Academy Stars 3

SECOND EDITION

Teacher's Book

+ access to **App**



Jennifer Heath

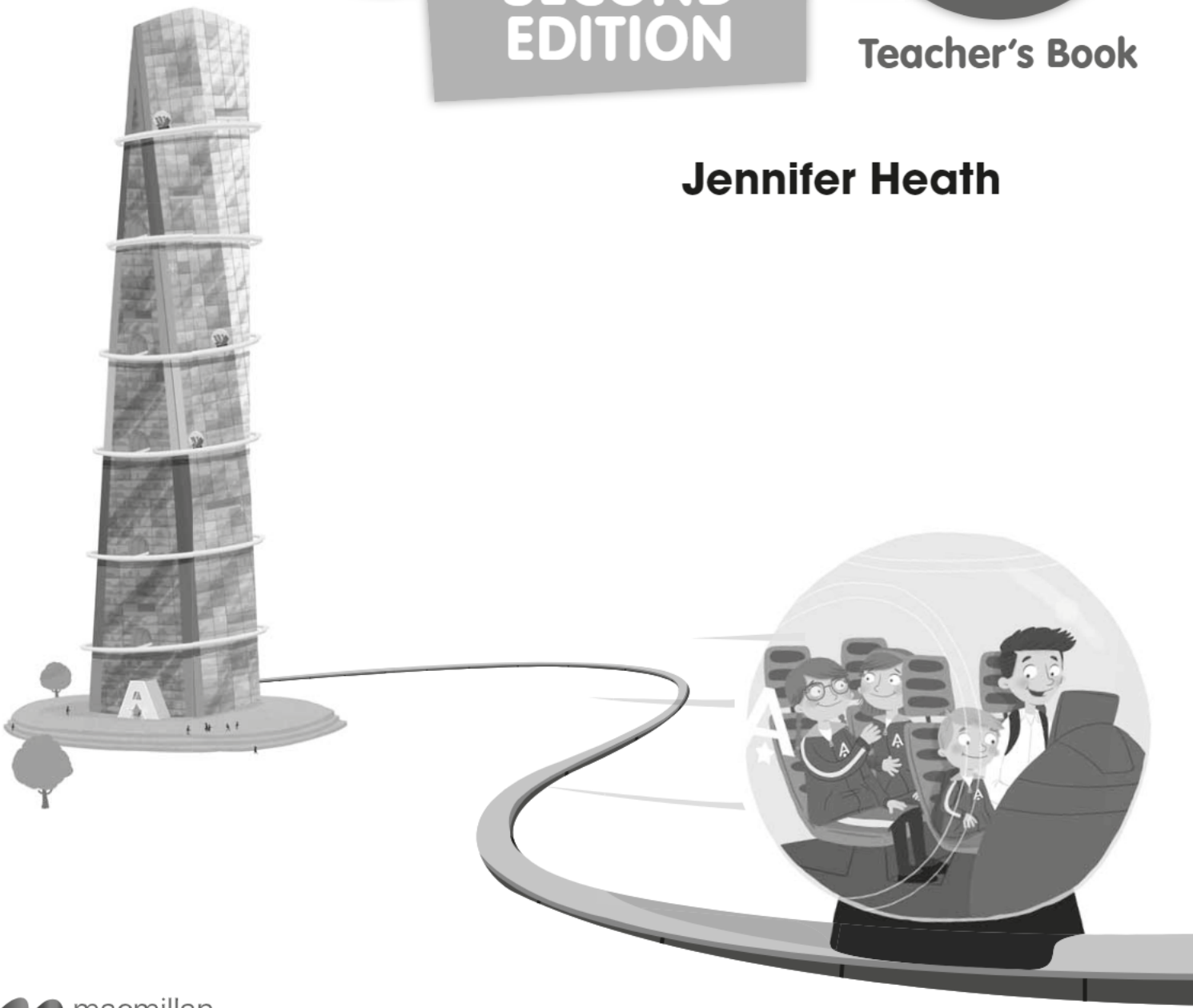
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Macmillan Education Limited
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London N1 9XW

Companies and representatives throughout the world

Academy Stars Second Edition Level 3 Teacher's Book ISBN 978-1-035-10031-6

Academy Stars Second Edition Level 3 Teacher's Book with App Pack ISBN 978-1-035-10032-3

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Written by Jennifer Heath

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This edition published 2024
First edition entitled *Academy Stars Level 3 Teacher's Book* published 2017 by Macmillan Education Limited

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Design and page make up by Composure

Cover design concept by Macmillan Education Ltd, with contributions by Darío Pérez Catalán
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Full acknowledgements for illustrations and photographs in the facsimile pages can be found in the Academy Stars Second Edition Level 3 Pupil's Book ISBN 978-1-035-10028-6.

Workbook credits:
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Printed and bound in TBC
2028 2027 2026 2025 2024
10 9 8 7 6 5 4 3 2 1

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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals)		*What class are you in? How old are you? What's your favourite ... ?* *I can see ... There is / are ...* *A boy is wearing ...*
1	**At school** p8	School words and verbs Adverbs of sequence	**Present simple or present continuous?** *He plays ... He's watching ...*	***good at / not good at* + nouns:** *I'm good at English. I'm not good at PE.*
	Reading time 1: The Swiss Family Robinson **Play 1:** Charlie's homework			
2	**At home together** p22	Chores and free time Buildings and breakfast Frequency expressions	**Adverbs of frequency:** *I always / usually / sometimes / hardly ever / never ...*	***How often do you ... ?*** *How often do you watch a film? Once a month.*
	Review 1 Cambridge Exams practice: A1 Movers: Reading and Writing Part 3; Speaking Part 1			
3	**Around town** p34	Places around town Adjectives to describe people Family	***to be:* present simple or past simple?** *Yesterday she was sad. Today she's happy.*	***Wh-* questions with *was / were:*** *Where were you on Saturday?*
	Reading time 2: Sam and the number 22 bus **Play 2:** The outing			
4	**Safari adventure** p48	Food and tableware Safari	**Countable and uncountable nouns with *some / any:*** *There's some water.*	***How much / many ... There's / There are ... :*** *How much spinach is there? There's a lot.*
	Review 2 Cambridge Exams practice: A1 Movers: Listening Part 1; Speaking Part 2			
5	**My grandpa** p60	Family and musical instruments Action verbs Dressing up	**Past simple regular verbs:** *Yesterday Grandpa played the drums.*	**Past simple *yes / no* questions:** *Did you like painting at kindergarten? Yes, I did.*
6	**Under the sea** p70	Sea animals Adjectives	**Comparing two people, animals or objects:** *The starfish is slower than the seahorse.*	**Superlative form of short adjectives:** *My dad is the tallest.*
	Review 3 Cambridge Exams practice: A1 Movers: Reading and Writing Part 6; Speaking Part 3			
7	**Once upon a time** p82	Past simple irregular verbs Adverbs Verbs in the past and places	**Past simple irregular verbs:** *He had a cake. He didn't have an umbrella.*	**Past simple with *Wh-* question form:** *What did you eat?*
	Reading time 3: The race & The wind and the sun **Play 3:** The dolphin			
8	**Back in time** p96	Objects in a history museum Materials Zoo words	***there was / were ... :*** *There was a mammoth in the cave!*	***Yes / No* questions with *there was / were:*** *Were there any parrots? No, there weren't.*
	Review 4 Cambridge Exams practice: A1 Movers: Listening Part 2; Speaking Part 4			
9	**Sport for all** p108	Sports clothes and equipment Healthy eating	***have to / don't have to:*** *Tom has to wear a school uniform.*	***Why ... ?* and *Because ... :*** *Why do they have to ... ? Because they need ...*
	Reading time 4: Kings of the Sea **Play 4:** The coin			
10	**Let's celebrate!** p122	Months and dates Celebrations Languages	**Future plans with *going to:*** *He's going to climb.*	**Questions with *going to:*** *Are you going to visit Spain? Yes, I am.*
	Review 5 Cambridge Exams practice: A1 Movers: Reading and Writing Part 1 and Part 2			

Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
A story: sequence events What to do when you don't understand a word	Listen for specific words	Say a chant	A story: write a dialogue using speech marks	Let's choose an after-school club!	long ***e*** ***ee*** or ***ea*** /iː/
A blog: infer feelings How to learn new words	Sequence events	Give a presentation	A blog post: use capital letters and punctuation	Let's do a survey!	long ***o*** ***oa*** or ***ow*** /əʊ/
A story: scan and categorise Use a dictionary to find meaning	Follow sequenced information	Provide sequenced information	A story: plan and write a story using a Mind Map	Are you a good detective?	long ***u*** ***oo*** or ***ue*** /u/
A website: contrast two texts Use a dictionary to find spelling	Listen for specific information	Give suggestions and make a plan	A safari website: make paragraphs in a website text	Planning a North Pole adventure	***ai*** or ***ea*** /eə/
Poetry: recognise features and interpret meaning Notice rhyme in a poem	Listen for specific information	Ask and answer questions about family	A poem: write rhyming poetry	Fact or opinion?	***ai*** or ***ay*** /eɪ/
An information text: identify facts Adjectives	Sequence events	Act out a story	An information text: write a text from notes	Do an animal puzzle	***ar*** or ***a*** /ɑː/
A traditional story: analyse for inference Adverbs	Listen to a traditional story	Act out a story	A story: write a summary	A different point of view	***y*** or ***igh*** /aɪ/
A factual text: use labels in a text to aid comprehension Self-motivation	Analyse information	Describe a picture	A description: use topic sentences	Are you a good archaeologist?	***oi*** or ***oy*** /oi/
Emails: compare and contrast information Self-reflection	Compare and contrast information	Act out a roleplay	An email: use connectors of addition	Crack the secret code!	***ou*** or ***ow*** /au/
A magazine article: identify and infer information How to learn outside the classroom	Listen for specific information	Discuss a topic	A letter: use connectors of sequence	Let's make and play a game!	***ir*** or ***ur*** /ɜː/

Introduction to Academy Stars Second Edition

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

1 Learning skills

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

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

2 Learning outcomes

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

3 Graphic Grammar

An innovative approach to **grammar** helps children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations, and clarify meaning, use and form. The **new Extra Stars: Grammar booster** section in the Pupil's Book gives children further practice opportunities.

4 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each Reading, Writing and Listening lesson practises a specific strategy to give children the tools they need to process or produce a variety of text types. A suite of completely **new reading texts** gives children an opportunity to work with a variety of text types, ranging from stories through blogs to articles. A **brand new listening strand in the Workbook** further supports the development of the listening skills, with emphasis on external exams preparation. Dedicated Speaking lessons in the Pupil's Book develop fluency in functional interactions and build confidence in presentation skills.

5 Literacy

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

6 Assessment

Recognising the increasing popularity of external exams, *Academy Stars Second Edition* is mapped to the latest **Cambridge English Qualifications** tests for young learners, and includes regular test-style activities the **new Cambridge Exams practice lessons** in the Pupil's Book and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and Cambridge English sample tests to measure children's progress and achievement throughout the course.

ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Macmillan Education's ESDC Program helps children become engaged global citizens. It ties classroom practice to Global Citizenship Education theory, incorporates an inclusive approach to language learning, and in most units references the UN Sustainable Development Goals (SDGs).

In *Academy Stars Second Edition*, children are encouraged to see themselves as valued members of local and global communities. They learn to think critically about how their actions affect the world around them, from caring for the environment to recognising the value of individual differences. Children are gently encouraged, with the support of the teacher, to express their own ideas and solutions for making the world a better place.

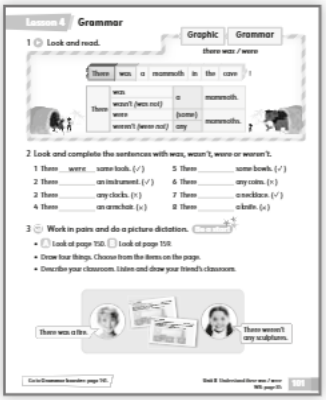
SUSTAINABLE DEVELOPMENT GOALS

Components overview

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

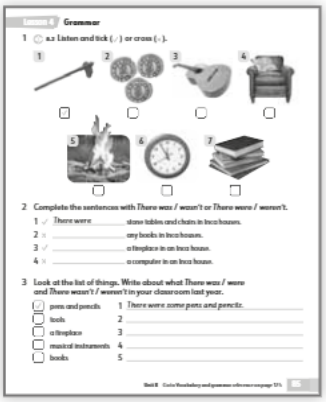
For the pupil

Pupil's Book



Consists of a Welcome unit, 10 core units, 4 **Reading time** spreads and 5 Review and **Cambridge Exams practice sections, Grammar booster and Communicative activities**. Each core unit contains eight lessons featuring clear vocabulary presentation and practice, an engaging reading text, a **Graphic Grammar** presentation and practice, a language in use grammar presentation and practice, sounds and spellings practice, contextualised listening and speaking activities, and guided writing practice.

Workbook



Provides further practice and reinforcement of key language from the Pupil's Book. Additional test-style listening, reading and writing practice further prepares children for the **Cambridge English A1 Movers tests**. The Workbook includes a mid-year and end-of-year review to check progress at key points. A **Vocabulary and grammar reference** section presents vocabulary in a Picture dictionary and reinforces the grammar from the Pupil's Book whilst a **What I can do!** section provides children with the opportunity for self-evaluation.

Pupil's App on Navio

The Pupil's App allows children to explore Navio's immersive 3D worlds. They complete game-based activities designed to practise and review the language and content learnt in class. As they do so, they earn rewards, points and badges. The Pupil's App tracks children's progress so the teacher can see how they are doing and provide extra support where it is needed. The App also includes all the songs, stories, animations and videos from the course so that children can review them at home and share them with their family.

Digital Pupil's Book, Digital Workbook

The digital version of the books with audio and video embedded allows children more access to their materials outside the classroom.

Pupil's Resource Centre

- The **Pupil's Resource Centre (PB)** provides easy access to all the Pupil's Book audio and video files, so children can listen and watch in their own time. There is also a **Parents' Guide** which introduces the course and provides advice on how parents can support their child in home-learning environment.
- The **Pupil's Resource Centre (WB)** provides easy access to all the Workbook audio files.

For the teacher

Teacher's Book

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

Videos

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

Teacher's App

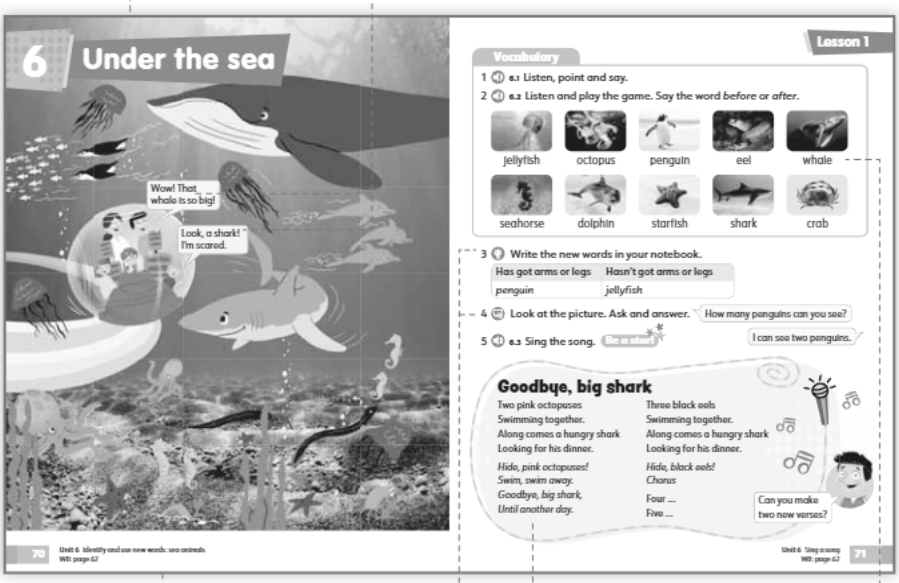
The Teacher's App contains accessible and interactive digital resources to help teachers plan and deliver their lessons, while also increasing children's participation and engagement. The Teacher's App contains:

- **Classroom Presentation Kit:** This includes the **Digital Pupil's Book** and **Digital Activity Book**. The digital version of the books is a page-by-page representation of the printed versions and includes videos and audio, plus fun interactive activities and digital flashcard games.
- **Progress Tracker:** Accessed through the Classroom Presentation Kit, this helps teachers track and monitor progress of a whole class or individual child. Teachers can also use the **Classroom Management tool** to award points for good behaviour or success in class.
- **Test Generator:** Also accessed through the Classroom Presentation Kit. Teachers can choose to download ready-made tests or to make their own.
- **Teacher's Resource Centre:** Offers access to supplementary materials and resources available for teachers to download and print if needed. It includes:
  - **Methodology handbook** and **Graphic Grammar reference**
  - **Assessment pack:** placement, unit, mid-year and end-of-year tests as well as relevant **Cambridge English** practice tests. All tests cover the four skills, with Listening, Reading and Writing, and Speaking
  - **Printable worksheets**
  - **Printable flashcards**
  - **Lesson support materials:** all the course video, animation and audio files

Lesson 1: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.

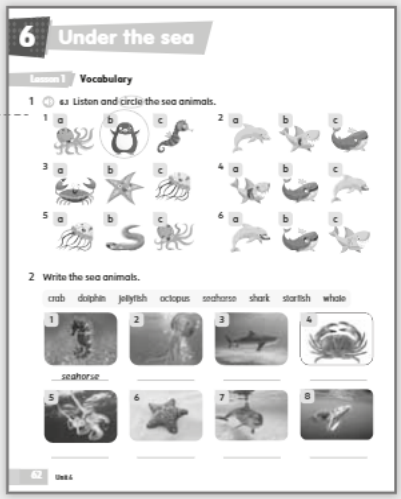


Lesson aims and outcomes are given at the bottom of each page.

Carefully staged presentation of key unit vocabulary.

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

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



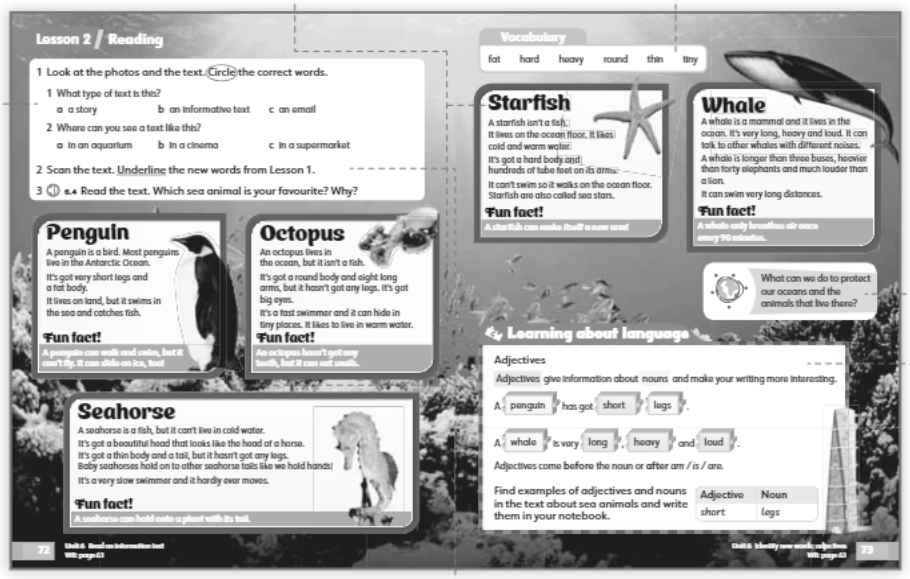
Activities provide carefully staged practice of key vocabulary.

Lesson 2: Reading

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

Additional vocabulary is contextualised in the reading text.

ESDC questions encourage children to reflect on real-life issues in their community and the world.

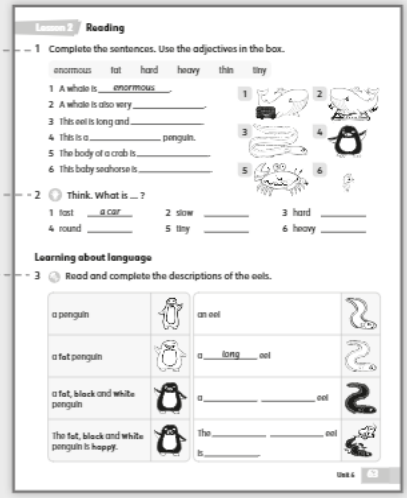


A pre-reading task develops prediction skills to help understanding.

Reading activities check comprehension.

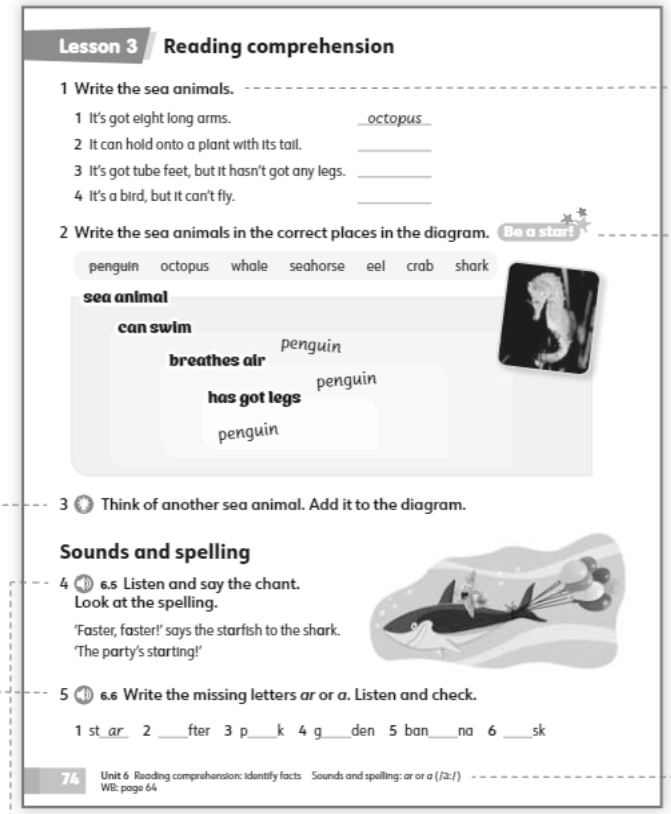
A **Learning to learn** or **Learning about language** box develops learner autonomy.

Further activities encourage children to use and explore key language



An activity to encourage children to apply the skills and strategies from **Learning to learn** or **Learning about language**.

Lesson 3: Reading comprehension



Lesson 3 Reading comprehension

1 Write the sea animals.

1 It's got eight long arms. octopus
2 It can hold onto a plant with its tail. _____
3 It's got tube feet, but it hasn't got any legs. _____
4 It's a bird, but it can't fly. _____

2 Write the sea animals in the correct places in the diagram. Be a star!

penguin octopus whale seahorse eel crab shark

sea animal
can swim
penguin
breathes air
penguin
has got legs
penguin

3 Think of another sea animal. Add it to the diagram.

Sounds and spelling

4 6.5 Listen and say the chant. Look at the spelling.

'Faster, faster!' says the starfish to the shark.
'The party's starting!'

5 6.6 Write the missing letters *ar* or *a*. Listen and check.

1 st_ar_ 2 ___fter 3 p___k 4 g___den 5 ban___na 6 ___sk

74 Unit 6 Reading comprehension: identify facts Sounds and spelling: ar or a (/ɑː/) WB: page 64

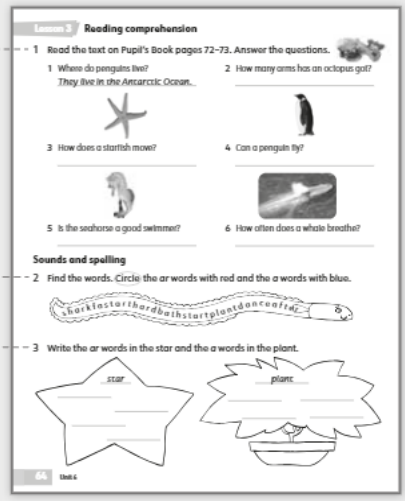
A focus on a strategy in each unit develops key reading skills.

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

A receptive activity checks children can identify the target sound.

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

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



Lesson 3 Reading comprehension

1 Read the text on Pupil's Book pages 72–73. Answer the questions.

1 Where do penguins live? They live in the Antarctic Ocean.
2 How many arms has an octopus got? _____
3 How does a starfish move? _____
4 Can a penguin fly? _____
5 Is the seahorse a good swimmer? _____
6 How often does a whale breathe? _____

Sounds and spelling

2 Find the words. Circle the ar words with red and the a words with blue.

sharkfastarthardbathstartplantdancecraftat

3 Write the ar words in the star and the a words in the plant.

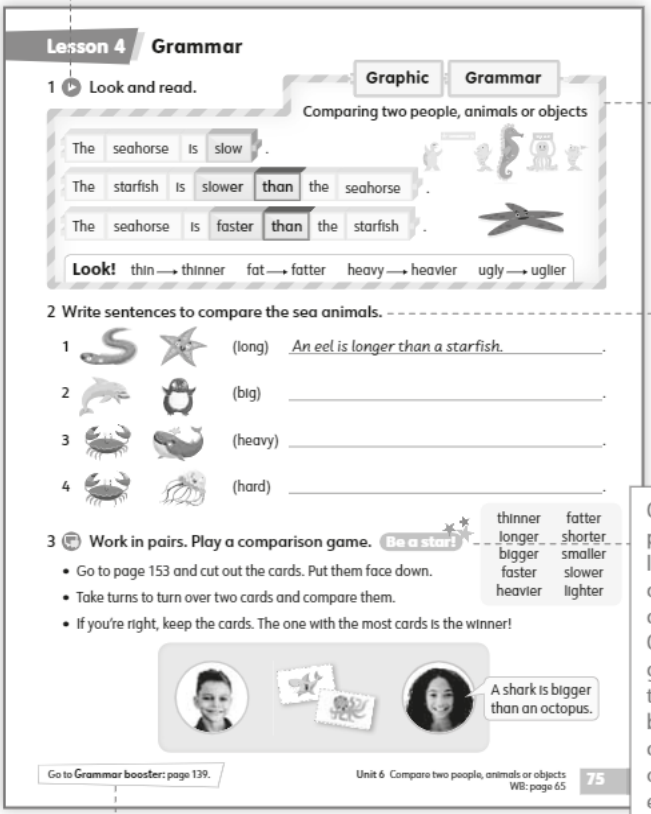
star
plant

64 Unit 6

Activities provide further receptive and productive practice of key sounds.

Lesson 4: Grammar

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



Lesson 4 Grammar

1 Look and read.

Graphic | Grammar

Comparing two people, animals or objects

The seahorse is slow.
The starfish is slower than the seahorse.
The seahorse is faster than the starfish.

Look! thin → thinner fat → fatter heavy → heavier ugly → uglier

2 Write sentences to compare the sea animals.

1 (long) An eel is longer than a starfish.
2 (big) _____
3 (heavy) _____
4 (hard) _____

3 Work in pairs. Play a comparison game. Be a star!

- Go to page 153 and cut out the cards. Put them face down.
- Take turns to turn over two cards and compare them.
- If you're right, keep the cards. The one with the most cards is the winner!

thinner fatter
longer shorter
bigger smaller
faster slower
heavier lighter

A shark is bigger than an octopus.

Go to Grammar booster: page 139.

Unit 6 Compare two people, animals or objects WB: page 65 75

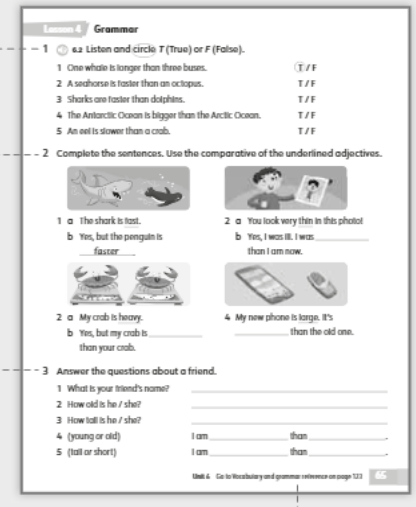
A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.

A written activity provides controlled productive practice.

Children produce the new language in a communicative activity. The Communicative games section at the back of their book provides cut-out cards and other activity essentials.

Children are directed to the **Grammar booster** for further practice.

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



Lesson 4 Grammar

1 6.2 Listen and circle *T* (True) or *F* (False).

1 One whale is longer than three buses. T / F
2 A seahorse is faster than an octopus. T / F
3 Sharks are faster than dolphins. T / F
4 The Antarctic Ocean is bigger than the Arctic Ocean. T / F
5 An eel is slower than a crab. T / F

2 Complete the sentences. Use the comparative of the underlined adjectives.

1 a The shark is fast.
b Yes, but the penguin is faster.
2 a You look very thin in this photo!
b Yes, I was ill. I was _____ than I am now.
2 a My crab is heavy.
b Yes, but my crab is _____ than your crab.
4 My new phone is large. It's _____ than the old one.

3 Answer the questions about a friend.

1 What is your friend's name? _____
2 How old is he / she? _____
3 How tall is he / she? _____
4 (young or old) I am _____ than _____.
5 (tall or short) I am _____ than _____.

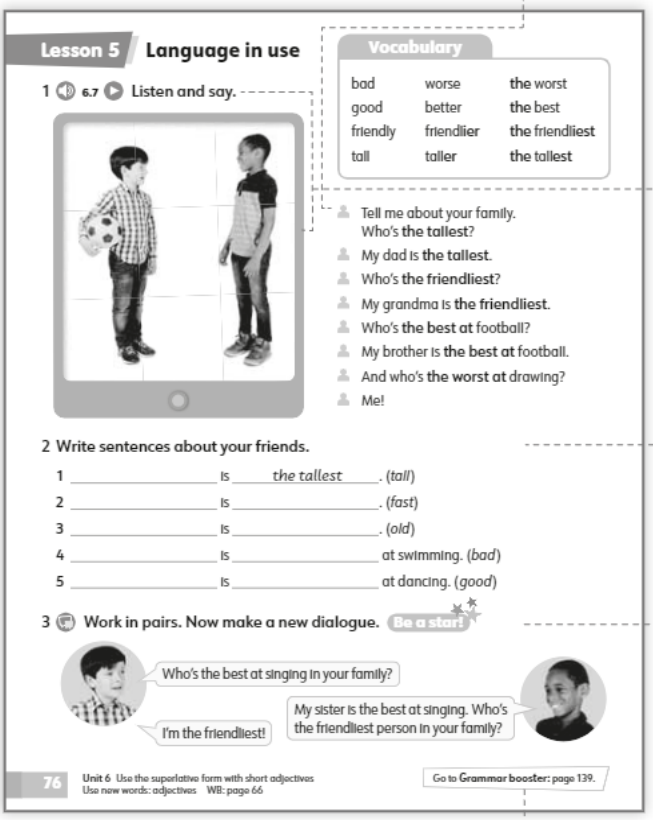
Unit 6 Go to Vocabulary and grammar reference on page 133 65

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

Children are directed to the **Vocabulary and grammar reference** for further support.

Lesson 5: Language in use

A new grammar structure is presented via a short dialogue.



Lesson 5 Language in use

1 6.7 Listen and say.

Vocabulary

bad	worse	the worst
good	better	the best
friendly	friendlier	the friendliest
tall	taller	the tallest

Tell me about your family. Who's the tallest?
My dad is the tallest.
Who's the friendliest?
My grandma is the friendliest.
Who's the best at football?
My brother is the best at football.
And who's the worst at drawing?
Me!

2 Write sentences about your friends.

1 _____ is *the tallest* . (*tall*)
2 _____ is _____ . (*fast*)
3 _____ is _____ . (*old*)
4 _____ is _____ at swimming. (*bad*)
5 _____ is _____ at dancing. (*good*)

3 Work in pairs. Now make a new dialogue. Be a star!

Who's the best at singing in your family?
I'm the friendliest!
My sister is the best at singing. Who's the friendliest person in your family?

76 Unit 6 Use the superlative form with short adjectives
Use new words: adjectives WB: page 66

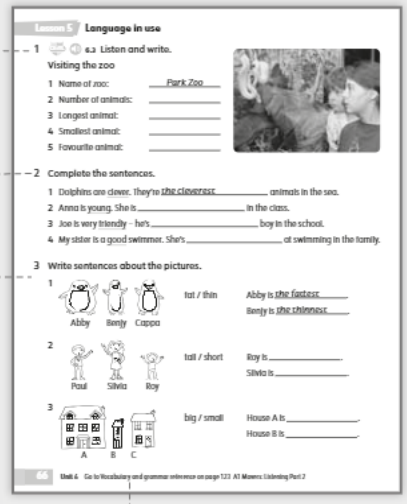
Go to Grammar booster: page 139.

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

Children are directed to the **Grammar booster** for further practice.

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

Carefully staged activities provide further practice of the new grammar.



Lesson 5 Language in use

1 6.2 Listen and write.
Visiting the zoo
1 Name of zoo: Park Zoo
2 Number of animals: _____
3 Longest animal: _____
4 Smallest animal: _____
5 Favourite animal: _____

2 Complete the sentences.
1 Dolphins are clever. They're *the cleverest* _____ animals in the sea.
2 Anna is young. She is _____ in the class.
3 Joe is very friendly – he's _____ boy in the school.
4 My sister is a good swimmer. She's _____ at swimming in the family.

3 Write sentences about the pictures.
1 Abby Benjy Cappa — fat / thin — Abby is *the fattest*. Benjy is *the thinnest*.
2 Paul Silvia Roy — tall / short — Roy is _____. Silvia is _____.
3 A B C — big / small — House A is _____. House B is _____.

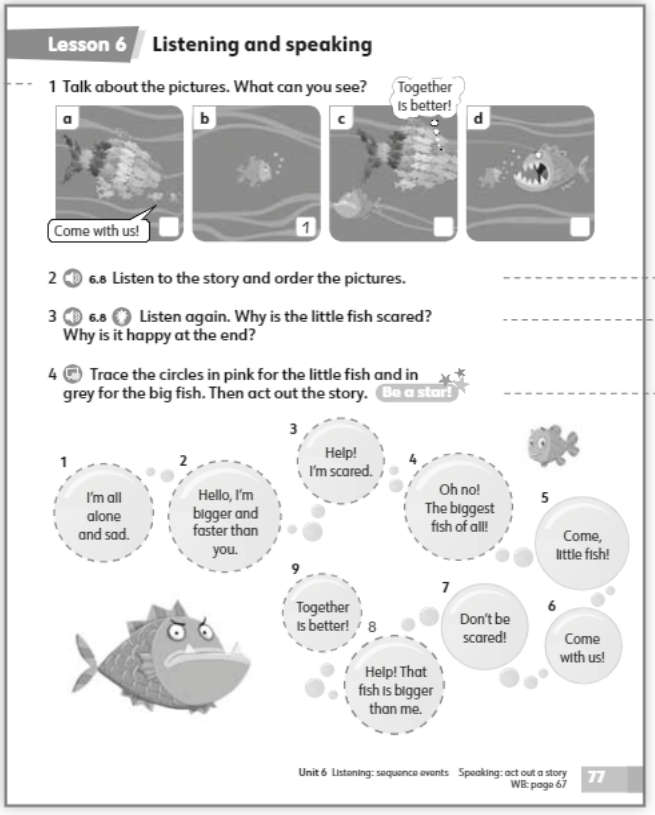
66 Unit 6 Go to Vocabulary and grammar reference on page 123 A1 Movers: Listening Part 2

Children are directed to the **Vocabulary and grammar reference** for further support.

Lesson 6: Listening and speaking

A pre-listening activity activates prior knowledge.

While-listening and after-listening activities check comprehension.



Lesson 6 Listening and speaking

1 Talk about the pictures. What can you see?

a Come with us! b 1 c Together is better! d

2 6.8 Listen to the story and order the pictures.

3 6.8 Listen again. Why is the little fish scared? Why is it happy at the end?

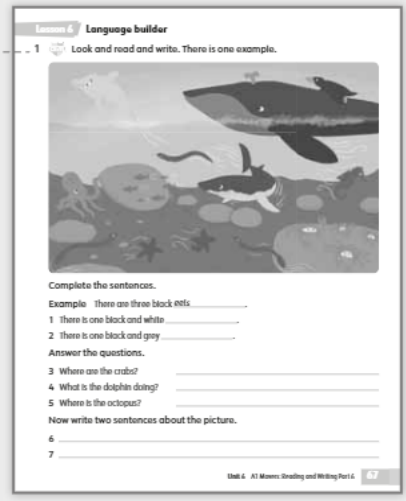
4 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. Be a star!

1 I'm all alone and sad.
2 Hello, I'm bigger and faster than you.
3 Help! I'm scared.
4 Oh no! The biggest fish of all!
5 Come, little fish!
6 Come with us!
7 Don't be scared!
8 Help! That fish is bigger than me.
9 Together is better!

Unit 6 Listening: sequence events Speaking: act out a story
WB: page 67 77

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

Further activities check understanding of the listening and speaking skills, which are sometimes test-style activities from the **Cambridge English A1 Movers** tests.



Lesson 6 Language builder

1 Look and read and write. There is one example.

Complete the sentences.
Example There are three black *rats*.
1 There is one black and white _____.
2 There is one black and grey _____.
Answer the questions.
3 Where are the crabs? _____
4 What is the dolphin doing? _____
5 Where is the octopus? _____
Now write two sentences about the picture.
6 _____
7 _____

Unit 6 A1 Movers: Reading and Writing Part 6 67

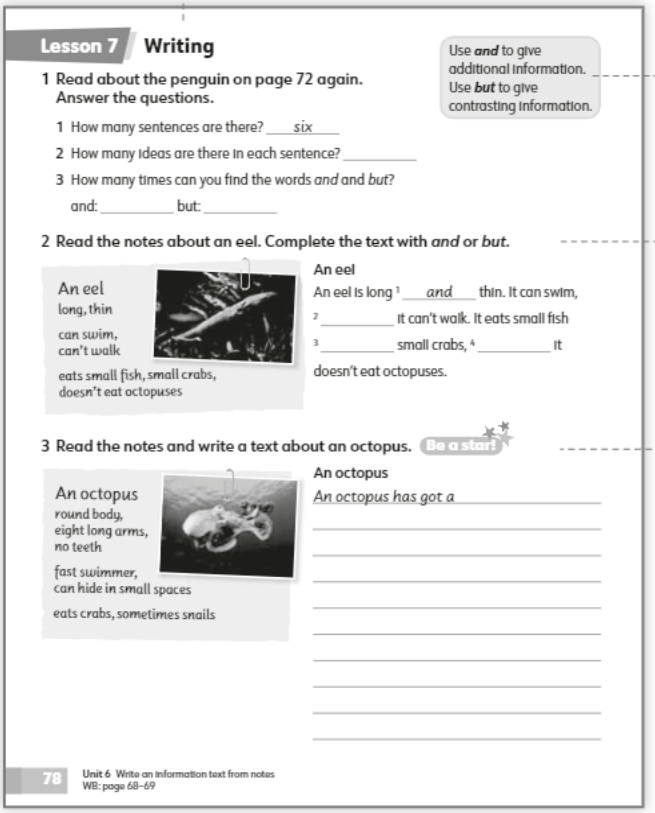
Lesson 7: Writing

Each writing lesson focuses on a writing sub-skill.

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

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

Children then plan and organise their own piece of writing.



Lesson 7 Writing

1 Read about the penguin on page 72 again. Answer the questions.

1 How many sentences are there? six
2 How many ideas are there in each sentence? _____
3 How many times can you find the words *and* and *but*?
and: _____ but: _____

Use ***and*** to give additional information. Use ***but*** to give contrasting information.

2 Read the notes about an eel. Complete the text with *and* or *but*.

An eel
long, thin
can swim, can't walk
eats small fish, small crabs, doesn't eat octopuses

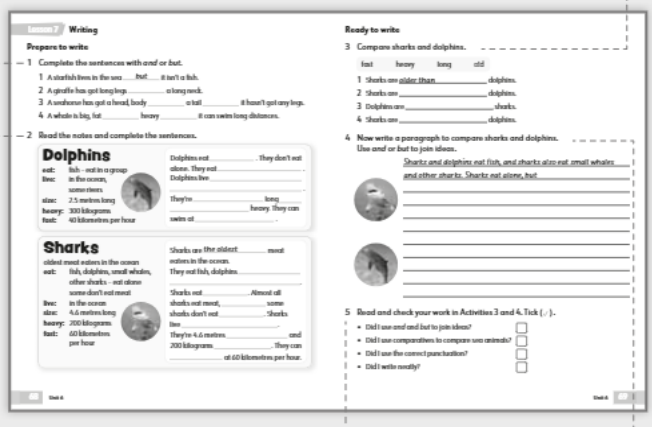
An eel
An eel is long [1] *and* thin. It can swim, [2] _____ it can't walk. It eats small fish [3] _____ small crabs, [4] _____ it doesn't eat octopuses.

3 Read the notes and write a text about an octopus. Be a star!

An octopus
round body, eight long arms, no teeth
fast swimmer, can hide in small spaces
eats crabs, sometimes snails

An octopus
An octopus has got a _____

78 Unit 6 Write an information text from notes
WB: page 68–69



Lesson 7 Writing

Prepare to write

1 Complete the sentences with *and* or *but*.
1 A starfish lives in the sea *and* it isn't a fish.
2 A giraffe has got long legs _____ a long neck.
3 A seahorse has got a head, body _____ a tail _____ it hasn't got any legs.
4 A whale is big, fat _____ heavy _____ it can swim long distances.

2 Read the notes and complete the sentences.

Dolphins
eat: fish – eat in a group
live: in the ocean, some rivers
size: 2.5 metres long
heavy: 300 kilograms
fast: 40 kilometres per hour
Dolphins eat _____ They don't eat alone. They eat _____
Dolphins live _____
They're _____ long _____ heavy. They can swim at _____

Sharks
oldest meat eaters in the ocean
eat: fish, dolphins, small whales, other sharks – eat alone some don't eat meat
live: in the ocean
size: 4.6 metres long
heavy: 200 kilograms
fast: 60 kilometres per hour
Sharks are the oldest _____ meat eaters in the ocean. They eat fish, dolphins _____
Sharks not _____ Almost all sharks eat meat, _____ some sharks don't eat _____ Sharks live _____
They're 4.6 metres _____ and 200 kilograms _____ They can _____ at 60 kilometres per hour.

Ready to write

3 Compare sharks and dolphins.

fast	heavy	long	old

1 Sharks are older than _____ dolphins.
2 Sharks are _____ dolphins.
3 Dolphins are _____ sharks.
4 Sharks are _____ dolphins.

4 Now write a paragraph to compare sharks and dolphins. Use *and* or *but* to join ideas.
Sharks and dolphins eat fish, and sharks also eat small whales and other sharks. Sharks eat alone, but _____

5 Read and check your work in Activities 3 and 4. Tick (✓).
- Did I use *and* and *but* to join ideas? ☐
- Did I use comparatives to compare sea animals? ☐
- Did I use the correct punctuation? ☐
- Did I write neatly? ☐

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

Children use their plan to write their task independently.

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

Lesson 8: Think about it!

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



Lesson 8 Think about it!

Do an animal puzzle

1 Look at the information. Answer the questions.

	AVERAGE SPEED	AVERAGE LENGTH
dolphin		
eel		
jellyfish		
octopus		
seahorse		
starfish		

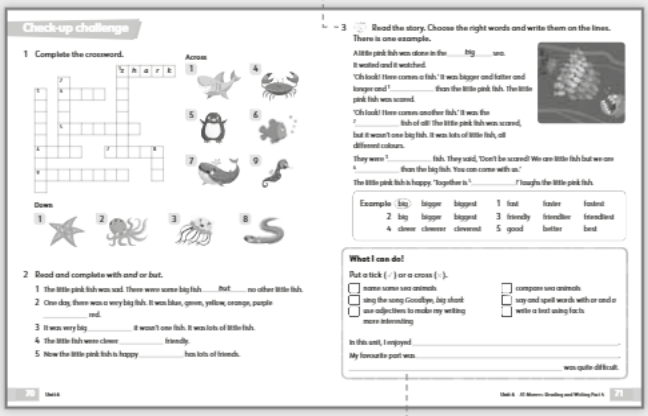
Which animal(s) are ...
1 faster than a jellyfish? *a dolphin and an octopus*
2 slower than a seahorse? _____
3 longer than an octopus? _____
4 shorter than an eel? _____

2 Work in pairs. Play a guessing game.

It's smaller than an eel.
No, it isn't. It's faster than a seahorse.
Yes, it is.
Is it a seahorse?
Is it a jellyfish?

Unit 6 Decode information
WB: page 70–71 79

Test-style activities practise reading and writing tasks from the **Cambridge English A1 Movers** tests.



Check-up challenge

1 Complete the crossword.

Across
1 
4 
5 
6 
7 
9 

Down
1 
2 
3 
8 

2 Read and complete with *and* or *but*.
1 The little pink fish was sad. There were some big fish _____ that _____ no other little fish.
2 One day, there was a very big fish. It was blue, green, yellow, orange, purple _____ red.
3 It was very big _____ it wasn't one fish. It was lots of little fish.
4 The little fish were clever _____ friendly.
5 Now the little pink fish is happy _____ has lots of friends.

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

A little pink fish was alone in the _____ sea. It waited and it watched.
"Oh look! Here comes a fish." It was bigger and fatter and longer and [1] _____ than the little pink fish. The little pink fish was scared.
"Oh look! Here comes another fish." It was the [2] _____ fish of all! The little pink fish was scared, but it wasn't one big fish. It was lots of little fish, all different colours.
They were [3] _____ fish. They said, "Don't be scared! We are little fish but we are [4] _____ than the big fish. You can come with us."
The little pink fish is happy. "Together is [5] _____!" laughs the little pink fish.

Example	big	bigger	biggest	1	fast	faster	fastest
	2	big	bigger	biggest	3	friendly	friendlier	friendliest
	4	clever	cleverer	cleverest	5	good	better	best

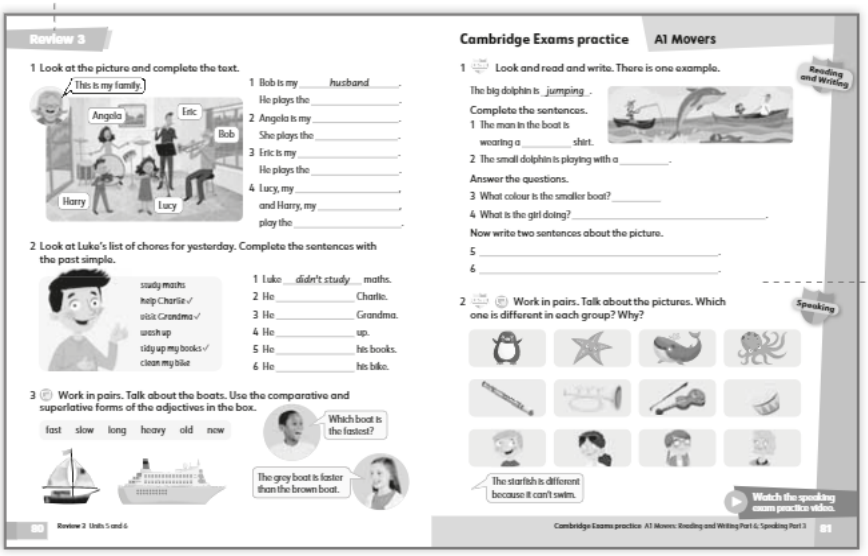
What I can do!

Put a tick (✓) or a cross (✗).
- ☐ name some sea animals
- ☐ sing the song Goodbye, big shark
- ☐ use adjectives to make my writing more interesting
- ☐ compare sea animals
- ☐ say and spell words with *-er* and *e* write or text using facts

In this unit, I enjoyed _____
My favourite part was _____
_____ was quite difficult.

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

Review and Cambridge Exams practice

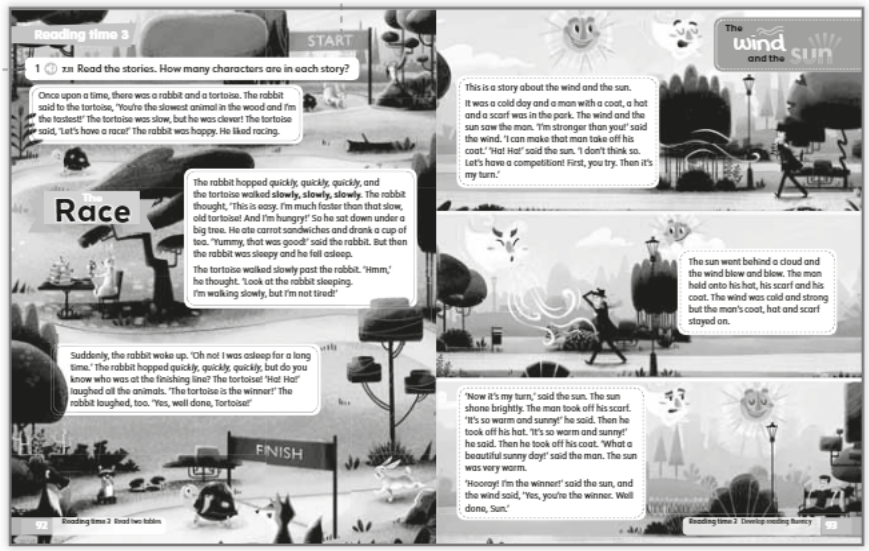


The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units.

Every **Cambridge Exams practice** lesson includes test-style activities. These help prepare for the Listening, Reading and Writing, and Speaking papers.

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

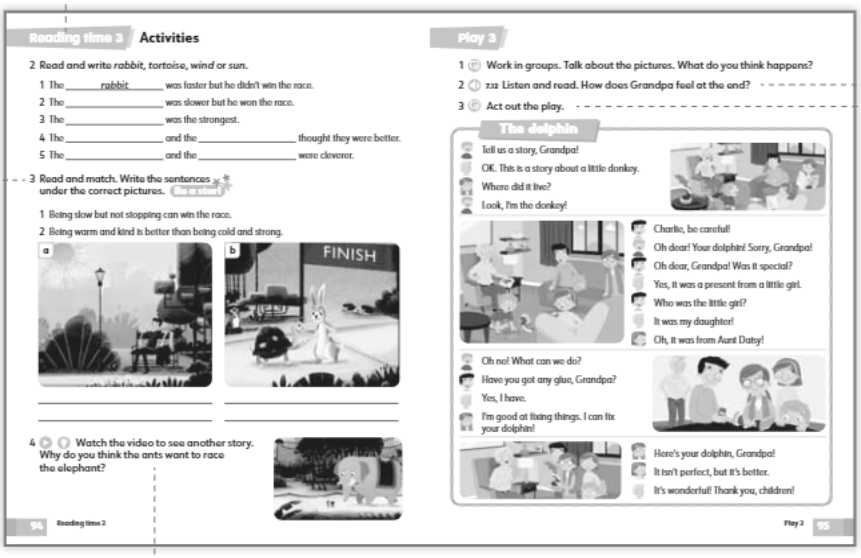
Reading time



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

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

Reading time activities and Play



The Reading time lessons develop children's literacy skills.

Provides further reading and listening practice.

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

Provides children with an opportunity to build confidence through acting.

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

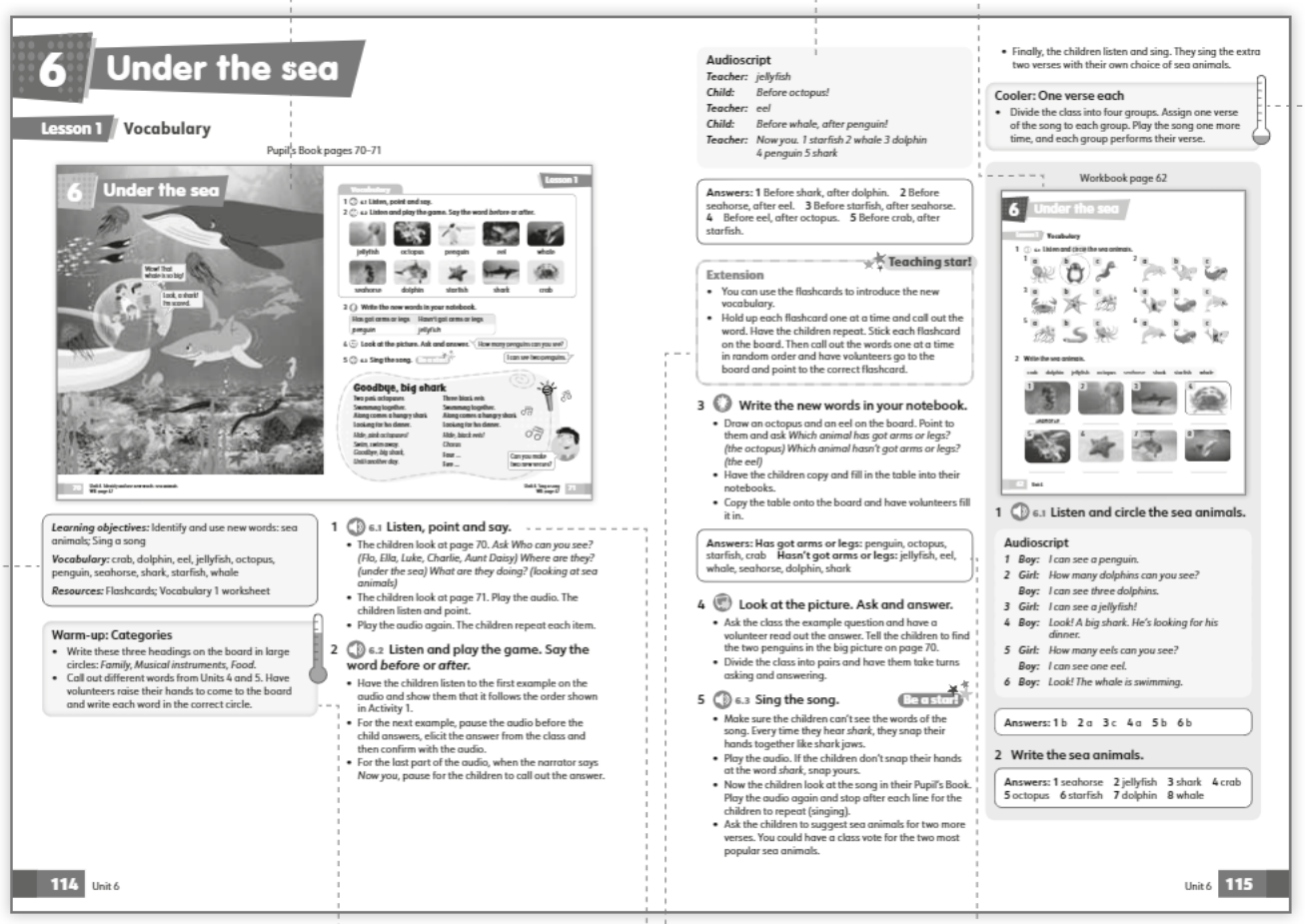
The animated videos bring the stories to life (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Understanding the Teacher's Book

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

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

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



6 Under the sea

Lesson 1 Vocabulary

Pupil's Book pages 70–71

Learning objectives: Identify and use new words: sea animals; Sing a song

Vocabulary: crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Categories
- Write these three headings on the board in large circles: *Family, Musical instruments, Food.*
- Call out different words from Units 4 and 5. Have volunteers raise their hands to come to the board and write each word in the correct circle.

1 6.1 Listen, point and say.
- The children look at page 70. *Ask Who can you see? (Flo, Ella, Luke, Charlie, Aunt Daisy) Where are they? (under the sea) What are they doing? (looking at sea animals)*
- The children look at page 71. Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

2 6.2 Listen and play the game. Say the word *before* or *after*.
- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript
Teacher: *jellyfish*
Child: *Before octopus!*
Teacher: *eel*
Child: *Before whale, after penguin!*
Teacher: *Now you. 1 starfish 2 whale 3 dolphin 4 penguin 5 shark*

Answers: 1 Before shark, after dolphin. 2 Before seahorse, after eel. 3 Before starfish, after seahorse. 4 Before eel, after octopus. 5 Before crab, after starfish.

Teaching star!

Extension
- You can use the flashcards to introduce the new vocabulary.
- Hold up each flashcard one at a time and call out the word. Have the children repeat. Stick each flashcard on the board. Then call out the words one at a time in random order and have volunteers go to the board and point to the correct flashcard.

3 Write the new words in your notebook.
- Draw an octopus and an eel on the board. Point to them and ask *Which animal has got arms or legs? (the octopus) Which animal hasn't got arms or legs? (the eel)*
- Have the children copy and fill in the table into their notebooks.
- Copy the table onto the board and have volunteers fill it in.

Answers: Has got arms or legs: penguin, octopus, starfish, crab Hasn't got arms or legs: jellyfish, eel, whale, seahorse, dolphin, shark

4 Look at the picture. Ask and answer.
- Ask the class the example question and have a volunteer read out the answer. Tell the children to find the two penguins in the big picture on page 70.
- Divide the class into pairs and have them take turns asking and answering.

5 6.3 Sing the song. Be a star!
- Make sure the children can't see the words of the song. Every time they hear *shark*, they snap their hands together like shark jaws.
- Play the audio. If the children don't snap their hands at the word *shark*, snap yours.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Ask the children to suggest sea animals for two more verses. You could have a class vote for the two most popular sea animals.
- Finally, the children listen and sing. They sing the extra two verses with their own choice of sea animals.

Cooler: One verse each
- Divide the class into four groups. Assign one verse of the song to each group. Play the song one more time, and each group performs their verse.

Workbook page 62

1 6.1 Listen and circle the sea animals.

Audioscript
1 *Boy:* *I can see a penguin.*
2 *Girl:* *How many dolphins can you see?*
Boy: *I can see three dolphins.*
3 *Girl:* *I can see a jellyfish!*
4 *Boy:* *Look! A big shark. He's looking for his dinner.*
5 *Girl:* *How many eels can you see?*
Boy: *I can see one eel.*
6 *Boy:* *Look! The whale is swimming.*

Answers: 1 b 2 a 3 c 4 a 5 b 6 b

2 Write the sea animals.

Answers: 1 seahorse 2 jellyfish 3 shark 4 crab 5 octopus 6 starfish 7 dolphin 8 whale

114 Unit 6

Unit 6 115

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

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

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

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

Answers are given with activities, for ease of reference.

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

The Games bank gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate and motivate children.

Total Physical Response (TPR) games

TPR works like this:

1. Teacher says and does.
2. Teacher says, teacher and children do.
3. Teacher and children say and do.
4. Children say and do, teacher does.
5. Children say and do alone.

Simon says

This popular mime game is good for children who need to relate actions to language.

1. Have the children stand up. Explain that when you say, e.g. *Simon says ride a bike* they should all (quietly!) mime riding a bike. If, however, you say *Ride a bike* without saying *Simon says* first, they should do nothing.
2. Any child who does an action when they shouldn't, or does a wrong action, isn't out of the game – they just get an *Oops!* and everyone carries on.

Mime the story

Mime games are good for children who need to visually relate actions to words.

1. Tell the children you are going to mime something that happens in the story (e.g., building a house), and they have to raise their hand when they think they know what you are doing.
2. Put the class into small groups. Give them time to re-read the story and pick a part to mime. Ask the children to take it in turns to mime an action from the story, while the rest of the group guesses.

Mime the new words

1. Tell the children you are going to mime one of the new words they have learned, and they have to raise their hand when they think they know what it is.
2. The first person to raise their hand should do the next mime. Give them a minute to think about which word they would like to do – or assign a word.

Physical spelling

This game really helps children focus on spelling and involves them physically, making it fun!

1. Write one of the words from today's lesson on the board (e.g. *pirate*).
2. Tell the children the rules: for every letter that has a line going up (e.g. *t*) everyone raises both hands. For every letter that has a line going down (e.g. *p*), everyone puts their hands down by their sides. For letters that have no line going up or down, they have to fold their arms!
3. Spell out the word as an example. When everyone understands what to do, continue the game with more words from the lesson.
4. Invite children one by one to say another word from the lesson or recent vocabulary they learned, and encourage the whole class to do the actions.

Board race

1. Divide the class into groups of five. Each group needs a piece of paper and a pen.
2. Give the children two minutes to write as many words about a topic (people, objects, subjects, etc.) as they can. Each child should write one word and then pass the pen and paper to the next child.
3. Once two minutes is up, stop the game and ask the groups to count how many words they managed to write.
4. Have each group spell out some of the words they wrote down, and write the answers on the board. Check the spelling with the whole class.

Disappearing words

1. Write 10–15 new words on the board from the unit.
2. Ask the class to study the board for a minute.
3. Now ask them to cover their eyes. Erase one of the words.
4. Tell them to uncover their eyes, and say which word is missing. Continue until you have an empty board.

My story!

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

Disappearing sentence

1 Write a key sentence from the unit the board (e.g. *What time have they got computer studies?*)
2 Erase the words one at a time, and have the children remember and say the complete sentence each time.
3 Repeat with other sentences they have recently practised.

Memory chain

1 Tell the class you're going to play a memory game, and they must listen. Start a memory chain by saying a sentence which uses vocabulary or grammar they have recently learned (e.g. *Today, I've got English*).
2 Now add another vocabulary item to that memory chain (e.g. *Today, I've got English and maths*).
3 Go around the room. Each child should add another vocabulary item to the chain until they don't know any more words or the chain becomes too long to remember. If you have a large class, this can also be played in smaller groups, once you have explained what to do.

Who's speaking?

1 Call out phrases from the Plays in the Pupil's Book.
2 Ask the children to remember which character said them.

Drawing my lesson

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

Stepping stone sentences

1 Before class, write three or four sentences on a piece of paper. Space the words in random order around the page, e.g. *I'm – good at – not good at – English – maths*, etc. Photocopy the paper for the number of children in your class.
2 Divide the class into groups of three or four children.
3 Give each group a photocopied handout. Hold up your own copy and show the children how you can 'walk your fingers' around the page to make complete sentences.
4 The children take turns to walk their fingers around the page to make sentences about themselves. The others in the group call out the words to speak the sentences.

Tongue twisters

This game is always fun and gets the class laughing.

1 Explain to the children that tongue twisters make you mix up your words when you say them very fast, and that they are nonsense sentences.
2 Divide the class into small groups and have them write a tongue twister using the words from the lesson.
3 Ask the groups to exchange tongue twisters and have each member practise saying them.

Make words

1 In preparation, write the letters A–Z on a piece of paper and photocopy it (one per group). Cut the letters up.
2 Divide the class into small groups. Give each group a set of letters and ask the children to mix up the letters on their desk.
3 Explain that you will say a word and they have to spell it with the cards as quickly as possible.
4 The first group to form the word, says *Ready!* and gets a point.
5 Continue with a few more words.
6 The group with the most points wins.

Stickman

Try this twist on the classic game!

1 Play one example round of the Stickman game to show or remind the class how it works.
2 Draw lines on the board to represent each letter of a word. A child then calls out a letter at random. If the letter is in the word, write it in the correct place. If not, start to draw a stickman. Each time a child calls out a letter that isn't in the word, add another feature to the man (e.g. head, arm, foot).
3 When a child thinks they know what the word is, they should put up their hand to guess. If they guess the word correctly before the stickman is fully drawn, they win.

Telephone game

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

Spelling bee

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

Bingo

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

Quick memory game

1 Divide the children into pairs. Hand a piece of paper to each pair.
2 Give them one minute to remember and write down as many new words from Lesson 1 of the unit you are learning as they can.

Pass the ball

1 Have the class form a circle. Explain that you will throw the ball to a child who has to say a verb. The child then has to throw the ball to another child who in turn has to say a verb. If a child cannot say a verb, they sit down.
2 You could also use the game to revise vocabulary sets.

Flashcard games

What's next?

1 Tell children to open their Pupil's Book and look at Lesson 1, Activity 2 of the unit you are studying. Give them one minute to look at the vocabulary.
2 Ask ten children to stand up in a line. Hand each child a flashcard, in mixed up order.
3 Tell the children they have one minute to rearrange themselves in the order the vocabulary appears in the lesson.
4 Clap your hands to signal the end of the game. Say *What's next?* and ask each child to read out the word on their flashcard.
5 Play again if you have a large class.

Missing card

1 Hold up the flashcards one at a time and have the children call out the words. Stick each flashcard on the board.
2 Tell the children to cover their eyes while you remove a flashcard. Tell them to open their eyes again and to raise their hand if they know which flashcard is missing.

Ready, set, draw!

This is a good game for students who need to visually relate images to words.

1. Divide the class into groups of four children. Each group needs several pieces of paper and a pen or pencil. Number the children in each group one to four. Invite all the number ones to come to the front of the classroom.
2. Show these children the same flashcard.
3. These children then go back to their group and draw that item on their paper. When the group guesses the object correctly, they stand up. When all the groups are standing up, have them call out the word.

TPR with flashcards

This game is lots of fun and is likely to keep the children on their toes!

1. Have five children stand up at the front. Give each child a flashcard. Call out the words on each flashcard one at a time, slowly at first. The children hold up their flashcard when they hear their word. Say the words a few times, getting faster each time.
2. Repeat with the other five flashcards and five different children. Then shuffle the flashcards and repeat as many times as you like with different groups of children.

Categories

1. Write three categories from three different units on the board as headings. (e.g. sea animals, family, musical instruments).
2. Take the flashcards from those units and mix them up.
3. Ask a volunteer to pick a flashcard, say what it is and then stick it onto the board under the correct heading.

The word is ...

1. Put the flashcards in a box and have the children sit in a circle. If the class is big, have the children form two circles but make sure to provide two sets of flashcards.
2. Explain that you will play the song from the lesson and the children will have to pass the box to the child next to them. When the music stops, the child holding the box has to take a flashcard out of the box and say what it is. To make the activity a little more difficult, the child has to say a sentence with the word.
3. Continue for a few rounds.

One, two, three!

1. Stick some flashcards around the walls of the classroom. Call out the words one by one and have the children point to the correct flashcard.
2. Now call out a series of two items and have the children point to two flashcards at the same time.
3. Finally call out three items. Explain to the children that they'll have to use a foot to point to the third one!
4. The children can continue this game in pairs.

What's this?

1. Hold up a flashcard, completely covered with a book or piece of paper (or use the Blur or Spotlight tools on the Presentation Kit).
2. Ask *What's this?* as you slowly start to reveal the image.
3. Children raise their hands to offer answers. If they are correct, reveal the image completely. Repeat.

Find the flashcard

This is a fun, physical game that gets the children out of their seats and tests their knowledge of new vocabulary.

1. In preparation, stick some flashcards around the walls of the classroom.
2. Ask two children to stand up at the front of the class. Call out a word and the children have to find the flashcard and stand next to it as fast as they can. The first one to stand next to the correct flashcard is the winner.
3. Repeat with other pairs.

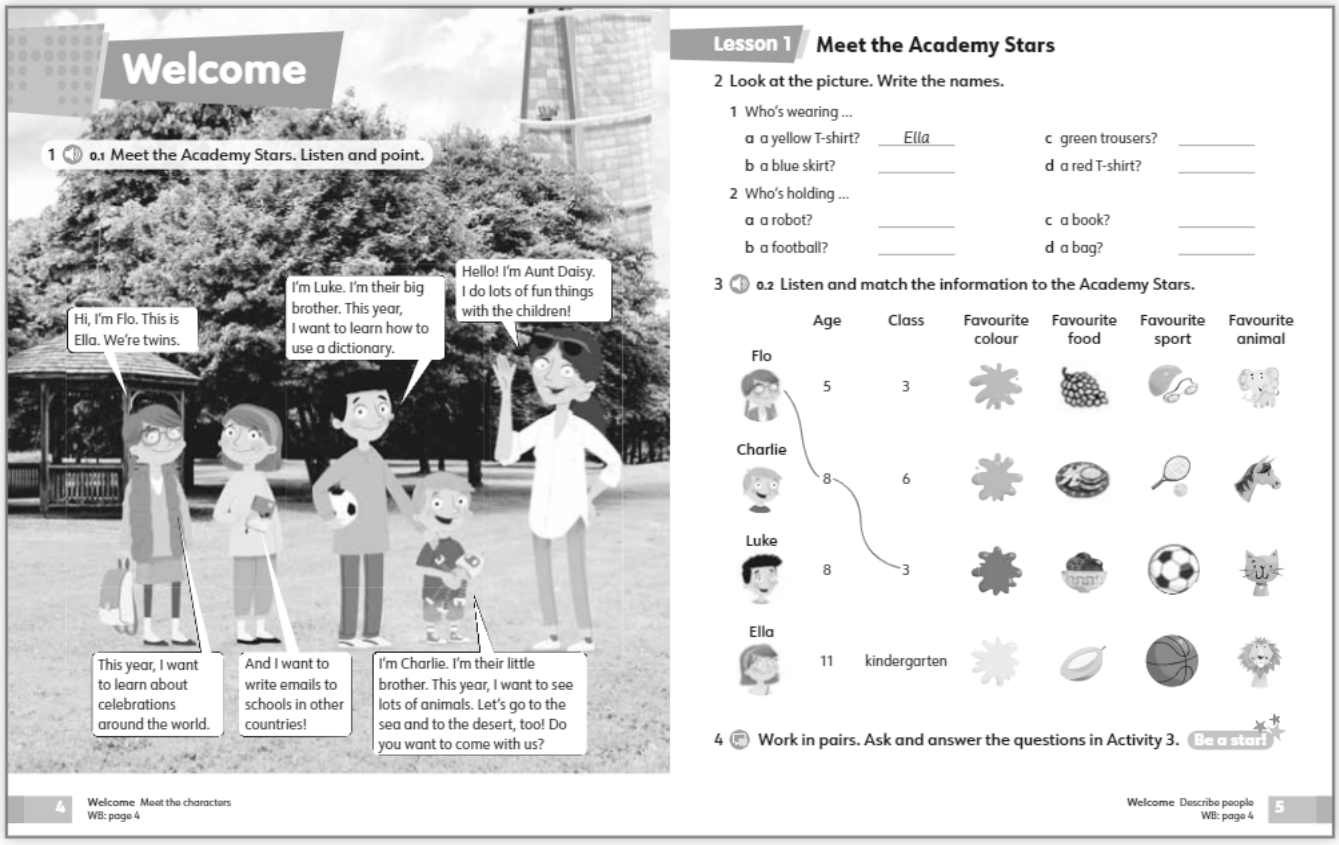
The pizza's disappeared!

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

Welcome

Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



Learning objectives: Meet the characters; Describe people

Vocabulary: How old are you? What class are you in? What's your favourite ...?

Warm-up: Getting to know each other

- Greet the class. *Hello, I'm ...*
- Have the children greet the person next to them.

1 0.1 Meet the Academy Stars. Listen and point.

- Have the children look at the picture on page 4. Ask *How many children can you see?* (*four*) *Where are they?* (*in the park*). Tell the children that these are the Academy Stars.
- Play the audio. Have the children listen and point to each character.
- Play the audio again. Pause and ask:
  What are the twins' names? (Flo and Ella)
  Who is Luke / Charlie / Daisy? (the twins' big brother / little brother / aunt)
  What does Flo / Ella / Luke / Charlie want to do? (learn about celebrations around the world / write emails to schools in other countries / learn how to use a dictionary / see lots of animals)
  What does Aunt Daisy do with the children? (lots of fun things)

2 Look at the picture. Write the names.

- Read the example and have the children point to Ella.
- Have the children write the answers alone.
- Read out the questions and have the class answer together.

Answers: 1 a Ella, b Flo, c Luke, d Charlie; **2** a Charlie, b Luke, c Ella, d Flo

3 0.2 Listen and match the information to the Academy Stars.

- Call out the words for the pictures and have the children point to them.
- Have the children listen to Flo on the audio and follow the lines.
- Play the rest of the audio. Have the children draw the lines from picture to picture.
- Check answers: *How old is ...? What class is he / she in? What's his / her favourite ...?*

Audioscript

Flo: *Hi, I'm Flo and I'm eight years old. I'm in Class 3 with my sister, Ella. My favourite colour is pink and my favourite food is mango. I like swimming and I like playing with my friend's cat. Cats are my favourite animals.*

Charlie: *Hello. My name's Charlie and I'm five years old. I go to kindergarten. My favourite colour is red and my favourite food is chocolate ice cream. I like playing basketball with my brother Luke, and I like elephants.*

Luke: *Hi, I'm Luke and I'm 11 years old. I'm in Class 6 now. My favourite colour is blue. That's why I'm wearing this T-shirt. My favourite food is a burger. I like playing football and I like watching it, too. I like big animals. My favourite animal is a lion.*

Ella: *Hello. My name's Ella and I'm eight years old. I'm in Class 3 with my sister, Flo. My favourite colour is yellow, like my T-shirt. Grapes are my favourite food and I like playing tennis with my friends. Horses are my favourite animals.*

Answers: Flo: age 8, Class 3, pink, mango, swimming, cat; **Charlie:** age 5, kindergarten, red, chocolate ice cream, basketball, elephant; **Luke:** age 11, Class 6, blue, burger, football, lion; **Ella:** age 8, Class 3, yellow, grapes, tennis, horse

Teaching star!

Pairwork

- Write these questions on the board: *What class are you in? How old are you? What's your favourite ...?*
- Ask children to ask and answer the questions in pairs.

4 Work in pairs. Ask and answer the questions in Activity 3.

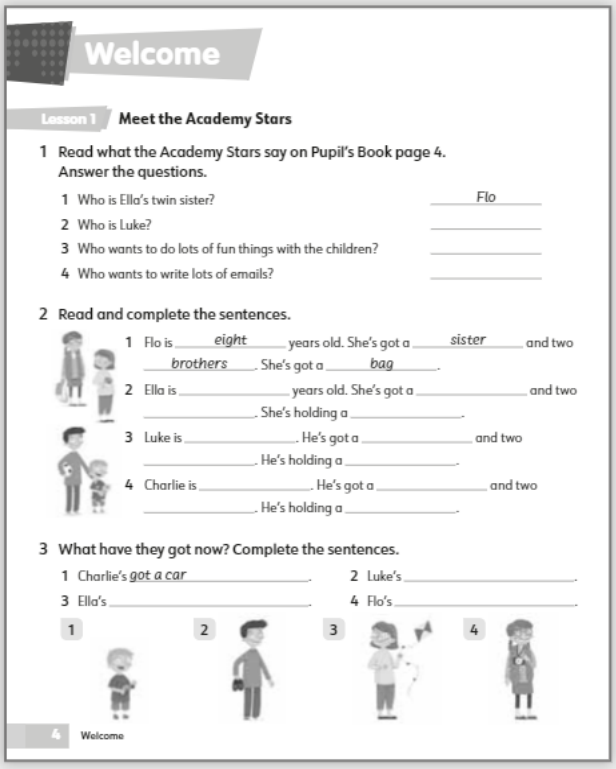
Be a star!

- Divide the class into pairs.
- The children ask questions to find out the information in Activity 3, about each other. Refer them to the questions on the board from the *Teaching star!*
- If you wish, they could move around the classroom asking and answering the questions.
- Monitor and help if necessary, with prompts.

Cooler: Guess the drawing

- Have individual children draw a favourite food or animal on the board. Ask *What's (John's) favourite ...?* and have the class answer.

Workbook page 4



Welcome

Lesson 1 Meet the Academy Stars

1 Read what the Academy Stars say on Pupil's Book page 4. Answer the questions.

1 Who is Ella's twin sister? Flo
2 Who is Luke? _____
3 Who wants to do lots of fun things with the children? _____
4 Who wants to write lots of emails? _____

2 Read and complete the sentences.

1 Flo is eight years old. She's got a sister and two brothers. She's got a bag.
2 Ella is _____ years old. She's got a _____ and two _____. She's holding a _____.
3 Luke is _____. He's got a _____ and two _____. He's holding a _____.
4 Charlie is _____. He's got a _____ and two _____. He's holding a _____.

3 What have they got now? Complete the sentences.

1 Charlie's got a car. 2 Luke's _____.
3 Ella's _____. 4 Flo's _____.

1 2 3 4

4 Welcome

1 Read what the Academy Stars say on Pupil's Book page 4. Answer the questions.

Answers: 1 Flo **2** their big brother **3** Aunt Daisy **4** Ella

2 Read and complete the sentences.

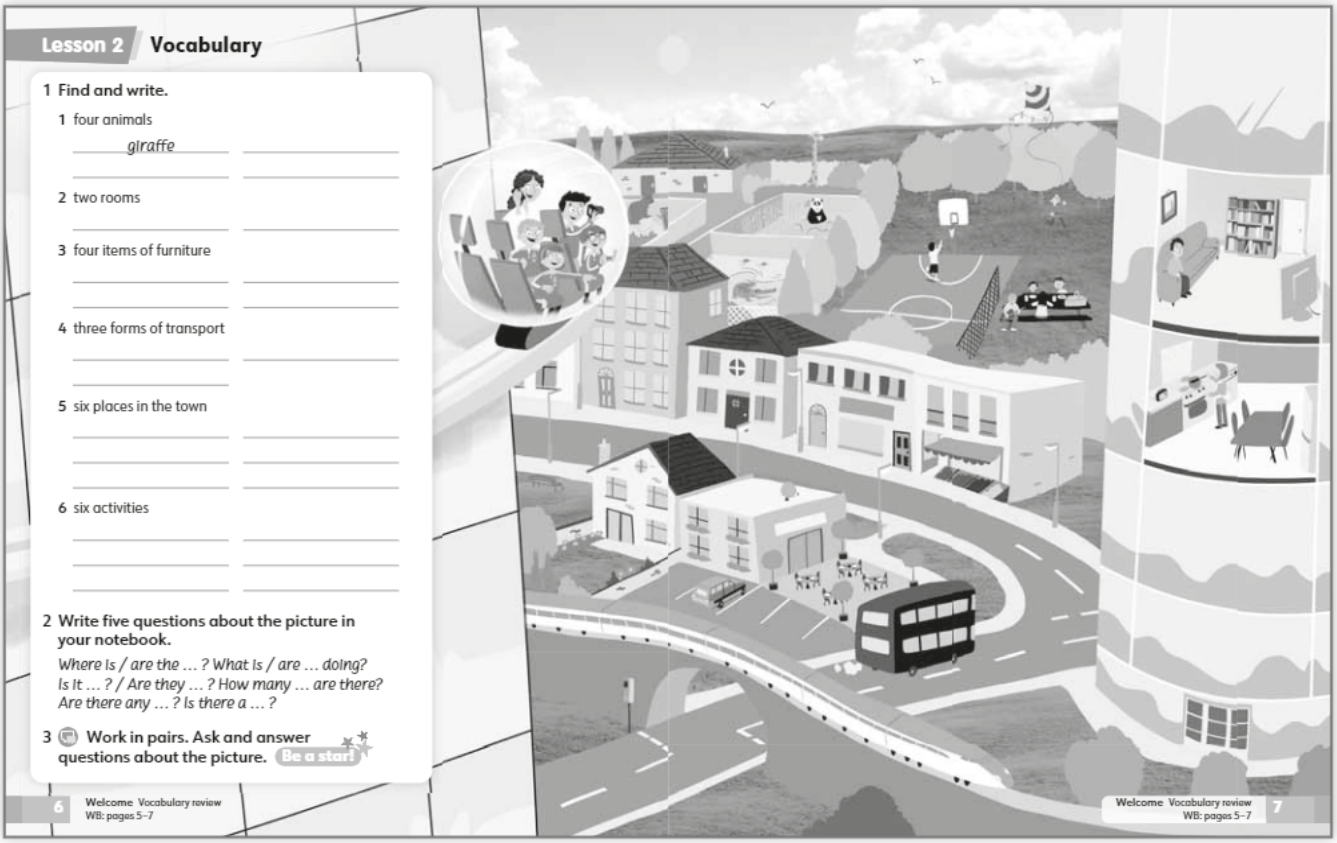
Answers: 1 eight, sister, brothers, bag **2** eight, sister, brothers, book **3** 11 years old, brother, sisters, foot ball **4** five years old, brother, sisters, robot

3 What have they got now? Complete the sentences.

Answers: 1 Charlie's got a car. **2** Luke's got football boots. **3** Ella's got a kite. **4** Flo's got a camera.

Lesson 2 Vocabulary

Pupil's Book pages 6–7



Learning objectives: Vocabulary review

Vocabulary: activities, animals, forms of transport, furniture, places

Warm-up: Who am I?

- Play *Who am I?* Describe one of the Academy Stars and have the children guess who it is. Use information from Lesson 1, e.g. *My favourite colour / animal / food is ... I like ...*

1 Find and write.

- Children complete the lists in pairs.
- Ask the children to raise their hands to suggest answers. Write the answers on the board.

Answers: 1 giraffe, bear, panda, crocodile **2** kitchen, living room **3** sofa, bookcase, chairs, table **4** car, bus, train **5** restaurant, park, zoo, house, flat, shop **6** have a picnic, watch TV, fly a kite, play basketball, cook, play the guitar

2 Write five questions about the picture in your notebook.

- The children use their lists from Activity 1 to help them write five questions.
- Check the children's questions in their notebooks.

Teaching star!

Pairwork

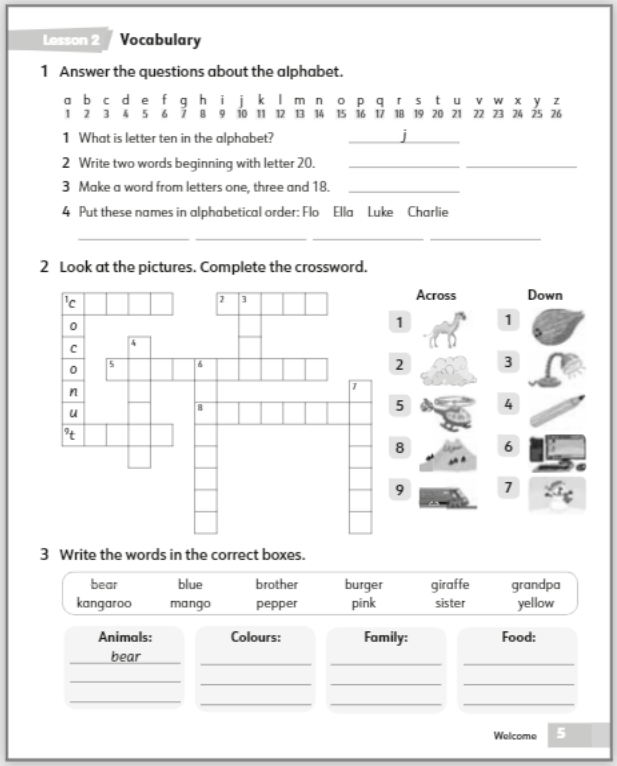
- Ask two children to come to the front with their books. Ask each child one question about the picture. The child answers and the class point to the correct part of the picture. *What's the girl in the park doing? (flying a kite) What can you see in the living room? (a sofa) Where's the zoo? (next to the park)*
- Repeat with other pairs.

3 Work in pairs. Ask and answer questions about the picture.

- Tell the children to work in pairs. Have them look at the picture and ask and answer their questions.
- Have pairs report back to the class. Have them ask and answer one question they used.

Cooler: Mime game

- Mime an animal from the picture. Have the children say what the animal is.
- Whisper an animal, form of transport or activity in a volunteer's ear. The child mimes and the class guess.



Lesson 2 Vocabulary

1 Answer the questions about the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

1 What is letter ten in the alphabet? j
2 Write two words beginning with letter 20. _____ _____
3 Make a word from letters one, three and 18. _____
4 Put these names in alphabetical order: Flo Ella Luke Charlie
_____ _____ _____ _____

2 Look at the pictures. Complete the crossword.

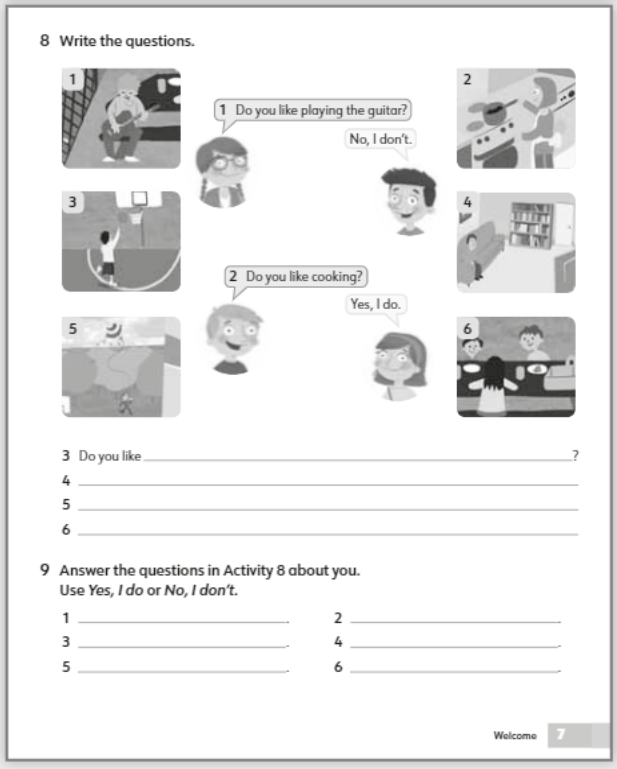
Across Down

3 Write the words in the correct boxes.

bear kangaroo | blue mango | brother pepper | burger pink | giraffe sister | grandpa yellow

Animals:	Colours:	Family:	Food:
bear			

Welcome 5



8 Write the questions.

1 Do you like playing the guitar?
No, I don't.
2 Do you like cooking?
Yes, I do.

3 Do you like _____?
4 _____
5 _____
6 _____

9 Answer the questions in Activity 8 about you.
Use *Yes, I do* or *No, I don't*.

1 _____ 2 _____
3 _____ 4 _____
5 _____ 6 _____

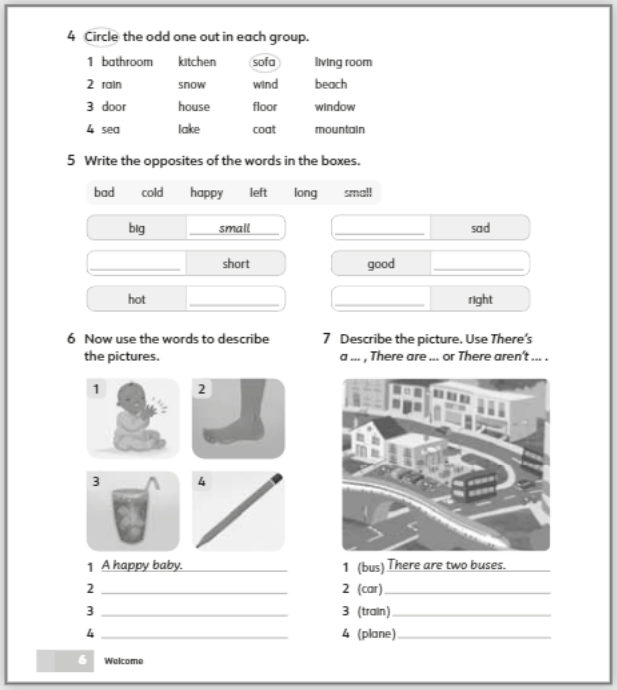
Welcome 7

1 Answer the questions about the alphabet.

Answers: 1 j **2** Children's own answers. **3** car **4** Charlie, Ella, Flo, Luke

2 Look at the pictures. Complete the crossword.

Answers: Across: 1 camel **2** cloud **5** helicopter **8** mountain **9** train **Down: 1** coconut **3** lamp **4** pencil **6** computer **7** snowman



4 Circle the odd one out in each group.

1 bathroom kitchen sofa living room
2 rain snow wind beach
3 door house floor window
4 sea lake coat mountain

5 Write the opposites of the words in the boxes.

bad cold happy left long small

big small | sad
short | good
hot | right

6 Now use the words to describe the pictures.

1 A happy baby.
2 _____
3 _____
4 _____

7 Describe the picture. Use *There's a ... , There are ... or There aren't ... .*

1 (bus) There are two buses.
2 (car) _____
3 (train) _____
4 (plane) _____

6 Welcome

3 Write the words in the correct boxes.

Answers: bear, giraffe, kangaroo / blue, pink, yellow / brother, grandpa, sister / burger, mango, pepper

4 Circle the odd one out in each group.

Answers: 1 sofa **2** beach **3** house **4** coat

5 Write the opposites of the words in the boxes.

Answers: small, long, cold, happy, bad, left

6 Now use the words to describe the pictures.

Answers: 1 A happy baby. **2** A left foot. **3** A cold drink. **4** A long pencil.

7 Describe the picture. Use *There's a ...*, *There are ...* or *There aren't ... .*

Answers: 1 There are two buses. **2** There are four cars. **3** There's a train. **4** There aren't any planes.

8 Write the questions.

Answers: 1 Do you like playing the guitar? **2** Do you like cooking? **3** Do you like playing basketball? **4** Do you like watching TV? **5** Do you like flying a kite? **6** Do you like having a picnic?

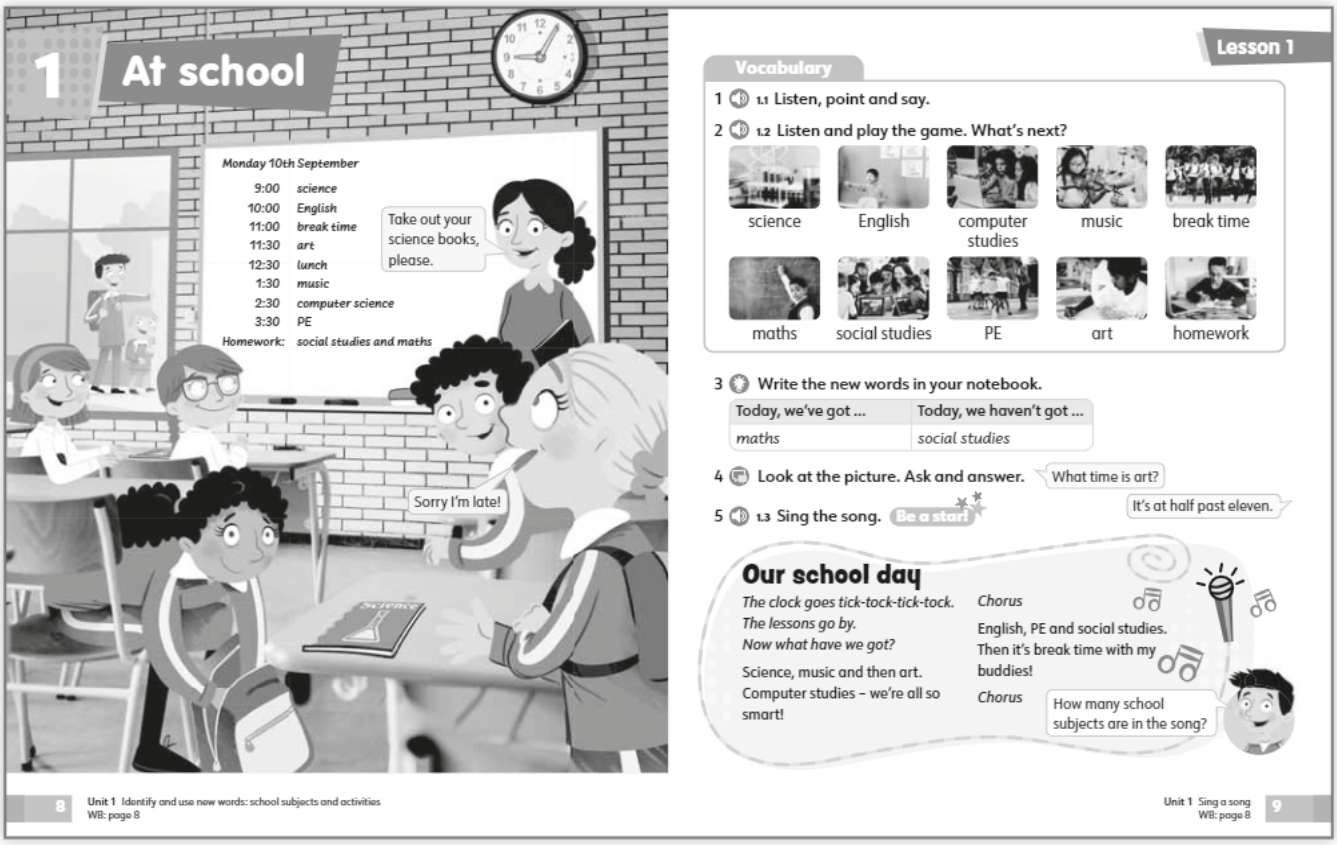
9 Answer the questions in Activity 8 about you. Use *Yes, I do* or *No, I don't*.

Answers: Children's own answers.

1 At school

Lesson 1 Vocabulary

Pupil's Book pages 8–9



Learning objectives: Identify and use new words: school subjects and activities; Sing a song

Vocabulary: art, break time, computer studies, English, homework, maths, music, PE, science, social studies

Resources: Flashcards; Vocabulary 1 worksheet

Materials: paper, pens or pencils

Warm-up: Board race

- Divide the class into groups of five. Each group needs a piece of paper and a pen.
- Give the children two minutes to write as many words about school (people, objects, subjects, etc.) as they can. Each child writes one word and then passes the pen and paper to the next child.
- Ask how many words the groups managed to write. Check spelling.

1 1.1 Listen, point and say.

- Have the children look at the big picture on page 8. Ask *Where are the children? (at school) What are they doing? (arriving, saying hello, starting the lesson) Can you remember their names? (Flo, Ella, Charlie, Luke) What's on the board? (The classes for that day.)*
- Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

Teaching star!

Extension

- Give the children the chance to say if they like things, as this will help them to remember the words.
- Ask the children if they like each subject / activity on page 8. The children answer *yes* or *no*.

2 1.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.

- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Adult: *science, English*
Child: *computer studies*
Adult: *computer studies, music*
Child: *break time*
Adult: *break time, maths*
Child: *social studies*
Adult: *social studies, PE*
Child: *art*
Adult: *Now more difficult! Art, homework*
Child: *science*
Adult: *Now you. 1 science, English 2 computer studies, music 3 break time, maths 4 social studies, PE 5 art, homework*

Answers: 1 computer studies **2** break time **3** social studies **4** art **5** science

3 Write the new words in your notebook.

- The children look at the school timetable on page 8.
- Ask *What have they got at school today? (science, English, art, music, computer studies, PE)* Ask *What haven't they got today? (social studies and maths – they're for homework)*
- The children then write lists about their own classes for that day in their notebooks.

4 Look at the picture. Ask and answer.

- Have the children look at page 8 and raise their hands to tell you everything they can see.
- Ask the class an example question, e.g. *What time have they got science? (at nine o'clock)*
- Elicit the question back from the children and have them repeat it, then change it for different subjects.
- Divide the class into pairs and have them take turns asking and answering.

5 1.3 Sing the song.

Be a star!

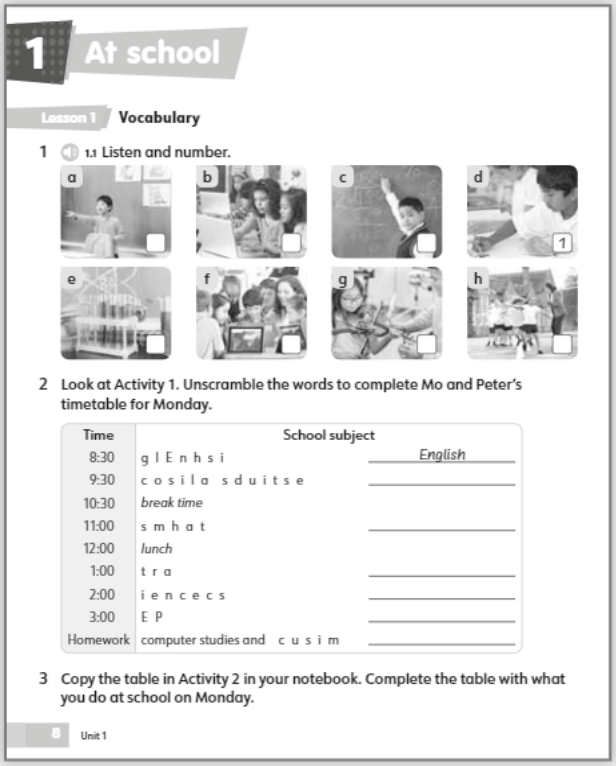
- Have the children close their books. Cover the screen so they can't see the words of the song. Explain that they will hear a song and to say *Stop!* when they hear a subject. Play the audio.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Have the children listen and sing.

Answers: Seven school subjects (science, music, art, computer studies, English, PE and social studies)

Cooler: Ready, set, draw!

- Divide the class into small groups. Show one child from each group a picture from Activity 1.
- The child draws the picture. When their group guesses correctly, they raise their hands. Repeat.

Workbook page 8



1 At school

Lesson 1 Vocabulary

1 1.1 Listen and number.

a b c d 1 e f g h

2 Look at Activity 1. Unscramble the words to complete Mo and Peter's timetable for Monday.

Time	School subject	
8:30	g l E n h s i	English
9:30	c o s i l a s d u i t s e	
10:30	*break time*	
11:00	s m h a t	
12:00	*lunch*	
1:00	t r a	
2:00	i e n c e c s	
3:00	E P	
Homework	computer studies and c u s i m	

3 Copy the table in Activity 2 in your notebook. Complete the table with what you do at school on Monday.

8 Unit 1

1 1.1 Listen and number.

Audioscript

1 *art*	***4*** *PE*	***7*** *music*
2 *computer studies*	***5*** *maths*	***8*** *science*
3 *English*	***6*** *social studies*	

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

2 Look at Activity 1. Complete Mo and Peter's timetable for Monday.

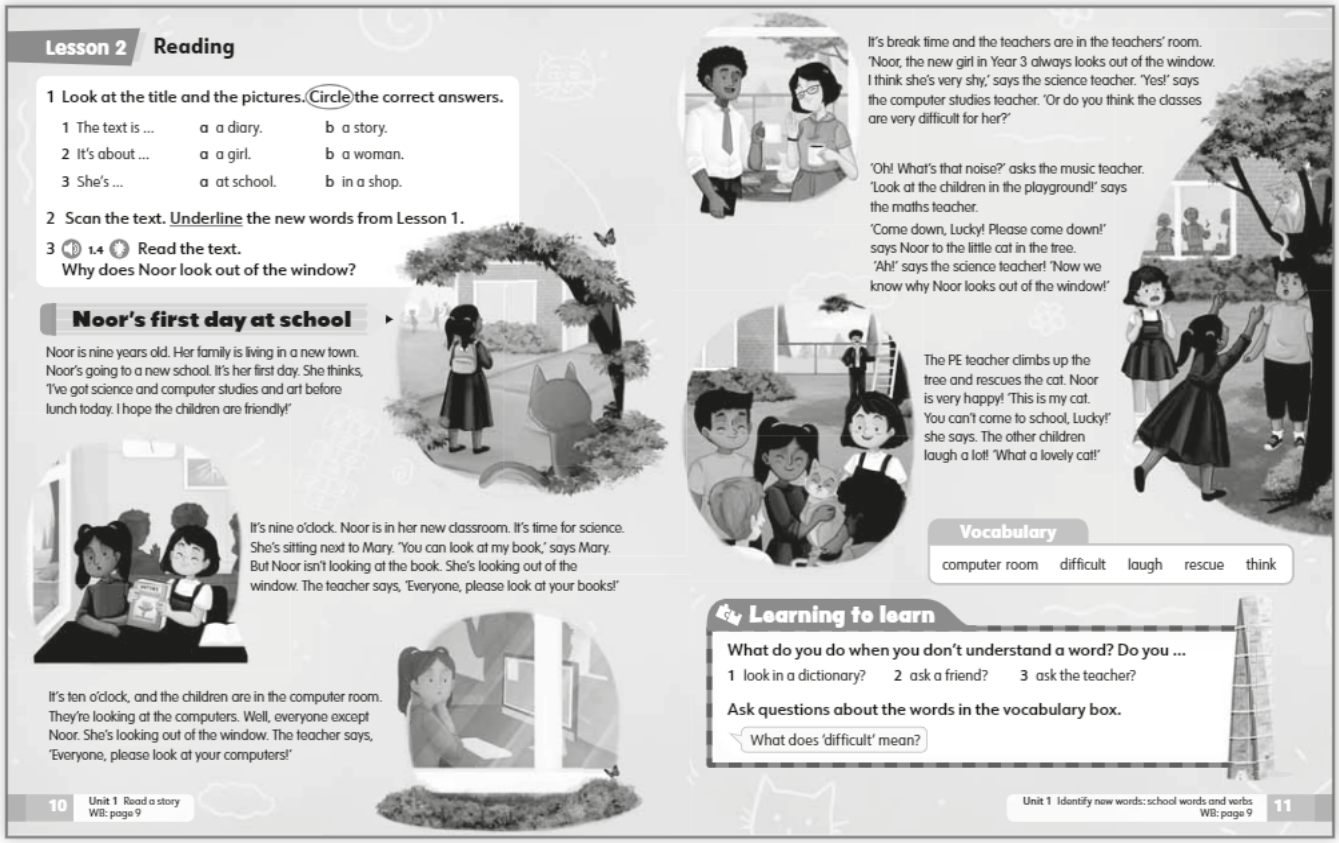
Answers: 8.30 English, 9.30 social studies, 10.30 *break time*, 11.00 maths, 12.00 *lunch*, 1.00 art, 2.00 science, 3.00 PE, Homework: computer studies, music

3 Copy the table in Activity 2 in your notebook. Complete the table with what you do at school on Monday.

Answers: Children's own answers.

Lesson 2 Reading

Pupil's Book pages 10–11



Lesson 2 Reading

1 Look at the title and the pictures. Circle the correct answers.

1 The text is ... a a diary. b a story.
2 It's about ... a a girl. b a woman.
3 She's ... a at school. b in a shop.

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

3 1.4 Read the text.
Why does Noor look out of the window?

Noor's first day at school

Noor is nine years old. Her family is living in a new town. Noor's going to a new school. It's her first day. She thinks, 'I've got science and computer studies and art before lunch today. I hope the children are friendly!'

It's nine o'clock. Noor is in her new classroom. It's time for science. She's sitting next to Mary. 'You can look at my book,' says Mary. But Noor isn't looking at the book. She's looking out of the window. The teacher says, 'Everyone, please look at your books!'

It's ten o'clock, and the children are in the computer room. They're looking at the computers. Well, everyone except Noor. She's looking out of the window. The teacher says, 'Everyone, please look at your computers!'

It's break time and the teachers are in the teachers' room. 'Noor, the new girl in Year 3 always looks out of the window. I think she's very shy,' says the science teacher. 'Yes!' says the computer studies teacher. 'Or do you think the classes are very difficult for her?'

'Oh! What's that noise?' asks the music teacher. 'Look at the children in the playground!' says the maths teacher.

'Come down, Lucky! Please come down!' says Noor to the little cat in the tree.

'Ah!' says the science teacher! 'Now we know why Noor looks out of the window!'

The PE teacher climbs up the tree and rescues the cat. Noor is very happy! 'This is my cat. You can't come to school, Lucky!' she says. The other children laugh a lot! 'What a lovely cat!'

Vocabulary

computer room difficult laugh rescue think

Learning to learn

What do you do when you don't understand a word? Do you ...
1 look in a dictionary? 2 ask a friend? 3 ask the teacher?

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?

10 Unit 1 Read a story WB: page 9

Unit 1 Identify new words: school words and verbs WB: page 9 11

Learning objectives: Read a story; Identify new words: school words and verbs

Vocabulary: computer room, difficult, laugh, rescue, think

Additional language: friendly, shy, window

Resources: Flashcards

Warm-up: Memory game

- Start a memory chain – say *Today, I've got English.*
- Prompt another child to add to this (you will need to help) saying *Today, I've got English and maths.*
- Each child adds another subject to the memory chain and has to remember what the previous items were until the chain becomes too long to remember.

Vocabulary

- Elicit the vocabulary on page 11 using the methods listed as follows:
  difficult – write a complicated sum on the board, e.g. *3567 x 3271 ÷ 984*. Ask *Can you do this? No! It's ...; think* – mime thinking deeply (say *Hmmm!*); *computer room* – say *At home, the bed is in the bedroom. In a school, where are the computers?; laugh* – use mime; *rescue* – mime rescuing a cat from a tree.
  The children look in the box to find the correct words.
- Have the children repeat each word after you.

1 Look at the title and the pictures. Circle the correct answers.

- Have the children look at pages 10–11. Ask *What's the title?*
- Have the children look at the title and the pictures and answer the questions individually.
- Read out the sentences and have the children call out the ending.

Answers: 1 b – a story **2** a – a girl **3** a – at school

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

- Check *scan* with the children. Ask *Do we read every word? (no)* Show the children you can scan a text using a finger to help you move quickly across the text.
- Set a time limit of one minute to find all the subjects!
- Children raise their hands to suggest answers.

Answers: science, computer studies, art, break time, music, maths, PE

Teaching star!

Reading

- Provide extra practice in the reading skill of scanning by having the children scan for specific things.
- Ask the children to scan for people, numbers and places. See who can finish first. Can the whole class do each one in under a minute?

Answers: people: Noor, family, children, Mary, teacher, girl; **numbers:** nine (first), ten, three; **places:** town, school, classroom, computer room, teachers' room, playground

3 1.4 Read the text. Why does Noor look out of the window?

- Play the audio. Have the children follow in their books and find the answer to the question.
- Allow the children time to re-read the text quietly.

Answers: Because her cat, Lucky, is in the tree.

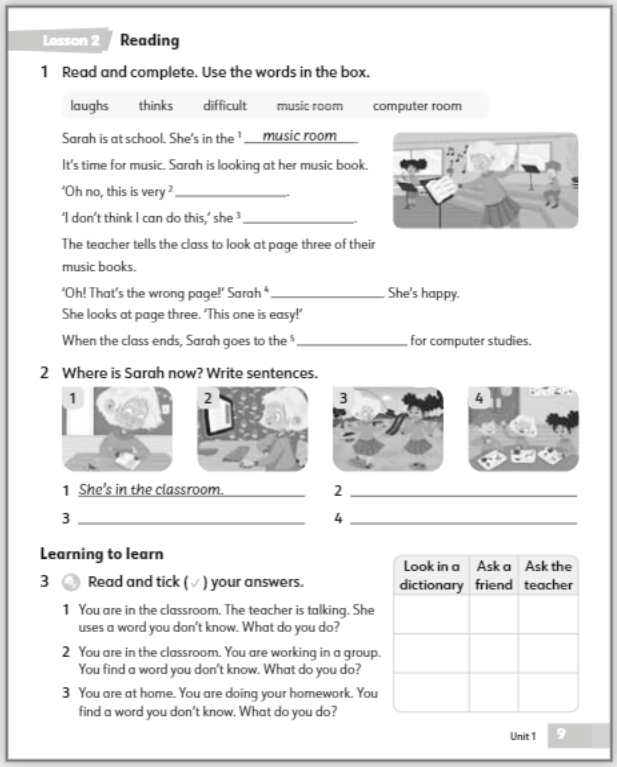
Learning to learn

- Ask the children for their answers to the question in the Learning to learn box. Ask if it is the same answer every time.
- Elicit or point out that what you do depends where you are and who you are with (Workbook, page 9, Activity 3 gives more practice of recognising this).
- You can also point out that another option is to look at the how word is used, i.e. *What's the topic of the sentence or paragraph?* You can often guess the meaning from the context.

Cooler: What was the last word?

- Play the story audio again and stop after key words (e.g. *school, classroom, computer room, break time, playground, laugh*).
- Each time you stop, the children write the last word they heard as fast as they can. Who was the fastest to write the word correctly?

Workbook page 9



Lesson 2 Reading

1 Read and complete. Use the words in the box.

laughs thinks difficult music room computer room

Sarah is at school. She's in the 1 music room.
It's time for music. Sarah is looking at her music book.
'Oh no, this is very 2 _____.
'I don't think I can do this,' she 3 _____.
The teacher tells the class to look at page three of their music books.
'Oh! That's the wrong page!' Sarah 4 _____. She's happy.
She looks at page three. 'This one is easy!'
When the class ends, Sarah goes to the 5 _____ for computer studies.

2 Where is Sarah now? Write sentences.

1 She's in the classroom. 2 _____
3 _____ 4 _____

Learning to learn

3 Read and tick (✓) your answers.

	Look in a dictionary	Ask a friend	Ask the teacher
1 You are in the classroom. The teacher is talking. She uses a word you don't know. What do you do?			
2 You are in the classroom. You are working in a group. You find a word you don't know. What do you do?			
3 You are at home. You are doing your homework. You find a word you don't know. What do you do?			

Unit 1 9

1 Read and complete. Use the words in the box.

Answers: 1 music room **2** difficult **3** thinks **4** laughs **5** computer room

2 Where is Sarah now? Write sentences.

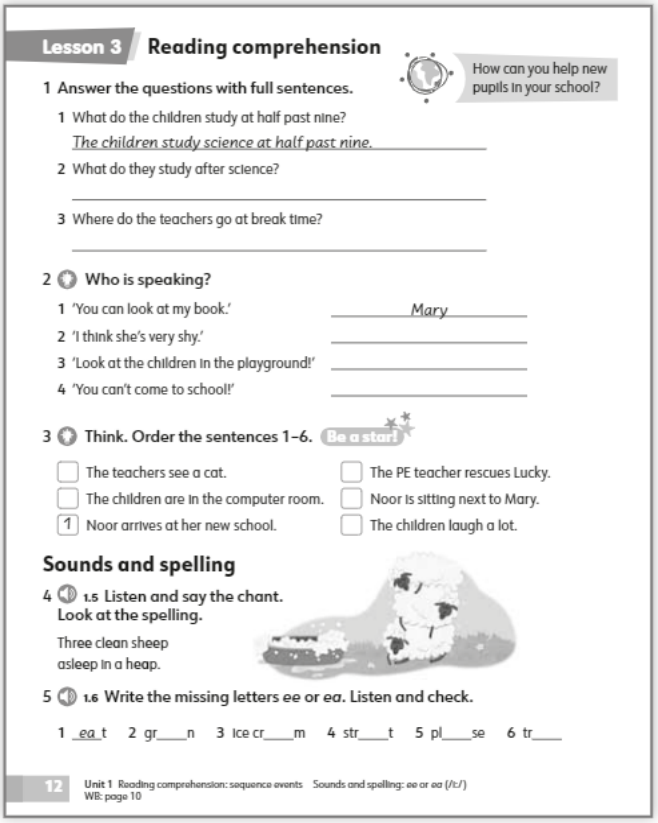
Answers: 1 She's in the classroom. **2** She's in the computer room. **3** She's in the playground. **4** She's in the dining hall.

3 Read and tick (✓) your answers.

Answers: Children's own answers.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 12



Lesson 3 Reading comprehension

How can you help new pupils in your school?

1 Answer the questions with full sentences.

1 What do the children study at half past nine?
The children study science at half past nine.

2 What do they study after science?

3 Where do the teachers go at break time?

2 Who is speaking?

1 'You can look at my book.' Mary
2 'I think she's very shy.'
3 'Look at the children in the playground!'
4 'You can't come to school!'

3 Think. Order the sentences 1–6. Be a star!

- [ ] The teachers see a cat.
- [ ] The children are in the computer room.
- [1] Noor arrives at her new school.
- [ ] The PE teacher rescues Lucky.
- [ ] Noor is sitting next to Mary.
- [ ] The children laugh a lot.

Sounds and spelling

4 1.5 Listen and say the chant. Look at the spelling.

Three clean sheep
asleep in a heap.

5 1.6 Write the missing letters *ee* or *ea*. Listen and check.

1 _ea_t 2 gr___n 3 ice cr___m 4 str___t 5 pl___se 6 tr___

12 Unit 1 Reading comprehension: sequence events Sounds and spelling: *ee* or *ea* (/i:/)
WB: page 10

Learning objectives: Reading comprehension: sequence events; Sounds and spelling: *ee* or *ea* (/i:/)

Vocabulary: asleep, clean, eat, green, heap, ice cream, please, sheep, street, three, tree

Resources: Sounds and spelling worksheet

Warm-up: Disappearing words

- Play this game to practise words from Lesson 2.
- See the Games bank (pages 14–17) for how to play the game.

1 Answer the questions with full sentences.

- Ask the children to recall the details of the story: the characters, the places, the problem and the ending.
- Do question 1 as a whole class. Then have the children finish the activity individually.

Answers: 1 The children study science at half past nine. **2** The children study computer studies after science. **3** The teachers go to the teachers' room at break time.

2 Who is speaking?

- Elicit from the children what Mary means when she says *You can look at my book (Mary will share her book with Noor)*. Ask the children to point to that part of the story.
- Have the children continue the activity. Ask *What is the person talking about? Where does it happen in the story? Find it on the page to confirm.*
- Have three children read out the remaining phrases and the rest of the class call out the correct person.

Answers: 1 Mary **2** the science teacher **3** the maths teacher **4** Noor

3 Think. Order the sentences 1–6.

Be a star!

- Have the children tell you in which part of the story sentence 1 happens *(Part 1)*.
- Ask the whole class to identify the next sentence.
- Have them complete the activity individually and then compare with a friend.
- Ask volunteers to read out the sentences in the correct order.

Answers: 1 Noor arrives at her new school. **2** Noor is sitting next to Mary. **3** The children are in the computer room. **4** The teachers see a cat. **5** The PE teacher rescues Lucky. **6** The children laugh a lot.

Teaching star!

Game

- Use mime to check comprehension and engage the children. Mime a sentence from Activity 3. The children watch you, look in their books and tell you the number of the sentence.
- The children continue in pairs.

4 1.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what animals they can see *(sheep)*.
- Play the first part of the audio, the chant, and have the children listen and follow in their books. Check the meaning of *clean, asleep, heap*.
- Play the chant again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/i:/).
- Have the whole class say the chant without the audio.
- Play the second part of the audio. Have the children call out the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *Three ... sheep asleep in a heap.*
Children: *clean*
Teacher: *Three clean sheep asleep in a ...*
Children: *heap*
Teacher: *... clean sheep asleep in a heap.*
Children: *Three*
Teacher: *Three clean sheep ... in a heap.*
Children: *asleep*

5 1.6 Write the missing letters *ee* or *ea*. Listen and check.

- Elicit all the words from the children by inserting the sound /i:/.
- The children now complete the words with *ee* or *ea* and compare with a friend.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words. Play the audio for the children to check their answers.
- Have the children scan the story in Lesson 2 and find all the examples of words with *ee* or *ea (teacher, please, break, year, tree)*. Ask the children which one has a different pronunciation (*break* – /breɪk/).

Answers: 1 eat **2** green **3** ice cream **4** street **5** please **6** tree

ESDC

How can you help new pupils in your school?

