Official Cambridge Exam Preparation

Kid's BOX

New Generation

British English

Simon Cupit with
Caroline Nixon &
Michael Tomlinson

CAMBRIDGE

Teacher's Book
with Digital Pack

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Language summary

	Key vocabulary	Key language	Sounds and spelling
Hello there! page 4	Character names Adjectives for personal descriptions **Daily routines:** *clean your teeth, comb your hair, eat your breakfast, get dressed, get up, get your bag, have a wash, put on your shoes, wake up* **Jobs:** *detective, doctor, driver, farmer*	Comparative adjectives **Adverbs of frequency:** *always, sometimes, never* *have to, like/love + -ing, want to be*	*ur – curly* *ir – girl* *ay – play* **The long *i* sound:** *night, ride*
1 Back to school page 10	**Adjectives:** *boring, busy, careful, difficult, easy, exciting, quick, slow, terrible*	Relative clauses with *who*	**Stressed syllables:** *ex<u>ci</u>ting* *<u>bo</u>ring*
Art: How can we use paint? page 16			
2 Good sports page 18	*inside, outside* **Activities:** *climb, dance, fish, ice skate, roller skate, sail, skateboard, swim*	*learn (how) to (do something)* Relative clauses with *where* Adverbs of manner	**Consonant clusters:** *sk – skate* *sl – sloth* *sp – sports* *sw – swing*
Sport: What urban sports can we do? page 24			
Review: units 1 and 2 page 26			
3 Health matters page 28	**Health:** *dentist, have a dream, have an eye test, hospital, ill, nurse, see the doctor, take some medicine*	**Past simple irregular verbs:** affirmative, negative, interrogative and short answers Clauses with *because*	*b – burger* *v – vegetables*
Career-related learning: What makes a job fun? page 34			
4 After school club page 36	**Activities:** *do a musical, play chess / table tennis* **Ordinal numbers:** *first* to *twentieth*	**Past simple regular verbs:** affirmative, negative, interrogative and short answers	*-ed* endings
Maths: What can a survey tell us? page 42			
Review: units 3 and 4 page 44			

	Key vocabulary	Key language	Sounds and spelling
5 Exploring our world page 46	**Exploring:** *Antarctica, continents, exhibition, expedition, explorer, ice, make a camp, museum, school trip, ship*	Past simple irregular verbs Clauses with *so* Comparative adjectives and adverbs	*ir – circus* *ur – purple* *or – world*
Geography: How can I stay safe outdoors? page 52			
6 Technology page 54	**Technology:** *app, button, DVD, email, the internet, keyboard, laptop, mobile phone, mouse, screen, text message, turn on, video*	Past simple irregular verbs	*ou – brought* *or – sports* *a – talk*
Technology: How does technology help us? page 60			
Review: units 5 and 6 page 62			
7 At the zoo page 64	**Animals:** *bear, bird, blue whale, crocodile, dolphin, elephant, giraffe, kangaroo, lion, lizard, monkey, panda, parrot, rabbit, shark, tiger*	Superlative adjectives Past simple irregular and regular verbs **Prepositions:** *along, around/round, into, out of*	*ew – flew* *ue – blue* *oo – zoo* *oo – wood*
Science: How are life cycles different? page 70			
8 Let's party! page 72	**Containers:** *bottle, bowl, box, cup, glass* **Food:** *cheese, pasta, salad, sandwich, soup, vegetables*	**Expressions of quantity:** *a bottle/bowl/box/cup/glass of* *want someone to (do something)* Superlative adverbs Past simple irregular and regular verbs	Review
Literature: How can we write poetry? page 78			
Review: units 7 and 8 page 80			

Values

Units 1 & 2 Value others	page 82
Units 3 & 4 Be kind	page 83
Units 5 & 6 Be safe	page 84
Units 7 & 8 Recycle	page 85

Grammar reference Hello there!, units 1–4	page 86
Grammar reference units 5–8	page 87
A1 Movers exam folder	pages 88–95

Welcome to Kid's Box New Generation

Kid's Box New Generation **is a new and enhanced edition of the trusted course that has inspired thousands of teachers and a whole generation of pupils all over the world to teach and learn English.**

Kid's Box New Generation represents the ideal combination of contemporary, research-backed methodology with learner-friendly content. Our course characters will take your pupils on an English-language learning journey, with lessons on values, such as being kind and recycling, and CLIL lessons about maths, science, geography, sport and art, all the while developing the language they need to succeed in the Cambridge English Qualifications for young learners.

Kid's Box New Generation takes a blended approach to learning English and includes a wide variety of print and digital components:

- The **Pupil's Book with eBook** features all the Class Videos and embedded Class Audio.
- The **Activity Book with Digital Pack** includes Practice Extra, our suite of online practice activities, as well as the Class Audio and a downloadable Learner Resource Bank.
- The **Teacher's Book with Digital Pack** includes a host of resources, such as Presentation Plus, Test Generator and an extensive Teacher Resource Bank.

The digital components are delivered through our new-generation learning environment Cambridge One.



Hi! We're Stella, Simon, Meera and Lenny. We'll take your pupils on a learning journey!



I'm Lock. Your pupils will practise sounds and spelling with me!



The Kid's Box World sections will help your pupils with maths, science, technology, geography, sport, literature, and art!



We're Lock and Key. Through our stories, your pupils will have fun and learn.

We asked teachers from around the world to tell us what they like about *Kid's Box*, as well as what they would like to see in *Kid's Box New Generation*.

Course characters and design

"From the start, pupils seem to identify with the characters and the topics."

So, Stella, Simon, Suzy and their family and friends are back again to continue inspiring learners. Although the same course characters are back, the artwork and page design have been completely updated.

Resources

"What I would highlight most about Kid's Box is the quality of the material that complements the book: the audio, flashcards and Activity Book."

There are now even more resources available. See pages 10 and 11 of this introduction for a full overview of the course components.

Language focus

"The grammar topics are exactly what we want to teach our pupils."

The language focus of each lesson is clearly indicated both in the Teacher's Book, as it was previously, and now at the bottom of each page in the Pupil's Book.

Enhanced Teacher's Book

From the outset, our aim has been to provide even more support to teachers through the new and enhanced Teacher's Book. This ranges from how to structure a lesson to different ways of providing extra support and challenges to pupils. Each page clearly specifies the objectives, target language and materials needed. Digital Classroom components and Extra Resources for each lesson are indicated at the end of each page.

Audio and video

"The large number of audio recordings that the book offers seems to me a very useful resource that multiplies the percentage of what learners will absorb."

Kid's Box New Generation continues to offer lots of audio material, as well as even more video content, including videos for all *Sounds and spelling* and CLIL pages. We have also recreated the story and song animations in a contemporary style.



Unit walkthrough

Presentation

Introduces the unit topic and the key vocabulary through the Star family and friends.

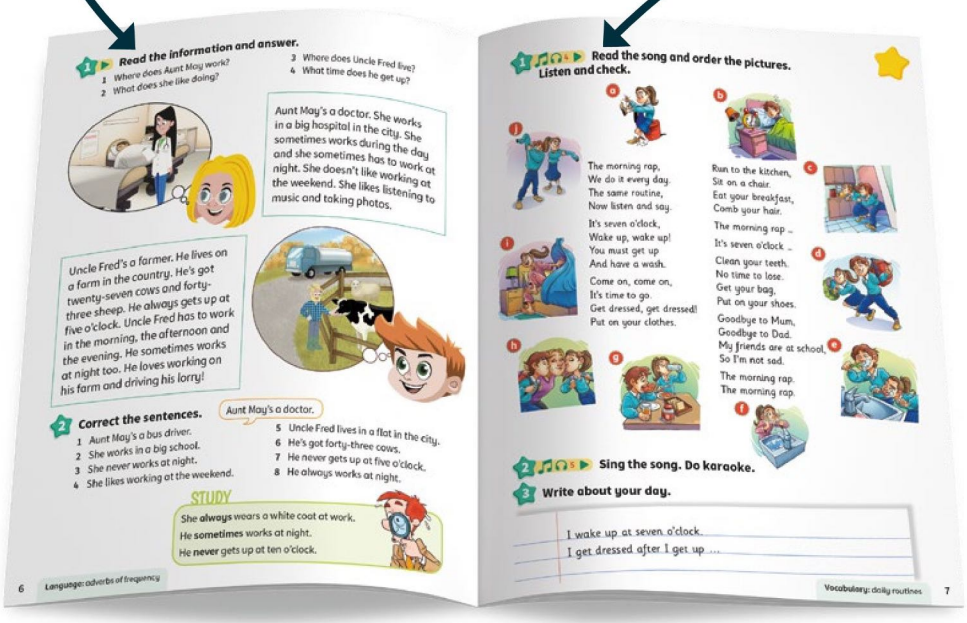


Key language

Presented in a fun and engaging way.

Videos

A wide variety of content presents and reviews key vocabulary and language. This page includes an introductory video of some Star family members.



Songs

Practise and extend the unit vocabulary and language. Song animations and karaoke versions are available in Presentation Plus and Practice Extra on Cambridge One.

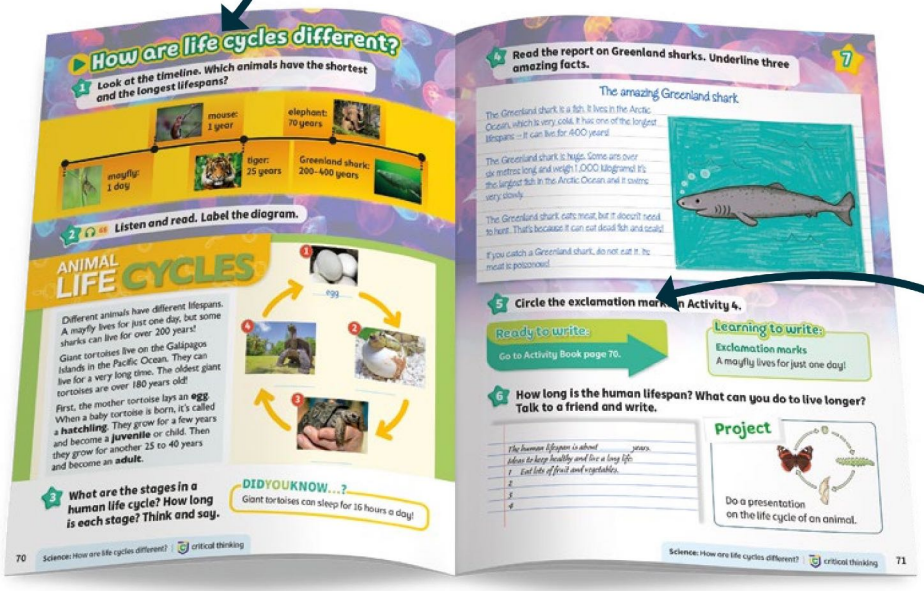
Sounds and spelling

Pupils practise pronunciation and spelling with Lock in a step-by-step video lesson.



Kid's Box World

Learn about maths, art, science, geography, career-related learning and sports with new audio and video.





Story

New video animations recycle and reinforce the vocabulary and language from the unit.

Ready to write

Guides pupils through the writing process and helps them to write a variety of text types.

Review

Revise the language and vocabulary covered in the preceding two units through Cambridge exam-style questions and games.



Kid's Box New Generation for Learners

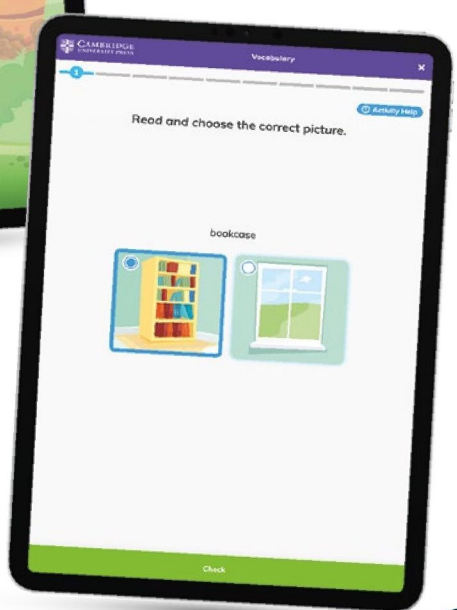
Pupil's Book with eBook

Learners can listen to all the audio and watch all the videos from the course in their eBook.









Activity Book with Digital Pack

The Activity Book practises the target language and vocabulary from the Pupil's Book and includes games and puzzles to add enjoyment of vocabulary practice.

Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practise the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.



Kid's Box New Generation for Teachers

Teacher's Book with Digital Pack

The interleaved Teacher's Book makes your lesson planning and teaching experience as straightforward as possible. Lessons are structured logically and provide instructions for warmers, presentation, activities and class games, groupwork and pairwork, and ending lessons. You can find what's in the Digital Pack for each unit by looking at the end of each unit for links.



Presentation Plus

The software includes interactive activities from the Pupil's Books and Activity Books and all the course videos.

Teacher Resources

All the Audio, worksheets and additional photocopiable activities to supplement your classes.

The Digital Pack includes:

- Presentation Plus
- Practice Extra
- Class Audio
- Class Video
- Digital Flashcards
- Teacher Resource Bank
- Test Generator







Flashcards and Posters

Flashcards are a fun way to help learners practise the unit vocabulary. See the Teacher's Book for suggestions on how to use them in class.

There are 8 colourful posters which focus on key language from the Pupil's Book, providing teachers with an eye-catching, engaging resource for language practice.

Cambridge
English Qualifications

Cambridge English Qualifications and Kid's Box New Generation

Cambridge English Qualifications

Cambridge English's three exams for young learners, Pre A1 Starters, A1 Movers and A2 Flyers, are the first steps in a language learner's journey. Learners between the ages of six and 12 can take these exams to start learning English in a positive and practical way. The exams are fun, colourful and activity based, motivating children to learn. They help pupils develop the skills needed for everyday life and build their confidence step by step.

Each exam focuses on a level of the Common European Framework of Reference (CEFR), helping learners improve their speaking, writing, reading and listening skills.

"95% of teachers and school leaders agree that preparing for Cambridge English Qualifications improves their learners' English."

*The Cambridge English Qualifications School Survey**

Kid's Box New Generation

The *Kid's Box New Generation* syllabus is built around the Cambridge Engish exams for young learners, which means your pupils will be well prepared for any exams they take. We break down exam preparation into small steps and make pupils aware of the progress they are making towards their end goal.

Pupil's Book

Each unit of the Pupil's Book prepares learners for their exam by practising the vocabulary and language they see on the exam. The *Exam folder* at the back of the book, helps familiarise pupils with the level and task types in the exam. Warmer activities in the Teacher's Book help introduce the language learners need to know before each task.

Many *Review* activities are based on the Listening, Speaking and Reading and Writing exam tasks.

Exam folder





*Cambridge English Qualifications Schools Survey asked teachers and school leaders their views about the impact Cambridge English Qualifications have on learning and teaching. It received a total of 5,789 responses from 109 countries.

Activity Book

In the Activity Book there is one task per unit that familiarises pupils with the format of the exam tasks.



Teacher's Book

There are also useful Exam skills and Exam tips in the Teacher's Book. See page 14 of this introduction for more tips on preparing young learners for exams.

From the Teacher's Book

EXAM SKILLS

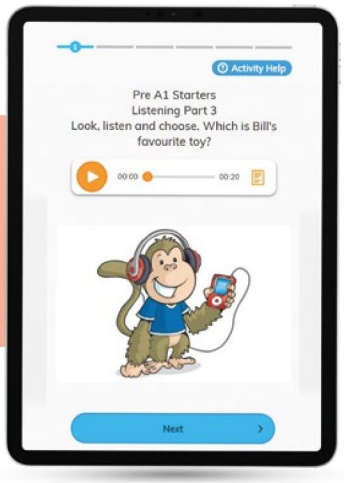
- Marking sentences with ticks and crosses to indicate whether sentences are true or false.
- Reading a sentence and looking at the corresponding picture carefully to check they match.

EXAM TIPS

- Pupils' ticks and crosses must be clear.
- Pupils should run their finger to the side of each sentence to find the key word. They should then keep one finger on the key word, and place another on the picture to check they match up correctly.

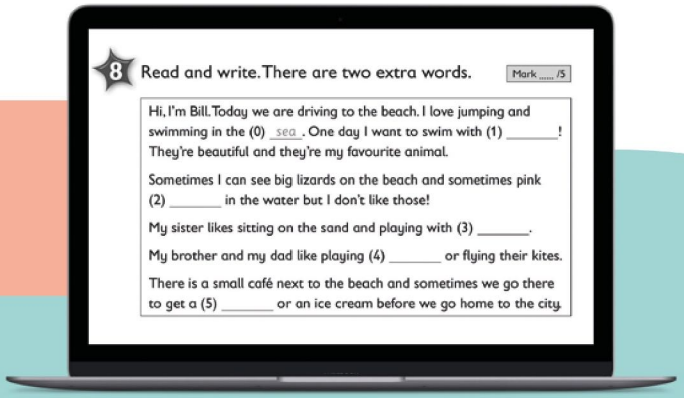
Practice Extra

Practice Extra features one exam preparation activity per unit. This allows pupils to practise target language and exam techniques while working on their own.



Test Generator

The Test Generator includes even more exam tasks as well as a full practice test at the end of level 4.



Preparing young learners for exams

Motivating and supporting learners as they approach exam day and on exam day itself are key to their success. Here is some practical advice to help you do this.

Look back and reflect

Allow time for pupils to look back on the exam tasks they have completed and the progress they are making. The *Exam folder* (on pages 88–95 of the *Kid's Box New Generation* Pupil's Book) provides a useful record of progress for learners to reference. See pages 12–13 of this introduction for more information on where exam-style activities can be found in the Pupil's Book, Activity Book, Practice Extra and Test Generator.

Practise exam tasks in class

Practising exam tasks in class gives pupils a chance to show what they know and what they can do, as well as an opportunity to practise the exam strategies you have taught them. Doing a full mock exam also helps to make pupils aware of the tasks they have to do and the time they have to complete the exam.

On exam day

In your last lesson before the exam, remind learners of anything they need to bring and of the structure and length of the exam. Communicate with parents to share information and work with them to help relax and reassure learners. Make sure that everyone knows what time the exam will start and how long it will last! When pupils arrive, smile and do your best to put them at ease. Remind them that they have prepared well for the exam.

After the exam

Praise learners for completing the exam. Allow them time to reflect and share how they felt about the experience. Ask learners questions and encourage them to ask questions, too. Try to build up a positive attitude towards examination. This positive outlook is invaluable to learners' long-term academic success.



The Cambridge Life Competencies Framework

Kid's Box New Generation is aligned to the Cambridge Life Competencies Framework. The Framework outlines six key areas of competency that are important for both personal and educational development: creative thinking, critical thinking, learning to learn, communication, collaboration and social responsibilities.

Developing these competencies not only helps pupils to learn, but also to communicate and collaborate in the classroom and the world outside.

Competencies combine knowledge, skill and attitudes:

- **Knowledge** is what you need to know to do something well.
- **Skill** refers to the level of mastery or fluency when you apply a competency.
- **Attitudes** involve mindset and a willingness to develop and use competencies.

For more information on the Cambridge Life Competencies Framework, visit our dedicated webpage. The webpage features downloadable competency-specific and learning stage-specific booklets, which help you to introduce these skills to you learners.

CLIL and Values pages

The CLIL and Values pages which follow every second unit specifically develop the Cambridge Life Competencies. The competency being developed is flagged at the bottom of each page.

Through CLIL, pupils learn useful knowledge and skills for maths, geography, art, science and sports, while engaging with topics critically and creatively. The projects on these pages encourage pupils to use and develop useful skills, such as planning and presenting.

The Values pages help pupils to appreciate cultural diversity, respect differences and develop human values. They also encourage pupils to understand the importance of respecting and protecting our natural environment.

Ready to write

These practical sections walk pupils through the stages of the writing process, from planning to review. The model texts from various genres give pupils a reference point to support them in structuring their writing.



Inclusive classes

One in every 10 learners is likely to exhibit signs of specific learning difficulties (SpLDs). These pages outline some strategies for supporting all learners in order to create an inclusive environment in which everyone can thrive.

Supporting all learners

As we all know, every learner is unique. SpLD learners often have strengths, such as holistic thinking, and problem-solving and visuospatial skills. Individual strengths should be recognised and used to each learner's benefit.

Many of the following suggestions are beneficial for SpLD learners, and for all learners in your classes.

Raise self-esteem and self-confidence

Regular praise and acknowledgement of learners' work and effort are crucial. Setting short-term, achievable goals and rewarding learners for reaching them are great ways of boosting self-confidence and self-esteem.

Create an inclusive environment

- If possible, speak with learners and their parents to establish what adjustments and assistance they might find useful.
- Assess progress regularly and make adjustments to learning goals and instructional methods.
- Assess learning outcomes fairly: focus on more than tests of spelling and vocabulary knowledge as these are areas that some learners with SpLDs find challenging.

Practical tips

- Make allowances for learners with SpLDs who work more slowly and need extra time to complete tasks.
- Give learners extended time and additional breaks to complete assessment tasks.
- Give learners the opportunity to work (or participate) in a variety of group and pair activities, in roles based on their strengths.
- Organise peer support for learners.

Language skills

When **reading**, some learners may:

- read more slowly and less accurately.
- misread words which can result in misunderstanding.

When **listening**, some learners may:

- find it challenging to listen to longer texts and remember specific information.
- find it difficult to distinguish between similar sounds in English or sounds that are different from the sound system of their first language.

When **writing**, some learners may:

- find it particularly hard to spell in English.
- have difficulties organising ideas.
- find handwriting challenging.
- make more grammatical errors.
- be less skilled at reviewing their work.

When **speaking**, some learners may:

- find it challenging to express their ideas coherently.
- struggle to retrieve words quickly from memory under the pressure of oral communication.
- have difficulty paying attention to accuracy and content at the same time, when either speaking or writing.

Support programmes and strategies

These can be applied in regular classroom teaching and are beneficial for all learners.

Phonological awareness-raising

These programmes support learners in developing phonological processing skills, which are the key foundations of reading and spelling. Learners are explicitly taught how to manipulate sounds and syllables.

Reading comprehension enhancement

A key element of these programmes is the development of learners' vocabulary knowledge. This involves explicit vocabulary teaching, for example:

- pre-teaching key words before reading a text
- providing glossaries with reading texts
- doing practice activities using the target vocabulary
- teaching techniques that help with memorising new words.

Reading comprehension strategies

Teachers can use a variety of strategies, such as: setting reading goals; previewing the text and predicting what the text will be about; verifying and revising these predictions; drawing inferences based on the text and background knowledge; and monitoring comprehension.



Learner preferences

Research and experience show that pupils have different needs when it comes to learning English. There will probably be a mixture of levels in your classroom, with some learners needing more support or perhaps more time to complete an activity.

Extra support and challenges

The Teacher's Book is full of suggestions on how to give learners extra support. There are also extra challenges for pushing stronger learners further. The *Extra support* and *Extra challenge* features are highlighted in yellow in the Teacher's Book to make them easy to spot.

Extra support Pupils can write key words from their lines in their notebooks.

Extra challenge The groups can change some words from the story, e.g. *ugly*, *walk*, *talk*, *fly*.

Catering for diversity

Classes also display differences in the way they like to learn. Some pupils are quieter and might prefer sitting down and reading. Others may enjoy more action and movement. All pupils need to have opportunities to practise and revise new language and vocabulary. *Kid's Box New Generation* features a variety of activities and skills work, so all pupils will find things to enjoy and help them learn.

2 Ask and answer.

Which animals do you like?

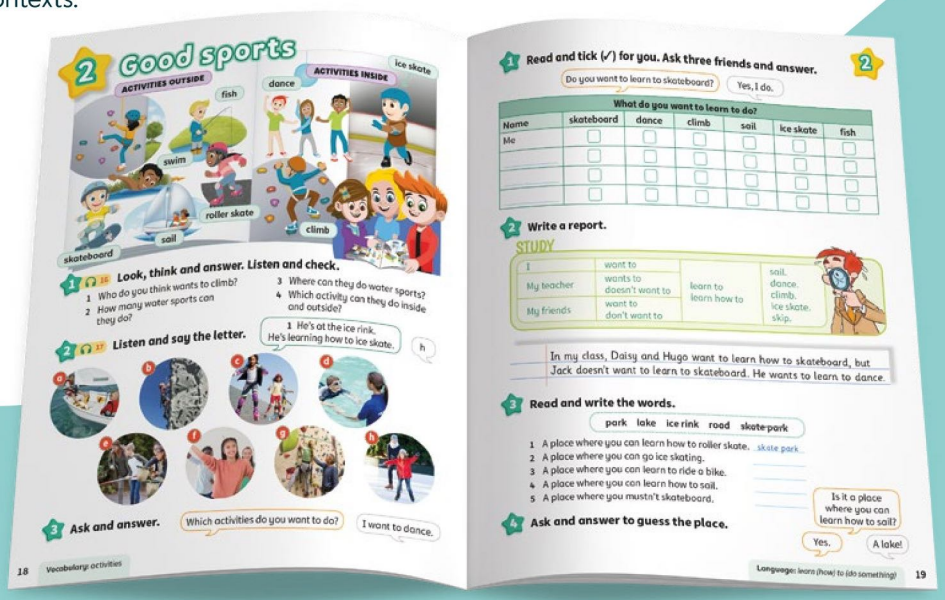
I like pandas.

Where do they live?

They live in the forests and mountains in China.

Recyling and reinforcing

Vocabulary and language are reinforced and recycled: pupils have multiple opportunities to put them into practice through songs, chants and games, as well as through traditional activities. This approach also helps improve memory and retention as content is presented and practised in different modes and contexts.



See pages 16–17 of this introduction for information and advice on creating an inclusive classroom environment.

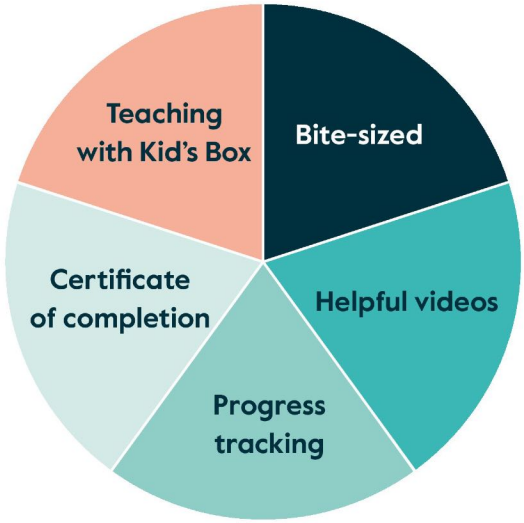
Kid's Box New Generation Online Teacher Training on Cambridge One

We live in an ever-changing world with disruptions to teaching becoming more and more frequent. We have worked hard to provide support for these new challenges by updating the teaching scenarios in the enhanced Teacher's Book.

These updated scenarios include:

- in-person classes with emergency remote teaching plans, if needed
- in-person classes with social distancing and measures such as mask wearing
- 'simultaneous teaching', i.e. classes that alternate between in-person and remote learning
- a permanent mix of in-person and remote classes
- remote teaching as the norm.

In addition, we've developed an online training course for teachers on our learning environment, Cambridge One.





A final word

Dear teachers,

We are honoured and excited to be presenting *Kid's Box New Generation*.

We are deeply grateful to all the schools and teachers worldwide who have continued to put their faith in the efficiency of our teaching method throughout the years – this new version is for you. We hope you have as much fun teaching it as we've had writing it.

Caroline Nixon and Michael Tomlinson

The classic course for a New Generation

Classroom language

Stella, Simon, Lenny and Meera have shared some useful phrases and expressions for use in different teaching contexts. Whatever the scenario, always start each class by smiling and saying hello to everyone.

When teaching from the page

Open your books at page ...

Look at the picture.

Listen and point.



Listen and repeat / say / answer.

Work in pairs / groups.

What do you remember about ... ?

Ask and answer.

Sing the song.

Do the actions.



Say the chant.

Have you got a pen / pencil / coloured pencils?

Close your books.

Put your hand up if you know the answer.

When teaching online

Turn on / off your camera.

Mute / Unmute your microphone.

Look at the screen.



Put up your hands.

Type (your answer) into the chat.

It's your turn.

It's at the top / at the bottom / on the left / on the right of the screen.

Other useful language

Quietly, please.

One at a time, please.

Much better.



Well done!

I'm very pleased with you today.

Thank you. Goodbye.

See you next class!



1 2 Look, think and answer. Listen and check.

1 What does Stella want to be?
2 Who's a farmer?
3 What's Simon reading?
4 Who's riding Suzy's bike?

2 Listen again. Choose the right words.

1 Stella's **twelve** / **twenty** / **ten**.
2 Simon's older than **Suzy** / **Stella** / **May**.
3 Fred is Simon's **father** / **brother** / **uncle**.
4 Simon wants to be a **farmer** / **detective** / **dentist**.
5 Aunt May's **younger** / **older** / **smaller** than Suzy.

Stella's ten.

3 Talk about your family.

My dad is older than my mum.

LOOK

Stella's **older than** Simon.
Simon's **younger than** Stella.

Objectives

Pupils review introductions and how to ask for and give personal information.

Target language

- **Key language:** greetings, jobs (*doctor*, *dentist*, *farmer*, *detective*), family, comparative adjectives (*older than*), *want to be*
- **Additional language:** character names
- **Revision:** adjectives, numbers, personal information, hobbies (*go fishing*, *play table tennis*)

Materials

- **Flashcards:** 1–12 (Star family); 13–14 (Lock and Key)
- Twelve sticky labels with the names of the Star family characters, sticky tack

Warmer

- Introduce yourself and greet the class. Show the Star family flashcards (1–12) and say the names. Hand out the flashcards and the name labels. Say each character, e.g. *Suzy*. The two pupils with Suzy's picture and her name label stick them on the wall. Repeat for the other characters.

PB4. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 4 and to look at the picture. Show the page on the whiteboard. Elicit where the characters are. Ask a pupil to read the activity instruction and others to read the four questions. Pupils compare their predictions in pairs, looking for clues in the picture.
- Ask pupils to point out the *grown-ups* and the *children* in the picture.
- Ask pupils to say *yes* or *no* to the statements: *Mrs Star's the cook. Suzy's younger than Simon. Simon wants to be a dentist. Uncle Fred's a farmer. Aunt May's a detective. Stella wants to be a doctor.*
- Play the Audio for pupils to listen and check. Elicit complete sentences for the answers. Let pupils provide more information if they can, e.g. about Lock and Key. Use flashcards 13 and 14 to present / review the characters.

Key: **1** Stella wants to be a doctor. **2** Uncle Fred's a farmer. **3** Simon's reading a comic (*Lock and Key*). **4** Grandpa Star's riding Suzy's bike.

Audio 2

Mr Star: Hello there, everybody. We're the Stars.
Stella: Hello. I'm Stella and I'm ten. This is my Aunt May. She's a doctor, and I want to be a doctor too.
Simon: Hi. I'm Simon and I'm nine. This is my Uncle Fred. He's my mum's brother. He's a farmer. This is my favourite comic, *Lock and Key*. It's about two detectives. I want to be a detective.
Suzy: Hello. I'm Suzy. I'm six. This is my grandfather, Grandpa Star. He's funny. He knows lots of good games. I want to be funny too!

PB4. ACTIVITY 2

Listen again. Choose the right words.

- Focus pupils on Activity 2. Play the first part of the Audio and go through the example. Play the rest of the Audio. Pupils work individually and then check in pairs.

Extra support Check understanding of question 2 by asking how old Suzy is (six). Check understanding of *dentist* in question 4. Focus pupils on the *Look* Box and use it to review comparative adjectives.

Key: **2** Suzy, **3** uncle, **4** detective, **5** older

PB4. ACTIVITY 3

Talk about your family.

- Point to the activity on the whiteboard. Focus pupils on the example. Give them a sentence about your family. Then elicit one or two sentences from different pupils about their families. In pairs, pupils talk about their families. Tell them to use the sentences from Activity 2 as examples. Invite confident pupils to share their sentences with the class.
- If time, use Consolidation activity (T104): *Information exchange.*

AB4. Answer Key, see page T96

- If time, use Extension activity (T104): *What do you want to do?*

Ending the lesson

- Say *Goodbye* or *Bye* to different pupils. Add *See you on* (day of next lesson). Pupils do the same to you and say *Goodbye* to each other.

Digital Classroom

- **Presentation Plus:** Unit 0
- **Audio 2**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 0, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 0, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 0, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 0**
- **T104 – Consolidation activity:** *Information exchange*
- **T104 – Extension activity:** *What do you want to do?*

Objectives

Pupils review personal descriptions.

Target language

- **Key language:** personal descriptions, *have got*, *wear*, adjectives, definitions
- **Revision:** comparative adjectives, adjectives, character names, personal information

Materials

- **Flashcards:** 1–12 (Star family)

Warmer

- Review personal descriptions. Describe someone in the class using the language in Pupil's Book page 5 Activity 1. The other pupils guess who it is. Repeat for another two or three pupils.

PB5. ACTIVITY 1

Read and match.

- Tell pupils to open their Pupil's Books at page 5. Elicit who the people are in the pictures by asking, e.g. *Who's c?* Use the Star family flashcards to review some of the names if necessary. Check pupils have read and understand the activity instruction. Do number 1 as in the example with the class. Pupils work in pairs. They take turns to read the sentences quietly to each other and match them with the person. They say the name of the person.
- Elicit answers from pairs. They read the sentences and then say the letter and who it is. Check understanding of the final adjectives by eliciting an appropriate mime / definition.

Key: **2** c, **3** f, **4** i, **5** g, **6** b, **7** e, **8** a, **9** d

---

PB5. ACTIVITY 2

Listen and say the name.

- Focus pupils on the activity instruction and the example, and check understanding. Review the character names again. Tell pupils to whisper the name to their partner the first time they listen. Before listening, pupils make sure they remember the names of all the characters in the pictures. Play the Audio. Pupils listen and whisper the name. Play the Audio again. Pause after each question to elicit the answer from the class.
- If time, use Consolidation activity (T104): *Mime the adjective.*

Key: **2** Simon, **3** Mrs Star, **4** Mr Star, **5** Suzy, **6** Grandpa, **7** Aunt May, **8** Grandma, **9** Stella

3

1 Who smiles a lot?
2 Who's happy?
3 Who's quiet?
4 Who's hungry?
5 Who's loud?
6 Who's funny?
7 Who's tired?
8 Who's thirsty?
9 Who's clever?

PB5. ACTIVITY 3

Play the game.

- Focus pupils on Activity 3 and tell them this is a game. Demonstrate the activity first. Tell pupils you're thinking of one of the characters. They ask questions like the ones in the speech bubbles to try to guess. They can only ask three questions. Pupils then play the game in pairs. Pupil A writes a letter from *a* to *i* in a secret place (the letter of the person). Pupil B then asks three questions to guess.

Extra support Help pupils with appropriate questions.

AB5. Answer Key, see page T96

- If time, use Extension activity (T104): *What does it mean?*

Ending the lesson

- Pupils open their Pupil's Books and cover the page with paper so that they can see only the pictures of the characters at the top. Say, e.g. *Tell me about Suzy.*
- Pupils describe her from the picture.

Digital Classroom

- **Presentation Plus:** Unit 0
- **Audio 3**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 0, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 0, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 0, *Reinforcement worksheet 2*
- **AB86 and PB86 – Grammar reference 0**
- **T104 – Consolidation activity:** *Mime the adjective*
- **T104 – Extension activity:** *What does it mean?*

1 Read and match.

1 – h

a 

b 

c 

d 

e 

f 

g 

h 

i 

1 His hair is grey and curly. He's funny.
2 He's got short black hair and he's wearing sunglasses. He's hungry.
3 She's got straight grey hair. She's thirsty.
4 She's got short brown hair and she's young. She's little, but loud.
5 She's got blonde hair and she isn't young. She's quiet.
6 He's got short straight red hair. He's happy.
7 She's got straight blonde hair and she wears glasses. She's clever.
8 He's got blonde hair, a beard and a moustache. He smiles a lot.
9 She's got straight black hair. She's tired.

2 3 Listen and say the name.

1 Who smiles a lot?

Uncle Fred.

3 Play the game.

Has he got blonde hair?

Yes, he has.

Is he younger than Stella?

No, he isn't.

Is he Uncle Fred?

Yes, he is.

Vocabulary: adjectives for personal descriptions

1 Read the information and answer.

1 Where does Aunt May work?
2 What does she like doing?
3 Where does Uncle Fred live?
4 What time does he get up?



Aunt May's a doctor. She works in a big hospital in the city. She sometimes works during the day and she sometimes has to work at night. She doesn't like working at the weekend. She likes listening to music and taking photos.

Uncle Fred's a farmer. He lives on a farm in the country. He's got twenty-seven cows and forty-three sheep. He always gets up at five o'clock. Uncle Fred has to work in the morning, the afternoon and the evening. He sometimes works at night too. He loves working on his farm and driving his lorry!



2 Correct the sentences.

Aunt May's a doctor.

1 Aunt May's a bus driver.
2 She works in a big school.
3 She never works at night.
4 She likes working at the weekend.
5 Uncle Fred lives in a flat in the city.
6 He's got forty-three cows.
7 He never gets up at five o'clock.
8 He always works at night.

STUDY

She **always** wears a white coat at work.
He **sometimes** works at night.
He **never** gets up at ten o'clock.



Language: adverbs of frequency

Objectives

Pupils review the present simple to talk about daily routines.

Target language

- **Key language:** present simple, frequency adverbs: *always, sometimes, never, like / love + -ing*, routine activities
- **Revision:** actions, jobs, *during the day, at night, in the morning / afternoon / evening, at work, white coat, hospital*, days of the week, *weekend, work, wear, listen to music, take photos, get up, farm, cow, sheep, flat, city, country*

Warmer

- Write the following verbs in a column on the board: *write, dance, build, teach, drive, clean, sing, work*. To the right of the verbs, write in large capital letters *-ER*. Mime *teach* and say *What's my job?* to elicit *teacher*. Write *teacher* on the board below the *-ER*.
- Repeat the procedure with *dance*, for them to respond with *dancer*. Continue with the other verbs, to show the *-er* ending. Elicit other jobs that don't follow this pattern: *doctor, nurse, dentist*.

PB6. ACTIVITY 1

Read the information and answer.

- Tell pupils to open their Pupil's Books at page 6 and to look at Activity 1. Show page 6 on the whiteboard. Use the pictures to elicit Aunt May's and Uncle Fred's jobs (doctor and farmer). Ask a pupil to read the instruction aloud and two others to read the questions. Pupils read silently and find the answers. They check in pairs. Check with the class. Pupils take turns to read the texts aloud around the class.

Extra support Ask other questions about the texts to check understanding, e.g. Aunt May: *Does she always work at night?* Uncle Fred: *When does he have to work?* Review *always, sometimes* and *never* using the *Study* Box at the bottom of the page.

Key: **1** She works in a hospital. **2** She likes listening to music and taking photos. **3** He lives on a farm in the country. **4** He gets up at five o'clock.

PB6. ACTIVITY 2

Correct the sentences.

- Focus pupils on Activity 2 and on the activity instruction. Check understanding, particularly of *bus driver*. They do the task orally first in pairs. Check with the class. Pupils write the corrected sentences in their books, following the model.

Key: **2** She works in a big hospital. **3** She sometimes works at night. **4** She doesn't like working at the weekend. **5** Uncle Fred lives on a farm in the country. **6** He's got twenty-seven cows. / He's got forty-three sheep. **7** He always gets up at five o'clock. **8** He sometimes works at night.

- If time, do Consolidation activity (T104): *Daily routines* and / or Extension activity (T104): *Bingo*.

AB6. Answer Key, see page T96

Ending the lesson

- Draw a circle on the board and write *Jobs* in the centre. Elicit the jobs pupils know and build up a mind map. Ask which job(s) they want to do. Elicit some ideas from pupils about the jobs, using sentences like the ones in the texts about May and Fred, e.g. (Farmer) *He lives on a farm. He sometimes works at night. He wears a hat and loves driving his lorry.*

Digital Classroom

- **Presentation Plus:** Unit 0
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 0, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 0, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 0, *Extension worksheet 1*
- **AB86 and PB86 – Grammar reference 0**
- **T104 – Consolidation activity:** *Daily routines*
- **T104 – Extension activity:** *Bingo*

Objectives

Pupils write about their daily routines using *before* and *after* and sing a song.

Target language

- **Key language:** present simple, *must*, imperatives, routine, *before / after*
- **Additional language:** *no time to lose*
- **Revision:** word families, jobs, daily routines, *wake up, get up, have a wash, clean your teeth, get dressed, put on your shoes, run to the kitchen, sit on a chair, eat your breakfast, comb your hair, get your bag, go to school*

Materials

- **Warmer:** Cards with the following actions written on them (large enough to be read by the class): *wake up, get up, have a wash, get dressed, run to the kitchen, sit on a chair, eat your breakfast, comb your hair, get your bag*

Warmer

- Display the word cards on the board. Point to each one and elicit / say the instruction, e.g. *Run to the kitchen.* Write a number under each one. Mime one of the actions. Pupils answer with the number and the verb and then say, e.g. *It's number 1. Sit on a chair.*
  Note: Make sure pupils don't use the present continuous.

Song

PB7. ACTIVITY 1

Read the song and order the pictures. Listen and check.

- Tell pupils to open their Pupil's Books at page 7. Show page 7 on the whiteboard. Ask what they can see in some of the pictures. Focus on picture e and ask *What are they doing?* to elicit *They're cleaning their teeth.* Ask *What do we use to clean our teeth?* to elicit (explain if necessary) *toothbrush* and *toothpaste.* Ask a pupil to read the activity instructions aloud. Read the Song aloud to the class up to, *It's seven o'clock, Wake up, wake up!* and elicit the correct picture (b). Pupils work in pairs to try to order the activities. Remind them to check in the Song text. Point out that there isn't a picture for every phrase in the text. Monitor pupils and prompt them to think (e.g. point to a picture), but don't tell them the answers.
- Play the Song for pupils to check their answers. Elicit answers. Explain any new vocabulary in the Song text. Check understanding of the different actions. Ask pupils which ones they do in the morning.
- If time, use Consolidation activity (T104): *Clothes race.*

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

4

As in Pupil's Book

PB7. ACTIVITY 2

Sing the song. Do karaoke.

- Play Song track 4 again. Pupils join in with the Song, miming the actions if they want to. They can clap their hands or click their fingers in time with the rhythm of the rap if they prefer. Divide the class into 12 groups. Each group sings a pair of lines and mimes as they sing.

4–5

As in Pupil's Book

5

- Instruct pupils to close their books and stay in their groups. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and actions as they listen. Play the Song and help pupils to remember the words and actions as necessary.

Extra challenge Ask questions about the Song using *before* and *after*, e.g. *What do we do before we eat breakfast? What do we do after we get up?* Check pupils understand the sequence. Use the word cards from the Warmer to help.

PB7. ACTIVITY 3

Write about your day.

- Focus pupils on the activity instruction and the model text. Pupils work individually to write sentences about their daily routine in their notebooks using *before / after*.
- Monitor and support if necessary. This activity can be completed for homework.

AB7. Answer Key, see page T96

- If time, use Extension activity (T104): *Play the game.*

Ending the lesson

- Sing the Song from the Pupil's Book again.

Digital Classroom

- **Presentation Plus:** Unit 0
- **Audio 4–5**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 0, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 0, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 0, *Song worksheet 1*
- **AB86 and PB86 – Grammar reference 0**
- **T104 – Consolidation activity:** *Clothes race*
- **T104 – Extension activity:** *Play the game*

1 4 Read the song and order the pictures. Listen and check.

a 

b 

j 

The morning rap,
We do it every day.
The same routine,
Now listen and say.

It's seven o'clock,
Wake up, wake up!
You must get up
And have a wash.

Come on, come on,
It's time to go.
Get dressed, get dressed!
Put on your clothes.

Run to the kitchen,
Sit on a chair.
Eat your breakfast,
Comb your hair.

The morning rap ...

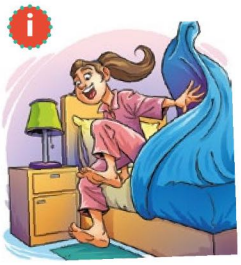
It's seven o'clock ...

Clean your teeth.
No time to lose.
Get your bag,
Put on your shoes.

Goodbye to Mum,
Goodbye to Dad.
My friends are at school,
So I'm not sad.

The morning rap.
The morning rap.

c 

i 

d 

h 

g 

e 

f 

2 5 Sing the song. Do karaoke.

3 Write about your day.

I wake up at seven o'clock.
I get dressed after I get up ...

Vocabulary: daily routines

Lock's sounds and spelling



1 6 **Watch the video. Watch again and practise.**

2 **Write the words in the correct box. Say.**



The girl with curly hair plays all day.



She rides a bike all night.

girl	plays	rides

3 **Choose and say to make sentences.**

The farmer …

The farmer always …

The farmer always wakes up early …

The farmer always wakes up early in the morning!

girl with curly hair farmer dentist detective builder nurse	always sometimes never	wakes up early takes a train rides a bike flies a kite	all day all night in the morning in the afternoon in the evening

Show what you know

c ___ ly 

g ___ l 

Objectives

Pupils recognise and practise identifying the phonemes /ai/, /ei/ and /ɜ:/ through rhyming words in context and noticing related spelling patterns.

Target language

- **Key language:** words with the phonemes /ai/, /ei/ and /ɜ:/ (e.g. *night, bike, five, always, day, curly, girl*)
- **Additional language:** *whirl*
- **Revision:** jobs, adverbs of frequency, daily routines, times of day

Materials

- Picture of a girl with curly hair

Warmer

- Mime cleaning your teeth and have pupils guess what you are doing. Ask *When do I do this?* and elicit *In the morning.* Ask pupils what else they do in the morning. Mime pupils' suggestions and write the actions on the board. Pupils then mime and guess in groups.

Presentation

- Write *8 a.m.* on the board and elicit what part of the day it is (*in the morning*). Write other times to elicit *in the afternoon, in the evening* and *at night*. Show pupils the picture of the girl with curly hair on the whiteboard, and ask them to describe her. In pairs, pupils think about things the girl does at different times of day. Elicit and discuss ideas with the class. Accept any logical answers and tell pupils you are going to watch the ▶ Video to find out.

PB8. ACTIVITY 1

Watch the video. Watch again and practise.

- Pupils watch the ▶ Video. Ask them what the girl with curly hair does and when. Elicit *play, all day, ride a bike* and *all night*. Have pupils say the words together.

▶ 6

Voice: girl, /ɜ:/, curly, /ɜ:/, play, /eɪ/, day, /eɪ/, rides, /aɪ/, bike, /aɪ/.

Lock & Key: The girl with curly hair plays all day. She rides a bike all night.

PB8. ACTIVITY 2

Write the words in the correct box. Say.

Extra support Pupils watch the ▶ Video again. Clap on and repeat the rhyming words as pupils hear them (*curly / girl, plays / all day, ride / bike / all night*). Point to the pictures and read the sentences aloud. Now ask pupils to clap on the rhyming words and repeat them aloud. Tell them to write the words in the boxes.

- Put pupils in pairs, A and B. Pupil As close their books and Bs keep them open. B pupils choose a word from one of the boxes and say it aloud. A pupils say another word from that box. Then pupils swap or mix pairs.

Key: (girl), curly; (plays), day; (rides), bike, night

PB8. ACTIVITY 3

Choose and say to make sentences.

- Point to the example sentence in the speech bubbles and then focus on the options in each box. In pairs, pupils make their own sentences. Pairs write their sentences on a piece of paper and display them around the room. Make sure pupils have used the third-person *s* correctly.
- Join pairs together in groups of four and have them walk around the class and take turns saying the sentences aloud. Tell them to help each other with pronunciation. Encourage them to read and listen to as many sentences as possible. Set a time limit.

Extra challenge Groups of four can make more sentences. The first person chooses a job, the second an adverb of frequency, the third an activity and the fourth a time of day. Challenge pupils to make five new sentences.

Show what you know

- Say the word *curly* but with the vowel sound missing and prompt the class to make the missing sound.
- Focus on the *Show what you know* Box. Pupils complete the words with the missing letters and practise saying them.
- If time, use Consolidation activity (T104): *About my friend.*

AB8. Answer Key, see page T96

- If time, use Extension activity (T104): *Notice the sound.*

Ending the lesson

- Call out the /ai/, /ei/ or /ɜ:/ sound and ask pupils to say a word from the lesson that contains that sound (or other words they know with the sound). When a pupil says a word, they can call out the next sound. If you prefer, have pupils do this in pairs or groups.

Digital Classroom

- **Presentation Plus:** Unit 0
- **Audio 6**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 0, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 0, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 0**
- **T104 – Consolidation activity:** *About my friend*
- **T104 – Extension activity:** *Notice the sound*

Objectives

Pupils read a story and review numbers.

Target language

- **Key language:** language in the story, numbers, *joke box*
- **Revision:** functional language, *was / were*, *Lock and Key*, *magnifying glass*

Materials

- A simple but striking poster which reads: *Lock and Key Detective Agency. We're here to help you, night and day. Call us on 01449 228000. Email: lockandkey@detectives.com*
- **Flashcards:** 13–14 (Lock and Key)
- Word cards from *Teacher Resources*

Warmer

- Display the Lock and Key poster you have made on the wall and the flashcards of Lock and Key. Ask pupils to read the poster and to tell you what it is (an advert for the Lock and Key Detective Agency). Check understanding of *detective agency*. Ask who Lock and Key are (pupils point to the flashcards) and for examples of the things they do. If pupils didn't study *Kid's Box 3*, use these examples: *look for lost cats, find lost paintings, find car thieves*. Ask pupils how you can contact the detectives (by phone / email). Ask pupils if they think Lock and Key use a magnifying glass. Check comprehension by drawing one on the board.

Story

PB9.

- Show page 9 on the whiteboard. Elicit who the story is about (Lock and Key). Ask *What's their job?* (they are detectives).
- Set the gist listening / reading questions: *What's today's problem for Lock and Key? Do they find the picnic thief?*
- Watch the ▶ Video with the class. Tell pupils not to shout out the answers, but check quietly with their partner at the end of the ▶ Video. Check with the class (a picnic thief; yes, it's a bird). Play the ▶ Video again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling relevant to each character.
- Check comprehension by pointing to the pictures on the whiteboard and asking, e.g. *What's the little boy's name?* (Peter). *Who's the woman with him?* (his aunt). *Are Lock and Key in their car?* (no, on a motorbike). *Where are they?* (in the park). *What's Key holding?* (a magnifying glass).
- Elicit Key's favourite phrase (No problem).

PB9. LOCK AND KEY. ACTIVITY 1

Look at the pictures. Describe what's happening.

- Tell pupils to point to Lock and then to Key in the pictures (using the flashcards as reference). In pairs, pupils describe what is happening in each picture using the present simple. Focus on the example on the whiteboard. Elicit ideas.

Extra support Have pairs share their descriptions with the class and write some ideas on the board. Have the class say which picture they refer to.

Extra challenge Join pairs together. Have one pair describe a picture from the story on the board for the other pair to guess which it is. Then they swap roles.

- If time, use Consolidation activity (T104): *Role play*.

▶ 7

Mrs Potts: Ooohooo! Mr Lock! This is my sister's son, Peter. He needs your help.
Lock: Hello, Peter … Well, I don't …
Key: No problem, Peter. What's the matter?
Peter: Well, there's a picnic thief in Baker's Park.
Lock: Bah! A picnic thief …
Key: Let's go and see!
Peter: Right here, next to the lake. Every time I play with my friends, somebody takes our picnic.
Lock: Go and play, Peter. Put your food on the blanket. It's safe with us.
Excuse me, Sir. What can you tell me about the picnic thief?
Key: Yeah, where were you at this time yesterday?
Man: Oooh! I was at a picnic. Here in the park.
Lock: Aha! So, you like picnics.
Key: Lock, I've got the picnic thief … or, er, it's got me! Help! It's OK, Peter. I've got your picnic.
Peter: Oh, er, thank you, Mr Key.

AB9. Answer Key, see page T96

Ending the lesson

- Ask pupils to sing the Song from the unit again. Do it together to end the lesson.
- If time, use Extension activity (T104): *Play a game*.

Digital Classroom

- **Presentation Plus:** Unit 0
- **Audio 7**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 0, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 0, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 0, *Extension worksheet 2* and *Topic worksheet*
- **AB86 and PB86 – Grammar reference 0**
- **T104 – Consolidation activity:** *Role play*
- **T104 – Extension activity:** *Play a game*

Lock & Key!

7

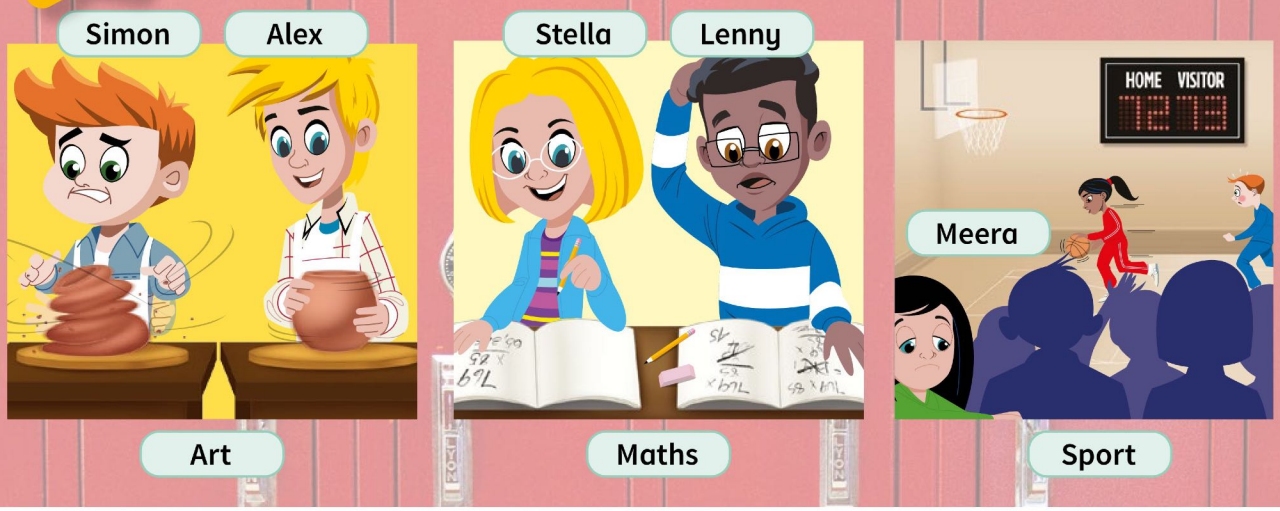


1 **Look at the pictures. Describe what's happening.**

In picture 1, Mrs Potts asks Lock and Key for help.

Story: unit language in context

1 Back to school

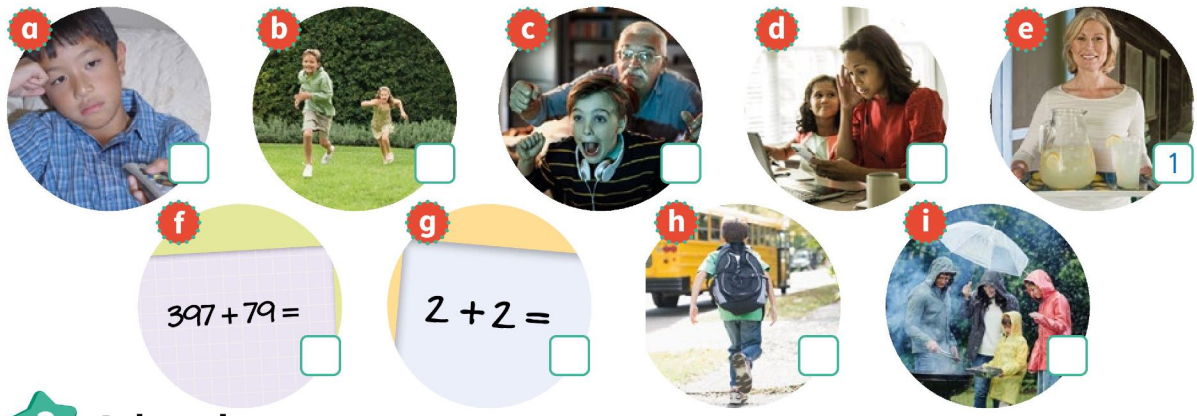


1 8 **Look, think and answer. Listen and check.**

1 Where are the children?
2 Which class are Simon and Alex in?
3 Who likes Maths?
4 What's Meera doing?

2 9 **Listen and match.**

~~1 careful~~ 2 boring 3 difficult 4 exciting 5 slow
6 easy 7 busy 8 quick 9 terrible



3 **Ask and answer.**

What do you like at school?

