and have them complete the activity.
- Monitor for proper use of language and help where necessary.
- Have the children present their dialogues to the class.

Cooler: Drawing

- Divide the class into pairs and hand each pair a sheet of paper.
- Explain that they have to draw what they think a classroom will be like in 20 years and write a few sentences about it.
- Have the pairs show their work to other class members. Place all work on classroom display.

Workbook page 86



Lesson 5 Language in use

1 **Write the words in the correct order to make questions and sentences.**

1 will / in / 20 / years? / be / What / like / schools
What will schools be like in 20 years?
2 will / I / books / online. / be / think / all
3 teach / will / children? / Who / the
4 more / think / languages. / children / do / will / I
5 will / get / How / children / to / school?
6 you / children / be / smarter / Do / than / now? / think / will

2 **Write questions and sentences.**

1 children / go / school every day? Will children go to school every day?
2 think / children / use tablets / at school
3 scientists / make / more electric gadgets?
4 what subjects / children / study?
5 children / have classes / Internet?
6 think / children / not use / books

3 **Complete the dialogue.**

A: 1 What do you think cities will be like in 20 years?
B: I think they'll be cleaner and safer than now.
A: How 2 ?
B: I think a lot of people will travel by electric bike.
A: 3 ?
B: Yes, there will. But I think they will be flying cars.
A: Who 4 ?
B: I think they won't have drivers. Computers will drive them.
A: 5 ?
B: Yes, there will be buses and trains. But they won't have drivers either.

86 Unit 8 Go to Grammar reference on page 125

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 125 while completing these Workbook activities.

1 Write the words in the correct order to make questions and sentences.

Answers: 1 What will schools be like in 20 years? 2 I think all books will be online. 3 Who will teach the children? 4 I think children will do more languages. 5 How will children get to school? 6 Do you think children will be smarter than now?

2 Write questions and sentences.

Answers: 1 Will children go to school every day? 2 I think children will use tablets at school. 3 Will scientists make more electric gadgets? 4 What subjects will children study? 5 Will children have classes on the Internet? 6 I think children won't use books.

3 Complete the dialogue.

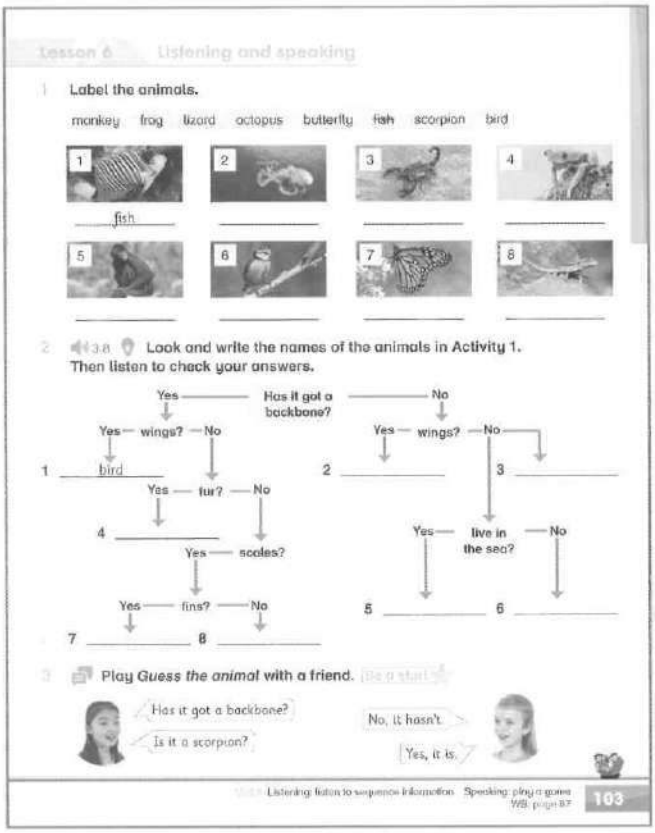
Suggested answers: 1 What do you think 2 will people travel in 20 years 3 Will there be any cars in 20 years? 4 will drive them in 20 years 5 Do you think there will be buses and trains in 20 years? / Will there be buses and trains in 20 years?

Grammar reference (page 125)

2 Write the questions about the future. Then answer the questions.

Answers: 1 Will some people go on holiday to the moon? Yes, they will. 2 Will some people live in cities under the sea? 3 Will everyone in the world speak English? 4 Will some people live on Mars? 5 Will everyone have a robot in their house? 6 Will cities be cleaner than now? Children's own answers.

Pupil's Book page 103



Learning objectives: Listening: listen to sequence information; Speaking: play a game

Additional vocabulary: backbone

Resources: (PK) - Unit 8, Lesson 6; (PRC) - Review audio track 3.8

Materials: Class Audio CD3; sheets of paper (four per pair), child-friendly scissors, coloured pens / pencils

Warm-up: Tic-tac-toe

- See the Games Bank (pages 14–17) for how to play the game.

1 Label the animals.

- Ask the children to name as many animals as they can. Write them on the board.
- Then ask them to tell you animal body parts. Write them on the board.
- Refer them to Activity 1 and ask if any of the animals on the board are there.
- Have them complete the activity with their partners and then check answers as a class.

Answers: 1 fish 2 octopus 3 scorpion 4 frog 5 monkey 6 bird 7 butterfly 8 lizard

2 3.8 Look and write the names of the animals in Activity 1. Then listen to check your answers.

- Ask the children to explain what *wings*, *fur*, *scales* and *fins* are. Explain *backbone* using L1. Ask *Which animals have these features?*
- Have volunteers choose an animal from Activity 1 and describe it as best they can.
- Explain to the children that they have to follow the lines and answer the questions to guess which animal is being described.
- Hold up your book and show the class how to do the activity using item 1 as an example.
- Then divide the class into pairs and have them complete the activity.
- Play the audio for children to check their answers.

Answers: 1 bird 2 butterfly 3 scorpion 4 monkey 5 octopus 6 frog 7 fish 8 lizard

Audioscript

Did you know that not all animals have backbones? For example, butterflies and scorpions don't have backbones. So, what's the difference between them? Well, butterflies have wings so that they can fly. Scorpions prefer to walk! There are other animals without backbones too, for example octopuses and frogs. So what's the difference between an octopus and a frog? Which one lives in the sea and which one doesn't? It's the octopus that lives in the sea. Frogs don't live in the sea, but they do like water!
So, let's think about animals that have got backbones. Do we, as people, have backbones? Of course we do. Birds and monkeys have backbones too! So, what's the difference between birds and monkeys? Which one has wings and which one has fur? Birds have wings so they can fly, but monkeys have fur to keep them warm! Are there any animals that have backbones and scales? Yes, there are. Both fish and lizards have backbones and scales, but which ones have fins? Of course, fish have fins so that they can swim in the water! Lizards don't need fins because they prefer to walk.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

Arts and crafts

- Have children make their own classroom resources to give them ownership of their learning.
- Divide the class into pairs. Hand each pair four sheets of paper and ask them to cut them in half. Explain to the children that they are going to make flashcards. On each half, have the children draw an animal on one side and write its name on the other side. Then have the pairs join another pair and test each other using their flashcards. They show each other the picture sides of the cards. They can also place all the flashcards picture side up in front of them and have one child say a word for the other children to find.

- Choose a volunteer and play the game as an example for the class.
- Divide the class into pairs and have them complete the activity.

Cooler: Find the word

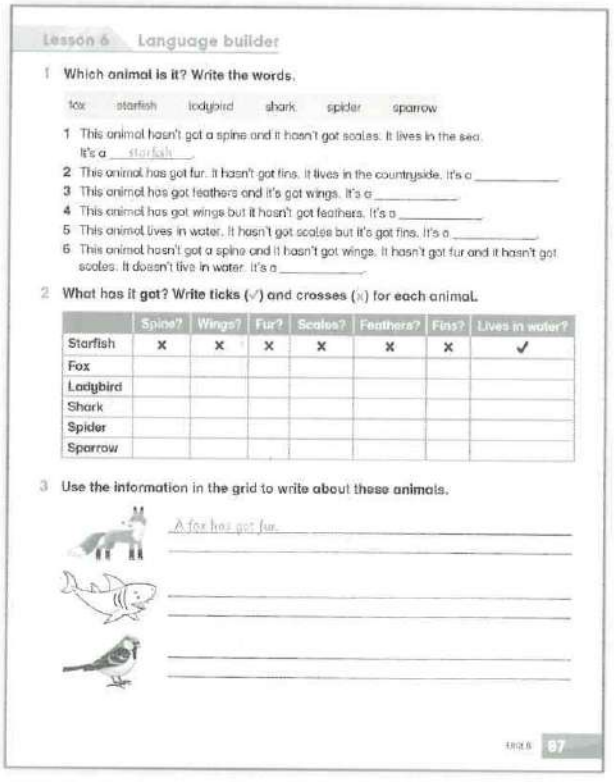
- Play the game to practise words from Units 6–8. See the Games Bank (pages 14–17) for how to play the game.

3 Play *Guess the animal* with a friend.

Be a star!

- Have two volunteers read out the example dialogue.
- Explain that they are going to play a game where their partner has to guess which animal is being described.

Workbook page 87



Lesson 6 Language builder

1 Which animal is it? Write the words.

fox starfish ladybird shark spider sparrow

1 This animal hasn't got a spine and it hasn't got scales. It lives in the sea. It's a starfish.
2 This animal has got fur. It hasn't got fins. It lives in the countryside. It's a _____.
3 This animal has got feathers and it's got wings. It's a _____.
4 This animal has got wings but it hasn't got feathers. It's a _____.
5 This animal lives in water. It hasn't got scales but it's got fins. It's a _____.
6 This animal hasn't got a spine and it hasn't got wings. It hasn't got fur and it hasn't got scales. It doesn't live in water. It's a _____.

2 What has it got? Write ticks (✓) and crosses (x) for each animal.

	Spine?	Wings?	Fur?	Scales?	Feathers?	Fins?	Lives in water?
Starfish	x	x	x	x	x	x	✓
Fox							
Ladybird							
Shark							
Spider							
Sparrow							

3 Use the information in the grid to write about these animals.

A fox has got fur.

97

1 Which animal is it? Write the words.

Answers: 1 starfish 2 fox 3 sparrow 4 ladybird 5 shark 6 spider

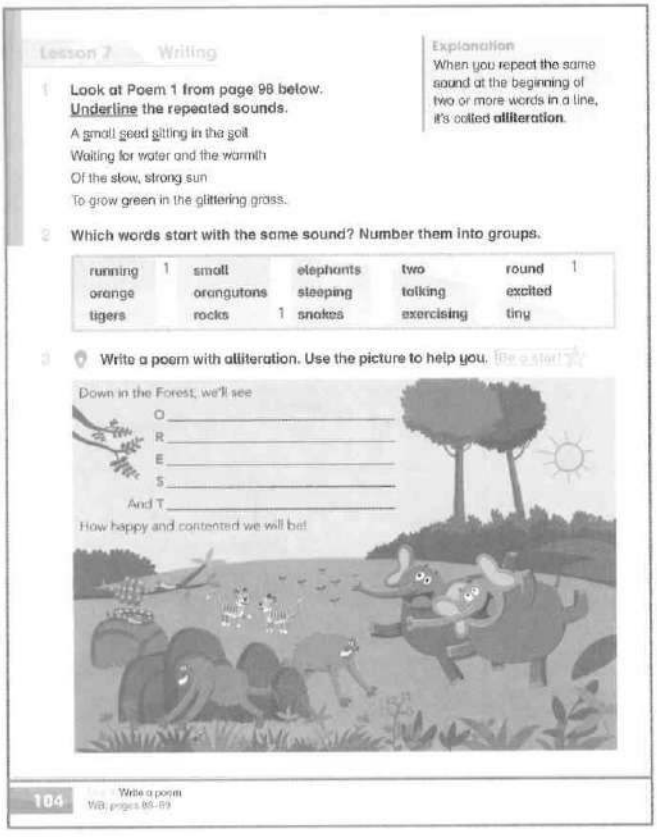
2 What has it got? Write ticks (✓) and crosses (X) for each animal.

Answers: Ticks as follows (all other boxes have crosses) **Starfish:** lives in water **Fox:** spine, fur **Ladybird:** wings **Shark:** spine, fins, lives in water **Spider:** (no ticks) **Sparrow:** spine, wings, feathers

3 Use the information in the grid to write about these animals.

Answers: Children's own answers.

Pupil's Book page 104


Lesson 7 Writing

1 Look at Poem 1 from page 98 below. Underline the repeated sounds.

A small seed sitting in the soil
Waiting for water and the warmth
Of the slow, strong sun
To grow green in the glittering grass.

Explanation
When you repeat the same sound at the beginning of two or more words in a line, it's called **alliteration**.

2 Which words start with the same sound? Number them into groups.

running	1	small	elephants	two	round 1
orange		orangutans	sleeping	talking	excited
tigers		rocks 1	snakes	exercising	tiny

3 Write a poem with alliteration. Use the picture to help you. Be a star!

Down in the Forest, we'll see
O _____
R _____
E _____
S _____
And T _____
How happy and contented we will be!

104 Write a poem WB: pages 88–89

Learning objectives: Write a poem

Resources: PK - Unit 8, Lesson 7

Warm-up: *Yes* or *No*

- See the Games Bank (pages 14–17) for how to play the game.

1 Look at Poem 1 from page 98 below. Underline the repeated sounds.

- Refer the children to the Explanation box. Have a volunteer read it. Check understanding.
- Look at the first line of the poem as a class. Children complete the activity in pairs.

Answers: Line 1: small, seed, sitting, soil; **Line 2:** waiting, water, warmth; **Line 3:** slow, strong, sun; **Line 4:** grow, green, glittering, grass

2 Which words start with the same sound? Number them into groups.

- Have the children look at the words. Read each word and have the children repeat in unison.
- Then have the children complete the activity individually.
- Check as a class by asking volunteers to give their answers.

Answers: 1 running, rocks, round; **2** orange, orangutans; **3** tigers, two, talking, tiny; **4** small, sleeping, snakes; **5** elephants, exercising, excited

Teaching star!

Reading

- Have the children read aloud to develop their fluency.
- Divide the children into small groups and have them choose a leader. The leader reads the word in the first sound-group from Activity 2 for the group members to repeat after them (*running*). Then a new group leader is chosen to read the word in the second sound-group (*orange*). Repeat.

3 Write a poem with alliteration. Use the picture to help you. Be a star!

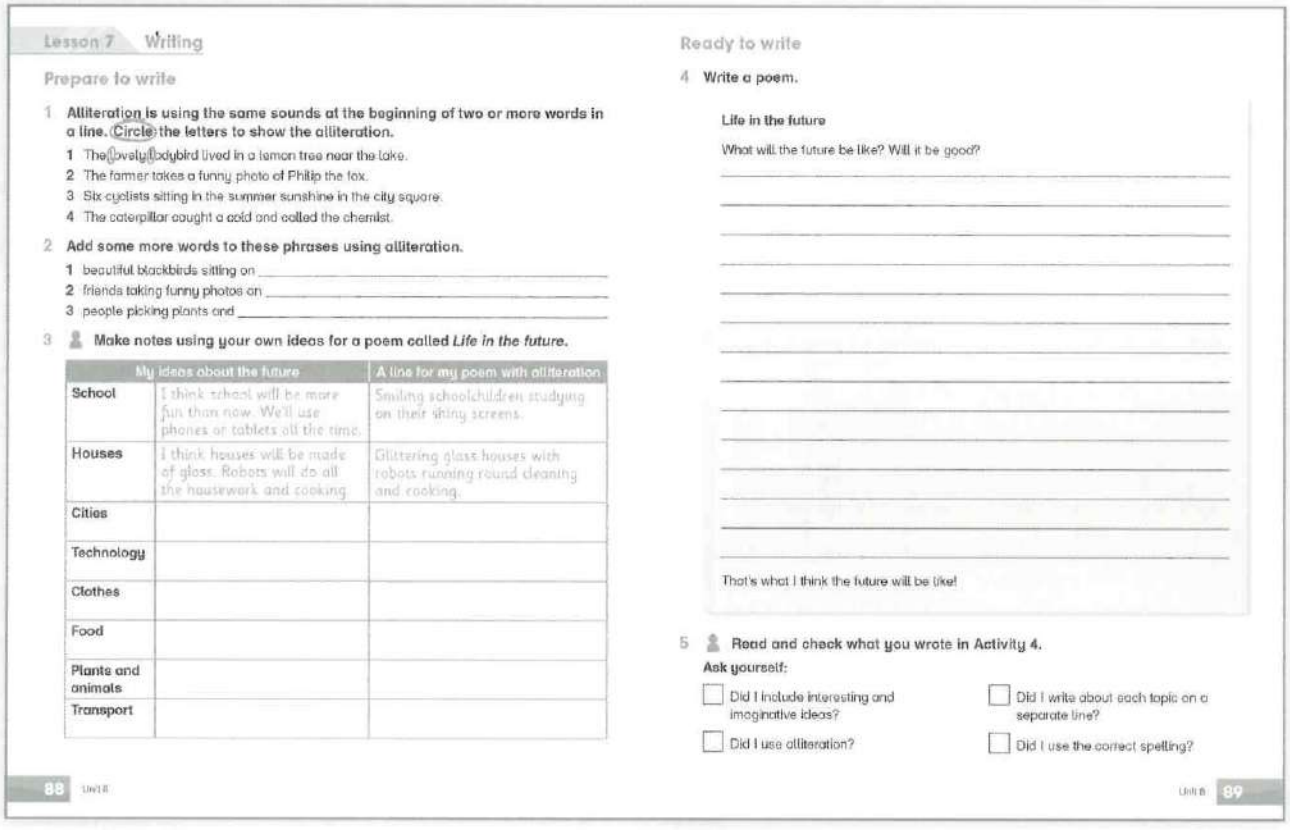
- Tell the children that they have to write a poem, using alliteration, with the given prompts.
- On the board, write the word *FOREST* vertically. Ask the children to tell you a few words that have the /ɒ/ sound and write them on the board next to *O*. Have them look at the picture to help them. Continue with all the letters.
- Divide the class into groups of three or four and have them complete the activity.
- Have the groups present their work to the class.

Suggested answer:

Down in the Forest, we'll see
Orange orangutans
Running round red rocks
Excited elephants exercising everywhere
Small snakes sleeping in the sun
And Two tiny talking tigers
How happy and contented we will be!

Cooler: Tongue twister

- See the Games Bank (pages 14–17) for how to play the game.



Lesson 7 Writing

Prepare to write

1 **Alliteration is using the same sounds at the beginning of two or more words in a line. Circle the letters to show the alliteration.**

1 The lovely ladybird lived in a lemon tree near the lake.
2 The farmer takes a funny photo of Philip the fox.
3 Six cyclists sitting in the summer sunshine in the city square.
4 The caterpillar caught a cold and called the chemist.

2 **Add some more words to these phrases using alliteration.**

1 beautiful blackbirds sitting on _____
2 friends taking funny photos on _____
3 people picking plants and _____

3 **Make notes using your own ideas for a poem called *Life in the future*.**

	My ideas about the future	A line for my poem with alliteration
School	I think school will be more fun than now. We'll use phones or tablets all the time.	Smiling schoolchildren studying on their shiny screens.
Houses	I think houses will be made of glass. Robots will do all the housework and cooking.	Glittering glass houses with robots running round cleaning and cooking.
Cities		
Technology		
Clothes		
Food		
Plants and animals		
Transport		

88 Unit 8

Ready to write

4 **Write a poem.**

Life in the future

What will the future be like? Will it be good?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

That's what I think the future will be like!

5 **Read and check what you wrote in Activity 4.**

Ask yourself:

- ☐ Did I include interesting and imaginative ideas?
- ☐ Did I write about each topic on a separate line?
- ☐ Did I use alliteration?
- ☐ Did I use the correct spelling?

Unit 8 89

Prepare to write

1 Alliteration is using the same sounds at the beginning of two or more words in a line. Circle the letters to show the alliteration.

- If done in class, ask the children for some examples of alliteration, e.g. *small seed*.
- Tell them to look at page 104, Activity 1 of their Pupil's Books if they need to.
- As a class, complete the first item by asking volunteers to raise their hands.
- Children complete the activity in pairs.

Answers: 1 (l)ovely, (l)adybird, (l)ived, (l)emon, (l)ake 2 (f)armer, (f)unny, (ph)oto, (Ph)ilip, (f)ox 3 (S)ix, (c)yclists, (s)itting, (s)ummer, (s)unshine, (c)ity, (s)quare 4 (c)aterpillar, (c)aught, (c)old, (c)alled, (ch)emist

2 Add some more words to these phrases using alliteration.

- Complete the first item as a class.
- Then have children complete the activity individually.

3 Make notes using your own ideas for a poem called *Life in the future*.

- If done in class, ask a volunteer to read the notes in the boxes.
- Have children read and complete the boxes individually. Explain that they can leave boxes empty if they cannot complete them.
- Then go through each item and ask volunteers to say their ideas. Write them on the board.
- Tell the class they can use these ideas to complete any boxes they haven't written in.

Ready to write

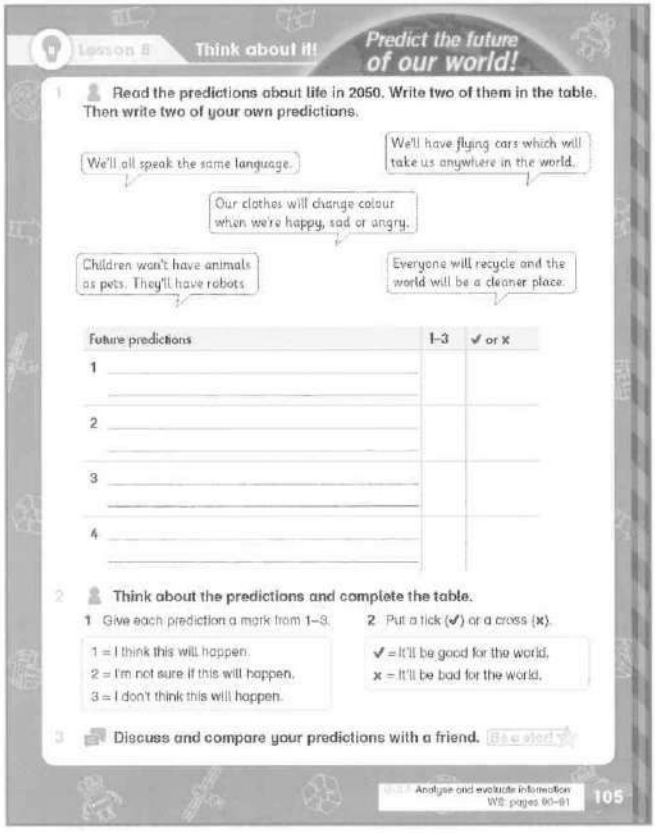
4 Write a poem.

- If done in class, divide the class into pairs and have them write the poem.
- Explain that they can use the ideas from Activity 3 on page 88.

5 Read and check what you wrote in Activity 4.

- Have children use the check-list to see if their poems have all the points mentioned.
- Ask them to check their work for spelling and grammar mistakes.
- If done in class, have volunteer pairs read their poems to the class.

Pupil's Book page 105



Learning objectives: Analyse and evaluate information

Additional vocabulary: predict, prediction

Resources: (PK) - Unit 8, Lesson 8; (TRC) - Downloadable flashcards; (TRC) - (TG) - Unit test

Materials: Downloadable flashcards for Unit 8, sheets of paper (two per group and one per child), coloured pens / pencils

Warm-up: Picture dictation

- Play the game with the Unit 8 flashcards.
- See the Games Bank (pages 14–17) for how to play the game.

1 Read the predictions about life in 2050. Write two of them in the table. Then write two of your own predictions.

- Ask *What do you think will be different in the future?* Encourage the children to think about school, transport, entertainment, food, etc.
- Write a few of their ideas on the board. Tell them that these ideas are *predictions*.
- Refer them to the speech bubbles in Activity 1 and have volunteers read them aloud.
- Have children complete the first column in the table. Explain that there is no right or wrong answer.

Answers: Children's own answers.

2 Think about the predictions and complete the table.

- Refer the children to item 1. Read through the different marks with the class. Children complete the second column using the marks as a guide.
- Refer the children to item 2. Children complete the third column with a tick or a cross.
- Explain that there is no right or wrong answer.

Answers: Children's own answers.

3 Discuss and compare your predictions with a friend. Be a star!

- Ask a volunteer to read their first prediction. Encourage them to explain why they think it will be good or not. Continue with a few more volunteers.
- Divide the class into small groups and have them continue the activity.
- Then invite a few children to the front to tell the class what they discussed.

Teaching star!

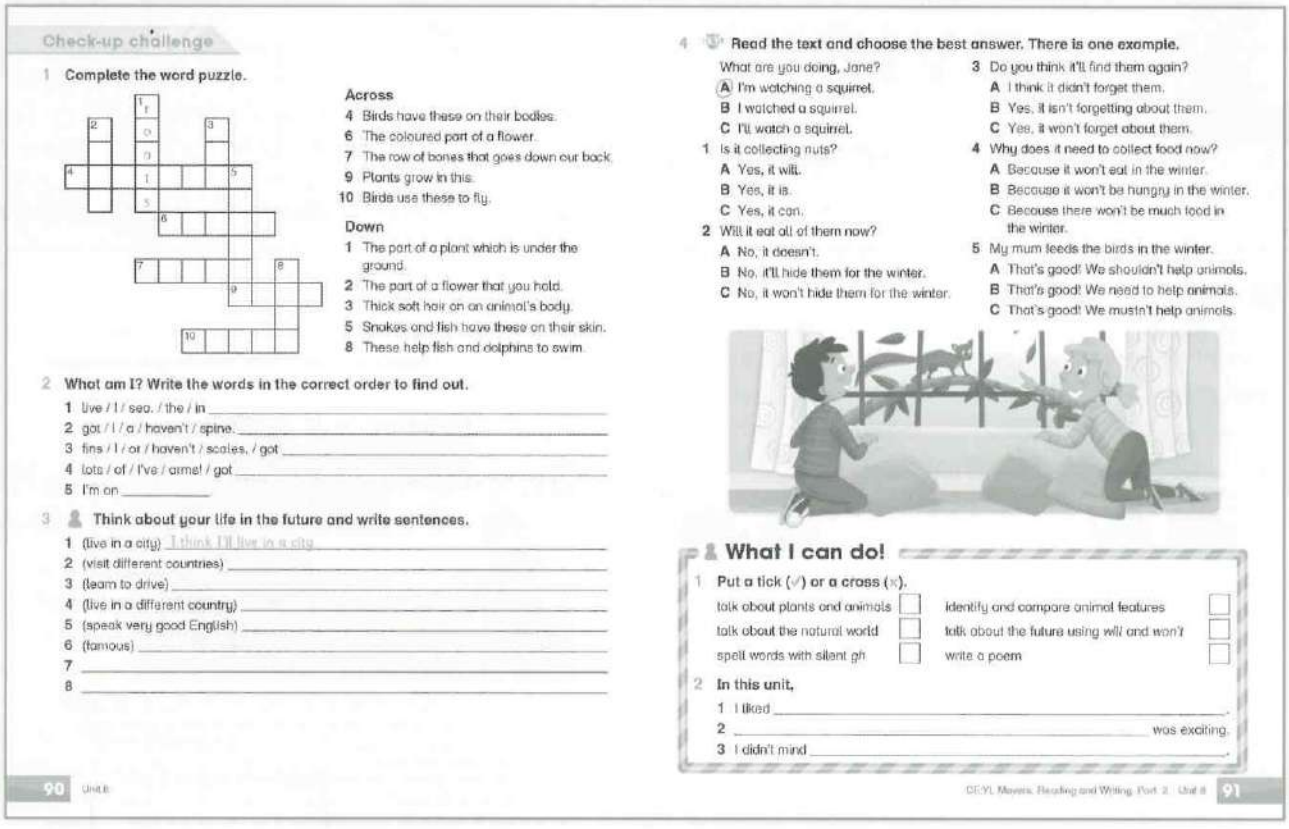
Mixed ability

- Deal with fast learners by giving them each a sheet of paper. Ask them to write about schools in the future. They have to write the subjects children will learn, what schools will look like and how children will get to school. Have the children illustrate their work and then present it to the class. Place all work on classroom display.

