Academy Stars 4

SECOND EDITION

Teacher's Book
+ access to App

Catherine Zgouras

macmillan education

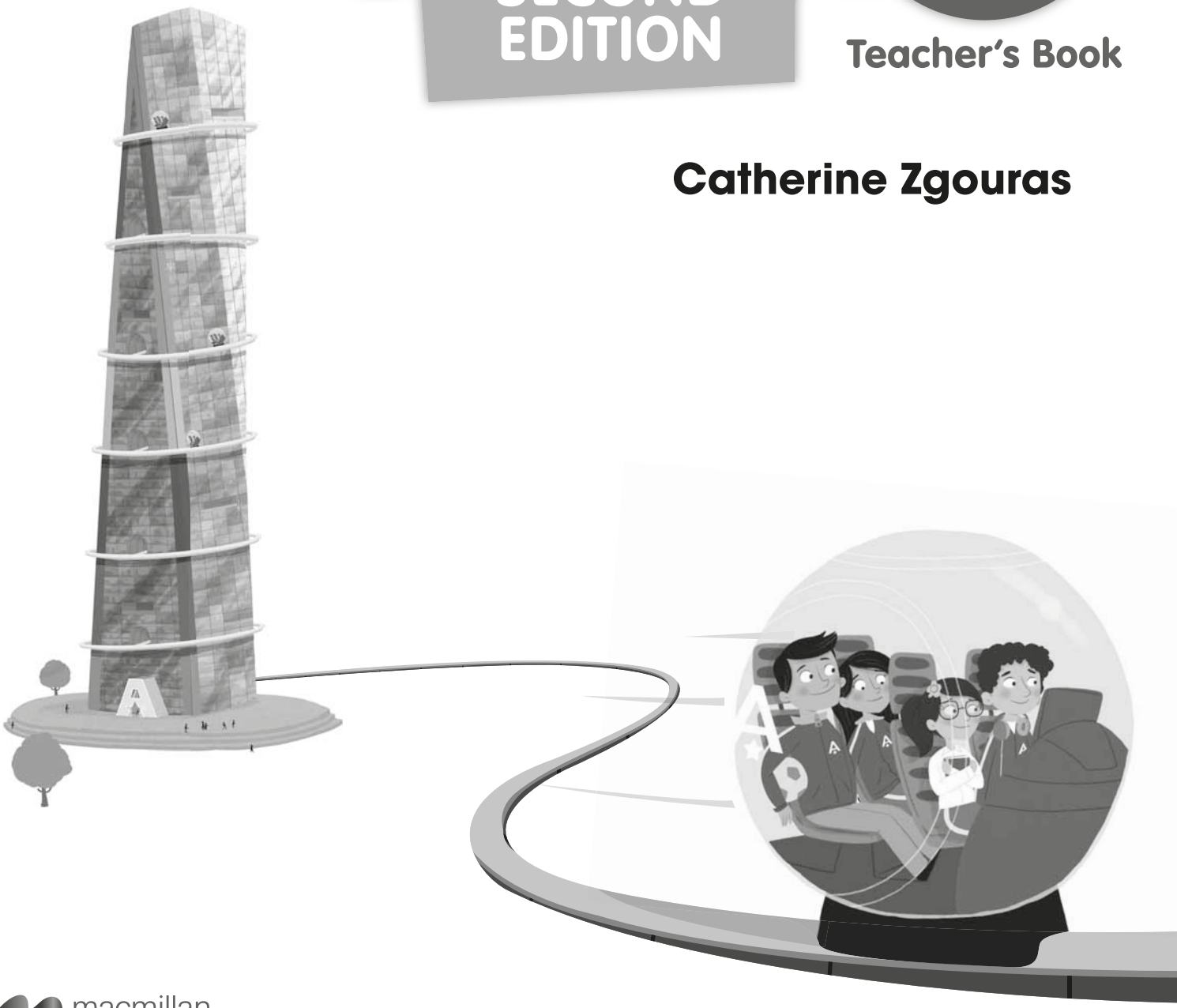
App

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Written by Catherine Zgouras

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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Describe people's lives and interests (sea animals, musical instruments, food, leisure activities, months)	*Who's ...? Who likes ...? Who wants to ...? Do you live in a house or a flat? How do you go to school?*	
1	**Holiday news** p8	The world around us Prepositions of place and activities Leisure activities	**Past simple question forms:** *Did he hide in the wardrobe? Yes, he did. Was it scary? Yes, it was.*	**verb + *...ing*:** *I love skateboarding. I don't mind surfing.*
	Reading time 1: True travellers' tales of kindness		**Play 1:** Jane and the special butterfly	
2	**Different lives** p22	Prepositions of movement Verbs and action verbs	**verbs with *to* + infinitive:** *He wanted to climb the mountain. But now he needs to run.*	***could / couldn't* and *when* clauses in the past:** *Could you whistle a tune when you were eight? Yes, I could.*
	Review 1 **Cambridge Exams practice:** A1 Movers: Listening Part 3; Speaking Part 2			
3	**Super cycling** p34	Bikes and cycling Tour items and locations Directions	***must* and *mustn't* for obligation:** *You must look. You mustn't listen to music.*	**Give directions:** *First, we go straight on to the hospital. And then, we turn right.*
	Reading time 2: Journey to the Centre of the Earth		**Play 2:** Peter and the skateboarding competition	
4	**People at work** p48	Jobs Adjectives Animals	**Comparative form of long adjectives:** *Mary's cake is more creative than Ruben's.*	**Superlative form of long adjectives:** *Mosquitoes are the most dangerous.*
	Review 2 **Cambridge Exams practice:** A1 Movers: Reading and Writing Part 4; Speaking Part 3			
5	**Be healthy! Be happy!** p60	At the doctor's Adjectives and verbs for staying healthy Shops	***should* and *shouldn't* for advice:** *You should be active. You shouldn't eat too many sweets.*	**Make suggestions:** *Let's go to the bakery to buy some bread.*
6	**Stories from far away** p70	The natural world Verbs and pronouns Verbs and activities	**Past continuous:** *Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.*	**Ask questions using the past continuous:** *Where were you going? I was going to the school concert.*
	Review 3 **Cambridge Exams practice:** A1 Movers: Listening Part 4; Reading and Writing Part 6			
7	**Technology time** p82	Technology Inventions Possessive pronouns	**Joining two sentences with *who*, *where* or *which*:** *This is the man who invented the first computer.*	**Use possessive pronouns:** *Is that your camera? Yes, it's mine.*
	Reading time 3: The colours of life		**Play 3:** Vicky helps	
8	**Our world** p96	Parts of plants and animals Things in nature Science and technology	***will / won't* for future predictions:** *It'll grow. It won't grow.*	**Ask questions using *will*:** *Will children still use books? No, they won't. I think they'll use laptops.*
	Review 4 **Cambridge Exams practice:** A1 Movers: Reading and Writing Part 5; Speaking Part 4			
9	**Planet water** p108	Using water The water cycle Water verbs and adjectives	**Zero conditional:** *If it's warm, snow melts.*	***What happens if* + present simple:** *What happens if you put the marble in the water? It sinks.*
	Reading time 4: Unusual hotels		**Play 4:** Freddy's music	
10	**Let's be detectives!** p122	Physical descriptions Pronouns and detective words Around the house	**Present perfect:** *He's caught the thief. Oh no! He hasn't caught the thief!*	**Ask *What's the matter?* and make suggestions:** *What's the matter? I'm really tired. Let's do something relaxing.*
	Review 5 **Cambridge Exams practice:** A1 Movers: Reading and Writing Part 3; Speaking Part 1			

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

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.

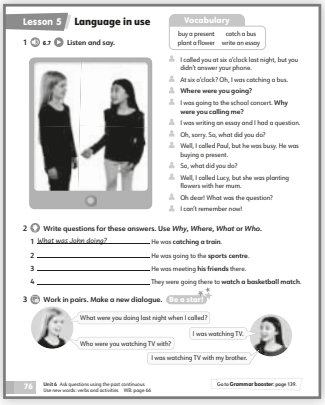
SUSTAINABLE DEVELOPMENT GOALS

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


Lesson 5 Language in use

Vocabulary

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

1 6.7 Listen and say.

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

2 Write questions for these answers. Use *Why, Where, What* or *Who*.
1 *What was John doing?* He was **catching a train**.
2 _____ He was going to the **sports centre**.
3 _____ He was meeting **his friends** there.
4 _____ They were going there to **watch a basketball match**.

3 Work in pairs. Make a new dialogue. Be a star!

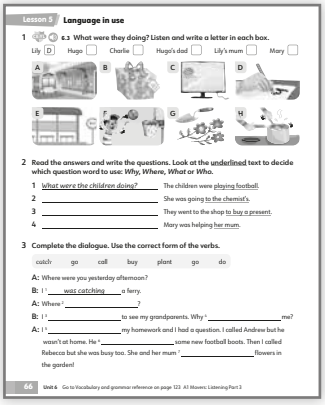
What were you doing last night when I called?
I was watching TV.
Who were you watching TV with?
I was watching TV with my brother.

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

Go to **Grammar booster**: page 138

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


Lesson 5 Language in use

1 6.3 What were they doing? Listen and write a letter in each box.

Lily D Hugo Charlie Hugo's dad Lily's mum Mary

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

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

catch/v go call buy plant go do

A: Where were you yesterday afternoon?
B: I [1] _____ a ferry.
A: Where [2] _____?
B: I [3] _____ to see my grandparents. Why? [4] _____ me?
A: I [5] _____ my homework and I had a question. I called Andrew but he wasn't at home. He [6] _____ some new football boots. Then I called Rebecca but she was busy too. She and her mum [7] _____ flowers in the garden!

66 Unit 6 Go to Vocabulary and grammar reference on page 123 A1 Movers: Listening Part 3

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

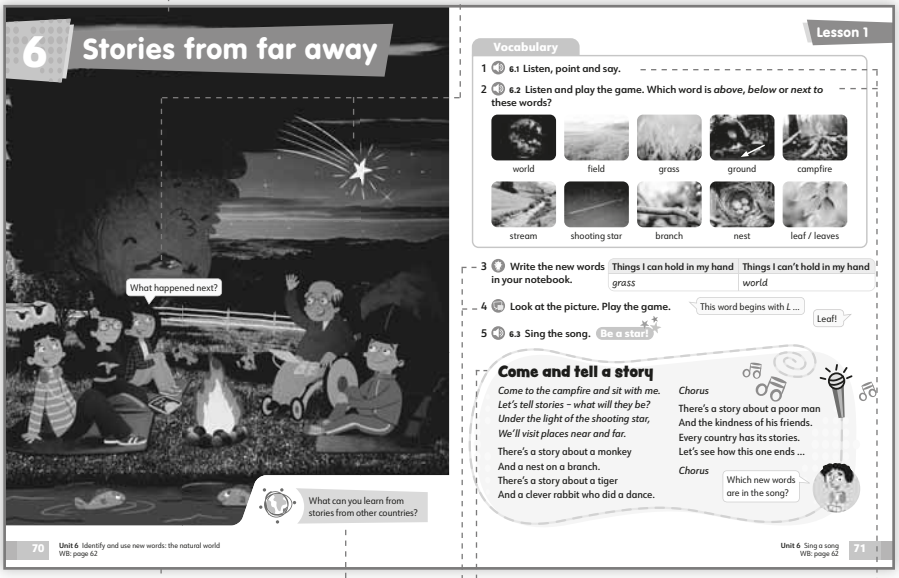
The Teacher's App contains accessible and interactive digital resources to help teachers plan and deliver their lessons, while also increasing children's participation and engagement. The Teacher's App contains:

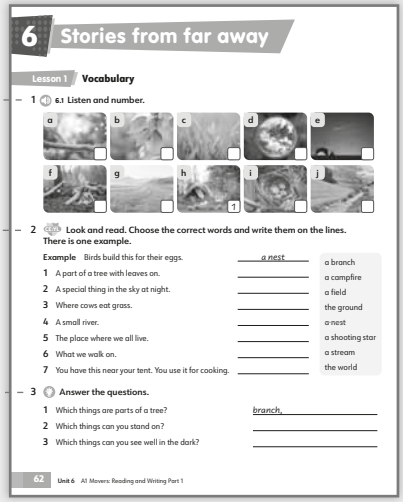
- **Classroom Presentation Kit:** This includes the **Digital Pupil's Book** and **Digital Activity Book**. The digital version of the books is a page-by-page representation of the printed versions and includes videos and audio, plus fun interactive activities and digital flashcard games.
- **Progress 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.





Activities provide carefully staged practice of key vocabulary.

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

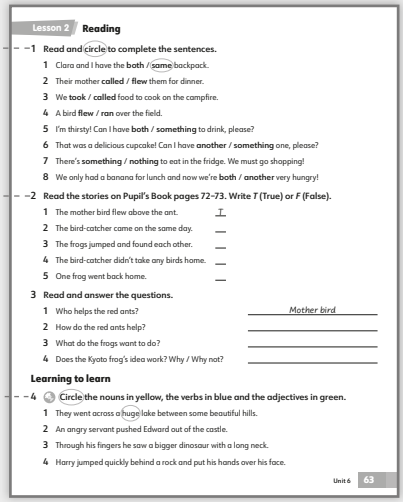
A lively song activates new vocabulary and makes it more memorable.

Carefully staged presentation of key unit vocabulary.

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

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

Further activities encourage children to use and explore key language.

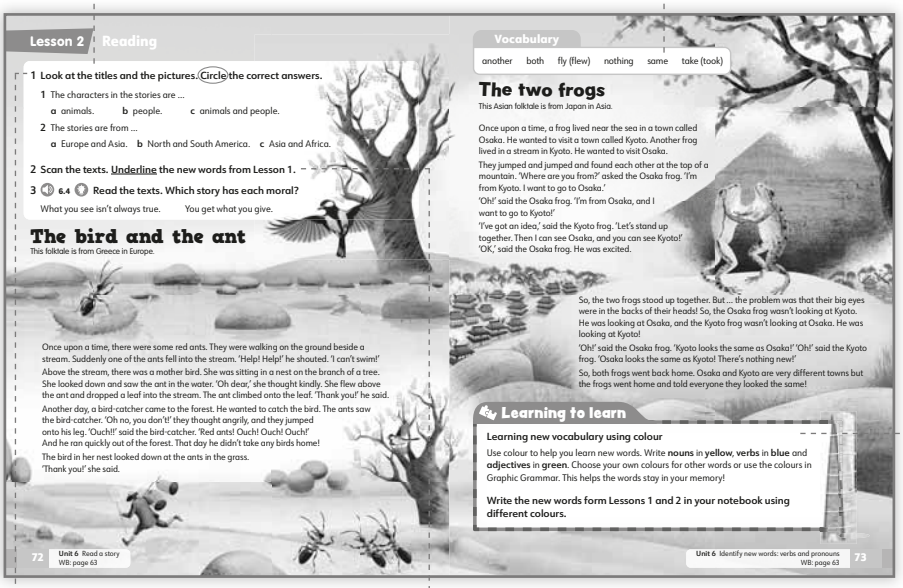


Activities to encourage children to apply the skills and strategies from **Learning to learn** or **Learning about language**.

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.



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

Reading activities check comprehension.

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

Lesson 3: Reading comprehension

Lesson 3 **Reading comprehension**

1 Answer the questions with full sentences.

1 Where were the ants? *They were on the ground beside a stream.*
2 Where was the mother bird? _____
3 How did the ants help the bird? _____
4 Where did the Osaka frog live? _____
5 Where did he want to go? _____
6 Where did the Osaka and the Kyoto frogs go in the end? _____

2 Which characters do these adjectives describe?

1 kind *the bird, the ants*
2 scared _____
3 clever _____
4 excited _____

3 Work in pairs. Which is / are your favourite characters? Why? Be a star!

My favourite characters are the two frogs because they're funny.



Sounds and spelling

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

Two litt**le** peop**le** in purp**le** sand**al**s
sit on flower pet**al**s.

5 6.6 Write the missing letters. Listen and check.

1 peop*le* 2 bott___ 3 festiv___ 4 hospit___ 5 unc___ 6 anim___

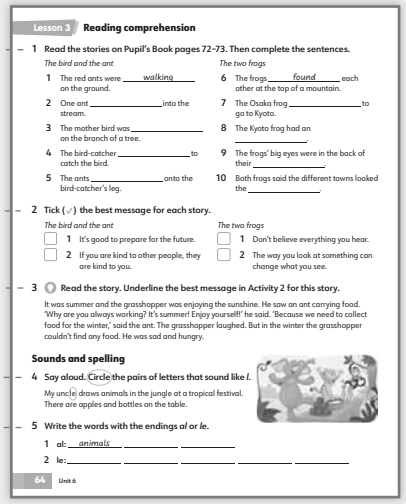
The new sounds are contextualised in a short and fun chant to provide further practice.

A receptive activity checks children can identify the target sound.

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

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

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



Lesson 3 **Reading comprehension**

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

The bird and the ant
1 The red ants were *walking* on the ground.
2 One ant _____ into the stream.
3 The mother bird was _____ on the branch of a tree.
4 The bird-catcher _____ to catch the bird.
5 The ants _____ onto the bird-catcher's leg.

The two frogs
6 The frogs *found* each other at the top of a mountain.
7 The Osaka frog _____ to go to Kyoto.
8 The Kyoto frog had an _____
9 The frogs' big eyes were in the back of their _____
10 Both frogs said the different towns looked the _____.

2 Tick (✓) the best message for each story.

The bird and the ant
☐ 1 It's good to prepare for the future.
☐ 2 If you are kind to other people, they are kind to you.

The two frogs
☐ 1 Don't believe everything you hear.
☐ 2 The way you look at something can change what you see.

3 Read the story. Underline the best message in Activity 2 for this story.

It was summer and the grasshopper was enjoying the sunshine. He saw an ant carrying food. 'Why are you always working? It's summer! Enjoy yourself!' he said. 'Because we need to collect food for the winter,' said the ant. The grasshopper laughed. But in the winter the grasshopper couldn't find any food. He was sad and hungry.

Sounds and spelling

4 Say aloud. Circle the pairs of letters that sound like *l*.

My uncle draws animals in the jungle at a tropical festival. There are apples and bottles on the table.

5 Write the words with the endings *al* or *le*.

1 al: *animals* _____ _____
2 le: _____ _____ _____ _____ _____

64 Unit 6

Activities provide further receptive and productive practice of key sounds.

Lesson 4: Grammar

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

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

Lesson 4 **Grammar**

1 Look and read.

Graphic Grammar

Past continuous

Yesterday | at | six | o'clock | , | he | was | sleeping | .

He | wasn't | doing | his | homework | .



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



1 He / eat cereal. He / play a computer game.
He wasn't eating cereal. He was playing a computer game.
2 She / cook. She / eat a sandwich.
_____



3 They / walk to school. They / cycle to school.
_____
4 He / wear a helmet. He wear / a safety vest.
_____



5 She / watch TV. She / read.
_____
6 He / play football. He / dance.
_____

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

- A Look at page 150. B Look at page 152.
- Take turns to describe your picture. Listen to your friend and find 8 differences.



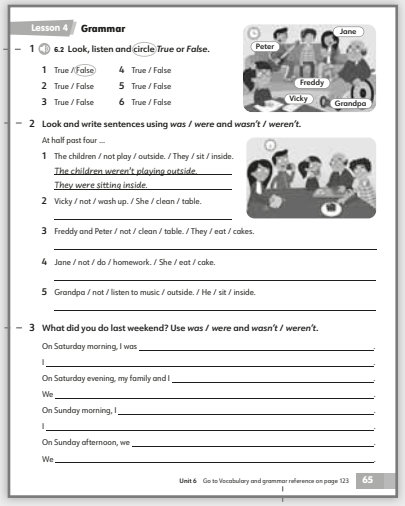
Go to **Grammar booster**: page 139.

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 Look, listen and circle *True* or *False*.

1 True / False
2 True / False
3 True / False
4 True / False
5 True / False
6 True / False

2 Look and write sentences using *was / were* and *wasn't / weren't*.

At half past four ...

1 The children / not play / outside. / They / sit / inside.
The children weren't playing outside.
They were sitting inside.
2 Vicky / not / wash up. / She / clean / table.
_____
3 Freddy and Peter / not / clean / table. / They / eat / cakes.
_____
4 Jane / not / do / homework. / She / eat / cake.
_____
5 Grandpa / not / listen to music / outside. / He / sit / inside.
_____

3 What did you do last weekend? Use *was / were* and *wasn't / weren't*.

On Saturday morning, I was _____
I _____
On Saturday evening, my family and I _____
We _____
On Sunday morning, I _____
I _____
On Sunday afternoon, we _____
We _____

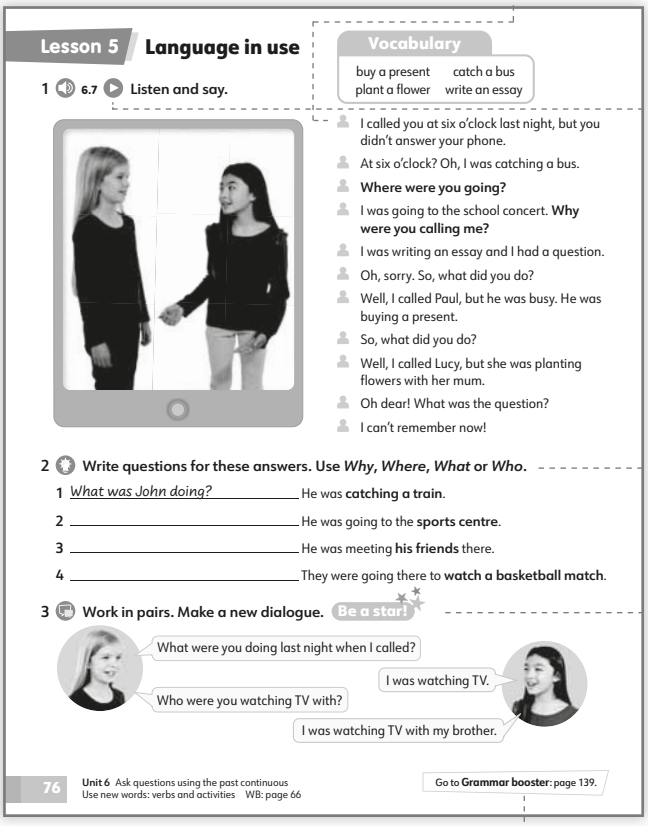
Unit 6 Go to Vocabulary and grammar reference on page 123 65

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**

Vocabulary

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

1 6.7 **Listen and say.**

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

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

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

3 **Work in pairs. Make a new dialogue.** Be a star!

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

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

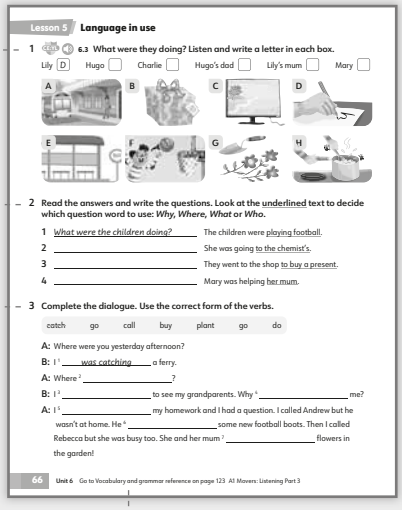
Go to **Grammar booster**: page 139.

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

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

Carefully staged activities provide further practice of the new grammar.



Lesson 5 **Language in use**

1 6.3 **What were they doing? Listen and write a letter in each box.**

Lily D Hugo Charlie Hugo's dad Lily's mum Mary

2 **Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why*, *Where*, *What* or *Who*.**

1 *What were the children doing?* The children were playing football.
2 _____ She was going to the chemist's.
3 _____ They went to the shop to buy a present.
4 _____ Mary was helping her mum.

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

catch go call buy plant go do

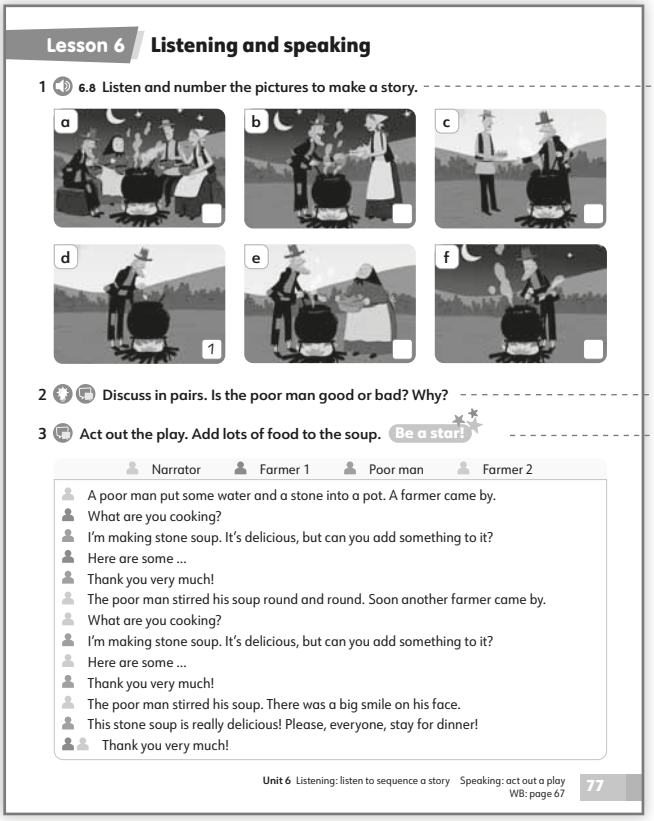
A: Where were you yesterday afternoon?
B: I [1] *was catching* a ferry.
A: Where [2] _____?
B: I [3] _____ to see my grandparents. Why [4] _____ me?
A: I [5] _____ my homework and I had a question. I called Andrew but he wasn't at home. He [6] _____ some new football boots. Then I called Rebecca but she was busy too. She and her mum [7] _____ flowers in the garden!

66 **Unit 6** Go to Vocabulary and grammar reference on page 123 A1 Movers: Listening Part 3

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

Lesson 6: Listening and speaking

While-listening and after-listening activities check comprehension.



Lesson 6 **Listening and speaking**

1 6.8 **Listen and number the pictures to make a story.**

a b c d e f

2 **Discuss in pairs. Is the poor man good or bad? Why?**

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

Narrator Farmer 1 Poor man Farmer 2

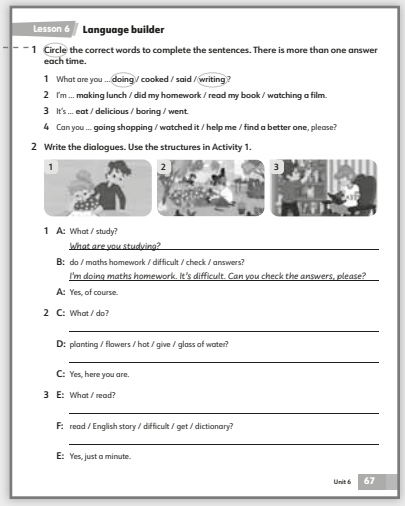
A poor man put some water and a stone into a pot. A farmer came by.
What are you cooking?
I'm making stone soup. It's delicious, but can you add something to it?
Here are some ...
Thank you very much!
The poor man stirred his soup round and round. Soon another farmer came by.
What are you cooking?
I'm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

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

77

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

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



Lesson 6 **Language builder**

1 **Circle the correct words to complete the sentences. There is more than one answer each time.**

1 What are you ... doing / cooked / said / writing?
2 I'm ... **making lunch / did my homework / read my book / watching a film.**
3 It's ... **eat / delicious / boring / went.**
4 Can you ... **going shopping / watched it / help me / find a better one**, please?

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

1 A: What / study?
What are you studying?
B: do / maths homework / difficult / check / answers?
I'm doing maths homework. It's difficult. Can you check the answers, please?
A: Yes, of course.

2 C: What / do?
_____
D: planting / flowers / hot / give / glass of water?
_____
C: Yes, here you are.

3 E: What / read?
_____
F: read / English story / difficult / get / dictionary?
_____
E: Yes, just a minute.

Unit 6 67

Lesson 7: Writing

Each writing lesson focuses on a writing sub-skill.

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

Lesson 7 **Writing**

Adjectives describe nouns.
Adverbs describe verbs.

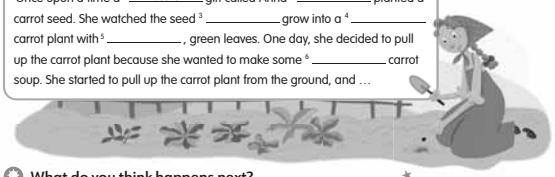
1 **Read the stories on pages 72–73 again. Make a list of the adjectives and adverbs in your notebook.**

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

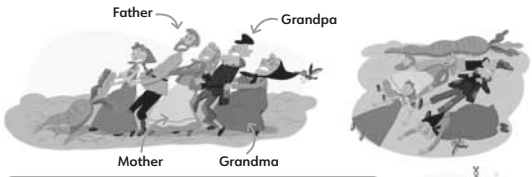
carefully delicious huge ~~little~~ slowly big

The **enormous** carrot

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



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

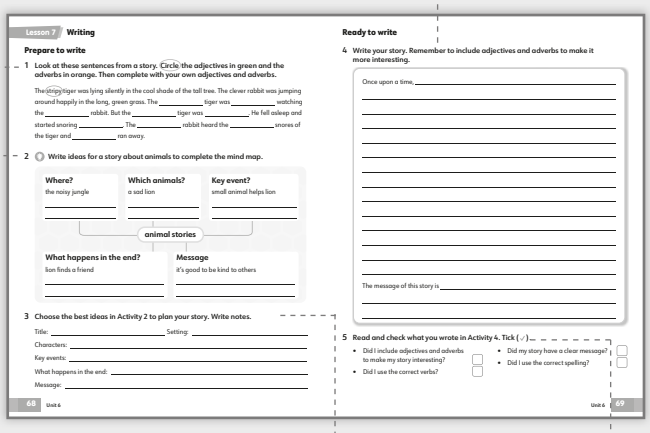


… she pulled and pulled, but the carrot was too big! A tall man was walking past. It was her father, so Anna called, 'Father, Father, please help me!' Her father came quickly across the field and they pulled and pulled, but the carrot was too big!



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

Children use their plan to write their task independently.



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

Children then plan and organise their own piece of writing.

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

Lesson 8: Think about it!

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

Lesson 8 **Think about it!**

Play a storytelling game

1 **Discuss in pairs. In the story on page 78, what was the problem and the solution?**

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

1. Suddenly, she heard her phone ringing. 'Oh,' she said. 'It was in the wardrobe all the time!' — S
2. Jack watched as the water in the river got higher and higher. — ☐
3. They made a lot of noise and it went away. — ☐
4. Jane's little dog ran away. — ☐
5. Adele couldn't find her phone. — ☐
6. Three men in a boat came and helped him. — ☐
7. A man came to the house. 'Is this dog yours? It was sleeping in my garden!' — ☐
8. They saw a huge bear looking at them. — ☐

3 **Look at Activity 2 and match the problems to the solutions.**

1 *5 and 1* 2 _____ 3 _____ 4 _____

4 **6.9 Listen and write your ideas for a story.**

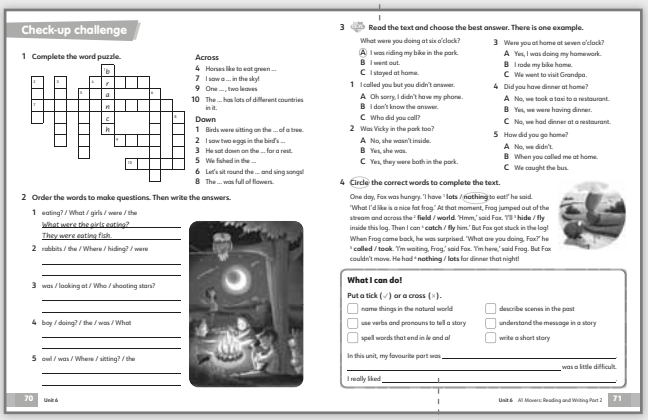
YOU NEED: a piece of paper and a pencil

1 Listen to the questions and write your ideas.
2 Fold your paper over to cover your ideas.
3 Pass it to a friend.
4 Then follow the steps from 1 again.



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

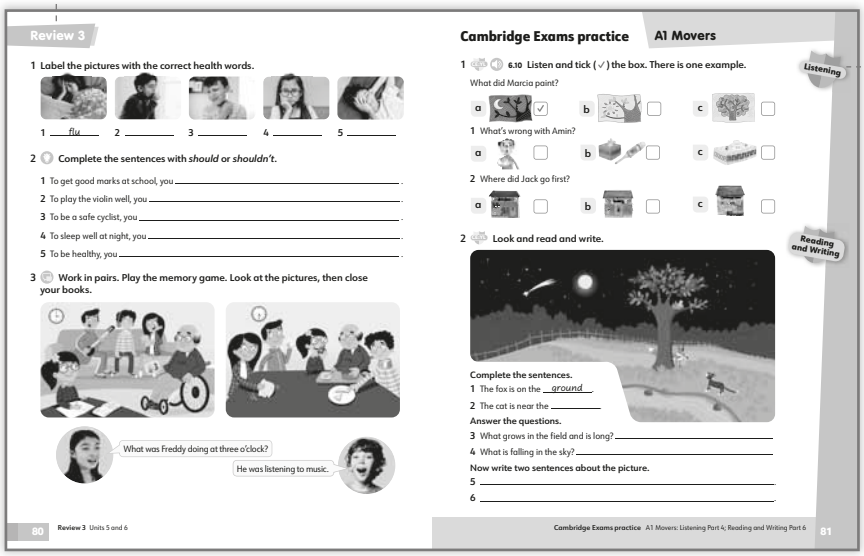
Test-style activities practise reading and writing tasks from the **Cambridge English A1 Movers** tests.



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

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

Review and Cambridge Exams practice

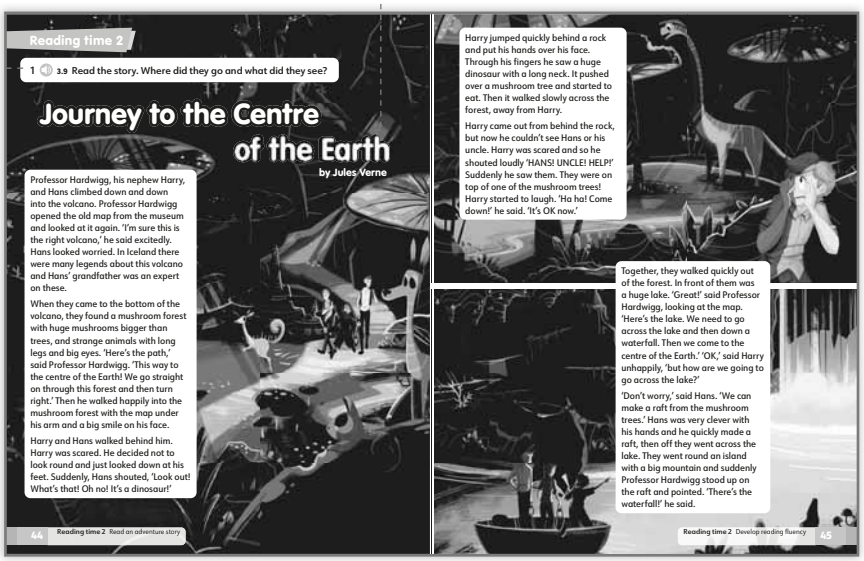


The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units.

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.

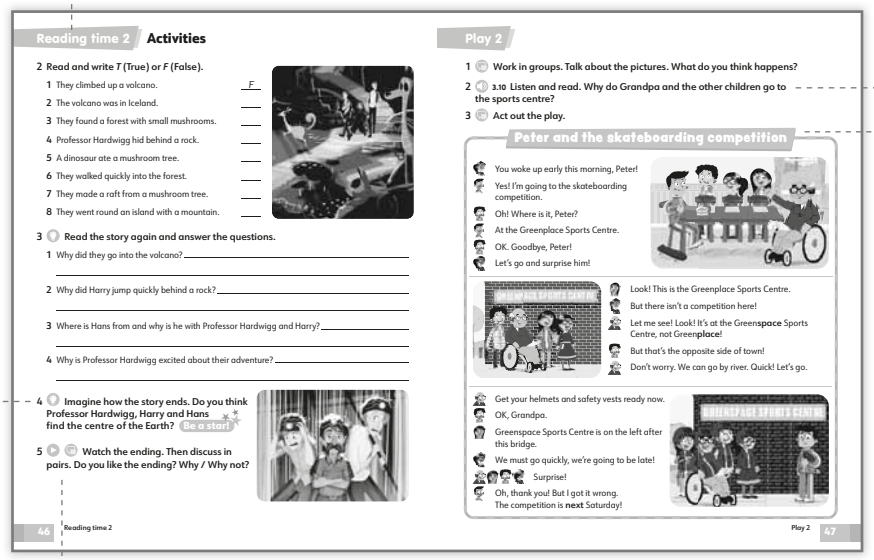
Reading time



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 learned so far in a real-world setting.

Provides children with an opportunity to build confidence through acting.

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

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

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).

Answers are given with activities, for ease of reference.

6 Stories from far away

Lesson 1 Vocabulary

Pupil's Book pages 70–71



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

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

Resources: Flashcards; Vocabulary 1 worksheet

Materials: photocopies of scrambled sentences (using language from Units 1–5, one per pair), sheets of paper (one per child)

Warm-up: Scrambled sentences

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

1 6.1 **Listen, point and say.**

- Refer the children to page 70. Ask *Where are they?(outside) What are they doing? (camping)*
- Play the audio. Children complete the activity.

ESDC

What can you learn from stories from other countries?

- This question helps children recognise different perspective from a variety of global cultures.
- Tell the children that they will be reading stories from two different countries that talk about things in a different way to how we might, but the messages of the stories are important for everyone.

Possible answers: you can learn about what's important to other people, and how similar and different people in the stories are to us.

2 6.2 **Listen and play the game. Which word is *above, below* or *next to* these words?**

- Play the first example on the audio and point to the pictures in the Pupil's Book.
- Play the rest of the audio. When the Narrator says *Now you,* pause for the children to call out the answer.

Audioscript

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

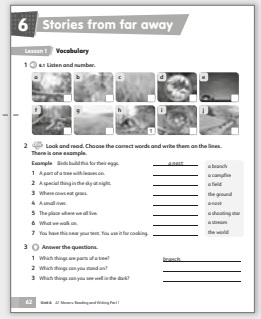
Answers: 1 branch **2** ground **3** campfire **4** nest **5** grass **6** stream

3 **Write the new words in your notebook.**

- Hold a pen in your hand. Say *I can hold this pen in my hand.* Point to your desk. Say *But I can't hold this desk in my hand.* Refer the children to the chart.
- Children complete the activity individually.

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

Workbook page 62



1 6.1 **Listen and number.**

Audioscript

1 Boy: *Where should we put the tent?*
Girl: *Let's put it here! The ground is nice and dry.*
2 Girl: *Can you climb that tree up the highest branch?*
Boy: *I don't know. Let's try!*
3 *There's a bird's nest in the garden. So be quiet when you play there.*
4 Boy: *Would you like to travel round the world?*
Girl: *Yes!*
5 *I had a brilliant weekend. We cooked our dinner on the campfire.*
6 *The leaves are beautiful in autumn.*
7 *My dog loves to run in the field behind our house.*
8 *The water in the stream was really cold!*
9 *I saw a shooting star in the sky last night. It was amazing!*
10 *Let's take a picnic to the park. We can sit on the grass in the sun.*

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

2 CLIL **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.

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

3 **Answer the questions.**

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

4 **Look at the picture. Play the game.**

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

5 6.3 **Sing the song.** Be a star!

- Have a volunteer read Freddy's question.
- Play the audio. Children listen and underline the new words. Write them on the board.

Answers: campfire, shooting star, nest, branch

Cooler: Let's draw

- Hand each child a sheet of paper and ask them to draw their own campfire setting and to write a few sentences about it, using the new vocabulary.

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.

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

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

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

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.

Mime the words

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

Pass the ball

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

Tongue twisters

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

Scrambled sentences

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

Question time

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

Match the syllables

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

Find the sound

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

Spelling bee

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

Scrabble

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

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

What's the vowel?

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

What's the word?

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

Clap the phoneme

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

Snap!

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

Spelling race

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

What's the tense?

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

Let's make some words

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

Wake me up!

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

Write another word

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

Tell a story

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

Telephone game

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

Define the word

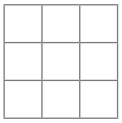
1 Have the children tell you as many new words as they can from all the units so far. Write them on the board.
2 Explain to the children that you are going to define a word from the board which they have to guess. Continue with a few words.
3 Divide the class into small groups and have them continue.

Dictation

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

Tic-tac-toe

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



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

Disappearing words

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

Yes or *No*

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

Bingo

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

Word puzzle

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

Hungry crocodile

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

Fly swat

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

Spell the word

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

The word is ...

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

The pizza's disappeared!

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

Picture dictation

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

Find the word

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

Let's spell

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

Read my lips

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

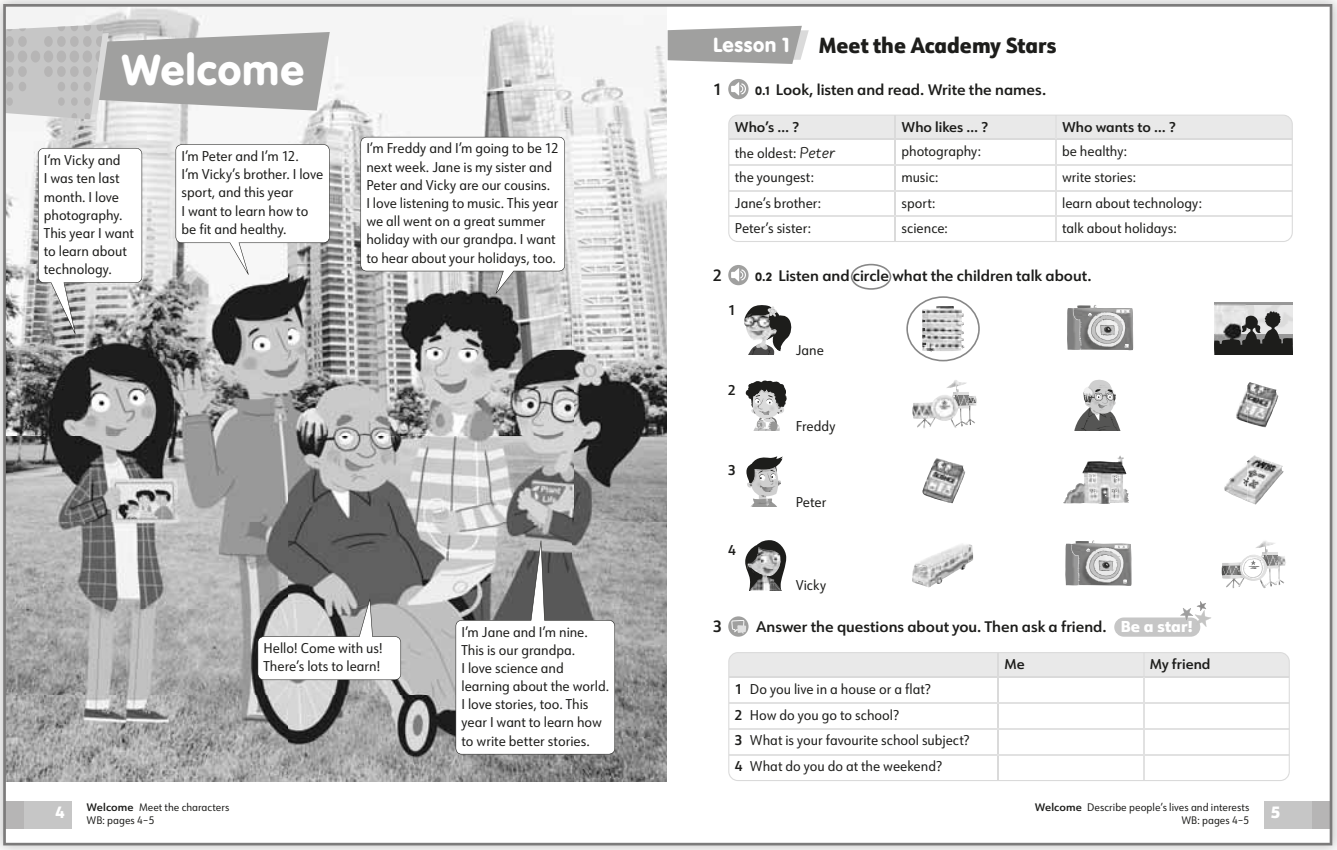
Charades

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

Welcome

Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



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

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

Warm-up: Mime the words

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

1 0.1 Look, listen and read. Write the names.

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

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

2 0.2 Listen and circle what the children talk about.

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

Audioscript

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

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

P: *Hi, I'm Peter and I live with my younger sister, Vicky, and my mum and dad. We live in a beautiful old house. At school, my favourite subject is maths, but I really like the weekends. We've got two cousins. Their names are Freddy and Jane and we always see them at our grandpa's house. Freddy is my best friend.*

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

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

3 Answer the questions about you. Then ask a friend.

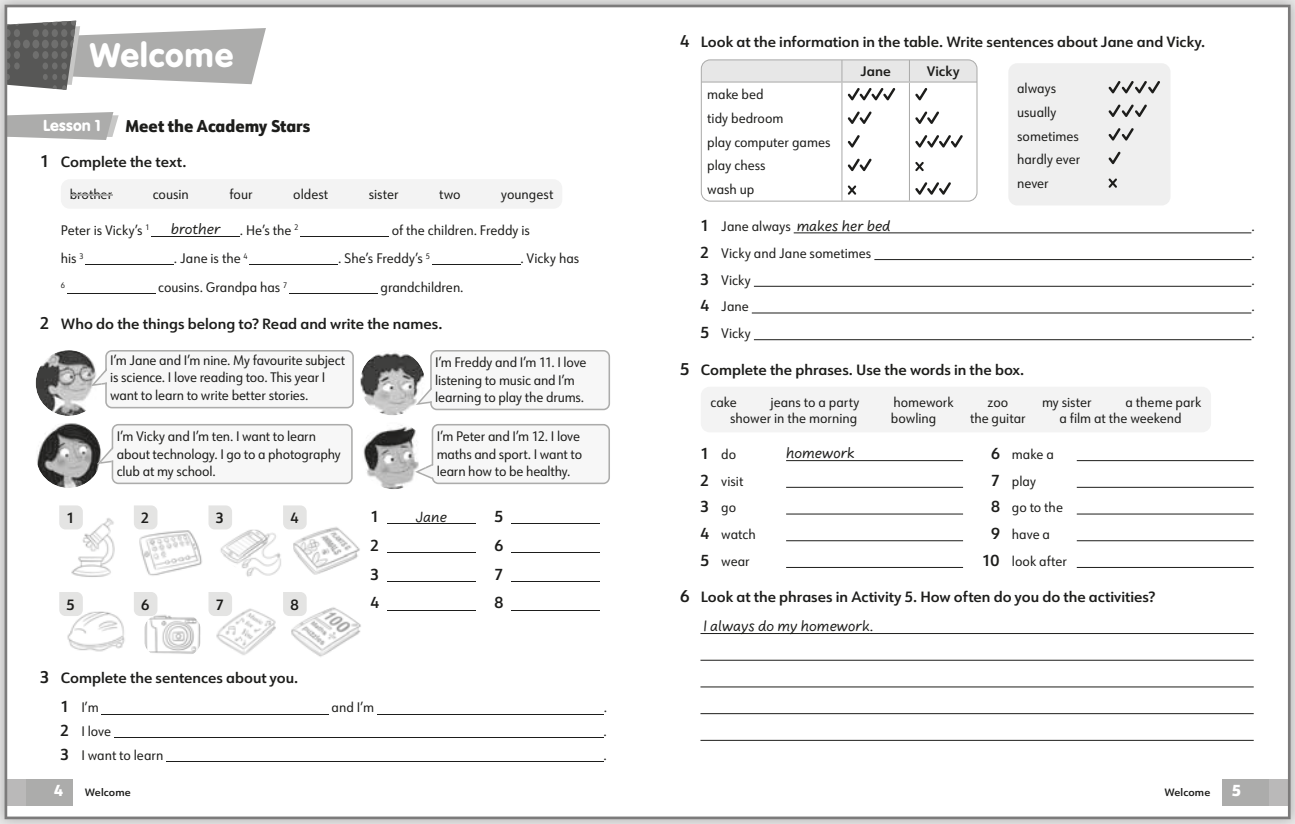
Be a star!

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

Cooler: Questions

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

Workbook pages 4–5



Welcome

Lesson 1 **Meet the Academy Stars**

1 Complete the text.

~~brother~~ cousin four oldest sister two youngest

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

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

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

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

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

I'm Peter and I'm 12. I love maths and sport. I want to learn how to be healthy.

1 2 3 4 5 6 7 8

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

3 Complete the sentences about you.

1 I'm _____ and I'm _____.
2 I love _____.
3 I want to learn _____.

4 Welcome

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

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

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

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

5 Complete the phrases. Use the words in the box.

cake jeans to a party homework zoo my sister a theme park shower in the morning bowling the guitar a film at the weekend

1 do *homework*
2 visit _____
3 go _____
4 watch _____
5 wear _____
6 make a _____
7 play _____
8 go to the _____
9 have a _____
10 look after _____

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

I always do my homework.

Welcome 5

1 Complete the text.

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

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

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

3 Complete the sentences about you.

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

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

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

5 Complete the phrases. Use the words in the box.

Answers: 1 do homework **2** visit a theme park **3** go bowling **4** watch a film at the weekend **5** wear jeans to a party **6** make a cake **7** play the guitar **8** go to the zoo **9** have a shower in the morning **10** look after my sister

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

Lesson 2 / Vocabulary

Pupil's Book pages 6–7



Learning objectives: Vocabulary review

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

Materials: sheets of paper (one per child)

Warm-up: Right or wrong?

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

1 Work in pairs. Look at the picture. Find and say three words beginning with these letters.

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

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

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

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

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

Teaching star!

Game

- Say a word for the children to describe, e.g. *shark*. Elicit I*t's big. It swims. It's got big teeth.* Continue with other words. Have the children work in pairs to guess words from the lesson in the same way.

3 Work in pairs. Play *Guess my word*.

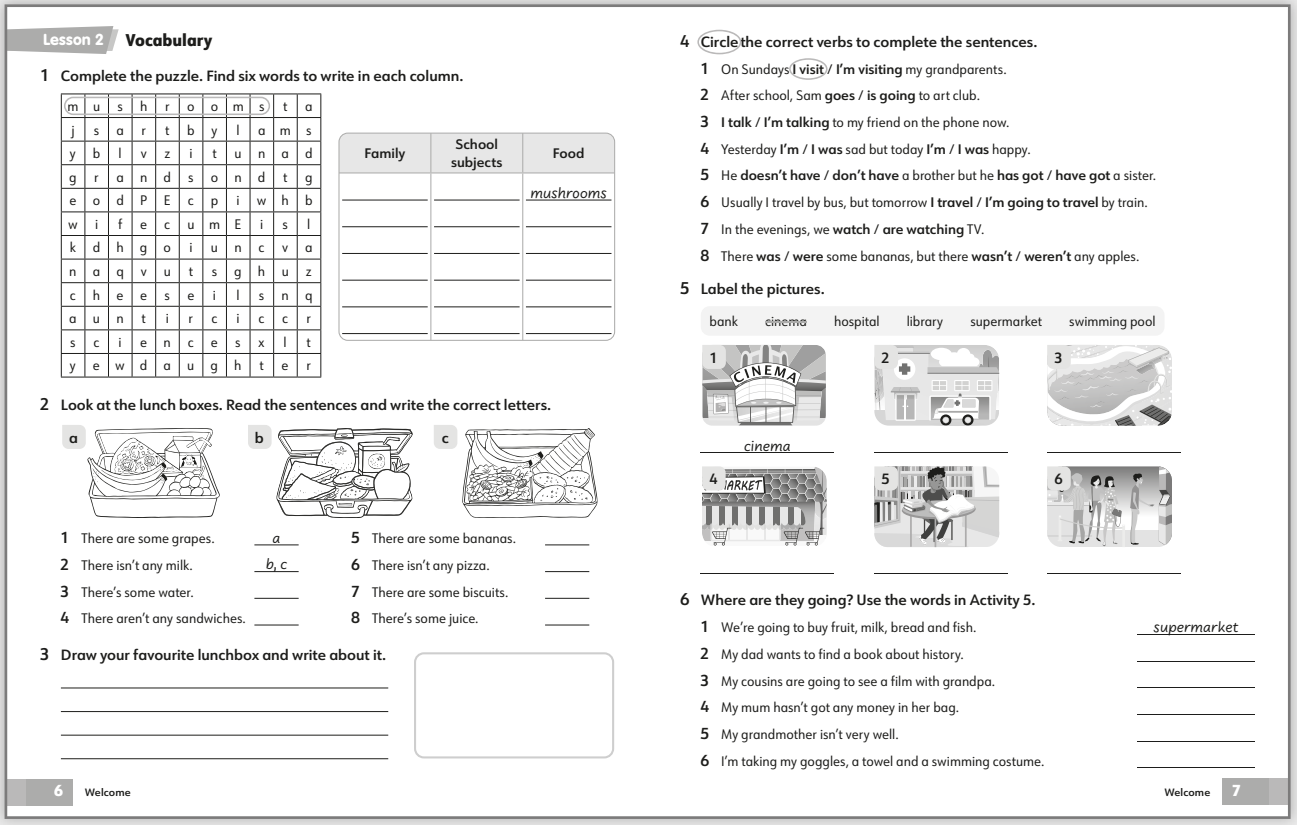
Be a star!

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

Cooler: Review

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

Workbook pages 6–7



Lesson 2 **Vocabulary**

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

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

Family	School subjects	Food
		mushrooms

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

a b c

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

3 Draw your favourite lunchbox and write about it.

4 Circle the correct verbs to complete the sentences.

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

5 Label the pictures.

bank ~~cinema~~ hospital library supermarket swimming pool

1 CINEMA *cinema*
2
3
4 MARKET
5
6

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

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

6 Welcome

Welcome 7

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

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

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

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

3 Draw your favourite lunchbox and write about it.

Answers: Children's own answers.

4 Circle the correct verbs to complete the sentences.

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

5 Label the pictures.

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

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

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

1 Holiday news

Lesson 1 Vocabulary

Pupil's Book pages 8–9



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

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

Review vocabulary: between, in, next to, on

Resources: Flashcards; Vocabulary 1 worksheet

Materials: cardboard box, two balls

Warm-up: Bingo

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

ESDC

3 GOOD HEALTH AND WELL-BEING

Why is it good to try new things?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.* Ask: *Why is it good to try new things?*

- Ask the children if they have tried any new things recently, such as playing a new game, learning something new or trying a new sport.
- Ask small groups to work together to write a sentence that answers the question and share their answer with the class.

Possible answers: Trying new things helps us find out if we like to do a new sport or activity and it helps us to learn new things.

1 1.1 Listen, point and say.

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

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

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

Audioscript

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

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

3 Write the new words in your notebook.

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

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

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

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

5 1.3 Sing the song.

Be a star!

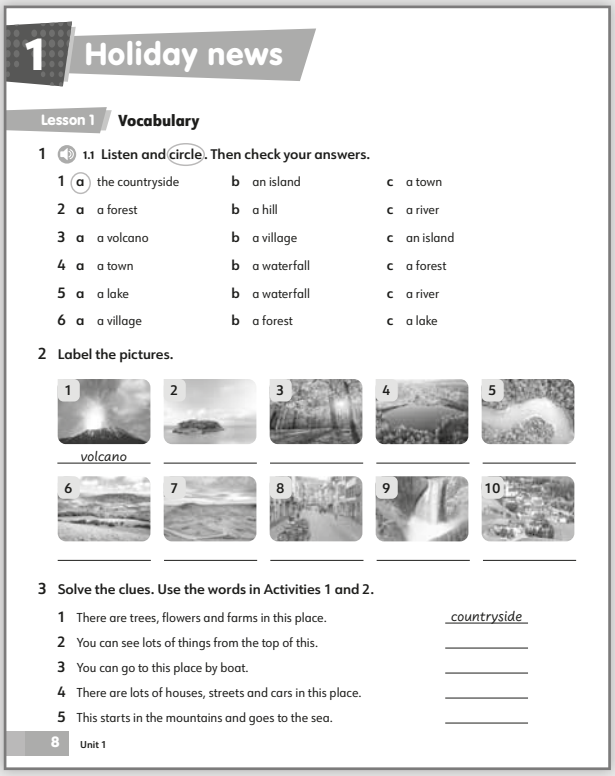
- Have the children place their Pupil's Books face down. Tell them that they will hear a song and to say *Stop!* when they hear a new word. Play the audio.
- Now the children look at the song in their Pupil's Books. Play the audio again and stop after each line for the children to repeat (singing).
-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

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

Cooler: Listening game

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

Workbook page 8


1 Holiday news

Lesson 1 Vocabulary

1 1.1 Listen and circle. Then check your answers.

1	(a) the countryside	b an island	c a town
2	a a forest	b a hill	c a river
3	a a volcano	b a village	c an island
4	a a town	b a waterfall	c a forest
5	a a lake	b a waterfall	c a river
6	a a village	b a forest	c a lake

2 Label the pictures.

1 volcano 2 3 4 5

6 7 8 9 10

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

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

8 Unit 1

1 1.1 Listen and circle. Then check your answers.

Audioscript

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

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

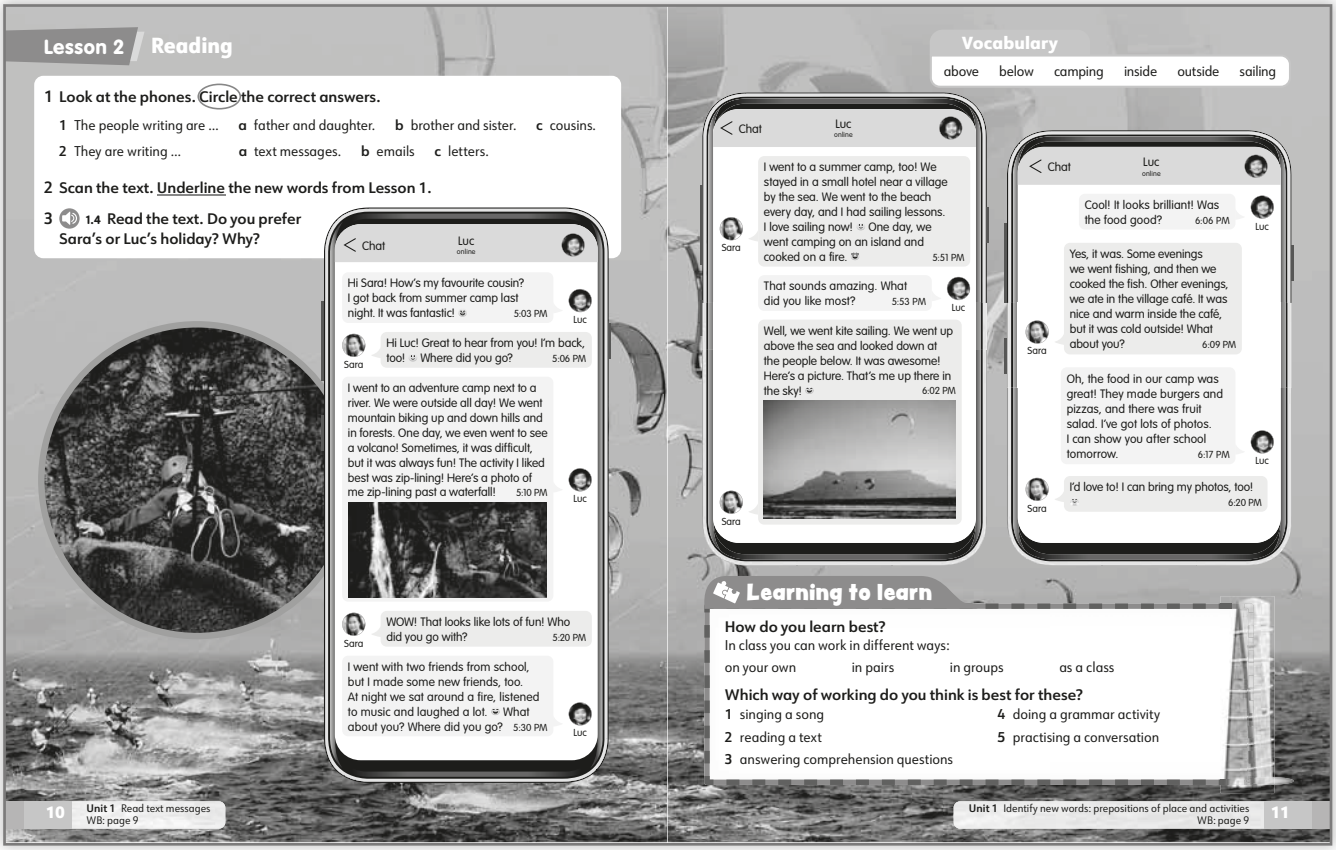
2 Label the pictures.

Answers: 1 volcano **2** island **3** forest **4** lake **5** river **6** countryside **7** hill **8** town **9** waterfall **10** village

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

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

Pupil's Book pages 10–11



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

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

Additional vocabulary: cool, emails, fishing, letters, mountain biking, text messages, zip-lining

Review vocabulary: the world around us

Resources: Flashcards

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

Warm-up: Prepositions review

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

Vocabulary

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

1 Look at the phones. Circle the correct answers.

- Stick examples of text messages, emails and letters on the board. Check the children know what they are. Write the words below the examples.
- Ask the children if they send text messages, emails or letters and who they send them to.
- Have the children look at the photos and decide who the people are. They circle the correct answer.
- Have the children quickly look at the tablets and decide what type of communication they can see. They circle the correct answer. Ask what made them decide.

Answers: 1 c **2** a

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

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

Answers: river, hills, forests, volcano, waterfall, island, village

3 1.4 Read the text. Do you prefer Sara's or Luc's holiday? Why?

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

Teaching star!

Reading

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

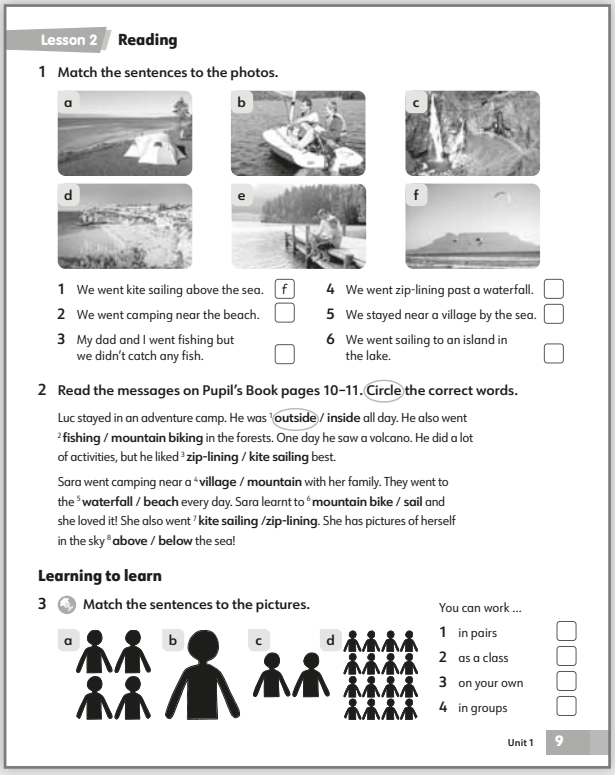
Learning to learn

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

Cooler: Where is it?

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

Workbook page 9



Lesson 2 Reading

1 Match the sentences to the photos.

a b c d e f

1 We went kite sailing above the sea. f
2 We went camping near the beach.
3 My dad and I went fishing but we didn't catch any fish.
4 We went zip-lining past a waterfall.
5 We stayed near a village by the sea.
6 We went sailing to an island in the lake.

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

Luc stayed in an adventure camp. He was [1] outside / inside all day. He also went [2] fishing / mountain biking in the forests. One day he saw a volcano. He did a lot of activities, but he liked [3] zip-lining / kite sailing best.

Sara went camping near a [4] village / mountain with her family. They went to the [5] waterfall / beach every day. Sara learnt to [6] mountain bike / sail and she loved it! She also went [7] kite sailing / zip-lining. She has pictures of herself in the sky [8] above / below the sea!

Learning to learn

3 Match the sentences to the pictures.

a b c d

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

Unit 1 9

1 Match the sentences to the photos.

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

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

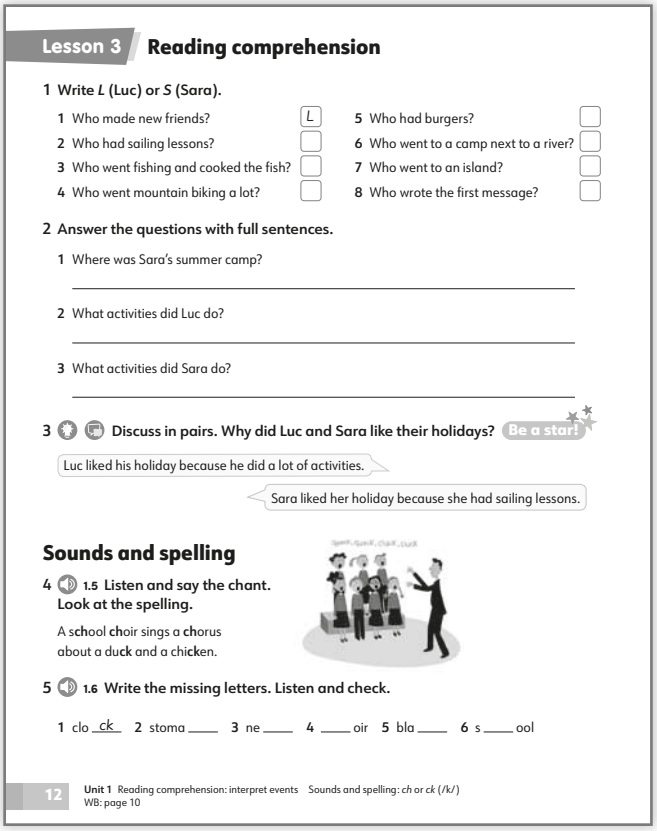
Answers: 1 outside **2** mountain biking **3** zip-lining **4** village **5** beach **7** kite sailing **8** above

3 Match the sentences to the pictures.

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

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 12



Lesson 3 Reading comprehension

1 Write *L* (Luc) or *S* (Sara).

1 Who made new friends? L
2 Who had sailing lessons?
3 Who went fishing and cooked the fish?
4 Who went mountain biking a lot?
5 Who had burgers?
6 Who went to a camp next to a river?
7 Who went to an island?
8 Who wrote the first message?

2 Answer the questions with full sentences.

1 Where was Sara's summer camp?
2 What activities did Luc do?
3 What activities did Sara do?

3 Discuss in pairs. Why did Luc and Sara like their holidays? Be a star!

Luc liked his holiday because he did a lot of activities.
Sara liked her holiday because she had sailing lessons.

Sounds and spelling

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

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

5 1.6 Write the missing letters. Listen and check.

1 clo ck 2 stoma ___ 3 ne ___ 4 ___ oir 5 bla ___ 6 s ___ ool

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

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

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

Resources: Sounds and spelling worksheet

Materials: sheets of paper (one per group)

Warm-up: What's the word?

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

1 Write *L* (Luc) or *S* (Sara).

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

Answers: 1 L **2** S **3** S **4** L **5** L **6** L **7** S **8** L

2 Answer the questions with full sentences.

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

Answers: 1 Sara's hotel was near a village by the sea. **2** Luc went mountain biking and zip-lining. **3** Sara went sailing, kite sailing and fishing.

3 Discuss in pairs. Why did Luc and Sara like their holidays?

Be a star!

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

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

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

Audioscript

Teacher: *Now say the missing words.*
Teacher: *A … choir sings a chorus about a duck and a chicken.*
Children: *school*
Teacher: *A school choir sings … about a duck and a chicken.*
Children: *a chorus*
Teacher: *A school choir sings a chorus about a duck …*
Children: *and a chicken.*
Teacher: *A school choir sings a chorus about …*
Children: *a duck and a chicken.*

5 1.6 Write the missing letters. Listen and check.

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

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

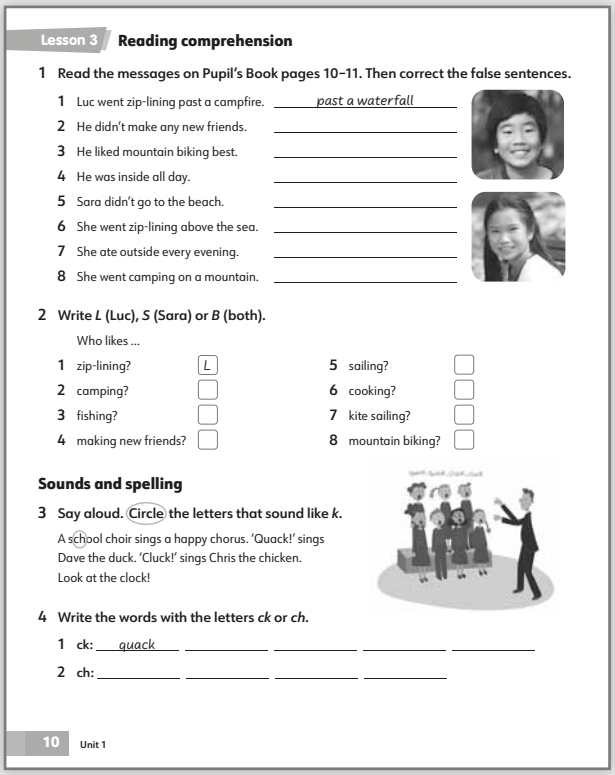
Extension

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

Cooler: Let's spell

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

Workbook page 10



Lesson 3 **Reading comprehension**

1 Read the messages on Pupil's Book pages 10–11. Then correct the false sentences.

1 Luc went zip-lining past a campfire. *past a waterfall*
2 He didn't make any new friends.
3 He liked mountain biking best.
4 He was inside all day.
5 Sara didn't go to the beach.
6 She went zip-lining above the sea.
7 She ate outside every evening.
8 She went camping on a mountain.

2 Write *L* (Luc), *S* (Sara) or *B* (both).

Who likes ...

1 zip-lining? L
2 camping?
3 fishing?
4 making new friends?
5 sailing?
6 cooking?
7 kite sailing?
8 mountain biking?

Sounds and spelling

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

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

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

1 ck: *quack*
2 ch:

10 Unit 1

1 Read the messages on Pupil's Book pages 10–11. Then correct the false sentences.

Answers: 1 past a waterfall **2** he made some new friends **3** He liked zip-lining best. **4** He was outside all day. **5** Sara went to the beach every day. **6** She went kite sailing above the sea. **7** Some evenings, she ate inside the cafe. **8** She went camping on an island.

2 Write *L* (Luc), *S* (Sara) or *B* (both).

Answers: 1 L **2** S **3** S **4** L **5** S **6** S **7** S **8** L

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

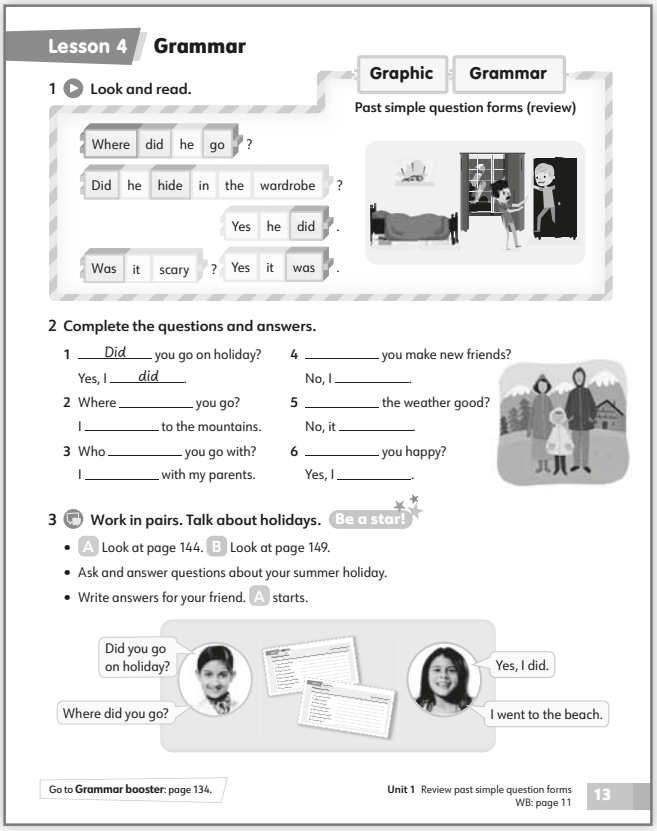
A s(ch)ool (ch)oir sings a happy (ch)orus. 'Qua(ck)!' sings Dave the du(ck). 'Clu(ck)!' sings (Ch)ris the chi(ck)en. Loo(k) at the clo(ck)!

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

Answers: 1 ck: qua**ck**, du**ck**, clu**ck**, chi**ck**en, clo**ck**
2 ch: s**ch**ool, **ch**oir, **ch**orus, **Ch**ris

Lesson 4 Grammar

Pupil's Book page 13



Learning objectives: Review past simple question forms

Grammar: Past simple question forms (review)

Review vocabulary: the world around us

Resources: Graphic Grammar video; Grammar 1 worksheet

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

Warm-up: Review

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

1 Look and read.

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

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

2 Complete the questions and answers.

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

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

3 Work in pairs. Talk about holidays.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student 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. Explain that these are questions they can ask someone about their holidays.
- Allow time for the children to ask, answer and write on their pages to complete the game. Remind the children to use *Yes, I did.*, and *No, I didn't.* in their responses.
- If there is time, have the children brainstorm other questions to ask about holidays.

Teaching star!

Pairwork

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

Cooler: Right or wrong?

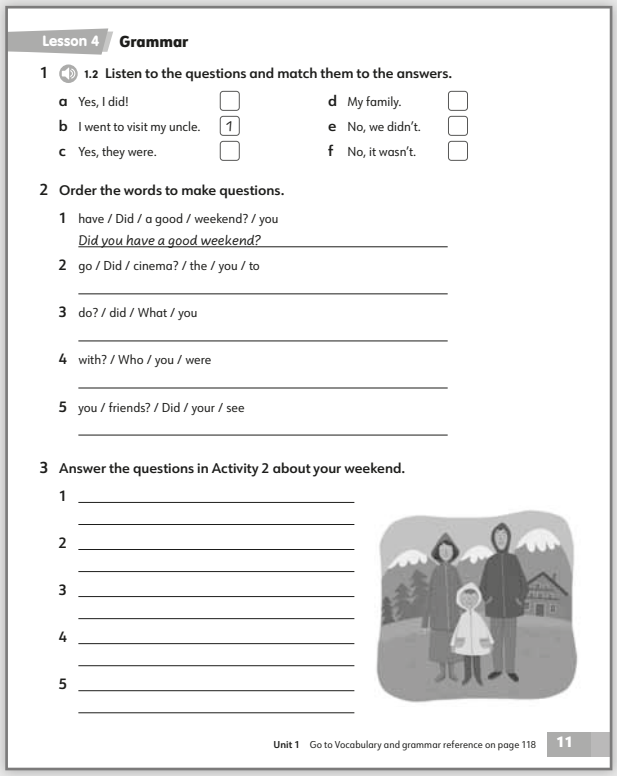
- Give each child a strip of paper. On it they write a correct or incorrect sentence using the past simple question form.
- Divide the class into three teams and have them stand in three lines. The child at the front of each line turns around and faces the person behind them and reads them their sentence.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

Grammar booster

Ask the children to turn to page 134 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 Did you go on holiday? Yes, I did. **2** Where did you go? I went to Italy. **3** Who did you go with? I went with my family. **4** Was the weather good? No, it wasn't. **5** Did it rain every day? No, it didn't. **6** Were you happy? Yes, I was!

Workbook page 11



Lesson 4 **Grammar**

1 1.2 Listen to the questions and match them to the answers.

a Yes, I did! ☐ d My family. ☐
b I went to visit my uncle. 1 e No, we didn't. ☐
c Yes, they were. ☐ f No, it wasn't. ☐

2 Order the words to make questions.

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

3 Answer the questions in Activity 2 about your weekend.

1
2
3
4
5

Unit 1 Go to Vocabulary and grammar reference on page 118 11

Grammar reference:

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

1 1.2 Listen to the questions and match them to the answers.

Audioscript

1 *What did you do at the weekend?*
2 *Were your cousins there?*
3 *Who did you go with?*
4 *Was the weather nice?*
5 *Did you and your dad go to the lake?*
6 *Did you have a good time?*

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

2 Order the words to make questions.

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

3 Answer the questions in Activity 2 about your weekend.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 14



Lesson 5 Language in use

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

1 1.7 Listen and say.

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

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

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

3 Work in pairs. Make a new dialogue. Be a star!

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

14 Unit 1 Use verb + *...ing: I like / I don't like / love / enjoy / don't mind ...ing* Use new words: leisure activities WB: page 12 Go to **Grammar booster**: page 134.

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

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

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

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

Warm-up: Review

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

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

1 1.7 Listen and say.

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

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

Teaching star!

Personalising

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

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

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

3 Work in pairs. Make a new dialogue.

Be a star!

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

Cooler: So do I!

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

Grammar booster

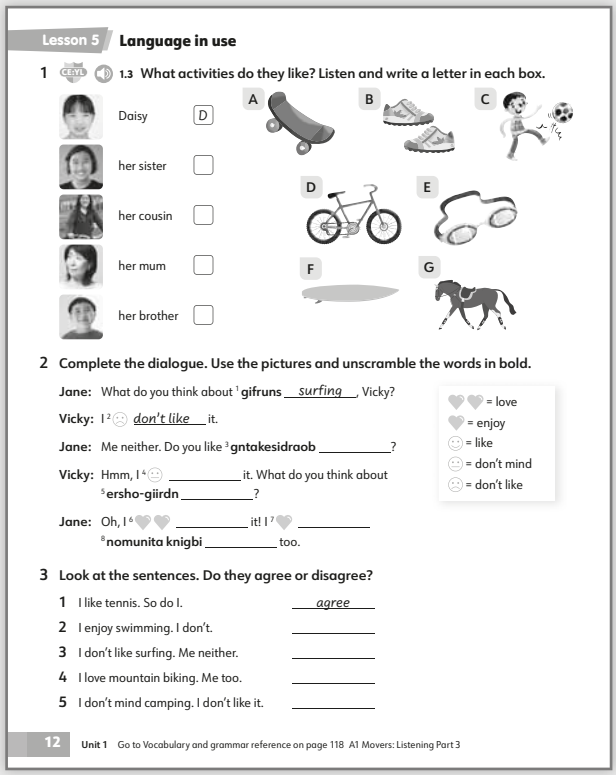
Ask the children to turn to page 134 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 love, like, don't mind, don't like **2** don't mind, don't like, like, love **3** hate, don't mind, like, love

Audioscript

Speaker: *Listen and look. There is one example. Daisy is telling Charlie about the people in her family and the activities they like. Which is each person's favourite activity?*
Boy: *Can I ask you some questions about some holiday activities, Daisy?*
Girl: *Yes, of course, Charlie!*
Boy: *What do you think about horse-riding?*
Girl: *I don't like it. I like mountain biking.*
Speaker: *Can you see the letter D? Now you listen and write a letter in each box.*
Boy: *What about your sister? Does she like mountain biking?*
Girl: *Olivia? She doesn't mind it. She's got a bike, but she doesn't often ride it. She loves skateboarding.*
Boy: *Really? Skateboarding is cool!*
Boy: *I saw your cousin at the beach last week. Does she like swimming?*
Girl: *No, she doesn't enjoy swimming. She goes to the beach because she loves surfing.*
Boy: *Me too!*
Boy: *Does your mum do any holiday activities?*
Girl: *Yes, she does. She enjoys running. She runs at home and on holiday too. I don't like running.*
Boy: *Me neither!*
Boy: *... OK, one more question. What about football?*
Girl: *Ahh ... who likes football in my family? ... my younger brother of course! He loves football.*
Boy: *So do I!*

Workbook page 11



Lesson 5 **Language in use**

1 CEYL 1.3 What activities do they like? Listen and write a letter in each box.

Daisy D
her sister
her cousin
her mum
her brother

A B C D E F G

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

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

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

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

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

12 Unit 1 Go to Vocabulary and grammar reference on page 118 A1 Movers: Listening Part 3

Grammar reference:

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

1 1.3 What activities do they like? Listen and write a letter in each box.

- This activity helps the children prepare for Part 3 of the Listening in the Cambridge English: Pre A1 Movers test.
- The children listen and write a letter in each box to show what activity each character likes to do.
- Have the children do the activity individually, then check answers as a class.

Answers: Daisy: D, **her sister:** A, **her cousin:** F, **her mum:** B, **her brother:** C

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

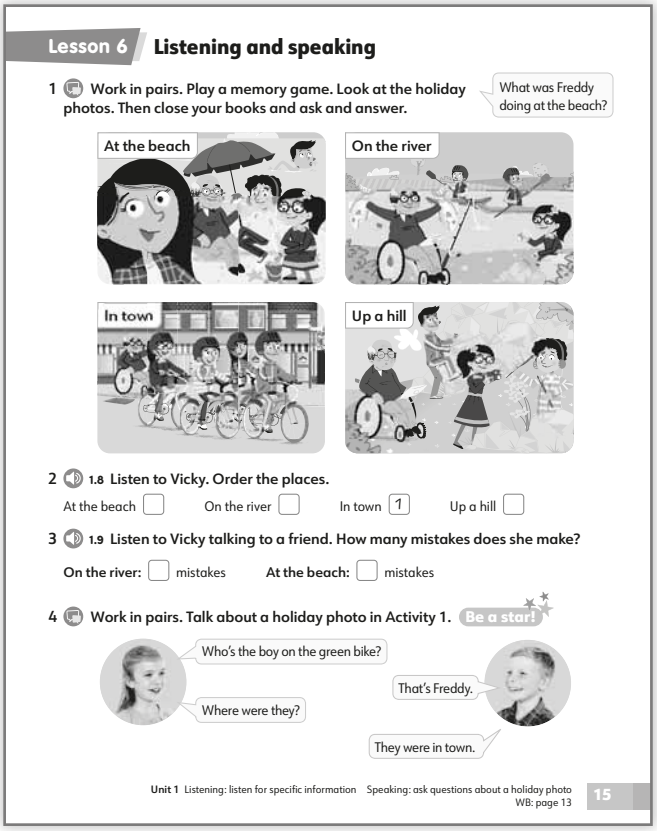
Answers: 1 surfing **2** don't like **3** skateboarding **4** don't mind **5** horse-riding **6** love **7** enjoy **8** mountain biking

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

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

Lesson 6 Listening and speaking

Pupil's Book page 15



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

Warm-up: Bingo

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

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

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

2 1.8 Listen to Vicky. Order the places.

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

Audioscript

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

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

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

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

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

3 1.9 Listen to Vicky talking to a friend. How many mistakes does she make?

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

Audioscript

Friend: *Who's the boy in the blue kayak?*
Vicky: *Oh, that's Freddy. He's my brother.*
Friend: *And who's the girl looking at the butterfly?*
Vicky: *Oh, that's Jane. She's my cousin.*
Friend: *Where were you that day?*
Vicky: *We were at the beach in this photo.*
Friend: *Your grandpa looks happy! How many fish did he catch?*
Vicky: *Four, and all big ones!*
Friend: *So who enjoyed this holiday the most?*
Vicky: *We all did, but Grandpa enjoyed it the most because he loves fishing!*
Friend: *Who's the boy listening to music?*
Vicky: *That's Freddy. He's my cousin.*
Friend: *Doesn't he like going to the beach?*

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

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

Teaching star!

Extension

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

4 Work in pairs. Talk about a holiday photo in Activity 1.

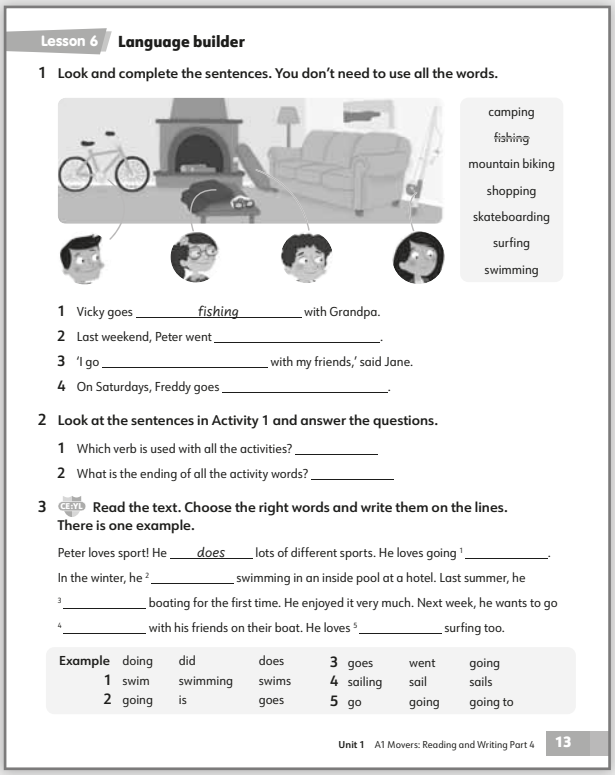
Be a star!

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

Cooler: Holiday picture

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

Workbook page 13



Lesson 6 **Language builder**

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

camping
~~fishing~~
mountain biking
shopping
skateboarding
surfing
swimming

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

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

1 Which verb is used with all the activities? _____
2 What is the ending of all the activity words? _____

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

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

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

Unit 1 A1 Movers: Reading and Writing Part 4 13

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

Answers: 1 fishing **2** mountain biking **3** swimming **4** skateboarding

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

Answers: 1 go **2** *–ing*

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

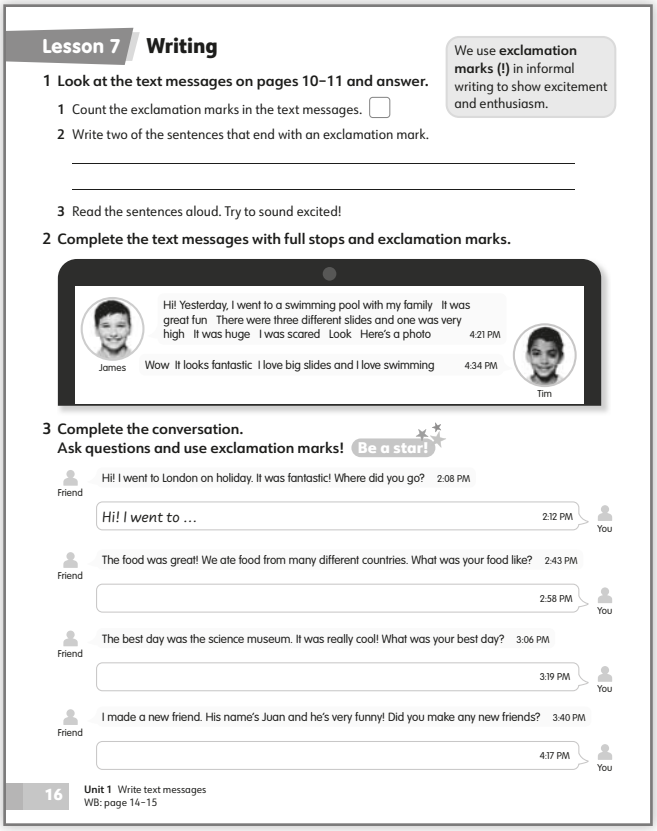
This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Pre A1 Movers test.

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

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

Lesson 7 Writing

Pupil's Book page 16



Lesson 7 Writing

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

1 Count the exclamation marks in the text messages. ☐

2 Write two of the sentences that end with an exclamation mark.

3 Read the sentences aloud. Try to sound excited!

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

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

James: Hi! Yesterday, I went to a swimming pool with my family It was great fun There were three different slides and one was very high It was huge I was scared Look Here's a photo 4:21 PM

Tim: Wow It looks fantastic I love big slides and I love swimming 4:34 PM

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

Friend: Hi! I went to London on holiday. It was fantastic! Where did you go? 2:08 PM

You: Hi! I went to … 2:12 PM

Friend: The food was great! We ate food from many different countries. What was your food like? 2:43 PM

You: 2:58 PM

Friend: The best day was the science museum. It was really cool! What was your best day? 3:06 PM

You: 3:19 PM

Friend: I made a new friend. His name's Juan and he's very funny! Did you make any new friends? 3:40 PM

You: 4:17 PM

16 Unit 1 Write text messages
WB: page 14–15

Learning objectives: Write text messages

Warm-up: Silly sentences

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

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

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

Answers: 1 20 **2** Children's own answers.

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

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

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

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

Be a star!

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

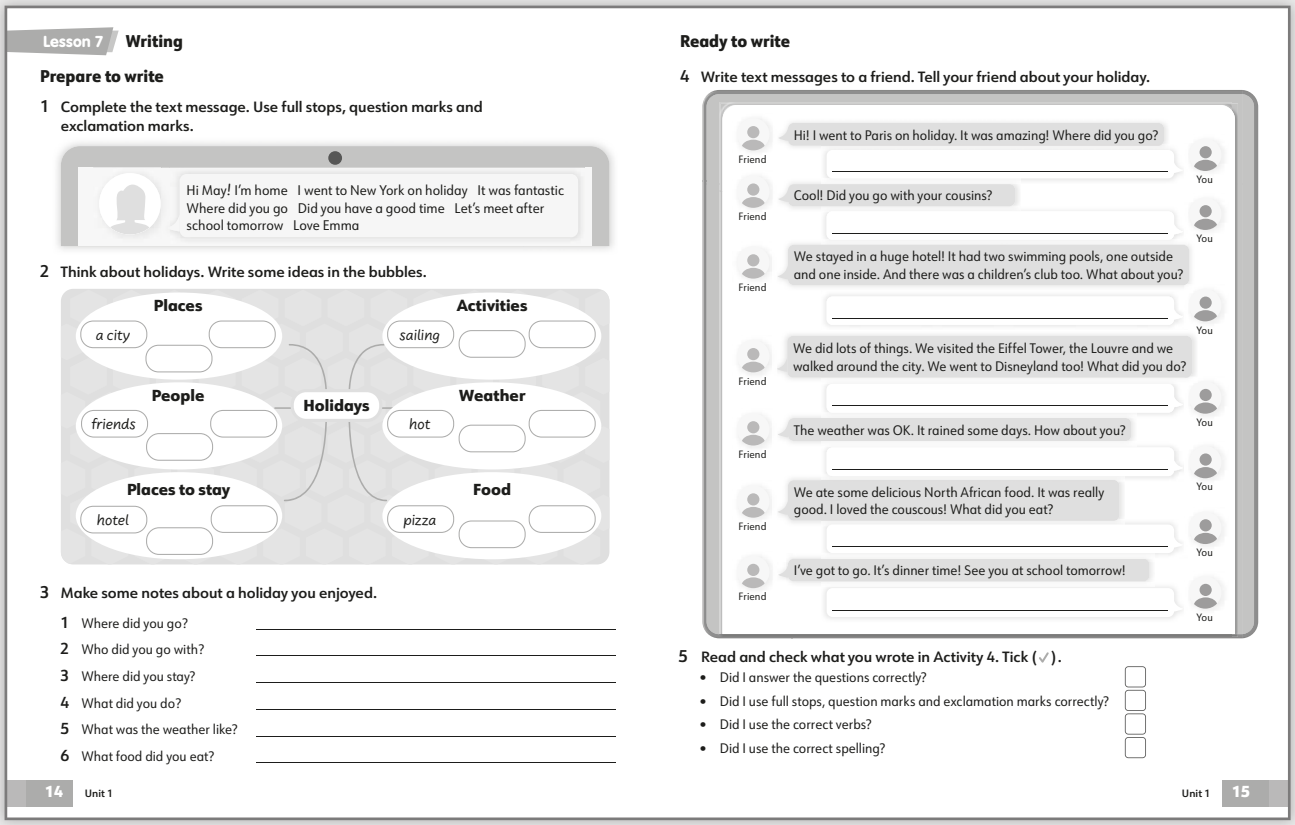
Teaching star!

Communicating

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

Cooler: My holiday!

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



Lesson 7 **Writing**

Prepare to write

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

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

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

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

3 Make some notes about a holiday you enjoyed.

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

14 Unit 1

Ready to write

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

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

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

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

Unit 1 15

Prepare to write

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

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

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

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

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

3 Make some notes about a holiday you enjoyed.

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

Ready to write

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

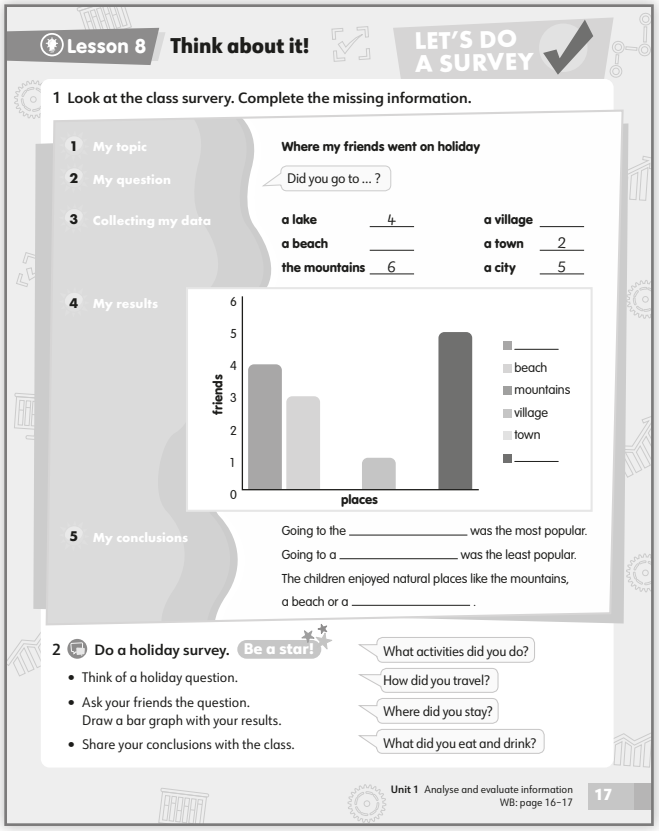
- The children read the text and answer appropriately.

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

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

Lesson 8 Think about it!

Pupil's Book page 17



Learning objectives: Analyse and evaluate information

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

Resources: Unit 1 test

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

Warm-up: How many words?

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

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

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

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

2 Do a holiday survey. Be a star!

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

Teaching star!

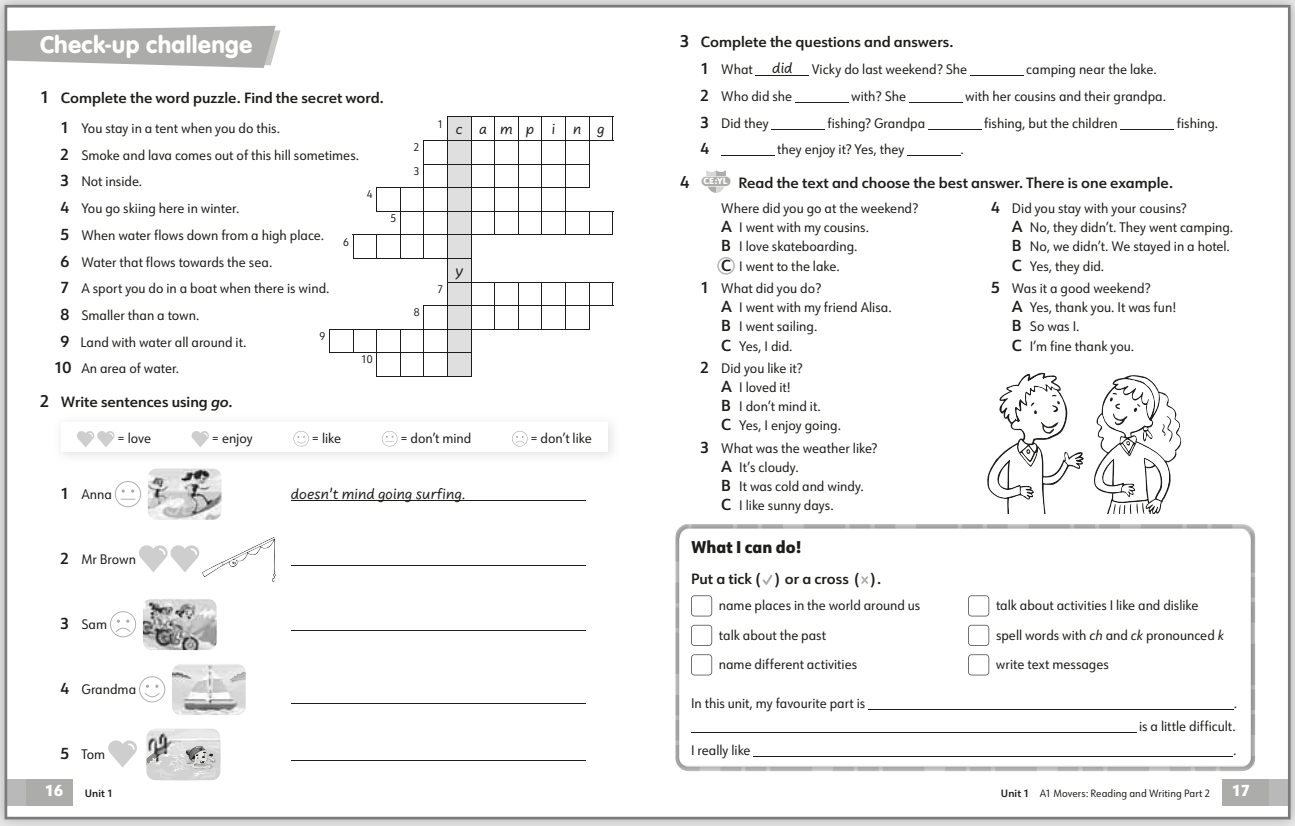
Group work

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

Cooler: The best survey

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

Workbook pages 16–17



Check-up challenge

1 Complete the word puzzle. Find the secret word.

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

c a m p i n g
y

2 Write sentences using *go*.

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

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

3 Complete the questions and answers.

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

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

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

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

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

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

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

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

What I can do!

Put a tick (✓) or a cross (×).

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

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

16 Unit 1

Unit 1 A1 Movers: Reading and Writing Part 2 17

1 Complete the word puzzle. Find the secret word.

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

2 Write sentences using *go*.

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

3 Complete the questions and answers.

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

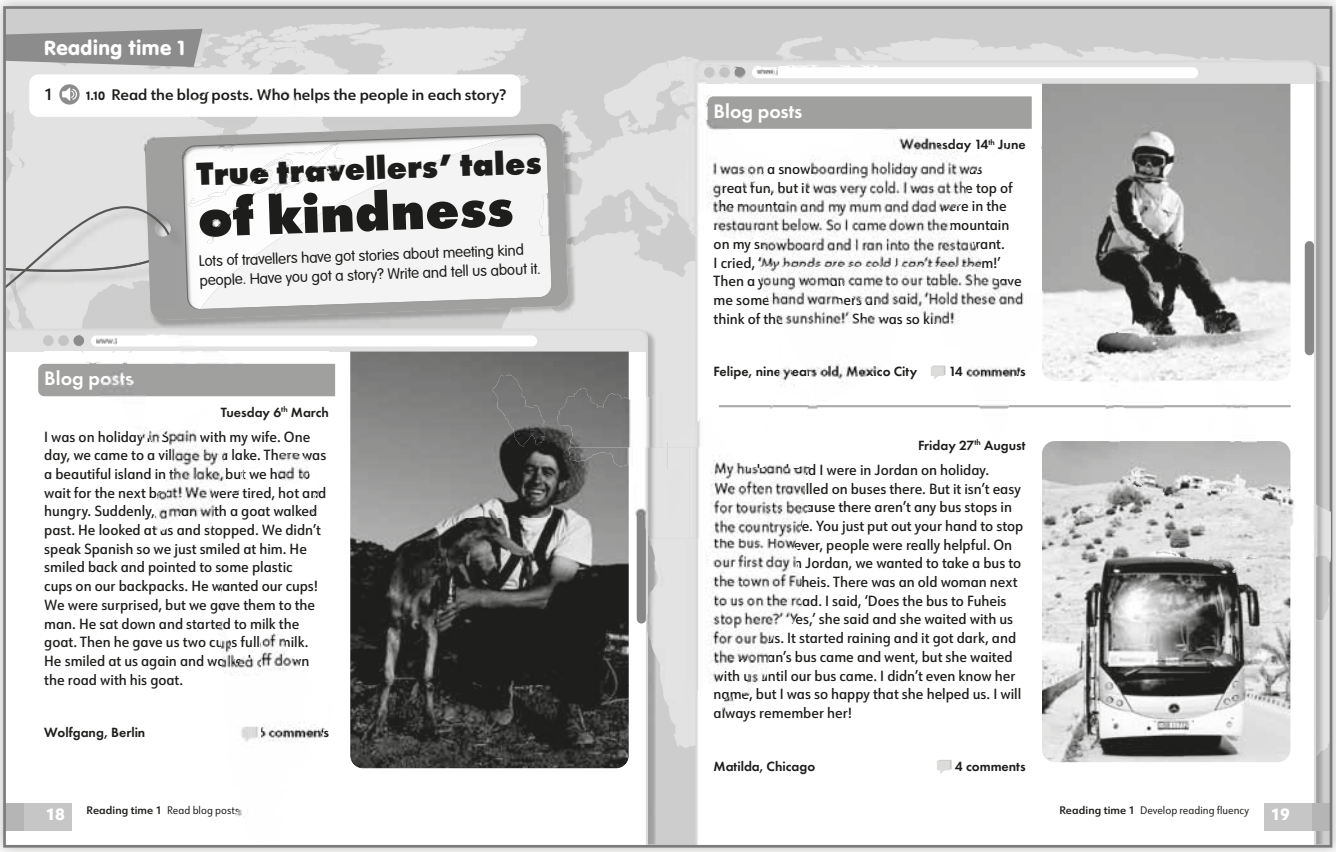
4 CE:YL Read the text and choose the best answer. There is one example.

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

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

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

Pupil's Book pages 18–20



Reading time 1

1 1.10 Read the blog posts. Who helps the people in each story?

True travellers' tales of kindness

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

Blog posts

Tuesday 6th March

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

Wolfgang, Berlin — 5 comments

18 Reading time 1 Read blog posts

Blog posts

Wednesday 14th June

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

Felipe, nine years old, Mexico City — 14 comments

Friday 27th August

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

Matilda, Chicago — 4 comments

Reading time 1 Develop reading fluency 19

Reading time 1 **Activities**

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

villlagee bussr gøldø booate haappyy lakeet keinds
mouuntaine yoounge islanden toowne esnowboarrd heelpfuul

The world around us	Describing people	Moving around
village	*old*	*bus*

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

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

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



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

5 Work in pairs. Watch the story. Then discuss the four stories. Which is your favourite story? Why?

20 Reading time 1

Learning objectives: Read a blog; Develop reading fluency

Resources: Reading Time 1 video

Warm-up: General questions

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

1 1.10 Read the blog posts. Who helps the people in each story?

Pre-reading

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

While reading

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

Post-reading

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

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

Teaching star!

Reading

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

Cooler: Disappearing words

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

Reading time 1 / Activities

Warm-up: Visualisation

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

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

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

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

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

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

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

4 Read the beginning of this story. What do you think happens?

Be a star!

- Ask the children to look at the picture. Ask *Where are they?* (*At an airport.*) *Is the man happy?* (*No, he isn't.*) *Why?* (*Maybe he doesn't have his tickets.*)
- Read the text to the children as they follow in their Pupil's Books.
- Ask the children what they think will happen next.
- Divide the children into small groups and have them write two or three sentences about what happens next and how the story ends.
- Ask a member of the group to read the sentences to the class. Write the main idea behind each story on the board. Keep the ideas there for the next step.

5 Work in pairs. Watch the story. Then discuss the four stories. Which is your favourite story? Why?

Before the video

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

During the video

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

After the video

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

Videoscript

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

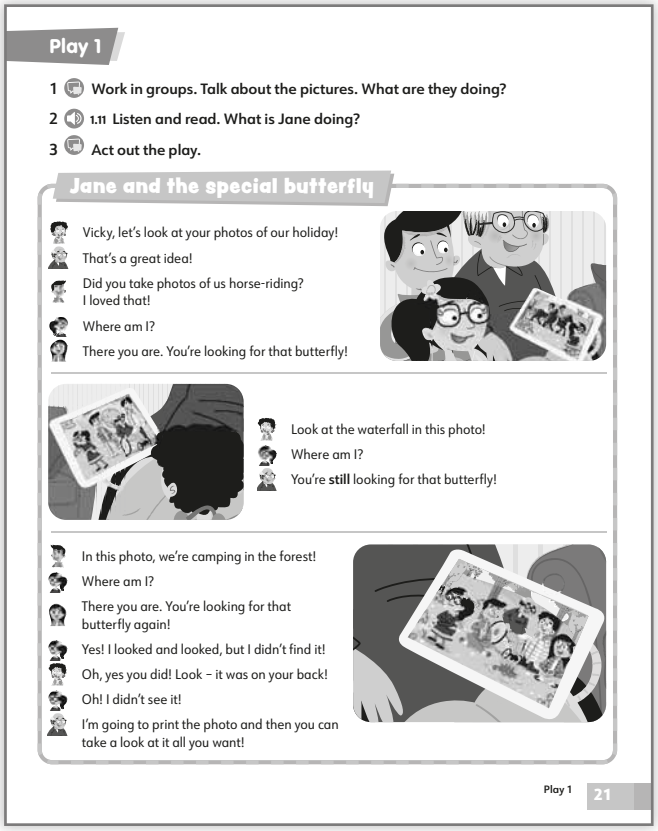
Cooler: Full sentences



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

Play 1

Pupil's Book page 21



Play 1

1 Work in groups. Talk about the pictures. What are they doing?
2 1.11 Listen and read. What is Jane doing?
3 Act out the play.

Jane and the special butterfly

Vicky, let's look at your photos of our holiday!
That's a great idea!
Did you take photos of us horse-riding? I loved that!
Where am I?
There you are. You're looking for that butterfly!

Look at the waterfall in this photo!
Where am I?
You're **still** looking for that butterfly!

In this photo, we're camping in the forest!
Where am I?
There you are. You're looking for that butterfly again!
Yes! I looked and looked, but I didn't find it!
Oh, yes you did! Look – it was on your back!
Oh! I didn't see it!
I'm going to print the photo and then you can take a look at it all you want!

Play 1 21

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

Warm-up: My holiday

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

1 Work in groups. Talk about the pictures. What are they doing?

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

2 1.11 Listen and read. What is Jane doing?

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

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

Teaching star!