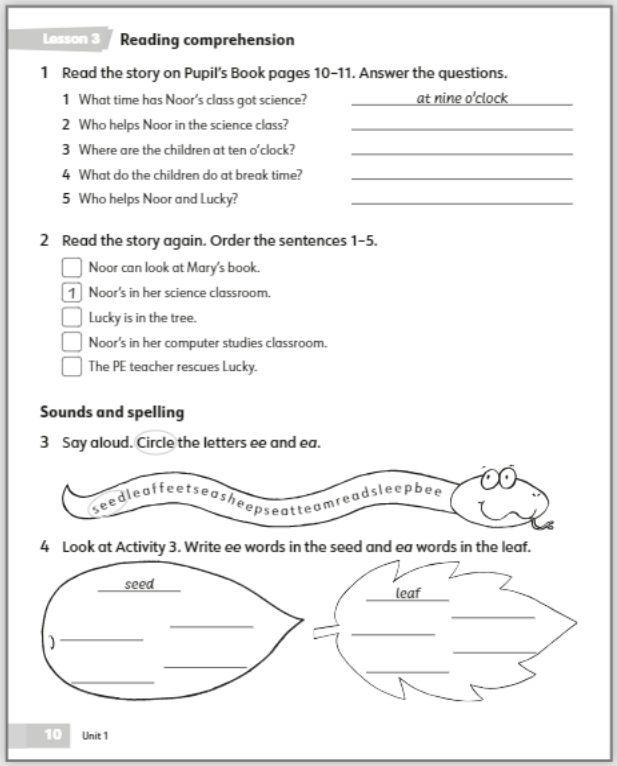
- Read out the question and ask if anyone can translate it into L1. This question helps the children explore the concepts of friendship and community and how their own behaviour can have a positive impact on others.
- Ask if there are any new children in the school this year. If this is the first year of your school, ask if there are children new to the area. Discuss how children might feel when they are new to a school or community. Elicit suggestions on how the children can help a new child in their school settle in.
- Encourage the children to share their experiences of being new to a country, town or school and what made them feel welcome and part of their community.

Possible answers: include new children in games and other activities, ask what they liked to do at their old school, tell them about fun things to do in the area, show them different places in the school, talk about special activities they might like to participate in.

Cooler: Half sentences

- Write the following two groups of words vertically on the board next to each other:
  I hope the children ... / You can look ... / This is ...
  ... my cat. / ... are friendly. / ... at my book.
- Ask volunteers to draw a line to join the parts and make complete sentences.

Workbook page 10



Lesson 3 **Reading comprehension**

1 Read the story on Pupil's Book pages 10–11. Answer the questions.

1 What time has Noor's class got science? *at nine o'clock*
2 Who helps Noor in the science class? _____
3 Where are the children at ten o'clock? _____
4 What do the children do at break time? _____
5 Who helps Noor and Lucky? _____

2 Read the story again. Order the sentences 1–5.

☐ Noor can look at Mary's book.
[1] Noor's in her science classroom.
☐ Lucky is in the tree.
☐ Noor's in her computer studies classroom.
☐ The PE teacher rescues Lucky.

Sounds and spelling

3 Say aloud. Circle the letters *ee* and *ea*.

seedleafeetseasheepseatteamreadsleepbee

4 Look at Activity 3. Write *ee* words in the seed and *ea* words in the leaf.

seed

leaf

10 Unit 1

1 Read the story on Pupil's Book pages 10–11. Answer the questions.

Answers: 1 at nine o'clock **2** Mary **3** in the computer room **4** play in the playground **5** the PE teacher

2 Read the story again. Order the sentences 1–5.

Answers: 1 Noor's in her science classroom. **2** Noor can look at Mary's book. **3** Noor's in her computer studies classroom. **4** Lucky is in the tree. **5** The PE teacher rescues Lucky.

3 Say aloud. Circle the letters *ee* and *ea*.

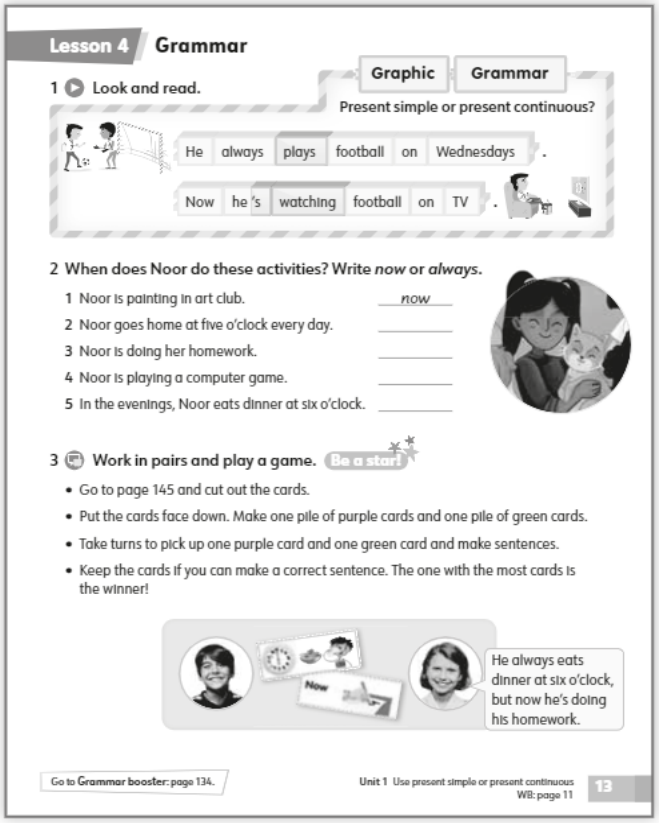
Answers: seed, leaf, feet, sea, sheep, seat, team, read, sleep, bee

4 Look at Activity 3. Write *ee* words in the seed and *ea* words in the leaf.

Answers: seed (*ee*): seed, feet, sheep, sleep, bee
leaf (*ea*): leaf, sea, seat, team, read

Lesson 4 Grammar

Pupil's Book page 13


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Present simple or present continuous?

He always plays football on Wednesdays.

Now he 's watching football on TV.

2 When does Noor do these activities? Write *now* or *always*.

1 Noor is painting in art club. *now*

2 Noor goes home at five o'clock every day. _____

3 Noor is doing her homework. _____

4 Noor is playing a computer game. _____

5 In the evenings, Noor eats dinner at six o'clock. _____

3 Work in pairs and play a game. Be a star!

- Go to page 145 and cut out the cards.
- Put the cards face down. Make one pile of purple cards and one pile of green cards.
- Take turns to pick up one purple card and one green card and make sentences.
- Keep the cards if you can make a correct sentence. The one with the most cards is the winner!

Now

He always eats dinner at six o'clock, but now he's doing his homework.

Go to Grammar booster: page 134.

Unit 1 Use present simple or present continuous WB: page 11 13

Learning objectives: Use present simple or present continuous

Grammar: Present simple or present continuous

Review vocabulary: school subjects, activities

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: paper, pens or pencils, scissors

Warm-up: Point to *ee* or *ea*

- Write *ee* on the left side of the board and *ea* on the right side.
- Call out the words from Lesson 3, Activities 4 and 5. Have the children point to the side of the classroom that corresponds to the /i:/ sound in each word.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children read the sentences. Ask *Which activity is happening at this moment? (watching football on TV)*
- Ask the children to look at the blue blocks in the sentence. Ask *What are these words? (verbs)*. Ask *What's the difference? (first verb ends in s, second verb has 's and –ing)*
- Ask if the children know which is present simple and which is present continuous (*continuous has* be *and* –ing). Ask which sentence talks about now *(continuous)*.
- Point out that we use *always* with the present simple and *now* with the present continuous.
- Read out the sentences and have the children repeat.

- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and think about which sentence is in the present simple and which one is in the present continuous.
- Play the video. Ask the children for feedback.
- Point out that we use can use *always* with the present simple and *now* with the present continuous.
- Play the video again, and have the children repeat the sentences.

2 When does Noor do these activities? Write *now* or *always*.

- Refer the children to the example question and answer. Ask why it is *now (because the sentence uses* be *and* –ing */ it's present continuous)*.
- Have the children continue the activity individually and then compare with a friend.
- For feedback, ask volunteers to read out sentences. The other children stand up for *now* or sit down for *always*.

Answers: 1 now **2** always **3** now **4** now **5** always

Teaching star!

Mingle

- Allow the children to stand up and mingle because many children learn well when they are physically active.
- Teach the children *Yes, I agree! / I have something different*. Have the children stand up and talk to the person next to them. Have them compare ideas about the answers in Activity 2 and use their responses. When you clap your hands and say *Next!* they move to talk to someone different. Continue this for five or six exchanges.

3 Work in pairs and play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 145. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.
- Work through the example activity with the children.

- The children take turns picking up one purple and one green card to make new sentences. If they are able to make a sentence, they get to keep the cards. The child with the most cards at the end of the game is the winner.
- Allow time for the children to complete the game.

Teaching star!

Extension

Give the children practice in talking about what they do every day.

- Divide the class into pairs and have the children speak to each other about their activities.
- This can be made into a *True / False* game, where one child says a sentence, and the other child responds *True!* or *False!* and the first child says if they are correct or not.
- Ask volunteers to share their sentences with the class.

Grammar booster

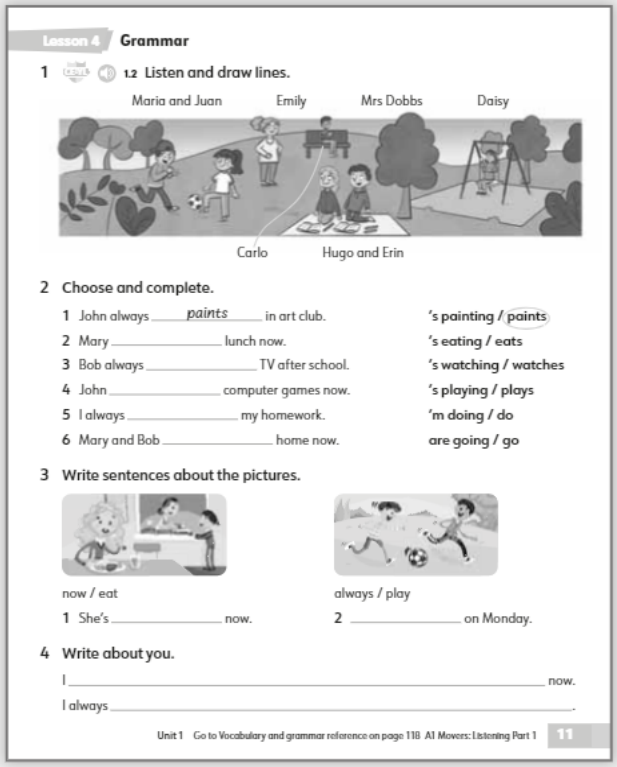
Ask the children to turn to page 134 of their Pupil's Book to complete Activities 1 and 2. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. You may also wish to have the children complete this activity at home.

Answers: 1 1 does 2 watches 3 eats 4 is playing 5 goes 6 runs **2** 1 now 2 always 3 now 4 always 5 always 6 now

Cooler: Group sentences

- Divide the class into pairs. Each pair needs a piece of paper and a pen or pencil. Explain you will read out a sentence from today's lesson twice.
- After the second time, the child with the pen or pencil writes the first word and then hands the pen to their partner.
- The other child writes the second word and hands back the pen for their partner to write the third word and so on until the sentence is complete.

Workbook page 11



Lesson 4 Grammar

1 CE:YL 1.2 Listen and draw lines.

Maria and Juan Emily Mrs Dobbs Daisy

Carlo Hugo and Erin

2 Choose and complete.

1 John always paints in art club. 's painting / paints
2 Mary lunch now. 's eating / eats
3 Bob always TV after school. 's watching / watches
4 John computer games now. 's playing / plays
5 I always my homework. 'm doing / do
6 Mary and Bob home now. are going / go

3 Write sentences about the pictures.

now / eat
1 She's now.

always / play
2 on Monday.

4 Write about you.

I now.
I always

Unit 1 Go to Vocabulary and grammar reference on page 118 A1 Movers: Listening Part 1 11

Grammar reference:

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

1 CE:YL 1.2 Listen and draw lines.

- This activity helps the children prepare for Part1 of the Listening paper in the Cambridge English: A1 Movers test.
- Children listen to the audio and draw lines from the names to the people in the picture.
- Play the audio.

Audioscript

1 *It's a nice day in the park. Carlo is eating his lunch.*
2 *Hugo and Erin are playing football. They always play football in the park after school.*
3 *Emily is eating an ice cream.*
4 *Maria and Juan are doing their homework. They always do their homework on Tuesday.*
5 *Mrs Dobbs is walking in the park. She walks in the park every day.*

Answers: Maria and Juan are sitting on the ground; Hugo and Erin are playing football; Carlo is on the bench eating; Emily is on the swing; Mrs Dobbs is walking

2 Choose and complete.

Answers: 1 paints **2** 's eating **3** watches **4** 's playing **5** do **6** are going

3 Write sentences about the pictures.

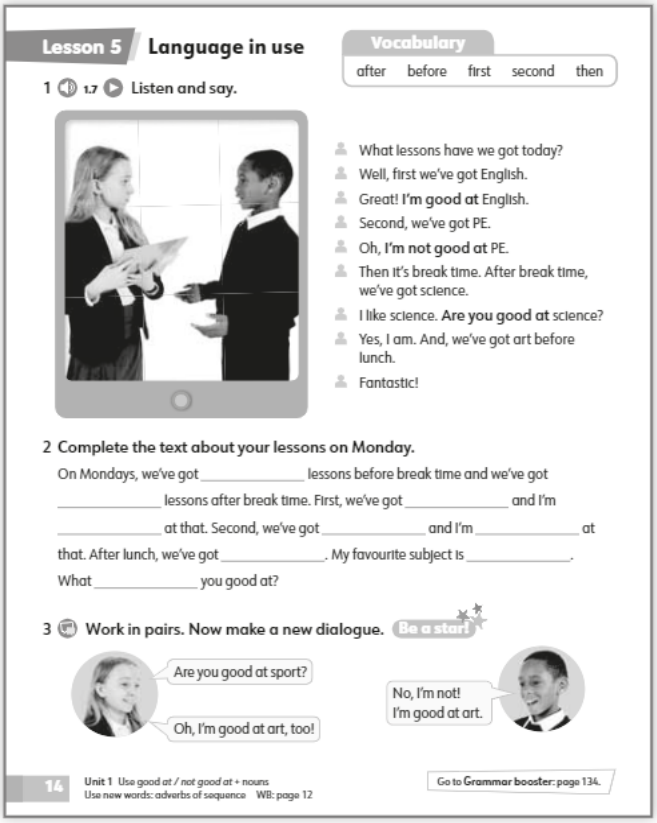
Answers: 1 eating **2** We always play football

4 Write about you.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 14



Lesson 5 Language in use

Vocabulary: after before first second then

1 1.7 Listen and say.

What lessons have we got today?
Well, first we've got English.
Great! **I'm good at** English.
Second, we've got PE.
Oh, **I'm not good at** PE.
Then it's break time. After break time, we've got science.
I like science. **Are you good at** science?
Yes, I am. And, we've got art before lunch.
Fantastic!

2 Complete the text about your lessons on Monday.

On Mondays, we've got _____ lessons before break time and we've got _____ lessons after break time. First, we've got _____ and I'm _____ at that. Second, we've got _____ and I'm _____ at that. After lunch, we've got _____. My favourite subject is _____. What _____ you good at?

3 Work in pairs. Now make a new dialogue. Be a star!

Are you good at sport?
Oh, I'm good at art, too!
No, I'm not! I'm good at art.

14 Unit 1 Use *good at / not good at* + nouns
Use new words: adverbs of sequence WB: page 12

Go to Grammar booster: page 134.

Learning objectives: Use *good at / not good at* + nouns; Use new words: adverbs of sequence

Vocabulary: after, before, first, second, then

Review vocabulary: school subjects

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: one photocopied handout per group of three or four children. To make the handout, write three or four sentences on a piece of paper. Space the words / phrases in random order around the page, e.g. *I'm – good at – not good at – English – maths. etc.*

Warm-up: Make a sandwich!

- Use the TPR (Total Physical Response) method with the short text / mimes below. See the Games bank (pages 14–17) for how to do TPR.
- *Before lunch, we wash our hands!* (mime washing hands) *We need bread, cheese and salad.* (mime placing these in front of you). *First, we cut the bread.* (mime cutting bread). *Second, we put the cheese on the bread.* (mime laying cheese on bread). *Then we put some salad on the cheese.* (mime putting salad on cheese). *Then some more bread.* (mime putting on more bread). *Now … we eat the sandwich!* (mime eating with great enjoyment). *After the sandwich … we wash our hands!* (mime washing hands again).
- Show the children the vocabulary box on page 14. Which words did they use in this activity? *(All)*

1 1.7 Listen and say.

- If you don't have access to the class video, play the audio and have the children listen and raise their hands every time they hear one of the sequencing words from the warm-up / vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat key phrases (with *good at / not good at*) two to three times.
- Check the meaning of *good at / not good* at by writing two marks on the board: *7/20* and *18/20* (adapt the marks to a system the children are familiar with if necessary). Say to the children *I'm good at English! What's my mark? (18/20) I'm not good at PE. What's my mark? (7/20).*
- Divide the class into two groups, and have them act out the dialogue with each group taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

Teaching star!

Extension

- Encourage the children to talk about themselves as often as possible so the language becomes relevant to them rather than just a lesson.
- Have all the children stand up. Write a large *GOOD* on one side of the board, a large *OK* in the middle and a large *NOT GOOD* on the other side.
- Call out the names of the school subjects. For each one, the children point to the side of the board that represents their ability or point to OK in the middle.
- Ask children pointing to each side to make a sentence: *I'm good at science. I'm OK at science. I'm not good at science.*

2 Complete the text about your lessons on Monday.

- Read out a version of the text with the gaps completed, but some of the key words swapped, e.g. *On Tuesdays, we've got two lessons after break time and we've got four lessons after lunch.*
- Ask the children to listen and say *Stop!* whenever you say something different from the text. You then correct yourself. By the end they will have heard a complete and correct model of the text.

- Have the children complete their own version of the text. Less confident children can do this with a friend.
- Ask some children to read out their completed version. Encourage applause for their effort!

Answers: Children's own answers.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

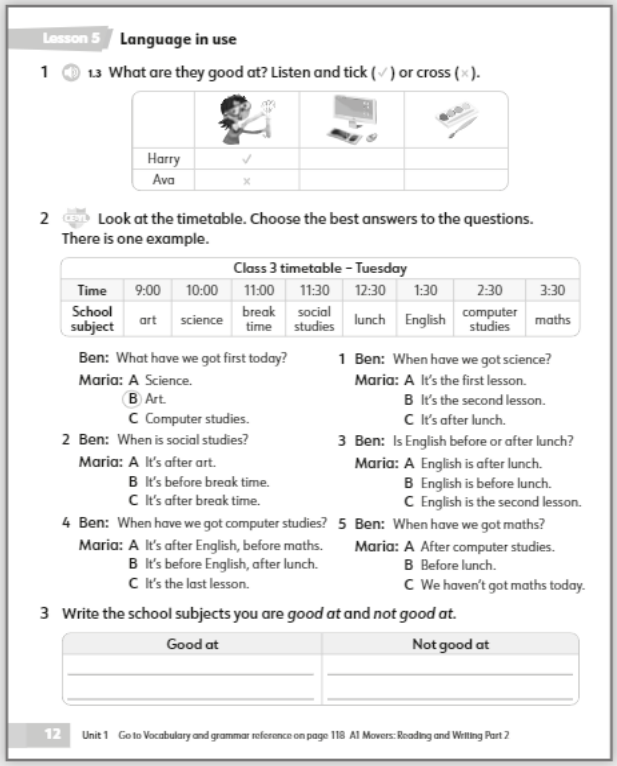
For additional practice, ask the children to turn to page 134 of their Pupil's Book to complete Activity 3. You may also wish to have the children complete this activity at home.

Answers: 1 I'm not good at **2** I'm good at **3** I'm not good at

Cooler: Stepping stone sentences

- Divide the class into small groups. Give each group a photocopied handout (see *Materials*). Hold up your copy. Show the children how you can walk your fingers around the page to make complete sentences.
- The children take turns to walk their fingers around the page to make sentences about themselves and call out the words to say the sentences.

Workbook page 12



Lesson 5 Language in use

1 1.3 What are they good at? Listen and tick (✓) or cross (×).

Harry	✓		
Ava	×		

2 Look at the timetable. Choose the best answers to the questions. There is one example.

Class 3 timetable – Tuesday

Time	9:00	10:00	11:00	11:30	12:30	1:30	2:30	3:30
School subject	art	science	break time	social studies	lunch	English	computer studies	maths

Ben: What have we got first today?
Maria: A Science. (B) Art. C Computer studies.

1 Ben: When have we got science?
Maria: A It's the first lesson. B It's the second lesson. C It's after lunch.

2 Ben: When is social studies?
Maria: A It's after art. B It's before break time. C It's after break time.

3 Ben: Is English before or after lunch?
Maria: A English is after lunch. B English is before lunch. C English is the second lesson.

4 Ben: When have we got computer studies?
Maria: A It's after English, before maths. B It's before English, after lunch. C It's the last lesson.

5 Ben: When have we got maths?
Maria: A After computer studies. B Before lunch. C We haven't got maths today.

3 Write the school subjects you are *good at* and *not good at*.

Good at	Not good at

12 Unit 1 Go to Vocabulary and grammar reference on page 118 A1 Movers: Reading and Writing Part 2

Grammar reference:

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

1 1.3 What are they good at? Listen and tick (✓) or cross (✗).

Audioscript

Girl: *What lessons have we got this morning, Harry?*
Boy: *First, we've got science. I'm good at science.*
Girl: *Oh, I'm not good at science.*
Boy: *... and then second, we've got computer studies. I'm good at computer studies.*
Girl: *I'm good at computer studies too! What have we got after break time?*
Boy: *We've got art. Are you good at art?*
Girl: *Yes, I am.*
Boy: *I'm not good at art.*

Answers: Harry: science (✓), computer studies (✓), art (✗); Ava: science (✗), computer studies (✓), art (✓)

2 CE:YL Look at the timetable. Choose the best answers to the questions. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- The children read the dialogue and choose the best answers. If done in class, have the children look at the example answer and find the information in the timetable.
- The children complete the activity individually and then practise with a friend.
- Ask a pair of children to read out the dialogue and ask if the others agree.

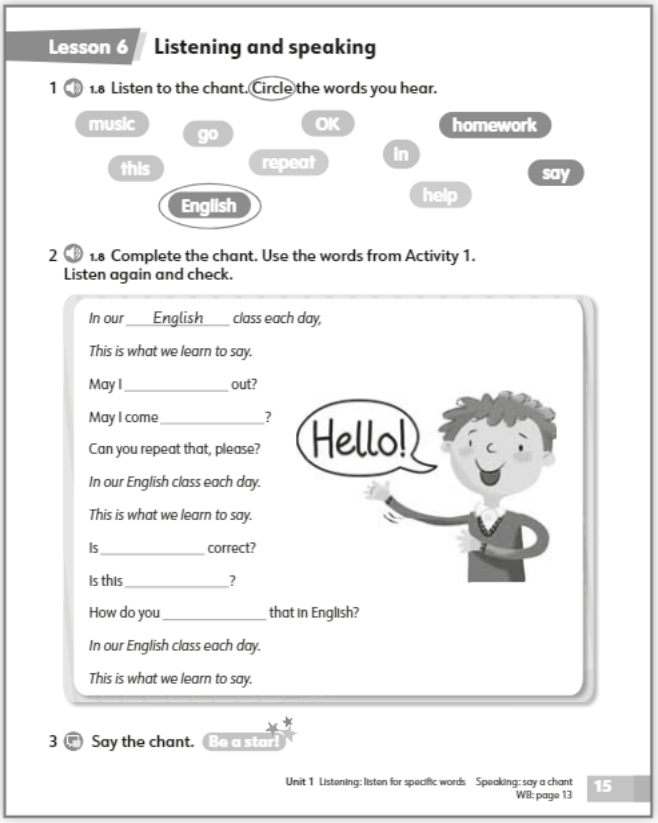
Answers: 1 B **2** C **3** A **4** A **5** A

3 Write the school subjects you are *good at* and *not good at*.

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 15



Lesson 6 Listening and speaking

1 1.8 Listen to the chant. Circle the words you hear.

music go OK homework this repeat in say English help

2 1.8 Complete the chant. Use the words from Activity 1. Listen again and check.

In our ___English___ class each day,
This is what we learn to say.
May I _____ out?
May I come _____?
Can you repeat that, please?
In our English class each day.
This is what we learn to say.
Is _____ correct?
Is this _____?
How do you _____ that in English?
In our English class each day.
This is what we learn to say.

Hello!

3 Say the chant. Be a star!

Unit 1 Listening: listen for specific words Speaking: say a chant WB: page 13 15

Learning objectives: Listening: listen for specific words; Speaking: say a chant

Language: May I go out / come in?; Can you repeat that please?; Is this correct?; Is this OK?; How do you say that in English?

Materials: one sheet of paper per group of three to four children, pens or pencils

Warm-up: Reconstruct the phrases

- Write the following phrases on the board (all the missing letters are vowels):
  1 _'m g_ _ d _ t c_ mp_ t_ r st_ d_ _ s.
  2 S_ c_ nd, w_ 'v_ g_ t P_ .
  3 _r_ y_ _ g_ _ d _ t sc_ _ nc_?
  4 W_ 'v_ g_ t _rt b_ f_ r_ l_ nch.
- Ask the children to complete the sentences by writing *a, e, i, o* or *u* in the gaps.
- When a child has a complete sentence, invite them to come to the board to fill in the gaps. Ask for class agreement.

Answers: 1 I'm good at computer studies. **2** Second, we've got PE. **3** Are you good at science? **4** We've got art before lunch.

1 1.8 Listen to the chant. Circle the words you hear.

- Ask the children to read out the words in the coloured boxes.
- Play the audio. Have the children circle the words they hear.
- Call out the words and the children tell you *yes* or *no*.

Answers: OK, go, repeat, this, in, English, say

2 1.8 Complete the chant. Use the words from Activity 1. Listen again and check.

- Give the children two to three minutes to look at the chant and see if they can remember the missing words. Have them write as many words as they can individually before they listen again. Now play the audio again. Have the children complete any missing words.
- Play the chant again so they can listen and check their answers.
- Read out the chant and have the children call out the missing words in the correct place.
- Now for each phrase of classroom language, teach a mime to the children:
  May I go out? – point to the door
  May I come in? – open a door and look inside
  Can you repeat that, please? – make a rolling motion with your hands
  Is this correct? – point to your hand and smile
  Is this OK? – point to your hand and look doubtful
  How do you say that in English? – make an 'I don't know' gesture with hands out to your sides and both palms up.
- Play the audio one more time and have the children do the mimes with the chant.

Answers: English; go; in; this; OK; say

Teaching star!

Game

- Games are an essential part of learning for children of this age. You can use the Games bank (pages 14–17) for ideas as well as think of your own.
- Play *Simon says* with the classroom language phrases. Have the children do the mimes for each one.

3 Say the chant.

Be a star!

- Play the audio again and have the children say the chant with the audio first, to gain confidence.
- Then have the children say the chant and do the actions.
- Divide the class into two groups. Have all the children chant the opening lines. Then Group 1 chants the questions in the first part and Group 2 chants the questions in the second part. Then change roles.

ESDC

4 QUALITY EDUCATION

Why is it good to go to school?

Introduce the children to Sustainable Development Goal 4: *Quality education*.

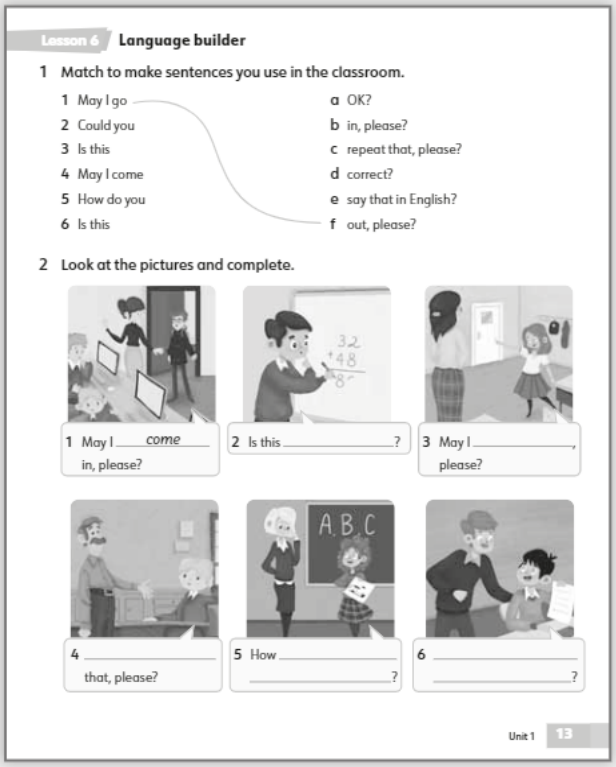
- Ask: *Why is it good to go to school?* Elicit ideas in L1, providing useful language in L2 during the discussion.
- Draw attention to Pupil's Book page 8. Ask the children to describe the picture (the children are smiling; they're friendly). Ask: *Are they happy to be at school?* (yes)
- Explain that not all children are able to go to school. Sometimes children have to work or look after family members. Elicit why school is important and discuss why every child should be able to learn.
- Encourage the children to share examples of their favourite things to learn and do at school. Ask: *What things can help children who can't always go to school?*

Possible answers: lessons on the internet, making sure everyone is able to have books and notebooks, sharing what we learn with others.

Cooler: What's the next word?

- Divide the class into groups of three or four children. Each group needs a piece of paper and a pen or a pencil.
- Play the chant one more time. Pause the audio before key words in the chant (e.g. before *class, out, repeat, correct, say*). One child in each group takes the pen or pencil and writes what they think is the next word in the chant (their team members can give suggestions). As soon as they finish they hold the paper up for you to check.
- The game continues with the next key word.

Workbook page 13


Lesson 6 Language builder

1 Match to make sentences you use in the classroom.

1 May I go	a OK?
2 Could you	b in, please?
3 Is this	c repeat that, please?
4 May I come	d correct?
5 How do you	e say that in English?
6 Is this	f out, please?

2 Look at the pictures and complete.

1 May I come in, please?
2 Is this ____?
3 May I ____, please?
4 ____ that, please?
5 How ____?
6 ____?

Unit 1 13

1 Match to make sentences you use in the classroom.

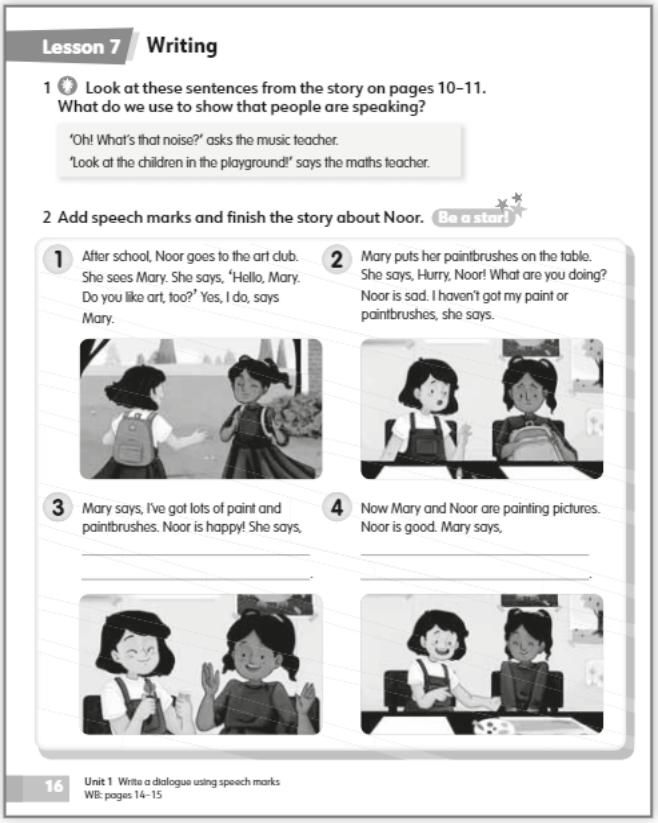
Answers: 1 f **2** c **3** a / d **4** b **5** e **6** d / a

2 Look at the pictures and complete.

Answers: 1 come **2** correct **3** go out **4** Could you repeat **5** do you say that in English, please? **6** Is this OK? / Is this correct?

Lesson 7 Writing

Pupil's Book page 16



Lesson 7 Writing

1 Look at these sentences from the story on pages 10–11. What do we use to show that people are speaking?

'Oh! What's that noise?' asks the music teacher.
'Look at the children in the playground!' says the maths teacher.

2 Add speech marks and finish the story about Noor. Be a star!

1 After school, Noor goes to the art club. She sees Mary. She says, 'Hello, Mary. Do you like art, too?' Yes, I do, says Mary.

2 Mary puts her paintbrushes on the table. She says, Hurry, Noor! What are you doing? Noor is sad. I haven't got my paint or paintbrushes, she says.

3 Mary says, I've got lots of paint and paintbrushes. Noor is happy! She says, _____

4 Now Mary and Noor are painting pictures. Noor is good. Mary says, _____

16 Unit 1 Write a dialogue using speech marks
WB: pages 14–15

Learning objectives: Write a dialogue using speech marks

Materials: (optional) several copies of this sentence (enough for class groups) written and cut up as follows: *Noor / says, / 'Thanks, / Mary! / You're / a / good / friend!'*

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine it's morning and you are at school. You're in the playground. What are the children doing? What can you hear and see? What are you doing now? What day is it today? What have you got at school today?*
- Have the children open their eyes and tell a friend about what they saw, heard and did in their imagination.

1 Look at these sentences from the story on pages 10–11. What do we use to show that people are speaking?

- Nominate two confident children to play the roles of the music teacher and the maths teacher in Activity 1. You play the role of the narrator of the story.
- Read out the story, directing the teachers to speak where appropriate.
- Ask the children for the answer to the question in Activity 1. Point out they need *speech marks* at the beginning and end. Ask the children if the speech marks at the end come before or after the question mark and exclamation mark (*after*).

Answer: Speech marks.

2 Add speech marks and finish the story about Noor. Be a star!

- Refer the children to the first part of the story in Activity 2. Ask them to find where speech marks are needed. Write the answer on the board. *('Yes, I do,' says Mary.)*
- Have the children complete the speech marks for the rest of the story, but not the spaces yet.
- Read out the story from the beginning, and have the children raise their hands to read out any direct speech. Write the beginning and end of phrases with speech marks (like this): 'Hurry ... doing?'
- Ask the children to think about how to finish the story with the final parts of the dialogue. Ask for suggestions and ask the class to choose the best option. Write their choice on the board, make any corrections and ask where to put the speech marks.
- Have the children copy the final phrases into their books with the speech marks.
- Ask for two volunteers to play the roles of Noor and Mary. You read the narrator's part and the children speak their parts when appropriate while the others follow in their books.

Answers: 1 After school, Noor goes to the art club. She sees Mary. She says, 'Hello, Mary. Do you like art, too?' 'Yes, I do,' says Mary. **2** Mary puts her paintbrushes on the table. She says, 'Hurry, Noor! What are you doing?' Noor is sad. 'I haven't got my paint or paintbrushes,' she says. **3** Mary says, 'I've got lots of paint and paintbrushes.' Noor is happy! She says, *[Suggested answer]* 'Thank you, Mary!' **4** Now Mary and Noor are painting pictures. Noor is good. Mary says, *[Suggested answer]* 'Well done, Noor!'

Teaching star!

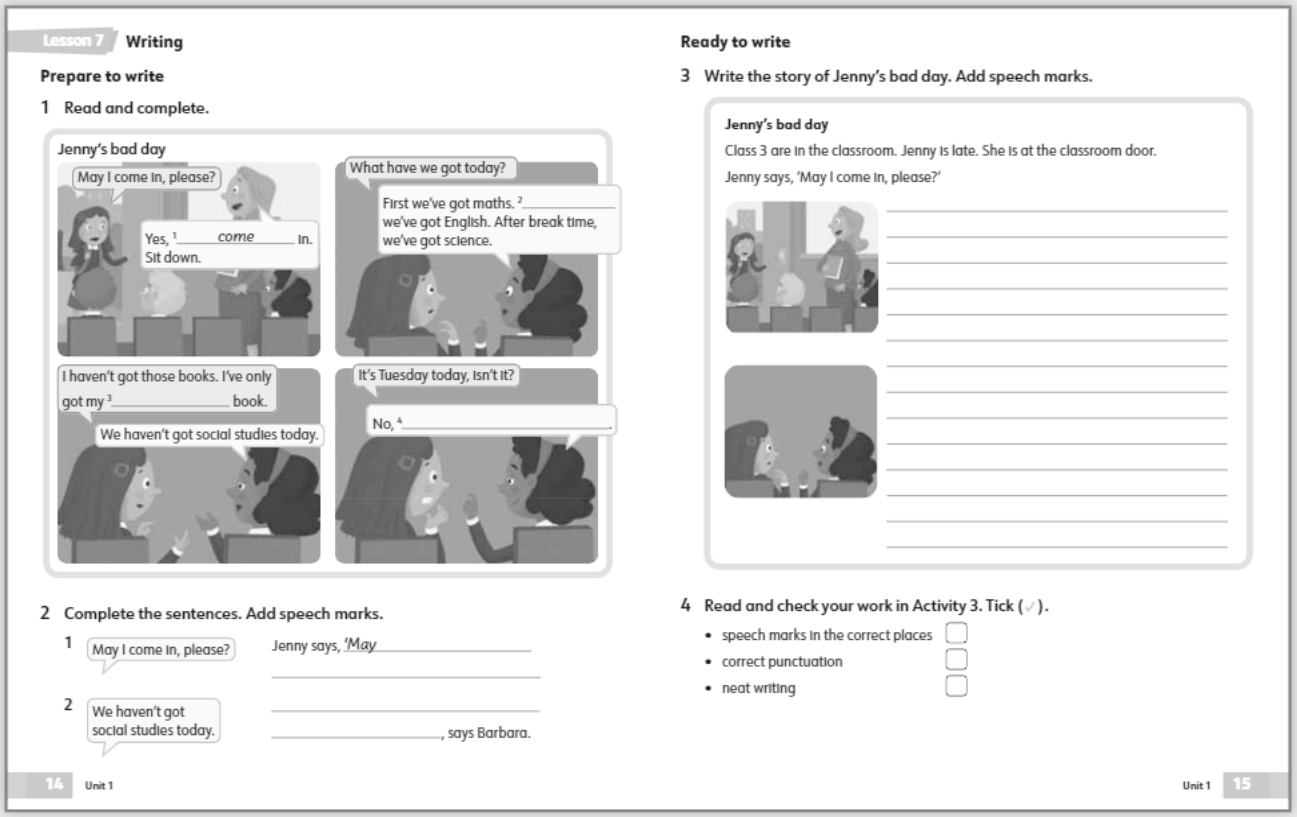
Extension

- Practise the *Learning objectives* by creating extra activities that are not in the Pupil's Book, whenever time permits.
- Take out your copies of the cut up sentence (see *Materials*). Divide the class into groups of four and give each group a copy. The children work together to order the sentence, thinking about where the punctuation goes.

Cooler: How many words?

- Read out some sentences from the story in Lesson 7 of the Pupil's Book.
- Ask the children to count how many words there are in each sentence and raise their hands as soon as they know.

Workbook pages 14–15



Lesson 7 Writing

Prepare to write

1 Read and complete.

Jenny's bad day

May I come in, please?

Yes, [1] come in. Sit down.

What have we got today?

First we've got maths. [2] we've got English. After break time, we've got science.

I haven't got those books. I've only got my [3] book.

We haven't got social studies today.

It's Tuesday today, isn't it?

No, [4]

2 Complete the sentences. Add speech marks.

1 May I come in, please? Jenny says, 'May

2 We haven't got social studies today. , says Barbara.

14 Unit 1

Ready to write

3 Write the story of Jenny's bad day. Add speech marks.

Jenny's bad day

Class 3 are in the classroom. Jenny is late. She is at the classroom door.

Jenny says, 'May I come in, please?'

4 Read and check your work in Activity 3. Tick (✓).

- speech marks in the correct places ☐
- correct punctuation ☐
- neat writing ☐

Unit 1 15

Prepare to write

1 Read and complete.

- The children complete the gaps in the story.
- If done in class, read out the example. Have the children complete the activity in pairs.
- Nominate children to read out their answers.

Answers: 1 come **2** Then **3** social studies **4** it's not

2 Complete the sentences. Add speech marks.

- The children rewrite the dialogues with speech marks.
- If done in class, refer the children to the first sentence. Write two alternatives on the board and ask the children to choose which is correct:
  Jenny says, *May I come in, please?*
  Jenny says, *'May I come in, please?'* (this is correct)
- Have the children complete the activity. Write the answers on the board.

Answers: 1 Jenny says, 'May I come in, please?' **2** 'We haven't got social studies today,' says Barbara.

Ready to write

3 Write the story of Jenny's bad day. Add speech marks.

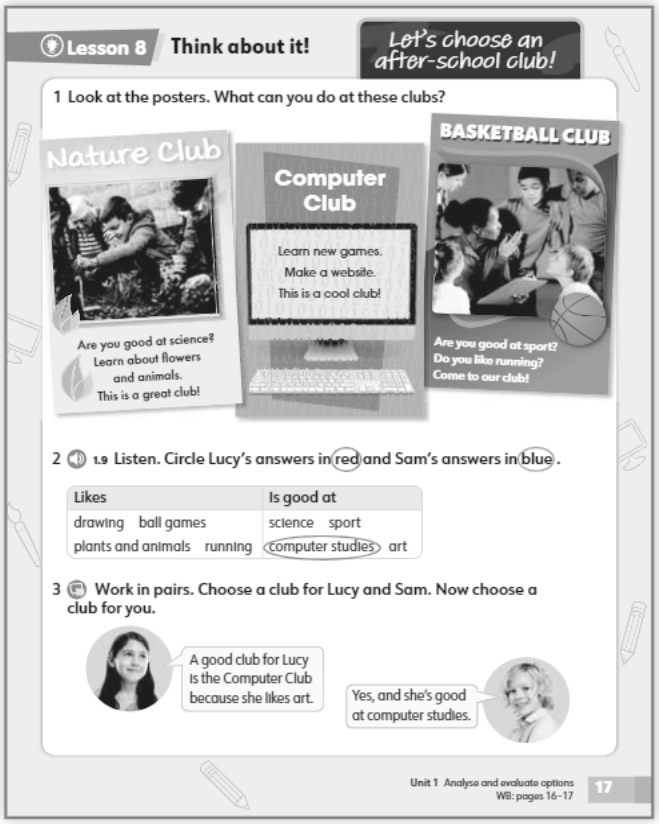
- The children invent a story about *Jenny's bad day* from Activity 1 and use speech marks.
- If done in class, refer the children to the story in Activity 1. Read the example out.
- The children finish the story in their Workbooks.
- Invite volunteers to read out their stories. Choose one story. Write it on the board. Invite other children to come and insert the speech marks.

4 Read and check what you wrote in Activity 3. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 17



Learning objectives: Analyse and evaluate options

Additional vocabulary: ball games, basketball, drawing, nature, running, school clubs

Resources: Unit 1 test

Materials: (optional) large pieces of paper for children to make posters

Warm-up: First letters

- Write the first letters of subjects on the board: ***s****cience*, ***E****nglish*, etc.
- Ask the children to try to remember the subjects and complete the words on the board.

1 Look at the posters. What can you do at these clubs?

- Have the children look at the posters. Elicit ideas about what the children can do at the clubs.
- Have a vote by a show of hands for the club they like best.

Answers: Nature Club: Learn about science, flowers and animals. **Computer Club:** Learn new games. Make a website. **Basketball Club:** Play sport and run.

2 1.9 Listen. Circle Lucy's answers in red and Sam's answers in blue.

- Tell the children to listen to Lucy and Sam, and to circle the things that Lucy and Sam like or are good at.
- Play the audio and ask the children to say *Stop!* as soon as they hear the example.
- Continue the rest of the audio with no pauses. Have volunteers call out the answers.

Audioscript

Adult: *Hello, Lucy.*
Lucy: *Good morning.*
Adult: *Can I ask you some questions about what you like? Do you like playing computer games?*
Lucy: *Oh no! I'm good at computer studies but I don't like computer games.*
Adult: *OK. What about sport? Are you good at sport?*
Lucy: *Yes! I'm very good at sport. And I love running.*
Adult: *And do you like ball games?*
Lucy: *Yes, I do.*
Adult: *Good morning, Sam. How are you today?*
Sam: *I'm fine, thanks.*
Adult: *Sam, tell me what you are good at.*
Sam: *Well, I'm good at science and art.*
Adult: *And do you like plants and animals?*
Sam: *Yes, I do! I really like learning about plants and animals!*

Answers: Red: Lucy likes running, ball games; is good at computer studies, sport **Blue:** Sam likes plants and animals; is good at science, art

3 Work in pairs. Choose a club for Lucy and Sam. Now choose a club for you.

- Divide the class into pairs and give the children time to discuss their choices.
- Ask for suggestions from the class and ask why. The children do the activity individually.
- Ask volunteers to share what club they'd like to be a part of.

Answers: A good club for Lucy is the Basketball Club because she likes ball games / running and she's good at sport. A good club for Sam is the Nature Club because he likes plants and animals and he's good at science.

Teaching star!

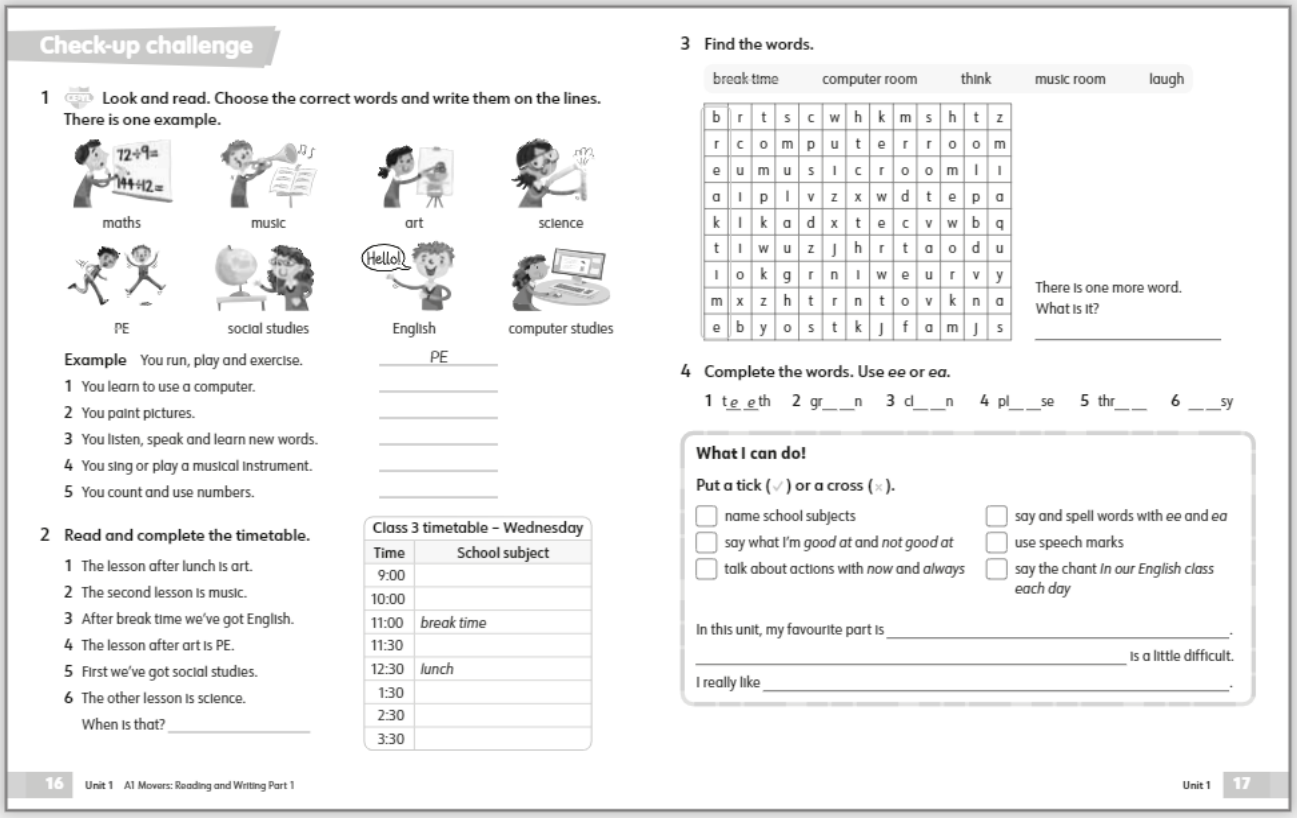
Arts and crafts

- Children enjoy making things to display.
- Divide the class into small groups. Have each group make a poster for a club. Elicit what they need (*a name, a picture to show what happens there, a short text about the club*). Display the posters.

Cooler: Disappearing sentence

- Write a key sentence from this unit the board, e.g. *What time have they got computer studies?*
- Erase the words one at a time, and have the children remember and say the complete sentence each time.

Workbook pages 16–17



Check-up challenge

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

maths · music · art · science · PE · social studies · English · computer studies

Example You run, play and exercise. PE

1 You learn to use a computer. _____
2 You paint pictures. _____
3 You listen, speak and learn new words. _____
4 You sing or play a musical instrument. _____
5 You count and use numbers. _____

2 Read and complete the timetable.

1 The lesson after lunch is art.
2 The second lesson is music.
3 After break time we've got English.
4 The lesson after art is PE.
5 First we've got social studies.
6 The other lesson is science.
When is that? _____

Class 3 timetable – Wednesday

Time	School subject
9:00	
10:00	
11:00	*break time*
11:30	
12:30	*lunch*
1:30	
2:30	
3:30	

3 Find the words.

break time · computer room · think · music room · laugh

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

There is one more word. What is it? _____

4 Complete the words. Use *ee* or *ea*.

1 t*ee*th 2 gr__n 3 cl__n 4 pl__se 5 thr__ 6 __sy

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name school subjects
- ☐ say what I'm *good at* and *not good at*
- ☐ talk about actions with *now* and *always*
- ☐ say and spell words with *ee* and *ea*
- ☐ use speech marks
- ☐ say the chant *In our English class each day*

In this unit, my favourite part is _____.
_____ is a little difficult.
I really like _____.

16 Unit 1 A1 Movers: Reading and Writing Part 1

Unit 1 17

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the definitions and choose the correct word from the labelled pictures.
- If done in class, ask the children which key words help find the answer for the example.
- Have the children continue the activity, using key words to help them.

Answers: 1 computer studies **2** art **3** English **4** music **5** maths

2 Read and complete the timetable.

Answers: 9.00 – social studies, 10.00 – music, 11.00 *break time*, 11.30 – English, 12.30 *lunch*, 1.30 – art, 2.30 – PE, 3.30 – science Science is at 3.30 / the last lesson.

3 Find the words.

Answers:

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

The extra word is: homework

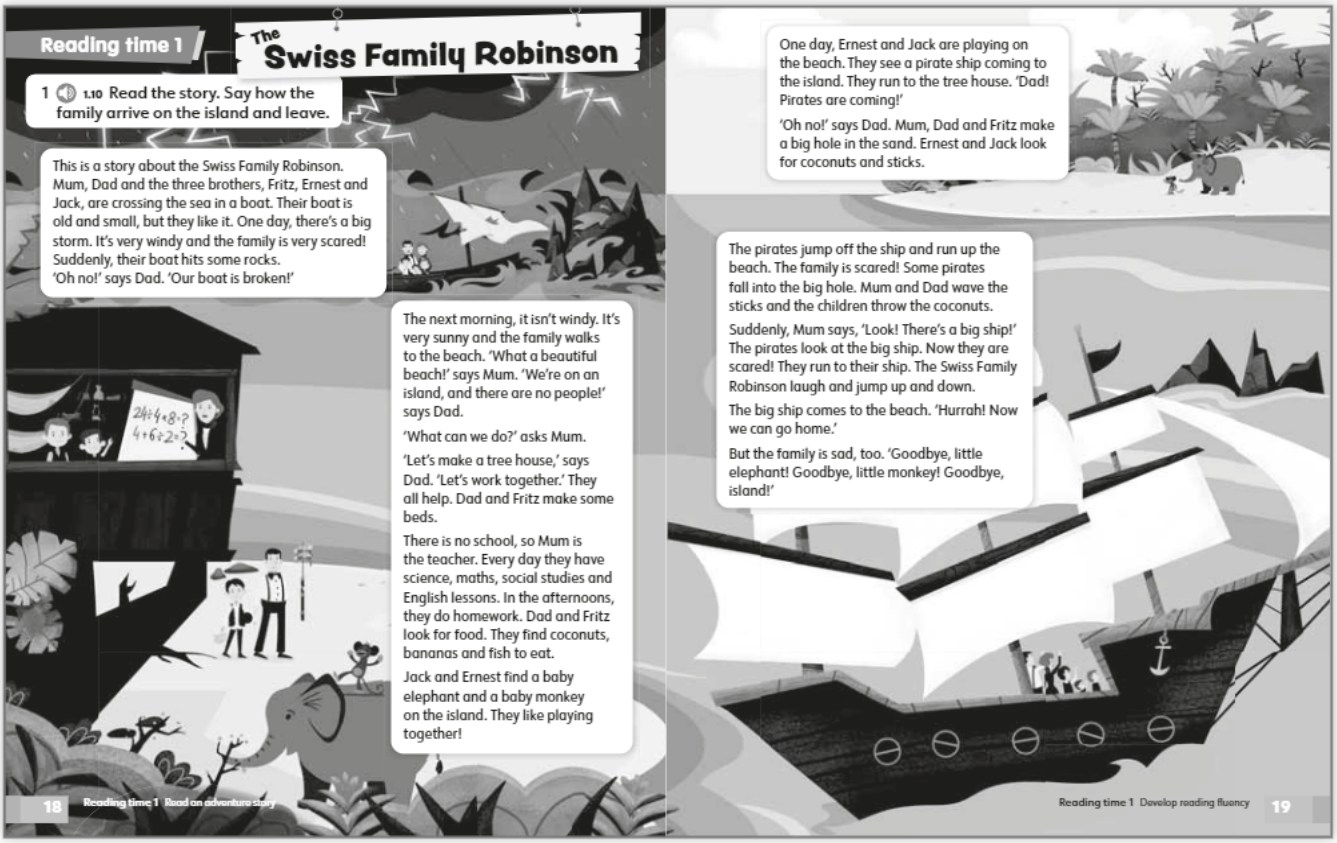
4 Complete the words. Use *ee* or *ea*.

Answers: 1 teeth **2** green **3** clean **4** please **5** three **6** easy

Grammar reference:

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

Pupil's Book pages 18–20



Reading time 1

The Swiss Family Robinson

1 1.10 Read the story. Say how the family arrive on the island and leave.

This is a story about the Swiss Family Robinson. Mum, Dad and the three brothers, Fritz, Ernest and Jack, are crossing the sea in a boat. Their boat is old and small, but they like it. One day, there's a big storm. It's very windy and the family is very scared! Suddenly, their boat hits some rocks.
'Oh no!' says Dad. 'Our boat is broken!'

The next morning, it isn't windy. It's very sunny and the family walks to the beach. 'What a beautiful beach!' says Mum. 'We're on an island, and there are no people!' says Dad.

'What can we do?' asks Mum.

'Let's make a tree house,' says Dad. 'Let's work together.' They all help. Dad and Fritz make some beds.

There is no school, so Mum is the teacher. Every day they have science, maths, social studies and English lessons. In the afternoons, they do homework. Dad and Fritz look for food. They find coconuts, bananas and fish to eat.

Jack and Ernest find a baby elephant and a baby monkey on the island. They like playing together!

18 Reading time 1 Read an adventure story

One day, Ernest and Jack are playing on the beach. They see a pirate ship coming to the island. They run to the tree house. 'Dad! Pirates are coming!'

'Oh no!' says Dad. Mum, Dad and Fritz make a big hole in the sand. Ernest and Jack look for coconuts and sticks.

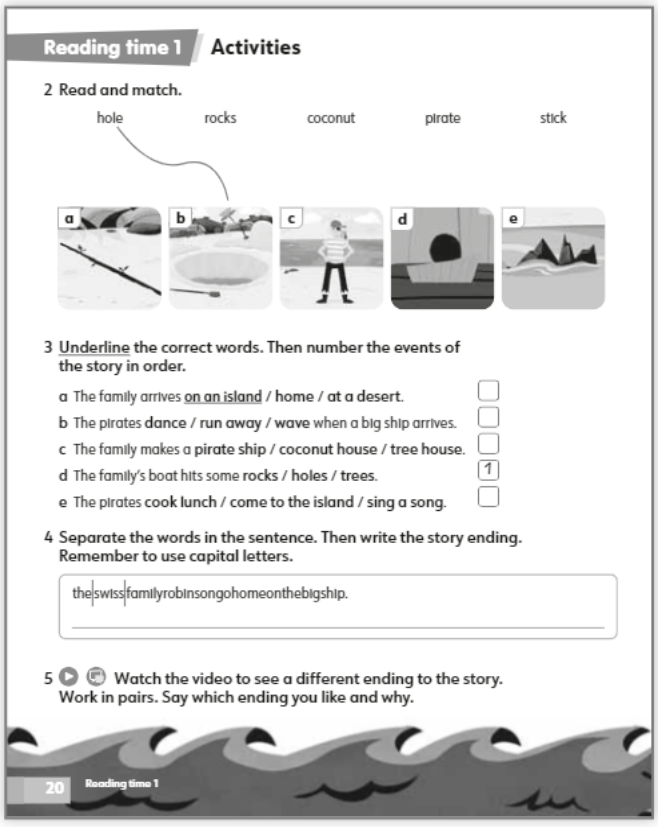
The pirates jump off the ship and run up the beach. The family is scared! Some pirates fall into the big hole. Mum and Dad wave the sticks and the children throw the coconuts.

Suddenly, Mum says, 'Look! There's a big ship!' The pirates look at the big ship. Now they are scared! They run to their ship. The Swiss Family Robinson laugh and jump up and down.

The big ship comes to the beach. 'Hurrah! Now we can go home.'

But the family is sad, too. 'Goodbye, little elephant! Goodbye, little monkey! Goodbye, island!'

Reading time 1 Develop reading fluency 19



Reading time 1 Activities

2 Read and match.

hole rocks coconut pirate stick

a b c d e

3 Underline the correct words. Then number the events of the story in order.

a The family arrives on an island / home / at a desert. ☐
b The pirates dance / run away / wave when a big ship arrives. ☐
c The family makes a pirate ship / coconut house / tree house. ☐
d The family's boat hits some rocks / holes / trees. 1
e The pirates cook lunch / come to the island / sing a song. ☐

4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

theswissfamilyrobinsongohomeonthebigship.

5 Watch the video to see a different ending to the story. Work in pairs. Say which ending you like and why.

20 Reading time 1

Learning objectives: Read an adventure story; Develop reading fluency

Resources: Reading time 1 video; Video activity worksheet, flashcards

Warm-up: Correct my mistakes

- Read out the text from Pupil's Book page 17, but with some obvious mistakes. Tell the children every time they hear something different or wrong, they should say *Stop!* and tell you what was different and what the original was.
- Possible version: *A good club for Lucy is the Elephant Club, because she likes sleeping and she's good at science. A good club for Sam is the Karate Club, because he likes burgers and he's good at flying.*

1 1.10 Read the story. Say how the family arrive on the island and leave.

Pre-reading

- Have the children look at the pictures and the story title on pages 18–19. Ask *What do you think the story is about? Who are the people? Where are they? Why are they there? When does this story happen – now or the past?*

While reading

- Give the children quiet time to read the story. Ask them to see if their predictions were correct.
- Ask them which of their predictions were correct.

Post-reading

- Ask the children if they liked the story. Have them raise their hands to show their reaction as you call out possible opinions: *It's a terrible story! / It's not very good. / It's OK. / It's a good story. / It's great!*
- Play the audio and have the children mime key actions in the story and make sound effects along with the audio as they read and listen.
- Ask the children how the family arrive on the island and leave.

Answers: They arrive on the island in their broken boat. They leave on a big ship.

Teaching star!

Pairwork

- Give children the chance to volunteer for class activities, but also make sure that less confident children can do activities in pairs so they don't feel pressure in front of the class.
- Ask which children would like to read the story out loud and decide which child will read which part.
- The others can listen and make the sound effects as they did above. If there are serious problems with pronunciation, then the children can be corrected at the end of their part. Otherwise it's best to keep the flow going. Then the children can practise reading in pairs, taking turns to read paragraphs.

Cooler: Disappearing words

- With books closed, have the children tell you the key words they remember from the story. Write them on the board.
- See the Games bank (pages 14–17) for how to play the game.

Reading time 1 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of the story from the last lesson. (e.g. mime making a house). Ask the children to identify what part of the story it is.
- Have the children look back at the story and pick a part to mime. They then do this in pairs.

2 Read and match.

- Refer the children to the example answer. Ask the children if they remember the part of the story with the hole.
- Have the children match the other items on their own.
- Ask pairs of children to call out the word and the corresponding letter.
- Ask the children if they can remember the part of the story which had each item. Ask if it was a good part or a bad part for the family.

Answers: hole – b, rocks – e, coconut – d, pirate – c, stick – a

3 Underline the correct words. Then number the events of the story in order.

- Refer the children to the example answer for the first part of the activity (line a). They choose and underline the correct words for the remaining sentences.
- Refer the children to the example answer for the second part of the activity (line d). Ask them to find the part of the story where this happens and point to the part of the page.
- Have the children continue the activity this way: remember, scan, check.
- Ask the children to read out the sentences in the correct order.

Answers: a on an island – 2, b run away – 5, c tree house – 3, d rocks – 1, e come to the island – 4

Teaching star!

Imagine

- Ask the children to imagine they are going to spend a week on an island. There is no electricity and no Internet!
- Give the children a few minutes to write down three objects they want to take with them. Help with vocabulary.
- Children compare with a partner and see if they have anything in common.
- Ask for some suggestions and have the rest of the children respond: *Me too! Not me! Good idea! Really?*

4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

- Have the children identify the first three words as a whole class, and then continue individually.
- Ask how many words they found (ten) and how many capitals they need (four – *The* (first word of the sentence), *Swiss* (nationality), *Family* (this is part of the title), *Robinson* (family name)).
- Invite children to come to the board to write the finished sentence one word at a time.

Answer: The Swiss Family Robinson go home on the big ship.

5 Watch the video to see a different ending to the story. Work in pairs. Say which ending you like and why.

Before the video

- Tell the children they are going to watch a video with another ending in a moment.
- Write *captain, boat, fish, coconuts, bags, home* on the board. Ask volunteers to draw pictures under each word. Ask the children to predict how the words will be used in the story with these questions. Tell them that they will then watch the video to find out the answers.
  Is the captain a pirate?
  Is there a big boat or a small boat?
  What do they do with the fish and coconuts?
  What do they put in bags?
  Do they go home?

During the video

- Tell the children they are now going to watch the video with another ending. Tell them to watch carefully and listen for the words on the board. When they hear one of the words they should raise their hands quietly.
- Play the video without pausing it.
- Tell the children they will watch the video again and that this time when they hear one of the words they should raise their hands and call out *Stop!* Play the video and pause when the children call out *Stop!* At the appropriate times in the video, ask the questions you asked in the *Before the video* section again. Elicit these answers: *no, big, they eat the fish and coconuts, clothes, no.*
- Tell the children to watch one more time and think about whether they like the ending. Play the video one more time without pausing.

After the video

- Ask the children these comprehension questions:
  How many sailors are there? (four)
  What else do they eat? (bananas)
  Do they eat lunch or dinner? (dinner)
  What do the sailors talk about? (home: the streets, the houses, the food)
  Do the captain and the sailors go away? (yes)
- The children talk in pairs about the two endings to the story. They say which one they like and why.
- Ask the class for feedback. Have a show of hands to see which ending is the most popular. Ask some children to say why the like the ending they chose.
- Finally, play the video again for the children to enjoy.

Video script

Narrator: *The big boat comes to the beach. A captain and four sailors climb off.*

Captain: *Hello. What are you doing here?*

Dad: *Our boat hit some rocks and we're living here on the island.*

Dad: *Come and eat with us.*

Narrator: *So the captain and his sailors eat fish, bananas and coconuts with the Swiss Family Robinson. After dinner, they sit under the stars. The family talks about the island.*
Fritz and Dad talk about how they get food. Mum talks about how she teaches the children every day.
Jack and Ernest talk about the elephant and the monkey.
The captain and the sailors talk about home ... about the streets, about the houses, about the food ... The next day the captain says:

Captain: *It's time to go home. Are you coming?*

The Swiss Family Robinson: *Yes, of course.*

Narrator: *They put their clothes into their bags. The family are walking to the boat, but suddenly they stop.*

Jack & Ernest: *We don't want to go home.*

Narrator: *Mum, Dad and Fritz look at the little boys.*

Mum, Dad & Fritz: *We don't want to go home either!*

Narrator: *And the captain and his sailors go away to the big boat.*

Family: *Goodbye, captain. Goodbye, sailors.*

Cooler: Physical spelling

- Play the game to practise the words from today's lesson: *pirate, hole, rock, coconut, stick, island, ending.*
- See the Games bank (pages 14–17) for how to play the game.

Play 1

Pupil's Book page 21



Play 1

1 Look at the pictures and name the Academy Stars.

2 1.11 Listen and read. Why can't Charlie play at the end of the story?

3 Act out the play.

Charlie's homework

Flo, come and play football with me!

Sorry, Charlie. I'm doing my science homework.

What about you, Ella?

Sorry, Charlie. I'm doing my maths homework. I love maths!

Aunt Daisy, come and play football!

Sorry, Charlie. I'm playing the violin.

What about you, Luke?

Have you got homework, Charlie?

Yes, I've got English homework!

Come on. Let's do it together.

Let's play now, Charlie!

Yes, let's play now!

Oh, I can't! I'm doing my homework!

Play 1 21

Grammar: Present simple and present continuous

Materials: 14 large cards with the following 'half words' written on them (split as shown): isl / and, sci / ence, coco / nut, ele / phant, pir / ate, lau / gh, bea / ch; props for the play, e.g. books (for homework and Luke), long rulers / tennis racquets (for the violin) short rulers / pencils (for the bow), paper and pens or pencils (for Charlie), desks

Warm-up: Half words

- Put the half words (see *Materials*) in two piles.
- Pick up a card from each pile, hold them together and show the class. Ask *Is this a word?* If the cards make a correct word, set them aside and continue. If not, put them back on the pile.
- Order the cards before you begin so that there are one or two matches the first time round.
- At the end, shuffle and start again.

1 Look at the pictures and name the Academy Stars.

- Have the children look at the pictures and the title of the story on page 21.
- Ask them to name the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

Answers: Luke, Flo, Ella, Charlie and Aunt Daisy.

2 1.11 Listen and read. Why can't Charlie play at the end of the story?

- Have the children listen and follow in their books.
- Ask them for the answer to the question and ask if Charlie is happy? *(Yes, he's happy to do his homework with Luke.)*
- Give the children time to read the play again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answer: Because he's doing his homework.

Teaching star!

Game

- Play *Who's speaking?* with phrases from the play. Read out a phrase and have the children tell you who said it.
  Suggested phrases:
  Come and play football with me! (Charlie)
  Sorry, Charlie. I'm playing the violin. (Aunt Daisy)
  I'm doing my science homework. (Flo)
  Come on. Let's do it together. (Luke)

3 Act out the play.

- Ask the children what objects (called *props*) they will need to help them act out the play (see *Materials*).
- Point out to the children (use L1 if necessary) that in the theatre, the same space is used for each different scene. We can mime curtains coming down and pretend we can't see the scene changing!
- Ask how many characters the play needs *(five – Charlie, Flo, Ella, Luke, Aunt Daisy).*
- Divide the class into groups of five. If there are extra children, they can help a group with their scene changes.
- Give the children several minutes to decide what their roles are (you can also decide for them) and to practise their lines and using the props.
- Then each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

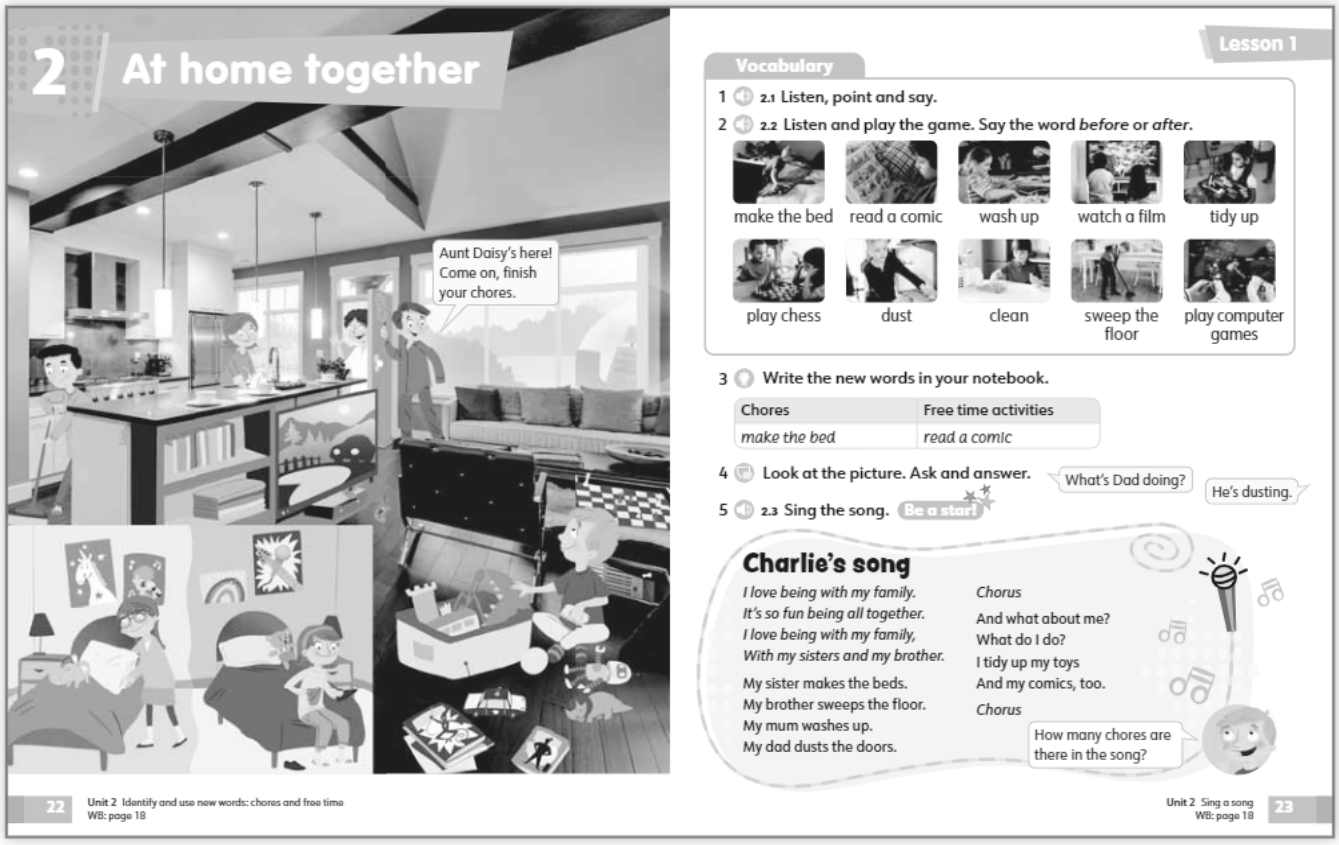
Cooler: Well done!

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

2 At home together

Lesson 1 Vocabulary

Pupil's Book pages 22–23



Learning objectives: Identify and use new words: chores and free time; Sing a song

Vocabulary: clean, dust, make the bed, play chess, play computer games, read a comic, sweep the floor, tidy up, wash up, watch a film

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: The big picture

- Write *sing*, *play football*, *eat*, *read*, *write*, *sleep*, *study* on the board.
- Mime eating. Say *Look! I'm ...* and wait for the children to guess (*eating*).
- Have each child do a mime for the class to guess.

1 2.1 Listen, point and say.

- The children look at page 22. Ask *Where are the children?* (*Flo and Ella are in their bedrooms, Charlie is in the living room, Luke is in the kitchen.*) *Who is at the door?* (*Aunt Daisy*) *Are Mum and Dad there?* (*yes*)
- The children look at page 23. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 2.2 Listen and play the game. Say the word *before* or *after*.

- Play the first example on the audio and show the children that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio. Remind the children to use *before* and *after*.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *make the bed*
Child: *Before read a comic!*
Teacher: *watch a film*
Child: *Before tidy up, after wash up!*
Teacher: Now you. 1 play chess 2 sweep the floor 3 play computer games 4 read a comic 5 dust

Answers: 1 Before dust, after tidy up. **2** Before play computer games, after clean. **3** After sweep the floor. **4** Before wash up, after make the bed. **5** Before clean, after play chess.

Teaching star!

Game

- Include child-led activities with flashcards to help focus children's attention.
- Ask ten children to stand in a line. Hand each child a flashcard. Play the game from Activity 2. Call out a chore / free time activity (e.g. *read a comic*). The child with the flashcard holds it up. The child in front says *before* (*wash up*). The child behind says *after* (*make the bed*).

3 Write the new words in your notebook.

- Have the children look at the family on page 22.
- Explain that *chores* are *jobs at home* and *free time* is for *fun*.
- Have the children copy the table into their notebooks and complete it alone.
- Copy the table onto the board. Have the children raise their hands and suggest answers.

Answers: Chores: make the bed, wash up, tidy up, dust, clean, sweep the floor
Free time activities: read a comic, watch a film, play chess, play computer games

4 Look at the picture. Ask and answer.

- Have the children look at what each character is doing in the picture on page 22.
- Ask *What's Dad doing?* and say *He's dusting.* Have the children repeat.
- Ask questions for all the characters and have the class answer. (*Flo: She's making the bed, Ella: She's cleaning, Luke: He's sweeping the floor, Charlie: He's tidying up, Mum: She's washing up.*)
- The children do the activity in pairs. Have some pairs of children ask questions across the class.

5 2.3 Sing the song.

Be a star!

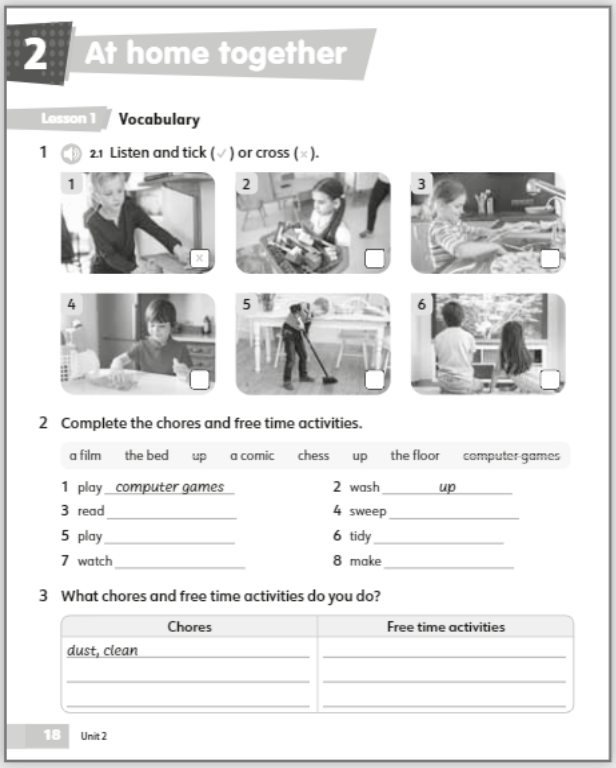
- Ask the children to chose their books. Play the audio. Ask *How many chores are there?*
- Play the audio again and stop after each line for the children to repeat (singing).
- Demonstrate a mime for *sweeps the floor* and a mime for *dusts the doors*.
- Play the audio again. The children sing and mime.

Answers: Five chores (make the bed, sweep the floor, wash up, dust, tidy up)

Cooler: Mime game

- Repeat the warm-up, but this time have the children mime chores or free time activities.

Workbook page 18



2 At home together

Lesson 1 Vocabulary

1 2.1 Listen and tick (✓) or cross (✗).

2 Complete the chores and free time activities.

a film | the bed | up | a comic | chess | up | the floor | computer games

1 play *computer games* 2 wash *up*
3 read _____ 4 sweep _____
5 play _____ 6 tidy _____
7 watch _____ 8 make _____

3 What chores and free time activities do you do?

Chores	Free time activities
dust, clean	

18 Unit 2

1 2.1 Listen and tick (✓) or cross (✗).

Audioscript

1 *Elena is reading a comic.*
2 *Zoe is making her bed.*
3 *Sarah is washing up.*
4 *Safet is dusting.*
5 *Jack is tidying up his room.*
6 *Milly and Joe are watching TV.*

Answers: 1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

2 Complete the chores and free time activities.

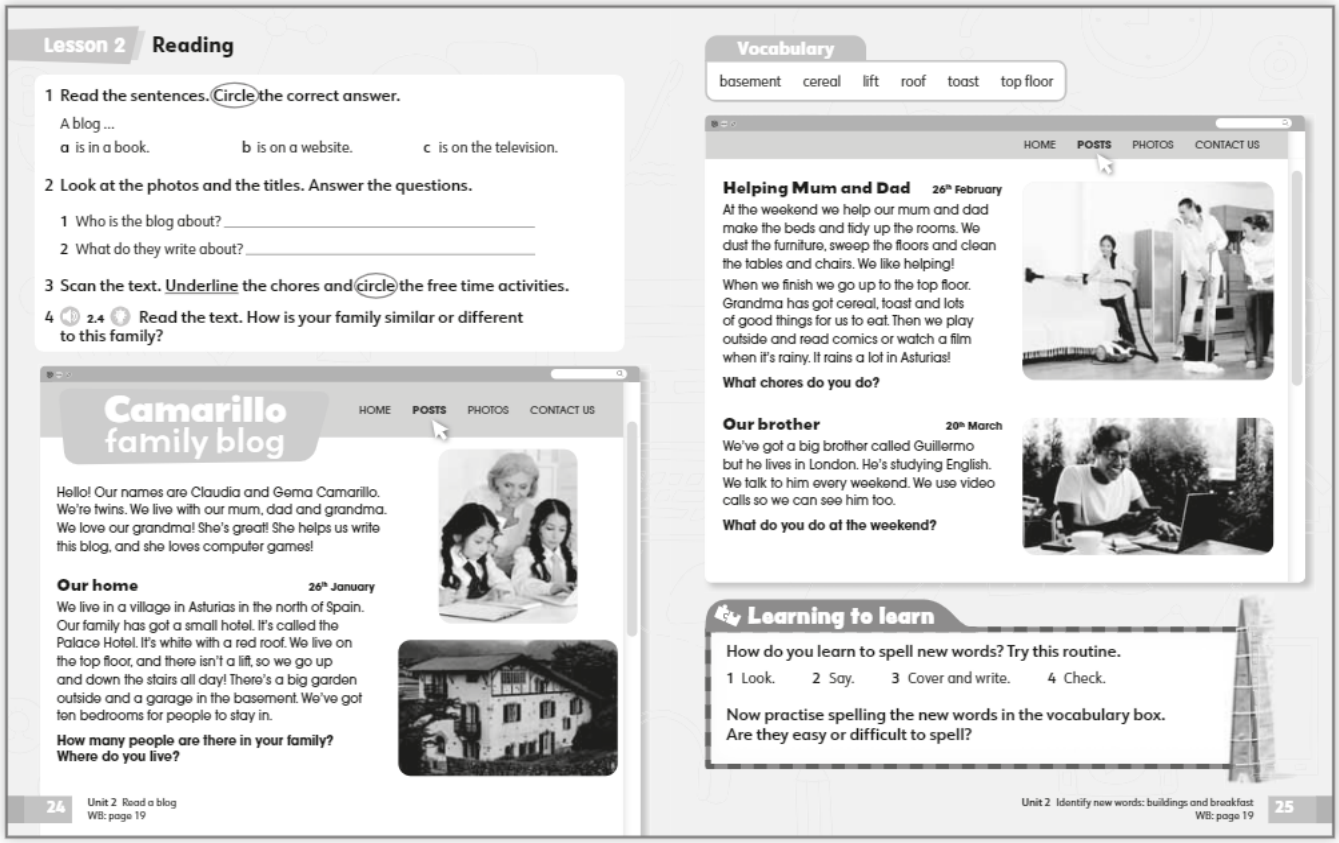
Answers: 1 computer games **2** up **3** a comic **4** the floor **5** chess **6** up **7** a film **8** the bed

3 What chores and free time activities do you do?

Answers: Children's own answers.

Lesson 2 Reading

Pupil's Book pages 24–25



Learning objectives: Read a blog; Identify new words: buildings and breakfast

Vocabulary: basement, cereal, lift, roof, toast, top floor

Additional vocabulary: garage, hotel, stairs

Review vocabulary: chores and free time

Resources: Flashcards

Materials: a piece of plain paper for each child

Warm-up: Sing the song

- Play the song from Lesson 1 (audio track 2.3) and have children sing and do mimes to the chores.
- Have the children name free time activities they remember from Lesson 1.

Vocabulary

- Teach *basement*, *lift*, *roof* and *top floor* with a labelled drawing of a tall building on the board. Point to each part of the building, say the word(s) and have the children repeat.
- Teach *toast* and *cereal*. Ask the children in L1 what they like for breakfast. Tell them that you like toast and cereal. Write *toast* and *cereal* on the board. Draw pictures of toast and cereal next to the words.
- Say all the new words and have the children repeat. Leave the drawings and words on the board.

Teaching star!

Extension

- Drawings on the board are useful for teaching vocabulary. The drawings don't have to be good; in fact if they are not that good the children will probably like them more and remember the new words better!
- Hand each of the children a piece of paper. Each child draws a tall building. Divide the class into pairs. Each pair swaps papers and labels each other's drawings with the words on the board.

1 Read the sentences. Circle the correct answer.

- Refer the children to pages 24–25. Ask *What's a blog?* and discuss as a class.
- Have the children answer the question individually.
- Ask the children to suggest answers.

Answers: b – is on a website.

2 Look at the photos and the titles. Answer the questions.

- Ask the children *How many photos / titles are there?* and elicit *four* (photos) and *three* (titles).
- Have the children look at the photos and titles and answer the questions individually.
- The children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 The Camarillo family **2** Their home, how they help their mum and dad, and their brother

3 Scan the text. Underline the chores and circle the free time activities.

- Remind the children that *scan* means to read quickly. Demonstrate *underline* and circle.
- Give the children a minute to do the activity.
- Choose one child at a time to call out a chore or a free time activity in the text.

Answers: Chores: make the beds, tidy up, dust the furniture, sweep the floors, clean **Free time activities:** play outside, read comics, watch a film

4 2.4 Read the text. How is your family similar or different to this family?

- Play the audio and have the children listen and follow in their books.
- Allow the children time to re-read the text quietly.
- Discuss how the children's families are similar or different to this family, using the questions in the blog.

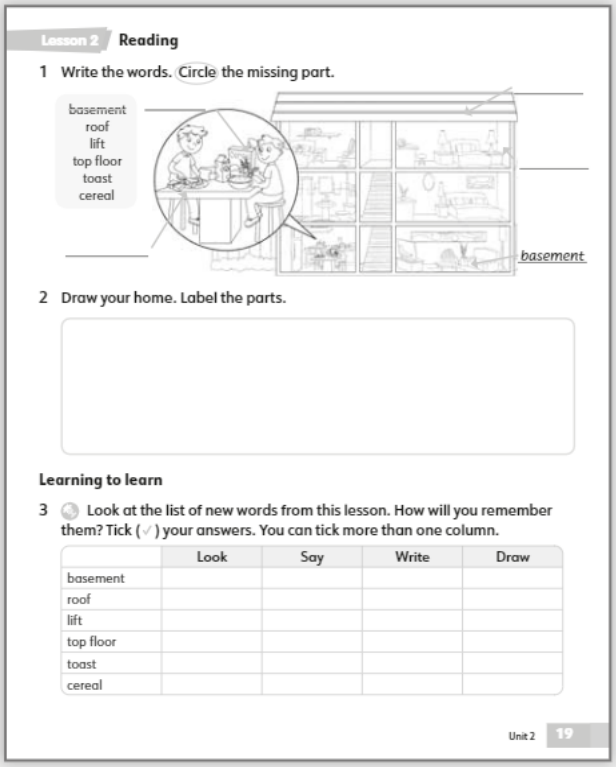
Learning to learn

- Ask the children for their answers to the first question.
- Point out that they can give as many answers as they like.
- Then have the children try out the four steps by spelling the new words in their notebooks. They look at the word, say it, cover it and then try to write it. Then they check if they are correct.
- Discuss which words were easy and which ones were difficult to spell.

Cooler: Can you remember?

- Ask the children to close their books. Give them one minute to look at the words and drawings on the board.
- Erase the words. Have volunteers write the words on the board again. Encourage the other children to call out the spelling.

Workbook page 19


Lesson 2 Reading

1 Write the words. Circle the missing part.

basement
roof
lift
top floor
toast
cereal

basement

2 Draw your home. Label the parts.

Learning to learn

3 Look at the list of new words from this lesson. How will you remember them? Tick (✓) your answers. You can tick more than one column.

	Look	Say	Write	Draw
basement				
roof				
lift				
top floor				
toast				
cereal				

Unit 2 19

1 Write the words. Circle the missing part.

Answers:


1 Write the words. Circle the missing part.

basement
roof
lift
top floor
toast
cereal

cereal
roof
top floor
toast
basement

2 Draw your home. Label the parts.

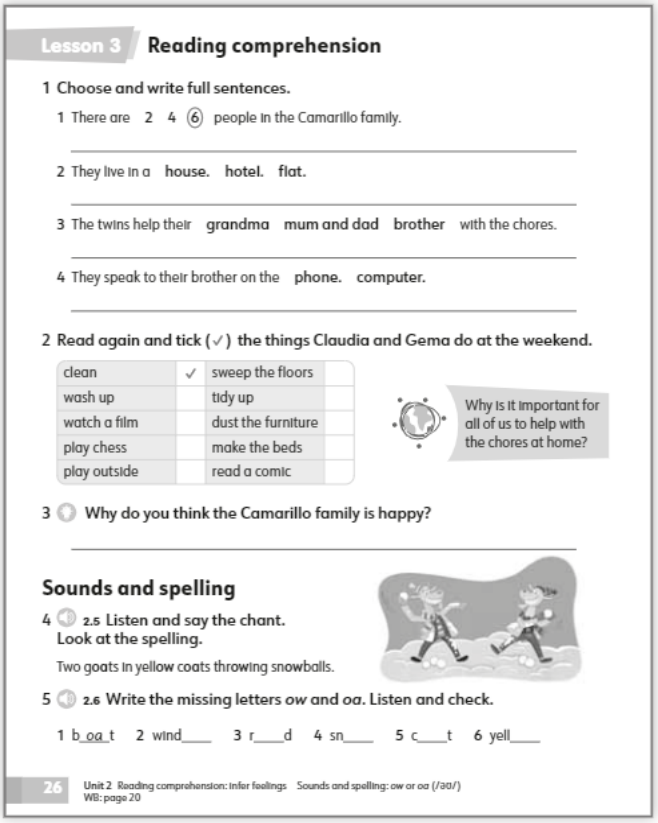
Answers: Children's own drawings and labels.

3 Look at the list of new words from this lesson. How will you remember them? Tick (✓) your answers. You can tick more than one column.

Answers: Children's own answers.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 26



Lesson 3 Reading comprehension

1 Choose and write full sentences.

1 There are 2 4 (6) people in the Camarillo family.

2 They live in a house. hotel. flat.

3 The twins help their grandma mum and dad brother with the chores.

4 They speak to their brother on the phone. computer.

2 Read again and tick (✓) the things Claudia and Gema do at the weekend.

clean	✓	sweep the floors	
wash up		tidy up	
watch a film		dust the furniture	
play chess		make the beds	
play outside		read a comic	

Why is it important for all of us to help with the chores at home?

3 Why do you think the Camarillo family is happy?

Sounds and spelling

4 2.5 Listen and say the chant. Look at the spelling.

Two goats in yellow coats throwing snowballs.

5 2.6 Write the missing letters *ow* and *oa*. Listen and check.

1 b_oa_t 2 wind___ 3 r___d 4 sn___ 5 c___t 6 yell___

26 Unit 2 Reading comprehension: infer feelings Sounds and spelling: ow or oa (/əʊ/) WB: page 20

Learning objectives: Reading comprehension: infer feelings; Sounds and spelling: *ow* or *oa* (/əʊ/)

Vocabulary: boat, coat, goat, road, snow, snowballs, throwing, window, yellow

Review vocabulary: chores and free time

Resources: Sounds and spelling worksheet

Warm-up: Spelling fun!

- Write the new words from the blog in Lesson 2 on the board with all the vowels missing.
- Have the children complete the words as fast as they can. They raise their hands when they finish.
- Have volunteers write the missing letters (*basement, cereal, lift, roof, toast, top floor*).

1 Choose and write full sentences.

- Read through the questions and check understanding.
- Have the children read the blog again and answer the questions, first by circling their choice, then by writing full sentences.
- Elicit the answers and write them on the board.

Answers: 1 There are 6 people in the Camarillo family. **2** They live in a hotel. **3** The twins help their mum and dad with the chores. **4** They speak to their brother on the computer.

2 Read again and tick (✓) the things Claudia and Gema do at the weekend.

- Ask the children *Do Claudia and Gema clean at the weekend?* (yes)
- Have the children fill in the table individually, and then compare answers with a partner.

Answers: clean, watch a film, play outside, sweep the floors, tidy up, dust the furniture, make the beds, read a comic

3 Why do you think the Camarillo family is happy?

- Ask the children to read through the blog to find reasons why they think the Camarillo family is happy. (*they play computer games, help each other, have meals together, play outside, read comics, watch a film, do video calls*).
- Ask the children in L1 what makes a family happy.
- Have the children compare answers with a partner.

Answer: Because they do many things together.

4 2.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4, say what animals they can see and what they are doing (*goats throwing snowballs*).
- Play the first two lines of the audio and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/əʊ/).
- Play the rest of the audio. The children say the missing words after the pause.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *Two goats in ... coats throwing snowballs.*
Children: *yellow*
Teacher: *Two goats in yellow coats throwing ...*
Children: *snowballs*
Teacher: *Two goats in yellow coats ... snowballs.*
Children: *throwing*
Teacher: *... in yellow coats throwing snowballs.*
Children: *Two goats*

5 2.6 Write the missing letters *ow* or *oa*. Listen and check.

- Elicit all the words from the children by inserting the sound */əʊ/*.
- The children complete the words with *ow* or *oa*. Then they compare with a friend.
- Write the gapped words on the board. Invite volunteers to complete the words. Play the audio for children to check their answers.

Answers: 1 boat **2** window **3** road **4** snow **5** coat **6** yellow

Teaching star!

Extension

- Encourage the children to manage their learning by making lists of words that sound the same in a *Sounds and spelling* section of their notebooks. Write *ow* and *oa* on the board. Invite volunteers to write the words from their books under each heading and add other words they know (e.g. *toast*, *soap*, *slow*, *know*). Have the children copy the lists into their notebooks.

ESDC

Why is it important for all of us to help with the chores at home?

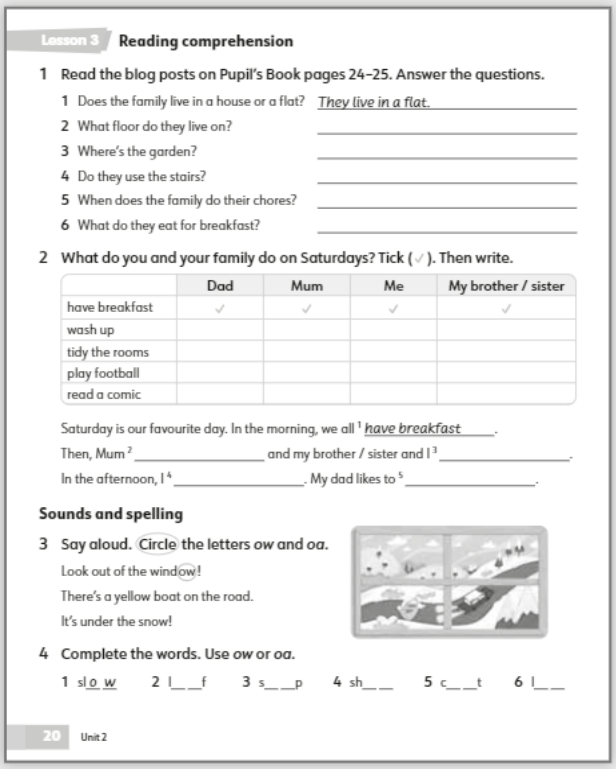
- Read out the question and ask if anyone can translate it into L1. This question helps the children explore how they can behave in a considerate and respectful way in their family.
- Ask the children to think of chores people do at home. Write their ideas on the board and discuss who in their families does each of the chores.
- If the children assign a specific gender to certain chores, ask why they think girls or boys should do those chores. Encourage them to question and challenge stereotypes.
- Do a class survey. Ask what chores the children do at home and which chores they enjoy or feel they are good at. Are there other chores they would like to do? If there is time, have the class rank the chores from easiest to most difficult, or most fun to least fun.
- Focus the children's attention back to the question. Elicit ideas to create a one-sentence answer that shows full class agreement.

Possible answers: because we all live together and need to look after our homes, because it shows that we care about our homes, because some family members can't do certain chores while others can, because a tidy home is a safe and nice place to live

Cooler: Let's check

- Tell the children to turn their Pupil's Books face down. Invite a volunteer to stand at the front and look at Lesson 3.
- The volunteer reads a question from Activity 1. The other children raise their hands to answer. Volunteers who answer correctly can then ask the class another question from the book.

Workbook page 20



Lesson 3 **Reading comprehension**

1 Read the blog posts on Pupil's Book pages 24–25. Answer the questions.

1 Does the family live in a house or a flat? *They live in a flat.*
2 What floor do they live on? _____
3 Where's the garden? _____
4 Do they use the stairs? _____
5 When does the family do their chores? _____
6 What do they eat for breakfast? _____

2 What do you and your family do on Saturdays? Tick (✓). Then write.

	Dad	Mum	Me	My brother / sister
have breakfast	✓	✓	✓	✓
wash up				
tidy the rooms				
play football				
read a comic				

Saturday is our favourite day. In the morning, we all [1] *have breakfast*.
Then, Mum [2] _____ and my brother / sister and I [3] _____.
In the afternoon, I [4] _____. My dad likes to [5] _____.

Sounds and spelling

3 Say aloud. Circle the letters *ow* and *oa*.
Look out of the window!
There's a yellow boat on the road.
It's under the snow!

4 Complete the words. Use *ow* or *oa*.
1 sl*o**w* 2 l__f 3 s__p 4 sh__ 5 c__t 6 l__

20 Unit 2

1 Read the blog posts on Pupil's Book pages 24–25. Answer the questions.

Answers: 1 They live in a flat. **2** They live on the top floor. **3** The garden is outside. **4** Yes, they use the stairs. **5** They do their chores at the weekend. **6** They eat toast and cereal for breakfast.

2 What do you and your family do on Saturdays? Tick (✓). Then write.

Answers: Children's own answers.

3 Say aloud. Circle the letters *ow* and *oa*.

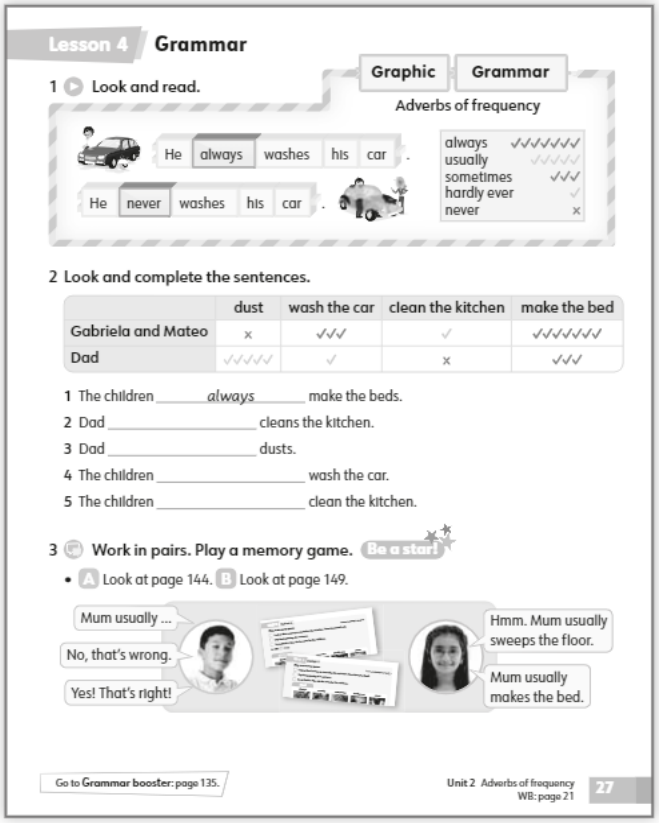
Answers: ***ow:*** window, yellow, snow ***oa:*** boat, road

4 Complete the words. Use *ow* or *oa*.

Answers: 1 slow **2** loaf **3** soap **4** show **5** coat **6** low

Lesson 4 Grammar

Pupil's Book page 27



Learning objectives: Adverbs of frequency

Grammar: Adverbs of frequency

Review vocabulary: chores

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: cards with adverbs of frequency words written on them

Warm-up: Go to *ow* or *oa*

- Write *ow* on the left side of the board and *oa* on the right side.
- Choose two children to stand up. Call out a word from Lesson 3, Activities 4 and 5 of this unit in the Pupil's Book. Have the children go to the side of the classroom that corresponds to the spelling of the /əʊ/ sound in that word. Repeat with other children and other words.

1 Look and read.

- If you don't have access to the class video, have the children look at the cars in Activity 1. Ask *Which car is he washing?* Elicit *the red car.*
- Read the sentence *He always washes his car.* Remind the children what *always* means. Read *He never washes his car.* Explain *never* in L1. Ask the children to point to the dirty car.
- Ask the children to look at the orange blocks in the sentence. Tell the children that these words say *how often* you do something. Explain that they are *adverbs of frequency.*
- Ask the children to look at all the adverbs of frequency. Ask them to think about what the ticks and cross mean. Elicit *how often something happens.*
- Explain the meanings of all the adverbs of frequency. Read the adverbs out and have the children repeat.
- Ask the children if the adverb of frequency goes *before* or *after* the verb. Elicit *before the verb.*

- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and remember what *always* means and to work out what *never* means.
- Play the video.
- Ask the children in L1 which car is clean and why. Elicit *The red car because he always washes it.* Ask the children in L1 which car is dirty and why. Elicit *The blue car because he never washes it.*
- Confirm the meaning of *always* and *never.* Tell the children that the words in the orange blocks say *how often* you do something and they are *adverbs of frequency.* Ask the children to watch again and see if they go *before* or *after* the verb.
- Play the video again. The children answer *before the verb.*
- Return to the book and teach all the adverbs of frequency as outlined for Activity 1.

2 Look and complete the sentences.

- Refer the children to the table and ask them to work out what to do. Elicit that they use the ticks and cross to complete the sentences with the correct adverbs of frequency.
- Have the children do the activity individually and then compare with a friend.
- Ask a different child to read out each sentence.

Answers: 1 always **2** never **3** usually **4** sometimes **5** hardly ever

3 Work in pairs. Play a memory game.

Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Direct the children to turn to page 144 or page 149.
- Read out the example dialogue so the children have an understanding of how to play the game. You may wish to ask for a volunteer to be Student B while you read Student A's part of the dialogue.
- The children choose an activity that Mum or the children do, and say if Mum or the children *always, usually, sometimes, hardly ever* or *never* does / do the activity.
- Allow time for the children to complete the game.

Teaching star!

Extension

Give the children further practice in talking about activities using what they have learnt.

- Have the children work in pairs and tell each other what they do at the weekend.
- Have some pairs tell the class what they said.

Teaching star!

Pairwork

- If the children are confident about pairwork, choose pairs to perform at the front of the class.
- Brainstorm chores and free time activities as a class and write the children's ideas on the board.
- Ask two children to stand at the front. Have each child choose an adverb of frequency card (see *Materials*). Each child tells the other child something they do and how often using the adverb of frequency they have on their card.
- Repeat with other pairs.

Grammar booster

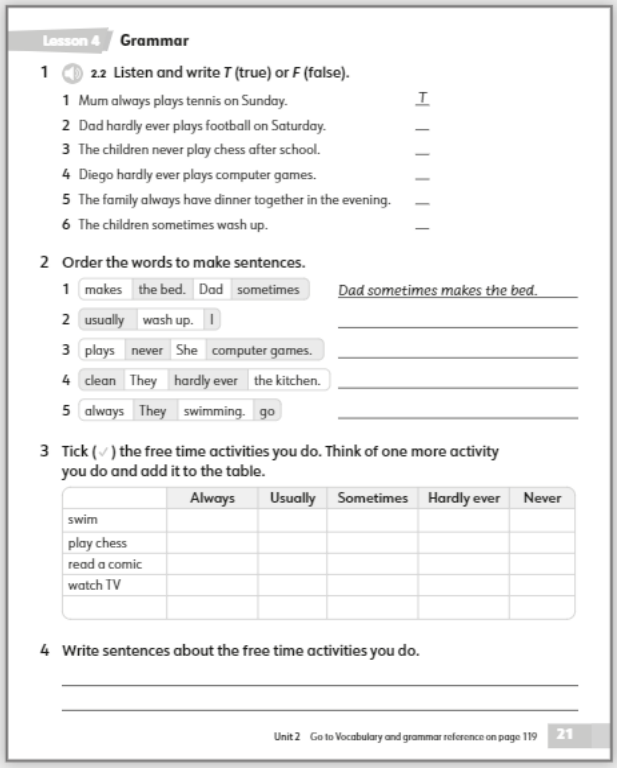
Ask the children to turn to page 135 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 sometimes **2** always **3** never **4** hardly ever **5** usually

Cooler: Telephone game

- See the Games bank on pages 14–17 for how to play this game.
- Use a sentence with an adverb of frequency.

Workbook page 21



Lesson 4 Grammar

1 2.2 Listen and write *T* (true) or *F* (false).

1 Mum always plays tennis on Sunday. T
2 Dad hardly ever plays football on Saturday. _
3 The children never play chess after school. _
4 Diego hardly ever plays computer games. _
5 The family always have dinner together in the evening. _
6 The children sometimes wash up. _

2 Order the words to make sentences.

1 makes | the bed. | Dad | sometimes — *Dad sometimes makes the bed.*
2 usually | wash up. | I — _____
3 plays | never | She | computer games. — _____
4 clean | They | hardly ever | the kitchen. — _____
5 always | They | swimming. | go — _____

3 Tick (✓) the free time activities you do. Think of one more activity you do and add it to the table.

	Always	Usually	Sometimes	Hardly ever	Never
swim					
play chess					
read a comic					
watch TV					

4 Write sentences about the free time activities you do.

_____

_____

Unit 2 Go to Vocabulary and grammar reference on page 119 21

Grammar reference:

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

1 2.2 Listen and write *T* (true) or *F* (false).

Audioscript

1 *Mum always plays tennis on Sunday.*
2 *Dad usually plays football on Saturday.*
3 *The children sometimes play chess after school.*
4 *Diego hardly ever plays computer games.*
5 *The family always have dinner together in the evening.*
6 *The children never wash up.*

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

2 Order the words to make sentences.

Answers: 1 Dad sometimes makes the bed. **2** I usually wash up. **3** She never plays computer games. **4** They hardly ever clean the kitchen. **5** They always go swimming.

3 Tick (✓) the free time activities you do. Think of one more activity you do and add it to the table.

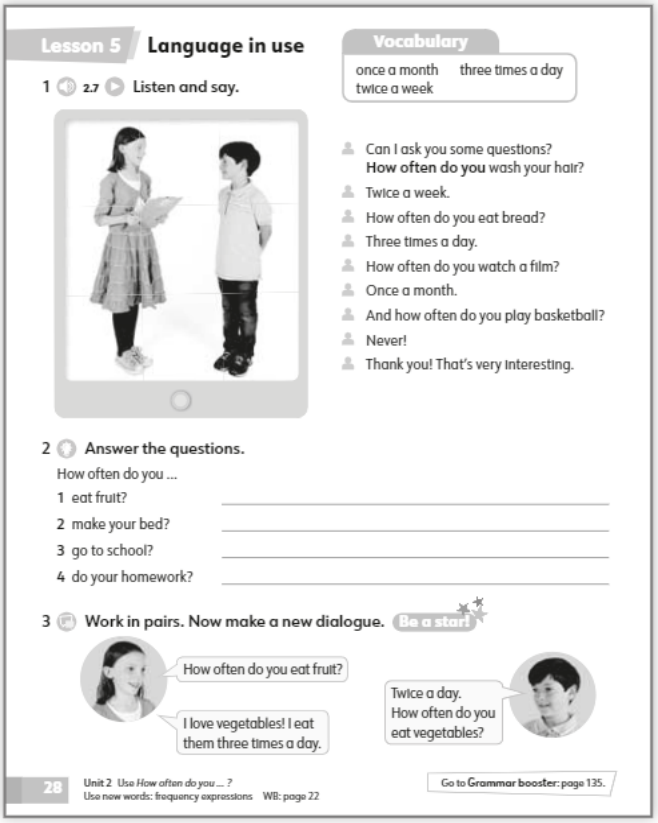
Answers: Children's own answers.

4 Write sentences about the free time activities you do.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 28


Lesson 5 Language in use

Vocabulary
once a month three times a day
twice a week

1 2.7 Listen and say.

Can I ask you some questions?
How often do you wash your hair?
Twice a week.
How often do you eat bread?
Three times a day.
How often do you watch a film?
Once a month.
And how often do you play basketball?
Never!
Thank you! That's very interesting.

2 Answer the questions.
How often do you ...
1 eat fruit? _____
2 make your bed? _____
3 go to school? _____
4 do your homework? _____

3 Work in pairs. Now make a new dialogue. Be a star!

How often do you eat fruit?
I love vegetables! I eat them three times a day.
Twice a day. How often do you eat vegetables?

28 Unit 2 Use *How often do you ...?* Use new words: frequency expressions WB: page 22
Go to **Grammar booster:** page 135.

Learning objectives: Use *How often do you ...?*; Use new words: frequency expressions

Vocabulary: once / twice / three times a day / a week / a month

Review vocabulary: chores and free-time activities

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: adverbs of frequency cards from Lesson 4

Warm-up: Match

- Draw the ticks and cross on the board as in the *Graphic Grammar* box on page 27 of the Pupil's Book.
- Hold up the word cards with the adverbs of frequency one at a time. Ask the children to say the word and then say which set of ticks or cross the card matches.
- Ask a different child each time to put the card in the correct place.

1 2.7 Listen and say.

- If you don't have access to the class video, teach the new vocabulary. Draw a table on the board like this. Explain *once*, *twice* and *three times*.

	once	twice	three times
a day	watch TV		
a week			
a month			

- Point to the table and say *I watch TV once a day.*
- Ask a volunteer to fill in another box with another activity, e.g. *play football.* Ask *How often do you play football?* Elicit an answer, e.g. *twice a week.*
- Refer the children to page 28. Tell them they will listen to a girl asking a boy how often he does things. Ask the children to listen and count how many questions she asks (*four*).
- Play the audio. Tell the children to listen the first time.
- Play the audio again and have the children repeat.
- Ask some comprehension questions. *How often does he wash his hair?* etc. Elicit answers.

- If you have access to the class video, pre-teach the vocabulary with a table as outlined at the start of Activity 1.
- Tell the children to count how many questions the girl asks. Play the video and then elicit the answer (*four*).
- Play the video again. Ask comprehension questions afterwards: e.g. *How often does he wash his hair?* Elicit answers.
- Play the video once more and have the children repeat, copying all intonation and body language as closely as possible.
- Divide the class into two, and have them act out the dialogue with each half taking one role. Then change roles.

2 Answer the questions.

- Have the children write answers for themselves. They then compare answers with a partner.
- Children ask and answer the questions in pairs.
- Have some pairs read out their questions and answers.

Answers: Children's own answers.

Teaching star!

Game

- Playing games helps less confident children relax.
- Have the children ask questions around the class. Ask a child in the front row *How often do you ...?* The child answers. Then the same child asks the next child *How often do you ...?* who answers and so on. The questions can be silly, e.g. *How often do you fly to school?* and so can the answers, e.g. *Twice a week!*

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit ideas from the whole class and build a new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example.
- Invite some pairs to perform their new dialogue.

Cooler: Roleplay

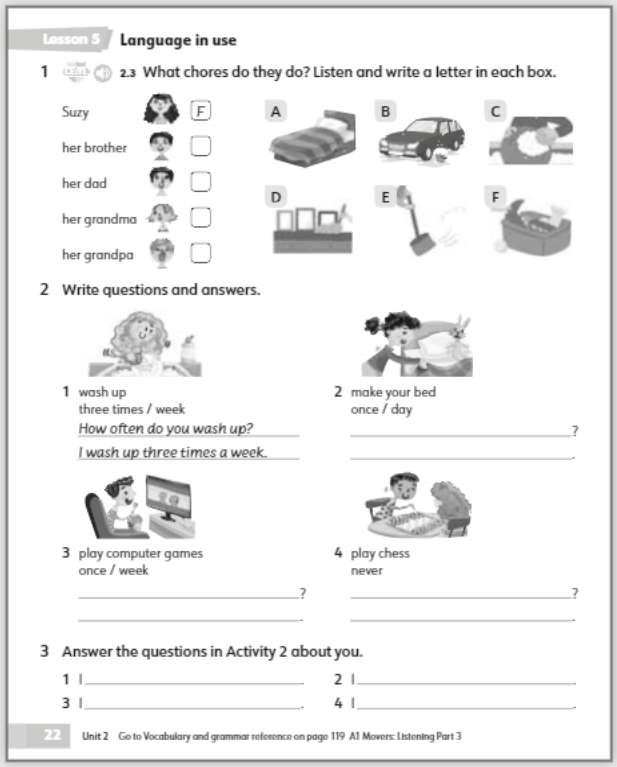
- Have volunteer pairs role play the dialogue from Activity 1.
- Have the class vote for the best performance.

Grammar booster

For additional practice, ask the children to turn to page 135 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 Children's own answers
3 1 always 2 never 3 sometimes
4 always

Workbook page 22



Lesson 5 Language in use

1 2.3 What chores do they do? Listen and write a letter in each box.

Suzy F
her brother
her dad
her grandma
her grandpa

2 Write questions and answers.

1 wash up
three times / week
How often do you wash up?
I wash up three times a week.

2 make your bed
once / day

3 play computer games
once / week

4 play chess
never

3 Answer the questions in Activity 2 about you.

1 I
2 I
3 I
4 I

22 Unit 2 Go to Vocabulary and grammar reference on page 119 A1 Movers: Listening Part 3

Grammar reference:

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

1 CE:YL 2.3 What chores do they do? Listen and write a letter in each box.

This activity helps the children prepare for Part 3 of the Listening paper in the Cambridge English: A1 Movers test.

- Have the children look at the pictures and say what they can see.
- The children listen and write letters in each box. They work individually.
- Have the children work as a class to check their answers.

Audioscript

Boy: *Can I ask you some questions, Suzy?*
Girl: *Yes!*
Boy: *Do you help with the chores at home?*
Girl: *Yes, I do! I usually tidy up my bedroom once a week.*
Boy: *Does your brother do chores at home?*
Girl: *Yes, he does. He sometimes washes up after dinner.*
Boy: *What about your dad?*
Girl: *He always washes his car at the weekend!*
Boy: *Does your grandma help with the chores?*
Girl: *Yes, she does. She usually dusts the house on Tuesday.*
Boy: *... and what about your grandpa?*
Girl: *He makes the beds.*

Answers: Suzy–F, her brother–C, her dad–B, her grandma–D, her grandpa–A

2 Write questions and answers.

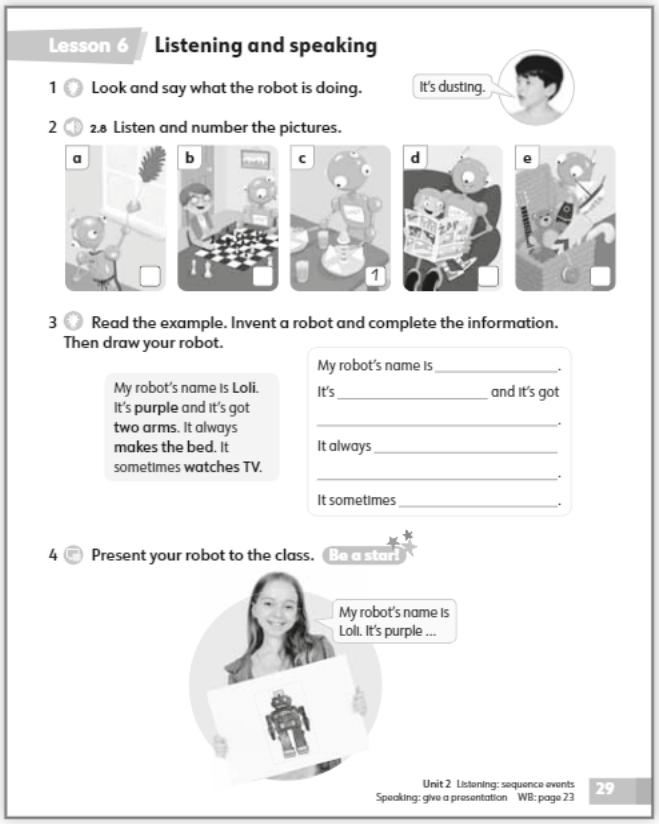
Answers: 1 How often do you wash up? I wash up three times a week. **2** How often do you make your bed? I make my bed once a day. **3** How often do you play computer games? I play computer games once a week. **4** How often do you play chess? I never play chess.

3 Answer the questions in Activity 2 about you.

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 29



Learning objectives: Listening: sequence events; Speaking: give a presentation

Language: My robot's name is ... / It's purple. / It's got two arms. / It always makes the bed. / It sometimes watches TV.

Materials: (optional) sheet of paper for each child

Warm-up: Phrase building

- Write these verbs on the board: *make*, *play*, *watch*, *wash*, *tidy*, *read*, *sweep*. Ask the children to make phrases that are chores or free time activities with the verbs.
- Have the children raise their hands to suggest answers. Invite volunteers to write the rest of the phrases on the board.

Answers: make the bed / breakfast, play computer games / football / tennis / chess, watch TV / a film, wash up, tidy up (my bedroom, etc.), read a comic, sweep the floor

1 Look and say what the robot is doing.

- Ask the children to look at the pictures and think about what the robot is doing in each picture.
- Have the children discuss in pairs. Encourage them use the new vocabulary they know from this unit.
- Ask the children to raise their hands to suggest answers.

Answers: a dusting **b** playing chess **c** making breakfast **d** reading a comic **e** tidying up

2 2.8 Listen and number the pictures.

- Tell the children that they will listen to Ella. She will say what the robot does and they must order the pictures.
- Play the first part of the audio and pause after *Blip always makes our breakfast in the morning.* Ask the children to point to the example.
- Play the rest of the audio and have the children number the rest of the pictures.
- Check answers. Ask *What letter is number 1?* and elicit *c*, etc.