Cooler: Word clouds

- Draw a word cloud on the board containing some words related to a theme, e.g. *Animals: butterfly, elephant, snakes, tigers, ladybird.* The word cloud should also contain some words that are not related to the theme, e.g. *two, rock, tiny, small.*
- Give each child a sheet of paper. Explain that they must choose a theme (e.g. *animals, people, technology*) and make a word cloud. In their word cloud they must write 20 words, but only ten of the words should be associated with the theme.
- Have the children make their word clouds and write the theme under them.
- Tell the children to swap clouds with their partners who have to find the ten words associated with the theme.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Check-up challenge

1 Complete the word puzzle.

Across
4 Birds have these on their bodies.
6 The coloured part of a flower.
7 The row of bones that goes down our back.
9 Plants grow in this.
10 Birds use these to fly.

Down
1 The part of a plant which is under the ground.
2 The part of a flower that you hold.
3 Thick soft hair on an animal's body.
5 Snakes and fish have these on their skin.
8 These help fish and dolphins to swim.

2 What am I? Write the words in the correct order to find out.
1 live / I / sea. / the / in _____
2 got / I / a / haven't / spine. _____
3 fins / I / or / haven't / scales, / got _____
4 lots / of / I've / arms! / got _____
5 I'm an _____

3 Think about your life in the future and write sentences.
1 (live in a city) I think I'll live in a city.
2 (visit different countries) _____
3 (learn to drive) _____
4 (live in a different country) _____
5 (speak very good English) _____
6 (famous) _____
7 _____
8 _____

4 Read the text and choose the best answer. There is one example.

What are you doing, Jane?
(A) I'm watching a squirrel.
B I watched a squirrel.
C I'll watch a squirrel.

1 Is it collecting nuts?
A Yes, it will.
B Yes, it is.
C Yes, it can.

2 Will it eat all of them now?
A No, it doesn't.
B No, it'll hide them for the winter.
C No, it won't hide them for the winter.

3 Do you think it'll find them again?
A I think it didn't forget them.
B Yes, it isn't forgetting about them.
C Yes, it won't forget about them.

4 Why does it need to collect food now?
A Because it won't eat in the winter.
B Because it won't be hungry in the winter.
C Because there won't be much food in the winter.

5 My mum feeds the birds in the winter.
A That's good! We shouldn't help animals.
B That's good! We need to help animals.
C That's good! We mustn't help animals.

What I can do!

1 Put a tick (✓) or a cross (✗).

talk about plants and animals	☐	identify and compare animal features	☐
talk about the natural world	☐	talk about the future using *will* and *won't*	☐
spell words with silent *gh*	☐	write a poem	☐

2 In this unit,
1 I liked _____.
2 _____ was exciting.
3 I didn't mind _____.

1 Complete the word puzzle.

Answers: **Across:** 4 feathers 6 petal 7 spine 9 soil 10 wings
Down: 1 roots 2 stem 3 fur 5 scales 8 fins

2 What am I? Write the words in the correct order to find out.

Answers: 1 I live in the sea. 2 I haven't got a spine. 3 I haven't got fins or scales. 4 I've got lots of arms! 5 I'm an octopus.

3 Think about your life in the future and write sentences.

Answers: Children's own answers.

4 CE:YL Read the text and choose the best answer. There is one example.

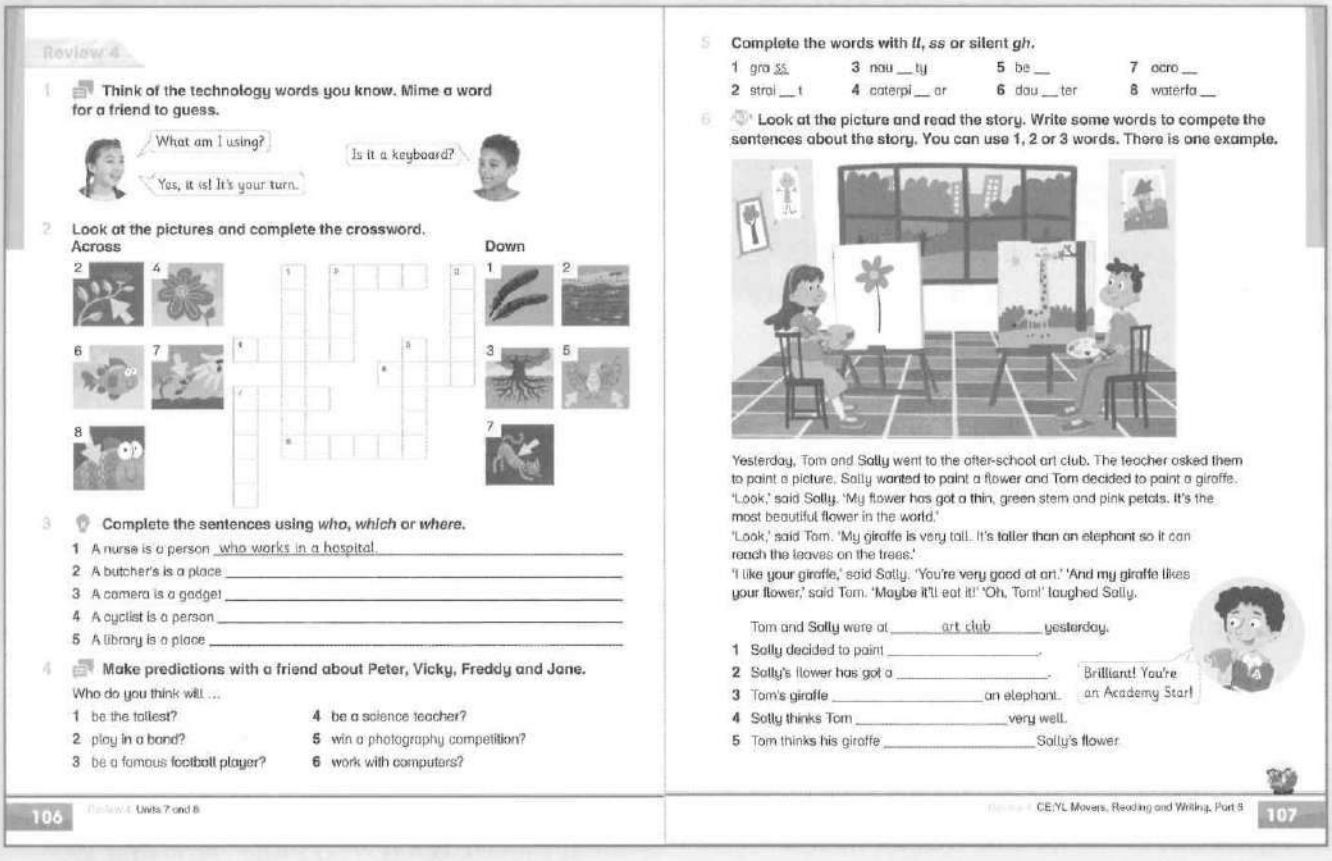
This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- On the board, write the following questions and statement: *Will you go swimming today? Will the squirrel eat cheese? Is the forest quiet? Dad helps Mum with the housework at the weekend.*
- Ask the children to read them and tell you what they think will be suitable answers and a statement for the last item.
- Have the children complete the activity individually and check answers with their partners.

Answers: 1 B 2 B 3 C 4 C 5 B

4 Review

Pupil's Book pages 106–107



Review 4

1 Think of the technology words you know. Mime a word for a friend to guess.

What am I using? Is it a keyboard? Yes, it is! It's your turn.

2 Look at the pictures and complete the crossword.

Across

Down

3 Complete the sentences using *who*, *which* or *where*.

1 A nurse is a person who works in a hospital.
2 A butcher's is a place _____
3 A camera is a gadget _____
4 A cyclist is a person _____
5 A library is a place _____

4 Make predictions with a friend about Peter, Vicky, Freddy and Jane.

Who do you think will ...

1 be the tallest?
2 play in a band?
3 be a famous football player?
4 be a science teacher?
5 win a photography competition?
6 work with computers?

5 Complete the words with *ll*, *ss* or silent *gh*.

1 gra ss
2 strai __ t
3 nau __ ty
4 caterpi __ ar
5 be __
6 dau __ ter
7 acro __
8 waterfa __

6 Look at the picture and read the story. Write some words to compete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

Yesterday, Tom and Sally went to the after-school art club. The teacher asked them to paint a picture. Sally wanted to paint a flower and Tom decided to paint a giraffe.
'Look,' said Sally. 'My flower has got a thin, green stem and pink petals. It's the most beautiful flower in the world.'
'Look,' said Tom. 'My giraffe is very tall. It's taller than an elephant so it can reach the leaves on the trees.'
'I like your giraffe,' said Sally. 'You're very good at art.' 'And my giraffe likes your flower,' said Tom. 'Maybe it'll eat it!' 'Oh, Tom!' laughed Sally.

Tom and Sally were at art club yesterday.
1 Sally decided to paint _____.
2 Sally's flower has got a _____.
3 Tom's giraffe _____ an elephant.
4 Sally thinks Tom _____ very well.
5 Tom thinks his giraffe _____ Sally's flower.

Brilliant! You're an Academy Star!

106 Review 4 Units 7 and 8

Review 4 CE:YL Movers, Reading and Writing, Part 5 107

Learning objectives: Review Units 7 and 8; CE:YL Movers, Reading and Writing, Part 5

Resources: (PK) - Unit 8, Review 4

Materials: Sheets of paper (one per group and fast learner)

Warm-up: Revision

- Divide the class into small groups and give each group a sheet of paper.
- Explain that you will say a theme and they have to write as many words related to it as possible, e.g. *Nature: animals, water, air.*
- Go through the different themes and topics covered in this unit. Suggestions: *the future, animal parts, plant parts.*
- For each subject, allow the children only one minute to write.
- The group with the most words wins.

1 Think of the technology words you know. Mime a word for a friend to guess.

- Have two volunteers read out the example dialogue.
- Ask the children to tell you all the technology words they know. Write them on the board.
- Have a volunteer come to the front of the class and mime a word for the class to guess.
- Divide the class into pairs and have them complete the activity.

2 Look at the pictures and complete the crossword.

- Have the children look at the pictures and name them.
- Have the children complete the activity individually and check their answers with their partners.
- As an extension, say a word from the crossword for volunteers to spell.

Answers: Across: 2 stem 4 petal 6 fins 7 seed 8 scales **Down:** 1 feathers 2 soil 3 roots 5 wings 7 spine

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Complete the sentences using *who, which* or *where*.

- Ask the children if they remember the words *who, which, where*.
- Invite volunteers to come to the board and make sentences using the above words.
- Have the children complete the activity individually and then check their answers with their partners.

Answers: 1 who works in a hospital 2 where (and children's own answers) 3 which (and children's own answers) 4 who (and children's own answers) 5 where (and children's own answers)

4 Make predictions with a friend about Peter, Vicky, Freddy and Jane.

- Ask *Who is you favourite character from the book? What do you think each character's future will be like?* Write a few ideas on the board.
- Divide the class into pairs have them complete the activity. Ask them to write a few of their ideas in their notebooks.
- When they have completed the activity, ask the pairs to read their sentences to the class

Answers: Children's own answers.

5 Complete the words with *ll, ss* or silent *gh*.

- Write the letters on the board. Ask three volunteers to come to the board and assign each child one pair of letters.
- Ask the class to say and spell as many words as they can that include the letters for the volunteers at the board to write. Explain that they shouldn't say the words too fast.
- Then have children complete the activity in pairs.
- Elicit answers and write them on the board.
- Ask volunteers to make sentences with the words.

Answers: 1 grass 2 straight 3 naughty 4 caterpillar 5 bell 6 daughter 7 across 8 waterfall

6 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

This activity helps the children prepare for Part 5 of the Listening in the Cambridge English: Movers test.

- Refer the children to Activity 6. Ask them to look at the picture and describe it.
- Ask *What do you think the paragraph will be about? What key words would you expect to see in the text?* Write the suggestions on the board.
- Have the children complete the activity individually.
- Write the answers on the board for the children to check against.

Answers: 1 a flower 2 stem and petals 3 is taller than 4 can draw / draws 5 will eat

Cooler: Well done!

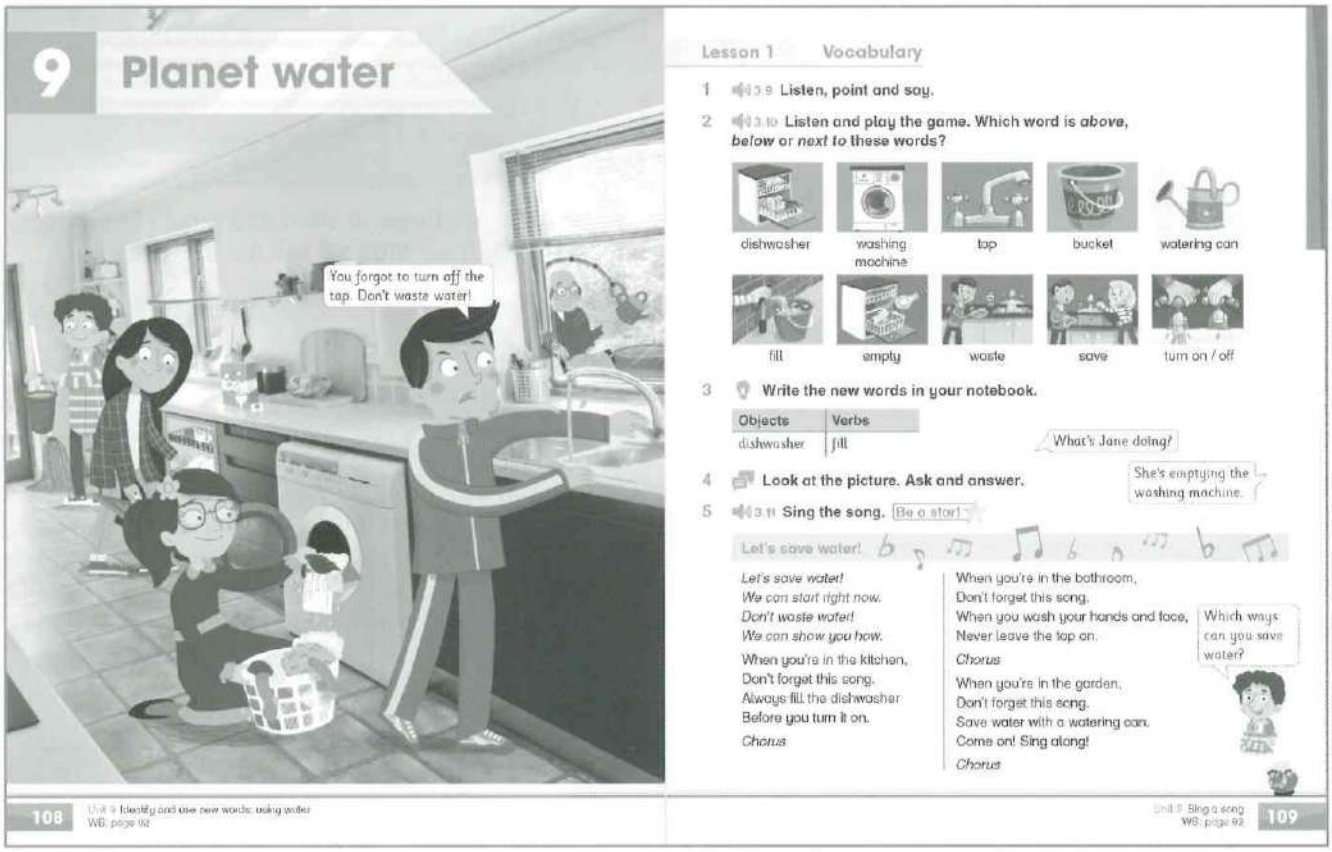
- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

PRC = Pupil's Resource Centre TG = Test Generator

9 Planet water

Lesson 1 Vocabulary

Pupil's Book pages 108–109



Learning objectives: Identify and use new words: using water; Sing a song

Vocabulary: bucket, dishwasher, fill, empty, save, tap, turn on / off, washing machine, waste, watering can

Resources: (PK) - Unit 9, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 9 song, Flashcards; (PRC) - Review audio tracks 3.9–3.11

Materials: Class Audio CD3; a soft ball, a balloon, sheets of paper (one per group)

Warm-up: Pass the ball

- Play the game to practise vocabulary sets, e.g technology devices and accessories.
- See the Games Bank (pages 14–17) for how to play the game.

1 3.9 Listen, point and say.

- Refer the children to page 108. Ask *Do you help around the house? How?* (e.g. *tidy bedrooms, wash up*)
- Ask what the characters are using to help them clean (*water*).
- Have a volunteer read out Peter's question.
- Refer the children to Activity 2, page 109.
- Play the audio twice for the children to complete the activity.

2 3.10 Listen and play the game. Which word is *above*, *below* or *next to* these words?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.
- Have children play the game in pairs.

Audioscript

Teacher: It's below dishwasher.
Child: fill
Teacher: It's above waste.
Child: tap

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teacher: It's next to fill.

Child: empty

Teacher: Now you. 1 It's above fill. 2 It's below tap. 3 It's next to dishwasher. 4 It's above save. 5 It's below watering can. 6 It's next to turn on / turn off.

Answers: 1 dishwasher 2 waste 3 washing machine 4 bucket 5 turn on / off 6 save

3 Write the new words in your notebook.

- Have children look at the word *tap* in Activity 2. Explain that this is an *object*. Have children look around the class and name as many objects as they can, e.g. *ruler*, *pen*, etc.
- Then have them look at *fill* in Activity 2. Explain that this is a verb. Have children say as many verbs as they can, e.g. *run*, *speak*, etc.
- Have the children place their Pupil's Books face down.
- Copy the table onto the board. Say a word and ask the children to tell you which column it should be in and spell it. Write the answers on the board.
- Have the children complete the activity.

Answers: Objects: dishwasher, washing machine, tap, bucket, watering can **Verbs:** fill, empty, waste, save, turn on / off

4 Look at the picture. Ask and answer.

- Have two volunteers read out the example dialogue.
- Refer the children to page 108 and have them complete the activity with their partners.
- Monitor to ensure that pairs swap roles and for proper use of language.

5 3.11 Sing the song. Be a star!

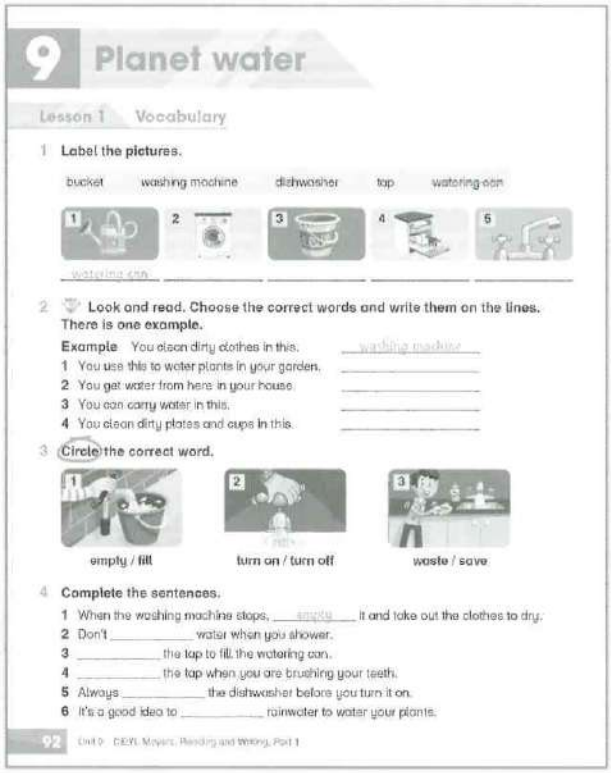
- Tell the children they are going to listen to a song about saving water. Ask *What new vocabulary can you hear?* Play the audio. Have the children listen. Elicit answers.
- Have the children read the song and find the new vocabulary they have learned in this lesson.
- Ask *Which ways can you save water?* Elicit answers and play the song to check.
- Tell the children that they have to stamp their feet when they hear a new word. Play the song again so they can sing along.

Answers: fill the dishwasher, don't leave the tap on, use a watering can

Cooler: Mistakes

- On the board, write new vocabulary items incorrectly, e.g. *bishwasher*.
- Have volunteers come to the board to correct the mistakes (*dishwasher*).

Workbook page 92



9 Planet water

Lesson 1 Vocabulary

1 Label the pictures.

bucket washing machine dishwasher tap watering can

1 2 3 4 5

watering can

2 Look and read. Choose the correct words and write them on the lines. There is one example.

Example You clean dirty clothes in this. washing machine

1 You use this to water plants in your garden. _____

2 You get water from here in your house. _____

3 You can carry water in this. _____

4 You clean dirty plates and cups in this. _____

3 Circle the correct word.

1 2 3

empty / fill turn on / turn off waste / save

4 Complete the sentences.

1 When the washing machine stops, empty it and take out the clothes to dry.

2 Don't _____ water when you shower.

3 _____ the tap to fill the watering can.

4 _____ the tap when you are brushing your teeth.

5 Always _____ the dishwasher before you turn it on.

6 It's a good idea to _____ rainwater to water your plants.

92 Unit 9 CEYL Movers, Reading and Writing, Part 1

1 Label the pictures.

Answers: 1 watering can 2 washing machine 3 bucket 4 dishwasher 5 tap

2 CEYL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

- Children complete the activity individually.

Answers: 1 watering can 2 tap 3 bucket 4 dishwasher

3 Circle the correct word.

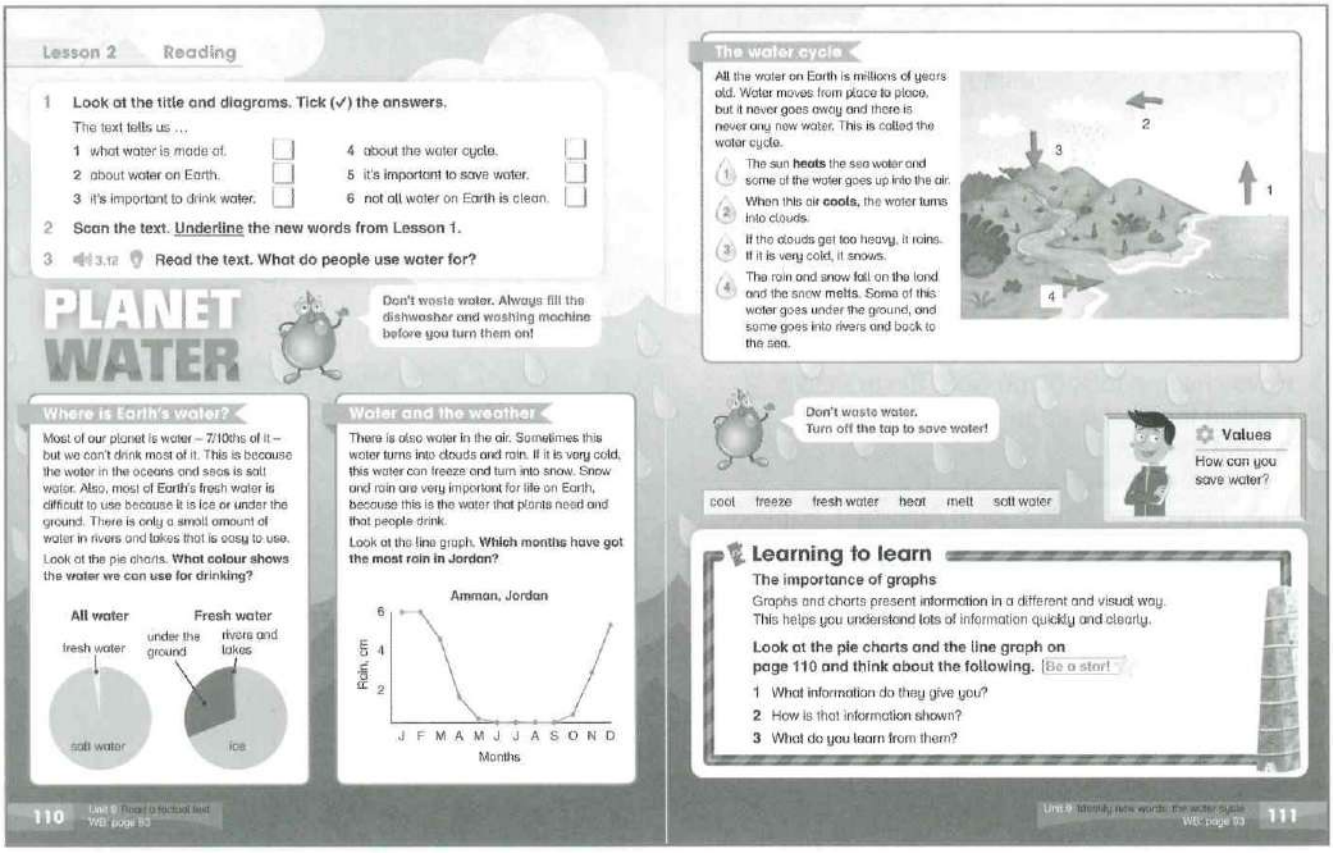
Answers: 1 fill 2 turn on 3 waste

4 Complete the sentences.

Answers: 1 empty 2 waste 3 Turn on 4 Turn off 5 fill 6 save

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book pages 110–111



***Learning objectives*:** Read a factual text; Identify new words: the water cycle

***Vocabulary*:** cool, freeze, fresh water, heat, melt, salt water

Additional vocabulary: amount, cycle, planet

***Resources*:** (PK) - Unit 9, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 3.12

***Materials*:** Class Audio CD3; sheets of paper (two per group)

Warm-up: Themes

- Divide the class into groups and give each group a sheet of paper.
- Explain that you will say a theme and each group has to write as many words associated with it as they can, e.g. *technology: computers, laptops.*
- The group with the most words wins.