Communicating

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

3 Act out the play.

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

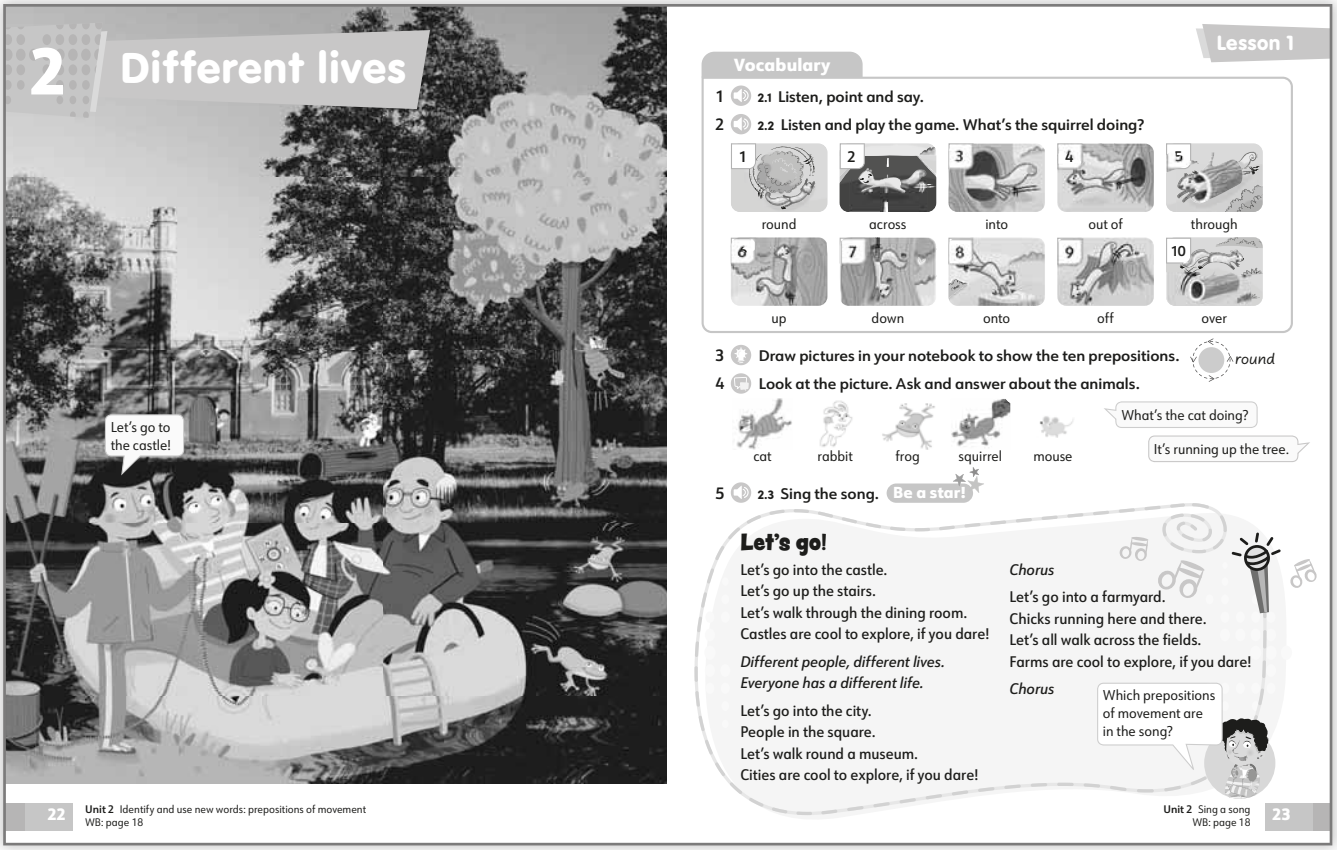
Cooler: Well done!

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

2 Different lives

Lesson 1 Vocabulary

Pupil's Book pages 22–23



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

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

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Who, what, where?

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

1 2.1 Listen, point and say.

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

2 2.2 Listen and play the game. What's the squirrel doing?

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

Audioscript

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

Child: *Yes, it is.*

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

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

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

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

Teaching star!

Extension

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

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

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

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

- Refer the children to page 22. Ask *What's the cat doing?* Elicit *It's running up the tree.*
- Then have the children continue with their partners.

5 2.3 Sing the song.

Be a star!

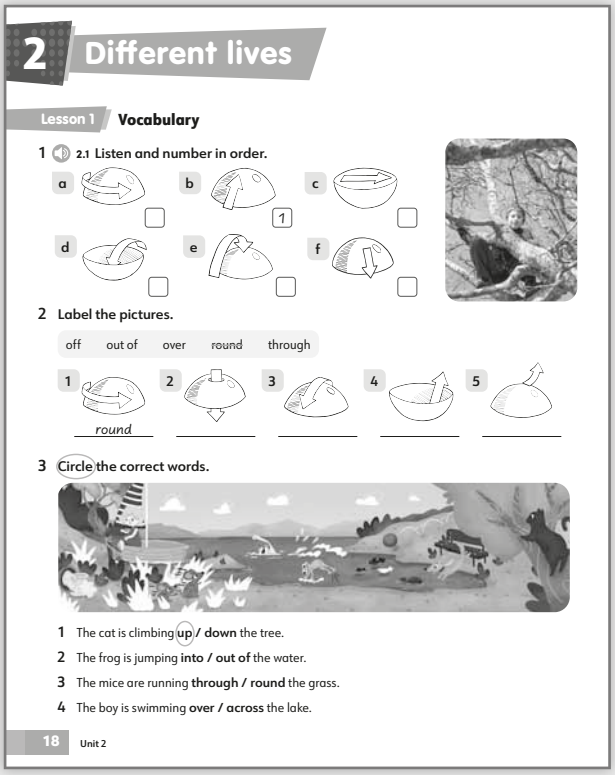
- Read Freddy's speech bubble to the class. Ask *Who can answer Freddy's question?*
- Play the song. Have the children stand up when they hear a preposition.
- Play the song again so that the children can sing along, miming each preposition they hear.

Answers: into, up, through, round, across

Cooler: Fly swat

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

Workbook page 18



1 2.1 Listen and number in order.

Audioscript

Boy: *Did you see the boy?*

Girl: *Yes, I did. First he went up the tree.*
Then he came down the tree!
Then he ran round the tree!
After that, he ran across the road.
Then he walked onto the pavement.
Then … he went into the house.

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

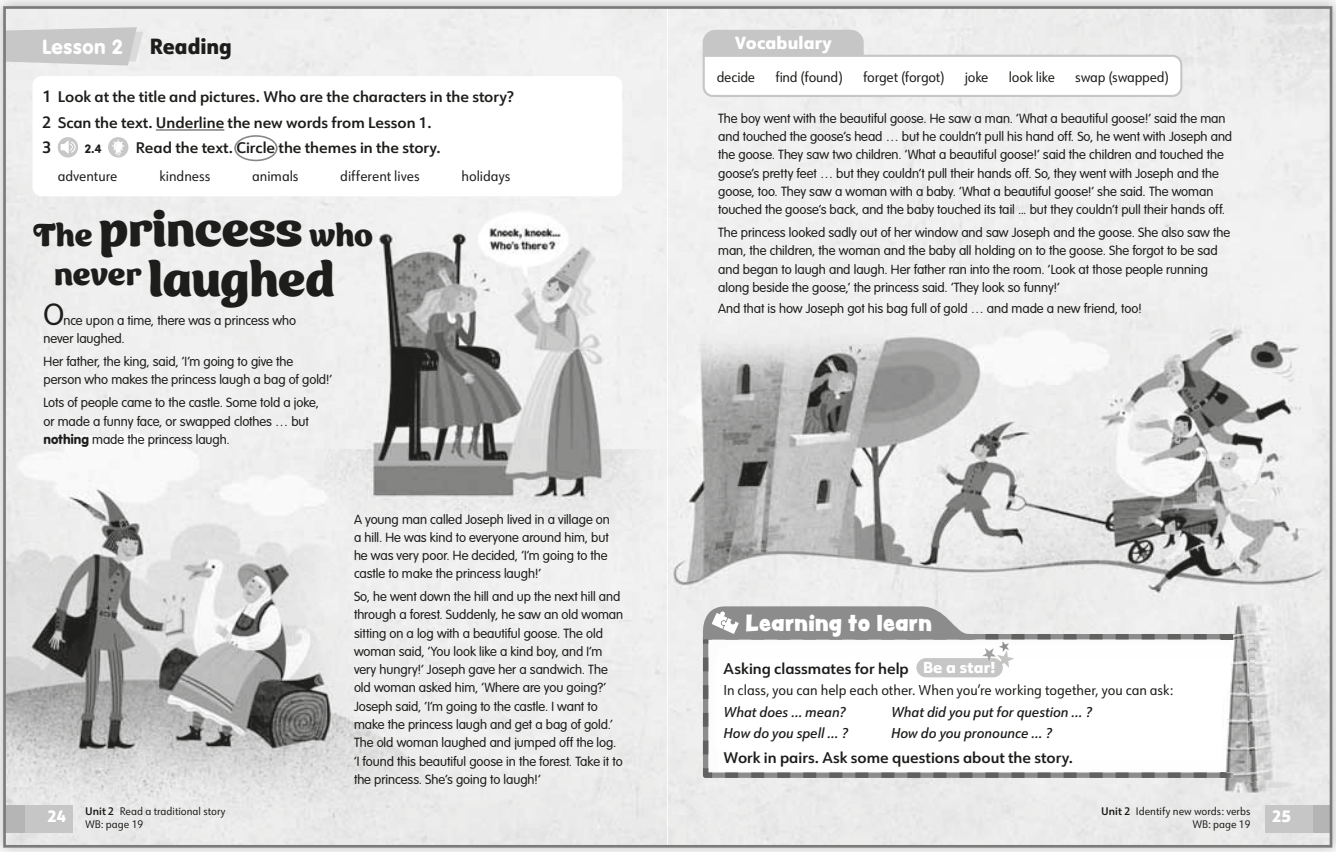
2 Label the pictures.

Answers: 1 round **2** through **3** over **4** up **5** across

3 Circle the correct words.

Answers: 1 up **2** into **3** through **4** across

Pupil's Book pages 24–25


Lesson 2 Reading

1 Look at the title and pictures. Who are the characters in the story?
2 Scan the text. Underline the new words from Lesson 1.
3 2.4 Read the text. Circle the themes in the story.
adventure kindness animals different lives holidays

The princess who never laughed

Once upon a time, there was a princess who never laughed.
Her father, the king, said, 'I'm going to give the person who makes the princess laugh a bag of gold!'
Lots of people came to the castle. Some told a joke, or made a funny face, or swapped clothes … but **nothing** made the princess laugh.

Knock, knock... Who's there?

A young man called Joseph lived in a village on a hill. He was kind to everyone around him, but he was very poor. He decided, 'I'm going to the castle to make the princess laugh!'
So, he went down the hill and up the next hill and through a forest. Suddenly, he saw an old woman sitting on a log with a beautiful goose. The old woman said, 'You look like a kind boy, and I'm very hungry!' Joseph gave her a sandwich. The old woman asked him, 'Where are you going?' Joseph said, 'I'm going to the castle. I want to make the princess laugh and get a bag of gold.' The old woman laughed and jumped off the log. 'I found this beautiful goose in the forest. Take it to the princess. She's going to laugh!'

24 Unit 2 Read a traditional story WB: page 19

Vocabulary
decide find (found) forget (forgot) joke look like swap (swapped)

The boy went with the beautiful goose. He saw a man. 'What a beautiful goose!' said the man and touched the goose's head … but he couldn't pull his hand off. So, he went with Joseph and the goose. They saw two children. 'What a beautiful goose!' said the children and touched the goose's pretty feet … but they couldn't pull their hands off. So, they went with Joseph and the goose, too. They saw a woman with a baby. 'What a beautiful goose!' she said. The woman touched the goose's back, and the baby touched its tail … but they couldn't pull their hands off.
The princess looked sadly out of her window and saw Joseph and the goose. She also saw the man, the children, the woman and the baby all holding on to the goose. She forgot to be sad and began to laugh and laugh. Her father ran into the room. 'Look at those people running along beside the goose,' the princess said. 'They look so funny!'
And that is how Joseph got his bag full of gold … and made a new friend, too!

Learning to learn
Asking classmates for help Be a star!
In class, you can help each other. When you're working together, you can ask:
What does ... mean? *What did you put for question ... ?*
How do you spell ... ? *How do you pronounce ... ?*
Work in pairs. Ask some questions about the story.

Unit 2 Identify new words: verbs WB: page 19 25

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

Vocabulary: decide, find (found), forget (forgot), joke, look like, swap (swapped)

Additional vocabulary: castle, goose, king, princess

Review vocabulary: prepositions of movement

Resources: Flashcards

Warm-up: Find the word

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

Vocabulary

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

1 Look at the title and pictures. Who are the characters in the story?

- Have the children look at the title and the pictures on pages 24–25. Invite them to scan the text to find out who the characters are.
- Discuss the question as a class.
- Have the children write the answers to the question in their books.

Answers: the king, the princess, Joseph, the old woman, the goose, the man, two children, the woman and the baby

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

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

Answers: down, up, through, off, into

3 2.4 Read the text. Circle the themes in the story.

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

Answers: kindness, animals, different lives

Learning to learn

Be a star!

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

Teaching star!

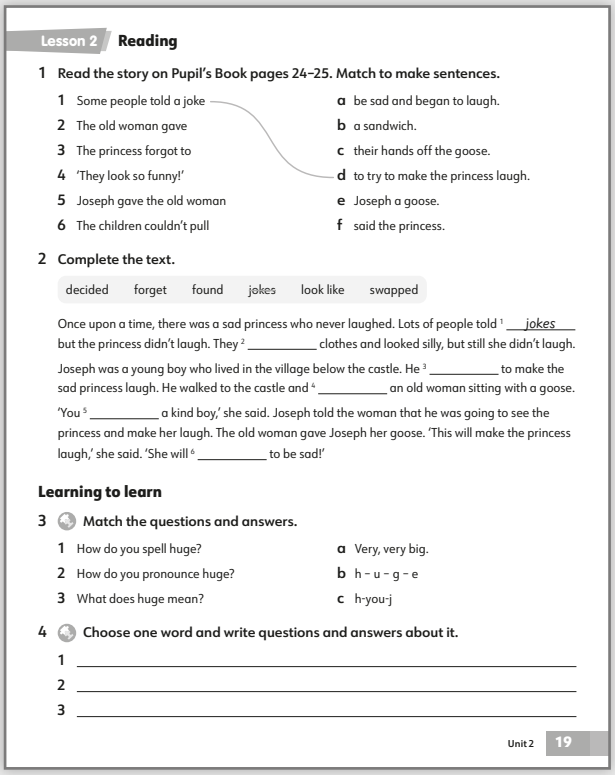
Reading

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

Cooler: Let's act

- Divide the class into groups of nine. Explain that they have to choose who will be the narrator, the king, the princess, Joseph, the old woman, the man, the two children and the woman.
- Explain that they will perform the part of the story they liked the best in front of the class. Encourage them to mime the actions.
- Give the children a few minutes to prepare their short sketch and have them perform it in front of the class.

Workbook page 19



Lesson 2 **Reading**

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

1 Some people told a joke	a be sad and began to laugh.
2 The old woman gave	b a sandwich.
3 The princess forgot to	c their hands off the goose.
4 'They look so funny!'	d to try to make the princess laugh.
5 Joseph gave the old woman	e Joseph a goose.
6 The children couldn't pull	f said the princess.

2 Complete the text.

decided forget found jokes look like swapped

Once upon a time, there was a sad princess who never laughed. Lots of people told [1] ___jokes___ but the princess didn't laugh. They [2] _____ clothes and looked silly, but still she didn't laugh.

Joseph was a young boy who lived in the village below the castle. He [3] _____ to make the sad princess laugh. He walked to the castle and [4] _____ an old woman sitting with a goose.

'You [5] _____ a kind boy,' she said. Joseph told the woman that he was going to see the princess and make her laugh. The old woman gave Joseph her goose. 'This will make the princess laugh,' she said. 'She will [6] _____ to be sad!'

Learning to learn

3 Match the questions and answers.

1 How do you spell huge?	a Very, very big.
2 How do you pronounce huge?	b h – u – g – e
3 What does huge mean?	c h-you-j

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

1 _____

2 _____

3 _____

Unit 2 19

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

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

2 Complete the text.

Answers: 1 jokes **2** swapped **3** decided **4** found **5** look like **6** forget

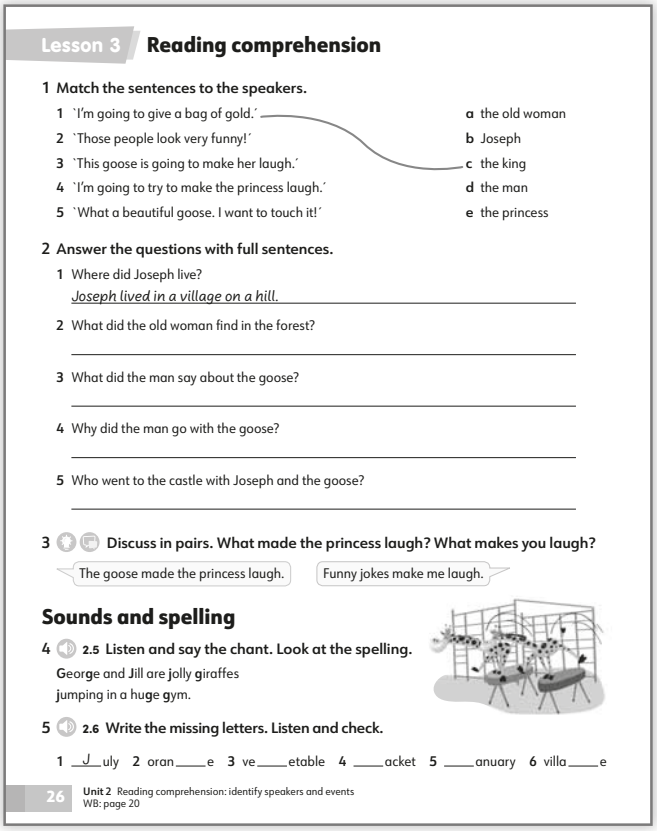
3 Match the questions and answers.

Answers: 1 b **2** c **3** a

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

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 26



Lesson 3 **Reading comprehension**

1 Match the sentences to the speakers.

1 'I'm going to give a bag of gold.' — **a** the old woman
2 'Those people look very funny!' — **b** Joseph
3 'This goose is going to make her laugh.' — **c** the king
4 'I'm going to try to make the princess laugh.' — **d** the man
5 'What a beautiful goose. I want to touch it!' — **e** the princess

2 Answer the questions with full sentences.

1 Where did Joseph live?
Joseph lived in a village on a hill.

2 What did the old woman find in the forest?

3 What did the man say about the goose?

4 Why did the man go with the goose?

5 Who went to the castle with Joseph and the goose?

3 Discuss in pairs. What made the princess laugh? What makes you laugh?

The goose made the princess laugh. Funny jokes make me laugh.

Sounds and spelling

4 2.5 Listen and say the chant. Look at the spelling.
George and Jill are jolly giraffes
jumping in a huge gym.

5 2.6 Write the missing letters. Listen and check.

1 J uly 2 oran e 3 ve etable 4 acket 5 anuary 6 villa e

26 Unit 2 Reading comprehension: identify speakers and events
WB: page 20

Learning objectives: Reading comprehension: identify speakers and events; Sounds and spelling: j or g (/dʒ/)

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

Resources: Unit 2, Lesson 3; Sounds and spelling worksheet

Materials: cut-outs of famous people from magazines, sheets of paper, glue

Warm-up: Kindness

- Ask the children if they remember what themes there were in *The princess who never laughed*.
- Write *kindness is …* on the board. Ask the children how they would complete the phrase. Write five answers on the board, e.g. *Kindness is caring.*
- Explain that the sixth line has to be a statement about how they feel about kindness, e.g. *Without the kindness of my friends, I wouldn't be happy.* Thank the children for helping you to write a poem about kindness.
- Divide the class into small groups and have them write a few sentences about another theme from the story. Have volunteers read the poems to the class.

1 Match the sentences to the speakers.

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

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

2 Answer the questions with full sentences.

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

Answers: 1 Joseph lived in a village on a hill. **2** The old woman found a goose in the forest. **3** The man said the goose was beautiful. **4** The man went with the goose because he couldn't pull his hand off the goose. **5** The man, the children, the woman and the baby went to the castle with Joseph and the goose.

3 Discuss in pairs. What made the princess laugh? What makes you laugh?

- Give the children time to discuss the question in pairs.
- Ask the children to look at the story on pages 24–25 to help them find the answer to the first question.
- Ask for volunteers to answer the question.
- Then discuss with the class what makes them laugh. Encourage some of the children to share their answers.

Teaching star!

Presentation

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

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

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

Audioscript

Teacher: *Now say the missing words.*

Teacher: *George and Jill are jolly giraffes ... in a huge gym.*

Children: *jumping*

Teacher: *George and Jill are ... giraffes jumping in a huge gym.*

Children: *jolly*

Teacher: *George and Jill are jolly giraffes jumping ...*

Children: *in a huge gym.*

Teacher: *... jolly giraffes jumping in a huge gym.*

Children: *George and Jill are*

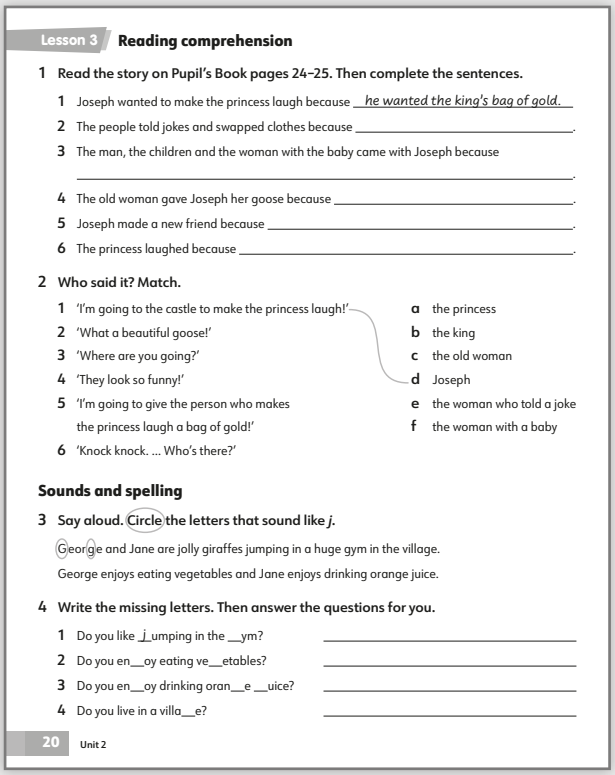
5 2.6 Write the missing letters. Listen and check.

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

Cooler: Tongue twisters

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

Workbook page 20



Lesson 3 **Reading comprehension**

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

1 Joseph wanted to make the princess laugh because *he wanted the king's bag of gold.*
2 The people told jokes and swapped clothes because _____.
3 The man, the children and the woman with the baby came with Joseph because _____.
4 The old woman gave Joseph her goose because _____.
5 Joseph made a new friend because _____.
6 The princess laughed because _____.

2 Who said it? Match.

1 'I'm going to the castle to make the princess laugh!'
2 'What a beautiful goose!'
3 'Where are you going?'
4 'They look so funny!'
5 'I'm going to give the person who makes the princess laugh a bag of gold!'
6 'Knock knock. ... Who's there?'

a the princess
b the king
c the old woman
d Joseph
e the woman who told a joke
f the woman with a baby

Sounds and spelling

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

George and Jane are jolly giraffes jumping in a huge gym in the village.
George enjoys eating vegetables and Jane enjoys drinking orange juice.

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

1 Do you like j_umping in the __ym? _____
2 Do you en__oy eating ve__etables? _____
3 Do you en__oy drinking oran__e __uice? _____
4 Do you live in a villa__e? _____

20 Unit 2

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

Suggested Answers: 1 he wanted the king's bag of gold **2** they wanted to make the princess laugh **3** they couldn't pull their hands off the goose **4** he gave her a sandwich **5** he made the princess laugh **6** the people looked funny

2 Who said it? Match.

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

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

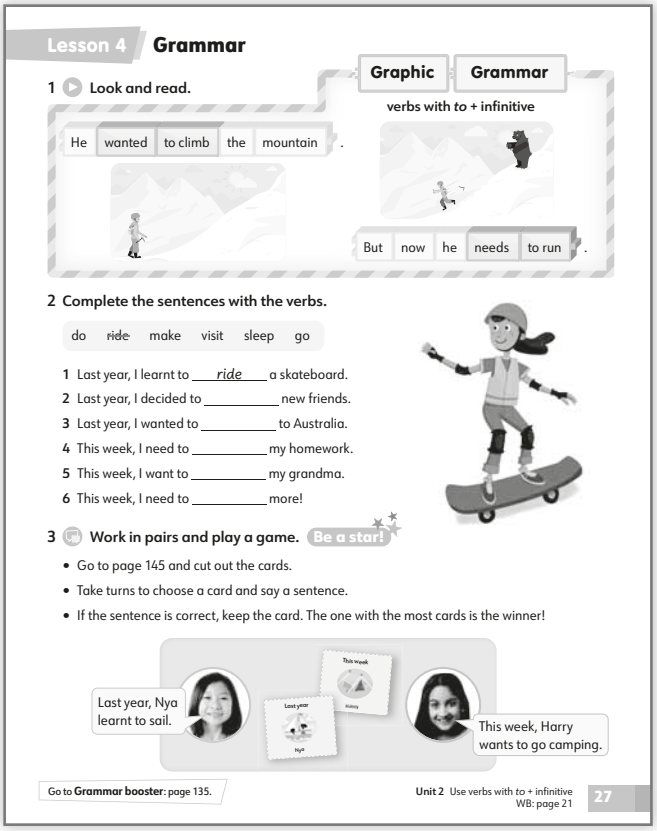
Answers: George and Jane are jolly giraffes jumping in a huge gym in the village. George enjoys eating vegetables and Jane enjoys drinking orange juice.

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

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

Lesson 4 Grammar

Pupil's Book page 27



Learning objectives: Use verbs with *to* + infinitive

Grammar: Verbs with *to* + infinitive

Resources: Graphic Grammar video; Flashcards Grammar 1 worksheet

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

Warm-up: Musical memory

- Put the flashcards in the box and have the children sit in a circle. If the class is big, have the children form two circles but make sure you provide two sets of flashcards.
- Explain that you will play the song from Lesson 1 (track 2.3) and the children will have to pass the box to the child next to them. When the music stops, the child holding the box has to take a flashcard out of the box and say what it is / say a sentence with the word. Continue for a few rounds.

1 Look and read.

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

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

2 Complete the sentences with the verbs.

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

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

Teaching star!

Game

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

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. They choose a circle and say a sentence based on what they see in the picture and what time the event happened or will happen (*Last year / This week*).
- Allow time for the children to complete the game.

Grammar booster

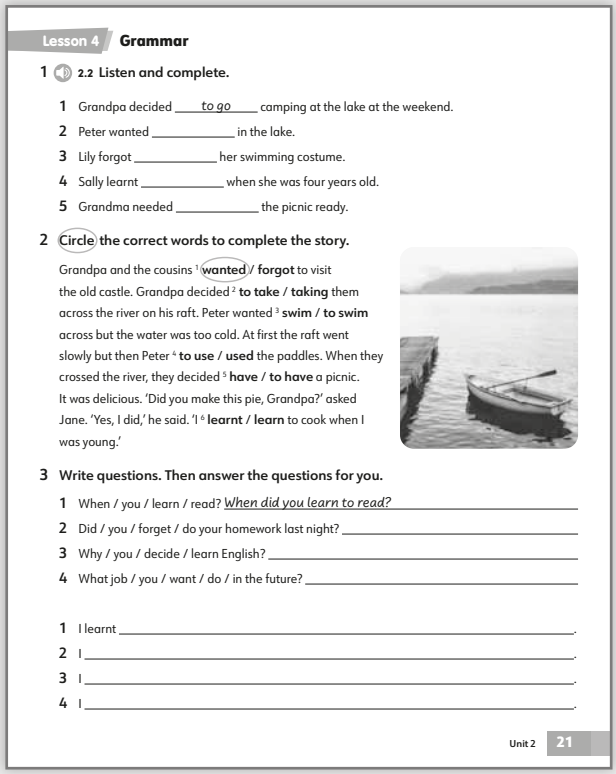
Ask the children to turn to page 135 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 to make **2** to run **3** to learn **4** to do **5** to climb **6** to go

Cooler: Conversations

- Have everyone stand up. They move around the classroom to music or while you clap a rhythm. When you call *Stop!* they turn to the person nearest them and ask them what they learnt to do last year. Alternatively, they could ask them what they want to do this week. The person then answers the question. Repeat.

Workbook page 21



Lesson 4 **Grammar**

1 2.2 **Listen and complete.**

1 Grandpa decided ___to go___ camping at the lake at the weekend.
2 Peter wanted _____ in the lake.
3 Lily forgot _____ her swimming costume.
4 Sally learnt _____ when she was four years old.
5 Grandma needed _____ the picnic ready.

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

Grandpa and the cousins [1] **wanted / forgot** to visit the old castle. Grandpa decided [2] **to take / taking** them across the river on his raft. Peter wanted [3] **swim / to swim** across but the water was too cold. At first the raft went slowly but then Peter [4] **to use / used** the paddles. When they crossed the river, they decided [5] **have / to have** a picnic. It was delicious. 'Did you make this pie, Grandpa?' asked Jane. 'Yes, I did,' he said. 'I [6] **learnt / learn** to cook when I was young.'

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

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

1 I learnt _____.
2 I _____.
3 I _____.
4 I _____.

Unit 2 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 complete.

Audioscript

1 Girl: *Hi, Peter! Did you have a good weekend?*
Boy: *Yes! My grandpa decided to go camping at the lake at the weekend, and I went with him.*
2 Girl: *What did you do at the lake?*
Boy: *I wanted to fish in the lake. I went swimming, too.*
3 Girl: *Did your sister Lily go to the lake too?*
Boy: *Yes, but she didn't go swimming. She forgot to bring her swimming costume.*
Girl: *Oh no!*
4 Girl: *What about your cousin Sally? I know she likes to go swimming.*
Boy: *Yes. She learnt to swim when she was four years old, and she's very good.*
5 Girl: *And was your grandma there?*
Boy: *Yes – I helped her after I went fishing. She needed to get the picnic ready. We were all hungry!*
Girl: *I want to go to the lake with your family! It sounds fantastic.*

Answers: 1 to go **2** to fish **3** to bring **4** to swim **5** to get

2 Circle the correct words to complete the story.

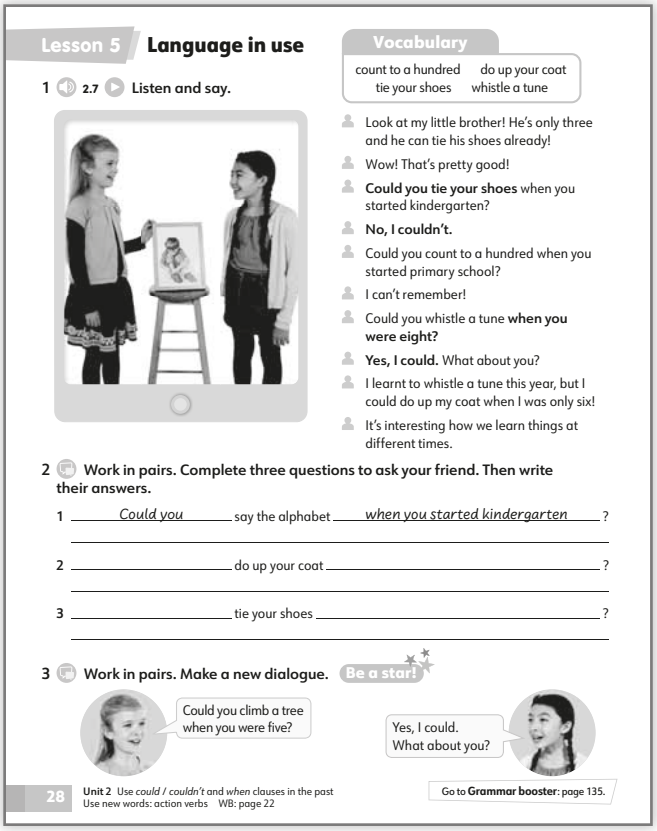
Answers: 1 wanted **2** to take **3** to swim **4** used **5** to have **6** learnt

3 Write questions. Then answer the questions for you.

Answers: 1 When did you learn to read?
2 Did you forget to do your homework last night?
3 Why did you decide to learn English?
4 What job do you want to do in the future?
Children's own answers.

Lesson 5 Language in use

Pupil's Book page 28


Lesson 5 Language in use

1 2.7 Listen and say.

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

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

2 Work in pairs. Complete three questions to ask your friend. Then write their answers.

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

3 Work in pairs. Make a new dialogue. Be a star!

Could you climb a tree when you were five?
Yes, I could. What about you?

28 Unit 2 Use *could / couldn't* and *when* clauses in the past
Use new words: action verbs WB: page 22
Go to **Grammar booster**: page 135.

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

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

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

Materials: a soft ball, sheets of paper (one per child)

Warm-up: Pass the ball

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

1 2.7 Listen and say.

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

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

2 Work in pairs. Complete three questions to ask your friend. Then write their answers.

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

Teaching star!

Imagining

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

3 Work in pairs. Make a new dialogue.

Be a star!

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

Grammar booster

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 this activity at home.

Answers: 2 1 Could you ride a bike when you were six? 2 Yes, I could. What about you?
3 No, I couldn't ride a bike, but I could tie my shoes. Could you tie your shoes when you were six?
4 No, I couldn't tie my shoes, but I could whistle a tune. 5 Wow! Could you count to a hundred?
6 Yes, could! I could count to two hundred!
3 1 Could you ride a bike when you were six?
2 When did you learn to tie your shoelaces?
3 Do you need to wear a uniform to school?
4 Could you swim when you were seven? Children's own answers.

Cooler: Drawing

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

Grammar reference:

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

1 2.3 What could they do when they were young? Listen and tick (✓) or cross (✗).

Audioscript

Girl: *[whistling a tune]*
Boy: *That's a nice tune, Vicky!*
Girl: *Thank you!*
Boy: *Could you whistle a tune when you were five?*
Girl: *Yes, I could.*
Girl: *What about you, Peter? Could you whistle a tune when you were five?*
Boy: *No, I couldn't. And I can't whistle now!*
Boy: *Could you ride a bike when you were four?*
Girl: *No, I couldn't! I learnt to ride a bike when I was six.*
Girl: *What about you? Could you ride a bike when you were four?*
Boy: *No, I couldn't. I learnt to ride a bike when I was six too.*
Boy: *Could you climb a tree when you were seven?*
Girl: *Hmm I can't remember ... errr – yes I could.*
Girl: *Could you climb a tree when you were seven?*
Boy: *Yes, I could. I love climbing trees!*

Answers: Vicky: whistle (✓), ride a bike (✗), climb a tree (✓)
Peter: whistle (✗), ride a bike (✗), climb a tree (✓)

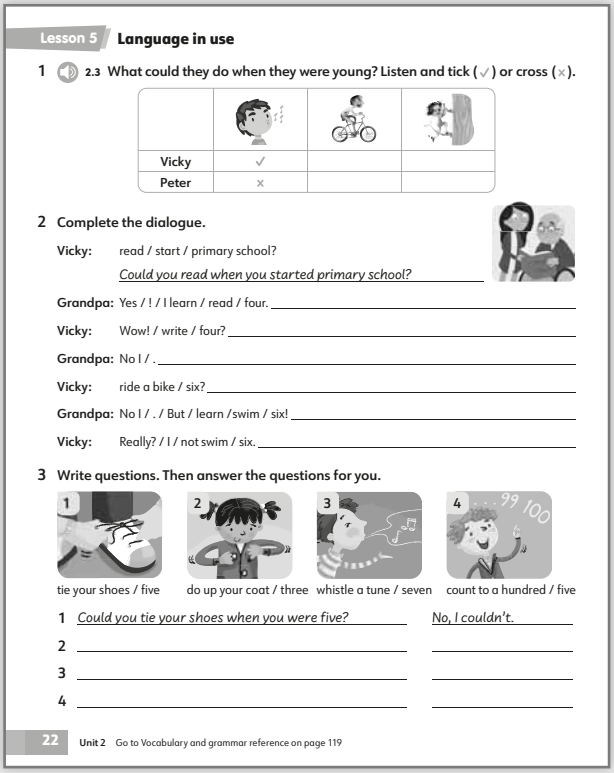
2 Complete the dialogue.

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

3 Write questions. Then answer the questions for you.

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

Workbook page 22


Lesson 5 Language in use

1 2.3 What could they do when they were young? Listen and tick (✓) or cross (×).

Vicky	✓		
Peter	×		

2 Complete the dialogue.

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

3 Write questions. Then answer the questions for you.

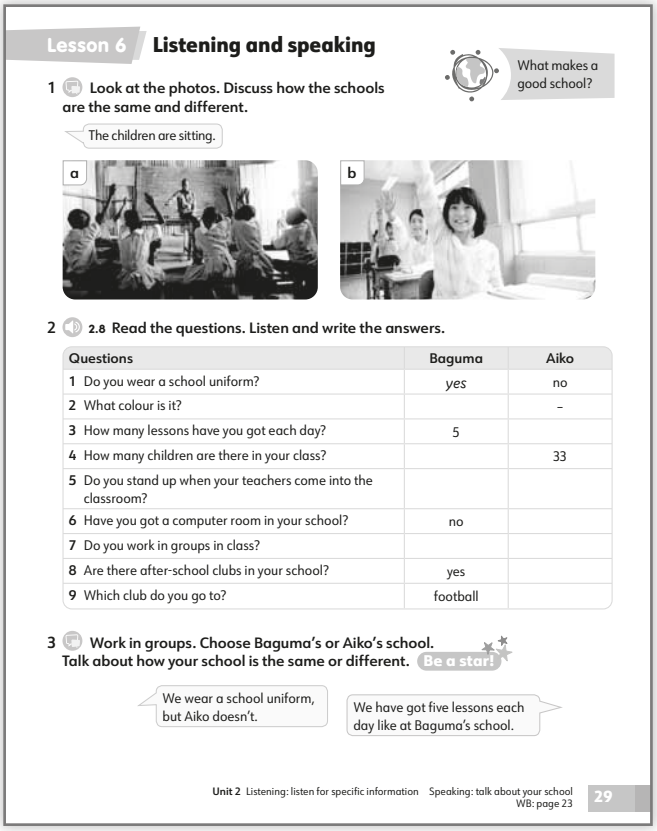
1 tie your shoes / five
2 do up your coat / three
3 whistle a tune / seven
4 count to a hundred / five

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

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

Lesson 6 Listening and speaking

Pupil's Book page 29



Lesson 6 Listening and speaking

What makes a good school?

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

The children are sitting.

a

b

2 2.8 Read the questions. Listen and write the answers.

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

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

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

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

Unit 2 Listening: listen for specific information Speaking: talk about your school WB: page 23 29

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

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

Warm-up: Scrambled sentences

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

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

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

Answers: Children's own answers.

ESDC

What makes a good school?

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

Ask: What makes a good school?

- Divide the class into small groups and ask them to discuss the question. Have the children talk about what they think makes a good school and to write a few sentences, e.g. It has computers.
- Ask volunteers from each group to read their sentences and write them on the board. Then look at the answers together and find the most common answers.
- As a class, discuss what kinds of things the children think would be good to teach adults in a school for them. Point out that we don't stop learning when we finish school. Adults learn new things every day, throughout our whole lives, and sometimes they learn those new things from children! What would the children like adults to learn how to do?

Possible answers: How to use computers and other technology, how to play and enjoy different kinds of sports to what they enjoyed when they were children, new languages.

2 2.8 Read the questions. Listen and write the answers.

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

Audioscript

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

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

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

Teaching star!

Group work

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

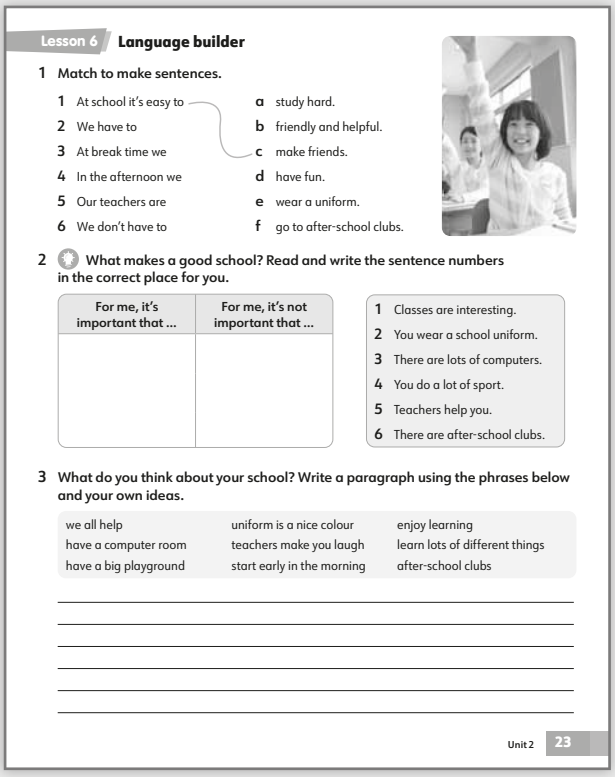
3 Work in groups. Choose Baguma's or Aiko's school. Talk about how your school is the same or different. Be a star!

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

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

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

Workbook page 23



Lesson 6 **Language builder**

1 Match to make sentences.

1	At school it's easy to	a	study hard.
2	We have to	b	friendly and helpful.
3	At break time we	c	make friends.
4	In the afternoon we	d	have fun.
5	Our teachers are	e	wear a uniform.
6	We don't have to	f	go to after-school clubs.

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

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

1 Classes are interesting.
2 You wear a school uniform.
3 There are lots of computers.
4 You do a lot of sport.
5 Teachers help you.
6 There are after-school clubs.

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

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

Unit 2 23

1 Match to make sentences.

Suggested Answers: 1 make friends. **2** study hard. **3** have fun. **4** go to after-school clubs. **5** friendly and helpful. **6** wear a uniform.

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

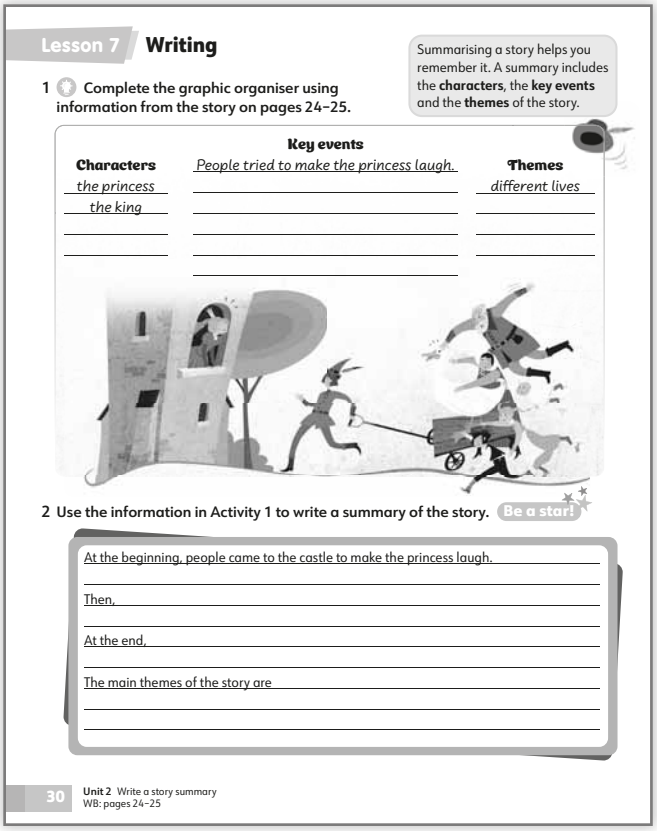
Answers: Children's own answers.

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

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 30



Lesson 7 Writing

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

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

Characters	Key events	Themes
the princess	*People tried to make the princess laugh.*	*different lives*
the king		

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

At the beginning, people came to the castle to make the princess laugh.

Then,

At the end,

The main themes of the story are

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

Learning objectives: Write a story summary

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

Warm-up: Stories

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

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

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

Answers: Characters: the king, the princess, Joseph, the old woman, the goose, the man, two children, the woman and the baby
Key events: People tried to make the princess laugh. The king was going to give the person who made the princess laugh a bag of gold. A man called Joseph decided he was going to try to make the princess laugh. Joseph met an old woman who gave him a goose that she said would make the princess laugh. People saw the goose and their hands stuck to the goose when they tried to pet it. When Joseph arrived at the castle with the goose, the princess laughed.
Themes: kindness, animals, different lives

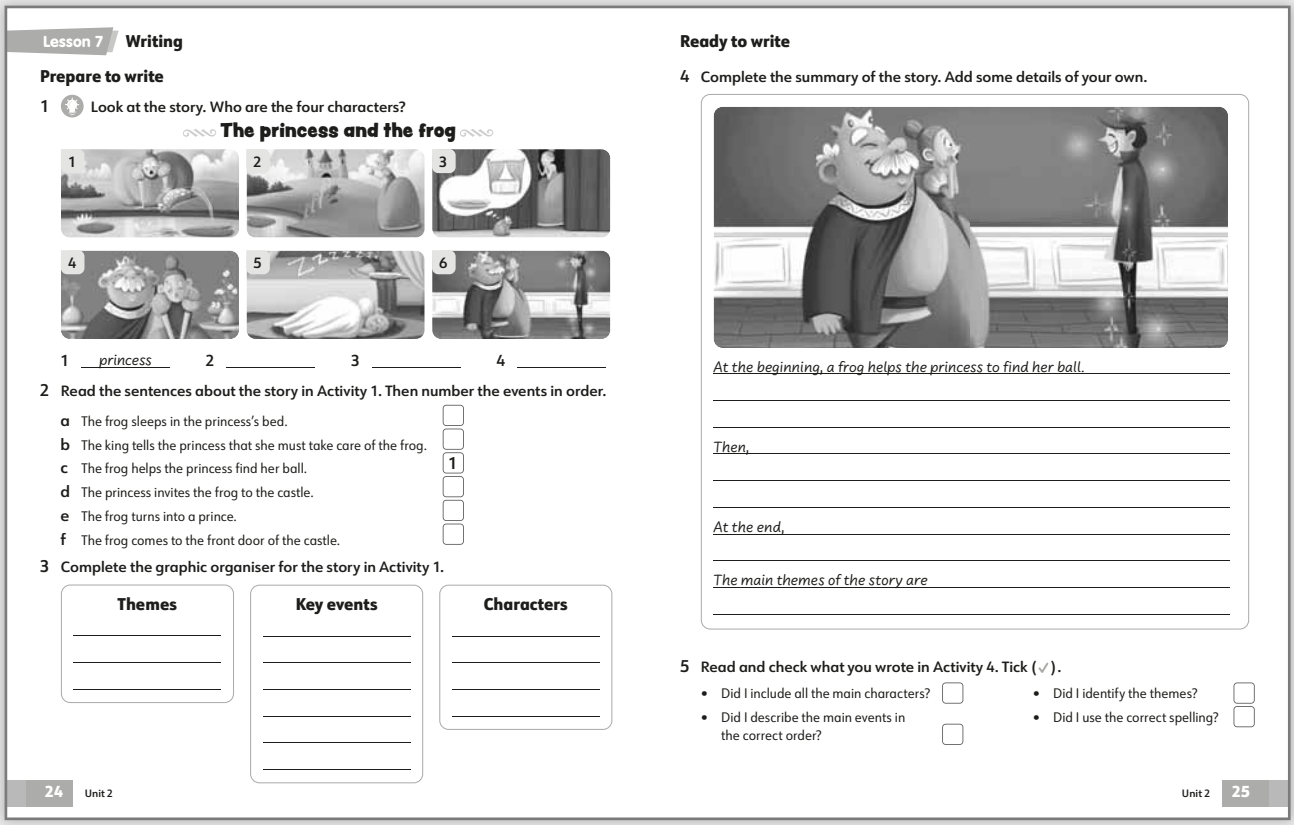
2 Use the information in Activity 1 to write a summary of the story. Be a star!

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

Answers: At the beginning, people came to the castle to make the princess laugh. Nothing they did made her laugh. Joseph decided to go to the castle to make the princess laugh, and met an old woman who gave him a goose because he was kind to her. Then, people saw Joseph and the goose. When they pet the goose, their hands stuck to the goose, and they walked with Joseph to the castle. At the end, the princess saw Joseph, the goose and all the people stuck to it, and laughed. Joseph got the bag of gold and made a new friend in the princess. The main themes of the story are different lives, kindness and animals.

Cooler: My story

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



Lesson 7 Writing

Prepare to write

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

The princess and the frog

1 princess 2 _____ 3 _____ 4 _____

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

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

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

Themes	Key events	Characters

24 Unit 2

Ready to write

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

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

Then,

At the end,

The main themes of the story are

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

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

Unit 2 25

Prepare to write

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

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

Answers: 1 princess **2** frog **3** king **4** prince

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

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

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

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

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

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

Ready to write

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

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

Answers: Children's own answers.

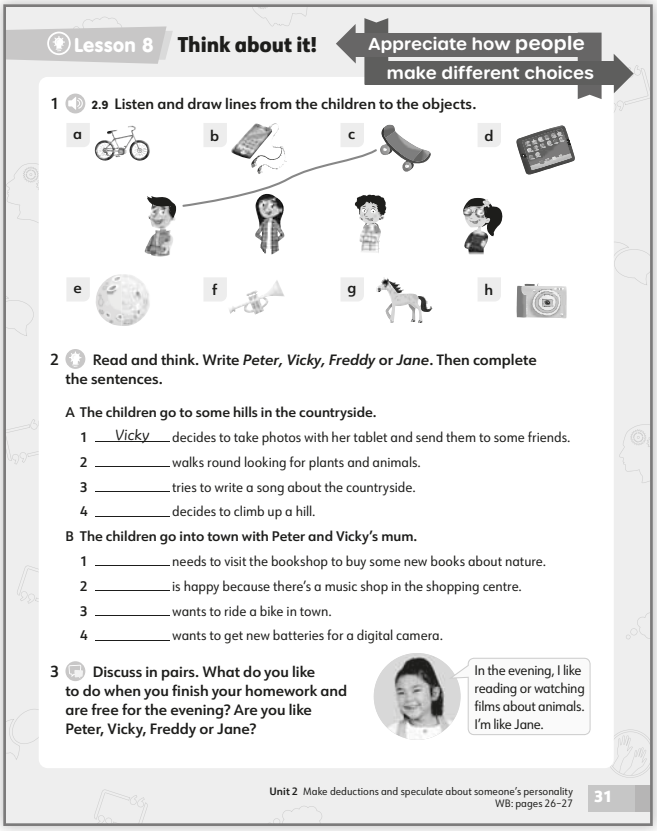
5 Read and check what you wrote in Activity 4. Tick (✓).

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

Answers: Children's own answers.

Lesson 8 Think about it!

Pupil's Book page 31


Lesson 8 Think about it!

Appreciate how people make different choices

1 2.9 Listen and draw lines from the children to the objects.

a b c d

e f g h

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

A The children go to some hills in the countryside.

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

B The children go into town with Peter and Vicky's mum.

1 _____ needs to visit the bookshop to buy some new books about nature.
2 _____ is happy because there's a music shop in the shopping centre.
3 _____ wants to ride a bike in town.
4 _____ wants to get new batteries for a digital camera.

3 Discuss in pairs. What do you like to do when you finish your homework and are free for the evening? Are you like Peter, Vicky, Freddy or Jane?

In the evening, I like reading or watching films about animals. I'm like Jane.

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

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

Additional language: appreciate, choices

Resources: Unit 2, Lesson 8; Unit test

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

Warm-up: Think of a word

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

1 2.9 Listen and draw lines from the children to the objects.

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

Audioscript

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

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

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

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

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

3 Discuss in pairs. What do you like to do when you finish your homework and are free for the evening? Are you like Peter, Vicky, Freddy or Jane?

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

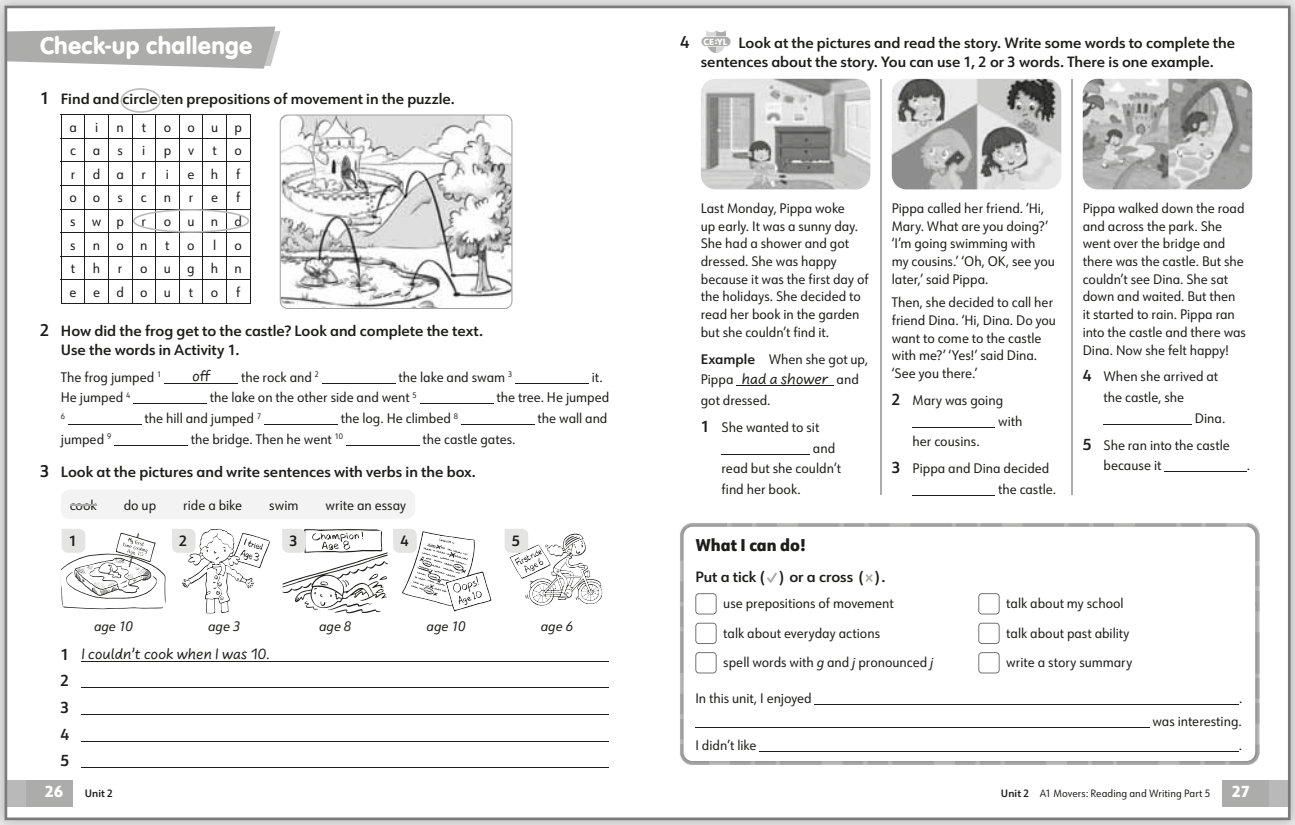
Teaching star!

Mixed ability

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

Cooler: Question time

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



Check-up challenge

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

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

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

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

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

cook do up ride a bike swim write an essay

1
age 10

2

age 3

3

age 8

4

age 10

5

age 6

1 *I couldn't cook when I was 10.*
2 _____
3 _____
4 _____
5 _____

4 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.**

Last Monday, Pippa woke up early. It was a sunny day. She had a shower and got dressed. She was happy because it was the first day of the holidays. She decided to read her book in the garden but she couldn't find it.

Example When she got up, Pippa *had a shower* and got dressed.

1 She wanted to sit _____ and read but she couldn't find her book.

Pippa called her friend. 'Hi, Mary. What are you doing?' 'I'm going swimming with my cousins.' 'Oh, OK, see you later,' said Pippa.

Then, she decided to call her friend Dina. 'Hi, Dina. Do you want to come to the castle with me?' 'Yes!' said Dina. 'See you there.'

2 Mary was going _____ with her cousins.

3 Pippa and Dina decided _____ the castle.

Pippa walked down the road and across the park. She went over the bridge and there was the castle. But she couldn't see Dina. She sat down and waited. But then it started to rain. Pippa ran into the castle and there was Dina. Now she felt happy!

4 When she arrived at the castle, she _____ Dina.

5 She ran into the castle because it _____.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ use prepositions of movement
- ☐ talk about everyday actions
- ☐ spell words with *g* and *j* pronounced *j*
- ☐ talk about my school
- ☐ talk about past ability
- ☐ write a story summary

In this unit, I enjoyed _____.

_____ was interesting.

I didn't like _____.

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

Answers: Horizontal: into, up, round, onto, through, out of **Vertical:** across, down, over, off

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

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

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

Answers: 1 I couldn't cook when I was 10. **2** I couldn't do up my coat when I was 3. **3** I could swim when I was 8. **4** I couldn't write an essay when I was 10. **5** I could ride a bike when I was 6.

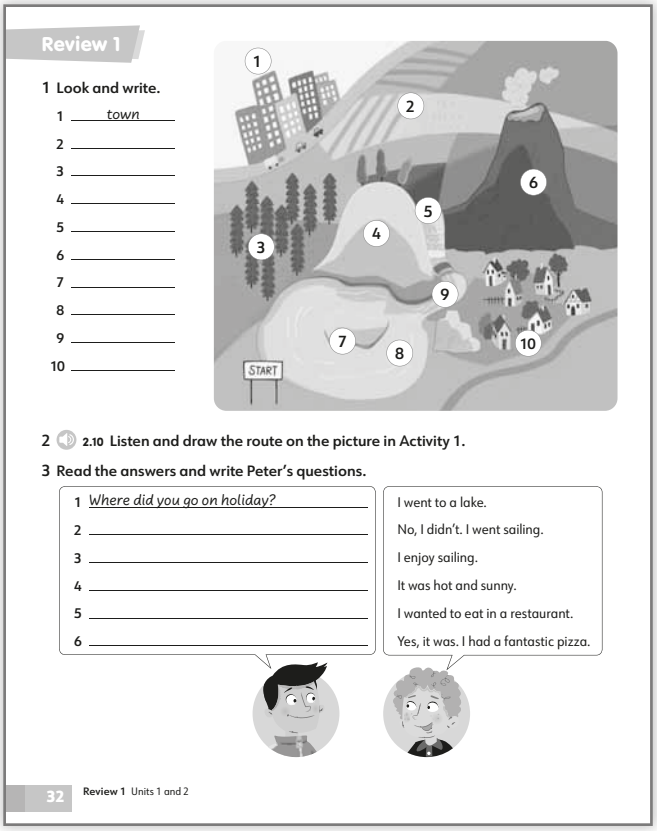
4 CE:YL Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Ask the children to describe what they see in each picture. Write some ideas on the board.
- Children read the text and complete the sentences with the best answer.

Answers: 1 in the garden **2** swimming **3** to visit / to go to **4** couldn't see **5** started to rain

Pupil's Book page 32


Review 1

1 Look and write.

1 town
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

2 2.10 Listen and draw the route on the picture in Activity 1.

3 Read the answers and write Peter's questions.

1 Where did you go on holiday?
2 _____
3 _____
4 _____
5 _____
6 _____

I went to a lake.
No, I didn't. I went sailing.
I enjoy sailing.
It was hot and sunny.
I wanted to eat in a restaurant.
Yes, it was. I had a fantastic pizza.

32 Review 1 Units 1 and 2

Learning objectives: Review Units 1 and 2; A1 Movers: Listening Part 3 and Speaking Part 2

Resources: Unit 2, Review 1; Speaking exam practice video

Materials: sheets of paper (one per group)

Warm-up: Revision

- Divide the class into groups and give each group a sheet of paper.
- Say a theme from Units 1 and 2 and have them write as many words related to it as possible.
- The group with the most words wins.

1 Look and write.

- Divide the class into pairs (pair strong and weaker learners) and refer the children to the picture. Ask them what they can see and which unit the vocabulary is from (*Unit 1*).
- Have the children complete the activity.
- Write answers on the board for the children to check, then erase the answers.

Answers: 1 town **2** countryside **3** forest **4** hill **5** waterfall **6** volcano **7** island **8** lake **9** river **10** village

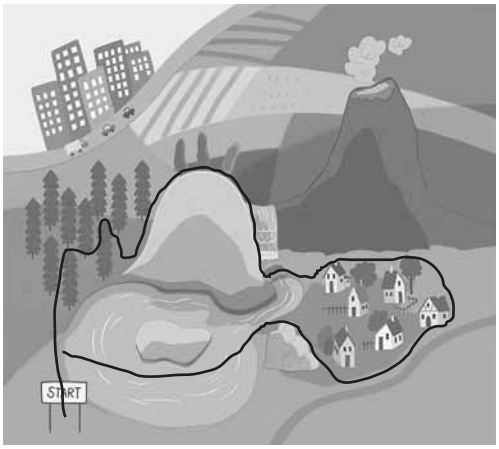
2 2.10 Listen and draw the route on the picture in Activity 1.

- Refer the children to page 23 and revise the prepositions. Play audio track 2.2 and have the children join in.
- Refer the children to the picture in Activity 1. Tell them to imagine that they are at the start line and to tell you how they will get to the volcano.
- Explain to the children that they will listen to a route which they have to trace on the picture.
- Play the audio. Children complete the activity.
- Play the audio again to check answers.

Audioscript

Run into the forest. Run through the forest. Run out of the forest. Run up the hill. Run down the hill. Run over the river. Run round the village. Climb onto the rock. Jump off the rock. Swim across the lake.

Answers:

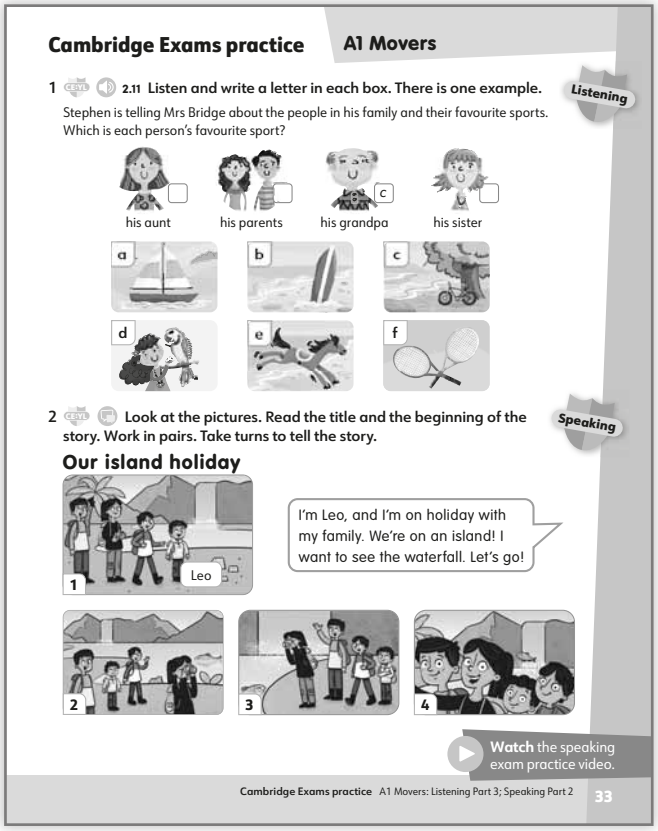


3 Read the answers and write Peter's questions.

- Ask the children if they remember how the question is formed in the past simple (did + verb).
- Explain that they have to read the answers and then write the correct question. Look at the example with the class. Do the second question as a class.
- Children complete the rest of the activity individually and check their answers with their partners.
- Children practise the questions and answers in pairs.

Answers: 1 Where did you go on holiday? **2** Did you go swimming / boating? **3** What do you think about sailing? **4** What was the weather like? **5** Where did you eat? **6** Was the food good?

Pupil's Book page 33


Cambridge Exams practice A1 Movers

1 CE:YL 2.11 Listen and write a letter in each box. There is one example. Listening

Stephen is telling Mrs Bridge about the people in his family and their favourite sports. Which is each person's favourite sport?

his aunt his parents his grandpa his sister

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. Speaking

Our island holiday

I'm Leo, and I'm on holiday with my family. We're on an island! I want to see the waterfall. Let's go!

Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Listening Part 3; Speaking Part 2 33

1 CE:YL 2.11 Listen and write a letter in each box. There is one example.

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

- Refer the children to Activity 1. Ask them to look at the pictures and identify what sports they show.
- Ask what words they would expect to hear for each item. Write them on the board.
- Explain that they have to match the characters to the sport. Play the audio and have the children complete the activity. Play it again for the children to check their answers.

Audioscript

Narrator: *Listen and look. There is one example.*

Mrs B: *Hello, Stephen.*

Stephen: *Hello, Mrs Bridge.*

Mrs B: *I saw your grandpa yesterday. I waved to him, but he didn't see me. He was on his bike.*

Stephen: *Oh, Grandpa loves his bike. It's a mountain bike and every day he rides through the forest and next to the river.*

Narrator: *Can you see the letter C? Now you listen and write a letter in each box.*

Mrs B: *You all like sport in your family, don't you?*

Stephen: *Yes, we do. We all enjoy being outside, but we all like different things. My mum and dad both go running every evening next to the lake, but really I think their favourite sport is tennis.*

Mrs B: *Do they play a lot?*

Stephen: *Yes, they do. And they're always watching tennis on TV too. Do you know my aunt, the one that's my dad's sister?*

Mrs B: *Is that the aunt that lives near the beach?*

Stephen: *Yes. Well, she loves water sports. She loves sailing and sea kayaking, but she's best at surfing. She's really fantastic!*

Mrs B: *Does she enter competitions?*

Stephen: *Yes, she does. And she's won lots of medals.*

Mrs B: *And what about your little sister? What does she do?*

Stephen: *She loves animals more than sport. She loves them all – cats, birds, rabbits, but especially horses.*

Mrs B: *And can she ride a horse?*

Stephen: *Well, she's learning. She goes to horse riding classes at the weekend. She loves it!*

Answers: aunt: b **parents:** f **grandpa:** c **sister:** e

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 portion in the Cambridge English: A1 Movers test.

- Divide the class into pairs.
- Ask for a volunteer to read the title and the beginning of the story.
- Then have the children read the text again and think back to the story on pages 24–25.
- The children take turns telling their friend the rest of the story, adding their own ideas.
- Congratulate the children on completing the first two units of the course.

Answers: Children's own answers

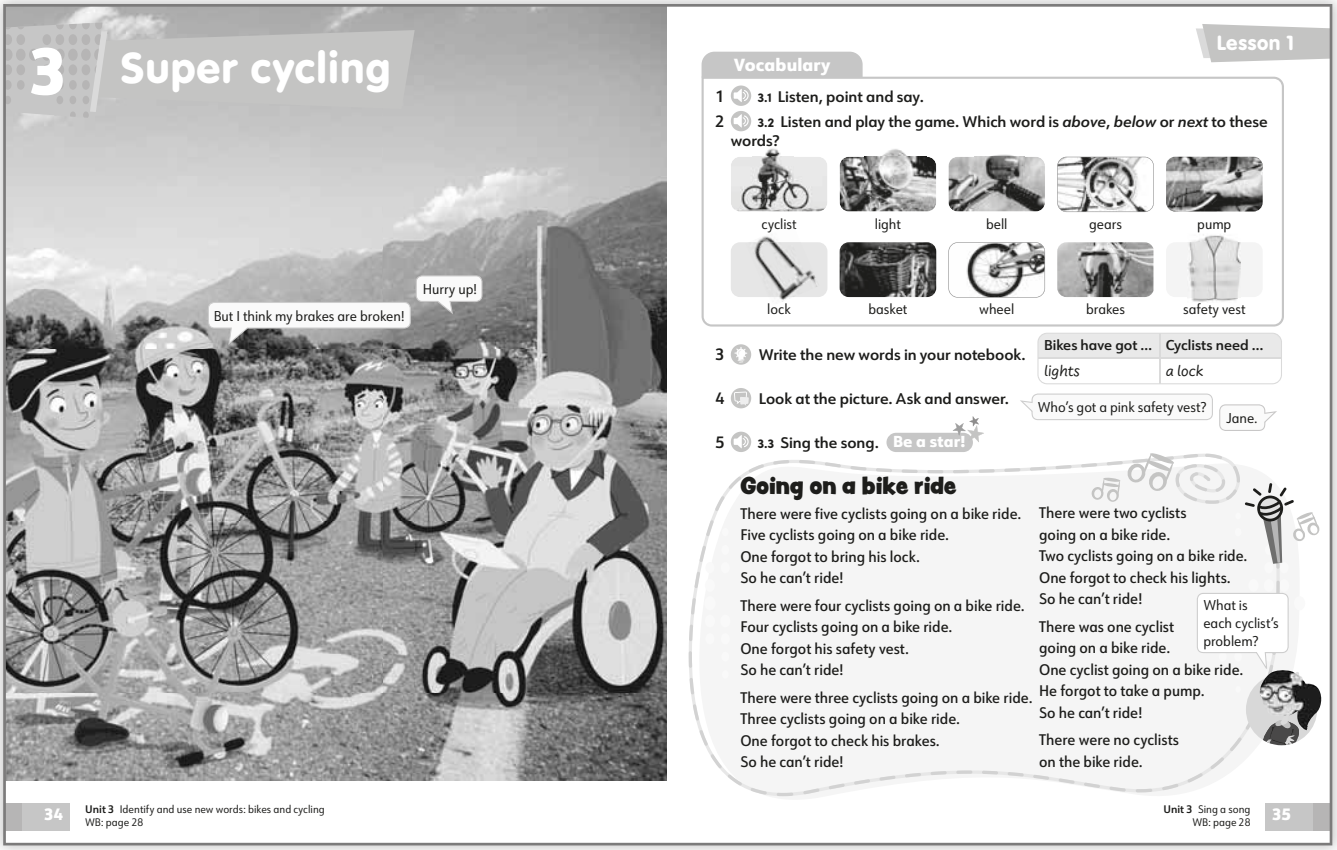
Cooler: Well done!

- 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?*

3 Super cycling

Lesson 1 Vocabulary

Pupil's Book pages 34–35



Learning objectives: Identify and use new words: bikes and cycling; Sing a song

Vocabulary: basket, bell, brakes, cyclist, gears, light, lock, pump, safety vest, wheel

Resources: Flashcards; Vocabulary 1 worksheet

Materials: sets of cards with letters written on them (see Warm-up – one set per group), box, ball

Warm-up: Bingo

- Play the game to practise vocabulary from Units 1 and 2. See the Games Bank (pages 14–17) for how to play.

1 3.1 Listen, point and say.

- Refer the children to page 34 and ask what they can see. Ask *Why have they stopped? (Because the bikes are broken.)*
- Play the audio. Children listen and point. Play it again. Children listen and say.

2 3.2 Listen and play the game. Which word is above, below or next to these words?

- Invite two volunteers to the front of the classroom. Give Child 1 a box and Child 2 a ball. Say T*he ball is above the box.* Have Child 2 hold the ball above the box. Repeat to practise *below* and *next to*.
- Explain that the children have to say which word is *above, below* or *next to* the word they hear.

Audioscript

Teacher: *It's below the light.*
Child: *basket*
Teacher: *It's above the wheel.*
Child: *bell*
Teacher: *It's next to the safety vest.*
Child: *brakes*
Teacher: *Now you. 1 It's above the lock. 2 It's next to the pump. 3 It's above the basket. 4 It's below the pump. 5 It's next to the lock. 6 It's below the bell.*

Answers: 1 cyclist **2** gears **3** light **4** safety vest **5** basket **6** wheel

3 Write the new words in your notebook.

- Copy the chart onto the board and ask volunteers to help you write some of the new words in it.

Answers: Bikes have got ... lights, a basket, gears, a bell, wheels, brakes **Cyclists need ...** a lock, a pump, a safety vest

4 Look at the picture. Ask and answer.

- Ask two volunteers to read out the example dialogue.
- Have the children continue the activity in pairs.

5 3.3 Sing the song.

Be a star!

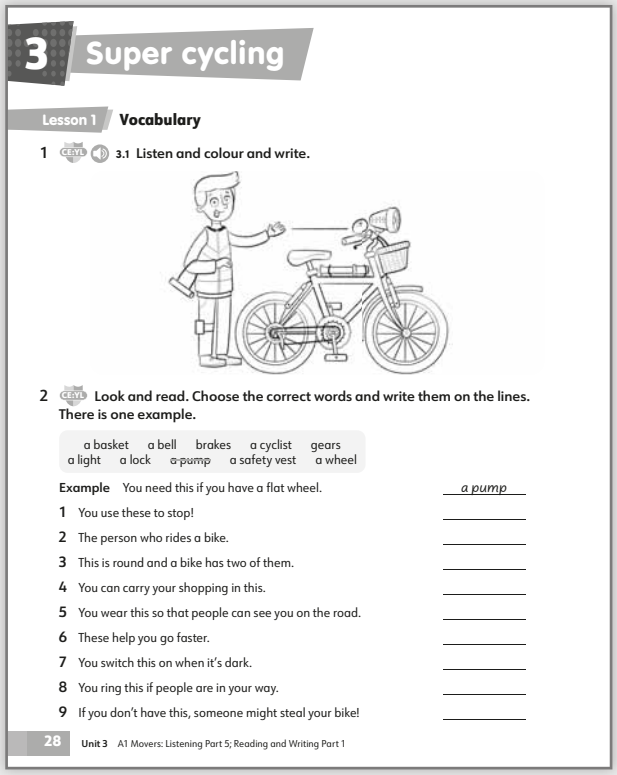
- Tell the children that they will hear a song. Have them place their Pupil's Books face down. Play the song.
- Ask *What is each cyclist's problem?* Play the audio. Children listen and follow. They answer the question.

Answers: no lock, no safety vest, didn't check the brakes, didn't check the lights, no pump

Cooler: Match the syllables

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

Workbook page 28



3 Super cycling

Lesson 1 Vocabulary

1 CEYL 3.1 Listen and colour and write.

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

a basket a bell brakes a cyclist gears a light a lock ~~a pump~~ a safety vest a wheel

Example You need this if you have a flat wheel. *a pump*

1 You use these to stop! _____
2 The person who rides a bike. _____
3 This is round and a bike has two of them. _____
4 You can carry your shopping in this. _____
5 You wear this so that people can see you on the road. _____
6 These help you go faster. _____
7 You switch this on when it's dark. _____
8 You ring this if people are in your way. _____
9 If you don't have this, someone might steal your bike! _____

28 Unit 3 A1 Movers: Listening Part 5; Reading and Writing Part 1

Activities 1 and 2 help children prepare for Cambridge English: A1 Movers test: Listening Part 5 and Reading and Writing Part 1.

1 3.1 Listen and colour and write.

Audioscript

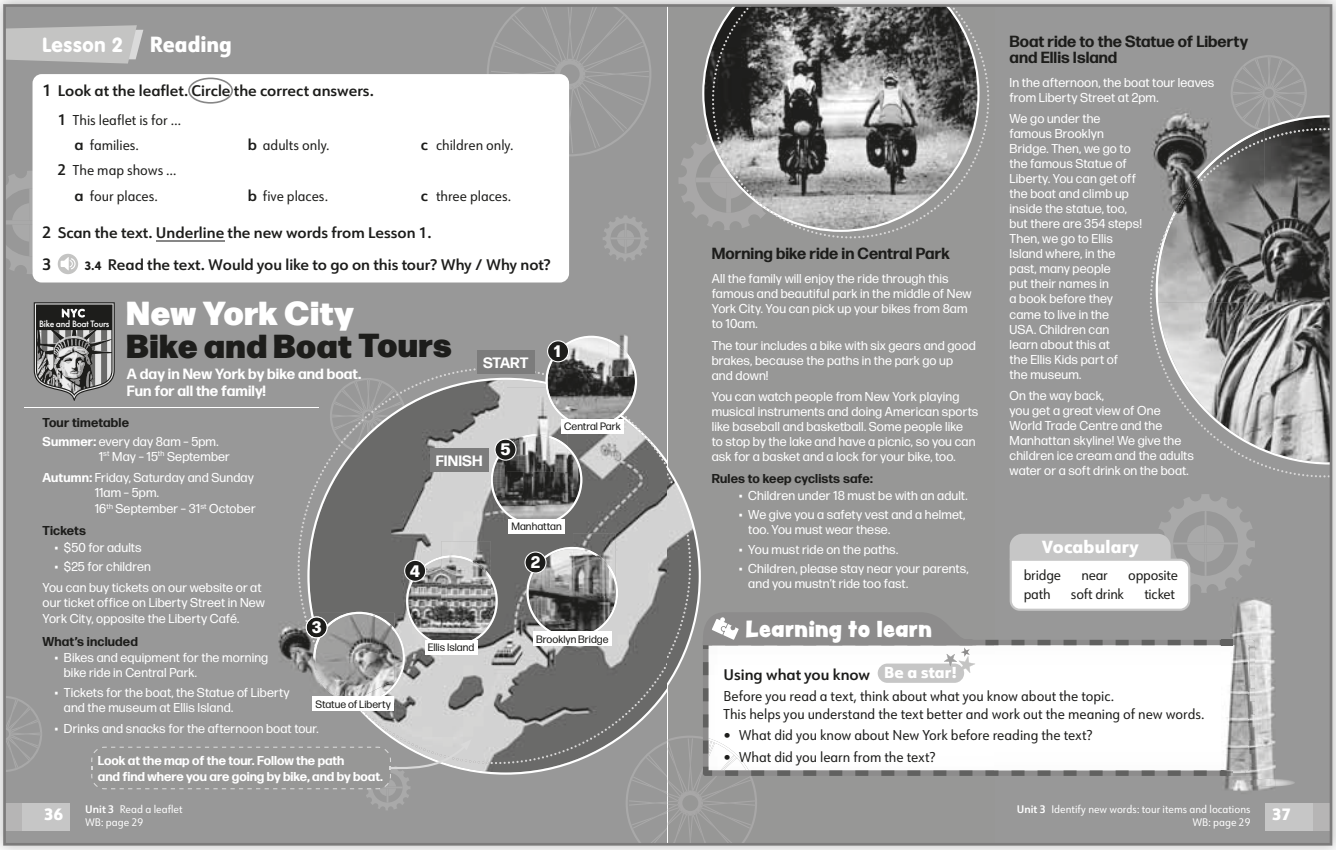
Speaker: *Look at the picture. Listen and look. There is one example.*
1 Speaker: *Look at the picture. It's a cyclist with his bike.*
Girl: *Yes! It's a nice bike. He's got a lock on his arm.*
Speaker: *That's right. Colour it please.*
Girl: *OK.*
Speaker: *Make it grey.*
Speaker: *Can you see the grey lock on his arm? This is an example. Now you listen and colour and write.*
2 Speaker: *Now, I'd like you to colour the safety vest. Can you see it?*
Girl: *Yes! He's wearing it.*
Speaker: *That's right. It's so that people can see him. Colour it yellow.*
Girl: *OK. That's a good idea.*
3 Girl: *Can I colour the pump now?*
Speaker: *Yes. It's on the bike.*
Girl: *Can I colour it purple?*
Speaker: *Yes. That's a good idea.*
Girl: *Great!*
4 Girl: *I like the basket. It's bigger than the basket on my bike.*
Speaker: *Is it? Would you like to colour it too?*
Girl: *Yes. What about brown?*
Speaker: *No, colour it blue.*
Girl: *Blue? OK.*
5 Girl: *Can I do some writing too?*
Speaker: *Yes, I'd like you to write the word bell.*
Girl: *Where?*
Speaker: *Write it on the line next to the bell.*
6 Speaker: *That bike has got a light on the front. Can you see it?*
Girl: *Yes! It's a big light.*
Speaker: *That's right. Colour it green please.*
Girl: *OK. A green light.*

Answers: 1 lock: grey **2** safety vest: yellow **3** pump: purple **4** basket: blue **5** bell **6** light: green

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

Answers: 1 brakes **2** a cyclist **3** a wheels **4** a basket **5** a safety vest **6** gears **7** a light **8** a bell **9** a lock

Pupil's Book pages 36–37



Learning objectives: Read a leaflet; Identify new words: tour items and locations

Vocabulary: bridge, near, opposite, path, soft drink, ticket

Additional vocabulary: adults, famous, leaflet, rules, statue

Review vocabulary: bikes and cycling

Resources: Flashcards

Materials: a plastic juice bottle, an example leaflet, sheets of paper (one per group), markers, tourist maps of your town or other places

Warm-up: Bottle game

- Divide the class into small groups and have them sit in circles. Put the bottle in the middle. Choose a vocabulary set, e.g. *cycling*.
- Child 1 spins the bottle. The child it points to has to say a word from the chosen vocabulary set, e.g. *brakes*. Now that child spins the bottle. The next child it points to has to say the previous word and another word from that category, e.g. *brakes, light*.
- The group stops when a child cannot add a word.

Vocabulary

- Put the new flashcards on the board (or write the words and draw a picture for each one). Point to each one and say the word for the children to repeat after you.
- Divide the class into pairs and have them write the new words in their notebooks.
- Have them say a word for their partner to point to. Monitor to make sure children swap roles and say the words correctly.
- Explain the additional vocabulary in L1, if necessary.

1 Look at the leaflet. Circle the correct answers.

- Show the children the example leaflet and tell them that leaflets usually contain information about a service or facility.
- Refer the children to the leaflet on pages 36–37. Have them look at the photographs. Ask who they think would read this leaflet. Elicit *visitors to New York, families, cyclists*.
- Have the children complete the activity.

Answers: 1 a **2** b

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

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

Answers: gears, breaks, basket, lock, cyclists, safety vest, helmet

3 3.4 Read the text. Would you like to go on this tour? Why / Why not?

- Play the audio. Have the children listen and read.
- Have the children re-read the text. At the end, have them raise their hands if they have any questions.
- Quiz them about the text to check understanding.
- Ask if they would like to go on the New York City Bike and Boat Tours and why. Write key words from their answers on the board.
- Have the children write a sentence about why they would or wouldn't like to go on the tour. Have them read their sentences to their partners.

Teaching star!

Reading

- Encourage children to respond creatively to what they have read by using engaging visuals.
- Show the children the tourist maps. Ask how these maps help visitors. *(They help them find their way around and see the famous places.)* Ask what types of things the tourist maps show *(museums, shops, galleries, etc.)*.
- Divide the class into small groups and have them make their own visitor's map of their town or of a famous city. Place all work on classroom display.

Learning to learn

Be a star!

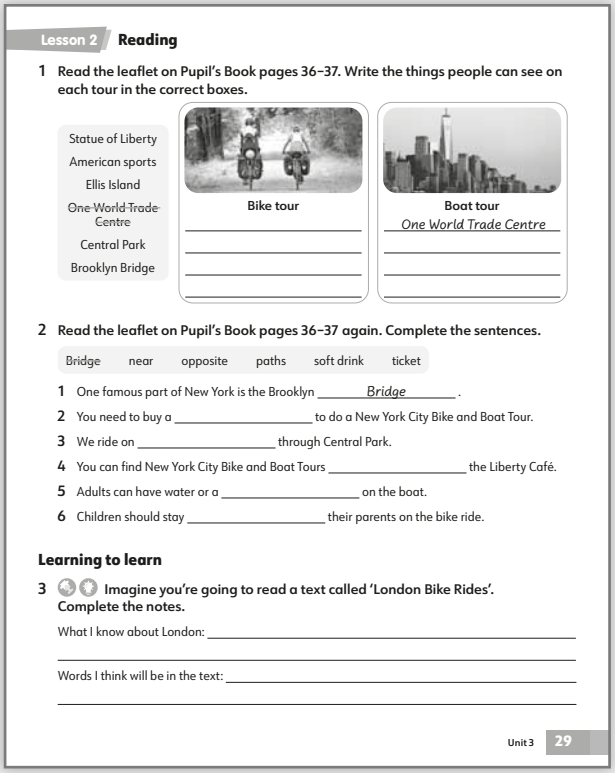
- With the class, read through the *Learning to learn* box.
- Elicit answers to the two questions.
- Have the children open their notebooks and make two lists titled *Before reading* and *Learnt from reading*.
- They write two things they knew about New York before reading the text and two things they learnt from the text.
- In pairs, have the children compare their sentences.

Answers: 1 Yes **2** No **3** No **4** No **5** Yes

Cooler: A leaflet

- Divide the children into small groups and ask them why riding a bike is a good way to see a city.
- Then have them use their sentences to make an illustrated leaflet about the advantages of riding a bike around a city.
- Have the groups present their work to the class.

Workbook page 29



Lesson 2 **Reading**

1 Read the leaflet on Pupil's Book pages 36–37. Write the things people can see on each tour in the correct boxes.

Statue of Liberty
American sports
Ellis Island
~~One World Trade Centre~~
Central Park
Brooklyn Bridge

Bike tour

Boat tour
One World Trade Centre

2 Read the leaflet on Pupil's Book pages 36–37 again. Complete the sentences.

Bridge near opposite paths soft drink ticket

1 One famous part of New York is the Brooklyn *Bridge* .
2 You need to buy a _____ to do a New York City Bike and Boat Tour.
3 We ride on _____ through Central Park.
4 You can find New York City Bike and Boat Tours _____ the Liberty Café.
5 Adults can have water or a _____ on the boat.
6 Children should stay _____ their parents on the bike ride.

Learning to learn

3 Imagine you're going to read a text called 'London Bike Rides'. Complete the notes.

What I know about London: _____

Words I think will be in the text: _____

Unit 3 29

1 Read the leaflet on Pupil's Book pages 36–37. Write the things people can see on each tour in the correct boxes.

Answers: Bike tour: American sports, Central Park
Boat tour: One World Trade Centre, Statue of Liberty, Ellis Island, Brooklyn Bridge

2 Read the leaflet on Pupil's Book pages 36–37 again. Complete the sentences.

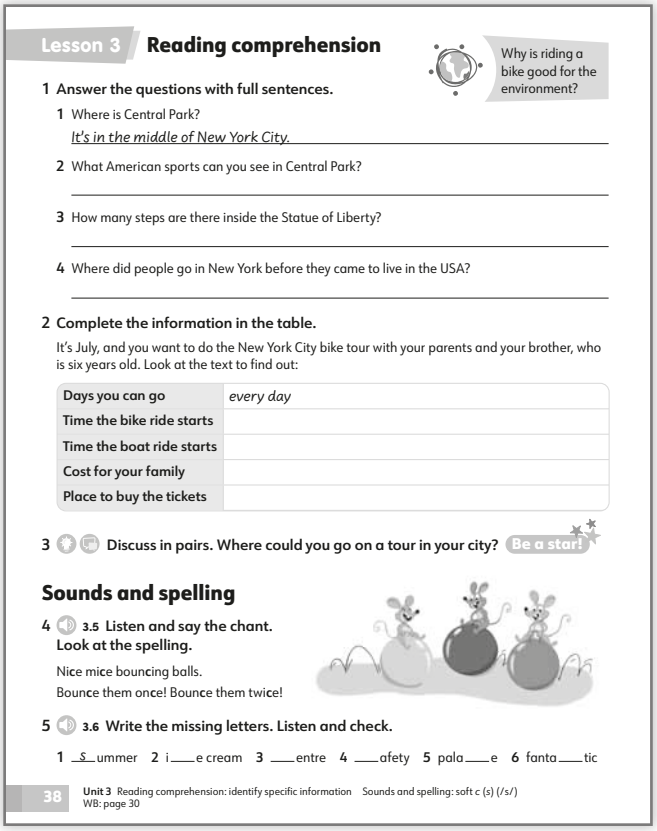
Answers: 1 Bridge **2** ticket **3** paths **4** opposite **5** soft drink **6** near

3 Imagine you're going to read a text called 'London Bike Rides'. Complete the notes.

Answers: Children's own answers.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 38



Lesson 3 **Reading comprehension**

Why is riding a bike good for the environment?

1 Answer the questions with full sentences.

1 Where is Central Park?
It's in the middle of New York City.

2 What American sports can you see in Central Park?

3 How many steps are there inside the Statue of Liberty?

4 Where did people go in New York before they came to live in the USA?

2 Complete the information in the table.

It's July, and you want to do the New York City bike tour with your parents and your brother, who is six years old. Look at the text to find out:

Days you can go	*every day*
Time the bike ride starts	
Time the boat ride starts	
Cost for your family	
Place to buy the tickets	

3 Discuss in pairs. Where could you go on a tour in your city? Be a star!

Sounds and spelling

4 3.5 Listen and say the chant. Look at the spelling.

Nice mice bouncing balls.
Bounce them once! Bounce them twice!

5 3.6 Write the missing letters. Listen and check.

1 _s_ummer 2 i___e cream 3 ___entre 4 ___afety 5 pala___e 6 fanta___tic

38 Unit 3 Reading comprehension: identify specific information Sounds and spelling: soft *c* (s) (/s/) WB: page 30

Learning objectives: Reading comprehension: identify specific information; Sounds and spelling: soft *c* (s) (/s/)

Vocabulary: bounce, bouncing, centre, fantastic, ice cream, mice, nice, once, palace, safety, summer, twice

Review vocabulary: bikes and cycling

Resources: Sounds and spelling worksheet

Materials: cards with *Sounds and spelling* letters from Units 1–3 (two per child), sheets of paper (one per pair)

Warm-up: Book search

- Explain to the children that you are going to say a word and they have to find which page in their Pupil's Book has a picture of that word.
- Say *plane*. Children raise their hands to answer. Elicit page 8. Repeat.

1 Answer the questions with full sentences.

- Remind the children what a full sentence is. Refer to Activity 2 on page 26 of the Teacher's Book.
- Refer the children to page 37. Explain that the answers they need are on this page.
- Ask a volunteer to read out the example. Have the children complete the activity individually.
- Children check answers with their partners.
- As an extension, tell children you are going to describe a place and they have to tell you what it is. Say *It's a famous statue.* Elicit the *Statue of Liberty.*
- Continue with all the sites on the leaflet. To add interest, describe places in your own town or city.

Answers: 1 It's in the middle of New York City. **2** You can see baseball and basketball. **3** There are 354 steps. **4** People went to Ellis Island.

ESDC

13 CLIMATE ACTION

Why is riding a bike good for the environment?

Introduce the children to Sustainable Development Goal 13: *Climate action*.

- Ask: Why is riding a bike good for the environment? This question helps the children understand how they can take positive action in the community.
- Divide the class into small groups. Give each group a sheet of paper and have them write a few sentences about why it's good to ride a bike. Elicit some reasons based on the benefits of bike riding to the environment, such as it creates less pollution than using a car or riding the bus, it reduces noise pollution and it promotes biodiversity because it does not create as many dangers to their air.
- Give the children time to brainstorm other ideas, then ask volunteers to present their sentences to the class.

Possible answers: It's good for the environment because riding a bike means you're not using a car or bus, which can emit gases and create air pollution. Bikes are not as noisy as cars or buses, and they don't leave as much impact on climate change.

2 Complete the information in the table.

- With the class, read the timetable on page 36. Ask a volunteer to tell you which days you can go on the New York City Bike and Boat Tours.
- Divide the class into pairs to complete the activity.
- Have volunteers call out the answers and write them on the board for children to check against.

Answers: 1 every day **2** 8am **3** 2pm **4** $150 (for two adults and two children) **5** on the website or at the ticket office on Liberty Street in New York City

3 Discuss in pairs. Where could you go on a tour in your city?

Be a star!

- Divide the class into pairs and have them discuss the question. Have them take notes.
- Invite some pairs to report back to the class.

Teaching star!

Arts and crafts

- Encourage children's self-expression by including small art projects in lessons.
- Divide the class into pairs and give each pair a sheet of paper. Explain that they are going to draw a bike trail for their town or city, similar to the one on Pupil's Book page 37.
- Place all work on display and allow the children time to look each other's work before the end of the class.

4 3.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *nice, mice, bouncing, once* and *twice* on the board. Say each word as you point to it and have the children repeat after you. Elicit that all the words have the /s/ sound. Explain that is represented by the letters *s* or soft *c*.
- Play the first part of the audio for the children. Repeat and encourage them to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to say the words.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *... mice bouncing balls. Bounce them once! Bounce them twice!*
Children: *Nice*
Teacher: *Nice mice bouncing balls. Bounce them ... Bounce them twice!*
Children: *once!*
Teacher: *Nice mice bouncing balls. Bounce them once! ...*
Children: *Bounce them twice!*
Teacher: *Nice mice ... Bounce them once! Bounce them twice!*
Children: *bouncing balls*

5 3.6 Write the missing letters. Listen and check.

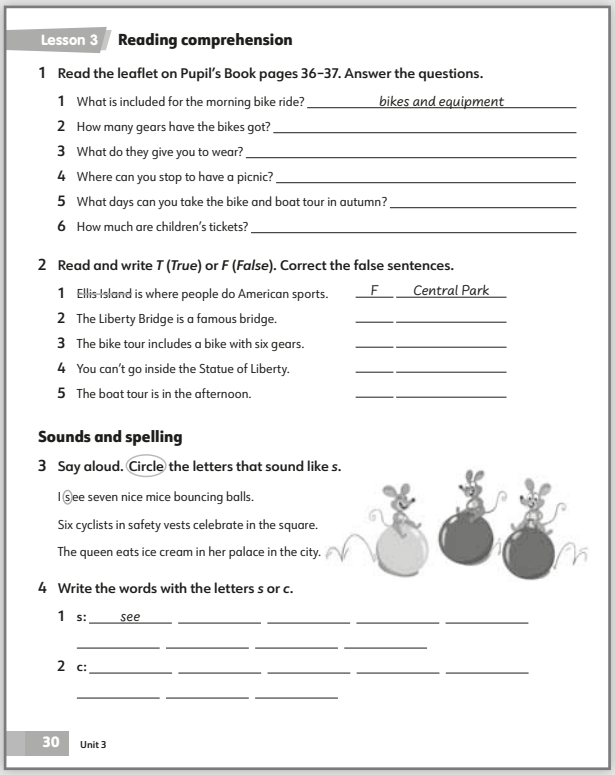
- Ask the children what other words they can think of that have the /s/ sound (*since, summer, sweet,* etc.).
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check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

Answers: 1 summer **2** ice cream **3** centre **4** safety **5** palace **6** fantastic

Cooler: Find the sound

- On the board, write all the sounds learnt so far in *Sounds and spelling* Units 1 to 3: /k/ for letters *ch* and *ck*, /dʒ/ for letters *j* and *g* and /s/ for letters *s* and soft *c*. See the Games Bank (pages 14–17) for how to play the game.

Workbook page 30



Lesson 3 **Reading comprehension**

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

1 What is included for the morning bike ride? *bikes and equipment*
2 How many gears have the bikes got? _____
3 What do they give you to wear? _____
4 Where can you stop to have a picnic? _____
5 What days can you take the bike and boat tour in autumn? _____
6 How much are children's tickets? _____

2 Read and write *T* (*True*) or *F* (*False*). Correct the false sentences.

1 Ellis Island is where people do American sports. *F* *Central Park*
2 The Liberty Bridge is a famous bridge. _____ _____
3 The bike tour includes a bike with six gears. _____ _____
4 You can't go inside the Statue of Liberty. _____ _____
5 The boat tour is in the afternoon. _____ _____

Sounds and spelling

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

I (s)ee seven nice mice bouncing balls.
Six cyclists in safety vests celebrate in the square.
The queen eats ice cream in her palace in the city.

4 Write the words with the letters *s* or *c*.

1 s: *see* _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
2 c: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

30 Unit 3

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

Answers: 1 bikes and equipment **2** 6
3 a safety vest and a helmet **4** by the lake
5 Friday, Saturday and Sunday **6** $25 for children

2 Read and write *T* (True) or *F* (False). Correct the false sentences.

Answers: 1 F, Central Park **2** F, Brooklyn Bridge
3 T **4** F, You can climb up inside... **5** T

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

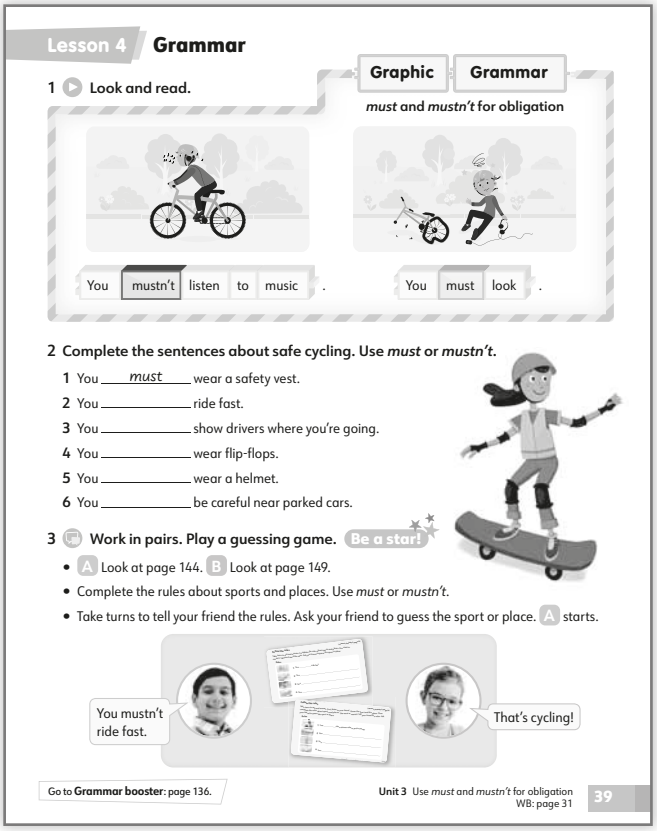
Answers: I(s)ee (s)even ni(c)e mi(c)e boun(c)ing ball(s).
(S)ix (c)ycli(s)t(s) in (s)afety ve(s)t(s)(c)elebrate in the (s)quare.
The queen eat(s) i(c)e cream in her pala(c)e in the (c)ity.

4 Write the words with the letters *s* or *c*.

Answers: 1 s: see, seven, balls, six, cyclists, safety, vests, square, eats **2 c:** nice, mice, bouncing, cyclists, celebrate, ice, palace, city

Lesson 4 Grammar

Pupil's Book page 39


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

must and *mustn't* for obligation

You mustn't listen to music .

You must look .

2 Complete the sentences about safe cycling. Use *must* or *mustn't*.

1 You must wear a safety vest.
2 You _____ ride fast.
3 You _____ show drivers where you're going.
4 You _____ wear flip-flops.
5 You _____ wear a helmet.
6 You _____ be careful near parked cars.

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

- A Look at page 144. B Look at page 149.
- Complete the rules about sports and places. Use *must* or *mustn't*.
- Take turns to tell your friend the rules. Ask your friend to guess the sport or place. A starts.

You mustn't ride fast.

That's cycling!

Go to **Grammar booster**: page 136.

Unit 3 Use *must* and *mustn't* for obligation
WB: page 31

39

Learning objectives: Use *must* and *mustn't* for obligation

Grammar: *must* and *mustn't* for obligation

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: sheets of paper (one per group), sheets of paper for each child (half of the sheets with a happy face drawn on them and the other half with an unhappy face), (optional) coloured markers

Warm-up: Spelling bee

- Play the game to practise words from Units 1, 2 or 3. See the Games Bank (pages 14–17) for how to play the game.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *You must do your homework. You mustn't talk in class.*
- Ask the class what the two sentences show (*rules*).
- Refer the children to page 37. Have them find the four rules in the leaflet. Read them with the class.
- Ask why they think there are rules (*for safety, for the class to work well, etc.*).
- Have the children look at the blue and red boxes. Ask them to look at the verb after *must / mustn't* and ask what form it is in (*the infinitive*).
- Read the Graphic Grammar text as the children follow you in their books.
- Explain that in the English language the verbs after *must* and *mustn't* don't change because they are always in the infinitive.
- On the board, write *Classroom Rules*. Divide the class into pairs. Explain that the children have to write a few classroom rules using *must* and *mustn't*.
- Ask the pairs to read their rules to the class. Correct where necessary and write a few of the rules on the board.

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

2 Complete the sentences about safe cycling. Use *must* or *mustn't*.

- Ask the children how often they go cycling. Then ask what they must do to keep safe while cycling.
- Look at Activity 2. Ask a volunteer to read out the first rule. Then complete the second rule as a class. Write the answers on the board.
- Have the children complete the activity individually. Check answers by inviting children to give their answers. Write them on the board.

Answers: 1 must **2** mustn't **3** must **4** mustn't **5** must **6** must

Teaching star!

Group work

- Incorporate group work into grammar lesson so that weaker learners can hear grammar modelled by stronger learners.
- Divide the class into small groups and give each group a sheet of paper. Give each group one of the following topics: *School, Classroom, Home, Park, Beach*. Explain that the children have to make a list of rules using must and mustn't for the topics presented. Have the groups present their lists to the class.

3 Work in pairs. Play a guessing game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 149.
- Read out the instructions and have a confident pair read the example dialogue so the children have an understanding of how to play the game. The children complete the rules on their page and then read them to their friend. Their friends guesses the sport or place where they would follow the rule.
- Allow time for the children to complete the game.

Cooler: Right or wrong?

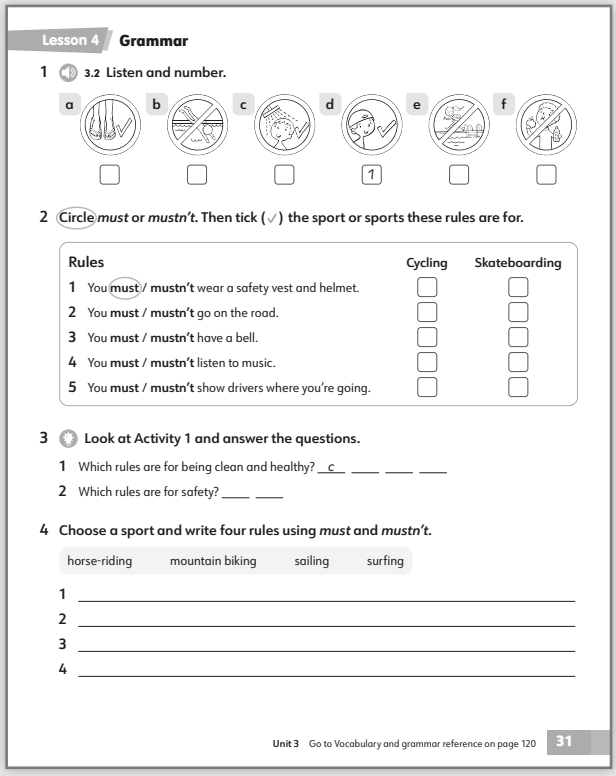
- Hand out the sheets of paper with the faces to the class. Explain that you will say a sentence about skateboarding (or cycling) and they raise the happy face if it's correct and the unhappy one if it isn't. Say You mustn't wear a helmet. Children with the unhappy face raise their paper because this is unsafe. Say You must wear a helmet. Children with the happy face raise their paper. Continue the game for a few sentences. Bring a volunteer to the front to lead if time allows.

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 mustn't **2** must **3** must **4** mustn't **5** mustn't

Workbook page 31


Lesson 4 Grammar

1 3.2 Listen and number.

a b c d e f

1

2 Circle *must* or *mustn't*. Then tick (✓) the sport or sports these rules are for.

Rules	Cycling	Skateboarding
1 You must / mustn't wear a safety vest and helmet.		
2 You must / mustn't go on the road.		
3 You must / mustn't have a bell.		
4 You must / mustn't listen to music.		
5 You must / mustn't show drivers where you're going.		

3 Look at Activity 1 and answer the questions.

1 Which rules are for being clean and healthy? c

2 Which rules are for safety? ____ ____

4 Choose a sport and write four rules using *must* and *mustn't*.

horse-riding mountain biking sailing surfing

1 _____

2 _____

3 _____

4 _____

Unit 3 Go to Vocabulary and grammar reference on page 120 31

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 120 while completing these Workbook activities.

1 3.2 Listen and number.

1 You must wear a swimming cap.
2 You mustn't eat or drink near the pool.
3 You must have a shower before swimming.
4 You must wear flip-flops in the changing room.
5 You mustn't run beside the pool.
6 You mustn't dive into the pool.

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

2 Circle *must* or *mustn't*. Then tick (✓) the sport or sports these rules are for.

Answers: 1 must (✓ both) **2** mustn't (✓ skateboarding) **3** must (✓ cycling) **4** mustn't (✓ both) **5** must (✓ cycling)

3 Look at Activity 1 and answer the questions.

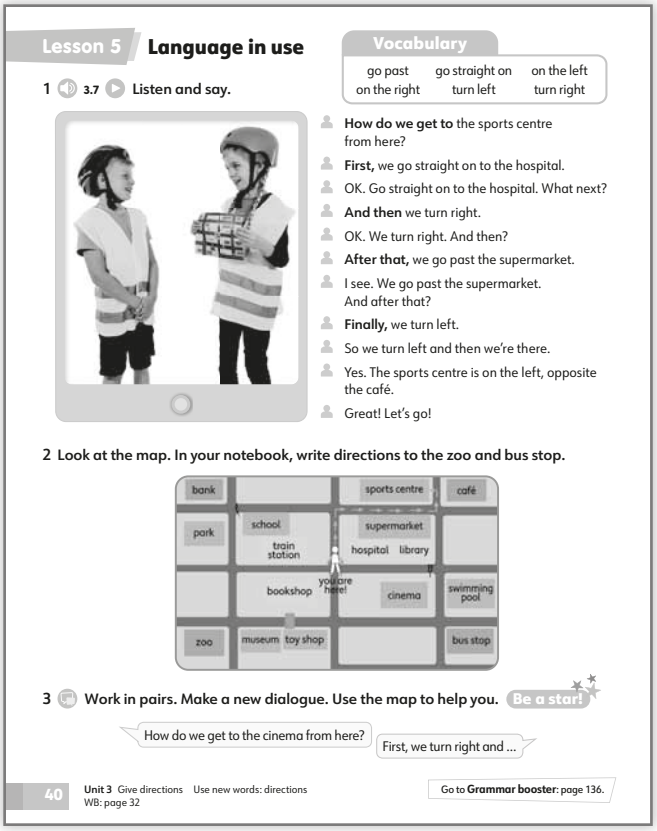
Answers: 1 3, 4, 5, 6 **2** 1, 2

4 Choose a sport and write four rules using *must* and *mustn't*.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 40



Lesson 5 Language in use

Vocabulary

go past | go straight on | on the left
on the right | turn left | turn right

1 3.7 Listen and say.

How do we get to the sports centre from here?
First, we go straight on to the hospital.
OK. Go straight on to the hospital. What next?
And then we turn right.
OK. We turn right. And then?
After that, we go past the supermarket.
I see. We go past the supermarket. And after that?
Finally, we turn left.
So we turn left and then we're there.
Yes. The sports centre is on the left, opposite the café.
Great! Let's go!

2 Look at the map. In your notebook, write directions to the zoo and bus stop.

bank, sports centre, café, park, school, supermarket, train station, hospital, library, you are here!, bookshop, cinema, swimming pool, zoo, museum, toy shop, bus stop

3 Work in pairs. Make a new dialogue. Use the map to help you. Be a star!

How do we get to the cinema from here?
First, we turn right and ...

40 Unit 3 Give directions Use new words: directions
WB: page 32
Go to Grammar booster: page 136.

Learning objectives: Give directions; Use new words: directions

Vocabulary: go past, go straight on, on the left, on the right, turn left, turn right

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

Materials: sheets of squared paper (one per pair); (optional) sheet of paper for each childt

Warm-up: Scrabble

- Play the game to practise new words from Units 1, 2 or 3. See the Games Bank (pages 14–17) for how to play the game.