I like Sport because it's exciting.

Objectives

Pupils use adjectives to talk about school and people's feelings and reactions.

Target language

- **Key language:** *boring, quick, exciting, busy, careful, difficult, easy, slow, terrible*
- **Additional language:** *pottery, bowl, brave*
- **Revision:** school, school subjects

Materials

- **Flashcards:** 5, 6, 10–12 (Stella, Simon, Lenny, Alex, Meera); 15–23 (adjectives)

Warmer

- Ask pupils what subjects they have on their timetable today. Ask which their favourites are. Ask pupils if they have started any new subjects this year. Build a mind map on the board of the school subjects.

PB10. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 10. Show page 10 on the whiteboard and elicit who they can see (Simon and Stella). Introduce Alex, Lenny and Meera using the flashcards. Review all five character names by sticking the flashcards on the board, pointing to the cards in turn and saying, e.g. *Hello, Alex.* Point to the flashcards again. Pupils say *Hello,* (name) for each one.
- Pupils read the activity instruction and the four questions. They discuss their answers / predictions in pairs. Don't give the new vocabulary at this stage.
- Play the Audio for pupils to listen and check. Elicit complete sentences.

Key: **1** The children are at school. **2** Simon and Alex are in the Art class. **3** Stella likes Maths. **4** Meera's playing basketball.

8

Narrator: Simon and Alex are in their Art class. They're making bowls and they can't stop. They're busy.
Simon: Oooh. My bowl's terrible!
Narrator: Alex is careful and slow. His bowl's good.
Narrator: Stella and Lenny are in their Maths lesson. Stella's very happy because she loves Maths and thinks it's easy. Lenny doesn't think Maths is easy. He thinks it's difficult.
Lenny: I can't do this Maths problem. It's difficult.
Stella: Come on, Lenny. You can do it. It's easy.
Narrator: It's 73–72. What an exciting game! Meera's got the ball and she's running with it. Meera's quick. The boy's slow.
Girl: This is really boring. I don't like basketball.

PB10. ACTIVITY 2

Listen and match.

- Focus pupils on Activity 2. Pupils work in pairs and try to do the matching. Play the example to check pupils understand the activity. Then play the rest of the Audio for them to listen and match. Check with the class.

Extra support Hold up pairs of adjective flashcards for pupils to choose from when matching.

- If time, use Consolidation activity (T104): *Spelling game.*

Key: **2** a, **3** f, **4** c, **5** h, **6** g, **7** d, **8** b, **9** i

9

1 Be careful with those glasses, Sally! / I am being careful.
2 What was the film like? / It was really boring.
3 What's 397 and 79? / Oh, I don't know. That's difficult.
4 What was the football match like? / It was really exciting!
5 Come on, Mary. Don't be so slow. / I'm not slow!
6 What's 2 and 2? / That's easy. It's 4.
7 Can I talk to you? / No, sorry. I'm busy.
8 The bus is coming. Be quick!
9 The weather's terrible! / Oh, no! Look at our food.

PB10. ACTIVITY 3

Ask and answer.

- Read the example speech bubbles with the class. Then put pupils in groups to ask and answer the question. Remind them to use adjectives to give reasons.
- Encourage pupils to share their ideas with the class and find out what is the most popular school subject or activity.

Extra challenge Challenge pupils to find a partner who likes the same thing and for the same reason.

- If time, use Extension activity (T105): *Make a wordsearch.*

AB10. Answer Key, see page T96

Ending the lesson

- Stick adjective flashcards on the board. Number them 1 to 9. Elicit the words. Say, e.g. *I have a lot to do. I'm very …* Pupils say the correct number flashcard and the word. Repeat for the other adjectives.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 8–9**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 1**
- **T104 – Consolidation activity:** *Spelling game*
- **T105 – Extension activity:** *Make a wordsearch*

Objectives

Pupils write a text about a teacher and complete a questionnaire with a friend.

Target language

- **Key language:** adjectives, present simple, descriptions
- **Revision:** comparative adjectives, colours, school subjects, *like*, *have got*, *very*

Materials

- **Flashcards:** 15–23 (adjectives)
- **Back to school word cards:** *Teacher Resources* (adjectives)

Warmer

- Write some school subjects as anagrams on the board. Pupils race to unscramble the words and write them correctly. Take a vote for pupils' favourite subject.

PB11. ACTIVITY 1

Read and say the names.

- Tell pupils to open their Pupil's Books at page 11. Show page 11 on the whiteboard and focus pupils on Activity 1. Ask a pupil to read the activity instruction and do the first one as an example. In pairs, pupils take turns to read the descriptions aloud and to say the names of the children. Check with the class using open pairs.

Key: **2** Zak, **3** Yasmin, **4** Daisy, **5** Jordan

PB11. ACTIVITY 2

Make sentences and say 'true' or 'false'.

- Pupils use the example speech bubble to write four sentences about the children in Activity 1. They include some false information. In pairs, they take turns to read their sentences and to say *True* or *False*.

PB11. ACTIVITY 3

Read and correct the text.

- Focus pupils on Activity 3 and elicit what they can see (a photograph of their teacher at work and a child's piece of writing about a teacher). Elicit the name of the teacher (Mr Harrison) and the subject he teaches (Maths). Ask a pupil to read the activity instruction aloud and check understanding. Do the first word (*busy*) as an example with the class.
- Pupils work individually and unscramble the words. Set three reading questions: *Where is the school? Are his lessons boring? Why do the children like his lessons?* Pupils read to find the answers. Check with the class (in a big city; no, they're exciting; because they're not difficult).

Extra challenge Pupils write the corrected text in their notebooks.

Key: busy, slow, boring, exciting, difficult, easy, careful

PB11. ACTIVITY 4

Write about one of your teachers.

- Using the list of subjects from the Warmer, help pupils choose a teacher to write about. Make sure it's a teacher they like. Remind them to use the model in Activity 3 to help them and to use the adjectives to talk about the lessons and their work.

Extra support Monitor pupils as they write their drafts. When you have checked their work, they can write a final version on paper. If space, you can display the texts to decorate classroom walls.

- If time, use Consolidation activity (T105): *Our teachers.*

AB11. Answer key, see page T96

- If time, use Extension activity (T105): *Comparing answers.*

Ending the lesson

- Stick the adjective flashcards and the word cards on the board. Call volunteers to come to the board and match them.
- Pupils group the adjectives according to the number of syllables (do this as a class if necessary).

Key: One syllable = quick, slow; Two syllables = easy, boring, careful, busy; Three syllables = exciting, terrible, difficult

Digital Classroom

- **Presentation Plus:** Unit 1
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Consolidation activity:** *Our teachers*
- **T105 – Extension activity:** *Comparing answers*

1 Read and say the names.



Daisy Jordan Yasmin Johnny Zak

1 This child likes being busy with lots of homework. His hair is straight and black and he's got glasses.

Johnny

2 This child loves Art and is careful at painting. He's got short curly brown hair.

3 The child with straight blonde hair is very brave. She loves reading to her class.

4 This child with glasses thinks Maths is exciting. Her hair is brown and curly.

5 This child with short straight blonde hair thinks Music is difficult.

2 Make sentences and say 'true' or 'false'.

The child with curly hair and glasses thinks Maths is boring.

False.

3 Read and correct the text.

My teacher

This is Mr Harrison. He's my Maths teacher. He works in a school in a big city. He's very sbyu because he's got a lot of work. There are 28 children in my class. His lessons aren't wols or grinbo, they're very ecgitxin. We like his lessons because they're not ftlcuidfi. It's yase to learn lots of new things with him. Mr Harrison is very fclareu when he writes, but I'm not!

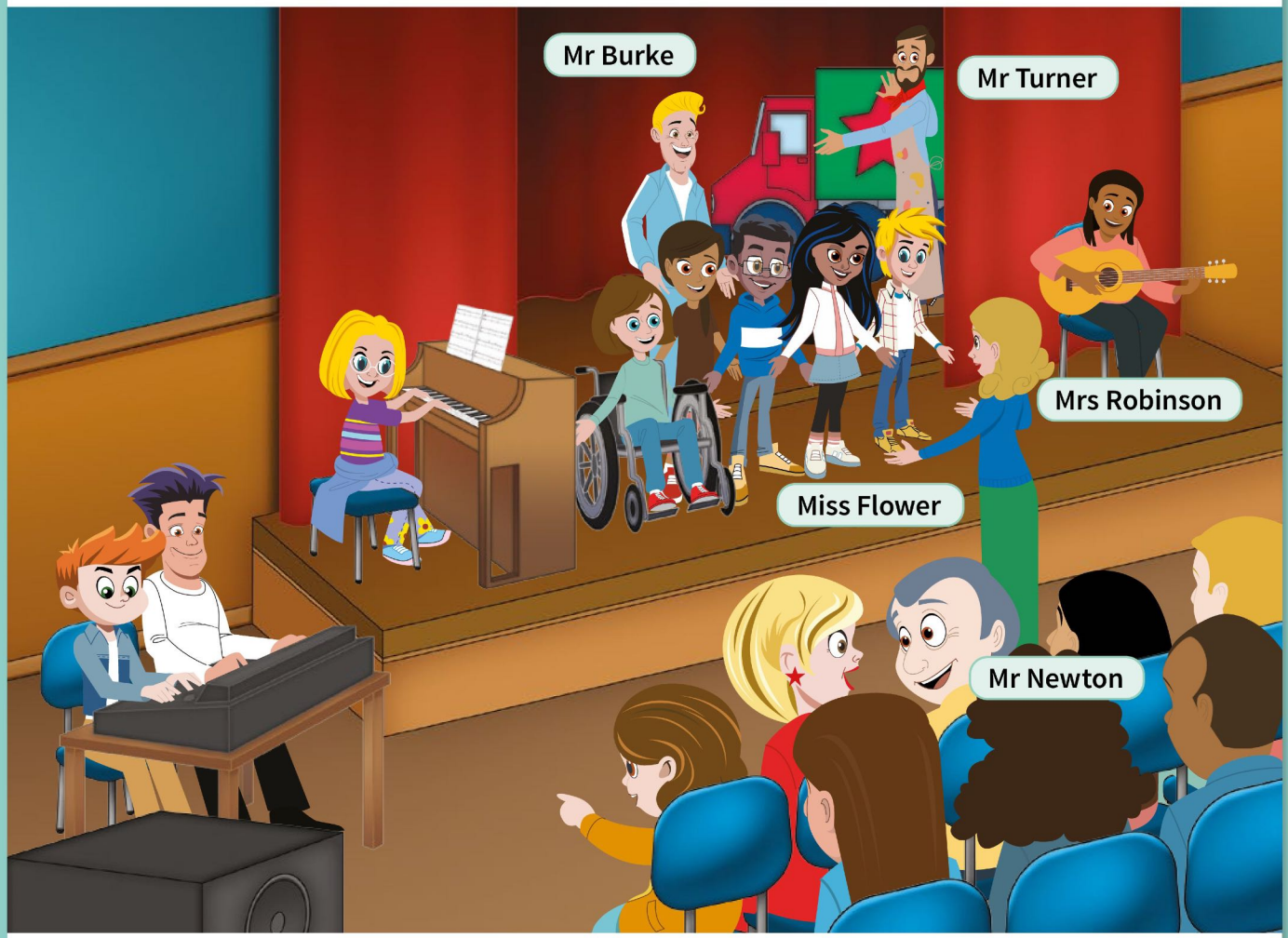


4 Write about one of your teachers.

Vocabulary: adjectives

1 10 Look, think and answer. Listen and check.

1 Where are the Star family?
2 Who's Mrs Star talking to?
3 Who's the Music teacher?
4 Who's the Art teacher?



2 Play the game.

He's the teacher who's talking to Mrs Star.

Mr Newton.



STUDY

She's the woman **who's** wearing the long green skirt.
He's the man **who's** carrying the lorry.

Objectives

Pupils use relative clauses with *who*.

Target language

- **Key language:** relative clauses with *who*, descriptions
- **Revision:** adjectives, school subjects, prepositions, *school show*, *He's / She's called …*, *over there*, *He's / She's the one …*

Materials

- **Warmer:** Four large pictures of people (two men, two women) showing clothes / appearance
- Coloured pencils (one set per pupil)

Warmer

- Put the four pictures on the board. Number them 1 to 4. Review descriptions by playing a guessing game, e.g. *Who's got long, dark hair? Who's wearing a black jacket? Who's carrying a newspaper?*

PB12. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 12. Show page 12 on the whiteboard. Elicit who they can see and where they are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the picture.
- Play the Audio for pupils to listen and check. Elicit complete sentences.

Extra support Write the teachers' names on the board. Elicit the subject each one teaches and what they're doing. Play the Audio again if necessary. Focus on the target structure, e.g. Mr Burke is the man who's singing. He's the Sports teacher.

Extra challenge Elicit other sentences from pupils. They copy them into their notebooks.

- If time, use Extension activity (T105): *Word race.*

Key: **1** They are at the school show. **2** She's talking to Mr Newton, the Maths teacher. **3** Miss Flower is the Music teacher. **4** Mr Turner is the Art teacher.

10

Simon: Hey! The school show's really exciting, Dad.
Mr Star: Yes, it is … and it's good to see your teachers. Who are they all?
Simon: Well, the man who's talking to Mum is my Maths teacher. He's called Mr Newton.
Mr Star: Right. Is the man who's singing your Music teacher?
Simon: No, he's Mr Burke, our Sports teacher. Miss Flower's our Music teacher. She's the woman who's wearing the long green skirt. They do the 'After school club'.
Mr Star: The 'After school club'? What's that?
Simon: It's a new club where we can do lots of exciting things on Thursday afternoons. … And can you guess who my Art teacher is?
Mr Star: Ooh, Simon, that's difficult. Is it the woman who's playing the guitar?
Simon: Very funny, Dad. No, that's Mrs Robinson, our English teacher. Our Art teacher's over there. He's the one who's carrying the lorry.
Mr Star: Is his name Mr Strong? Ha ha ha!
Simon: No, Dad. His name's Mr Turner.

PB12. ACTIVITY 2

Play the game.

- Clean the board. Focus pupils on Activity 2, the *Study* Box and the example speech bubbles. They play the game in pairs. A looks at the picture, and B closes his / her book. A makes statements to test B's memory, as in the example. After one or two minutes, pupils swap roles.
- If time, use Consolidation activity (T105): *In our class.*

AB12. Answer Key, see page T96

Ending the lesson

- See if pupils remember the pictures from the Warmer. They say, e.g. *Number 1's the woman who's carrying a handbag. She's wearing red shoes.* Show the pictures to check.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 10**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Reinforcement worksheet 2*
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Extension activity:** *Word race*
- **T105 – Consolidation activity:** *In our class*

Objectives

Pupils practise relative clauses using *who* and sing a song.

Target language

- **Key language:** relative clauses with *who*, present continuous question forms
- **Additional language:** *playground*
- **Revision:** relative clauses with *who*, present continuous, actions and activities, clothes, adjectives, school subjects, food and drink

Warmer

- Write the names of about six pupils on the board and write a piece of unique information about each one, e.g. *He's wearing black trousers.* Say *Tell me about* (name) to elicit, e.g. (Name)*'s the boy who's wearing black trousers.* Repeat for the other names on the board.

PB13. ACTIVITY 1

Read and match.

- Tell pupils to open their Pupil's Books at page 13. Show page 13 on the whiteboard. Elicit what they can see (a playground) and what some of the children are doing. Ask a pupil to read the activity instruction aloud. Check understanding using the example. Pupils work in pairs, taking turns to read the statements and match the child / children in the picture.

Extra support Check with the class, using open pairs: one pupil reads a statement aloud, and another says the letter.

Extra challenge Focus on the use of *They're … who are …* by eliciting examples in the classroom, e.g. Teacher: *Tell me something about* (name) *and* (name). Pupils: *They're the girls who are sitting at the front.* Make other similar statements. Pupils then make statements for the class to answer.

- If time, use Extension activity (T105): *Hobbies.*

Key: 2 f, 3 a, 4 c, 5 e, 6 b

PB13. ACTIVITY 2

Choose a child. Ask and answer.

- Turn the activity into a guessing game. Say *I'm looking at a boy in the picture. Can you guess?* Pupils ask questions as in the speech bubble on the left. Repeat for *girl.* Practise two or three more times. Pupils do the activity in pairs, taking turns to guess.

Song

PB13. ACTIVITY 3

Read and say the letter. Listen and check.

- Focus pupils on Activity 3. Ask a pupil to read the instruction aloud. Check understanding. Pupils read the text and match who's speaking with one of the pictures. They check in pairs. Play the Audio. Pause after each teacher's section and elicit the letter and the name.

Key: 1 a, 2 c, 3 d, 4 b

11

As in Pupil's Book

PB13. ACTIVITY 4

Sing the song. Do karaoke.

- Play Song track 11 again for pupils to join in as a class.

Extra challenge Make groups of four. Tell groups to practise singing the Song. They sing the first and last verse as a group and individually sing one teacher's verse each. They do an appropriate mime for each school subject as they sing.

11–12

As in Pupil's Book

12

- Instruct pupils to close their books and stay in their groups. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and actions as they listen. Play the Song and help pupils to remember the words and actions as necessary.

AB13. Answer Key, see page T96

- If time, use Consolidation activity (T105) *Playground games.*

Ending the lesson

- Pupils sing the Song again.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 11–12**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Extension worksheet 1*, and *Song worksheet 1*
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Extension activity:** *Hobbies*
- **T105 – Consolidation activity:** *Playground games*

1 Read and match.

1 – d

1 They're the boys who are laughing.
2 She's the girl who's drinking orange juice.
3 He's the boy who's wearing a red sweater.
4 They're the girls who are wearing blue dresses.
5 She's the girl who's skipping.
6 He's the boy who's throwing a ball.



2 Choose a child. Ask and answer.

Is it the boy who's reading a comic?

No, it isn't.

3 11 Read and say the letter. Listen and check.

The classroom's where you learn,
The classroom's where we teach,
Lots of exciting things,
To do in our school week.

1 I teach Sport,
It's quick, not slow,
Run, jump and skip,
Go, go, go!

2 I teach English,
All I need,
Are lots of words,
And books to read.



3 I teach Maths,
It's easy to add,
But if it's wrong,
Don't be sad.

4 I teach Art,
We can paint and draw,
Careful with the paint,
Don't drop it on the floor!

The classroom's where you learn,
The classroom's where we teach,
Lots of exciting things,
To do in our school week.

4 12 Sing the song. Do karaoke.

Language: relative clauses with *who*

Lock's sounds and spelling



1 13 **Watch the video. Watch again and practise.**

2 **Circle the stressed syllables. Say.**



Art is easy for elephant, but difficult for snake.

Maths is exciting for snake, but boring for elephant.

In Sport, snake is quick, but elephant is slow.

3 **Say and guess.**

He's doing Maths and it's difficult.

The elephant?



Show what you know

~~difficult~~ slow easy exciting quick boring amazing

●	●○	●○○	○●○
		difficult	

Objectives

Pupils identify and practise syllable stress in familiar words.

Target language

- **Key language:** adjectives: *quick*, *slow*, *exciting*, *boring*, *easy*, *difficult*
- **Revision:** school subjects, animals

Materials

- A4 paper

Warmer

- Elicit a list of school subjects and write them on the board. Choose one, and mime an action related to it (e.g. mime painting for Art). Ask pupils *What am I doing?* And then have them guess the subject. (*You're painting. It's Art.*) Have pupils mime and guess other subjects in groups.

Presentation

- Show page 14 on the whiteboard. Focus pupils on the image of The Jungle School. Give each pair a piece of A4 paper. Ask them what animals they think go to The Jungle School and which animal would be the teacher. Have them write their ideas. Then ask them to write three subjects they think the animals would do at school. In pairs, pupils decide what subject each animal would do and what they think of it, e.g. *The tiger is good at Maths and thinks Maths is easy.* Tell pupils they are going to watch a ▶ Video to find out about The Jungle School, and see if their ideas were similar.

Extra challenge Have pupils mingle and compare their ideas.

PB14. ACTIVITY 1

Watch the video. Watch again and practise.

- Pupils watch the ▶ Video. Ask *Which animals go to The Jungle School? What subjects do they study? How do they feel about them?* Pupils tell you as much as they can remember from the ▶ Video. Check how similar the ▶ Video is to pupils' ideas at the beginning of class.

▶ 13

Voice: easy, difficult, exciting, boring, quick, slow.
Lock & Key: Art is easy for Elephant, but difficult for Snake. Maths is exciting for Snake, but boring for Elephant. In Sport, Snake is quick, but Elephant is slow.

PB14. ACTIVITY 2

Circle the stressed syllables. Say.

- Pupils watch the ▶ Video again. Tell pupils to open their Pupil's Books at page 14. Focus pupils on Activity 2 and say the sentences on the page together. Clap on the stressed syllable in each of the adjectives.
- Write the adjectives on the board. Pupils say the adjectives again and clap on the stressed syllable. Tell pupils to circle the syllables in their books.

Extra challenge Divide the class into two groups, A and B. A says the adjectives and B claps on the stressed syllables. Then groups swap roles.

- If time, use Extension activity (T105): *About my friends.*

Key: easy, difficult, exciting, boring, quick, slow

PB14. ACTIVITY 3

Say and guess.

- Point to the example on the whiteboard. In pairs, pupils take turns making other sentences following the same sentence frame.

Extra support Monitor the activity and give more examples if necessary: *He's / She's doing sport and he's / she's quick*. Make sure pupils are stressing the correct syllables in the adjectives.

Extra challenge Pairs play the game with another pair. They award points for each correct guess.

Show what you know

- Say *difficult* and prompt the class to clap the stressed syllable. Focus on the *Show what you know* Box. Point to the syllable pattern for *difficult*.
- Pupils complete the table with the other adjectives according to their syllable pattern.
- If time, use Consolidation activity (T105): *Adjectives.*

Key: Column 1: slow, quick; Column 2: easy, boring
Column 4: exciting, amazing

AB14. Answer Key, see pages T96–97

Ending the lesson

- Stand pupils in three lines. Call out the adjectives from the unit and tell pupils to jump forward for every syllable and clap on the stressed syllable (e.g. *busy* = two jumps forward, and clap on the first syllable).

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 13**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Extension activity:** *Adjectives*
- **T105 – Consolidation activity:** *About my friends*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** *no problem, detectives, very busy / interesting, naughty*
- **Revision:** school, school subjects, comparative adjectives, colours, *like, have got, very*

Materials

- **Flashcards:** 13–14 (Lock and Key); 15–23 (adjectives)

Warmer

- Show the Lock and Key flashcards and review what pupils remember about the characters. Pupils say, e.g. *They're the detectives who always do silly things.* Review who Peter is. Tell pupils that Lock and Key are going to Peter's school to talk about their job. Elicit what they think happens.

Story

PB15.

- Show page 15 on the whiteboard. Focus on the first small frame and elicit who they can see (Peter) and what day he's talking about (Thursday).
- Watch the ▶ Video with the class. Tell pupils to see if their predictions from the Warmer are correct. They check in pairs. Then check with the class (Lock scares the children, Key spills some sauce, they play basketball and get told off by the teacher).
- Play the ▶ Video again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Who are Lock and Key eating lunch with? What does she ask them? Is it Key who sees the basketball? What does the teacher say when she finds them? Are they naughty?*

PB15. LOCK AND KEY. ACTIVITY 1

What do Lock and Key do at Peter's school? Say three things.

- Tell pupils to open their Pupil's Books at page 15. Pupils read the story again and find three things Lock and Key do. Put them in groups to share ideas. Pupils should say the number of the frame in the story where Lock and Key do each thing.

Extra support Put pupils in teams. Say a line from the story. Pupils say the corresponding frame number to win a point.

Extra challenge With pupils in teams, call out a frame number. The first team to tell what Lock and Key do in that frame win a point.

- If time, use Extension activity (T105): *Role play*.

AB15. Answer Key, see page T97

- If time, use Consolidation activity (T105): *What I can do*.

▶ 14

Peter: On Thursday, we've got a lesson on jobs. Can you come to my school to talk about your work, please?
Key: No problem, Peter.
Lock: Detectives are very important. We help people. We can find people and things.
Boy: Do you catch bad people?
Lock: Oh yes. We catch people who do naughty things.
Teacher: Well, thank you, Mr Lock and Mr Key. OK, children, it's lunchtime.
Teacher: Your work is very interesting. Are you very busy?
Lock: Oh, yes!
Lock: OK, Key. I think we've got everything now. Let's go back to the office.
Key: Look! There's a basketball. Let's have a quick game!
Lock: I need to stop the ball.
Key: You can't get it! Gooaaal!
Teacher: Well! Excuse me!
Teacher: You're very naughty!
Key: Is she a detective?

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 14**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Extension worksheet 2*
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Extension activity:** *Role play*
- **T105 – Consolidation activity:** *What I can do*

Lock & Key!

1

14



1 **What do Lock and Key do at Peter's school? Say three things.**

Story: unit language in context

How can we use paint?

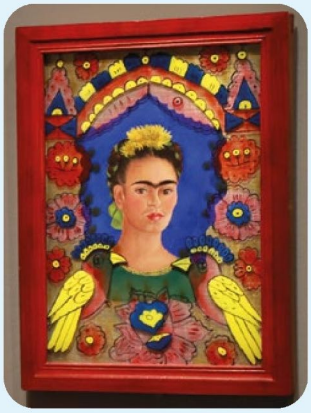
1 15 Listen and read. Which artist's style was new?

The Couple is a painting by Georges Seurat, a French artist. He invented a style of painting called 'pointillism'. The artist uses small dots and dashes of colour to paint a picture. You need to look at the painting from far away to see the image clearly.



I like the painting because it makes me feel relaxed. It reminds me of a warm, summer morning.

The Frame is a painting by Frida Kahlo. She was a famous artist from Mexico. She liked to paint 'self-portraits' – paintings of herself. Frida looks confident in the painting. She's got beautiful flowers in her hair. There are also bright colourful flowers and birds around her. They are traditional images from old Mexican stories.



The painting makes me curious about Frida Kahlo and her life in Mexico. I want to learn more about her!

2 Read again and complete the notes for Frida Kahlo.

Artist:	Georges Seurat	Frida Kahlo
Painting:	The Couple	
Style:	pointillism	
Description:	a painting that uses dots and dashes	
Feeling:	relaxed	

3 Which painting do you prefer? Why?

DIDYOUKNOW...?
In 'drip' artwork, artists drip paint instead of using a paintbrush.



Objectives

Pupils describe two paintings of different styles of art and say which painting they prefer and why.

Target language

- **Additional language:** *attractive, pointillism, self-portrait, dots, dashes, style, description, image(s), bright, colourful, confident, relaxed, curious, traditional, drip*
- **Revision:** *painting, paint, paintbrush, artist, flowers, birds*

Materials

- **Warmer:** Two marker pens
- **Extension activity:** Four pictures of different artworks: one self-portrait, one pointillism, one drip, and one abstract form of art.

Warmer

- Ask pupils to form two rows in front of the board. Give each team a marker pen. Call out the topic word (*Art*) and ask teams to write words they associate with art on the board. When one student writes a word, they hand the pen to the next person in their team. The game continues until you say *Stop*. The team with the most words is the winner. (Example words: *paint, paintbrush, painting, artist, paints, picture, draw, crayons, colours, create, pencil, paper,* etc.)

Presentation

- Say *Open your Pupil's Books at page 16, please.* Show page 16 on the whiteboard. Ask pupils to look at the two paintings. Ask *Do you know these paintings? Who painted them?* Elicit and write ideas on the board.

PB16.

Watch and answer.

- Read the question at the top *How can we use paint?* Elicit brief descriptions of the paintings on the board.
- Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, elicit more descriptions of the pictures on the board.

PB16. ACTIVITY 1

Listen and read. Which artist's style was new?

- Tell pupils they're going to read about two well-known artists from the modern-art era. Explain that modern art shows different styles where artists try new ideas with art.
- Play the 🔊 Audio. Pupils listen and read about the two artists. After reading, check their ideas from the presentation activity. Discuss the colours and images they see in the paintings.
- Discuss the question. Ask pupils what gave them the answer. Elicit that Seurat 'invented' a new style of art.

Key: Georges Seurat

🔊 15

As in Pupil's Book

PB16. ACTIVITY 2

Read again and complete the notes for Frida Kahlo.

- Focus pupils on Activity 2. Point to the Seurat picture in the reading text. Ask *Who is the artist? What's the name of his painting? What style of art does he use?* Check that pupils understand the meaning of the headings in the chart, such as *style* and *description*.
- Put pupils into pairs to do the activity. Check answers as a class.

Extra challenge Ask pupils why they think the artists gave the paintings their names. For example, Frida Kahlo's painting shows her picture surrounded by a colourful frame of flowers and birds, so she named it *The Frame*.

Key: Artist: Frida Kahlo, Painting: *The Frame*, Style: self-portrait, Description: a painting of the artist by the artist, Feeling: curious

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PB16. ACTIVITY 3

Which painting do you prefer? Why?

- Put pupils into pairs to discuss the paintings and say which one they prefer. Ask them to say why they prefer the painting, e.g. the colours the artist uses, the style of art, the scene in the painting. Invite volunteers to share their opinions with the class. Encourage pupils to say how they feel when they see the painting.
- If time, use Extension activity (T105): *Talk about art*.

Did you know ...?

- Point to the painting in the box. Ask *How did the artist paint this?* Read the information in the box as a class. Ask pupils to focus on the way the colours look. Elicit the meaning of *drip*. If it helps, mime the action. Ask pupils if they like the style.

Ending the lesson

- Ask pupils to close their books. Ask pupils to draw two columns in their notebooks with the headings *Georges Seurat* and *Frida Kahlo*. Write words and phrases from the lesson on the board, e.g. *The Frame, pointillism, dashes of colour, confident, curious,* etc. Ask pupils to write the words or phrases in their notebooks under the correct column. Review by asking pupils to call out *Georges* or *Frida* when you say each word or phrase.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 15**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Extension activity:** *Talk about art*

Objectives

Pupils describe different pieces of art and say how the paintings make them feel.

Target language

- **Additional language:** *abstract, rectangle, thick, calm, peaceful*
- **Revision:** *lines, shapes, square*
- **Photocopiable 1**

Warmer

- Display pictures of three different paintings on the classroom walls: one self-portrait, one pointillism and one abstract art. Play some relaxing music, if possible, and ask pupils to walk around the class to view the paintings. Ask them how each painting makes them feel.
- Ask pupils to share ideas in pairs to find out if they had the same feelings. Invite volunteers to share their ideas with the rest of the class.

PB17. ACTIVITY 4

Read the description. What do you see when you look at this painting?

- Say *Open your Pupil's Books at page 17, please*. Focus pupils on Activity 4. Ask them to look at the painting and describe what they see. Accept all reasonable responses, such as colours, shapes, lines, etc.
- Give pupils time to read the text. Help with vocabulary if needed, but encourage pupils to use context to understand any unfamiliar words.
- After pupils read the text, ask them to describe the painting again. Elicit the type of painting (abstract) and the colours and shapes the artist uses.

Extra challenge Ask pupils if they agree with Samir's comparison of the painting to a big colourful window, or if they have a different idea. Then ask if they like the painting. Find out their reasons why or why not.

- If time, use Consolidation activity (T105): *Styles of art*.

PB17. ACTIVITY 5

Underline the descriptive adjectives in Activity 4.

- Focus pupils on Activity 5. Read the sentence in the *Learning to write* Box and ask pupils to repeat the words in bold. Ask *What kinds of words are these?* (adjectives). Tell pupils to read the description in Activity 4 again, and underline the adjectives that describe the painting.

Extra support Talk about the painting again using the adjectives that pupils underlined, e.g. ask pupils if the painting makes them feel calm and peaceful.

Key: bright, thick, black, big, colourful, favourite, calm, peaceful

---

PB17. ACTIVITY 6

Ask and answer about the painting. Complete the table.

- Explain to pupils that they are going to talk to a partner about the painting in Activity 4 and then write a description of another painting and say how they feel about it.
- Focus pupils on the chart in Activity 6. Emphasise that they are going to talk and write about their personal interpretation and opinion of the paintings. Point out that for the last question in the chart, pupils need to think of another painting or style of art that they like. Pupils can use this idea as preparation for the Writing task in the Activity Book.
- Pupils work in pairs to complete the chart and discuss the information. Encourage pupils to ask questions. Then invite volunteers to share their ideas with the class.

AB16. Answer Key, see page T97

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB17. Answer key, see page T97

- Use Photocopiable 1 from *Teacher Resources*.

Ending the lesson

- Tell pupils to draw a picture. It can be of anything they want and they can add colour or leave it as a simple pencil drawing. It can be a drawing of people or recognisable objects, or it can be more 'abstract', using shapes and colours, etc. Encourage pupils to use their imagination.
- Pupils work in pairs. They swap their drawings and describe them to their partner, e.g. *It's a self-portrait. It has thin, black lines. It shows a happy face.*

Digital Classroom

- **Presentation Plus:** Unit 1
- **Test** *Unit 1 Test*
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 1**
- **T105 – Consolidation activity:** *Styles of art*

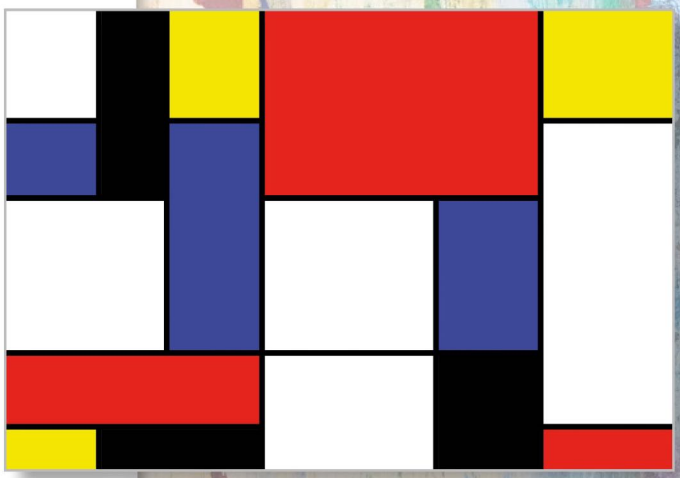
4 Read the description. What do you see when you look at this painting?

A description of 'Composition in blue, red and yellow'

This painting is by a Dutch artist called Piet Mondrian. It is 'abstract' art. It doesn't show people or objects. It uses lines, shapes and bright colours to make a picture. In this painting, the artist uses thick black lines to make squares and rectangles. It reminds me of a big colourful window.

Some of the shapes are painted blue, red and yellow. They are my favourite colours because they make me feel calm and peaceful.

by Samir Ali



5 Underline the descriptive adjectives in Activity 4.

Ready to write:

Go to Activity Book page 16.

Learning to write:

Descriptive adjectives

There are also **bright colourful** flowers and birds around her.

6 Ask and answer about the painting. Complete the table.

Do you like the painting? Why or why not?	
What does it remind you of?	
How does it make you feel?	
What is an example of a painting or a style of painting you like? Why?	

Project



Make a classroom gallery.

2 Good sports



1 16 **Look, think and answer. Listen and check.**

1 Who do you think wants to climb?
2 How many water sports can they do?
3 Where can they do water sports?
4 Which activity can they do inside and outside?

2 17 **Listen and say the letter.**

1 He's at the ice rink. He's learning how to ice skate. h

















3 **Ask and answer.**

Which activities do you want to do?

I want to dance.

Objectives

Pupils talk about sports and activities children can learn to do.

Target language

- **Key language:** *learn to (swim), climb, sail, It's a place where …, activity centre*
- **Additional language:** *climbing wall, ice rink, ice skating, rock climbing, sailing boat, swimming pool, water sports*
- **Revision:** weather, prepositions, present continuous, adjectives, *inside, outside, skate, skateboard, dance, fish, What does … mean?, can* (ability), *have got, the girl / boy who …, good at*

Materials

- **Flashcards:** 24–33 (*inside / outside*, sports and activities)

Warmer

- Brainstorm sports and make a mind map on the board. Ask pupils which sports they like.

PB18. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 18. Show page 18 on the whiteboard and elicit the sports in the picture. Confirm the meaning of *inside* and *outside*.
- Play the Audio. Elicit answers. Elicit what an *activity centre* is. Say *It's a place where …* Check understanding of *climbing wall, ice rink, ice skating, rock climbing, sailing boat, swimming pool, water sports*. Play the Audio again.
- If time, use Consolidation activity (T105–106): *True or false*.

Key: **1** Simon wants to climb. **2** They can do three water sports: sailing, fishing and swimming. **3** They can do water sports at / on the lake. **4** They can do climbing inside and outside.

16

Simon: Look, this is the new activity centre which is opening in the village next to ours.
Suzy: What does 'activity centre' mean?
Simon: It's a place where you can learn to do lots of exciting sports. Look. It's got rock climbing. I'd like to learn to climb.
Stella: Hmm. It's not nice when it's cold, wet and raining.
Simon: No, it's OK. They've got a climbing wall inside and outside.
Suzy: Look! There's a lake too.
Simon: Yes, you can do water sports. You can learn to sail and fish, and you can go swimming there when it's hot.
Suzy: I don't want to sail or climb. What can I learn to do?
Stella: Hmm. Let's see. You can learn to skate, Suzy.
Suzy: Hmm, ice skating in the ice rink. That's exciting, but I think it's very difficult for me.
Stella: Oh, no Suzy, not ice skating, skating, you can skate outside.
Suzy: But I haven't got any skates.
Stella: That's OK. They've got skates at the centre …

PB18. ACTIVITY 2

Listen and say the letter.

- Focus pupils on Activity 2. Play the Audio of the example and check the answer. Play the rest of the Audio. Pupils whisper the letter to a partner. Play the Audio again. Elicit answers.

Key: **2** g, **3** f, **4** b, **5** c, **6** d, **7** e, **8** a

17

1 He's at the ice rink. He's learning how to ice skate.
2 She's learning to climb inside.
3 They're learning to dance.
4 He's learning to climb outside.
5 They're learning to skate.
6 He's in the swimming pool. He's learning how to swim.
7 They're learning to fish.
8 They're sitting in a sailing boat. They're learning how to sail.

PB18. ACTIVITY 3

Ask and answer.

- Focus pupils on the speech bubbles. In pairs, pupils talk about which activities they want to do. Monitor and help with pronunciation. Check, using open pairs.

Extra challenge Hold up the flashcards and ask pupils if we do the sports inside or outside.

AB18. Answer Key, see page T97

- If time, use Extension activity (T106): *Activity centre posters*.

Ending the lesson

- In pairs, pupils play a mime game with activities. Pupils take turns to mime the activities and to guess.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 16–17**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 2**
- **T105–106 – Consolidation activity:** *True or false*
- **T106 – Extension activity:** *Activity centre posters*

Objectives

Pupils talk more about sports, using *want to learn to* and relative clauses with *where* and *who*.

Target language

- **Key language:** relative clauses with *where* and *who*, *want to learn to do (something)*
- **Additional language:** *What do we call people who …?*, *lose*, *equipment*
- **Revision:** sports and activities, jobs, sports equipment, *want to / doesn't want to*, *mustn't*, *need*

Materials

- **Flashcards:** 24–33 (*inside / outside*, sports and activities)
- **Good sports word cards:** *Teacher Resources*
- **Photocopiable 2a**

Warmer

- Write some of the new sports and activities as anagrams on the board. Volunteers come and write them correctly. Check answers using the word cards and the flashcards.
- Say *What do you want to learn to do?* Ask about each in turn, e.g. *Do you want to learn to (sail)?* Take a vote.

Presentation

- Write the question *Do you want to learn to …?* on the board. Find a pupil who said *Yes* in the Warmer and write (Name) *wants to learn to …* Find a pupil who said *No* and write (Name) *doesn't want to learn to …* Write *I want to learn to … / I don't want to learn to …* Elicit from pupils the difference between *I* and *he / she* in the negative sentences (*don't* and *doesn't*).

PB19. ACTIVITY 1

Read and tick (✓) for you. Ask three friends and answer.

- Tell pupils to open their Pupil's Books at page 19. Show page 19 on the whiteboard. Ask a pupil to read the activity instructions aloud. Allow pupils time to individually complete the first row about themselves. Then explain to pupils that they will need to ask their classmates *Do you want to learn to …?* in order to complete the chart. They move around the room to ask different pupils and complete the chart.
- If time, use Consolidation activity (T106): *True or false.*

PB19. ACTIVITY 2

Write a report.

- Look at the *Study* Box with pupils and draw attention to the four parts of the sentence. Elicit sentences from pupils using the words in the *Study* Box.
- Read the example sentences with the class. Point out the use of positive, negative, singular and plural forms. Remind pupils that they can use *and* or *but* to link ideas. Remind them we use *but* to contrast ideas, as in the example; we use *and* to add information.
- Pupils use the chart in Activity 1 to help them make sentences. Remind them to include one sentence about themselves. Monitor and check for correct use of *don't / doesn't*. Elicit example sentences.

PB19. ACTIVITY 3

Read and write the words.

- Focus pupils on Activity 3. Look at the example. Draw attention to the description: *A place where you can learn how to roller skate.* Have pupils complete the activity individually. Check answers. Focus on the use of *a place where*: *What is a place where you mustn't skateboard? What is a place where you can learn how to sail?*

Key: **2** ice rink, **3** road, **4** lake, **5** park

PB19. ACTIVITY 4

Ask and answer to guess the place.

- Ask a pupil to read the Activity 4 instructions aloud and check understanding. Pupils work in pairs and take turns to ask and answer questions about the places where they can do the activities. The pupil who is thinking of a place needs to write the name on paper first so that there's no cheating. Demonstrate the game for the class first.

AB19. Answer Key, see page T97

- If time, use Extension activity (T106): *Make a wordsearch.*
- Use Photocopiable 2a from *Teacher Resources.*

Ending the lesson

- Invite five pupils to the front. Whisper one of the sports or activities they have studied to each one. They quickly line up in alphabetical order, saying their words to the other pupils to work out the order. Repeat with other pupils and key vocabulary from the lesson.

Digital Classroom

Presentation Plus: Unit 2
Digital Flashcards
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 2, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Consolidation activity:** *True or false*
- **T106 – Extension activity:** *Make a wordsearch*

1 Read and tick (✓) for you. Ask three friends and answer.

Do you want to learn to skateboard? Yes, I do.

What do you want to learn to do?						
Name	skateboard	dance	climb	sail	ice skate	fish
Me	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐

2 Write a report.

STUDY

I	want to	learn to learn how to	sail. dance. climb. ice skate. skip.
My teacher	wants to doesn't want to		
My friends	want to don't want to		



In my class, Daisy and Hugo want to learn how to skateboard, but Jack doesn't want to learn to skateboard. He wants to learn to dance.

3 Read and write the words.

park lake ice rink road ~~skate park~~

1 A place where you can learn how to roller skate. skate park
2 A place where you can go ice skating. _____
3 A place where you can learn to ride a bike. _____
4 A place where you can learn how to sail. _____
5 A place where you mustn't skateboard. _____

4 Ask and answer to guess the place.

Is it a place where you can learn how to sail?

Yes. A lake!

Language: *learn (how) to (do something)*

1 18 Look, think and answer. Listen and check.

1 Where's Mr Star?
2 Who's climbing?
3 Where's Grandpa Star?
4 What's Suzy doing?



badly carefully quickly slowly well

2 Read and choose the right words.

1 They're running **quietly** / **quickly** / **slowly**.
2 They're shouting **loudly** / **quietly** / **carefully**.
3 He's playing **badly** / **loudly** / **well**.
4 They're reading **quietly** / **loudly** / **badly**.
5 They're running **quickly** / **well** / **slowly**.
6 She's playing **well** / **loudly** / **badly**.
7 He's riding his bike **carefully** / **loudly** / **quickly**.



3 Play the game.

Find the children who are reading quietly.

Number 4.

20

Language: adverbs of manner

Objectives

Pupils describe sports and activities using adverbs of manner.

Target language

- **Key language:** adverbs of manner: *well, quickly, slowly, carefully, badly, quietly, loudly*
- **Additional language:** *roller skating, How's she doing?*
- **Revision:** question forms, activities, actions and sports, present continuous, present simple, *good at, bad at*

Materials

- **Flashcards:** 24–33 (*inside / outside*, sports and activities)

Warmer

- Review sports and activities using the flashcards. Elicit more sports. Write them on the board. Ask volunteers *Who is good at …? Who is bad at …?*

Presentation

- Present *well / badly* by writing two examples from the Warmer on the board, e.g. *Tom plays tennis well. Jill plays tennis badly.* Elicit that the adverbs tell us how people do an activity (they tell us more about the verb). Focus pupils on the word order. Write these adverbs on the board: *quickly, slowly, carefully, quietly, loudly.* Use different colours for the letters *ly*.

PB20. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 20. Show page 20 on the whiteboard and elicit who and what they can see. Ask a pupil to read the activity instruction aloud and others to read the questions. Pupils discuss their answers / predictions in pairs.
- Focus pupils on the adverbs. Ask about the pictures, e.g. *How is Simon climbing?* (quickly). Check understanding of each adverb using mime.
- Play the Audio for pupils to listen and check. Elicit complete sentences. Play the Audio again in sections. Let pupils practise with the adverbs, e.g. *How are Alex and Simon climbing? Is Simon climbing slowly?*

Key: 1 Mr Star's inside the activity centre. 2 Simon and Alex are climbing. 3 Grandpa Star's outside the activity centre. 4 Suzy's skating.

18

Mr Star: Hello.
Grandpa: Hello, son. Where are you?
Mr Star: Hi, Dad. I'm inside, watching Simon and Alex. They're climbing really well. Simon's climbing quickly and he's near the top of the wall. Alex is climbing slowly and carefully. Where are you, Dad?
Grandpa: I'm outside with Suzy. She's learning to skate.
Mr Star: How's she doing?
Grandpa: Well, she isn't doing badly. She doesn't want to fall, so she's skating slowly.
Suzy: Look at me, Grandpa! I can skate really well now, but I'm tired. Let's go inside and watch Simon.
Grandpa: Good idea, Suzy. See you in a minute, son. We're coming in now.

PB20. ACTIVITY 2

Read and choose the right words.

- Focus pupils on Activity 2. Elicit who they can see (athletes, children, footballers, etc.). Go through the example. Pupils choose the best adverb in pairs. Check by asking pairs to read the sentences aloud.

Key: 2 loudly, 3 badly, 4 quietly, 5 slowly, 6 well, 7 carefully

---

PB20. ACTIVITY 3

Play the game.

- Pupils work in pairs. Point to the example. Then tell pupils to take turns describing what a person is doing in the picture in Activity 2 for their partner to say a number.

Extra support Monitor the activity to make sure pupils use the correct adverbs of manner.

- If time, use Consolidation activity (T106): *Match and mime.*

AB20. Answer Key, see page T97

- If time, use Extension activity (T106): *My friend.*

Ending the lesson

- Call out actions and adverbs for pupils to follow, e.g. *Stamp loudly. Turn around quickly. Pick up your pencil carefully. Stand up slowly.*

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 18**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Reinforcement worksheet 2*
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Consolidation activity:** *Match and mime*
- **T106 – Extension activity:** *My friend*

Objectives

Pupils practise using adverbs of manner and sing a song.

Target language

- **Key language:** adverbs: *easily, happily*
- **Additional language:** *round and round, over the ground, lots of fun, up the wall, fall, verse, chorus, drop, very* (+ adverb)
- **Revision:** activities, sports, actions, present continuous, present simple, *activity centre, the person who …*

Warmer

- Review the adverbs from the previous lesson by giving instructions, e.g. *Please get your books out quickly and quietly. Now write the date slowly at the top of the page.* (Name), *please hand out the books carefully.*

PB21. ACTIVITY 1

Listen and say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 21. Show page 21 on the whiteboard and ask a pupil to read the activity instruction aloud. Remind pupils to whisper the word to their partner the first time they listen. Play the Audio. Pupils listen and whisper *Yes* or *No*. Play the Audio again. Pause after each one and elicit *Yes* or *No*. For 'yes' responses, elicit the statement, and for 'no' responses, elicit a correct statement.

Key: 2 Yes, 3 No, 4 Yes, 5 Yes, 6 No

19

1 They're playing well. (sound of playing football well)
2 She's singing badly. (sound of singing badly)
3 He's walking quickly. (sound of walking slowly)
4 They're talking quietly. (sound of talking quietly)
5 She's walking slowly. (sound of walking slowly)
6 They're playing loudly. (sound of playing music quietly)

Song

PB21. ACTIVITY 2

Complete. Listen and check.

- Focus pupils on the Song and pictures. Ask what activities they can see. If necessary, write them on the board (skating, climbing, sailing). Then they read and complete the Song lyrics.
- Play the Song for pupils to check their answers.
- Check understanding of the new vocabulary. Focus on *easily* and *happily* and show / elicit how the adverbs are formed from the adjectives.

Extra challenge Ask more questions about the picture. *How many people are in the sailing boat?* (Two). *How many people are at the climbing wall?* (Two). *How many people are skating?* (Two).

Key: 2 climbing, 3 sailing

20

As in Pupil's Book

PB21. ACTIVITY 3

Sing the song. Do karaoke.

- Play the Song track 20 again, but this time in sections for pupils to listen and repeat. They sing the Song as a class.

20–21

As in Pupil's Book

21

- Instruct pupils to close their books. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and do the actions as they listen. Play the Song and help pupils to remember the words and actions as necessary.

PB21. ACTIVITY 4

Write another verse. Sing.

- Focus pupils on the activity instructions and elicit the meaning of *verse*. Elicit / Teach *chorus*. Pupils work in groups. They write another verse for the Song, using the model. Monitor and help / advise. Pupils perform their new verses for the class: they sing the chorus and then they sing and mime their verse.
- If time, use Consolidation activity (T106): *Sentence race*.

AB21. Answer Key, see page T97

- If time, use Extension activity (T106): *Complete the sentences*.

Ending the lesson

- Pupils sing their new verses of the Song again.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 19–21**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

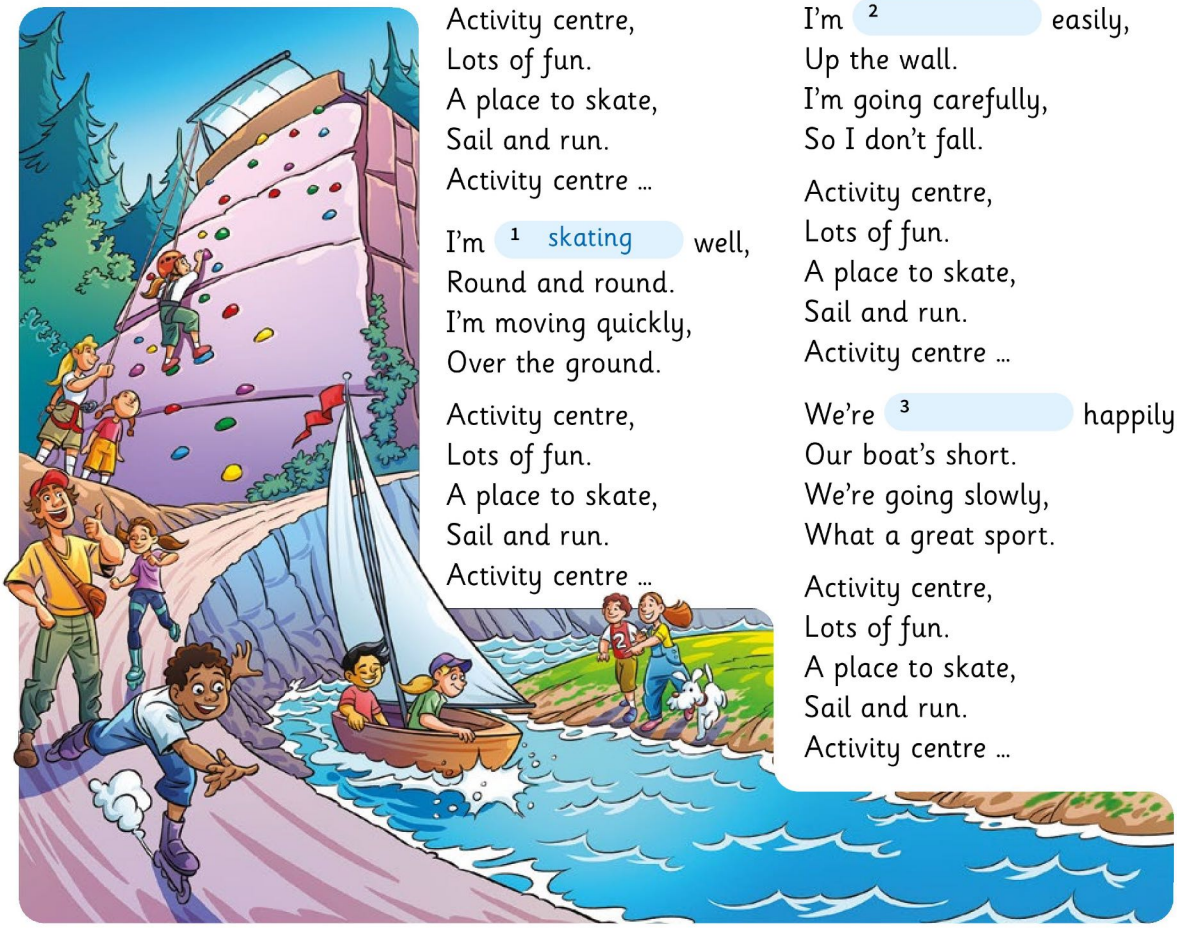
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Song worksheet 1*
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Consolidation activity:** *Sentence race*
- **T106 – Extension activity:** *Complete the sentences*

2

1 19 Listen and say 'yes' or 'no'.

1 They're playing well. Yes.

2 20 Complete. Listen and check.



Activity centre,
Lots of fun.
A place to skate,
Sail and run.
Activity centre ...

I'm 1 skating well,
Round and round.
I'm moving quickly,
Over the ground.

Activity centre,
Lots of fun.
A place to skate,
Sail and run.
Activity centre ...

I'm 2 easily,
Up the wall.
I'm going carefully,
So I don't fall.

Activity centre,
Lots of fun.
A place to skate,
Sail and run.
Activity centre ...

We're 3 happily,
Our boat's short.
We're going slowly,
What a great sport.

Activity centre,
Lots of fun.
A place to skate,
Sail and run.
Activity centre ...

3 21 Sing the song. Do karaoke.

4 Write another verse. Sing.

I'm **running** / **dancing** / **skipping** well,
Look at me.
Doing it **slowly** / **quickly** / **happily**,
Can you see?

I'm dancing well,
Look at me.