Vocabulary

- Put the flashcards on the board. Teach the new vocabulary.
- Ask *Where can you see salt water?* (*the seas and oceans*) *Where can you see fresh water?* (*rivers and lakes*).
- Have volunteers give examples using *cool* (*water in a fridge is cool*), *freeze* (*ice cream in a freezer freezes*), *heat* (*when it is hot outside, there's heat*) and *melt* (*snow melts in the heat*).
- Use L1 if necessary.

Values

- Ask *Why is water important?* (*It gives us life.*) *What do we use water for?* (*We use it to water plants, to drink and to clean.*)
- Ask *Why we should save water?* (*It's important for the environment and for life to continue.*)
- Refer the children to the *Values* box and have a volunteer read it aloud. Elicit suggestions for how we can save water. Write their suggestions on the board.

1 Look at the title and diagrams. Tick (✓) the answers.

- Children read the title and look at the diagrams. Explain that the first ones are *pie charts*, the second one is a *line graph* and the third one is a *flowchart.*
- Ask *What do you think the diagrams show?* (*Text 1: amount of water and type* (*fresh, salt*). *Text 2: amount of rain in Jordan. Text 3: the water cycle.*) Ask *Which diagram do you find easiest to read?*
- Refer the children to Activity 1. Explain that they need to read all the answers and tick the ones they think will link to the texts. Children answer the questions.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: 2, 4, 5, 6

2 Scan the text. Underline the new words from Lesson 1.

- Elicit the new words from Lesson 1 and write them on the board. Check understanding.
- Remind the children that scanning is done quickly and that they shouldn't stop reading if they come across any unknown words.
- Have the children work individually. Tell them to ask you if there is anything they don't understand or need help with.
- Say a vocabulary item and have volunteers find the sentence it is in to read aloud.

Answers: waste, dishwasher, washing machine, turn on, turn off, tap, save

3 3.12 Read the text. What do people use water for?

- Read the rubric with the class. Play the audio and have the children follow in their books.
- Give the children time to re-read the texts and have them underline the sentences that show what people use water for.
- Have volunteers read the sentences to the class.

Answers: to drink, to water plants

Learning to learn Be a star!

- A volunteer reads the information about graphs in the *Learning to learn* box. Ask what type of charts and graphs are in the first two texts (*pie charts, line graph*).
- Divide the class into small groups. Ask them to discuss the questions in the box.
- Then ask a volunteer from each group to tell the class their answers.

Teaching star!

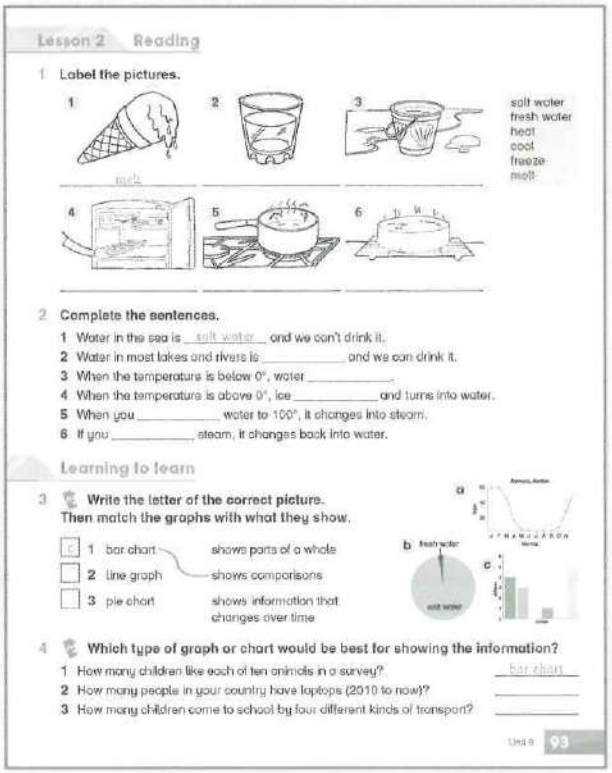
Survey

- Have the children work on a survey to develop critical thinking skills and become self-disciplined learners.
- Have each child write down five ways of saving water.
- Have the children move around the classroom and ask their classmates if they use any of those five ways to save water. They note down all the answers.
- Next, they count up the answers and choose a way of recording their information, e.g. a pie chart or a line graph. They create their chart or graph and write a few sentences about what it shows.
- Invite some children to present their graphs to the class.

Cooler: What's the word?

- Have the class close their books and tell them that there are some words that you just cannot remember. Say *Water runs through it. You turn it on and off.* Elicit *tap*. Continue with more items.
- Divide the class into pairs and have them continue the game.

Workbook page 93


Lesson 2 Reading

1 Label the pictures.

1 2 3 4 5 6

salt water
fresh water
heat
cool
freeze
melt

2 Complete the sentences.

1 Water in the sea is salt water and we can't drink it.
2 Water in most lakes and rivers is _____ and we can drink it.
3 When the temperature is below 0°, water _____.
4 When the temperature is above 0°, ice _____ and turns into water.
5 When you _____ water to 100°, it changes into steam.
6 If you _____ steam, it changes back into water.

Learning to learn

3 Write the letter of the correct picture. Then match the graphs with what they show.

1 bar chart — shows parts of a whole
2 line graph — shows comparisons
3 pie chart — shows information that changes over time

4 Which type of graph or chart would be best for showing the information?

1 How many children like each of ten animals in a survey? bar chart
2 How many people in your country have laptops (2010 to now)?
3 How many children come to school by four different kinds of transport?

Unit 9 93

1 Label the pictures.

Answers: 1 melt 2 fresh water 3 salt water 4 freeze 5 heat 6 cool

2 Complete the sentences.

Answers: 1 salt water 2 fresh water 3 freezes 4 melts 5 heat 6 cool

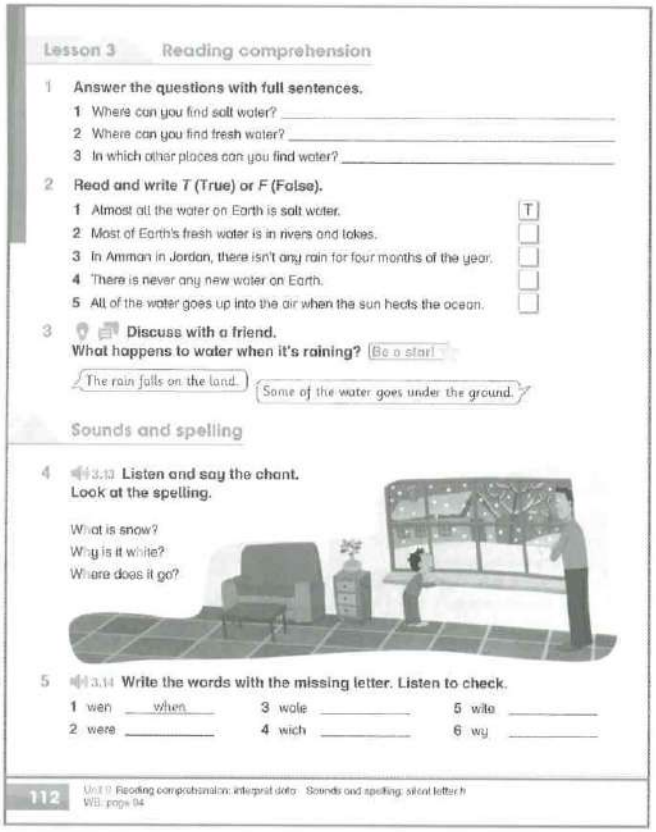
3 Write the letter of the correct picture. Then match the graphs with what they show.

Answers: 1 c bar chart – shows comparisons 2 a line graph – shows information that changes over time 3 b pie chart – shows parts of a whole

4 Which type of graph or chart would be best for showing the information?

Answers: 1 bar chart 2 line graph 3 pie chart

Pupil's Book page 112



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.
1 Where can you find salt water? _____
2 Where can you find fresh water? _____
3 In which other places can you find water? _____

2 Read and write T (True) or F (False).
1 Almost all the water on Earth is salt water. T
2 Most of Earth's fresh water is in rivers and lakes.
3 In Amman in Jordan, there isn't any rain for four months of the year.
4 There is never any new water on Earth.
5 All of the water goes up into the air when the sun heats the ocean.

3 Discuss with a friend.
What happens to water when it's raining? Be a star!
The rain falls on the land. Some of the water goes under the ground.

Sounds and spelling

4 3.13 Listen and say the chant. Look at the spelling.
What is snow?
Why is it white?
Where does it go?

5 3.14 Write the words with the missing letter. Listen to check.
1 wen when 3 wole _____ 5 wite _____
2 were _____ 4 wich _____ 6 wy _____

112 Unit 9 Reading comprehension: interpret data · Sounds and spelling: silent letter h
WB: page 94

Learning objectives: Reading comprehension: interpret data; Sounds and spelling: silent letter *h*

Vocabulary: whale, what, when, where, which, white, why

Resources: (PK) - Unit 9, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 3.13–3.14

Materials: Class Audio CD3; sheets of paper (one per pair), chalk or rope

Warm-up: Let's make some words

- See the Games Bank (pages 14–17) for how to play the game.

1 Answer the questions with full sentences.

- Have the children place their Pupil's Books face down. In pairs, have them write two things they remember from the texts on pages 110–111. Then have them read their sentences to the class.
- Refer the children to Activity 1. Have the children complete the activity individually.
- Go through each item and have the children show you where they got their answers from in the text.

Answers: 1 In the oceans and seas. 2 In ice, under the ground, or in rivers and lakes. 3 In the air, clouds, rain and snow.

2 Read and write *T* (True) or *F* (False).

- Ask the children to re-read the texts silently.
- Look at the example together. Have the children complete the rest of the activity individually.
- Check the answers as a class.

Answers: 1 T 2 F 3 T 4 T 5 F

3 Discuss with a friend. What happens to water when it's raining?

Be a star!

- Have two volunteers read out the example dialogue.
- Divide the class into pairs and have them discuss the question.
- Go around the classroom to help and monitor.

4 3.13 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- On the board, write *what*, *why*, *white*. Point to the *h* and explain that it's silent.
- Ask if they know of any other words that contain the silent *h* (*when*, *hour*).
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio they hear. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: Now say the missing words.
Teacher: What is snow? ... is it white? Where does it go?
Children: Why
Teacher: What is snow? Why is it white? ... does it go?
Children: Where
Teacher: ... Why is it white? Where does it go?
Children: What is snow?
Teacher: What is snow? ... Where does it go?
Children: Why is it white?

5 3.14 Write the words with the missing letter. Listen to check.

- Refer the children to the activity and have them read through the words. Ask if they know where the silent *h* goes.
- Have the children complete the activity in pairs.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Play the audio for the children to check their answers.
- In their pairs, have children say the words for their partner to spell.

Answers: 1 when 2 where 3 whale 4 which 5 white 6 why

Teaching star!

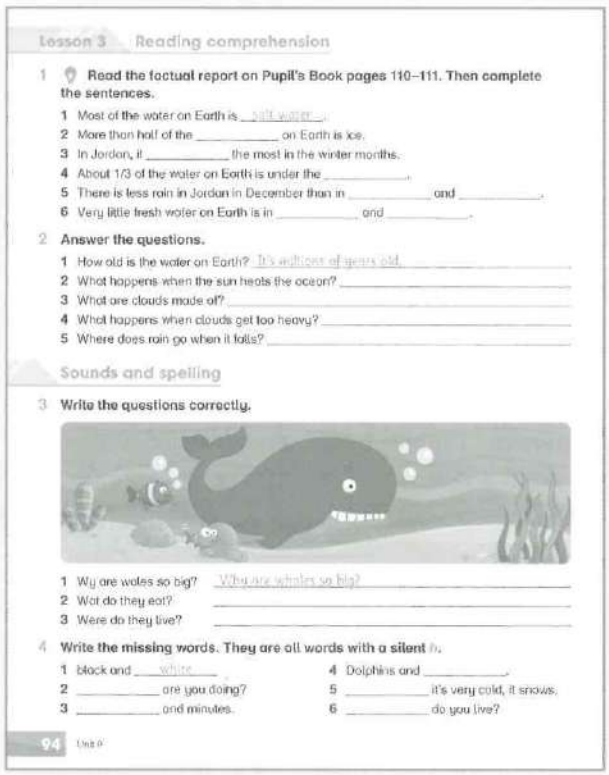
Revision

- Revise language frequently to help children consolidate learning.
- Ask the children to go through all the *Sounds and spelling* lessons they've done so far and collect votes on which one they would like to revise in class by a show of hands. (Write on the board *Unit 1*, *2*, etc. and place ticks under the units children raise hands for.) The *Sounds and spelling* for the unit with the most show of hands is done again in class.

Cooler: Hungry crocodile

- Play the game to practise words related to *water*, e.g. *rain*.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 94



Lesson 3 Reading comprehension

1 Read the factual report on Pupil's Book pages 110–111. Then complete the sentences.

1 Most of the water on Earth is salt water.
2 More than half of the _____ on Earth is ice.
3 In Jordan, it _____ the most in the winter months.
4 About 1/3 of the water on Earth is under the _____.
5 There is less rain in Jordan in December than in _____ and _____.
6 Very little fresh water on Earth is in _____ and _____.

2 Answer the questions.

1 How old is the water on Earth? It's millions of years old.
2 What happens when the sun heats the ocean? _____
3 What are clouds made of? _____
4 What happens when clouds get too heavy? _____
5 Where does rain go when it falls? _____

Sounds and spelling

3 Write the questions correctly.

1 Wy are wales so big? Why are whales so big?
2 Wat do they eat? _____
3 Were do they live? _____

4 Write the missing words. They are all words with a silent h.

1 black and white
2 _____ are you doing?
3 _____ and minutes.
4 Dolphins and _____.
5 _____ it's very cold, it snows.
6 _____ do you live?

94 Unit 9

1 Read the factual report on Pupil's Book pages 110–111. Then complete the sentences.

Answers: 1 salt water 2 fresh water 3 rains 4 ground 5 January, February 6 rivers, lakes

2 Answer the questions.

Answers: 1 It's millions of years old. 2 Some of the water goes up in the air. 3 Clouds are made of water. 4 It rains or snows. 5 It goes under the ground or into rivers and the sea.

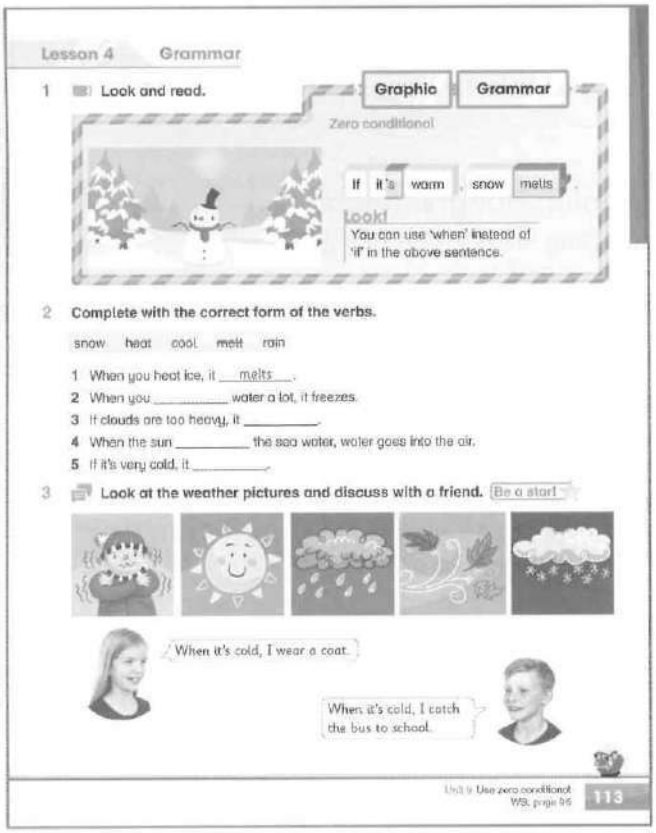
3 Write the questions correctly.

Answers: 1 Why are whales so big? 2 What do they eat? 3 Where do they live?

4 Write the missing words. They are all words with a silent *h*.

Answers: 1 white 2 What 3 Hours 4 whales 5 When 6 Where

Pupil's Book page 113



Learning objectives: Use zero conditional

Grammar: Zero conditional

Resources: (PK) - Unit 9, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Sheets of paper (one per child)

Warm-up: Bingo

- See the Games Bank (pages 14–17) for how to play the game.

1 Look and read.

- If you don't have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
- On the board, write:
  If the clouds get too heavy, it rains.
  If it's very cold, it snows.
- Have a volunteer come to the board and ask them to underline the verbs in each sentence (*get, rains, 's, snows*). Leave the sentences on the board.
- Explain that these are conditional sentences. The clause with *if* sets the condition or action, while the other clause explains what the outcome will be. This conditional is also used for true facts.
- Refer the children to the Graphic Grammar box on page 113 and have them read the text.
- Explain that *when* can replace *if* with no change in meaning.
- Ask a volunteer to come to the board and rewrite one sentence using *when*.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.
- Divide the class into pairs and have the children make their own sentences about saving water or protecting the environment in general, using the conditionals, e.g. *If we save water, we will have more of it in the future.* Explain that they can refer to Unit 8 if they like.
- Ask the children to read their work to the class.

2 Complete with the correct form of the verbs.

- Look at the example as a class. Have the children complete the rest of the activity individually and then check answers with their partners.
- Then have the children rewrite the sentences in their notebooks replacing *if* with *when* and vice versa.

Answers: 1 melts 2 cool 3 rains 4 heats 5 snows

Teaching star!

Extension

- Make sure the children have plenty of opportunities to use the new grammar.
- Divide the class into pairs. Ask each child to think of a conditional sentence and to write the first or second half of it in their notebooks but not show their partners, e.g. *If I study hard, I will get good marks.* Give each child a sheet of paper and ask them to draw their conditional sentence. Have the children show their drawing to their partner who has to guess what the conditional sentence is.

3 Look at the weather pictures and discuss with a friend. Be a star!

- Ask the children to describe what weather they see in each item. Then ask what they will do if the weather is cold, hot, etc. tomorrow or later in the day.

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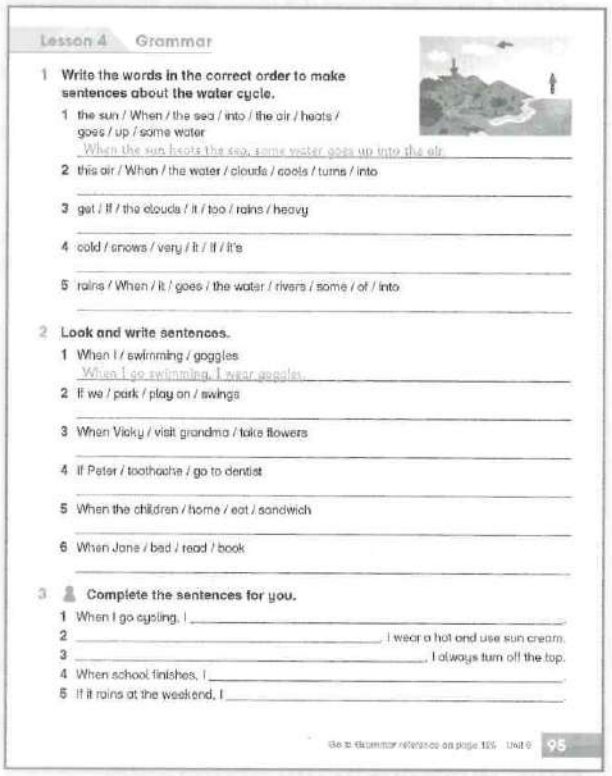
- Then have two volunteers read out the example dialogue.
- Divide the class into pairs to continue the game and monitor for proper use of language.
- Then have the pairs write two conditional sentences, one with *if* and one with *when*. Have each pair read their sentences to the class.

Cooler: Correct the sentences

- Ask each child to write three incorrect conditional sentences in their notebooks, e.g. *If will save water, we have more for the future.*
- Divide the class into pairs and ask children to swap notebooks with their partners who have to correct the sentences.
- Then they return the notebooks to their owners and check to see if their sentences have been corrected properly.

Workbook page 95



Lesson 4 Grammar

1 **Write the words in the correct order to make sentences about the water cycle.**

1 the sun / When / the sea / into / the air / heats / goes / up / some water
When the sun heats the sea, some water goes up into the air.
2 this air / When / the water / clouds / cools / turns / into
3 get / If / the clouds / it / too / rains / heavy
4 cold / snows / very / it / If / it's
5 rains / When / it / goes / the water / rivers / some / of / into

2 **Look and write sentences.**

1 When I / swimming / goggles
When I go swimming, I wear goggles.
2 If we / park / play on / swings
3 When Vicky / visit grandma / take flowers
4 If Peter / toothache / go to dentist
5 When the children / home / eat / sandwich
6 When Jane / bed / read / book

3 **Complete the sentences for you.**

1 When I go cycling, I _____
2 _____, I wear a hat and use sun cream.
3 _____, I always turn off the tap.
4 When school finishes, I _____
5 If it rains at the weekend, I _____

Go to Grammar reference on page 126. Unit 9 95

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 126 while completing these Workbook activities.

1 Write the words in the correct order to make sentences about the water cycle.

Answers: 1 When the sun heats the sea, some water goes up into the air. 2 When this air cools, the water turns into clouds. 3 If the clouds get too heavy, it rains. 4 If it's very cold, it snows. 5 When it rains, some of the water goes into rivers.

2 Look and write sentences.

Answers: 1 When I go swimming, I wear goggles. 2 If we go to the park, we play on the swings. 3 When Vicky visits her grandma, she takes flowers. 4 If Peter has toothache, he goes to the dentist. 5 When the children get home, they eat a sandwich. 6 When Jane goes to bed, she reads a book.

3 Complete the sentences for you.

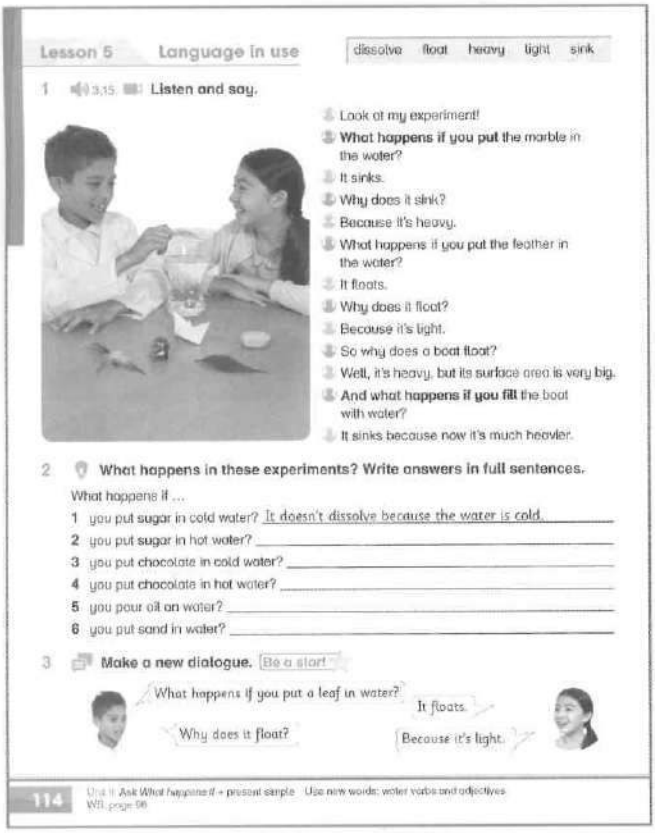
Answers: Children's own answers.

Grammar reference (page 126)

1 Write the words in the correct order to make sentences. Then write *True* or *False*.

Answers: 1 If you put a fresh egg in fresh water it sinks. True 2 If you put sand in water it dissolves. False 3 When it's very cold it sometimes snows. True 4 When you put a coin in water it floats. False 5 When the sun heats the ocean some water goes into the air. True

Pupil's Book page 114


Lesson 5 Language in use

dissolve float heavy light sink

1 3.15 Listen and say.

Look at my experiment!
What happens if you put the marble in the water?
It sinks.
Why does it sink?
Because it's heavy.
What happens if you put the feather in the water?
It floats.
Why does it float?
Because it's light.
So why does a boat float?
Well, it's heavy, but its surface area is very big.
And what happens if you fill the boat with water?
It sinks because now it's much heavier.

2 What happens in these experiments? Write answers in full sentences.

What happens if ...
1 you put sugar in cold water? It doesn't dissolve because the water is cold.
2 you put sugar in hot water? _____
3 you put chocolate in cold water? _____
4 you put chocolate in hot water? _____
5 you pour oil on water? _____
6 you put sand in water? _____

3 Make a new dialogue. Be a star!

What happens if you put a leaf in water? It floats.
Why does it float? Because it's light.

114 Unit 9 Ask *What happens if* + present simple Use new words: water verbs and adjectives WB page 96

Learning objectives: Ask *What happens if* + present simple; Use new words: water verbs and adjectives

Vocabulary: dissolve, float, heavy, light, sink

Additional language: marble, surface

Resources: (PK) - Unit 9, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 3.15 and Language in use video

Materials: Class Audio CD3; soluble tablet, tub of cold water, hot water in a thermos, four glasses of cold water, two more glasses, a spoon, marble, feather, sugar, chocolate, oil, sand

Warm-up: Write the word relay

- On the board, draw four big squares and give each square a category or theme, e.g. *nature*, *friendship*, *animals*, *technology*.
- Have the children form two lines in front of the board. Tell them to remember who the first child in each line is.
- Ask each child at the front to come to the board and write a relevant word in whichever box they can, as quickly as they can, so that the next player can come to the front.
- The line whose initial leader reaches the front again first wins.

1 3.15 Listen and say.

- Put a tub of water on your desk and have the children gather round. Explain what *dissolve* means by placing the soluble tablet in the water and saying *When I put the tablet in water, it dissolves.*
- Show the children the marble. Say *What happens if I put the marble in the water?* Elicit answers. Put the marble in the water. Say *It sinks. Why does it sink?* Elicit *Because it's heavy.* Ask *What else sinks in water?* (*rocks*, *pebbles*)
- Show the children the feather. Ask *What happens if I put the feather in the water?* Elicit answers. Put the feather in the water. Say *It floats. Why does it float?* Elicit *Because it's light.* Ask *What else floats in water?* (*leaves*)
- Put the flashcards on the board (or write the new words and draw a picture for each one). Point to the words as you say them and have the children repeat.
- Volunteers make sentences with the new words.
- Play the audio. Have the children listen and read the dialogue. Play it again, pausing after each line for the children to repeat.
- Write *What happens if* on the board and ask children what tense it is usually followed by (*present simple*).
- Ask volunteers to make questions using *What happens if* and write them on the board. Ask if anyone can answer the questions.

- If using the video, have the children watch the video after the fifth point and then continue.

2 What happens in these experiments? Write answers in full sentences.

- Ask the children if they have done any experiments and if so, what they learned from them.
- Then divide the class into pairs to discuss the questions. Monitor for proper use of language as children work.
- If possible, carry out the experiments in your classroom. See the *Teaching star!* box for instructions.
- Look at the example as a class. In pairs, children write the answers.
- Then have volunteer pairs read their answers to the class.

