INCREDIBLE ENGLISH

Teacher's Book



Nick Beare OXFORD

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Nick Beare





Unit	Topic and Language	'Learning through English' (CLIL)*	Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Learning for life Mini project
	Vocabulary fish, waterski, sail, rollerblade, play hide and seek, row RECYCLED: swim, climb, skateboard, play football, play tennis Structures collocations with go / play I want to (play basketball). I don't want to (go swimming). Let's (go sailing). Let's (go sailing). RECYCLED: Can you (swim)? Yes, I can't.	Geography: The water cycle and the weather Vocabulary It's snowing, foggy, stormy, 10 degrees, minus 5 RECYCLED: It's sunny, cloudy, windy, raining Additional language condensation, evaporation, rain drops, shine, sky, warm (v), cooler, water vapour What's the weather like? CLIL skills • Learn about the water cycle • Identify and understand a weather map Optional extension • Do a water cycle experiment	Wake up! What time is it? Great idea! Can I try it? There are lots of things to do! I can climb like a monkey! I don't feel like Shh! have a rest countryside stay in bed Come and Come at competition slide swing scooter snow standing Up so high! Here we go!	Reading: • Read a story • Read a playscript • Read an email Listening: • Listen to a story • Listen to a dialogue and recognize important information Speaking: • Talk about outdoor activities • Talk about what you can do • Make suggestions • We finger puppets to act out a play • Act out a play • Sing a song about doing activities together • Say a chant to practise pronunciation of /sk//sn//sw//sl//st/ Writing: • Write a dialogue • Complete a playscript	Cognitive skills: • Predict aa story from visual clues • Read to find mistakes • Group words into categories • Match words that start with the same sounds • Recognize spelling patterns • Solve puzzles in English • Evaluate your progress in class Learning for life: • Understand the importance of being active and doing activities together Mini project: • Make a weather map
	Vocabulary firefighter, pirate, doctor, astronaut, policeman, scientist, pilot, actor, artist RECYCLED: dancer, footballer, teacher Structures She / He gets up / goes to bed at 6 o'clock. 1 / We / You / They get up / go to bed at 6 o'clock. She always goes to school. always / never / usually RECYCLED: Where's (Finn)? He's + behind / next to / in front of / under / on	Vocabulary tower, stairs, lift RECYCLED: clock, restaurant Additional language whole, top, grid, blank It's 553 metres high. In 1975. Between 1173 and 1350. It was built in 1975. CLIL skills Think about the height and age of buildings Copy a picture using a grid Optional extension Choose a picture to copy	I'm bored. We don't know what to do. Don't worry! That's very early! Oh no! What a mess! This is the best ever! brush mess museum uniform tidy up bring make-up professional rules soldier sailor singer fireman	Reading: • Read a story • Read a playscript • Read a notice Listening: • Listen to people talking about where they are • Listen to a story • Listen for words and phrases in a dialogue Speaking: • Talk about where you are and what you are doing • Talk about people's routines • Use finger puppets to act out a play • Writing: • Complete a playscript	Cognitive skills: Predict a story using visual clues Work out where someone is from a description Group words into categories Recognize spelling patterns Understand the use of times with daily routines Solve puzzles in English Evaluate your progress in class Learning for life: Understand the importance of keeping clean and tidying up Mini project: Copy and / or make pictures smaller and larger using a grid

Words and phrases in bold are the core language syllabus. * 'CLIL' = Content and Language Integrated Learning.

Unit	Topic and Language	'Learning through English' (CLIL)	Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Learning for life Mini project
m	Vocabulary I feel sick. I've got a headache, a cough, a cold, a sore throat, a toothache, an earache, a stomach ache RECYCLED: I feel dizzy. Structures You should (sit still). You should (sit still). You shouldn't (eat sweets). Can you her / us / them? I can help you / him / her / us / them? I can help you / him / her / them. RECYCLED: What's the matter? I've got	Science: Pulse rate Vocabulary heart, thumb, wrist, blood RECYCLED: fingers Additional language beat, pulse, pump (v), press gently, BPM (beats per minute), measure Take your pulse. What's your pulse aftering? CLIL skills • Learn how to take your pulse • Learn to record results • Learn how and why your pulse rate increases Optional extension • Make a simple stethoscope to listen to your heart	I don't feel well. What's the matter? Oh dear. I can't wait! Are we nearly there? Hurray! He / she isn't well. I'm afraid can't come today. portion junk food treat fit bright wash Hurry up! take off dish cheesecake	Reading: Read about health and illnesses Read about pulse rates Read a table and extract information Read a playscript Read a story Listening: Listen to people talking about health and illnesses Listen to a story Listen for words and phrases in a story Speaking: Talk about health and illnesses Practise using object pronouns me, you, us, them, him, her Use finger puppets to act out a play Act out a play Talk about how you can have a healthy lifestyle Sing a song about healthy living Sing a song about healthy living Say a chant to practise pronunciation of /tʃ/ and /ʃ/ Writing: Complete a playscript Write questions to describe social situations Write rules for a poster	Cognitive skills: Predict a story from visual clues Identify words containing certain sounds Group words into categories Recognize spelling patterns Learn how to ask for help Solve puzzles in English Evaluate your progress in class Learning for life: Understand the importance of a healthy lifestyle Mini project: Measure your pulse after activity and make a pulse rate (BPM) chart
च	On the farm Vocabulary beans, potatoes, onions, peppers, cauliflower, weeds, grass RECYCLED: strawberries, tomatoes, milk, water, goat Structures There's some (water). There isn't any (cheese). There are some (tomatoes). There aren't any (beans). RECYCLED: What's Molly doing? She's watering the tomatoes.	Science: How plants grow and their habitats Vocabulary wet, shady, dry RECYCLED: Hot, cold, sunny Additional language sunflower, pine tree, cactus/cacti, palm tree, fern, leaf/leaves, spikes, needles desert, forest, ice, grow (v), sap, air photosynthesis, oxygen, carbon dioxide Can you think of a? They grow in CLIL skills • Learn about how plants grow • Identify plants from descriptions • Describe the habitats and characteristics of different plants Optional extension • Observe the movement of water through a plant stem	Watch out! Ouch, that hurts. We're sorry. You're a great help. Good work, kids. over there pick (v) bucket tap help (n) forget We pick them when they're ready. Let them grow. Take the dog for a walk. Give some water to the goat. Venus flytrap, fungus/ fungi, edelweiss rat	Reading: • Read about what people are doing • Read a story • Read a playscript • Read and understand notes Listening: • Listen to people talking about what they are doing • Listen for words and phrases in a story • Listen for words and phrases in a story • Listen for words and phrases in a place Speaking: • Talk about what you are doing • Talk about what there is in a place • Use finger puppets to act out a play • Act out a play • Act out a play • Sing a song about growing food • Say a chant to practise pronunciation of /au/ and /æ/ Writing: • Write about what people are doing • Write sentences with some and any • Complete a playscript • Write a note	Cognitive skills: • Understand and match words with opposite meanings • Identify words with combinations of two vowels or dentify irregular plural nouns • Predict a story from visual clues • Group words into categories • Solve puzzles in English • Evaluate your progress in class • Understand that we grow a lot of our food Mini project: • Make a table to classify plants

Unit	Topic and Language		Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Learning for life Mini project
ν	Animal life Vocabulary fast, slow, fat, thin, long, short, tall, strong RECYCLED: big, small, hungry tortoise, lion, elephant, snake, zebra, crocodile, bee, cheetah, giraffe Structures Billy's faster than Coco. Coco's thinner than Billy's the biggest. Coco's the best. RECYCLED: Is it (slow)? Yes, it is. Is it (the tortoise)?	Vocabulary beehive, queen, comb, honey, worker, drone, lay eggs Additional language lay eggs social insect collect divide colony clean the hive, build the comb, store the food Does it? CLIL skills • Follow and understand what happens in a beehive • Identify different types of bee Optional extension • Make a model of a beehive	crisps everywhere Welcome to There it goes ride come up for air tonne frightened bamboo stripes pig deer hunt Save the animals. work together chop down waste save	Reading: Read a story Read a story Read a playscript Read texts on a website Listening: Listen to people talking about animals Listen and identify animals from descriptions Listen to a story Listen for words and phrases in a story Speaking: Talk about animals Use finger puppets to act out a play Act out a play Sing a song about protecting animals in danger Talk about different types of bee Say a chant to practise pronunciation of /ə/ Write descriptions of animals Complete a playscript Write texts for a website	Cognitive skills: Predict a story from visual clues Identify animals from descriptions Understand the use of adjectives Identify and match words with opposite meanings Understand the use of comparatives and superlatives Match spellings to sounds Solve puzzles in English Evaluate your progress in class Learning for life: Understand the importance of protecting animals in danger Mini project: Make a bee diagram
9	Safety Vocabulary go left, go right, stop, sign, helmet, zebra crossing, traffic lights, road RECYCLED: bike, car, gloves Structures You must (wear a helmet). You must (tun across the road). Can I (go and play)? Can I (go and play)? Can I (have a biscuit)? RECYCLED: Go left at the traffic lights. Go right at the Stop at the	Maths: Measuring speed and distance Vocabulary 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000 Additional language travel, speed, kilometres per hour, motorway, speed limit, speedometer, distance, calculate, racing car, space shuttle, falcon, fighter plane How far do you travel? How long does it take? CLIL skills • Talk about speed in kilometres per hour • Learn how to calculate speed • Learn how to use speed scales Optional extension • Make a flicker book	Can we go now? You can't go yet. Watch out for Stay on the path. Oh all right. Be careful! You mustn't do that! track hill bush protect litter drop swimming hat lifeguard dangerous pick flowers duck Cross at the lights. Use your head! Hold on tight! light enjoy circus clown	Reading: Read a story Read and follow directions Read and follow directions Read and understand posters with rules Listening: Listen to people talking about directions Listen to a story Listen for words and phrases in a story Speaking: Talk about directions Follow and give road instructions Ask for permission Use finger puppets to act out a play Act out a play Act out a play Talk about what you must and mustn't do to be safe on or near a road Sing a song about road safety Say a chant to practise pronunciation of /k/ and /s/ Writing: Complete a playscript Writing:	Cognitive skills: Predict a story from visual clues Recognize spellings Find places on a map from descriptions Learn about animation and how to show movement (optional) Understand that some words sound the same, although they have different spellings (homophones) Solve puzzles in English Foaluate your progress in class Learning for life: Understand the importance of road safety Mini project: Make a scale to show relative speeds

Unit	Topic and Language	'Learning through English' (CLIL)	Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Learning for life Mini project
_	Vocabulary Maths, History, Geography, Science, P.E., Spanish RECYCLED: Music, English, Art, poster, classroom, school Structures I was (good at History). I wasn't (good at Maths). Were you (good at History)? Was he (good at Science)? Ves, I was. No, he wasn't. RECYCLED: Do you like (English)? Yes, I do. No, I don't.	Vocabulary mummy, pyramid, mummy, pyramid, pharaoh, god, goddess, headdress Additional language land, farming, king, queen, die, bury, tomb, body, wrap, bandage, believe, kind, feathers, horns Is it a god / goddess? Did he / she have the head of a? CLIL skills • Learn about the culture of Ancient Egyptian gods and goddesses Optional extension • Make a model of an Egyptian mummy	We mustn't be late. My favourite topic was I was very lucky! calculator school lunches terrible strict medal runner sick student grow up break time study hard No matter what thumb fin	Reading: • Read a story • Read fact files Listening: • Listen to people talking about school • Listen to a story • Listen to a story • Listen and identify Egyptian gods and goddesses from descriptions Speaking: • Talk about school • Ask about what people were good at • Use finger puppets to act out a play • Act out a play • Act out a play • Talk about how to study well • Say a chant to practise pronunciation of /\theta and /\telefi /\	Cognitive skills: • Predict a story from visual clues • Find information in a fact file • Convert written information into a chart • Identify words in a long sequence of letters • Recognize spelling patterns • Solve puzzles in English • Evaluate your progress in class Learning for life: • Appreciate the importance of studying hard Mini project: • Draw and write about Egyptian gods and goddesses
∞	Underwater life Vocabulary shell, starfish, shark, sand, sechorse, jellyfish, crab, octopus RECYCLED: dolphin, fish, boat, water Structures I saw (an octopus). I didn't see (a shark). Did you go (to the beach)? Yes, I did. No, I didn't. RECYCLED: How many (fish) are there? There are lots of (fish). I can see	Vocabulary deep, shallow, surface, bottom, pond, lake RECYCLED: sea, river Additional language freshwater (adj), saltwater (adj), fresh water, salt water, daylight, hiding place, anglerfish, lanternfish, pike, trout, cod, sardine, salmon, eel, ray, quantity, salt CLIL skills • Learn about freshwater and saltwater fish and saltwater fish • Learn to identify different types of fish Optional extension • Do a floating experiment	lunchtime fall in scared show (n) Coco fell in! Coco was a star! We had a great day / time! species deepest underwater tunnel past outdoor pool souvenir Let's pack our bags. What do we need? suncream Hurray! shake	Reading: • Read about quantities • Read a story • Read a playscript • Read a leaflet Listening: • Listen to people talking about quantities • Listen to a story • Listen for words and phrases in a story Speaking: • Ask about quantities • Use finger puppers to act out a play Act out a play • Writing: • Complete a playscript	Cognitive skills: Predict a story from visual clues lentify statements as true or false, using information in a text Match spellings to sounds Learn about irregular plurals Identify pictures from descriptions Put words into categories according to the number of syllables they contain Match dipthong sounds to spellings Solve puzzles in English Evaluate your progress in class Learning for life: Understand the importance of safety in the sun Mini project: Oraw and write about fish in a freshwater tank and fish in a saltwater tank

Unit	Topic and Language	'Learning through English' (CLIL)*	Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Learning for life Mini project
6	Vocabulary Wocabulary memory stick, laptop, mouse, screen, keyboard, mobile phone, text message, camera RECYCLED: TV, radio, computer Structures He wanted (a computer). He didn't want (a phone). Did you (go to the park)? Yes, I did. / No, I didn't. RECYCLED: Does she need (a mouse)? Yes, she does. No, she does.	Vocabulary smoke, Morse code, pigeon smoke, Morse code, pigeon RECYCLED: flags, mirror, horse, drums Additional language communicate, idea, information, send a message, long / short sounds, hundreds of years, emergency, lost, rescue plane, signal (v), distance, postal system, ship CLIL skills • Learn about different ways to send messages • Make a message in semaphore Optional extension • Make a telephone and send a message	What happened yesterday? We had a great day! You saved the Incredible Club! You really are incredible! football match fireworks burglar chase newspaper thief / thieves steal arrive safely lose a life stone surfboard beachball touch energy canyon ring stunt bike keep in touch letter texting far from explode wriggle giggle bounce skip about	Reading: • Read a story • Read applyscript • Read about types of messages Listening: • Listen to people talking about what they need • Listen to a story • Listen for words and phrases in a story Speaking: • Listen for words and phrases in a story Speaking: • Talk about what you need • Use finger puppets to act out a play • Write about to practise pronunciation of /t/, /d/ and /td/ Writing: • Write about your friend's weekend • Complete a playscript • Write instructions for a computer game	Cognitive skills: • Predict a story from visual clues • Write sentences about a story • Put words into categories • Dat words into categories • Identify pictures from descriptions • Recognize spelling patterns • Solve puzzles in English • Evaluate your progress in class Learning for life: • Appreciate the importance of communicating with people Mini project: • Make a message in semaphore

Festivals	Language	Objectives
Advent	angel, candy cane, snowman, star, sleigh, Christmas tree, present, reindeer, Christmas pudding, stocking	Become aware of some words associated with Advent Talk about different aspects of the Advent celebration Make an Advent calendar Sing an Advent song
Pancake Day	nuts, chocolate sauce, syrup, sugar, lemon, honey, jam, strawberry	Become aware of some of the traditions around Pancake Day Become aware of words associated with Pancake Day Design a pancake and write about it
World Book Day	adventure, comic, story, hero, superhero, mystery, fairy tale	Become aware of World Book Day Become aware of some words associated with books Discuss the importance of reading. Make two bookmarks to use when reading

Children around the world	Language	Objectives
My country	Turkey, Alaska, Thailand, New Zealand volcano, freezing, chilly, monsoon, warm What country is it? What's the weather like in? What's your favourite month? Where is his / her country?	Meet a group of children from four countries (Turkey, Alaska, Thailand, New Zealand) Learn about the location of the four countries Learn about the weather and clothes in the four countries Write about the weather and clothes in the four countries Write about the weather and clothes in your country
My journey to school	ferry, school bus, snowmobile, tram, tuk tuk, on foot How does he / she go to school? I go on foot. I take the Tell me about your journey.	Learn more about the children from Lesson 1 and the countries they are from Learn about how children in different countries go to school Do a class survey about how the pupils come to school Practise talking about how children go to school in different countries
My school	Art and Design, Design Technology, Drama, Information Technology What subject is it? What's his / her favourite subject? What have you got on Monday? What do you do in this subject? What job does he / she want to do?	 Learn more about the four children from Lessons 1 and 2, and their countries Learn about schools in these countries Listen to conversations about school subjects Talk about your school timetable Read and listen to children talking about their favourite subjects and their ambitions. Draw a picture of the your favourite subjects and about your favourite subjects Write about your favourite school subjects and ambitions

Introduction

Welcome to the course

This is the fourth level of a six-level primary course for pupils. The course provides teachers with a very rich and flexible set of teaching materials, allowing them to expand the language syllabus into other areas of the curriculum, and providing a wide range of optional additional materials to cater for different timetabling needs. The context is fresh, light-hearted, and fun while the underlying methodology is sound and well-established.

Level 4 components

Class Book

This is an 88-page colour book containing all the presentation material you will need for your lessons, including stories, songs, games, reading texts, and other activities.

The nine main units of the book are eight pages long and are based on topics familiar to children of this age group.

As for Level 3, there is a focus on different text types in Level 4 – notes, emails, notices, posters, web pages, cartoons, Factfiles and calendars. A model of the relevant text type is presented in each unit of the Class Book. Pupils then go on to do a supported writing activity in the Activity Book (e.g. a listening gap-fill) and finally do more open work on a photocopiable template, producing their own version of the text type. After the main units there are three festivals sections (on Advent, Pancake Day, and World Book Day) and three culture sections focusing on the lives of four children around the world.

At the back of the book you will find the words for the songs and a syllabus summary.

Activity Book

This is a 96-page black-and-white book full of challenging and entertaining puzzle-type tasks to practise the language. The activities include matching, sorting, labelling, crosswords, and mazes, and are designed to motivate and challenge the pupils.

Each unit includes a playscript activity, where pupils are able to manipulate the language from the Class Book story, and create their own version to act out in class. The course structure integrates the Activity Book fully with the Class Book in the lessons. The Activity Book is designed mainly for use in the class, although some activities may be suitable for homework, such as the writing activities which do not involve listening. A separate list of suggestions for homework activities is included in this Introduction (see 'Homework' on page 13).

The Activity Book includes a self-evaluation feature at the end of each unit, designed to make pupils aware of their own learning (see the Lesson 12 section on page 17 for further details).

Teacher's Book

The Teacher's Book serves as a clear and flexible guide for the teacher in all aspects of the course. It contains the following:

- · The course syllabus;
- This introduction, which sets out the overall objectives and principles that underlie the course, as well as giving an outline of how the course works;
- A resource bank of games and activities (pp19-22);
- A list of sample classroom language (pp23-24);
- Step-by-step teaching notes for every lesson in the book, including 'Teaching tip' boxes with extra teaching ideas or suggestions for classroom management;
- Transcripts for all the recordings;
- Answers for all the activities (unless these are included in the transcripts);
- Teaching notes for the three festivals, including cultural information;
- · Photocopiable test pages (see below);
- · Photocopiable portfolio pages (see below);
- A wordlist containing the core vocabulary and other key language;
- Tests CD (packaged with the Teacher's Book) containing all the listening material for the unit tests.

Test / Portfolio section

This section in the Teacher's Book includes flexible test material that reflects the objectives of the course. It contains nine end-of-unit tests that review what pupils have done in each unit and three end-of-term tests (with optional listening sections) that can be used after Units 3, 6, and 9. These tests use a mixture of exercise formats similar to the activities pupils have become familiar with in their Activity Books and formats which offer practice for the Cambridge Young Learners English Tests (Starter level). For flexibility, there are two parallel tests (Tests A and B) for each end-of-term test. Teachers can set both tests at the same time to avoid cheating, i.e. in pairs one pupil has Test A and the other has Test B. Alternatively, the teacher can just set one test, and save the other test to use as a remedial test, or a followup test later in the year.

A photocopiable record card is included to allow you to keep a unit-by-unit record of pupils' achievements in reaching linguistic objectives.

In addition to the test material there are six photocopiable pages which allow pupils to create the framework for their own portfolio, to which they can add examples of their work, exam certificates, materials from trips abroad, etc., in accordance with the recommendations of the Council of Europe. (For further information on portfolios, see page 190.)

CDs

For Level 4 of the course there are three CDs to support teaching in class. These contain recordings of all the songs, chants, stories, and other listening activities. Songs and chants can be used to change the pace of the lesson and to help manage the transition from one stage to another. In Level 4 the songs also carry the

'Learning for life' message (see the list of topics on page 11).

There is also a Tests CD for Level 4, which is packaged with the Teacher's Book.

Teacher's Resource Pack

The Teacher's Resource Pack contains material for Levels 3 and 4 of the course. The Level 4 components are described below.

Flashcards

There are 161 flashcards for Level 4. These include the main unit vocabulary for Units 1-9 (10-12 new words in most units), the additional vocabulary input from the 'Learning through English' lessons (normally around 6 words), and the course characters.

Flashcard list

The flashcards are double-sided, so most of the cards

have two images.	
1 swim / dizzy	42 water / Art
2 climb / sick	43 milk / Science
3 row / headache	44 onions / P.E.
4 skateboard / cough	45 peppers / Spanish
5 fish / cold	46 strawberries / Music
6 waterski / sore throat	47 tomatoes / English
7 sail / toothache	48 cauliflower / classroom
8 rollerblade / earache	49 goat / poster
9 play football / stomach	50 weeds / school
ache	51 hot / pharaoh
10 play basketball	52 sunny / mummy
11 play tennis	53 wet / headdress
12 play hide and seek	54 shady / god
13 It's sunny / fish	55 cold / goddess
14 It's cloudy / shell	56 dry / pyramid
15 It's windy / dolphin	57 fast / bike
16 It's raining / seahorse	58 slow / helmet
17 It's snowing / jellyfish	59 big / gloves
18 It's foggy / crab	60 small / zebra crossing
19 It's stormy / octopus	61 fat / traffic lights
20 degrees / starfish	62 thin / road
21 minus / shark	63 hungry / car
22 pirate / mobile phone	64 long / left
23 astronaut / text message	65 short / right
24 teacher / laptop	66 tall / stop
25 policeman / TV	67 strong / sign
26 footballer / radio	68 water / 100
27 scientist / computer	69 sand / 200
28 actor / mouse	70 boat / 300
29 pilot / screen	71 sea / 400
30 doctor / keyboard	72 deep / 500
31 dancer / memory stick	73 shallow / 600
32 artist / camera	74 surface / 700
33 firefighter	75 bottom / 800
34 tower / beehive	76 river / 900
35 stairs / queen	77 pond / 1000
36 lift / honey	78 flags / heart
37 clock / comb	79 smoke / fingers
38 restaurant / lay eggs	80 mirrors / thumb
39 beans / Maths	81 drums / wrist
40 grass / History	82 horses / blood

41 potatoes / Geography

83 pigeons / pulse

Photocopy Masters Book (PMB)

The PMB has 56 pages of material:

- finger puppets of the course characters (for use in play acting in each unit);
- · pupil picture cards for each unit;
- a template of blank pupil word cards (optional use);
- · cut-out 'grammar tiles' for the 'Language focus' lessons (Lessons 4 and 5 of each unit);
- · a template for the 'Reading and Writing' page (Lesson 7 of each unit);
- a template for the third 'Learning through English' lesson (Lesson 11 of each unit);
- an optional extra lesson for each unit ('Learning) through English' extension - Lesson 11a);
- a page for each of the three 'Festivals' lessons;
- a page for each of the 'Children around the world' sections:
- a template for a Picture Dictionary (optional use).

Finger puppets

As for Level 3 the pupils use finger puppets to act out playscripts. If their finger puppets are still in a usable condition from the previous year they can use these again. Alternatively they can make new finger puppets from the template provided. These are made in Unit 1, and used in each unit to act out the stories. As well as the main course characters, a blank puppet template is included for pupils to make the extra characters who occasionally appear in the stories. (For further details of how to use the puppets in class, see the 'Activities and games' section at the end of this Introduction.)

Picture cards

The cards for the main vocabulary input are prepared by the pupils in Lesson 2 and used by them in the activities and games throughout the unit.

Photocopying onto card rather than paper is recommended in order to make the cards last longer. If timing is an issue when preparing the cards, pupils could take the picture cards home and colour them in preparation for the next lesson.

Once the cards are prepared they should be kept in the classroom in separate sets, e.g. in envelopes (with the pupils' names on) so that pupils can use them many times for games and revision.

Blank word cards

These are card shapes for the pupils to cut out and write words from a vocabulary set on. They can be used for a variety of activities such as games (see pp19-21). Their use is optional, but it is suggested that, if used, they are made at the same time as the corresponding picture cards in Lesson 2.

Grammar tiles

These are cut-out word and phrase cards, which are used in Lessons 4 and 5 by pupils to create different sentences using the target structures of the unit. Blank tiles are included so that pupils can add their own vocabulary to make additional sentences.

Templates

These provide the pupils with page layouts which include a space or spaces for drawings, and a space for the text they are going to write. The templates for the Reading and Writing page (Lesson 7) follow the style and layout

of the example text which the pupils have just read, which they can use as a model for their writing. The templates for the third 'Learning through English' lesson (Lesson 11) expand on the CLIL theme, and in this case the pupils use an activity in their Activity Books as a model for their writing. The templates for the optional 'Learning through English' extension lesson (Lesson 11a) follow on from the main CLIL topic, giving you the opportunity to develop further the themes explored in the content areas of each unit. The activities aim to extend the pupils' interest in the topic, and add to their enjoyment of learning through active participation.

Festivals

The Photocopy Masters for the three festival pages (pp50–52) are objects for the pupils to cut out and make, and use either in the class or at home.

Children around the world

These three pages (pp53–55) are based on the themes of the corresponding two-lesson mini-unit. They allow pupils to describe their lives in the context of children around the world, and highlight similarities and differences in children's lifestyles in different countries.

The Rollercoaster Game poster

This poster is used to make pupils aware of their learning throughout the unit, and to play a game at the end of the unit. It is used in three specific lessons (though it can be kept on the wall and referred to at any point):

Lesson 1 - Unit overview

In Lesson 1 the poster is used to give an overview of what is to come. Pupils are asked to look through the new unit in the Class Book, and to tell the teacher what activities they think they will be doing. The teacher writes a quick summary on the board, relating the activities to the sections on the poster.

Lesson 8 - Unit review

In Lesson 8 the poster is used to revise the language of the unit so far. At this point in the unit there is the opportunity for reflection and re-evaluation. When you take out the poster you can ask the pupils to recall the vocabulary and talk to them about the activities they have been doing. This can encourage and motivate the pupils to continue to participate in the lessons as they recognize and remember what they have done.

Lesson 12 - End-of-unit review

In Lesson 12 the poster is used to recall the activities and related language and to prepare the pupils for self-evaluation. As in Lesson 8 there is opportunity for reflection. Pupils can discuss their personal learning, saying what they like, and what they find difficult / easy. Pupils then use the poster to play a game in groups, to see how much they have done.

The Rollercoaster Game

The Rollercoaster Game is played in groups. Each group has a story character counter which is moved around the poster along the rollercoaster route. The groups take turns to throw the dice and move. If they land on an arrow, they stay where they are until their next turn. If they land on an exclamation mark, they take a 'chance' card, which will tell them to move forward or back by a number of places. If they land on a shape (corresponding to the different sections / activity types in the unit), then they take a card which has the same shape on the front of it. They read out the card to the class and do the

challenge. If they get it right, they move on two places. If they get it wrong, they stay where they are. The game is finished when all characters have arrived at the Finish. There are two chants printed on the poster, which pupils will chant each time a group gets a question right or wrong:

You got it right!
Well done to you!
You're now allowed
To move on two!
If you're not sure,
Then open your book.
You'll find the answer
If you look!

'Learning through English' posters

There are six posters which aim to help teachers who would like more materials to develop the 'Learning through English' topics that are taught in the Class Book and on the *Incredible English* DVD (see page 22). They develop the subject from a different angle to the one on the DVD or in the Class Book but use the same subject so pupils already have the language for that topic. They give pupils extra information and also extra practice in using the Class Book language. The posters include interactive questions to engage pupils' interest, and offer scope for personalization through a 'Show and tell' activity. There are many activities and suggestions for how to use each individual poster which can be found on the back of the posters themselves.

Course principles

The learning objectives

The learning objectives of this course are based on fundamental educational aims. They recognize the importance of helping pupils to apply their learning and develop interpersonal and intrapersonal skills. Six threads run through the course:

- 1 Language
- 2 Strategies for learning
- 3 Learning for life
- 4 Understanding myself and others
- 5 Learning through English
- 6 Assessment

These strands are further explained below.

1 Language

Language in context

Children are likely to learn a second language more effectively if they hear and see the language used in meaningful contexts before they use it and if they are involved in enjoyable activities. In line with this approach it is hoped that the teacher will:

- make connections with the pupils' developing sense of the world;
- use the pupils' mother tongue as a bridge to their learning of English;
- take as many opportunities as possible to speak in English;
- be aware of the potential for absorbing English when organizing and preparing activities and talking to pupils about their immediate surroundings.

In Level 4, language is presented and practised in a clear context through the four skills:

 New vocabulary is presented in a story-related context or a CLIL context (CLIL stands for Content and Language Integrated Learning, and in this course takes the form of the 'Learning through English' lessons). The pupils become more familiar with the vocabulary through reading and listening activities. They are encouraged to use the new vocabulary in speaking and writing tasks.

 New language structures are presented through the story. The pupils are then shown the structure arranged as grammar tiles and encouraged to experiment with it. The emphasis is always on using the new structure in a meaningful context.

The vocabulary and structures listed in the syllabus on Class Book pp84–85 are the 'core' language from Units 1–9. This is what the pupils should be able to understand and use by the end of the book.

In addition to this core language, pupils will also absorb language from a range of sources such as:

- the festivals and culture sections
- language for setting up and doing classroom activities;
- the many classroom situations that offer opportunities for meaningful use of English.

The language focus

In Level 4 the focus is on the acquisition of vocabulary and structures in meaningful contexts such as stories and conversations. Pupils are encouraged to adapt the example stories and conversations with alternative vocabulary to express what they want to say or write. The 'grammar tiles' approach in the 'Language focus' lessons (Lesson 4 and Lesson 5 of each unit) helps the pupils to understand the ways in which words can be linked to make sentences and questions. This is a 'hands on' approach to grammar; the pupils are encouraged to arrange their own grammar tiles (made with PMB photocopies) to make sentences on their own. Grammatical terminology is not used.

The skills-based syllabus

Language is practised through the four skills – moving from the recognition skills of listening and reading to the production skills of writing and speaking. In addition to using the skills as a means of acquiring, reinforcing, and recycling language, the pupils are also guided through a skills development programme:

Reading – the pupils read texts from different sources such as recipes, leaflets, and menus. They learn how to recognize these sources and how to understand and use the information in them.

Listening – the pupils practise listening for specific information in a variety of listening contexts. They also listen to the stories before they read them (during the second listening); in this way they develop a better understanding of the sometimes complex links between spoken English and its written form.

Writing – the pupils learn how to write texts in a variety of different styles and presentations, based on the reading texts.

Speaking – the pupils practise meaningful dialogues which reflect the conversations they may later have in 'the real world'.

2 Strategies for learning

Pupils need to:

- · become effective and independent learners;
- · develop an awareness of their own learning strategies;
- do activities to suit their diverse learning styles;
- · have opportunities to reflect on how they learn best.

This course upholds these objectives by providing material to support a range of different learning styles:

Linguistic: stories, teacher talk;
 Musical: songs and chants;

Kinaesthetic: action games, tracing and joining

activities, 'make and do' activities;

 Visual: artwork, diagrams, flashcards, 'cutting and sticking', observation such as

'look and find' activities;

• Mathematical: activities that call on the pupils to

sequence and order items;

 Natural: activities based on the natural world, including observation, categorizing,

cycles;

• Interpersonal: pair and group games, pair and group

work;

• Intrapersonal: personal word collection (optional

Picture Dictionary), reflecting and talking about own styles and abilities,

target and goal setting.

The course also offers a rich visual and auditory context, which encourages pupils to become visually and aurally literate through:

- · predicting, listening to and reading stories;
- meeting familiar characters in pre- and post-story activities;
- · using finger puppets to act out playscripts;
- using visual supports (Class Book / Activity Book pictures, flashcards, PMB picture cards, the poster, and all the visual material that individual pupils make in class).

3 Learning for life

A focus on personal, social, and health education is introduced in songs and through stories and follow-up activities. In particular, the songs are an opportunity for class discussions on the theme of the song.

Song topics

Unit 1 - Being active and doing activities together

Unit 2 - Keeping clean and tidying up

Unit 3 - Having a healthy lifestyle

Unit 4 - Growing our own food

Unit 5 – Protecting animals in danger

Unit 6 - Being safe on or near a road

Unit 7 - Studying well

Unit 8 – Getting exercise outdoors

Unit 9 – Communicating well with other people Elsewhere in the course every opportunity is taken to encourage appropriate behaviour, community feeling, caring for others, and developing good relationships.

4 Understanding myself and others

Cultural awareness and intercultural learning are part of language education.

It is important for children to:

- · develop an awareness of the people around them;
- · learn about people who live in other countries;
- understand and reflect on the differences and similarities between their own and other cultures.

The intercultural learning objectives are based on the pupils' immediate experiences, and include:

learning about celebrations around the world and comparing them to their own

 Advent, Pancake Day, World Book Day (see pp75–77 of the Class Book) becoming aware of children's lives in other countries

 'Children around the world' (see pp78–83 of the Class Book)

These sections include topics which allow for comparison: My country (clothes, activities and weather), my journey to school, and my school.

5 Learning through English

This key element of the course links directly to subjects such as Maths, Science, Art, Music, and PSHE (Personal, Social, and Health Education).

All nine units contain a specific section which aims to connect with a subject topic and act as a starting point for teachers who wish to explore it further with their classes. This section includes:

- · new vocabulary;
- listening and reading activities which develop the pupils' understanding of the subject and practise subject-specific skills;
- a writing activity which allows pupils to become personally involved with the topic;
- a photocopiable worksheet for teachers who wish to pursue the topic further (this is the extra optional Lesson 11a).

In this section the focus is as much on the content as the language used to convey it.

Content topics

Unit 1 - Geography / The water cycle and weather

Unit 2 - Art / Drawing and copying with a grid

Unit 3 - Science / Measuring pulse rates

Unit 4 - Science / How plants grow and their habitats

Unit 5 - Science / Bees and their habits

Unit 6 - Maths / Measuring speed and distance

Unit 7 - History / Ancient Egypt

Unit 8 - Science / Under the sea

Unit 9 - History / Sending messages

At this stage in the children's learning, many of the class teacher's and the English teacher's objectives may coincide. The course will assist development in many of these areas and complement the work done in other subject areas, e.g. developing sound / letter recognition which is supported by activities from Lesson 12 in any unit.

6 Assessment

Appropriate assessment:

- is part of the learning process;
- helps teachers and learners plan and set targets;
- · focuses on progress and achievement;
- fosters personal motivation and goal setting;

Assessment materials

Three lessons in every unit have specific sections that are part of ongoing assessment (see notes on the poster on page 10). These aim to:

- focus the pupils on the activities they are going to do in the unit they have just started (Lesson 1);
- help pupils understand the purpose and aim of the lessons and their own learning (Lesson 8);
- increase their feelings of achievement (Lesson 12). There is a simple self-evaluation activity in Lesson 12 (in the Activity Book). This activity encourages the pupils to reflect on the activities they have done in the unit they have just finished. The focus is on becoming aware of the progress they are making and of areas that need more attention, not on 'how well' they are doing.

To support teacher observation and to help teachers chart what pupils can do there is a **photocopiable** record card (see page 189) which can be used to keep a unit-by-unit record of pupils' achievements in reaching linguistic objectives.

The Test section in this Teacher's Book includes flexible test material that reflects the objectives of the course. It contains nine end-of-unit tests that review what pupils have done in each unit and three end-of-term tests with optional listening sections (parallel tests A and B for the written sections) that can be used after Units 3, 6, and 9.

Assessment for learning

As well as the above, a great deal of what a teacher does in the classroom can be described as assessment. All activities which require pupils to show their knowledge and understanding of a second language can inform the teacher's judgement, refocus future learning plans and indicate how learning can be improved. This kind of assessment for learning is an essential part of everyday teaching.

Teaching and learning a new language

Children learn a new language when they have sufficient exposure to it and they experience the new language in meaningful situations which engage their attention. They need to see that English is a normal means of communication, like their own language, and they will begin to use it when they can.

Exposure

The main task for a teacher of English is to provide learners with a lot of exposure to the language by talking about what pupils can see and understand. Whatever you say in English has to be made understandable for the pupils by:

- building on routines they already know;
- · giving instructions to them in English;
- · using gesture and body language;
- modelling what they are going to do.

When pupils see that you enjoy speaking and reading in English, and that you encourage and praise their efforts, they will develop confidence and be motivated to do the same. There are many situations in class when we have opportunities to vary what we say and increase pupils' exposure. Some suggestions arising from basic classroom situations are given in the language grid on pages 23–24 of this Teacher's Book.

Mother tongue

The abbreviations **L1** and **L2** stand for 'first language' and 'second language'.

Mother tongue (L1) plays a very important role in the language learning process. Children need:

- · to be understood;
- to be able to respond freely and naturally in their mother tongue.

It will be a long time before they can do this in English (L2). When they respond in their mother tongue they are showing their understanding and this should be acknowledged. The teacher can:

- respond in English while making the meaning clear to the pupils;
- 'recast' (what the child has said) in English (see below).

Recasting

Recasting is repeating what the pupils have said to you in their mother tongue, but expressing it in English. It

may involve anything from individual words to phrases and whole sentences. By using recasting the mother tongue can be used as a bridge to learning English. Recasting shows pupils that they are understood and that all languages have the same communicative function. Throughout the lesson notes opportunities for recasting have been mentioned. When recasting, use gesture and mime to support your meaning, e.g. Yes, it's big! (open your arms wide).

Homework

One aspect of encouraging learner independence and developing learner training is homework. By asking the pupils to make a note of their homework, do it at home, and bring it to class you are encouraging good study skills. However, not all schools allow homework at this level, so there are no specific homework activities in the course. If you are allowed to set homework, here are some suggestions for homework activities:

- colouring and cutting out picture cards;
- writing and cutting out word cards;
- colouring, cutting out, and making puppets;
- studying vocabulary for dictations;
- doing the final version of the Photocopy Masters for Lessons 7, 11, and 11a of each unit, and the Festivals and 'Children around the world' PMB activities;
- preparing cut-outs from magazines and newspapers for use in the next lesson;
- preparing the final versions of portfolio work;
- preparing questions about vocabulary and language structure for pre-test / exam revision classes.

In addition, many of the written activities in the Class Book and Activity Book are suitable for homework.

Classroom management

As a teacher, you are the organizer of all the activities in the class. In many ways you are similar to the manager of an office or a shop. Just as the manager is responsible for the smooth running of the workplace, so you are responsible for the smooth running of the class. And just as the atmosphere in the office and the amount of work done in it depends on the manager, so the atmosphere in the class and the amount of language learnt in it depends on you.

Here are some suggestions for effective class management:

- 1 Discipline: Make sure your pupils understand the rules of your class and follow them. Write the rules on a large card and stick it on the classroom wall; when a rule is broken, point to the relevant rule on the card and explain what the problem is. Be consistent in the way you apply the rules; they apply to all pupils, at all times. Discipline is also about how your pupils should approach each activity. In this Teacher's Book, for example, there are suggestions for how to act out the playscripts effectively. Your pupils may need suggestions for other activities, such as:
 - listening look at the speaker, concentrate on what is said, use expressions such as Could you say that again, please? if you didn't understand

- writing texts plan what you are going to write, check what you have written for grammar and spelling
- speaking look at the person you are speaking to, speak clearly, be aware if the person has understood you or not
- 2 Variety: Even the most interesting activities become boring after a time. Each lesson needs a variety of activities covering, if possible, all four skills. Use songs, chants, and games to make the lessons more enjoyable, but mix these with quieter listening, reading and writing activities.
- 3 Clarity: The more words you use to explain an activity, the more confusing it is. Model activities with a pupil as an example; this is much clearer than trying to explain an activity again and again.
- 4 Motivation: Be encouraging and positive with your pupils. Criticism and negative attitudes are often counter-productive. Instead, encourage your pupils to reflect honestly on what they are doing well, and how they can improve.

Pupils will not learn effectively in an environment which is undisciplined, boring, confusing, or unmotivating. As the teacher, it is up to you to provide a disciplined, interesting, clear, and motivating environment in which your pupils will work to the best of their ability.

Course structure

There are nine main units. Each unit is made up of twelve core lessons and an optional lesson (for teachers with more time). The lessons are split between the Class Book, Activity Book, and Photocopy Masters Book. Activities consist of presentation, practice, and practical activities to give pupils the variety of activity types they need to keep them engaged.

In addition to the nine main units, there is a Festivals section comprising three lessons, and a Culture section (Children around the world) comprising three mini-units of two lessons each. There is also an optional 'Show what you know!' page in each of the main units, focusing on vocabulary. These pages are designed to be used flexibly. They can be used as follows:

- to provide extra whole-class teaching material
- to provide extra material for fast finishers
- for homework

The core material provides for approximately 100 hours of material for the year. Teachers with more teaching time than this may choose to teach the optional lessons 11a (extension of the Learning through English topic) and also use the 'Show what you know!' activities in each unit. These, together with the tests, provide a total of approximately 30 extra teaching hours.

Unit structure

Each unit in Level 4 follows the same sequence. This makes it easier for both the pupils and the teacher to use the book (see the grid on p18 for an overview of the unit structure and the components used in each lesson).

Lesson 1 - Introducing vocabulary



Rollercoaster Game poster





Class Book page 11

Activity Book page 14

This lesson introduces the topic and the first set of new vocabulary.

At the start of this lesson the Rollercoaster Game poster is used to give the pupils an overview of what they are going to learn in the unit. Pupils look through the unit in their Class Books and the teacher quickly writes the topics and activities they will be doing on the board, relating them to the relevant sections on the poster (which the pupils will use again in Lessons 8 and 12). The new vocabulary is first presented by the teacher using the flashcards. The unit-opener page in the Class Book is then used to introduce the new vocabulary in context, via a listening activity. The unit-opener picture always links with the story, but it is not part of the story. The pupils then practise a conversation or play a game using the new vocabulary. After this, they focus on the spelling of the new words, and finally they group the new words in meaningful categories.

Lesson 2 - Practising vocabulary





Activity Book pages 14 and 15

In this lesson, the pupils review the vocabulary from the previous lesson, and practise it in a meaningful way. First they listen to conversations which include the new vocabulary and match each conversation with a picture. Then they use the vocabulary in a written exercise, in conjunction with other vocabulary they have seen. After this, they focus on the spelling of the new words. Finally they cut out and colour the PMB picture cards for the vocabulary set, and use them in a game.

Lesson 3 - Story





Class Book pages 12 and 13

This is the story lesson. First the pupils review the new vocabulary with a game. After this, they close their books and listen to the story (with a question to answer), and then open their Class Books and listen again, at the same time as reading it in their Class Books. After the two listening activities, the pupils' comprehension is checked with matching activities, such as matching sentences from the story with the pictures in the story. Finally, some 'fun expressions' from the story are highlighted.

The story includes examples of the new language structure that will be formally presented and practised in Lesson 4 and Lesson 5. However, the pupils are not expected to produce the new language structure in this lesson: the idea is to become familiar with the structure and its meaning before the formal presentation and practice.

Lesson 4 – Language focus 1





Class Book page 14

Activity Book page 16

This lesson gives the pupils the opportunity to practise the first language point that they saw in the story in the previous lesson. The language point is introduced with the grammar tiles in the Class Book, which show two sentences or questions. The pupils read the sentences / questions and identify which one was in the story. Then they make more sentences / questions using the first set of grammar tiles (they can either do this from the Class Book

page, or they can use the cut-out grammar tiles from the Photocopy Masters Book for a more hands-on approach). After this, the pupils listen to conversations featuring the language point. They listen and match each conversation with a picture. In the last part of the lesson the pupils do speaking and writing practice of the new structure.

Lesson 5 - Language focus 2





Activity Book pages 16 and 17

In this lesson the pupils see the second language point, which is usually related to the first language point. For example, the first language point may be the question form of the present simple, and the second language point is the negative form of the present simple. This lesson uses grammar tiles to show the structure, as in Lesson 4. However, there are two differences in the suggested sequence of activities. Firstly, the instructions normally suggest a way of presenting the new language to the pupils before they use the grammar tiles on the page. This is because several days will have passed since the pupils first saw the structure in the story. The next part of the sequence is the same as in Lesson 4: the pupils read the grammar tiles and identify the sentence / question which was in the story. However, after this comes the second difference. There is a second set of grammar tiles for this lesson, which this time includes blank tiles for pupils to fill in with their own choice of language. Pupils can then make a range of sentences using the second set, and can also often combine them with the first set to extend the vocabulary possibilities. After this, the pupils listen to conversations featuring

the language point, and do a written exercise for further

Lesson 6 - Playscript

practice.



Activity Book page 18

In this lesson the pupils complete and read a playscript. The playscript is a shortened version of the story in the unit. First the pupils group words in categories, then they choose words from the categories to complete the playscript. Each pupil takes the role of one (or sometimes more than one) character in the playscript. They use their finger puppets while they read the playscript in their groups.

Lesson 7 - Reading and writing





Class Book page 15

Activity Book page 19

This lesson focuses on writing styles and sources. In each lesson the pupils see an example of written material, for example a leaflet or a recipe. They read the example and the teacher has an opportunity to point out the features of the style, such as the way quantities are written in a recipe, and the way they are said. After this they answer questions about the example as an aid to comprehension and appreciation of the features of that style.

After the comprehension exercise, the pupils are given a PMB photocopy on which to write a parallel piece of writing. It is always suggested that the pupils plan their piece of writing before they write on the PMB photocopy, and do a first version on rough paper or in their notebooks. This gives the teacher a chance to correct any mistakes in style, vocabulary, or grammar. The pupils then do their final version on the PMB photocopy.

The finished PMB photocopies are ideal for inclusion in the pupils' portfolios. Each pupil should be encouraged to look critically at the work he / she produces in this lesson, and to decide for themselves if the standard is high enough to include in his / her portfolio.

Lesson 8 - Learning for life





Class Book page 15

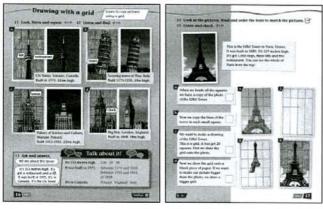
Activity Book page 20

This lesson has a double purpose: to make the pupils aware of the language they have seen and practised in the unit, and to introduce a values theme, such as doing your best or protecting the environment.

At the beginning of the lesson the pupils review the work they have done so far in the unit, using the Rollercoaster Game poster.

After this, the teacher introduces the values theme and encourages discussion of it in the class. Finally, the pupils sing a song about the values theme.

Lesson 9 - Learning through English



Class Book pages 16 and 17

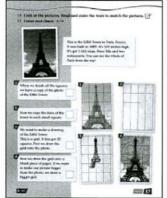


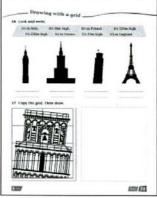
Activity Book page 20

This is the first lesson of the three-part CLIL (Content and Language Integrated Learning) section. At the beginning of the lesson, the teacher introduces the CLIL topic with a class discussion. This is followed by the presentation of a new set of vocabulary with flashcards. This vocabulary set is based on words which the pupils will need for the CLIL topic. The pupils practise this new vocabulary, and then have a listening on the CLIL topic, featuring the new vocabulary. For example, in the CLIL section on art (Unit 2) they listen to a person talking about famous tall buildings using the new vocabulary. This is followed by further activities in which the pupils make use of the new vocabulary in the CLIL context.

At the end of the lesson, the pupils cut out and colour the picture cards for the new vocabulary. They do one of the games suggested to consolidate their knowledge of the new words.

Lesson 10 - Learning through English





Class Book page 17

Activity Book page 21

This is the second lesson of the three-part CLIL section. First the pupils review the new vocabulary. After this, the pupils listen to conversations that continue with the CLIL topic. For example, in the CLIL sequence on art, the pupils listen to a person talking about the Eiffel Tower and how to draw a picture of the Eiffel tower using a grid. After this, the pupils use the instructions to draw the top of the Leaning Tower of Pisa. Finally, the pupils do a vocabulary activity relating the new vocabulary from the previous lesson to the CLIL theme.

Lesson 11 - Learning through English

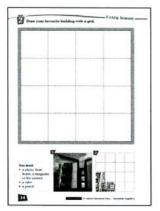


Class Book page 18

This is the final lesson of the three-part CLIL section. The pupils review the second set of vocabulary (which they saw in the first CLIL lesson, Lesson 9). After this, the pupils do a project using a Photocopy Master. For example, in the CLIL art sequence, they draw a grid onto a picture of Big Ben, draw another grid onto a piece of paper, and copy the lines from the picture into each small square of the new grid, in order to reproduce the picture, either the same size as the original or a different size. As with the writing styles work with Photocopy Masters, it is suggested that the pupils do their first version on rough paper or in their notebooks. They then transfer this, after correction and suggestions from the teacher, to their PMB photocopy.

An important part of this lesson comes at the end, with the display of project work around the class. This gives the pupils a chance to compare their work with their classmates' work, to get ideas for future work, and to praise their classmates' work where appropriate.

Lesson 11a - Learning through English (optional extension lesson)

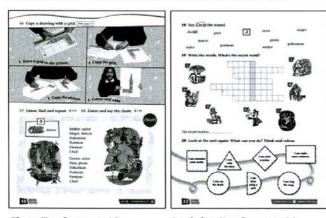


PMB page 14

This is an optional extra lesson in the CLIL section. The pupils use a PMB photocopy to expand their knowledge of the CLIL theme. There are no activities in the Class Book or the Activity Book, but the teacher's notes for this lesson include a range of activities for before, during, and after using the PMB photocopy to make a complete lesson.

These lessons do not include new language structures, and only a small amount of new vocabulary, if any. However, they serve as a valuable source of extra practice for the unit vocabulary and language, as well as widening the scope of the CLIL theme.

Lesson 12 - Review and self-evaluation



Class Book page 18

Activity Book page 22

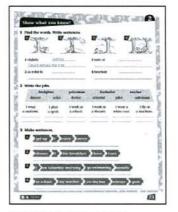
This lesson has three purposes: to make the pupils aware of all the vocabulary, language structures, and other work they have done in the unit; to focus on the pronunciation of specific vowel sounds, usually comparing one vowel sound with another; and to encourage the pupils' awareness of the progress they are making, the areas in which they are doing well, and the areas in which they need to do more work.

First, the pupils use the Rollercoaster Game poster to recall the new vocabulary and language they have seen in the unit, by playing a game.

After this, the pupils listen to words with contrasting vowel sounds and practise distinguishing them and saying them. They then say a chant which features the contrasting vowel sounds to reinforce the pronunciation differences.

Finally, the pupils do a self-evaluation activity in their Activity Books.

Lesson 12a - Show what you know!



Activity Book page 23

This optional lesson focuses on consolidating the pupils' knowledge of vocabulary through simple activities and puzzles. These activities can be done as a whole-class lesson, using the notes in this Teacher's Book. Alternatively, one or more activities can be given to early finishers for them to complete individually, or activities can be set as homework.

Festivals lessons

There are three festivals lessons (see Class Book pp75–77):

- One lesson on the celebration of Advent (the pre-Christmas period);
- One lesson for Pancake Day (a variable date between February 3rd and March 9th);
- One lesson for World Book Day (April 23rd internationally, early March in the UK and Ireland).

The choice of festivals means that you can divide the lessons throughout the school year from autumn to summer.

The language demands of the activities are based on what pupils are already familiar with. In addition to recycling, these three lessons offer opportunities for extension (e.g. finding out how different people prepare for and celebrate Christmas and Easter, comparing different genres of books, etc.).

Culture lessons ('Children around the world')

There are six culture lessons (see Class Book pp78–83). These lessons:

- focus on the lives of four children from Turkey, Alaska, Thailand and New Zealand;
- deal with topics your class will already know from their main lessons (weather, school subjects);
- have been structured to allow pupils to recycle the language they will have covered in the main units.

The aim of the culture lessons is to:

- allow your class to get to know about the similarities and differences in other children's lives around the world;
- help pupils develop an awareness of being part of a global community through fostering a sense of their own identity;
- support the growing understanding and respect of the ways of life of peoples throughout the world.

The culture lessons are intended to be taught as follows:

 the 'My country' lessons should be taught after Unit 3 has been completed;

- the 'My journey to school' lessons should be taught after Unit 6;
- the 'My school' lessons should be taught after Unit 9. The lesson topics:
- demand natural recycling of the vocabulary and language that the pupils are already familiar with;
- are personalized, as pupils take the theme of each lesson and relate it to their countries (see PMB pp53–55).

Unit structure overview

Lesson	Focus	Description	СВ	AB	Other materials
1	Introducing vocabulary	Presenting new core vocabulary for the topic of this unit	Page 1 of unit: Vocabulary presentation page		Rollercoaster Game poster (unit overview)
2	Practising vocabulary	Practising the core vocabulary from Lesson 1		Pages 1 and 2 of unit	PMB picture cards
3	Story	 Listening to and working with the story 	Pages 2 and 3 of the unit		,
4	Language focus 1	Practising the first structure introduced in the story	Page 4 of the unit	Page 3 of the unit	PMB grammar tiles
5	Language focus 2	Practising the second structure introduced in the story		Pages 4 and 5 of the unit	PMB grammar tiles
6	Playscript	Modifying and acting out a playscript based on the story		Page 6 of the unit	PMB finger puppets
7	Reading and writing	 Learning about a writing style / source Writing a parallel text 	Page 5 of the unit	Page 7 of the unit	PMB template
8	Learning for life	Personal, social and health education	Page 6 of the unit	Page 8 of the unit	Rollercoaster Game poster (unit review)
9	Learning through English	Part 1 of the CLIL section: introducing the topic and vocabulary	Pages 7 and 8 of the unit	Page 9 of the unit	PMB picture cards
10	Learning through English	Part 2 of the CLIL section: learning more about the topic	Pages 9 and 10 of the unit	Page 11 of the unit	
11	Learning through English	Part 3 of the CLIL section: doing project work	Page 11 of the unit		PMB template
11a	Learning through English (optional)	Optional part 4 of the CLIL section: further work on the topic			PMB page
12	Review and self- evaluation	Pronunciation work Review of the unit Self-evaluation	Page 12 of the unit	Page 12 of the unit	Rollercoaster Game poster (end-of-unit review and game)
12a	Show what you know!	Vocabulary extension	Page 13 of the unit		

Activities and games

The following activities and games are suggested in the lesson notes. As with all material it is up to you to choose what best suits your teaching situation. These games all have a linguistic focus but are also active and enjoyable. Some of the games mention *Total Physical Response* (TPR) which is deservedly popular. At its simplest TPR looks for a response from the child that shows an understanding of language and as such is of constant use in the classroom.

Some of the activities require the flashcards to be turned over so that the image is hidden. The flashcards in this course are double-sided, and so it is recommended that when you start to work with a new flashcard set, you temporarily cover the back of each card with paper (e.g. using a reusable adhesive to hide the other image on the reverse. Alternatively you can slot the flashcards into A5 plastic wallets with paper or cardboard at the back to hide the image you are not using.

Introducing new vocabulary

There can be up to 12 words in the first lesson of a unit. Many teachers have a routine when using flashcards to introduce new vocabulary. For example you could:

- show the pupils two or three flashcards and say what each one is;
- continue to show them new flashcards in groups of two or three;
- repeat earlier words as you continue to show them new words (this will help them remember all the words);
- give the flashcards to 12 pupils (use different pupils each time you do this);
- ask the pupils to help you put the 12 flashcards on the board;
- call out different words and ask the whole class to point to the cards (every time you say and identify a new word the meaning becomes more established and the pupils absorb more pronunciation);
- ask the pupils to point and repeat the words.

Dictation

This is one of the most useful tools in the classroom. Use dictations to:

- encourage pupils to focus on spelling;
- · reinforce vocabulary;
- change the tempo of the lesson;
- encourage study skills;
- encourage listening skills;
- make good use of a few minutes free at the end of a lesson.

There are many different types of dictation; here are some of the most useful:

single word dictation say a list of six to ten words; standard the pupils write each word after

you say it

opposites say a list of words with obvious

opposites; the pupils write the opposite word. For example, you say fast, the pupils write

slow

letter by letter spell each word of the set letter

by letter, for example P - O - T

-A-T-O-E-S

sentence dictation

standard

say five or six sentences; the pupils write each sentence after

you say it

missing words

say sentences with a missing word; the pupils write the missing word after each sentence. The missing word must be obvious, for example, the pupils write should or shouldn't in sentences such as You _____ sit down and You ____ eat lots of sweets.

picture dictation

describe a picture; the pupils draw the picture (and possibly colour it as well) as you describe it. This works well with prepositions (There's an astronaut. She's next to a sailor, etc.) and colours (The bike is red, etc.)

Word and sentence dictations are ideal for minicompetitions within a class; they can run over a month or so and winners can be highlighted on the class notice board.

Regarding the importance and usefulness of dictation, it's worth noting that most upper primary school children in Britain have weekly dictation-style spelling tests. These tests are seen as a necessary part of learning to read and write for young speakers of English as a mother tongue; the same is just as true for speakers of English as a foreign language.

Just a little bit

- Hold the flashcards facing you so that the pupils cannot see them.
- Cover the first flashcard with a piece of card, then turn it round so that the pupils can see it.
- Pull down the card bit by bit; the pupils make guesses about what it is as soon as they can.
- As a variation, pull the card away to reveal the bottom of the picture, or one of the sides.
- Alternatively, turn the card round for just a short moment so that the pupils can only just see it.
- · Repeat with the other flashcards.

Pass the ball

- · Ask the pupils to make a big circle.
- Pass around a ball.
- When the music stops the child with the ball has to choose a flashcard (e.g. from a fan held in your hand so the pupils cannot see the pictures) and say what it is.
- If any pupils are worried about doing this, let the child who has the ball ask the rest of the class to say what is on the flashcard.

What's missing?

- Stick the set of flashcards on the board and ask the pupils to say the words.
- Take the flashcards down, remove one, and put them up again.
- The pupils identify which flashcard is missing.
- Call individual pupils up to the front to remove a card and put the others back up on the board.
- This game can also be played in pairs using the pupils' PMB picture cards.

Memory pairs

This game can be played in pairs or small groups. Each pair or group will need a set of picture cards and word cards, made from the Photocopy Masters.

- The pupils mix up the cards and put them face down on their desks. One pupil picks up and shows two cards to his partner(s).
- If the cards are a matching picture and word pair the pupil keeps them.
- If the two cards do not match, he puts them back face down on the desk.
- The pupils take turns to pick up two cards, until all the cards have been matched.
- The winner is the pupil with the most pairs.

Get moving!

- Stick the flashcards on the board. Ask the pupils to suggest simple mime gestures for each word (for example, supermarket – pushing a shopping trolley, swimming pool – swimming, etc.).
- Take the cards down, and do one of the gestures. The pupils say the word. Repeat with the other words.
- Ask individual pupils to do the mime gestures, for the other pupils to guess.

Around the class

This activity works well with large vocabulary sets – ten or more.

- Place the flashcards all around the classroom: some on the walls, some on the windows, some on the desks, etc.
- Say one of the vocabulary words; the pupils must find the flashcard and point to it.
- Repeat several times, then ask individual pupils to say words for the other pupils to point to.

For extra fun, put some in places that are difficult to see, such as on the floor in the corner of the room, or even inside a bag.

As a variation, you can choose six pupils around the room and give a flashcard to each. First each pupil with a flashcard stands up, says the word, and shows the card. Then these pupils sit down and turn the cards round so that the other pupils can't see them. Say words and ask the other pupils to point as before, but now they have to remember where each card is.

Where is it?

This game works best with connected vocabulary sets, such as pairs of opposite adjectives – good / bad, happy / sad, etc., or with pairs of words, for example a set with two colours, two animals, two clothes, etc.

Note: to do this game, make a small mark on the back of each flashcard so that you know which flashcard it is. Obviously, the pupils should not be able to see these marks

- Put all the cards on the board and ask the pupils to say the words.
- · Stick the cards in pairs, face down on the board.
- Ask, for example, Where is 'happy'? Select individual pupils to guess; turn the card over when a pupil guesses correctly.
- Repeat with the other words in the set: the pupils will have to guess some, but they will be able to work out where the second word in each pair is.

Where is it? (ordinals)

This game is a good way of practising ordinal numbers in addition to the vocabulary set.

- Arrange the flashcards in three or four rows on the board. Review the vocabulary with the pupils, then turn all the cards face down on the board.
- Say for example, Where's the parrot? The pupils must say which row the flashcard is in (for example, It's in the second row).
- Point to one of the flashcards and ask Is this the parrot? The pupils say either Yes or No, it's the first / second / third / fourth card.

That's my word!

This game is ideal for smaller vocabulary sets (about six words).

- Put the flashcards on the board and write a number from one to six next to each.
- Then assign a number from one to six to each pupil.
- Point to the numbers on the board and say each one; the pupils who have that number say the word chorally.
- Then take the cards off the board, mix them up, and show them to the pupils one by one. Suppose, for example, you give the number 3 to the flashcard torch; when you show that card to the pupils, all the pupils whose number is 3 say That's my word! Torch!

To add a TPR element, the pupils can put their hands up as well, or stand up to say *That's my word!* Pupils can also play this game using their PMB picture cards or word cards – when they hear their word, as well as saying *That's my word!* (*Torch!*), they quickly find and hold up the correct card.

Hanaman

This is a traditional spelling guessing game. It can be played with the whole class, or in small groups.

- Think of a word.
- On the board, write as dash to represent each letter in the word.
- Pupils guess the letters.
- Each time they guess correctly, write the letter on the appropriate line.
- Each time they guess incorrectly add a line to the 'hanging man' and write the letter underneath.



Guess the word

This activity works well with words that have distinctive spelling patterns such as double letters.

- Draw a line for each word in the vocabulary item, for example ______ for restaurant or ______ ____
 for swimming pool.
- Add one distinctive spelling pattern for each vocabulary item, in approximately the right positions, such as __st____ for restaurant and __mm____ for swimming pool.
- The pupils try to guess each vocabulary item.
- If necessary, add more than one spelling pattern.

 Avoid using the first or final letter of each word so that the pupils focus on the spelling patterns.

Colours

This game needs objects with a definite colour, so it works best with food, animals, etc.

- Choose a set of flashcards and show each one to the pupils.
- The pupils say the colour and word, for example a red tomato.
- Allocate a colour to each of the pupils.
- Show the pupils the cards again: this time only the pupils whose colour is the same should say the word and the colour.

Cards and letters

This game is for vocabulary sets where each word begins with a different letter.

- Write the first letter of each word in the vocabulary set on pieces of card.
- Review the flashcards with the pupils and stick them on the board.
- Ask a pupil to choose one of your letter cards. Show the card to the group and say the sound of the letter.
- · The pupils say the word and point to the flashcard.
- Repeat with the other letter cards.

First sounds

This is basically the same as *Cards and letters*, but without the letters. Just say the first sound of each word: the pupils point to the corresponding flashcard.

Memory words

This game works best when the pupils can touch or point to the vocabulary items, for example with parts of the body.

- · Say each word; the pupils point to the object.
- Then say sets of three or four words; the pupils point to the objects in the same order.
- See how far you can go, making longer sequences of objects.
- Ask individual pupils to say sequences for the other pupils to follow.

Memory numbers

Note: to do this game, make a small mark on the back of each flashcard so that you know which flashcard it is. Obviously, the pupils should not be able to see these marks.

- Stick the set of flashcards on the board and ask the pupils to say the words.
- Write a number under each of the flashcards, then turn them so that they are face down on the board.
- Say a number; the pupils say which flashcard it is.
 Repeat with other numbers, then try with sequences of two or three numbers.
- Choose individual pupils to say single numbers or sequences; the other pupils say the flashcards.

Bingo

This works best with large sets of words, for example three or more vocabulary sets, or numbers from twenty to fifty.

- Ask the pupils to choose six words from the set and write them in their notebooks. Then say the words from the vocabulary set in random order.
- Each time a pupil hears a word in his list he crosses it out. The first pupil to cross out all the words on his card is the winner.

 To add an appealing visual element to the game, show the pupils how to draw a small bingo card in their notebooks, with a grid for the words they choose, and with the title Bingo!

Note: Always write down each word as you say it. It's very difficult to remember which words you have said, and you will need the list to check the winner's bingo card.

Musical flashcards

For this game you will need music with a strong, easy-to-follow beat.