Language: adverbs of manner

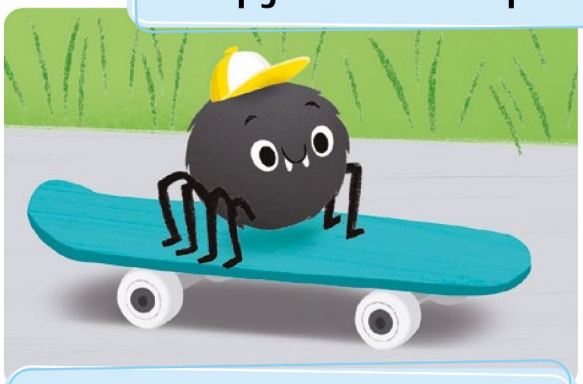
Lock's sounds and spelling



1 22 **Watch the video. Watch again and practise.**

2 **Read and complete. Say.**

Sleepy sloth and super spider are learning sports!



Super s p ider ___ ateboards ___ owly.



___ eepy ___ oth ___ ims and ___ ings ___ owly.

3 **Look and write the animal. Ask and answer.**





Can you skateboard like a sloth?

Yes, look!

No, I can't.

_____ _____

skateboard swim swing do sports ice skate roller skate

Show what you know

I can't ___ im, but I can ___ ateboard!

Sounds and spelling: consonant clusters: *sk*, *sl*, *sp*, *sw*

Objectives

Pupils recognise and practise the consonant clusters /sk/, /sl/, /sp/, /sw/ in context and focus on spelling patterns.

Target language

- **Key language:** words with consonant clusters /sk/, /sl/, /sp/, /sw/ (e.g. *skip*, *slowly*, *skate*, *swim*, *swing*, *sport*)

Materials

- Picture download of a sloth, park, lake, swimming pool, road, sea, spider.

Warmer

- Show the pictures of the places and stick them around the room. Divide pupils into groups and assign each group a place. Ask one pupil to mime an action or activity at that place, adding an adverb of manner (badly, carefully, quickly, slowly, well, happily). The others in the group guess the sentence, e.g. *I swim badly at the swimming pool.* Move the groups to the next picture and ask a different pupil to mime for their group. Continue until every group has used each place picture.

Presentation

- Show pupils the spider and the sloth pictures. Ask them to discuss what sport each animal wants to learn to do and where. Put pupils into larger groups to compare ideas and suggestions. Tell pupils they will watch the ▶ Video to see who guessed correctly.

PB22. ACTIVITY 1

Watch the video. Watch again and practise.

- Watch the ▶ Video together and ask pupils to tell you what activities they saw. Pupils compare with their ideas from the pre-video task. Ask pupils to tell you how the activities were done to elicit *slowly*.
- Watch the ▶ Video again and encourage pupils to say the words along with the ▶ Video. For /sk/ words put your arms up high above your head, for /sl/ words put your arms stretched out to your side, for /sp/ words put your arms down flat against your sides, for /sw/ words put your arms straight out in front of you. Say the sentences again together and follow the arm movements. Ask pupils why there are four different movements and elicit the four consonant clusters.

Extra challenge Randomly mix up the arm movements without saying the sounds associated with them for pupils to say.

- If time, use Extension activity (T106): *Sounds and pictures.*

▶ 22

Voice: sleepy, /sl/, sloth, /sl/, spider, /sp/, sports, /sp/, skateboards, /sk/, slowly, /sl/, swings, /sw/.
Lock & Key: Sleepy sloth and super spider are learning sports. Super spider skateboards slowly. Sleepy sloth swims and swings slowly.

PB22. ACTIVITY 2

Read and complete. Say.

- Ask pupils to open their Pupil's Books at page 22. Focus pupils on Activity 2. Say the example sentence together. Pupils work in pairs to complete the sentences using *sk*, *sl*, *sp* and *sw*.

Key: skateboards, slowly, sleepy, sloth, swims, swings, slowly

---

PB22. ACTIVITY 3

Look and write the animal. Ask and answer.

- Look at the box of activities and mime each one together. Ask pupils in pairs to add two more sports of their own to the list. Write *Can you …?* and invite pupils to select one activity from the box and write this on the board: *Can you swim?* Now point to the animals and invite pupils to select one. Write this on the board: *Can you swim like a spider?* Invite a pupil to ask you the question and mime the answer *Yes, look!* / *No, I can't.*
- Divide pupils into pairs and have them ask and answer. Swap pairs around to maximise communication and practice.

Key: spider, sloth

Extra challenge Say *Sleepy sloth slowly skates around the swimming pool.* Encourage pupils to say the tongue twister as quickly as possible and explain what a tongue twister is. Ask pupils to work in pairs to try to write a tongue twister using the vocabulary and sounds they have studied. Set a time limit and then feed back with pairs reading out loud.

Show what you know

- Focus on the *Show what you know* Box. Pupils complete the words with the missing letters and practise saying them.

AB22. Answer Key, see page T97

Ending the lesson

- Use the movements from Activity 1 to elicit the sounds, and ask pupils to say a word for each sound. When they say the sound and word they have finished the class!

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 22**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Extension worksheet 1*
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Extension activity:** *Sounds and pictures*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** *swimming club, slowly, loudly*
- **Revision:** *climb, dance, to fish, ice skate, roller skate, sail, swim*, adverbs of manner: *well, quickly, slowly, carefully, badly, quietly*

Materials

- **Flashcards:** 24–33 (*inside / outside*, sports and activities)

Warmer

- Review the two previous episodes of *Lock and Key* by asking questions, e.g. *Do you remember the episode about the picnic thief? What's the little boy's name? Where do Lock and Key go? Who was the real thief? In the next episode, why do they go to Peter's school?* Ask pupils who they like better, Lock or Key?

Story

PB23.

- Show page 23. Focus pupils on the first frame and ask where this episode is taking place (the swimming club). Ask a pupil to read aloud the first speech bubble to find out what the problem is (somebody's got the swimming cup). Pre-teach *coach*.
- Set the gist questions: *What does the note say? Why does the coach shout? What's Mr Sweep doing?*
- Watch the ▶ Video with the class. Pupils check their answers in pairs. Check with the class ('I've got the swimming cup. T.S.'; because it's difficult to hear in the swimming pool; he's cleaning the cup).
- Check understanding by asking about each frame, e.g. *What's Key doing in frame 2? Why? Why does he fall into the water? What does the coach say in frame 4? Who sees the cup first? What does he say? What does Terry Sweep say at the end? How does he feel?* Play the ▶ Video again. Pause after each frame for pupils to repeat.

PB23. LOCK AND KEY. ACTIVITY 1

Act out the story. What's your favourite part?

- Divide the class into groups of four (Lock, Key, Coach and Terry Sweep). Tell individuals to take a role each and act out the play in their groups. Monitor to check pronunciation and encourage pupils to use emphasis where necessary. If possible, have groups use props (telephone, magnifying glass, swimming cup, notepaper for writing the note, etc.).
- Discuss the question with the class. Find out which part of the story they enjoyed the most.

Extra support Less confident groups can act out their story with the Audio playing first.

Extra challenge Invite confident groups to act out the story for the class. Alternatively, have groups act out one frame each.

- If time, use Extension activity (T106): *Story endings*.

Audio ▶ 23

Coach: Hello, this is the Baker Street Swimming Club. Please come quickly. Somebody's got our beautiful swimming cup.
Key: No problem. We're coming.
Coach: Look, here's the note. We've got a big competition this afternoon!
Lock: I've got the swimming cup. Aha! There are two letters here: T.S.
Coach: WALK SLOWLY! DON'T RUN NEAR THE POOL! I have to shout loudly because it's difficult to hear in a swimming pool.
Lock: What? Pardon?
Key: Well, the swimming cup isn't in the pool!
Coach: Let's go and see Mr Sweep. He's got some clean towels.
Key: Aha! Look! Here it is! He's got it. He's got the swimming cup! Give me that cup!
Mr Sweep: Help me, Coach! Oh! The cup was nice and clean for this afternoon's competition. Now look at it!

AB23. Answer Key, see page T98

- If time, use Consolidation activity (T106): *What I can do*.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

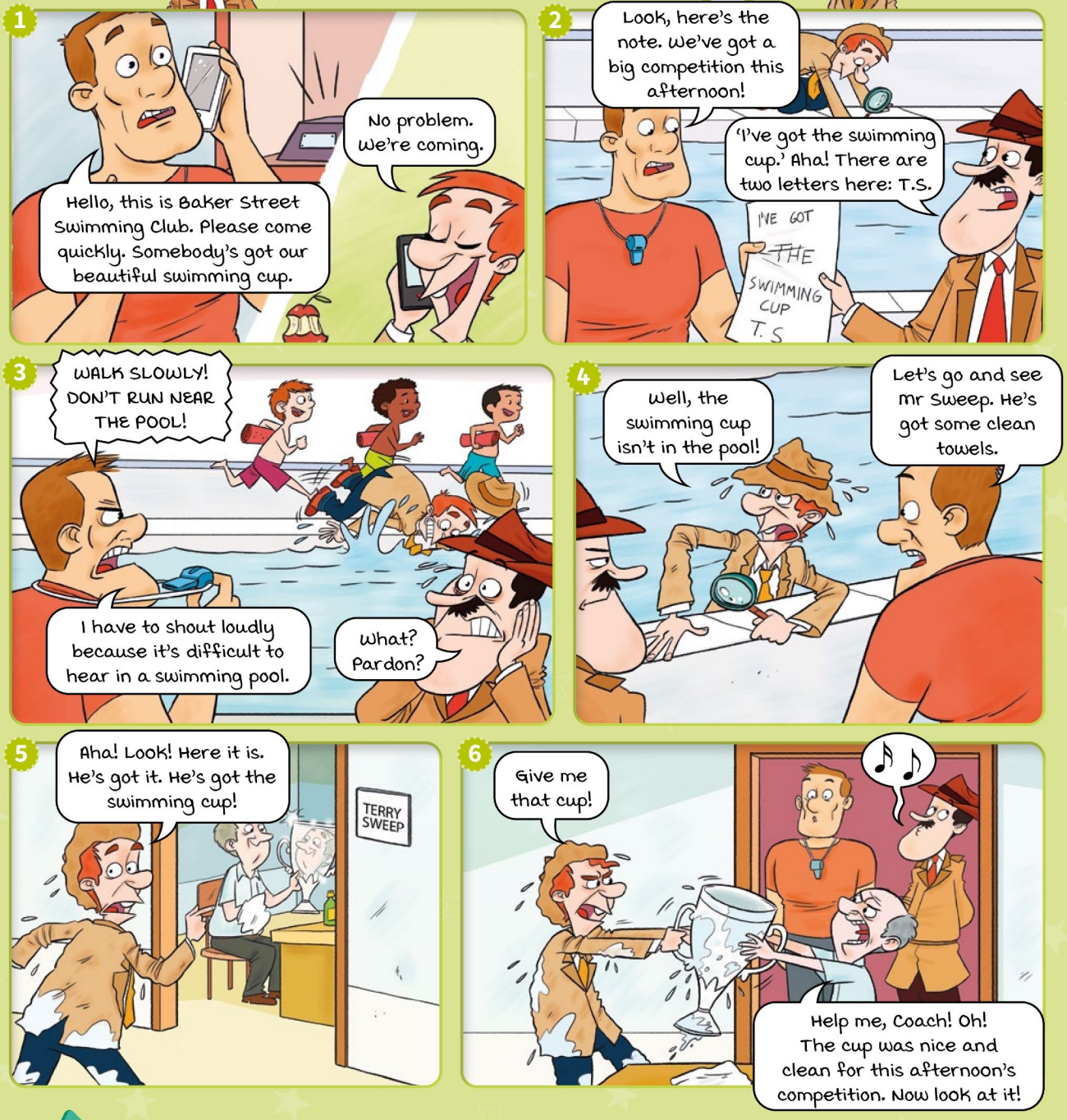
- **Presentation Plus:** Unit 2
- **Audio 23**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 2, *Extension worksheet 2*
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Extension activity:** *Story endings*
- **T106 – Consolidation activity:** *What I can do*

Lock & Key! 2

23



1 **Act out the story. What's your favourite part?**

Story: unit language in context

What urban sports can we do?

1 24 **Listen and read. What is important for both sports?**

URBAN SPORTS

SKATEBOARDING

Skateboarding is a popular sport here in Barcelona. To start, you need a skateboard.

You stand carefully on the board to ride it. When people skateboard, they do tricks. They jump and turn quickly.

The best thing about skateboarding is that you can do it anywhere. There are special skate parks here, but a lot of people skateboard on the street.



HOCKEY



Canada is famous for the sport hockey. The players play in teams and move a small disc (called a 'puck') with a long stick. They try to hit the puck into a goal. You have to score goals to win.

We have hockey fields here, but kids also play it on the street and you can play it wearing skates.

SAFETY

⚠ Wear a helmet so you don't hurt yourself badly if you fall.

⚠ Don't do sport near busy roads.

2 **Read again and complete. Talk to a friend about another sport you can do in the street.**

What's similar?	What's different?
You mustn't do it near busy roads.	Skateboarding uses a board and hockey uses a stick.

3 **Which sport would you like to do? Why?**

DIDYOUKNOW...?

Skateboarding started in California. The idea was to make a surfboard with wheels for the street!

Objectives

Pupils describe urban sports and talk about their favourites.

Target language

- **Additional language:** *hit, jump, turn, goal, score, stick, teams, tricks, hockey, hockey fields, helmet, traffic, board, surfboard, wheels, win*
- **Revison:** adverbs, *skateboard, skateboarding, players, high, skate park, skate*

Warmer

- Make a mind map about sports on the board. Write *Sport* as the central word, with sub-headings of *Indoor sports, Outdoor sports, Water sports, Ball sports* and *Team sports*. Ask *What kind of sport is football?* and ask pupils to tell you where on the mind map you can add this sport. Write *football* under *Outdoor Sports, Team Sports* and *Ball Sports*. Elicit more sports from the class and add them to the relevant sections of the map.

Presentation

- Say *Open your Pupil's Books at page 24, please.* Show page 24 on the whiteboard. Ask *What sports do you enjoy doing? Do you take part in team sports or individual sports? Where do you do them?* Have a class discussion.

PB24.

Watch and answer.

- Read the question at the top *What urban sports can we do?* Tell pupils they are going to learn about urban sports. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, ask what sports from the mind map are urban sports.

PB24. ACTIVITY 1

Listen and read. What is important for both sports?

- Ask pupils to look at the photos. Ask *Do you know these sports? Are they popular here? Why might they be popular sports for young people?* Elicit that they are urban sports.
- Play the Audio for pupils to listen and read along. After reading, ask pupils again what makes them popular sports for young people.
- Ask pupils the question in the rubric. Elicit that safety is important for both sports. Ask volunteers to read the points in the *Safety* Box. Elicit any other ideas pupils have about safety when doing the sports.

24

As in Pupil's Book

Key: They are easy to do on the street or in public spaces.

PB24. ACTIVITY 2

Read again and complete. Talk to a friend about another sport you can do in the street.

- Put pupils into pairs. They read the information about skateboarding and hockey again.
- Point to the chart and read out the two examples. Explain that pupils will need to find two more similarities and differences between the sports.
- Check answers as a class by inviting volunteers to read out their findings from the texts.

Extra challenge Elicit suggestions of other urban sports. Ask pupils which of them, if any, they do with friends.

- If time, use Extension activity (T106): *Skateboarding or hockey?*

Key: Similar: You can do it in the street. You should wear a helmet. Different: Hockey is a team sport. Skateboarders do tricks and hockey players try to score goals.

PB24. ACTIVITY 3

Which sport would you like to do? Why?

- Pupils can remain in their pairs. Ask them to talk about the sports they read about and say which they would like to do. Have them explain why they like the sport, or the idea of trying it.

Did you know ...?

- Ask *Do people ride a skateboard in a similar way to equipment in any other sports?* (skis, snowboard, surfboard). Then invite a volunteer to read the statement in the box.

Ending the lesson

- Ask pupils to draw a two-column table in their notebooks with the headings *Skateboarding* and *Hockey*. Write vocabulary from the texts in Activity 1 on the board, e.g. *carefully, goal, jump, ride, stick, teams, tricks, turn*. Pupils categorise the words in the table in their notebooks.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 24**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Extension activity:** *Skateboarding or hockey?*

Objectives

Pupils identify different sections in a poster and describe an urban sport.

Target language

- **Revision:** *win, players, carefully, directly, hit, high, quickly, jump, turn, badly*
- **Additional language:** *preparing, string, empty, bottles, wall, bounce, enough, space, hanging, line*

Materials

- Sets of sentences about *Bottle Bounce* cut into strips (one set per group of three)
- **Photocopiable 2b:** one copy for each pair of pupils

Warmer

- Put pupils into teams of three or four and write a sport from the Pupil's Book on the board (e.g. *skateboarding*). Tell them they have 20 seconds to write down as many words as they can that they associate with the sport. Call *Start* when all teams are ready with pen and paper, and *Stop* when the 20 seconds are up. Award a point for each word in the teams' list. The team with the most points is the winner.

PB25. ACTIVITY 4

Read the poster. Write the headings.

- Ask pupils to look at the poster. Elicit what it is about (a game). Read the name of the game aloud and ask if pupils know it.
- Read the rubric and explain that the poster is split into sections that give different information about the game. Read the section headings as a class. Give pupils time to read about the game and complete the poster.
- To review the activity, read out each heading in turn and invite volunteers to read the section of text from the poster.

Extra challenge If practical at some point, you could suggest a class *Bottle Bounce* competition, or suggest that pupils play the game in their free time. You could ask them to collect empty plastic bottles during their lunch break and bring them to class. Provide string to tie the bottles to.

Key: Get ready (example), How to play, How to win!, Players

PB25. ACTIVITY 5

Circle the adverbs in Activity 4.

- Read the sentences in the *Learning to write* Box. Say that the words in bold are adverbs. Elicit that these are words used to describe *how* something is done.
- Ask pupils to reread the 'Get ready' section on the poster. Say the adverb *carefully*. Ask what clue in the word tells us that carefully is an adverb (the *-ly* ending). Ask pupils to complete the activity. Write the adverbs in a list on the board. Remind them to use adverbs in the Writing task in the Activity Book.

Key: carefully, quickly, well

PB25. ACTIVITY 6

Read again and complete. Why is *Bottle Bounce* a good urban sport?

- Pupils reread the text to complete the activity. To check, ask volunteers to read their completed sentences aloud. Then elicit ideas about what makes *Bottle Bounce* a good urban sport. Elicit things like the easy preparation of the game, the use of easily available recycled materials, and that the game can be played almost anywhere.
- If time, use Extension activity (T106): *Urban sport*.

Key: 1 4, 2 ball, bottles, 3 bounce (quickly), bottles, 4 play, anywhere

- If time, use Consolidation activity (T106): *Bottle Bounce*.
- Use Photocopiable 2b from *Teacher Resources*.

AB24. Answer Key, see page T98

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB25. Answer key, see page T98

Ending the lesson

- Put pupils in groups. Tell them to discuss their favourite urban sports and give reasons why. Then have a class vote on their favourite urban sport.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Test** *Unit 2 Test*
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 2**
- **T106 – Extension activity:** *Urban sport*
- **T106 – Consolidation activity:** *Bottle Bounce*

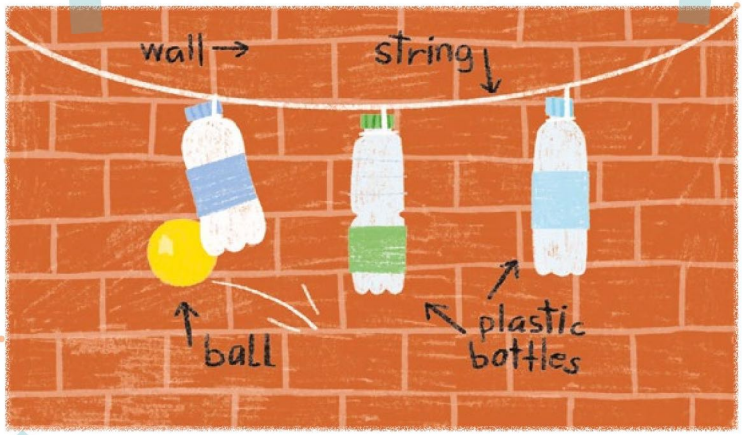
4 Read the poster. Write the headings.

How to play | Players | ~~Get ready~~ | How to win!

Bottle Bounce

Get ready

Bottle Bounce is a fun game you can play almost anywhere. You just need string, a ball and some plastic bottles. Tie the bottles carefully to a string and hang them near a wall, like the picture.



How to play

Players throw the ball directly at the wall. The ball bounces quickly off the wall and hits the bottles. It's a fun game, but it's difficult to play well.

How to win!

The player who hits the most bottles wins.



Players

You can play Bottle Bounce with 2-4 players. All you need is enough space and enough bottles!

5 Circle the adverbs in Activity 4.

Learning to write:
Adverbs

They jump and turn **quickly**.
Wear a helmet so you don't hurt yourself **badly** if you fall.

Ready to write:

Go to Activity Book page 24.

6 Read again and complete. Why is *Bottle Bounce* a good urban sport?

1 Between 2 and _____ players can play *Bottle Bounce*.
2 Players use a _____ to hit some _____.
3 The ball has to _____ off the wall before it hits the _____.
4 You can _____ *Bottle Bounce* almost _____.

Project



Make a presentation about a sport in a different country.

Sport: What urban sports can we do? | collaboration

Review Units 1 and 2

1 **Play the game.**



Review Units 1 and 2
Pupil's Book p.26

Objectives
Pupils review language from Units 1 and 2 and play a game.

Target language
- **Key language:** vocabulary and language from Units 1 and 2
- **Revision:** language for games: *It's my / your / his / her turn. Pass the dice, please. I'm / You're / He's / She's (yellow). You should move (five) squares, not (four). I've / You've / He's / She's finished / won.*

Materials
- Key vocabulary from Units 1 and 2 written on pieces of paper or the Back to school and Good sports word cards from *Teacher Resources*, one for each pupil
- Dice and different-coloured counters for each group or pair of pupils
- **Photocopiable:** Review 1 and 2

Warmer
- Hand out the pieces of paper with key vocabulary or the word cards. Pupils work in groups of six. They don't show their word to the other people in their group. They take turns to give clues about their word for the others to guess.

PB26. ACTIVITY 1

Play the game.
- Pupils open their Pupil's Books at page 26. Elicit what this is (a board game). Demonstrate the game for pupils first, showing them when to use which questions (at the top of the page) according to the colour. Elicit the language pupils will need to play the game, e.g. *It's my / your turn.*
- Pupils play the game in pairs or small groups. They take turns to throw the dice, move and answer the question according to the colour. The other pupil(s) decide(s) if their answer is correct. Monitor and help.
- If time, pupils can play the game again.
- Pupils can check by looking back in their book for answers, especially those about the belongings.

Key: They're Stella's. He's running. It's Simon's. She's climbing. It's Lock's. It's a bicycle helmet . She's sailing. It's Lenny's. She's swimming. It's a penguin. They're Suzy's. She's roller skating. It's Lock and Key's. It's a dolphin. It's Uncle Fred's. He's dancing. It's Aunt May's. He's fishing. It's Mrs Star's. It's Stella's. It's an elephant. It's Alex's. They're roller skates or roller blades. She's singing. It's Suzy's. It's Mrs Star's. It's a glass. She's walking. They're Mr Star's. She's drawing. It's a baseball bat.

- Use Photocopiable Review 1 and 2 from *Teacher Resources*.

AB26. Answer Key, see page T98

- If time, use Consolidation activity (T107): *Write your own quiz* and / or Extension activity (T107): *Songs and chants.*

Ending the lesson
- Play a mime game to end the lesson. Pupils come up in turn. Whisper an activity and adverb, e.g. *Write carefully.* The pupil mimes the activity. Pupils ask questions, e.g. *Are you writing slowly?* Classmates continue asking until one of them guesses correctly. Repeat.

Digital Classroom
Presentation Plus: Review Units 1 and 2

Practice Extra

Extra Resources
- **Teacher Resources:** Review Units 1 and 2, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 2**
- **T107 – Consolidation activity:** *Write your own quiz*
- **T107 – Extension activity:** *Songs and chants*

Review Units 1 and 2
Pupil's Book p.27

Objectives
Pupils review language from Units 1 and 2.

Target language
- **Key language:** language and vocabulary from Units 1 and 2
- **Revision:** word families, functional language, offers / suggestions, conversational openers and responses

Materials
- The completed crossword for Activity Book Activity 4 copied on a large piece of paper

Warmer
- Review games and equipment. Write sports from Units 1 and 2 on the board, e.g. *baseball*, *football*, *sailing*, *climbing*. Call out equipment, e.g. *bat*, *ball*, *boat*, *helmet*. Pupils point to / call out the sport.

PB27. ACTIVITY 2

Read the text and choose the best answer.
- Tell pupils to open their Pupil's Books at page 27. Show page 27 on the whiteboard. Ask a pupil to read the instruction aloud and focus the class on the example. One pupil reads the opener, and the other the correct answer. Check they know what to do. Pupils complete the activity individually. They check in pairs. Check with the class, but ask pupils to take turns to read the opener and then all three options, before eliciting from the class which one is correct. Ask them how they know each time.

Extra challenge Elicit suitable openers for some of the other options.

- If time, use Consolidation activity (T107): *Conversations*.

Key: 1 B, 2 C, 3 B, 4 A, 5 A, 6 C

PB27.

Quiz!
- Say *Now let's read and remember*. Explain / Elicit the meaning of *quiz*. Focus pupils on the questions. Pupils look back through Units 1 and 2 and find the answers. They discuss them in groups of four. Check with the class.

Extra challenge If time, pupils write two more questions of their own. Pupils close their Pupil's Books. Volunteers ask the class one of their questions.

Key: 1 a detective, 2 Paul, 3 At Peter's school, 4 *The Frame*, 5 She's learning to skate. 6 an activity centre, 7 Because he's got some clean towels. 8 hockey

AB27. Answer Key, see page T98

- If time, use Extension activity (T107): *Games*.

Ending the lesson
- Talk about the *Can do* statements from Units 1 and 2 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.

Digital Classroom
Presentation Plus: Review Units 1 and 2

Digital Flashcards

Practice Extra

Extra Resources
- **Teacher Resources:** Review Units 1 and 2, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 2**
- **T107 – Consolidation activity:** *Conversations*
- **T107 – Extension activity:** *Games*

2 Read the text and choose the best answer.



Questions

1 **Tony:** Who are you playing with?
Sue: **A** She's my Aunt Sue.
B My brother, Alex.
C We're playing well.

2 **Tony:** Is he older than you?
Sue: **A** No, he's my brother.
B Yes, he's holding the ball.
C No, he's a year younger than me.

3 **Tony:** Are you good at badminton?
Sue: **A** Yes, I've got three.
B I'm not bad, but Alex is better than me.
C No, thank you.

4 **Sue:** Do you like badminton?
Tony: **A** Yes, it's my favourite sport.
B Yes, please.
C Yes, let's.

5 **Sue:** Would you like to play badminton with us?
Tony: **A** I'd like that, thanks.
B Yes, I like board games.
C No, I don't.

6 **Sue:** Shall I start?
Tony: **A** Yes, I want to stop.
B No, I want to play.
C Yes, good idea.

Example

Tony: Hi, Sue. What are you doing?
Sue: (A) I'm playing badminton.
B I'm playing baseball.
C I'm hitting the ball.

Quiz

1 What does Simon want to be? (p4)

2 Which child loves Art and is careful at painting? (p11)

3 Where were Lock and Key on Thursday morning? (p15)

4 Name a painting by Frida Kahlo. (p16)

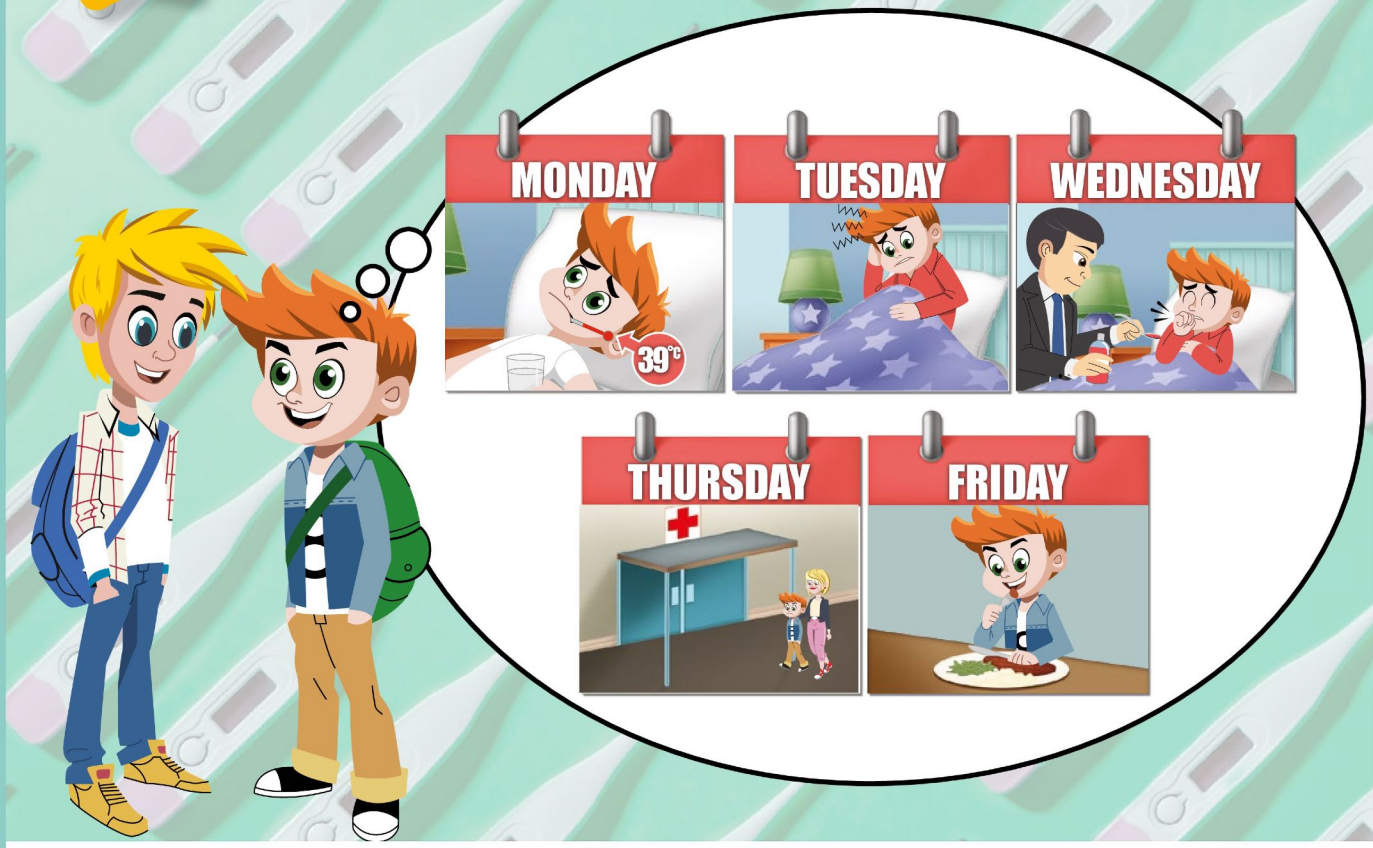
5 What's Suzy learning to do? (p20)

6 Name a place where you can learn to climb and sail. (p21)

7 Why does Key go and see Mr Sweep? (p23)

8 Which sport uses a puck? (p24)

3 Health matters



was were had drank saw gave took went ate

1 25 **Look, think and answer. Listen and check.**

1 What was Simon's temperature?
2 Where was Simon on Thursday?
3 Why were Simon and his mum at the hospital?
4 When was Simon well again?

2 26 **Listen and say the day.**

1 The doctor gave him some medicine. — Wednesday.

3 **Talk about the last time you were ill.**

Last time I was ill, I drank orange juice because I had a cold.

28 **Language:** past simple irregular verbs

Objectives

Pupils talk about illnesses.

Target language

- **Key language:** past simple affirmative irregular verbs: *had, gave, saw, drank, ate, went, took*; *What was the matter with you?*, *ill, sick, tests, exam*
- **Additional language:** *health matters, I was the first to finish, fish and chips, diary*
- **Revision:** days of the week, *was / were, wasn't well, temperature, bad headache, terrible cough, medicine, doctor, hospital, worse, better, before / after, mine, library,* school subjects

Materials

- **Flashcards:** 34 (sick/ill), 36 (take some medicine), 37 (see the doctor)
- **Health matters word cards:** *Teacher Resources* (irregular past forms)

Warmer

- Present *sick* and *ill* using the flashcard. Explain that *sick* and *ill* are the same. Mime these illnesses: *headache, stomach-ache, cough, temperature, cold, backache, toothache*. Review *doctor's, hospital, medicine*.

PB28. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 28. Show page 28 on the whiteboard and check comprehension of the unit title. Elicit who they can see (Simon) and that he's ill. Tell pupils that this was last week. Pupils take turns to read the four questions and discuss possible answers in pairs.
- Check the meaning of *have some tests*, and present *see the doctor* and *take some medicine* using the flashcards. Play the **Audio** and elicit complete sentences. Play the **Audio** again.

Extra challenge Write the days of the week on the board. Say, e.g. *Tell me about Simon on Monday*. Pupils: *He had a temperature*. Continue for the other days. Focus pupils on the past tense forms.

- If time, use Consolidation activity (T107): *Role play*.

Key: **1** His temperature was 39 degrees. **2** He was at hospital. **3** They were at the hospital for Simon to have some tests. **4** Simon was well again on Friday afternoon.

25

Alex: You weren't at school last week, Simon. Where were you?
Simon: I was at home because I wasn't well.
Alex: What was the matter?
Simon: I was ill. Last Monday I had a temperature. It was 39 degrees.
Alex: Wow. What was the matter?
Simon: I don't know. I drank lots of water, but on Tuesday I was worse and I had a bad headache too.
Alex: Were you better on Wednesday?
Simon: No, I wasn't. I had a terrible cough, so I saw the doctor. He gave me some medicine.
Alex: Were you better after you took the medicine?
Simon: No, I wasn't. On Thursday I went to the hospital with Mum and had some tests.
Alex: So, what was the matter?
Simon: Er, I had a cold … but I wasn't ill on Friday afternoon. I was fine! I ate a big dinner … and then I had a really good weekend!

PB28. ACTIVITY 2

Listen and say the day.

- Focus pupils on the Activity 2 instruction and look at the example speech bubbles. Play the **Audio**. Pupils whisper the answer to their partner. Play the **Audio** again and check.

Key: **2** Friday, **3** Monday, **4** Wednesday, **5** Thursday, **6** Monday, **7** Wednesday, **8** Tuesday, **9** Wednesday, **10** Thursday

26

1 The doctor gave him some medicine. **2** He ate a big dinner.
3 He had a temperature. **4** He had a terrible cough.
5 They went to the hospital. **6** He drank a lot of water.
7 He took some medicine. **8** He had a bad headache.
9 He saw the doctor. **10** He had some tests.

PB28. ACTIVITY 3

Talk about the last time you were ill.

- Pupils work in pairs or small groups. Read the example aloud. Encourage pupils to talk about the last time they were ill.

AB28. Answer Key, see page T98

- If time, use Extension activity (T107): *My day*.

Ending the lesson

- Call out the verbs. Pupils say the present or past, e.g. Teacher: *Ate*. Pupils: *Eat*.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 25–26**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Consolidation activity:** *Role play*
- **T107 – Extension activity:** *My day*

Objectives

Pupils practise the past simple and *because* to join sentences.

Target language

- **Key language:** present simple irregular verbs, *because*
- **Additional language:** *awake, eye test*
- **Revision:** adjectives, illnesses, food, time, town, family, *nurse, dentist, diary*

Materials

- **Flashcards:** 35 (have an eye test), 37 (see the doctor)
- **Photocopiable 3**

Warmer

- With books closed, review what pupils can remember about Simon's week from the previous lesson. Join some of the pupils' responses with *because* to review use and meaning, e.g. *He saw the doctor because he had a terrible cough.*

PB29. ACTIVITY 1

Read and match.

- Tell pupils to open their Pupil's Books at page 29. Show page 29 on the whiteboard. Check pupils have read the activity instruction and know what to do. They look at the pictures, read the sentences and match. They say the answers quietly to their partner. Check with the class.

Extra support Remind pupils to look for pronouns to help them match the sentences to the pictures.

- If time, use Consolidation activity (T107): *Giving reasons.*

Key: **2** e, **3** a, **4** c, **5** f, **6** b

PB29. ACTIVITY 2

Read and answer the questions.

- Focus pupils on Activity 2. Point to the questions and read them aloud. Focus on the question words and elicit what information they ask about (places, things, people, reasons). Focus on the *Study* Box and ask pupils what tense the questions are in (past). Explain that the text describes a past event.
- Pupils read the text individually, or read it aloud with the class.
- Pupils answer the questions in pairs. Then read the questions aloud and elicit answers from the class. Encourage pupils to give full answers and focus on the use of *because* to join sentences.

Key: **2** Sue, **3** Tom, **4** Because he saw Sue. **5** the nurse, **6** in bed, **7** Tom, **8** one o'clock

- Use Photocopiable 3 from *Teacher Resources*.

AB29. Answer Key, see page T98

- If time, use Extension activity (T107): *Spelling game.*

Ending the lesson

- Start a chain, e.g. *I went to the doctor because I was ill.* Pupil A says *I was ill because …* and completes the sentence (e.g. *I ate a lot of cakes*). Pupil B says *I ate a lot of cakes because …* and continues the chain in the same way (e.g. *I was hungry*). Continue with as many pupils as possible.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 3, *Extension worksheet 1*
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Consolidation activity:** *Giving reasons*
- **T107 – Extension activity:** *Spelling game*

3

1 Read and match.

a



b



c



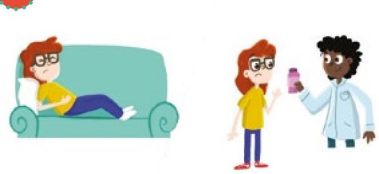
d



e



f



1 He took some medicine because he had a cold. d
2 We ate a lot because we were hungry. ☐
3 She went to bed early because she was ill. ☐
4 I drank a lot because I had a temperature. ☐
5 The doctor gave her some medicine because she had a stomach-ache. ☐
6 They saw the dentist because they had a toothache. ☐

2 Read and answer the questions.

Last Monday morning, Sue went to the City Hospital to see the doctor because she had a headache. When she was at the hospital, the doctor gave her an eye test. After her eye test, Sue saw her friend Tom. He was at the hospital because he was ill. He was happy to see Sue. The nurse gave him some medicine. Then he had lunch in bed and he drank orange juice. At one o'clock, Sue was hungry so she went home.

1 Why was Sue at the hospital? Because she had a headache.
2 Who had an eye test?
3 Which of Sue's friends was at the hospital?
4 Why was Tom happy?
5 Who gave Tom some medicine?
6 Where was Tom when he had lunch?
7 Who drank orange juice?
8 What time was it when Sue went home?

STUDY

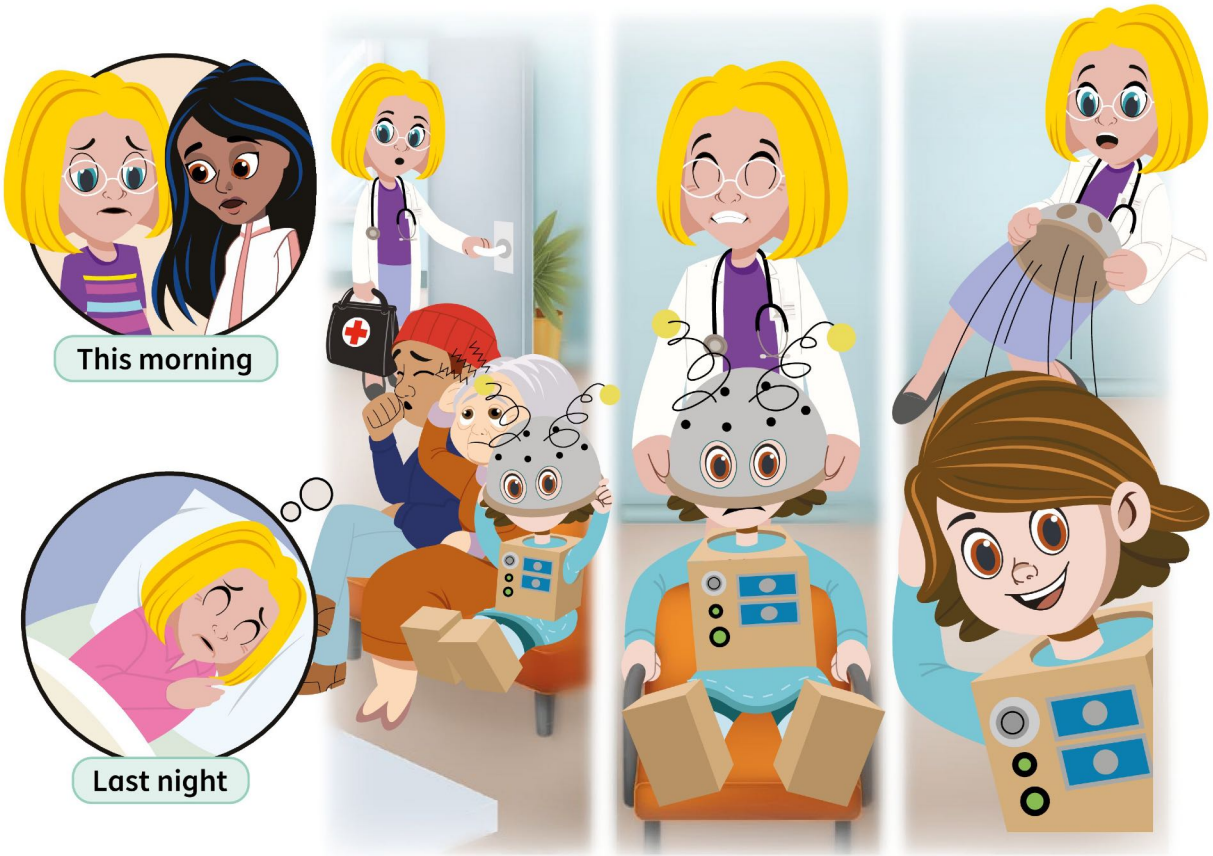
Why was Tom happy?
Who had an eye test?



Language: clauses with *because*

1 27 Look, think and answer. Listen and check.

1 Who's Stella talking to this morning?
2 Where was Stella in her dream?
3 What was Stella's job?
4 What was wrong with the man?



2 Read and answer.

1 Did Stella have a nice dream?
2 Did she have a long blue coat?
3 Did she see a woman who had a cough?
4 Did she give the man some flowers?
5 Did she see a woman with backache?
6 Did she take a box off the girl's head?

No, she didn't. She had a terrible dream.

STUDY

have ➜ had do ➜ did

I **had** a terrible dream.

I **didn't have** time to stop.

How many people **did** you **see**?

Did she **give** the man some flowers?
Yes, she **did**. / No, she **didn't**.



Language: past simple irregular verbs: negative, interrogative and short answers

Objectives

Pupils use questions and negatives to talk about the past.

Target language

- **Key language:** past simple negatives and questions and short answers: irregular verbs, *have / had a dream*, *bowl*
- **Revision:** illnesses, prepositions, *how many*, *woman*, *people*, *head*

Materials

- **Flashcard:** 38 (have a dream)
- **Health matters word cards:** *Teacher Resources* (irregular past forms)

Warmer

- Show the word cards. Elicit the infinitives. Clap a rhythm. Say, e.g. (Clap, clap) *give*. Pupils clap and say the past form, e.g. (Clap, clap) *gave*.

PB30. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 30. Show page 30 on the whiteboad. Elicit who pupils can see (Stella), and teach / elicit *have a dream* using the pictures and the flashcard. Pupils read the questions aloud around the class. They discuss their predicted answers in pairs, using the information in the pictures to help.
- When pupils are ready, play the Audio. Check answers with the class. Check general understanding.

Extra challenge Play the Audio again, pausing and focusing on Meera's questions. Write the four questions on the board in two columns:

Were you awake all night? *How many people did you see?*
What was your dream about? *How did you take it off?*

Elicit what pupils notice about how the questions are made: a) *was / were*, and b) *did*. Use colours to highlight / underline the structure.

Repeat with the negative sentences from the conversation: *I didn't have time to stop. He didn't have a temperature.*

Key: **1** She's talking to Meera. **2** She was in a big hospital. **3** She was a doctor. **4** The man had a cough.

27

Stella: I'm really tired this morning.
Meera: Really? Why? Were you awake all night?
Stella: No, I had a terrible dream.
Meera: Oooh, what was your dream about?
Stella: I was a doctor in a big hospital. I had a long white coat … and I had lots of doctor's things, but I didn't have time to stop!
Meera: Oh? How many people did you see?
Stella: I saw lots. I saw a man who had a cough, but he didn't have a temperature so I gave him some medicine … And there was a woman with a bad headache. And then, there was a girl who had a bowl on her head!
Meera: A bowl on her head! How did you take it off?
Stella: It was really difficult, but in the end I took it off and … do you know who was under the bowl?
Meera: No.
Stella: It was Suzy!

PB30. ACTIVITY 2

Read and answer.

- Focus pupils on Activity 2 and on the *Study* Box. Do the activity in open pairs first. Elicit long answers in order to practise the past form of the verbs. Then pupils take turns to ask and answer in closed pairs. After the oral practice, pupils write the answers in their notebooks.
- If time, use Consolidation activity (T107): *Questions and answers*.

Key: **2** No, she didn't. She had a long white coat. **3** No, she didn't. She saw a man who had a cough. **4** No, she didn't. She gave the man some medicine. **5** No, she didn't. She saw a woman with a bad headache. **6** No, she didn't. She took a bowl off the girl's head.

AB30. Answer Key, see page T98

- If time, use Extension activity (T107): *Scrambled sentences*.

Ending the lesson

- Review Stella's dream with the class, using prompt questions. Elicit if any pupils remember what they dreamt about the previous night.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 27**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Consolidation activity:** *Questions and answers*
- **T107 – Extension activity:** *Scrambled sentences*

Objectives

Pupils practise the past simple and sing a song.

Target language

- **Key language:** past simple: questions and short answers, *lemonade*, *ice cream*, *burgers*, *chocolate*, *water*, *party*, *sausages*, *nurse*, *fruit*
- **Revision:** illnesses, adjectives, countable and uncountable nouns, word families, jobs, food, drinks, places

Warmer

- Write the words *jobs*, *food*, *drinks*, *places* each in its own circle on the board. Pupils copy the circles and words onto paper and, in pairs, have three minutes to add as many words to the circles as they can. Elicit the words and write them on the board. Add key words from the boxes in Pupil's Book Activity 1 and Activity Book Activity 1, if they are not included.

Song

PB31. ACTIVITY 1

Read and say the word. Listen and check.

- Tell pupils to open their Pupil's Books at page 31. Show page 31 on the whiteboard and elicit who is in the large picture (mum, girl, nurse). Ask: *What's the matter with the girl?* Elicit as many different answers as possible: *She's sick. She isn't well. She has a stomach-ache. She has a temperature*, etc. Check pupils have read the activity instruction and that they know what to do, using the example. In pairs, they read the Song text and match each of the small pictures with a word in the box.
- Play the Song for pupils to check their answers. Check understanding of vocabulary (*worse*, *What's the matter?*, etc.). Focus on *easily* and *happily* and show how the adverbs are formed from the adjectives (*easy – easily*, *happy – happily*).

Key: party, burgers, sausages, lemonade, ice cream, chocolate, three, fruit, water

28

As in Pupil's Book

PB31. ACTIVITY 2

Sing the song. Do karaoke.

- Play the Song track 28 again in sections for pupils to listen and repeat. When pupils are confident, they can perform the whole Song doing the actions to the verbs when they sing them.

28–29

As in Pupil's Book

- Instruct pupils to close their books and stay in their groups. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and actions as they listen. Play the Song and help pupils to remember the words and actions as necessary.

Extra challenge Divide the class into three groups: girl, nurse, mum. They sing their parts. Swap roles. Make sure pupils use the correct intonation for different lines (questions, answers and telling off).

PB31. ACTIVITY 3

Ask and answer about the song.

- Focus pupils on Activity 3. Demonstrate the activity for the class. Pupils read the two example questions aloud for others to answer. Elicit other questions. Focus on the short answers: *Yes, she did / No, she didn't*. Give pupils five minutes to think of and write some questions about the Song. They write the answers in brackets. They take turns to ask and answer in pairs.
- If time, use Consolidation activity (T107): *Comparing breakfasts*.

AB31. Answer Key, see page T98

- If time, use Extension activity (T107): *Meera's day*.

Ending the lesson

- Sing the Song again with pupils in three groups. Encourage pupils to do the actions when they sing.

Digital Classroom

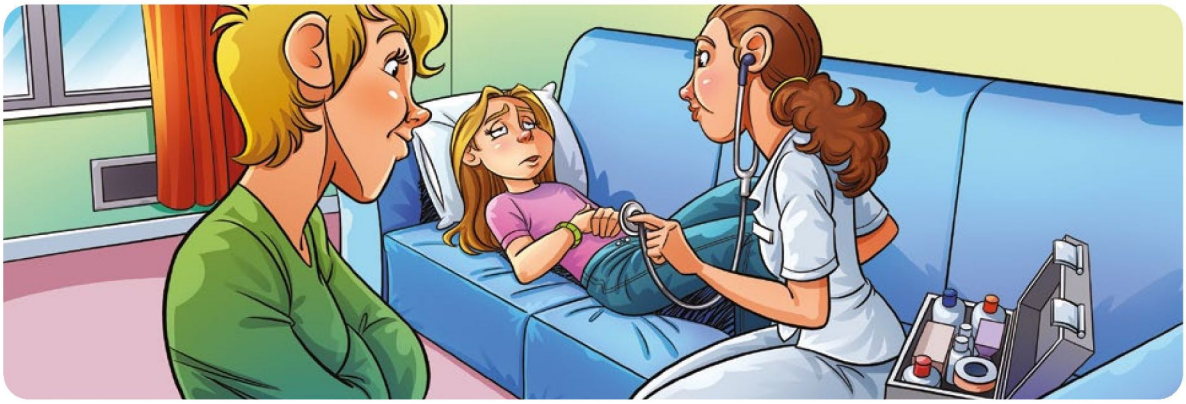
- **Presentation Plus:** Unit 3
- **Audio 28–29**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Song worksheet*
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Consolidation activity:** *Comparing breakfasts*
- **T107 – Extension activity:** *Meera's day*

1 28 Read and say the word. Listen and check.

lemonade ice cream burgers chocolate three
water party sausages ~~nurse~~ fruit



Mummy, Mummy, call the  !
I had a stomach-ache but now it's worse.

nurse

What's the matter?

I don't know,
But please be quick,
Don't be slow.

Did you have a  yesterday?

Yes! There was lots to eat and games to play.

Did you eat  ?

Yes, I did.

Did you eat  ?

Yes, I did.

Did you drink  ?

Yes, I did.

Did you have  and  too?
I think I know what's the matter with you!
Take this medicine 3 times a day,
When you are better, go out and play!

No more chocolate cake for you,
my daughter.
Vegetables,  and a drink of  !

2 29 Sing the song. Do karaoke.

3 Ask and answer about the song.

Did she eat ice cream?

Yes, she did.

Did she drink orange juice?

No, she didn't.

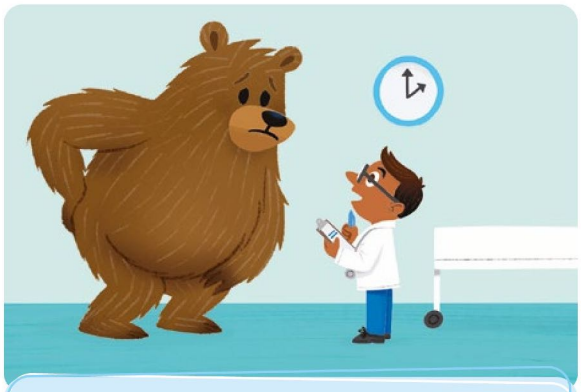
Language: past simple irregular verbs: interrogative and short answers

Lock's sounds and spelling



1 30 **Watch the video. Watch again and practise.**

2 **Circle the letter 'b' and underline the letter 'v'. Say.**



A big bear had a very bad backache and went to see the vet.



'Vegetables and rest are best,' said the vet.

3 **Write sentences. Say and guess.**

There's a boy …

… in the living room with a very big ball!

No, sorry. Try again!





a bear	bathroom	a very big ball
a boy	kitchen	a burger
a bird	bedroom	some vegetables
a vet	living room	some breakfast
a bat		a TV







Show what you know

When I'm hungry, I like to eat __egetables and __urgers.

Objectives

Pupils identify, contrast and say the sounds /b/ and /v/ in common words and in context.

Target language

- **Key language:** words with the phonemes /b/ and /v/ (e.g. *backache*, *vegetables*)
- **Additional language:** *vet*, *rest*, *living room*
- **Revision:** *bear*, *bad*, *very*, *brother*, *bathroom*, *bedroom*

Warmer

- Elicit the names of illnesses. Write a list on the board, e.g. *temperature*, *headache*, *cough*, *backache*, *toothache*, *stomach-ache*, *cold*. Choose one and say to the class *Yesterday I had a (headache)*. Elicit *What did you do?* from the class and respond with *I went to bed and had a rest*. (Mime resting.) Divide pupils into groups of four and ask pupils to take turns miming and guessing illnesses and saying what they did, or should do.

Presentation

- Ask pupils to work in pairs and brainstorm as many animals as they can in one minute. Tell them to make a list. Ask one pair to tell you an animal they have chosen and write the name on the board. Tell pupils this animal has a cough and ask them what they think the animal should do. Put pairs into groups of four to pick an animal, an illness and a remedy. Ask pupils to present their ideas to another group.

PB32. ACTIVITY 1

Watch the video. Watch again and practise.

- Show the image from page 32. Watch the ▶ Video together and ask pupils which animal was unwell and what it needed to get better (a bear, vegetables and rest). Clarify the meaning of *vet* by asking pupils if they (humans) can go to the vet with a backache (no). Establish it is a doctor for animals.
- Watch the ▶ Video again and put pupils into pairs. One pupil in each pair is the vet and the other is the bear. Ask pupils to act out the scene from the ▶ Video using as much of the lines as they can remember, then swap roles.

Extra support Invite pairs to share their short dialogues, and write an example on the board:

Ow. I have very bad backache!
Vegetables and rest are best.

Look at the sentences in the Pupil's Book to check together.

▶ 30

Voice: big, /b/, bear, /b/, very, /v/, bad, /b/, backache, /b/, vet, /v/, vegetables, /v/, best, /b/.
Lock & Key: A big bear had a very bad backache and went to see the vet. 'Vegetables and rest are best,' said the vet.

PB32. ACTIVITY 2

Circle the letter 'b' and underline the letter 'v'. Say.

- Ask pupils to open their Pupil's Books at page 32. Focus pupils on Activity 2. Write the letters *b* and *v* on the board and say the sounds together. Ask pupils to find all the /b/ letter words and the /v/ letter words from the ▶ Video. Ask pupils to circle the *b* and underline the *v* on the page. Say the sounds and the words together.

Key: **b:** big, bear, bad, backache, best; **v:** very, vet, vegetables

---

PB32. ACTIVITY 3

Write sentences. Say and guess.

- Look at the pictures around the table together and ask pupils what they can see. Look at the three categories in the table and have pupils select one from each to make funny example sentences (e.g. There's a vet in the bathroom with some vegetables.).
- In pairs, pupils write as many sentences as they can. Then ask them to join another pair. The first pair reads the start of one of their sentences and the other pair guess the rest of the sentence. Pairs confirm or tell each other what they actually wrote.

Extra support Swap pairs to maximise communication practice.

- If time, use Extension activity (T107): *Sorting sounds*.

Show what you know

- Say *When I'm hungry, I like to eat __egetables* and *__urgers* and prompt the class to make the missing sounds.
- Focus on the *Show what you know* Box. Pupils complete the words with the missing letters and practise saying the sentence.