Answers: 1 It doesn't dissolve because the water is cold. 2 It dissolves because the water is hot. 3 It doesn't dissolve because the water is cold. 4 It dissolves because the water is hot. 5 It floats because oil doesn't mix and it's light. 6 It sinks because sand doesn't mix and it's heavy.

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Teaching star!

Visual aids

- Use visual aids to make learning more memorable. Put the following items on your desk: four glasses of cold water, thermos of hot water, two more glasses, sugar, chocolate, oil and sand. Ask *What happens if you put sugar in cold water?* Elicit children's ideas. Carry out the experiment. Repeat the question. Elicit *It doesn't dissolve because the water is cold.*
- Continue with the other experiments in Activity 2.
- If you wish, have the volunteers help with the experiments with cold water.
- SAFETY NOTE: Do not allow the children to be involved in any of the experiments with hot water.

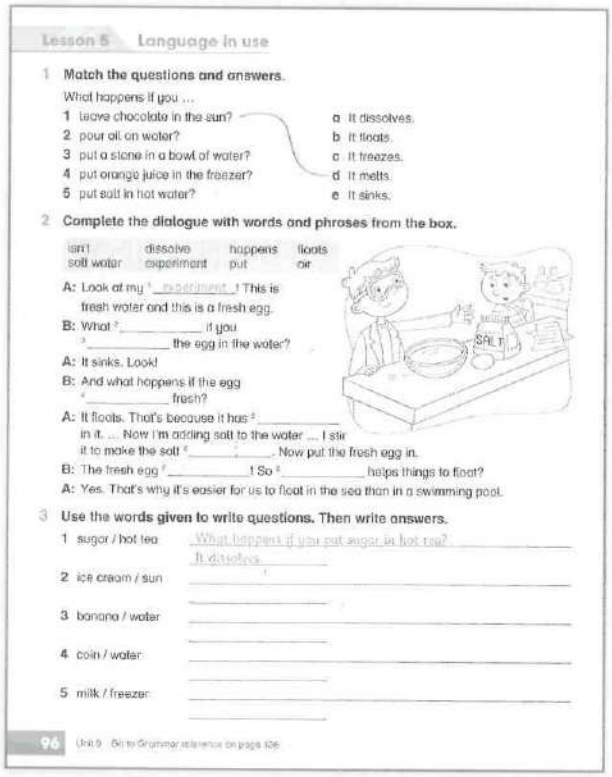
3 Make a new dialogue. Be a star!

- Have two volunteers read out the example dialogue. Ask the children what else they could say.
- Explain that they have to make a dialogue about the experiments. Tell the children that it should contain at least two different questions using *What happens if ...?*
- Divide the children into pairs and have them complete the activity.
- Monitor for proper use of language and help where necessary.
- Have some children present their dialogues to the class.

Cooler: True or false?

- Ask the children to write four statements using what they have learned in this unit so far. Explain that at least two of the statements must be false.
- Divide the class into pairs and have them say their statements to each other. Explain that partners have to correct the false statements.

Workbook page 96



Lesson 5 Language in use

1 **Match the questions and answers.**

What happens if you ...

1 leave chocolate in the sun? — a It dissolves.
2 pour oil on water? — b It floats.
3 put a stone in a bowl of water? — c It freezes.
4 put orange juice in the freezer? — d It melts.
5 put salt in hot water? — e It sinks.

2 **Complete the dialogue with words and phrases from the box.**

isn't	dissolve	happens	floats
salt water	experiment	put	air

A: Look at my [1] experiment ! This is fresh water and this is a fresh egg.
B: What [2] _____ if you [3] _____ the egg in the water?
A: It sinks. Look!
B: And what happens if the egg [4] _____ fresh?
A: It floats. That's because it has [5] _____ in it. ... Now I'm adding salt to the water ... I stir it to make the salt [6] _____ . Now put the fresh egg in.
B: The fresh egg [7] _____ ! So [8] _____ helps things to float?
A: Yes. That's why it's easier for us to float in the sea than in a swimming pool.

3 **Use the words given to write questions. Then write answers.**

1 sugar / hot tea: What happens if you put sugar in hot tea? It dissolves.
2 ice cream / sun: _____
3 banana / water: _____
4 coin / water: _____
5 milk / freezer: _____

96 Unit 9 Go to Grammar reference on page 126

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 126 while completing these Workbook activities.

1 Match the questions and answers.

Answers: 1 d 2 b 3 e 4 c 5 a

2 Complete the dialogue with words and phrases from the box.

Answers: 1 experiment 2 happens 3 put 4 isn't 5 air 6 dissolve 7 floats 8 salt water

3 Use the words given to write questions. Then write answers.

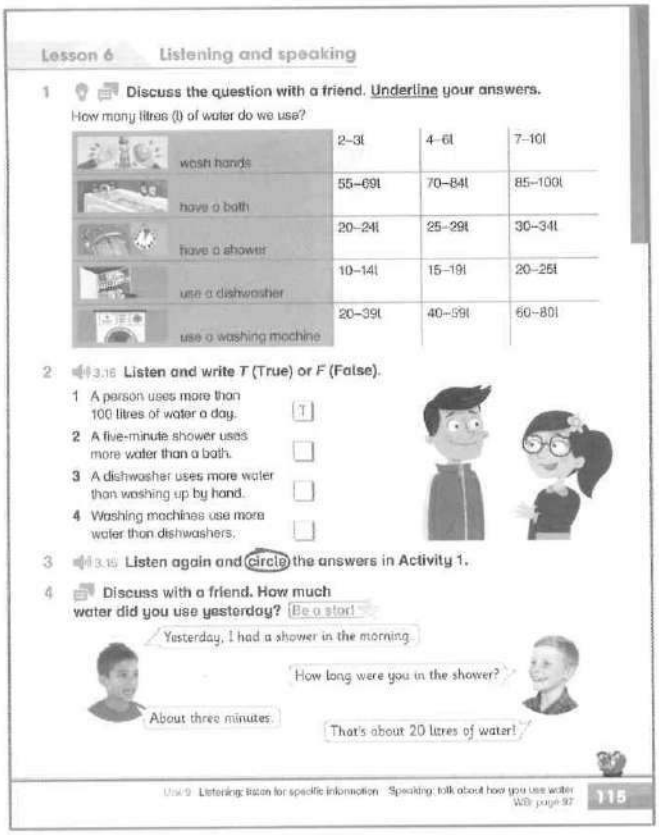
Answers: 1 What happens if you put sugar in hot tea? It dissolves. 2 What happens if you leave ice cream in the sun? It melts. 3 What happens if you put a banana in water? It floats. 4 What happens if you put a coin in water? It sinks. 5 What happens if you put milk in the freezer? It freezes.

Grammar reference (page 126)

2 Write the questions and answer them.

Answers: 1 What happens if you put a feather in water? It floats. 2 What happens if you put a stone in water? It sinks. 3 What happens if you put milk in the freezer? It freezes.

Pupil's Book page 115



***Learning objectives*:** Listening: listen for specific information; Speaking: talk about how you use water

***Resources*:** (PK) - Unit 9, Lesson 6; (PRC) - Review audio track 3.16

***Materials*:** Class Audio CD3; photocopies of scrambled sentences (using language from Units 6–9, one per pair), a bottle with a litre of water in it, sheets of paper, coloured pens / pencils

Warm-up: Scrambled sentences

- See the Games Bank (pages 14–17) for how to play the game.

1 Discuss the question with a friend. Underline your answers.

- Ask the children to look at the chart and say what activities they see. Have a volunteer read the labels.
- Explain that (l) means litres and that this is what we usually use to measure water.
- Ask how often the children wash their hands, if they mostly have baths or showers, how often they (or their parents) use the dishwasher and washing machine.
- Show the children the bottle of water and ask how many bottles they would need to wash their hands.
- Have the children complete the activity in pairs. Explain that they shouldn't worry about the correct answer at this point.

Answers: Children's own answers. Correct answers are in Activity 3.

2 3.16 Listen and write *T* (True) or *F* (False).

- Have the children read the statements and guess what the answers are. Do the example as a class.
- Then ask *Who thinks True / False is the answer to item 2? Why?*
- Continue for all the items.
- Play the audio twice for children to complete the activity. Ask whose guesses were correct.
- Have the children tell you what they remember from the audio.

Audioscript

Peter: Did you know that a person uses between 100 and 135 litres of water every day?

Jane: Really?

Peter: Just washing your hands uses between four and six litres of water.

Jane: Four to six litres every time you wash your hands?

Peter: Yes, that's right.

Jane: So how much water does having a bath use?

Peter: A bath uses more water than a shower. If you fill the bath, it uses about 80 litres of water.

Jane: 80 litres. That's a lot!

Peter: Yes, it is!

Jane: And what about a shower?

Peter: A five-minute shower only uses about 30 to 34 litres.

Jane: OK, so we save water when we have a shower.

Peter: We use a lot of water in the kitchen, too.

Jane: Which uses more water, washing up by hand or using a dishwasher?

Peter: Guess!

Jane: A dishwasher?

Peter: Wrong! Washing up by hand uses more water.

Jane: Really?

Peter: Yes, a dishwasher uses only just over 10 litres of water.

Jane: So about 12 litres or 14 litres?

Peter: Yes, that's right.

Jane: And what about a washing machine?

Peter: Ah, a washing machine uses a lot more water than a dishwasher – between 60 and 80 litres.

Jane: 60 to 80 litres! That's a lot, and we turn it on every day!

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Answers: 1 T 2 F 3 F 4 T

3 3.16 Listen again and circle the answers in Activity 1.

- Refer the children to Activity 1.
- Play the audio twice for the children to complete the activity and check their answers.
- Ask children for their answers. Were their initial guesses correct?

Answers: **wash hands:** 4–6l **have a bath:** 70–84l **have a shower:** 30–34l **use a dishwasher:** 10–14l **use a washing machine:** 60–80l

Teaching star!

Revision

- Revise frequently to consolidate learning.
- Divide the class into small groups. Explain that they have to look through the unit so far and write a few things that they have learned from it. On the board, write *vocabulary*, *grammar*, *themes*. Have the groups write sentences on sheets of paper and illustrate their work. Explain that they will present their work to the class.
- Then ask the groups to come to the front of the class to tell their classmates what they have discussed.

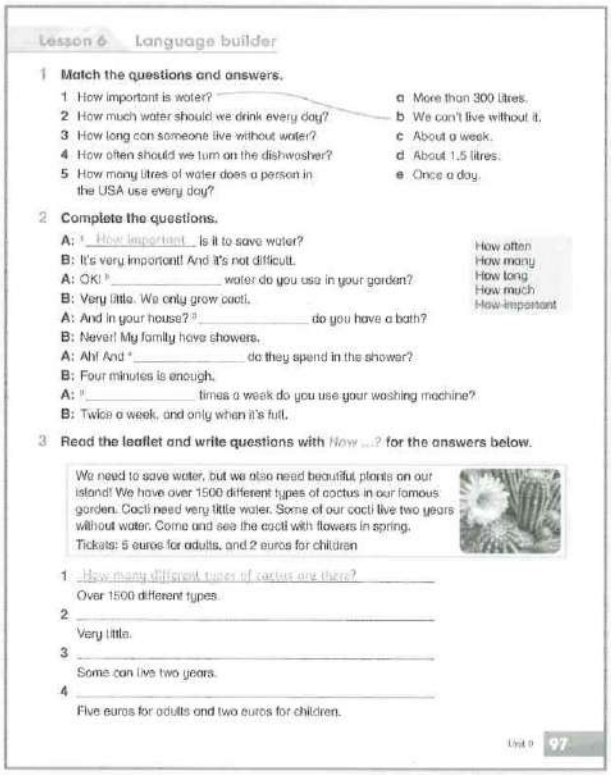
4 Discuss with a friend. How much water did you use yesterday?

Be a star!

- Ask the children which of the things in Activity 1 they did yesterday and how long it took them.
- Have two volunteers read out the example dialogue. Place the children in pairs and have them complete the activity.
- Encourage them to think about how much water they used.
- Monitor for proper use of language.

Cooler: Give me a second

- Have the children think about what they learned and did in this lesson. Ask them to make brief notes.
- Then have the children stand up and tell the class what they learned in 30 seconds.
- Explain that they can look at their notes.



Lesson 6 Language builder

1 **Match the questions and answers.**

1 How important is water? — b
2 How much water should we drink every day?
3 How long can someone live without water?
4 How often should we turn on the dishwasher?
5 How many litres of water does a person in the USA use every day?

a More than 300 litres.
b We can't live without it.
c About a week.
d About 1.5 litres.
e Once a day.

2 **Complete the questions.**

A: 1 How important is it to save water?
B: It's very important! And it's not difficult.
A: OK! 2 _____ water do you use in your garden?
B: Very little. We only grow cacti.
A: And in your house? 3 _____ do you have a bath?
B: Never! My family have showers.
A: Ah! And 4 _____ do they spend in the shower?
B: Four minutes is enough.
A: 5 _____ times a week do you use your washing machine?
B: Twice a week, and only when it's full.

How often
How many
How long
How much
How important

3 **Read the leaflet and write questions with *How ...?* for the answers below.**

We need to save water, but we also need beautiful plants on our island! We have over 1500 different types of cactus in our famous garden. Cacti need very little water. Some of our cacti live two years without water. Come and see the cacti with flowers in spring. Tickets: 5 euros for adults, and 2 euros for children

1 How many different types of cactus are there?
Over 1500 different types.
2 _____
Very little.
3 _____
Some can live two years.
4 _____
Five euros for adults and two euros for children.

Unit 9 97

1 Match the questions and answers.

Answers: 1 b 2 d 3 c 4 e 5 a

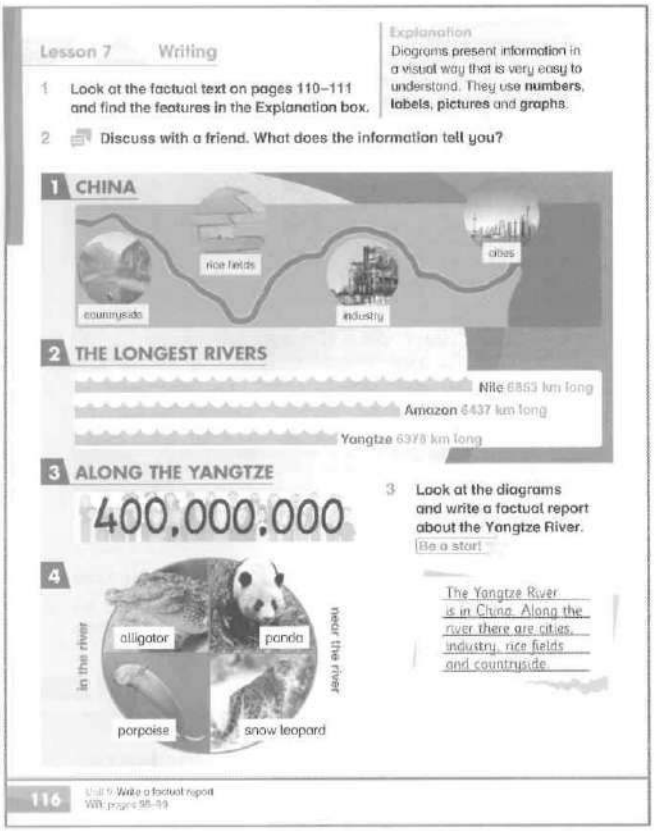
2 Complete the questions.

Answers: 1 How important 2 How much 3 How often 4 How long 5 How many

3 Read the leaflet and write questions with *How ...?* for the answers below.

Answers: 1 How many different types of cactus are there? 2 How much water do cacti need? 3 How long can cacti live without water? 4 How much do tickets cost?

Pupil's Book page 116


Lesson 7 Writing

1 Look at the factual text on pages 110–111 and find the features in the Explanation box.

Explanation
Diagrams present information in a visual way that is very easy to understand. They use **numbers**, **labels**, **pictures** and **graphs**.

2 Discuss with a friend. What does the information tell you?

1 CHINA
rice fields
cities
countryside
industry

2 THE LONGEST RIVERS
Nile 6853 km long
Amazon 6437 km long
Yangtze 6378 km long

3 ALONG THE YANGTZE
400,000,000

3 Look at the diagrams and write a factual report about the Yangtze River.
Be a star!

The Yangtze River is in China. Along the river there are cities, industry, rice fields and countryside.

4
in the river
alligator
porpoise
panda
snow leopard
near the river

116 Unit 9 Write a factual report
With pages 98–99

Learning objectives: Write a factual report

Resources: (PK) - Unit 9, Lesson 7

Materials: Sheets of paper and coloured pens / pencils, information about a local river or a famous river in your country

Warm-up: Spelling race

- See the Games Bank (pages 14–17) for how to play the game.

1 Look at the factual text on pages 110–111 and find the features in the Explanation box.

- Refer the children to the Explanation box. Have a volunteer read it. Explain anything the children might not have understood.
- Refer the children to pages 110–111 and have them tell you what features are presented.

2 Discuss with a friend. What does the information tell you?

- Refer the children to the information. Ask the rubric question. Elicit, e.g. *Information about the river Yangtze.*
- Ask what type of diagrams are used and check the children understand them.
- Divide the class into pairs and have them complete the activity.
- Have volunteers say what they discussed.

Answers: 1 where the Yangtze river is and what is along the river 2 the length of the Yangtze compared to other rivers 3 how many people live along the river 4 what animals live in and near the river

3 Look at the diagrams and write a factual report about the Yangtze River.

Be a star!

- Ask the children to look at item 1 on page 116 and have a volunteer re-read the title and the labels. Explain that they need to write a factual report. Have a volunteer read the example.
- Have the children look at item 2. Elicit children's ideas about what they could write in their reports. Write their ideas on the board.
- Then divide the class into small groups and have them write their report.
- Have group leaders present their work to the class.

Suggested answer: The Yangtze River is in China. Along the river there are cities, industry, rice fields and countryside. It is 6378km long, which makes it one of the longest rivers in the world. It is shorter than the Amazon and the Nile. About 400 million people live along the river. Alligators and porpoises are some of the animals that live in the river. Animals that live near the river include the panda and the snow leopard.

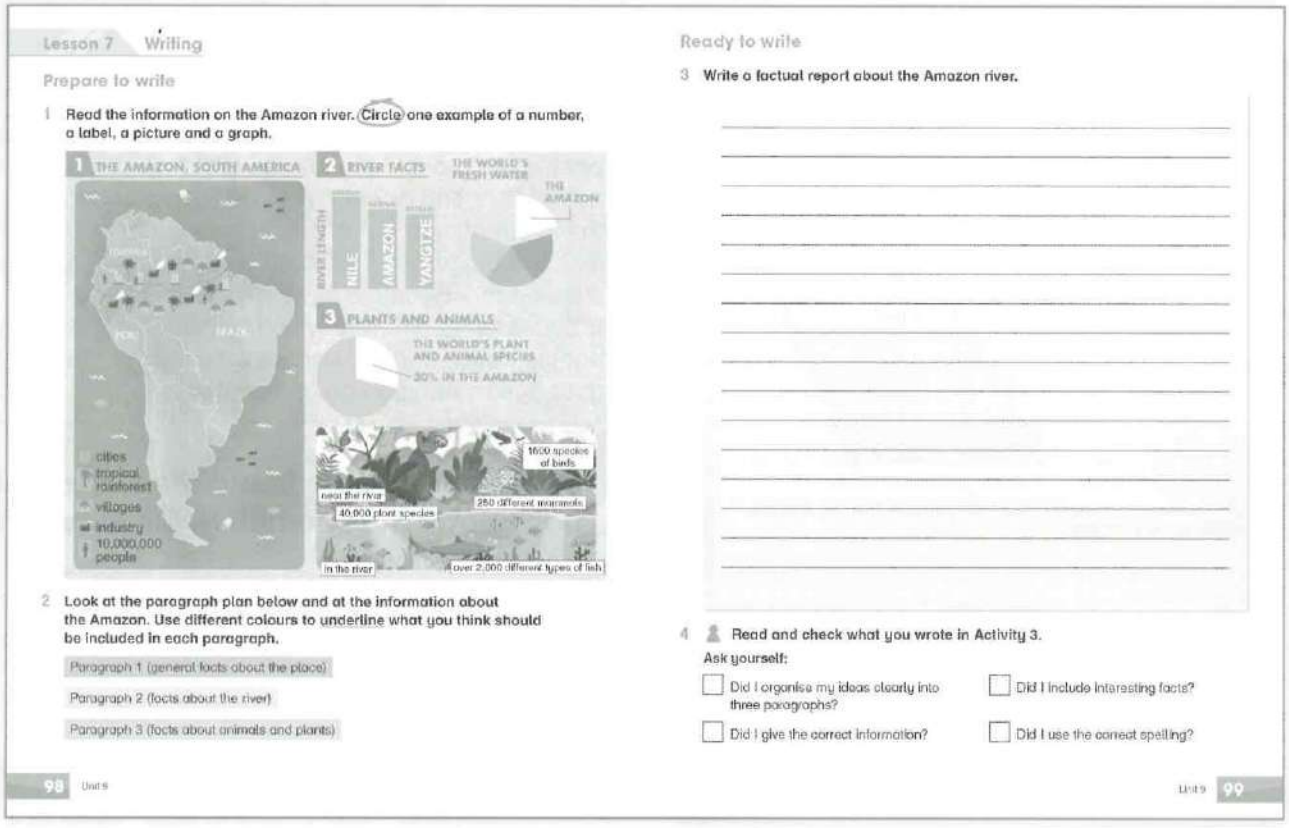
Teaching star!

Skills

- Personalise learning to help children remember new vocabulary and information.
- Tell them they are going to create a diagram like the one in item 1 or item 4 about a local river or a famous river in their country.
- Elicit ideas about the information they could include.
- Divide the class into groups. If necessary, support them to research information about their chosen river. Have the groups create a diagram and write some factual sentences.
- Have the groups present their work to the class. Display all the work in the classroom.

Cooler: Define the word

- Ask the children to look back at this unit and find words they like. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.



Lesson 7 Writing

Prepare to write

1 Read the information on the Amazon river. Circle one example of a number, a label, a picture and a graph.

1 THE AMAZON, SOUTH AMERICA
cities
tropical rainforest
villages
industry
10,000,000 people
2 RIVER FACTS
RIVER LENGTH
NILE
AMAZON
YANGTZE
THE WORLD'S FRESH WATER
THE AMAZON
3 PLANTS AND ANIMALS
THE WORLD'S PLANT AND ANIMAL SPECIES
20% IN THE AMAZON
1600 species of birds
40,000 plant species
250 different mammals
in the river
over 2,000 different types of fish

2 Look at the paragraph plan below and at the information about the Amazon. Use different colours to underline what you think should be included in each paragraph.

Paragraph 1 (general facts about the place)

Paragraph 2 (facts about the river)

Paragraph 3 (facts about animals and plants)

98 Units

Ready to write

3 Write a factual report about the Amazon river.

4 Read and check what you wrote in Activity 3.

Ask yourself:

- Did I organise my ideas clearly into three paragraphs?
- Did I include interesting facts?
- Did I give the correct information?
- Did I use the correct spelling?

Units 99

Prepare to write

1 Read the information on the Amazon river. Circle one example of a number, a label, a picture and a graph.

- If done in class, divide the children into pairs and ask them to look at the facts presented in Activity 1.
- Ask a few volunteers to tell you what they see, e.g. *The Nile is 6853km long.*
- Have children complete the activity and invite pairs to give their answers.

2 Look at the paragraph plan below and at the information about the Amazon. Use different colours to underline what you think should be included in each paragraph.

- If done in class, ask the children to tell you a few facts about the Amazon from Activity 1 (*10 million people live there. It's a tropical rainforest, etc.*)
- Have the children complete the activity in pairs. Have volunteers tell the class their answers.

Ready to write

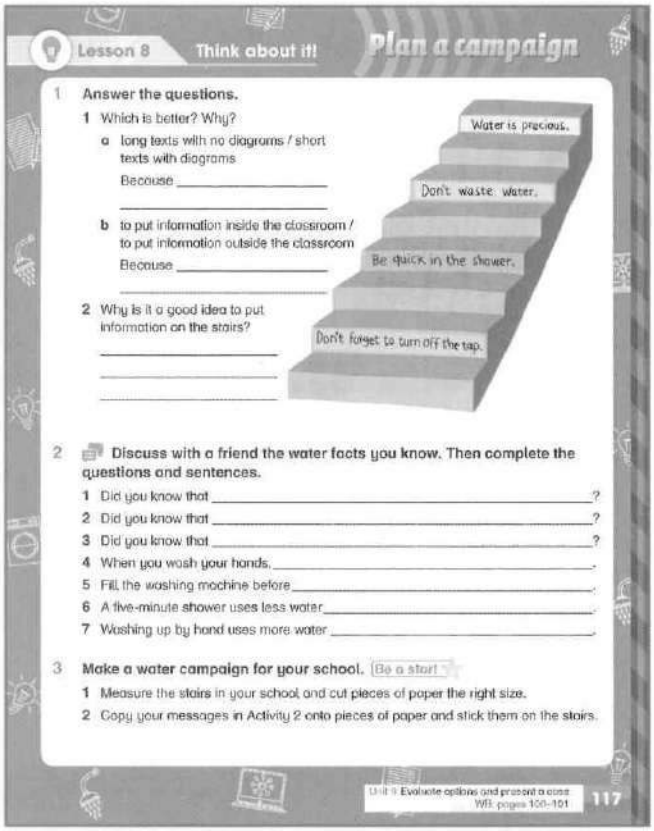
3 Write a factual report about the Amazon river.

- Explain to the children that they have to write a report using the information in Activities 1 and 2.
- Tell them that they can also refer to the Pupil's Book, pages 110–111 and 116 for help if they like.
- If done in class, divide the class into pairs and have them complete the activity.

4 Read and check what you wrote in Activity 3.

- Have children check their work by referring to the check-list. Explain that they should correct their work if the see any mistakes.
- Have volunteers present their work to the class.

Pupil's Book page 117



Learning objectives: Evaluate options and present a case

Additional language: campaign, precious

Resources: (PK) - Unit 9, Lesson 8; (TRC) - (TG) - Unit test

Materials: Sheets of paper (several per group), child-friendly scissors, measuring tapes, coloured pens / pencils

Warm-up: Read my lips

- See the Games Bank (pages 14–17) for how to play the game. Practise words from this unit.

1 Answer the questions.

- Read the passage below to the children. Explain that it doesn't matter if they don't understand all the words. *Precipitation is when drops of water come together and become clouds. When the clouds are too heavy with water they become dark and break. Rain, snow, sleet or hail fall. In some countries it rains more than in others. This is what scientists call 'the water cycle'.*
- Ask if they found the passage difficult to understand or follow and if so why (*there's too much information and difficult vocabulary*).
- Say *When drops of water come together they become clouds. When the clouds have too much water, they become dark and break. Rain and snow fall. This is 'the water cycle'.*
- Ask why this passage was easier to follow (*because it was short and the vocabulary was simpler*).
- Then go through the questions in Activity 1 as a class. Have children write their answers.