- Put the flashcards on the board. Call a pupil to the front of the class and make sure he knows how to pause the CD player. This pupil should face the class and not be able to see the board.
- Start the music, and point to the flashcards in time with the beat.
- The pupil pauses the music at random points; the other pupils say the flashcard that your finger is pointing to.
- Repeat with other pupils pausing the CD or pointing to the flashcards in time with the music.

Show me!

For this game, the pupils will need a set of PMB picture cards for the vocabulary set.

- Stick the set of flashcards on the board and ask the pupils to say the words. Take the flashcards down.
- Say words from the set; the pupils hold up the correct picture cards.
- As a variation, use mime gestures instead of words, or letter by letter dictation. You can also say sequences of two or three words; the pupils hold up their picture cards in the same order.

Who's got ...?

For this game, the pupils will need a set of <u>coloured</u> PMB picture cards for the vocabulary set.

- This game is similar to Show me!, but you are looking for specific colours. For example, ask Who's got red trousers? Only the pupils who have coloured the trousers in the PMB picture card red show you their cards.
- As a variation, you can ask about real objects in the classroom; Who's got a blue bag? Who's got two rulers?, etc.

Finger puppets

Pupils should make their finger puppets when they do the first unit of the course. After this, they should keep their finger puppets in a safe place, such as:

- a plastic wallet or large envelope (this can be stuck inside the Activity Book);
- a cupboard in the classroom.

If the pupils keep their own puppets, you will have to remind them at the end of Lesson 5 to bring them to the next lesson. Establish a firm policy about pupils who forget to bring their puppets: this can either be:

- no borrowing pupils must make a new puppet each time they forget theirs. This means that you will always have to keep extra copies of the Photocopy Master for the finger puppets;
- limited borrowing pupils can borrow puppets from their classmates a limited number of times (for example, 3 times a term). This means that you will have to keep a record of when pupils have to borrow;

 unlimited borrowing – pupils can borrow puppets from their classmates whenever they forget their own. This is the easiest solution to begin with, but expect more and more pupils to 'forget' their puppets each time.

Whichever policy you choose, it's important to apply it consistently.

Wordsearch puzzles

- Pupils should be familiar with this puzzle format from the Lesson 12 activities in the Activity Book. Writing their own puzzles is a useful exercise in copying and spelling, and creating learning materials for their classmates in this way will give a sense of pride and achievement.
- Ask the pupils to make a grid of 10 x 10 (100 squares in total). Alternatively, you can prepare photocopied grids in advance.
- The pupils choose approximately eight words from the vocabulary set (or multiple vocabulary sets) and write these horizontally and vertically into the grid. They then fill in the other grid squares with random letters.
- The pupils write a list of the words to be found (or draw pictures of the items) next to the grid.
- The completed puzzles can be stored in photocopied sets in class and used by fast finishers, or by pupils who want / need extra practice in class or at home.

Multimedia extension

Learning other subjects through English

The course includes an optional multimedia component (interactive DVD and accompanying Activity Book) to support the 'Learning through English' strand of the syllabus. The DVD aims to support teachers who wish to extend the range of teaching materials, and give their pupils exposure to live action and dialogue, in an interactive format. The Activity Book contains creative and practical activities, linked with the content of the DVD, as well as full teaching notes.

The DVD is divided into eight sections: Art, Science 1 and 2, Geography 1 and 2, Maths 1 and 2, and History. The table below shows how these sections connect with the topic areas of levels 3 and 4 of the course, and gives a brief summary of contents:

Section	Content	Task	Topic area link
Art	Report on the process of creating a portrait	Making a realistic picture	Level 3, Unit 2 (Portraits) and Unit 9 (Drawing figures)
Science 1	Report on how pizza is made	Inventing a pizza topping	Level 3, Unit 5 (Food)
Geography 1	Report from the Isle of Wight showing places on a map	Matching photos with map symbols	Level 3, Unit 6 (Places in a town / Map coordinates)
Maths 1	Report on match day at Oxford United football ground	Doing calculations with fractions	Level 3, Unit 7 (Fractions / Football things)
Geography 2	Report on the water cycle in the Amazon rainforest	Doing a water cycle experiment	Level 4, Unit 1 (Weather / The water cycle)
Maths 2	Report on cars in a Motor Museum	Working out how far different cars can travel	Level 4, Unit 6 (Road safety)
History	Footage showing typical Ancient Egyptian features	Using reference material to match pictures, objects and people	Level 4, Unit 7 (Ancient Egypt)
Science 2	Footage of sea life	Completing a sea picture	Level 4, Unit 8 (Aquatic life)

Classroom language

Saying what you are going to do	ф	Giving ins
Maria's going to	show us the picture. hold the flashcards. find the photocopies.	OK everybod Now everyon
In this unit we're going to	listen to a story. play some games. make a weather mobile. talk about taking care of animals. get to know some names. learn a rhyme / chant.	I want you to
Today we're going to	look at our poster. do some colouring / drawing / painting. listen and colour. listen and identify.	
Now we're going to Let's	sing a song. play a game. draw a puppet. listen carefully. draw a circle around the picture.	(name / nam (name / nam

Showing pupils how to do something	hing
We'll We can	start like this. do it like this.
Let's do some together first so you'll see I'm going to show you	what I mean. how to do it. how to do it.
This is Here's	one I made. what it looks like when it's finished. how you do it.
Watch carefully	then you can try. and try to do it the same way.

Giving instructions for moving around and helping in class	ound and helping in class
OK everybody, Now everyone,	stand up, please. come out here to the front, please. come and stand around the board. move a bit further apart. step back a bit, please that's good!
I want you to	make a circle. make (four) lines of five. stand in a line here. stand next to your desks / tables. move forward a bit. turn around and not look at the board. look carefully and tell me what's missing. go back to your places.
(name / names) Can you (name / names) Would you	move over here? hold this flashcard? put this text card next to the flashcard? pass me the card? give out the photocopies? collect the word cards / picture cards /
I need Can I have Who'd like to	four helpers, please. nine children to hold the flashcards. help? put away the cards? give out the sheets of paper?
Let's	clear everything up nicely. pick up all the papers.

Setting up pairs and groups	
Are you ready? You're going to do this in pairs / in twos. in threes / in sma in groups of three	in pairs / in twos. in threes / in small groups. in groups of three / four.
Here are two pictures, but	don't colour them now. don't show them to anyone else.
We're going to	play this together. divide the class in two. make four groups.
You can look at them You can practise it	пож. together.

Encouraging good work / behaviour	•
Well done (name), That's very good (name), Excellent (name),	you're really good at this. that's / it's a lovely picture. you've done a really good job.
That's	very nice / lovely! / wonderful! / fantastic! / really good!
Quiet everyone now, se	settle down. calm down.
(name / s), could you	sit down like the others, please? do it the way we practised?
Okay, de le lo	does everyone remember how to prepare? let's listen lots of hands up That's very good. everyone is sitting down That's excellent.
That was really good, now de	let's do it again. do the actions. sing it again and do the actions at the same time.
	eryone is sitting aow t's do it again. the actions. ag it again and do the same time.

Asking for recuir of words, pintases, activities	rases, activities
Now, who can	show me the crocodile? tell me what this is?
Let's see. Can you remember	what Molly says? where Coco is? what comes next?
What's	this? his favourite (school subject)?
Can you	do the actions and sing the song? see Suzy singing? find the goddess? count the jellyfish? say all the names? help me tell the story? remember six things?

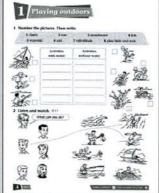
criming an activity / a resour	
Okay,	we're going to stop now. that's all for now. just one more time before we finish. just one more time – and that's it.
Now let's	pick up all our things. put the flashcards away. leave the Picture Dictionaries over here.
We've no time	now. for anything else. today but we'll do it tomorrow.
That's all	you can do now. for today.
We'll do	more tomorrow. it again on Monday. it first thing tomorrow.

1 Playing outdoors

Lesson 1 = Words

Introducing vocabulary





CB page 3

AB page 4

Objectives

- · Understand the theme of the unit
- · Become familiar with vocabulary for outdoor activities
- · Practise talking about outdoor activities
- · Focus on spelling

Core language

Outdoor activities: fish, waterski, sail, rollerblade, play hide and seek, row

Review of

- outdoor activities vocabulary: swim, climb, skateboard, play football, play basketball, play tennis
- · language used so far

Materials

Finger puppets template (PMB p3); Rollercoaster Game poster; Outdoor activities flashcards (fish, waterski, sail, play hide and seek, row, swim, climb, skateboard, rollerblade; play football, play basketball, play tennis); CD1; Pupils' bookmarks (optional) (see p26)

Starting the course

- Ask the pupils to recall the names of the story characters in the previous level (Eve, Jazmin, Molly, Luke, Archie, Finn and Coco the cat).
- Ask the pupils questions to help them recall more about the story characters, such as What is the name of their club? and What do they do at their club?
- If the pupils still have their finger puppets from the previous year, check that the puppets are still in a useable condition. If they are not, or if the pupils do not have them any more, hand out photocopies of the finger puppets template for the pupils to colour, cut and stick.
- Put up the Rollercoaster Game poster where pupils can see it.

Unit overview

 Tell the pupils they are going to learn about outdoor activities in this unit. Say some of the activities in the vocabulary group (fish, climb, sail, etc.) and use mime gestures to make the meaning clear. Ask the pupils to suggest more activities.

- Ask the pupils What activities do you do? Recast their answers if necessary, and write them on the board.
- Ask the pupils to look through Unit 1 in their Class Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
- Words outdoor activities, the weather
- ▲ Story The Incredible Adventure Camp
- Sentences I want to play basketball. I don't want to go swimming. Let's go sailing.
- Song Let's go swimming
- Other activities write an email / learn about the weather / make a weather map
- Tell the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the outdoor activities flashcards to introduce the new vocabulary.
- Play Get moving! with the pupils: first do the gestures and ask the pupils to say the activity. Then ask individual pupils to do the gestures for the other pupils to guess.

CB p3 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Where are they? and What can you do there?
 Recast the pupils' answers as necessary: Yes, they're at a holiday camp. Yes, you can swim there.
- Point to children in the picture and ask What activity is it? The pupils answer climb, skateboard, etc.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 1.1

1 swim5 fish9 play football2 climb6 waterski10 play basketball3 row7 sail11 play tennis4 skateboard8 rollerblade12 play hide and seek

CB p3 Activity 2 Listen and find.

- Explain that the children are arriving at a holiday camp. Eve is talking about the activities at the camp.
- Play the dialogue.
- The pupils listen for the activities and point to each activity as they hear it.

·)) 1.2

Eve: Hello, kids! Children: Hi Eve!

Archie: Look! We can play football here. And look, we can play

basketball too!

Eve: There are lots of games and sports to do at the

Incredible Adventure Camp. You can also go fishing

and go rollerblading.

Eve: Luke, can you skateboard?

Luke: Yes, I can.

Eve: Archie, can you row? Archie: No, I can't. Can I try it?

Eve: Yes, you can!

Molly: And waterskiing?

Eve: Well, Molly can you waterski?

Molly: Yes, I can.

Eve: Have you got waterskis?

Molly: No, I haven't.

Eve: It's OK. They have some here.

Jazmin: And Eve! What about tennis?

Eve: Yes, you can play tennis here. Have you got a tennis

racket? Jazmin: Yes, I have.

Eve: Great.

Eve: There are lots of things to do! You can go climbing and

swimming too.

Molly: I want to play hide and seek!

Kids: Let's go!

Teaching tip: using 'bookmarks'

In previous levels, pupils used an Incredible English 'bookmark' to focus on individual vocabulary items within a picture. If you wish to continue using this technique in this level, ask pupils to make a new bookmark, either in class or at home (or they can use their bookmarks from the previous year, if they still have them). The bookmark should incorporate a hole 5 cm in diameter. Pupils place the bookmark on a picture so that the vocabulary item in question is visible through the hole. Pupils can use their bookmarks throughout the year to find the items in the Class Book 'Listen and find' vocabulary presentation activities, rather than pointing at the pictures.

CB p3 Activity 3 Ask and answer.

- Introduce the dialogue with questions such as Can you swim? and Can you skateboard? The pupils answer your questions with Yes, I can. or No, I can't.
- The pupils practise asking and answering the questions in pairs.
- As a variation, the pupils take turns to close their books and answer their partner's questions from memory.

Spelling

- · Ask the pupils to identify:
 - phrases with play (play basketball, play tennis, play football, play hide and seek);
 - words with k (skateboard, waterski, basketball, hide and seek);
 - words with double letters (football, basketball, tennis);
 - words that end in a vowel (waterski).

AB p4 Activity 1 Number the pictures. Then write.

- Read the words in the word bank to the pupils.
- Point to the picture for climb and ask What activity is it? The pupils identify the activity (climb).
- Show how the example answer 1 links the picture with the correct word in the word bank.
- Pupils number the remaining pictures in the same way.
- Read the column headings (Activities with water and Activities without water). Make sure that the pupils understand the ideas, then point to the picture for climb and ask Which group is it? The pupils answer Activities without water and write climb in the correct column.
- Repeat with the other activities.

Answers: Activities with water – row, fish, waterski, sail Activities without water – climb, skateboard, rollerblade, play hide and seek

Lesson 2 ■ = Words

Practising vocabulary





AB page 4

AB page 5

Objectives

- Review vocabulary for outdoor activities
- Practise talking about what you can do
- · Read about when you can do different activities

Core language

Review of

- outdoor activities vocabulary
- · language used so far

Materials

Outdoor activities flashcards (x12); CD 1; Outdoor activities picture cards (PMB p5) – one photocopied set per pupil

Review vocabulary

- Put the outdoor activities flashcards on the board.
 Pupils say the words chorally and individually.
- Play That's my word! with the pupils: when they hear you say their word, they point to the flashcard on the board and say the word.

AB p4 Activity 2 Listen and match.

- Point to each of the children in the pictures and ask What's his / her name? The pupils say the names of the story characters.
- Repeat with the pictures of activities: point to each of the pictures and ask What activity is it? The pupils say the activity words.
- Explain that Eve is talking to each of the children about the activities they can do.
- Play the CD. After each conversation, pause the CD. The pupils identify the child and the activity or activities he / she can do. They draw a line from the child to each activity he / she can do.

·)) 1.3

Eve: Finn, what can you do? Can you climb?

Finn: Yes, I can. I can climb like a monkey!

Eve: What else?

Finn: I can skateboard too.

Eve: What about you, Archie? What's your favourite?

Archie: Well, skateboarding of course and playing football. I've

got my football with me.

Eve: Molly, can you play football? Molly: No, I can't, I don't like football.

Eve: Can you swim?

Molly: Yes, I can. I like swimming. I swim every day.

Eve: What about you, Jazmin? What's your favourite?

Jazmin: Well, I can fish. Can I fish in the lake, Eve?

Eve: Yes, you can. And you can go sailing on the lake too.

Jazmin: Oh great! I like sailing. Eve: Can you sail, Luke?

Luke: No, I can't, Eve, but I can play tennis.

Archie: What's your favourite, Eve?

Eve: My favourite? Sleeping and reading my book.

Answers: Finn – climbing, skateboarding
Archie – skateboarding, playing football
Molly – swimming Jazmin – fishing, sailing
Luke – playing tennis Eve – sleeping, reading

AB p5 Activity 3 Read and correct Archie's notes.

- Point to Archie's notes. Explain that he is writing about the things he can do each day.
- · Ask individual pupils to read one day aloud.
- Read the letter from the Activities Director aloud to the pupils.
- Start reading the letter again, but stop after the third sentence (You can play football on Monday or you can go waterskiing.) Point to Monday in Archie's notes and read the notes (Monday: go waterskiing or play tennis).
 Ask Is that correct? The pupils answer No. Explain that that is why play tennis has been crossed out. Ask what it should say instead (play football) and tell the pupils to write in the correction.
- Next read the next two sentences in the Activities Director's letter. The pupils find the mistakes in Archie's notes (he has written play football when it should say go swimming) and correct it.
- Repeat with the rest of the Activities Director's letter.

Answers: Monday – go waterskiing or play football

Tuesday – go rollerblading or go swimming

Wednesday – go sailing or go climbing Thursday – play
tennis or play football Friday – go swimming (swimming
competition) Saturday – go fishing or go skateboarding

Sunday – go rowing

AB p5 Activity 4 Write.

- Show the code to the pupils. Point to individual symbols and ask What letter is it? The pupils say the letter.
- Point to the first code word. Point to each symbol in turn and say What letter is it? Write the letters on the board and show that the word is swimming.
- The pupils work out the other code words individually or in pairs.

Answers: swimming, waterskiing, skateboarding, rollerblading, tennis, football, basketball

- Look back at Activity 3 and talk to the pupils about how some words go with go and some words go with play.
- Say individual words from each set: the pupils say the complete phrase with go or play. E.g. you say sailing, the pupils say go sailing.

Spelling game

 The pupils make a wordsearch using the outdoor activities vocabulary (see p22).

PMB pp4-5 Make the picture cards

- Give out the photocopies of the outdoor activities picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, e.g. Where is it? (see p20).
- If your pupils are using the word cards, they can prepare them now (see p4). Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Teaching tip

Page 4 of the Photocopy Masters Book contains a blank template for pupil word cards, for teachers who wish to continue using word cards with the picture cards, as in previous levels. Pupils can make the word cards at the same time as the picture cards, or in later lessons, and then use them to do matching activities, or any of the relevant games suggested in Levels 1 and 2. Give out a copy of the blank template (or as many cards from it as are necessary) and ask pupils to copy the words from the board.

Lesson 3 ▲ = Story

Story





CB page 4

CB page 5

Objectives

- Predict a story from visual cues
- Listen to a story
- Read a story
- · Listen for words and phrases in a story
- Practise story language

Core language

I want to go swimming; I don't want to play basketball. Review of

- · outdoor activities vocabulary
- · language used so far

Other language

Wake up

Materials

Outdoor activities flashcards (x12); CD 1

Review vocabulary

- Put the outdoor activities flashcards on the board. The pupils say the words chorally and individually.
- Play Just a little bit with the pupils: cover each card with a sheet of paper and slowly pull down the paper, showing more and more of the flashcard. The pupils try to guess what it is.

Introduce the story

- Ask the pupils to imagine they are at the Incredible Adventure Camp. Ask What do you want to do? The pupils reply with the activities they want to do (sailing, rowing, etc).
- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Luke saying to Finn? What's Archie doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the story is about different days at the camp.

CB pp4-5 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and decide who is tired at the end.
- Pupils listen with their books closed.

·)) 1.4

[1] Narrator: At the camp ...

Luke: Do you want to go swimming?

Finn: Yes, I do.

Jazmin: I want to play basketball.

[2] Narrator: The next morning ...
Archie: Wake up! Let's go fishing!

Eve: Oh no ... What time is it?

Molly: Five o'clock.

[3] Luke: Let's go climbing.

Finn: Yes! Great!
Eve: Oh ... no.

Narrator:

Eve:

Jazmin: Eve, can we play tennis?

The next day ...

Archie: I don't want to play tennis!
Eve: Oh, I'm tired!

[5] Narrator: And the next day ... Molly: Eve, can we go climbing? Jazmin: Shh! She wants to read her book.

[6] Finn: Let's go sailing! Other kids: Great idea!

[7] Narrator: The last day ...

Eve: Come on kids! We've got one hour ... let's go

rollerblading!
Kids: Oh, Eve!
Luke: Let's have a rest.

Ask the class who was tired at the end (the children).
 Encourage them to give further details of the story.
 Recast the pupils' answers as necessary.

I'm writing an email.

CB pp4-5 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as Did Archie want to play tennis?
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

CB pp4-5 Activity 5 Read and find the picture.

- Explain that each sentence refers to a picture, or some pictures, in the story.
- Read the first sentence. Ask Which picture is it? The pupils find the picture (3), and write the answer in their notebooks.
- The pupils answer the rest of the questions in their notebooks.

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

Fun expressions

 Write these fun expressions from the story on the board: Wake up!

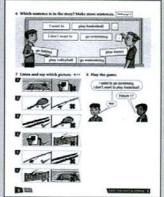
Oh no ... what time is it? Sshh!

Great idea!

- Play the story again: the pupils put up their hands when they hear one of the phrases.
- Pause the recording. The pupils repeat the phrase chorally and individually. Encourage the pupils to copy the intonation on the CD.

Lesson 4 • = Sentences

Language focus 1





CB page 6

AB page 6

Objectives

- Understand the use of I want to ... and I don't want to ...
- · Practise using the new language

Core language

I want to ... / I don't want to ...
Review of language used so far

Materials

Grammar tiles (PMB p6) – one photocopy of Set 1 per pupil (optional); CD 1

Recall the story

- Ask the pupils to remember as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one:
 I want to play basketball. (Jazmin)
 Eve, can we play tennis? (Jazmin)

I don't want to play tennis! (Archie) Eve, can we go climbing? (Molly)

Come on kids! (Eve)

CB p6 PMB p6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (I want to play basketball. I don't want to go swimming).
- Ask the pupils which sentence was in the story (I want to play basketball).
- Focus on the difference between the affirmative and negative forms.
- Point out to the pupils that don't is the short form of do not.
- The pupils say the sentences in the tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB; the pupils cut out the tiles and arrange them in sentences on their desk.
- Ask individual pupils to read out their sentences for the class.

CB p6 Activity 7 Listen and say which picture.

- Point to picture 1. Show the pupils the swimming pool and the tick, then say Can you make a sentence with 'I want ...?' The pupils say I want to go swimming.
- Show the pupils the basketball hoop and the cross, then say Can you make a sentence with I don't want ...?
 The pupils say I don't want to play basketball.
- · Repeat with the other pictures.
- Play the first conversation on the CD. The pupils match it with the correct picture.
- · Repeat with the other conversations.

·)) 1.5

Luke: I don't want to go fishing. I want to play tennis.

Jazmin: I want to go waterskiing. I don't want to play tennis.

Luke: I don't want to go swimming. I want to play volleyball.

Jazmin: I want to go fishing. I don't want to go waterskiing.

Luke: I want to go swimming. I don't want to play basketball.

Jazmin: I don't want to play volleyball. I want to play basketball.

Answers: 2, 3, 6, 5, 1, 4

CB p6 Activity 8 Play the game.

- Read the conversation to the pupils.
- Say you are thinking of a picture. Make two sentences about it, one with I want to ... and one with I don't want to ... The pupils say which picture it is.
- The pupils play the game in pairs.

AB p6 Activity 5 Write the sentences.

- Point to the first picture. Say Look! He's happy. Read the sentence (I want to play hide and seek).
- Point to the second picture. Say Look! She isn't happy. Read the sentence (I don't want to go sailing).
- Repeat with the other pictures. The pupils say the sentence for each picture and write it in their Activity Books.

Answers: 1 I want to play hide and seek. 2 I don't want to go sailing. 3 I want to play football. 4 I don't want to go rowing. 5 I don't want to go fishing. 6 I don't want to go climbing.

Lesson 5 \(= \text{Sentences} \)

Language focus 2



AB page 6

AB page 7

Objectives

- · Review vocabulary for activities
- · Understand the use of let's ...
- · Practise making suggestions

Core language

Let's play (basketball).

Review of language used so far

Materials

Grammar tiles (PMB p6) – one photocopy of Set 2 per pupil; CD 1

AB p6 PMB p6 Focus on language

- Write the verb sail on the board and say Let's go sailing. Repeat with the phrase play football (Let's play football).
- Write the sentences on the board. Point out the use of let's to make suggestions.
- Ask the pupils to read the sentences in the second set of grammar tiles on page 6 of the Activity Book.
- Ask the pupils Which sentence is in the story? (Let's go fishing.)
- Focus on the use of Let's to make suggestions. Point out the apostrophe.
- The pupils say the sentences in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask the pupils to suggest words to put in the blank tiles (e.g. rowing, play hide and seek, etc.).
 Write the suggestions on the board. The pupils can choose words to copy in the blanks.
- The pupils cut out all the tiles and use them to make sentences on their desks. Ask pupils to read out their sentences for the class.

AB p6 Practice

- Make a mime gesture for swimming. Say Make a sentence with 'Let's'. The pupils say Let's go swimming. Repeat with mime gestures for other activities.
- Ask a pupil to choose an activity and make a mime gesture for it. Choose another pupil to make a sentence with Let's.
- · Repeat with other pairs of students.

AB p6 Activity 6 Listen and number.

- Point to each of the pictures and ask the pupils to identify the activities.
- Play the first conversation (up to I don't want to go waterskiing). Pause the CD and ask the pupils Is it picture 5? (No) Is it picture 2? (Yes). Point to the number 1 in the square in picture 2.
- Play the rest of the conversation, pausing after each one to give the pupils time to write the number next to the corresponding picture.

·)) 1.6

Archie: Let's go waterskiing.

Luke: I don't want to go waterskiing.

Finn: Let's go climbing.
Jazmin: Great idea!

Eve: Let's go sailing.
Finn: Great idea!

Molly: Let's go fishing.

Archie: No, I don't feel like fishing. Luke: Let's go rollerblading.

Molly: Aww, no. I don't want to go rollerblading.

Jazmin: Let's go skateboarding.

Eve: Great idea!

Answers: 2, 1, 5, 4, 6, 3

AB p7 Activity 7 Look and write.

- Read the words in the word banks to the pupils.
- Point to Eve in picture 1. Ask the pupils to read the sentence for the speech bubble (Let's go sailing!).
- Point to Finn in picture 1. Ask the pupils to read the reply (Great idea!). The pupils write the sentences in the speech bubbles.
- Repeat with the other pictures.

Answers: 1 Let's go sailing! / Great idea! 2 Let's go waterskiing! / Great idea! 3 Let's go rollerblading! / No thanks, I don't want to go rollerblading. 4 Let's go climbing! / Great idea!

AB p7 Activity 8 You're at the Incredible Adventure Camp! Write a dialogue.

- Do a mime gesture for swimming and ask a pupil to make a suggestion (Let's go swimming). Write the sentence on the board.
- Reply with another suggestion, for example No thanks, I don't want to go swimming. Let's play tennis. Write your reply on the board.
- Ask pairs of pupils to make dialogues with these suggestions and alternative suggestions.
- In pairs, the pupils choose one of the dialogues they have made up and write it in their notebooks.

Lesson 6 ▲ = Story

Playscript



AB page 8

Objectives

- · Read and complete a playscript
- Use finger puppets to act out a play
- · Act out the play

Core language

Review of language used so far

Materials

CD 1; Spare photocopies of the finger puppets (PMB p3)

AB p8 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 4–5 of their Class Books again.
- Play track 4 of CD 1 while the pupils listen and read.
- Alternatively, the pupils could read the story aloud in groups of six. Each pupil should read one character.

AB p8 Activity 10 Write the words in groups.

- Read the words in the word bank to the pupils.
- Point to each of the boxes and read the words in each one. Ask the pupils to suggest words from the word bank to go in each box.
- Ask the pupils to talk about how they grouped the words, and to describe the categories, e.g. the first category is expressing enthusiasm, the second group is times, and the third group is activities.

Answers: Box 1 Great!, fantastic!, brilliant!

Box 2 five o'clock, six o'clock, nine o'clock Box 3 go
swimming, play hide and seek, go fishing, play tennis

Ask the pupils to suggest new words for each category.

AB p8 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.
- Divide the pupils into groups of six. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the six characters (Finn, Archie, Luke, Molly, Jazmin, and Eve).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out their puppet for the character they are going to play.
- If the pupils haven't got a finger puppet they need, they will have to cut out, colour and stick a finger puppet using a photocopy of PMB p3.

Practice

- Remind the pupils of the five points of successful play acting;
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- The pupils act out the play with their puppets. While they are doing this, circulate round the classroom.
 Make a note of the points they should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 ▲ = Story

Reading and writing





CB page 7

AB page 9

Objectives

- · Review outdoor activities vocabulary
- · Read and understand emails
- · Write an email

Core language

Review of

- · outdoor activities vocabulary
- language used so far

Other language

countryside, both

Materials

Outdoor activities flashcards (x12); Email template (PMB p7) – one photocopy per pupil

Review vocabulary

- Use the outdoor activities flashcards to review the vocabulary. The pupils say the words chorally and individually.
- Play Memory words with the pupils: say sequences of three words (e.g. row, sail, swim); the pupils repeat the words in the same sequence and point to the flashcards on the board.

CB p7 Activity 9 Read and answer the questions.

- Point to each of the two emails and write questions about them, such as Who is this email from? Who is this email to? What is the email address of Luke's parents? If necessary, explain these questions in the pupils' own language.
- Ask individual pupils to read a sentence each from the first email. Repeat with the second email.
- Read the first question. The pupils answer Eve and write the answer in their notebooks.
- · Repeat with the other questions.

Answers: 1 Eve 2 Luke 3 Molly and Jazmin 4 Luke 5 Eve

AB p9 Activity 12 Read and order the sentences.

- Point to the picture and ask Where is it? The pupils answer The Incredible Adventure Camp.
- Read the sentences to the pupils. Explain that these are sentences from an email, but they're in the wrong order.
- Ask Who is the email from? (Molly) and Who is the email to? (her mum and dad).
- Point to the sentence Dear Mum and Dad and point out the number 1 next to it.
- Ask Which is the next sentence? The pupils say I'm having a great time at the Incredible Adventure Camp and write 2 next to it.
- · Repeat with the other sentences.

Example answer (NB no. 5 could alternatively be placed after no. 2): 1 Dear Mum and Dad, 2 I'm having a great time at the Incredible Adventure Camp. 3 There are lots of things to do. 4 Every day I go sailing with Jazmin and I play basketball with Finn. 5 The food is very good – it's chicken for lunch today! 6 Love, 7 Molly.

AB p9 Activity 13 Read and complete.

- Point to the letter and ask Who is the letter from? (Jazmin) and Who is the letter to? (Aunt Meena).
- · Read the words in the word bank to the pupils.
- Read the beginning of the letter to the pupils. Ask What's the missing word? The pupils say Dear and write the word in their Activity Books.
- · Repeat with the rest of the letter.

Answers: Dear, things to do, Every day, great, Love

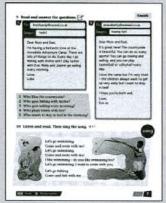
- · Point out the features of the email:
 - it starts with Dear;
 - there are commas after Dear, and after Love;
 - there are exclamation marks to show enthusiasm and excitement.

PMB p7 AB p9 Activity 14 Write an email.

- · Explain to the pupils that they are going to write an email from the Incredible Adventure Camp.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- · Brainstorm ideas for things to write about: the activities (what you do every day, what you like / don't like), the food (What are you having for lunch / dinner today?), and other information (what other people are doing, what you did yesterday, etc.).
- Write some suggestions on the board.
- Show the pupils how to write the email, using the emails in Activities 12 and 13 (Activity Book p9) as a model.
- Hand out the photocopies of the writing template. Tell the pupils to choose who to write the emails to.
- The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on their template.

Lesson 8 = Song / chant

Learning for life





CB page 7

AB page 10

Objectives

- · Review the unit so far
- · Understand the importance of being active and doing activities together
- Sing a song about doing activities together

Core language

Review of language used so far

Other language

too, come and ...

Materials

Rollercoaster Game poster; Outdoor activities flashcards (x12); CD 1

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary (categorizing)

· Ask the pupils to tell you all the new words they remember from the unit.

- Put all the flashcards on the board and ask the pupils to arrange them in these two categories: activities I do and activities I don't do.
- Repeat with other categories, such as: activities which need water / don't need water; activities which need special equipment / don't need special equipment.

Introduce the topic

- Talk with the pupils about doing activities together. Ask questions such as Do you enjoy doing activities with people? What activities can you do with other people? Are there any activities that you like to do on your own?
- · Encourage the pupils to talk about some or all of these ideas in their answers:
- you can have more fun with other people;
- other people can help you to get better at an activity;
- you can help other people to get better at an activity.
- The pupils can express their ideas in their own language. If they do, recast their ideas in English.

CB p7 Activity 10 Listen and read. Then sing the song.

- · Read the song with the pupils. You may need to explain the idea of come and ... (They may remember this phrase from the song Come and play in Unit 3 of Book 2.)
- · Play the song on the CD.

·)) 1.7

Let's go swimming, Come and swim with me! (x2) I like swimming – do you like swimming too? Let's go swimming, I want to swim with you.

Let's go fishing, Come and fish with me! (x2) I like fishing - do you like fishing too? Let's go fishing, I want to fish with you.

- Underline the words in the song that refer to the person singing (I and me).
- Underline the words in the song that refer to the person they are singing to (you).
- Show the pupils how to point to themselves for I and me, and how to point to the pupil next to them for you.
- Read the song again to the pupils. Ask them to point for I, me, and you.
- Play the song again and encourage the pupils to join in, singing and pointing.

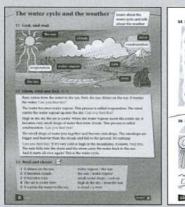
AB p10 Activity 15 Number the lines. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books on page 10.
- Read sentences a to f to the pupils. Show them that sentence c is the first line of the song. Ask What is the second line? The pupils answer b. Write b on the board.
- · Repeat with the other lines of the first verse, then with lines g - l for the second verse.
- Play the song again; the pupils check the lines they
- Make any necessary corrections to the letters on the board. The pupils copy the letters into the boxes in their Activity Books.
- To finish the lesson, tell the pupils to close their books. Help them to say the whole song again, chorally, from memory.

Answers: c, b, e, a, d, f, j, k, l, h, i, g

Lesson 9 = Words = Other subjects

Learning through English





CB page 8

AB page 10

Objectives

- · Learn some words to describe the weather
- · Learn about the water cycle

Core language

Weather vocabulary: snow, river, water vapour, the sea Review of

- · weather vocabulary: sun, wind, cloud, rain
- · language used so far

Other language

shine, warm, sky, high, meet, drop, join together, fall, ground, carry, all over again

Materials

Weather flashcards (It's sunny, It's cloudy, It's windy, It's raining, It's snowing, It's foggy, It's stormy, degrees, minus) CD 1; Weather picture cards (PMB p5) – one photocopied set per pupil

Introduce the topic

- Show the pupils the pictures on pages 8 and 9 of the Class Book.
- Ask the pupils to explain the difference between the two pictures (on page 8 the picture shows the way that rain is formed, on page 9 the picture shows a weather map with different types of weather.)
 The pupils can explain the difference in their own language. Recast their answers as necessary.
- Say they are going to learn about how rain is formed.

Introduce the new vocabulary

- Show the weather flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the words chorally and individually.
- Play Where is it? with the pupils: turn the flashcards face down on the board, then point to each one. The pupils say which card it is.

CB pp8-9 Activity 11 Look and read.

 Ask the pupils to look at the picture and read the words together.

CB pp8-9 Activity 12 Listen, read and find.

- Explain to the pupils that they are going to hear someone talking about the water cycle.
- Play the CD. Pause after the first section. Ask Can you find this? Ask a pupil who thinks they have found the right place to hold up their book and point to it for the rest of the class to see.
- Play the rest of the CD. Pause and ask after each section.

·)) 1.8

Rain comes from the water in the sea. First, the sun shines on the sea. It warms the water. Can you find this?

The water becomes water vapour. This process is called evaporation. The wind carries the water vapour up into the sky. Can you find this?

(pause)

High in the sky the air is cooler. When the water vapour meets the cooler air, it becomes very small drops of water that form clouds. This process is called condensation. Can you find this? (pause)

The small drops of water join together and become rain drops. The rain drops are bigger and heavier than the clouds and fall to the ground. It's raining! Can you find this? (pause)

If it's very cold or high in the mountains, it snows. Find this. (pause)

The rain falls into the rivers and the rivers carry the water back to the sea. And it starts all over again! This is the water cycle.

CB pp8-9 Activity 13 Read and choose.

- Read the first sentence to the pupils. Ask Which
 is it water vapour or the sun? The pupils say the
 correct option (the sun) and write the answer in their
 notebooks.
- · Repeat with the other sentences.

Answers: 1 the sun $\, 2$ water vapour $\, 3$ small water drops $\, 4$ high in the sky $\, 5$ a river

AB p10 Activity 16 Label the picture.

- · Read the words in the word bank.
- Point to the first picture and ask Which word is it? The pupils answer sun and write the word on the label.
- · Repeat with the other pictures.

Answers: Top row – the sun, clouds, snow

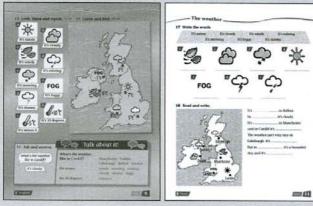
Middle row – water vapour, rain

Bottom row – the sea, river

PMB p5 Picture cards

- Give out the photocopies of the weather picture cards.
 The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example *Just a little bit* (see p19).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Learning through English



CB page 9

AB page 11

Objectives

- · Review weather vocabulary
- · Identify weather maps from descriptions
- · Describe the weather

Core language

Review of language used so far

Materials

Outdoor activities flashcards (x12); Weather flashcards (x9); CD 1

Review vocabulary

- Stick half of the outdoor activities flashcards and weather flashcards on the board.
- Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- · Repeat with the other half of the flashcards.

CB pp8-9 Activity 14 Look, listen and repeat.

 Pupils look at the icons, listen to the CD and repeat the words.

·)) 1.9

It's sunny.

It's cloudy.

It's windy.

It's raining.

It's snowing.

It's foggy.

It's stormy.

It's ten degrees.

It's minus five.

CB pp8-9 Activity 15 Listen and find.

- Point to each of the weather icons. The pupils read each label chorally.
- Play the first conversation on the CD. Ask Where is it? The pupils answer London. Ask What's the weather like in London? The pupils answer It's raining.
- The pupils find the rain icon in order to find where London is.
- They write London next to the icon.
- · Repeat with the other conversations.

·)) 1.10

- 1 A: What's the weather like in London?
 - B: It's raining in London.
 - A: What's the temperature?
 - B: It's five degrees.
- 2 A: What's the weather like in Manchester?
 - B: It's sunny in Manchester.
 - A: What's the temperature?
 - B: It's seven degrees.
- 3 A: What's the weather like in Cardiff?
 - B: It's cloudy in Cardiff.
 - A: What's the temperature?
 - B: It's eight degrees.
- 4 A: What's the weather like in Dublin?
 - B: It's windy in Dublin.
 - A: What's the temperature?
 - B: It's six degrees.
- 5 A: What's the weather like in Belfast?
 - B: It's foggy in Belfast.
 - A: What's the temperature?
 - B: It's minus one.
- 6 A: What's the weather like in Edinburgh?
 - B: It's stormy in Edinburgh.
 - A: What's the temperature?
 - B: It's three degrees.

CB pp8-9 Activity 16 Ask and answer.

- Point to the weather icon for Cardiff (cloudy) on the map. Read the dialogue to the pupils.
- Point to the weather icon for London (raining) on the map and ask What's the weather like in London? The pupils answer It's raining.
- Choose individual pupils to ask and answer questions about the weather.
- The pupils practise the conversation in pairs.

AB p11 Activity 17 Write the words.

- · Read the phrases in the word bank to the pupils.
- Point to picture 1 and ask What's the weather like? The pupils answer It's windy.
- The pupils write the description next to the picture.
- · Repeat with the other pictures.

Answers: 1 It's windy. 2 It's cloudy. 3 It's snowing. 4 It's sunny. 5 It's foggy. 6 It's stormy. 7 It's raining.

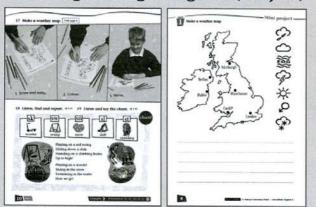
AB p11 Activity 18 Read and write.

- Read the first sentence to the pupils. Point to Belfast on the map and ask Which word can we put in here?
 The pupils answer raining and write the word in their Activity Books.
- · Repeat with the rest of the paragraph.

Answers: It's raining in Belfast. In Dublin it's cloudy. It's windy in Manchester and in Cardiff it's foggy. The weather isn't very nice in Edinburgh. It's stormy. But in London it's a beautiful day and it's sunny.

Lesson 11 = Other subjects

Learning through English (Project)



CB page 10

PMB page 8

Objectives

- · Review phrases to describe weather
- Make a weather map

Core language

Review of

- · weather vocabulary
- · language used so far

Materials

Weather flashcards (x9); Weather map template (PMB p8) – one photocopy per pupil

Review vocabulary

- · Stick the weather flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the flashcards.

Present the project

- Talk with the pupils about weather maps which they see on television. Ask them questions such as When do you see weather maps on television? (During the weather forecast) and What can you see on a weather map? (Symbols for different types of weather).
- Tell the pupils they are going to make a weather map.
 They are going to add weather symbols to a map of the United Kingdom and Ireland and then write about the weather in different cities.

CB p10 PMB p8 Activity 17 Make a weather map.

- Give each pupil a photocopy of the weather map PMB page and explain that they are going to make their own weather maps.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this would be a suitable piece of work to include.
- Point to each of the towns (Belfast, Dublin etc.) and say the names.
- Tell the pupils they are to draw weather icons on the map for each city. They can use the pictures on page 9 of the Class Book for reference.
- Before they start drawing, point out that the pupils should use realistic combinations; e.g. rain and sun in the same place is not a realistic combination.

- While the pupils are doing this, copy the map on the board and add some weather symbols.
- When the maps are ready, show the pupils the map you have made. Select a town and ask them to describe the weather, e.g. It's snowing in Cardiff.
- Write the sentence on the board, then repeat with three more towns. Read the sentences in Activity Book page 11 Activity 18.
- The pupils write sentences about the weather on their weather maps. They can use the sentences in the Activity Book as a model.

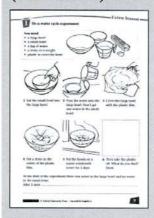
Display

- · Display the weather maps in the classroom.
- Let the pupils move around the classroom, look at the weather maps, and discuss them with each other.
- Have a feedback session in which the pupils decide on the weather maps with the best weather and the worst weather. Ask the pupils to give reasons for their choices.
- Finally, ask the pupils to decide which weather map has weather most similar to their country at the moment.

Lesson 11a (optional)

Learning through English

(Extension)



PMB page 9

Objectives

- · Make a demonstration of how the water cycle works
- · Learn more about the water cycle

Core language

Review of

- · weather vocabulary
- · language used so far

Materials

Weather flashcards (x9); Water cycle experiment template (PMB p9) – one photocopy per pupil; A large bowl for each group of four or five pupils; Plastic film, A small bowl for each group; A stone or a weight for each group (you may need additional stones if using plastic bowls – see Teaching tip below); A jug of water for each group; Scissors; Sticky tape; Paper for labels

Review vocabulary

- · Review weather vocabulary with the pupils.
- Say Explain the water cycle. The pupils can use their own language. Recast their answers as necessary.

Preparation

- Tell the pupils they are going to do an experiment to show how the water cycle works.
- Arrange the pupils in groups of four or five. Give each group:
 - a large bowl
 - a small bowl
 - a jug of water
 - a stone or a weight
 - a pair of scissors
 - a roll of sticky tape

Teaching tip

This experiment works best with glass bowls so that the pupils can see what is happening more easily. However, it can be done with plastic bowls. You may need to weigh down any small plastic bowls with an extra stone or weight to stop them from floating.

PMB p9 Using the Photocopy Master

- Read through the instructions on the PMB page to the pupils and do them yourself as an example. Ask the pupils to suggest places in the classroom / school to leave the experiment for the best results.
- Show the pupils how the experiment will work.
 Ask the pupils to suggest expressions to use for the observations, such as No drops of water, Some drops of water, A lot of water, There is water in the pot now, etc.
- Explain that you will bring the plastic film to the pupils.
- The pupils put water in the large bowl and add the small bowl.
- They write their names on a piece of paper and stick it on the side of the bowl.
- Put the plastic film over the bowl for the pupils and place the stone or weight on top to press it down slightly.
- The pupils take their experiment to the place that has been decided.
- During the next lesson the pupils can go to their experiments and observe the results. They note the results on a table.
- · Repeat in the following lesson.

Display

- Display the tables showing the results of the experiment around the classroom.
- Allow the pupils to read all the tables and discuss them with their friends.
- Have a feedback session in which the pupils decide if the results varied a lot or not much. Encourage the pupils to discuss what factors affected the results (the temperature, sunshine / light, carefulness, etc).
- Finally, ask the pupils to decide which set of results was the most successful.

Fun activity (optional)

- As a class activity, set up one 'super experiment' with a larger transparent plastic box inside a washing up bowl (or similar). To make this extra realistic:
 - the pupils use plasticine to model landscape features (hills, rivers, trees, etc.) to put inside the plastic box;
- the pupils add blue food colour to the water in the bowl to make it look like the sea;
- the pupils use plasticine to model boats, rocks, etc. for the sea;
- the pupils cut out cloud shapes from paper to stick around the side of the bowl;
- the pupils make a large label: The Water Cycle.

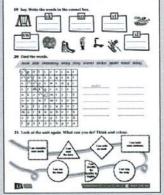
Song

- Ask the pupils Can you remember the song in this unit?
- Write what the pupils can remember on the board.
 Help them to remember the bits they've forgotten, then add them on the board.
- Play and sing the song Let's go swimming (Class Book p7 Activity 10, Listening 1.7) again. The pupils check that the version on the board is correct.
- Play the song again and encourage the pupils to join in.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation





CB page 10

AB page 12

Objectives

- Focus on the pronunciation of /s/ + consonant sounds
- · Review the activities and new language of the unit
- Complete a self-evaluation activity

Core language

Review of language used so far

Other language

slide, swing, spoon, scooter, snow

Materials

CD 1; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p10 Activity 18 Listen, find and repeat.

- Point to the pictures. The pupils say the words.
- · Play the CD. Pupils point and repeat.

·)) 1.11

scooter

skiing

swing

swimming

snow

slide

standing

- Say the /s/ + consonant sounds. The pupils find the words that share the /s/ + consonant sound.
- The pupils say the words chorally and individually, concentrating on the pronunciation of the /s/ + consonant sounds.

CB p10 Activity 19 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 1.12

Playing on a red swing, Sliding down a slide, Standing on a climbing frame Up so high!

Playing on a scooter, Skiing in the snow, Swimming in the water, Here we go!

- · Ask the pupils if all the items are in the chant.
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again and encourage the pupils to join in.

Focus on spelling

- Match the spelling with the /s/ + consonant sounds.
- Highlight the spelling patterns:

st (standing)

sw (swing, swimming)

sn (snow)

sl (sliding, slide)

sc / sk (scooter, skiing)

- · Show examples from the chant for each sound.
- Remind the pupils that there are lots of exceptions to spelling rules in English.

AB p12 Activity 19 Say. Write the words in the correct box.

- Point to each of the pictures. The pupils say the words chorally.
- Focus on the pronunciation of the /s/ + consonant sounds. Show how there is a box for each /s/ + consonant sound.
- Read the first word to the pupils (swing). Ask the
 pupils which box it goes in (the sw box). The pupils
 write the word in the correct box.
- · Repeat with the other words.

Answers: Box 1 swing, swimming Box 2 scooter, skiing Box 3 snow Box 4 standing Box 5 slide

AB p12 Activity 20 Find the words.

- Show the pupils how the word snake is circled in the wordsearch.
- Ask the pupils to find the other words in the wordsearch.

Answers: d e v C S f n a v S q z n t i a 0 s w i 9 k S t m g i X i S C n k a t e m r y C k f t s 0 S i m 0 e n f d i 1 W u 0 r a t k n n h t k m e i d 1 S 9 h e e e 1 p X f d C b

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to review the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Tell the pupils they are going to play a game where they remember what they've done in the unit.
- Divide the class into small groups (e.g. of 3-6 pupils).
- Place the chance cards and challenge cards face down at the front of the class.
- Give each group a character counter, and let them place their characters on the Start square on the poster.
- Explain how to play the game. The groups take turns to throw the dice and move their counters round the rollercoaster route.
- If they land on an arrow, they stay where they are until their next turn.
- If they land on an exclamation mark, they take a 'chance' card, which will tell them to move forwards or backwards by a number of places.
- If they land on a shape (corresponding to the different sections / activity types in the unit), then they take a card which has the same shape on the front of it. They read out the card to the class and do the challenge. If they get it right, they move on two places. If they get it wrong, they stay where they are.
- There are two chants printed on the poster; encourage pupils to chant these each time a group gets a question right or wrong:

You got it right!
Well done to you!
You're now allowed
To move on two!
If you're not sure,
Then open your book.
You'll find the answer
If you look!

 The game is finished when all the characters have arrived at the Finish square. The character counters can then be placed together so that their separate carriages form a single train again.

AB p12 Activity 21 Look at the unit again. What can you do? Think and colour.

- Look at each of the categories with the pupils. Look back through the unit with them, and help them to remember the different activities they have done:

 Do you remember? We learnt some words for outdoor activities waterski, fish, rollerblade ... what other words?

 And then we read a story what was it called? Yes, 'The Incredible Adventure Camp'. And then we wrote an email from the Incredible Adventure Camp what did you write about? Yes, you wrote about the activities and the food, etc.
- Read the sentence for each category (I can remember some words, etc.) After each sentence, ask the pupils Do you agree? or Can you do that?
- The pupils who agree with the sentence colour the corresponding shape. Make sure the pupils realize that this is not a test; it's for them to be aware of their achievement and the areas that still need improving.
- Circulate round the class as the pupils do this activity and do the following:
 - 1 make a note of problem areas for the group as a whole;
 - 2 make a note of problem areas for individual pupils;
 - 3 encourage pupils who are being over-negative about their achievement;
 - 4 talk to pupils who are unrealistically positive about their achievement;
 - 5 congratulate pupils who are being realistic about their achievement.

Teaching tip: Picture Dictionary

Making a Picture Dictionary is optional in this level of the course. A photocopiable template is provided on page 56 of the Photocopy Masters Book, with writing lines and drawing spaces. If you wish to create Picture Dictionaries with your pupils, photocopy this page in every unit for each pupil. Pupils look back through the unit in their Class Books, and copy the words and pictures for the Lesson 1 and Lesson 9 vocabulary onto the photocopied template.

PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Tell pupils that they are going to make an English dictionary of the new words in this level of the course, and that they will complete this page in every unit.
- Ask them to look back through their books and to copy the new words and pictures onto the page (they should look especially at the first and sixth pages of the unit in the Class Book). More able pupils may like to try and do this from memory first.
- Pupils can complete the Picture Dictionary at home, and can also make and decorate a cover for it.

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 13

For suggestions on how to use Show what you know! see page 17.

Objectives

- · Extra practice of the vocabulary of the unit
- · Solve puzzles in English
- · Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p13 Activity 1 Write. Find the letters and find the mystery word.

- · Read the words in the word bank to the pupils.
- Point to the pictures in line 1 and ask What is it? (climb, fish). Ask Which letter do both the words have? The pupils answer i and write the letter on the rule.
- Repeat with the other sentences. Draw eight dashes
 on the board and call individual pupils to the front to
 write the first letter, the second letter, etc. After each
 letter is written, ask What is the mystery word? The
 pupils try to guess the word.

Answers: 1 i 2 e 3 s 4 t 5 n The mystery word is tennis.

AB p13 Activity 2 Look and read. Write the names.

 Ask a pupil to read the sentences in number 1. Ask Who is it? The pupils answer Nick. Repeat with the other sentences.

Answers: 1 Nick 2 Nadia 3 Tony 4 Clare

As a follow-up activity, the pupils can draw a picture
of themselves with the clothing and equipment for
their favourite sports. Underneath, they can write
sentences about their activities, using the sentences in
Activity 2 as a model.



The pupils are now ready to sit the Unit 1 test (see p158).



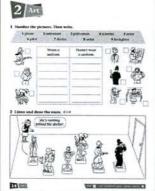
Multimedia extension: you may now like to use the Geography 2 section of the optional DVD.



Lesson 1 ■ = Words

Introducing vocabulary





CB page 11

AB page 14

Objectives

- · Understand the theme of the unit
- · Become familiar with vocabulary for jobs
- Practise listening to and talking about where people are
- · Focus on spelling

Core language

Jobs vocabulary: pirate, astronaut, policeman, scientist, actor, pilot, doctor, artist, firefighter

Review of

- jobs vocabulary: dancer, footballer, teacher
- · prepositions: behind, next to, in front of, under, on
- · language used so far

Materials

Rollercoaster Game poster; Jobs flashcards (pirate, astronaut, teacher, policeman, footballer, scientist, actor, pilot, doctor, dancer, artist, firefighter); CD 1; Pupils' bookmarks (optional) (see p26)

Unit overview

- Tell the pupils they are going to learn about jobs in this unit. Ask the pupils to think of words they know for jobs.
- Ask them which words (in their own language) they would like to learn.
- Ask the pupils to look through Unit 2 in their Class Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the Rollercoaster Game poster:
- Words jobs, buildings
- ▲ Story Art Day
- Sentences I go to bed at eight o'clock. / She gets up at six o'clock. / She always goes to school.
- Song Painting pictures
- Other activities Write an advertisement / Learning to copy drawings with a grid
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- · Use the jobs flashcards to teach the new vocabulary.
- Place the flashcards in different parts of the classroom and play Around the class with the pupils. First you say the words and the pupils point to the flashcards. Then you point to the flashcards and the pupils say the words.

CB p11 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Where are the children? (At a waxworks museum) What are they doing? (They're hiding from Eve and Jazmin).
 Recast the pupils' answers as necessary.
- Ask about the waxwork models. What is he / she? Yes, he's a pirate.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 1.13

- 1 pirate
- 2 astronaut
- 3 teacher
- 4 policeman
- 5 footballer
- 6 scientist
- 7 actor
- 8 pilot
- 9 doctor
- 10 dancer
- 11 artist
- 12 firefighter

CB p11 Activity 2 Listen and find.

- Remind pupils that the children are at a waxworks museum. They're going to hide from Eve and Jazmin.
- · Play the CD.
- The pupils listen to Eve and Jazmin talking about where the children are. They point to each child as his / her position is described.
- Alternatively, the pupils can use their bookmarks (see p26) to focus on the correct child.

·)) 1.14

Finn: Look, I can see a policeman! And a firefighter too!

Molly: I like the actor – and I like her blue dress.

Archie: Look at the teacher - scary!

Jazmin: I like the pilot.
Molly: Where's the pilot?

Jazmin: Over there, in front of the doctor and the actor.

Molly: Oh

Archie: Look at her! What is she?

Luke: She's a scientist!

Finn: Here come Eve and Jazmin. Quick, let's hide!

Eve: Where is everybody? Where's Finn?

Jazmin: Er ... He's next to the artist, behind the door!

Finn: Oh!

Eve: Where's Molly?

Jazmin: There she is - she's under the dancer.

Molly: Not fair!

Eve: Where's Archie?

Jazmin: He's in front of the astronaut.

Archie: Oh

Eve: Where's Luke?

Jazmin: I see him - he's next to the footballer.

Luke: Dooh!

Eve: Where's Coco? Jazmin: She's on the pirate.

Archie: Stop her! She's eating the parrot.

Molly: Naughty cat.

Eve: OK everybody ... now let's go and see the rest of

the museum.

Kids: Good idea!

CB p11 Activity 3 Ask and answer.

- Read the prepositions to the pupils (behind, next to, in front of, under, on). Make arrangements of books and pencils on your desk to check the pupils understand each preposition. E.g. put a pencil behind a book and say The pencil is behind the book.
- Introduce the dialogue with questions such as Where's Luke?
- The pupils answer your questions with complete sentences: He's next to the footballer.
- Practise the dialogue, asking about all the children in the picture.
- As a variation, the pupils can take turns to close their books and answer their partners' questions from memory.

Spelling

- · Ask the pupils to identify:
 - words with combinations of vowel + r (pirate, teacher, footballer, actor, doctor, dancer, firefighter);
 - words with combinations of s + consonant (astronaut, scientist, artist);
 - words with two vowels together (astronaut, teacher, footballer, scientist).

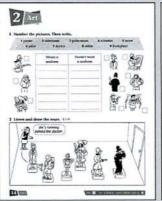
AB p14 Activity 1 Number the pictures. Then write.

- · Read the words in the word bank to the pupils.
- Point to the picture of the pirate and ask What is he? (a pirate).
- Point to the picture of the pirate again and ask
 Does he wear a uniform? (No) Make sure the pupils
 understand the idea of a uniform. The pupils write
 pirate in the Doesn't wear a uniform category.
- Point to the picture of the astronaut and ask What is she? (an astronaut). Does she wear a uniform? (Yes). The pupils write astronaut in the Wears a uniform category.
- · Repeat with the other pictures.

Answers: Wears a uniform – astronaut, policeman, pilot, firefighter Doesn't wear a uniform – pirate, scientist, actor, doctor, artist

Lesson 2 = Words

Practising vocabulary





AB page 14

AB page 15

Objectives

- · Review vocabulary for jobs
- · Practise listening and talking about where things are
- · Read about where things are.

Core language

Review of

- · jobs vocabulary
- · language used so far

Materials

Jobs flashcards (x12); CD 1; Jobs picture cards (PMB p10) – one photocopied set per pupil

Review vocabulary

- Put the jobs flashcards on the board. The pupils say the word chorally and individually.
- Play First sounds with the pupils: say the first sound of each word and encourage the pupils to identify them.

AB p14 Activity 2 Listen and draw the route.

- Show the picture to the pupils. Ask What is Molly doing? (She's trying to catch Coco). Recast the pupils' answers as necessary.
- Explain that they need to listen to find out where the cat goes and then draw a line to show where she goes.
- Play the first part of the CD, up to She's running behind the doctor. Show the pupils how there is a line from Coco to behind the doctor.
- Play the rest of the conversation. Pause after each sentence and give the pupils time to continue the line.

·)) 1.15

Molly:

Stop, Coco! You're very naughty.

Where is she?

There she is! She's running behind the doctor ... Now she's running in front of the astronaut ...

And in front of the actor ...

Now she's behind the pirate ...

Now she's in front of the firefighter and ... behind the policeman ...

Stop, Coco! Stop! She's escaping through the door!

Answers: The line goes behind the doctor, in front of the astronaut, in front of the actor, behind the pirate, in front of the firefighter, behind the policeman, and then through the door.

AB p15 Activity 3 Look and write.

- Read the first sentence to the pupils. Point to the picture and show how the astronaut is in front of the doctor. Show the pupils that astronaut is the answer to number 1.
- Read the second sentence and ask Who is it? (firefighter) The pupils write firefighter as the answer to number 2.
- · Repeat with the other sentences.

Answers: 1 astronaut 2 firefighter 3 doctor 4 policeman 5 actor 6 pirate

AB p15 Activity 4 Make the words.

- Point to the first picture and then to the jumbled word. Ask Which job is it? (scientist). Write the word on the board. The pupils copy the answer in their books.
- · Repeat with the other pictures.

Answers: 1 scientist 2 pirate 3 artist 4 astronaut 5 firefighter 6 policeman

Spelling

 Play Hangman using the words for jobs which the pupils know (see p20).

PMB p10 Picture cards

- Give out the photocopies of the jobs picture cards. The pupils cut out and colour the picture cards.
- They can use their cards to play a game, e.g. Memory pairs (see p20).

Teaching tip: Word cards

The pupils will need to make word cards for the *Memory pairs* game. If your pupils are using the word cards, they can prepare them now (see p9). Pupils cut them out and match them with the picture cards. Remind the pupils to keep all the cards in a safe place.

Lesson 3 A = Story

Story





CB page 12

CB page 13

Objectives

- · Predict a story from visual cues
- Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- · Practise story language

Core language

I get up at 7 o'clock; She always gets up at six o'clock. Review of

- · jobs vocabulary
- · language used so far

Other language

brush, always, mess, accident

Materials

Jobs flashcards (x12); CD 1

Review vocabulary

- Put all the jobs flashcards on the board. The pupils say the words chorally and individually.
- Play Bingo with the pupils: they choose four of the words and write them in their notebooks to use as their Bingo cards.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Molly saying? What's Anna doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that it's Art Day at the club.
- Ask the pupils to suggest activities for Art Day (draw pictures, paint pictures, make crafts, etc). Ask the pupils to suggest the materials they need for Art Day (paper, paint, crayons, etc.).
- Explain that a special person is coming to Art Day at the club, but there are some problems.

CB pp12–13 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and find out what the problems are.
- · The pupils listen with their books closed.

·)) 1.16

[1] Narrator: It's Art Day at the club!

Molly: I need a brush.

Archie: I need some paint.

Luke: We don't know what to do.

[2] Eve: Don't worry. Anna is coming. She's an artist and a

teacher. She can help!

[3] Eve: Anna's late. She's never late! She always gets up at

six o'clock.

Molly: That's very early! I get up at seven o'clock.

[4] Narrator: Meanwhile, on the road ...

Anna: I need to get to the club for Art Day ... uh oh!

Anna: Oh no! What a mess!

[5] Narrator: Back at the club ...

Luke: I'm bored.

Eve: Come on, let's go for a walk.

[6] Eve: Look, there's Anna! Molly: Are you OK?

[7] Anna: I'm fine, don't worry - but look at my bike!

Molly: I've got an idea.

[8] Finn: This is the best Art Day ever!

 Ask the pupils what the problems were (the children don't have any art materials or ideas, and the special person had an accident on her bike). Encourage the pupils to give further details of the story. Recast their answers as necessary.

CB pp12-13 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as What was Molly's idea? and Was Art Day good in the end?
- Play the recording again while the pupils follow in their books.
- · Go through any vocabulary queries with the class.

CB pp12-13 Activity 5 Read and write true or false.

- Read the first sentence. Say Look at the story. Is sentence number 1 true? The pupils answer No and write false in their notebooks.
- The pupils answer the rest of the questions in their notebooks.

Answers: 1 false 2 true 3 true 4 false 5 true 6 true 7 false 8 true

Fun expressions

 Write these fun expressions from the story on the board:

I'm bored.

Oh no! What a mess!

This is the best Art Day ever!

- Play the story again: pupils put up their hands when they hear one of the phrases.
- Pause the recording. Pupils repeat the phrase chorally and individually. Encourage them to copy the intonation on the CD.

Lesson 4 - Sentences

Language focus 1





CB page 14

AB page 16

Objectives

- Understand the use of times with daily routines
- Review the use of s with he and she in the present simple
- · Practise using the new language

Core language

She gets up at six o'clock; I go to bed at eight o'clock. Review of language used so far

Materials

Grammar tiles (PMB p11) – one photocopy of Set 1 per pupil (optional); CD 1 $\,$

Recall the story

- Ask the pupils to recall as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one:
 I need a brush. (Molly)

Anna's late. (Eve)
I need to get to the club for Art Day. (Anna)
I'm bored. (Luke)

I've got an idea. (Molly)

CB p14 PMB p11 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (She gets up at six o'clock. I go to bed at nine o'clock).
- Ask the pupils to say which sentence was in the story (She gets up at six o'clock).
- Focus on the difference between the I form (get) and the she form (gets). Point out that you, we and they are like I (they go with get).
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give out copies of Set 1 of the PMB grammar tiles: the pupils cut out the tiles and arrange them in sentences on their desks.
- Ask individual pupils to read out their sentences for the class.

CB p14 Activity 7 Listen and say which picture.

- Show the pupils the pictures. Ask the pupils to make sentences about them, e.g. They get up at six o'clock.
- Play the first sentence. The pupils match it with the correct picture. Repeat with the other sentences.

·)) 1.17

They have breakfast at half past eight.

I go to bed at nine o'clock.

She has breakfast at nine o'clock.

I get up at half past eight.

They get up at six o'clock.

She goes to bed at half past eight.

Answers: 3, 6, 4, 1, 2, 5

CB p14 Activity 8 Play the game.

- · Read the conversation to the pupils.
- Say you are thinking of one of the pictures. Say a sentence about it, e.g. We have breakfast at half past eight. The pupils identify which picture it is (Picture 3).
- · The pupils play the game in pairs.

AB p16 Activity 5 True or false? Read and tick / or cross x.

- Read the first sentence to the pupils. Show them the first picture and ask Is that correct? The pupils answer Yes and put a tick next to the picture.
- Repeat with the other pictures. The pupils put a tick in the box if the picture is correct, and a cross in the box if the picture is wrong.

Answers: 1 / 2 x 3 / 4 / 5 x 6 x

Lesson 5 ♦ = Sentences

Language focus 2





AB page 16

AB page 17

Objectives

- · Understand the use of always, never, and usually
- Practise talking about people's routines

Core language

He always / usually / never gets up late. Review of language used so far

Materials

CD 1; Grammar tiles (PMB p11) – one photocopy of Set 1 per pupils; Grammar tiles (PMB p11) – one photocopy of Set 2 per pupil (optional)

AB p16 Activity 6 Write and draw the times.

- · Read the words in the word bank to the pupils.
- Point to the first picture. Ask What time is it? (8 o'clock).
 The pupils draw the time on the blank clock in the corner of the picture.
- · Repeat with the other pictures.
- Point to the first picture again. Say Make a sentence with 'I'. (e.g. I get up at eight o'clock.)
- The pupils write the sentence next to the picture.
- Repeat with the other pictures. Make sure the pupils use I when the sentence is about the boy, and We when the sentence is about the boy and his parents.

Answers: 1 I get up at eight o'clock. 2 We have breakfast at nine o'clock. 3 They go rowing at eleven o'clock. 4 We have dinner at six o'clock.