AB32. Answer Key, see page T98

Ending the lesson

- Stand pupils in two lines. One line is the *b* sound and the other line is the *v* sound. Call out words from the unit (and others) randomly. When there's a word with *b* the b line jumps forward saying the sound, and when there's a word with *v* the v line jumps forward saying the sound. Continue until everyone has jumped to the end of the room.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 30**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Extension activity:** *Sorting sounds*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** unit language in context, adverbs, facial features, jobs
- **Revision:** past simple irregular verbs: negative, interrogative and short answers, clauses with *because*, words with *b* and *v*, *have got*, physical descriptions

Materials

- **Health matters word cards:** *Teacher Resources* (irregular past forms)

Warmer

- Review the *Lock and Key* story with pupils. Ask what happened in the last episode, e.g. *Where did Lock and Key go? What day was it?* Pupils reply, using the past. (They went to the swimming club. It was the day of the competition.)

Story

PB33.

- Show page 33 on the whiteboard. Focus pupils on the first frame, elicit who they can see (Lock and Key) and tell them who is on the screen (Nick Motors). Tell pupils that he's a car thief (a bad person).
- Set the gist questions: *Why did Key go to the hospital? Who did he see there? Did they catch him? What did Nick Motors do?*
- Play the ▶ Video. Pupils check their answers in pairs. Check with the class (to see his aunt; Nick Motors / a doctor; no; he took their motorbike). Focus pupils on frame 5 and elicit who this is (a doctor) and that Key made a mistake.

PB33. LOCK AND KEY. ACTIVITY 1

Who did Key see in the hospital shop? Describe the man.

- Play the ▶ Video again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Where did Key see 'Nick Motors'? What did Lock and Key decide to do? What did the doctor look like? Did he have black hair and a big nose?*
- Ask pupils to open their Pupil's Books at page 33. Ask the class the question and elicit the answer and description.
- If time, use Consolidation activity (T107): *Role play.*

Key: the doctor; He had brown hair and a big nose.

Extra support Prompt less confident pupils by reminding them of the past simple verbs that they need for their description.

Extra challenge Pupils complete the task with their books closed.

▶ 31

Key: Oooops. Sorry I'm late. I went to the hospital to see my Aunt Emma. She's got a bad cough.
Lock: So Nick Motors, the car thief, is back in town.
Key: I went to the hospital shop. There was a man there. He had black hair and a big nose. I think it was Nick Motors, the car thief.
Lock: In the hospital? Let's go there now.
Lock: I really want to catch Nick Motors this time, Key.
Key: No problem, Lock!
Lock: Come on! We need to go inside quickly, before he runs away.
Key: There he is! That's him, Lock!
Lock: No, Key, He's not Nick Motors. He's a doctor.
Lock: Nick Motors isn't inside the hospital, Key. He's outside in the street … and …
Key: He's taking our motorbike!

AB33. Answer Key, see page T98

- If time, use Extension activity (T107): *What I can do.*

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 31**
- **Digital Flashcards**
- **Practice Extra**

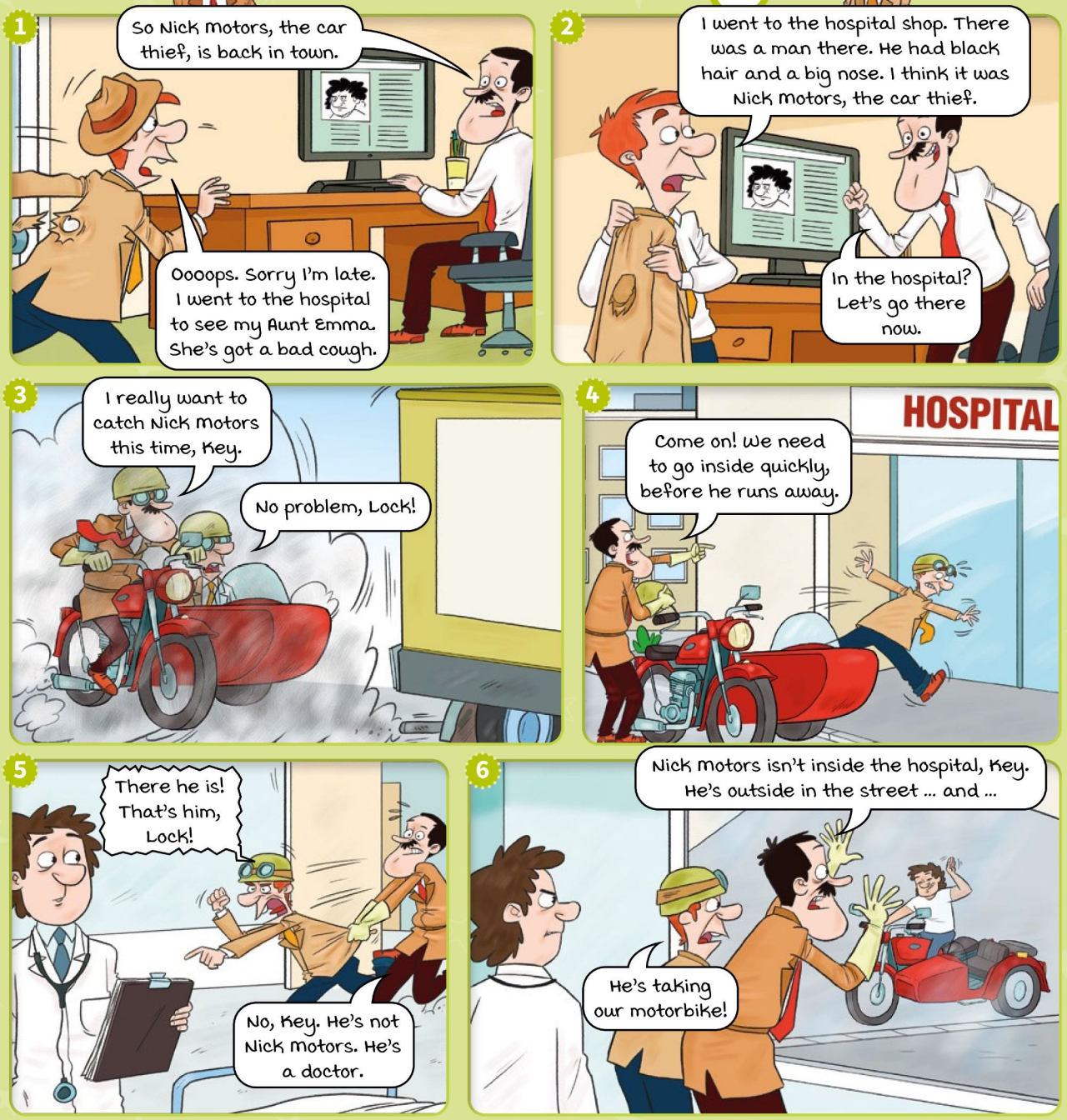
Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Extension worksheet 2*
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Consolidation activity:** *Role play*
- **T107 – Extension activity:** *What I can do*

Lock & Key!

3

31



1 **Who did Key see in the hospital shop? Describe the man.**

What makes a job fun?

1 32 **Listen and read. Which job do you prefer? Why?**

DREAM JOBS

miguel@vidblog.com

I studied Design at college, and now I'm a video game designer. I love playing video games so it's the perfect job for me. I design the characters – they're a lot of fun to create. But the best part of my job is testing the new games.





tania@dancehall.blog

I'm a dancer in pop music videos. I studied ballet, but I like dancing to all kinds of music, from classical to pop and rock. I work with a team of dancers. We practise and perform the dances together. It's fun, but we're always tired after work. You need to be fit to do my job.

steffi@race.com

I'm a racing car driver. I race in competitions all over the world. It can be dangerous, but it's very exciting! You need to be brave to do this job. I don't feel scared when I drive because I trained for many years. When I'm driving, I feel free! I love my job and I love my car.



2 **Read and write 'designer', 'dancer' or 'driver'.**

1 You can work and play at the same time. designer
2 It's a dangerous job. _____
3 You need to be fit and healthy. _____
4 You have to travel to different countries. _____
5 You mustn't be scared at work. _____
6 You need to use your imagination. _____

3 **What makes each job fun?**

DIDYOUKNOW...?

Truck driver is one of the most popular jobs in the United States. There are more than 3.5 million truck drivers in the country.

Objectives

Pupils identify different jobs and say what makes them fun.

Target language

- **Target language:** *video game designer, dancer, truck driver*
- **Additional language:** *creative, perfect, characters, testing, ballet, classical, pop, rock, perform, tired, keep fit, competition, race, free, trained, fit and healthy, imagination*
- **Review:** *brave, dangerous, driver, exciting, scared*

Warmer

- Ask pupils if they like to play video games. Elicit their favourite, and the most popular games; write a few of the titles on the board. Elicit if pupils know the names of the people who make these games; if they do, add them next to the names of the titles. Ask *What is the name of the job of someone who makes video games?* (a video game designer). Brainstorm any other types of designers (a software / program designer, a fashion designer, a web designer, etc.).
- Put pupils into small groups of four or five, or one large group. Ask them to stand in a circle in their groups. Explain that they are going to take turns to say the names of jobs they know, without repeating a job already said. Each group chooses a pupil to start the game and they continue around the circle in a clockwise direction, with each pupil calling out the name of a job they know in English until one of the group cannot think of one. That person sits down and the remaining players continue in the same way until only one is left standing.

Presentation

- Say *Open your Pupil's Books at page 34, please.* Show page 34 on the whiteboard. Ask pupils to look at the pictures. Ask *What jobs are these?* Elicit ideas and write them on the board.

PB34.

Watch and answer.

- Read the question at the top *What makes a job fun?* Tell pupils they are going to learn about fun jobs. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, elicit ideas about what makes a job fun.

PB34. ACTIVITY 1

Listen and read. Which job do you prefer? Why?

- Ask pupils if there is a job they would like to do in the future. Invite volunteers to share their ideas and say what they like about the job.
- Play the Audio of the blog entries for pupils to read along. Ask *Do you know these jobs?*

Extra challenge Ask comprehension questions about each of the blogs. *What did Miguel study? What does he like doing in his free time? What did Tania study? How does the final blogger feel when she's driving?*

32

As in Pupil's Book

PB34. ACTIVITY 2

Read and write 'designer', 'dancer' or 'driver'.

- Read the first sentence, with the example, aloud. Ask which of the jobs the sentence relates to (designer). Then ask them to point out the part of the text that gives the clue (I love playing video games …). Read the rest of the statements as a class. Play the Audio again for pupils to complete the activity. Check answers with the class.

Key: 2 driver, 3 dancer, 4 driver, 5 driver, 6 designer

PB34 ACTIVITY 3

What makes each job fun?

- Put pupils into pairs to discuss the question. Ask them to say what each of the bloggers says makes their job fun but encourage pupils to also share their own opinions.

Extra support Invite pupils to share their answers with the class. Compare different answers for the same job.

- If time, use Consolidation activity (T108): *Jobs vocabulary.*

Did you know …?

- Read the sentence in the *Did you know* Box. Find out if pupils are surprised by the fact and ask *Why or why not?* Elicit opinions about being a truck driver. Ask *Would you like to be one? Why or why not?*
- If time, use Extension activity (T108): *Guess the job.*

Ending the lesson

- Read out sentences about each job for the class to say the name, e.g. *She works with a team* (dancer). *He creates characters* (designer).

Digital Classroom

- **Presentation Plus:** Unit 3
- **Digital Flashcards**
- **Audio 32**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 3**
- **T108 – Consolidation activity:** *Jobs vocabulary*
- **T108 – Extension activity:** *Guess the job*

Objectives

Pupils recognise contractions and personal pronouns through an informal text and talk about their dream jobs.

Target language

- **Additional Language:** *professional musician, drummer, drums, hard work, dream job*
- **Review:** *exciting, singing*

Warmer

- Say *I'm a teacher*. Refer pupils back to the photos in Activity 2 in the Pupil's Book. For each of the photos ask *What is he / she?* to elicit *He's / She's a video game engineer / dancer / Formula-1 driver*, respectively.

PB35. ACTIVITY 4

Read the blog. Say what Joaquín thinks is fun about his dream job.

- Draw pupils' attention to the photo on page 35 in the Pupil's Book. Ask *What job is this?* (musician). Ask pupils what instrument he plays (drums). Tell pupils they are going to read about his dream job. Read the question in the rubric aloud and ask pupils to read the text.
- Ask what Joaquín's dream job is and elicit what makes it fun. Find out which pupils would be interested in being a professional musician or being in a band like Joaquín, and why.
- If time, use Consolidation activity (T108): *Mime a job.*

Key: They are all friends in the band.

PB35. ACTIVITY 5

Underline the contractions in Activity 4.

- Copy the sentence *Now, I'm a drummer …* onto the board. Elicit the contraction. Underline *I'm* to make sure pupils understand the language they are going to look for in the model text.
- Ask pupils to complete the activity individually and check their answers in pairs before reviewing as a class. Tell them to refer to this information as they complete the Writing task in the Activity Book.

Key: I'm, we're, it's, I'd

PB35. ACTIVITY 6

Read and tick (✓) the correct options. Tell a friend about your dream job.

- Ask if Joaquín wants to be a professional musician. Elicit a Yes/No answer. Ask *Why is the answer 'Yes'?* (because he is probably still studying; because he is too young to have a real job). Point out the example tick in Activity 5. Then, ask them to reread Joaquín's blog and complete the rest of the activity.
- Ask for a show of hands to find out if any pupils in the class want to be a professional musician. Choose a pupil whose hand isn't raised and ask them what job they would like to do. Ask one or two more pupils the same question.

Extra support Write *dream job* on the board and elicit what it means. (A job someone imagines doing / would love to do because of their likes and interests).

- Put pupils into pairs to discuss their dream jobs. Monitor the activity and show interest by mingling with pupils and asking them questions about their dream job. *Why do you want to do that job? Do you think you'll do the job in the future? Why or why not?*
- If time, use Extension activity (T108): *Dream job.*

Key: 2 drums, 3 exciting, 4 wants to travel

AB34. Answer Key, see page T98

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB35. Answer key, see page T98–99

Ending the lesson

- Split the class into large teams. Model the activity by miming a job. The first pupil to guess the job continues the game for their team. Then a pupil from one of the other teams needs to guess the job and continue the game with another mime.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Tests** *Unit 3 Test*
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet
- **AB86 and PB86 – Grammar reference 3**
- **T108 – Consolidation activity:** *Mime a job*
- **T108 – Extension activity:** *Dream job*

3

4 Read the blog. Say what Joaquín thinks is fun about his dream job.

www.myblog.com

My dream job!

My dream job is a professional musician. I took drum lessons last year. Now I'm a drummer in a band and I sing, too. We're all friends in my band so it's fun when we play together. It's an exciting feeling! I want to play shows all over the world one day. Travelling can be tiring, but I'd love to visit lots of different countries. It sounds like so much fun!

joaquin@drumspot.blog



5 Underline the contractions in Activity 4.

Ready to write:

Go to Activity Book page 34.

Learning to write:

Contractions

I'm a video game designer.

6 Read and tick (✓) the correct options. Tell a friend about your dream job.

Joaquín **is** ☐ **wants to be** ☑ a professional musician.	
He studied **drums** ☐ **singing** ☐.	
He thinks playing music with his friends is **exciting** ☐ **hard work** ☐.	
He **travels** ☐ **wants to travel** ☐ all over the world.	

Project



Role-play an interview.

Career-related learning: What makes a job fun? | learning to learn

4 After school club



1 33 **Look, think and answer. Listen and check.**

1 Where did the children go yesterday afternoon?
2 Which teacher was there?
3 Who did Stella play chess with?
4 Who wasn't good at dancing?

2 34 **Listen and say 'yes' or 'no'.**

1 The children helped Mr Star. — No.

3 **What did you do after school yesterday? Write.**

I went to the library because I wanted to get a book.

STUDY

help ➜ helped
dance ➜ danced
stop ➜ stopped
carry ➜ carried



Language: past simple regular verbs

Objectives

Pupils talk about activities in the past and learn spelling rules for *-ed* endings in the past tense.

Target language

- **Key language:** past simple regular verbs, spelling of *-ed* endings, *After school club*, *hall*, *keyboard*, *play chess*, *school show*, *musical* (n)
- **Additional language:** *kids*, *start to do something*, *vowel*, *consonant*
- **Revision:** *clean*, *carry*, *help*, *can / can't*, *have to*, *want*, *sing*, *dance*, *hop*, *skip*, *jump*, *laugh*

Materials

- **Flashcards:** 39 & 40 (play chess, carry the chairs)

Warmer

- Write *After school clubs* on the board and elicit what the phrase means. Elicit examples of activities pupils can do at an after school club. Teach *play chess* and elicit *carry the chairs* using the flashcards.

PB36. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 36. Show page 36 on the whiteboard and elicit what / who they can see. Pupils read the questions in pairs and discuss them together.
- Play the Audio for pupils to listen and check. Elicit complete sentences. Play the Audio again and ask questions, e.g. *What did Alex and Simon do? Did Simon dance?* Check understanding of *school show* and *a musical*.

Key: **1** They went to the After school club. **2** Mr Burke was there. **3** She played chess with Meera. **4** Simon wasn't good at dancing.

33

Mr Star: What did you do yesterday afternoon at the After school club, kids?
Simon: Well, first we helped Mr Burke. Alex and I cleaned the chairs and then we carried them into the hall.
Mr Star: And what did you do, Stella?
Stella: I played chess with Meera and then we all started to think about our school show.
Simon: Yes, Mr Burke wanted us to do a musical because he plays the keyboard. We had to sing. And we danced!
Mrs Star: Did you dance, Simon?
Simon: Well, I didn't dance, but I hopped, skipped and jumped to the music, like an acrobat … and Meera and Stella laughed a lot.
Stella: Well, Simon, you were funny. Mr Burke watched us dancing and listened to us singing, but then he stopped us!
Mr Star: So what now?
Stella: Mr Burke doesn't want us to do a musical this year.
Simon: It's great! I don't have to sing and dance.

PB36. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Focus pupils on Activity 2. Read the sentences and check comprehension. Play the Audio. They say *Yes* or *No* to their friend the first time. Play the Audio again. Check with the class. Elicit the correct information for the 'no' answers.

Key: **2** Yes, **3** No, **4** No, **5** Yes, **6** Yes, **7** Yes, **8** No

34

1 The children helped Mr Star.
2 Simon and Alex cleaned the chairs.
3 Stella played chess with Simon.
4 They started to play table tennis.
5 Mr Burke wanted them to do a musical.
6 Simon hopped, skipped and jumped to the music.
7 Meera and Stella laughed a lot.
8 Mr Burke watched them playing.

PB36. ACTIVITY 3

What did you do after school yesterday? Write.

- Focus pupils on the *Study* Box. Ask if these verbs talk about the present, the future or the past.

Extra support Make four columns on the board. Write a word at the top of each column, each in a different colour, as follows: 1 *helped*; 2 *danced*; 3 *stopped*; 4 *carried*. Explain the rule for each column: 1 ends in two consonants, add *-ed*; 2 ends in *-e*, add *-d*; 3 ends in consonant + vowel + consonant, double the consonant and add *-ed*; 4 ends in consonant + *-y*, change *y* to *i* and add *-ed*.

- Point to the example in Activity 3. Help pupils to write a sentence about what they did after school yesterday. Pupils compare sentences in groups.
- If time, use Consolidation activity (T108): *Spelling game*.

AB36. Answer Key, see page T99

- If time, use Extension activity (T108): *After school posters*.

Ending the lesson

- Give infinitives. Pupils write the past simple.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 33–34**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 4**
- **T108 – Consolidation activity:** *Spelling game*
- **T108 – Extension activity:** *After school posters*

Objectives

Pupils practise talking and asking about activities in the past.

Target language

- **Key language:** past simple affirmative and interrogative, regular verbs
- **Additional language:** *chat, playground, playtime, badminton, countryside, pancakes*
- **Revision:** *hats, scarves, snow,* activities and actions

Warmer

- You need space for this activity. Pupils spread out. Say *Listen and mime.* Then say, e.g. *These are some of the things you did on your last holiday. You skated on the lake in the park. You played basketball. You swam in the swimming pool. You danced at a party. You climbed a tree.* Pupils mime the actions as you say them.

PB37. ACTIVITY 1

Read and match.

- Tell pupils to open their Pupil's Books at page 37. Show page 37 on the whiteboard. Focus them on the text and the pictures. Check they have read and understand the activity instruction. They read the texts quickly (looking for key words) and match them with the pictures. They check in pairs. Check with the class. Pupils take turns to read each text aloud around the class. Check understanding. Pupils read the texts again and underline all the past verbs. Elicit to check.
- If time, use Consolidation activity (T108): *Gapped texts.*

Key: 1 b, 2 c, 3 a

PB37. ACTIVITY 2

Listen and say 'a', 'b' or 'c'.

- Focus pupils on the activity instruction and elicit what they are going to do (work out which text the sentences they hear refer to). Play the first one and point out the example answer. Play the rest of the Audio. Pupils write the letter on paper the first time they listen and whisper it to their partner. Play the Audio again. Check with the class. Elicit the sentence they heard each time.

Key: 2 a, 3 b, 4 a, 5 b, 6 c, 7 a, 8 c, 9 a, 10 b, 11 c, 12 b

Audio 35

1 It started to snow.
2 The children ate it at lunchtime.
3 He climbed and sailed every weekend.
4 They loved her pancakes.
5 He lived in the countryside.
6 They needed hats and scarves.
7 She made all the food in the morning.
8 He pointed and shouted.
9 She was the cook.
10 They played badminton inside.
11 He ice skated on the lake.
12 He loved sport.

PB37. ACTIVITY 3

Read and answer.

- Focus pupils on Activity 3. Ask two pupils to read question 1 and the example answer aloud. Focus pupils on the use of *did* and the simple infinitive in the question, and the past simple in the answer. Highlight it on the board if necessary.
- Pupils work in pairs, taking turns to ask and answer the questions. Check, using open pairs.

Extra support Monitor the activity to make sure pupils use the correct regular past tense forms.

- If time, use Extension activity (T108): *Categorising verbs.*

Key: 2 She cooked pancakes. 3 She helped the children after school. 4 Tod lived in the countryside. 5 He climbed and sailed. 6 They played badminton. 7 He chatted with (his friend) Sid. 8 They needed hats and scarves. 9 He skated on the lake.

AB37. Answer Key, see page T99

Ending the lesson

- Review with pupils what they did last Saturday and Sunday, morning, afternoon and evening.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 35**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 4**
- **T108 – Consolidation activity:** *Gapped texts*
- **T108 – Extension activity:** *Categorising verbs*

1 Read and match.

a

Pat worked at a school. She was the cook. She cooked all the food in the morning. The children liked eating her pancakes! After school, she helped the children as they skipped, jumped and danced in the playground. ☐

b

Tod lived in the countryside. He loved sport, and he climbed and sailed every weekend. When it rained, he called his friend, Fred. Tod and Fred went to the After school club, where they played badminton inside. ☐

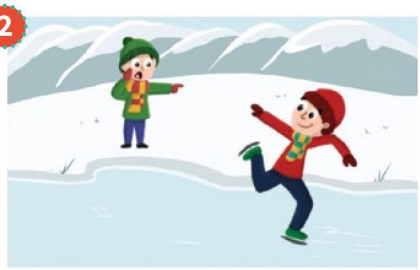
c

Yesterday, David chatted with his friend Sid and invited him to go ice skating. It was very cold so they needed hats and scarves. It started to snow, but Sid ice skated on the lake. David pointed and shouted because Sid wasn't careful. ☐

1



2



3



2 35 Listen and say 'a', 'b' or 'c'.

1 It started to snow. c

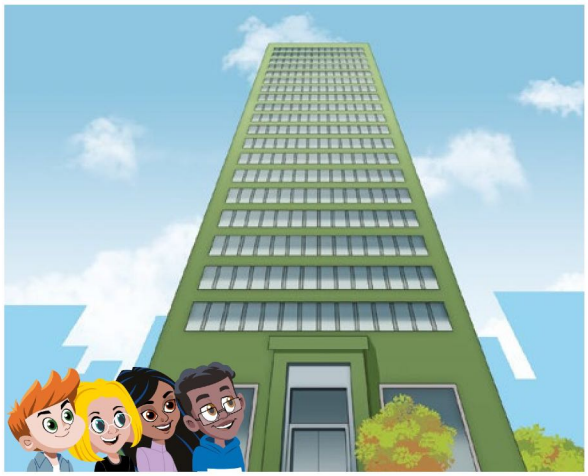
3 Read and answer.

1 Where did Pat work? She worked at a school.
2 What did Pat cook?
3 When did Pat help the children?
4 Where did Tod live?
5 What did Tod do every weekend?
6 What did Tod and Fred play inside?
7 Who did David chat with?
8 What did they need?
9 Where did Sid skate?

Language: past simple regular verbs: affirmative and interrogative

1 36 Look, think and answer. Listen and check.

1 Which friend are the children visiting?
2 Where is Alex's flat?
3 Who loves climbing?
4 Why must they walk up the stairs?









2 Read and answer.

1 What's the third letter of the alphabet?
2 What's the ninth letter?
3 What's the twelfth letter?
4 What's the sixteenth letter?
5 What's the twentieth letter?

c

LOOK

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th

3 Write more questions to ask a friend.

Vocabulary: ordinal numbers: *first* to *twentieth*

Unit 4 After school club
Pupil's Book p.38

Objectives
Pupils describe sequences using ordinal numbers.

Target language
- **Key language:** ordinal numbers *first* to *twentieth*, the alphabet, consonant clusters, present simple
- **Additional language:** *What's the matter? out of order, repairman, out of breath*
- **Revision:** houses and flats, adjectives, *floor, lift, stairs*

Materials
- **After school club word cards:** *Teacher Resources* (ordinal numbers)
- **Ending the lesson:** Three or four ordinal numbers written as individual letters on fairly large pieces of paper, e.g. *fourth*: six pieces of paper (*f–o–u–r–t–h*)

Warmer
- Ask pupils whether they live in a house or a flat. Ask *Who lives in a very tall building? Who lives on the highest floor?*

PB38. ACTIVITY 1

Look, think and answer. Listen and check.
- Tell pupils to open their Pupil's Books at page 38. Show page 38 on the whiteboard and elicit who / what they can see in the pictures. Pupils discuss their predicted answers in pairs.
- Play the Audio for pupils to listen and check. Play the Audio again and ask other checking questions, e.g. *Which floor does Alex live on? Where does Alex's uncle live?* to focus pupils on ordinals.

Key: **1** They are visiting Alex. **2** His flat is on the fifth floor. **3** Lenny and Simon love climbing. **4** They must walk up the stairs because the lift isn't working.

36

Narrator: It's Saturday morning and the children are going to Alex's new flat.
Lenny: Which floor does Alex live on?
Stella: I think he lives on the fifteenth floor.
Simon: Wow, the fifteenth floor. That's exciting!
Meera: Yeah, he says he can see the city from his bedroom window. Oh, no! The lift isn't working!
Lenny: That's OK. There are some stairs. We can walk up.
Stella: Lenny, we have to walk up to the fifteenth floor!
Simon: That's no problem. Lenny and I love climbing. Come on, Lenny. Let's see who gets there first!
Lenny: Yeah!
Stella: First floor, second floor, third floor, fourth floor, fifth floor … I'm so tired!
Alex: Hello. What's the matter?
Everyone else: The lift isn't working.
Alex: But it's only the fifth floor!
Lenny: Yeah, but we went up to the fifteenth floor.

PB38. ACTIVITY 2

Read and answer.
- Present the ordinal numbers using the *Look* Box and the word cards from *Teacher Resources*. Say each one for pupils to repeat. Focus in particular on the consonant clusters.
- Focus pupils on Activity 2 and the activity instruction. Check understanding using the example answer. Pupils read, work out and say the answers in pairs. Check with the class.

Key: 2 i, 3 l, 4 p, 5 t

PB38. ACTIVITY 3

Write more questions to ask a friend.
- Pupils use the model in Activity 2 to write other questions.

Extra challenge Suggest other things to ask about, e.g. the fifth letter in Sunday, the third letter in their name. Pupils each write six questions. Remind them to check the *Look* Box for spelling. They swap questions in pairs and answer each other's.

- If time, use Consolidation activity (T108): *Class quiz.*

AB38. Answer Key, see page T99

- If time, use Extension activity (T108): *Bingo.*

Ending the lesson
- Choose one of the sets of letters you have prepared (spelling an ordinal number). Invite enough pupils to the front to be able to give them a letter each (e.g. for the word *fourth* you need six pupils). They stand in a line in the correct spelling and spell out the word, saying a letter in turn. Repeat.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 36**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 2*
- **AB86 and PB86 – Grammar reference 4**
- **T108 – Consolidation activity:** *Class quiz*
- **T108 – Extension activity:** *Bingo*

Objectives

Pupils practise with ordinal numbers and sing a song.

Target language

- **Key language:** ordinal numbers
- **Additional language:** *in line, get past, league*
- **Revision:** sports and activities, *team, competition*

Materials

- **After school club word cards:** *Teacher Resources* (ordinal numbers)

Warmer

- Write ordinal numbers as words with gaps for some letters on the board, e.g. *_if_h* (*fifth*). Pupils work in pairs to complete the words. Check with the class by asking pupils to come to the board and write in the missing letters or use the word cards from *Teacher Resources* to show the correct spelling.

Song

PB39. ACTIVITY 1

Listen and complete. Sing the song. Do karaoke.

- Tell pupils to open their Pupil's Books at page 39. Show page 39 on the whiteboard and focus pupils on the picture and the Song. Give them time to read the Song before they listen. In pairs, they can try to predict what the missing words are. Play the Song. Pupils listen and check / complete. Play the Song a second time and then check with the class (make sure pupils have spelt the words correctly). Check understanding of new vocabulary.
- Play the Song again. Pupils join in and follow in their books. Repeat in sections until pupils are confident with the Song. They stand and sing as a class, counting out the numbers on their fingers.

Key: **b** Fifth, **c** eighth, **d** Ninth, **e** twelfth, **f** good, **g** first

37–38

As in Pupil's Book

38

- Instruct pupils to close their books and stay in their pairs. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and actions (counting out the numbers on their fingers) as they listen. Play the Song and help pupils to remember the words and actions as necessary.

PB39. ACTIVITY 2

Ask and answer.

- Focus pupils on Activity 2 and on the speech bubbles. Elicit / explain the meaning of *league table*. Demonstrate the activity with the class, eliciting other questions to check they remember to use the ordinal numbers. Pupils work in pairs and take turns to ask and answer about the teams.

Extra support Monitor and help with pronunciation. Check, using open pairs.

PB39. ACTIVITY 3

Compare this week to last week. Write.

- Point to the example in Activity 3. Tell pupils to imagine the teams in the league have changed places this week. Have them write their own sentence using the example as a model.

Extra support Monitor to help with ordinal numbers. Put pupils in pairs or groups to read their sentences.

- If time, use Consolidation activity (T108): *Numbers game*.

AB39. Answer Key, see page T99

- If time, use Extension activity (T108): *Times and positions*.

Ending the lesson

- Do a quick class quiz. Ask, e.g. *What's the third letter in my name? What's the first letter in* (pupil)*'s name? …*

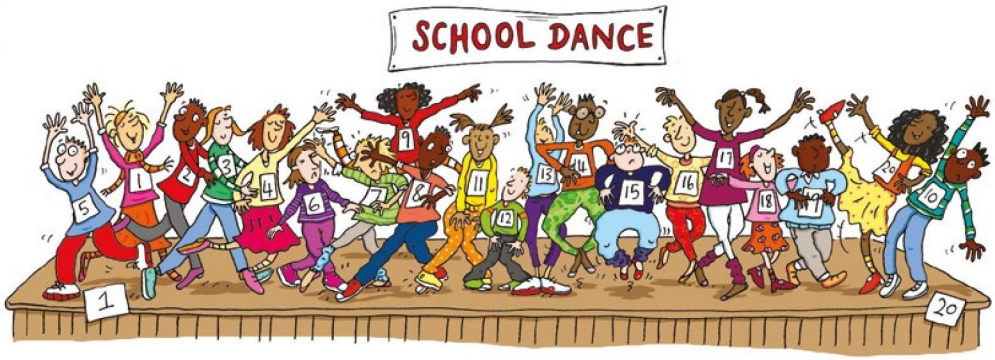
Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 37–38**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, *Song worksheet 1*
- **AB86 and PB86 – Grammar reference 4**
- **T108 – Consolidation activity:** *Numbers game*
- **T108 – Extension activity:** *Times and positions*

1 37–38 Listen and complete. Sing the song. Do karaoke.



Dancing is good, dancing is fine,
Dancing is great!
Come on, children! Dance in line!

First, [a] second, third and fourth,
Dance, dance across the floor.
[b] , sixth, seventh, [c] ,
Jump, kick, don't come in late.
[d] , tenth, eleventh, [e] ,
Dancing is [f] for your health.

Dancing's good, dancing's fine,
Come on, children! Dance in line!

Number five's [g] ,
And number ten's last.
He can't hop and skip,
He can't get past.

Dancing is good, dancing is fine,
Dancing is great!
Come on, children! Dance in line!

2 Ask and answer.

Which team was twentieth last week?

The Goal Monsters.



3 Compare this week to last week. Write.

This week Heart Club are third, but last week they were first.

Vocabulary: ordinal numbers: *first* to *twentieth*

Lock's sounds and spelling



1 39 **Watch the video. Watch again and practise.**

2 **Find and draw □, T or △. Say.**



Yesterday, it rained□ all day. They were bored inside. They decided△ to put on their boots and go outside! They skipped and jumped, danced and skated.

3 **Make sentences and say.**

On Monday, I watched a film.

On Tuesday, I danced with my friend.

On Wednesday, …

dance watch climb play skip jump chat decide clean skate want shout help start

Show what you know

skipped	called	played
shouted	jumped	helped
decided	rained	skated

Objectives

Pupils identify and say *-ed* endings in the past tense forms they have learnt (pronouncing the letters *ed* as /d/, /t/ or /id/). Pupils complete a communication activity.

Target language

- **Key language:** past tense forms, *-ed* endings pronunciation
- **Revision:** actions and activities, past simple: questions and short answers

Materials

- **Flashcards:** 20 (help my friend), 41 (start to snow), 42 (climb the stairs)

Warmer

- Stick the flashcards on the board. Elicit the phrases and say a sentence in the past with each, e.g. *Yesterday I helped my sister tidy her room. It started to snow last night.* Say the past verbs (*helped, started, climbed*). Pupils repeat. Help them to notice the three different ways of pronouncing *ed*.

Presentation

- Ask pupils when it last rained and ask *What did you do?* Divide the class into two groups. Have them stand in two lines opposite each other. Pupils ask each other *What did you do (when it last rained)?* After everyone asks and answers the question, pupils in the first line move one place to their right and ask and answer again. Continue until everyone has spoken.

PB40. ACTIVITY 1

Watch the video. Watch again and practise.

- Show page 40 on the whiteboard and focus pupils on the picture. Watch the ▶ Video together and ask pupils what happened. Elicit *Yesterday, it rained* and ask pupils to recall what activities the people in the ▶ Video did.
- **Note:** Repetition and practice are required before pupils will automatically use the correct pronunciation for *-ed* endings.

▶ 39

Voice: rained, /d/, decided, /id/, skipped, /t/, jumped, /t/, danced, /t/, skated, /id/.

Lock & Key: Yesterday it rained all day. They were bored inside. They decided to put on their boots and go outside! They skipped and jumped, danced and skated.

PB40. ACTIVITY 2

Find and draw ☐, T or △. Say.

- Watch the ▶ Video again and ask pupils what the children did and why. Elicit: *They played, skipped, jumped, danced, skated* and *decided*, and write this on the board in random order. Focus pupils on Activity 2 and read the instructions.
- Ask pupils to find the /id/, /t/ and /d/ sounding endings in the sentences in Activity 2. Ask pupils to draw a triangle over the /id/ sound ending words, a **T** shape over the /t/ sound ending words and a square over the /d/ sound ending word. In pairs, pupils practise saying the sentences.

Key: △ /id/: (decided), skated **T** /t/: (skipped), jumped, danced
☐ /d/: (rained) bored

PB40. ACTIVITY 3

Make sentences and say.

- Ask pupils to work in groups of seven to create and say sentences using the verbs and a day of the week. Draw attention to the examples in the speech bubbles. Pupils in the group say their sentences to the class.

Extra challenge Groups stand in a circle and play a memory game. The first pupil says their sentence and the second pupil repeats it and adds their own, e.g. *On Monday, Amy watched a film. On Tuesday I danced with my friend.* The last person in the groups says all seven sentences.

- If time, use Consolidation activity (T108): *Things my friends did last week.*

Show what you know

- Read the words in the table one by one and have pupils repeat and use the hand gestures according to their endings.
- Focus on the *Show what you know* Box. Pupils colour the boxes in the table according to the sound of the *-ed* endings.
- If time, use Extension activity (T108): *Sounds and spelling.*

AB40. Answer Key, see page T99

Ending the lesson

- Lay the three A4 pieces of paper with the triangle, **T** and square shape in a zig-zag line in front of the door. Ask pupils to stand at the start of the zig-zag line in pairs and go to each sound, and say a word with that sound that they remember from the lesson. Continue until each pair is out of the door.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 39**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, *Extension worksheet 1*
- **AB86 and PB86 – Grammar reference 4**
- **T108 – Consolidation activity:** *Things my friends did last week*
- **T108 – Extension activity:** *Sounds and spelling*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** unit language in context, *the most / least popular*
- **Revision:** past simple regular verbs: affirmative and interrogative, *-ed* endings, ordinal numbers: *first* to *twentieth*

Materials

- **After school club word cards:** *Teacher Resources* (ordinal numbers)

Warmer

- Write *Peter* and *Nick Motors* on the board. Elicit what pupils remember about them from earlier *Lock and Key* episodes. Build two mind maps.

Story

PB41.

- Show page 41. Focus pupils on the first frame and elicit who they can see (Lock, Key and Peter) and what Peter's saying and asking.
- Set the gist questions: *What's the name of the school show? Who does Lock think the pirate is? Who is it really?*
- Play the ▶ Video. Pupils check their answers in pairs. Check with the class (Peter Pan; Nick Motors; Peter's dad).
- Play the ▶ Video again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Where are Lock and Key sitting? What drinks do they have? What does Lock try to do? Has Peter's dad got a real beard?*

Extra challenge Have pupils close their books and do not show the story while they answer the general comprehension questions.

PB41. LOCK AND KEY. ACTIVITY 1

Who is your favourite person in the story? Why?

- Ask the class the question and elicit answers by building two mind maps on the board. Label them *most popular* and *least popular*. Elicit all the names of the characters from the *Lock and Key* episodes and what pupils remember about them. Elicit the *most popular* and *least popular* characters and activities that pupils can remember. Encourage pupils to look back through their books and to give reasons. Find out who the most popular character from the story in the class is.

Extra support Prompt pupils by providing them with useful vocabulary.

▶ 40

Key: Hello, Peter. What are you doing here?
Peter: I've got two tickets for my school show on Wednesday. Would you like to come?
Key: Yes, please, Peter. Which show are you doing?
Peter: We're doing Peter Pan. Pupils and parents are in it.
Lock: We're over there in the fifth row. These are our chairs. Can you go and get us some drinks, Key?
Key: No problem, Lock! Two lemonades.
Key: This is great!
Lock: Look at him, Key! It's Nick Motors!
Man: I crossed the sea and sailed to Neverland to catch you, Peter Pan!
Lock: Come down here! You, you, you … pirate!
Lock: I know who you are! Oops!
Man: Ow, my beard. That hurts!
Peter: Dad, this is Mr Lock. Er, Mr Lock, this is my dad.

- If time, use Consolidation activity (T108): *Completing the story.*

AB41. Answer key, see page T99

- If time, use Extension activity (T108): *What I can do.*

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 40**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, *Extension worksheet 2*
- **AB86 and PB86 – Grammar reference 4**
- **T108 – Consolidation activity:** *Completing the story*
- **T108 – Extension activity:** *What I can do*

Lock & Key!

4

40



1 **Who is your favourite person in the story? Why?**

Story: unit language in context

What can a survey tell us?

1 41 **Listen and read. What's the survey about?**

What sports and activities are popular?

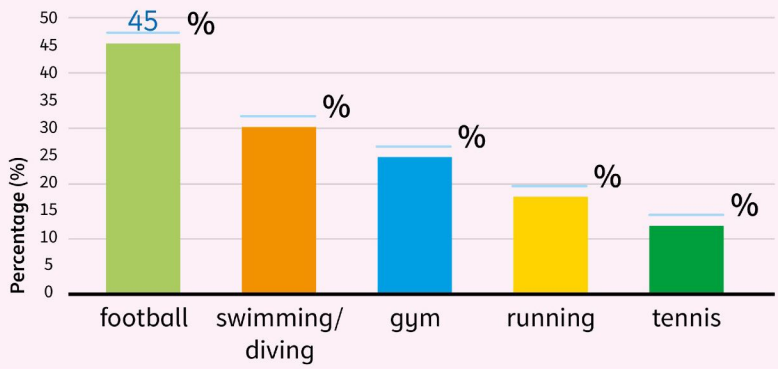
Which sports and activities do you do in your free time? A recent survey in the UK asked students between the ages of 8 and 12 years old the same question! Here are the results:

- 45% of children play football – that's almost half the children in the survey!
- Nearly a third of the children do swimming or diving – 30% in total.
- A quarter of the children go to a gym to do gymnastics or exercise.
- 18% of the children go running.
- Only 12% of the children play tennis.



2 **Read again and write the percentages. Read and answer.**

Popular sports and activities



1 Which sport is the most popular?

2 Which sport is the least popular?

3 Which activity do a quarter of the children do?

3 **Which activities from the survey do you do? Tell a friend.**

DIDYOUKNOW...?

Table tennis player Hend Zaza, from Syria, was the youngest athlete at the Tokyo Olympics. She was just 12 years old!

Objectives

Pupils study the results of a survey, learn different ways of representing data and practise using numbers in word form and percentages.

Target language

- **Key language:** past simple regular verbs, affirmative and interrogative, spelling of *-ed* endings, ordinal numbers *first* to *twentieth*, the alphabet, consonant clusters
- **Additional language:** *results, percentage, per cent, survey, half, a third, a quarter, diving, gymnastics, gym, popular*
- **Review:** *hockey, report, swimming, football, tennis, running*

Materials

- Pieces of card (one per pupil), half with pictures of team sports, half with individual sports (Team sports: football, cricket, hockey, basketball, netball; Individual sports: gymnastics, running, swimming, diving, cycling)

Warmer

- Stick two pieces of paper with *Team sports* and *Individual sports* written on them, on each side of the classroom. Pupils stand in the middle of the room. Hand out one sports card each. Explain that when you say *Go*, they choose which side of the classroom to go to when they look at their card. Repeat a few times.

Presentation

- Say *Open your Pupil's Books at page 42, please.* Show page 42 on the whiteboard. Ask pupils to look at the title and picture in the survey. Ask *What is the survey about?* Elicit ideas for popular school sports and write them on the board.

PB42.

Watch and answer.

- Read the question at the top *What can a survey tell us?* Tell pupils they are going to learn about surveys and the information they give us. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, elicit ideas about what surveys can tell us and write them on the board.

PB42. ACTIVITY 1

Listen and read. What's the survey about?

- Explain the definition of a survey (a way of collecting data about a subject by asking questions to a set number of people). Tell pupils they are going to listen to and read the results of a survey. Play the Audio and elicit the answer. Ask *Who did the survey?* (children in the UK between 8 and 12 years old).

Key: What school sports are popular.

41

As in Pupil's Book

Extra support Write *% = per cent* on the board. Explain that *per cent* means 'a part of a hundred'. Draw equal-sized circles and write *10 boys* in one and *10 girls* in the other. Write *10 + 10 =* and ask *How many children?* Elicit 20 and write the answer. Explain that 100% represents the total, so 20 students = 100%.

Extra challenge Ask what percentages of the class are boys and girls. Explain that half the class are boys and half are girls. Elicit 50% in each case. Read the first fact in the survey and ask *Is that half the people in the survey?* Elicit that half the people would be 50% and 45% is less than 50%.

PB42. ACTIVITY 2

Read again and write the percentages. Read and answer.

- Say that the circles on the board are a way to represent percentages. Then point to the bar graph on page 42 and demonstrate that this shows percentages too. Tell pupils they are going to complete the graph with the percentages from the survey in Activity 1.
- To review, say the name of the sports and elicit the percentage from the class. Find out if pupils think the information is clearer in the report or in the graph.

Key: swimming / diving (30%), gym (a quarter or 25%), running (18%), tennis (12%)
Survey: **1** Football (45%), **2** Tennis (12%), **3** gym

PB42. ACTIVITY 3

Which activities from the survey do you do? Tell a friend.

- Put pupils into pairs to discuss the question.
- If time, use Consolidation activity (T109): *Our favourite sports.*

Did you know ...?

- Read the sentence and ask pupils if they know any other young athletes from different sports. Ask *Do you like the Olympics? What sports are there?*

Ending the lesson

- Remind pupils of the Warmer activity. Elicit the two categories for the sports cards. Pupils say how many cards were team sports and how many were individual sports (50%).

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 41**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 1*
- **AB86 and PB86 – Grammar reference 4**
- **T109 – Consolidation activity:** *Our favourite sports*

Objectives

Pupils use a maths formula to calculate percentages based on the results of a survey.

Target language

- **Key language:** *results, percentage, per cent, survey, half, a third, a quarter, diving, gymnastics, gym, the most popular*
- **Additional language:** *drama, calculate*
- **Review:** after school activities, *club*
- **Photocopiable 4**

Warmer

- On the board, write *100% ÷ 2 =* and elicit 50% as the answer. Draw a pie chart on one side of the board showing two halves. Draw two more pie charts, one showing quarters and the other showing thirds. Put the class into pairs. Ask them to calculate the percentages for the two charts, using the same formula you used to find 50%. Explain that for a third, the answer isn't a whole number (33.333%) but we can use 33% to make things easier.

PB43. ACTIVITY 4

Read the survey results. What is the most popular after school activity?

- Ask pupils about their after school activities. Ask *Do you play sports after school? Are you in a club?* Have a class discussion.
- Tell pupils they are going to read a report of another survey, this time about after school activities. Before pupils read, have them scan the text quickly to tell you how many people did the survey.
- Elicit the most popular after school activity and write it on the board.

Key: Football

PB43. ACTIVITY 5

Circle the words for these percentages in Activity 4. Write.

- Ask pupils to reread the survey results in Activity 4 and circle the word for each of the percentages. Review answers as a class and write each percentage using figures next to its word form on the board. Tell them they can use words or percentages when they do the Writing task in the Activity Book.

Key: half, third, quarter

PB43. ACTIVITY 6

Calculate and complete the results of the survey.

- Ask how many students did the survey (20).
- Copy the first sum onto the board. Say the first part: *100 divided by 20 equals five.* Draw the division sign and write the words *divided by.* Explain that we divide 100 by 20 because 20 is the total number of students. Then we multiply this by the number of students for each sport to get the percentage. Ask *How many students' favourite sport is football?* Elicit five and circle the 5 in square brackets in red. Then say *Five times five equals …?* Write the multiplication sign and the word *times.* Elicit the answer and circle 25 in a different colour. Say *Football is the favourite after school activity of 25% of the students.*
- Put pupils into pairs to do the remaining sums. Tell them to follow the same method. Check answers with the class.

Key: **2** 15%, **3** 10%, **4** 30%, **5** 20%, **Total** 100%

Extra challenge Draw the x and y axes of a bar graph on the board. Label the x axis with the after school activities in the report. Label the y axis with percentages in increments of 5, from 0% to 50%. Put pupils into pairs and ask them to copy and complete the graph in their notebooks.

Extra support You can vary this activity depending on how well pupils understand percentages. You can complete the graph as a class, inviting volunteers to draw the different-coloured bars for each activity. Alternatively, you can draw the bars on the graph but leave off the activities on the x axis. Pupils then write the names of the activities beneath the bars.

- If time, use Extension activity (T109): *Survey results.*

AB42. Answer key, see page T99

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB43. Answer key, see page T99

- Use Photocopiable 4 from *Teacher Resources.*

Ending the lesson

- Put pupils into pairs to present their graphs from the Extra challenge activity.

Digital Classroom

Presentation Plus: Unit 4
Tests *Unit 4 Test*
Digital Flashcards
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **AB86 and PB86 – Grammar reference 4**
- **T109 – Extension activity:** *Survey results*

4 Read the survey results. What is the most popular after school activity?

What are my classmates' favourite after school activities?

I asked 20 students in my class about their favourite after school activities. Here are the results of my survey:

- Half the class are members of the **sports club**. Of those 10 students, 50% play football, more than a quarter play tennis, and the rest go running.
- Six students in the class said their favourite after school activity is the **games club** – that's almost a third of the class. The most popular game in the club is chess.
- The other 20% of the class are members of the **drama club**.

By Priya



5 Circle the words for these percentages in Activity 4. Write.

50% = _____ 33% = _____ 25% = _____

Ready to write:

Go to Activity Book page 42.

Learning to write:

Percentages in words

A **quarter** of the children go to a gym.

6 Calculate and complete the results of the survey.

Let's do Maths!

Total number of students: ☐

1	football (5 students)	100 ÷ 20 = 5 x 5 = 25 %
2	tennis (3 students)	100 ÷ 20 = 5 x ☐ = ☐ %
3	running (2 students)	100 ÷ 20 = 5 x ☐ = ☐ %
4	games (6 students)	100 ÷ 20 = 5 x ☐ = ☐ %
5	drama (4 students)	100 ÷ 20 = 5 x ☐ = ☐ %

TOTAL = ☐ %

Project



Do your own survey and make a poster.

Maths: What can a survey tell us? | critical thinking

Review Units 3 and 4

1 Play the game.

Instructions

Before you play, decide which actions are good and which are bad.
Say the last time you did each action.
Good actions: Go forward 2 spaces.
Bad actions: Go back 2 spaces.



FINISH

You helped your parents.



You didn't do your homework.



You went to football practice.



You worked quickly and well.



You talked to your friend in class.

You were naughty in class.







You cleaned your room.

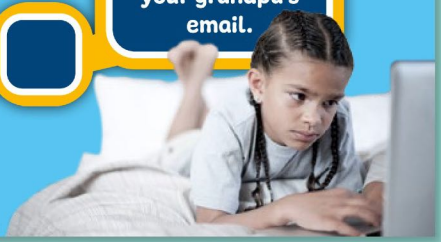
You were late for school because you stopped to buy a comic.



START

You carried the shopping for your grandma.

You answered your grandpa's email.



Review Units 3 and 4
Pupil's Book p.44

Objectives
Pupils review language from Units 3 and 4 and play a game.

Target language
- **Key language:** vocabulary and language from Units 3 and 4
- **Revision:** language for games, *forward*, *back*, *your turn*

Materials
- **Warmer:** Key words and phrases from Units 3 and 4, each written on a small piece of paper (or, if you have a class of 20 or fewer, flashcards 34–53)
- Dice and four different-coloured counters for each group of four pupils
- **Photocopiable:** Review 3 and 4

Warmer
- Make groups of five or six. Hand out a piece of paper with a word or phrase on it, or a flashcard, to each pupil. Pupils in each group take turns to say what their word is and then to make a sentence using their word. The other pupils in the group decide if it's correct or not. Monitor and help as necessary. If time, make new groups and repeat.

PB44. ACTIVITY 1

Play the game.
- Pupils open their Pupil's Books at page 44. Show page 44 on the whiteboard and elicit what they can see (a board game). Ask volunteers to read the sentences on the squares aloud in turn and elicit if each one is a good action to do or a bad action to do. Focus pupils on the instructions for the game and elicit what they do for Good actions and for Bad actions. Remind pupils of the language for games before they start, e.g. *It's your turn. It's my turn. (forward, back) Pass the dice. I'm blue.*
- Pupils play the game in groups of three or four. When they land on a space with text, they have to read it aloud and decide if it's good or bad and how to move. The player who reaches the Finish first is the winner.
- If time, use Consolidation activity (T109): *Songs and chants.*
- Use Photocopiable Review 3 and 4 from *Teacher Resources.*

AB44. Answer Key, see page T99

- If time, use Extension activity (T109): *Write your own quiz.*

Ending the lesson
- Write *good* on one side of the board and *bad* on the other. Elicit the good and bad actions from the board game. Ask pupils for other ideas for good and bad actions.

Digital Classroom
- **Presentation Plus:** Review Units 3 and 4
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **Teacher Resoucres:** Review Units 3 and 4, Downloadable Activity Book Audio Script
- **AB86 and PB86 – Grammar reference 4**
- **T109 – Consolidation activity:** *Songs and chants*
- **T109 – Extension activity:** *Write your own quiz*

Review Units 3 and 4
Pupil's Book p.45

Objectives
Pupils review language from Units 3 and 4 and practise listening.

Target language
- **Key language:** vocabulary and language from Units 3 and 4
- **Revision:** days of the week, word families

Materials
- **Flashcards:** 44–63 (ordinal numbers)
- **After school club word cards:** *Teacher Resources* (ordinal numbers)
- **AB45:** The completed crossword for Activity Book page 45, Activity 5, written on a large piece of paper

Warmer
- Review ordinal numbers using the flashcards. Write eight of the ordinal numbers as words on the board. Make a spelling mistake in each one. In pairs, pupils correct them. Ask pairs to take turns to come and write the correct words on the board. Use the Unit 4 word cards to check spelling.

PB45. ACTIVITY 2

How did Mary go to these places? Listen and write a letter in each box. There is one example.

- Tell pupils to open their Pupil's Books at page 45. Give pupils time to look at the pictures and the text before they listen. Make sure they realise there are two extra pictures. Play the Audio and go through the example. Play the rest of the Audio twice. Check with the class.
- If time, use Consolidation activity (T109): *What did you do last week?*

Key: 1 bus C, 2 boat F, 3 bike A, 4 walking D, 5 car G

Audio 42

How did Mary go to these places?
Listen and write a letter in each box. There is one example.
I went to lots of different places last week.
Did you, Mary? Where did you go?
I went to the big new shopping centre. It's really cool. I went with my friends on the new train to get there.
Wow! That was exciting.
Can you see the letter H? Now you listen and write the letter in the box.
1 I went to see my new baby cousin too. I'm very happy because it's a girl.
Fantastic! Did you go to the hospital to see her?
Yes. But not the one in this town. Another one. We went there on the bus.
What's your new cousin's name?
Eva.
2 The weather was very hot last week. Did you go swimming?
Yes. We went by boat to the island. The beach there is very nice.
Oh yes. Much nicer than going to the sports centre.
Yes. We had a really good day.
3 I went on a long bike ride with my friends.
Where did you go?
We went around the lake. And we had a picnic there. Very nice.
4 I saw you near the park last Friday. I waved but you didn't see me!
Oh yes. I was there last Friday. My piano teacher lives near there. I always walk to her house.
That's a nice place to live.
Yes. I like going to her house.
5 My dad bought a new car last week.
Is it nice?
Yes, it's very cool. It's bigger than our old one. He took us to the funfair in it.
What fun!

PB45.

Quiz!

- Say *Now let's read and remember.* Focus pupils on the questions. Pupils look back through Units 3 and 4 and find the answers. They discuss them in groups of four. Check with the class.

Extra challenge If time, pupils write two more questions of their own. Pupils close their Pupil's Books. Volunteers ask the class one of their questions.

Key: 1 hospital, 2 Tom, 3 Nick Motors, 4 truck driver, 5 Simon and Alex, 5 Because Sid wasn't careful. 6 lemonade, 7 50%

AB45. Answer Key, see page T100

- If time, use Extension activity (T109): *Games.*

Ending the lesson
- Talk about the *Can do* statements from Units 3 and 4 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites and why.