1 1.31 Listen and say.

- Put the new flashcards on the board (or write the words and draw a picture for each one). Point to, say and mime each phrase. Have children repeat after you.
- Bring a volunteer to the front and explain that you will give directions for them to follow. Say, e.g. *How do we get to the door from here?*
- Say, e.g. *Turn left. Go past [child's name]. Turn right.* Have the volunteer follow them. Correct if necessary. Repeat with other volunteers.
- Refer the children to the map in Activity 2. Ensure they can find 'you are here!' and the sports centre. Play the audio and have the children listen and follow the map.
- Play the audio again. This time, have the children listen and follow the text in their Pupil's Books. Pause after each line for the children to repeat. Explain any unknown words.
- Have the children look at the map in Activity 2 and find the park. Give them directions to the swimming pool but don't tell them where they are going. When they reach the swimming pool, ask *Where are we?*
- Repeat the activity for a few more places.

- If using the video, have the children watch the video after the third point and then continue with the next set of activities.

2 Look at the map. In your notebook, write directions to the zoo and bus stop.

- Have the children look at the map and ask them to find the bus stop. Have them think of how you could get there from 'you are here!'. Ask volunteers to give you their answers.
- Divide the class into small groups and have them complete the activity. Explain that there is more than one way to get to the destinations but that they should always start from 'you are here!'.
- As an extension, have them write about getting to two more places.
- Have a group member read out their answers.

Teaching star!

Personalising

- Integrate creative activities into your lessons to give children the opportunity to personalise the language. Give each child a sheet of paper and have them draw their own map of their town or an imaginary town. Explain that the map should include streets and amenities such as a school, hospital, park, etc. Have them write the names of the streets as well. Then, place the children in pairs and have partners take turns in asking for and giving directions from one place to another on their maps.

3 Work in pairs. Make a new dialogue. Use the map to help you. Be a star!

- Explain to the children that you would like them make a short dialogue like the one in Activity 1.
- Tell the children it need not be so long but that they must use the words in the yellow box. They should start from 'you are here!'
- Place the children in pairs and have them complete the activity.
- As pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Have each pair come to the front of the class and say their dialogues.
- Allow time for the children to complete the game.

Grammar booster

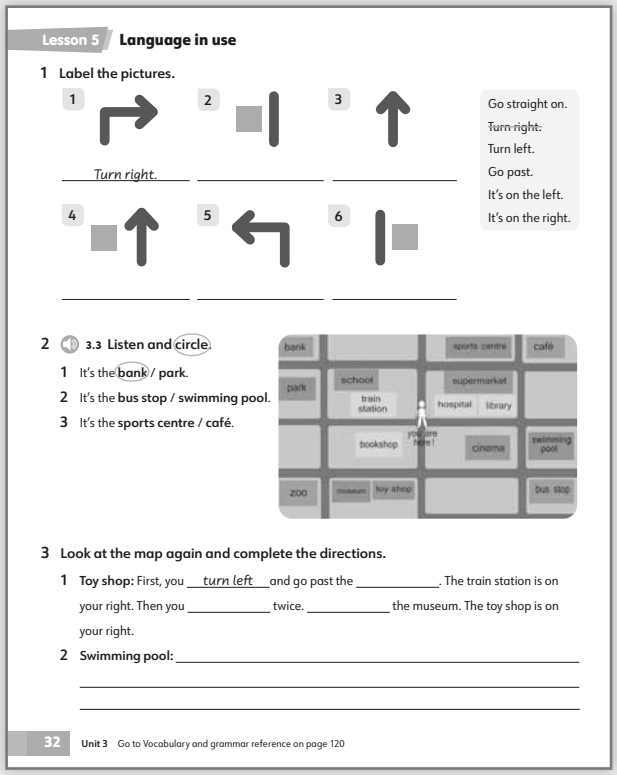
Ask the children to turn to page 136 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 bank: straight on, turn left, past, left, right café: straight on, turn right, past, on the, left **3** 1B: straight on, past, make, right 2B: must, mustn't

Cooler: Bus ride

- Have the children form two or three teams and bring them to the front of the class. Have the teams stand in a line. Explain that they are buses and you will give them directions to follow. Each team takes a turn. If they follow all the directions correctly, they get a point. Use *go straight on, then turn left,* etc.
- To make the activity more interesting, speed up when giving directions.
- The team with the most points wins.

Workbook page 32



Lesson 5 **Language in use**

1 **Label the pictures.**

1 2 3

Turn right. _____ _____

4 5 6

_____ _____ _____

Go straight on.
~~Turn right.~~
Turn left.
Go past.
It's on the left.
It's on the right.

2 3.3 **Listen and circle.**

1 It's the bank / **park**.
2 It's the **bus stop** / **swimming pool**.
3 It's the **sports centre** / **café**.

bank, sports centre, café, park, school, supermarket, train station, hospital, library, you are here!, bookshop, cinema, swimming pool, zoo, museum, toy shop, bus stop

3 **Look at the map again and complete the directions.**

1 **Toy shop:** First, you *turn left* and go past the _____. The train station is on your right. Then you _____ twice. _____ the museum. The toy shop is on your right.

2 **Swimming pool:** _____

_____

_____

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 section on page 120 while completing these Workbook activities.

1 Label the pictures.

Answers: 1 Turn right. **2** It's on the left. **3** Go straight on. **4** Go past. **5** Turn left. **6** It's on the right.

2 3.3 Listen and circle.

Audioscript

1 First, you turn left and go past the train station. Then you turn right. Go past the school then turn left. It's on your right.

2 Turn right and go past the library. Then turn right again. Go past the cinema. After that, turn left. It's on your right.

3 Go straight on. Go past the hospital. Then turn right. Go past the supermarket. Finally, turn left and it's on your right.

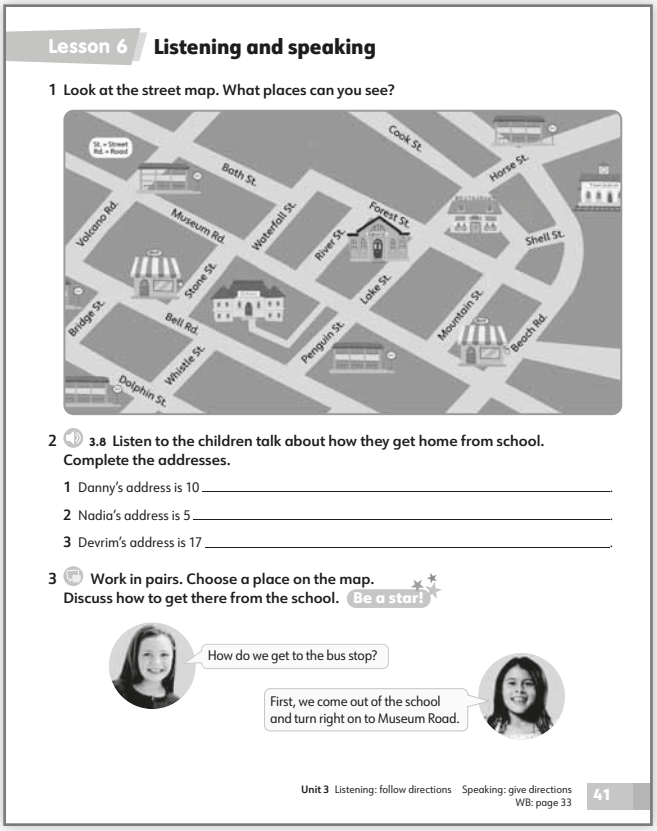
Answers: 1 bank **2** bus stop **3** café

3 Look at the map again. Read and complete the directions.

Answers: 1 turn left, bookshop, turn left, Go past **2** First, you turn right. Go past the cinema on your right. Then turn right and the swimming pool is on your left

Lesson 6 Listening and speaking

Pupil's Book page 41


Lesson 6 Listening and speaking

1 Look at the street map. What places can you see?

2 3.8 Listen to the children talk about how they get home from school. Complete the addresses.

1 Danny's address is 10 _____.

2 Nadia's address is 5 _____.

3 Devrim's address is 17 _____.

3 Work in pairs. Choose a place on the map. Discuss how to get there from the school. Be a star!

How do we get to the bus stop?

First, we come out of the school and turn right on to Museum Road.

Unit 3 Listening: follow directions Speaking: give directions WB: page 33 41

Learning objectives: Listening: follow directions; Speaking: give directions

Materials: strips of paper (one per child), a box, photocopies of the audioscript with four words blotted out (one per pair), maps of your town

Warm-up: Bingo

- Play the game to practise words from Unit 3. See the Games Bank (pages 14–17) for how to play the game.

1 Look at the street map. What places can you see?

- Ask the children to look at the map and tell you what places they can see.
- Write the places on the board and ask what
- you can do in each one, e.g. *You can eat in a restaurant. You can buy things in a shop.*
- Ask the children if their city or town has any of these places and if they use them.
- Say *I'm at the library. How can I get to the restaurant?* Give children a little time to think and then ask a volunteer to answer.
- Place the children in pairs and have them continue

Answers: five bus stops, a library, a restaurant, a school, two shops, a train station

2 3.8 Listen to the children talk about how they get home from school. Complete the addresses.

- Ask the children how they get home from school. Write a few of their answers on the board.
- Then ask if they leave school with their friends, parents, guardians or brothers and sisters. Ask how long it usually takes them to get home.
- On the board write *25 Dolphin Street*. Explain that in English we place the number of our house before the name of the street.
- Refer the children to the activity. Explain that they will have to listen and complete addresses.
- Play the audio with pauses after each speaker for the children to write their answer.
- Play the audio again for the children to check their answers.

Audioscript

Danny: *Hi, my name is Danny and I go home from school by bike. I come out of school and I turn right on to Museum Road. I go straight on and I go past a bus stop on the right. After the bus stop, I turn left on to Mountain Street. Then I go straight on, and I cross Forest Street. After that, I turn right. My house is in this street. It's number 10. What's my address?*

Nadia: *Hi, I'm Nadia. My house is very near my school. I always walk home. I come out of school and I turn left on to Museum Road. I walk past the school and I turn left again on to Stone Street. I walk to the end of Stone Street and I turn right on to Bell Road. I walk past a shop on the right and my street is on the left. We live at number 5. What's my address?*

Devrim: *Hello, I'm Devrim and this is how I go home from school. First, I come out of the school and I turn right on to Museum Road and then left on to Lake Street. I go past the library on the left and past a restaurant on the right. My street is the next street on the left after the restaurant. I live at number 17. What's my address?*

Answers: 1: 10 Shell Street **2:** 5 Bridge Street **3:** 17 Cook Street

Teaching star!

Extension

- Develop your class's thinking skills by offering activities which encourage them to deduce and solve problems.
- Divide the children into pairs and give each pair a copy of the audioscript with blotted out words. Explain that they have to use the map in Activity 1 to fill in the missing words. Then play the audio for the children to check their answers.

3 Work in pairs. Choose a place on the map. Discuss how to get there from the school.

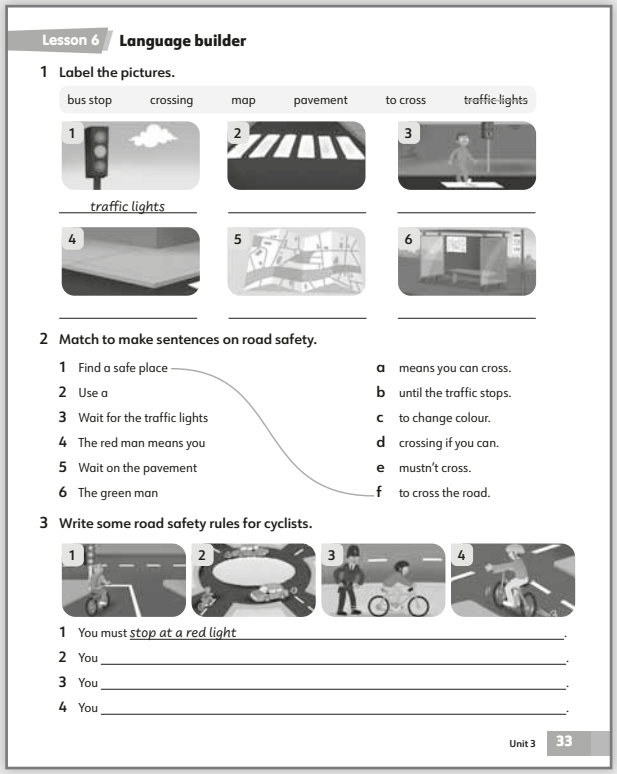
Be a star!

- Place the children in pairs and have complete the activity.
- Monitor for proper use of language and vocabulary.

Cooler: Where Am I?

- Divide the class into pairs. Refer them to the key in Activity 1. Explain that they have to mime something, e.g. *reading a book* so that partners can guess where they are (*at the library*).

Workbook page 33



Lesson 6 **Language builder**

1 Label the pictures.

bus stop | crossing | map | pavement | to cross | ~~traffic lights~~

1 *traffic lights* 2 3

4 5 6

2 Match to make sentences on road safety.

1	Find a safe place	a	means you can cross.
2	Use a	b	until the traffic stops.
3	Wait for the traffic lights	c	to change colour.
4	The red man means you	d	crossing if you can.
5	Wait on the pavement	e	mustn't cross.
6	The green man	f	to cross the road.

3 Write some road safety rules for cyclists.

1 2 3 4

1 You must *stop at a red light*.
2 You _____.
3 You _____.
4 You _____.

Unit 3 33

1 Label the pictures.

Answers: 1 traffic lights **2** crossing **3** to cross **4** pavement **5** map **6** bus stop

2 Match to make sentences on road safety.

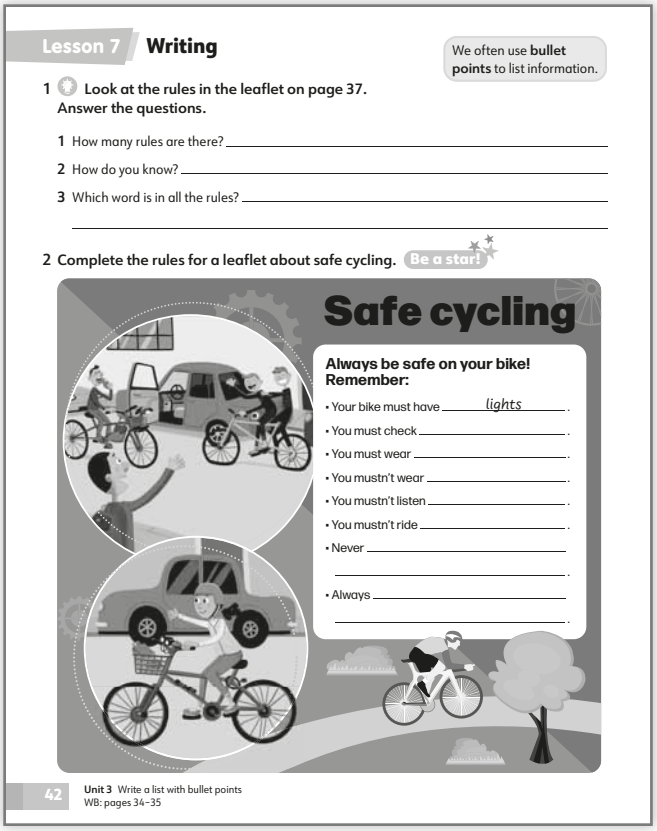
Answers: 1 g **2** e **3** d **4** f **5** c **6** a

3 Write some road safety rules for cyclists.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 42



Lesson 7 Writing

We often use **bullet points** to list information.

1 Look at the rules in the leaflet on page 37. Answer the questions.

1 How many rules are there? _____

2 How do you know? _____

3 Which word is in all the rules? _____

2 Complete the rules for a leaflet about safe cycling. Be a star!

Safe cycling

Always be safe on your bike! Remember:

- Your bike must have lights.
- You must check _____.
- You must wear _____.
- You mustn't wear _____.
- You mustn't listen _____.
- You mustn't ride _____.
- Never _____.
- Always _____.

42 Unit 3 Write a list with bullet points
WB: pages 34–35

Learning objectives: Write a list with bullet points

Materials: pictures of bulleted lists (ideally with a mix of bullet styles, e.g. stars, ticks, crosses), notebooks, sheets of paper, coloured pencils for fast finishers

Warm-up: Descriptions

- Divide the children into groups. Have each group look at a picture from pages 8, 22 or 34 in the Pupil's Book and have them describe it in their notebooks.
- Have a group member read out their sentences to the class.

1 Look at rules in the leaflet on page 37. Answer the questions.

- Show the children the bulleted list on page 42. Explain that we use lists to write things that we want to remember. Explain that we do not use long sentences in lists.
- Refer the children to the explanation. Explain that the bullet points don't necessarily need to be dots but can be ticks, stars, crosses, etc.
- Ask the children if they make lists. What sort of lists do they make?
- On the board, write a shopping list with the help of the children, using bullet points. Explain that lists can be used for almost anything, from making shopping lists, to writing leaflets.
- Refer the children to page 37 and have them complete the activity.

Answers: 1 Four rules **2** Because there are four bullet points. **3** Yes, it is possible.

2 Complete the rules for a leaflet about safe cycling. Be a star!

- On the board write *Safe skateboarding*. As a class, make a list of things that *must* or *mustn't* be done so as to be safe while skateboarding. They can use their ideas from Lesson 4, Activity 3.
- Refer the children to Activity 2. Explain that they have to complete the rules about safe cycling with their own ideas.
- Divide the class into pairs and have them complete the activity.

Suggested answers: Your bike must have lights. **You must check** the lights / the brakes. **You must wear** a helmet / a safety vest / trainers. **You musn't wear** flip-flops. **You mustn't listen** to music. **You mustn't ride** next to parked cars. **Never** carry animals in your basket / wave to your friends / ride with more than one person on the bike. **Always** signal when you are turning left or right / look ahead / ride a safe distance from parked cars.

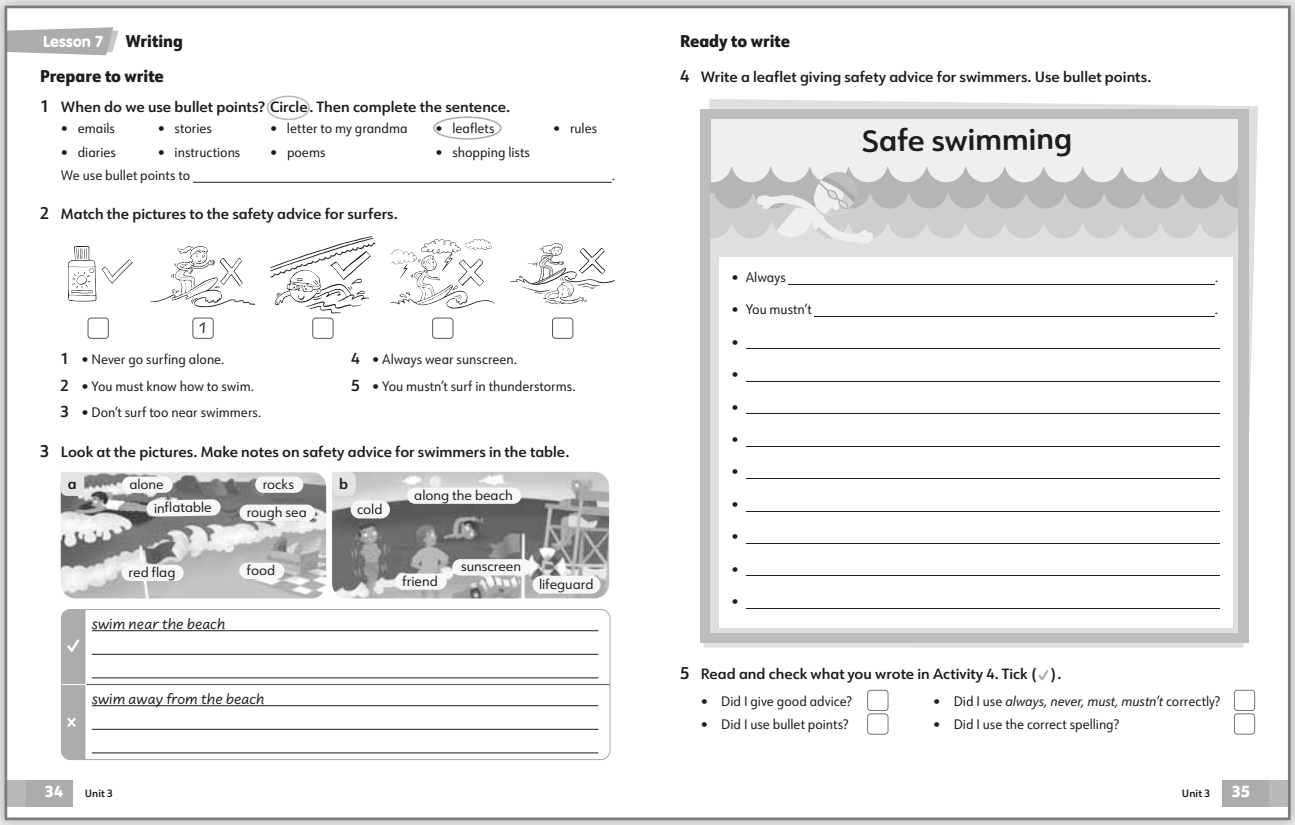
Teaching star!

Mixed ability

- Keep art supplies available to keep fast finishers busy. Place children who finish earlier than the rest of the class in pairs and hand them a sheet of paper and coloured pencils. Have them think of a place that they can write a list of rules about, e.g. swimming pools, libraries, hospitals. Have the children make lists and illustrate their work. Place all work on classroom display for the children to look at before the end of the lesson.

Cooler: Guess!

- Place the children in pairs and give each one a sheet of paper. Tell the children to make a list of rules for a sport or place of their choice, using *must* and *mustn't*, and bullet points.
- Then have one child from each pair read the list but not tell the class which sport or place it applies to. The first child to guess correctly reads out their list next.



Lesson 7 **Writing**

Prepare to write

1 When do we use bullet points? Circle. Then complete the sentence.

- emails
- stories
- letter to my grandma
- leaflets
- rules
- diaries
- instructions
- poems
- shopping lists

We use bullet points to _____.

2 Match the pictures to the safety advice for surfers.

1 • Never go surfing alone.
2 • You must know how to swim.
3 • Don't surf too near swimmers.
4 • Always wear sunscreen.
5 • You mustn't surf in thunderstorms.

3 Look at the pictures. Make notes on safety advice for swimmers in the table.

a: alone, rocks, inflatable, rough sea, red flag, food

b: along the beach, cold, sunscreen, friend, lifeguard

✓	*swim near the beach*
×	*swim away from the beach*

34 Unit 3

Ready to write

4 Write a leaflet giving safety advice for swimmers. Use bullet points.

Safe swimming

- Always _____.
- You mustn't _____.

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

- Did I give good advice?
- Did I use bullet points?
- Did I use *always, never, must, mustn't* correctly?
- Did I use the correct spelling?

Unit 3 35

Prepare to write

1 When do we use bullet points? Circle. Then complete the sentence.

- The children circle the correct items and then complete the sentence.
- If done in class, have the children work in pair

Answers: leaflets, shopping lists, instructions, rules
We use bullet points to **make lists / list information**.

2 Match the pictures to the safety advice for surfers.

- The children read the text and match the advice to the pictures.
- If done in class, children work in pairs.

Answers: 1 Never go surfing alone. **2** Always wear sunscreen. **3** You must know how to swim. **4** You mustn't surf in thunderstorms. **5** Don't surf too near swimmers.

3 Look at the pictures. Make notes on safety advice for swimmers in the table.

- The children make notes on safety for swimmers.
- If done in class, have the children work in pairs.
- Have volunteers read out their lists.

Answers: Children's own answers.

Ready to write

4 Write a leaflet giving safety advice for swimmers. Use bullet points.

- The children make a leaflet about swimming safety.
- If done in class, have the children work individually.
- Have the children show their work to their partners.

Answers: Children's own answers.

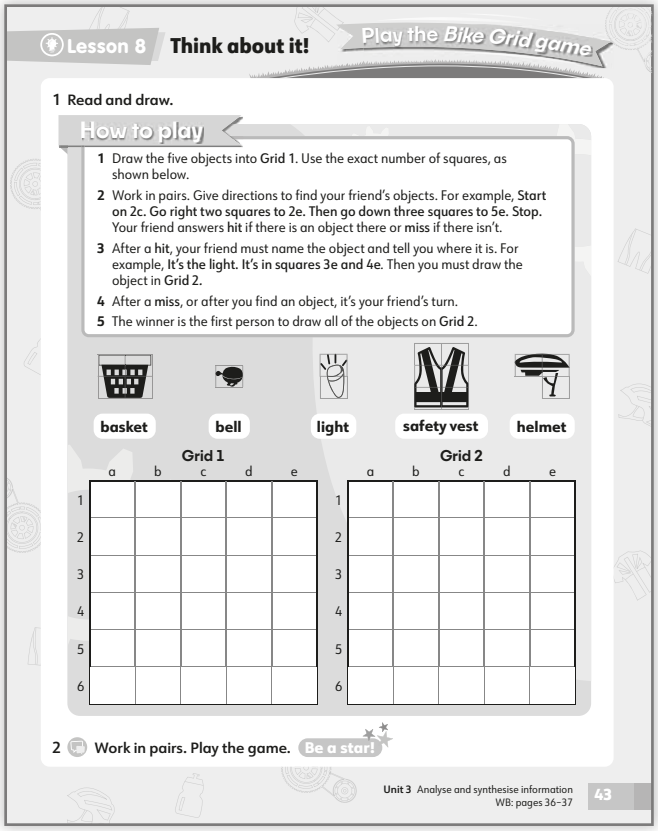
5 Read and check what you wrote in Activity 4. Tick (✓).

- The children make a leaflet about swimming safety.
- If done in class, have the children work individually.
- Have the children show their work to their partners.

Answers: Children's own answers.

Lesson 8 Think about it!

Pupil's Book page 43



Learning objectives: Analyse and synthesise information

Additional vocabulary: grid, hit, miss

Resources: Unit 3 test

Materials: A soft ball, large sheets of paper (one per group), sheets of squared paper (one per child)

Warm-up: Pass the ball

- Play the game to practise words from this unit.
- Continue the game with verbs or prepositions.
- See the Games Bank (pages 14–17) for how to play the game.

1 Read and draw.

- Tell the children they are going to play a game.
- Read the first step aloud and have the children draw the five objects into *Grid 1*.
- Make sure they do not show their partners and that their drawings take up exactly the same number of squares as those on page 43. They do not need to write in the grid.
- Read the rest of the steps to the class. Explain anything they might not understand. Explain the terms *hit* and *miss* in the context of the game. Use L1 if necessary.

2 Work in pairs. Play the game.

Be a star!

- Place the children in pairs and have them play the game taking turns to give directions.
- The winner is the first person to draw all the objects on *Grid 2* (or to draw the most objects in ten minutes).
- Monitor to ensure that the children play correctly.

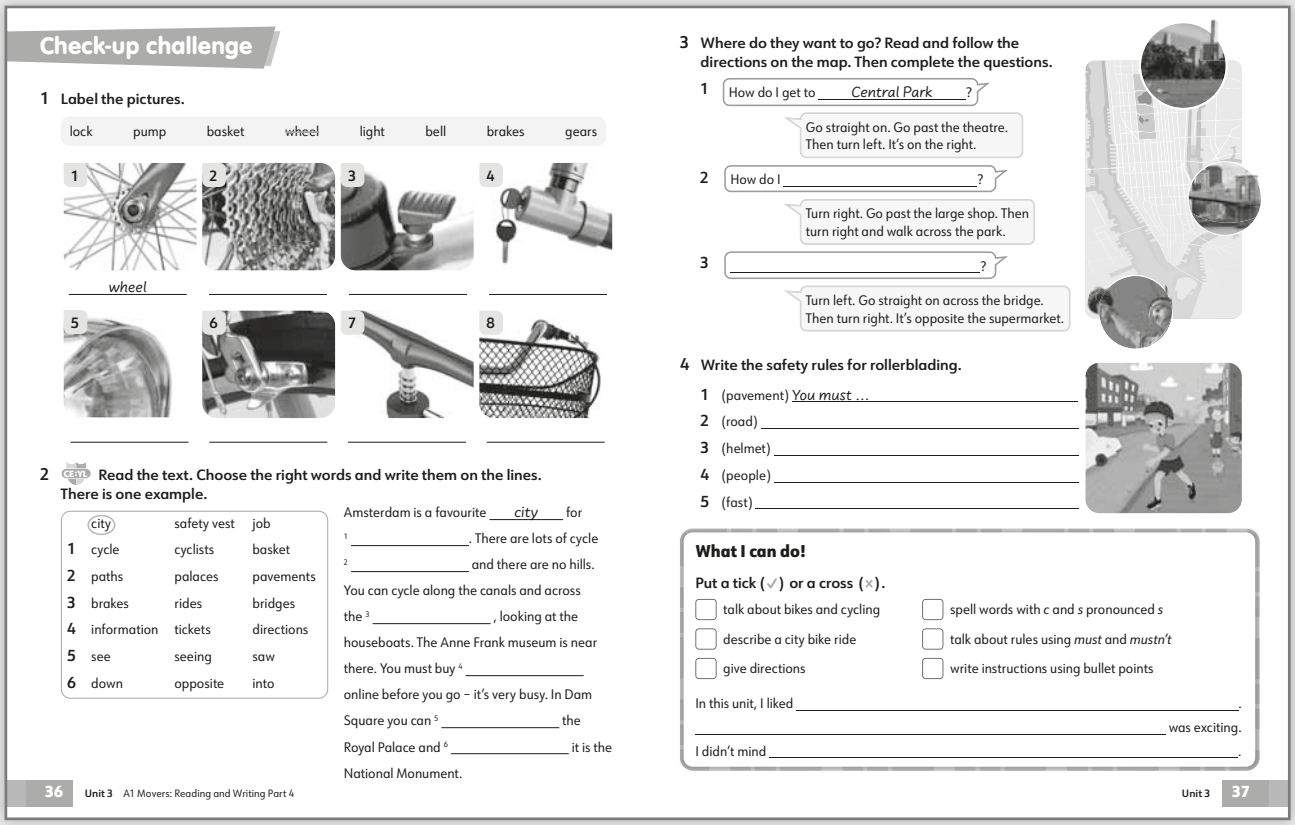
Teaching star!

Personalising

- Give your class regular opportunities for self-assessment as this supports autonomous learning.
- Divide the class into small groups and hand each group a large sheet of paper. Have them make three columns on the sheet. Explain to the children that they have to go through Units 1, 2 and 3 and list what they learnt in each one. Have the children illustrate their work and then present it to the class. Place all work on classroom display.

Cooler: Grid game

- Divide the class into pairs. Give each child a sheet of squared paper.
- Have the children draw two grids onto their sheets, both of which are six squares high and five∞squares wide.
- Tell the children that they are going to play the *Food Grid game*. They play this in the same way as the *Bike Grid game*, but drawing types of food onto their grids. With the class, choose five items of food. Draw them on the board, in squares. Keep the drawings as simple as possible so they can be easily copied by the children.
- Monitor to ensure that the children play correctly



Check-up challenge

1 **Label the pictures.**

lock pump basket wheel light bell brakes gears

1 wheel 2 3 4

5 6 7 8

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

	(city)	safety vest	job
1	cycle	cyclists	basket
2	paths	palaces	pavements
3	brakes	rides	bridges
4	information	tickets	directions
5	see	seeing	saw
6	down	opposite	into

Amsterdam is a favourite *city* for [1] _____. There are lots of cycle [2] _____ and there are no hills. You can cycle along the canals and across the [3] _____, looking at the houseboats. The Anne Frank museum is near there. You must buy [4] _____ online before you go – it's very busy. In Dam Square you can [5] _____ the Royal Palace and [6] _____ it is the National Monument.

3 **Where do they want to go? Read and follow the directions on the map. Then complete the questions.**

1 How do I get to *Central Park*?
Go straight on. Go past the theatre. Then turn left. It's on the right.

2 How do I _____?
Turn right. Go past the large shop. Then turn right and walk across the park.

3 _____?
Turn left. Go straight on across the bridge. Then turn right. It's opposite the supermarket.

4 **Write the safety rules for rollerblading.**

1 (pavement) *You must …*
2 (road) _____
3 (helmet) _____
4 (people) _____
5 (fast) _____

What I can do!

Put a tick (✓) or a cross (×).

- ☐ talk about bikes and cycling
- ☐ describe a city bike ride
- ☐ give directions
- ☐ spell words with *c* and *s* pronounced *s*
- ☐ talk about rules using *must* and *mustn't*
- ☐ write instructions using bullet points

In this unit, I liked _____.
_____ was exciting.
I didn't mind _____.

1 Label the pictures.

Answers: 1 wheel **2** gears **3** bell **4** lock **5** light **6** brakes **7** pump **8** basket

2 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.

- Ask the children to look at the words in the box and to translate them into L1. Then ask volunteers to make sentences with a few of the words.
- Have the children work individually to complete the activity.
- Then have volunteers give you their answers.

Answers: 1 cyclists **2** paths **3** bridges **4** tickets **5** see **6** opposite

3 Where do they want to go? Read and follow the directions on the map. Then complete the questions.

Answers: 1 Central Park **2** get to the Brooklyn Bridge **3** How do I get to the Statue of Liberty

4 Write the safety rules for rollerblading.

Answers: 1 You must rollerblade on the pavement. **2** You mustn't rollerblade on the road. **3** You must wear a helmet. **4** You mustn't rollerblade near people. **5** You mustn't rollerblade fast.

Pupil's Book pages 44–46

Reading time 2

1 3.9 Read the story. Where did they go and what did they see?

Journey to the Centre of the Earth

by Jules Verne

Professor Hardwigg, his nephew Harry, and Hans climbed down and down into the volcano. Professor Hardwigg opened the old map from the museum and looked at it again. 'I'm sure this is the right volcano,' he said excitedly. Hans looked worried. In Iceland there were many legends about this volcano and Hans' grandfather was an expert on these.

When they came to the bottom of the volcano, they found a mushroom forest with huge mushrooms bigger than trees, and strange animals with long legs and big eyes. 'Here's the path,' said Professor Hardwigg. 'This way to the centre of the Earth! We go straight on through this forest and then turn right.' Then he walked happily into the mushroom forest with the map under his arm and a big smile on his face.

Harry and Hans walked behind him. Harry was scared. He decided not to look round and just looked down at his feet. Suddenly, Hans shouted, 'Look out! What's that! Oh no! It's a dinosaur!'

Harry jumped quickly behind a rock and put his hands over his face. Through his fingers he saw a huge dinosaur with a long neck. It pushed over a mushroom tree and started to eat. Then it walked slowly across the forest, away from Harry.

Harry came out from behind the rock, but now he couldn't see Hans or his uncle. Harry was scared and so he shouted loudly 'HANS! UNCLE! HELP!' Suddenly he saw them. They were on top of one of the mushroom trees! Harry started to laugh. 'Ha ha! Come down!' he said. 'It's OK now.'

Together, they walked quickly out of the forest. In front of them was a huge lake. 'Great!' said Professor Hardwigg, looking at the map. 'Here's the lake. We need to go across the lake and then down a waterfall. Then we come to the centre of the Earth.' 'OK,' said Harry unhappily, 'but how are we going to go across the lake?'

'Don't worry,' said Hans. 'We can make a raft from the mushroom trees.' Hans was very clever with his hands and he quickly made a raft, then off they went across the lake. They went round an island with a big mountain and suddenly Professor Hardwigg stood up on the raft and pointed. 'There's the waterfall!' he said.

Reading time 2 **Activities**

2 **Read and write *T* (True) or *F* (False).**

1 They climbed up a volcano. F
2 The volcano was in Iceland. ____
3 They found a forest with small mushrooms. ____
4 Professor Hardwigg hid behind a rock. ____
5 A dinosaur ate a mushroom tree. ____
6 They walked quickly into the forest. ____
7 They made a raft from a mushroom tree. ____
8 They went round an island with a mountain. ____



3 **Read the story again and answer the questions.**

1 Why did they go into the volcano? _____

2 Why did Harry jump quickly behind a rock? _____

3 Where is Hans from and why is he with Professor Hardwigg and Harry? _____

4 Why is Professor Hardwigg excited about their adventure? _____

4 **Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth?** Be a star!



5 **Watch the ending. Then discuss in pairs. Do you like the ending? Why / Why not?**

Learning objectives: Read an adventure story; Develop reading fluency

Resources: Unit 3, Reading time 2, Reading Time 2 video; Animated flashcards, Video activity worksheet

Warm-up: Story

- Ask the children how often they read books and what type of books they read, e.g. *adventure, mystery,* etc.
- Have the children think about a book they are reading or have read. Ask them to think about what they like about it, why it's interesting and if there's anything they don't like about it.
- Divide the children into small groups and have them discuss their books.
- Ask some volunteers to come to the front and tell the class a few things about the book they chose.

1 3.9 Read the story. Where did they go and what did they see?

Pre-reading

- Refer the children to the title of the story. Ask what they think they are going to read about.
- Then have the children look at the pictures. Ask where they think the characters are and what the text could be about.
- Brainstorm what words from the text they might see and write them on the board, e.g. *volcano, animals, mushrooms*.

While reading

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

Post-reading

- Finally, have the children work in small groups to discuss what they liked the best about the story and why.

Answers: They went into a volcano to get to the centre of the Earth. They saw a mushroom forest, strange animals and a dinosaur.

Teaching star!

Reading

- Use listening activities to help improve fluency.
- Play the audio while the children follow along in their books, pointing to each word. Then, have the children read aloud as a class with the audio. Finally, place the children in pairs and have them read a paragraph of their choice to their partner. Monitor to ensure that children swap roles and for proper pronunciation.

Cooler: Disappearing words

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

Reading time 2 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say I*magine you are going to the centre of the Earth. Who are you with? What are you wearing? What are the animals you can see? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Read and write *T* (True) or *F* (False).

- Tell the children to place their Pupil's Books face down. Have them think about the story they just read. Ask the children to tell you what they remember about the story.
- Then refer the children to Activity 2. Look at the example with the class. Do the next sentence as a class. Have children work individually to complete the activity.

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

3 Read the story again and answer the questions.

- Give the children time to read the story again. Play the audio if you wish.
- Divide the class into small groups and have them complete the activity.

Suggested answers: 1 They went into the volcano because the old map from the museum took them there. Also, Professor Hardwigg wants to find the centre of the Earth. **2** Harry jumped quickly behind a rock because Hans shouted that there was a dinosaur. **3** Hans is from Iceland. He is a guide for Professor Hardwigg and Harry because his grandfather was an expert on volcanoes. **4** He is excited because he wants to learn more about the volcano and waterfall on this adventure, and possibly to find the centre of the earth.

4 Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth?

Be a star!

- Keep the children in the groups they formed for Activity 3. Tell them that they have to think of an ending for the story and have to decide whether Professor Hardwigg finds the centre of the Earth with Harry and Hans.
- Give the children a little time to think of the answer and then ask a member of each group tell the class how they think the story will end.
- Write brief notes for each suggested ending on the board.

5 Watch the ending. Then discuss in pairs. Do you like the ending? Why / Why not?

Before the video

- Tell the children they are going to watch a video with another ending.
- Ask what they think that ending will be, e.g. *They find a secret door and get back home. An alien kidnaps them to another planet.*
- Play the video once and pause where the three characters suddenly stop. Ask what they think will happen next.

During the video

- Continue the video and pause where the water under the boat is very hot and there's fire all around them.
- Ask what they think will happen next, e.g. *They will get very hot. They will get through the fire and see that the centre is cold.*
- Ask how they would feel if they were in the characters' place (afraid, worried, nervous).
- Play the video until the end.

After the video

- Ask if they expected the story to end like this. Ask if they like this ending or not.
- Replay the video without any interruptions for the children to enjoy it.
- Then look at the board and go through the endings each group gave in Activity 4.
- In the same groups as before, the children discuss which ending they prefer and then tell the rest of the class.

Videoscript

They all looked at the waterfall. 'What do we do now?' asked Harry.

Professor Hardwigg looked at his map.

'We have to go under the waterfall!' he said.

'Everyone, put on your helmets.'

They took their helmets out of their backpacks.

'Oh! I don't like this!' said Harry in a scared voice. Hans wasn't happy either! The noise of the water was very loud and the boat soon started to fill with water.

'Argh!' shouted Harry and Hans together but Professor Hardwigg wasn't worried!

Suddenly a big hole opened in front of them!

'Oh no!' shouted Harry and Hans.

The water and the boat fell down and down into the big hole.

'Hurrah!' shouted Professor Hardwigg. 'Now we're going to the centre of the Earth!'

But suddenly, they stopped. They went up and up and up. The water under the boat was very hot and there was fire all round them. And then ... whoosh! The boat flew out of the mouth of a volcano into the sky! It went up and up ... and then down and down and down. They landed with a thump!

'Oh dear,' said Professor Hardwigg. 'This isn't the centre of the Earth! Where are we?'

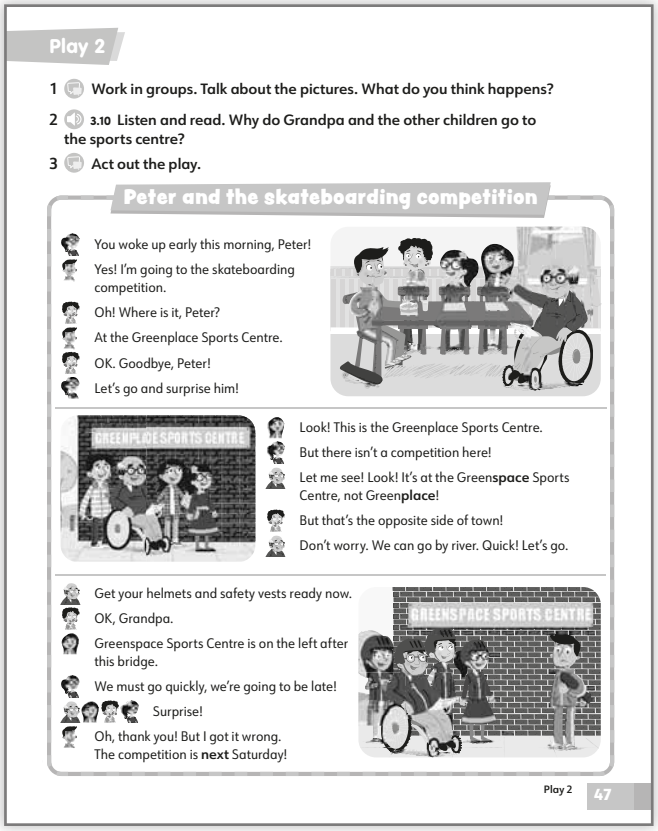
'Phew!' shouted a happy Harry and a happy Hans. They jumped up and down and hugged each other. 'We're back on Earth again!'

Cooler: What's the story?

- Choose a text from one of the stories in Units 1–3 and refer the children to it. Explain that you are going to read the text aloud while they follow in their books. Tell them that you might make mistakes because you are feeling a little tired today. Read the text, adding or omitting words as you go for the class to correct you. When the children correct you, thank them, correct yourself and continue.

Play 2

Pupil's Book page 47



Play 2

1 Work in groups. Talk about the pictures. What do you think happens?

2 3.10 Listen and read. Why do Grandpa and the other children go to the sports centre?

3 Act out the play.

Peter and the skateboarding competition

You woke up early this morning, Peter!

Yes! I'm going to the skateboarding competition.

Oh! Where is it, Peter?

At the Greenplace Sports Centre.

OK. Goodbye, Peter!

Let's go and surprise him!

GREENPLACE SPORTS CENTRE

Look! This is the Greenplace Sports Centre.

But there isn't a competition here!

Let me see! Look! It's at the Green**space** Sports Centre, not Green**place**!

But that's the opposite side of town!

Don't worry. We can go by river. Quick! Let's go.

Get your helmets and safety vests ready now.

OK, Grandpa.

Greenspace Sports Centre is on the left after this bridge.

We must go quickly, we're going to be late!

Surprise!

Oh, thank you! But I got it wrong. The competition is **next** Saturday!

GREENSPACE SPORTS CENTRE

Play 2 47

Resources: Unit 3, Play 2

Materials: paper for writing out their parts for the play

Warm-up: How many words?

- Divide the class into pairs. Explain that you will give them one minute to write as many words as they can remember from Unit 3.
- When the time is up, have the pairs read out their words. The pair with the most words wins.

1 Work in groups. Talk about the pictures. What do you think happens?

- Refer the children to the pictures on page 47. Prompt the children to describe each picture as best they can. Write key words on the board.
- Refer the children to the title of the play. Ask them to tell you what they think the play will be about.

2 3.10 Listen and read. Why do Grandpa and the other children go the sports centre?

- Read the rubric with the class.
- Explain to the children that they are going to listen to a play about a skateboarding competition.
- Play the first part of the play and pause.
- Ask *Why does Peter get up so early? (To take part in a skateboarding competition.) Why do Grandpa and the other children go the sports centre? (To watch him take part.)*
- Play the second part of the play and pause. Ask *What mistake do the children make? (They mix up Greenplace with Greenspace.)*
- Play the final part of the audio. Ask *What directions do the children follow to get to the sports centre? (They go under a bridge on Grandpa's wheelchair boat.)* Ask *How does Peter feel? (He's upset because the date is wrong.)*

Answers: Grandpa and the children go to the sports centre to surprise Peter at his skateboarding competition.

Teaching star!

Acting

- Give children opportunities to work co-operatively by using creative drama activities in the classroom.
- Divide the children into small groups and have them form circles and choose a leader. Everyone apart from the leader closes their eyes. The leader then strikes a pose, e.g. *sad, excited, happy, tired,* etc. When all the leaders have taken a pose, say Go! and the children open their eyes and copy their leader's pose. The leader then slowly changes poses for their group members to follow. Have the groups choose new leaders and repeat.

3 Act out the play.

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

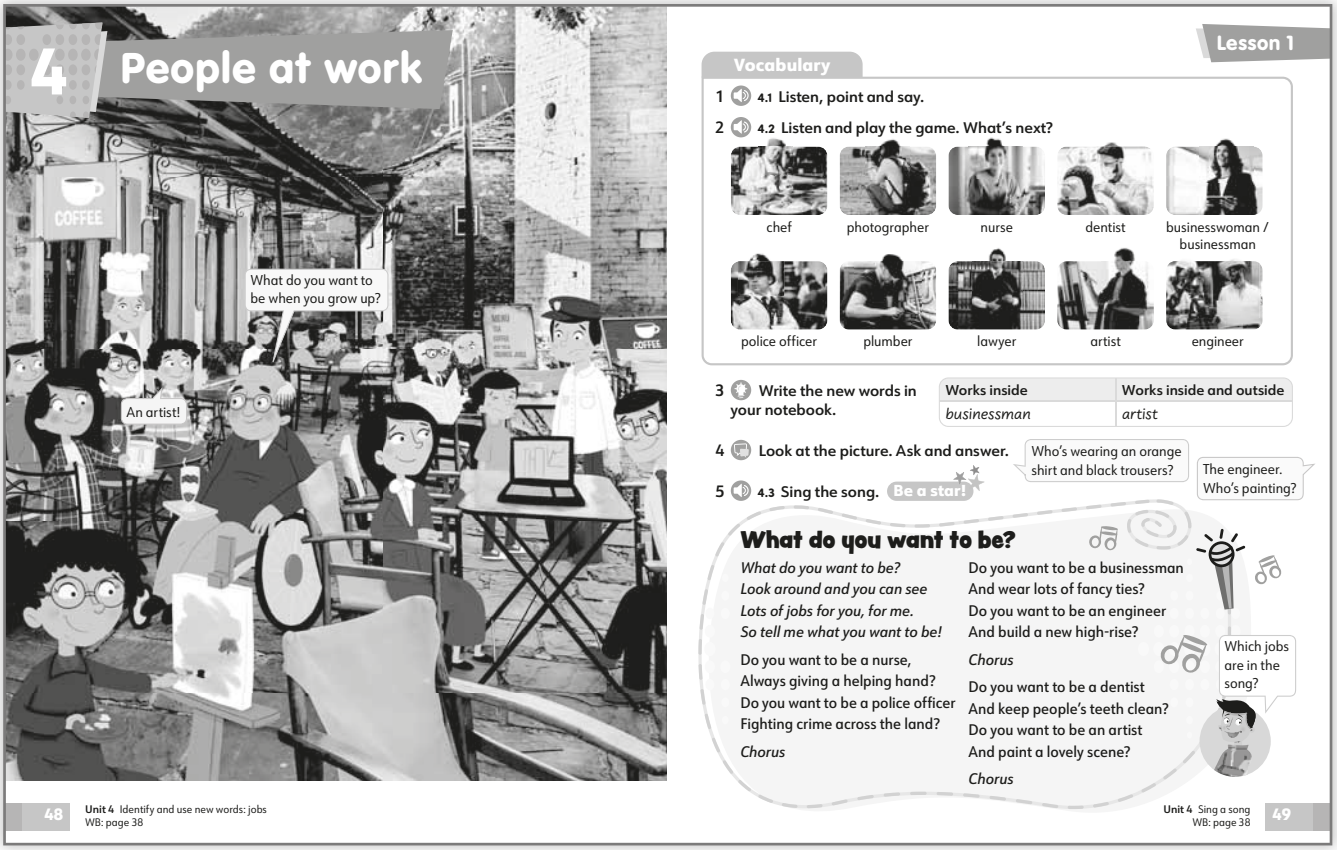
Cooler: Well done!

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

4 People at work

Lesson 1 Vocabulary

Pupil's Book pages 48–49



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

Vocabulary: artist, businessman / businesswoman, chef, dentist, engineer, lawyer, nurse, photographer, police officer, plumber

Resources: Flashcards; Vocabulary 1 worksheet

Materials: sheets of paper (one per child); (optional) coloured pens / pencils

Warm-up: What's the vowel?

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

1 4.1 Listen, point and say.

- Have the children look at page 48. Ask *Where are they? What are they doing? What can you see?*
- Refer the children to the photos in Activity 2. Ask *Do your parents or guardians do any of these jobs?*
- Play the audio twice. Children complete the activity

2 4.2 Listen and play the game. What's next?

- Explain to the children that they have to say which word comes next.
- Have the children listen to the first example on the audio. Point to the words in the Pupil's Book.
- Play the rest of the audio, pausing for the children to call out the correct word.

Audioscript

Teacher: *chef, photographer, nurse*
Child: *dentist*
Teacher: *police officer, plumber, lawyer*
Child: *artist*
Teacher: *Now you. 1 businesswoman, police officer, plumber 2 plumber, lawyer, artist 3 engineer, chef, photographer 4 dentist, businessman, police officer 5 lawyer, artist, engineer 6 photographer, nurse, dentist*

Answers: 1 lawyer **2** engineer **3** nurse **4** plumber **5** chef **6** businesswoman / businessman

3 Write the new words in your notebook.

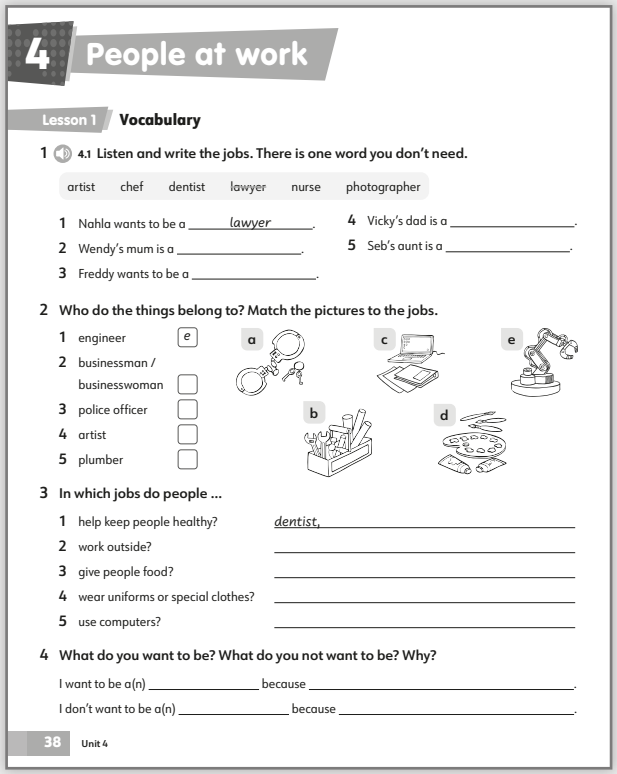
- Have children tell you the difference between *inside* and *outside* by pointing to objects outside and asking *Is it inside or outside?*
- Copy the chart on to the board and write some words in the incorrect column. Have the children correct you.
- Children complete the activity in their notebooks.

Answers: Works inside: businessman / businesswoman, chef, dentist, lawyer, nurse, plumber
Works inside and outside: artist, engineer, photographer, police officer

4 Look at the picture. Ask and answer.

- Ask two volunteers to read out the example dialogue.
- Have the children continue with their partners.

Workbook page 38



4 People at work

Lesson 1 Vocabulary

1 4.1 Listen and write the jobs. There is one word you don't need.

artist chef dentist lawyer nurse photographer

1 Nahla wants to be a *lawyer*.
2 Wendy's mum is a _____.
3 Freddy wants to be a _____.
4 Vicky's dad is a _____.
5 Seb's aunt is a _____.

2 Who do the things belong to? Match the pictures to the jobs.

1 engineer [e]
2 businessman / businesswoman [ ]
3 police officer [ ]
4 artist [ ]
5 plumber [ ]

3 In which jobs do people ...

1 help keep people healthy? *dentist,* _____
2 work outside? _____
3 give people food? _____
4 wear uniforms or special clothes? _____
5 use computers? _____

4 What do you want to be? What do you not want to be? Why?

I want to be a(n) _____ because _____.
I don't want to be a(n) _____ because _____.

38 Unit 4

1 4.1 Listen and write the jobs. There is one word you don't need.

Audioscript

1 Boy: *What do you want to be, Nahla?*
Girl: *Hmm. I want to be a lawyer.*
Boy: *A lawyer? Why?*
Girl: *Yes! I want to help people understand laws that help us!*
2 Boy: *Your teeth are very clean and white, Wendy!*
Girl: *Yes! My mum's a dentist and I know it's important to keep my teeth clean and healthy. I brush my teeth every day.*
Boy: *That's good!*
3 Girl: *That's a great photo, Freddy. Do you want to be a photographer?*
Boy: *I like all kinds of art, but I love taking photos. So yes, I want to be a photographer!*
Girl: *That's so cool!*
4 Boy: *What did you do yesterday, Vicky?*
Girl: *I went to my dad's restaurant with him.*
Boy: *Oh, is he a businessman?*
Girl: *No, he isn't. He's the chef!*
5 Girl: *What do you want to be, Seb?*
Boy: *I want to be a nurse.*
Girl: *Really?*
Boy: *Yes, my aunt is a nurse and she likes helping people. So, I'm going to be a nurse too.*

Answers: 1 lawyer **2** dentist **3** photographer **4** chef **5** nurse

2 Who do the things belong to? Match the pictures to the jobs.

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

3 In which jobs do people ...

Answers: 1 dentist, nurse **2** photographer, police officer, engineer, artist **3** chef **4** chef, nurse, dentist, police officer, engineer, plumber **5** photographer, artist **6** photographer, businessman / businesswoman, police officer, lawyer, engineer

4 What do you want to be? What do you not want to be? Why?

Answers: Children's own answers.

5 4.3 Sing the song.

Be a star!

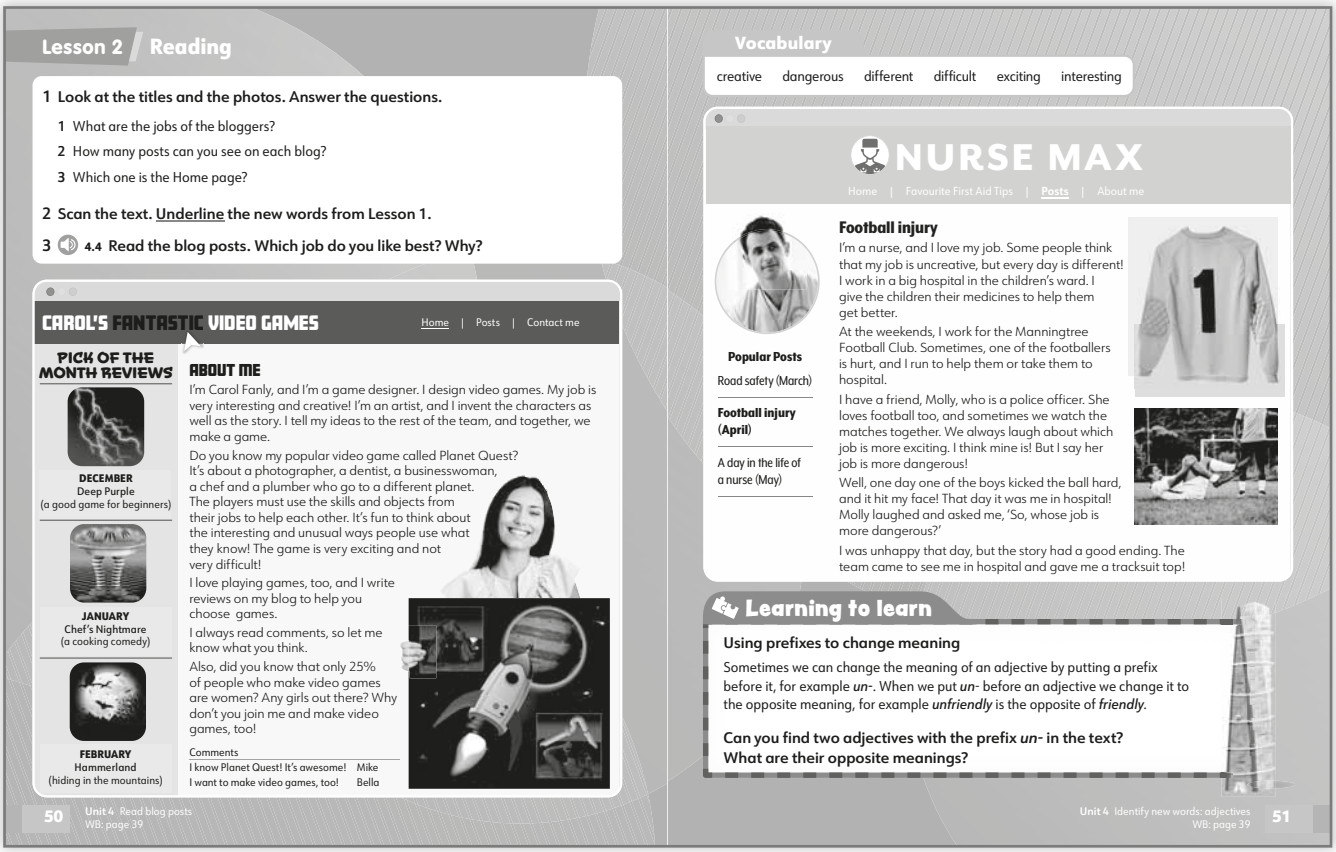
- Children place their Pupil's Books face down. Play the song. Ask *What it is about? (different jobs)*
- Have a volunteer read Peter's question.
- Play the song again and have the children stand up every time they hear a job.

Answers: nurse, police officer, businessman, engineer, dentist, artist

Cooler: Mime the words

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

Pupil's Book pages 50–51



Learning objectives: Read a blog; Identify new words: adjectives

Vocabulary: creative, dangerous, different, difficult, exciting, interesting

Additional vocabulary: design, first aid, hospital, video games

Review vocabulary: jobs

Resources: Flashcards

Warm-up: The pizza's disappeared!

- Play the game to practise the new words from Lesson 1. See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Put the new flashcards on the board (or write the words on the board and draw a picture for each one). Point to each new word and say it for the children to repeat after you.
- Say a sentence for each new word, e.g. *Artists like making pictures. They are creative*. Ask the children for suggestions.
- Refer the children to the photos and teach the additional vocabulary using L1 if necessary.

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

- Ask the children if they know what blog posts are and if they read any.
- Place the children in pairs and have them complete the activity.
- Have volunteer pairs read out their answers.

Answers: 1 Carol – a game designer, Max – a nurse
2 Carol's has got four and Max's has got three.
3 Carol Fanly's Fantastic video games

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

- Ask the children to tell you what new words they learnt in Lesson 1.
- Have the children scan the text to find and underline the new words from Lesson 1. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Have the children work individually.
- Ask them to raise their hands to answer.

Answers: artist, photographer, dentist, businesswoman, chef, plumber, nurse, police officer

3 4.4 Read the blog posts. Which job do you like best? Why?

- Play the audio. Have the children listen and read.
- Have the children re-read the text silently. Have them raise their hands if they have any questions.
- Ask *Which job do you like best? Why?* Accept answers from children who raise their hands. Write key words on the board.
- Then ask the children to write a sentence about which job they like best and why.
- Have them read their sentence to the class.

Teaching star!

Reading

- Use group drama activities to develop children's imaginative response to reading.
- Divide the children into small groups. Explain that they have to pretend to do one of the jobs they have learnt about so far and write a monologue which describes it. Explain that a monologue is when a character talks on their own with no dialogue from anyone else. Assign a job to each group. A group leader has to come to the front and perform the monologue while the other group members mime the job.

Learning to learn

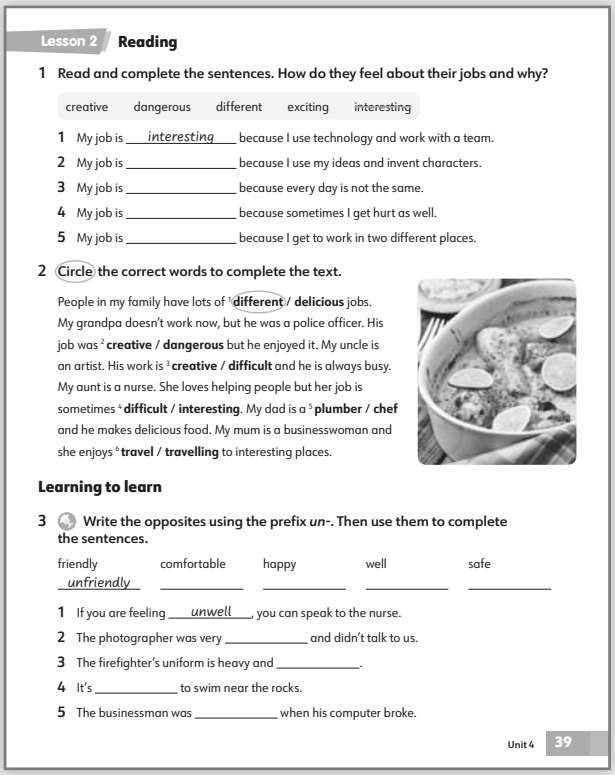
- Have the children read the text. Explain what negative prefixes are, if necessary.
- Have the children find two more examples in the text and write them on the board (*uncreative, unhappy*).
- Then ask the children if they can tell you more words that begin with the prefix *un-*. Write them on the board (*undecided, unable, uncertain*).
- Ask the children to write a few sentences with the words to read to their partners.

Answers: uncreative - creative, unhappy - happy

Cooler: Let's spell

- Play this game to practise vocabulary from this and the previous units.
- See the Games Bank (pages 14–17) for how to play this game.

Workbook page 39



Lesson 2 **Reading**

1 Read and complete the sentences. How do they feel about their jobs and why?

creative dangerous different exciting interesting

1 My job is *interesting* because I use technology and work with a team.
2 My job is _____ because I use my ideas and invent characters.
3 My job is _____ because every day is not the same.
4 My job is _____ because sometimes I get hurt as well.
5 My job is _____ because I get to work in two different places.

2 Circle the correct words to complete the text.

People in my family have lots of [1] **different / delicious** jobs. My grandpa doesn't work now, but he was a police officer. His job was [2] **creative / dangerous** but he enjoyed it. My uncle is an artist. His work is [3] **creative / difficult** and he is always busy. My aunt is a nurse. She loves helping people but her job is sometimes [4] **difficult / interesting**. My dad is a [5] **plumber / chef** and he makes delicious food. My mum is a businesswoman and she enjoys [6] **travel / travelling** to interesting places.

Learning to learn

3 Write the opposites using the prefix *un-*. Then use them to complete the sentences.

friendly comfortable happy well safe
unfriendly _____ _____ _____ _____

1 If you are feeling *unwell*, you can speak to the nurse.
2 The photographer was very _____ and didn't talk to us.
3 The firefighter's uniform is heavy and _____.
4 It's _____ to swim near the rocks.
5 The businessman was _____ when his computer broke.

Unit 4 39

1 Read and complete the sentences. How do they feel about their jobs and why?

Answers: 1 interesting **2** creative **3** exciting **4** dangerous **5** different

2 Circle the correct words to complete the text.

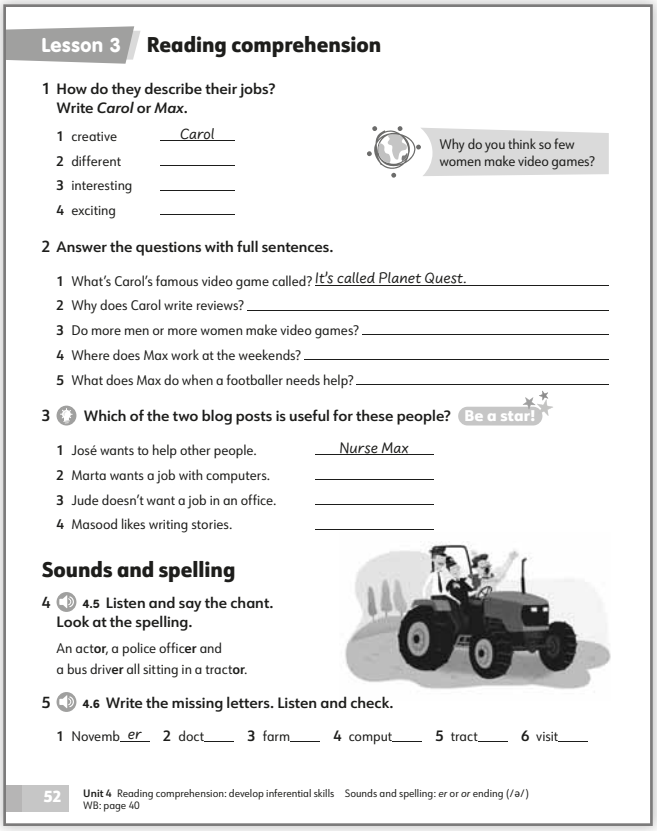
Answers: 1 different **2** dangerous **3** creative **4** difficult **5** chef **6** travelling

3 Write the opposites using the prefix *un-*. Then use them to complete the sentences.

Answers: unfriendly, uncomfortable, unhappy, unwell, unsafe
1 unwell **2** unfriendly **3** uncomfortable **4** unsafe **5** unhappy

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 52



Lesson 3 Reading comprehension

1 How do they describe their jobs? Write *Carol* or *Max*.

1 creative *Carol*
2 different _____
3 interesting _____
4 exciting _____

Why do you think so few women make video games?

2 Answer the questions with full sentences.

1 What's Carol's famous video game called? *It's called Planet Quest.*
2 Why does Carol write reviews? _____
3 Do more men or more women make video games? _____
4 Where does Max work at the weekends? _____
5 What does Max do when a footballer needs help? _____

3 Which of the two blog posts is useful for these people? Be a star!

1 José wants to help other people. *Nurse Max*
2 Marta wants a job with computers. _____
3 Jude doesn't want a job in an office. _____
4 Masood likes writing stories. _____

Sounds and spelling

4 4.5 Listen and say the chant. Look at the spelling.

An act**or**, a police offic**er** and a bus driv**er** all sitting in a tract**or**.

5 4.6 Write the missing letters. Listen and check.

1 Novemb*er* 2 doct____ 3 farm____ 4 comput____ 5 tract____ 6 visit____

52 Unit 4 Reading comprehension: develop inferential skills Sounds and spelling: *er* or *or* ending (/ə/) WB: page 40

Learning objectives: Reading comprehension: develop inferential skills; Sounds and spelling: *er* or *or* ending (/ə/)

Vocabulary: actor, bus driver, computer, doctor, farmer, November, officer, tractor, visitor

Resources: Sounds and spelling worksheet

Materials: strips of paper (two per child), boxes

Warm-up: Telephone game

- Choose two sentences from the texts on pages 50–51. Use them to play this game.
- See the Games Bank (pages 14–17) for how to play.

1 How do they describe their jobs? Write *Carol* or *Max*.

- Give the children time to read the text again and then complete the activity individually.
- Have the children check answers with their partners

Answers: 1 Carol **2** Max **3** Carol **4** Max

ESDC

5 GENDER EQUALITY

Why do you think so few women make video games?

Introduce the children to Sustainable Development Goal 5: *Gender equality.*

- Ask: Why do you think so few women make video games?
- Ask the children why they think so few women make video games and elicit reasons why. Then, in more general terms, ask the children if they connect a specific gender to certain jobs, and if so, ask them why. Ask why they think that men or women should do a particular job, and encourage them to question and challenge any stereotypes.

Possible answers: Because people think women and girls don't like video games, lots of video games are about things people think women and girls don't like, not all women and girls are encouraged to use or learn computer programs.

2 Answer the questions with full sentences.

- Have the children place their Pupil's Books face down.
- Say incorrect statements about the blogs and have the children correct you, e.g. *Carol is a clothing designer. (Carol is a game designer.)*
- Ask a volunteer to tell the class what a full sentence is.
- Divide the class into pairs and have them complete the activity.
- Have volunteers call out the answers and write them on the board for children to check against.

Answers: 1 It's called Planet Quest. **2** She writes reviews to help people choose games. **3** More men make video games then women. **4** He works at the Manningtree Football Club. **5** He helps them or takes them to hospital.

3 Which of the two blog posts is useful for these people? Be a star!

- Ask the children *who they think would like these blog posts? What kind of people?*
- Have the children work in pairs to complete the activity and then ask volunteers to call out the answers.
- Have the children explain what made them decide on their answers, e.g. *Because Marta wants to play video games, Carol's blog post would be useful.*

Answers: 1 Nurse Max **2** Carol **3** Carol **4** Nurse Max

Teaching star!

Communicating

- Use communication games to improve fluency. Divide the class into groups of six or fewer. Give each member two strips of paper. Have them write an incorrect statement about the blog posts on each one. Have them fold the strips and put them in a box. Each member takes it in turns to pick a paper. The child has to correct the statement. If they cannot correct the statement, they can ask the group for help.

4 4.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what jobs the people do.
- Write the words *actor, officer, driver* and *tractor* on the board. Say each word as you point to it and have the children repeat after you. Elicit that all the words end with the same sound – /ə/.
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to complete the activity.

Audioscript

Teacher: *Now say the missing words.*

Teacher: *... a police officer and a bus driver all sitting in a tractor.*

Children: *An actor*

Teacher: *An actor ... and a bus driver all sitting in a tractor.*

Children: *a police officer*

Teacher: *An actor, a police officer and ... all sitting in a tractor.*

Children: *a bus driver*

Teacher: *An actor, a police officer and a bus driver all sitting ...*

Children: *in a tractor.*

5 4.6 Write the missing letters. Listen and check.

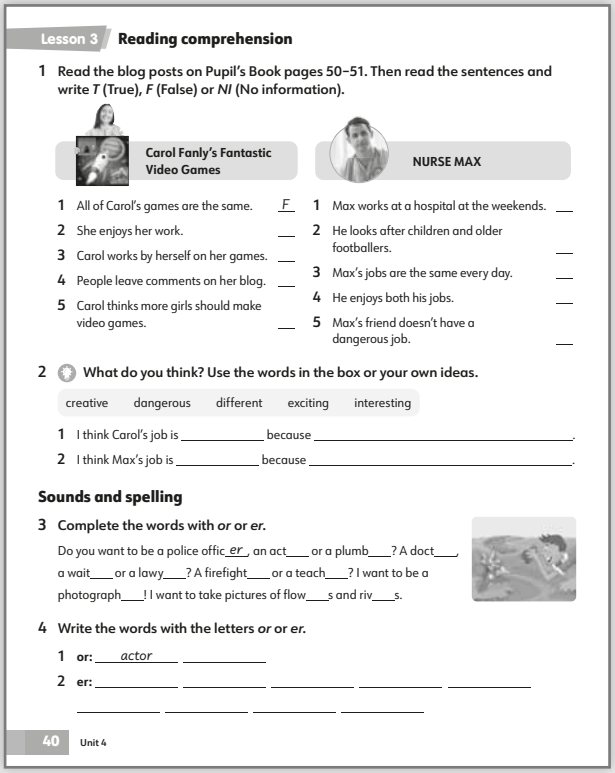
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers. Ask volunteers to read out the words in the activity.

Answers: 1 November **2** doctor **3** farmer **4** computer **5** tractor **6** visitor

Cooler: Fly swat

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

Workbook page 40



Lesson 3 **Reading comprehension**

1 **Read the blog posts on Pupil's Book pages 50–51. Then read the sentences and write *T* (True), *F* (False) or *NI* (No information).**

Carol Fanly's Fantastic Video Games

1 All of Carol's games are the same. F
2 She enjoys her work. ___
3 Carol works by herself on her games. ___
4 People leave comments on her blog. ___
5 Carol thinks more girls should make video games. ___

NURSE MAX

1 Max works at a hospital at the weekends. ___
2 He looks after children and older footballers. ___
3 Max's jobs are the same every day. ___
4 He enjoys both his jobs. ___
5 Max's friend doesn't have a dangerous job. ___

2 **What do you think? Use the words in the box or your own ideas.**

creative dangerous different exciting interesting

1 I think Carol's job is _____ because _____.
2 I think Max's job is _____ because _____.

Sounds and spelling

3 **Complete the words with *or* or *er*.**

Do you want to be a police offic*er*, an act___ or a plumb___? A doct___, a wait___ or a lawy___? A firefight___ or a teach___? I want to be a photograph___! I want to take pictures of flow___s and riv___s.

4 **Write the words with the letters *or* or *er*.**

1 **or:** ___actor___ _____
2 **er:** _____ _____ _____ _____ _____ _____ _____ _____ _____

40 Unit 4

1 Read the blog posts on Pupil's Book pages 50–51. Then read the sentences and write *T* (True), *F* (False) or *NI* (No information).

Answers: Carol: 1 F **2** T **3** F **4** T **5** T
Nurse Max: 1 F **2** T **3** F **4** T **5** F

2 What do you think? Use the words in the box or your own ideas.

Answers: Children's own answers.

3 Complete the words with *or* or *er*.

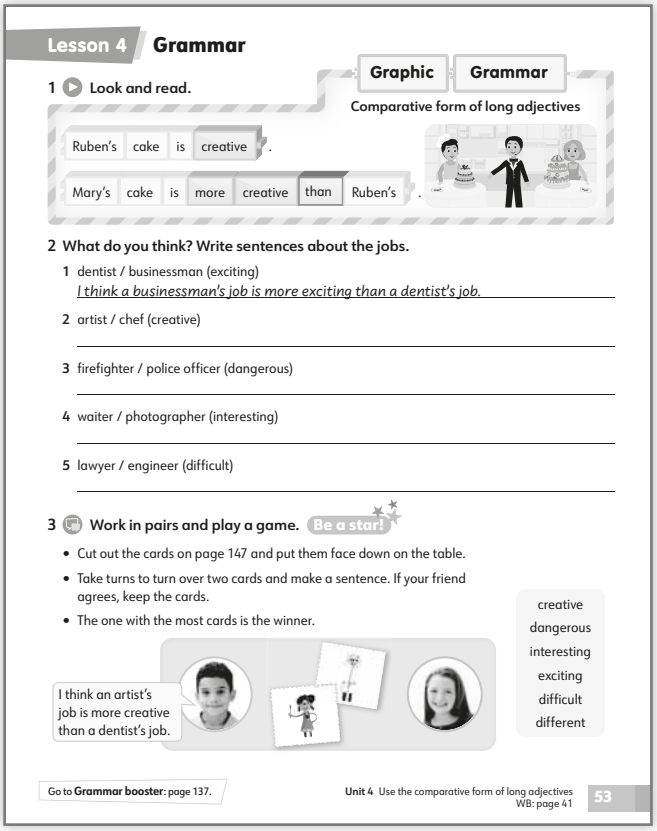
Answers: Do you want to be a police offic**er**, an act**or** or a plumb**er**? A doct**or**, a wait**er** or a lawy**er**? A firefight**er** or a teach**er**? I want to be a photograph**er**! I want to take pictures of flow**er**s and riv**er**s.

4 Write the words with the letters *or* or *er*.

Answers: or: actor, doctor **er:** police officer, plumber, waiter, lawyer, firefighter, teacher, photographer, flowers, rivers

Lesson 4 Grammar

Pupil's Book page 53


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Comparative form of long adjectives

Ruben's cake is creative .

Mary's cake is more creative than Ruben's .

2 What do you think? Write sentences about the jobs.

1 dentist / businessman (exciting)
I think a businessman's job is more exciting than a dentist's job.

2 artist / chef (creative)

3 firefighter / police officer (dangerous)

4 waiter / photographer (interesting)

5 lawyer / engineer (difficult)

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

- Cut out the cards on page 147 and put them face down on the table.
- Take turns to turn over two cards and make a sentence. If your friend agrees, keep the cards.
- The one with the most cards is the winner.

creative
dangerous
interesting
exciting
difficult
different

I think an artist's job is more creative than a dentist's job.

Go to Grammar booster: page 137.

Unit 4 Use the comparative form of long adjectives
WB: page 41

53

Learning objectives: Use the comparative form of long adjectives

Grammar: Comparative form of long adjectives

Review vocabulary: jobs

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: scissors, a spinner (with numbers 1–6), strips of paper (two per pair)

Warm-up: Scrambled sentences

- Play this game using sentences from the blog posts on pages 50–51.
- See the Games Bank (pages 14–17) for how to play.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *Ruben's cake is creative. Mary's cake is **more** creative **than** Ruben's.*
- Ask *What do the two sentences describe? (Two cakes and which one is better.)*
- Explain to the children that when we have an adjective that has more than two syllables and we want to use it to compare two things, we use *more* and *than*.
- Have the children look at the green and orange boxes.
- Ask them to count the syllables in creative (*three –cre-a-tive*).
- Read out the sentences from the box as the children follow you in their books.
- On the board, write I *am more interested in science than in maths.* Ask how many syllables the word interested has (*four –in-ter-est-ed*).
- Ask the children to make sentences with the following words: *beautiful, dangerous, amazing*, using the comparative form. Write some of their answers on the board.

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

2 What do you think? Write sentences about the jobs.

- Refer the children to Activity 2. Ask a volunteer to read the first item. Then complete the second item as a class. Write the answers on the board.
- Have the children complete the activity individually and then show their answers to their partners.
- Have volunteers read their sentences to the class

Answers: Children's own answers.

Teaching star!

Game

- Use grammar games to engage children and make learning more fun.
- On the board, draw a three by three box (as below) and ask the children to suggest nine long adjectives to write in it.

delicious	interesting	difficult

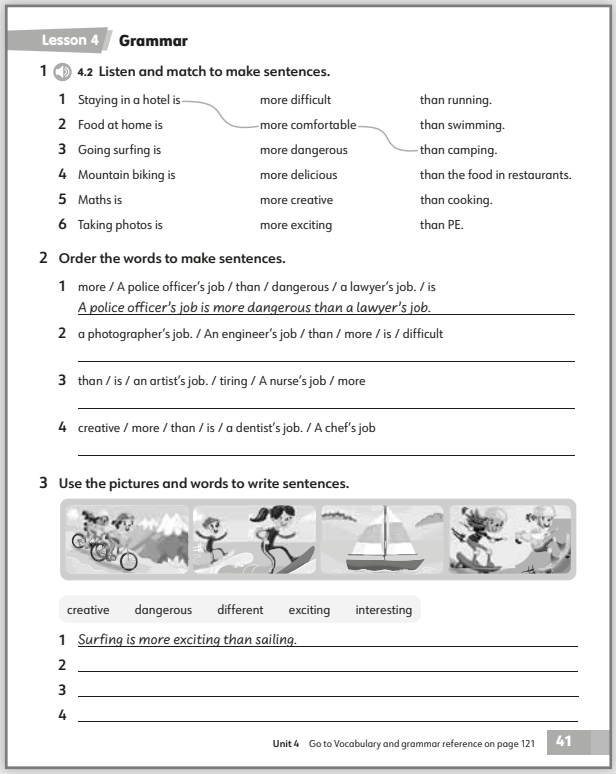
- Divide the class into two teams. Explain that you will spin the spinner for each team and the team with the highest number starts the game. The team chooses a word from the box and has to make a sentence with it.
- If the sentence is correct, that word is erased and an *X* is written in its place.
- The other team continues and adds an *O* to the box if they form a correct sentence. The first team to get three *X*s or three *O*s in a row wins.

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.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards.
- The children take turns to turn over two cards and use what they see to make a sentence using comparatives. They say the sentence to their friend. If their friend agrees with the sentence, they keep their cards.
- Work through the example activity with the children.
- Allow time for the children to complete the game.

Workbook page 41



Lesson 4 **Grammar**

1 4.2 **Listen and match to make sentences.**

1	Staying in a hotel is	more difficult	than running.
2	Food at home is	more comfortable	than swimming.
3	Going surfing is	more dangerous	than camping.
4	Mountain biking is	more delicious	than the food in restaurants.
5	Maths is	more creative	than cooking.
6	Taking photos is	more exciting	than PE.

2 **Order the words to make sentences.**

1 more / A police officer's job / than / dangerous / a lawyer's job. / is
A police officer's job is more dangerous than a lawyer's job.

2 a photographer's job. / An engineer's job / than / more / is / difficult

3 than / is / an artist's job. / tiring / A nurse's job / more

4 creative / more / than / is / a dentist's job. / A chef's job

3 **Use the pictures and words to write sentences.**

creative dangerous different exciting interesting

1 *Surfing is more exciting than sailing.*
2
3
4

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 section on page 121 while completing these Workbook activities.

1 4.2 Listen and match to make sentences.

Audioscript

1 I'm on holiday with my family. We're staying in a hotel. I think staying in a hotel is more comfortable than camping!

2 I love cooking. Food at home is more delicious than the food in restaurants.

3 Surfing is brilliant! Going surfing is more exciting than swimming.

4 I've just got a new bike and helmet for my cycling trip. Mountain biking is more dangerous than running.

5 I've got PE this morning and maths this afternoon. Maths is more difficult than PE, but I like both.

6 I take a lot of photos of my mum and dad's cooking. The food they make looks great! But taking photos is more creative than cooking.

Answers: 1 Staying in a hotel is more comfortable than camping. **2** Food at home is more delicious than the food in restaurants. **3** Going surfing is more exciting than swimming **4** Mountain biking is more dangerous than running. **5** Maths is more difficult than PE **6** Taking photos is more creative than cooking.

2 Order the words to make sentences.

Answers: 1 A police officer's job is more dangerous than a lawyer's job. **2** An engineer's job is more difficult than a photographer's job. **3** A nurse's job is more tiring than an artist's job. **4** A chef's job is more creative than a dentist's job.

3 Use the pictures and words to write sentences.

Answers: Children's own answers.

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.

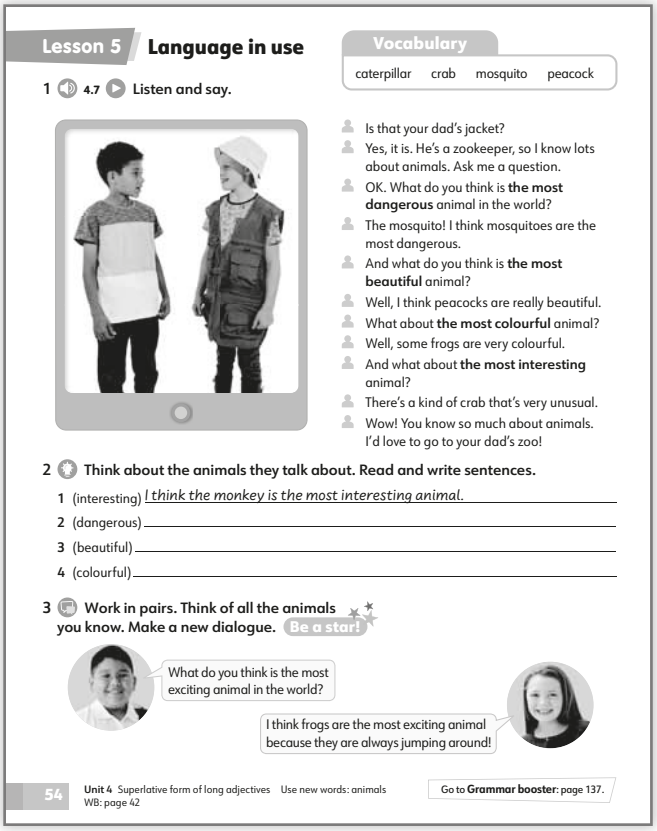
Answers: 1 A police officer's job is more dangerous than a chef's job. **2** A lawyer's job is more difficult than a maths teacher's job. **3** An engineer's job is more exciting than a waiter's job.

Cooler: Silly sentences

- Divide the class into pairs and give each one two strips of paper. Have each child write silly sentences on them for their partner to correct, e.g. *This cake is more dangerous than that one.*
- Have volunteers read their silly sentences to the class for correction.

Lesson 5 Language in use

Pupil's Book page 54



Lesson 5 Language in use

1 4.7 Listen and say.

Vocabulary: caterpillar crab mosquito peacock

Is that your dad's jacket?
Yes, it is. He's a zookeeper, so I know lots about animals. Ask me a question.
OK. What do you think is **the most dangerous** animal in the world?
The mosquito! I think mosquitoes are the most dangerous.
And what do you think is **the most beautiful** animal?
Well, I think peacocks are really beautiful.
What about **the most colourful** animal?
Well, some frogs are very colourful.
And what about **the most interesting** animal?
There's a kind of crab that's very unusual.
Wow! You know so much about animals. I'd love to go to your dad's zoo!

2 Think about the animals they talk about. Read and write sentences.

1 (interesting) *I think the monkey is the most interesting animal.*
2 (dangerous) _____
3 (beautiful) _____
4 (colourful) _____

3 Work in pairs. Think of all the animals you know. Make a new dialogue. Be a star!

What do you think is the most exciting animal in the world?
I think frogs are the most exciting animal because they are always jumping around!

54 Unit 4 Superlative form of long adjectives Use new words: animals
WB: page 42
Go to **Grammar booster**: page 137.

Learning objectives: Superlative form of long adjectives; Use new words: animals

Vocabulary: caterpillar, crab, mosquito, peacock

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

Materials: photocopies of the audioscript from this lesson with words blotted out (one per child), sheets of paper (one per child), (optional) coloured pens / pencils

Warm-up: Adjectives and nouns

- On the board, make a list of adjectives from Lesson 4 and next to them in another column, nouns, e.g.

exciting	*activity*
creative	*meal*
dangerous	*subject*
interesting	*book*
difficult	*person*
different	*day*

- Divide the children into small groups. Explain that they have to say and write as many sentences using the adjectives and nouns in the comparative form as they can.
- The group with the most sentences wins.

1 4.7 Listen and say.

- Put the new flashcards on the board (or write the words on the board and draw a picture for each one). Point to each new word and have children repeat.
- On the board, write *Crocodiles are* _____ *dangerous* _____ *snakes.* Have the children tell you what the missing words are (*more, than*).
- Then write *Sharks are* _____ _____ *dangerous animals.*
- Ask *What words are missing? (the most)*
- Explain to the children that when we compare one thing to more than one thing or one group, we use *the most* and that this is called the superlative form.
- Write a few more examples on the board using the adjectives from the Warm-up activity. Invite the children to help you.
- Refer the children to the activity. Elicit the names of the animal in the photos.
- Refer the children to the photo of the children from the video. Ask *What is the boy on the right wearing? What do you think the listening activity will be about?*
- Play the audio for the children to listen and follow.
- Play the audio again and have the children underline examples of the superlative.
- Ask the children to tell you the superlatives they found.

- If using the video, have the children watch the video after the sixth point and then continue with the next set of activities.

2 Think about the animals they talk about. Read and write sentences.

- Ask *Which of the animals in the photos do you find the most interesting, dangerous, beautiful and colourful?*
- Read the first item and remind the children that the sentence is in the superlative form. Ask the children how you know this *('the most' is used before the adjective).*
- Have the children complete the activity individually.

Answers: Children's own answers.

3 Work in pairs. Think of all the animals you know. Make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue and explain that the children have to make a dialogue like the one in Activity 1.
- Have pairs complete the activity. Tell the children that they can use the words in the green box or the animals they know.
- Have each pair come to the front of the class and say their dialogues.

Grammar booster

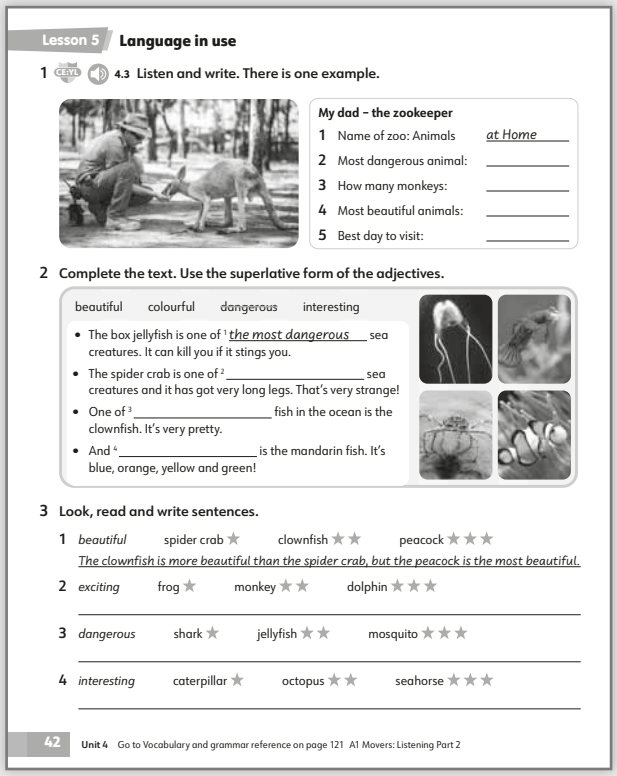
Ask the children to turn to page 137 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 Children's own answers **3** 1 Swimming is more active than sailing. But surfing is the most active. 2 Science is more difficult than English. But maths is the most difficult. 3 A chef's job is more creative than a businesswoman's job. But an artist's job is the most creative. 4 An engineer's job is more interesting than a dentist's job. But a lawyer's job is the most interesting.

Cooler: Project

- Give each child a sheet of paper and ask them to draw two animals from this lesson that they like and and write sentences about the animals using the comparative and superlative forms.

Workbook page 42



Lesson 5 **Language in use**

1 CEYL 4.3 **Listen and write. There is one example.**

My dad – the zookeeper

1 Name of zoo: Animals *at Home*
2 Most dangerous animal: _____
3 How many monkeys: _____
4 Most beautiful animals: _____
5 Best day to visit: _____

2 **Complete the text. Use the superlative form of the adjectives.**

beautiful colourful dangerous interesting

- The box jellyfish is one of [1] *the most dangerous* sea creatures. It can kill you if it stings you.
- The spider crab is one of [2] _____ sea creatures and it has got very long legs. That's very strange!
- One of [3] _____ fish in the ocean is the clownfish. It's very pretty.
- And [4] _____ is the mandarin fish. It's blue, orange, yellow and green!

3 **Look, read and write sentences.**

1 *beautiful* spider crab ★ clownfish ★★ peacock ★★★
The clownfish is more beautiful than the spider crab, but the peacock is the most beautiful.
2 *exciting* frog ★ monkey ★★ dolphin ★★★
_____
3 *dangerous* shark ★ jellyfish ★★ mosquito ★★★
_____
4 *interesting* caterpillar ★ octopus ★★ seahorse ★★★
_____

42 **Unit 4** Go to Vocabulary and grammar reference on page 121 A1 Movers: Listening Part 2

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 121 while completing these Workbook activities.

1 4.3 Listen and write. There is one example.

This activity helps the children prepare for Part 2 of the Listening in the Cambridge English: A1 Movers test.

- The children listen and write the correct words to complete the answers in the box.
- Work through the example. If done in class, have the children continue the activity individually.
- Ask them to check answers with a friend.

Audioscript

Speaker: *Listen and look. There is one example.*
1 Girl: *What does your dad do?*
Boy: *He's a zookeeper.*
Girl: *Really? At the big zoo in town?*
Boy: *No, he works in a smaller zoo. It's called Animals at Home.*
Girl: *Oh, OK.*
Speaker: *Can you see the answer? Now you listen and write.*
2 Girl: *So, what's the most dangerous animal?*
Boy: *Hmm, there aren't really any dangerous animals. But I think the monkeys are the most dangerous ones.*
Girl: *Oh why?*
Boy: *There are a lot of them, and they move fast!*
3 Girl: *So, how many monkeys are there?*
Boy: *There are twenty monkeys. I think the most interesting one is called Bob.*
Girl: *Bob? Why is he interesting?*
Boy: *He's very clever and he uses his hands to talk to me!*
4 Girl: *Are there any sea animals?*
Boy: *Yes, there are some crabs and some jellyfish. The jellyfish are the most beautiful sea animals at the zoo.*
Girl: *Ah, I know. Jellyfish can be blue or purple.*
Boy: *Yes, that's right.*
5 Girl: *Can I come to the zoo with you?*
Boy: *Of course. The best day to visit is a Saturday.*
Girl: *Why?*
Boy: *It's the most exciting day of the week at the zoo. You can help me and my dad feed the monkeys!*

Answers: 1 at home **2** monkeys **3** 20 **4** jellyfish **5** Saturday

2 Complete the text. Use the superlative form of the adjectives.

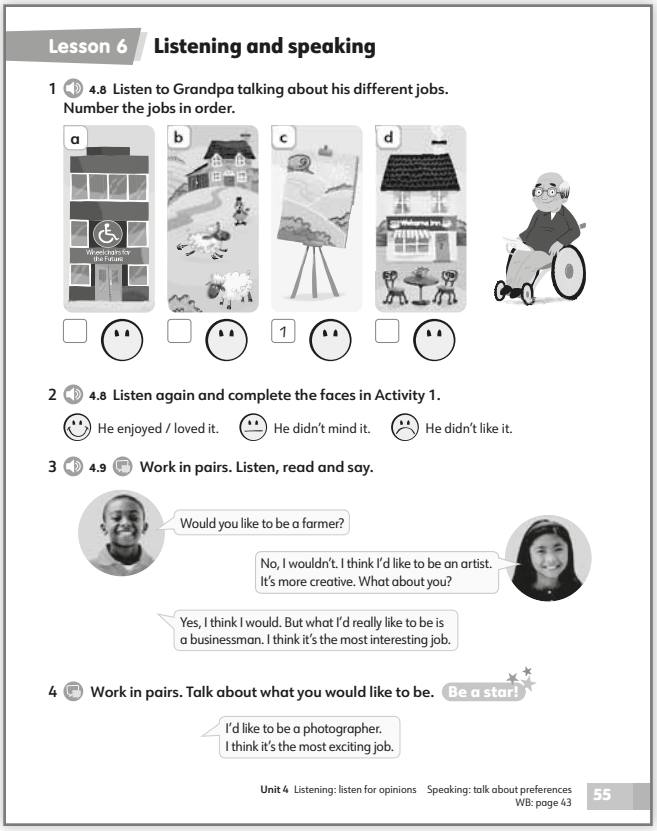
Answers: 1 the most dangerous **2** the most interesting **3** the most beautiful **4** the most colourful

3 Look, read and write sentences.

Answers: 1 The clownfish is more beautiful than the spider crab, but the peacock is the most beautiful. **2** The monkey is more exciting than the frog, but the dolphin is the most exciting. **3** The jellyfish is more dangerous than the shark, but the mosquito is the most dangerous. **4** The octopus is more interesting than the caterpillar, but the seahorse is the most interesting.

Lesson 6 Listening and speaking

Pupil's Book page 55



Learning objectives: Listening: listen for opinions; Speaking: talk about preferences

Materials: pictures of different types of cars; photocopies of audioscript for track 4.8 (one per group)

Warm-up: Better or best?

- Place the pictures of the cars on the board.
- Ask the children to look at the pictures and think about which one they like best, which one is better, faster, slower, which one is more expensive than, etc.
- Divide the class into pairs and have them talk about the cars using the comparative and superlative forms.

1 4.8 Listen to Grandpa talking about his different jobs. Number the jobs in order.

- Have the children look at the pictures and tell you what jobs they think they represent. Ask *Would you like to do these jobs?*
- Play the audio for the children to complete the activity.
- Play the audio again for them to check their answers.

Audioscript

Vicky: *Grandpa, were you always a businessman?*

Grandpa: *No, no, no! I had other jobs too.*

Vicky: *So what other jobs did you do before?*

Peter: *Yes, Grandpa! Please start at the beginning! What did you do when you left school?*

Grandpa: *I was an artist. Yes. I enjoyed it a lot. It was very creative and exciting, but I wasn't very good.*

Vicky: *So what did you do next?*

Grandpa: *Well, after that I worked in a café as a cook. It was called the Welcome Inn but I didn't like it at all! I had to make the same food every day and it wasn't good food! It was very boring, much more boring than being an artist.*

Peter: *So did you stop working there?*

Grandpa: *Yes, I did. My father had a farm and I went to work with him. I worked on the farm for many years. Working on a farm can be exciting sometimes when you try new things, but it's very tiring. I didn't mind it, it was OK. I wanted to help my dad and it was more interesting than working at the Welcome Inn.*

Vicky: *And then in the end you decided to become a businessman.*

Grandpa: *Yes! Being a businessman was my last job. I started Wheelchairs for the Future when I was old. I wanted new technology to help people so I became a businessman and made wheelchairs. I really loved doing that job!*

Peter: *Well, it was a brilliant idea! I love your wheelchair!*

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

2 4.8 Listen again and complete the faces in Activity 1.

- Ask the children to mime the three emoticons.
- Ask if they remember how Grandpa felt about each job.
- Play the audio for the children to complete the activity.
- Check answers as a class and then ask how the children would feel about doing these jobs.

Answers: a 😊 **b** 😐 **c** 😊 **d** ☹

Teaching star!

Personalising

- Give children opportunities to express themselves as this releases stress.
- Have the children close their eyes or place their heads on their arms. Explain that you will say a few things for them to think about. Say *Let's think about your day.* Give the children a few seconds to think. Continue with, e.g. *Think about what you learnt today. Think about the previous lesson. Think about your afternoon.*
- Then ask the children to write a few of the things they felt. Have volunteers read their sentences to the class. Explain that they don't need to share their work if they don't want to.

3 4.9 Work in pairs. Listen, read and say.

- Have the children turn over their Pupil's Books. Tell them they are going to listen to a conversation and that afterwards you will ask what the conversation was about. Play the audio and ask about the conversation.
- Play the audio again and have two volunteers read out the example dialogue from the Pupil's Book.
- Ask *Who do you agree with? Why?*

4 Work in pairs. Talk about what you would like to be.

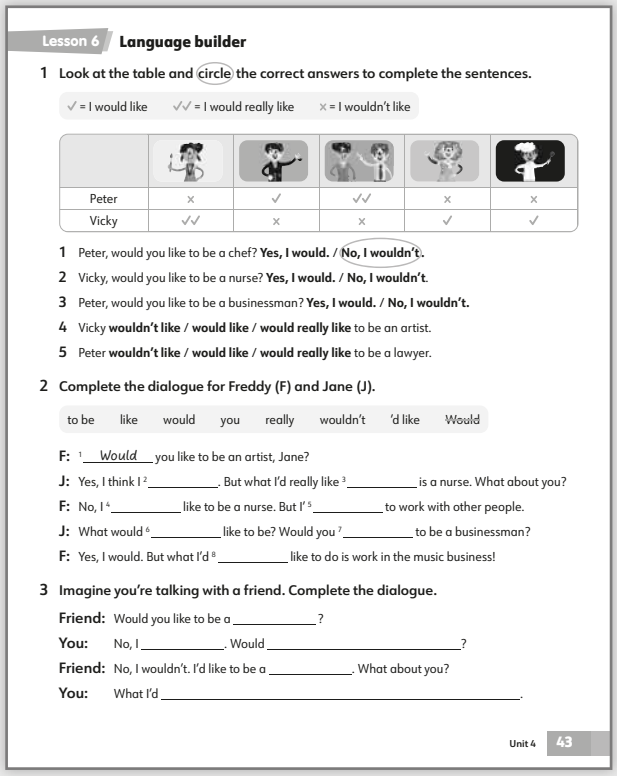
Be a star!

- Ask the children what they would like to be and why.
- Divide the class into pairs and have them complete the activity.
- Monitor for proper use of language and vocabulary

Cooler: Roleplay

- Divide the children into groups of four or five. Explain that they have to write a short dialogue, like the one they heard today, about different jobs and why they would like them or not.
- Give the children copies of the audioscript for track 4.8 for reference.
- Have the children read or perform their dialogues to the class.

Workbook page 43



Lesson 6 **Language builder**

1 Look at the table and circle the correct answers to complete the sentences.

✓ = I would like ✓✓ = I would really like × = I wouldn't like

Peter	×	✓	✓✓	×	×
Vicky	✓✓	×	×	✓	✓

1 Peter, would you like to be a chef? **Yes, I would.** / **No, I wouldn't.**
2 Vicky, would you like to be a nurse? **Yes, I would.** / **No, I wouldn't.**
3 Peter, would you like to be a businessman? **Yes, I would.** / **No, I wouldn't.**
4 Vicky **wouldn't like** / **would like** / **would really like** to be an artist.
5 Peter **wouldn't like** / **would like** / **would really like** to be a lawyer.

2 Complete the dialogue for Freddy (F) and Jane (J).

to be like would you really wouldn't 'd like ~~Would~~

F: [1] *Would* you like to be an artist, Jane?
J: Yes, I think I [2] _____. But what I'd really like [3] _____ is a nurse. What about you?
F: No, I [4] _____ like to be a nurse. But I' [5] _____ to work with other people.
J: What would [6] _____ like to be? Would you [7] _____ to be a businessman?
F: Yes, I would. But what I'd [8] _____ like to do is work in the music business!

3 Imagine you're talking with a friend. Complete the dialogue.

Friend: Would you like to be a _____?
You: No, I _____. Would _____?
Friend: No, I wouldn't. I'd like to be a _____. What about you?
You: What I'd _____.

Unit 4 43

1 Look at the table and circle the correct answers to complete the sentences.

Answers: 1 No, I wouldn't. **2** Yes, I would. **3** Yes, I would. **4** would really like **5** would like

2 Complete the dialogue for Freddy (F) and Jane (J).

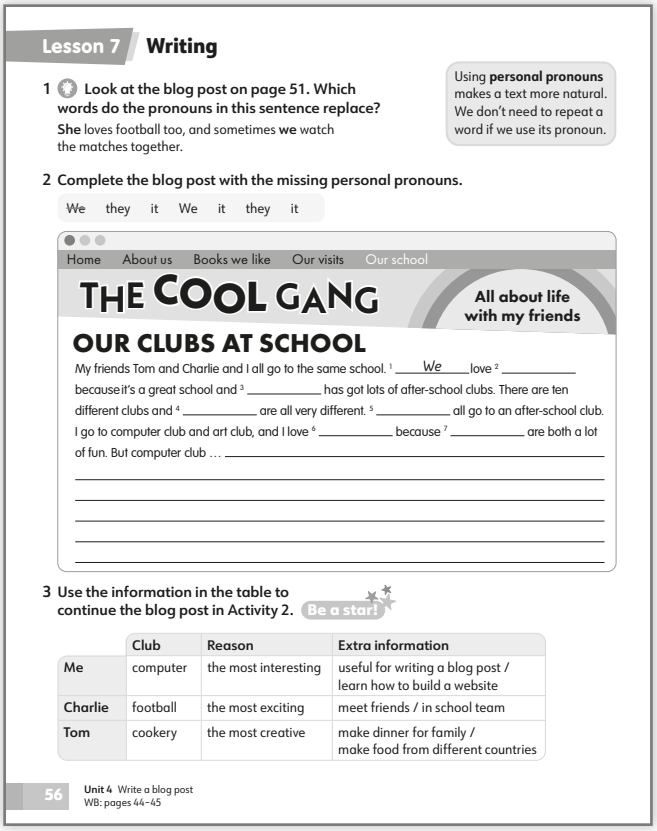
Answers: 1 Would **2** would **3** to be **4** wouldn't **5** 'd like **6** you **7** like **8** really

3 Imagine you're talking with a friend. Complete the dialogue.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 56



Lesson 7 Writing

1 Look at the blog post on page 51. Which words do the pronouns in this sentence replace?
She loves football too, and sometimes **we** watch the matches together.

Using **personal pronouns** makes a text more natural. We don't need to repeat a word if we use its pronoun.

2 Complete the blog post with the missing personal pronouns.

We they it We it they it

Home About us Books we like Our visits Our school

THE COOL GANG — All about life with my friends

OUR CLUBS AT SCHOOL

My friends Tom and Charlie and I all go to the same school. [1] We love [2] _____ because it's a great school and [3] _____ has got lots of after-school clubs. There are ten different clubs and [4] _____ are all very different. [5] _____ all go to an after-school club. I go to computer club and art club, and I love [6] _____ because [7] _____ are both a lot of fun. But computer club …

3 Use the information in the table to continue the blog post in Activity 2. Be a star!

	Club	Reason	Extra information
Me	computer	the most interesting	useful for writing a blog post / learn how to build a website
Charlie	football	the most exciting	meet friends / in school team
Tom	cookery	the most creative	make dinner for family / make food from different countries

56 Unit 4 Write a blog post
WB: pages 44–45

Learning objectives: Write a blog post

Materials: Blank cards (six per group), samples of blog posts by teenagers that are about music, sport, travel, etc., small sheets of paper (one per group and one per child), coloured pens / pencils

Warm-up: What is it?

- On blank cards, write six sentences that contain adjectives, pronouns, nouns and verbs.
- Divide the class into small groups and give each group about six cards to work with.
- On the board, write *pronoun, verb, noun, adjective*.
- Ask children to give you an example of each, e.g. *she, run, cat, nice*.
- Explain that they have to find as many parts of speech as they can in each sentence.
- As an example, write on the board:
  I think music is more interesting than reading.
  pronoun, verb, noun, verb, adjective, noun
- The group with the most correct answers wins

1 Look at the blog post on page 51. Which words do the pronouns in this sentence replace?

- Write the personal pronouns on the board.
- Ask a volunteer to read the *Using personal pronouns* box.
- On the board, write *I like dance lessons. Dance lessons make me feel happy.*
- Ask which words can be replaced with a personal pronoun and which pronoun it is *(Dance lessons – They)*.
- Refer the children to page 51 and have them complete the activity.

Answers: She – Molly / a friend; we – Nurse Max and Molly

2 Complete the blog post with the missing personal pronouns.

- Read the rubric with the class. Look at the example together. Complete the second gap as a class.
- Have the children complete the rest of the activity individually and then tell you which words were replaced by the pronouns.

Answers: 1 We **2** it **3** it **4** they **5** We **6** them **7** they

3 Use the information in the table to continue the blog post in Activity 2.

Be a star!