Audioscript

Ella: *We've got a robot. It lives in our house. It's name is Blip. It's grey and it's got four eyes. Blip always makes our breakfast in the morning. After that, we go to school and Blip stays at home. It tidies up our books and toys. Then it dusts. After school, it plays with us. We sometimes play computer games, but Blip usually likes reading comics. Before bed, we always play chess. Blip's very good at chess.*

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

Teaching star!

Game

- The children can get restless if they sit down for a long time, so include activities that get them moving.
- Play *Simon says* followed by chores and free time activities the robot does. See the Games bank (pages 14–17) for how to play *Simon says*. Have volunteers first think up mimes and practise them as a class.

3 Read the example. Invent a robot and complete the information. Then draw your robot.

- Have a child read the example presentation.
- Then have the children invent their own robots and complete the information.
- Monitor and help the children while they think and write.
- Children can use a separate piece of paper to copy their text and draw a picture of their robot.

Answers: Children's own answers and drawings.

4 Present your robot to the class.

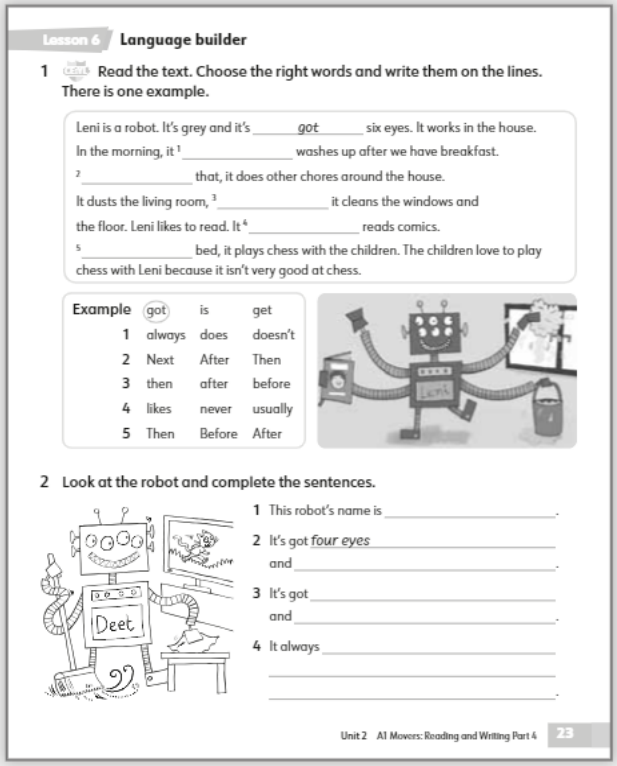
Be a star!

- Have the children stand up and read out the information about their robot. Remind them to speak clearly because this is a presentation.

Cooler: Best robot competition

- Hand a slip of paper to each child. Have the children decide which robot they like best and write the name of the child who presented it on a slip of paper. They put the slip in the bag.
- Quickly count up the names and find the winner.
- Have the winner read out their presentation again.

Workbook page 23



Lesson 6 **Language builder**

1 CE·YL **Read the text. Choose the right words and write them on the lines. There is one example.**

Leni is a robot. It's grey and it's *got* six eyes. It works in the house. In the morning, it [1] _____ washes up after we have breakfast. [2] _____ that, it does other chores around the house. It dusts the living room, [3] _____ it cleans the windows and the floor. Leni likes to read. It [4] _____ reads comics. [5] _____ bed, it plays chess with the children. The children love to play chess with Leni because it isn't very good at chess.

Example	got	is	get
1	always	does	doesn't
2	Next	After	Then
3	then	after	before
4	likes	never	usually
5	Then	Before	After

2 **Look at the robot and complete the sentences.**

1 This robot's name is _____.
2 It's got *four eyes* _____ and _____.
3 It's got _____ and _____.
4 It always _____ _____ _____.

Unit 2 A1 Movers: Reading and Writing Part 4 23

1 CE·YL Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- If done in class, have the children look at the picture and say what they can see.
- The children read the story and choose words in the table to complete the gaps. They work individually.
- Children complete the sentences.
- Read out the complete story for the children to check their answers.

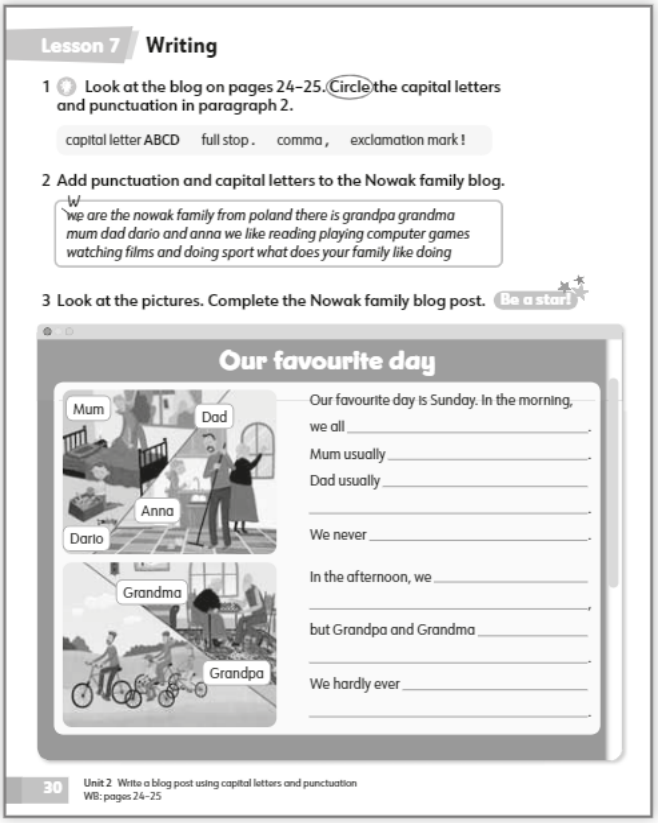
Answers: 1 always **2** After **3** then **4** usually **5** Before

2 Look at the robot and complete the sentences.

Answers: 1 Deet **2** four eyes, four ears **3** two arms, two legs **4** dusts the furniture, sweeps the floor and watches TV

Lesson 7 Writing

Pupil's Book page 30



Lesson 7 Writing

1 Look at the blog on pages 24–25. Circle the capital letters and punctuation in paragraph 2.

capital letter ABCD full stop . comma , exclamation mark !

2 Add punctuation and capital letters to the Nowak family blog.

we are the nowak family from poland there is grandpa grandma mum dad dario and anna we like reading playing computer games watching films and doing sport what does your family like doing

3 Look at the pictures. Complete the Nowak family blog post. Be a star!

Our favourite day

Mum Dad Anna Dario

Our favourite day is Sunday. In the morning, we all _____. Mum usually _____. Dad usually _____. We never _____.

Grandma Grandpa

In the afternoon, we _____, but Grandpa and Grandma _____. We hardly ever _____.

30 Unit 2 Write a blog post using capital letters and punctuation
WB: pages 24–25

Learning objectives: Write a blog post using capital letters and punctuation

Materials: (optional) a piece of lined paper for each child

Warm-up: Anagrams

- Write these anagrams on the board: *imlf, terpomcu semag, strop, gineard* (*film, computer games, sport, reading*).
- Have the children work in pairs to solve the anagrams. When they finish they raise their hands.
- Invite volunteers to write the words on the board. Ask if the class agrees with the volunteers.

1 Look at the blog on pages 24–25. Circle the capital letters and punctuation in paragraph 2.

- Refer children to the punctuation in the lozenge. Then refer the children to the blog on page 24. Ask them to circle each type of punctuation in the blog.
- Elicit: *capital letters are at the start of sentences, names and countries; commas are in lists and before 'but'; full stops are at the end of sentences; questions marks are at the end of questions.*

Answers: **O**ur home 26th **J**anuary
We live in a village in **A**sturias in the north of **S**pain**.** **O**ur family has got a small hotel**.** **I**t's called the **P**alace **H**otel**.** **I**t's white with a red roof**.** **W**e live on the top floor**,** and there isn't a lift**,** so we go up and down the stairs all day**!** **T**here's a big garden outside and a garage in the basement**.** **W**e've got ten bedrooms for people to stay in**.**

Teaching star!

Pairwork

- If the children enjoy a certain type of activity, let them do it again so that they are motivated in class.
- Have the children work in pairs and circle the punctuation in the rest of the *Camarillo family* blog on page 25.

2 Add punctuation and capital letters to the Nowak family blog.

- First ask the children to find the words that were anagrams in the warm-up.
- Then have the children add punctuation and capital letters to the blog post.
- Have the children write the blog out correctly in their notebooks. Have them work individually on this activity.
- Have volunteers write one sentence at a time on the board. Ask for class agreement and correct as necessary.

Answers: **W**e are the **N**owak family from **P**oland**.** **T**here is **G**randpa**,** **G**randma**,** **M**um**,** **D**ad**,** **D**ario and **A**nna**.** **W**e like reading**,** playing computer games**,** watching films and doing sport**.** **W**hat does your family like doing**?**

3 Look at the pictures. Complete the Nowak family blog post. Be a star!

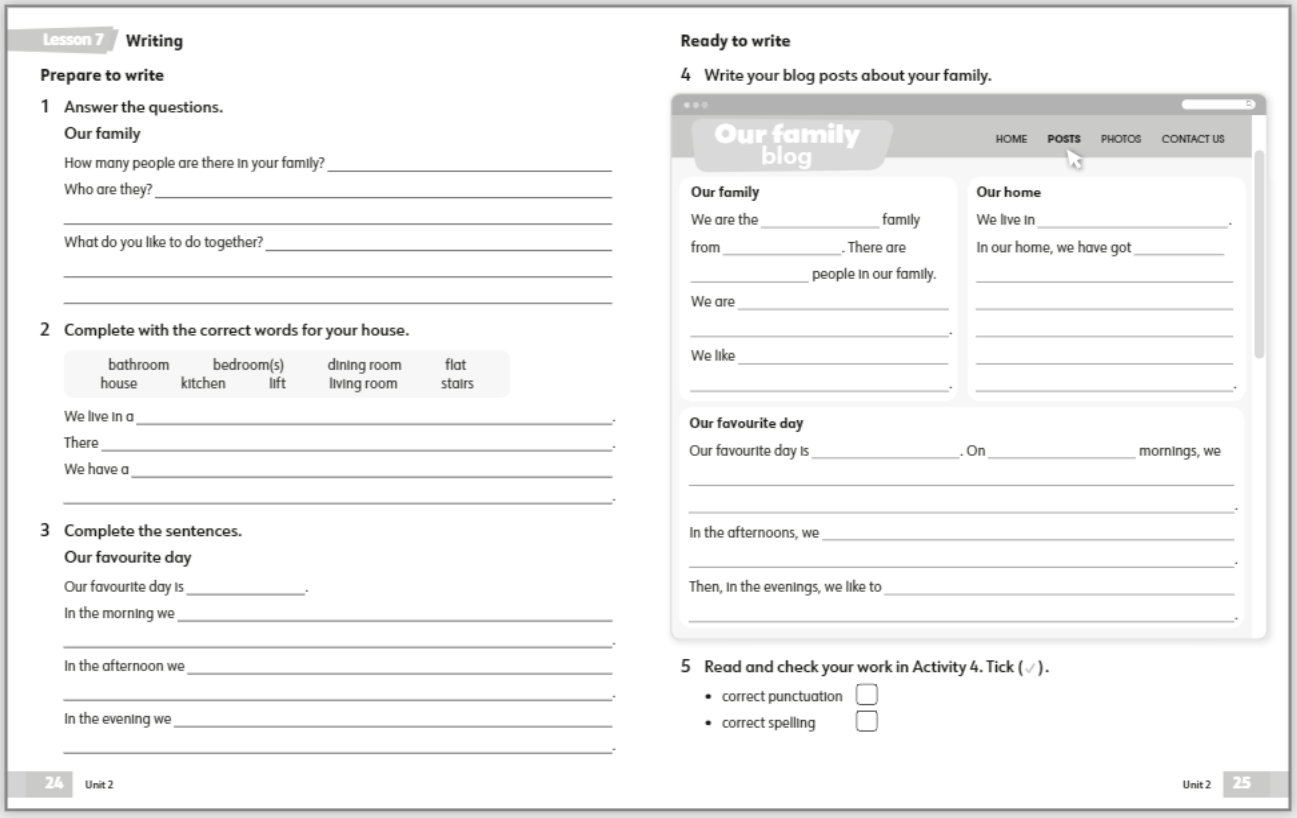
- Discuss as a class what the children can see in the pictures. Write their ideas on the board.
- Have the children write the Nowak family blog post in their books. They should do this individually. Remind them to use correct punctuation and capital letters. They can then compare their work with a partner.
- Have volunteers read out a sentence each from their blog. Write their ideas on the board to create the blog post.

Suggested answer: Our favourite day is Sunday. In the morning, we all do chores at home. Mum usually makes the beds. Dad usually sweeps the floor. We never play basketball.
In the afternoon, we go to the park, but Grandpa and Grandma like playing chess. We hardly ever wash the car!

Cooler: What about you?

- Discuss as a class what the children think about blog posts. Prompt with questions: *Do you like blog posts? Do you read blogs? Do you have a blog? What is an interesting subject for a blog?*

Workbook pages 24–25



Lesson 7 Writing

Prepare to write

1 Answer the questions.

Our family

How many people are there in your family? _____

Who are they? _____

_____

What do you like to do together? _____

_____

_____

2 Complete with the correct words for your house.

bathroom bedroom(s) dining room flat
house kitchen lift living room stairs

We live in a _____.

There _____.

We have a _____

_____.

3 Complete the sentences.

Our favourite day

Our favourite day is _____.

In the morning we _____

_____.

In the afternoon we _____

_____.

In the evening we _____

_____.

Ready to write

4 Write your blog posts about your family.

Our family blog

HOME POSTS PHOTOS CONTACT US

Our family

We are the _____ family from _____. There are _____ people in our family.

We are _____

_____.

We like _____

_____.

Our home

We live in _____.

In our home, we have got _____

_____

_____

_____

_____

Our favourite day

Our favourite day is _____. On _____ mornings, we

_____

_____.

In the afternoons, we _____

_____.

Then, in the evenings, we like to _____

_____.

5 Read and check your work in Activity 4. Tick (✓).

- correct punctuation ☐
- correct spelling ☐

24 Unit 2

Unit 2 25

Prepare to write

1 Answer the questions.

- The children answer the questions for themselves.
- If done in class, first discuss the questions as a class and have the children tell each other their answers.
- Then have the children write down their answer individually.
- Nominate children to read out their answers.

Answers: Children's own answers.

2 Complete with the correct words for your house.

- The children complete the sentences with the correct words for their own house.
- If done in class, read through the words in the box and check comprehension. Explain in L1 if necessary.
- Have the children complete the activity.

Answers: Children's own answers.

3 Complete the sentences.

- The children complete the sentences with their own ideas.
- If done in class, read through the start of each sentence. Have the children raise their hands to make suggestions. Write some ideas on the board.
- Have the children complete the sentences for themselves.

Answers: Children's own answers.

Ready to write

4 Write your blog posts about your famliy.

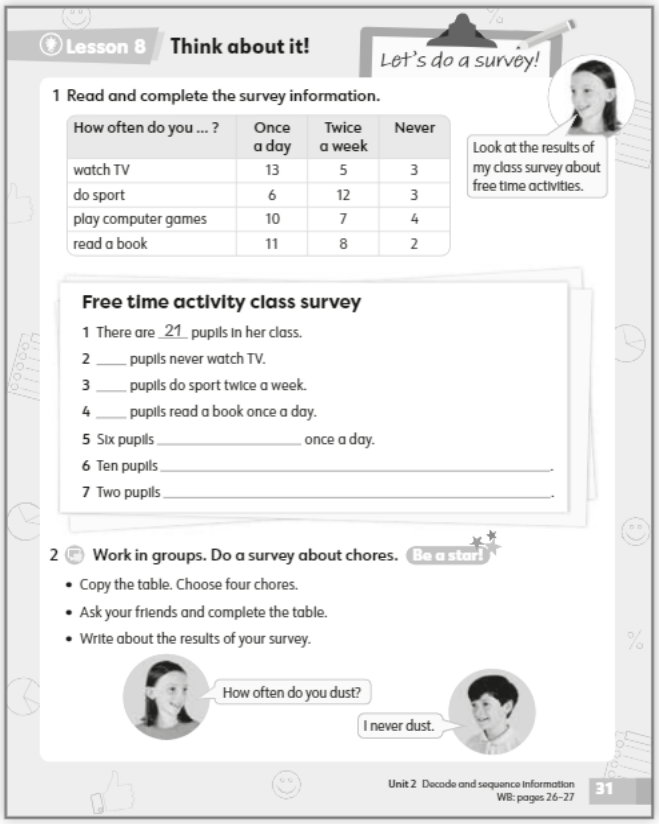
- Have the children write their blog posts individually.

5 Read and check your work in Activity 4. Tick (✓).

- The children read their own work and check it. They should check punctuation and spelling.
- The children can check each other's work to help out.

Lesson 8 Think about it!

Pupil's Book page 31



Learning objectives: Decode and sequence information

Additional language: do a survey

Resources: Unit 2 test

Materials: paper, pens, pencils, card, coloured pens or pencils

Warm-up: First letters

- Write the first letters only of the chores and free time activities on the board (with space to complete the words): ***m**ake **t**he **b**ed, **r**ead **a** **c**omic, **w**ash **u**p, **w**atch **a** **f**ilm, **t**idy **u**p, **p**lay **c**hess, **d**ust, **c**lean, **s**weep **t**he **f**loor, **p**lay **c**omputer **g**ames.*
- Ask the children to try to remember the vocabulary from this unit, and come to the board to complete the words. Help them by miming, if necessary.

1 Read and complete the survey information.

- Read the speech bubble to the children. Teach the words *survey* and *results* by explaining the meaning in L1. Have the children repeat the words.
- Have the children look at the survey. Ask some comprehension questions, e.g. *How many children watch TV once a day?* Elicit answers. (*13*)
- Ask *How many children are in the class?* The children add up the numbers in the first row to find the answer. (*21*)
- Have the children read the survey and complete the information.

Answers: 1 21 **2** 3 **3** 12 **4** 11 **5** do sport **6** play computer games once a day **7** never read a book

2 Work in groups. Do a survey about chores.

Be a star!

- Divide the class into groups. Give each child a piece of paper for their surveys and have them copy the table from Activity 1 (they only copy the information in the first row).
- Give the children some time to choose three chores.
- The children write their chores in the left column of their table. Monitor and help as necessary.
- They then ask the other children in their group questions so they can complete their surveys.
- The children look at their results. They use the results to write some sentences.
- Ask for volunteers to show the class their surveys and read out their sentences.
- Encourage groups to compare work and ideas.

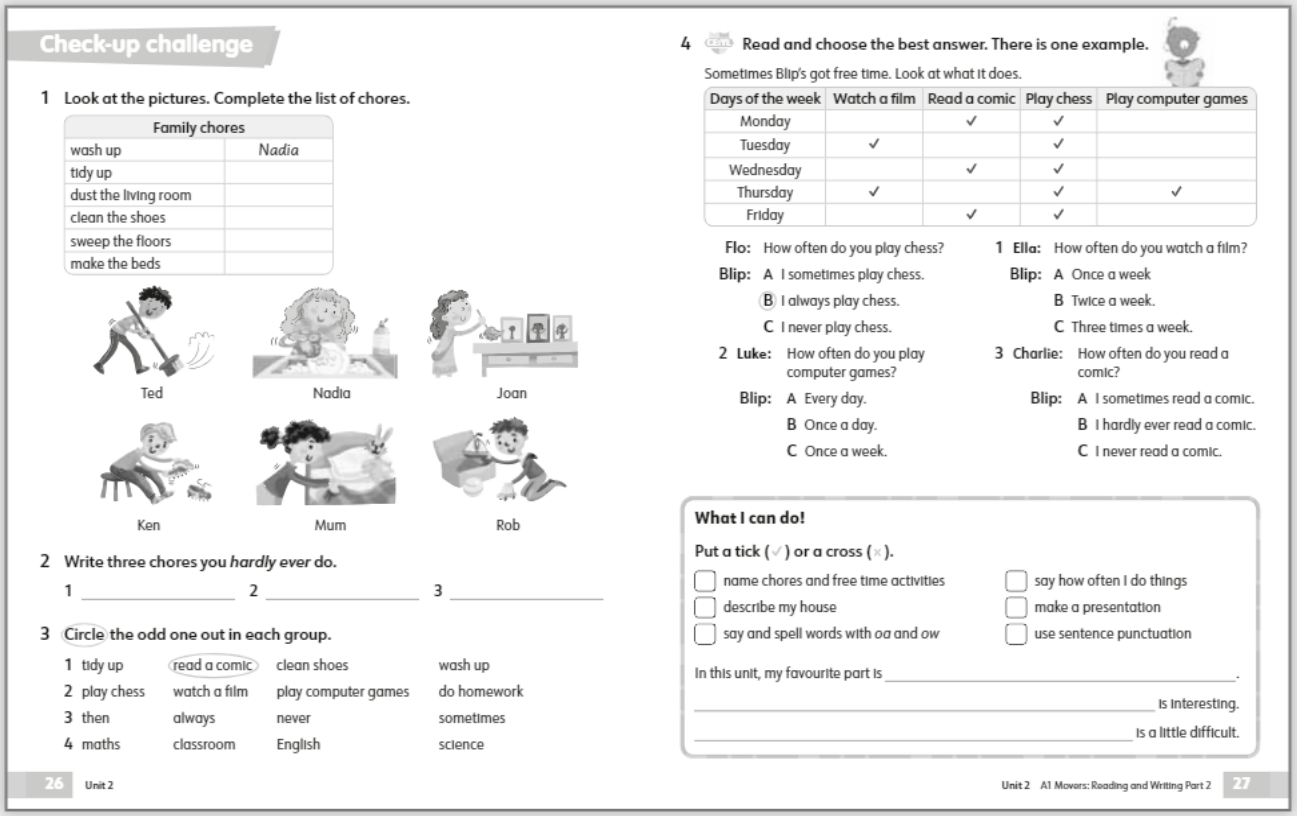
Teaching star!

Arts and crafts

- If the children like to be creative, encourage them to produce work that can be displayed in the classroom.
- Have the children work in pairs and combine their surveys. Give each pair a piece of card. They create an attractive survey with the results on it. Display the surveys so the class can see each other's work.

Cooler: Disappearing sentences

- Choose three or four memorable, key sentences from this unit and write them on the board: e.g. I *always wash the car. I never play basketball. How often do you watch TV?*
- Have the children read out the sentences all together.
- Then erase some of the words in each sentence, and have the children remember and say the complete sentences.
- Erase some more words and have the children remember again.
- Finally, erase all the words and have the children remember the sentences from an empty board! This is a challenging but satisfying activity for the children!



Check-up challenge

1 Look at the pictures. Complete the list of chores.

Family chores	
wash up	*Nadia*
tidy up	
dust the living room	
clean the shoes	
sweep the floors	
make the beds	

Ted Nadia Joan

Ken Mum Rob

2 Write three chores you *hardly ever* do.

1 _____ 2 _____ 3 _____

3 Circle the odd one out in each group.

1	tidy up	read a comic	clean shoes	wash up
2	play chess	watch a film	play computer games	do homework
3	then	always	never	sometimes
4	maths	classroom	English	science

26 Unit 2

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

Sometimes Blip's got free time. Look at what it does.

Days of the week	Watch a film	Read a comic	Play chess	Play computer games
Monday		✓	✓	
Tuesday	✓		✓	
Wednesday		✓	✓	
Thursday	✓		✓	✓
Friday		✓	✓	

Flo: How often do you play chess?
Blip: A I sometimes play chess.
B I always play chess.
C I never play chess.

1 Ella: How often do you watch a film?
Blip: A Once a week
B Twice a week.
C Three times a week.

2 Luke: How often do you play computer games?
Blip: A Every day.
B Once a day.
C Once a week.

3 Charlie: How often do you read a comic?
Blip: A I sometimes read a comic.
B I hardly ever read a comic.
C I never read a comic.

What I can do!

Put a tick (✓) or a cross (✗).

- ☐ name chores and free time activities
- ☐ describe my house
- ☐ say and spell words with *oa* and *ow*
- ☐ say how often I do things
- ☐ make a presentation
- ☐ use sentence punctuation

In this unit, my favourite part is _____.
_____ is interesting.
_____ is a little difficult.

Unit 2 A1 Movers: Reading and Writing Part 2 27

1 Look at the pictures. Complete the list of chores.

Answers: wash up – Nadia, tidy up – Rob, dust the living room – Joan, clean the shoes – Ken, sweep the floors – Ted, make the beds – Mum

2 Write three chores you *hardly ever* do.

Answers: Children's own answers.

3 Circle the odd one out in each group.

Answers: 1 read a comic **2** do homework **3** then **4** classroom

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

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- The children read the information and use it to choose the correct answers.
- If done in class, read through all the information to the class.
- Have the children complete the activity individually.

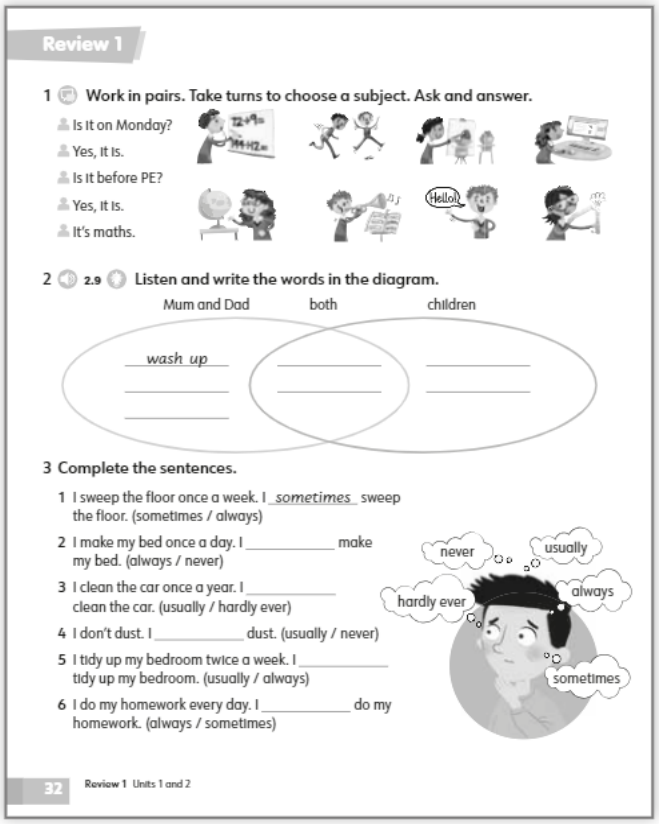
Answers: 1 B **2** C **3** A

Grammar reference:

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

Review 1

Pupil's Book page 32


Review 1

1 Work in pairs. Take turns to choose a subject. Ask and answer.

Is it on Monday?
Yes, it is.
Is it before PE?
Yes, it is.
It's maths.

2 2.9 Listen and write the words in the diagram.

Mum and Dad | both | children

wash up

3 Complete the sentences.

1 I sweep the floor once a week. I sometimes sweep the floor. (sometimes / always)
2 I make my bed once a day. I _____ make my bed. (always / never)
3 I clean the car once a year. I _____ clean the car. (usually / hardly ever)
4 I don't dust. I _____ dust. (usually / never)
5 I tidy up my bedroom twice a week. I _____ tidy up my bedroom. (usually / always)
6 I do my homework every day. I _____ do my homework. (always / sometimes)

never, usually, hardly ever, always, sometimes

32 Review 1 Units 1 and 2

Learning objectives: Review Units 1 and 2; A1 Movers: Reading and Writing, Part 3; Speaking, Part 1

Resources: Speaking exam practice video

Materials: (optional) Flashcards from Units 1 and 2

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the Unit 1 song (Pupil's Book page 9), and Group 2 the Unit 2 song (Pupil's Book page 23). Have them perform to the other group as if they are in a talent show. They can use their books for the lyrics.
- Have Group 1 stand up. Play the audio (track 1.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (track 2.3).

Teaching star!

Game

- Review vocabulary at the start of a class before children open their books.
- Play the *Missing card* game with the flashcards from Units 1 and 2. See the Games bank (pages 14–17) for how to play the game.

1 Work in pairs. Take turns to choose a subject. Ask and answer.

- Write *before* and *after* on the board and revise the meanings with a question about your class. Ask *Is English before / after PE?* Elicit *yes / no.*
- Have two children read out the example to the class. Have pairs of children ask and answer questions using the pictures.
- The children can repeat the activity in pairs.

2 2.9 Listen and write the words in the diagram.

- Explain the diagram to the children if necessary: *Mum and Dad's words go in the yellow part, the children's words in the blue part, and words for Mum, Dad and the children in the yellow and blue part.* Explain that *both* means Mum, Dad **and** the children do this.
- Tell the children to listen the first time. Play the audio.
- Then play the audio again and pause after each number to give the children time to write.
- Have volunteers write the answers on the board.

Audioscript

1 *Mum and Dad wash up.*
2 *Mum and Dad and the children make the beds.*
3 *The children tidy up.*
4 *Mum and Dad and the children watch a film.*
5 *Mum and Dad clean.*
6 *The children play computer games.*
7 *Mum and Dad dust.*

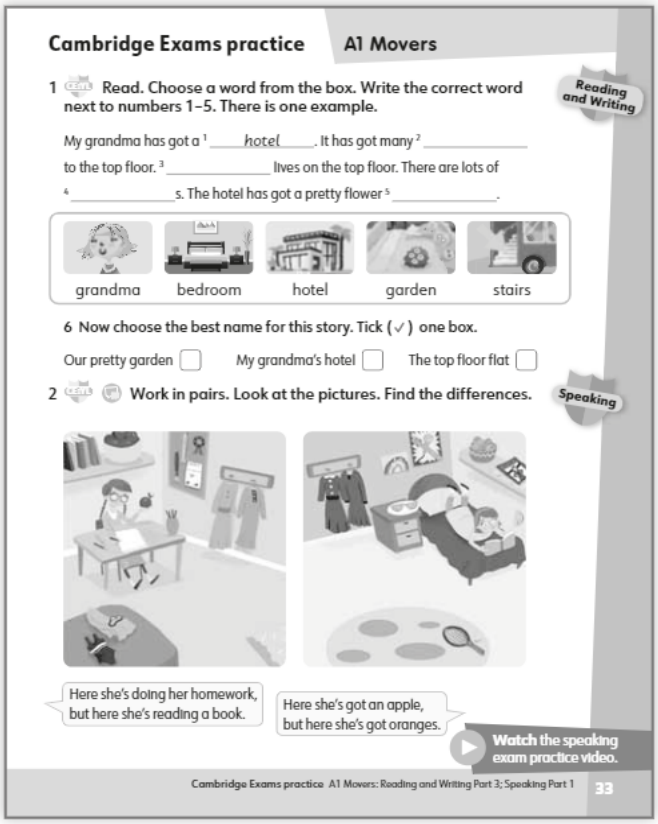
Answers: Mum and Dad: wash up, clean, dust
Children: tidy up, play computer games
Both: make the beds, watch a film

3 Complete the sentences.

- Write *always* on the board and draw seven ticks next to it.
- Have the children call out the other adverbs of frequency and write them on the board, too. Then have volunteers draw ticks and a cross next to the words. (*usually* - 5 ticks, *sometimes* - 3 ticks, *hardly ever* - 1 tick, *never* - 1 cross).
- Read out the example. Ask *How often is once a week? One time or two?* and elicit *one.*
- Have the children complete the activity individually. Then ask the children to raise their hands to suggest answers.
- Have volunteers read out the correct sentences.

Answers: 1 sometimes **2** always **3** hardly ever **4** never **5** usually **6** always

Pupil's Book page 33


Cambridge Exams practice A1 Movers

1 CE:YL Read. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Reading and Writing

My grandma has got a [1] hotel. It has got many [2] _____ to the top floor. [3] _____ lives on the top floor. There are lots of [4] _____s. The hotel has got a pretty flower [5] _____.

grandma bedroom hotel garden stairs

6 Now choose the best name for this story. Tick (✓) one box.

Our pretty garden ☐ My grandma's hotel ☐ The top floor flat ☐

2 CE:YL Work in pairs. Look at the pictures. Find the differences.

Speaking

Here she's doing her homework, but here she's reading a book.

Here she's got an apple, but here she's got oranges.

Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Reading and Writing Part 3; Speaking Part 1 33

1 CE:YL Read. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Explain the activity to the children. They read the sentences and find the correct picture each sentence describes. They then write the word in the gapped sentence.
- For item 6, ask the children to choose the best name for the story by ticking the box next to the name.
- Have the children complete the activity individually.
- Choose different children to read out a sentence and suggest an answer. Write the answers on the board.

Answers: 1 hotel **2** stairs **3** Grandma **4** bedroom **5** garden **6** My grandma's hotel

2 CE:YL Work in pairs. Look at the pictures. Find the differences.

- This activity helps the children prepare for Part 1 of the Speaking paper in the Cambridge English: A1 Movers test.
- Have the children look at the two pictures and identify the differences between them.
- Have two children read out the example to the class.
- Then have pairs of children look for the differences in the pictures. Prompt by naming objects if necessary (e.g. *dresses*, *comics*, *oranges*, *apples*, *T-shirt*, *book*, *homework*, *swimming*).
- Correct the use of the present simple or continuous.
- The children can repeat the activity in pairs.

Answers: 1st picture – Flo: She's doing her homework. She's eating an apple. She's wearing a pink T-shirt. She reads books. She eats apples. She swims / likes swimming. She wears pink dresses.
2nd picture – Ella: She's reading a book. She's eating an orange. She's wearing a yellow T-shirt. She reads comics. She eats oranges. She plays tennis / likes tennis. She wears red dresses.

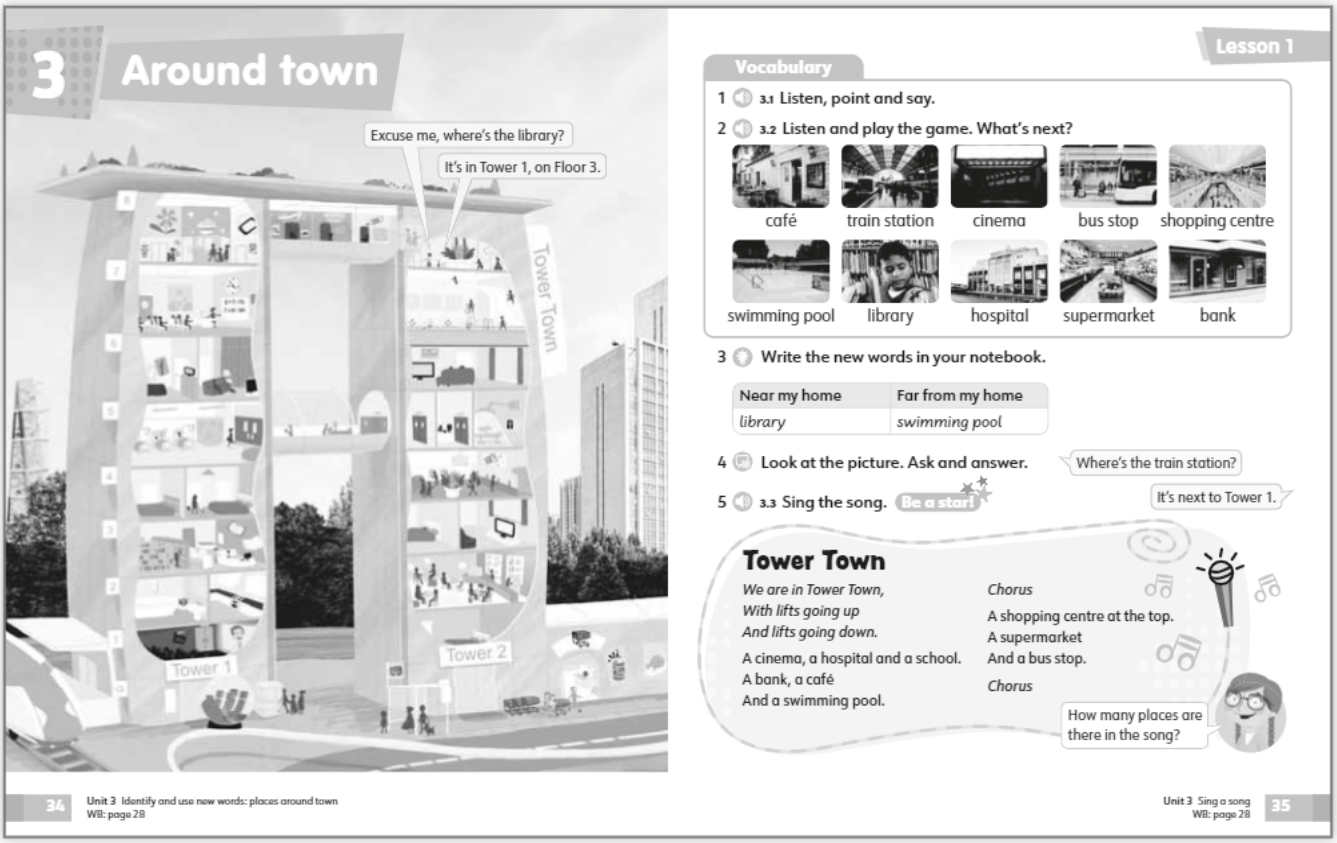
Cooler: Well done!

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

3 Around town

Lesson 1 Vocabulary

Pupil's Book pages 34–35



Learning objectives: Identify and use new words: places around town; Sing a song

Vocabulary: bank, bus stop, café, cinema, hospital, library, shopping centre, supermarket, swimming pool, train station

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Question time

- Ask the children some general questions, e.g. *How old are you? What's your favourite colour? Have you got any brothers or sisters?* Then encourage volunteers to think of questions to ask their friends.

1 3.1 Listen, point and say.

- The children look at page 34. Ask *How many towers / floors are there?* (*2 / 9*). *Where's the school?* (*In Tower 1 on floor 7*). *How many televisions / beds are there?* (*4 / 9*)
- The children look at page 35. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 3.2 Listen and play the game. What's next?

- Play the first example on the audio and show the children that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *café, train station*
Child: *cinema*
Teacher: *cinema, bus stop*
Child: *shopping centre*
Teacher: *Now you. 1 shopping centre, swimming pool 2 library, hospital 3 hospital, supermarket 4 bank, café 5 train station, cinema*

Answers: 1 library **2** supermarket **3** bank **4** train station **5** bus stop

Teaching star!

Extension

- Incorporate flashcards into activities to make them memorable.
- Place the flashcards around the classroom. Ask *Where's the ...?* And have children point and say *It's there!*

3 Write the new words in your notebook.

- Have the children look at the places in a town in Activity 1. Draw a house on one side of the board and write *near* next to it and far on the other side of the board.
- Ask *Where's the supermarket? Near or far from your home?* and elicit answers.
- Have the children write two lists about places in their town in their notebooks. Then ask individual children questions about where these places are.

4 Look at the picture. Ask and answer.

- Have the children raise their hands to tell you some things they can see.
- Ask two children to read out the example. Have the class repeat.
- Say *hospital* and elicit a question and answer from volunteers. Have the class repeat.
- Divide the class into pairs and have them take turns asking and answering.

5 3.3 Sing the song.

Be a star!

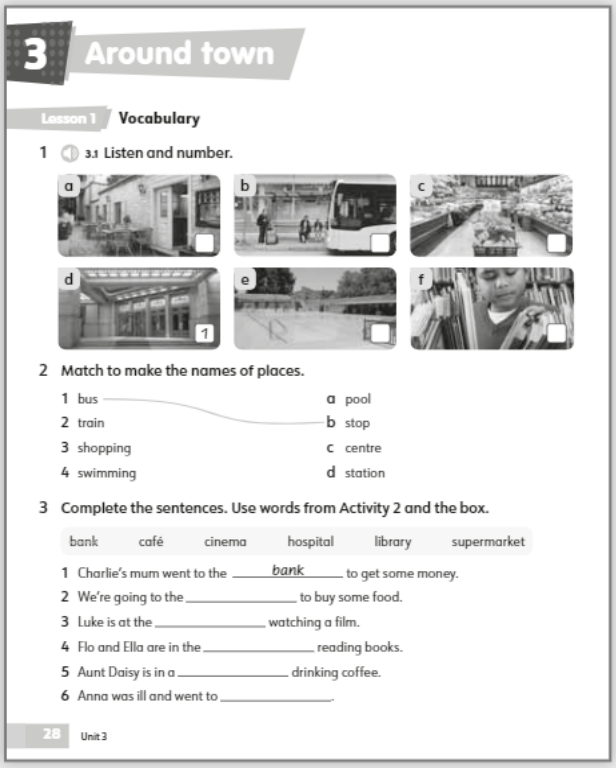
- Make sure the children cannot see the words of the song.
- Play the audio and stop after *swimming pool*. Ask the children to repeat the places they heard. Then continue the audio and do the same after *bus stop*.
- Ask *How many places are there?* The children answer and name the places.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing. Repeat the song so they can practise and get better.

Answer: Nine places (cinema, hospital, school, bank, café, swimming pool, shopping centre, supermarket, bus stop)

Cooler: Memory game

- With books closed, have ten children stand up and say one place each from the lesson. They should not repeat any place, so the last child has the most difficult task!
- Repeat with other groups. For smaller classes, use groups of five and each child says two places.

Workbook page 28



3 Around town

Lesson 1 Vocabulary

1 3.1 Listen and number.

a b c d 1 e f

2 Match to make the names of places.

1 bus	a pool
2 train	b stop
3 shopping	c centre
4 swimming	d station

3 Complete the sentences. Use words from Activity 2 and the box.

bank café cinema hospital library supermarket

1 Charlie's mum went to the bank to get some money.
2 We're going to the _____ to buy some food.
3 Luke is at the _____ watching a film.
4 Flo and Ella are in the _____ reading books.
5 Aunt Daisy is in a _____ drinking coffee.
6 Anna was ill and went to _____.

28 Unit 3

1 3.1 Listen and number.

Audioscript

1	***Girl:***	*Let's go to the cinema!*
	Boy:	*Good idea!*
2	***Boy:***	*Where's dad?*
	Woman:	*He's at the supermarket.*
3	***Girl:***	*Excuse me. Where's the library?*
	Woman:	*It's next to the school.*
4	***Boy:***	*We go the swimming pool every Saturday.*
5	***Girl:***	*I go by bus to school. There's a bus stop near my house.*
6	***Boy:***	*I love this café. The chocolate is great!*
	Girl:	*Me too!*

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

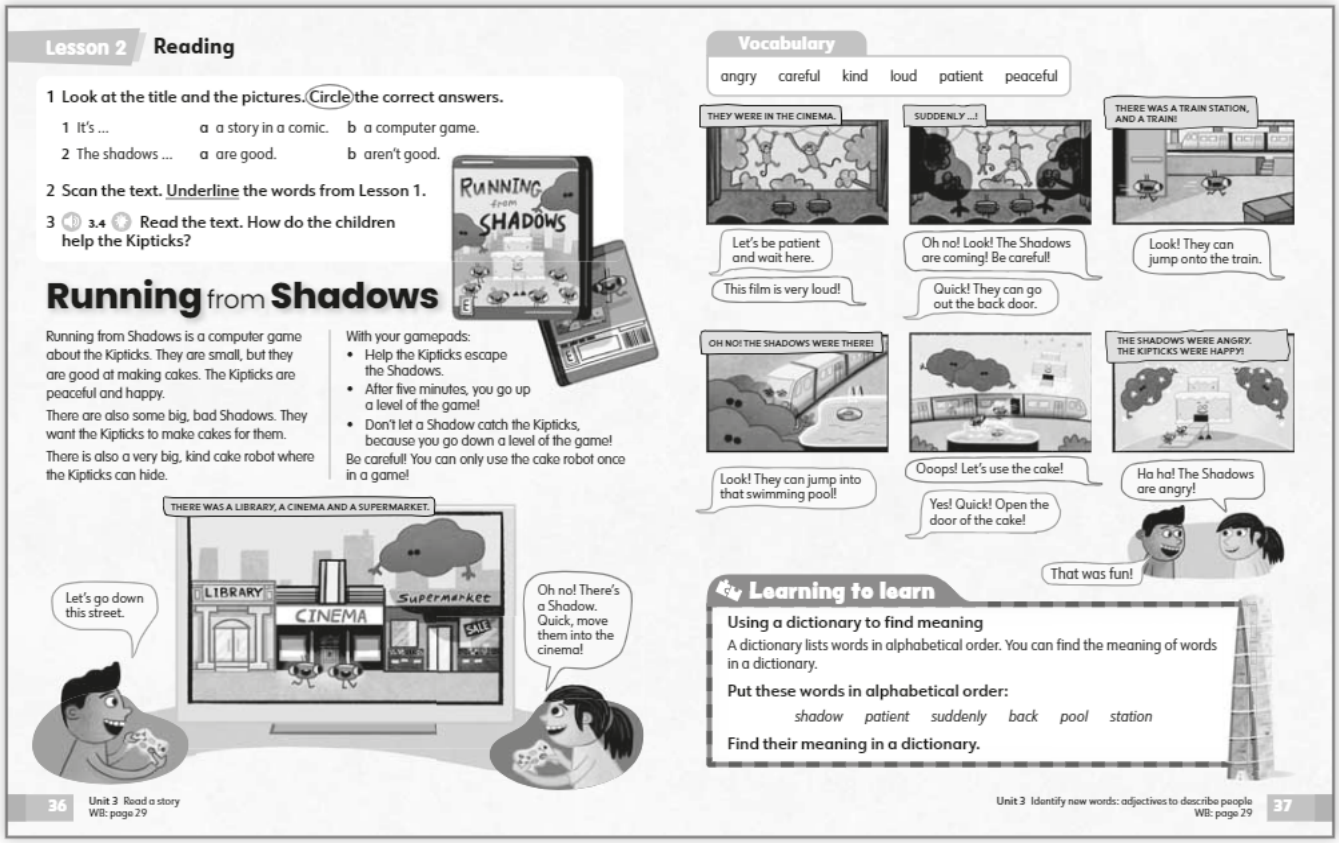
2 Match to make the names of places.

Answers: 1 b, bus stop **2** d, train station **3** c, shopping centre **4** a, swimming pool

3 Complete the sentences. Use words from Activity 2 and the box.

Answers: 1 bank **2** supermarket **3** cinema **4** library **5** café **6** hospital

Pupil's Book pages 36–37



Learning objectives: Read a story; Identify new words: adjectives to describe people

Vocabulary: angry, careful, kind, loud, patient, peaceful

Additional vocabulary: gamepads, shadows

Resources: Flashcards

Warm-up: Where am !?

- Describe and mime something you are doing, e.g. *I'm buying food*, and ask *Where am I?* Have the children call out the place.
- Suggested sentences: *I'm reading / going to the shops / going on a trip / feeling ill / shopping / swimming / drinking coffee / getting some money.*

Vocabulary

- Teach the adjectives with simple definitions like this: *I sometimes feel this way when I get upset – I'm angry. I try hard to not make a mistake – I'm careful. I'm good and helpful – I'm kind. I make a lot of sound – I'm loud. I'm calm – I'm patient. I don't make a sound – I'm peaceful.*
- Write each adjective on the board as you teach it, say the word and have the children repeat.
- Check understanding in L1 if necessary.

1 Look at the title and the pictures. Circle the correct answers.

- Have the children look at Pupil's Book pages 36–37. Ask What's the title? (*Running from Shadows*)
- Explain what *shadows* means in L1.
- Have the children answer the questions individually.
- Read out the sentences and have the children call out whether they think the shadows are good or aren't good.

Answers: 1 b – a computer game **2** b – aren't good

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

- Remind the children what scan means. Ask *Do we read every word?* (no)
- Set a limit of one minute to find all the places.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: library, cinema (x4), supermarket, train station, swimming pool

1 3.4 Read the text. How do the children help the Kipticks?

- Play the audio and have the children follow in their books and find the answer to the question above.
- Allow the children time to re-read the text quietly.
- Discuss the answer to the question. (To check, you can ask *Did the Kipticks go out the back door at the cinema when the shadows were coming? (yes) Did the shadows find the Kipticks on the train and in the swimming pool? (yes) Did the children decide to use the cake to save the Kipticks? (yes)*

Answers: They help the Kipticks escape the shadows by using the cake.

Teaching star!

Mixed ability

- Children read at different speeds, so give early finishers something to do to keep them busy while the rest of the class read.
- Write these instructions on the board while the children read: *Write down one question of your own. You can start like this: Where ...? or Who ... or Was ...?*
- When early finishers are done, point to the board and indicate what they should do. Have them ask their questions during comprehension for Activity 3.

Learning to learn

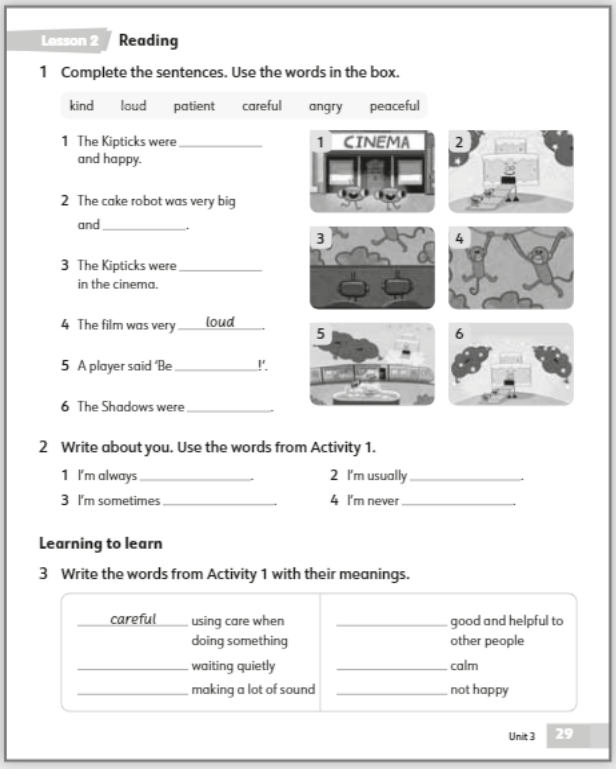
- Read the Learning to learn box to the children.
- Have the children call out the alphabet around the class, one letter at a time. Write it on the board as they do so.
- Have the children look at a dictionary and find the words in the box (from this lesson), using alphabetical ordering to locate them.
- Then have the children write the definitions of the words in their notebooks. Use L1 to help them understand the definitions if necessary.

Answers: back, patient, pool, shadow, station, suddenly

Cooler: Acting game

- Ask a volunteer to stand up and act out one of the adjectives without saying the actual word.
- The other children raise their hands to say what the word is.
- Ask other volunteers to act out other words.

Workbook page 29



Lesson 2 Reading

1 Complete the sentences. Use the words in the box.

kind loud patient careful angry peaceful

1 The Kipticks were _____ and happy.
2 The cake robot was very big and _____.
3 The Kipticks were _____ in the cinema.
4 The film was very loud.
5 A player said 'Be _____!'.
6 The Shadows were _____.

2 Write about you. Use the words from Activity 1.

1 I'm always _____.
2 I'm usually _____.
3 I'm sometimes _____.
4 I'm never _____.

Learning to learn

3 Write the words from Activity 1 with their meanings.

careful — using care when doing something
_____ — waiting quietly
_____ — making a lot of sound
_____ — good and helpful to other people
_____ — calm
_____ — not happy

Unit 3 29

1 Complete the sentences. Use the words in the box.

Answers: **1** peaceful **2** kind **3** patient **4** loud **5** careful **6** angry

2 Write about you. Use the words from Activity 1.

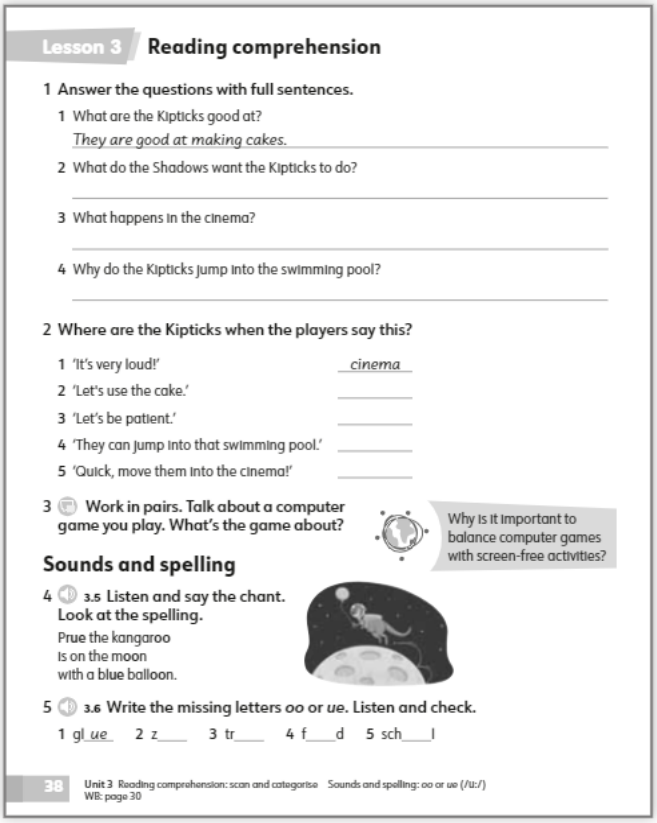
Answers: Children's own answers.

3 Write the words from Activity 1 with their meanings.

Answers: careful – using care when doing something; patient – waiting quietly; loud – making a lot of sound; kind – good and helpful to other people; peaceful – calm; angry – not happy

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 38



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 What are the Kipticks good at?
They are good at making cakes.

2 What do the Shadows want the Kipticks to do?

3 What happens in the cinema?

4 Why do the Kipticks jump into the swimming pool?

2 Where are the Kipticks when the players say this?

1 'It's very loud!' *cinema*
2 'Let's use the cake.'
3 'Let's be patient.'
4 'They can jump into that swimming pool.'
5 'Quick, move them into the cinema!'

3 Work in pairs. Talk about a computer game you play. What's the game about?

Why is it important to balance computer games with screen-free activities?

Sounds and spelling

4 3.5 Listen and say the chant. Look at the spelling.

Prue the kangaroo
is on the moon
with a blue balloon.

5 3.6 Write the missing letters *oo* or *ue*. Listen and check.

1 gl*ue* 2 z___ 3 tr___ 4 f___d 5 sch___l

38 Unit 3 Reading comprehension: scan and categorise Sounds and spelling: *oo* or *ue* (/u:/)
WB: page 30

Learning objectives: Reading comprehension: scan and categorise; Sounds and spelling: *oo* or *ue* (/u/)

Vocabulary: balloon, blue, food, glue, kangaroo, moon, school, true, zoo

Resources: Sounds and spelling worksheet

Warm-up: What am I?

- Describe an adjective from Lesson 2 and have the children call out what you are. Say *I sometimes feel this way when I get upset (angry); I try not to make mistakes (careful); I'm good and helpful (kind); I make a lot of sound (loud); I'm calm (patient); I don't make a sound (peaceful).*

1 Answer the questions with full sentences.

- Ask the children to recall the details of the story and the ending.
- Do the example as a whole class. Then have the children finish the activity individually.

Answers: 1 They are good at making cakes. **2** They want the Kiptick to make cakes for them. **3** The Shadows come into the cinema and the Kipticks go out the back door. **4** The Kipticks jump into the swimming pool to escape the Shadows.

2 Where are the Kipticks when the players say this?

- Have the children look at the sentences. Read out sentence 1 and ask *What place in the story did the players say this?* (cinema)
- Have the children read the rest of the sentences and write the places.
- Have volunteers read out their answers.

Answers: 1 cinema **2** swimming pool **3** cinema **4** train **5** street

3 Work in pairs. Talk about a computer game you play. What's the game about?

- Ask the children if they like to play computer games and if so, what is the game about?
- Have some children tell the class about a computer game they like to play and ask other children who agree to raise their hands.

Answers: Children's own answers.

4 3.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a kangaroo, the moon and a balloon*).
- Play the audio and have the children listen and follow in their books.
- Play the audio again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (*/u:/*).
- Play the second part of the audio again and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *Prue the kangaroo is on the moon with a ... balloon.*
Children: *blue*
Teacher: *Prue ... is on the moon with a blue balloon.*
Children: *the kangaroo*
Teacher: *Prue the kangaroo ... with a blue balloon.*
Children: *is on the moon*
Teacher: *Prue the kangaroo is on the moon ...*
Children: *with a blue balloon*

Teaching star!

Group work

- Individual voices can't be easily heard in a class chant, so check each child's pronunciation in a way that does not affect confidence.
- Divide the class into small groups. Have each group practise the chant together. Move around the room and listen to each child carefully, correcting gently as necessary.
- Have each group perform the chant to the class.

5 3.6 Write the missing letters *oo* or *ue*. Listen and check.

- Elicit all the words from the children by inserting the sound */u:/*.
- The children now complete the words with *oo* or *ue*.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 glue **2** zoo **3** true **4** food **5** school

ESDC

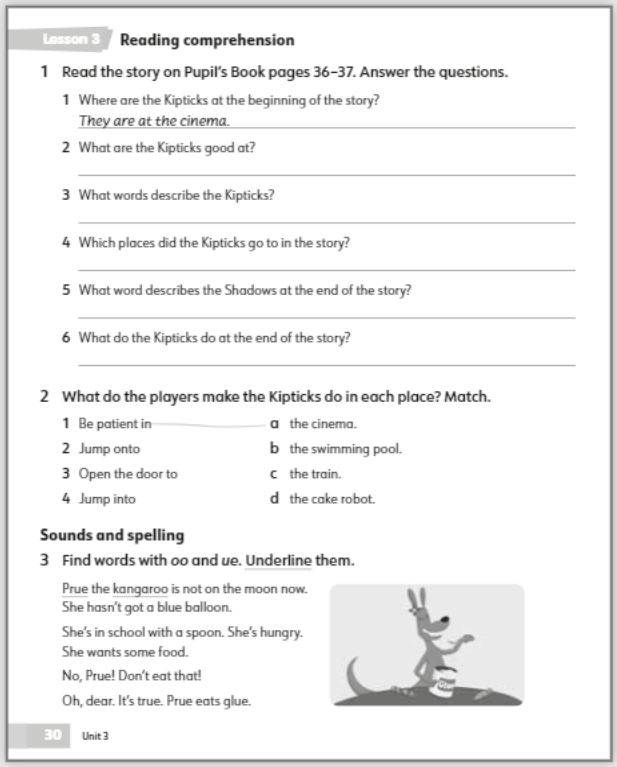
Why is it important to balance computer games with screen-free activities?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*.

- Ask the children if they enjoy playing computer games at home. Elicit the positive and negative effects of playing computer games. Talk about why it's important to balance the time we spend playing games with screen-free activities.
- Have the children brainstorm ideas for screen-free activities.Elicit why these activities are good for you.

Possible answers: screen-free activities: play sport, enjoy artistic activities like drawing or painting, read books, write stories, play with siblings and friends.

Workbook page 30



Lesson 3 **Reading comprehension**

1 Read the story on Pupil's Book pages 36–37. Answer the questions.

1 Where are the Kipticks at the beginning of the story?
They are at the cinema.
2 What are the Kipticks good at?
3 What words describe the Kipticks?
4 Which places did the Kipticks go to in the story?
5 What word describes the Shadows at the end of the story?
6 What do the Kipticks do at the end of the story?

2 What do the players make the Kipticks do in each place? Match.

1 Be patient in	a the cinema.
2 Jump onto	b the swimming pool.
3 Open the door to	c the train.
4 Jump into	d the cake robot.

Sounds and spelling

3 Find words with *oo* and *ue*. Underline them.

Prue the kangaroo is not on the moon now.
She hasn't got a blue balloon.
She's in school with a spoon. She's hungry.
She wants some food.
No, Prue! Don't eat that!
Oh, dear. It's true. Prue eats glue.

30 Unit 3

1 Read the story on Pupil's Book pages 36–37. Answer the questions.

Answers: 1 They are at the cinema. **2** They are good at making cakes. **3** peaceful, happy **4** the cinema, the train station, the swimming pool, cake robot **5** angry **6** They use the cake.

2 What do the players make the Kipticks do in each place? Match.

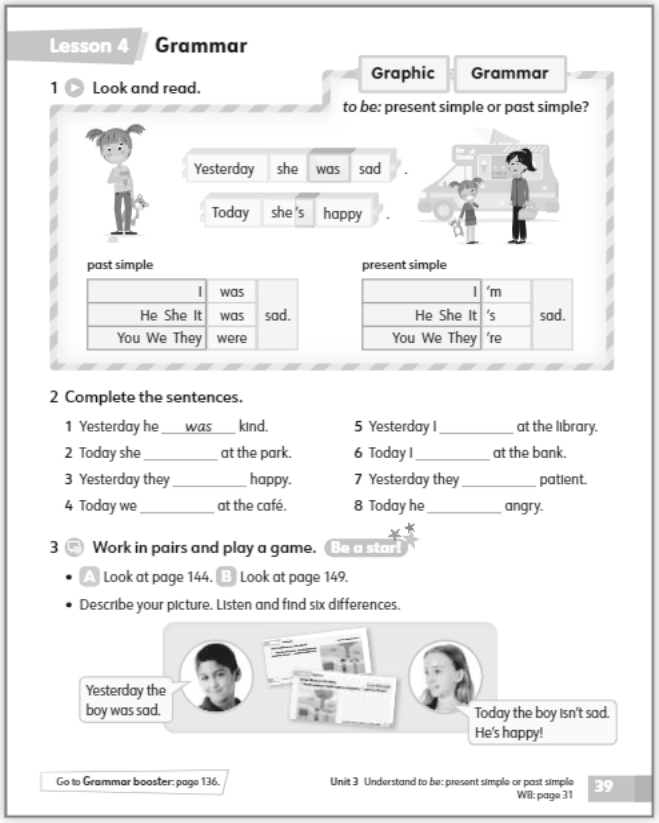
Answers: 1 a, Be patient in the cinema. **2** c, Jump onto the train. **3** d, Open the door to the cake robot. **4** b, Jump into the swimming pool.

3 Find words with *oo* and *ue*. Underline them.

Answers: Prue, kangaroo, moon, blue, balloon, school, spoon, food, true, glue

Lesson 4 Grammar

Pupil's Book page 39



Learning objectives: Understand *to be*: present simple or past simple

Grammar: *to be*: present simple or past simple?

Review vocabulary: places in town, feelings

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Days of the week

- Ask seven children to stand up in a line and say the days of the week starting with Monday.
- Ask the children *What's the day today?* and write the day on the board. Label it *today*. Then add the label *yesterday* before it. Ask *What was the day yesterday?* and elicit the answer. Add it under the label.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children read the sentences. Ask *Is she happy today?* (*yes*) *Was she happy yesterday?* (*no*)
- Ask the children to look at the blue blocks in the sentence. Ask *What are these words?* (*verbs*) Ask *What's the difference?* (*the tense: present = is / 's, past = was*)
- Ask if the children know which is present simple (*is / 's*).
- Then ask which is past simple (*was*).
- Ask the children if *is* and *was* stay the same for all people. Elicit *no*, and then ask the children to look at the table to see the other forms. Ask the children to say the full form of the abbreviated forms in the present simple (*am, is, are*).
- Read out each sentence that can be formed in the table and have the children repeat.

- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and see why the girl was sad yesterday but is happy today.
- Play the video. Ask the children for feedback in L1 (the girl dropped her ice cream yesterday, but today her mum gives her another one).
- Refer the children to the abbreviation for the present simple.
- Play the video again, and have the children repeat the sentences.

2 Complete the sentences.

- Have a child read out the example. Ask the children which key word gives them the tense (*yesterday*) and which person the form (*he*).
- Have the children continue the activity individually, thinking about key words and the person.
- For feedback, ask volunteers to read out sentences. Have other volunteers write them on the board.

Answers: 1 was **2** 's **3** were **4** 're **5** was **6** 'm **7** were **8** 's

Teaching star!

Game

- Play TPR games because physical movement aids memory. See the Games bank (pages 14–17) for how to do TPR.
- Assign the present simple of *to be* to half the class and the past simple of *to be* to the other half. Tell the children to place their Pupil's Books face down and listen to you. They stand up when their tense is being used, and sit down when the other tense is being used. Read out the sentences from Activity 2 in random order. Add sentences of your own, too.

3 Work in pairs and play a game.

Be a star!

- Organise the children into pairs and then into pupil A and pupil B. Have pupil A turn to page 144 and have pupil B turn to page 149.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game.
- The children describe the pictures on their pages to find six differences between them, using *to be* in the present or past simple.
- Allow time for the children to complete the game.

Grammar booster

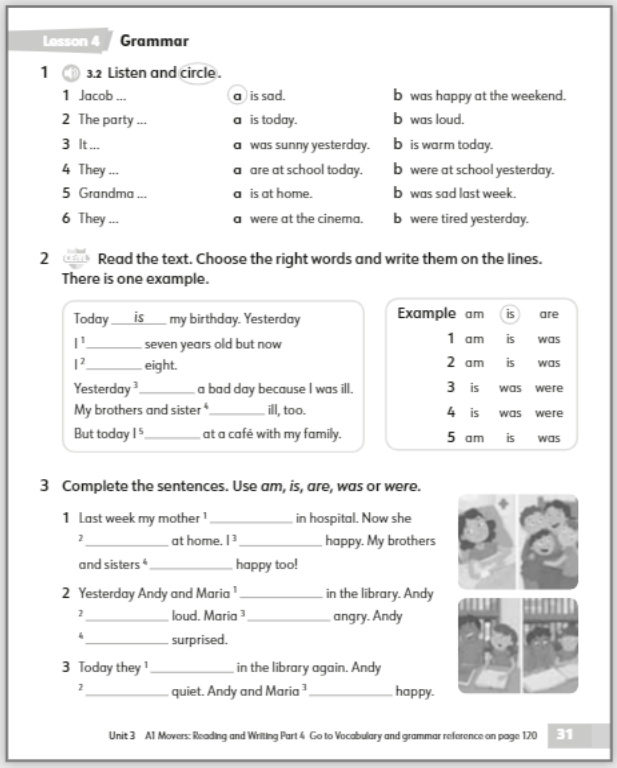
Ask the children to turn to page 136 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 's **2** was **3** 're **4** were **5** are **6** was

Cooler: Tense swapping

- Say sentences in the present simple and have the children raise their hands to swap them into the past simple, e.g. *Today I'm happy. = Yesterday I was happy.*

Workbook page 31



Lesson 4 Grammar

1 3.2 Listen and circle.

1 Jacob ...	(a) is sad.	b was happy at the weekend.
2 The party ...	a is today.	b was loud.
3 It ...	a was sunny yesterday.	b is warm today.
4 They ...	a are at school today.	b were at school yesterday.
5 Grandma ...	a is at home.	b was sad last week.
6 They ...	a were at the cinema.	b were tired yesterday.

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

Today ___is___ my birthday. Yesterday I [1]_____ seven years old but now I [2]_____ eight. Yesterday [3]_____ a bad day because I was ill. My brothers and sister [4]_____ ill, too. But today I [5]_____ at a café with my family.

Example	am	(is)	are
1	am	is	was
2	am	is	was
3	is	was	were
4	is	was	were
5	am	is	was

3 Complete the sentences. Use *am, is, are, was* or *were*.

1 Last week my mother [1]_____ in hospital. Now she [2]_____ at home. I [3]_____ happy. My brothers and sisters [4]_____ happy too!

2 Yesterday Andy and Maria [1]_____ in the library. Andy [2]_____ loud. Maria [3]_____ angry. Andy [4]_____ surprised.

3 Today they [1]_____ in the library again. Andy [2]_____ quiet. Andy and Maria [3]_____ happy.

Unit 3 A1 Movers: Reading and Writing Part 4 Go to Vocabulary and grammar reference on page 120 31

Grammar reference:

Remind the children that they can refer to the grammar reference on page 120 while completing these Workbook activities.

1 3.2 Listen and circle.

Audioscript

1 *I'm really happy today because I'm at the park. My friend Jacob is at the park with me too. Jacob is sad because his ball is in the tree.*

2 *Lily is nine today. Her birthday party was yesterday. It was very loud!*

3 *It's sunny and warm today, but it was cold yesterday.*

4 *Yesterday I was at school but today I'm at the beach with my family.*

5 *Last week, I was sad because my grandma was in hospital. Today I'm happy because she is at home!*

6 *Silvia and Rosa are tired today because they were at the cinema last night.*

Answers: 1 a **2** b **3** b **4** b **5** a **6** a

2 CE:YL Read. Choose the the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: A1 Movers test.

- The children read the paragraph and complete it with words they choose from the box.
- If done in class, read out the example. Ask why the answer is *is* (because the sentence has *today*).
- Remind the children to look for key words in the sentences.
- Have the children complete the activity.

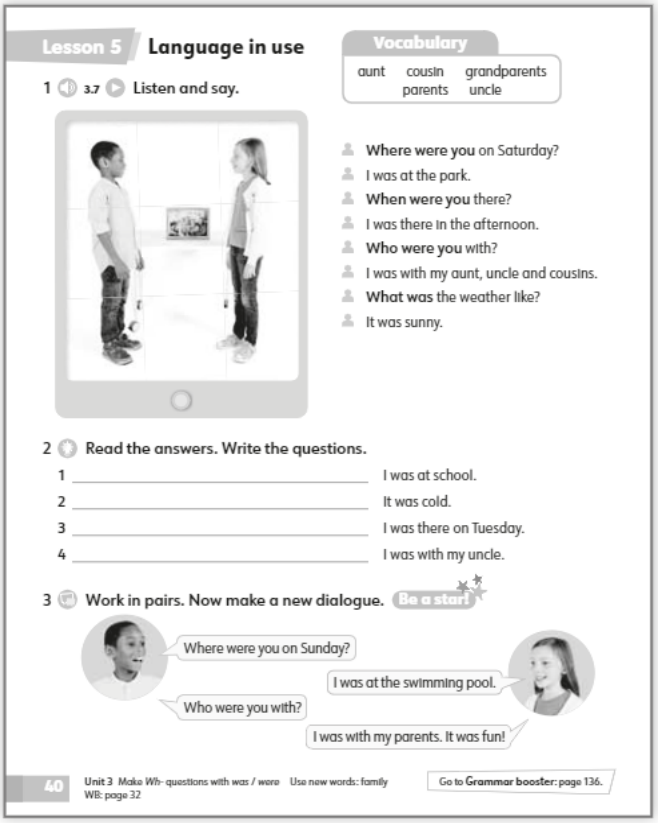
Answers: 1 was **2** am **3** was **4** were **5** am

3 Complete the sentences. Use *am, is, are, was* or *were*.

Answers: 1 was, is, am, are **2** were, was, was, was **3** are, is, are

Lesson 5 Language in use

Pupil's Book page 40



Learning objectives: Make *Wh-* questions with *was / were*; Use new words: family

Vocabulary: aunt, cousin, grandparents, parents, uncle

Review vocabulary: places in town

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: Family tree

- Draw a simple family tree on the board. Start in the middle with *Mum* and *Dad* connected with a line. Draw lines up and down. Ask the children to label it with the family members (*brother, sister, Grandpa, Grandma*).

1 3.7 Listen and say.

- If you don't have access to the video, teach *aunt*, *uncle* and *cousin* by adding them to the family tree from the warm-up. Circle *Grandma* and *Grandpa* and label them *grandparents*. Circle *Mum* and *Dad* and label them *parents*. Have the children repeat the words and verify understanding.
- Play the audio and have the children listen and raise their hands when they hear any of the family words from the vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat *Wh-* questions two or three times. Explain the meaning of *Where, Who, When* and *What* by asking the children to match them to these words that you write on the board: *park, aunt, two o'clock, rainy.*
- Divide the class into two groups, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure by playing the video first.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Read the answers. Write the questions.

- Have the class look at the first answer and suggest a question. Write their correct suggestion on the board.
- Have the children write the questions individually. Then they compare their ideas with a friend.
- Ask volunteers to write the questions on the board.

Suggested answers: 1 Where were you yesterday? **2** What was the weather like? **3** When were you at the cinema? **4** Who were you with?

Teaching star!

Pairwork

- Encourage the children to check their own work even after they think they have finished. This is a good exam skill.
- Have the children write down a *Wh-* question of their own in their notebooks. When they are ready, have them check their work again just to be sure. Then they swap notebooks with a friend and their friend checks and then answers the question.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

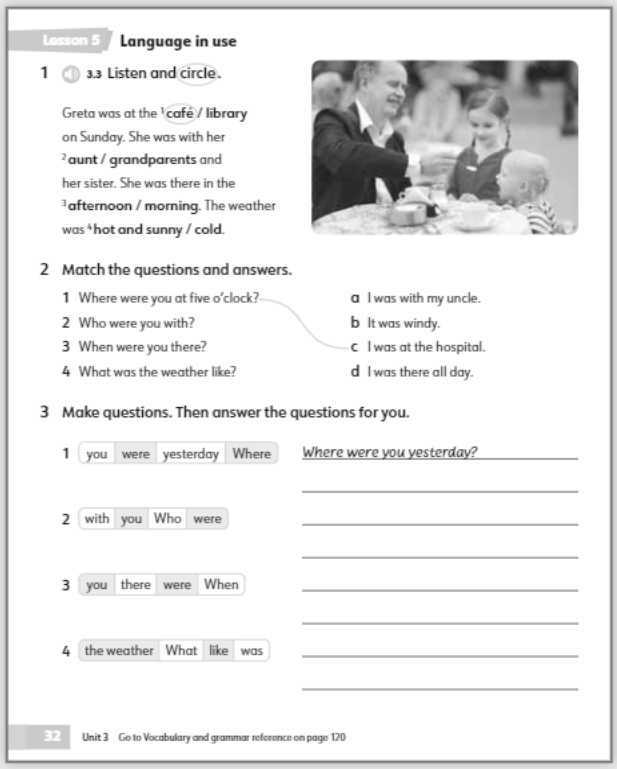
For additional practice, ask the children to turn to page 136 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 When 2 Who 3 Where 4 What
3 Children's own answers.

Cooler: Memory game

- Ask two children the questions they wrote in Activity 3.
- Ask the class the same questions, but in the third person about the children you just asked (e.g. *Where was he / she ...?*). Have volunteers raise their hands to answer.

Workbook page 32



Lesson 5 **Language in use**

1 3.3 Listen and circle.

Greta was at the [1] café / library on Sunday. She was with her [2] aunt / grandparents and her sister. She was there in the [3] afternoon / morning. The weather was [4] hot and sunny / cold.

2 Match the questions and answers.

1 Where were you at five o'clock? — c I was at the hospital.
2 Who were you with? — a I was with my uncle.
3 When were you there? — d I was there all day.
4 What was the weather like? — b It was windy.

3 Make questions. Then answer the questions for you.

1 you were yesterday Where — *Where were you yesterday?*
2 with you Who were
3 you there were When
4 the weather What like was

32 Unit 3 Go to Vocabulary and grammar reference on page 120

Grammar reference:

Remind the children that they can refer to the grammar reference on page 120 while completing these Workbook activities.

1 3.3 Listen and circle.

Audioscript

Boy: *Where were you on Sunday, Greta?*
Girl: *I was at the café.*
Boy: *Who were you with?*
Girl: *I was with my grandparents and my sister.*
Boy: *When were you there?*
Girl: *We were there in the morning.*
Boy: *What was the weather like?*
Girl: *It was hot and sunny.*

Answers: 1 café **2** grandparents **3** morning **4** hot and sunny

2 Match the questions and answers.

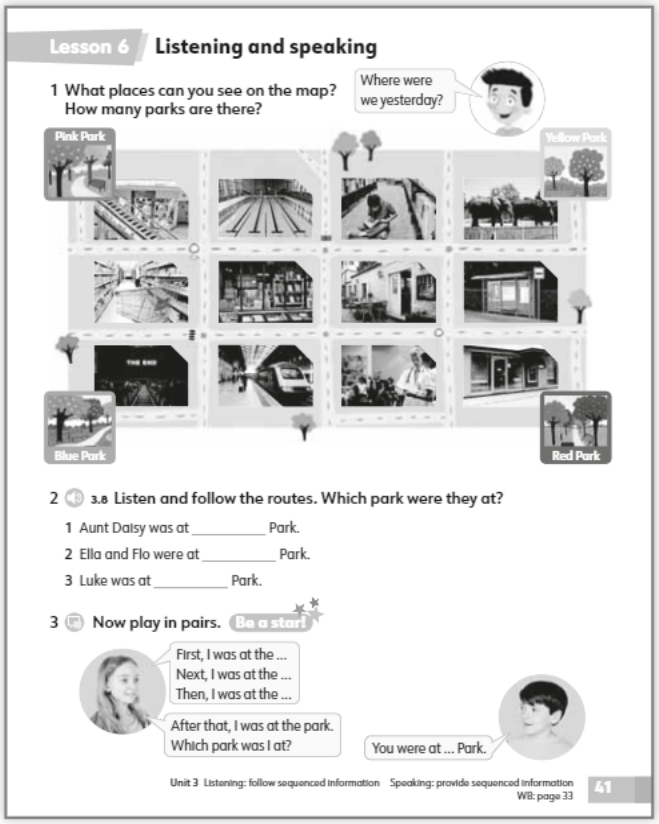
Answers: 1 c **2** a **3** d **4** b

3 Make questions. Then answer the questions for you.

Answers: 1 Where were you yesterday? **2** Who were you with? **3** When were you there? **4** What was the weather like?; Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 41



Learning objectives: Listening: follow sequenced information; Speaking: provide sequenced information

Vocabulary: after that, first, next, then

Warm-up: First letters

- Write the first letters of places on the board: ***s****wimming* ***p****ool,* ***l****ibrary*, etc.
- Ask the children to try to remember the places and complete the words on the board.

1 What places can you see on the map? How many parks are there?

- Ask the children to look at the map and think about the places they can see in the squares.
- Have the children raise their hands to say the places from left to right, row by row.
- Ask *How many parks are there?* and elicit *four.*

Answers: shopping centre, swimming pool, library, zoo, supermarket, bookshop, café, bus stop, cinema, train station, hospital, bank.
There are four parks.

2 3.8 Listen and follow the routes. Which park were they at?

- Read out instructions and the gapped sentences so the children know what to listen for.
- Play the audio. Have the children follow the routes on the map with a finger. You can pause after each sentence to give the children time to find the next place.
- Have the children raise their hands to suggest answers. Play the audio again to confirm answers if necessary.

Audioscript

1. Luke: *Yesterday Aunt Daisy was at the supermarket. Then she was at the bookshop. Then she was at the train station. Then she was at the hospital. Then she was at the bank. And then she was at the park next to the bank. Which park was Aunt Daisy at?*

2. Luke: *Yesterday Ella and Flo were with our grandparents. First, they were at the bus stop. Then they were at the zoo. After that, they were at the library. Next, they were at the swimming pool. Then they were at the shopping centre. And after that, they were at the park next to the shopping centre. Which park were Ella and Flo at?*

3. Luke: *Yesterday I was very busy. In the morning I was at the supermarket. Then I was at the bookshop. In the afternoon, I was at the café with my cousins. Then I was at the library looking for a book. After that, I was at the zoo with my friends. Next to the zoo there's a park and after the zoo we were in that park. Which park was I at?*

Answers: 1 Red **2** Pink **3** Yellow

Teaching star!

Group work

- Have the children read the audioscript aloud to practise speaking activities because the repetition will help them remember the new language.
- Divide the class into three groups. Assign number 1, 2 or 3 to each group. Tell them that their number matches the part of the audioscript that they will repeat. Have Group 1 stand up. Play each sentence of Part 1 of the audio and have the group repeat. Do the same with the other groups.

3 Now play in pairs.

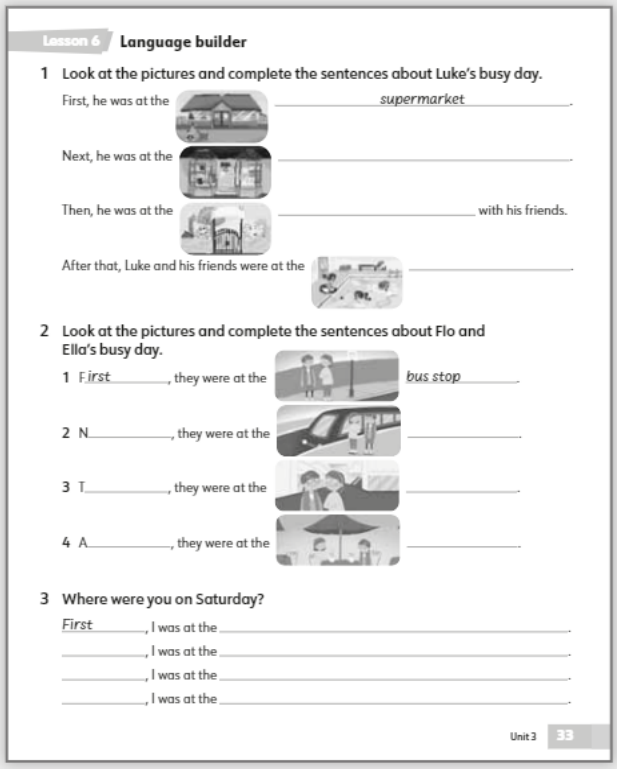
Be a star!

- Write the sequencing words *first, next, then* and *after that* on the board. Explain the meanings in L1 and tell the children they will use these words in this activity.
- Read out the example to the children. Have them suggest places the girl was at. Do this until the suggestions make sense and finish at a park. Elicit the boy's answer.
- Divide the class into pairs. Have the children take turns saying where they were and which park they were at.
- Monitor pairs and help where necessary.

Cooler: Where was the ...?

- Draw a 3 x 4 grid on the board so it is the same as the map in the Pupil's Book.
- Give the children one minute to study the places on the map.
- Tell them to close their Pupil's Books. Ask for volunteers to go to the board and write the words for the places in the correct squares. Prompt with questions *Where was the ...?*
- How many places can they remember?

Workbook page 33



Lesson 6 **Language builder**

1 Look at the pictures and complete the sentences about Luke's busy day.

First, he was at the supermarket.

Next, he was at the _____.

Then, he was at the _____ with his friends.

After that, Luke and his friends were at the _____.

2 Look at the pictures and complete the sentences about Flo and Ella's busy day.

1 First, they were at the bus stop.

2 N_____, they were at the _____.

3 T_____, they were at the _____.

4 A_____, they were at the _____.

3 Where were you on Saturday?

First, I was at the _____.

_____, I was at the _____.

_____, I was at the _____.

_____, I was at the _____.

Unit 3 33

1 Look at the pictures and complete the sentences about Luke's busy day.

Answers: 1 supermarket **2** bookshop **3** zoo **4** swimming pool

2 Look at the pictures and complete the sentences about Flo and Ella's busy day.

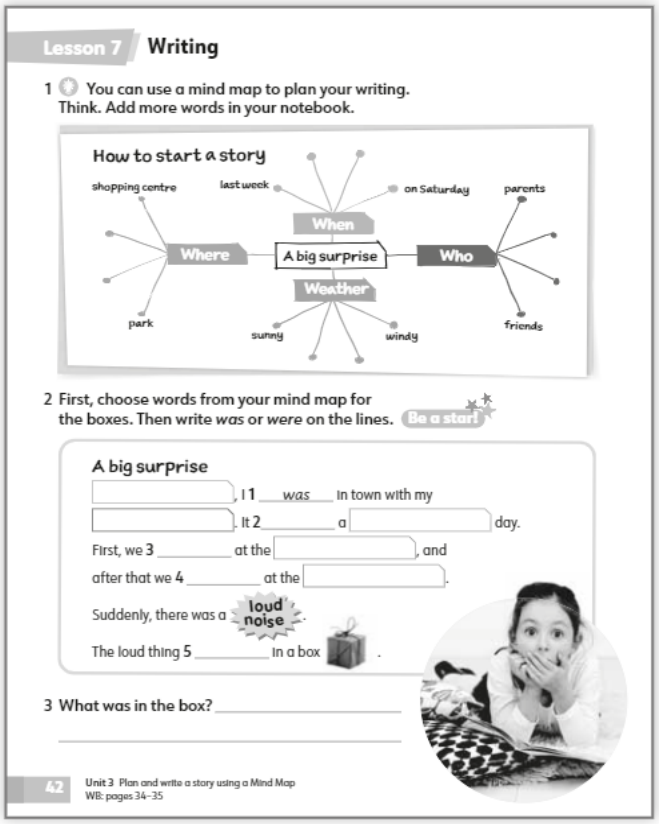
Answers: 1 First, bus stop **2** Next, train station **3** Then, shopping centre **4** After that, café

3 Where were you on Saturday?

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 42



Learning objectives: Plan and write a story using a Mind Map

Warm-up: Story building

- Have the children build a story. You tell the story and pause for the children to suggest words. Nominate a different child at each pause.
- Say: *Yesterday I was at* [pause]. *The day was* [pause]. *I was with my* [pause]. *The weather was* [pause].
- Repeat with other children and new ideas.

1 You can use a mind map to plan your writing. Think. Add more words in your notebook.

- Have the children look at the mind map. Explain that it is a list that you can make to think of ideas for a story.
- Have volunteers read out the ideas in each section of the mind map.
- Have the children work in pairs and think of more words to add to the mind map. They then choose the words they like and write them on the page.
- Draw the mind map on the board and have a volunteer complete it with suggestions from the class.

Answers: Children's own answers.

2 First, choose words from your mind map for the boxes. Then write *was* or *were* on the lines.

Be a star!

- Direct the children's attention to the boxes and ask them why they are different colours (*because they match the sections in the* mind map).
- Have the children complete the story with words of their choice from the mind map. They should do this alone. They fill in the lines with *was* or *were*.
- Check each child's book as they write and help as necessary.
- Have volunteers read one line each of the story.

Answers: 1 was **2** was **3** were **4** were **5** was
Coloured boxes: Children's own answers.

Teaching star!

Pairwork

- With large classes there is often not time for every child to read out their own ideas, so give them the chance to be heard as they do pairwork.
- Have the children read their finished version of their stories to each other. Encourage them to use intonation to make the story exciting.

3 What was in the box?

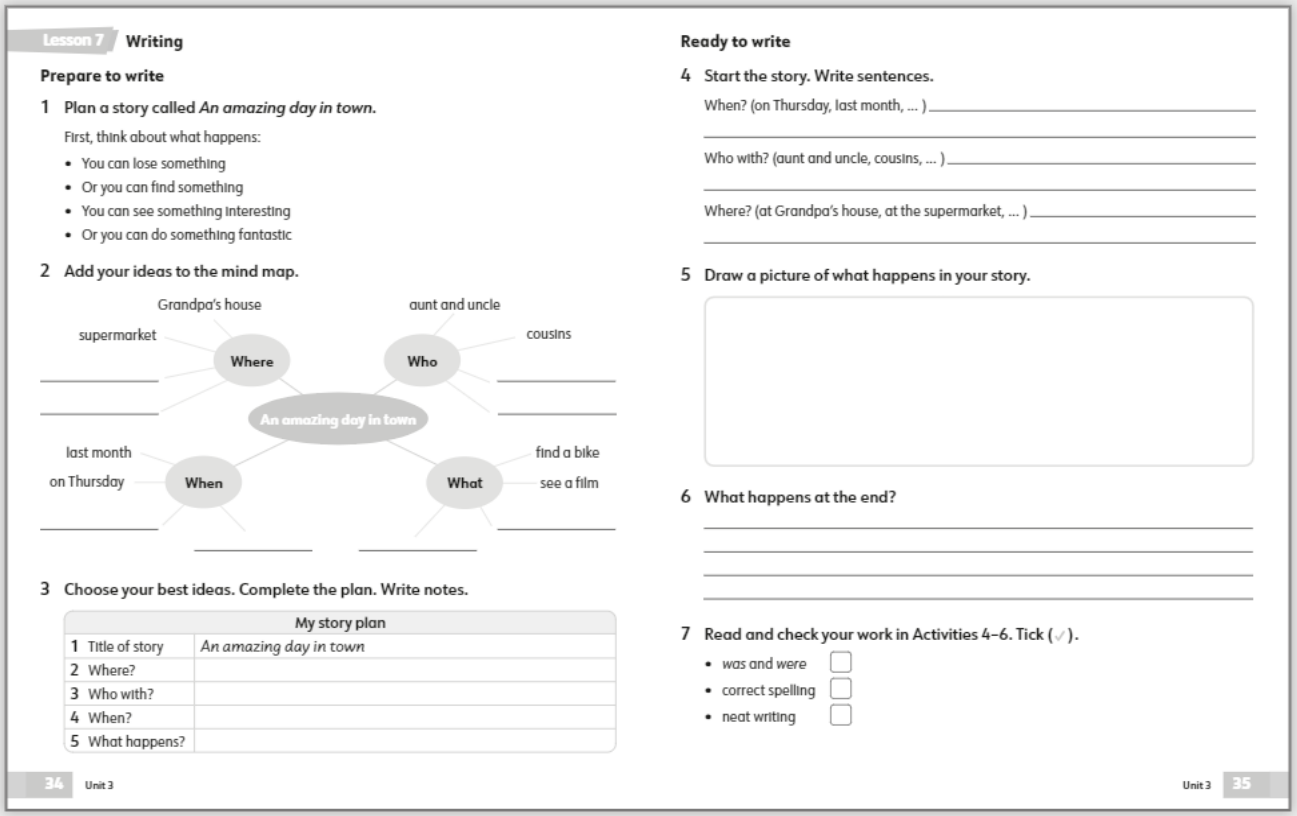
- Give the children a few minutes to write and draw their ideas for what was in their box.
- They hold up their notebooks and tell the class.

Answers: Children's own answers.

Cooler: Funny stories

- Read out the story in Activity 2 and have volunteers try to think of funny things they can put in the gaps.

Workbook pages 34–35



Lesson 7 Writing

Prepare to write

1 Plan a story called *An amazing day in town.*

First, think about what happens:

- You can lose something
- Or you can find something
- You can see something interesting
- Or you can do something fantastic

2 Add your ideas to the mind map.

Grandpa's house
aunt and uncle
supermarket
cousins
Where
Who
An amazing day in town
last month
on Thursday
When
What
find a bike
see a film

3 Choose your best ideas. Complete the plan. Write notes.

My story plan	
1 Title of story	*An amazing day in town*
2 Where?	
3 Who with?	
4 When?	
5 What happens?	

34 Unit 3

Ready to write

4 Start the story. Write sentences.

When? (on Thursday, last month, ...)

Who with? (aunt and uncle, cousins, ...)

Where? (at Grandpa's house, at the supermarket, ...)

5 Draw a picture of what happens in your story.

6 What happens at the end?

7 Read and check your work in Activities 4–6. Tick (✓).

- *was* and *were*
- correct spelling
- neat writing

Unit 3 35

Prepare to write

1 Plan a story called *An amazing day in town.*

- If done in class, read out the ideas for a story and have the children choose the one they like or suggest their own ideas.
- The children plan their stories.

2 Add your ideas to the mind map.

- The children complete the mind map with their own ideas.
- If done in class, refer the children to the mind map and have volunteers read out the ideas in each section.

Answers: Children's own answers.

3 Choose your best ideas. Complete the plan. Write notes.

- The children complete the table with the ideas they like best. They write notes at this stage.
- If done in class, ask a child to tell you the place he / she has chosen and write notes for this on the board, e.g. *at the supermarket.*
- Have the children complete the activity.

Answers: Children's own answers.

Ready to write

4 Start the story. Write sentences.

- The children write sentences that they will use in their story.
- If done in class, have the children call out sentence ideas before they start writing.
- The children then write the sentences individually.

Answers: Children's own answers.

5 Draw a picture of what happens in your story.

- The children draw a picture to illustrate their story.
- If done in class, give the children a few minutes to draw their picture.

6 What happens at the end?

- The children write their endings.
- If done in class, ask volunteers to read out their endings.

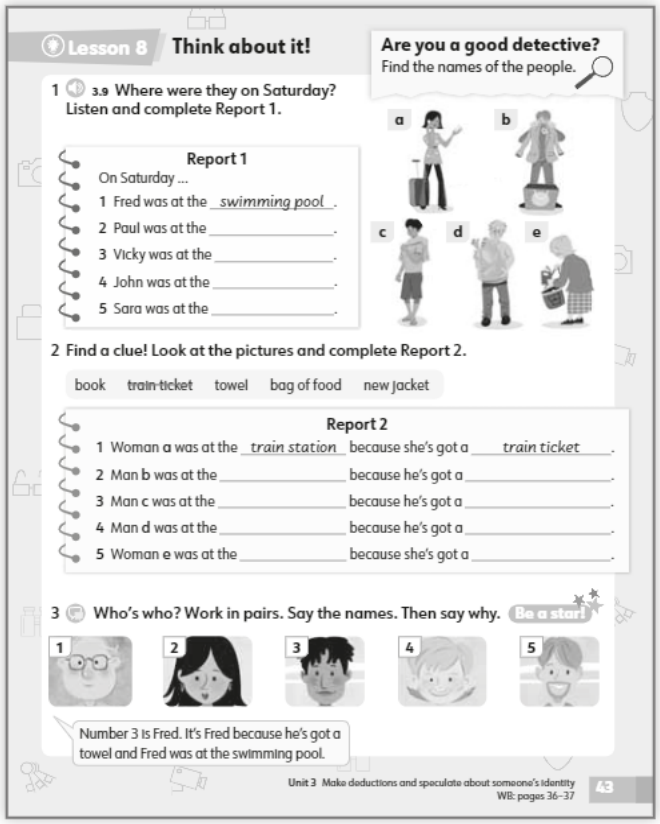
Answers: Children's own answers.

7 Read and check your work in Activities 4–6. Tick (✓).

- The children self-assess using the boxes.
- If done in class, read out their choices.
- The children think about their own performance and tick the things they did in their work.

Lesson 8 Think about it!

Pupil's Book page 43



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

Additional vocabulary: bag of food, book, detective, new jacket, towel, train ticket

Resources: Unit 3 test

Warm-up: Spelling fun!

- Write the following sequencing words on the board with all the vowels missing (*first, next, then, after that*).
- Have the children complete the words as fast as they can. They raise their hands when they finish.

1 3.9 Where were they on Saturday? Listen and complete Report 1.

- Read the questions at the top and explain *detective* in L1 if necessary. Ask the children what they have to do and elicit that they have to work out the whereabouts of each person.
- Tell the children they are going to listen to a conversation and complete the report.
- Play the audio. The children listen and fill in the report.
- Ask volunteers to read one sentence each.

Audioscript

Man: *Hello.*

Woman: *Hello. It's Detective Lily Barnes here.*

Man: *Hello, Lily. So ... Where were they on Saturday?*

Woman: *Well, first Fred ...*

Man: *OK. Fred. Where was he?*

Woman: *He was at the swimming pool.*

Man: *So, Fred was at the swimming pool. Who's next?*

Woman: *Paul.*

Man: *OK. So where was Paul?*

Woman: *He was at the shopping centre.*

Man: *At the shopping centre? OK. And who's next?*

Woman: *Next is Vicky. She was at the train station.*

Man: *At the train station, eh? OK. Vicky was at the train station ... and John. Where was he?*

Woman: *John? Well, he was shopping at the supermarket.*

Man: *John was at the supermarket. OK. Is that everyone?*

Woman: *No ... There's one more woman. Sara.*

Man: *OK. Where was Sara?*

Woman: *She was at the library.*

Man: *At the library, OK.*

Woman: *I'm going to send you an email with their photos now.*

Man: *OK. Thank you, Lily. You're a very good detective!*

Answers: 1 swimming pool **2** shopping centre **3** train station **4** supermarket **5** library

Teaching star!

Extension

- With long audioscripts, play the track as many times as necessary for the children to understand. Give a different reason for listening each time.
- Tell the children they will listen to the audio again. Tell them to say *Stop!* every time they hear a name. Pause when the children say *Stop!* and ask them to call out the name they heard.

2 Find a clue! Look at the pictures and complete Report 2.

- Read out the example. The children complete the report alone.

Answers: 1 train station, train ticket **2** shopping centre, new jacket **3** swimming pool, towel **4** supermarket, bag of food **5** library, book

3 Who's who? Work in pairs. Say the names. Then say why. Be a star!

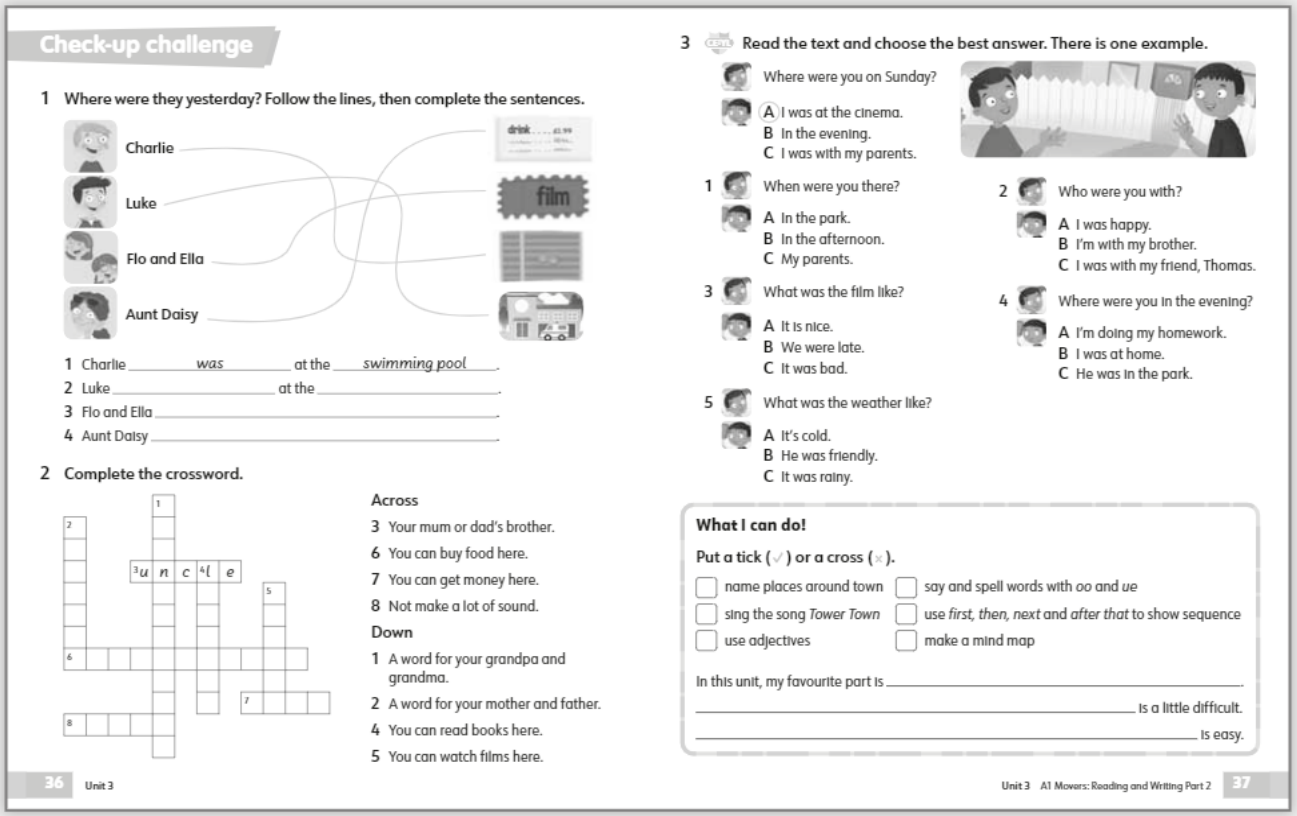
- The children look at the reports and compare ideas in pairs before saying the names.
- Ask volunteers to read out their suggestions and explain why, e.g. *Person 1 is John. He was at the supermarket because he's got bag of food.*

Answers: 1 John **2** Vicky **3** Fred **4** Sara **5** Paul

Cooler: What's this?

- Ask a child to draw an item from Activity 2. The other children say what the item is. Ask *Where was it?* and elicit answers. Repeat.

Workbook pages 36–37



Check-up challenge

1 Where were they yesterday? Follow the lines, then complete the sentences.

Charlie
Luke
Flo and Ella
Aunt Daisy

1 Charlie was at the swimming pool.
2 Luke _____ at the _____.
3 Flo and Ella _____.
4 Aunt Daisy _____.

2 Complete the crossword.

Across
3 Your mum or dad's brother.
6 You can buy food here.
7 You can get money here.
8 Not make a lot of sound.

Down
1 A word for your grandpa and grandma.
2 A word for your mother and father.
4 You can read books here.
5 You can watch films here.

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

Where were you on Sunday?
A I was at the cinema.
B In the evening.
C I was with my parents.

1 When were you there?
A In the park.
B In the afternoon.
C My parents.

2 Who were you with?
A I was happy.
B I'm with my brother.
C I was with my friend, Thomas.

3 What was the film like?
A It is nice.
B We were late.
C It was bad.

4 Where were you in the evening?
A I'm doing my homework.
B I was at home.
C He was in the park.

5 What was the weather like?
A It's cold.
B He was friendly.
C It was rainy.

What I can do!

Put a tick (✓) or a cross (×).

☐ name places around town ☐ say and spell words with *oo* and *ue*
☐ sing the song *Tower Town* ☐ use *first, then, next* and *after that* to show sequence
☐ use adjectives ☐ make a mind map

In this unit, my favourite part is _____.
_____ is a little difficult.
_____ is easy.

36 Unit 3 — Unit 3 A1 Movers: Reading and Writing Part 2 37

1 Where were they yesterday? Follow the lines, then complete the sentences.

Answers: 1 was, swimming pool **2** was, hospital **3** were at the cinema **4** was at the café

2 Complete the crossword.

Answers: 3 uncle **6** supermarket **7** bank **8** quiet **1** grandparents **2** parents **4** library **5** cinema

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

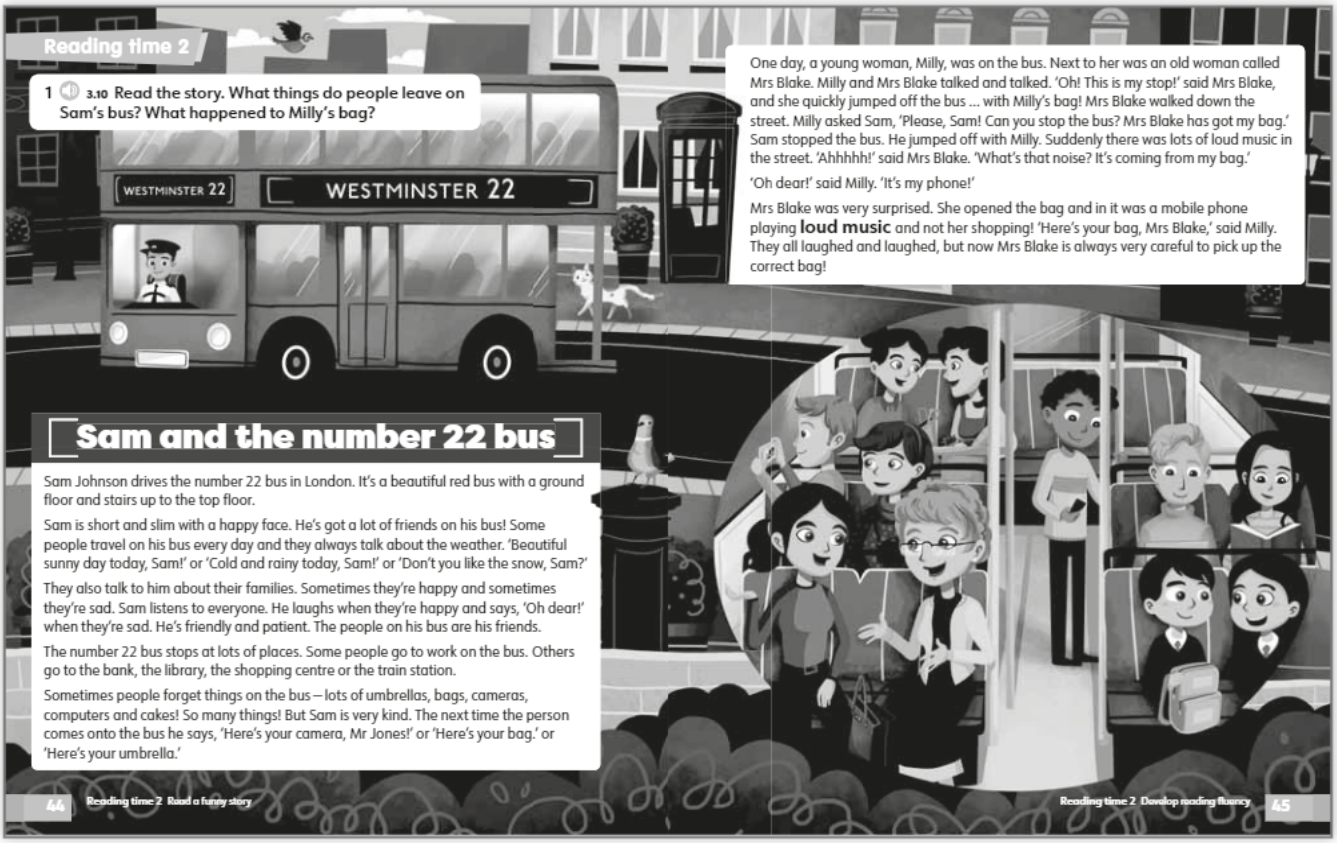
This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- The children read the text and choose the best answer.
- If done in class, have two children read out the example. Then have the children complete the activity individually.

Answers: 1 B **2** C **3** C **4** B **5** C

Reading time 2

Pupil's Book pages 44–46



Reading time 2

1 3.10 Read the story. What things do people leave on Sam's bus? What happened to Milly's bag?

WESTMINSTER 22

Sam and the number 22 bus

Sam Johnson drives the number 22 bus in London. It's a beautiful red bus with a ground floor and stairs up to the top floor.

Sam is short and slim with a happy face. He's got a lot of friends on his bus! Some people travel on his bus every day and they always talk about the weather. 'Beautiful sunny day today, Sam!' or 'Cold and rainy today, Sam!' or 'Don't you like the snow, Sam?'

They also talk to him about their families. Sometimes they're happy and sometimes they're sad. Sam listens to everyone. He laughs when they're happy and says, 'Oh dear!' when they're sad. He's friendly and patient. The people on his bus are his friends.

The number 22 bus stops at lots of places. Some people go to work on the bus. Others go to the bank, the library, the shopping centre or the train station.

Sometimes people forget things on the bus – lots of umbrellas, bags, cameras, computers and cakes! So many things! But Sam is very kind. The next time the person comes onto the bus he says, 'Here's your camera, Mr Jones!' or 'Here's your bag.' or 'Here's your umbrella.'

One day, a young woman, Milly, was on the bus. Next to her was an old woman called Mrs Blake. Milly and Mrs Blake talked and talked. 'Oh! This is my stop!' said Mrs Blake, and she quickly jumped off the bus ... with Milly's bag! Mrs Blake walked down the street. Milly asked Sam, 'Please, Sam! Can you stop the bus? Mrs Blake has got my bag.' Sam stopped the bus. He jumped off with Milly. Suddenly there was lots of loud music in the street. 'Ahhhhh!' said Mrs Blake. 'What's that noise? It's coming from my bag.'

'Oh dear!' said Milly. 'It's my phone!'

Mrs Blake was very surprised. She opened the bag and in it was a mobile phone playing **loud music** and not her shopping! 'Here's your bag, Mrs Blake,' said Milly. They all laughed and laughed, but now Mrs Blake is always very careful to pick up the correct bag!

46 Reading time 2 Read a funny story

Reading time 2 Develop reading fluency 45

Reading time 2 Activities

2 Look at the picture clues and write the sentences.

	1	2	3	4
A				like
B	forget	on	the	drives
C	are		sometimes	

1 (4C – 4B – 3B – 3A)
Sam drives the bus.

2 (3C – 2C – 2B – 3B – 3A – 1C – 1A)

3 (3B – 2C – 2B – 3B – 3A – 4A – 4C)

4 (3C – 2C – 1B – 2A – 2B – 3B – 3A)

3 Draw lines to show the route of the number 22 bus. Be a star!



train station
cinema
bank
library
hospital
swimming pool

46 Reading time 2

Learning objectives: Read a funny story; Develop reading fluency

Resources: Reading time 2 video; Video activity worksheet, flashcards

Warm-up: Correct my mistake

- Read out the text from Pupil's Book page 36, but with some obvious mistakes. Have the children follow in their books. Tell the children every time they hear something different or wrong, they should say *Stop!* and tell you what was different and what the original was.
- Change the underlined words below: *Let's be <u>patient</u> and wait here. This film is very <u>loud</u>! Oh no! Look! The shadows are coming! Be <u>careful</u>! Look! They can jump onto the <u>train</u>. Hey! Watch them jump into that <u>swimming pool</u>! Ooops! Let's use the <u>cake</u>! Ha Ha Ha. The shadows are <u>angry</u>!*

1 3.10 Read the story. What things do people leave on Sam's bus? What happened to Milly's bag?

Pre-reading

- Have the children look at the images and the story title on pages 44–45. Ask *What do you think the story is about? Who are the people? Where are they? What things do they leave on the bus? What about Milly's bag? When does this story happen – now or the past?*

While reading

- Give the children quiet time to read the story.
- Ask them which of their predictions were correct.

Answers: umbrellas, bags, cameras, computers, cakes. Mrs Blake took Milly's bag by mistake.

Post-reading

- Ask the children if they liked the story. Have them raise their hands to show their reaction as you call out possible opinions:
  It's a terrible story! / It's not very good. / It's OK. / It's a good story. / It's great!
- Play the audio and have the children mime key actions and make sound effects along with the audio as they read and listen.

Teaching star!

Mixed ability

- Make sure all children get a chance to take part in the lesson, and that quieter children are not left out.
- Pair more confident children with less confident children. Praise all the children, and do not correct pronunciation until the end when everyone has read.

Cooler: Disappearing words

- Ask the children to turn their Pupil's Books face down.
- Have the children tell you the key words they remember from the story. Write them on the board.
- See the Games bank (pages 14–17) for how to play the game.

Reading time 2 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of the story from the last lesson (e.g. driving a bus). Ask the children what part of the story it is.
- Have the children look back at the story and pick a part to mime.

2 Look at the picture clues and write the sentences.

- Refer the children to the clues and have them work out the system (each picture or word is represented by a number and a letter).
- Have children continue the activity and write the sentences individually.
- Ask pairs of children to read out their sentences.
- Ask the children if they can remember the part of the story which had each item.

Answers: 1 Sam drives the bus. **2** Sometimes people on the bus are happy. **3** The people on the bus like Sam. **4** Sometimes people forget umbrellas on the bus.

3 Draw lines to show the route of the number 22 bus.

Be a star!

- Tell the children they will see a video of a bus journey in London.
- Ask the children to listen carefully to all the places that the bus goes. Show the video.
- Refer the children to the example answer.
- Show the video again and pause it at key points, as the children complete the activity.
- Ask the children to read out the places in the correct order.

Videoscript

Mrs Blake:	*Ah, look, Rachel. Here comes the bus. Be careful when you get on. Good morning, Sam. How are you today?*
Sam:	*Fine thank you, Mrs Blake. Hello Rachel.*
Rachel:	*Hello, Sam. We're going to Westminster. We're visiting Granny.*
Mr Jones:	*Good morning, Sam! Lovely day, isn't it?*
Sam:	*Yes, lovely day, Mr Jones. Where are you going?*
Mr Jones:	*To the train station.*
Announcement:	*Next stop, ... Marsden Swimming Pool.*

Boy:	*Can we have an ice cream ... after my swimming lesson, please, Dad?*
Dad:	*Maybe.*
Mrs Green:	*Morning, Sam. How are you today?*
Sam:	*Very well thank you, Mrs Green. How are you?*
Mrs Green:	*I'm well, but my mother isn't. She's in the hospital. I'm visiting her.*
Sam:	*Oh dear, I'm sorry. Tell her, 'Get well soon!'*
Mrs Green:	*Good morning, Mrs. Blake. Lovely morning, isn't it?*
Mrs Blake:	*Yes, it is. Where are you getting off?*
Mrs Green:	*At the hospital. My mum is in the hospital.*
Mrs Blake:	*Oh, I'm sorry to hear that!*
Rachel:	*Look, Mum! Look! Dinosaur Island is on at the cinema!*
Rachel:	*Can we go and see it?*
Mrs Blake:	*Let's see, Rachel.*
Announcement:	*Next stop, Royal Victoria Hospital.*
Mrs Green:	*That's my stop, Mrs Blake. See you soon!*
Mrs Blake:	*Lovely to see you, Mrs Green. Bye! Say hello to your mother.*
Mrs Green:	*OK. Bye.*
Announcement:	*Train station.*
Sam:	*Northern Train Station.*
Rachel:	*Mum, Mr Jones is asleep!*
Sam:	*Train station, Mr Jones! Northern Train Station. Wake up!*
Mr Jones:	*Oh! Train station! That's my stop! Thank you, Sam.*
Sam:	*Mr Jones! Your umbrella! Again!*
Mr Jones:	*Thank you very much.*

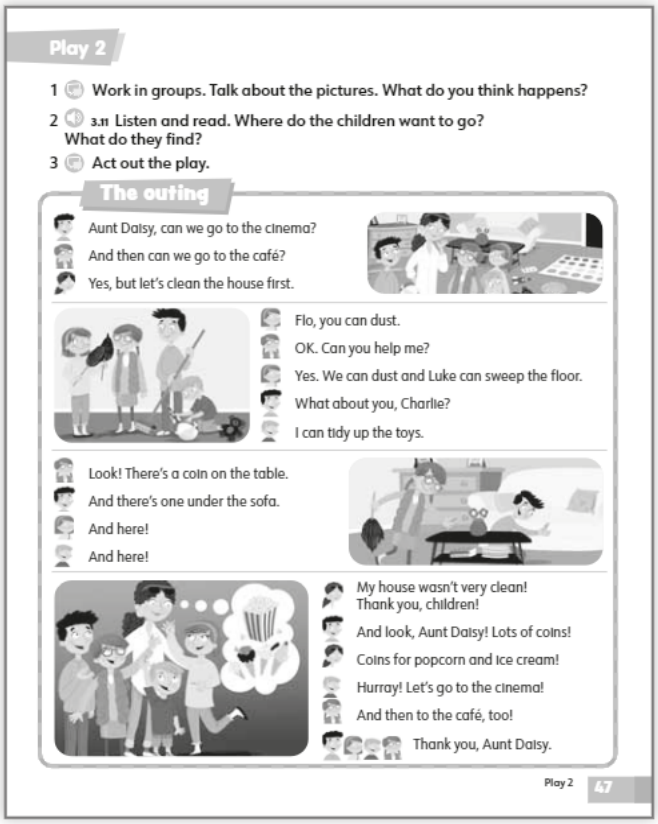
Answers: library, swimming pool, cinema, hospital, train station

Cooler: Physical spelling

- Play the game to practise the words from today's lesson: *pool, train station, supermarket, shopping centre, library.*
- See the Games bank (pages 14–17) for how to play the game.