Answers: 1 a: short texts with diagrams – Because people are more likely to read and look at it because it is shorter and quicker. Also, they can understand the information more easily because it uses both text and diagrams. **1 b:** to put information outside the classroom – Because more people will see it.
2 Because it's different which will stand out and make people notice it. Also, because it's right in front of your eyes when you go up the stairs.

2 Discuss with a friend the water facts you know. Then complete the questions and sentences.

- On the board, write *Did you know that taking five-minute showers saves more water than taking a bath?* (Do not erase this.)
- Explain that *Did you know that ...?* is often used when stating a fact.
- Have the children complete item 1. Elicit ideas for how to complete item 2. Write them on the board.
- Have children continue the activity in pairs. Ask volunteers to read some of their sentences to the class.

3 Make a water campaign for your school.

Be a star!

- Read the rubric with the class. Explain *campaign* in L1 if necessary.
- Divide the class into small groups and have them complete item 1.
- Explain that they have to use short phrases. Refer to the *Did you know that* sentence on the board from Activity 2 and ask how it can be made shorter (*Five-minute showers save water*).
- Make sure each group chooses a different fact. Children complete item 2.

Teaching star!

Skills

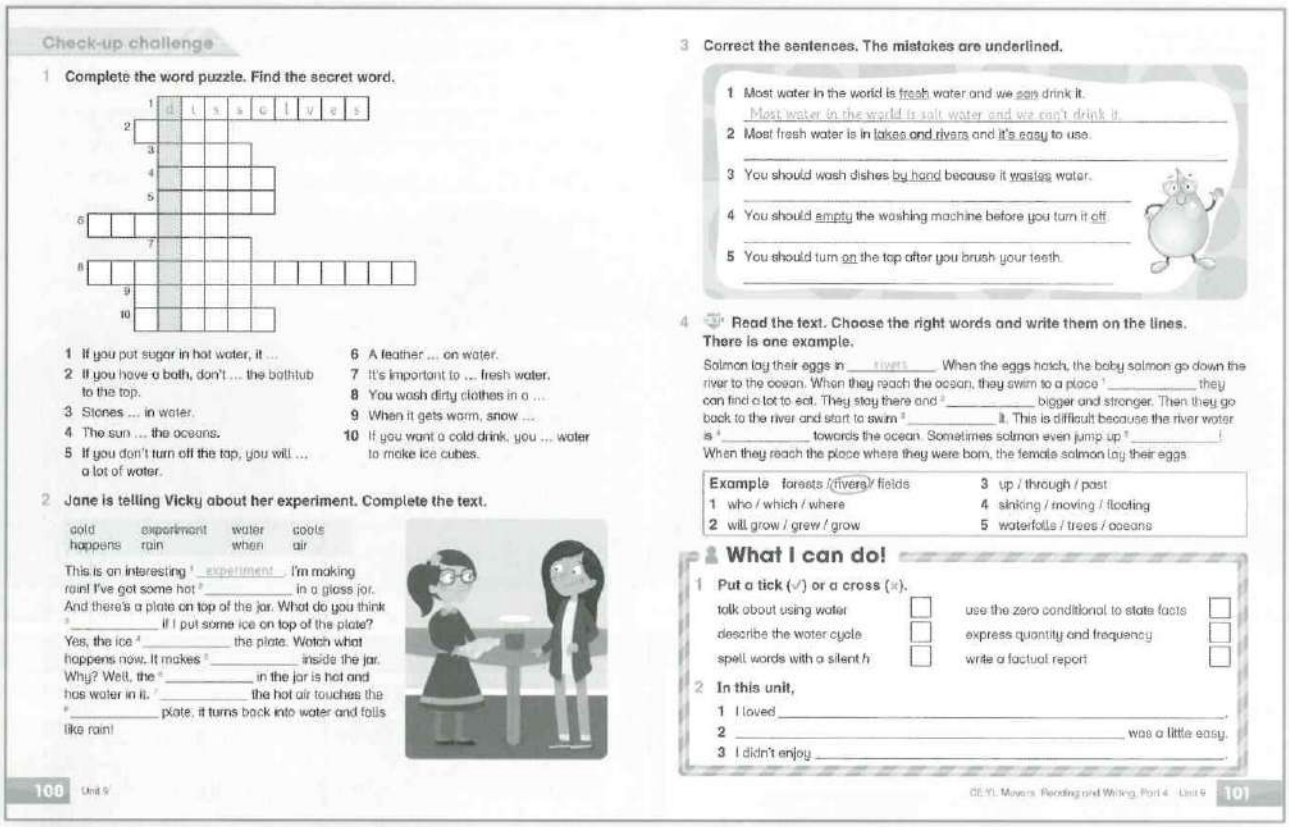
- Focus on critical thinking skills to give children the confidence to think independently.
- Ask the children to think about what changes they could make in their lives in order to save water, e.g. *have a shower not a bath, have a five-minute shower, use a watering can.* Write their ideas on the board.
- Have children vote for the best ones by raising their hands.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Cooler: Drawings

- Give each child a sheet of paper and ask them to write the water fact that most surprised them.
- Have them illustrate their work and present it to the class. Place all work on classroom display.

Workbook pages 100–101



Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 If you put sugar in hot water, it ...
2 If you have a bath, don't ... the bathtub to the top.
3 Stones ... in water.
4 The sun ... the oceans.
5 If you don't turn off the tap, you will ... a lot of water.
6 A feather ... on water.
7 It's important to ... fresh water.
8 You wash dirty clothes in a ...
9 When it gets warm, snow ...
10 If you want a cold drink, you ... water to make ice cubes.

2 Jane is telling Vicky about her experiment. Complete the text.

cold happens rain experiment water when air cools

This is an interesting [1] experiment I'm making rain! I've got some hot [2] _____ in a glass jar. And there's a plate on top of the jar. What do you think [3] _____ if I put some ice on top of the plate? Yes, the ice [4] _____ the plate. Watch what happens now. It makes [5] _____ inside the jar. Why? Well, the [6] _____ in the jar is hot and has water in it. [7] _____ the hot air touches the [8] _____ plate, it turns back into water and falls like rain!

3 Correct the sentences. The mistakes are underlined.

1 Most water in the world is fresh water and we can drink it.
Most water in the world is salt water and we can't drink it.
2 Most fresh water is in lakes and rivers and it's easy to use.
3 You should wash dishes by hand because it wastes water.
4 You should empty the washing machine before you turn it off.
5 You should turn on the tap after you brush your teeth.

4 Read the text. Choose the right words and write them on the lines. There is one example.

Salmon lay their eggs in rivers. When the eggs hatch, the baby salmon go down the river to the ocean. When they reach the ocean, they swim to a place [1] _____ they can find a lot to eat. They stay there and [2] _____ bigger and stronger. Then they go back to the river and start to swim [3] _____ it. This is difficult because the river water is [4] _____ towards the ocean. Sometimes salmon even jump up [5] _____! When they reach the place where they were born, the female salmon lay their eggs.

Example forests / (rivers) / fields
1 who / which / where
2 will grow / grew / grow
3 up / through / past
4 sinking / moving / floating
5 waterfalls / trees / oceans

What I can do!

1 Put a tick (✓) or a cross (✗).

talk about using water ☐ | use the zero conditional to state facts ☐
describe the water cycle ☐ | express quantity and frequency ☐
spell words with a silent *h* ☐ | write a factual report ☐

2 In this unit,
1 I loved _____.
2 _____ was a little easy.
3 I didn't enjoy _____.

100 Unit 9

CEYL Movers Reading and Writing, Part 4 Unit 9 101

1 Complete the word puzzle. Find the secret word.

Answers: 1 dissolves 2 fill 3 sink 4 heats 5 waste 6 floats 7 save 8 washing machine 9 melts 10 freeze
The secret word is *dishwasher*.

2 Jane is telling Vicky about her experiment. Complete the text.

Answers: 1 experiment 2 water 3 happens 4 cools 5 rain 6 air 7 When 8 cold

3 Correct the sentences. The mistakes are underlined.

Answers: 1 Most water in the world is ~~fresh~~ **salt** water and we ~~can~~ **can't** drink it. 2 Most fresh water is in ~~lakes and rivers~~ **ice or under the ground** and ~~it's~~ **it isn't** easy to use. 3 You should wash dishes ~~by hand~~ **in the dishwasher** because it wastes **saves** water. 4 You should ~~empty~~ **fill** the washing machine before you turn it ~~off~~ **on**. 5 You should turn ~~on~~ **off** the tap after you brush your teeth.

4 CEYL Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

- Ask the children to look at the possible answers and to make short sentences with them.
- Read the first sentence of the text and ask why *rivers* is the correct word. (*Salmon are fish and live in rivers.*) Explain that sometimes when we do these activities, we have to use common sense to find the answer.
- Have the children then complete the activity individually.

Answers: 1 where 2 grow 3 up 4 moving 5 waterfalls

PRC = Pupil's Resource Centre TG = Test Generator

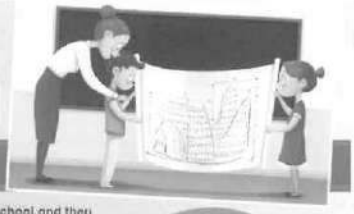
Reading time 4

Pupil's Book pages 118–120

Reading time 4

1 3.17 **Read the article. Where are the different hotels?**

Unusual hotels



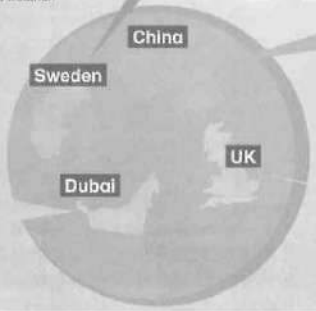
Jack and Jasmine are in the same class at school and they both want to be architects. They love unusual buildings! One afternoon they went to meet an architect, Samantha Blake, to discuss interesting hotels around the world.

Samantha: Here is an ice hotel. You can find ice hotels in countries where it's very cold in winter and the water freezes. People make them from ice and snow. They have to make new ice hotels every year because the ice melts in the summer!

Jack: It must be so cold! How can people eat and sleep?

Samantha: Well, people eat on ice tables, sit on ice chairs and even sleep on ice beds! They must wear warm clothes and put fur blankets on the chairs and beds before they sit or lie down. This hotel is for people who like adventure and don't mind cold weather!

Jack: Wow, that's really cool!



Samantha: Now, let's look at a very different hotel which is in a village in China. Can you see the photo with the round pods? A businessman found an old pipe in a field which was very big and long. He decided to use the pipe to make lots of small hotel rooms. What a good way to recycle an old pipe!

Jasmine: Is there a bathroom?

Samantha: Yes, it's inside. You can brush your teeth and have a shower in your room!

Jasmine: I like the colourful paintings on the outside of this hotel!

Samantha: Now, let's look at this hotel under the ocean! It's in Dubai, but there are other underwater hotels in the world, too. There's one that's shaped like a jellyfish!

Jasmine: Cool! But how do you even get to an underwater hotel?

Samantha: Well, some float on the ocean and you get to them by boat. And there are some under the ocean that you have to dive down to get to. Once you're inside, when you look out of the window you can see fish and even sharks if you're lucky!

Jack: Wow! That's amazing!

Samantha: And now... I've saved the best hotel for last. This is a tree house hotel. You can sleep high up in the trees with the birds and the squirrels! At night, it feels like you're so close to the moon you can almost touch it!

Jasmine: I love it!

Samantha: Good, because it's my favourite hotel!

Reading time 4 Activities

2 **Read and tick (✓) the correct hotels. Write two more sentences for a friend to answer.**

	Ice	Pipe	Under-water	Tree house
1 You need very warm clothes.	✓			
2 It's in the countryside.				
3 It's made from recycled material.				
4 You can't open the windows.				
5 You can visit all year round.				
6 There's wildlife all around you.				
7 _____				
8 _____				

3 **Are these the best hotels for each person? Read, draw and write.** Be a star!

1 Tom loves adventure and he doesn't mind the cold.
Why? Tom will be happy in the ice hotel.
It's very cold, and it's an adventure!

2 Fay likes relaxing on holiday. She loves nature and fresh air.
Why? _____

3 Fred loves being in the countryside. He likes art and visiting unusual places.
Why? _____

4 Mi Tai loves swimming. She would like to see lots of animals.
Why? _____

***Learning objectives*:** Read an informational magazine article; Develop reading fluency

***Resources*:** (PK) - Unit 9, Reading time 4; (TRC) - Animated flashcards; (PRC) - Review audio track 3.17

***Materials*:** Class Audio CD3; photocopies of previous Reading time stories (one paragraph from each with three or four words deleted), sheets of squared paper (one per group); sheets of paper, colouring pencils

Warm-up: Which word?

- Divide the class into groups. Give each group photocopies of a different Reading time story. Explain that some words are missing.
- First have them read their paragraph and try and guess what the missing words are. Explain that this is a fun activity and that they shouldn't worry if they don't know the word.
- Then ask them to find the story their paragraph is from in their Pupil's Book and to find the missing words.
- Then have the groups discuss what each story was about, what themes were presented, what the characters did, how they started, how they ended. Write these points on the board to guide the children.
- Have the groups report back to the class.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Have the children show you which story was their favourite with a raise of hands. Read the most popular story to the class or play the audio.

1 3.17 Read the article. Where are the different hotels?

- Ask the children if they have ever stayed in a hotel and if so, where it was and what they liked about it.
- Ask them to tell you what can make a hotel bad, e.g. *noisy, rooms too small, not clean.*
- Then have the children look at the pictures and tell you what they see. Explain that these are hotels and that this is an article about different types of hotels.
- Have the children close their eyes. Play the audio.
- Ask the children what they remember about the hotels they heard about.
- Then have the children read the article individually to find the answer to the rubric question.
- Tell the children to raise their hands if there is something they would like you to explain to them.
- Finally, tell the children to imagine they are going on holiday and have to choose one of the hotels in the text. Encourage them to explain why they would go there without saying why the other hotels are not for them, e.g. *I really like birds and nature and fresh air.*

Answers: Ice hotel: Sweden **Pipe hotel:** China **Underwater hotel:** Dubai **Tree house hotel:** UK

Teaching star!

Reading

- Have children read aloud to a partner to help develop fluency.
- Divide the class into pairs. Try to pair children who have an almost equal level of fluency so that children don't feel intimidated if placed with a stronger reader. Child 1 chooses a paragraph from the text and reads it aloud to their partner. Child 2 follows along in their book. If they hear a word that is pronounced incorrectly, they have to underline it. At the end they show the underlined words to Child 1. If Child 2 knows the correct pronunciation they can tell their partner. Otherwise they should ask for help. Monitor and gently correct where necessary. Weaker pairs will need more support. Ensure both partners read a paragraph.

Cooler: Disappearing words

- Have the children place their Pupil's Books face down and tell you key words they remember from the magazine article. Write them on the board (up to about six).
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 4 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you are in an unusual hotel. Where are you? What is special about it? Is it very big or very small? Is it hot or cold? Where is the bathroom? Are there any animals?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Read and tick (✓) the correct hotels. Write two more sentences for a friend to answer.

- Have the children read through the prompts and write two more sentences. Ask volunteers to tell the class what their two extra prompts were.
- Have them work in pairs to answer the questions. Have the children tell you where they found the answers.
- As an extension, ask the children which of these hotels they wouldn't want to visit and why. Write ideas on the board, e.g. *I'm afraid of sharks / bears. I don't like the cold weather. I don't think pipes are comfortable.*
- Ask the children to write a few sentences about which hotel they wouldn't stay in explaining why. Explain that they can use the ideas from the board. (*I wouldn't want to stay in the underwater hotel because I'm afraid of sharks and strange creatures that might be under the water. I wouldn't like it because you can't open the windows and I like fresh air.*)
- Have volunteers read their work to the class.

Answers: 1 Ice 2 Pipe, Tree house 3 Ice, Pipe, Tree house 4 Underwater 5 Pipe, Underwater, Tree house 6 Pipe, Underwater, Tree house 7 Children's own answers. 8 Children's own answers.

3 Are these the best hotels for each person? Read, draw and write.

Be a star!

- Look at the example as a class.
- Divide the class into small groups and have them complete the activity. Check answers as a class.
- Ask the children to find suitable hotels for Fay and Mi Tai.

Suggested answers: 1 ☺ Tom will be happy in the ice hotel. It's very cold, and it's an adventure! 2 ☹ Fay won't be happy in the underwater hotel. She will be in nature, but there's no fresh air. 3 ☺ Fred will be happy in the pipe hotel. It's in the countryside, it has art on it and it's very unusual. 4 ☹ Mi Tai won't be happy in the tree house hotel. She will see lots of animals, but she can't go swimming.

PRC = Pupil's Resource Centre TG = Test Generator

Teaching star!

Presentation

- Have children ask and answer questions to find out what their group members like to do on holidays.
- Hand the groups a sheet of squared paper and have them make a bar chart, showing which of the hotels in the text each of their members would go to. Have them write a few sentences explaining why the children were matched to each hotel.
- Have the groups present their work to the class.

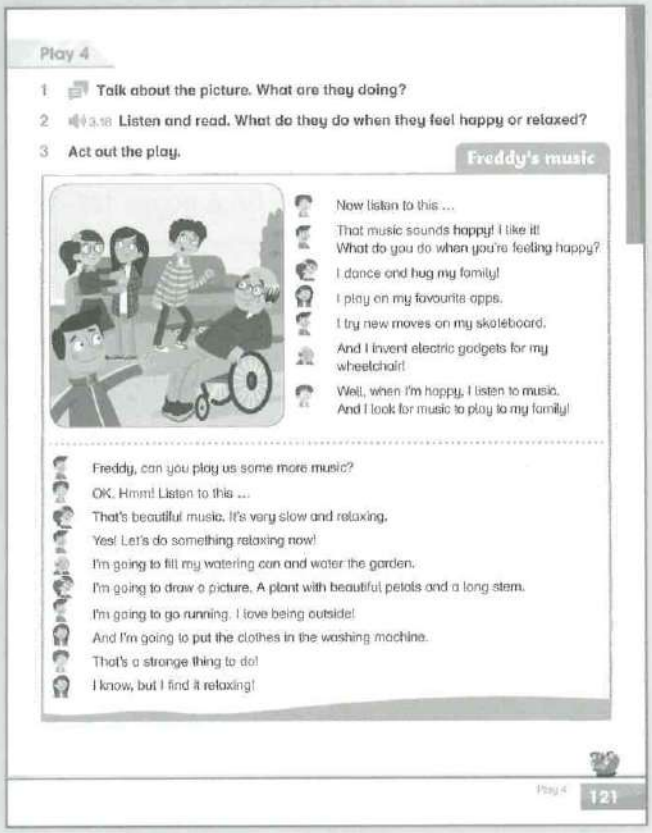
Cooler: My favourite hotel

- Give each child a sheet of paper. Tell them to imagine they are in a great hotel and have to write a few things about it. Tell them to think about the facilities, where it is, what the hotel has and why they like it. Explain that they can be as imaginative as they like, e.g. it can be a hotel on another planet, in a museum, in a zoo. Place all work on classroom display.

This Reading time does not have a story video. If you have time, you could ask the children to write or act out their own interviews.

- First, ask the children to think about someone they know with an interesting job, like Samantha Blake, the architect from this interview. They can work in small groups to do this.
- Next, ask the children to research that person and to find out what they like and what interests them about their job. Ask children to look for magazines in the library, or search on the Internet for information.
- Then, ask children to write an interview between them and that person. They should ask at least six questions.
- Finally, ask children to work in pairs and act out their interviews. You could ask the confident children to act out their interviews in front of the class.

Pupil's Book page 121



Play 4

1 Talk about the picture. What are they doing?

2 3.18 Listen and read. What do they do when they feel happy or relaxed?

3 Act out the play.

Freddy's music

Now listen to this ...
That music sounds happy! I like it!
What do you do when you're feeling happy?
I dance and hug my family!
I play on my favourite apps.
I try new moves on my skateboard.
And I invent electric gadgets for my wheelchair!
Well, when I'm happy, I listen to music.
And I look for music to play to my family!

Freddy, can you play us some more music?
OK. Hmm! Listen to this ...
That's beautiful music. It's very slow and relaxing.
Yes! Let's do something relaxing now!
I'm going to fill my watering can and water the garden.
I'm going to draw a picture. A plant with beautiful petals and a long stem.
I'm going to go running. I love being outside!
And I'm going to put the clothes in the washing machine.
That's a strange thing to do!
I know, but I find it relaxing!

Play 4 121

Resources: PK Unit 9, Play 4 PRC - Review audio track 3.18

Materials: Class Audio CD3; sheets of paper, (optional) props for the play, e.g. sheets of paper for drawing a skateboard, electrical gadgets, watering can, etc., coloured pens / pencils

Warm-up: Mime game

- Tell the children that one of the first things actors learn at drama school is to mime.
- Divide the class into four small groups. Have a member from each group come to the front and whisper to them a word to mime, e.g. *tired*. They go back to their groups and do the mime.
- Explain that the groups have only 45 seconds to guess the word. The person who guesses correctly wins a point. They say whether the word is a noun, adjective or verb. If they're right they win another point.
- Make sure each child has a turn. The group with the most points wins.

1 Talk about the picture. What are they doing?

- Ask the children to look at the picture and tell you who they think will be in this play and what it will be about.
- Have the children describe the picture.

2 3.18 Listen and read. What do they do when they feel happy or relaxed?

- Ask the children what they like to do when they are happy or relaxed. Then ask what they think the characters like to do.
- Have the children close their eyes and play the audio for them to listen to.
- Ask what activities were mentioned and if their guesses about the characters' preferences were correct.
- Have the children read the play individually to find the answer.

Answers: Happy: Jane dances and hugs her family; Vicky plays on her favourite apps; Peter tries new moves on his skateboard; Grandpa invents electric gadgets for his wheelchair; Freddy listens to music and looks for music to play to his family. **Relaxed**: Grandpa waters the garden; Jane draws a picture; Peter goes running; and Vicky puts clothes in the washing machine!

Teaching star!

Communicating

- Encourage children to practise different tones of voice as this will help them deliver their lines clearly.
- Divide the class into small groups and ask them to choose two lines from the play. Explain that each group member has to say a sentence in a different tone, e.g. happy, sad, angry, tired, etc. The other group members guess what tone they are using.

3 Act out the play.

- Divide the children into groups of six.
- Explain that they can draw props for the play (see *Materials*).
- Tell the children that there is also a person called a *prompter*. Prompters remind the actors of their lines and tell them when to go on the stage. Have each group choose a prompter. Explain that the prompter can look at the play in their book as the children act. Have children practise the play.
- Ask each group to come to the front and act it out.

Cooler: Well done!

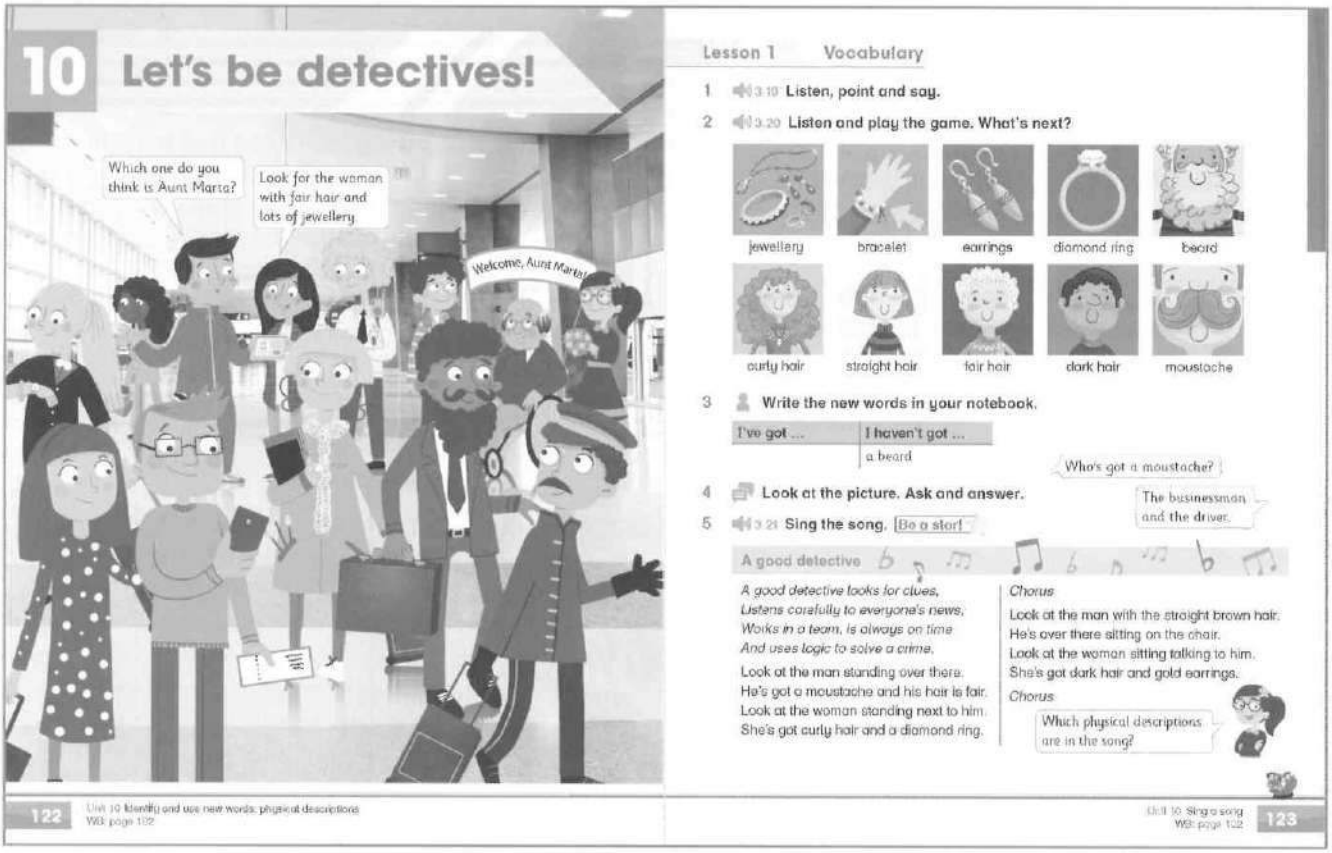
- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

PRC = Pupil's Resource Centre TG = Test Generator

10 Let's be detectives!

Lesson 1 Vocabulary

Pupil's Book pages 122–123



Learning objectives: Identify and use new words: physical descriptions; Sing a song

Vocabulary: beard, bracelet, curly hair, dark hair, diamond ring, earrings, fair hair, jewellery, moustache, straight hair

Additional vocabulary: detective

Resources: (PK) - Unit 10, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 10 song, Flashcards; (PRC) - Review audio tracks 3.19–3.21

Materials: Class Audio CD3; sheets of paper (one per child), (optional) coloured pens / pencils

Warm-up: Silly sentences

- On the board, write a few silly sentences, e.g. *Have long showers to save water. Stay up late on a school night and watch lots of TV. Do your homework just before your lesson.*
- Have the children read and correct them.
- Have volunteer children come to the board and write their own silly sentences for the class to correct.