AB p16 PMB p11 Focus on language

- Write always, usually, and never on the board. Say a sentence about yourself with always, e.g. I always have breakfast at eight o'clock.
- Make sure the pupils understand the idea of always by explaining: I have breakfast at eight o'clock on Monday, I have breakfast at eight o'clock on Tuesday, etc., through to I have breakfast at eight o'clock on Sunday.
- Ask the pupils to say I always have breakfast at eight o'clock in their own language.
- Say a sentence about yourself with usually, e.g. I usually have lunch at school. Ask the pupils to say I usually have lunch at school in their own language.
- Say a sentence about yourself with never, e.g. I never get up at six o'clock. Ask the pupils to say the sentence in their own language.
- Point to the three words always, usually, and never on the board. Ask the pupils to say them in their own language.
- Ask the pupils to read the sentences in the second set of grammar tiles on page 17 of the Activity Book.
- Focus on the position of always, never, and usually before the verb.
- The pupils say the sentences in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask the pupils to suggest words to put in the blank tiles (e.g. at ten o'clock, in the morning).
 Write the suggestions on the board. The pupils can choose words to copy in the blank tiles.
- The pupils cut out all the tiles and use them to make sentences on their desks. Ask pupils to read out their sentences for the class.
- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more sentences, for example He usually gets up at 6 o'clock.

AB p16 PMB p11 Practice

- Draw a boy on the board. Next to the picture write get up – seven o'clock. Say Make a sentence with 'always'. (He always gets up at seven o'clock). The pupils say the sentence chorally and individually.
- · Repeat with other cues, such as:
 - go to bed ten o'clock (usually)
- go to bed twelve o'clock (never)
- have lunch one o'clock (always)

AB p17 Activity 7 Listen and tick /.

- Point to the picture of the dancer and ask What is she? (A dancer).
- Read the verb and times in the first column to the pupils (get up at six o'clock etc.).
- Read the adverbs (always, usually, never) to the pupils.
- Explain that the pupils are going to listen to a conversation with the dancer. She's going to talk about when she does different things. They have to put a tick in the correct box.
- Play the first part of the conversation on the CD (up to six o'clock). Show how there is a tick in the always column.
- Repeat with the rest of the conversation. Pause after each exchange for the pupils to put a tick in the correct box.

·)) 1.18

Interviewer: What time do you get up?

Dancer: Oh, I always get up at six o'clock.

Interviewer: What time do you have breakfast?

Dancer: Well, I usually have breakfast at seven o'clock and

then I usually go to work at eight o'clock.

Interviewer: What time do you have lunch?
Dancer: Lunch? I never have lunch.
Interviewer: What time do you go to bed?
Dancer: I always go to bed at ten o'clock.

Answers: Get up at six o'clock – always Have breakfast at seven o'clock – usually Go to work at eight o'clock – usually Have lunch at one o'clock – never Go to bed at 10 o'clock – always

- Select individual pupils to read a sentence each from the actor's speech bubble.
- The pupils write ticks in the correct boxes for the other verbs.

Answers: Get up early – never Have breakfast – never Go to work at 10 o'clock – usually Have lunch at 3 o'clock – always

AB p17 Activity 8 Write your daily routine.

- Ask the pupils to suggest verbs for their daily routine (get up, go to school, etc.). Write their suggestions on the board.
- Write the three adverbs (always, usually, never) on the board.
- Ask the pupils to make sentences about themselves with the words on the board, for example I never get up at 5 o'clock, I usually go to school at 8 o'clock, etc.
- Write some of their sentences on the board.
- Individually, the pupils write four sentences about their own routines in their Activity Books. While they are writing, circulate round the class and help the pupils with grammar, vocabulary and spelling.
- Ask individual pupils to read their sentences to the class.

Lesson 6 ▲ = Story

Playscript



AB page 18

Objectives

- · Read and complete a playscript
- Use finger puppets to act out a play
- · Act out the play

Core language

Review of language used so far

Materials

CD 1; Spare photocopies of the finger puppets (PMB p3)

AB p18 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 12–13 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of five. Each pupil should read one character.

AB p18 Activity 10 Write the words in groups.

- · Read the words in the word bank to the pupils.
- Point to each of the boxes and read the words in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- Ask the pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is words for art materials, the second group is occupations, the third group is time expressions, the fourth group is transport.

Answers: Box 1 some paint, a pencil, a pen, a brush Box 2 an artist, a dancer, a teacher, an actor Box 3 always, usually, never Box 4 bike, car, van

Ask the pupils to suggest new words for each category.

AB p18 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.
- Divide the pupils into groups of six. Each group decides which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the six characters (Molly, Archie, Luke, Eve, Anna, Finn).
- Each group decides who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- Give each group a photocopy of the extra finger puppet template (PMB p3). The pupils cut out, colour and stick the extra puppet to make the puppet for Anna. If they haven't got the other puppets they need, they will have to make those too.

Practice

- Remind the pupils of the five points of play acting:
 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 1 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets while you circulate around the classroom. Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 ▲ = Story

Reading and writing





CB page 15

AB page 19

Objectives

- · Review jobs vocabulary
- · Read and understand a notice
- · Write a notice

Core language

Review of

- · jobs vocabulary
- · language used so far

Other language

bring, flute, xylophone, professional, actor

Materials

Notice template (PMB p12) - one photocopy per pupil

Review vocabulary

• Describe the jobs in the vocabulary set with short sentences using work in, wear, and other verbs, such as I work in a hospital (doctor), I wear a white coat (scientist), I play a sport (footballer). The pupils guess which job you are talking about.

CB p15 Activity 9 Read and write which club.

- Point to the notices and read the names of the clubs to the pupils.
- Ask the pupils to suggest activities at each club. Recast the pupils' answers as necessary. Write the suggestions on the board, for example:

Art Club – draw, paint, make models Music Club – play musical instruments, listen to music, write music

Drama Club – learn to act / sing / dance / make costumes / do make up / read and write plays

- Select individual pupils to read each notice. Explain any unfamiliar words (e.g. bring).
- Read sentence number 1 (I want to learn to play the piano) to the pupils. Ask Which club is it? (Music Club).
 The pupils write the answer in their notebooks.
- The pupils read the rest of the sentences and write the answers in their notebooks.

Answers: 1 Music Club 2 Drama Club 3 Art Club 4 Drama Club 5 Drama Club 6 Music Club

AB p19 Activity 12 Read and complete the notes.

- Explain that the pupils are going to write notes about the clubs. If necessary, explain that notes are words and phrases with the most important information.
- Point to notice A and read it to the pupils.
- Point to the first row of the table: read the question word (What?) and the answer in the next box (Basketball Club). Read the other question words (What day?, What time?, What should you bring?) Ask the pupils to suggest words to complete the boxes. (Saturday, 2 o'clock in the afternoon, trainers / sports clothes). The pupils write the answers in their notebooks.
- The pupils complete the notes for notices B and C.

Answers: Basketball Club – Saturday, 2 o'clock in the afternoon, trainers / sports clothes Science Club – Saturday, 10 o'clock in the morning, white coat / safety glasses Chess Club – Monday, 4 to 6 o'clock in the afternoon, a friend

AB p19 PMB p12 Activity 13 Write 2 notices.

- Explain to the pupils that they are going to write two notices for clubs.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Brainstorm ideas for club names and activities.
 Choose some suggestions and write them on the board.
- Show the pupils how to write the notices, using the notices in Activity 12 as a model.
- Hand out the photocopies of the writing template. Tell the pupils to choose a name for each club and write a notice for it.
- The pupils write a rough copy first in their notebooks for you to correct before writing their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 15

AB page 20

Objectives

- · Review the unit so far
- Understand the importance of keeping clean and tidying up
- · Talk about how to avoid making a mess
- Sing a song about working and tidying up after a messy activity

Core language

Review of

- · jobs vocabulary
- · language used so far

Other language

tidy up

Materials

Rollercoaster Game poster; Jobs flashcards (x12); CD 1

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them in these two categories: jobs which need special clothes / jobs which don't need special clothes.
- · Repeat with other categories, such as:
 - jobs for very fit people / jobs for all people;
 - jobs for clever people / jobs for all people.

Introduce the topic

- Talk with the pupils about working, making a mess, and tidying up. Ask questions such as What sort of activities make a mess? How can we avoid making a mess? What should we do after we make a mess?
- Encourage pupils to talk about some or all of these ideas in their answers:
 - it's easy to drop, spill and break things;
 - we have to be organized to avoid this;

- we have to concentrate on what we're doing;
- if we make a mess, we should clean it up immediately.
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p15 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (tidy up, stay clean).
- Play the song on the CD.

·)) 1.19

We love painting pictures, Red, yellow, blue and green. We're good at painting pictures, But not so good at staying clean!

Andy's got blue fingers, Jenny's hair is green. Let's tidy up and wash our hands, Then we can have our tea!

- Write a list of the colours that are mentioned in the song (red, green, yellow, blue). Point to each word and ask the pupils to find an example of something that colour in the classroom.
- Read the song again to the pupils. Ask them to point to the objects in the classroom as you read.
- Play the song again and encourage the pupils to join in, singing and pointing.

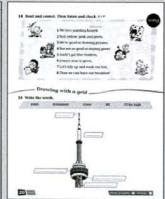
AB p20 Activity 14 Read and correct. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 20.
- Read the first and second line of the song to the pupils. Tell pupils that there are mistakes in the lines and the first mistake is corrected already. Ask the pupils to find a mistake in the second line and suggest a correction. Write the correction they suggest on the board.
- · Repeat with the other lines of the song.
- Play the song again; the pupils check the corrections they suggested.
- Make sure the corrections on the board are right. The pupils copy the corrections in their Activity Books.
- To finish the lesson, tell the pupils to close their books.
 Help them to say the whole song again, chorally, from memory.

Lesson 9 ■ = Words ■ = Other subjects

Learning through English





CB page 16

AB page 20

Objectives

- · Learn some vocabulary for buildings
- Learn about tall buildings, their height and when they were built

Core language

Parts of a building: tower, stairs, clock, lift, restaurant Review of language used so far

Other language

It's 553 metres high; in 1975; between 1173 and 1350; It was built in 1975

Materials

CD 1; Buildings flashcards (tower, stairs, clock, lift, restaurant); Buildings picture cards (PMB p10) – one photocopy per pupil

Introduce the topic

- Talk with the pupils about tall buildings in their town and in other parts of the world. Ask questions such as What is the tallest building in this town? What other tall buildings are there in this country? What is the tallest building in the world?
- Tell the pupils they are going to be learning about tall buildings. Some of the buildings are new, but some of them are old.

Introduce new vocabulary

- Show the buildings flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the words chorally and then individually.
- Play What's missing? with the pupils: take one of the flashcards from the pile, then put the other four flashcards on the board. The pupils say the word for the missing flashcard.

CB pp16-17 Activity 11 Look, listen and repeat.

 Play the CD. The pupils repeat each word chorally and point to the correct picture.

·)) 1.20

lift

restaurant

stairs

tower

clock

CB pp16-17 Activity 12 Listen and find.

- Read the descriptions of the towers to the pupils.
- Play the first section of the CD. Pause at the end of the section (It's called Big Ben) and ask Which tower is it? (Big Ben).
- · Repeat with the other sections.

·)) 1.21

- 1 It's 98 metres high. It was built in 1858. It's in London. It's called Big Ben.
- 2 It's 553 metres high. It was built in 1975. It's in Canada. It's called the CN Tower.
- 3 It's 230 metres high. It was built between 1953 and 1955. It's the Palace of Science and Culture in Warsaw.
- 4 It's 55 metres high. It was built between 1173 and 1350. It's not very straight! It's the Leaning Tower of Pisa in Italy.

Answers: 1 d 2 a 3 c 4 b

CB pp16-17 Activity 13 Ask and answer.

- Point to the picture of the CN Tower and read the dialogue.
- Read the sentences in the Talk about it! section to the pupils.
- Point to the picture of the Leaning Tower of Pisa. Say
 to a pupil Tell me about this tower. Guide the pupil to
 making a suitable reply (It's 55 metres high. It was built
 between 1173 and 1350. It's the Leaning Tower of Pisa).
- · Repeat with other pupils and other towers.
- The pupils practise the dialogue in pairs.

AB p20 Activity 15 Write the words.

 Read the words in the word bank to the pupils. Ask them to label the picture.

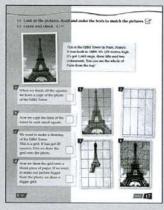
Answers (clockwise from top): 533m high, tower, stairs, lift, restaurant

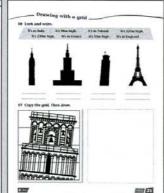
PMB p10 Make the picture cards

- Give out the photocopies of the buildings picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Show me! (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- · Remind the pupils to keep all the cards in a safe place.

Lesson 10 ■ = Words ▶ = Other subjects

Learning through English





CB page 17

AB page 21

Objectives

- · Review jobs and buildings vocabulary
- · Learn how to copy a picture using a grid

Core language

Review of

- · jobs vocabulary
- · buildings vocabulary
- · language used so far

Other language

whole, top, grid, blank

Materials

Jobs flashcards (x12); Buildings flashcards (x5); CD 1

Review vocabulary

- Stick half of the jobs and buildings flashcards on the board.
- Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- · Repeat with the other half of the flashcards.

CB pp16–17 Activity 14 Look at the pictures. Read and order the texts to match the pictures.

- Explain that the pupils are going to see how to copy a picture using a grid. They are going put the instructions in the Class Book in the correct order, then listen and check.
- Point to each of the pictures and read the texts to the pupils.
- Ask Which instructions go with the first picture? The pupils say c and write 1 next to it.
- · Repeat with the second, third, and fourth sections.

CB pp16-17 Activity 15 Listen and check.

- Play the first section of the CD (up to onto the photo).
 Ask Which section is it? The pupils say c.
- Repeat with the other sections of the CD. The pupils check the order on the CD against the order they worked out.

·)) 1.22

We want to make a drawing of the Eiffel Tower. This is a grid. It has got 20 squares. First we draw the grid onto the photo.

Now we draw the grid onto a blank piece of paper. If we want to make our picture bigger than the photo, we draw a bigger grid.

Now we copy the lines of the tower in each small square.

When we finish all the squares we have a copy of the photo of the Eiffel Tower.

Answers: a 4 b 3 c 1 d 2

AB p21 Activity 16 Look and write.

 Read the words in the word bank to the pupils. Ask them to look at the pictures and write the descriptions from the word bank underneath each one.

Answers (left to right): It's in England. It's 98m high. It's in Poland. It's 230m high. It's in Italy. It's 55m high. It's in France. It's 329m high.

AB p21 Activity 17 Copy the grid. Then draw.

- Say This is a picture of the top of the Leaning Tower of Pisa. You're going to draw the picture yourselves in the box on the right, and use a grid to help you.
- · Ask the pupils to copy the lines of the grid into the box.
- Then ask them to look at each small square in turn and carefully copy the lines of the tower into each square, until they have completed the picture.

Lesson 11) = Other subjects

Learning through English (Project)





CB page 18

PMB page 13

Objectives

- Review buildings vocabulary
- Use a grid to copy a drawing

Core language

Review of

- buildings vocabulary
- · language used so far

Materials

Buildings flashcards (x5); Drawing grid template (PMB p13) – one photocopy per pupil

Review vocabulary

- Stick the buildings flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the flashcards.

Present the project

 Talk with the pupils about copying pictures. Ask questions such as Is it easy to copy a picture? What problems do you have when you copy a picture? Tell the pupils they are going to learn how to make an accurate copy of a picture using a grid.

CB p18 PMB p13 Activity 16 Copy a drawing with a grid.

- · Give each pupil a photocopy of the PMB page.
- Ask the pupils to recall the drawing technique they learnt in the previous lesson. Recast the pupils' sentences as necessary.
- · Show the pupils on the board how to copy the picture.
- The pupils put a sheet of paper over the PMB page and draw the grid.
- The pupils copy the picture on the PMB page onto their new grid, square by square.

Display

- Display the pictures in the classroom.
- Allow the pupils to move around the classroom, look at all the pictures, and discuss them with their friends.
- Have a feedback session in which the pupils decide on the most accurate copy.
- Finally, ask the pupils to suggest buildings in their country which they could copy in this way.

Teaching tip

Ask the pupils to find a photo, a postcard, or a picture from the internet of a building they like. They can bring it in to the next lesson and draw it.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 14

Objectives

- Review buildings vocabulary
- Learn to make smaller and larger copies of a picture using a grid

Core language

Review of

- buildings vocabulary
- · language used so far

Materials

Buildings flashcards (x5); *Draw your favourite building* template (PMB p14) – one photocopy per pupil; Sheets of paper – one per pupil; Scissors; Glue sticks; Some extra photos, postcards or pictures of buildings from the internet

Review vocabulary

- Stick the buildings flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the flashcards.

Preparation

- Ask the pupils to tell you about the copying technique they used in the previous class. Recast the pupils' sentences as necessary.
- Explain that in this class they are going to use the same technique to draw a picture of their favourite building.

PMB p14 Using the Photocopy Master

- Give each pupil a photocopy of the Draw your favourite building PMB page.
- Show the pupils the two grids on the page and say
 This is to make a larger picture. This is to make a smaller
 picture. Explain that to begin with they will use the
 larger grid only.
- Pupils take out the pictures they brought from home, or choose one of the pictures you have brought.
- Give the pupils some time to copy their own picture into the large grid.

Display

- · Display the drawings around the classroom.
- Allow the pupils to move around the classroom, look at all the sheets, and discuss them with their friends.
- Have a feedback session in which the pupils decide on which drawing was the best. Ask the pupils to give reasons for their choices.
- Finally, encourage the pupils to talk about which was more difficult: making a bigger copy or a smaller copy. Ask the pupils to give reasons and recast their sentences as necessary.

Fun activity (optional)

- Ask the pupils to copy the smaller grid from the PMB page into their own notebooks at the same size.
- Now they should try to copy their favourite building once again into the smaller grid.
- Finally, encourage the pupils to talk about which was more difficult: making a bigger copy or a smaller copy. Ask the pupils to give reasons and recast their sentences as necessary.

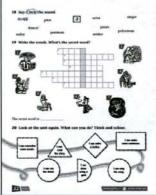
Song

- · Ask the pupils Can you remember the song in this unit?
- Write what the pupils can remember on the board.
 Help them to remember the bits they have forgotten, then add them on the board.
- Play and sing the song We love painting pictures (Class Book p15 Activity 10, Listening 1.19) again. The pupils check that the version on the board is correct.
- · Play the song again and encourage the pupils to join in.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation





CB page 18

AB page 22

Objectives

- Focus on the pronunciation of vowel sounds /ə/ and /æ/ with a chant
- · Review the activities and new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Other language

soldier, sailor, singer, fireman, chief

Materials

CD 1; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil

CB p18 Activity 17 Listen, find and repeat.

- Point to the pictures. The pupils say the words.
- Play the CD. Pupils point and repeat.

·)) 1.23

doctor

pilot

dancer

actor

postman

soldier

pirate

singer

policeman

sailor

fireman

- Say the vowel sound /ə/. The pupils find the syllables that contain the vowel sound.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the vowel sounds.

CB p18 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 1.24

Soldier, sailor, Singer, dancer, Policeman, Postman, Fireman, Chief!

Chief!
Doctor, actor,
Pilot, pirate,
Policeman,
Postman,
Fireman,
Chief!

- Ask the pupils if all the items are in the chant (they are).
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again and encourage the pupils to join in.

Focus on spelling

- Match the spelling patterns with the vowel sounds.
- Highlight the spelling patterns:
- /ə/ is spelt in a lot of different ways: er (soldier), or (sailor), a (pirate) and many other ways.
- · Show examples from the chant for each spelling.
- Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p22 Activity 18 Say. Circle the sound.

- Point to the first word (doctor). The pupils say the word.
- Write the word on the board. Call a pupil up to the front to circle the letters which make the sound they are concentrating on in this class (/ə/).
- · Repeat with the other words.

Answers: doctor, pilot, dancer, actor, postman, soldier, pirate, singer, policeman, sailor, fireman

AB p22 Activity 19 Write the words. What's the secret word?

- Point to each of the pictures. The pupils say the words chorally.
- Show the pupils how to complete the crossword with words.

Answers: 1 pilot 2 scientist 3 pirate 4 doctor 5 firefighter 6 policeman 7 astronaut
The secret word is *teacher*.

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p22 Activity 20 Look at the unit again. What can you do? Think and colour.

 Let the pupils do the self-evaluation activity as before (see p38).

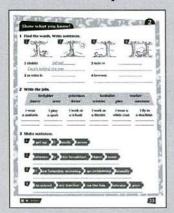
PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 23

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- · Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p23 Activity 1 Find the words. Write sentences.

- Use classroom objects such as bags, pencils, and books to review the prepositions behind, in front of, next to, between. Arrange the objects in different ways and ask the pupils to make sentences such as The bag is behind the book.
- Point to number 1 and ask Where's Coco? The pupils say She's behind the tree. Point to the jumbled spelling of behind.
- Repeat with the other sentences. The pupils write the sentences in their Activity Books.

Answers: 1 Coco's behind the tree. 2 Coco's in front of the tree. 3 Coco's next to the tree. 4 Coco's between the trees.

AB p23 Activity 2 Write the jobs.

- Read sentence number 1 (I wear a uniform) and ask
 Who wears a uniform? The pupils say a firefighter and a
 policeman and write them beneath sentence 1.
- · Repeat with the other sentences.

Answers: 1 firefighter, policeman 2 footballer 3 teacher 4 dancer, actor 5 doctor, scientist 6 pilot, astronaut

AB p23 Activity 3 Make sentences.

- Read the words and phrases on the jigsaw pieces in number 1. Say Make a sentence. The pupils say I never get up early and write the sentence in their Activity Books. Remember to encourage them to think about correct punctuation.
- · Repeat with the other sentences.

Answers: 1 I never get up early. 2 I always have toast for breakfast. 3 I usually go swimming on Saturday morning. 4 My teacher always goes to school on the bus.

 As a follow-up activity, the pupils can say or write sentences with always, usually, and never about their daily routines and the daily routines of people in their families. They can use the sentences in Activity 3 as models and write the sentences in their notebooks.



The pupils are now ready to sit the Unit 2 test (see p160).



Lesson 1 = Words

Introducing vocabulary





CB page 19

AB page 24

Objectives

- · Understand the theme of the unit
- Become familiar with vocabulary for health and illnesses
- Practise listening to people talking about health and illnesses
- · Practise talking about health and illnesses
- · Focus on spelling

Core language

Health vocabulary: sick, a headache, a cough, a cold, a sore throat, a toothache, an earache, a stomach ache Review of

- · previous health vocabulary: dizzy
- language used so far

Materials

Rollercoaster Game poster; Health flashcards (sick, a headache, a cough, a cold, a sore throat, a toothache, an earache, a stomach ache, dizzy); CD 1; Pupils' bookmarks (optional)

Unit overview

- Tell the pupils they are going to learn about health and illnesses in this unit. Say to the pupils Look. What is my problem? and pretend to cough. Recast the pupils answers as necessary (Yes, I've got a cough).
- Repeat with other symptoms such as a headache, a cold, and a stomach ache.
- Ask the pupils to look through Unit 3 in their Class Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words health, the heart
 - ▲ Story The TV Show
 - Sentences You should sit down. / You shouldn't eat sweets. / Can you help me? / I can help you.
 - Song Exercise will make you fit
 - Other activities Write a poster / Learn about the heart

 Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the health flashcards to teach the new vocabulary.
- Play Get moving! with the pupils. First do the gestures and ask the pupils to say the word. Then ask individual pupils to do the gestures for the other pupils to guess.

CB p19 Activity 1 Look, listen and repeat.

- Look at the pictures with the pupils. Ask questions such as What is Eve wearing? Are the children really ill? Recast the pupils' answers as necessary (No, they're just pretending to be ill).
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 1.25

- 1 I feel dizzy.
- 2 I feel sick.
- 3 I've got a headache.
- 4 I've got a cough.
- 5 I've got a cold.
- 6 I've got a sore throat.
- 7 I've got a toothache.
- 8 I've got an earache.
- 9 I've got a stomach ache.
- Write I feel ... and I've got a ... on the board. Say
 words from the vocabulary group, such as dizzy,
 headache, etc; the pupils match each one with the
 correct phrase on the board (I feel dizzy, I've got a
 headache, etc). Point out that stomach ache is two
 separate words while other words ending with -ache
 are all one word.

CB p19 Activity 2 Listen and find.

- Explain that the children are learning about first aid.
 Each child is pretending to have a different illness.
- Play the dialogue. The pupils listen for each illness and point to the correct picture.
- Alternatively, the pupils can use their bookmarks to focus on the pictures.

·)) 1.26

Eve: What's the matter, Finn?

Finn: Ooh ... I've got a headache.

Eve: Oh dear!

Eve: What's the matter, Molly? Molly: I've got a sore throat.

Eve: Oh dear!

Eve: Oh, my! What's the matter, Jazmin?

Jazmin: Uh ... uh ... I feel dizzy!

Eve: Be careful!

Eve: And you? What's the matter, Archie?

Archie: I've got an earache.
Eve: Oh, I'm sorry. Let's see ...
Eve: What's the matter, Luke?

Luke: I've got a stomach ache. Eve: Oh dear! Eve: And what's the matter with you?

Girl: I feel sick. Eve: Oh dear!

Eve: And you? What's the matter?

Boy: I've got a cough. Eve: Oh dear!

Eve: Oh my! What's the matter here?

Girl: I've got a toothache. Eve: Oh yes, I see ...

Eve: And you? What's the matter?

Boy: I've got a cold.
Eve: Oh dear – poor you.

CB p19 Activity 3 Ask and answer.

- Introduce the dialogue with mime gestures for each of the illnesses in the vocabulary group. The pupils say the illness (a headache, a cough, dizzy, etc).
- Call one pupil to the front and ask him to do a gesture. Ask What's the matter? The pupil answers, e.g. I've got a toothache, and you reply Oh dear!
- Repeat with other students and other illnesses.
- The pupils practise the conversation in pairs.

Spelling

- · Ask the pupils to identify:
 - words with *ch* (headache, toothache, earache, stomach ache):
 - words with gh (cough);
 - words with ck (sick).

AB p24 Activity 1 Number the pictures. Then write.

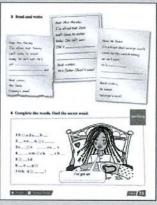
- · Read the words in the word bank to the pupils.
- Point to the first picture and ask What is it? The pupils identify the illness (a stomach ache).
- Read the headings of the two columns (I feel and I've got).
- Point to the first picture and ask I feel or I've got? The pupils answer I've got and write a stomach ache in the correct column. Repeat with the other illnesses.

Answers: I feel – dizzy, sick I've got – an earache, a headache, a cold, a sore throat, a toothache, a stomach ache

Lesson 2 = Words

Practising vocabulary





AB page 24

AB page 25

Objectives

- · Review health vocabulary
- Practise listening to people talking about health and illnesses
- Practise talking about health and illnesses
- · Read about people's health and illnesses

Core language

Review of

- · health vocabulary
- · language used so far

Materials

Health flashcards (x9); CD 1; Health picture cards (PMB p15) – one photocopied set per pupil

Review vocabulary

- Put the health flashcards on the board. The pupils say the words chorally and individually.
- Play First letters with the pupils: start spelling words and encourage the pupils to identify them.

AB p24 Activity 2 Listen and tick.

- Point to each of the children in the picture and ask What's his / her name? The pupils say the names of the children.
- Read the list of health problems in the table. Explain
 to the pupils that they are going to listen to children
 talking about their health problems. They should put
 a tick for each child in the correct boxes there may
 be more than one illness for each child.
- Play the CD. After each conversation, pause the CD.
 The pupils identify the child and the illness and put a tick in the appropriate boxes.

·)) 1.27

Mum: Come on Tommy. Time for school.

Tommy: I don't feel well, Mum.

Mum: Oh dear ... what's the matter?

Tommy: I've got a sore throat. Mum: Let's have a look. Tommy: And I've got a cough.

Mum: Oh dear. You have, haven't you? Have you got a

headache?

Tommy: Yes, I have.

Mum: No school for you today, then. Stay in bed.

Mum: Come on Jess. Time for school.

Jess: But I don't feel well, Mum.

Mum: Oh dear ... what's the matter?

Jess: I've got an earache. Mum: Let's have a look.

Jess: And I've got a sore throat.

Mum: Oh dear. You have, haven't you? Have you got a headache?

Jess: No, I haven't.

Mum: Well ... stay in bed today I think. No school for you.

Dad: Come on George. Time to get up.

George: I don't feel well, Dad.

Dad: Oh dear ... what's the matter?

George: I've got a stomach ache.

Dad: Really?

George: Yes, I feel sick.

Dad: Oh dear. Stay in bed then - no football match for you.

George: Aww ...!

Answers: Tommy – sore throat, cough, headache

Jess – earache, sore throat George – stomach ache, sick

 Play the conversations again, then ask questions about the children such as Has Tommy got a stomach ache? (No) and What's the matter with Jess? (earache and a sore throat). If you like, encourage the pupils to answer with complete sentences such as She's got an earache and a sore throat.

AB p25 Activity 3 Read and write.

- Read the first letter, with blanks, to the pupils. Ask the pupils to suggest the words to complete the letter.
- The pupils complete the letter with appropriate words.
- · Repeat with the other letters.

Answers: First letter – He's got a sore throat, a cough, and a headache. Second letter – She's got an earache and a sore throat. Third letter – He's got a stomach ache and feels sick.

AB p25 Activity 4 Complete the words. Find the secret word.

- Write the first word, with blanks, on the board. Call a pupil up to the front to complete it. The pupils complete the word in their Activity Books.
- · Repeat with the other words.
- Tell them that the letters in the boxes can be put together to spell out a secret word. Pupils write the letters in order on the dotted lines in the speech bubble, to find the secret word.

Answers: 1 headache 2 toothache 3 sore throat 4 stomach ache 5 cold 6 cough 7 oh dear! The secret word is *earache*.

- Point out that the pronunciation of ck in sick and ch / che in words such as toothache and stomach ache is the same.
- Point out that gh in cough is pronounced like f.
- Point out that ea in earache and ea in headache have different sounds.
- Make sure that the pupils understand that letters in English often don't 'say their sound' – they have lots of different sounds.

Spelling game

 The pupils make a crossword using the health words which they know.

PMB p15 Make the picture cards

- Give out the photocopies of the health picture cards.
 The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Bingo (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 3 ▲ = Story

Story





CB page 20

CB page 21

Objectives

- · Predict a story from visual cues
- · Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- Practise story language

Core language

You should sit down; You shouldn't eat sweets.

Review of

- · health vocabulary
- language used so far

Other language

wait

Materials

Health flashcards (x9); CD 1

Review vocabulary

- Put the health flashcards on the board. The pupils say the words chorally and individually.
- Play What's missing? with the pupils: take one of the flashcards from the pile, then put the other eight flashcards on the board. The pupils say the word for the missing flashcard.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Jazmin saying? What's Molly doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the children in the story are going to watch the filming of a television show with their favourite singer.

 Ask the pupils what type of television programme has an audience in the television studio (a games show, a music show, etc). The pupils imagine they are going to watch the filming of a television programme. Which programme would they like to see?

CB pp20–21 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and decide who the children met on the way to the studio.
- · The pupils listen with their books closed.

·)) 1.28

Narrator: On the way to the TV studio ... lazmin: Suzy Silver is singing today!

Archie: I can't wait!

Molly: Are we nearly there? Eve: You should sit still! Eve: Oh no! We're late!

Archie: Look. We can go on that road.

[3] Archie: I've got a headache. Molly: And I feel sick.

Eve: You shouldn't eat so many sweets!

[4] Jazmin: Drink some water, Molly. [5] Archie: Look! It's Suzy Silver! Eve: Look at her van! Suzy: Can you help me? I'm late!

Molly: Suzy, I can do all your dances! You should all sit still and be quiet! Eve:

[7] Suzy: Come with me - I can get you seats at the

front!

Molly & Jazmin: Hurray! [8] Suzy: Woo-hoo!

Molly: What's the matter, Eve?

Eve: I feel dizzy.

You should sit still and be quiet, Eve! [10] Kids:

 Ask the pupils who the children met (Suzy Silver). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp20-21 Activity 4 Second listening with the books open.

- · Tell the pupils to open their books and look at the story. Ask questions about the story such as Where did the children sit?
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

CB pp20-21 Activity 5 Match.

- Read the first part of sentence 1 to the pupils. Say Choose the correct words to complete the sentence. The pupils say the club car and write b in their notebooks.
- Repeat with the other sentences.

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

Fun expressions

 Write these fun expressions from the story on the board:

I can't wait!

Are we nearly there? Hurray!

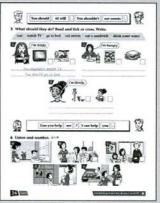
· Play the story again: the pupils put up their hands when they hear one of the phrases.

• Pause the recording. The pupils repeat the phrase chorally and individually. Encourage the pupils to copy the intonation on the CD.

Lesson 4 • = Sentences

Language focus 1





CB page 22

AB page 26

Objectives

- Understand the use of should and shouldn't
- · Practise using the new language

Core language

You should sit down; You shouldn't eat sweets.

Grammar tiles (PMB 16) - one photocopy of Set 1 per pupil (optional); CD 1

Recall the story

- · Ask the pupils to remember as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one. You should sit still! (Eve)

I've got a headache. (Archie)

You shouldn't eat so many sweets! (Eve)

Suzy, I can do all your dances! (Molly)

You should sit still and be quiet, Eve! (all the children)

CB p22 PMB p16 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (You should sit still; You shouldn't eat in bed, etc.)
- · Ask the pupils to say which sentence was in the story (You should sit still).
- Focus on the difference between the affirmative form (should) and the negative form (shouldn't). Explain that shouldn't is the short form of should not: You shouldn't eat sweets = You should not eat sweets.
- · Point out that should and shouldn't go with the base form of the verb; You should sit still, He shouldn't eat sweets, etc. We never add -s to a verb with should / shouldn't.
- Make sure that the pupils understand that we use should and shouldn't to give advice. Use equivalent sentences in the pupils' own language if necessary.
- The pupils say the sentences in the grammar tiles chorally and individually.

 The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB: the pupils cut out the tiles and arrange them in sentences on their desks. Ask individual pupils to read out their sentences for the class.

CB p22 Activity 7 Listen and say which picture.

- Show the pupils the pictures. Ask the pupils to identify the problem in each picture, e.g. in picture 1, He's got a toothache.
- Play the first conversation on the CD. The pupils match it with the correct picture.
- · Repeat with the other sentences.

·)) 1.29

You shouldn't eat in bed.
You should go to bed.
You should eat your dinner.
You shouldn't eat too many sweets.
You should be quiet.
You should sit still.
You shouldn't eat in class.
You should drink some water.

Answers: 5, 2, 7, 1, 6, 8, 4, 3

CB p22 Activity 8 Play the game.

- Read the sentence to the pupils. Ask Which picture is it?
 The pupils identify the picture (Picture 2).
- · The pupils play the game in pairs.

AB p26 Activity 5 What should they do? Read and tick \checkmark or cross x. Write.

- Point to the first picture and read the sentence (I'm sleepy).
- Point to the picture of the television and ask Is that a good idea? The pupils answer No and put a cross in the box next to the picture. Point to the picture of the girl going to bed and ask Is that a good idea? The pupils answer Yes and put a tick next to the picture.
- Repeat with the other pictures. The pupils put ticks and crosses next to the appropriate pictures.

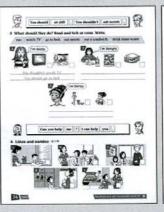
Answers 1 X / 2 X / 3 X /

- Point to the picture of the television again and say Look at the sentence. You shouldn't watch TV.
- Point to the picture of the girl going to bed again and say Look at the sentence. You should go to bed.
- Point to the pictures in number 2 and say Can you make sentences with 'You should ...' and 'You shouldn't ...?' The pupils say You shouldn't eat sweets. You should have a sandwich. Write the pupils' answers on the board. The pupils copy the sentences in their books.
- · Repeat with number 3.

Answers: 1 You shouldn't watch TV. You should go to bed. 2 You shouldn't eat sweets. You should have a sandwich. 3 You shouldn't run. You should drink water.

Lesson 5 = Sentences

Language focus 2





AB page 26

AB page 27

Objectives

- · Review health vocabulary
- Understand the use of object pronouns me, you, us, them, him, her
- · Practise using object pronouns

Core language

Can you help me / us / them / him / her? I can help you / them / him / her. Review of health vocabulary

Materials

Grammar tiles (PMB p16) – one photocopy of Set 2 per pupil; CD 1

AB p26 PMB p16 Presentation

Teaching tip

These instructions assume you have both boys and girls in your class. If, for example, your class is all girls, you will have to use a picture on the board to indicate a boy (for him).

- Pretend to lift a chair (or another suitable object) in the classroom. Use your facial expression and gestures to suggest that you can't do it. Turn to the pupils and say Can you help me? Write the word me on the board.
- Call a pupil to the front to pretend to lift the chair with you. Turn to the pupils and say Can you help us?
 Write the word us on the board.
- Call a male pupil to the front. This pupil should pretend to try to lift the chair on his own. Turn to the pupils and say Can you help him?
- Repeat with a female pupil (Can you help her?) and two pupils (Can you help them?)
- Point to all the words on the board (me, us, him, her, them). Read them and use mime gestures to make the meaning clear, as follows:

me - point to yourself

us – stand next to a pupil and point to the two of you him – point to a male pupil

her – point to a female pupil them – point to two pupils

 Ask the pupils to read the sentences in the second set of grammar tiles on page 26 of the Activity Book.

- Ask the pupils Which question is in the story? (Can you help me?)
- Point to the object pronouns in the grammar tiles and read them. Also point to the answer I can help you and read ask for other examples: I can help them / her / him.
- The pupils say the sentences in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. In this lesson, you don't need to use the blank tiles with the pupils.
- The pupils cut out all the tiles and use them to make sentences on their desks. Ask pupils to read out their sentences for the class.

AB p26 Activity 6 Listen and number.

- Point to each of the pictures and ask What's the problem? Recast the pupils' answers as necessary.
- Play the first conversation on the CD. Ask Which
 picture is it? The pupils answer a and write the number
 1 next to picture b.
- · Repeat with the other pictures.

·)) 1.30

1 Girl: Mum! Mum!

Mum: What's wrong?

Girl: We're late for school. Can you help us?

Mum: Yes, OK. Let's take the car.

2 Boy: Miss! Miss! Teacher: What's wrong?

> Boy: They can't get down! Can you help them? Teacher: Yes, of course I can. OK boys, let's be careful now.

3 Boy: Mum! Mum!

Mum: What's wrong? Boy: He can't carry everything. Can you help him?

Mum: Yes, of course I can. I'm coming!

4 Boy: Miss! Miss! Teacher: What's wrong?

Boy: She can't find her classroom. Can you help her?

Teacher: Yes, of course I can. It's just here.

5 Boy: Mum! Mum! Mum: What's wrong?

Boy: I can't open the window. Can you help me?

Mum: Yes, of course I can. There you are.

Answers: 1 b 2 d 3 e 4 c 5 e

AB p27 Activity 7 Listen again and write the questions.

- Play the first conversation on the CD again. Point to number 1 and ask the pupils to say the missing word. The pupils say us.
- Repeat with the other sentences. Pupils write the words on the line in their Activity Books.

Answers: 1 us 2 them 3 him 4 her 5 me

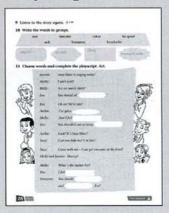
AB p27 Activity 8 Write the questions.

- Point to the first picture and read the question Do you want to have a pizza with me?
- Point to the second picture and say Can you make a
 question with 'Do you want ...?' The pupils say Do you
 want to play basketball with us? Write the question
 on the board. The pupils copy the question in their
 Activity Books.
- · Repeat with the other pictures.

Answers: 1 Do you want to have a pizza with me? 2 Do you want to play basketball with us? 3 Do you want to play with them? 4 Do you want to go to the cinema with me?

Lesson 6 ▲ = Story

Playscript



AB page 28

Objectives

- · Read and complete a playscript
- Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 1; Spare photocopies of the finger puppets (PMB p3)

AB p28 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 20–21 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of five. Each pupil should read one character.

AB p28 Activity 10 Write the words in groups.

- Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- Ask pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is words for food, the second group is verbs / instructions, the third group is adjectives describing how you feel, the fourth group is illnesses.
- · Ask pupils to suggest new words for each category.

Answers: Box 1 apples, biscuits, cakes, bananas Box 2 sit still, rest, be quiet Box 3 dizzy, sick Box 4 stomach ache, headache

AB p28 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.
- Divide the pupils into groups of five. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the five characters (Archie, Molly, Eve, Jazmin and Suzy).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- Give each group a photocopy of the extra finger puppet template (PMB p3). The pupils cut out, colour and stick the extra puppet to make the puppet for Suzy. If they haven't got the other puppets they need, they will have to make those too.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 2 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 ▲ = Story

Reading and writing





CB page 23

AB page 29

Objectives

- · Practise using health vocabulary
- · Practise use of should and shouldn't
- · Make a health-related poster

Core language

Review of health vocabulary

Other language

portion, junk food, chips, treat, feed, stroke

Materials

Health flashcards (x9); Poster template (PMB p17) – one photocopy per pupil

Review vocabulary

 Choose one of the words in the health vocabulary set and point to the part of your body which it affects;
 e.g. for headache point to your head, for cold point to your nose, etc. The pupils guess the word and make a sentence: You've got a headache, You've got a cold, etc.

CB p23 Activity 9 Read and find the pictures. Then read and write *true* or *false*.

- Read the text to the pupils. Explain any new words to the pupils, (e.g. portions, junk food, chips, treat).
- Read paragraph 1 (You should eat lots of fruit and vegetables) to the pupils. Ask Which picture is it? The pupils answer picture b and write the answer in their notebooks.
- Repeat with the other sentences.

Answers: 1 b 2 d 3 c 4 a

- Now look at the sentences below the poster. Read sentence 1 (You should eat junk food) and ask Is that true or false? The pupils say false and write false in their books.
- Repeat with the other sentences.

Answers: 1 false 2 false 3 true 4 false

AB p29 Activity 12 Read and number the pictures.

- Read the sentences to the pupils and explain any new words (feed, stroke).
- Point to each of the pictures and ask What is he / she doing? Recast the pupils answers as necessary: He's giving it sweets, etc.

- Point to the first picture and ask Which sentence is it? The pupils answer 2. Make sure that the pupils understand the sentence is a comment on the child's action; say sentences such as Yes, that's a good idea, or No, that isn't a good idea.
- · Repeat with the other pictures.

Answers (clockwise from top left): 2, 4, 1, 3

AB p29 Activity 13 Read and correct the sentences.

- Read the first sentence without the correction (You shouldn't go to the dentist every six months) and ask Is that a good idea? The pupils say No. Point to the correction and read the corrected sentence: You should go to the dentist every six months.
- Repeat with the other sentences, correcting each sentence if it is a bad idea. The pupils cross out the wrong word and write in the correct word.

Answers: You should go to the dentist every six months. You should clean your teeth every day. You should clean your teeth after breakfast. You should clean them before you go to bed. You shouldn't eat lots of sweets.

AB p29 PMB p17 Activity 14 Make a poster.

- Explain to the pupils that they are going to make a poster.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Brainstorm ideas for the message of the poster (e.g. Drink water, Get regular exercise, Be polite, etc.)
- Choose some suggestions and write them on the board.
 Ask the pupils to suggest ideas for the sentences in each poster. Write a selection of these sentences on the board.
- Show the pupils how to write the poster, using the poster in Activity 13 as a model.
- Hand out the photocopies of the poster template. Tell
 the pupils to choose the message of their poster and to
 write the sentences.
- The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 23

AB page 30

Objectives

- · Review the unit so far
- · Understand the importance of a healthy lifestyle
- Talk about how you can have a healthy lifestyle
- · Sing a song about healthy living

Core language

Review of language used so far

Other language

fit, bright

Materials

Rollercoaster Game poster; Health flashcards (x9); CD 1

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them in these two categories: I often get / feel ... and I don't often get / feel.
- Repeat with other categories, such as in your mouth / in other parts of your body; go to the dentist / go to the doctor / other treatment.

Introduce the topic

- Talk with the pupils about healthy lifestyles. Ask
 questions such as: What activities are part of a healthy
 lifestyle? What activities are part of an unhealthy lifestyle?
 How often should you get exercise? How can you make
 your lifestyle healthier?
- Encourage the pupils to talk about some or all of these ideas in their answers:
- a healthy lifestyle includes eating healthy food, getting regular exercise, going to bed early and getting up early;
- an unhealthy lifestyle includes eating unhealthy food / junk food, watching television and playing computer games all the time, going to bed late, getting up late;

- you should get a bit of light exercise every day. You should get real exercise two or three times a week, or more;
- to make your life healthier, you can eat better food, get more exercise, walk more, drink more water, etc.
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p23 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. fit, bright).
- Play the song on the CD.

·)) 1.31

Apples in the morning, Bananas all the time. Fruit will give you energy, It helps you run and climb.

Swimming in the morning, Basketball at night. Exercise will make you fit, It keeps you strong and bright!

- Write a list of the food and activity words in the song (apples, bananas, fruit, run, climb, swimming, basketball, exercise). Point to each one and ask the pupils to draw in the air the first letter of each one (a for apples, b for bananas, etc.).
- Read the song again to the pupils. Ask them to draw the first letters in the air as you read.
- Play the song again and encourage the pupils to join in, singing and drawing letters in the air.

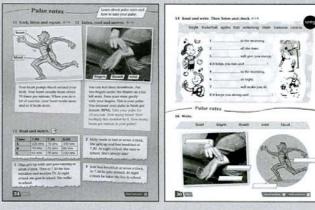
AB p30 Activity 15 Read and write. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 30.
- · Read the words in the word bank to the pupils.
- Read the first line of the song to the pupils. Ask the pupils to recall the word to go in the space. Write the words they suggest on the board.
- Repeat with the other lines of the song.
- Play the song again; the pupils check the words they suggested.
- Make any necessary corrections to the words on the board. The pupils copy the words in the spaces in their books.
- To finish the lesson, tell the pupils to close their books.
 Help them to say the whole song again, chorally, from memory.

Answers: 1 Apples 2 Bananas 3 Fruit 4 climb 5 Swimming 6 Basketball 7 Exercise 8 bright

Lesson 9 ■ = Words ■ = Other subjects

Learning through English



CB page 24

AB page 30

Objectives

- · Learn some words connected with the hand and heart
- · Learn about the heart and blood circulation

Core language

Hand and heart vocabulary: heart, blood, thumb, wrist, fingers

Review of language used so far

Other language

beat, pulse

Materials

Hand and heart flashcards (heart, blood, thumb, wrist, fingers); CD 1; Hand and heart picture cards (PMB p15) – one photocopied set per pupil

Introduce the topic

- Show the pupils the pictures on page 24 and 25 of the Class Book. Make sure the pupils understand that these are pictures of the heart and the blood circulation system.
- Ask pupils questions about the heart and the circulation system, such as Where is your heart? What does your heart do?
- The pupils can answer these questions in their own language. Recast the pupils' answers as necessary.

Introduce new vocabulary

- Show the hand and heart flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the words chorally and then individually.
- Stick the cards face down on the board. Above each card, write the first letter of the word. Play Cards and letters with the pupils: the pupils say the words for the cards you point to.

CB pp24-25 Activity 11 Look, listen and repeat.

 Play the CD. The pupils repeat each word chorally and point to the correct picture.

·)) 1.32

heart

blood

fingers

thumb

wrist

CB pp24-25 Activity 12 Listen, read and answer.

 Play the CD. The pupils listen and read, before measuring their pulse.

·)) 1.33

Your heart pumps blood around your body. Your heart usually beats about 70 times per minute. When you do a lot of exercise, your heart works more and so it beats more.

You can feel these heartbeats. Put two fingers under the thumb on your left wrist. Press your wrist gently with your fingers. This is your pulse.

You measure your pulse in beats per minute (BPM). Take your pulse for ten seconds. How many beats? Now multiply this number by six. How many beats per minute is your pulse?

CB pp24-25 Activity 13 Read and match.

- Make sure the pupils understand that the more exercise you do, the faster your heart beats. Say no exercise, a bit of exercise, and a lot of exercise and ask the pupils to show the heartbeat with their hands – the faster the beat, the higher they put their hands.
- Read the times in the table, then point to row A. Ask
 How much exercise? The pupils answer a lot of exercise,
 no exercise, a bit of exercise. Repeat with the other rows.
- Read the paragraph about Olga to the pupils. Ask Which row is it – A, B, or C?
- · Repeat with the other paragraphs.

Answers: 1 A 2 C 3 B

AB p30 Activity 16 Write.

- · Read the words in the word bank.
- Point to the first blank line and ask the pupils Which word is it? The pupils answer fingers.
- Repeat with the other lines. The pupils write the words.

Answers (left to right): fingers, thumb, wrist, blood, heart

PMB p15 Picture cards

- Give out the photocopies of the hand and heart picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example That's my word! (see p20).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- · Remind the pupils to keep all the cards in a safe place.

Lesson 10 ■ = Words ■ = Other subjects

Learning through English





CB page 25

AB page 31

Objectives

- Review health vocabulary and hand and heart vocabulary
- Learn about pulse rates
- · Read and write about pulse rates

Core language

Review of language used so far

Other language

pump (v), gently, drive (v)

Materials

Health flashcards (x9); Hand and heart flashcards (x5); CD 1

Review the vocabulary

- Stick half of the health and hand and heart flashcards on the board.
- Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- · Repeat with the other half of the flashcards.

CB pp24-25 Activity 14 Listen and find.

- Point to each of the pictures and ask What's she doing?
 The pupils answer She's sleeping, She's walking, etc.
- Play the first conversation on the CD. Ask Which picture is it? The pupils answer Picture 4.
- · Repeat with the other conversations.

·)) 1.34

A: What's your pulse after playing football? B: It's 120.

A: What's your pulse after sleeping?

B: It's 68.

A: What's your pulse after walking to school? B: It's 97.

A: What's your pulse after playing computer games? B: It's 89.

A: What's your pulse after reading a book?

B: It's 78.

A: What's your pulse after skipping? B: It's 140.

Answers: 4, 1, 2, 5, 6, 3

CB pp24-26 Activity 15 Ask and answer.

- Read the dialogue with the pupils. Ask the pupils What's her pulse after playing football? The pupils answer It's 120.
- Repeat with questions about the other activities, then ask individual pupils to ask questions and other pupils to answer.
- The pupils practise the dialogue in pairs.

AB p31 Activity 17 Read and write.

- Read the words in the word bank to the pupils. Read the text to the end of the second sentence and ask the pupils What's the missing word? The pupils answer sleeping and write the answer in their Activity Books.
- · Repeat with the rest of the text.

Answers: sleeping, walking fast, running, walking

AB p31 Activity 18 Read and complete.

- · Read the information in the table to the pupils.
- Point to the first picture and ask What's she doing? The
 pupils answer jumping and look at the information in
 the jumping column. They complete the text with the
 information in the column.
- · Repeat with the second picture.

Answers: a jumping, 95, jumping, 140, 110 b swimming, 95, swimming, 130, 110

Lesson 11 ▶ = Other subjects

Learning through English (Project)





CB page 26

PMB page 18

Objectives

- · Review hand and heart vocabulary
- · Learn how to take pulses and record the results

Core language

Review of language used so far

Materials

Hand and heart flashcards (x5); Make a BPM chart (PMB p18) – one photocopy for each pupil

Review vocabulary

- · Stick the hand and heart flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the flashcards.

Present the project

- Ask the pupils to tell you what they know about the heart and the blood system. The pupils can express their ideas in their own language; recast their answers as necessary.
- Tell the pupils that they are going to be measuring their heart rate in this lesson.
- Explain that they are going to be measuring it after different activities: sitting, walking, and jumping.
- Ask the pupils to predict how they think these activities will affect their heart rate.

CB p26 PMB p18 Activity 16 Make a BPM chart.

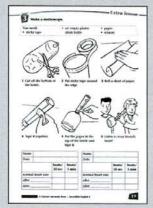
- Give each pupil a photocopy of the Make a BPM chart PMB page. Ask the pupils What does BPM stand for? (Beats Per Minute). Call a pupil to the front and show the pupils how to take a person's pulse; put two fingers against the person's wrist, press very gently, and count one beat for every beat you feel.
- In pairs, the pupils practise taking each other's pulses.
 As soon as they can feel a pulse, they should practise counting the beats.
- As soon as the pupils are confident that they can count a pulse, explain that they will be counting the pulse for ten seconds. They will then multipy the number of beats by six to get the heart rate in beats per minute.
- Explain that the pupils will be comparing the pulse rate in beats per minute before and after doing different activities.
- In pairs, the pupils decide who is going to be the 'patient', and who is going to be the 'doctor'.
- Say Start and time ten seconds. The doctors take the
 patients' pulse. After ten seconds, say Stop. The doctors
 add the readings of the patients' pulses to the table.
- The patients sit still for a minute. After this time, say *Start* and time another ten seconds. The doctors read the patients' pulses and write them in the table.
- The patients walk around the edge of the classroom, at normal speed, for a minute. Then the patients return to their desks; the doctors measure their pulses and add them to the table.
- Call all the patients to the front of the class. Make sure there is room for them to jump without being close to any classroom furniture. The patients jump for one minute. Then the patients return to their desks; the doctors measure their pulses and add the results to the table.
- The patients sit down at their desks again. After two minutes, the doctors measure their pulses again and add the results to the PMB page.

Display

- Display the charts in the classroom.
- Allow the pupils to move around the classroom, look at all the charts, and discuss them with their friends.
- Have a feedback session in which the pupils decide who has the fastest pulse and who has the slowest pulse. Ask the pupils to give reasons for their choices.
- · Ask the pupils to decide which pupil is the fittest.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 19

Objectives

- · Make a simple stethoscope
- Learn how to measure heart rate in beats per minute by listening to the heart

Core language

Review of language used so far

Materials

Hand and heart flashcards (x5); Make a stethoscope instructions (PMB p19) - one photocopy per pupil; Prepared plastic drink bottles with the base cut off and the edge covered with sticky tape – one for each pair of pupils; Sheets of paper - one for each pair of pupils; Scissors; Sticky tape

Review vocabulary

· Use the flashcards to review the hand and heart vocabulary. Show the pupils the flashcards and ask them to say the words chorally and individually.

Preparation

- Tell the pupils that they are going to find out each others' heart rates a different way.
- Ask the pupils How does a doctor listen to your heart? (He listens to it through a stethoscope). The pupils can answer the questions in their own language. Recast the pupils' answers as necessary.
- Explain that they are going to make a simple stethoscope and use it to listen to each other's hearts.

PMB p19 Using the Photocopy Master

- Give each pair of pupils a photocopy of the Make a stethoscope PMB page.
- Read the instructions on the PMB page and follow them. Show the pupils your completed stethoscope and use it on a pupils' heart.

Teaching tip

As the stethoscopes will be used to listen through the pupils' shirts / sweaters etc., it's important for the pupils to be very quiet when they are being used.

- Give each pair of pupils a prepared plastic drink bottle, a sheet of paper, a pair of scissors and some sticky tape. The pupils assemble their stethoscopes.
- In pairs, the pupils take turns to listen to each other's hearts. While one pupil is listening and counting, the other can be timing ten seconds on his / her watch. If you prefer, you can time ten seconds yourself and have all the pupils doing the experiment at the same
- The pupils can do a range of different activities, such as jumping or hopping, and see how this affects their heart rate. They should add their results to the table. They should take turns to do the activity and to listen for the heartbeat, to make sure that their heartbeat has returned to normal before the next activity.

Display

- · Display the stethoscopes and the experimental results in the classroom.
- Allow the pupils to move around the classroom, look at all the stethoscopes and results, and discuss them with their friends.
- Have a feedback session in which the pupils decide which stethoscope was the best made. Ask the pupils to give reasons for their choices.
- Encourage the pupils to talk about which was the easiest way to measure heart rate (pulse or stethoscope), and give reasons for their answers.

Fun activity (optional)

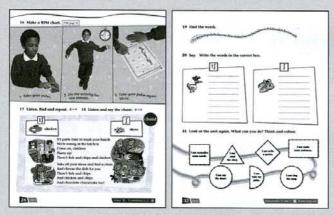
- The pupils can use the stethoscopes to listen to other things, for example:
 - use the stethoscope as a hearing aid;
- listen to your partner's back while he / she is speaking;
- use the stethoscope to listen through the wall or the door.

Song

- Ask the pupils Can you remember the song in this unit?
- Write what the pupils can remember on the board. Help them to remember the bits they've forgotten, then add them on the board.
- Play the song Exercise will make you fit (Class Book p23) Activity 10, Listening 1.31) again. The pupils check that the version on the board is correct.
- Play the song again and encourage the pupils to join in.

Lesson 12 ■ • ▲ • ▶ (Review) Review

Review and self-evaluation



CB page 26

AB page 32

Objectives

- Focus on the pronunciation of sounds /ʃ/ and /tf/ with a chant
- · Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Other language

party time, take off, dish, cheesecake

Materials

CD 1; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p26 Activity 17 Listen, find and repeat.

- · Point to the pictures. The pupils say the words.
- Play the CD. Pupils point and repeat.

·)) 1.35

chicken

chips

chocolate

chair

children

choose

kitchen

shoes

fish

wash

dish

CB p26 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 1.36

It's party time, so wash your hands. We're eating in the kitchen. Come on, children, Hurry up! There's fish and chips and chicken! Take off your shoes and find a chair, And choose the dish for you.

There's fish and chips And chicken and chips, And chocolate cheesecake too!

- · Ask the pupils if all the items are in the chant (they are).
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again and encourage the pupils to join in.

Focus on spelling

- Match the spelling with the sounds.
- Highlight the spelling pattern.
 /ʃ/ is usually spelt sh (wash, fish)
 /ʧ/ is usually spelt ch (chips, chicken)
- · Show examples from the chant for each sound.
- Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p32 Activity 19 Find the words.

- Point to the first word in the word snake (chicken). Ask
 the pupils What's the next word? The pupils answer
 chips, and circle the word.
- The pupils circle the rest of the words in the word snake.

Answers: chicken, chips, fish, choose, chocolate, cheese, chair, shoes, children, kitchen, wash

AB p32 Activity 20 Say. Write the words in the correct box.

- Point to the picture in the first box and say the word (chicken). Point to the phonetic symbol /tf/ in the box and say it.
- Point to the picture in the second box and say the word (shoes). Point to the phonetic symbol /ʃ/ in the box and say it.
- Read the first word in the word snake (chicken) and ask Which box does it go in? The pupils answer Box 1 and write the word in box 1.
- Repeat with the other words in the word snake.

Answers: Box 1 chicken, chips, choose, chocolate, cheese, chair, children, kitchen Box 2 fish, shoes, wash

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p32 Activity 21 Look at the unit again. What can you do? Think and colour.

 Let the pupils do the self-evaluation activity as before (see p38).

PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words

= Sentences

Show what you know!



AB page 33

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- · Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p33 Activity 1 Write the words. What's the mystery word?

- · Read the words in the word bank to the pupils.
- Point to the clue for 1 across and ask What is it? The pupils answer sick.
- Repeat with the other clues. The pupils write the words in the crossword.

Answers: 1 sick 2 toothache 3 cold 4 wrist 5 heart 6 sore throat 7 thumb 8 earache
The mystery word is: stomach ache.

AB p33 Activity 2 Write sentences.

- · Read the phrases in the word bank to the pupils.
- Point to the boy shivering and say Is that a good idea?
 The pupils answer No.
- Point to the mother in the picture and then to the jumper hanging on the door and say What does she say? Guide the pupils to making a sentence with should or shouldn't (You should wear a jumper in winter).
 The pupils read the sentence in their Activity Books.
- Repeat with the other cues in the picture (the open window, the boy looking cold, the girl eating sweets, the low mark for English). Pupils write all their sentences on the lines.

Answers: You shouldn't put drinks on the computer.

You should wear a jumper in winter.

You shouldn't eat lots of sweets.

You should close the window in winter.

You should work hard at school.

 As a follow-up activity, the pupils can write sentences about what they should do to keep the classroom tidy (You shouldn't drop litter on the floor, etc.). They can use the sentences in Activity 2 as a model.



The pupils are now ready to sit the Unit 3 test (see p162), and also the Term 1 test (see pp176–177 for parallel tests A and B).



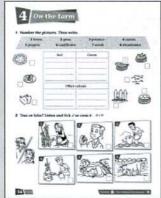
The pupils are now ready to do the culture lessons on 'My country' (see p152).

4 On the farm

Lesson 1 = Words

Introducing vocabulary





CB page 27

AB page 34

Objectives

- · Understand the theme of the unit
- · Become familiar with vocabulary for farming
- Practise listening to and talking about what people are doing
- · Focus on spelling

Core language

Farming vocabulary: beans, grass, potatoes, onions, peppers, cauliflowers, strawberries, tomatoes, milk, water, goat, weeds; water (v)

Review of language used so far

Materials

Rollercoaster Game poster; Farming flashcards (beans, grass, potatoes, onions, peppers, cauliflowers, weeds, strawberries, tomatoes, milk, water, goat); CD 1, Pupils' bookmark (optional)

Unit overview

- Tell the pupils they are going to learn about farming in this unit. Ask the pupils to say words they know for farming in English.
- Ask them which words (in their own language) they would like to learn.
- Ask the pupils to look through Unit 4 in their Class Books. Talk with them about the unit and quickly write the different topics and activities in the sections on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words vegetables, plant growth
- ▲ Story Helping on the farm
- Sentences There's some water; There isn't any cheese; There are some tomatoes; There aren't any beans.
- Song We plant the beans and onions
- Other activities writing a note, learning about plants
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce the new vocabulary

- Use the farming flashcards to teach the new vocabulary.
- Play Memory words with the pupils. Say sequences of three words (e.g. beans, onions, tomatoes); the pupils repeat the words in the same sequence and point to the flashcards on the board.

CB p27 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Where are they? What are they doing? Recast the answers as necessary: Yes, they're in a vegetable garden.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·))) 1.37

- 1 grass
- 2 weeds
- 3 water
- 4 goat
- 5 peppers
- 6 tomatoes
- 7 onions
- 8 strawberries
- 9 cauliflower
- 10 beans
- 11 potatoes
- 12 milk

CB p27 Activity 2 Listen and find.

- Explain that the children are working in a vegetable garden. Jazmin is talking on the phone to Eve. Eve wants to know what all the children are doing.
- · Play the dialogue.
- The pupils listen for the descriptions. They point to the person being described in the picture.
- Alternatively, the pupils can use their bookmarks to focus on the pictures.

·)) 1.38

Jazmin: Hello?

Eve: Hello, Jazmin. It's Eve. Are you helping in the garden?

Jazmin: Oh, hi Eve. Yes, everyone's helping.

Eve: What's everyone doing? What's Molly doing?

Jazmin: Umm ... She's watering the peppers and the tomatoes.

Eve: And what about Luke? What's he doing?

Jazmin: I think Luke's watering the potatoes. No, not those ones,

Luke! They're not potatoes, they're weeds! Yes, that's

better! Now he's watering the potatoes.

Eve: Is Finn helping? Jazmin: Yes, he is. Eve: What's he doing?

Jazmin: He's watering the onions.

Eve: And what about Archie? What's he doing?

Jazmin: Archie? He's picking the strawberries ... oh, wait a

minute ... he's eating the strawberries!

Eve: Well, ask him to pick the cauliflowers and the beans.

Eve: And Coco? I know. She's sleeping.

Jazmin: No, she isn't! She's drinking milk! And the goat is

drinking water ... oh, no, now the goat is eating grass!

I like strawberries better!

CB p27 Activity 3 Ask and answer.

- Read the list of verbs (water, eat, drink) to the pupils.
 Explain the idea of watering the plants.
- Introduce the dialogue with the question What is Molly doing? The pupils answer your question with the sentence She's watering the tomatoes.
- Practise the dialogue, asking about all the children in the picture.
- The pupils practise asking and answering the questions in pairs.
- As a variation, the pupils can close their books and answer their partner's questions from memory.

Spelling

- · Ask the pupils to identify:
- words with double letters (grass, peppers, strawberries, weeds):
- words with combinations of two vowels (beans, potatoes, onions, goat, tomatoes, cauliflower);
- plural words (potatoes, onions, beans, peppers, strawberries, tomatoes, weeds).
- Call pupils to the front to write the singular forms (potato, onion, bean, pepper, strawberry, tomato, weed).
 Point out the words which add more than just -s to make a plural (potato, strawberry, tomato).

AB p34 Activity 1 Number the pictures. Then write.

- · Read the words in the word bank to the pupils.
- Point to the picture of the beans and ask What are they? The pupils identify the picture (beans). Show the pupils how the example answer 1 links the picture with the correct word in the word bank. Pupils number the remaining pictures in the same way.
- Read the three column headings (Red, Green, Other colours). Point to the beans and ask What colour are they? The pupils say green and write beans in the Green column. Repeat with the other vegetables. Note that peppers can be both green and red so they can go in both columns. Also some onions are red and others are white so they can go in both the Red and the Other colours column.

Answers: Red – peppers, strawberries, onions Green – beans, grass, peppers, weeds Other colours – potatoes, onions, cauliflower

Lesson 2 = Words

Practising vocabulary





AB page 34

AB page 35

Objectives

- · Review vocabulary for farming
- Practise listening to and talking about what people are doing
- · Read and write about what people are doing
- · Focus on spelling: plurals

Core language

Review of

- · farming vocabulary
- · language used so far

Materials

Farming flashcards (x12); CD 1; Farming picture cards (PMB p20) – one photocopied set per pupil

Review vocabulary

- Put the farming flashcards on the board. The pupils say the words chorally and individually.
- Play Memory numbers with the pupils: put all the flashcards in a line on the board, with a number from 1 to 12 under each one. Say sets of three or more numbers: the pupils say the corresponding words in the same order.