Play 2

Pupil's Book page 47


Play 2

1 Work in groups. Talk about the pictures. What do you think happens?

2 3.11 Listen and read. Where do the children want to go? What do they find?

3 Act out the play.

The outing

Aunt Daisy, can we go to the cinema?
And then can we go to the café?
Yes, but let's clean the house first.
Flo, you can dust.
OK. Can you help me?
Yes. We can dust and Luke can sweep the floor.
What about you, Charlie?
I can tidy up the toys.
Look! There's a coin on the table.
And there's one under the sofa.
And here!
And here!
My house wasn't very clean! Thank you, children!
And look, Aunt Daisy! Lots of coins!
Coins for popcorn and ice cream!
Hurray! Let's go to the cinema!
And then to the café, too!
Thank you, Aunt Daisy.

Play 2 47

Resources: Play 2

Materials: props for the play, e.g. scrunched up paper as a duster, mime using a broom, some classroom stationary for toys, some coins, a table, some classroom chairs put together for a sofa

Warm-up: Anagrams

- Write some anagrams of places in the board. Give the children a few minutes to work them out in pairs. Have volunteers spell the words correctly on the board.
- Suggested anagrams: *nakb, sub pots, céfa, niceam, sophtail, bilarry, hopspnig trenec, smiwginm loop, puserramtek (bank, bus stop, café, cinema, hospital, library, shopping centre, swimming pool, supermarket).*

1 Work in groups. Talk about the pictures. What do you think happens?

- Have the children look at the pictures on page 47.
- Ask them if they can name all of the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

2 3.11 Listen and read. Where do the children want to go? What do they find?

- Play the audio. Have the children listen and follow in their books.
- Ask them for the answer to the question and where the children want to go.
- Give the children time to read the story again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answers: They want to go to the cinema and the café. They find lots of coins.

Teaching star!

Extension

- Keep children involved by having a class monitor.
- Ask the class monitor to be in charge of the audio. Have the monitor play the audio again, pause after sentences and choose volunteers who have raised their hands to repeat.

3 Act out the play.

- Ask the children what objects (called props) they will need to help them act out the play (*see Materials*).
- Ask how many characters the play needs (*five – Charlie, Flo, Ella, Luke, Aunt Daisy*).
- Divide the class into groups of five – if there are extra children, they can help a group with their scene changes.
- Give the children several minutes to decide what their roles are (if they can't decide, you can decide for them) and to practise their lines and using the props.
- When they are ready, each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

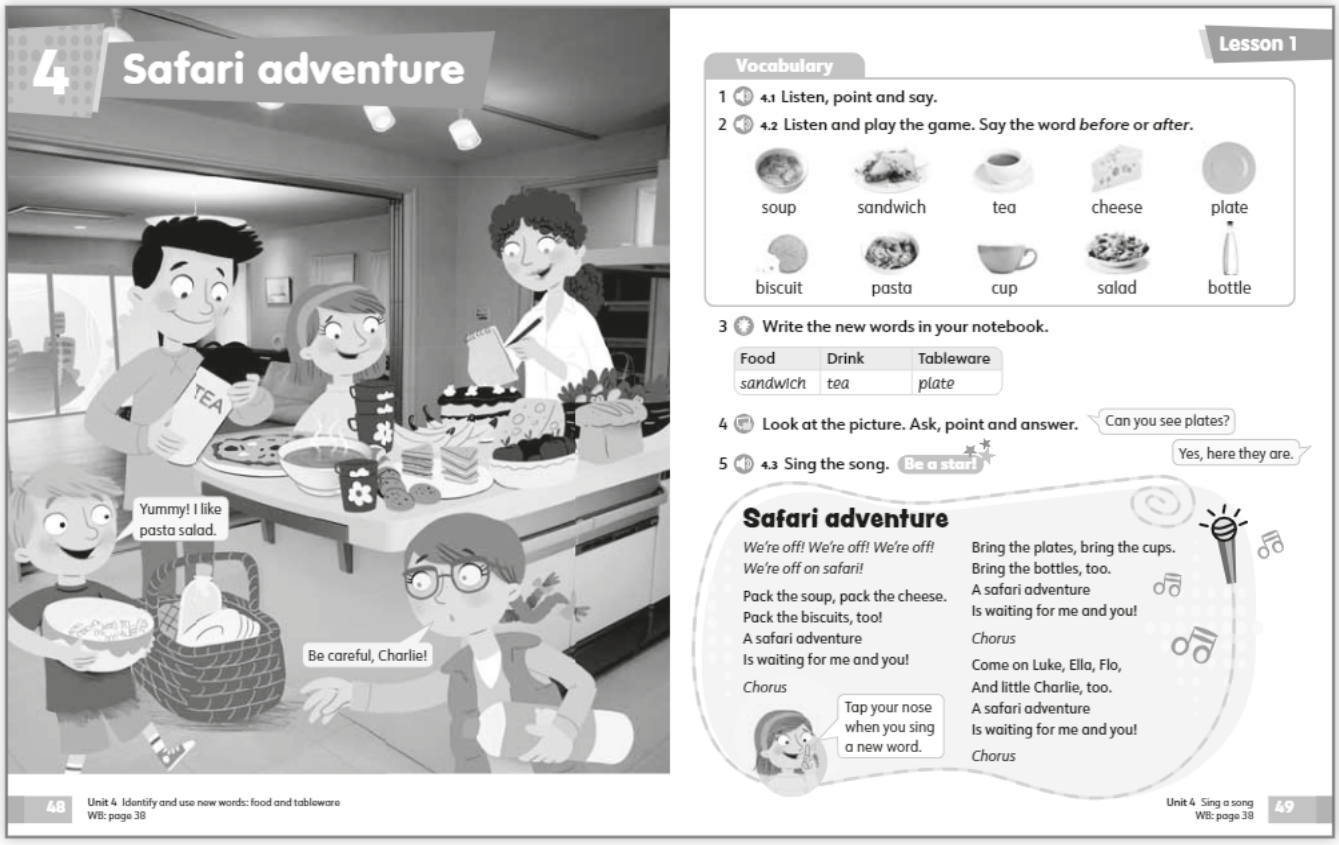
Cooler: Well done!

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

4 Safari adventure

Lesson 1 Vocabulary

Pupil's Book pages 48–49



Learning objectives: Identify and use new words: food and tableware; Sing a song

Vocabulary: biscuit, bottle, cheese, cup, pasta, plate, salad, sandwich, soup, tea

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Categories

- Write these three headings on the board each in a large circle: *Colours, Subjects, Places*
- Give an example for each category. Call out different words from the Welcome Unit and Units 1 and 2. Have volunteers raise their hands to come to the board and write each word in the correct circle.
- Have the children help out, offer opinions and call out or correct spelling.

1 4.1 Listen, point and say.

- The children look at the picture on page 48. Ask *Who can you see?* (*Flo, Ella, Luke, Charlie, Aunt Daisy*) *Where are they?* (*In the kitchen.*) *What are they doing?* (*Making a picnic for a trip.*)
- Refer the children to the pictures on page 49. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 4.2 Listen and play the game. Say the word *before* or *after*.

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *tea*
Child: *Before cheese, after sandwich!*
Teacher: *pasta*
Child: *Before cup, after biscuit!*
Teacher: *Now you. 1 sandwich 2 cheese 3 biscuit 4 plate 5 salad*

Answers: 1 Before tea, after soup. **2** Before plate, after tea. **3** Before pasta, after plate. **4** Before biscuit, after cheese. **5** Before bottle, after cup.

Teaching star!

Extension

- Use flashcards to help the children connect new vocabulary items to images, rather than words.
- Ask the children to place their Pupil's Books face down. Hold up each flashcard one at a time. Cover the word with a piece of paper and ask the children *What's this?* Elicit answers.

3 Write the new words in your notebook.

- Ask *Do we eat sandwiches? Do we drink soup? Do we eat or drink with a cup?* and elicit answers.
- Have the children copy the chart into their notebooks. They fill it in with the new words.

Answers: Food: biscuit, cheese, pasta, salad, sandwich, soup **Drink:** tea **Tableware:** bottle, cup, plate

4 Look at the picture. Ask, point and answer.

- Have the children look at the picture on page 48 and raise their hands to tell you everything they can see.
- Ask the class two example questions, e.g. *Can you see the plates / soup?* The children point and say *Yes, here they are / it is*.
- Divide the class into pairs and have them take turns asking and pointing and answering.

5 4.3 Sing the song.

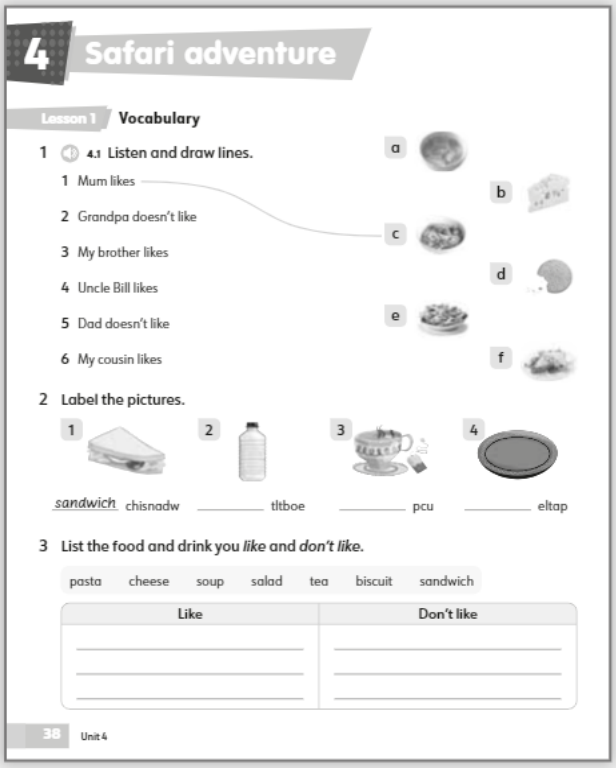
Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song. Every time they hear a new word, they should tap their nose.
- Play the audio. If the children don't tap their nose at a new word, tap yours.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing. Repeat the audio so they can practise and get better.

Cooler: Mime game

- Mime that you are eating, drinking or using one of the tableware words. The children guess what it is.
- Have volunteers act out mimes for the new words for the rest of the class to guess.

Workbook page 38


4 Safari adventure

Lesson 1 Vocabulary

1 4.1 Listen and draw lines.

1 Mum likes
2 Grandpa doesn't like
3 My brother likes
4 Uncle Bill likes
5 Dad doesn't like
6 My cousin likes

a b c d e f

2 Label the pictures.

1 2 3 4

sandwich chisnadw _____ tltboe _____ pcu _____ eltap

3 List the food and drink you *like* and *don't like*.

pasta cheese soup salad tea biscuit sandwich

Like	Don't like

38 Unit 4

1 4.1 Listen and draw lines.

Audioscript

1	**Boy:**	*Do you like pasta, Mum?*
	Mum:	*Yes, I do.*
2	**Girl:**	*Would you like a biscuit, Grandpa?*
	Grandpa:	*No, thank you. I don't like biscuits.*
3	**Girl:**	*My brother likes cheese sandwiches. He eats them every day.*
4	**Boy:**	*Do you like salad, uncle Bill?*
	Man:	*Yes, I do.*
5	**Girl:**	*Would you like cheese on your pasta, Dad?*
	Dad:	*No, thank you. I don't like cheese.*
6	**Grandma:**	*My cousin likes soup for lunch.*

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

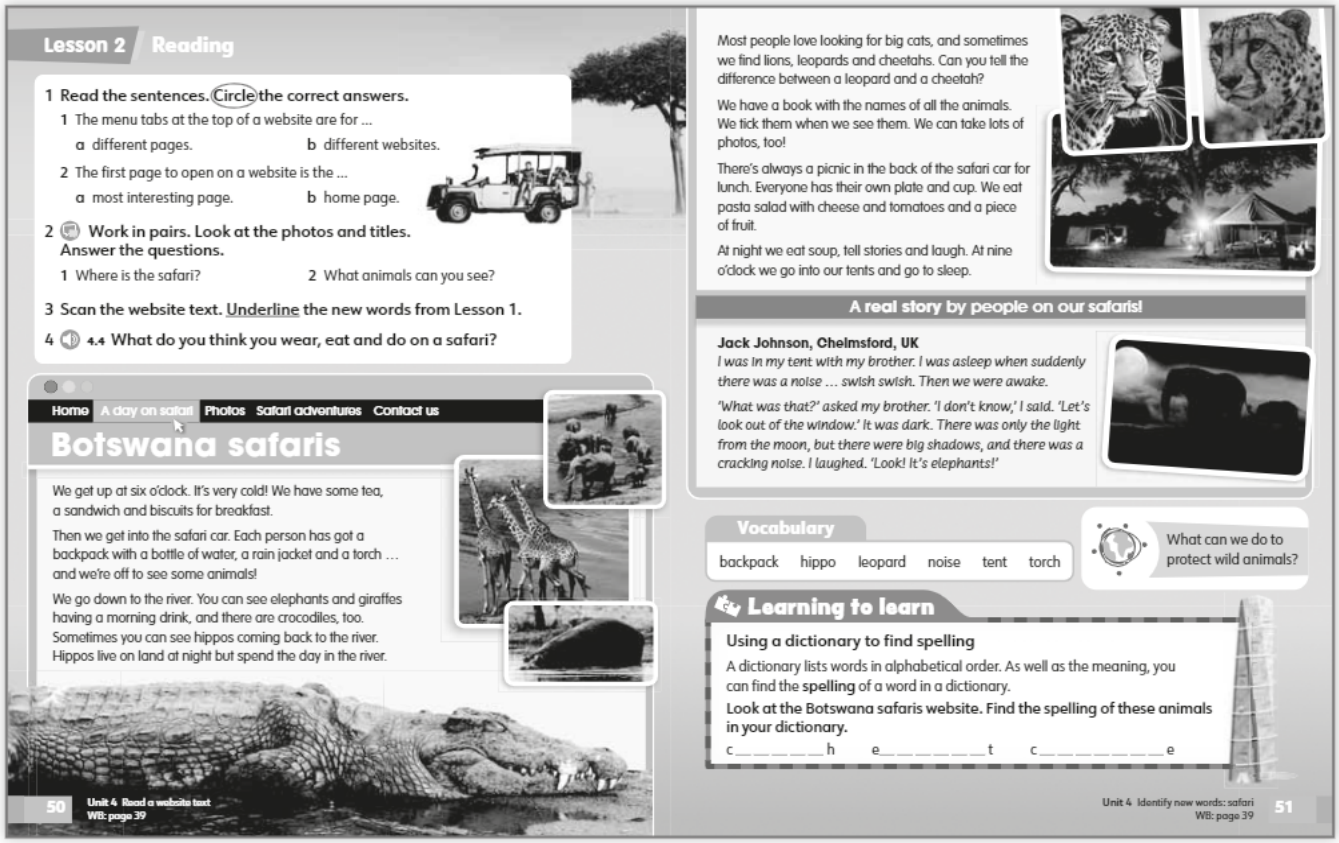
2 Label the pictures.

Answers: 1 sandwich **2** bottle **3** cup **4** plate

3 List the food and drink you *like* and *don't like*.

Answers: Children's own answers.

Pupil's Book pages 50–51



Learning objectives: Read a website text; Identify new words: safari

Vocabulary: backpack, hippo, leopard, noise, tent, torch

Additional vocabulary: menu tab, website

Review vocabulary: food and tableware

Resources: Flashcards

Materials: dictionary

Warm-up: What's this?

- Draw one of the words from Lesson 1 on the board (*biscuit, bottle, cheese, cup, pasta, plate, salad, sandwich, soup, tea*). Choose a child to say what it is.
- Ask the child that answered to draw another word on the board and choose a classmate to say what it is. Repeat until all the words have been revised.

Vocabulary

- Teach *backpack, hippo, leopard, tent* and *torch* with drawings. Draw *noise* by drawing hands clapping and display by clapping your hands. Say the words and then label each drawing with its word.
- Point to each item, say the word and have the children repeat. Then erase the pictures and leave the words. Ask volunteers to draw the pictures back on the board.

1 Read the sentences. Circle the correct answers.

- Ask the children *What's a website*? Elicit answers. Read the questions out to the class. Have the children point to the tabs on the image. Teach the words.
- Have the children answer the questions individually.
- Read out the questions again. The children raise their hands to read out the answers.

Answers: 1 a – different pages **2** b – home page

2 Work in pairs. Look at the photos and titles. Answer the questions.

- The children look at the titles and the photos. Read out the instructions and questions.
- Have the children answer the questions in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers.

Answers: 1 The safari is in Botswana. **2** elephants, giraffes, crocodiles, hippos, lions, leopards, cheetahs

3 Scan the website text. Underline the new words from Lesson 1.

- Remind the children what *scan* means. Ask *Do we read every word?* (*no*)
- Children raise their hands to suggest answers.

Answers: tea, sandwich, biscuits, bottle, plate, cup, pasta, salad, cheese, soup

4 4.4 What do you think you wear, eat and do on a safari?

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the text quietly.
- Discuss what you wear, eat and do on a safari.

Answers: wear: a backpack, a rain jacket; **eat:** a sandwich, biscuits, pasta salad with cheese and tomatoes, fruit, soup; **do:** see animals (elephants, giraffes, crocodiles, hippos, lions, leopards, cheetahs)

ESDC



What can we do to protect wild animals?

Introduce the children to Sustainable Development Goal 15: *Life on land.* Ask: *What can we do to protect wild animals?* Explain the meaning of protect, if necessary.

- Ask the children if they know of any wild animal species that are in danger, and what those dangers are. Write a list of their ideas on the board.
- Discuss the importance of protecting all the the different animal species on Earth and elicit examples of how we can do this. Discuss what might happen if we don't do these things.

Possible answers: we can ensure people know about wild animals and what they need, respect their lands and leave them alone, don't harm the land where they live.

Learning to learn

- Read out the Learning to learn box to the children.
- Call out some of the new words and ask volunteers to raise their hands to spell them. Write their spellings on the board. Ask for class agreement.
- Have the children look at a dictionary and find the three animals to spell.
- Then have the children write the spellings of the words. Have volunteers write the answers on the board.

Answers: 1 cheetah **2** elephant **3** crocodile

Teaching star!

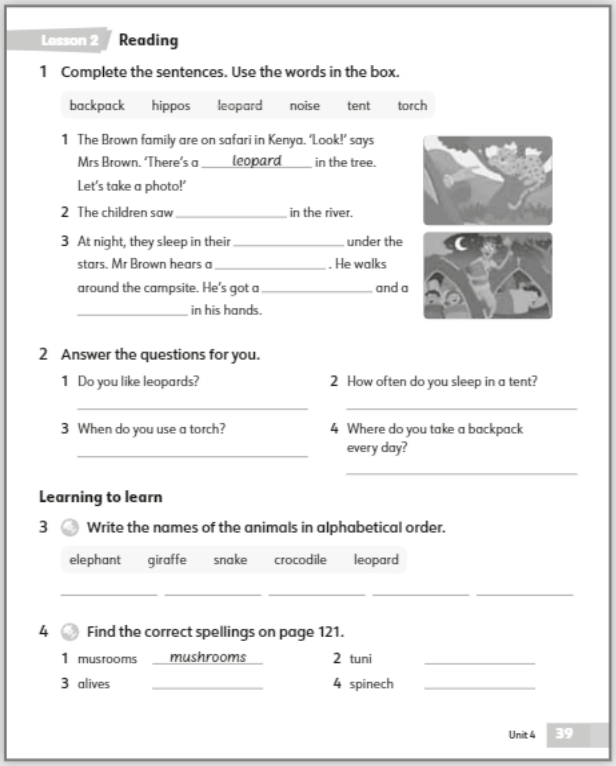
Game

- Play team games in class. When children compete, they concentrate harder.
- Divide the class into two teams, A and B. Team A calls out a new word from Lesson 1 or 2. A child from Team B has to spell it correctly on the board, with help from their team. If the word is correct the team gets a point.
- Then Team B chooses a word for Team A to spell.

Cooler: Do you like ...?

- Ask a child *Do you like ...?* questions with a food, drink or animal word from Lessons 1 and 2. The child answers and then asks the same question with a new word to the next child in the class.
- Continue until the question has been asked and answered round the whole class with different words.

Workbook page 39



Lesson 2 Reading

1 Complete the sentences. Use the words in the box.

backpack hippos leopard noise tent torch

1 The Brown family are on safari in Kenya. 'Look!' says Mrs Brown. 'There's a leopard in the tree. Let's take a photo!'
2 The children saw _____ in the river.
3 At night, they sleep in their _____ under the stars. Mr Brown hears a _____. He walks around the campsite. He's got a _____ and a _____ in his hands.

2 Answer the questions for you.

1 Do you like leopards? _____
2 How often do you sleep in a tent? _____
3 When do you use a torch? _____
4 Where do you take a backpack every day? _____

Learning to learn

3 Write the names of the animals in alphabetical order.

elephant giraffe snake crocodile leopard

_____ _____ _____ _____ _____

4 Find the correct spellings on page 121.

1 musrooms mushrooms
2 tuni _____
3 alives _____
4 spinech _____

Unit 4 39

1 Complete the sentences. Use the words in the box.

Answers: 1 leopard **2** hippos **3** tent, noise, torch / backpack, backpack / torch

2 Answer the questions for you.

Answers: Children's own answers.

3 Write the names of the animals in alphabetical order.

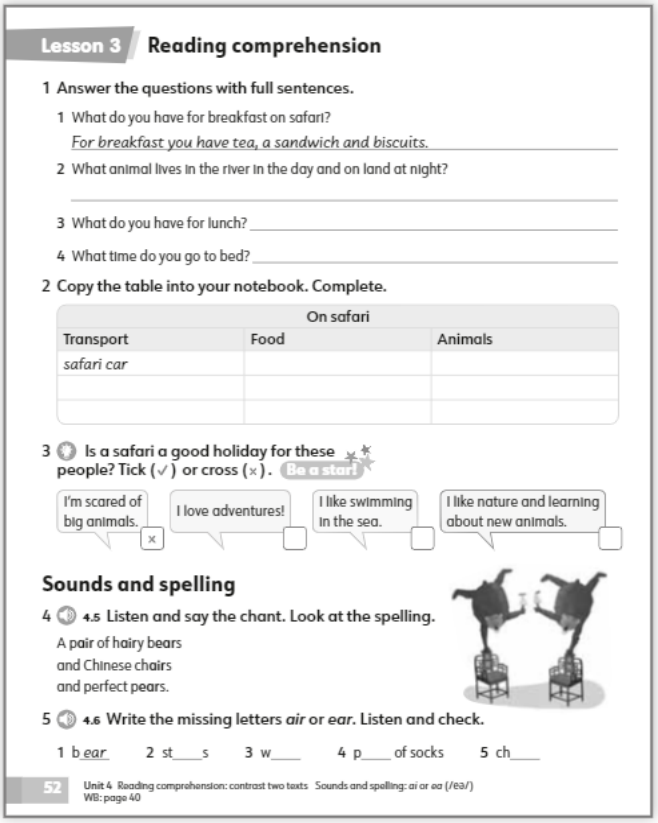
Answers: crocodile, elephant, giraffe, leopard, snake

4 Find the correct spellings on page 121.

Answers: 1 mushrooms **2** tuna **3** olives **4** spinach

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 52



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 What do you have for breakfast on safari?
For breakfast you have tea, a sandwich and biscuits.

2 What animal lives in the river in the day and on land at night?

3 What do you have for lunch?

4 What time do you go to bed?

2 Copy the table into your notebook. Complete.

On safari		
Transport	Food	Animals
safari car		

3 Is a safari a good holiday for these people? Tick (✓) or cross (×). Be a star

I'm scared of big animals. ×
I love adventures!
I like swimming in the sea.
I like nature and learning about new animals.

Sounds and spelling

4 4.5 Listen and say the chant. Look at the spelling.

A pair of hairy bears
and Chinese chairs
and perfect pears.

5 4.6 Write the missing letters *air* or *ear*. Listen and check.

1 b*ear* 2 st___s 3 w___ 4 p___ of socks 5 ch___

52 Unit 4 Reading comprehension: contrast two texts Sounds and spelling: *ai* or *ea* (/eə/)
WB: page 40

Learning objectives: Reading comprehension: contrast two texts; Sounds and spelling: *ai* or *ea* (/eə/)

Vocabulary: bear, chair, hairy, pair, pear, stairs, wear

Review vocabulary: food and tableware

Resources: Sounds and spelling worksheet

Materials: red and blue coloured pens or pencils

Warm-up: Make a list

- Have pairs write a list of things they remember from Lessons 1 and 2 that they need for a safari.
- After one minute, ask volunteers to write ideas on the board.

1 Answer the questions with full sentences.

- Ask the children to remember the details of the safari on the website: the places, the animals, the food and the activities.
- Do question 1 as a whole class. Then have the children finish the activity individually.

Answers: 1 For breakfast you have tea, a sandwich and biscuits. **2** Hippos live in the river in the day and on land at night. **3** For lunch you have pasta salad with cheese and tomatoes and a piece of fruit. **4** You go to bed at nine o'clock.

2 Copy the table into your notebook. Complete.

- Have the children read the webpage again and complete the table in their notebooks.
- The children do this individually and then compare answers with a friend.
- Draw the table on the board and have volunteers fill in the answers.

Answers:

On safari		
Transport	**Food**	**Animals**
safari car	sandwiches biscuits pasta salad with cheese and tomatoes fruit soup	elephants giraffes crocodiles hippos lions leopards cheetahs

3 Is a safari a good holiday for these people? Tick (✓) or cross (✗).

- Read out the first comment and answer. Ask *Why is a safari not a good holiday for this person?* Elicit that this person is scared of big animals and there are a lot of big animals on a safari.
- Tell the children to read the rest of the comments and decide if a safari is a good holiday for each person by putting a tick (✓) or a cross (✗) in the box. The children complete the activity individually.
- Discuss the answers with the class and the reasoning behind their choices.

Answers: 1 ✗ **2** ✓ **3** ✗ **4** ✓

Teaching star!

Evaluating

- Have the children underline key words in activities so they focus on the information they need.
- Write sentence 1 of Activity 3 on the board. Ask the children which words are the ones with the information they need (*scared, big, animals*). Underline them. Tell them that these are key words.
- Ask the children to underline the key words in the other sentences. Write them on the board and have volunteers underline the key words.

Answers: 1 scared, big, animals **2** love, adventures **3** like, swimming, sea **4** like, nature, learning, animals

4 4.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*two bears on chairs with pears*).
- Play the audio and have the children listen and follow in their books.
- Play the audio again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (*/eə/*).
- Ask *What letter can't we hear?* (*the 'r' when it is after /eə/*).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *A pair of ... bears and Chinese chairs and perfect pears.*
Children: *hairy*
Teacher: *... hairy bears and Chinese chairs and perfect pears.*
Children: *a pair of*
Teacher: *A pair of hairy bears and Chinese chairs ...*
Children: *and perfect pears*
Teacher: *A pair of hairy bears ... and perfect pears.*
Children: *and Chinese chairs*

5 4.6 Write the missing letters *air* or *ear*. Listen and check.

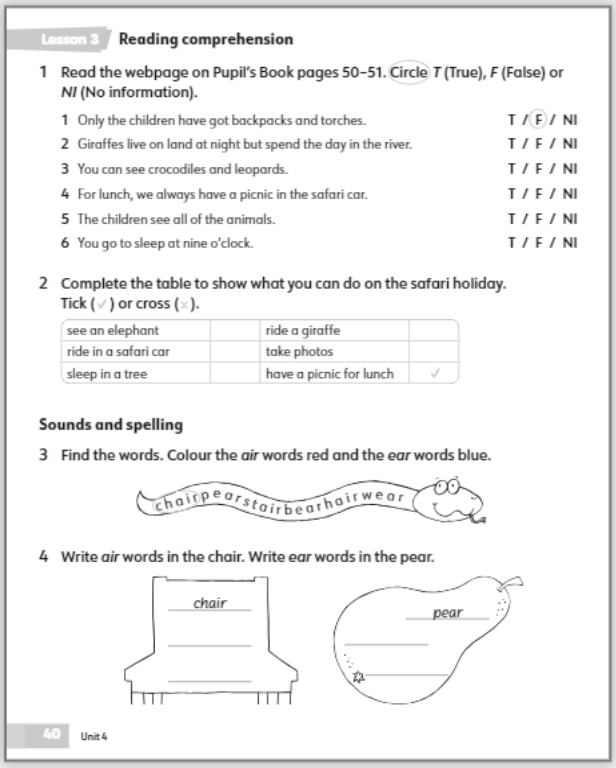
- Elicit all the words from the children by inserting the sound */eə/*.
- The children now complete the words with *air* or *ear*.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 bear **2** stairs **3** wear **4** pair of socks **5** chair

Cooler: Memory game

- Ask the children to close their books and try to remember animals, transport, food or drink from the safaris. They raise their hands to suggest words.

Workbook page 40



Lesson 3 **Reading comprehension**

1 Read the webpage on Pupil's Book pages 50–51. Circle *T* (True), *F* (False) or *NI* (No information).

1 Only the children have got backpacks and torches. T / F / NI
2 Giraffes live on land at night but spend the day in the river. T / F / NI
3 You can see crocodiles and leopards. T / F / NI
4 For lunch, we always have a picnic in the safari car. T / F / NI
5 The children see all of the animals. T / F / NI
6 You go to sleep at nine o'clock. T / F / NI

2 Complete the table to show what you can do on the safari holiday. Tick (✓) or cross (×).

see an elephant		ride a giraffe	
ride in a safari car		take photos	
sleep in a tree		have a picnic for lunch	✓

Sounds and spelling

3 Find the words. Colour the *air* words red and the *ear* words blue.

chairpearstairbearhairwear

4 Write *air* words in the chair. Write *ear* words in the pear.

chair

pear

40 Unit 4

1 Read the webpage on Pupil's Book pages 50–51. Circle *T* (True), *F* (False) or *NI* (No information).

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

2 Complete the table to show what you can do on the safari holiday. Tick (✓) or cross (✕).

Answers: see an elephant ✓, ride a giraffe ✕, ride in a safari car ✓, take photos ✓, sleep in a tree ✕, have a picnic for lunch ✓

3 Find the words. Colour the *air* words red and the *ear* words blue.

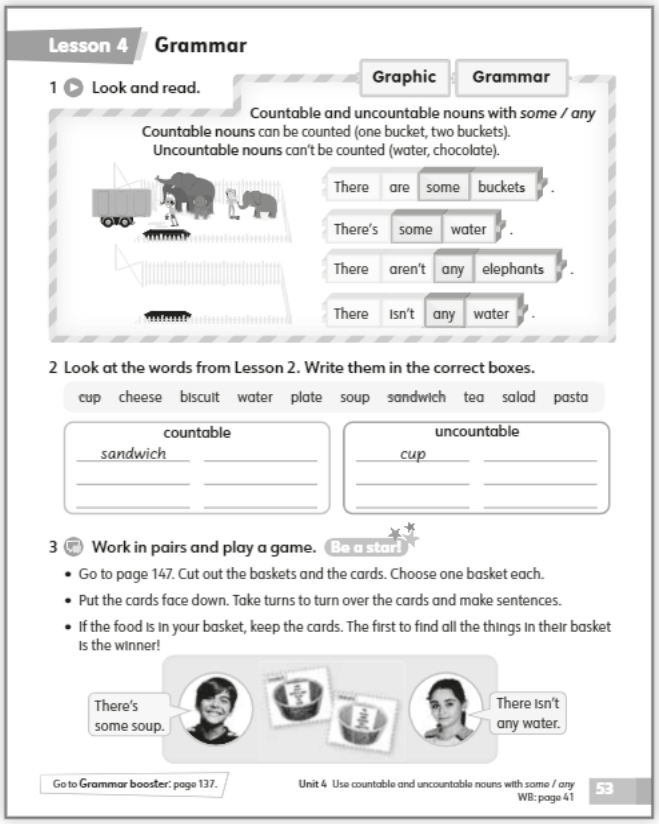
Answers: Red (*air*): chair, stair, hair
Blue (*ear*): pear, bear, wear

4 Write *air* words in the chair. Write *ear* words in the pear.

Answers: Chair (*air*): chair, stair, hair
Pear (*ear*): pear, bear, wear

Lesson 4 Grammar

Pupil's Book page 53


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Countable and uncountable nouns with *some / any*

Countable nouns can be counted (one bucket, two buckets).
Uncountable nouns can't be counted (water, chocolate).

There are some buckets.
There's some water.
There aren't any elephants.
There isn't any water.

2 Look at the words from Lesson 2. Write them in the correct boxes.

cup cheese biscuit water plate soup sandwich tea salad pasta

countable	uncountable
sandwich	*cup*

3 Work in pairs and play a game. Be a star!

- Go to page 147. Cut out the baskets and the cards. Choose one basket each.
- Put the cards face down. Take turns to turn over the cards and make sentences.
- If the food is in your basket, keep the cards. The first to find all the things in their basket is the winner!

There's some soup. There isn't any water.

Go to Grammar booster: page 137.

Unit 4 Use countable and uncountable nouns with *some / any* WB: page 41 53

Learning objectives: Use countable and uncountable nouns with *some / any*

Grammar: Countable and uncountable nouns with *some / any*

Review vocabulary: safari animals, food and tableware

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: scissors

Warm-up: Point to *air* or *ear*

- Write *air* on the left side of the board and *ear* on the right side.
- Call out the words from Lesson 3, Activities 4 and 5. Have the children point to the side of the classroom that corresponds to the */eə/* sound in each word.

1 Look and read.

- If you don't have access to the class video, write *Water* and *Elephant* on the board. Explain to the children in L1 that we can't count water, but we can count elephants. Add an 's' to *Elephant*.
- Add to the sentences *Water is nice. Elephants are nice.* Point out the verb forms to the children and tell them to remember when to use *is* and *are*.
- Have the children look at the pictures in Activity 1 and ask what they can see.
- Read out the explanation of countable and uncountable nouns to the children.
- Then read out the sentences one at a time. Ask the children *What word do we use when we have got something?* Elicit some. *What word do we use when we haven't got something?* Elicit *any*.
- Ask the children which colour blocks these words are in and elicit *green*.
- Read out the sentences again and have the children repeat.
- Remind the children of the short forms: *is = 's, is not = isn't* and *are not = aren't*. Write these on the board.
- Read out the sentences and have the children repeat.

- If you have access to the class video, explain the difference between countable and uncountable nouns as outlined above. Then tell them to watch the video and think about which word we use when we've got something and which word we use when we haven't got something.
- Play the video. Ask the children for feedback.
- Ask the children to say the short forms of *There is*, *There is not* and *There are not*.
- Play the video again, and have the children repeat the sentences.

2 Look at the words from Lesson 2. Write them in the correct boxes.

- Read through the nouns and ask the children *Can we count ...?* for each word. Elicit *yes* or *no*.
- Have the children do the activity individually. Draw the table on the board and ask volunteers to fill it in.

Answers: countable: sandwich, biscuit, plate
uncountable: cup, cheese, water, soup, tea, salad, pasta

Teaching star!

Extension

- You can extend an activity as a time filler and for extra practice.
- Have the children copy the table in Activity 2 into their notebooks. They work in pairs and write two more words for each type of noun. Ask for feedback and add the words to the table on the board. Correct as necessary. *Can you count apples / juice? Are you sure?*

3 Work in pairs and play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 147. Make sure the children all have scissors with which to cut out the cards. Tell the children that they will use one set of cards for the game.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.
- Work through the example activity with the children. Explain that if the food is not in the player's basket, they should put the cards at the bottom of the pile.
- Allow time for the children to complete the game.

Teaching star!

Extension

Give the children further practice in talking about countable and uncountable nouns with *some / any*.

- Brainstorm as a class and ask the children to raise their hands to say what there is in the classroom.
- Then ask for some ideas for things that are not in the classroom. Write a few ideas on the board.

Grammar booster

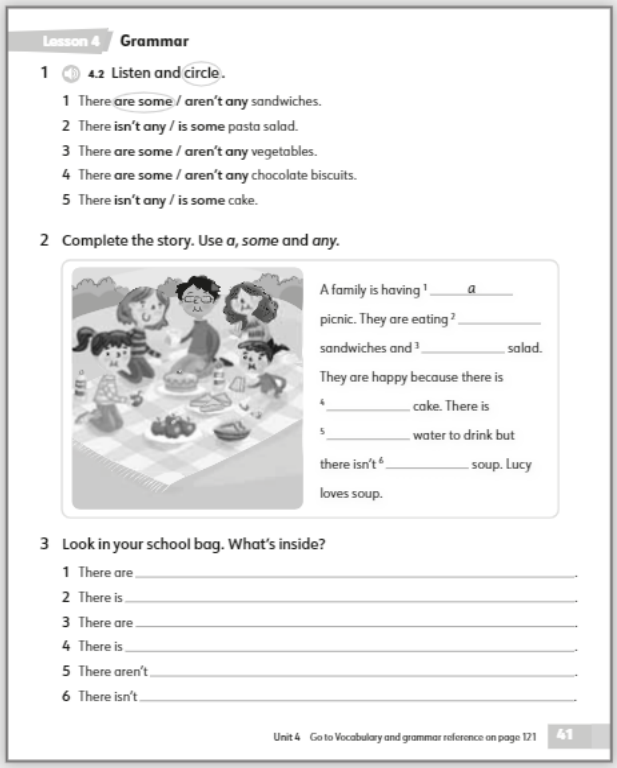
Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 some **2** any **3** some **4** some **5** any **6** some

Cooler: *Can we count ...?*

- Choose 15–20 words from Lesson 1 across Units 1–4. Write them on the board and draw a simple table with two columns next to them. Label the columns *Yes* for countable nouns and *No* for uncountable nouns. The children take it in turns to come to the board, choose a word and write it in the correct column.

Workbook page 41



Lesson 4 **Grammar**

1 4.2 Listen and circle.

1 There are some / aren't any sandwiches.
2 There isn't any / is some pasta salad.
3 There are some / aren't any vegetables.
4 There are some / aren't any chocolate biscuits.
5 There isn't any / is some cake.

2 Complete the story. Use *a*, *some* and *any*.

A family is having 1 ___a___ picnic. They are eating 2 _____ sandwiches and 3 _____ salad. They are happy because there is 4 _____ cake. There is 5 _____ water to drink but there isn't 6 _____ soup. Lucy loves soup.

3 Look in your school bag. What's inside?

1 There are _____.
2 There is _____.
3 There are _____.
4 There is _____.
5 There aren't _____.
6 There isn't _____.

Unit 4 Go to Vocabulary and grammar reference on page 121 41

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 while completing these Workbook activities.

1 4.2 Listen and circle.

Audioscript

Today is my birthday and I'm having a picnic. There is lots of food. There are some cheese sandwiches – my favourite! There is some pasta salad too. There aren't any vegetables because I don't like them. There are some chocolate biscuits. Oh no! There isn't any cake! Mum – where's the cake?

Answers: 1 are some **2** is some **3** aren't any **4** are some **5** isn't any

2 Complete the story. Use *a*, *some* and *any*.

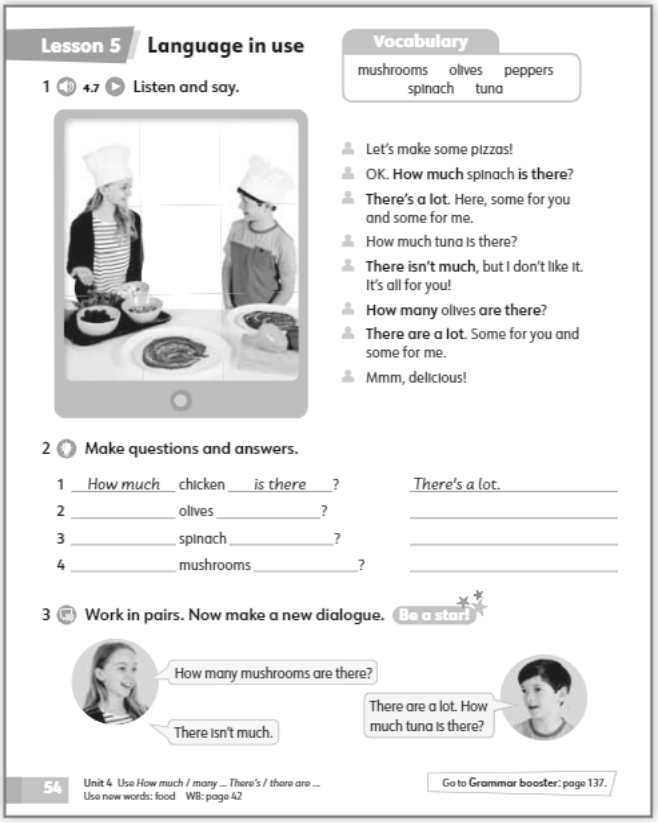
Answers: 1 a **2** some **3** some **4** a **5** some **6** any

3 Look in your school bag. What's inside?

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 54



Lesson 5 Language in use

Vocabulary: mushrooms olives peppers spinach tuna

1 4.7 Listen and say.

Let's make some pizzas!
OK. **How much** spinach **is there**?
There's a lot. Here, some for you and some for me.
How much tuna is there?
There isn't much, but I don't like it. It's all for you!
How many olives **are there**?
There are a lot. Some for you and some for me.
Mmm, delicious!

2 Make questions and answers.

1 How much chicken is there? There's a lot.
2 _____ olives _____? _____
3 _____ spinach _____? _____
4 _____ mushrooms _____? _____

3 Work in pairs. Now make a new dialogue. Be a star!

How many mushrooms are there? There are a lot. How much tuna is there? There isn't much.

54 Unit 4 Use *How much / many ... There's / there are ...* Use new words: food WB: page 42

Go to **Grammar booster**: page 137.

Learning objectives: Use *How much / many ... There's / There are ...*; Use new words: food

Vocabulary: mushrooms, olives, peppers, spinach, tuna

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: TPR *some* or *any*

- Tell the children that you are going to talk about the classroom. They should stand up and point to what you talk about. If you talk about something that is not there, they should sit very still.
- Say sentences using *some* and *any*, e.g. *There are some posters. There aren't any elephants.*

1 4.7 Listen and say.

- If you don't have access to the class video, teach the food words from the box. Draw each item in a row on the board or display the flashcards. Point to each one, say the word and have the children repeat. Explain in L1 if necessary.
- Write the words in a different order in a row under the pictures. Read the words in this order and have volunteers come to the board and draw lines to match them to the pictures.
- Ask the children which words are uncountable (*spinach, tuna*) and which ones are countable (*mushrooms, olives, peppers*). Have a volunteer underline the uncountable nouns.
- Play the audio and have the children listen and raise their hands every time they hear one of the food words from the vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the *How much* and *How many* questions. Ask the children which question goes with countable nouns and which with the uncountable nouns and have them work it out.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Make questions and answers.

- Have two children read out the first question and answer. Ask *Why do we use 'How much' with chicken?* and elicit *Because it is an uncountable noun.* Ask *Do we use 'there is' or 'there are' with uncountable nouns?* and elicit *there is*. Ask *Do we use 'there is' or 'there are' with countable nouns?* and elicit *there are*.
- Have the children write the questions and answers individually. Then they compare their ideas with a friend.
- Ask pairs of children to read out the questions and answers. Accept different answers that are correct.

Answers:

1 How much chicken is there?
There's a lot.
2 How many olives are there?
There are a lot. / There aren't many.
3 How much spinach is there?
There's a lot. / There isn't much.
4 How many mushrooms are there?
There are a lot. / There aren't many.

Teaching star!

Mixed ability

- Ask volunteers to write answers on the board so they feel involved. Doing this will also ensure less confident children aren't left behind as they can copy the correct version into their books.
- While the children write their questions and answers in their books, copy the activity onto the board. Have more confident children write the answers on the board, and then ask less confident children read out the correct versions.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Cooler: *much* or *many*?

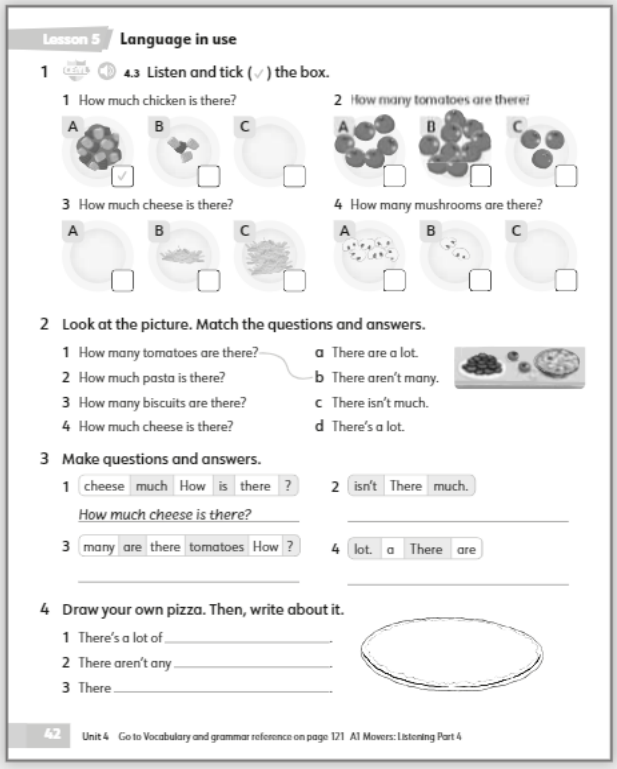
- Call out nouns from this lesson and have the children respond with *much* or *many*. They stand up for *much* and sit down for *many*.

Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 much, not much 2 much, a lot 3 are there, a lot 4 much, much 5 are there, a lot **3** (Suggested answers) 1 There are a lot of peppers. 2 There's a lot of spinach. 3 There are a lot of sandwiches. 4 There are a lot of biscuits.

Workbook page 42



Lesson 5 Language in use

1 4.3 Listen and tick (✓) the box.

1 How much chicken is there? 2 How many tomatoes are there?

3 How much cheese is there? 4 How many mushrooms are there?

2 Look at the picture. Match the questions and answers.

1 How many tomatoes are there? a There are a lot.
2 How much pasta is there? b There aren't many.
3 How many biscuits are there? c There isn't much.
4 How much cheese is there? d There's a lot.

3 Make questions and answers.

1 cheese much How is there ? How much cheese is there?
2 isn't There much.
3 many are there tomatoes How ?
4 lot. a There are

4 Draw your own pizza. Then, write about it.

1 There's a lot of
2 There aren't any
3 There

42 Unit 4 Go to Vocabulary and grammar reference on page 121 A1 Movers: Listening Part 4

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 while completing these Workbook activities.

1 CE:YL 4.3 Listen and tick (✓) the box.

- This activity helps the children prepare for Part 4 of the Listening paper in the Cambridge English: A1 Movers test.
- The children listen to the audio and tick (✓) the box of the picture that matches what they hear.
- Go through the example with the children, pausing the audio after number one. Then have the children complete the activity individually.

Audioscript

1 ***Girl:*** *Let's make a pasta salad!*
Boy: *Good idea! How much chicken is there?*
Girl: *There's a lot. Here, some for you and some for me.*
2 ***Boy:*** *OK. How many tomatoes are there?*
Girl: *There aren't many, but that's OK.*
3 ***Boy:*** *OK. How much cheese is there?*
Girl: *There isn't much. But I don't like a lot of cheese.*
Boy: *OK. Hmmm, delicious.*
4 ***Boy:*** *OK. How many mushrooms are there?*
Girl: *There are lots of mushrooms!*
Boy: *Great! I like mushrooms.*

Answers: 1 A **2** C **3** B **4** A

2 Look at the picture. Match the questions and answers.

Answers: 1 b **2** d **3** a **4** c

3 Make questions and answers.

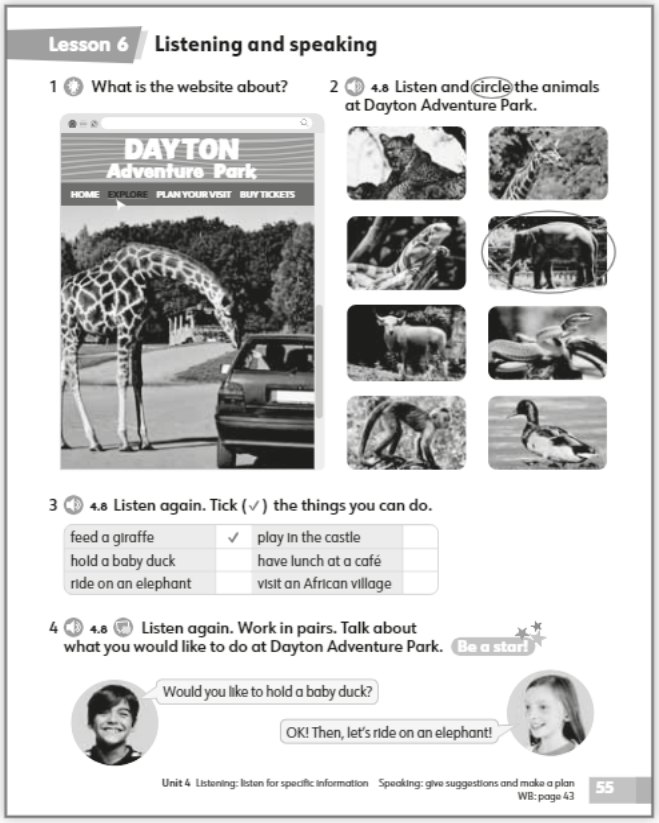
Answers: 1 How much cheese is there? **2** There isn't much. **3** How many tomatoes are there? **4** There are a lot.

4 Draw your own pizza. Then, write about it.

Answers: Children's own drawings and answers.

Lesson 6 Listening and speaking

Pupil's Book page 55



Learning objectives: Listening: listen for specific information; Speaking: give suggestions and make a plan

Vocabulary: feed, have lunch, hold, play, ride, visit

Warm-up: Fast finishing

- Read out the questions and answers from Lesson 5, Activity 2.
- Tell the children to fill in the last words as fast as they can with *is there, are there, a lot, much* or *many*. *1 How much chicken (is there)? There's (a lot) / There isn't (much). 2 How many olives (are there)? There are (many / a lot). / There aren't (many / a lot),* etc.

1 What is the website about?

- Have the children look at the website title and pictures and think about what it is about.
- Have different children suggest answers. Ask for class agreement.

Answers: An adventure park.

2 4.8 Listen and circle the animals at Dayton Adventure Park.

- Tell the children to look at the photos and say what each animal is (*leopard, giraffe, lizard, elephant, cow, snake, monkey, duck*).
- Tell the children to listen and circle the animals that are at the adventure park.
- Play the audio. Ask the children to say which animals they circled.
- Play the audio again and tell the children to say *Stop!* when they hear an animal.
- Ask *Are there any ...?* and elicit answers.

Audioscript

Ella: *Let's see what animals there are at Dayton Adventure Park, Charlie. Click on 'Explore'.*

Charlie: *OK, Ella. Here we go.*

Narrator: *So ... you want to go on safari? Well, there are lots of animals and things to do at Dayton Adventure Park! Visit our African village. Here, there are some elephants and giraffes. You can feed a giraffe, too!*

Woman: *And there are some baby leopards. Lillian, the mother leopard, has got three babies!*

Man: *And there's a monkey tree. You can watch the monkeys play. They're so funny!*

Man: *After visiting the African animals, you can have lunch at the café. There are some delicious sandwiches, pasta and salad.*

Woman: *Or there's some hot soup and bread on a cold day, and a nice cup of tea for Mum and Dad!*

Man: *After lunch you can visit our farm.*

Woman: *There aren't sheep, but there are some cows and you can hold a baby duck.*

Man: *Come and visit Dayton Adventure Park this weekend!*

Ella: *Let's go to Dayton Adventure Park! Let's go and see the monkeys!*

Charlie: *Let's hold a baby duck!*

Ella: *And look! You can ride on a camel!*

Charlie: *Oh yes! That looks like fun!*

Ella: *Come on, Charlie! Let's go and ask Aunt Daisy to take us there!*

Answer: elephant, giraffe, leopard, monkey, cow, duck

3 4.8 Listen again. Tick (✓) the things you can do.

- Read out the sentences and check understanding in L1 if necessary.
- Tell the children to listen again and tick the things that you can do at the adventure park.
- Play the audio again. Then ask *Can you ...?* questions and have the children raise their hands to answer.

Answers: Ticked: feed a giraffe, hold a baby duck, have lunch at a café, visit an African village

4 4.8 Listen again. Work in pairs. Talk about what you would like to do at Dayton Adventure Park.

Be a star!

- Tell the children to listen one more time and listen to the different activities there are at the adventure park.
- Play the audio again.
- Read out the speech bubbles and tell the children to use these when they talk to their friend.
- The children work in pairs and talk to each other. Monitor and help as necessary.
- Ask some pairs to tell the class what they said.

Teaching star!

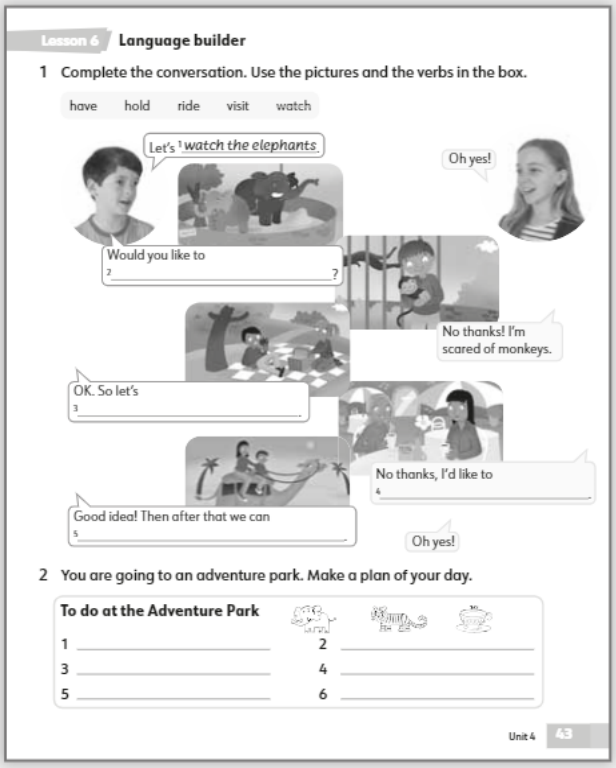
Pairwork

- Move the children around so they do pairwork activities with different classmates. This will avoid situations where a more confident child always does the talking.
- Tell one child in each pair to stand up and swap seats with another child who is standing up. Have the children do the Activity 4 pairwork again.

Cooler: Find the word

- Tell the children to close their books. Write the list of activities in Activity 3 on the board without the verbs. Have volunteers go to the board and write the missing verbs. Ask for class agreement.

Workbook page 43


Lesson 6 Language builder

1 Complete the conversation. Use the pictures and the verbs in the box.

have hold ride visit watch

Let's 1 watch the elephants.

Oh yes!

Would you like to 2 ?

No thanks! I'm scared of monkeys.

OK. So let's 3 .

No thanks, I'd like to 4 .

Good idea! Then after that we can 5 .

Oh yes!

2 You are going to an adventure park. Make a plan of your day.

To do at the Adventure Park

1 2

3 4

5 6

Unit 4 43

1 Complete the conversation. Use the pictures and the verbs in the box.

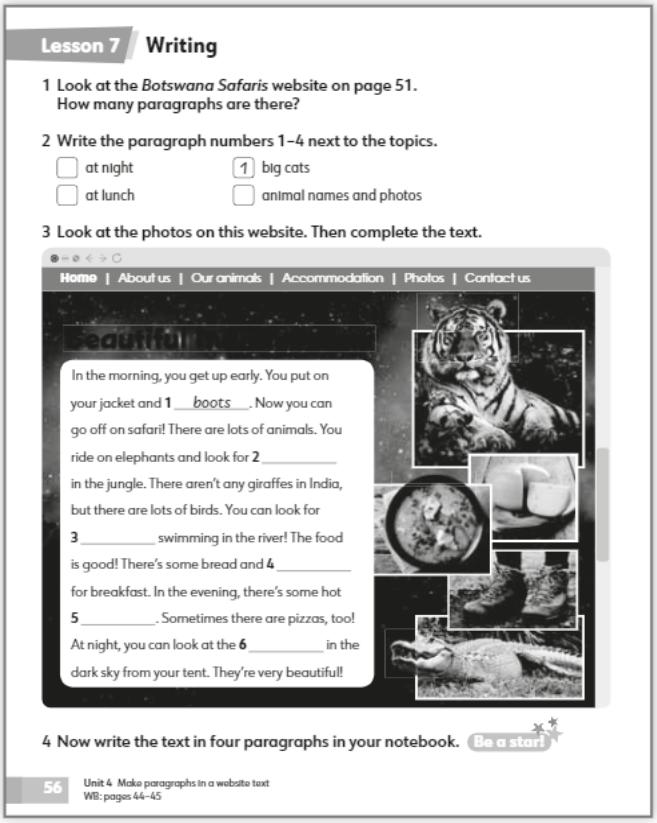
Answers: 1 watch the elephants **2** hold a baby monkey **3** have a picnic **4** have lunch at a café / go to a café **5** ride a camel

2 You are going to an adventure park. Make a plan of your day.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 56



Lesson 7 Writing

1 Look at the *Botswana Safaris* website on page 51. How many paragraphs are there?

2 Write the paragraph numbers 1–4 next to the topics.

☐ at night ☐ 1 big cats
☐ at lunch ☐ animal names and photos

3 Look at the photos on this website. Then complete the text.

Home | About us | Our animals | Accommodation | Photos | Contact us

In the morning, you get up early. You put on your jacket and 1 *boots*. Now you can go off on safari! There are lots of animals. You ride on elephants and look for 2 _____ in the jungle. There aren't any giraffes in India, but there are lots of birds. You can look for 3 _____ swimming in the river! The food is good! There's some bread and 4 _____ for breakfast. In the evening, there's some hot 5 _____. Sometimes there are pizzas, too! At night, you can look at the 6 _____ in the dark sky from your tent. They're very beautiful!

4 Now write the text in four paragraphs in your notebook. Be a star!

56 Unit 4 Make paragraphs in a website text
WB: pages 44–45

Learning objectives: Make paragraphs in a website text

Materials: (optional) a piece of lined paper each

Warm-up: Guessing game

- Draw a monkey's tail on the board. Ask *What animal is this?* Then draw the body and ask again. Repeat until the children guess correctly.
- Have volunteers do the same for an animal you whisper in their ear, e.g. *lion, giraffe, lizard, crocodile, leopard, elephant*.

1 Look at the *Botswana Safaris* website on page 51. How many paragraphs are there?

- Children look at page 51 and count the paragraphs.
- Ask *How many paragraphs are there?*

Answer: Four paragraphs.

2 Write the paragraph numbers 1–4 next to the topics.

- Ask the children to think about what each paragraph in the *Botswana Safaris* website is about. Tell them to look for key words.
- The children do the activity individually. Then ask for their answers and one key word they found (e.g. *sleep / lions / picnic / names*).

Answers: at night: 4, **big cats:** 1, **at lunch:** 3, **animal names and photos:** 2

3 Look at the photos on this website. Then complete the text.

- Read out the example and have the children point to the correct photo. Tell them to look at the photos and use them to fill in the other gaps in the website.
- The children do the activity individually. Have volunteers read out sentences, and tell the children to point to the correct photos for each gap.

Answers: 1 boots **2** tigers **3** crocodiles **4** cheese **5** soup **6** stars

4 Now write the text in four paragraphs in your notebook. Be a star!

- Tell the children to find key words in the website that tell them where each new paragraph starts.
- The children write the text in four paragraphs in their notebooks. Remind them to write neatly.

Answers: 1 In the morning, you get up early. You put on your jacket and boots. Now you can go off on safari! **2** There are lots of animals. You ride on elephants and look for tigers in the jungle. There aren't any giraffes in India, but there are lots of birds. You can look for crocodiles swimming in the river! **3** The food is good! There's some bread and cheese for breakfast. In the evening, there's some hot soup. Sometimes there are pizzas, too! **4** At night, you can look at the stars in the dark sky from your tent. They're very beautiful!

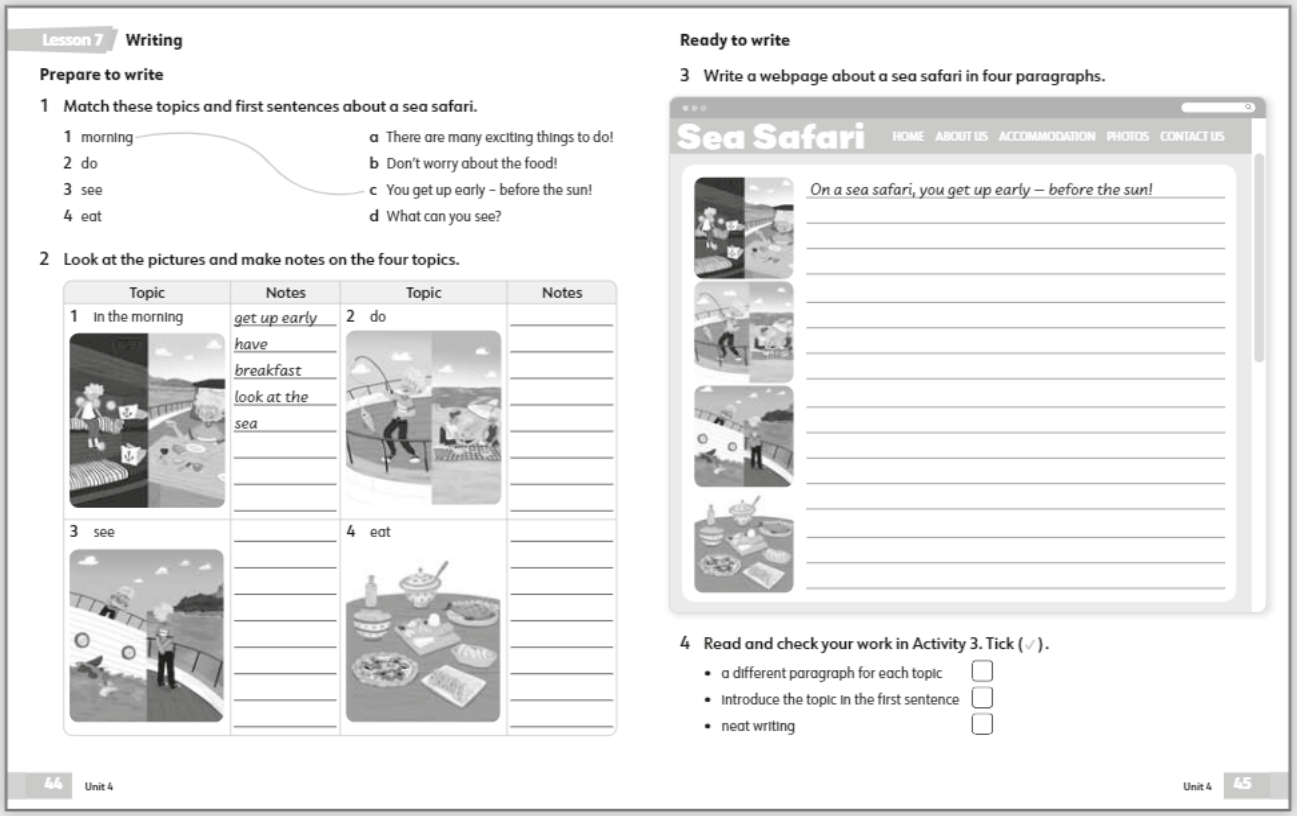
Teaching star!

Presentation game

- It is important that the children write neatly, so their work can be easily read by examiners.
- Have a neat writing competition. Give each child a piece of lined paper. Have them choose one paragraph from the *Beautiful Indian Safari* and copy it as neatly as they can. They then write their names on the back of the paper. Stick all the paragraphs on the board and number them. Call out the numbers and have the children raise their hands for their favourite one. Remove the winning paragraph from the board to see who it belongs to.

Cooler: Favourite safari

- Ask the children which of the two safaris (on pages 50–51 and 56) they like best. Hold a class vote. Ask individual children to say why they like the safari they chose, e.g. *I like big animals*.



Lesson 7 Writing

Prepare to write

1 Match these topics and first sentences about a sea safari.

1 morning	a There are many exciting things to do!
2 do	b Don't worry about the food!
3 see	c You get up early – before the sun!
4 eat	d What can you see?

2 Look at the pictures and make notes on the four topics.

Topic	Notes	Topic	Notes
1 In the morning	get up early have breakfast look at the sea	2 do	
3 see		4 eat	

Ready to write

3 Write a webpage about a sea safari in four paragraphs.

Sea Safari HOME ABOUT US ACCOMMODATION PHOTOS CONTACT US

On a sea safari, you get up early – before the sun!

4 Read and check your work in Activity 3. Tick (✓).

- a different paragraph for each topic ☐
- introduce the topic in the first sentence ☐
- neat writing ☐

44 Unit 4

Unit 4 45

Prepare to write

1 Match these topics and first sentences about a sea safari.

- The children draw lines to match the topics and the first sentences.
- If done in class, have a child read out the example.
- Ask volunteers to read out their plans.

Answers: 1 c **2** a **3** d **4** b

2 Look at the pictures and make notes on the four topics.

- The children look at the pictures and make notes for each one.
- If done in class, read out the example notes for the first picture.
- Have the children complete the activity individually.
- Ask pairs of children to read out their ideas.

Suggested answers: 1 in the morning: get up early, have breakfast, look at the sea **2** do: catch fish, swim, have a picnic **3** see: look at the sea, flying / jumping fish, beaches, mountains **4** eat: bread, fish, cheese, pasta, pizza, sandwiches

Ready to write

3 Write a webpage about a sea safari in four paragraphs.

- The children use their topics and notes in Activities 1 and 2 on page 44 to write a blog with four paragraphs.
- If done in class, ask the children to remember the four topics. Then explain that they should use their notes in Activity 2 on page 44 to write their blog.
- Have the children complete the activity individually and check their paragraphs.

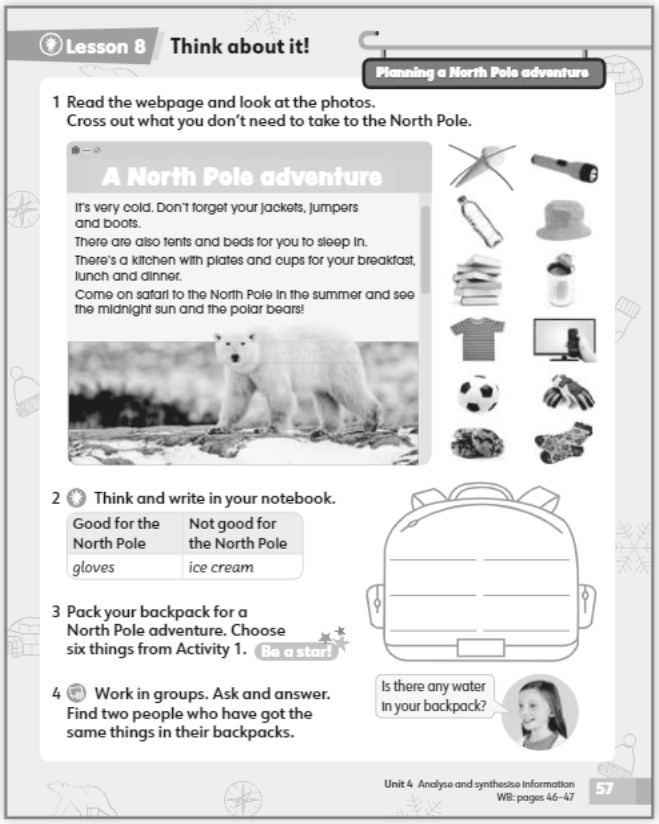
Answers: Children's own answers.

4 Read and check your work in Activity 3. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 57



Learning objectives: Analyse and synthesise information

Additional vocabulary: North Pole, polar bear

Resources: Unit 4 test

Materials: a CD with music for starting and stopping

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe.
- Say: *Imagine you are on safari. What time do you get up? What animals can you see? It's lunchtime. What are you eating? What are you drinking? Now it's night. What are you doing?*
- The children open their eyes and tell a friend what they saw, heard and did in their imagination.

1 Read the webpage and look at the photos. Cross out what you don't need to take to the North Pole.

- Draw a globe on the board and ask a child to draw an arrow to the North Pole.
- Tell the children to look at the photos and raise their hands to tell you what they can see (*ice cream, torch, bottle of water, sun hat, books, soup, T-shirt, TV, football, gloves, biscuits, socks*).
- Have different children read out one sentence each. Explain any new words.
- Tell the children to read the website quietly and decide what items they don't need to take. They can then compare answers with a friend.

Answers: ice cream, torch, sun hat, T-shirt, TV, football

2 Think and write in your notebook.

- Tell the children to copy the table and look at the photos. They write a list of things that are good for the North Pole and a list of things that are not good for the North Pole.
- The children do the activity and then compare answers with a friend.

Answers: Good: gloves, bottle of water, books, soup, biscuits, socks **Not good:** ice cream, torch, sun hat, T-shirt, TV, football

3 Pack your backpack for a North Pole adventure. Choose six things from Activity 1.

Be a star!

- Have a volunteer suggest one thing that is good for a backpack for the North Pole adventure.
- The children choose six things and write them down.

Answers: Children's own answers.

4 Work in groups. Ask and answer. Find two people who have got the same things in their backpacks.

- Ask a volunteer: *Is there some water in your backpack? Are there some biscuits in your backpack?* Elicit answers.
- Tell the children to stand up, take their books with them, and first ask each other questions about what is in their backpacks then ask other pairs. When they find another pair with the same things they start forming a group.

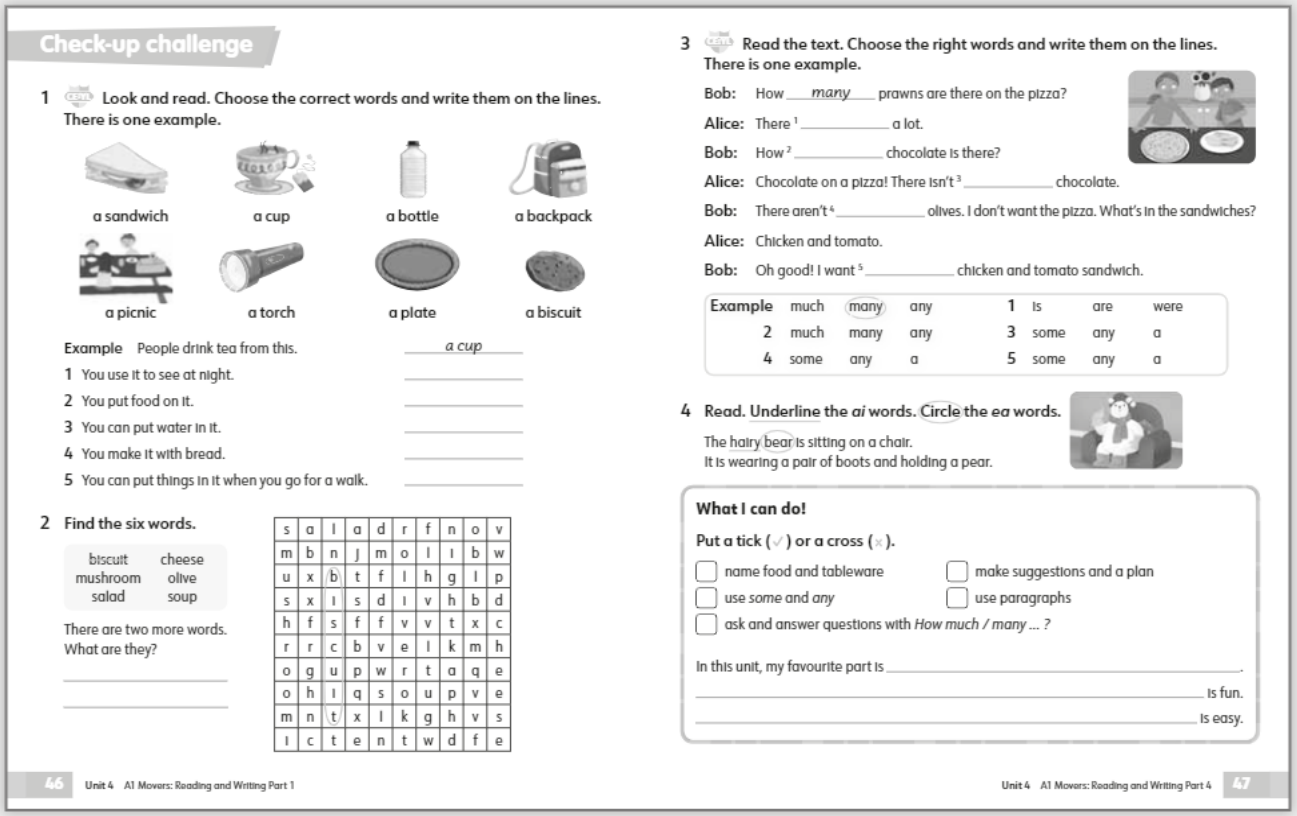
Teaching star!

Mingle

- The children might get over-excited in mingling activities. Time their exchanges to give the activity structure. Have all the children stand up. Play some music (see *Materials*) as they walk around the room. When you stop the music, they find another pair and talk about their backpacks. Repeat for about four exchanges.

Cooler: Memory game

- Tell the children to place their Pupil's Books face down. Tell them they have one minute to write down as many of the items in the photos in Activity 1 as they can remember.
- After a minute, ask the children how many items they remembered. Ask them to raise their hands to say one item. Have a volunteer write them on the board.



Check-up challenge

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

a sandwich | a cup | a bottle | a backpack

a picnic | a torch | a plate | a biscuit

Example People drink tea from this. *a cup*

1 You use it to see at night. _____

2 You put food on it. _____

3 You can put water in it. _____

4 You make it with bread. _____

5 You can put things in it when you go for a walk. _____

2 Find the six words.

biscuit, cheese, mushroom, olive, salad, soup

There are two more words. What are they?

_____

_____

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

46 Unit 4 A1 Movers: Reading and Writing Part 1

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

Bob: How *many* prawns are there on the pizza?

Alice: There [1] _____ a lot.

Bob: How [2] _____ chocolate is there?

Alice: Chocolate on a pizza! There isn't [3] _____ chocolate.

Bob: There aren't [4] _____ olives. I don't want the pizza. What's in the sandwiches?

Alice: Chicken and tomato.

Bob: Oh good! I want [5] _____ chicken and tomato sandwich.

Example	much	many	any	1	is	are	were
2	much	many	any	3	some	any	a
4	some	any	a	5	some	any	a

4 Read. Underline the *ai* words. Circle the *ea* words.

The hairy bear is sitting on a chair.
It is wearing a pair of boots and holding a pear.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name food and tableware
- ☐ make suggestions and a plan
- ☐ use *some* and *any*
- ☐ use paragraphs
- ☐ ask and answer questions with *How much / many ... ?*

In this unit, my favourite part is _____.

_____ is fun.

_____ is easy.

Unit 4 A1 Movers: Reading and Writing Part 4 47

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the definitions and choose the correct word from the labelled pictures.
- If done in class, remind the children to look for key words in the definitions to help them.

Answers: 1 a torch **2** a plate **3** a bottle **4** a sandwich **5** a backpack

2 Find the six words.

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

Answers: Two more words: tent, night

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

This activity helps prepare the children for Part 4 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the dialogue and complete it with words they choose from the box.
- If done in class, read out the example. Ask why the answer is *many (because prawns are countable)*.
- Remind the children to look for key words in the sentences.
- Have the children complete the activity.

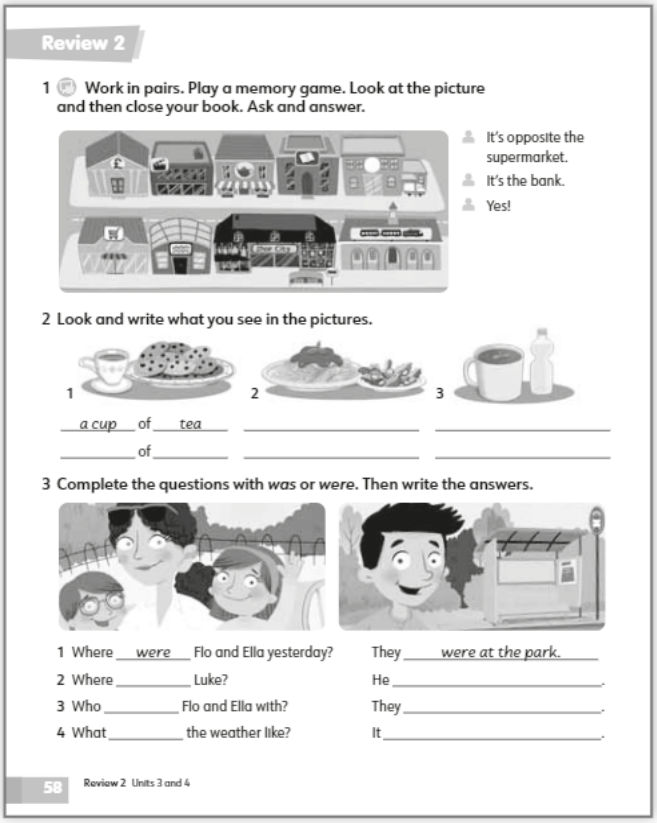
Answers: 1 are **2** much **3** any **4** any **5** a

4 Read. Underline the *ai* words. Circle the *ea* words.

Answers: Underline (*ai*): hairy, chair, pair
Circle (*ea*): bear, wearing, pear

Review 2

Pupil's Book page 58


Review 2

1 Work in pairs. Play a memory game. Look at the picture and then close your book. Ask and answer.

It's opposite the supermarket.
It's the bank.
Yes!

2 Look and write what you see in the pictures.

1 a cup of tea
2 _____ of _____
3 _____ _____

3 Complete the questions with *was* or *were*. Then write the answers.

1 Where were Flo and Ella yesterday? They were at the park.
2 Where _____ Luke? He _____.
3 Who _____ Flo and Ella with? They _____.
4 What _____ the weather like? It _____.

58 Review 2 Units 3 and 4

Learning objectives: Review Units 3 and 4; A1 Movers: Listening, Part 1; Speaking, Part 2

Resources: Speaking exam practice video

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the Unit 3 song (Pupil's Book page 35), and Group 2 the Unit 4 song (Pupil's Book page 49). Tell them to perform for the other group as if they are in a talent show. The children can open their books to see the lyrics.
- Have Group 1 stand up. Play the audio (track 3.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (track 4.3).

1 Work in pairs. Play a memory game. Look at the picture and then close your book. Ask and answer.

- Have the children look at the town map. Ask them to raise their hands and name the places one at a time from left to right, top row first. Read out the example.
- Give the children one minute to study the map.
- The children work in pairs. One child closes their book. The other child asks a question and their classmate tries to remember where the place is.
- Then the children change roles.

2 Look and write what you see in the pictures.

- Tell the children to remember the food and tableware words. Have a volunteer read out the example and ask the children to point to the appropriate items in the picture.
- The children do the activity individually. Then they compare answers with a friend. Have volunteers read out the answers.

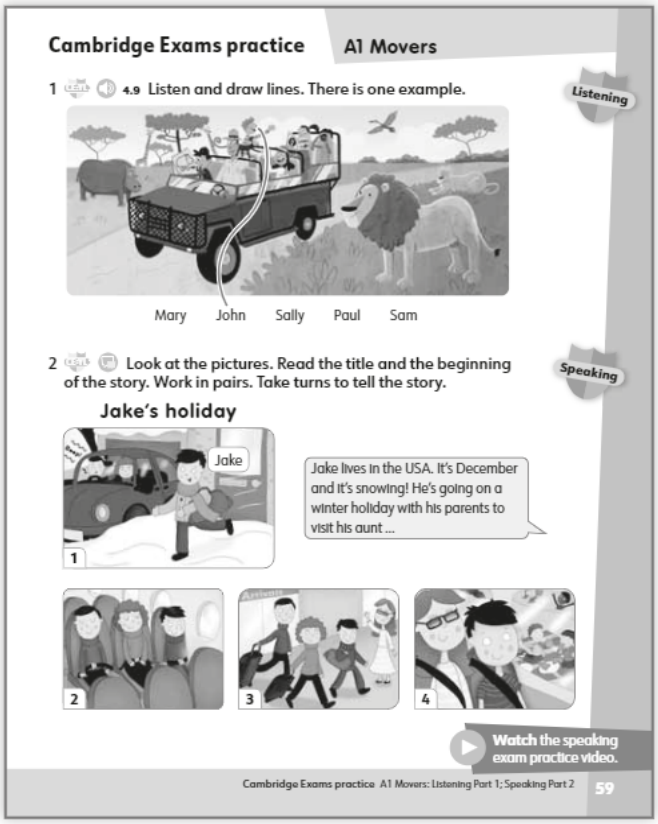
Answers: 1 a cup of tea, a plate of biscuits **2** a plate of pasta, a plate of salad **3** a cup of soup, a bottle of water

3 Complete the questions with *was* or *were*. Then write the answers.

- Write *was* and *were* on the board. Ask the children *Do we use 'was' and 'were' for today or yesterday?* and elicit *yesterday*. Write *I, you, he, we, they* on the board in a column and have volunteers write *was* or *were* next to them.
- Tell the children to look at the pictures, complete the questions and then write the answers. They do this alone and then compare ideas with a friend.
- Have pairs of children read out the questions and answers.

Answers: 1 were, They were at the park. **2** was, He was at the bus stop. **3** were, They were with Aunt Daisy. **4** was, It was sunny.

Pupil's Book page 59



1 CE:YL 4.9 Listen and draw lines. There is one example.

This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English: A1 Movers test.

- Explain the activity to the children. They listen to the audio and draw lines from the names to the children in the picture.
- Play the audio.
- Check each child's book individually.

Audioscript

Adult: *What are you all doing?*
Child: *We're on safari.*
Adult: *Are these all your friends?*
Child: *Yes, but one is my brother, John.*
Adult: *Which one?*
Child: *He's the one pointing at a bird.*
Narrator: *Can you see the line? This is an example. Now listen and draw lines.*

1 ***Child:*** *Look at Sally.*
Adult: *What's she doing?*
Child: *She's giving a banana to a monkey.*
Adult: *The monkey is very hungry.*
Child: *Yes, it is. It wants two bananas.*

2 ***Adult:*** *Who's the boy wearing a green T-shirt?*
Child: *Which one?*
Adult: *The one drawing a hippo.*
Child: *Oh, that's Paul.*
Adult: *Well, I like his picture.*

3 ***Adult:*** *That's a beautiful lion.*
Child: *Yes, and it's very big.*
Adult: *Who's the boy taking the photo?*
Child: *That's Sam.*
Adult: *Does he like taking photos?*
Child: *Yes, he does! And he's very good!*

4 ***Adult:*** *What's Mary doing?*
Child: *She's reading a book!*
Adult: *What is the book about?*
Child: *It's about lions. She loves learning about animals.*

Answers: 1 Sally, giving a banana to a monkey **2** Paul, drawing **3** Sam, taking a photo **4** Mary, reading

2 CE:YL Look at the pictures. Read the title and the beginning of the story. Work in pairs. Take turns to tell the story.

This activity helps the children prepare for Part 2 of the Speaking paper of the Cambridge English: A1 Movers test.

- Divide the class into pairs. Have the children look at the pictures and read the title of the story and the beginning of the story.
- Ask them think about and create the rest of the story, based on what they've already read and what they see in the pictures.
- Have the children take turns telling the rest of their story to their friend.
- Finish with some pairs sharing their stories with the class.

Answers: Children's own answers.

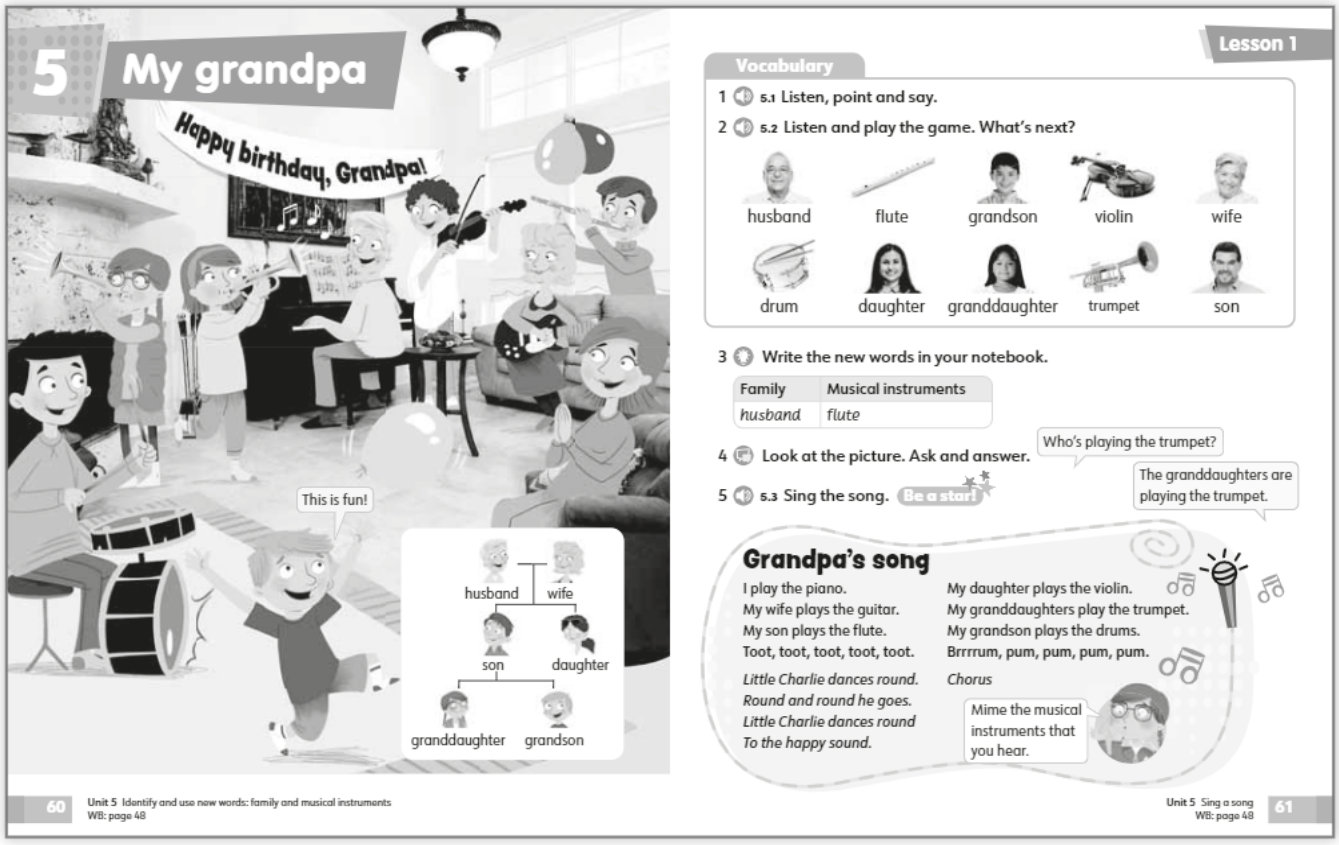
Cooler: Well done!

- Tell the children *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Name two things you learnt in this unit. What did you learn about in this unit? What was the hardest thing you studied in this unit?*

5 My grandpa

Lesson 1 Vocabulary

Pupil's Book pages 60–61



Learning objectives: Identify and use new words: family and musical instruments; Sing a song

Vocabulary: daughter, drum, flute, husband, granddaughter, grandson, son, trumpet, violin, wife

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Let's get ready!

- Have the children answer some simple questions to 'warm up' for the lesson, e.g. *How are you all today? What's the weather like? Did you have fun yesterday? Are you sleepy? Are you ready to learn English?* The children can answer together.

1 5.1 Listen, point and say.

- The children look at page 60. Ask *Whose birthday is it? (Grandpa's) Who is there? (Mum, Dad, Grandpa, Grandma, Aunt Daisy, Flo, Ella, Charlie and Luke) What are they doing? (having a party, playing music, Charlie is dancing, Mum is clapping)*
- The children look at page 61. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 5.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, press pause for the children to call out the answer.

Audioscript

Teacher: *husband, flute*
Child: *grandson*
Teacher: *grandson, violin*
Child: *wife*
Teacher: Now you. 1 wife, drum 2 daughter, granddaughter 3 granddaughter, trumpet 4 son, husband 5 flute, grandson 6 violin, wife

Answers: 1 daughter **2** trumpet **3** son **4** flute **5** violin **6** drum

Teaching star!

TPR game

- Play TPR games with the flashcards to build confidence. See the Games bank (pages 14–17) for how to do TPR.
- Have five children stand up at the front. Give each child a flashcard. Call out the word for each flashcard one at a time, slowly at first. The children hold up their flashcard when they hear their word. Say the words a few times, getting faster each time. Repeat with the other five flashcards and five different children.
- Shuffle the flashcards and repeat as many times as you like with different groups of children.

3 Write the new words in your notebook.

- Ask *What's wife / violin? A musical instrument or family word?* and elicit answers.
- Have the children copy the table into their notebooks. They fill it in with the new words.
- Draw the table on the board and have volunteers write the words.

Answers: Family: husband, grandson, wife, daughter, granddaughter, son **Musical instruments:** flute, violin, drum, trumpet

4 Look at the picture. Ask and answer.

- Have the children look at the picture on page 60 and raise their hands to tell you some of the things they can see.
- Ask the class for two example questions, e.g. *Who's playing the guitar?* The children point and say *The wife is playing the guitar.*
- Divide the class into pairs and have them take turns asking and pointing and answering.

5 5.3 Sing the song.

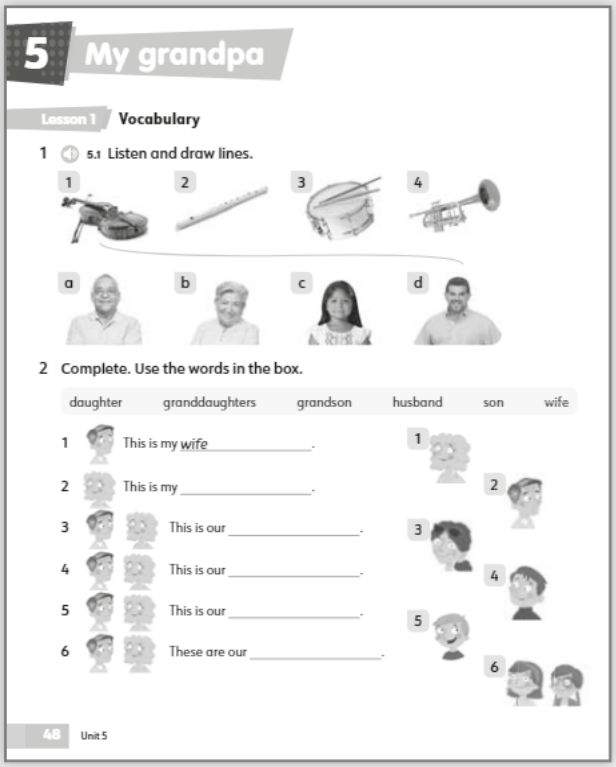
Be a star!

- Ask the children to place their Pupil's Books face down so they can't see the words of the song and make sure the screen is covered. Every time they hear a musical instrument, they should mime playing it.
- Play the audio. If the children don't mime for a musical instrument, do a mime to show them.
- Now the children look at the song in their Pupil's Books. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen, mime and sing. Repeat.

Cooler: Mime game

- Ask volunteers to stand up and mime playing a musical instrument. The class guess what it is.

Workbook page 48



1 5.1 Listen and draw lines.

Audioscript

1 Speaker: *Who's playing the violin?*
Woman: *It's my son.*
2 Speaker: *Who's playing the flute?*
Woman: *It's my husband.*
3 Speaker: *Who's playing the drums?*
Older man: *It's my granddaughter.*
4 Speaker: *Who's playing the trumpet?*
Man: *It's my wife.*

Answers: 1 d **2** a **3** c **4** b

2 Complete. Use the words in the box.

Answers: 1 wife **2** husband **3** daughter **4** son **5** grandson **6** granddaughters

Pupil's Book pages 62–63



Learning objectives: Read poetry; Identify new words: action verbs

Vocabulary: carry, dance, look after, love, study, travel

Additional vocabulary: poem, rhythm, rhyme

Review vocabulary: family

Resources: Flashcards

Warm-up: Family tree

- Draw a family tree on the board. Write the first letter of each family word from Lesson 1 on the end of each branch. Have volunteers come to the board and write the whole word.

Vocabulary

- Write these sentences on the board one at a time. Read out each sentence and do a mime or action to explain the meaning. Have the children repeat. Explain in L1 if necessary.
  I carry my books. (mime carry)
  A dancer can dance. (mime dance)
  I look after my pet dog. (mime stroking)
  I love my mum. (hand on heart for love)
  I study for a test. (mime study using the Pupil's Book)
  I travel around the world. (walk and mime pulling suitcase)
- Erase parts of the sentences, leaving just the verbs. Ask volunteers to say a complete sentence.

1 Circle the correct words.

- Discuss poems, rhymes and rhythm with the class briefly in L1.
- Have the children look at pages 62–63 and count how many poems they can see (*four*). Read the questions out to the class. Have the children circle the correct answers.

Answers: 1 a – always **2** b – sometimes

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

- Give the children a minute to underline the words.
- Children raise their hands to suggest answers.

Answers: daughters, son

3 5.4 Read the poems. Which is your favourite?

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the poems quietly.
- Have the children compare favourites in pairs.
- Children raise their hands to say which poem is their favourite. Ask for reasons. Prompt with questions *Do you like poems that have / haven't got rhymes? Do you like long / short poems?*

Learning about language

- Read out the Learning about language box to the children. Ask the children where the rhyming words are and elicit that they are at the end of sentences.
- Have the children look in the poems for words that rhyme with the ones in the activity.
- Have volunteers call out the answers, saying both words so the rhyme is clear.

Answers: me: tea, sea, see **high:** by **looks:** books **son:** one **train:** plane, Spain **man:** Japan

Teaching star!

Group work

- Encourage the children to co-operate in small groups on activities that extend those in the book.
- Divide the class into groups of four. Tell the children to write two lines of a poem about grandpas. They can use rhymes or not. When the groups are ready, have them read out their lines. For fun, see if the poems can be joined together to make one long poem. You could write this on the board.

ESDC

What can you learn from your grandparents?

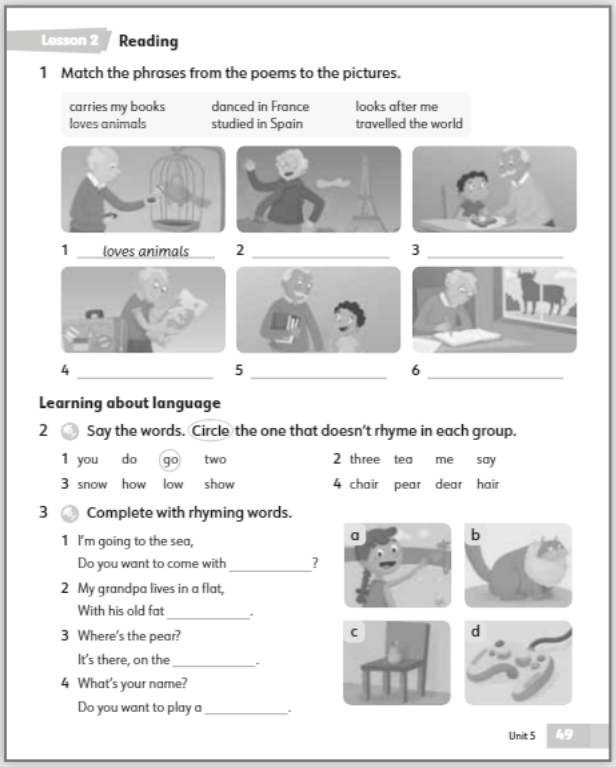
- Read out the question and ask if anyone can translate it into L1. Ask the children about who has grandparents. Discuss what children and their parents can learn from them. Affirm responses.
- Encourage the children to share their experiences of learning something from a grandparent, or a time when they were able to teach their grandparent how to do something. Discuss how it's good to share what we know with others, and good to show respect for what older people have to teach us.

Possible answers: how to play games, how to make or fix things, how to speak other languages; you can also learn about your family history and about your culture from your grandparents.

Cooler: Can you rhyme?

- Tell the children to close their books. Call out the words from the Learning about language activity. Have the children raise their hands to say another word that rhymes with each word.

Workbook page 49



Lesson 2 Reading

1 Match the phrases from the poems to the pictures.

carries my books loves animals | danced in France studied in Spain | looks after me travelled the world

1 loves animals 2 _____ 3 _____

4 _____ 5 _____ 6 _____

Learning about language

2 Say the words. Circle the one that doesn't rhyme in each group.

1 you do go two
2 three tea me say
3 snow how low show
4 chair pear dear hair

3 Complete with rhyming words.

1 I'm going to the sea,
Do you want to come with _____?
2 My grandpa lives in a flat,
With his old fat _____.
3 Where's the pear?
It's there, on the _____.
4 What's your name?
Do you want to play a _____.

a b c d

Unit 5 49

1 Match the phrases from the poems to the pictures.

Answers: 1 loves animals **2** danced in France **3** looks after me **4** travelled the world **5** carries my books **6** studied in Spain

2 Say the words. Circle the one that doesn't rhyme in each group.

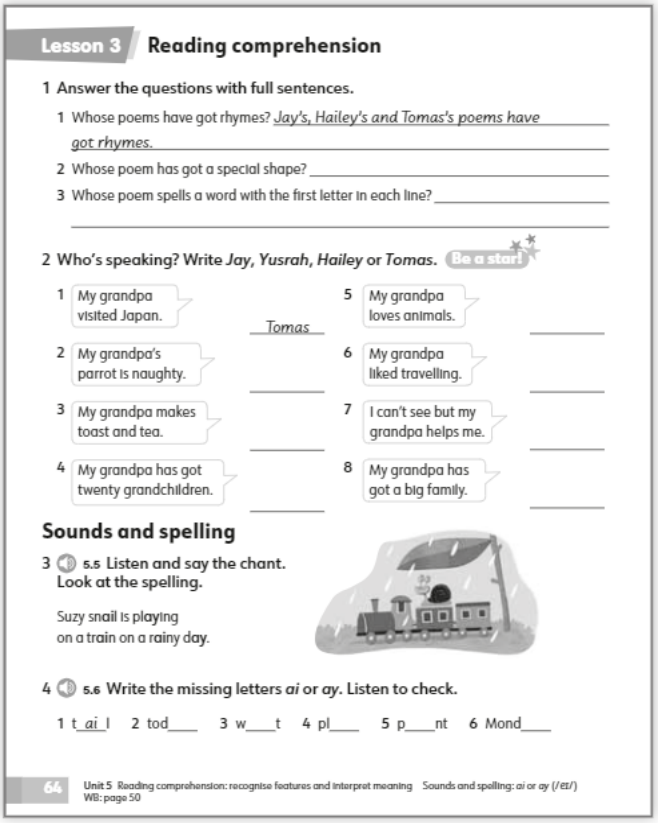
Answers: 1 go **2** say **3** how **4** dear

3 Complete with rhyming words.

Answers: 1 me **2** cat **3** chair **4** game

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 64



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 Whose poems have got rhymes? *Jay's, Hailey's and Tomas's poems have got rhymes.*

2 Whose poem has got a special shape? _____

3 Whose poem spells a word with the first letter in each line? _____

2 Who's speaking? Write *Jay*, *Yusrah*, *Hailey* or *Tomas*. Be a star!

1 My grandpa visited Japan. *Tomas*
2 My grandpa's parrot is naughty. _____
3 My grandpa makes toast and tea. _____
4 My grandpa has got twenty grandchildren. _____
5 My grandpa loves animals. _____
6 My grandpa liked travelling. _____
7 I can't see but my grandpa helps me. _____
8 My grandpa has got a big family. _____

Sounds and spelling

3 5.5 Listen and say the chant. Look at the spelling.

Suzy snail is playing
on a train on a rainy day.

4 5.6 Write the missing letters *ai* or *ay*. Listen to check.

1 t_ai_l 2 tod___ 3 w___t 4 pl___ 5 p___nt 6 Mond___

64 Unit 5 Reading comprehension: recognise features and interpret meaning Sounds and spelling: *ai* or *ay* (/eɪ/) WB: page 50

Learning objectives: Reading comprehension: recognise features and interpret meaning; Sounds and spelling: *ai* or *ay* (/eɪ/)

Vocabulary: day, Monday, paint, play, playing, rainy, snail, tail, today, train, wait

Resources: Sounds and spelling worksheet

Materials: piece of paper for each child

Warm-up: Word association

- Tell the children that you are going to call out five words and that they should write down the first word that comes into their head after each. They can do this on a piece of paper.
- Pause between each word. Say *grandpa*, *love*, *colour*, *animal*, *poem*.
- Ask the children what words they thought of. Did anyone think of the same words?

1 Answer the questions with full sentences.

- Ask the children to look at the poems on pages 62–63.
- Read question 1 on page 64 and have a volunteer read the answer. Ask the children to say some of the words that rhyme (*me–tea*, *son–one*, *train–plane*). Then have the children finish the activity individually. The children raise their hands to answer.

Answers: 1 Jay's, Hailey's and Tomas's poems have got rhymes. **2** Tomas's poem has got a special shape. **3** Yusrah's poem spells a word with the first letter of each line.

2 Who's speaking? Write *Jay*, *Yusrah*, *Hailey* or *Tomas*.

Be a star!

- The children do this individually and then compare answers with a friend.
- Have volunteers read out the speech bubbles and ask the class to call out the names.

Answers: 1 Tomas **2** Yusrah **3** Jay **4** Hailey **5** Yusrah **6** Tomas **7** Jay **8** Hailey

Teaching star!

Reading

- Ask the children to read aloud with fun activities to practise pronunciation.
- Divide the class into groups of five. Tell each group to look at Jay's poem on page 62 and to assign one verse to each child. They practise reading their verses aloud to their friends in the group.

3 5.5 Listen and say the chant. Look at the spelling.

- Have the children look at the picture and list what they can see *(a train, a snail, rain)*.
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part of the audio again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/eɪ/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *Suzy ... is playing on a train on a rainy day.*
Children: *snail*
Teacher: *Suzy snail is playing ... on a rainy day.*
Children: *on a train*
Teacher: *Suzy snail is playing on a train ...*
Children: *on a rainy day*
Teacher: *Suzy snail ... on a rainy day.*
Children: *is playing on a train*

4 5.6 Write the missing letters *ai* or *ay*. Listen to check.

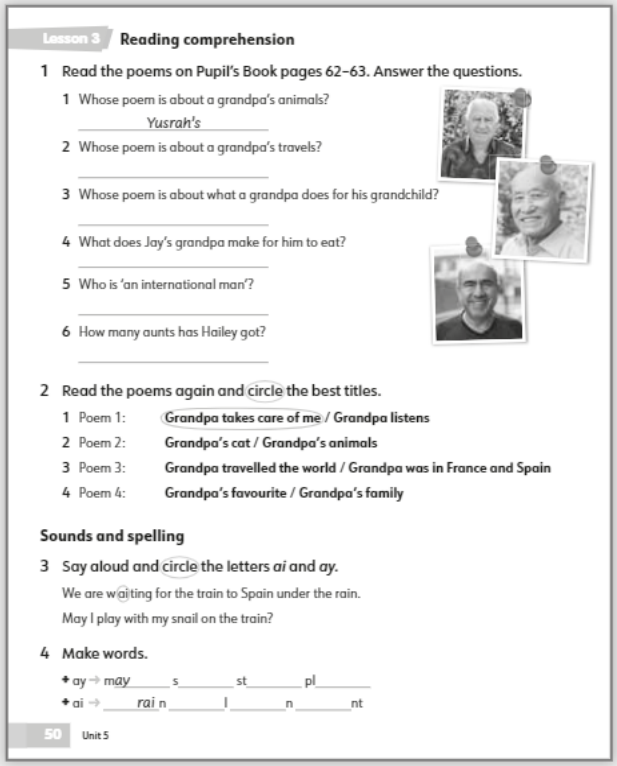
- Elicit all the words from the children by inserting the sound */eɪ/*.
- The children now complete the words with *ai* or *ay*.
- Play the audio for the children to check their answers.
- Have the children scan the two poems on page 63 and find two words with ai that aren't in this activity (*train*, *Spain*).

Answers: 1 tail **2** today **3** wait **4** play **5** paint **6** Monday

Cooler: My favourite poem

- Ask the children to say which poem they liked best. Have a class vote.

Workbook page 50



Lesson 3 **Reading comprehension**

1 Read the poems on Pupil's Book pages 62–63. Answer the questions.

1 Whose poem is about a grandpa's animals?
Yusrah's

2 Whose poem is about a grandpa's travels?

3 Whose poem is about what a grandpa does for his grandchild?

4 What does Jay's grandpa make for him to eat?

5 Who is 'an international man'?

6 How many aunts has Hailey got?

2 Read the poems again and circle the best titles.

1 Poem 1: **Grandpa takes care of me / Grandpa listens**
2 Poem 2: **Grandpa's cat / Grandpa's animals**
3 Poem 3: **Grandpa travelled the world / Grandpa was in France and Spain**
4 Poem 4: **Grandpa's favourite / Grandpa's family**

Sounds and spelling

3 Say aloud and circle the letters *ai* and *ay*.
We are w(ai)ting for the train to Spain under the rain.
May I play with my snail on the train?

4 Make words.
+ ay → m*ay* ____ s____ st____ pl____
+ ai → ____*rai* n____ l____ n____ nt

50 Unit 5

1 Read the poems on Pupil's Book pages 62–63. Answer the questions.

Answers: 1 Yusrah's **2** Tomas's **3** Jay's **4** toast and tea **5** Tomas's grandpa **6** four

2 Read the poems again and circle the best titles.

- The children read the poems and circle the best title for each poem.
- If done in class, ask the children why *Grandpa's animals* is the best title for Poem 2 and elicit answers.
- They complete the activity individually. Have volunteers raise their hands to answer and say why the titles are best.

Answers: Poem 1: Grandpa takes care of me **Poem 2:** Grandpa's animals **Poem 3:** Grandpa travelled the world **Poem 4:** Grandpa's family

3 Say aloud and circle the letters *ai* and *ay*.

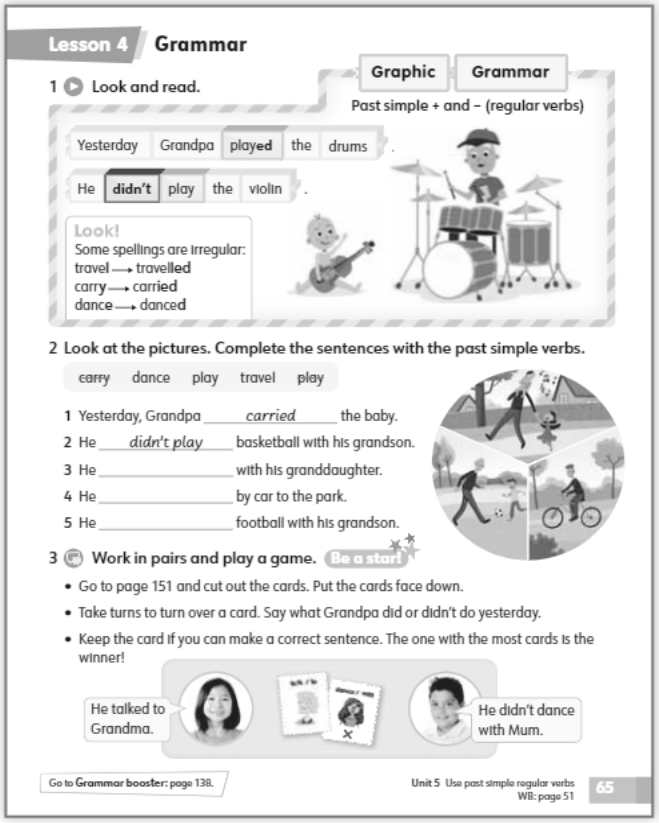
Answers: ai: waiting, train, Spain, rain, snail, train **ay:** May, play

4 Make words.

Answers: ay: may, say, stay, play; **ai:** rain, tail, train, paint

Lesson 4 Grammar

Pupil's Book page 65



Learning objectives: Use past simple regular verbs

Grammar: Past simple + and – (regular verbs)

Review vocabulary: family words, musical instruments, free-time activities

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: pieces of plain paper for team game, scissors

Warm-up: Point to *ai* or *ay*

- Write *ai* on the left side of the board and *ay* on the right side.
- Call out the words from Lesson 3, Activities 3 and 4. Have the children point to the side of the classroom that corresponds to the spelling of the /eɪ/ sound in each word.

1 Look and read.

- If you don't have access to the class video, write *always* and *Yesterday* on the board. Say *I always play games. Yesterday I played games.* Write *play* under *always* and *played* under *Yesterday*. Repeat the sentences and have the children repeat.
- Point out the *–ed* ending on the verb to the children and tell them (in L1 if necessary) that this is the ending we use for regular verbs when we talk about the past.
- Have the children look at the picture in Activity 1 and ask what they can see.
- Read out the sentences one at a time. Ask the children *What word do 'did' and 'not' make together?* Elicit *didn't*. Ask *Do we use 'didn't' for the negative?* Elicit *yes*. Ask *Do we put '–ed' on the verb when we use didn't?* Elicit *no*.
- Ask the children which colour blocks the main verb is in and elicit *blue*. Ask them what colour block negative verbs are in and elicit *red*.
- Read out the sentences again and have the children repeat.
- Have the children look at the irregular spellings. Ask *How many 'l's' in travelled?* Elicit *two*. *What happens to the 'y' in carry?* Elicit *it turns into an 'i'*. *What letter do we add to dance?* Elicit *'d'*.
- Read out the irregular spellings and have the children repeat.

- If you have access to the class video, introduce *played* on the board in the same way as above. Then tell the children to watch the video and think about what happens to the word *play* when we did something and when we did not do something.
- Play the video. Ask the children for feedback.
- Ask the children to say the short form of *did not* and elicit *didn't*.
- Play the video again. Ask the children as above *How many 'l's' in travelled?* Elicit *two*. *What happens to the 'y' in carry?* Elicit *it turns into an 'i'*. *What letter do we add to dance?* Elicit *'d'*.
- Play the video again, and have the children repeat the sentences and the irregular spellings.

2 Look at the pictures. Complete the sentences with the past simple verbs.

- Read out the example sentence and ask the children *How do we spell 'carried'?* Have a volunteer call out the spelling.
- Have the children do the activity individually. Have volunteers write the verbs in the past simple affirmative or negative on the board.

Answers: 1 carried **2** didn't play **3** danced **4** didn't travel **5** played

Teaching star!

Game

- Practise and check spelling with fun activities.
- Divide the class into four teams. Ask the children to turn their Pupil's Book face down. Hand each team a piece of paper. Tell the teams to work together to spell the words you call out. Say *played, carried, danced, travelled, stopped, worked, loved, studied.* The teams then swap pieces of paper. Write the correct spelling on the board. The children check each other's answers.

3 Work in pairs and play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 151. Make sure the children all have scissors with which to cut out the cards. Tell the children that they will use one set of cards for the game.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.
- Work through the example activity with the children. They will turn over the cards, look at the pictures and say what Grandpa did or didn't do. If they can make a correct sentence, they get to keep their card. If they can't make a correct sentence, they put the card face-down again.
- Allow time for the children to complete the game.

Teaching star!

Extension

Give the children further practice in using past simple verbs.

- Write on the board: travelled: by car, by bus, by train played: the piano, the violin talked to: my grandpa, my mum
- Tell the children to read through the verbs and words quickly to themselves. Say *Yesterday, I travelled by bus. I didn't travel by car.*
- Ask another volunteer to say a true sentence using the verb *travelled* and the words.
- Have the children work in pairs and tell friends what they did and didn't do yesterday.

Grammar booster

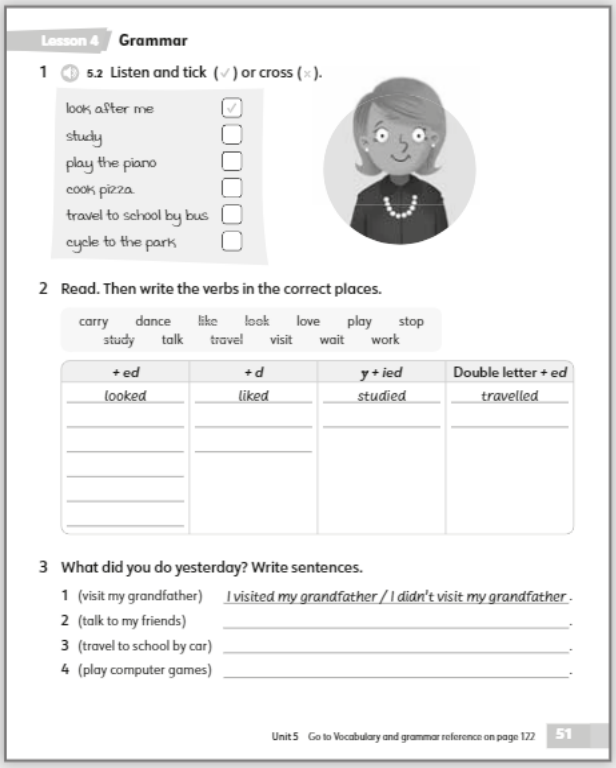
Ask the children to turn to page 138 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 played **2** carried **3** didn't play **4** danced **5** travelled **6** didn't sing

Cooler: Mini-story

- Ask the children to create a mini-story around the class by saying one sentence each. Start off with *Yesterday I played football.* Each child adds a sentence to the story.

Workbook page 51



Lesson 4 Grammar

1 5.2 Listen and tick (✓) or cross (✗).

look after me ✓
study ☐
play the piano ☐
cook pizza ☐
travel to school by bus ☐
cycle to the park ☐

2 Read. Then write the verbs in the correct places.

carry dance like look love play stop study talk travel visit wait work

+ ed	+ d	y + ied	Double letter + ed
looked	liked	studied	travelled

3 What did you do yesterday? Write sentences.

1 (visit my grandfather) I visited my grandfather / I didn't visit my grandfather.
2 (talk to my friends) _____.
3 (travel to school by car) _____.
4 (play computer games) _____.

Unit 5 Go to Vocabulary and grammar reference on page 122 51

Grammar reference:

Remind the children that they can refer to the grammar reference on page 122 while completing these Workbook activities.

1 5.2 Listen and tick (✓) or cross (✗).

Audioscript

I love being with my grandma. Yesterday she looked after me. I didn't have any homework, so she didn't study with me. But she is good at the piano, so she played the piano with me. Then, in the afternoon, she cooked pizza for lunch. It was delicious! It was Saturday, so she didn't travel to school by bus with me. But it was hot and sunny, so we cycled to the park.