1 3.19 Listen, point and say.

- Refer the children to page 122 and ask them to describe it. Ask *Where are they?* (*at the airport*) *What are they doing?* (*looking for Aunt Marta*) *How do you think they are feeling?* (*worried, happy, excited*)
- Refer the children to Activity 2, page 123.
- Play the audio twice for the children to complete the activity. The first time they listen and point. The second time they listen and say.

2 3.20 Listen and play the game. What's next?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and elicit the answer. Then confirm by playing the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.
- Children play the game in pairs.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Audioscript

Teacher: jewellery, bracelet, earrings
Child: diamond ring
Teacher: beard, curly hair, straight hair
Child: fair hair
Teacher: Now you. 1 straight hair, fair hair, dark hair 2 moustache, jewellery, bracelet 3 bracelet, earrings, diamond ring 4 curly hair, straight hair, fair hair 5 fair hair, dark hair, moustache 6 earrings, diamond ring, beard

Answers: 1 moustache 2 earrings 3 beard 4 dark hair 5 jewellery 6 curly hair

3 Write the new words in your notebook.

- Describe yourself to the class using *I've got* and *I haven't got* and words from Activity 2.
- Have volunteers describe themselves.
- Have the children complete the activity. Ask them to show their answers to their partner.

Teaching star!

Personalising

- Introduce learner-focused activities to help make the learning experience memorable.
- Give each child a sheet of paper. Explain that they have to draw a family portrait and then write a short paragraph that describes each family member. Have the children present their work to their partners. Place all work on classroom display.

4 Look at the picture. Ask and answer.

- Have two volunteers read out the example dialogue.
- Refer the children to page 122. Ask *Who's got big earrings?* (*Aunt Marta*) Continue with a few more characters.
- Children complete the activity in pairs.
- Monitor for proper use of language.

5 3.21 Sing the song. Be a star!

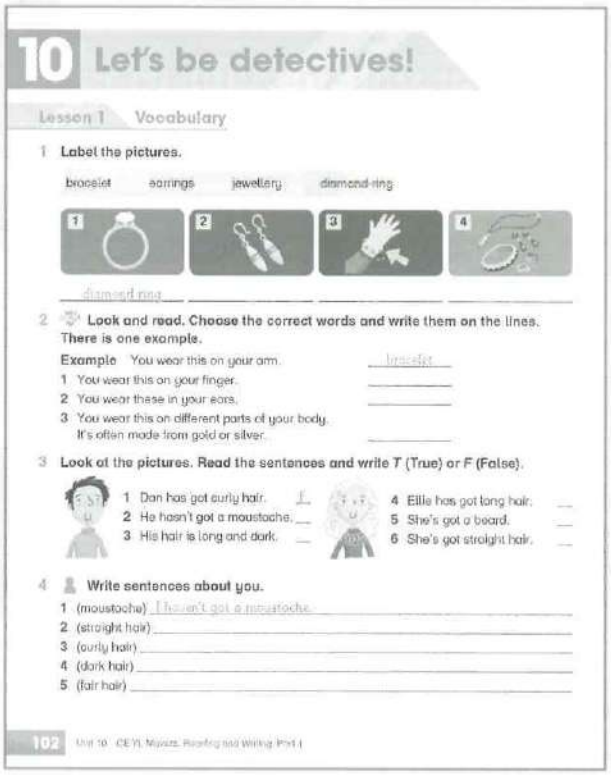
- Tell the children they are going to listen to a song about a *detective*. Use L1 if necessary.
- Have the children close their eyes and listen to the song. They imagine the people being described.
- Have a volunteer read Jane's question. Play it again and tell the children to raise their hands when they hear a new word.
- Play the song again for the children to sing along.

Answers: moustache, fair hair, curly hair, diamond ring, straight hair, brown hair, dark hair, gold earrings

Cooler: Who is it?

- Ask the children to write a few sentences describing two of their classmates. Encourage them to describe what they are wearing as well.
- Then have them read their sentences to their partners who have to guess who they are describing.

Workbook page 102


10 Let's be detectives!

Lesson 1 Vocabulary

1 Label the pictures.

bracelet earrings jewellery diamond ring

1 2 3 4

diamond ring

2 Look and read. Choose the correct words and write them on the lines. There is one example.

Example You wear this on your arm. bracelet
1 You wear this on your finger.
2 You wear these in your ears.
3 You wear this on different parts of your body. It's often made from gold or silver.

3 Look at the pictures. Read the sentences and write T (True) or F (False).

1 Dan has got curly hair. T
2 He hasn't got a moustache.
3 His hair is long and dark.
4 Ellie has got long hair.
5 She's got a beard.
6 She's got straight hair.

4 Write sentences about you.

1 (moustache) I haven't got a moustache.
2 (straight hair)
3 (curly hair)
4 (dark hair)
5 (fair hair)

102 Unit 10 CEYL Movers Reading and Writing Part 1

1 Label the pictures.

Answers: 1 diamond ring 2 earrings 3 bracelet 4 jewellery

2 CEYL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

- Have the children complete the activity.

Answers: 1 diamond ring 2 earrings 3 jewellery

3 Look at the pictures. Read the sentences and write *T* (True) or *F* (False).

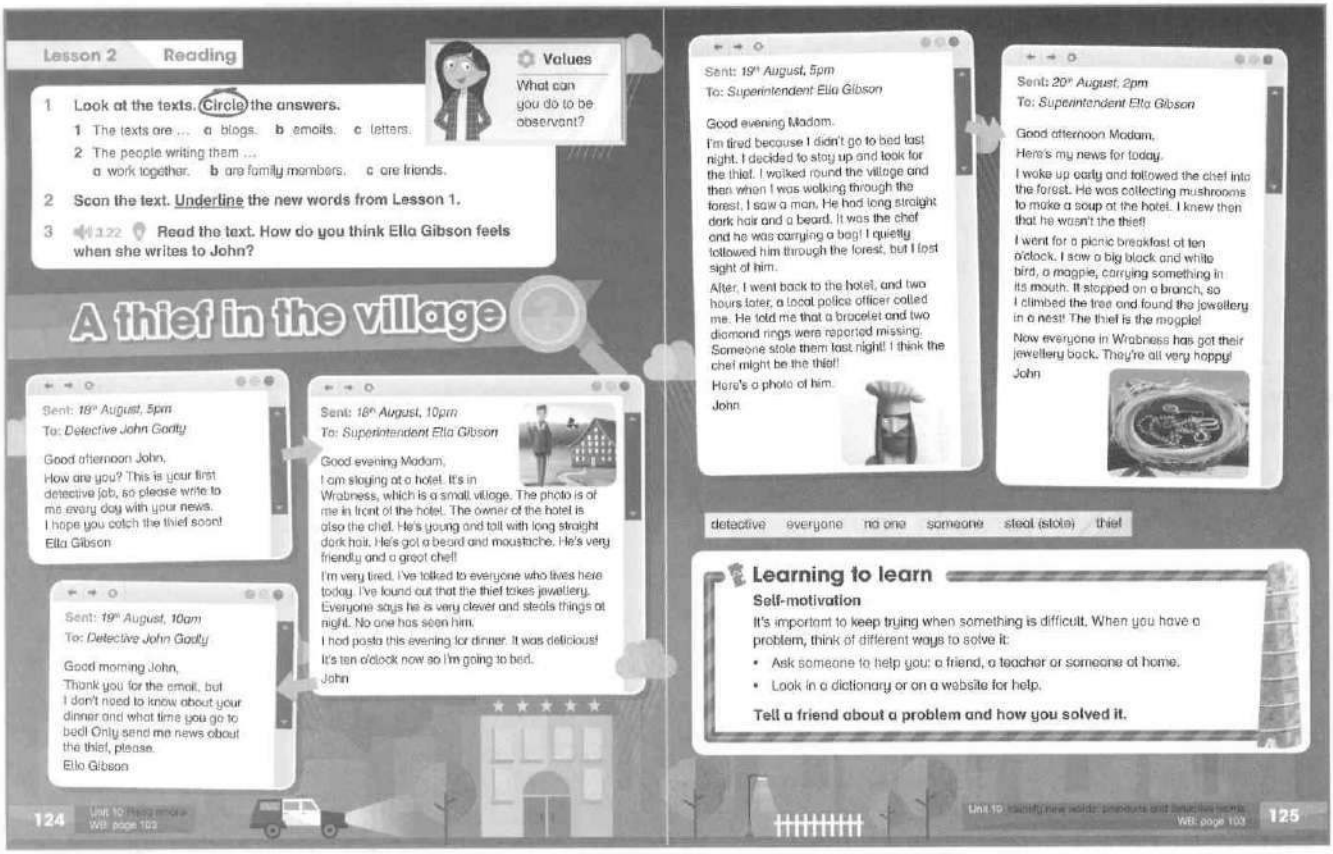
Answers: 1 F 2 T 3 F 4 T 5 F 6 F

4 Write sentences about you.

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book pages 124–125



***Learning objectives*:** Read emails; Identify new words: pronouns and detective words

***Vocabulary*:** detective, everyone, no one, someone, steal (stole), thief

***Additional language*:** lost sight of, magpie, observant

***Resources*:** (PK) - Unit 10, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 3.22

***Materials*:** Class Audio CD3; coloured pens / pencils

Warm-up: Let's make some words

- See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Put the flashcards on the board (or write the words and draw a picture for each one). Point to each new word and say it for the children to repeat after you.
- Write sentences on the board and underline the new words, e.g. *Everyone has to drink water and eat food.*

When there aren't any people in a house, we say there is no one there.
Someone stole my bag on the train. I don't have my bag now. I didn't see the thief so I don't know if the thief was a man or a woman. I'll call a detective. Detectives find people who steal things.

- Tell the children to look at the sentences for one minute. Erase the new words. Say each word. Volunteers write it in the correct sentence.
- Explain the additional language in L1 if necessary.

1 Look at the texts. Circle the answers.

- Have the children look at the texts. Ask *What type of text are they?* (*emails*) Ask *Have you ever sent or received emails before? Why?*
- Ask *What do you notice about the layout of the emails?* (*'sent' and 'to' at top with dates and names*)
- Ask the children to read the first two emails and then answer the questions.
- Have the children tell you if they think the thief will be caught.

Answers: 1 b 2 a

2 Scan the text. Underline the new words from Lesson 1.

- Elicit the new words from Lesson 1 and write them on the board. Check understanding.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Have the children work individually to underline the words in the texts. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Tell them to ask you if there is anything they don't understand or need help with.

Answers: straight hair, dark hair, beard, moustache, jewellery, bracelet, diamond rings

3 3.22 Read the text. How do you think Ella Gibson feels when she writes to John?

- Read the rubric with the class. Play the audio and have the children follow in their books.
- Give the children time to re-read the texts.
- Ask *How do you feel when you read John's first email?* Then ask *How does Ella feel? Why?*
- Have them look at the length of each email. (*Ella's is shorter and to the point. John's has information we don't really need.*)

Answers: At first, she is happy and kind to John. Then she is angry (impatient).

Values

- Refer the children to the *Values* box.
- Explain that to be observant means to watch what is going on around you carefully.
- Ask the children why it is important to be observant (*you may catch a thief, it can keep you safe on the roads, etc.*).
- Have the children tell you what they can do to be observant (*pay attention to people coming in and out of buildings, etc.*).
- Explain that parents and guardians are usually observant of their children in case they become ill or are having problems. Ask how their parents and guardians are observant (e.g. *touch their forehead to see if they are warm, ask what's wrong or ask if they are sad*).

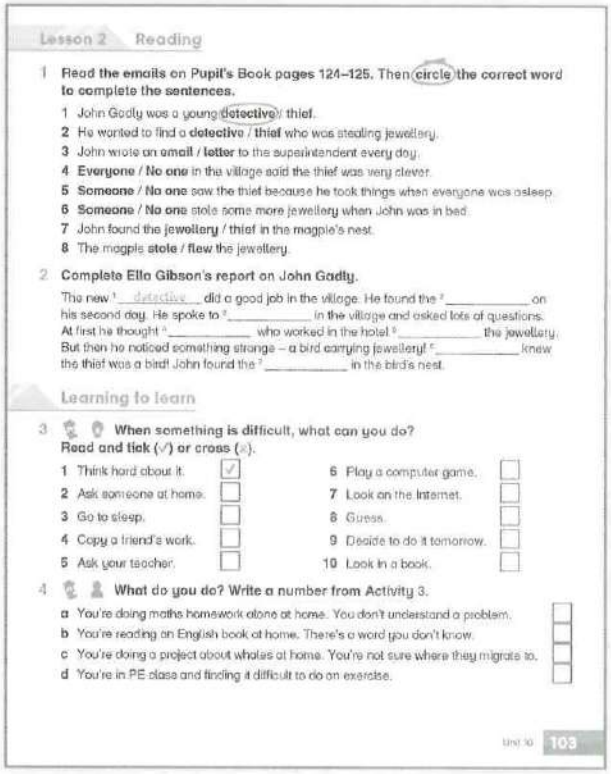
Learning to learn

- Have a volunteer read the advice given in the *Learning to learn* box. Find out how the children ask for help when in difficulty. Ask *Do you ask your parents for help? Do you use the Internet?*
- Ask *Why should you ask your teachers and parents for help?* (*Because they are older and know more things.*)
- Explain that asking for help is something not to be ashamed of and that they shouldn't be afraid to ask. If they don't ask, they won't learn. Then divide the class into small groups and have them discuss how they solved a problem they had.

Cooler: It was about ...

- Divide the class into pairs and have them look back at the reading lessons from the previous five units. Give each pair a sheet of paper and ask them to choose a reading text, write a few sentences about it and illustrate it.
- Have the pairs present their work to the class. Place all work on classroom display.

Workbook page 103



Lesson 2 Reading

1 **Read the emails on Pupil's Book pages 124–125. Then circle the correct word to complete the sentences.**

1 John Gadly was a young detective / thief.
2 He wanted to find a **detective** / **thief** who was stealing jewellery.
3 John wrote an **email** / **letter** to the superintendent every day.
4 **Everyone** / **No one** in the village said the thief was very clever.
5 **Someone** / **No one** saw the thief because he took things when everyone was asleep.
6 **Someone** / **No one** stole some more jewellery when John was in bed.
7 John found the **jewellery** / **thief** in the magpie's nest.
8 The magpie **stole** / **flew** the jewellery.

2 **Complete Ella Gibson's report on John Gadly.**

The new [1] detective did a good job in the village. He found the [2] _____ on his second day. He spoke to [3] _____ in the village and asked lots of questions. At first he thought [4] _____ who worked in the hotel [5] _____ the jewellery. But then he noticed something strange – a bird carrying jewellery! [6] _____ knew the thief was a bird! John found the [7] _____ in the bird's nest.

Learning to learn

3 **When something is difficult, what can you do? Read and tick (✓) or cross (✗).**

1 Think hard about it.	✓	6 Play a computer game.	
2 Ask someone at home.		7 Look on the Internet.	
3 Go to sleep.		8 Guess.	
4 Copy a friend's work.		9 Decide to do it tomorrow.	
5 Ask your teacher.		10 Look in a book.	

4 **What do you do? Write a number from Activity 3.**

a You're doing maths homework alone at home. You don't understand a problem.
b You're reading an English book at home. There's a word you don't know.
c You're doing a project about whales at home. You're not sure where they migrate to.
d You're in PE class and finding it difficult to do an exercise.

Unit 10 103

1 Read the emails on Pupil's Book pages 124–125. Then circle the correct word to complete the sentences.

Answers: 1 detective 2 thief 3 email 4 Everyone 5 No one 6 Someone 7 jewellery 8 stole

2 Complete Ella Gibson's report on John Gadly.

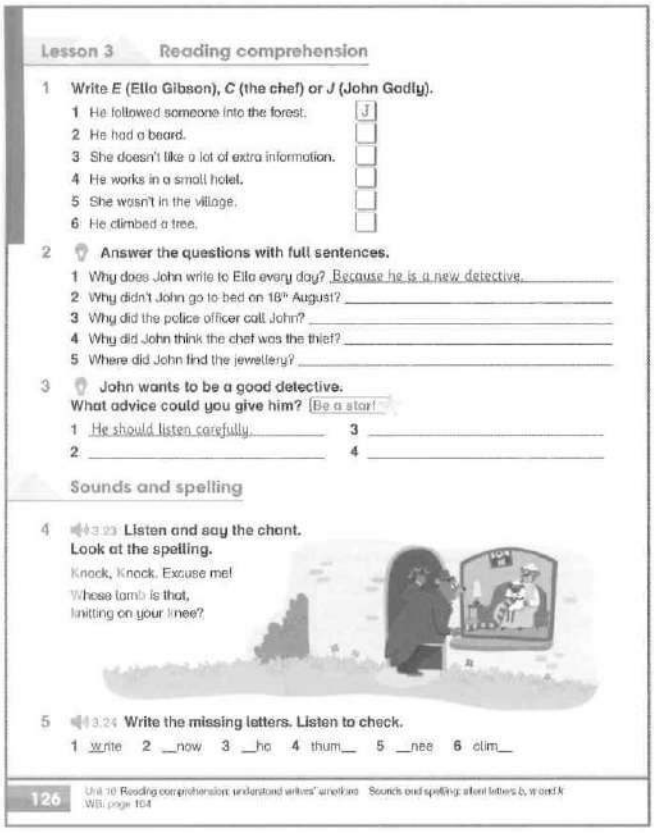
Answers: 1 detective 2 thief 3 everyone 4 someone 5 was stealing 6 No one 7 jewellery

3 When something is difficult, what can you do? Read and tick (✓) or cross (✗).

Answers: Ticks by: 1, 2, 5, 7, 10

4 What do you do? Write a number from Activity 3.

Pupil's Book page 126



Lesson 3 Reading comprehension

1 Write *E* (Ella Gibson), *C* (the chef) or *J* (John Godly).

1 He followed someone into the forest. J
2 He had a beard.
3 She doesn't like a lot of extra information.
4 He works in a small hotel.
5 She wasn't in the village.
6 He climbed a tree.

2 Answer the questions with full sentences.

1 Why does John write to Ella every day? Because he is a new detective.
2 Why didn't John go to bed on 18th August? _____
3 Why did the police officer call John? _____
4 Why did John think the chef was the thief? _____
5 Where did John find the jewellery? _____

3 John wants to be a good detective.
What advice could you give him? Be a star!

1 He should listen carefully. 3 _____
2 _____ 4 _____

Sounds and spelling

4 3.23 Listen and say the chant.
Look at the spelling.

Knock, Knock. Excuse me!
Whose lamb is that,
knitting on your knee?

5 3.24 Write the missing letters. Listen to check.

1 write 2 _now 3 _ho 4 thum_ 5 _nee 6 clim_

126 Unit 10 Reading comprehension: understand writers' emotions Sounds and spelling: silent letters *b*, *w* and *k* WB: page 104

Learning objectives: Reading comprehension: understand writers' emotions; Sounds and spelling: silent letters *b*, *w* and *k*

Vocabulary: climb, knee, know, thumb, who, write

Resources: (PK) - Unit 10, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 3.23–3.24

Materials: Class Audio CD3; sheets of paper (one per group)

Warm-up: What's the vowel?

- See the Games Bank (pages 14–17) for how to play the game.

1 Write *E* (Ella Gibson), *C* (the chef) or *J* (John Gadly).

- With Pupil's Books closed, have the children say what they remember about Ella, the chef and John.
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 J 2 C 3 E 4 C 5 E 6 J

2 Answer the questions with full sentences.

- Ask the children to read the texts on pages 124–125 silently and then to place their Pupil's Books face down.
- Read out the statements and have the children give you the answers.
- Have the children open their Pupil's Books to write their answers and then check with their partners.

Suggested answers: 1 Because he is a new detective. 2 Because he wanted to catch the thief (the thief always worked at night). 3 Because the thief stole a bracelet and two diamond rings in the night. 4 Because he saw him in the forest at night carrying a bag. 5 He found the jewellery in the magpie's nest.

3 John wants to be a good detective. What advice could you give him?

Be a star!

- Ask the children if they watch detective shows or read detective books. If so, ask what they like about them and how the detective finds the criminal.
- Have the children complete the activity in pairs.
- Have volunteers tell you what they wrote. Ask the children to give reasons for their answers, e.g. *He should listen carefully because he might be able to catch the suspect lying.*

Answers: Children's own answers.

4 3.23 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- On the board write *knock*, *whose*, *lamb*. Point to the *k*, *w* and *b* and explain that they're silent.
- Ask the children if they know any other words with these silent letters and write them on the board (*who*, *write*, *know*, *knee*, *thumb*, *climb*).
- Refer the children to the chant. Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio they hear. Play the second part of the audio with pauses to complete the activity.

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Audioscript

Teacher: Now say the missing words.

Teacher: Knock, Knock. Excuse me! Whose lamb is that, knitting on your ...?

Children: knee

Teacher: Knock, Knock. Excuse me! Whose lamb is that, ... on your knee?

Children: knitting

Teacher: ... Excuse me! Whose lamb is that, knitting on your knee?

Children: Knock, Knock.

Teacher: Knock, Knock. Excuse me! ... knitting on your knee?

Children: Whose lamb is that,

5 3.24 Write the missing letters. Listen to check.

- Refer the children to the activity and have them read through the words. Ask if they know what the silent letters are.
- Play the audio twice for the children to complete the activity and check their answers.
- Divide the class into pairs. Explain that one child says the word for their partner to spell.

Answers: 1 write 2 know 3 who 4 thumb 5 knee 6 climb

Teaching star!

Pairwork

- Use pairwork activities to change the pace of the lesson giving you time to monitor learners' performance.
- In their notebooks, have children write six words from this and previous *Sounds and spelling* lessons, with their silent letters missing, e.g. _*now*, *thum* _, etc. Ask them to swap notebooks with their partners who have to write the missing letters. Then they make sentences with three of the words and read them to their partners.
- Move around the class to monitor and gently correct as necessary.

Cooler: Fly swat

- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 104

Lesson 3 Reading comprehension

1 **Read the emails on Pupil's Book pages 124–125. Then answer the questions with full sentences.**

1 What does Superintendent Ella Gibson want from John every day?
She wants him to write an email.
2 Why did John go to Wrobness?
3 Who did he talk to on his first day in the village?
4 Why was the hotel chef in the forest?
5 Where did John find the stolen jewellery?

2 **Read the sentences from the emails and match them to how Ella feels.**

1 How are you? ... I hope you catch the thief soon! [d]
2 I don't need to know about your dinner and what time you go to bed. [ ]
3 The thief has stolen more jewellery! You must find him quickly! [ ]
4 Congratulations, John! Great news and well done! [ ]

a She's worried.
b She's very pleased with John.
c She isn't happy because John is wasting her time.
d She's friendly and helpful.

Sounds and spelling

3 **Check the words and write a tick (✓) or a cross (✗). Then write the wrong words correctly.**

1 wnow [✗] 2 write [ ] 3 khose [ ] 4 thumb [ ] 5 rong [ ] 6 climing [ ] 7 who [ ] 8 nnees [ ] 9 knit [ ]
know

4 **Write the words with the silent letters** *w*, *k* **or** *b*.

1 w: write
2 k:
3 b:

104 Unit 10

1 Read the emails on Pupil's Book pages 124–125. Then answer the questions with full sentences.

Answers: 1 She wants him to write an email. 2 He went to catch a thief. 3 He talked to everyone in the village. 4 He was collecting mushrooms. 5 He found it in a magpie's nest.

2 Read the sentences from the emails and match them to how Ella feels.

Answers: 1 d 2 c 3 a 4 b

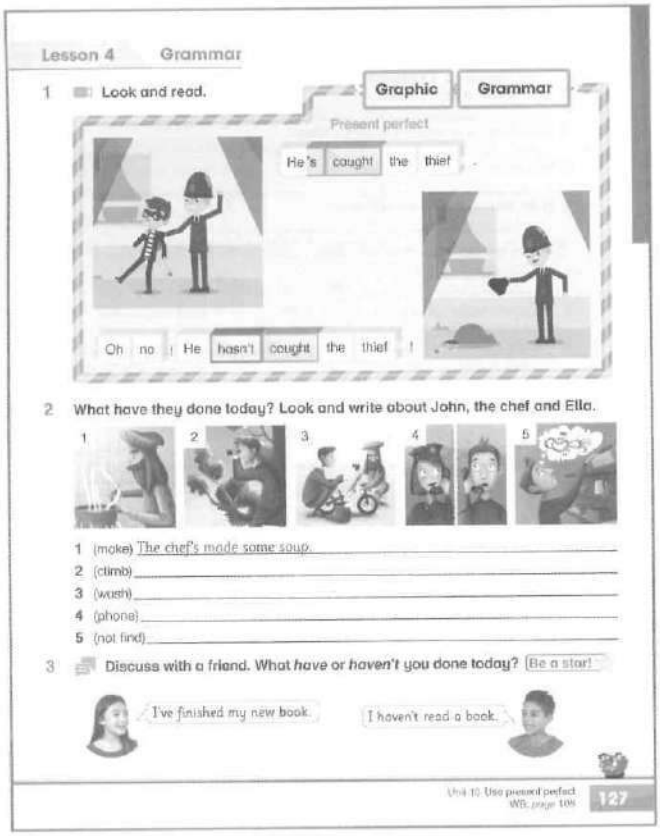
3 Check the words and write a tick (✓) or a cross (✗). Then write the wrong words correctly.

Answers: ✓: 2, 4, 7, 9 ✗: 1 know, 3 whose, 5 wrong, 6 climbing, 8 knees

4 Write the words with the silent letters *w*, *k* or *b*.

Answers: 1 **w:** write, whose, wrong, who 2 **k:** know, knees, knit 3 **b:** thumb, climbing

Pupil's Book page 127



Learning objectives: Use present perfect

Grammar: Present perfect

Resources: PK - Unit 10, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Materials: Strips of paper (three per child), large sheets of paper (one per group), coloured pens / pencils

Warm-up: Make a sentence

- Give each child three strips of paper and ask them to write a new word they have learned on each one.
- Divide the class into small groups and have each group sit in a circle. Each child shows the strips of paper one by one to the child on their right. That child has to say a sentence including the words. If they cannot make a sentence, the group can help them. The game is played one player at a time.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *She made a cake. She has made a cake.*
- Underline *made* and *has made*. Ask the children if they can explain the difference in meaning between the two (*made* – the action was completed in the past, *has made* – completed just now).
- Explain that *has made* refers to an action that has just been completed or that started in the past and has just been completed. The present perfect tense links the past with the present. It is also used when we don't exactly know when the action happened.
- Write on the board *I ate an apple* this morning. *I have eaten an apple this morning.*
- Explain that in the first sentence, this morning is over and so the verb *eat*, is in the past simple. In the second sentence, the morning isn't over and so the verb is presented in the present perfect.
- Explain that the present perfect is formed using *have / has* + past participle. Explain that *I have, you have, he has, she has, we have, they have* are often shortened to *I've, you've, he's, she's, we've, they've* in the present perfect.
- Explain that we use *haven't / hasn't* + past participle for negative sentences.
- Divide the class into pairs. Have the pairs write two sentences like the ones on the board. Have each pair read their sentences to the class.
- Refer the children to the Graphic Grammar box on page 127 and have them read the text.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

2 What have they done today? Look and write about John, the chef and Ella.

- Look at the example and then do item 2 as a class.
- Have the children complete the activity individually and then show their partners.
- Elicit the answers and write them on the board so children can check their work.