Digital Classroom
- **Presentation Plus:** Review Units 3 and 4
- **Audio 42**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Test Units 1–4
- **AB86 and PB86 – Grammar reference 4**
- **T109 – Consolidation activity:** *What did you do last week?*
- **T109 – Extension activity:** *Games*

2 42 **How did Mary go to these places? Listen and write a letter in each box. There is one example.**



train [H]



walking [ ]



bike [ ]



car [ ]



bus [ ]



boat [ ]

A



B



C



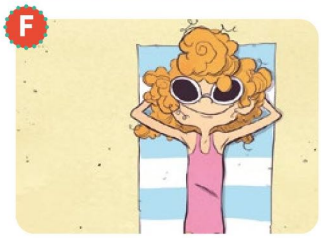
D



E



F



G



H



Quiz

1. Where did Simon go on Thursday? (p28)
2. Who had lunch in bed in hospital? (p29)
3. Who took Lock's motorbike? (p33)
4. Which job is one of the most popular in the United States? (p34)
5. Who carried the chairs for the After school club? (p36)
6. Why did David point and shout? (p37)
7. What did Lock and Key drink at the school show? (p41)
8. What percentage is a half? (p43)

5 Exploring our world



Simon Star

Expedition to Antarctica.



A famous explorer, Sir Ernest Shackleton, wanted to cross Antarctica. In 1914, he started the expedition, but ice closed around the ship. They took smaller boats and made a camp on the snow. They lost their ship when it went down under the ice and water.

They couldn't move because the weather was terrible. They caught fish and drank water which they got from snow. Later, they had to eat their dogs.



Shackleton and some of his men climbed over mountains of ice, found help and went back for the other men. Everybody came home two years after the start of their expedition. They didn't cross Antarctica.

1 **Look, think and answer. Read and check.**

1 Who did Simon show his homework to?
2 Who did Simon write about?
3 Who was Shackleton?
4 How did Shackleton go to Antarctica?

2 **Find the past tense of these verbs in the text.**

find catch take go make get can't lost have to come

3 **Was it a good expedition? Why? Why not?**

Language: past simple irregular verbs

Objectives

Pupils read and talk about actions and events in the past.

Target language

- **Key language:** *could / couldn't*: ability, past simple irregular verbs, *catch, have (to), find, get, take, go, make, can, lose, come home, explorer, expedition, British, cross, ice, open sea, save, continent*
- **Additional language:** *Antarctica*
- **Revision:** actions, weather, animals, adjectives, prepositions, connectors, numbers (years)

Materials

- **Flashcards:** 64 (continents), 65 (Antarctica), 66 (expedition), 67 (explorer)
- Map of the world to show the Antarctic continent
- **Note:** Check if your school or local resource centre has a copy of the video *South* or download the film from the internet (check that you can do this legally). *South* was made at the time of the Shackleton expedition and shows Shackleton and his men, his ship *The Endurance*, the small boats and the sea creatures. You could show parts of it at the end of the lessons or at the end of the unit.

Warmer

- Show the map of the world and elicit how many continents there are and their names. Use the flashcards to teach *continent, Antarctica, expedition* and *explorer*. Ask pupils what they know about the Antarctic continent. Ask pupils if they know the names of any explorers, past or present.

PB46 ACTIVITY 1

Look, think and answer. Read and check.

- Tell pupils to open their Pupil's Books at page 46. Show page 46 on the whiteboard. Focus pupils on the photograph and the text and elicit / tell them that this is part of Simon's project on explorers. Check pupils have read the activity instructions and know what to do. They read the questions in pairs and discuss them together, using the information in the pictures.
- Pupils read the text. Elicit complete sentences for the answers to the four questions.

Extra support Read the text again and ask further checking questions, e.g. *What did Shackleton want to do? Why did they camp on the snow? What was the weather like? How did they get water to drink? What did they eat? Did everybody come home? Shackleton didn't cross Antarctica, but was he a hero?* Check understanding of *couldn't*.

Key: **1** He showed his homework to his dad. **2** He wrote about Sir Ernest Shackleton. **3** Shackleton was an explorer. **4** He went to Antarctica by ship.

PB46. ACTIVITY 2

Find the past tense of these verbs in the text.

- Focus pupils on the Activity 2 instruction and check understanding. They work in pairs and underline the past of the verbs in the text. Pairs check with pairs. Check with the class, focusing on pronunciation as well as spelling. Elicit that these are irregular verbs.

Extra challenge Pupils write a list of the new verbs (simple infinitive and past simple) in their notebooks.

- If time, use Consolidation activity (T109): *True or false*.

Key: found, caught, took, went, made, got, couldn't, lost, had to, came

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PB46. ACTIVITY 3

Was it a good expedition? Why? Why not?

- Read the questions to the class and have pupils discuss ideas in pairs. Encourage pupils to share their ideas with the class and give reasons with evidence from the text.

Key: (Possible answers) No, it wasn't a good expedition because they lost their ship / the weather was terrible / they had to eat their dogs / they didn't cross Antarctica.

AB46. Answer Key, see page T100

- If time, use Extension activity (T109): *Make sentences*.

Ending the lesson

- If time, review the content of the lesson with pupils. Call out the infinitive of key verbs in the story and ask pupils to say the past simple of them. Then have pupils do this in pairs or groups.

Digital Classroom

Presentation Plus: Unit 5
Digital Flashcards
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 1*
- **AB87 and PB87 – Grammar reference 5**
- **T109 – Consolidation activity:** *True or false*
- **T109 – Extension activity:** *Make sentences*

Objectives

Pupils talk more about past ability using *could* / *couldn't* and practise connecting clauses with *so*.

Target language

- **Key language:** *could* / *couldn't* + short answers, *exhibition*, *diary*, *school trip*, connector: *so*
- **Revision:** *museum*, *explorers*, *Antarctic*, *polar bear*, actions, prepositions, adjectives, *first*, *before*, *after*, *then*

Materials

- **Flashcards:** 68 (exhibition), 69 (museum), 70 (school trip)
- One large piece of paper
- **Photocopiable 5**

Warmer

- Elicit places pupils like to visit in their town / city. Review *museum* using the flashcard. Talk about the museums and galleries in nearby cities. Write their names on the board. Elicit what types of museums there are and what people can see inside. Ask pupils which is the best museum they've visited.

PB47. ACTIVITY 1

Read and match.

- Tell pupils to open their Pupil's Books at page 47. Show page 47 on the whiteboard. Explain that the boy is called David and that he's on a *school trip*. Use the flashcard to check *school trip*. Present *exhibition* using the flashcard. Check pupils have read and understand the activity instruction and the example answer. They read the text quickly to match the numbers with the pictures. They check in pairs.

Key: **2** e, **3** d, **4** a, **5** g, **6** h, **7** c, **8** b

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PB47. ACTIVITY 2

Listen and answer.

- Focus pupils on the Activity 2 instruction and speech bubbles. Play the Audio. Pause after each question for pupils to find the answer and to say it to a partner. Play the Audio again, pausing after each one again to elicit answers.

Extra support Review irregular past tense forms using the Unit 5 word cards, if time.

Key: **2** First they walked round an exhibition about explorers. **3** They made a poster about famous explorers. **4** They went to the museum shop after lunch. **5** He got a toy polar bear for his sister. **6** In the afternoon they went to an exhibition about sea animals. **7** David took a photograph of his friends. **8** They caught the bus at three o'clock.

43

1 When did David's class go to a museum?
2 What did they do first?
3 What did they make?
4 When did they go to the museum shop?
5 Who did David get a toy polar bear for?
6 Where did they go in the afternoon?
7 Who did David take a photograph of?
8 What time did they catch the bus?

PB47. ACTIVITY 3

Make sentences.

- Focus pupils on the Activity 3 instruction and on the example. Check understanding of *so*. Pupils work individually and make sentences. They check in pairs. Check with the class.
- If time, use Consolidation activity (T109): *Complete the sentences*.

Key: **2** They didn't take water with them so they were thirsty. **3** The exhibition was really good so they had a great time. **4** It was his sister's birthday so he got a toy from the shop. **5** The children had to wait for the bus so they came home late. **6** They lost their map so they couldn't find the museum.

AB47. Answer Key, see page T100

- Use Photocopiable 5 from *Teacher Resources*.
- If time, use Extension activity (T109): *Pelmanism*.

Ending the lesson

- Say and clap *Could you swim when you were three?* The pupils that could, say *Yes, I could.* (Clap, clap, clap.) The pupils that couldn't, say *No, I couldn't.* (Clap, clap, clap, clap.) Repeat for other skills / actions. More confident pupils can take turns to ask the questions.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 43**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 2*
- **AB87 and PB87 – Grammar reference 5**
- **T109 – Consolidation activity:** *Complete the sentences*
- **T109 – Extension activity:** *Pelmanism*

5

1 Read and match.

















1 Last week, David's class went to a museum. f
2 First, they walked round an exhibition about explorers. ☐
3 They could read explorers' diaries so it was really exciting. ☐
4 Before lunch, they made a poster about famous explorers. ☐
5 After lunch, they found the museum shop and David got a toy polar bear for his sister. ☐
6 In the afternoon, they went to an exhibition about sea animals. ☐
7 Before they came home, David took a photograph of his friends. ☐
8 At three o'clock, they caught the bus home. ☐

2 43 Listen and answer.

1 When did David's class go to a museum?

They went to a museum last week.

3 Make sentences.

They were hungry so they ate sandwiches.

1 They were hungry	so	they couldn't find the museum.
2 They didn't take water with them		he got a toy from the shop.
3 The exhibition was really good		they ate sandwiches.
4 It was his sister's birthday		they came home late.
5 The children had to wait for the bus		they had a great time.
6 They lost their map		they were thirsty.

Language: clauses with *so*

1 44 Look, think and answer. Listen and check.

1 Which explorers are Simon and Alex talking about?
2 What was Cousteau's ship called?
3 Who did Alex write about?
4 What did Cousteau explore?



2 Read and complete.

Alex thinks that Shackleton's adventures were [1] more difficult [2] Cousteau's, but Cousteau is [3] famous for his work. Cousteau said we have to be [4] careful with the sea. Stella thinks Simon's homework was [5] interesting [6] hers. Lenny was happy because he did his homework [7] quickly than Simon and Alex.

3 Find information and write about one of the explorers.

Karen Darke Matt Rutherford Ed Stafford Jessica Watson


Jessica Watson

STUDY

Cousteau is **more famous** for his work.
Our homework was **easier than** theirs.
Shackleton sailed **more slowly than** Cousteau.



Language: comparative adjectives and adverbs

Objectives

Pupils use comparative adjectives to talk about different explorers.

Target language

- **Key language:** comparative adjectives and adverbs
- **Revision:** *explorers*, adjectives, past simple, actions and activities, question forms, *Why …?*, *because*, *so*

Warmer

- Use classroom objects to elicit sentences to review comparative adjectives, e.g. *This ruler's longer than that one. This book's thinner than that one.* Elicit the name of the structure and write it on the board (comparatives).

Presentation

- Provide sentences using known adjectives with one syllable and more, e.g. *Watching TV is more exciting than doing homework. Maths is more difficult than English.* (Actor) *is more famous than* (actor). Repeat the sentences and write them on the board. Underline the comparative sections, e.g. *more interesting than*, and elicit how these are different from adjectives like *easier than*. Help pupils notice the number of syllables (two or more) and that adjectives ending in *-y* (e.g. *happy*) have *-ier*.
- If time, use Consolidation activity (T109): *Opposites*.

PB48. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 48 and focus on Activity 1. Show page 48 on the whiteboard. Pupils take turns to read the questions aloud. Ask *Who and what do you think Cousteau is?* In pairs, pupils discuss / predict the answers to the questions.
- Pupils listen and check. Check with the class. Play the Audio again and check comprehension by asking, e.g. *What nationality was Cousteau? Whose work is more famous? Whose life was more exciting?*
- Focus pupils on the *Study* Box to remind them of the comparative adjectives.

Extra challenge Elicit other examples from pupils using these adjectives.

Key: 1 They are talking about Shackleton and Cousteau.
2 His ship was called *The Calypso*. 3 Alex wrote about Jacques Cousteau. 4 Cousteau explored sea life.

44

Alex: Hi, Simon. Did you finish your homework yesterday?
Simon: Yeah, I wrote about Shackleton. Who did you write about?
Alex: Jacques Cousteau. He was a French explorer. Shackleton's adventures were more difficult than Cousteau's, but I think Cousteau is more famous.
Simon: Really? What did he do?
Alex: He sailed in his ship, *The Calypso*, and explored sea life.
Simon: But Shackleton's life was more exciting. Why was Cousteau famous?
Alex: Because he helped us to understand our world. He made 120 TV programmes and films and he was one of the first people to tell us to be more careful with the sea.
Simon: Yeah, that's true. We have to look after our world.
Stella: Huh, our homework was more boring than theirs.
Lenny: Yes, but ours was easier than theirs, so I had time to watch TV after I finished mine.
Stella: Yeah!

PB48. ACTIVITY 2

Read and complete.

- Focus pupils on the Activity 2 instruction and check understanding using the example. Pupils work individually. They check and compare in pairs. Check with the class by asking pupils to take turns to read sentences aloud.
- If time, use Extension activity (T109): *Comparative adjectives.*

Key: 2 than, 3 more, 4 more, 5 more, 6 than, 7 more

PB48. ACTIVITY 3

Find information and write about one of the explorers.

- Draw pupils' attention to the explorers' names in the box. Tell them to pick one and research information about them.
- Encourage pupils to write a few sentences about their explorer. Have them share ideas in groups.

Extra challenge Have pupils write a short paragraph about their explorer on a piece of paper and illustrate it. Display the texts around the classroom.

AB48. Answer Key, see page T100

Ending the lesson

- Play the Audio from Pupil's Book Activity 1. Elicit some of the things that Alex and Simon said about Cousteau and Shackleton.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 44**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Extension worksheet 1*
- **AB87 and PB87 – Grammar reference 5**
- **T109 – Consolidation activity:** *Opposites*
- **T109 – Extension activity:** *Comparative adjectives*

Objectives

Pupils practise with comparative adjectives and give their opinions.

Target language

- **Key language:** comparative adjectives, *boring, exciting, dangerous, beautiful, difficult, easy*
- **Revision:** adjectives, exploration, music, school subjects, sport, the natural world

Warmer

- Provide prompts for pupils to make comparative sentences, e.g. *famous* / (name of footballer) / (name of teacher). Include one-, two- and three-syllable adjectives and at least one adjective ending in *-y* from the previous lesson.

PB49. ACTIVITY 1

What do you think? Tell a friend.

- Tell pupils to open their Pupil's Books at page 49. Show page 49 on the whiteboard and focus pupils on Activity 1 and on the pictures. Elicit what they can see in each one. Check they have read the activity instructions and know what to do. Demonstrate, using the example. Pupils work in pairs and take turns to make sentences about the pictures, as in the example. Monitor and help / prompt / support.

Extra support Check by eliciting sentences from different pairs and responding to the content of what they say (as well as the grammar).

PB49. ACTIVITY 2

Now write four sentences.

- Focus pupils on the Activity 2 instruction and check understanding. They write at least four sentences in their notebooks, using the model from Activity 1. They write about their own opinions.

Extra challenge Make groups of four. Pupils take turns to read the sentences to the other members of the group and find out if their friends have similar opinions.

- If time, use Consolidation activity (T109–110): *Our own scrambled sentences.*

Song

PB49. ACTIVITY 3

Complete. Listen and check.

- Tell pupils to focus on Activity 3. Have them work in pairs. Tell them to use the words in the box to complete the Song.

Extra support Help pupils by telling them to look for words that rhyme, (e.g. *trees / seas*) or similar types of words such as pronouns (e.g. *his / hers*).

- Play the Song for pupils to check their answers.

Key: 2 his, 3 ours, 4 strong, 5 trees, 6 green

45
As in Pupil's Book

PB49. ACTIVITY 4

Sing the song. Do karaoke.

- Have the class sing along to the Song.

45–46
As in Pupil's Book

- Instruct pupils to close their books. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and do actions as they listen, e.g. for *strong* they should raise their arms and flex their muscles. For *green* they can point to something green, etc.
- Play the Song and help pupils to remember the words and actions as necessary.

AB49. Answer Key, see page T100

- If time, use Extension activity (T110): *School trips.*

Ending the lesson

- Make a statement, e.g. *I'm hungry.* Prompt a pupil to respond, e.g. *I'm hungrier than you!* Continue with other adjectives, letting more confident pupils make the opener with different adjectives, e.g. *I'm / We're clever.*

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 45–46**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 5**
- **T109–110 – Consolidation activity:** *Our own scrambled sentences*
- **T110 – Extension activity:** *School trips*

5

1 What do you think? Tell a friend.

boring exciting dangerous
beautiful difficult easy

I think climbing is more dangerous than swimming.


climbing


swimming


Maths


Art


horses


fish


pop music


classical music


badminton


table tennis


photos

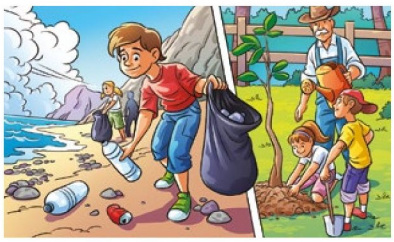

paintings

2 Now write four sentences.

I think badminton is more boring than table tennis.

3 45 Complete. Listen and check.

trees green ~~mine~~ ours his strong



The world isn't 1 mine ,
The world isn't yours.
The world isn't 2 ,
The world isn't hers.
It's ours,
It's 3 !

Our world is tired, we're making mistakes,
We need our seas, we need our lakes.
Our world is weak, we can make it 4 ,
It needs our help. Listen to our song.

We must look after its forests and 5 ,
We must look after its rivers and seas.
We can make it better, we can make it 6 ,
This is our world, let's keep it clean.

4 46 Sing the song. Do karaoke.

Language: comparative adjectives

Lock's sounds and spelling



1 47 **Watch the video. Watch again and practise.**

2 **Find and underline the sound. Say.**



Circus girl in a purple skirt. Turn and surf around the world.

3 **Play the game.**

Circus girl went to the desert. She was very thirsty and dirty!

thirsty dangerous boring slow exciting
easy difficult interesting quick dirty



Show what you know

My favourite colour in the w__ld is p__ple.

Objectives

Pupils identify and say the long vowel sound /ɜː/ in many common words. They study the three main spellings for the sound (*or*, *ur* and *ir*).

Target language

- **Key language:** words with the phoneme /ɜː/ (e.g. *purple*, *girl*, *word*)
- **Additional language:** *surf*
- **Revision:** adjectives, comparatives

Materials

- **3 letter cards:** -ir, -or, -ur

Warmer

- Write on the board: *world*, *nurse*, *purple*, *skirt*, *burger*, *Earth*. Tell pupils to listen for the /ɜː/ sound that all the words have in common. Say the words aloud, emphasising the vowel sound. Explain that they will be focusing on the sound /ɜː/ in this lesson.

Presentation

- Ask pupils what an explorer does (finds new places / goes on adventures, etc.). Tell pupils to work in pairs and imagine they are explorers. Ask *What environment do you want to explore? What activities do you want to do?* Tell pupils they are going to watch a ▶ Video about an explorer.

PB50. ACTIVITY 1

Watch the video. Watch again and practise.

- Show page 50 on the whiteboard and focus pupils on the picture. Watch the ▶ Video together and ask pupils who the explorer is (circus girl). Ask *How is circus girl travelling or moving around?* Mime the actions (turning and surfing). Ask *How does circus girl feel at the end?* (thirsty).
- Watch the ▶ Video again and ask pupils what sound many of the words have in common. Elicit the /ɜː/ sound. Say the sound together. Look at the sentences in the book and ask pupils to say them together. Clap on each /ɜː/ sound.

Extra challenge Put pupils into pairs: A and B. Tell As to read the sentences and Bs to clap on the /ɜː/ sounds. Have pairs swap roles.

47 ▶

Voice: circus, /ɜː/, girl, /ɜː/, purple, /ɜː/, skirt, /ɜː/, turn, /ɜː/, surf, /ɜː/, world, /ɜː/.

Lock & Key: Circus girl in a purple skirt. Turn and surf around the world.

PB50. ACTIVITY 2

Find and underline the sound. Say.

- Ask pupils to look at the sentences again and underline the letters that make the /ɜː/ sound.

Extra challenge Show the letter cards -ir / -ur / -or one by one and say the sound as you do. Point to one of the letter cards, say the sound and ask pupils to say the word with those letters that make the /ɜː/ sound. Continue and repeat with all the spelling patterns.

- If time, use Consolidation activity (T110): *Sounds and spelling*.

PB50. ACTIVITY 3

Play the game.

- Look at the board game in Activity 3 and ask pupils to tell you the different environments and places. Tell pupils circus girl was an explorer before she joined the circus, and the board game is her journey. In pairs, pupils toss a coin: heads = move one space and tails = move two spaces. Pupils make a sentence about circus girl's journey using the words and places in the square they land on. Ask pupils to continue until they complete circus girl's journey.

Extra challenge Ask pupils to write the story of circus girl in a magazine style with illustrations from the sentences they created in Activity 3. Display these around the room.

Show what you know

- Focus on the *Show what you know* Box. Pupils complete the words with the missing letters and practise saying them.

AB50. Answer Key, see page T100

Ending the lesson

- Say words from the lesson and the unit (+ known words from previous units) that have the /ɜː/ sound and the *-ir* / *-ur* / *-or* spelling pattern. Pupils raise their left hand for *-ir* words, their right hand for *-ur* words, and stand for *-or* words.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 47**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 5**
- **T110 – Consolidation activity:** *Sounds and spelling*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** language in context, *text message*, *Look behind you!*
- **Additional language:** *adventure holiday*
- **Revision:** past simple irregular verbs, sounds and spelling: *-ir*, *-ur* and *-or*, comparative adjectives, clauses with *so*

Warmer

- Put pupils into groups of four, with books closed. Give them about five minutes to try to remember what happened in the last episode of *Lock and Key.* Elicit information from the groups by asking, e.g. *Where did Lock and Key go? What was the name of the play?*

Story

PB51.

- Show page 51 on the whiteboard. Focus on the first frame and elicit what's on the computer screen (Explore Adventure). Elicit some examples of adventure holidays and what kind of places people can explore.
- Set the gist questions: *What does it say in the brochure about places to explore? Where do Lock and Key go? Why? What text message does Lock get on his phone?*
- Play the ▶ Video. Pupils watch for what happened. They check in pairs. Check with the class (forests, rivers and beaches; to the adventure holiday camp; because Nick Motors was there the day before; 'Look behind you!').
- Play the ▶ Video again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *How did Nick Motors get to the adventure holiday camp? What did he do there? Can you see Nick Motors in the fourth picture? Where is he? What does Miss Rich ask them? Can you see Nick Motors in the last picture? What is he doing?*

Extra challenge Have pupils close their books and do not show the story while they answer the general comprehension questions.

PB51. LOCK AND KEY. ACTIVITY 1

What did Nick do at the holiday camp? Say three things.

- Ask the class the question and elicit answers. Encourage pupils to say which frame each answer is in. Write the answers on the board.
- If time, use Consolidation activity (T110): *Role play*.

Key: caught a bus (frame 3), had dinner (frame 3), had breakfast (frame 4)

Extra support Prompt less confident pupils by reminding them of the past simple verbs that they need for the task.

▶ 48

Lock: Look, Key! I've got information about Nick Motors. He's on an adventure holiday in the countryside.
Key: Good! These holidays are more exciting than holidays at the beach.
Key: Look here. It says you can explore forests, rivers and beaches. Can we go, Lock? Please!
Lock: OK, Key. But we have to catch Nick Motors!
Lock: He came here yesterday. He caught a bus in the afternoon and had dinner at the Lakeside Restaurant.
Key: We can catch him easily, Lock. No problem.
Lock: Excuse me. Do you know this man?
Man: Oh, yes! I gave him his breakfast this morning.
Key: Hmmm, but he's not here now.
Miss Rich: Hello! What are you doing here, Mr Key?
Key: Hello, Miss Rich. We're at work. We're trying to catch a thief.
Lock: I've got a message on my phone!
Lock: I don't understand. It says, 'Look behind you!'
Key: He's got our bike! I need a holiday.

AB51. Answer Key, see page T100

- If time, us Extension activity (T110): *What I can do.*

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 48**
- **Digital Flashcards**
- **Practice Extra**

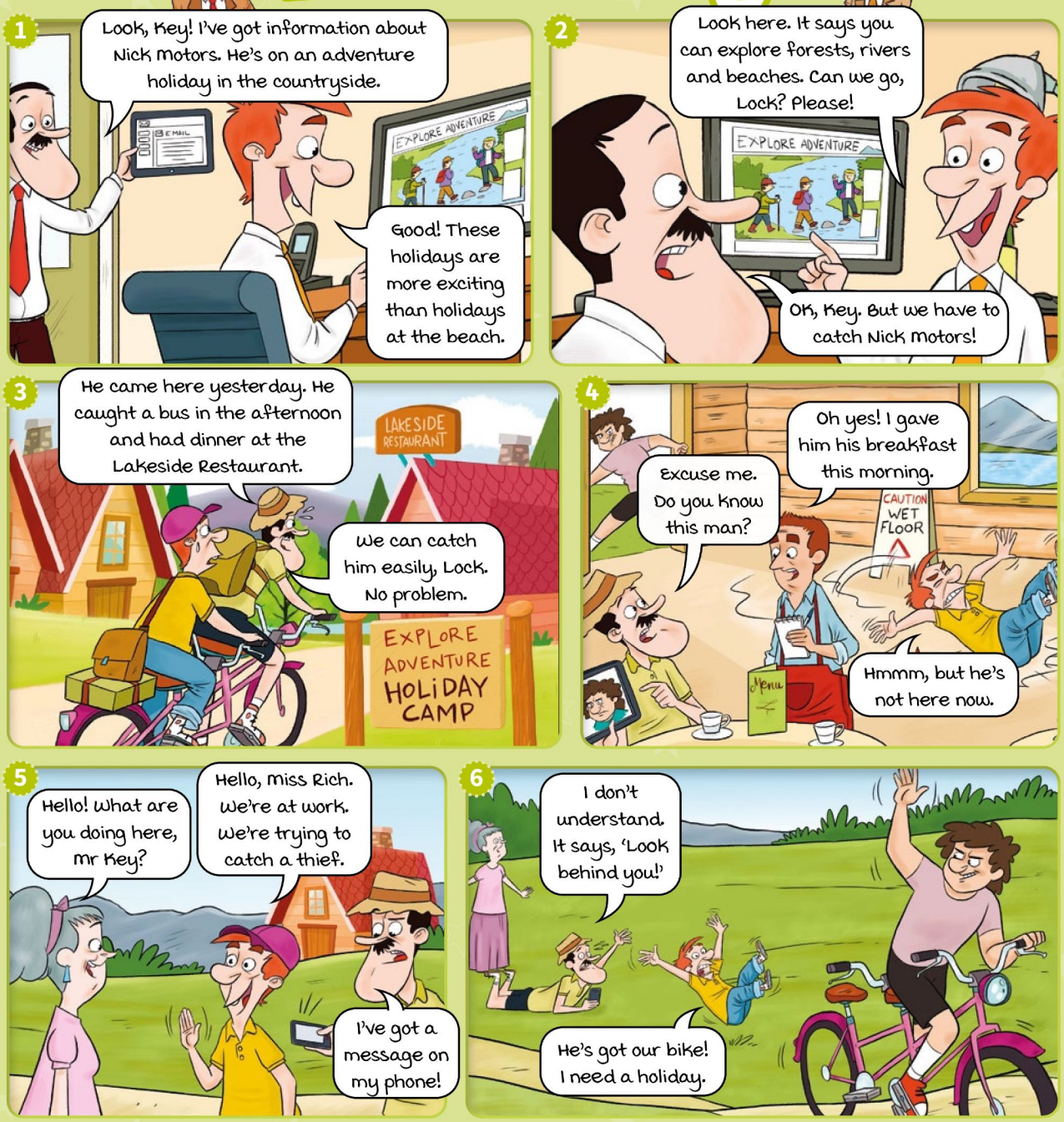
Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Extension worksheet 2*
- **AB87 and PB87 – Grammar reference 5**
- **T110 – Consolidation activity:** *Role play*
- **T110 – Extension activity:** *What I can do*

Lock & Key!

5

48



1 **What did Nick do at the holiday camp? Say three things.**

Story: unit language in context

How can I stay safe outdoors?

1 49 Listen and read. What are 'dos and don'ts'?

check the weather!

Extreme heat and extreme cold can both be dangerous. Here are some 'dos and don'ts' for protecting yourself in hot and cold climates.



UV rays from the sun are dangerous and can cause sunburn. Use sun cream to protect your skin.



Without water, our bodies dehydrate. Drink lots of water to stay healthy in hot weather.

Don't eat big meals on a hot day. Eat something light, like fruit or a salad, so you don't feel tired.





Wear warm clothes in cold weather, like a thick jumper, a coat, a scarf and a hat. Use thick socks and waterproof shoes to keep your feet warm and dry.



Don't go outside with wet hair. It feels cold and uncomfortable.

Eat plenty of vegetables when the weather is cold. This will help to keep your body strong and healthy.



2 Read and complete the table.

Dos and don'ts for hot weather	Dos and don'ts for cold weather
use sun cream	

3 What activities do you do in hot and cold weather?

DIDYOUKNOW...?
Over 50% of your body is water! You need to drink a lot of it to stay healthy.

Objectives

Pupils talk about activities they do in different climates and identify tips on staying safe in hot and cold weather.

Target language

- **Key language:** past simple irregular verbs, sounds and spelling: *-ir*, *-ur* and *-or*, comparative adjectives, clauses with *so*, 'dos' and 'don'ts' of staying safe outdoors
- **Revision:** climates, weather, clothes, *sun cream*, *water*, *dangerous*, *healthy*, *tired*, *thick*, *jumper*, *coat*, *hat*, *socks*, *shoes*, *boots*, *cold*, *flu*
- **Additional language:** *extreme*, *sunburn*, *dehydrate*, *uncomfortable*, *meals*, *energy*, *waterproof*, *vitamins*, *plenty*, *vegetables*, *strong*

Warmer

- Put pupils into four teams. Divide the board into quarters and give pupils a topic, e.g. things you need when the weather is hot. Pupils from each team take turns to write a word on the board in their quarter. The team which gets the most words in one minute wins. Repeat with cold weather.

Presentation

- Say *Open your Pupil's Books at page 52, please.* Show page 52 on the whiteboard. Ask pupils to look at the pictures in Activity 2 and ask them what problems they can see.

PB52.

Watch and answer

- Read the question at the top *How can I stay safe outdoors?* Tell pupils they are going to learn about how to stay safe in hot and cold weather. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, elicit ideas about what people can do in each of the situations in the pictures in Activity 2.

PB52. ACTIVITY 1

Listen and read. What are 'dos and don'ts'?

- Ask pupils if using sun cream on a hot day is good or bad advice. Then tell pupils they are going to listen to and read advice about being outside in different climates.
- Write *Do* and *Don't* next to each other on the board. Ask *Do you use sun cream in hot weather?* Elicit *Yes/No* answers: *Yes, I do. No, I don't.* Play the 49 Audio and have pupils read along to the text in Activity 2.
- After reading and listening, elicit the answer to the question.

Key: 'Dos' are things you should do (in this case to stay safe) and 'don'ts' are things you shouldn't do.

49

As in Pupil's Book

PB52. ACTIVITY 2

Read and complete the table.

- Point to the table and read the headings. Ask a pupil to read the example. Explain that they are going to complete the table with other safety tips from the article. Ask pupils to reread the text to complete the activity.

Extra support Ask questions about each safety tip. What can happen if you don't drink lots of water on a hot day? What can happen if you go outside with wet hair on a cold day?

Key: hot weather: drink lots of fluids, don't eat big meals; cold weather: wear warm clothes, don't go outside with wet hair, eat plenty of vegetables

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PB52. ACTIVITY 3

What activities do you do in hot and cold weather?

- Put pupils in pairs to discuss the question. Afterwards, ask them to share their information with the class. Find out how many pupils do similar activities in hot and cold weather. Ask pupils what type of weather they prefer and why.

Extra challenge Keep pupils in their pairs. One pupil describes an activity they do in hot weather and the other describes an activity they do in cold weather. After pupils describe their activity, their partner provides a safety tip.

Did you know ...?

- Ask how many pupils in the class have a water bottle with them. Ask *How often do you drink water during the day?* Invite a volunteer to read the sentences in the *Did you know* Box.
- If time, use Consolidation activity (T110): *Safety tips.*

Ending the lesson

- Say a word or phrase connected to 'dos' and 'don'ts', e.g. *Wet hair.* Pupils raise their hands if they know the safety tip. Ask a volunteer to tell you the safety tip, e.g. *Don't go out with wet hair.* That pupil then says a different word or phrase, e.g. *Big meals*, and chooses a classmate with their hand raised to say the safety tip. Repeat a few times.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 49**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 5**
- **T110 – Consolidation activity:** *Safety tips*

Objectives

Pupils recognise imperatives for 'dos' and 'don'ts'. Pupils identify and talk about safety tips for hiking in hot weather.

Target language

- **Additional language:** *safety tips, hiking, hike, light clothing, insect repellent, bites, alone, look after, stay together, lost*
- **Revision:** *hydrated, sun cream, protect, weather, UV rays, comfortable, mobile phone, meals, medicine, hurt, ill, stay safe, map*

Warmer

- Play *What's in my bag?* Pupils sit in a circle. Choose a pupil to start the game by saying *In my bag, I've got …* and they say an item of their choice. The next pupil continues by repeating what the first pupil said and adding their own item, e.g. *In my bag, I've got (sun cream) and (sandwiches).* Continue around the circle, with each pupil repeating and adding items. The game continues until all pupils have participated. You can make the game easier by dividing the class into groups to play.

PB53. ACTIVITY 4

Read the leaflet. Make a list of things to take on a hiking trip.

- Tell pupils that this is a leaflet that gives safety tips for hiking in a hot climate. Tell pupils to look at the pictures to help elicit the definition of *hiking*.
- Tell pupils to focus on the idea of 'dos' and 'don'ts' in the safety tips. Give them time to read the leaflet and identify good and bad ideas. Ask pupils why it is important that they don't leave anyone alone, such as, *they can get lost, hurt themselves, get ill, be in danger,* etc. Ask why a mobile phone and a map are important things to take on a hike (so you don't get lost).
- Put pupils into pairs to do the activity. Check answers as a class.
- If time, use Consolidation activity (T110): *Write a list.*

Key: (Possible answers) water, sun cream, suitable clothing, insect repellent, medicine, friend, mobile phone, map

PB53. ACTIVITY 5

Underline the imperatives in Activity 4.

- Read the heading and the example sentences in the *Learning to write* Box. Elicit that the first imperative describes something you should do and the second something you shouldn't do.

Extra support Explain that we use imperatives to give orders or instructions, and tell pupils you are going to give them some simple instructions to follow. Say *Stand up. Sit down. Close your books. Open your books.*

- Pupils underline the imperatives in the leaflet. Check answers as a class, and elicit that imperatives always start with a verb, in affirmative or negative form. Remind pupils to use imperatives in the Writing task in the Activity Book.

Key: Drink, Wear (x2), Use, Carry, Don't go, Don't forget

PB53. ACTIVITY 6

Read the reasons and write the instructions.

- Focus pupils' attention on the table and read the headings. Have a volunteer read the example in the first column. Ask why we should wear sun cream to elicit the sentence in the second column. Tell pupils to write the 'dos' and 'don'ts' from the leaflet in Activity 4 for each of the reasons in the *Why?* column.

Extra challenge Put pupils into groups of three. They take turns to say a safety tip from the table for a second pupil to ask why and the third pupil to give the reason.

Key: **2** Wear light clothing. **3** Drink lots of water. **4** Carry medicine. **5** Don't forget to take a mobile phone and a map. **6** Use insect repellent. **7** Don't go alone. / Stay with your friends.

AB52. Answer key, see page T100

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB53. Answer key, see page T100

Ending the lesson

- Write one scenario on the board that pupils should prepare for when making a packing list for a holiday, e.g. *You are on an all-day boat trip and you feel ill because there is no shade from the sun.* Have pupils include extra items on their list to be prepared for the scenario.

Digital Classroom

Presentation Plus: Unit 5
Tests *Unit 5 Test*
Digital Flashcards
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 5**
- **T110 – Consolidation activity:** *Write a list*

4 Read the leaflet. Make a list of things to take on a hiking trip.

5

SAFETY TIPS: *HIKING IN HOT WEATHER*

Hiking is great fun, especially in the summer. Here are some tips to stay safe:

1 Drink lots of water to keep your body hydrated.
2 Wear sun cream to protect your skin from dangerous UV rays.
3 Wear light clothing so that you are comfortable.
4 Use insect repellent to protect yourself from insect bites.
5 Carry medicine in case you feel ill.
6 Don't go alone. Stay with your friends so you can look after each other.
7 Don't forget to take a mobile phone and a map. You don't want to get lost.

Stay safe and enjoy your hike!



5 Underline the imperatives in Activity 4.

Ready to write:

Go to Activity Book page 52.

Learning to write:

Imperatives

Wear warm clothes.
Don't eat big meals.

6 Read the reasons and write the instructions.

Dos and don'ts	Why?
Wear sun cream	1 To protect your skin from the sun.
	2 To be comfortable.
	3 To stay hydrated.
	4 In case you feel ill.
	5 So you don't get lost.
	6 To protect from insect bites.
	7 So you can look after each other.

Project



Make a safety poster.

Geography: How can I stay safe outdoors? | collaboration

6 Technology

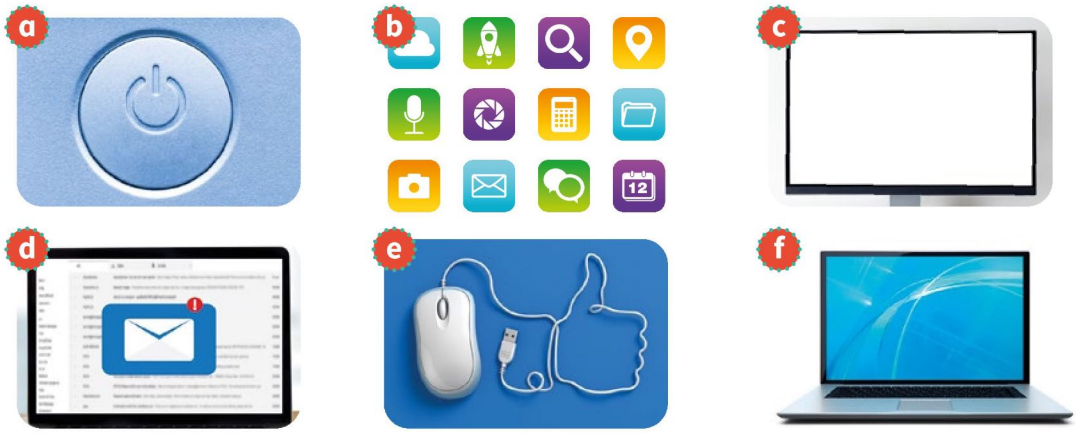


1 50 **Look, think and answer. Listen and check.**

1 What's Stella talking about?
2 Who wants to learn about computers?
3 Who knows about computers?
4 Who's thinking about shopping?

2 51 **Listen and repeat. Say the letter.**

1 screen
screen – c



3 **What technology do you use at home?**

54 **Vocabulary:** technology

Objectives

Pupils identify and talk about modern technology.

Target language

- **Key language:** *technology, button, computer, laptop, DVD, email, mouse, prog.ram, screen, the internet, click, text, video, keyboard, app, turn on,* instructions
- **Additional language:** *Can you show us, please?*
- **Revision:** *have to,* present simple, comparative adjectives

Materials

- **Flashcards:** 71–82 (technology)
- Realia of modern technology to show the class, e.g. laptop

Warmer

- Using the realia you have brought to class, elicit / teach *laptop, screen,* etc. Ask different pupils which devices they used yesterday and what they used them for.

PB54. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 54. Show page 54 on the whiteboard. Focus on the unit heading and check understanding of *technology*. Elicit / Teach the other key technologies from the lesson, using the pictures and the flashcards. Elicit more computer words, e.g. *website*. Check understanding of *video*, and elicit different uses of *video*, e.g. *video clip, music video* and *to video*. Elicit who pupils can see in the picture. They read the questions in pairs and discuss them together, using the information from the pictures.
- Play the Audio. Elicit complete sentences for the answers.

Extra support Play the Audio again and ask checking questions, e.g. *Why does she push the button?*

Key: 1 a computer, 2 Grandma and Grandpa Star, 3 Stella, 4 Grandpa's thinking about shopping.

50

Grandma: We need a computer so we can use the internet. I'd like to email my old friend in Australia.
Suzy: Do you know how to use a computer?
Grandma: Er, no. Can you show us, please?
Stella: Yeah, first you have to turn the computer on. Push this button here. Then you turn on the screen. That's this button here. Now you hold the mouse in your hand and …
Grandma: What mouse?
Suzy: This here, Grandma. It's called a mouse because it's got a long tail. Look.
Grandma: Oh, I see.
Stella: Then you click on this app, and you can write your email using the keyboard.
Simon: Grandma, I think a laptop is better for you. It's a small computer and you can carry it.
Grandma: Oh, I don't know.
Simon: OK. What do you want to do, Grandpa?
Grandpa: I want to go shopping online. I want to buy a book.
Suzy: Oh Grandpa, why don't you buy an e-book? Then you can read it on your laptop or on an app on your mobile.
Grandpa: Oooh, I don't know. And I'd like to buy a DVD about fishing.
Simon: No, not a DVD, Grandpa. A video app's better because you can watch it on your laptop or your mobile. Oh, and shall I put a music app on your mobile, Grandpa? You need some music.
Grandpa: No, Simon. Now I need a cup of tea.

PB54. ACTIVITY 2

Listen and repeat. Say the letter.

- Focus pupils on the Activity 2 instructions. Play the Audio for pupils to listen and repeat. Then remind pupils to say the letter quietly to their friend first. Play the Audio again. Pupils whisper the letter. Check with the class.
- If time, use Consolidation activity (T110): *My desk*.

Key: 2 e, 3 a, 4 d, 5 f, 6 b

51

1 screen, 2 mouse, 3 button, 4 email, 5 laptop, 6 apps

PB54. ACTIVITY 3

What technology do you use at home?

- Pupils work in groups to discuss the question. Ask them to make a list of all the technology they use.

Extra support Make a word web on the board.

AB54. Answer Key, see page T100

- If time, use Extension activity (T110): *Writing instructions.*

Ending the lesson

- Pupils can make a poster of an item of technology, including a picture, its name and what it is used for.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 50–51**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Reinforcement worksheet 1*
- **AB87 and PB87 – Grammar reference 6**
- **T110 – Consolidation activity:** *My desk*
- **T110 – Extension activity:** *Writing instructions*

Objectives

Pupils talk about modern technology and sing a song.

Target language

- **Key language:** *music / video clip, radio, laptop, e-book*
- **Additional language:** *works perfectly well*
- **Revision:** technology, numbers, questions, *have got*

Materials

- **Flashcards:** 71–81 (technology)
- **Photocopiable 6a**

Warmer

- Review the vocabulary from the previous lesson using the flashcards.

Song

PB55. ACTIVITY 1

Listen and match.

- Tell pupils to open their Pupil's Books at page 55. Elicit who they can see in the picture. Tell pupils that the first time they only listen and match. They will sing the Song later. Play the Song. Pupils listen and match and then check in pairs. Check with the class, eliciting what is in each picture. Check understanding of the new vocabulary, e.g. *music and video clips, plan his day, DVD player.*

Extra support Check general understanding by asking, e.g. *How does Grandpa feel about all this new technology? Does he want a new phone? Why? / Why not? What is your grandpa / grandma like with new technology?*

Extra challenge If appropriate, draw on ideas from Unit 5 on the environment and ask pupils if it's really necessary to buy the latest technology and what happens to old mobile phones, etc.

Key: **2** a, **3** c, **4** b, **5** f, **6** d, **7** g

52
As in Pupil's Book

PB55. ACTIVITY 2

Sing the song. Do karaoke.

- Play the Song again. Pupils join in and follow. Repeat the Song in sections. When they are confident, they sing the Song without the Song. Make two groups: Children / Grandpa. Pupils sing their lines. Swap roles and repeat.

52–53
As in Pupil's Book

53

- Now sing the Song again. (Karaoke version)

PB55. ACTIVITY 3

Ask and answer.

- Focus pupils on Activity 3. Demonstrate the activity using the example speech bubbles and open pairs. Pupils do the activity in pairs. Encourage pupils to ask their friends different types of questions, using the information in the Song. Elicit some questions from pairs, for other pairs to answer.
- If time, use Consolidation activity (T110): *My family and technology.*
- Use Photocopiable 6a from *Teacher Resources.*

AB55. Answer Key, see page T100

- If time, use Extension activity (T110): *Order the dialogue.*

Ending the lesson

- Define key words from the lesson, e.g. *This is the part of the computer, tablet or mobile phone you look at* (screen). Pupils say the word. Pupils can take turns to provide definitions for their classmates in the same way.
- If time, sing the Song from the beginning of the lesson again.

Digital Classroom

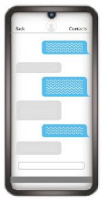
- **Presentation Plus:** Unit 6
- **Audio 52–53**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Song worksheet 1*
- **AB87 and PB87 – Grammar reference 6**
- **T110 – Consolidation activity:** *My family and technology*
- **T110 – Extension activity:** *Order the dialogue*

6

1 52 Listen and match. 1 – e

a 

b 

c 



d 

e 

f 

g 

Grandpa needs a new mobile, (No, I don't!)
With a music app. (A what?)
It's got songs and [1] **video clips**,
And he can learn to rap. (I can learn to WHAT?)

Grandpa needs a new mobile, (No, I don't!)
So he can [2] **text** his friends. (I can talk to my friends!)
He can take lots of [3] **photos**,
And play [4] **games** at weekends. (I go fishing at weekends!)

Grandpa! (I've got a DVD player at home!)
Grandpa! (I've got a nice camera!)
Grandpa! (And my old mobile phone works perfectly well!)
Grandpa needs a new mobile. (A new mobile phone!)

Grandpa needs a new mobile, (No, I don't!)
So he can [5] **plan** his day. (I've got a pen and paper!)
He can listen to lots of [6] **songs**,
And [7] **phone** or even play. (I haven't got time to play! I've got a radio!
I've got a nice camera! My old mobile phone works perfectly well! Hmph!)

2 53 Sing the song. Do karaoke.

3 Ask and answer.

Has your grandpa got a mobile phone?

No, he hasn't.

Can you use a computer?

Yes, I can.

computer **TV** **camera** **the internet**
mobile phone **email** **e-book** **laptop** **app**

Vocabulary: technology

1 54 Look, think and answer. Listen and check.

1 Where did Grandma and Grandpa go yesterday?
2 What did they get?
3 What's their laptop called?
4 What problem have they got?



2 Read and circle.

Grandma and Grandpa went shopping yesterday. They [1] **bought** / **thought** a laptop. They chose a KBX4 because Grandma [2] **put** / **read** about it and the man in the shop [3] **chose** / **thought** it was better than the others. The man [4] **brought** / **knew** it home later. He took it out of the box, [5] **put** / **bought** it on the table and [6] **read** / **said** goodbye. He thought they [7] **chose** / **brought** the KBX4 because they [8] **knew** / **said** about computers!

3 Talk about the last time you went to the shops.

Last time I went to the shops, I bought a book.

STUDY

choose ➜ chose	put ➜ put
buy ➜ bought	read ➜ read
bring ➜ brought	say ➜ said
know ➜ knew	think ➜ thought



Objectives

Pupils study verbs in the past simple.

Target language

- **Key language:** past simple, *say, know, put, buy, think, read, bring, choose, turn it on, know how to (do something)*
- **Additional language:** *problem, really good one, How exciting!*
- **Revision:** technology, question forms, comparatives

Materials

- **Flashcards:** 71–81 (technology)
- **Technology word cards:** *Teacher Resources* (past simple irregular verbs)

Warmer

- Write the technology words from Lesson 1 of the unit in scrambled word order on the board. Stick the flashcards on the board in a different order. Pupils take turns to come to the board, write a word correctly and say it, pointing to the correct flashcard.

PB56. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 56. Show page 56 on the whiteboard and elicit what / who they can see. Pupils read the questions in pairs and discuss them together, using the information from the picture to help them guess.
- Play the Audio. Elicit complete sentences for the answers. Focus pupils on the *Study* Box. Say the verbs and their past forms for pupils to repeat. Use the Unit 6 word cards to practise the past forms (show a card, pupils say the infinitive).

Extra challenge Play the Audio again and ask further checking questions to focus on the new past verbs: *What did they buy? What did Grandpa say about the computer? Why did they choose that computer?*, etc. For questions which include the new verbs, pupils repeat the whole sentence together. Check understanding of *know how to (do something)*.

- If time, use Consolidation activity (T110): *Role play*.

Key: **1** They went shopping. **2** They got a laptop. **3** Their computer's called a KBX4. **4** They don't know how to turn it on.

54

Grandpa: Oh, I'm tired today. We went shopping yesterday.
Simon: Oh, really? What did you buy?
Grandpa: We bought a laptop.
Simon: How exciting, Grandpa! Which laptop did you get?
Grandma: We got a really good one. It's a KBX4.
Simon: Why did you choose that one?
Grandpa: Well, we chose it because your grandma read about it and the man in the shop said it was a good one.
Grandma: Yes, he thought it was better than the others.
Simon: Did you bring it home with you?
Grandma: Oooh, no. The nice man from the shop brought the computer home later.
Grandpa: Yes, he took it out of the box, put it on the table and said goodbye.
Grandma: Yes, he thought that we knew something about computers, but we don't. We don't know how to turn it on.

PB56. ACTIVITY 2

Read and circle.

- Focus pupils on Activity 2 and on the words in bold. They work in pairs, taking turns to read the text aloud and choose then circle the correct words. Pairs check with other pairs.

Extra support Pupils copy the complete text into their notebooks.

Key: **2** read, **3** thought, **4** bought, **5** put, **6** said, **7** chose, **8** knew

---

PB56. ACTIVITY 3

Talk about the last time you went to the shops.

- Pupils work in pairs or groups. Point to the example in the speech bubble and remind pupils they need to use the past tense. Draw attention to the *Study* Box again and also remind pupils they can use regular verbs.
- When pupils have practised in pairs, have them circulate to have conversations with at least five other people in class.

AB56. Answer Key, see page T100

- If time, use Extension activity (T110): *Verbs and sentences*.

Ending the lesson

- Ask pupils to stand in a circle. Start a sentence chain. Say *The last time I went to the shops, I bought a laptop.* The pupil on your right then says *The last time I went to the shop I bought a laptop and a …* (they add their own technology item). Continue around the circle with pupils adding an item each time.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 54**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Reinforcement worksheet 2*
- **AB87 and PB87 – Grammar reference 6**
- **T110 – Consolidation activity:** *Role play*
- **T110 – Extension activity:** *Verbs and sentences*

Objectives

Pupils talk about timed events in the past and solve some problems.

Target language

- **Key language:** past simple questions, *app*, *get up*, *get dressed*, *take off*, *put on*, *o'clock*
- **Revision:** verbs and vocabulary describing daily routines, technology, prepositions, clothes, numbers

Materials

- **Photocopiable 6b**

Warmer

- Pupils draw six circles in their notebooks. Say a time for each one, e.g. *Five o'clock*. Pupils draw it in. Check by getting pupils to come and draw the clocks on the board.

PB57. ACTIVITY 1

Listen and correct the actions.

- Tell pupils to open their Pupil's Books at page 57. Show page 57 on the whiteboard. Focus pupils on the pictures and elicit some of the actions they can see to review daily routines. Ask a pupil to read the activity instruction and the introductory paragraph aloud, and check understanding. Play the Audio. Pupils listen and correct. They look at the pictures and say the correct version. They check in pairs. Check with the class.

Extra support Pause the Audio after each sentence and elicit answers from the class, one at a time. Write the answers on the board in both numerals and words, e.g. *8 o'clock / eight o'clock*.

Extra challenge Elicit from pupils if they have any computer games like *Kid City*. Elicit the names of the games and how they work.

- If time, use Consolidation activity (T110–111): *Game*.

Key: **2** At 8 o'clock Mary got dressed. **3** At 9 o'clock John went to school. **4** At 10 o'clock Jack's parents gave him a present. **5** At 11 o'clock Peter and Sue had a glass of milk. **6** At 12 o'clock Jack bought a ball. **7** At 1 o'clock Mary had lunch. **8** At 2 o'clock Mary caught a bus. **9** At 3 o'clock Sue read a book. **10** At 4 o'clock Peter took off his sweater. **11** At 5 o'clock Mary put on her shoes. **12** At 6 o'clock Peter went to the cinema.

55

1 At 7 o'clock John got dressed.
2 At 8 o'clock Mary got up.
3 At 9 o'clock John went to the cinema.
4 At 10 o'clock Jack's parents gave him an apple.
5 At 11 o'clock Peter and Sue had lunch.
6 At 12 o'clock Jack caught a ball.
7 At 1 o'clock Mary had breakfast.
8 At 2 o'clock Mary bought a bus.
9 At 3 o'clock Sue read a comic.
10 At 4 o'clock Peter took off his shoes.
11 At 5 o'clock Mary put on her sweater.
12 At 6 o'clock Peter went shopping.

PB57. ACTIVITY 2

Ask and answer.

- Focus pupils on the Activity 2 instructions and check understanding. Elicit one or two questions and answers for practice. Make pairs. One pupil asks five questions about different activities and the other answers, as in the example. Pupils change roles.

PB57. ACTIVITY 3

Write sentences about your day yesterday. Tell a friend.

- Focus pupils on Activity 3. Check they have read and understood the instructions. Elicit one or two sentences. Remind them to use the past simple and the time, as written in the example. Monitor and help where necessary. In pairs, pupils take turns to read their sentences.

Extra challenge Pupils listen for: a) activities which were the same as their partner, and b) times which were the same as their partner. Elicit similarities from pairs.

- If time, use Extension activity (T111): *Mime and guess.*

AB57. Answer Key, see page T100

- Use Photocopiable 6b from *Teacher Resources*.

Ending the lesson

- Play a clapping game to review the verbs. Say and clap, e.g. (Clap, clap) *get dressed* (clap, clap). Pupils: *Got dressed.* Continue with other verbs from this and the previous lessons. Then pupils take turns to lead.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 55**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Extension worksheet 1*
- **AB87 and PB87 – Grammar reference 6**
- **T110–111 – Consolidation activity:** *Game*
- **T111 – Extension activity:** *Mime and guess*

6

1 55 Listen and correct the actions.



Jim's got a new computer game called *Kid City*. The people in his game do different things every day. Look at what they did yesterday.

1 At seven o'clock, John got dressed.

No. At seven o'clock, John got up.

Yesterday



2 Ask and answer.

What time did Mary get dressed?

She got dressed at eight o'clock.

3 Write sentences about your day yesterday. Tell a friend.

I got up at seven o'clock yesterday.