- Refer the children to the table and ask what information it presents.
- Explain that with this information they have to complete the blog post.
- Divide the class into small groups and have them complete the activity.
- Ask group leaders to read their work to the class

Suggested answer: But computer club is the most interesting and it's very useful for writing this blog. At the moment we're learning how to build a website. I really enjoy it. Charlie goes to football club. He thinks it's the most exciting club. He meets his friends there and he also plays in the school team! Tom goes to the cookery club because it's the most creative club. He often makes dinner for his family. He really loves the cookery club because he learns how to make food from different countries.

Cooler: My Blog

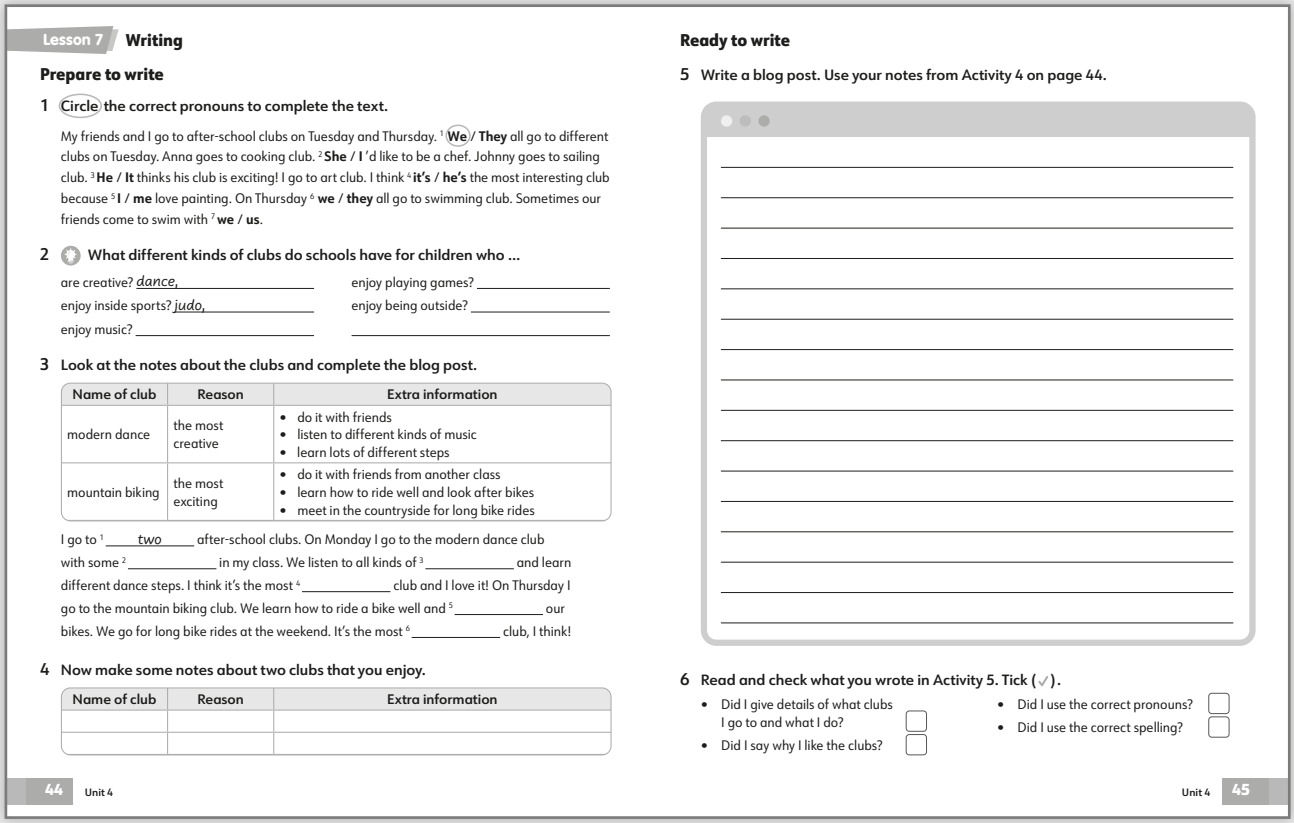
- Show the children the samples of the blog posts you have brought in.
- Ask if they would like to read them and which ones they think would be most interesting.
- Divide the class into small groups and hand each one a small sheet of paper.
- Explain that they have to choose a topic, write a blog post about it and illustrate it.
- Place all the work on classroom display.

Teaching star!

Evaluating

- Encourage children to evaluate work done in class. Ask *Which blog post that the class wrote is the most interesting? Why?*

Workbook pages 44–45



Lesson 7 **Writing**

Prepare to write

1 Circle the correct pronouns to complete the text.

My friends and I go to after-school clubs on Tuesday and Thursday. [1] We / They all go to different clubs on Tuesday. Anna goes to cooking club. [2] She / I 'd like to be a chef. Johnny goes to sailing club. [3] He / It thinks his club is exciting! I go to art club. I think [4] it's / he's the most interesting club because [5] I / me love painting. On Thursday [6] we / they all go to swimming club. Sometimes our friends come to swim with [7] we / us.

2 What different kinds of clubs do schools have for children who ...

are creative? dance, _____ enjoy playing games? _____

enjoy inside sports? judo, _____ enjoy being outside? _____

enjoy music? _____ _____

3 Look at the notes about the clubs and complete the blog post.

Name of club	Reason	Extra information
modern dance	the most creative	• do it with friends • listen to different kinds of music • learn lots of different steps
mountain biking	the most exciting	• do it with friends from another class • learn how to ride well and look after bikes • meet in the countryside for long bike rides

I go to [1] two after-school clubs. On Monday I go to the modern dance club with some [2] _____ in my class. We listen to all kinds of [3] _____ and learn different dance steps. I think it's the most [4] _____ club and I love it! On Thursday I go to the mountain biking club. We learn how to ride a bike well and [5] _____ our bikes. We go for long bike rides at the weekend. It's the most [6] _____ club, I think!

4 Now make some notes about two clubs that you enjoy.

Name of club	Reason	Extra information

44 Unit 4

Ready to write

5 Write a blog post. Use your notes from Activity 4 on page 44.

6 Read and check what you wrote in Activity 5. Tick (✓).

- Did I give details of what clubs I go to and what I do? ☐
- Did I say why I like the clubs? ☐
- Did I use the correct pronouns? ☐
- Did I use the correct spelling? ☐

Unit 4 45

Prepare to write

1 Circle the correct pronouns to complete the text.

- The children circle the correct pronouns.

Answers: 1 We **2** She **3** He **4** it's **5** I **6** we **7** us

2 What different kinds of clubs do schools have for children who ...

- The children write different types of after school clubs for each category.

3 Look at the notes about the clubs and complete the blog post.

- The children use the notes to complete the blog post.

Answers: 1 two **2** friends **3** music **4** creative **5** look after **6** exciting

4 Now make some notes about two clubs that you enjoy.

- The children complete the table with information about two clubs they enjoy.

Prepare to write

5 Write a blog post. Use your notes from Activity 4 on page 44.

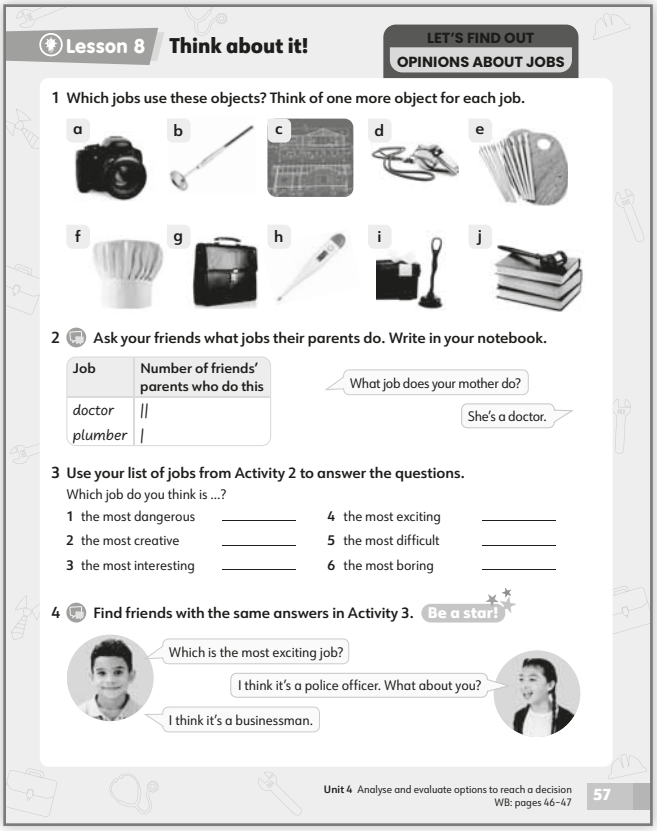
- The children write a post using the information they have prepared in Activity 4.

6 Read and check what you wrote in Activity 5. Tick (✓).

- If done in class, read the check-list to the class.
- Have the children raise their hands to show they have taken the points into account.

Lesson 8 Think about it!

Pupil's Book page 57



Learning objectives: Analyse and evaluate options to reach a decision

Resources: Flashcards for Unit 4, Lesson 1; Unit 4 test

Materials: a box, sheets of squared pape

Warm-up: Spelling race

- Play this game to practise words from this unit.
- See the Games Bank (pages 14–17) for how to play this game.Warm Up Cooler BL

1 Which jobs use these objects? Think of one more object for each job.

- Ask the children if they can name the objects in the pictures.
- Go through each item and have the children say which job the person who uses it does. Write the answers on the board.
- Have the children suggest another object that a person doing each job might use, e.g. *A photographer uses a computer.*
- Hold a class discussion on how each of these jobs help people, e.g. *A dentist makes sure your teeth are healthy. A nurse takes care of your health.*

Answers: a photographer **b** dentist **c** engineer **d** police officer **e** artist **f** chef **g** businessman / businesswoman **h** nurse **i** plumber **j** lawyer
Children's own answers.

2 Ask your friends what jobs their parents do. Write in your notebook.

- Copy the chart on the board and with the help of the class complete the first column with as many jobs as possible. Ask the children about their parents' or guardians' jobs and add them to the list.
- Divide the class into small groups and have them copy the chart and all the jobs into their notebooks.
- Have two volunteers read out the example dialogue.
- Tell the children to ask each other what jobs their parents or guardians do.
- Ask the group leaders to tell you what jobs were mentioned and complete the table on the board.
- Have the children make sentences in their groups about how many people do a job using comparatives, e.g. *There are more plumbers than doctors.*

3 Use your list of jobs from Activity 2 to answer the questions.

- Have the children answer each item.
- Have them compare answers in pairs

3 Find friends with the same answers in Activity 3.

Be a star!

- Have two volunteers read out the example dialogue.
- Children walk around the class with their notebooks, comparing their answers with each other.
- If they find children with the same answers, they write their names in their notebooks.
- At the end of the activity, have volunteers tell you which names they wrote in their notebooks.

Teaching star!

Game

- Play games to help children express themselves in a relaxed way. Explain that the children will choose a job flashcard from the box and that they have to give three reasons why they would be bad at this job, e.g. *nurse–I would be a bad nurse because I don't like science, I don't like studying hard and I'm afraid of catching colds.* Start with more confident children.

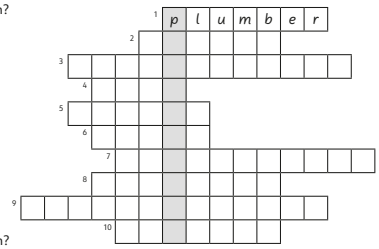
Cooler: Word puzzle

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

Check-up challenge

1 Complete the word puzzle. Find the secret word. Which job ...

1 fixes things in the bathroom?
2 paints pictures?
3 uses a camera?
4 cooks in a restaurant?
5 knows a lot about the law?
6 helps people in hospital?
7 works in an office?
8 designs machines?
9 helps us and stops bad people?
10 helps us look after our teeth?



2 Write sentences. Give your opinions.

1 engineer / artist / difficult 2 artist / chef / creative 3 businessman / photographer / exciting

1 *An engineer's job is more difficult than an artist's job.*
2 _____
3 _____

3 Unscramble the adjectives to complete the texts. Then write the animals.

box jellyfish mandarin fish mimic octopus

1 This isn't very **gib** _____*big*_____ but it is one of the most **usderango** _____ animals in the sea. It's a _____.
2 This is one of the most **ffidrteen** _____ animals. It lives in the sea. It's very **seritgnetin** _____ because it can change its colour and shape. It's a _____.
3 This is one of the most **flebatuiu** _____ animals in the sea because it is so **flucoorlu** _____. It's a _____.

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

What job does your mum do?
(A) She's a chef.
B Yes, she does.
C She'd like to be a chef.

1 And where does she work?
A She goes by bus.
B She works in a restaurant.
C No, she doesn't.

2 Does she like her job?
A Yes, she would. It's creative.
B She likes it. It's delicious.
C Yes, she does. It's interesting.

3 What does she cook?
A In the kitchen.
B Delicious curries.
C She'd like to.

4 Would you like to be a chef?
A No, I don't.
B No, I wouldn't.
C No, I'm not.

5 What would you like to be?
A I'd like to be an artist.
B I'm going to be an artist.
C Yes, I think I would.



What I can do!

Put a tick (✓) or a cross (×).

☐ name different jobs ☐ compare things using adjectives
☐ describe things using adjectives ☐ express preferences on jobs
☐ spell words ending in *-er* or *-or* ☐ write a blog entry

In this unit, I loved _____.
_____ was a little easy.
I didn't enjoy _____.

1 Complete the word puzzle. Find the secret word. Which job ...

Answers: 1 plumber **2** artist **3** photographer **4** chef **5** lawyer **6** nurse **7** businessman **8** engineer **9** police officer **10** dentist
The secret word is *profession*.

2 Write sentences. Give your opinions.

Answers: Children's own answers.

3 Unscramble the adjectives to complete the texts. Then write the animals.

Answers: 1 big, dangerous, box jellyfish
2 different, interesting, mimic octopus
3 beautiful, colourful, mandarin fish

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

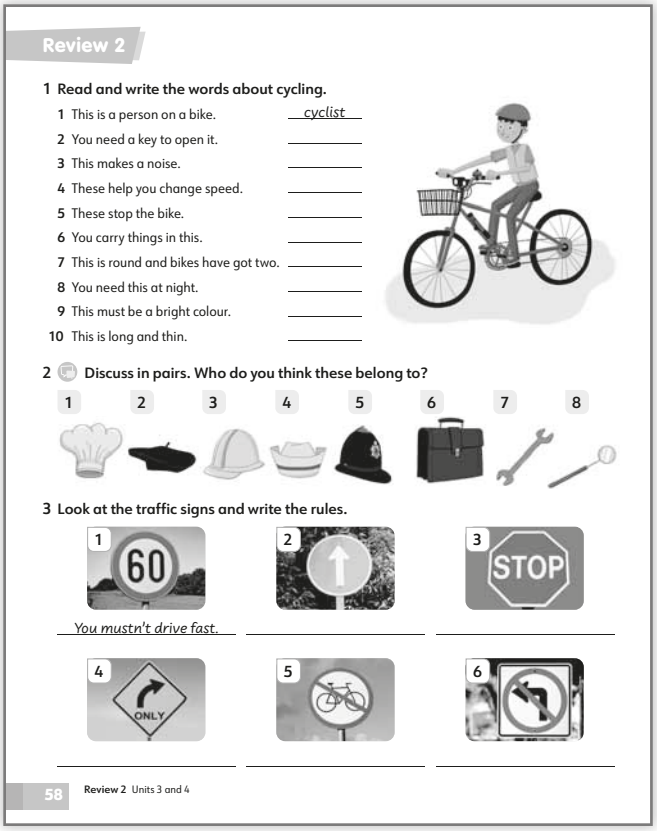
This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Read the first question to the children and ask what the answer might be.
- Then read through the answers one by one and ask which is correct and why.
- If done in class, have the children continue the activity individually.
- Ask them to check answers with their partners

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

Review 2

Pupil's Book page 58


Review 2

1 Read and write the words about cycling.

1 This is a person on a bike. cyclist
2 You need a key to open it. _____
3 This makes a noise. _____
4 These help you change speed. _____
5 These stop the bike. _____
6 You carry things in this. _____
7 This is round and bikes have got two. _____
8 You need this at night. _____
9 This must be a bright colour. _____
10 This is long and thin. _____

2 Discuss in pairs. Who do you think these belong to?

1 2 3 4 5 6 7 8

3 Look at the traffic signs and write the rules.

1 2 3

You mustn't drive fast. _____ _____

4 5 6

_____ _____ _____

58 Review 2 Units 3 and 4

Learning objectives: Review Units 3 and 4; A1 Movers: Reading and Writing Part 4 and Speaking Part 3

Resources: Unit 4, Review 2; Speaking exam practice video

Materials: large sheets of paper for the board game (one per group), buttons, a spinner

Warm-up: Let's spell

- Make a list of vocabulary covered in Units 3 and 4. See the Games Bank (pages 14–17) for how to play the game.

1 Read and write the words about cycling.

- Divide the class into pairs.
- Refer the children to the picture in Activity 1.
- Ask them what they see and from which unit the vocabulary comes (*Unit 3*).
- Have the children complete the activity and then invite volunteers to give answers.
- Write all answers on the board for the children to check against.
- Once answers have been checked, ask the children to place their Pupil's Books face down.
- Explain that you will say a word from Activity 1 and children have raise their hands to say a sentence with it.

Answers: 1 cyclist **2** lock **3** bell **4** gears **5** brakes **6** basket **7** wheel **8** light **9** safety vest **10** pump

2 Discuss in pairs. Who do you think these belong to?

- Ask the children what jobs they learnt in Unit 4.
- Place them in pairs and have them complete the activity.
- Monitor for proper use of language.

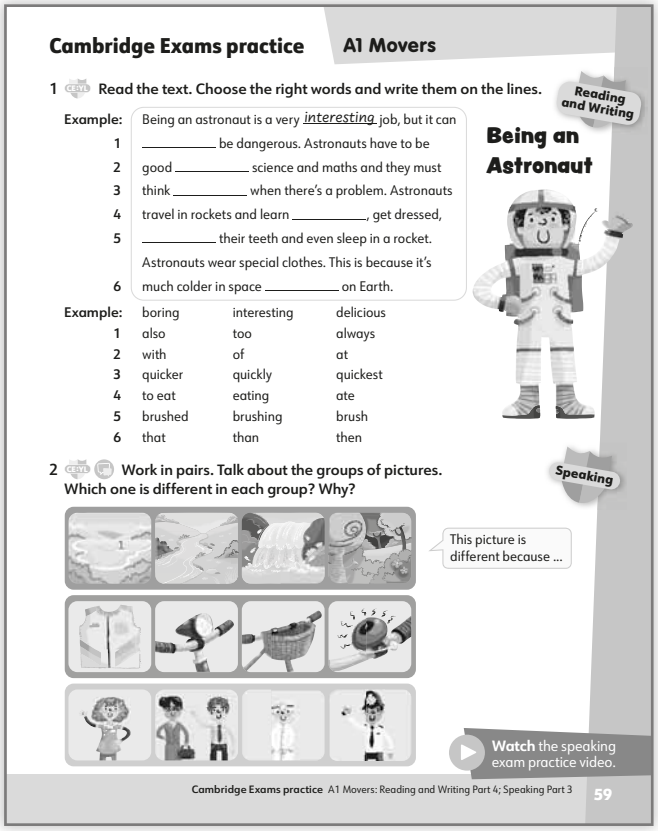
Answers: 1 chef **2** artist **3** engineer **4** nurse **5** police officer **6** businessman / businesswoman **7** plumber **8** dentist

3 Look at the traffic signs and write the rules.

- Ask the children what they *must* and *mustn't* do when they are in the street.
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 You mustn't drive fast. **2** You must go straight on. **3** You must stop. **4** You must turn right. **5** Bikes mustn't go here. **6** You mustn't turn left.

Pupil's Book page 59


Cambridge Exams practice A1 Movers

1 CE:YL Read the text. Choose the right words and write them on the lines.

Reading and Writing

Example: Being an astronaut is a very *interesting* job, but it can _____ be dangerous. Astronauts have to be good _____ science and maths and they must think _____ when there's a problem. Astronauts travel in rockets and learn _____, get dressed, _____ their teeth and even sleep in a rocket. Astronauts wear special clothes. This is because it's much colder in space _____ on Earth.

Being an Astronaut

Example:	boring	interesting	delicious
1	also	too	always
2	with	of	at
3	quicker	quickly	quickest
4	to eat	eating	ate
5	brushed	brushing	brush
6	that	than	then

2 CE:YL Work in pairs. Talk about the groups of pictures. Which one is different in each group? Why?

Speaking

This picture is different because ...

Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Reading and Writing Part 4; Speaking Part 3 59

1 CE:YL Read the text. Choose the right words and write them on the lines.

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

- Refer the children to Activity 1 and have them look at the word options. Explain any unknown words if necessary.
- Have the children make sentences with some of the words. Write them on the board.
- Explain that they have to complete the gaps with the right word. Read the first item and ask why interesting is the right answer. *(We say that food is delicious. We can't really say an astronaut's job is boring because they travel to space!)*
- Have children complete the activity individually.
- Ask volunteers to give answers. Write them on the board for the children to check against. Explain to the children why they should have chosen that answer.

Answers: 1 also **2** at **3** quickly **4** to eat **5** brush **6** than

2 CE:YL Work in pairs. Talk about the groups of pictures. Which one is different in each group? Why?

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

- Have the children look at all four pictures in each group and discuss the similarities and differences. Each group has got one picture that is different to the others. If needed, work through the first set of pictures with the children. (The picture of the park is different because there is no body of water visible in it.)
- Children work through the activity in pairs.
- Have pairs share their reasons why they chose the different picture in each group. Elicit class agreement.
- Congratulate the children on completing Units 3 and 4 of the course.

Answers: First group: the picture of the park is different because there is no water; **Second group:** the picture of the safety vest is different because the other are all used on the bike, not the cyclist; **Third group:** the picture of the businesswoman and businessman is different because the other jobs wear uniforms.

Teaching star!

Board game

- Divide the class into small groups and hand each one a large sheet of paper.
- Tell them that each group is going to make a board game. On the board, draw 15 boxes in the shape of a snake. Explain that the boxes can form any shape but that the first box must have *Start* written in it and the last one *Finish*.
- Children draw pictures of new words from Units 3 and 4 in some boxes (players will have to say the words). In other boxes, they write questions using the new language from Units 3 and 4 (players will have to answer the questions correctly).
- Some boxes should also have instructions such as *Go forward / Go back X spaces, Play again, Miss a turn*. Explain this in L1 if necessary.
- When they have finished making them, the groups swap their games and play them using a spinner and buttons for counters.

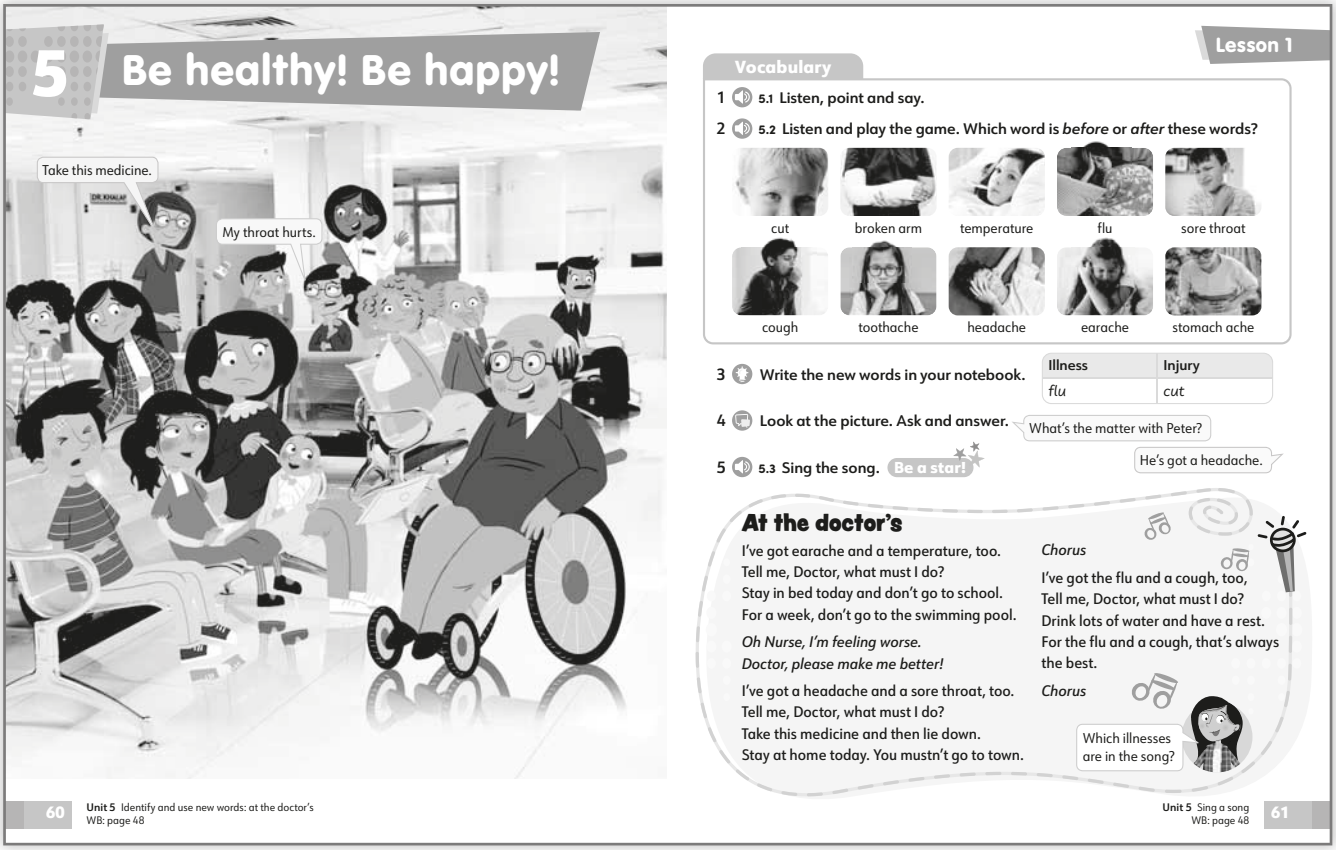
Cooler: Well done!

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

5 Be healthy! Be happy!

Lesson 1 Vocabulary

Pupil's Book pages 60–61



Learning objectives: Identify and use new words: at the doctor's; Sing a song

Vocabulary: broken arm, cut, cough, earache, flu, headache, sore throat, stomach ache, temperature, toothache

Resources: Flashcards; Vocabulary 1 worksheet

Materials: strips of paper (two per child)

Warm-up: Define the word

- Play the game to practise some new words, e.g. *joke, brakes, creative.*
- See the Games Bank (pages 14–17) for how to play the game.

1 5.1 Listen, point and say.

- Refer the children to page 60. *Ask Where are they?* (*At the doctor's.*) Ask *What illnesses can you see? What injuries can you see?*
- Ask *What do nurses give children?* (*medicine*) *Why?* (*to help them get better*)
- Play the audio. Children listen and point. Play it again. Children listen and say.

2 5.2 Listen and play the game. Which word is before or after these words?

- Explain to the children that you will say a word for them to mime. Allow the children to look in their Pupil's Books. Have them say and mime the word.
- Remind the children of the difference between *before* and *after.*
- Play the first example on the audio. Point to the words in the Pupil's Book.
- Play the rest of the audio and when the Narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: *It's after cut.*
Child: *broken arm*
Teacher: *It's before stomach ache.*
Child: *earache*
Teacher: *Now you. 1 It's after temperature. 2 It's before toothache. 3 It's after headache. 4 It's before sore throat. 5 It's after cough. 6 It's before earache.*

Answers: 1 flu **2** cough **3** earache **4** flu **5** toothache **6** headache

3 Write the new words in your notebook.

- Copy the table onto the board. Ensure the children understand the difference between an illness and an injury. Elicit another example for each column.
- Have the children complete the table with their partners. Check answers as class.

Answers: Illness: flu, temperature, sore throat, cough, toothache, headache, earache, stomach ache
Injury: cut, broken arm

4 Look at the picture. Ask and answer.

- Refer the children to page 60 and ask what illness each of the characters has using the given question form, e.g. *What's the matter with Peter?* etc.
- Then have the children continue with their partners. Monitor to ensure that pairs swap roles and for proper use of language.

5 5.3 Sing the song.

Be a star!

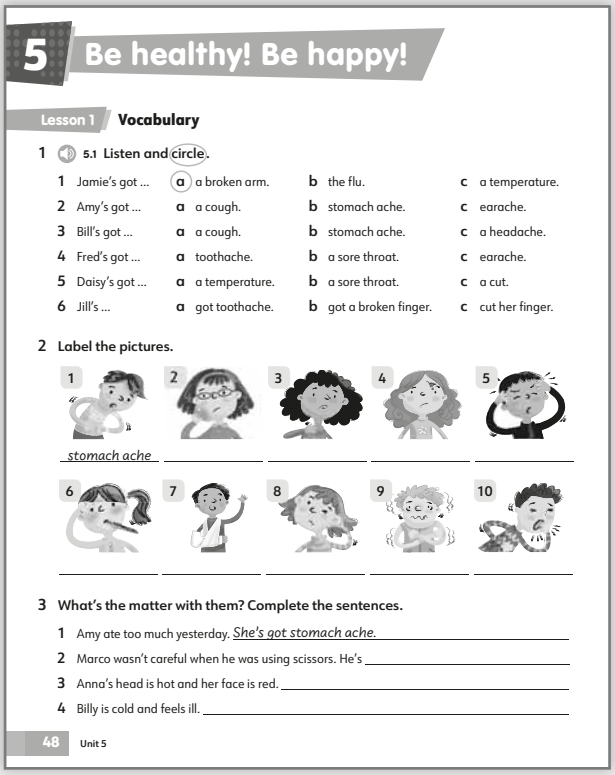
- Tell the children that they will hear a song about illness. Have them place their Pupil's Books face down.
- Play the audio. Children stand up every time they hear an illness.
- Ask *How many illnesses are in the song?* Play the audio again, children count (*six*).
- Divide the class into four groups and give each one a verse or the chorus. Play the song again and have each group stand up and sing along.

Answers: earache, temperature, headache, sore throat, flu, cough

Cooler: What must I do?

- Give each child two strips of paper and ask them to write an illness on each one. Then have them swap with their partners who have to write what they must do to cure this illness.
- Have volunteer pairs read their notes to the class.

Workbook page 48


5 Be healthy! Be happy!

Lesson 1 Vocabulary

1 5.1 Listen and circle.

1 Jamie's got ...	a a broken arm.	b the flu.	c a temperature.
2 Amy's got ...	a a cough.	b stomach ache.	c earache.
3 Bill's got ...	a a cough.	b stomach ache.	c a headache.
4 Fred's got ...	a toothache.	b a sore throat.	c earache.
5 Daisy's got ...	a a temperature.	b a sore throat.	c a cut.
6 Jill's ...	a got toothache.	b got a broken finger.	c cut her finger.

2 Label the pictures.

1 2 3 4 5

stomach ache

6 7 8 9 10

3 What's the matter with them? Complete the sentences.

1 Amy ate too much yesterday. She's got stomach ache.
2 Marco wasn't careful when he was using scissors. He's
3 Anna's head is hot and her face is red.
4 Billy is cold and feels ill.

48 Unit 5

1 5.1 Listen and circle.

Audioscript

1 *Jamie fell off his mountain bike when he was going very fast. He's got [...].*
2 *Amy ate too much yesterday. She's got [...].*
3 *It was hot yesterday and Bill didn't drink enough water. He's got [...].*
4 *Fred eats lots of sweets and sometimes forgets to clean his teeth. He's got [...].*
5 *Daisy can't speak at the moment. She's got [...].*
6 *Jill wasn't careful when she was using a sharp knife. She's [...].*

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

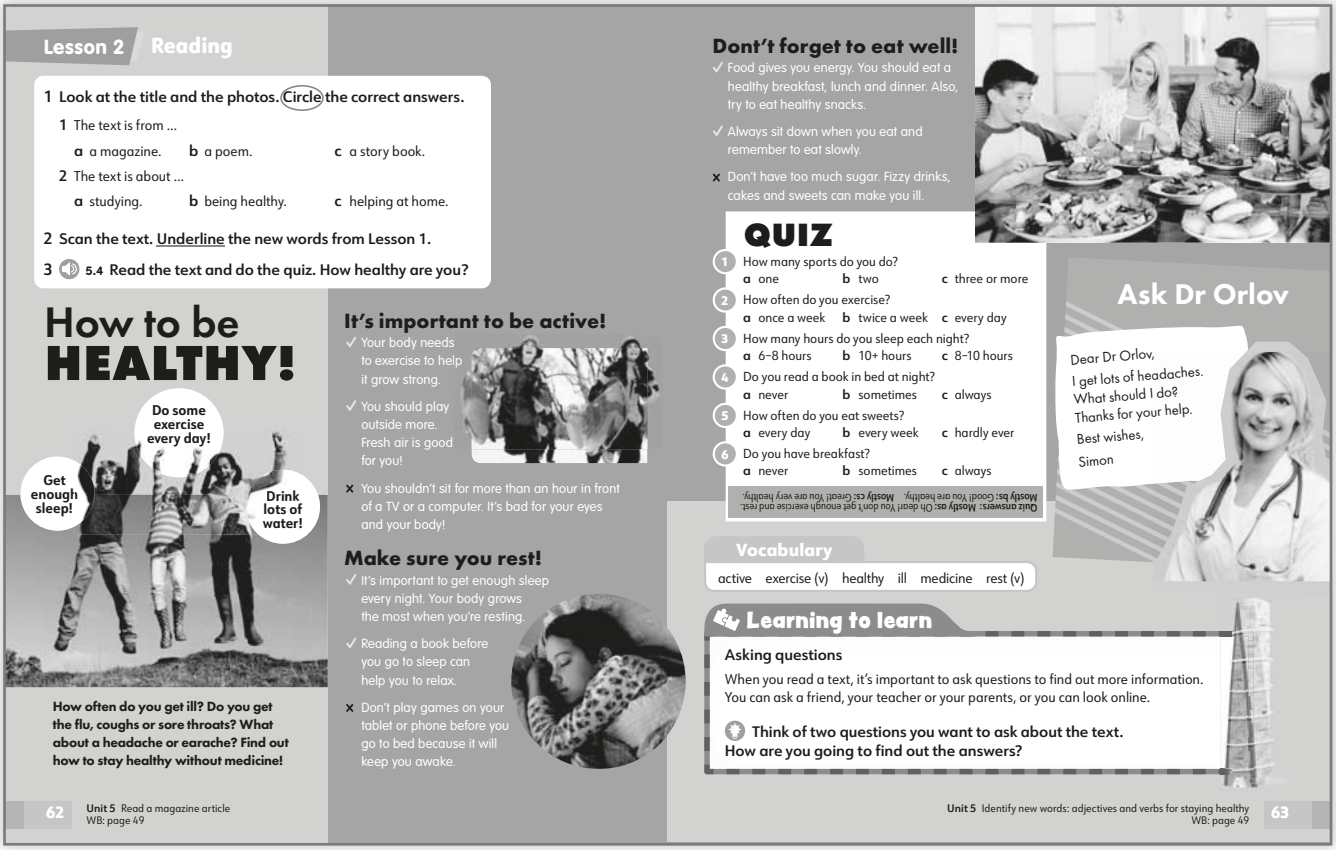
2 Label the pictures.

Answers: 1 stomach ache **2** toothache **3** sore throat **4** cut **5** headache **6** temperature **7** broken arm **8** earache **9** flu **10** cough

3 What's the matter with them? Complete the sentences.

Answers: 1 She's got stomach ache. **2** got a cut. **3** She's got a temperature. **4** He's got flu.

Pupil's Book pages 62–63



Learning objectives: Read a magazine article; New words: adjectives and verbs for staying healthy

Vocabulary: active, exercise (v), healthy, ill, medicine, rest (v)

Additional language: strong, fresh air, energy, snacks, fizzy drinks, hardly ever

Resources: Flashcards

Materials: strips of paper and sheets of paper (enough for each group), sheets of paper (one per group), coloured pens / pencils, health magazines for reference

Warm-up: What's the word?

- Play this game to practise the vocabulary from the previous lesson as anagrams, e.g. *robkne rma – broken arm.*
- See the Games Bank (pages 14–17) for how to play the game.

Vocabulary

- Put the flashcards for the new words on the board (or write the words on the board and draw a picture for each one). Explain the new vocabulary, using L1 if necessary. Point, say and have the children repeat the words.
- Have the children make sentences with the words.

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

- Have the children study the photos and title and decide on their answers. Ask why they chose those answers.
- Ask what type of magazines they like and how often they read them.

Answers: 1 a **2** b

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

- Ask the children to tell you the new words they learnt in Lesson 1. Write them on the board.
- Ask a volunteer to say what scanning a text is.
- Have the children work individually. Tell them to ask you if there is anything they don't understand.
- Children raise their hands to answer.

Answers: flu, cough, sore throat, headache, earache

Teaching star!

Reading

- Use reading texts to inspire creative and artistic responses, which help to cement what has been learnt.
- Ask the children what they think the cover of the magazine in the reading text would be like, e.g. It would have someone jogging on it and pictures of vegetables. Explain that the children are going to make their own health magazine during the next few lessons. Show the class the magazines you have brought in. Divide the class into small groups and give each group a sheet of paper (remember these groups for later in the unit). They make the cover of their health magazine. Encourage them to think about what they draw on it, what colours they use and what title they give it. When they have finished, collect all the covers. For homework they each have to think of an article they could write about being healthy (see Lesson 3).

1 5.4 Read the text and do the quiz. How healthy are you?

- Ask *Are you healthy? Do you do enough to stay healthy?*
- Play the audio. Have the children listen and read.
- Give the children a few minutes to read the text again. Tell them to raise their hands if there are words they don't understand for you to explain.
- Have them do the quiz. Ask them to add up their points to see how healthy they are.
- Ask if they agree with the results. *Why? / Why not?*
- Finally, ask if there is anything else that could have been added to the quiz.

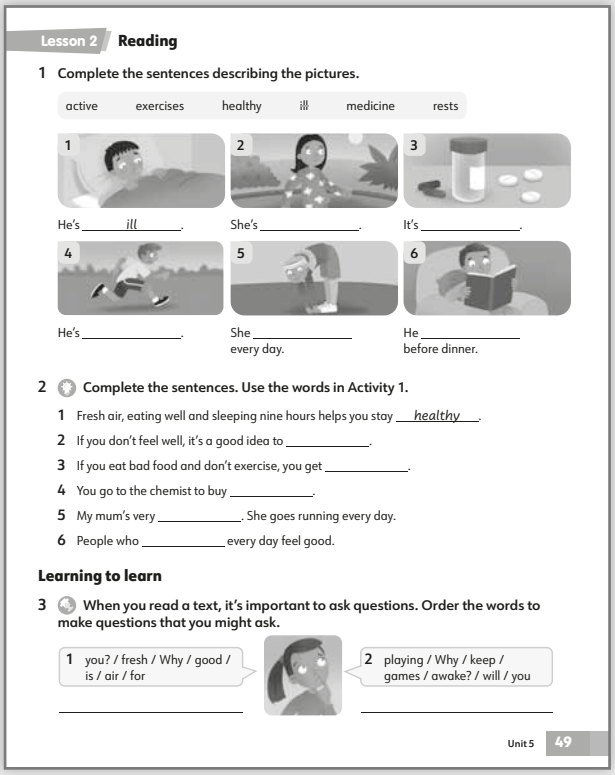
Learning to learn

- Refer the children to the text about asking questions.
- Ask the children what they do to find answers in a text. Ask *Do you scan it for key words or do you read it line by line? Do you ask your parents, teachers or friends for help? If you look online, what key words do you use?*
- Have the children think about two questions they would like to ask about the text and write them down. Then, in pairs, have them discuss how they would go about finding the answers.
- Have volunteers tell you some of their ideas.

Cooler: Question swap

- Have the children give their questions from Learning to learn to their partners, who have to answer them in their notebooks.
- Invite pairs to read the questions and answers.

Workbook page 49



Lesson 2 Reading

1 Complete the sentences describing the pictures.

active exercises healthy ill medicine rests

1 He's ill.
2 She's _____.
3 It's _____.
4 He's _____.
5 She _____ every day.
6 He _____ before dinner.

2 Complete the sentences. Use the words in Activity 1.

1 Fresh air, eating well and sleeping nine hours helps you stay healthy.
2 If you don't feel well, it's a good idea to _____.
3 If you eat bad food and don't exercise, you get _____.
4 You go to the chemist to buy _____.
5 My mum's very _____. She goes running every day.
6 People who _____ every day feel good.

Learning to learn

3 When you read a text, it's important to ask questions. Order the words to make questions that you might ask.

1 you? / fresh / Why / good / is / air / for
2 playing / Why / keep / games / awake? / will / you

Unit 5 49

1 Complete the sentences describing the pictures.

Answers: 1 ill **2** healthy **3** medicine **4** active **5** exercises **6** rests

2 Complete the sentences. Use the words in Activity 1.

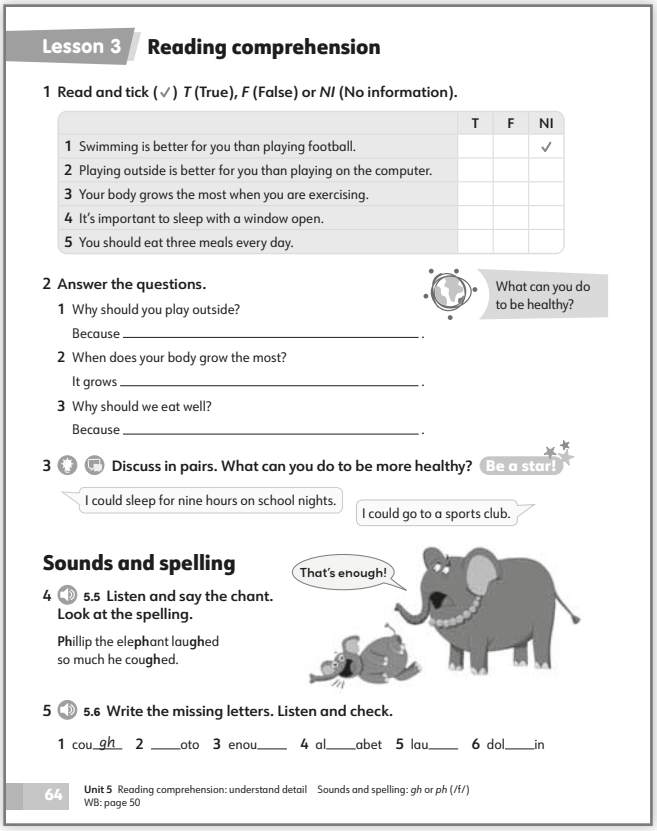
Answers: 1 healthy **2** rest **3** ill **4** medicine **5** active **6** exercise

3 When you read a text, it's important to ask questions. Write the words in the correct order to make questions that you might ask.

Answers: 1 Why is fresh air good for you?
2 Why will playing games keep you awake?

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 64



Lesson 3 **Reading comprehension**

1 Read and tick (✓) *T* (True), *F* (False) or *NI* (No information).

	T	F	NI
1 Swimming is better for you than playing football.			✓
2 Playing outside is better for you than playing on the computer.			
3 Your body grows the most when you are exercising.			
4 It's important to sleep with a window open.			
5 You should eat three meals every day.			

2 Answer the questions.

What can you do to be healthy?

1 Why should you play outside?
Because _____.
2 When does your body grow the most?
It grows _____.
3 Why should we eat well?
Because _____.

3 Discuss in pairs. What can you do to be more healthy? Be a star!

I could sleep for nine hours on school nights.
I could go to a sports club.

Sounds and spelling

4 5.5 Listen and say the chant. Look at the spelling.

Phillip the elephant laughed
so much he coughed.

That's enough!

5 5.6 Write the missing letters. Listen and check.

1 cou_gh_ 2 ____oto 3 enou____ 4 al____abet 5 lau____ 6 dol____in

64 Unit 5 Reading comprehension: understand detail Sounds and spelling: *gh* or *ph* (/f/)
WB: page 50

Learning objectives: Reading comprehension: understand detail; Sounds and spelling: *gh* or *ph* (/f/)

Vocabulary: alphabet, cough, coughed, dolphin, elephant, enough, laugh, laughed, photo

Resources: Sounds and spelling worksheet

Materials: scrap pieces of paper, sheets of paper (one per group), (optional) coloured pens / pencils

Warm-up: At the doctor's

- On the board, write:
  Doctor: How can I help you?
  Patient: Oh, my head hurts. I have a headache.
  Doctor: You should lie down and get some rest.
  Patient: Thank you, doctor.
- Invite two volunteers to come to the front of the class and read out the dialogue.
- Divide the class into pairs and have them write their own dialogue. Ask pairs to read it to the class. Encourage them to act it out if possible.

1 Read and tick (✓) *T* (True), *F* (False) or *NI* (No information).

- Write the following on the board:
  Your body doesn't need exercise.
  Computers and TV are bad for your eyes and body.Get enough sleep because you wake up early.
- Have children think about which answer is true, false and which one has no information (*F, T, NI*).
- Have them explain how they got their answers.
- Ask children to do the activity. As an extension, have them correct the false sentence.

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

ESDC



What can you do to be healthy?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.*

- Ask: What can you do to be healthy? This question helps the children engage with ideas about healthy living through exercise and about healthy living through diet.
- Begin the discussion as a class. Elicit a few responses and write some possible answers on the board as well (play sport, eat lots of fruits and vegetables)
- Divide the class into small groups. Give each group a sheet of paper and have them write two sentences about what they can do to be healthy. Have volunteers from each group share their sentences with the class. If there is time, have the groups create posters that illustrate their sentences and display all posters in your classroom.

Possible answers: Sentences should involve ideas such as eat healthy food like fruits and vegetables, do exercise, wash your hands, clean your teeth, be careful while playing so you don't get hurt, follow safety rules.

2 Answer the questions.

- Have children place their Pupil's Books face down.
- Read the first statement to the class and ask a volunteer to say the answer.
- Have children complete the activity individually and then check answers with their partners.

Answers: 1 Because fresh air is good for you.
2 It grows the most when we are resting. **3** Because food gives us energy.

2 Discuss in pairs. What can you do to be more healthy? Be a star!

- Have two volunteers read out the example dialogue.
- Have the children look back at pages 62–63 and their quiz answers.
- Ask *Are you happy with your answers to the quiz? What can you do to be more healthy?*
- Divide the class into pairs and have them discuss the question. Monitor for proper use of language.

Teaching star!

Extension

- Divide the class into the same groups as Lesson 2 (the health magazine project). Ask them what articles they want to write about in their health magazines. Have each group choose an idea and ask them to write a few sentences or two small paragraphs on a scrap piece of paper. Gently correct spelling and syntax. Have the children choose who will copy the text onto a sheet of paper and who will illustrate it. Collect all work at the end of the activity and keep it for later use. Explain that they will continue the activity in the next lesson.

4 5.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *Phillip, elephant, laughed and coughed* on the *board*. Say each word as you point to it and have the children repeat after you. Elicit that the letters ph and gh have the /f/ sound.
- Play the first part of the audio for the children to listen to.
- Play it again and have the children join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses to complete the activity.
- Then say the chant slowly as you clap a steady beat. Have the children repeat with you. Pick up speed as you repeat the chant until the children twist the words in their mouths.

Audioscript

Teacher:	*Now say the missing words.*
Teacher:	*... the elephant laughed so much he coughed.*
Children:	*Phillip*
Teacher:	*Phillip ... laughed so much he coughed.*
Children:	*the elephant*
Teacher:	*Phillip the elephant laughed so much ...*
Children:	*he coughed.*
Teacher:	*Phillip the elephant ... coughed.*
Children:	*laughed so much he*

5 5.6 Write the missing letters. Listen and check.

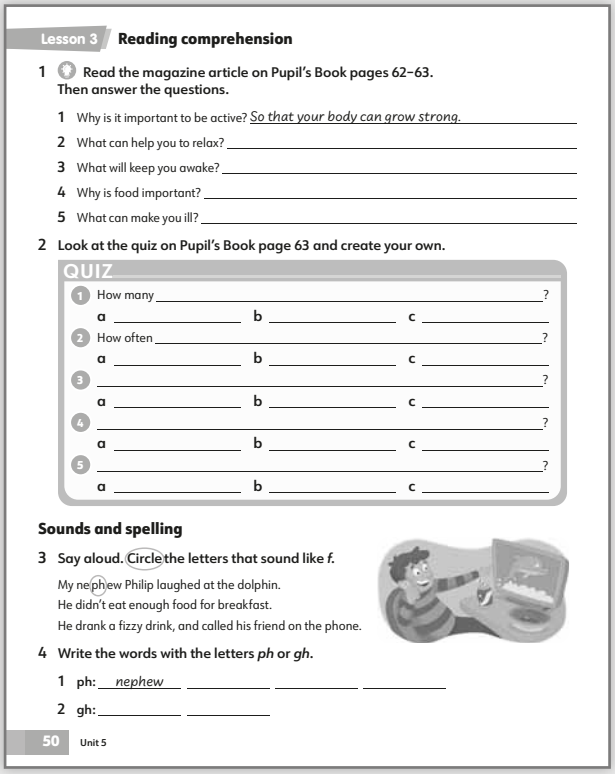
- Ask the children what other words they can think of that have the /f/ sound (*alphabet, dolphin*, etc.).
- Write the gapped words on the board and ask volunteers to complete them. Have the children complete the activity.
- Play the audio for the children to check their answers. Ask volunteers to read the answers aloud.

Answers: 1 cough **2** photo **3** enough **4** alphabet **5** laugh **6** dolphin

Cooler: Clap the phoneme

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

Workbook page 50



Lesson 3 **Reading comprehension**

1 Read the magazine article on Pupil's Book pages 62–63. Then answer the questions.

1 Why is it important to be active? *So that your body can grow strong.*
2 What can help you to relax? _____
3 What will keep you awake? _____
4 Why is food important? _____
5 What can make you ill? _____

2 Look at the quiz on Pupil's Book page 63 and create your own.

QUIZ

1 How many _____?
a _____ b _____ c _____
2 How often _____?
a _____ b _____ c _____
3 _____?
a _____ b _____ c _____
4 _____?
a _____ b _____ c _____
5 _____?
a _____ b _____ c _____

Sounds and spelling

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

My ne(ph)ew Philip laughed at the dolphin.
He didn't eat enough food for breakfast.
He drank a fizzy drink, and called his friend on the phone.

4 Write the words with the letters *ph* or *gh*.

1 ph: *nephew* _____ _____ _____
2 gh: _____ _____

50 Unit 5

1 Read the magazine article on Pupil's Book pages 62–63. Then answer the questions.

Answers: 1 So that your body can grow strong. **2** Reading a book before you go to sleep. **3** Playing games on your tablet or phone. **4** Because it gives you energy. **5** Too much sugar, for example, fizzy drinks, cakes and sweets.

2 Look at the quiz on Pupil's Book page 63 and create your own.

Answers: Children's own answers.

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

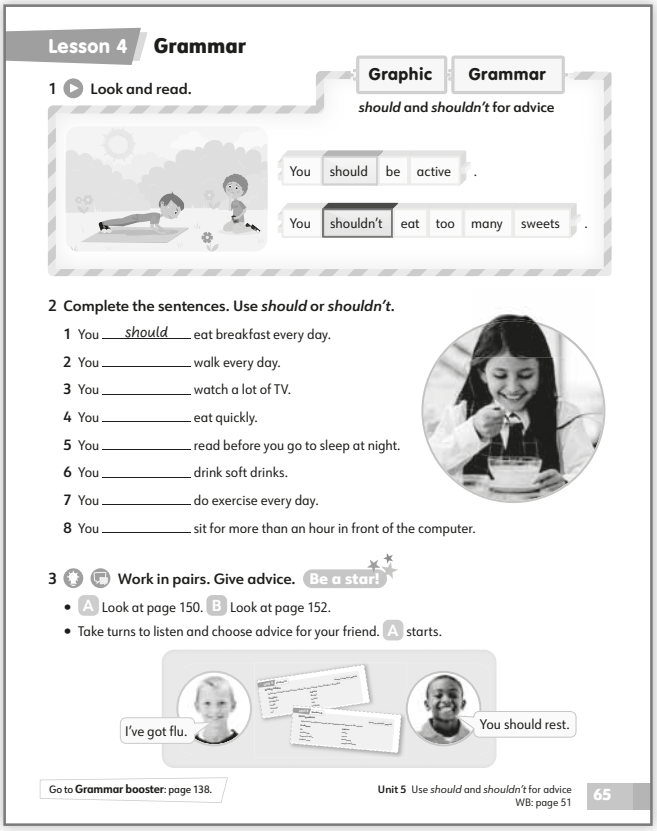
Answers: My ne(ph)ew (Ph)ilip lau(gh)ed at the dol(ph)in. He didn't eat enou(gh) (f)ood (f)or break(f)ast. He drank a (f)izzy drink, and called his (f)riend on the (ph)one.

4 Write the words with the letters *ph* or *gh*.

Answers: 1 ph: nephew, Philip, dolphin, phone
2 gh: laughed, enough

Lesson 4 Grammar

Pupil's Book page 65


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

should and *shouldn't* for advice

You should be active .

You shouldn't eat too many sweets .

2 Complete the sentences. Use *should* or *shouldn't*.

1 You *should* eat breakfast every day.
2 You _____ walk every day.
3 You _____ watch a lot of TV.
4 You _____ eat quickly.
5 You _____ read before you go to sleep at night.
6 You _____ drink soft drinks.
7 You _____ do exercise every day.
8 You _____ sit for more than an hour in front of the computer.

3 Work in pairs. Give advice. Be a star!

- A Look at page 150. B Look at page 152.
- Take turns to listen and choose advice for your friend. A starts.

I've got flu. You should rest.

Go to **Grammar booster**: page 138.

Unit 5 Use *should* and *shouldn't* for advice WB: page 51 65

Learning objectives: Use should and shouldn't for advice

Grammar: should and shouldn't for advice

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: scrap pieces of paper, sheets of paper (one per group)

Warm-up: Say that again

- Tell the children that for some reason you keep muddling up your words today.
- Write on the board, mime and say *I've got a kenrob ram.* Encourage the children to correct you, e.g. *I've got a broken arm.*
- Continue with *temturepera* (*temperature*) and *ache machsto* (*stomach ache*).
- Divide the class into pairs and have them continue with their partners.

1 Look and read.

- If you don't have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
- On the board, write *I must listen to the teacher. I mustn't talk in class.*
- Ask the children if they remember what must and mustn't mean and how we use it (*obligation, for rules*).
- Then, on the board, write *You should see a doctor. You shouldn't walk in the rain.*
- Ask the children what *should* and *shouldn't* mean here (advice). Explain that when we give any form of advice, we use *should* or *shouldn't*.
- Tell the children you have a problem remembering things. Ask them what you should do about it. Write a few answers on the board. (*You should write things in a diary. You shouldn't forget your diary.*)
- Have the children look at the blue and red boxes in Activity 1.
- Read out the sentences from the activity as the children follow you in their books.
- On the board, write *I have toothache. I don't understand this activity.*
- Have the children work in pairs to write advice using *should* and *shouldn't* on the topics given above, e.g. *You should see a dentist. You shouldn't eat so many sweets.*
- Ask the pairs to read the sentences to the class. Correct where necessary and write a few of the sentences on the board.

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

2 Complete the sentences. Use *should* or *shouldn't*.

- Have the children turn over their Pupil's Books. Explain that you will say a few sentences which they have to agree with by giving you the thumbs up (or an alternative appropriate gesture for your classroom) or disagree by giving you the thumbs down. Tell them not to correct you.
- Say *You shouldn't eat breakfast every day.* (*thumbs down*) Choose a child to explain why they have given you the thumbs down. (*Because you should eat breakfast every day to be healthy.*)
- Continue with a few more statements.
- Then have the children complete the activity and check answers with their partners.

Answers: 1 should **2** should **3** shouldn't **4** shouldn't **5** should **6** shouldn't **7** should **8** shouldn't

3 Work in pairs. Give advice.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 151 and have Student B turn to page 152.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. Children use the clues to identify a problem and choose the best advice for their friend.
- Allow time for the children to complete the game.

Teaching star!

Group work

- Have children allocate roles to teach them the value of collaboration.
- Divide the children into their groups from the health magazine project (see previous Teaching stars! in this unit). Tell them that you want them to write some advice on staying healthy to go in the magazine. Tell them to include a title and to use bullet points. Refer the children to Unit 3, page 42 for reference.
- Have the groups discuss what advice they could give in their articles and make notes on scrap pieces of paper. Then give each group a sheet of paper. Tell the groups to allocate roles. They should have one or two members do each role: write out the final text, draw a few pictures, check the work. Collect all work at the end of the activity. Tell the children they will continue with their project in Lesson 7.

Grammar booster

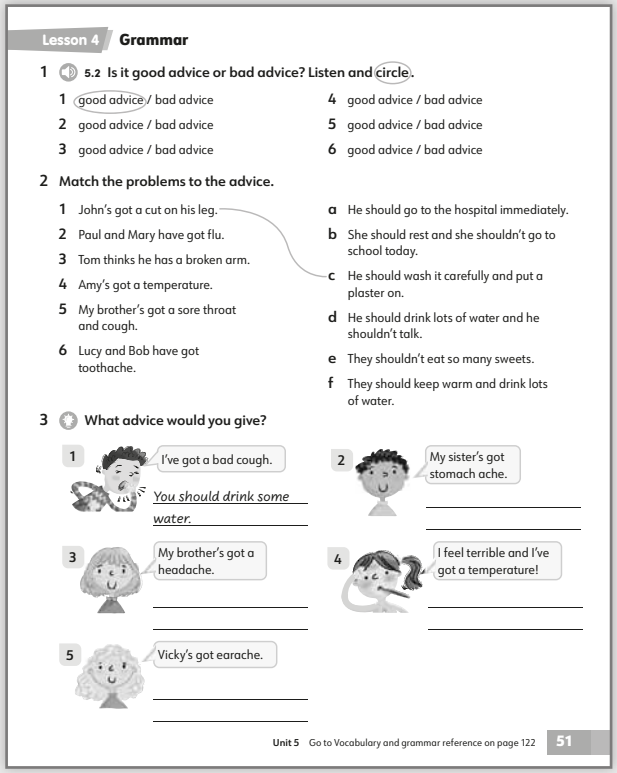
Ask the children to turn to page 138 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 should **2** shouldn't **3** should **4** should **5** shouldn't

Cooler: Advice game

- Explain to the children that you are going to say what you think you *should* do and they have to correct you.
- Say *I have a headache. I should watch TV.* Accept all logical answers, e.g. *You shouldn't watch TV. You should lie down. You should get some rest.*
- Have the children write two statements to tell their partners. Their partners have to tell them what they should do.

Workbook page 51



Lesson 4 Grammar

1 5.2 Is it good advice or bad advice? Listen and circle.

1 good advice / bad advice
2 good advice / bad advice
3 good advice / bad advice
4 good advice / bad advice
5 good advice / bad advice
6 good advice / bad advice

2 Match the problems to the advice.

1 John's got a cut on his leg.
2 Paul and Mary have got flu.
3 Tom thinks he has a broken arm.
4 Amy's got a temperature.
5 My brother's got a sore throat and cough.
6 Lucy and Bob have got toothache.

a He should go to the hospital immediately.
b She should rest and she shouldn't go to school today.
c He should wash it carefully and put a plaster on.
d He should drink lots of water and he shouldn't talk.
e They shouldn't eat so many sweets.
f They should keep warm and drink lots of water.

3 What advice would you give?

1 I've got a bad cough. *You should drink some water.*
2 My sister's got stomach ache.
3 My brother's got a headache.
4 I feel terrible and I've got a temperature!
5 Vicky's got earache.

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 section on page 122 while completing these Workbook activities.

1 5.2 Is it good advice or bad advice? Listen and circle.

Audioscript

1 *You should go to bed early on school days.*
2 *You shouldn't play computer games before going to bed.*
3 *You shouldn't eat breakfast.*
4 *You should try to eat healthy snacks.*
5 *You shouldn't exercise every day.*
6 *You should play inside most of the time.*

Answers: Good advice: 1, 2, 4
Bad advice: 3, 5, 6

2 Match the problems to the advice.

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

3 What advice would you give?

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 66



Lesson 5 Language in use

1 5.7 Listen and say.

Vocabulary: bakery butcher's chemist's fishmonger's greengrocer's

Mum is ill. She's got the flu, so I'm going shopping for her.
Can I come, too?
Sure, here's the shopping list.
Let me see.
First, **let's go** to the bakery **to buy** some bread.
Then, let's go to the butcher's to buy some meat for dinner.
OK. And where should we go after that?
Let's go to the fishmonger's **to buy** some fish.
Oh, and we need some bananas, too.
OK. So, let's go to the greengrocer's to buy some bananas.
And we must go to the chemist's to buy some tissues for Mum.
Yes, of course. Let's go!

2 Complete the sentences.

1 Let's go to the toy shop to *buy a game.*
2 Let's go to the library to _____
3 Let's go to the sports centre to _____
4 Let's go to the café to _____
5 Let's go to the chemist's to _____

3 Work in pairs. Think of places in a town. Make a new dialogue. Be a star!

First, let's go to the library to read some books.
OK. Then, let's go to the bakery to buy a cake.
Great! Then, we can go to the greengrocer's to buy some apples.

66 Unit 5 Make suggestions Use new words: shops
WB: page 52

Go to **Grammar booster**: page 138.

Learning objectives: Make suggestions; Use new words: shops

Vocabulary: bakery, butcher's, chemist's, fishmonger's, greengrocer's

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

Materials: sheets of paper (one per pair), pictures of meat, bread, medicine, fish and fruit and vegetables; blank cards (ten per child), (optional) coloured pens / pencils

Warm-up: Shopping list

- Divide the class into pairs and have the pairs sit next to each other in a circle. Give each pair a sheet of paper and ask them to write a shopping list with five items on it.
- When they have finished, have each pair give their list to the pair on their right. The new pair have to add two more things to the list. Again, they then give their list to the next pair on the right who will add two more things.
- If a pair cannot add anything to the list, then they must return to their seats. The last remaining pair has to read their list to the class.

1 5.7 Listen and say.

- Put the new flashcards on the board (or write the words on the board and draw a picture for each one). Point to the words as you say them and have the children repeat after you.
- Stick the pictures you have brought on the board (see *Materials*). Ask where the children would go to buy these things. On the board, write:
  I went to the fishmonger's to buy some fish.
  I went to the bakery to buy some …
- Ask the children to complete the second sentence (*bread / cakes*).
- Repeat for all the new vocabulary items.
- Explain that the phrase *to buy some …* is a clause of purpose because it tells us why we want to do something.
- Refer the children to the dialogue. Have them listen to the audio twice.
- Ask *Why do they go to the bakery?* Elicit *To buy some bread.*
- Continue with all the items.

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

2 Complete the sentences.

- On the board, write *library, chemist's, toy shop, sports centre, café.*
- Ask *Why would you go to these places?* (*to read a book, to buy medicine, to buy a present, to play tennis, to have some coffee / juice, etc.*)
- Have the children complete the activity individually and show their answers to their partners.

3 Work in pairs. Think of places in a town. Make a new dialogue. Be a star!

- Ask the children to tell you the names of as many shops as they can. Write them on the board.
- Ask why people would go to each shop.
- Have two volunteers read out the example dialogue.
- Explain that the children have to make a short dialogue with some of the places in the green box or their ideas on the board.
- Divide the children into pairs to complete the activity. As pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Ask pairs to come to the front and say their dialogues to the class.

Teaching star!

Pairwork

- Refer the children to Unit 3, pages 37, 40 and 41. Ask them to tell you what they see on the maps, e.g. *school, hospital*, etc. Divide the class into pairs and give each one a sheet of paper. Have them draw and illustrate a map of their town, using the new places they have learnt and some of the places in Unit 3. Place all work on display.

Grammar booster

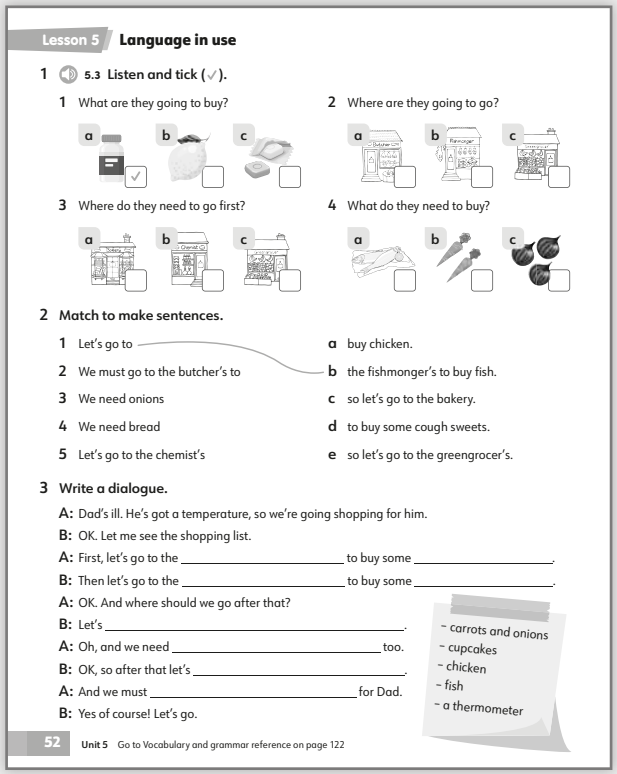
Ask the children to turn to page 138 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 1 Let's go to the greengrocer's to buy some bananas. 2 Let's go to the chemist's to buy some medicine. 3 Let's go to the library to read some books. 4 Let's go to the bakery to buy a cake. 5 Let's go to the fishmonger's to buy some fish. **3** 1 Let's go to the greengrocer's to buy some mangoes. 2 He shouldn't go to school. He should stay in bed. 3 Jenny shouldn't eat sweets. She should go to the dentist. 4 Jane shouldn't go out. She should stay home. 5 Let's go to the fishmonger's to buy some fish.

Cooler: Snap!

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

Workbook page 52



Lesson 5 **Language in use**

1 5.3 **Listen and tick (✓).**

1 What are they going to buy? a b c

2 Where are they going to go? a b c

3 Where do they need to go first? a b c

4 What do they need to buy? a b c

2 **Match to make sentences.**

1 Let's go to	a buy chicken.
2 We must go to the butcher's to	b the fishmonger's to buy fish.
3 We need onions	c so let's go to the bakery.
4 We need bread	d to buy some cough sweets.
5 Let's go to the chemist's	e so let's go to the greengrocer's.

3 **Write a dialogue.**

A: Dad's ill. He's got a temperature, so we're going shopping for him.
B: OK. Let me see the shopping list.
A: First, let's go to the _____ to buy some _____.
B: Then let's go to the _____ to buy some _____.
A: OK. And where should we go after that?
B: Let's _____.
A: Oh, and we need _____ too.
B: OK, so after that let's _____.
A: And we must _____ for Dad.
B: Yes of course! Let's go.

- carrots and onions
- cupcakes
- chicken
- fish
- a thermometer

52 Unit 5 Go to Vocabulary and grammar reference on page 122

Vocabulary and grammar reference:

Remind the children that they can refer to the *Vocabulary and grammar reference* section on page 122 while completing these Workbook activities.

1 5.3 Listen and tick (✓).

Audioscript

1 What are they going to buy?

Boy: *Mum is ill. She's got flu. Let's go to the chemist and get her some medicine.*

Girl: *OK. Do we need to buy a lemon and some cough sweets, too?*

Boy: *No, we don't.*

Girl: *OK, good.*

2 Where are they going to go?

Woman: *Let's have fish and vegetables for dinner tonight.*

Boy: *OK. Do we need to go to the greengrocer's?*

Woman: *No, I've got vegetables. We only need to go to the fishmonger.*

Boy: *OK. Let's go.*

3 Where do they need to go first?

Boy: *Grandma's ill. She needs bread and some cough sweets.*

Girl: *OK. The bakery is in town. Grandma's house is closer to the chemist.*

Boy: *Let's go to the bakery first and the chemist last.*

Girl: *Good idea!*

4 What do they need to buy?

Man: *I'm going to make fish with vegetables and rice tonight. Let's make a shopping list.*

Boy: *OK. Well we've got prawns, so we don't need to go to the fishmonger's. … and we've got some carrots and there's some rice in the cupboard too.*

Man: *Right, but I need onions. Let's go to the greengrocer's.*

Answers: 1 a **2** b **3** a **4** c

2 Match to make sentences.

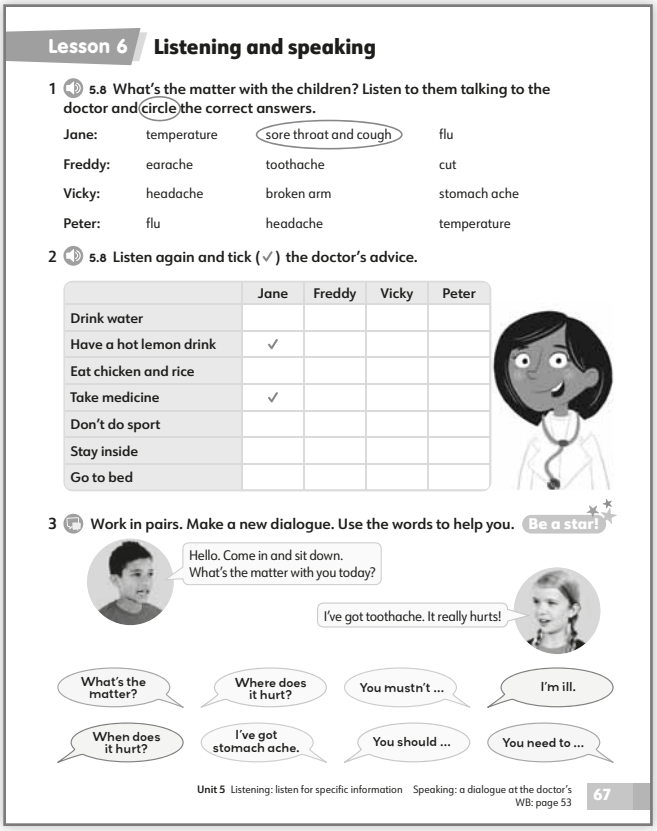
Answers: 1 to the fishmonger's to buy fish. **2** buy chicken. **3** so let's go to the greengrocer's. **4** so let's go to the bakery. **5** to buy some cough sweets.

3 Write a dialogue.

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 67



Lesson 6 Listening and speaking

1 5.8 What's the matter with the children? Listen to them talking to the doctor and circle the correct answers.

Jane:	temperature	sore throat and cough	flu
Freddy:	earache	toothache	cut
Vicky:	headache	broken arm	stomach ache
Peter:	flu	headache	temperature

2 5.8 Listen again and tick (✓) the doctor's advice.

	Jane	Freddy	Vicky	Peter
Drink water				
Have a hot lemon drink	✓			
Eat chicken and rice				
Take medicine	✓			
Don't do sport				
Stay inside				
Go to bed				

3 Work in pairs. Make a new dialogue. Use the words to help you. Be a star!

Hello. Come in and sit down. What's the matter with you today?

I've got toothache. It really hurts!

What's the matter? | Where does it hurt? | You mustn't ... | I'm ill.

When does it hurt? | I've got stomach ache. | You should ... | You need to ...

Unit 5 Listening: listen for specific information Speaking: a dialogue at the doctor's WB: page 53 67

Learning objectives: Listening: listen for specific information; Speaking: a dialogue at the doctor's

Materials: photocopies of the audioscript for track 5.8 (one per pair)

Warm-up: Spelling race

- Play the game to practise the new words from the unit. See the Games Bank (pages 14–17) for how to play the game.

1 5.8 What's the matter with the children? Listen to them talking to the doctor and circle the answers.

- Ask *Why do you go to the doctor? What advice does the doctor usually give you?*
- Refer the children to Activity 1.
- Play the audio for the children to listen. Play it again and have children complete the activity.
- Check answers as a class.

Audioscript

Jane: *Good morning, Doctor.*

Doctor Khalaf: *Good morning. Come in and sit down. What's your name?*

Jane: *My name's Jane.*

Doctor Khalaf: *And what's wrong with you?*

Jane: *Well, I've got a sore throat and a cough.*

Doctor Khalaf: *OK. So when did it start?*

Jane: *Yesterday.*

Doctor Khalaf: *And do you cough in the day or at night?*

Jane: *Um. More at night.*

Doctor Khalaf: *You need to take this medicine before you go to bed and again in the morning.*

Jane: *OK.*

Doctor Khalaf: *And also you should have a hot lemon drink for your throat.*

Jane: *Thank you, Doctor.*

Freddy: *Good morning, Doctor.*

Doctor Khalaf: *Good morning. Come in and sit down. What's your name?*

Freddy: *My name's Freddy.*

Doctor Khalaf: *So, what's the matter with you today?*

Freddy: *Well, I've got an earache.*

Doctor Khalaf: *Which ear, the right one or the left one?*

Freddy: *Um ... the left one.*

Doctor Khalaf: *OK. I'm just going to look in your ear. Mmm ... it's very red!*

Freddy: *Yes, it hurts a lot.*

Doctor Khalaf: *And now I'm going to take your temperature. Oh dear! You've got an earache and a temperature! You need to take this medicine three times a day for six days. And finally, Freddy, you must stay inside and rest.*

Freddy: *OK. Thank you, Doctor.*

Vicky: *Good morning, Doctor.*

Doctor Khalaf: *Good morning. Come in and sit down. What's your name?*

Vicky: *My name's Vicky.*

Doctor Khalaf: *So Vicky, what's wrong with you today?*

Vicky: *Oh! I've got stomach ache.*

Doctor Khalaf: *Oh dear! Where does it hurt?*

Vicky: *Here, at the top of my stomach.*

Doctor Khalaf: *And does it hurt after eating or does it hurt all day?*

Vicky: *It hurts all day.*

Doctor Khalaf: *Hmm ... you need to eat chicken and rice for the next two days. No fruit and no sweets!*

Vicky: *Aw ... OK, Doctor.*

Doctor Khalaf: *And you should drink lots of water.*

Peter: *Good morning, Doctor.*

Doctor Khalaf: *Good morning. Come in and sit down. What's your name?*

Peter: *My name's Peter.*

Doctor Khalaf: *And what's the matter with you, Peter?*

Peter: *I've got a headache. It really hurts.*

Doctor Khalaf: *Oh no! Does it hurt at the back or the front of your head?*

Peter: *More at the front. Just here. And I feel very tired too.*

Doctor Khalaf: *OK. You should go to bed this afternoon and get lots of sleep. Take this medicine, too, with a glass of water.*

Peter: *Oh, I've got a football game this afternoon.*

Doctor Khalaf: *You shouldn't do any sport until your headache is better.*

Peter: *OK, Doctor.*

Answers: Jane: sore throat and cough **Freddy:** earache **Vicky:** stomach ache **Peter:** headache

1 5.8 Listen again and tick (✓) the doctor's advice.

- Copy the table onto the board. Have the children close their books and complete the table from memory.
- Play the audio for children to check the table.
- Play the audio again for the children to fill in the table in their Pupil's Books.

Answers: Drink water: Vicky, Peter **Have a hot lemon drink:** Jane **Eat chicken and rice:** Vicky **Take medicine:** Jane, Freddy, Peter **Don't do sport:** Peter **Stay inside:** Freddy Go to bed: Peter

3 Work in pairs. Make a new dialogue. Use the words to help you.

Be a star!

- Divide the class into pairs and give each pair a copy of the audioscript for track 5.8.
- Children write a dialogue using the words from the table and the speech boxes. They can refer to the script for help.
- Have them practise the dialogue in pairs.

Teaching star!

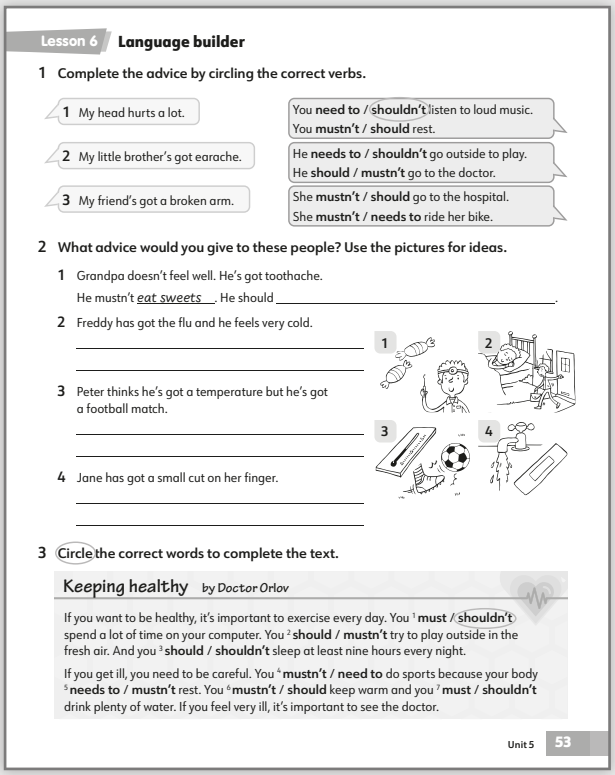
Contextualising

- Use drama to contextualise target language.
- Have the pairs from Activity 3 swap their dialogues. Ask them to check for any mistakes.
- Have pairs practise acting out their dialogues.

Cooler: What should I do?

- Divide the class into two teams and have them line up, facing each other. A member from Team A has to say an illness (e.g. *I have a sore throat*). A member from Team B has to suggest what they should do to get better (e.g. *You should drink some water*). If a player cannot make a suggestion, they sit down.
- Play from one end of the line to the other. Play the game twice so players can swap roles. The team with the most players left standing wins.

Workbook page 53



Lesson 6 **Language builder**

1 **Complete the advice by circling the correct verbs.**

1 My head hurts a lot. — You **need to** / **shouldn't** listen to loud music. You **mustn't** / **should** rest.

2 My little brother's got earache. — He **needs to** / **shouldn't** go outside to play. He **should** / **mustn't** go to the doctor.

3 My friend's got a broken arm. — She **mustn't** / **should** go to the hospital. She **mustn't** / **needs to** ride her bike.

2 **What advice would you give to these people? Use the pictures for ideas.**

1 Grandpa doesn't feel well. He's got toothache.
He mustn't *eat sweets*. He should _____.

2 Freddy has got the flu and he feels very cold.
_____
_____

3 Peter thinks he's got a temperature but he's got a football match.
_____
_____

4 Jane has got a small cut on her finger.
_____
_____

3 Circle the correct words to complete the text.

Keeping healthy by Doctor Orlov

If you want to be healthy, it's important to exercise every day. You [1] **must** / **shouldn't** spend a lot of time on your computer. You [2] **should** / **mustn't** try to play outside in the fresh air. And you [3] **should** / **shouldn't** sleep at least nine hours every night.

If you get ill, you need to be careful. You [4] **mustn't** / **need to** do sports because your body [5] **needs to** / **mustn't** rest. You [6] **mustn't** / **should** keep warm and you [7] **must** / **shouldn't** drink plenty of water. If you feel very ill, it's important to see the doctor.

Unit 5 53

1 Complete the advice by circling the correct verbs.

Answers: 1 shouldn't / should **2** shouldn't / should **3** should / mustn't

2 What advice would you give to these people? Use the pictures for ideas.

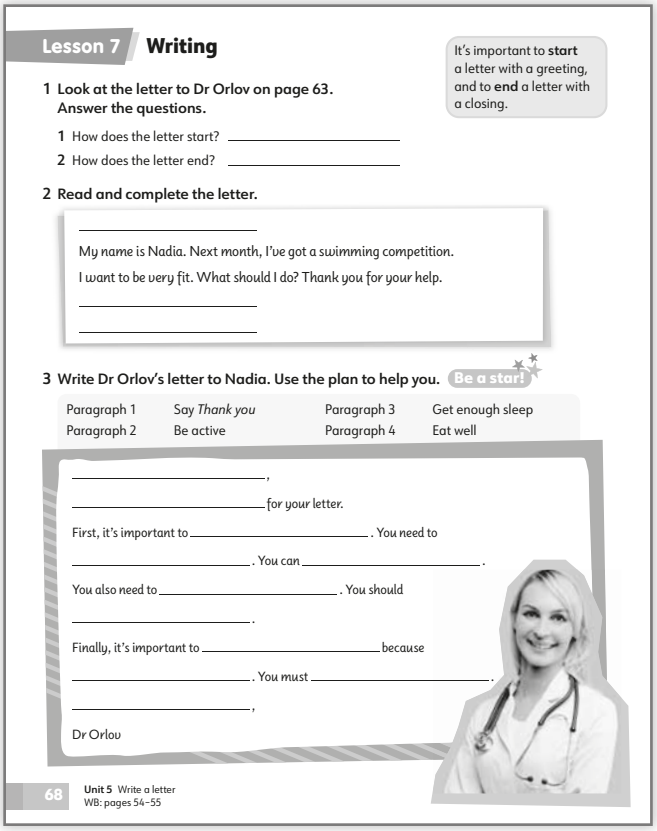
Answers: 1 eat sweets; go to the dentist **2** He needs to go to bed. He shouldn't go out. **3** He should take his temperature. He mustn't play football. **4** She must wash the cut. She should put a plaster on.

3 Circle the correct words to complete the text.

Answers: 1 shouldn't **2** should **3** should **4** mustn't **5** needs to **6** should **7** must

Lesson 7 Writing

Pupil's Book page 68



Lesson 7 Writing

It's important to **start** a letter with a greeting, and to **end** a letter with a closing.

1 Look at the letter to Dr Orlov on page 63. Answer the questions.

1 How does the letter start? _____

2 How does the letter end? _____

2 Read and complete the letter.

_____

My name is Nadia. Next month, I've got a swimming competition.

I want to be very fit. What should I do? Thank you for your help.

_____

_____

3 Write Dr Orlov's letter to Nadia. Use the plan to help you. Be a star!

Paragraph 1	Say *Thank you*	Paragraph 3	Get enough sleep
Paragraph 2	Be active	Paragraph 4	Eat well

_____,

_____ for your letter.

First, it's important to _____. You need to _____. You can _____.

You also need to _____. You should _____.

Finally, it's important to _____ because _____. You must _____.

_____,

Dr Orlov

68 Unit 5 Write a letter WB: pages 54–55

Learning objectives: Write a letter

Materials: sheets of paper (one per group and one per child)

Warm-up: Scrabble

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

1 Look at the letter to Dr Orlov on page 63. Answer the questions.

- Refer the children to the green box. Have a volunteer read it. Check understanding.
- Ask the children if they have ever written letters and if so, why.
- Have them complete the activity.

Answers: 1 Dear **2** Best wishes

2 Read and complete the letter.

- Children complete the activity in pairs.
- Have the children copy the letter onto a sheet of paper but tell them to make intentional mistakes in it, e.g. *Best wishes, Nadia* (as the letter opening), *Dear Nadia* (as the closing message).
- Have pairs swap letters with their partners who have to correct the letters.

Answers: Dear Dr Orlov, Best wishes, Nadia

3 Write Dr Orlov's letter to Nadia. Use the plan to help you.

Be a star!

- Ask the children what advice they think the doctor will give Nadia. Write their answers on the board.
- Refer the children to the letter in Activity 3 and ask them to underline *First, You also need to and Finally.*
- Explain that we use these words to break up the paragraphs and to help the reader understand what is written. We also use them to introduce new topics.
- As a class, complete the letter up to *You also need to.* Have the children give you ideas as to how the letter can be completed. Write them on the board.
- Divide the class into pairs and have them complete the activity. Have volunteers read their work to the class.

Suggested answer: Dear Nadia,
Thank you for your letter.
First, it's important to be active. You need to get lots of exercise every day. You can play different sports, ride your bike or run about with friends.
You also need to rest well. You should go to bed early, read a book in bed at night and sleep for eight to ten hours.
Finally, it's important to eat well because food gives you energy. You must eat three meals a day and have healthy snacks.
Best wishes,
Dr Orlov

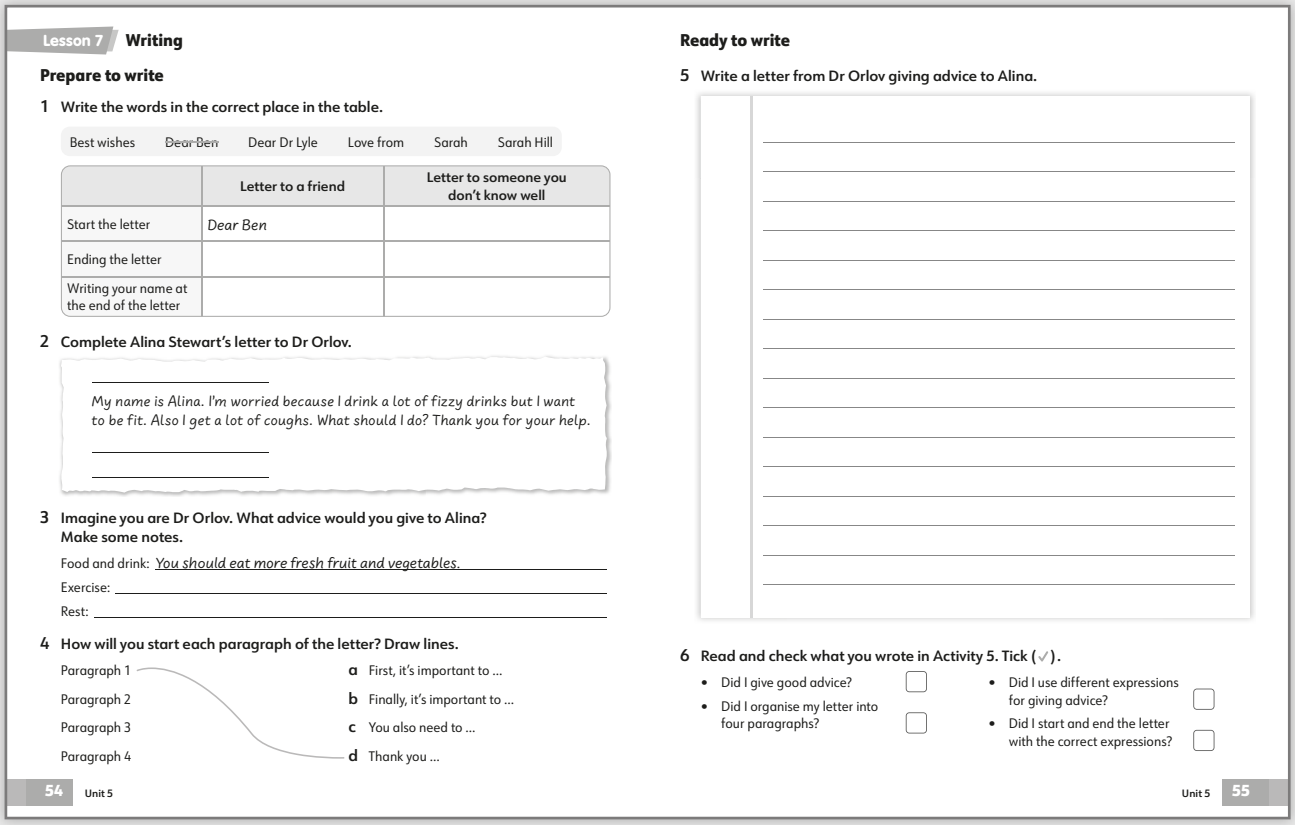
Teaching star!

Group work

- Use group work activities to develop children's co-operative skills.
- Divide the children into their groups from the health magazine project. Ask each group to plan and write two letters. The first letter should ask for health advice on a particular issue (e.g. *How can I exercise more?*) and the second should answer the letter, offering advice on the subject (e.g. *You should join a sports team. You should go for a walk every day.*) They can refer to the letters on page 68 for ideas.
- Collect all work and keep it for the next lesson.

Cooler: Do you agree?

- Say sentences using *I should / shouldn't*. The children raise their hands if they agree, e.g. *I should eat breakfast every day. I shouldn't be active. I should drink lots of fizzy drinks.*



Lesson 7 **Writing**

Prepare to write

1 Write the words in the correct place in the table.

Best wishes ~~Dear Ben~~ Dear Dr Lyle Love from Sarah Sarah Hill

	Letter to a friend	Letter to someone you don't know well
Start the letter	*Dear Ben*	
Ending the letter		
Writing your name at the end of the letter		

2 Complete Alina Stewart's letter to Dr Orlov.

My name is Alina. I'm worried because I drink a lot of fizzy drinks but I want to be fit. Also I get a lot of coughs. What should I do? Thank you for your help.

3 Imagine you are Dr Orlov. What advice would you give to Alina? Make some notes.

Food and drink: *You should eat more fresh fruit and vegetables.*

Exercise: _____

Rest: _____

4 How will you start each paragraph of the letter? Draw lines.

Paragraph 1 — **a** First, it's important to ...

Paragraph 2 — **b** Finally, it's important to ...

Paragraph 3 — **c** You also need to ...

Paragraph 4 — **d** Thank you ...

54 Unit 5

Ready to write

5 Write a letter from Dr Orlov giving advice to Alina.

6 Read and check what you wrote in Activity 5. Tick (✓).

- Did I give good advice? ☐
- Did I organise my letter into four paragraphs? ☐
- Did I use different expressions for giving advice? ☐
- Did I start and end the letter with the correct expressions? ☐

Unit 5 55

Prepare to write

1 Write the words in the correct place in the table.

- If done in class, ask children to tell you how letters to friends are started (*Dear*), ended (*Love*), how they would write their name (*Jim*).
- Repeat for formal letters.
- Have children complete the activity individually and then check answers with their partners.

Answers:

	Letter to a friend	Letter to someone you don't know well
Start the letter	Dear Ben	Dear Dr Lyle
Ending the letter	Love from	Best wishes
Writing your name at the end of the letter	Sarah	Sarah Hill

2 Complete Alina Stewart's letter to Dr Orlov.

- Have children complete the activity.
- Children check answers with their partners.

Answers: Dear Dr Orlov, Best wishes, Alina Stewart

3 Imagine you are Dr Orlov. What advice would you give to Alina? Make some notes.

- If done in class, ask children to think about what type of advice they would offer.
- They complete the activity in pairs.

4 How will you start each paragraph of the letter? Draw lines.

- If done in class, ask children how the beginning, middle and ending of letters can be started. Write answers on the board. Do not erase.
- Have children complete the activity individually and then check with their partners.

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

Ready to write

5 Write a letter from Dr Orlov giving advice to Alina.

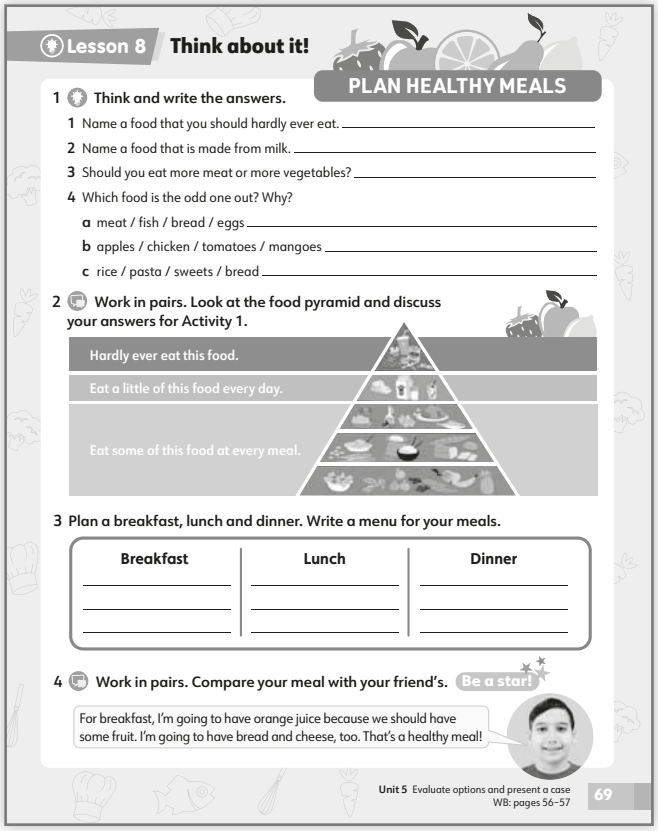
- Have pairs look at the board with the answers from the previous step and complete the activity.

6 Read and check what you wrote in Activity 5. Tick (✓).

- Ask the children to look at the check-list.
- If done in class, have pairs swap work and check for any spelling errors.

Lesson 8 Think about it!

Pupil's Book page 69



Learning objectives: Evaluate options and present a case

Additional language: food pyramid

Resources: Unit 5 test and Mid-year test

Materials: sheets of paper (a few for each group), stapler, strips of paper (one per child), board pens

Warm-up: Spelling race

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

1 Think and write the answers.

- On the board make two lists entitled *Healthy* and *Unhealthy*.
- Ask the children to tell you which foods can go into each list. Write answers as given. Do not erase.
- Ask *How often do you eat healthy food? How often do you eat unhealthy food?*
- Refer the children to Activity 1 and have them complete it. Do not ask for answers at this stage.

Suggested answers: 1 cakes, biscuits, chocolate, crisps **2** cheese, butter, yoghurt **3** vegetables **4 a** bread, because the others come from animals **b** chicken, because the others are fruits **c** sweets, because the others are not sugary foods

2 Work in pairs. Look at the food pyramid and check your answers for Activity 1.

- Have the children look at the food pyramid and explain what it is. Ask *Why is the bottom of the pyramid green? Why is the top red? (Green shows healthy food while red shows unhealthy food.)*
- Ask *Why should we hardly ever eat the food in the red area? (It has a lot of sugar and fat which isn't good for you.)*
- Divide the class into pairs. Have the children compare the pyramid with the lists on the board from Activity 1. Ask them what other foods they can add or what foods they can change around.
- Check answers from Activity 1.

3 Plan a breakfast, lunch and dinner. Write a menu for your meals.

- Ask the children what they usually have for breakfast, lunch and dinner. Ask if they can improve their meals in any way.
- Divide the children into pairs and have them complete the activity.

4 Work in pairs. Compare your meal with your friend's.

Be a star!

- Have a volunteer read the speech bubble.
- Divide the children into pairs and have them complete the activity. Ask them to discuss their menus and if they are healthy and how they can be improved.

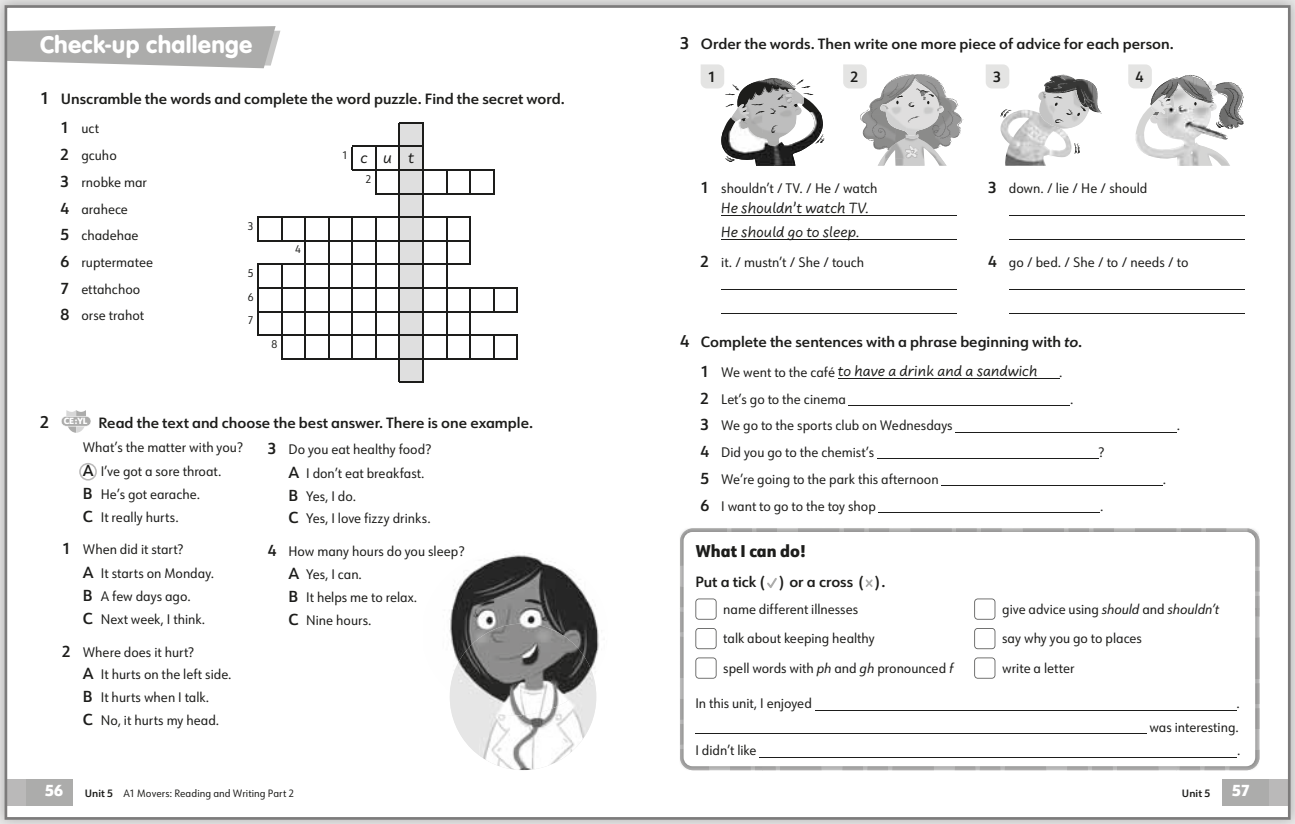
Teaching star!

Evaluating

- Revisit material already created by children to encourage continuous self-evaluation.
- Divide the children into their groups from the health magazine project and return all their work on this project. Ask if they would like to add anything to it. If so, hand out sheets of paper for them to complete their work. Then help them to staple all the pages together. Make sure each magazine has a title.
- Display the magazines so that the children can read through them and decide what they like and what could be better. Then give each child a strip of paper and ask them to write the title of their favourite magazine. Collect all the strips and have a volunteer count the names to find the winning magazine.

Cooler: Well done!

- Say *Well done! You're an Academy Star!* Ask the children for feedback with these questions: *Which unit in the first half of the book was the most interesting? Which song did you like the best? Which grammar point did you think was the most difficult? Do you use English outside the classroom? How?*



Check-up challenge

1 Unscramble the words and complete the word puzzle. Find the secret word.

1 uct
2 gcuho
3 rnobke mar
4 arahece
5 chadehae
6 ruptermatee
7 ettahchoo
8 orse trahot

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

What's the matter with you?
A I've got a sore throat.
B He's got earache.
C It really hurts.

1 When did it start?
A It starts on Monday.
B A few days ago.
C Next week, I think.

2 Where does it hurt?
A It hurts on the left side.
B It hurts when I talk.
C No, it hurts my head.

3 Do you eat healthy food?
A I don't eat breakfast.
B Yes, I do.
C Yes, I love fizzy drinks.

4 How many hours do you sleep?
A Yes, I can.
B It helps me to relax.
C Nine hours.

3 Order the words. Then write one more piece of advice for each person.

1 shouldn't / TV. / He / watch
He shouldn't watch TV.
He should go to sleep.

2 it. / mustn't / She / touch

3 down. / lie / He / should

4 go / bed. / She / to / needs / to

4 Complete the sentences with a phrase beginning with *to*.

1 We went to the café *to have a drink and a sandwich*.
2 Let's go to the cinema _____.
3 We go to the sports club on Wednesdays _____.
4 Did you go to the chemist's _____?
5 We're going to the park this afternoon _____.
6 I want to go to the toy shop _____.

What I can do!

Put a tick (✓) or a cross (×).

☐ name different illnesses
☐ give advice using *should* and *shouldn't*
☐ talk about keeping healthy
☐ say why you go to places
☐ spell words with *ph* and *gh* pronounced *f*
☐ write a letter

In this unit, I enjoyed _____.
_____ was interesting.
I didn't like _____.

56 Unit 5 A1 Movers: Reading and Writing Part 2

Unit 5 57

1 Unscramble the words and complete the word puzzle. Find the secret word.

Answers: 1 cut **2** cough **3** broken arm **4** earache **5** headache **6** temperature **7** toothache **8** sore throat
The secret word is *stomach ache*.

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

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

- Have the children look at the first item and ask them to underline the key words that could help them answer the question (*matter, you*).
- Then have them look at the answer and tell you why it is the correct answer. (*The question asks about 'you' so the answer should contain 'I'.*)
- Continue with all the questions, asking the children to underline the key words. Check what they have underlined. (*2 When, did 3 Where, hurt 4 Do you, healthy food, 5 How many hours*)
- Have the children complete the activity and then check their answers. Ask them to explain the reasons for their answers.

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

3 Order the words. Then write one more piece of advice for each person.

Answers: 1 He shouldn't watch TV. He should go to sleep. **2** She mustn't touch it. Children's own answers. **3** He should lie down. Children's own answers. **4** She needs to go to bed. Children's own answers.

4 Complete the sentences with a phrase beginning with *to*.

6 Stories from far away

Lesson 1 Vocabulary

Pupil's Book pages 70–71



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

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

Resources: Flashcards; Vocabulary 1 worksheet

Materials: photocopies of scrambled sentences (using language from Units 1–5, one per pair), sheets of paper (one per child)

Warm-up: Scrambled sentences

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

1 6.1 Listen, point and say.

- Refer the children to page 70. Ask *Where are they?(outside) What are they doing? (camping)*
- Play the audio. Children complete the activity.

ESDC

What can you learn from stories from other countries?

- This question helps children recognise different perspective from a variety of global cultures.
- Tell the children that they will be reading stories from two different countries that talk about things in a different way to how we might, but the messages of the stories are important for everyone.

Possible answers: you can learn about what's important to other people, and how similar and different people in the stories are to us.

2 6.2 Listen and play the game. Which word is *above, below* or *next to* these words?

- Play the first example on the audio and point to the pictures in the Pupil's Book.
- Play the rest of the audio. When the Narrator says *Now you*, pause for the children to call out the answer.

Audioscript

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

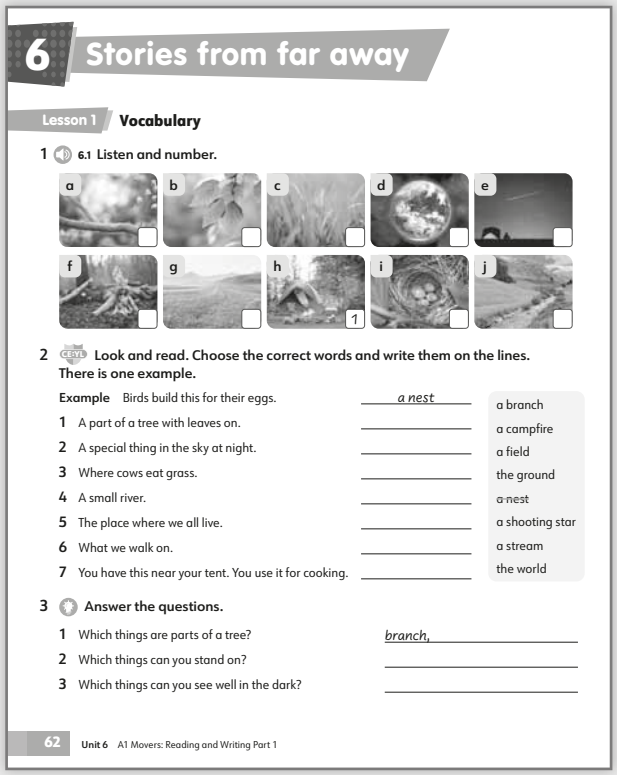
Answers: 1 branch **2** ground **3** campfire **4** nest **5** grass **6** stream

3 Write the new words in your notebook.

- Hold a pen in your hand. Say *I can hold this pen in my hand*. Point to your desk. Say *But I can't hold this desk in my hand.* Refer the children to the chart.
- Children complete the activity individually.

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

Workbook page 62



6 Stories from far away

Lesson 1 Vocabulary

1 6.1 Listen and number.

a b c d e
f g h 1 i j

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

Example Birds build this for their eggs. a nest

1 A part of a tree with leaves on. _____
2 A special thing in the sky at night. _____
3 Where cows eat grass. _____
4 A small river. _____
5 The place where we all live. _____
6 What we walk on. _____
7 You have this near your tent. You use it for cooking. _____

a branch
a campfire
a field
the ground
~~a nest~~
a shooting star
a stream
the world

3 Answer the questions.

1 Which things are parts of a tree? branch, _____
2 Which things can you stand on? _____
3 Which things can you see well in the dark? _____

62 Unit 6 A1 Movers: Reading and Writing Part 1

1 6.1 Listen and number.

Audioscript

1 Boy: *Where should we put the tent?*
Girl: *Let's put it here! The ground is nice and dry.*
2 Girl: *Can you climb that tree up the highest branch?*
Boy: *I don't know. Let's try!*
3 *There's a bird's nest in the garden. So be quiet when you play there.*
4 Boy: *Would you like to travel round the world?*
Girl: *Yes!*
5 *I had a brilliant weekend. We cooked our dinner on the campfire.*
6 *The leaves are beautiful in autumn.*
7 *My dog loves to run in the field behind our house.*
8 *The water in the stream was really cold!*
9 *I saw a shooting star in the sky last night. It was amazing!*
10 *Let's take a picnic to the park. We can sit on the grass in the sun.*

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

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

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

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

3 Answer the questions.

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

4 Look at the picture. Play the game.

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

5 6.3 Sing the song.

Be a star!