Answers: 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

2 Read. Then write the verbs in the correct places.

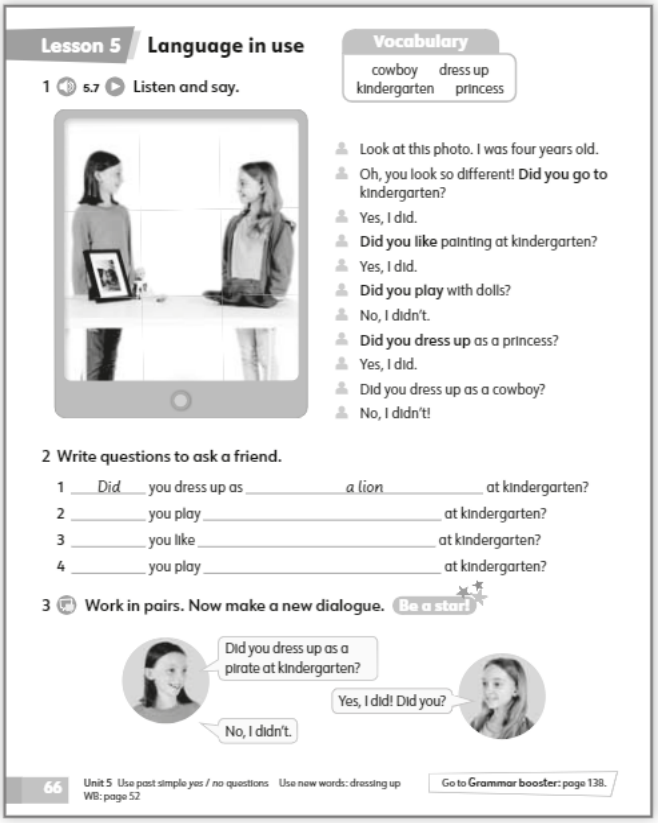
Answers:
+ *ed:* looked, played, waited, worked, talked, visited
+ *d:* liked, danced, loved
y* + *ied: studied, carried
Double letter + *ed:* travelled, stopped

3 What did you do yesterday? Write sentences.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 66



Lesson 5 Language in use

Vocabulary: cowboy, dress up, kindergarten, princess

1 5.7 Listen and say.

Look at this photo. I was four years old.
Oh, you look so different! **Did you go to** kindergarten?
Yes, I did.
Did you like painting at kindergarten?
Yes, I did.
Did you play with dolls?
No, I didn't.
Did you dress up as a princess?
Yes, I did.
Did you dress up as a cowboy?
No, I didn't!

2 Write questions to ask a friend.

1 Did you dress up as a lion at kindergarten?
2 _____ you play _____ at kindergarten?
3 _____ you like _____ at kindergarten?
4 _____ you play _____ at kindergarten?

3 Work in pairs. Now make a new dialogue. Be a star!

Did you dress up as a pirate at kindergarten?
Yes, I did! Did you?
No, I didn't.

66 Unit 5 Use past simple *yes / no* questions Use new words: dressing up WB: page 52

Go to **Grammar booster:** page 138.

Learning objectives: Use past simple *yes / no* questions; Use new words: dressing up

Vocabulary: cowboy, dress up, kindergarten, princess

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: (optional) pieces of plain paper for each child to draw on

Warm-up: TPR Hands up for *yes!*

- Tell the children to put their hands up if they did the things you say. Say *I played football yesterday. I danced yesterday. I walked to school yesterday. I carried the shopping yesterday. I visited my grandpa yesterday.*
- Ask volunteers to say a sentence for the class to put their hands up or not.

1 5.7 Listen and say.

- If you don't have access to the class video, teach *kindergarten*. Write *kindergarten* on the board. Say *Kindergarten is school for little children: four and five year olds. Are you in kindergarten now? Did you go to kindergarten?* Elicit answers.
- Write *dress up* on the board and underneath write *cowboy* and *princess*. Ask the children *Did you dress up for parties in kindergarten?* Elicit answers. Do a simple drawing for each word (a cowboy and a horse, a princess in a long dress and a crown). Ask *Did you dress up as a cowboy / princess?* and the children call out *yes* or *no*.
- Read out all the words on the board one at a time and have the children repeat.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the *Did you ...?* questions. Ask the children what the complete short answers are for *Yes* and *No*. Say *Yes, I did.* and *No, I didn't.* a few times and have the children repeat.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Write questions to ask a friend.

- Ask the children to raise their hands and suggest a question and then have another child answer *Yes, I did.* or *No, I didn't.*
- Have the children write the questions individually. Then they ask and answer the questions with a friend.
- Ask some pairs of children to read out their questions and answers.

Answers: Children's own answers.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Teaching star!

Personalising

- Keep pieces of plain paper available so the children can draw if you need a time filler.
- Give each child a piece of plain paper. They can draw themselves dressed up as a cowboy or princess (or something else if they prefer). They then show their class their drawings and say *In kindergarten I dressed up as a ...*

Grammar booster

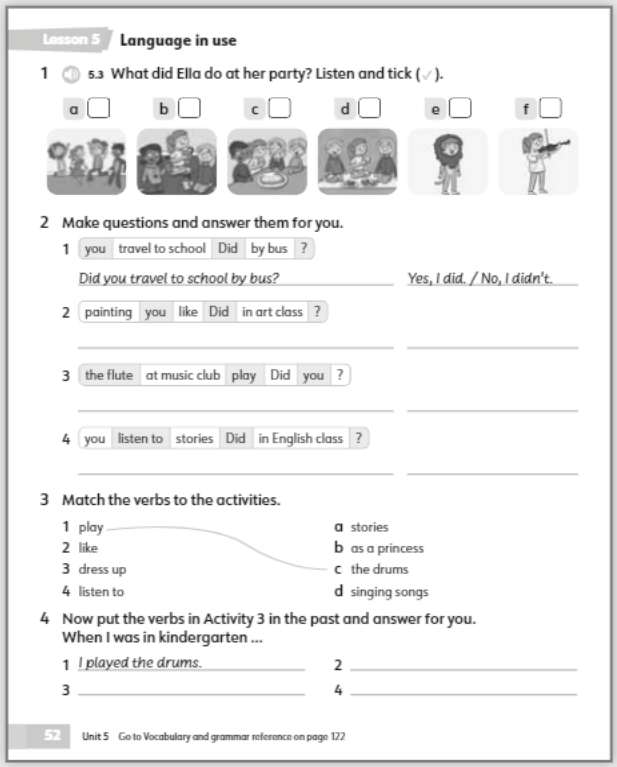
Ask the children to turn to page 138 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 A Did, B did 2 A Did, B No 3 A Did, B didn't 4 A Did, B Yes
3 1 didn't play 2 sang 3 carried 4 didn't dance 5 travelled 6 didn't write

Cooler: Stickman

- Play *Stickman* with the new words from this lesson using the board. See the Games bank (pages 14–17) for how to play this game.
- Select children one by one to guess letters. Ask children to raise their hand when they think they know the answer.

Workbook page 52



Lesson 5 Language in use

1 5.3 What did Ella do at her party? Listen and tick (✓).

a ☐ b ☐ c ☐ d ☐ e ☐ f ☐

2 Make questions and answer them for you.

1 you | travel to school | Did | by bus | ?
Did you travel to school by bus? Yes, I did. / No, I didn't.

2 painting | you | like | Did | in art class | ?

3 the flute | at music club | play | Did | you | ?

4 you | listen to | stories | Did | in English class | ?

3 Match the verbs to the activities.

1 play – a stories
2 like – b as a princess
3 dress up – c the drums
4 listen to – d singing songs

4 Now put the verbs in Activity 3 in the past and answer for you. When I was in kindergarten ...

1 I played the drums. 2 _____
3 _____ 4 _____

52 Unit 5 Go to Vocabulary and grammar reference on page 122

Grammar reference:

Remind the children that they can refer to the grammar reference on page 122 while completing these Workbook activities.

1 5.3 What did Ella do at her party? Listen and tick (✓).

Audioscript

Girl: *Look at this photo of my birthday party!*
Boy: *Wow! Did you dress up as a leopard?*
Girl: *No, I didn't. I was a lion.*
Boy: *Oh, OK. Did you dance with your friends?*
Girl: *Yes, I did! My grandma played the piano.*
Boy: *Great! Did you eat pizza?*
Girl: *Yes, I did! There was lots of cheese on it. It was delicious!*
Boy: *Did you play with dolls?*
Girl: *No, I didn't. We didn't have time.*
Boy: *Oh ...*

Answers: a ✓ **c** ✓ **e** ✓

2 Make questions and answer them for you.

Answers: 1 Did you travel to school by bus? **2** Did you like painting in art class? **3** Did you play the flute at music club? **4** Did you listen to stories in English class?; Children's own answers

3 Match the verbs to the activities.

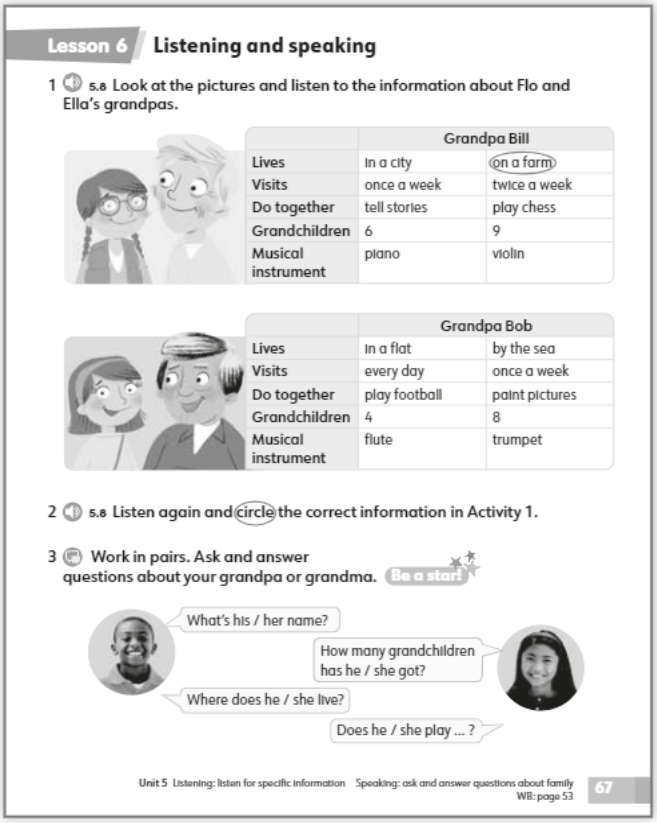
Answers: 1 c play – the drums, **2** d like – singing songs, **3** b dress up – as a princess, **4** a listen to – stories

4 Now put the verbs in Activity 3 in the past and answer for you. When I was in kindergarten ...

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 67



Lesson 6 Listening and speaking

1 5.8 Look at the pictures and listen to the information about Flo and Ella's grandpas.

	Grandpa Bill	
Lives	in a city	on a farm
Visits	once a week	twice a week
Do together	tell stories	play chess
Grandchildren	6	9
Musical instrument	piano	violin

	Grandpa Bob	
Lives	in a flat	by the sea
Visits	every day	once a week
Do together	play football	paint pictures
Grandchildren	4	8
Musical instrument	flute	trumpet

2 5.8 Listen again and circle the correct information in Activity 1.

3 Work in pairs. Ask and answer questions about your grandpa or grandma. Be a star!

What's his / her name?
How many grandchildren has he / she got?
Where does he / she live?
Does he / she play ... ?

Unit 5 Listening: listen for specific information Speaking: ask and answer questions about family WB: page 53 67

Learning objectives: Listening: listen for specific information; Speaking: ask and answer questions about family

Language: paint pictures, play chess, play football, tell stories

Warm-up: Mime game

- Call out the musical instruments one at a time, and have the class mime that they are playing them. Say: drum, flute, violin, trumpet.
- Play the song from Lesson 1 (track 5.3) and encourage the children to sing and mime.

1 5.8 Look at the pictures and listen to the information about Flo and Ella's grandpas.

- Play the audio. Tell the children to look at the information and pictures and think about which grandpa sounds the most fun.
- Have different children suggest answers. Ask for class agreement.

2 5.8 Listen again and circle the correct information in Activity 1.

- Tell the children to listen and circle the correct information they hear.
- Play the audio. Ask the children to say what information they circled.
- Play the audio again and tell the children to say *Stop!* when they hear the information. Ask the questions on the audio, e.g. *How often do they see him?* and elicit answers.

Audioscript

Adult: *Flo, tell me about Grandpa Bill. Where does he live?*
Flo: *He lives on a farm.*
Adult: *How often do you see him?*
Flo: *We visit him once a week, on Sundays.*
Adult: *And what do you do together?*
Flo: *Grandpa Bill loves telling stories. We always say, 'Tell us a story Grandpa, please?'*
Adult: *How many grandchildren has he got?*
Flo: *Me and my two brothers, my sister, that's four, and my five cousins. So four and five make nine. He's got nine grandchildren.*
Adult: *Does he play a musical instrument?*
Flo: *Yes, he plays the piano.*
Adult: *Ella, tell me about Grandpa Bob. Where does he live?*
Ella: *He lives in a flat, next to our house.*
Adult: *How often do you see him?*
Ella: *I see him every day. We always have dinner together.*
Adult: *And what do you do together?*
Ella: *Grandpa Bob loves painting pictures. Sometimes we paint together.*
Adult: *How many grandchildren has he got?*
Ella: *Four: me and Flo and Luke and Charlie.*
Adult: *Does he play a musical instrument?*
Ella: *Yes, he plays the trumpet.*

Answers: Grandpa Bill: on a farm, once a week, tell stories, 9, piano **Grandpa Bob:** in a flat, every day, paint pictures, 4, trumpet

3 Work in pairs. Ask and answer questions about your grandpa or grandma.

Be a star!

- Have volunteers read out the questions. Tell the children to use these when they talk to their friend. Tell them that if they don't have a grandma or grandpa they can make their answers up.
- The children work in pairs and talk to each other. Monitor and help as necessary.
- Ask some pairs to tell the class what they said.

Teaching star!

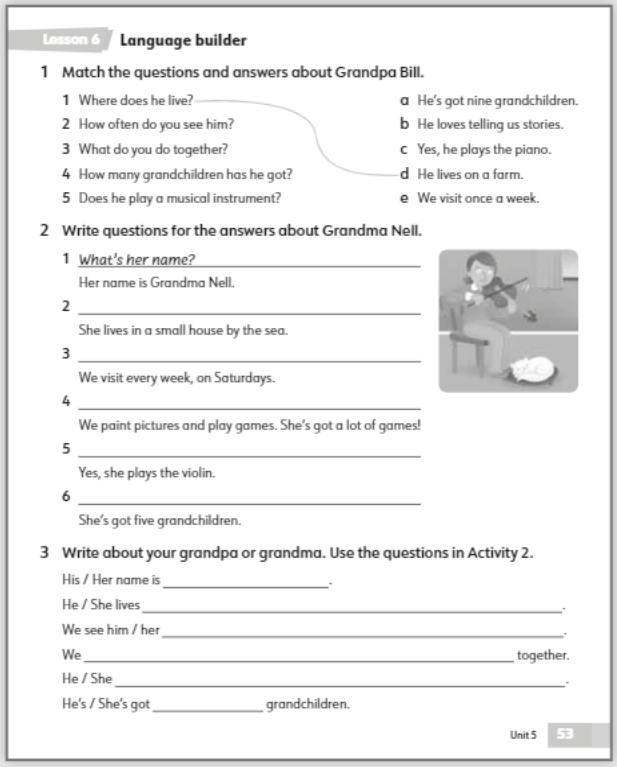
Extension

- If you feel more speaking practice is needed, have the children repeat a speaking activity with a different focus.
- Have the children repeat Activity 3, but to ask questions about an aunt or an uncle.

Cooler: Can you remember?

- Tell the children to close their books. Ask questions about Grandpa Bill and Grandpa Bob and have the children raise their hands to answer.

Workbook page 53



Lesson 6 **Language builder**

1 Match the questions and answers about Grandpa Bill.

1 Where does he live?	a He's got nine grandchildren.
2 How often do you see him?	b He loves telling us stories.
3 What do you do together?	c Yes, he plays the piano.
4 How many grandchildren has he got?	d He lives on a farm.
5 Does he play a musical instrument?	e We visit once a week.

2 Write questions for the answers about Grandma Nell.

1 *What's her name?*
Her name is Grandma Nell.
2 _____
She lives in a small house by the sea.
3 _____
We visit every week, on Saturdays.
4 _____
We paint pictures and play games. She's got a lot of games!
5 _____
Yes, she plays the violin.
6 _____
She's got five grandchildren.

3 Write about your grandpa or grandma. Use the questions in Activity 2.

His / Her name is _____.
He / She lives _____.
We see him / her _____.
We _____ together.
He / She _____.
He's / She's got _____ grandchildren.

Unit 5 53

1 Match the questions and answers about Grandpa Bill.

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

2 Write questions for the answers about Grandma Nell.

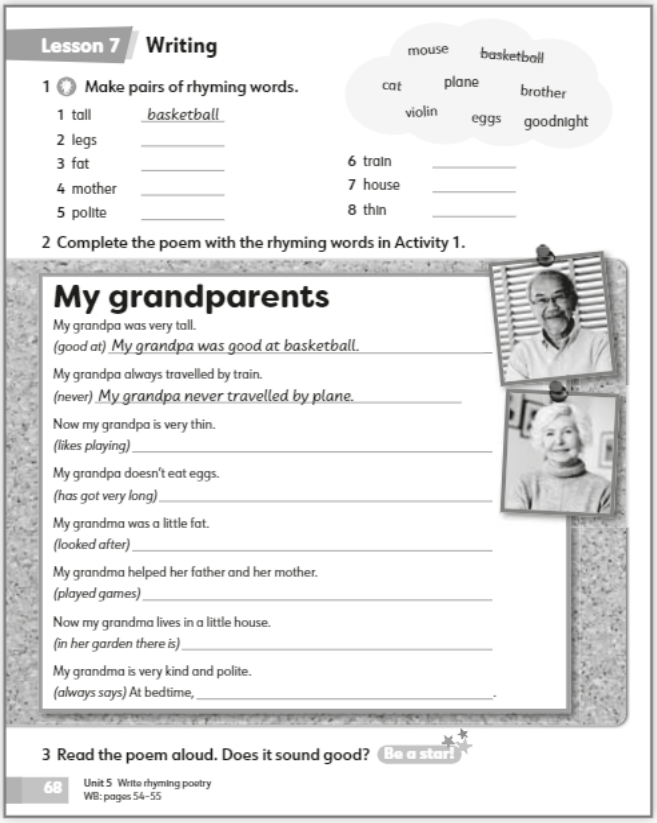
Answers: **1** What's her name? **2** Where does she live? **3** How often do you see her? **4** What do you do together? **5** Does she play a musical instrument? **6** How many grandchildren has she got?

3 Write about your grandpa or grandma. Use the questions in Activity 2.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 68



Learning objectives: Write rhyming poetry

Warm-up: Tense swapping

- Say sentences in the present simple and have the children raise their hands to swap them into the past simple, e.g. *I travel by train. = I travelled by train. I don't eat eggs. = I didn't eat eggs. She is happy. = She was happy.*

1 Make pairs of rhyming words.

- Tell the children to look at the words in the cloud and match them to the words they rhyme with. Tell them to read them aloud so they can hear the rhymes.
- Ask *What's a rhyming word for 'tall'?* etc. and elicit answers.

Answers: 1 basketball **2** eggs **3** cat **4** brother **5** goodnight **6** plane **7** mouse **8** violin

2 Complete the poem with the rhyming words in Activity 1.

- Ask volunteers to read out the lines of the poem that are already there. Then read out the example. Tell the children to write sentences using the words in brackets and a rhyming word from Activity 1.
- The children do the activity individually. They then compare their sentences with a friend.
- Ask volunteers to read out one missing sentence each.

Answers: My grandpa was good at basketball.
My grandpa hardly ever travelled by plane.
My grandpa likes playing the violin.
My grandpa has got very long legs.
My grandma looked after her cat.
My grandma played games with her brother.
In her garden there is a mouse.
At bedtime, she always says goodnight.

3 Read the poem aloud. Does it sound good?

Be a star!

- Ask eight children to stand up and read out the poem aloud, two lines each. Ask the children *Does it sound good?* and elicit answers.
- Have the children work in pairs and read the poem together in unison.

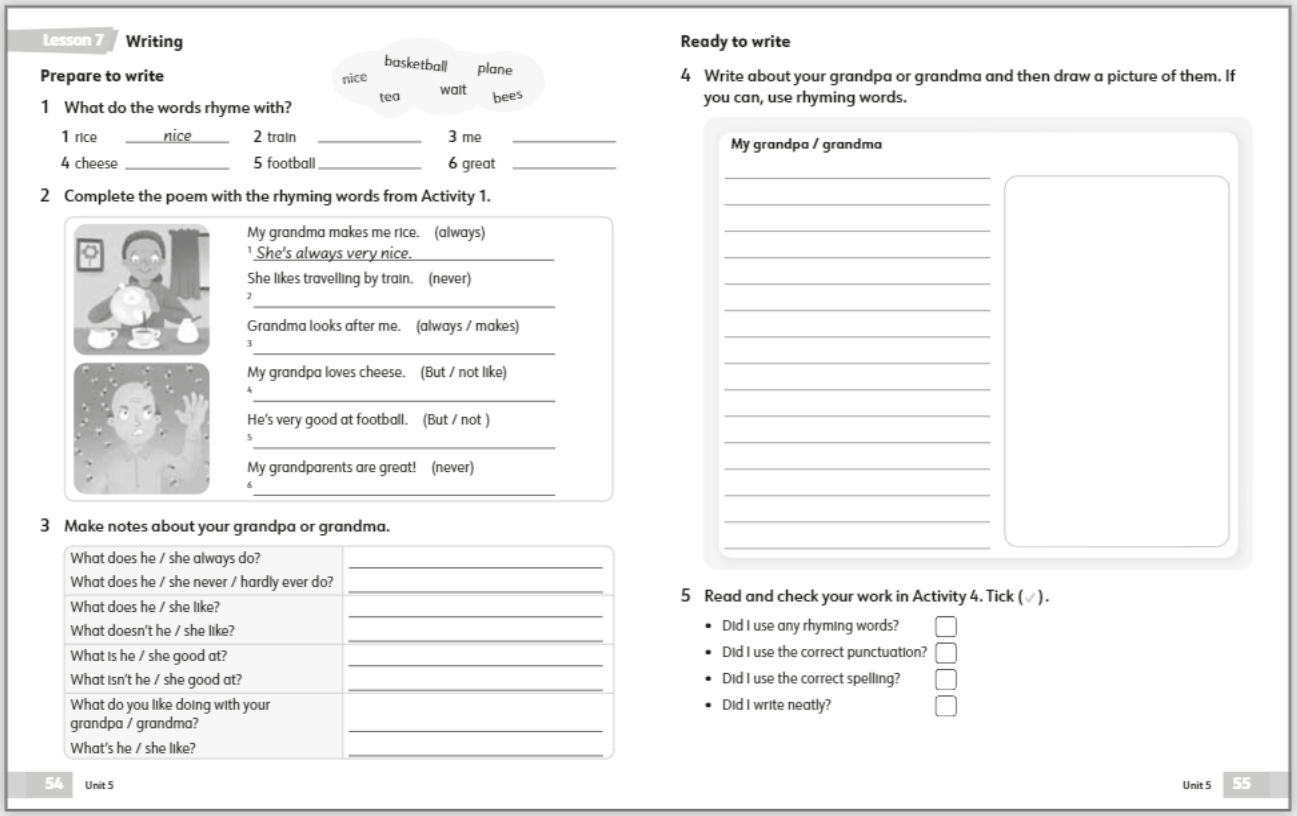
Teaching star!

Extension

- Exploit opportunities to practise intonation.
- Assign one line of the poem to each child. Tell the children to memorise their line. They should say their line slowly and rhythmically. Ask sixteen children with a different line to stand at the front of the class. They recite the poem. Prompt as necessary.

Cooler: Quick rhymes!

- Ask the children to close their books. Tell the children to call out a rhyme for each word you say as fast as they can. Call out the words in the cloud in Activity 1 and encourage the children to call out the rhyming words.



Lesson 7 Writing

Prepare to write

nice basketball plane tea wait bees

1 What do the words rhyme with?

1 rice *nice* 2 train _____ 3 me _____
4 cheese _____ 5 football _____ 6 great _____

2 Complete the poem with the rhyming words from Activity 1.

My grandma makes me rice. (always)
1 *She's always very nice.*
She likes travelling by train. (never)
2 _____
Grandma looks after me. (always / makes)
3 _____
My grandpa loves cheese. (But / not like)
4 _____
He's very good at football. (But / not)
5 _____
My grandparents are great! (never)
6 _____

3 Make notes about your grandpa or grandma.

What does he / she always do?	_____
What does he / she never / hardly ever do?	_____
What does he / she like?	_____
What doesn't he / she like?	_____
What is he / she good at?	_____
What isn't he / she good at?	_____
What do you like doing with your grandpa / grandma?	_____
What's he / she like?	_____

54 Unit 5

Ready to write

4 Write about your grandpa or grandma and then draw a picture of them. If you can, use rhyming words.

My grandpa / grandma

5 Read and check your work in Activity 4. Tick (✓).

- Did I use any rhyming words? ☐
- Did I use the correct punctuation? ☐
- Did I use the correct spelling? ☐
- Did I write neatly? ☐

Unit 5 55

Prepare to write

1 What do the words rhyme with?

- The children match the words that rhyme and write the ones from the cloud.
- If done in class, read out the words in the cloud.
- Have the children complete the activity individually.
- Ask pairs of children to read out the rhyming words.

Answers: 1 nice **2** plane **3** tea **4** bees **5** basketball **6** wait

2 Complete the poem with the rhyming words from Activity 1.

- The children complete the sentences using the words in brackets and a rhyming word from Activity 1.
- If done in class, have a child read out the example.
- Ask volunteers to read out their poem.

Answers: 1 She's always very nice. **2** She never travels by plane. **3** She always makes me tea. **4** But he doesn't like bees. **5** But he isn't good at basketball. **6** They never make me wait.

3 Make notes about your grandpa or grandma.

- The children make notes for their grandpa or grandma. They can make up details if they don't have grandparents.
- If done in class, read out the questions and have a volunteer suggest an answer for the first one.
- Have the children complete the activity individually.
- Ask volunteers to read out their ideas.

Answers: Children's own answers.

Ready to write

4 Write about your grandpa or grandma and then draw a picture of them. If you can, use rhyming words.

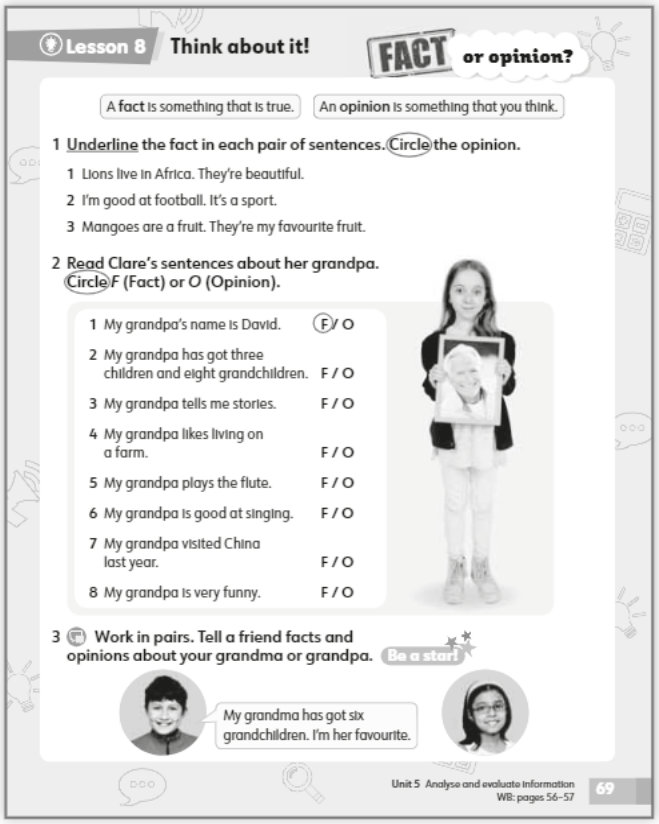
- If done in class, explain to the children that they should use their notes in Activity 3 on page 54 to write a poem about their grandpa or grandma.
- Have the children complete the activity individually.
- Have the children read out their work to the class.

5 Read and check your work in Activity 4. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 69


Lesson 8 Think about it!

FACT or opinion?

A fact is something that is true. An opinion is something that you think.

1 Underline the fact in each pair of sentences. Circle the opinion.

1 Lions live in Africa. They're beautiful.
2 I'm good at football. It's a sport.
3 Mangoes are a fruit. They're my favourite fruit.

2 Read Clare's sentences about her grandpa. Circle *F* (Fact) or *O* (Opinion).

1 My grandpa's name is David. F / O
2 My grandpa has got three children and eight grandchildren. F / O
3 My grandpa tells me stories. F / O
4 My grandpa likes living on a farm. F / O
5 My grandpa plays the flute. F / O
6 My grandpa is good at singing. F / O
7 My grandpa visited China last year. F / O
8 My grandpa is very funny. F / O

3 Work in pairs. Tell a friend facts and opinions about your grandma or grandpa. Be a star!

My grandma has got six grandchildren. I'm her favourite.

Unit 5 Analyse and evaluate information WB: pages 56–57 69

Learning objectives: Analyse and evaluate information

Additional vocabulary: fact, opinion

Resources: Unit 5 test

Materials: two pieces of card for posters

Warm-up: First letters

- Write the initial letters of the new family words on the board and lines for the letters. Have volunteers complete the words: ***d****aughter*, ***g****randdaughter*, ***g****randson*, ***h****usband*, ***s****on*, ***w****ife*.

1 Underline the fact in each pair of sentences. Circle the opinion.

- Say to the children *This is the classroom. It's a beautiful classroom.* Ask *Is this the classroom?* and elicit *Yes.* Ask *Is it beautiful?* and elicit answers. Tell the children in L1 that what you think about the classroom is your opinion.
- Read out the definitions of *fact* and *opinion* to the children. Then ask volunteers to read out the pairs of sentences. Explain any new words.
- Tell children to complete the activity individually. Then read out the sentences again and have the children call out *fact* or *opinion*.

Answers: 1 fact = Lions live in Africa. opinion = They're beautiful. **2** opinion = I'm good at football. fact = It's a sport. **3** fact = Mangoes are a fruit. opinion = They're my favourite fruit.

2 Read Clare's sentences about her grandpa. Circle *F* (Fact) or *O* (Opinion).

- Tell the children to read what Clare has written about her grandpa. Explain to the children what they should do.
- The children do the activity individually. Then they compare answers with a friend. Have one child read out the sentence and another say *fact* or *opinion*.

Answers: 1 F **2** F **3** F **4** O **5** F **6** O **7** F **8** O

3 Work in pairs. Tell a friend facts and opinions about your grandma or grandpa.

Be a star!

- Have a volunteer suggest one fact and one opinion about a grandma or grandpa.
- The children take turns working in pairs, telling a friend facts or opinions about their grandma or grandpa. They can make up facts and opinions if they do not have grandparents.

Answers: Children's own answers.

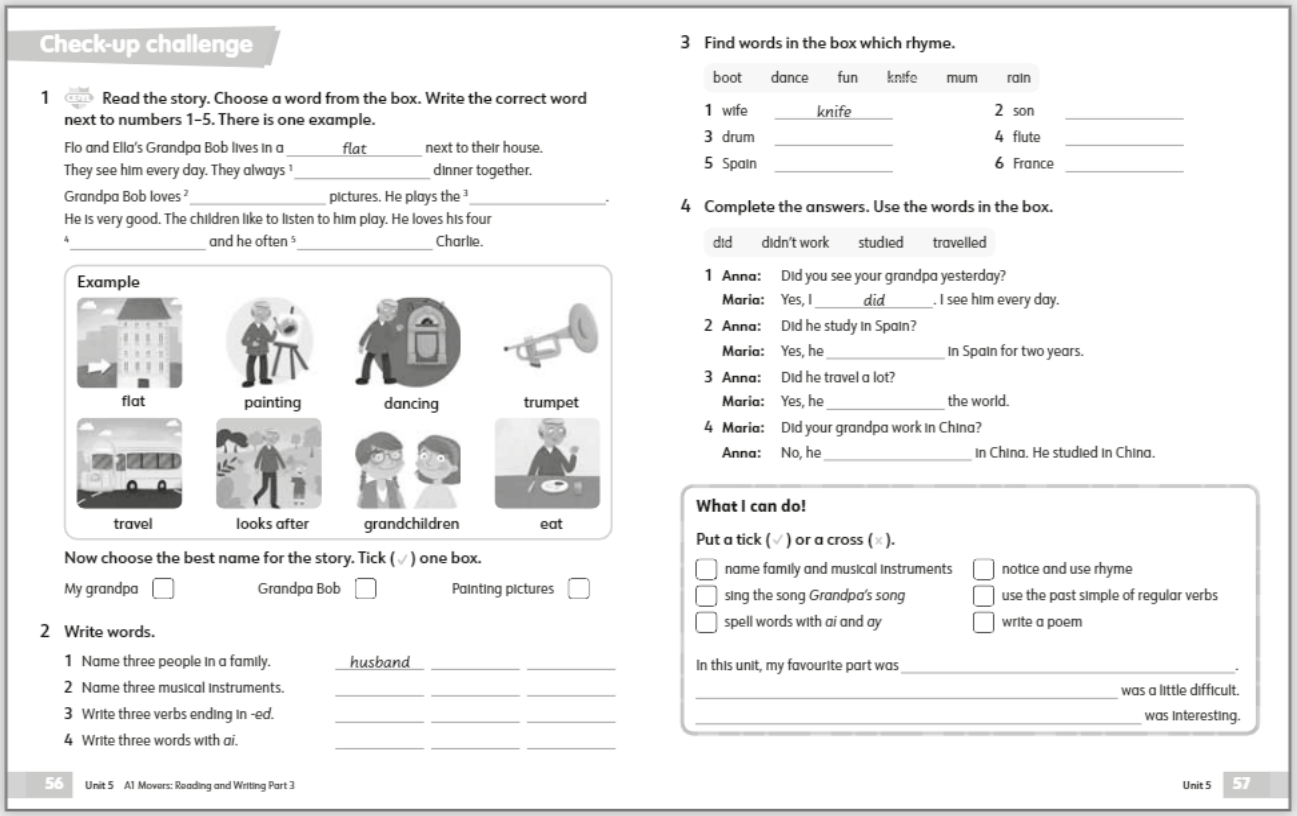
Teaching star!

Arts and crafts

- Mini-class projects encourage class co-operation and speaking opportunities.
- Make two class posters. Divide the class into two groups. Give each group a piece of paper and tell them that they are going to make a poster. Group A is *Grandma* and Group B is *Grandpa*. Each group draw a picture of a grandma or a grandpa at the top of their poster. They write a title for the poster. Then underneath they write opinions and facts in two columns. Each child should contribute something to the poster. Display the posters in the classroom.

Cooler: Fact or opinion game

- Divide the children into two teams. Tell Team A a fact or an opinion, e.g. Facts: *It's a rainy / sunny day. My grandpa has blue eyes. There are 20 children here.* Opinions: *Hot days are fun. Grandpas are interesting. The children here are funny.* The children in the team say fact or opinion. If they are correct, they get a point. Then do the same for Team B. The team with the most points at the end wins.
- You can also use sentences from the lesson.



Check-up challenge

1 CE:YL **Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**

Flo and Ella's Grandpa Bob lives in a *flat* next to their house. They see him every day. They always [1] _____ dinner together. Grandpa Bob loves [2] _____ pictures. He plays the [3] _____. He is very good. The children like to listen to him play. He loves his four [4] _____ and he often [5] _____ Charlie.

Example

flat · painting · dancing · trumpet

travel · looks after · grandchildren · eat

Now choose the best name for the story. Tick (✓) one box.

My grandpa ☐ Grandpa Bob ☐ Painting pictures ☐

2 Write words.

1 Name three people in a family. *husband* _____ _____
2 Name three musical instruments. _____ _____ _____
3 Write three verbs ending in *-ed*. _____ _____ _____
4 Write three words with *ai*. _____ _____ _____

3 Find words in the box which rhyme.

boot dance fun knife mum rain

1 wife *knife* 2 son _____
3 drum _____ 4 flute _____
5 Spain _____ 6 France _____

4 Complete the answers. Use the words in the box.

did didn't work studied travelled

1 **Anna:** Did you see your grandpa yesterday?
Maria: Yes, I *did*. I see him every day.
2 **Anna:** Did he study in Spain?
Maria: Yes, he _____ in Spain for two years.
3 **Anna:** Did he travel a lot?
Maria: Yes, he _____ the world.
4 **Maria:** Did your grandpa work in China?
Anna: No, he _____ in China. He studied in China.

What I can do!

Put a tick (✓) or a cross (×).

☐ name family and musical instruments ☐ notice and use rhyme
☐ sing the song *Grandpa's song* ☐ use the past simple of regular verbs
☐ spell words with *ai* and *ay* ☐ write a poem

In this unit, my favourite part was _____.
_____ was a little difficult.
_____ was interesting.

1 CE:YL Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity helps prepare the children for Part 3 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the story, look at the pictures and words, and then write words from the box to complete the story.
- If done in class, ask a volunteer to read out the example sentence.
- Have the children complete the activity individually. Then have volunteers read out a sentence each.

Answers: 1 eat **2** painting **3** trumpet **4** grandchildren **5** looks after

Now choose the best name for the story. Tick (✓) one box.

- The children read the three names and choose the best one.

Answers: Grandpa Bob

2 Write words.

Answers: Children's own answers.

3 Find words in the box which rhyme.

Answers: 1 knife **2** fun **3** mum **4** boot **5** rain **6** dance

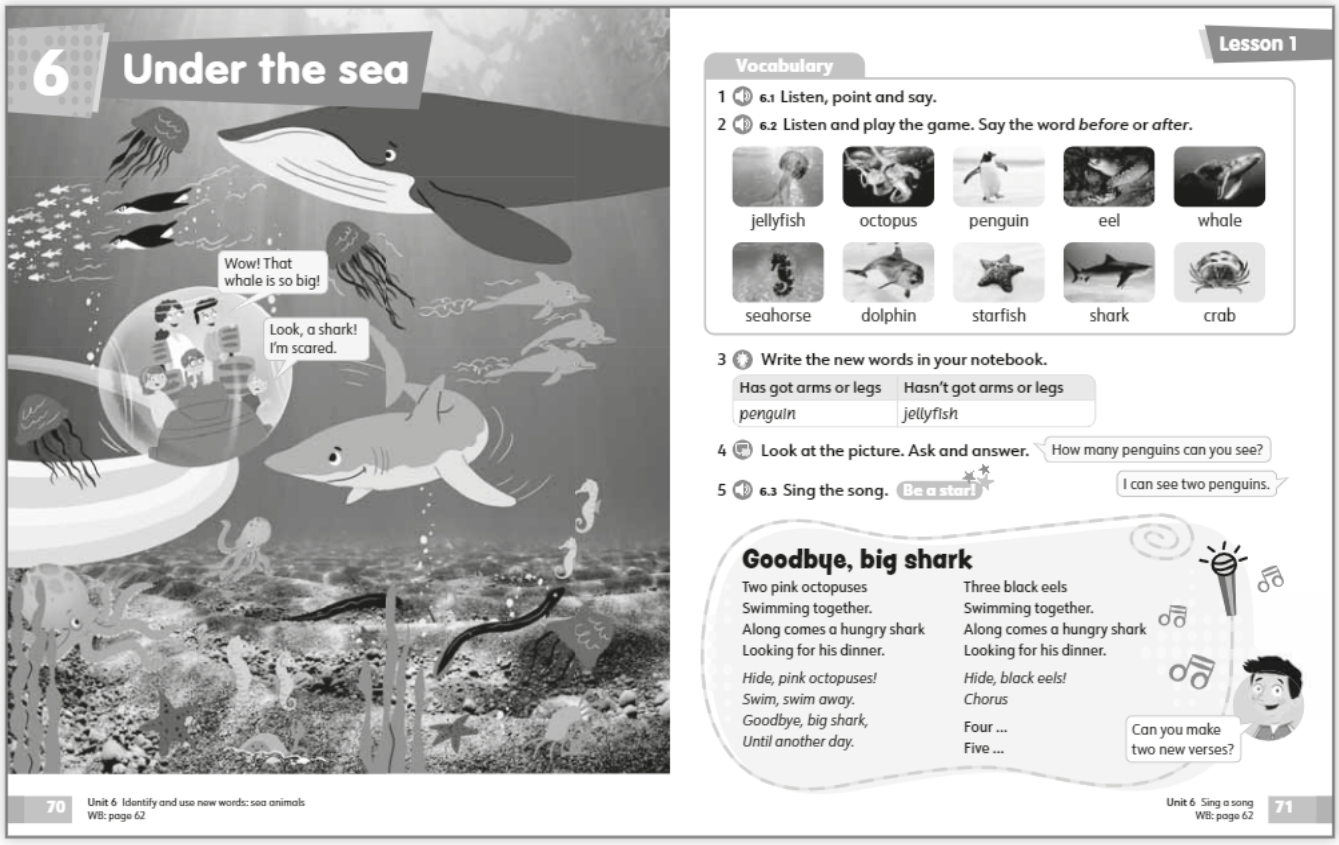
4 Complete the answers. Use the words in the box.

Answers: 1 did **2** studied **3** travelled **4** didn't work

6 Under the sea

Lesson 1 Vocabulary

Pupil's Book pages 70–71



Learning objectives: Identify and use new words: sea animals; Sing a song

Vocabulary: crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Categories

- Write these three headings on the board in large circles: *Family*, *Musical instruments*, *Food*.
- Call out different words from Units 4 and 5. Have volunteers raise their hands to come to the board and write each word in the correct circle.

1 6.1 Listen, point and say.

- The children look at page 70. *Ask Who can you see? (Flo, Ella, Luke, Charlie, Aunt Daisy) Where are they? (under the sea) What are they doing? (looking at sea animals)*
- The children look at page 71. Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

2 6.2 Listen and play the game. Say the word *before* or *after*.

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *jellyfish*
Child: *Before octopus!*
Teacher: *eel*
Child: *Before whale, after penguin!*
Teacher: *Now you. 1 starfish 2 whale 3 dolphin 4 penguin 5 shark*

Answers: 1 Before shark, after dolphin. **2** Before seahorse, after eel. **3** Before starfish, after seahorse. **4** Before eel, after octopus. **5** Before crab, after starfish.

Teaching star!

Extension

- You can use the flashcards to introduce the new vocabulary.
- Hold up each flashcard one at a time and call out the word. Have the children repeat. Stick each flashcard on the board. Then call out the words one at a time in random order and have volunteers go to the board and point to the correct flashcard.

3 Write the new words in your notebook.

- Draw an octopus and an eel on the board. Point to them and ask *Which animal has got arms or legs? (the octopus) Which animal hasn't got arms or legs? (the eel)*
- Have the children copy and fill in the table into their notebooks.
- Copy the table onto the board and have volunteers fill it in.

Answers: Has got arms or legs: penguin, octopus, starfish, crab **Hasn't got arms or legs:** jellyfish, eel, whale, seahorse, dolphin, shark

4 Look at the picture. Ask and answer.

- Ask the class the example question and have a volunteer read out the answer. Tell the children to find the two penguins in the big picture on page 70.
- Divide the class into pairs and have them take turns asking and answering.

5 6.3 Sing the song.

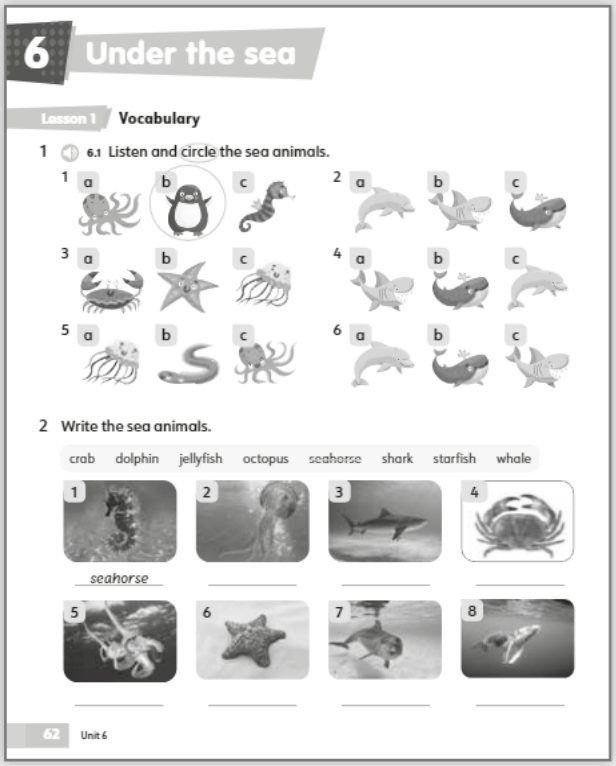
Be a star!

- Make sure the children can't see the words of the song. Every time they hear *shark*, they snap their hands together like shark jaws.
- Play the audio. If the children don't snap their hands at the word *shark*, snap yours.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Ask the children to suggest sea animals for two more verses. You could have a class vote for the two most popular sea animals.
- Finally, the children listen and sing. They sing the extra two verses with their own choice of sea animals.

Cooler: One verse each

- Divide the class into four groups. Assign one verse of the song to each group. Play the song one more time, and each group performs their verse.

Workbook page 62


6 Under the sea

Lesson 1 Vocabulary

1 6.1 Listen and circle the sea animals.

1 a b c 2 a b c
3 a b c 4 a b c
5 a b c 6 a b c

2 Write the sea animals.

crab dolphin jellyfish octopus seahorse shark starfish whale

1 seahorse 2 3 4
5 6 7 8

62 Unit 6

1 6.1 Listen and circle the sea animals.

Audioscript

1 Boy: *I can see a penguin.*
2 Girl: *How many dolphins can you see?*
Boy: *I can see three dolphins.*
3 Girl: *I can see a jellyfish!*
4 Boy: *Look! A big shark. He's looking for his dinner.*
5 Girl: *How many eels can you see?*
Boy: *I can see one eel.*
6 Boy: *Look! The whale is swimming.*

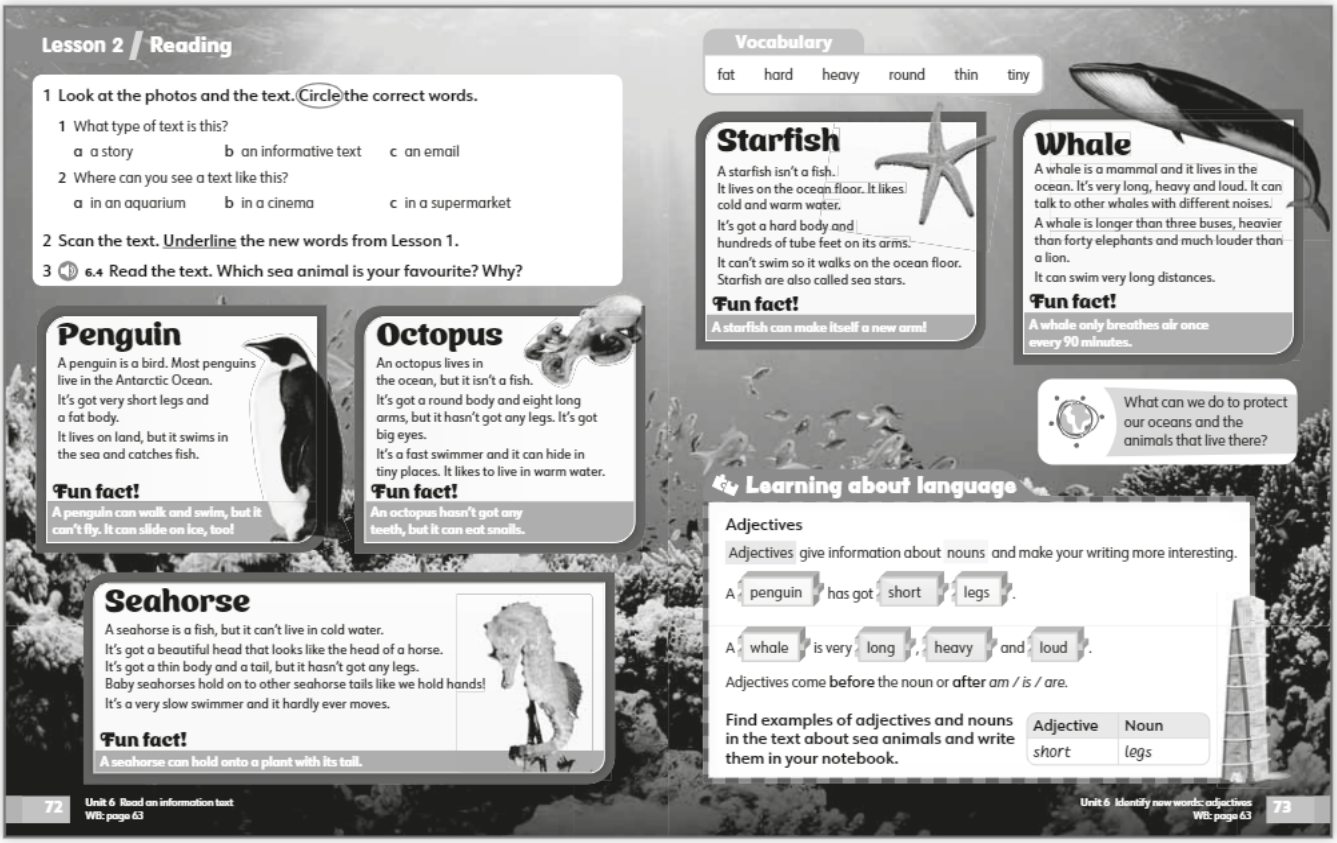
Answers: 1 b **2** a **3** c **4** a **5** b **6** b

2 Write the sea animals.

Answers: 1 seahorse **2** jellyfish **3** shark **4** crab **5** octopus **6** starfish **7** dolphin **8** whale

Lesson 2 / Reading

Pupil's Book pages 72–73



Learning objectives: Read an informative text; Identify new words: adjectives

Vocabulary: fat, hard, heavy, round, thin, tiny

Review vocabulary: sea animals

Additional vocabulary: mammal

Resources: Flashcards

Warm-up: Memory game

- Tell the children to work in pairs. Give them one minute to remember the ten sea animals from Lesson 1. Ask each pair to call out one sea animal and write them on the board (*crab*, *dolphin*, *eel*, *jellyfish*, *octopus*, *penguin*, *seahorse*, *shark*, *starfish*, *whale*).
- Have volunteers draw each sea animal under the words.

Vocabulary

- Teach *fat* and *thin* with drawing of a fat cat and a thin cat. Say *This cat is fat / thin.* and have the children repeat.
- Teach *hard*, *heavy*, *round* and *tiny* with objects in the classroom. Knock on the board and say *The board is hard.* Try to lift a table and say *The table is heavy.* Draw a circle on the board and say *The circle is round.* Show the children a small pencil and say *This pencil isn't big. It's tiny.* Have the children repeat the sentences each time.
- Write the adjectives on the board, point to each item, say the word and have the children repeat again. Then repeat the sentences but leave a pause for the adjective and elicit the word from the children.

1 Look at the photos and the text. Circle the correct words.

- Refer the children to the texts on pages 72–73. Tell them to look at the photos and the texts. Read out the instructions and questions.
- Have the children answer the questions in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 b – an informative text **2** a – in an aquarium

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

- Remind the children what scan means and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: penguin (4 times), octopus (3), seahorse (5), starfish (4), whale (5).

3 6.4 Read the text. Which sea animal is your favourite? Why?

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the texts quietly. Ask *Can the starfish swim? Which animal swims the fastest? Is the whale a fish or a mammal?* and elicit answers. Explain *mammal* in L1 if necessary.
- Ask *Which sea animal is your favourite?* Elicit answers.
- Have a show of hands for each sea animal and count which one is most popular.

Teaching star!

Group work

- You can check comprehension by asking the children to create questions for the class.
- Have the children work in five groups. Assign a sea animal to each group. Have each group create a question on the fun fact for their sea animal. Then give the children one minute to read the fun facts. Tell them to turn over their books. Each group asks their question. Can the other groups answer?

Learning about language

- Read out the Learning about language box to the children. Ask the children *What colour blocks are the adjectives / nouns in?* and elicit *green / yellow.*
- Have the children read the texts and look for adjectives and nouns. They copy the table into their notebooks and work individually.
- Then have volunteers write the answers on the board.

Answers: Adjective: short, baby, beautiful, big, cold, different, fast, fat, hard, heavier, heavy, long, longer, loud, louder, new, round, slow, thin, tiny, tube, warm **Noun:** air, Antarctic Ocean, arm(s), bird, body, buses, distances, elephants, eyes, feet, fish, floor, hands, head, horse, land, legs, lion, mammal, minutes, noises, ocean, octopus, penguin, places, plant, sea, sea stars, snails, starfish, swimmer, tail, teeth, water, whale

ESDC

14 LIFE BELOW WATER

What can we do to protect our oceans and the animals that live there?

Introduce the children to Sustainable Development Goal 14: *Life below water.* Ask: *What can we do to protect our oceans and the animals that live there?* This question inspires children to take positive action in the community.

- Ask the children what oceans they can name. Write a list on the board, then ask what animals live in these oceans, starting with the ocean animals from this unit, then any others. Ask if the children know any problems these animals face, e.g. waste/plastic in the oceans, or climate change making the ocean water too warm.

ESDC *continued*

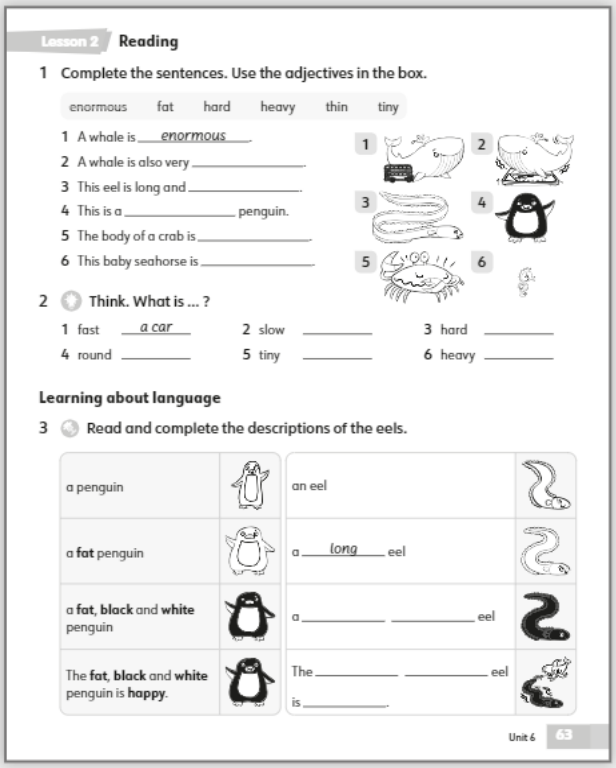
- Discuss what we can to to protect oceans and ocean animals. Affirm responses.

Possible answers: we can use less single-use plastic, as this can pollute the ocean and hurt sea animals and plants; we can take part in beach cleanups; we can learn about the problems facing oceans and sea animals; we can support environmental charities.

Cooler: Draw and guess

- Ask a child to draw part of a sea animal from this lesson on the board. The class have to guess what it is. The child keeps adding to the drawing until the class guesses correctly. Repeat with other children.

Workbook page 63



Lesson 2 Reading

1 Complete the sentences. Use the adjectives in the box.

enormous fat hard heavy thin tiny

1 A whale is *enormous*.
2 A whale is also very _____.
3 This eel is long and _____.
4 This is a _____ penguin.
5 The body of a crab is _____.
6 This baby seahorse is _____.

2 Think. What is ... ?

1 fast *a car* 2 slow _____ 3 hard _____
4 round _____ 5 tiny _____ 6 heavy _____

Learning about language

3 Read and complete the descriptions of the eels.

a penguin		an eel	
a **fat** penguin		a *long* eel	
a **fat**, **black** and **white** penguin		a _____ _____ eel	
The **fat**, **black** and **white** penguin is **happy**.		The _____ _____ eel is _____.	

Unit 6 63

1 Complete the sentences. Use the adjectives in the box.

Answers: 1 enormous **2** heavy **3** thin **4** fat **5** hard **6** tiny

2 Think. What is ...?

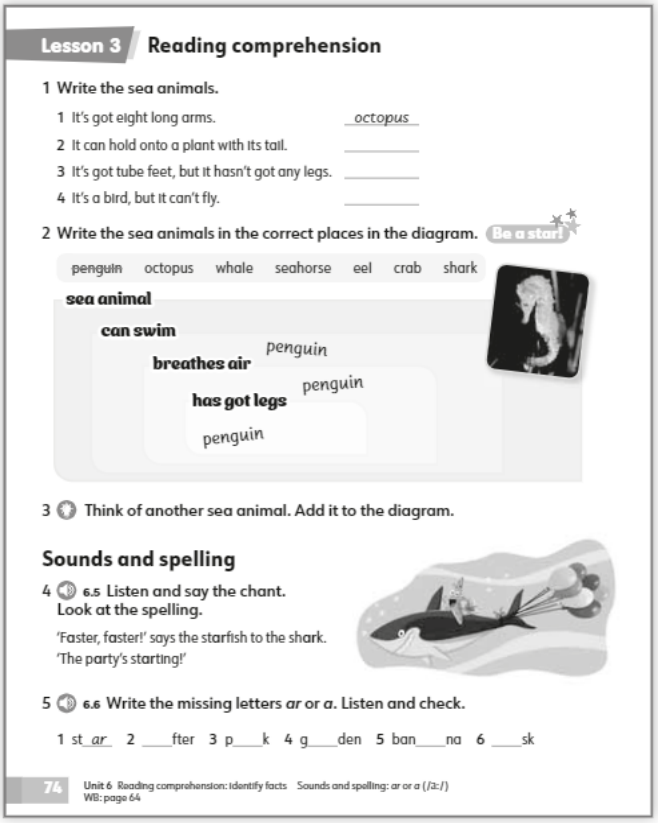
Answers: Children's own answers.

3 Read and complete the descriptions of the eels.

Answers: long; long black; long black, scared

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 74



Lesson 3 Reading comprehension

1 Write the sea animals.

1 It's got eight long arms. octopus
2 It can hold onto a plant with its tail. _____
3 It's got tube feet, but it hasn't got any legs. _____
4 It's a bird, but it can't fly. _____

2 Write the sea animals in the correct places in the diagram. Be a star!

penguin octopus whale seahorse eel crab shark

sea animal
can swim
penguin
breathes air
penguin
has got legs
penguin

3 Think of another sea animal. Add it to the diagram.

Sounds and spelling

4 6.5 Listen and say the chant. Look at the spelling.

'Faster, faster!' says the starfish to the shark.
'The party's starting!'

5 6.6 Write the missing letters *ar* or *a*. Listen and check.

1 st*ar* 2 ___fter 3 p___k 4 g___den 5 ban___na 6 ___sk

74 Unit 6 Reading comprehension: identify facts Sounds and spelling: *ar* or *a* (/ɑ:/)
WB: page 64

Learning objectives: Reading comprehension: identify facts; Sounds and spelling: *ar* or *a* (/ɑ:/)

Vocabulary: after, ask, banana, faster, garden, park, party, star, starting

Review vocabulary: sea animals

Resources: Sounds and spelling worksheet

Warm-up: What's the animal?

- Describe a penguin: *It swims around in the sea. It isn't a fish. It can walk. It can swim. It's a bird. It can't fly.*
- Have the children raise their hands to say what the sea animal is.

1 Write the sea animals.

- Ask the children to recall the sea animals they have learnt about so far in this unit. Have volunteers call out one sea animal each.
- Read out the first description and have a volunteer say the sea animal and do a drawing on the board. Then have the children finish the activity individually. Ask pairs to read out the descriptions and answers and other volunteers do drawings.

Answers: 1 octopus **2** seahorse **3** starfish **4** penguin

2 Write the sea animals in the correct places in the diagram. Be a star!

- Have the children look at the diagram and think about what the sea animals in the box can do.
- The children do this individually and then compare answers with a friend.
- Draw the diagram on the board and have volunteers fill in the answers.

Answers: can swim: penguin, octopus, whale, seahorse, eel, crab, shark **breathes air:** penguin, whale **has got legs:** penguin, crab

3 Think of another sea animal. Add it to the diagram.

- The children think of a sea animal that is missing and add it to the diagram.

Suggested Answers: dolphin (can swim, breathes air), jellyfish (can swim), starfish (breathes air)

4 6.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a starfish riding a shark*).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/ɑ:/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *'Faster, faster!' says the starfish to the shark. The party's ...*
Children: *starting*
Teacher: *'Faster! ...' says the starfish to the shark. The party's starting.*
Children: *faster*
Teacher: *'Faster, faster!' says the starfish ... . The party's starting.*
Children: *to the shark*
Teacher: *'Faster, faster!' says ... the shark. The party's starting.*
Children: *the starfish to*

5 6.6 Write the missing letters *ar* or *a*. Listen and check.

- Elicit all the words from the children by inserting the sound /ɑ:/.
- The children now complete the words with *ar* or *a*.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 star **2** after **3** park **4** garden **5** banana **6** ask

- Have the children scan the texts in Lesson 2 and find other words that are pronounced this way: *Antarctic*, *can't*, *fast*, *plant*, *hard*.

Teaching star!

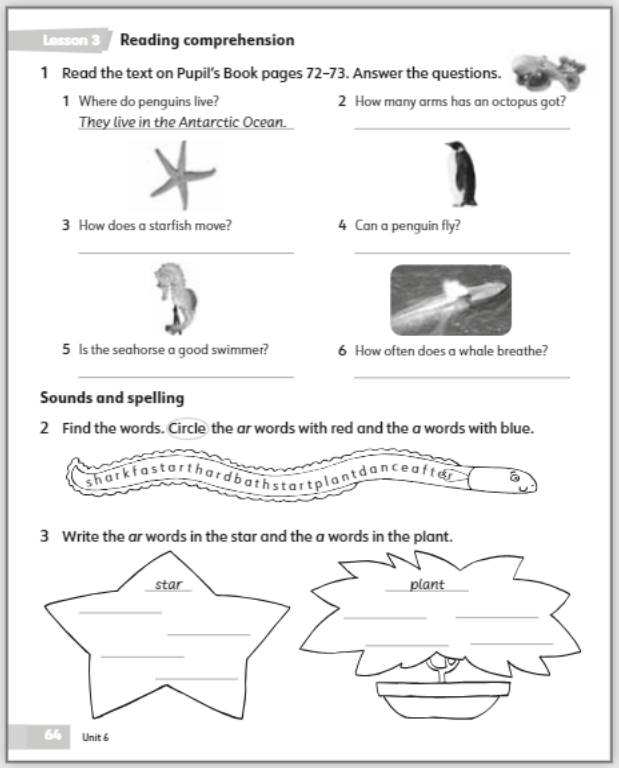
Game

- Pronunciation games allow the children to practise more while having fun.
- Play *Bingo* using the following words *faster*, *starfish*, *start*, *party*, *shark*, *banana*, *park*, *garden*, *ask*, *after*.
- See the Games bank (pages 14–17) for how to play this game.

Cooler: Which sea animal?

- Ask the children to think of a sea animal (e.g. *a starfish*) and tell their friend about it (e.g. *It can't swim. It can breathe air. It has five arms*). Their friend guesses the sea animal.
- Then pairs swap roles.

Workbook page 64


Lesson 3 Reading comprehension

1 Read the text on Pupil's Book pages 72–73. Answer the questions.

1 Where do penguins live?
They live in the Antarctic Ocean.

2 How many arms has an octopus got?

3 How does a starfish move?

4 Can a penguin fly?

5 Is the seahorse a good swimmer?

6 How often does a whale breathe?

Sounds and spelling

2 Find the words. Circle the *ar* words with red and the *a* words with blue.

sharkfastarthardbathstartplantdanceafter

3 Write the *ar* words in the star and the *a* words in the plant.

star

plant

64 Unit 6

1 Read the text on Pupil's Book pages 72–73. Answer the questions.

Answers: 1 They live in the Antarctic Ocean. **2** It's got eight arms. **3** It walks on the ocean floor. **4** No, it can't. **5** No, it isn't. **6** It breathes once every 90 minutes.

2 Find the words. Circle the *ar* words with red and the *a* words with blue.

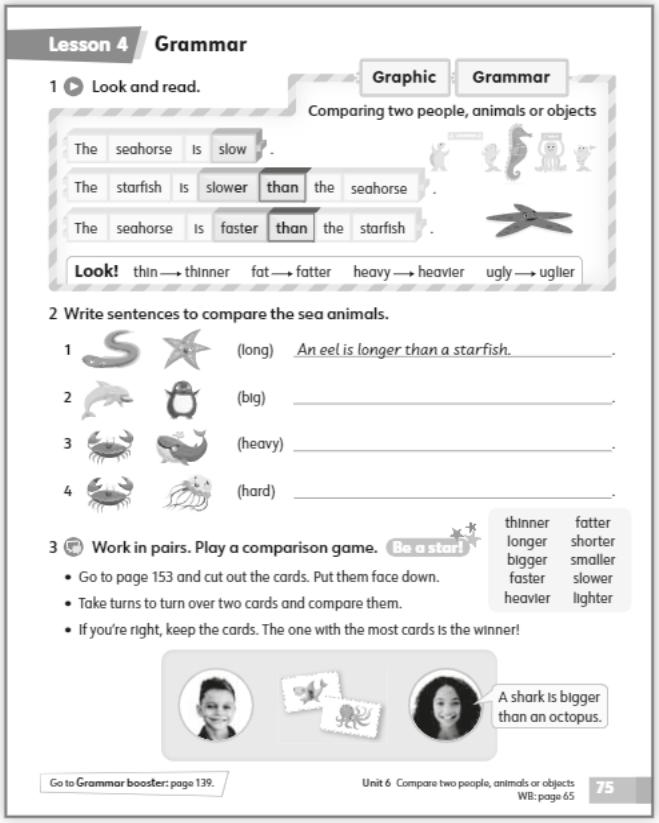
Answers: Red (*ar*): shark, art, hard, start
Blue (*a*): fast, bath, plant, dance, after

3 Write the *ar* words in the star and the *a* words in the plant.

Answers: Star (*ar*): star, shark, art, hard, start
Plant (*a*): fast, bath, dance, after

Lesson 4 Grammar

Pupil's Book page 75



Learning objectives: Compare two people, animals or objects

Grammar: Comparing two people, animals or objects

Review vocabulary: sea animals

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: scissors

Warm-up: Think of words with *ar* or *a*

- Write *ar* on the left side of the board and *a* on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /a:/ sound.

1 Look and read.

- If you don't have access to the class video, draw a fat cat and a thin cat on the board. Point to the fat cat and say *This cat is fat. This cat is fatter than the thin cat.* Point to the thin cat and say *This cat is thin. This cat is thinner than the fat cat.* Explain in L1 that you are comparing the cats.
- Refer the children to the pictures in Activity 1 and ask what they can see.
- Read out the sentences one at a time. Ask the children *What do we add to the word when we compare?* Elicit *-er. What word do we add after?* Elicit *than.*
- Ask the children which colour blocks the adjective is in (*green*) and what colour block the word *than* is in (*dark pink*).
- Read out the sentences again and have the children repeat.
- Refer the children to the spelling rules in the Look! box.
- Read out the adjectives and have the children repeat.

- If you have access to the class video, present the comparison with the fat and thin cat as above. Then tell the children to watch the video and think about what letters we add to the adjective to compare things and what words we add after the adjective.
- Play the video. Ask the children for feedback.
- Refer the children to the spelling rules in the Look! box.
- Play the video again, and have the children repeat the sentences and the adjectives.

2 Write sentences to compare the sea animals.

- Ask the children *What's the first / second sea animal?* and elicit *An eel / A starfish.* Ask *Which one is longer?* and elicit *The eel.* Read out the example sentence.
- Have the children do the activity individually. Then ask volunteers to read out their sentences. Write the correct adjectives with *than* on the board.

Answers: 1 An eel is longer than a starfish. **2** A dolphin is bigger than a penguin. **3** A whale is heavier than a crab. **4** A crab is harder than a jellyfish.

3 Work in pairs. Play a comparison game.

Be a star!

- Organise the children in pairs and have them open their books to page 153. Make sure the children all have scissors with which to cut out the cards. Tell the children that they will use one set of cards for the game.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards.
- Work through the example activity with the children. They use the comparative adjectives in the box to make sentences about the pictures on the two cards they choose. If their comparison is correct, they keep their cards. If not, they put the cards face down again.
- Allow time for the children to complete the game.

Teaching star!

Extension

- Ask volunteers to say sentences about themselves using comparative adjectives. Suggest adjectives they can use: *older, younger, taller, shorter, faster, slower.* The volunteer thinks of a sentence and the class vote *True* or *False*. Then the volunteer reveals the truth.

Grammar booster

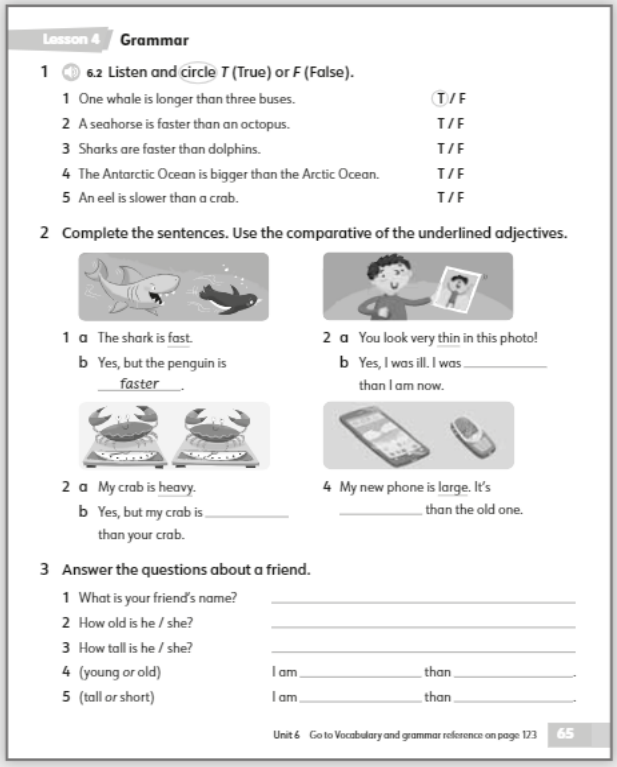
Ask the children to turn to page 139 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 faster **2** bigger **3** slower **4** heavier **5** thinner **6** harder

Cooler: Can you spell?

- Write these adjectives on the board and have volunteers add to or change them to write the comparative forms: *big, heavy, thin, fat, ugly, slow, long, small, hard, happy.*

Workbook page 65



Lesson 4 **Grammar**

1 6.2 Listen and circle *T* (True) or *F* (False).

1 One whale is longer than three buses. T / F
2 A seahorse is faster than an octopus. T / F
3 Sharks are faster than dolphins. T / F
4 The Antarctic Ocean is bigger than the Arctic Ocean. T / F
5 An eel is slower than a crab. T / F

2 Complete the sentences. Use the comparative of the underlined adjectives.

1 a The shark is fast.
b Yes, but the penguin is *faster*.

2 a You look very thin in this photo!
b Yes, I was ill. I was _____ than I am now.

2 a My crab is heavy.
b Yes, but my crab is _____ than your crab.

4 My new phone is large. It's _____ than the old one.

3 Answer the questions about a friend.

1 What is your friend's name? _____
2 How old is he / she? _____
3 How tall is he / she? _____
4 (young or old) I am _____ than _____.
5 (tall or short) I am _____ than _____.

Unit 6 Go to Vocabulary and grammar reference on page 123 65

Grammar reference:

Remind the children that they can refer to the grammar reference on page 123 while completing these Workbook activities.

1 6.2 Listen and circle *T* (True) or *F* (False).

Audioscript

1 ***Girl:*** *Let's do this quiz! It's about animals.*
Boy: *OK. I like animals.*
Girl: *OK. So, one whale is longer than three buses.*
Boy: *Yes, it is.*
Girl: *OK. Yes.*
2 ***Girl:*** *OK. Number 2. A seahorse is faster than an octopus.*
Boy: *Hmm. I don't know.*
Girl: *Let's say yes.*
Boy: *Oh no! An octopus is faster than a seahorse.*
3 ***Girl:*** *Right. Number 3. Sharks are faster than dolphins.*
Boy: *I know this! Sharks and dolphins are both very fast, but sharks are faster than dolphins.*
Girl: *OK. Well done!*
4 ***Girl:*** *OK. Number 4. The Arctic Ocean is bigger than the Antarctic Ocean.*
Boy: *I don't know.*
Girl: *Let's say no. The Arctic isn't bigger than the Antarctic. Oh. So, the Arctic Ocean is bigger.*
5 ***Girl:*** *Right. This is the last one. An eel is slower than a crab.*
Boy: *Yes, I think a crab is faster than an eel.*
Girl: *OK.*
Boy: *Yes!*

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

2 Complete the sentences. Use the comparative of the underlined adjectives.

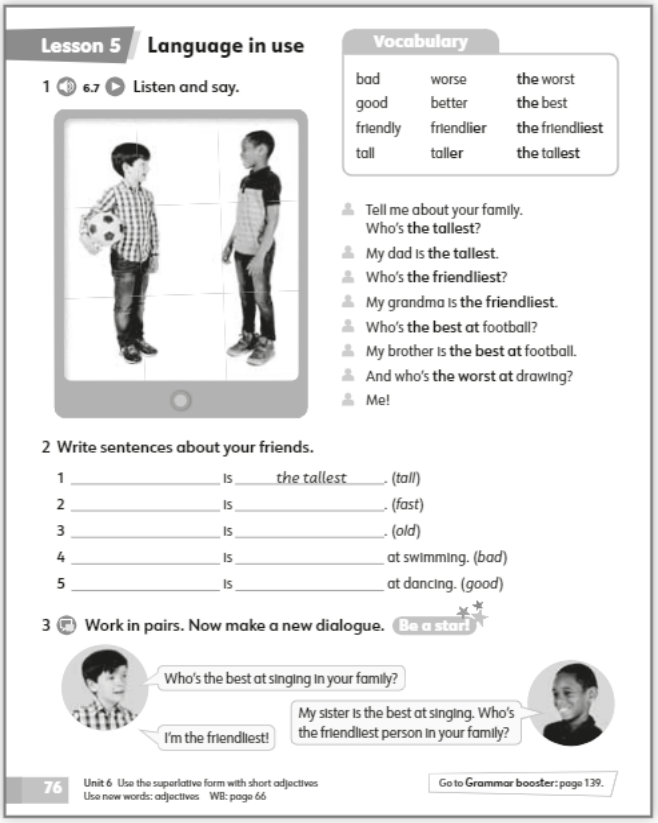
Answers: 1 faster **2** thinner **3** heavier **4** larger

3 Answer the questions about a friend.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 76



Lesson 5 Language in use

1 6.7 Listen and say.

Vocabulary

bad	worse	the worst
good	better	the best
friendly	friendlier	the friendliest
tall	taller	the tallest

Tell me about your family. Who's the tallest?
My dad is the tallest.
Who's the friendliest?
My grandma is the friendliest.
Who's the best at football?
My brother is the best at football.
And who's the worst at drawing?
Me!

2 Write sentences about your friends.

1 _____ is _____the tallest_____. (*tall*)
2 _____ is _____. (*fast*)
3 _____ is _____. (*old*)
4 _____ is _____ at swimming. (*bad*)
5 _____ is _____ at dancing. (*good*)

3 Work in pairs. Now make a new dialogue. Be a star!

Who's the best at singing in your family?
I'm the friendliest!
My sister is the best at singing. Who's the friendliest person in your family?

76 Unit 6 Use the superlative form with short adjectives
Use new words: adjectives WB: page 66
Go to Grammar booster: page 139.

Learning objectives: Use the superlative form with short adjectives; Use new words: adjectives

Vocabulary: bad, worse, the worst; friendly, friendlier, the friendliest; good, better, the best; tall, taller, the tallest

Review vocabulary: family words

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: *True* or *False*

- Say sentences about sea animals and have the children call out *True* or *False*: e.g. *Whales are bigger than penguins. Eels are longer than seahorses. Sharks are smaller than crabs. Crabs are bigger than whales. Dolphins are smaller than jellyfish.*

1 6.7 Listen and say.

- If you don't have access to the class video, teach the superlative form with *good, better* and *the best*. Write three grades on the board: *A*, *A-* and *B+*. Say *Grade B+ is a good grade. Grade A- is better than B+. Grade A is the best.*
- Say the sentences again and have the children repeat. Ask *What's the best grade?* And elicit *A*. *What's the worst grade?* and elicit *B+*.
- Read through the table and have the children repeat the words. Explain the concept of the superlative in L1 if necessary.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the superlative forms. Ask the children *What do we do to tall?* and elicit *add –est*. *What do we do to friendly?* Elicit *remove y and add –iest*. Ask *How about good and bad?* and help the children work out that these words change completely.
- Ask *What word do we add before these adjectives?* and elicit *the*.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Write sentences about your friends.

- Have a child read out the example and suggest a friend.
- Have the children complete the sentences individually. Then they read their sentences with a friend.
- Ask some children to read out their sentences. Have volunteers write the correct superlative forms of the adjectives on the board.

Answers: Children's own answers.
1 the tallest **2** the fastest **3** the oldest **4** the worst **5** the best

Teaching star!

Mixed ability

- Plan ahead for early finishers so they have something to do.
- If some children finish Activity 2 quickly, write these adjectives on the board and tell them to think of some more sentences while they wait for their classmates to finish: *happy, loud, friendly*.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

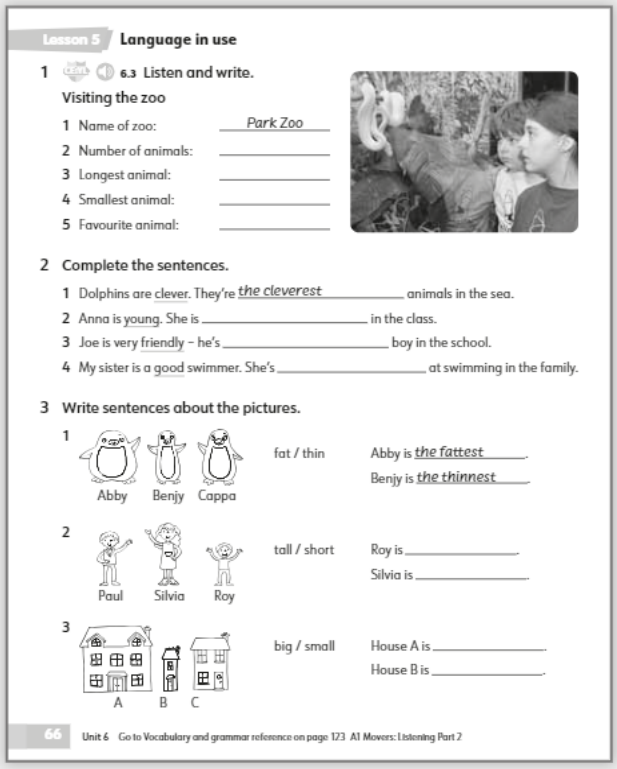
Ask the children to turn to page 139 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 the friendliest 2 the best 3 the tallest 4 the fastest 5 the oldest 6 the worst
3 Children's own answers.

Cooler: Table fillers

- Tell the children to look at the vocabulary box at the top of page 76 of their Pupil's Books for one minute. Then they close their books. Draw the box on the board and fill in one word for each adjective. Have volunteers fill in the missing words.

Workbook page 66



Lesson 5 **Language in use**

1 6.3 Listen and write.

Visiting the zoo

1 Name of zoo: Park Zoo
2 Number of animals: _____
3 Longest animal: _____
4 Smallest animal: _____
5 Favourite animal: _____

2 Complete the sentences.

1 Dolphins are clever. They're the cleverest animals in the sea.
2 Anna is young. She is _____ in the class.
3 Joe is very friendly – he's _____ boy in the school.
4 My sister is a good swimmer. She's _____ at swimming in the family.

3 Write sentences about the pictures.

1 Abby Benjy Cappa — fat / thin — Abby is the fattest. Benjy is the thinnest.
2 Paul Silvia Roy — tall / short — Roy is _____. Silvia is _____.
3 A B C — big / small — House A is _____. House B is _____.

66 Unit 6 Go to Vocabulary and grammar reference on page 123 A1 Movers: Listening Part 2

Grammar reference:

Remind the children that they can refer to the grammar reference on page 123 while completing these Workbook activities.

1 CE:YL 6.3 Listen and write.

This activity helps prepare the children for Part 2 of the Listening paper of the Cambridge English: A1 Movers test.

- The children listen and write the information based on what they hear.
- Have the children complete the activity individually. Then have volunteers read out their answers. Elicit class agreement on all answers.

Audioscript

Speaker: *Listen and write. There is one example.*
1 ***Girl:*** *Where were you on Saturday?*
Boy: *I was at the zoo.*
Girl: *Which zoo?*
Boy: *Park Zoo.*
Girl: *I know Park Zoo. It's next to the swimming pool.*
Speaker: *Can you see the answer? Now you listen and write.*
2 ***Girl:*** *How many different animals are there?*
Boy: *It's a small zoo, but it's better than the city zoo. There are ten different animals.*
Girl: *Ten? That's not many.*
Boy: *No. It's smaller and friendlier.*
3 ***Girl:*** *What's the longest animal at the zoo?*
Boy: *The longest? Hmm. There are snakes and eels.*
Girl: *Eels?*
Boy: *Yes. The snakes are longer than the eels.*
4 ***Girl:*** *... and what's the smallest animal at the zoo?*
Boy: *Hmm. There are some goats, ... but the rabbits are smaller than the goats. Yes, the rabbits are the smallest animal.*
Girl: *Really? Can you feed them?*
Boy: *Yes, you can. They like carrots!*
5 ***Girl:*** *What's your favourite animal at the zoo?*
Boy: *The best animals are the horses.*
Girl: *I love horses too. They are beautiful.*

Answers: 1 Park Zoo **2** 10/ten **3** snakes
4 rabbits **5** horses

2 Complete the sentences.

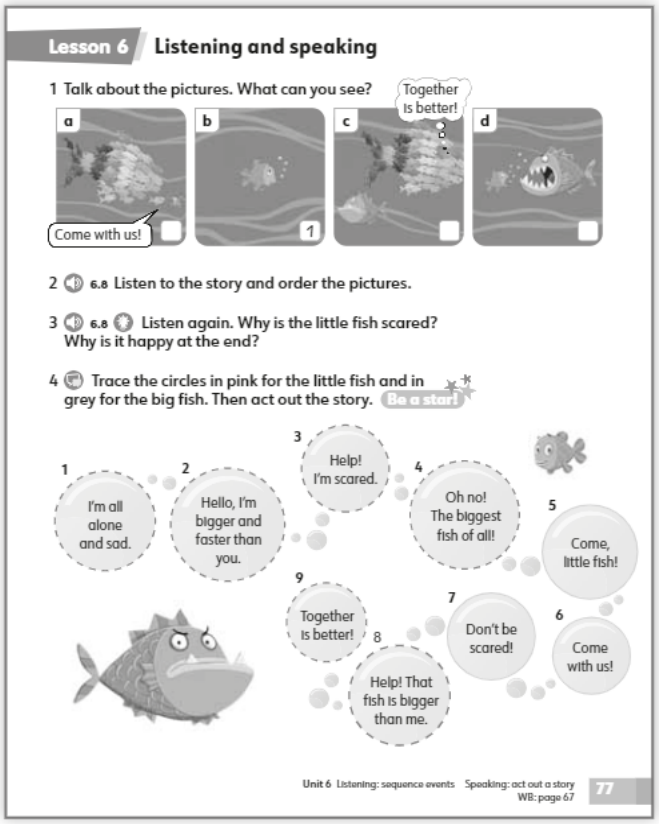
Answers: 1 the cleverest **2** the youngest
3 the friendliest **4** the best

3 Write sentences about the pictures.

Answers: 1 Abby is the fattest. Benjy is the thinnest.
2 Roy is the shortest. Silvia is the tallest. **3** House A is the biggest. House B is the smallest.

Lesson 6 Listening and speaking

Pupil's Book page 77



Learning objectives: Listening: sequence events; Speaking: act out a story

Additional vocabulary: together, waited, watched

Materials: (optional) coloured pencils

Warm-up: Opposites

- Call out these comparative adjectives and have the children raise their hands to say the opposite word: *bigger (smaller), longer (shorter), fatter (thinner), faster (slower) happier (sadder).*
- Repeat but say the adjectives in the superlative, e.g. *the biggest (the smallest).*

1 Talk about the pictures. What can you see?

- Tell the children to look at the pictures and think about what they can see. They work in pairs and take turns to describe a picture.
- Have volunteers say what they can see in the pictures. Prompt with questions if necessary: *What colour is the small / big fish? What shape do the small fish make together?*

2 6.8 Listen to the story and order the pictures.

- Tell the children to look at the pictures and listen to the story to see which order they are in.
- Play the audio. Ask the children to say the order of the pictures.
- Play the audio again and tell the children to point to the correct pictures while they listen.

Audioscript

A little pink fish was all alone in the big sea. There were no jellyfish, no starfish and no octopuses. The little pink fish was sad. It waited and it watched.

'Oh look! Here comes a fish.' The fish was big and grey. It was bigger and fatter and longer and faster than the little pink fish. The little pink fish was scared.

'Oh look! Here comes another fish.' The fish was blue, green, yellow, orange, purple and red. It was the biggest fish of all! The little pink fish was very scared. 'But look again, little fish.' It wasn't one big fish. It was lots of little fish, all different colours.

'Hey little pink fish, don't be scared,' said a little blue fish. 'Come with us!'

Now the little pink fish is happy. It always swims with its new friends and it's never scared. 'Together is better!' thinks the little pink fish.

Answers: a 3 **b** 1 **c** 4 **d** 2

3 6.8 Listen again. Why is the little fish scared? Why is it happy at the end?

- Read out the questions to the children. Tell them to listen again so they can answer these questions.
- Play the audio again. The children work in pairs and talk to each other about the questions for a moment.
- Ask the class the questions again and have the children raise hands to offer answers. Ask for class agreement.

Answers: It is scared because it thinks the big fish is going to eat it. It is happy because the other little fish ask it to come with them.

4 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story.

Be a star!

- Have volunteers read out the bubbles.
- The children work in pairs and read the bubbles again. They decide what colour to circle the bubbles. If they do not have colours, they can label the bubbles *LF (little fish)* and *BF (big fish).* Then call out the numbers and have the children say *pink* or *grey.*
- Divide the children into groups of three. Assign the roles *grey fish*, *pink fish*, *biggest fish* to the children. They read out the dialogue in their groups.

- Have each group act out the dialogue to the class. They can read the roles from their books.

Answers: Pink (little fish): Bubbles 1, 3, 4, 9
Grey (big fish): Bubbles 2, 8

Teaching star!

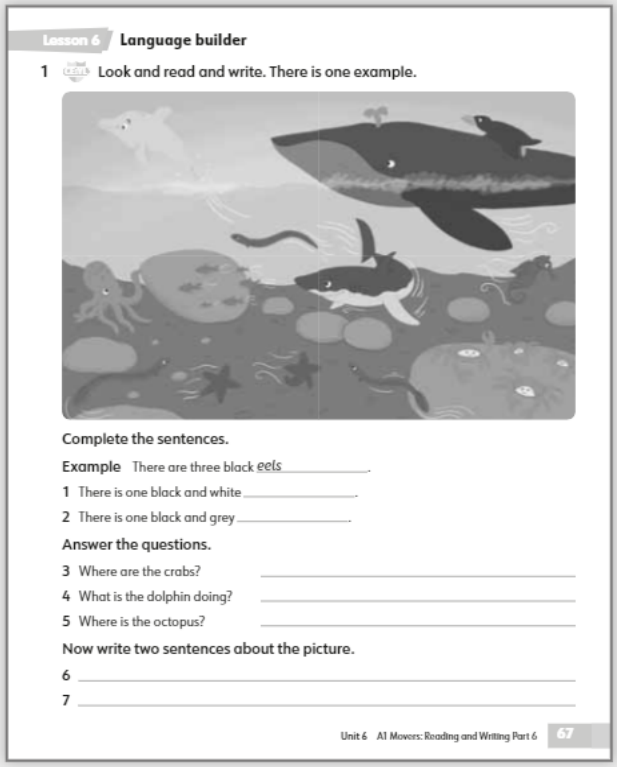
Group work

- Assign a prompter for acting out activities so the children do not need their books.
- Tell the children to learn their parts as well as they can, but not to worry too much because another child will be there with the book to help out. Have each group stand at the front without their books. Ask a child from another group to have their book open. The children act out the story. If they forget their lines, the prompter helps them remember.

Cooler: What's wrong?

- Tell the children to place their Pupil's Books face down. Say incorrect sentences about the story and have the children call out the correct version, e.g. *The big fish was pink. The little fish was grey. The little fish was happy and alone.*

Workbook page 67



Lesson 6 **Language builder**

1 Look and read and write. There is one example.

Complete the sentences.

Example There are three black eels.

1 There is one black and white _____.

2 There is one black and grey _____.

Answer the questions.

3 Where are the crabs? _____

4 What is the dolphin doing? _____

5 Where is the octopus? _____

Now write two sentences about the picture.

6 _____

7 _____

Unit 6 A1 Movers: Reading and Writing Part 6 67

1 CE:YL Look and read and write. There is one example.

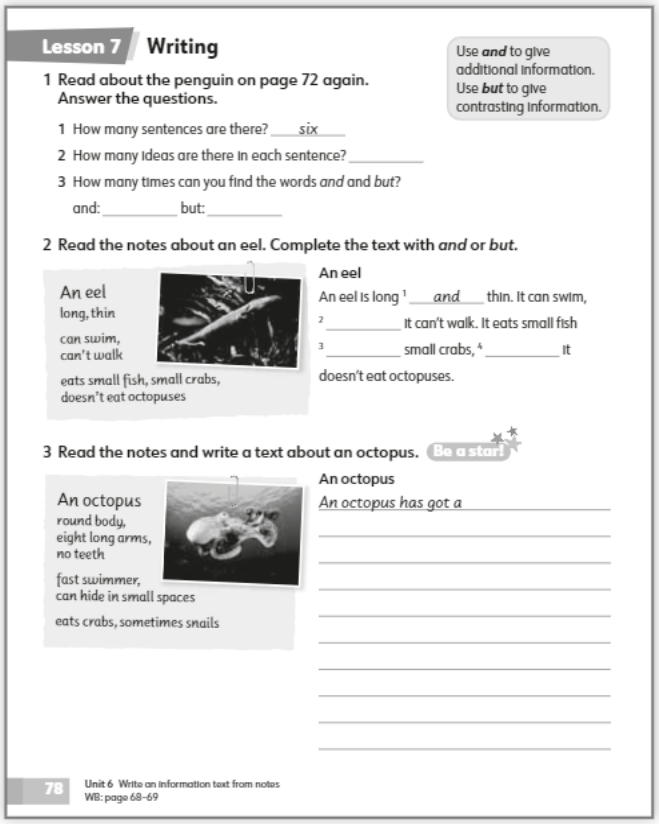
This activity helps prepare the children for Part 6 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children look at the picture. They complete the sentences, answer the questions and then write two sentences about the picture.
- If done in class, ask the children to say what they can see in the picture. Then explain to them what they have to do.
- Have the children complete the activity individually. Then have volunteers read out the complete sentences, the correct answers and then their sentences about the picture.

Answers: 1 shark **2** whale **3** They are on a rock. **4** It's jumping out of the water. **5** It's next to a rock. **6** Children's own answers. **7** Children's own answers.

Lesson 7 Writing

Pupil's Book page 78



Lesson 7 Writing

1 Read about the penguin on page 72 again. Answer the questions.

1 How many sentences are there? six
2 How many ideas are there in each sentence? _____
3 How many times can you find the words *and* and *but*?
and: _____ but: _____

Use *and* to give additional information. Use *but* to give contrasting information.

2 Read the notes about an eel. Complete the text with *and* or *but*.

An eel
long, thin
can swim, can't walk
eats small fish, small crabs, doesn't eat octopuses

An eel
An eel is long [1] *and* thin. It can swim, [2] _____ it can't walk. It eats small fish [3] _____ small crabs, [4] _____ it doesn't eat octopuses.

3 Read the notes and write a text about an octopus. Be a star!

An octopus
round body, eight long arms, no teeth
fast swimmer, can hide in small spaces
eats crabs, sometimes snails

An octopus
An octopus has got a _____

78 Unit 6 Write an information text from notes
WB: page 68–69

Learning objectives: Write an informative text from notes

Warm-up: First letters

- Write the first letters of the sea animals on the board. Have volunteers complete the words. ***c**rab, **d**olphin, **e**el, **j**ellyfish, **o**ctopus, **p**enguin, **s**eahorse, **s**hark, **s**tarfish, **w**hale*

1 Read about the penguin on page 72 again. Answer the questions.

- Have the children read through the questions first. Then tell them to look back at the text about a penguin on page 72 and to count the sentences to confirm the example answer.
- Have the children complete the activity individually. Then ask the questions and have volunteers answer. Ask *What are the two ideas in paragraph 1?* and elicit *The penguin is a bird; most penguins live in the Antarctic Ocean.*

Answers: 1 six **2** sentence 3 = two ideas; sentences 4 and 5 = three ideas; sentence 6 = one idea **3** *and* = three times, *but* = twice

2 Read the notes about an eel. Complete the text with *and* or *but*.

- Ask the children to read the notes. Ask some questions, e.g. *Is it long? Can it walk? Does it eat octopuses?* and elicit answers.
- The children do the activity individually. Then ask volunteers to read a sentence each.

Answers: 1 and **2** but **3** and **4** but

3 Read the notes and write a text about an octopus.

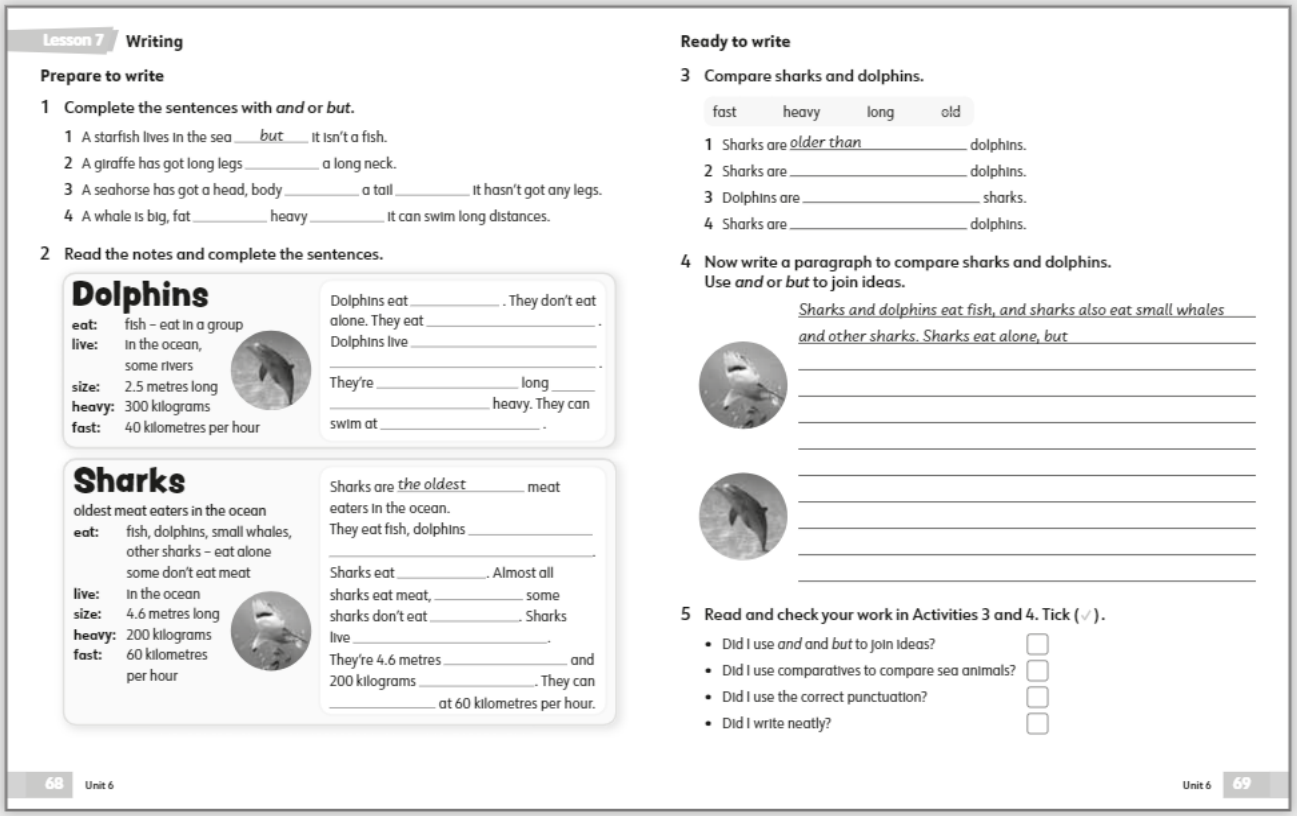
Be a star!

- After the children read the notes, ask *How many arms / teeth has it got? Is it a slow swimmer? Where does it hide? What does it eat?* and elicit answers.
- The children do the activity individually. Monitor and help as necessary. Then have volunteers read out one sentence each. Write the text on the board after each sentence.

Answers: An octopus has got a round body and eight long arms but it hasn't got any teeth. It's a fast swimmer and it can hide in small spaces. It eats crabs, but it sometimes eats snails too.

Cooler: Twenty questions

- Ask a child to think of a sea animal, but not say which one yet. Ask the child a *yes / no* question, e.g. *Can it walk? Has it got long arms?* Then have volunteers ask questions to find out what the sea animal is. They can ask a maximum of twenty questions.



Lesson 7 Writing

Prepare to write

1 Complete the sentences with *and* or *but*.

1 A starfish lives in the sea *but* it isn't a fish.
2 A giraffe has got long legs _____ a long neck.
3 A seahorse has got a head, body _____ a tail _____ it hasn't got any legs.
4 A whale is big, fat _____ heavy _____ it can swim long distances.

2 Read the notes and complete the sentences.

Dolphins

eat: fish – eat in a group
live: in the ocean, some rivers
size: 2.5 metres long
heavy: 300 kilograms
fast: 40 kilometres per hour

Dolphins eat _____ . They don't eat alone. They eat _____ .
Dolphins live _____ .
They're _____ long _____ heavy. They can swim at _____ .

Sharks

oldest meat eaters in the ocean
eat: fish, dolphins, small whales, other sharks – eat alone some don't eat meat
live: in the ocean
size: 4.6 metres long
heavy: 200 kilograms
fast: 60 kilometres per hour

Sharks are *the oldest* meat eaters in the ocean.
They eat fish, dolphins _____ .
Sharks eat _____ . Almost all sharks eat meat, _____ some sharks don't eat _____ . Sharks live _____ .
They're 4.6 metres _____ and 200 kilograms _____ . They can _____ at 60 kilometres per hour.

68 Unit 6

Ready to write

3 Compare sharks and dolphins.

fast heavy long old

1 Sharks are *older than* _____ dolphins.
2 Sharks are _____ dolphins.
3 Dolphins are _____ sharks.
4 Sharks are _____ dolphins.

4 Now write a paragraph to compare sharks and dolphins. Use *and* or *but* to join ideas.

Sharks and dolphins eat fish, and sharks also eat small whales and other sharks. Sharks eat alone, but _____

5 Read and check your work in Activities 3 and 4. Tick (✓).

- Did I use *and* and *but* to join ideas? ☐
- Did I use comparatives to compare sea animals? ☐
- Did I use the correct punctuation? ☐
- Did I write neatly? ☐

Unit 6 69

Prepare to write

1 Complete the sentences with *and* or *but*.

- The children read the sentences and complete them with *and* or *but*.
- If done in class, have a volunteer read out the example.
- The children complete the activity individually.
- Ask volunteers to read out a sentence each.

Answers: 1 but **2** and **3** and, but **4** and, and

2 Read the notes and complete the sentences.

- The children read the notes and complete the sentences with the information they find.
- If done in class, tell the children to read the notes first. The children complete the activity individually.
- Ask volunteers to read out a sentence each.

Answers: Dolphins: Dolphins eat fish. They don't eat alone. They eat in a group. Dolphins live in the ocean and some rivers. They're 2.5 metres long and 300 kilograms heavy. They can swim at 40 kilometres per hour.
Sharks: Sharks are the oldest meat eaters in the ocean. They eat fish, dolphins, small whales and other sharks. Sharks eat alone. Almost all sharks eat meat, but some sharks don't eat meat. Sharks live in the ocean. They're 4.6 metres long and 200 kilograms heavy. They can swim at 60 kilometres per hour.

Ready to write

3 Compare sharks and dolphins.

- The children use the adjectives in the box to complete the sentences that compare sharks and dolphins. They write the adjectives in the comparative form with *than*.
- Ask the children *What do we add to an adjective to make it comparative?* and elicit *-er*. Ask *What word do we add after?* Elicit *than*.
- The children complete the activity individually.
- Have volunteers read out the answers. Write the comparative adjectives on the board.

Answers: 1 older than **2** longer than **3** heavier than **4** faster than

4 Now write a paragraph to compare sharks and dolphins. Use *and* or *but* to join ideas.

- The children write a paragraph of their own to compare the shark and the dolphin.
- Have the children complete the activity individually then read each other's paragraphs.
- Check the children's work individually.

Answers: Children's own answers.

5 Read and check your work in Activities 3 and 4. Tick (✓).

- Children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 79



Learning objectives: Decode information

Additional language: average length, average speed

Resources: Unit 6 test

Warm-up: Draw and guess

- Whisper the name of a sea animal in a child's ear and have the child draw it on the board. Can the other children say what it is?
- Repeat with other children.

1 Look at the information. Answer the questions.

- Tell the children to look at the information. Explain *average*, *speed* and *length*. Write 1 – 5 – 10 on the board. Tell the children *1 is the slowest, 10 is the fastest so 5 is the average.* Say *Speed is how fast we go. Length is how long we are.*
- Give the children a few minutes to work out the answers. They then compare their answers in pairs.
- Have some pairs read out the questions and answers.

Answers: 1 a dolphin and an octopus **2** a starfish **3** an eel and a dolphin **4** a jellyfish, an octopus, a seahorse and a starfish

2 Work in pairs. Play a guessing game.

- In pairs, have the children play a guessing game about an animal in Activity 1.
- Ask a confident to child to read out the example with you so the children have an understanding of how to play the game.
- Give the children a few minutes to play the game.
- Ask the children for feedback. Did they enjoy the game?

Answers: Children's own answers.

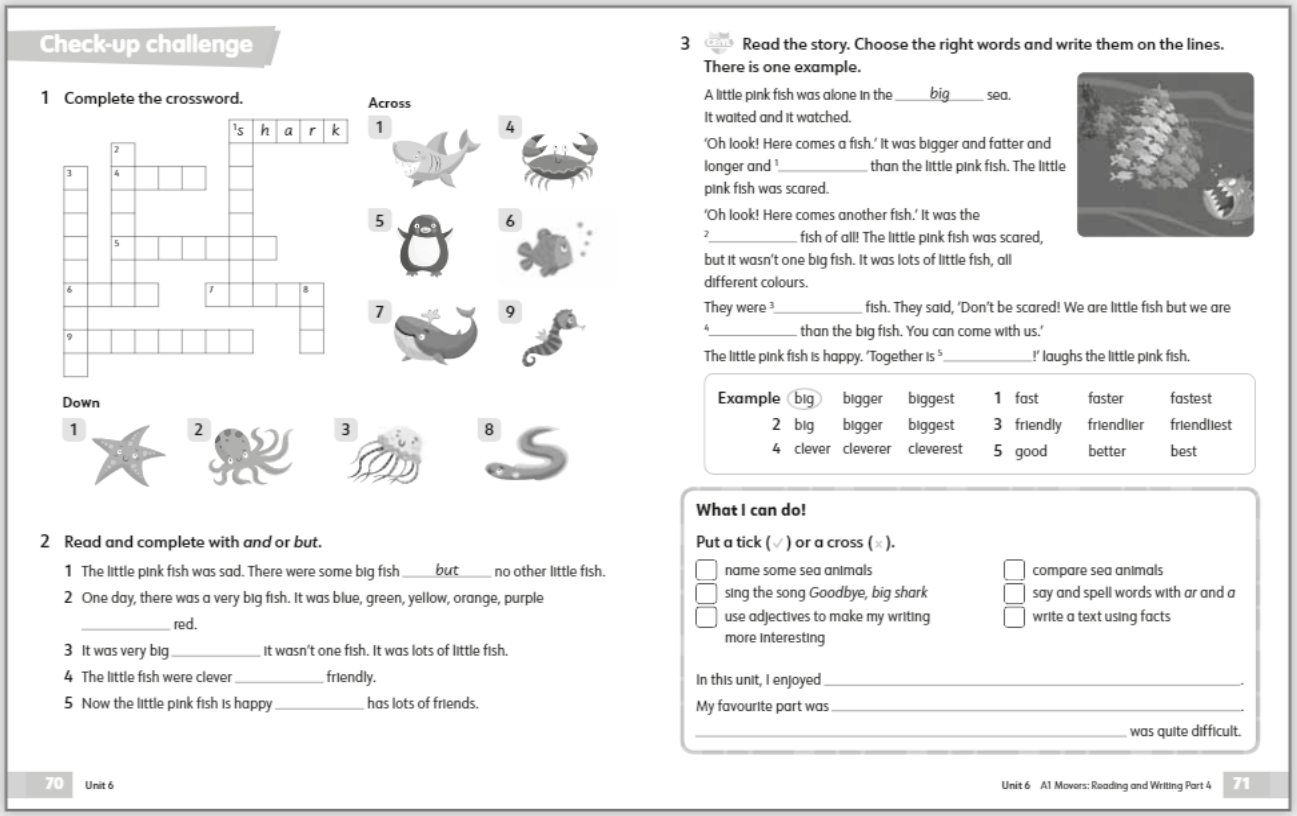
Teaching star!

Pairwork

- You can encourage the children to co-operate by assigning them written pairwork.
- Tell pairs to work together to write a guessing game about any of the sea animals from this unit. They then read out a sentence each to the class for the other children to solve.

Cooler: Did you know?

- Ask the children questions about the unit. *Did you know that a whale isn't a fish? Did you know that an octopus doesn't have teeth? Did you know that a starfish can't swim? Did you know that a whale is heavier than forty elephants? What else didn't you know?*
- Ask the children to say what they didn't know, but have now learnt.



Check-up challenge

1 Complete the crossword.

Across

1
4
5
6
7
9

Down

1
2
3
8

2 Read and complete with *and* or *but*.

1 The little pink fish was sad. There were some big fish *but* no other little fish.
2 One day, there was a very big fish. It was blue, green, yellow, orange, purple _____ red.
3 It was very big _____ it wasn't one fish. It was lots of little fish.
4 The little fish were clever _____ friendly.
5 Now the little pink fish is happy _____ has lots of friends.

3 CE:YL Read the story. Choose the right words and write them on the lines. There is one example.

A little pink fish was alone in the *big* sea. It waited and it watched.

'Oh look! Here comes a fish.' It was bigger and fatter and longer and [1]_____ than the little pink fish. The little pink fish was scared.

'Oh look! Here comes another fish.' It was the [2]_____ fish of all! The little pink fish was scared, but it wasn't one big fish. It was lots of little fish, all different colours.

They were [3]_____ fish. They said, 'Don't be scared! We are little fish but we are [4]_____ than the big fish. You can come with us.'

The little pink fish is happy. 'Together is [5]_____!' laughs the little pink fish.

Example	big	bigger	biggest	1	fast	faster	fastest
2	big	bigger	biggest	3	friendly	friendlier	friendliest
4	clever	cleverer	cleverest	5	good	better	best

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name some sea animals
- ☐ sing the song *Goodbye, big shark*
- ☐ use adjectives to make my writing more interesting
- ☐ compare sea animals
- ☐ say and spell words with *ar* and *a*
- ☐ write a text using facts

In this unit, I enjoyed _____.
My favourite part was _____.
_____ was quite difficult.

70 Unit 6

Unit 6 A1 Movers: Reading and Writing Part 4 71

1 Complete the crossword.

Answers: 1 shark **4** crab **5** penguin **6** fish **7** whale **9** seahorse **1** starfish **2** octopus **3** jellyfish **8** eel

2 Read and complete with *and* or *but*.

Answers: 1 but **2** and **3** but **4** and **5** and

3 CE:YL Read the story. Choose the right words and write them on the lines. There is one example.

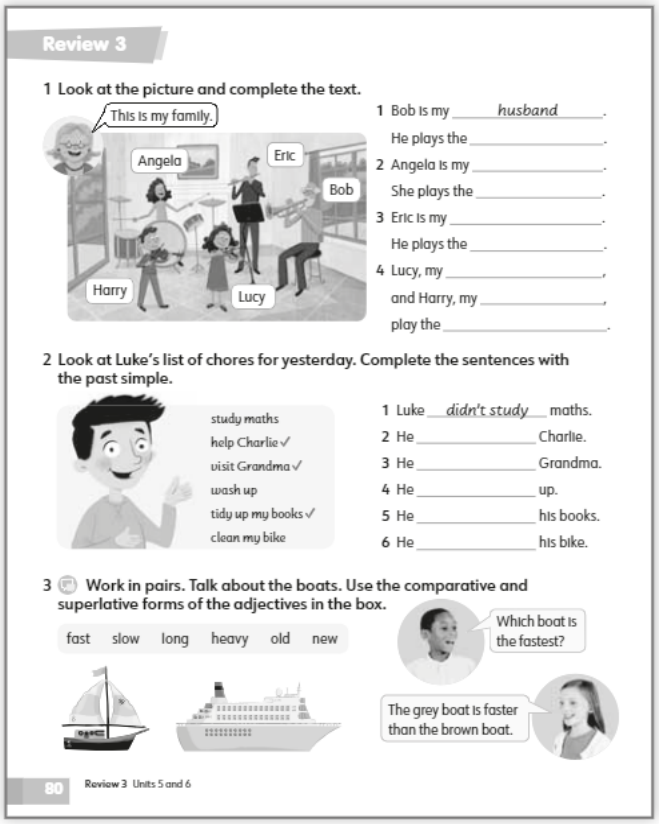
This activity helps prepare the children for Part 4 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the paragraph and complete it with words they choose from the box.
- If done in class, read out the example.
- Remind the children to look for key words in the sentences.
- Have the children complete the activity individually.

Answers: 1 faster **2** biggest **3** friendly **4** cleverer **5** better

Review 3

Pupil's Book page 80



Learning objectives: Review Units 5 and 6, A1 Movers: Reading and Writing, Part 6; Speaking Part 3

Resources: Flashcards for Units 5 and 6; Speaking exam practice video

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 5 (Pupil's Book page 61), and Group 2 the song from Unit 6 (Pupil's Book page 71). Tell them to perform for the other group as if they are in a talent show.
- Have Group 1 stand up. Play the audio (track 5.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (track 6.3).

1 Look at the picture and complete the text.

- Have the children look at the picture. Ask them to raise their hands and read out the people's names and say what they are playing. Read out the example.
- The children complete the activity individually. Have volunteers read out the answers.

Answers: 1 husband, trumpet **2** daughter, drums **3** son, flute **4** granddaughter, grandson, violin

2 Look at Luke's list of chores for yesterday. Complete the sentences with the past simple.

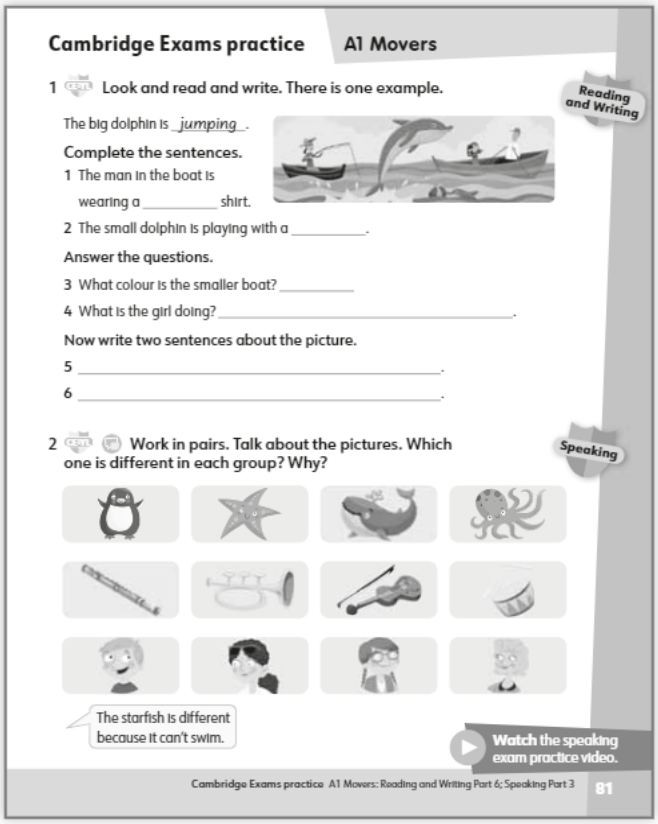
- Ask the children *Are these all regular verbs?* and elicit *yes*. Ask *What is the ending for the past simple?* and elicit *-ed*.
- Tell the children to look at the list and see if Luke did something or not by looking at the ticks. Then they complete the sentences for yesterday. They do this alone and then compare ideas with a friend.
- Have pairs of children read out the sentences. Write the answers on the board for the children to check spelling.

Answers: 1 didn't study **2** helped **3** visited **4** didn't wash **5** tidied up **6** didn't clean

3 Work in pairs. Talk about the boats. Use the comparative and superlative forms of the adjectives in the box.

- Write *long* on the board. Ask *What is the comparative?* and elicit *longer than*. Ask *What is the superlative?* and elicit *the longest*. Write these on the board, too.
- Say this example for the children: *The grey boat is faster than the brown boat. The grey boat is the fastest.* Ask the children *Do you agree?* and elicit answers.
- The children work in pairs and talk about the boats using the comparative and superlative of the adjectives in the box.
- Have some pairs tell the class two sentences.

Pupil's Book page 81


Cambridge Exams practice A1 Movers

1 Look and read and write. There is one example.

Reading and Writing

The big dolphin is jumping.

Complete the sentences.

1 The man in the boat is wearing a _____ shirt.

2 The small dolphin is playing with a _____.

Answer the questions.

3 What colour is the smaller boat? _____

4 What is the girl doing? _____.

Now write two sentences about the picture.

5 _____.

6 _____.

2 Work in pairs. Talk about the pictures. Which one is different in each group? Why?

Speaking

The starfish is different because it can't swim.

Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Reading and Writing Part 6; Speaking Part 3 81

1 Look and read and write. There is one example.

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- The children look at the picture. They complete the sentences, answer the questions and then write two sentences about the picture.
- If done in class, ask the children to say what they can see in the picture. Then explain to them what they have to do.
- Have the children complete the activity individually.
- Then have volunteers read out the complete sentences, the correct answers and then their sentences about the picture.

Answers: 1 white **2** ball **3** brown **4** She's taking a photo.
Suggested answers: 5 The big boat is green.
6 The woman is fishing.

2 Work in pairs. Talk about the pictures. Which one is different in each group? Why?

This activity helps the children prepare for Part 3 of the Speaking paper in the Cambridge English: A1 Movers test.

- The children look at each row of pictures. They discuss what is different about one picture in each row, and why.
- Ask the children to name the animals, instruments and family members they see in the pictures. Then explain to them what they have to do.
- Have the children complete the activity in pairs. Then have volunteers share their answers and reasons for them. Elicit class agreement for what is different in each group of pictures.

Teaching star!

Game

- Revise the words from the units before the children open their books with the flashcards.
- Play a game with the flashcards from Units 5 and 6. Write Sea animals, Family and Musical instruments on the board as three headings. Mix all the flashcards up. Have volunteers pick a flashcard, say what it is and then stick it on the board under the correct heading.

Cooler: Well done!

- Tell the children *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was the most interesting? Which words didn't you remember very well? What do you think you need to practise more? Which activity did you like / not like?*

7 Once upon a time

Lesson 1 Vocabulary

Pupil's Book pages 82–83



Learning objectives: Identify and use new words: past simple irregular verbs; Sing a song

Vocabulary: come – came, go – went, have – had, make – made, read – read, say – said, see – saw, stand – stood, think – thought, wear – wore

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Stand up for *true*

- Have the children stand up or raise their hands if your sentence is true for them. Then, choose a child to come up with the next sentence (true or not), e.g. *Yesterday I went to school.* Choose another child with their hand up to say the next sentence.

1 7.1 Listen, point and say.

- The children look at the picture on page 82. Ask *Where are the children? (at the library) What are they doing? (reading)*
- The children look at the pictures on page 83. Say *These words are verbs. The second verb is for yesterday.* Play the audio. The children listen, point and repeat.

2 7.2 Listen and say the verbs in the past.

- Play the audio and have the children listen to the first example. Point out that it does not follow the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answers.

Audioscript

Teacher: *go, have, make*
Child: *went, had, made*
Teacher: *see, stand, think*
Child: *saw, stood, thought*
Teacher: *Now you. 1 say, see, stand 2 have, make, read 3 wear, think, stand 4 have, go, come 5 think, stand, see*

Answers: 1 said, saw, stood **2** had, made, read **3** wore, thought, stood **4** had, went, came **5** thought, stood, saw

Teaching star!

Communicating

- Encourage the children to talk about favourite things as this helps them to personalise language.
- Extend the discussion about favourite stories. Ask *Are you reading a book at the moment? What is it about? How many pages has it got?* etc.

3 Look at the picture. Use the story posters to ask and answer.

- Have the children look at the picture on page 82. Read out what is on the posters.
- Ask the class the example question and have a volunteer answer.
- Divide the class into pairs and have them take turns asking and answering questions about the stories, using the posters to make questions.

4 7.3 Sing the song.

Be a star!

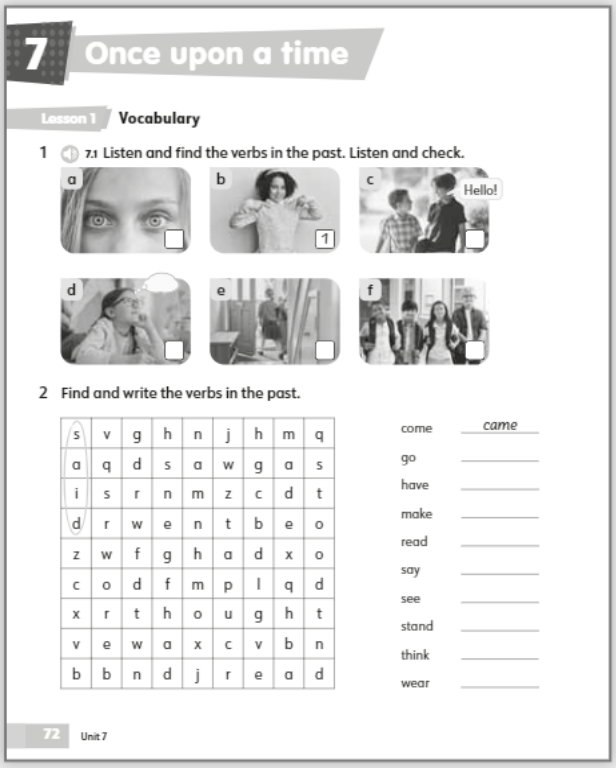
- Make sure the children can't see the lyrics of the song. Tell them to listen to the song and listen out for story titles.
- Play the audio. Then ask *Which story has a big bad wolf?* and elicit the answer.
- The children now look at the song in their books. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing. Repeat for practice.

Answers: Red Riding Hood.

Cooler: Can you remember?

- Ask the children to close their books. Write the past forms of the verbs from Activity 1 on the board. Read them out and have the children call out the present forms. Have volunteers write the present forms on the board.
- Erase the past forms and repeat the activity.

Workbook page 72


7 Once upon a time

Lesson 1 Vocabulary

1 7.1 Listen and find the verbs in the past. Listen and check.

a b 1 c Hello! d e f

2 Find and write the verbs in the past.

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

come *came*
go
have
make
read
say
see
stand
think
wear

72 Unit 7

1 7.1 Listen and find the verbs in the past. Listen and check.

Audioscript

1 *wear, wore*
2 *say, said*
3 *go, went*
4 *stand, stood*
5 *think, thought*
6 *see, saw*

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

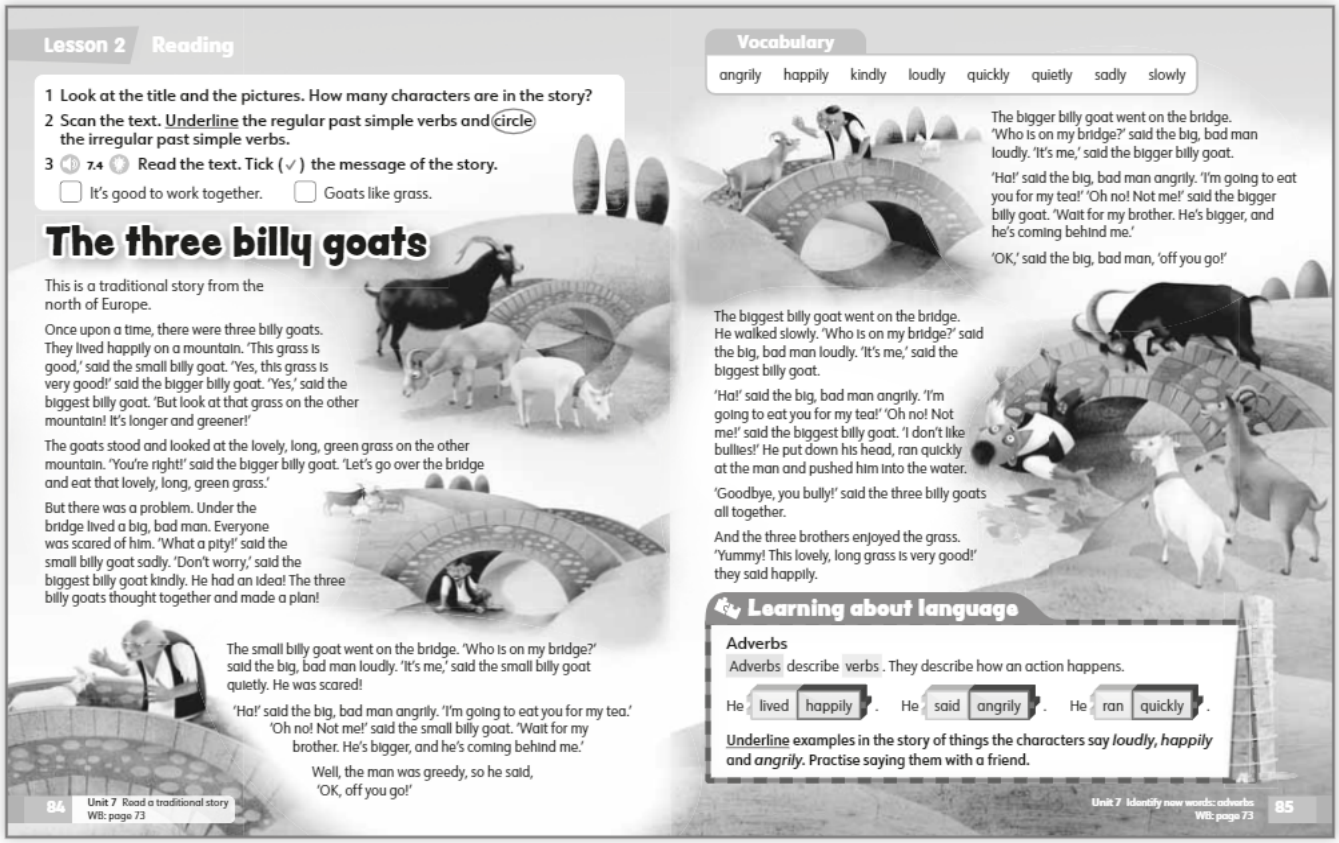
2 Find and write the verbs in the past.

Answers: came, went, had, made, read, said, saw, stood, thought, wore

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

The missing verb is *came*.

Pupil's Book pages 84–85



Learning objectives: Read a traditional story; Identify new words: adverbs

Vocabulary: angrily, happily, kindly, loudly, quickly, quietly, sadly, slowly

Additional vocabulary: traditional

Resources: Flashcards

Warm-up: Simon says

- Play *Simon says* with some of the verbs from Lesson 1 (*have a snack, make a noise, read a book, say hello, stand up, think a lot, wear a hat*). See the Games bank (pages 14–17) for how to play this game.

Vocabulary

- Teach *angrily, happily, kindly, loudly, quickly, quietly, sadly* and *slowly* with the following example sentences, acting them out as you say them. Have the children repeat and copy the way you say the sentences. *I'm shouting angrily! I'm smiling happily. I'm helping Grandma kindly. I'm speaking loudly. I'm speaking quickly. I'm speaking quietly. I'm crying sadly. I'm speaking slowly.*
- Write the adverbs on the board. Ask the children *What two letters are on the end of all these words?* and elicit *-ly.*

1 Look at the title and the pictures. How many characters are in the story?

- The children look at the story on pages 84 and 85. Tell them to look at the title and the pictures. Read out the instruction and the question.
- Have the children answer the question in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: Four (three billy goats and a man)

2 Scan the text. Underline the regular past simple verbs and circle the irregular past simple verbs.

- Write *I walked home. I saw my mum.* Ask the children *Which verb is past simple regular?* Elicit *walked.* Ask *What does 'walked' end with?* and elicit *-ed.* Ask *What about 'saw'? Does it end with -ed?* And elicit *no.* Say *The verbs that don't end in -ed are irregular.*
- Give the children one minute to underline the regular past simple verbs and circle the irregular past simple verbs. Children raise their hands to suggest answers. Ask for class agreement.

Answers: Underline (regular verbs): enjoyed, lived, looked, pushed, scared, walked **Circle (irregular verbs):** was, had, said, went, thought, made, stood, ran, were

3 7.4 Read the text. Tick (✓) the message of the story.

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the text quietly.
- Discuss the story. Ask *How many billy goats were there? Was the man good or bad? What did the billy goats do? Was the man happy?* Ask the children to decide what the message of the story is and tick their choice. Have a show of hands for each choice.

Answer: It's good to work together.

Learning about language

- Read out the Learning about language box to the children. Ask the children *What colour bricks are the verbs / adverbs in?* and elicit *blue / red*.
- Have the children underline the things characters say in the text. They compare with a friend and practise saying them.

Suggested answers: Angrily: 'Ha! I'm going to eat you for my tea.' (three times) **Happily:** 'Yummy! This lovely, long grass is very good!' **Loudly:** 'Who is on my bridge?' (three times)

Cooler: Spelling adverbs

- Write *angry, happy, kind, loud, quick, quiet, sad* and *slow* on the board. Have volunteers go to the board and erase and / or add letters to change them into adverbs.

ESDC



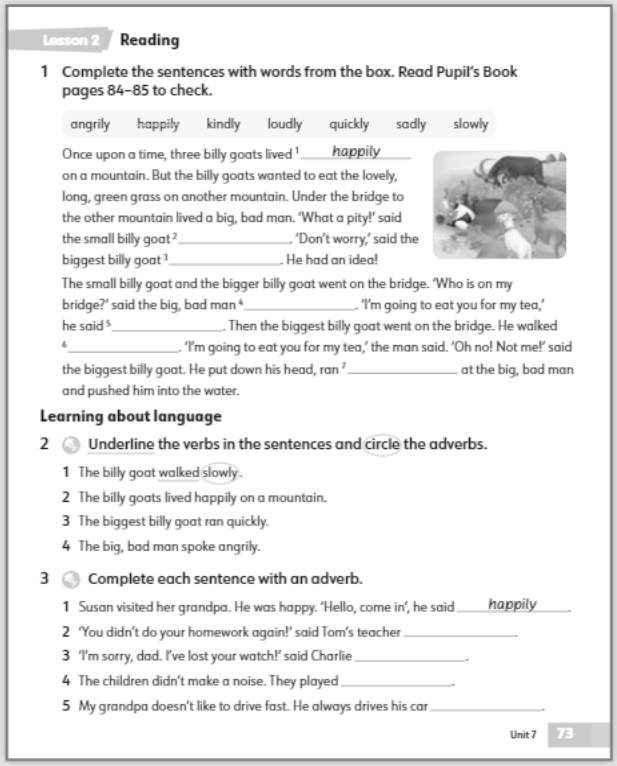
SDG Goal 15: Life on land

Introduce the children to Sustainable Development Goal 15: *Life on land.*

- Draw attention to Pupil's Book pages 84–85. Point out how the billy goats live in a particular area, where they know they will have lots of grass to eat. Even when they move to a different part of the area, as they do in the story, they know it will be safe for them to continue to live there.
- Talk to the children about being respectful of wildlife and habitats. Focus on our responsibilities to animals and habitats and what we should do to make sure animals stay safe in the places where they live.

Possible answers: don't cut down lots of trees, don't take food or water from the areas where animals live, don't leave rubbish in these

Workbook page 73



Lesson 2 Reading

1 Complete the sentences with words from the box. Read Pupil's Book pages 84–85 to check.

angrily happily kindly loudly quickly sadly slowly

Once upon a time, three billy goats lived [1] happily on a mountain. But the billy goats wanted to eat the lovely, long, green grass on another mountain. Under the bridge to the other mountain lived a big, bad man. 'What a pity!' said the small billy goat [2] _____. 'Don't worry,' said the biggest billy goat [3] _____. He had an idea!

The small billy goat and the bigger billy goat went on the bridge. 'Who is on my bridge?' said the big, bad man [4] _____. 'I'm going to eat you for my tea,' he said [5] _____. Then the biggest billy goat went on the bridge. He walked [6] _____. 'I'm going to eat you for my tea,' the man said. 'Oh no! Not me!' said the biggest billy goat. He put down his head, ran [7] _____ at the big, bad man and pushed him into the water.

Learning about language

2 Underline the verbs in the sentences and circle the adverbs.

1 The billy goat walked slowly.
2 The billy goats lived happily on a mountain.
3 The biggest billy goat ran quickly.
4 The big, bad man spoke angrily.

3 Complete each sentence with an adverb.

1 Susan visited her grandpa. He was happy. 'Hello, come in', he said happily.
2 'You didn't do your homework again!' said Tom's teacher _____.
3 'I'm sorry, dad. I've lost your watch!' said Charlie _____.
4 The children didn't make a noise. They played _____.
5 My grandpa doesn't like to drive fast. He always drives his car _____.

Unit 7 73

1 Complete the sentences with words from the box. Read Pupil's Book pages 84–85 to check.

Answers: 1 happily **2** sadly **3** kindly **4** loudly **5** angrily **6** slowly **7** quickly

2 Underline the verbs in the sentences and circle the adverbs.

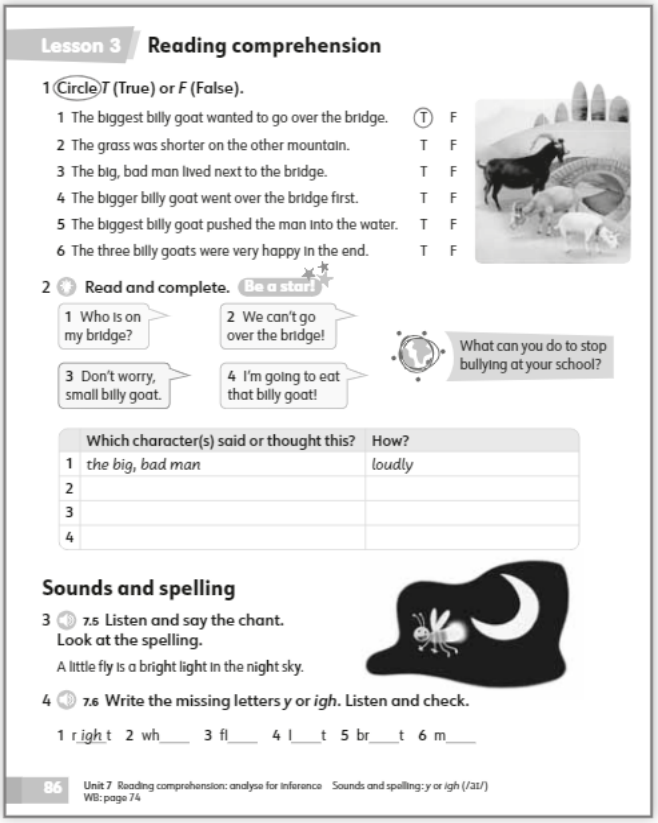
Answers: Underline (verbs): 1 walked **2** lived **3** ran **4** spoke **Circle (adverbs): 1** slowly **2** happily **3** quickly **4** angrily

3 Complete each sentence with an adverb.

Answers: 1 happily **2** angrily **3** sadly **4** quietly **5** slowly

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 86



Lesson 3 Reading comprehension

1 Circle *T* (True) or *F* (False).

1 The biggest billy goat wanted to go over the bridge.	T	F
2 The grass was shorter on the other mountain.	T	F
3 The big, bad man lived next to the bridge.	T	F
4 The bigger billy goat went over the bridge first.	T	F
5 The biggest billy goat pushed the man into the water.	T	F
6 The three billy goats were very happy in the end.	T	F

2 Read and complete. Be a star!

1 Who is on my bridge?
2 We can't go over the bridge!
3 Don't worry, small billy goat.
4 I'm going to eat that billy goat!
What can you do to stop bullying at your school?

	Which character(s) said or thought this?	How?
1	*the big, bad man*	*loudly*
2		
3		
4		

Sounds and spelling

3 7.5 Listen and say the chant. Look at the spelling.

A little fly is a bright light in the night sky.

4 7.6 Write the missing letters *y* or *igh*. Listen and check.

1 r*igh*t 2 wh___ 3 fl___ 4 l___t 5 br___t 6 m___

86 Unit 7 Reading comprehension: analyse for inference Sounds and spelling: *y* or *igh* (/aɪ/) WB: page 74

Learning objectives: Reading comprehension: analyse for inference; Sounds and spelling: *y* or *igh* (/aɪ/)

Vocabulary: bright, fly, light, my, night, right, sky, why

Resources: Sounds and spelling worksheet

Materials: red and blue pens or pencils

Warm-up: Sing the song

- Play the song from Lesson 1 (track 7.3) and have children sing along.

1 Circle *T* (True) or *F* (False).

- Do question 1 as a whole class. Then have the children finish the activity individually. Read out the sentences and have the children call *True* or *False*.

Answers: 1 True **2** False **3** False **4** False **5** True **6** True

2 Read and complete.

- Have a volunteer read out the example question and answers. Ask *Where does this sentence fit?* and elicit *in paragraphs five, eight and eleven.*
- Have the children read the story again and find the parts of the story where the characters could say these things.
- The children complete the activity individually and then compare answers with a friend.

Answers: 1 the big, bad man, loudly **2** the small billy goat, sadly **3** the biggest billy goat, kindly **4** the big, bad man, angrily

Teaching star!

Extension

- Encourage the children to create their own ideas based on activities in their books.
- Ask pairs to find a part of the story and think of something a character can say that fits. They read out their sentence, and the rest of the class say where it fits.

ESDC

What can you do to stop bullying at your school?

- Read out the question and ask if anyone can translate it into L1. This question helps the children recognise that personal behaviour can have a positive impact on others.
- Initiate a talk about the issue of bullying. Include discussion about what bullying is and the impact it can have on children's lives and their classwork. Talk about why it's important for all children to feel safe and comfortable at school. Be sensitive to any instances of bullying that may have occurred at your school, and that the children may remember.
- Ask the children what they should do to stop bullying if they see it happening.

Possible answers: talk to a teacher or parent, be kind and friendly to anyone who is being bulied; treat everyone with kindness and respect.

3 7.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a fly and the moon*).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/aɪ/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *A little fly is a ... light in the night sky.*
Children: *bright*
Teacher: *A little fly is a bright ... in the night sky.*
Children: *light*
Teacher: *A little fly is a bright light ...*
Children: *in the night sky*
Teacher: *... a bright light in the night sky.*
Children: *a little fly is*

4 7.6 Write the missing letters *y* or *igh*. Listen and check.

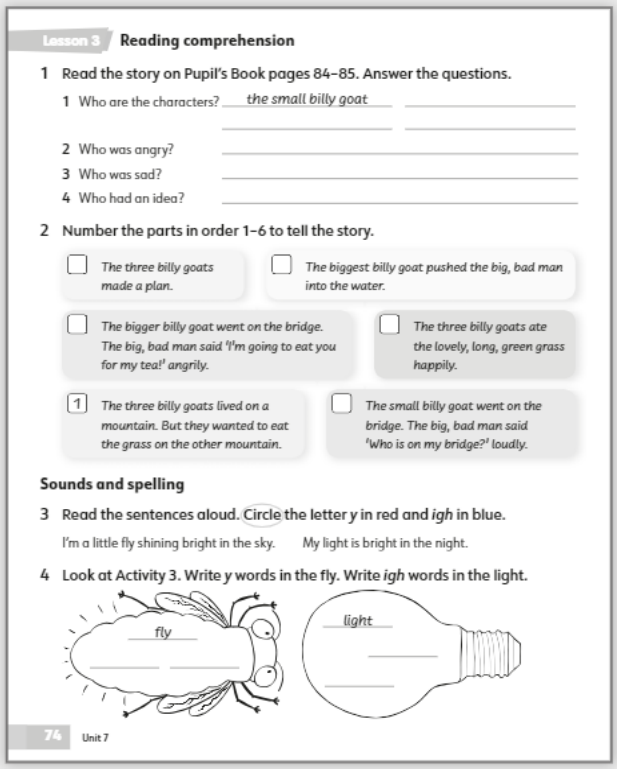
- Elicit all the words from the children by inserting the sound /aɪ/.
- The children now complete the words with *y* or *igh*.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 right **2** why **3** fly **4** light **5** bright **6** my

Cooler: Memory game

- Ask the children to close their books and try to remember all the *-y* and *-igh* words from Activities 3 and 4. Have volunteers write them on the board and the class read them out.

Workbook page 74



Lesson 3 **Reading comprehension**

1 Read the story on Pupil's Book pages 84–85. Answer the questions.

1 Who are the characters? *the small billy goat*
2 Who was angry?
3 Who was sad?
4 Who had an idea?

2 Number the parts in order 1–6 to tell the story.

- ☐ *The three billy goats made a plan.*
- ☐ *The biggest billy goat pushed the big, bad man into the water.*
- ☐ *The bigger billy goat went on the bridge. The big, bad man said 'I'm going to eat you for my tea!' angrily.*
- ☐ *The three billy goats ate the lovely, long, green grass happily.*
- [1] *The three billy goats lived on a mountain. But they wanted to eat the grass on the other mountain.*
- ☐ *The small billy goat went on the bridge. The big, bad man said 'Who is on my bridge?' loudly.*

Sounds and spelling

3 Read the sentences aloud. Circle the letter *y* in red and *igh* in blue.

I'm a little fly shining bright in the sky. My light is bright in the night.

4 Look at Activity 3. Write *y* words in the fly. Write *igh* words in the light.

74 Unit 7

1 Read the story on Pupil's Book pages 84–85. Answer the questions.

Answers: 1 the small billy goat, bigger billy goat, biggest billy goat, big, bad man **2** the big, bad man **3** the small billy goat **4** the biggest billy goat

2 Number the sentences in order 1–6 to tell the story.

Answers: 1 The three billy goats lived on a mountain. But they wanted to eat the grass on the other mountain. **2** The three billy goats made a plan. **3** The small billy goat went on the bridge. The big, bad man said 'Who is on my bridge?' loudly. **4** The bigger billy goat went on the bridge. The big, bad man said 'I'm going to eat you for my tea!' angrily. **5** The biggest billy goat pushed the big, bad man into the water. **6** The three billy goats ate the lovely, long, green grass happily.

3 Read the sentences aloud. Circle the letter *y* in red and *igh* in blue. Where do you see them in the woods?

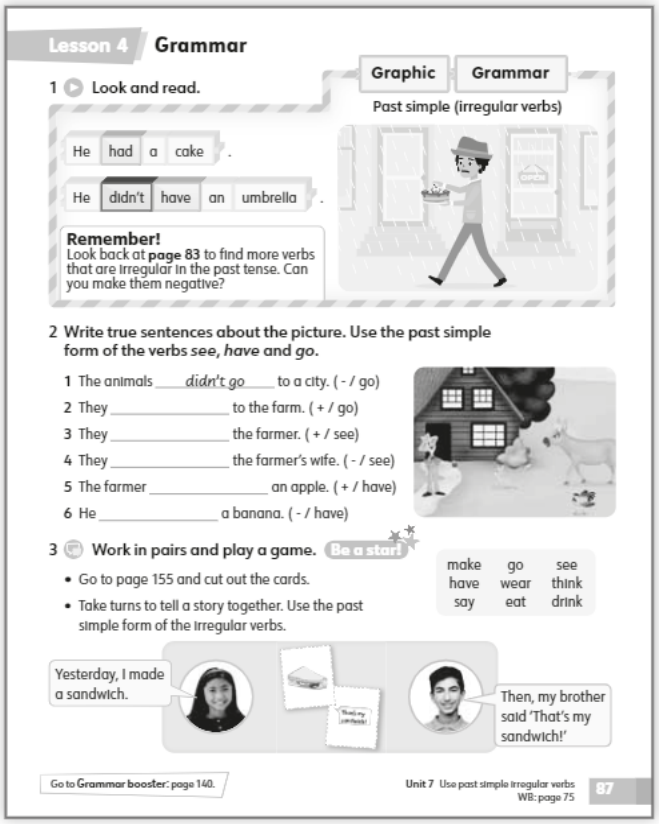
Answers: Red (*y*): fly, sky, my – at the end of the words **Blue (*igh*):** bright, light, night – in the middle of the words

4 Look at Activity 3. Write *y* words in the fly. Write *igh* words in the light.

Answers: Fly (*y*): fly, my, sky **Light (*igh*):** light, bright, night

Lesson 4 Grammar

Pupil's Book page 87


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Past simple (irregular verbs)

He had a cake .

He didn't have an umbrella .

Remember!
Look back at **page 83** to find more verbs that are irregular in the past tense. Can you make them negative?

2 Write true sentences about the picture. Use the past simple form of the verbs *see, have* and *go*.

1 The animals *didn't go* to a city. (- / go)
2 They _____ to the farm. (+ / go)
3 They _____ the farmer. (+ / see)
4 They _____ the farmer's wife. (- / see)
5 The farmer _____ an apple. (+ / have)
6 He _____ a banana. (- / have)

3 Work in pairs and play a game. Be a star!

- Go to page 155 and cut out the cards.
- Take turns to tell a story together. Use the past simple form of the irregular verbs.

make go see
have wear think
say eat drink

Yesterday, I made a sandwich.

Then, my brother said 'That's my sandwich!'

Go to Grammar booster: page 140.

Unit 7 Use past simple irregular verbs
WB: page 75

87

Learning objectives: Use past simple irregular verbs

Grammar: Past simple (irregular verbs)

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: scissors

Warm-up: Point to *y* or *igh*

- Write *y* on the left side of the board and *igh* on the right side.
- Call out the words from Lesson 3, Activities 3 and 4. Have the children point to the side of the board that corresponds to the spelling of the /aɪ/ sound in each word.

1 Look and read.

- If you don't have access to the class video, write *have, had* and *didn't have* on the board. Ask a volunteer to stand by the board and point to the verbs as you speak. Say *Today I have lots of homework. Yesterday I had lots of homework. Last Saturday I didn't have lots of homework.*
- Have the children look at the pictures in Activity 1 and ask what they can see.
- Ask *Does 'had' end in -ed?* and elicit *no*. Explain *That's because it is irregular.*
- Then read out the sentences one at a time. Ask the children *Do we change 'have' when we use 'didn't'?* Elicit *no*.
- Ask the children which colour blocks the main verb is in and elicit *blue*. Ask the children which colour blocks the negative is in and elicit *red*.
- Read out the sentences again and have the children repeat.
- Remind the children of the short form: *did not = didn't*.
- Tell the children to look at page 83 to find more irregular verbs in the past tense. Read them out and have the children repeat.

- If you have access to the class video, present *have, had* and *didn't have* with the sentences as above. Then tell the children to watch the video and think about what different forms of *have* we use in the past simple and why.
- Play the video. Ask the children for feedback.
- Ask the children to say the short form of *did not*.
- Play the video again, and have the children repeat the sentences.
- Tell the children to look at page 83 to find more irregular verbs in the past tense. Read them out and have the children repeat.

2 Write true sentences about the picture. Use the past simple form of the verbs *see, have* and *go*.

- Have the children look at the picture. Ask a volunteer to read out the example. Ask volunteers to raise their hands and say the past forms of the verbs *have, see* and *go*. Remind the children not to use these past forms with *didn't*.
- Have the children do the activity individually. Then have volunteers read out the true sentences and write the verbs on the board.

Answers: 1 didn't go **2** went **3** saw **4** didn't see **5** had **6** didn't have

3 Work in pairs and play a game.

Be a star!

- Organise the children in pairs and have them open their books to page 155. Make sure the children all have scissors with which to cut out the cards. Tell the children that they will use one set of cards for the game.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.
- Work through the example activity with the children. Then have the children tell a story to their friend using the cards and the past simple form of the verbs in the box.
- Allow time for the children to complete the game.

Teaching star!

Extension

- Increase the difficulty of an activity in steps so the children are aware of their own improvement.
- Write the verbs from this lesson and page 83 on the board. Have volunteers refer to their books and write the past simple form underneath. Tell the children to study the verbs for one minute. Then erase the past simple forms. Now ask volunteers to write the past simple forms on the board again, without referring to their books. Finally erase all the verbs, and ask volunteers to remember one each and write the present and the past simple back on the board.

Grammar booster

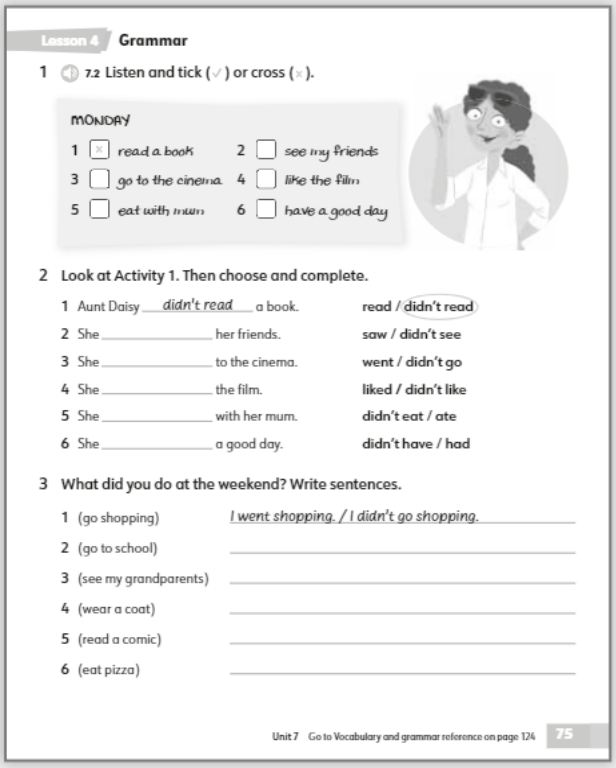
Ask the children to turn to page 140 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 went **2** didn't make **3** didn't see **4** wore **5** said **6** didn't have

Cooler: Mini-story

- Say a line to start a story, e.g. *Yesterday I went to school.* Ask each child to add a sentence to the story using a past simple irregular verb. Prompt with verbs to help.

Workbook page 75



Lesson 4 Grammar

1 7.2 Listen and tick (✓) or cross (✗).

MONDAY

1 ✗ read a book 2 ☐ see my friends
3 ☐ go to the cinema 4 ☐ like the film
5 ☐ eat with mum 6 ☐ have a good day

2 Look at Activity 1. Then choose and complete.

1 Aunt Daisy *didn't read* a book. read / didn't read
2 She _____ her friends. saw / didn't see
3 She _____ to the cinema. went / didn't go
4 She _____ the film. liked / didn't like
5 She _____ with her mum. didn't eat / ate
6 She _____ a good day. didn't have / had

3 What did you do at the weekend? Write sentences.

1 (go shopping) *I went shopping. / I didn't go shopping.*
2 (go to school) _____
3 (see my grandparents) _____
4 (wear a coat) _____
5 (read a comic) _____
6 (eat pizza) _____

Unit 7 Go to Vocabulary and grammar reference on page 124 75

Grammar reference:

Remind the children that they can refer to the grammar reference on page 124 while completing these Workbook activities.

1 7.2 Listen and tick (✓) or cross (✗).

Audioscript

Yesterday was Monday. I didn't stay at home and read a book – I saw my friends. We went to the cinema to see a film. I didn't like the film. I didn't eat at home with my mum – I ate pizza in town. It was a good day.

Answers: 1 read a book ✗ **2** see my friends ✓ **3** go to the cinema ✓ **4** like the film ✗ **5** eat with Mum ✗ **6** have a good day ✓

2 Look at Activity 1. Then choose and complete.

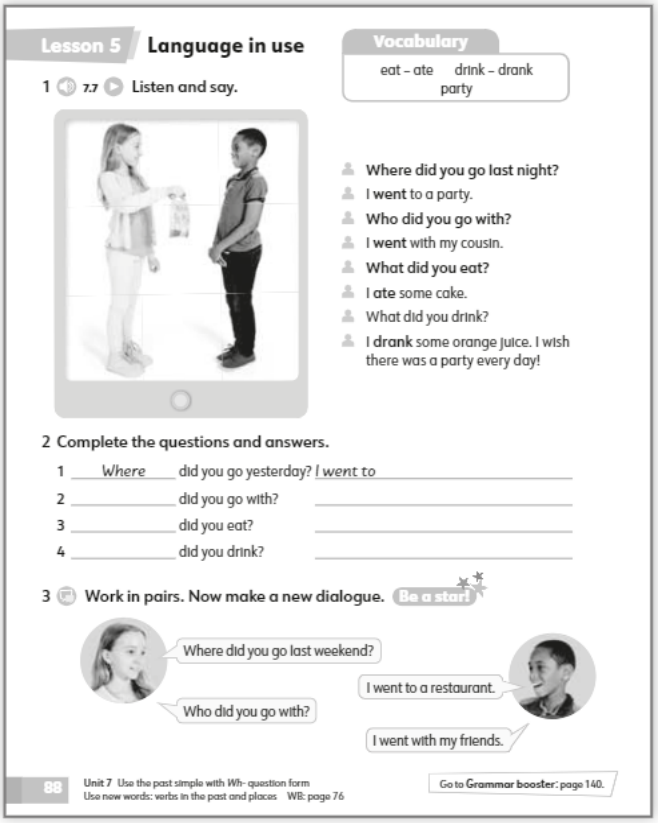
Answers: 1 didn't read **2** saw **3** went **4** didn't like **5** didn't eat **6** had

3 What did you do at the weekend? Write sentences.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 88


Lesson 5 Language in use

Vocabulary
eat – ate drink – drank
party

1 7.7 Listen and say.

Where did you go last night?
I went to a party.
Who did you go with?
I went with my cousin.
What did you eat?
I ate some cake.
What did you drink?
I drank some orange juice. I wish there was a party every day!

2 Complete the questions and answers.
1 Where did you go yesterday? I went to
2 did you go with?
3 did you eat?
4 did you drink?

3 Work in pairs. Now make a new dialogue. Be a star!

Where did you go last weekend?
I went to a restaurant.
Who did you go with?
I went with my friends.

88 Unit 7 Use the past simple with *Wh*- question form
Use new words: verbs in the past and places WB: page 76
Go to Grammar booster: page 140.

Learning objectives: Use the past simple with *Wh*- question form; Use new words: verbs in the past and places

Vocabulary: eat – ate, drink – drank, party

Review vocabulary: family words, food and drink

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: TPR present simple or past simple?

- Tell the children that you are going to say irregular verbs either in the present simple or the past simple. If they hear the present simple they stay sitting down. If they hear the past simple, they stand up.
- Use these verbs in any order: *come – came, go –went, have – had, make – made, read – read, say –said, see – saw, stand – stood, think – thought, wear – wore, have – had.*

1 7.7 Listen and say.

- If you don't have access to the class video, teach the verbs from the box. Tell the children to listen to the sentences you are going to say, and to listen out for the verbs. Say *For breakfast I usually eat toast and I usually drink tea. Yesterday I ate eggs and I drank coffee.* Ask the children to say the verbs they heard. Write them on the board. Ask *Which verbs are in the present simple / past simple?* and elicit answers.
- Teach *party*. Say *On my birthday I have a party*. Write *party* on the board. Check understanding in L1 if necessary.
- Tell the children to listen out for what the child ate and drank at the party. Play the audio. Then ask the children for answers (*cake and orange juice*).
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the questions. Ask the children *Which word is in all the questions?* and elicit *did*. Ask *Does the verb change in the questions?* and elicit *no*.
- Write *Where, Who* and *What* on the board. Ask the children to find the questions with these words in the dialogue. Ask *Is the answer for 'Where did you go?' 'a party' or 'some cake'?* Elicit *a party*. Repeat for *Who* and *What*.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Complete the questions and answers.

- Have a volunteer read out the example question. Elicit answers.
- Have the children write the example questions and answers individually. Then they compare their ideas with a friend.
- Ask volunteers to read out a question each. Elicit answers.

Answers: 1 Where **2** Who **3** What **4** What
Children's own answers.

Teaching star!

Pairwork

- Have the children do roleplays so they can practise the language in a fun way.
- The children work in pairs. One child is a detective, and the other is being questioned. They ask the questions in Activity 2 again, but this time act out their roles of detective and suspect.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

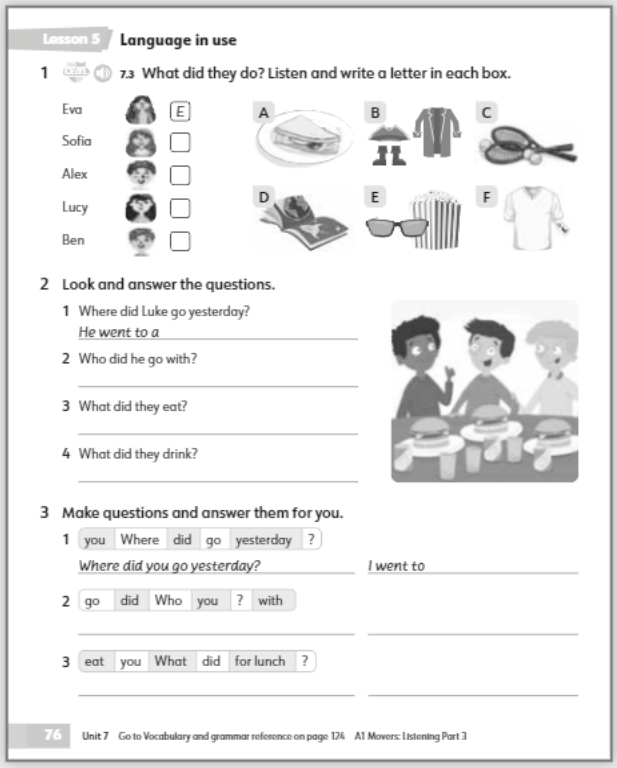
Ask the children to turn to page 140 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 Where 2 Who 3 What 4 What 5 Who 6 Where
3 where, went, What, read, Who, went, Where, went, What, ate, What, drank

Cooler: Party food list

- Ask *What did you eat or drink at your last party?* Each child should say *I ate / drank ...* and add any food or drink. They can be funny!

Workbook page 76



Lesson 5 Language in use

1 7.3 What did they do? Listen and write a letter in each box.

Eva [E] Sofia [ ] Alex [ ] Lucy [ ] Ben [ ]

A B C D E F

2 Look and answer the questions.

1 Where did Luke go yesterday?
He went to a _____
2 Who did he go with? _____
3 What did they eat? _____
4 What did they drink? _____

3 Make questions and answer them for you.

1 you | Where | did | go | yesterday | ?
Where did you go yesterday? *I went to*
2 go | did | Who | you | ? | with
3 eat | you | What | did | for lunch | ?

76 Unit 7 Go to Vocabulary and grammar reference on page 124 A1 Movers: Listening Part 3

Grammar reference:

Remind the children that they can refer to the grammar reference on page 124 while completing these Workbook activities.

1 CE:YL 7.3 What did they do? Listen and write a letter in each box.

- This activity helps prepare the children for Part 3 of the Listening paper of the Cambridge English: A1 Movers test.
- The children listen and find the information to complete the activity.
- Confirm the children's understanding of what they see in the pictures. Then, work through the example.
- Have the children continue the activity.

Audioscript

Speaker: *Listen and look. There is one example. The children are talking about what their family and friends did. What did each person do?*

1 Boy: *Where did you go last night, Eva?*
Girl: *I went to the cinema.*
Boy: *Who did you go with?*
Girl: *I went with my dad.*
Speaker: *Can you see the letter E? Now you listen and write a letter in each box.*
2 Boy: *Where did you go yesterday, Sofia?*
Girl: *I went to the shopping centre.*
Boy: *What did you go get?*
Girl: *I got a new red T-shirt.*
3 Girl: *Where did you go yesterday, Alex?*
Boy: *I went to the café in town.*
Girl: *Who did you go with?*
Boy: *I went with my friends.*
Girl: *What did you eat?*
Boy: *I ate a sandwich.*
4 Boy: *Where did you go yesterday, Lucy?*
Girl: *I went to the park.*
Boy: *Who did you go with?*
Girl: *I went with my grandpa.*
Boy: *What did you do?*
Girl: *I played tennis.*
5 Girl: *Where did you go last weekend, Ben?*
Boy: *I went to a party.*
Girl: *Did you dress up?*
Boy: *Yes, I did. I was a pirate!*

Answers: Eva – E, Sofia – F, Alex – A, Lucy – C, Ben – B (D is not needed)

2 Look and answer the questions.

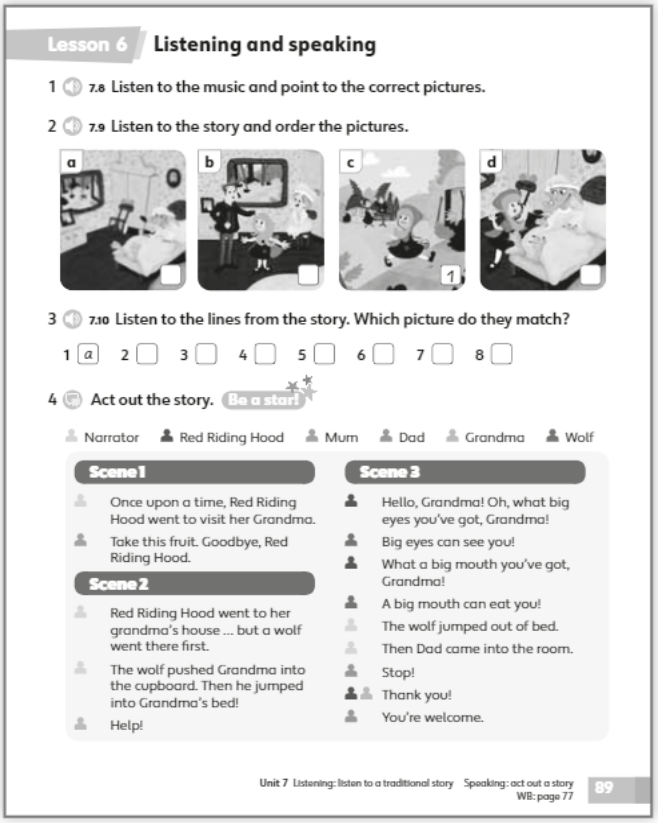
Answers: 1 He went to a restaurant. **2** He went with his friends. **3** They ate burgers. **4** They drank lemonade.

3 Make questions and answer them for you.

Answers: 1 Where did you go yesterday? **2** Who did you go with? **3** What did you eat for lunch? Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 89


Lesson 6 Listening and speaking

1 7.8 Listen to the music and point to the correct pictures.

2 7.9 Listen to the story and order the pictures.

a b c d

3 7.10 Listen to the lines from the story. Which picture do they match?

1 a 2 3 4 5 6 7 8

4 Act out the story. Be a star!

Narrator Red Riding Hood Mum Dad Grandma Wolf

Scene 1

Once upon a time, Red Riding Hood went to visit her Grandma.

Take this fruit. Goodbye, Red Riding Hood.

Scene 2

Red Riding Hood went to her grandma's house ... but a wolf went there first.

The wolf pushed Grandma into the cupboard. Then he jumped into Grandma's bed!

Help!

Scene 3

Hello, Grandma! Oh, what big eyes you've got, Grandma!

Big eyes can see you!

What a big mouth you've got, Grandma!

A big mouth can eat you!

The wolf jumped out of bed.

Then Dad came into the room.

Stop!

Thank you!

You're welcome.

Unit 7 Listening: listen to a traditional story Speaking: act out a story WB: page 77 89

Learning objectives: Listening: listen to a traditional story; Speaking: act out a story

Additional language: cupboard, pushed, you're welcome

Materials: a piece of plain paper for each child

Warm-up: Hands up for *yes!*

- Tell the children to put their hands up if they did the things you say last weekend. Say I *saw my best friend. I read a book. I ate an apple. I drank some milk. I went to a party.*
- Ask volunteers to say a sentence for the class to put their hands up or not.

1 7.8 Listen to the music and point to the correct pictures.

- Tell the children to look at the pictures in Activity 2 and think about what it is in each one. Ask them *What can you see in picture 'a'?* etc. and elicit answers.
- Tell the children to listen to the music on the audio and point to the picture they think each type of music matches. Play the audio.
- Play the audio again and pause after each piece of music and ask the children *Which picture?* Elicit letters.
- Ask the children *Do you know the story?* and encourage answers.

Answers: **a** 4 **b** 3 **c** 1 **d** 2

2 7.9 Listen to the story and order the pictures.

- Tell the children to listen to the story and number the pictures in the order of the story.
- Play the audio. The children write numbers in the boxes individually, and then compare their answers with a friend.
- Have the children call out the answers. Ask *Which picture is number 1?* etc. and elicit answers.

Audioscript

Narrator:	*Once upon a time, a girl called Red Riding Hood lived with her mother and father.*
Mum:	*This fruit is for Grandma.*
Red Riding Hood:	*Ok, Mum.*
Dad:	*Goodbye, Red Riding Hood.*
Narrator:	*Red Riding Hood went to her grandma's house ... but a wolf went there first.*
Narrator:	*The wolf pushed Grandma into the cupboard and then he jumped into Grandma's bed!*
Grandma:	*Help! Oh you bad, bad wolf!*
Red Riding Hood:	*Hello, Grandma! Oh, what big eyes you've got, Grandma!*
Wolf:	*Big eyes can see you!*
Red Riding Hood:	*What a big mouth you've got, Grandma!*
Wolf:	*A big mouth can eat you!*
Narrator:	*And the wolf jumped out of bed.*
Narrator:	*Then Dad came into the room.*
Dad:	*Stop!*
Wolf:	*I'm leaving!*
Grandma:	*Phew, we're ok! Thank you!*
Red Riding Hood:	*Thank you, Dad!*
Dad:	*You're welcome!*

Answers: **a** 2 **b** 4 **c** 1 **d** 3

3 7.10 Listen to the lines from the story. Which picture do they match?

- Tell the children to listen to the first line and say why it matches picture a. Play the example on the audio, and ask the children to say key words that give them the answer (*pushed grandma, cupboard, jumped, bed*).
- Play the rest of the audio. The children write the letters next to each number.
- Play the audio again. Pause after each sentence and ask the children *Which picture?* Elicit answers.

Audioscript

1 Narrator:	*The wolf pushed Grandma into the cupboard and jumped into bed.*
2 Red Riding Hood:	*What big eyes you've got, Grandma!*
3 Red Riding Hood:	*Thank you, Dad!*
4 Mother:	*This fruit is for Grandma.*
5 Narrator:	*Dad came into the house.*
6 Narrator:	*Red Riding Hood went to Grandma's house ... but a wolf went there first.*
7 Wolf:	*A big mouth to eat you with!*
8 Dad:	*Goodbye, Red Riding Hood.*

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

4 Act out the story.

Be a star!

- Divide the children into groups of six. Assign or allow the children to choose a role each from the story.
- The children read out the story in their groups. Then they read it out again and think of actions and mimes they can do.
- Ask each group to act out the story to the class.

Teaching star!

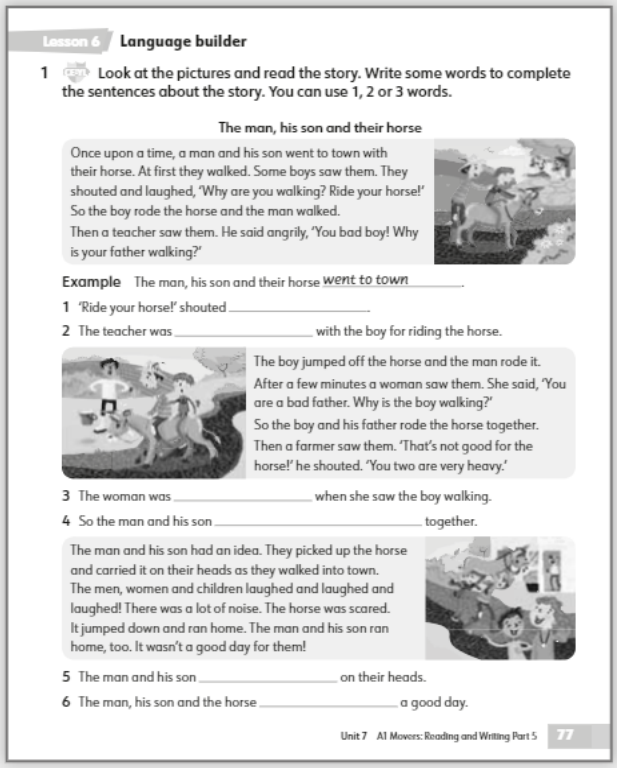
Personalising

- Do quiet, individual activities after group activities to calm the children down.
- Give each child a piece of paper. Tell them to draw their favourite character from the traditional stories in this unit. They show it to the class and describe it in English. Prompt as necessary.

Cooler: What's wrong?

- Tell the children to close their books. Read out the story in Activity 4, but make some mistakes. The children call out *Stop!* when they hear a mistake and correct it, e.g. *Once upon a time, a girl called Blue Riding Hood... Stop! Red Riding Hood ...*, etc.

Workbook page 77



Lesson 6 **Language builder**

1 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

The man, his son and their horse

Once upon a time, a man and his son went to town with their horse. At first they walked. Some boys saw them. They shouted and laughed, 'Why are you walking? Ride your horse!' So the boy rode the horse and the man walked.
Then a teacher saw them. He said angrily, 'You bad boy! Why is your father walking?'

Example The man, his son and their horse *went to town*.

1 'Ride your horse!' shouted _____.

2 The teacher was _____ with the boy for riding the horse.

The boy jumped off the horse and the man rode it.
After a few minutes a woman saw them. She said, 'You are a bad father. Why is the boy walking?'
So the boy and his father rode the horse together.
Then a farmer saw them. 'That's not good for the horse!' he shouted. 'You two are very heavy.'

3 The woman was _____ when she saw the boy walking.

4 So the man and his son _____ together.

The man and his son had an idea. They picked up the horse and carried it on their heads as they walked into town.
The men, women and children laughed and laughed and laughed! There was a lot of noise. The horse was scared. It jumped down and ran home. The man and his son ran home, too. It wasn't a good day for them!

5 The man and his son _____ on their heads.

6 The man, his son and the horse _____ a good day.

Unit 7 A1 Movers: Reading and Writing Part 5 77

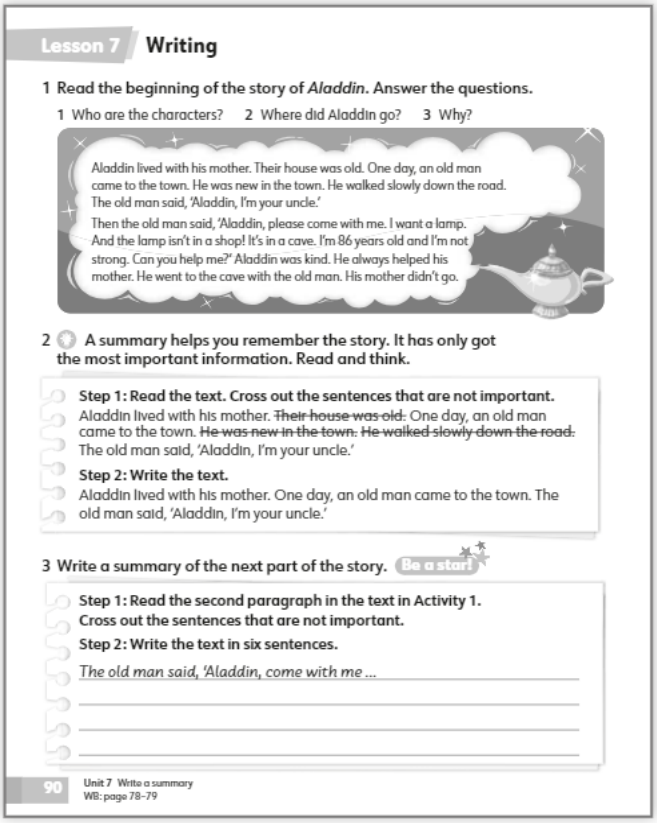
1 CE:YL Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

- This activity helps prepare the children for Part 5 of the Reading and Writing paper of the Cambridge English: A1 Movers test.
- The children read the story and find the information to complete the sentences.
- If done in class, read out the first sentence. Then, have a volunteer read out the example. Ask the children to point to the key words in the story that give the answer. Explain that they might have to change the form of some words.
- Have the children continue the activity, using key words to help them.

Answers: 1 some boys **2** angry **3** angry **4** rode the horse **5** carried the horse **6** didn't have

Lesson 7 Writing

Pupil's Book page 90



Lesson 7 Writing

1 Read the beginning of the story of *Aladdin*. Answer the questions.

1 Who are the characters? 2 Where did Aladdin go? 3 Why?

Aladdin lived with his mother. Their house was old. One day, an old man came to the town. He was new in the town. He walked slowly down the road. The old man said, 'Aladdin, I'm your uncle.'

Then the old man said, 'Aladdin, please come with me. I want a lamp. And the lamp isn't in a shop! It's in a cave. I'm 86 years old and I'm not strong. Can you help me?' Aladdin was kind. He always helped his mother. He went to the cave with the old man. His mother didn't go.

2 A summary helps you remember the story. It has only got the most important information. Read and think.

Step 1: Read the text. Cross out the sentences that are not important.
Aladdin lived with his mother. ~~Their house was old.~~ One day, an old man came to the town. ~~He was new in the town. He walked slowly down the road.~~ The old man said, 'Aladdin, I'm your uncle.'

Step 2: Write the text.
Aladdin lived with his mother. One day, an old man came to the town. The old man said, 'Aladdin, I'm your uncle.'

3 Write a summary of the next part of the story. Be a star!

Step 1: Read the second paragraph in the text in Activity 1. Cross out the sentences that are not important.

Step 2: Write the text in six sentences.

The old man said, 'Aladdin, come with me ...

90 Unit 7 Write a summary
WB: page 78–79

Learning objectives: Write a summary

Warm-up: Story building

- Have the children build a story with you. You tell the story and pause for the children to suggest words. Nominate a different child at each pause, e.g. *Yesterday I went to ... I went with my ...*, etc. Repeat with new ideas.

1 Read the beginning of the story of *Aladdin*. Answer the questions.

- Read out the questions. Tell the children to read the beginning of the story quietly.
- Ask the questions again and have the children raise their hands to answer.

Answer: 1 Aladdin, his mum, an old man / his uncle
2 to a cave **3** to look for a lamp

2 A summary helps you remember the story. It has only got the most important information. Read and think.

- Have the children think about each paragraph. Tell them to look for words that are important for the story.
- Have volunteers read out the whole paragraph and then the summary version.

3 Write a summary of the next part of the story.

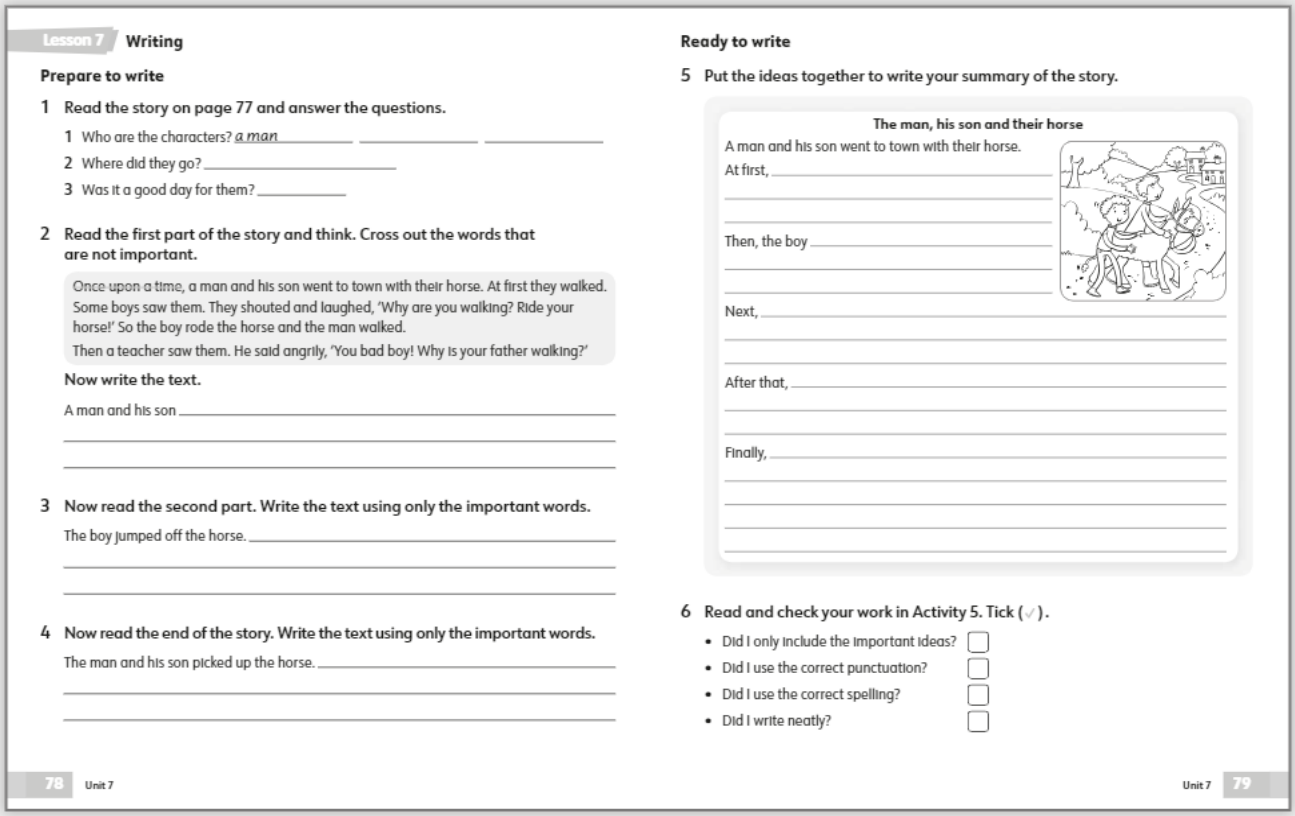
Be a star!

- For Step 1, tell the children to look at Activity 2 and see what information is not needed in a summary. Have the children find words in the second paragraph that are important for the story and elicit answers. Children cross out the other words.
- For Step 2, read out the instructions. The children rewrite the text leaving out the unimportant words. Remind them to check punctuation. Monitor their work.

Suggested answers: Step 1 ~~Then~~ the old man said, 'Aladdin, please come with me. I want a lamp. ~~And the lamp isn't in a shop!~~ It's in a cave. ~~I'm 86 years old and~~ I'm not strong. Can you help me?' Aladdin was kind. ~~He always helped his mother.~~ He went to the cave with the old man. ~~His mother didn't go.~~ **Step 2** The old man said, 'Aladdin, come with me. I want a lamp. It's in a cave. I'm not strong. Can you help me?' Aladdin was kind. He went to the cave with the old man.

Cooler: Memory game

- Have children close their Pupil's Books and tell you as many details about the beginning of *Aladdin* as they remember.



Lesson 7 Writing

Prepare to write

1 Read the story on page 77 and answer the questions.

1 Who are the characters? *a man* _____ _____ _____

2 Where did they go? _____

3 Was it a good day for them? _____

2 Read the first part of the story and think. Cross out the words that are not important.

Once upon a time, a man and his son went to town with their horse. At first they walked. Some boys saw them. They shouted and laughed, 'Why are you walking? Ride your horse!' So the boy rode the horse and the man walked.
Then a teacher saw them. He said angrily, 'You bad boy! Why is your father walking?'

Now write the text.

A man and his son _____

3 Now read the second part. Write the text using only the important words.

The boy jumped off the horse. _____

4 Now read the end of the story. Write the text using only the important words.

The man and his son picked up the horse. _____

78 Unit 7

Ready to write

5 Put the ideas together to write your summary of the story.

The man, his son and their horse

A man and his son went to town with their horse.

At first, _____

Then, the boy _____

Next, _____

After that, _____

Finally, _____

6 Read and check your work in Activity 5. Tick (✓).

- Did I only include the important ideas? ☐
- Did I use the correct punctuation? ☐
- Did I use the correct spelling? ☐
- Did I write neatly? ☐

Unit 7 79

Prepare to write

1 Read the story on page 77 and answer the questions.

- The children read the story again. They answer the questions.
- Have the children complete the activity individually. Ask volunteers to read out the answers.

Answers: 1 a man, his son / a boy, a / their horse
2 to town **3** No, it wasn't

2 Read the first part of the story and think. Cross out the words that are not important.

- The children cross out the words that are not important in the first part of the story.

Now write the text.

- The children write the summary of the text.
- Write the summary on the board, and have the children check their own work.

Suggested answer: ~~Once upon a time, a~~ A man and his son started to walk to town with their horse. Some boys ~~saw them. They~~ shouted, ~~and laughed, 'Why are you walking?~~ 'Ride your horse!' So the boy rode the horse and the man walked.
~~Then a~~ A teacher saw them. He said, ~~angrily: 'You bad boy!~~ 'Why is your father walking?'.

3 Now read the second part. Write the text using only the important words.

- The children read the second part, cross out the words they don't need and write the text.

Suggested answer: The boy jumped off the horse. The man rode it. A woman said, 'Why is the boy walking?' The boy and his father rode the horse together. A farmer saw them. He shouted, 'That's not good for the horse!'

4 Now read the end of the story. Write the text using only the important words.

- The children follow the same procedure as above.

Suggested answer: The man and his son picked up the horse. They carried it on their heads. The men, women and children laughed! There was noise. The horse was scared. It ran home. The man and his son ran home, too. It wasn't a good day!

Ready to write

5 Put the ideas together to write your summary of the story.

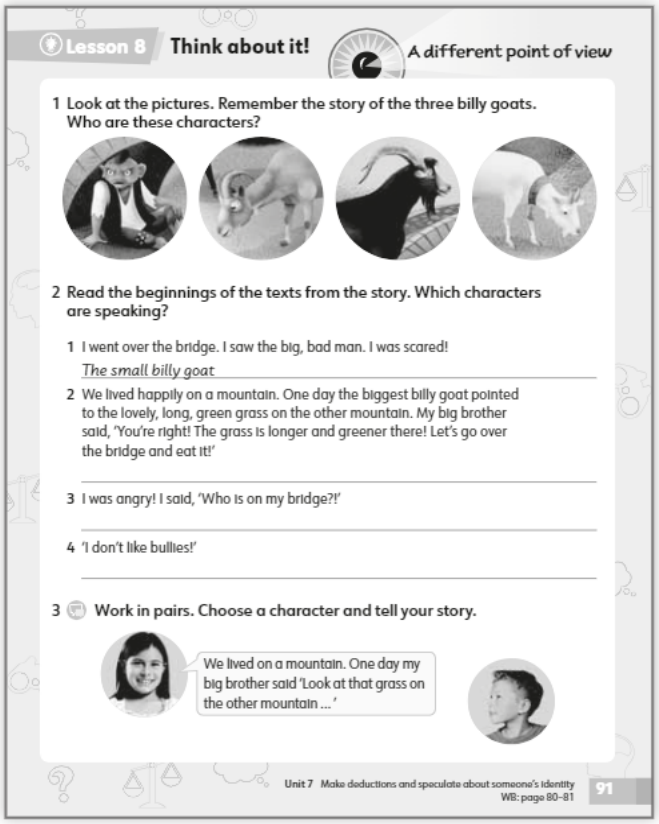
- The children write the summary of the story.
- Check the children's work.

6 Read and check your work in Activity 5. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 91


Lesson 8 Think about it! A different point of view

1 Look at the pictures. Remember the story of the three billy goats. Who are these characters?

2 Read the beginnings of the texts from the story. Which characters are speaking?

1 I went over the bridge. I saw the big, bad man. I was scared!
The small billy goat

2 We lived happily on a mountain. One day the biggest billy goat pointed to the lovely, long, green grass on the other mountain. My big brother said, 'You're right! The grass is longer and greener there! Let's go over the bridge and eat it!'

3 I was angry! I said, 'Who is on my bridge?!'

4 'I don't like bullies!'

3 Work in pairs. Choose a character and tell your story.

We lived on a mountain. One day my big brother said 'Look at that grass on the other mountain ... '

Unit 7 Make deductions and speculate about someone's identity
WB: page 80–81
91

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

Additional language: characters, point of view

Resources: Unit 7 test

Warm-up: First letters

- Write the first letters of the titles of the traditional stories in this unit on the board and add lines for the letters. Ask *What are these letters are for?* Elicit *for the stories*. Have volunteers complete the titles. ***A**laddin, **R**ed **R**iding **H**ood, **T**he **t**hree **b**illy **g**oats.*

1 Look at the pictures. Remember the story of the three billy goats. Who are these characters?

- Tell the children to look at the pictures and discuss in pairs who each character is from the story. When they have decided they raise their hands.
- Ask volunteers to say who each character is.

Answers: The big, bad man, the bigger billy goat, the biggest billy goat, the small billy goat.

2 Read the beginnings of the texts from the story. Which characters are speaking?

- Tell the children to read the texts from the story quietly and think about who is speaking in each version.
- Ask the children for answers and reasons why they chose a character.

Answers: 1 The small billy goat **2** The bigger billy goat **3** The big, bad man **4** The biggest billy goat

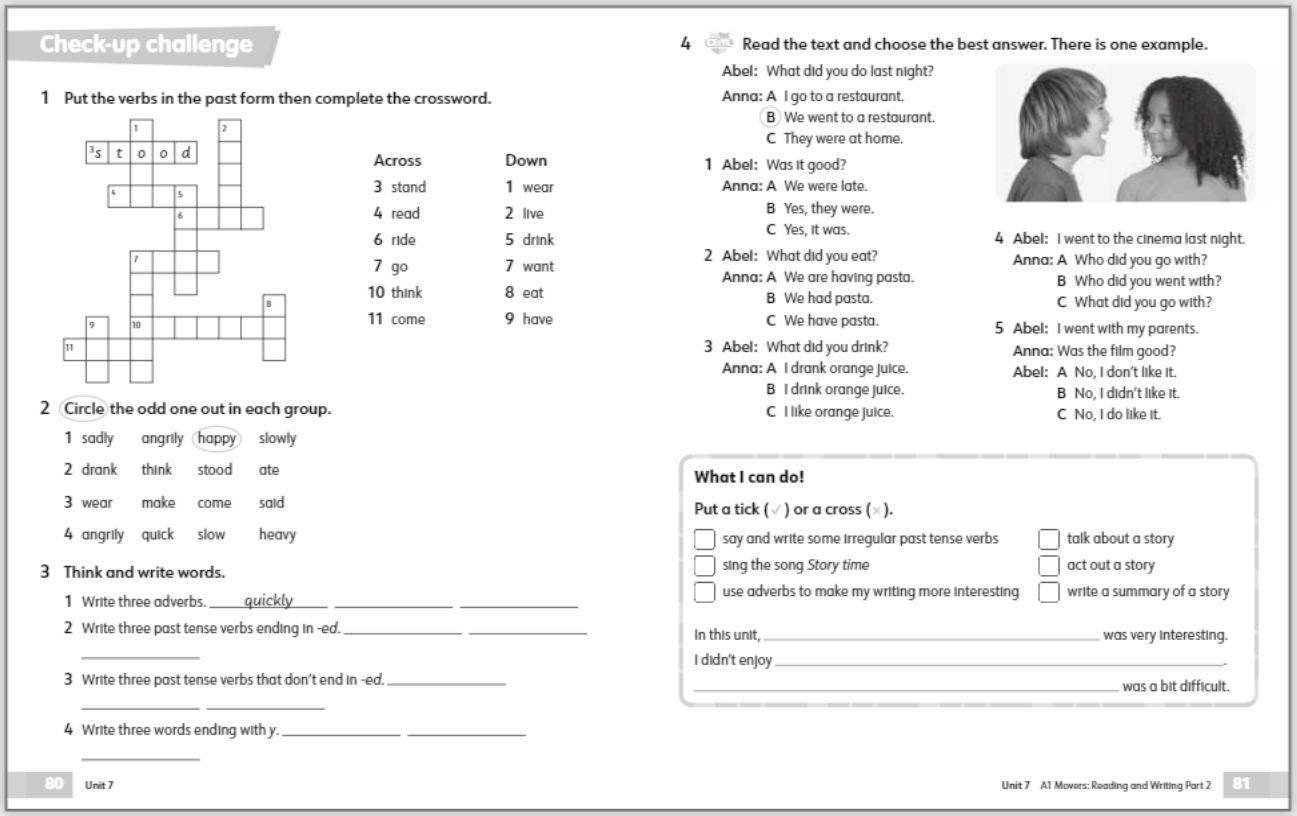
3 Work in pairs. Choose a character and tell your story.

- Divide the class into pairs. Tell the children to look at the story on pages 84–85.
- Tell the children to choose a character from the story and tell their story as that character to a friend. Then, their friend takes a turn.

Answers: Children's own answers.

Cooler: Memory game

- Tell the children to close their books. Tell them they have one minute to write down who the characters are in the story *The three billy goats*.
- After a minute, ask the children to name the characters. Ask them in which order the characters appeared and what they said.



Check-up challenge

1 Put the verbs in the past form then complete the crossword.

Across	Down
3 stand	1 wear
4 read	2 live
6 ride	5 drink
7 go	7 want
10 think	8 eat
11 come	9 have

2 Circle the odd one out in each group.

1 sadly angrily happy slowly
2 drank think stood ate
3 wear make come said
4 angrily quick slow heavy

3 Think and write words.

1 Write three adverbs. quickly _____ _____
2 Write three past tense verbs ending in *-ed*. _____ _____ _____
3 Write three past tense verbs that don't end in *-ed*. _____ _____ _____
4 Write three words ending with *y*. _____ _____ _____

80 Unit 7

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

Abel: What did you do last night?
Anna: A I go to a restaurant.
B We went to a restaurant.
C They were at home.

1 Abel: Was it good?
Anna: A We were late.
B Yes, they were.
C Yes, it was.

2 Abel: What did you eat?
Anna: A We are having pasta.
B We had pasta.
C We have pasta.

3 Abel: What did you drink?
Anna: A I drank orange juice.
B I drink orange juice.
C I like orange juice.

4 Abel: I went to the cinema last night.
Anna: A Who did you go with?
B Who did you went with?
C What did you go with?

5 Abel: I went with my parents.
Anna: Was the film good?
Abel: A No, I don't like it.
B No, I didn't like it.
C No, I do like it.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ say and write some irregular past tense verbs
- ☐ sing the song *Story time*
- ☐ use adverbs to make my writing more interesting
- ☐ talk about a story
- ☐ act out a story
- ☐ write a summary of a story

In this unit, _____ was very interesting.
I didn't enjoy _____.
_____ was a bit difficult.

Unit 7 A1 Movers: Reading and Writing Part 2 81

1 Put the verbs in the past form then complete the crossword.

Answers: 3 stood **4** read **6** rode **7** went **10** thought **11** came **1** wore **2** lived **5** drank **7** wanted **8** ate **9** had

2 Circle the odd one out in each group.

Answers: 1 happy **2** think **3** said **4** angrily

3 Think and write words.

Answers: Children's own answers

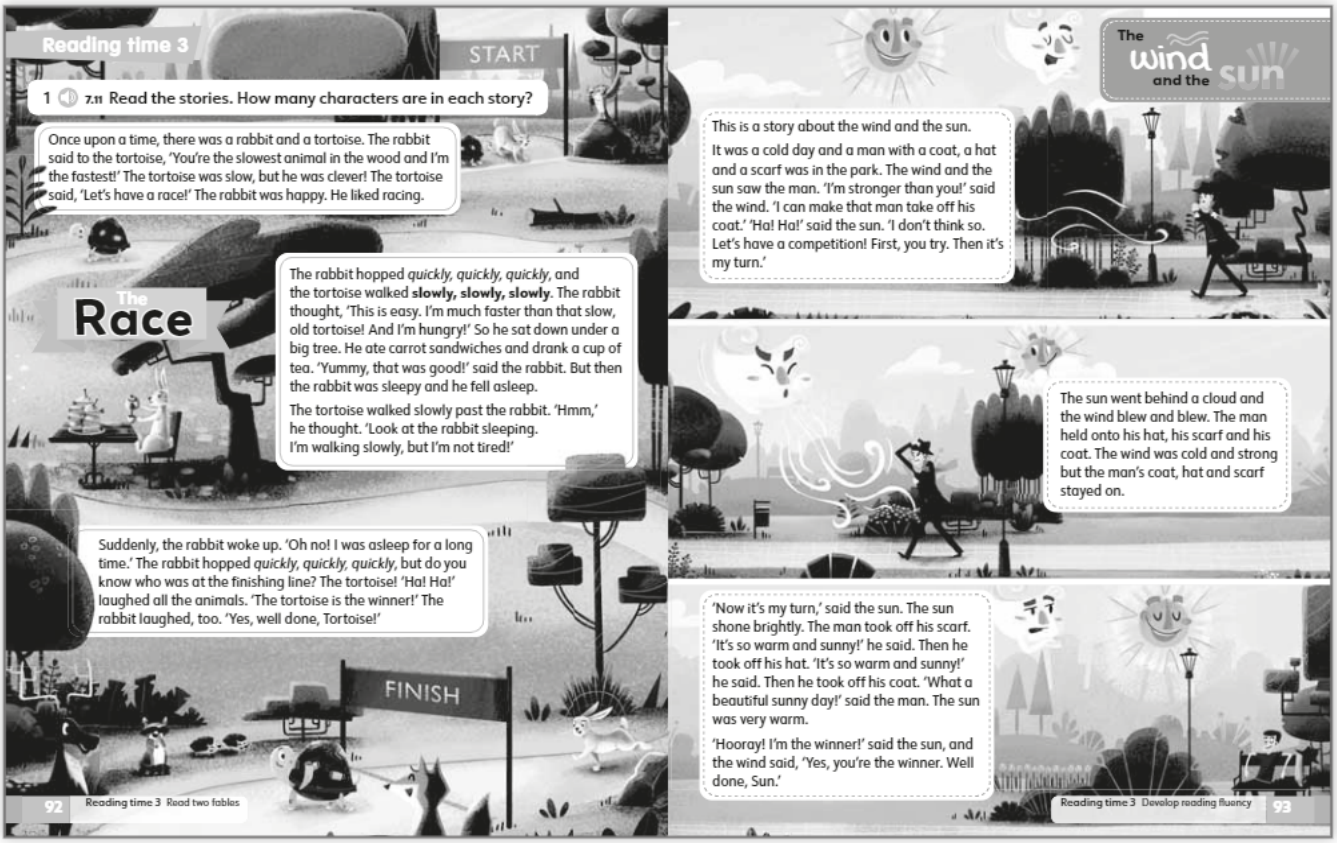
4 CE:YL Read the text and choose the best answer. There is one example.

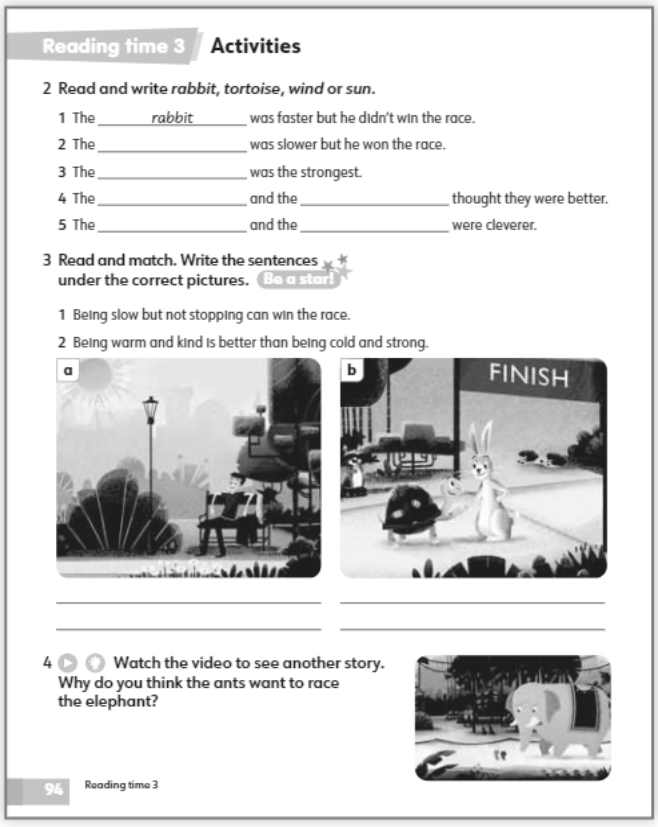
This activity helps prepare the children for Part 2 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the questions and choose the best answer.
- If done in class, ask a volunteer to read out the example. Ask *Why is A wrong?* Elicit *It's in the present tense.* Ask *Why is C wrong?* Elicit *Because it talks about 'them', not 'me'.*
- The children complete the activity individually. Have volunteers read out the questions and answers. Ask why the other answers are wrong.

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

Pupil's Book pages 92–94





Learning objectives: Read two fables; Develop reading fluency

Resources: Reading time 3, Reading time 3 video; Video activity worksheet

Materials: (optional) Flashcards from a few different units

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine it's evening and you are at a restaurant. Who are you with? What are you drinking? What are you eating?*
- Have the children open their eyes and tell a friend about who they saw, what they ate and what they drank in their imagination.

1 7.11 Read the stories. How many characters are in each story?

Pre-reading

- Have the children look at the pictures. Ask them to raise their hands and say what they can see. Ask them *Do you know these stories? What do you think happens?* and elicit answers.

While reading

- Give the children quiet time to read the story. Ask them to see if their predictions about the story were correct.
- Ask them *How many characters are in each story?* and have them raise their hands to answer.

Answers: The race: 2 **The wind and the sun:** 3

Post-reading

- Ask the children if they liked the story. Have them raise their hands to show their reaction as you call out possible opinions:
  It's a terrible story! / It's not very good. / It's OK. / It's a good story. / It's great!
- Play the audio and have the children mime key actions in the story and make sound effects along with the audio as they read and listen.

Teaching star!

Game

- Use flashcards from lots of units to do some fun revision.
- Play a game: *Point to one, two, three!*
- Stick some flashcards from Units 1–7 around the walls of the classroom. Call out the words one by one and have the children point to the correct flashcard. Now call out a series of two items and have the children point to two flashcards at the same time. Finally, call out three items. If the children look puzzled, explain they'll have to use a foot to point to the third one! The children can continue this game in pairs.

Cooler: Disappearing words

- With Pupil's Books face down on the table, have the children tell you the key words they remember from the story. Write them on the board.
- See the Games bank (pages 14–17) for how to play the game.

Reading time 3 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of *The wind and the sun* (one of the stories from the last lesson) e.g. the wind blowing. Ask the children to identify what part of the story it is.
- Have the children look back at the story and pick a part to mime.

2 Read and write *rabbit, tortoise, wind* or *sun*.

- Have a volunteer read out the example.
- The children complete the activity individually. They can refer back to the stories.
- Ask volunteers to say their answers and write them on the board.

Answers: 1 rabbit **2** tortoise **3** sun **4** rabbit, wind **5** tortoise, sun

3 Read and match. Write the sentences under the correct pictures.

Be a star!

- Have the children look at the pictures and raise their hands to say what they can see.
- Read out the sentences. The children decide alone which sentence matches which picture and then compare ideas with a friend.
- Have the children suggest the answers. Ask for class agreement and then tell the children to write the sentences neatly under the pictures.

Answers: a 2 **b** 1

4 Watch the video to see another story. Why do you think the ants want to race the elephant?

Before the video

- Tell the children they are going to watch a video about another story.
- Write *elephant, ants, stamp, run, clever* on the board. Draw pictures under elephant, ant and clever (a face with a light bulb above it). Then mime *stamp* and *run* and have the children copy. Ask the children to predict how the words will be used in the story with these questions. Tell them that they will then watch the video to find out the answers.
  Where does the elephant live?
  Where are the ants?
  What does the elephant want to stamp on?
  Does the elephant run quickly?
  Is the elephant clever?

During the video

- Tell the children they are now going to watch the video. Tell them to watch carefully and listen for the words on the board. When they hear one of the words they should raise their hands quietly.
- Play the video without pausing it.
- Tell the children they will watch the video again and that this time when they hear one of the words they should raise their hands and call out *Stop!* Play the video and pause when the children call out *Stop!* At the appropriate times in the video, ask the questions you asked in the *Before the video* section again. Elicit these answers: *in the forest, next to their home, the ants' home, yes, no.*
- Tell the children to watch one more time and think about why they think the ants want to race the elephant. Play the video one more time without pausing.

After the video

- Ask the children these comprehension questions:
  Which animal is the biggest in the forest? (the elephant)
  Were the elephants patient and kind? (no)
  Are the ants fast? (yes)
  Do the ants leave their home? (no)
  Why isn't the elephant clever? (Because he doesn't know that there are ants all over the forest.)
- The children talk in pairs about why they think the ants want to race the elephant.
- Ask the class for feedback. Ask some children for their ideas. Ask questions to encourage discussion *Do you agree? What do you think then? Why?*
- Finally play the video again for the children to enjoy.

Videoscript

Narrator: *Elephants are the biggest animals in the Indian forest. A long time ago they walked and ran everywhere. But they weren't very patient and they weren't very kind! One day an elephant saw some ants. The ants were next to their home.*

Elephant: *Your home is in my way. I can stamp on it with one big foot!*

Ants: *Please don't stamp on our home.*

Elephant: *I'm the biggest animal in the forest! I can walk and stamp where I want!*

Ants: *We're smaller than you, but we're faster than you, too!*

Narrator: *The elephant laughed and laughed.*

Elephant: *Let's have a race.*

Narrator: *The elephant ran slowly. He looked down... and saw the ants in front of him.*

Elephant: *Hmm, there are those ants. They can run quickly!*

Narrator: *And then he ran quickly. He looked down and STILL saw the ants.*

Elephant: *Hmm, there are those ants again. They can run quickly!*

Narrator: *The elephant ran... and ran... and ran. Each time he looked down the ants were still in front of him. He ran right out of the forest. All this time the ants were at home.*

Ants: *Ha, ha, ha!*

Ant 1: *That elephant is not very clever! Doesn't he know there are ants all over the forest?*

Ant 2: *Ha, ha, ha, every time he looks down he sees ants and he thinks they are us!*

Answer: Because the elephant threatened to stamp on their home.

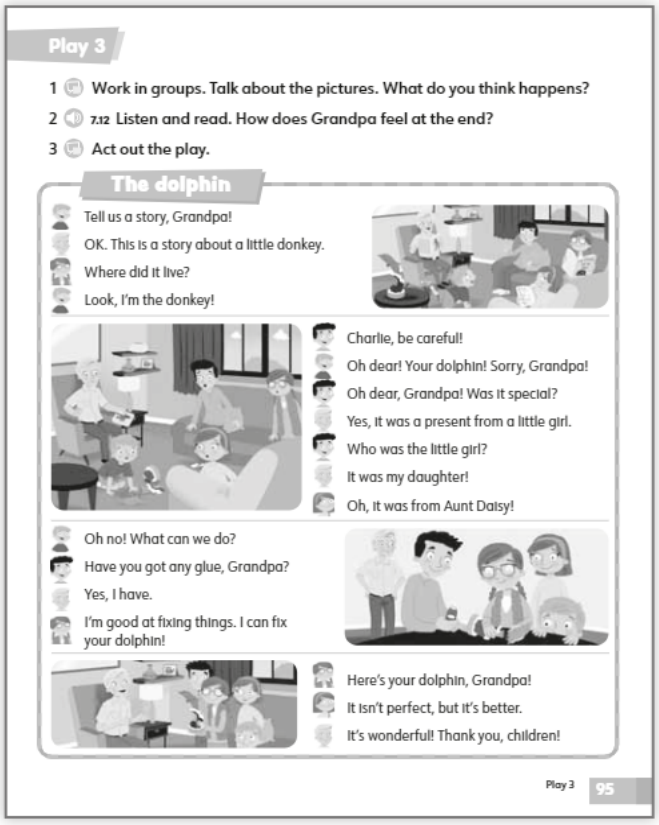
Cooler: Physical spelling



- Write one of the words from today's lesson on the board, e.g. *forest.*
- See the Games Bank on pages 14–17 for how to play the game.
- Play the game with other words, e.g. *elephant, tortoise, home, ants, quickly.*

Play 3

Pupil's Book page 95



Play 3

1 Work in groups. Talk about the pictures. What do you think happens?
2 7.12 Listen and read. How does Grandpa feel at the end?
3 Act out the play.

The dolphin

Tell us a story, Grandpa!
OK. This is a story about a little donkey.
Where did it live?
Look, I'm the donkey!

Charlie, be careful!
Oh dear! Your dolphin! Sorry, Grandpa!
Oh dear, Grandpa! Was it special?
Yes, it was a present from a little girl.
Who was the little girl?
It was my daughter!
Oh, it was from Aunt Daisy!

Oh no! What can we do?
Have you got any glue, Grandpa?
Yes, I have.
I'm good at fixing things. I can fix your dolphin!

Here's your dolphin, Grandpa!
It isn't perfect, but it's better.
It's wonderful! Thank you, children!

Play 3 95

Materials: props for the play, e.g. a picture of a dolphin, some glue, a table and some classroom chairs together for a sofa

Warm-up: Anagrams

- Write these anagrams of words from the play on the board. Give the children a few minutes to work them out in pairs. Have volunteers spell the words correctly on the board.
  pangard = Grandpa , keynod = donkey, lophind = dolphin, traudheg = daughter

1 Work in groups. Talk about the pictures. What do you think happens?

- Have the children look at the pictures on page 95.
- Ask them if they can name all of the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

Answers: Children's own answers.

2 7.12 Listen and read. How does Grandpa feel at the end?

- Play the audio. Have the children listen and follow in their books.
- Ask them how Grandpa feels at the end.
- Give the children time to read the story again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answers: He feels happy, because the children fixed the dolphin.

3 Act out the play.

- Ask the children what objects (called *props*) they will need to help them act out the play (see *Materials*).
- Ask how many characters the play needs (*five – Charlie, Flo, Ella, Luke, Grandpa*).
- Divide the class into groups of five – if there are extra children, they can help a group with their scene changes.
- Give the children several minutes to decide what their roles are (if they can't decide, you can decide for them), and to practise their lines and using the props.
- When they are ready, each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Teaching star!

Reading

- Provide extra practice in the important reading skill of scanning.
- Have the children scan the play for *names, animals,* and *family words*. See who can finish first – can the whole class find them in under 30 seconds?

Answers: names: Charlie, Daisy;
animals: donkey, dolphin;
family words: Grandpa, daughter, Aunt

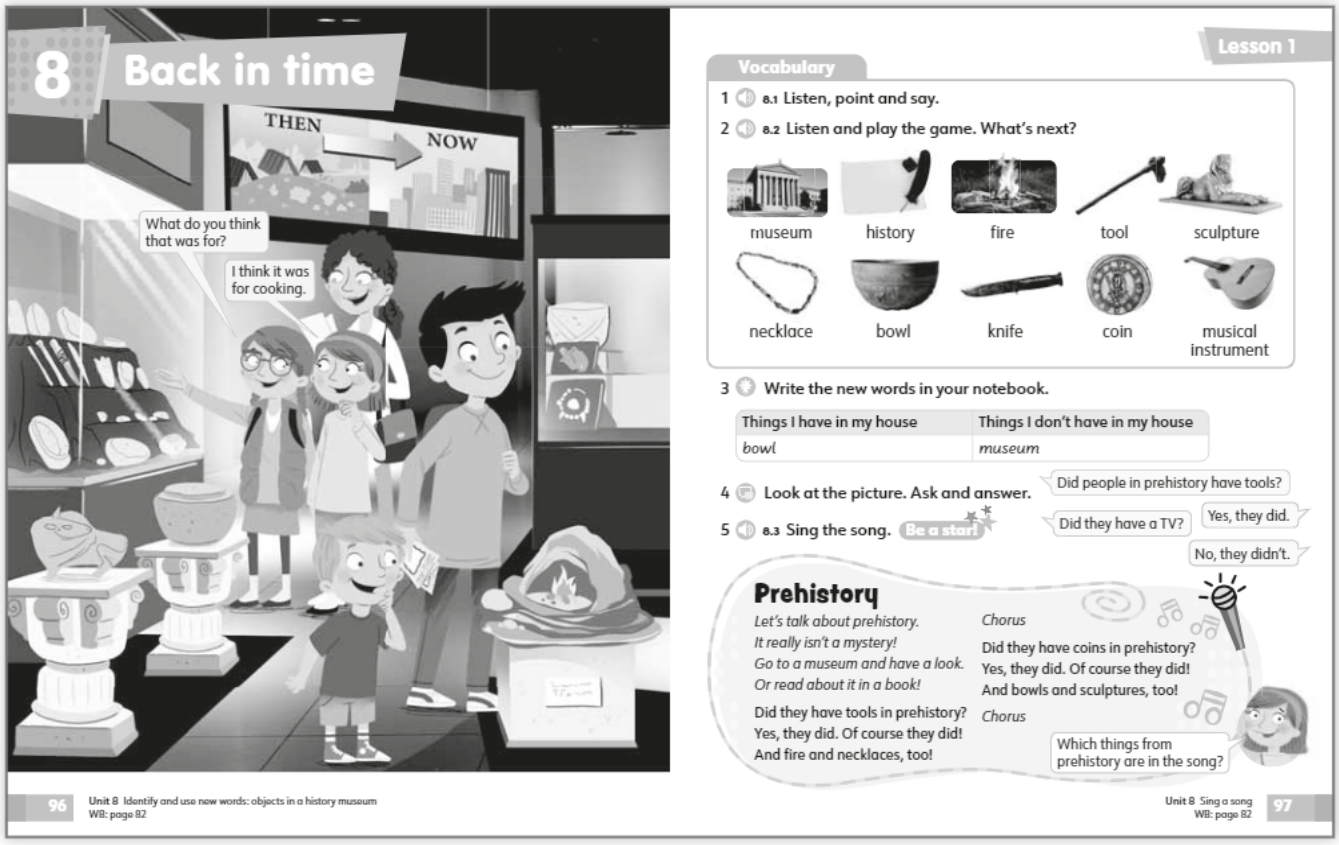
Cooler: Well done!

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

8 Back in time

Lesson 1 Vocabulary

Pupil's Book pages 96–97



Learning objectives: Identify and use new words: objects in a history museum; Sing a song

Vocabulary: bowl, coin, fire, history, knife, museum, musical instrument, necklace, sculpture, tool

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Past simple revision

- Write these two headings on the board in large circles: *Regular, Irregular.*
- Call out different verbs from Units 5, 6 and 7. Have volunteers raise their hands to come to the board and write each verb in the correct circle. Have them write the verb and past simple form.

1 8.1 Listen, point and say.

- The children look at page 96. Ask *Are there objects from today or the past? (the past) Do the children like history? (yes) Do you agree with Ella that this object was for cooking? (Children's own answers.)*
- The children look at page 97. They listen and point.
- Play the audio again. The children repeat each item.

2 8.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *museum, history*
Child: *fire*
Teacher: *fire, tool*
Child: *sculpture*
Teacher: *Now you. 1 sculpture, necklace 2 bowl, knife 3 knife, coin 4 musical instrument, museum 5 history, fire*

Answers: 1 bowl **2** coin **3** musical instrument **4** history **5** tool

Teaching star!

Extension

- Use the flashcards to support the audio. You can download the flashcards, print them and stick them on the board or show them on the screen. Ask two volunteers to stand in front of the flashcards. Play the audio from Activity 1 and have the volunteers take turns to point to the correct picture and say the word.

3 Write the new words in your notebook.

- Have the children copy and fill in the table into their notebooks. Ask the class for feedback and discuss what the children have in their houses.

Answers: Children's own answers.

4 Look at the picture. Ask and answer.

- Write *prehistory* on the board. Explain *Prehistory is the time before people wrote things down.*
- Read out the example questions and answers, and ask the class to point to the tools in the picture on page 96. The children work in pairs and take turns asking and answering questions about the picture.

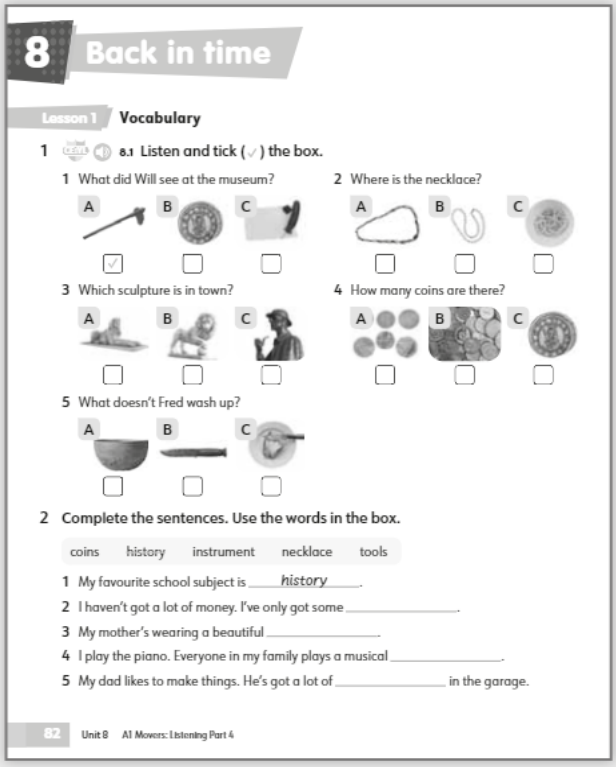
5 8.3 Sing the song.

Be a star!

- Ask children to cover the words of the song. Tell them to listen for things from prehistory in the song.
- Play the audio. Then ask for answers.
- Now the children look at the song lyrics. Play the audio again and stop after each line for the children to repeat (singing). Then play the full song.

Answers: tools, fire, necklaces, coins, bowls, sculptures

Workbook page 82



8 Back in time

Lesson 1 Vocabulary

1 CE:YL 8.1 Listen and tick (✓) the box.

1 What did Will see at the museum? A B C

2 Where is the necklace? A B C

3 Which sculpture is in town? A B C

4 How many coins are there? A B C

5 What doesn't Fred wash up? A B C

2 Complete the sentences. Use the words in the box.

coins history instrument necklace tools

1 My favourite school subject is history.
2 I haven't got a lot of money. I've only got some _____.
3 My mother's wearing a beautiful _____.
4 I play the piano. Everyone in my family plays a musical _____.
5 My dad likes to make things. He's got a lot of _____ in the garage.

82 Unit 8 A1 Movers: Listening Part 4

1 CE:YL 8.1 Listen and tick (✓) the box.

This activity helps the children prepare for Part 4 of the Listening in the Cambridge English: A1 Movers test.

- Children listen and tick the correct answers.
- Ask for feedback. Write answers on the board.

Audioscript

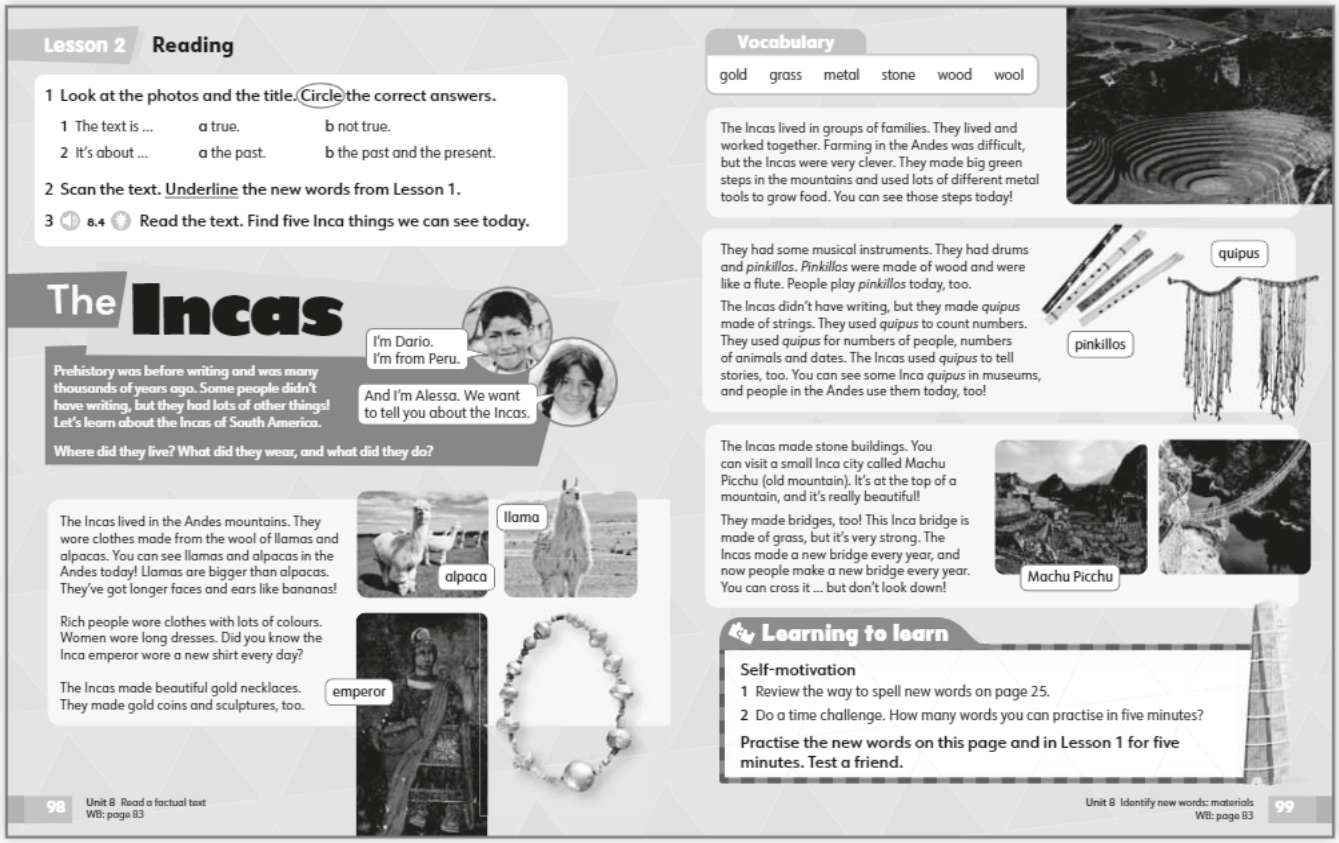
Speaker: *Look at the pictures. Listen and look. There is one example.*
1 Speaker: *What did Will see at the museum?*
Girl: *Where did you go yesterday, Will?*
Boy: *I went to the museum.*
Girl: *I love history and I love museums. Did you see any old coins?*
Boy: *No, I didn't. But I saw lots of tools.*
Speaker: *Can you see the tick? Now you listen and tick the box.*
2 Speaker: *Where is the necklace?*
Girl: *Where's my necklace, Mum?*
Woman: *Hmm. Is it on the table? I saw it next to the bowl.*
Girl: *Oh yes – it's here – it's in the bowl.*
3 Speaker: *Which sculpture is in town?*
Girl: *I love that sculpture in town.*
Woman: *Which sculpture? The man with the big hat?*
Girl: *No, not that sculpture. The beautiful lion.*
Woman: *Oh yes! Is it sitting down?*
Girl: *No, it's standing up.*
4 Speaker: *How many coins are there?*
Boy: *Let's look in this room. There aren't many people in here.*
Girl: *Good idea. Look at these old coins!*
Boy: *Wow! There are lots of them. I've only got one coin!*
5 Speaker: *What doesn't Fred wash up?*
Man: *Can you wash up please, Fred?*
Boy: *OK, Dad. Can you give me your bowl?*
Man: *Sure. Don't wash up my plate and knife – I'm using them.*
Boy: *OK.*

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

2 Complete the sentences. Use words in the box.

Answers: 1 history **2** coins **3** necklace **4** instrument **5** tools

Pupil's Book pages 98–99



Learning objectives: Learning objectives: Read a factual text; Identify new words: materials

Vocabulary: gold, grass, metal, stone, wood, wool

Review vocabulary: objects in a history museum

Resources: Flashcards

Warm-up: What's this?

- Draw a picture for one of the words from Lesson 1 on the board (e.g. *tool*). Ask the children *What's this?* and elicit answers.
- Have volunteers draw pictures of the other words and ask the class *What's this?*

Vocabulary

- Teach *gold*, *grass*, *metal*, *stone*, *wood*, *wool*. Write the words in a row on the board and say *These words are all things in prehistory.*
- Draw a simple picture under each word. Say each word and add details to aid understanding:
  This necklace is made from gold, a valuable yellow metal.
  The garden is covered in green grass.
  This fork is metal. It isn't plastic.
  A sculpture is often made of stone, the hard substance that rocks are made of.
  The table is wood. Trees give us wood.
  This jumper is wool.
- Read out the words again and have the children repeat.

1 Look at the photos and the title. Circle the correct answers.

- Refer the children to the texts on pages 98–99. Tell them to look at the photos and the title. Read out the instructions and questions.
- Have the children answer the questions in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 a – true **2** b – the past and the present.

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

- Remind the children what *scan* is and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: (pre)history, necklaces, coins, sculptures, tools, musical instruments, museum

Teaching star!

Reading

- As an alternative or addition to drawing on the board to teach new vocabulary, use the flashcards. Play the *What's this?* flashcard game with the flashcards for this lesson. See the Games bank (pages 14–17) for how to play this game.

3 8.4 Read the text. Find five Inca things we can see today.

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the texts quietly.
- Ask the children *Would you like to visit the small Inca city called Machu Picchu? Discuss as a class. Follow-up with Would you want to walk across an Inca bridge?* Choose a few children to respond.

Answers: llamas and alpacas, big green steps, Pinkillos, quipus, stone buildings (Inca city), grass bridges

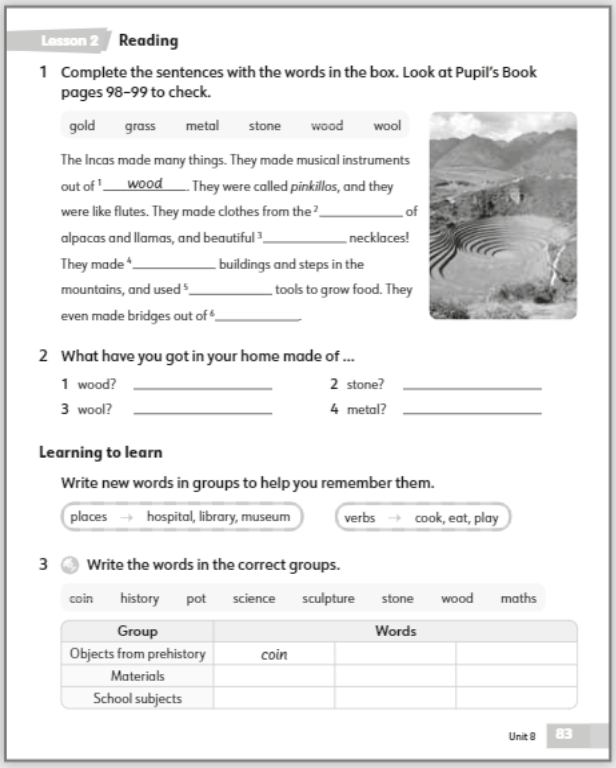
Learning to learn

- Read out the Learning to learn box to the children. Tell the children to look back at page 25 and review the way to spell new words.
- Have the children practise spelling the new words for five minutes.
- Then they work in pairs and test each other on the new words. Ask for class feedback and see how the children managed and which words they found more challenging.

Cooler: *True* or *False*

- Have the children place their Pupil's Books face down. Read out some sentences from the text. Change some information so it is false and read other sentences as they are so they are true.
- The children call out *True* or *False*. For false sentences, ask them to give the true information.

Workbook page 83



Lesson 2 Reading

1 Complete the sentences with the words in the box. Look at Pupil's Book pages 98–99 to check.

gold grass metal stone wood wool

The Incas made many things. They made musical instruments out of [1] wood. They were called *pinkillos*, and they were like flutes. They made clothes from the [2] _____ of alpacas and llamas, and beautiful [3] _____ necklaces! They made [4] _____ buildings and steps in the mountains, and used [5] _____ tools to grow food. They even made bridges out of [6] _____.

2 What have you got in your home made of ...

1 wood? _____ 2 stone? _____
3 wool? _____ 4 metal? _____

Learning to learn

Write new words in groups to help you remember them.

places → hospital, library, museum verbs → cook, eat, play

3 Write the words in the correct groups.

coin history pot science sculpture stone wood maths

Group	Words		
Objects from prehistory	coin		
Materials			
School subjects			

Unit 8 83

1 Complete the sentences with words in the box. Look at Pupil's Book pages 98–99 to check.

Answers: 1 wood **2** wool **3** gold **4** stone **5** metal **6** grass

2 What have you got in your home made of ...

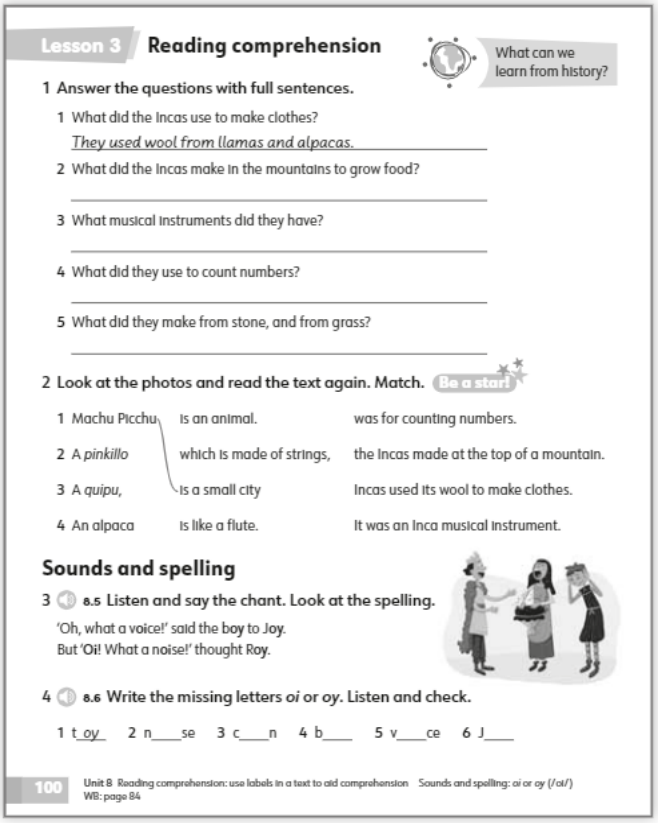
Answers: Children's own answers.

3 Write these words in the correct groups.

Answers: Objects from prehistory: coin, pot, sculpture
Materials: stone, wood
School subjects: history, maths, science

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 100



Lesson 3 Reading comprehension

What can we learn from history?

1 Answer the questions with full sentences.

1 What did the Incas use to make clothes?
They used wool from llamas and alpacas.

2 What did the Incas make in the mountains to grow food?

3 What musical instruments did they have?

4 What did they use to count numbers?

5 What did they make from stone, and from grass?

2 Look at the photos and read the text again. Match. Be a star!

1 Machu Picchu	is an animal.	was for counting numbers.
2 A *pinkillo*	which is made of strings,	the Incas made at the top of a mountain.
3 A *quipu*,	is a small city	Incas used its wool to make clothes.
4 An alpaca	is like a flute.	It was an Inca musical instrument.

Sounds and spelling

3 8.5 Listen and say the chant. Look at the spelling.

'Oh, what a voice!' said the boy to Joy.
But 'Oi! What a noise!' thought Roy.

4 8.6 Write the missing letters *oi* or *oy*. Listen and check.

1 t_oy_ 2 n___se 3 c___n 4 b___ 5 v___ce 6 J___

100 Unit 8 Reading comprehension: use labels in a text to aid comprehension Sounds and spelling: *oi* or *oy* (/oi/)
WB: page 84

Learning objectives: Reading comprehension: use labels in a text to aid comprehension; Sounds and spelling: *oi* or *oy* (/oi/)

Vocabulary: boy, coin, noise, toy, voice

Review vocabulary: objects in a history museum

Resources: Sounds and spelling worksheet

Materials: (optional) green and yellow coloured pens or pencils

Warm-up: Song

- Have the children sing the song from Lesson 1 (track 8.3).
- Ask the children to raise their hands and say words from prehistory that are in the song.

1 Answer the questions with full sentences.

- Before the children open their books, ask them to recall details about the Incas.
- Read out the first question and have a volunteer read out the answer. Point out that the answers for 2–5 need the correct form of the past simple.
- Have the children finish the activity individually. Write the answers on the board.

Answers: 1 They used wool from llamas and alpacas. **2** They made big green steps in the mountains and used lots of different metal tools to grow food. **3** They had drums and pinkillos. **4** They used quipus to count numbers. **5** They made buildings from stone and bridges from grass.

Teaching star!

Group work

- You can have the children write their own questions for reading texts in order to practise different tense forms.
- Divide the children into groups of four. Assign a paragraph from the reading text on pages 98–99 to each group. The groups write one question in the past simple for their paragraph. Have a volunteer from each group write their question on the board. The other groups answer each other's questions. During feedback, make sure the grammar forms are correct as well as the answers.

2 Look at the photos and read the text again. Match. Be a star!

- Ask the children to look at the photos and text again.
- The children match a line from each column to form a complete sentence.
- The children do this individually and then compare answers with a friend.

Answers: 1 Machu Picchu is a small city the Incas made at the top of a mountain. **2** A *pinkillo* is like a flute. It was an Inca musical instrument. **3** A *quipo*, which is made of strings, was for counting numbers. **4** An alpaca is an animal. Incas used its wool to make clothes.

3 8.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a king and a boy listening to a girl making a terrible noise on a drum and singing badly*).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/oi/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
'Oh, what a voice!' said the boy ... But 'Oi! What a noise!' thought Roy.

Children: *to Joy*

Teacher: *'Oh, what a voice!' said the boy to Joy. But 'Oi!' ... thought Roy.*

Children: *What a noise!*

Teacher: *'Oh, what a voice!' said the boy to Joy. But 'Oi! What a noise!' ...*

Children: *thought Roy*

Teacher: *'Oh!' ... said the boy to Joy. But 'Oi! What a noise!' thought Roy.*

Children: *What a voice!*

4 8.6 Write the missing letters *oi* or *oy*. Listen and check.

- Elicit all the words from the children by inserting the sound */ɔɪ/*.
- The children now complete the words with *oi* or *oy*.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 toy **2** noise **3** coin **4** boy **5** voice **6** Joy

ESDC

What can we learn from history?

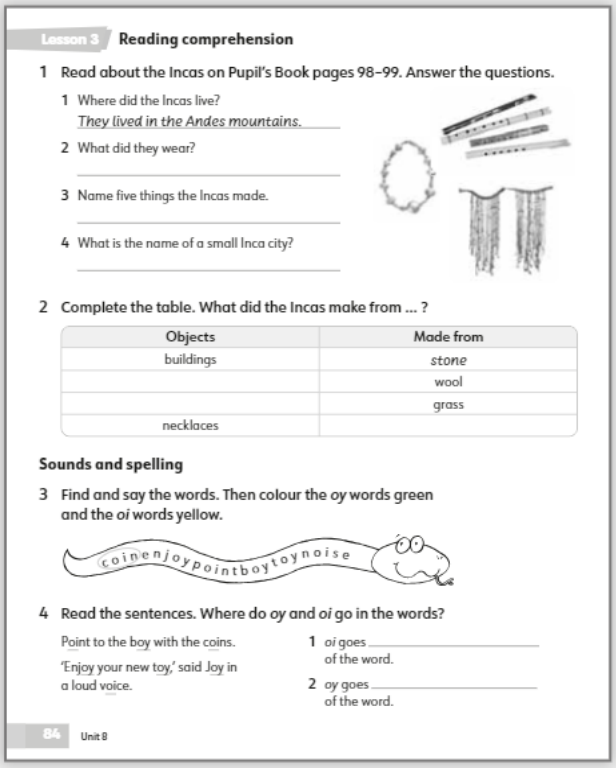
- Read out the question and ask if anyone can translate it into L1. This question helps the children identify some of the connections between our own community and the outside world.
- Ask the children where they can learn about history in their country, e.g. in books, online, in museums, by visiting ancient sites, by talking to older people.
- Discuss what they can learn about themselves and others from history.