AB p34 Activity 2 True or false? Listen and tick / or cross x.

- Point to the picture of Eve and Jazmin and ask What are they doing? The pupils answer They're talking on the phone. Repeat with pictures 1 to 6.
- Play the first conversation on the CD. Ask the pupils What's Molly doing? The pupils answer She's watering the tomatoes. Ask Is picture 1 correct? The pupils answer Yes and write a tick next to it.
- Repeat with the other pictures. The pupils write ticks or crosses next to each picture.

·)) 1.39

Jazmin: Hello?

Eve: Hello, Jazmin. It's Eve. I'm just phoning to make sure

everything is ok.

Jazmin: Oh, hi Eve. Everything is fine.

Eve: What's Molly doing?

Jazmin: She's watering the tomatoes.

Eve: Is Finn helping? Jazmin: Well, no he isn't. Eve: What's he doing?

Jazmin: He's eating the strawberries.

Eve: And what about Archie? Is he helping?

Jazmin: Yes, he is.

Eve: What's he doing?

Jazmin: He's watering the cauliflowers.

Eve: Well, that's good.

Eve: And what about Luke? What's he doing? Jazmin: Luke's watering the strawberries.

Eve: Oh, good. The strawberries need lots of water.

Eve: And Coco? I know. She's sleeping.

Jazmin: Yes, she is! She's sleeping under the beans.

Eve: And the goat? What's she doing? Jazmin: She's fine, Eve. She's eating grass.

Eve: And what about you, Jazmin? What are you doing?

Jazmin: I'm talking to you on the phone, Eve!

Eve: Of course you are!

Answers: 1 / 2 / 3 / 4 x 5 x 6 /

AB p35 Activity 3 Match and write.

- Read the words and phrases in the word banks to the pupils.
- Point to picture 1 and ask What's he doing? The pupils answer He's eating strawberries. Show the pupils how they can make the answer by combining verbs from the first word bank with words from the second word bank.
- Repeat with the other pictures. The pupils combine verbs and words from the two word banks and write the sentences in their Activity Books.

Answers: 1 He's eating strawberries. 2 She's talking on the phone. 3 He's drinking water. 4 They're watering tomatoes. 5 It's sleeping in the sun. 6 It's eating grass.

AB p35 Activity 4 Put the words in the correct box. Write the plurals.

- Show the pupils the three boxes. Read the example singular and plural nouns in each box (strawberry / strawberries, potato / potatoes, onion / onions), and explain about the three types of plural.
- Make sure the pupils understand that most plurals are like the third box; they just add –s.
- Point to the first word (cherry) and call a pupil up to the front to write the plural (cherries) on the board.
- The pupils copy the plural in the first box.
- · Repeat with the other words.

Answers: Box 1 strawberries, cherries, blackberries Box 2 potatoes, tomatoes Box 3 onions, peppers, beans, cauliflowers, goats

Spelling

 Play Begins with ... using fruit and vegetable words which the pupils know. Give the first letter of a word and see which pupil can guess the word first.

PMB p20 Picture cards

- Give out the photocopies of the farming picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Who's got ...? (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 3 ▲ = Story

Story





CB page 28

CB page 29

Objectives

- · Predict a story from visual clues
- · Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- · Practise story language

Core language

There's some water; There isn't any cheese; wet

Other language

pick (v), bucket, tap, help (n), hurt

Materials

Farming flashcards (x12); CD 1

Review vocabulary

- Put the farming flashcards on the board. The pupils say the words chorally and individually.
- Play Musical flashcards. The pupils say the word for the flashcard your hand is on when the music stops.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Eve saying to Molly and Luke? What's the goat doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the children are working in the vegetable garden.
- Ask the pupils to imagine they are going to work in the vegetable garden. The pupils talk about the work they are going to do.

CB pp28–29 Activity 4 First listening with the books closed.

- Explain that the children have a problem with the goat. Tell the pupils to listen to the story and decide what the problem is.
- The pupils listen with their books closed.

·)) 1.40

[1] Eve: OK, Finn, you get water. Molly and Luke, you pick

the beans. There are some beans over there.

[2] Finn: Where can I get some water, Eve?

Eve: There are some buckets and a tap over there.

Thanks, kids, you're a great help.

[3] Finn: Coco! Don't do that!

[4] Archie: Watch out, Finn! Now my T-shirt is wet.

Finn: Sorry!

[5] Finn: OK. Let's pick the beans now.[6] Archie: OK, now let's water the tomatoes.

Molly: There's some water.

Finn: Oh no! The goat! Look! It's eating the plants!

[7] Eve: Good work, kids. What's the matter?

Finn: Nothing!

[8] Finn: Ouch. That hurts! Archie: We're sorry, Eve.

[9] Eve: It's OK – they're weeds! Finn: So we are a great help! Molly: And so's the goat!

 Ask the children what the problem was (The goat escaped). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp28-29 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the story. Ask questions about the story such as What is the goat eating?
- Play the recording. The pupils follow in their books.
- · Go through any vocabulary queries with the class.

CB pp28-29 Activity 5 Read and find the picture.

- Say that each sentence refers to a picture in the story.
- Read the first sentence. Ask Which picture is it? The pupils answer 2, and write 2 in their notebooks.
- The pupils answer the rest of the questions.

Answers: a 2 b 5 c 1 d 9 e 4 f 1 g 6 h 3

Fun expressions

 Write these fun expressions from the story on the board:

Watch out! Now my T-shirt is wet.

Ouch. That hurts!

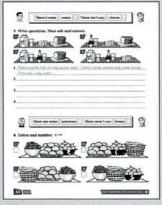
We're sorry, Eve.

- Play the story again: the pupils put up their hands when they hear one of the phrases.
- Pause the recording. The pupils repeat the phrase chorally and individually. Encourage the pupils to copy the intonation on the CD.

Lesson 4 • = Sentences

Language focus 1





CB page 30

AB page 36

Objectives

- · Understand the use of some and any
- Practise using the new language

Core language

There's some water; There isn't any cheese.

Materials

Grammar tiles (PMB p21) – one photocopy of Set 1 per pupil (optional); CD 1

Recall the story

- Ask the pupils to remember as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to say who says each one:

There are some buckets and a tap over there. (Eve)

Let's pick the beans now. (Finn)

There's some water. (Molly)

Nothing! (Finn)

Ouch. That hurts! (Finn)

CB p30 PMB p21 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (There's some water. There isn't any cheese).
- Ask the pupils to say which sentence was in the story (There's some water).
- Focus on the difference between *some* and *any*. Explain that we use *some* when we don't want to say exactly how much. We use *any* for negative sentences.
- Point out the use of is in sentences. Explain that this is because we aren't talking about How many ...? We are talking about a general quantity of cheese; we aren't counting it. Explain that cheese, bread, sugar and milk are uncountable nouns. We generally use them with is, and they don't have plurals.
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB: the pupils cut out the tiles and arrange them in sentences on their desks.
- Ask individual pupils to read out their sentences for the class.

CB p30 Activity 7 Listen and say which picture.

- Point to the first picture and say Can you make a sentence with 'There's some ...?' Encourage the pupils to make answers like There's some milk and There's some cake. Cue the pupils with words for items in the picture (cake, water, milk, grass). Recast the pupils' answers if necessary.
- Repeat with the other pictures.
- Play the first part of the CD. Ask Which picture is it?
 The pupils answer 4.
- · Repeat with the other descriptions.

·)) 1.41

- 1 OK. There's some cake on this picnic table. There's also some milk and some cheese. There isn't any bread.
- 2 OK. There's some milk on this picnic table. There's some water and some cake, too. There isn't any cheese and there isn't any bread
- 3 OK. There isn't any milk on this picnic table. There's some water, some bread and some cake.
- 4 OK. There's some cheese and milk on this picnic table. There isn't any water, but there's some bread.

Answers: 4, 1, 3, 2

CB p30 Activity 8 Play the game.

- Read the conversation to the pupils.
- Describe another picture; the pupils guess which picture it is.
- · The pupils play the game in pairs.

AB p36 Activity 5 Write questions. Then ask and answer.

- Point to the first picture. Say Can you make a sentence with 'There's some ...?' The pupils say, e.g. There's some cheese. Cue other sentences with these prompts: milk, bread, water. Ask a pupil to read out the sentences under picture 1 to check that they are right.
- Call individual pupils up to the front to write a sentence about each of the other pictures.
- The pupils copy the sentences into their Activity Books.
- Ask the pupils to get into pairs. One pupil asks questions about each picture, e.g. What's on this picnic table? / Is there some milk on this picnic table? The other pupil answers using the sentences they have written. They take it in turns to ask and answer.

Example answers: 1 There's some milk on this picnic table. There's some cheese and some bread. There isn't any water. 2 There's some water on this picnic table. There's some cheese and some bread. There isn't any milk. 3 There's some milk on this picnic table. There's some water and some bread. There isn't any cheese. 4 There isn't any bread on this table. There's some cheese and some milk. There's some water.

Lesson 5 - Sentences

Language focus 2





AB page 36

AB page 37

Objectives

- · Review vocabulary for farming
- Understand the use of some and any with countable and uncountable nouns
- Practise listening to and talking about what there is in a place

Core language

There are some tomatoes; There aren't any beans.

Materials

CD 1; Farming flashcards (x12); Grammar tiles (PMB 21) – one photocopy of Set 2 per pupil (optional)

AB p36 PMB p21 Presentation

- Draw a table on the board with some tomatoes. Write the word tomatoes on the board. Say Make a sentence with 'tomatoes'. The pupils say There are some tomatoes.
- Write the word beans on the board. Say Make a sentence with 'beans'. The pupils say There aren't any beans.
- Ask the pupils to read the sentences in the second set of grammar tiles on page 36 of the Activity Book.
- Focus on the use of some with affirmative sentences and any with negative sentences.
- Focus on the use of are. Explain that this is because
 we can count tomatoes, beans, etc. (one tomato, two
 tomatoes, etc.) They are countable nouns; they have
 plurals and we use them with are.
- The pupils say the sentences in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask them to suggest words to put in the blank tiles (e.g. strawberries, peppers, weeds, etc.).
 Write the suggestions on the board for them to copy.
- The pupils cut out the tiles and make sentences on their desks. They can read out their sentences for the class.

AB p36 Practice

- Draw a table on the board with some potatoes on it.
 Next to the table write There ... potatoes. and There ... peppers.
- Call pupils up to the front to complete the sentences (There are some potatoes; There aren't any peppers).

 Repeat with other pictures and other combinations of sentences.

AB p36 Activity 6 Listen and number.

 Pupils listen to the CD and match the conversations to the pictures.

·)) 1.42

- 1 Girl: OK. On this table there are some potatoes and some onions. Boy: What about beans?
 - Girl: Yes, there are some beans but there aren't any tomatoes.
- 2 Girl: OK. On this table there are some potatoes and some beans. Boy: What about tomatoes?
 - Girl: Yes, there are some tomatoes but there aren't any onions.
- 3 Boy: OK. On this table there are some potatoes and some onions. Girl: What about tomatoes?
 - Boy: Yes, there are some tomatoes but there aren't any beans.
- 4 Boy: OK. On this table there are some tomatoes and some beans. Girl: What about onions?
 - Boy: Yes, there are some onions but there aren't any potatoes.

Answers: 1 b 2 c 3 a 4 d

AB p37 Activity 7 Add more words.

- Read the words in the word bank to the pupils.
- Show the pupils the Uncountable box and read the phrases inside, completing the sentences using the example word, e.g. There's some cheese. There isn't any cheese. Ask whether they can find another word in the word bank that is uncountable like cheese. The pupils say, e.g. milk and write it on the line below cheese.
- Repeat with the Countable box using the sentences There are some peppers. There aren't any peppers.
- Ask the pupils to continue in this way and match each of the words in the word bank to a box.
- Pupils take it in turns to say a sentence for a box using one of the phrases and completing it with a word they have listed.

Answers: Uncountable – cheese, milk, sugar, bread, water, grass Countable – peppers, potatoes, trees, tomatoes, onions, strawberries

AB p37 Activity 8 Write.

- Look at the pictures with the pupils. Point at each item in the pictures and say the word, e.g. water, trees, tomatoes, beans, potatoes, onions, peppers, grass.
- Point to Picture A. Read sentence 1: There are some ...
 The pupils say, e.g. trees. Ask the pupils to write down
 their answer in their book.
- Now read sentence 2: *There's some* ... The pupils say, e.g. water and write their answer in their book.
- Continue for sentences 3 and 4 using the words of items in Picture B to say what isn't in Picture A, e.g. There aren't any onions. There isn't any grass.
- Ask the pupils to copy and complete the sentences in the same way for Picture B in pairs.

Answers: Picture A - 1 There are some trees / tomatoes / beans. 2 There's some water. 3 There aren't any potatoes / onions / peppers. 4 There isn't any grass. Picture B - 1 There are some potatoes / onions / peppers. 2 There's some grass. 3 There aren't any trees / tomatoes / beans. 4 There isn't any water.

Lesson 6 ▲ = Story

Playscript



AB page 38

Objectives

- · Read and complete a playscript
- Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 1; Spare photocopies of the finger puppets (PMB p3)

AB p38 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 28–29 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of five. Each pupil should read one character.

AB p38 Activity 10 Write the words in groups.

- Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- Ask pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is things you can eat, the second group is clothes, and the third group is animals.
- · Ask the pupils to suggest new words for each category.

Answers: Box 1 beans, onions, tomatoes, strawberries, peppers Box 2 T-shirt, jumper, shoe Box 3 goat, cow, donkey

AB p38 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.
- Divide the pupils into groups of four. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the four characters (Eve, Finn, Archie, Molly).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- If the pupils haven't got all the puppets they need, give them a photocopy of the extra finger puppet template (PMB p3) to cut out, colour and stick the puppets.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 3 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 ▲ = Story

Reading and writing





CB page 31

AB page 39

Objectives

- Review farming vocabulary
- · Read and understand notes
- Write a note

Core language

Review of language used so far

Other language

forget

Materials

Note template (PMB p22) - one photocopy per pupil

Review vocabulary

- Draw a large shopping list on the board, with the heading shopping list. Make a list with the vocabulary items, using blanks for the pupils to fill in, for example: 3 p___ers, 1 kilo st___b__ies, etc.
- Call individual pupils up to the front to complete the words.
- Cover or erase the shopping list and ask the pupils to recall the items on the list.

CB p31 Activity 9 Read. Then look at the pictures and write the day.

- Read the note to the pupils. Explain any unfamiliar words (e.g. forget, important).
- Point to picture 1 and ask What day is it? The pupils answer Tuesday and write the answer in their notebooks.
- · Repeat with the other pictures.

Answers: 1 Tuesday 2 Monday 3 Every day 4 Wednesday 5 Thursday 6 Friday

AB p39 Activity 12 Read and complete.

- Read the words in the word bank to the pupils.
- Read the first part of the note to the pupils, up to the sentence with the example answer (Please clean the windows in the kitchen). Show the pupils how the answer is taken from the words in the word bank.
- Read the rest of the text. After each sentence with a blank, say What goes in the blank space? The pupils choose the correct words from the word bank and write them in their Activity Books.

Answers: 1 the windows, Please 2 give some water, for a walk, the tomatoes 3 Please, the onions

AB p39 PMB p22 Activity 13 Write a note.

- Explain to the pupils that they are going to write a note for someone, giving them instructions.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Brainstorm ideas for who they could write the note to, and instructions to include in the note.
- Choose some suggestions and write them on the board.
- Show the pupils how to write the note, using the notes in Activity 12 as a model.
- Hand out the photocopies of the note template.
- The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 31

AB page 40

Objectives

- · Review the unit so far
- · Understand that we grow a lot of our food
- · Learn about how plants grow
- · Sing a song about growing food

Core language

Review of language used so far

Other language

seeds, watch out, ready

Materials

Rollercoaster Game poster; Farming flashcards (x12); CD 1

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them in these two categories: vegetables and not vegetables.
- Repeat with other categories, such as things on farms in my country, things not on farms in my country; things I like to eat, things I don't like to eat.

Introduce the topic

- Talk with the pupils about growing vegetables and other food. Ask questions such as: Have you ever grown your own vegetables? Have you ever been to a farm? What do plants need to grow well?
- Encourage the pupils to talk about some or all of these ideas in their answers:
- we can grow potatoes, tomatoes, peppers and other vegetables;
- we can grow apples, strawberries and other fruit;
- plants need sun and water to survive.
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p31 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. ready).
- Play the song on the CD.

·)) 1.43

We plant the beans and onions, We plant the pepper seeds, We plant them all and let them grow, But watch out for the weeds!

We water them in summer, We need both rain and sun, We pick them when they're ready, Then eat them – yum, yum, yum!

- Write a list of the food items in the song (beans, onions, pepper seeds). Point to each one and ask the pupils to draw in the air the first letter of each one (b for beans, o for onions and p for pepper seeds).
- Ask the pupils to work out a mime gesture for each line in the second verse.
- Read the song again to the pupils. Ask them to draw the first letters of the food items in the air, and to do the mime gestures, as you read.
- Play the song again and encourage the pupils to join in, singing, drawing letters in the air and doing mime gestures.

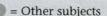
AB p40 Match. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 40.
- Read the first part of sentence 1 to the pupils. Ask the
 pupils to match it with the ending of the sentence in
 the second column. Show the pupils how 1 and c are
 connected by a line.
- Repeat with the other lines of the song. Write the pupils' suggestions on the board.
- Play the song again; the pupils check their suggestions. Make any necessary corrections to the sentences on the board.
- To finish the lesson, tell the pupils to close their books.
 Help them to say the whole song again, chorally, from memory.

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

Lesson 9 ■ = Words ■ = Other subjects





Learning through English





CB page 32

AB page 40

Objectives

- · Learn some words connected with plants
- · Learn about how plants grow

Core language

Plants vocabulary: stem, leaf, sap, sunlight, oxygen, air, carbon dioxide, water; dry

Other language

damp, desert, grow, ice, photosynthesis

Materials

CD 1; Plants picture cards (PMB p20) - one photocopied set per pupil

Introduce the topic

- Show pupils the picture of plant growth on page 32 of the Class Book. Ask them what they know about how plants grow.
- The pupils can express their answers in their own language. Recast the pupils' answers as necessary.
- Tell the pupils that they are going to learn about how plants grow.

CB pp32-33 Activity 11 Look and read.

• The pupils repeat each word chorally and point to the correct picture.

CB pp32-33 Activity 12 Listen, read and answer.

- Play the CD. Pause after the first section. The pupils suggest a suitable plant, e.g. a cactus.
- · Play the rest of the CD.

·)) 1.44

There are thousands of different types of plants. Some grow in hot, dry deserts. Can you think of a plant that grows in the desert? Some plants grow in cold, wet forests. Some grow under the ice and snow! Do you know any plants that grow in cold places?

Plants can make their own food. This process is called photosynthesis. They need air, water, and sunlight. The plants take a gas called carbon dioxide from the air and water from the rain. Then they use the sunlight to produce oxygen. The oxygen goes back into the air. The plants change the carbon dioxide and water into food. This food is very sugary. It is called sap. This all happens in the leaves of the plant. The sap then travels from the leaves into the stem. Then it can go to where the plant needs food.

Example answer: Cacti and palm trees grow in the desert. Pine trees and alpine plants grow in cold places.

CB pp32-33 Activity 13 Read and write true or false.

- Read the first sentence to the pupils and ask Is that true or false? The pupils answer true and write the answer in their notebooks.
- Repeat with the other sentences.

Answers: 1 true 2 false 3 true 4 true 5 false

AB p40 Activity 15 Write the words.

- Read the words in the word bank.
- Point to the sun and ask Which word is it? The pupils answer sunlight and write the word on the line.
- Repeat with the other pictures. The pupils write the words on the blank labels.

Answers: 1 oxygen 2 leaf 3 stem 4 sunlight 5 air 6 water 7 sap 8 carbon dioxide

PMB p20 Make the picture cards

- Give out the photocopies of the plants picture cards. The pupils colour and cut out the picture cards.
- · They can use their cards to play a game, for example What's missing? (see p19).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 10 = Words = Other subjects



Learning through English





CB page 33

AB page 41

Objectives

- · Review plants vocabulary
- · Identify plants from descriptions
- Describe plants

Core language

Review of language used so far

Other language

sunflower, pine tree, needle, cactus, spike, palm tree, fern

Materials

Farming flashcards (x12); CD 1

Review vocabulary

- · Stick the farming flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.

CB pp32-33 Activity 14 Look, listen and repeat.

 Play the CD. The pupils repeat each word chorally and point to the correct picture. Check their understanding by asking them to say the words in their own language.

·)) 1.45

hot

sunny

dry

wet

cold

shady

CB pp32-33 Activity 15 Look, listen and find.

- Read the names of the plants to the pupils. Make sure they recognize all of them. Use the pupils' own language if necessary.
- Play the CD. Pause after each of the teacher's clues and ask Where does it live? and Which plant is it? Let the pupils guess the answer (e.g. a sunflower) and then play the rest of the dialogue to see whether they're right.

·)) 1.46

Teacher: All right, class. Which plants am I thinking of? They

grow in hot, sunny places.

Girl: Sunflowers?

Teacher: No, I'm not thinking of sunflowers ... They've got very

long leaves.

Boy: Oh, I know! Palm trees! Teacher: Yes, that's right.

Teacher: OK, these plants grow in wet or dry places and they

haven't got leaves, they've got needles.

Girl: Pine trees!

Teacher: Yes, pine trees. Well done.

Teacher: These plants grow in wet, shady places.

Girl: Ferns?

Teacher: Yes, ferns - they've got lovely long leaves as well.

Teacher: All right, one more. These plants grow in hot, dry

places ...

Boy: Have they got leaves?

Teacher: No, they've got spikes! Ouch!

Boy: Ah, cacti!

Teacher: Yes, cacti – well done!

Answers: 1 palm trees 2 pine trees 3 ferns 4 cacti

CB pp32–33 Activity 16 Ask and answer.

- Tell the class that they are going to talk about the plants and where they grow. They will need to get into pairs.
- One pupil thinks of a plant and the other pupil in the pair asks questions to try to find out what it is, e.g. Does it grow in hot places? Does it have big, yellow flowers?
- The first pupil has to answer in full sentences, e.g. Yes, it grows in hot places; Yes, it has big yellow flowers.
- When the second pupil has guessed the plant, e.g. a sunflower, they can then summarize the facts about the plant together: Sunflowers grow in hot, sunny places. They've got big, yellow flowers.

- Do this example with a pupil in front of the class before the pupils work together in pairs.
- When they have had time to talk about a few different plants, go through the dialogue with a few of the pairs. Say to a pair of pupils: Tell me about a plant. The pupils say, e.g. Sunflowers grow in hot, sunny places. They've got big, yellow flowers. Each pair should describe a different plant.

AB p41 Activity 16 Write the words and match the opposites.

- · Read the words in the word bank to the pupils.
- Point to picture 1 and ask Which word is it? The pupils answer hot and write the word below the picture.
- · Repeat with the other pictures.

Answers: 1 hot 2 cold 3 sunny 4 shady 5 wet 6 dry

- Ask the pupils What's the opposite of hot? The pupils answer cold and draw a line between the picture for hot (picture 1) and the picture for cold (picture 2).
- Repeat with What's the opposite of sunny? (shady) and What's the opposite of wet? (dry).

Answers: hot - cold, sunny - shady, wet - dry

AB p41 Activity 17 Write.

 Read the names of the plants to the pupils. Point to the pictures at random and ask What is it? The pupils say the name of the plant.

Teaching tip

This is only to make the pupils familiar with the names; don't expect perfect pronunciation.

- Point to the photo of the strawberry plant and then to the attached icon. Read the sentence below: Strawberry plants grow in hot, dry places.
- Point to the photo of the Venus flytraps and then to the attached icon. Say Can you make a sentence? The pupils say Venus flytraps grow in shady, wet places. They write the sentence in the space below.
- Repeat with the other plants.

Answers: Strawberry plants grow in sunny places; Venus flytraps grow in wet places; Fungi grow in shady places; Edelweiss plants grow in cold places.

Lesson 11 • Other subjects

Learning through English (Project)



CB page 34

PMB page 23

Objectives

- · Review plants and plant habitats
- · Make a table to classify plants

Core language

Review of language used so far

Materials

Plant table template (PMB p23) - one photocopy per pupil

Review vocabulary

• Use the picture on Class Book p32 to review the plants. Show the pupils the picture and ask them to say the words chorally and individually.

Present the project

- Ask the pupils to recall the plants they learnt about in the previous lesson (sunflowers, pine trees, cacti, palm trees, ferns) and the habitats (hot, cold, sunny, shady, dry, wet).
- Tell the pupils they are going to make a table to classify plants.

CB p34 PMB p23 Activity 17 Make a plant table.

- · Give each pupil a photocopy of the plant table PMB page.
- Read the names of the plants to the pupils. The pupils draw an illustration of each plant in the space in the first column below its name.
- · Point to the Pine trees row. Ask Does it grow in hot places? The pupils answer No and write a cross in the hot column.
- · Repeat with the other column headings (cold, wet, dry, sunny, shady). The pupils add ticks and crosses to the boxes as appropriate.
- Point to the pine trees illustration again. Say Make a sentence about pine trees. The pupils say Pine trees live in cold, damp places.
- · Repeat with the other plants. The pupils write the sentences below the table. Some pupils may want to add more details about the plants, such as They've got needles.

Display

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6

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- Display the plant tables in the classroom.
- Allow the pupils to move around the classroom, look at all the plant tables, and discuss them with their friends.
- Have a feedback session in which the pupils decide on the best pictures of plants and the most complete information about plants. Ask the pupils to give reasons for their choices.
- Finally, ask the pupils to decide which plants they like and which plants they don't like.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 24

Objectives

- · Review vocabulary for plants
- Observe the movement of water through a plant stem

Core language

Review of language used so far

Do a plant experiment page (PMB p24) - one photocopy per pupil; Plastic cups or glasses - one for each pair of pupils; Sticks of celery (cut at the base, with leaves at the top) - one for each pair of pupils; Food dye or ink; Scissors, Sticky tape, Water, Rulers

Preparation

- · Ask the pupils to tell you what they know about plants and water. The pupils can answer in their own language. Recast the pupils' answers as necessary.
- Show the pupils the sticks of celery and explain that the pupils are going to observe water moving through the plant.

PMB p24 Using the Photocopy Master

- Give each pupil a photocopy of the Do a plant experiment PMB page.
- Show the pupils the diagram of the experiment. Explain that the celery stick will absorb the coloured water, and that this coloured water will move up the stick, up to the leaves at the end. The pupils will be able to see this because the coloured water will change the colour of the celery stick.
- · Demonstrate how to set up the experiment. In pairs, the pupils set up the experiment.

- The pupils cut out the table and add the information, then they stick it onto or near to their experiment.
- The pupils take the celery stick out of the water every ten minutes to see if the water is beginning to rise through the plant. They use rulers to measure how much of the celery stick is discoloured.

Teaching tip

Emphasize that the pupils must do each measurement quickly. If the celery stick is out of the water for too long, air will enter the tubes inside it and the water will rise more slowly, or perhaps not at all. Ideally, this experiment should be spread over two lessons on separate days.

Display

- Arrange a display of the experiments in the classroom. Allow the pupils to see all the experiments, read the results and discuss them.
- Have a feedback session. Encourage the pupils to talk about the fastest and the slowest stalks. Encourage them to suggest reasons for the differences (e.g. higher temperatures and more light will make the water rise more quickly).

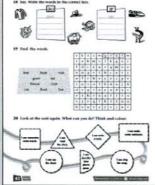
Fun activity (optional)

- Use other plant materials and other food dyes: e.g. use blue food dye to turn yellow daffodils green.
- Encourage the pupils to predict what colour the flowers are going to turn.

Lesson 12 ■ ● ▲ ◆ D (Review) Review

Review and self-evaluation





CB page 34

AB page 42

Objectives

- \bullet Focus on the pronunciation of vowel sounds (/əo/ and /æ/) with a chant
- Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Other language

rat, acrobat, bat, tea

Materials

CD 1; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p34 Activity 18 Listen, find and repeat.

- · Point to the pictures. The pupils say the words.
- Play the CD. Pupils point and repeat.

·)) 1.47

goat

boat

coat

hat

rat

cat

acrobat

- Say the two vowel sounds /əu/ and /æ/. The pupils find the words that share the vowel sound.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the vowel sounds.

CB p34 Activity 19 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 1.48

40 goats,

50 cats,

60 coats, 70 hats.

80 boats.

90 rats,

And one hundred acrobats!

- Ask the pupils if all the items are in the chant (they are).
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again and encourage the pupils to join in.

Focus on spelling

- · Match the spelling with the vowel sounds.
- Highlight the spelling patterns: /au/ is often spelt oa (goats, coats, boats) /æ/ is spelt a (cats, hats, rats)
- · Show examples from the chant for each vowel sound.
- Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p42 Activity 18 Say. Write the words in the correct box.

- Point to the pictures and guide the pupils to saying the following words: coat, cat, hat, rat, goat, boat, acrobat.
- Point to Box 1 and say Read the word. The pupils say goat.
- Point to Box 2 and say Read the word. The pupils say cat.
- Point to the picture of the coat. The pupils say the word coat again. Ask Which box does it go in? The pupils say Box 1 and write coat in Box 1.
- · Repeat with the other words.

Answers: Box 1 – coat, goat, boat Box 2 – cat, rat, hat, acrobat

AB p42 Activity 19 Find the words.

- Point to the word goat circled in the wordsearch. Say Can you find the other words?
- The pupils find the other words from the list and circle them.

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	f	а	h	m	r	f	k	9	х	i
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	0	а	9	r	t	h	0	a	Ð	j
	a	f	е	h	o	у	е	j	р	v
	t	a	s	a	f	6	n	u	j	n
	d	v	9	t	u	у	a	d	х	(0)
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	s	j	e	q	l	k	f	у	a	a
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End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p42 Activity 20 Look at the unit again. What can you do? Think and colour.

· Let the pupils do the self-evaluation activity as before (see p38).

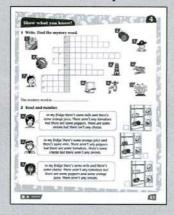
PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 43

For suggestions on how to use Show what you know! see p17.

Objectives

- Extra practice of the vocabulary of the unit
- Solve puzzles in English
- · Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p43 Activity 1 Write. Find the mystery word.

- Point to the first picture and ask What is it? The pupils answer stairs. The pupils write stairs in the first space.
- · Repeat with the other pictures. The pupils write the words in the crossword.
- Ask the pupils to read the mystery word.

Answers: 1 stairs 2 tomatoes 3 pirate 4 cauliflower 5 tower 6 beans 7 headache 8 sugar 9 water 10 dizzy The mystery word is strawberry.

AB p43 Activity 2 Read and number.

- · Point to one of the fridges and say Tell me about this fridge. The pupils make sentences such as There is some milk and There aren't any tomatoes.
- Read the first speech bubble and ask Which fridge is it? The pupils point to the second fridge and write 1 in the box.
- Repeat with the other fridges.

Answers: Girl 1 - middle fridge Girl 2 - bottom fridge Girl 3 - top fridge

· As a follow-up activity, the pupils can draw a fridge with some food in it. They write sentences about what there is and isn't in their fridge, using the sentences in Activity 2 as models. Alternatively, they can write about the contents of their school bags.



The pupils are now ready to sit the Unit 4 test (see p164).

5 Animal life

Lesson 1 = Words

Introducing vocabulary





CB page 35

AB page 44

Objectives

- · Understand the theme of the unit
- · Become familiar with adjectives describing animals
- · Practise listening to people talking about animals
- · Practise talking about animals
- · Focus on spelling

Core language

Adjectives: fast, slow, fat, thin, long, short, tall, strong Review of

- · big, small, hot, hungry
- · language used so far

Other language

tortoise, cheetah

Materials

Rollercoaster Game poster; Adjectives flashcards (fast, slow, fat, thin, long, short, tall, strong, big, small, hot, hungry); CD 2; Pupils' bookmarks (optional)

Unit overview

- Tell the pupils they are going to learn about animals in this unit. Ask the pupils to say the names of all the animals they know. Write the pupils' suggestions on the board.
- Choose an animal from the list, for example elephant.
 Ask the pupils to describe the animal. Encourage the pupils to use adjectives, for example big and slow.
 Repeat with other animals.
- Ask the pupils to look through Unit 5 in their Class Books. Talk with them about the unit and quickly write the different topics and activities in the sections on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words describing animals, words to do with bees
 - ▲ Story The new cat
 - Sentences Billy's faster than Coco; Coco's thinner than Billy.
 - Song Save all the animals, please!
 - Other activities Create a website / Learn about beehives and making honey

 Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the adjectives flashcards to teach the new vocabulary.
- Play Just a little bit with the pupils: cover each card with a sheet of paper and slowly pull down the paper, showing more and more of the flashcard. The pupils try to guess what it is.

CB p35 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Where are the children? and What animals are there in the picture? Recast pupils' answers as necessary: Yes, they're at the zoo.
- The pupils listen to the recording. They repeat each word chorally and point to an appropriate animal.

·))) 2.1

- 1 tall
- 2 fast
- 3 big
- 4 strong
- 5 thin
- 6 fat
- 7 hungry
- 8 long
- 9 short

10 slow

11 small

CB p35 Activity 2 Listen and find.

- Explain that the children are at the zoo. They're talking about the animals.
- · Play the dialogue.
- The pupils listen for the descriptions. They point to the animal being described in the picture.
- Alternatively, the pupils can use their bookmarks to focus on the pictures.

·)) 2.2

Eve: This is a flim about the animals in Africa.

Jazmin: It's so hot in Africa! Not cold and rainy like here!

Luke: That crocodile looks very hungry.

Eve: Yes, it does.

Luke: That lion isn't hungry. He's sleeping.

Jazmin: Yes, and he's very fat.

Luke: Look at the other lion though – he's very thin. Maybe

he's hungry

Eve: Do you know a cheetah can run very, very fast? Luke: Everyone knows that! Look at that cheetah go!

Luke: What about the tortoise?

Jazmin: He's very slow but he can live for a long time ... over a

hundred years.

Molly: Wow!

Luke: That elephant is very strong. Eve: Yes, he is strong. And he's big too. Molly: The other elephant is small.

Eve: That's just a baby!

Molly: Aww!

Jazmin:

Jazmin: Uggh - look. Snakes.

Luke: I like snakes. Look, there are two snakes. There's a long

snake and a short snake! I don't like any snakes!

Archie: Look at those bees - the giraffe is so tall and the bees

are so small, but the giraffe can't stop them flying

around its head!

CB p35 Activity 3 Ask and answer.

- Read the names of the animals in the box. Ask the pupils to find the animals in the picture.
- Read the dialogue to the pupils.
- Choose another one of the animals and make a sentence describing it. For example, if you choose the snake, say It's long. It's thin.
- The pupils guess which animal you are thinking about.
- Practise the dialogue with different animals and different pupils.
- The pupils practise describing and guessing in pairs.
- As a variation, the pupils take turns to close their books and answer their partner's questions from memory.

Spelling

- · Ask the pupils to identify:
 - words with two consonants together (fast, slow, small, thin, hungry, long, strong, short, tall);
 - words that end with g (big, long, strong);
 - words that begin with f (fast, fat).

AB p44 Activity 1 Number the pictures. Then write.

- · Read the words in the word bank to the pupils.
- Point to the picture of the snake in the top corner and say Describe this animal. The pupils answer long. Show how the example answer 6 next to the snake links the picture with the correct word in the word bank.
- Now point to the snake at the bottom and say Describe this animal. The pupils answer short. Show the 1 that links the word in the word bank.
- Repeat with the other animals. Encourage the pupils to use the adjectives in the answer key.

Answers: 1 snake 2 lion 3 giraffe 4 crocodile 5 tortoise 6 snake 7 giraffe 8 cheetah

- Point to the Opposites box and the example, which shows that short is the opposite of long. Ask the pupils to suggest some more opposite adjectives using the words in the word bank. The pupils suggest combinations such as tall and short.
- Show the pupils how to add the opposite pairs to the table.
- · Repeat with the other opposite pairs.

Answers: long / short, fast / slow, fat / thin, tall / short

Lesson 2 = Words

Practising vocabulary





AB page 44

AB page 45

Objectives

- · Review vocabulary for adjectives describing animals
- · Practise listening to and talking about animals
- · Read about animals

Core language

Review of

- · adjectives describing animals
- · language used so far

Materials

Adjectives flashcards (x12); CD 2; Adjectives picture cards (PMB p25) – one photocopied set per pupil

Review vocabulary

- Put the adjectives flashcards on the board. The pupils say the words chorally and individually.
- Play First sounds with the pupils: say the first sound of each word and encourage the pupils to identify them.

AB p44 Activity 2 Listen and number.

- Point to the fat lion in picture c and say Describe this animal. The pupils say a fat lion or It's a fat lion. Repeat with the other animals, encouraging the pupils to use the adjectives from the vocabulary set.
- Play the first conversation on the CD. Ask the pupils Which animal is it? The pupils answer the fat lion and write 1 next to picture c.
- Repeat with the other conversations on the CD.

·)) 2.3

1 Guide: Welcome to Widgett's safari park, children. Please stay on the bus as we pass by the animals in the park.

Boy: Look! I can see a lion!

Guide: There are two lions in the park. Is it a fat lion or a thin

lion?

Boy: It's a fat lion.

Guide: Ah, yes. Can you see any other animals?

Girl: I can! I can see a snake.

Guide: We have lots of snakes here. Is it long or short?

Girl: It's very, very long.

Guide: Yes, I know the one. His name is Sidney.

2 Girl: Look! I can see a cheetah!

Guide: There are two cheetahs in the park. One cheetah is thin and fast and the other one is fat and slow.

Girl: I think this cheetah is sleeping.

Guide: Ah yes, it's the slow cheetah. Anyone else? Boy: Yes, look! There's a lion. It's very thin. Guide: Is it fast?

Boy: I don't know - it's just looking at the cheetah!

3 Boy: A snake! A snake! I can see a snake.

Guide: Where? Is it long?

Boy: There! Look! No, it's not very long.

Guide: Oh, yes. That's the short one – his name is Sam. Girl: And look behind the snake, there's a very thin ...

what is it?

Guide: Oh - that's the thin cheetah. Whoosh! There it goes!

4 Girl: Look! I can see another lion!

Guide: Umm ... oh, that's the thin lion again. It's very strong.

Girl: Is it fast?

Guide: Yes, look, there it goes now!

Girl: It's running from the fast cheetah!

Guide: Oh, they're just playing!

Answers: a 2 b 3 c 1 d 4

AB p45 Activity 3 Write.

- Point to the crocodile in picture 1 and say It's a hungry crocodile. Point to the snake and say It's a strong snake.
 Read the sentence (It's a hungry crocodile and a strong snake).
- Point to the animals in picture 2 and ask the pupils to describe each one (a small elephant, a strong bee). Call individual pupils up to the front to write the sentence (It's a small elephant and a strong bee). The pupils write the sentence in their Activity Books.
- · Repeat with the other pictures.

Answers: 1 It's a hungry crocodile and a strong snake.

2 It's a small elephant and a strong bee. 3 It's a fast tortoise and a slow lion. 4 It's a fat snake and a thin / hungry snake.

AB p45 Activity 4 Make the words. Then find the words.

 Point to number 1 and ask What word is it? The pupils answer strong and write the word in their Activity Books. Repeat with the other words.

Answers: 1 strong 2 slow 3 fat 4 thin 5 fast 6 short 7 long 8 hungry 9 tall

- Show the pupils the word *strong* which has been circled in the wordsearch.
- The pupils circle the other words in the wordsearch.

A	n	S	v	V	ρ	r	S	۰

b	q	а	р	v	S	t	w	n	С
x	S	h	0	r	t	d	k	е	j
f	d	h	у	е	r	(f)	i	f	l
a	r	b	w	z	0	9	a	q	v
t	m	u	у	s	n	b	9	(m
p	t	C	r	х	9	i	h	1	t
o	Z	h	u	n	g	r	У	0	С
k	b	c	i	1	m	n	p	W	х
z	r	t	ď	n	w	Œ	a	l	1
h	1	0	n	9	i	е	j	k	s

Spelling game

 Play Guess the word using the adjectives which the pupils know (see p20).

PMB p25 Picture cards

- Give out the photocopies of the adjectives picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Memory pairs (see p20).

Teaching tip

The pupils will need to make the word cards for this game. They can prepare them now. Pupils cut them out and match them with the picture cards. Remind the pupils to keep all the cards in a safe place.

Lesson 3 ▲ = Story

Story





CB page 36

CB page 37

Objectives

- · Predict a story from visual clues
- Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- · Practise story language

Core language

Billy's faster than Coco. / Coco's the best.

Other language

crisps, everywhere, last

Materials

Adjectives flashcards (x12); CD 2

Review vocabulary

- Put the adjectives flashcards on the board. The pupils say the words chorally and individually.
- Play Where is it? with the pupils: turn the flashcards face down on the board, then point to each one. The pupils say which card it is.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Finn saying to Coco? What are the cats doing?
- Talk about the pupils' predictions and what happens in each frame.

• Say that a new cat is going to come to the Incredible Club. Ask the pupils to imagine what the new cat is like. The pupils suggest adjectives e.g. big, fast, fat etc.

CB pp36–37 Activity 4 First listening with the books closed.

• Tell the pupils to listen to the story with their books closed and decide what the new cat is like.

·)) 2.4

[1] Narrator:

At the club

Eve:

Look - our biscuits! There are mice

everywhere!

Finn:

Look - my crisps! Get the mice, Coco!

Narrator:

The next day ...

Eve:

We need a faster cat. This is Billy. He's faster

than Coco.

Finn:

Billy's bigger than Coco too. Catch the mice,

Billy!

Archie:

That's Coco's hed! Poor Cocol Coco's smaller but she's nicer.

Molly: Finn:

Well done, Billy! You're the best!

Archie:

Poor Coco. You don't like the new cat.

Molly:

I don't like him either. We should help Coco.

Finn:

Look, there's the last mouse! Go Billy!

Archie:

Come on, Coco, you can do it.

Molly:

Go on, Coco!

[8] Coco: Miaoooooooowww?

Archie & Molly: Well done, Coco!

[10] Finn:

Wow, Coco, that was fantastic! I'm sorry.

Archie & Molly: Coco's the best!

 Ask the children what the new cat is like (He's fast and he's big). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp36-37 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the story.
- · Ask questions about the story such as Which is their favourite cat?
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

CB pp36–37 Activity 5 Read and write true or false.

- Read the first sentence. Say Is sentence number 1 true? The pupils answer Yes, and write True in their notebooks.
- The pupils answer the rest of the questions in their notebooks.

Answers: 1 true 2 true 3 false 4 false 5 true 6 true 7 false 8 true

Fun expressions

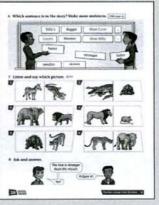
 Write these fun expressions from the story on the board: Poor Coco! Go, Billy!

Wow, Coco, that was fantastic!

- Play the story again: the pupils put up their hands when they hear one of the phrases.
- Pause the recording. The pupils repeat the phrase chorally and individually. Encourage the pupils to copy the intonation on the CD.

Lesson 4 • = Sentences

Language focus 1





CB page 38

AB page 46

Objectives

- · Understand the use of faster, thinner, etc.
- · Practise using the new language

Core language

Billy's faster than Coco; Coco's thinner than Billy.

Materials

Grammar tiles (PMB p26) - one photocopy of Set 1 per pupil (optional); CD 2

Recall the story

- Ask the pupils what they can remember from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one: We need a faster cat. (Eve) Coco's smaller but she's nicer. (Molly) Well done, Billy! (Finn) Come on, Coco, you can do it. (Archie)

I'm sorry. (Finn)

CB p38 PMB p26 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (Billy's bigger than Coco. Coco's thinner than Billy).
- · Ask the pupils to say which sentence was in the story (Billy's bigger than Coco).
- Focus on the *-er* which we add to the adjective to make comparisons.
- Point out to pupils the double *n* in *thinner*. Explain that some adjectives double their last consonant when we add -er.
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB to cut out and arrange in sentences on their desks. Ask individual pupils to read out their sentences for the class.

CB p38 Activity 7 Listen and say which picture.

- Show the pupils the pictures. Ask the pupils to identify the animals (zebra, crocodile, elephant, lion).
- Play the first conversation on the CD. The pupils match it with the correct picture.
- Repeat with the other sentences.

·)) 2.5

Jazmin: The crocodile is bigger than the tortoise.

Luke: The cheetah is faster than the tortoise.

Jazmin: The lion is smaller than the elephant.

Luke: The lion is stronger than the mouse.

Jazmin: The elephant is slower than the cheetah.

Luke: The crocodile is slower than the zebra.

Answers: 2, 5, 3, 4, 6, 1

CB p38 Activity 8 Ask and answer.

- · Read the conversation to the pupils.
- Say you are thinking of a picture from Activity 7. Say a sentence about it, for example *The elephant is smaller than the lion.* The pupils identify the picture.
- The pupils play the game in pairs.

AB p46 Activity 5 Look and write.

- Point to picture 1. Ask Who are they? The pupils answer Luke and Finn. Say Can you compare Luke and Finn? Read the adjective the pupils should use (in this case, fast). The pupils say Luke is faster than Finn.
- Repeat with the other pictures. Call individual pupils to the front to write the sentences on the board.
- The pupils copy the sentences in their Activity Books.

Answers: 1 Luke is faster than Finn. 2 Jazmin is taller than Molly. 3 Eve is stronger than Finn. 4 Archie is slower than Jazmin.

- Say example sentences about yourself and people in your family, e.g. I am taller than my sister.
- Ask the pupils to say sentences about themselves.
 Encourage the pupils to use the adjectives in the vocabulary group, e.g. I am faster than my father.
- The pupils write three sentences about themselves in their Activity Books.

AB p46 Activity 6 Write the words in the correct

- · Read the words in the word bank to the pupils.
- Explain that these are all the —er forms of the adjectives. Point out the spelling changes (double last letter in sadder, fatter, thinner, hotter, and change y to i in hungry).
- Read the headings of each column in the table (+ er, + double letter + er, y to i + er). Point to the first word in the word bank (sadder) and ask Where does it go? The pupils answer say double letter + er and write the word in the correct column.
- · Repeat with the other words.

Answers: + er slower, shorter, colder, smaller + double letter + er sadder, fatter, thinner, hotter, y to i + er hungrier, thirstier

Lesson 5 = Sentences

Language focus 2



AB page 47

Objectives

- · Understand the use of the biggest, the best, etc.
- · Practise using the new language

Core language

Billy's the biggest; Coco's the best. Review of language used so far

Materials

Grammar tiles (PMB p26) – one photocopy per pupil (optional); CD 2

PMB p26 Focus on language

- Draw a child on the board and ask the pupils to suggest a name, e.g. Sam. Write the name under the picture.
- Draw another child on the board. This child should be taller than Sam. The pupils suggest a name, e.g. David. Write the name under the picture.
- Say Can you make a sentence with tall? The pupils say David is taller than Sam. Write the sentence on the board.
- Draw a third child on the board, taller than Sam and David. The pupils suggest a name, e.g. Anna. Write the name on the board.
- Say Can you compare Anna and David? The pupils say Anna is taller than David. Write the sentence on the board
- Say Listen. Anna is taller than David, and Anna is taller than Sam. Anna is the tallest. Indicate all three children as you say the last sentence. Write the sentence on the board.
- Repeat with the adjective short. Guide the pupils to saying the sentences Sam is shorter than David and Sam is shorter than Anna, so Sam is the shortest. Write each sentence on the board.
- Point out the -est ending. Make sure that the pupils understand that we use -est when we are comparing two or more people or things.
- The pupils say the sentences in the grammar tiles chorally and individually.

- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask the pupils to suggest adjectives to put in the blank tiles (e.g. slowest, fastest, hungriest etc.). Write the suggestions on the board and point out the spelling changes. Make sure the pupils realize these are the same rules as when we add -er. The pupils can choose words to copy in the blank tiles.
- The pupils cut out all the tiles and use them to make sentences on their desks. Ask pupils to read out their sentences for the class.

Practice

- Modify the pictures of the three children so that other adjectives can be used (hungriest, fastest etc).
- Ask the pupils to say the sentences chorally and individually.

AB p47 Activity 7 Listen and circle.

- Point to picture 1 and read the sentence, explaining that that either Jazmin, Luke or Finn is the tallest.
 Play the first conversation on the CD and ask Who is the tallest? The pupils answer Jazmin. Show pupils that Jazmin is circled in the sentence.
- Play the other conversations. Pause after each one and ask the question. The pupils answer and circle the correct person.

1)) 2.6

1 Jazmin: Who's the tallest, Luke? Luke: Well, I'm taller than Finn. Finn: Yes, but Jazmin is the tallest.

2 Jazmin: These cats are so fat! Who's the fattest?

Finn: Henry is fatter than Coco. Jazmin: Yes, but Billy is the fattest.

3 Finn: Presents - hurray! Great - a train! What have you got,

Archie?

Archie: Some marbles. Oh. What about you, Molly?
Molly: Fantastic! I've got a new doll! I love it!
Archie: I think you're the happiest, Molly!

4 Luke: Let's see who's the strongest. Look, I'm stronger than

Jazmin.

Jazmin: Yes, but Eve is the strongest!

5 Eve: Look – here they come! Who's the fastest? Finn: Well, Jazmin is faster than Molly ... Eve: But Luke is the fastest! Look, he's winning!

Answers: 1 Jazmin 2 Billy 3 Molly 4 Eve 5 Luke

AB p47 Activity 8 Write sentences.

- Read the words in the word bank to the pupils.
- Point to the first picture. Ask the pupils to say the names. Read the example answer (Matt is taller than Josh, but Sophie is the tallest). Point to the heights of each child in the picture as you read.
- Point to the second picture and suggest an adjective, e.g. fast. Guide the pupils to say the sentence (Boris is faster than Belly, but Bobo is the fastest). Call a pupil to the front to write the sentence on the board. The pupils copy the sentence in their notebooks.
- · Repeat with the other pictures.

Answers: 1 Matt is taller than Josh, but Sophie is the tallest.
2 Stripy is faster than Spotty, but Tom is the fastest.
3 The Amazon is longer than the Mississippi, but the Nile is the longest. 4 Munich is hotter than Manchester, but Mexico City is the hottest.

Lesson 6 ▲ = Story

Playscript



AB page 48

Objectives

- · Read and complete a playscript
- Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 1; Spare photocopies of the finger puppets (PMB p3)

AB p48 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 36–37 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of five. Each pupil should read one character.

AB p48 Activity 10 Write the words in groups.

- Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- The pupils talk about how they grouped the words and describe the groups, e.g. the first group is comparative adjectives / –er adjectives, the second is superlative adjectives / –est adjectives, and the third is food.
- Ask the pupils to suggest new words for each category.

Answers: Box 1 faster, bigger, stronger, smaller Box 2 best, biggest, strongest, fastest, smallest Box 3 biscuits, crisps, cake, pizza

AB p48 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.
- Divide the pupils into groups of five. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask How many characters are there in the story? The pupils identify the five characters (Eve, Finn, Archie, Molly and Coco) and decide who will take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for their character.
- Give each group a photocopy of the extra finger puppet template (PMB p3). The pupils cut out, colour and stick the extra puppet to make the puppet for Coco. If they haven't got the other puppets they need, they will have to make those too.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Talk about the notes you made during the Unit 4 play acting. Encourage them to focus on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 ▲ = Story

Reading and writing





CB page 39

AB page 49

Objectives

- · Review of adjectives describing animals vocabulary
- · Read and understand a website
- · Create a website

Core language

Review of

- · adjectives describing animals vocabulary
- language used so far

Other language

leaf, ride, come up, tonne, frightened, pig, bamboo, stripe

Materials

Website template (PMB p27) - one photocopy per pupil

Review vocabulary

- Use mime gestures for each of the adjectives, e.g. moving slowly for slow, holding your hand up high for tall, etc.
- · The pupils say the words chorally and individually.

CB p39 Activity 9 Read and find the picture. Then write the animals.

- Point to the animal pictures and ask the pupils to read the name.
- After each picture, say Can you describe it? The pupils describe the animal (It's small, It's got eight legs, It makes webs, etc.) Recast the pupils' answers as necessary.
- Ask the pupils to read the descriptions.
- Point to the first description. Ask What animal is it?
 The pupils answer elephant and write the answer in their notebooks.
- · Repeat with the other descriptions.

Answers: 1 elephant 2 blue whale 3 spider

AB p49 Activity 12 Read and complete.

- Read the notes about the panda to the pupils: It lives in China; It lives in cold, wet bamboo forests, etc. Explain any unfamiliar vocabulary.
- Read the first sentence from the Save the panda website. Ask Which word is missing? The pupils say black and write the word in their Activity Books.
- · Repeat with the rest of the website.
- Read the notes about the tiger and guide the pupils to complete the *Help us to save the tiger* website.

Answers: Save the panda website – black, China, cold, kilos, bamboo, 1,600 Save the tiger website – orange, India, Russia, snowy, dry, pigs, 2,500

- Show the pupils how all the information in the notes about the panda is contained in the Save the panda website. Show how in the Save the panda website the information is written in complete sentences.
- Repeat with the notes about the tiger and the Save the tiger website.

AB p49 PMB p27 Activity 13 Make a wildlife website.

- Explain to the pupils that they are going to create a website about an animal.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Brainstorm ideas for animals to write about. Choose one of the suggestions and write it on the board. Write the categories for the notes underneath (Lives, Habitat, Eats, Colour, Number, In danger)
- Brainstorm ideas for the notes for each category. Write the notes on the board.
- Show the pupils how to create the website, using the websites in Activity 12 as a model, with the notes you wrote on the board.

Teaching tip

More advanced pupils can choose their own animal, then write their own notes and create a website about it.

- · Hand out the photocopies of the writing template.
- The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 39

AB page 50

Objectives

- · Review the unit so far
- Understand the importance of protecting animals in danger
- Talk about how we can protect animals in danger
- · Sing a song about protecting animals in danger

Core language

Review of

- adjectives
- · language used so far

Other language

chop down, waste, save

Materials

Rollercoaster Game poster; Adjectives flashcards (x12); CD 2

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them into these three categories: adjectives that add -er, adjectives that add double consonant + er, adjectives that change y to i and add -er.
- Repeat with other categories, such as adjectives that describe a lion, a giraffe, etc.

Introduce the topic

 Talk with the pupils about animals in danger. Ask questions such as: Can you name some animals in danger? Why are they in danger? How can we protect them?

- Encourage the pupils to talk about some or all of these ideas in their answers:
 - people are destroying the animals' habitat;
 - people are hunting the animals;
- pollution is killing the animals;
- we should protect the habitats;
- we shouldn't buy products made from endangered animals;
- we should reduce pollution.
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p39 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. wasting, chopping down).
- Play the song on the CD.

·)) 2.7

The crocodile lives in the river, The monkey lives in the trees, But we're taking all of their water, And chopping down all of their trees.

Save them, save them, Oh save all the animals please, oh please! Save them, save them, Oh save all the animals, please!

So let's work together to save them, Let's go and plant hundreds of trees, Let's stop wasting all of our water, Let's save all the animals, please!

Save them, save them,
Oh save all the animals please, oh please!
Save them, save them,
Oh save all the animals, please!

- Write the words crocodile, monkey, water and trees on the board. Point to each one and ask the pupils to work out a mime gesture for each one (opening their arms like jaws for the crocodile, etc).
- Read the song again to the pupils. Ask them to do the mime gestures as you read.
- Play the song again and encourage the pupils to join in, singing and doing the mime gestures.

AB p50 Activity 14 Read and order. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 50.
- Read line a (But we're taking all of their water). Ask Is
 that the first line of the song? The pupils answer No. Say
 Find the first line. The pupils say b. Show the pupils
 that line b has 1 next to it.
- Repeat with the rest of the lines. The pupils write the number of each line next to it.
- Play the song again; the pupils check the order they suggested and make any necessary corrections.
- To finish, tell the pupils to close their books. Help them to say the whole song again, chorally, from memory.

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

Lesson 9 = Words = Other subjects

Learning through English





CB page 40

AB page 50

Objectives

- · Learn some words connected with bees
- · Learn about how beehives work

Core language

Bees vocabulary: beehive, worker, honey, queen, lay eggs, comb, drone

Other language

social, hive, collect, divide, colony, a single day

Materials

Bees flashcards (beehive, honey, queen, lay eggs, comb); CD 2; Bees picture cards (PMB p25) – one photocopied set per pupil

Introduce the topic

- Show the pupils the pictures on page 40 of the Class Book. Ask pupils what animal it is and what food it makes. Recast the pupils' answers as necessary.
- Say they are going to find out how bees make honey.

Introduce new vocabulary

- Show the bees flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the words chorally and individually.
- Place the flashcards in different parts of the classroom and play Around the class with the pupils. First you say the words and the pupils point to the flashcards. Then you point to the flashcards and they say the words.

CB pp40-41 Activity 11 Look, listen and repeat.

- Play the CD. The pupils repeat each word chorally and point to the correct picture.
- Explain that they will find out the difference between a queen, a drone and a worker in the listening and reading text.

·)) 2.8

beehive

queen

worker

comb

honey

drone

CB pp40-41 Activity 12 Listen, read and answer.

- Play the CD. Pause after the first section.
- Ask Where is the queen bee in the picture? The pupils find the queen bee and point to it.
- Play the rest of the CD. Pause after each section and ask Which picture is it?

1)) 2.9

Honey bees are social insects. There are different types of bees – drones, workers and gueen bees. They live together in a beehive.

The work in a beehive is divided between the bees. The queen is the biggest bee in the colony. She is the only bee that lays eggs. Sometimes a queen can lay 3,000 eggs in a single day. Can you find the queen in this picture?

Worker bees are female but do not lay eggs. A colony can have 50,000 to 60,000 workers. Workers give food to the queen and babies. They clean the hive. Some workers build the comb and store the food. Older workers collect the food from the flowers and make the honey. What is the worker bee doing in this picture?

People collect the combs from the beehive. They put the honey in jars and we eat it – yum! Can you see the comb in this jar? Drones are male bees. They have very big eyes. Look at this drone. Look at his eyes. Drones don't collect food from flowers or work in the hive. But life isn't all good! When there isn't enough food or when it's cold the workers push them out of the hive and they die.

CB pp40-41 Activity 13 Read and answer.

- Point to the pictures of the queen, the drone and the worker on the page. The pupils say the words chorally.
- Read the first sentence to the pupils. Say Is that the queen, the drone or the worker? The pupils answer It's the queen and write the answer in their notebooks.
- · Repeat with the other sentences.

Answers: 1 queen $\, 2 \,$ worker $\, 3 \,$ worker $\, 4 \,$ drone $\, 5 \,$ worker $\, 6 \,$ queen

AB p50 Activity 15 Write the words.

- Read the words in the word bank to the pupils.
- Point to Picture 1 and say What is it? The pupils answer It's a beehive and write the word next to the picture. Repeat with the other pictures.

Answers: 1 beehive 2 queen 3 worker 4 comb 5 honey 6 drone

PMB p25 Make the picture cards

- Give out the photocopies of the bees picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example *Show me!* (see p21).

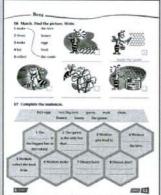
Teaching tip

If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards. Remind the pupils to keep all the cards in a safe place.

Lesson 10 = Words = Other subjects

Learning through English





CB page 41

AB page 51

Objectives

- · Review words connected with bees
- · Identify different types of bee
- · Talk about different types of bee

Core language

Review of

- · bees vocabulary
- · language used so far

Materials

Adjectives flashcards (x12); Bees flashcards (x5); CD 2

Review vocabulary

- · Stick half of the adjectives flashcards and bees flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- Repeat with the other half of the flashcards.

CB pp40-41 Activity 14 Listen and find.

- · Point to each of the pictures. Ask the pupils to name the type of bee.
- Play the start of the first conversation on the CD. Pause after the second line. Ask Which bee is it? The pupils answer It's a worker. Play the rest of the conversation to check their answer.
- Repeat with the other conversations.

·)) 2.10

- 1 A: Does it lay eggs?
 - B: No.
 - A: Does it give food to the queen?
 - B: Yes.
 - A: Is it a worker?
 - B: Yes.
- 2 A: Does it lay eggs?
 - B: Yes.
 - A: Is it the queen?
 - B: Yes!
- 3 A: Does it clean the hive?
 - B: No.
 - A: Does it collect food?
 - B: Yes.
 - A: Is it a female?
 - B: Yes.
 - A: Is it a worker?
 - B: Yes.

- 4 A: Does it make the comb?
 - B: Yes.
 - A: Does it clean the hive?
 - B: Yes.
 - A: Is it a worker?
 - B: Yes.
- Does it lay eggs? 5 A:
 - B: No.
 - A: Does it clean the hive?
 - B: No.
 - A: Is it a female?

 - B: No. Is it a drone?
 - A: B: Yes

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

CB pp40-41 Activity 15 Ask and answer.

- · Read the words and phrases in the Talk about it section to the pupils. Then read the dialogue to the pupils.
- · Point to another picture, e.g. the worker, and say Tell me about this bee. Choose a pupil to answer (It's female. It cleans the hive. It's a worker).
- · Repeat with other types of bee.
- The pupils practise the conversation in pairs, using the words and phrases in the Talk about it! section.

AB p51 Activity 16 Match. Find the picture. Write.

- Read the first word, make, to the pupils. Trace your finger along the line and read the comb at the end of the line. Then point to the picture of the comb and explain that that's number 1; make the comb.
- · Read the second word, clean, and ask What goes with 'clean'? The pupils say the hive and draw a line from clean to the hive. Ask the pupils to find which picture clean the hive matches and write the number 2 in the corner of the picture. Then they write clean the hive underneath the picture.
- · Repeat with the other pictures.

Answers: Top row - 4 lay eggs 1 make the comb Bottom row - 2 clean the hive 5 collect food 3 make honey

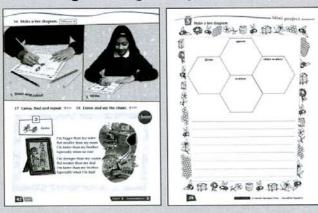
AB p51 Activity 17 Complete the sentences.

- · Read the words in the word bank.
- Read sentence 1 and ask Which word is missing? The pupils answer queen and complete the sentence in their Activity Books.
- · Repeat with the other sentences.

Answers: 1 queen 2 lays eggs 3 the queen 4 clean 5 flowers 6 honey 7 very big eyes 8 work

Lesson 11 = Other subjects

Learning through English (Project)



CB page 42

PMB page 28

Objectives

- Review adjectives and bee vocabulary
- · Make a bee diagram

Core language

Review of

- · adjectives vocabulary
- · bee vocabulary
- · language used so far

Materials

Adjectives flashcards (x12); Bees flashcards (x5): Make a bee diagram template (PMB p28) – one photocopy per pupil

Review vocabulary

- Stick half of the adjectives flashcards and bees flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- Repeat with the other half of the flashcards.

Present the project

- Ask the pupils to say the different types of bee (queen, drone, worker, older worker). Ask What does it do? about each type.
- Tell the pupils they are going to make a diagram of the different types of bee and write about them.

CB p42 PMB p28 Activity 16 Make a bee diagram.

- Give each pupil a photocopy of the Make a bee diagram PMB page.
- The pupils draw pictures of each type of bee in the cells, then colour them.
- The pupils write sentences about the bees below the diagram. They can use the exercises on Activity Book p51 as a model.

Display

- Display the bee diagrams in the classroom.
- Let the pupils move around the classroom, look at all the diagrams, and discuss them with their friends.
- Have a feedback session in which the pupils decide on the best pictures and the most complete information about bees. Finally, ask the pupils to decide which type of bee they would like to be.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 29

Objectives

- · Review bees vocabulary
- · Make a model of a beehive

Core language

Review of

- · bee vocabulary
- · language used so far

Materials

Bees flashcards (x5); Make a beehive model template (PMB p29) – one photocopy per pupil; Sheets of paper – one for each pair of pupils; Scissors; Sticky tape or glue; Coloured pencils

Review vocabulary

 Show the pupils the flashcards to review the bee vocabulary. Ask them to say the words chorally and individually.

Preparation

Ask the pupils to recall the parts of a beehive. They
can use their own language. Recast as necessary.

PMB p29 Using the Photocopy Master

- Give each pupil a photocopy of the Make a beehive model PMB page. Ask them to colour each piece.
- Show the pupils how to cut out the pieces. The pupils cut out the pieces on their PMB pages.
- Show the pupils how to assemble the pieces. The pupils assemble their own models.
- Call individual pupils to the front to show their models to the rest of the group.

Display

- Display the beehive models in the classroom.
- Let the pupils move around the classroom, look at all the models, and discuss them with their friends.
- Have a feedback session in which the pupils decide on the best model and give reasons for their choices.
- Finally, ask the pupils to decide if they would like to have a beehive. Ask them to explain their reasons.