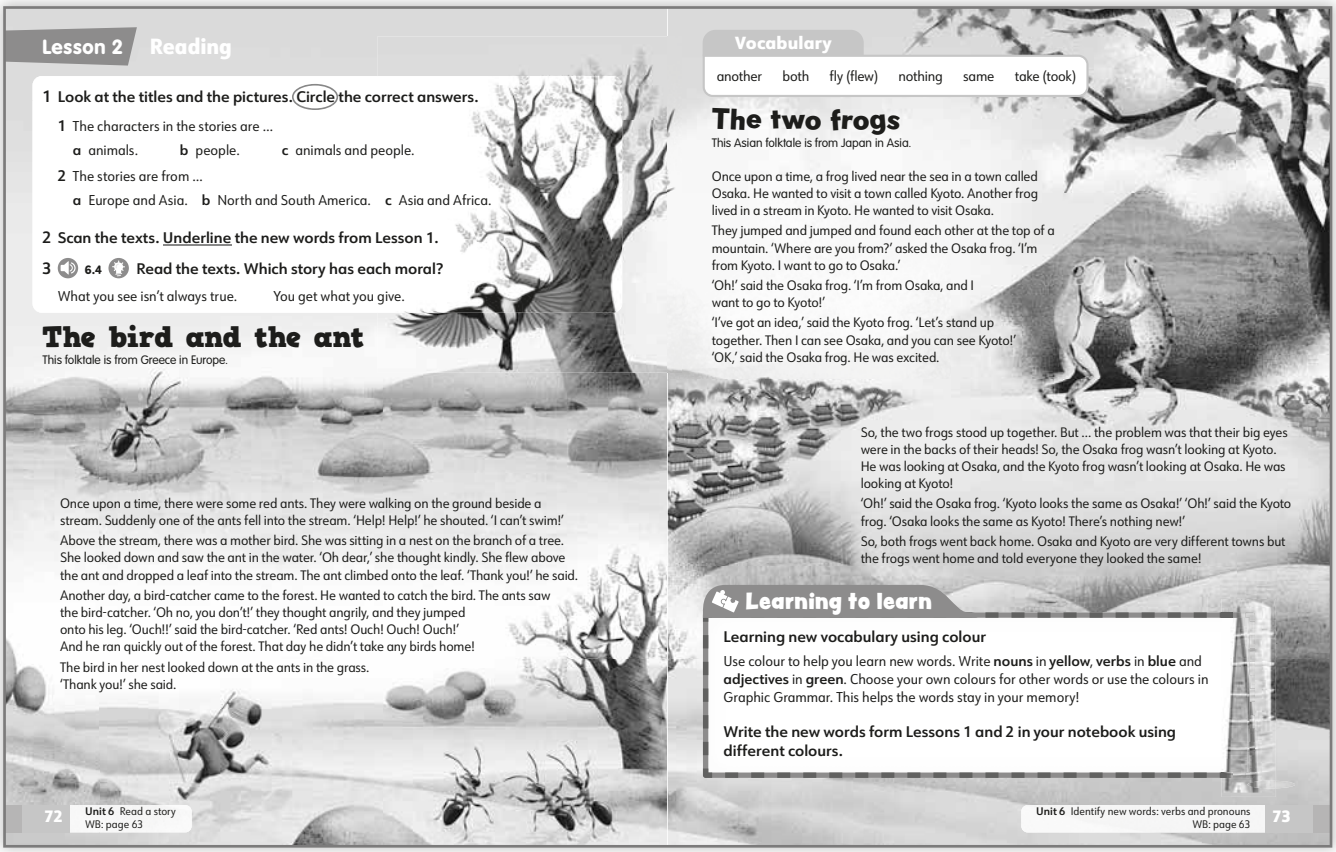
- Have a volunteer read Freddy's question.
- Play the audio. Children listen and underline the new words. Write them on the board.

Answers: campfire, shooting star, nest, branch

Cooler: Let's draw

- Hand each child a sheet of paper and ask them to draw their own campfire setting and to write a few sentences about it, using the new vocabulary.

Pupil's Book pages 72–73



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

Vocabulary: another, both, fly (flew), nothing, same, take (took)

Additional vocabulary: jungle, nearby, roar

Review vocabulary: the natural world

Resources: Flashcards

Materials: sheets of paper (one per child), sheets of coloured paper (yellow, green and blue – one per child), coloured board markers (yellow, green and blue), coloured pencils (four different colours per child)

Warm-up: It's about ...

- Have the children look at the Reading lessons from the previous units.
- Give each child a sheet of paper and ask them to choose a text, write a few sentences about it and draw a picture to illustrate it. Weaker learners may need one-to-one support.
- Have some children present their work to the class.

Vocabulary

- Put the new flashcards on the board (or write the new words on the board and draw a picture for each one). Write an example sentence on the board for each new word, e.g. *I'm still hungry. I'm going to eat another apple. Both my parents are good at tennis,* etc. Point at each sentence, say it and have the children repeat.
- Ask the children what tense the word *flew* is in (*past simple*).
- Have the children give you more verbs in the past simple and write them on the board.
- Explain the additional vocabulary using L1 if necessary.

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

- Have the children study the pictures and titles and decide on an answer for each question. Ask why they chose that answer.
- Ask what type of stories they like to read and how often they read them.

Answers: 1 a **2** a

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

- Ask the children to tell you the new words they learnt in Lesson 1. Write them on the board.
- Have the children work individually. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Children raise their hands to answer.

Answers: ground, stream, nest, branch, leaf, grass

3 6.4 Read the texts. Which story has each moral?

- Ask the children to read both morals.
- Play the audio. Children listen and read.
- Give them time to read the stories again individually and answer the question in their notebooks. Have them compare their answers with their partners.

Answers: The bird and the ant: You get what you give; **The two frogs:** What you see isn't always true

Teaching star!

Reading

- Encourage children to read aloud to develop their fluency and focus. Have the children sit in a circle with their Pupil's Books. Explain that you will start reading the story and could stop at any point. When you stop, the child on your left has to read out the next sentence or phrase in the story. That child then continues by continuing the story and stopping, etc.

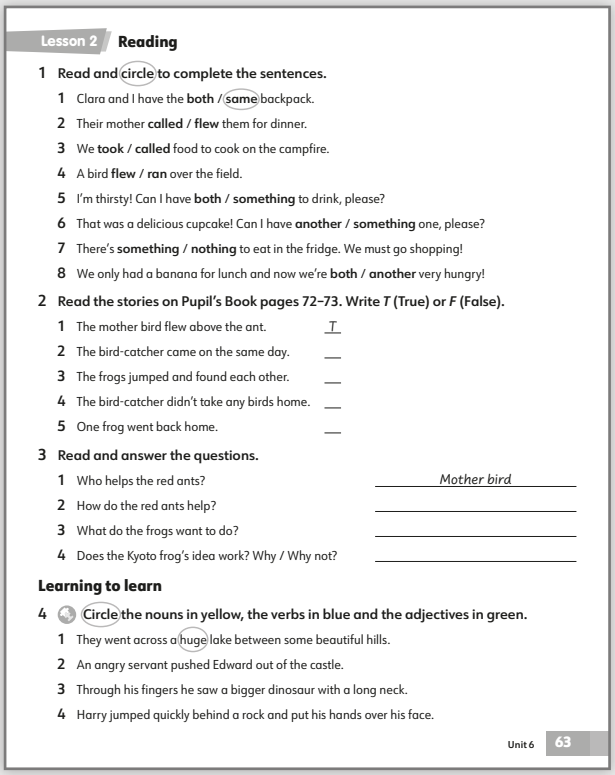
Learning to learn

- Refer the class to the *Learning to learn* box. Ask them to say a few nouns and then write them on the board using a yellow marker. Continue with verbs (in blue) and adjectives (in green).
- Give each child one sheet of coloured paper (a mix of yellow, blue and green). Say a word. If it's a noun, the children with a yellow sheet of paper raise it in the air. Continue with as many verbs, nouns and adjectives as possible.
- Then write a few prepositions on the board and ask the children what colour they would like them to be. Circle them using a marker in that colour.
- Explain that colours can help us to remember words. Using coloured pencils, children write the new words from Lessons 1 and 2 in their notebooks.

Cooler: Pass the ball

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

Workbook page 63



Lesson 2 **Reading**

1 Read and circle to complete the sentences.

1 Clara and I have the **both** / **same** backpack.
2 Their mother **called** / **flew** them for dinner.
3 We **took** / **called** food to cook on the campfire.
4 A bird **flew** / **ran** over the field.
5 I'm thirsty! Can I have **both** / **something** to drink, please?
6 That was a delicious cupcake! Can I have **another** / **something** one, please?
7 There's **something** / **nothing** to eat in the fridge. We must go shopping!
8 We only had a banana for lunch and now we're **both** / **another** very hungry!

2 Read the stories on Pupil's Book pages 72–73. Write *T* (True) or *F* (False).

1 The mother bird flew above the ant. T
2 The bird-catcher came on the same day. ___
3 The frogs jumped and found each other. ___
4 The bird-catcher didn't take any birds home. ___
5 One frog went back home. ___

3 Read and answer the questions.

1 Who helps the red ants? *Mother bird*
2 How do the red ants help? ___
3 What do the frogs want to do? ___
4 Does the Kyoto frog's idea work? Why / Why not? ___

Learning to learn

4 Circle the nouns in yellow, the verbs in blue and the adjectives in green.

1 They went across a huge lake between some beautiful hills.
2 An angry servant pushed Edward out of the castle.
3 Through his fingers he saw a bigger dinosaur with a long neck.
4 Harry jumped quickly behind a rock and put his hands over his face.

Unit 6 63

1 Read and circle to complete the sentences.

Answers: 1 same **2** called **3** took **4** flew **5** something **6** another **7** nothing **8** both

2 Read the stories on Pupil's Book pages 72–73. Write *T* (True) or *F* (False).

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

3 Read and answer the questions.

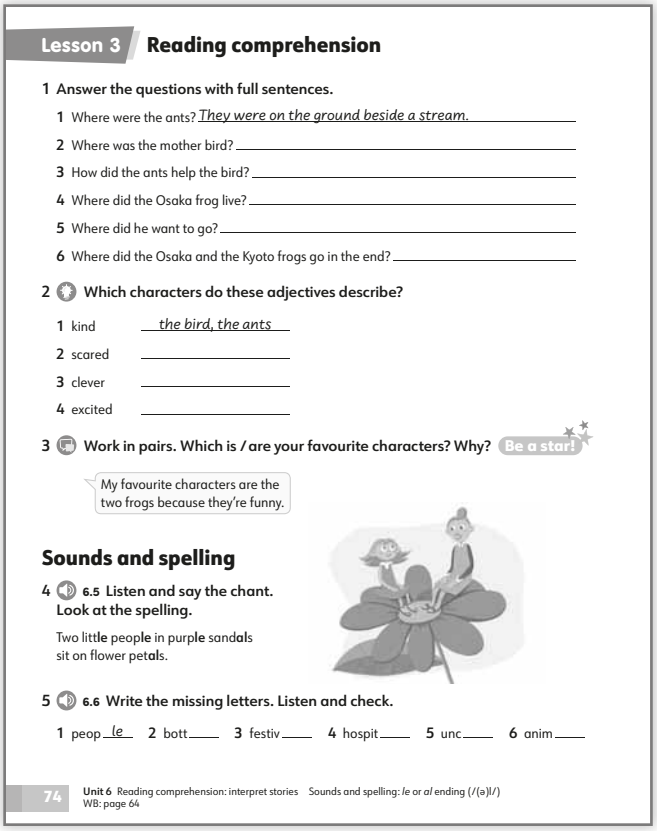
Answers: 1 Mother bird **2** They jumped onto the bird-catcher's leg. **3** They wanted to visit each other's town **4** No, because their eyes were in the backs of their heads.

4 Circle the nouns in yellow, the verbs in blue and adjectives in green.

Answers: Nouns (yellow): 1 lake, hills **2** servant, Edward, castle **3** fingers, dinosaur, neck **4** Harry, rock, hands, face **Verbs (blue): 1** went **2** pushed **3** saw **4** jumped, put **Adjectives (green): 1** huge, beautiful **2** angry **3** bigger, long **4** –

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 74



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 Where were the ants? *They were on the ground beside a stream.*
2 Where was the mother bird? _____
3 How did the ants help the bird? _____
4 Where did the Osaka frog live? _____
5 Where did he want to go? _____
6 Where did the Osaka and the Kyoto frogs go in the end? _____

2 Which characters do these adjectives describe?

1 kind *the bird, the ants*
2 scared _____
3 clever _____
4 excited _____

3 Work in pairs. Which is / are your favourite characters? Why? Be a star!

My favourite characters are the two frogs because they're funny.

Sounds and spelling

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

Two little people in purple sandals
sit on flower petals.

5 6.6 Write the missing letters. Listen and check.

1 peop*le* 2 bott___ 3 festiv___ 4 hospit___ 5 unc___ 6 anim___

74 Unit 6 Reading comprehension: interpret stories Sounds and spelling: *le* or *al* ending (/(ə)l/)
WB: page 64

Learning objectives: Reading comprehension: interpret stories; Sounds and spelling: *le* or *al* ending (/(ə)l/)

Vocabulary: animal, bottle, festival, hospital, little, people, petals, purple, sandals, uncle

Review vocabulary: the natural world

Resources: Sounds and spelling worksheet

Materials: sheets of paper (two per group and one per child), (optional) coloured pens / pencils

Warm-up: What's the missing word?

- On the board, write three sentences from the stories on pages 72–73, each with a word missing, e.g. *One of the _____ fell into the stream.*
- Ask the children if they know what word is missing (*ants*). Ask volunteers to come to the board and write the word in the gap.
- Have the children write three of their own sentences from the stories with gaps for their partners to complete.

1 Answer the questions with full sentences.

- Ask the children to give you an example of a full sentence. Write it on the board.
- Look at the example with the class. Have the children work individually to answer the questions.
- Check as a class.

Answers: 1 They were on the ground beside a stream. **2** She was sitting in a nest. **3** They jumped onto the bird catcher's leg. **4** He lived in a town called Osaka. **5** He wanted to go to a town called Kyoto. **6** They went back home.

2 Which characters do these adjectives describe?

- Write the adjectives on the board and complete the activity as a class.
- Then divide the class into pairs and have them find examples in the text that show why the adjectives belong to those characters.
- Have the pairs read their answers to the class.

Answers: 1 the bird, the ants **2** the ants **3** the bird, the ants **4** the frogs

3 Work in pairs. Which is / are your favourite characters? Why?

Be a star!

- Have a volunteer read the speech bubble.
- Have the children look back at pages 72–73 and discuss the questions in pairs.
- Give each child a sheet of paper. Ask them to write their answers on the sheet of paper and to illustrate it. Explain that they can write one or two sentences.
- Invite some children to show their pictures and read their sentences aloud.
- Place all work on classroom display.

Teaching star!

Extension

- Have children write their own activities to give them ownership of their learning.
- Divide the class into groups and hand each group two sheets of paper. Have them write an activity that tests what they have learnt in the Reading lesson on pages 62–63. Tell them that they can look back to Activities 1–3 on page 64 for examples. Explain that they must have a separate page with the answer key. When they have completed the activity, ask the groups to swap their activities and to answer them.

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

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *little, people, purple, sandals* and *petals* on the board. Say each word as you point to it and have the children repeat after you. Explain that the letters le or al have the */əl/* sound.
- Play the first part of the audio for the children to listen to.
- Play it again and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: *Now say the missing words.*

Teacher: *Two … people in purple sandals sit on flower petals.*

Children: *little*

Teacher: *Two little people in … sandals sit on flower petals.*

Children: *purple*

Teacher: *Two little people in purple sandals sit on flower …*

Children: *petals.*

Teacher: *Two little people in purple … sit on flower petals.*

Children: *sandals*

5 6.6 Write the missing letters. Listen and check.

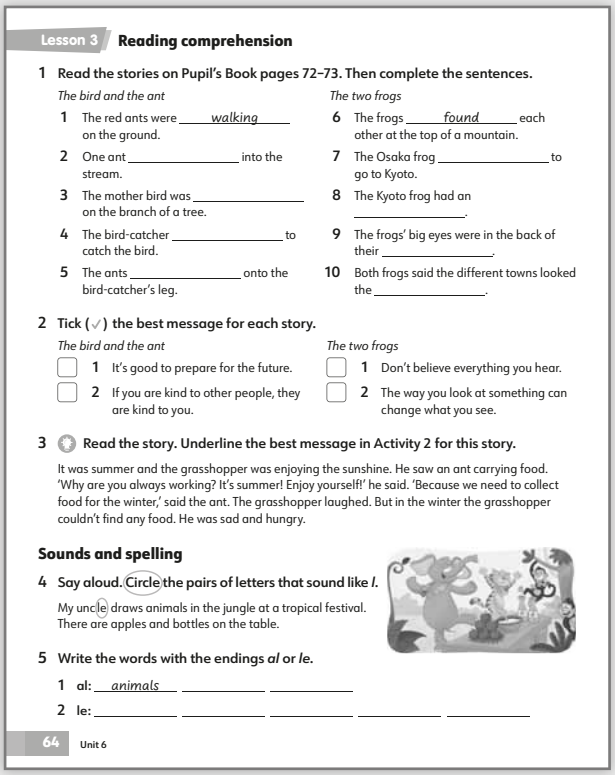
- Ask the children what other words they can think of that have the */əl/* sound (e.g. *apple*).
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Books.
- Play the audio. Ask volunteers to read out the words in the activity.
- Ask the children to place their Pupil's Books face down. Explain that you will say a word from Activity 5 and they have to say whether the sound is spelled *le* or *al*.

Answers: 1 people **2** bottle **3** festival **4** hospital **5** uncle **6** animal

Cooler: Bingo

- Play the game to practise the sounds the children have learnt in Sounds and spelling Units 1–6.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 64



Lesson 3 **Reading comprehension**

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

The bird and the ant

1 The red ants were *walking* on the ground.
2 One ant _____ into the stream.
3 The mother bird was _____ on the branch of a tree.
4 The bird-catcher _____ to catch the bird.
5 The ants _____ onto the bird-catcher's leg.

The two frogs

6 The frogs *found* each other at the top of a mountain.
7 The Osaka frog _____ to go to Kyoto.
8 The Kyoto frog had an _____.
9 The frogs' big eyes were in the back of their _____.
10 Both frogs said the different towns looked the _____.

2 Tick (✓) the best message for each story.

The bird and the ant

☐ 1 It's good to prepare for the future.
☐ 2 If you are kind to other people, they are kind to you.

The two frogs

☐ 1 Don't believe everything you hear.
☐ 2 The way you look at something can change what you see.

3 Read the story. Underline the best message in Activity 2 for this story.

It was summer and the grasshopper was enjoying the sunshine. He saw an ant carrying food. 'Why are you always working? It's summer! Enjoy yourself!' he said. 'Because we need to collect food for the winter,' said the ant. The grasshopper laughed. But in the winter the grasshopper couldn't find any food. He was sad and hungry.

Sounds and spelling

4 Say aloud. Circle the pairs of letters that sound like *l*.

My uncle draws animals in the jungle at a tropical festival. There are apples and bottles on the table.

5 Write the words with the endings *al* or *le*.

1 al: *animals* _____ _____
2 le: _____ _____ _____ _____ _____

64 Unit 6

1 Read the stories on Pupil's Book pages 72–73. Then complete the sentences.

Answers: 1 walking **2** fell **3** sitting **4** wanted **5** jumped **6** found **7** wanted **8** idea **9** heads **10** same

2 Tick (✓) the best message for each story.

Answers: The bird and the ant – 2; The two frogs – 2

3 Read the story. Underline the best message in Activity 2 for this story.

Answers: TK

4 Say aloud. Circle the pairs of letters that sound like *l*.

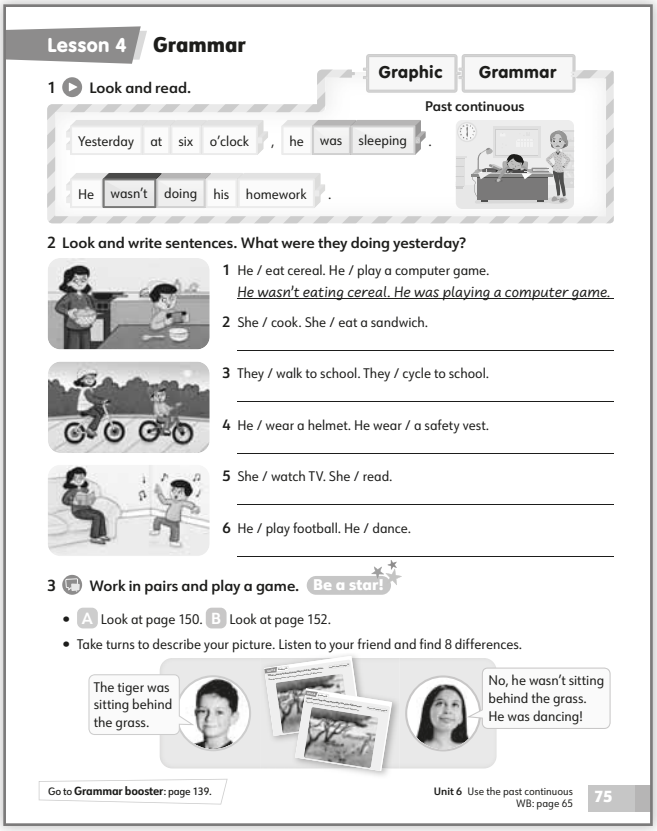
Answers: My unc(le) draws anim(al)s in the jung(le) at a tropic(al) festiv(al). There are app(le)s and bott(le)s on the tab(le).

5 Write the words with the endings *al* or *le*.

Answers: 1 al: animals, tropical, festival
2 le: uncle, jungle, apples, bottles, table

Lesson 4 Grammar

Pupil's Book page 75



Learning objectives: Use the past continuous

Grammar: Past continuous

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: large sheets of paper (one per group), (optional) coloured pens / pencils

Warm-up: Read my lips

- Choose one of the new vocabulary sets and tell the class what it is.
- See the Games Bank (pages 14–17) for how to play the game.

1 Look and read.

- If you don't have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
- On the board, write:
  Joe did his homework at 5 o'clock.
  Joe was doing his homework at 5 o'clock.
- Ask the children if they can explain the difference. Explain that when we want to show that an action was in progress (was still happening) at a certain time in the past, we use *was / were* and add *–ing* to the verb. Say *This tense is the past continuous.*
- On the board, write two more sentences, one in the past simple and the other in the past continuous. Have the children tell you which sentence is in the past continuous.
- Refer the children to the Graphic Grammar box on page 75 and have them read the sentences. Ask them to tell you which verbs are in the past continuous.
- Divide the class into pairs and have them write two sentences using the past continuous. One sentence should use *was / were* and one should use *wasn't / weren't*.
- Have the pairs read their sentences to the class.

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

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

- Have the children look at the picture. Explain that it shows what the boy and his Mum were doing yesterday. Look at the example as a class.
- Have the children tell you what each person was doing yesterday using the past continuous form.
- Have the children complete the activity individually and then show their answers to their partners.
- Then ask them to look through the book and describe what was happening in a few of the pictures to their partners.
- Monitor for proper use of language, gently correcting where necessary.

Answers: 1 He wasn't eating cereal. He was playing a computer game. **2** She was cooking. She wasn't eating a sandwich. **3** They weren't walking to school. They were cycling to school. **4** He was wearing a helmet. He wasn't wearing a safety vest. **5** She wasn't watching TV. She was reading. **6** He wasn't playing football. He was dancing.

3 Work in pairs. Play a game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 150 and have Student B turn to page 152.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. The children describe what it happening in the picture on their page, and their friend find the differences on their page. They should find eight differences.
- Allow time for the children to complete the game.

Teaching star!

Revision

- Have children revisit grammar from earlier units to consolidate learning. Divide the class into small groups and give each group a large sheet of paper. Ask them to make five columns across it. Explain that in each column they have to write a unit number (from Units 1–6), its grammar focus and examples of the grammar used in that unit. Have them write their own examples of the grammar as well, e.g. *past continuous – I was walking to school at eight o'clock this morning.* Then have each group present their work to the class.

Cooler: Right or wrong?

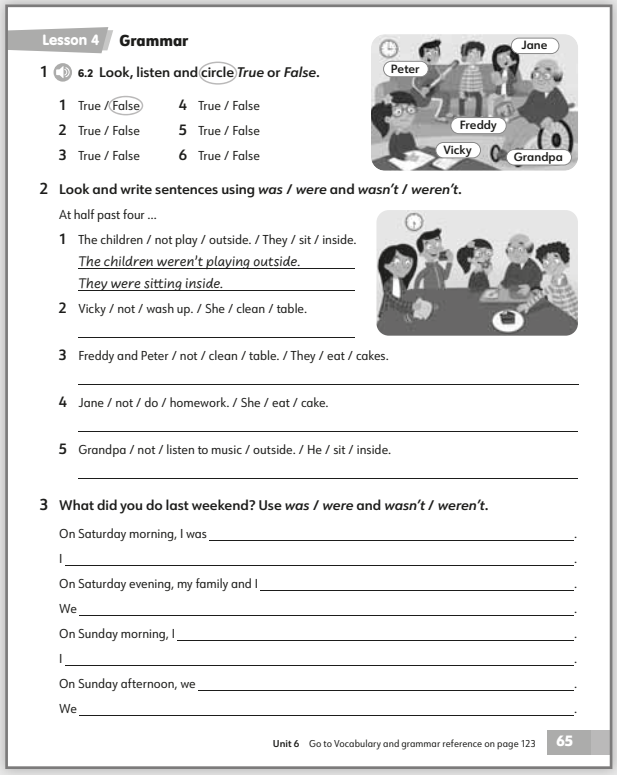
- Tell the class that when you get a headache, you usually mix up your words. Tell them that you have a headache now and so you might make mistakes as you read out some sentences to them. Say *The boy danced while his mum read.* Have the children correct you (*The boy was dancing while his mum was reading.*).
- Then say a sentence with the correct grammar and syntax.
- Continue with a few more sentences, alternating between correct and incorrect structures.
- Divide the class into pairs and have them play the game amongst themselves.

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 was doing homework **2** wasn't reading **3** was watching a film **4** was swimming **5** wasn't skateboarding **6** was playing computer games

Workbook page 65



Lesson 4 **Grammar**

1 6.2 Look, listen and circle *True* or *False*.

1 True / False
2 True / False
3 True / False
4 True / False
5 True / False
6 True / False

2 Look and write sentences using *was / were* and *wasn't / weren't*.

At half past four ...

1 The children / not play / outside. / They / sit / inside.
The children weren't playing outside.
They were sitting inside.
2 Vicky / not / wash up. / She / clean / table.
3 Freddy and Peter / not / clean / table. / They / eat / cakes.
4 Jane / not / do / homework. / She / eat / cake.
5 Grandpa / not / listen to music / outside. / He / sit / inside.

3 What did you do last weekend? Use *was / were* and *wasn't / weren't*.

On Saturday morning, I was _____.
I _____.
On Saturday evening, my family and I _____.
We _____.
On Sunday morning, I _____.
I _____.
On Sunday afternoon, we _____.
We _____.

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 section on page 123 while completing these Workbook activities.

1 6.2 Look, listen and circle *True* or *False*.

Audioscript

1 *At three o'clock yesterday the children were watching TV.*
2 *Freddy was listening to music.*
3 *Peter wasn't reading. He was playing his guitar.*
4 *Vicky was eating a sandwich.*
5 *Jane wasn't singing. She was playing a game on her tablet.*
6 *Grandpa was sleeping!*

Answers: 1 False **2** True **3** True **4** False **5** True **6** False

2 Look and write sentences using *was / were* and *wasn't / weren't*.

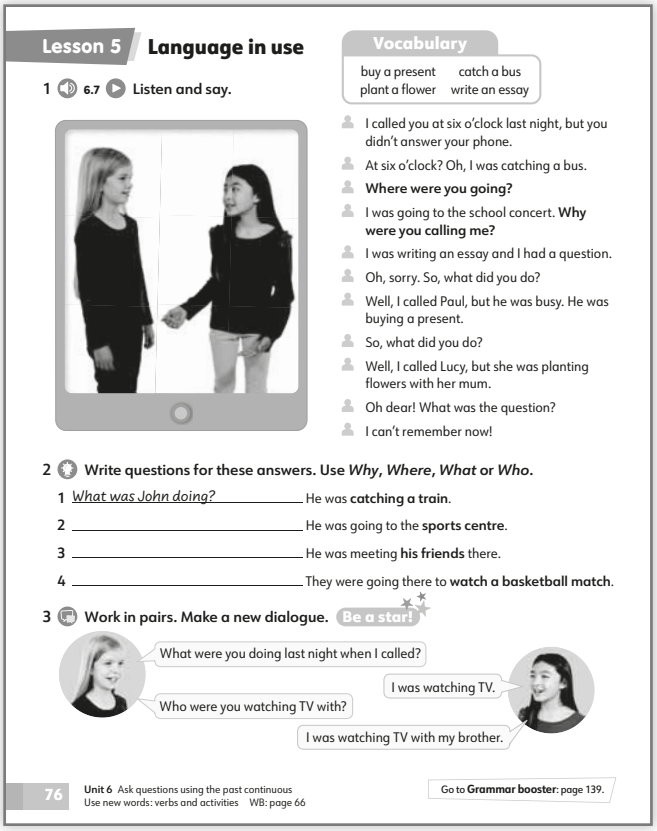
Answers: 1 The children weren't playing outside. They were sitting inside. **2** Vicky wasn't washing up. She was cleaning the table. **3** Freddy and Peter were not cleaning the table. They were eating cakes.
4 Jane was not doing homework. She was eating cake. **5** Grandpa was not listening to music. He was sitting inside.

3 What did you do last weekend? Use *was / were* and *wasn't / weren't*.

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

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

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

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

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

3 Work in pairs. Make a new dialogue. Be a star!

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

76 Unit 6 Ask questions using the past continuous
Use new words: verbs and activities WB: page 66
Go to **Grammar booster**: page 139.

Learning objectives: Ask questions using the past continuous; Use new words: verbs and activities

Vocabulary: buy a present, catch a bus, plant a flower, write an essay

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

Materials: blank postcards (one per child), (optional) coloured pens / pencils

Warm-up: What's the tense?

- Play the game to practise the present simple, past simple and past continuous tenses, e.g. *call, called, was calling*.
- See the Games Bank (pages 14–17) for how to play the game.

1 6.7 Listen and say.

- Stick the new flashcards on the board (or write the words and draw picture for each one). Point to the words as you say them and have the class repeat after you.
- Then ask the children to change the verbs in the new phrases to the past continuous. Write them on the board. Have volunteers make sentences with them.
- Finally, refer the children to the dialogue in Activity 1. Play the audio and have the children listen and follow. Play it again. Tell them to underline all the verbs in the past continuous.
- Ask volunteers to read out the dialogue.

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

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

- Have the children look at answers 1–4 in Activity 2 and have them underline the verbs in the past continuous.
- Look at the example as a class. Ask volunteers to tell you what question words they think could be used to ask about the bold words in the other answers, e.g. *sports centre = Where*.
- Have the children complete the activity individually and compare their answers with their partners.

Suggested answers: 1 What was John doing?
2 Where was he going? **3** Who was he meeting there?
4 Why were they going there?

3 Work in pairs. Make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue.
- Explain to the children that they are going to make a short dialogue, like the one in Activity 1, but they have to talk about themselves.
- Tell them they should use the vocabulary in the green box, the past continuous and question words as much as possible.
- Divide the children into pairs and have them do the activity.
- As the children work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- When the pairs have completed the activity, ask some of them come to the front of the class and perform their dialogues for the class.

Grammar booster

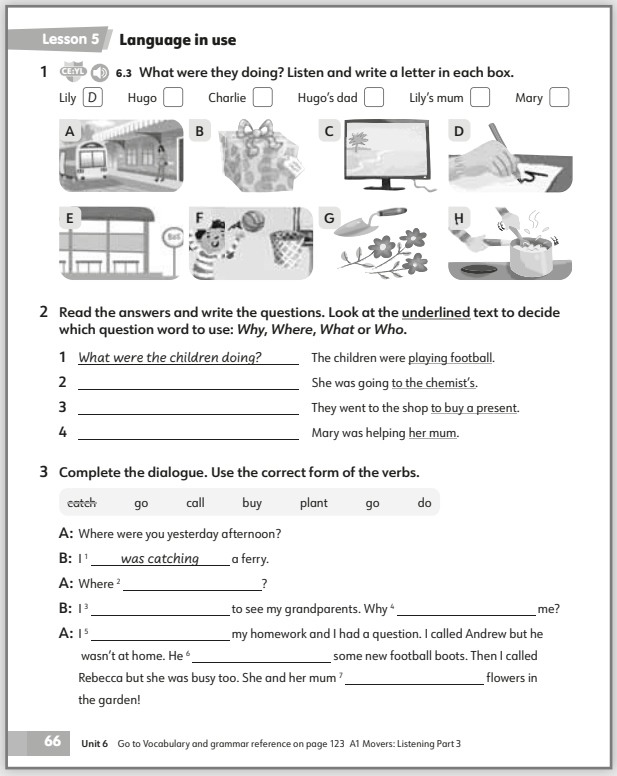
Ask the children to turn to page 139 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 1 e 2 a 3 d 4 b 5 f 6 c
3 A What were you doing at 4pm yesterday?
B I was playing football in the park.
A Who were you playing with?
B I was playing with some friends from school.
A Was your brother playing?
B No, he wasn't. He was shopping with mum.

Cooler: Project

- Give each child a sheet of paper and ask them to draw two animals from this lesson that they like.
- Tell them that they should try and write sentences about the animals using the comparative and superlative forms.
- Have the children present their work to their classmates and place all work on classroom display.

Workbook page 66



Lesson 5 **Language in use**

1 CEFR 6.3 What were they doing? Listen and write a letter in each box.

Lily [D] Hugo [ ] Charlie [ ] Hugo's dad [ ] Lily's mum [ ] Mary [ ]

A B C D

E F G H

2 Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why, Where, What* or *Who.*

1 *What were the children doing?* The children were playing football.
2 _____ She was going to the chemist's.
3 _____ They went to the shop to buy a present.
4 _____ Mary was helping her mum.

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

~~catch~~ go call buy plant go do

A: Where were you yesterday afternoon?
B: I [1] *was catching* a ferry.
A: Where [2] _____?
B: I [3] _____ to see my grandparents. Why [4] _____ me?
A: I [5] _____ my homework and I had a question. I called Andrew but he wasn't at home. He [6] _____ some new football boots. Then I called Rebecca but she was busy too. She and her mum [7] _____ flowers in the garden!

66 Unit 6 Go to Vocabulary and grammar reference on page 123 A1 Movers: Listening Part 3

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 123 while completing these Workbook activities.

1 6.3 What were they doing? Listen and write a letter in each box.

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

- Children listed and write a letter in each box, based on what they hear.
- Have the children complete the activity and check answers with their partners.

Audioscript

Speaker: *Listen and look. There is one example. The children are talking about what their family and friends were doing yesterday. What was each person doing?*

1 Boy: *Lily, I called you at seven o'clock yesterday, but you didn't answer?*

Girl: *Oh, I was doing my homework and I couldn't answer the phone.*

Boy: *Oh, OK. Did you finish it?*

Girl: *Yes, I did.*

Speaker: *Can you see the letter D? Now you listen and write a letter in each box.*

2 Girl: *So, why did you call, Hugo? What were you doing?*

Boy: *I was at the train station and I was waiting for a train. I was bored and wanted to chat!*

Girl: *[laughs] Oh!*

3 Girl: *Why were you at the train station?*

Boy: *I was catching a train to watch a basketball match.*

Girl: *Were you meeting someone there?*

Boy: *Yes, I was meeting my friend, Charlie. He loves basketball.*

4 Girl: *Did your dad go with you to the basketball match?*

Boy: *No, he didn't. He was busy. He was helping my grandpa in his garden.*

Girl: *Oh, OK.*

5 Boy: *I saw your mum in town when I was walking to the train station. What was she doing?*

Girl: *She was shopping. She was buying a present for my sister for her birthday.*

Boy: *Oh, how old is she?*

Girl: *She's going to be six.*

6 Boy: *So, where was your sister?*

Girl: *Mary?*

Boy: *Yes!*

Girl: *Oh – she was at home with my dad. They were probably watching TV.*

Answers: Lily – D, Hugo – A, Charlie – F, Hugo's dad – G, Lily's mum – B, Mary – C

2 Read the answers and write the questions. Look at the underlined text to decide which question word to use: *Why, Where, What* or *Who*.

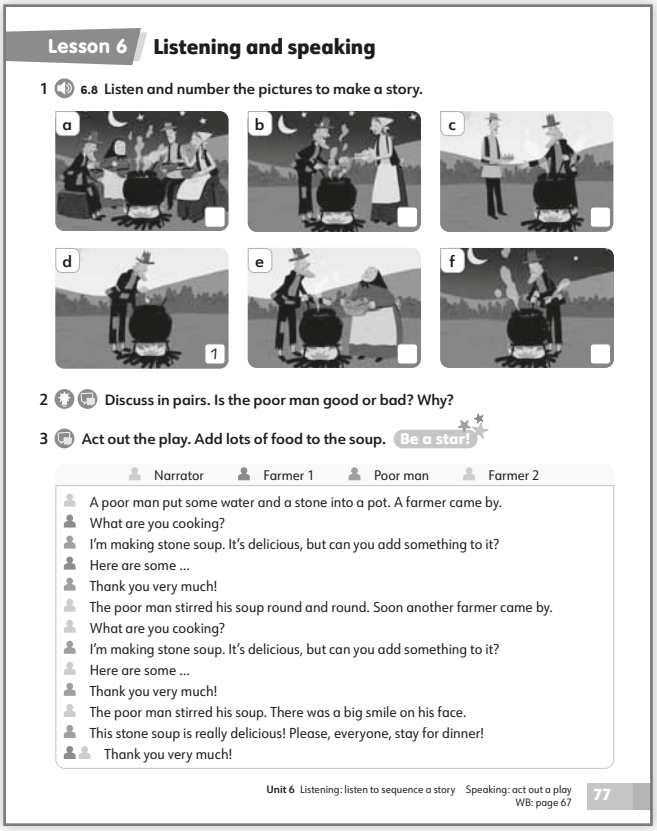
Answers: 1 What were the children doing? **2** Where was she going? **3** Why did they go to the shop? **4** Who was Mary helping?

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

Answers: 1 was catching **2** were you going **3** was going **4** were you calling **5** was doing **6** was buying **7** were planting

Lesson 6 Listening and speaking

Pupil's Book page 77


Lesson 6 Listening and speaking

1 6.8 Listen and number the pictures to make a story.

a b c d 1 e f

2 Discuss in pairs. Is the poor man good or bad? Why?

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

Narrator | Farmer 1 | Poor man | Farmer 2

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

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

Learning objectives: Listening: listen to sequence a story; Speaking: act out a play

Materials: sheets of paper (several per child), photocopies of the pictures from Activity 1 (one per child), glue and child-safe scissors, (optional) coloured pens / pencils

Warm-up: Sentence race

- Divide the class into pairs. Explain that they have two minutes to write as many sentences using new vocabulary from Unit 6 as possible. Tell them that their sentences have to be in the present simple.
- When the time is up, have the pairs read out their sentences. The pair with the most sentences wins.
- Then have the children swap their sentences with another pair who has to rewrite them in the past continuous.

1 6.8 Listen and number the pictures to make a story.

- Refer the children to the pictures and ask them to tell you what they see in each one. Then ask them to tell you what they think the story will be about.
- Play the audio and have them complete the activity.
- Play the audio again for the children to check their answers.
- Ask the children what they think the moral of the story is.

Audioscript

Narrator: *Once upon a time, there was a poor man who had nothing to eat. All he had was a big pot. He made a fire, put water in the pot, put a stone into the water, put the pot on the fire, sat down on the ground and stirred the water round and round. Soon a farmer came by.*

Farmer 1: *What are you cooking?*

Man: *I'm making stone soup. It's delicious, but can you add something to it?*

Narrator: *The farmer went away, but she came back with some carrots.*

Farmer 1: *Here are some carrots for your soup.*

Man: *Thank you very much!*

Narrator: *The poor man went on stirring his soup round and round. Soon another farmer came by.*

Farmer 2: *What are you cooking?*

Man: *I'm making stone soup. It's delicious, but can you add something to it?*

Narrator: *The farmer went away, but he came back with some onions.*

Farmer 2: *Here are some onions for your soup.*

Man: *Thank you very much!*

Narrator: *The moon and the stars came out, but the poor man was still there, stirring his soup round and round. Soon another farmer came by.*

Farmer 3: *What are you cooking?*

Man: *I'm making stone soup. It's delicious, but can you add something to it?*

Narrator: *The farmer went away, but she came back with a chicken.*

Farmer 3: *Here's a chicken for your soup.*

Narrator: *The poor man stirred his soup round and round. There was a big smile on his face.*

Man: *This stone soup is really delicious! Please everyone, stay for dinner!*

Narrator: *Everyone shared the poor man's delicious soup. Mmm!*

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

2 Discuss in pairs. Is the poor man good or bad? Why?

- Ask *Is the poor man good or bad? Why?*
- Divide the class into pairs and have them discuss the question.
- Monitor for proper use of language.
- Have volunteers share their ideas with the class.

Suggested answer: He is good because he understood that if each person contributed to his soup, they would make something much better when put together, which could then be shared.

4 Act out the play. Add lots of food to the soup.

Be a star!

- Divide the class into small groups and hand each one a few sheets of paper. They draw the food they will add to the pot. They can use their drawings as props.
- Give the groups a little time to prepare their play.
- Bring groups to the front and have them perform their play.

Teaching star!

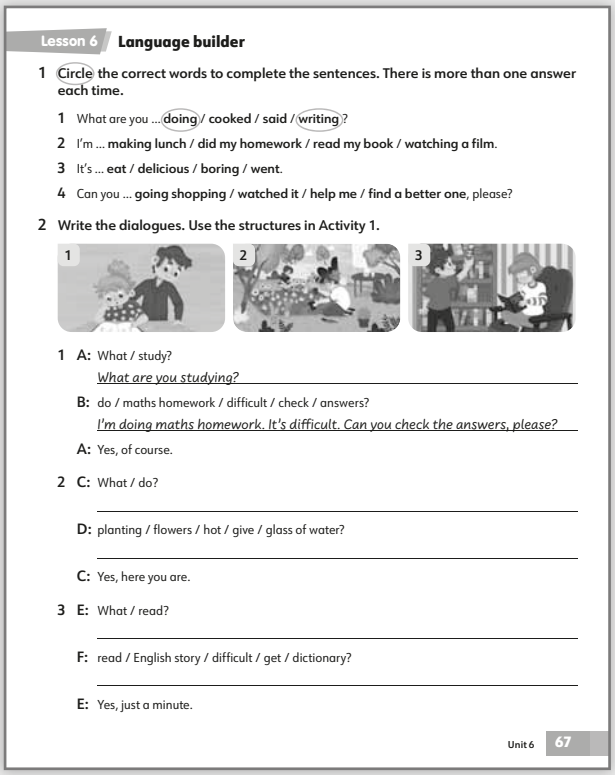
Group work

- Set up group work activities which allow children to share their diverse perspectives on what they have learnt.
- Divide the class into small groups and hand each one six sheets of paper. They look back at all the units and choose the story or situation they liked best. With it, they make a story cartoon strip like the one in Activity 1 and write a short story or dialogue about it. They choose who will present the pictures at the right moments, and who will narrate the story / read the dialogue.

Cooler: What did they say?

- Give each child a photocopy of the pictures from Activity 1 and a sheet of paper.
- Help them cut up the pictures and glue them on the sheet of paper in the correct order.
- Then tell them they have to write what each character in the picture is saying.
- Have the children show their work to their partners.
- Ask volunteers to come to the front and present their work to the class. Place all work on classroom display.

Workbook page 67



Lesson 6 **Language builder**

1 Circle the correct words to complete the sentences. There is more than one answer each time.

1 What are you ... doing / cooked / said / writing?
2 I'm ... making lunch / did my homework / read my book / watching a film.
3 It's ... eat / delicious / boring / went.
4 Can you ... going shopping / watched it / help me / find a better one, please?

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

1 2 3

1 A: What / study?
What are you studying?
B: do / maths homework / difficult / check / answers?
I'm doing maths homework. It's difficult. Can you check the answers, please?
A: Yes, of course.

2 C: What / do?
D: planting / flowers / hot / give / glass of water?
C: Yes, here you are.

3 E: What / read?
F: read / English story / difficult / get / dictionary?
E: Yes, just a minute.

Unit 6 67

1 Circle the correct words to complete the sentences. There is more than one answer each time.

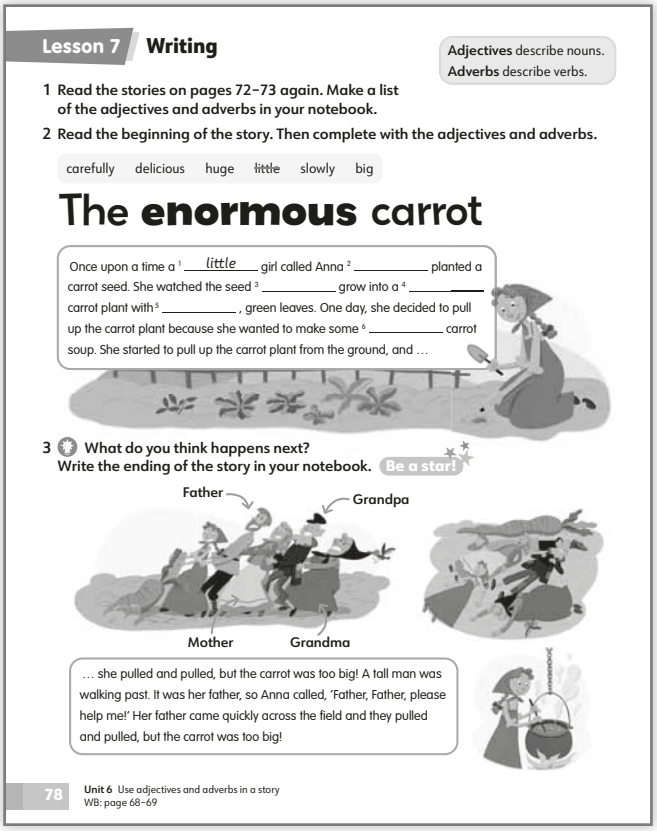
Answers: 1 doing, writing **2** making lunch, watching a film **3** delicious, boring **4** help me, find a better one

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

Answers: 1 A: What are you studying? **B:** I'm doing maths homework. It's difficult. Can you check the answers, please? **2 C:** What are you doing? **D:** I'm planting flowers. It's hot! Can you give me a glass of water, please? **3 E:** What are you reading? **F:** I'm reading an English story. It's difficult! Can you get a dictionary, please?

Lesson 7 Writing

Pupil's Book page 78



Lesson 7 Writing

Adjectives describe nouns.
Adverbs describe verbs.

1 Read the stories on pages 72–73 again. Make a list of the adjectives and adverbs in your notebook.

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

carefully delicious huge ~~little~~ slowly big

The **enormous** carrot

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

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

Father Grandpa Mother Grandma

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

78 Unit 6 Use adjectives and adverbs in a story
WB: page 68–69

Learning objectives: Using adjectives and adverbs in a story

Materials: sheets of paper (one per pair)

Warm-up: Telephone game

- Play the game with sentences from the play in Lesson 6. See the Games Bank (pages 14–17) for how to play.

1 Read the stories on pages 72–73 again. Make a list of the adjectives and adverbs in your notebook.

- Refer the children to the green box. Have them suggest sentences with adjectives or adverbs. Write them on the board.
- Then have them look at the stories on pages 72–73 to complete the activity.

Answers: Adjectives: big, red **Adverbs:** kindly, angrily, quickly

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

- Have the children tell you what part of speech each word in the box is.
- Have the children complete the activity individually.

Answers: 1 little **2** carefully **3** slowly **4** huge **5** big **6** delicious

Teaching star!

Communicating

- Hold class discussions to develop critical thinking skills.
- Ask What did you learn from the stories in Unit 6? Does reading stories like this make people behave better in their everyday lives?

3 What do you think happens next? Write the ending of the story in your notebook.

Be a star!

- Ask a volunteer to read the second paragraph.
- Refer the class to the pictures and ask them what they think will happen next. Write suggestions on the board.
- Have the children write the ending individually. Remind them that the story should have as many adjectives and adverbs as possible.
- Volunteers read their endings to the class.

Suggested answer: A kind woman was walking past. It was her mother, so Anna called, 'Mother, Mother, please help us!' Her mother came quickly across the field and they pulled and pulled, but the carrot was too big!

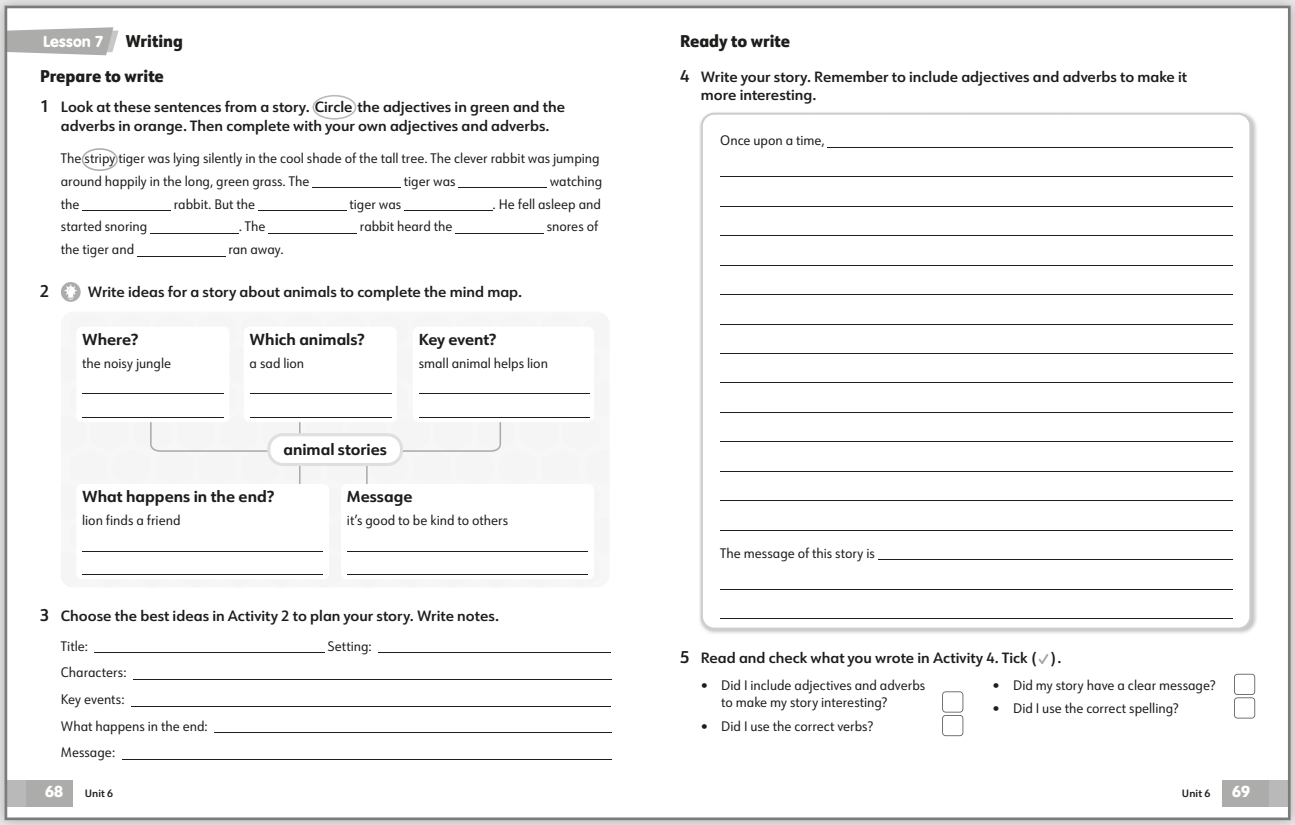
An old man was walking past. It was her grandpa, so Anna called, 'Grandpa, Grandpa please help us!' Her grandpa came slowly across the field and they pulled and pulled, but the carrot was too big!

An old woman was walking past. It was her grandma, so Anna called, 'Grandma, Grandma please help us!' Her grandma came slowly across the field and they pulled and pulled, but the carrot was too big!

Then a small bird decided to help. They pulled and pulled and suddenly … OUT CAME THE CARROT! Anna made carrot soup. She stirred the soup carefully and then she called to her family, 'Come and eat my delicious carrot soup!'

Cooler: What's the word?

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



Lesson 7 **Writing**

Prepare to write

1 Look at these sentences from a story. Circle the adjectives in green and the adverbs in orange. Then complete with your own adjectives and adverbs.

The stripy tiger was lying silently in the cool shade of the tall tree. The clever rabbit was jumping around happily in the long, green grass. The _____ tiger was _____ watching the _____ rabbit. But the _____ tiger was _____. He fell asleep and started snoring _____. The _____ rabbit heard the _____ snores of the tiger and _____ ran away.

2 Write ideas for a story about animals to complete the mind map.

animal stories

Where? the noisy jungle

Which animals? a sad lion

Key event? small animal helps lion

What happens in the end? lion finds a friend

Message it's good to be kind to others

3 Choose the best ideas in Activity 2 to plan your story. Write notes.

Title: _____ Setting: _____

Characters: _____

Key events: _____

What happens in the end: _____

Message: _____

68 Unit 6

Ready to write

4 Write your story. Remember to include adjectives and adverbs to make it more interesting.

Once upon a time, _____

The message of this story is _____

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

- Did I include adjectives and adverbs to make my story interesting? ☐
- Did I use the correct verbs? ☐
- Did my story have a clear message? ☐
- Did I use the correct spelling? ☐

Unit 6 69

Prepare to write

1 Look at these sentences from a story. Circle the adjectives in green and the adverbs in orange. Then complete with your own adjectives and adverbs.

- If done in class, write *beautiful, happily, interesting* and *sadly* on the board.
- Ask the children which ones are adjectives (*beautiful, interesting*) and which ones are adverbs (*happily, sadly*).
- Have the children suggest some more adjectives and adverbs. Write them on the board.
- Have them complete the activity. Ask volunteers to read their answers to the class.

Answers: Adjectives: stripy, cool, tall, clever, long, green **Adverbs:** silently, happily

2 Write ideas for a story about animals to complete the mind map.

- If done in class, ask children for ideas for a story about animals. Write some ideas on the board.
- Then go through each prompt and have children make suggestions. Write them on the board.

3 Choose the best ideas in Activity 2 to plan your story. Write notes.

- Have children think about which story outline they like the best.
- Have them write their plan and if done in class, show their partners.

Ready to write

4 Write your story. Remember to include adjectives and adverbs to make it more interesting.

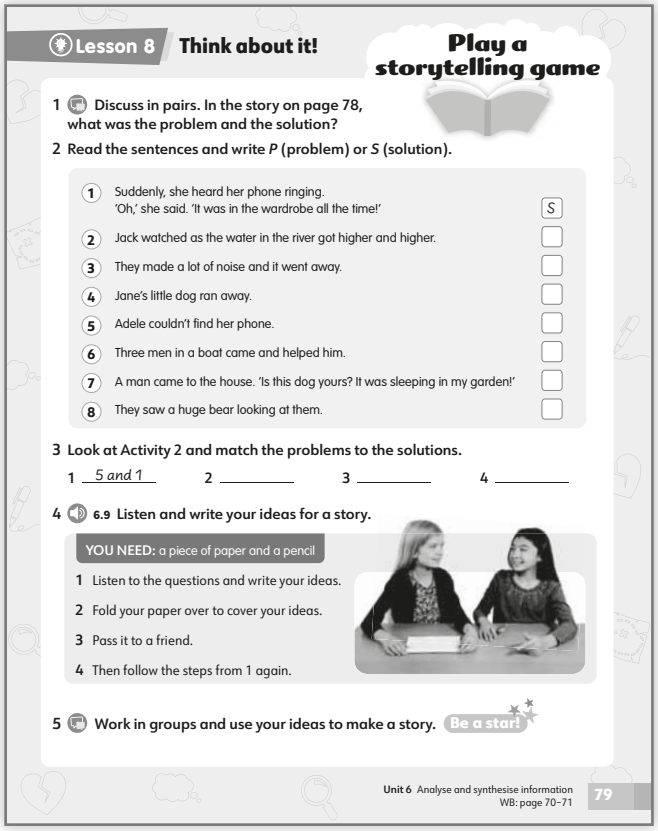
- Children write their story using their plan.
- Tell them to refer to the previous activity and to pages 72, 73 and 78 of the Pupil's Book.

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

- Have children go through their check-list before comparing with their partners, if done in class.

Lesson 8 Think about it!

Pupil's Book page 79



Lesson 8 Think about it!

Play a storytelling game

1 Discuss in pairs. In the story on page 78, what was the problem and the solution?

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

1 Suddenly, she heard her phone ringing. 'Oh,' she said. 'It was in the wardrobe all the time!' S
2 Jack watched as the water in the river got higher and higher.
3 They made a lot of noise and it went away.
4 Jane's little dog ran away.
5 Adele couldn't find her phone.
6 Three men in a boat came and helped him.
7 A man came to the house. 'Is this dog yours? It was sleeping in my garden!'
8 They saw a huge bear looking at them.

3 Look at Activity 2 and match the problems to the solutions.

1 5 and 1 2 _____ 3 _____ 4 _____

4 6.9 Listen and write your ideas for a story.

YOU NEED: a piece of paper and a pencil

1 Listen to the questions and write your ideas.
2 Fold your paper over to cover your ideas.
3 Pass it to a friend.
4 Then follow the steps from 1 again.

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

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

Learning objectives: Analyse and synthesise information

Additional vocabulary: problem, solution

Resources: Unit 6 test

Materials: sheets of paper (one per child), sheets of gridded paper (one per child), coloured pens / pencils

Warm-up: Word play

- On the board, write *FIELD*.
- Tell the children that they have to write a word for each letter, e.g. *F – fire, I – island, E –easy, L –laugh, D – drum.*
- Continue with a few more unit vocabulary items.

1 Discuss in pairs. In the story on page 78, what was the problem and the solution?

- Tell the children that in a story there is usually a problem and a solution. Explain that a solution gives an answer to a problem.
- Ask them to think about what the problem and the solution are in the story on page 78.
- Divide the children into pairs and have them discuss the question.

Answers: Problem: The carrot was too big for Anna to pull up. **Solution:** For everyone to help.

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

- Help the children with the additional vocabulary, using L1 if necessary.
- Refer the children to the stories on pages 72–73 and have them find the problems and solutions.
- Then have them complete the activity in pairs.

Answers: 1 S **2** P **3** S **4** P **5** P **6** S **7** S **8** P

3 Look at Activity 2 and match the problems to the solutions.

- Refer the children to the example. Say *Number 5 is a problem because Adele lost her phone but number 1 is the solution because she finds her phone in the wardrobe.*
- Have the children complete the activity in pairs.

Answers: 1 5 and 1 **2** 8 and 3 **3** 4 and 7 **4** 2 and 6

4 6.9 Listen and write your ideas for a story.

- Give each child a sheet of paper.
- Explain that they will hear some questions which they have to answer.
- Play the audio several times and have them note down and check their ideas.
- Have them compare their notes in pairs.
- Ask if they had similar ideas to their partners and have volunteers read out their ideas.

Audioscript

1 There were two girls. What were their names?
2 Were they sisters or friends?
3 What time of day was it?
4 They were in the countryside. Where were they?
5 What were they doing?
6 What was the problem?

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

- Divide the class into small groups and have them complete the activity.
- Ask them to illustrate and give a title to their work

Teaching star!

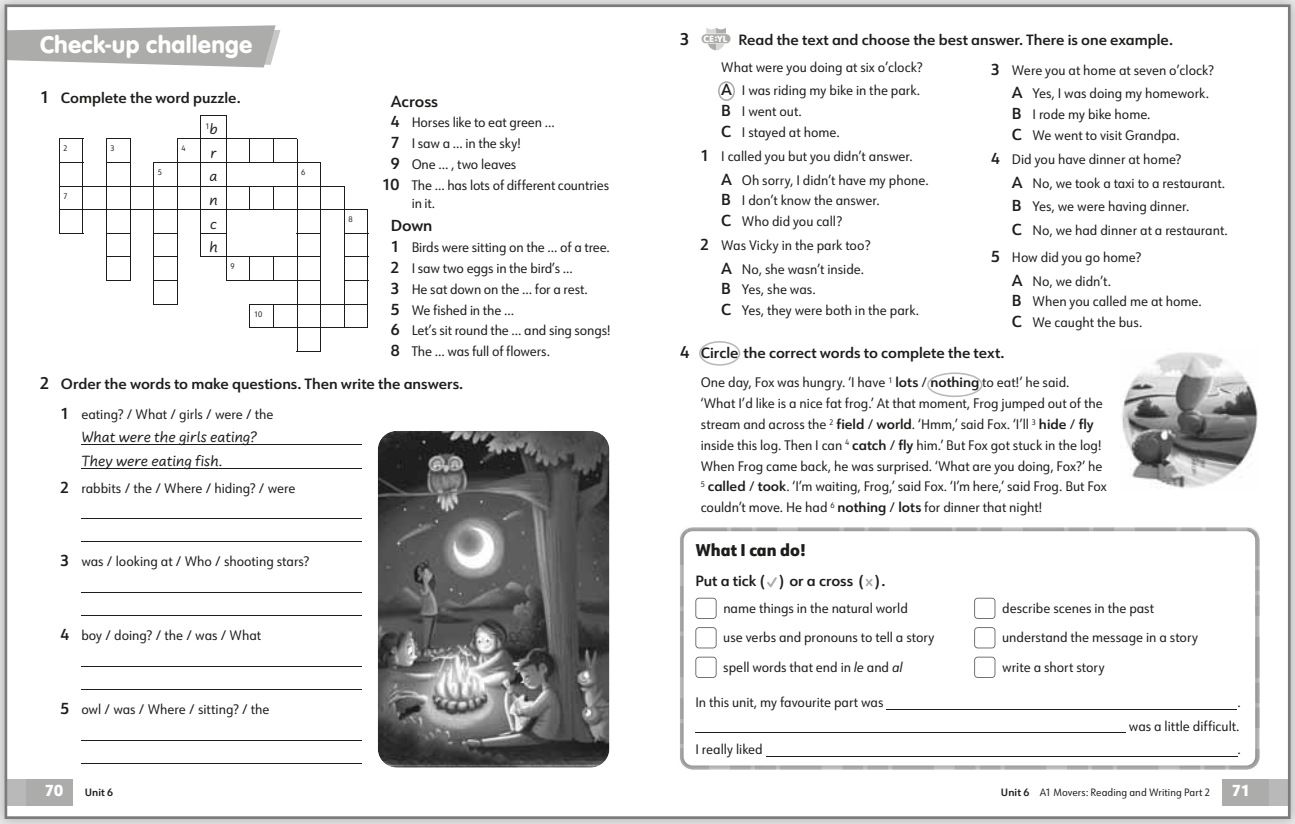
Evaluating

- Reading aloud helps children notice the mistakes in their written work.
- Divide the class into pairs, so that they are working with a different child to their group members from Activity 5. Have the children read their story from Activity 5 aloud to their partner. Explain that the listener should give feedback as to what can be improved.

Cooler: Word puzzle

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

Workbook pages 70–71



Check-up challenge

1 Complete the word puzzle.

Across
4 Horses like to eat green ...
7 I saw a ... in the sky!
9 One ... , two leaves
10 The ... has lots of different countries in it.

Down
1 Birds were sitting on the ... of a tree.
2 I saw two eggs in the bird's ...
3 He sat down on the ... for a rest.
5 We fished in the ...
6 Let's sit round the ... and sing songs!
8 The ... was full of flowers.

2 Order the words to make questions. Then write the answers.

1 eating? / What / girls / were / the
What were the girls eating?
They were eating fish.

2 rabbits / the / Where / hiding? / were

3 was / looking at / Who / shooting stars?

4 boy / doing? / the / was / What

5 owl / was / Where / sitting? / the

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

What were you doing at six o'clock?
A I was riding my bike in the park.
B I went out.
C I stayed at home.

1 I called you but you didn't answer.
A Oh sorry, I didn't have my phone.
B I don't know the answer.
C Who did you call?

2 Was Vicky in the park too?
A No, she wasn't inside.
B Yes, she was.
C Yes, they were both in the park.

3 Were you at home at seven o'clock?
A Yes, I was doing my homework.
B I rode my bike home.
C We went to visit Grandpa.

4 Did you have dinner at home?
A No, we took a taxi to a restaurant.
B Yes, we were having dinner.
C No, we had dinner at a restaurant.

5 How did you go home?
A No, we didn't.
B When you called me at home.
C We caught the bus.

4 Circle the correct words to complete the text.

One day, Fox was hungry. 'I have [1] **lots** / **nothing** to eat!' he said. 'What I'd like is a nice fat frog.' At that moment, Frog jumped out of the stream and across the [2] **field** / **world**. 'Hmm,' said Fox. 'I'll [3] **hide** / **fly** inside this log. Then I can [4] **catch** / **fly** him.' But Fox got stuck in the log! When Frog came back, he was surprised. 'What are you doing, Fox?' he [5] **called** / **took**. 'I'm waiting, Frog,' said Fox. 'I'm here,' said Frog. But Fox couldn't move. He had [6] **nothing** / **lots** for dinner that night!

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name things in the natural world
- ☐ describe scenes in the past
- ☐ use verbs and pronouns to tell a story
- ☐ understand the message in a story
- ☐ spell words that end in *le* and *al*
- ☐ write a short story

In this unit, my favourite part was _____.
_____ was a little difficult.
I really liked _____.

1 Complete the word puzzle.

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

2 Order the words to make questions. Then write the answers.

Answers: 1 What were the girls eating? They were eating fish. **2** Where were the rabbits hiding? They were hiding behind the tree. **3** Who was looking at shooting stars? The man was looking at shooting stars. **4** What was the boy doing? He was playing the guitar. **5** Where was the owl sitting? It was sitting on a branch.

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

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

- If done in class, read out the questions from the activity and ask what answers could be given.
- Have the children complete the activity and check answers with their partners.

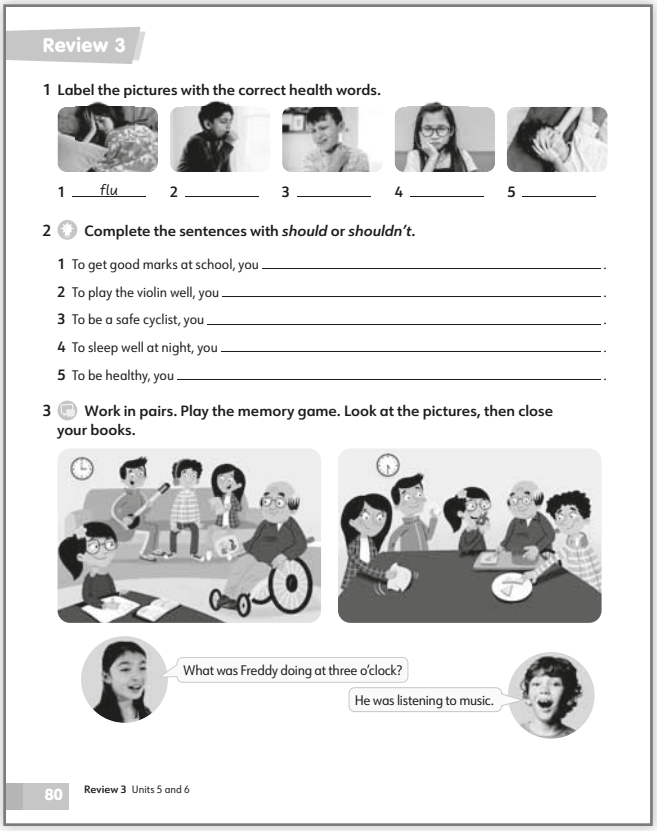
Answers: 1 A **2** B **3** A **4** C **5** C

4 Circle the correct words to complete the text.

Answers: 1 nothing **2** field **3** hide **4** catch **5** called **6** nothing

Review 3

Pupil's Book page 80


Review 3

1 Label the pictures with the correct health words.

1 flu 2 _____ 3 _____ 4 _____ 5 _____

2 Complete the sentences with *should* or *shouldn't*.

1 To get good marks at school, you _____.
2 To play the violin well, you _____.
3 To be a safe cyclist, you _____.
4 To sleep well at night, you _____.
5 To be healthy, you _____.

3 Work in pairs. Play the memory game. Look at the pictures, then close your books.

What was Freddy doing at three o'clock?

He was listening to music.

80 Review 3 Units 5 and 6

Learning objectives: Review Units 5 and 6; A1 Movers: Listening Part 4 and Reading and Writing Part 6

Resources: Unit 6, Review 3

Materials: songs from Units 1–6, sheets of paper (one per child), (optional) coloured pens / pencils

Warm-up: Let's sing

- Divide the class into six groups. Assign each group a song from Units 1–6.
- They sing that unit's song to the class. They can mime / dance.
- Play the appropriate tracks.

1 Label the pictures with the correct health words.

- Have the children look at the photos and the example answer. Ask *Why does she have her hand on her face?* Elicit *She has a toothache.*
- The children look at the remaining photos and write the correct health words below them.

Answers: 1 flu **2** cough **3** sore throat **4** toothache **5** headache

2 Complete the sentences with *should* or *shouldn't*.

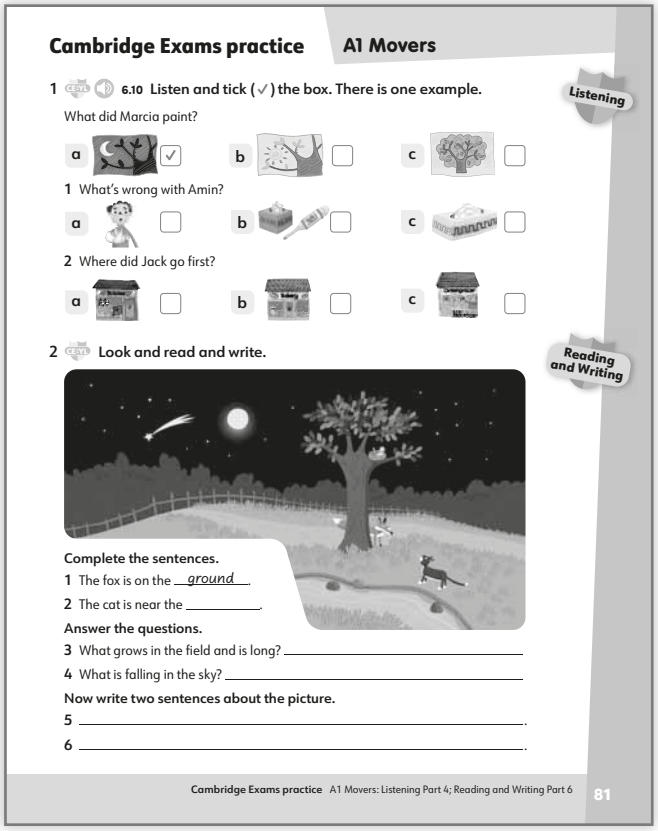
- Ask the children to explain when *should* and *shouldn't* are used.
- Have them give you some sentences with *should* and *shouldn't*. Write them on the board.
- Have the children complete the activity individually and then read their work to their partners.

Suggested answers: 1 should study hard / should listen to the teacher **2** should practise every day **3** should look at the signs / should wear a helmet / shouldn't go fast **4** should go to bed early / shouldn't go to bed late **5** should eat well / should exercise / shouldn't eat too much sugar

3 Work in pairs. Play the memory game. Look at the pictures, then close your books.

- Have the class describe each picture in as much detail as possible.
- Have two volunteers read out the example dialogue.
- Then have the children place their Pupil's Books face down.
- Divide the class into pairs and have them play the game. Tell them to keep score as to who has the most correct answers.

Pupil's Book page 81


Cambridge Exams practice A1 Movers

1 6.10 Listen and tick (✓) the box. There is one example.

Listening

What did Marcia paint?

a ✓ b c

1 What's wrong with Amin?

a b c

2 Where did Jack go first?

a b c

2 Look and read and write.

Reading and Writing

Complete the sentences.

1 The fox is on the ground.

2 The cat is near the _____.

Answer the questions.

3 What grows in the field and is long? _____

4 What is falling in the sky? _____

Now write two sentences about the picture.

5 _____.

6 _____.

Cambridge Exams practice A1 Movers: Listening Part 4; Reading and Writing Part 6 81

1 CE:YL 6.10 Listen and tick (✓) the box. There is one example.

This activity helps the children prepare for Part 4 of the Listening in the Cambridge English: A1 Movers test.

- Refer the children to Activity 1. Ask them to read the example question and then look at the pictures and describe them.
- Ask what words they would expect to hear for each picture that would help them choose the answer.
- Play the audio and have the children complete the activity.
- Repeat the audio for children to check their answers

Audioscript

Dad: *Oh, Marcia. I love your painting.*

Marcia: *Do you? Do you really like it?*

Dad: *Yes, I think you painted the branches and the leaves well.*

Marcia: *First, I tried to paint a tree in autumn, with orange and brown leaves falling, but I didn't like it.*

Dad: *Well, this looks great! The moon is fantastic and it makes the painting more creative and interesting.*

Narrator: *Can you see the tick? Now you listen and tick the box.*
One. What's wrong with Amin?

Woman: *Emma said Amin wasn't at school today. Is he ill?*

Man: *Yes, he is. He's got a bad cold.*

Woman: *And has he got a temperature?*

Man: *Yes, he has. The doctor gave him some medicine. He should be better soon.*

Woman: *Oh good. Did you hear about Emma's broken arm?*

Man: *No, I didn't. Poor Emma.*

Narrator: *Two. Where did Jack go first?*

Child: *Hi, Jack. Where are you going?*

Jack: *I'm going shopping.*

Child: *Me too. What do you have to buy?*

Jack: *I've got to buy meat at the butcher's, cakes at the bakery and apples at the greengrocer's.*

Child: *I need to go to the bakery, too.*

Jack: *OK, let's go there first.*

Answers: 1 B **2** B

2 CE:YL Look and read and write.

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, read the items and complete the sentences before writing two new sentences to describe what is happening in the picture.

- Have the children describe the picture.
- Write key words on the board.
- Have the children complete the activity individually and then check their answers with their partners.

Answers: 1 ground **2** stream **3** grass
4 shooting star Children's own answers

Cooler: Well done!

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

7 Technology time

Lesson 1 Vocabulary

Pupil's Book pages 82–83



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

Vocabulary: charger, earphones, games console, keyboard, laptop, microphone, mouse, printer, screen, speaker

Additional vocabulary: accessories, device

Resources: Flashcards; Vocabulary 1 worksheet

Materials: red and green stars for each child or coloured pens / pencils

Warm-up: Let's make some words

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

1 7.1 Listen, point and say.

- Refer the children to page 82. Ask *Where are the characters? (at a technology exhibition)* Ask the children what items they can name, e.g. *computer.*
- Play the audio and have the children listen and point. Play it again and have them listen and say.

ESDC



How is technology good and bad for us?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.* Ask: How is technology good or bad for us?

- Begin the discussion as a class. Ask the children what different types of technology they know of, then work with them to create a list of ways in which each type can be good or bad for us. Keep the discussion balanced; allow the children to come to conclusions naturally based on what they have learnt before and how they feel about the role of technology in their own lives. Affirm all appropriate responses.

Possible answers: Technology sometimes helps us to do things faster and more safely, but we should be careful to not spend too much time on activities that use screens.

2 7.2 Listen and play the game. What's next?

- Play the first example on the audio. Point to the words in the Pupil's Book. Then play the rest of the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to answer.

Audioscript

Teacher: *keyboard, charger, laptop*
Child: *earphones*
Teacher: *earphones, screen, microphone*
Child: *speaker*
Teacher: *Now you. 1 charger, laptop, earphones 2 earphones, screen, microphone 3 microphone, speaker, printer 4 printer, mouse, games console 5 laptop, earphones, screen 6 speaker, printer, mouse*

Answers: 1 screen **2** speaker **3** mouse **4** keyboard **5** microphone **6** games console

3 Write the new words in your notebook.

- Ask the children to look at the laptop in Activity 2. Explain that this is a device. Say *A device is an object that helps you do something*, e.g. *a laptop helps you write or surf the Internet.* Explain that devices can work on their own.
- Ask the children to look at the earphones in Activity 2. Explain that these are *accessories* and that an *accessory* is something you buy or use to extend the use of a device. It cannot usually work on its own.
- Children complete the activity in their notebooks.

Answers: Devices: laptop, printer, games console
Parts and accessories: keyboard, charger, earphones, screen, microphone, speaker, mouse

4 Look at the picture. Ask and answer.

- Refer the children to page 82 and ask *Who is using a device or accessory? (everyone)* Ask *Who is using the microphone? (Freddy)* Have children point to the correct part of the picture.
- Have the children continue with their partners.

5 7.3 Sing the song.

Be a star!

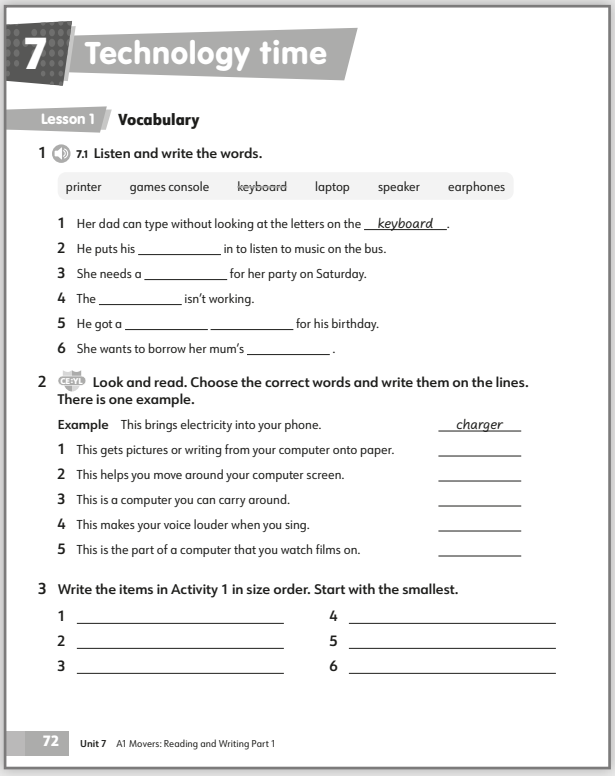
- Have the children turn over their Pupil's Books.
- Tell them to listen to the song and stand up when they hear technology devices and accessories.
- Play the audio for children to sing along.

Answers: speakers, TV, mobile phone, laptop, printer, desktop, (games) console

Cooler: Define the word

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

Workbook page 72



7 Technology time

Lesson 1 Vocabulary

1 7.1 Listen and write the words.

printer games console keyboard laptop speaker earphones

1 Her dad can type without looking at the letters on the keyboard.
2 He puts his _____ in to listen to music on the bus.
3 She needs a _____ for her party on Saturday.
4 The _____ isn't working.
5 He got a _____ _____ for his birthday.
6 She wants to borrow her mum's _____.

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

Example This brings electricity into your phone. charger
1 This gets pictures or writing from your computer onto paper. _____
2 This helps you move around your computer screen. _____
3 This is a computer you can carry around. _____
4 This makes your voice louder when you sing. _____
5 This is the part of a computer that you watch films on. _____

3 Write the items in Activity 1 in size order. Start with the smallest.

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

72 Unit 7 A1 Movers: Reading and Writing Part 1

1 7.1 Listen and write the words.

Audioscript

1 *My dad can type without looking at the letters on the keyboard!*
2 *I put my earphones in to listen to music when I'm on the bus.*
3 *I need a speaker for my party on Saturday. Can you bring your speaker with you?*
4 *Can you help me? The printer isn't working!*
5 *I got a games console for my birthday! I love it!*
6 *Can I borrow your laptop to do my homework please, Mum?*

Answers: 1 keyboard **2** earphones **3** speaker **4** printer **5** games console **6** laptop

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

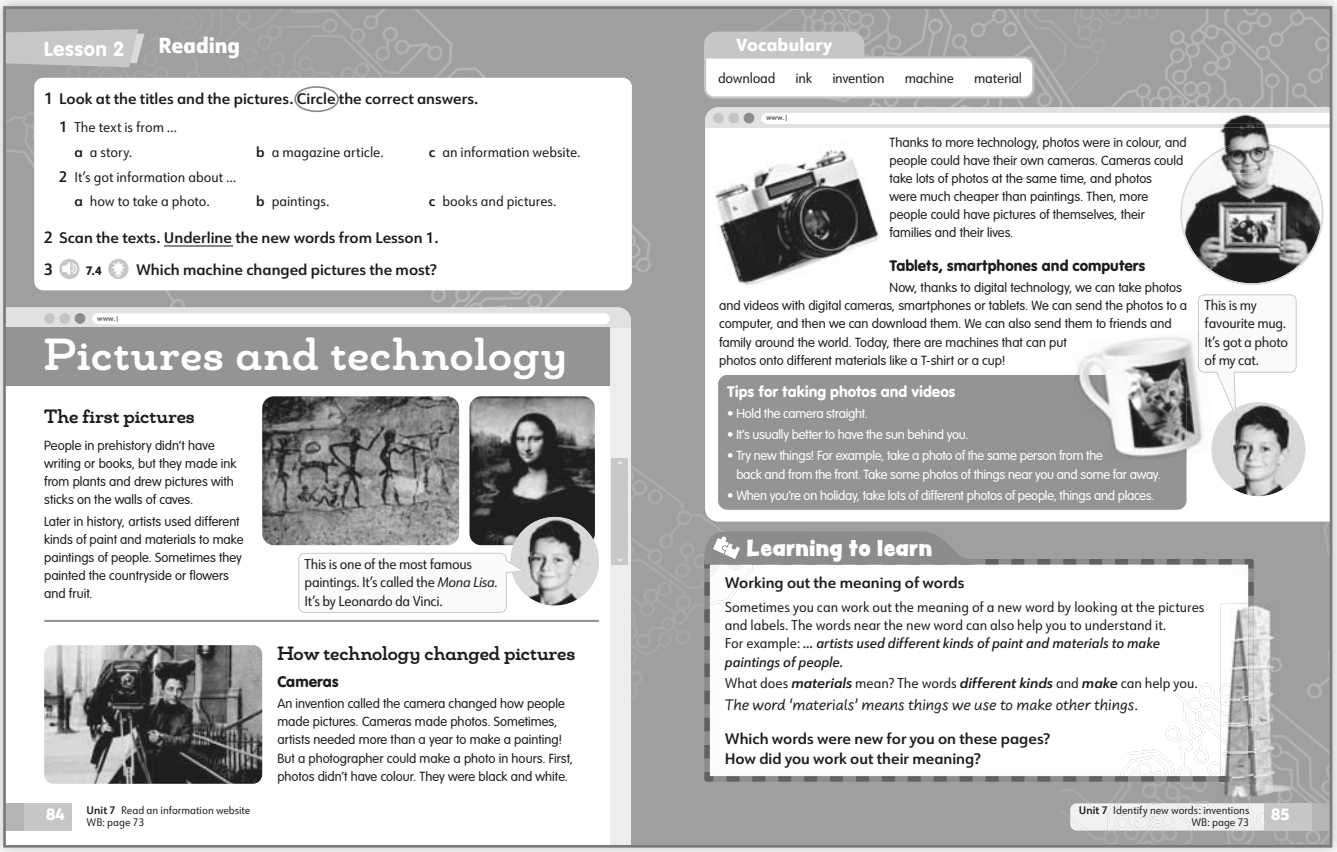
This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

Answers: 1 printer **2** mouse **3** laptop **4** microphone **5** screen

3 Write the items in Activity 1 in size order. Start with the smallest.

Answers: 1 earphones **2** keyboard **3** laptop **4** games console **5** printer **6** speaker

Pupil's Book pages 84–85



Learning objectives: Read an informational website; Identify new words: inventions

Vocabulary: download, ink, invention, machine, material

Additional vocabulary: camera, digital technology

Resources: Flashcards

Materials: sheets of paper (one per group)

Warm-up: Scrabble

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

Vocabulary

- Put the flashcards on the board (or write the new words on the board and draw a picture for each one). Write a sentence for each one and underline the new words, e.g. *We <u>download</u> photos from emails. Printers need <u>ink</u> to print things.*
- Point to each new word and say it for the children to repeat after you.
- Tell the children to look at the sentences for one minute. Take the flashcards off the board and erase the new words. Say each word and ask volunteers to go to the board, put the flashcard in the correct place and write the new word.
- Then spell a word for the children to find.
- Explain the additional vocabulary to the children, using L1 if necessary. Explain that *camera* is a piece of equipment used for taking photographs. Point to your mobile phone and say *This is an example of digital technology.*

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

- Have them look at the pictures and title on pages 84–85 and think what the texts might be about.
- Have them tell you why they chose that answer, e.g. *They could be about pictures because we can see a drawing and a painting.*
- Ask *Where might the texts come from? (a website)*
- Ask the children if they use the Internet to look at websites and if so, what the websites are about.

Answers: 1 c **2** b

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

- Ask the children to tell you the new words they learnt in Lesson 1. Write them on the board.
- Ask a volunteer to remind the class what scanning a text is (scan means to read quickly).
- Have the children work individually. Tell them to ask you if there is anything they don't understand or need help with.
- Have children raise their hands to answer.

Answers: TK

3 7.4 Which machine changed pictures the most?

- Play the audio and have the children follow in their books.
- Give the children time to re-read the text silently.
- Ask *Which machine do you think changed pictures the most? Why?* Write some of their ideas on the board.
- Have the children write a few sentences about the machine that changed pictures the most. Remind them to explain why.
- Have them compare their answers with their partners.

Teaching star!

Reading

- Have children write summaries to reinforce what they have learnt.
- Divide the children into pairs. Have them write a short summary of one of the text sections. On the board, write *important information, key words, short description of the text.* Have children read their chosen text section again and write some words for each heading. Explain that these are what they need to focus on. Have the pairs present their work to the class.

Suggested answer: The first pictures: The first pictures were drawn by people onto cave walls using sticks and ink. People used different paints and materials to make paintings of people later in history.

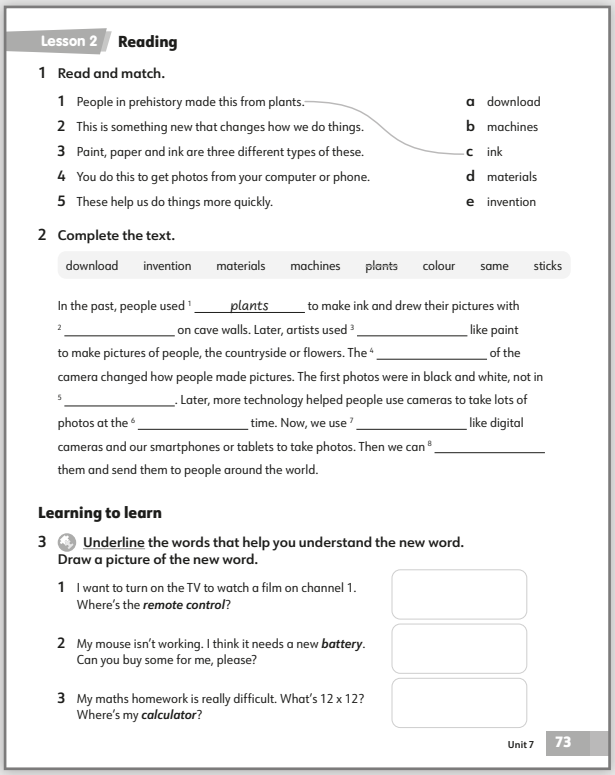
Learning to learn

- Ask a volunteer to read out the *Learning to learn* box.
- Ask what new words the class found in this text and how they decided on their meaning.
- Have the children make a list of different ways to work out the meaning of words, in pairs.

Cooler: Wake me up!

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

Workbook page 73



Lesson 2 **Reading**

1 Read and match.

1	People in prehistory made this from plants.	a	download
2	This is something new that changes how we do things.	b	machines
3	Paint, paper and ink are three different types of these.	c	ink
4	You do this to get photos from your computer or phone.	d	materials
5	These help us do things more quickly.	e	invention

2 Complete the text.

download invention materials machines plants colour same sticks

In the past, people used [1] *plants* to make ink and drew their pictures with [2] _____ on cave walls. Later, artists used [3] _____ like paint to make pictures of people, the countryside or flowers. The [4] _____ of the camera changed how people made pictures. The first photos were in black and white, not in [5] _____. Later, more technology helped people use cameras to take lots of photos at the [6] _____ time. Now, we use [7] _____ like digital cameras and our smartphones or tablets to take photos. Then we can [8] _____ them and send them to people around the world.

Learning to learn

3 Underline the words that help you understand the new word. Draw a picture of the new word.

1 I want to turn on the TV to watch a film on channel 1. Where's the ***remote control***?

2 My mouse isn't working. I think it needs a new ***battery***. Can you buy some for me, please?

3 My maths homework is really difficult. What's 12 x 12? Where's my ***calculator***?

Unit 7 73

1 Read and match.

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

2 Complete the text.

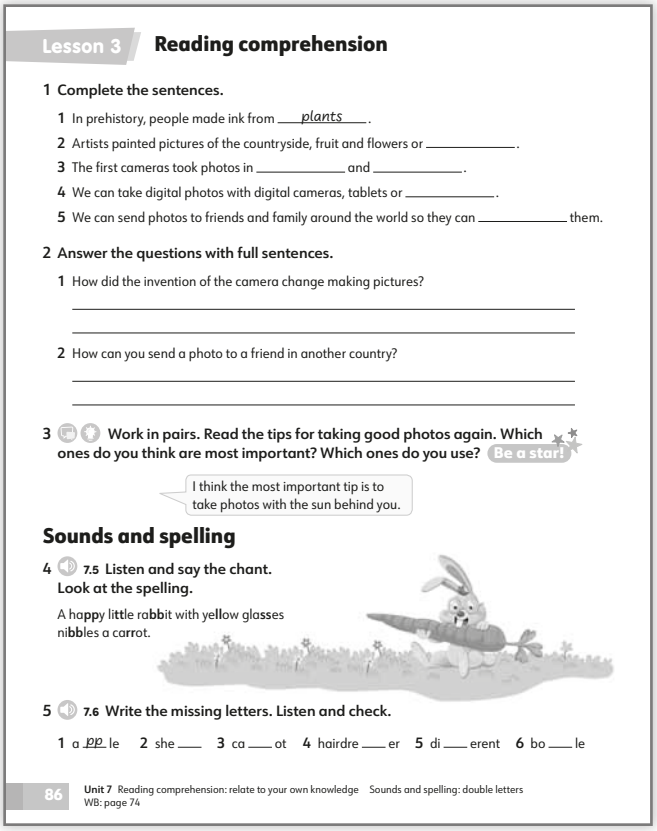
Answers: 1 plants **2** sticks **3** materials **4** invention **5** colour **6** same **7** machines **8** download

3 Underline the words that help you understand the new word. Draw a picture of the new word.

Answers: Children's own answers and drawings.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 86



Lesson 3 **Reading comprehension**

1 Complete the sentences.

1 In prehistory, people made ink from *plants*.
2 Artists painted pictures of the countryside, fruit and flowers or _____.
3 The first cameras took photos in _____ and _____.
4 We can take digital photos with digital cameras, tablets or _____.
5 We can send photos to friends and family around the world so they can _____ them.

2 Answer the questions with full sentences.

1 How did the invention of the camera change making pictures?

2 How can you send a photo to a friend in another country?

3 Work in pairs. Read the tips for taking good photos again. Which ones do you think are most important? Which ones do you use? Be a star!

I think the most important tip is to take photos with the sun behind you.

Sounds and spelling

4 7.5 Listen and say the chant. Look at the spelling.

A happy little rabbit with yellow glasses
nibbles a carrot.

5 7.6 Write the missing letters. Listen and check.

1 a *pp*le 2 she___ 3 ca___ot 4 hairdre___er 5 di___erent 6 bo___le

86 **Unit 7** Reading comprehension: relate to your own knowledge Sounds and spelling: double letters
WB: page 74

Learning objectives: Reading comprehension: relate to your own knowledge; Sounds and spelling: double letters

Vocabulary: apple, bottle, carrot, different, glasses, hairdresser, happy, little, nibbles, rabbit, shell, yellow

Resources: Sounds and spelling worksheet

Materials: sheets of paper (one per child)

Warm-up: Let's describe

- On the board, write the following adjectives: *expensive, heavy, modern, old.*
- Divide the class into small groups.
- Ask them to use these words to describe as many things as they can, e.g. *Laptops are a modern invention.* Tell them to write the sentences in their notebooks.
- Have the groups read their sentences to the class.

1 Complete the sentences.

- Have the children look back at the text in Lesson 2 for the words needed to complete the sentences.
- Have the children work individually to complete the activity.
- Check as a class by having volunteers call out the answers. Write them on the board for the children to check against.

Answers: 1 plants **2** people **3** black, white **4** smartphones **5** download

2 Answer the questions with full sentences.

- Refer the children to the questions.
- Have the children work individually. Give the children a little time to answer the questions. Tell them to underline the sections in the text where they got their answers.
- Have them check their answers with their partners.

Suggested answers: 1 Cameras could take lots of photos at the same time, and photos were much cheaper than paintings. **2** You can send a photo to a friend in another country by using a computer or digital technology.

Teaching star!

Reading

- Have the children underline key words in activities so they focus on the information they need.
- Write sentence 1 of Activity 3 on the board. Ask the children which words are the ones with the information they need (*lots ... at the same time, cheaper, pictures of themselves, send, download*). Underline them. Tell them that these are key words. Ask the children to underline the key words in the other sentences. Write the sentences on the board and have volunteers underline the key words.

3 Work in pairs. Read the tips for taking good photos again. Which ones do you think are most important? Which ones do you use?

- Ask the children *Have you used a camera before? Do you use any of these tips?*
- Read out the example text.
- Have the children discuss their answers to the questions in pairs.
- Ask a few of the pairs to share their answers with the class.

Answers: Children's own answers

4 7.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words containing double letters on the board. Say each word as you point to it and have the children repeat after you.
- Ask if they know of any other words that contain double letters.

- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to complete the activity.

Audioscript

Teacher:	*Now say the missing words.*
Teacher:	*A happy little rabbit with … glasses nibbles a carrot.*
Children:	*yellow*
Teacher:	*A happy … rabbit with yellow glasses nibbles a carrot.*
Children:	*little*
Teacher:	*A happy little rabbit with yellow glasses nibbles a …*
Children:	*carrot.*
Teacher:	*A happy little rabbit … nibbles a carrot.*
Children:	*with yellow glasses*

5 7.6 Write the missing letters. Listen and check.

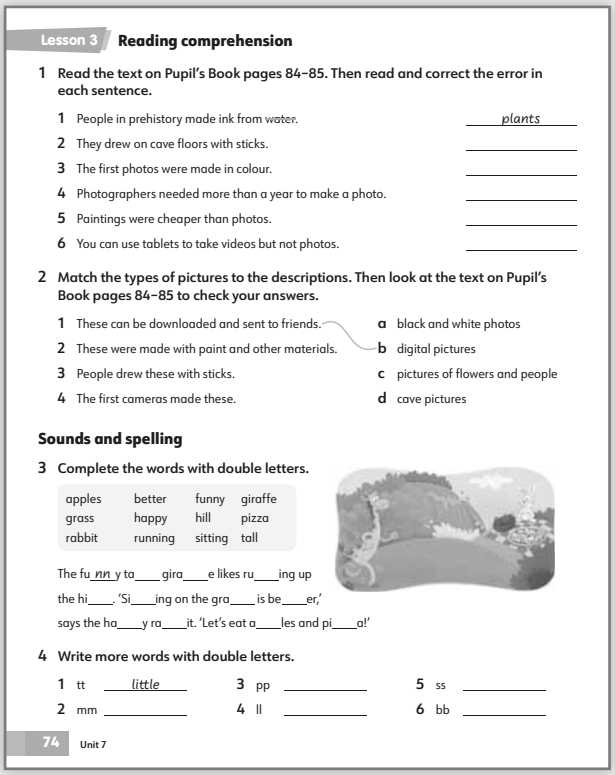
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers. Ask volunteers to read out the words in the activity.

Answers: 1 apple **2** shell **3** carrot **4** hairdresser **5** different **6** bottle

Cooler: An invention

- Hand each child a sheet of paper and have them draw on it something they would like to invent.
- Have them write a few sentences about it.
- Ask them to present their work to the class. Place all work on classroom display.

Workbook page 74



Lesson 3 **Reading comprehension**

1 Read the text on Pupil's Book pages 84–85. Then read and correct the error in each sentence.

1 People in prehistory made ink from ~~water~~. *plants*
2 They drew on cave floors with sticks. _____
3 The first photos were made in colour. _____
4 Photographers needed more than a year to make a photo. _____
5 Paintings were cheaper than photos. _____
6 You can use tablets to take videos but not photos. _____

2 Match the types of pictures to the descriptions. Then look at the text on Pupil's Book pages 84–85 to check your answers.

1 These can be downloaded and sent to friends. — **a** black and white photos
2 These were made with paint and other materials. — **b** digital pictures
3 People drew these with sticks. — **c** pictures of flowers and people
4 The first cameras made these. — **d** cave pictures

Sounds and spelling

3 Complete the words with double letters.

apples	better	funny	giraffe
grass	happy	hill	pizza
rabbit	running	sitting	tall

The fu*nn*y ta____ gira____e likes ru____ing up the hi____. 'Si____ing on the gra____ is be____er,' says the ha____y ra____it. 'Let's eat a____les and pi____a!'

4 Write more words with double letters.

1 tt *little* 3 pp _____ 5 ss _____
2 mm _____ 4 ll _____ 6 bb _____

74 Unit 7

1 Read the text on Pupil's Book pages 84–85. Then read and correct the error in each sentence.

Answers: 1 ~~water~~ plants **2** ~~floors~~ walls **3** ~~colour~~ black and white **4** ~~more than a year~~ hours **5** ~~more expensive~~ cheaper **6** TK

2 Match the types of pictures to the descriptions. Then look at the text on Pupil's Book pages 84–85 to check your answers.

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

3 Complete the words with double letters.

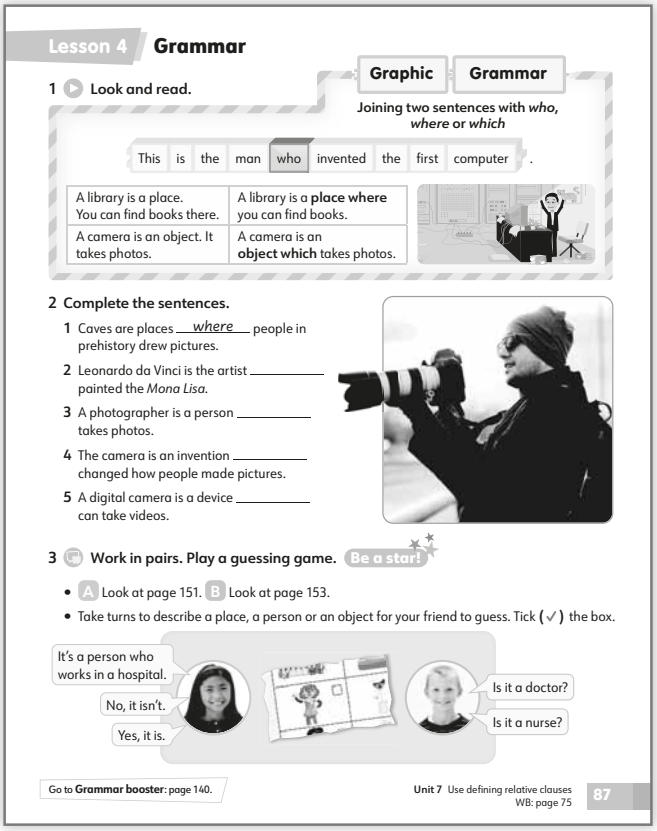
Answers: The fu**nn**y ta**ll** gira**ff**e likes ru**nn**ing up the hi**ll**. 'Si**tt**ing on the gra**ss** is be**tt**er,' says the ha**pp**y ra**bb**it. 'Let's eat a**pp**les and pi**zz**a!'

4 Write more words with double letters.

Suggested answers: 1 better, little **2** swimming, summer **3** apple, puppet **4** waterfall, yellow **5** glasses, hairdresser **6** nibbles, rubber

Lesson 4 Grammar

Pupil's Book page 87


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Joining two sentences with *who, where* or *which*

This is the man who invented the first computer .

A library is a place. You can find books there.	A library is a **place where** you can find books.
A camera is an object. It takes photos.	A camera is an **object which** takes photos.

2 Complete the sentences.

1 Caves are places *where* people in prehistory drew pictures.
2 Leonardo da Vinci is the artist _____ painted the *Mona Lisa*.
3 A photographer is a person _____ takes photos.
4 The camera is an invention _____ changed how people made pictures.
5 A digital camera is a device _____ can take videos.

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

- A Look at page 151. B Look at page 153.
- Take turns to describe a place, a person or an object for your friend to guess. Tick (✓) the box.

It's a person who works in a hospital. / No, it isn't. / Yes, it is. / Is it a doctor? / Is it a nurse?

Go to **Grammar booster**: page 140.

Unit 7 Use defining relative clauses WB: page 75 87

Learning objectives: Use defining relative clauses

Grammar: Joining two sentences with who, where or which

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: different pictures from magazines large enough for the class to see (about eight), large pieces of paper

Warm-up: Describe the pictures

- Stick two magazine pictures on the board. Try to ensure that they are not related in any way. Have the children describe them as best they can, e.g. (picture of a sports car) *It's expensive and fast. It's yellow.*
- Then have the children try and find one similarity both pictures have, e.g. (picture of a house) *The car and house are both in streets.*
- Place all the pictures on the board and divide the class into pairs. Have them choose two pictures to describe.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *My friend's brother is the boy.*
- Ask if this sentence gives us any real information (*no*).
- Then write *He won the science competition.*
- Ask if this sentence gives any information. (*No, apart from a 'he' who won a competition.*)
- Have the children look at both sentences and explain that we can join both sentences with *who* so that we can make one sentence that gives information.
- Write *My friend's brother is the boy **who** won the science competition.*
- Explain that the word who is a defining word and the phrase that follows it is a clause. The whole phrase is a defining clause as it gives information to help the sentence make sense.
- Refer the children to the Graphic Grammar box on page 87 and have them read the sentences. Ask *What is a defining clause? (a phrase that makes a sentence clearer)*
- On the board, write in random order *girl, school, teacher, school, laptop, mother, beach, chair.*
- Help the children make sentences using defining clauses with these words. Write answers on the board.
- Divide the class into pairs and have them write sentences using *who, where* and *which* using the prompts on the board. Explain that they shouldn't worry if they can only write one or two sentences.
- Have the pairs read their sentences to the class.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the purple boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.

2 Complete the sentences.

- Have the children complete the activity individually and then check answers with their partners.
- Ask them to tell you which words in the sentences helped them decide on their answer.

Answers: 1 where **2** who **3** who **4** which **5** which

Teaching star!

Game

- Use games to make learning memorable and fun.
- Write sentences with the defining word (*where, who, which*) missing. Write each defining word on a large sheet of paper and stick them up in different corners of the room. Read the first sentence. Children must decide which defining word is missing and stand in the correct corner. They mustn't speak! When they are in the corner, read / elicit the completed sentence. Any children in the wrong corner of the room are out. The children in the correct corner of the room play again.

3 Work in pairs. Play a guessing game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 151 and have Student B turn to page 153.
- Read out the instructions and the example dialogue so the children understand how to play the game. The children use the pictures on their pages to describe a place, person or object for their friend to guess.
- Allow time for the children to complete the game.

Cooler: My favourite things

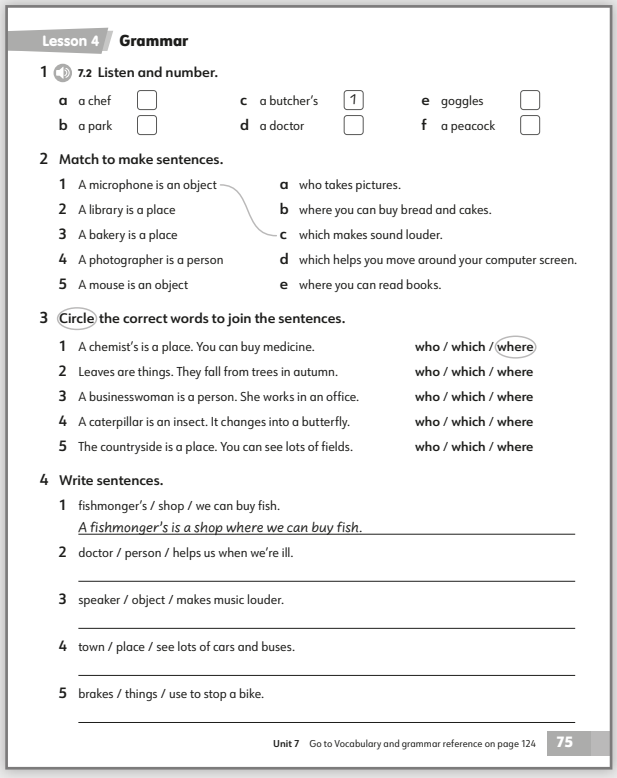
- On the board, write:
  Hyde Park is a place where I love to walk.
  Cats are animals which make me very happy.
- Tell the children that these are your favourite things.
- Ask them to write two of their favourite things and then to read them to their partners.
- Have some children read their sentences to the class.

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 f **2** e **3** a **4** d **5** c **6** b

Workbook page 75



Lesson 4 **Grammar**

1 7.2 **Listen and number.**

a a chef	☐	**c** a butcher's	1	**e** goggles	☐
b a park	☐	**d** a doctor	☐	**f** a peacock	☐

2 **Match to make sentences.**

1 A microphone is an object	**a** who takes pictures.
2 A library is a place	**b** where you can buy bread and cakes.
3 A bakery is a place	**c** which makes sound louder.
4 A photographer is a person	**d** which helps you move around your computer screen.
5 A mouse is an object	**e** where you can read books.

3 Circle the correct words to join the sentences.

1 A chemist's is a place. You can buy medicine.	**who / which / where**
2 Leaves are things. They fall from trees in autumn.	**who / which / where**
3 A businesswoman is a person. She works in an office.	**who / which / where**
4 A caterpillar is an insect. It changes into a butterfly.	**who / which / where**
5 The countryside is a place. You can see lots of fields.	**who / which / where**

4 **Write sentences.**

1 fishmonger's / shop / we can buy fish.
A fishmonger's is a shop where we can buy fish.

2 doctor / person / helps us when we're ill.

3 speaker / object / makes music louder.

4 town / place / see lots of cars and buses.

5 brakes / things / use to stop a bike.

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 section on page 124 while completing these Workbook activities.

1 7.2 Listen and number.

Audioscript

1 *This is a place where you can buy meat.*
2 *These are things which you need in the water.*
3 *This is a person who works in a restaurant.*
4 *This is a bird which has a beautiful tail.*
5 *This is a place where there are lots of trees.*
6 *This is a person who works in a hospital.*

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

2 Match to make sentences.

Answers: 1 which makes sound louder. **2** where you can read books. **3** where you can buy bread and cakes. **4** who takes pictures. **5** which helps you move around your computer screen. **6** d

3 Circle the correct word to join the sentences.

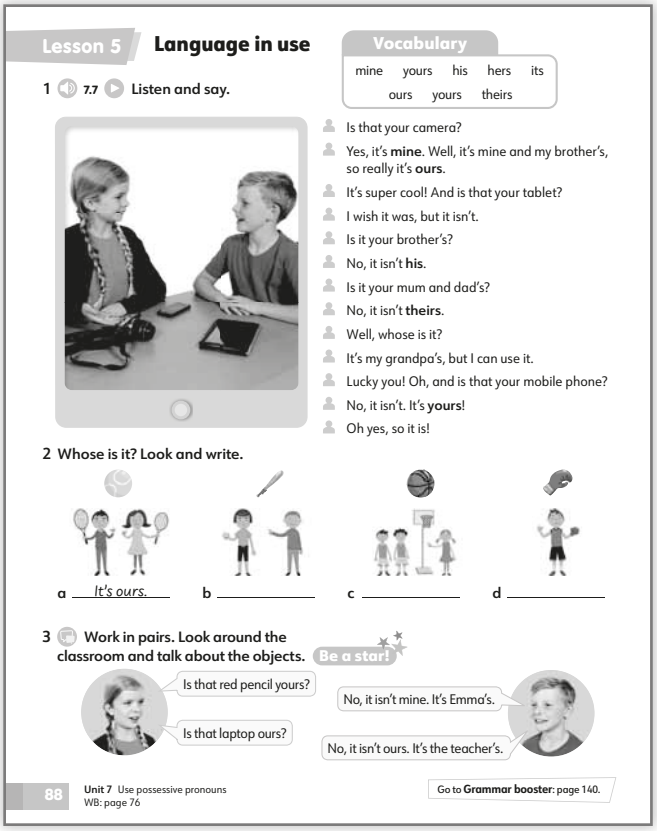
Answers: 1 where **2** which **3** who **4** which **5** where

4 Write sentences.

Answers: 1 A fishmonger's is a shop where we can buy fish. **2** A doctor is a person who helps us when we're ill. **3** A speaker is an object which makes music louder. **4** A town is a place where we see lots of cars and buses. **5** Brakes are things which we use to stop a bike.