Language: past simple irregular verbs

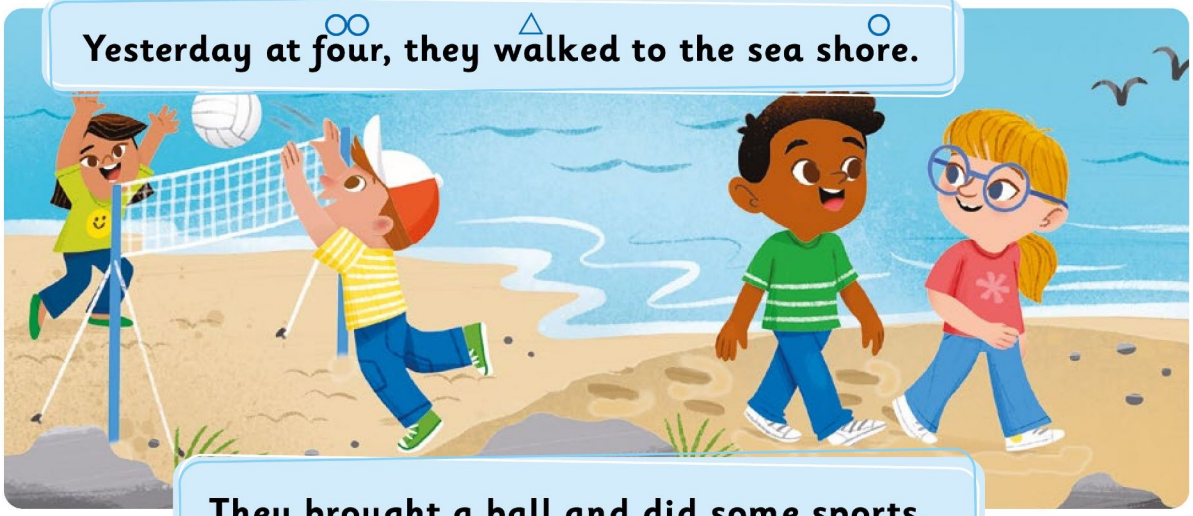
Lock's sounds and spelling



1 56 **Watch the video. Watch again and practise.**

2 **Find and draw ○○, ○ or △. Say.**

Yesterday at four, they walked to the sea shore.



They brought a ball and did some sports.
And then they walked some more!

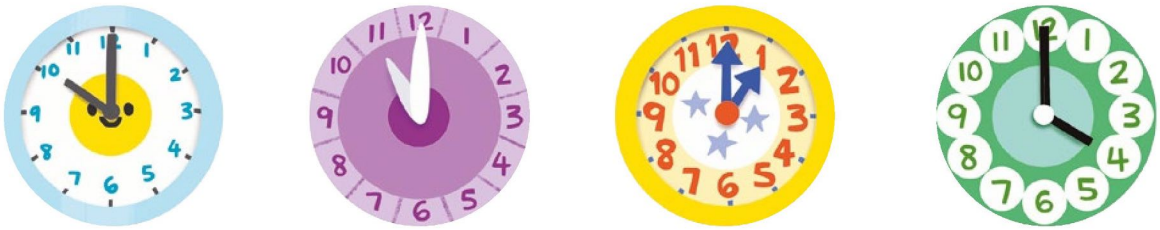
3 **Choose, ask and answer.**

What did you do yesterday at ten?

I talked to my grandma.

walk to (a place) talk to (someone) buy (something) catch (the bus)
call (someone) do sports play with a ball

Yesterday at …



Show what you know





4

Objectives

Pupils identify and practise pronunciation of the long vowel sound /ɔː/. Pupils practise the main spellings for the sound /ɔː/ and ask and answer questions.

Target language

- **Key language:** words with the phoneme /ɔː/ (e.g. *four, walk, sport, caught, brought*)
- **Revision:** past simple questions and responses, sentence structure, word families

Materials

- **4 letter cards:** -au, -ou, -or, -a

Warmer

- Write the following words on the board: *door, shorts, water, ball.* Say *Look and think about the spelling and the sounds. What do they all have in common?* Give pupils time to think and discuss in pairs.
- Elicit / Explain that the words all have the long vowel sound /ɔː/. Underline this sound in (*door, shorts, water, ball*). Say the words. Pupils repeat.

Presentation

- Write the word *shop* on the board and draw a few stick people walking near the shop. Ask pupils to imagine what they can buy in the shop and where it might be. Put pupils into groups of four and ask them to share and compare their answers.

PB58. ACTIVITY 1

Watch the video. Watch again and practise.

- Show page 58 on the whiteboard. Watch the ▶ Video together and ask pupils the day and time to elicit *yesterday at four*. Ask pupils what the children did in the ▶ Video and where they went (they walked and did some sports). Ask pupils what sound they heard in most of the words (/ɔː/). **Note:** Sometimes the letters *or* are pronounced /ɜː/ (e.g. *work, word, world*). Rhyming words can be used as a strategy for remembering the pronunciation of words which are spelt differently.
- Watch the ▶ Video again and say the sound together. Ask pupils to open their Pupil's Books at page 58. Ask pupils to look at the sentences in the Pupil's Book together and find the words with the /ɔː/ sound.

Extra support Pupils work together to find the /ɔː/ words and say them out loud.

- If time, use Extension activity (T111): *Rhyming words.*

▶ 56

Voice: /ɔː/, four, /ɔː/, walked, /ɔː/, shore, /ɔː/, brought, /ɔː/, ball, /ɔː/, sports, /ɔː/, more, /ɔː/.
Lock & Key: Yesterday at four, they walked to the sea shore. They brought a ball and did some sports. And then they walked some more!

PB58. ACTIVITY 2

Find and draw ○○, ○ or △. Say.

- Show pupils the letter cards (-au / -ou / -or / -a) and display them on the board. Make each shape with your fingers, say the sound and point to the letter cards. Ask pupils to join in.
- Ask pupils to look at the sentences, find the /ɔː/ sound words and look at the spelling. For each spelling ask pupils to draw the corresponding shapes above each word, as shown in the example sentence.

Extra challenge Put pupils into groups of three. Assign each pupil a shape. Pupils read the sentences together and make their shape when it's their spelling pattern. Pupils swap shapes.

PB58. ACTIVITY 3

Choose, ask and answer.

- Point to the words in the box and times and look at the example. Ask pupils to decide what they did yesterday and write sentences under each clock. Put pupils into small groups and have them ask and answer what they did at different times.

Extra challenge Allow pupils to add / extend the sentences as much as they can and use other vocabulary from the units so far.

AB58. Answer Key, see page T101

Show what you know

- Focus on the *Show what you know* Box. Pupils complete the words with the missing letters and practise saying them.

Key: ball, sports, four

Ending the lesson

- Form teams. Make a finger shape (two circles, triangle, single circle) and challenge each team to say a word from the unit with the corresponding spelling pattern.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 56**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **AB87 and PB87 – Grammar reference 6**
- **T111 – Extension activity:** *Rhyming words*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** unit language in context, *email*, *I need your help!*
- **Additional language:** *row*
- **Revision:** sounds and spelling: *-ou*, *-or* and *-a* spellings, technology; *computer*, *TV*, *camera*, *the internet*, *mobile phone*, *email*, *e-book*, *laptop*, *app*

Materials

- **Modern life word cards:** *Teacher Resources* (irregular past forms)

Warmer

- Review what pupils remember about Nick Motors. Elicit his description and what he did in the last episode. Elicit who else was in the previous episode (Miss Rich) and where they were (at the adventure holiday camp by the sea).

Story

PB59.

- Show page 59 on the whiteboard. Focus pupils on the first picture and elicit who they can see (Lock, Key and Miss Rich) and how they are communicating with each other (via the internet). Ask pupils if they communicate like this with their friends.
- Set the gist questions: *What happened to Miss Rich? Who wrote the email? Can you name two things Nick Motors took?*
- Watch the ▶ Video. Pupils watch for what happened. They check in pairs. Check with the class (someone took all the money from her boat; Nick Motors; the money and Lock and Key's boat).
- Play the ▶ Video again. Stop after each frame for pupils to repeat.

Extra challenge Check general comprehension by asking, e.g. *What was the money for? Where was the money? How can Lock and Key see Nick Motors taking the money? What did Nick Motors say in the email?*

▶ 57

Miss Rich: I need your help!
Lock: What can we do for you, Miss Rich?
Miss Rich: A man came onto my boat and took all the money. You must catch him!
Key: No problem, Miss Rich!
Miss Rich: The money was for my 'Save the Sea Society'. Here's the DVD of the inside of the boat.
Lock: Let's look at it.
Key: Oooops!
Miss Rich: I had the money in a bag ready to put into the bank. It was on the table.
Key: Here's the man now.
Lock: It's Nick Motors!
Lock: So Nick Motors is more than a car thief!
Key: Well, cars are more difficult to take than money.
Lock: Hey! Motors wrote an email. We can read it!
Key: Er, Lock, I think you need to look out to sea!
Lock: Noooo! He's got our boat, too!
Nick Motors: Bye bye, boys! The water's lovely! Have a nice swim!

PB59. LOCK AND KEY. ACTIVITY 1

Look at the pictures. Describe what's happening.

- Ask what the characters are doing in each frame (in frame 4, mime *row*, for *rowing a boat*). Encourage pupils to give as much information as possible. Write the answers on the board.

Extra challenge Ask pupils if they like this episode of the story. Ask them what they think will happen next.

- If time, use Consolidation activity (T111): *Role play*.

AB59. Answer Key, see page T101

- If time, use Extension activity (T111): *What I can do*.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 57**
- **Practice Extra**

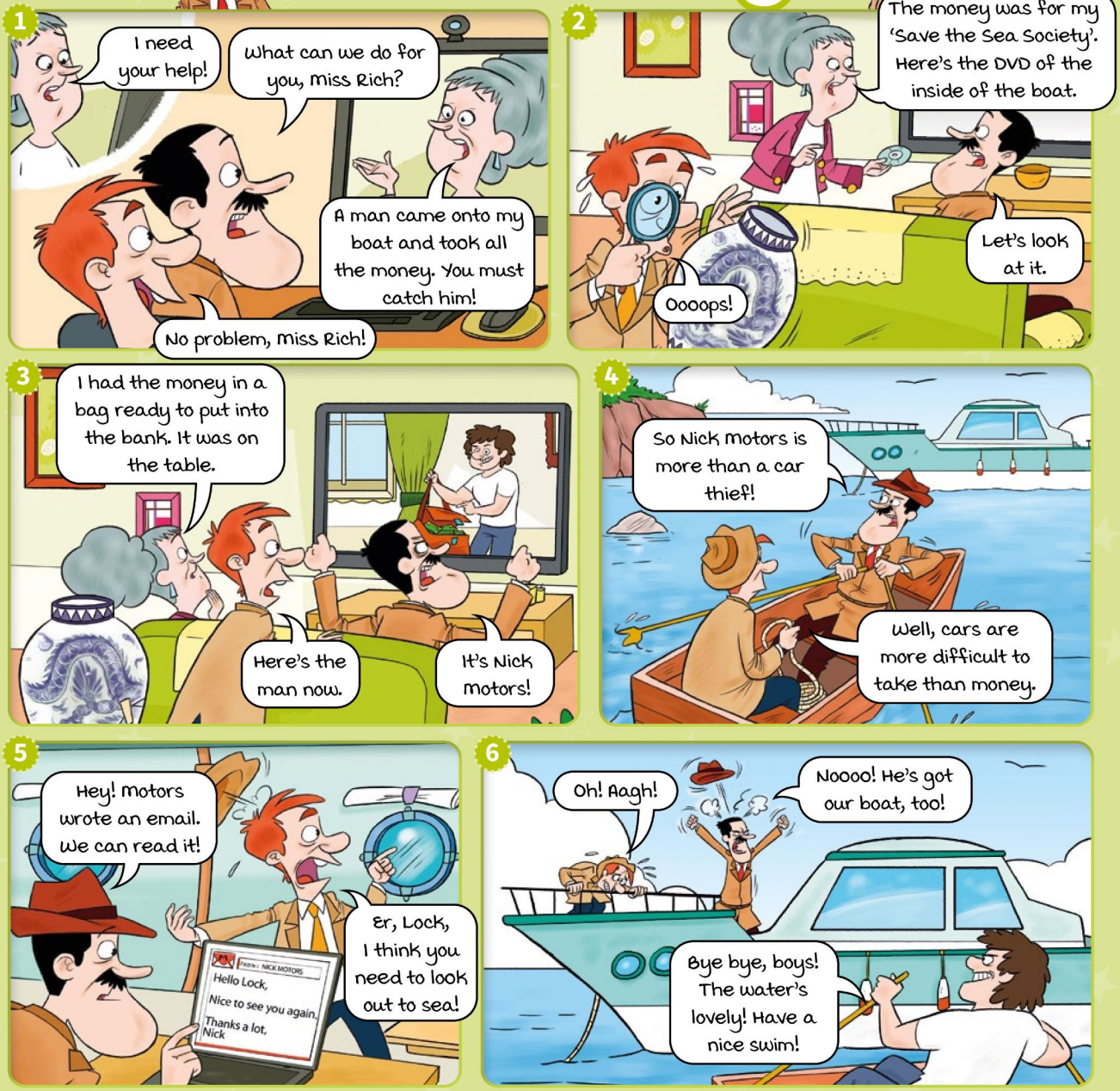
Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Extension worksheet 1*
- **Teacher Resources:** Unit 6, *Topic worksheet 1*
- **AB87 and PB87 – Grammar reference 6**
- **T111 – Consolidation activity:** *Role play*
- **T111 – Extension activity:** *What I can do?*

Lock & Key!

6

57



1 **Look at the pictures. Describe what's happening.**

In picture 1, Lock and Key are having a video call.

Story: unit language in context

How does technology help us?

1 58 **Listen and read. How can technology help the environment?**

Yesterday and today

In the past, people only used telephones to make phone calls. Today, we've got smartphones. They're more like small computers. We can use them to make calls, play games, send text messages and videos, take photos, and send emails.



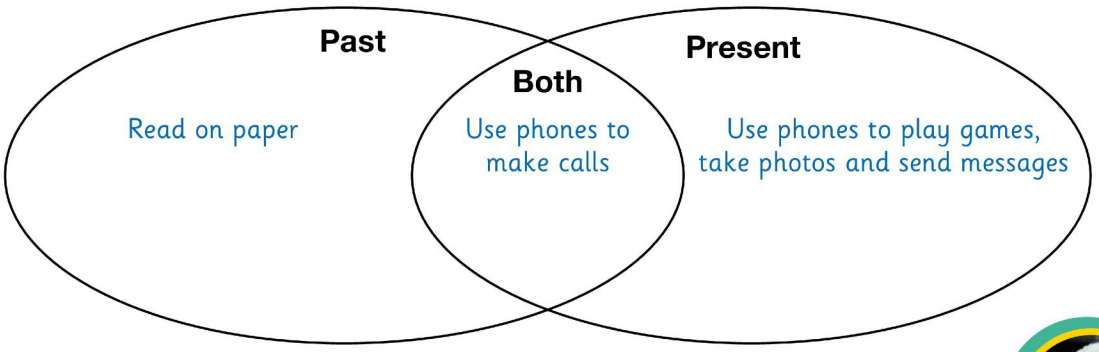
People printed everything in the past – books, magazines and newspapers – and everyone read on paper. Now, a lot of people read news stories on the internet and buy e-books – electronic books that you read on a screen. It helps the environment because we use less paper.





People listened to music on 'personal stereos' in the past. They were cassette players with headphones that people carried with them in the street. Now, people listen to music on their smartphones.

2 **Read again and complete the diagram.**



3 **Do you prefer old or new technology? Why?**

DIDYOUKNOW...?

The first mobile phones were big and heavy to carry.



Objectives

Pupils compare old and new technology and say which they prefer and why.

Target language

- **Key language:** sounds and spelling: *-ou*, *-or* and *-a*, the history of technology, irregular and regular past tense verbs
- **Additional language:** *cassette players, smartphones, personal stereo, headphones, magazines, electronic books environment*
- **Revision:** *book, camera, computer, e-book, email, the internet, telephone, text messages, videos, newspapers, screen*

Materials

- **Flashcards:** Unit 6

Warmer

- Display the Unit 6 flashcards on the board. Name the items one by one. Then ask pupils to close their eyes. Remove one flashcard. Ask pupils to look again and identify which flashcard you removed. After they answer, put the missing flashcard back and repeat with another picture. Do the same for all flashcards. Ask which of the modern technology devices they use.

Presentation

- Say *Open your Pupil's Books at page 60, please.* Show page 60 on the whiteboard. Ask pupils to look at the pictures in Activity 1. Ask *What items can you see?* Elicit ideas and write them on the board.
- Read the question at the top *How does technology help us?* Tell pupils they are going to learn about old and new technologies. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, elicit ideas about how new technology is more useful than the items in the pictures in Activity 1.
- If time, use Consolidation activity (T111): *Talk about technology.*

PB60. ACTIVITY 1

Listen and read. How can technology help the environment?

- Point to the text and elicit again what pupils can see. They may not recognise the cassette player. Remind pupils that the pictures show some examples of things used in the past before more modern versions were invented.
- Tell pupils they're going to listen to and read the text to learn more. Play the Audio and have them read along. Ask the class the question. (Note: accepted spellings of *e-book* include *eBook* and *ebook*.)

Extra support Ask pupils which of the things are still used today, and elicit *newspapers and magazines, telephones*. Explain that people still have telephones but the dial telephone has been replaced with touchpad telephones. Personal stereos were used a lot in the past but not now. People still read newspapers and magazines, although often online.

Key: e-books and the internet mean there is less printed material, which saves paper and trees.

PB60. ACTIVITY 2

Read again and complete the diagram.

- Point to the Venn diagram. Tell pupils to complete it with information from the text. Point to the section where the circles overlap and explain that this is for activities that people did in the past and still do now, even if the technology has changed.

Extra support Copy the diagram onto the board as pupils work and invite volunteers to complete the information as part of the class review.

Key: Past: personal stereos, cassette players, telephones; Present: smartphones, computers: Both: books, magazines, newspapers.

PB60. ACTIVITY 3

Do you prefer old or new technology? Why?

- Pupils discuss the question in pairs. Elicit ideas as a class and see how many pupils, in general, have the same opinion. Make sure they provide arguments to support their ideas.

Did you know ...?

- Invite a volunteer to read the fact aloud. Are pupils surprised? Ask pupils to make a list of things they can do on smartphones, and then share ideas.
- If time, use Extension activity (T111): *Technology and the environment.*

Ending the lesson

- Hold up pictures of old and new technology in a random order (you can use the flashcards). As you show each picture, pupils call out *old* or *new*. Repeat the activity and this time, pupils call out *old* or *new* plus the name of the technology, e.g. *old telephone, new e-book.*

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 58**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **AB87 and PB87 – Grammar reference 6**
- **T111 – Consolidation activity:** *Talk about technology*
- **T111 – Extension activity:** *Technology and the environment*

Objectives

Pupils identify events on a timeline, recognise regular and irregular verbs in past tense, and talk about their favourite inventions.

Target language

- **Key language:** technology, past simple regular and irregular verbs
- **Additional language:** *inventor, invented, robot, robotic, a play, automatic door, served, newspapers, electronic books, screen, environment*

Warmer

- Put pupils into groups. Tell them to take turns miming using a piece of old or new technology. The first person to say the technology and *old* or *new* is the next person to mime. Invite some volunteers to mime in front of the whole class.

PB61. ACTIVITY 4

Read the biography. Name three amazing inventions.

- Point to the photo. Ask pupils what they think it shows and what the machine does. Tell them they are going to read about a person who invented important new technology. Read the rubric. Explain the meaning of *biography* (a text written about someone else's life) and remind pupils to look for George Devol's inventions while they read.
- Check answers with the class and ask pupils for their opinions about George Devol's inventions. Ask *How important were they? What technology do we have now that exists because of them?*
- If time, use Consolidation activity (T111): *Talk about inventions.*

Key: (Possible answers) the first robot, automatic door, a machine that cooked hot dogs

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PB61. ACTIVITY 5

Underline the regular past tense verbs in Activity 4. Circle the irregular past tense verbs.

- Invite volunteers to read the two example sentences in the *Learning to write* Box. Point to the words in bold and elicit that they are verbs in the past tense. Elicit the difference between them (regular and irregular). Ask pupils which verb is regular. How do they know? (the *-ed* ending).
- Pupils reread the biography to complete the activity. Remind them to look for *-ed* endings to identify regular verbs. Explain that irregular verbs don't follow the same rules, so they are harder to recognise. Tell pupils they will need to use past tense verbs in the Writing task in the Activity Book.

Extra support Invite different pupils to read a sentence each of the text. Tell pupils to clap once whenever they hear a verb in the past tense. The person reading stops and pupils say if the verb is regular or irregular.

Key: Regular: invented, called, moved, opened, walked, cooked
Irregular: was, heard, made, died

PB61. ACTIVITY 6

Complete the timeline. Talk about your favourite invention.

- Point to the timeline and elicit what it is. Ask *What does it show us?* (different dates when events happened in George Devol's life). Say that some of the information already appears on the timeline and that they need to reread the biography to add the missing information.

Extra support Invite volunteers to read the information already on the timeline. Ask what information is missing below the timeline (dates) and what is missing above it (events). Copy the timeline on the board while pupils complete the activity. Then, invite different pupils to complete the timeline information on the board.

AB60. Answer key, see page T101

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB61. Answer key, see page T101

- If time, use Extension activity (T111): *Memory game.*

Ending the lesson

- Write the dates from the timeline in random order on one side of the board and the events in random order on the other side. Either as a class, or in pairs, have pupils match the events to the dates.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Tests** *Unit 6 Test*
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **AB87 and PB87 – Grammar reference 6**
- **T111 – Consolidation activity:** *Talk about inventions*
- **T111 – Extension activity:** *Memory game*

4 Read the biography. Name three amazing inventions.

George Devol was born in 1912. He was an American inventor.

In 1954, he invented the first robot. He called it 'Unimate'. It was a robotic arm that moved things.

He heard the word 'robot' in a play when he was nine years old. That was 33 years before he made his robot arm.

In the 1940s, he invented other things, too, including an automatic door that opened when people walked near it, and a machine that cooked hot dogs.

George Devol died in 2011. He was 99 years old.



5 Underline the regular past tense verbs in Activity 4. Circle the irregular past tense verbs.

Ready to write:

Go to Activity Book page 60.

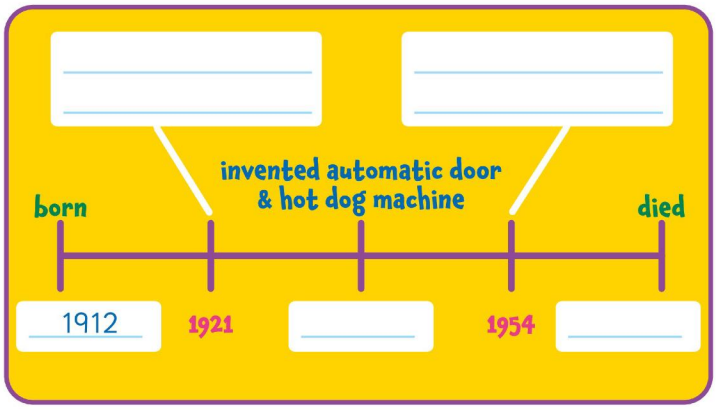
Learning to write:

Past tense verbs

People **printed** everything in the past.

Everybody **read** on paper.

6 Complete the timeline. Talk about your favourite invention.



Project



Interview your family about technology in the past.

Technology: How does technology help us? | critical thinking

Review Units 5 and 6

1 Play the game. What did they do yesterday?

Instructions

1 Roll the dice and move around the board.
2 Say what each person did yesterday.
3 If your sentence is correct, stay where you are.
4 If your sentence is wrong, go back to where you were.



Review Units 5 and 6
Pupil's Book p.62

Objectives
Pupils review language from Units 5 and 6 and play a game.

Target language
- **Key language:** vocabulary and language from Units 5 and 6, *stay where you are, go back to where you were*
- **Revision:** language for games

Materials
- **Warmer:** Key past tense forms from Units 5 and 6 written on pieces of paper (one for each pupil) or word cards from *Teacher Resources*. Dice and four different-coloured counters for each group of four pupils
- **Photocopiable:** Review 5 and 6

Warmer
- Hand out pieces of paper with key past tense verbs from Units 5 and 6, or use word cards (one for each pupil). Make groups of six. Pupils take turns to say what their word is and to give a sentence including their word. The other pupils in the group decide if it's correct or not. Monitor and help as necessary. Elicit an example sentence for each word.

PB62. ACTIVITY 1

Play the game. What did they do yesterday?
- Pupils open their Pupil's Books at page 62. Show page 62 on the whiteboard and elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding of *stay where you are, go back to where you were*. Remind them of the language for games before they start, e.g. *It's your turn. It's my turn. Pass the dice. I'm blue.* Pupils play the game in groups of four. The player in each group who reaches the Finish first is the winner. If time, make new groups and pupils can play the game again.
- If time, use Consolidation activity (T111): *What they did yesterday.*

Key: **2** She drank a glass of orange juice. **3** He made his bed. **5** He said 'Hello'. **7** He put on his shirt / got dressed. **8** She did her homework. **9** He put on his sweater. / He took off his sweater. **11** She flew a kite. **13** She ate a banana. **14** She went to the cinema. **16** She bought some bread. **19** She put on her shoes. **21** She took a photo. **23** He went to the library. **25** She caught / threw a ball. **27** He had a shower. / He washed his hair. **29** She read a book. **30** She dropped some money. **32** She made a cake. **34** He worked on the computer. **37** She ate / had breakfast.

- Use Photocopiable Review 5 and 6 from *Teacher Resources*.

AB62. Answer Key, see page T101

- If time, use Extension activity (T111): *Songs and chants.*

Ending the lesson
- Do a spelling chant to review some of the words from the units, e.g.

Teacher: *Give me an 'e'*	Pupils: *e*
Teacher: *Give me an 'm'*	Pupils: *m*
Teacher: *Give me an 'a'*	Pupils: *a*
Teacher: *Give me an 'i'*	Pupils: *i*
Teacher: *Give me an 'l'*	Pupils: *l*
Teacher: *What does it spell?*	Pupils: *email*

- Pupils take turns to be the callers.

Digital Classroom
- **Presentation Plus:** Review Units 5 and 6
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Audio Script
- **AB87 and PB87 – Grammar reference 6**
- **T111 – Consolidation activity:** *What they did yesterday*
- **T111 – Extension activity:** *Songs and chants*

Review Units 5 and 6
Pupil's Book p.63

Objectives
Pupils review language from Units 5 and 6.

Target language
- **Key language:** vocabulary and language from Units 5 and 6
- **Revision:** shopping, word families

Materials
- **Warmer:** Two or three rolled-up newspapers
- **Consolidation activity:** *Scrambled sentences*, choose ten sentences / questions from Units 5 and 6 which include key vocabulary / grammar. Write each one in scrambled word order on a large piece of paper.

Warmer
- Review past simple forms from Units 5 and 6. Write the simple infinitives on the board. Make two or three teams. Pupils line up facing the board. Give a rolled-up newspaper to the pupil at the front of each team. Call out the past simple of one of the verbs. Pupils run to hit the correct simple infinitive. The first to do so wins a point for their team. Pupils go to the back of the team. Hand the newspapers to the new pupils at the front and repeat.

PB63. ACTIVITY 2

Read the story and complete the sentences. Use 1, 2 or 3 words.
- Tell pupils to open their Pupil's Books at page 63. Show page 63 on the whiteboard. Tell pupils to read the activity instructions, and check understanding. Elicit how many words they should write. Pupils take turns to read the story aloud. In pairs, pupils complete the sentences, deciding on the words to write. Pairs check with pairs. Check with the class by eliciting the different possibilities.

Key: (Possible answers) **2** a burger, **3** sister, **4** a new / red bike, **5** Jill's, **6** red / new, **7** on the bus

PB63.

Quiz!
- Say *Now let's read and remember*. Focus pupils on the questions. They look back through Units 5 and 6 to find the answers. They discuss them in groups of four. Check with the class.

Key: **1** It went down under the ice and water. **2** a toy polar bear, **3** The Lakeside Restaurant, **4 (Possible answers)** drink water, wear sun cream, wear a hat, **5** a KBX4, **6** two o'clock, **7** an email, **8 (Possible answers)** e-books, internet

- If time, use Consolidation activity (T111): *Scrambled sentences*.

AB63. Answer Key, see page T101

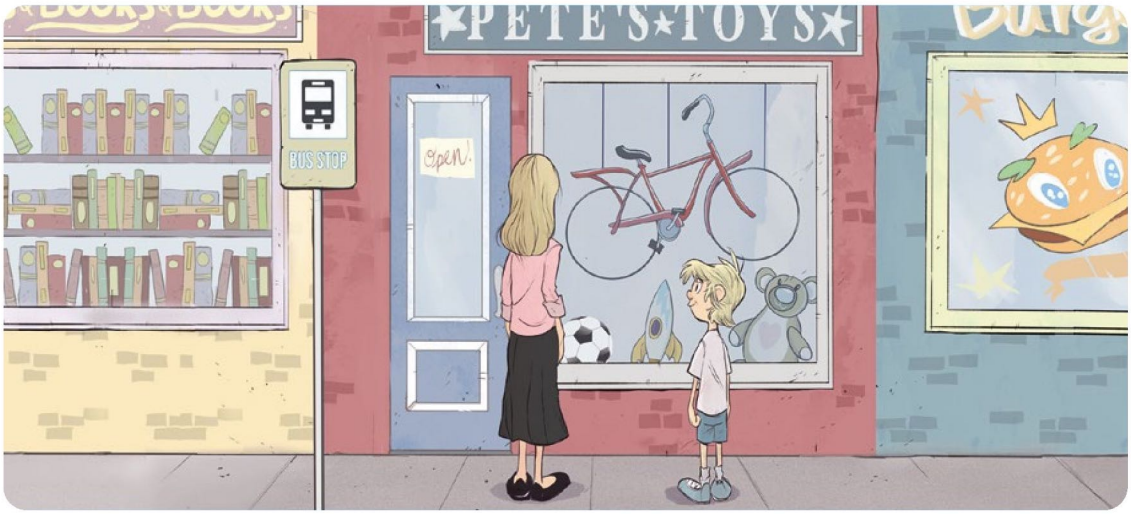
- If time, use Extension activity (T111): *Game*.

Ending the lesson
- Talk about the *Can do* statements from Units 5 and 6 with pupils and elicit examples from volunteer pupils for each one.

Digital Classroom
- **Presentation Plus:** Review Units 5 and 6
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Audio Script
- **AB87 and PB87 – Grammar reference 6**
- **T111 – Consolidation activity:** *Scrambled sentences*
- **T111 – Extension activity:** *Game*

2 Read the story and complete the sentences. Use 1, 2 or 3 words.



Shopping trip

Last Wednesday, Alex went shopping with his mother, Pat. They went to town by bus and had a burger in a café before they went to the shops. Alex's mum wanted to buy a new bike for his younger sister, Jill. It was her birthday on Friday. The name of the toy shop was 'Pete's Toys'. They bought Jill a new red bike and took it home on the bus.

1 Alex and his mother went shopping last Wednesday.
2 They ate _____ _____ in a café.
3 Jill is Alex's _____.
4 They bought Jill _____ _____ _____.
5 On Friday, it was _____ birthday.
6 Jill's bike was _____.
7 They went home _____ _____ _____.

Quiz

1 How did Shackleton and his men lose their ship? (p46)
2 What did David get for his sister? (p47)
3 Where did Nick Motors have dinner? (p51)
4 Name three things to do to stay safe in hot weather. (p52)
5 Which computer did Grandma and Grandpa buy? (p56)
6 What time did Mary catch the bus yesterday? (p57)
7 What did Nick Motors write? (p59)
8 Name an invention that helps the environment. (p60)

7 At the zoo



1 59 Look, think and answer. Listen and check.

1 What are Lenny and Stella doing?
2 Who's asking the questions?
3 What's the quiz about?
4 Who do you think is winning?

2 60 Listen and say 'yes' or 'no'.

1 Lenny thinks the most exciting animal is the giraffe.

No.

3 Talk about your family.

My dad's the quickest at walking.

My sister's the best at Maths.

STUDY

quick ➜ the **quickest**
big ➜ the **biggest**
exciting ➜ the **most exciting**
beautiful ➜ the **most beautiful**
good ➜ the **best**



Objectives

Pupils listen, read and talk about animals, using superlative adjectives.

Target language

- **Key language:** superlative adjectives: *the -est, the most, the best*
- **Additional language:** *Tell us about …, Let's hear it …, Five points for each fact*
- **Revision:** animals, prepositions, adjectives, size, weight, distance, questions, family, *can / can't*

Warmer

- Write *At the zoo* in the centre of the board and brainstorm animals you can see at a zoo.

PB64. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 64. Show page 64 on the whiteboard and focus on the picture. Elicit who pupils can see and where they are. Pupils read the questions and discuss them in pairs.
- Play the Audio. Pupils listen and check. Elicit complete sentences.

Extra support Write the superlatives from the Audio on the board in three columns: one syllable with *the* + *-est*, two syllables with *the* + *-est*, longer adjectives with *the most* + adjective. Elicit examples for each column. Focus pupils on the *Study* Box. Also present *the heaviest* (*-y* ending) and *the best* (irregular).

Key: **1** They are in a quiz (at school). **2** Mr Burke is asking the questions. **3** The quiz is about animals. **4** Stella is winning.

59

Mr Burke: Welcome to the *Kid's Box* Quiz. Let's hear it for these two clever kids in today's big final: Lenny and Stella.

Lenny and Stella: Hello, Mr Burke.

Mr Burke: Look at the animals on the wall behind me. Lenny, which do you think is the most exciting?

Lenny: Er, I think the most exciting animal is the tiger.

Mr Burke: Great. Now tell us about tigers. You get five points for each fact.

Lenny: Well, the Siberian tiger's the biggest and the strongest animal in the cat family. It's not the quickest cat, but it can run at 55 km an hour. The heaviest Siberian tiger weighed 465 kilograms.

Mr Burke: Very good. That's 15 points. Now, Stella, which animal do you think is the most beautiful, and what can you tell us about it?

Stella: I think the most beautiful animal is the dolphin. It's one of the cleverest animals and I also think dolphins are the best parents – they look after their young for more than three years … Erm … oh, yes, and do you know that dolphins can't drink sea water? They have to get water from their food.

Mr Burke: Very good, Stella. That gives you 15 points. Now, put your hands on the buttons. The quickest person to press the button and answer the question correctly gets five points. Which animal is the loudest in the world?

Lenny: Is it the elephant?

Mr Burke: Sorry, Lenny. It isn't.

Stella: Is it the blue whale?

Mr Burke: Yes, that's right, Stella. Five points for you. The blue whale is the loudest animal in the world. And now for my next question …

PB64. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Focus pupils on Activity 2. Play the Audio. Pupils listen and whisper the answers to a partner. Play the Audio again. Check with the class.
- If time, use Consolidation activity (T111): *Animal quiz.*

Key: **2** Yes, **3** No, **4** Yes, **5** Yes, **6** No

60

1 Lenny thinks the most exciting animal is the giraffe.
2 The Siberian tiger is the biggest animal in the cat family.
3 The Siberian tiger is the quickest cat.
4 Stella thinks the most beautiful animal is the dolphin.
5 Stella thinks the dolphin is the best parent.
6 The elephant is the loudest animal in the world.

PB64. ACTIVITY 3

Talk about your family.

- Look at the examples with the class. Pupils walk around the room telling each other about their family members.
- If time, use Extension activity (T111): *Families!*

AB64. Answer Key, see page T101

Ending the lesson

- Call out adjectives from the lesson. Pupils provide the superlative (including *the*).

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 59–60**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Reinforcement worksheet 1*
- **AB87 and PB87 – Grammar reference 7**
- **T111 – Consolidation activity:** *Animal quiz*
- **T111 – Extension activity:** *Families!*

Objectives

Pupils read, write and talk about animals, using superlative adjectives.

Target language

- **Key language:** superlative adjectives: the *-est* and *the most beautiful, exciting, boring, clever, ugly, dangerous*
- **Additional language:** *blog, kilometres an hour, the second cleverest*
- **Revision:** wild animals, adjectives, definitions, *centimetres*

Materials

- **Photocopiable 7**

Warmer

- Review the comparative and superlative adjectives from the previous lesson, using a drill. Pupils stand up. Say the simple adjective, e.g. *clever*. Pupils say in chorus *cleverer, the cleverest*. Pupils can also take turns to call out simple adjectives.

PB65. ACTIVITY 1

Read and correct the sentences.

- Tell pupils to open their Pupil's Books at page 65. Show page 65 on the whiteboard. Focus on the blog and elicit what it is. Teach / Check comprehension of *blog*. Elicit the names of the animals in the photographs. Focus them on the example sentences to demonstrate the activity and make sure pupils know what to do. They read the text and then correct the sentences individually. They compare answers in pairs. Check with the class.
- If time, use Consolidation activity (T112): *Compare animals.*

Key: **1** Blue whales are the biggest animals. **2** Blue whales are the loudest animals. **3** One of the smallest animals in the world is a lizard. **4** The quickest animal is a bird. **5** Dolphins are the second cleverest animals. **6** Fred thinks tigers are the most exciting animals.

PB65. ACTIVITY 2

What do you think? Talk to a friend and write.

- Focus on Activity 2 and on the pictures. Elicit the animals pupils can see and what they look like. Focus them on the example sentences to demonstrate the activity and remind them to use the words in the box in the superlative. Make sure they know they have to write about their opinions.
- Divide the class into groups for pupils to discuss their opinions. When every pupil has given their ideas, tell them to write sentences about animals in their notebooks. Monitor and check language. Pupils share their opinions with the class.

Extra challenge Ask pupils to illustrate their sentences. Display the pictures and sentences around the classroom.

- If time, use Extension activity (T112): *Draw my animals.*
- Use Photocopiable 7 from *Teacher Resources.*

AB65. Answer Key, see page T101

Ending the lesson

- Give pupils one minute to think of a definition like those in Activity Book Activity 1. They take turns to say their definitions to the class for other pupils to guess the animal.

Digital Classroom

Presentation Plus: Unit 7

Digital Flashcards

Practice Extra

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 7, *Extension worksheet 1*
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *Compare animals*
- **T112 – Extension activity:** *Draw my animals*

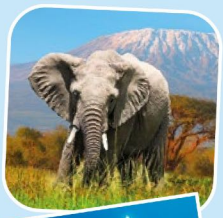
7

1 Read and correct the sentences.

Fred's blog

Animals are one of the most interesting things to watch and study. A lot of people think that elephants are the biggest animals in the world, but the biggest animals are blue whales. They're the longest, biggest and the loudest of all animals. They're louder than planes.

One of the smallest animals in the world is a lizard.







It's between one and two centimetres long. The quickest animal is a bird which can fly at more than 300 kilometres an hour.

The cleverest animals are humans – that's us! Some people think that monkeys are the second cleverest, but they aren't. Dolphins are cleverer than monkeys.

My favourite animals are tigers. I think they're the most exciting and the most beautiful animals.









1 Kangaroos are the biggest animals.

Blue whales are the biggest animals.

2 Bears are the loudest animals.

3 One of the smallest animals in the world is a rabbit.

4 The quickest animal is a lizard.

5 Monkeys are the second cleverest animals.

6 Fred thinks pandas are the most exciting animals.

2 What do you think? Talk to a friend and write.

I think the shark is the most dangerous.

I think the shark is the cleverest.

beautiful **exciting** **boring**
clever **ugly** **dangerous**







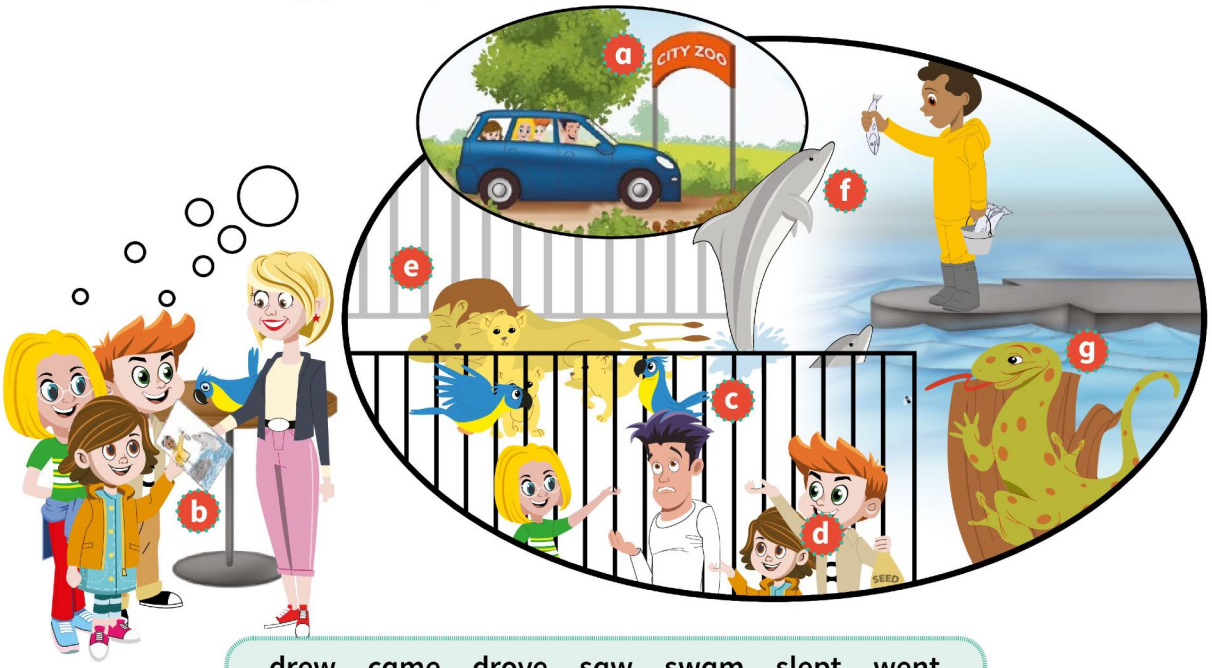


I think the rabbit is the most boring animal.

Language: superlative adjectives

1 61 Look, think and answer. Listen and check.

1 Where did the children go?
2 Who did Suzy give her picture to?
3 What animals did they feed?
4 Which animal did Simon like the best?



drew came drove saw swam slept went
flew bought sat caught ate ran fed

LOOK

out of  into  around/ round  along 

2 62 Listen and say the letter.

1 Mr Star drove the children to the zoo. a

3 Can you remember? Ask and answer.

What did the lizard catch? It caught a fly.

STUDY

What **did** he **buy**?
He **bought** a toy parrot.
He **didn't buy** an ice cream.



Objectives

Pupils use the past simple to describe events.

Target language

- **Key language:** past simple irregular: *bought, drew, drove, ran, caught, fed, flew, sat, slept, swam, went*; prepositions: *along, into, round / around, out of*; *puppies, kittens, cubs, the best*
- **Additional language:** other baby animals
- **Revision:** past simple, animals, *cage, after, before*

Materials

- **Flashcards:** 83 (around / round), 88 (into), 89 (out of)

Warmer

- Ask *Who's got a pet? What pet have you got? How often do you feed your (cat / dog / fish)?* Explain that *feed* means give food to. Continue *What did you feed your dog / cat / bird yesterday?* Write *feed* and the past (*fed*) on the board. Say *Imagine a zoo. What did they feed the monkeys yesterday?* to elicit *They fed the monkeys bananas.* Continue with *lions, penguins, parrots*, etc. With books closed, tell pupils *Suzy went to the zoo.* Elicit what they think she did / saw.

PB66. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 66. Show page 66 on the whiteboard and focus on the pictures to check ideas from the Warmer. Check pupils know what to do. They read the questions and discuss in pairs, using the pictures and words in the box to help them.
- Play the Audio. Elicit complete sentences.

Extra support Play the Audio again and focus on the new past verbs in the box, e.g. *Where did Suzy draw the picture? When did Mr Star drive to the zoo? What did the dolphins do? Why did Simon think the lizard was funny?*

- If time, use Consolidation activity (T112): *A zoo picture.*

Key: **1** They went to the zoo. **2** She gave her picture to her mum. **3** They fed the parrots. **4** Simon liked the lizard the best.

61

Suzy: Here's a picture for you, Mum. I drew it at the city zoo before we came home.
Simon: Yes, Dad drove us there this morning.
Stella: It was great. We saw the dolphins. They swam round the pool and jumped out of the water to eat fish from a man's hand.
Suzy: Look, it's here in the picture. And we saw some baby lions, Mum. They ran in a big square cage, but their parents slept all day.
Stella: After we saw the lions, we went into the parrots' cage and fed the parrots. Then they flew round our heads.
Suzy: They were the most beautiful animals. Dad bought me a toy parrot. Look, it's over there on the table.
Mrs Star: Mmm!
Simon: A parrot sat on Dad's head. It was really funny, but the lizard was the best. It caught a fly. And ate it for its lunch.

PB66. ACTIVITY 2

Listen and say the letter.

- Point to the *Look* Box. Review / Present *out of, into, around / round, along* using mime and the flashcards. Focus pupils on Activity 2 and on the instruction. Remind them to whisper the letter to their friend the first time. Play the Audio. Pupils listen and whisper. Play the Audio again. Check with the class.

Key: **2** d, **3** c, **4** f, **5** g, **6** e, **7** b

62

1 Mr Star drove the children to the zoo.
2 The children fed the parrots.
3 One of the parrots sat on Mr Star's head.
4 The dolphins swam round the pool and jumped out of the water to get the fish.
5 A lizard caught a fly.
6 The baby lions ran in their cage, but their parents slept all day.
7 Suzy drew a picture of her day.

PB66. ACTIVITY 3

Can you remember? Ask and answer.

AB66. Answer Key, see page T101

- If time, use Extension activity (T112): *Alphabet animal game.*

Ending the lesson

- Do a simple narrative-building activity, e.g. Teacher: *I went to the zoo yesterday. First I looked at the penguins.* Pupil 1: *I went to the zoo yesterday. First I looked at the penguins. They were funny.* Pupil 2: *I went to the zoo yesterday. First I looked at the penguins. They were funny. I gave them some fish*, etc.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 61–62**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *A zoo picture*
- **T112 – Extension activity:** *Alphabet animal game*

Objectives

Pupils sing a song and write their own verses.

Target language

- **Key language:** past simple regular and irregular verbs
- **Revision:** prepositions, animals

Materials

- **Flashcards:** 84–93 (prepositions)

Warmer

- Review prepositions using the flashcards. Focus on the prepositions from the previous lesson (*out of, into, around / round, along*). Teach the following mime to pupils: *Out of:* hands, palms together, in front of stomach rising up above head, separating at the top (like a flower coming out of the earth). *Into:* reverse action of the above. Hands above head separated, bend wrist, fingers pointing down, backs of hands coming together and hands going down towards stomach. *Round:* one whole raised arm going round head in rotary movements. *Along:* hands with palms facing each other, moving forwards.

PB67. ACTIVITY 1

Listen and do the actions.

- Tell pupils to open their Pupil's Books at page 67. Show page 67 on the whiteboard. Focus pupils on the Activity 1 instruction and check understanding (they do the actions from the Warmer). Play the Audio, one sentence at a time. They listen and mime the correct preposition.

Extra challenge Play the Audio again. Pupils mime the action. Elicit the sentence from a pupil / pupils to check.

63

1 The boy ran round the playground.
2 The girl jumped into the sea.
3 The children climbed out of the swimming pool.
4 The bird flew round the tree.
5 The teacher walked into the classroom.
6 The dog ran round the garden.
7 The cat jumped out of the tree.
8 The fish swam round the bowl.
9 Dad walked into the kitchen.
10 The boy jumped out of bed.

Song

PB67. ACTIVITY 2

Listen and sing. Do karaoke.

- Focus pupils on Activity 2. Play the Song several times for pupils to identify the animals and then to repeat the Song in lines, verses and then as a complete Song with actions: (elephants) drinking, (parrots) flying, (dolphins) swimming, (monkeys) eating, (children) drawing, (lions) sleeping, (children) seeing. Make six groups (one for each animal, and also including the children, who feature twice). Pupils all sing the Song, and the 'animals' / children mime when the Song is about them.
- If time, use Consolidation activity (T112): *Make the song.*

64–65

As in Pupil's Book

65

- Now sing the Song again. (Karaoke version)

PB67. ACTIVITY 3

Write another verse for the song.

- Focus pupils on the structure of the Song, and specifically on the rhyme and the repetition, by writing a verse on the board. Look at the example and the verbs in the box together. Elicit other ideas from pupils and write them on the board. Pupils work in groups of four and write another verse. Monitor and help / support.

Extra challenge Confident groups can perform their verses for the class.

AB67. Answer Key, see page T101

- If time, use Extension activity (T112): *Prepositions.*

Ending the lesson

- Sing the Song from the first part of the lesson again, with groups adding the verses they have written.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 63–65**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Song worksheet 1*
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *Make the song*
- **T112 – Extension activity:** *Prepositions*

7

1 63 Listen and do the actions.

2 64–65 Listen and sing. Do karaoke.

The elephants drank, drank, drank,
The parrots flew, flew, flew,
The dolphins swam, swam, swam,
At the zoo, zoo, zoo.

The elephants drank, drank, drank,
The parrots flew, flew, flew,
The dolphins swam, swam, swam,
At the zoo, zoo, zoo.

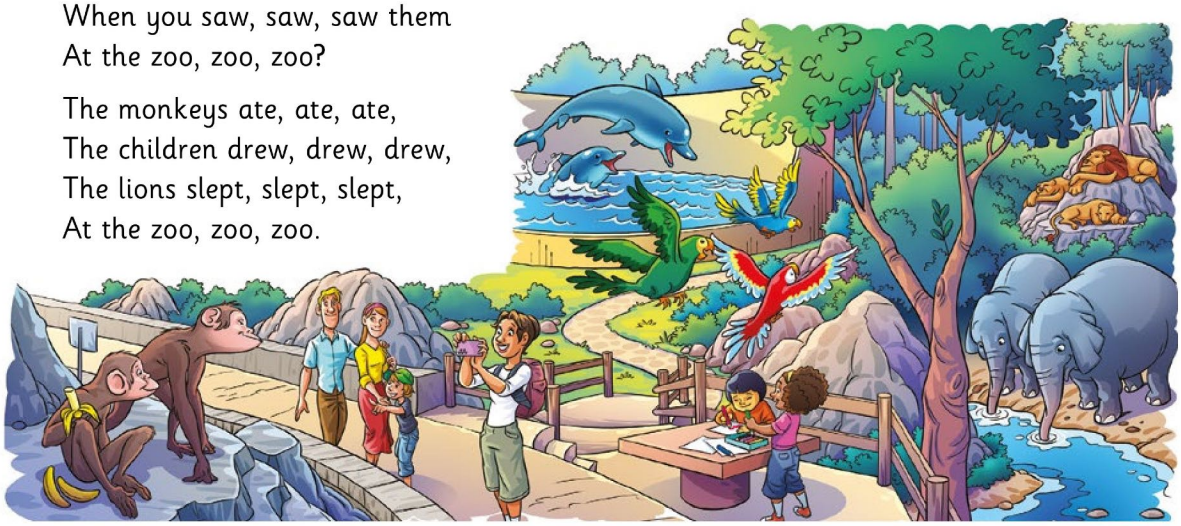
What did you do,
What did you do,
What did you do,
When you saw, saw, saw them
At the zoo, zoo, zoo?

The monkeys ate, ate, ate,
The children drew, drew, drew,
The lions slept, slept, slept,
At the zoo, zoo, zoo.

The monkeys ate, ate, ate,
The children drew, drew, drew,
The lions slept, slept, slept,
At the zoo, zoo, zoo.

What did you do,
What did you do,
What did you do,
When you saw, saw, saw them
At the zoo, zoo, zoo?

When you saw, saw, saw them
At the zoo, zoo, zoo?



3 Write another verse for the song.

The crocodiles smiled, smiled, smiled,
The giraffes _____, _____, _____,
The tigers _____, _____, _____,
At the zoo, zoo, zoo.

~~smile~~ dance
jump laugh
climb hop

Language: past simple irregular and regular verbs

Lock's sounds and spelling



1 66 **Watch the video. Watch again and practise.**

2 **Find and underline the sounds. Say.**



Yesterday, they flew to the new rescue zoo to see the baboon.



He swam in the pool and stood on one foot.



He stole a balloon and hid in the wood.

3 **Look and find the differences. Say.**

a



b



In picture a, there's a brown bear in the tree.

In picture b, there's a blue bear in the tree.

Show what you know

good	stood
baboon	zoo
flew	foot
blue	wood

Objectives

Pupils identify and say the sounds /ʊ/ and /uː/ in common words. Pupils recognise that these sounds are spelt in different ways: *-oo* / *-ew* / *-ue*.

Target language

- **Key language:** words with the phonemes /ʊ/ and /uː/ (e.g. *Sue*, *zoo*, *wood*, *rescue*, *flew*)
- **Additional language:** *baboon*, *pool*
- **Revision:** animals, irregular past tense forms

Materials

- **3 letter cards:** -ew, -ue, -oo

Warmer

- Write these words on the board: *use*, *school*, *blue*, *shoes*, *new*. Say *Which sound is in all the words?* Think about the sound, not the spelling. Elicit the answer (the sound /uː/). Underline the sound /uː/ in the words. Explain that pupils will be practising this sound and the short vowel sound /ʊ/, as in *look*.

Presentation

- Ask pupils what animals we can find in zoos and write the answers on the board. Put pupils into pairs and ask each pair to pick one of the zoo animals. Ask pupils to draw and write about the perfect place for the animal they picked. Then they take turns to hold up their pictures and describe them. Tell pupils they are going to watch a ▶ Video about a different kind of zoo.

PB68. ACTIVITY 1

Watch the video. Watch again and practise.

- Watch the ▶ Video together and ask pupils what type of zoo it was. Check the meaning of *rescue* by asking pupils when and why animals might be in a rescue zoo (if they are injured, without a family or can't live alone in the wild).
- Check that pupils understand a baboon is a type of monkey. Check that they know a group of trees is a wood.
- Watch the ▶ Video again and ask pupils how the people got to the rescue zoo. Elicit *flew*. Write the words *they flew to the rescue zoo* on the board and ask pupils which words have the same sound. Underline *-ew* / *-ue* / *-oo* and together say /uː/. Write the words *foot* and *wood* on the board and ask pupils which words have the same sound and which letters make the sound. Underline *-oo* and together say /ʊ/. Point to the word *flew* and say /uː/ and then point to the word *foot* and say /ʊ/. Continue pointing and switching between the two sounds.

Extra challenge Stick the letter cards around the room and put pupils in teams. Call out words from the ▶ Video in random order. Pupils go to the correct letter card and say the sound and the word.

66 ▶

Voice: flew, /uː/, new, /uː/, rescue, /uː/, zoo, /uː/, baboon, /uː/, pool, /uː/, stood, /ʊ/, foot, /ʊ/, balloon, /uː/, wood, /ʊ/.

Lock & Key: Yesterday they flew to the new rescue zoo to see the baboon. He swam in the pool and stood on one foot. He stole a balloon and hid in the wood.

PB68. ACTIVITY 2

Find and underline the sounds. Say.

- Ask pupils to open their Pupil's Books at page 68. Show page 68 on the whiteboard. Ask pupils to find the /uː/ sound words and draw a straight line under the letters, and the /ʊ/ sound words and draw a squiggly line under the letters.
- If time, use Consolidation activity (T112): *Sounds and spelling*.

PB68. ACTIVITY 3

Look and find the differences. Say.

- Draw pupils' attention to the two pictures in the Pupil's Book. Point to the tree in picture A and say *What's in the tree?* Elicit *There's a brown bear in the tree*. Show pupils picture B and say *What's different?* and elicit *There's a blue bear in the tree*. Put pupils into pairs and instruct them to describe their pictures and find further differences between them.

Show what you know

- Read the words in the table and have pupils repeat.
- Focus on the *Show what you know* Box. Pupils colour the boxes in the table according to the /ʊ/ or /uː/ sound.

AB68. Answer Key, see page T101

- If time, use Extension activity (T112): *Make sentences*.