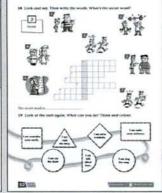
Fun activity (optional)

- Draw a drone and a worker facing each other on the board. Say What do you think they are saying?
 Encourage the pupils to suggest ideas such as The worker is saying 'You're lazy. You don't do any work' or The drone is saying 'The honey doesn't taste good today'. Recast the pupils' ideas as necessary. They can continue the conversation in their notebooks.
- Alternatively, the pupils' can choose two other bee characters, and write a conversation between them.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation





CB page 42

AB page 52

Objectives

- Focus on the pronunciation of the schwa sound /ə/ with a chant
- · Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Other language

especially

Materials

CD 2; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p42 Activity 17 Listen, find and repeat.

- Point to each word in the list. The pupils say the words.
- Play the CD. Pupils point and repeat.

·)) 2.11

brother

sister

bigger

smaller

faster

stronger

weaker

- Say the schwa sound /ə/. The pupils find the words with the schwa sound.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the schwa sound.

CB p42 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the words with the schwa sound as they hear them.

·)) 2.12

I'm bigger than my sister, But smaller than my mum. I'm faster than my brother, Especially when we run!

I'm stronger than my cousin, But weaker than my dad. I'm faster than my brother, Especially when I'm bad!

- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again. Encourage the pupils to join in.

Focus on spelling

- · Match the spelling with the schwa sound.
- Highlight the spelling pattern: /ə/ is often spelt er (bigger, brother, sister, smaller, faster, stronger, weaker)
- Show examples from the chant of where the schwa sound occurs.
- Remind the pupils that there are lots of exceptions to spelling patterns in English. This is particularly true for the schwa sound; all vowels can be pronounced as a schwa on occasion - it depends on the other letters surrounding them.

AB p52 Activity 18 Look and say. Then write the words. What's the secret word?

- Point to the word faster under the schwa symbol /ə/ and ask the pupils to say it. Make sure they pronounce the schwa sound correctly.
- Ask the pupils to look at the pictures and say the words in turn.
- · Repeat with the other words.

Answers: 1 bigger 2 stronger 3 slower 4 sister 5 thinner 6 taller 7 faster

- Point to number 1 in the crossword. Say Count the squares. How many are there? The pupils answer six.
- Say Look at picture number 1. What's the word? The pupils answer bigger and write the word in the spaces.
- · Repeat with the other numbers and pictures.
- · Ask the pupils to read the secret word.

Answer: The secret word is brother.

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p52 Activity 19 Look at the unit again. What can you do? Think and colour.

• Let the pupils do the self-evaluation activity as before (see p38).

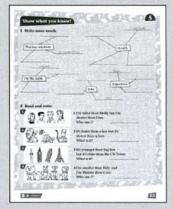
PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 53

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- · Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p53 Activity 1 Write more words.

- Point to the first group of words and read the category (playing outdoors) and the example (go swimming). Ask Can you think of some more words? The pupils suggest suitable words and phrases – go fishing, climb, etc., and write them in the spaces.
- · Repeat with the other groups.

Example answers: Playing outdoors – go fishing, go waterskiing, go climbing, play hide and seek, go rollerblading, go sailing, go rowing, etc. Health – I feel sick, I feel dizzy, I've got a headache / a cough / a cold / a sore throat / a toothache / an earache / a stomach ache, etc. On the farm – beans, potatoes, onions, peppers, cauliflower, weeds, etc. adjectives – fast, slow, fat, thin, long, short, tall, strong, etc. Jobs – fire fighter, doctor, astronaut, policeman, scientist, pilot, actor, artist, etc.

AB p53 Activity 2 Read and write.

- Point to each of the children in the first picture and ask Who is it? Ask the pupils to compare the children, e.g. Archie is shorter than Finn.
- Read number 1 to the pupils. The pupils identify the child (Archie) and write the name in the space.

· Repeat with the other pictures and sentences.

Answers: 1 Archie 2 cheetah 3 Eiffel Tower 4 Terry

 As a follow-up activity, the pupils can write sentences comparing themselves and their classmates, using old, young, tall, and short, e.g. I'm younger than ... but I'm older than ... They can use the sentences in Activity 2 as models.



The pupils are now ready to sit the Unit 5 test (see p166).



Lesson 1 ■ = Words

Introducing vocabulary





CB page 43

AB page 54

Objectives

- · Understand the theme of the unit
- · Become familiar with vocabulary for road safety
- Practise listening to and talking about directions
- · Focus on spelling

Core language

Road safety vocabulary: helmet, gloves, zebra crossing, traffic lights, road, go left, go right, sign

Review of

- · bike, car, stop
- · language used so far

Materials

Rollercoaster Game poster; Road safety flashcards (helmet, gloves, zebra crossing, traffic lights, road, go left, go right, sign, bike, car, stop); CD 2; Pupils' bookmarks (optional)

Unit overview

- Tell the pupils they are going to learn about safety. Ask pupils the name of the road the school is on. Ask if there is a lot of traffic on the road. If there isn't, ask them to name a local road with a lot of traffic.
- Ask about how roads with traffic can be dangerous (you can have an accident with a car, fall off your bicycle, etc.). Recast answers as necessary.
- Ask the pupils to look through Unit 6 in their Class Books. Talk with them about the unit and write the different topics and activities in the sections on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words road safety, large numbers
 - ▲ Story At the bike track
 - Sentences You must wear a helmet. / You mustn't cross the road.
 - Song Look left, look right
 - Dother activities Make a poster / make a scale
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the road safety flashcards to teach the new vocabulary.
- · Stick the cards face down on the board.
- Above each card, write the first letter of the word.
- Play Cards and letters with the pupils: the pupils say the words for the cards you point to.

CB p43 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Where are the children? What are they doing? Recast their answers as necessary: Yes, they're at a bike track.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 2.13

- 1 go right
- 2 stop
- 3 go left
- 4 traffic lights
- 5 car
- 6 road
- 7 zebra crossing
- 8 sign
- 9 bike
- 10 helmet
- 11 gloves

CB p43 Activity 2 Listen and find.

- Explain that the children are having a road safety lesson at the bike track.
- Play the dialogue. The pupils listen for the vocabulary items. They point to each object as they hear it.
- Alternatively, the pupils can use their bookmarks to focus on the pictures.

·)) 2.14

Instructor: OK, today we're learning about safety on the road.

What do you need to ride safely?

Luke: A helmet?

Instructor. Yes, Luke. A helmet is very important. You should all

have a helmet. Gloves are also very useful. You can hold on tight with gloves.

Finn: I've got new blue gloves.

Molly: And I've got a new helmet – it's pink and I love it! Instructor: Right, here are some important signs. You can see

these on the roads. The first one is ...

Luke: It's a stop sign!

Instructor: Yes, it's a stop sign. When you see it, stop. What's this

next one then?

Jazmin: Turn left? Instructor: Yes, well done. When you see it, go left. Right

everyone ...?

Archie: Right?

Instructor: No, left, go left! The last sign here is go right.

Archie: Ah, OK, I see.

Instructor: Ready? OK. Find your bikes. Jazmin, your bike is right

behind you. Finn, your bike is in front of the car. Can you see it? Molly, your bike is the one next to the zebra crossing. Yes, that one. And Luke and Archie,

your bikes are the ones on the road.

Instructor: OK, everyone ready? Good. Let's start here - go to the

traffic lights and stop. You should always be careful at

traffic lights.

Luke: And you should stop when there's a red light!

Kids: Yes, Luke.

Finn:

Instructor: OK, green light, let's go. Now go ahead to the stop

> sign, and stop. Now can we turn?

Instructor: Yes, you can go left or go right. There isn't a sign.

Jazmin: Let's go right and we can go on the track!

Instructor: Yes, you can. Have fun on the track ... but be very

Kids. Yes, let's go!

CB p43 Activity 3 Ask and answer.

- · Read the dialogue to the pupils. Read it again, showing the pupils the route with your finger on the map in the book.
- Say another set of instructions, for example Start at the traffic lights. Go right at the stop sign. Where are you? The pupils answer At the track.
- Repeat with other instructions.
- The pupils practise the conversation in pairs.

Spelling

- Ask the pupils to identify:
 - words with g + consonant (gloves, traffic lights, right, sign);
 - words with double letters (zebra crossing, traffic lights);
- words that end in t (helmet, left, right).

AB p54 Activity 1 Number the pictures. Then write.

- Read the words in the word bank to the pupils.
- Point to the picture of the helmet and ask What is it? The pupils identify the item (a helmet). Show how the example answer '1' next to the helmet links the picture with the correct word in the word bank. Pupils number the remaining pictures in the same way.
- Read the headings on the three columns (Road signs, Road and Bike). Point to the picture of the helmet and ask Which column does it go in? The pupils answer Bike and write the word in the correct column.
- · Repeat with the other pictures.

Answers (left to right): 3, 4, 1, 5, 6, 2, 7 Road signs - go right, stop, go left Road - zebra crossing, traffic lights Bike - helmet, gloves

Lesson 2 = Words

Practising vocabulary





AB page 54

AB page 55

Objectives

- · Review vocabulary for road safety
- Practise following and giving road instructions
- · Read about road instructions

Core language

Review of

- · road safety vocabulary
- · language used so far

Materials

Road safety flashcards (x11); CD 2; Road safety picture cards (PMB p30) – one photocopied set per pupil

Review vocabulary

- Put the road safety flashcards on the board. The pupils say the words chorally and individually.
- Play Musical flashcards with the pupils: they say the word for the flashcard your hand is on when the music stops.

AB p54 Activity 2 Listen and find. Then number.

- Point to objects on the map (zebra crossing, stop sign, etc.). Ask the pupils to say the words.
- Play the first set of instructions. The pupils follow with their fingers on the map, and number the picture.
- · Repeat with the other instructions.

·)) 2.15

- 1 Walk straight ahead. Go across the zebra crossing to the traffic lights. Turn right and go past two shops. Where are you?
- 2 Now, go to the turn left sign. Go left, past the car and stop at the bike track. Where are you?
- 3 Now, turn left onto the bike track behind the bike. Turn left at the first road. Go past the shops, past the traffic lights and then past two more shops. Cross the zebra crossing on your right. Do you see the stop sign? Where are you?
- 4 Cross the zebra crossing to the big tree. Turn left and cross another zebra crossing, then walk straight on. Stop at the road. Where are you? Can you see the ice cream van? Have an ice cream!

Answers (left to right): 2, 3 (bottom of picture), 1, 4

AB p55 Activity 3 Read and follow the directions.

- Point to objects on the map (zebra crossing, trees, etc).
 Ask the pupils to say the words.
- Read the instructions for number 1. The pupils follow with their fingers on the map and answer the question.
- · Repeat with the other instructions.

Answers: 1 B 2 A 3 C

AB p55 Activity 4 Match. Then listen and repeat.

- Read the words in the word bank to the pupils.
- Point to the first word. Ask Which picture is it? The pupils point to the correct picture.
- Repeat with the other pictures. The pupils draw lines from the words to the corresponding pictures.

Answers: Left side – see, write, sun, bye Right side – sea, right, buy, son

- Play the CD. Stop after the first word (write). Write
 the word on the board and cross out the silent letter
 (write). Explain to the students that you don't hear the
 sound of this letter. Point out that it's still essential to
 write the silent letter.
- Play the other words one by one. Call individual pupils up to the front to cross out the silent letters.



write

right

sun

son

bye

buy

see sea

Spelling game

 The pupils make a wordsearch using the words for road safety which they know (see p22).

PMB p30 Make the picture cards

- Give out the photocopies of the road safety picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Bingo (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 3 ▲ = Story

Story





CB page 44

CB page 45

Objectives

- · Predict a story from visual clues
- · Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- Practise story language

Core language

You must wear a helmet; You mustn't ride into the bushes. Review of

- · road safety vocabulary
- · language used so far

Other language

track, safety first, hill, yet

Materials

Road safety flashcards (x11); CD 2

Review vocabulary

- Put the road safety flashcards on the board. The pupils say the words chorally and individually.
- Play Memory numbers with the pupils: put all the flashcards in a line on the board, with a number from 1 to 8 under each one. Say sets of three or more numbers: the pupils say the corresponding words in the same order.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Luke saying to the others? Where are the children?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the story is about a day at a bike track. Explain that in the story one of the children is going to have an accident.
- Ask the pupils to imagine they are riding their bikes at a bike track. The pupils talk about the accidents they could have. Recast the pupils' answers as necessary.

CB pp44-45 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and decide why Luke had an accident.
- The pupils listen with their books closed.

·)) 2.17

Archie: Look, there's the track. Finn: Brilliant. Let's go! lazmin: I love cycling down hills.

Molly: Me too!

Luke: Stop! Safety first. Listen to me! [2] Luke: You must wear a helmet.

Yes, yes, we know. Can we go now? Jazmin:

Archie:

[3] Luke: You can't go yet. Listen to me first.

Archie: I want to start! Molly: Me too!

[4] Luke: You mustn't ride into the bushes. You must watch

out for the trees and stay on the path.

All: Oh all right ...

[5] Luke: And you mustn't ride in the water, aah!

Oh no! The bushes! Watch out, Luke! Be careful! lazmin:

Archie: Watch out for the trees! Molly: He's in the water!

[7] Kids: Oh no! Look out! Archie: Jazmin: Be careful! Finn: Oh no!

[9] Luke: OK, OK! You mustn't do that!

 Ask the pupils why they think Luke had an accident (He was so busy talking that he wasn't looking at the track). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp44-45 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the
- · Ask questions about the story such as Was Luke the best rider?
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

CB pp44-45 Activity 5 Read and write true or

- · Read the first sentence. Say Look at picture 1. Is sentence number 1 true? The pupils answer yes, and write true in their notebooks.
- The pupils answer the rest of the questions in their notebooks.

Answers: 1 true 2 true 3 true 4 false 5 false 6 true 7 false

Fun expressions

 Write these fun expressions from the story on the board:

Yes, yes, we know. (Jazmin) Watch out, Luke! (Jazmin) Look out! (Archie) Be careful! (Jazmin)

- · Play the story again: the pupils put up their hands when they hear one of the phrases.
- · Pause the recording. The pupils repeat the phrase chorally and individually. Encourage them to copy the intonation on the CD.

Lesson 4 = Sentences

Language focus 1





CB page 46

AB page 56

Objectives

- Understand the use of must and mustn't
- · Practise using the new language

Core language

You must wear a helmet; You mustn't cross the road.

Grammar tiles (PMB p31) - one photocopy of Set 1 per pupil (optional); CD 2

Recall the story

- · Ask the pupils to remember as much as they can from the story.
- · Say the following sentences from the story, and ask the pupils to identify who says each one: Brilliant! Let's go. (Finn) Stop! Safety first. (Luke)

Yes, yes, we know. (Jazmin)

Look out! (Archie)

OK, OK! You mustn't do that! (Luke)

CB p46 PMB p31 Activity 6 Which sentence is in the story? Make more sentences.

- · Ask the pupils to read the sentences in the grammar tiles (You must wear a helmet / You mustn't run across the road).
- Ask the pupils to say which sentence was in the story (You must wear a helmet).
- Focus on the difference between the affirmative (must) and negative (mustn't) forms.
- Point out to pupils that mustn't is the short form of must not. Remind them that not is often elided (run together) with the previous word to make it quicker and easier to say.
- · Point out that must and mustn't always go with the base form of the verb. We never add -s to a verb with must or mustn't.
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB: the pupils cut out the tiles and arrange them in sentences on their desks. Ask individual pupils to read out their sentences for the class.

CB p46 Activity 7 Listen and say which picture.

- Show the pupils the pictures. Ask the pupils to say a word or phrase for each picture cue (helmet, run across the road, listen, eat in class).
- Play the first conversation on the CD. The pupils match it with the correct picture.
- · Repeat with the other sentences.

·)) 2.18

You mustn't use a phone in class. You must listen carefully. You must wear a helmet. You mustn't run across the road. You must stop at the traffic lights. You mustn't run across the road. You must listen carefully. You mustn't eat in class.

You mustn't use a phone in class. You must wear a helmet.

Answers: 3, 1, 4, 2, 5

CB p46 Activity 8 Play the game.

- · Read the conversation to the pupils.
- Make two sentences with must and mustn't about another picture. The pupils guess which picture it is.
- The pupils play the game in pairs.

AB p56 Activity 5 Write.

- · Read the words in the word bank to the pupils.
- Point to the first picture (the stop sign) and read the sentence.
- Point to the second picture (the go right sign) and say Can you make a sentence? The pupils answer You must go right and write the sentence in their Activity Books.
- · Repeat with the other pictures.

Answers: 1 You must stop. 2 You must go right. 3 You must wear a helmet. 4 You must go left. 5 You must wear gloves. 6 You must look both ways.

AB p56 Activity 6 Look and write.

- · Read the words in the word bank to the pupils.
- Point to each of the children in the picture and ask What
 is he / she doing? The pupils answer, e.g. He's jumping in
 the pool. Make sure the pupils understand that all these
 are things that you mustn't do in the pool.
- Read the first sentence (You mustn't push people into the pool). Ask the pupils to suggest other sentences, using words from the word bank.
- Write the suggestions on the board. The pupils copy the sentences in their Activity Books.

Answers: 1 You mustn't push people into the pool.
2 You mustn't jump in the pool. 3 You mustn't run.
4 You mustn't eat in the pool. 5 You mustn't drink in the pool.

Lesson 5 \(\infty = Sentences \)

Language focus 2



AB page 57

Objectives

- · Review vocabulary for road safety
- Understand the use of Can I ...? to ask for permission
- · Practise asking for permission

Core language

Can I go and play?

Review of

- · road safety vocabulary
- · language used so far

Materials

Grammar tiles (PMB p31) – one photocopy of Set 2 per pupil (optional); CD 2

PMB p31 AB p57 Focus on language

- Draw a picture of a child on the board. Next to the child, draw an adult figure. Add a thought bubble to the child and draw a football in it. Explain that the child wants to play football, but he / she has to ask for permission.
- Guide the pupils to saying Can I play football? and ask
 the pupils to suggest a suitable answer (Yes, you can or
 No, you can't). Write the sentences on the board.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB.
- The pupils say the questions in the grammar tiles chorally and individually. Ask the pupils to suggest words to put in the blank tiles (e.g. watch television, have a sandwich, etc.). Write the suggestions on the board. The pupils can choose words to copy in the blank tiles.
- The pupils cut out all the tiles and use them to make sentences on their desks. Ask pupils to read out their sentences for the class.

AB p57 Practice

- Erase the football in the child's thought bubble on the board and replace it with a CD.
- Say Can you make a question? The pupils say Can I listen to a CD? Ask other pupils for an answer (Yes, you can or No, you can't).
- Repeat with other picture cues in the thought bubble (e.g. a glass – Can I have a glass of water?, a bed – Can I go to bed?, a hamburger – Can I have a hamburger?).
 Ask some pupils to say the question and other pupils to say the answer.

AB p57 Activity 7 Listen and tick ✓ or cross X.

- Point to each picture and ask What does he want to do?
 The pupils say, e.g. ride a bike.
- Play the first conversation on the CD. Ask Can he do it? The pupils say Yes and write a tick next to the picture.
- Repeat with the other conversations. The pupils write ticks or crosses next to the pictures.

·)) 2.19

- 1 Boy: Mum, can I go and play on my bike?
 - Mum: Yes, you can. But come back for dinner at 6 o'clock!
- 2 Boy: Mum, can I go to the swimming pool?
 - Mum: No, you can't. It's 12 o'clock and lunch is at 1 o'clock.
- 3 Boy: Mum, can I play tennis with Mark?
 - Mum: No, you can't. Your tennis racket is broken, remember?
- 4 Boy: Mum, can I go to the cinema with Tom?
 - Mum: Yes, you can. Enjoy the film!

Answers: 1 / 2 x 3 x 4 /

AB p57 Activity 8 Match. Write dialogues. Say with a friend.

- Read the words and phrases in the word banks to the pupils.
- Explain that the word bank at the top contains the things the girl wants to do. The word bank underneath contains her father's replies.
- Read the first dialogue. Ask the pupils to suggest another dialogue.
- The pupils write three more dialogues in their Activity Books.

Answers: 1 Dad, can I go out on my bike? Yes, but you must wear a helmet. 2 Dad, can I go swimming? Yes, but you must listen to the lifeguards. 3 Dad, can I cross the road? Yes, but you must cross at the zebra crossing. 4 Dad, can I watch TV? Yes, but you must go to bed at 9 o'clock.

Lesson 6 ▲ = Story

Playscript



AB page 58

Objectives

- · Read and complete a playscript
- · Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 2; Spare photocopies of the finger puppets (PMB p3)

AB p58 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 44–45 in the Class Book again.
- · Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of five. Each pupil should read one character.

AB p58 Activity 10 Write the words in groups.

- · Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go with the word in each box.
- The pupils write the words from the word bank in the correct category.
- Ask pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is garden or country words, the second group is adjectives or expressing enthusiasm, the third group is expressions and the fourth group is clothes or parts of a uniform.

Answers: Box 1 trees, bushes, flowers, grass, water
Box 2 great, fantastic, brilliant Box 3 come on, let's go
Box 4 a helmet, gloves, a jacket

Ask the pupils to suggest new words for each category.

AB p58 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks
- Divide the pupils into groups of five. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the five characters (Archie, Finn, Molly, Luke and Jazmin).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- If they haven't got the puppets they need, give the pupils a photocopy of the extra finger puppet template (PMB p3) to cut out, colour and stick the puppets.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 5 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 A = Story

Reading and writing





CB page 47

AB page 59

Objectives

- · Review road safety vocabulary
- Read and understand a poster with rules
- · Write a poster with rules

Core language

Review of

- · road safety vocabulary
- · language used so far

Other language

protect, litter, drop, swimming hat, lifeguard, pick, duck

Materials

Road safety flashcards (x11); Sign template (PMB p32) – one photocopy per pupil

Review vocabulary

- Do a picture dictation with the pupils: you describe a scene and the pupils draw it. After each sentence in the description, pause to give the pupils time to draw.
- Here is a suitable description: Draw a road. In the middle of the picture there's a zebra crossing. On the right of the picture there's a 'Turn right' sign. On the left of the picture there's a 'Stop' sign. There's a boy next to the 'Stop' sign. He's wearing a helmet. He's wearing gloves.

CB p47 Activity 9 Read and match. Then look at the pictures and write the rule.

- Point to poster 1. Ask individual pupils to read a sentence each. Explain any new words (e.g. pick, etc).
- Repeat with poster 2 and poster 3.
- Point to picture a. Ask Where is this? Is it the park, the bike track, or the swimming pool? The pupils say It's the park. Now ask Which rule is it? The pupils say You mustn't pick the flowers. They write the rule in their notebooks.
- Repeat with the other pictures.

Answers: a Poster 1, rule 2 b Poster 1, rule 5 c Poster 2, rule 1 d Poster 1, rule 6 e Poster 2, rule 3 f Poster 1, rule 1

AB p59 Activity 12 Read and tick ✓ or cross x.

 Ask the children to look at the pictures from inside a museum. Ask questions such as Can you shout? (No), and Can you read the notices? (Yes).

- Point to the first picture and ask Put your hand up is that OK? The pupils say yes and write a tick next to the picture.
- · Repeat with the other pictures.

Answers: 1 / 2 x 3 / 4 x 5 / 6 x 7 x

AB p59 Activity 13 Write 3 rules.

- Point to picture 1 in Activity 12 and say Can you make a sentence with 'must' or 'mustn't'? The pupils answer You must put your hand up.
- Repeat with pictures 2, 3, and 4.
- The pupils write sentences in their Activity Books for pictures 5, 6, and 7.

Answers: 1 You must put your hand up. 2 You mustn't shout. 3 You must speak quietly. 4 You mustn't fight. 5 You must listen to the teacher. 6 You mustn't throw things. 7 You mustn't eat sweets.

AB p59 PMB p32 Activity 14 Make a sign for your school or playground.

- Explain to the pupils that they are going to make a sign with rules for the classroom.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Brainstorm ideas for rules with must and mustn't.
- Choose some suggestions and write them on the board.
- Show the pupils how to write the poster, using the posters in the Class Book (p47 Activity 9) as a model.
- Hand out the photocopies of the sign template. The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 47

AB page 60

Objectives

- · Review the unit so far
- · Understand the importance of road safety
- Talk about what you must and mustn't do to be safe on or near a road
- · Sing a song about road safety

Core language

Review of language used so far

Other language

as you like, use your head, light, enjoy, hold on tight

Materials

Rollercoaster Game poster; Road safety flashcards (x11); CD 2

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them in these three categories: things to wear, instructions, other things.

Introduce the topic

- Talk with the pupils about road safety. Ask questions such as What must we wear on a bike? and Where must we cross the road?
- Encourage the pupils to talk about some or all of these ideas in their answers:
 - we must wear a helmet when we ride a bike;
 - we must cross the road at a zebra crossing;
 - we must look for traffic before we cross the road;
 - we must follow the road signs;
- we must look out for traffic.
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p47 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. light, hold on tight).
- Play the song on the CD.

·)) 2.20

Look left, look right, Cross at the lights. Green light, red, Use your head!

Have a great time on your bike. Go fast or slow, as you like. Wear your helmet, use your light, Enjoy the ride, but hold on tight!

Look left, look right ...

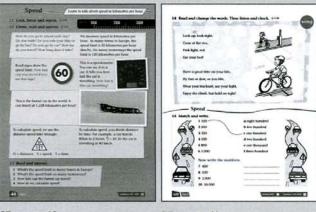
- Write these phrases from the song on the board: look left, look right, use your head, wear your helmet, hold on tight. Point to each one and ask the pupils to work out a mime gesture for each one (pointing to the left for look left etc.).
- Read the song again to the pupils. Ask them to do the mime gestures as you read.
- Play the song again and encourage the pupils to join in, singing and doing the mime gestures.

AB p60 Activity 14 Read and change the words. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 60.
- Read the first line of the song to the pupils. Write the line, without the correction, on the board.
- Then cross out the word *up* and explain that in the song the line went *Look left, look right,* so you need to change *up* to *left*.
- Read the second line of the song to the pupils and write the line on the board.
- Ask the pupils if any of the words are different, or if there is anything else wrong with the sentence. Call a pupil up to the front to make the next correction.
- Repeat with the other lines of the song.
- Play the song again; the pupils check the corrections on the board.
- Make any necessary corrections to the words on the board. The pupils change the song in their Activity Books in the same way.
- To finish the lesson, tell the pupils to close their books.
 Help them to say the whole song again, chorally, from memory.

Answers: Line 1 Change up to left. Line 2 Change rice to lights. Line 3 Change pink to green. Line 4 Change bed to head. Line 5 Change kite to bike. Line 6 Change Fly to Go. Line 7 Change tracksuit to helmet. Line 8 Change climb to ride.

Learning through English



CB page 48

AB page 60

Objectives

- Learn how to say numbers 100-1000
- · Learn how to calculate speed

Core language

Numbers 100 – 1000: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000

travel

Review of language used so far

Other language

speed, motorway, speed limit, speedometer, distance

Materials

Road safety flashcards (x11); Numbers 100–1000 flashcards (x10); Numbers 100–1000 picture cards (PMB p30) – one photocopied set per pupil

Introduce the topic

- Talk with the pupils about the speed of different things. Ask questions such as Which is faster – a car or a bicycle? and Is a tiger faster than an elephant? and Which is the fastest – a tortoise, a fish or a lion?
- Tell the pupils that they are going to learn about how fast things go, and how to work out the speed they travel at.

Introduce new vocabulary

- Show the numbers 100–1000 flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the numbers chorally and then individually.
- Play Bingo with the pupils: they choose four of the numbers and write them in the notebooks to use as their Bingo cards.

CB pp48-49 Activity 11 Look, listen and repeat.

Play the CD. The pupils repeat each number chorally and point to the correct place on the scale.

·)) 2.21

100, 200, 300, 400, 500, 600, 700, 800, 900, 1000

CB pp48-49 Activity 12 Listen, read and answer.

- Play the CD. Pause after the first section (after How long does it take?) Ask the pupils each of the questions.
- Play the rest of the CD. Pause after each section.

·)) 2.22

How do you go to school each day? Do you walk? Do you ride your bike or go by bus? Do you go by car? How far do you travel? How long does it take?

We measure speed in kilometres per hour. In many towns in Europe, the speed limit is 50 kilometres per hour (km/h). On many motorways the speed limit is 120 kilometres per hour. Road signs show the speed limit. How fast can you travel if you see this sign?

This is a speedometer. You can see it in a car. It tells you how fast the car is travelling. How fast is this car travelling?

This is the fastest car in the world. It can travel at 1,228 kilometres per hour!

To calculate speed, we use the distance-speed-time triangle. To calculate speed, you divide distance by time. For example, a car travels 80 km in 2 hours. 80 / 2 = 40. So the car is travelling at 40 kilometres per hour.

- Read the last section (about calculating speed) to the pupils again. Point out how we say km / h (kilometres per hour).
- Give other simple examples for them to work out, for example: A car travels at 100 km / h for three hours. How far does it travel? (300 km). A car travels 150 kilometres in 3 hours. How fast is it travelling? (50 km / h). A car is travelling at 100 km per hour. How long does it take to travel 200 km? (2 hours).

CB pp48-49 Activity 13 Read and answer.

- Read the first sentence to the pupils. The pupils answer 50 kilometres per hour.
- Repeat with the other sentences.

Answers: 1 50 kilometres per hour 2 120 kilometres per hour 3 1,228 kilometres per hour 4 We divide distance by time.

AB p60 Activity 15 Match and write.

- Point to the first number and ask the pupils to say it (one hundred or a hundred). Ask the pupils Which letter is that? The pupils answer c and draw a line from 1 to c.
- · Repeat with the other numbers.

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

- Point to 400 and say What number is it? The pupils answer four hundred. Call a pupil up to the front to write the number (in words) on the board.
- The pupils copy the answer in their Activity Books.
- · Repeat with the other numbers.

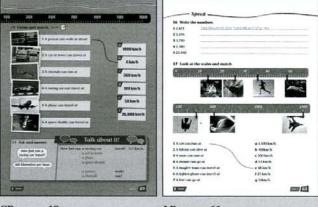
Answers: 7 four hundred 8 six hundred 9 two thousand 10 ten thousand

PMB p30 Make the picture cards

- Give out the photocopies of the numbers 100–1000 picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Who's got ...? (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 10 ■ = Words **)** = Other subjects

Learning through English



CB page 49

AB page 61

Objectives

- Review numbers 100–1000
- · Learn more about speed

Core language

Review of language used so far

Materials

Road safety flashcards (x11); Numbers 100–1000 flashcards (x10); CD 2

Review vocabulary

- Stick half of the road safety and numbers 100–1000 flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- · Repeat with the other half of the flashcards.

CB pp48-49 Activity 14 Listen and match.

- Point to each of the pictures and ask the pupils to identify it (a person, a car, etc.).
- Point to each of the speeds and ask the pupils to read them (one thousand kilometres per hour, etc.).
- Ask the pupils to guess the speed of each thing in the pictures.
- Play the first dialogue on the CD. Ask the pupils How fast can a person walk? The pupils answer about 6 kilometres per hour. The pupils draw a line from 4 to c.
- Repeat with the other dialogues. The pupils draw lines from the pictures to the speeds.

·)) 2.23

- 1 Child: How fast can a person walk? Adult: Not very fast – usually at about 6 kilometres per hour.
- 2 Child: How fast can a car in a town travel? Adult: Usually at about 50 kilometres per hour.
- 3 Child: How fast can a cheetah run? Adult: Much faster than we can! At 100 kilometres per hour!
- 4 Child: How fast can a racing car travel? Adult: Quite fast – at about 360 kilometres per hour.
- 5 Child: How fast can a plane travel? Adult: Very fast – about 1000 kilometres per hour.
- 6 Child: How fast can a space shuttle travel? Adult: At 26,000 kilometres per hour! Child: WOW!

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

CB pp48-49 Activity 15 Ask and answer.

- · Read the first dialogue to the pupils.
- Read the questions in the Talk about it! section to the pupils.
- Ask a question about another object in Activity 14, e.g. How fast can a plane travel? The pupils answer 1000 kilometres per hour.
- · The pupils practise the dialogue in pairs.

AB p61 Activity 16 Write the numbers.

- Point to the first number, and read the number in words (two thousand, four hundred and fifty one).
- Point to the second number and ask the pupils to say it (one thousand, one hundred and fifty six). Call a pupil up to the front to write the number in words on the board.
- Repeat with the other numbers. The pupils copy the numbers from the board into their Activity Books.

Answers: 1 Two thousand, four hundred and fifty-one

- 2 One thousand, one hundred and fifty-six
- 3 Three thousand, seven hundred and ninety
- 4 One thousand, three hundred and eighty
- 5 Twenty-five thousand, five hundred and sixty

AB p61 Activity 17 Look at the scales and match.

- Point to each of the pictures on the scales and ask the pupils to say the word (cat, mouse, bee, etc).
- Point to the picture of a cat and say What speed can it move at? Help the pupils to count the markings on the scale and read the speed. The pupils answer with It can move at forty-eight kilometres per hour.
- Repeat with the other things on the scale.

Teaching tip

With animals, you should ask What speed can it move at? With types of transport, you should ask What speed can it travel at?

- Read number 1 and say What speed? The pupils answer 48 kilometres per hour and draw a line from 1 to e.
- · Repeat with the other sentences.

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

Lesson 11 = Other subjects

Learning through English (Project)





CB page 50

PMB page 33

Objectives

- Review numbers 100–1000
- · Make a scale to show relative speeds

Core language

Review of language used so far

Materials

Numbers 100–1000 flashcards (x10); *Make a scale* template (PMB p33) – one photocopy per pupil

Review vocabulary

- Stick the numbers 100-1000 flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the flashcards.

Present the project

- Ask the pupils to recall the animals and types of transport they learnt about in the previous lesson.
- Ask How fast does it move / travel? about each one. The pupils say the speeds they learnt about in the previous lesson, for example: a racing car – 360 kilometers per hour.
- Tell the pupils they are going to make a scale to show the speeds of the animals and the types of transport.

CB p50 PMB p33 Activity 16 Make a scale.

- Give each pupil a photocopy of the *Make a scale* PMB page.
- Ask the pupils to look at the animals and types of transport written in the table. For each one, ask How fast does it move / travel? The pupils say the speeds.
- Show the pupils the two scales. Explain that one is for speeds from 0 to 50 kilometres per hour, and one is for speeds from 0 to 1000 kilometres per hour.
- Ask the pupils to show you some speeds on the scales.
 Start with speeds which are marked on the scale, such as 20 km/h, 40 km/h, 600 km/h, etc. Then ask them to show you speeds between the marks, such as 25 km/h, 500 km/h, etc. You may need to explain how the scales work to help the pupils do this.
- Show the pupils how to add the animals and types of transport to the scale and ask them to do this.

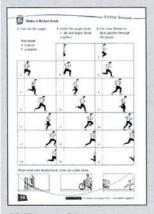
- Read the sentences in Activity Book page 61 Activity 17 to the pupils again. The pupils write sentences about the animals and types of transport in their tables, e.g. A racing car can travel at 320km/h.
- More advanced pupils can write sentences with faster and fastest, such as A cheetah is faster than a bee. A plane is the fastest.

Display

- · Display the scales in the classroom.
- Allow the pupils to move around the classroom, look at all the scales, and discuss them with their friends.
- Have a feedback session. The pupils decide on the clearest scale. Ask them to give reasons for their choices.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 34

Objectives

- · Learn about optical illusions and cartoons
- · Make a flicker book

Core language

Review of language used so far

Materials

Numbers 100–1000 flashcards (x10); Flicker book template (PMB p34); Sheets of paper – one for each pair of pupils; Scissors, Stapler

Review vocabulary

 Use the flashcards to review the numbers 100–1000.
 Show the pupils the flashcards and ask them to say the words chorally and individually.

Preparation

- Ask the pupils about cartoons they have seen. Ask them questions such as Which is your favourite cartoon film? and Do you watch cartoons on the television?
- Explain that the pupils are going to see how traditional cartoons are made. The basis of a cartoon is a succession of pictures, each with very small movements that happen so quickly they seem like a smooth sequence of movement.

Teaching tip

This also applies to modern digital cartoons such as *Cars* and *Finding Nemo*: the only difference is the way the pictures are produced (drawing by hand or using a computer).

PMB p34 Using the Photocopy Master

- Give each pupil a photocopy of the Make a flicker book PMB page.
- Show the pupils how to cut out the pages of the flicker book. The pupils cut out the pages from their PMB page.
- Show the pupils how to assemble their flicker book by stapling the pages on the left hand side only. The pupils assemble their flicker book.

Teaching tip

The pupils may not be able to use a stapler with so many pages, so you may have to staple the Flicker pages for them.

- Show the pupils how to flick the pages so that the images look as if they are moving. Some pupils will need a bit of practise to do this correctly.
- If there is time, the pupils can cut out more paper for another flicker book. They can use one of the 'starter pictures' on the PMB page. They should modify the picture slightly each time they draw it, then assemble the pages as with the first Flicker book.

Display

 Arrange the pupils in groups of five. The pupils in each group show their flicker books to each other.

Fun activity (optional)

 The pupils can stick the pages of their Flicker books in the corners of their notebook pages. This makes a Flicker book which is easier to use (because the pages are bigger) and also encourages the pupils to use their notebooks.

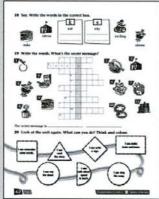
Song

- Ask the pupils Can you remember the song in this unit?
- Write what the pupils can remember on the board.
 Help them to remember the bits they've forgotten, then add them on the board.
- Play the Look left, look right song (Class Book p47
 Activity 10, Listening 2.20) again. The pupils check
 that the version on the board is correct.
- Play the song again. Encourage the pupils to join in.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation





CB page 50

AB page 62

Objectives

- Focus on the pronunciation of consonant sounds /k/ and /s/ with a chant
- · Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Other language

cereal bar, pack, canary

Materials

CD 2; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p50 Activity 17 Listen, find and repeat.

- · Point to the pictures. The pupils say the words.
- Play the CD. Pupils point and repeat.

·)) 2.24

circus

city

cycling

clown

cake

crown

crazy

- Say the two consonant sounds /k/ and /s/. The pupils find the words that share the sounds.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the consontant sounds.

CB p50 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 2.25

There's a circus in the city. In the circus, there's a clown. He likes cakes and he likes cycling, And he wears a funny crown! He's a clown, A cycling clown, He eats cakes and wears a crown!

He's a clown, A cycling clown,

He's a crazy cycling clown!

- · Ask the pupils if all the items are in the chant.
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again. Encourage the pupils to join in.

Focus on spelling

- Match the spelling with the sounds.
- Highlight the spelling patterns:
 /s/ is often spelt c followed by e, i or y (cereal bar, cinema, cycle)
 /k/ is often spelt with k (cake) or c followed by a (cake, canary, cat)
- Show examples from the chant for each consonant sound. Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p62 Activity 18 Say. Write the words in the correct box.

- Point to the word cat under the /k/ symbol and ask the pupils to say it. Repeat with the word city under the /s/ symbol.
- Ask the pupils to look at the pictures and say the words in turn. The pupils decide which words belong under /k/ and which belong under /s/.

Answers: /k/ - cat, cake clown /s/ - city, circus, cycling

AB p62 Activity 19 Write the words. What's the secret message?

- Point to number 1 in the crossword. Say Look at picture number 1 and count the squares. How many are there?
 The pupils answer six.
- Ask Which word from Activity 18 is it? The pupils answer circle and write the word in the spaces.
- · Repeat with the other numbers and pictures.
- · Ask the pupils to read the secret word.

Answers: 1 circle 2 canary 3 circus 4 clown 5 cereal 6 cross 7 cat 8 coffee 9 cake 10 clouds 11 city
The secret message is *cycle safely*.

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p62 Activity 20 Look at the unit again. What can you do? Think and colour.

 Let the pupils do the self-evaluation activity as before (see p38).

PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 63

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

Answers:

ra

e

C

No extra materials

AB p63 Activity 1 Find the words.

- Point to picture a and ask What is it? The pupils answer a restaurant. Ask the pupils to look for the word restaurant in the wordsearch.
- · Ask the pupils to identify the rest of the pictures.
- The pupils find the rest of the words in the wordsearch and circle them.

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f	i	t	9	t	e	u	b	q	С	u	t	f
p	k	m	0	f	h	s	t	h	e	k	r	f
b	f	9	b	m	C	p	b	С	0	v	0	m
k	T	e	S	t	a	u	r	a	n	P	n	l
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AB p63 Activity 2 Where is he going?

- Point to the features on the map (road, zebra crossing, traffic lights, the shops, the museum, the sports centre, the park) and ask the pupils to identify each one. Also check that the pupils understand turn left and turn right on the map.
- Read the first set of instructions. Follow the instructions with your finger on the map and then ask Where is it? The pupils answer the restaurant.
- · Repeat with the other instructions.

Answers: 1 the sports centre 2 the park 3 the museum

 As a follow-up activity, the pupils can write directions from the entrance of their school to places near the school, e.g. Turn left. At the end of the road turn right. It's on the left. They can use the sentences in Activity 3 (AB p55) as models. After this they can read their sentences to their classmates, who guess where they are going.



The pupils are now ready to sit the Unit 6 test (see p168), and also the Term 2 test (see pp178–179 for parallel tests A and B)



The pupils are now ready to do the culture lessons on 'My journey to school' (see p154).



Multimedia extension: you may now like to use the Maths 2 section of the optional DVD.

Lesson 1 = Words

Introducing vocabulary





CB page 51

AB page 64

Objectives

- · Understand the theme of the unit
- · Become familiar with school vocabulary
- Practise listening and talking about school
- · Focus on spelling

Core language

School vocabulary (Maths, History, Geography, Science, PE, Spanish)

Review of

- school vocabulary (music, poster, classroom, English, Art, school)
- language used so far

Materials

Rollercoaster Game poster; School flashcards (Maths, History, Geography, Science, P.E., Spanish, Music, poster, classroom, English, Art, school); CD 2; Pupils' bookmarks (optional)

Unit overview

- Tell the pupils they are going to learn about school in this unit. Ask the pupils What subjects do you study at school? The pupils name the subjects in their own language, and in English if they know the word.
- Ask the pupils to look through Unit 7 in their Class Books. Talk with them about the unit and quickly write the different topics and activities in the sections on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words school, Ancient Egypt
 - ▲ Story The good old days
 - Sentences I was good at History. I wasn't good at Maths. Were you good at History? Was he good at Science? Yes, I was. / No, he wasn't.
 - Song My day at school
 - Other activities Write a fact file about yourself / Learn about Ancient Egypt
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the school flashcards to teach the new vocabulary.
- Play That's my word! with the pupils: when they hear you say their word, they point to the flashcard on the board and say the word.

CB p51 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Explain the idea
 of an Open Day (a day when parents are invited to
 their son or daughter's school to see the work that the
 children are doing).
- Ask questions such as Who can you see? Who is the man? Recast pupils' answers as necessary: Yes, the children are at school.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 2.26

- 1 Maths
- 2 History
- 3 Geography
- 4 Art
- 5 Science
- 6 P.E.
- 7 Spanish
- 8 Music
- 9 English
- 10 classroom
- 11 poster

CB p51 Activity 2 Listen and find.

- Point to the poster displays and ask the pupils to name the school subject for each one.
- Explain that the children are at an Open Day at their school. They're going to be talking about school subjects.
- Play the dialogue.
- The pupils listen for the school subjects. They point to the poster for each subject as they hear it.
- Alternatively, the pupils can use their bookmarks to focus on the posters.

·))) 2.27

Finn's dad: This is great. I like Open Day at school. Where's your

classroom, Finn?

Finn: It's over there, behind Luke and Molly.

Luke's mum: Which is your picture, Luke?
Luke: This one, the one of the boat.
Luke's mum: Well done, Luke!

Luke's dad: Do you like Art, Luke? Luke: Yes, I do.

Molly: Me, too!

Molly: There's the Maths poster. Do you like Maths, Luke?

Luke: No, I don't. I'm not very good at Maths.

Finn's dad: Oh, here's the Music poster. A violin, a drum ...

Finn: I like Music, it's great. Finn's dad: And there's a map.

Finn: Yes, that's the Geography poster. I like Geography,

too.

Luke: And this is the History poster.

Luke's dad: It's important to learn about the past. Do you like

History, Luke?

Luke: Yes, I do - I love it. History is the best.

Luke: And here is the Spanish poster. Luke's mum: Do you like Spanish, Luke?

Luke: Si! Molly: What?!

Luke: That's Spanish for yes!

Finn's dad: This must be the Science display.

Finn: Yes. We do lots of experiments in Science.

Finn's dad: Do you like Science, Finn?

Luke: Yes, it's great fun!

Luke: That's the English poster.

Molly: I like English. Do you, Luke?

Luke: Of course!

Luke: This is my favourite. Luke's dad: P.E.? Do you like P.E., Luke? Luke: Yes, I'm great at P.E.

Molly: Me, too!

CB p51 Activity 3 Ask and answer.

- · Read the dialogues to the pupils.
- Choose another school subject and ask one of the pupils about it, e.g. Do you like P.E.? The pupil answers Yes, I do or No, I don't.
- Repeat with other subjects and other pupils.
- The pupils practise the dialogue in pairs.

Spelling

- Ask the pupils to identify:
 - words that starts with a capital letter (all school subjects – Maths, History, Geography, Art, Science, P.E., Spanish, Music, English);
 - words that have combinations of s + consonant (History, Science, Spanish, English, poster, school);
 - words that can be written with an abbreviation (P.E., short for Physical Education).

AB p64 Activity 1 Number the pictures. Then listen and write.

- · Read the words in the word bank to the pupils.
- Point to the picture of the History book and ask What school subject is it? The pupils answer History. Show how the example answer 1 links the picture with the correct word.
- Repeat with the other pictures.

Answers (left to right): 8, 2, 6, 5, 7, 3, 1, 4

- Say History and then repeat it, breaking it down into two syllables: His – tory. Explain the idea of a syllable with other examples: Maths (one syllable), Geography (three syllables) etc.
- Point to the headings of the column and show how they represent one syllable, two syllables and three syllables.
- Play the first word on the CD and pause. Ask How many syllables? The pupils say two and write History in the middle column.
- Repeat with the other words. The pupils write the words in the correct columns.

·)) 2.28

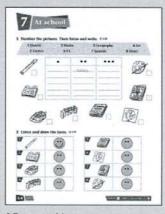
- 1 History
- 2 Maths
- 3 Geography
- 4 Art

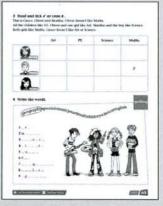
- 5 Science
- 6 P.F.
- 7 Spanish
- 8 Music

Answers: One syllable – Maths, Art Two syllables – History, Science, Spanish, Music, P.E. Three syllables – Geography

Lesson 2 = Words

Practising vocabulary





AB page 64

AB page 65

Objectives

- · Review vocabulary for school
- Practise listening to and talking about school
- · Read about school

Core language

Review of

- · school vocabulary
- language used so far

Materials

School flashcards (x12); School picture cards (PMB p35) – one photocopied set per pupil

Review vocabulary

- Put the school flashcards on the board. The pupils say the words chorally and individually.
- Play First letters with the pupils: start spelling words and encourage the pupils to identify them.

AB p64 Activity 2 Listen and draw the faces.

- Point to the pictures in the first column and ask the pupils What school subject is it? The pupils say the school subjects (Music, Maths, etc.).
- Play the first conversation. Ask the pupils Does Archie like Music? The pupils say Yes. Show them that there is a smiley face at the top of the second column.
- Play the second conversation. Ask the pupils Does Archie like Maths? The pupils say No and draw an unhappy face in the second column.
- Play the rest of the CD. Pause after each conversation for the pupils to draw a smiley face or an unhappy face.

·)) 2.29

- 1 Molly: Do you like Music, Archie?
 - Archie: Yes, I do I love it. I play the guitar!
- 2 Molly: Do you like Maths?
 - Archie: No, I don't. I'm not very good at Maths.
- 3 Molly: How about P.E.? Do you like P.E.?

Archie: Yes, very much. It's brilliant!

4 Molly: Do you like Science?

Archie: Oh, yes. It's very interesting.

5 Molly: What about Spanish?

Archie: Yes, I like Spanish. I'm quite good at Spanish.

6 Molly: Do you like Geography?

Archie: No, not really. I think it's boring.

7 Molly: How about History? Do you like History?

Archie: Yes, it's OK.

8 Molly: And Art? Do you like Art?

Archie: Oh yes! I love it.

Answers: 1 @ 2 8 3 @ 4 @ 5 @ 6 8 7 @ 8 @

AB p65 Activity 3 Read and tick ✓ or cross X.

- · Read the paragraph to the pupils.
- Read the paragraph again and stop after Oliver doesn't like Maths. Point to the box for Oliver and Maths and show the X in it.
- Read the next sentence. The pupils write a tick in the P.E. box for each child.
- Read the next sentence. The pupils write a tick in the Oliver / Art box. They now know that one girl likes Art but they don't know who, so they can't write a tick in the Art box for Martha or Grace yet.
- Read the next sentence. The pupils write a tick in the Martha / Science and Oliver / Science boxes.
- Read the next sentence. The pupils write a tick in the Grace / Maths and Martha / Maths boxes.
- Read the next sentence. The pupils write a cross in the Grace / Art and Grace / Science boxes.
- The pupils can now work out which girl likes Art (Martha) and put a tick in the correct box.

Answers: Grace X ✓ X ✓ Oliver ✓ ✓ ✓ X Martha ✓ ✓ ✓ ✓

AB p65 Activity 4 Write the words.

- Point to the wordsnake and ask What is the first word?
 The pupils answer Geography.
- Point to the numbered incomplete words and ask Where can we write Geography? The pupils answer Number 7 and complete the word.
- Repeat with the other words in the wordsnake.

Answers: 1 Art 2 Maths 3 Science 4 History 5 Music 6 P.E. 7 Geography 8 English 9 Spanish

Spelling game

 Play Guess the word with the pupils using the words for school subjects which they know (see p20).

PMB p35 Make the picture cards.

- Give out the photocopies of the school picture cards.
 The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example What's missing? (see p19).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 3 ▲ = Story

Story





CB page 52

CB page 53

Objectives

- · Predict a story from visual clues
- · Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- · Practise story language

Core language

I was good at History; I wasn't good at Maths; Were you good at History?; Was he good at Science?; Yes, I was. / No, he wasn't.

Review of

- · school vocabulary
- language used so far

Other language

calculator, strict, school lunches, terrible, medal, runner

Materials

School flashcards (x12); CD 2

Review vocabulary

- Put the school flashcards on the board. The pupils say the words chorally and individually.
- Play Memory words with the pupils. Say sequences of three words (e.g. Science, English, Maths); the pupils repeat the words in the same sequence and point to the flashcards on the board.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Finn's dad saying to Finn? What's Jazmin doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the story is about a Sports Day at Finn's school. Explain that in the story Finn is going to find out what his father was good at when he was at school.
- Ask the pupils to imagine their parents when they were young. What subjects do they think their parents were good at?

CB pp52-53 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and decide what subjects Finn's father was good at.
- The pupils listen with their books closed.

2.30

Narrator: It's Sports Day at school.

Come on, Dad. We mustn't be late. Finn:

Finn's dad: OK, I'm coming ... oh look, there's my old

teacher!

[2] Jazmin: Were you good at school?

> Finn's dad: I was good at History. My favourite topic was

Ancient Egypt. I wasn't very good at Maths.

[3] Finn's dad: There weren't any calculators or computers.

Jazmin:

[4] Finn: What about school lunches, Dad?

Finn's dad: Oh, they were terrible.

[5] Finn's dad: The teachers were very strict when I was a boy.

Was there a Sports Day, Dad? Were you good [6] Finn:

at P.E.?

Finn's dad: Yes, there was. I was very good at P.E.!

[7] Finn's dad: I won a medal!

Finn: Wow! That's great, Dad!

[8] Teacher: Hello, young man.

Finn's dad: Hello. I'm telling Finn and Jazmin about my

medal at Sports Day.

[9] Teacher: Ah yes, the medal! That was a good day for you.

[10] Teacher: You were the only runner! Everybody was sick.

Finn's dad: It's true! I was good at sports, but I was also very

lucky!

 Ask the children what Finn's dad was good at (History) and P.E.). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp52–53 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the
- · Ask questions about the story such as What subject did Finn's dad get a medal for?
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

CB pp52-53 Activity 5 Read and write true or false.

- Read the first sentence. Say Is sentence number 1 true? (If the pupils aren't sure, suggest they look at picture 1). The pupils answer No, and write false in their notebooks.
- The pupils answer the rest of the questions in their notebooks.

Answers: 1 false 2 true 3 true 4 false 5 false 6 false 7 true 8 false

Fun expressions

· Write these fun expressions from the story on the board:

Oh, they were terrible.

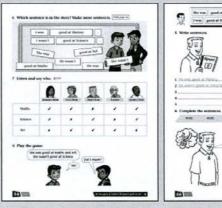
I was very good at P.E.!

Wow! That's great, Dad!

- Play the story again: the pupils put up their hands when they hear one of the phrases.
- · Pause the recording. The pupils repeat the phrase chorally and individually. Encourage the pupils to copy the intonation on the CD.

Lesson 4 • = Sentences

Language focus 1



CB page 54

AB page 66

0

Objectives

- Understand the use of was / were good at and wasn't / weren't good at
- · Practise using the new language

Core language

She was / wasn't good at History; They were / weren't good at Maths.

Review of language used so far

Materials

Grammar tiles (PMB p36) - one photocopy of Set 1 per pupil (optional); CD 2

Recall the story

- · Ask the pupils to remember as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one: Oh look, there's my old teacher! (Finn's dad) Were you good at school? (Jazmin) I was very good at P.E.! (Finn's dad) I won a medal! (Finn's dad) You were the only runner! (the teacher)

CB p54 PMB p36 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (I was good at History. I wasn't good at Science).
- Ask the pupils to say which sentence was in the story (I was good at History).
- Focus on the difference between the affirmative (was) and negative (wasn't) forms.
- Point out that wasn't is the same as was not. Remind the pupils that *not* is often elided (run together) with the previous word to make it quicker and easier to say.
- · Make sure that the pupils understand that was and wasn't refer to the past.
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB: the pupils cut out the tiles and arrange them in sentences on their desks. Ask individual pupils to read out their sentences for the class.

CB p54 Activity 7 Listen and say who.

- Point to the table and say the names of the people in the pictures to the pupils.
- Point to the ticks and crosses and say sentences about Jazmin's mother: She was good at Maths; She was good at Science; She wasn't good at Art.
- Repeat with the other people in the table.
- Play the first section of the CD. Ask Who is it? The pupils say Archie's dad.
- Play the rest of the CD. Pause after each section for the pupils to identify the person.

·)) 2.31

Jazmin: He was good at Maths and Science. He wasn't good at Art. Luke: He was good at Art and Science. He wasn't good at Maths. Jazmin: She was good at Maths and Art. She wasn't good at Science. Luke: She was good at Maths and Science. She wasn't good at Art. Jazmin: He was good at Art and Maths. He wasn't good at Science.

Answers: 1 Archie's dad 2 Finn's dad 3 Eve's mum 4 Jazmin's mum 5 the teacher

CB p54 Activity 8 Play the game.

- Read the conversation to the pupils.
- Tell the pupils you are thinking about one of the people in the table. Say two sentences about that person, one with was good at ... and one with wasn't good at ... The pupils guess who it is.
- The pupils play the game in pairs.

AB p66 Activity 5 Write sentences.

- Point to the report and explain what it is (a school report for a boy called Peter with his grades for each subject for the term).
- Read the first subject mark (History: 8 out of 10) and ask Is that good? The pupils answer Yes. Read sentence 1 to the pupils (He was good at History).
- Read the second subject mark (Geography: 2 out of 10) and ask Is that good? The pupils answer No. Read sentence 2 to the pupils (He wasn't good at Geography).
- Read the rest of the report to the pupils. After each subject, they write a sentence with was good at ... or wasn't good at ...

Answers: 1 He was good at History. 2 He wasn't good at Geography. 3 He was good at Science. 4 He was good at Art. 5 He wasn't good at Maths.

AB p66 Activity 6 Complete the sentences.

- Read the words in the word bank to the pupils.
- Read the first sentence in the paragraph and ask What words go in the spaces? The pupils answer was and was, and write the words in their Activity Books.
- Repeat with the rest of the text, sentence by sentence.

Answers: was, was, weren't, were, were, was

Lesson 5 = Sentences

Language focus 2





AB page 66

AB page 67

Objectives

- · Review vocabulary for school
- Understand the use of Were you good at ...? and Was she good at ...?
- · Practise asking about what people were good at

Core language

Were you good at History? Yes, I was; Was she good at Science? No, she wasn't.

Review of

- school vocabulary
- · language used so far

Materials

Grammar tiles (PMB p36) – one photocopy of Set 2 per pupil (optional); CD 2

AB p66 PMB p36 Presentation

- Draw a picture of a man on the board and say This
 is Finn's dad. Ask questions about him such as Was
 he good at Maths? (No, he wasn't) and Was he good at
 P.E.? (Yes, he was). Guide the pupils to answering the
 questions correctly.
- Write examples of the questions and answers on the board.
- Erase the picture and point to a pupil. Say You are Finn's dad. Ask the pupil questions such as Were you good at Maths? (No, I wasn't) and Were you good at P.E.? (Yes, I was). Guide the pupil to answering the questions correctly.
- Write examples of the questions and answers on the board. Point out that we use was with I and he / she, and were with you.
- The pupils say the questions and answers in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask the pupils to suggest words to put in the blank tiles (e.g. English, Spanish, Music, etc.).
 Write the suggestions on the board. The pupils can choose words to copy in the blank tiles.
- The pupils cut out all the tiles and use them to make questions and answers on their desks. Ask pupils to read out their questions and answers for the class.

AB p66 Practice

- Ask the pupils questions about people in their families, such as Was your mother good at English? and Was your father good at History? The pupils answer Yes, he / she was or No, he /she wasn't or I don't know.
- Choose a pupil and say You are Finn's dad. Ask the
 pupil questions such as Were you good at Maths? Guide
 the pupil to answering the question appropriately.
 Repeat with other pupils and questions about other
 subjects.

AB p67 Activity 7 Listen and tick ✓ or cross X. Then answer the questions.

- · Look at the pictures of a girl at school.
- · Point to the picture of Suzy Silver and ask Who is it?
- Explain to the pupils that they are going to listen to a conversation with Suzy Silver about her time at school. They write a tick for the subjects she was good at and a cross for the subjects she wasn't good at.
- Play the first part of the conversation, up to I really liked Maths. Ask Was she good at Maths? The pupils answer Yes and write a tick in the Maths box.
- · Repeat with the rest of the conversation.

·)) 2.32

Molly: Hi Suzy. Can I ask you some questions about when you

were at school?

Suzy: Sure, Molly.

Molly: What was your favourite subject at school?

Suzy: Well, I was good at Maths. I really liked Maths.

Molly: And I'm sure you were good at Music!

Suzy: No, I wasn't! I wasn't good at Music! I can sing, but I

can't play an instrument!

Molly: And were you good at P.E.?

Suzy: Yes, I was. I loved playing basketball.

Molly: And History? Were you good at History?

Suzy: No, I wasn't very good at History.

Molly: What about Art – were you good at Art?

Suzy: Yes, I was. I loved Art.

Molly: I love Art, too! Well, thank you for talking to me about

school, Suzy.

Suzy: My pleasure.

Answers: Maths ✓ Music X P.E. ✓ History X Art ✓

 Ask the pupils to read question 1, Was Suzy good at Maths?, and look at their table to see the tick under Maths. Then read the answer Yes, she was. Pupils read the rest of the questions, checking their table for the answers.

AB p67 Activity 8 Write questions to ask your teacher. Then write the answers.

- Point to yourself and say Ask me a question with 'Were you good at ...?' The pupil asks you a question such as Were you good at Maths? Write the question on the board.
- The pupils complete question 1 by writing the subject in their Activity Books.
- Ask the pupils to give you four more questions. Write all the questions on the board for the pupils to copy.
- Point to the first question and ask a pupil to read it.
 Answer the question as appropriate and write the answer next to the question.
- Repeat with the other questions.

- Point to the space where the pupils are going to write your answers in their Activity Books. Read the beginning (My teacher ...) and point to the first question and answer on the board. Say Complete the sentence.
- The pupils say, e.g. My teacher was good at Maths.
 Write the sentence on the board. The pupils copy it in their Activity Books.
- Repeat with the other questions. The pupils copy all the sentences.

Lesson 6 ▲ = Story Playscript



AB page 68

Objectives

- · Read and complete a playscript
- · Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 2; Spare photocopies of the finger puppets (PMB p3)

AB p68 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 52–53 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of four. Each pupil should read one character.

AB p68 Activity 10 Write the words in groups.

- Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- Ask pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is school subjects, the second group is school days, the third group is activities, and the fourth group is occupations.

Answers: Box 1 Maths, Spanish, History Box 2 Sports
Day, Book Day, Art Day Box 3 running, writing, jumping,
painting Box 4 runner, writer, artist

Ask the pupils to suggest new words for each category.

AB p68 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.
- Divide the pupils into groups of four. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the four characters (Finn, Finn's dad, Jazmin, the teacher).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- Give each group two photocopies of the extra finger puppet template (PMB p3). The pupils cut out, colour and stick the extra puppets to make the puppets for the teacher and Finn's dad. If they haven't got the other puppets they need, they will have to make those too.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 6 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 ▲ = Story

Reading and writing





CB page 55

AB page 69

Objectives

- · Review school vocabulary
- · Read and understand a fact file
- · Write a personal fact file

Core language

Review of

- · school subjects
- · language used so far

Other language

grow up, artist, scientist

Materials

School flashcards (x12): A fact file template (PMB p37) – one photocopy per pupil

Review vocabulary

 Play a vocabulary game to review the vocabulary, such as Just a little bit (see p19).

CB p55 Activity 9 Read and match. Answer the questions.

- Point to the school magazine page. Read the first fact file (about Luke). Select individual pupils to read the other fact files.
- Explain any unfamiliar words to the pupils (e.g. grow up).
- Read the notes in number 1 and ask Who is it? The pupils answer Finn. Show the pupils how the notes contain all the information in the fact file.
- · Repeat with the other notes.

Answers: 1 Finn 2 Jazmin 3 Luke 4 John

- Ask the pupils to look at the questions below the magazine page. Read the first question to the pupils. They answer Jazmin and write the answer in their notebooks.
- · Repeat with the other questions.

Answers: 1 Jazmin 2 John 3 Luke 4 Finn

AB p69 Activity 12 Read and complete.

 Point to the picture of Eve and her fact file under the picture. Copy the headings of the fact file on the board. Explain that the pupils are going to complete the fact file with notes.

- Read the text to the pupils. Point to the first heading (Name) and ask What should we write here? The pupils say Eve. Write Eve next to the first heading on the board. The pupils copy in their Activity Books.
- · Repeat with the other headings.
- The pupils can read about Archie and complete the fact file for him in pairs.

Answers: Eve Name: Eve Sports: jumping Favourite subject:
Art Good at: Geography, History, P.E. Not good at: Art, Science
Interesting fact: Luke and Molly go to this school Archie Name:
Archie Sports: running Favourite subject: P.E. Good at: P.E and
Geography Not good at: Science Interesting fact: father went
to the same school

AB p69 PMB p37 Activity 13 Write about you and make notes for your fact file.

- Explain to the pupils that they are going to write notes for a fact file about themselves, then write a paragraph about themselves using the notes.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Hand out the photocopies of the fact file template.
 The pupils complete the fact file notes with information about themselves. While they are doing this, write fact file notes about yourself on the board.
- Expand your notes into a paragraph about yourself.
 Write the paragraph on the board.
- The pupils write a rough copy of their paragraph in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 55

AB page 70

Objectives

- · Review the unit so far
- · Understand the importance of studying hard
- · Talk about how to study well
- · Sing a song about studying

Core language

Review of language used so far

Other language

break time, again, no matter what, hard

Materials

Rollercoaster Game poster; School flashcards (x12); CD 2

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary (categorizing)

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them in these two categories: School subjects and Other words.
- Repeat with other categories, such as: Subjects I study / Subjects I don't study; I'm good at ... / I'm not good at ...

Introduce the topic

- Talk with the pupils about studying. Ask questions such as: Why is it important to study? What happens if we don't study? How can we study better?
- Encourage the pupils to talk about some or all of these ideas in their answers:
 - if we study, we get good grades;
 - if we don't study, we won't get good grades;
 - we enjoy the class more if we study;
- we must be organized about studying;
- we must bring all our books, pencils, pens etc. to each class;
- we should pack our school bags in the evening, ready for school the next day;
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p55 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. hard).
- · Play the song on the CD.

·)) 2.33

Science is at nine o'clock, Geography's at ten, Half an hour for break time, And then there's class again.

I like Maths and History, My favourite class is Art, No matter what the subject, We study very hard!

- Write a list of the school subjects in the song (Science, Geography, Maths, History, Art). Point to each one and ask the pupils to draw in the air the first letter of each one (s for Science, g for Geography, etc.).
- Read the song again to the pupils. Ask them to draw the first letters in the air as you read.
- Play the song again and encourage the pupils to join in, singing and drawing letters in the air.

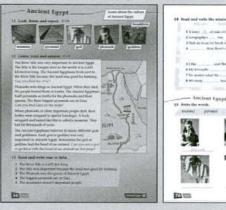
AB p70 Activity 14 Read and write the missing words. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 70.
- Read the first line of the song to the pupils. Ask the pupils to find the missing word (is). Write the words they suggest on the board.
- · Repeat with the other lines of the song.
- Play the song again; the pupils check the words they suggested.
- Make any necessary corrections to the words on the board. The pupils copy the words in the lines of the song in their Activity Books.
- To finish the lesson, tell the pupils to close their books.
 Help them to say the whole song again, chorally, from memory.