Possible answers: how people like us lived, what they ate and wore and liked to do, the languages they spoke, how they solved problems and whether we can solve problems the same way

Cooler: Sentence endings

- Have the children place their Pupil's Books face down. Read out information from the reading text and have the children raise their hands to finish the sentence with a word, e.g. *The Inca bridges are made of ... (grass).*

Workbook page 84



Lesson 3 **Reading comprehension**

1 Read about the Incas on Pupil's Book pages 98–99. Answer the questions.

1 Where did the Incas live?
They lived in the Andes mountains.
2 What did they wear?
3 Name five things the Incas made.
4 What is the name of a small Inca city?

2 Complete the table. What did the Incas make from ... ?

Objects	Made from
buildings	*stone*
	wool
	grass
necklaces	

Sounds and spelling

3 Find and say the words. Then colour the *oy* words green and the *oi* words yellow.

coinenjoypointboytoynoise

4 Read the sentences. Where do *oy* and *oi* go in the words?

Point to the boy with the coins.
'Enjoy your new toy,' said Joy in a loud voice.

1 *oi* goes _____ of the word.
2 *oy* goes _____ of the word.

84 Unit 8

1 Read about the Incas on Pupil's Book pages 98–99. Answer the questions.

Answers: 1 They lived in the Andes mountains. **2** They wore clothes made from the wool of llamas and alpacas. **3** clothes, gold necklaces, gold coins, sculptures, quipus **4** Machu Picchu

2 Complete the table. What did the Incas make from ...?

Answers:

Objects	Made from
buildings	stone
clothes	wool
bridges	grass
necklaces	gold

3 Find and say the words. Then colour the *oy* words green and the *oi* words yellow.

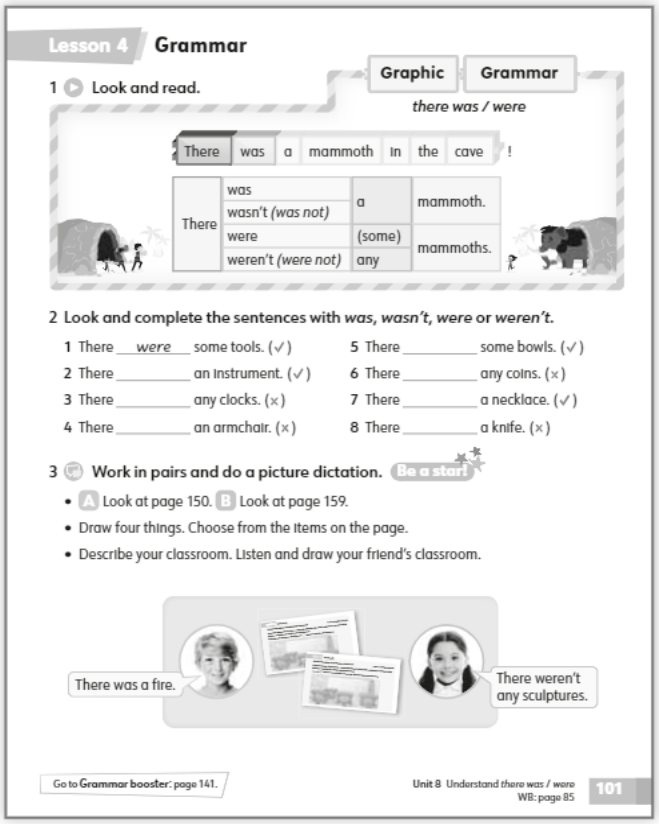
Answers: Green (*oy*): enjoy, boy, toy
Yellow (*oi*): coin, point, noise

4 Read the sentences. Where do *oy* and *oi* go in the words?

Answers: 1 in the middle **2** at the end

Lesson 4 Grammar

Pupil's Book page 101


Lesson 4 Grammar

1 Look and read.

Graphic | Grammar

there was / were

There | was | a | mammoth | in | the | cave !

There	was	a	mammoth.
	wasn't (was not)		
	were	(some)	mammoths.
	weren't (were not)	any	

2 Look and complete the sentences with was, wasn't, were or weren't.

1 There __were__ some tools. (✓)
2 There _____ an instrument. (✓)
3 There _____ any clocks. (×)
4 There _____ an armchair. (×)
5 There _____ some bowls. (✓)
6 There _____ any coins. (×)
7 There _____ a necklace. (✓)
8 There _____ a knife. (×)

3 Work in pairs and do a picture dictation. Be a star!

- A Look at page 150. B Look at page 159.
- Draw four things. Choose from the items on the page.
- Describe your classroom. Listen and draw your friend's classroom.

There was a fire.

There weren't any sculptures.

Go to Grammar booster: page 141.

Unit 8 Understand there was / were WB: page 85 101

Learning objectives: Understand *There was / were*

Grammar: *there was / were*

Review vocabulary: objects in a history museum

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Words with *oy* or *oi*

- Write *oy* on the left side of the board and *oi* on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the */ɔi/* sound.

1 Look and read.

- If you don't have access to the class video, write these two sentences on the board: *There was _____ musical instrument made of wood. There were _____ buildings.* Ask the children to fill in the missing words (*a, stone*). Then read out the sentences and ask *Are these sentences about now or the past?* and elicit *the past*.
- Have the children look at the picture in Activity 1 and ask what they can see.
- Read out the sentence. Ask the children *Which word is a form of the verb 'to be'?* Elicit *was*. *What word do we add before 'was'?* Elicit *There*.
- Ask the children which colour block the word *There* is in (*purple*) and which colour block the word *was* is in (*blue*). Ask the children to look at the board and say which form of the verb *to be* is for two or more things and elicit were.
- Read out the sentence again and have the children repeat.

- If you have access to the class video, present *there was* and *there were* as above. Then tell the children to watch the video and think about what word we add before *was* to talk about things that existed in the past.
- Play the video. Ask the children for feedback and elicit *There*.
- Play the video again, and have the children repeat the sentence.
- Ask the children which colour block the word *There* is in (*purple*) and which colour block the word *was* is in (*blue*). Ask the children to look at the board and say which form of *to be* is for two or more things and elicit were.

2 Look and complete the sentences with *was, wasn't, were* or *weren't*.

- Read out the sentences on the board again. Then change the information to *There wasn't a musical instrument and There weren't stone buildings.* Underline *wasn't* and *weren't* and ask the children *What did I add? Why?* Elicit *n't* and *because it is negative / for things that are not true.*
- The children look at the picture and complete the sentences. Then ask volunteers to read out their sentences.

Answers: 1 were **2** was **3** weren't **4** wasn't **5** were **6** weren't **7** was **8** wasn't

3 Work in pairs and do a picture dictation.

Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Read out the instructions. Ask a volunteer pair to read out the example dialogue so the children have an understanding of how to play the game. Then have Student A turn to page 150 and have Student B turn to page 159.
- The children choose and draw four items from the list on their page. Then they take turns to describe their classroom and draw their friend's classroom.
- Allow time for the children to complete the game.

Teaching star!

Communicating

- Extend an activity so the children can use the grammar point to talk about another aspect of their lives.
- Write on the board *When I was five years old ...*
- Tell the children to work alone and make a list of four things about their house or family that existed or didn't exist when they were five. They then work in pairs and tell each other their ideas using *There was / wasn't* and *There were / weren't*.

Cooler: Do you agree?

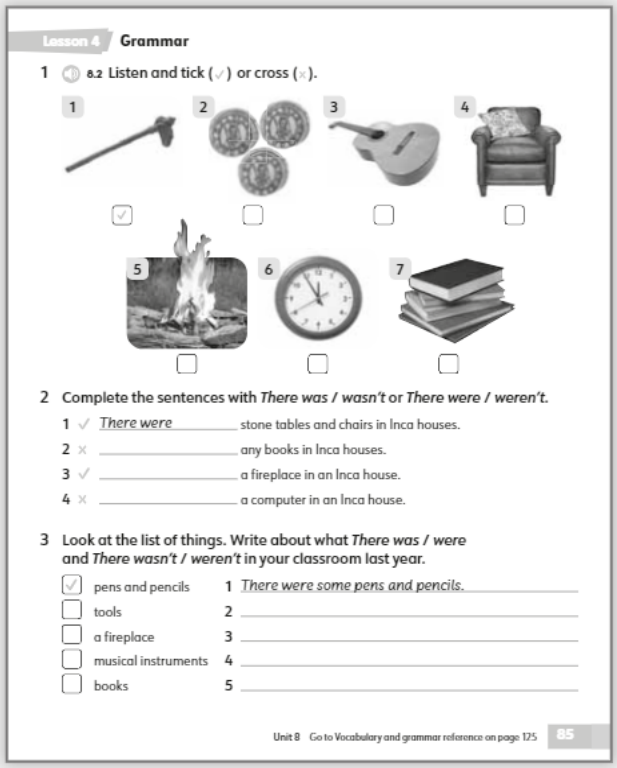
- Say sentences using *There was / were*. The children raise their hands if they agree, e.g. *There was a lot of snow last week. There was a good film on TV yesterday. There were lots children at school yesterday. There was a black cloud in the sky this morning.*

Grammar booster

Ask the children to turn to page 141 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 was **2** weren't **3** was **4** were **5** was **6** were

Workbook page 85


Lesson 4 Grammar

1 8.2 Listen and tick (✓) or cross (×).

1 2 3 4 5 6 7

2 Complete the sentences with *There was / wasn't* or *There were / weren't*.

1 ✓ *There were* stone tables and chairs in Inca houses.
2 × _____ any books in Inca houses.
3 ✓ _____ a fireplace in an Inca house.
4 × _____ a computer in an Inca house.

3 Look at the list of things. Write about what *There was / were* and *There wasn't / weren't* in your classroom last year.

- ☑ pens and pencils — 1 *There were some pens and pencils.*
- ☐ tools — 2 _____
- ☐ a fireplace — 3 _____
- ☐ musical instruments — 4 _____
- ☐ books — 5 _____

Unit 8 Go to Vocabulary and grammar reference on page 125 85

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 while completing these Workbook activities.

1 8.2 Listen and tick (✓) or cross (✕).

Audioscript

Girl: *What did you do yesterday?*
Boy: *I went to the history museum in town.*
Girl: *Really? What did you see?*
Boy: *There were some tools and some coins. There was a bedroom with old things in it. There was a musical instrument and an old armchair next to a fire. But there wasn't a clock and there weren't any books!*
Girl: *I'd like to go, too!*

Answers: 1 tools ✓, **2** coins ✓, **3** musical instrument ✓, **4** armchair ✓, **5** fire ✓, **6** clock ✕, **7** books ✕

2 Complete the sentences with *There was / wasn't* or *There were / weren't*.

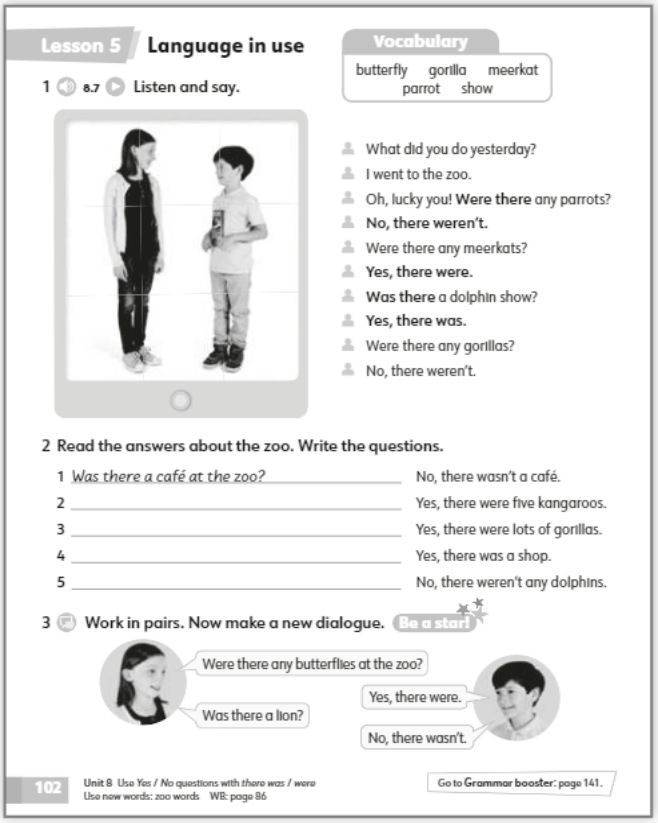
Answers: 1 There were **2** There weren't **3** There was **4** There wasn't

3 Look at the list of things. Write about what *There was / were* and *There wasn't / weren't* in your classroom last year.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 102



Learning objectives: Use *Yes / No* questions with there *was / were*; Use new words: zoo words

Vocabulary: butterfly, gorilla, meerkat, parrot, show

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: Stand up for *yes*!

- Ask questions about the past. The children stand up if the sentences are true for them and say *Yes!* e.g. *Did you do maths homework yesterday? Did you play with your friends last weekend? Did you go to the zoo last week?*

1 8.7 Listen and say.

- If you don't have access to the class video, teach the zoo animals first. Repeat *Did you go to the zoo last week?* Then ask the children *When did you last go to the zoo?* and elicit answers.
- Draw the zoo animals on the board and say the names. The drawings don't have to be good, and you can have the children guess what the animals are. Confirm their correct guesses and say the English words a few times for the children to repeat.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the box. Ask them to work out what *show* means from the context in the dialogue (*a performance*).
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the questions and answers using *there was / were*.
- Ask *What word do we need with was and were?* and elicit *there*.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Read the answers about the zoo. Write the questions.

- Have a pair read out the example question and answer. Ask the children to think about question 2. Ask *Do you need 'was' or 'were'? Do you need 'a' or 'any'?* and elicit *were* and *any*.
- Have the children complete the sentences individually. Then choose pairs to read out the questions and answers.

Answers: 1 Was there a café at the zoo? **2** Were there any kangaroos at the zoo? **3** Were there any gorillas at the zoo? **4** Was there a shop at the zoo? **5** Were there any dolphins at the zoo?

Teaching star!

Mixed ability

- Assign a small task for early finishers before the children do a writing task so you don't distract the other children while they work.
- Before the children start writing answers in their books for Activity 2, tell them that if they finish earlier than their friends they can quietly think up their own question and answer about a zoo and write it in their notebooks. After checking Activity 2, ask the early finishers to read out their answers and have volunteers from the rest of the class suggest the question.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Have two volunteers read out the dialogue.
- Elicit some possibilities for a new dialogue from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

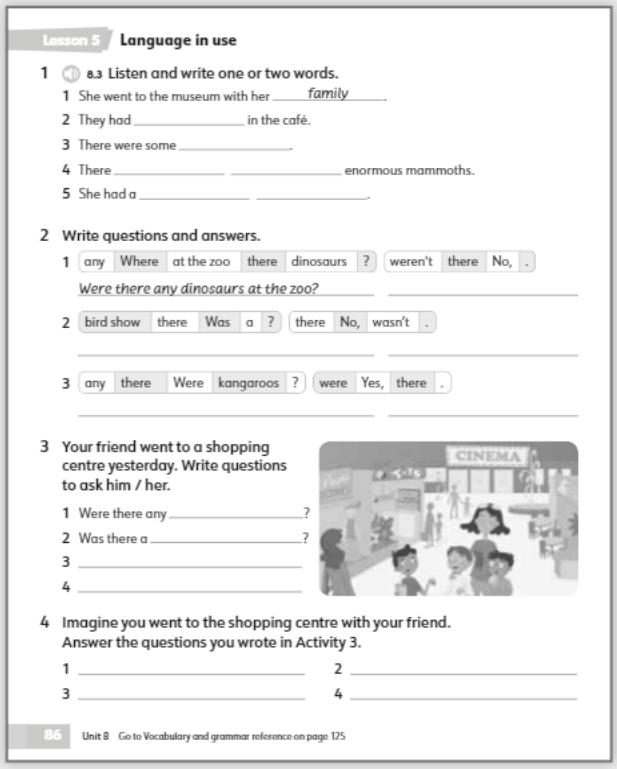
Ask the children to turn to page 141 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 Were 2 Was 3 Were 4 Were 5 Was 6 Were
3 1 Were, were 2 Was, wasn't 3 Were, weren't 4 Were, were 5 Was, wasn't 6 Were, were

Cooler: Your last party

- Ask different children about the last party they went to. Ask questions with *Was / Were there ...?* e.g. *Were there candles / balloons / games / presents / mums and dads / brothers and sisters? Was there a cake / pizza / music / dancing?*
- Children can then mingle and ask each other questions about the last party they went to.

Workbook page 86



Lesson 5 Language in use

1 8.3 Listen and write one or two words.
1 She went to the museum with her family.
2 They had _____ in the café.
3 There were some _____.
4 There _____ _____ enormous mammoths.
5 She had a _____ _____.

2 Write questions and answers.
1 any | Where | at the zoo | there | dinosaurs | ? | weren't | there | No, | .
Were there any dinosaurs at the zoo?
2 bird show | there | Was | a | ? | there | No, | wasn't | .
3 any | there | Were | kangaroos | ? | were | Yes, | there | .

3 Your friend went to a shopping centre yesterday. Write questions to ask him / her.
1 Were there any _____?
2 Was there a _____?
3 _____
4 _____

4 Imagine you went to the shopping centre with your friend. Answer the questions you wrote in Activity 3.
1 _____ 2 _____
3 _____ 4 _____

86 Unit 8 Go to Vocabulary and grammar reference on page 125

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 while completing these Workbook activities.

1 8.3 Listen and write one or two words.

Audioscript

Boy: *What did you do yesterday?*
Girl: *I went to the museum with my family.*
Boy: *Was there a café at the museum?*
Girl: *Yes, we had lunch there.*
Boy: *Were there any dinosaurs? I love dinosaurs!*
Girl: *Yes, there were some dinosaurs.*
Boy: *What else was there?*
Girl: *There were some enormous mammoths.*
Boy: *Did you have a good day?*
Girl: *I had a great day, thank you.*

Answers: 1 family **2** lunch **3** dinosaurs **4** were some **5** great day

2 Write questions and answers.

Answers: 1 Were there any dinosaurs at the zoo? No, there weren't. **2** Was there a bird show? No, there wasn't. **3** Were there any kangaroos? Yes, there were.

3 Your friend went to a shopping centre yesterday. Write questions to ask him / her.

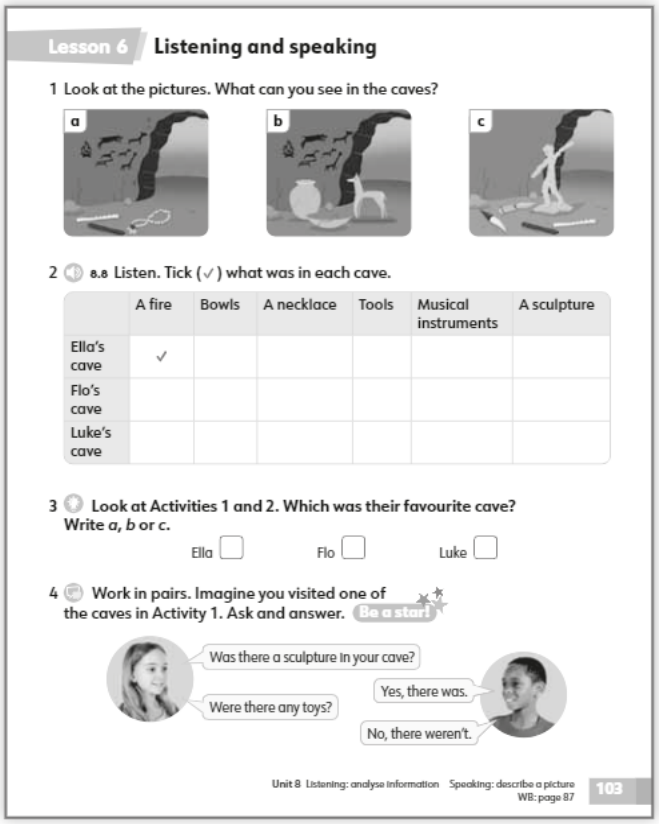
Answers: Children's own answers.

4 Imagine you went to the shopping centre with your friends. Answer the questions you wrote in Activity 3.

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 103


Lesson 6 Listening and speaking

1 Look at the pictures. What can you see in the caves?

a b c

2 8.8 Listen. Tick (✓) what was in each cave.

	A fire	Bowls	A necklace	Tools	Musical instruments	A sculpture
Ella's cave	✓					
Flo's cave						
Luke's cave						

3 Look at Activities 1 and 2. Which was their favourite cave? Write *a*, *b* or *c*.

Ella ☐ Flo ☐ Luke ☐

4 Work in pairs. Imagine you visited one of the caves in Activity 1. Ask and answer. Be a star!

Was there a sculpture in your cave? Were there any toys? Yes, there was. No, there weren't.

Unit 8 Listening: analyse information Speaking: describe a picture WB: page 87 103

Learning objectives: Listening: analyse information; Speaking: describe a picture

Resources: Flashcards

Warm-up: Pictures

- Say the following words from Lesson 1 one at a time. Ask volunteers to draw pictures of them on the board: *fire*, *bowl*, *necklace*, *tools*, *musical instrument*, *sculpture*.

1 Look at the pictures. What can you see in the caves?

- Tell the children to look at the pictures and think about what they can see. Have volunteers say what they can see in the pictures. Prompt if necessary: *What can you see in picture a / b / c?* Ask for a raise of hands for *some pictures / paintings, musical instruments and some sculptures.*

Answers: Picture a: some paintings, a necklace, some musical instruments **Picture b:** a ceramic pot and bowl, a sculpture, some paintings **Picture c:** some tools, some musical instruments, a sculpture

2 8.8 Listen. Tick (✓) what was in each cave.

- Have the children listen to Ella, Flo and Luke and fill in the table.
- Play the audio. The children can compare tables with a friend.
- Play the audio again. Ask for feedback and confirm answers. Encourage the children to give full sentence answers using *There was / were*.

Audioscript

Narrator: *Ella*

Aunt Daisy: *Ella, did you enjoy your visit to the prehistoric caves?*

Ella: *Yes! Very much, Aunt Daisy!*

Aunt Daisy: *Good! Tell me about your favourite cave. Was there a fire?*

Ella: *Yes, there was. There was a painting of a fire on the wall, and some prehistoric animals, too.*

Aunt Daisy: *Wonderful! And were there any bowls?*

Ella: *Yes, there were. And there was a sculpture, too.*

Aunt Daisy: *Wow! That does sound interesting!*

Narrator: *Flo*

Aunt Daisy: *How about you, Flo? What was there in your favourite cave?*

Flo: *Well, there were some amazing musical instruments!*

Aunt Daisy: *Were there?*

Charlie: *Musical instruments. Wow!*

Aunt Daisy: *And was there a cave painting of a fire?*

Flo: *No, there wasn't. There wasn't a fire.*

Aunt Daisy: *How about tools?*

Charlie: *Yes, were there any tools?*

Flo: *Yes, there were some knives. And there was a sculpture made of stone.*

Narrator: *Luke*

Luke: *Can I tell you about my favourite cave, Aunt Daisy?*

Aunt Daisy: *OK, Luke. Was there a sculpture in your favourite cave?*

Luke: *No, there wasn't. There wasn't a sculpture, but there was a necklace!*

Aunt Daisy: *A necklace? Amazing!*

Charlie: *Were there any musical instruments, Luke?*

Luke: *Yes, there were. There were musical instruments. And there was a painting of a fire and prehistoric animals!*

Charlie: *Wow!*

Answers: Ella's cave: fire, bowls, sculpture
Flo's cave: tools, musical instruments, sculpture
Luke's cave: fire, necklace, musical instruments

Teaching star!

Game

- Repeat flashcard games so that language is frequently recycled and reinforced and assign a child to play the role of teacher to add variety. Play the *What's this?* flashcard game. See the Games bank (pages 14–17) for how to play this game. Have a child be in charge of the game.

3 Look at Activities 1 and 2. Which was their favourite cave? Write *a*, *b* or *c*.

- The children look at the pictures and table and work out which cave was each character's favourite.
- Have the children raise hands to offer answers. Ask for class agreement.

Answers: Ella: b **Flo:** c **Luke:** a

4 Work in pairs. Imagine you visited one of the caves in Activity 1. Ask and answer.

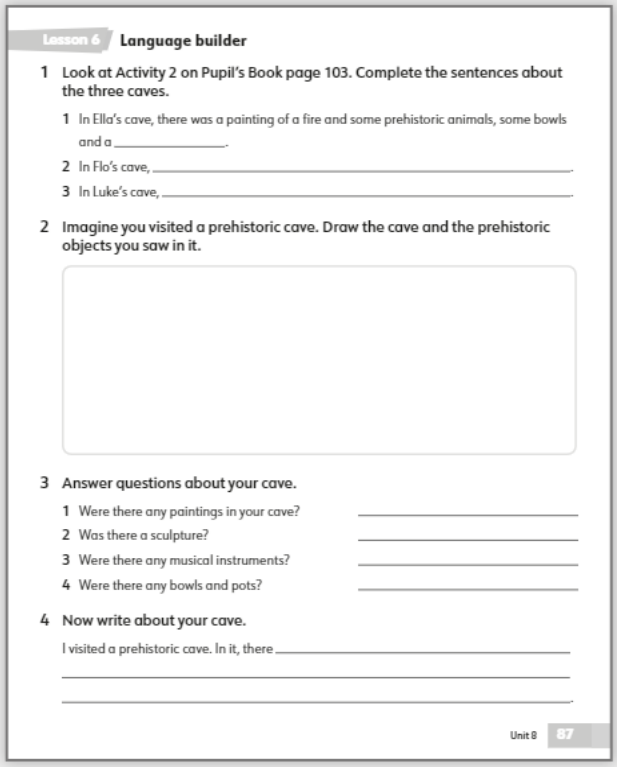
Be a star!

- Have volunteers read out the example questions and answers.
- The children work in pairs and talk about the caves. They work out which cave their friend visited.

Cooler: Memory game

- Have the children look again at the pictures in Activity 1. Then have them place their Pupil's Books face down and try to remember what there was in each cave. They can write their ideas down and then open their books to check.

Workbook page 87



Lesson 6 **Language builder**

1 Look at Activity 2 on Pupil's Book page 103. Complete the sentences about the three caves.

1 In Ella's cave, there was a painting of a fire and some prehistoric animals, some bowls and a _____.
2 In Flo's cave, _____.
3 In Luke's cave, _____.

2 Imagine you visited a prehistoric cave. Draw the cave and the prehistoric objects you saw in it.

3 Answer questions about your cave.

1 Were there any paintings in your cave? _____
2 Was there a sculpture? _____
3 Were there any musical instruments? _____
4 Were there any bowls and pots? _____

4 Now write about your cave.

I visited a prehistoric cave. In it, there _____

Unit 8 87

1 Look at Activity 2 on Pupil's Book page 103. Complete the sentences about the three caves.

Answers: 1 sculpture **2** there were some musical instruments, some knives and a sculpture. **3** there was a necklace, some musical instruments and some paintings.

2 Imagine you visited a prehistoric cave. Draw the cave and the prehistoric objects you saw in it.

Answers: Children's own answers and drawings.

3 Answer questions about your cave.

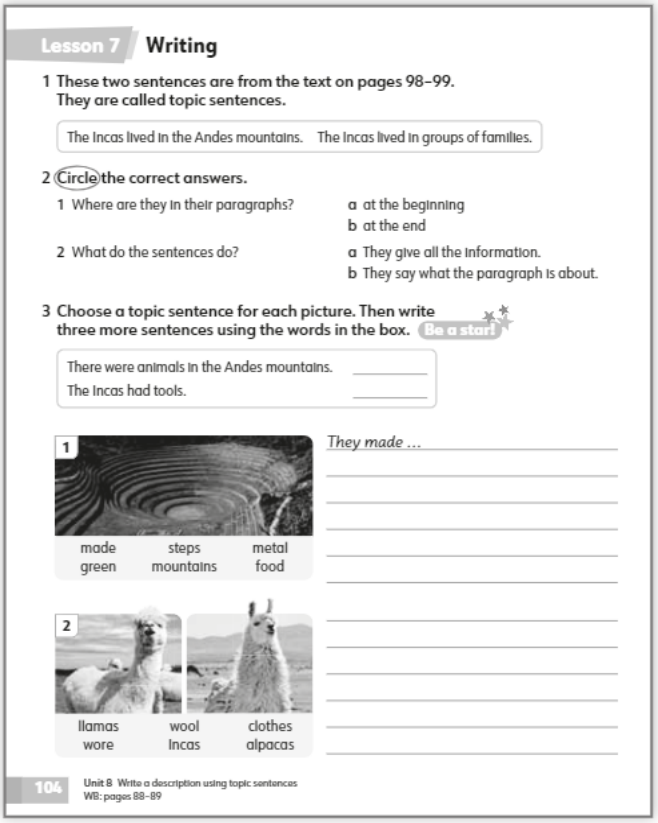
Answers: Children's own answers.

4 Now write about your cave.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 104



Lesson 7 Writing

1 These two sentences are from the text on pages 98–99. They are called topic sentences.

The Incas lived in the Andes mountains. The Incas lived in groups of families.

2 Circle the correct answers.

1 Where are they in their paragraphs?
a at the beginning
b at the end

2 What do the sentences do?
a They give all the information.
b They say what the paragraph is about.

3 Choose a topic sentence for each picture. Then write three more sentences using the words in the box. Be a star!

There were animals in the Andes mountains.
The Incas had tools.

1
They made ...
made steps metal
green mountains food

2
llamas wool clothes
wore Incas alpacas

104 Unit 8 Write a description using topic sentences
WB: pages 88–89

Learning objectives: Write a description using topic sentences

Warm-up: Missing vowels

- Write the following words with the vowels missing. Have volunteers complete the words. You can give clues to help, e.g. *I walk up two of these to enter my house.*
  st_ps, m_t_l, gr__n, m__nt__ns, f__d, ll_ m_s, w__l, cl_ th_s, w_ r_, _nc_s, _lp_c_s.
  (*steps, metal, green, mountains, food, llamas, wool, clothes, wore, Incas, alpacas*)

1 These two sentences are from the text on pages 98–99. They are called topic sentences.

- Have the children read through the topic sentences quietly. Then tell them to look back at the text about The Incas on pages 98–99 and to find the sentences (paragraphs 1 and 4).

2 Circle the correct answers.

- Ask the children to read the questions and answers, look at the topic sentences in the text and circle the correct answers.
- The children do the activity individually. Then ask volunteers to read out their answers.

Answers: 1 a – at the beginning **2** b – They say what the paragraph is about.

3 Choose a topic sentence for each picture. Then write three more sentences using the words in the box. Be a star!

- Have the children look at the pictures and choose the correct topic sentences. They number the sentences.

Answers: There were animals in the Andes mountains: 2 The Incas had tools: 1

- Read through the words in the boxes. Ask the children to suggest verbs and other forms they can use for their sentences. Elicit *There were* and *They made* and write these on the board.
- The children do the rest of the activity individually. Monitor and help as necessary. Then have volunteers read out their sentences. Write an agreed version on the board.

Suggested answers: 1 The Incas had tools. There were tools they made from metal. They made big green steps in the mountains. They used lots of different tools to grow food. **2** There were animals in the Andes mountains. There were llamas and alpacas. The Incas wore clothes made from the wool of llamas and alpacas.

Teaching star!

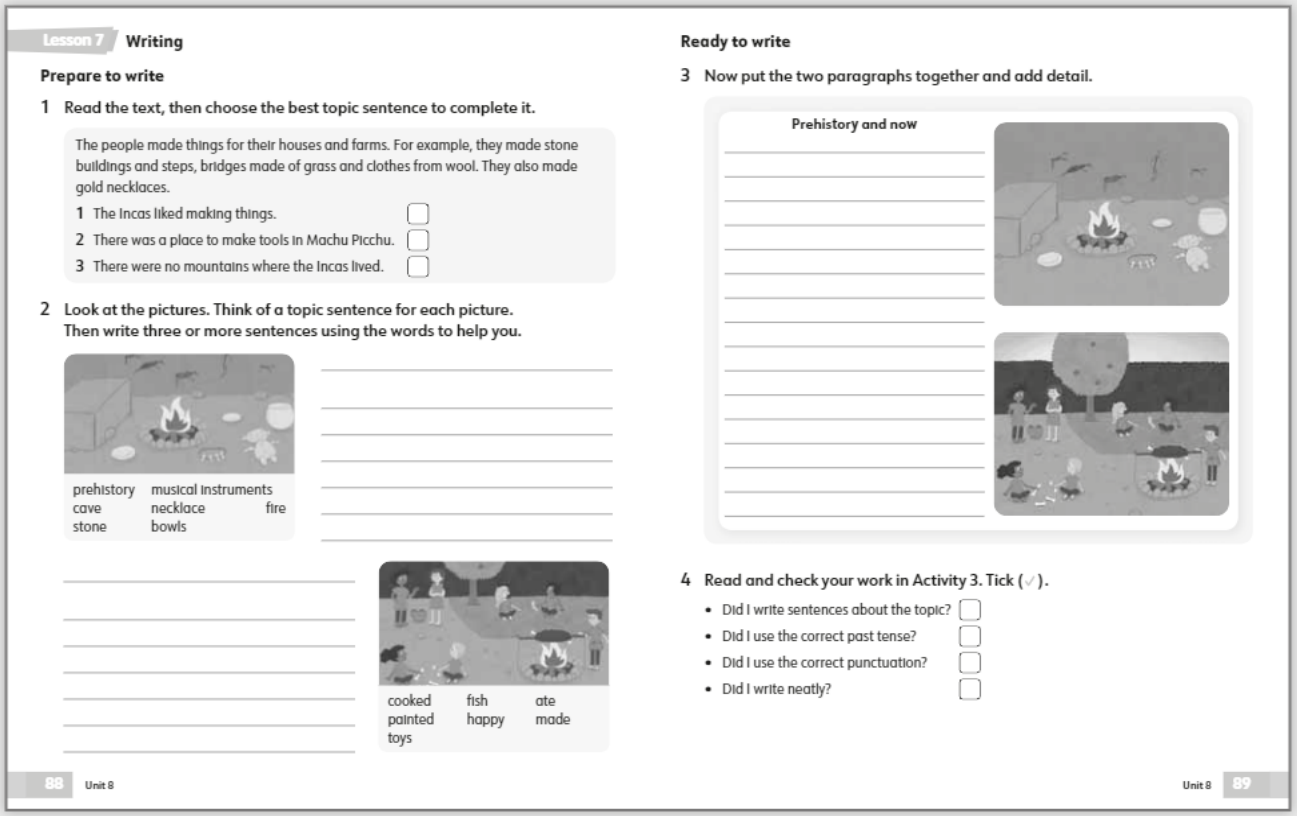
TPR game

- Kinaesthetic learners might find it difficult to sit down for a long time for reading and writing activities. So try to include a TPR activity somewhere in the lesson to cater for them. See the Games bank (pages 14–17) for how to do TPR.
- Tell the children that you are going to read out the agreed version of Activity 3 from the board. Assign a word to each child. This can be any word (e.g. *tools*, *made*, *animal*, *there were*, etc.). When they hear their word they stand up and then sit down again.

Cooler: Stickman

- Divide the class into groups of four. They play *Stickman* with the words from the warm-up. See the Games bank (pages 14–17) for how to play this game. One pair chooses a word and the other pair tries to guess what it is. They can do this in their notebooks.

Workbook pages 88–89



Lesson 7 Writing

Prepare to write

1 Read the text, then choose the best topic sentence to complete it.

The people made things for their houses and farms. For example, they made stone buildings and steps, bridges made of grass and clothes from wool. They also made gold necklaces.

1 The Incas liked making things. ☐
2 There was a place to make tools in Machu Picchu. ☐
3 There were no mountains where the Incas lived. ☐

2 Look at the pictures. Think of a topic sentence for each picture. Then write three or more sentences using the words to help you.

prehistory musical instruments
cave necklace fire
stone bowls

cooked fish ate
painted happy made
toys

Ready to write

3 Now put the two paragraphs together and add detail.

Prehistory and now

4 Read and check your work in Activity 3. Tick (✓).

- Did I write sentences about the topic? ☐
- Did I use the correct past tense? ☐
- Did I use the correct punctuation? ☐
- Did I write neatly? ☐

88 Unit 8

Unit 8 89

Prepare to write

1 Read the text, then choose the best topic sentence to complete it.

- The children read the paragraph and choose the best topic sentence to complete it.
- If done in class, have a volunteer read out the paragraph.
- Have the children read the topics sentences quietly and choose one. They raise their hands to offer answers. Confirm the correct choice and then give the children a minute to write it on the line.
- Ask volunteers read out a sentence each.

Answer: 1 The Incas liked making things.

2 Look at the pictures. Think of a topic sentence for each picture. Then write three or more sentences using the words to help you.

- The children look at the pictures and the words. They think of a topic sentence for each paragraph. Then they write at least three sentences with the words to finish the paragraphs.
- If done in class, do the first picture and paragraph together. Then give the children a few minutes to do the second paragraph individually.
- Ask volunteers to write their ideas on the board. Ask for class agreement.

Answers: Children's own answers.

Ready to write

3 Now put the two paragraphs together and add detail.

- The children put their paragraphs together and add detail to their sentences.
- If done in class, ask the children *What detail can we add?* and elicit some ideas.
- Have the children complete the activity individually. They can then read each other's paragraphs and compare them.

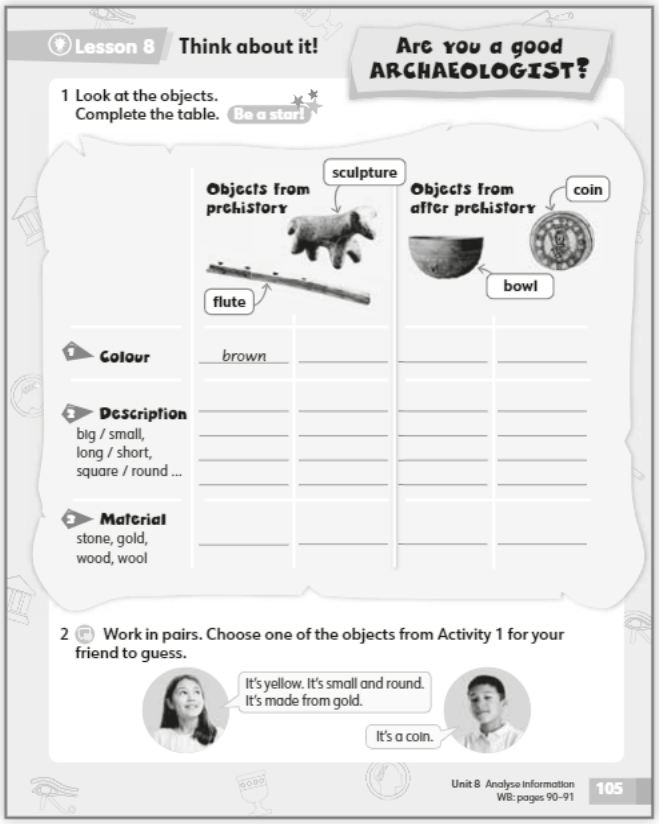
Answers: Children's own answers.

4 Read and check your work in Activity 3. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 105



Learning objectives: Analyse information

Additional vocabulary: archaeologist

Resources: Unit 8 test

Materials: a piece of paper for each pair of children

Warm-up: Quick memory game

- Divide the children into pairs. Hand a piece of paper to each pair. Give them one minute to remember and write down as many new words from Lesson 1 as they can.
- Call out the words (*bowl*, *coin*, *fire*, *history*, *knife*, *museum*, *musical instrument*, *necklace*, *sculpture*, *tool*) and the children tick the ones they found. Ask the children how many they remembered.

1 Look at the objects. Complete the table.

Be a star!

- Read the title of the page and explain *An archaeologist is a person who looks for objects from the past in the ground. Archaeologists work in lots of different places and know a lot about history.*
- Tell the children to look at the table and the objects. Have them raise their hands to say what the objects are (*a flute*, *a sculpture*, *a tool* and *a coin*). They then work individually to complete the table with their ideas.
- Give the children a few minutes to do this. They then compare their answers in pairs.
- Have volunteers read out their answers.

Answers: Flute: brown, small and long with round holes, bone **Sculpture:** grey, small and the shape of a cow, stone **Bowl:** brown, big and round, metal **Coin:** yellow, small and round, gold

2 Work in pairs. Choose one of the objects from Activity 1 for your friend to guess.

- Organise the children in pairs and have volunteers read out the example dialogue.
- Have the children take turns describing one of the objects from Activity 1 to their friend and their friend tries to guess what it is.

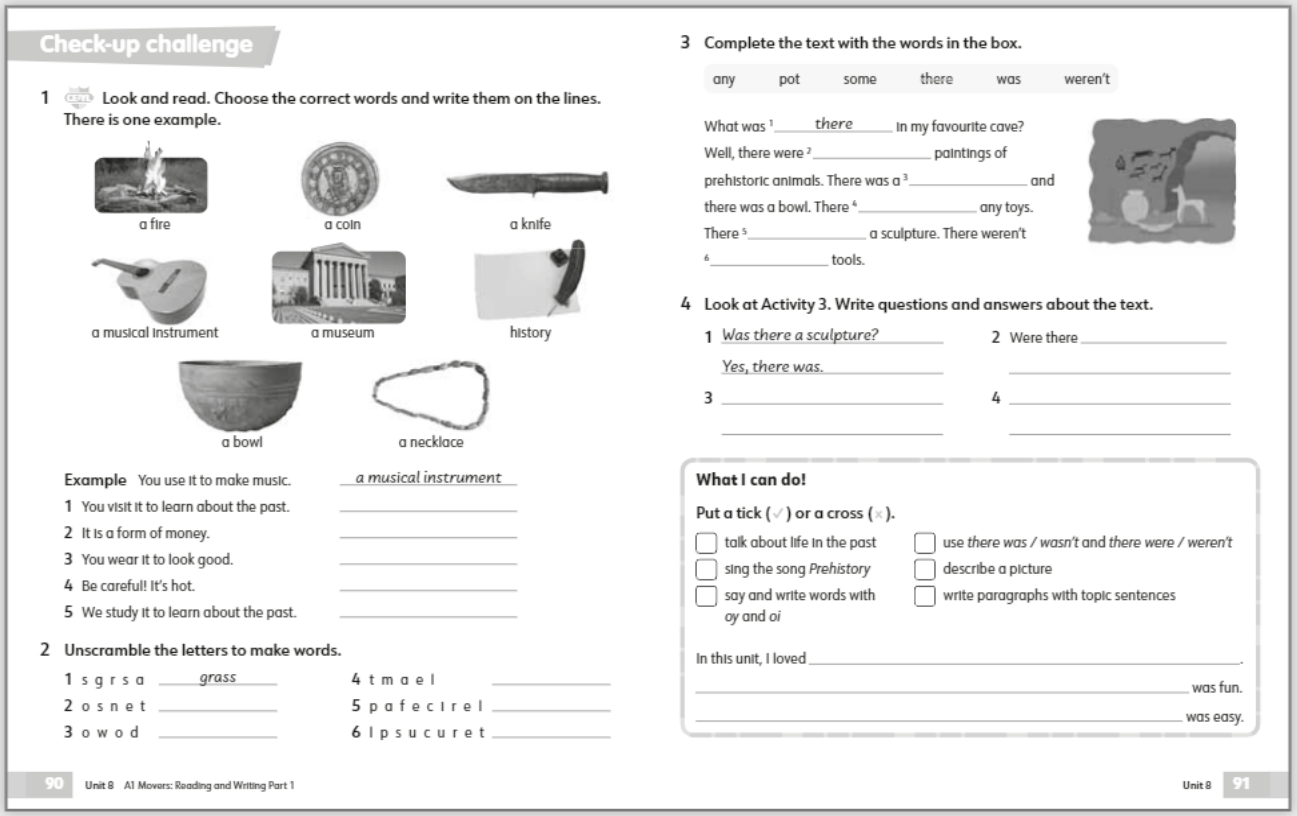
Teaching star!

Communicating

- Encourage class discussion about a subject so that the children connect English to other subjects on their curriculum. This will help them to place language in context and to develop skills and confidence across the curriculum.
- Ask the children these questions (and your own) about the theme of this unit. Encourage the children to raise their hands to answer and allow the discussion to lead to other questions, too. Involve less confident children with prompts, e.g. *Do you agree? How about you? What do you think? Do you want to be an archaeologist? Why? / Why not?*
  Are there any places of prehistory in your country? Are there any places of history in your country? Do you visit history museums? Why? / Why not? Do you like history and history museums? Why? / Why not?

Cooler: What did you learn?

- Ask the children to tell their friend one interesting thing they learnt in this unit.
- Ask the children to report back to the class and say what their friend told them.
- Write the thing that the most children liked on the board and turn back to it in the unit to look at it again together.



Check-up challenge

1 CE:YL **Look and read. Choose the correct words and write them on the lines. There is one example.**

a fire | a coin | a knife

a musical instrument | a museum | history

a bowl | a necklace

Example You use it to make music. *a musical instrument*

1 You visit it to learn about the past. _____

2 It is a form of money. _____

3 You wear it to look good. _____

4 Be careful! It's hot. _____

5 We study it to learn about the past. _____

2 Unscramble the letters to make words.

1 s g r s a *grass*

2 o s n e t _____

3 o w o d _____

4 t m a e l _____

5 p a f e c l r e l _____

6 l p s u c u r e t _____

90 Unit 8 A1 Movers: Reading and Writing Part 1

3 Complete the text with the words in the box.

any | pot | some | there | was | weren't

What was [1] *there* in my favourite cave? Well, there were [2] _____ paintings of prehistoric animals. There was a [3] _____ and there was a bowl. There [4] _____ any toys. There [5] _____ a sculpture. There weren't [6] _____ tools.

4 Look at Activity 3. Write questions and answers about the text.

1 *Was there a sculpture?*
Yes, there was.

2 Were there _____

3 _____

4 _____

What I can do!

Put a tick (✓) or a cross (×).

- ☐ talk about life in the past
- ☐ sing the song *Prehistory*
- ☐ say and write words with *oy* and *oi*
- ☐ use *there was / wasn't* and *there were / weren't*
- ☐ describe a picture
- ☐ write paragraphs with topic sentences

In this unit, I loved _____.

_____ was fun.

_____ was easy.

Unit 8 91

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children look at the pictures, read the definitions and write the correct word.
- If done in class, read out the example and tell the children to point to the correct picture.
- Have the children complete the activity individually. They can then compare answers with a friend.

Answers: 1 a museum **2** a coin **3** a necklace **4** a fire **5** history

2 Unscramble the letters to make words.

Answers: 1 grass **2** stone **3** wood **4** metal **5** fireplace **6** sculpture

3 Complete the text with the words in the box.

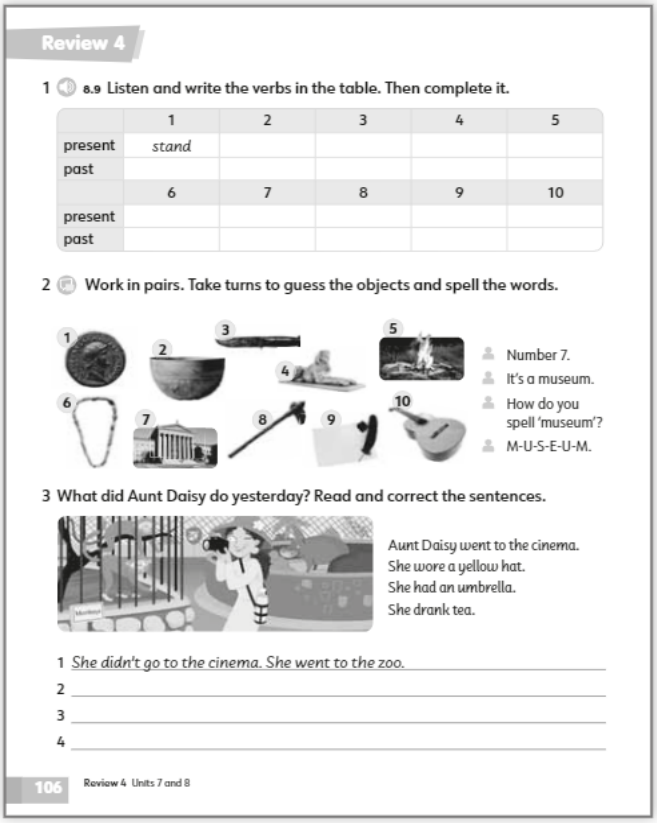
Answers: 1 there **2** some **3** pot **4** weren't **5** was **6** any

4 Look at Activity 3. Write questions and answers about the text.

Suggested answers: 1 Was there a sculpture? Yes, there was. **2** Were there any toys / tools? No, there weren't. **3** Was there a pot? Yes, there was. **4** Was there a bowl? Yes, there was.

Review 4

Pupil's Book page 106



Review 4

1 8.9 Listen and write the verbs in the table. Then complete it.

	1	2	3	4	5
present	*stand*				
past					
	6	7	8	9	10
present					
past					

2 Work in pairs. Take turns to guess the objects and spell the words.

Number 7.
It's a museum.
How do you spell 'museum'?
M-U-S-E-U-M.

3 What did Aunt Daisy do yesterday? Read and correct the sentences.

Aunt Daisy went to the cinema.
She wore a yellow hat.
She had an umbrella.
She drank tea.

1 *She didn't go to the cinema. She went to the zoo.*
2 _____
3 _____
4 _____

106 Review 4 Units 7 and 8

Learning objectives: Review Units 7 and 8, A1 Movers: Listening Part 2; Speaking Part 4

Resources: Speaking exam practice video

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 7 (page 83), and Group 2 the song from Unit 8 (page 97). Tell them to perform to the other group.
- Have Group 1 stand up. Play the audio (track 7.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (track 8.3).

1 8.9 Listen and write the verbs in the table. Then complete it.

- Tell the children they will hear the verbs in the present and that they should write them in the table. Play the audio.
- Have volunteers write the verbs in the present on the board. Then give the children two minutes to write the verbs in the past. They do this individually and then compare answers with a friend.
- Have volunteers write the verbs in the past on the board. Read out all the verbs and have the children repeat.

Audioscript

***1** stand **2** say **3** have **4** make **5** wear **6** come **7** go **8** see **9** read **10** think*

Answers: 1 stand, stood **2** say, said **3** have, had **4** make, made **5** wear, wore **6** come, came **7** go, went **8** see, saw **9** read, read **10** think, thought

Teaching star!

Extension

- You can extend an activity to add context. This will consolidate the meaning of the vocabulary.
- Divide the class into five groups. Assign two verbs from the table to each group.
- The groups work together to write an example sentence for each verb; one in the present and one in the past. Then the groups read out their sentences to the class.

2 Work in pairs. Take turns to guess the objects and spell the words.

- Have two volunteers read out the example dialogue.
- In pairs, the children take turns to choose an object. Monitor pairwork and make sure spelling is correct.
- Have volunteers spell out the words and other volunteers can write the words on the board.

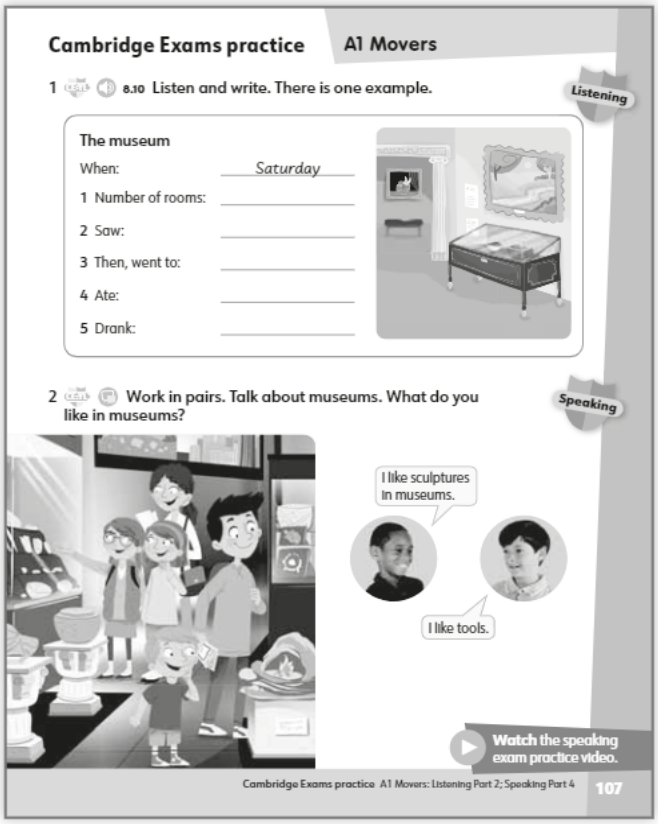
Answers: 1 coin **2** bowl **3** knife **4** sculpture **5** fire **6** necklace **7** museum **8** tool **9** history **10** musical instrument

3 What did Aunt Daisy do yesterday? Read and correct the sentences.

- Tell the children to look at the picture. Have volunteers read out the sentences. Then read out the example correct sentence and ask *What is the past simple negative of 'went'?* and elicit *didn't go*.
- Tell the children to correct the other sentences individually. Then ask children to read out their correct sentences.
- Volunteers write the correct sentences on the board.

Answers: 1 She didn't go to the cinema. She went to the zoo. **2** She didn't wear a yellow hat. She wore a pink hat. **3** She didn't have an umbrella. She had a camera. **4** She didn't drink tea. She drank water.

Pupil's Book page 107



1 CE:YL 8.10 Listen and write. There is one example.

This activity helps the children prepare for Part 2 of the Listening paper in the Cambridge English: A1 Movers test.

- Children listen and fill in one-word answers.
- Play the audio. The children write their answers.
- Ask for feedback. Write answers on the board.

Audioscript

Woman: *Hello, Jane. How are you?*
Jane: *I'm fine, thanks. I've got to write about a visit to a museum.*
Woman: *When did you go to a museum? Was it last Thursday?*
Jane: *No, it wasn't. It was last Saturday.*
Narrator: *Can you see the answer? Now you listen and write. One*
Woman: *How many rooms were there in the museum?*
Jane: *That's difficult!*
Woman: *Well, think about it.*
Jane: *Oh, twenty I think.*
Woman: *Twenty! Good.*
Narrator: *Two*
Woman: *And what did you see?*
Jane: *We saw some paintings.*
Woman: *Were they interesting?*
Jane: *Yes, they were. They had beautiful colours in them.*
Narrator: *Three*
Jane: *After the museum we went to a park.*
Woman: *What did you do there?*
Jane: *We played games.*
Woman: *Was that fun?*
Jane: *Yes, it was.*
Narrator: *Four*
Woman: *And did you eat anything?*
Jane: *Yes, we ate sandwiches.*
Woman: *Where?*
Jane: *In the park.*
Narrator: *Five*
Woman: *And what about a drink?*
Jane: *We drank lots of water.*
Woman: *OK. Now you can write about it!*
Jane: *Thank you.*

Answers: 1 twenty **2** paintings **3** the park **4** sandwiches **5** water

2 CE:YL Work in pairs. Talk about museums. What do you like in museums?

- This activity helps the children prepare for Part 4 of the Speaking paper in the Cambridge English: A1 Movers test.
- Have the children work in pairs to complete the activity. Allow them to look through the unit for ideas if necessary. Circulate among the children to affirm responses.

Cooler: Well done!

- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which unit was the most interesting? What lesson was the most fun? Did you learn anything new? What did you learn?*

9 Sport for all

Lesson 1 Vocabulary

Pupil's Book pages 108–109



Learning objectives: Identify and use new words: sports clothes and equipment; Sing a song

Vocabulary: bat, flip-flops, glove, goggles, helmet, swimming cap, swimming costume, towel, tracksuit, trainers

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Categories

- Write these three headings on the board in large circles: Sea animals, Verbs in the past, Objects from history.
- Call out different words from Units 6, 7 and 8. Have volunteers raise their hands to come to the board and write each word in the correct circle.

1 9.1 Listen, point and say.

- The children look at the picture on page 108. Ask *Can you name the different sports? (swimming, basketball, baseball) Who is doing which sport? (swimming = Flo and Ella, basketball = Charlie, baseball = Luke)*
- The children look at the pictures on page 109. Play the audio. The children listen, point and repeat.

2 9.2 Listen and play the game. Say the word *before* or *after*.

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher:	*swimming cap*
Child:	*Before tracksuit!*
Teacher:	*goggles*
Child:	*Before helmet, after tracksuit!*
Teacher:	*Now you. 1 bat 2 flip-flops 3 glove 4 towel 5 tracksuit*

Answers: 1 Before swimming costume, after trainers. **2** After glove. **3** Before flips-flops, after swimming costume. **4** Before trainers, after helmet. **5** before goggles, after swimming cap.

3 Write the new words in your notebook.

- Ask the children *Do you wear a tracksuit for swimming or other sports?* and elicit *other sports*. Explain *swimwear is what you wear for swimming and sportswear is what you wear for other sports.*
- Have the children copy and fill in the table into their notebooks.

Answers: Sportswear: tracksuit, glove, helmet, trainers **Swimwear:** swimming cap, flip-flops, goggles, swimming costume

4 Look at the picture. Ask and answer.

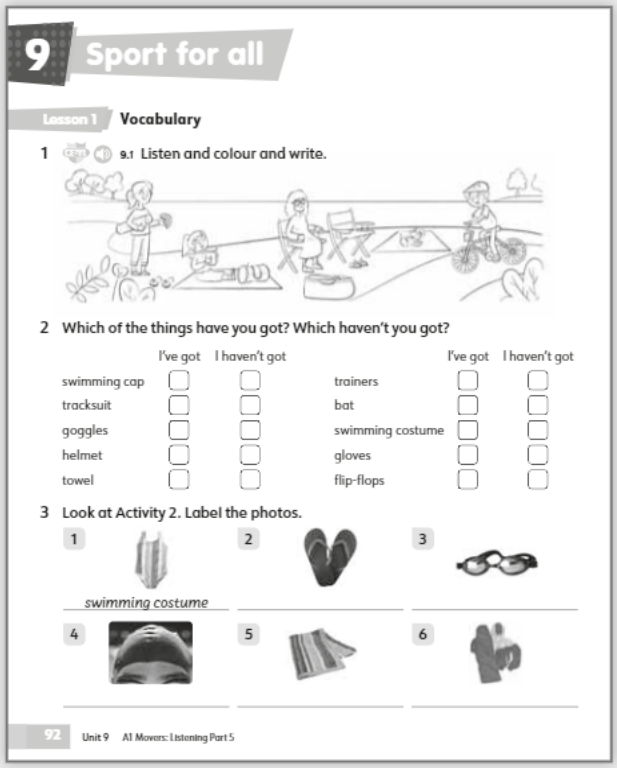
- Have the children look at the picture on page 108. Have two volunteers read out the example. Have the children point to the correct part of the picture.
- Divide the class into pairs and have them take turns asking and answering questions about the picture.

5 9.3 Sing the song.

Be a star!

- Make sure the children can't see the lyrics of the song. Tell them to listen to the song and listen out for the sports clothes and equipment and to raise their hands when they hear a word.
- Play the audio. Ask the children to think of a mime for the sports clothes words and the equipment words. Have the class copy the mimes.
- The children look at the song in their books. Play the audio again and have the children listen, mime and sing. Repeat.

Workbook page 92



9 Sport for all

Lesson 1 Vocabulary

1 9.1 Listen and colour and write.

2 Which of the things have you got? Which haven't you got?

	I've got	I haven't got		I've got	I haven't got
swimming cap	☐	☐	trainers	☐	☐
tracksuit	☐	☐	bat	☐	☐
goggles	☐	☐	swimming costume	☐	☐
helmet	☐	☐	gloves	☐	☐
towel	☐	☐	flip-flops	☐	☐

3 Look at Activity 2. Label the photos.

1 swimming costume 2 3

4 5 6

92 Unit 9 A1 Movers: Listening Part 5

1 9.1 Listen and colour and write.

This activity helps prepare the children for Part 5 of the Listening paper of the Cambridge English: A1 Movers test. The children listen and colour the items in the picture and write the word.

Audioscript

1 Speaker: *Look at the picture. That girl wants to go swimming.*
Girl: *Yes! She's got a swimming cap.*
Speaker: *That's right. Colour it, please.*
Girl: *OK.*
Speaker: *Make it grey.*
2 Speaker: *Now, I'd like you to colour the helmet. Can you see it?*
Girl: *Yes! It's on the boy's head.*
Speaker: *That's right. He's wearing the helmet. Colour it green.*
Girl: *OK. I like his bike.*
Speaker: *Me too!*
3 Girl: *Can I colour the flip-flops now?*
Speaker: *Yes. They are next to the towel.*
Girl: *Can I colour them pink?*
Speaker: *Yes. That's a good idea.*
Girl: *Great!*
4 Girl: *I like those trainers. They are better than my trainers.*
Speaker: *Which ones? The trainers under the chair?*
Girl: *No. The girl is wearing trainers. She's next to the water.*
Speaker: *Oh yes! I'd like you to colour them purple.*
Girl: *OK.*
5 Girl: *Can I do some writing too?*
Speaker: *Yes, I'd like you to write the word bats.*
Girl: *Where? On the sports bag?*
Speaker: *Yes, please. That's where the bats are.*
6 Speaker: *That dog went in the water.*
Girl: *Yes! It's wet! He's sitting on a towel.*
Speaker: *That's right. Colour the towel, please.*
Girl: *OK.*
Speaker: *Make it red.*

Answers: The children colour the helmet green, the flip-flops pink, the trainers purple, and the towel red. They write the word *bats* on the sports bag.

2 Which of the things have you got? Which haven't you got?

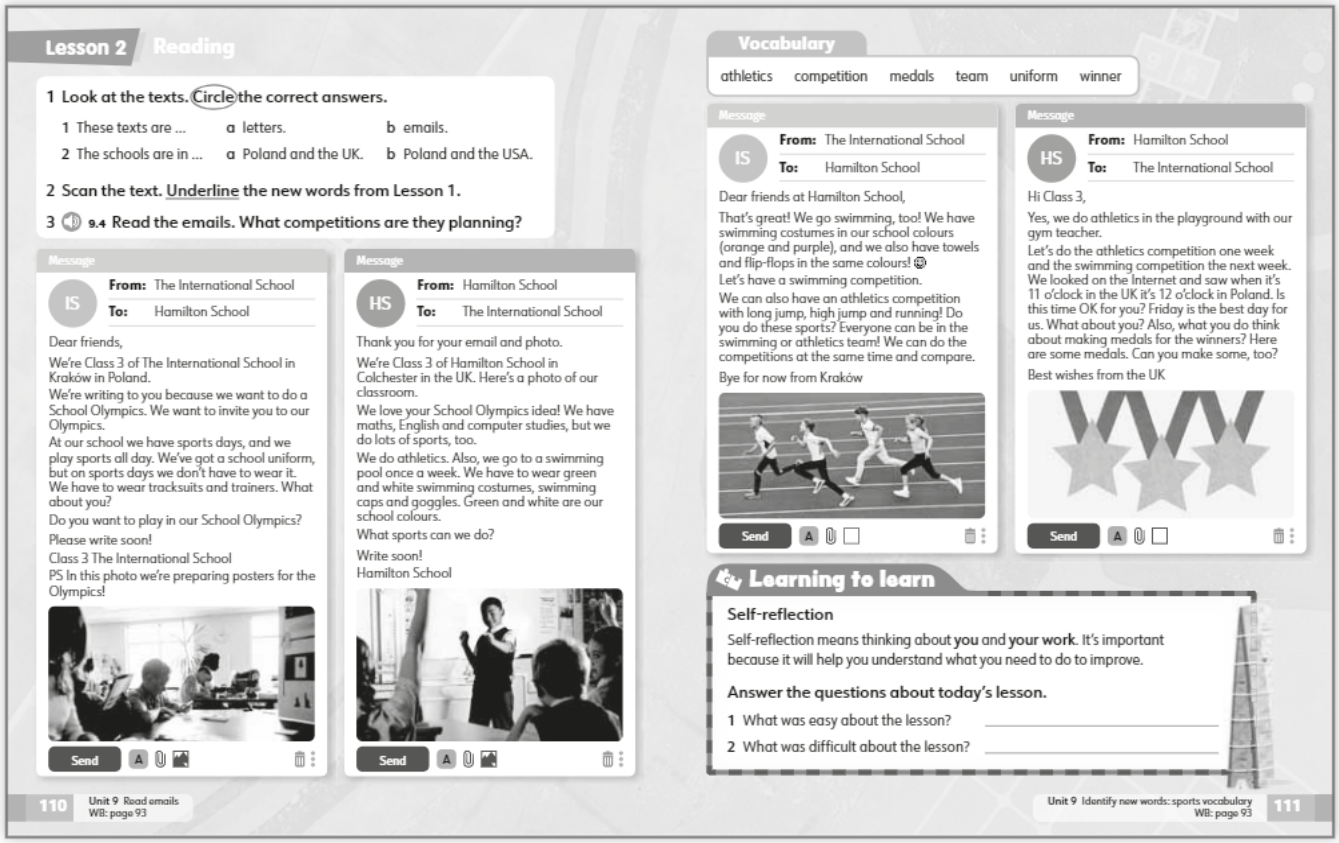
Answers: Children's own answers.

3 Look at Activity 2. Label the photos.

Answers: 1 swimming costume **2** flip-flops **3** goggles **4** swimming cap **5** towel **6** tracksiut

Lesson 2 Reading

Pupil's Book pages 110–111



Learning objectives: Read emails; Identify new words: sports vocabulary

Vocabulary: athletics, competition, medals, team, uniform, winner

Additional vocabulary: School Olympics

Resources: Flashcards

Materials: (optional) board pen or chalk

Warm-up: Simon says

- Play *Simon says* with the words from Lesson 1 (*put on your goggles, hold your bat, use your towel*). See the Games bank (pages 14–17) for how to play this game.

Vocabulary

- Teach the new words and *School Olympics* with these example sentences to give each word context. Have the children repeat the sentences.
  We play sports all day in our School Olympics.
  Our athletics include long jump, high jump and running.
  A 100 metre race is a competition.
  He won two gold medals.
  There are 11 players in a football team.
  Your school uniform is grey trousers and a white shirt.
  The first person to finish a race is the winner.
- Write the new words on the board. Ask volunteers to remember the sentences you said and say them to the rest of the class.

1 Look at the texts. Circle the correct answers.

- Read out the questions first. Then tell the children look at the texts on pages 110–111. Tell them to look quickly, just to find the information they need to answer the questions.
- Have the children choose their answers alone.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 b – emails **2** a – Poland and the UK.

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

- Remind the children what scan means and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: tracksuit, trainers, swimming costume, swimming cap, goggles, towel, flip-flops

3 9.4 Read the emails. What competitions are they planning?

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the text quietly and tell to look carefully for the information that can help them answer the question.
- Discuss the emails. Ask *In which email or emails do you find the information on the competitions they are planning?* (the third and fourth email) Then ask for a few volunteers to answers the question. Ask for whole-class agreement.

Answers: An athletics competition and a swimming competition

Learning to learn

- Read out the Learning to learn box to the children. Give the children a few minutes to read the questions and think about their answers.
- Ask the children for feedback. Prompt with questions if necessary: *Were the new words easy or difficult? Are emails easy or difficult to understand? Is it easy or difficult to read this much text?*

Teaching star!

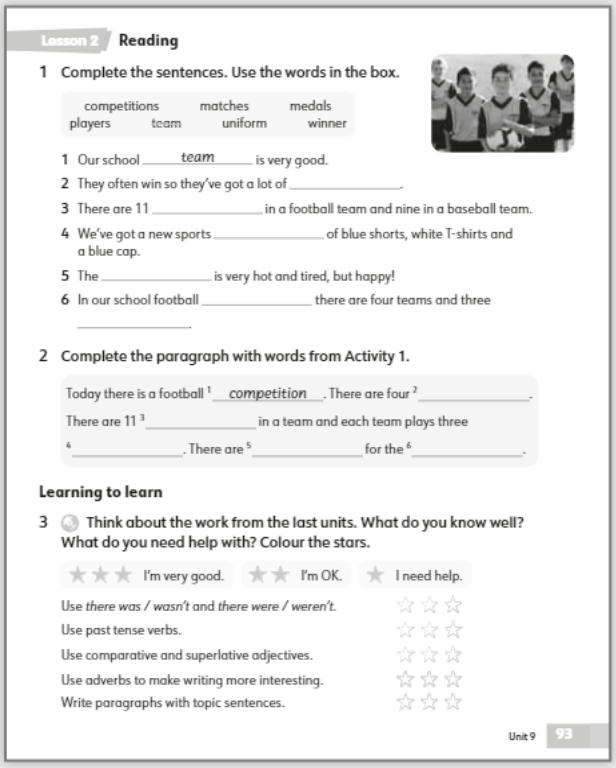
Reading

- You can use Learning to learn to look back at other reading texts from the book.
- Divide the class into pairs. Tell each pair to choose a reading text that they found easy and a reading text that they found difficult and why. Ask the pairs for feedback and see if they have the same or different reasons.

Cooler: Quick spelling

- Ask two volunteers to come to the board and give them a board pen each. Read out a new word from this lesson or the previous lesson. The volunteers write the word on the board as fast as they can, but of course spelling it correctly.
- Repeat with other pairs and other words.

Workbook page 93



Lesson 2 Reading

1 Complete the sentences. Use the words in the box.

competitions matches medals players team uniform winner

1 Our school team is very good.
2 They often win so they've got a lot of _____.
3 There are 11 _____ in a football team and nine in a baseball team.
4 We've got a new sports _____ of blue shorts, white T-shirts and a blue cap.
5 The _____ is very hot and tired, but happy!
6 In our school football _____ there are four teams and three _____.

2 Complete the paragraph with words from Activity 1.

Today there is a football [1] competition. There are four [2] _____. There are 11 [3] _____ in a team and each team plays three [4] _____. There are [5] _____ for the [6] _____.

Learning to learn

3 Think about the work from the last units. What do you know well? What do you need help with? Colour the stars.

★★★ I'm very good. ★★ I'm OK. ★ I need help.

Use *there was / wasn't* and *there were / weren't*. ☆☆☆
Use past tense verbs. ☆☆☆
Use comparative and superlative adjectives. ☆☆☆
Use adverbs to make writing more interesting. ☆☆☆
Write paragraphs with topic sentences. ☆☆☆

Unit 9 93

1 Complete the sentences. Use the words in the box.

Answers: 1 team **2** medals **3** players **4** uniform **5** winner **6** competitions, matches

2 Complete the paragraph with words from Activity 1.

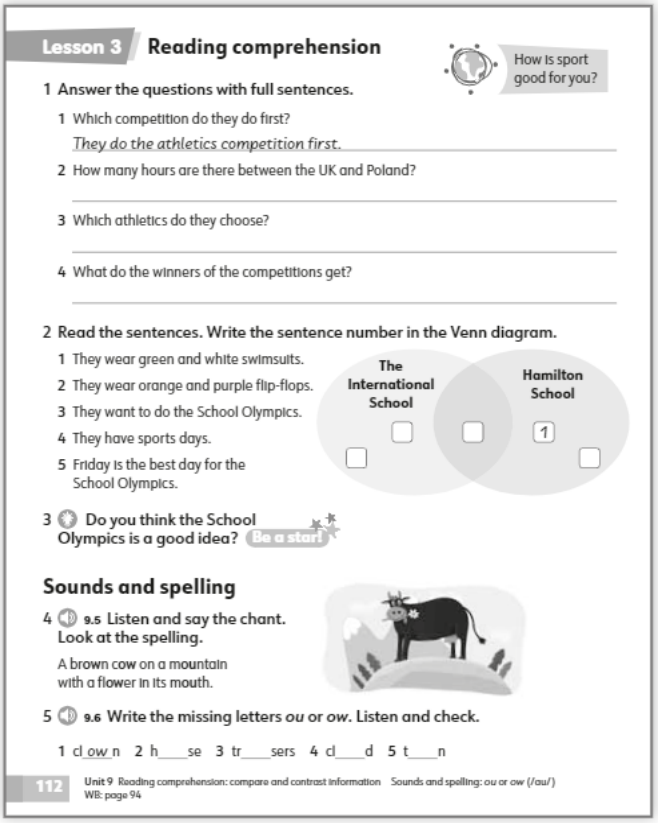
Answers: 1 competition **2** teams **3** players **4** matches **5** medals **6** winners

3 Think about the work from the last units. What do you know well? What did you need help with? Colour the stars.

Answers: Children's own answers.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 112



Lesson 3 Reading comprehension

How is sport good for you?

1 Answer the questions with full sentences.

1 Which competition do they do first?
They do the athletics competition first.

2 How many hours are there between the UK and Poland?

3 Which athletics do they choose?

4 What do the winners of the competitions get?

2 Read the sentences. Write the sentence number in the Venn diagram.

1 They wear green and white swimsuits.
2 They wear orange and purple flip-flops.
3 They want to do the School Olympics.
4 They have sports days.
5 Friday is the best day for the School Olympics.

The International School | Hamilton School | 1

3 Do you think the School Olympics is a good idea? Be a star!

Sounds and spelling

4 9.5 Listen and say the chant. Look at the spelling.

A brown cow on a mountain with a flower in its mouth.

5 9.6 Write the missing letters *ou* or *ow*. Listen and check.

1 cl ow n 2 h___se 3 tr___sers 4 cl___d 5 t___n

112 Unit 9 Reading comprehension: compare and contrast information Sounds and spelling: *ou* or *ow* (/au/) WB: page 94

Learning objectives: Reading comprehension: compare and contrast information; Sounds and spelling *ou* or *ow* (/au/)

Vocabulary: brown, cloud, clown, cow, flower, house, mountain, mouth, town, trousers

Resources: Sounds and spelling worksheet

Warm-up: Which school?

- Ask the children to remember as much as they can about the schools from Lesson 2. Say *Which school am I thinking about? Ask me a question.*
- A volunteer asks you a question to find out which school you are thinking about, e.g. *Which city is it in? Where is it? Do they have sports days? What are their school colours?* They cannot ask you the name of the school.
- Children can then repeat the game in pairs.

1 Answer the questions with full sentences.

- Read out the first question and have a volunteer read out the answer.
- Have the children finish the activity individually. Ask them to raise their hands to offer answers. Write the answers on the board.

Answers: 1 They do the athletics competition first.
2 There are three hours between the UK and Poland.
3 They choose the long jump, high jump and running.
4 They get medals.

2 Read the sentences. Write the sentence numbers in the Venn diagram.

- Ask the children to find the information for the example in the text. Explain that the middle part of the Venn diagram is for both schools.
- Have the children fill in the Venn diagram individually. They can the compare answers with a friend.
- Draw the Venn diagram on the board and have volunteers fill it in.

Answers: The International School: 2, 4 **Both:** 3
Hamilton School: 1, 5

3 Do you think the School Olympics is a good idea?

Be a star!

- Say *Do you think the School Olympics is a good idea? Why or why not?*
- Ask the children for feedback and discuss as a class.

Answers: Children's own answers.

Teaching star!

Evaluating

- Encourage the children to self-reflect on different types of lessons.
- Ask the children *How easy or difficult was Activity 3 for you? Do you find speaking activities easy or difficult? How do you think you can improve?*

4 9.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a cow with a flower in its mouth*).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/au/)
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *A ... cow on a mountain with a flower in its mouth.*
Children: *brown*
Teacher: *A brown cow ... with a flower in its mouth.*
Children: *on a mountain*
Teacher: *A brown cow on a mountain with a flower ...*
Children: *in its mouth*
Teacher: *A brown cow on a mountain ... in its mouth.*
Children: *with a flower*

5 9.6 Write the missing letters *ou* or *ow*. Listen and check.

- Elicit all the words from the children by inserting the sound */au/*.
- The children now complete the words with ou or ow
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 clown **2** house **3** trousers **4** cloud **5** town

Cooler: Memory game

- Ask the children to close their books and try to remember all the *ou* and ow words from Activities 4 and 5. Have volunteers write them on the board and have the class read them out.

ESDC

3 GOOD HEALTH AND WELL-BEING

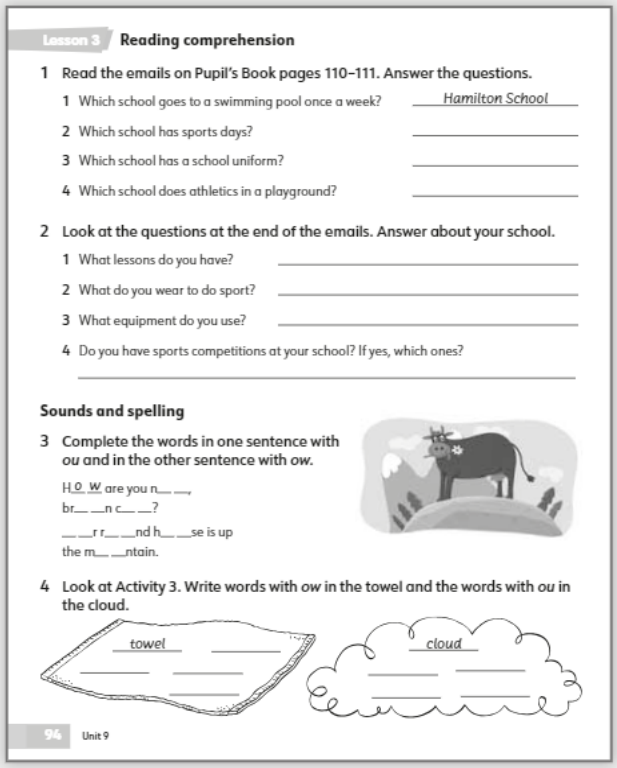
How is sport good for you?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.* Ask: *How is sport good for you?* This question helps children to engage with ideas about healthy living through exercise.

- Ask the children what sports they do. Write a list on the board. Discuss the importance of doing sport and encourage the children to think about the connection between health and exercise, and why it's good for you.
- Have the children brainstorm answers to the question.

Possible answers: sport is good for the heart and lungs, it makes our muscles strong, it gives us energy, it makes us feel calm, it help to keep us healthy and helps us to sleep better, it makes us happy, it teaches us to work and play together, it's fun!

Workbook page 94



Lesson 3 **Reading comprehension**

1 Read the emails on Pupil's Book pages 110–111. Answer the questions.
1 Which school goes to a swimming pool once a week? Hamilton School
2 Which school has sports days? _____
3 Which school has a school uniform? _____
4 Which school does athletics in a playground? _____

2 Look at the questions at the end of the emails. Answer about your school.
1 What lessons do you have? _____
2 What do you wear to do sport? _____
3 What equipment do you use? _____
4 Do you have sports competitions at your school? If yes, which ones? _____

Sounds and spelling

3 Complete the words in one sentence with *ou* and in the other sentence with *ow*.
H O W are you n___ ___,
br___ ___n c___ ___?
___ ___r r___ ___nd h___ ___se is up
the m___ ___ntain.

4 Look at Activity 3. Write words with *ow* in the towel and the words with *ou* in the cloud.
towel _____ _____ _____ _____
cloud _____ _____ _____ _____

94 Unit 9

1 Read the emails on Pupil's Book pages 110–111. Answer the questions.

Answers: 1 Hamilton School **2** The International School **3** The International School **4** Hamilton School

2 Look at the questions at the end of the emails. Answer about your school.

Answers: Children's own answers.

3 Complete the words in one sentence with *ou* and in the other sentence with *ow*.

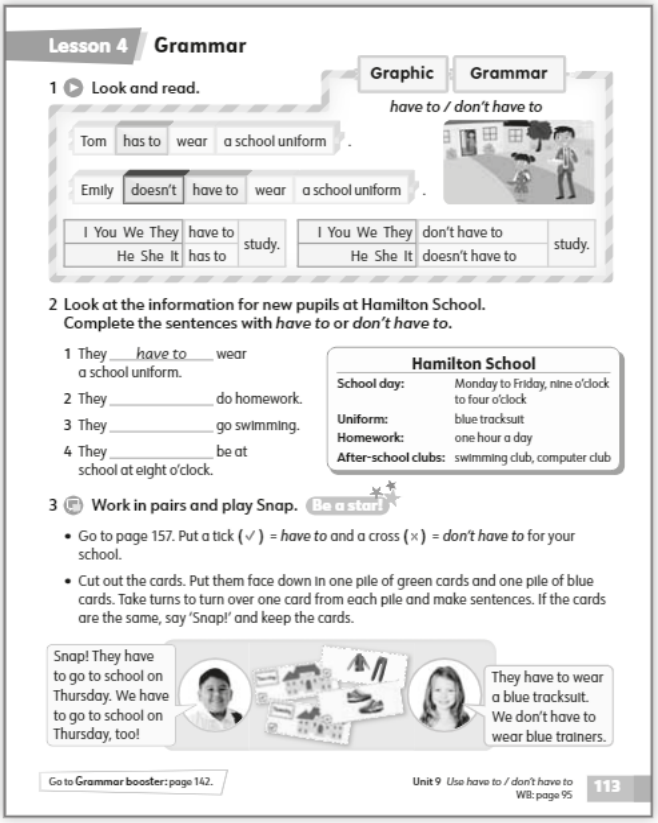
Answers: H**ow** are you n**ow**, br**ow**n c**ow**?
Our r**ou**nd h**ou**se is up the m**ou**ntain.

4 Look at Activity 3. Write words with *ow* in the towel and the words with *ou* in the cloud.

Answers: Towel (*ow*): towel, how, now, brown, cow
Cloud (*ou*): cloud, our, round, house, mountain

Lesson 4 Grammar

Pupil's Book page 113


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

have to / don't have to

Tom has to wear a school uniform.

Emily doesn't have to wear a school uniform.

I You We They have to / He She It has to study.

I You We They don't have to / He She It doesn't have to study.

2 Look at the information for new pupils at Hamilton School. Complete the sentences with *have to* or *don't have to*.

1 They *have to* wear a school uniform.
2 They _____ do homework.
3 They _____ go swimming.
4 They _____ be at school at eight o'clock.

Hamilton School
School day: Monday to Friday, nine o'clock to four o'clock
Uniform: blue tracksuit
Homework: one hour a day
After-school clubs: swimming club, computer club

3 Work in pairs and play Snap. Be a star!

- Go to page 157. Put a tick (✓) = *have to* and a cross (×) = *don't have to* for your school.
- Cut out the cards. Put them face down in one pile of green cards and one pile of blue cards. Take turns to turn over one card from each pile and make sentences. If the cards are the same, say 'Snap!' and keep the cards.

Snap! They have to go to school on Thursday. We have to go to school on Thursday, too!

They have to wear a blue tracksuit. We don't have to wear blue trainers.

Go to Grammar booster: page 142.

Unit 9 *Use have to / don't have to* WB: page 95 113

Learning objectives: Use *have to / don't have to*

Grammar: *have to / don't have to*

Review vocabulary: sports clothes

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Song

- Assign *ou* to half the class and *ow* to the other half. Call out the words from Lesson 3 Activities 4 and 5. The children stand up when they hear a word with their letter combination.
- Repeat with different volunteers calling out the words.

1 Look and read.

- If you don't have access to the class video, write *have to* and *don't have to* on the board. Ask a volunteer to stand by the board and point to the correct form as you speak. Say *We have to wear trainers for PE. We don't have to go to school on Saturday.*
- Have the children look at the pictures in Activity 1 and ask *Who is wearing school uniform? (the boy)*
- Read out the sentences one at a time. Ask the children *How do we change 'have' with he or she?* Elicit *has.* Ask the children *How do we change 'don't have' with he or she?* Elicit *doesn't have.*
- Ask the children which colour blocks the affirmative is in and elicit *blue.* Ask the children which colour blocks the negative is in and elicit *red.*
- Read out the sentences again and have the children repeat.

- If you have access to the class video, present *have to* and *don't have to* with the sentences as above. Then tell the children to watch the video and think about what different forms of *have to* we use in the third person, affirmative and negative.
- Play the video. Ask the children to say the short form of *does not have to (doesn't have to).*
- Play the video again, and have the children repeat the sentences.

2 Look at the information for new pupils at Hamilton School. Complete the sentences with *have to* or *don't have to*.

- Have the children read through the information quietly. The give them a minute to complete the sentences.
- Ask volunteers to read out the sentences and write the verbs on the board.
- Ask the children *Do you like school uniforms? Why? / Why not?* Help children with their answers if necessary, e.g. *It helps people know which school I go to. School uniforms are nice colours. School uniforms are warm. School uniforms are ugly.*

Answers: 1 have to **2** have to **3** don't have to **4** don't have to

Teaching star!

Extension

- You can extend grammar activities to practise other forms of the same grammar point.
- Ask the children to redo Activity 2 orally in pairs, but this time replace *They* with *He*, e.g. *He has to wear a school uniform.* Then have some pairs report back to the class. You can do the same with the other personal pronouns: *I, you, she, we.*

3 Work in pairs and play Snap.

Be a star!

- Organise the children in pairs and have them open their books to page 157. Make sure the children all have scissors with which to cut out the cards. They will need one set of cards for the game.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.
- Read out the instructions and the example activity so the children have an understanding of how to play the game. They choose a card from the green pile and one card from the blue pile. If the cards match, they say *Snap* and keep their cards. If they don't match, they return the cards to the piles.
- Allow time for the children to complete the game.

Grammar booster

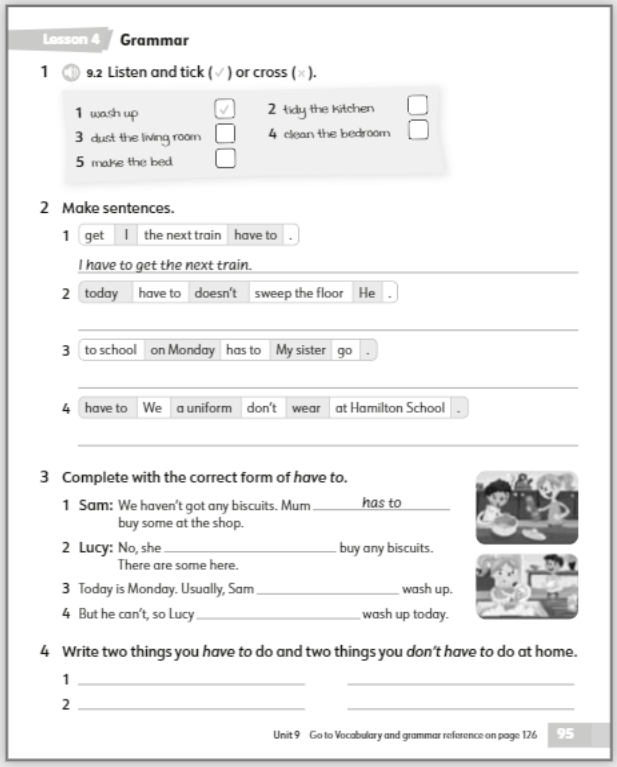
Ask the children to turn to page 142 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 have to **2** have to **3** don't have to **4** don't have to **5** have to

Cooler: Chores

- Ask six children to say one thing that they *have to* or *don't have to do* at home, e.g. *I have to tidy my bedroom.*
- Ask six other children to say what the previous children said using *has to* and *doesn't have to*, e.g. *She has to tidy her bedroom.*

Workbook page 95



Lesson 4 Grammar

1 9.2 Listen and tick (✓) or cross (✗).

1 wash up ✓ 2 tidy the kitchen ☐
3 dust the living room ☐ 4 clean the bedroom ☐
5 make the bed ☐

2 Make sentences.

1 get | I | the next train | have to | .
I have to get the next train.

2 today | have to | doesn't | sweep the floor | He | .

3 to school | on Monday | has to | My sister | go | .

4 have to | We | a uniform | don't | wear | at Hamilton School | .

3 Complete with the correct form of *have to*.

1 **Sam:** We haven't got any biscuits. Mum *has to* buy some at the shop.
2 **Lucy:** No, she _____ buy any biscuits. There are some here.
3 Today is Monday. Usually, Sam _____ wash up.
4 But he can't, so Lucy _____ wash up today.

4 Write two things you *have to* do and two things you *don't have to* do at home.

1 _____ _____
2 _____ _____

Unit 9 Go to Vocabulary and grammar reference on page 126 95

Grammar reference:

Remind the children that they can refer to the grammar reference on page 126 while completing these Workbook activities.

1 9.2 Listen and tick (✓) or cross (✗).

Audioscript

Oh look, there's a note here from Mum ... Ben, please can you do some chores today. Please look at the list. .... OK, where's the list – oh here it is. Right. I have to wash up – that's OK ... but I don't have to tidy the kitchen – yes! Also I don't have to dust the living room but I have to clean my bedroom – oh no!! ... and I have to make – my – bed!

Answers: 1 wash up ✓
2 tidy the kitchen ✗
3 dust the living room ✗
4 clean the bedroom ✓
5 make the bed ✓

2 Make sentences.

Answers: 1 I have to get the next train.
2 He doesn't have to sweep the floor today.
3 My sister has to go to school on Monday.
4 We don't have to wear a uniform at Hamilton School.

3 Complete with the correct form of *have to*.

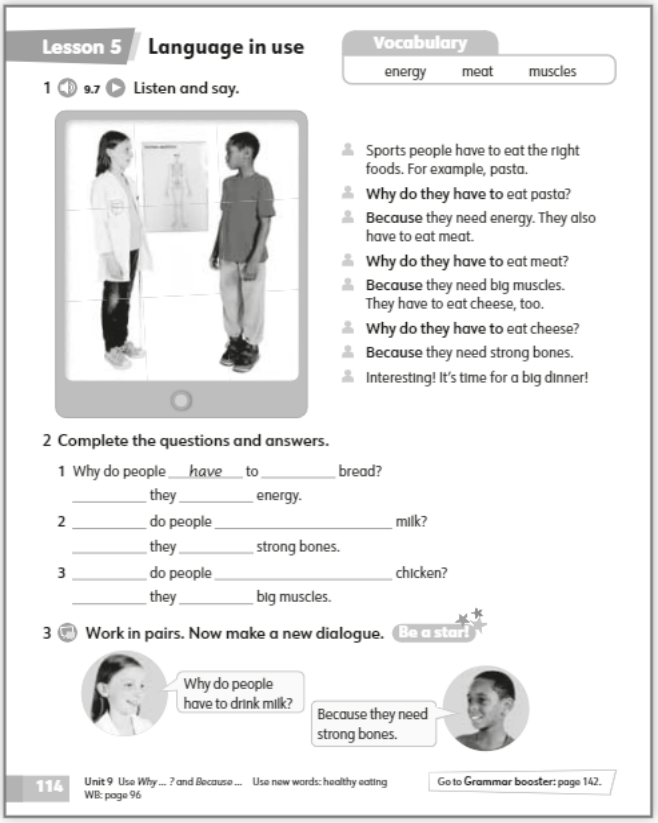
Answers: 1 has to **2** doesn't have to **3** has to **4** has to

4 Write two things you *have to* do and two things you *don't have to* do at home.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 114


Lesson 5 Language in use

Vocabulary: energy meat muscles

1 9.7 Listen and say.

Sports people have to eat the right foods. For example, pasta.
Why do they have to eat pasta?
Because they need energy. They also have to eat meat.
Why do they have to eat meat?
Because they need big muscles. They have to eat cheese, too.
Why do they have to eat cheese?
Because they need strong bones.
Interesting! It's time for a big dinner!

2 Complete the questions and answers.

1 Why do people *have* to _____ bread?
_____ they _____ energy.
2 _____ do people _____ milk?
_____ they _____ strong bones.
3 _____ do people _____ chicken?
_____ they _____ big muscles.

3 Work in pairs. Now make a new dialogue. Be a star!

Why do people have to drink milk?
Because they need strong bones.

114 Unit 9 Use *Why ...?* and *Because ...* Use new words: healthy eating WB: page 96
Go to Grammar booster: page 142.

Learning objectives: Use *Why ...?* and *Because ...*; Use new words: healthy eating

Vocabulary: energy, meat, muscles

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: Hands up for *true*

- Say some sentences with *have to*. The children raise their hands if the sentence is true for them, e.g. *I have to wear a school uniform. I have to do the washing up. I have to sweep the floor. I have to go to bed at ten o'clock. I have to do my homework on Saturday.*
- To extend this in a fun way you could also use some negative sentences, e.g. *I don't have to wear a school uniform. I don't have to go to bed at ten o'clock.*

1 9.7 Listen and say.

- If you don't have access to the class video, teach the words from the box. Write *energy, meat* and *muscles* on the board. Say these sentences and tell the children to listen out for these words to work out what they mean:
  You need energy to run and do sports. When I'm tired I don't have any energy.
  My favourite meat is lamb. Chicken is not my favourite meat.
  I use the muscles in my legs to walk and run. I use the muscles in my arms to carry things.
- If necessary, mime the words to help the children understand.
- Tell the children to listen out for the new words in the dialogue and which people the dialogue talks about. Play the audio. Ask the children to answer (*sports people*).
- Play the audio again and have the children listen, follow and repeat each line of the dialogue.
- Ask the children *What word do we answer 'Why' questions with?* and elicit *Because*.
- Divide the class into two groups, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Complete the questions and answers.

- Have a volunteer read out the first question and ask the class to suggest the correct verb to fill the second gap (*eat*).
- Have the children complete the questions and answers individually. Then they compare their ideas with a friend.
- Ask pairs to read out a question and answer.

Answers: 1 have, eat, Because, need **2** Why, have to drink, Because, need **3** Why, have to eat, Because, need

3 Work in pairs. Now make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue.
- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Teaching star!

Communicating

- Have the children extend the dialogue to talk about other topics they can relate to. This will build their communicative confidence.
- Write these words on the board: *learn English, sleep, watch the news, play games, visit grandparents, go to the doctor, go to the dentist.*
- Have the children work in pairs and write a question with *Why / have to*, e.g. *Why do we have to go to the doctor? Why do we have to sleep?* The children then give an answer with *Because* for each idea, e.g. *Because we need to be healthy. Because we need energy to play and study every day.* Help the children with words if necessary.
- Ask the children to read out their questions and answers to the rest of the class and see if they had the same ideas.

Grammar booster

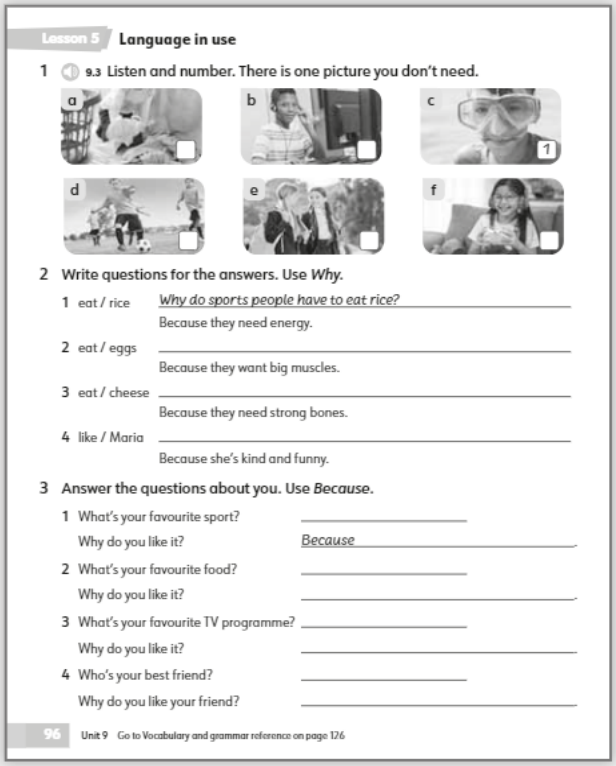
Ask the children to turn to page 142 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 1 have to, Because they need energy.
2 do, Because they are our school colours.
3 Why do, Because you need a clean bedroom.
4 have to, Because you need healthy teeth.
3 1 have to, Because, have to **2** have to, Because, need **3** have to, Because **4** they have to, Because they **5** do they have to, Because they need

Cooler: Memory game

- Have the children place their Pupil's Books face down. Then ask them the questions from the dialogue, e.g. *Why do they have to eat pasta? Why do they have to eat cheese?* and the children raise their hands to say the answer if they remember it. (*Because they need energy. Because they need strong bones.*)

Workbook page 96



Lesson 5 Language in use

1 9.3 Listen and number. There is one picture you don't need.

a b c 1 d e f

2 Write questions for the answers. Use *Why*.

1 eat / rice *Why do sports people have to eat rice?*
Because they need energy.

2 eat / eggs _____
Because they want big muscles.

3 eat / cheese _____
Because they need strong bones.

4 like / Maria _____
Because she's kind and funny.

3 Answer the questions about you. Use *Because*.

1 What's your favourite sport? _____
Why do you like it? *Because* _____.

2 What's your favourite food? _____
Why do you like it? _____.

3 What's your favourite TV programme? _____
Why do you like it? _____

4 Who's your best friend? _____
Why do you like your friend? _____

96 Unit 9 Go to Vocabulary and grammar reference on page 126

Grammar reference:

Remind the children that they can refer to the grammar reference on page 126 while completing these Workbook activities.

1 9.3 Listen and number. There is one picture you don't need.

Audioscript

Speaker: *Listen and number. There is one picture you don't need.*
1 Girl: *Why is Sam wearing goggles?*
Boy: *Because he's going swimming.*
2 Boy: *Why do you like computer games?*
Girl: *Because they're fun.*
3 Boy: *Why does your brother have to go to school on Saturday?*
Girl: *Because he has to play in the school football team.*
4 Boy: *Why does Paul have to stay after school?*
Woman: *Because he's got after-school computer club.*
5 Boy: *Why doesn't Vicky have to do her homework?*
Woman: *Because she did it yesterday and today she has to tidy her room.*

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

2 Write questions for the answers. Use *Why*.

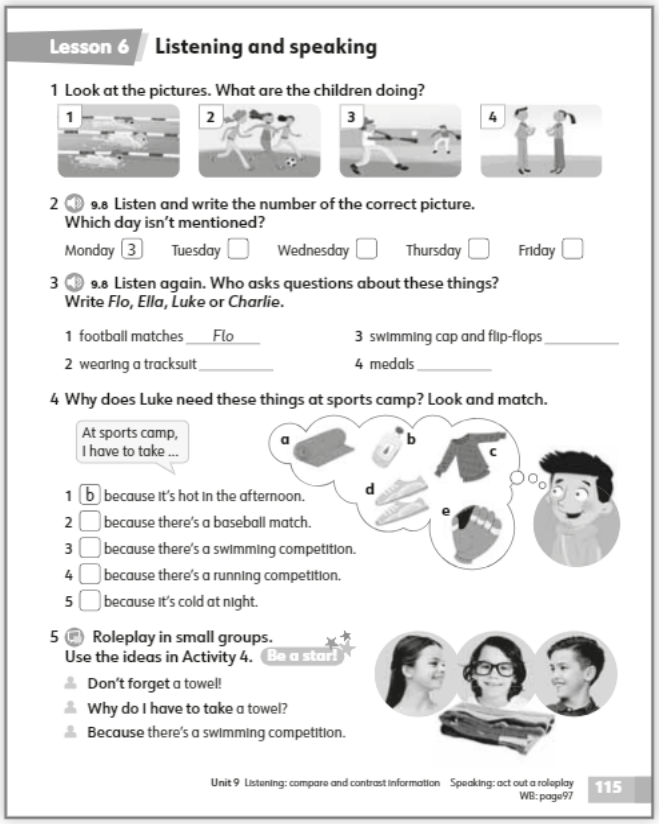
Suggested answers: 1 Why do sports people have to eat rice? **2** Why do sports people have to eat eggs? **3** Why do sports people have to eat cheese? **4** Why do you like Maria?

3 Answer the questions about you. Use *Because*.

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 115


Lesson 6 Listening and speaking

1 Look at the pictures. What are the children doing?

1 2 3 4

2 9.8 Listen and write the number of the correct picture. Which day isn't mentioned?

Monday 3 Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

3 9.8 Listen again. Who asks questions about these things? Write *Flo, Ella, Luke* or *Charlie*.

1 football matches Flo
2 wearing a tracksuit
3 swimming cap and flip-flops
4 medals

4 Why does Luke need these things at sports camp? Look and match.

At sports camp, I have to take ...

a b c d e

1 b because it's hot in the afternoon.
2 ☐ because there's a baseball match.
3 ☐ because there's a swimming competition.
4 ☐ because there's a running competition.
5 ☐ because it's cold at night.

5 Roleplay in small groups. Use the ideas in Activity 4. Be a star!

Don't forget a towel!
Why do I have to take a towel?
Because there's a swimming competition.

Unit 9 Listening: compare and contrast information Speaking: act out a roleplay WB: page 97 115

Learning objectives: Listening: compare and contrast information; Speaking: act out a roleplay

Materials: a piece of paper for each child

Warm-up: Song

- Play the song from Lesson 1 (track 9.3, page 109) and have children sing along and do the mimes.

1 Look at the pictures. What are the children doing?

- Tell the children to look at the pictures and think about what the children are doing. Ask them *What are the children doing in picture 1?* and elicit answers.
- Tell the children to think about the other pictures and talk to their friend.
- Ask for feedback with the same question and elicit answers in the present continuous.

Answers: 1 swimming **2** playing football **3** playing baseball **4** getting medals

2 9.8 Listen and write the number of the correct picture. Which day isn't mentioned?

- Tell the children to listen to the conversation and write the numbers of the correct picture next to the days.
- Play the audio. The children write numbers in the boxes alone, and then compare their answers with a friend.
- Have the children call out the answers. Ask *Which picture goes with Monday?* etc. and elicit answers.

Audioscript

Adult: *Next week is sports camp for everyone! We have five days of different sports. Please everyone, listen carefully.*
On Monday, you have to wear a tracksuit and trainers. Any questions? Yes, Luke?

Luke: *Why do we have to wear a tracksuit?*

Adult: *Because in the morning there are baseball lessons and in the afternoon we're going running.*

Luke: *OK.*

Adult: *On Wednesday there's a football competition. Each team has a different uniform. Any questions? Yes, Flo?*

Flo: *How many matches do we play?*

Adult: *Each team plays four matches.*
On Friday we've got a medal ceremony. There are medals for all the sports competitions. Any questions? Yes, Charlie?

Charlie: *Are there medals for the winners of the football?*

Adult: *Yes, Charlie there are medals for the winners of all the sports. Oh, and on Thursday there's a swimming competition. Don't forget your swimming costumes and your towels. Any questions? Yes, Ella?*

Ella: *Do we have to bring flip-flops and a swimming cap?*

Adult: *You have to bring a swimming cap, but you don't have to bring flip-flops ...*

Answers: Monday 3, Wednesday 2, Thursday 1, Friday 4, Tuesday isn't mentioned.

3 9.8 Listen again. Who asks questions about these things? Write *Flo, Ella, Luke* or *Charlie*.

- Read through the points. Tell the children to listen again, and this time listen out for the questions.
- Play the audio. The children write the names.
- Play the audio again. Ask the children for feedback.

Answers: 1 Flo **2** Luke **3** Ella **4** Charlie

Teaching star!

Mixed ability

- If you feel some of the children have not understood the listening activity well, play the audio again and pause now and then to ask questions.
- Play the audio a third time and pause after each question that the characters ask. Have the children raise their hand to repeat the question they heard. Then ask volunteers to say the answer they think the adult gives. Play the answer to confirm.

4 Why does Luke need these things at sports camp? Look and match.

- The children read the sentences and match them to the pictures.
- Ask volunteers to raise their hands and offer answers. Encourage them to say full sentences: e.g. *At sports camp I have to take a towel.* The class asks *Why?* and the child answers *Because there's a swimming competition.*

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

5 Roleplay in small groups. Use the ideas in Activity 4.

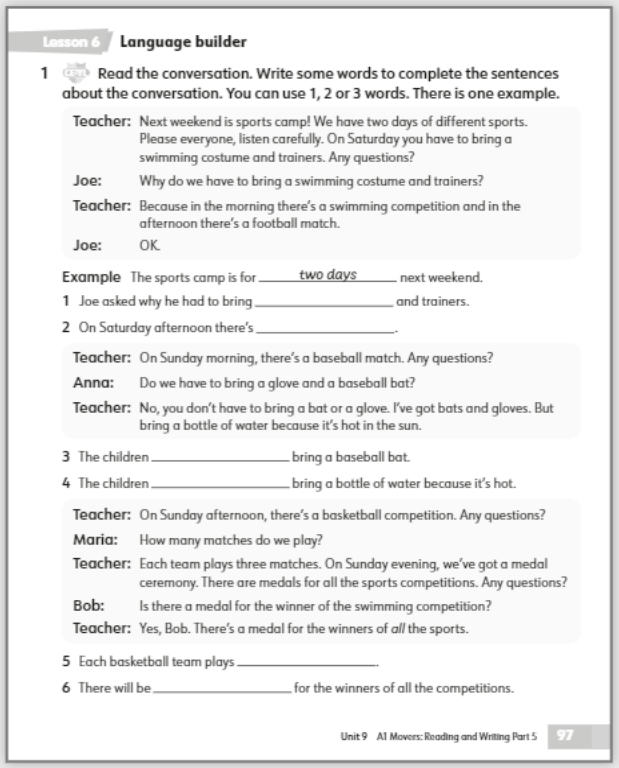
Be a star!

- Divide the children into groups of three, and refer them to the example dialogue. The first child says a sentence with *Don't forget.* The second asks a question with *Why?* and the third gives an answer with *Because.*
- The children do their roleplay. Monitor and help as necessary.
- Ask each group to talk about one thing from Activity 4.

Cooler: What's wrong?

- Have the children place their Pupil's Books face down. Read out some sentences from Activity 4, but make some mistakes. The children call out *Stop!* when they hear a mistake and correct it, e.g. *I have to take a T-shirt because it's cold at night.*

Workbook page 97



Lesson 6 **Language builder**

1 CE:YL **Read the conversation. Write some words to complete the sentences about the conversation. You can use 1, 2 or 3 words. There is one example.**

Teacher: Next weekend is sports camp! We have two days of different sports. Please everyone, listen carefully. On Saturday you have to bring a swimming costume and trainers. Any questions?
Joe: Why do we have to bring a swimming costume and trainers?
Teacher: Because in the morning there's a swimming competition and in the afternoon there's a football match.
Joe: OK.

Example The sports camp is for ___two days___ next weekend.
1 Joe asked why he had to bring _____ and trainers.
2 On Saturday afternoon there's _____.

Teacher: On Sunday morning, there's a baseball match. Any questions?
Anna: Do we have to bring a glove and a baseball bat?
Teacher: No, you don't have to bring a bat or a glove. I've got bats and gloves. But bring a bottle of water because it's hot in the sun.

3 The children _____ bring a baseball bat.
4 The children _____ bring a bottle of water because it's hot.

Teacher: On Sunday afternoon, there's a basketball competition. Any questions?
Maria: How many matches do we play?
Teacher: Each team plays three matches. On Sunday evening, we've got a medal ceremony. There are medals for all the sports competitions. Any questions?
Bob: Is there a medal for the winner of the swimming competition?
Teacher: Yes, Bob. There's a medal for the winners of *all* the sports.

5 Each basketball team plays _____.
6 There will be _____ for the winners of all the competitions.

Unit 9 A1 Movers: Reading and Writing Part 5 97

1 CE:YL Read the conversation. Write some words to complete the sentences about the conversation. You can use 1, 2 or 3 words. There is one example.

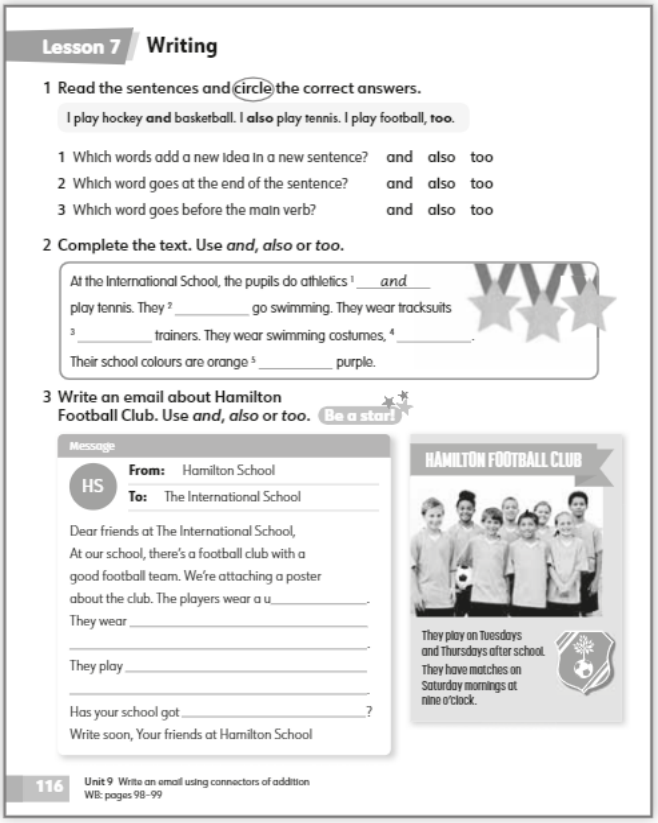
This activity helps prepare the children for Part 5 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the conversation and find the information to complete the sentences.
- If done in class, read out the first sentence. Then have a volunteer read out the example. Ask the children to point to the key words in the conversation that give the answer.
- Have the children continue the activity, using key words to help them.

Answers: **1** a swimming costume **2** a football match **3** don't have to **4** have to **5** three matches **6** a medal

Lesson 7 Writing

Pupil's Book page 116



Lesson 7 Writing

1 Read the sentences and circle the correct answers.

I play hockey and basketball. I also play tennis. I play football, too.

1 Which words add a new idea in a new sentence? and also too
2 Which word goes at the end of the sentence? and also too
3 Which word goes before the main verb? and also too

2 Complete the text. Use *and, also* or *too*.

At the International School, the pupils do athletics [1] *and* play tennis. They [2] _____ go swimming. They wear tracksuits [3] _____ trainers. They wear swimming costumes, [4] _____. Their school colours are orange [5] _____ purple.

3 Write an email about Hamilton Football Club. Use *and, also* or *too*. Be a star!

Message
From: Hamilton School
To: The International School
Dear friends at The International School,
At our school, there's a football club with a good football team. We're attaching a poster about the club. The players wear a u_____.
They wear _____.
They play _____.
Has your school got _____?
Write soon, Your friends at Hamilton School

HAMILTON FOOTBALL CLUB
They play on Tuesdays and Thursdays after school. They have matches on Saturday mornings at nine o'clock.

116 Unit 9 Write an email using connectors of addition
WB: pages 98–99

Learning objectives: Write an email using connectors of addition

Materials: a pencil for each child and enough rubbers for the class

Warm-up: Favourite sports

- Ask the children to raise their hands and tell the class their favourite sport and why it is their favourite, e.g. *I like football because it is a team sport.*

1 Read the sentences and circle the correct answers.

- Write *too, also* and *and* on the board. Then write these gapped sentences and tell the children to fill them in with the correct words:
  I like football _____ tennis.
  I _____ like baseball.
  I like basketball, _____.
- Tell the children to open their books. Read out the examples and have the children check if they chose the correct words for the sentences on the board.
- The children read the rules and circle the correct answers.

Answers: 1 also, too **2** too **3** also

Teaching star!

Personalising

- Use opportunities for the children to relate a lesson to their own experience.
- Tell the children to write the sentences in the example on Activity 1 in their notebooks, but change the information so they are true about themselves. They can be any hobbies, not only sport. Have the children compare their sentences with a friend.

2 Complete the text. Use *and, also* or *too*.

- Tell the children to think about the rules in Activity 1 and complete the text with the correct words.
- Have volunteers read out a sentence each.

Answers: 1 and **2** also **3** and **4** too **5** and

3 Write an email about Hamilton Football Club. Use *and, also* or *too*.

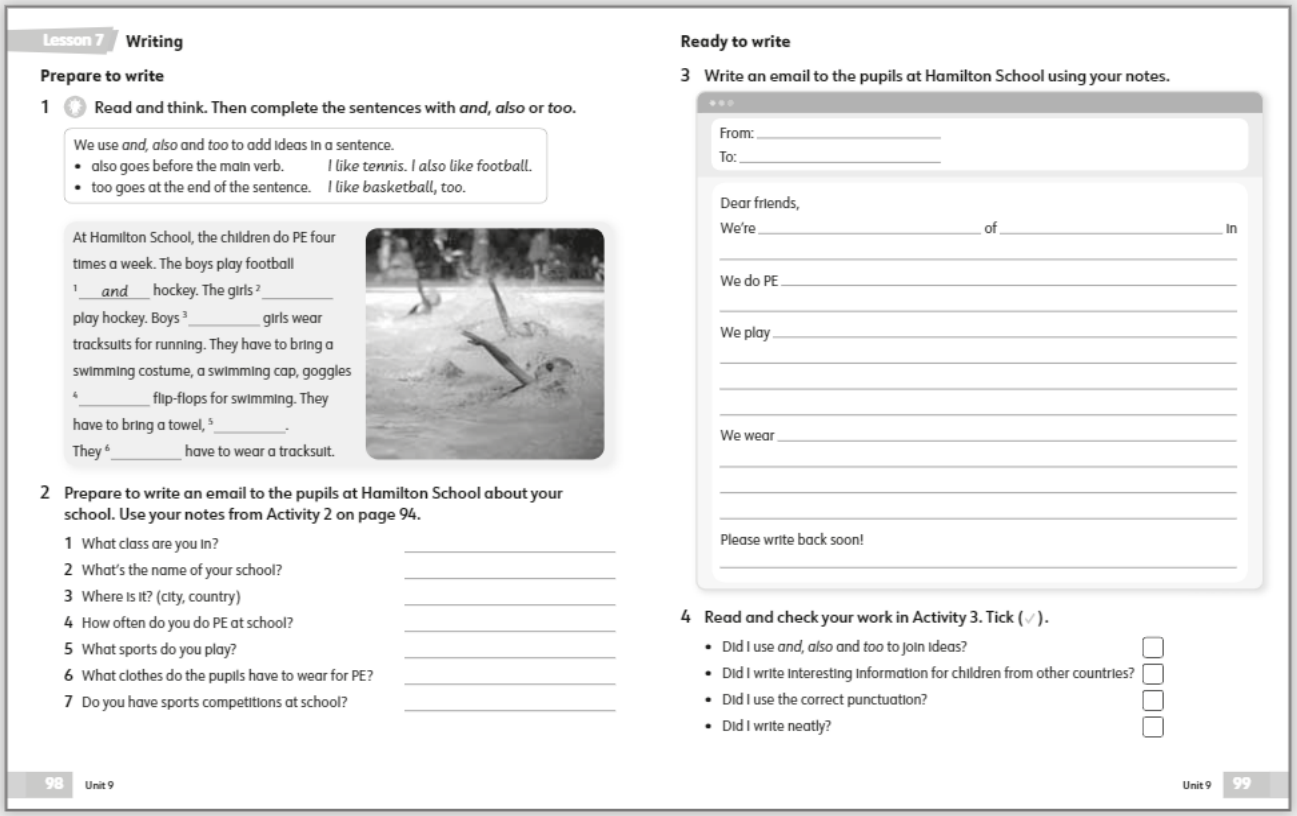
Be a star!

- Tell the children look at the photo and the information and complete the email about the football club.
- The children do the activity individually. Tell them to write in pencil so they can correct their work.
- Have volunteers read out and then write one sentence each of the email on the board. The children correct their work if necessary.