Answers: 1 The chef's made some soup. 2 John's climbed the tree. 3 John and the chef have washed the bike. 4 Ella's phoned John. 5 John hasn't found the jewellery.

Teaching star!

Extension

- Revise frequently as this helps develop confident use of language.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

- Divide the class into small groups and give each one a large sheet of paper.
- Ask them to make five columns on it. Explain that in each column they have to write a unit number 6–10, its grammar focus and examples of the grammar in that unit. Have them write a few examples using the grammar. Ask them to illustrate their work if possible. Have the groups present their work to the class. Place all work on classroom display.

Workbook page 105

Lesson 4 Grammar

1 Look at Vicky's to do list. Write sentences about what she has done.

1 She's finished her maths homework.
2 _____
3 _____
4 _____
5 _____
6 _____

To do list
Finish maths homework ✓
Read my English book ✗
Wash the car ✓
Phone Jane ✓
Find my goggles ✗
Make a cake ✓

2 Peter, Freddy and Jane have been busy this week! Look and write sentences about what they have done.

	Peter and Freddy	Jane	You
play football	✓	✗	
clean bike	✗	✓	
read a book	✓	✗	
find an interesting butterfly	✗	✓	
_____			
_____			

1 Peter and Freddy have played football.
2 Jane hasn't _____.
3 Peter and Freddy have _____.
4 Jane has _____.
5 Peter and Freddy haven't _____.

3 Add two more activities and put ticks (✓) or crosses (✗) for you in the table. Then write sentences about what you've done this week.

1 I've _____
2 _____
3 _____
4 _____

Go to Grammar reference on page 127 Unit 10 105

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 127 while completing these Workbook activities.

3 Discuss with a friend. What *have* or *haven't* you done today? Be a star!

- Have two volunteers read out the example dialogue. Ask some children to tell you what they have and haven't done today. Write their answers on the board.
- Divide the class into pairs to continue the discussion and monitor for proper use of language.

Cooler: Telephone game

- See the Games Bank (pages 14–17) for how to play the game.

1 Look at Vicky's to do list. Write sentences about what she has done.

Answers: 1 She's finished her maths homework. 2 She hasn't read her English book. 3 She's washed the car. 4 She's phoned Jane. 5 She hasn't found her goggles. 6 She's made a cake.

2 Peter, Freddy and Jane have been busy this week! Look and write sentences about what they have done.

Answers: 1 Peter and Freddy have played football. 2 Jane hasn't played football. / Jane hasn't read a book. 3 Peter and Freddy have read a book. 4 Jane has cleaned her bike. / Jane has found an interesting butterfly. 5 Peter and Freddy haven't cleaned their bikes. / Peter and Freddy haven't found an interesting butterfly.

3 Add two more activities and put ticks (✓) or crosses (✗) for you in the table. Then write sentences about what you've done this week.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 128

Lesson 5 Language in use

attic basement
dust the furniture tidy up

1 3.25 Listen and say.

Hello, Joe. What's the matter?
I'm really tired!
Why are you so tired? What have you done this afternoon?
Well, I've finished all my homework.
Well, that's not much!
I haven't finished telling you! I've also dusted the furniture and I've tidied up the basement ...
Well, that sounds more like hard work!
I haven't finished! I've also cleaned the windows with my mum.
Wow! Now I understand why you're tired!
Yes! Let's do something relaxing!
How about playing a computer game?
OK. That's a good idea!

2 What's the matter? Read the sentences and write suggestions.

1 I'm hungry. Let's make a sandwich!
2 I've lost my book. _____
3 I'm bored. _____
4 I can't do my homework. _____
5 I've dropped my phone. _____
6 I've got a headache. _____

3 Make a new dialogue. Be a star!

What's the matter?
Let's do something interesting. How about going to the cinema?
I'm bored.
That's a good idea.

128 Unit 10 Ask What's the matter? and make suggestions Use new words: around the house
With page 106

Learning objectives: Ask *What's the matter?* and make suggestions; Use new words: around the house

Vocabulary: attic, basement, dust the furniture, tidy up

Resources: (PK) - Unit 10, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 3.25 and Language in use video

Materials: Class Audio CD3; blank cards (ten per child)

Warm-up: Wake me up!

- See the Games Bank (pages 14–17) for how to play the game.
- Practise verbs in the present perfect. Say *eat, ate, have eaten, will eat*. The children wake up when they hear *have eaten*. Repeat.
- Continue with other tenses or grammar children have learned, e.g. *must*, conditionals, past, etc.

1 3.25 Listen and say.

- Put the flashcards on the board (or write the words and draw a picture for each one). Point to the words as you say them and have the children repeat after you.
- Have volunteers make sentences with the new vocabulary.
- Ask if they help with chores around the home, and if so, what they do.
- Explain to the children that we use *What's the matter?* when we want to ask what problem the other person has.
- Play the audio and have the children listen and follow in their books. Play the audio again. Pause after each line and have the children repeat.
- Ask them to underline all the verbs in the present perfect in the dialogue (*have you done, 've finished, haven't finished, 've dusted, 've tidied, 've cleaned*).

- If using the video, have the children watch the video after the second point and then continue.

2 What's the matter? Read the sentences and write suggestions.

- Ask the children if they can remember when we use *What's the matter?*
- On the board, write *I'm bored. Let's go to the park! How about going to the park?*
- Explain that we use *Let's go* and *How about* to make suggestions. Ask the children what the difference betwen the verbs is (*'Let's' takes the infinitive whereas 'How about' takes the gerund*).
- Refer the children to Activity 2. Look at item 1 with the class. Elicit children's ideas for item 2 and write them on the board.
- Divide the class into pairs to complete the activity.
- Monitor for proper use of language as the children work.
- Have volunteer pairs read their answers to the class.

Answers: Children's own answers.

3 Make a new dialogue. Be a star!

- Have two volunteers read out the example dialogue.
- Have each child imagine they have a problem, e.g. *bored, tired, feel sick*. Ask a child *What's the matter?* Listen to their answer and give them a suggestion using *Let's* or *How about*. Encourage them to respond *That's a good idea!*
- Explain to the children that they have to make a dialogue using *What's the matter? Let's, How about* and *That's a good idea!*
- Divide the class in pairs and have them complete the activity.
- Monitor for proper use of language and help where necessary.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Teaching star!

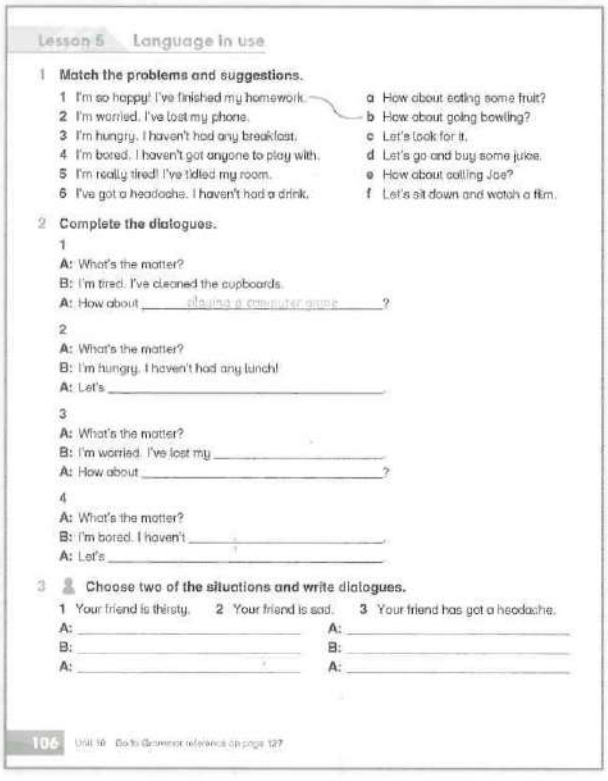
Drama

- Drama enhances the learning experience by making it memorable.
- In pairs, have the children write their dialogues from Activity 3.
- Choose a dialogue and read it aloud to the class. The first time read it with no intonation or gestures at all. The second time use stronger intonations on key words, e.g. ***What's the matter?*** (emphasis on *what's* and *matter*). Also use gestures to express yourself, e.g. looking worried, feeling tired, etc.
- Ask the children which version they enjoyed the most and why.
- Tell the children they have to read their dialogues from Activity 3 for the class, in pairs. Explain that they have to clap very loudly when they think a pair's performance is very good.

Cooler: Snap!

- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 106



Lesson 5 Language in use

1 **Match the problems and suggestions.**

1 I'm so happy! I've finished my homework.	a How about eating some fruit?
2 I'm worried. I've lost my phone.	b How about going bowling?
3 I'm hungry. I haven't had any breakfast.	c Let's look for it.
4 I'm bored. I haven't got anyone to play with.	d Let's go and buy some juice.
5 I'm really tired! I've tidied my room.	e How about calling Joe?
6 I've got a headache. I haven't had a drink.	f Let's sit down and watch a film.

2 **Complete the dialogues.**

1
A: What's the matter?
B: I'm tired. I've cleaned the cupboards.
A: How about playing a computer game?

2
A: What's the matter?
B: I'm hungry. I haven't had any lunch!
A: Let's _____.

3
A: What's the matter?
B: I'm worried. I've lost my _____.
A: How about _____?

4
A: What's the matter?
B: I'm bored. I haven't _____.
A: Let's _____.

3 **Choose two of the situations and write dialogues.**

1 Your friend is thirsty. 2 Your friend is sad. 3 Your friend has got a headache.

A: _____ A: _____
B: _____ B: _____
A: _____ A: _____

106 Unit 10 Go to Grammar reference on page 127

Grammar reference:

Remind the children that they can refer to the *Grammar reference* section on page 127 while completing these Workbook activities.

1 Match the problems and suggestions.

Answers: 1 b 2 c 3 a 4 e 5 f 6 d

2 Complete the dialogues.

Answers: Children's own answers.

3 Choose two of the situations and write dialogues.

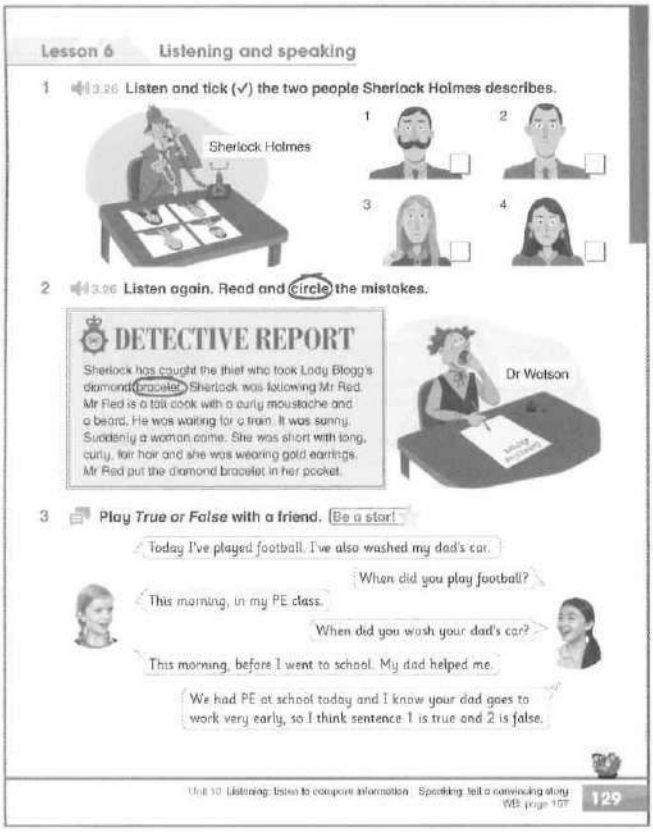
Answers: Children's own answers.

Grammar reference (page 127)

1 Write questions and responses.

Answers: 1 I'm tired. I've tidied my room. How about playing a computer game? 2 I've got a headache. I've finished my homework. Let's go to the park. 3 I'm bored. I haven't been out today. How about going skateboarding? 4 I'm hungry. I haven't had lunch. Let's make / eat / have some pizza. 5 I've got stomach ache. I've eaten too much. How about going for a walk in the village? 6 I'm worried. I've dropped my tablet. Let's go / take it to the computer shop.

Pupil's Book page 129


Lesson 6 Listening and speaking

1 3.26 Listen and tick (✓) the two people Sherlock Holmes describes.

Sherlock Holmes

1 2 3 4

2 3.26 Listen again. Read and circle the mistakes.

DETECTIVE REPORT

Sherlock has caught the thief who took Lady Blogg's diamond bracelet. Sherlock was following Mr Red. Mr Red is a tall cook with a curly moustache and a beard. He was waiting for a train. It was sunny. Suddenly a woman came. She was short with long, curly, fair hair and she was wearing gold earrings. Mr Red put the diamond bracelet in her pocket.

Dr Watson

3 Play *True or False* with a friend. Be a star!

Today I've played football. I've also washed my dad's car.

When did you play football?

This morning, in my PE class.

When did you wash your dad's car?

This morning, before I went to school. My dad helped me.

We had PE at school today and I know your dad goes to work very early, so I think sentence 1 is true and 2 is false.

Unit 10 Listening: listen to compare information Speaking: tell a convincing story WB page 107 129

Learning objectives: Listening: listen to compare information. Speaking: tell a convincing story

Resources: (PK) - Unit 10, Lesson 6; (PRC) - Review audio track 3.26

Materials: Class Audio CD3; strips of paper (four per child), boxes (one per pair), child-friendly scissors, blank cards (five per child)

Warm-up: Syllable game

- Give each child four strips of paper. Have them write a word on each strip and then help them to cut between the word at each syllable, e.g. *de / tec / tive.*
- In pairs, have the children place the strips in a box and mix them up. Ask pairs to swap boxes.
- The pairs then have to take out the strips and match them to make the words. The first three pairs to finish win.

1 3.26 Listen and tick (✓) the two people Sherlock Holmes describes.

- Ask the children to look at the pictures and describe each person. Write key words on the board.
- Ask the children if they know who Sherlock Holmes is. Explain that he is a famous fictional English detective and that Dr Watson is his helper.
- Tell the children they are going to hear Sherlock describe two people and they have to guess who they are.
- Play the audio. Repeat for children to check their answers.
- As an extension, have the children describe one person from Activity 1 for their partners to guess.

Audioscript

Watson: London 24822.

Sherlock: Hello, Watson. This is Sherlock. Today I've caught the thief who took Lady Blogg's diamond necklace. Write these notes, please.

Watson: Sherlock! It's only half past six! I was sleeping. OK, tell me what has happened.

Sherlock: I was following Mr Green. You know, the tall businessman. He's got short, dark hair and a curly moustache, but he hasn't got a beard.

Watson: Oh yes, I remember him.

Sherlock: Well, he was waiting for a bus. It was raining. Suddenly a woman came. She was short. She had long, straight, fair hair and she was wearing a gold ring. They smiled at each other. Then she opened her bag. Mr Green put his hand in his pocket and took out … the diamond necklace! He put it in the woman's bag. The woman closed the bag and walked quickly away. Watson! Watson! Are you listening?

Watson: Sorry. Sorry, Sherlock! Yes, I am. Well done! You've caught the thief! Now I'm going back to bed!

Answers: Pictures 1 and 3

2 3.26 Listen again. Read and circle the mistakes.

- Have children close their Pupil's Books. Play the audio and have the children listen.
- Refer the children to Activity 2. Have them read the *Detective Report* and circle the mistakes.
- Check answers as a class. Ask the children how many correct answers they had.

Answers: Sherlock has caught the thief who took Lady Blogg's diamond ~~bracelet~~ **necklace**. Sherlock was following ~~Mr Red~~ **Green**. ~~Mr Red~~ **Green** is a tall ~~cook~~ **businessman** with a curly moustache and ~~a~~ **no beard**. He was waiting for a ~~train~~ **bus**. It was ~~sunny~~ **raining**. Suddenly a woman came. She was short with long ~~curly~~ **straight** fair hair and she was wearing ~~gold earrings~~ **a gold ring**. ~~Mr Red~~ **Green** put the diamond ~~bracelet~~ **necklace** in her ~~pocket~~ **bag**.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

3 Play *True or False* with a friend.

Be a star!

- Have two volunteers read out the example dialogue.
- Explain to the children that they have to think of two activities they have done today. One should be true and one should be false. Tell them to write the activities in their notebooks. Explain that they should follow the model in the first line of the dialogue and that they must use the present perfect.
- Explain that they are going to play a detective game like the one in their Pupil's Books. Their partner has to guess which sentence is false and say why.
- Have the class play the game. Monitor for proper use of language and ensure partners swap roles.
- If you wish, have some pairs present their dialogues to the class.

Teaching star!

Game

- Motivate children to do their best by playing competitive games.
- Give each child five blank cards and have them draw a face on each card. Tell them to give each person different features, e.g. long / short hair, beard, etc. Divide the class into pairs. One child places their set of five cards face up in a row in front of them and their partner. The child decides on a card but does not tell their partner which one they are thinking of. Their partner has to try and guess which card it is by asking questions, e.g. *Has he got a moustache? Is she wearing earrings?* They can only ask four questions. Partners swap roles and play with the other set of cards.

Cooler: Language corners

- Give each corner of the room one of the following titles: *adjectives*, *verbs*, *nouns*, *numbers*.
- Bring the children to the front of the class. Call out a word. Without speaking, children decide which category it is and go to that corner. Children in the wrong corner are out.
- Repeat until you have a winner (or winners).

Workbook page 107

Lesson 6 Language builder

1 Who stole the necklace? Look and read the sentences. Then write your opinion.

1 The chef: 'I was in the kitchen. I was making soup.'
I don't think he was in the kitchen. I think he was outside.
2 The businesswoman: 'I was working on my laptop.'
3 The artist: 'I've been painting outside all afternoon.'
4 Lena: 'Someone has stolen my necklace!'

2 Look at the picture carefully. What is the detective thinking? Match the thought bubbles to make sentences.

1 I know that the chef didn't steal the necklace because [c]
2 I don't know if [ ]
3 I don't think that the businesswoman stole the necklace because [ ]
4 I think that the artist stole the necklace because [ ]

a someone came through the window and stole the jewellery.
b there were paint splodges in Lena Low's room.
c he was in the kitchen making the soup.
d she said she was working.

3 Who do you think stole the necklace?
I think that _____ stole the necklace because _____

Unit 10 107

1 Who stole the necklace? Look and read the sentences. Then write your opinion.

Answers: Children's own answers.

2 Look at the picture carefully. What is the detective thinking? Match the thought bubbles to make sentences.

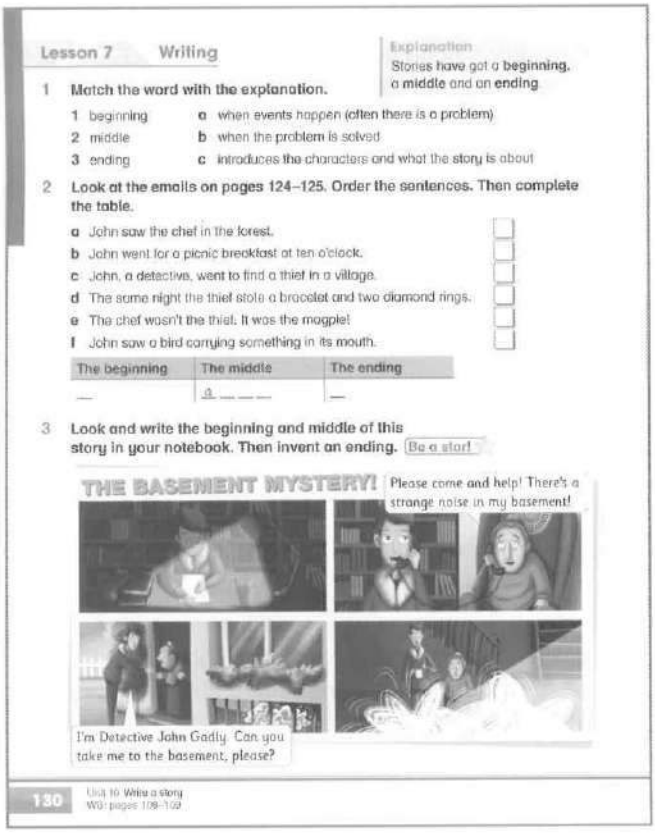
Answers: 1 c 2 a 3 d 4 b

3 Who do you think stole the necklace?

Answers: Children's own answers.

PRC = Pupil's Resource Centre TG = Test Generator

Pupil's Book page 130



Lesson 7 Writing

1 Match the word with the explanation.

1 beginning — a when events happen (often there is a problem)
2 middle — b when the problem is solved
3 ending — c introduces the characters and what the story is about

Explanation: Stories have got a **beginning**, a **middle** and an **ending**.

2 Look at the emails on pages 124–125. Order the sentences. Then complete the table.

a John saw the chef in the forest.
b John went for a picnic breakfast at ten o'clock.
c John, a detective, went to find a thief in a village.
d The same night the thief stole a bracelet and two diamond rings.
e The chef wasn't the thief. It was the magpie!
f John saw a bird carrying something in its mouth.

The beginning	The middle	The ending
—	a — — —	—

3 Look and write the beginning and middle of this story in your notebook. Then invent an ending. Be a star!

THE BASEMENT MYSTERY!
Please come and help! There's a strange noise in my basement!
I'm Detective John Gadly. Can you take me to the basement, please?

130 Unit 10 Write a story WB: pages 108–109

Learning objectives: Write a story

Resources: (PK) - Unit 10, Lesson 7

Materials: Short story from a previous unit cut up at each paragraph (one copy per pair)

Warm-up: The pizza's disappeared!

- Play the game to practise words from Unit 10.
- See the Games Bank (pages 14–17) for how to play the game.

1 Match the word with the explanation.

- Refer the children to the Explanation box.
- Explain that when we write stories, there is a *beginning* which starts it, a *middle* which tells us what is happening and an *ending*.
- Have the children complete the activity.
- As an extension, divide the class into pairs and hand each pair the cut-up story. Have them place the paragraphs in the correct order. Have children check their answer by reading the story aloud.
- Ask the children what helped them recognise the beginning, middle and ending of the story.

Answers: 1 c 2 a 3 b

2 Look at the emails on pages 124–125. Order the sentences. Then complete the table.

- Refer the children to pages 124–125 and have them tell you what the emails were about.
- Have them look at the emails and the story they tell and talk about the beginning, middle and ending.
- Have them complete the activity and check answers.

Answers: a 2 b 4 c 1 d 3 e 6 f 5; **The beginning:** c **The middle:** a, b, d, f **The end:** e

3 Look and write the beginning and middle of this story in your notebook. Then invent an ending. Be a star!

- Divide the class into groups. Explain that they have to use the pictures to write a short story.
- Ask the children to look at the pictures and tell you what is happening. Elicit which pictures show the beginning of the story and which pictures show the end. Elicit ideas for possible endings and make notes on the board.
- Have the groups write their stories.
- Volunteers from each group present their work to the class.

Suggested answer: Beginning: Detective John Gadly was at the police station. **Middle:** An old lady called. She said, 'Please come and help! There's a strange noise in my basement!' John went quickly to the old lady's house. He jumped out of the car and ran to the door. He knocked and waited. He heard a lot of noise coming from the basement. 'Crash! Crash! Crash!' When the old lady opened the door he said, 'I'm Detective John Gadly. Can you take me to the basement, please?' He went with the old lady down the stairs. He was a little scared, but he didn't want the old lady to see. **Ending:** He opened the door and found ... **Possible endings:** a boy banging a drum set! / the old lady's dog which was stuck in the basement and knocking over some metal boxes! / her grandchildren jumping on some metal boxes!

Teaching star!

Group work

- Use group work in lessons as this helps children to bond.
- Write the following sentences on the board:
  It was a cold dark night and ...
  Detective Jones was having trouble with his case. The police couldn't find the thief so they ...

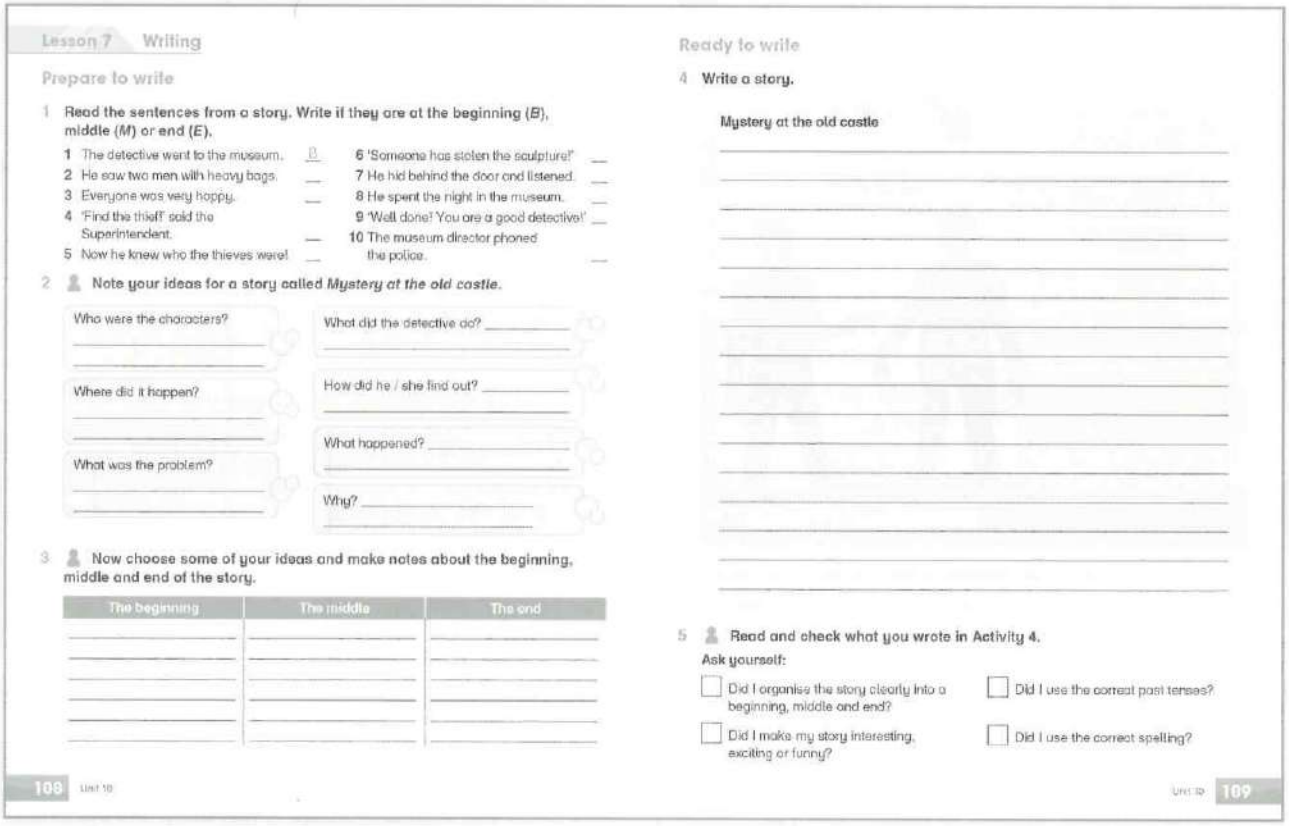
(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

- Divide the class into groups. Each group chooses a sentence and uses it to write an opening paragraph. They then swap paragraphs with another group and check what the other group has written for mistakes, e.g. grammar and spelling. They write down the number of mistakes they have found and then return the paragraph. The group with the fewest mistakes wins.