Answers: 1 is 2 at 4 And 5 Maths 6 class 7 subject 8 very

Lesson 9 ■ = Words ▶ = Other subjects

Learning through English





CB page 56

AB page 70

Objectives

- Learn some words connected with Ancient Egypt
- · Learn about Ancient Egypt

Core language

Ancient Egypt vocabulary: mummy, pyramid, pharaoh, headdress, god, goddess

Review of language used so far

Other language

land, farming, die, bury, tomb, body, wrap, bandage, believe

Materials

Ancient Egypt flashcards (mummy, pyramid, pharaoh, headdress, god, goddess); CD 2; Ancient Egypt picture cards (PMB p35) – one photocopied set per pupil

Introduce the topic

- Show pupils the pictures on page 56 of the Class Book.
 Explain that they are going to be learning about
 Ancient Egypt.
- Ask the pupils what they know about Ancient Egypt.
 Recast the pupils' answers as necessary.

Introduce new vocabulary

- Show the Ancient Egypt flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the words chorally and then individually.
- Play Where is it? with the pupils: turn the flashcards face down on the board, then point to each one. The pupils say which card it is.

CB pp56-57 Activity 11 Look, listen and repeat.

 Play the CD. The pupils repeat each word chorally and point to the correct picture.

·)) 2.34

mummy

pyramid

god

pharaoh

headdress

goddess

CB pp56-57 Activity 12 Listen, read and answer.

- Play the CD. Pause after each paragraph. Explain any new vocabulary (e.g. farming, buried, wrapped, etc.)
- If there is a question, repeat the question. The pupils find the answer on the page.

·)) 2.35

The River Nile was very important in Ancient Egypt. The Nile is the longest river in the world: it is 6,695 kilometres long. The Ancient Egyptians lived next to the River Nile because the land was good for farming. Can you find the river?

The Pharaohs were kings in Ancient Egypt. When they died the people buried them in tombs. The ancient Egyptians built pyramids as tombs for the pharoahs and their queens. The three biggest pyramids are at Giza. Can you find Giza on the map?

When pharoahs or other important people died, their bodies were wrapped in special bandages. A body wrapped and buried like this is called a mummy. They last for thousands of years.

The ancient Egyptians believed in many different gods and goddesses. Each god or goddess was very important in ancient Egypt. Sometimes the god or goddess had the head of an animal. Can you see a god or goddess with the head of an animal on this page?

CB pp56–57 Activity 13 Read and write true or false.

- Read the first sentence to the pupils. Ask Is sentence number 1 true or false? The pupils answer true and write true next to the sentence.
- Repeat with the other sentences.

Answers: 1 true 2 true 3 false 4 true 5 false

AB p70 Activity 15 Write the words.

- Read the words in the word bank to the pupils.
- Point to the first picture and ask What's the word? The pupils answer pharaoh. Point out that the word is written below the picture.
- Pupils write the words below the other pictures.

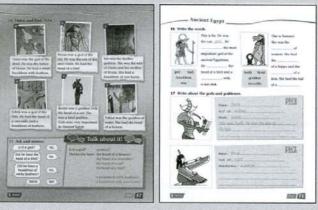
Answers: 1 pharaoh 2 pyramid 3 mummy 4 god 5 headdress 6 goddess

PMB p35 Make the picture cards

- Give out the photocopies of the Ancient Egypt picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Who's got ...? (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards. Remind the pupils to keep all the cards in a safe place.

Lesson 10 ■ = Words **)** = Other subjects

Learning through English



CB page 57

AB page 71

Objectives

- · Review school vocabulary
- · Review Ancient Egypt vocabulary
- Read about Ancient Egyptian gods and goddesses
- Write about Ancient Egyptian gods and goddesses

Core language

Review of

- · Ancient Egypt vocabulary
- · school vocabulary
- · language used so far

Materials

School flashcards (x12); Ancient Egypt flashcards (x6)

Review vocabulary

- Stick half of the school subjects and Ancient Egypt flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- · Repeat with the other half of the flashcards.

CB pp56-57 Activity 14 Listen and find.

- Point to the pictures and say These are Ancient Egyptian gods and goddesses.
- Play the first section of the CD. Ask Which one is it?
 The pupils answer Tefnut.
- Play the rest of the CD. Pause after each description for the pupils to identify the god or goddess

·)) 2.36

- A: God or goddess?
- B: Goddess.
- A: Did she have the head of a cat?
- B: No.
- A: Did she have the head of a lioness?
- B: Yes.

(pause)

- A: Tefnut?
- B: Yes.
- A: God or goddess?
- B: God.
- A: Did he have the head of a bird?
- B: No.
- A: Did he have the head of a crocodile?
- B: Yes.

(pause)

- A: Sobek?
- B: Yes.

- A: God or goddess?
- B: Goddess.
- A: Did she have the head of a cat?
- B: No.
- A: Did she have a headdress of cow horns?
- B: Yes.
- (pause)
- A: Isis?
- B: Yes.

Answers: 1 Tefnut 2 Sobek 3 Isis

CB pp56-57 Activity 15 Ask and answer.

- Read the conversation to the pupils. Show them the questions in the Talk about it! section.
- Say I'm thinking of another god or goddess. The pupils follow the sequence of questions in the conversation and guess which one.
- · The pupils play the game in pairs.

AB p71 Activity 16 Write the words.

- Point to the first picture and say This is Ra, an Egyptian god.
- Read the words in the first word bank to the pupils.
- Read the first paragraph, up to the first blank. Show how the word god is written in the space. Continue to read the first paragraph up to the end of the next sentence. Ask Which word goes in the space? The pupils answer was and write the word in the space.
- Repeat with the rest of the paragraph.
- Point to the second picture and say This is Tawaret, an Egyptian goddess.
- · Read the words in the second word bank to the pupils.
- Repeat the sequence of activities for the second paragraph.

Answers: 1 god, was, had, headdress 2 goddess, body, head, crocodile

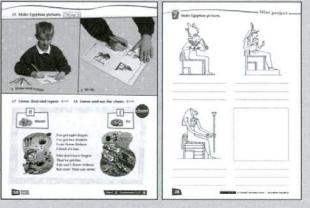
AB p71 Activity 17 Write about the gods and goddesses.

- Read the notes in the first fact file. Guide the pupils to composing a paragraph about Thoth using these notes.
- Write the sentences on the board as a paragraph. The pupils copy the paragraph in their Activity Books.
- Repeat for the second paragraph. More advanced pupils can write the paragraph individually or in pairs.

Answers: 1 This was Thoth. He was the god of writing. He had the head of a bird. 2 This was Ma'at. She was the goddess of truth. She had a feather headdress.

Lesson 11 D = Other subjects

Learning through English (Project)



CB page 58

PMB p38

Objectives

- · Review Ancient Egypt vocabulary
- Draw Egyptian pictures and talk about them

Core language

Review of language used so far

Materials

Ancient Egypt flashcards (x6); Make Egyptian pictures template (PMB p38) – one photocopy per pupil

Review vocabulary

- · Stick the Ancient Egypt flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the flashcards.

Present the project

 Ask the pupils to recall what they have learnt about Ancient Egypt. The pupils can use their own language. Recast the pupils' answers as necessary.

CB p58 PMB p38 Activity 16 Make Egyptian pictures.

- Give each pupil a photocopy of the Make Egyptian pictures PMB page.
- Ask the pupils if they can remember the names of the Egyptian gods.
- Ask the pupils to suggest colours to use for each part of the pictures, e.g. blue for Osiris's headdress.
- The pupils colour the pictures.
- Ask the pupils to recall what they know about each god. The pupils write about each god.
- The pupils cut out the pictures and arrange them on a frieze. Then they cut out the descriptions and stick them at the side of the frieze.

Display

- · Display the Egyptian friezes in the classroom.
- Allow the pupils to move around the classroom, look at all the friezes, and discuss them with their friends.
- Have a feedback session in which the pupils decide on the most attractive frieze. Ask the pupils to give reasons for their choices.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 39

Objectives

- · Review Ancient Egypt vocabulary
- · Make a model of an Egyptian mummy

Core language

Review of language used so far

Materials

Ancient Egypt flashcards (x6); *Make a mummy* template (PMB p39) – one photocopy per pupil; Split pins; Scissors; Sticky tape; CD 2

Review vocabulary

 Use the flashcards to review the Ancient Egypt vocabulary. Show the pupils the flashcards and ask them to say the words chorally and individually.

Preparation

- Ask the pupils what they know about Egyptian mummies. The pupils can use their own language.
 Recast the pupils answers as necessary.
- Tell the pupils that they are going to make a model showing the different parts of a mummy.

PMB p39 Using the Photocopy Master

- Give each pupil a photocopy of the Make a mummy template. Explain each of the sections, what it shows and the order the sections go in:
 - 1 the sarcophagus: a large stone container for the mummy;
 - 2 the case: this is made of wood and has pictures and writing on it;
 - 3 the bandages around the body;
 - 4 the mummified body inside the bandages.
- Show the pupils how to cut out each section of the template. The pupils cut out the sections on their templates.
- Show the pupils how to assemble the model. Make sure the pupils understand the importance of using sticky tape to protect the paper and stop it tearing. Give each pupil a split pin: the pupils assemble their models.

Display

Arrange a display of the mummies in the classroom.
 Allow the pupils to see all the mummies and discuss them.

 Have a feedback session. Encourage the pupils to talk about if they find mummies interesting, why the Egyptians made mummies, etc. Have a vote on the best mummy model.

Fun activity (optional)

- Explain that the pictures on the case of a mummy are Egyptian writing, or hieroglyphs. Some of the writing was information about the person inside.
- Write an example text for a mummy on the board, such as: This is the mummy of Nefertiti. She was a beautiful woman. She was good at Maths. She wasn't good at English.
- Make sure the pupils understand that this is only a humorous text: real texts were much more complicated and didn't mention school subjects!
- The pupils write a text for their mummy in their notebooks. They can use names such as Nefertiti or Cleopatra for women, and Rameses or Amenhotep for men.

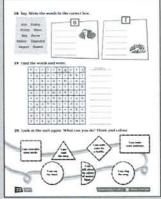
Song

- Ask the pupils Can you remember the song in this unit?
- Write what the pupils can remember on the board.
 Help them to remember the bits they've forgotten, then add them on the board.
- Play the My day at school song (Class Book p55
 Activity 10, Listening 2.33) again. The pupils check
 that the version on the board is correct.
- Play the song again and encourage the pupils to join in.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation





CB page 58

AB page 72

Objectives

- Focus on the pronunciation of consonant sounds /θ/ and /f/ with a chant
- Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Materials

CD 2; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p58 Activity 17 Listen, find and repeat.

- Point to the pictures. The pupils say the words.
- Play the CD. Pupils point and repeat.

·)) 2.37

throw

thumbs

think

frisbee

fingers

fish

fins

fun

- Say the two consonant sounds $/\theta/$ and /f/. The pupils find the words that share the vowel sound.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the vowel sounds.

CB p58 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 2.38

I've got eight fingers, I've got two thumbs, I can throw frisbees, I think it's fun.

Fish don't have fingers, They've got fins, Fish can't throw frisbees, But wow! They can swim!

- · Ask the pupils if all the items are in the chant.
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- Play the chant again. Encourage the pupils to join in.

Focus on spelling

- Match the spelling with the consonant sounds.
- Highlight the spelling patterns:
 /θ/ is spelt th (thumbs, throw, three);
 /f/ is usually spelt f (fingers, frisbees, fun, five, fins).
- Show examples from the chant for each consonant sound.
- Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p72 Activity 18 Say. Write the words in the correct box.

- Read the words in the word bank to the pupils.
- Say the first word (fish) and ask Which box does it go in? The pupils say Box 2 and write the word in the correct box.
- · Repeat with the other words.

Answers: Box 1 thumb, thirsty, three, throw, Thursday Box 2 fingers, fish, fins, frisbee, Friday

AB p72 Activity 19 Do the puzzle.

- Point to the word fingers circled in the wordsearch. Say Can you find the other words?
- The pupils find the other words from Activity 18 and circle them.

b	С	v	(f	i	n	9	e	r	s
F	9	t	n	(t)	f	е	b	k	t
t	i	k	0	h	r	h	j	n	9
h	e	n	у	u	i	f	i	s	h
u	j	f	3	m	d	k	r	l	(t
r	0	r	0	b	a	j	s	0	h
s	9	n	b	w	(y)	v	d	u	r
d	f	r	i	s	b	е	(e)	k	e
a	e	t	h	i	r	S	t	R	e
(y)	t	k	g	Œ	h	r	0	W	b

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p72 Activity 20 Look at the unit again. What can you do? Think and colour.

 Let the pupils do the self-evaluation activity as before (see p38).

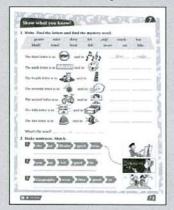
PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 73

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- · Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p73 Activity 1 Write. Find the letters and find the mystery word.

- Read the words in the word bank to the pupils.
- Point to the pictures in sentence 1 and ask What is it? (stop, Music). Ask Which letter do both the words have? The pupils answer s and write the words on the rule.
- Repeat with the other sentences. Draw seven dashes
 on the board and call individual pupils to the front to
 write the first letter, the second letter, etc. After each
 letter is written, ask What is the mystery word? The
 pupils try to guess the word.

Answers: 1 s 2 r 3 t 4 y 5 i 6 o 7 h The mystery word is history.

AB p73 Activity 2 Make sentences. Match.

- Point to the pictures. Explain that these are people from the past.
- Read the words in number 1 and say Can you say the words in the correct order? The pupils say She was good at Maths and write the sentence. Repeat with the other sentences.
- Read number 1 again in the correct order. Ask Which picture is it? The pupils point to the second picture.
- Repeat with the other sentences. Pupils draw lines to connect the sentences and pictures.

Answers: 1 She was good at Maths. (second picture) 2 He was good at Art. (first picture) 3 They were good at Geography. (third picture)

 As a follow-up activity, the pupils can write sentences about famous people from the past, e.g. He was good at Music. They can use the sentences in Activity 2 as models. After this, they can read their sentences to their classmates, who try to guess who it is.



The pupils are now ready to sit the Unit 7 test (see p170).



Multimedia extension: you may now like to use the History section of the optional DVD.

8 Underwater life

Lesson 1 ■ = Words

Introducing vocabulary





CB page 59

AB page 74

Objectives

- · Understand the theme of the unit
- · Become familiar with vocabulary for sea life
- Practise listening to and asking about quantities
- · Focus on spelling

Core language

Sea life vocabulary: shell, seahorse, jellyfish, sand, crab, starfish, octopus, shark

Review of

- · fish, dolphin, water, boat
- · language used so far

Materials

Rollercoaster Game poster; Sea life flashcards (shell, seahorse, jellyfish, sand, crab, starfish, octopus, shark, fish, dolphin, water, boat); CD 2; Pupils' bookmarks (optional)

Unit overview

- Tell the pupils they are going to learn about underwater life in this unit. Draw a picture of a beach (with waves, a boat, a palm tree, etc.) on the board. Ask the pupils Where is this? The pupils answer a beach / the sea.
- Ask the pupils to say words in English they know connected with the sea. Ask them which words (in their own language) they would like to learn.
- Ask the pupils to look through Unit 8 in their Class Books. Talk with them about the unit and quickly write the different topics and activities in the sections on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words sea life, fish
 - ▲ Story At Water World
 - Sentences She saw a shark. / She didn't see a starfish.
 - Song We're going to the beach, hurray!
 - Other activities Write a leaflet / Learn about the sea

 Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the sea life flashcards to teach the new vocabulary.
- Say each animal and ask the pupils What colour is it?
 Decide on one colour, or a combination of colours, for each animal.
- Allocate one animal to each pupil and play Colours with the pupils: when they hear their colour, they say the word for their animal.

CB p59 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Who can you see? Where are they? Recast pupils' answers as necessary: Yes, the children are at a sea life centre.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 2.39

- 1 water
- 2 boat
- 3 shark
- 4 dolphin
- 5 jellyfish
- 6 fish
- 7 octopus
- 8 seahorse
- 9 crab
- 10 starfish
- 11 shell
- 12 sand

CB p59 Activity 2 Listen and find.

- Explain that the children are visiting a sea life centre.
 They're looking at the fish and the other animals there and talking about them.
- Play the dialogue.
- The pupils listen for the things the children talk about. They point to the thing being talked about in the picture.
- Alternatively, the pupils can use their bookmarks to focus on the pictures.

·)) 2.40

lazmin: Wow! This is incredible!

Archie: Oh look. I can see starfish!

lazmin: Where?

Archie: Over there, next to the shells. Jazmin: How many starfish can you see?

Archie: Let's see ... one ... two. I can see two starfish!

Luke: Can you see the fish?

Finn: Yes.

Luke: How many can you see?

Finn: I can see two ... three ... four ... four, I can see four.

Luke: I can see five! Look down there.
Finn: Oh yes! You're right. There are five.

Molly: Look, there are two seahorses. They're so small! I love

them!

Eve: I like seahorses, too. They're very interesting.
Molly: I don't like jellyfish. I'm scared of jellyfish.

Eve: Jellyfish? Yes, me too. But they *are* interesting.

Molly: Look, there are two sharks! I'm really scared of sharks!

Jazmin: Look, there's a crab! Archie: Where? I can't see a crab. Jazmin: On the sand, there.

Archie: Oh yes. And look – there's an octopus!

Jazmin: Wow!

Luke: What are they doing in the boat?

Finn: They're feeding the dolphins. I love dolphins. Look at

them jump!

Luke: Hey everyone, let's go and see the dolphins.

Kids: Great idea!

CB p59 Activity 3 Ask and answer.

- Point to the sharks and say Count the sharks. The pupils say two.
- Repeat with the other animals (jellyfish, seahorses, crabs etc).
- Read the dialogue, than ask How many jellyfish are there? The pupils answer one.
- Repeat with other animals, then select pupils to ask a question and other pupils to answer it.
- The pupils practise asking and answering the questions in pairs.
- As a variation, the pupils take turns to close their books and answer their partner's questions from memory.

Spelling

- · Ask the pupils to identify:
 - words with ar (starfish, shark);
 - words with sh (fish, shell, jellyfish, starfish, shark);
- words with a /f/ sound (fish, dolphin, jellyfish, starfish).

AB p74 Activity 1 Number the pictures. Then listen and write.

- · Read the words in the word bank to the pupils.
- Point to the first picture and ask What is it? The pupils identify the item (a starfish). Ask the pupils to write 8 next to the picture. Pupils number the remaining pictures in the same way.

Answers (left to right): 8, 6, 5, 2, 3, 7, 4, 1

·)) 2.41

 The pupils listen to the recording and repeat each word chorally.

shell

iellyfish

shark

octopus

seahorse

sand

crab

starfish

 Say seahorse and then repeat it, breaking it down into two syllables: sea – horse. Explain the idea of a syllable with other examples: crab (one syllable), jellyfish (three syllables) etc.

- Point to the headings of the columns and show how they represent one syllable, two syllables and three syllables.
- Read the first word (shell) again and ask How many syllables? The pupils say one and write shell in the first column
- Repeat with the other words. The pupils write the words in the correct columns.

Lesson 2 ■ = Words Practising vocabulary





AB page 74

AB page 75

Objectives

- · Review vocabulary for sea life
- Practise listening to and talking about quantities
- Read about quantities
- · Learn about irregular plurals

Core language

Review of

- · sea life vocabulary
- language used so far

Materials

Sea life flashcards (x12); CD 2; Sea life picture cards (PMB p40) – one photocopied set per pupil

Review vocabulary

- Put the sea life flashcards on the board. The pupils say the words chorally and individually.
- Place the flashcards in different parts of the classroom and play Around the class with the pupils. First you say the words and the pupils point to the flashcards. Then you point to the flashcards and the pupils say the words.

AB p74 Activity 2 How many can they see? Listen and write.

- Point to each of the pictures and ask What is it? The pupils identify the objects (a fish, a shark, etc.).
- Play the first conversation. Pause at the end of it and ask How many starfish are there? The pupils answer three and write the number next to the picture.
- · Repeat with the other conversations.

·)) 2.42

- A: Look! I can see starfish!
- B: Where?
- A: Over there, next to the shells.
- B: How many starfish can you see?
- A: Let's see ... one ... two, three. I can see three starfish!
- B: Can you see the fish?
- A: Yes.
- B: How many can you see?
- A: I can see two ... three ... four ... five, I can see five.
- A: Look, there are three seahorses. They're so small!
- B: Three seahorses? I can see five.
- A: You're right. There are five seahorses.
- B: I don't like jellyfish. I'm scared of jellyfish.
- A: There's a jellyfish!
- B: Aaghh! Where?
- A: Don't panic. There's only one and it's in the tank.
- B: One? Phew!
- B: Look, there are four crabs!
- A: Oh yes. And look there's an octopus!
- B: How many?
- A: Only one.
- A: I don't like sharks. I'm scared of sharks.
- B: There's a shark, right there! And another ... and another! Three sharks!
- A: Three? Aaghh! Where?
- B: Don't worry they're in the tank.
- A: Aah.

Answers: There are five fish, three sharks, four crabs, three starfish, one octopus, one jellyfish, and five seahorses.

AB p75 Activity 3 Write the words.

 Look at the word snake with the pupils. Ask them to find the words.

Answers: fish, crab, dolphin, jellyfish, seahorse, octopus, starfish, shark

- Read the heading in the first row. Explain that most plurals add s, but some plurals are irregular.
- Point to the picture of the fish. Say Count the fish.
 The pupils say two. Show pupils the words next to the picture: 2 fish. Point out that fish has an irregular plural it's the same as the singular.
- Repeat with other pictures in the table.

Answers: 2 octopuses 2 jellyfish 2 starfish 2 crabs 2 dolphins 2 seahorses 2 sharks

AB p75 Activity 4 Look and complete.

- · Say Count the dolphins. The pupils answer two.
- Repeat with the fish (7), the seahorses (4), the octopus (1), the sharks (3), and the jellyfish (3).
- Read the first part of the paragraph. Stop after the second sentence and ask What word goes in the blank space? The pupils answer dolphins.
- · Repeat with the other sentences.

Answers: dolphins, fish, seahorses, octopus, sharks, jellyfish, fish

Spelling game

 Play Hangman using the words for sea life which the pupils know (see p20).

PMB p40 Picture cards

- Give out the photocopies of the sea life picture cards.
 The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example What's missing? (see p19).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 3 A = Story

Story





CB page 60

CB page 61

Objectives

- · Predict a story from visual clues
- · Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- · Practise story language

Core language

I saw an octopus; She played with the dolphin. Review of

- · sea life vocabulary
- · language used so far

Other language

lunchtime, fall in, scared, show (n)

Materials

Sea life flashcards (x12); CD 2

Review vocabulary

- Put the sea life flashcards on the board. The pupils say the words chorally and individually.
- Stick the cards face down on the board. Above each card, write the first letter of the word. Play Cards and letters with the pupils: the pupils say the words for the cards you point to.

Introduce the story

- Look at the pictures with the pupils. Ask them to predict what the story is about: What's Archie saying to his mum? What's Coco doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the children are talking about their visit to Water World.

- Ask the pupils to imagine they are visiting a sea life centre with a pet cat. The pupils talk about what the cat would want to do.
- Explain that Coco the cat is going to have an accident at the sea life centre.

CB pp60-61 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and decide what the accident was.
- · The pupils listen with their books closed.

·)) 2.43

[1] Archie: We went to Water World. We had a great time!

[2] Mum: Did you see lots of fish?

Archie: Yes. I saw an octopus, a jellyfish, a seahorse and

lots of fish!

[3] Molly: And Coco saw the fish too ...

[4] Jazmin: At lunchtime we had egg and chips ... and we

all had chocolate ice creams.

Molly: But Coco wanted to eat the fish!

[5] Finn: And she fell in!

[6] Jazmin: And then we saw a shark! We were really scared,

and Coco was, too.

[7] Jazmin: But it wasn't a shark. It was a dolphin!

[8 & 9] Molly: Coco was a star! She played with the dolphin.

[10] Finn: And at the end of the show she had fish for

lunch. She liked the fish! We had a great day!

 Ask the children what accident the cat had (It fell in the water). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp60-61 Activity 4 Second listening with the books open.

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as What did Coco have at the end? (a fish).
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

CB pp60-61 Activity 5 Read and find the picture.

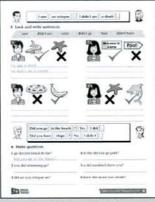
- Explain that each sentence refers to a picture in the story.
- Read sentence a and ask Which picture is it? The pupils answer picture 5 and write the answer in their notebooks.
- Repeat with the other sentences.

Answers: a 5 b 4 c 9 d 1 e 2 f 2 g 8

Lesson 4 - Sentences

Language focus 1





CB p62

AB page 76

Objectives

- Understand the use of He saw ... and He didn't see ...
- · Practise using the new language

Core language

She saw a shark; She didn't see a starfish. Review of language used so far

Materials

Grammar tiles (PMB p41) – one photocopy of Set 1 per pupil (optional); CD 2

Recall the story

- Ask the pupils to remember as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one:

Did you see lots of fish? (Archie's mum)

I saw an octopus, a jellyfish, a seahorse and lots of fish! (Archie)

And she fell in! (Finn)

And then we saw a shark! (Jazmin)

Coco was a star! (Molly)

CB p62 PMB p41 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (I saw an octopus. They didn't see a shark).
- Ask the pupils to say which sentence was in the story (I saw an octopus).
- Focus on the difference between the past affirmative (saw) and the past negative (didn't see). Point out that didn't goes with the base form of the verb (see), not the past form (saw).
- Point out to pupils that didn't is the short form of did not. Remind them that not is often elided (run together) with the previous word to make it quicker and easier to say.
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB: the pupils cut out the tiles and arrange them in sentences on their desks. Ask individual pupils to read out their sentences for the class.

CB p62 Activity 7 Listen and say which picture.

- Point to the first picture. Show the pupils the tick and the cross, and say He saw a shark. He didn't see a starfish.
- Make sentences about the other pictures.
- Play the first part of the CD. Pause and ask Which picture is it? The pupils answer Picture 3.
- · Repeat with the other pictures.

·)) 2.44

Luke: They went to the beach. They didn't go to Water World.

Jazmin: He saw an octopus. He didn't see a starfish.

Luke: They didn't have fish. They had ice cream.

Jazmin: She didn't see a starfish. She saw a shark.

Luke: She went to Water World. She didn't go to the beach.

Jazmin: She didn't have ice cream. She had fish.

Answers: 3, 1, 2, 5, 4, 6

CB p62 Activity 8 Play the game.

- · Read the conversation to the pupils.
- Say I'm thinking of a picture. Listen. Say two sentences about one of the pictures in Activity 7.
- · The pupils guess which picture it is.
- The pupils play the game in pairs.

AB p76 Activity 5 Look and write sentences.

- Read the words in the word bank to the pupils.
- Point to the first picture and read the sentences.
- Point to the second picture and ask the pupils to make two sentences.
- Write the sentences on the board. The pupils copy the sentences in their Activity Books.
- · Repeat with the other pictures.

Answers: 1 He saw a shark. He didn't see a starfish.

2 She went to the Adventure Camp. She didn't go to the swimming pool. 3 He had a banana. He didn't have a pizza. 4 She didn't see a starfish. She saw a dolphin.

Lesson 5 ♦ = Sentences

Language focus 2





AB page 76

AB page 77

Objectives

- · Understand the use of Did you ...?
- · Practise using the new language

Core language

Did you go to the beach? Yes, I did. / No, I didn't. Review of language used so far

Materials

Grammar tiles (PMB p41) – one photocopy of Set 2 per pupil (optional); CD 2

AB p76 PMB p41 Focus on language

- Choose a pupil and ask Did you have a pizza for breakfast? Guide the pupil to answering (Yes, I did or No, I didn't). Write the question and answer on the board.
- Ask questions to other pupils about other foods (Did you have cereal for breakfast? Did you have ice cream for breakfast? etc.)
- Focus on the inverted order (Did you ...) for the question. Point out that the verb with did is always in the base form (have, go, see), not in the past form (had, went, saw).
- The pupils say the questions and answers in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask the pupils to suggest words to put in the blank tiles (e.g. to the park, an ice cream etc.).
 Write the suggestions on the board. The pupils can choose words to copy in the blank tiles.
- The pupils cut out all the tiles and use them to make questions and answers on their desks. Ask pupils to read out their sentences for the class.

AB p76 Practice

- Ask individual pupils Did you ... questions with have, see, and go, for example Did you have a sandwich yesterday? Did you see your family yesterday? Did you go to the swimming pool yesterday?
- Help the pupils to say the appropriate answer (Yes, I did or No, I didn't).

AB p76 Activity 6 Make questions.

- Read the words in number 1. Show how the words are rearranged to make the question Did you go to the beach?
- Read the words in number 2. Ask the pupils to say the question (Did you go swimming?). Write the question on the board.
- The pupils copy the question in their Activity Books.
- · Repeat with the other questions.

Answers: 1 Did you go to the beach? 2 Did you go swimming? 3 Did you see an octopus? 4 Did you go to the park? 5 Did you have a sandwich? 6 Did you have an ice cream?

AB p77 Activity 7 Listen and tick ✓ or cross X.

- Point to the pictures and ask Who is it? (Archie). Ask
 the pupils to name the activity in each picture (go to
 the beach, swim, see a crab, eat fish and chips, eat ice
 cream).
- Play the first part of the conversation on the CD, up to It was really hot! Ask the pupils What do we put here? and point to the first box. The pupils say a tick and write a tick in the box.
- Repeat with the rest of the conversation. Pause after Archie answers each question. The pupils write ticks and crosses in the boxes.

·)) 2.45

Luke: Hi Archie! How was your weekend?

Archie: It was great!

Luke: Did you go to the beach?
Archie: Yes, I did. It was really hot!
Luke: Did you go swimming?

Archie: Yes, it was great. The water was really warm.

Luke: Did you see any crabs?

Archie: Yes, I did. I saw two. They were fantastic!

Luke: Did you have fish and chips?

Archie: No, I didn't. It was too hot to eat fish and chips.

Luke: Did you have an ice cream?

Archie: Yes, I did – with chocolate. It was yummy!

Luke: What a great weekend!

Answers: 1 ✓ 2 ✓ 3 ✓ 4 × 5 ✓

AB p77 Activity 8 Read. Complete the dialogue. Then say.

- Read the paragraph to the pupils. The information is the same as in the previous activity.
- Read the example question and answer. Read the word cue in brackets (have a good weekend).
- Look at the word cue for the next line with the pupils (go to the beach). Ask Can you make a question with 'Did you ...?' The pupils say Did you go to the beach?
- Ask What is Archie's answer? The pupils say Yes, I did.
- Write the question and answer on the board. The pupils copy the question and answer in their Activity Books.
- · Repeat with the other questions and answers.

Answers: Did you have a good weekend? / Yes, I did.
Did you go to the beach? / Yes, I did.
Did you go swimming? / Yes, I did.
Did you see any crabs? / Yes, I did.
Did you have fish and chips? / No, I didn't.
Did you have an ice cream? / Yes, I did.

Lesson 6 ▲ = Story

Playscript



AB page 78

Objectives

- · Read and complete a playscript
- · Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 2; Spare photocopies of the finger puppets (PMB p3)

AB p78 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 60–61 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of five. Each pupil should read one character.

AB p78 Activity 10 Write the words in groups.

- · Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- Ask pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is words for sea life, the second group is main courses, and the third group is flavours.

Answers: Box 1 an octopus, a starfish, a crab, a jellyfish, a fish Box 2 egg and chips, pasta, chicken and chips, fish and chips Box 3 chocolate, strawberry, vanilla

Ask the pupils to suggest new words for each category.

AB p78 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks
- Divide the pupils into groups of five. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the five characters (Archie's mum, Archie, Jazmin, Molly and Finn).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- Give each group a photocopy of the extra finger puppet template (PMB p3). The pupils cut out, colour and stick the extra puppet to make the puppet for Archie's mum. If they haven't got the other puppets they need, they will have to make those too.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 7 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Lesson 7 A = Story

Reading and writing





CB page 63

AB page 79

Objectives

- · Review sea life vocabulary
- · Read and understand a leaflet
- · Write a leaflet

Core language

deep

Review of

- · sea life vocabulary
- · language used so far

Other language

species, deepest, underwater, tunnel, past, outdoor, pool, souvenir

Materials

Sea life flashcards (x12); A leaflet template (PMB p42) – one photocopy per pupil

Review vocabulary

Review the vocabulary with a picture dictation:
 describe a scene which the pupils have to draw. Pause
 after each sentence to give the pupils time to draw.
 Here is a suitable text: On the left side of the picture
 there's a shell on the sand. There's a crab next to the shell.
 On the right side of the picture there's an octopus on the
 sand. In the middle of the picture there's a boat on the
 water. There's a seahorse under the boat. There's a jellyfish
 next to the seahorse. There's a shark next to the boat!

CB p63 Activity 9 Read and write true or false.

- Select individual pupils to read a paragraph each from the leaflet.
- Explain any unfamiliar vocabulary after each pupil reads (e.g. species, deepest, tunnels, etc.).
- Read the first sentence to the pupils. Ask Is that true or false? The pupils answer true and write true in their notebooks.
- Repeat with the other sentences.

Answers: 1 true 2 true 3 false 4 false 5 false

AB p79 Activity 12 Read and complete.

- Read the words in the word bank to the pupils.
- Point to the pictures and ask the pupils to say what they can see (rollerblading, sailing, a shop, etc.).

- Read the first sentence. Ask the pupils What word goes in the blank space? The pupils answer animals and write the word in the space.
- · Repeat with the other blanks.

Answers: Paragraph 1 animals, skateboarding, sail
Paragraph 2 play, postcards, souvenirs Paragraph 3 fruit, chips

AB p79 PMB p42 Activity 13 Write a leaflet for a wildlife park or a water park.

- Explain to the pupils that they are going to write a leaflet for a wildlife park or a water park.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Write Wildlife park and Water park as headings on the board. Brainstorm ideas for attractions in the two parks.
- Choose some suggestions and write them on the board.
- Show the pupils how to write the leaflet, using the leaflet in Activity 12 as a model.
- Hand out the photocopies of the writing template. Tell the pupils to choose a name for their park and write the leaflet.
- The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 63

AB page 80

Objectives

- · Review the unit so far
- Understand the importance of getting exercise outdoors
- · Talk about what types of exercise are good for you
- Sing a song about getting exercise

Core language

Review of language used so far

Materials

Rollercoaster Game poster; Sea life flashcards (x12); CD 2

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary (categorizing)

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the flashcards on the board and ask the pupils to arrange them in these two categories: animals and not animals.
- Repeat with other categories, such as: animals I like / animals I don't like; animals I've seen ... / animals I haven't seen ...

Introduce the topic

- Talk with the pupils about getting exercise. Ask questions such as: Why is it important to get exercise? What happens if we don't get exercise? How do you feel after exercise?
- Encourage the pupils to talk about some or all of these ideas in their answers:
 - exercise makes you healthy and energetic;
- if you don't exercise, you get overweight and tired;
- after exercise you feel tired but good;
- running, swimming, rollerblading, etc. are all good forms of exercise.
- The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p63 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. pack, strong, suncream).
- Play the song on the CD.

·)) 2.46

We're going to the beach, hurray! We're going to the sea! (x2)

Let's pack our bags, what do we need? Shorts and towels and strong suncream, And games to play for you and me, And lots of water, yes, yes please!

We're going to the beach, hurray! We're going to the sea! (x2)

- Write a list of activity words for things you can do at the beach (playing games, swimming, volleyball, surfing, eating). Point to each one and ask the pupils to work out a mime gesture for each one (hands waving in the air for playing games, hands doing a swimming motion for swimming, etc.).
- Read the song again to the pupils. Ask them to do the mime gestures as you read.
- Play the song again and encourage the pupils to join in, singing and doing the mime gestures.

AB p80 Activity 14 Read and correct. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 80.
- Read the first line to the pupils. Ask the pupils to find the mistake (it should be beach, not park). Write the corrections they suggest on the board.

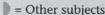
- · Repeat with the other lines of the song.
- · Play the song again; the pupils check the words they suggested.
- Make any necessary corrections to the words on the board. The pupils copy the correct words in their Activity Books.
- To finish the lesson, tell the pupils to close their books. Help them to say the whole song again, chorally, from

Answers: 1 park beach 2 pool sea 3 bus bags 4 lots of trees strong suncream 5 she me 6 cheese please 7 shop beach

Lesson 9 = Words = Other subjects







Learning through English





CB page 64

AB page 80

Objectives

- · Learn some words connected with aquatic life
- · Learn about fish

Core language

Aquatic life vocabulary: surface, sea, shallow, deep, bottom, pond, river Review of language used so far

Other language

lake, hiding place, quantity, salt

Aquatic life flashcards (surface, sea, shallow, deep, bottom, pond, river); Aquatic life picture cards (PMB p40) - one photocopied set per pupil

Introduce the topic

- · Show the pupils the pictures of fish. Explain that they are going to learn about different types of fish.
- Explain the difference between salt water (in the sea) and fresh water (in rivers and lakes). Ask pupils if the type of animals and plants you get in salt water and fresh water are the same or different.
- The pupils talk about the things that are the same (e.g. there are fish in salt water and fresh water) and the things that are different (e.g. whales and sharks only live in salt water). Recast the pupils' answers as necessary.

Introduce the new vocabulary

- Show the aquatic life flashcards one by one to the pupils and say the words clearly.
- · The pupils repeat the words chorally and then individually.
- Play Memory words with the pupils. Say sequences of three words (e.g. surface, sea, shallow); the pupils repeat the words in the same sequence and point to the flashcards on the board.

CB pp64-65 Activity 11 Look, listen and repeat.

· Play the CD. The pupils repeat each word chorally and point to the correct picture.

·))) 2.47

sea

deep

shallow

surface

bottom

river

lake

CB pp64-65 Activity 12 Do the quiz. True or

- Explain that the pupils are going to guess the answers to the questions. Later they will be able to read and check their answers.
- Read the first sentence to the pupils. Ask Is that true or false? In pairs, the pupils decide on an answer and write it in their notebooks.
- Repeat with the other sentences.

CB pp64-65 Activity 13 Listen, read and check your answers.

- Explain that now the pupils can read the text and check if their answers were correct or not.
- Play the CD to the pupils. Pause and point to the pictures to explain the names of the fish. Explain any other new words.
- The pupils check their answers to Activity 12.

·)) 2.48

Fish live in water. Fish live in seas, rivers and lakes.

Different fish live in very different places. Small fish need hiding places to escape from bigger fish.

Some fish live near the surface. Some fish live on the bottom. Some fish live at the bottom of the deepest oceans and never see daylight! These fish have big mouths, like the anglerfish. Some fish make their own light, like the lanternfish.

The quantity of salt in the water is very important. Most lakes and rivers are fresh water. Fresh water has much less salt than the ocean. Most freshwater fish cannot live in salt water. Pike and trout are freshwater fish.

Most saltwater fish cannot live in fresh water. Cod and sardines are saltwater fish. They live in the sea.

A few fish can live in both fresh and salt water. Salmon live in salt water, but swim up rivers to lay their eggs. Eels live in fresh water but swim to the sea to lay their eggs.

Answers to Activity 12: 1 false 2 true 3 false 4 true

AB p80 Activity 15 Write the words.

- · Read the words in the word bank to the pupils.
- Point to the blank label indicating the bottom and ask What is it? The pupils answer bottom and write the word on the label.
- · Repeat with the other labels.

Answers (top to bottom): Salt water surface, shallow, sea, deep, bottom Fresh water lake, river

PMB p40 Make the picture cards

- Give out the photocopies of the aquatic life picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Bingo (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 10 ■ = Words ▶ = Other subjects

Learning through English





CB page 65

AB page 81

Objectives

- · Review sea life and aquatic life vocabulary
- · Learn to identify several types of fish

Core language

Review of

- · sea life vocabulary
- · aquatic life vocabulary
- language used so far

Materials

Sea life flashcards (x12); Aquatic life flashcards (x7); CD 2

Review vocabulary

- Stick half of the sea life and aquatic life flashcards on the board.
- · Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- Repeat with the other half of the flashcards.

CB pp64-65 Activity 14 Listen and find.

- Show pupils the pictures. Point out that one is for salt water and one is for fresh water.
- Read the names of the fish to the pupils. Make sure they understand that the fish are shown in the area where they live – near the bottom or near the surface.
- Play the first conversation on the CD. Pause the CD and ask Which fish is it? The pupils point to the picture of the ray.
- · Repeat with the other conversations.

1)) 2.49

Which fish do you like?

I like the ray. It lives in salt water. It lives near the bottom.

Which fish do you like?

I like the anglerfish. It lives in salt water. It lives near the bottom in the deepest oceans.

Which fish do you like?

I like the trout. It lives in fresh water. It lives near the surface.

Which fish do you like?

I like the lanternfish. It lives in salt water. It lives near the bottom in the deepest oceans.

Which fish do you like?

I like the cod. It lives in salt water. It lives near the surface.

CB pp64-65 Activity 15 Ask and answer.

- · Read the conversation to the pupils.
- Show the pupils the words and phrases they can use in the *Talk about it!* section.
- Choose a pupil and ask Which fish do you like? Guide the pupil to using the Talk about it! expressions to express his / her opinion.
- Repeat with other pupils, then let the pupils practise the dialogue in pairs.

AB p81 Activity 16 Label the fish.

- · Read the words in the word bank to the pupils.
- Point to the blank label indicating the ray and ask What is it? The pupils answer ray and write the word on the label.
- · Repeat with the other labels.

Answers: Salt water – sardine, cod, ray fresh water – trout, pike

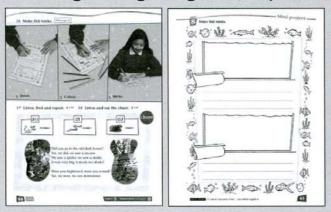
AB p81 Activity 17 Read and complete.

- · Read the words in the word bank to the pupils.
- Look at picture 1 with the pupils and ask which fish it is. The pupils answer cod. Fill in the blanks in the sentences for each picture. Some words are used more than once.

Answers: 1 saltwater, the sea, surface 2 freshwater, rivers, bottom 3 saltwater, the sea, bottom 4 fresh water, rivers, surface

Lesson 11 = Other subjects

Learning through English (Project)



CB page 66

PMB page 43

Objectives

- · Review sea life and aquatic life vocabulary
- Make a model of freshwater aquarium and a saltwater aquarium

Core language

Review of

- · sea life vocabulary
- · aquatic life vocabulary
- · language used so far

Materials

Sea life flashcards (x12); Aquatic life flashcards (x7); Make a fish tank template (PMB p43) – one photocopy per pupil

Review vocabulary

 Use the flashcards to review the sea life and aquatic life flashcards. The pupils say the words chorally and individually.

Present the project

- Tell the pupils they are going to make two models of fish tanks. Explain that one is going to be for fresh water and one for salt water.
- Ask the pupils to recall the names of fish they can put in the fresh water tank (trout, pike).
- Ask the pupils to recall the names of fish they can put in the salt water tank (sardines, cod, ray, anglerfish, lanternfish).

CB p66 PMB p43 Activity 16 Make fish tanks.

- Give each pupil a photocopy of the fish tank PMB page.
- The pupils decide which fish they are going to put in each tank.
- Ask the pupils to recall the depths that these fish swim at. The pupils draw them in the tank at the appropriate depth. They can use the pictures on page 65 of the Class Book for reference.
- The pupils write three sentences about the fish in tanks below each one, e.g. I like the pike. It lives in fresh water. It lives near the bottom. They can use the sentences on page 65 of their Class Book for reference.

Display

- · Display the fish tanks in the classroom.
- Allow the pupils to move around the classroom, look at all the fish tanks, and discuss them with their friends.
- Have a feedback session in which the pupils decide on the best fish tanks.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 44

Objectives

- · Review sea life and aquatic life vocabulary
- · Learn about how fish float
- · Do an experiment to see how fish float

Core language

Review of

- · sea life vocabulary
- aquatic life vocabulary
- · language used so far

Materials

Sea life flashcards (x12); Aquatic life flashcards (x7); Do a floating experiment template (PMB p44) – one photocopy per pupil; Plastic bowl – one for each group of pupils; A small plastic bag and a bag tie – one for each group of pupils; A selection of items to test for each group of pupils – a metal spoon, a sponge, a balloon, a pencil, and a paperclip

Review vocabulary

 Use the flashcards to review the sea life and aquatic life vocabulary. Show the pupils the flashcards and ask them to say the words chorally and individually.

Preparation

- · Arrange the pupils in groups of five.
- Explain to the pupils that they are going to investigate how fish float in the water.
- They are going to see how special containers inside the fish, which are full of air, keep the fish floating.
- In the experiment, they are going to compare how an object inside a bag with air inside it floats better than a container without air.

PMB p44 Using the Photocopy Master

- Give each group of pupils a photocopy of the Do a floating experiment template.
- Read the instructions for the experiment. Do the experiment yourself in front of the pupils. Make sure the pupils have a chance to see:
 - how you place each item into the water;
 - how you place each item in the plastic bag and tie the end.
- The pupils follow the instructions and record their observations.

Teaching tip

Some pupils may find it difficult to tie a knot in the tie. Be prepared to tie the knot for these students.

Display

 Call one or two pupils from one or more groups to bring the experiment to the front of the class and demonstrate it.

Fun activity (optional)

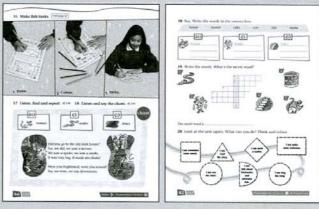
- The pupils can compare how other objects float in water.
- They should assemble a collection of everyday objects, such as coins, buttons, erasers, paper etc., and predict how each one is going to behave when it is dropped in the water.
- They put each object in the water and observe if their prediction was correct.

Song

- Ask the pupils Can you remember the song in this unit?
- Write what the pupils can remember on the board.
 Help them to remember the bits they've forgotten, then add them on the board.
- Play the We're going to the beach, hurray! song (Class Book p63 Activity 10, Listening 2.46) again. The pupils check that the version on the board is correct.
- Play the song again and encourage the pupils to join in.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation



CB page 66

AB page 82

Objectives

- Focus on the pronunciation of dipthong sounds /au/, /eə/, and /eɪ/ with a chant
- · Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Other language

shake, stairs

Materials

CD 2; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p66 Activity 17 Listen, find and repeat.

- Point to the dipthong symbols. Say the example words and emphasize the dipthong sounds.
- Point to the pictures. The pupils say the words.
- · Play the CD. Pupils point and repeat.

·)) 2.50

house

mouse

snake

shake

downstairs

scared

- Say the three vowel sounds /ao/, /eə/, and /eɪ/. The pupils find the words that share the vowel sound.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the vowel sounds.

CB p66 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

1)) 2.51

Did you go to the old dark house? Yes, we did, we saw a mouse. We saw a spider, we saw a snake. It was very big, it made me shake!

Were you frightened, were you scared? Yes, we were, we ran downstairs.

Welcome to the old dark house, children ...

- · Ask the pupils if all the items are in the chant.
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- · Play the chant again and encourage pupils to join in.

Focus on spelling

- Match the spelling with the vowel sounds.
- · Highlight the spelling patterns:
- /au/ is often spelt ou (house, mouse);
- /ei/ is often spelt a ... e (snake, shake);
- /eə/ is often spelt ai (downstairs) or $a \dots e$ (scared).
- Show examples from the chant for each vowel sound.
- Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p82 Activity 18 Say. Write the words in the correct box.

- Point to each of the boxes and say the example word.
 Emphasize the dipthong sound.
- Point to each of the words in the word bank. Ask the pupils to say the word. Ask Which box does it go in?
- The pupils identify the box for each word and write the word in it.

Answers: Box 1 mouse, cow, house Box 2 shake, cake, snake Box 3 stairs, scared, fair

AB p82 Activity 19 Write the words. What's the secret word?

- Read the words in the word bank to the pupils.
- Point to the clue for 1 across and ask What is it? The
 pupils answer a snake. Show the pupils how the spaces
 for 1 across are completed in the crossword.
- Repeat with the other clues. The pupils write the words in the crossword.

Answers: 1 snake 2 cake 3 shake 4 stairs 5 mouse. The secret word is *scared*.

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p82 Activity 20 Look at the unit again. What can you do? Think and colour.

 Let the pupils do the self-evaluation activity as before (see p38).

PMB p56 Picture Dictionary (optional)

- If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 83

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- · Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p83 Activity 1 Find the words.

- Point to the first picture and ask What is it? The pupils answer jellyfish. Ask the pupils to look for the word jellyfish in the wordsearch.
- Ask the pupils to identify the rest of the pictures.
- The pupils find the rest of the words in the wordsearch and circle them.

a	h	d	e	p	u	a	t	(i)	i	g	v	6
n	S	е	a	h	0	r	s	e	u	d	f	c
d	b	f	е	u	m	e	(b)	1	С	(\$)	v	t
h	r	0	1	i	a	О	e	1	х	h	е	0
e	9	i	9	d	t	u	a	у	e	e	v	p
1	b	p	v	e	h	e	n	f	k	1	0	u
f	u	j	9	e	S	t	S	i	С	U	а	S
e	d	а	t	9	(I)	у	p	S	f	e	k	h
k	i	w	u	s	p	u	e	h	h	ď	v	1
e	t	0	k	u	h	w	a	k	i	a	%	m
j	@	s	t	r	0	n	а	u	D	y	r	t
С	h	с	Œ	0	0	t	h	a	С	h	10	k
r	d	t	e	g	i	i	w	r	b	r	n	9

AB p83 Activity 2 Make questions and answers.

- Say Boys and girls are having a conversation. The boys are asking questions. The girls are answering the questions.
- Read the words in number 1 and say Can you say the words in the correct order? The pupils say Did you go to Water World? Repeat with number 2 (the answer), then with the other questions and answers.
- The pupils write the sentences on the answer lines.

Answers: 1 Did you go to Water World? 2 Yes, we did.
3 Did you see an octopus? 4 No, we didn't. We saw a shark.
5 Did you have fish and chips? Yes, we did.

 As a follow-up activity, the pupils can write a conversation in pairs between a boy and a girl about a visit to a local place. They can use the conversation in Activity 2 as a model.



The pupils are now ready to sit the Unit 8 test (see p172).



Multimedia extension: you may now like to use the Science 2 section of the optional DVD.

9 Technology

Lesson 1 = Words

Introducing vocabulary





CB page 67

AB page 84

Objectives

- · Understand the theme of the unit
- · Become familiar with vocabulary for electrical items
- Practise listening to and talking about what people need
- · Focus on spelling

Core language

Electrical goods vocabulary: memory stick, laptop, mouse, screen, keyboard, mobile phone, text message, camera
Review of

- · TV, radio, computer
- · language used so far

Materials

Cut-outs of electrical items from magazines; Rollercoaster Game poster; Electrical items flashcards (memory stick, laptop, mouse, screen, keyboard, mobile phone, text message, camera, TV, radio, computer); CD 3; Pupils' bookmarks (optional)

Unit overview

- Tell the pupils they are going to learn about technology in this unit. Show the pupils the cut outs of electrical items. Ask What is it? about each one.
- Ask the pupils to say other words in English they know for electrical items. Ask them which words (in their own language) they would like to learn.
- Ask the pupils to look through Unit 9 in their Class Books. Talk with them about the unit and quickly write the different topics and activities in the sections on the board, relating them to the shapes on the Rollercoaster Game poster:
 - Words electrical items, messages
 - ▲ Story We saved the club!
 - Sentences He wanted the computer; He didn't want the phone; Did you go to the park? Yes, I did. / No, I didn't.
 - Song Keep in touch
 - Other subjects Write instructions / Learn about different ways of sending messages

 Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary

- Use the electrical items flashcards to teach the new vocabulary.
- Play What's missing? with the pupils: take one of the flashcards from the pile, then put the other ten flashcards on the board. The pupils say the word for the missing flashcard.

CB p67 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as Who can you see? Where are they? Recast pupils' answers as necessary: Yes, Eve, Molly and Archie are at a shop that sells electrical items.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

9)) 3.1

- 1 TV
- 2 radio
- 3 text message
- 4 laptop
- 5 mouse
- 6 screen
- 7 keyboard
- 8 computer
- 9 memory stick
- 10 camera
- 11 mobile phone

CB p67 Activity 2 Listen and find.

- Explain that they are at a shop that sells electrical items because Eve wants to buy a computer.
- Play the dialogue.
- The pupils listen for the electrical items. They point to the objects as they hear them.
- Alternatively, the pupils can use their bookmarks to focus on the pictures.

·)) 3.2

Shop assistant: Can I help you?

Eve: Yes, please. I want to buy a new computer.

Shop assistant: A laptop?

Eve: No, a normal computer, please. Not a laptop.

Shop assistant: OK. Have a look at this one. Eve: Mmm ... very nice!

Shop assistant: What else do you need? Eve: Well, I need a mouse.

Shop assistant: That's fine. The computer comes with a mouse.

ve: And a keyboard!

Shop assistant: Here it is.

Molly: Great. I like this computer – the screen's very big,

that's good.

Molly: Eve, you need a memory stick too.
Eve: Oh yes. Can I get a memory stick, please?

Shop assistant: Yes, of course. They're on sale!

Shop assistant: When you buy this computer you get a free

mobile phone.

Eve: Really?

Molly: Wow! Those are brilliant!

Shop assistant: Yes. It's got a camera, so you can send text

messages with photos.

Eve: But it's not as good as these cameras here, is it? Shop assistant: Well, no, but cameras can't send text messages!

Archie: Eve, Eve, can we buy a new TV?

Eve: No, Archie, we can't. We just need the computer.

Molly: How about a new radio? Look at those ones!

Eve: No, Molly! Come on, kids, let's go and play on

the new computer!

CB p67 Activity 3 Ask and answer.

· Read the dialogue to the pupils.

- Select a pupil and ask Does she need a laptop? Help the pupil to answer No, she doesn't.
- Practise the dialogue with other pupils and other items. The pupils answer Yes, she does or No, she doesn't or I'm not sure.

Spelling

· Ask the pupils to identify:

- two word combinations (mobile phone, text message, memory stick);
- words that end in e (mobile phone, text message, mouse):
- words that end in other vowels (radio, camera).

AB p84 Activity 1 Number the pictures. Then write.

- Read the words in the word bank to the pupils.
- Point to the picture of the keyboard and ask What is it? The pupils identify the item (a keyboard).
- Ask the pupils to write 1 next to the keyboard to link the picture with the correct word in the word bank.
 Pupils number the remaining pictures in the same way.
- Read the headings of the two columns (Computer, Mobile phone). Read number 1 again (keyboard) and ask which group it goes in (Computer). The pupils write keyboard in the correct box.
- Repeat with the other words. Note that two of the words can go in both columns (camera, screen).

Answers (top to bottom): 5, 7, 2, 4, 6, 1, 3

Computer – keyboard, mouse, screen, memory stick, laptop, camera Mobile phone – text message, screen, camera

Lesson 2 = Words

Practising vocabulary





AB page 84

AB page 85

Objectives

- · Review vocabulary for electrical items
- · Practise listening to and talking about electrical items
- · Read about electrical items

Core language

Review of

- · electrical items vocabulary
- · language used so far

Materials

Electrical items flashcards (x11); Electrical items picture cards (PMB p45) – one photocopied set per pupil

Review vocabulary

- Put the electrical items flashcards on the board. The pupils say the words chorally and individually.
- Play First sounds with the pupils: say the first sound of each word and encourage the pupils to identify them.

AB p84 Activity 2 What does he need? Listen and tick ✓ or cross X.

- Point to the electrical items in the picture and ask the pupils to name them (mobile phone, computer, laptop, TV, radio, camera).
- Explain that the pupils are going to listen to a person in a shop that sells electrical items. They should tick the items he wants and cross the items he doesn't want.
- Play the CD. Pause after This one is very good. Look.
 and ask Does he want a computer? The pupils answer
 Yes, he does and tick the computer box. Ask Does he
 want a laptop? The pupils answer No, he doesn't and
 cross the laptop box.
- Repeat with the rest of the conversation. Pause the CD at suitable points and ask the pupils questions to help them tick or cross correctly.

·)) 3.3

Assistant: Can I help you?

Grandad: Yes. I need a new computer.

Assistant: A laptop computer?

Grandad: No, not a laptop, a normal computer.
Assistant: OK. This one is very good. Look.
Assistant: OK – do you need anything else?
Grandad: Yes – I need a new mobile phone.

Assistant: What about this one?

Grandad: Hmm ... Has it got a camera?
Assistant: Yes, it has. Do you need a camera?

Grandad: Yes, I do. OK, I'll take it.

Assistant: Do you need anything else? We've got some very

good TVs, and some very good radios too.

Grandad: No, I don't need a TV and I don't need a radio. Just

the mobile phone and the computer, thanks.

Answers: mobile phone ✓ computer ✓ laptop X TV X radio X camera ✓

AB p85 Activity 3 What do they need at the club? Read and tick ✓.

- Point to the electrical items and ask the pupils to name them.
- Ask individual pupils to read a sentence each of the text
- Say Read the text again. Tick the items that Eve has got now. Cross the items that she hasn't got now.
- The pupils read the text individually and tick or cross the items.

Answers: computer ✓ laptop X mouse ✓ keyboard ✓ screen ✓ memory stick ✓ mobile ✓

AB p85 Activity 4 Write the words.

- · Show the pupils the code and explain how it works.
- Point to number 1 and go through the symbols with the pupils, matching them to the letters, to show why the answer is mouse.
- Point to number 2 and go through the symbols, asking the class which letters they represent. Write the letters on the board. When the word is complete the pupils write it in their Activity Books.
- The pupils can work out the rest of the words in pairs.

Answers: 1 mouse 2 keyboard 3 mobile phone 4 memory stick 5 text message 6 computer

Spelling game

 The pupils make a wordsearch using words for electrical items which the pupils know (see p22).

PMB p45 Picture cards

- Give out the photocopies of the electrical items picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Who's got ...? (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 3 ▲ = Story

Story





CB page 68

CB page 69

Objectives

- · Predict a story from visual clues
- · Listen to a story
- · Read a story
- · Listen for words and phrases in a story
- · Practise story language

Core language

Did you see the burglar?

Review of

- · electrical goods vocabulary
- · language used so far

Other language

what happened on ..., fireworks, burglar, chase

Materials

Electrical items flashcards (x11); CD 3

Review vocabulary

- Put the electrical items flashcards on the board. The pupils say the words chorally and individually.
- Play That's my word! with the pupils: when they hear you say their word, they point to the flashcard on the board and say the word.

Introduce the story

- Ask the pupils to imagine that there was a serious problem at The Incredible Club. The pupils talk about what the problem could be.
- Look at the pictures with the pupils. Ask them to whether they can predict what the story is about and what the problem is: What's the reporter saying? What's Archie doing?
- Talk about the story and the pupils' predictions. Talk about what happens in each frame and explain that the story is about a burglary at the Incredible Club.
- Explain in the story that the problem is resolved in an unexpected way.

CB pp68-69 Activity 4 First listening with the books closed.

- Tell the pupils to listen to the story and decide what the problem was.
- The pupils listen with their books closed.

·)) 3.4

[1] Reporter: So tell us - what happened yesterday?

[2] Jazmin: Well, we had a great day. There was a football

match.

[3] Molly: Then there were some fireworks, but Coco was

scared and went into the club.

[4] Luke: But a burglar opened the window and climbed in.

He wanted the new computer.

Reporter: Did you see the burglar?

[5] Luke: No, the fireworks were very loud. We didn't see or

hear anything.

[6] Archie: The burglar tried to take the computer. But then he

fell over Coco ...

[7] Finn: We all chased the burglar. He ran very fast, but we

ran fast, too!

[8] Jazmin: And then he fell over the balls!

[9] Molly: And he fell into the goal!

Finn: And then we got him!

[10] Reporter: Well done! You saved the Incredible Club! You really

are incredible!

Kids: Hurray!

 Ask the pupils what the problem was (A burglar tried to steal the computer). Encourage them to give further details of the story. Recast the pupils' answers as necessary.

CB pp68-69 Activity 4 Second listening with the books open

- Tell the pupils to open their books and look at the story again.
- Ask questions about the story such as What happened to the burglar?
- Play the recording again while the pupils follow in their books.
- · Go through any vocabulary queries with the class.

CB pp68-69 Activity 5 Read and match.

- Read the first sentence beginning The kids played ...
 and ask How does the sentence end? The pupils answer
 football and write c in their notebooks.
- · Repeat with the other sentences.

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

Fun expressions

 Write these fun expressions from the story on the board:

We had a great day. (Jazmin)

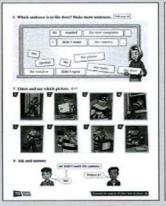
You saved the Incredible Club! (Reporter)

You really are incredible! (Reporter)

- Play the story again: the pupils put up their hands when they hear one of the phrases.
- Pause the recording. The pupils repeat the phrase chorally and individually. Encourage the pupils to copy the intonation on the CD.

Lesson 4 • = Sentences

Language focus 1





CB page 70

AB page 86

Objectives

- Understand the use of He wanted ... and He didn't want ...
- · Practise using the new language

Core language

He wanted the new computer; He didn't want the TV.

Materials

Grammar tiles (PMB p46) – one photocopy of Set 1 per pupil (optional); CD 3

Recall the story

- Ask the pupils to remember as much as they can from the story.
- Say the following sentences from the story, and ask the pupils to identify who says each one:
- So tell us what happened yesterday? (Reporter)
- There was a football match. (Jazmin)
- We didn't see or hear anything. (Luke)
- You saved the Incredible Club! (Reporter)

CB p70 PMB p46 Activity 6 Which sentence is in the story? Make more sentences.

- Ask the pupils to read the sentences in the grammar tiles (He wanted the new computer. I didn't want the camera.)
- Ask the pupils to say which sentence was in the story (He wanted the new computer).
- Focus on the difference between the affirmative (wanted) and negative (didn't want) forms.
- Ask the pupils to say what didn't is short for (did not). Remind the pupils that didn't always goes with the base form of the verb (want), not the past form (wanted).
- The pupils say the sentences in the grammar tiles chorally and individually.
- The pupils make more sentences using the other tiles in the picture. Alternatively, give each pupil a copy of Set 1 of the grammar tiles from the PMB: the pupils cut out the tiles and arrange them in sentences on their desks. Ask individual pupils to read out their sentences for the class.

CB p70 Activity 7 Listen and say which picture.

- Point to each of the pictures. The pupils say open or want according to the action in the picture.
- Play the first sentence. Ask Which picture is it? The pupils answer picture 4.
- · Repeat with the other sentences.

·)) 3.5

Jazmin: He opened the window.
Luke: He didn't want the TV.
Jazmin: He wanted the computer.
Luke: He didn't want the camera.
Jazmin: He wanted the radio.
Luke: He didn't want the phone.
Jazmin: He wanted the cake.
Luke: He opened the door.

Answers: 4 (open) 7 (want) 2 (want) 6 (want) 5 (want) 3 (want) 8 (want) 1 (open)

CB p70 Activity 8 Ask and answer.

- · Read the dialogue to the pupils.
- Choose another picture and say a sentence about it, e.g. He didn't want the phone.
- · The pupils say which picture it is.
- · Repeat with sentences about other pictures.
- · The pupils play the game in pairs.

AB p86 Activity 5 Listen and look. Then write sentences.

- Point to each picture and say a sentence about it (He didn't open the door, He opened the window, etc.)
- Play the conversation. Pupils follow the pictures in their books.

·)) 3.6

Adult: So what happened that night?
Girl: Well, the burglar came in.
Adult: Did he open the door?

Boy: No, he didn't. He opened the window.

Adult: OK ...

Girl: Well, he wanted the computer. He didn't want the radio.

Boy: But he wanted the camera! Adult: What happened next?

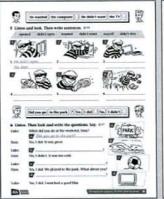
Girl: We came home - he didn't stay!

Answers: 1 He didn't open the door. 2 He opened the window. 3 He wanted the computer. 4 He didn't want the radio. 5 He wanted the camera. 6 He didn't stay.

- Read the words in the word bank to the pupils.
- Read the example sentence. The pupils write five more sentences using the words in the word bank.
- · Point out that one of the words is used twice.

Lesson 5 - Sentences

Language focus 2





AB page 86

AB page 87

Objectives

- Understand the use of Did you ...?
- · Practise using the new language

Core language

Did you go to the park? Yes, I did. / No, I didn't.

Materials

Grammar tiles (PMB p46) – one photocopy of Set 2 per pupil (optional); CD 3

AB p86 PMB p46 Presentation

- Draw a picture of a boy on the board. Ask the pupils to suggest what he did yesterday.
- The pupils suggest, e.g. He went to the park. He didn't go to the shopping centre.
- Write five or six of the suggestions on the board.
- Choose a pupil, point to the picture and say That's you. Ask the pupil questions with Did you ..., using the activities on the board, e.g. Did you go to the park? Did you go to the shopping centre?
- Help the pupil to answer appropriately with Yes, I did or No, I didn't.
- Repeat with other pupils. Write one or two of the questions on the board.
- Ask the pupils to read the sentences in the second set of grammar tiles on page 86 of the Activity Book.
- Focus on the use of the base form of the verb (go, not went) with did you ...
- The pupils say the questions and answers in the grammar tiles chorally and individually.
- Give each pupil a copy of Set 2 of the grammar tiles from the PMB. Ask the pupils to suggest words to put in the blank tiles (e.g. the swimming pool, the school, the cinema, etc.). Write the suggestions on the board. The pupils can choose words to copy in the blank tiles.
- The pupils cut out all the tiles and use them to make sentences on their desks. Ask pupils to read out their sentences for the class.