Ending the lesson

- Pupils repeat the sentences from Activity 1. In pairs, they take turns to say them as quickly as they can. Ask individual pupils to say them quickly for the class. When everyone has said a sentence quickly and correctly, pupils can leave the room.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 66**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *Sounds and spelling*
- **T112 – Extension activity:** *Make sentences*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** unit language in context, *the most wanted*, irregular and regular past tense verbs
- **Revision:** sounds and spelling: *-ew*, *-ue* and *-oo*, past simple irregular and regular verbs, superlative adjectives

Materials

- **At the zoo word cards:** *Teacher Resources* (prepositions)

Warmer

- Write *Nick Motors*, *Lock*, *Key* on the board. Ask pupils to give you sentences comparing the characters, using the superlative, e.g. *Nick Motors is the cleverest and the most dangerous.*

Story

PB69.

- Show page 69 on the whiteboard. Focus pupils on the first frame and elicit who's in the poster (Nick Motors). Ask pupils *What's running round Key's legs?* (a dog) *Whose dog is it?* (Miss Rich's). Ask a pupil to read the first speech bubble aloud and check understanding of *the most wanted*.
- Set the gist questions: *What did the person from the City Zoo say? What did the man take? Who was the man? What was inside the lorry?*
- Play the ▶ Video. Pupils watch for what happened. They check in pairs. Check with the class ('Please come quickly. We need your help'; he took one of their lorries; Nick Motors; there was a tiger inside).

Extra challenge Watch the ▶ Video again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Miss Rich have a cat? Where was the lorry when Nick Motors took it? How did Nick Motors get into the zoo? Whose motorbike was it? Did Nick Motors find the tiger? Was he frightened?*

▶ 67

Key: Nick Motors, now you're the most wanted man in town.
Lock: Excuse me.
Lock: Lock here.
Zookeeper: Mr Lock, I'm phoning from the City Zoo. Please come quickly. We need your help.
Lock: Come on, Key. It's not the best time to play with Miss Rich's dog. We've got a job to do!
Key: No problem, Lock. Er, goodbye, Miss Rich.
Key: What's the problem, Sir?
Zookeeper: A man just took one of our lorries from outside the snake house.
Lock: Was this the man?
Zookeeper: Yes! That's him! He rode into the zoo on that motorbike, and he drove out of it in our lorry!
Lock: My motorbike! My motorbike!
Key: We can catch this thief and get the lorry for you.
Zookeeper: Oh! The thief's got the biggest problem! There was a tiger inside the lorry!
Nick Motors: Nice cat! Oooh, Mummy!

PB69. LOCK AND KEY. ACTIVITY 1

Why do you think Nick Motors is the most wanted man in town?

- Put pupils in pairs to discuss the question. Remind them to think about all of the things Nick Motors did in other episodes.
- Elicit ideas from the class and write them on the board.

Extra challenge Put pupils in groups to make a 'Most wanted' poster for Nick Motors. Tell them to illustrate the poster and write what Nick Motors is wanted for.

- If time, use Consolidation activity (T112): *How did the story end?*

AB69. Answer Key, see page T101

- If time, use Extension activity (T112): *What I can do.*

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 67**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Extension worksheet 2*
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *How did the story end?*
- **T112 – Extension activity:** *What I can do*

Lock & Key!

7

67



1 **Why do you think Nick Motors is the most wanted man in town?**

Story: unit language in context

How are life cycles different?

1 **Look at the timeline. Which animals have the shortest and the longest lifespans?**


mouse: 1 year

elephant: 70 years



mayfly: 1 day


tiger: 25 years

Greenland shark: 200–400 years


2 68 **Listen and read. Label the diagram.**

ANIMAL LIFE CYCLES

Different animals have different lifespans. A mayfly lives for just one day, but some sharks can live for over 200 years!

Giant tortoises live on the Galápagos Islands in the Pacific Ocean. They can live for a very long time. The oldest giant tortoises are over 180 years old!

First, the mother tortoise lays an **egg**. When a baby tortoise is born, it's called a **hatchling**. They grow for a few years and become a **juvenile** or child. Then they grow for another 25 to 40 years and become an **adult**.



3 **What are the stages in a human life cycle? How long is each stage? Think and say.**

DIDYOUKNOW...?
Giant tortoises can sleep for 16 hours a day!

Objectives

Pupils learn about the lifespan of different animals and the life cycle of a giant tortoise. Pupils describe the life cycle of humans.

Target language

- **Revision:** *human, elephant, mouse, tiger, egg;* superlatives
- **Additional language:** *mayfly, Greenland shark, tortoise, lifespan, life cycle, adult, hatchling, juvenile, teenager*

Materials

- pictures of animals; photos of a baby, child, etc

Warmer

- Review animal names. Put the pictures in a pile face down on your desk and select the top one. Do not show pupils. Pupils ask yes / no questions to guess the animal, e.g. *Has it got four legs?* (no). *Can it swim?* (no). Invite pupils to the front to answer questions about other pictures.

Presentation

- Say *Open your Pupil's Books at page 70, please.* Show page 70 on the whiteboard. Ask pupils to look at the animals on the timeline. Ask *What animals can you see?*

PB70.

Watch and answer.

- Read the question at the top *How are life cycles different?* Tell pupils they are going to learn about the life cycles of different animals. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, elicit descriptions of the animals on the timeline.

PB70. ACTIVITY 1

Look at the timeline. Which animals have the shortest and the longest lifespans?

- Ask pupils what information the timeline gives. (It tells us how long different animals live.) Ask *Which animals have the shortest and the longest lifespans?* Explain that *lifespan* means the number of years a living thing lives. Explain that these are average years.

Extra support Ask more questions about the timeline. *What do you notice about the size of the animals and how long they live?* (smaller animals have a shorter lifespan). *What other animals might live longer?* (whales, lions, gorillas, etc.).

Key: shortest: mayfly; longest: Greenland shark

PB70. ACTIVITY 2

Listen and read. Label the diagram.

- Point to the diagram and elicit what it shows. Explain that it shows the life cycle of a giant tortoise and that they are going to read about the animal to complete the diagram.
- Focus attention on the words in bold and drill them as a class. Tell pupils they can try to guess the meaning of any words they don't know through context while reading. However, you may need to clarify the meaning of some words.
- Play the Audio for pupils to listen and read along. Show the diagram on the whiteboard. Invite pupils to the board to write the words in the correct places in the diagram. Ask comprehension questions to define each word as you do so.

Key: **2** hatchling, **3** juvenile, **4** adult

PB70. ACTIVITY 3

What are the stages in a human life cycle? How long is each stage? Think and say.

- Ask pupils how they think the life cycle of a human compares to the lifespan of a giant tortoise. Ask *What is the average lifespan of a human?* Put pupils into pairs to discuss this.

Extra challenge Invite pupils to describe a stage in the human life cycle. As pupils discuss each stage, stick a photo on the board of a baby, child, teenager and adult. Invite pupils to write the name of the stage below each picture.

Extra support Ask *What usually happens in adult life to continue the life cycle?* Elicit that adults have babies, which starts another life cycle. Draw arrows between the photos, from baby through to adult, and back to baby.

- If time, use Consolidation activity (T112): *Categorise sentences.*

Did you know ...?

- Read the sentence and ask *Do you think this is similar for all animals?* Ask pupils to research this and feed back.

Ending the lesson

- Put pupils into groups of four to act out the human life cycle. First, they decide who plays each stage. Then they stand in a circle and act out something to represent their stage, e.g. the baby could be crying, sucking a thumb, crawling; the adult could be reading a newspaper or doing a job.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 68**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *Categorise sentences*

Objectives

Pupils learn about the Greenland shark and discuss ideas about healthy living and how to live longer.

Target language

- **Additional language:** *huge, meat, hunt, Greenland shark, seals, poisonous*
- **Revision:** *mayfly, meat, Greenland shark, fish, lifespan, swim, healthy*; fruit, vegetables, superlatives

Warmer

- Put pupils into groups of five. Give each pupil in each group the name of an animal from Activity 1 (*mayfly, mouse, tiger, elephant, Greenland shark*). Tell groups to stand in a line from shortest lifespan to longest. Tell them to do this from memory!

PB71. ACTIVITY 4

Read the report on Greenland sharks. Underline three amazing facts.

- Look at the poster with the class. Ask pupils what the drawing shows (a shark). Explain that there are lots of different types of shark. Elicit any that pupils know, either in English or L1.
- Elicit the meaning of *amazing facts* or explain that it means facts that are surprising or exciting. Elicit an example of an amazing fact from the article on page 70, e.g. *Some sharks can live for over 200 years!*
- Give pupils time to read and complete the activity. Review by inviting volunteers to tell you different amazing facts about the Greenland shark.

Key: It can live for over 400 years! Some are over six metres long, and weigh 1,000 kilograms! It can eat dead fish and seals! Its meat is poisonous!

PB71. ACTIVITY 5

Circle the exclamation marks in Activity 4.

- Read the example sentence in the *Learning to write* Box with plenty of emphasis. Ask *Is it an amazing fact?* (yes). Repeat the sentence twice more, once in a normal voice and the second time again with emphasis. Ask pupils which way makes the fact sound more exciting. Point to the exclamation mark and say this is what tells us to use emphasis in a sentence.
- Ask pupils to reread the report in Activity 4 and circle the exclamation marks. Invite volunteers to read the sentences aloud to the class with emphasis.
- Remind pupils they will need to use exclamation marks in the Writing task in the Activity Book.

Extra challenge Put pupils in pairs to think of amazing facts they know about other animals. Tell them to write sentences about these facts, using exclamation marks for emphasis. Pupils swap their sentences. They take turns to read their partner's amazing facts aloud, using the appropriate emphasis.

Extra support You can provide facts for pupils. Write them on strips of paper and hand one to each pupil to read aloud in small groups.

PB71. ACTIVITY 6

How long is the human lifespan? What can you do to live longer? Talk to a friend and write.

- Elicit the answer to complete the first sentence as a class (70–80 years). Pupils should remember from the previous lesson.
- Ask pupils what reasons there might be for someone to have a shorter lifespan than someone else. Accept all reasonable suggestions but guide them towards health issues. Ask the question in the rubric and point to the example sentence. Ask *Who eats a lot of fruit and vegetables? Why are they important to keep healthy?*
- Put pupils into pairs to think of four more ideas for living a long and healthy life. Examples could be getting plenty of sleep, doing regular exercise, and avoiding bad habits like smoking or eating junk food.
- Invite pupils to share their ideas with the class.
- If time, use Consolidation activity (T112): *Healthy living poster*.

AB70. Answer key, see page T102

Extra support For extra support with the Writing task, visit *Teacher Resources* on Cambridge One.

AB71. Answer key, see page T102

- If time, use Extension activity (T112): *Amazing facts*.

Ending the lesson

- Ask pupils which animal from the class has the most amazing lifespan. Hold a class discussion and encourage them to give reasons.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Tests** *Unit 7 Test*
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 7**
- **T112 – Consolidation activity:** *Healthy living poster*
- **T112 – Extension activity:** *Amazing facts*

4 Read the report on Greenland sharks. Underline three amazing facts.

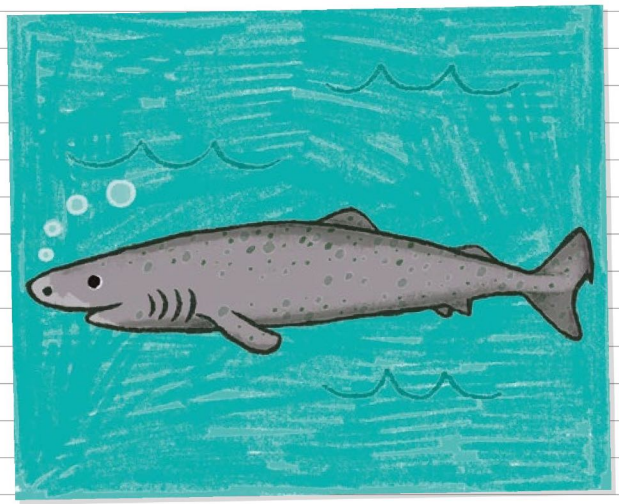
The amazing Greenland shark

The Greenland shark is a fish. It lives in the Arctic Ocean, which is very cold. It has one of the longest lifespans – it can live for 400 years!

The Greenland shark is huge. Some are over six metres long and weigh 1,000 kilograms! It's the largest fish in the Arctic Ocean and it swims very slowly.

The Greenland shark eats meat, but it doesn't need to hunt. That's because it can eat dead fish and seals!

If you catch a Greenland shark, do not eat it. Its meat is poisonous!



5 Circle the exclamation marks in Activity 4.

Ready to write:

Go to Activity Book page 70.

Learning to write:

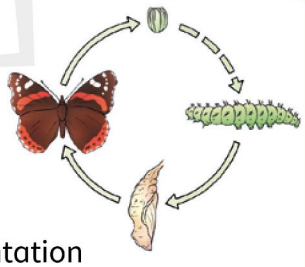
Exclamation marks

A mayfly lives for just one day!

6 How long is the human lifespan? What can you do to live longer? Talk to a friend and write.

The human lifespan is about _____ years.
Ideas to keep healthy and live a long life:
1 Eat lots of fruit and vegetables.
2
3
4

Project



Do a presentation on the life cycle of an animal.

Science: How are life cycles different? | critical thinking

8 Let's party!



1 69 Look, think and answer. Listen and check.

1 Whose birthday is it today?
2 What are the grown-ups doing?
3 What kind of sandwiches are there?
4 Who's thirsty?

2 70 Listen and say the letter.

1 A bowl of salad. b



3 What do you like to eat at parties?

72 **Language:** expressions of quantity

Objectives

Pupils read and talk about food and parties.

Target language

- **Key language:** food: *cheese, cabbage, fruit, pasta, salad, vegetables, sandwich(es), soup*; containers: *a bowl of, a bottle of, a bag of, a box of, a cup of, a glass of*; *want someone to (do something)*
- **Additional language:** *fancy-dress party, Can you pass / take …? Could you put …?*
- **Revision:** food and drink, *birthday, present, balloon, card, decorations, grown-ups, Would you like …?*

Materials

- **Flashcards:** 94–104 (containers and food)
- **Warmer:** birthday card, balloons and decorations

Warmer

- Display the birthday card and the balloons and elicit *birthday*. Elicit from pupils what happens on their birthdays. Develop a mind map on the board to include party vocabulary.

PB72. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 72. Show page 72 on the whiteboard. Focus pupils on the pictures and elicit that this is a *fancy-dress party*. Point to Mrs Star's tray. Ask *What's this hot drink? Is it tea or coffee?* (it's tea). Write *tea* and *coffee* on the board.
- Play the Audio. Elicit sentences for the answers.

Extra challenge Show the flashcards and say, e.g. *A bowl of salad*. Pupils repeat. Call out the containers. Pupils say the food / drink, e.g. *A bottle of … (lemonade)*.

- If time, use Consolidation activity (T112): *Role play*.

Key: 1 It's Simon's birthday. 2 They're making food for the party. 3 There are cheese sandwiches. 4 Grandpa is thirsty.

69

Narrator: It's Simon's birthday. The grown-ups are making food for his party.
Mr Star: Angelina, can you take a bowl of salad to the table, please?
Mrs Star: Yes. Can you pass me a bowl of cold pasta, too, please?
Grandma: What do you want me to do?
Mr Star: Er, could you put these cheese sandwiches on the table please, Mum?
Grandpa: Where's the lemonade, son?
Mr Star: There are some bottles in that box next to the door.
Mrs Star: Who'd like a cup of tea?
Grandpa: Ooph, no, thank you. But I am thirsty. I need a glass of lemonade!
Grandma: Do you want a cheese sandwich too?
Grandpa: Oh, no, thank you. I don't like party food. Bruce made some nice vegetable soup yesterday. I can have some of that later.
Grandma: Hmm. Vegetable soup. Oh, no, dear. We had it for dinner last night. We finished it all when you were out with your friends. It was lovely. Now, would you like a cheese sandwich?
Grandpa: Oooohhh … yes, please.

PB72. ACTIVITY 2

Listen and say the letter.

- Focus pupils on Activity 2. Check they understand what to do. Play the first one as an example. Play the rest of the Audio. Pupils listen and say. Play the Audio again and check.

Key: 2 g, 3 h, 4 e, 5 a, 6 d, 7 c, 8 f

70

1 A bowl of salad
2 A bowl of vegetable soup
3 A box of bottles
4 A cup of tea
5 A bowl of pasta
6 A glass of lemonade
7 A cheese sandwich
8 A bottle of lemonade

PB72. ACTIVITY 3

What do you like to eat at parties?

- Put pupils in groups to discuss the question. Then feed back.

Extra support Call out food items and ask pupils to say what different containers they can go with, e.g. *lemonade* (*a glass of lemonade*), etc.

AB72. Answer Key, see page T102

- If time, use Extension activity (T112): *Word maps*.

Ending the lesson

- Ask pupils to act out the party scene.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 69–70**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 1*
- **AB87 and PB87 – Grammar reference 8**
- **T112 – Consolidation activity:** *Role play*
- **T112 – Extension activity:** *Word maps*

Objectives

Pupils read and talk about food and parties, using *want someone to (do something)*.

Target language

- **Key language:** *want someone to (do something), in front of*
- **Revision:** polite requests, food and drink, containers, parties, colours

Materials

- **Flashcards:** 94–104 (containers and food)
- **Let's party! word cards:** *Teacher Resources* (food, drink and containers)
- **Photocopiable 8**

Warmer

- Review the container and food words using the flashcards and word cards. Play a chain game. Say, e.g. *On the table I saw a bag of sweets.* Pupil 1: *On the table I saw a bag of sweets and a bottle of lemonade.* Continue around the class. When it gets to six or seven items, start another chain.

PB73. ACTIVITY 1

Listen and say the letter.

- Tell pupils to open their Pupil's Books at page 73. Show page 73 on the whiteboard. Focus pupils on the Activity 1 instruction and the example. Remind pupils to whisper the letter to their partner. Play the Audio. Pupils listen and whisper. Play the Audio again. Check with the class.

Extra support Introduce *want someone to (do something)* in the checking phase, e.g. 1 *What does she want the children to do? She wants …* (pupils complete the sentence).

Key: **2** e, **3** f, **4** c, **5** a, **6** d

71

1 Can you take these dirty cups to the kitchen, please, children?
2 Can you open this bottle of lemonade for us, please?
3 Can you put these glasses on the table, please, kids?
4 Can you pass me the bowl of salad, please?
5 Can you make me a cheese sandwich, please, Mum?
6 Bill, can you hold my glass, please?

PB73. ACTIVITY 2

Read and correct the sentences.

- Focus pupils on Activity 2 and on the picture. Tell them that the children are called Paul, Vicky and Jack. Ask how the people in the picture are feeling.
- Check comprehension of sentences 1 to 5. Pupils read the text and write correct sentences individually. They check in pairs. Check with the class.

Extra challenge In pairs, have pupils tell each other things that their family members want them to do at home, e.g. *My dad wants me to wash the dishes.*

Key: **1** Paul wants his brother and sister to help him. **2** He wants Vicky to make a bowl of noodles. **3** He wants her to make some tomato sauce. **4** Paul wants Jack to take a plate of sandwiches to the table. **5** He wants him to make a cup of coffee for their parents.

- Use Photocopiable 8 from *Teacher Resources*.
- If time, use Consolidation activity (T112–113): *Chant*.

AB73. Answer Key, see page T102

- If time, use Extension activity (T113): *Party food*.

Ending the lesson

- Give instructions for the end of the lesson, e.g. *Can you clean the board, please? Can you close your books, please?* Elicit sentences with *want*, e.g. *You want us to clean the board / close our books.*

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 71**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 8, *Extension worksheet 2*
- **AB87 and PB87 – Grammar reference 8**
- **T112–113 – Consolidation activity:** *Chant*
- **T113 – Extension activity:** *Party food*

1 71 Listen and say the letter.

1 Can you take these dirty cups to the kitchen, please, children? b

a He wants her to make a cheese sandwich.



b She wants them to take the cups to the kitchen.



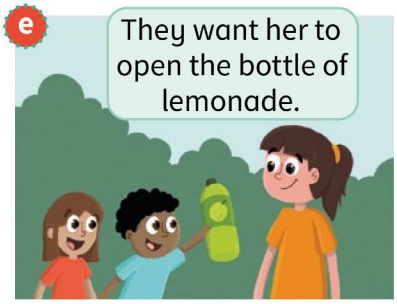
c He wants him to pass the bowl of salad.



d She wants him to hold the glass.



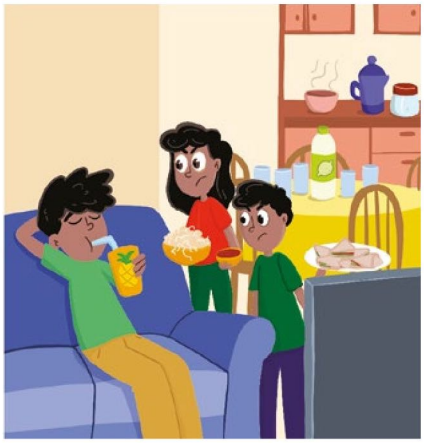
e They want her to open the bottle of lemonade.



f He wants them to put the glasses on the table.



2 Read and correct the sentences.



Paul's a teenager and today he's at home with his younger brother and sister. He wants to make lunch for his mum and dad. He wants his brother and sister to help him. He wants Vicky to make a bowl of noodles and then he wants her to make some tomato sauce. He wants Jack to take a plate of sandwiches and a bottle of lemonade to the table. After lunch, he wants him to make a cup of coffee for their parents. Paul wants to sit down and watch TV with a glass of juice. His brother and sister aren't happy, they're angry. They want Paul to help them.

1 Paul wants his mum and dad to help him.
2 He wants Vicky to make a bowl of salad.
3 He wants her to make some tomato soup.
4 Paul wants Jack to take a plate of pancakes to the table.
5 He wants him to make a cup of coffee for their aunt and uncle.

Language: *want someone to (do something)*

1 72 Look, think and answer. Listen and check.

1 What are the children doing?
2 Who's first?
3 Who's last?
4 Who's walking?



2 73 Listen and say the name.

1 He's jumping the most quickly.

Alex.

3 Describe the picture.

Suzy's jumping the most slowly.

STUDY

quickly ➜ the **most quickly**
slowly ➜ the **most slowly**
well ➜ the **best**
badly ➜ the **worst**



Objectives

Pupils use superlative adverbs to talk about pictures and party events.

Target language

- **Key language:** superlative adverbs, e.g. *the most quickly / carefully, the best, the worst, the most; well, sack race*
- **Additional language:** *third place*
- **Revision:** adverbs, adjectives, present continuous, *fancy dress, clown, pirate, robot, explorer, artist, doctor, pop star, model, actor*

Warmer

- Review known adverbs. Ask a pupil to come to the front. Whisper an action and an adverb, e.g. *Walk slowly*. The pupil mimes the action and the adverb. The class guesses, e.g. *He's walking slowly*. Repeat.
- Ask *Is Mr Star a pop star?* (yes). *Is Mrs Star a pop star?* (no). *Is Mrs Star a model?* (no). *What's Mrs Star's job?* (she's an actor).
- Ask pupils to correct these sentences: *Mr Star's a model. Mrs Star's a farmer. Uncle Fred's an actor. Aunt May's a dentist. Lock and Key are pop stars.*

PB74. ACTIVITY 1

Look, think and answer. Listen and check.

- Tell pupils to open their Pupil's Books at page 74. Show page 74 on the whiteboard and elicit what / who they can see. Present *sack race* and review *fancy dress, doctor, pirate, explorer, clown, robot* and *artist*. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures to help them guess.
- Play the Audio. Elicit complete sentences for the answers. Elicit who each of the 'characters' is.

Extra challenge Play the Audio again and ask further checking questions to focus on the superlative adverbs, e.g. *How's the clown jumping? How's the doctor jumping? Why?*

- If time, use Consolidation activity (T113): *Make sentences.*

Key: **1** They are having a sack race. **2** The explorer's first. **3** The artist's last. **4** The artist's walking.

72

Grandpa: And here we are at the Star House Birthday Race. The explorer's first at the moment. He's jumping the best. The clown's jumping the most quickly, but not the most carefully. Oh, he's got problems. I think he's falling.
Mr Star: Oh, dear! He's going down!
Grandpa: And the pirate and the robot are both trying to get third place. Ooh, this is very exciting. And the doctor's jumping the worst, but she's laughing the most. The artist is jumping the most slowly, but she's doing very well.
Mr Star: Er, she isn't jumping, Dad. She's walking.
Grandpa: Hmph! She's doing very well. She has got the shortest legs.

PB74. ACTIVITY 2

Listen and say the name.

- Focus pupils on the Activity 2 instruction and check understanding. Remind pupils to whisper the name the first time. Play the Audio. Pupils listen and whisper the name to their partner. Play the Audio again. Check with the class.

Extra support Focus pupils on the *Study* Box. They take turns to read the examples aloud. Elicit other examples of superlative adverbs from the previous activities.

Key: **2** Simon, **3** Alex, **4** Stella, **5** Lenny, **6** Suzy, **7** Suzy, **8** Meera

73

1 He's jumping the most quickly.
2 He's the pirate.
3 He's the clown.
4 She's jumping the worst.
5 He's jumping the best.
6 She's the artist.
7 She's jumping the most slowly.
8 She's the robot.

PB74. ACTIVITY 3

Describe the picture.

- Refer pupils to the picture in Activity 1. Point to the example (*Suzy's jumping the most slowly*) and elicit more examples.
- Put pupils into pairs. Have them describe the picture to each other.

AB74. Answer Key, see page T102

- If time, use Extension activity (T113): *My party.*

Ending the lesson

- Tell pupils to put their books away and prepare for the end of the lesson. As they are doing it, make comments, e.g. *Paula's putting her books away the most carefully. Danny's packing his bag the most quickly. Oh, and Jenny's the first!*

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 72–73**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 8**
- **T113 – Consolidation activity:** *Make sentences*
- **T113 – Extension activity:** *My party*

Objectives

Pupils talk about parties and sing a song.

Target language

- **Key language:** past simple regular and irregular verbs, rhyming words
- **Additional language:** *It's time to fly*, *The party's over.*
- **Revision:** party food and drink, containers

Materials

- **Flashcards:** 94–104 (containers and food)

Warmer

- In pairs, pupils brainstorm their ideal party. Elicit their ideas and review party food, decorations and party games. Use the flashcards to review food and containers.

PB75. ACTIVITY 1

Look and find the differences. Say.

- Tell pupils to open their Pupil's Books at page 75. Show page 75 on the whiteboard. Focus pupils on Activity 1 and on the pictures. Elicit that they are different. Check they have read the activity instructions and know what to do. Demonstrate with the example. Tell them there are eight differences. In pairs, pupils look for the differences in the pictures and talk about the differences in the same way as in the example. Check with the class.
- If time, use Consolidation activity (T113): *Describing differences.*

Key:

In picture a, …	In picture b, …
the clown's eating a cake.	the clown's drinking a milkshake.
there is a plate of chicken.	there is a plate of sushi.
there is a bottle of lemonade.	there is a jug of milkshake.
there is a bowl of salad.	there isn't a bowl of salad.
the pirate has a beard and no moustache.	the pirate has a moustache and no beard.
the doctor has black shoes.	the doctor has red shoes.
there's a (mobile) phone on the chair.	there's a comic (book) on the chair.
the clown has got a flower.	the clown hasn't got a flower.

Song

PB75. ACTIVITY 2

Complete the song. Listen and check.

- Focus pupils on the picture in Activity 2 and elicit some of the things they can see on the table. Ask them what kind of party it was. Check they have read the activity instructions and know what to do. Remind them to think of the rhymes and to use the picture to help them. They read the Song first in pairs and try to fit the words in the gaps. Demonstrate with the example. Pairs check with pairs.
- Make sure pupils are ready to listen. Play the Song. Pupils listen and check their words / answers.

Key: **2** gave, **3** made, **4** wore, **5** danced, **6** was, **7** drank, **8** ate

74
As in Pupil's Book

PB75. ACTIVITY 3

Sing the song. Do karaoke.

- Play the Song in sections. Pupils repeat. Have the class sing the Song together.

Extra challenge When pupils are confident with the Song, make six groups. Groups take turns to sing one of the verses / the chorus. Change groups and repeat.

74–75
As in Pupil's Book

75

- Instruct pupils to close their books. Tell pupils that this time they will hear the Song without the words; the karaoke version. They should try to remember the words and do actions as they listen, e.g. for *fly* they should raise their arms and move them up and down like a bird. For *goodbye* they can wave, etc. Play the Song and help pupils to remember the words and actions as necessary.

AB75. Answer Key, see page T102

- If time, use Extension activity (T113): *Children in costumes.*

Ending the lesson

- Sing the Song from earlier in the lesson again.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 74–75**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Song worksheet 1*
- **AB87 and PB87 – Grammar reference 8**
- **T113 – Consolidation activity:** *Describing differences*
- **T113 – Extension activity:** *Children in costumes*

1 Look and find the differences. Say.

In picture b, the clown's drinking a milkshake.





2 74 Complete the song. Listen and check.

made ate wore ~~said~~ drank danced gave was

We had soup, we had pasta,
We had salads and cheese.
We all wanted more,
We all [1] said 'please'.
We [2] presents,
And cards which we [3] .
We [4] fancy dress,
We [5] and we played ...



The party was good,
The party [6] great.
And now it's time to fly.
The party was good,
The party was great.
We'll see you soon, goodbye.

The drinks we [7] ,
The food we [8] .
The party was good,
The party was great.
We gave presents ...

Now the party's over,
Now it's time to fly.
See you soon, goodbye.

3 75 Sing the song. Do karaoke.

Language: past simple irregular and regular verbs

Lock's sounds and spelling



1 76 **Watch the video. Watch again and practise.**

2 **Find and count the sounds. Say.**

The girl with curly hair skated
while a very big bear waited.

A sloth with a spoon swam
in the pool with a baboon.

They did sports, rode bikes,
and had good fun all night.

They danced, played and
walked, ate noodles and
talked.







3 **Describe and guess.**

She rode a bike quickly.

Circus girl!



Objectives

Pupils recognise and practise sounds, and identify letters and spelling patterns from Units 1 to 8, using familiar vocabulary.

Target language

- **Key language:** sounds /ɜː/, /t/, /id/, /d/, /v/, /b/, /uː/, /ei/, /ɔː/
- **Revision:** past simple regular and irregular verbs

Materials

- **Warmer:** A3 paper per group of four

Warmer

- Put pupils into groups of four and give each group a piece of A3 paper. Ask the groups to think back over the course / units and together remember the different sounds. Ask pupils to remember as many sounds, spelling patterns and related example words from the units as they can and write them on the paper to make a poster. Once groups have finished, ask each group to show their poster and say what they remember.

Presentation

- Tell pupils there's an end-of-school-year party. In pairs, pupils need to decide on some activities and food they want at the party. Get pairs to join up with another pair to share their ideas. Ask for whole-class feedback and accept any answers offered at this point. Tell pupils you are going to watch a ▶ Video to find out.

PB76. ACTIVITY 1

Watch the video. Watch again and practise.

- Watch the ▶ Video together and ask pupils what animals were in the ▶ Video (*bear*, *sloth* and *baboon*). Ask *What was the girl doing?* (skating). *What were the sloth and baboon doing?* (swimming). *What was the sloth holding?* (a spoon). *What did the girl and the animals do together?*
- Ask pupils to open their Pupil's Books at page 76. Show page 76 on the whiteboard. Watch the ▶ Video again and encourage pupils to say each rhyme along with the ▶ Video. Then say the rhyme together and clap out the rhythm.

Extra challenge Ask pupils to look at the rhymes and find words with the same sounds and write the word pairs in their notebooks. Ask pupils to practise saying the word pairs in groups.

▶ 76

> **Lock & Key:** The girl with curly hair skated while a very big bear waited. A sloth with a spoon swam in the pool with a baboon. They did sports, rode bikes, and had good fun all night. They danced, played and walked, ate noodles and talked.

PB76. ACTIVITY 2

Find and count the sounds. Say.

- Write the sounds on the board /ɜː/ /t/ /id/ /d/ /v/ /b/ /uː/ /ei/ /ɔː/. Say them aloud with the class. Divide the class into four groups. Look at the first sentence and ask *How many words have the* /v/ *sound?* Elicit one (*very*). Tell groups to find and count all the different sounds in the rhyme. Then groups report back to the class. Pupils come to the board and write one of the words next to the correct sound.

Key: /ɜː/ girl, curly; /t/ skated, waited, danced, walked, talked, ate; /id/ skated, waited; /d/ did, road, had, good, played; /v/ very /b/ big, bear, baboon, bikes; /uː/ spoon, pool, baboon, noodles; /ei/ skated, waited, played, ate; /ɔː/ sports, walked, talked

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PB76. ACTIVITY 3

Describe and guess.

- Look at the picture of a school party together and ask pupils what they can see. Describe one person, animal or part of the scene for pupils to guess. Divide pupils into pairs and ask them to describe and guess together.
- If time, use Consolidation activity (T113): *Describe a party.*

AB76. Answer Key, see page T102

- If time, use Extension activity (T113): *Sounds and spelling poster.*

Ending the lesson

- Pupils repeat the rhyme from the beginning of the lesson.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 76**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 8**
- **T113 – Consolidation activity:** *Describe a party*
- **T113 – Extension activity:** *Sounds and spelling poster*

Objectives

Pupils read a story and review language from the unit.

Target language

- **Key language:** unit language in context, sounds and spelling: *-ew*, *-ue* and *-oo*
- **Additional language:** *take me away, a bag of parrot food, a bottle of water, a box of fruit*
- **Revision:** past simple irregular and regular verbs, expressions of quantity, superlative adverbs, *want someone to (do something)*, *heroes*

Materials

- **Flashcards:** 94–104 (containers and food)

Warmer

- Review with pupils how the Unit 7 *Lock and Key* episode in the Pupil's Book ended and what their predictions are for what happens next. Tell pupils that this is the last episode of the story in *Kid's Box 4*. Take a vote as to whether pupils think the police / Lock and Key will catch Nick Motors or not.

Story

PB77.

- Show page 77 on the whiteboard. Pupils quickly read the story to check their predictions from the Warmer. Discuss the story so far with the class.
- Set the gist questions: *What food / drink does Nick Motors give to the tiger? Which does the tiger eat / drink? Who are the heroes? Do you agree?* Play the ▶ Video. Pupils listen and read. They check in pairs. Check with the class (a bag of parrot food, a bottle of water, a box of fruit; nothing; Lock and Key).

Extra challenge Play the ▶ Video again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Nick Motors like the tiger? Who saw the lorry first? Why did Nick Motors say 'Thank you' to Lock and Key?*

▶ 77

Lock: Let's go, Key! We have to work more carefully this time. We can't make any more mistakes.
Key: Eeek! No problem, Lock!
Nick Motors: Here, nice cat. Have a bag of parrot food!
Nick Motors: Here's a bottle of water … No? How about a nice box of … fruit?
Key: Look, there it is! The lorry's over there!
Lock: Oh, yes. Now we've got him!
Lock: We've got you now, Nick. The police are coming to get you!
Nick Motors: Oh, yes please. Take me away from the tiger. Thank you! You're my heroes!
Police Officer: Nice work, men. You caught Nick Motors for us!
Lock: Well, we had a little help.
Key: No problem!

PB77. LOCK AND KEY. ACTIVITY 1

Look back at the Lock and Key stories. Which is your favourite? Why?

- Allow pupils time to look back through their Pupil's Books and think about their favourite story.
- Put pupils in pairs to share ideas. Monitor and make sure pupils are giving reasons for their opinions.
- Ask the class to share ideas. Find out which was the most popular episode.

Extra challenge Form groups of pupils who liked the same episode. Encourage them to take roles and act out their episode.

- If time, use Consolidation activity (T113): *Lock and Key's party*.

AB77. Answer Key, see page T102

- If time, use Extension activity (T113): *What I can do*.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 77**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, *Extension worksheet 2*
- **AB87 and PB87 – Grammar reference 4**
- **T113 – Consolidation activity:** *Lock and Key's party*
- **T113 – Extension activity:** *What I can do*

Lock & Key!

8

77



1 **Look back at the Lock and Key stories. Which is your favourite? Why?**

Story: unit language in context

How can we write poetry?

1 78 **Listen and read. Which poem talks about food?**

Grange School News

Poetry competition

Thank you to everyone who sent us their poems for the school poetry competition. We asked you to write a rhyming poem or an acrostic poem about celebrations. Here are this year's competition winners!

a **Street party**

Watch the people as they sing,
And dance under the dragon's wing.
A street party to mark the day,
A brand new year the Chinese way.



b **CAKE**

Congratulations for today!
Are you feeling happy?
Kind words and hugs from all your friends.
Eat some cake and celebrate!



2 **Read and match the poems with their descriptions.**

1 ☐

An **acrostic** is a poem where the first letter of each line spells a word. It's called a 'topic word' because the topic of the poem is always connected to the word. Acrostic poems don't need to rhyme.

2 ☐

A **rhyming** poem uses words with the same sound – like 'fun' and 'sun', or 'bread' and 'red' – at the end of each line. Sometimes the first two lines rhyme, and then the next two lines rhyme with a different sound. Sometimes the first and third lines, or the second and fourth lines rhyme.

3 **Which is your favourite poem? Why?**

DIDYOUKNOW...?

Poems can be long or short. The Scottish poet George MacDonald wrote a poem with only two words: 'Come home'.

Objectives

Pupils study the difference between rhyming and acrostic poems. Pupils say which poem from a selection is their favourite, and why.

Target language

- **Revision:** *cake, bread, dance, party, red, sing, winners, celebrate, celebrations*
- **Additional language:** *acrostic, brand-new, competition, congratulations, dragon, hugs, poem, poetry, rhyme, rhyming, Scottish, wing*

Materials

- **Warmer:** pictures of a book, a key, an orange, an ocean

Warmer

- Display the following pictures on the board: a book, a key, an orange, an ocean. Elicit the name for each picture. (Pupils may say *sea* for the final picture, in which case ask what else we can call the sea, to elicit *ocean*.) Ask *What is the first letter of each word?* Tell pupils they need to put the pictures in order so that the first letter of each picture spells out a word (book, orange / ocean, ocean / orange, key). The word is *BOOK*.

Presentation

- Say *Open your Pupil's Books at page 78, please.* Show page 78 on the whiteboard. Ask *What is the Grange School News page about?* (*a poetry competition*). Ask pupils if they know any poems or if they like poetry.

PB78.

Watch and answer.

- Read the question at the top *How can we write poetry?* Tell pupils they are going to learn about how to write poetry. Watch the ▶ Video for pupils to answer the question.
- After watching the ▶ Video, ask what the two poems are about in the gazette. Tell pupils to look at the titles and pictures.

PB78. ACTIVITY 1

Listen and read. Which poem talks about food?

- Explain that a poem is a group of words put together in a way that shows imagination, ideas or emotion. Write the following on the board:
  I like dogs,
  I like cats,
  I like clowns
  In funny hats.
- Read the poem to pupils in a rhythmic way and ask what they notice (the last words in the second and fourth lines rhyme). Underline *cats* and *hats*. Tell pupils that poems don't always have to rhyme.
- Play the Audio for pupils to listen and read along. Elicit which poem mentions food (*poem b*) and the specific word (*cake*). Write *CAKE* on the board. Elicit different occasions when people eat cake to celebrate. Then, ask pupils how many times the word *cake* appears in the poem (*twice*, but don't confirm at this stage).

78

As in Pupil's Book

PB78. ACTIVITY 2

Read and match the poems with their descriptions.

- Pupils read the information about the different types of poems and match them by writing *a* or *b* in the box next to the descriptions.

Extra support Invite a volunteer to read poem *a* and ask the class what type of poem it is (*rhyming poem*). Ask why and elicit that the first two lines and the last two lines end in words that rhyme. Invite another volunteer to read poem *b*. Elicit that it's an acrostic poem because the first letters of each line spell *CAKE*. Ask again how many times the word *cake* appears in the poem. They should now be able to answer *two* (or *three* if you include the poem's title).

PB78. ACTIVITY 3

Which is your favourite poem? Why?

- Put pupils into groups of three or four. They read the poems again and talk about which one they like best. Encourage them to give reasons. Then take a class vote on pupils' favourite poem.

Extra challenge Write the first line of the acrostic poem from Activity 1 on the board: *Congratulations for today!* Ask pupils to think of three words that rhyme with *today*. Tell them to choose one of the words and write a new line for the poem with it at the end.

Did you know ...?

- Ask pupils if they have read many poems and how long they usually are.
- Invite a volunteer to read the *Did you know* Box. Ask pupils if they are surprised by the facts. Ask *Are there any famous long or short poems in your / our language?*
- If time, use Consolidation activity (T113): *Fill in the gaps.*

Ending the lesson

- Call out short words and ask pupils to say a word that rhymes with them. When they do, they can leave the room.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 78**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 8**
- **T113 – Consolidation activity:** *Fill in the gaps*

Objectives

Pupils identify rhyming words and topic words. Pupils write words related to a topic for planning the writing of an acrostic poem.

Target language

- **Additional language:** *bright*
- **Revision:** *dragon, favourite, free, fun, happy, holiday, sing, weather, wing, young*

Warmer

- Write the word *day* on the board. Say the word aloud and then, underneath the word on the board, write *play*. Tell pupils this word rhymes with *day*. Ask pupils to call out more words that rhyme and add them to the board, e.g. *may, pay, say, today, way*, and so on. Put pupils into groups to play the game with other words, e.g. *no, why, cat*, etc. The group with the most rhyming words after a minute, each time, is the winner.

PB79. ACTIVITY 4

Read the poem. What is it about?

- Invite five volunteers to read one line each of the poem aloud. After they read, ask *How many rhyming words are in the poem?* (two). Don't elicit the word until you introduce the next activity, but confirm with pupils that this is an acrostic poem. Read the first word in each line of the poem aloud, to help pupils realise that the first letter of each word spells out *SUNNY*.

PB79. ACTIVITY 5

Circle the rhyming words in Activity 4.

- Focus pupils' attention on the *Learning to write* Box and ask them to read the example lines of poetry aloud. Ask what the words in bold are, to elicit *rhyming words*. Then, elicit where in the line each word appears (at the end).
- Ask pupils to reread the poem in Activity 4 and circle the rhyming words. Ask *Do lines that rhyme in a poem always appear next to each other?* (no). Elicit in which lines the words appear (the second and fourth). Tell pupils they are now ready to complete the writing task in the Activity Book.

PB79. ACTIVITY 6

Write the topic word from the poem. Complete the mind map with words related to the topic.

- Focus pupils' attention on the mind map and ask them to read aloud the example word. Then, have pupils complete the five-letter word starting with *s* (the topic word *sunny*). Put pupils into pairs to complete the activity.

Extra challenge Ask pupils to list other words that rhyme with *sun* and *fun*. You can turn this into a team game and award a point for each correct word.

AB78. Answer key, see page T102

Extra support For extra support with the writing task, visit Teacher Resources on Cambridge One.

AB79. Answer Key, see page T102

- Ask for whole-class feedback and discuss any answers offered.

Digital Classroom

Presentation Plus: Unit 8
Tests *Unit 8 Test*
Digital Flashcards
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 8**

4 Read the poem. What is it about?

Summer is my favourite time,
Under the bright sun.
Nice weather all day long.
New plans for holiday fun.
Young, free and happy!



5 Circle the rhyming words in Activity 4.

Ready to write:

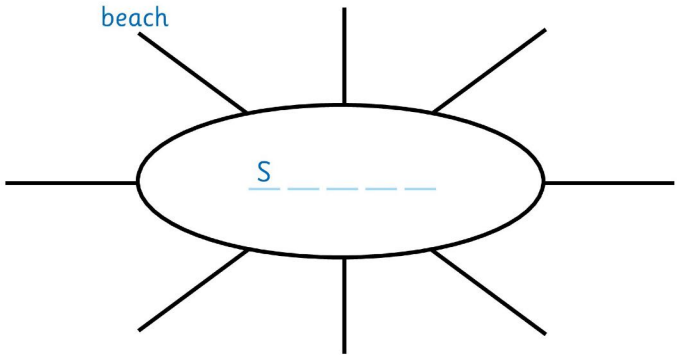
Go to Activity Book page 78.

Learning to write:

Rhyming words

Watch the people as they **sing**,
And dance under the dragon's **wing**.

6 Write the topic word from the poem. Complete the mind map with words related to the topic.



Project



Make a class anthology of poems.

Review Units 7 and 8

1 **Play the game.**

Instructions

1. Play in groups of three or four.
2. Move and answer the questions. You only have 30 seconds.

- Right answer: stay.
- Wrong answer: go back one space.

START

1. Which animal lives in Antarctica?
2. Name five animals you can see at the zoo.
3. What's the fifteenth letter of the alphabet?
4. Say five 'clothes' words.
5. What's the opposite of 'dirtiest'?
6. Say five 'food' words.
7. How much is fifty-eight plus thirteen?
8. What's the past of 'think'?
9. What's the opposite of 'into'?
10. Say five 'job' words.
11. What's the past of 'choose'?
12. Say five 'school' words.
13. Which is the tallest animal?
14. What kind of animals can fly?
15. What's the past of 'know'?
16. Say five 'transport' words.
17. How much is forty-three plus eighteen?
18. What's the opposite of 'outside'?
19. What's the past of 'drive'?
20. Say five 'technology' words.

FINISH

Review Units 7 and 8
Pupil's Book p.80

Objectives
Pupils review language from Units 7 and 8 and play a game.

Target language
- **Key language:** vocabulary and language from Units 1 to 8
- **Revision:** language for games

Materials
- **Warmer:** key vocabulary from Units 1 to 8, each word / phrase written on a small piece of paper OR unit word cards from *Teacher Resources*
- **Game:** dice and four different-coloured counters for each group of four pupils, (optional: stop watches, one for each group)
- **Photocopiable:** Review 7 and 8

Warmer
- Make groups of six. Hand out a piece of paper with a word or phrase, or a word card to each pupil. They take turns to say what their word / phrase is and then to make a sentence or give a definition. The other pupils decide if the sentence / definition is correct or not. Monitor and help as necessary. If time, regroup pupils and repeat.

PB80. ACTIVITY 1

Play the game.
- Pupils open their Pupil's Books at page 80. Show page 80 on the whiteboard and elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding. Tell them not to look back in their Pupil's Books for the answers yet. Pupils play the game in groups of three or four. Hand out the dice and counters. The player in each group who reaches the Finish first is the winner. If time, make new groups and pupils play the game again.
- Monitor the game, referring to the answers below. Tell the correct answers to groups if necessary.
  Note: As this game comes at the end of the book, it reviews content from the whole book, not just from Units 7 and 8.

  Key: (Possible answers) **1** the whale, **2** answers may vary, e.g. elephants, monkeys, lions and pandas, **3** 'O', **4** jacket, skirt, gloves, trousers, T-shirt, **5** cleanest, **6** cheese, fish, bread, tomatoes, bananas, **7** seventy-one, **8** thought, **9** out of, **10** nurse, explorer, teacher, dentist, farmer, **11** chose, **12** desk, chair, bag, shelf, pen, **13** the giraffe, **14** birds, bats, insects, **15** knew, **16** bus, train, plane, boat, bicycle, **17** sixty-one, **18** inside, **19** drove, **20** laptop, the internet, mouse, screen, DVD
- Use Photocopiable Review 7 and 8 from *Teacher Resources*.

AB80. Answer Key, see pages T102–103

- If time, use Extension activity (T113): *Songs and chants*.

Ending the lesson
- Pupils look back through *Kid's Box 4* to find their favourite activity and / or topic. In groups or as a class, they tell their friends what it is and why.

Digital Classroom
- **Presentation Plus:** Review Units 7 and 8
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Review Units 7 and 8, Downloadable Activity Book Teaching Notes
- **AB87 and PB87 – Grammar reference 8**
- **T113 – Extension activity:** *Songs and chants*

Review Units 7 and 8
Pupil's Book p.81

Objectives
Pupils review language from Units 7 and 8.

Target language
- **Key language:** vocabulary and language from Units 7 and 8
- **Revision:** vocabulary and language from Units 1 to 8

Materials
- **Warmer:** Ten pieces of paper with actions, e.g. *open your books*, *close the door*, *clean your shoes*, *write a word*, and ten pieces of paper with adverbs, e.g. *quickly*, *carefully*, *slowly*

Warmer
- Invite three pupils to come to the front. They pick one action card and one adverb. They all mime the action, but one of them does it in the extreme, e.g. the most slowly. The class guesses the action and the adverb and then says who is doing it the most, e.g. slowly. Repeat.

PB81. ACTIVITY 2

Tell the story.
- Tell pupils to open their Pupil's Books at page 81 and to look at the pictures. Elicit one or two things they can see, but don't elicit the story. Check they have read the activity instruction, and the example sentences that start off the story. Ask *What tense are the verbs in?* (the past simple). Point out that they should continue the story and tell it in the past. Pupils work in groups of four and create their story. They don't write their stories. This is an oral activity. Monitor and help / advise. If the stories are quite similar, elicit the story from the class in sections, different groups telling different parts. If the stories are quite different, elicit complete stories from each group and discuss the differences.

PB81. ACTIVITY 3

Now write the story.
- Pupils work individually. They write their story from Activity 2, paying attention to the correct use of past forms. Monitor and encourage pupils to use linking words (e.g. *and*, *but*) and sequencing words (e.g. *next*, *then*).

Key: (Possible answers) Peter got up and got ready. He was sad. He wanted to play football outside, but the weather was terrible. He looked out of the window. He was bored. He phoned his friend and he was happy. Then, his friend came to his house. They played a game and then they ate a bowl of noodles each.

PB81.

Quiz!
- Say *Now let's do a quiz.* Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers. They discuss them in groups of four. Check with the class.

Extra challenge Pupils write two more questions of their own to help them remember the language and / or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.
- If time, use Consolidation activity (T113): *Scrambled sentences.*

Key: **1** blue whales, **2** Mr Star, **3** a lorry, **4** a mayfly, **5** a plate of sandwiches and a bottle of lemonade, **6** Suzy, **7** parrot food, a bottle of water and a box of fruit, **8** an acrostic poem

AB81. Answer Key, see page T103

- If time, use Extension activity (T113): *Games.*

Ending the lesson
- Talk about the *Can do* statements from Units 7 and 8 with pupils and elicit examples from volunteers for each one.
- Ask pupils which lessons, topics and / or activities were their favourites. If this is your last class, say *Goodbye. See you next year!*

Digital Classroom
- **Presentation Plus:** Review Units 7 and 8
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Review Units 7 and 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Test Units 5–8
- **AB87 and PB87 – Grammar reference 8**
- **T113 – Consolidation activity:** *Scrambled sentences*
- **T113 – Extension activity:** *Games*

2 Tell the story.

Peter got up and got ready. He was sad. He wanted to play football outside, but the weather was terrible …



3 Now write the story.

Peter got up and got ready. He was sad. He wanted to play football outside, but the weather was terrible.

Quiz

1. Which is the loudest of all animals? (p65)
2. Who drove the children to the zoo? (p66)
3. What did Nick Motors take from the zoo? (p69)
4. Which animal has a life cycle of one day? (p70)
5. What does Paul want Jack to take to the table? (p73)
6. Who jumped the most slowly in the sack race? (p74)
7. Which three things did Nick Motors want to give the tiger? (p77)
8. What type of poem has a topic word? (p78)

Units 1&2 Values Value others

1 Look at the photos. What's happening? Why?

a



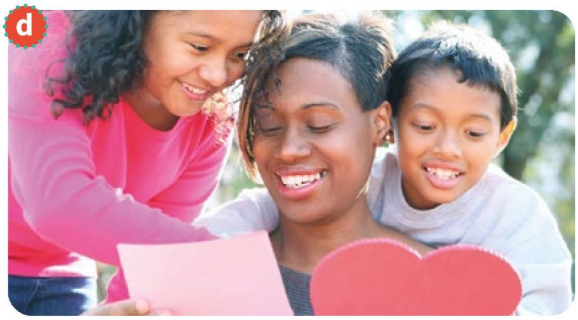
b



c



d



2 79 Listen and say the letter.

3 Read and complete.

our teacher. them a letter.
and smile at them. ~~they help us.~~
say thank you. give them a picture.

We say thank you to people when …

they help us.

1 We say thank you to people when …
2 We can give someone a present to …
3 When people help us, we can say thank you …
4 When we enjoy a school lesson, we can say thank you to …
5 When we want to say thank you to people, we can …
6 To say thank you to someone, we can sometimes write …

4 When do you say thank you?

Values: units 1 & 2 *Value others* | social responsibilities

Objectives

Pupils study social responsibilities. Pupils read and talk about valuing others.

Target language

- **Key language:** *value* (v), *others*
- **Revision:** *say thank you / sorry / goodbye, enjoy, give, smile* (v)

Warmer

- Ask a pupil to pass you a book, pen or pencil. Take the item without speaking. Ask the class what you should say. Elicit *Thank you*. Ask pupils about the last time they said 'Thank you'.

PB82. ACTIVITY 1

Look at the photos. What's happening? Why?

- Tell pupils to open their Pupil's Books at page 82. Show page 82 on the whiteboard. Focus on the title and explain *value others*. Pupils work in pairs. Tell them to look at the photos and describe what they can see. Ask questions to elicit information. *Where are the boys in picture b? What are they doing? Who had a party in picture c?*, etc. Do not confirm answers.

PB82. ACTIVITY 2

Listen and say the letter.

- Play the Audio. Pupils listen and check their answers to Activity 1. Check with the class. Then play the Audio again and check answers to Activity 2.

Key: 1 b, 2 d, 3 a, 4 c

79

1 **Peter:** Oh, I haven't got my fruit today and I'm hungry.
Jim: That's not a problem. I've got an apple and a banana. Which do you want, Peter?
Peter: Really, can I have one? Thanks, Jim. You're a great friend.
Jim: That's all right, Peter. That's what friends are for.

2 **Jack:** Here you are, Aunt Sally. These flowers are for you.
Aunt Sally: Thank you, Jack! They're beautiful. Why are you giving me flowers?
Girl: When our mum was in hospital, you were at home. You were there to help us.
Jack: We want to say thank you.
Aunt Sally: Aw. Thank you, children.

3 **Girl:** Mr Brown. This is for you. It's from all the class.
Mr Brown: Ooh. For me? Thank you very much, children.
Girl: We want to say goodbye and thank you.
Pupils: Thank you, Mr Brown!
Mr Brown: That's nice. Thank you all very much. You're a very good class.

4 **Dad:** Well, that was a good party.
Mary: Yes, Dad. It was a really good party. It was great! Thank you very much. I'm really happy.
Dad: I'm really happy that you're happy, Mary.
Mary: You're my super dad!

PB82. ACTIVITY 3

Read and complete.

- Read the beginnings of the sentences with the class and point to the options in the box.
- Draw attention to the example. Pupils work in pairs. Read the beginnings of the sentences again and elicit the endings.

Key: 2 say thank you. 3 and smile at them. 4 our teacher. 5 give them a picture. 6 them a letter.

PB82. ACTIVITY 4

When do you say thank you?

- Put pupils in groups to discuss the question. Elicit ideas from the class and make a list on the board.

Extra challenge Ask pupils to choose an idea from the board and make 'thank you' posters in their groups.

- If time, use Consolidation activity (T113): *A present for you.*

AB82. Answer Key, see page T103

- If time, use Extension activity (T114): *Matching.*

Ending the lesson

- Write anagrams on the board of ways to say 'Thank you' from the lesson, e.g. *flowers, picture, letter, smile*. Pupils solve the anagrams in pairs.

Digital Classroom

- **Presentation Plus:** Units 1 & 2 Values
- **Audio 79**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Units 1 & 2 Values, Downloadable Activity Book Teaching Notes
- **T113 – Consolidation activity:** *A present for you*
- **T114 – Extension activity:** *Matching*

Objectives

Pupils study social responsibilities. Pupils talk about being kind and practise helping others.