Cooler: Spelling race

- See the Games Bank (pages 14–17) for how to play the game.

Workbook pages 108–109



Lesson 7 Writing

Prepare to write

1 Read the sentences from a story. Write if they are at the beginning (B), middle (M) or end (E).

1 The detective went to the museum. B
2 He saw two men with heavy bags. ___
3 Everyone was very happy. ___
4 'Find the thief!' said the Superintendent. ___
5 Now he knew who the thieves were! ___
6 'Someone has stolen the sculpture!' ___
7 He hid behind the door and listened. ___
8 He spent the night in the museum. ___
9 'Well done! You are a good detective!' ___
10 The museum director phoned the police. ___

2 Note your ideas for a story called *Mystery at the old castle*.

Who were the characters? ___
What did the detective do? ___
Where did it happen? ___
How did he / she find out? ___
What was the problem? ___
What happened? ___
Why? ___

3 Now choose some of your ideas and make notes about the beginning, middle and end of the story.

The beginning	The middle	The end

Ready to write

4 Write a story.

Mystery at the old castle

5 Read and check what you wrote in Activity 4.

Ask yourself:

- ☐ Did I organise the story clearly into a beginning, middle and end?
- ☐ Did I use the correct past tenses?
- ☐ Did I make my story interesting, exciting or funny?
- ☐ Did I use the correct spelling?

108 Unit 10

Unit 10 109

Prepare to write

1 Read the sentences from a story. Write if they are at the beginning (*B*), middle (*M*) or end (*E*).

- If done in class, read the sentences aloud and have the children tell you what part of the story they are in. Write answers on the board.

Answers: 1 B 2 M 3 E 4 B 5 E 6 B 7 M 8 M 9 E 10 B

2 Note your ideas for a story called *Mystery at the old castle*.

- If done in class, read the title and ask what they think of when they hear *mystery* and *castle*.
- Divide the class into groups and have them complete the activity.

3 Now choose some of your ideas and make notes about the beginning, middle and end of the story.

- The children choose some of their ideas for the beginning, middle and ending of their stories.

Ready to write

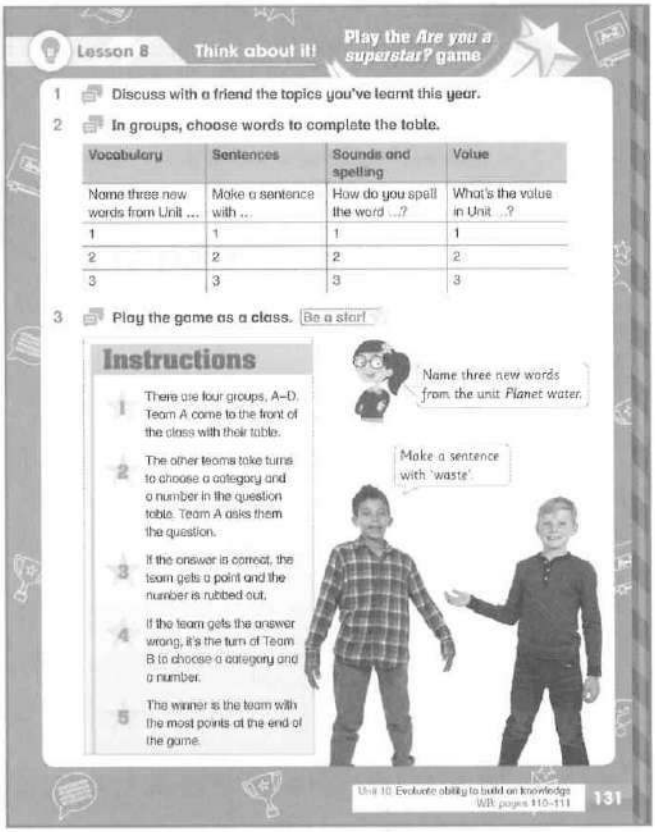
4 Write a story

- In their groups from Activity 2, have the children write the story.
- Have group members read their story to the class.

5 Read and check what you wrote in Activity 4

- Children go through the check-list and read their work to the class.

Pupil's Book page 131



Learning objectives: Evaluate ability to build on knowledge

Additional vocabulary: superstar

Resources: (PK) - Unit 10, Lesson 8; (TRC) - (TG) - Unit test

Materials: A soft ball, sheets of paper (five per group and one per pair), coloured pens / pencils, sheets of squared paper (one per child)

Warm-up: Pass the ball

- See the Games Bank (pages 14–17) for how to play the game.

1 Discuss with a friend the topics you've learnt this year.

- Ask the children what they enjoyed in this course, what they learned, what they found interesting and which unit they liked the best.
- Divide the class into small groups and hand each one a sheet of paper. On it, ask them to write the topics they have learned this year and a few sentences about them.
- Have a group member read their topics and sentences to the class.
- Keep the groups as they are for the next activity.

Teaching star!

Word puzzle

- See the Games Bank (pages 14–17) for how to play this game.

2 In groups, choose words to complete the table.

- Divide the class into small groups. Refer the groups to the table. Have them complete the first column by writing the titles of three units.
- Now have them choose six new words from any unit to complete the second and third columns.
- Finally, they choose three unit numbers to complete the fourth column.

Suggested model of game:

Vocabulary	Sentences	Sounds and spelling	Values
Name three new words from Unit ...	Make a sentence with ...	How do you spell ...?	What's the value in Unit ...?
1 1 Holiday news	1 ladybird	1 giraffe	1 Unit 3
2 4 People at work	2 shooting star	2 choir	2 Unit 5
3 9 Planet water	3 dangerous	3 purple	3 Unit 8

3 Play the game as a class.

Be a star!

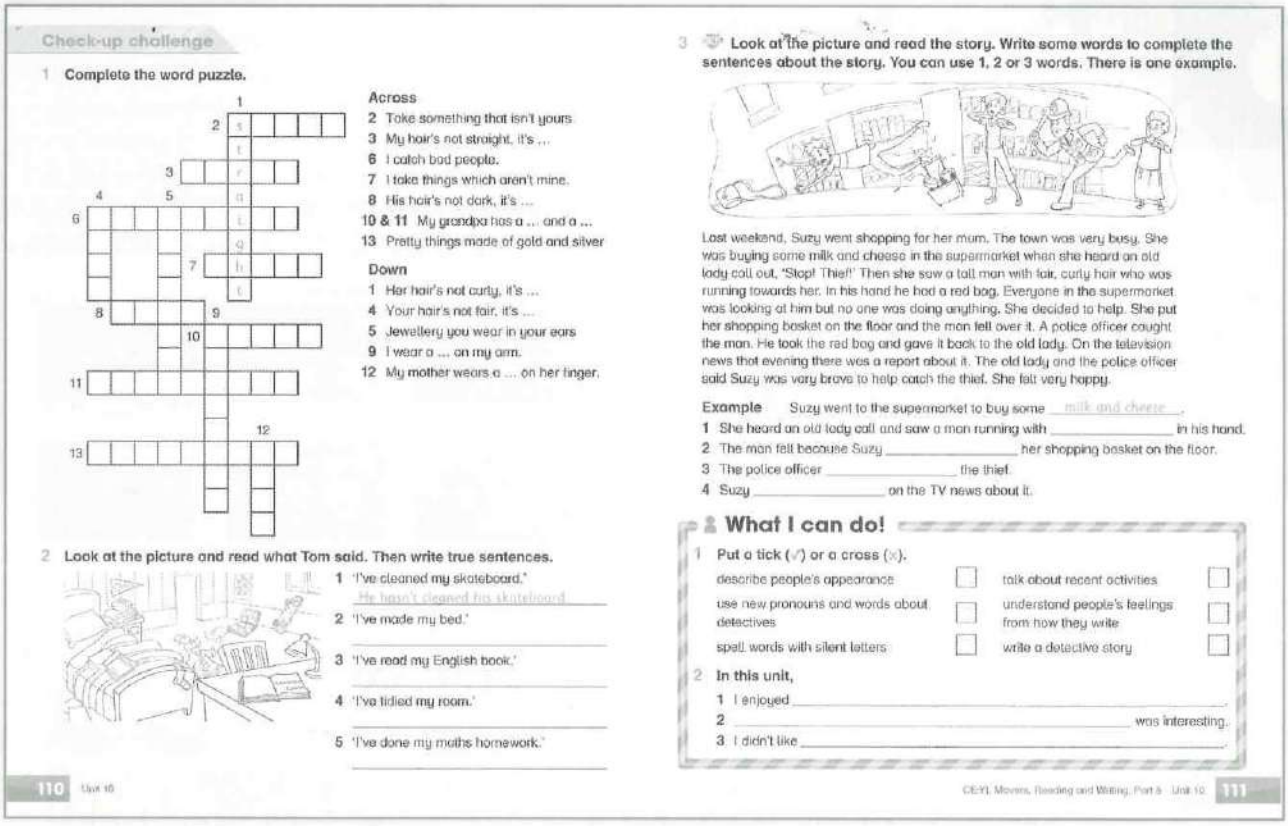
- Divide the class into small groups. Read the instructions and check understanding.
- Play the game, following the instructions in the Pupil's Book.
- Tell them that they are now superstars.

Suggested answers: Vocabulary: Name three new words from the unit *Planet water*. (*watering can, fill, ocean*) **Sentences:** Make a sentence with *dangerous*. (*Sharks can be dangerous.*) **Sounds and spelling:** How do you spell *purple*? (*p-u-r-p-l-e*) **Values:** What's the value in Unit 5? You have 15 seconds to look. (*What can you do to be healthy?*)

Cooler: Word collage

- Divide the class into pairs. Give them each a sheet of paper and have them write as many words as they can that they have learned this year. Have them write the words in different colours, fonts and sizes. They can add drawings to illustrate some of the words.
- Have the children present their work to the class. Place all work on classroom display.

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



Check-up challenge

1 Complete the word puzzle.

Across
2 Take something that isn't yours
3 My hair's not straight, it's ...
6 I catch bad people.
7 I take things which aren't mine.
8 His hair's not dark, it's ...
10 & 11 My grandpa has a ... and a ...
13 Pretty things made of gold and silver

Down
1 Her hair's not curly, it's ...
4 Your hair's not fair, it's ...
5 Jewellery you wear in your ears
9 I wear a ... on my arm.
12 My mother wears a ... on her finger.

2 Look at the picture and read what Tom said. Then write true sentences.

1 'I've cleaned my skateboard.' He hasn't cleaned his skateboard.
2 'I've made my bed.'
3 'I've read my English book.'
4 'I've tidied my room.'
5 'I've done my maths homework.'

3 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

Last weekend, Suzy went shopping for her mum. The town was very busy. She was buying some milk and cheese in the supermarket when she heard an old lady call out, 'Stop! Thief!' Then she saw a tall man with fair, curly hair who was running towards her. In his hand he had a red bag. Everyone in the supermarket was looking at him but no one was doing anything. She decided to help. She put her shopping basket on the floor and the man fell over it. A police officer caught the man. He took the red bag and gave it back to the old lady. On the television news that evening there was a report about it. The old lady and the police officer said Suzy was very brave to help catch the thief. She felt very happy.

Example Suzy went to the supermarket to buy some milk and cheese.
1 She heard an old lady call and saw a man running with _____ in his hand.
2 The man fell because Suzy _____ her shopping basket on the floor.
3 The police officer _____ the thief.
4 Suzy _____ on the TV news about it.

What I can do!

1 Put a tick (✓) or a cross (✗).

describe people's appearance	☐	talk about recent activities	☐
use new pronouns and words about detectives	☐	understand people's feelings from how they write	☐
spell words with silent letters	☐	write a detective story	☐

2 In this unit,
1 I enjoyed _____.
2 _____ was interesting.
3 I didn't like _____.

110 Unit 10

CEYL Movers, Reading and Writing, Part 5 Unit 10 111

1 Complete the word puzzle.

Answers: **Across:** 2 steal 3 curly 6 detective 7 thief 8 fair 10 beard 11 moustache 13 jewellery **Down:** 1 straight 4 dark 5 earrings 9 bracelet 12 ring

2 Look at the picture and read what Tom said. Then write true sentences.

Answers: 1 He hasn't cleaned his skateboard. 2 He hasn't made his bed. 3 He hasn't read his English book. 4 He hasn't tidied his room. 5 He hasn't done his maths homework.

3 CEYL Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

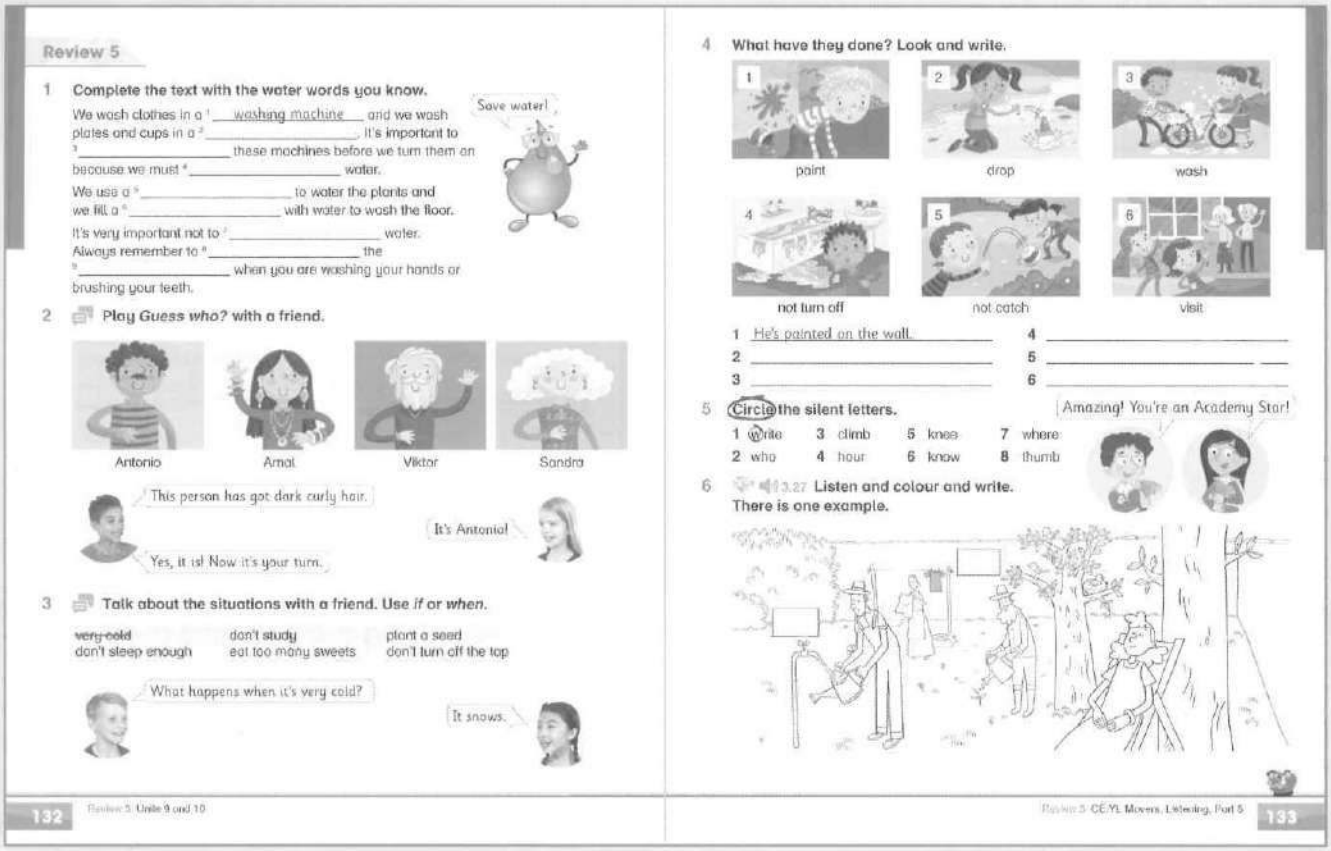
This activity helps the children prepare for Part 5 of the Reading and Writing in the Cambridge English: Movers test.

- If done in class, ask the children to read the text. Answer any questions they might have.
- Have them read the example and ask where the answer to it is.
- Have the children then complete the activity individually and check answers with their partners.

Answers: 1 a red bag 2 put 3 caught 4 watched a report

5 Review

Pupil's Book pages 132–133



Review 5

1 Complete the text with the water words you know.

We wash clothes in a [1] washing machine and we wash plates and cups in a [2] _____. It's important to [3] _____ these machines before we turn them on because we must [4] _____ water.

We use a [5] _____ to water the plants and we fill a [6] _____ with water to wash the floor.

It's very important not to [7] _____ water.

Always remember to [8] _____ the [9] _____ when you are washing your hands or brushing your teeth.

Save water!

2 Play *Guess who?* with a friend.

Antonio Amal Viktor Sandra

This person has got dark curly hair.

It's Antonio!

Yes, it is! Now it's your turn.

3 Talk about the situations with a friend. Use *if* or *when*.

very cold | don't study | plant a seed
don't sleep enough | eat too many sweets | don't turn off the tap

What happens when it's very cold?

It snows.

4 What have they done? Look and write.

1 paint 2 drop 3 wash 4 not turn off 5 not catch 6 visit

1 He's painted on the wall.
2 _____
3 _____
4 _____
5 _____
6 _____

5 Circle the silent letters.

1 write 3 climb 5 knee 7 where
2 who 4 hour 6 know 8 thumb

Amazing! You're an Academy Star!

6 3.27 Listen and colour and write. There is one example.

132 Review 5 Units 9 and 10

Review 5 CE:YL Movers, Listening, Part 5 133

Learning objectives: Review Units 9 and 10; CE:YL Movers, Listening, Part 5

Resources: PK - Unit 10, Review 5; PRC - Review audio tracks 2.20, 2.30, 3.3, 3.11, 3.21 and 3.27

Materials: Class Audio CD2 and CD3; songs from Units 6–10, sheets of lined paper (two per group) for playing Scrabble or making a word search, coloured pens / pencils

Answers: 1 washing machine 2 dishwasher 3 fill 4 save 5 watering can 6 bucket 7 waste 8 turn off 9 tap

Warm-up: Let's sing

- Divide the class into five groups. Assign each group a unit.
- Explain that they have to sing that unit's song and perform it to the class. They can mime, dance or do anything they think will be interesting.

1 Complete the text with the water words you know.

- Divide the class into pairs and have them complete the activity.

2 Play *Guess who?* with a friend.

- Have two children read out the example dialogue.
- Then have volunteers describe one person from the activity as best they can. Write key words on the board.
- Have the children complete the activity in pairs.
- Monitor for proper use of language.

3 Talk about the situations with a friend. Use *if* or *when*.

- Ask the children to explain how *if* and *when* are used (*in conditional sentences*). *When* can be used in the place of *if* and vice versa. The verb that follows is usually in the simple present.
- Have them suggest some sentences with *if* and *when*. Write them on the board.
- Then have the children complete the activity in pairs and monitor for proper use of language. Gently correct if necessary.

PK = Presentation Kit TRC = Teacher's Resource Centre PPK = Pupil's Practice Kit

Suggested answers: What happens if / when it's very cold? It snows. / You wear a warm coat. What happens if / when you don't sleep enough? You feel tired. What happens when you don't study? You get bad grades. / You don't pass your exams. What happens if / when you eat too many sweets? Your teeth go bad. / Your body becomes unhealthy. What happens when you plant a seed? A tree / plant / flower grows. What happens if / when you don't turn off the tap? You waste water.

4 What have they done? Look and write.

- Have the class describe each picture in as much detail as possible.
- Look at each verb under each item and have the children give you its past participle form. Write them on the board.
- Have the children complete the activity individually and check answers with their partners.

Answers: 1 He's painted on the wall. 2 She's dropped her ice cream. 3 They've washed the bike. 4 He hasn't turned off the tap. 5 She hasn't caught the ball. 6 They've visited their grandparents.

5 Circle the silent letters.

- Ask the children to tell you as many words as they can that contain silent letters. Write them on the board.
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 write 2 who 3 climb 4 hour 5 knee 6 know 7 where 8 thumb

6 CEYL 3.27 Listen and colour and write. There is one example.

This activity helps the children prepare for Part 5 of the Listening in the Cambridge English: Movers test.

- Refer the children to Activity 6. Ask them to look at the picture and describe it.
- Ask the children to tell you what colour the T-shirt is and what other colours they expect to hear.
- Play the audio and have the children complete the activity.
- Repeat the audio for children to check their answers.

Audioscript

Narrator: Look at the picture. Listen and look. There is one example.

Man: Would you like to colour the garden picture now?

Girl: Yes, I would! I think the woman has emptied the washing machine.

Man: Yes, that's right. And now she's hanging up a T-shirt. Colour that, please.

Girl: OK.

Man: Make it pink.

Narrator: Can you see the pink T-shirt? This is an example. Now you listen and colour and write.

Narrator: One

Man: Now I'd like you to colour a bird.

Girl: The bird in the nest?

Man: No, not that one. Colour the bird at the top of the tree.

Girl: Can I colour it blue?

Man: Yes, that's a very good idea.

Narrator: Two

Girl: Can I colour a watering can now?

Man: All right. Can you see the man standing next to the tap?

Girl: Oh yes, he's got a butterfly on his arm!

Man: Yes, he has. So can you colour his watering can red?

Girl: OK.

Narrator: Three

Girl: Look at that lady sleeping. She's wearing a lot of jewellery.

Man: Yes, she is. And I want you to colour one of her rings.

Girl: Which one?

Man: Can you see her bracelet? Well, can you colour the ring on the other hand yellow?

Girl: OK. It's a beautiful ring.

Narrator: Four

Girl: Can I do some writing now?

Man: Sure. I'd like you to write the word, 'save'.

Girl: Where? Above the tap?

Man: Yes, please. It's important to save water.

Narrator: Five

Man: And now, can you colour the man's beard?

Girl: It's a lovely big curly beard, can I colour it black?

Man: That's a good idea, but I'd like you to make it brown, please.

Girl: Oh. OK.

Man: Thank you! Well done!

Narrator: Now listen again.

Answers: 1 bird at the top of the tree = blue 2 watering can being filled at the tap = red 3 ring on right hand of lady sleeping = yellow 4 label above tap = save 5 beard of man watering a flower = brown

Cooler: Well done!

- Congratulate the children on finishing the course book. Say *Well done! You're an Academy Star!*
- Ask the class for feedback. *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

PRC = Pupil's Resource Centre TG = Test Generator

Mid-year review

Resources: TRC - TG - Mid-year test

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1

Jobs	Places	Bikes	Illnesses
photographer	countryside	safety vest	headache
plumber	village	pump	cough
chef	island	wheel	cut
engineer	town	bell	toothache
nurse	forest	brakes	sore throat

2 1 chef 2 sore throat 3 countryside 4 safety vest 5 town 6 brakes 7 toothache 8 photographer

3 **A:** Do you want to go fishing next weekend? **B:** I don't like fishing. It isn't interesting. **A:** Do you want to go sailing? **B:** Oh, yes! I want to learn to sail! **A:** Great! We can go to the lake.

4 1 bank 2 café 3 swimming pool 4 park 5 supermarket and turn right. The library is on your left. 6 Go straight on past the chemist's. The station is on your left, opposite the bus stop.

5 1 went camping 2 big, blue lake 3 went swimming 4 to go shopping 5 to go boating 6 went mountain biking

6 1 car 2 right 3 a helmet 4 in the basket
Children's own answers.

7 1 Did 2 was 3 went 4 did 5 were 6 went 7 Did 8 did

8 1 chemist's 2 couldn't 3 to be 4 go 5 nurses 6 across 7 mountain biking 8 going

9 1 You mustn't go fishing here. 2 You must turn right. 3 You must wash your hands. 4 You mustn't ride your bike here. 5 You must stop. 6 You must go straight on. 7 You mustn't use your mobile phone here. 8 You mustn't go swimming here.

10 1 He shouldn't play football. He should lie down. 2 He should go to the dentist. He shouldn't eat sweets. 3 You shouldn't go to school. You should go to bed. 4 She should rest. She shouldn't cook the dinner.

11 1 Could you swim when you were six? 2 Could you read when you started primary school? 3 Could you speak English when you were five? 4 Could you ride a bike when you were seven? 5 Could you whistle a tune when you were six?
Children's own answers.

End-of-year review

Resources: TRC - TG - End-of-year test

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1 1 bucket – It isn't part of a computer. 2 beard – It isn't a kind of jewellery. 3 tap – It isn't part of an animal's body. 4 thief – It isn't part of a tree. 5 something – You don't use it to talk about people.

2 1 which 2 save 3 should 4 fill 5 dishwasher 6 If 7 waste

3 1 If you stir sugar into hot water, it dissolves. 2 If you leave ice out of the freezer, it melts. 3 If a plant doesn't get any light, it doesn't grow / it dies. 4 When clouds get very heavy, it rains. 5 If you pour oil onto water, it floats.

4 1 planting flowers 2 washed the car 3 He's filling the watering can. 4 Some feathers and leaves.
Children's own answers.

5 1 was looking 2 who 3 will teach 4 mine 5 everyone 6 which 7 was planting 8 has lost

6 1 was running up 2 a gold ring 3 take / steal jewellery 4 silver jewellery 5 to the detective.

7 1 **A:** What's the matter? **B:** I'm tired! I've been busy all day. **A:** How about watching a film? **B:** That's a good idea! Let's watch *Monsters*. 2 **A:** What were you doing at 6pm yesterday? **B:** I was doing my homework. **A:** And were you doing your homework at 8pm? **B:** No, I was having dinner at 8pm.

8 Children's own answers.

9 1 The bathroom is the room where we use most water. 2 A detective is a person who catches thieves. 3 The stem is part of a plant which carries water from the ground to the flower. 4 A ladybird is an insect which is red with black spots. 5 A field is a place where you find plants growing.

10 1 He's washed the clothes. 2 He hasn't emptied the washing machine. 3 He's cleaned the floor. 4 He's tidied the kitchen. 5 He's filled the dishwasher. 6 He hasn't turned on the dishwasher. 7 He's cooked the dinner. 8 He's made a cake.

11 1 I **know** that boy. His **uncle** is in the **hospital**. 2 **Will** you **write** to me **when** I'm on holiday? 3 I don't like **yellow apples**. 4 It was a very **funny** story about the **dolphin**. I **laughed**! 5 **Which** car is his? The **white** one or the **black** one? 6 Did you see that **huge giraffe**? It was **jumping**! 7 I **bought** my **computer** in a shop in the **centre** of town.

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