AB p86 Practice

 Say Ask me questions. Point to the activities on the board and guide the pupils to asking you questions with Did you ... Answer the questions with Yes, I did or No, I didn't.

AB p86 Activity 6 Listen. Then look and write the questions. Say.

- Point to each of the picture cues and say What is it?
 The pupils say the activity (go to the park, swim, play football, watch television).
- Play the conversation. The pupils follow in their books.
- Point to the first blank and ask Can you make a question? The pupils say Did you go swimming?
- Write the question on the board. The pupils copy the question in their Activity Books.
- · Repeat with the other questions.

·)) 3.7

Luke: What did you do at the weekend, Finn? Did you go to

the park?

Finn: Yes, I did. It was great.
Luke: Did you go swimming?
Finn: No, I didn't. It was too cold.
Luke: Did you play football?

Finn: Yes, I did. We played in the park. What about you? Did

you watch TV?

Luke: Yes, I did. I watched a good film.

Answers: a Did you go to the park? b Did you go swimming? c Did you play football? d Did you watch television?

AB p87 Activity 7 Look and write questions. Then ask your friend the questions.

- Read the dialogue to the pupils. Read the example question Did you go to the park last weekend?
- Point to picture 2 and say Can you make a question with Did you ...? The pupils say Did you read a book?
- Write the question on the board. The pupils copy the question in their Activity Books.
- Repeat with the other picture cues. More advanced pupils can write the questions in pairs, without your help.

Answers: 1 Did you go to the park last weekend? 2 Did you read a book? 3 Did you watch TV? 4 Did you play on the computer? 5 Did you go swimming? 6 Did you play tennis?

· The pupils ask each other the questions in pairs.

AB p87 Activity 8 Write about your friend's weekend.

- Ask the questions in Activity 7 to a pupil. Note his / her answers on the board.
- Write an example paragraph using the answers, e.g.
 Last weekend my friend didn't go to the park. He read a
 book and he watched TV. He didn't play on the computer.
 etc.
- The pupils write a paragraph about the pupil they asked the questions to.

Lesson 6 ▲ = Story

Playscript



AB page 88

Objectives

- · Read and complete a playscript
- Use finger puppets to act out a playscript
- · Act out the play

Core language

Review of language used so far

Materials

CD 3; Spare photocopies of the finger puppets (PMB p3)

AB p88 Activity 9 Listen to the story again.

- Tell the pupils to look at pages 68–69 in the Class Book again.
- Play the CD while the pupils listen and read.
- Alternatively, the pupils can read the story aloud in groups of four. Each pupil should read one character.

AB p88 Activity 10 Write the words in groups.

- Read the words in the word bank to the pupils.
- Point to each of the boxes and read the word in each one. Ask the pupils to suggest words from the word bank to go in each box.
- The pupils write the words from the word bank in the correct category.
- Ask pupils to talk about how they grouped the words, and to describe the categories, e.g. the first group is sports, the second group is days, the third group is electrical gadgets, the fourth group is parts of a house, and the fifth group is positive words.

Answers: Box 1 football, hockey Box 2 yesterday, on Saturday, on Sunday Box 3 computer, mobile, laptop, screen Box 4 window, door Box 5 fantastic, great, incredible

Ask the pupils to suggest new words for each category.

AB p88 Activity 11 Choose words and complete the playscript. Act.

- Read the playscript to the pupils. When you come to a blank, ask Which word was in the story? The pupils write the words in the blanks.
- Read the playscript again. Ask the pupils to suggest alternative words from Activity 10 to complete the blanks.

 Divide the pupils into groups of four. In their groups, the pupils decide which words to use when they read the playscript.

Finger puppets

- Ask the pupils How many characters are there in the story? The pupils identify the four characters (Archie, Molly, Jazmin, the reporter).
- In their groups, the pupils decide who is going to take each part.
- If the pupils have got their finger puppets with them, tell them to get out the puppet for the character they are going to play.
- Give each group a photocopy of the extra finger puppet template (PMB p3). The pupils cut out, colour and stick the extra puppet to make the puppet for the reporter. If they haven't got the other puppets they need, they will have to make those too.

Practice

- Remind the pupils of the five points of successful play acting:
 - 1 Listen to the other actors.
 - 2 Wait for your turn.
 - 3 Speak clearly.
 - 4 When the puppets are speaking to each other, they should face each other.
 - 5 Don't move your puppets unnecessarily.
- Tell the pupils about the notes you made during the Unit 8 play acting. Encourage them to concentrate on the points you noticed. Say you will be watching them again this time.
- The pupils act out the play with their puppets. While they are doing this, circulate around the classroom.
 Make a note of the points the pupils should improve on next time.
- Ask one or two groups to come to the front to act out the play with their puppets.

Teaching tip

For the next lesson you might like to bring in an assortment of magazine cut-outs of electrical items.

Lesson 7 ▲ = Story

Reading and writing





CB page 71

AB page 89

Objectives

- Review electrical items vocabulary
- · Read and understand instructions for a game
- · Write instructions for a game

Core language

Review of

- · electrical items vocabulary
- language used so far

Other language

thief, steal, arrive, safely, hit, lose, touch, socket, energy, stone, surfboard, basket

Be careful of ...

Materials

Cut-outs of electrical items from catalogues; *Instructions* template (PMB p47) – one photocopy per pupil

Review vocabulary

- Show some of the magazine cut-outs to the pupils.
- Ask the pupils to talk about the electrical items in the pictures, using I like ... and I don't like ..., e.g. I like this mobile phone. I don't like that screen.
- Hand out the magazine cut—outs to the pupils. Each pair should have pictures of several items. In pairs, they talk about the electrical items.
- Select individual pupils to stand up and tell the rest of the class about their pictures.

CB p71 Activity 9 Read and say which game.

- Explain that the cards are instructions for computer games.
- Select individual pupils to read a sentence or two each from the instructions.
- Read sentence number 1 from below the cards and ask What game is it? The pupils answer Wave rider and write the answer in their notebooks.
- · Repeat with the other sentences.

Answers: 1 Wave Rider 2 Bananas for the Monkey 3 Stop thief! 4 Bananas for the Monkey 5 Stop thief! 6 Wave Rider

AB p89 Activity 12 Read and write A or B.

- Point to the first game. Ask the pupils what they
 can see in the picture (a boy on a bike, a canyon, eggs,
 chocolate bars, snakes, etc.). Recast the pupils' answers
 as necessary.
- · Repeat with the second picture.
- Read the first sentence. Ask Game A or Game B? The pupils say Game A and write A next to the sentence.
- · Repeat with the other sentences.

Answers: 1 A 2 B 3 A 4 A 5 B 6 B 7 B 8 A 9 B 10 A 11 A 12 A

- Ask the pupils to read all the A sentences (You must jump over a canyon, etc.)
- Explain that you are going to put the instructions in a suitable order. Ask What is the first instruction? The pupils say You are a stunt bike rider.
- Ask the pupils for the next instructions. Write them on the board.
- · Repeat with the instructions for Game B.

Example answers: Game A You are a stunt bike rider. You must jump over the canyon. You must catch the eggs. Lots of eggs! You can eat the chocolate bars for more energy. You mustn't touch the bees. Be careful of the snakes and spiders. They want to catch you! If you fall in the canyon, the game is over. Game B: You are a dolphin. You must jump and catch fish. When you catch a fish you get a point and more energy. When you catch a ring you get a point. When you drop a ring you lose a point and you lose some energy.

AB p89 PMB p47 Activity 13 Draw a game and write instructions.

- Explain to the pupils that they are going to design their own computer game and write instructions for it.
- Remind pupils that they have to choose work for their portfolio during the course. Point out that this piece of work would be a suitable piece to include.
- Hand out the photocopies of the writing template.
- Brainstorm ideas for the game and the instructions.
 Use phrases such as You are a ..., You can ..., You can't ..., You must ..., You mustn't ..., Be careful of ...
- Tell the pupils to choose a name for their game. The pupils write their instructions in a logical order.
- The pupils write a rough copy first in their notebooks for you to correct. After you have checked the rough copy, they write their final copy on the photocopied template.

Lesson 8 = Song / chant

Learning for life





CB page 71

AB page 90

Objectives

- · Review the unit so far
- Understand the importance of communicating with people
- Talk about how you can communicate with people
- · Sing a song about keeping in touch with people

Core language

Review of language used so far

Other language

keep in touch, letter, texting, far from

Materials

Rollercoaster Game poster; Electrical items flashcards (x11); CD 3

Unit review

- Use the Rollercoaster Game poster and the Class Book to review the unit so far. Talk with the pupils about the activities they have done.
- The pupils give examples of the language they used in each activity.

Review vocabulary (categorizing)

- Ask the pupils to tell you all the new words they remember from the unit.
- Put all the electrical items flashcards on the board and ask the pupils to arrange them in these two categories: I've got one and I haven't got one.
- Repeat with other categories, such as: expensive / not very expensive; I use it a lot / I don't use it a lot.

Introduce the topic

- Talk with the pupils about communicating with people. Ask questions such as: How do we communicate with people? Why is it important to communicate with people? What happens if we don't communicate with people?
- Encourage the pupils to talk about some or all of these ideas in their answers:
 - we can communicate by talking or by writing;
 - we can use technology (computers, mobile phones) or simple things (cards and letters);
 - we can communicate to exchange ideas and opinions, tell people what we're doing etc.;
- if we don't communicate, we feel isolated.

 The pupils can express their ideas in their own language. If they do, recast their answers in English.

CB p71 Activity 10 Listen and read. Then sing the song.

- Read the song with the pupils. Explain any new words (e.g. visiting, hard).
- Play the song on the CD.

·)) 3.8

Keep in touch by letter, Keep in touch by card, Keep in touch by visiting, It's really not that hard.

Keep in touch by email, Keep in touch by phone, Keep in touch by texting, You're never far from home!

- Write a list of the types of communication in the song (letter, card, visiting, email, phone, texting). Point to each one and ask the pupils to draw in the air the first letter of each one (l for letter, c for card, etc.).
- Read the song again to the pupils. Ask them to draw the first letters in the air as you read.
- Play the song again and encourage the pupils to join in, singing and drawing letters in the air.

AB p90 Activity 14 Read and match. Then listen and check.

- Tell the pupils to close their Class Books and open their Activity Books at page 90.
- · Read number 1 to the pupils.
- Ask How does that line continue? The pupils say by letter
 /e. Show the pupils the line connecting number 1 and
 e.
- Repeat with the other lines of the song. The pupils draw lines to connect the beginnings and the endings.
- Play the song again; the pupils check and correct the lines they suggested.
- To finish the lesson, tell the pupils to close their books.
 Help them to say the whole song again, chorally, from memory.

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

Lesson 9 ■ = Words **)** = Other subjects

Learning through English





CB page 72

CB page 73



AB page 90

Objectives

- Learn some words for different types of message
- · Learn about different ways to send messages

Core language

Messages: flags, smoke, mirrors, drums, Morse code, horses, pigeons

Review of language used so far

Other language

send a message

Materials

Messages flashcards (flags, smoke, mirrors, drums, horses, pigeons); CD 3; Messages picture cards (PMB p45) – one photocopied set per pupil

Introduce the topic

- Point to the pictures. Ask the pupils if they know about any of these ways of sending messages.
- The pupils can express their knowledge in their own language. Recast their answers if necessary.
- Tell the pupils they are going to learn about different ways of sending messages.

Introduce new vocabulary

- Show the messages flashcards one by one to the pupils and say the words clearly.
- The pupils repeat the words chorally and then individually.

 Play Get moving! with the pupils (see p20). First do the gestures and ask the pupils to say the object. Then ask individual pupils to do the gestures for the other pupils to guess.

CB pp72-73 Activity 11 Look, listen and repeat.

 Play the CD. The pupils repeat each word chorally and point to the correct picture.



mirror

smoke

flags

Morse code

drums

pigeon

horse

CB pp72-73 Activity 12 Answer the questions.

- Read question 1 to the pupils. The pupils circle the types of communication they use. Ask individual pupils to tell you how they communicate.
- Ask questions such as Who do you phone? How often do you write emails? Recast the pupils' answers if necessary.
- Read the second question. Ask the pupils for their opinions of different ways of sending messages. Ask questions such as What do you like about text messages? Do you prefer texting or talking on the phone? Recast the pupils' answers if necessary.

AB p90 Activity 15 Write the words.

- Read the words in the word bank to the pupils.
- Point to picture 1 and ask What is it? The pupils answer drums. They write the word next to the picture.
- · Repeat with the other pictures.

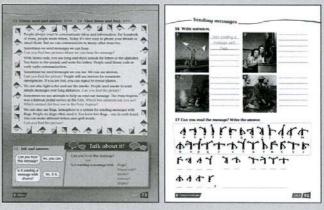
Answers: 1 drums 2 pigeon 3 flags 4 horse 5 smoke 6 Morse code

PMB p45 Make the picture cards

- Give out the photocopies of the messages picture cards. The pupils colour and cut out the picture cards.
- They can use their cards to play a game, for example Show me! (see p21).
- If your pupils are using word cards, they can prepare them now. Pupils cut them out and match them with the picture cards.
- Remind the pupils to keep all the cards in a safe place.

Lesson 10 ■ = Words **1** = Other subjects

Learning through English



CB page 73

AB page 91

Objectives

- · Review electrical items vocabulary
- Review messages vocabulary
- · Read about types of messages

Core language

Review of

- electrical items vocabulary
- · messages vocabulary
- · language used so far

Other language

communicate, hundreds, rescue plane, light a fire, postal service

Materials

Electrical items flashcards (x11); Messages flashcards (x6)

Review vocabulary

- Stick half of the electrical items and messages flashcards on the board.
- Write up the words with jumbled letters.
- Ask pupils to come to the front to write the words and match them with the cards.
- · Repeat with the other half of the flashcards.

CB pp72–73 Activity 13 Listen, read and answer.

- Play the CD while the pupils follow in the Class Books.
- Pause the CD after each question has been answered.
 The pupils look back at the pictures in Activity 11 and try to work out which form of communication is being used.

·)) 3.10

People always want to communicate ideas and information. For hundreds of years, people wrote letters. Today, it's very easy to phone your friends or email them. But we can communicate in many other ways too.

Sometimes we send messages we can hear. Can you find two pictures where we can hear the message?

With Morse code, you use long and short sounds for letters of the alphabet. You listen to the sounds and write the letters. People used Morse code in early radio communication.

Sometimes we send messages we can see. We can use mirrors. Can you find the picture? People still use mirrors for mountain emergencies. If you are lost, you can signal to rescue planes.

We can also light a fire and use the smoke. People used smoke to send simple messages over long distances. Can you find the picture?

Sometimes we use animals to help us send our message. The Pony Express was a famous postal system in the USA. Which two animals can you see? Which animal did they use in the Pony

We can also use flags. Semaphore is a system for sending messages with flags. People on ships often used it. You have two flags - one in each hand. You can make different letters and spell words. Can you find the picture?

Answers: 1 drums, Morse code 2 mirrors 3 smoke 4 pigeon, pony 5 flags

CB pp72-73 Activity 14 Then listen and find.

- Play the first conversation on the CD. Pause the CD and ask Which kind of message is it? The pupils answer
- Repeat with the other conversations.

·)) 3.11

Can you hear this message?

Yes.

Is it sending a message with drums?

Yes, it is.

Can you hear this message?

No, you can't.

Can you see this message?

Yes.

Is it using a mirror? Yes, well done.

Can you see this message?

Yes, you can.

Is it sending a message with smoke?

No. it isn't.

Is it sending a message with flags?

Yes, it is.

Can you hear this message?

No, you can't.

Is it sending a message with flags?

No, but you can see this message.

Is it sending a message with smoke?

Yes.

Can you hear this message?

Yes, you can.

Is it sending a message with drums?

No, it isn't.

Ah. Is it sending a message with Morse code?

Yes, well done!

CB pp72-73 Activity 15 Ask and answer.

- · Read the example dialogue to the pupils. Explain that one person has thought of a way of sending messages and the other person is asking a question to work out what they are thinking about.
- · Read the example dialogue to the pupils. Show the pupils the words and phrases they can use in the Talk about it! section.
- Choose a pupil and ask Can you hear this message? Guide the pupil to using the Talk about it! expressions to answer the question.
- Pupils get into pairs to practise the dialogue one pupil chooses a way of sending messages, and the other pupil asks questions to guess what it is.

AB p91 Activity 16 Write sentences.

- · Point to the first picture and read the example answer.
- Point the second picture and say Can you make a sentence? The pupils say They're sending a message with Morse code.
- Write the sentence on the board. The pupils copy the sentence in their Activity Books.
- · Repeat with the other pictures.

Answers: 1 He's sending a message with flags. 2 They're sending a message with Morse code. 3 He's sending a message with smoke. 4 He's sending a message with mirrors.

AB p91 Activity 17 Can you read this message? Write the answer.

- · Show the pupils the semaphore code.
- Help them to translate the message letter by letter.

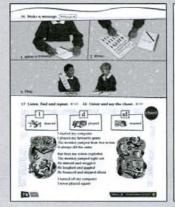
Answer: What is your name?

Teaching tip

You will need to make two paper semaphore flags before the next lesson.

Lesson 11 = Other subjects

Learning through English (Project)





CB page 74

PMB page 48

Objectives

- · Review messages vocabulary
- · Learn to write a message in semaphore

Core language

Review of

- messages vocabulary
- · language used so far

Materials

Messages flashcards (x6); Make a message template (PMB p48) - one photocopy per pupil; Two semaphore flags (made from paper); Red and yellow chalk

Review vocabulary

- · Stick the messages flashcards on the board.
- · Write up the words with jumbled letters.
- · Ask pupils to come to the front to write the words and match them with the flashcards.

Present the project

 Explain that the pupil are going to learn about semaphore, and they are going to write a message in semaphore.

CB p74 PMB p48 Activity 16 Make a message.

- Give each pupil a photocopy of the Make a message PMB page.
- · Point to the semaphore symbols and say the letters.
- Use the flags to make letters for the pupils to guess.
- Draw five stick figures without arms on the board. Use these to show the semaphore symbols for Hello (use coloured chalks to colour the flags: this makes them much easier to read). The pupils guess the word.
- Ask the pupils to decide on a message. They write the message in their notebooks, making sure that other pupils can't read it. As they are writing, check each pupils' message for correct grammar, spelling etc.
- The pupils draw the message in semaphore on the PMB page.

Display

- In groups of five, the pupils show each other their PMB pages and work out the messages.
- Call individual pupils up to the front; give them the flags and ask them to send a message to the class in semaphore. The other pupils try to guess the message.

Lesson 11a (optional)

Learning through English (Extension)



PMB page 49

Objectives

- Review types of message vocabulary
- · Make a telephone with cups and string

Core language

Review of

- · types of message vocabulary
- · language used so far

Materials

Message flashcards (x6); *Make a telephone* template (PMB p49) – one photocopy per pupil; Plastic cups – two for each pair of pupils; Lengths of string (about three metres) – one for each pair of pupils; Scissors

Review vocabulary

 Use the flashcards to review the messages vocabulary.
 Show the pupils the flashcards and ask them to say the words chorally and individually.

Preparation

- Explain that the pupils are going to make a simple toy to send messages.
- Show the pupils the cups and the string and ask them to suggest how they can be used to send messages.
 Recast the pupils answers as necessary.

PMB p49 Using the Photocopy Master

- Give each pair of pupils a photocopy of the Make a telephone PMB page.
- Read the instructions to the pupils. Show the pupils how to assemble the phone, and explain how to tie the knot in the string. Many pupils will need you to help them tie the knots.
- The pupils assemble the phone and try it out.

Teaching tip

You may prefer, in the interests of safety, to make the holes in the paper cups yourself, before the class.

- Ask the pupils to suggest messages to send over the phone. Write ten of their suggestions on the board.
- In pairs, the pupils try sending three messages to each other. The listener writes down the message he /she thinks it was, then compares it with the original.
- The sender and listener change roles and do the experiment again.

Display

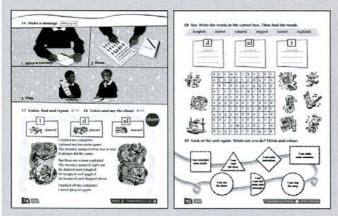
- Arrange a display of the message tables. Allow the pupils to see all the message tables and discuss them.
- Arrange a feedback sessions in which the pupils discuss which pair of pupils was the best at understanding the messages.

Fun activity (optional)

- Arrange all the pupils in a large circle around the classroom. Each pupil holds one end of the phone he made with a partner in one hand, and his neighbour's phone in the other hand.
- Tell all the pupils to put the cups over their ears.
- Say a message into the cup next to you. The pupil passes it on to his neighbour using the phone, and so on round the class.
- Write the message you receive after it has gone round the class. Write the message you sent to compare it.

Lesson 12 ■ ● ▲ ◆ ▶ (Review) Review

Review and self-evaluation



CB page 74

AB page 92

Objectives

- Focus on the pronunciation of the sounds /t/, /d/ and /id/ with a chant
- · Review the activities and the new language of the unit
- · Complete a self-evaluation activity

Core language

Review of language used so far

Materials

CD 3; Rollercoaster Game poster; Picture Dictionary page (PMB p56) – one photocopy per pupil (optional)

CB p74 Activity 17 Listen, find and repeat.

- Point to the symbols. Say the example past forms of the verbs (danced, played and wanted) and emphasize the final sounds; /t/, /d/ and /ið/.
- Point to the pictures. The pupils say the words.
- Play the CD. Pupils listen, point to the correct picture and repeat.

·)) 3.12

jumped

danced

bounced

laughed

skipped

played

wriggled

turned

giggled

started

exploded

- Say the three sounds /t/, /d/ and /id/. The pupils find the words that share the sounds.
- The pupils practise saying the words chorally and individually, concentrating on the pronunciation of the final sounds.

CB p74 Activity 18 Listen and say the chant.

 Play the chant. The pupils point to the items as they hear them.

·)) 3.13

I started my computer, I played my favourite game. The monkey jumped from tree to tree, It always did the same.

But then my screen exploded, The monkey jumped right out! He danced and wriggled, He laughed and giggled, He bounced and skipped about!

I turned off my computer, I never played again!

- Ask the pupils if all the items are in the chant.
- Teach the chant line by line. Focus on the pronunciation points. Use choral and individual repetition to check pronunciation.
- · Play the chant again. Encourage the pupils to join in.

Focus on spelling

- · Match the spelling with the vowel sounds.
- Highlight the spelling patterns: as all the sounds are spelt -ed.

/t/ – jumped, danced, laughed, skipped /d/ – played, turned

/id/ - wanted, started, exploded

- Show examples from the chant for each sound.
- Remind the pupils that there are lots of exceptions to spelling patterns in English.

AB p92 Activity 18 Say. Write the words in the correct box. Then find the words.

- Read the sounds and the example verbs in each box.
- · Read the words in the word bank to the pupils.
- Say the first verb (laughed) and ask Which box does it go in? The pupils answer box 3 and write the verb in box 3.
- · Repeat with the other verbs.

Answers: Box 1 played, turned Box 2 wanted, started, exploded Box 3 danced, jumped, laughed, skipped

- Show the pupils how the word started is circled in the wordsearch.
- Ask the pupils to find the other past forms in the wordsearch.

d	r	I	W	s	t	h	0	j	k	e
a	S	t	a	r	t	e	d	9	e	x
f	k	f	n	О	g	r	g	q	f	p
n	i	s	t	u	r	n	е	d	I	1
$\overline{1}$	p	w	e	х	0	f	r	0	z	0
a	p	(p	a	a	n	С	е	d	х	d
u	e	c	1	t	v	S	С	b	h	e
g	d	q	y	a	d	b	а	i	u	d
h	w	s	С	r	у	f	f	s	v	е
e	с	F	u	m	p	e	(С	t	w
(d)	х	q	е	u	z	t	(d)	q	v	k

End-of-unit review

- Use the Rollercoaster Game poster and the Class Book to recall the main activities of the unit.
- · Recall the language associated with each activity.

Play the Rollercoaster Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p37).
- Remind them to use the poster chants when a group gets a question right or wrong.

AB p92 Activity 19 Look at the unit again. What can you do? Think and colour.

 Let the pupils do the self-evaluation activity as before (see p38).

PMB p2 Picture Dictionary (optional)

- · If your pupils are making Picture Dictionaries, give out the photocopies of the template.
- Pupils continue making the dictionaries as for Unit 1 (see p38).

Lesson 12a (optional)

= Words = Sentences

Show what you know!



AB page 93

For suggestions on how to use Show what you know! see p17.

Objectives

- · Extra practice of the vocabulary of the unit
- Solve puzzles in English
- Provide extra material for homework and fast finishers

Core language

Review of language used so far

Materials

No extra materials

AB p93 Activity 1 Look at the Class Book. Find the page.

- Make sure that pupils have their Class Books. Read sentence number 1 (Coco plays with the dolphin) to the pupils. Ask What page is it? The pupils look for the page in their Class Books and say the page number (page 61).
- · Repeat with the other sentences.

Answers: 1 page 61 2 page 3 3 page 5 4 page 28 5 page 11 6 page 43 7 page 67 8 page 36 9 page 21

 As a follow-up activity, the pupils can write more sentences for a quiz about their Class Books, e.g. They're making pancakes (page 76). They can use the sentences in Activity 1 as models. They they can read their sentences to their classmates, who try to find the

AB p93 Activity 2 Write more words.

- Point to the first group of words and read the category (on the road) and the example (traffic lights). Ask Can you think of some more words? The pupils suggest suitable words and phrases - zebra crossing, car, etc., and write them in the spaces.
- Repeat with the other groups.

Example answers: On the road - left, right, sign, helmet, zebra crossing, car, etc. At school - History, Geography, Science, P.E., Spanish, etc. Underwater life - shell, starfish, shark, sand, jellyfish, crab, octopus, etc. Technology - memory stick, laptop, mouse, screen, keyboard, text, camera, etc.



The pupils are now ready to sit the Unit 9 test (see p174), and also the Term 3 test (see pp180-181 for parallel tests A and B)

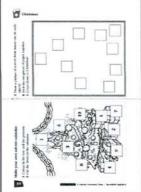


The pupils are now ready to do the culture lessons on 'My school' (see p156)



Advent





CB page 75

PMB page 50

Objectives

- · Become aware of some words associated with Advent
- Talk about different aspects of the Advent celebration
- · Make an Advent calendar
- · Sing an Advent song

Core Language

Advent vocabulary: angel, candy cane, snowman, star, sleigh, Christmas tree, present, reindeer, Christmas pudding, stocking

Review of language used so far

Materials

Christmas objects (angel, candy cane, snowman, star, sleigh, Christmas tree, present, reindeer, Christmas pudding, stocking) (optional); An Advent calendar (optional); Make your own advent calendar template (PMB p50) – one photocopy for each pupil; Scissors; Crayons; Glue sticks; CD 3

Teaching Tip

Advent is a period in the calendar of the Christian Church. It marks the beginning of the Christmas celebrations. Advent starts on the nearest Sunday to the 30th of November; for example, in 2006, it started on the 3rd of December.

Introduce the topic

- Explain when Advent is and what it's about (see the Teaching tip above).
- Talk with the pupils about the Advent period. Ask them to explain the difference between Advent and Christmas.
- Talk with the pupils about when they start to celebrate Christmas. Encourage them to discuss ideas such as when Christmas decorations appear in the shops and in public areas, when they put up Christmas decorations in their homes, when members of their family start buying Christmas presents, etc.
- The pupils can express their answers in their own language. Recast their answers as necessary.

Introduce the vocabulary

- If you have brought in the Christmas objects suggested above (angel, candy cane, snowman, star, sleigh, Christmas tree, present, reindeer, Christmas pudding, stocking) use them to present the vocabulary. Alternatively, point to each of the items in the Class Book picture for Activity 1.
- Say the words clearly. The pupils repeat the words chorally and individually.

CB p75 Activity 1 Listen and repeat.

- Look at the picture with the pupils. Introduce the idea of an Advent Calendar, and show them an Advent Calendar if you have one.
- Talk with the pupils about Advent Calendars. Ask if
 they have ever had an Advent Calender. Ask them to
 talk about the calendars they have had or they have
 seen: What was the picture? What was behind the doors?
 Recast the pupils' answers as necessary.
- The pupils listen to the recording. They repeat each word chorally and point to the correct picture.

·)) 3.14

angel

candy cane

snowman

star

sleigh

Christmas tree

present

reindeer

Christmas pudding

stocking

CB p75 Activity 2 Read and find. Say.

- Read the first description and explain any new words.
 Ask What is it? The pupils say a sleigh and point to the sleigh in the picture.
- · Read with the other descriptions.

Answers: 1 a sleigh (door 6) 2 a Christmas tree (door 7) 3 a snowman (door 3) 4 a Christmas pudding (door 10) 5 a present (door 8) 6 stocking (door 9)

CB p75 Activity 3 Listen and say the number.

- Play the first conversation on the CD and ask Which door is it? The pupils answer door number 6.
- Repeat with the other conversations.

·)) 3.15

Archie: Wow! Is this your Advent Calendar, Molly?

Molly: Yes, it is. I have one every Christmas.

Archie: Me, too. This one is really nice!

Molly: Can you see what's in this door?

Archie: Yes, it's a sleigh.

Molly: And what about this door?

Archie: Oh yes! A reindeer! To pull the sleigh!

Archie: Oh, look. I like this picture.

Molly: Which one?

Archie: The picture of the snowman.

Molly: Oh, the snowman. If it snows we can build a snowman.

Archie: Brilliant – I hope it snows for Christmas.

Archie: What's that picture? It looks like a sock.

Molly: It's a stocking.
Archie: A stocking?

Molly: Yes. On Christmas morning, it's filled with small presents

and chocolate.

Archie: Oh yes, of course!

Molly: I like the Christmas tree.

Archie: What do you put on the tree?

Molly: Oh, lots of things.

Archie: What do you put at the top of the tree?

Molly: We put a star.

Archie: At our house, we put an angel at the top.

Archie: Let's open a door now.

Molly: Good idea. You can open it, Archie.

Archie: Thanks, let's see ... oh yum! Christmas pudding! Mmm!

Answers: 6 (the sleigh), 5 (the reindeer) 3 (the snowman), 9 (the stocking), 7 (the Christmas tree), 10 (the Christmas pudding)

PMB p50 Make your own advent calendar

- Explain to the pupils that they are going to make an Advent Calendar.
- Give each pupil a photocopy of the Make your own advent calendar PMB page. Show the pupils how the bottom part of the PMB page is the front of the calendar (a Christmas tree) and the top part of the PMB page is the part behind the doors.
- The pupils colour the front of the calendar.
- Ask the pupils to suggest objects to go behind each door of the Advent calendar (e.g. Santa Claus, angel, candy cane etc). The pupils draw and colour the objects in the spaces.
- Show the pupils how to cut out, fold and stick their calendar. The pupils assemble their calendars.
- Call two or three pupils up to the front to show their Advent Calendars and talk about them (There's a snowman behind door number 10, etc).

CB p75 Activity 4 Listen and sing the song.

- Play the song to the pupils. Explain any new words, e.g. hug.
- Play the song again. The pupils sing along.

·)) 3.16

We wish you a merry Christmas, We wish you a merry Christmas, We wish you a merry Christmas, And a Happy New Year.

A kiss and a hug to everyone here. We wish you a merry Christmas, And a Happy New Year.

 With the pupils, work out a simple mime gesture for these phrases in the song:

Merry Christmas

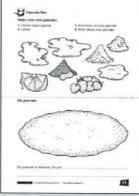
Happy New Year

A kiss and a hug

- Play the song again and ask the pupils to use the mime gestures as they listen.
- Play the song again and encourage the pupils to join in, singing and miming.

Pancake Day





CB page 77

PMB page 51

Objectives

- Become aware of some Pancake Day traditions
- Become aware of words associated with Pancake Day
- · Design a pancake and write about it

Language

Pancake Day vocabulary: nut, chocolate sauce, syrup, sugar, lemon, honey, jam, strawberry
Review of language used so far

Materials

CD 3; *Make your own pancake* template (PMB p51) – one photocopy for each pupil; scissors; crayons; glue

Teaching tip

Pancakes are made from a mixture of flour, milk and eggs cooked in butter in a frying pan. They have to be turned halfway through cooking, so the pancake is thrown in the air and caught in the frying pan again! Traditionally people eat pancakes with sugar and lemon juice, but some people like to put jam, nuts, cream, etc. on them.

Pancake Day is related to the Christian tradition of Lent, which is the period before Easter. During Lent, some people eat only very simple food and give the money they save to charity. Pancake Day is the day before the beginning of Lent. It's also called Shrove Tuesday. It's the day to eat lots of sugary, delicious food before Lent!

The date of Pancake Day changes each year because the date of Easter changes, but it is always exactly 47 days before Easter Sunday.

Introduce the topic

- Talk with the pupils about Easter. Ask questions such as When is Easter? How do we celebrate Easter? Recast the pupils' answers as necessary.
- Talk with the pupils about traditions in their country in the period before Easter. If the pupils are not aware of any traditions, explain that in many countries people traditionally eat only simple food in the days before Easter, and give the money they save to charity. This period is called Lent.
- Talk with the pupils about Pancake Day in the United Kingdom (see the *Teaching tip* above). Explain that it's the day before the beginning of Lent, so traditionally people have an extra tasty meal because they aren't going to eat tasty food again until Easter.

 Explain that in this lesson the pupils are going to learn about pancakes and tasty pancake toppings.

CB p76 Activity 1 Listen and repeat.

- Look at the picture with the pupils. Explain that the children are cooking pancakes, and they're going to put toppings on the pancakes.
- The pupils listen to the recording. They repeat each word chorally as you point to the correct picture.

·)) 3.17

nuts

chocolate sauce

syrup

sugar

lemon

· ·

honey

jam

strawberries

CB p76 Activity 2 Look and find.

- Look at the word bank with the pupils. Read each word to the class. The pupils repeat chorally.
- Read the first word again and ask Where are the nuts?
 The pupils point to the nuts in the picture.
- · Repeat with the rest of the words.

CB p76 Activity 3 Listen and find.

- Play the first conversation. Ask the pupils What does Jazmin want on her pancake? The pupils answer chocolate sauce and nuts and point to the items she chose in the pictures.
- · Repeat with the other conversations.

·)) 3.18

Eve: OK. Here's the first pancake. Jazmin, what do you want

on your pancake?

Jazmin: Can I have chocolate sauce? Eve: OK. Chocolate sauce. What else?

Jazmin: Nuts, please. Eve: Nuts? Jazmin. Yes, please.

Eve: OK. Here's the next pancake. Luke, what do you want

on your pancake? Can I have honey?

Luke: Can I have honey?

Eve: OK. Honey. What else?

Luke: Just honey, please.

Eve: OK. Here you are. Luke: Thanks.

Eve: OK. Here's the next pancake. Molly, what do you want

on your pancake?

Molly: Can I have lemon and sugar?
Eve: OK. Lemon and sugar. Anything else?

Molly: No, thanks.

Eve: Here you are, one lemon and sugar pancake.

Molly: Mmmmm!

Eve: OK. Here's the last pancake. Archie, what do you want

on your pancake?

Archie: Sardines, please.
All: Sardines?!!!
Archie: Yes, sardines, please.

Eve: Hmm. Archie, is this *your* pancake? Archie: No, it's Coco's! She loves pancakes!

Answers: Jazmin – chocolate and nuts Luke – honey Molly – lemon and sugar Archie – sardines (for Coco)

CB p76 Activity 4 Read and match.

- Point to the first picture and ask Who is it? (Eve) and What's her pancake got? (lemon, sugar and strawberries).
- · Repeat with the other pictures.
- Ask a pupil to read the first speech bubble (Do you like my pancake? It's got chocolate sauce and nuts.) Ask Who is it? The pupils answer Finn and draw a line from Finn to the first speech bubble.
- · Repeat with the other speech bubbles.

Answers: 1 Finn 2 Eve 3 Molly 4 Archie

- Say Tell me about Eve's pancake. Choose a pupil to answer (It's got lemon juice, strawberries and sugar).
- Repeat with questions about the other pancakes.
- The pupils practise the dialogue in pairs.

PMB p51 Pancake Day

- Give each pupil a photocopy of the Make your own pancake PMB page. Point to the toppings and ask the pupils to say the words. For each topping, ask What colour is it? The pupils colour the toppings.
- Show the pupils how to cut out toppings and stick them on the pancake.
- The pupils cut out and stick their favourite toppings on their pancakes. They cut off the top part of the PMB page and keep the bottom part.
- Ask pupils to complete the sentence about their pancake, e.g. It's got honey, nuts and strawberries.
- Ask a few pupils to come to the front to show their pancakes to the rest of the class and talk about them.

World Book Day





CB page 77

PMB page 52

Objectives

- · Become aware of World Book Day
- Become aware of some words associated with books
- Discuss the importance of reading
- · Make two bookmarks to use when reading

Core Language

Book vocabulary: adventure, comic, story, hero, superhero, mystery, fairy tale

Review of language used so far

Materials

Make bookmarks template (PMB p52) – one photocopy for each pupil; CD 3; Some examples of children's books in English and in the pupils' own language (optional)

Teaching tip

World Book Day is on April 23rd, but in the United Kingdom and Ireland it is always celebrated on the first Thursday in March. The idea of World Book Day is to encourage children to read and to understand the importance of reading. In England, many schoolchildren are given a book token (a gift certificate for books) which they can use to buy books at special reduced prices.

Introduce the topic

- Explain when World Book Day is and what it's about (see the *Teaching tip* above). Ask the pupils if there are special events for this day in their country. Recast the pupils' answers as necessary.
- Talk with the pupils about the sort of books they read, how often they read, and when and where they read.
- Talk with the pupils about why reading helps them and why they enjoy reading. Recast the pupils' answers as necessary.

CB p77 Activity 1 Look, listen and repeat.

- Point to each of the words in the word bank and say the words clearly.
- The pupils say the words chorally and individually.
- Play the CD. The pupils say the words chorally and individually.

·)) 3.19

adventure

comic

story

heroes

superheroes

mystery

fairy tale

CB p77 Activity 2 Listen and find.

- Explain that the children and Eve have brought their favourite books to the club. Point to each of the books and read the title. Explain any unfamiliar words in the pupils' own language.
- Explain that the children are talking about their books.
- Play the first conversation on the CD (up to It's sad but it's good). Ask the pupils Which book is it? The pupils point to the book in the picture (Friends Forever).
- · Repeat with the other books.

·)) 3.20

Eve: Hello kids. It's Book Day today! I've got my favourite

Jazmin: It's a story about two girls. They're best friends. Then one girl moves away to another city. It's sad but it's

good.

Eve: It sounds great! I love a good story.

Eve: And you, Archie? What's your favourite book about?

Archie: It's about some of my favourite heroes. It tells the true stories of some of the famous football players from the last World Cup.

Eve: Mmm. Sounds good.

Eve: What's your favourite book about, Luke?

Luke: It's an adventure about a boy who is lost. He's on an island and he meets dangerous animals and pirates! It's

very exciting.

Eve: Yes, sounds fantastic!

Eve: What about you, Finn? What's your favourite book about?
Finn: It's the best! It's about my favourite superhero – he can

It's the best! It's about my favourite superhero – he can fly and he's really strong and he rescues people all day

longi

Eve: Oh yes, I know that one.

Eve: What's your favourite book about, Molly?

Molly: It's a fairy tale! It's about princes, princesses and castles,

of course. It has a very happy ending!

Eve: They always do!

Answers: Jazmin – Friends Forever Archie – Football Heroes Luke – Adventure Island Finn – Blue Star Molly – The Princess and the Pink Castle

CB p77 Activity 3 Read and match.

- Look at the picture with the pupils. Explain that each child has his / her own shelf.
- Point to the books on the first shelf and read the titles (Incredible Man, Pirate Island, Super Cat). Ask the pupils to imagine what types of books they are (adventure, mystery, superheroes, etc.)
- Repeat with the other shelves (shelf 2 sports heroes, superheroes, shelf 3 – fairy tales, adventures, shelf 4 – story books, mystery books)
- Read the first speech bubble and ask Which shelf is it?
 The pupils answer shelf 3 and draw a line from the speech bubble to shelf 3.
- · Repeat with the other speech bubbles.

Answers: 1 shelf 3 2 shelf 1 3 shelf 4 4 shelf 2

CB p77 Activity 4 Ask and answer.

- Read the conversation to the pupils. Point out the answers include the name of the book: It's called ..., an explanation of what the book is about: It's about ..., and a sentence with more information.
- Ask the pupils to think of some books they have read. Ask them to write sentences in their notebooks beginning It's called ..., It's about ... and other sentences with details of the book.
- While they are doing this, circulate around the class and help the pupils with vocabulary, grammar, etc.
- Choose a pupil and ask the two questions (What's your favourite book? What's it about?).
- Repeat with other pupils.
- The pupils practise the conversation in groups of four.

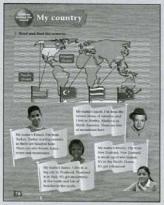
PMB p52 Book Day

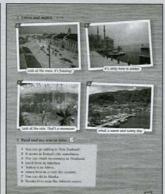
- Give each pupil a photocopy of the Make bookmarks PMB page. Explain that they are going to make two bookmarks to use when they read.
- Point to the first bookmark and ask the pupils What is it? The pupils answer a shelf of books. Read the text (Celebrate Book Day!) to the pupils.
- The pupils colour and cut out the first bookmark.
- Ask the pupils to suggest ideas for the picture on the second bookmark. Encourage them to suggest themes connected with reading – e.g. a child reading a book, the cover of an adventure book, a scene from their favourite fairytale etc.
- The pupils draw, colour and cut out their bookmarks.
- Call individual pupils to the front to show and talk about their bookmarks, for example My bookmark has got a picture from my favourite book, Harry Potter and the Goblet of Fire. etc.

Children around the world

(To be taught after Unit 3.)

My country





CB page 78

CB page 79

Objectives

- Meet a group of children from four countries (Turkey, the USA, Thailand, New Zealand)
- · Learn about the location of the four countries
- · Learn about the weather in the four countries

Core language

Countries (Turkey, Alaska, Thailand, New Zealand) Review of language used so far

Materials

World map or globe; CD 3

Introduce the topic

- Show the pupils a world map or globe. Point to the countries which the pupils have seen in previous levels and say *What country is it?* The pupils say the countries. If they have problems remembering the names, prompt them with the first sounds of the word, e.g. for *Mexico*, say *M* ... *Me* ... *Mex* ... etc.
- Tell the pupils they are going to learn about four more countries. They're going to read about them and find them on the map.

Teaching tip

Here are a few cultural notes which may be of interest to your pupils.

Alaska – The capital of Alaska is Juneau. It's in a remote part of Alaska and you can't get there by road; you have to go by sea or air!

Turkey – Istanbul is the largest city in Turkey. Part of the city is in Europe and part is in Asia.

New Zealand – There are only about 4 million people in New Zealand, but there are 56 million sheep! Thailand – The official calendar of Thailand starts counting

years from the birth of Buddha. When it was 2007 in the Western World, it was 2550 in Thailand!

CB p78 Activity 1 Read and find the country.

- Read the text about Kemal and his country, Turkey.

 Ask Where is it? The pupils point to Turkey on the map.
- Repeat with the other texts. The pupils find the other countries.
- Point to the flag for each country and ask the pupils to describe it.

CB p79 Activity 2 Listen and match.

- Point to each of the pictures and read the speech bubble underneath each one. Explain any new words (e.g. monsoon, mountain, ocean).
- Play the first conversation on the CD. Ask What's the weather like? The pupils answer It's very hot in summer and It's very chilly in winter / sometimes it snows. Ask the pupils Which picture is it? The pupils answer picture b.
- · Repeat with the other conversations.

·)) 3.21

Adult: Tell me about Turkey, Kemal. Where do you live? Kemal: Well, I live in Istanbul. It's a big city in the west of the

country. It's on the sea.

Adult: What's the weather like there? Kemal: It's very hot in summer. I like that.

Adult: And in winter?

Kemal: Oh, it's very chilly in winter. Sometimes it snows!

Adult: Hello, Sunee. Tell me about Thailand. What's the weather

like where you live?

Sunee: Well, it's hot and very humid in the summer.

Adult: Does it rain?

Sunee: Oh, yes! We've got the monsoon – lots and lots of rain,

every days

Adult: Tell me about New Zealand, Brooke. Where do you live?

Brooke: I live in a very small town on the north island.

Adult: What's the weather like there?

Brooke: It's beautiful! It's usually warm and sunny - but

sometimes it rains.

Adult: Do you live near a volcano?

Brooke: No! That's dangerous! I live near the sea.

Adult: Hello, Jacob. Tell me about Alaska.

Jacob: Well, Alaska is part of the United States, but it's far from

the rest of the country.

Adult: Where is it?

Jacob: It's in the north, next to Canada.

Adult: Is it cold up there?

Jacob: Oh yes! In the winter it's freezing! Sometimes it's minus

40 degrees!

Adult: Does it snow a lot?

Jacob: Yes, we've got blizzards sometimes. Lots and lots of snow!

Answers: b, c, d, a

CB p79 Activity 3 Read and say true or false.

- Select individual pupils to read the paragraphs from Activity 1 on page 78 of the Class Book again.
- Read sentence number 1 from Activity 3 to the pupils and ask Is that true or false? The pupils answer true and write true in their notebooks.
- · Repeat with the other sentences.

Answers 1 true 2 true 3 true 4 true 5 false 6 false 7 true 8 false

My country

Lesson 2 = Words





AB page 94

PMB page 53

Objectives

- · Learn more about the weather in the four countries
- · Write about the weather and clothes in your country

Core Language

Review of language used so far

Materials

CD 3; My country page (PMB p53) – one photocopy for each pupil

Recall the topic

Point to the pictures of the children and ask Who is it?,
 Where is he / she from?, and Where is his / her country?

AB p94 Activity 1 Listen and draw.

- Point to the first picture and say This is Jacob's brother.
 Ask questions about Jacob's brother such as Where does he live? and Where is Alaska?
- Play the first description (up to because his ears are cold!). Ask Is the picture correct? The pupils identify the missing things (it's snowing, there are a lot of clouds, there is snow on everything, the boy is wearing a hat) and draw them on the picture.
- Repeat with the picture of Brooke's sister.

·)) 3.22

a) Jacob: This is a picture of my brother in winter. It's cloudy and snowing and there's lots of snow on the trees, and everywhere! It's very cold ... freezing! He's wearing a big hat because his ears are cold!

b) Brooke: This is a picture of my sister in summer. It's sunny and hot. There are some clouds, too, but not many. We love sunny days. She's wearing a big hat because the sun is hot!

Answers: a Pupils draw a lot of clouds, snow in the air, snow on the trees and the boy's hat b Pupils draw the sun, a few clouds and the girl's hat

Talk about the weather in your country

- Write the four seasons (spring, summer, autumn and winter) on the board.
- Point to spring and ask What's the weather like in spring? The pupils answer, e.g. cool, wet, windy, etc.
 Write their suggestions on the board next to the month.

- · Repeat with the other months.
- Ask one of the pupils What's the weather like in summer? The pupil answers, e.g. It's hot and sunny.
- Repeat with other pupils and other questions, such as Do you like summer? and What's your favourite month?
- · Choose pupils to ask questions to other pupils.
- The pupils practise talking about the weather in pairs.

AB p94 Activity 2 Read, choose and write.

- · Read the sentences in the word bank to the pupils.
- Point to picture a and ask What's the weather like? The pupils answer It's cold / It's windy. Ask What is the boy wearing? The pupils answer a jacket / jeans / trainers. Repeat with picture b.
- Read the first sentence in the word bank again. Say Is that picture a or picture b? The pupils answer picture a and circle the sentence in their Activity Books.
- Repeat with the other sentences. The pupils circle all the sentences which are about picture a.
- Read the four sentences which the pupils have circled.
 The pupils copy the sentences on the lines underneath picture a.
- Then they copy the sentences for picture b on the lines underneath picture b.

Answer: a This is Turkey in winter. It's windy and cold. There are some clouds, but not many. I'm wearing a cap, a jacket and jeans. b This is Thailand in summer. There are lots of black clouds. It's raining, but it's very hot. I've got an umbrella.

PMB p53 My country

- Give each pupil a copy of the My country PMB page.
- Write the name of the pupils' country on the board.
 Ask the pupils questions about their country such as What is the weather like in winter?, What clothes do you wear in summer?, etc.
- Write words to describe the weather on the board, based on the pupils' answers, for example: England

 winter sold winds lots of clouds
 - winter cold, windy, lots of clouds summer – hot, sunny
- Ask the pupils to suggest what clothes they wear at each time of year. Add their answers to the notes on the board.
- Say Choose one of the seasons. Draw a picture of yourself in that season. The pupils draw a picture of themselves in their country in suitable clothes.
- Show the pupils how to expand the notes to complete the sentences.
- The pupils complete the sentences on the PMB page.

My journey to school

Lesson 1





CB page 80

CB page 81



AB page 95

Objectives

- Learn more about the children from Lesson 1 and the countries they are from
- Learn about how children in different countries go to school
- Do a class survey about how the pupils come to school

Core language

Review of language used so far

Materials

CD 3

Recall

- Point to the pictures of the children on Class Book page 80 and ask Where is he / she from?
- Encourage the pupils to talk about the four countries (Alaska, Thailand, New Zealand, and Turkey).
- Explain that the pupils are going to learn about how the children get to school each day.

CB p80 Activity 1 Read. Then listen and match.

- Point to the pictures of transport. Say the words and point out that tuk tuk is not an English word.
- Play the first conversation on the CD (up to It looks like fun!). Ask Who is it? (Sunee) and How does she go to school? (by tuk tuk).
- Repeat with the other conversations.

·)) 3.23

Adult: Tell me about your journey to school, Brooke.
 Brooke: I live in a very small town. There isn't a school in my

town, so I have to go to school in the next town.

Adult: How do you go to school? Brooke: I go by bus, by school bus.

Adult: Is it a long journey?

Brooke: No. And all my friends take the bus, too. I like it.

2 Adult: Tell me about your journey to school, Jacob. Jacob: Well, it's different in summer and winter.

Adult: How do you go in summer?

Jacob: I go on foot. I walk with my brother and my friend.

Adult: And in the winter?

Jacob: It's too cold to walk in the winter, and there's too

much snow.

Adult: So how do you get to school?

Jacob: I go by snowmobile. It's faster and lots of fun!

Adult: Tell me about your journey to school, Kemal.

Kemal: I live very far from my school, so I have a long

journey.

Adult: So, how do you go to school?

Kemal: Well, first, I go by ferry. I have to cross the water on

the ferry. And in winter, it's very chilly!

Adult: And then?

Kemal: Then I take the tram. Adult: The tram? What's that?

Kemal: It's like a train, but it goes on the roads.

Adult: Wow. That's a long journey, Kemal.

Kemal: Yes, but I like school so I don't mind!

4 Adult: Tell me about your journey to school, Sunee. Sunee: I live far from my school, so I can't walk.

Adult: How do you go to school?

Sunee: I go in a tuk tuk.

Adult: A tuk tuk? What's that?

Sunee: It's like a taxi. It's small and fast, but there's a lot of traffic in my city, so sometimes it takes a long time.

Adult: It looks like fun!

Answers 1 Brooke, bus 2 Jacob, on foot in summer, snowmobile in winter 3 Kemal, ferry and tram 4 Sunee, tuk tuk

CB p80 Activity 2 Ask and answer.

- Read the conversation to the pupils.
- Ask the question about another child, for example Sunee. Choose pupils to answer the questions (How does Sunee go to school? She goes by tuk tuk).
- The pupils practise the dialogue in pairs.

AB p95 Activity 1 Listen and number. Then match.

- Point to the pictures and say Tell me about this picture.
 The pupils talk about what's happening in the picture (she's walking to school, he's going in a car, he's riding his bike, she's taking a bus).
- Play the first part of the CD to the pupils. Ask Which picture is it? The pupils answer picture d.
- · Repeat with the other types of transport.

·)) 3.24

- 1 (sound of bus stopping and doors opening) Children: Morning! Hi!
- 2 (sound of car engine starting, car door opening and shutting) Mum: Come on, let's go, we're late!
- **3** Girl: Bye, Dad, Bye Mum! (sound of birds chirping and footsteps on a pavement)
- 4 (sound of bicycle and child's bell ringing)

Boy: Excuse me!

Answers: 1 d 2 b 3 a 4 c

154 Children around the world

A class survey

- Ask the pupils to tell you how they get to school.
 Write the different types of transport on the board, for example by bus, on foot, by car.
- Ask a pupil How do you come to school? The pupil answers, e.g. by bus. Put a tick under the by bus column.
- Ask other pupils and add their answers to the board.
 Choose pupils to ask other pupils and add the answers to the board until all the pupils have been asked.
- Count the number of pupils in each category and write the number under it.
- Call individual pupils to the front to write a sentence about each type of transport, for example Ten pupils come to school on foot.

My journey to school

Lesson 2

(see mini-pages for Lesson 1)

Objectives

- Practise talking about how children go to school in different countries
- Match descriptions to pictures
- · Talk about a picture

Core language

Review of language used so far

Materials

CD 3; My journey to school page (PMB p54) – one photocopy for each pupil

Recall

- Ask the pupils to recall what they learnt about the four children and how they go to school.
- Point to the pictures in Activity 1 on page 80 of the Class Book and ask What's his / her name? Where is he / she from? How does he / she go to school?

CB p80 Activity 2 Ask and answer.

- Read the dialogue to the pupils.
- Choose a pupil and ask How does Kemal go to school?
 The pupil answers He goes to school by ferry and tram.
- Repeat with other pupils and questions about other children.
- The pupils practise the dialogue in pairs.

CB p81 Activity 3 Look at the pictures. Whose journey is it?

- Point to each of the pictures (a snack stall, a ferry in a port, a tram station) and ask What is it? or What's happening? Recast the pupils' answer as necessary.
- Ask Whose journey is it? The pupils answer Kemal's.

CB p81 Activity 4 Read and match the pictures to the sentences. Then look at the pictures again and describe the journey.

- Read the first sentence to the pupils. Tell them to look at the pictures in Activity 3 again and ask Which picture is it? The pupils answer 2.
- Repeat with the other sentences.

Answers: 2, 1, 3

- Point to the second set of pictures (a food / snack stall, she's buying a snack, a tuk tuk) and ask What is it? or What's happening?
- Ask Whose journey is it? The pupils answer Sunee's.
- Read the first sentence to the pupils. Ask Which picture is it? The pupils answer 1.
- · Repeat with the other sentences.

Answers: 1, 3, 2

AB p95 Activity 2 Read and write the name.

- Point to the first picture and say This is Jacob's journey.
 Ask the pupils to describe it (It's a snowmobile, there's a lot of snow, etc.) Recast the pupils' answers as necessary.
- Repeat with the second picture (It's a bus, there are a lot of children on the bus, etc.)
- Read the first sentence and ask Who is it? The pupils answer Jacob.
- Repeat with the other sentences.

Answers: 1 Jacob 2 Brooke 3 Jacob 4 Brooke 5 Brooke 6 Jacob

PMB p54 My journey to school

- Give each pupil a photocopy of the My journey to school PMB page.
- The pupils draw a picture of themselves going to school in the frame.
- Choose one pupil and ask him / her to describe the various stages of his / her journey to school, for example I walk to the end of my street. I wait for the school bus. I get on the school bus. Recast the pupil's answers as necessary.
- Encourage the pupils to add more detail, e.g. I talk to my friends on the bus.
- The pupils write about their journeys to school. While they are writing, circulate round the class and help the pupils with grammar, spelling and vocabulary.
- Choose two or three pupils to come to the front and read their paragraph to the class.

My school

Lesson 1



CB page 82

CB page 83



AB page 96

Objectives

- Learn more about the four children from Lessons 1 and 2, and their countries
- · Learn about schools in these countries
- · Listen to conversations about school subjects
- · Talk about your school timetable

Core language

Review of language used so far

Materials

CD₃

Recall

- Ask the pupils to recall the four children and their countries. Ask questions such as What's his / her name? Where is he / she from? and How does he / she go to school?
- Explain that the pupils are going to learn about the subjects these children study at school.

CB p82 Activity 1 Listen and match.

- Point to the each of the pictures and ask What subject is it? Explain what each subject is, and relate them to the subjects that your pupils study.
- Play the first conversation on the CD. Ask What's Brooke's favourite subject? The pupils answer Drama.
- · Repeat with the other conversations.

·)) 3.25

Adult: Hello Brooke. Tell me about your favourite subject. Brooke: Well, we learn how to act, and we perform plays.

Adult: That sounds interesting. What's it called?

Brooke: Drama! I love it!

Adult: Hello Kemal. Tell me about your favourite subject. Kemal: We use the internet to learn about the world. It's

called I.T.

Adult: I.T.? What's that?

Kemal: It's Information Technology.

Adult: Ah yes, of course.

Adult: Hello Jacob. Tell me about your favourite subject.

Jacob: Well, I like lots of subjects, but I think my favourite is A

and D.

Adult: What do you do in that class?

Jacob: Lots of different things. We paint, we make sculptures

and we even design clothes.

Adult: Oh, I see. A and D – Art and Design.

Adult: Hello Sunee. What's your favourite subject?

Sunee: Oh, I love D.T. Adult: D.T.? What's that?

Sunee: I think it's Design Technology. We learn how to make

things. Last year I made a simple robot.

Adult: Wow! That's incredible!

Answers: Brooke – Drama Kemal – Information Technology Jacob – Art and Design Sunee – Design Technology

CB p82 Activity 2 Ask and answer.

- Read the first conversation to the pupils.
- Ask questions about other children to the pupils, e.g. What's Sunee's favourite subject?
- The pupils practise the dialogue in pairs.

AB p96 Activity 1 Listen and write the names.

- Point to the four partial timetables. Point out that each one is for Monday. Explain that they are the timetables of the four children.
- Point to timetable a and ask questions such as What subject is at half past ten? (Maths) and Is P.E. at half past nine? (no).
- · Repeat with the other timetables.
- Play the first recording. Ask Who is it? (Kemal) and What subjects has he got on Monday? (I.T. and Science).
 Ask Which timetable is it? The pupils answer d and write the name Kemal on the space in timetable d.
- · Repeat with the other conversations.

·)) 3.26

1 Kemal: I love Monday mornings! I've got my favourite subjects, I.T. and Science, and then it's time for lunch!

2 Sunee: My timetable on Monday is OK. I like English and Maths, but I've got P.E. and I'm not very good at sports.

3 Brooke: I like my timetable on Monday. I've got my favourite subjects, English and Drama. I think I'm quite good at Drama.

4 Jacob: Monday isn't my favourite day at school because I've got Science and Drama. I don't like Science and Drama is horrible. But I've got P.E. before lunch and I love P.E.!

Answers 1 Kemal, timetable d 2 Sunee, timetable a 3 Brooke, timetable c 4 Jacob, timetable b

Talking about your school timetable

- Choose a pupil and ask What have you got on Monday?
 The pupil answers, e.g. English, Drama and Art.
- Repeat with other pupils and other questions, such as What is your favourite day? Do you like Art? What is your favourite subject?, etc.
- Write the questions on the board, then choose pupils to ask a question to other pupils.
- The pupils practise talking about their school subjects in pairs.

My school

Lesson 2





AB page 96

PMB page 55

Objectives

- Read and listen to children talking about their favourite subjects and their ambitions
- Draw a picture of the pupils' favourite subjects
- Write about the pupils' favourite school subjects and ambitions

Core language

Review of language used so far

Materials

My school page (PMB p55) - one photocopy per pupil

Recall

- Point to each of the school subject pictures on page 82 in the Class Book. Ask What do you do in this subject? (e.g. We use the internet, We act, We make clothes, We draw pictures, etc.)
- Ask the pupils to name the subjects they study at school and talk about what they do in each subject.

CB p83 Activity 3 Look, read and say Brooke or Jacob.

- Point to the pictures of the school in New Zealand and ask Whose school is it? The pupils answer Brooke's.
- Read the first sentence to the pupils. Ask Who is it?
 The pupils answer Brooke.
- · Repeat with the other sentences.

Answers: 1 Brooke 2 Jacob 3 Brooke 4 Jacob 5 Jacob 6 Brooke

AB p96 Activity 2 Look and write.

- Point to the pictures on the right and ask the pupils to say the jobs (actor, astronaut, artist, teacher).
- Point to the picture of Brooke. Ask a pupil to read her speech bubble. Ask the pupils What job does she want to do? The pupils answer an actor and write Brooke under the picture of the actor.
- Repeat with the other children.

Answers: Brooke – actor Jacob – artist Sunee – teacher Kemal – astronaut

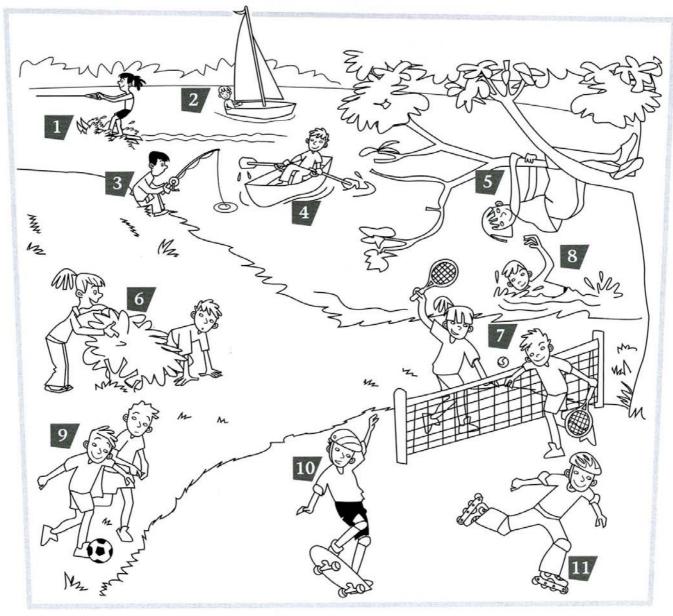
PMB p55 My school

- · Give each pupil a copy of the My school PMB page.
- The pupils choose their favourite subject and draw a picture of themselves during that class in the frame.
- The pupils complete the sentences on the PMB page.
- Choose two or three pupils to come to the front of the class to show their pictures and read their sentences to the class.
- Encourage the other pupils to ask more questions, such as the ones from the previous lesson (Do you like Art?, What have you got on Tuesday?, etc.).



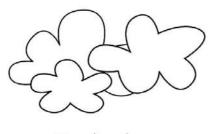
1 Look and write. 10 marks

swim climb skateboard play football play tennis fish waterski sail rollerblade play hide and seek row

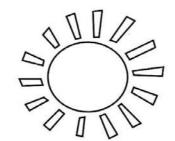


1 waterski	7
2	8
3	9
4	10
5	11
6	

2 Listen and colour or write. ® 3.27 5 marks



It's cloudy.



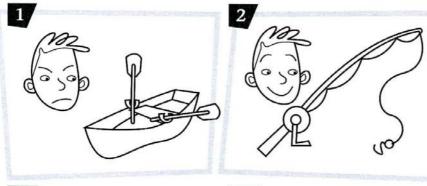


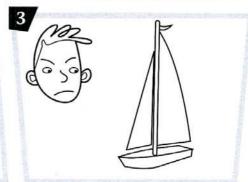




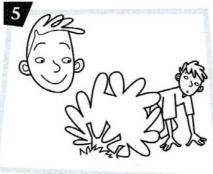
3 Look and write. 5 marks

waterski rollerblade row sail fish play hide and seek











1	I don't	want	to	go	rowing.	

4			
_			

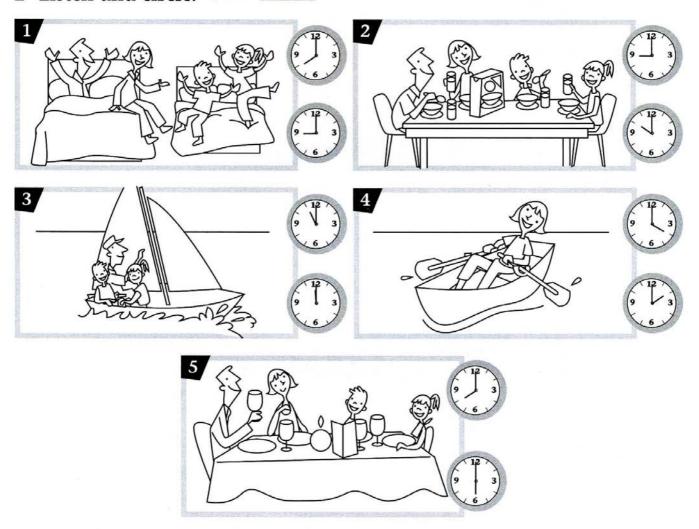


1 Look and read. Write true or false. 10 marks



- 1 He's an astronaut.
- 2 She's a dancer.
- 3 He's a firefighter.
- 4 He's a pirate.
- 5 He's a policeman.
- 6 She's a doctor.
- 7 She's an artist.
- 8 She's a pilot. _____
- 9 She's a scientist.
- 10 He's an actor.