Suggested answer:
Dear friends at The International School,
At our school there's a football club with a good football team. We're attaching a poster about the club. The players wear a uniform.
They wear blue and white T-shirts and blue shorts, too.
They play football on Tuesdays and Thursdays after school. They also play matches on Saturday mornings at nine o'clock.
your school got a football team?
Write soon,
Your friends at Hamilton School

Cooler: Sentence building

- Start a sentence about an animal: e.g. *Elephants have got big ears and ...* Have volunteers raise their hands to finish the sentences. Then ask volunteers to add a sentence with *also* and another with *too.*
- Repeat with other ideas, e.g. *aliens, grandmas, flowers*, etc.



Lesson 7 Writing

Prepare to write

1 **Read and think. Then complete the sentences with *and*, *also* or *too*.**

We use *and*, *also* and *too* to add ideas in a sentence.
- also goes before the main verb. *I like tennis. I also like football.*
- too goes at the end of the sentence. *I like basketball, too.*

At Hamilton School, the children do PE four times a week. The boys play football [1] *and* hockey. The girls [2] _____ play hockey. Boys [3] _____ girls wear tracksuits for running. They have to bring a swimming costume, a swimming cap, goggles [4] _____ flip-flops for swimming. They have to bring a towel, [5] _____. They [6] _____ have to wear a tracksuit.

2 **Prepare to write an email to the pupils at Hamilton School about your school. Use your notes from Activity 2 on page 94.**

1 What class are you in? _____
2 What's the name of your school? _____
3 Where is it? (city, country) _____
4 How often do you do PE at school? _____
5 What sports do you play? _____
6 What clothes do the pupils have to wear for PE? _____
7 Do you have sports competitions at school? _____

98 Unit 9

Ready to write

3 **Write an email to the pupils at Hamilton School using your notes.**

From: _____
To: _____

Dear friends,
We're _____ of _____ in _____
We do PE _____
We play _____
We wear _____
Please write back soon!

4 **Read and check your work in Activity 3. Tick (✓).**
- Did I use *and*, *also* and *too* to join ideas? ☐
- Did I write interesting information for children from other countries? ☐
- Did I use the correct punctuation? ☐
- Did I write neatly? ☐

Unit 9 99

Prepare to write

1 Read and think. Then complete the sentences with *and, also* or *too*.

- The children complete the paragraph with the correct words.
- If done in class, have a volunteer read the example. Ask the class why *and* is the correct missing word and elicit that *and* adds a new idea to a sentence.
- Have the children complete the activity individually. Ask volunteers to read out the answers.

Answers: 1 and **2** also **3** and **4** and **5** too **6** also

2 Prepare to write an email to the pupils at Hamilton School about your school. Use your notes from Activity 2 on page 94.

- The children can use their answers from page 94, Activity 2 of the Workbook. They answer the questions for their own school.
- If done in class, ask some children to suggest some answers for questions 1 and 2.
- The children answer the questions individually. They can then compare answers with a friend.
- Ask for feedback. See how many children have the same answers.

Answers: Children's own answers.

Ready to write

3 Write an email to the pupils at Hamilton School using your notes.

- The children use their notes to write an email to Hamilton School about their own school.
- If done in class, have volunteers suggest how to start the email sections *From* and *To*.
- Have the children write the email individually. Remind them to use *and, also* and *too*. Monitor and help the children as they write.
- Have the children work in pairs and read each other's emails. Ask some children to read out some of their sentences.
- You could use the children's ideas to write an email on the board as a class collaboration.

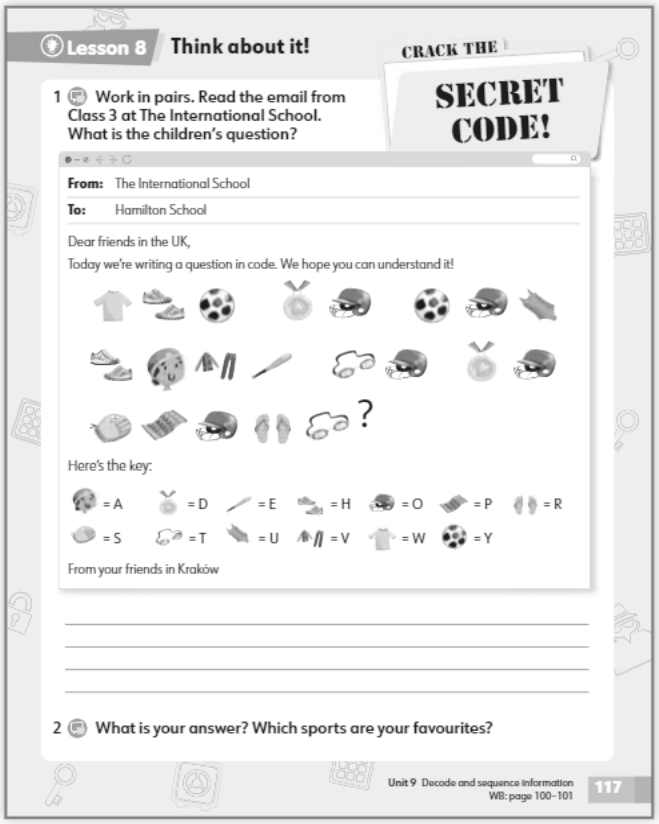
Answers: Children's own answers.

4 Read and check your work in Activity 3. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 117



Learning objectives: Decode and sequence information

Additional language: crack the secret code

Resources: Unit 9 test

Materials: (optional) a piece of paper for each group

Warm-up: First letters

- Write the first letters of the sports words in this unit on the board. Give the children one minute to remember as many words as they can: bat, flip-flops, glove, goggles, helmet, swimming cap, swimming costume, towel, tracksuit, trainers.
- If you have time, you can mime each word as you write it, to help the children remember.

1 Work in pairs. Read the email from Class 3 at The International School. What is the children's question?

- Read out the title of the lesson. Explain *'Crack the secret code' means find the answer to the code.* Explain that: *A code is a secret message written in pictures or a special secret language.* Refer the children to the code on the page and tell them that in this code there is a picture for each letter.
- Tell the children to look at the code individually and try to work out what the question is in the email and write their answer in the space below.
- Give them a few minutes to do this. Then they can compare their cracked code with a friend.
- Ask volunteers to read out the answer. Have other volunteers write the question on the board.

Answer: Why do you have to do sport?

2 What is your answer? Which sports are your favourites?

- Tell the children to think of their own answers to the question. Possible answers might be: *Because it's healthy. It stops me feeling tired. It makes my legs strong. I want to be a footballer / sports person. It's nice to play with my friends. Winning is fun. It's nice to be outside in the sun.* Then ask *Which sports are your favourities?* Have them compare ideas with a friend.
- Ask for feedback. Encourage a class discussion about why you have to do sport. Volunteers can write their ideas on the board. You could then hold a class vote to see which sport is the most popular.

Answers: Children's own answers.

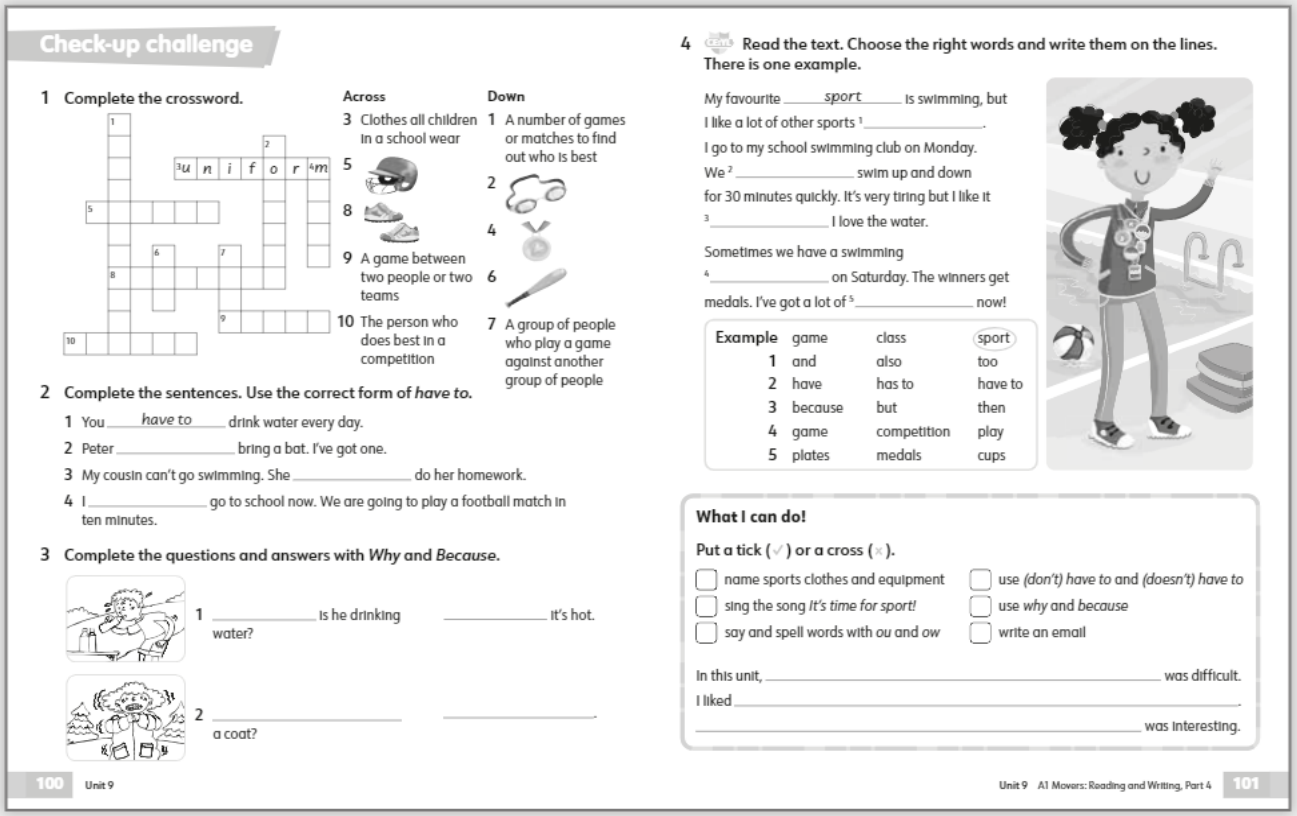
Teaching star!

Game

- Use the opportunity for a fun challenge to keep the children alert and interested.
- Divide the children into groups of four. Give each group a piece of paper. Tell them to create their own code with pictures and letters like the one in Activity 1. They then write a question in their code about sport for another group to answer. Tell the groups to swap pieces of paper and solve each other's codes to find the question. They also answer the questions in each others' codes.
- The codes can be copied neatly and displayed on the wall for children from other classes to crack.

Cooler: Did you know?

- Ask the children questions about the unit. *Did you know that there are nine players in a baseball team? Did you know that a baseball is hard and small? Did you know that Kraków is a city? Did you know that Colchester is in the UK? Did you know some children have to wear a school uniform? Did you know that sports people need strong bones and muscles? Did you know that eating cheese and milk gives you strong bones? Did you know how to crack a code? What else didn't you know?*
- Ask the children to say what they didn't know, but have now learnt.



Check-up challenge

1 Complete the crossword.

Across

3 Clothes all children in a school wear

5

8

9 A game between two people or two teams

10 The person who does best in a competition

Down

1 A number of games or matches to find out who is best

2

4

6

7 A group of people who play a game against another group of people

2 Complete the sentences. Use the correct form of *have to*.

1 You *have to* drink water every day.

2 Peter _____ bring a bat. I've got one.

3 My cousin can't go swimming. She _____ do her homework.

4 I _____ go to school now. We are going to play a football match in ten minutes.

3 Complete the questions and answers with *Why* and *Because*.

1 _____ is he drinking water? _____ It's hot.

2 _____ a coat? _____.

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

My favourite *sport* is swimming, but I like a lot of other sports [1] _____. I go to my school swimming club on Monday. We [2] _____ swim up and down for 30 minutes quickly. It's very tiring but I like it [3] _____ I love the water.

Sometimes we have a swimming [4] _____ on Saturday. The winners get medals. I've got a lot of [5] _____ now!

Example	game	class	sport
1	and	also	too
2	have	has to	have to
3	because	but	then
4	game	competition	play
5	plates	medals	cups

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name sports clothes and equipment
- ☐ sing the song *It's time for sport!*
- ☐ say and spell words with *ou* and *ow*
- ☐ use *(don't) have to* and *(doesn't) have to*
- ☐ use *why* and *because*
- ☐ write an email

In this unit, _____ was difficult.

I liked _____.

_____ was interesting.

1 Complete the crossword.

Answers: 3 uniform **5** helmet **8** trainers **9** match **10** winner **1** competition **2** goggles **4** medal **6** bat **7** team

2 Complete the sentences. Use the correct form of *have to*.

Answers: 1 have to **2** doesn't have to **3** has to **4** have to

3 Complete the questions and answers with *Why* and *Because*.

Answers: 1 Why is he drinking water? Because it's hot. **2** Why is she wearing a coat? Because it's cold.

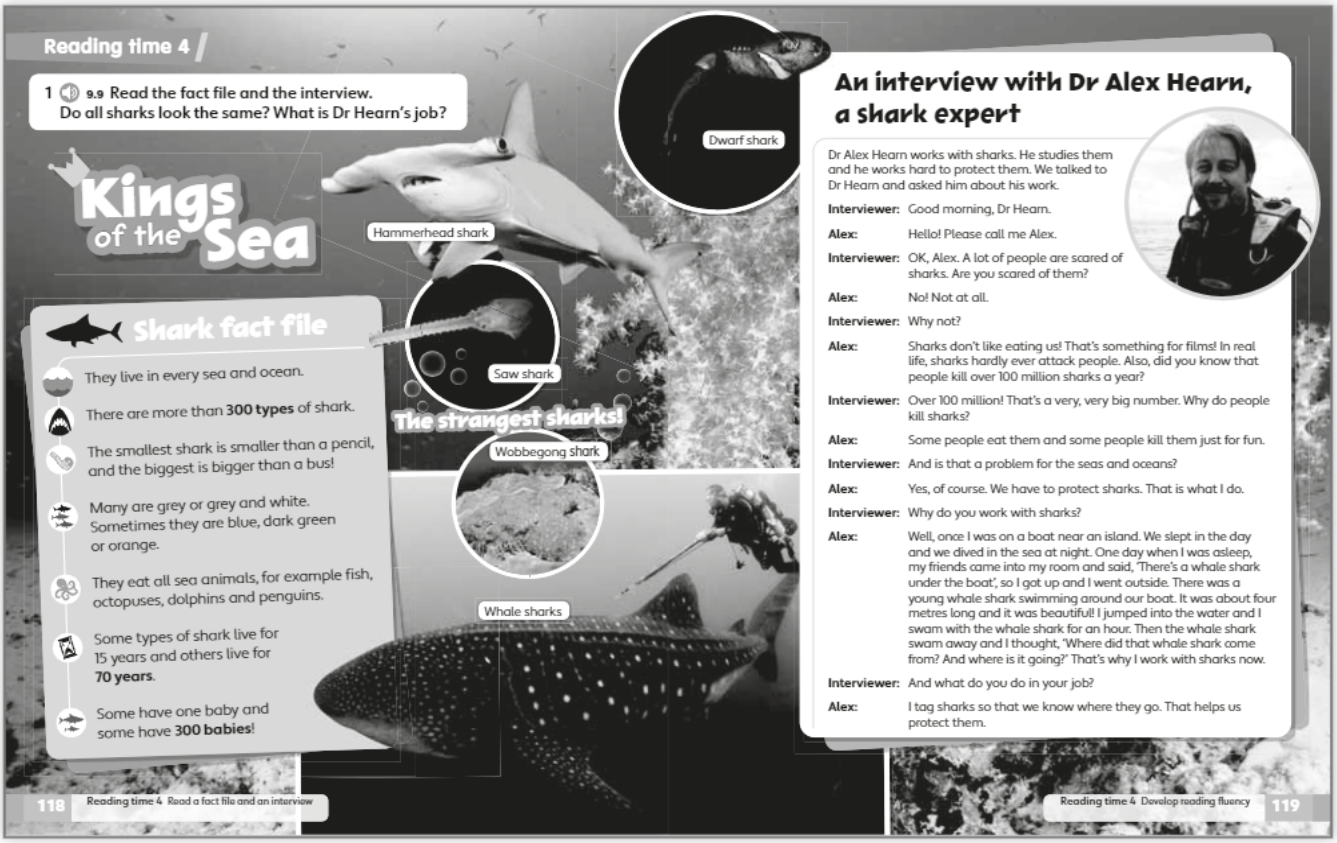
4 CE:YL Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps prepare the children for Part 4 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children read the paragraph and choose the correct words to complete it.
- If done in class, read out the example to the children.
- Have the children complete the activity individually. Then ask different children to read out sentences with the correct answers.

Answers: 1 too **2** have to **3** because **4** competition **5** medals

Pupil's Book pages 118–120



Reading time 4

1 9.9 Read the fact file and the interview. Do all sharks look the same? What is Dr Hearn's job?

Kings of the Sea

Dwarf shark

Hammerhead shark

Saw shark

The strangest sharks!

Wobbegong shark

Whale sharks

Shark fact file

- They live in every sea and ocean.
- There are more than **300 types** of shark.
- The smallest shark is smaller than a pencil, and the biggest is bigger than a bus!
- Many are grey or grey and white. Sometimes they are blue, dark green or orange.
- They eat all sea animals, for example fish, octopuses, dolphins and penguins.
- Some types of shark live for 15 years and others live for **70 years**.
- Some have one baby and some have **300 babies**!

An interview with Dr Alex Hearn, a shark expert

Dr Alex Hearn works with sharks. He studies them and he works hard to protect them. We talked to Dr Hearn and asked him about his work.

Interviewer: Good morning, Dr Hearn.

Alex: Hello! Please call me Alex.

Interviewer: OK, Alex. A lot of people are scared of sharks. Are you scared of them?

Alex: No! Not at all.

Interviewer: Why not?

Alex: Sharks don't like eating us! That's something for films! In real life, sharks hardly ever attack people. Also, did you know that people kill over 100 million sharks a year?

Interviewer: Over 100 million! That's a very, very big number. Why do people kill sharks?

Alex: Some people eat them and some people kill them just for fun.

Interviewer: And is that a problem for the seas and oceans?

Alex: Yes, of course. We have to protect sharks. That is what I do.

Interviewer: Why do you work with sharks?

Alex: Well, once I was on a boat near an island. We slept in the day and we dived in the sea at night. One day when I was asleep, my friends came into my room and said, 'There's a whale shark under the boat', so I got up and I went outside. There was a young whale shark swimming around our boat. It was about four metres long and it was beautiful! I jumped into the water and I swam with the whale shark for an hour. Then the whale shark swam away and I thought, 'Where did that whale shark come from? And where is it going?' That's why I work with sharks now.

Interviewer: And what do you do in your job?

Alex: I tag sharks so that we know where they go. That helps us protect them.

118 Reading time 4 Read a fact file and an interview

Reading time 4 Develop reading fluency 119

Reading time 4 **Activities**

2 Read the shark fact file again. Write questions using the words to help you. Then ask and answer in pairs.

1 (*live*) *Where do sharks live?*

2 (*size*) _____

3 (*colour*) _____

4 (*eat*) _____

3 Put the sentences about Dr Hearn's swim with a whale shark in the correct order.

- [ ] I jumped into the water.
- [ ] Then I wanted to work with sharks.
- [ ] My friends came to my room.
- [ ] I swam with the whale shark for an hour.
- [ ] I went outside.
- [1] I was asleep.
- [ ] I saw the whale shark.



4 Which shark fact do you think is the most interesting? Why? Be a star!

120 Reading time 4

Learning objectives: Read a fact file and an interview; Develop reading fluency

Materials: (optional) a selection of the flashcards from Units 1–9; a piece of paper and a pen or pencil for each pair

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine it's day time and you are swimming in the sea. Who are you with? What are you wearing? What are the sea animals you can see? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

1 9.9 Read the fact file and the interview. Do all sharks look the same? What is Dr Hearn's job?

Pre-reading

- Tell the children that they are going to listen to a fact file about sharks and an interview about them. Before they listen and read ask What do you know about sharks? and elicit answers. Write some of their ideas on the board.

While reading

- Read the questions and tell the children to listen and read for the answers. The children read along as they listen.
- Play the audio. Then read the questions out and have volunteers raise their hands to offer answers.

Answers: No, there are over 300 types of shark. Some are big, and some are small. They can be different colours. Dr Hearn is a shark expert. He works to protect them.

Post-reading

- Ask the children if what they thought about sharks was true or false. Refer to their ideas on the board and ask *Is this true? What did you learn about sharks? Are you surprised?*
- Play the audio again, and pause it now and then to say true or false sentences: e.g. *There are less than 300 types of shark. (false) They eat all types of sea animals. (true) Dr Alex Hearn is scared of sharks. (false) Sharks don't like eating us. (true)*

Teaching star!

Game

- Recycle flashcards to use from other units when appropriate.
- Stick some flashcards from Units 1–9 around the walls of the classroom. Have two children stand up at the front of the classroom. Call out a word and have the children find the flashcard and stand next to it as fast as they can. The first one to stand next to the correct flashcard is the winner. Repeat with other pairs.

Cooler: Disappearing words

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

Reading time 4 Activities

Warm-up: Memory game

- Tell the children to remember as many facts about sharks as they can in one minute. They can work in pairs to do this.
- After one minute, ask the children for feedback and write their ideas on the board.
- Ask the children to look in their books to see if there are any they forgot.

2 Read the shark fact file again. Write questions using the words to help you. Then ask and answer in pairs.

- Have a volunteer read out the example question and ask the children to raise their hands to suggest answers.
- The children write their questions individually. They refer back to the fact file on page 118.
- Have the children work in pairs and take turns to ask each other their questions.
- Ask some pairs to tell the class one of their questions and answers.

Suggested answers: 1 Where do sharks live? They live in every sea and ocean. **2** How big are sharks? Some are smaller than a pencil, but others are bigger than a bus. **3** What colour are sharks? They are grey, or grey and white. Sometimes they are blue, dark green or orange. **4** What do sharks eat? They eat all sea animals, for example fish, octopuses, dolphins and penguins.

3 Put the sentences about Dr Hearn's swim with a whale shark in the correct order.

- Have the children look back at the interview on page 119 and then put the sentences in the correct order.
- Have the children complete the activity individually. Then they can compare answers with a friend.
- Ask different children to read out a sentence in the correct order. Ask for class agreement.

Answers: 1 I was asleep. **2** My friends came to my room. **3** I went outside. **4** I saw the whale shark. **5** I jumped into the water. **6** I swam with the whale shark for an hour. **7** Then I wanted to work with sharks.

4 Which shark fact do you think is the most interesting? Why? Be a star!

- Ask the children to raise their hands and call out the shark facts that they remember.
- The children then refer back to the fact file on page 118 and choose the fact they find the most interesting. They write a sentence saying which fact they find the most interesting and why using *Because*.
- Have different children read out their answers. Ask if other children agree or disagree.

Answers: Children's own answers.

Teaching star!

Communication

- Asking the children to read out a few lines of their own written work will help them gain confidence in speaking.
- Divide the children into small groups. Tell each child to read out their written sentences from Activity 4 to the other children in their group.
- The other children can give feedback by saying if they agree or disagree with their classmate's opinion.
- For children who are more confident in speaking, ask them to give feedback saying why they agree or disagree.

Cooler: Stickman

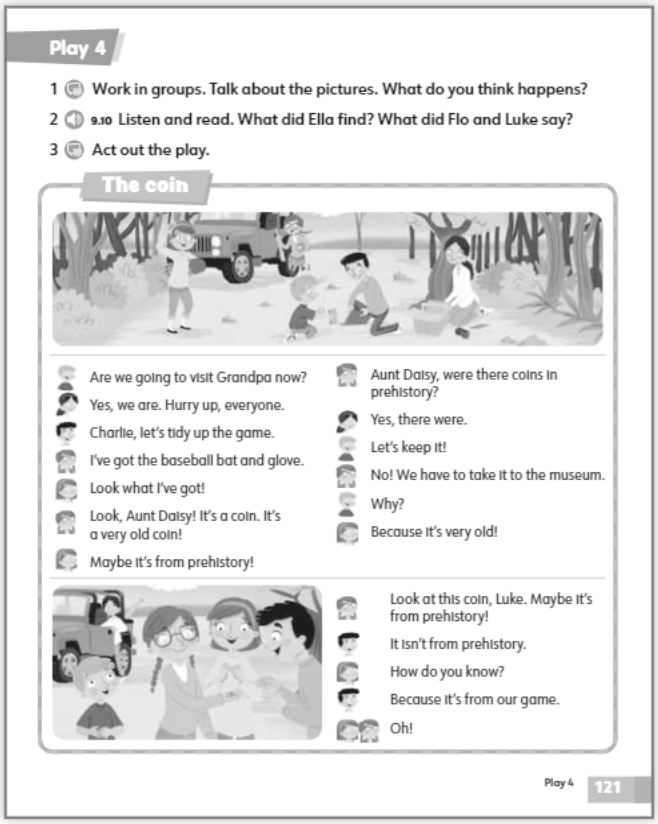
- Play one example round of the Stickman game. Use a word from *Reading time 4* (e.g. *octopuses, oceans, island*). See the Games bank (pages 14–17) for how to play this game.
- Divide the class into pairs. Each pair needs paper and a pen or pencil. Have the children play the game in pairs choosing words from *Reading time 4*.

This Reading time does not have a story video. If you have time you could ask the children to write or act out their own interviews.

- First, ask the children to think about someone they know with an interesting job, like Dr Alex Hearn. They can work in small groups to do this.
- Next, ask the children to research that person and to find out facts about that person's job. Ask children to look for books in the library, or search on the Internet for information.
- Then, ask children to write an interview between them and that person. They should ask at least six questions.
- Finally, ask children to work in pairs and act out their interviews. You could ask the confident children to act out their interviews in front of the class.

Play 4

Pupil's Book page 121


Play 4

1 Work in groups. Talk about the pictures. What do you think happens?

2 9.10 Listen and read. What did Ella find? What did Flo and Luke say?

3 Act out the play.

The coin

Are we going to visit Grandpa now?
Yes, we are. Hurry up, everyone.
Charlie, let's tidy up the game.
I've got the baseball bat and glove.
Look what I've got!
Look, Aunt Daisy! It's a coin. It's a very old coin!
Maybe it's from prehistory!
Aunt Daisy, were there coins in prehistory?
Yes, there were.
Let's keep it!
No! We have to take it to the museum.
Why?
Because it's very old!
Look at this coin, Luke. Maybe it's from prehistory!
It isn't from prehistory.
How do you know?
Because it's from our game.
Oh!

Play 4 121

Materials: a piece of paper for each pair; props for the play, e.g. a glove, a bat and a coin

Warm-up: Anagrams

- Write these anagrams of words from the play on the board. Give the children a few minutes to work them out in pairs. Have volunteers spell the words correctly on the board.
  tab = bat, loveg = glove, inoc = coin, hiseprotry = prehistory, seummu = museum

1 Work in groups. Talk about the pictures. What do you think happens?

- Have the children look at the pictures on page 121.
- Ask them if they can name all of the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

2 9.10 Listen and read. What did Ella find? What did Flo and Luke say?

- Play the audio. Have the children listen and follow in their books.
- Ask them for the answers to the questions.
- Give the children time to read the story again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answers: Ella found a very old coin. Flo said it's from prehistory and Luke said it's from their game.

3 Act out the play.

Be a star!

- Ask the children what objects (called *props*) they will need to help them act out the play (see *Materials*).
- Ask how many characters the play needs (*five – Charlie, Flo, Ella, Luke, Aunt Daisy*).
- Divide the class into groups of five – if there are extra children, they can help a group with their scene changes.
- Give the children several minutes to decide what their roles are (if they can't decide, you can decide for them), and to practise their lines and using the props.
- When they are ready, each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Teaching star!

Presentation

- The plays can be performed for other classes or parents to show the children's progress.
- Have each group learn their roles at home. If they do not feel confident, they can write them onto paper to hold while acting out the play. Invite other classes during a break or parents at the end of a lesson to watch the performances!

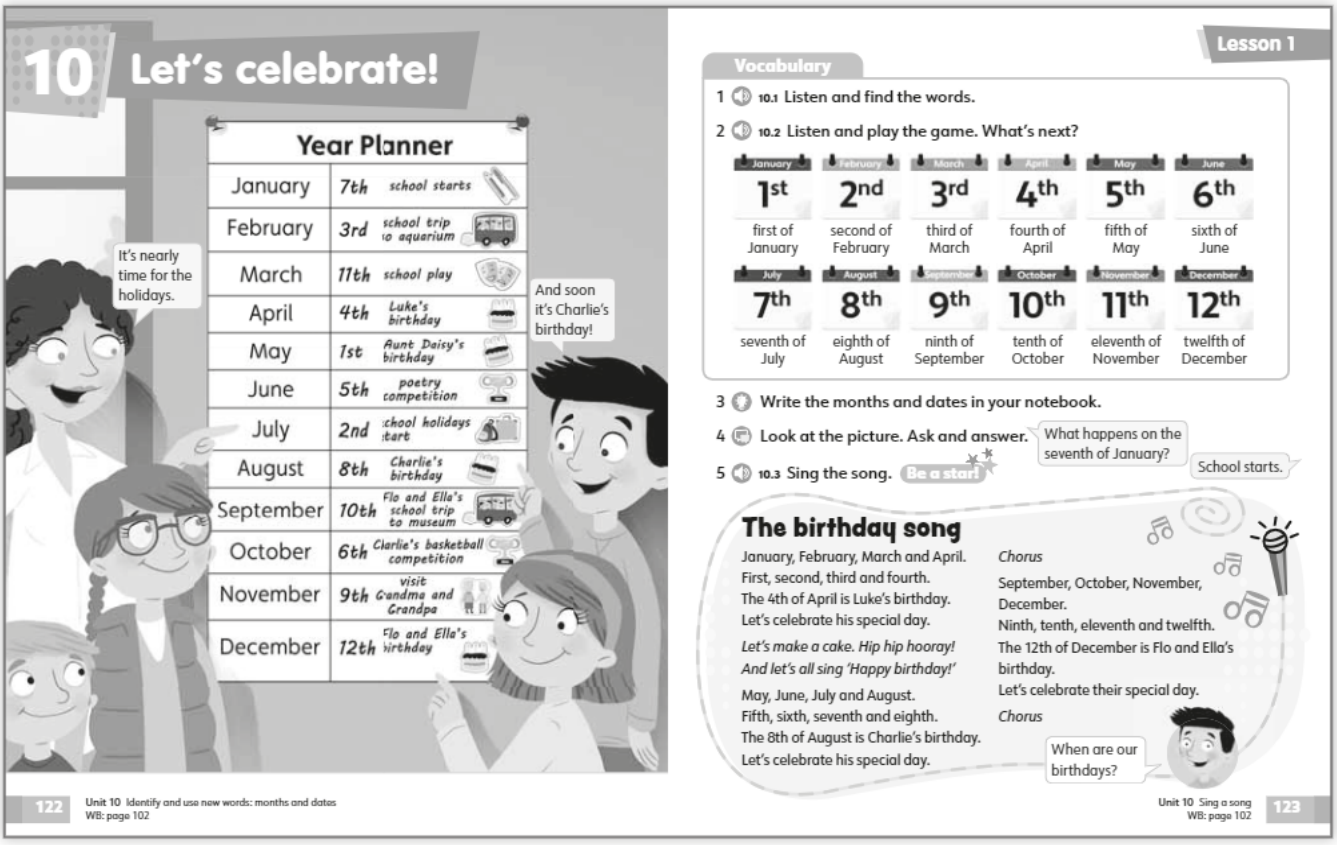
Cooler: Well done!

- Tell the children *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which piece of information was the most interesting? Which piece of information about sharks did you not know? What other sea animals are you interested in? Where you can find out more about them?*

10 Let's celebrate!

Lesson 1 Vocabulary

Pupil's Book pages 122–123



Learning objectives: Identify and use new words: months and dates; Sing a song

Vocabulary: first of January, second of February, third of March, fourth of April, fifth of May, sixth of June, seventh of July, eighth of August, ninth of September, tenth of October, eleventh of November, twelfth of December

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Months

- Write *Months* on the board and the numbers 1–12 in a row underneath.
- Call out different months in random order and have volunteers write them on the board under the correct number. Have the class help out with spelling.

1 10.1 Listen and find the words.

- The children look at page 122. Ask *What are they looking at? (a year planner) Do you have a year planner? (yes / no) Do you think year planners are a good idea? (Children's own answers.)*
- The children look at page 123. Play the audio. The children listen and point to the correct words.
- Repeat the audio. The children repeat each item.

2 10.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *first of January, second of February*
Child: *third of March*
Teacher: *fourth of April, fifth of May*
Child: *sixth of June*
Teacher: *Now you. 1 fifth of May, sixth of June*
2 seventh of July, eighth of August
3 eighth of August, ninth of September
4 ninth of September, tenth of October
5 eleventh of November, twelfth of December

Answers: 1 seventh of July **2** ninth of September **3** tenth of October **4** eleventh of November **5** first of January

3 Write the months and dates in your notebook.

- Ask the children to write the months and dates in two columns in their notebooks.
- The children work in pairs as each puts their hand over the month column, then the dates column and tries to repeat the months and dates from memory.

4 Look at the picture. Ask and answer.

- Ask two volunteers to read out the example question and answer. Tell the children to point to the correct part of the year planner on page 122.
- The children work in pairs and take turns asking and answering questions about the year planner.

5 10.3 Sing the song.

Be a star!

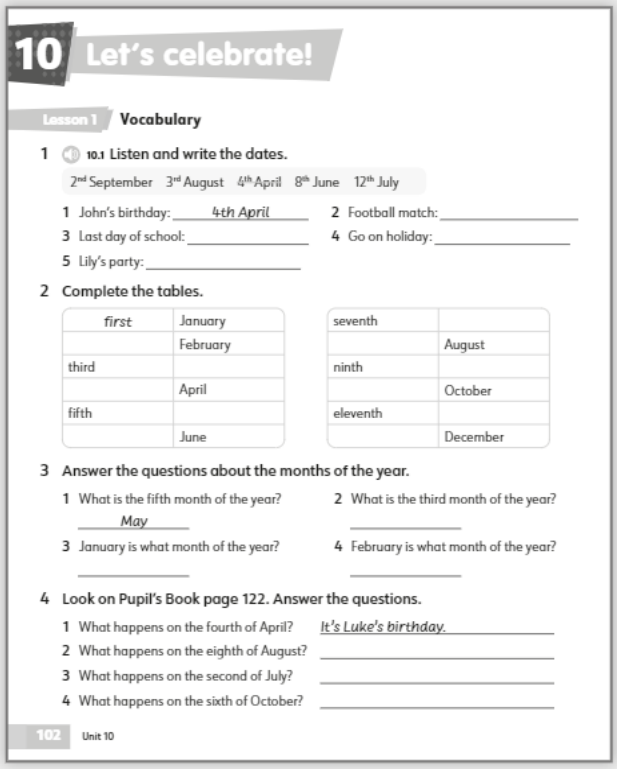
- Make sure the children can't see the words of the song. Tell them to listen for the dates of the Academy Stars' birthdays.
- Play the audio. Then ask the children to say when their birthdays are.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing.

Answers: Luke: fourth of April **Charlie:** eighth of August **Flo and Ella:** twelfth of December

Cooler: Clap, dance and sing

- Play the song one more time. During the chorus the children clap, dance and sing.

Workbook page 102



10 Let's celebrate!

Lesson 1 Vocabulary

1 10.1 Listen and write the dates.

2nd September 3rd August 4th April 8th June 12th July

1 John's birthday: 4th April 2 Football match: _____
3 Last day of school: _____ 4 Go on holiday: _____
5 Lily's party: _____

2 Complete the tables.

first	January
	February
third	
	April
fifth	
	June

seventh	
	August
ninth	
	October
eleventh	
	December

3 Answer the questions about the months of the year.

1 What is the fifth month of the year? May
2 What is the third month of the year? _____
3 January is what month of the year? _____
4 February is what month of the year? _____

4 Look on Pupil's Book page 122. Answer the questions.

1 What happens on the fourth of April? It's Luke's birthday.
2 What happens on the eighth of August? _____
3 What happens on the second of July? _____
4 What happens on the sixth of October? _____

102 Unit 10

1 10.1 Listen and write the dates.

Audioscript

Girl: *What's happening this year?*
Woman: *Let's write it on here.*
Girl: *Good idea. OK. So John's birthday is on the fourth of April.*
Woman: *The fourth – that's right.*
Girl: *When is his last football match?*
Woman: *It's on the eighth of June.*
Girl: *... the eighth of June. OK.*
Woman: *... and the last day of school is on the 12th of July.*
Girl: *Yes! I love the 12th of July!*
Woman: *Our holiday is on the third of August.*
Girl: *... the third?*
Woman: *Yes. And Lily's party is on the second of September.*
Girl: *OK ... the second of September. Great!*

Answers: John's birthday: 4th April, **football match:** 8th June, **Last day of school:** 12th July, **Go on holiday:** 3rd August, **Lily's party:** 2nd September

2 Complete the tables.

Answers: first – January, second – February, third – March, fourth – April, fifth – May, sixth – June, seventh – July, eighth – August, ninth – September, tenth – October, eleventh – November, twelfth – December

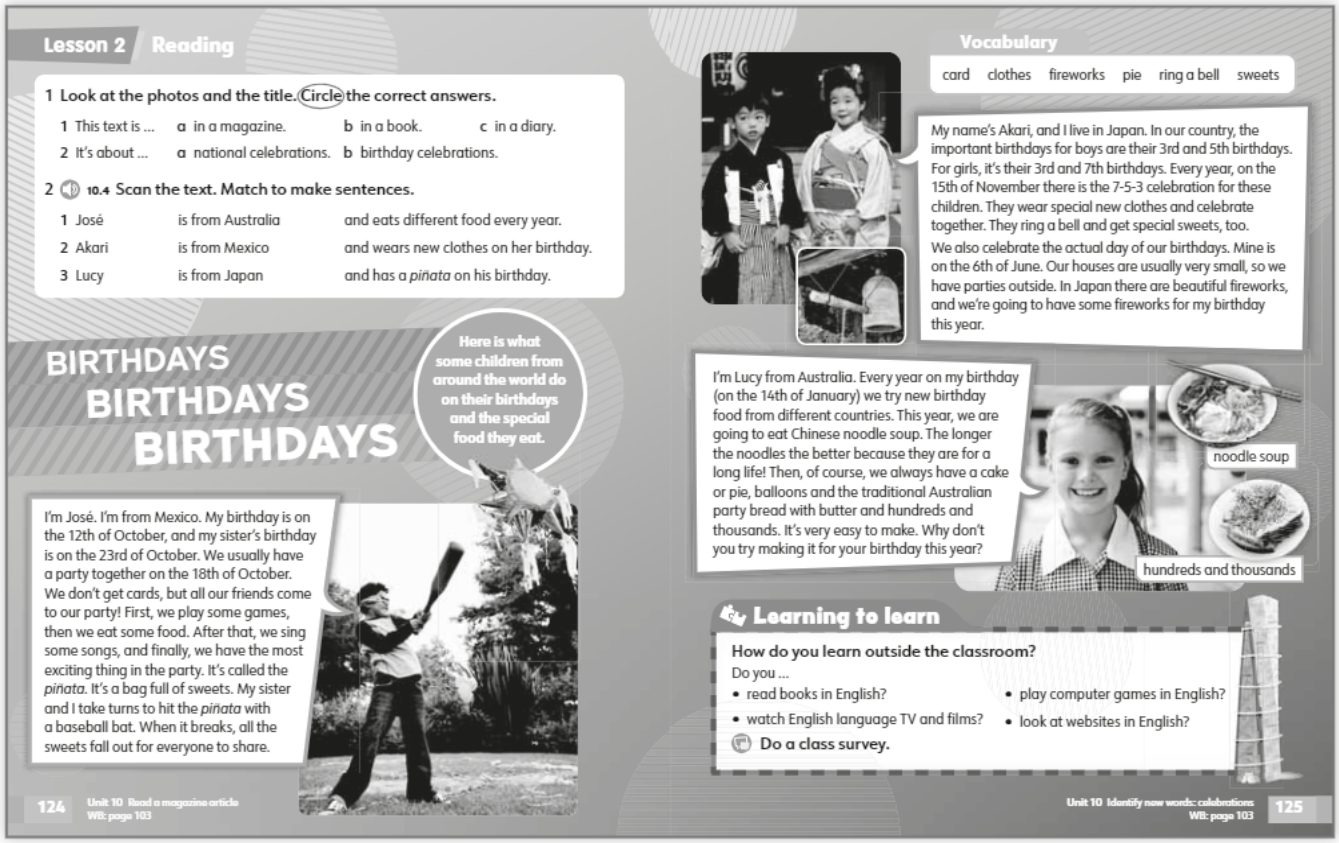
3 Answer the questions about the months of the year.

Answers: 1 May **2** March **3** first / 1st **4** second / 2nd

4 Look on Pupil's Book page 122. Answer the questions.

Answers: 1 It's Luke's birthday. **2** It's Charlie's birthday. **3** The school holidays start. **4** It's Charlie's basketball competition.

Pupil's Book pages 124–125



Learning objectives: Read a magazine article; Identify new words: celebrations

Vocabulary: card, clothes, fireworks, pie, ring a bell, sweets

Additional vocabulary: piñata

Review vocabulary: months and dates

Resources: Flashcards

Materials: (optional) coloured pens or pencils for colouring the columns in the survey graphs

Warm-up: Chant

- Chant the ordinal numbers 1st – 12th. Then tell the children to join in and have the whole class chant a few times.
- Ask *Can anybody say the ordinal numbers the other way 12th – 1st?*

Vocabulary

- Teach *bell, card, clothes, fireworks, pie, ring a bell,* and *sweets*. Write the words in a row on the board. Draw a simple picture of each item above the word, say the word and have the children repeat.
- Tell the children to look at the words for one minute. Then erase the words.
- Say the new words and ask volunteers to go to the board and point to the correct picture. Ask for class agreement.
- Teach *piñata*. Ask if the children have seen a piñata at a party. Write *piñata* on the board. Point to the word and explain *a piñata is a container filled with sweets or presents that you hang from the ceiling or a tree at a party for children to hit with sticks and break while their eyes are covered.*

1 Look at the photos and the title. Circle the correct answers.

- Refer the children to the texts on pages 124 and 125. Tell them to look at the photos and the title. Read out the instructions and questions.
- Have the children answer the questions individually. Then compare answers with a friend.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 a – in a magazine **2** b – birthday celebrations

2 10.4 Scan the text. Match to make sentences.

- Remind the children what scan means and tell them they have one minute to find the names and the information they need.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 José is from Mexico and has a piñata on his birthday. **2** Akari is from Japan and wears new clothes on her birthday. **3** Lucy is from Australia and eats different food every year.

Learning to learn

- Read out the Learning to learn box to the children. Tell the children to look at the different choices and think about which ways they personally learn English. They can choose more than one choice.
- Do a class survey. Have volunteers write the different ways of learning English on the board. Then have the children raise their hands for each way, and have a child count how many hands are raised. They write the results on the board.
- Ask questions about the results. *Which is the most popular way? Which way do the least number of children learn?*

Teaching star!

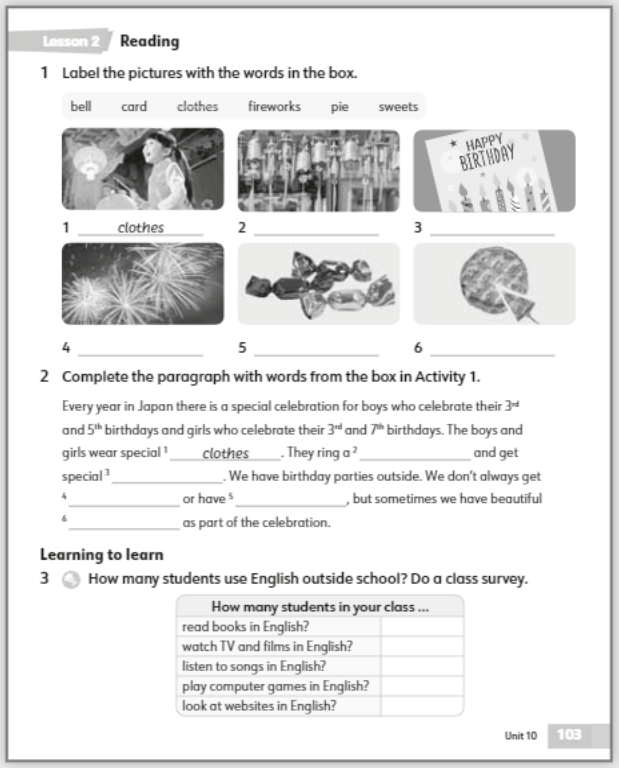
Group work

- Class surveys and graphs present what has been read about in an interactive way.
- Divide the class into groups of four. Have each group make a graph which includes the four different ways of learning English outside the classroom from the Learning to learn activity. The ideas go along the bottom of the graph and they can add one extra idea of their own, to make five in total. The number of children in the class goes up the side of the graph, starting at zero.
- The groups complete the graph by drawing and colouring four columns for the number of children who raised their hands for each way of learning (written on the board). Each group then asks the class their extra question to get a result and draws and colours the fifth column. The graphs can be displayed on the wall.

Cooler: *True* or *False*

- Have the children place their Pupil's Books face down. Read out some sentences from the text. Change some information so it is false and read other sentences as they are so they are true.
- The children call out *True* or *False*. For false sentences, ask them to give the true information.

Workbook page 103



Lesson 2 Reading

1 Label the pictures with the words in the box.

bell card clothes fireworks pie sweets

1 clothes 2 _____ 3 _____

4 _____ 5 _____ 6 _____

2 Complete the paragraph with words from the box in Activity 1.

Every year in Japan there is a special celebration for boys who celebrate their 3rd and 5th birthdays and girls who celebrate their 3rd and 7th birthdays. The boys and girls wear special [1] clothes. They ring a [2] _____ and get special [3] _____. We have birthday parties outside. We don't always get [4] _____ or have [5] _____, but sometimes we have beautiful [6] _____ as part of the celebration.

Learning to learn

3 How many students use English outside school? Do a class survey.

How many students in your class ...	
read books in English?	
watch TV and films in English?	
listen to songs in English?	
play computer games in English?	
look at websites in English?	

Unit 10 103

1 Label the pictures with the words in the box.

Answers: 1 clothes **2** bell **3** card **4** fireworks **5** sweets **6** pie

2 Complete the paragraph with words from the box in Activity 1.

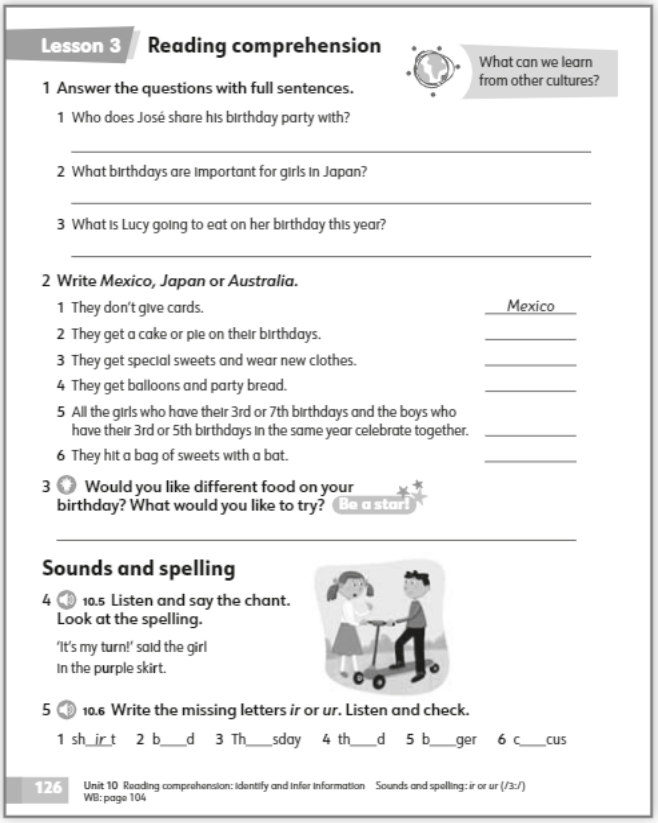
Answers: 1 clothes **2** bell **3** sweets **4** a card **5** pie **6** fireworks

3 How many students use English outside school? Do a class survey.

Answers: Children's own answers.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 126



Lesson 3 Reading comprehension

What can we learn from other cultures?

1 Answer the questions with full sentences.

1 Who does José share his birthday party with?

2 What birthdays are important for girls in Japan?

3 What is Lucy going to eat on her birthday this year?

2 Write *Mexico, Japan* or *Australia.*

1 They don't give cards. *Mexico*
2 They get a cake or pie on their birthdays.
3 They get special sweets and wear new clothes.
4 They get balloons and party bread.
5 All the girls who have their 3rd or 7th birthdays and the boys who have their 3rd or 5th birthdays in the same year celebrate together.
6 They hit a bag of sweets with a bat.

3 Would you like different food on your birthday? What would you like to try? Be a star!

Sounds and spelling

4 10.5 Listen and say the chant. Look at the spelling.

'It's my turn!' said the girl
in the purple skirt.

5 10.6 Write the missing letters *ir* or *ur*. Listen and check.

1 sh_ir_t 2 b___d 3 Th___sday 4 th___d 5 b___ger 6 c___cus

126 Unit 10 Reading comprehension: identify and infer information Sounds and spelling: *ir* or *ur* (/ɜ:/)
WB: page 104

Learning objectives: Reading comprehension: identify and infer information; Sounds and spelling: *ir* or *ur* (/ɜ:/).

Vocabulary: bird, burger, circus, girl, purple, shirt, skirt, third, Thursday, turn

Resources: Sounds and spelling worksheet

Warm-up: Song

- Have the children sing the song from Lesson 1 (track 10.3).

1 Answer the questions with full sentences.

- Before the children open their books, ask them to recall details about the celebrations from pages 124–125. Ask *Where is José / Akari / Lucy from? How do they celebrate their birthdays?*
- Read out the first question and have a volunteer read out the answer.
- Have the children finish the activity individually. Write the answers on the board.

Answers: 1 José shares his birthday party with his sister. **2** The 3rd and 7th birthdays are important for girls in Japan. **3** Lucy is going to eat Chinese noodle soup on her birthday this year.

Teaching star!

Pairwork

- You can have the children write their own questions for reading texts in order to aid comprehension and practise question forms.
- Divide the children into pairs. Assign a character from the text to each. The pairs write their own question and then ask it to the class. Volunteers raise their hands to answer the questions. During feedback, make sure the questions forms are correct as well as the answers.

2 Write *Mexico, Japan* or *Australia.*

- Ask the children to read pages 124–125 again to look for the information to answer the questions.
- The children do this individually and then compare answers with a friend.

Answers: 1 Mexico **2** Australia **3** Japan **4** Australia **5** Japan **6** Mexico

3 Would you like different food on your birthday? What would you like to try?

Be a star!

- Give the children a minute to think about the questions. Then ask the children for feedback.
- Write some of their ideas on the board and take a vote on the food they'd most like to try.

Answers: Children's own answers.

4 10.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see *(a girl who wants her turn to ride a scooter).*
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/ɜ:/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *'It's my turn,' said the girl in the ... skirt.*
Children: *purple*
Teacher: *... said the girl in the purple skirt.*
Children: *It's my turn*
Teacher: *'It's my turn,' said the ... purple skirt.*
Children: *girl in the*
Teacher: *'It's my turn,' said the girl ...*
Children: *in the purple skirt*

5 10.6 Write the missing letters *ir* or *ur*. Listen and check.

- Elicit all the words from the children by inserting the sound */ɜ:/*.
- The children now complete the words with *ir* or *ur*.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 shirt **2** bird **3** Thursday **4** third **5** burger **6** circus

ESDC

What can we learn from other cultures?

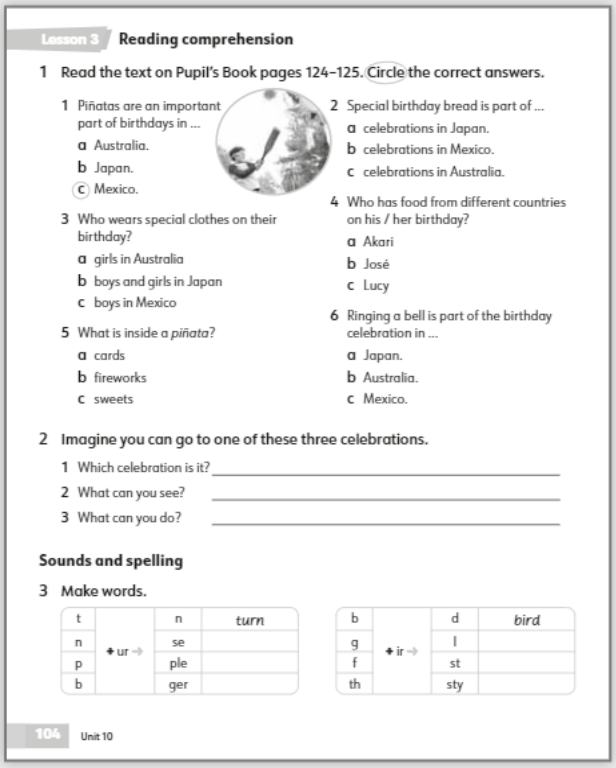
- Read out the question and ask if anyone can translate it into L1. This question helps the children identify some of the connections between our own community and the outside world.
- Explain the word *cultures* and ask what we can learn from different cultures around the world. Elicit responses that emphasise connection between people and the value of differences as much as commonalities.

Possible answers: we can learn about different ways of doing things, what different people think is important, how children's lives are different, the different ways we celebrate special days or times of year

Cooler: Sentences

- Ask the children to close their books. Read out information from the reading text and have the children raise their hands to finish the sentence with a word, e.g. *José lives in … (Mexico); In Japan there are beautiful … (fireworks); In Australia, they always have cake or … (pie).*

Workbook page 104



Lesson 3 **Reading comprehension**

1 Read the text on Pupil's Book pages 124–125. Circle the correct answers.

1 Piñatas are an important part of birthdays in …
a Australia.
b Japan.
c Mexico.

2 Special birthday bread is part of …
a celebrations in Japan.
b celebrations in Mexico.
c celebrations in Australia.

3 Who wears special clothes on their birthday?
a girls in Australia
b boys and girls in Japan
c boys in Mexico

4 Who has food from different countries on his / her birthday?
a Akari
b José
c Lucy

5 What is inside a *piñata*?
a cards
b fireworks
c sweets

6 Ringing a bell is part of the birthday celebration in …
a Japan.
b Australia.
c Mexico.

2 Imagine you can go to one of these three celebrations.
1 Which celebration is it? _____
2 What can you see? _____
3 What can you do? _____

Sounds and spelling

3 Make words.

t	+ ur →	n	*turn*
n		se	
p		ple	
b		ger	

b	+ ir →	d	*bird*
g		l	
f		st	
th		sty	

104 Unit 10

1 Read the text on Pupil's Book pages 124–125. Circle the correct answers.

Answers: 1 c **2** c **3** b **4** c **5** c **6** a

2 Imagine you can go to one of these three celebrations.

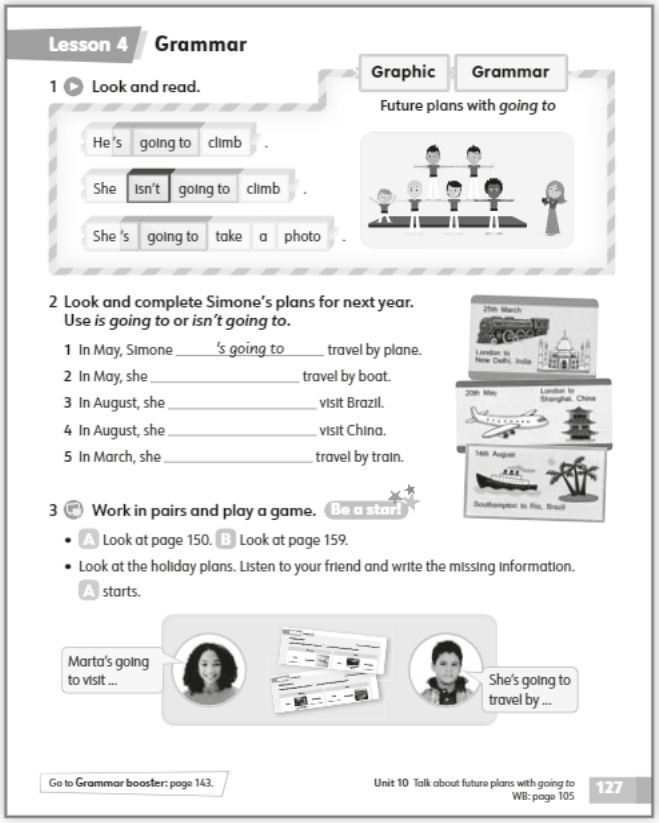
Answers: Children's own answers.

3 Make words.

Answers: turn, nurse, purple, burger; bird, girl, first, thirsty

Lesson 4 Grammar

Pupil's Book page 127



Learning objectives: Talk about future plans with *going to*

Grammar: Future plans with *going to*

Review vocabulary: transport, months

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Words with *ir* or *ur*

- Write *ir* on the left side of the board and *ur* on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /ɜ:/ sound.

1 Look and read.

- If you don't have access to the class video, write *Tomorrow* on the board. Say *Tomorrow my friend is going to visit.* Explain *My friend has a plan for tomorrow. He's going to ...* and wait for the children to say *visit*.
- Have the children look at the picture in Activity 1 and ask what they can see.
- Read out the sentences. Ask the children *What's the full form of 's and 'isn't'?* Elicit *is* and *is not*. *What other words do we need before the verb?* Elicit *going to*.
- Ask the children which colour blocks *is going to* is in (*blue*) and which colour block the word *isn't* is in (*red*). Ask the children *How can we say 'She is not' a different way?* and elicit *She's not*.
- Read out the sentences again and have the children repeat.

- If you have access to the class video, present *is going to* as above. Then tell the children to watch the video and think about what words we need before the verb to talk about plans.
- Play the video. Ask the children for feedback and elicit *is going to / is not going to*.
- Play the video again, and have the children repeat the sentences.
- Ask the children which colour blocks *is going to* is in (*blue*) and which colour block the word *isn't* is in (*red*). Ask the children *How can we say 'She is not' a different way?* and elicit *She's not*

2 Look and complete Simone's plans for next year. Use *is going to* or *isn't going to*.

- Tell the children to look at the pictures and see what plans Simone has. Ask a volunteer to read out the example and tell the children to point to the correct picture.
- The children complete the sentences individually. Then ask volunteers to read out their sentences.

Answers: 1 's going to **2** isn't going to **3** 's going to **4** isn't going to **5** 's going to

3 Work in pairs and play a game.

Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Read out the instructions. Have a volunteer pair read the example dialogue so the children have an understanding of how to play the game. Then have Student A turn to page 150 and have Student B turn to page 159.
- The children read the information on the cards to work out what is happening on both holidays. They listen to their friend and fill in the information on their pages.
- Allow time for the children to complete the game.

Teaching star!

Extension

- Extend an activity to focus on another language skill.
- Tell the children to write two sentences in their notebooks from Activity 3. One sentence is for themselves and the other for their friend. Monitor their use of the correct personal pronouns and the correct forms of the verbs.

Grammar booster

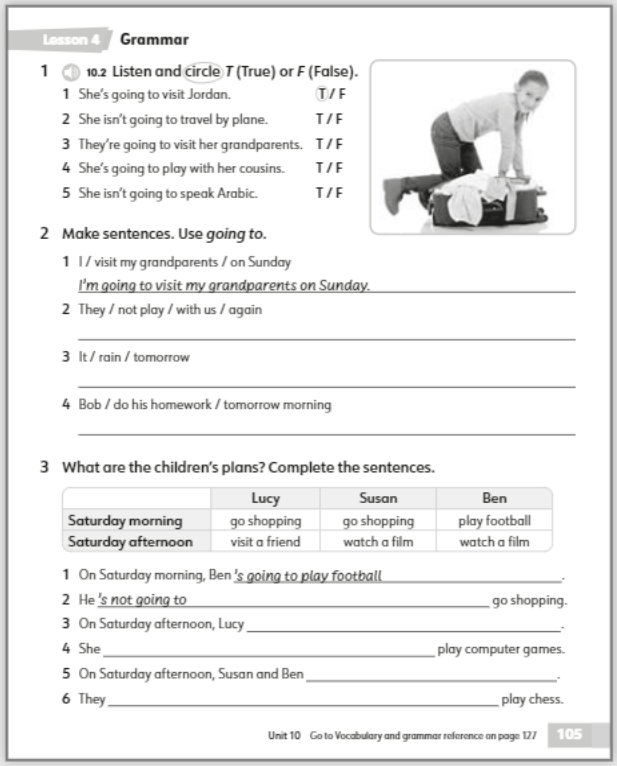
Ask the children to turn to page 143 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 is going to **2** isn't going to **3** is going to **4** isn't going to

Cooler: Do you agree?

- Say sentences using *I'm going to ...* The children raise their hands if they agree, e.g. I*'m going to do my homework before dinner. I'm going to watch TV. I'm going to visit my grandparents. I'm going to go to Australia on Wednesday.*

Workbook page 105



Lesson 4 **Grammar**

1 10.2 Listen and circle *T* (True) or *F* (False).

1 She's going to visit Jordan. T / F
2 She isn't going to travel by plane. T / F
3 They're going to visit her grandparents. T / F
4 She's going to play with her cousins. T / F
5 She isn't going to speak Arabic. T / F

2 Make sentences. Use *going to*.

1 I / visit my grandparents / on Sunday
I'm going to visit my grandparents on Sunday.
2 They / not play / with us / again
3 It / rain / tomorrow
4 Bob / do his homework / tomorrow morning

3 What are the children's plans? Complete the sentences.

	Lucy	Susan	Ben
Saturday morning	go shopping	go shopping	play football
Saturday afternoon	visit a friend	watch a film	watch a film

1 On Saturday morning, Ben *'s going to play football*.
2 He *'s not going to* go shopping.
3 On Saturday afternoon, Lucy .
4 She play computer games.
5 On Saturday afternoon, Susan and Ben .
6 They play chess.

Unit 10 Go to Vocabulary and grammar reference on page 127 105

Grammar reference:

Remind the children that they can refer to the grammar reference on page 127 while completing these Workbook activities.

1 10.2 Listen and circle *T* (True) or *F* (False).

Audioscript

Boy: *Are you going to go on holiday in the summer?*
Girl: *Yes, we are. We're going to visit Jordan.*
Boy: *Are you going to travel by train?*
Girl: *No, we aren't. We're going to travel by plane.*
Boy: *Who are you going to visit?*
Girl: *My uncle and his family.*
Boy: *What are you going to do there?*
Girl: *I'm going to play with my cousins.*
Boy: *Are you going to speak Arabic?*
Girl: *Yes, I am. I'm going to speak Arabic and English.*

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

2 Make sentences. Use *going to*.

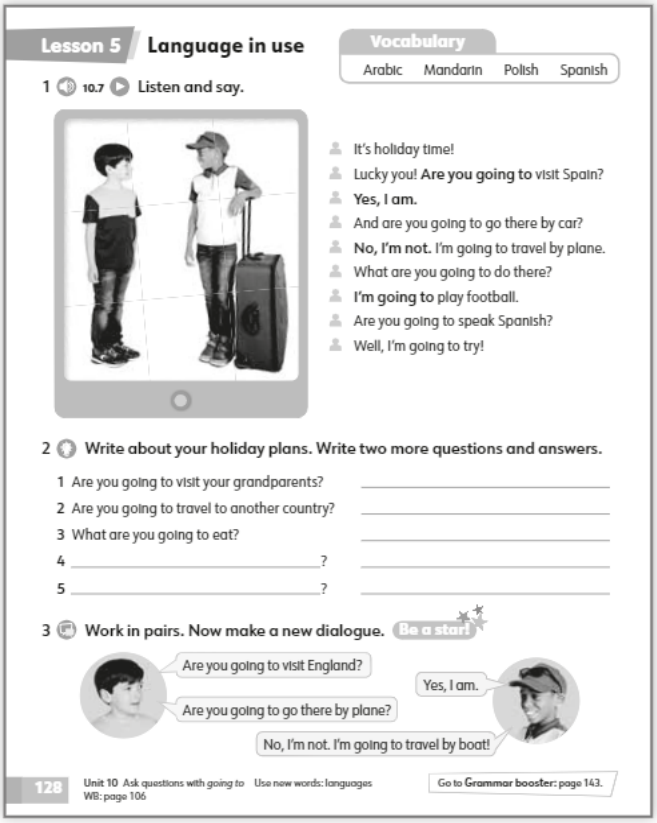
Answers: 1 I'm going to visit my grandparents on Sunday. **2** They're not / They aren't going to play with us again. **3** It's going to rain tomorrow. **4** Bob is / 's going to do his homework tomorrow morning.

3 What are the children's plans? Complete the sentences.

Answers: 1 's going to play football. **2** 's not going to **3** is going to go shopping. **4** isn't going to **5** 's going to visit a friend. **6** isn't going to **7** are going to watch a film. **8** aren't going to

Lesson 5 Language in use

Pupil's Book page 128



Lesson 5 Language in use

Vocabulary: Arabic Mandarin Polish Spanish

1 10.7 Listen and say.

It's holiday time!
Lucky you! **Are you going to** visit Spain?
Yes, I am.
And are you going to go there by car?
No, I'm not. I'm going to travel by plane.
What are you going to do there?
I'm going to play football.
Are you going to speak Spanish?
Well, I'm going to try!

2 Write about your holiday plans. Write two more questions and answers.

1 Are you going to visit your grandparents?
2 Are you going to travel to another country?
3 What are you going to eat?
4 _____?
5 _____?

3 Work in pairs. Now make a new dialogue. Be a star!

Are you going to visit England?
Yes, I am.
Are you going to go there by plane?
No, I'm not. I'm going to travel by boat!

128 Unit 10 Ask questions with *going to* Use new words: languages WB: page 106

Go to **Grammar booster:** page 143.

Learning objectives: Ask questions with *going to*; Use new words: languages

Vocabulary: Arabic, Mandarin, Polish, Spanish

Review vocabulary: transport

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: a world map; (optional) a piece of plain paper for each child, colouring pencils

Warm-up: Funny plans

- Say a funny sentence using *going to*, e.g. *I'm going to wear a pink hat to school tomorrow. I'm going to eat six ice creams for breakfast. My friend is going to play tennis in goggles.*
- Ask the children to think of a funny sentence of their own and tell their friend. Have volunteers tell the class their sentences.
- Children can draw pictures of their funny sentences if there is time.

1 10.7 Listen and say.

- If you don't have access to the class video, teach the languages first. Write the countries *Poland, Spain, Egypt* and *China* on the board. Show the class the world map and point to each country as you say it.
- Say *Where do they speak Polish?* and elicit *Poland*. Write *Polish* under *Poland*. Do the same for the other languages.
- Play the audio. Ask the children *Which language do they talk about in the dialogue?* and elicit *Spanish*. Ask *Which language are they speaking?* and elicit *English*.
- Ask the class *Do you speak Arabic / Mandarin / Polish / Spanish?* The children raise their hands to answer.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the questions and answers using *going to*.
- Ask *Which words do we change around for the question?* and elicit *the person* and *be*.
- Divide the class into two groups, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Write about your holiday plans. Write two more questions and answers.

- Have a child read out the first question and ask for suggestions from volunteers.
- Have the children answer the questions individually. They also write two more questions and answers.
- The children work in pairs and take turns to ask and answer the questions. Have some pairs report back to the class.

Answers: Children's own answers.

Teaching star!

Pairwork

- In large classes it can be difficult to monitor pairwork, so you could ask pairs to stand up and repeat an activity in front of the rest of the class.
- Ask a pair to stand up at the front of the class with their books. Have each child ask one of their own questions from Activity 2 and their friend answers. Repeat with other pairs so all the children have a turn.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue.
- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

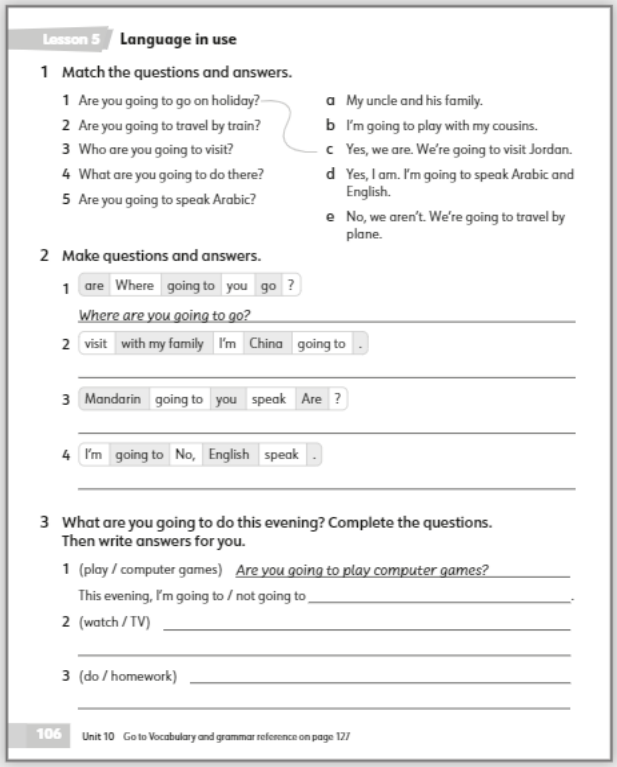
Ask the children to turn to page 143 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 Children's own answers **3** 1 No, I'm not. I'm going to visit Spain. 2 No, I'm not. I'm going to travel by plane.; Children's own answers

Cooler: Question building

- Say affirmative sentences using *going to*. Have volunteers raise their hand to turn the sentences into questions, e.g. *He's going to school tomorrow. (Is he going to school tomorrow?) You're going to do your homework this evening. (Are you going to do your homework this evening?) They're going to have lunch in the canteen. (Where are they going to have lunch? / Are they going to have lunch in the canteen?) I'm going to eat fish for dinner. (Are you going to eat fish for dinner? / What are you going to eat for dinner?) Mum is going to take me to the cinema. (Is Mum going to take you to the cinema?) My cousins are going to visit next Saturday. (Are your cousins going to visit next Saturday?)*

Workbook page 106



Lesson 5 **Language in use**

1 Match the questions and answers.

1 Are you going to go on holiday?	a My uncle and his family.
2 Are you going to travel by train?	b I'm going to play with my cousins.
3 Who are you going to visit?	c Yes, we are. We're going to visit Jordan.
4 What are you going to do there?	d Yes, I am. I'm going to speak Arabic and English.
5 Are you going to speak Arabic?	e No, we aren't. We're going to travel by plane.

2 Make questions and answers.

1 are | Where | going to | you | go | ?
Where are you going to go?

2 visit | with my family | I'm | China | going to | .

3 Mandarin | going to | you | speak | Are | ?

4 I'm | going to | No, | English | speak | .

3 What are you going to do this evening? Complete the questions. Then write answers for you.

1 (play / computer games) *Are you going to play computer games?*
This evening, I'm going to / not going to _____.

2 (watch / TV) _____

3 (do / homework) _____

106 Unit 10 Go to Vocabulary and grammar reference on page 127

Grammar reference:

Remind the children that they can refer to the grammar reference on page 127 while completing these Workbook activities.

1 Match the questions and answers.

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

2 Make questions and answers.

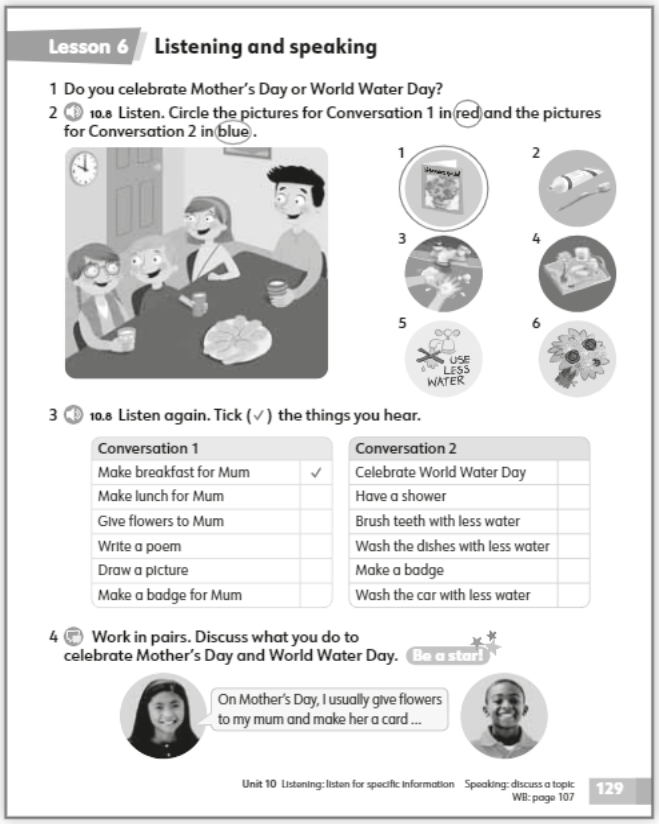
Answers: 1 Where are you going to go? **2** I'm going to visit China with my family. **3** Are you going to speak Mandarin? **4** No, I'm going to speak English.

3 What are you going to do this evening? Complete the questions. Then write answers for you.

Answers: 1 Are you going to play computer games? **2** Are you going to watch TV? **3** Are you going to do your homework?
Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 129



Lesson 6 Listening and speaking

1 Do you celebrate Mother's Day or World Water Day?

2 10.8 Listen. Circle the pictures for Conversation 1 in red and the pictures for Conversation 2 in blue.

3 10.8 Listen again. Tick (✓) the things you hear.

Conversation 1		Conversation 2	
Make breakfast for Mum	✓	Celebrate World Water Day	
Make lunch for Mum		Have a shower	
Give flowers to Mum		Brush teeth with less water	
Write a poem		Wash the dishes with less water	
Draw a picture		Make a badge	
Make a badge for Mum		Wash the car with less water	

4 Work in pairs. Discuss what you do to celebrate Mother's Day and World Water Day. Be a star!

On Mother's Day, I usually give flowers to my mum and make her a card ...

Unit 10 Listening: listen for specific information Speaking: discuss a topic WB: page 107 129

Learning objectives: Listening: listen for specific information; Speaking: discuss a topic

Materials: (optional) red and blue pens or pencils

Warm-up: Language plans

- Ask *Are you going to learn Spanish / Polish / Mandarin / Arabic when you grow up?* Elicit answers.
- Ask the children to talk in pairs for a minute and find out what languages their friends plan on learning.

1 Do you celebrate Mother's Day or World Water Day?

- Ask the children what they think Mother's Day and World Water Day are. Encourage class discussion.
- Ask who celebrates these days.

2 10.8 Listen. Circle the pictures for Conversation 1 in red and the pictures for Conversation 2 in blue.

- Tell the children to look at the pictures and ask volunteers to say what they can see in each one. Tell the children they are going to listen to Ella, Flo, Charlie and Luke and circle the pictures red or blue.
- Play the audio. Ask for feedback and confirm answers.

Audioscript

Narrator: *Conversation 1*

Ella: *Flo, what are we going to do for Mother's Day?*

Flo: *Mother's Day? When is it?*

Ella: *It's in March. It's soon!*

Charlie: *I'm going to make breakfast for Mum.*

Flo: *Good idea, Charlie! Are we going to give her a present?*

Ella: *Yes, let's give her some flowers.*

Flo: *OK, and I'm going to write a poem in a card for her.*

Ella: *Can I help? I'm good at poems!*

Flo: *Of course you can!*

Charlie: *And I'm going to draw a picture. I'm good at that!*

Narrator: *Conversation 2*

Luke: *My class is going to celebrate World Water Day on Friday.*

Ella: *World Water Day? That's a good idea! What are you going to do?*

Luke: *We're going to use less water!*

Ella: *OK, but what are you going to do?*

Luke: *I'm going to have a shower and not a bath.*

Ella: *That's a good idea.*

Luke: *I'm going to wash my hands with less water.*

Ella: *OK.*

Luke: *I'm going to brush my teeth with less water.*

Ella: *What else?*

Luke: *I'm going to make a badge saying, 'Use less water!'*

Ella: *They're all good ideas!*

Luke: *And I'm going to do these things EVERY day and not just on World Water Day!*

Answers: Red (conversation 1): 1, 4, 6
Blue (conversation 2): 2, 3, 5

3 10.8 Listen again. Tick (✓) the things you hear.

Answers: 1: make breakfast for Mum, give flowers to Mum, write a poem, draw a picture **2:** celebrate World Water Day, have a shower, brush teeth with less water, make a badge

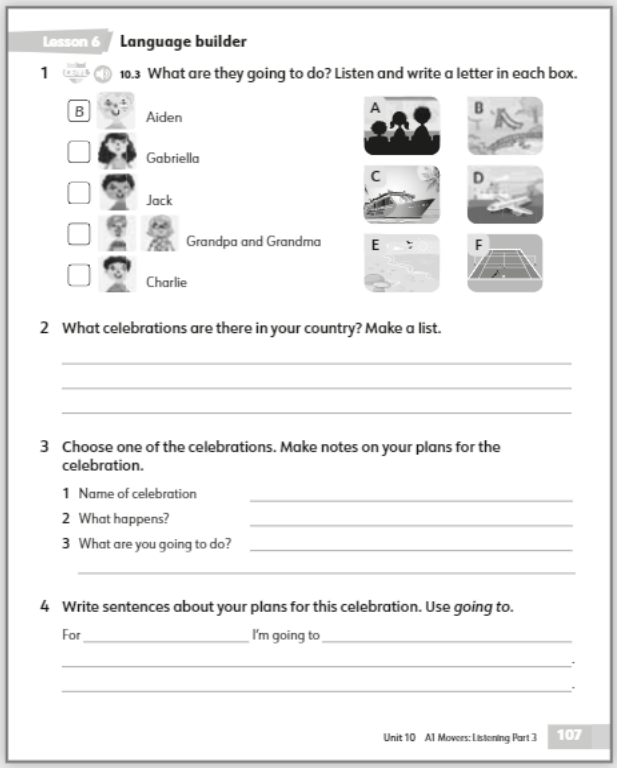
4 Work in pairs. Discuss what you do to celebrate Mother's Day and World Water Day. Be a star!

- The children talk in pairs about what they do to celebrate these days. If they don't celebrate these days, tell them to choose another day they celebrate.

Cooler: Memory game

- Tell the children to close their books and remember what the characters do to celebrate the days. Have volunteers write the ideas on the board.

Workbook page 107



Lesson 6 **Language builder**

1 10.3 What are they going to do? Listen and write a letter in each box.

B Aiden
Gabriella
Jack
Grandpa and Grandma
Charlie

A B C D E F

2 What celebrations are there in your country? Make a list.

3 Choose one of the celebrations. Make notes on your plans for the celebration.

1 Name of celebration
2 What happens?
3 What are you going to do?

4 Write sentences about your plans for this celebration. Use *going to*.

For _____ I'm going to _____

Unit 10 A1 Movers: Listening Part 3 107

1 CE:YL 10.3 What are they going to do? Listen and write a letter in each box.

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge English: A1 Movers test.

- The children listen and write the correct letter in each box.
- Have the children complete the activity individually and then ask volunteers to read out the answers.

Audioscript

Speaker: *Listen and look. There is one example. The children are talking about what they are going to do. What is each person going to do?*

1 Man: *Where are you going to go at the weekend, Aiden? Are you going to go to the cinema?*

Boy: *No, I'm not. I'm going to go to the park with my friends.*

Man: *I hope the weather's going to be warm.*

Boy: *Me too!*

Speaker: *Can you see the letter B? Now you listen and write a letter in each box.*

2 Boy: *Are you going to go on holiday this year, Gabriella?*

Girl: *Yes, we are but my brother isn't going to come with us.*

Boy: *Oh OK. So, are you going with your mum and dad?*

Girl: *Yes, that's right. We're going to go to Brazil and I'm going to sit on the beach.*

3 Girl: *What's Jack going to do on Saturday?*

Woman: *He's going to watch a film at the cinema.*

Girl: *Who is he going to go with?*

Woman: *He's going to go with Leo.*

4 Boy: *What are Grandpa and Grandma going to do in July?*

Woman: *They are going to travel to Spain.*

Boy: *Really! I love travelling to other countries by plane.*

Woman: *They aren't going to go by plane. They are going to travel by boat.*

Boy: *But the boat is slower than the plane.*

Woman: *Yes, they want to relax.*

5 Woman: *Are you going to go to the carnival on Sunday, Charlie?*

Boy: *No, I'm not. I'm going to play tennis with Peter.*

Woman: *Are you going to go to the park?*

Boy: *No, we're not. We're going to go to the sports centre.*

Answers: Aiden – B, Gabriella – E, Jack – A, Grandpa and Grandma – C, Charlie – F (D is not needed)

2 What celebrations are there in your country? Make a list.

Answers: Children's own answers.

3 Choose one of the celebrations. Make notes on your plans for the celebration.

- The children work individually to make notes for plans for one of the celebrations in Activity 2.
- The children read out their notes to a friend.

Answers: Children's own answers.

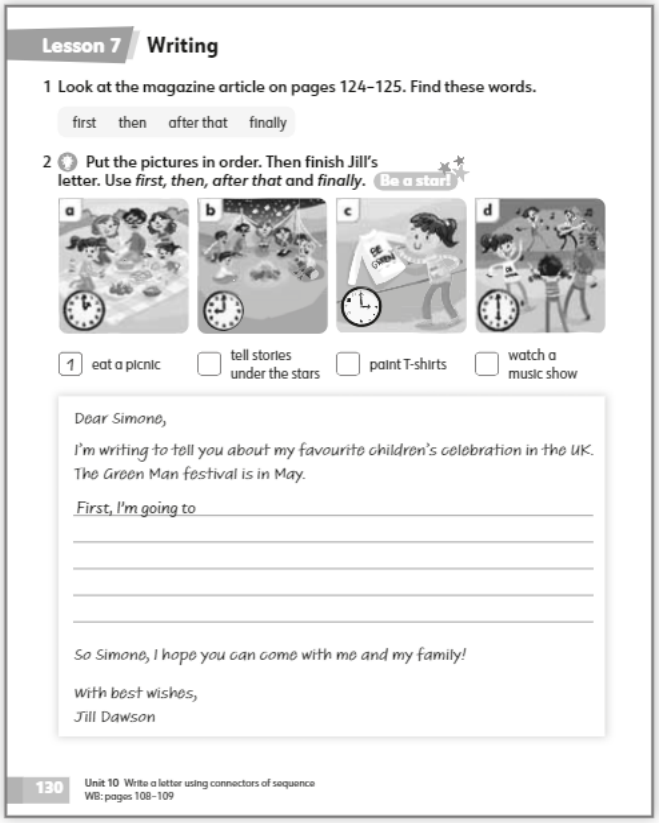
4 Write sentences about your plans for this celebration. Use *going to.*

- The children write a few sentences about their plans.
- If done in class, give the children two minutes to write about their plans.
- Have some children read them to the class.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 130



Lesson 7 Writing

1 Look at the magazine article on pages 124–125. Find these words.

first then after that finally

2 Put the pictures in order. Then finish Jill's letter. Use *first, then, after that* and *finally*. Be a star!

a b c d

1 eat a picnic ☐ tell stories under the stars ☐ paint T-shirts ☐ watch a music show

Dear Simone,

I'm writing to tell you about my favourite children's celebration in the UK. The Green Man festival is in May.

First, I'm going to

So Simone, I hope you can come with me and my family!

With best wishes,
Jill Dawson

130 Unit 10 Write a letter using connectors of sequence
WB: pages 108–109

Learning objectives: Write a letter using connectors of sequence

Warm-up: First letters

- Write the first letter of these words from Lesson 2 on the board. Have volunteers complete the words: ***c**ard, **c**lothes, **f**ireworks, **p**ie, **r**ing a **b**ell, **s**weets*

1 Look at the magazine article on pages 124–125. Find these words.

- Have the children look back at the magazine article on pages 124–125 and find the words.

2 Put the pictures in order. Then finish Jill's letter. Use *first, then, after that* and *finally*.

Be a star!

- Ask the children to think about which order the pictures should go in. They compare their ideas with a friend before deciding as a class what the best order is.
- The children then complete Jill's letter. They connect the sentences with *first, then, after that* and *finally*.
- Ask different children to read out a sentence each.

Answers: a 1 **b** 4 **c** 2 **d** 3
First, I'm going to eat a picnic. Then, I'm going to paint T-shirts. After that, I'm going to watch a music show. Finally, I'm going to tell stories under the stars.

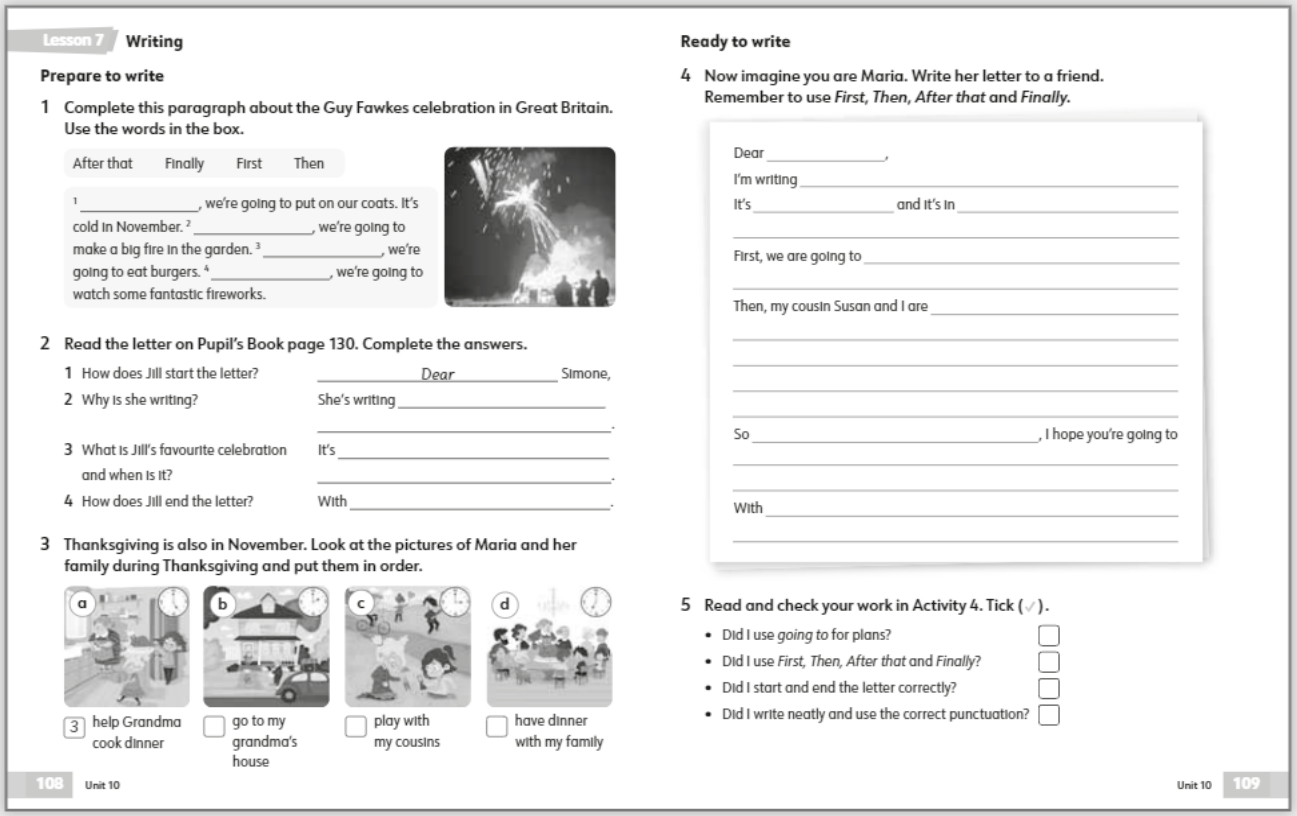
Teaching star!

Communicating

- Use texts that might be read out in the real world (e.g. letters) as opportunities for intonation practice.
- Practise falling and rising intonation with the answers in Activity 2. Read out the sentences with this intonation: a fall before a comma, a rise at the end of a sentence in a list and fall at the end of the last sentence. Read each sentence and have the children copy you. They can then practise in pairs.
- *First ↓, I'm going to eat a picnic ↑. Then ↓, I'm going to paint T-shirts ↑. After that ↓, I'm going to watch a music show ↑. Finally ↓, I'm going to tell stories under the stars ↓.*

Cooler: Four plans

- Write the words *first, then, after that,* and *finally* on the board. Ask four children to stand up in a row. The first child says a plan using *first* and *going to*. Then the other children add more plans using the words on the board and *going to*.



Lesson 7 Writing

Prepare to write

1 Complete this paragraph about the Guy Fawkes celebration in Great Britain. Use the words in the box.

After that Finally First Then

[1] _____, we're going to put on our coats. It's cold in November. [2] _____, we're going to make a big fire in the garden. [3] _____, we're going to eat burgers. [4] _____, we're going to watch some fantastic fireworks.

2 Read the letter on Pupil's Book page 130. Complete the answers.

1 How does Jill start the letter? _____Dear_____ Simone,
2 Why is she writing? She's writing _____.
3 What is Jill's favourite celebration and when is it? It's _____.
4 How does Jill end the letter? With _____.

3 Thanksgiving is also in November. Look at the pictures of Maria and her family during Thanksgiving and put them in order.

a [3] help Grandma cook dinner
b ☐ go to my grandma's house
c ☐ play with my cousins
d ☐ have dinner with my family

108 Unit 10

Ready to write

4 Now imagine you are Maria. Write her letter to a friend. Remember to use *First, Then, After that* and *Finally*.

Dear _____,
I'm writing _____
It's _____ and it's in _____
First, we are going to _____
Then, my cousin Susan and I are _____
So _____, I hope you're going to
With _____

5 Read and check your work in Activity 4. Tick (✓).

- Did I use *going to* for plans? ☐
- Did I use *First, Then, After that* and *Finally*? ☐
- Did I start and end the letter correctly? ☐
- Did I write neatly and use the correct punctuation? ☐

Unit 10 109

Prepare to write

1 Complete this paragraph about the Guy Fawkes celebration in Great Britain. Use the words in the box.

- The children read the paragraph and complete it with the words in the box.
- The children complete the activity individually.

Answers: 1 First **2** Then **3** After that **4** Finally

2 Read the letter on Pupil's Book page 130. Complete the answers.

- The children read and complete the answers.
- Have the children complete the activity individually.

Answers: 1 Dear **2** to tell Simone about her favourite children's celebration in the UK. **3** the Green Man festival. It's in May. **4** best wishes

3 Thanksgiving is also in November. Look at the pictures of Maria and her family during Thanksgiving and put them in order.

- The children look at and put the pictures in order.
- If done in class, have the children do the activity individually. They then compare with a friend.
- Ask a volunteer to say the order. Ask for class agreement.

Answers: 1 go to my grandma's house **2** play with my cousins **3** help Grandma cook dinner **4** have dinner with my family

Ready to write

4 Now imagine you are Maria. Write her letter to a friend. Remember to use *First, Then, After that* and *Finally*.

- The children write Maria's letter.
- Children write it individually. Have volunteers read out sentences. You could write them on the board to make one complete letter.

Suggested answer:

Dear Simone,

I'm writing to tell you about my favourite celebration. It's called Thanksgiving and it's in November.

First, we are going to go to my grandma's house. Then, my cousin Susan and I are going to play in the garden. After that, we are going to help Grandma cook dinner. Finally, we are going to have dinner with all my family.

So Simone, I hope you're going to visit my family for Thanksgiving. You can take lots of pictures.

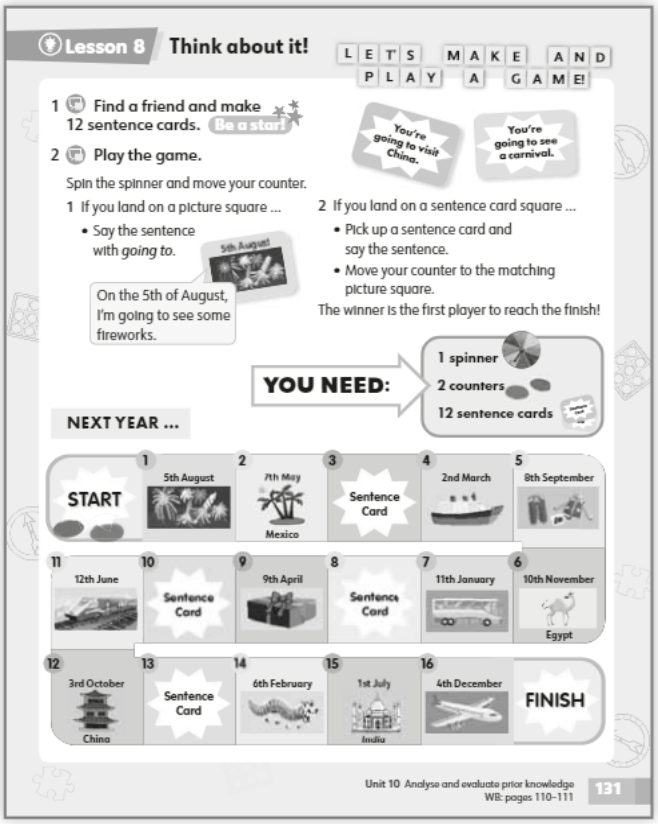
With best wishes, Maria

5 Read and check your work in Activity 4. Tick (✓).

- The children check their work and tick the boxes.

Lesson 8 Think about it!

Pupil's Book page 131



Learning objectives: Analyse and evaluate prior knowledge

Resources: Unit 10 test

Materials: 12 cards for each pair, a spinner for each pair, two different coloured counters for each pair, a piece of paper for each pair

Warm-up: Quick memory game

- Divide the children into pairs. Hand a piece of paper to each pair. Give them one minute to remember and write down as many new words from Unit 10 as they can.
- Call out the words (*1st – 12th, card, clothes, fireworks, pie, ring a bell, sweets, first, then, after that, finally*) and have the children tick the ones they wrote down. Ask the children how many they remembered.

1 Find a friend and make 12 sentence cards.

Be a star!

- In pairs, have the children make 12 sentence cards using *going to* to match each picture in the board game.
- Monitor and help as necessary. Remind them to refer to the dates in the pictures on their cards.
- Ask children to read out some of their cards.

2 Play the game.

- Read through the following instructions and make sure the children understand what to do.

Players: Two–six people

You will need: A spinner with six sides and counters of different colours for each player.

1. Put your counters on the *Start* square.
2. The youngest child playing can go first. Spin the spinner, read the number it lands on and move your counter the same number of spaces.
3. If you land on a sentence card square, pick up a sentence card and say the sentence.
4. If you land on a picture square, say the sentence with *going to*. (Children make up their sentence based on the picture.)
5. If you answer correctly, keep your counter on the picture square or move to the matching picture square for the sentence card.
6. If you answer incorrectly, go back to the last square you were on.
7. The winner is the first person to reach the end of the board.

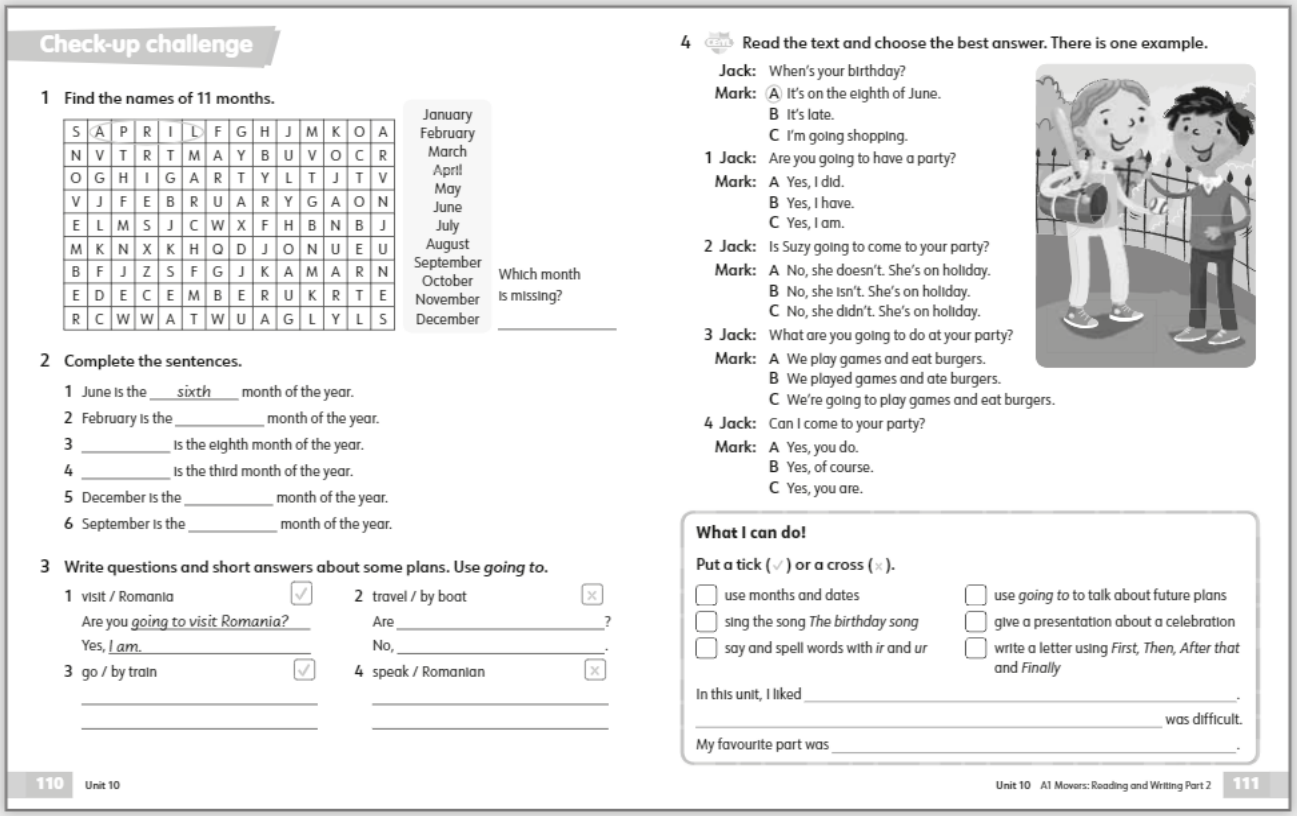
Teaching star!

Evaluating

- Encourage feedback about lessons and topics in the book from the children so they feel involved in their learning.
- Ask the children if they liked the game in Activity 2 and why or why not? If they didn't like it, ask how to make the game better.

Cooler: Disappearing sentences

- Choose three or four memorable, key sentences from this unit and write them on the board, e.g. *The 4th of April is Luke's birthday. My name's Akari, and I live in Japan. Are you going to speak Spanish? The Green Man Festival is in May.*
- Have the children read out the sentences all together.
- Then erase some of the words in each sentence, and have the children remember and say the complete sentences.
- Erase some more words and have the children remember again.
- Finally, erase all the words and have the children remember the sentences from an empty board! This is a challenging but satisfying activity for the children!



Check-up challenge

1 Find the names of 11 months.

S	A	P	R	I	L	F	G	H	J	M	K	O	A
N	V	T	R	T	M	A	Y	B	U	V	O	C	R
O	G	H	I	G	A	R	T	Y	L	T	J	T	V
V	J	F	E	B	R	U	A	R	Y	G	A	O	N
E	L	M	S	J	C	W	X	F	H	B	N	B	J
M	K	N	X	K	H	Q	D	J	O	N	U	E	U
B	F	J	Z	S	F	G	J	K	A	M	A	R	N
E	D	E	C	E	M	B	E	R	U	K	R	T	E
R	C	W	W	A	T	W	U	A	G	L	Y	L	S

January
February
March
April
May
June
July
August
September
October
November
December

Which month is missing? _____

2 Complete the sentences.

1 June is the *sixth* month of the year.
2 February is the _____ month of the year.
3 _____ is the eighth month of the year.
4 _____ is the third month of the year.
5 December is the _____ month of the year.
6 September is the _____ month of the year.

3 Write questions and short answers about some plans. Use *going to*.

1 visit / Romania ☑
Are you *going to visit Romania?*
Yes, *I am.*

2 travel / by boat ☒
Are _____?
No, _____.

3 go / by train ☑
_____
_____

4 speak / Romanian ☒
_____
_____

110 Unit 10

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

Jack: When's your birthday?
Mark: (A) It's on the eighth of June.
B It's late.
C I'm going shopping.

1 **Jack:** Are you going to have a party?
Mark: A Yes, I did.
B Yes, I have.
C Yes, I am.

2 **Jack:** Is Suzy going to come to your party?
Mark: A No, she doesn't. She's on holiday.
B No, she isn't. She's on holiday.
C No, she didn't. She's on holiday.

3 **Jack:** What are you going to do at your party?
Mark: A We play games and eat burgers.
B We played games and ate burgers.
C We're going to play games and eat burgers.

4 **Jack:** Can I come to your party?
Mark: A Yes, you do.
B Yes, of course.
C Yes, you are.

What I can do!

Put a tick (✓) or a cross (×).

☐ use months and dates
☐ sing the song *The birthday song*
☐ say and spell words with *ir* and *ur*
☐ use *going to* to talk about future plans
☐ give a presentation about a celebration
☐ write a letter using *First, Then, After that* and *Finally*

In this unit, I liked _____.
_____ was difficult.
My favourite part was _____.

Unit 10 A1 Movers: Reading and Writing Part 2 111

1 Find the names of 11 months.

- The children find 11 months in the word search. They also write the missing month.
- If done in class, have the children find the months alone. They can then compare answers with a friend.

Answers:

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

September is missing.

2 Complete the sentences.

Answers: 1 sixth **2** second **3** August **4** March **5** twelfth **6** ninth

3 Write questions and short answers about some plans. Use *going to*.

Answers: 1 Are you going to visit Romania? Yes, I am. **2** Are you going to travel by boat? No, I'm not. **3** Are you going to go by train? Yes, I am. **4** Are you going to speak Romanian? No, I'm not.

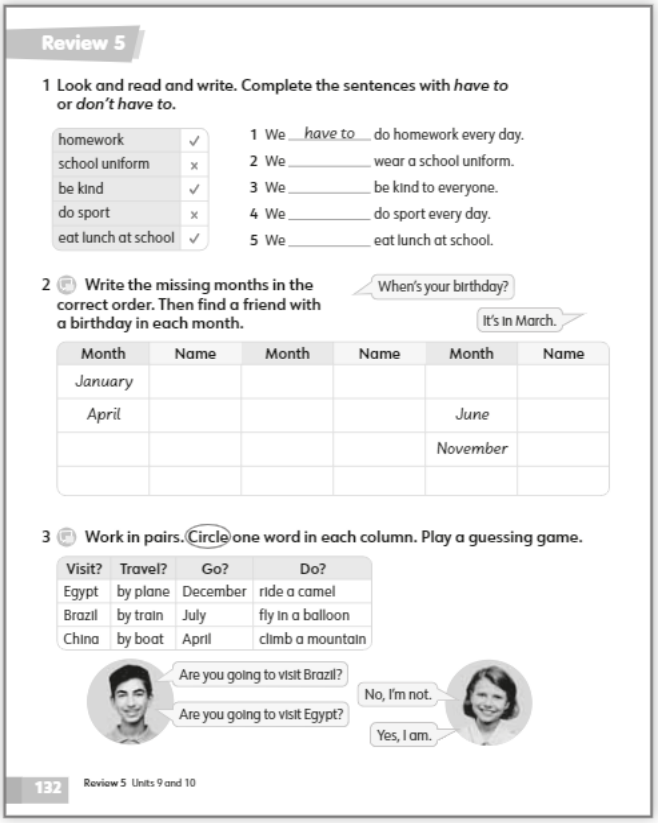
4 CE:YL Read the text and choose the best answer. There is one example.

- This activity helps prepare the children for Part 2 of the Reading and Writing paper of the Cambridge English: A1 Movers test.
- The children read the questions and choose the correct answers.
- If done in class, read out the example and ask the children why *A* is the correct answer (because it says the month).
- Have the children complete the activity individually. Ask different children to offer answers and reasons for their choices.

Answers: 1 C **2** B **3** C **4** B

Review 5

Pupil's Book page 132



Review 5

1 Look and read and write. Complete the sentences with *have to* or *don't have to*.

homework	✓
school uniform	×
be kind	✓
do sport	×
eat lunch at school	✓

1 We *have to* do homework every day.
2 We _____ wear a school uniform.
3 We _____ be kind to everyone.
4 We _____ do sport every day.
5 We _____ eat lunch at school.

2 Write the missing months in the correct order. Then find a friend with a birthday in each month.

When's your birthday?
It's in March.

Month	Name	Month	Name	Month	Name
January					
April				*June*	
				November	

3 Work in pairs. Circle one word in each column. Play a guessing game.

Visit?	Travel?	Go?	Do?
Egypt	by plane	December	ride a camel
Brazil	by train	July	fly in a balloon
China	by boat	April	climb a mountain

Are you going to visit Brazil?
Are you going to visit Egypt?
No, I'm not.
Yes, I am.

132 Review 5 Units 9 and 10

Learning objectives: Review Units 9 and 10, A1 Movers; Reading and Writing, Part 1 and Part 2

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 9 (track 9.3, page 109), and Group 2 the song from Unit 10 (track 10.3, page 123). Tell them to perform to the other group as if they are in a talent show. Tell Group 2 that they are the audience.
- Have Group 1 stand up. Play the audio and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio.

1 Look and read and write. Complete the sentences with *have to* or *don't have to*.

- The children look at the words in the box that have ticks or crosses. Then they complete the sentences with *have to* or *don't have to*.
- Have the children then compare answers with a friend. Ask some children to read out their sentences to the class.

Answers: 1 have to **2** don't have to **3** have to **4** don't have to **5** have to

2 Write the missing months in the correct order. Then find a friend with a birthday in each month.

- Give the children a few minutes to write the missing months. Then ask volunteers to write them on the board.
- The children then stand up and mingle. They ask each other *When is your birthday? (It's in ...)* The children then try to complete the whole table.
- The children sit down again. Ask the class for feedback.

Answers:

month	Name	month	Name	month	Name
January		February		March	
April		May		June	
July		August		September	
October		November		December	

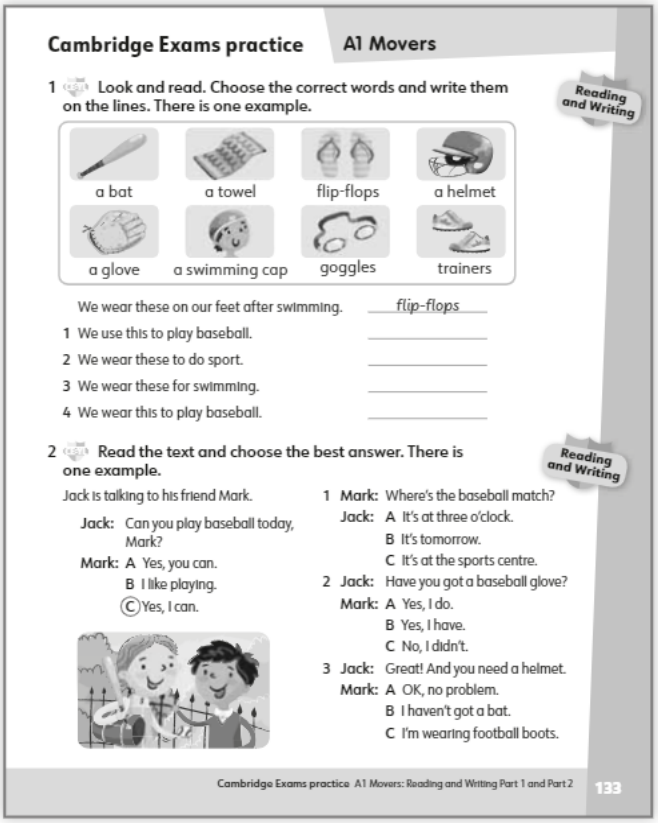
3 Work in pairs. Circle one word in each column. Play a guessing game.

- Read out the example and explain to the children that they are going to play a game. The children circle one word of their own choice in each column.
- The children work in pairs and take turns to ask questions and guess what their friend has circled. They should not show each other their books.

Cambridge Exams practice

A1 Movers

Pupil's Book page 133



Cambridge Exams practice A1 Movers

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

a bat, a towel, flip-flops, a helmet, a glove, a swimming cap, goggles, trainers

We wear these on our feet after swimming. *flip-flops*
1 We use this to play baseball. _____
2 We wear these to do sport. _____
3 We wear these for swimming. _____
4 We wear this to play baseball. _____

2 Read the text and choose the best answer. There is one example. Reading and Writing

Jack is talking to his friend Mark.
Jack: Can you play baseball today, Mark?
Mark: A Yes, you can. B I like playing. (C) Yes, I can.

1 Mark: Where's the baseball match?
Jack: A It's at three o'clock. B It's tomorrow. C It's at the sports centre.
2 Jack: Have you got a baseball glove?
Mark: A Yes, I do. B Yes, I have. C No, I didn't.
3 Jack: Great! And you need a helmet.
Mark: A OK, no problem. B I haven't got a bat. C I'm wearing football boots.

Cambridge Exams practice A1 Movers: Reading and Writing Part 1 and Part 2 133

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Read out the example with the class. Then tell the children to look at each picture, then read the clues and write the correct words next to the clues.
- Give the children a minute to do this individually. Then ask volunteers to read out the clues and the correct words. Have other volunteers write the words on the board. The class can help with spelling.

Answers: 1 a bat **2** trainers **3** a swimming cap, goggles **5** a glove

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

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Refer the children to the example and ask them why it is correct. *(Because Mark needs to use the words 'Yes' and 'I'.)*
- Tell the children to read the text and choose the correct words to complete it.
- Have the children complete the activity individually.
- Ask for feedback and write the correct answers on the board.

Answers: 1 C **2** B **3** A

Cooler: Well done!

- Tell the children *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which unit in the whole book was the most interesting? Which song did you like the best? Which grammar did you think was the most difficult? Do you use English outside the classroom? How?*

Answer keys: Workbook Mid-year and End-of-year reviews

Mid-year review

Page 58

1 **1** a violin **2** a lift **3** a leopard **4** PE **5** a sandwich

2 **1** 's tidying **2** helps **3** play **4** 're playing

Audioscript

1 Girl: *Did you go to the swimming pool yesterday, Alf?*

Boy: *No, I didn't. I helped my grandma with some chores.*

Girl: *Me too. I always help my grandma at the weekend.*

2 Boy: *Did you go to the park at the weekend, Joan?*

Girl: *Yes, I did. It was sunny and warm. Did you go to the park?*

Boy: *Yes, I did.*

3 Girl: *Did you travel to school by bus this morning, Alf?*

Boy: *Yes, I did. Did you travel by bus?*

Girl: *No, I didn't. I walked with my friends.*

4 Boy: *Did you do your science homework, Joan?*

Girl: *No, I didn't. It was difficult. Did you do the science homework?*

Boy: *Yes, I did. Let me help you.*

3

	help with chores	go to the park	travel by bus to school	do science homework
Alf	✓	✓	✓	✓
Joan	✓	✓	✗	✗

Page 59

4 **1** top floor **2** stairs **3** toast **4** play **5** always

5 **1** How often do you watch a film? **2** Did you like painting at kindergarten? **3** What was the weather like yesterday? **4** Did you like listening to stories at kindergarten? **5** How often do you play computer games? **6** Did you dress up as a clown at kindergarten?
Children's own answers.

Page 60

6 **1** C **2** C **3** B **4** A **5** B

7 **1** How many **2** How much **3** How much **4** How many **5** any **6** some **7** any **8** some

Page 61

8 **Musical instruments:** piano, drum, flute, violin **Family:** granddaughter, husband, daughter, son **School subjects:** art, maths, science, social studies

9 **1** She is washing up. **2** Flo is in the bedroom. **3** Aunt Daisy and Blip are playing chess **4** No, he isn't. He's dusting. **5** They're tidying up. **6** Grandma is playing the guitar. **7** Grandpa is playing the piano.

End-of-year review

Page 112

1 **1** an octopus **2** a towel **3** a medal **4** a penguin **5** flip-flops

2 **Sea animals**: jellyfish, dolphin, seahorse, shark, starfish **Sports words**: competition, match, player, team, winner **Food**: mushrooms, pasta, peppers, sandwich, spinach

Page 113

3 **3** June, **4** March **6** November, **7** February, **10** April **1** December, **2** October, **3** January, **5** September, **8** August, **9** May **Month missing**: July

4 **1** funny **2** the friendliest **3** happy **4** the worst

5 **1** oldest **2** younger **3** colder **4** the best

Page 114

6 **1** Were there any crabs on the beach? **2** Was there a football match yesterday? **3** Did you have to wear a uniform at school?

7 **1** have to go to bed **2** don't have to go to school **3** have to wash up **4** has to bring a towel

Audioscript

1 Boy: *It's your birthday soon, Sara. Are you going to have a party?*

Girl: *Yes, I am. It's going to be on Saturday.*

Boy: *Is your birthday on Saturday, too - the 4th of May?*

Girl: *No, it isn't. It's on Friday the 3rd of May. I'm going to have the party on the 4th, and then I'm going to visit my grandparents on Sunday the 5th.*

2 Boy: *That's a good photo. Is that your cousin?*

Girl: *Yes, that's Gloria. She's two years older than me.*

Boy: *Oh OK. You are ten, so she's twelve.*

Girl: *Yes!*

3 Woman: *Can you tidy your room please, Sebastian?*

Boy: *I did it this morning, Mum! I'm playing computer games now.*

Woman: *OK. But you didn't make your bed! You have to do it now, please.*

Boy: *OK, Mum.*

4 Girl: *Did you go on a boat trip on holiday?*

Boy: *Yes, we did. It was great. But we didn't see any dolphins.*

Girl: *Oh no. Did you see a shark?*

Boy: *No! The biggest sea animal I saw was a jellyfish. We saw lots of them in the water!*

5 Girl 1: *Where did you go yesterday?*

Girl 2: *We went to that new café in town. We had pasta.*

Girl 1: *Yummy! Do they have sandwiches, too?*

Girl 2: *Yes, they do. There are some nice salads, too.*

8 **1** a **2** c **3** b **4** c **5** a

Page 115

9 **1** Because he's kind. **2** Because it's cold. **3** Because I like swimming. **4** Because she's riding a bike.

10 **1** Why do sports people have to eat meat? **2** Why do you have to talk to the teacher? **3** Why do you have to go to the classroom? **4** Why do sports people have to eat cheese?

11 **1** is going to have a party **2** is he going to be, He's going to be 9 / nine. **3** is he going to have a party **4** is the party going to be, At two o'clock. **5** is the party going to be

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S	1	2	3	4	5	6
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