Lesson 5 Language in use

Pupil's Book page 88


Lesson 5 Language in use

Vocabulary: mine yours his hers its ours yours theirs

1 7.7 Listen and say.

Is that your camera?
Yes, it's **mine**. Well, it's mine and my brother's, so really it's **ours**.
It's super cool! And is that your tablet?
I wish it was, but it isn't.
Is it your brother's?
No, it isn't **his**.
Is it your mum and dad's?
No, it isn't **theirs**.
Well, whose is it?
It's my grandpa's, but I can use it.
Lucky you! Oh, and is that your mobile phone?
No, it isn't. It's **yours**!
Oh yes, so it is!

2 Whose is it? Look and write.

a It's ours. b _____ c _____ d _____

3 Work in pairs. Look around the classroom and talk about the objects. Be a star!

Is that red pencil yours?
Is that laptop ours?
No, it isn't mine. It's Emma's.
No, it isn't ours. It's the teacher's.

88 Unit 7 Use possessive pronouns WB: page 76

Go to **Grammar booster**: page 140.

Learning objectives: Use possessive pronouns

Vocabulary: hers, his, its, mine, ours, theirs, yours

Additional language: super cool

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

Materials: cards with personal pronouns written on them (two per child), a box

Warm-up: Telephone game

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

1 7.7 Listen and say.

- Invite Child 1, Child 2 (ideally a boy and a girl) and a pair of children to the front of class. Ask Child 1 and Child 2 to bring an item of theirs to the front, e.g. their bags. Give the pair a ruler to hold.
- Point to yourself and your table and say *It's my table. It's mine.*
- Stand behind Child 1 and say, *It's his / her* (*bag*). *It's his / hers*. Repeat for Child 2.
- For the pair, point and say *It's their (ruler). It's theirs.*
- To introduce *our*, point to all the children and yourself and the classroom and say *It's our classroom. It's ours.*
- Put the flashcards (or write the words) on the board. Use them as prompts if necessary. Tell the children you will say a sentence, e.g. *It's Tony's bag.* They have to say the possessive that corresponds to it, e.g. *It's his.* Repeat.
- Use *you and me* for *our*. Use *you* for *yours*. Use two children's names for *their*.
- Play the audio and have the children listen and follow. Play it again, pausing after each line and have the children listen and say.
- Then ask volunteers to read the dialogue.

- If using the video, have the children watch the video after the fifth point and then continue.

2 Whose is it? Look and write.

- Look at the example as a class.
- Have the children complete the activity individually.
- Ask them what made them decide on their answers.

Answers: a It's ours. **b** It's his. **c** It's theirs. **d** It's mine.

Teaching star!

Extension

- Set up tasks to enable children to process what they have learnt.
- Place the cards with personal pronouns written on them in a box. Have each child take a card and tell them that they have to use the pronoun to make a sentence with its corresponding possessive pronoun and illustrate it, e.g. *I – It's my hat.* Explain that they can add any item they like. Have the children show their work to their partners. Fast finishers can take another card and repeat the activity.

3 Work in pairs. Look around the classroom and talk about the objects.

Be a star!

- Have two volunteers read out the example dialogue. Remind the children that we use 's to show that something belongs to someone.
- With the class, make a new dialogue and write it on the board.
- Divide the class into pairs. Explain to the children that they have to make a dialogue about classroom objects. Tell tham that it should contain at least three possessive pronouns.
- Monitor for proper use of language and help where necessary.

Grammar booster

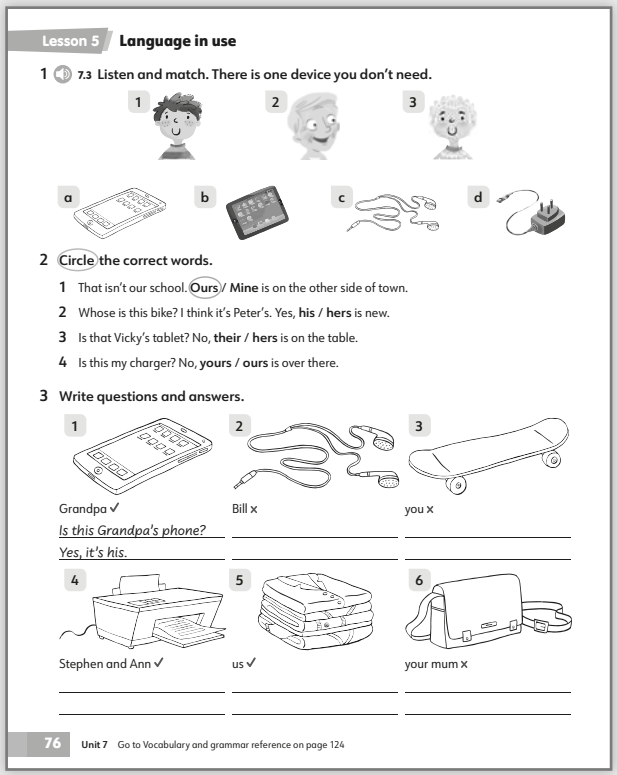
Ask the children to turn to page 140 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 1 hers 2 mine 3 his 4 ours 5 yours 6 theirs **3** 1 who 2 his 3 These 4 hers 5 Our

Cooler: Whose is it?

- In the same pairs as before, have the children write down their dialogue from Activity 3. Tell them that they can use props such as bags, pencils, etc., if they are mentioned in their dialogues.

Workbook page 76



Lesson 5 Language in use

1 7.3 Listen and match. There is one device you don't need.

2 Circle the correct words.

1 That isn't our school. Ours / Mine is on the other side of town.
2 Whose is this bike? I think it's Peter's. Yes, his / hers is new.
3 Is that Vicky's tablet? No, their / hers is on the table.
4 Is this my charger? No, yours / ours is over there.

3 Write questions and answers.

Grandpa ✓ Bill × you ×
Is this Grandpa's phone?
Yes, it's his.

Stephen and Ann ✓ us ✓ your mum ×

76 Unit 7 Go to Vocabulary and grammar reference on page 124

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 124 while completing these Workbook activities.

1 7.3 Listen and match. There is one device you don't need.

Audioscript

Girl: *Is that your tablet?*
Boy: *Yes. Well, it's mine and my sister's, so really it's ours.*
Girl: *It's cool! And is that your sister's smartphone?*
Boy: *No, it isn't hers.*
Girl: *Is it your mum and dad's?*
Boy: *No, it isn't theirs.*
Girl: *Well, whose is it?*
Girl: *It's my uncle's, but I can use it.*
Girl: *Lucky you! Oh – I mustn't forget my charger!*
Boy: *That's not yours – it's mine.*

Answers: 1 b **2** a **3** d

2 Circle the correct words.

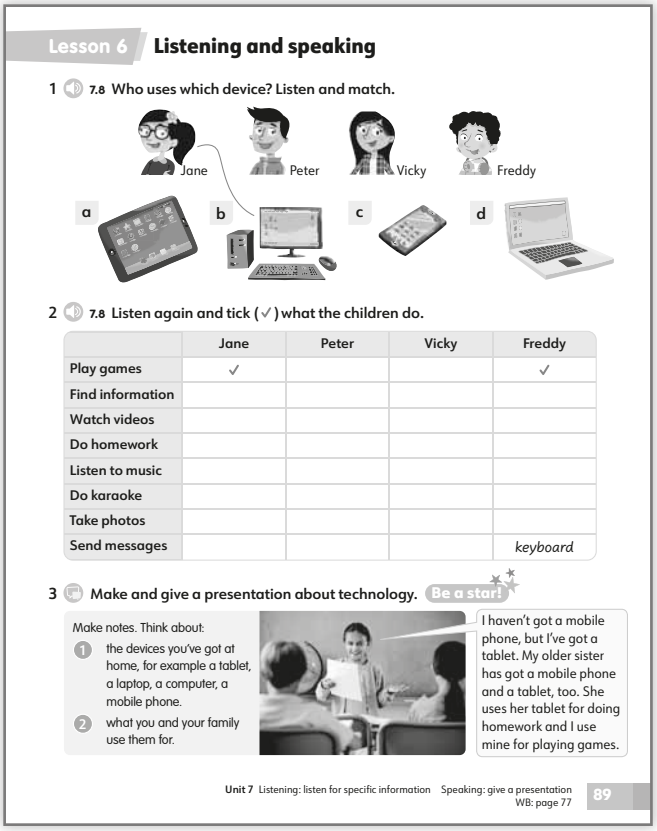
Answers: 1 Ours **2** his **3** hers **4** yours

3 Write questions and answers.

Answers: 1 Is this Grandpa's phone? Yes, it's his.
2 Are these Bill's earphones? No, they aren't his.
3 Is this your skateboard? No, it isn't mine.
4 Is this Stephen and Ann's printer? Yes, it's theirs.
5 Are these our clothes? Yes, they're ours. **6** Is this your mum's bag? No, it isn't hers.

Lesson 6 Listening and speaking

Pupil's Book page 89


Lesson 6 Listening and speaking

1 7.8 Who uses which device? Listen and match.

Jane Peter Vicky Freddy

a b c d

2 7.8 Listen again and tick (✓) what the children do.

	Jane	Peter	Vicky	Freddy
Play games	✓			✓
Find information				
Watch videos				
Do homework				
Listen to music				
Do karaoke				
Take photos				
Send messages				keyboard

3 Make and give a presentation about technology. Be a star!

Make notes. Think about:
1. the devices you've got at home, for example a tablet, a laptop, a computer, a mobile phone.
2. what you and your family use them for.

I haven't got a mobile phone, but I've got a tablet. My older sister has got a mobile phone and a tablet, too. She uses her tablet for doing homework and I use mine for playing games.

Unit 7 Listening: listen for specific information Speaking: give a presentation WB: page 77 89

Learning objectives: Listening: listen for specific information; Speaking: give a presentation

Materials: a copy of the audioscript for track 7.8 (one per pair)

Warm-up: Correct my mistakes

- Play this game to practice defining clauses or possessive pronouns.
- Divide the class into teams. Tell the children that you are going say a sentence.
- Say, e.g. *A camera is an object who takes photos. Peter's bag is yellow. It's her bag.* Then nominate a child from Team 1 to answer.
- If they think it is correct, they stand up and say *It's right.* If it's incorrect, they have to stand up and correct it. If they are right, they win a point.
- Repeat for Team 2. Differentiate your sentences to benefit both weaker and stronger children.

1 7.8 Who uses which device? Listen and match.

- Ask *What's a device? (It's an object that helps you do something.)* Ask the children to look at the devices in Activity 1 and name them.
- Look at the example as a class. Ask them which character they think would use which device and have them make a note of their answers.
- Play the audio twice for the children to complete the activity.
- Have them check answers with their partners.
- Ask if their guesses were correct.

Audioscript

Narrator: *Jane*

Jane: *At school, we use computers. In our class there are thirty children and ten computers. Sometimes we look for information on websites, but my favourite is watching videos about science. Other times we play games to practise maths. I love playing maths games on the computer! I think it's a good way to learn maths.*

Narrator: *Peter*

Peter: *My dad's got a laptop and sometimes he lets me use it. For example, last week for homework we had to write a story and I wrote mine on Dad's laptop. Then I printed it on the printer and took it to school. I've got an aunt, uncle and cousins who live in another country, and sometimes we send them messages. There's also a karaoke program on the laptop, and sometimes I sing with my family at the weekend. It's really cool!*

Narrator: *Vicky*

Vicky: *I love technology! I've got my own tablet. I got it last year for my birthday and I use it for lots of different things. I use it to take photos of my friends and family. I've got hundreds of photos. I also like finding information on websites too. Sometimes the teacher asks us to find information for homework. That's my favourite type of homework.*

Narrator: *Freddy*

Freddy: *I haven't got a mobile phone, but my mum lets me use hers sometimes. I like listening to music on it and she lets me download my favourite songs onto her phone. She's got earphones too, so I can listen to music in quiet places, like waiting at the doctor's. I also play games on my mum's phone. My favourite game is about looking after a dog! The phone has got a camera, too, and I like taking photos of my family with it.*

Answers: Jane b (computer), **Peter** d (laptop), **Vicky** a (tablet), **Freddy** c (mobile phone)

2 7.8 Listen again and tick (✓) what the children do.

- Ask the children if they remember what each character said about each device.
- Copy the table onto the board.
- Play the audio twice for children to complete the activity.
- Ask the children for the answers and complete the table on the board.
- Play the audio again for children to check their answers.

Answers: Play games: Jane, Freddy; **Find information:** Jane, Vicky; **Watch videos:** Jane; **Do homework:** Peter, Vicky; **Listen to music:** Freddy; **Do karaoke:** Peter; **Take photos:** Vicky, Freddy; **Send messages:** Peter

3 Make and give a presentation about technology. Be a star!

- Explain to the children that they have to make notes and give a presentation about technology.
- With the class, read through the purple box. Have one or two children tell you what devices they have at home, who uses them and what for. Remind them to look at the table they completed in Activity 2 for ideas.
- Have a volunteer read out the speech bubble.
- If you wish, give the children a copy of the audioscript for track 7.8 and tell them they can refer to it for help.
- Monitor as children work and gently correct any mistakes in the notes they write.
- Invite some children to the front of the class to give their presentations.

Teaching star!

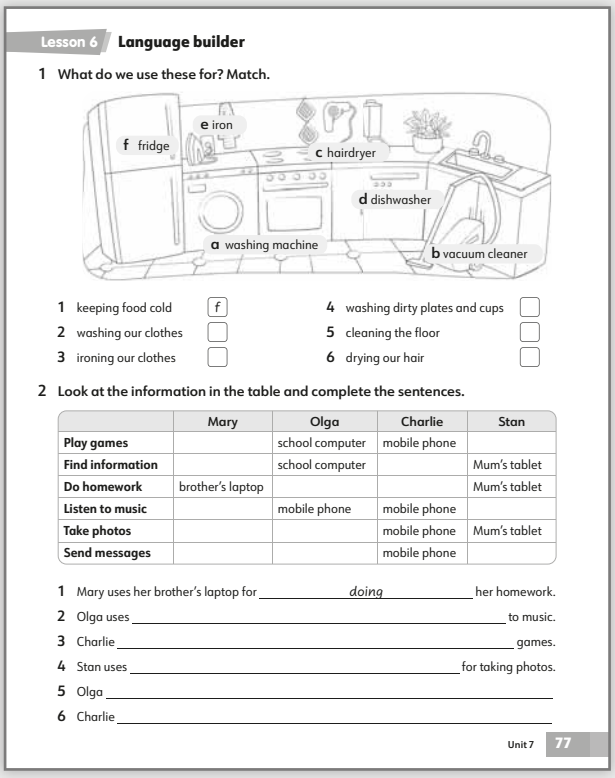
Acting

- Drama activities add an element of fun to the learning process.
- Divide the class into small groups. Explain that they have to make a short dialogue which takes place in a shop. One member is the customer while the other members are the shop assistants. The assistants have to choose a technological device and to try and persuade the customer to buy their product. Have the groups present their play to the class. The customer must decide on one device only. As an example, on the board, write:
  A: *This laptop is excellent. You can play games on it and watch videos.*
  B: *But it's expensive.*
  A: *But you can also listen to music on it. You can do many things on it!*
  B: *Hmm.*
  C: *This mobile phone is very good. You can play music and games on it.*
  B: *How much is it?*
  C: *It's cheaper than the laptop. You can watch videos on it, too.*
  B: *Oh, ok. I'll buy it.*

Cooler: Presentations about technology

- Have some more children stand up and give their presentations from Activity 3.

Workbook page 77



Lesson 6 **Language builder**

1 What do we use these for? Match.

e iron
f fridge
c hairdryer
d dishwasher
a washing machine
b vacuum cleaner

1 keeping food cold	f	4 washing dirty plates and cups	
2 washing our clothes		5 cleaning the floor	
3 ironing our clothes		6 drying our hair	

2 Look at the information in the table and complete the sentences.

	Mary	Olga	Charlie	Stan
Play games		school computer	mobile phone	
Find information		school computer		Mum's tablet
Do homework	brother's laptop			Mum's tablet
Listen to music		mobile phone	mobile phone	
Take photos			mobile phone	Mum's tablet
Send messages			mobile phone	

1 Mary uses her brother's laptop for *doing* her homework.
2 Olga uses _____ to music.
3 Charlie _____ games.
4 Stan uses _____ for taking photos.
5 Olga _____
6 Charlie _____

Unit 7 77

1 What do we use these for? Match.

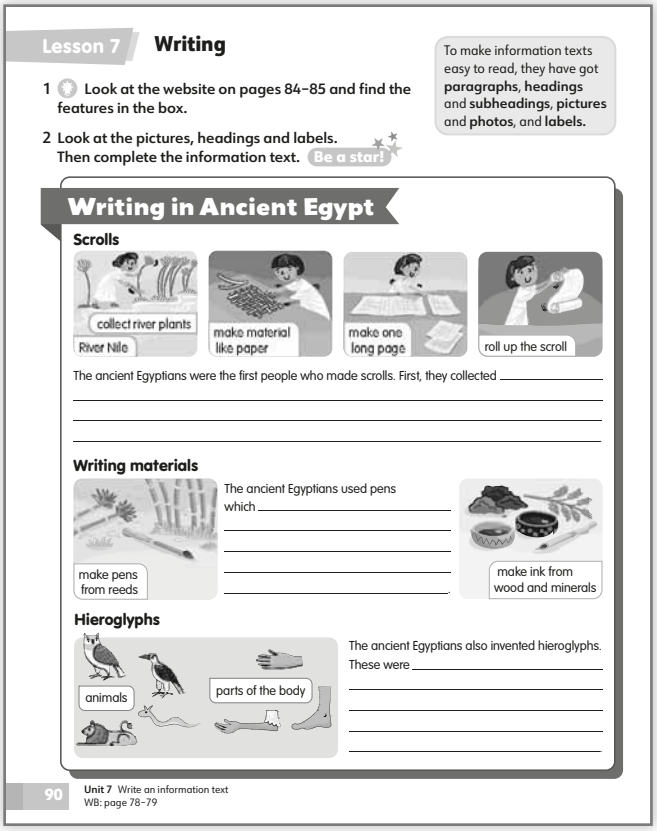
Answers: 1 f **2** a **3** e **4** d **5** b **6** c

2 Look at the information in the table and complete the sentences.

Answers: 1 doing **2** her MP3 player for listening **3** uses his mobile phone for playing **4** his mum's tablet **5** Olga uses the school computer for playing games / finding information. **6** Charlie uses his mobile phone for listening to music / taking photos / sending messages.

Lesson 7 Writing

Pupil's Book page 90


Lesson 7 Writing

1 Look at the website on pages 84–85 and find the features in the box.

2 Look at the pictures, headings and labels. Then complete the information text. Be a star!

To make information texts easy to read, they have got **paragraphs**, **headings** and **subheadings**, **pictures** and **photos**, and **labels**.

Writing in Ancient Egypt

Scrolls

collect river plants
River Nile
make material like paper
make one long page
roll up the scroll

The ancient Egyptians were the first people who made scrolls. First, they collected _____

Writing materials

make pens from reeds

The ancient Egyptians used pens which _____

make ink from wood and minerals

Hieroglyphs

animals
parts of the body

The ancient Egyptians also invented hieroglyphs. These were _____

90 Unit 7 Write an information text WB: page 78–79

Learning objectives: Write an information text

Materials: pictures of papyrus paper, sheets of paper (one per pair), copies of hieroglyphic alphabet code found online (one per child), slips of paper (one per child), a box or hat

Warm-up: Get together

- Divide the class into four groups and give each group a part of speech, e.g. possessive pronoun, adjective, noun, verb.
- Tell the children to walk around the class and explain that when you say a word, e.g. *beautiful*, the children who belong to the adjectives group (i.e. their part of speech), must group together in the middle of the class.

1 Look at the website on pages 84–85 and find the features in the box.

- Refer the children to the green box. Have a volunteer read it. Explain anything the children might not have understood in L1 if necessary.
- Refer the children to pages 84–85. Do this activity as a class. Have the children label the paragraphs, headings, etc.

2 Look at the pictures, headings and labels. Then complete the informational text.

Be a star!

- Point to the main heading and read it to the class. Elicit what the children know about ancient Egypt.
- Refer the children to the first sub-heading and the pictures of the scroll being made. Talk about what is happening in each picture and read the labels.
- Explain that they are going to write about how scrolls are made.
- Have a volunteer read the initial text. Complete the paragraph with the class on the board by prompting the children to give you complete sentences.
- Refer the children to the second sub-heading and repeat the above steps.
- Divide the class into pairs. They complete the text.
- Monitor and gently correct where necessary. Remind the children to check their spelling and use of language.
- Have some children read their texts to the class.
- Refer the children to the third sub-heading and repeat.

Suggested answers: Scrolls: The ancient Egyptians were the first people who made scrolls. First, they collected river plants next to the River Nile. Then they made a material like paper with the plants. Next they made one long page with the material. Finally, they rolled up the long page and made a scroll.
Writing materials: The ancient Egyptians used pens which they made from reeds. They also used red and black ink which they made from wood and minerals.
Hieroglyphs: The ancient Egyptians also invented hieroglyphs. These were pictures which represented sounds. Some of them were pictures of animals, for example, a lion, a bird and a snake, and others were parts of the body, for example, a foot and a hand.

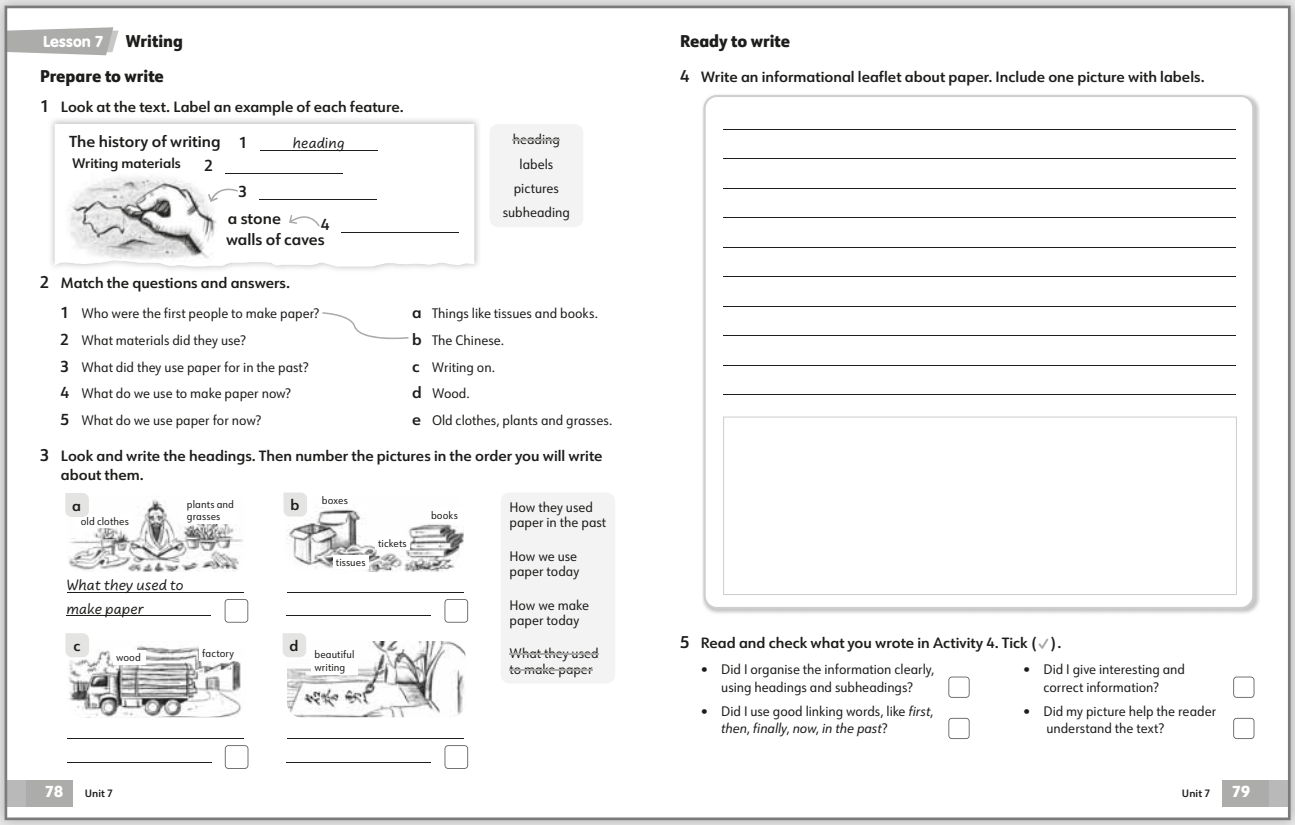
Teaching star!

Extension

- Play a spelling game to reinforce new vocabulary.
- Give each child a photocopy of the hieroglyphic alphabet code. Have the children draw their name on a sheet of paper using hieroglyphs.

Cooler: Best information text

- Give each pair a number and have them place it on their text.
- Ask the pairs to place their information texts around the class. Have the class walk around and look at the texts.
- Then, using a box and slips of paper, hold a class vote on which text is the best. They cannot vote for their own work. They write a number on the slip of paper and place it in the box.
- Have a volunteer come to the front to help you count the votes. The three pairs with the most votes get to leave the classroom first.



Lesson 7 **Writing**

Prepare to write

1 **Look at the text. Label an example of each feature.**

The history of writing 1 *heading*
Writing materials 2 _____
3 _____
a stone 4 _____
walls of caves

~~heading~~
labels
pictures
subheading

2 **Match the questions and answers.**

1	Who were the first people to make paper?	**a**	Things like tissues and books.
2	What materials did they use?	**b**	The Chinese.
3	What did they use paper for in the past?	**c**	Writing on.
4	What do we use to make paper now?	**d**	Wood.
5	What do we use paper for now?	**e**	Old clothes, plants and grasses.

3 **Look and write the headings. Then number the pictures in the order you will write about them.**

a old clothes, plants and grasses — *What they used to make paper* ☐
b boxes, books, tickets, tissues — _____ ☐
c wood, factory — _____ ☐
d beautiful writing — _____ ☐

How they used paper in the past
How we use paper today
How we make paper today
~~What they used to make paper~~

78 Unit 7

Ready to write

4 **Write an informational leaflet about paper. Include one picture with labels.**

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

- Did I organise the information clearly, using headings and subheadings? ☐
- Did I use good linking words, like *first, then, finally, now, in the past*? ☐
- Did I give interesting and correct information? ☐
- Did my picture help the reader understand the text? ☐

Unit 7 79

Prepare to write

1 Look at the text. Label an example of each feature.

- If done in class, refer children to the text and word pool.
- Ask where each item in the word pool should go.
- Have children write their answers.

Answers: 1 heading **2** subheading **3** pictures **4** labels

2 Match the questions and answers.

- If done in class, have the children close their books. Ask children what they remember about books and paper.
- Ask a few of the questions from the activity.
- Have children open their books and complete the activity.

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

3 Look and write the headings. Then number the pictures in the order you will write about them.

- Ask volunteers to describe each picture as best they can using the labels to help them.
- Have children work in pairs to complete the activity.

Answers: a What they used to make paper 1 **b** How we use paper today 4 **c** How we make paper today 3 **d** How they used paper in the past 2

Ready to write

4 Write an informational leaflet about paper. Include one picture with labels.

- If done in class, divide the class into small groups and have them complete the activity.
- Explain that they can look at Activities 1, 2 and 3 on page 78 of the Workbook or on page 90 of their Pupil's Book for reference.

Answers: Children's own answers and drawings.

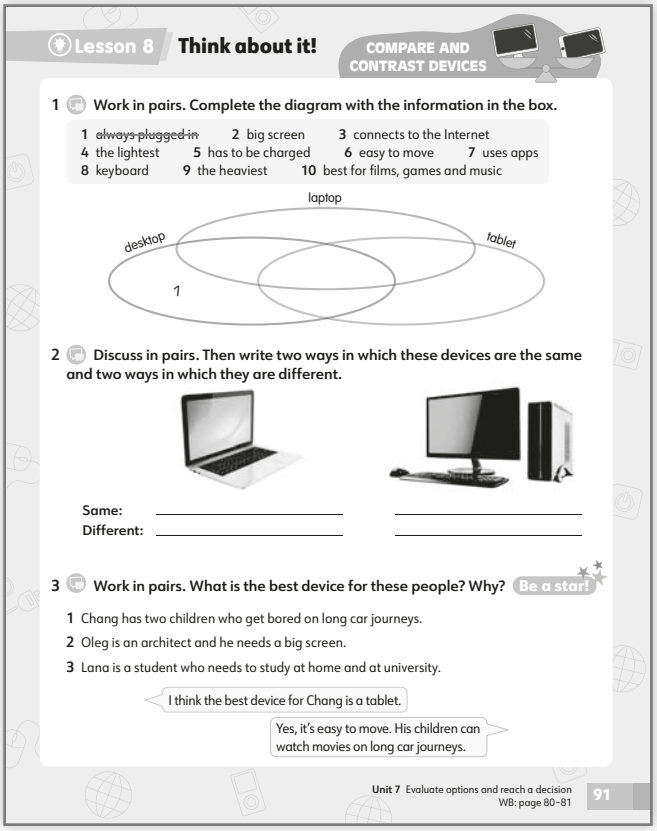
5 Read and check what you wrote in Activity 4. Tick (✓).

- If done in class, have children look through the check-list. Have them check spelling and grammar as well.

Answers: Children's own answers.

Lesson 8 Think about it!

Pupil's Book page 91



Learning objectives: Evaluate options and reach a decision

Additional language: charged, connects to, plugged in

Resources: Unit 7 test

Materials: sheets of squared paper (one per child), board pens, a tablet or smartphone and charger

Warm-up: Spelling race

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

1 Work in pairs. Complete the diagram with the information in the box.

- On the board, write charged, *connects to* and *plugged in.* Pick up the tablet and say *It has very little power. It has to be charged.* Then plug it into a socket. Show the cord and say *The tablet is plugged in.* Show the face of the tablet to the children. Say *It connects to the Internet.* Look for the Wi-Fi symbol on the tablet and say *It is / isn't connected to the Internet.*
- Refer the children to the diagram. Read the labels. Explain that the parts that overlap show what all three devices have in common.
- Have them complete the diagram in their books in pairs. Ask volunteers to give you the answers.

Answers: Desktop: 1, 2, 9 **Tablet:** 4, 7, 10 **Laptop and tablet:** 5, 6 **Laptop and desktop:** 8 **Laptop, tablet and desktop:** 3

2 Discuss in pairs. Then write two ways in which these devices are the same and two ways in which they are different.

- Explain to the children that they have to find things that are the same and different about the devices using the information from Activity 1.
- Have the class complete the activity in pairs.
- Then have the pairs choose two other devices to compare and contrast. They make notes and present their work the class.

Suggested answers: Same: They connect to the Internet. They've got a keyboard and a mouse. **Different:** A desktop has got a bigger screen than a laptop. A desktop is heavier than a laptop. A laptop has to be charged, while a desktop must be plugged in all the time. A laptop can go in your bag and a desktop can't.

3 Work in pairs. What is the best device for these people? Why?

Be a star!

- Read the first item to the class. Ask *What is the best device for Chang? Why?*
- Write children's suggestions on the board.
- Then have the children continue with their partners.

Answers: 1 tablet, because they can use it to watch films, play games or listen to music **2** desktop, because this has a big screen **3** laptop, because it is easy to carry around and use in different places

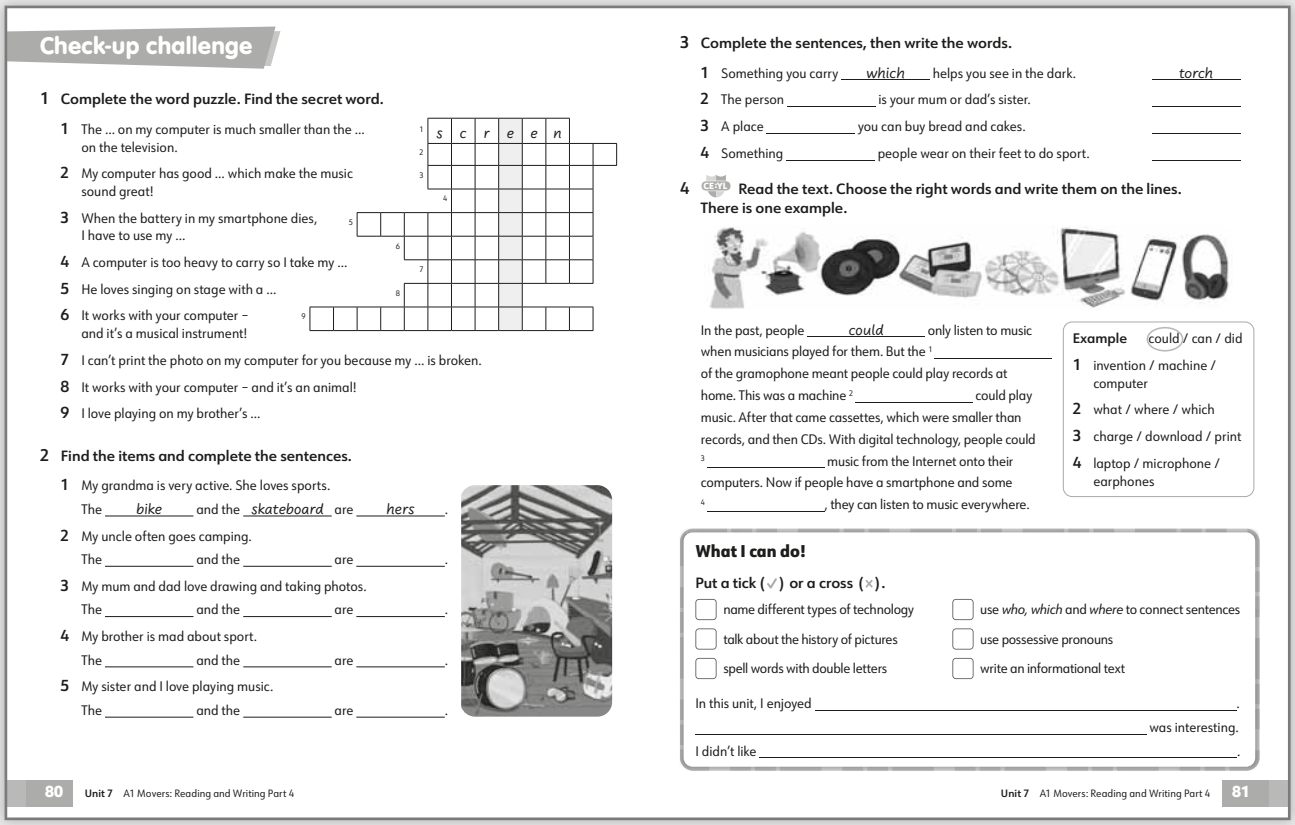
Teaching star!

Contextualising

- Encourage critical thinking to contextualise language. Ask *What devices do you use at home? How often do you use them? What are the advantages / disadvantages of these devices?* Write their answers on the board.
- Divide the class into small groups and appoint one of the following devices to each group: *desktop, laptop, tablet, mobile phone.* Have the groups discuss the advantages and disadvantages these devices have and then present their ideas to the class.

Cooler: Word puzzle

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



Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 The … on my computer is much smaller than the … on the television.
2 My computer has good … which make the music sound great!
3 When the battery in my smartphone dies, I have to use my …
4 A computer is too heavy to carry so I take my …
5 He loves singing on stage with a …
6 It works with your computer – and it's a musical instrument!
7 I can't print the photo on my computer for you because my … is broken.
8 It works with your computer – and it's an animal!
9 I love playing on my brother's …

1	s	c	r	e	e	n		
2								
3								
4								
5								
6								
7								
8								
9								

2 Find the items and complete the sentences.

1 My grandma is very active. She loves sports.
The *bike* and the *skateboard* are *hers*.
2 My uncle often goes camping.
The _____ and the _____ are _____.
3 My mum and dad love drawing and taking photos.
The _____ and the _____ are _____.
4 My brother is mad about sport.
The _____ and the _____ are _____.
5 My sister and I love playing music.
The _____ and the _____ are _____.

3 Complete the sentences, then write the words.

1 Something you carry *which* helps you see in the dark. *torch*
2 The person _____ is your mum or dad's sister. _____
3 A place _____ you can buy bread and cakes. _____
4 Something _____ people wear on their feet to do sport. _____

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

In the past, people *could* only listen to music when musicians played for them. But the [1] _____ of the gramophone meant people could play records at home. This was a machine [2] _____ could play music. After that came cassettes, which were smaller than records, and then CDs. With digital technology, people could [3] _____ music from the Internet onto their computers. Now if people have a smartphone and some [4] _____, they can listen to music everywhere.

Example (could) / can / did
1 invention / machine / computer
2 what / where / which
3 charge / download / print
4 laptop / microphone / earphones

What I can do!

Put a tick (✓) or a cross (×).

- ☐ name different types of technology
- ☐ talk about the history of pictures
- ☐ spell words with double letters
- ☐ use *who, which* and *where* to connect sentences
- ☐ use possessive pronouns
- ☐ write an informational text

In this unit, I enjoyed _____.
_____ was interesting.
I didn't like _____.

1 Complete the word puzzle. Find the secret word.

Answers: 1 screen **2** speakers **3** charger **4** laptop **5** microphone **6** keyboard **7** printer **8** mouse **9** games console
Secret word: *earphones*

2 Find the items and complete the sentences.

Answers: 1 bike, skateboard, hers **2** tent, backpack, his **3** pencils, camera, theirs **4** goggles, bat, his **5** drums, guitar, ours

3 Complete the sentences, then write the words.

Answers: 1 which, torch **2** who, aunt **3** where, bakery **4** which, trainers

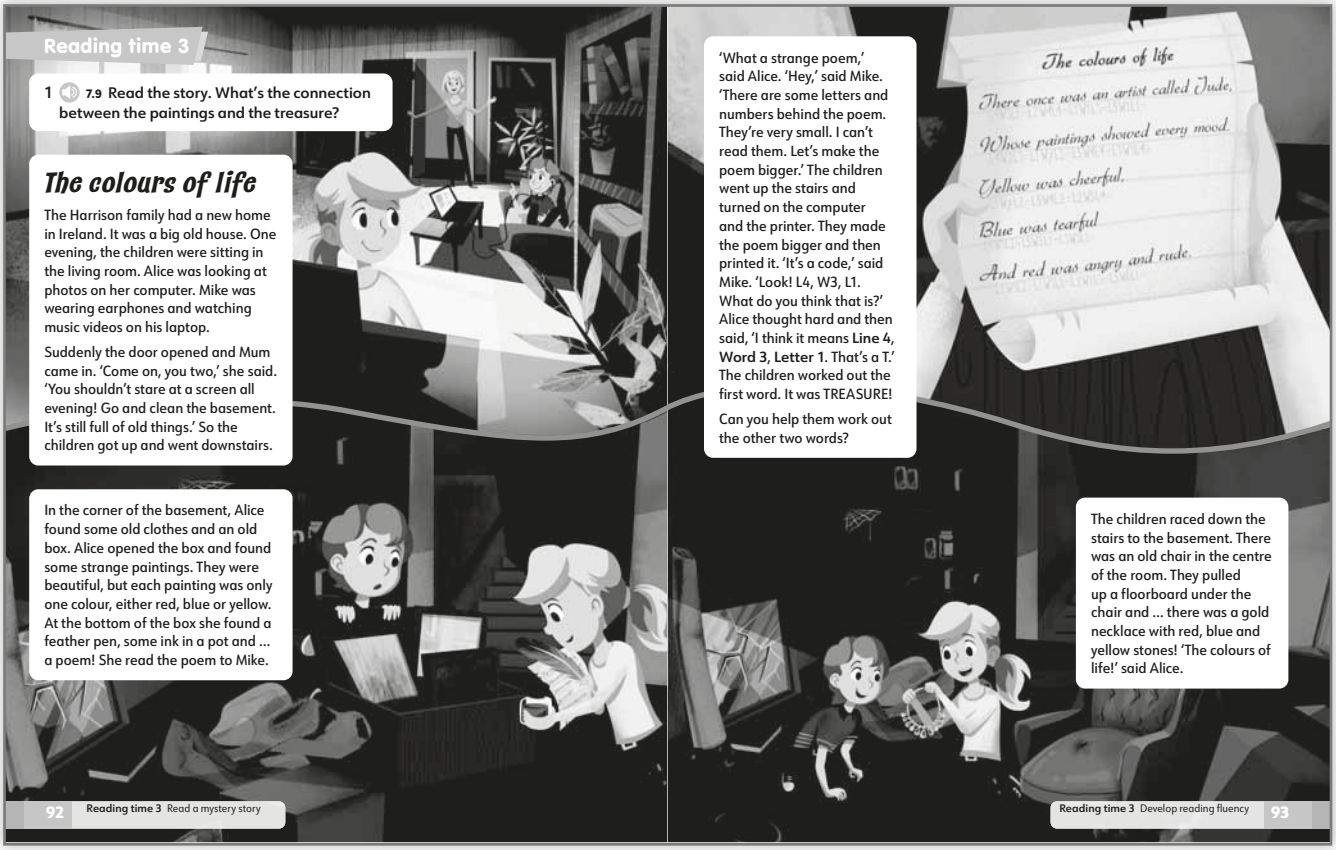
4 CE:YL Read the text. Choose the right words and write them on the lines. There is one example.

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

- Have the children look at the first item. Ask why the answer to it is *could (because it talks about what people could do in the past)*.
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 invention **2** which **3** download **4** earphones

Pupil's Book pages 92–94



Reading time 3

1 7.9 Read the story. What's the connection between the paintings and the treasure?

The colours of life

The Harrison family had a new home in Ireland. It was a big old house. One evening, the children were sitting in the living room. Alice was looking at photos on her computer. Mike was wearing earphones and watching music videos on his laptop.

Suddenly the door opened and Mum came in. 'Come on, you two,' she said. 'You shouldn't stare at a screen all evening! Go and clean the basement. It's still full of old things.' So the children got up and went downstairs.

In the corner of the basement, Alice found some old clothes and an old box. Alice opened the box and found some strange paintings. They were beautiful, but each painting was only one colour, either red, blue or yellow. At the bottom of the box she found a feather pen, some ink in a pot and ... a poem! She read the poem to Mike.

92 Reading time 3 Read a mystery story

'What a strange poem,' said Alice. 'Hey,' said Mike. 'There are some letters and numbers behind the poem. They're very small. I can't read them. Let's make the poem bigger.' The children went up the stairs and turned on the computer and the printer. They made the poem bigger and then printed it. 'It's a code,' said Mike. 'Look! L4, W3, L1. What do you think that is?' Alice thought hard and then said, 'I think it means **Line 4, Word 3, Letter 1**. That's a T.' The children worked out the first word. It was TREASURE!

Can you help them work out the other two words?

The colours of life

There once was an artist called Jude,
Whose paintings showed every mood.
Yellow was cheerful,
Blue was tearful
And red was angry and rude.

The children raced down the stairs to the basement. There was an old chair in the centre of the room. They pulled up a floorboard under the chair and ... there was a gold necklace with red, blue and yellow stones! 'The colours of life!' said Alice.

Reading time 3 Develop reading fluency 93

Reading time 3 **Activities**

2 Look at the picture and read the sentences. Did the actions happen *before* or *after* they found the poem?



1 Alice found some paintings in the box. *before*
2 Alice found a poem. *after*
3 Mike saw there were some numbers and letters underneath the poem. _____
4 The children worked out the code. _____
5 The children found a necklace. _____
6 The children's mum told them to go and clean the basement. _____
7 The children turned on the printer and the computer. _____
8 Alice found an old box in the basement. _____

3 Work out this clue using the code in the poem *The colours of life*. Then write your own message to a friend using the code. Be a star!

L5 W6 L2	L1 W2 L2	L2 W5 L4	L4 W1 L4	L3 W3 L5	
L5 W4 L3	L1 W5 L2	L1 W2 L1	L3 W3 L7	L5 W4 L2	L5 W2 L3
L2 W3 L1	L1 W5 L4	L4 W3 L7	L2 W4 L2	L5 W6 L4	L4 W3 L4
L1 W1 L1	L4 W3 L4	L2 W1 L5	L4 W1 L4		

Clue: _____

4 Watch the ending. Discuss in pairs. Where do the children find more treasure?



94 Reading time 3

Learning objectives: Read a mystery story; Develop reading fluency

Resources: Unit 7, Reading time 3, Reading Time 3 video; Animated flashcards, Video activity worksheet

Warm-up: Tell a story

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

1 7.9 Read the story. What's the connection between the paintings and the treasure?

- Have the children look at the pictures and ask them to describe them as best they can.
- Then ask them to tell you what they think the story will be about.
- Have the children place their Pupil's Books face down. Explain that they will hear the story and then tell you what they remember from it.
- Have the children close their eyes. Play the audio.
- Ask the children what they remember from the story and what images came to their mind when hearing the story.
- Play the audio again and have the children listen and read the story in their Pupil's Books.

- Then have the children read the story individually to find the answer to the rubric question.
- Tell the children to raise their hands if there is something they need you to explain to them.

Answer: The colours red, blue and yellow.

Teaching star!

Reading

- Have the children read backwards as a fun game that helps improve fluency.
- Explain that you will read a sentence backwards. The children have to find the sentence in the story and then read it correctly. Say *Paintings strange some found and box the opened Alice.* Elicit *Alice opened the box and found some strange paintings.* Continue with a few more sentences then place the children in pairs and have them continue.



Cooler: What's the story?

- Choose a text from one of the stories in Units 1–7 and refer the children to it. Explain that you are going to read the text aloud while they follow in their books. Tell them that you might make mistakes because you are feeling a little tired today. Read the text, adding or omitting words as you go for the class to correct you. When the children correct you, thank them, correct yourself and continue.

Reading time 3 Activities



Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you find some treasure. Where are you? Who are you with? What is the treasure? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Look at the picture and read the sentences. Did the actions happen before or after they found the poem?

- Ask the children to think about whether the actions happened before or after Alice and Mike found the poem.
- Ask volunteers to read the first two items.
- Complete items 3 and 4 as a class by reading the sentences to the class and having volunteers answer.
- Have the children complete the activity in pairs.
- Check answers as a class.
- As an extension, have the children put the sentences in the order that they happen in the story: *6, 8, 1, 2, 3, 7, 4, 5.*

Answers: 1 before **2** after **3** after **4** after **5** after **6** before **7** after **8** before

3 Work out this clue using the code in the poem The colours of life. Then write your own message to a friend using the code.

Be a star!

- Ask how the children in the story worked out the code (*L4, W3, L1 means Line 4, Word 3, Letter 1*).
- Have them work out the clue using the poem and the code.
- Divide the class into pairs and have each pair write their own message. Have the pairs swap codes with other pairs who have to work it out.

Answers: Clue: Under ground. Silver tree.

4 Watch the ending. Discuss in pairs. Where do the children find more treasure?

Before the video

- Ask the children how they would feel if they found a mysterious note in a box in their new home. Ask what they would do and if they would tell anyone. Ask if they would start looking for the treasure.
- Ask the children to think about what will happen next for about a minute. Ask volunteers to offer their thoughts. Write answers on the board.

During the video

- Explain that the children are going to watch a video of the ending of the story.
- Play the video once and pause where Mike says Nothing! Ask what they think the children will do now.
- Continue playing the video and pause where the children find the treasure box under the silver tree. Ask what they think will be in the treasure box.
- Continue playing the video until the end. Ask if the class would have done the same if they had found the expensive painting.
- Ask if anyone in the class thought the story would end in the same way.

After the video

- Ask why it was a good idea to give the painting to the art museum.
- Play the video again, without any pauses for the children to watch.
- Divide the class into pairs and have them discuss what their favourite part of the story was.
- Invite some pairs to come to the front and share their opinions with the class.

Videoscript

The next day was Saturday. It was cold and cloudy but Alice and Mike wanted to find the treasure! They looked at the four words from the code again ... 'under ground silver tree!' Both children looked out of a window. Mike said, 'I think it means Jude hid the treasure under a tree ... but there are hundreds of trees! Which tree is it? And why silver? Trees aren't silver, they're brown and green!' The children went out into the garden to look round. 'Hmmm,' said Alice. She was standing under an old tree. 'Let's try here.' And the two children began to dig. 'Nothing!' said Mike after a long time. 'Let's try this one,' said Alice. And so the children tried and tried. They dug more and more holes under more and more trees but they found nothing! Finally, they sat down below a tree to think. At that moment the sun came out and filled the garden with warmth and light. 'Look!' shouted Mike 'Look at that tree. It's silver in the sunlight!' Alice looked and it was true! They both ran to the tree ... and began to dig. 'Here it is!' shouted Mike and pulled out an old metal box. Inside there was another poem and a painting.

The important things of life

But after a long long while
Jude changed his artistic style
He used all his colours
To show we are brothers
And sharing makes you smile!

The painting was really beautiful! 'Let's show Mum!' said Alice. They took the painting to an expert. 'It is very valuable,' said the expert. 'You are going to be rich!' 'No!' said Alice and Mike together. 'We want to share the painting with everyone. We already have the Colours of Life necklace. Let's give it to an art museum.' 'Look at all the people enjoying the painting. Jude would be smiling!'

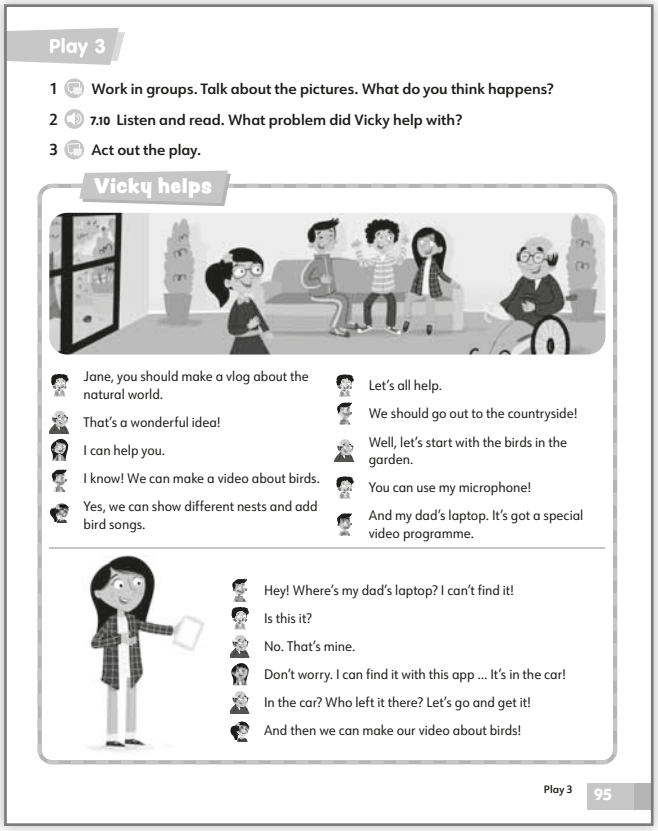
Cooler: Which story?



- Give each child a sheet of paper and tell them to imagine they have found some treasure. Have them draw a picture of it.
- Have them write a few sentences about how they found the treasure, what they found and what they will do with the treasure. If you wish, write prompts on the board, e.g. *I pulled up a floorboard ... There was ... I want to share ...*
- Place children in small groups and have them show their pictures to their group members.
- Encourage the children to ask each other questions about their pictures.
- Place all work on classroom display.

Play 3

Pupil's Book page 95


Play 3

1 Work in groups. Talk about the pictures. What do you think happens?

2 7.10 Listen and read. What problem did Vicky help with?

3 Act out the play.

Vicky helps

Jane, you should make a vlog about the natural world.

That's a wonderful idea!

I can help you.

I know! We can make a video about birds.

Yes, we can show different nests and add bird songs.

Let's all help.

We should go out to the countryside!

Well, let's start with the birds in the garden.

You can use my microphone!

And my dad's laptop. It's got a special video programme.

Hey! Where's my dad's laptop? I can't find it!

Is this it?

No. That's mine.

Don't worry. I can find it with this app ... It's in the car!

In the car? Who left it there? Let's go and get it!

And then we can make our video about birds!

Play 3 95

Resources: Unit 7, Play 3

Materials: sheets of paper, straws, glue, coloured pens / pencils, (optional) props for the play, e.g. sheets of paper for drawing the camera, nests, birds, video camera, etc.

Warm-up: All our plays

- Ask the children what they can remember about the previous two plays.
- Have them look at the first play and ask volunteers to take on roles and read the play aloud.
- Repeat for the second play.

1 Work in groups. Talk about the pictures. What do you think happens?

- Ask the children to look at the pictures and the title and tell you what they think the play will be about.
- Explain that a vlog is a blog that has videos.

2 7.10 Listen and read. What problem did Vicky help with?

- Have the children close their eyes and play the audio for them to listen to.
- Ask what the play was about and what technological items were mentioned.
- Play the audio again. Have the children read the play to find the answer.

Answer: Vicky helps find her and Peter's dad's laptop using an app on her tablet.

Teaching star!

Imaging

- Make masks for roleplay as a great way to add variety and to encourage shyer children to participate. Tell the children that in ancient Greece, actors used masks to perform. Give each child a sheet of paper and have them draw their favourite character's head from the play and colour it in. Have them cut around the head and stick it on straws. Explain that when they hear their character speak, they have to place their mask in front of their face and say their words. Play the audio for the children to listen to their parts.

3 Act out the play.

- Divide the children into groups of five and have them practise the play.
- Give the children time to draw props for the play, e.g. a video camera, nests, birds.
- Then ask each group to come to the front and act it out.

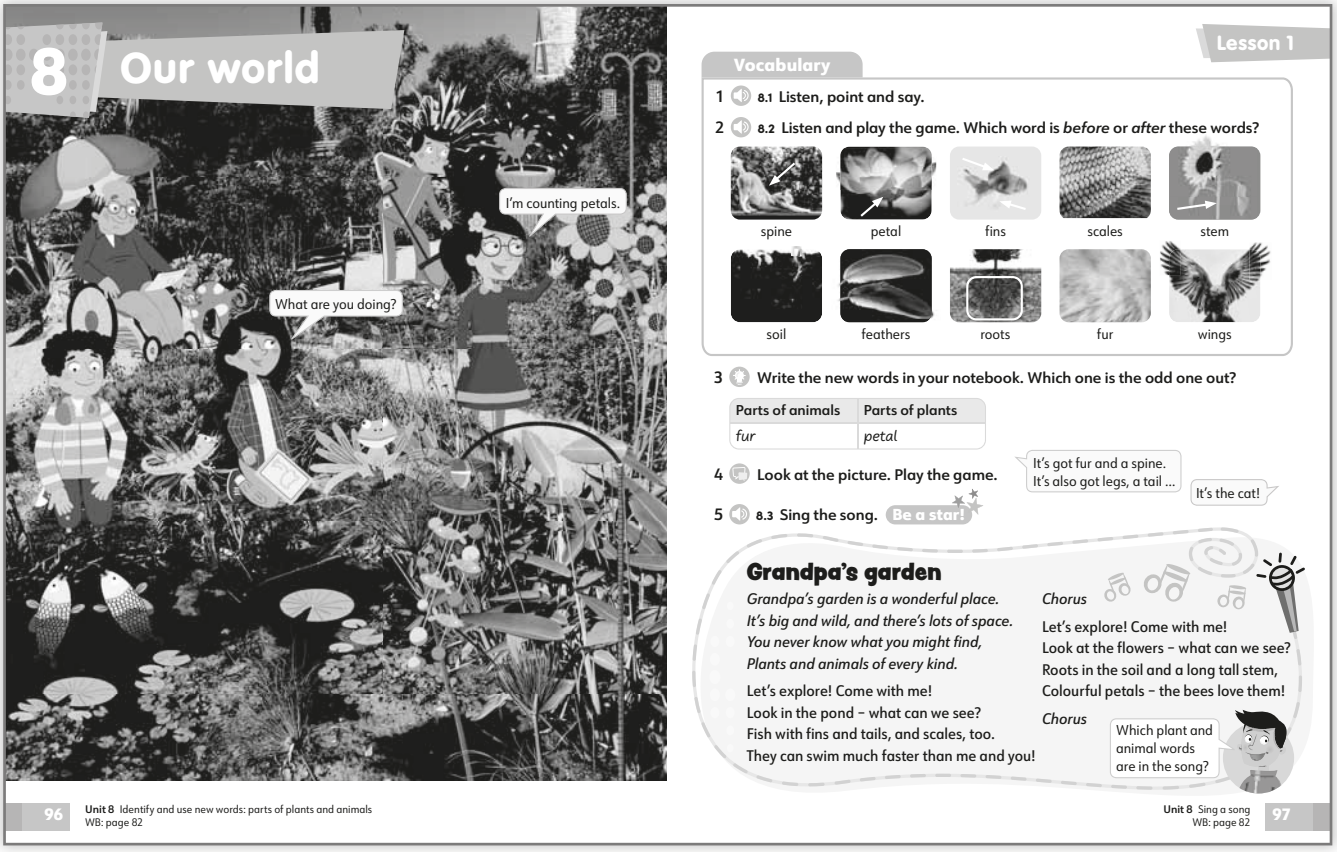
Cooler: Well done!

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

8 Our world

Lesson 1 Vocabulary

Pupil's Book pages 96–97



Learning objectives: Identify and use new words: parts of plants and animals; Sing a song

Vocabulary: feathers, fins, fur, petal, roots, scales, spine, stem, soil, wings

Resources: Flashcards; Vocabulary 1 worksheet

Materials: strips of paper, child-friendly scissors, boxes (one per pair)

Warm-up: Match the syllables

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

1 8.1 Listen, point and say.

- Refer the children to page 96. They describe it.
- Refer the children to Activity 1 on page 97. Play the audio twice for the children to complete the activity. The first time they listen and point, the second time they listen and say.

2 8.2 Listen and play the game. Which word is before or after these words?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to answer.
- Divide the class into pairs and play the game.

Audioscript

Teacher: *It's before petal.*
Child: *spine*
Teacher: *It's after fins.*
Child: *scales*
Teacher: *Now you. 1 It's before roots. 2 It's after fur. 3 It's before scales. 4 It's after stem. 5 It's before fur. 6 It's after wings.*

Answers: 1 feathers **2** wings **3** fins **4** soil **5** roots **6** spine

3 Write the new words in your notebook. Which one is the odd one out?

- Copy the table onto the board. Hand out the flashcards. Say a word (not *soil*) and ask the children to tell you in which column it should be. Have the child put that flashcard in the correct column. Repeat. Ask *Which is the odd one out?*
- Have the children copy the table into their notebooks and complete the activity.

Answers: Parts of animals: fur, spine, fins, scales, feathers, wings **Parts of plants:** petal, stem, roots
Soil is the odd one out.

4 Look at the picture. Play the game.

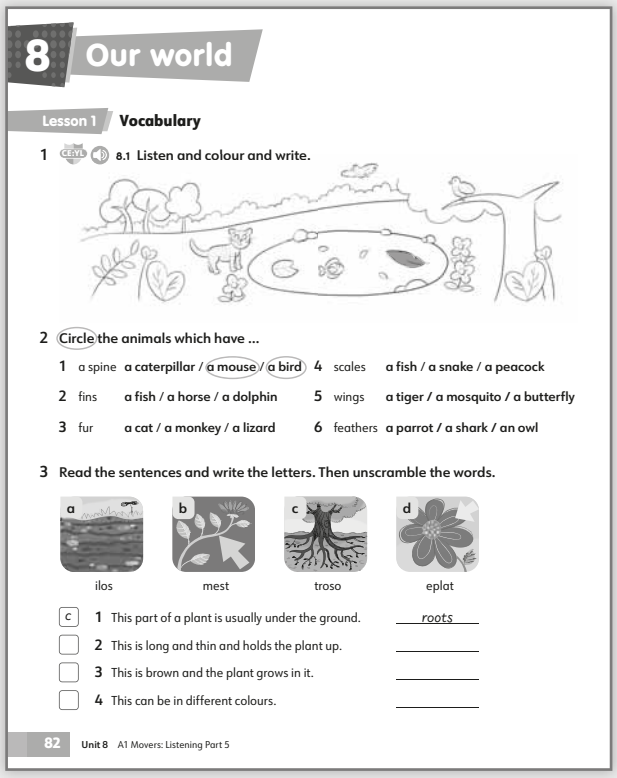
- Refer the children to page 96 and ask two volunteers to read out the example dialogue. Children continue the game with their partners.

5 8.3 Sing the song.

Be a star!

- Play the audio. Children listen and follow in their books. They underline the new vocabulary.
- Have a volunteer read out Peter's question. Elicit answers and write them on the board.
- Play the audio. Have the children raise their hands when they hear a new word they have learnt.

Workbook page 82



8 Our world

Lesson 1 Vocabulary

1 CEFR 8.1 Listen and colour and write.

2 Circle the animals which have ...

1	a spine	a caterpillar / a mouse / a bird	4	scales	a fish / a snake / a peacock
2	fins	a fish / a horse / a dolphin	5	wings	a tiger / a mosquito / a butterfly
3	fur	a cat / a monkey / a lizard	6	feathers	a parrot / a shark / an owl

3 Read the sentences and write the letters. Then unscramble the words.

a ilos b mest c troso d eplat

c 1 This part of a plant is usually under the ground. roots
2 This is long and thin and holds the plant up.
3 This is brown and the plant grows in it.
4 This can be in different colours.

82 Unit 8 A1 Movers: Listening Part 5

1 8.1 Listen and colour and write.

This activity helps the children prepare for Part 5 of the Listening in the Cambridge English: A1 Movers test.

- The children listen and colour as directed, then write.

Answers: (fish), fins, (tails), scales, (flowers), roots, stem, petals, (bees)

Cooler: Back to front

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

Audioscript

Speaker: *Look at the picture. Listen and look. There is one example.*
1 Speaker: *Look at the picture. It's a garden.*
Girl: *Yes! It's a nice garden. There's a bird in the tree.*
Speaker: *Can you see the feather which is falling from the bird?*
Girl: *Yes, I can.*
Speaker: *Colour it grey.*
Speaker: *Can you see the grey feather? This is an example. Now you listen and colour and write.*
2 Speaker: *Now, I'd like you to colour the other bird. Can you see it?*
Girl: *Yes! It's flying.*
Speaker: *That's right. Colour its wings green.*
Girl: *OK.*
3 Girl: *Can I colour a flower now?*
Speaker: *Yes. Colour the flower next to the cat.*
Girl: *Hmm. OK. Can I colour the petals yellow?*
Speaker: *Yes. That's a good idea.*
Girl: *Great!*
4 Girl: *Look at the fish!*
Speaker: *Yes! I think the cat likes the fish!*
Girl: *Yes, he does.*
Speaker: *OK. Colour the fins orange.*
Girl: *OK.*
5 Girl: *Can I do some writing too?*
Speaker: *Yes, I'd like you to write the word 'stem'.*
Girl: *Where? Next to the yellow flower?*
Speaker: *Yes, please.*
6 Girl: *That cat wants to eat the fish.*
Speaker: *Yes! Cats like fish. Colour the cat's fur brown.*
Girl: *A hungry brown cat!*
Speaker: *That's right.*

Answers: 1 feather: grey **2** wings: green **3** petals: yellow **4** fins: orange **5** stem **6** fur: brown

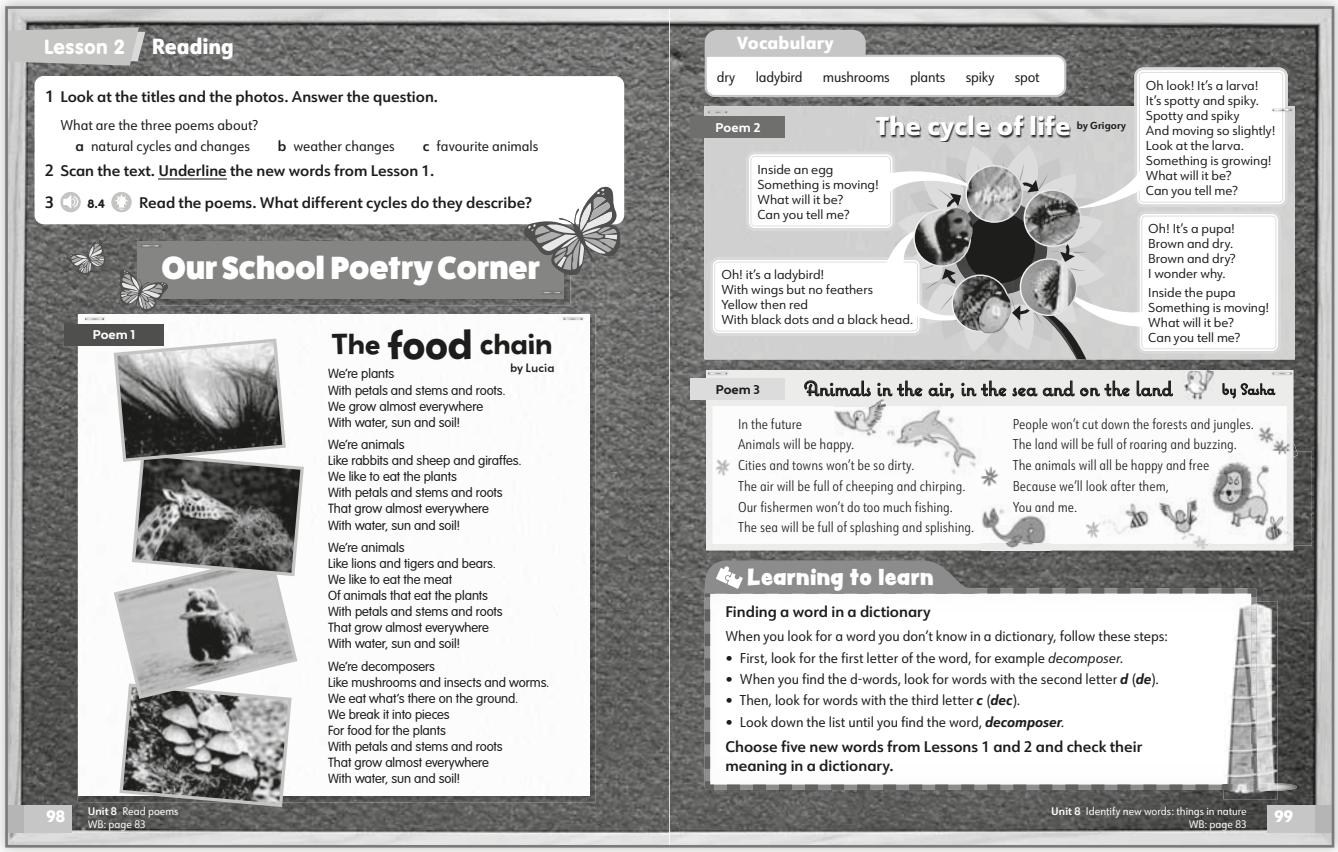
2 Circle the animals which have ...

Answers: 1 a mouse, a bird **2** a fish, a dolphin **3** a cat, a monkey **4** a fish, a snake **5** a mosquito, a butterfly **6** a parrot, an owl

3 Read the sentences and write the letters. Then find the words.

Answers: 1 c roots **2** b stem **3** a soil **4** d petal

Pupil's Book pages 98–99



Learning objectives: Read poems; Identify new words: things in nature

Vocabulary: dry, ladybird, mushrooms, plants, spiky, spot

Additional vocabulary: buzzing, cheeping, chirping, decomposer, roaring, splashing, splishing

Review vocabulary: parts of plants and animals

Resources: Flashcards

Materials: whiteboard markers, dictionaries, sheets of paper (one per group), coloured pens / pencils

Warm-up: Write another word

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

Vocabulary

- Put the flashcards on the board (or write the new words and draw a picture for each one). Point to each picture and say the word for the children to repeat after you.
- Explain the additional vocabulary to the children. Use L1 if necessary. Ask which animals *buzz*, *cheep*, *chirp*, *roar*, *splash* and *splish*.

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

- Ask the children if they have ever read a poem. Explain that poems are made up of short sentences and usually focus on one theme or subject.
- Have the children look at the photos and titles on pages 98–99 and ask what they think the three poems will be about.
- Children complete the activity.

Answer: a natural cycles and changes

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

- Ask the children to tell you the new words they learnt in Lesson 1. Write them on the board.
- Have the children work individually. Tell them to ask you if there is anything they don't understand or need help with. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Children raise their hands to answer.

Answers: petals, stems, roots, soil, wings, feathers

3 8.4 Read the poems. What different cycles do they describe?

- Have the children close their Pupil's Books. Play the audio.
- Play the audio again and have the children follow in their books.
- Refer the children to the first poem and ask what cycle it describes. Write them on the board. Continue with the remaining two poems.
- Ask the children if they can say in one sentence what each poem is about, e.g. *Poem 2 shows the life cycle of a ladybird.*
- Ask the children which poem they liked best and why.
- Have the children write a few sentences about their favourite of the three poems.

Answers: stages of the food chain, stages of the cycle of life

Teaching star!

Reading

- Encourage personal responses to reading with creative writing tasks.
- On the board, write *nature*. Ask the children to say a few things about nature, e.g. *Nature is beautiful.* Then ask them to say how nature makes them feel, e.g. *It makes me feel happy.* Write the ideas on the board. Continue by prompting the children to think about the environment, what it gives us and how to protect it. Once the activity is complete, have a volunteer read all the sentences. Explain that this is a poem. Have the class choose a title for their poem.
- On the board, write *nature*, *life*, *the environment*. Divide the class into groups and have them write a poem on one of themes from the board on a sheet of paper. Have them illustrate their work and present it to the class.

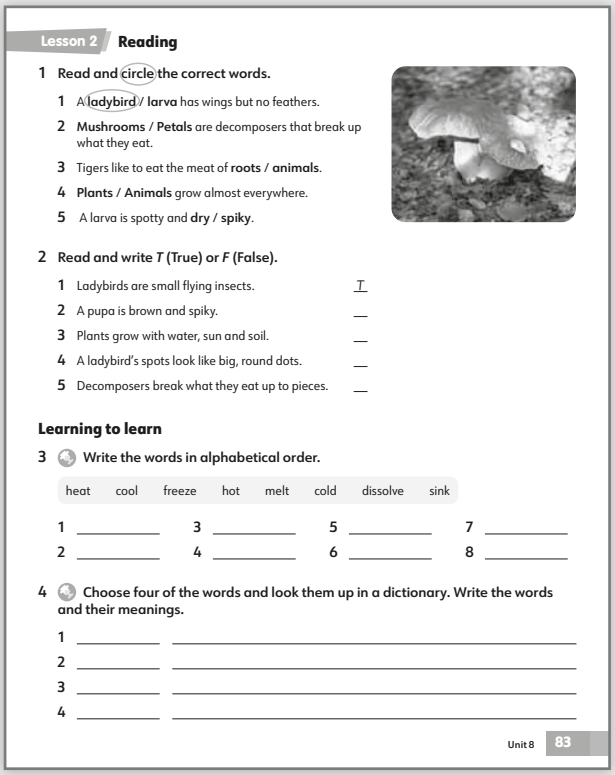
Learning to learn

- Ask a volunteer to read out the advice in the *Learning to learn* box. Divide the class into pairs and hand each pair a dictionary.
- Go through each step slowly and have a volunteer read the definition for *decomposer.*
- Say and write *spiky* on the board and repeat the process.
- Children work on their own with more words from this unit.

Cooler: Telephone game

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

Workbook page 83



Lesson 2 **Reading**

1 Read and circle the correct words.

1 A ladybird / larva has wings but no feathers.
2 Mushrooms / Petals are decomposers that break up what they eat.
3 Tigers like to eat the meat of roots / animals.
4 Plants / Animals grow almost everywhere.
5 A larva is spotty and dry / spiky.

2 Read and write *T* (True) or *F* (False).

1 Ladybirds are small flying insects. T
2 A pupa is brown and spiky. _
3 Plants grow with water, sun and soil. _
4 A ladybird's spots look like big, round dots. _
5 Decomposers break what they eat up to pieces. _

Learning to learn

3 Write the words in alphabetical order.

heat cool freeze hot melt cold dissolve sink

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

4 Choose four of the words and look them up in a dictionary. Write the words and their meanings.

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____

Unit 8 83

1 Read and circle the correct words.

Answers: 1 ladybird **2** Mushrooms **3** animals **4** Plants **5** spiky

2 Read and write *T* (True) or *F* (False).

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

3 Write the words in alphabetical order.

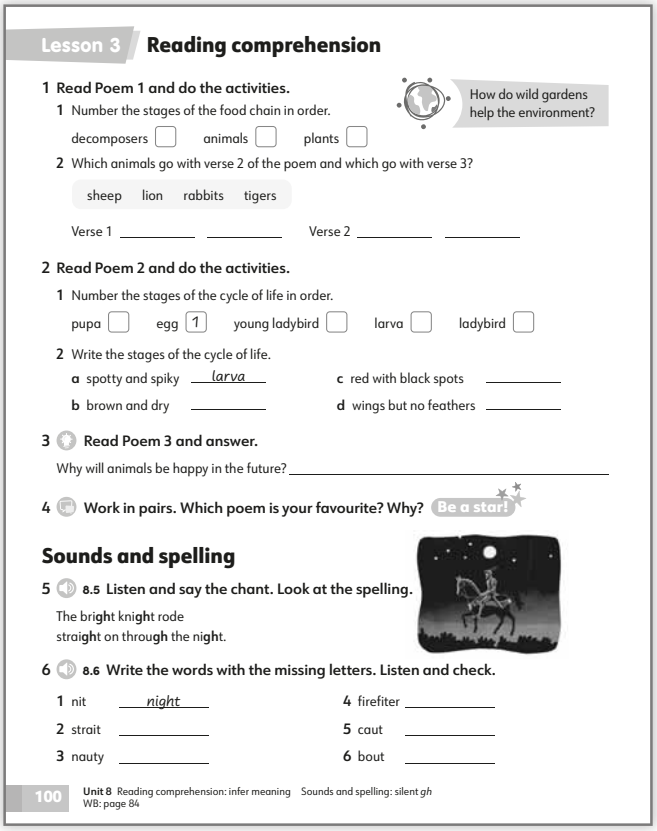
Answers: 1 cold **2** cool **3** dissolve **4** freeze **5** heat **6** hot **7** melt **8** sink

4 Choose four of the words and look them up in a dictionary. Write the words and their meanings.

Answers: Children's own answers.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 100



Lesson 3 **Reading comprehension**

1 Read Poem 1 and do the activities.

How do wild gardens help the environment?

1 Number the stages of the food chain in order.

decomposers ☐ animals ☐ plants ☐

2 Which animals go with verse 2 of the poem and which go with verse 3?

sheep lion rabbits tigers

Verse 1 _____ _____ Verse 2 _____ _____

2 Read Poem 2 and do the activities.

1 Number the stages of the cycle of life in order.

pupa ☐ egg 1 young ladybird ☐ larva ☐ ladybird ☐

2 Write the stages of the cycle of life.

a spotty and spiky *larva* c red with black spots _____

b brown and dry _____ d wings but no feathers _____

3 Read Poem 3 and answer.

Why will animals be happy in the future? _____

4 Work in pairs. Which poem is your favourite? Why? Be a star!

Sounds and spelling

5 8.5 Listen and say the chant. Look at the spelling.

The bright knight rode
straight on through the night.

6 8.6 Write the words with the missing letters. Listen and check.

1 nit *night* 4 firefiter _____

2 strait _____ 5 caut _____

3 nauty _____ 6 bout _____

100 Unit 8 Reading comprehension: infer meaning Sounds and spelling: silent *gh*
WB: page 84

Learning objectives: Reading comprehension: infer meaning; Sounds and spelling: silent *gh*

Vocabulary: bought, bright, caught, firefighter, knight, naughty, night, straight, through

Resources: Sounds and spelling worksheet

Warm-up: Define the word

- Have the children tell you as many new words as they can from all the units so far. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

ESDC



How do wild gardens help the envirnoment?

Introduce the children to Sustainable Development Goal 15: *Life on land.* Ask: How do wild gardens help the environment? This questions helps the children take positive action in the community.

ESDC *continued*

- Direct the children's attention back to page 96 in their Pupil's Book. Ask what type of garden they can see in the picture and establish that it is a wild garden. Discuss how gardens like this can help the environment. Elicit ideas such as they provide homes and food and drink for animals.

Possible answers: As well as providing shelter and food and drink for animals, wild gardens also promote biodiversity by allowing pollinators to thrive, and they show people the beauty of native plants and flowers in their own environment.

1 Read Poem 1 and do the activities.

- With their books closed, have the children tell you as much as they can remember about the food chain.
- Refer them to item 1 and have them complete it in pairs. Check answers as a class.
- Refer the children to the example in item 2. Have them complete it individually. Have them check their answers with their partners.

Answers: 1 plants –1, animals – 2, decomposers – 3
2 verse 2: sheep, rabbits **verse 3:** lion, tigers

2 Read Poem 2 and do the activities.

- Ask the children to tell you what they remember about the lifecycle of the ladybird.
- Refer them to item 1 and have them complete it in pairs. Check answers as a class.
- Refer the children to item 2. Have them complete it individually. Have them check their answers with their partners.

Answers: 1 pupa 3, egg 1, young ladybird 4, larva 2, ladybird 5 **2 a** larva **b** young ladybird **c** pupa **d** ladybird

3 Read Poem 3 and answer.

- Ask the children to read Poem 3 again.
- Give them a few minutes to think about their answers before discussing as a class.

Answer: Because people will look after them.

4 Work in pairs. Which poem is your favourite? Why?

Be a star!

- Divide the class into small groups and have them discuss which poem they like the best and why.
- Explain that the poem they choose will be their group's favourite, which they have to present to the class.
- Have the group leaders come to the front of the class and present their favourite poem.

Teaching star!

Extension

- Check children's comprehension frequently to monitor their progress.
- Divide the class into pairs and have them choose a poem from pages 98–99. Ask them to write four false statements about the poem, e.g. *Poem 3 is about a flower.* Then have them swap sentences with other pairs, who have to correct them, e.g. *Poem 3 is about animals.*

5 8.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 5 and tell you what they see.
- On the board, write *light*, *fight*, *sight*. Point to the *gh* and explain that it's silent. Point to each word for the children to say.
- Refer the children to the chant and ask them to say the words with the silent *gh*.
- Ask if they know of any other words that contain the silent *gh* (*eight*, *slight*, *delight*).
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to listen and say the missing words. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: *Now say the missing words.*

Teacher: *The … knight rode straight on through the night.*

Children: *bright*

Teacher: *The bright knight rode … on through the night.*

Children: *straight*

Teacher: *The bright … rode straight on through the night.*

Children: *knight*

Teacher: *The bright knight rode straight on …*

Children: *through the night.*

6 8.6 Write the words with the missing letters. Listen and check.

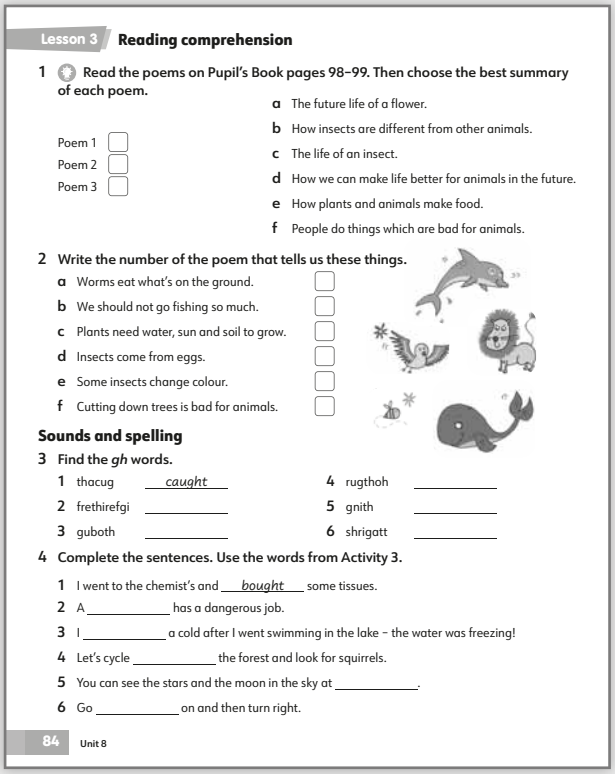
- Refer the children to the activity and have them read through the words. Ask if they know where the silent *gh* goes.
- Have volunteers spell out the words in the activity. Write them on the board.
- Children complete the activity in their Pupil's Book.
- Play the audio for them to check their answers.
- As an extension, have the children make sentences with the words with their partners.

Answers: 1 night **2** straight **3** naughty **4** firefighter **5** caught **6** bought

Cooler: Dictation

- Have each child write two sentences using as many of the words from Activity 6 as they can, e.g. *The firefighter bought a hat.*
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 84



Lesson 3 **Reading comprehension**

1 Read the poems on Pupil's Book pages 98–99. Then choose the best summary of each poem.

Poem 1 ☐
Poem 2 ☐
Poem 3 ☐

a The future life of a flower.
b How insects are different from other animals.
c The life of an insect.
d How we can make life better for animals in the future.
e How plants and animals make food.
f People do things which are bad for animals.

2 Write the number of the poem that tells us these things.

a Worms eat what's on the ground. ☐
b We should not go fishing so much. ☐
c Plants need water, sun and soil to grow. ☐
d Insects come from eggs. ☐
e Some insects change colour. ☐
f Cutting down trees is bad for animals. ☐

Sounds and spelling

3 Find the *gh* words.

1 thacug *caught*
2 frethirefgi _____
3 guboth _____
4 rugthoh _____
5 gnith _____
6 shrigatt _____

4 Complete the sentences. Use the words from Activity 3.

1 I went to the chemist's and *bought* some tissues.
2 A _____ has a dangerous job.
3 I _____ a cold after I went swimming in the lake – the water was freezing!
4 Let's cycle _____ the forest and look for squirrels.
5 You can see the stars and the moon in the sky at _____.
6 Go _____ on and then turn right.

84 Unit 8

1 Read the poems on Pupil's Book pages 98–99. Then choose the best summary of each poem.

Answers: 1 e **2** c **3** d

2 Write the number of the poem that tells us these things.

Answers: a 1 **b** 3 **c** 1 **d** 2 **e** 3 **f** 2

3 Find the *gh* words.

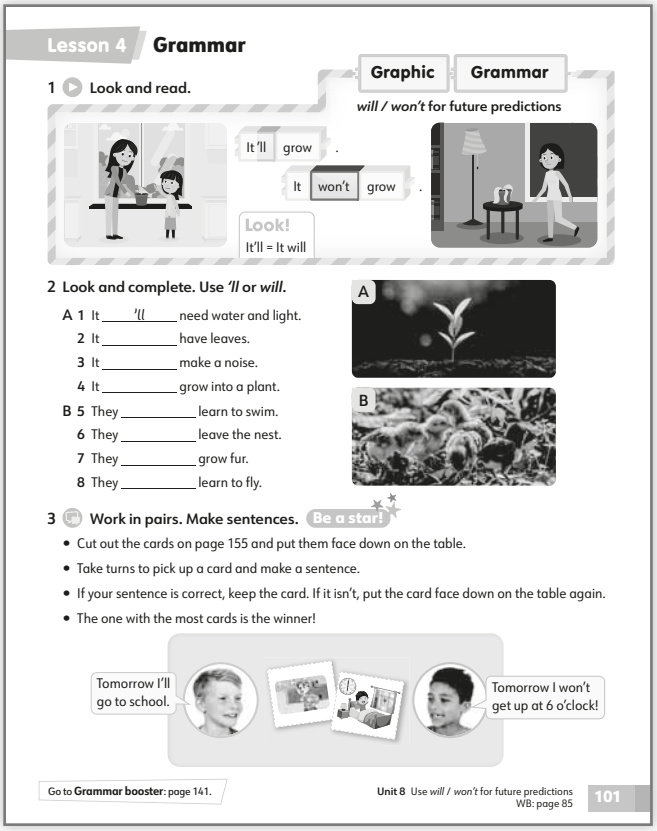
Answers: 1 caught **2** firefighter **3** bought **4** through **5** night **6** straight

4 Complete the sentences. Use the words from Activity 3.

Answers: 1 bought **2** firefighter **3** night **4** straight **5** caught **6** through

Lesson 4 Grammar

Pupil's Book page 101


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

will / won't for future predictions

It 'll grow .

It won't grow .

Look!
It'll = It will

2 Look and complete. Use *'ll* or *will*.

A 1 It 'll need water and light.
2 It _____ have leaves.
3 It _____ make a noise.
4 It _____ grow into a plant.
B 5 They _____ learn to swim.
6 They _____ leave the nest.
7 They _____ grow fur.
8 They _____ learn to fly.

A

B

3 Work in pairs. Make sentences. Be a star!

- Cut out the cards on page 155 and put them face down on the table.
- Take turns to pick up a card and make a sentence.
- If your sentence is correct, keep the card. If it isn't, put the card face down on the table again.
- The one with the most cards is the winner!

Tomorrow I'll go to school.

Tomorrow I won't get up at 6 o'clock!

Go to **Grammar booster**: page 141.

Unit 8 Use *will / won't* for future predictions
WB: page 85

101

Learning objectives: Use *will / won't* for future predictions

Grammar: *will / won't* for future predictions

Resources: Unit 8, Lesson 4, Graphic Grammar video; Grammar 1 worksheet

Materials: scissors, a soft ball

Warm-up: Pass the ball

- See the Games Bank (pages 14–17) for how to play the game.
- Practise the new vocabulary from this unit.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *I went to the bakery. I'm going to the supermarket.*
- Ask which sentence refers to yesterday and what tense the verb is. Repeat by asking which sentence is about today.
- Write *I'll go to the bank. I won't go to the library.* Explain that we use *will* and *won't* to talk about what we plan to do in the future. Tell them that *will* is the affirmative, whereas won't is the negative.
- On the board, write *'ll = will* and *won't = will not*. Tell children that the short form of *will* is *'ll* and the short form of *will not* is *won't*.
- Explain that all nouns and pronouns use the same form, i.e. *will / won't* + infinitive.
- Refer the children to the Graphic Grammar box on page 101 and have them read the sentences.
- Ask the children to make some sentences about their plans using *will* and *won't*. Elicit from the class and write their sentences on the board.

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

2 Look and complete. Use *'ll* and or *will*.

- Have the children complete the activity individually and then check answers with their partners.
- Ask them to tell you what made them decide which words to use.

Answers: 1 'll **2** 'll **3** won't **4** 'll **5** won't **6** 'll **7** won't **8** 'll

Teaching star!

Game

- Use games to motivate children to revise known words and practise new language.
- Have the children stand in a circle. Say *Tomorrow, I'll go to the bakery.* The next child says, e.g. *Tomorrow, I'll go to the bakery and the library.* The next child says, e.g. *Tomorrow, I'll go to the bakery, the library and the sports centre.*
- Next, practise won't. Say *I won't go to the supermarket tomorrow*, etc.

3 Work in pairs. Make sentences.

- 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.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see on the cards. The children choose a card and use what they see to make a sentence about something that will happen in the future. If their sentence is correct they keep the card. If not, they put the card face down back on the table.
- Work through the example activity with the children.
- Allow time for the children to complete the game.

Grammar booster

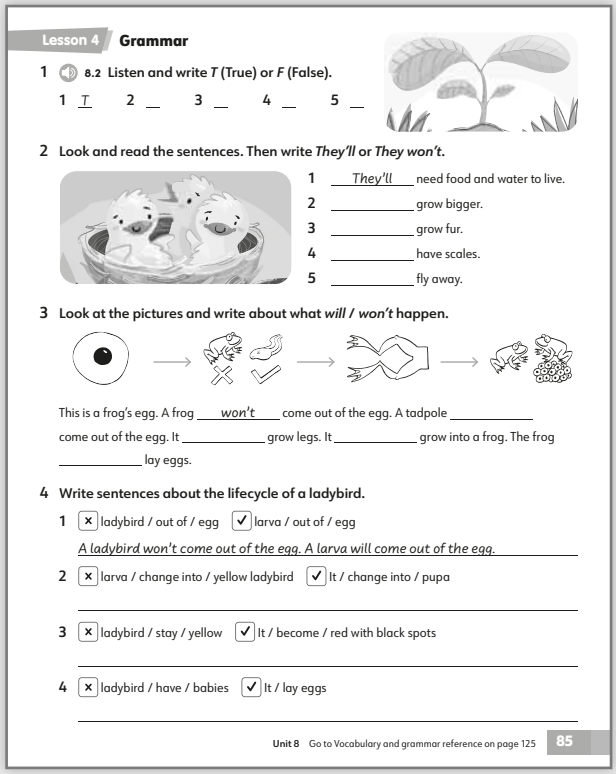
Ask the children to turn to page 141 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: Children's own answers, using *will* (or '*ll*) or *won't*.

Cooler: Let's make some words

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

Workbook page 85



Lesson 4 **Grammar**

1 8.2 Listen and write *T* (True) or *F* (False).

1 T 2 __ 3 __ 4 __ 5 __

2 Look and read the sentences. Then write *They'll* or *They won't*.

1 *They'll* need food and water to live.
2 _____ grow bigger.
3 _____ grow fur.
4 _____ have scales.
5 _____ fly away.

3 Look at the pictures and write about what *will / won't* happen.

This is a frog's egg. A frog *won't* come out of the egg. A tadpole _____ come out of the egg. It _____ grow legs. It _____ grow into a frog. The frog _____ lay eggs.

4 Write sentences about the lifecycle of a ladybird.

1 ✗ ladybird / out of / egg ✓ larva / out of / egg
A ladybird won't come out of the egg. A larva will come out of the egg.
2 ✗ larva / change into / yellow ladybird ✓ It / change into / pupa
3 ✗ ladybird / stay / yellow ✓ It / become / red with black spots
4 ✗ ladybird / have / babies ✓ It / lay eggs

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 write *T* (True) or *F* (False).

Audioscript

1 It'll need the sun and water to live.
2 It won't have leaves.
3 The roots won't grow.
4 It'll grow bigger.
5 It won't fly away.

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

2 Look and read the sentences. Then write *They'll* or *They won't*.

Answers: 1 They'll **2** They'll **3** They'll **4** They won't **5** They'll

3 Look at the pictures and write about what *will / won't* happen.

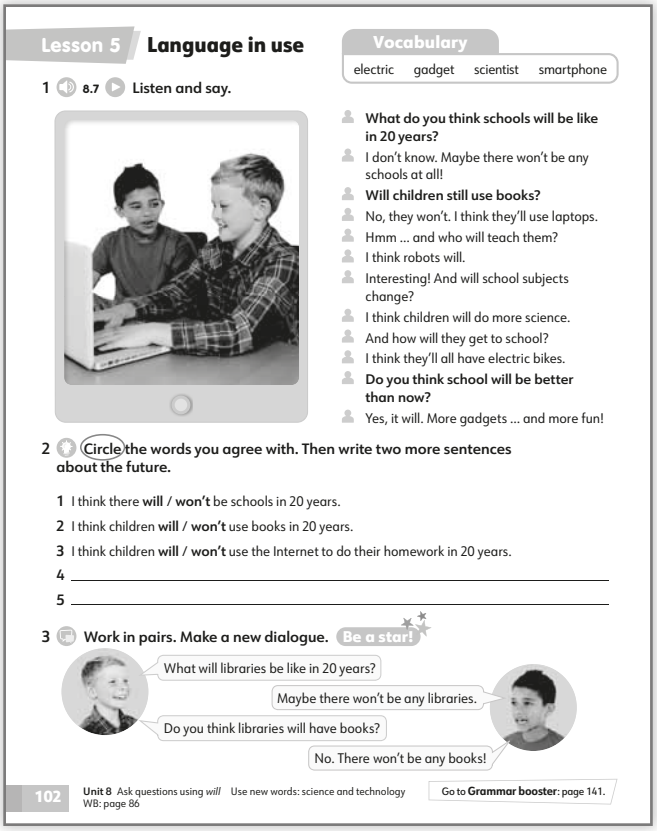
Answers: This is a frog's egg. A frog **won't** come out of the egg. A tadpole **will** come out of the egg. It**'ll** grow legs. It**'ll** grow into a frog. The frog **will** lay eggs.

4 Write sentences about the lifecycle of a ladybird.

Answers: 1 A ladybird won't come out of the egg. A larva will come out of the egg. **2** The larva won't change into a yellow ladybird. It'll change into a pupa. **3** The ladybird won't stay yellow. It'll become red with black spots. **4** The ladybird won't have babies. It'll lay eggs.

Lesson 5 Language in use

Pupil's Book page 102


Lesson 5 Language in use

Vocabulary: electric gadget scientist smartphone

1 8.7 Listen and say.

What do you think schools will be like in 20 years?
I don't know. Maybe there won't be any schools at all!
Will children still use books?
No, they won't. I think they'll use laptops.
Hmm ... and who will teach them?
I think robots will.
Interesting! And will school subjects change?
I think children will do more science.
And how will they get to school?
I think they'll all have electric bikes.
Do you think school will be better than now?
Yes, it will. More gadgets ... and more fun!

2 Circle the words you agree with. Then write two more sentences about the future.

1 I think there **will / won't** be schools in 20 years.
2 I think children **will / won't** use books in 20 years.
3 I think children **will / won't** use the Internet to do their homework in 20 years.
4 _____
5 _____

3 Work in pairs. Make a new dialogue. Be a star!

What will libraries be like in 20 years?
Maybe there won't be any libraries.
Do you think libraries will have books?
No. There won't be any books!

102 Unit 8 Ask questions using *will* Use new words: science and technology WB: page 86 Go to **Grammar booster**: page 141.

Learning objectives: Ask questions using *will*; Use new words: science and technology

Vocabulary: electric, gadget, scientist, smartphone

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

Materials: strips of paper, a box, magazine cut-outs of different modern gadgets, sheets of paper (several per group)

Warm-up: Charades

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

1 8.7 Listen and say.

- Put the flashcards on the board (or write the new words and draw a picture for each one). Point to the words as you say them and have the children repeat after you.
- Show the children the magazine cut-outs of the gadgets. Ask *Do you know what they are used for? Do you have any of these gadgets? Do these gadgets help you?*
- Have volunteers choose a gadget to describe.
- Ask *What do you think schools will be like in 20 years?* Ask about books, labs, teachers, whiteboards, etc.
- Play the audio and have children listen. Play it again and have them follow in their books.
- Ask *Do you think schools will be like that? Why? Why not?*
- Ask *Do you think school will be more interesting in the future with all these gadgets? Why? Why not?*

- If using the video, have the children watch the video after the fourth point and then continue.

2 Circle the words you agree with. Then write two more sentences about the future.

- Have the children complete the activity.
- Have some volunteers read their sentences to the class. Encourage the children to give reasons for their answers.
- Monitor for proper use of language.

Answers: Children's own answers.

Teaching star!

Personalising

- Encourage creativity in the classroom to motivate and inspire personalised responses to learning.
- Divide the children into small groups and give each group a few sheets of paper. Explain that they have to design a gadget of the future that they think will be useful for the classroom or school in general. Explain that they have to draw it and write a few things about it to explain why this particular gadget will be useful. Have the groups present their work to the class.
- Hold a class vote to decide which gadget is the most useful. The group with the best invention gets to leave the class first.

3 Work in pairs. Make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue. Then ask the class if they agree with it.
- Have the class tell you what things they think will change in the future and how. Write some of the ideas expressed on the board.
- Explain to the children that they have to make a dialogue about the future.
- Tell the children that it should contain at least two things that they think will be different in the future, and that they need to ask questions.
- Divide the class into pairs and have them complete the activity.
- Monitor for proper use of language and help where necessary.
- Have the children present their dialogues to the class.

Grammar booster

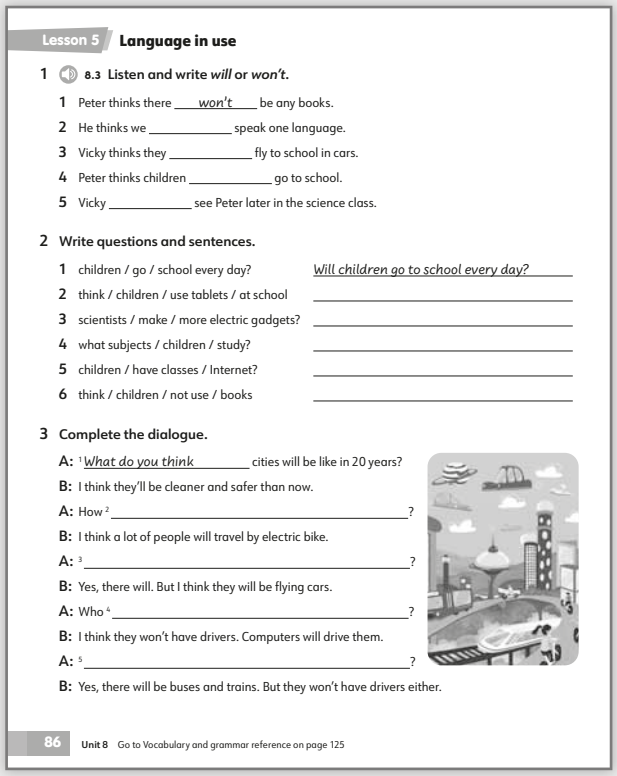
Ask the children to turn to page 141 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 1 Will some people go on holiday to the moon? Yes, they will. 2 Will some people live in cities under the sea? 3 Will everyone in the world speak English? 4 Will jobs be done by robots? 5 Will we play sports in space?
Children's own answers. **3** 1 Will 2 won't 3 Will 4 will 5 Will 6 won't

Cooler: Drawing

- Divide the class into pairs and hand each pair a sheet of paper.
- Explain that they have to draw what they think a classroom will be like in 20 years and write a few sentences about it.
- Have the pairs show their work to other class members. Place all work on classroom display.

Workbook page 86



Lesson 5 **Language in use**

1 8.3 **Listen and write *will* or *won't*.**

1 Peter thinks there ___won't___ be any books.
2 He thinks we _____ speak one language.
3 Vicky thinks they _____ fly to school in cars.
4 Peter thinks children _____ go to school.
5 Vicky _____ see Peter later in the science class.

2 Write questions and sentences.

1 children / go / school every day? *Will children go to school every day?*
2 think / children / use tablets / at school _____
3 scientists / make / more electric gadgets? _____
4 what subjects / children / study? _____
5 children / have classes / Internet? _____
6 think / children / not use / books _____

3 Complete the dialogue.

A: [1] *What do you think* _____ cities will be like in 20 years?
B: I think they'll be cleaner and safer than now.
A: How [2] _____?
B: I think a lot of people will travel by electric bike.
A: [3] _____?
B: Yes, there will. But I think they will be flying cars.
A: Who [4] _____?
B: I think they won't have drivers. Computers will drive them.
A: [5] _____?
B: Yes, there will be buses and trains. But they won't have drivers either.

86 Unit 8 Go to 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 *will* or *won't*.

Audioscript

Girl: *What will schools be like in 20 years, Peter?*
Boy: *I think we won't have books and we'll all read on tablets.*
Girl: *Really? But I like books. Do you think we'll learn more languages?*
Boy: *No, I don't. There will be one language that everyone will speak.*
Girl: *Oh no! That's not good either! I like learning languages. What about getting to school? I think we'll all fly there in our cars!*
Boy: *No. We won't go to school. We'll all sit at home and work online.*
Girl: *(shocked and sad) Wow! But I like seeing my friends every day. I don't think I like your future. I'll see you later in the science class.*

Answers: 1 won't **2** will **3** will **4** won't **5** will

2 Write questions and sentences.

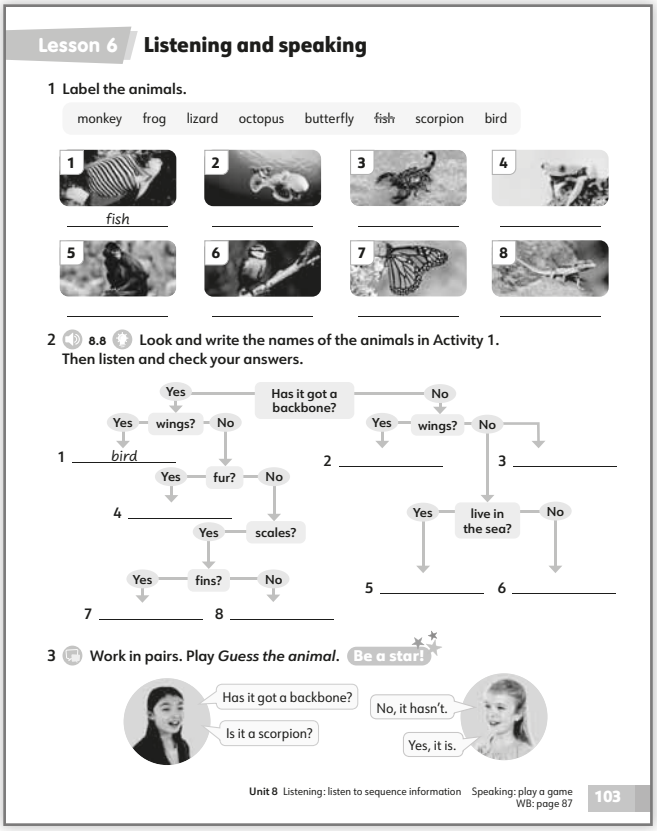
Answers: 1 Will children go to school every day? **2** I think children will use tablets at school. **3** Will scientists make more electric gadgets? **4** What subjects will children study? **5** Will children have classes on the Internet? **6** I think children won't use books.

3 Complete the dialogue.

Suggested answers: 1 What do you think **2** will people travel in 20 years **3** Will there be any cars in 20 years? **4** will drive them in 20 years **5** Do you think there will be buses and trains in 20 years? / Will there be buses and trains in 20 years?

Lesson 6 Listening and speaking

Pupil's Book page 103


Lesson 6 Listening and speaking

1 Label the animals.

monkey frog lizard octopus butterfly ~~fish~~ scorpion bird

1 fish 2 3 4

5 6 7 8

2 8.8 Look and write the names of the animals in Activity 1. Then listen and check your answers.

Has it got a backbone? Yes / No
Has wings? Yes / No
1 bird
Has fur? Yes / No
4
Has scales? Yes
Has fins? Yes / No
7 8
2
Has wings? Yes / No
3
Lives in the sea? Yes / No
5 6

3 Work in pairs. Play *Guess the animal*. Be a star!

Has it got a backbone?
Is it a scorpion?
No, it hasn't.
Yes, it is.

Unit 8 Listening: listen to sequence information Speaking: play a game WB: page 87 103

Learning objectives: Listening: listen to sequence information; Speaking: play a game

Additional vocabulary: backbone

Materials: sheets of paper (four per pair), child-friendly scissors, coloured pens / pencils

Warm-up: Tic-tac-toe

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

1 Label the animals.

- Ask the children to name as many animals as they can. Write them on the board.
- Then ask them to tell you animal body parts. Write them on the board.
- Refer them to Activity 1 and ask if any of the animals on the board are there.
- Have them complete the activity with their partners and then check answers as a class.

Answers: 1 fish **2** octopus **3** scorpion **4** frog **5** monkey **6** bird **7** butterfly **8** lizard

2 8.8 Look and write the names of the animals in Activity 1. Then listen and check your answers.

- Ask the children to explain what *wings*, *fur*, *scales* and *fins* are. Explain *backbone* using L1. Ask *Which animals have these features?*
- Have volunteers choose an animal from Activity 1 and describe it as best they can.
- Explain to the children that they have to follow the lines and answer the questions to guess which animal is being described.
- Hold up your book and show the class how to do the activity using item 1 as an example.
- Then divide the class into pairs and have them complete the activity.
- Play the audio for children to check their answers.

Answers: 1 bird **2** butterfly **3** scorpion **4** monkey **5** octopus **6** frog **7** fish **8** lizard

Audioscript

Did you know that not all animals have backbones? For example, butterflies and scorpions don't have backbones. So, what's the difference between them? Well, butterflies have wings so that they can fly. Scorpions prefer to walk! There are other animals without backbones too, for example octopuses and frogs. So what's the difference between an octopus and a frog? Which one lives in the sea and which one doesn't? It's the octopus that lives in the sea. Frogs don't live in the sea, but they do like water!
So, let's think about animals that have got backbones. Do we, as people, have backbones? Of course we do. Birds and monkeys have backbones too! So, what's the difference between birds and monkeys? Which one has wings and which one has fur? Birds have wings so they can fly, but monkeys have fur to keep them warm! Are there any animals that have backbones and scales? Yes, there are. Both fish and lizards have backbones and scales, but which ones have fins? Of course, fish have fins so that they can swim in the water! Lizards don't need fins because they prefer to walk.

Teaching star!

Arts and crafts

- Have children make their own classroom resources to give them ownership of their learning.
- Divide the class into pairs. Hand each pair four sheets of paper and ask them to cut them in half. Explain to the children that they are going to make flashcards. On each half, have the children draw an animal on one side and write its name on the other side. Then have the pairs join another pair and test each other using their flashcards. They show each other the picture sides of the cards. They can also place all the flashcards picture side up in front of them and have one child say a word for the other children to find.

3 Work in pairs. Play *Guess the animal.*

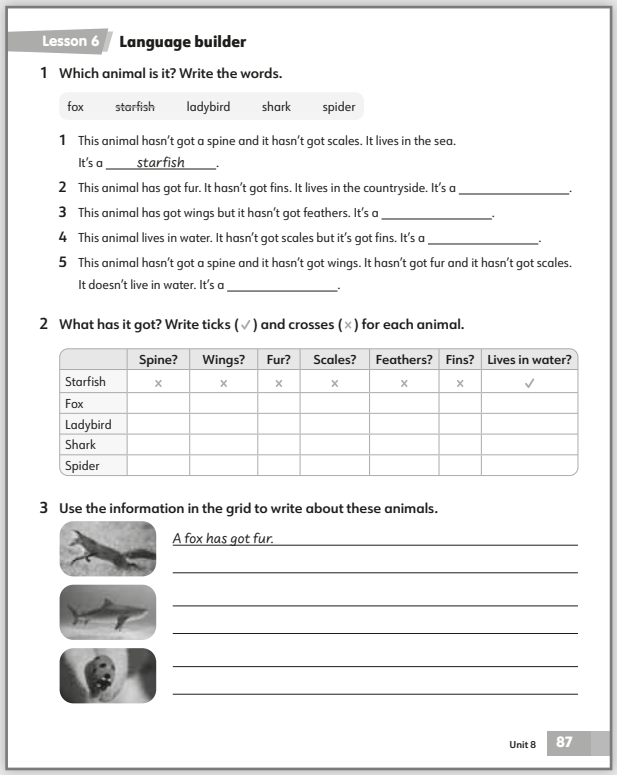
Be a star!

- Have two volunteers read out the example dialogue.
- Explain that they are going to play a game where their partner has to guess which animal is being described.
- Choose a volunteer and play the game as an example for the class.
- Divide the class into pairs and have them complete the activity.

Cooler: Find the word

- Play the game to practise words from Units 6–8. See the Games Bank (pages 14–17) for how to play the game.