2 Listen and circle. ® 3.28 5 marks



3 Find and circle. Write. 5 marks

t	r	s	1	р	a	i	e	o	l
t	е	t	С	l	o	С	k	9	b
0	р	a	a	d	b	О	1	b	b
w	1	i	f	t	i	s	у	k	x
e	С	r	g	j	z	r	h	q	o
r	е	s	t	a	u	r	а	n	t
b	q	9	v	i	а	р	k	e	n

1_lt's



2 It's a



3



4 _____



5 _____





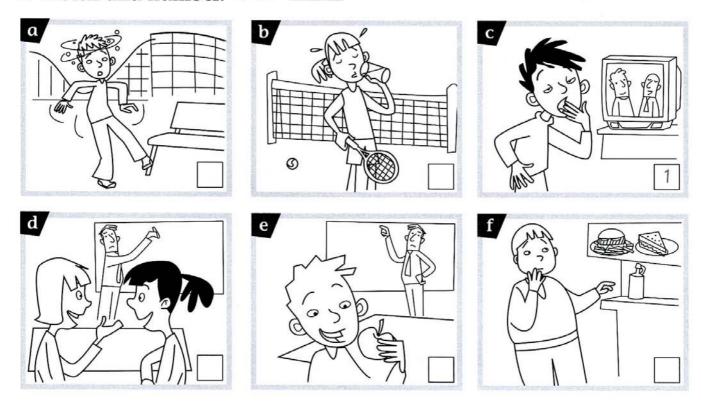
1 Read and number. 10 marks

- 1 I've got a stomach ache.
- 2 I've got an earache.
- 3 I've got a toothache.
- 4 I've got a sore throat.
- 5 I've got a cold.

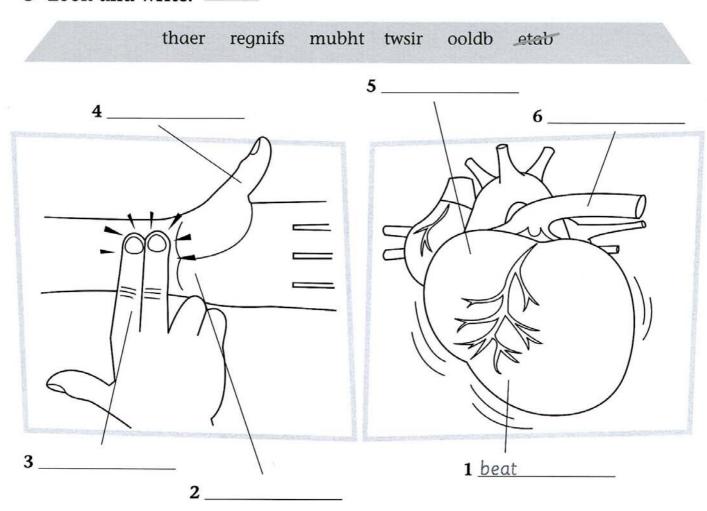
- 6 I've got a headache.
- 7 I've got a cough.
- 8 I feel sick.
- 9 I feel dizzy.
- 10 I feel thirsty.



2 Listen and number. ® 3.29 5 marks



3 Look and write. 5 marks





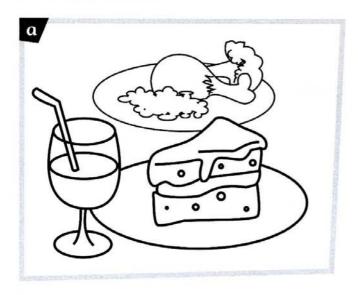
1 Look and read. Write true or false. 10 marks

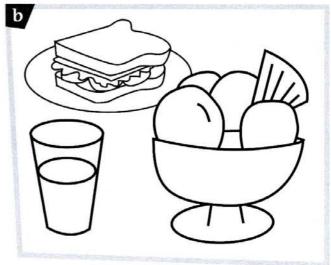
1	There ar	e some	cauliflowers.	
1	There ar	e some	cauliflowers.	

- 2 There are six peppers. _____
- 3 There are some weeds next to the cauliflowers.
- 4 There are eight onions. _____
- 5 There are some potatoes under the table. _____
- 6 There's a goat. _____
- 7 The goat is eating the beans. _____
- 8 There are some strawberries on the table. _____
- 9 There are five tomatoes. _____
- 10 There's some water on the chair. _____

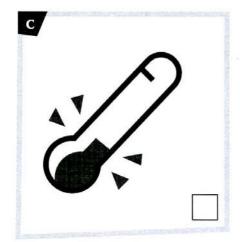


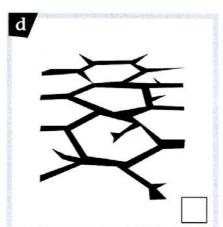
2 Write. 5 marks

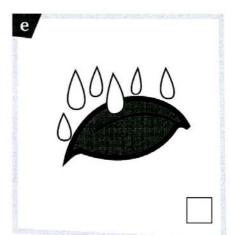


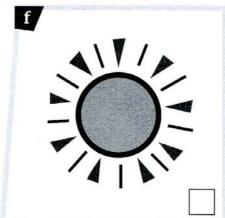


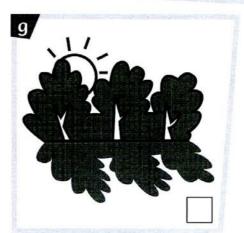
- 3 Listen and number. ® 3.30 5 marks







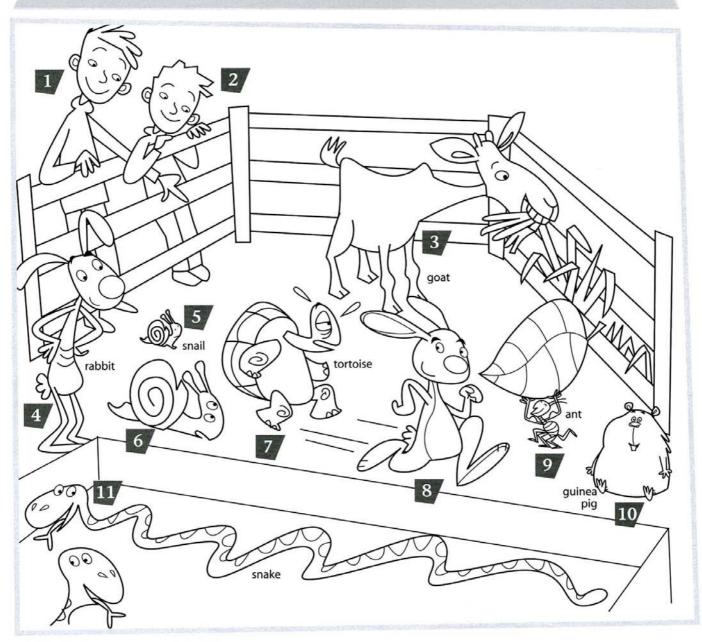






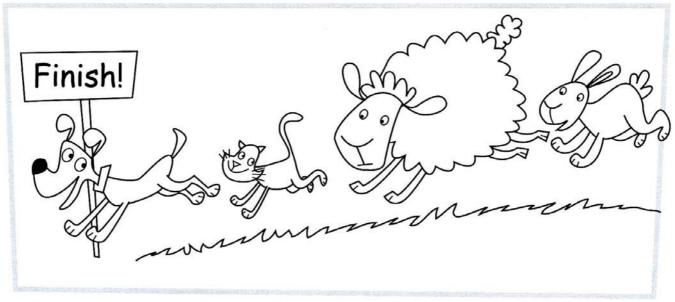
1 Look and write. 10 marks

fast fat long small short tall strong big hungry slow thin



1 There's a tall boy.	7
2	8
3	9
4	10
5	11
6	

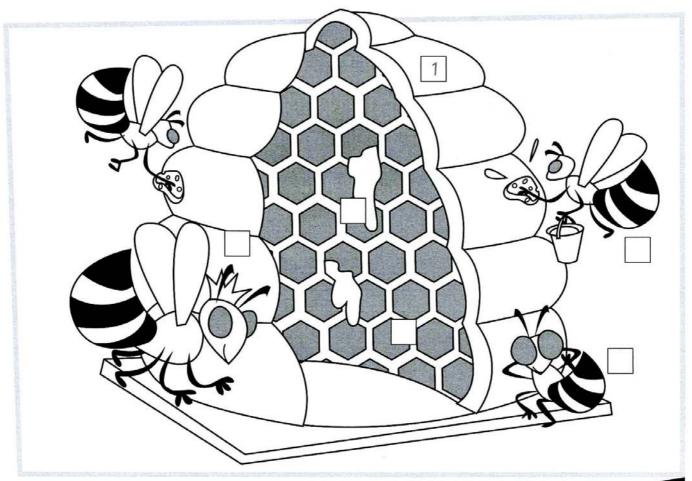
2 Read and write true or false.



- 1 The dog's faster than the cat. <u>true</u>
- 2 The rabbit's thinner than the dog.
- 3 The cat's fatter than the sheep.

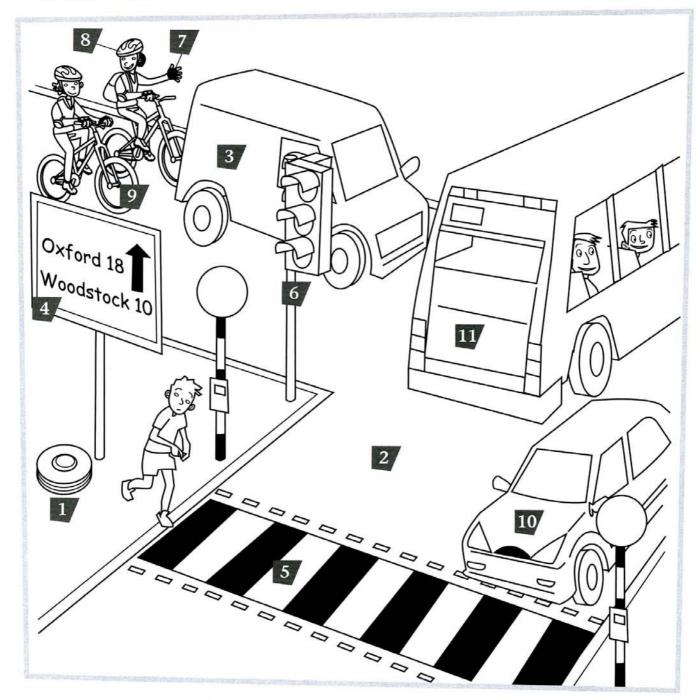
- 4 The rabbit's slower than the cat.
- **5** The cat's bigger than the dog. _____
- 6 The sheep's smaller than the cat.

3 Listen and number. ® 3.31 5 marks





1 Write. 10 marks

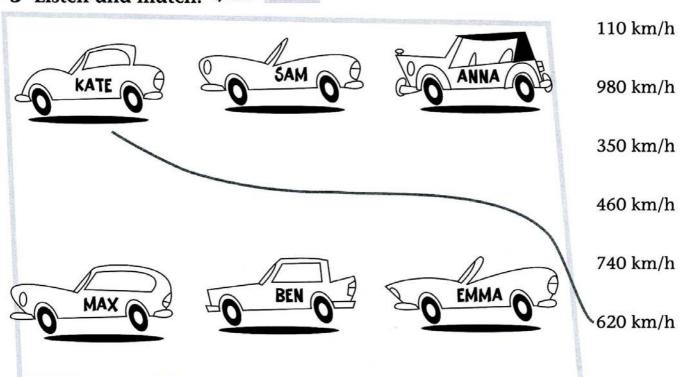


1	hewle	wheel	7	velogs
2	orda		_ 8	meelht
3	nav		_ 9	ekib
4	gsin		10	arc
5	ezbar srcognsi		11	ubs
6	ffartci thsgil			

2 Read, number and write. 5 marks

Class Rules A A A A A A A A A A A A A	1 You fight. You listen to the teacher. You eat. You put your hand up. You shout. You shout. You use a pho	one.
5		

3 Listen and match. ® 3.32 5 marks







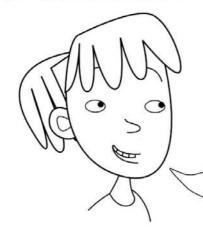






Do you like Music? Do you like English? Do you like Art? Do you like Maths? Do you like History? Do you like Geography?

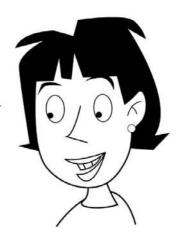




Yes, I do. Yes, I do. No, I don't. No, I don't. Yes, I do. Yes, I do.

Do you like Science? Do you like History? Do you like P.E.? Do you like Maths? Do you like Spanish?

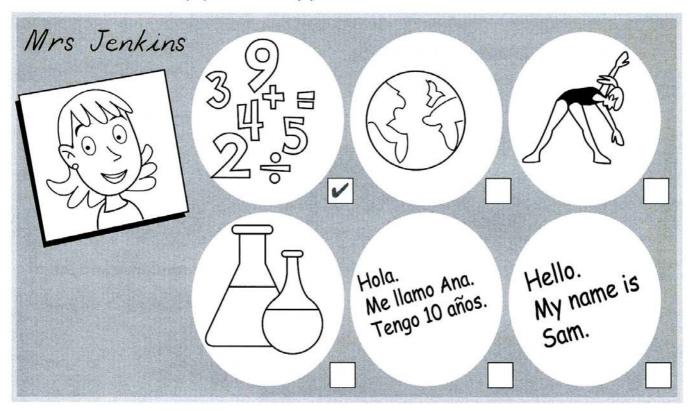




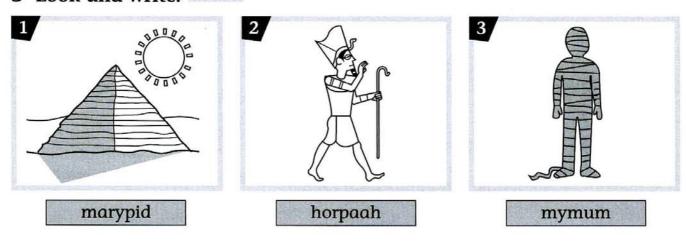
Yes, I do. No, I don't. No, I don't. Yes, I do. Yes, I do.

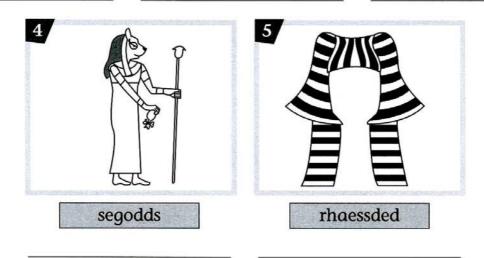
	Hello. My name is Sam.	24+42=66 Y+X=C 102-50=52	FF		S Company	3	A	Hola. Me llamo Ana. Tengo 10 años.
Jo			\odot					
Ben								

2 Listen and tick (✔) or cross (X). → 3.33 5 marks



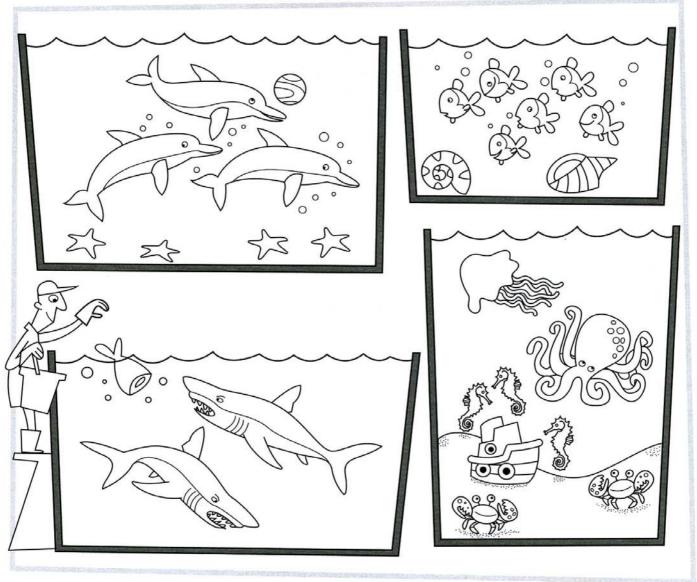
3 Look and write. 5 marks







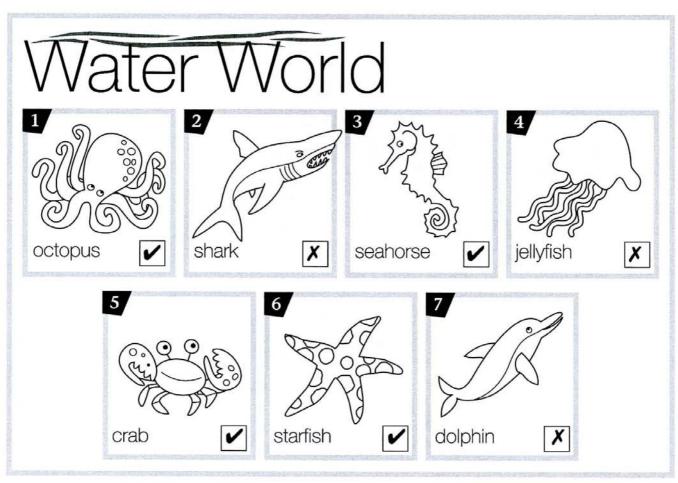
1 Look and read. Write true or false. 10 marks



1 I can see two shells.	
2 There are five starfish.	
3 They are feeding the sharks.	
4 I can see some sand.	
5 The seahorses are next to the boat.	
6 There aren't any jellyfish.	
7 I can see three crabs.	
8 There is one octopus.	
9 The dolphins are playing with the ball.	50

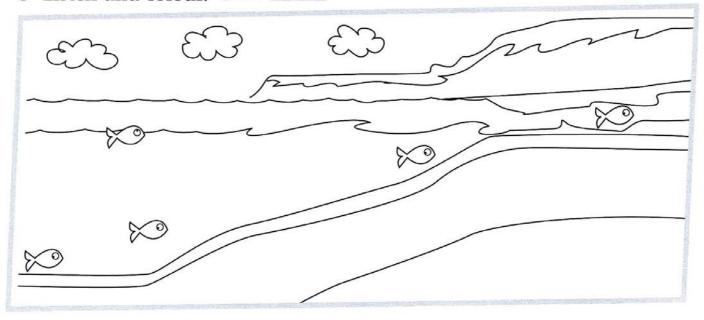
10 I can see seven fish.

2 Look and write. 5 marks



- 1 He saw an octopus. 5
 2 He didn't see a shark. 6
- 3 ______ 7 _____

3 Listen and colour. 3) 3.34 5 marks



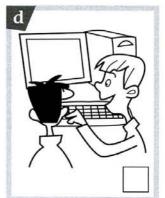
9 Test

1 Read and number. 10 marks

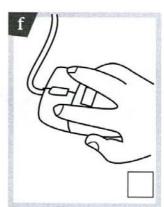




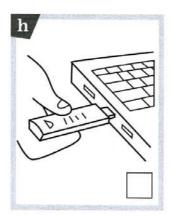
















1 /	I've got a	text.
	3	

- 2 \ A camera thanks!
- 3 This is a keyboard.
- 4 Fantastic a laptop!
- 5 Let's play on the computer.

- 6 Here's the big screen.
- 7 This is a great mouse!
- 8 The memory stick is free.
- 9 | I want a new radio.
- 10 This is my mobile.

2 Listen and write. 3) 3.35 5 marks

wanted didn't want

1 Jo _____ a ball.

2 Pete _____ a puppet.

3 Mum _____ a laptop.

4 Dad _____ a bike.

5 Beth _____ a robot.

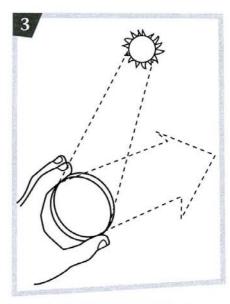
3 Look and write. 5 marks



sgalf



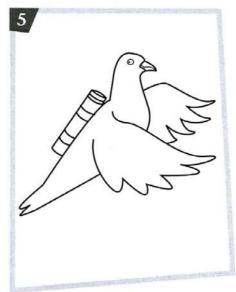
mkeos



sormrri



serom doce



ienpgo

Term 1 Test A

1 Look and read. Choose the correct words and write them on the lines.

5 marks



a pilot



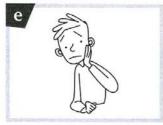
a policeman



row



rollerblade



a toothache



an artist



fishing



a doctor

- 1 You wear shoes with wheels on rollerblade to do this.
- 2 You get this when you eat too many sweets and fizzy drinks.
- 3 You do this in a boat.

- 4 She paints pictures.
- 5 He flies a plane.
- 6 He's wearing trousers and a shirt.

2 Look and read. Write true or false. 5 marks





1 I get up at 7 o'clock.

false

- 2 I have breakfast at 8 o'clock.
- **3** I want to go sailing.
- 4 I want to play football. _____
- 5 I don't want to go swimming.
- 6 I go to bed at 9 o'clock. _____

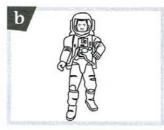
Term 1 Test B

1 Look and read. Choose the correct words and write them on the lines.

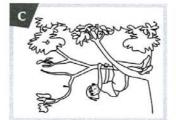
5 marks



I've got an earache.



an astronaut



climb



I feel dizzy.



a pilot



sail



a scientist



a firefighter

- 1 You should sit down when you feel like this. I feel dizzy.
- 2 You do this in a boat.
- 3 He's wearing trousers, a jacket and a hard hat.
- 4 She's wearing a skirt and a long white coat.
- 5 You can do this in a tree._____
- 6 She flies a plane.

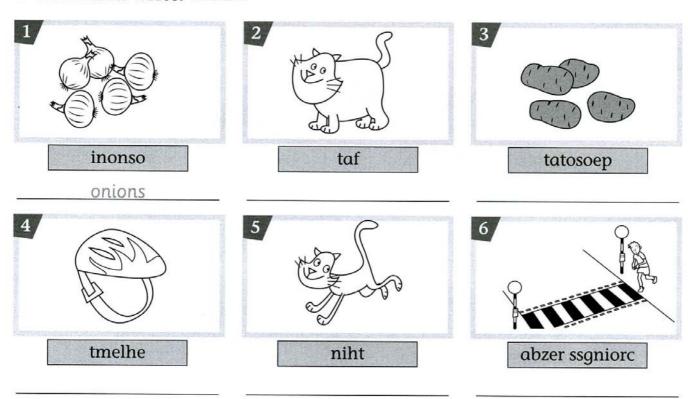
2 Look and read. Write should or shouldn't. 5 marks



- 1 You <u>should</u> eat fruit.
- 2 You _____ eat sweets.
- 3 You _____ drink water and milk.
- 4 You _____ eat biscuits.
- 5 You _____ go swimming and running.
- 6 You _____ eat broccoli and spinach.

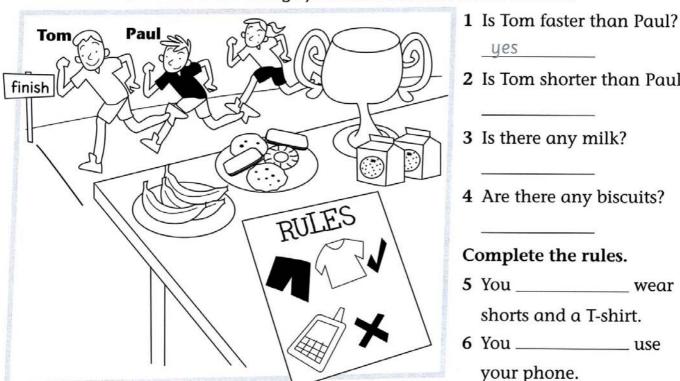
Term 2 Test A

1 Look and write. 5 marks



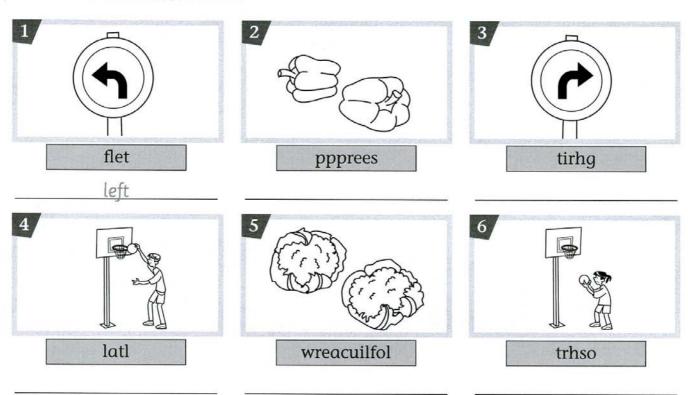
2 Look and read. Answer the questions. 5 marks

Today is Sports Day at Green Hill School. Tom is fast - he is first and Paul is second. Tom is the tallest boy. The boys and girls are wearing shorts and T-shirts. After the race, there's some orange juice and there are some biscuits!



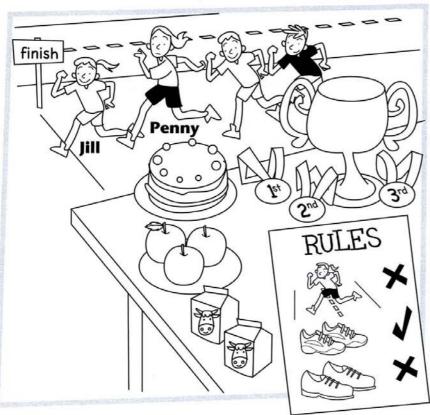
Term 2 Test B

1 Look and write. 5 marks



2 Look and read. Answer the questions. 5 marks

It's Sports Day at Trinity School. Jill and Penny are wearing trainers. Jill can run fast. She is the happiest girl because she is first!



- 1 Is Jill slower than Penny?
- 2 Is Jill taller than Penny?
- 3 Is there any cake?
- 4 Is there any juice?

Complete the rules.

- 5 You must wear
- 6 You mustn't _____across the road.

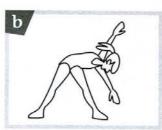
Term 3 Test A

1 Look and read. Choose the correct words and write them on the lines.

5 marks



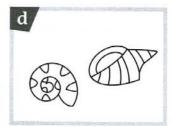
an octopus



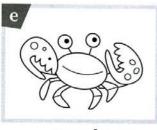
P.E.



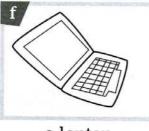
Geography



shells



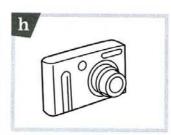
a crab



a laptop



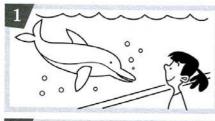
a keyboard



a camera

- 1 You learn about rivers.
- 2 This is a small computer.
- 3 They are small and you find them beside the sea.
- Geography
 - 4 You do this at school. You can run, play hockey, and swim. ___
 - 5 It lives in water and runs on the sand.
 - 6 It's got eight legs.

2 Look and read. Write yes or no. 5 marks





1 Did she see a shark?

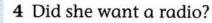
no.

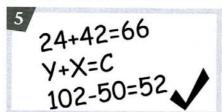
2 Did she see a crab?

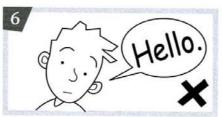




3 Did she want a mobile?





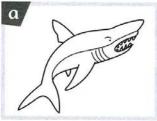


- 5 Was he good at Maths?
- 6 Was he good at English?

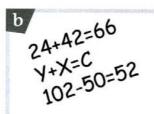
Term 3 Test B

1 Look and read. Choose the correct words and write them on the lines.

5 marks



a shark



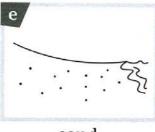
Maths



Spanish



a starfish



sand



a mobile



a mouse



a memory stick

- 1 You can say 'hola'.
- Spanish
- 2 You can talk to your friends with this.
- 3 It's got five arms.

- 4 It's big and strong and it can swim.
- $5\ 300 200 = 100$
- 6 You find this beside the sea.

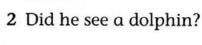
2 Look and read. Write yes or no. 5 marks





1 Did he see a jellyfish?

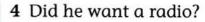
yes.







3 Did he want a laptop?





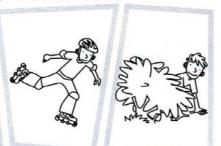


- 5 Was she good at Art?
- 6 Was she good at Music?

Term 1 Listening Test

Listen and tick () the box. 3 3.36 5 marks

1 What does Jon want to do?



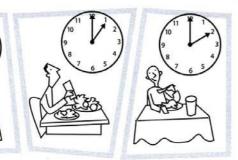
2 What is the matter with Tom?



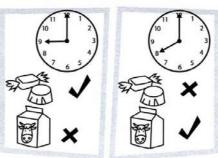


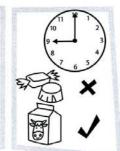


3 Which is Bill?



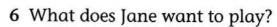
4 What does the doctor say?

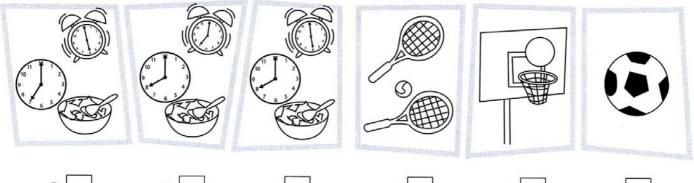




A

5 Which is Sally?

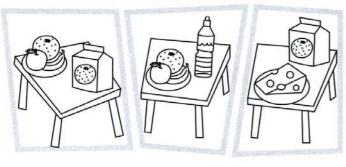




Term 2 Listening Test

Listen and tick () the box. 3 3.37 5 marks

1 Which table is it?



В

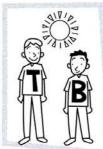
C

2 Which picture is it?



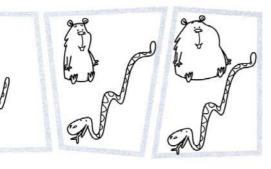


В



C

3 Which picture is it?



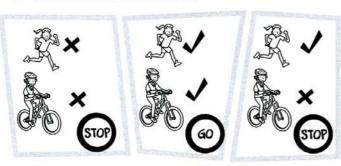
4 Which is Tom's lunch?







5 Which are the rules?



B

6 Which garden is it?

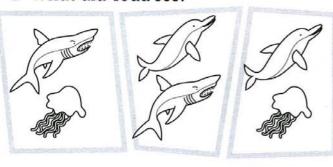




Term 3 Listening Test

Listen and tick () the box. 3 3.38 5 marks

1 What did Todd see?



Hola. Me llamo Ana. Tengo 10 años.

> Hello. My name is Sam.

Me llamo Ana. Hola. Tengo 10 años.

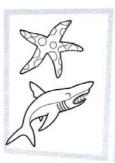
2 What was Jan good at?

24+42=66 102-50-52 Hello. My name is Sam. 24+42=66 102-50=52

3 What did Simon want?



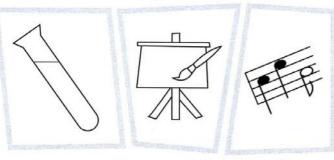
4 What did Sally see?







5 What was Pete good at?



6 What did Fran want?







Test transcripts / answers

(All listenings are provided at the end of CD 3.)

Unit tests

Unit 1 Test

1 Look and write.

Answers: 1 waterski 2 sail 3 fish 4 row 5 climb 6 play hide and seek 7 play tennis 8 swim 9 play football 10 skateboard 11 rollerblade

2 Listen and colour or write.

9) 3.27 Transcript

1 Adult: Can you see the clouds?

Child: Yes, I can.

Adult: Write 'It's cloudy' under the clouds.

Child: OK - I'm writing it now.

2 Adult: Now let's colour something.

Child: Yes, can I colour the sun? Adult: OK, colour it yellow.

Child: Pardon?

Adult: Colour the sun yellow.

3 Adult: Now find the picture where it's raining.

Child: This is rain here.

Adult: Good. Colour the raindrops blue, please.

Child: OK, I'm colouring them blue.

4 Adult: Would you like to write something now?

Child: What? Some weather words?

Adult: Yes. Can you see the car in the fog?

Child: Yes.

Adult: Write 'It's foggy' under the picture.

Child: Right. I'm doing that now.

5 Adult: Now look at the tree.

Child: Oh yes. Poor tree!

Adult: Yes, it's very windy. Can you write 'It's windy'

under the picture?

Child: Yes, I'm writing that now.

6 Adult: One last thing. Can you see the snow and the

snowman?

Child: Yes.

Adult: Colour the snowman's nose orange. Child: OK, orange. I see – it's a carrot! Adult: Look at the picture now. It's great!

Answers: 'It's foggy' is written under the picture of the car in the fog; 'It's windy' is written under the picture of the tree in the wind; the raindrops are coloured in blue; the sun is coloured in yellow; the carrot on the snowman is coloured in orange.

3 Look and write.

Answers: 1 I don't want to go rowing. 2 I want to go fishing.
3 I don't want to go sailing. 4 I want to go rollerblading.
5 I want to play hide and seek. 6 I don't want to go waterskiing.

Unit 2 Test

1 Look and read. Write true or false.

Answers: 1 false 2 true 3 true 4 false 5 false 6 true 7 true 8 false 9 false 10 false

2 Listen and circle.

9) 3.28 Transcript

Adult: Hello, Mrs Jones. Are you having a good holiday?

Mrs Jones: Oh, yes!

Adult: Can I ask you a few questions about your holiday?

Mrs Jones: Of course.

1 Adult: What time do you get up?

Mrs Jones: Our day starts at nine. Yes, we get up at nine

o'clock. No school or work - it's wonderful!

2 Adult: And what about breakfast? What time is that?

Mrs Jones: We all have breakfast at ten o'clock.

3 Adult: There's a lot to do at this hotel. Are you learning

any sports?

Mrs Jones: Yes, the sports are great. The children are learning

to sail. They have a lesson at 11 o'clock.

4 Adult: What about you and Mr Jones? Are you learning

to sail?

Mrs Jones: No, but I go rowing at four o'clock every day.

5 Adult: And when do you have dinner?

Mrs Jones: Dinner is at eight o'clock. We're hungry by then!

Answers: 1 9 o'clock 2 10 o'clock 3 11 o'clock 4 4 o'clock 5 8 o'clock

3 Find and circle. Write.

Answers: 1 It's stairs. 2 It's a clock. 3 It's a tower. 4 It's a lift. 5 It's a restaurant.

t	r	S	l	p	a	i	e	0	1
t	e	t	C	1	0	С	k	9	b
o	р	a	a	d	b	o	1	b	b
w	1	i	f	t	i	s	у	k	х
e	С	r	9	j	z	r	h	q	0
r	e	s	t	a	u	r	а	n	t
b	q	9	v	i	a	р	k	e	n

Unit 3 Test

1 Read and number.

Answers: 1 the boy second from the right on the front row 2 the teddy 3 the boy second from the left on the front row 4 the girl third from the left on the front row 5 the boy on the far left on the front row 6 the girl on the far right on the front row 7 the boy on the far left on the back row 8 the girl second from the left on the back row 9 the boy next to the teddy 10 the girl on the far right – the doctor

2 Listen and number.

9) 3.29 Transcript

1 Boy: I'm tired.

Adult: You shouldn't watch TV. You should go to bed.

2 Adult: You shouldn't eat junk food. You should have a

sandwich.

3 Boy: I'm dizzy.

Adult: You should sit down.

Girl: I'm hot and thirsty.

Adult: You should drink some water.

5 Adult: You shouldn't talk in class. You should listen to the

teacher.

6 Adult: You shouldn't eat in class.

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

3 Look and write.

Answers: 1 beat 2 wrist 3 fingers 4 thumb 5 heart 6 blood

Unit 4 Test

1 Look and read. Write true or false.

Answers: 1 true 2 true 3 false 4 false 5 false 6 true 7 true 8 false 9 false 10 true

2 Write.

Answers: 3 There's some cake. 4 There isn't any ice cream. 6 There's some water. 7 There isn't any cake. 8 There's some ice cream.

3 Listen and number.

*)) 3.30 Transcript

Plants grow in different places.

Number 1 is a wet place.

Number 2 shows it's sunny here.

Number 3 is cold. It often snows here.

Number 4 is dry. It's dry in the desert.

Number 5 is a shady place.

Answers: 1 e 2 f 3 c 4 d 5 g

Unit 5 Test

1 Look and write.

Answers: 1 There's a tall boy. 2 There's a short boy.
3 There's a hungry goat. 4 There's a thin rabbit. 5 There's a small snail. 6 There's a big snail. 7 There's a slow tortoise.
8 There's a fast rabbit. 9 There's a strong ant. 10 There's a fat guinea pig. 11 There's a long snake.

2 Read and write true or false.

Answers: 1 true 2 false 3 false 4 true 5 false 6 false

3 Listen and number.

9) 3.31 Transcript

Teacher: Children, look at this picture of bees and their

beehive.

1 Teacher: The beehive is number 1.

2 Teacher: The queen is the biggest bee in the hive.

3 Teacher: The worker cleans the hive.4 Teacher: The comb is number 4.

5 Teacher: The drone has very big eyes.

6 Teacher: The honey is number 6.

Answers: Clockwise from the top - 1, 3, 5, 4, 2, 6

Unit 6 Test

1 Write

Answers: 1 wheel 2 road 3 van 4 sign 5 zebra crossing 6 traffic lights 7 gloves 8 helmet 9 bike 10 car 11 bus

2 Read, number and write.

Answers: 1 You mustn't fight 6 You must listen to the teacher. 5 You mustn't eat. 2 You must put your hand up. 4 You mustn't shout. 3 You mustn't use a phone.

3 Listen and match.

9) 3.32 Transcript

Presenter: The children are playing a game about cars. The cars

are very fast!

Kate: I'm Kate. My car can travel at 620 kilometres per hour.

Max: I'm Max and my car is slower than Kate's. My car can

travel at 350 kilometres per hour.

Sam: Hi, I'm Sam. My car's new. It can go at 740 kilometres

per hour.

Emma: And I'm Emma. My car can travel at 460 kilometres

per hour.

Anna: I'm Anna. My car is old but it can go at 110 kilometres

per hour.

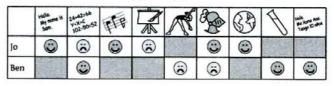
Ben: Hello, I'm Ben. My car is faster than Sam's - it can

travel at 980 kilometres per hour!

Answers: Anna – 110 km/h, Ben – 980 km/h, Max – 350 km/h, Emma – 460 km/h, Sam – 740 km/h

Unit 7 Test

1 Read and write 😊 or 🕱.



2 Listen and tick (1) or cross (X).

9) 3.33 Transcript

Mrs Jenkins: Hello, Lily. How are you?

Girl: Hello, Mrs Jenkins. I'm fine, thank you. I'm doing some History homework. Can I ask you some

questions about when you were at school, please?

Mrs Jenkins: OK.

Girl: Did you like school?

Mrs Jenkins: Oh, yes!

Girl: Were you good at Maths?

Mrs Jenkins: Yes, I was.

Girl: Were you good at Science?

Mrs Jenkins: Yes, I was good at Science too. I was good at Maths

and Science.

Girl: Were you good at everything at school?

Mrs Jenkins: Well, I was good at Geography and Spanish too. But

I wasn't good at P.E. And I wasn't good at English.

Girl: Oh! You speak good English now, though!

Mrs Jenkins: Yes, I like English now! Girl: Thank you, Mrs Jenkins. Mrs Jenkins: You're welcome, Lily.

Answers: (Top row, left to right) Maths ✓, Geography ✓, P.E. X (Bottom row, left to right) Science V, Spanish V,

English X

3 Look and write.

Answers: 1 pyramid 2 pharaoh 3 mummy 4 goddess 5 headdress

Unit 8 Test

1 Look and read. Write true or false.

Answers: 1 true 2 false 3 true 4 true 5 true 6 false 7 false 8 true 9 true 10 false

2 Look and write.

Answers: 3 He saw a seahorse. 4 He didn't see a / any jellyfish. 5 He saw a crab. 6 He saw a starfish. 7 He didn't see a dolphin.

3 Listen and colour.

9) 3.34 Transcript

Would you like to colour the fish in the picture? Adult:

Child: Oh, yes please!

Adult: Can you see the fish in the shallow water?

Child: Yes.

Adult: Colour it yellow.

Adult: There's a fish on the surface. Colour the fish green.

The fish on the surface - green. OK. Child:

Adult: And colour the fish at the bottom of the sea orange. Child: Colour the fish at the bottom of the sea orange?

Adult: Yes, colour it orange.

Child:

Adult: Can you see the fish in the deep water?

Child: Deep water ... yes, I can.

Adult: Colour it blue.

Adult: Can you see the fish in the river?

Child: Yes.

Adult: Colour it brown.

Answers: the fish in the shallow water is yellow, the fish on the surface is green, the fish at the bottom of the sea is orange, the fish in the deep water is blue, the fish in the river is brown.

Unit 9 Test

1 Read and number.

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

2 Listen and write.

*)) 3.35 Transcript

Adult: Hi, Jo.

lo:

Adult: Can I ask you about your Christmas presents?

Oh, yes! lo:

Adult: What did you want for Christmas?

I wanted a ball. lo: Adult: What did Pete want? He wanted a puppet. Adult: What did Mum want? She wanted a bike. lo: Adult: What did Dad want? lo: He wanted a laptop. Adult: What did Beth want? lo: She wanted a robot.

Adult: Did you all get the things you wanted?

Yes, we did. It was great! lo:

Answers: 1 Jo wanted a ball. 2 Pete wanted a puppet. 3 Mum didn't want a laptop. 4 Dad didn't want a bike.

5 Beth wanted a robot.

3 Look and write.

Answers: 1 flags 2 smoke 3 mirrors 4 Morse code 5 pigeon

lerm tests

Two parallel tests are provided for the reading and writing component of each term test (see p12 for an explanation of how to use the parallel tests A and B). One listening test is provided for each term.

Term 1 Test A

1 Look and read. Choose the correct words and write them on the lines.

Answers: 1 rollerblade 2 a toothache 3 row 4 an artist 5 a pilot 6 a policeman

2 Look and read. Write true or false.

Answers: 1 false 2 false 3 true 4 true 5 false 6 true

Term 1 Test B

1 Look and read. Choose the correct words and write them on the lines.

Answers: 1 I feel dizzy. 2 sail 3 a firefighter 4 a scientist 5 climb 6 a pilot

2 Look and read. Write should or shouldn't.

Answers: 1 should 2 shouldn't 3 should 4 shouldn't 5 should 6 should

Term 2 Test A

1 Look and write.

Answers: 1 onions 2 fat 3 potatoes 4 helmet 5 thin 6 zebra crossing

2 Look and read. Answer the questions.

Answers: 1 yes 2 no 3 no 4 yes 5 must 6 mustn't

Term 2 Test B

1 Look and write.

Answers: 1 left 2 peppers 3 right 4 tall 5 cauliflower

2 Look and read. Answer the questions.

Answers: 1 no 2 no 3 yes 4 no 5 trainers 6 run

Term 3 Test A

1 Look and read. Choose the correct words and write them on the lines.

Answers: 1 Geography 2 a laptop 3 shells 4 P.E. 5 a crab 6 an octopus

2 Look and read. Write yes or no.

Answers: 1 no 2 yes 3 yes 4 yes 5 yes 6 no

Term 3 Test B

1 Look and read. Choose the correct words and write them on the lines.

Answers: 1 Spanish 2 a mobile 3 a starfish 4 a shark 5 Maths 6 sand

2 Look and read. Write yes or no.

Answers: 1 yes 2 no 3 yes 4 no 5 yes 6 no

Term 1 Listening Test

Listen and tick (1) the box.

*)) 3.36 Transcript

1 Girl: Hello, Jon. Do you want to play hide and seek?

No, I don't want to play hide and seek. Boy:

Girl: Do you want to fish?

Boy: No, I can't. I want to rollerblade.

2 Adult: Hi, Tom. How are you?

Boy: I'm not well...

Oh dear, what's the matter? Do you feel sick? Adult:

Boy:

Adult: Do you feel dizzy? Boy: No. I've got a toothache.

Bill, what time do you have lunch? 3 Adult:

I have lunch at twelve o'clock. Oh, it's twelve o'clock Man:

now. Great! It's lunchtime.

Doctor: You should go to bed at nine o'clock. You shouldn't

eat sweets. You should drink milk.

5 Adult: Sally gets up at six o'clock. She has breakfast at

eight o'clock.

6 Boy: Hi, Jane. Let's play basketball. Girl: I don't want to play basketball.

Boy: You don't want to play basketball? OK. Let's play

football.

Girl: No, I don't want to play football. I don't want to play

basketball or football.

What do you want to play? Girl: I want to play tennis. Do you want to play tennis?

Answers: 1 B 2 B 3 A 4 C 5 C 6 A

Term 2 Listening Test

Listen and tick (1) the box.

*)) 3.37 Transcript

Boy:

1 Adult: What's on the table?

Child: There's some juice. There isn't any water. There isn't any fruit. There's some cheese.

2 Adult: Tell me about your picture.

Child: My picture shows Tim and Ben. Tim is taller than Ben. And it's a sunny day.

3 Adult: Tell me about your picture.

Child: My picture is of the animal park. There's a fat guinea pig and a long snake.

4 Adult: What's in your lunchbox, Tom?

Boy: There's some juice. There are some tomatoes. There isn't any cake. There are some strawberries.

5 Adult: Children, listen to these rules. You mustn't run and you mustn't ride a bike. You must stop at the road.

6 Adult: Have you got a garden?

Child: Yes. My garden's shady. There are some flowers. There aren't any weeds.

Answers: 1 C 2 C 3 C 4 B 5 A 6 C

Term 3 Listening Test

Listen and tick (\checkmark) the box.

*)) 3.38 Transcript

1 Girl: Hi, Todd. Did you have a good holiday?

Boy: Yes. It was great. Girl: Did you see a shark?

Boy: No, I didn't. But I saw a dolphin. It was beautiful.

Did you see a jellyfish? Girl: Boy: Yes, I did. I saw lots of jellyfish.

2 Child:

Jan, were you good at English at school?

Adult: No, I wasn't. I wasn't good at English, but I was good at Spanish.

Child: Were you good at Maths? Adult: Yes, I was good at Maths.

3 Boy 1: Thanks for the text, Simon. Is this your new football? It's great.

Boy 2: Yes, but I didn't want a football. I wanted a bike!

4 Adult: What did you see on the boat trip?

Child: I saw lots of starfish. And I saw some jellyfish.

Adult: Did you see a shark? Child: No, I didn't see a shark. Adult: That was lucky!

5 Woman: Were you good at Art, Pete?

Man: No, I wasn't good at Art. And I wasn't good at

Music. But I was good at Science.

6 Adult: Did Fran want a laptop?

Child: No, she didn't want a laptop. She wanted a normal

computer. And she wanted a bike.

Answers: 1 C 2 B 3 C 4 B 5 A 6 B

Record card: Linguistic objectives (Units 1-9)

Name of	nunil.	
radiiic Or	pupii.	***************************************

	Needs a lot of help	Needs some help	Target achieved	Test score
Unit 1				
Unit 2				
Unit 3				
	Teri	n 1 test		
Unit 4				
Unit 5				
Unit 6				
	Terr	m 2 test		
Unit 7				
Unit 8				
Unit 9				
	Ter	m 3 test		

Tick the relevant column for the pupil's level of achievement in each unit. In addition, you may like to use the following key to indicate in which areas the pupil still needs help:

V = vocabulary L = listening S = speaking R = reading W = writing

Use the 'Test score' column to keep a record of each pupil's scores for the unit tests and term tests.



What is a language portfolio?

The aim of creating a language portfolio with your pupils is to promote the learning of languages in general, and to record and validate all their linguistic abilities and language learning experiences (including those from outside the classroom).

The European Language Portfolio

The Council of Europe is promoting the use of the 'European Language Portfolio', a three-part portfolio which has the aim of encouraging lifelong language learning, providing a record of linguistic skills that is internationally recognized, and promoting tolerance and cultural awareness through learning other languages. The intention is that each student has their own personal Portfolio that will accompany them throughout their learning experience. The European Language Portfolio is divided into the following sections:

Passport

The Passport section provides an overview of each student's ability in a language or languages. It includes self-evaluation and teacher assessment as well as any certificates a student may have received or records of courses they have completed.

Biography

The Biography section allows the student to reflect upon and assess his or her progress. It encourages the student to think about what he / she can do in the language.

Dossier

The Dossier contains selected pieces of work which illustrate the student's achievements, abilities, and experiences, as recorded in the Biography or Passport.

What is the *Incredible English* Portfolio?

The idea of the Incredible English Portfolio is to raise awareness of the existence of the European Language Portfolio and to prepare children to use future portfolios in the secondary education system. It is a useful tool for teachers in future years as it allows them to see what each child has studied so far. It is also extremely motivating as it gives children the opportunity to be responsible for their own learning as they indicate what they can do in English and decide autonomously what work to include in their Portfolio.

The Incredible English Portfolio does not aim to match the structure of the European Language Portfolio exactly, but instead takes the elements from it which are most relevant for children of this age.

Each child's personalized *Incredible English* Portfolio might consist of a selection of the following, stored together in a designated file, folder, or box:

Passport / Biography section:

- Photocopies of pages 193–195 (My English), completed at the end of each term
- A photocopy of the certificate for Level 4 (p196)
- · Completed unit and term tests
- Certificates of any external exams pupils have sat, e.g. UCLES 'Starters / Movers' exam

Dossier section:

- Posters, projects, displays, etc. which the pupils have done throughout the course (e.g. the Lesson 10 'Learning through English' mini projects)
- Photocopies of completed pages from the Activity Book and / or the Photocopy Masters Book
- Cassette or video recordings of pupils singing songs or acting out stories, e.g. performing the Lesson 6 playscripts
- Other (see 'Further ideas' below)

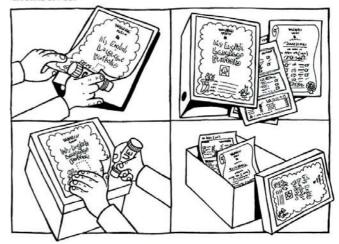
The Incredible English Portfolio can be included in the classroom routine as much or as little as you choose. A good point to start working on the Portfolio would be towards the end of the first term, when you can explain to the pupils what a language portfolio is, let them make the cover pages and complete the first My English page (see below), and tell them that they will be responsible for choosing which pieces of work they would like to include in the Dossier section (they can choose the pieces of work which they are most proud of, which they have most enjoyed doing, or which they think would be most interesting to other people).

Parents should be encouraged to support their children's language learning by helping them collect items for their Portfolio or making suggestions about what pieces of work to include in the Dossier section.

The *Incredible English* Portfolio for Level 4 contains the following material:

Portfolio cover

This can be found on page 192. Pupils fill this in and stick it on the cover of the file, folder, or box that they are going to use for their *Incredible English* Portfolio. They can also stick on a photo or a drawing of themselves.



My English pages

These can be found on pages 193–195 (one page for every three units). These summary / self-evaluation pages are intended to be completed at the end of each term, and are divided into three sections: My words, My sentences, and My work.

My words

Pupils colour the pictures to indicate which vocabulary sets they have studied, and then complete the self-evaluation line to say how many of the words they can remember (go through the language with them for this first).

My sentences

Pupils indicate which language functions they are able to perform. Go through the 'I can' statements with the pupils first to make sure they understand them, and help them as necessary by reminding them of the language from the relevant units and writing examples on the board.

My work

Pupils tick the boxes to say which items they have made. The blank line can be used to write any additional items or projects that they have completed (e.g. any of the optional extra 'Learning through English' worksheets from the PMB, or any of the festivals projects from PMB pp50–52). If pupils have chosen to include any of these items in the Dossier section of their Portfolio, they can draw or stick a star next to the item to indicate this. (It will be very motivating for pupils if you can provide them with gold star stickers to use for this section.)

The items listed are taken from the following sections of the course:

(Units 1-3)

Picture / word cards (Units 1-3, PMB pp4-5, 10, 15)

An email (Unit 1, PMB p7)

A weather map (Unit 1, PMB p8)

A notice (Unit 2, PMB p12)

A copy of a drawing (Unit 2, PMB p13)

A poster (Unit 3, PMB p17)

A BPM chart (Unit 3, PMB p18)

Children around the world (My country, PMB p53)

(Units 4-6)

Picture / word cards (Units 4-6, PMB pp4, 20, 25, 30)

A note (Unit 4, PMB p22)

A classification table (Unit 4, PMB p23)

A website (Unit 5, PMB p27)

A bee diagram (Unit 5, PMB p28)

A sign (Unit 6, PMB p32)

A scale (Unit 6, PMB p33)

Children around the world (My journey to school, PMB p54)

(Units 7-9)

Picture / word cards (Units 7-9, PMB pp35, 40, 45)

A Fact file (Unit 7, PMB p37)

Egyptian pictures (Unit 7, PMB p38)

A leaflet (Unit 8, PMB p42)

A fish tank (Unit 8, PMB p43)

Instructions for a computer game (Unit 9, PMB p47)

A semaphore message (Unit 9, PMB p48)

Children around the world (My school, PMB p55)

Certificate

This can be found on page 196. At the end of the year, the teacher signs the certificate to say the pupil has completed the level. Each pupil then ticks the box for their favourite unit, and signs the certificate.

Dossier cover (My work)

This can be found on page 197. At primary school level, the Dossier of the work chosen by the pupil will probably be the largest section of the Portfolio. This page, entitled *My work*, will be the cover of that section, which can either be included within a ring-binder for the whole Portfolio, or kept in a separate folder or box. Pupils colour the page, and can also create a list of the Dossier contents if they wish.

What does the Dossier contain?

It is important that pupils understand that they make the choice of which pieces of work to include in their personal Dossier. They can choose the pieces of work which they are most proud of, which they have most enjoyed doing, or which they think would be most interesting to other people. In addition to the *My work* items suggested on the *My English* pages, pupils may like to include photocopies of their favourite pages from the Activity Book (e.g. the *Show what you know!* pages from each unit, or any other writing or drawing activities), and video or cassette recordings of themselves singing songs or doing role-plays from the course (e.g. acting out the Lesson 6 playscripts).

Further ideas

English language learning is not restricted to the classroom, and as part of the Portfolio's aim to foster positive attitudes towards other cultures, pupils should be encouraged to notice any examples of English language and culture around them. Pupils can collect (or photocopy) comics, food packaging, CD and DVD covers, stamps, tickets, postcards, song lyrics, etc. and keep them in their Portfolio folder or box. Alternatively, you could create an 'English corner' in the classroom where such objects could be displayed for the whole class to see.

Pupils can also write (in L1) about their experiences with English, e.g. listing any projects they have done, performances of plays, courses attended (including after-school classes and summer schools), details of trips to English-speaking countries, communication with / exchanges with pen pals, and simply a list of English-speaking people they know. They can illustrate their work with pictures of their experiences.

Encourage pupils to take pride in their Portfolios, and to regularly go through the Dossier section, tidying and organizing it, and adding work as necessary to keep it updated. Encourage them to show their Portfolios to friends, family, and other teachers in the school, and remind them that is a valuable record of their achievements in English. Fostering early pride and motivation in this way will encourage pupils to continue learning and using English (and other languages) throughout their lives.

INCREDIBLE ENGLISH

Stick your photo here





Name _____

Age _____

Class _____

School _____

Teacher _____









My English (Units 1–3) hasses My words I can say words for: Outdoor activities Parts of a building ි Weather Health Jobs Hand and heart **I can remember:** some of the words. most of the words. all of the words. My sentences I can ... say what I want to do talk about people's routines I want to play basketball. She usually has lunch at school. say what I don't want to do ask someone to help me I don't want to go swimming. Can you help me? make suggestions say what people should do Let's go sailing. You should sit down. talk about my routine say what people shouldn't do I always get up at 7 o'clock. You shouldn't eat in class. My work I have made: Picture / word cards A BPM chart A weather map Picture Dictionary A copy of a picture Personal album (My country) An advertisement = my best work (look in my dossier)

My English (Units 4-	- 6)	glasses
most of	Bees Road safety Numbers 100–1000 the words. The words	peach
My sentences I can say what is in a picture There's some grass. say what isn't in a picture There isn't any water. describe an animal It's a long snake.	compare animals The elephant is bigger than the give instructions You must wear a helmet. ask for permission Can I go and play?	zebra.
My work I have made: Picture / word cards A classification table A beehive A speed scale	Picture Dictionary Personal album (My journey to school)	
= my best work (look in	n my dossier)	

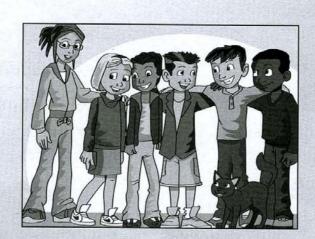
My words	DATE SHOWN		glasse
I can say words for:		1 cdas	peach
School		Aquatic life	
Ancient Egypt		Electrical goods	
Sea life			
Sea me		Messages	
I can remember: some	of the wo	ords. 🗆 ★	
most	of the wo	rds. 🗆 🛨 ★	
all of	the word	s	
My sentences			
I can			
talk about school		say what I didn't do	
'm great at Music.		I didn't see a starfish.	
ask older people about sch Were you good at Art?	ool 🗀	say what I need	Ш
, .		I need a computer.	
say what I did had an ice cream.		ask what someone did Did he go to the park?	
My work			
I have made:			
Picture / word cards		Picture Dictionary	
An Egyptian picture		Personal album	
An aquarium		(My school)	
A message in semaphore			
A telephone			
A			
= my best work (look	in my d	ossier)	

INCREDIBLE ENGLISH

This is to certify that

has completed the Incredible English course (Level 4)

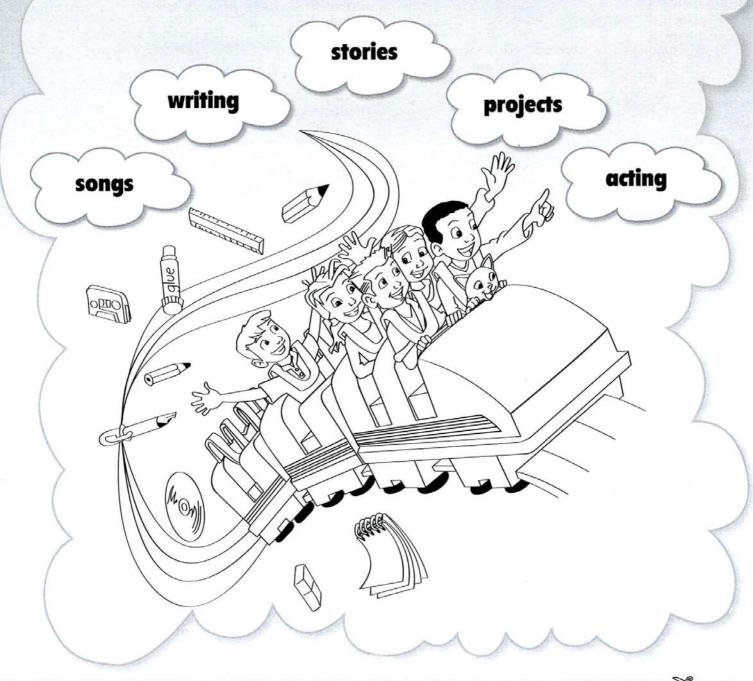
Signed (teache	r)	
My favourite u	ınit was	
Unit 1	Unit 4	Unit 7
Playing outdoors	On the farm	At school
Unit 2	Unit 5	Unit 8
Art	Animal life	Underwater life
Unit 3	Unit 6	Unit 9
Health	Safety	Technology



Signed (pupil)

INCREDIBLE ENGLISH

Portfolio Dossier (Level 4)





This wordlist shows the core language items in **bold** and other language items (e.g. from songs and stories) in non-bold, and gives the unit where the word or phrase is first used. 'C' indicates the 'Children around the world' sections and 'F' indicates the Festivals sections.

and 'F' indicates the
100 6
200 6
200 6 300 6 400 6 500 6
400 6
500 6
600 6
700 6
800 6
900 6
1000 6
accident 2
acrobat 4
actor 2
advent F
adventure F
again 7
Alaska C
All over again 1
always 2
angel F
anglerfish 8
arrive 9
Art 7
Art and Design C
artist 2
a single day 5
astronaut 2
as you like 6
bamboo 5
bandage 7
1 1
bot 4
bat 4 beach 8
beans 4
beat 3
beehive 5
behind 2
believe 7
The second secon
big 5
bike 5
blank 2
blood 3
boat 8
body 7 both 1
bottom 8
bounce 9 break 7
bright 3 bring 2
brush 2
bucket 4
burglar 9
bury 7
cactus, cacti 4

re the word or phrase is f s sections.
re the word or phrase is f
Design Technology C die 7

ea. C marcates tr
dinnertime 3
dish 3
distance 6
divide 5
dizzy 3
doctor 2
dolphin 8
Drama C
drive (v) 3
drone 5
drop 1
drums 9
dry 4
earache 3
empty 8
energy 9
English 7
enjoy 6
enjoy 6
escape 4
especially 5
evaporation 1
every morning 1
everywhere 5
explode 9
fairy tale F
fall 1
far from 9
far from 9 farming 7
fast 4
fat 4
fall in 8
feathers 7
feed 3
female 5
fern 4
ferry C
fingers 3
firefighter 2
fireman 2
fireworks 9
fish (v) 1
fish 7
fish tank 8
fit 3
flags 9 flute 2
flute 2
foggy 1
footballer 2
forget 4
freezing C
freshwater 8
frightened 5
gate 4
gently 3
Geography 6
giggle 9
gloves 5

goat 4 god 7 goddess 7 grass 4 grassland 5 grid 2 ground 1 grow 4 grow up 7 hard 7 headache 3 headdress 7 heart 3 helmet 5 help (n) 4 hero F hiding place 8 high 1 hill 6 History 6 hive 5 hold on tight 6 honey 5 horns 7 horse 9 hot 4 hundred 6 hungry 5 Hurray 3 hurt 4 ice 4 in front of 2 Information Technology C It's ... metres high 2 It was built in ... 2 jam F jellyfish 8 join together 1 journey C jungle 5 junk food 3 keep in touch 9 keyboard 9 kilometre 6 lake 8 land 7 lanternfish 8 laptop 8 last 5 lay eggs 5 leaf, leaves 5 leaflet 8 left 6 lemon F letter 9

lifequard 6

lift 2

calculator 7

light 6 light a fire 9 litter 6 long 5 lose touch 9 lucky 7 lunchtime 8 male 5 Maths 6 measure 3 medal 7 meet 1 memory stick 9 mess 2 message 9 milk 4 minus 1 mirror 9 mobile phone 8 monsoon C Morse code 9 motorway 6 mouse 9 mummy 7 Music 7 mystery F needle 4 never 2 New Zealand C next to 2 no matter what 7 nut F octopus 8 on 2 on foot C onions 4 ouch 4 outdoor 8 pack (v) 6 palm tree 4 pancake F past 8 P.E. 7 peppers 4 pharaoh 7 photosynthesis 4 pick (v) 4 pig 5 pigeon 9 pike 8 pilot 2 pine tree 4 pirate 2 plant (v) 4 play basketball 1 play football 1 play hide and seek 1 play tennis 1 playtime 7 policeman 2 pond 8 portion 3 postal system 9 poster 7 potatoes 4

present F press 3 professional 2 protect 6 pulse 3 pump (v) 3 pyramid 7 quantity 8 queen 5 radio 9 rain drops 1 raining 1 rat 4 ray 8 ready 4 reindeer F rescue plane 9 restaurant 2 ride 5 right 6 river 8 road 6 rollerblade 1 row 1 rule 6 runner 7 safely 9 safety first 6 sail 1 sailor 2 salt 8 saltwater 8 sand 8 sardines 8 save 5 scared 8 school 7 school bus C school lunches 7 Science 7 scientist 2 scooter 1 screen 9 sea 8 seahorse 8 seed 4 send a message 9 shady 4 shake 8 shallow 8 shark 8 shell 7 shine 1 shoes 3 short 5 show 8 sick 3 sign 6 singer 2 sit still 3 skateboard 1 sky 1

sleigh F

slide 1

slow 5

small 5 smoke 9 snow 1 snowing 1 snowman F snowmobile C social 5 socket 9 soldier 2 sore throat 3 souvenir 8 Spanish 7 species 8 speed 6 speed limit 6 speedometer 6 spike 4 spoon 1 stairs 2 standing 1 star F starfish 8 steal 9 stocking F stomach ache 3 stone 9 stop 6 stormy 1 story F strawberry 4 strict 7 stripe 5 stroke 3 strong 5 subject 7 sugar F summertime 8 sun cream 8 sunflower 4 sunny 1 superhero F surface 8 surfboard 9 swim 1 swimming hat 6 swing 1 syrup F take off 3 tall 5 tap 4 tea 4 teacher 2 terrible 7 textina 9 text message 8 Thailand C thief 9 thin 5 thousand 6 thumb 3 tidy up 2

tomatoes 4

tomb 7

tonne 5

too 1

toothache 3 top 2 tortoise 5 tower 2 track 6 traffic lights 6 tram C travel 6 treat 3 trout 8 tuk tuk C tunnel 8 Turkey C TV 9 under 2 underwater 8 United States of America C use your head 6 usually 2 volcano C wait 3 wake up 1 warm C warm (v) 1 waste 5 watch out 4 water 4 water 8 water cycle 1 waterski 1 water vapour 1 weather 1 weeds 4 wet 4 What happened on ...? 9 whole 2 windy 1 worker 5 wrap 7 wriggle 9 wrist 3 xylophone 2 yet 6 zebra crossing 6

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