Workbook page 87



Lesson 6 **Language builder**

1 Which animal is it? Write the words.

fox starfish ladybird shark spider

1 This animal hasn't got a spine and it hasn't got scales. It lives in the sea. It's a *starfish*.
2 This animal has got fur. It hasn't got fins. It lives in the countryside. It's a _____.
3 This animal has got wings but it hasn't got feathers. It's a _____.
4 This animal lives in water. It hasn't got scales but it's got fins. It's a _____.
5 This animal hasn't got a spine and it hasn't got wings. It hasn't got fur and it hasn't got scales. It doesn't live in water. It's a _____.

2 What has it got? Write ticks (✓) and crosses (×) for each animal.

	Spine?	Wings?	Fur?	Scales?	Feathers?	Fins?	Lives in water?
Starfish	×	×	×	×	×	×	✓
Fox							
Ladybird							
Shark							
Spider							

3 Use the information in the grid to write about these animals.

A fox has got fur.

Unit 8 87

1 Which animal is it? Write the words.

Answers: 1 starfish **2** fox **3** ladybird **4** shark **5** spider

2 What has it got? Write ticks (✓) and crosses (✕) for each animal.

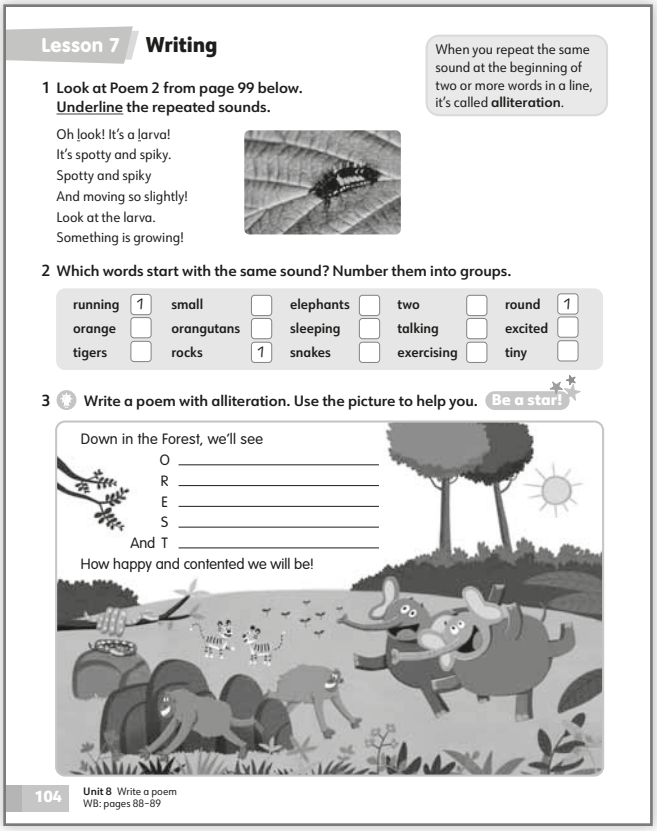
Answers: Ticks as follows (all other boxes have crosses) **Starfish:** lives in water **Fox:** spine, fur **Ladybird:** wings **Shark:** spine, fins, lives in water **Spider:** (no ticks)

3 Use the information in the grid to write about these animals.

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 104



Lesson 7 Writing

When you repeat the same sound at the beginning of two or more words in a line, it's called **alliteration**.

1 Look at Poem 2 from page 99 below. Underline the repeated sounds.

Oh look! It's a larva!
It's spotty and spiky.
Spotty and spiky
And moving so slightly!
Look at the larva.
Something is growing!

2 Which words start with the same sound? Number them into groups.

running	1	small		elephants		two		round	1
orange		orangutans		sleeping		talking		excited	
tigers		rocks	1	snakes		exercising		tiny	

3 Write a poem with alliteration. Use the picture to help you. Be a star!

Down in the Forest, we'll see
O _____
R _____
E _____
S _____
And T _____
How happy and contented we will be!

104 Unit 8 Write a poem
WB: pages 88–89

Learning objectives: Write a poem

Warm-up: *Yes* or *No*

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

1 Look at Poem 2 from page 99 below. Underline the repeated sounds.

- Refer the children to the green box. Have a volunteer read it. Check understanding.
- Look at the first line of the poem as a class. Children complete the activity in pairs.

Answers: Line 1: look, larva **Line 2**: spotty, spiky **Line 3**: spotty, spiky **Line 4**: so, slightly **Line 5**: look, larva

2 Which words start with the same sound? Number them into groups.

- Have the children look at the words. Read each word and have the children repeat in unison.
- Then have the children complete the activity individually.
- Check as a class by asking volunteers to give their answers.

Answers: 1 running, rocks, round **2** orange, orangutans **3** tigers, two, talking, tiny **4** small, sleeping, snakes **5** elephants, exercising, excited

Teaching star!

Reading

- Have the children read aloud to develop their fluency.
- Divide the children into small groups and have them choose a leader. The leader reads the word in the first sound-group from Activity 2 for the group members to repeat after them (*running*). Then a new group leader is chosen to read the word in the second sound-group (*orange*). Repeat.

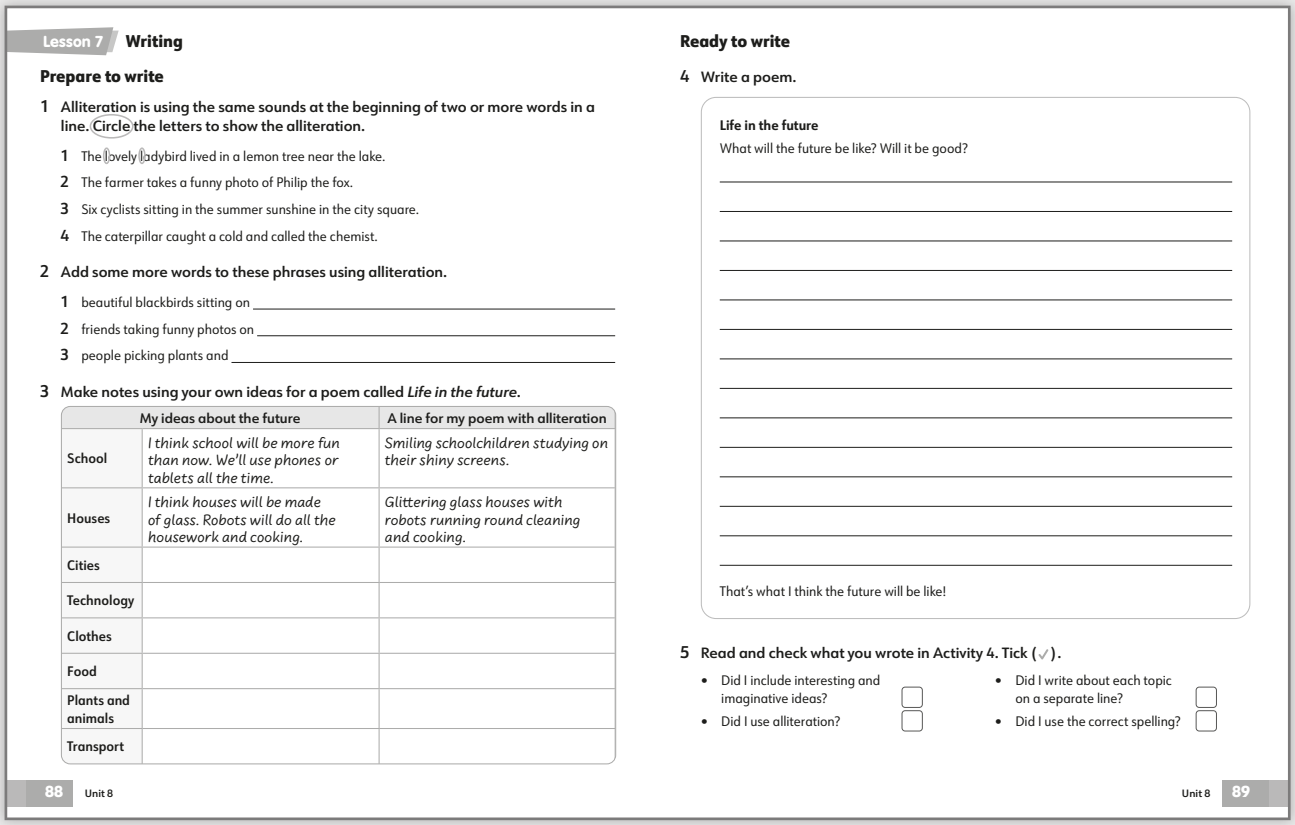
3 Write a poem with alliteration. Use the picture to help you. Be a star!

- Tell the children that they have to write a poem, using alliteration, with the given prompts.
- On the board, write the word *FOREST* vertically. Ask the children to tell you a few words that have the /ɒ/ sound and write them on the board next to *O*. Have them look at the picture to help them. Continue with all the letters.
- Divide the class into groups of three or four and have them complete the activity.
- Have the groups present their work to the class.

Suggested answer:
Down in the Forest, we'll see
Orange orangutans
Running round red rocks
Excited elephants exercising everywhere
Small snakes sleeping in the sun
And Two tiny talking tigers
How happy and contented we will be!

Cooler: Tongue twister

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



Lesson 7 **Writing**

Prepare to write

1 Alliteration is using the same sounds at the beginning of two or more words in a line. Circle the letters to show the alliteration.

1 The lovely ladybird lived in a lemon tree near the lake.
2 The farmer takes a funny photo of Philip the fox.
3 Six cyclists sitting in the summer sunshine in the city square.
4 The caterpillar caught a cold and called the chemist.

2 Add some more words to these phrases using alliteration.

1 beautiful blackbirds sitting on _____
2 friends taking funny photos on _____
3 people picking plants and _____

3 Make notes using your own ideas for a poem called *Life in the future*.

	My ideas about the future	A line for my poem with alliteration
School	*I think school will be more fun than now. We'll use phones or tablets all the time.*	*Smiling schoolchildren studying on their shiny screens.*
Houses	*I think houses will be made of glass. Robots will do all the housework and cooking.*	*Glittering glass houses with robots running round cleaning and cooking.*
Cities		
Technology		
Clothes		
Food		
Plants and animals		
Transport		

88 Unit 8

Ready to write

4 Write a poem.

Life in the future
What will the future be like? Will it be good?

That's what I think the future will be like!

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

- Did I include interesting and imaginative ideas? ☐
- Did I use alliteration? ☐
- Did I write about each topic on a separate line? ☐
- Did I use the correct spelling? ☐

Unit 8 89

Prepare to write

1 Alliteration is using the same sounds at the beginning of two or more words in a line. Circle the letters to show the alliteration.

- If done in class, ask the children for some examples of alliteration, e.g. *look*, *larva*.
- Tell them to look at page 104, Activity 1 of their Pupil's Books if they need to.
- As a class, complete the first item by asking volunteers to raise their hands.
- Children complete the activity in pairs.

Answers: 1 (l)ovely, (l)adybird, (l)ived, (l)emon, (l)ake **2** (f)armer, (f)unny, (ph)oto, (Ph)ilip, (f)ox **3** (S)ix, (c)yclists, (s)itting, (s)ummer, (s)unshine, (c)ity, (s)quare **4** (c)aterpillar, (c)aught, (c)old, (c)alled, (ch)emist

2 Add some more words to these phrases using alliteration.

- Complete the first item as a class.
- Then have children complete the activity individually.

3 Make notes using your own ideas for a poem called *Life in the future*.

- If done in class, ask a volunteer to read the notes in the boxes.
- Have children read and complete the boxes individually. Explain that they can leave boxes empty if they cannot complete them.
- Then go through each item and ask volunteers to say their ideas. Write them on the board.
- Tell the class they can use these ideas to complete any boxes they haven't written in.

Ready to write

4 Write a poem.

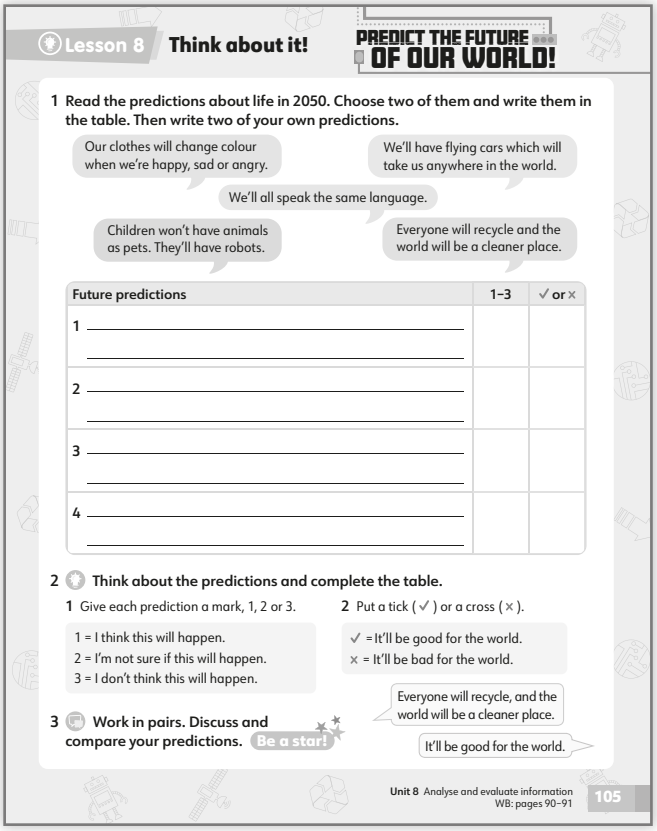
- If done in class, divide the class into pairs and have them write the poem.
- Explain that they can use the ideas from Activity 3 on page 88.

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

- Have children use the check-list to see if their poems have all the points mentioned.
- Ask them to check their work for spelling and grammar mistakes.
- If done in class, have volunteer pairs read their poems to the class.

Lesson 8 Think about it!

Pupil's Book page 105


Lesson 8 Think about it!

PREDICT THE FUTURE OF OUR WORLD!

1 Read the predictions about life in 2050. Choose two of them and write them in the table. Then write two of your own predictions.

Our clothes will change colour when we're happy, sad or angry.

We'll have flying cars which will take us anywhere in the world.

We'll all speak the same language.

Children won't have animals as pets. They'll have robots.

Everyone will recycle and the world will be a cleaner place.

Future predictions	1–3	✓ or ×
1		
2		
3		
4		

2 Think about the predictions and complete the table.

1 Give each prediction a mark, 1, 2 or 3.

1 = I think this will happen.
2 = I'm not sure if this will happen.
3 = I don't think this will happen.

2 Put a tick (✓) or a cross (×).

✓ = It'll be good for the world.
× = It'll be bad for the world.

3 Work in pairs. Discuss and compare your predictions. Be a star!

Everyone will recycle, and the world will be a cleaner place.

It'll be good for the world.

Unit 8 Analyse and evaluate information
WB: pages 90–91

105

Learning objectives: Analyse and evaluate information

Additional vocabulary: predict, prediction

Resources: Flashcards; Unit 8 test

Materials: sheets of paper (two per group and one per child), coloured pens / pencils

Warm-up: Picture dictation

- Play the game with the Unit 8 flashcards.
- See the Games Bank (pages 14–17) for how to play the game.

1 Read the predictions about life in 2050. Choose two of them and write them in the table. Then write two of your own predictions.

- Ask *What do you think will be different in the future?* Encourage the children to think about school, transport, entertainment, food, etc.
- Write a few of their ideas on the board. Tell them that these ideas are predictions.
- Refer them to the speech bubbles in Activity 1 and have volunteers read them aloud.
- Have children complete the first column in the table. Explain that there is no right or wrong answer.

Answers: Children's own answers.

2 Think about the predictions and complete the table.

- Refer the children to item 1. Read through the different marks with the class. Children complete the second column using the marks as a guide.
- Refer the children to item 2. Children complete the third column with a tick or a cross.
- Explain that there is no right or wrong answer.

Answers: Children's own answers.

3 Work in pairs. Discuss and compare your predictions. Be a star!

- Ask a volunteer to read their first prediction. Encourage them to explain why they think it will be good or not. Continue with a few more volunteers.
- Divide the class into pairs and have them continue the activity.
- Then invite a few of the pairs to the front to tell the class what they discussed.

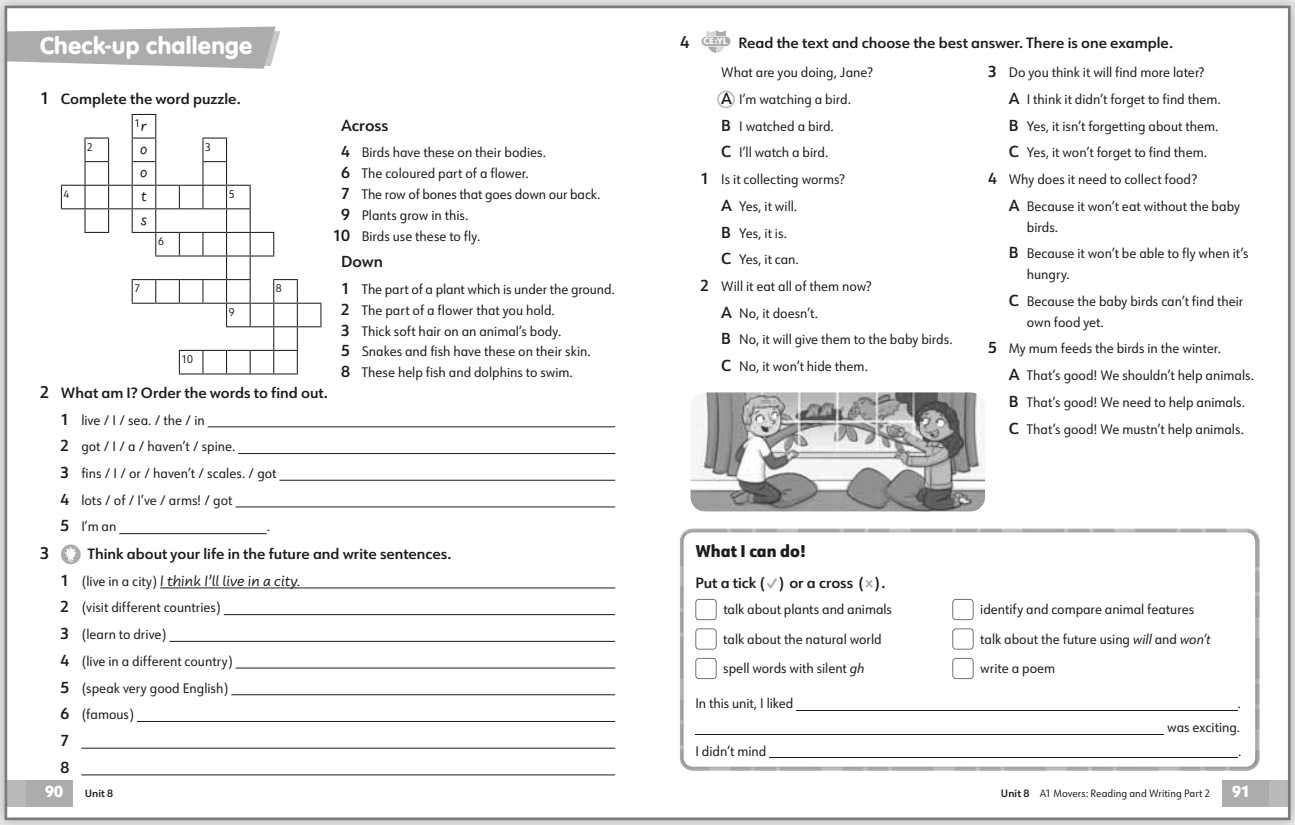
Teaching star!

Mixed ability

- Deal with fast learners by giving them each a sheet of paper. Ask them to write about schools in the future. They have to write the subjects children will learn, what schools will look like and how children will get to school. Have the children illustrate their work and then present it to the class. Place all work on classroom display.

Cooler: Word clouds

- Draw a word cloud on the board containing some words related to a theme, e.g. *Animals: butterfly, elephant, snakes, tigers, ladybird*. The word cloud should also contain some words that are not related to the theme, e.g. *two, rock, tiny, small*.
- Give each child a sheet of paper. Explain that they must choose a theme (e.g. *animals, people, technology*) and make a word cloud. In their word cloud they must write 20 words, but only ten of the words should be associated with the theme.
- Have the children make their word clouds and write the theme under them.
- Tell the children to swap clouds with their partners who have to find the ten words associated with the theme.



Check-up challenge

1 Complete the word puzzle.

Across

4 Birds have these on their bodies.
6 The coloured part of a flower.
7 The row of bones that goes down our back.
9 Plants grow in this.
10 Birds use these to fly.

Down

1 The part of a plant which is under the ground.
2 The part of a flower that you hold.
3 Thick soft hair on an animal's body.
5 Snakes and fish have these on their skin.
8 These help fish and dolphins to swim.

2 What am I? Order the words to find out.

1 live / I / sea. / the / in _____
2 got / I / a / haven't / spine. _____
3 fins / I / or / haven't / scales. / got _____
4 lots / of / I've / arms! / got _____
5 I'm an _____.

3 Think about your life in the future and write sentences.

1 (live in a city) *I think I'll live in a city.* _____
2 (visit different countries) _____
3 (learn to drive) _____
4 (live in a different country) _____
5 (speak very good English) _____
6 (famous) _____
7 _____
8 _____

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

What are you doing, Jane?
Ⓐ I'm watching a bird.
B I watched a bird.
C I'll watch a bird.

1 Is it collecting worms?
A Yes, it will.
B Yes, it is.
C Yes, it can.

2 Will it eat all of them now?
A No, it doesn't.
B No, it will give them to the baby birds.
C No, it won't hide them.

3 Do you think it will find more later?
A I think it didn't forget to find them.
B Yes, it isn't forgetting about them.
C Yes, it won't forget to find them.

4 Why does it need to collect food?
A Because it won't eat without the baby birds.
B Because it won't be able to fly when it's hungry.
C Because the baby birds can't find their own food yet.

5 My mum feeds the birds in the winter.
A That's good! We shouldn't help animals.
B That's good! We need to help animals.
C That's good! We mustn't help animals.

What I can do!

Put a tick (✓) or a cross (×).

☐ talk about plants and animals
☐ identify and compare animal features
☐ talk about the natural world
☐ talk about the future using *will* and *won't*
☐ spell words with silent *gh*
☐ write a poem

In this unit, I liked _____.
_____ was exciting.
I didn't mind _____.

1 Complete the word puzzle.

Answers: Across: 4 feathers **6** petal **7** spine **9** soil **10** wings
Down: 1 roots **2** stem **3** fur **5** scales **8** fins

2 What am I? Order the words to find out.

Answers: 1 I live in the sea. **2** I haven't got a spine. **3** I haven't got fins or scales. **4** I've got lots of arms! **5** I'm an octopus.

3 Think about your life in the future and write sentences.

Answers: Children's own answers.

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

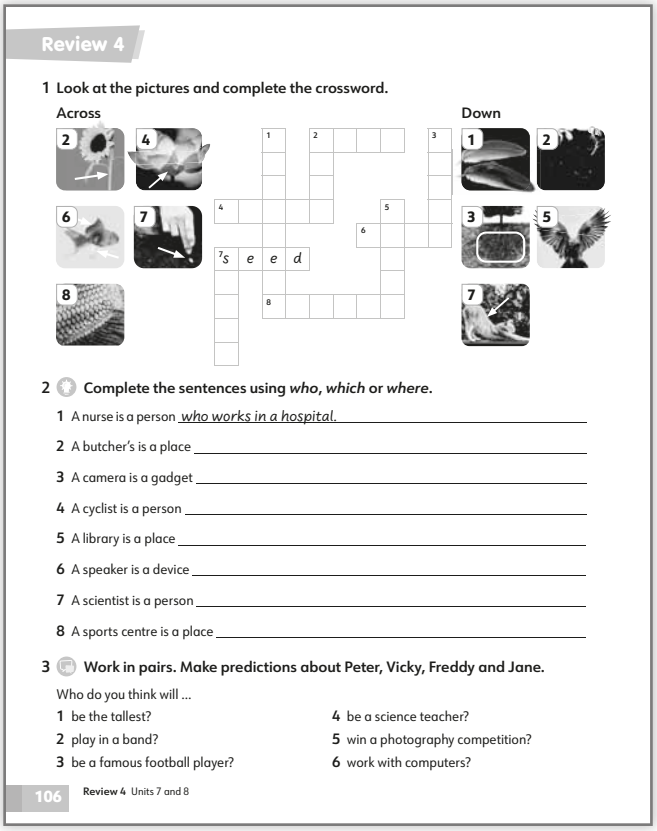
This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- On the board, write the following questions and statement: *Will you go swimming today? Will a ladybird grow feathers? Is the forest quiet? Dad helps Mum with the housework at the weekend.*
- Ask the children to read them and tell you what they think will be suitable answers and a statement for the last item.
- Have the children complete the activity individually and check answers with their partners.

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

Review 4

Pupil's Book page 106



Review 4

1 Look at the pictures and complete the crossword.

Across

Down

2 Complete the sentences using *who*, *which* or *where*.

1 A nurse is a person *who works in a hospital.*

2 A butcher's is a place _____

3 A camera is a gadget _____

4 A cyclist is a person _____

5 A library is a place _____

6 A speaker is a device _____

7 A scientist is a person _____

8 A sports centre is a place _____

3 Work in pairs. Make predictions about Peter, Vicky, Freddy and Jane.

Who do you think will ...

1 be the tallest?
2 play in a band?
3 be a famous football player?
4 be a science teacher?
5 win a photography competition?
6 work with computers?

106 Review 4 Units 7 and 8

Learning objectives: Review Units 7 and 8; A1 Movers: Reading and Writing Part 5 and Speaking Part 4

Resources: Unit 8, Review 4; Speaking exam practice video

Materials: Sheets of paper (one per group and fast learner)

Warm-up: Revision

- Divide the class into small groups and give each group a sheet of paper.
- Explain that you will say a theme and they have to write as many words related to it as possible, e.g. *Nature: animals, water, air.*
- Go through the different themes and topics covered in this unit. Suggestions: *the future, animal parts, plant parts*.
- For each subject, allow the children only one minute to write.
- The group with the most words wins.

1 Look at the pictures and complete the crossword.

- Have the children look at the pictures and name them.
- Have the children complete the activity individually and check their answers with their partners.
- As an extension, say a word from the crossword for volunteers to spell.

Answers: Across: 2 stem **4** petal **6** fins **7** seed **8** scales **Down: 1** feathers **2** soil **3** roots **5** wings **7** spine

2 Complete the sentences using *who*, *which* or *where*.

- Ask the children if they remember the words *who*, *which*, *where*.
- Invite volunteers to come to the board and make sentences using the above words.
- Have the children complete the activity individually and then check their answers with their partners.

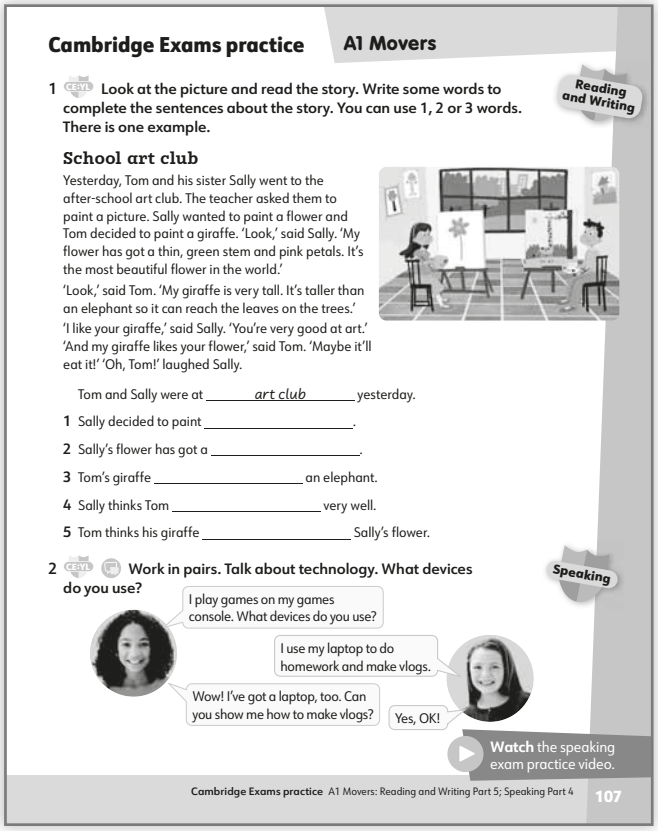
Answers: 1 who works in a hospital **2** where (and children's own answers) **3** which (and children's own answers) **4** who (and children's own answers) **5** where (and children's own answers) **6** which (and children's own answers) **7** who (and children's own answers) **8** where (and children's own answers)

3 Work in pairs. Make predictions about Peter, Vicky, Freddy and Jane.

- Ask *Who is you favourite character from the book? What do you think each character's future will be like?* Write a few ideas on the board.
- Divide the class into pairs have them complete the activity. Ask them to write a few of their ideas in their notebooks.
- When they have completed the activity, ask the pairs to read their sentences to the class

Answers: Children's own answers.

Pupil's Book page 107



Cambridge Exams practice A1 Movers

1 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

Reading and Writing

School art club

Yesterday, Tom and his sister Sally went to the after-school art club. The teacher asked them to paint a picture. Sally wanted to paint a flower and Tom decided to paint a giraffe. 'Look,' said Sally. 'My flower has got a thin, green stem and pink petals. It's the most beautiful flower in the world.'

'Look,' said Tom. 'My giraffe is very tall. It's taller than an elephant so it can reach the leaves on the trees.'

'I like your giraffe,' said Sally. 'You're very good at art.'

'And my giraffe likes your flower,' said Tom. 'Maybe it'll eat it!' 'Oh, Tom!' laughed Sally.

Tom and Sally were at art club yesterday.

1 Sally decided to paint _____.

2 Sally's flower has got a _____.

3 Tom's giraffe _____ an elephant.

4 Sally thinks Tom _____ very well.

5 Tom thinks his giraffe _____ Sally's flower.

2 CE:YL Work in pairs. Talk about technology. What devices do you use?

Speaking

I play games on my games console. What devices do you use?

I use my laptop to do homework and make vlogs.

Wow! I've got a laptop, too. Can you show me how to make vlogs?

Yes, OK!

Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Reading and Writing Part 5; Speaking Part 4 107

1 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Refer the children to Activity 1. Ask them to look at the picture and describe it.
- Ask *What do you think the paragraph will be about? What key words would you expect to see in the text?* Write the suggestions on the board.
- Have the children complete the activity individually.
- Write the answers on the board for the children to check against.

Answers: 1 a flower **2** stem and petals **3** is taller than **4** can draw / draws **5** will eat

2 CE:YL Work in pairs. Talk about technology. What devices do you use?

This activity helps the children prepare for Part 4 of the Speaking paper in the Cambridge English: A1 Movers test. The children discuss technology and their personal use of it.

- Have two volunteers read out the example dialogue.
- Ask the children to talk about technology and the devices they use with a friend.
- Divide the class into pairs and have them complete the activity.

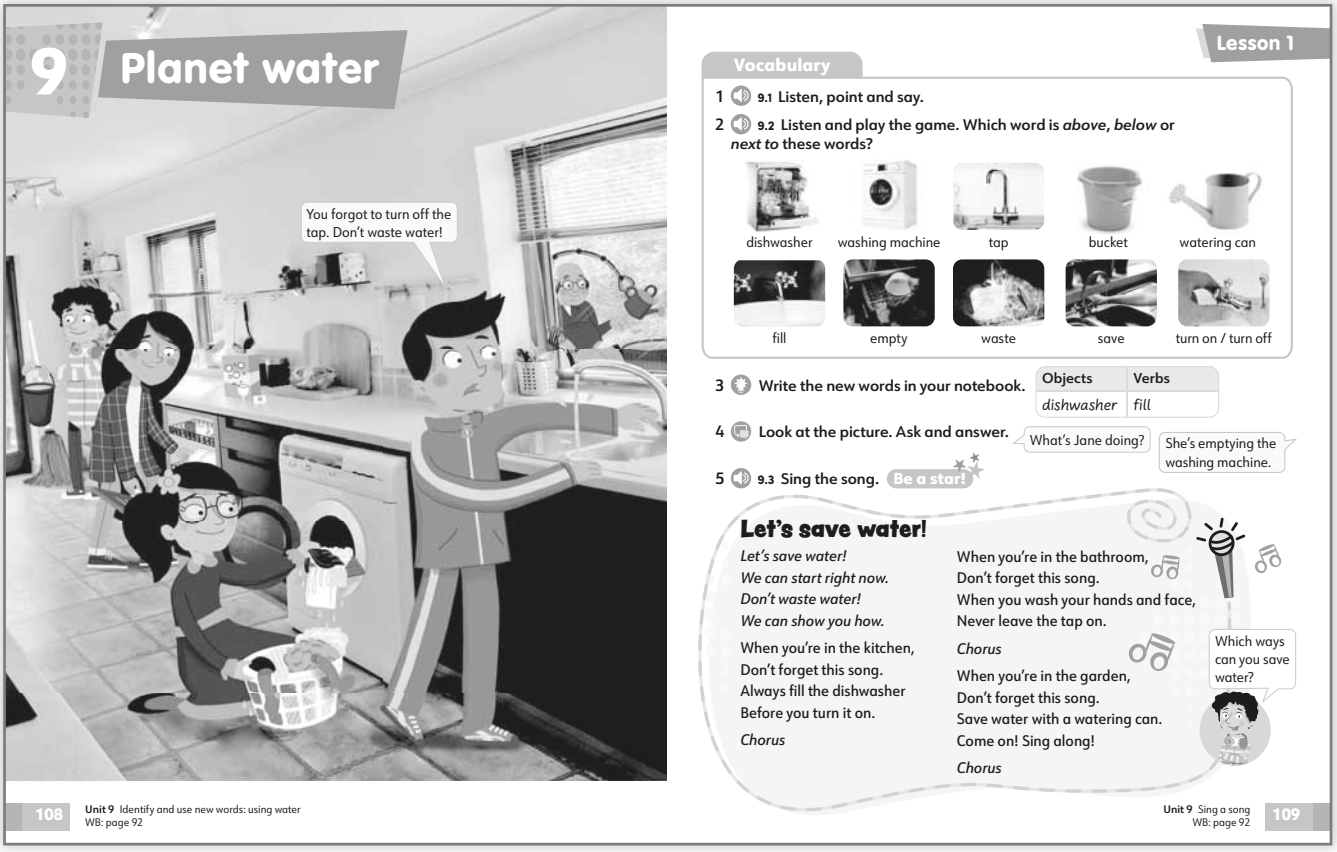
Cooler: Well done!

- 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?*

9 Planet water

Lesson 1 Vocabulary

Pupil's Book pages 108–109



Learning objectives: Identify and use new words: using water; Sing a song

Vocabulary: bucket, dishwasher, fill, empty, save, tap, turn on / off, washing machine, waste, watering can

Resources: Flashcards; Vocabulary 1 worksheet

Materials: a soft ball, a balloon, sheets of paper (one per group)

Warm-up: Pass the ball

- Play the game to practise vocabulary sets, e.g technology devices and accessories.
- See the Games Bank (pages 14–17) for how to play.

1 9.1 Listen, point and say.

- Refer the children to page 108. *Ask Do you help around the house? How?* (e.g. *tidy bedrooms, wash up*)
- Ask what the characters are using to help them clean (*water*).
- Have a volunteer read out Peter's sentences.
- Refer the children to Activity 2, page 109. Play the audio twice for the children to complete the activity.

2 9.2 Listen and play the game. Which word is *above*, *below* or *next to* these words?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- For the next example, play the audio and elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, when the Narrator says *Now you*, pause for the children to call out the answer.
- Have children play the game in pairs.

Audioscript

Teacher: *It's below dishwasher.*
Child: *fill*
Teacher: *It's above waste.*
Child: *tap*
Teacher: *It's next to fill.*
Child: *empty*
Teacher: *Now you. 1 It's above fill. 2 It's below tap. 3 It's next to dishwasher. 4 It's above save. 5 It's below watering can. 6 It's next to turn on / turn off.*

Answers: 1 dishwasher **2** waste **3** washing machine **4** bucket **5** turn on / off **6** save

3 Write the new words in your notebook.

- Have the children place their Pupil's Books face down.
- Copy the table onto the board. Say a word and ask the children to tell you which column it should be in and spell it. Write the answers on the board.
- Have the children complete the activity.

Answers: Objects: dishwasher, washing machine, tap, bucket, watering can **Verbs:** fill, empty, waste, save, turn on / off

4 Look at the picture. Ask and answer.

- Have two volunteers read out the example dialogue.
- Have them complete the activity with their partners.

5 9.3 Sing the song.

Be a star!

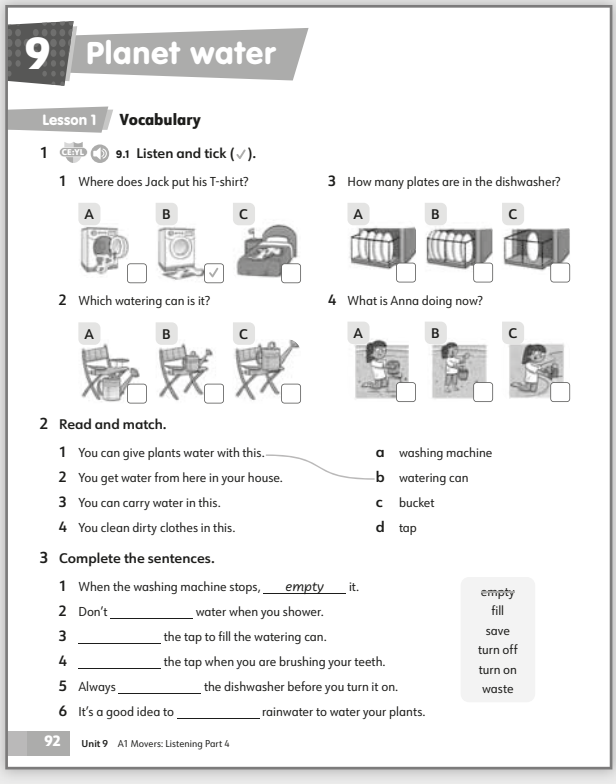
- Tell the children they are going to listen to a song about saving water. Play the audio.
- Have the children read the song and find the new vocabulary they have learnt in this lesson.
- Ask *Which ways can you save water?* Elicit answers and play the song to check.

Answers: fill the dishwasher, don't leave the tap on, use a watering can

Cooler: Mistakes

- On the board, write new vocabulary items incorrectly, e.g. *bishwasher*. Volunteers come to the board to correct the mistakes.

Workbook page 92



9 Planet water

Lesson 1 Vocabulary

1 CEYL 9.1 Listen and tick (✓).

1 Where does Jack put his T-shirt?

3 How many plates are in the dishwasher?

2 Which watering can is it?

4 What is Anna doing now?

2 Read and match.

1	You can give plants water with this.	a	washing machine
2	You get water from here in your house.	b	watering can
3	You can carry water in this.	c	bucket
4	You clean dirty clothes in this.	d	tap

3 Complete the sentences.

1 When the washing machine stops, ___empty___ it.
2 Don't _____ water when you shower.
3 _____ the tap to fill the watering can.
4 _____ the tap when you are brushing your teeth.
5 Always _____ the dishwasher before you turn it on.
6 It's a good idea to _____ rainwater to water your plants.

~~empty~~ fill save turn off turn on waste

92 Unit 9 A1 Movers: Listening Part 4

1 9.1 Listen and tick. (✓).

This activity helps the children prepare for Part 4 of the Listening in the Cambridge English: A1 Movers test.

- The children listen and tick the correct box to answer the question.

Audioscript

Speaker: *Look at the pictures. Listen and look. There is one example.*

1 Where does Jack put his T-shirt?

Boy: *Dad – my favourite T-shirt is dirty. I'll put it in the washing machine.*
Man: *No, don't put it in there, Jack. I'm already doing some washing.*
Boy: *Oh, OK. I'll leave it in my bedroom then.*
Man: *Put it next to the washing machine. I'll remember to put it into the next wash.*
Boy: *Thanks, Dad.*
Speaker: *Can you see the tick? Now you listen and tick the box.*

2 Which watering can is it?

Girl: *Can I help you, Grandma?*
Woman: *Of course! We need to give these plants some water.*
Girl: *OK. Where's the watering can?*
Woman: *It's on the chair – but there's no water in it. You need to fill it.*
Girl: *Oh yes – it's a very big watering can. I hope I can carry it!*
Woman: *Oh, you're a strong girl!*

3 How many plates are in the dishwasher?

Girl: *Can I turn the dishwasher on, Mum?*
Woman: *Is it full? Four of us ate dinner, but there should be six plates because I put extra vegetables on the table.*
Girl: *Hmm – yes, that's right.*
Mum: *Good. Only turn it on for one hour – it will save water.*

4 What is Anna doing now?

Man: *Where's Anna? Is she filling her bucket with water?*
Boy: *No – she's using it to make sand castles.*
Man: *Ah, OK. Maybe she'll put some shells in it after.*

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

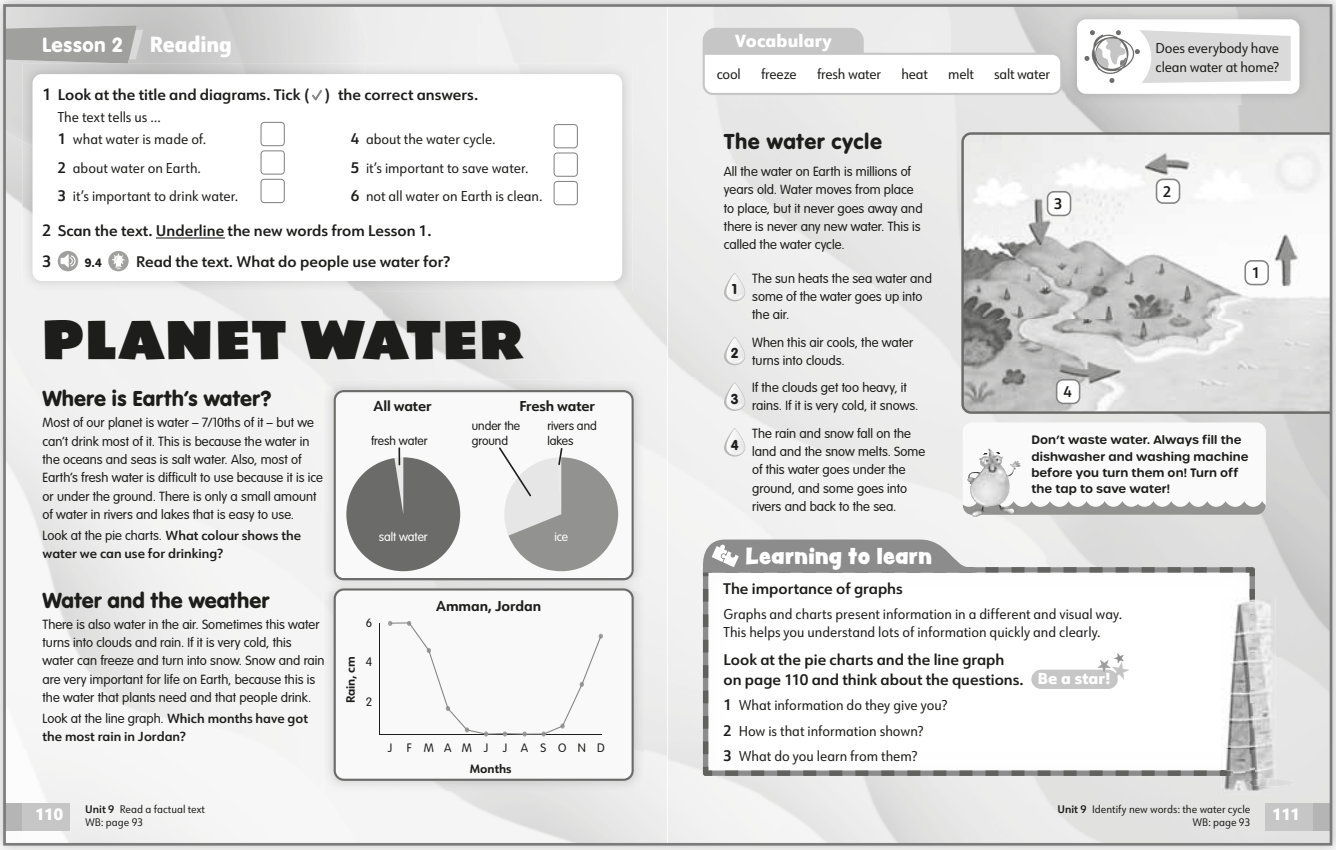
2 Read and match.

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

3 Complete the sentences.

Answers: 1 empty **2** waste **3** Turn on **4** Turn off **5** fill **6** save

Pupil's Book pages 110–111



Learning objectives: Read a factual text; Identify new words: the water cycle

Vocabulary: cool, freeze, fresh water, heat, melt, salt water

Additional vocabulary: amount, cycle, planet

Resources: Flashcards

Materials: sheets of paper (two per group)

Warm-up: Themes

- Divide the class into groups and give each group a sheet of paper.
- Explain that you will say a theme and each group has to write as many words associated with it as they can, e.g. *technology: computers, laptops*.
- The group with the most words wins.

Vocabulary

- Put the flashcards on the board. Teach the new vocabulary.
- Ask *Where can you see salt water? (the seas and oceans) Where can you see fresh water? (rivers and lakes).*
- Have volunteers give examples using *cool* (*water in a fridge is cool*), *freeze* (*ice cream in a freezer freezes*), *heat* (*when it is hot outside, there's heat*) and *melt* (*snow melts in the heat*).
- Use L1 if necessary.

1 Look at the title and diagrams. Tick (✓) the correct answers.

- Children read the title and look at the diagrams. Explain that the first ones are pie charts, the second one is a line graph and the third one is a flowchart.
- Ask *What do you think the diagrams show?* (*Text 1: amount of water and type* (*fresh, salt*). *Text 2: amount of rain in Jordan. Text 3: the water cycle.*) Ask *Which diagram do you find easiest to read?*
- Refer the children to Activity 1. Explain that they need to read all the answers and tick the ones they think will link to the texts. Children answer the questions.

Answers: 2, 4, 5, 6

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

- Elicit the new words from Lesson 1 and write them on the board. Check understanding.
- Remind the children that scanning is done quickly and that they shouldn't stop reading if they come across any unknown words.

- Have the children work individually. Tell them to ask you if there is anything they don't understand or need help with.
- Say a vocabulary item and have volunteers find the sentence it is in to read aloud.

Answers: waste, dishwasher, washing machine, turn on, turn off, tap, save

3 9.4 Read the text. What do people use water for?

- Read the rubric with the class. Play the audio and have the children follow in their books.
- Give the children time to re-read the texts and have them underline the sentences that show what people use water for.
- Have volunteers read the sentences to the class.

Answers: to drink, to water plants

ESDC

Does everybody have clean water at home?

Introduce the children to Sustainable Development Goal 6: *Clean water and sanitation.*

Ask: Does everybody have clean water at home?

- Define clean in this context as the water is safe to drink and does not harm health. Explain that not everybody has clean water. Ask the children why they think this happens.
- Explain that some people live in remote or very poor areas and do not have clean water to drink or good sanitation at home. It's important for us to understand that water is vital to good health and staying clean. Some countries help people who do not have clean water at home by bringing clean water to a place in the community where everybody can use it.

Possible answers: Not everybody has clean water at home, but we should help these people get access to it in their communities.

Learning to learn

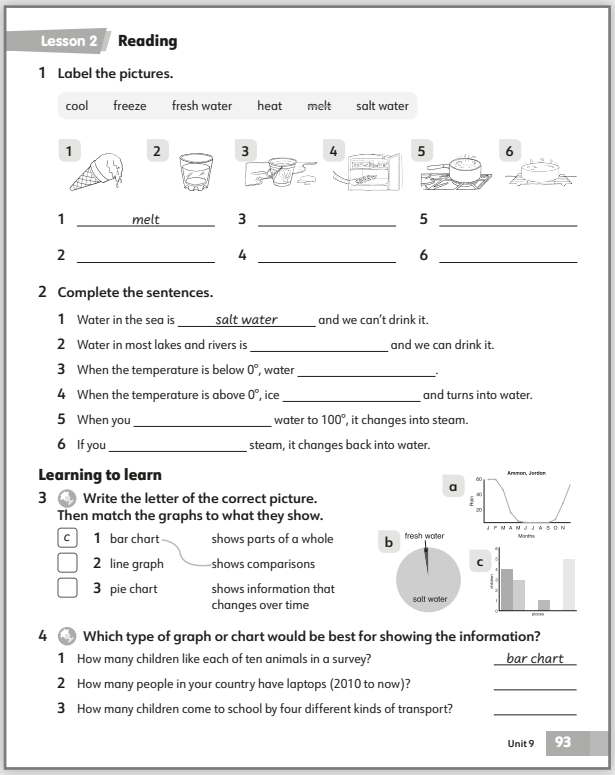
Be a star!

- A volunteer reads the information about graphs in the *Learning to learn* box. Ask what type of charts and graphs are in the first two texts (*pie charts, line graph*).
- Divide the class into small groups. Ask them to discuss the questions in the box.
- Then ask a volunteer from each group to tell the class their answers.

Cooler: What's the word?

- Have the class close their books and tell them that there are some words that you just cannot remember. Say *Water runs through it. You turn it on and off. Elicit tap.* Continue with more items.
- Have pairs continue the game.

Workbook page 93



Lesson 2 Reading

1 Label the pictures.

cool freeze fresh water heat melt salt water

1 melt 3 _____ 5 _____

2 _____ 4 _____ 6 _____

2 Complete the sentences.

1 Water in the sea is salt water and we can't drink it.
2 Water in most lakes and rivers is _____ and we can drink it.
3 When the temperature is below 0°, water _____.
4 When the temperature is above 0°, ice _____ and turns into water.
5 When you _____ water to 100°, it changes into steam.
6 If you _____ steam, it changes back into water.

Learning to learn

3 Write the letter of the correct picture. Then match the graphs to what they show.

c 1 bar chart — shows parts of a whole
2 line graph — shows comparisons
3 pie chart — shows information that changes over time

4 Which type of graph or chart would be best for showing the information?

1 How many children like each of ten animals in a survey? bar chart
2 How many people in your country have laptops (2010 to now)? _____
3 How many children come to school by four different kinds of transport? _____

Unit 9 93

1 Label the pictures.

Answers: 1 melt **2** fresh water **3** salt water **4** freeze **5** heat **6** cool

2 Complete the sentences.

Answers: 1 salt water **2** fresh water **3** freezes **4** melts **5** heat **6** cool

3 Write the letter of the correct picture. Then match the graphs to what they show.

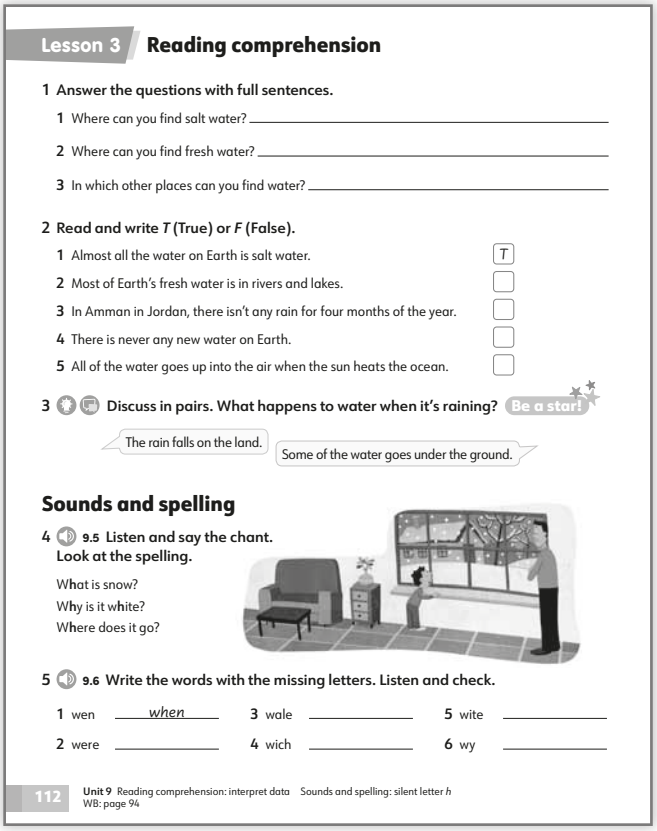
Answers: 1 c bar chart – shows comparisons **2** a line graph – shows information that changes over time **3** b pie chart – shows parts of a whole

4 Which type of graph or chart would be best for showing the information?

Answers: 1 bar chart **2** line graph **3** pie chart

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 112



Lesson 3 Reading comprehension

1 Answer the questions with full sentences.

1 Where can you find salt water? _____

2 Where can you find fresh water? _____

3 In which other places can you find water? _____

2 Read and write *T* (True) or *F* (False).

1 Almost all the water on Earth is salt water. T

2 Most of Earth's fresh water is in rivers and lakes.

3 In Amman in Jordan, there isn't any rain for four months of the year.

4 There is never any new water on Earth.

5 All of the water goes up into the air when the sun heats the ocean.

3 Discuss in pairs. What happens to water when it's raining? Be a star!

The rain falls on the land.

Some of the water goes under the ground.

Sounds and spelling

4 9.5 Listen and say the chant. Look at the spelling.

What is snow?
Why is it white?
Where does it go?

5 9.6 Write the words with the missing letters. Listen and check.

1 wen *when* 3 wale _____ 5 wite _____

2 were _____ 4 wich _____ 6 wy _____

112 Unit 9 Reading comprehension: interpret data Sounds and spelling: silent letter *h*
WB: page 94

Learning objectives: Reading comprehension: interpret data; Sounds and spelling: silent letter h

Vocabulary: whale, what, when, where, which, white, why

Resources: Sounds and spelling worksheet

Materials: sheets of paper (one per pair), chalk or rope

Warm-up: Let's make some words

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

1 Answer the questions with full sentences.

- Have the children place their Pupil's Books face down. In pairs, have them write two things they remember from the texts on pages 110–111. Then have them read their sentences to the class.
- Refer the children to Activity 1. Have the children complete the activity individually.
- Go through each item and have the children show you where they got their answers from in the text.

Answers: 1 In the oceans and seas. **2** In ice, under the ground, or in rivers and lakes. **3** In the air, clouds, rain and snow.

2 Read and write *T* (True) or *F* (False).

- Ask the children to re-read the texts silently.
- Look at the example together. Have the children complete the rest of the activity individually.
- Check the answers as a class.

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

3 Discuss in pairs. What happens to water when it's raining? Be a star!

- Have two volunteers read out the example dialogue.
- Divide the class into pairs and have them discuss the question.
- Go around the classroom to help and monitor.

4 9.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- On the board, write *what*, *why*, *white*. Point to the *h* and explain that it's silent.
- Ask if they know of any other words that contain the silent *h* (*when*, *hour*).
- Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio they hear. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: *Now say the missing words.*
Teacher: *What is snow? … is it white? Where does it go?*
Children: *Why*
Teacher: *What is snow? Why is it white? … does it go?*
Children: *Where*
Teacher: *… Why is it white? Where does it go?*
Children: *What is snow?*
Teacher: *What is snow? … Where does it go?*
Children: *Why is it white?*

5 9.6 Write the words with the missing letters. Listen and check.

- Refer the children to the activity and have them read through the words. Ask if they know where the silent *h* goes.
- Have the children complete the activity in pairs.
- Play the audio for the children to check their answers.
- In their pairs, have children say the words for their partner to spell.

Answers: 1 when **2** where **3** whale **4** which **5** white **6** why

Teaching star!

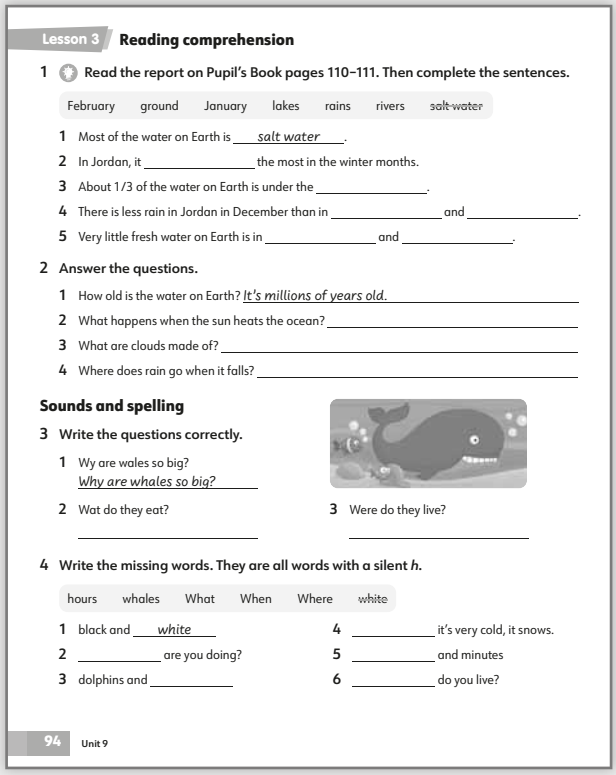
Revision

- Revise language frequently to help children consolidate learning.
- Ask the children to go through all the *Sounds and spelling* lessons they've done so far and collect votes on which one they would like to revise in class by a show of hands. (Write on the board *Unit 1, 2*, etc. and place ticks under the units children raise hands for.) The *Sounds and spelling* for the unit with the most show of hands is done again in class.

Cooler: Hungry crocodile

- Play the game to practise words related to *water*, e.g. *rain*.
- See the Games Bank (pages 14–17) for how to play the game.

Workbook page 94



Lesson 3 **Reading comprehension**

1 **Read the report on Pupil's Book pages 110–111. Then complete the sentences.**

February ground January lakes rains rivers ~~salt water~~

1 Most of the water on Earth is *salt water*.
2 In Jordan, it _____ the most in the winter months.
3 About 1/3 of the water on Earth is under the _____.
4 There is less rain in Jordan in December than in _____ and _____.
5 Very little fresh water on Earth is in _____ and _____.

2 **Answer the questions.**

1 How old is the water on Earth? *It's millions of years old.*
2 What happens when the sun heats the ocean? _____
3 What are clouds made of? _____
4 Where does rain go when it falls? _____

Sounds and spelling

3 **Write the questions correctly.**

1 Wy are wales so big?
Why are whales so big?
2 Wat do they eat? _____
3 Were do they live? _____

4 **Write the missing words. They are all words with a silent *h*.**

hours whales What When Where ~~white~~

1 black and *white*
2 _____ are you doing?
3 dolphins and _____
4 _____ it's very cold, it snows.
5 _____ and minutes
6 _____ do you live?

94 Unit 9

1 Read the report on Pupil's Book pages 110–111. Then complete the sentences.

Answers: 1 salt water **2** rains **3** ground **4** January, February **5** rivers, lakes

2 Answer the questions.

Answers: 1 It's millions of years old. **2** Some of the water goes up in the air. **3** Clouds are made of water. **4** It goes under the ground or into rivers and the sea.

3 Write the questions correctly.

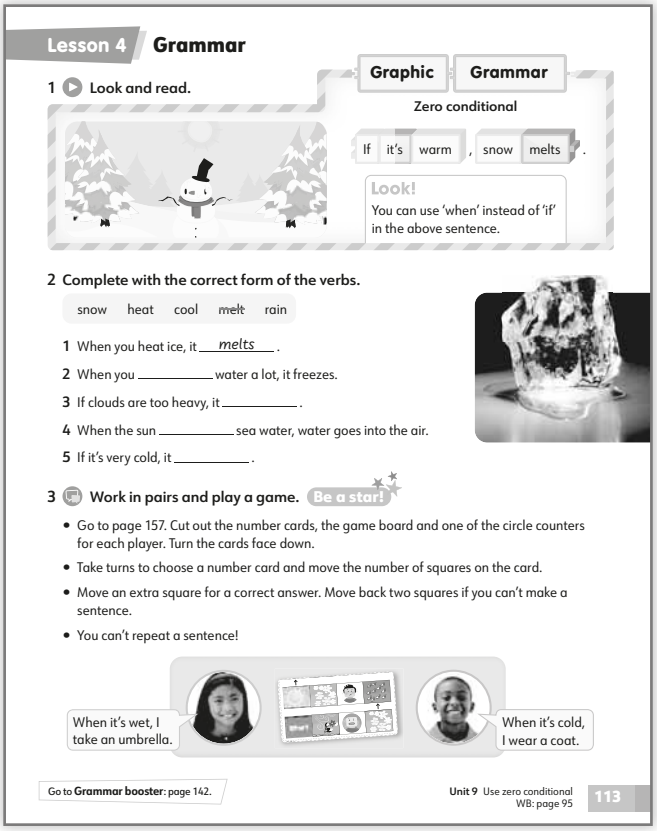
Answers: 1 Why are whales so big? **2** What do they eat? **3** Where do they live?

4 Write the missing words. They are all words with a silent *h*.

Answers: 1 white **2** What **3** whales **4** When **5** hours **6** Where

Lesson 4 Grammar

Pupil's Book page 113



Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Zero conditional

If it's warm, snow melts.

Look!
You can use 'when' instead of 'if' in the above sentence.

2 Complete with the correct form of the verbs.

snow heat cool ~~melt~~ rain

1 When you heat ice, it melts.
2 When you _____ water a lot, it freezes.
3 If clouds are too heavy, it _____.
4 When the sun _____ sea water, water goes into the air.
5 If it's very cold, it _____.

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

- Go to page 157. Cut out the number cards, the game board and one of the circle counters for each player. Turn the cards face down.
- Take turns to choose a number card and move the number of squares on the card.
- Move an extra square for a correct answer. Move back two squares if you can't make a sentence.
- You can't repeat a sentence!

When it's wet, I take an umbrella.

When it's cold, I wear a coat.

Go to **Grammar booster**: page 142.

Unit 9 Use zero conditional WB: page 95 113

Learning objectives: Use zero conditional

Grammar: Zero conditional

Resources: Graphic Grammar video; Grammar 1 worksheet

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

Warm-up: Bingo

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

2 Look and read.

- If you don't have access to the class video, have the children look at the picture in Activity 1 and ask what they can see.
- On the board, write:
  If the clouds get too heavy, it rains.
  If it's very cold, it snows.
- Have a volunteer come to the board and ask them to underline the verbs in each sentence (*get, rains, 's, snows*). Leave the sentences on the board.
- Explain that these are conditional sentences. The clause with if sets the condition or action, while the other clause explains what the outcome will be. This conditional is also used for true facts.
- Refer the children to the Graphic Grammar box on page 113 and have them read the text.
- Explain that when can replace *if* with no change in meaning.
- Ask a volunteer to come to the board and rewrite one sentence using *when*.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue boxes.
- Play the video.
- Continue by following the above steps, starting at the second point.
- Divide the class into pairs and have the children make their own sentences about saving water or protecting the environment in general, using the conditionals, e.g. *If we save water, we will have more of it in the future.* Explain that they can refer to Unit 8 if they like.
- Ask the children to read their work to the class.

2 Complete with the correct form of the verbs.

- Look at the example as a class. Have the children complete the rest of the activity individually and then check answers with their partners.
- Then have the children rewrite the sentences in their notebooks replacing *if* with when and vice versa.

Answers: 1 melts **2** cool **3** rains **4** heats **5** snows

Teaching star!

Extension

- Make sure the children have plenty of opportunities to use the new grammar.
- Divide the class into pairs. Ask each child to think of a conditional sentence and to write the first or second half of it in their notebooks but not show their partners, e.g. *If I study hard, I will get good marks*. Give each child a sheet of paper and ask them to draw their conditional sentence. Have the children show their drawing to their partner who has to guess what the conditional sentence is.

3 Work in pairs and play a game.

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 and counters.
- Give the children time to cut out the cards and counters. While they do this, confirm understanding of what they see on the cards. The children turn the cards face down, then choose one and move the number of squares on the game board. The children use the pictures on the game board to make sentences based on what they see. If their sentence is correct, they move forward an extra square on the board. If not, they move back two squares.
- Work through the example activity with the children.
- Allow time for the children to complete the game.

Grammar booster

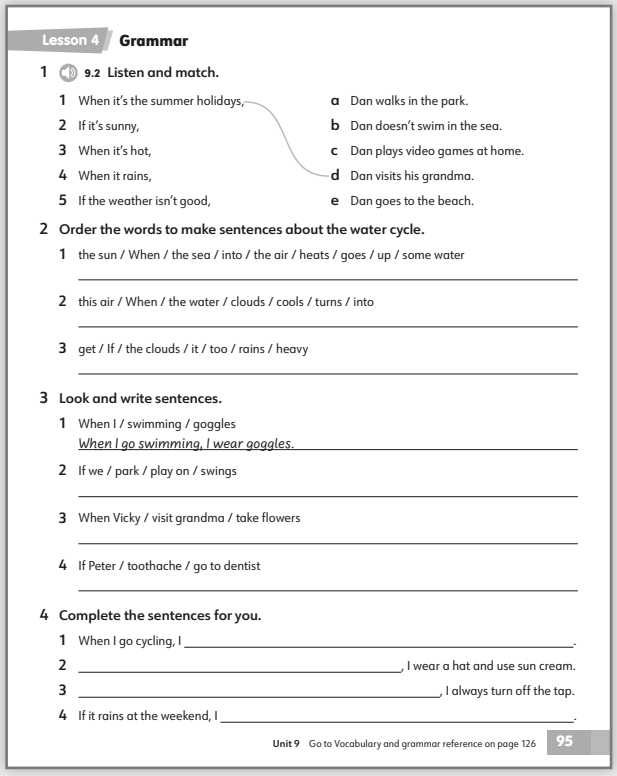
Ask the children to turn to page 142 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 When you cool water a lot, it freezes. **2** If you heat ice, it melts. **3** If it's very cold, it snows. **4** When the sun heats sea water, water goes into the air.

Cooler: Correct the sentences

- Ask each child to write three incorrect conditional sentences in their notebooks, e.g. *If will save water, we have more for the future.*
- Divide the class into pairs and ask children to swap notebooks with their partners who have to correct the sentences.
- Then they return the notebooks to their owners and check to see if their sentences have been corrected properly.

Workbook page 95



Lesson 4 **Grammar**

1 9.2 **Listen and match.**

1	When it's the summer holidays,	a	Dan walks in the park.
2	If it's sunny,	b	Dan doesn't swim in the sea.
3	When it's hot,	c	Dan plays video games at home.
4	When it rains,	d	Dan visits his grandma.
5	If the weather isn't good,	e	Dan goes to the beach.

2 **Order the words to make sentences about the water cycle.**

1 the sun / When / the sea / into / the air / heats / goes / up / some water

2 this air / When / the water / clouds / cools / turns / into

3 get / If / the clouds / it / too / rains / heavy

3 **Look and write sentences.**

1 When I / swimming / goggles
When I go swimming, I wear goggles.

2 If we / park / play on / swings

3 When Vicky / visit grandma / take flowers

4 If Peter / toothache / go to dentist

4 **Complete the sentences for you.**

1 When I go cycling, I _____.

2 _____, I wear a hat and use sun cream.

3 _____, I always turn off the tap.

4 If it rains at the weekend, I _____.

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 section on page 126 while completing these Workbook activities.

1 9.2 Listen and match.

Audioscript

Girl: *What do you like doing in the summer holidays, Dan?*

Boy: *I like doing lots of things. I often visit my grandma because she lives on our street.*

Girl: *That's nice. What do you do when it's sunny?*

Boy: *If it's sunny, I walk in the park. I love it there.*

Girl: *And what do you do when it's hot?*

Boy: *When it's hot, I go to the beach. I love swimming.*

Girl: *But you don't swim when it rains!*

Boy: *No, I don't swim in the sea when it's raining.*

Girl: *What do you do when the weather isn't good?*

Boy: *If the weather isn't good, I play video games at home.*

Answers: 1 Dan visits his grandma. **2** Dan walks in the park. **3** Dan goes to the beach. **4** Dan doesn't swim in the sea. **5** Dan plays video games at home.

2 Order the words to make sentences about the water cycle.

Answers: 1 When the sun heats the sea, some water goes up into the air. **2** When this air cools, the water turns into clouds. **3** If the clouds get too heavy, it rains.

3 Look and write sentences.

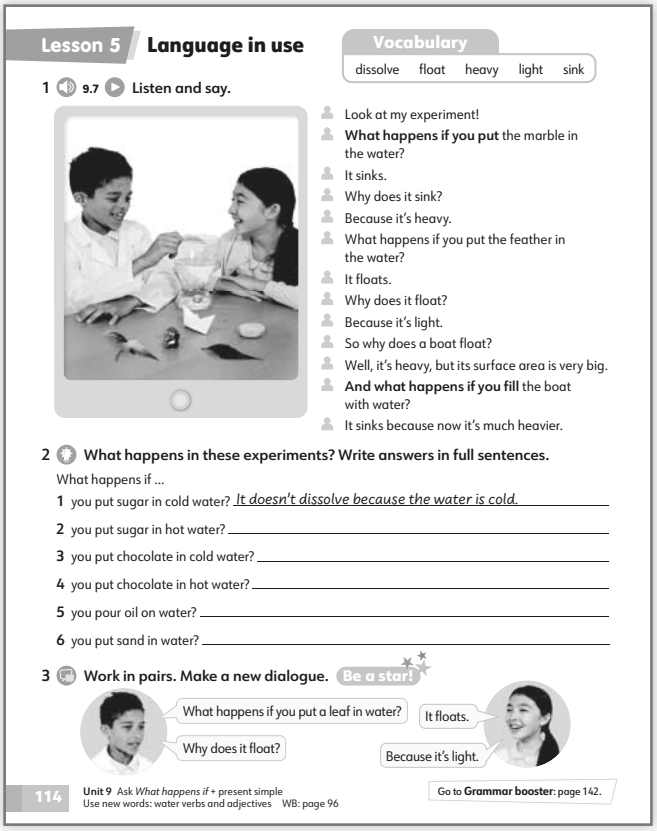
Answers: 1 When I go swimming, I wear goggles.
2 If we go to the park, we play on the swings.
3 When Vicky visits her grandma, she takes flowers.
4 If Peter has toothache, he goes to the dentist.

4 Complete the sentences for you.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 114



Lesson 5 Language in use

Vocabulary: dissolve float heavy light sink

1 9.7 Listen and say.

Look at my experiment!
What happens if you put the marble in the water?
It sinks.
Why does it sink?
Because it's heavy.
What happens if you put the feather in the water?
It floats.
Why does it float?
Because it's light.
So why does a boat float?
Well, it's heavy, but its surface area is very big.
And what happens if you fill the boat with water?
It sinks because now it's much heavier.

2 **What happens in these experiments? Write answers in full sentences.**

What happens if ...
1 you put sugar in cold water? *It doesn't dissolve because the water is cold.*
2 you put sugar in hot water? _____
3 you put chocolate in cold water? _____
4 you put chocolate in hot water? _____
5 you pour oil on water? _____
6 you put sand in water? _____

3 **Work in pairs. Make a new dialogue.** Be a star!

What happens if you put a leaf in water?
It floats.
Why does it float?
Because it's light.

114 Unit 9 Ask *What happens if* + present simple
Use new words: water verbs and adjectives WB: page 96

Go to **Grammar booster**: page 142.

Learning objectives: Ask What happens if + present simple; Use new words: water verbs and adjectives

Vocabulary: dissolve, float, heavy, light, sink

Additional language: marble, surface

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

Materials: soluble tablet, tub of cold water, hot water in a thermos, four glasses of cold water, two more glasses, a spoon, marble, feather, sugar, chocolate, oil, sand

Warm-up: Write the word relay

- On the board, draw four big squares and give each square a category or theme, e.g. *nature, friendship, animals, technology.*
- Have the children form two lines in front of the board. Tell them to remember who the first child in each line is.
- Ask each child at the front to come to the board and write a relevant word in whichever box they can, as quickly as they can, so that the next player can come to the front.
- The line whose initial leader reaches the front again first wins.

1 9.7 Listen and say.

- Put a tub of water on your desk and have the children gather round. Explain what dissolve means by placing the soluble tablet in the water and saying *When I put the tablet in water, it dissolves.*
- Show the children the marble. Say *What happens if I put the marble in the water?* Elicit answers. Put the marble in the water. Say *It sinks. Why does it sink?* Elicit *Because it's heavy. Ask What else sinks in water?* (*rocks, pebbles*)
- Show the children the feather. Ask *What happens if I put the feather in the water?* Elicit answers. Put the feather in the water. Say *It floats. Why does it float?* Elicit *Because it's light.* Ask *What else floats in water?* (*leaves*)
- Put the flashcards on the board (or write the new words and draw a picture for each one). Point to the words as you say them and have the children repeat.
- Volunteers make sentences with the new words.
- Play the audio. Have the children listen and read the dialogue. Play it again, pausing after each line for the children to repeat.
- Write *What happens if* on the board and ask children what tense it is usually followed by (*present simple*).
- Ask volunteers to make questions using *What happens if* and write them on the board. Ask if anyone can answer the questions.

- If using the video, have the children watch the video after the fifth point and then continue.

2 What happens in these experiments? Write answers in full sentences.

- Ask the children if they have done any experiments and if so, what they learnt from them.
- Then divide the class into pairs to discuss the questions.
- Look at the example as a class. In pairs, children write the answers.
- Have volunteer pairs read their answers to the class.

Answers: 1 It doesn't dissolve because the water is cold. **2** It dissolves because the water is hot. **3** It doesn't dissolve because the water is cold. **4** It dissolves because the water is hot. **5** It floats because oil doesn't mix and it's light. **6** It sinks because sand doesn't mix and it's heavy.

3 Work in pairs. Make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue. Ask the children what else they could say.

- Explain that they have to make a dialogue about the experiments. Tell the children that it should contain at least two different questions using *What happens if ...?*
- Have pairs complete the activity.
- Monitor for proper use of language and help where necessary.

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 this activity at home.

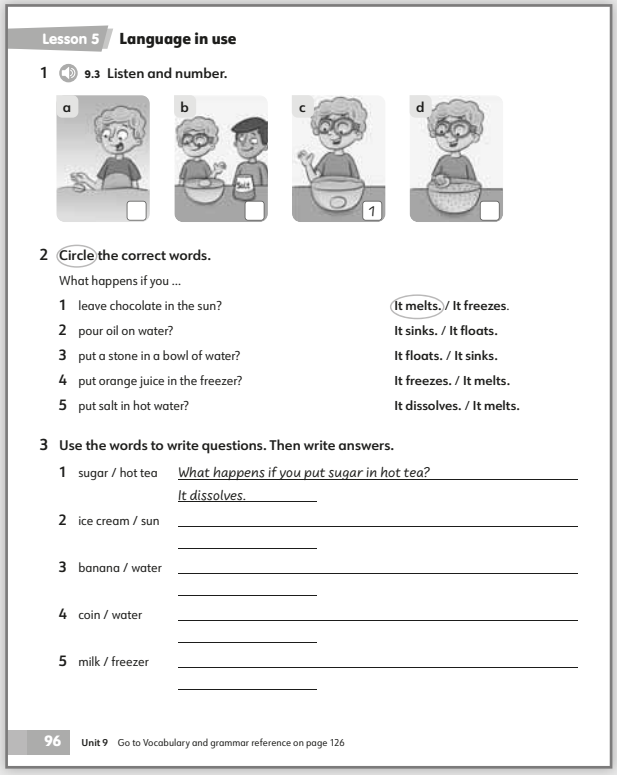
Answers: 2 1 What happens if you put a feather in water? It floats. 2 What happens if you put soil in water? It sinks. 3 What happens if you put sugar in hot water? It dissolves. 4 What happens if you put a stone in water? It sinks.

3 1 If you put sand in water, it dissolves. False.
2 When you put a coin in water it floats. False.
3 When the sun heats the sea some water goes into the air. True. 4 If you fill a boat with water it sinks. True.

Cooler: True or false?

- Ask the children to write four statements using what they have learnt in this unit so far. Explain that at least two of the statements must be false.
- Divide the class into pairs and have them say their statements to each other. Explain that partners have to correct the false statements.

Workbook page 96



Lesson 5 **Language in use**

1 9.3 **Listen and number.**

a b c d

2 **Circle the correct words.**

What happens if you ...

1 leave chocolate in the sun? **It melts. / It freezes.**
2 pour oil on water? **It sinks. / It floats.**
3 put a stone in a bowl of water? **It floats. / It sinks.**
4 put orange juice in the freezer? **It freezes. / It melts.**
5 put salt in hot water? **It dissolves. / It melts.**

3 **Use the words to write questions. Then write answers.**

1 sugar / hot tea *What happens if you put sugar in hot tea?* *It dissolves.*
2 ice cream / sun
3 banana / water
4 coin / water
5 milk / freezer

96 Unit 9 Go to Vocabulary and grammar reference on page 126

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 126 while completing these Workbook activities.

1 9.3 Listen and number.

Audioscript

Boy 1: *Look at my experiment! This is fresh water and this is a fresh egg.*

Boy 2: *What happens if you put the egg in the water?*

Boy 1: *It sinks. Look!*

Boy 2: *And what happens if the egg isn't fresh?*

Boy 1: *It floats. That's because it has air in it. ... Now, I'm adding salt to the water. ... I stir it to make the salt dissolve. Now I put the fresh egg in.*

Boy 2: *The fresh egg floats! So, salt water helps things to float?*

Boy 1: *Yes. That's why it's easier for us to float in the sea than in a swimming pool.*

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

2 Circle the correct words.

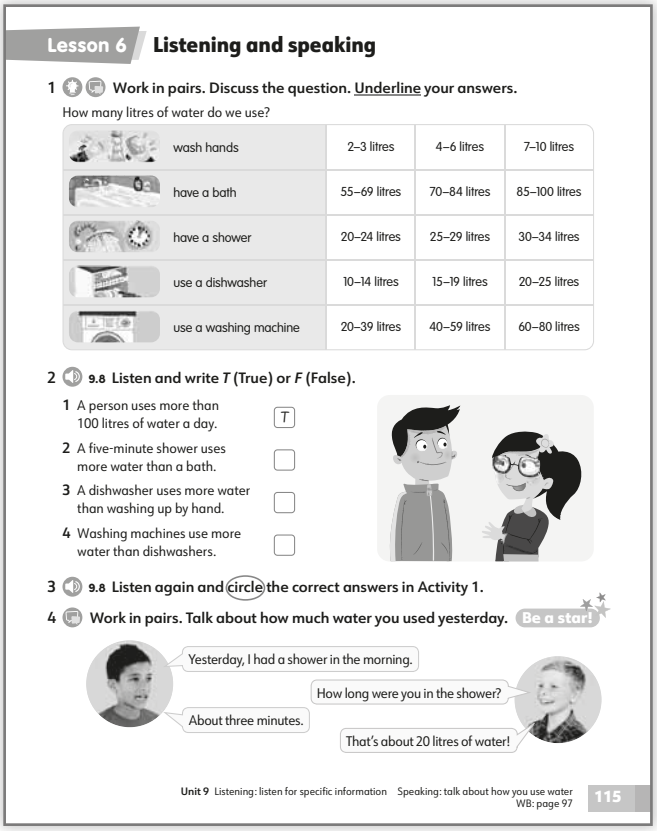
Answers: 1 It melts. **2** it floats. **3** It sinks. **4** It freezes. **5** It dissolves.

3 Use the words to write questions. Then write answers.

Answers: 1 What happens if you put sugar in hot tea? It dissolves. **2** What happens if you leave ice cream in the sun? It melts. **3** What happens if you put a banana in water? It floats. **4** What happens if you put a coin in water? It sinks. **5** What happens if you put milk in the freezer? It freezes.

Lesson 6 Listening and speaking

Pupil's Book page 115



Lesson 6 Listening and speaking

1 Work in pairs. Discuss the question. Underline your answers.

How many litres of water do we use?

wash hands	2–3 litres	4–6 litres	7–10 litres
have a bath	55–69 litres	70–84 litres	85–100 litres
have a shower	20–24 litres	25–29 litres	30–34 litres
use a dishwasher	10–14 litres	15–19 litres	20–25 litres
use a washing machine	20–39 litres	40–59 litres	60–80 litres

2 9.8 Listen and write *T* (True) or *F* (False).

1 A person uses more than 100 litres of water a day. T
2 A five-minute shower uses more water than a bath.
3 A dishwasher uses more water than washing up by hand.
4 Washing machines use more water than dishwashers.

3 9.8 Listen again and circle the correct answers in Activity 1.

4 Work in pairs. Talk about how much water you used yesterday. Be a star!

Yesterday, I had a shower in the morning.
How long were you in the shower?
About three minutes.
That's about 20 litres of water!

Unit 9 Listening: listen for specific information Speaking: talk about how you use water WB: page 97 115

Learning objectives: Listening: listen for specific information; Speaking: talk about how you use water

Materials: photocopies of scrambled sentences (using language from Units 6–9, one per pair), a bottle with a litre of water in it, sheets of paper, coloured pens / pencils

Warm-up: Scrambled sentences

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

1 Work in pairs. Discuss the question. Underline your answers.

- Ask the children to look at the chart and say what activities they see. Have a volunteer read the labels.
- Explain that (l) means litres and that this is what we usually use to measure water.
- Ask how often the children wash their hands, if they mostly have baths or showers, how often they (or their parents) use the dishwasher and washing machine.
- Show the children the bottle of water and ask how many bottles they would need to wash their hands.
- Have the children complete the activity in pairs. Explain that they shouldn't worry about the correct answer at this point.

Answers: Children's own answers. Correct answers are in Activity 3.

2 9.8 Listen and write *T* (True) or *F* (False).

- Have the children read the statements and guess what the answers are. Do the example as a class.
- Then ask *Who thinks True / False is the answer to item 2? Why?*
- Continue for all the items.
- Play the audio twice for children to complete the activity. Ask whose guesses were correct.
- Have the children tell you what they remember from the audio.

Audioscript

Peter: *Did you know that a person uses between 100 and 135 litres of water every day?*

Jane: *Really?*

Peter: *Just washing your hands uses between four and six litres of water.*

Jane: *Four to six litres every time you wash your hands?*

Peter: *Yes, that's right.*

Jane: *So how much water does having a bath use?*

Peter: *A bath uses more water than a shower. If you fill the bath, it uses about 80 litres of water.*

Jane: *80 litres. That's a lot!*

Peter: *Yes, it is!*

Jane: *And what about a shower?*

Peter: *A five-minute shower only uses about 30 to 34 litres.*

Jane: *OK, so we save water when we have a shower.*

Peter: *We use a lot of water in the kitchen, too.*

Jane: *Which uses more water, washing up by hand or using a dishwasher?*

Peter: *Guess!*

Jane: *A dishwasher?*

Peter: *Wrong! Washing up by hand uses more water.*

Jane: *Really?*

Peter: *Yes, a dishwasher uses only just over 10 litres of water.*

Jane: *So about 12 litres or 14 litres?*

Peter: *Yes, that's right.*

Jane: *And what about a washing machine?*

Peter: *Ah, a washing machine uses a lot more water than a dishwasher – between 60 and 80 litres.*

Jane: *60 to 80 litres! That's a lot, and we turn it on every day!*

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

3 9.8 Listen again and circle the correct answers in Activity 1.

- Refer the children to Activity 1.
- Play the audio twice for the children to complete the activity and check their answers.
- Ask children for their answers. Were their initial guesses correct?

Answers: wash hands: 4–6l **have a bath:** 70–84l **have a shower:** 30–34l **use a dishwasher:** 10–14l **use a washing machine:** 60–80l

Teaching star!

Revision

- Revise frequently to consolidate learning.
- Divide the class into small groups. Explain that they have to look through the unit so far and write a few things that they have learnt from it. On the board, write *vocabulary, grammar, themes*. Have the groups write sentences on sheets of paper and illustrate their work. Explain that they will present their work to the class.
- Then ask the groups to come to the front of the class to tell their classmates what they have discussed.

4 Work in pairs. Talk about how much water you used yesterday.

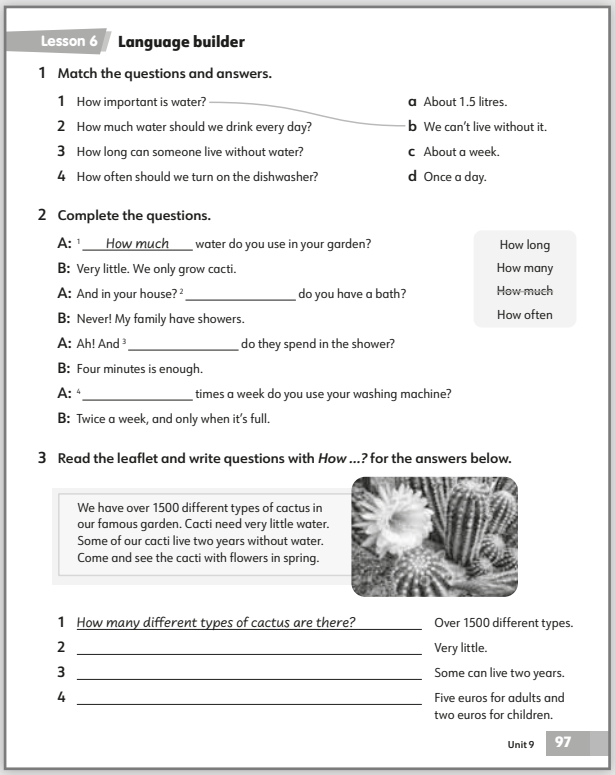
Be a star!

- Ask the children which of the things in Activity 1 they did yesterday and how long it took them.
- Have two volunteers read out the example dialogue. Place the children in pairs and have them complete the activity.
- Encourage them to think about how much water they used.
- Monitor for proper use of language.

Cooler: Give me a second

- Have the children think about what they learnt and did in this lesson. Ask them to make brief notes.
- Then have the children stand up and tell the class what they learnt in 30 seconds.
- Explain that they can look at their notes.

Workbook page 97



Lesson 6 **Language builder**

1 Match the questions and answers.

1	How important is water?	a	About 1.5 litres.
2	How much water should we drink every day?	b	We can't live without it.
3	How long can someone live without water?	c	About a week.
4	How often should we turn on the dishwasher?	d	Once a day.

2 Complete the questions.

A: [1] *How much* water do you use in your garden?
B: Very little. We only grow cacti.
A: And in your house? [2] _____ do you have a bath?
B: Never! My family have showers.
A: Ah! And [3] _____ do they spend in the shower?
B: Four minutes is enough.
A: [4] _____ times a week do you use your washing machine?
B: Twice a week, and only when it's full.

How long
How many
~~How much~~
How often

3 Read the leaflet and write questions with *How ...?* for the answers below.

We have over 1500 different types of cactus in our famous garden. Cacti need very little water. Some of our cacti live two years without water. Come and see the cacti with flowers in spring.

1 *How many different types of cactus are there?* — Over 1500 different types.
2 _____ — Very little.
3 _____ — Some can live two years.
4 _____ — Five euros for adults and two euros for children.

Unit 9 97

1 Match the questions and answers.

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

2 Complete the questions.

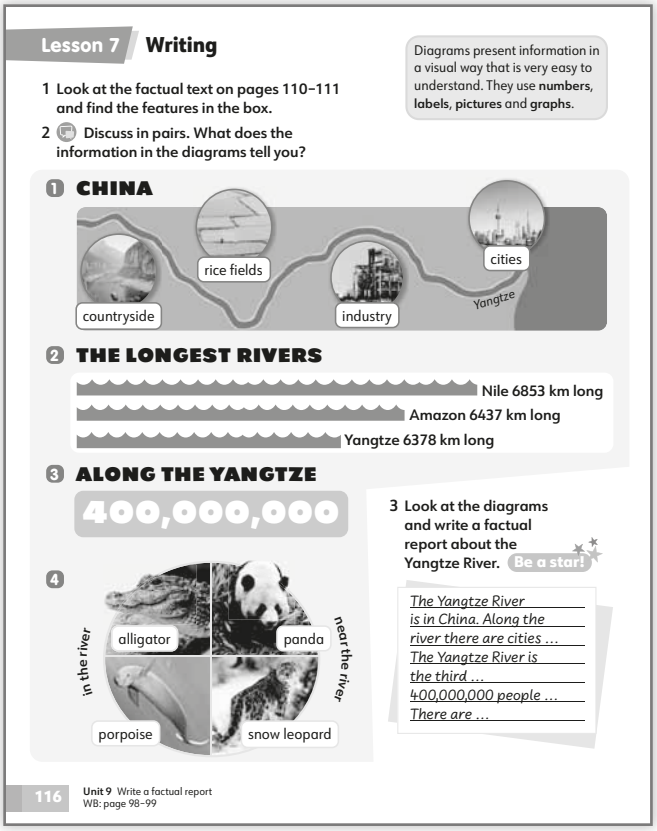
Answers: 1 How much **2** How often **3** How long **4** How many

3 Read the leaflet and write questions with *How ...?* for the answers below.

Answers: 1 How many different types of cactus are there? **2** How much water do cacti need? **3** How long can cacti live without water? **4** How much do tickets cost?

Lesson 7 Writing

Pupil's Book page 116



Learning objectives: Write a factual report

Materials: sheets of paper and coloured pens / pencils, information about a local river or a famous river in your country

Warm-up: Spelling race

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

1 Look at the factual text on pages 110–111 and find the features in the box.

- Refer the children to the green box. Have a volunteer read it. Explain anything the children might not have understood.
- Refer the children to pages 110–111 and have them tell you what features are presented.

2 Discuss in pairs. What does the information in the diagrams tell you?

- Refer the children to the information. Ask the rubric question. Elicit, e.g. Information about the river Yangtze.
- Ask what type of diagrams are used and check the children understand them.
- Divide the class into pairs and have them complete the activity.
- Have volunteers say what they discussed.

Answers: 1 where the Yangtze river is and what is along the river **2** the length of the Yangtze compared to other rivers **3** how many people live along the river **4** what animals live in and near the river

3 Look at the diagrams and write a factual report about the Yangtze River.

Be a star!

- Ask the children to look at item 1 on page 116 and have a volunteer re-read the title and the labels. Explain that they need to write a factual report. Have a volunteer read the example.
- Have the children look at item 2. Elicit children's ideas about what they could write in their reports. Write their ideas on the board.
- Then divide the class into small groups and have them write their report.
- Have group leaders present their work to the class.

Suggested answer: The Yangtze River is in China. Along the river there are cities, industry, rice fields and countryside. The Yangtze River is the third longest river in the world at 6437km in length. It is shorter than the Amazon and the Nile. About 400 million people live along the river. Alligators and porpoises are some of the animals that live in the river. Animals that live near the river include the panda and the snow leopard.

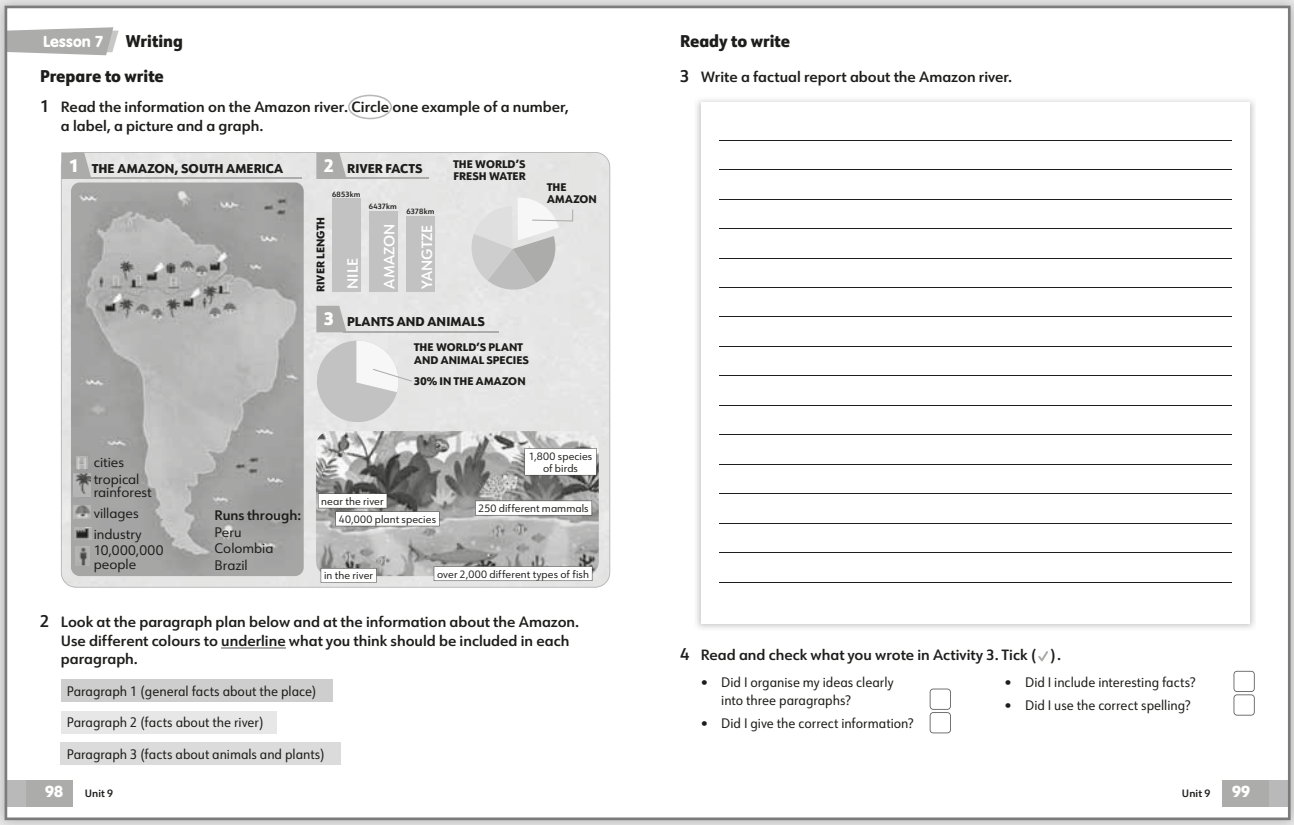
Teaching star!

Skills

- Personalise learning to help children remember new vocabulary and information.
- Tell them they are going to create a diagram like the one in item 1 or item 4 about a local river or a famous river in their country.
- Elicit ideas about the information they could include.
- Divide the class into groups. If necessary, support them to research information about their chosen river. Have the groups create a diagram and write some factual sentences.
- Have the groups present their work to the class. Display all the work in the classroom.

Cooler: Define the word

- Ask the children to look back at this unit and find words they like. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.



Lesson 7 **Writing**

Prepare to write

1 Read the information on the Amazon river. Circle one example of a number, a label, a picture and a graph.

1 THE AMAZON, SOUTH AMERICA

cities
tropical rainforest
villages
industry
10,000,000 people

Runs through:
Peru
Colombia
Brazil

2 RIVER FACTS

RIVER LENGTH
NILE 6853km
AMAZON 6437km
YANGTZE 6378km

THE WORLD'S FRESH WATER
THE AMAZON

3 PLANTS AND ANIMALS

THE WORLD'S PLANT AND ANIMAL SPECIES
30% IN THE AMAZON

1,800 species of birds
near the river
40,000 plant species
250 different mammals
in the river
over 2,000 different types of fish

2 Look at the paragraph plan below and at the information about the Amazon. Use different colours to underline what you think should be included in each paragraph.

Paragraph 1 (general facts about the place)

Paragraph 2 (facts about the river)

Paragraph 3 (facts about animals and plants)

98 Unit 9

Ready to write

3 Write a factual report about the Amazon river.

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

- Did I organise my ideas clearly into three paragraphs? ☐
- Did I give the correct information? ☐
- Did I include interesting facts? ☐
- Did I use the correct spelling? ☐

Unit 9 99

Prepare to write

1 Read the information on the Amazon river. Circle one example of a number, a label, a picture and a graph.

- If done in class, divide the children into pairs and ask them to look at the facts presented in Activity 1.
- Ask a few volunteers to tell you what they see, e.g. *The Nile is 6853km long*.
- Have children complete the activity and invite pairs to give their answers.

2 Look at the paragraph plan below and at the information about the Amazon. Use different colours to underline what you think should be included in each paragraph.

- If done in class, ask the children to tell you a few facts about the Amazon from Activity 1 (*10 million people live there. It's a tropical rainforest, etc.*)
- Have the children complete the activity in pairs. Have volunteers tell the class their answers.

Ready to write

3 Write a factual report about the Amazon river.

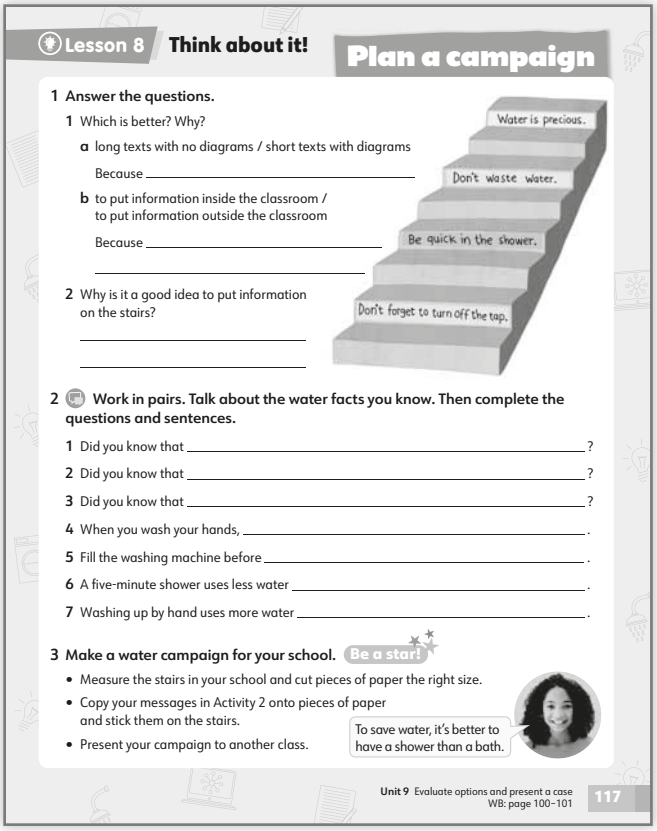
- Explain to the children that they have to write a report using the information in Activities 1 and 2.
- Tell them that they can also refer to the Pupil's Book, pages 110–111 and 116 for help if they like.
- If done in class, divide the class into pairs and have them complete the activity.

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

- Have children check their work by referring to the check-list. Explain that they should correct their work if the see any mistakes.
- Have volunteers present their work to the class.

Lesson 8 Think about it!

Pupil's Book page 117


Lesson 8 Think about it!

Plan a campaign

1 Answer the questions.

1 Which is better? Why?

a long texts with no diagrams / short texts with diagrams

Because _____

b to put information inside the classroom / to put information outside the classroom

Because _____

_____

2 Why is it a good idea to put information on the stairs?

_____

_____

Water is precious.

Don't waste water.

Be quick in the shower.

Don't forget to turn off the tap.

2 Work in pairs. Talk about the water facts you know. Then complete the questions and sentences.

1 Did you know that _____?

2 Did you know that _____?

3 Did you know that _____?

4 When you wash your hands, _____.

5 Fill the washing machine before _____.

6 A five-minute shower uses less water _____.

7 Washing up by hand uses more water _____.

3 Make a water campaign for your school. Be a star!

- Measure the stairs in your school and cut pieces of paper the right size.
- Copy your messages in Activity 2 onto pieces of paper and stick them on the stairs.
- Present your campaign to another class.

To save water, it's better to have a shower than a bath.

Unit 9 Evaluate options and present a case
WB: page 100–101

117

Learning objectives: Evaluate options and present a case

Additional language: campaign, precious

Resources: Unit 9 test

Materials: sheets of paper (several per group), child-friendly scissors, measuring tapes, coloured pens / pencils

Warm-up: Read my lips

- See the Games Bank (pages 14–17) for how to play the game. Practise words from this unit.

1 Answer the questions.

- Read the passage below to the children. Explain that it doesn't matter if they don't understand all the words. *Precipitation is when drops of water come together and become clouds. When the clouds are too heavy with water they become dark and break. Rain, snow, sleet or hail fall. In some countries it rains more than in others. This is what scientists call 'the water cycle'.*
- Ask if they found the passage difficult to understand or follow and if so why (*there's too much information and difficult vocabulary*).
- Say *When drops of water come together they become clouds. When the clouds have too much water, they become dark and break. Rain and snow fall. This is 'the water cycle'.*
- Ask why this passage was easier to follow (*because it was short and the vocabulary was simpler*).
- Then go through the questions in Activity 1 as a class. Have children write their answers.

Answers: 1 a: short texts with diagrams – Because people are more likely to read and look at it because it is shorter and quicker. Also, they can understand the information more easily because it uses both text and diagrams. **b:** to put information outside the classroom – Because more people will see it. **2** Because it's different which will stand out and make people notice it. Also, because it's right in front of your eyes when you go up the stairs.

2 Work in pairs. Talk about the water facts you know. Then complete the questions and sentences.

- On the board, write *Did you know that taking five-minute showers saves more water than taking a bath?* (Do not erase this.)
- Explain that *Did you know that …?* is often used when stating a fact.
- Have the children complete item 1. Elicit ideas for how to complete item 2. Write them on the board.
- Have children continue the activity in pairs. Ask volunteers to read some of their sentences to the class.

3 Make a water campaign for your school.

Be a star!

- Read the rubric with the class. Explain campaign in L1 if necessary.
- Divide the class into small groups and have them complete the first part.
- Explain that they have to use short phrases. Refer to the *Did you know that* sentence on the board from Activity 2 and ask how it can be made shorter (*Five-minute showers save water*).
- Make sure each group chooses a different fact. Children complete the second part.
- Provide an opportunity for the children to present their campaigns to another class.

Teaching star!

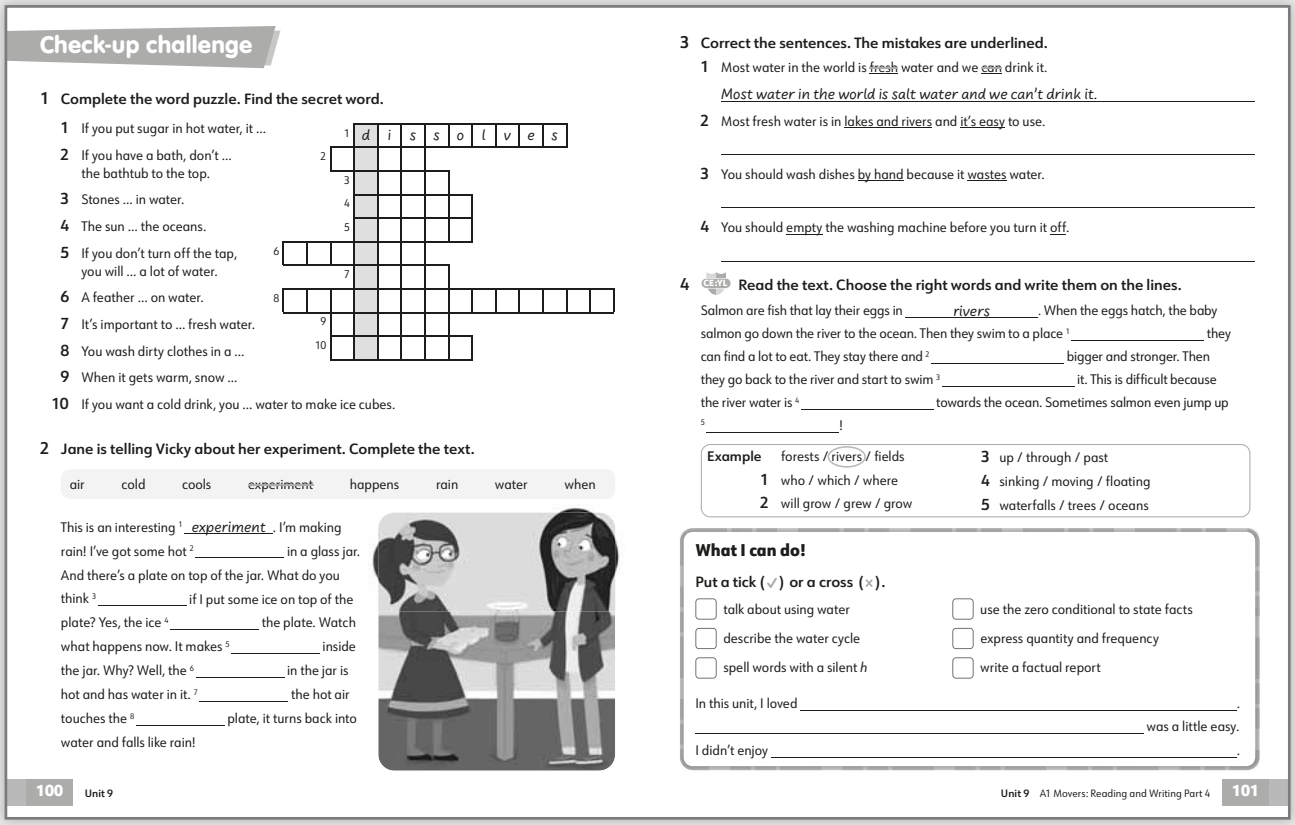
Skills

- Focus on critical thinking skills to give children the confidence to think independently.
- Ask the children to think about what changes they could make in their lives in order to save water, e.g. have a shower not a bath, have a five-minute shower, use a watering can. Write their ideas on the board.
- Have children vote for the best ones by raising their hands.

Cooler: Drawings

- Give each child a sheet of paper and ask them to write the water fact that most surprised them.
- Have them illustrate their work and present it to the class. Place all work on classroom display.

Workbook pages 100–101



Check-up challenge

1 Complete the word puzzle. Find the secret word.

1 If you put sugar in hot water, it ...
2 If you have a bath, don't ... the bathtub to the top.
3 Stones ... in water.
4 The sun ... the oceans.
5 If you don't turn off the tap, you will ... a lot of water.
6 A feather ... on water.
7 It's important to ... fresh water.
8 You wash dirty clothes in a ...
9 When it gets warm, snow ...
10 If you want a cold drink, you ... water to make ice cubes.

1 d i s s o l v e s
2
3
4
5
6
7
8
9
10

2 Jane is telling Vicky about her experiment. Complete the text.

air cold cools ~~experiment~~ happens rain water when

This is an interesting [1] *experiment* . I'm making rain! I've got some hot [2] _____ in a glass jar. And there's a plate on top of the jar. What do you think [3] _____ if I put some ice on top of the plate? Yes, the ice [4] _____ the plate. Watch what happens now. It makes [5] _____ inside the jar. Why? Well, the [6] _____ in the jar is hot and has water in it. [7] _____ the hot air touches the [8] _____ plate, it turns back into water and falls like rain!

3 Correct the sentences. The mistakes are underlined.

1 Most water in the world is ~~fresh~~ water and we ~~can~~ drink it.
Most water in the world is salt water and we can't drink it.
2 Most fresh water is in lakes and rivers and it's easy to use.
3 You should wash dishes by hand because it wastes water.
4 You should empty the washing machine before you turn it off.

4 CE:YL Read the text. Choose the right words and write them on the lines.

Salmon are fish that lay their eggs in *rivers*. When the eggs hatch, the baby salmon go down the river to the ocean. Then they swim to a place [1] _____ they can find a lot to eat. They stay there and [2] _____ bigger and stronger. Then they go back to the river and start to swim [3] _____ it. This is difficult because the river water is [4] _____ towards the ocean. Sometimes salmon even jump up [5] _____!

Example forests / (rivers) / fields
1 who / which / where
2 will grow / grew / grow
3 up / through / past
4 sinking / moving / floating
5 waterfalls / trees / oceans

What I can do!

Put a tick (✓) or a cross (×).

☐ talk about using water
☐ describe the water cycle
☐ spell words with a silent *h*
☐ use the zero conditional to state facts
☐ express quantity and frequency
☐ write a factual report

In this unit, I loved _____.
_____ was a little easy.
I didn't enjoy _____.

100 Unit 9

Unit 9 A1 Movers: Reading and Writing Part 4 101

1 Complete the word puzzle. Find the secret word.

Answers: 1 dissolves **2** fill **3** sink **4** heats **5** waste **6** floats **7** save **8** washing machine **9** melts **10** freeze
The secret word is dishwasher.

2 Jane is telling Vicky about her experiment. Complete the text.

Answers: 1 experiment **2** water **3** happens **4** cools **5** rain **6** air **7** When **8** cold

3 Correct the sentences. The mistakes are underlined.

Answers: 1 Most water in the world is ~~fresh~~ **salt** water and we ~~can~~ **can't** drink it. **2** Most fresh water is in ~~lakes and rivers~~ **ice or under the ground** and ~~it's~~ **it isn't** easy to use. **3** You should wash dishes ~~by hand~~ **in the dishwasher** because it ~~wastes~~ **saves** water. **4** You should ~~empty~~ **fill** the washing machine before you turn it ~~off~~ **on**.

4 CE:YL Read the text. Choose the right words and write them on the lines.

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

- Ask the children to look at the possible answers and to make short sentences with them.
- Read the first sentence of the text and ask why rivers is the correct word. (*Salmon are fish and live in rivers.*) Explain that sometimes when we do these activities, we have to use common sense to find the answer.
- Have the children then complete the activity individually.

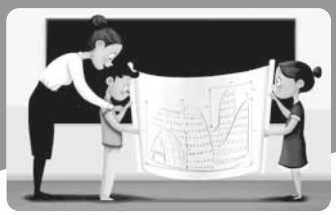
Answers: 1 where **2** grow **3** up **4** moving **5** waterfalls

Pupil's Book pages 118–120

Reading time 4

1 9.9 Read the article. Where are the different hotels?

Unusual hotels



Jack and Jasmine are in the same class at school and they both want to be architects. They love unusual buildings! One afternoon they went to meet an architect, Samantha Blake, to discuss interesting hotels around the world.

Samantha: Here is an ice hotel. You can find ice hotels in countries where it's very cold in winter and the water freezes. People make them from ice and snow. They have to make new ice hotels every year because the ice melts in the summer!

Jack: It must be so cold! How can people eat and sleep?

Samantha: Well, people eat on ice tables, sit on ice chairs and even sleep on ice beds! They must wear warm clothes and put fur blankets on the chairs and beds before they sit or lie down. This hotel is for people who like adventure and don't mind cold weather!

Jack: Wow, that's really cool!

Samantha: Now, let's look at a very different hotel which is in a village in China. Can you see the photo with the round pods? A businessman found an old pipe in a field which was very big and long. He decided to use the pipe to make lots of small hotel rooms. What a good way to recycle an old pipe!

Jack: Is there a bathroom?

Samantha: Yes, it's inside. You can brush your teeth and have a shower in your room!

Jasmine: I like the colourful paintings on the outside of this hotel!

Samantha: Now, let's look at this hotel under the ocean! It's in Dubai, but there are other underwater hotels in the world, too. There's one that's shaped like a jellyfish!

Jasmine: Cool! But how do you even get to an underwater hotel?

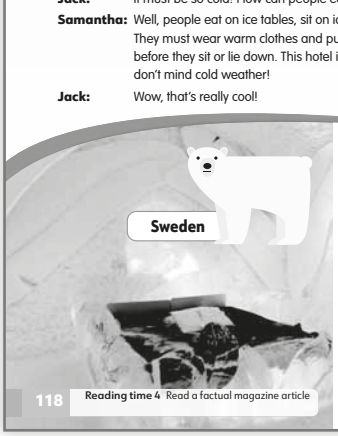
Samantha: Well, some float on the ocean and you get to them by boat. And there are some under the ocean that you have to dive down to get to. Once you're inside, when you look out of the window you can see fish and even sharks if you're lucky!

Jack: Wow! That's amazing!

Samantha: And now… I've saved the best hotel for last. This is a tree house hotel. You can sleep high up in the trees with the birds and the squirrels! At night, it feels like you're so close to the moon you can almost touch it!

Jasmine: I love it!

Samantha: Good, because it's my favourite hotel!









Reading time 4 **Activities**

2 Read and tick (✓) the correct hotels. Write two more sentences for a friend to answer.

	Ice	Pipe	Underwater	Tree house
1 You need very warm clothes.	✓			
2 It's in the countryside.				
3 It's made from recycled material.				
4 You can't open the windows.				
5 You can visit all year round.				
6 There's wildlife all around you.				
7				
8				

3 Are these the best hotels for each person? Read, draw and write. Be a star!



1 Tom loves adventure and he doesn't mind the cold.

Why? *Tom will be happy in the ice hotel.*

It's very cold, and it's an adventure!



2 Fay likes relaxing on holiday. She loves nature and fresh air.

Why? _____

_____



3 Fred loves being in the countryside. He likes art and visiting unusual places.

Why? _____

_____



4 Mi Tai loves swimming. She would like to see lots of animals.

Why? _____

_____

Learning objectives: Read a factual magazine article; Develop reading fluency

Resources: Unit 9, Reading Time 4; Animated flashcards

Materials: photocopies of previous Reading time stories (one paragraph from each with three or four words deleted), sheets of squared paper (one per group); sheets of paper, colouring pencils

Warm-up: Which word?

- Divide the class into groups. Give each group photocopies of a different Reading time story. Explain that some words are missing.
- First have them read their paragraph and try and guess what the missing words are. Explain that this is a fun activity and that they shouldn't worry if they don't know the word.
- Then ask them to find the story their paragraph is from in their Pupil's Book and to find the missing words.
- Then have the groups discuss what each story was about, what themes were presented, what the characters did, how they started, how they ended. Write these points on the board to guide the children.
- Have the groups report back to the class.
- Have the children show you which story was their favourite with a raise of hands. Read the most popular story to the class or play the audio.

1 9.9 Read the article. Where are the different hotels?

- Ask the children if they have ever stayed in a hotel and if so, where it was and what they liked about it.
- Ask them to tell you what can make a hotel bad, e.g. *noisy, rooms too small, not clean*.
- Then have the children look at the pictures and tell you what they see. Explain that these are hotels and that this is an article about different types of hotels.
- Have the children close their eyes. Play the audio.
- Ask the children what they remember about the hotels they heard about.
- Then have the children read the article individually to find the answer to the rubric question.
- Tell the children to raise their hands if there is something they would like you to explain to them.
- Finally, tell the children to imagine they are going on holiday and have to choose one of the hotels in the text. Encourage them to explain why they would go there without saying why the other hotels are not for them, e.g. *I really like birds and nature and fresh air.*

Answers: Ice hotel: Sweden **Pipe hotel:** China **Underwater hotel:** Dubai **Tree house hotel:** UK

Teaching star!

Reading

- Have children read aloud to a partner to help develop fluency.
- Divide the class into pairs. Try to pair children who have an almost equal level of fluency so that children don't feel intimidated if placed with a stronger reader. Child 1 chooses a paragraph from the text and reads it aloud to their partner. Child 2 follows along in their book. If they hear a word that is pronounced incorrectly, they have to underline it. At the end they show the underlined words to Child 1. If Child 2 knows the correct pronunciation they can tell their partner. Otherwise they should ask for help. Monitor and gently correct where necessary. Weaker pairs will need more support. Ensure both partners read a paragraph.

Cooler: Disappearing words

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

Reading time 4 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say Imagine you are in an unusual hotel. *Where are you? What is special about it? Is it very big or very small? Is it hot or cold? Where is the bathroom? Are there any animals?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Read and tick (✓) the correct hotels. Write two more sentences for a friend to answer.

- Have the children read through the prompts and write two more sentences. Ask volunteers to tell the class what their two extra prompts were.
- Have them work in pairs to answer the questions. Have the children tell you where they found the answers.
- As an extension, ask the children which of these hotels they wouldn't want to visit and why. Write ideas on the board, e.g. I*'m afraid of sharks / bears. I don't like the cold weather. I don't think pipes are comfortable.*
- Ask the children to write a few sentences about which hotel they wouldn't stay in explaining why. Explain that they can use the ideas from the board. (*I wouldn't want to stay in the underwater hotel because I'm afraid of sharks and strange creatures that might be under the water. I wouldn't like it because you can't open the windows and I like fresh air.*)
- Have volunteers read their work to the class.

Answers: 1 Ice **2** Pipe, Tree house **3** Ice, Pipe, Tree house **4** Underwater **5** Pipe, Underwater, Tree house **6** Pipe, Underwater, Tree house **7** Children's own answers. **8** Children's own answers.

3 Are these the best hotels for each person? Read, draw and write. Be a star!

- Look at the example as a class.
- Divide the class into small groups and have them complete the activity. Check answers as a class.
- Ask the children to find suitable hotels for Fay and Mi Tai.

Suggested answers: 1 ☺ Tom will be happy in the ice hotel. It's very cold, and it's an adventure! **2** ☹ Fay won't be happy in the underwater hotel. She will be in nature, but there's no fresh air. **3** ☺ Fred will be happy in the pipe hotel. It's in the countryside, it has art on it and it's very unusual. **4** ☹ Mi Tai won't be happy in the tree house hotel. She will see lots of animals, but she can't go swimming.

Teaching star!

Presentation

- Have children ask and answer questions to find out what their group members like to do on holidays.
- Hand the groups a sheet of squared paper and have them make a bar chart, showing which of the hotels in the text each of their members would go to. Have them write a few sentences explaining why the children were matched to each hotel.
- Have the groups present their work to the class.

Cooler: My favourite hotel



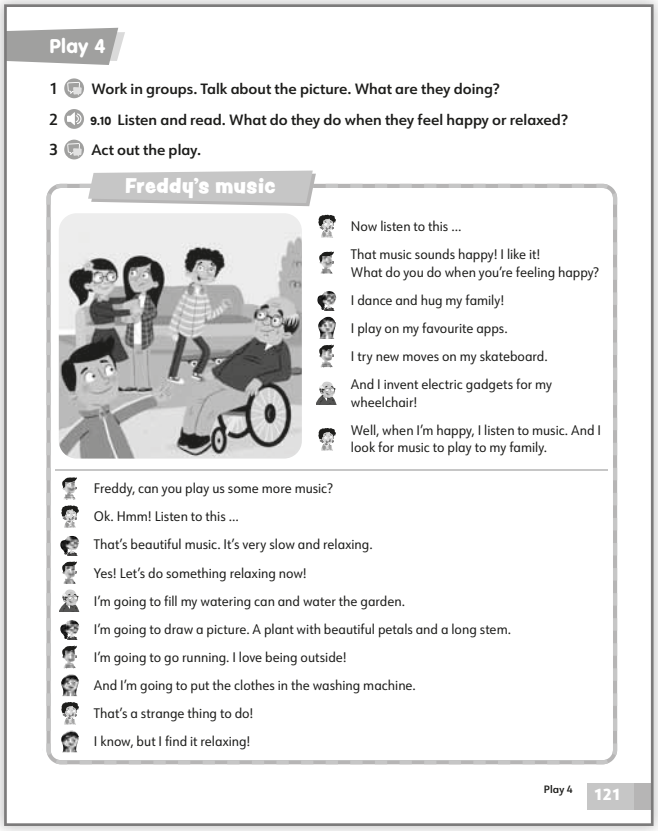
- Give each child a sheet of paper. Tell them to imagine they are in a great hotel and have to write a few things about it. Tell them to think about the facilities, where it is, what the hotel has and why they like it. Explain that they can be as imaginative as they like, e.g. it can be a hotel on another planet, in a museum, in a zoo. Place all work on classroom display.

This Reading time does not have a story video. If you have time, you could ask the children to write or act out their own interviews.

- First, ask the children to think about someone they know with an interesting job, like Samantha Blake, the architect from this interview. They can work in small groups to do this.
- Next, ask the children to research that person and to find out what they like and what interests them about their job. Ask children to look for magazines in the library, or search on the Internet for information.
- Then, ask children to write an interview between them and that person. They should ask at least six questions.
- Finally, ask children to work in pairs and act out their interviews. You could ask the confident children to act out their interviews in front of the class.

Play 4

Pupil's Book page 121



Play 4

1 Work in groups. Talk about the picture. What are they doing?

2 9.10 Listen and read. What do they do when they feel happy or relaxed?

3 Act out the play.

Freddy's music

Now listen to this ...

That music sounds happy! I like it! What do you do when you're feeling happy?

I dance and hug my family!

I play on my favourite apps.

I try new moves on my skateboard.

And I invent electric gadgets for my wheelchair!

Well, when I'm happy, I listen to music. And I look for music to play to my family.

Freddy, can you play us some more music?

Ok. Hmm! Listen to this ...

That's beautiful music. It's very slow and relaxing.

Yes! Let's do something relaxing now!

I'm going to fill my watering can and water the garden.

I'm going to draw a picture. A plant with beautiful petals and a long stem.

I'm going to go running. I love being outside!

And I'm going to put the clothes in the washing machine.

That's a strange thing to do!

I know, but I find it relaxing!

Play 4 121

Resources: Unit 9, Play 4

Materials: sheets of paper, (optional) props for the play, e.g. sheets of paper for drawing a skateboard, electrical gadgets, watering can, etc., coloured pens / pencils

Warm-up: Mime game

- Tell the children that one of the first things actors learn at drama school is to mime.
- Divide the class into four small groups. Have a member from each group come to the front and whisper to them a word to mime, e.g. tired. They go back to their groups and do the mime.
- Explain that the groups have only 45 seconds to guess the word. The person who guesses correctly wins a point. They say whether the word is a noun, adjective or verb. If they're right they win another point.
- Make sure each child has a turn. The group with the most points wins.

1 Work in groups. Talk about the picture. What are they doing?

- Ask the children to look at the picture and tell you who they think will be in this play and what it will be about.
- Have the children describe the picture.

2 9.10 Listen and read. What do they do when they feel happy or relaxed?

- Ask the children what they like to do when they are happy or relaxed. Then ask what they think the characters like to do.
- Have the children close their eyes and play the audio for them to listen to.
- Ask what activities were mentioned and if their guesses about the characters' preferences were correct.
- Have the children read the play individually to find the answer.

Answers: Happy: Jane dances and hugs her family; Vicky plays on her favourite apps; Peter tries new moves on his skateboard; Grandpa invents electric gadgets for his wheelchair; Freddy listens to music and looks for music to play to his family.
Relaxed: Grandpa waters the garden; Jane draws a picture; Peter goes running; and Vicky puts clothes in the washing machine!

Teaching star!

Communicating

- Encourage children to practise different tones of voice as this will help them deliver their lines clearly.
- Divide the class into small groups and ask them to choose two lines from the play. Explain that each group member has to say a sentence in a different tone, e.g. happy, sad, angry, tired, etc. The other group members guess what tone they are using.

3 Act out the play.

- Divide the children into groups of six.
- Explain that they can draw props for the play (see *Materials*).
- Tell the children that there is also a person called a prompter. Prompters remind the actors of their lines and tell them when to go on the stage. Have each group choose a prompter. Explain that the prompter can look at the play in their book as the children act. Have children practise the play.
- Ask each group to come to the front and act it out.

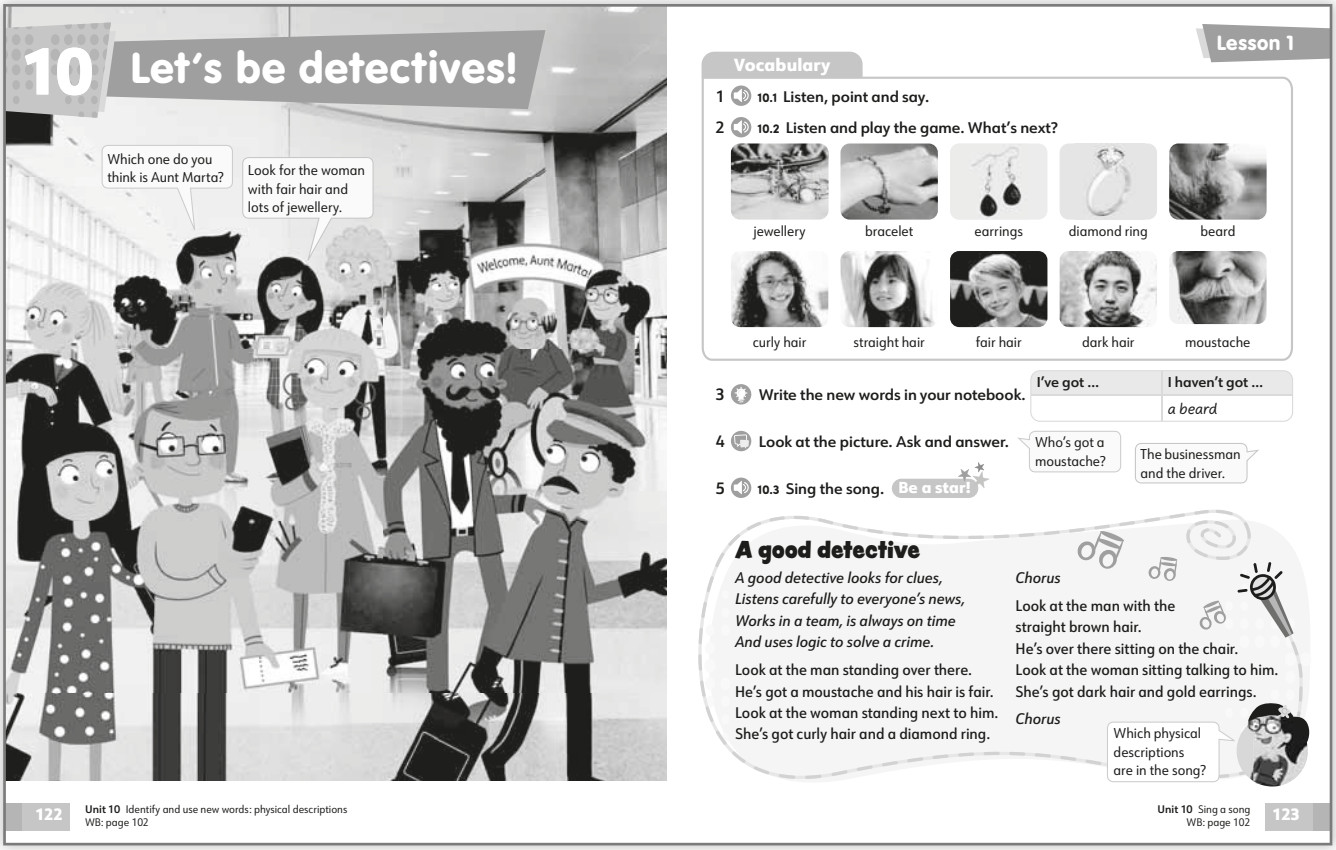
Cooler: Well done!

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

10 Let's be detectives!

Lesson 1 Vocabulary

Pupil's Book pages 122–123



Learning objectives: Identify and use new words: physical descriptions; Sing a song

Vocabulary: beard, bracelet, curly hair, dark hair, diamond ring, earrings, fair hair, jewellery, moustache, straight hair

Additional vocabulary: detective

Resources: Flashcards; Vocabulary 1 worksheet

Materials: sheets of paper (one per child), (optional) coloured pens / pencils

Warm-up: Silly sentences

- On the board, write a few silly sentences, e.g. *Have long showers to save water. Stay up late on a school night and watch lots of TV. Do your homework just before your lesson.*
- Have the children read and correct them.
- Have volunteer children come to the board and write their own silly sentences for the class to correct.

1 10.1 Listen, point and say.

- Refer the children to page 122 and ask them to describe it. Ask *Where are they? (at the airport) What are they doing? (looking for Aunt Marta)*
- Play the audio twice for the children to complete the activity.

2 10.2 Listen and play the game. What's next?

- Play the first example on the audio. Point to the words in the Pupil's Book.
- Play the rest of the audio. When the Narrator says *Now you*, pause for the children to call out the answer.
- Children play the game in pairs.

Audioscript

Teacher: *jewellery, bracelet, earrings*
Child: *diamond ring*
Teacher: *beard, curly hair, straight hair*
Child: *fair hair*
Teacher: *Now you. 1 straight hair, fair hair, dark hair 2 moustache, jewellery, bracelet 3 bracelet, earrings, diamond ring 4 curly hair, straight hair, fair hair 5 fair hair, dark hair, moustache 6 earrings, diamond ring, beard*

Answers: 1 moustache **2** earrings **3** beard **4** dark hair **5** jewellery **6** curly hair

3 Write the new words in your notebook.

- Describe yourself to the class using *I've got* and *I haven't got* and words from Activity 2.
- Have the children complete the activity. Ask them to show their answers to their partner.

4 Look at the picture. Ask and answer.

- Have two volunteers read out the example dialogue.
- Refer the children to page 122. Ask *Who's got big earrings?* (*Aunt Marta*) Continue with a few more characters. Children complete the activity in pairs.

5 10.3 Sing the song.

Be a star!

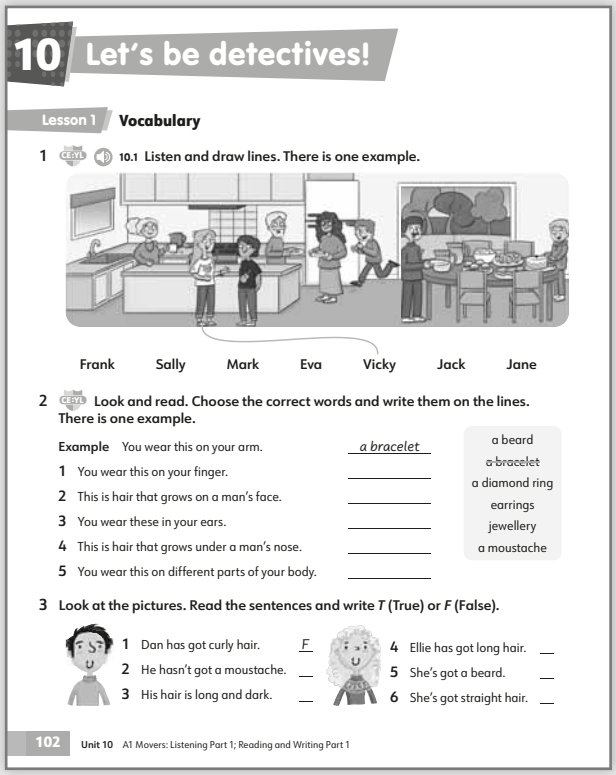
- Tell the children they are going to listen to a song about a *detective*. Use L1 if necessary.
- Have a volunteer read Jane's question. Elicit answers.

Answers: moustache, fair hair, curly hair, diamond ring, straight hair, brown hair, dark hair, gold earrings

Cooler: Who is it?

- Ask the children to write a few sentences describing two of their classmates. Encourage them to describe what they are wearing as well.
- Then have them read their sentences to their partners who have to guess who they are describing.

Workbook page 102



10 Let's be detectives!

Lesson 1 Vocabulary

1 CE:YL 10.1 Listen and draw lines. There is one example.

Frank Sally Mark Eva Vicky Jack Jane

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

Example You wear this on your arm. *a bracelet*

1 You wear this on your finger. ____
2 This is hair that grows on a man's face. ____
3 You wear these in your ears. ____
4 This is hair that grows under a man's nose. ____
5 You wear this on different parts of your body. ____

a beard
~~a bracelet~~
a diamond ring
earrings
jewellery
a moustache

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

1 Dan has got curly hair. *F*
2 He hasn't got a moustache. ___
3 His hair is long and dark. ___
4 Ellie has got long hair. ___
5 She's got a beard. ___
6 She's got straight hair. ___

102 Unit 10 A1 Movers: Listening Part 1; Reading and Writing Part 1

Activities 1 and 2 help children prepare for Cambridge English: A1 Movers test: Listening Part 1 and Reading and Writing Part 1.

1 10.1 Listen and draw lines. There is one example.

Audioscript

Speaker: *Look at the picture. Listen and look. There is one example.*
1 Boy: *Look! We had a party for my mum at the weekend.*
Girl: *Oh yes. That looks fun. Is your mum's name Vicky?*
Boy: *That's right!*
Girl: *Where is she?*
Boy: *She's standing with my aunt. Look – I bought her a bracelet for her birthday and she's wearing it.*
Girl: *Oh yes – she's wearing a T-shirt with a cat on it!*
Speaker: *Can you see the line? This is an example. Now you listen and draw lines.*
2 Girl: *So what's your aunt's name?*
Boy: *Her name's Eva!*
Girl: *Those earrings are big!*
Boy: *I know! My aunt is very cool.*
3 Girl: *Who's the man with the beard and the moustache?*
Boy: *The man next to the table?*
Girl: *No – he hasn't got a beard. The man with the white beard and moustache. Is he your grandpa?*
Boy: *Yes, that's right – that's Grandpa Frank.*
4 Girl: *... and who's the woman with the dark curly hair?*
Boy: *The woman talking to my grandpa?*
Girl: *Yes!*
Boy: *That's my mum's friend, Sally. Sally lives on our street.*
5 Boy: *The food looks good!*
Girl: *I know! It was delicious. My cousin Jack doesn't know which cake to have!*
Boy: *The boy with the fair hair?*
Girl: *Yes! Jack loves cake!*

Answers: Vicky is wearing a T-shirt with a cat on it; Eva is next to Vicky; Grandpa is near the refrigerator and has got a white beard and moustache; Sally is next to Grandpa; Jack is at the far right, near the cake on the table.

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

Answers: 1 a diamond ring **2** a beard **3** earrings **4** a moustache **5** jewellery

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

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

Pupil's Book pages 124–125



Lesson 2 Reading

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

1 The texts are ...
a blog posts. b emails. c letters.

2 The people writing them ...
a work together. b are family members. c are friends.

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

3 10.4 Read the texts. What different feelings do you think Paul has when he writes to Aunt Maggie?

The jewellery thief

From: pauljames@gomail Sent: 18th June, 4 pm
To: maggiejames@gomail

Hi Aunt Maggie,

We've arrived in the USA! Grandpa's house is awesome! We fish in the river and explore the forest every day. I've uploaded a drawing for you.

Today, we went to the village. Everyone was in the street. There was a policeman. He was very tall with curly hair, a beard and a big moustache. He had a big voice, too. He said, 'There's a thief in this village!' But no one has seen him!

I want to be a detective like you, Aunt Maggie. Do you think I can catch the thief?

From: maggiejames@gomail Sent: 18th June, 8 pm
To: pauljames@gomail

Hello Paul,

I'm happy you're having a good time.

A thief in Grandpa's village? I don't think that's possible! It's a very small village with only five or six families and a small hotel! What does the thief take?

Love, Aunt Maggie

PS Paul, please leave catching thieves to the police!

From: pauljames@gomail Sent: 18th June, 9 pm
To: maggiejames@gomail

Hi Aunt Maggie,

The thief takes jewellery. Last night, he stole Mrs Twistle's diamond ring, and her earrings. The day before, he stole Mrs Brown's gold bracelet.

Grandpa says we can go fishing early tomorrow, so I'm going to bed now.

Good night, Aunt Maggie

124 Unit 10 Read emails
WB: page 103

Vocabulary

detective everyone no one
someone steal (stole) thief

Why is it important to say something when you see something is wrong?

From: pauljames@gomail Sent: 19th June, 12.30 pm
To: maggiejames@gomail

Hi Aunt Maggie,

Amazing news! This morning we went fishing at six o'clock. When we were walking to the river, we saw a man with long, straight fair hair and a big coat. He was carrying a bag. It was Mr Jackson. He's an artist. Grandpa and I think he's the thief! Here's a drawing I did.

Oh! Also, we caught two fish!

Hope you have a good day, Aunt Maggie. I'll write later and tell you the news.

From: pauljames@gomail Sent: 19th June, 4 pm
To: maggiejames@gomail

Hello Aunt Maggie,

I've got good news! The artist isn't the thief! We had lunch at the hotel today. There was a new picture on the wall. It was a picture of butterflies around some flowers near a river. The artist painted it this morning. He had the picture, not jewellery, in his bag!

But ... **we have caught the thief!**

There is a family at the hotel. The little boy was crying, 'Someone has stolen my lovely shiny car.' Out of the window I saw an animal with dark fur and a stripy tail running into the bushes.

Grandpa and I ran to the bushes, and ... there was a racoon's nest with two baby racoons, the shiny car and all the jewellery! Here's my drawing.

Now everyone has their things back, and the village is happy.

Learning to learn

Self-motivation

It's important to keep trying when something is difficult. When you have a problem, think of different ways to solve it:

- Ask someone to help you: a friend, a teacher or someone at home.
- Look in a dictionary or on a website for help.

Tell a friend about a problem and how you solved it.

Unit 10 Identify new words: pronouns and detective words
WB: page 125

125

Learning objectives: Read emails; Identify new words: pronouns and detective words

Vocabulary: detective, everyone, no one, someone, steal (stole), thief

Additional language: artist, bushes, racoon, shiny

Review vocabulary: physical descriptions

Resources: Flashcards

Materials: coloured pens / pencils

Warm-up: Let's make some words

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

Vocabulary

- Put the flashcards on the board (or write the words and draw a picture for each one). Point to each new word and say it for the children to repeat after you.
- Write sentences on the board and underline the new words, e.g. *Everyone has to drink water and eat food. When there aren't any people in a house, we say there is no one there.*
  Someone stole my bag on the train. I don't have my bag now. I didn't see the thief so I don't know if the thief was a man or a woman. I'll call a detective. Detectives find people who steal things.
- Tell the children to look at the sentences for one minute. Erase the new words. Say each word. Volunteers write it in the correct sentence.
- Explain the additional language in L1 if necessary.

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

- Have the children look at the texts. Ask *What type of text are they?* (*emails*) Ask *Have you ever sent or received emails before? Why?*
- Ask *What do you notice about the layout of the emails?* (*'sent' and 'to' at top with dates and names*)
- Ask the children to read the first three emails and then answer the questions.
- Have the children tell you if they think the thief will be caught.

Answer: 1 b **2** b

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

- Elicit the new words from Lesson 1 and write them on the board. Check understanding.
- Have the children work individually to underline the words in the texts. Remind them that scanning is done quickly and not to worry if they don't understand any new words.
- Tell them to ask you if there is anything they don't understand or need help with.

Answers: curly hair, beard, moustache, jewellery, diamond ring, earrings, bracelet, straight fair hair

3 10.4 Read the texts. What different feelings do you think Paul has when he writes to Aunt Maggie?

- Read the rubric with the class. Play the audio and have the children follow in their books.
- Give the children time to re-read the texts.
- Ask *How do you think Paul is feeling in the emails he writes to Aunt Maggie? Why?*

Answers: Children's own answers (unsure, excited, happy).

ESDC

Why is it important to say something when you see something is wrong?

This question helps the children recognise that personal behaviour can have a positive impact on others.

- Pick up on the themes of the story and discuss why it is important to say something if we see something is wrong. Explain that the children should speak to a trusted adult like a parent or teacher if they see something that is wrong.
- Discuss what might happen if we don't say something when we see that something is wrong. Keep the discussion focussed and short, and do not let the children catastrophise situations; guide them to acknowledge that it is always best to speak up, even if something turns out to not be wrong.

Possible answers: you can learn about what's important to other people, how they think about themselves, how they spend their time and how similar and different people in the stories are to us

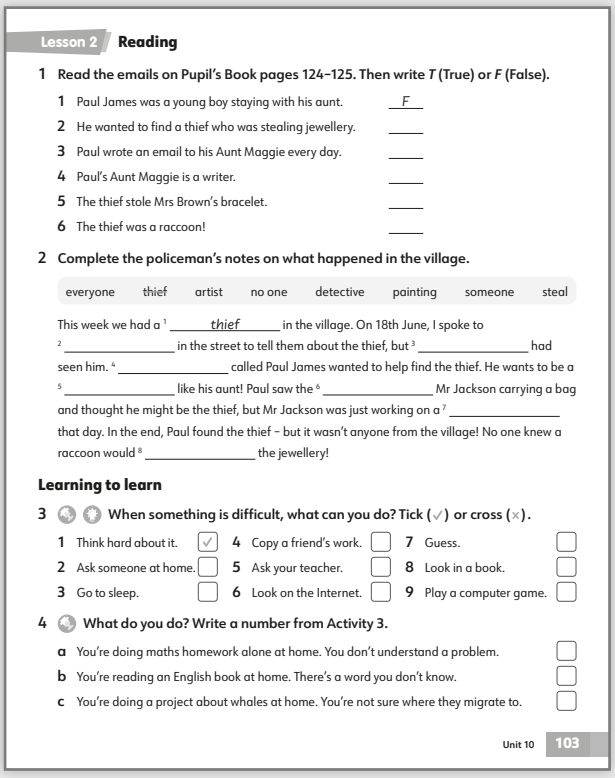
Learning to learn

- Have a volunteer read the advice given in the *Learning to learn* box. Find out how the children ask for help when in difficulty. Ask *Do you ask your parents for help? Do you use the Internet?*
- Ask *Why should you ask your teachers and parents for help?* (*Because they are older and know more things.*)
- Explain that asking for help is something not to be ashamed of and that they shouldn't be afraid to ask. If they don't ask, they won't learn. Then divide the class into small groups and have them discuss how they solved a problem they had.

Cooler: It was about ...

- Divide the class into pairs and have them look back at the reading lessons from the previous five units. Give each pair a sheet of paper and ask them to choose a reading text, write a few sentences about it and illustrate it.
- Have the pairs present their work to the class. Place all work on classroom display.

Workbook page 103



Lesson 2 Reading

1 Read the emails on Pupil's Book pages 124–125. Then write *T* (True) or *F* (False).

1 Paul James was a young boy staying with his aunt. F
2 He wanted to find a thief who was stealing jewellery. ____
3 Paul wrote an email to his Aunt Maggie every day. ____
4 Paul's Aunt Maggie is a writer. ____
5 The thief stole Mrs Brown's bracelet. ____
6 The thief was a raccoon! ____

2 Complete the policeman's notes on what happened in the village.

everyone thief artist no one detective painting someone steal

This week we had a [1] thief in the village. On 18th June, I spoke to [2] _____ in the street to tell them about the thief, but [3] _____ had seen him. [4] _____ called Paul James wanted to help find the thief. He wants to be a [5] _____ like his aunt! Paul saw the [6] _____ Mr Jackson carrying a bag and thought he might be the thief, but Mr Jackson was just working on a [7] _____ that day. In the end, Paul found the thief – but it wasn't anyone from the village! No one knew a raccoon would [8] _____ the jewellery!

Learning to learn

3 When something is difficult, what can you do? Tick (✓) or cross (×).

1 Think hard about it. ✓ 4 Copy a friend's work. ☐ 7 Guess. ☐
2 Ask someone at home. ☐ 5 Ask your teacher. ☐ 8 Look in a book. ☐
3 Go to sleep. ☐ 6 Look on the Internet. ☐ 9 Play a computer game. ☐

4 What do you do? Write a number from Activity 3.

a You're doing maths homework alone at home. You don't understand a problem. ☐
b You're reading an English book at home. There's a word you don't know. ☐
c You're doing a project about whales at home. You're not sure where they migrate to. ☐

Unit 10 103

1 Read the emails on Pupil's Book pages 124–125. Then write *T* (True) or *F* (False).

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

2 Complete the policeman's notes on what happened in the village.

Answers: 1 thief **2** everyone **3** no one **4** Someone **5** detective **6** artist **7** painting **8** steal

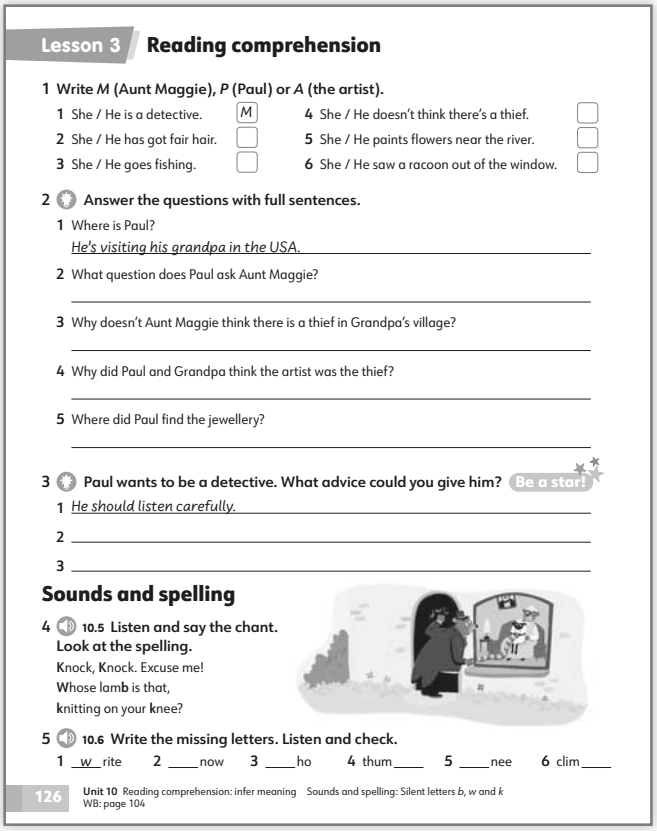
3 When something is difficult, what can you do? Read and tick (✓) or cross (✕).

Answers: Ticks by: 1, 2, 5, 6, 8

4 What do you do? Write a number from Activity 3.

Lesson 3 Reading comprehension / Sounds and spelling

Pupil's Book page 126



Lesson 3 Reading comprehension

1 Write *M* (Aunt Maggie), *P* (Paul) or *A* (the artist).

1 She / He is a detective. M
2 She / He has got fair hair.
3 She / He goes fishing.
4 She / He doesn't think there's a thief.
5 She / He paints flowers near the river.
6 She / He saw a racoon out of the window.

2 Answer the questions with full sentences.

1 Where is Paul?
He's visiting his grandpa in the USA.
2 What question does Paul ask Aunt Maggie?
3 Why doesn't Aunt Maggie think there is a thief in Grandpa's village?
4 Why did Paul and Grandpa think the artist was the thief?
5 Where did Paul find the jewellery?

3 Paul wants to be a detective. What advice could you give him? Be a star!

1 *He should listen carefully.*
2
3

Sounds and spelling

4 10.5 Listen and say the chant. Look at the spelling.
Knock, Knock. Excuse me!
Whose lamb is that,
knitting on your knee?

5 10.6 Write the missing letters. Listen and check.
1 _w_rite 2 ____now 3 ____ho 4 thum____ 5 ____nee 6 clim____

126 Unit 10 Reading comprehension: infer meaning Sounds and spelling: Silent letters *b*, *w* and *k*
WB: page 104

Learning objectives: Reading comprehension: infer meaning; Sounds and spelling: silent letters *b*, *w* and *k*

Vocabulary: climb, knee, know, thumb, who, write

Resources: Sounds and spelling worksheet

Materials: sheets of paper (one per group)

Warm-up: What's the vowel?

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

1 Write *M* (Aunt Maggie), *P* (Paul) or *A* (the artist).

- With Pupil's Books closed, have the children say what they remember about Aunt Maggie, Paul and the artist.
- Have the children complete the activity individually and then check answers with their partners.

Answers: 1 M **2** A **3** P **4** M **5** A **6** P

2 Answer the questions with full sentences.

- Ask the children to read the texts on pages 124–125 silently and then to place their Pupil's Books face down.
- Read out the statements and have the children give you the answers.
- Have the children open their Pupil's Books to write their answers and then check with their partners.

Suggested answers: 1 He's visiting his grandpa in the USA. **2** He asks her if she thinks he can catch the thief. **3** Because It's a very small village with only five or six families and a small hotel. **4** Because he saw him carrying a bag. **5** He found the jewellery in the racoon's nest.

3 Paul wants to be a detective. What advice would you give him? Be a star!

- Ask the children if they watch detective shows or read detective books. If so, ask what they like about them and how the detective finds the criminal.
- Have the children complete the activity in pairs.
- Have volunteers tell you what they wrote. Ask the children to give reasons for their answers, e.g. *He should listen carefully because he might be able to catch the suspect lying.*

Answers: Children's own answers.

4 10.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and tell you what they see.
- On the board write *knock*, *whose*, *lamb*. Point to the *k*, *w* and *b* and explain that they're silent.
- Ask the children if they know any other words with these silent letters and write them on the board (*who*, *write*, *know*, *knee*, *thumb*, *climb*).
- Refer the children to the chant. Play the first part of the audio for the children to listen to.
- Repeat and encourage the children to join in.
- Explain that the children have to say the missing words from the audio they hear. Play the second part of the audio with pauses to complete the activity.

Audioscript

Teacher: *Now say the missing words.*

Teacher: *Knock, Knock. Excuse me! Whose lamb is that, knitting on your ...?*

Children: *knee*

Teacher: *Knock, Knock. Excuse me! Whose lamb is that, ... on your knee?*

Children: *knitting*

Teacher: *... Excuse me! Whose lamb is that, knitting on your knee?*

Children: *Knock, Knock.*

Teacher: *Knock, Knock. Excuse me! ... knitting on your knee?*

Children: *Whose lamb is that,*

5 10.6 Write the missing letters. Listen and check.

- Refer the children to the activity and have them read through the words. Ask if they know what the silent letters are.
- Play the audio twice for the children to complete the activity and check their answers.
- Divide the class into pairs. Explain that one child says the word for their partner to spell.

Answers: 1 write **2** know **3** who **4** thumb **5** knee **6** climb

Teaching star!

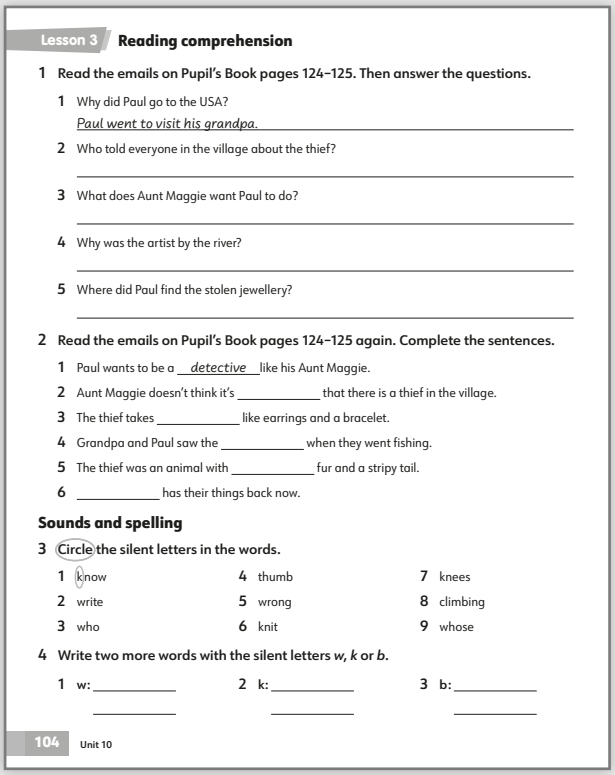
Pairwork

- Use pairwork activities to change the pace of the lesson giving you time to monitor learners' performance.
- In their notebooks, have children write six words from this and previous *Sounds and spelling* lessons, with their silent letters missing, e.g. *_ now, thum _*, etc. Ask them to swap notebooks with their partners who have to write the missing letters. Then they make sentences with three of the words and read them to their partners.
- Move around the class to monitor and gently correct as necessary.

Cooler: Fly swat

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

Workbook page 104



Lesson 3 **Reading comprehension**

1 Read the emails on Pupil's Book pages 124–125. Then answer the questions.

1 Why did Paul go to the USA?
Paul went to visit his grandpa.
2 Who told everyone in the village about the thief? _____
3 What does Aunt Maggie want Paul to do? _____
4 Why was the artist by the river? _____
5 Where did Paul find the stolen jewellery? _____

2 Read the emails on Pupil's Book pages 124–125 again. Complete the sentences.

1 Paul wants to be a *detective* like his Aunt Maggie.
2 Aunt Maggie doesn't think it's _____ that there is a thief in the village.
3 The thief takes _____ like earrings and a bracelet.
4 Grandpa and Paul saw the _____ when they went fishing.
5 The thief was an animal with _____ fur and a stripy tail.
6 _____ has their things back now.

Sounds and spelling

3 Circle the silent letters in the words.

1 know	4 thumb	7 knees
2 write	5 wrong	8 climbing
3 who	6 knit	9 whose

4 Write two more words with the silent letters *w*, *k* or *b*.

1 w: _____ _____ 2 k: _____ _____ 3 b: _____ _____

104 Unit 10

1 Read the emails on Pupil's Book pages 124–125. Then answer the questions.

Answers: 1 He went to visit his grandpa.
2 A policeman told everyone about the thief.
3 She wants him to let the police catch the thief.
4 He was painting a picture.
5 He found it in a racoon's nest.

2 Read the emails on Pupil's Book pages 124–125 again. Complete the sentences.

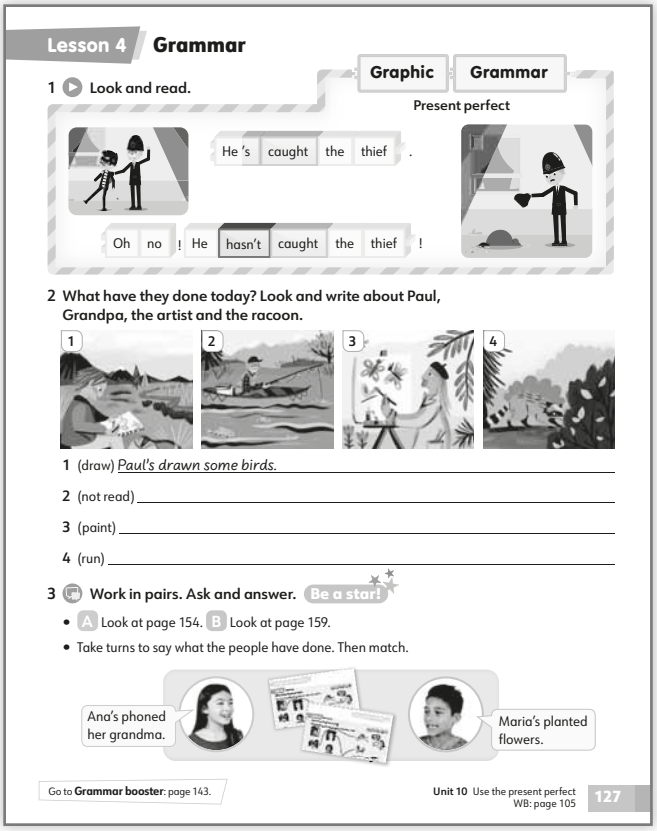
Answers: 1 detective **2** possible **3** jewellery **4** artist **5** dark **6** Everyone

3 Circle the silent letters in the words.

Answers: 1 k **2** w **3** w **4** b **5** w **6** k **7** k **8** b **9** w

Lesson 4 Grammar

Pupil's Book page 127


Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Present perfect

He 's caught the thief .

Oh no ! He hasn't caught the thief !

2 What have they done today? Look and write about Paul, Grandpa, the artist and the racoon.

1 (draw) Paul's drawn some birds.

2 (not read) _____

3 (paint) _____

4 (run) _____

3 Work in pairs. Ask and answer. Be a star!

- A Look at page 154. B Look at page 159.
- Take turns to say what the people have done. Then match.

Ana's phoned her grandma.

Maria's planted flowers.

Go to Grammar booster: page 143.

Unit 10 Use the present perfect WB: page 105 127

Learning objectives: Use present perfect

Grammar: Present perfect

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: Strips of paper (three per child), large sheets of paper (one per group), coloured pens / pencils

Warm-up: Make a sentence

- Give each child three strips of paper and ask them to write a new word they have learnt on each one.
- Divide the class into small groups and have each group sit in a circle. Each child shows the strips of paper one by one to the child on their right. That child has to say a sentence including the words. If they cannot make a sentence, the group can help them. The game is played one player at a time.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- On the board, write *She made a cake. She has made a cake.*
- Underline *made* and *has made*. Ask the children if they can explain the difference in meaning between the two (*made* – the action was completed in the past, *has made* – completed just now).
- Explain that *has made* refers to an action that has just been completed or that started in the past and has just been completed. The present perfect tense links the past with the present. It is also used when we don't exactly know when the action happened.
- Write on the board *I ate an apple this morning. I have eaten an apple this morning.*
- Explain that in the first sentence, this morning is over and so the verb *eat*, is in the past simple. In the second sentence, the morning isn't over and so the verb is presented in the present perfect.
- Explain that the present perfect is formed using *have / has* + past participle. Explain that *I have, you have, he has, she has, we have, they have* are often shortened to *I've, you've, he's, she's, we've, they've* in the present perfect.
- Explain that we use *haven't / hasn't* + past participle for negative sentences.
- Divide the class into pairs. Have the pairs write two sentences like the ones on the board. Have each pair read their sentences to the class.
- Refer the children to the Graphic Grammar box on page 127 and have them read the text.

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

2 What have they done today? Look and write about Paul, Grandpa, the artist and the racoon.

- Look at the example and then do item 2 as a class.
- Have the children complete the activity individually and then show their partners.
- Elicit the answers and write them on the board so children can check their work.

Answers: 1 Paul's drawn some birds. **2** Grandpa's been fishing. **3** The artist has painted a picture. **4** The racoon's run into the bushes.

Teaching star!

Extension

- Revise frequently as this helps develop confident use of language.
- Divide the class into small groups and give each one a large sheet of paper.
- Ask them to make five columns on it. Explain that in each column they have to write a unit number 6–10, its grammar focus and examples of the grammar in that unit. Have them write a few examples using the grammar. Ask them to illustrate their work if possible. Have the groups present their work to the class. Place all work on classroom display.

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 She's planted flowers. **2** He hasn't cooked breakfast. **3** She's played a computer game. **4** She hasn't painted a picture.

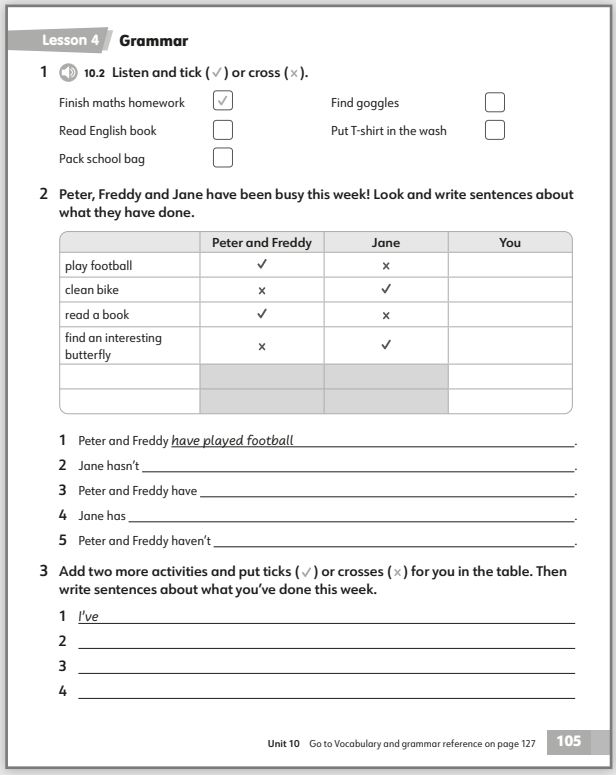
3 Work in pairs. Ask and answer.

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 154 and have Student B turn to page 159.
- Read out the instructions and the example text so the children have an understanding of how to play the game. The children choose a person shown on their page and follow the lines with a finger to show what the person has/hasn't done.
- Allow time for the children to complete the game.

Cooler: Telephone game

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

Workbook page 105



Lesson 4 **Grammar**

1 10.2 **Listen and tick (✓) or cross (×).**

Finish maths homework	☑	Find goggles	☐
Read English book	☐	Put T-shirt in the wash	☐
Pack school bag	☐		

2 **Peter, Freddy and Jane have been busy this week! Look and write sentences about what they have done.**

	Peter and Freddy	Jane	You
play football	✓	×	
clean bike	×	✓	
read a book	✓	×	
find an interesting butterfly	×	✓	

1 Peter and Freddy *have played football* _____.
2 Jane hasn't _____.
3 Peter and Freddy have _____.
4 Jane has _____.
5 Peter and Freddy haven't _____.

3 **Add two more activities and put ticks (✓) or crosses (×) for you in the table. Then write sentences about what you've done this week.**

1 *I've* _____
2 _____
3 _____
4 _____

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 tick (✓) or cross (✗).

Audioscript

Mum: *Look at Vicky's to do list! She's done a lot.*
Dad: *Yes! She's finished her maths homework ...*
Mum: *... and what about her English?*
Dad: *No, she hasn't read her English book. She'll read it later before she goes to bed.*
Mum: *OK! Is she ready for school tomorrow?*
Dad: *Yes – she's packed her bag with her books.*
Mum: *Has she got swimming?*
Dad: *Yes, and she hasn't found her goggles – do you know where they are?*
Mum: *They are in her sports bag.*
Dad: *Ah, right! Oh ... and she's put her favourite T-shirt next to the washing machine. I'll wash it tomorrow.*

Answers: Finish maths homework ✓ Read English book ✗ Pack school bag ✓ Find goggles ✗ Put T-shirt in the wash ✗

2 Peter, Freddy and Jane have been busy this week! Look and write sentences about what they have done.

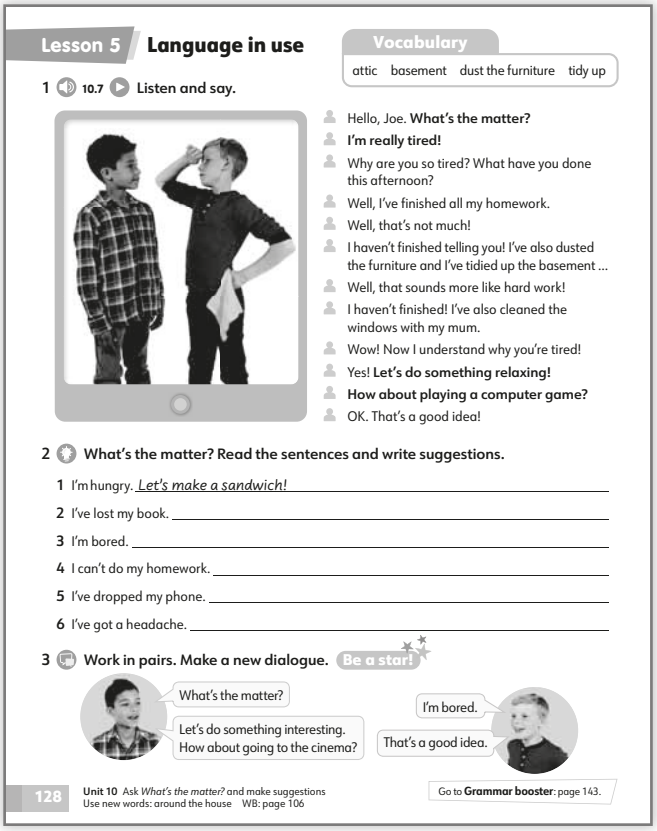
Answers: 1 Peter and Freddy have played football. **2** Jane hasn't played football. / Jane hasn't read a book. **3** Peter and Freddy have read a book. **4** Jane has cleaned her bike. / Jane has found an interesting butterfly. **5** Peter and Freddy haven't cleaned their bikes. / Peter and Freddy haven't found an interesting butterfly.

3 Add two more activities and put ticks (✓) or crosses (✗) for you in the table. Then write sentences about what you've done this week.

Answers: Children's own answers.

Lesson 5 Language in use

Pupil's Book page 128



Lesson 5 Language in use

Vocabulary: attic basement dust the furniture tidy up

1 10.7 Listen and say.

Hello, Joe. **What's the matter?**
I'm really tired!
Why are you so tired? What have you done this afternoon?
Well, I've finished all my homework.
Well, that's not much!
I haven't finished telling you! I've also dusted the furniture and I've tidied up the basement ...
Well, that sounds more like hard work!
I haven't finished! I've also cleaned the windows with my mum.
Wow! Now I understand why you're tired!
Yes! **Let's do something relaxing!**
How about playing a computer game?
OK. That's a good idea!

2 What's the matter? Read the sentences and write suggestions.

1 I'm hungry. *Let's make a sandwich!*
2 I've lost my book. _____
3 I'm bored. _____
4 I can't do my homework. _____
5 I've dropped my phone. _____
6 I've got a headache. _____

3 Work in pairs. Make a new dialogue. Be a star!

What's the matter?
Let's do something interesting. How about going to the cinema?
I'm bored.
That's a good idea.

128 Unit 10 Ask *What's the matter?* and make suggestions
Use new words: around the house WB: page 106

Go to **Grammar booster**: page 143.

Learning objectives: Ask *What's the matter?* and make suggestions; Use new words: around the house

Vocabulary: attic, basement, dust the furniture, tidy up

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

Materials: blank cards (ten per child)

Warm-up: Wake me up!

- See the Games Bank (pages 14–17) for how to play the game.
- Practise verbs in the present perfect. Say *eat, ate, have eaten, will eat*. The children wake up when they hear *have eaten*. Repeat.
- Continue with other tenses or grammar children have learnt, e.g. *must*, conditionals, past, etc.

1 10.7 Listen and say.

- Put the flashcards on the board (or write the words and draw a picture for each one). Point to the words as you say them and have the children repeat after you.
- Have volunteers make sentences with the new vocabulary.
- Ask if they help with chores around the home, and if so, what they do.
- Explain to the children that we use *What's the matter?* when we want to ask what problem the other person has.
- Play the audio and have the children listen and follow in their books. Play the audio again. Pause after each line and have the children repeat.
- Ask them to underline all the verbs in the present perfect in the dialogue (*have you done, 've finished, haven't finished, 've dusted, 've tidied, 've cleaned*).

- If using the video, have the children watch the video after the second point and then continue.

2 What's the matter? Read the sentences and write suggestions.

- Ask the children if they can remember when we use *What's the matter?*
- On the board, write *I'm bored. Let's go to the park! How about going to the park?*
- Explain that we use *Let's go* and *How about* to make suggestions. Ask the children what the difference betwen the verbs is (*'Let's' takes the infinitive whereas 'How about' takes the gerund*).
- Refer the children to Activity 2. Look at item 1 with the class. Elicit children's ideas for item 2 and write them on the board.
- Divide the class into pairs to complete the activity.
- Monitor for proper use of language as the children work.
- Have volunteer pairs read their answers to the class.

Answers: Children's own answers.

3 Work in pairs. Make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue.
- Have each child imagine they have a problem, e.g. *bored, tired, feel sick*. Ask a child *What's the matter?* Listen to their answer and give them a suggestion using *Let's* or *How about*. Encourage them to respond *That's a good idea!*
- Explain to the children that they have to make a dialogue using *What's the matter? Let's, How about and That's a good idea!*
- Divide the class in pairs and have them complete the activity.
- Monitor for proper use of language and help where necessary.

Teaching star!

Drama

- In pairs, have the children write their dialogues from Activity 3.
- Choose a dialogue and read it aloud to the class. The first time read it with no intonation or gestures. The second time use stronger intonations on key words, e.g. ***What's** the **matter?*** (emphasis on *what's* and *matter*). Use gestures to express yourself, e.g. looking worried, feeling tired, etc.
- Ask the children which version they enjoyed the most and why.
- Have the children read their dialogues from Activity 3 for the class, in pairs. Explain that they have to clap loudly when they think a pair's performance is very good.

Grammar booster

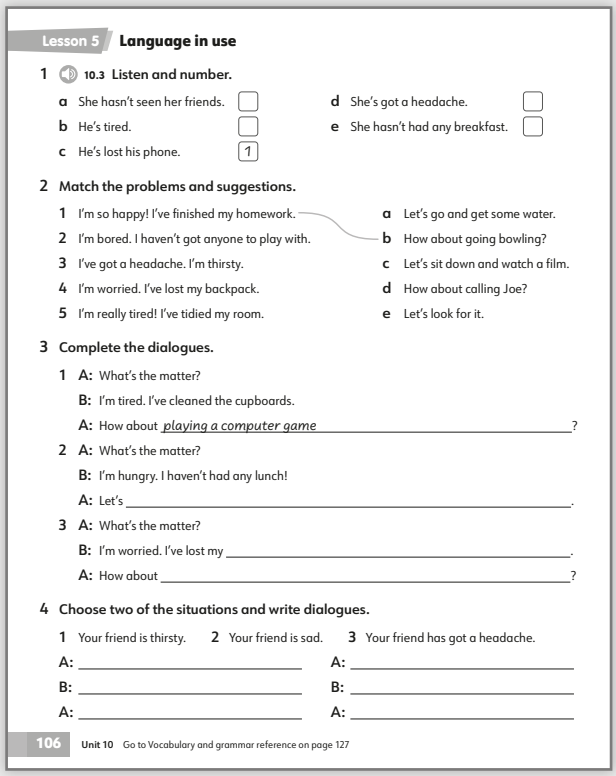
Ask the children to turn to page 143 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 1 matter 2 How about 3 Let's go 4 That's 5 idea **3** 1 I'm tired. I've tidied my room. How about playing a computer game? 2 I've got a headache. I've finished my homework. Let's go to the park. 3 I'm bored. I haven't been out today. How about going skateboarding?

Cooler: Snap!

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

Workbook page 106



Lesson 5 **Language in use**

1 10.3 **Listen and number.**

a She hasn't seen her friends. ☐ d She's got a headache. ☐
b He's tired. ☐ e She hasn't had any breakfast. ☐
c He's lost his phone. [1]

2 Match the problems and suggestions.

1 I'm so happy! I've finished my homework. a Let's go and get some water.
2 I'm bored. I haven't got anyone to play with. b How about going bowling?
3 I've got a headache. I'm thirsty. c Let's sit down and watch a film.
4 I'm worried. I've lost my backpack. d How about calling Joe?
5 I'm really tired! I've tidied my room. e Let's look for it.

3 Complete the dialogues.

1 A: What's the matter?
B: I'm tired. I've cleaned the cupboards.
A: How about *playing a computer game*?
2 A: What's the matter?
B: I'm hungry. I haven't had any lunch!
A: Let's _____.
3 A: What's the matter?
B: I'm worried. I've lost my _____.
A: How about _____?

4 Choose two of the situations and write dialogues.

1 Your friend is thirsty. 2 Your friend is sad. 3 Your friend has got a headache.
A: _____ A: _____
B: _____ B: _____
A: _____ A: _____

106 Unit 10 Go to 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 10.3 Listen and number.

Audioscript

1 Man: *What's the matter?*
Boy: *I'm worried. I've lost my phone.*
Man: *Let's look for it together.*
Boy: *Thanks, Dad.*
2 Woman: *What's the matter?*
Girl: *I'm hungry. I haven't had any breakfast.*
Woman: *That's not good. How about eating some fruit?*
Girl: *OK!*
3 Boy: *What's the matter?*
Girl: *I'm bored. I haven't seen my friends today.*
Boy: *How about calling Alice?*
Girl: *That's a good idea.*
4 Woman: *What's the matter?*
Boy: *I've tidied my room.*
Woman: *Well, there was a lot to tidy!*
Boy: *Very funny!*
Woman: *Let's sit down and watch a film.*
5 Man: *What's the matter?*
Girl: *I've got a headache.*
Man: *How about drinking some water?*
Girl: *Good idea!*

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

2 Match the problems and suggestions.

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

3 Complete the dialogues.

Answers: Children's own answers.

4 Choose two of the situations and write dialogues.

Answers: Children's own answers.

Lesson 6 Listening and speaking

Pupil's Book page 129


Lesson 6 Listening and speaking

1 10.8 Listen and tick (✓) the two people Sherlock Holmes describes.

Sherlock Holmes

2 10.8 Listen again. Read and circle the mistakes.

Detective Report

Sherlock has caught the thief who took Lady Blogg's diamond bracelet. Sherlock was following Mr Red. Mr Red is a tall cook with a curly moustache and a beard. He was waiting for a train. It was sunny. Suddenly a woman came. She was short with long, curly, fair hair and she was wearing gold earrings. Mr Red put the diamond bracelet in her pocket.

Dr Watson

3 Work in pairs. Play *True* or *False*. Be a star!

Today I've played football. I've also washed my dad's car.

When did you play football?

This morning, in my PE class.

When did you wash your dad's car?

This morning, before I went to school. My dad helped me.

We had PE at school today and I know your dad goes to work very early, so I think sentence 1 is true and 2 is false.

Unit 10 Listening: listen to compare information Speaking: tell a convincing story WB: page 107 129

Learning objectives: Listening: listen to compare information. Speaking: tell a convincing story

Materials: strips of paper (four per child), boxes (one per pair), child-friendly scissors, blank cards (five per child)

Warm-up: Syllable game

- Give each child four strips of paper. Have them write a word on each strip and then help them to cut between the word at each syllable, e.g. *de / tec / tive*.
- In pairs, have the children place the strips in a box and mix them up. Ask pairs to swap boxes.
- The pairs then have to take out the strips and match them to make the words. The first three pairs to finish win.

1 10.8 Listen and tick (✓) the two people Sherlock Holmes describes.

- Ask the children to look at the pictures and describe each person. Write key words on the board.
- Ask the children if they know who Sherlock Holmes is. Explain that he is a famous fictional English detective and that Dr Watson is his helper.
- Tell the children they are going to hear Sherlock describe two people and they have to guess who they are.
- Play the audio. Repeat for children to check their answers.
- As an extension, have the children describe one person from Activity 1 for their partners to guess.

Audioscript

Watson: *London 24822.*

Sherlock: *Hello, Watson. This is Sherlock. Today I've caught the thief who took Lady Blogg's diamond necklace. Write these notes, please.*

Watson: *Sherlock! It's only half past six! I was sleeping. OK, tell me what has happened.*

Sherlock: *I was following Mr Green. You know, the tall businessman. He's got short, dark hair and a curly moustache, but he hasn't got a beard.*

Watson: *Oh yes, I remember him.*

Sherlock: *Well, he was waiting for a bus. It was raining. Suddenly a woman came. She was short. She had long, straight, fair hair and she was wearing a gold ring. They smiled at each other. Then she opened her bag. Mr Green put his hand in his pocket and took out ... the diamond necklace! He put it in the woman's bag. The woman closed the bag and walked quickly away. Watson! Watson! Are you listening?*

Watson: *Sorry. Sorry, Sherlock! Yes, I am. Well done! You've caught the thief! Now I'm going back to bed!*

Answers: Pictures 1 and 3

2 10.8 Listen again. Read and circle the mistakes.

- Have children close their Pupil's Books. Play the audio and have the children listen.
- Refer the children to Activity 2. Have them read the Detective Report and circle the mistakes.
- Check answers as a class. Ask the children how many correct answers they had.

Answers: Sherlock has caught the thief who took Lady Blogg's diamond ~~bracelet~~ **necklace**. Sherlock was following Mr ~~Red~~ **Green**. Mr ~~Red~~ **Green** is a tall ~~cook~~ **businessman** with a curly moustache and ~~a~~ **no beard**. He was waiting for a ~~train~~ **bus**. It was ~~sunny~~ **raining**. Suddenly a woman came. She was short with long ~~curly~~ **straight** fair hair and she was wearing ~~gold earrings~~ **a gold ring**. Mr ~~Red~~ **Green** put the diamond ~~bracelet~~ **necklace** in her ~~pocket~~ **bag**.

ESDC



What do you think will happen to the thief when the detective catches him?

Introduce children to Sustainable Development Goal 16: *Peace, justice and strong institutions.*

- Ask: What do you think will happen to the thief when the detective catches him?
- Discuss the events in the story with the children. Elicit what they think will happen to the thief. Guide any discussion away from strongly punitive measures and emphasise ideas that promote justice and reparation for having done something wrong. Explain that justice means people are treated fairly, and when something wrong happens to them, the person who did that thing should work to make things right again.

Possible answers: The thief might have to return what was stolen, or pay people back. He may get in more serious trouble as well.

3 Work in pairs. Play *True or False*.

Be a star!

- Have two volunteers read out the example dialogue.
- Divide the class into pairs. Explain to the children that they have to think of two activities they have done today. One should be true and one should be false. Tell them to write the activities in their notebooks. Explain that they should follow the model in the first line of the dialogue and that they must use the present perfect.
- Explain that they are going to play a detective game like the one in their Pupil's Books. Their partner has to guess which sentence is false and say why.
- Have the class play the game. Monitor for proper use of language and ensure partners swap roles.
- If you wish, have some pairs present their dialogues to the class.

Teaching star!

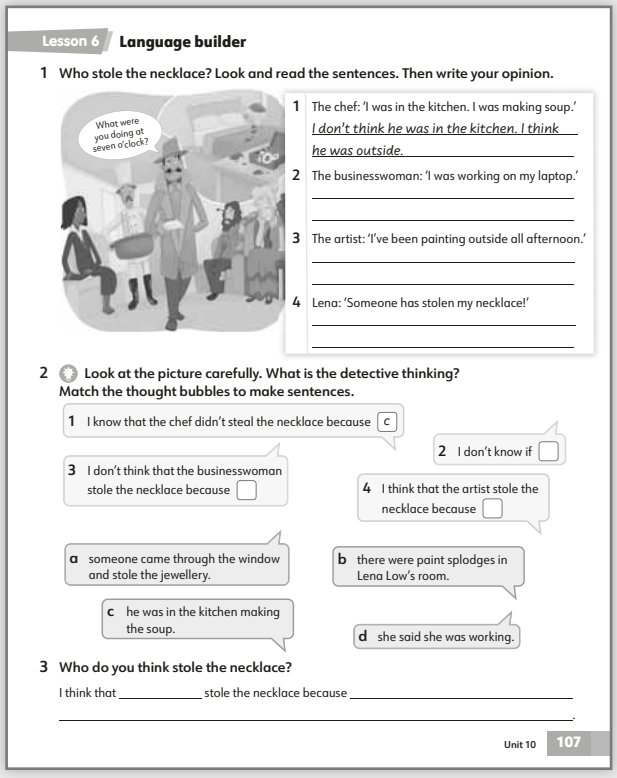
Game

- Motivate children to do their best by playing competitive games.
- Give each child five blank cards and have them draw a face on each card. Tell them to give each person different features, e.g. long / short hair, beard, etc. Divide the class into pairs. One child places their set of five cards face up in a row in front of them and their partner. The child decides on a card but does not tell their partner which one they are thinking of. Their partner has to try and guess which card it is by asking questions, e.g. *Has he got a moustache? Is she wearing earrings?* They can only ask four questions. Partners swap roles and play with the other set of cards.

Cooler: Language corners

- Give each corner of the room one of the following titles: *adjectives, verbs, nouns, numbers*.
- Bring the children to the front of the class. Call out a word. Without speaking, children decide which category it is and go to that corner. Children in the wrong corner are out.
- Repeat until you have a winner (or winners).

Workbook page 107



Lesson 6 **Language builder**

1 Who stole the necklace? Look and read the sentences. Then write your opinion.

What were you doing at seven o'clock?

1 The chef: 'I was in the kitchen. I was making soup.'
I don't think he was in the kitchen. I think he was outside.
2 The businesswoman: 'I was working on my laptop.'
3 The artist: 'I've been painting outside all afternoon.'
4 Lena: 'Someone has stolen my necklace!'

2 Look at the picture carefully. What is the detective thinking? Match the thought bubbles to make sentences.

1 I know that the chef didn't steal the necklace because c
2 I don't know if
3 I don't think that the businesswoman stole the necklace because
4 I think that the artist stole the necklace because
a someone came through the window and stole the jewellery.
b there were paint splodges in Lena Low's room.
c he was in the kitchen making the soup.
d she said she was working.

3 Who do you think stole the necklace?
I think that _____ stole the necklace because _____

Unit 10 107

1 Who stole the necklace? Look and read the sentences. Then write your opinion.

Answers: Children's own answers.

2 Look at the picture carefully. What is the detective thinking? Match the thought bubbles to make sentences.

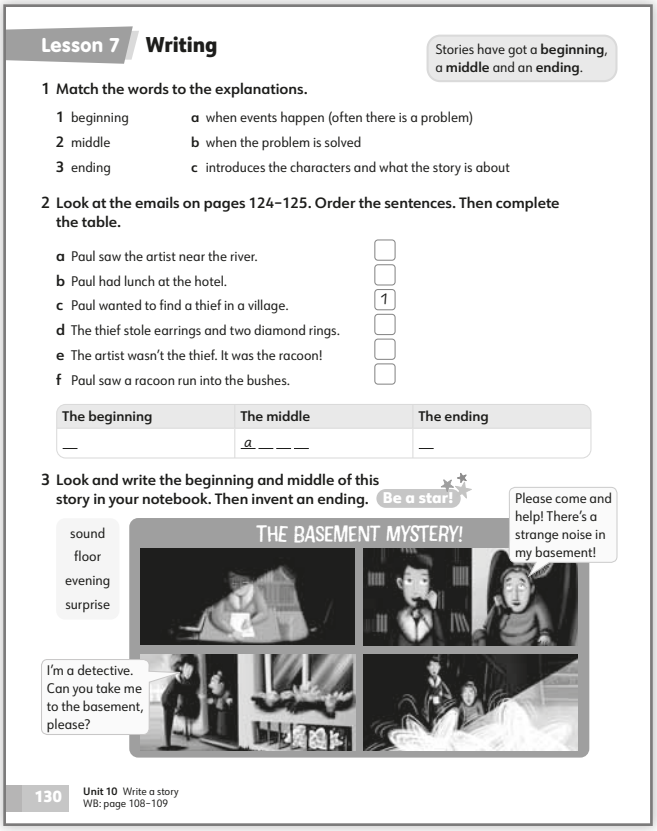
Answers: 1 c **2** a **3** d **4** b

3 Who do you think stole the necklace?

Answers: Children's own answers.

Lesson 7 Writing

Pupil's Book page 130



Lesson 7 Writing

Stories have got a **beginning**, a **middle** and an **ending**.

1 Match the words to the explanations.

1 beginning — a when events happen (often there is a problem)
2 middle — b when the problem is solved
3 ending — c introduces the characters and what the story is about

2 Look at the emails on pages 124–125. Order the sentences. Then complete the table.

a Paul saw the artist near the river.
b Paul had lunch at the hotel.
c Paul wanted to find a thief in a village. 1
d The thief stole earrings and two diamond rings.
e The artist wasn't the thief. It was the racoon!
f Paul saw a racoon run into the bushes.

The beginning	The middle	The ending
__	a __ __ __	__

3 Look and write the beginning and middle of this story in your notebook. Then invent an ending. Be a star!

sound
floor
evening
surprise

THE BASEMENT MYSTERY!

Please come and help! There's a strange noise in my basement!

I'm a detective. Can you take me to the basement, please?

130 Unit 10 Write a story
WB: page 108–109

Learning objectives: Write a story

Materials: short story from a previous unit cut up at each paragraph (one copy per pair)

Warm-up: The pizza's disappeared!

- Play the game to practise words from Unit 10.
- See the Games Bank (pages 14–17) for how to play the game.

1 Match the words to the explanations.

- Refer the children to the green box.
- Explain that when we write stories, there is a *beginning* which starts it, a *middle* which tells us what is happening and an *ending*.
- Have the children complete the activity.
- As an extension, divide the class into pairs and hand each pair the cut-up story. Have them place the paragraphs in the correct order. Have children check their answer by reading the story aloud.
- Ask the children what helped them recognise the beginning, middle and ending of the story.

Answers: 1 c **2** a **3** b

2 Look at the emails on pages 124–125. Order the sentences. Then complete the table.

- Refer the children to pages 124–125 and have them tell you what the emails were about.
- Have them look at the emails and the story they tell and talk about the beginning, middle and ending.
- Have them complete the activity and check answers.

Answers: a 3 **b** 4 **c** 1 **d** 2 **e** 6 **f** 5;
The beginning: c **The middle:** a, b, d, f **The end:** e

3 Look and write the beginning and middle of this story in your notebook. Then invent an ending.

Be a star!

- Divide the class into groups. Explain that they have to use the pictures to write a short story.
- Ask the children to look at the pictures and tell you what is happening. Elicit which pictures show the beginning of the story and which pictures show the end. Elicit ideas for possible endings and make notes on the board.
- Have the groups write their stories.
- Volunteers from each group present their work to the class.

Suggested answer: Beginning: A detective was at the police station. **Middle:** An old lady called. She said, 'Please come and help! There's a strange noise in my basement!' The detective went quickly to the old lady's house. He jumped out of the car and ran to the door. He knocked and waited. He heard a lot of noise coming from the basement. 'Crash! Crash! Crash!' When the old lady opened the door he said, 'I'm the detective. Can you take me to the basement, please?' He went with the old lady down the stairs. He was a little scared, but he didn't want the old lady to see. **Ending:** He opened the door and found ... **Possible endings:** a boy banging a drum set! / the old lady's dog which was stuck in the basement and knocking over some metal boxes! / her grandchildren jumping on some metal boxes!

Teaching star!

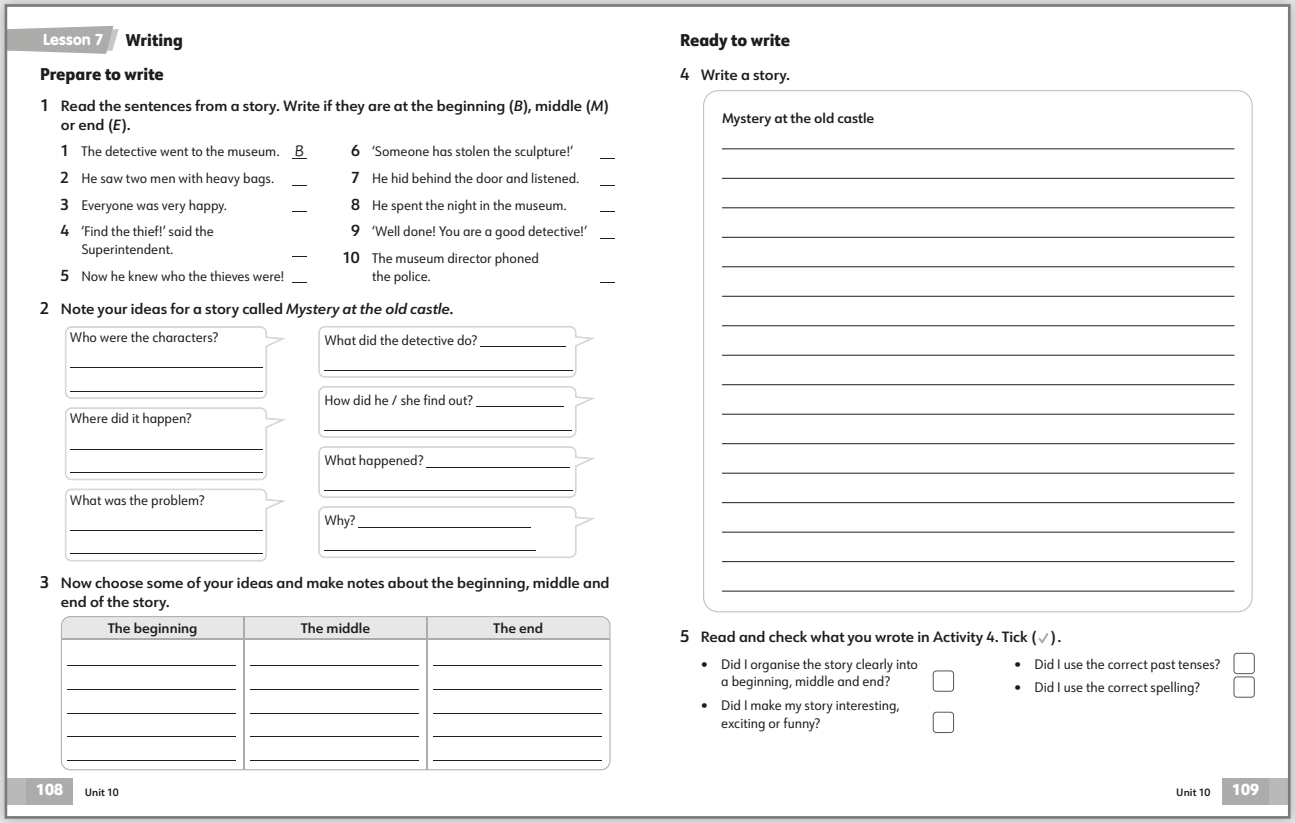
Group work

- Use group work in lessons as this helps children to bond.
- Write the following sentences on the board:
  It was a cold dark night and ...
  The detective was having trouble with his case.
  The police couldn't find the thief so they ...
- Divide the class into groups. Each group chooses a sentence and uses it to write an opening paragraph. They then swap paragraphs with another group and check what the other group has written for mistakes, e.g. grammar and spelling. They write down the number of mistakes they have found and then return the paragraph. The group with the fewest mistakes wins.

Cooler: Spelling race

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

Workbook pages 108–109



Lesson 7 **Writing**

Prepare to write

1 Read the sentences from a story. Write if they are at the beginning (*B*), middle (*M*) or end (*E*).

1 The detective went to the museum. B
2 He saw two men with heavy bags. ___
3 Everyone was very happy. ___
4 'Find the thief!' said the Superintendent. ___
5 Now he knew who the thieves were! ___
6 'Someone has stolen the sculpture!' ___
7 He hid behind the door and listened. ___
8 He spent the night in the museum. ___
9 'Well done! You are a good detective!' ___
10 The museum director phoned the police. ___

2 Note your ideas for a story called *Mystery at the old castle*.

Who were the characters?
What did the detective do?
How did he / she find out?
Where did it happen?
What happened?
What was the problem?
Why?

3 Now choose some of your ideas and make notes about the beginning, middle and end of the story.

The beginning	The middle	The end

Ready to write

4 Write a story.

Mystery at the old castle

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

- Did I organise the story clearly into a beginning, middle and end? ☐
- Did I make my story interesting, exciting or funny? ☐
- Did I use the correct past tenses? ☐
- Did I use the correct spelling? ☐

108 Unit 10

Unit 10 109

Prepare to write

1 Read the sentences from a story. Write if they are at the beginning (*B*), middle (*M*) or end (*E*).

- If done in class, read the sentences aloud and have the children tell you what part of the story they are in. Write answers on the board.

Answers: 1 B **2** M **3** E **4** B **5** E **6** B **7** M **8** M **9** E **10** B

2 Note your ideas for a story called *Mystery at the old castle*.

- If done in class, read the title and ask what they think of when they hear *mystery* and *castle*.
- Divide the class into groups and have them complete the activity.

3 Now choose some of your ideas and make notes about the beginning, middle and end of the story.

- The children choose some of their ideas for the beginning, middle and ending of their stories.

Ready to write

4 Write a story

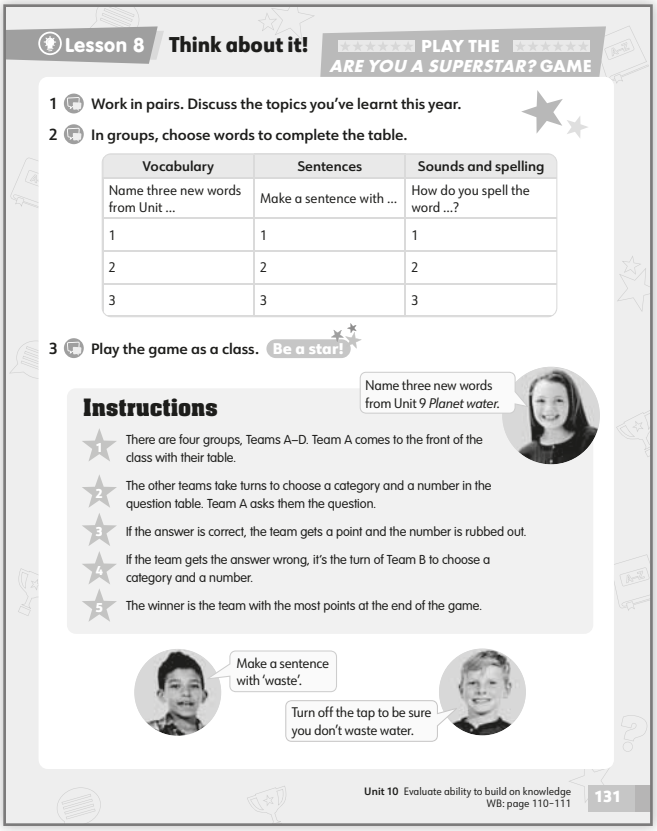
- In their groups from Activity 2, have the children write the story.
- Have group members read their story to the class.

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

- Children go through the check-list and read their work to the class.

Lesson 8 Think about it!

Pupil's Book page 131


Lesson 8 Think about it!

PLAY THE ARE YOU A SUPERSTAR? GAME

1 Work in pairs. Discuss the topics you've learnt this year.

2 In groups, choose words to complete the table.

Vocabulary	Sentences	Sounds and spelling
Name three new words from Unit ...	Make a sentence with ...	How do you spell the word ...?
1	1	1
2	2	2
3	3	3

3 Play the game as a class. Be a star!

Instructions

1. There are four groups, Teams A–D. Team A comes to the front of the class with their table.
2. The other teams take turns to choose a category and a number in the question table. Team A asks them the question.
3. If the answer is correct, the team gets a point and the number is rubbed out.
4. If the team gets the answer wrong, it's the turn of Team B to choose a category and a number.
5. The winner is the team with the most points at the end of the game.

Name three new words from Unit 9 *Planet water*.

Make a sentence with 'waste'.

Turn off the tap to be sure you don't waste water.

Unit 10 Evaluate ability to build on knowledge WB: page 110–111 131

Learning objectives: Evaluate ability to build on knowledge

Additional vocabulary: superstar

Resources: Unit 10 test

Materials: A soft ball, sheets of paper (five per group and one per pair), coloured pens / pencils, sheets of squared paper (one per child)

Warm-up: Pass the ball

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

1 Work in pairs. Discuss the topics you've learnt this year.

- Ask the children what they enjoyed in this course, what they learnt, what they found interesting and which unit they liked the best.
- Divide the class into pairs and hand each one a sheet of paper. On it, ask them to write the topics they have learnt this year and a few sentences about them.
- Have a member of each pair read their topics and sentences to the class.

Teaching star!

Word puzzle

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

2 In groups, choose words to complete the table.

- Divide the class into small groups. Refer the groups to the table. Have them complete the first column by writing the titles of three units.
- Then have them choose six new words from any unit to complete the second and third columns.

Suggested model of game:

Vocabulary	Sentence	Sounds and spelling
Name three new words from Unit ...	Make a sentence with ...	How do you spell ...?
1 1 Holiday news	**1** ladybird	**1** giraffe
2 4 People at work	**2** shooting star	**2** choir
3 9 Planet water	**3** dangerous	**3** purple

3 Play the game as a class. Be a star!

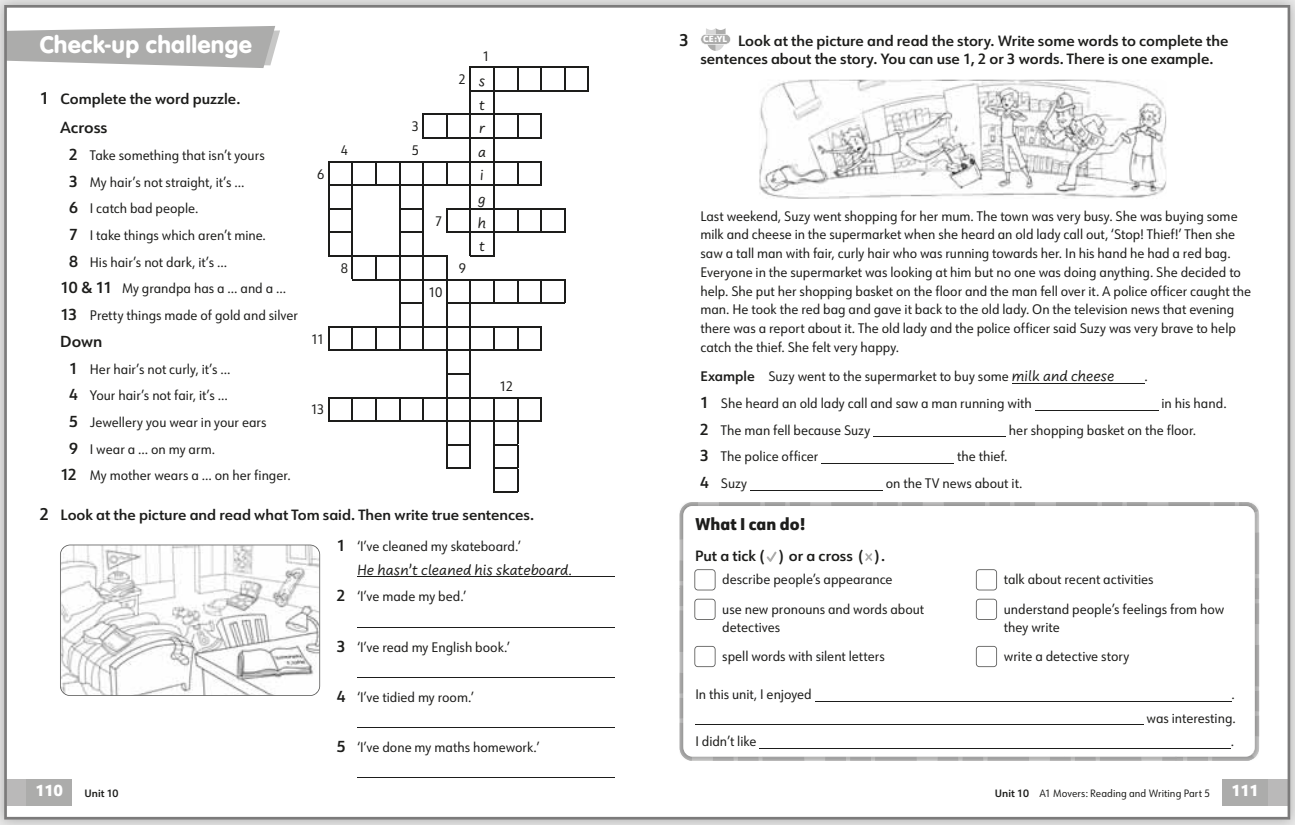
- Divide the class into small groups. Read the instructions and check understanding.
- Play the game, following the instructions in the Pupil's Book.
- Tell them that they are now superstars.

Suggested answers: Vocabulary: Name three new words from the Unit 9 *Planet water*. (*watering can, fill, ocean*) **Sentences:** Make a sentence with *dangerous*. (*Sharks can be dangerous.*) **Sounds and spelling:** How do you spell *purple*? (p-u-r-p-l-e)

Cooler: Word collage

- Divide the class into pairs. Give them each a sheet of paper and have them write as many words as they can that they have learnt this year. Have them write the words in different colours, fonts and sizes. They can add drawings to illustrate some of the words.
- Have the children present their work to the class. Place all work on classroom display.

Workbook pages 110–111



Check-up challenge

1 Complete the word puzzle.

Across

2 Take something that isn't yours
3 My hair's not straight, it's ...
6 I catch bad people.
7 I take things which aren't mine.
8 His hair's not dark, it's ...
10 & 11 My grandpa has a ... and a ...
13 Pretty things made of gold and silver

Down

1 Her hair's not curly, it's ...
4 Your hair's not fair, it's ...
5 Jewellery you wear in your ears
9 I wear a ... on my arm.
12 My mother wears a ... on her finger.

2 Look at the picture and read what Tom said. Then write true sentences.

1 'I've cleaned my skateboard.'
He hasn't cleaned his skateboard.
2 'I've made my bed.'
3 'I've read my English book.'
4 'I've tidied my room.'
5 'I've done my maths homework.'

3 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

Last weekend, Suzy went shopping for her mum. The town was very busy. She was buying some milk and cheese in the supermarket when she heard an old lady call out, 'Stop! Thief!' Then she saw a tall man with fair, curly hair who was running towards her. In his hand he had a red bag. Everyone in the supermarket was looking at him but no one was doing anything. She decided to help. She put her shopping basket on the floor and the man fell over it. A police officer caught the man. He took the red bag and gave it back to the old lady. On the television news that evening there was a report about it. The old lady and the police officer said Suzy was very brave to help catch the thief. She felt very happy.

Example Suzy went to the supermarket to buy some *milk and cheese*.
1 She heard an old lady call and saw a man running with _____ in his hand.
2 The man fell because Suzy _____ her shopping basket on the floor.
3 The police officer _____ the thief.
4 Suzy _____ on the TV news about it.

What I can do!

Put a tick (✓) or a cross (×).

- ☐ describe people's appearance
- ☐ talk about recent activities
- ☐ use new pronouns and words about detectives
- ☐ understand people's feelings from how they write
- ☐ spell words with silent letters
- ☐ write a detective story

In this unit, I enjoyed _____.
_____ was interesting.
I didn't like _____.

1 Complete the word puzzle.

Answers: Across: 2 steal 3 curly 6 detective 7 thief 8 fair 10 beard 11 moustache 13 jewellery **Down:** 1 straight 4 dark 5 earrings 9 bracelet 12 ring

2 Look at the picture and read what Tom said. Then write true sentences.

Answers: 1 He hasn't cleaned his skateboard. **2** He hasn't made his bed. **3** He hasn't read his English book. **4** He hasn't tidied his room. **5** He hasn't done his maths homework.

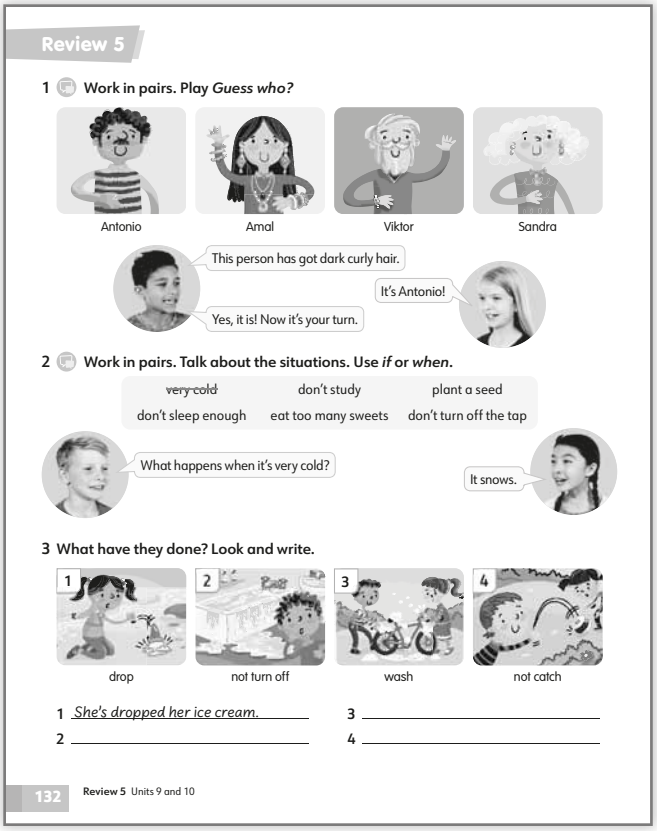
3 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- If done in class, ask the children to read the text. Answer any questions they might have.
- Have them read the example and ask where the answer to it is.
- Have the children then complete the activity individually and check answers with their partners.

Answers: 1 a red bag **2** put **3** caught **4** wathed a report

Pupil's Book page 132


Review 5

1 Work in pairs. Play *Guess who?*

Antonio Amal Viktor Sandra

This person has got dark curly hair.

It's Antonio!

Yes, it is! Now it's your turn.

2 Work in pairs. Talk about the situations. Use *if* or *when*.

~~very cold~~ | don't study | plant a seed
don't sleep enough | eat too many sweets | don't turn off the tap

What happens when it's very cold?

It snows.

3 What have they done? Look and write.

drop | not turn off | wash | not catch

1 She's dropped her ice cream.
2 _____
3 _____
4 _____

132 Review 5 Units 9 and 10

Learning objectives: Review Units 9 and 10; A1 Movers: Reading and Writing Part 3 and Speaking Part 1

Resources: Unit 10, Review 5; Speaking exam practice video

Materials: Songs from Units 6–10, sheets of lined paper (two per group) for playing Scrabble or making a word search, coloured pens / pencils

Warm-up: Let's sing

- Divide the class into five groups. Assign each group a unit.
- Explain that they have to sing that unit's song and perform it to the class. They can mime, dance or do anything they think will be interesting.

1 Work in pairs. Play *Guess who?*

- Have two children read out the example dialogue.
- Then have volunteers describe one person from the activity as best they can. Write key words on the board.
- Have the children complete the activity in pairs.
- Monitor for proper use of language.

2 Work in pairs. Talk about the situations. Use *if* or *when*.

- Ask the children to explain how *if* and *when* are used (*in conditional sentences*). *When* can be used in the place of *if* and vice versa. The verb that follows is usually in the simple present.
- Have them suggest some sentences with *if* and *when*. Write them on the board.
- Then have the children complete the activity in pairs and monitor for proper use of language. Gently correct if necessary.

Suggested answers: What happens if / when it's very cold? It snows. / You wear a warm coat. What happens if / when you don't sleep enough? You feel tired. What happens when you don't study? You get bad grades. / You don't pass your exams. What happens if / when you eat too many sweets? Your teeth go bad. / Your body becomes unhealthy. What happens when you plant a seed? A tree / plant / flower grows. What happens if / when you don't turn off the tap? You waste water.

3 What have they done? Look and write.

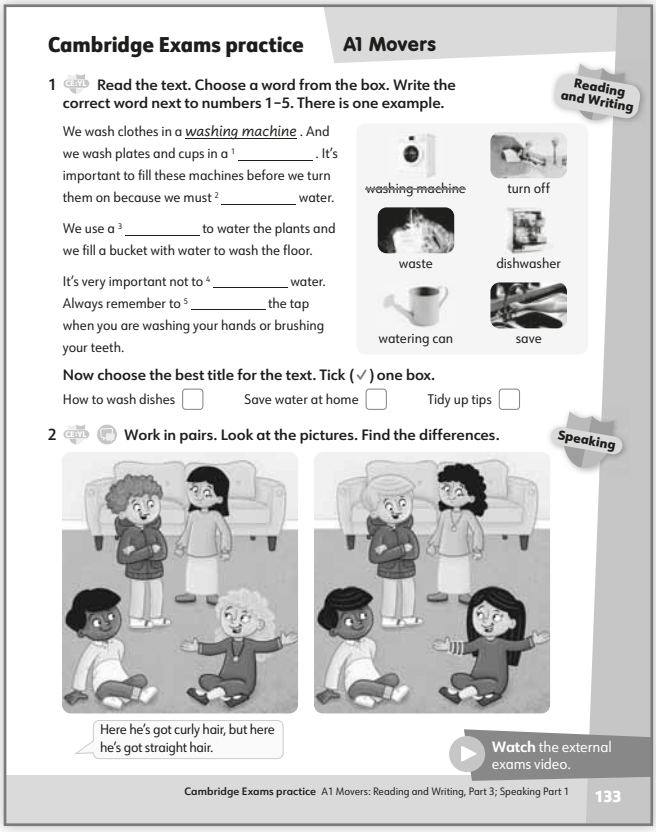
- Have the class describe each picture in as much detail as possible.
- Look at each verb under each item and have the children give you its past participle form. Write them on the board.
- Have the children complete the activity individually and check answers with their partners.

Answers: 1 She's dropped her ice cream. **2** He hasn't turned off the tap. **3** They've washed the bike. **4** She hasn't caught the ball.

Cambridge Exams practice

A1 Movers

Pupil's Book page 133


Cambridge Exams practice A1 Movers

1 Read the text. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Reading and Writing

We wash clothes in a *washing machine*. And we wash plates and cups in a [1] _____. It's important to fill these machines before we turn them on because we must [2] _____ water.

We use a [3] _____ to water the plants and we fill a bucket with water to wash the floor.

It's very important not to [4] _____ water. Always remember to [5] _____ the tap when you are washing your hands or brushing your teeth.

~~washing machine~~ | turn off | waste | dishwasher | watering can | save

Now choose the best title for the text. Tick (✓) one box.

How to wash dishes ☐ Save water at home ☐ Tidy up tips ☐

2 Work in pairs. Look at the pictures. Find the differences.

Speaking

Here he's got curly hair, but here he's got straight hair.

Watch the external exams video.

Cambridge Exams practice A1 Movers: Reading and Writing, Part 3; Speaking Part 1 133

1 CE:YL Read the text. 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.

- Refer the children to Activity 1. Ask them to look at the pictures and the words below them.
- Ask the children to read the text and fill in the gaps using the words from the box.
- Have the children complete the activity individually.
- Elicit answers and write them on the board.

Answers: 1 dishwasher **2** save **3** watering can **4** waste **5** turn off

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.

- Refer the children to Activity 2. Ask them to carefully look at the pictures.
- Ask a volunteer to read the example text.
- Divide the class into pairs. Ask the children to find the differences in the two pictures and discuss them with their friend.
- Check as a class by asking volunteers to give their answers.

Answers: Children's own answers.

Cooler: Well done!

- Congratulate the children on finishing the course book. Say *Well done! You're an Academy Star!*
- Ask the class for feedback. *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

Answer keys: Workbook Mid-year and End-of-year reviews

Mid-year review

Page 58

1

Jobs	Places	Bikes	Illnesses
photographer	countryside	safety vest	headache
plumber	village	pump	cough
chef	island	wheel	cut
engineer	town	bell	toothache
nurse	forest	brakes	sore throat

2 **1** chef **2** sore throat **3** countryside **4** safety vest **5** town **6** brakes **7** toothache **8** photographer

3 **A:** Do you want to go fishing next weekend? **B:** I don't like fishing. It isn't interesting. **A:** Do you want to go sailing? **B:** Oh, yes! I want to learn to sail! **A:** Great! We can go to the lake.

4 **1** bank **2** café **3** swimming pool **4** park **5** supermarket and turn right. The library is on your left. **6** Go straight on past the chemist's. The station is on your left, opposite the bus stop.

5 **1** went camping **2** big, blue lake **3** went swimming **4** to go shopping **5** to go boating **6** went mountain biking

6 **1** car **2** right **3** a helmet **4** in the basket Children's own answers.

7 **1** Did **2** was **3** went **4** did **5** were **6** went **7** Did **8** did

8

Audioscript

Joe: *Hi, Simon!*
Simon: *Hi, Joe! Did you have a good weekend?*
Joe: *Yes, it was great. I went to the countryside to my grandma's house.*
Simon: *Nice! What did you do there?*
Joe: *My cousins were there too and we went cycling.*
Simon: *That sounds good.*
Joe: *It was. We went around a beautiful lake.*
Simon: *Did your grandma go with you?*
Joe: *Actually, yes, she did. For grandma, the most exciting part was when we went through the forest! She's amazing!*

Answers: ***1*** *great* ***2*** *countryside* ***3*** *cousins* ***4*** *lake* ***5*** *through*

9 **1** You mustn't go fishing here. **2** You must turn right. **3** You must wash your hands. **4** You mustn't ride your bike here. **5** You must stop. **6** You mustn't go swimming here.

10 **1** He shouldn't play football. He should lie down. **2** He should go to the dentist. He shouldn't eat sweets. **3** You shouldn't go to school. You should go to bed. **4** She should rest. She shouldn't cook the dinner.

11 **1** Could you swim when you were six? **2** Could you read when you started primary school? **3** Could you speak English when you were five? **4** Could you ride a bike when you were seven? **5** Could you whistle a tune when you were six? Children's own answers.

End-of-year review

Page 112

1 **1** bucket – It isn't part of a computer. **2** beard – It isn't a kind of jewellery. **3** tap – It isn't part of an animal's body. **4** thief – It isn't part of a tree. **5** something – You don't use it to talk about people.

2 **1** planting flowers **2** washed the car **3** He's filling the watering can. **4** Some feathers and leaves. Children's own answers.

3 **1** which **2** save **3** should **4** fill **5** dishwasher **6** If **7** waste

4 **1** If you stir sugar into hot water, it dissolves. **2** If you leave ice out of the freezer, it melts. **3** If a plant doesn't get any light, it doesn't grow / it dies. **4** When clouds get very heavy, it rains. **5** If you pour oil onto water, it floats.

5

Audioscript

1 ***Boy:*** *I called you yesterday at 7 pm but you didn't answer? What were you doing?*
Girl: *Oh, yes – sorry. I was fixing my bike.*
Boy: *Oh no. What's the problem?*
Girl: *The brakes aren't working.*

2 ***Boy:*** *Can you help me with this history question, Dad?*
Man: *Sure!*
Boy: *Did the first photos have colour?*
Man: *Well, let's see – I'm sure it's in your book ... no, look – first, photos didn't have colour. They were black and white.*

3 ***Woman:*** *... and finally in today's news – police have found the man who stole the jewellery from Jill's Jewels in town. The detectives found lots of bracelets, rings and earrings by the river this morning. Everyone is very happy.*

4 ***Mum:*** *What's the matter, Maria?*
Girl: *I've cut my finger.*
Mum: *Let me have a look. It's not too bad – you should put it under the tap.*
Girl: *Should I use cold water?*
Mum: *Yes!*

5 ***Girl:*** *Did you have a good weekend, Tom?*
Boy: *Yes, I did! I learnt to ride a skateboard!*
Girl: *Really? Where did you do that?*
Boy: *One of the boys in the village was giving lessons.*

6 ***Girl 1:*** *Which bike is yours, Grace?*
Girl 2: *That bike's mine – the red one.*
Girl 1: *You are lucky that no one stole it – you must remember to lock it.*
Girl 2: *Oh yes, you're right.*

*Answers: **1** was fixing **2** black and white **3** Everyone **4** has cut **5** was riding / learnt to ride **1** hasn't remembered / didn't remember*

6 **1** was running up **2** a gold ring **3** take / steal jewellery **4** silver jewellery **5** to the detective.

7 **1** **A:** What's the matter? **B:** I'm tired! I've been busy all day. **A:** How about watching a film? **B:** That's a good idea! Let's watch Monsters.
2 **A:** What were you doing at 6pm yesterday? **B:** I was doing my homework. **A:** And were you doing your homework at 8pm? **B:** No, I was having dinner at 8pm.

8 Children's own answers.

9 **1** The bathroom is the room where we use most water. **2** A detective is a person who catches thieves. **3** The stem is part of a plant which carries water from the ground to the flower. **4** A field is a place where you find plants growing.

10 **1** He's washed the clothes. **2** He's cleaned the floor. **3** He's tidied the kitchen. **4** He's filled the dishwasher. **5** He hasn't turned on the dishwasher. **6** He's cooked the dinner. **8** He's made a cake.

11 **1** I know that boy. His uncle is in the hospital. **2** Will you write to me when I'm on holiday? **3** I don't like yellow apples. **4** Which car is his? The white one or the black one? **5** Did you see that huge giraffe? It was jumping! **6** I bought my computer in a shop in the centre of town.

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Please see inside the front cover for the minimum system requirements and other terms and conditions for the digital components of the course.

For Pupils

- Pupil's Book
- Digital Pupil's Book
- Workbook
- Digital Workbook
- Pupil's Resource Centre
- Navio App

For Teachers

- Teacher's Book
- Classroom Presentation Kit with interactive activities, audio, video and animations
- Progress Tracker
- Test Generator
- Teacher's Resource Centre
  - Printable flashcards
  - Printable worksheets
  - Methodology handbook
  - Assessment pack

CEFR and Cambridge English Qualifications mapping

S	1	2	3	4	5	6
PRE A1			A1		A2	Pre B1
STARTERS			MOVERS		FLYERS KEY FOR SCHOOLS	

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