Target language

- **Key language:** *kind* (adj), *seat, Would you like to …? Shall I …? Can you help me, please? have a turn / give someone a turn*
- **Additional language:** *Excuse me, carry, You're welcome, No problem, That's all right, Are you sure?*
- **Revision:** *children, What's the matter?*

Warmer

- Write the words *Be kind* on the board. Check comprehension. Elicit examples of kind things we can do. If pupils answer in L1, recast their ideas into English.

PB83. ACTIVITY 1

Read and think. Say 'yes' or 'no'. Listen and check.

- Tell pupils to open their Pupil's Books at page 83. Show page 83 on the whiteboard. Focus pupils on the four pictures. Elicit what they can see. Read the activity instruction aloud and check comprehension. Pupils work in pairs to talk about the sentences. Monitor and encourage them to speak in English but do not confirm answers yet.
- Tell pupils to listen carefully. Play the Audio. Pupils listen and check their answers to Activity 1. Check with the class. Play the Audio again and elicit the useful phrases for being kind and saying 'thank you'. Write them on the board in two columns (e.g. Column 1: *Excuse me. Would you like to sit down? Can I help you?*; Column 2: *That's good of you. Thank you (very much) …*).
- Talk briefly in L1 about being kind to others. Ask pupils if they have been in any of the situations in the pictures or seen others being kind in this way. Ask how they feel if they see someone who needs help, or if someone helps them.

Key: 1 Yes, 2 No, 3 No, 4 Yes

80

1 **Girl:** Excuse me, would you like to sit down?
Woman: Oh, thank you very much, my dear. That's good of you. I'm very tired.
Girl: That's all right. I can stand here. That's fine.

2 **Boy 1:** Hello. What's the matter? Can I help you?
Boy 2: Oh no! My kite's in the tree. I can't get it. It's very high.
Boy 1: I can get it for you. Look, here you are. No problem.
Boy 2: Oh, thank you very much.

3 **Boy:** Excuse me! Shall I carry your bags for you?
Woman: Oh, yes, please. Would you take them to my car for me, please?
Boy: Yes, of course. That's no problem.
Woman: It's over there, in the car park. That is kind of you. Thank you very much, young man.
Boy: You're welcome.

4 **Dad:** Ooops!
Lizzy: Here, Dad. I can help you. I can water the plants.
Dad: Yes, it isn't easy. Thank you.
Lizzy: There you are. I can water the plants easily.
Dad: Thanks. That's great, Lizzy!
Lizzy: No problem, Dad. I like helping.

PB83. ACTIVITY 2

Read and match.

- Focus pupils on Activity 2. Read the activity instruction and do an example with the class. Pupils work in pairs to match the rest of the sentence halves. Check with the class.
- If time, use Consolidation activity (T114): *Scriptwriters.*

Key: 1 d, 2 c, 3 a, 4 b

PB83. ACTIVITY 3

How do you help other people?

- Put pupils in groups to discuss the question. Elicit ideas from the class and make a list on the board.

Extra challenge Have pupils make a helping schedule. Have them list three things they can do personally to help others at home or at school. Tell them to think about when they can help people and make a schedule of days and times they can help each week.

AB83. Answer Key, see page T103

- If time, use Extension activity (T114): *Posters.*

Ending the lesson

- Mime one of the problems from Activity 1 (e.g. carrying heavy bags). Elicit appropriate sentences for offering help (e.g. *Can I carry your bags for you?*). Repeat with different mimes.

Digital Classroom

- **Presentation Plus:** Units 3 & 4 Values
- **Audio 80**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Units 3 & 4 Values, Downloadable Activity Book Teaching Notes
- **T114 – Consolidation activity:** *Scriptwriters*
- **T114 – Extension activity:** *Posters*

Units 3&4 Values Be kind

1 80 Read and think. Say 'yes' or 'no'. Listen and check.

1 We can give our seat to older people on the bus.
2 It's bad to help younger children with a problem.
3 We can ask old people to carry our bags.
4 We can help our family to water the plants.









2 Read and match.

1 If we see old people on a bus or train, we can …	a carry it for them.
2 If we see a small child with a problem, we can …	b is difficult for them.
3 If we see an older person with a shopping bag, we can …	c try to help them.
4 We can help our parents when we see something …	d stand up and give them our seat.

3 How do you help other people?

Values: units 3 & 4 *Be kind* | social responsibilities

Units 5&6 Values Be safe

1 81 Read and think. Say 'yes' or 'no'. Listen and check.

1 You can play near busy roads.
2 You can cross the road between cars.
3 You must stop, look and listen before you cross the road.
4 You must wear a helmet when you ride a bike.









2 Read and complete.

use it to cross the road. can't see you. busy roads.
~~ride a bike.~~ before you cross the road.

Remember to put on a helmet when you …

ride a bike.

1 Remember to put on a helmet when you …
2 Don't stand between cars when you cross the road. Drivers …
3 Don't play next to …
4 Remember to stop, look and listen …
5 When there is a zebra crossing, always …

3 How do you stay safe?

Values: units 5 & 6 *Be safe* | social responsibilities

Objectives

Pupils study social responsibilities. Pupils talk about road safety.

Target language

- **Key language:** *safe, dangerous, busy road, cross the street / road, 'stop, look and listen', helmet, zebra crossing, bright*
- **Additional language:** *Be careful, traffic light*
- **Revision:** *imperatives*, prepositions: *near, next to, between*

Materials

- **Warmer:** Coloured card or paper in red, yellow and green

Warmer

- Show a piece of red paper and elicit *Stop / Danger*. Repeat with the green paper to elicit *Go*. Show the red, yellow and green paper. Teach / Review *traffic light*.

PB84. ACTIVITY 1

Read and think. Say 'yes' or 'no'. Listen and check.

- Tell pupils to open their Pupil's Books at page 84. Show page 84 on the whiteboard. Focus on the lesson title and check comprehension of *safe*. Elicit *dangerous* and pre-teach *bright*. Elicit the things pupils can see in the pictures.
- Review *busy*. Elicit the answer for sentence 1 from the class (no). Pupils talk about the rest of the sentences in pairs.
- Play the Audio. Pupils listen. Then check together.
- Play the Audio again and check comprehension.

Key: 1 No, 2 No, 3 Yes, 4 Yes

81

1 **Paul:** Here. Catch the ball.
Girl: Whoops!
Man: Be careful! You mustn't play with your ball near a busy road. It's very dangerous.
Girl: Yes, you're right. I'm very sorry. Come on, Paul! Let's go and play in the park.
Paul: Yes, that's a better idea. It's safer there.

2 **Tom:** Oooh!
Boy: Tom! Be careful. You mustn't stand between cars to cross the road. The drivers can't see you.
Tom: Oh, yes, you're right. I didn't think.
Boy: Don't worry. Look, there's a zebra crossing over there. We can cross the road safely there.
Tom: OK. That's a good idea.

3 **Grace:** Be careful, Jim. You can't cross now.
Jim: Why not, Grace? It's a zebra crossing. It's safe.
Grace: It's a zebra crossing, but it isn't safe at the moment. Can you see the traffic light? You can't cross when the man's red. You must always wait for the green man.
Jim: OK. But there isn't always a traffic light.
Grace: No, you're right. That's why you must always remember to stop, look and listen before you cross the road.
Jim: Yes.

4 **Jane:** Hi, Lily.
Lily: Hi, Jane. Are you ready for school?
Jane: Yes, I'm just getting on my bike.
Lily: Where's your helmet?
Jane: Oops! It's inside … with my bright-green jacket. Can you wait one moment? I need to get it.
Lily: Yes, you do. You must always wear a helmet when you ride your bike.

PB84. ACTIVITY 2

Read and complete.

- Go through the example. Pupils work in pairs. Elicit the complete sentences to write on the board.

Key: 2 can't see you. 3 busy roads. 4 before you cross the road. 5 use it to cross the road.

PB84. ACTIVITY 3

How do you stay safe?

- Put pupils in groups to discuss the question. Elicit ideas from the class and make a list on the board.

Extra challenge Pupils make a list of 'Road safety' rules. Allow them time to write sentences using the ideas on the board. If time and materials, pupils make *Safety* posters. Display the posters around the classroom.

AB84. Answer Key, see page T103

- If time, use Consolidation activity (T114): *Cycling rules* and / or Extension activity (T114): *Crossing the road.*

Ending the lesson

- With books closed, say, e.g. *You mustn't play near busy …* Pupils write the last word (e.g. *roads*). Repeat with different sentences.

Digital Classroom

- **Presentation Plus:** Units 5 & 6 Values
- **Audio 81**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Units 5 & 6 Values, Downloadable Activity Book Teaching Notes
- **T114 – Consolidation activity:** *Cycling rules*
- **T114 – Extension activity:** *Crossing the road*

Objectives

Pupils study social responsibilities. Pupils talk about recycling.

Target language

- **Key language:** *recycle*, *reuse*, *recycling bins*
- **Additional language:** *right*, *wrong*, *recycled glass*, *can* (n)
- **Revision:** *must / mustn't*, *can / can't*, *bottle*, *bowl*, *glass*, *clothes*, materials: *plastic*, *glass*, *paper*, *colours*

Materials

- **Warmer and Ending the lesson:** Items which can be recycled, made from different materials (e.g. empty glass jar, plastic bottles, empty drinks can, etc.)

Warmer

- Show the items you have brought to class and ask what they have in common. Elicit (in L1) that they can all be recycled. Write *Recycling* on the board and check comprehension.

PB85. ACTIVITY 1

Read and think. Say 'yes' or 'no'. Listen and check.

- Tell pupils to open their Pupil's Books at page 85. Show page 85 on the whiteboard. Focus on the lesson title and review the meaning of the verb *recycle*. Check pupils know the difference between *recycle* and *reuse*. Elicit what pupils can see in the pictures and pre-teach *recycling bin*. Elicit the answer for sentence 1 (yes). Pupils work in pairs to talk about the rest of the sentences.
- Play the Audio. Pupils listen and check their answers. Talk in L1 about the importance of recycling and ask pupils what they recycle at home, what colour the recycling bins are in their town, etc.

Key: 1 Yes, 2 No, 3 Yes, 4 No

82

1 **Granddad:** Can you put this bottle in that bin, please, Jack?
Jack: OK, Granddad, but we can't put it in this one. We need to put it into the yellow bin over there.
Granddad: Oh, really? What's the difference?
Jack: The yellow bin is for plastic, the green bin is for glass, the blue bin is for paper and the red bin is for cans.
Granddad: I see! So now we can put these boxes in the blue bin.
Jack: Yes, Granddad. It's good to recycle.

2 **Boy:** Hello, Lucy. Where are you going?
Lucy: I'm taking this bag of glass bottles and things to the recycling bin over there.
Boy: Yes, at home we recycle glass. I love throwing the glass into the bin. Can I help you?
Lucy: If you want. Thanks.

3 **Girl:** Sally, look at these handbags. They're interesting.
Sally: Yes, they are, and each one is different.
Girl: Hey! They're made from recycled clothes.
Mum: Yes, they're made from old jeans. That's really clever.
Girl: I think they're beautiful! Can I have one please, Mum?

4 **Girl:** Mum, what are you doing with those clothes?
Mum: I'm putting them in this bag, ready to take to the clothes recycling bin.
Girl: Can't we give them to someone?
Mum: No, these clothes are very old. No one can use them.
Girl: Ah. I see, so when we can't reuse something we can still recycle it.
Mum: That's right.

PB85. ACTIVITY 2

Read and match.

- Focus pupils on Activity 2. Read the activity instruction and do the first one together. Check comprehension of *make smaller*. Pupils work in pairs to match the rest of the sentence halves. Check with the class.

Key: 1 d, 2 c, 3 b, 4 a

PB85. ACTIVITY 3

What do you recycle?

- Put pupils in groups to discuss the question. Elicit ideas from the class and make a list on the board.

Extra challenge Encourage pupils to keep a record of how much they recycle or reuse for one week. They can choose one thing (e.g. plastic bottles). At the end of the week, discuss results and ask pupils to think about how they can recycle more.

AB85. Answer Key, see page T103

- If time, use Consolidation activity (T114): *Class poster.*

Ending the lesson

- Show the items you have brought to class again. Ask pupils what material each one is made from (in English if possible) and whether it is possible to recycle the item at school or in the pupils' town. Ask which colour bin each item should go in.

Digital Classroom

- **Presentation Plus:** Units 7 & 8 Values
- **Audio 82**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Units 7 & 8 Values, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7 & 8 Values, Downloadable Activity Book Audio Script
- **T114 – Consolidation activity:** *Class poster*

Units 7&8 Values Recycle

1 82 Read and think. Say 'yes' or 'no'. Listen and check.

1 We must put plastic and paper into special bins.
2 We mustn't recycle glass.
3 We can make things from old clothes.
4 We mustn't recycle clothes.









2 Read and match.

1 When we can't reuse things, we …
2 Make plastic bottles smaller …
3 Always put paper, glass, plastic and cans …
4 We can make new things …

a from old clothes.
b into the right recycling bins.
c before you recycle them.
d can sometimes recycle them.

3 What do you recycle?

Values: units 7 & 8 *Recycle* | social responsibilities

Grammar reference
Pupil's Book p.86–87

Grandpa Star's older than Mr Star.
The dog's bigger than the cat.
Uncle Fred's funnier than Aunt May.

She always has to work at the weekend.
He sometimes has to get up at five o'clock.
He never has to do his homework on Saturday.

1

He's / She's the teacher who's wearing a red sweater.
They're the girls who are skipping.

2

What do you / they want to learn to do? What do you / they want to learn how to do? What does he / she want to learn to do?	I / We / They want to learn to paint. I / We / They don't want to learn how to roller skate. He / She wants to learn to dance. He / She doesn't want to learn how to ride a horse.
What's the activity centre?	It's a place where you can learn to swim.

quick → quickly loud → loudly	They're running quickly. He's shouting loudly.

3

I / You / He / She / It / We / They	had / didn't have lunch at school.
Did you see the dentist last year? Did he / she eat chocolate cake?	Yes, I did. / No, I didn't. Yes, he / she did. / No, he / she didn't.
How many ice creams did you have?	I had two ice creams. / I didn't have an ice cream.

Her mum gave her medicine I had a drink They ate a sandwich	because	she had a headache. I was hot. they were hungry.

4

What did Alex need? Where did she live? Who did Mr Burke stop? What did Simon carry?	Alex needed a hat and a scarf. She lived in a big town. Mr Burke stopped Simon. Simon carried the boxes.

5

They were hungry It was cold I couldn't find my map	so	they ate an apple. they had a hot drink. I got lost.

interesting → more interesting famous → more famous difficult → more difficult	This film is more interesting than that one. She is more famous than him. Maths is more difficult than English.
My bike goes more slowly than yours. He rides his bike more carefully than her.	

6

What did you buy?	I bought / didn't buy a new laptop.
Where did he put the mouse?	He put / didn't put it on the table.
What did they think?	They thought / didn't think the internet was slow.
What did she know?	She knew / didn't know the song on the radio.

7

quick → quicker → the quickest	It's the quickest lizard in the world.
beautiful → more beautiful → the most beautiful	Whales are the most beautiful animals.
good → better → the best	I think rabbits are the best pets.

What did you eat? What did he / she see?	I ate / didn't eat the cake. He / She saw / didn't see a dolphin.
Where did they / we swim?	They / We swam / didn't swim in the sea.

8

I / You / We / They	want	me / you / her / him / us / them	to wash the dishes.
He / She	wants		to open the door.

slowly → more slowly → the most slowly carefully → more carefully → the most carefully	The woman's walking the most slowly. The boys are riding the most carefully.

Activity Book

ANSWER KEY

AB86. ACTIVITY. Read and complete.

Key: 1 easier, 2 younger, 3 thinner, 4 shorter

AB86. ACTIVITY 1. Read and complete.

Key: 1 's, 2 are, 3 who, 4 singing

AB86. ACTIVITY 2. Write the sentences in order.

Key: 1 You can learn how to dance. 2 He wants to learn to swim. 3 It's a place where you can learn to sail. 4 They don't want to learn how to skate.

AB86. ACTIVITY 3. Read and complete.

Key: eat, Yes, did, ate, didn't

AB87. ACTIVITY 4. Read and circle.

Key: 1 danced, 2 tried, 3 dropped, 4 laughed

AB87. ACTIVITY 5. Read and circle.

Key: 1 slowly, 2 carefully, 3 better, 4 loudly

AB87. ACTIVITY 6. Read and complete.

Key: 1 bought, 2 put, 3 caught, 4 went, 5 said, 6 brought

AB87. ACTIVITY 7. Read and match the questions and answers.

Key: 1 b, 2 c, 3 a

AB87. ACTIVITY 8. Read and complete.

Key: 1 most carefully, 2 worst, 3 most quickly, 4 the best

Movers Listening

1 83 **Read and write your ideas. Listen, write and check.**



	Our ideas	Answers
Club is opposite:		the library
Get there by:		
Number of activities:		
Activity on Sunday:		
Club closed on:		
Club shop sells:		

2 84 **Listen and write. There is one example.**

New class: climbing

1 Name of sports club: _____

2 The bus stop is next to: _____

3 Number of walls: _____

4 Activity on Wednesday: _____

5 Must bring: _____

A new class



Objectives

Pupils complete a practice task for Part 2 of the Movers Listening exam.

Target language

- **Key language:** clubs and activities, days of the week, places; *sports club, city centre, library, helmet, sailing, climbing, climbing wall, swimming, do homework, skates, bus stop, ice skating, guitar lesson*

EXAM SKILLS

- Listening for specific information (names, numbers, days, etc.).

EXAM TIPS

- Pupils should always read the prompts before listening, and think about what they mean and what information they require.
- The information is presented in a dialogue. There is one piece of information in each part of the dialogue.
- Pupils do not need to write full sentences but their responses must make sense, given the prompt.
- Pupils may have to spell a given word or write a number in number form (*12*), not as a word (*twelve*).

Warmer

- Spell out the letters for a few words for names of clubs and activities. Pupils spell them in the air or on the palm of their hand with their index finger. On the count of three, pupils call out the word they spelt. Have a volunteer write it on the board. (Suggested words: *sailing, climbing, swimming, ice skating*).

PB88. ACTIVITY 1

Read and write your ideas. Listen, write and check.

- Tell pupils to open their Pupil's Books at page 88. Show the page on the whiteboard. Ask pupils to look at the picture and talk about the places they can see. Then ask them to cover the picture and give them 30 seconds to name eight places they can find in a city centre (they don't have to be the ones in the picture).
- This activity provides practice for the Movers Listening Part 2 task. Explain to pupils that they will need to read prompts and write short answers. Point out that in the Movers test the picture does not provide any answers, but only sets the scene or context.
- Look at the picture again with the class. Elicit what the listening will be about. Check pupils understand the meaning of *club*.
- Allow time for pupils to read each prompt in the table with a partner and think about the type of information required. Ask pupils to write one or two possible answers for each prompt. Discuss how the prompts give clues. For example, *opposite* indicates location and *get there by* suggests transport and travel.
- Play the Audio. Pupils listen to the dialogue and circle any ideas they wrote that are the same.
- Play the Audio a second time. Pupils write the answers they hear.
- Check answers together as a class and write them on the board.

Extra support Highlight how the answers are not in full sentences; numbers are written as numbers not words. Explain that sometimes they will have to spell a word given in the dialogue.

Key: **2** bike, **3** (6) six, **4** climbing, **5** Mondays, **6** skates

83

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources*.

PB88. ACTIVITY 2

Listen and write. There is one example.

- Explain that Activity 2 is similar to the Part 2 Listening task in the Movers test.
- Ensure pupils read all the prompts first. Remind them that the picture does not have the answers.
- Play the Audio twice. Monitor as pupils listen to check they are on task.
- Ask pupils to compare answers with a partner and then check as a class. Discuss any areas pupils found difficult.

Key: **1** WAVES, **2** school, **3** 12 (twelve), **4** ice skating, **5** shoes

84

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources*.

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more listening practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Audio 83–84

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Exam folder Audio Script
- **T114 – Consolidation activity:** *Activity board race*

Objectives

Pupils complete a practice task for Part 3 of the Movers Listening exam.

Target language

- **Key language:** hobbies and activities: *roller skating, painting, basketball, riding, guitar lessons, mountains, waterfall, learn to drive, swimming, sailing, singing, climbing wall*

EXAM SKILLS

- Listening for key words, names and detailed information and identifying and avoiding distractors.

EXAM TIPS

- Pupils should always read the introduction to understand the task, and take a moment to familiarise themselves with the pictures.
- Pupils need to be attentive as they will not hear the information about the pictures in the same order as they appear on the page.
- Pupils need to be aware that there are distractors that provide similar information to the answers, but don't answer the question.
- Pupils should listen to the whole of each section of dialogue before they choose what letter to write.

Warmer

- Introduce a memory game. Write *Every weekend I …* on the board. Ask a volunteer to add a hobby or activity, e.g. *Every weekend I ride my bike*. Ask another volunteer to repeat the sentence and add their own activity, e.g. *Every weekend I ride my bike and go roller skating*. The next pupil repeats the new sentence and adds another activity, and so on. Pupils are eliminated from the game if they forget an activity, or mix up the order. Pupils play the activity in groups.

PB89. ACTIVITY 1

Listen and circle. Use the code.

- Tell pupils to open their Pupil's Books at page 89. Show the page on the whiteboard. Read each question aloud and have volunteers name each item or activity in the pictures.
- Explain the task and how it focuses on identifying the distractor in each dialogue as well as the answer. Emphasise the importance of listening to the whole section of dialogue to find the correct answer.
- Play the Audio and pause after the first dialogue. Elicit the answer and ask pupils to circle the picture in orange. Then say that the other picture is the distractor and ask pupils to circle it in purple. Play the first dialogue again if necessary so pupils are clear why the distractor is not the correct answer.
- Play the rest of the Audio and have pupils use the colour code to circle each picture.
- Check answers with the class. Call out each number and a colour for pupils to name the activity.

Extra support Replay any section of dialogue pupils aren't sure about.

Key: **2** orange: farm, purple: forest, **3** orange: hockey, purple: basketball, **4** orange: mum, purple: girl, **5** orange: mountains, purple: park

85

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources*.

PB89. ACTIVITY 2



Jack is telling his aunt about the new activities his friends are doing. What activities are they doing? Listen and write a letter in each box. There is one example.

- Explain that Activity 2 is similar to the Part 3 Listening task in the Movers test.
- Go through the Exam tips again if necessary. It is important pupils know that the items in the pictures are not in the order they will hear them.

Extra support Once pupils read the introduction, check comprehension. Ask *Who is speaking?* (Jack). *Who is he speaking to?* (his aunt). *What are they talking about?* (the activities Jack's friends are doing). *What do you need to listen for?* (the place where the friends are doing the activities).

- Play the example and pause. Make sure pupils understand why the answer is picture F.
- Play the rest of the dialogue. Pupils listen and carry out the task. Check answers by having pupils call out the letter for each activity. Repeat any dialogues pupils found particularly difficult.

Key: Vicky E, Jack B, Suzy D, Fred A, Jim H

86

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources*.

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more listening practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Audio 85–86

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Exam folder Audio Script
- **T114 – Consolidation activity:** *What activities do your friends do?*

Movers Listening

1 85 **Listen and circle. Use the code.**

Answer = orange Distractor = purple

1 What's Paul's favourite hobby?




2 Where does Lucy go riding?




3 What sport does Mr Brown teach after school?




4 Whose guitar is it?




5 Where are Charlie and his family going at the weekend?




2 86 **Jack is telling his aunt about the new activities his friends are doing. What activities are they doing?**

Listen and write a letter in each box. There is one example.


Sally F


Vicky ☐


Jack ☐


Suzy ☐


Fred ☐


Jim ☐

















Movers Reading and Writing

1 Read. Find and colour the answers.

1 I love dolphins.
2 What's the weather like?
3 Fred's at the bus station.
4 Clare is in bed with a temperature.
5 Would you like a sandwich?
6 Whose roller skates are those?
7 Were there many children at the picnic?
8 Did you like the film?
9 There was a rainbow this morning.
10 Let's go to the pool!

They're mine.	How beautiful!	So do I!	Yes, please.	It's wet.
No, he isn't.	I can't today.	It was OK.	Yes, lots.	Oh, dear!

2 Read the text and choose the best answer.

Example

Peter: Hi, Lily. You weren't in class this morning.

Lily: A Yes, I am.
(B) I was sick.
C No, I don't.



Questions

1 **Peter:** What's the matter? Have you got a cold?
Lily: A No, I don't want one.
B Yes, I'm fine now, thank you.
C No, I've got an earache.

2 **Peter:** Did you see a doctor?
Lily: A I'm going now.
B No, I'm not better.
C It's at 11 o'clock.

3 **Peter:** Is your doctor called Mrs Glass? She's very nice.
Lily: A Yes, that's OK.
B Yes, that's right.
C Yes, she's very well.

4 **Peter:** Shall I come and visit you at home after the doctor's?
Lily: A Yes, please.
B No, it isn't my address.
C Yes, it's here.

5 **Peter:** I can show you what we did in class today.
Lily: A I'd love some.
B I didn't see it.
C I'd like that, thanks.

6 **Peter:** Let's go to the cinema when you're better.
Lily: A It's the best!
B That's a good idea!
C It was OK!

Objectives

Pupils complete a practice task for Part 2 of the Movers Reading and Writing exam.

Target language

- **Key language:** short answers, *They're mine. No, he isn't. How beautiful! I can't today. So do I! It was OK. Yes, please. Yes, lots.*

Materials

- Coloured pencils or crayons

EXAM SKILLS

- Reading for detail.

EXAM TIPS

- Pupils read short dialogues and circle one of three possible answers.
- Pupils need plenty of practice in the use of set (formulaic) expressions and short answers.
- Practise doing multiple-choice questions with pupils to help them understand the differences between the options in meaning, grammar, sense and appropriacy.

Warmer

- Play a Noughts and Crosses (0/X) game on the board with two teams. Draw a 3 x 3 grid and write one formulaic expression in each of the nine spaces. (For example: 1 *No, he wasn't.* 2 *That's fantastic!* 3 *No, thank you.* 4 *Yes, I did.* 5 *So am I.* 6 *Yes, please.* 7 *Oh dear!* 8 *I don't know.* 9 *Yes, that's right.*)
- Write nine questions or statements for each grid response on separate slips of paper, fold them and put them in a container. (For example: *Was Fred at school today? / I've got a new bike! / Would you like an ice cream? / Did you visit your grandma yesterday? / I'm 9 years old. / Do you want to go to the beach? / I'm sick. / Where is the cinema? / Is your mum a teacher?*).
- Pull out a question or statement randomly from the container and read it out. The first team to call out the correct answer in the grid wins that square and marks it with a 0 or an X. Then randomly take another statement or question and read it to the other team. Only accept the team's first answer. If they are incorrect put the question / statement back in the container to ask again later.
- Alternate between teams until one team has a line of three or there are no questions or statements left. The winning team is the first to get a line of three or the team with the most squares.

PB90. ACTIVITY 1

Read. Find and colour the answers.

- Tell pupils to open their Pupil's Books at page 90. Show the page on the whiteboard. Pupils work individually to find the answer to each question or statement and colour it. They colour the answer in the same colour as the corresponding question or statement. Point out the example in blue.
- Pupils compare their answers in pairs.

Extra support Elicit the answers to the first two or three questions or statements and write them on the board. Then circulate while pupils do the activity and support those who need more help with matching a question / statement with its response.

Extra challenge Pairs write more questions or statements for the short answers. Set a time limit and see who creates the most sentences.

Key: **2** It's wet. **3** No, he isn't. **4** Oh, dear! **5** Yes, please. **6** They're mine. **7** Yes, lots. **8** It was OK. **9** How beautiful! **10** I can't today.

PB90. ACTIVITY 2



Read the text and choose the best answer.

- Explain that Activity 2 is similar to the Part 2 Reading and Writing task in the Movers test. The test is similar to the Warmer and Activity 1, but in the test pupils have to identify the correct response in a dialogue.
- Go through the Exam tips again if necessary. Remind pupils they need to check for meaning and context, as well as grammar.
- Make sure pupils understand that they must circle only one answer. Pupils read the dialogues and carry out the task individually.
- Check answers. Read out the question / dialogue and encourage pupils to respond. Praise pupils for their good effort.

Key: **1** C, **2** A, **3** B, **4** A, **5** C, **6** B

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Extra Resources

- **T114 – Consolidation activity:** *What do you remember?*

Objectives

Pupils complete a practice task for Part 3 of the Movers Reading and Writing exam.

Target language

- **Key language:** *pancakes, scarf, white, family, dog, temperature, road, school, running, hospital, sing, doctor, band, sunglasses, kitchen, website*

EXAM SKILLS

- Reading for general understanding and making predictions.
- Checking spelling and reading through work.

EXAM TIPS

- Pupils need to read the whole text to get the general idea of what it is about before completing the gaps.
- They should predict what word is required before looking at the options.
- They should read before and after each gap to understand the type of word required.
- Pupils should copy the missing words correctly. There are three extra pictures / words that are not used in the text.
- They should read through the whole text again when it is completed to check it makes sense.
- Pupils must remember to choose the best title by ticking a box.

Warmer

- Do a simple visualisation activity. Read the following text and have pupils listen with their eyes closed. Explain that they will hear some questions but they must think about the answers in their heads, not say them out loud.
- Read slowly, pausing after each question: *Imagine you are going to the park. It's cold and it is snowing. What are you wearing?* (pause) *You go to the park. How do you get there? Do you walk? Ride your bike? Or go by car?* (pause) *When you arrive at the park, it is very different. It's all white. The ground is white. The trees are white. You see lots of children who are playing in the snow. What are they doing?* (pause) *You see a friend. Who is it? What do you do together?* (pause) *Now open your eyes and tell your partner about your visit to the park.*
- Pupils compare their stories in pairs. Circulate and listen. Ask individual pupils some questions about their visit to the park: *What did you wear? How did you go there? Who did you see? What did you do?*
- Encourage pupils to share their park visits with the class. Ask them if they enjoyed doing this type of activity.

PB91. ACTIVITY 1

Read and complete. Tick (✓) the best title.

- Tell pupils to open their Pupil's Books at page 91. Show the page on the whiteboard. Explain that pupils are going to read a similar story about a park in the snow. This will prepare them for the Part 3 Reading and Writing task.
- Pupils read the text quickly and then cover it. Elicit information about the story by asking questions: *Where was Jack when his mum woke him?* (bed). *Why did he have to go to the park?* (to walk the dog). *What was outside Jack's window?* (snow). *What was Vicky doing in the park?* (having breakfast). *Why did Jack laugh?* (he didn't have his dog). Tell pupils that it is always important to read the whole text first to get a general understanding of the story.
- Read the first two lines of the text aloud. Look at the example and ask pupils why the correct answer is *temperature* (Jack's mum was sick). Ask a pupil to spell *temperature* aloud.
- Pupils work individually to choose and write the correct options. Set a six-minute time limit. (Time limits are good practice for the exam where pupils will have 30 minutes to complete the Reading and Writing paper.)
- Pupils compare answers and spellings with a partner.

Extra support Review the activity and discuss other possible answers (e.g. mum had a cold, the park was quiet, etc).

- Ask pupils to choose what they think is the best title. Discuss why *Breakfast in the park* is the best title (it gives us more specific information about the story).

Key: 1 road, 2 scarf, 3 white, 4 family, 5 pancakes, 6 dog

PB91. ACTIVITY 2

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

- Explain that Activity 2 is similar to the Part 3 Reading and Writing task in the Movers test.
- Describe what the test involves and explain that unlike Activity 1, there are pictures to accompany the missing words. There are three extra pictures.
- Remind pupils to use the strategies from Activity 1 (i.e. read through the whole text for general understanding, predict missing words before looking at the options, check spelling, read through the whole text when the task is completed).
- Read the example aloud. Pupils then work individually to complete the gaps.
- Check answers with the class. Read the text aloud pausing for pupils to provide the missing words. Elicit why each answer is correct.

Key: 1 band, 2 sunglasses, 3 hospital, 4 website, 5 sing, 6 A video for Grandma

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Extra Resources

- **T114 – Consolidation activity:** *Alternative titles*

Movers Reading and Writing

1 Read and complete. Tick (✓) the best title.

pancakes scarf white family dog ~~temperature~~ road

Jack's mum woke him up on Sunday morning. She wanted Jack to take the dog for a walk because she had a temperature and was sick. Jack looked out of his window. There was snow on the (1) _____. He wanted to stay in bed! Jack got dressed and put on his (2) _____. He walked very slowly to the park. He didn't like cold weather. The park was very different with snow. It was quiet and (3) _____.

Behind some trees, a girl waved at him. It was his school friend, Vicky. She was with her (4) _____. 'Hi, Jack,' she said. 'We're having a breakfast picnic in the snow!' Jack had some (5) _____ to eat and drank some hot tea. Now he wasn't cold. 'What are you doing in the park at this time?' asked Vicky. 'Oh, no!' laughed Jack, 'I didn't bring my (6) _____!'

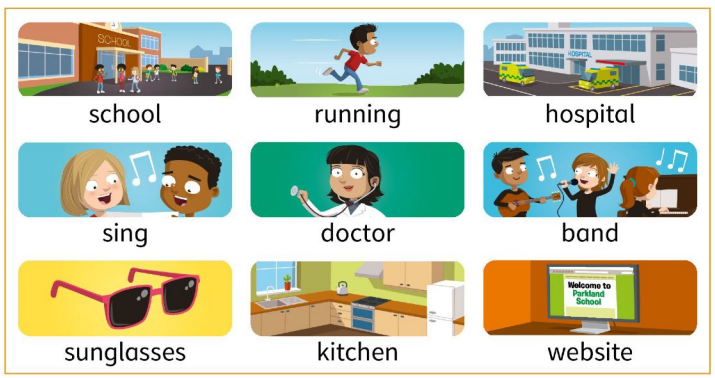
Cold weather ☐ Dogs love parks ☐ Breakfast in the park ☐

2 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Julia's classmates were happy. It was the last day of school before the holidays. Their teacher, Miss White, invited all the families to watch the children play and sing in their (1) _____. The children wore black trousers and jackets. They all had (2) _____. 'Wow! You are all pop stars!' Miss White told them when she saw them.

Julia was sad. Her grandmother couldn't come to the school because she was in (3) _____. 'I know,' said Julia's friend, Jordan. 'I can video the band and put it on the school (4) _____. Then your grandma can watch it on a tablet.' 'That's a great idea, Jordan,' said Miss White.

Some children sang and some played the guitar. Julia and Jordan played the piano. After school, Julia went to the hospital with her parents. They showed the video to Julia's grandmother and her grandmother started to (5) _____. 'I think you're better now,' said Julia and everyone laughed.



(6) Now choose the best name for the story. Tick (✓) one box.

Pop stars visit the hospital ☐

A video for Grandma ☐

Everyone can sing! ☐

A1 Movers Exam folder: Reading and Writing Part 3

Movers Reading and Writing

1 Choose and circle 9 words. Play *Bingo!*

fly	drive	countryside	enjoy	phone	visit
present	surprise	travel	meet	beach	breakfast

2 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.

Grandpa's birthday surprise!



On Saturday, Ben's grandpa phoned. 'Come and visit,' he said. 'It's my birthday on Sunday!'

Mum and Ben drove to Grandpa's house on Sunday morning. Grandpa lived near a farm and Ben loved looking at all the animals in the fields. Ben and his mum sang 'Happy Birthday' when he opened the door and Mum made pancakes for breakfast. Grandpa was a little sad he didn't get a present, but he enjoyed the pancakes.

Examples

Grandpa phoned Ben to talk about his birthday.

On Sunday morning, Ben and his mum visited his grandpa.

Questions

1 Grandpa had _____ for breakfast.

2 Ben and his mum didn't give Grandpa a _____.



'What's the matter with Grandpa?' Ben asked his mum.

'I think he wants a birthday surprise!'

'Oh!' said Ben. 'How about driving to the beach? It's different from the countryside. We can buy a cake and have a picnic on the sand next to the sea.' Mum liked the idea, but Grandpa didn't like travelling in a car and there weren't any shops at the beach to buy food. He wasn't enjoying his birthday.

3 Ben and his mum decided to take Grandpa to the _____.

4 They went by _____, but Grandpa didn't enjoy it.

5 They couldn't have a picnic because the beach didn't have _____.



Then Mum had an idea. 'Let's go,' she said. 'I've got a friend I want you to meet!'

Mum's friend gave flying lessons at a small airport near the beach. A man in a green jacket and hat came to say hello. He had a helicopter and took them all for a ride in it.

'What a surprise!' said Grandpa. 'This is the best birthday present!' Ben and Mum enjoyed it, too.

6 Mum took Ben and Grandpa to an _____ to meet her friend.

7 Everyone loved flying in the _____.

Objectives

Pupils complete a practice task for Part 5 of the Movers Reading and Writing exam.

Target language

- **Key language:** *Grandpa, pancakes, breakfast, beach, picnic, birthday, shops, flying lessons, helicopter, surprise, Bingo, fly, drive, countryside, enjoy, phone, visit, present, travel, meet*

EXAM SKILLS

- Reading for specific information.
- Raising awareness of synonyms and how we can use words and sentences to say the same thing in different ways.

EXAM TIPS

- The story is divided into three sections with pictures. Pupils should read the whole text for a general understanding. In the exam, each section has an illustration but these do not provide answers.
- Pupils will need to complete seven sentences about the story using one, two or three words from the text. All the answers they need are in the text. They need to make sure that the words they choose to complete the sentences are grammatically correct.
- Explain that it is better to write an answer than leave a blank.
- Pupils should be sensitive to the use of synonyms for nouns and pronouns that replace nouns. They should understand that a sentence can be turned around (have words in a different order) but keep the same meaning.

Warmer

- Divide the class into teams. Read out the following sets of three words and ask teams to write the word in each set that is different: *excellent, fantastic, terrible* (terrible); *bad, great, horrible* (great); *happy, sad, unhappy* (happy); *little, small, big* (big); *enjoy, hate, like* (hate); *large, huge, small* (small); *pretty, boring, beautiful* (boring).
- Check with the class and award a point for each correct answer. Then read out the sets again and ask why these words are different. Point out they are opposite in meaning to the other two words which have similar meanings.

PB92. ACTIVITY 1

Choose and circle 9 words. Play *Bingo!*

- Tell pupils to open their Pupil's Books at page 92. Show the page on the whiteboard. Play a Bingo-type game with the class. Have pupils circle nine of the words in the box.
- Tell pupils you will read out words or phrases with similar meanings to the words in the box. Read out the following, pausing after each one: *call, go by plane, not the city, have fun, go to see someone, shock, go somewhere, go by car, see by chance, gift for a birthday, next to the sea, first meal of the day*. Pupils listen and when they hear a word or phrase with a similar meaning to a word they circled in the box, they cross it out. The first pupil to cross out all nine words shouts *Bingo!* Have that person read out their words to check they are correct.

PB92. ACTIVITY 2



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.

- Explain that Activity 2 is similar to the Part 5 Reading and Writing task in the Movers test.
- Ask pupils to look at the test. Elicit how many sentences they must complete (seven) and how many words they can use to complete each sentence (one, two or three words).
- Focus on the title and prompt pupils to share ideas about what they think the story will be about. Remind them that there are pictures in the exam, but these do not provide answers.
- Ask pupils to read the whole story in silence. Then focus on the two examples and read them aloud. Tell pupils that all the answers and words they need are in the text.
- Pupils work individually to complete the task.
- Check answers. Read each sentence aloud, pausing for pupils to complete the missing word(s).

Extra challenge In pairs, have pupils think of five pairs of synonyms and write ten short sentences using each synonym once, e.g. *I'm frightened of spiders. I'm scared of spiders.*

Key: **1** pancakes, **2** present, **3** beach, **4** car, **5** (any) shops, **6** airport, **7** helicopter

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Extra Resources

- **T114 – Consolidation activity:** *Fill the gap*

Objectives

Pupils complete a practice task for Part 6 of the Movers Reading and Writing exam.

Target language

- **Key language:** describing pictures, *curly hair, ice cream, piano, guitar, clown*

EXAM SKILLS

- Completing sentences and responding to questions.
- Writing sentences about a picture.

EXAM TIPS

- Pupils should read each question very carefully to ensure the correct response.
- In questions 1 and 2, pupils complete the sentences by writing a word or short phrase. In questions 3 and 4, pupils answer questions with phrases or sentences.
- In questions 5 and 6, pupils write two full sentences about the picture, which must be different from each other and from the previous sentences.
- It is important that pupils write about the picture in the task and that their answers are comprehensible.

Warmer

- If possible, display the picture from the Movers 2018 Reading and Writing test Part 6, Volume 1. Alternatively, focus pupils on an illustration in their course book, or poster with people doing a few different activities. The picture from the Movers test can instead be used for revision.
- Point to the different parts of the picture and elicit vocabulary.
- In pairs, pupils take turns to make a false statement about the picture for their partner to correct. They must repeat the full sentence with the correct information. For example: *The brown dog is running in a field. / No, it isn't. The brown dog is playing in some water. The boy on the bike is wearing a cap. / No, he isn't. The boy on the bike is wearing a helmet.*
- Allow five minutes for the activity. Then ask volunteers to share corrected sentences. Write them on the board and where necessary provide similar alternatives or extensions, e.g. *The girl is carrying some glasses* could be *The girl in the black skirt is carrying three glasses. One dog is in the water* could be *The brown dog is playing in the water*, and so on.

PB93. ACTIVITY 1

Look, read and correct.

- Tell pupils to open their Pupil's Books at page 93. Show the page on the whiteboard. Pupils now look at the picture in Activity 1. Focus on the example and explain the task.
- Pupils work individually to correct the sentences, then compare their corrections with a partner.
- Read each sentence aloud and nominate a volunteer to read the correct sentence. Involve the rest of the class by asking if they agree with the correction.

Key: **1** The clown is eating a cake. **2** The pirate has got a beard.

PB93. ACTIVITY 2



Look and read and write.

- Explain that Activity 2 is similar to the Part 6 Reading and Writing task in the Movers test.
- Describe the three parts of the task. Refer to the Exam tips and reminders opposite and remind pupils to read the sentences and questions carefully. Prompt pupils to tell you what they must do for questions 5 and 6.
- Read the examples aloud.
- While pupils complete the task, circulate and monitor how pupils are doing.
- Check answers. Read each question aloud and have volunteers provide the answers. There may be some variations. For example, *the clown isn't wearing shoes / socks / a skirt.*

Extra support Elicit sentences for questions 5 and 6. Write different sentences on the board to build a complete description of the picture.

Extra challenge In groups of three, pupils collaborate to write sentences describing the picture they observed in the Warmer. One member writes the first word of a sentence on a sheet of paper and passes it to the next member of their group who adds the next word. Group members continue in this way until they have a complete sentence. The group member who writes the last word in the sentence and adds the full stop, gains a point. Pupils continue to write sentences in the given time limit.

Key: **1** guitar, **2** balloon, **3** taking a photo, **4** on the piano, **5** Pupils' own answers. **6** Pupils' own answers.

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Extra Resources

- **T114 – Consolidation activity:** *True or false?*

Movers Reading and Writing

1 Look, read and correct.



hungry
Example: The clown is ~~thirsty~~.

1 The clown is drinking lemonade.

2 The pirate has got a moustache.

2 Look and read and write.



Examples

Three girls with curly hair are eating ice cream.
How many children are sitting on the floor? two

Complete the sentences.

1 The boy next to the piano is playing a _____.
2 The girl with the orange hat has got a _____.

Answer the questions.

3 What's the woman doing? _____
4 Where is the black cat? _____

Now write two sentences about the picture.

5 _____
6 _____

Movers Speaking

1 87 **Listen and write '1' or '2'.**

A  2

 1

B 



C 



D 



E 



F 



2 **Look. Circle the one that is different and say why.**

Example



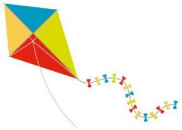






1 







2 







3 







Objectives

Pupils complete a practice task for Part 3 of the Movers Speaking exam.

Target language

- **Key language:** *grown-up, carry, wear, handbag, helmet, salad, coffee, CD, comic book, parrot, panda, boat, tractor*

EXAM SKILLS

- Giving reasons for choosing a picture that is different.

EXAM TIPS

- Pupils identify a picture that is different in a set of four.
- Pupils need only give simple reasons for choosing a picture that is different, e.g. *These are black and white. This isn't.*
- In the test, a candidate may find an alternative difference to the one intended. This is acceptable provided a reason is given for their choice.

Warmer

- Play a word association game as a whole class. Say the word *sea*. Ask pupils to raise their hand to say a word associated with *sea*, e.g. *beach*. Then encourage another pupil to raise their hand to add a word associated with *beach*, e.g. *shell*. Continue with other pupils making associations.
- Now have pupils play a similar game in small groups of four. This time they have specific categories. Name a category, for example, places in a town. Pupils take turns in their group to say one word in that category (*hospital, library, station, supermarket*, etc.). It is important that they wait their turn. If a pupil can't think of a word, they must say *pass* and wait for their next turn. If a pupil repeats a word, they are eliminated from the game. Set a time limit of 30 seconds for each category. (Possible categories: food, clothes, sports, objects, animals, the countryside, the beach.)

PB94. ACTIVITY 1

Listen and write '1' or '2'.

- Tell pupils to open their Pupil's Books at page 94. Show the page on the whiteboard. Explain to pupils that in the Part 3 Speaking task of the Movers test they will see four pictures. They must identify the picture that is different and give a reason. Say that Activity 1 will help them prepare for this task.
- Ask pupils to look at the pictures and talk about them with a partner.
- Play the Audio for the first set of pictures and ask pupils to look at the numbers in the example which show the order the pictures were described: 1 (a grown-up), 2 (a child).
- Play the rest of the Audio. Pupils number the pictures *1* or *2*.
- Check answers. Name each item in each set for pupils to call out the number.
- After checking answers, go back through each set and elicit the language used to describe each item, e.g. *You carry this. You wear this. You eat this. You drink this.*

Extra support Place a set of four flashcards on the board where three belong to the same category and one is different, for example, whale, dolphin, shark and snail. Prompt pupils to identify which is different and practise explaining why, e.g. *These animals can swim. This animal can't swim.* Repeat the flashcard activity with other cards until you feel pupils are confident describing differences.

Key: **B** (2) coffee (1) salad, **C** (1) helmet (2) handbag, **D** (1) music (2) comic, **E** (1) parrot (2) panda, **F** (1) boat (2) tractor

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Audio Scripts for the Exam folder can be downloaded from *Teacher Resources*.

PB94. ACTIVITY 2



Look. Circle the one that is different and say why.

- Explain that Activity 2 is similar to the Part 3 Speaking task in the Movers test.
- In the test, pupils will only need to talk about three sets of four pictures, as one set is the example.
- Ask pupils to talk about the pictures in pairs. Then circulate and ask individuals to explain which picture is different in two of the four sets.

Extra challenge Each pupil draws four items of their choice on separate pieces of paper. In pairs, they mix the papers up and place them face down on the desk. They take turns to turn over two pieces of paper at a time and talk about how they are different, e.g. *This is an animal. This isn't.*

- While pupils work on the Extra challenge task, call up individuals or pairs to carry out the Speaking Activity 2 with you at your desk.
- Afterwards, go through the Speaking test as a class and talk about which picture is different. Elicit pupils' reasons for choosing the odd one out.

Key: **1** Rabbit. It doesn't fly. **2** Net. You can't wear this. **3** The woman under the tree. All the other pictures have water in them.

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more speaking practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Audio 87

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Exam folder Audio Script
- **T114 – Consolidation activity:** *What's the difference?*

Objectives

Pupils complete a practice task for Part 4 of the Movers Speaking exam.

Target language

- **Key language:** question words, personal information

EXAM SKILLS

- Answering personal questions

EXAM TIPS

- Pupils answer questions about themselves, their families and friends, their homes, their school and free time activities, and their likes and dislikes.
- Only simple answers of between one and four words are expected.
- Questions will normally be in the present tense but pupils should also be prepared to answer questions in the past tense, e.g. *What did you do last weekend? I went to the park with my friends.*

Warmer

- Write *I have fruit and bread for breakfast.* on the board and elicit the question *What do you have for breakfast?* Do the same with *I walk to school in the morning.* (*How do you come to school?*)
- Ask pupils to choose one question. Tell them they have one minute to mingle and ask their question to as many classmates as possible.
- Conduct feedback. Ask how many different things pupils eat for breakfast and how many different ways pupils travel to school.

PB95. ACTIVITY 1

Unscramble and write the questions. Listen and number.

- Tell pupils to open their Pupil's Books at page 95. Explain that in Part 4 of the Speaking task, pupils will answer some questions about themselves and their family.
- You may like to show pupils the video of this part of the exam: https://www.cambridgeenglish.org/exams-and-tests/movers/preparation/
- Focus on Activity 1. Explain that the questions are all personal questions they may be asked in the exam. There will also be follow-up questions. Give examples: *What do you have for breakfast? Where do you eat your breakfast? What do you do after breakfast?*
- Pupils unscramble and write the questions.
- Have volunteers read out each question to check word order.
- Play the Audio. Pupils listen and identify the answer to each question without writing.
- Play the Audio a second time and have pupils number the questions in the order they are answered. Do the first as an example: *What do you eat at parties?*
- Check answers. Pairs volunteer to read out the question and answer in the order they appear on the Audio.

Key: **1e** What do you eat at parties? **2d** Who lives with you? **3b** What sports do you do? **4f** What are your hobbies? **5a** Where do you go after school? **6c** What did you do last weekend?

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1 When I'm hungry, I eat cheese sandwiches. I drink lemonade or milkshakes.
2 I live with my parents, my grandma and my brother.
3 I play football at the sports centre on Saturday morning. I play basketball at school.
4 I like painting and horse riding. I also like roller skating.
5 After school, I go to my friend's house. On Mondays, I go to my piano class.
6 I went to the shopping centre with my mum and I went to the cinema.

PB95. ACTIVITY 2



Now interview a friend.

- In pairs, pupils use the questions from Activity 1 to interview their partner. They should try to think of some follow-up questions, e.g. *What do you eat at parties? What's your favourite food? What activities do you do at parties?*
- While pupils are interviewing each other, circulate and ask individuals one or two of the questions yourself. Alternatively, call pairs or individuals to your desk or to a quiet corner in the classroom to interview them.
- Make a note of areas pupils may still need support in.
- Praise pupils for working well together and their ability to talk about themselves in English!

Ending the lesson

- Ask pupils how they felt about the task. Use their feedback to plan more speaking practice.

Digital Classroom

Presentation Plus: Movers Exam folder

Practice Extra

Audio 88

Extra Resources

- **T114 – Consolidation activity:** *Interview me*

Movers Speaking

1 88 **Unscramble and write the questions. Listen and number.**

A school you do after ? Where go

B do What do ? sports you

C you weekend What do ? last did

D lives you Who ? with

E parties at What eat you ? do

F your What hobbies are ?



A Where do you go after school? ☐

B _____ ☐

C _____ ☐

D _____ ☐

E _____ 1

F _____ ☐

2 **Now interview a friend.**

Unit 0

AB4. ACTIVITY 1

Read and circle.

Key: 2 older, 3 taller, 4 longer, 5 bigger, 6 happier

AB4. ACTIVITY 2

Read and complete.

Key: 2 fishing, 3 go cycling / go for a bike ride, 4 play hockey, 5 to fly a kite, 6 want to play table tennis, 7 wants to go swimming / wants to swim

AB5. ACTIVITY 1

Sort and write the words. Complete the crossword.

Key: 1 cold, 2 naughty, 3 hungry, 4 loud, 5 thirsty, 6 clever, 7 quiet, 8 tired

AB6. ACTIVITY 3

Read and match.

Key: 2 e, 3 f, 4 b, 5 a, 6 d

AB7. ACTIVITY 1

Look and complete with 'before' or 'after'. Match.

Key: 2 before d, 3 after c, 4 before a, 5 before f, 6 after e

AB7. ACTIVITY 2

Circle the odd one out.

Key: 2 bus, 3 lorry, 4 rock, 5 blanket, 6 cook, 7 driver, 8 island, 9 builder, 10 teacher

AB8. ACTIVITY 1

Say and underline the sounds using the correct colour.

Key: night, thirsty, day, kites, five, sometimes, nurse, always, bike, girls

AB8. ACTIVITY 2

Read and complete with words from Activity 1. Write one more sentence.

Key: 2 curly / nurse, 3 sometimes / rides / bike, 4 day / play / night, 5 Five / girls / kites, 6 Pupils' own answers.

AB9. ACTIVITY 1

Read and write the numbers. Then join the dots in the correct order and answer.

Key: 39 tree 74, 74 balcony 53, 53 bike 95, 95 cloud 47, 47 rainbow 21, 21 blanket 82, 82 trainers 19, 19 scarf 33, 33 rock 15, 15 cave 98

Unit 1

AB10. ACTIVITY 1

Find and circle the words.

Key:

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

AB10. ACTIVITY 2

Look at the pictures. Complete the sentences.

Key: 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 busy

AB11. ACTIVITY 2

Ask your friend. Write the answers.

Key: Pupils' own answers.

AB12. ACTIVITY 1

Listen and draw lines. Colour.

Key: Paul – reading a book, Jane – drawing a picture, Mr Edison – writing on the board, Peter – talking to Mary, Mary – (pink dress) talking to Peter, Jim – sharpening his pencil

AB12. ACTIVITY 2

Read and circle.

Key: 2 are, 3 who, 4 who, 5 on, 6 who, 7 to, 8 must

AB13. ACTIVITY 1

Look at the pictures. Read and correct.

Key: 2 The man who's throwing a ball has got a little black dog. 3 The woman who teaches music lives in a little house. 4 The man who's wearing a blue jacket rides his bike to school. 5 The woman who likes books gets up at 7 o'clock.

AB13. ACTIVITY 2

Read and complete the table. Label the picture.

Key:

Name	Description	Age	Subject	Hobby
Mr Brown	black beard	42	English	playing tennis
Miss Stone	long fair hair	30	maths	horse riding
Mr Kelly	brown moustache	28	sport	playing the guitar
Mrs Bird	curly grey hair	57	music	reading

AB14. ACTIVITY 1

Sort and write the words. There's one extra letter in each word.

Key: 2 quick, 3 boring, 4 slow, 5 difficult 6 easy, 7 brave, 8 busy, 9 careful, 10 terrible

AB14. ACTIVITY 2

Complete the table with the words from Activity 1. Colour the stressed syllable.

Key: 2 quick, 3 bor-ing, 4 slow, 5 dif-fi-cult, 6 ea-sy, 7 brave, 8 bu-sy, 9 care-ful, 10 ter-ri-ble

AB14. ACTIVITY 3

Write adjectives to complete the sentences for you. Circle the stressed syllable in each adjective.

Key: Pupils' own answers.

AB15. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. (2) Now choose the best name for the story. Tick (✓) one box.

Key: 1 sheep, 2 night, 3 teacher, 4 draw, 5 boring
(2) Sally wants to be an art teacher

AB16. ACTIVITY 1

Read and circle the adjectives.

Key: 2 curved, interesting, 3 colourful, round, attractive, 4 pink, 5 excited

AB16. ACTIVITY 2

Read again and complete. Make notes about another painting.

Key: style: abstract; adjectives to describe the painting: bright, thick, black, big, attractive; adjectives to describe feelings: calm, peaceful

AB17. ACTIVITY 1

Read and write the words.

Key: 2 doctor, 3 never, 4 dentist, 5 trees, 6 easy, 7 snail

AB17. ACTIVITY 2

Cross out the words from Activity 1.

Key: Lenny likes his new teacher.

AB17. ACTIVITY 3

Read and write *T* (true) or *F* (false).

Key: 2 T, 3 T, 4 F, 5 F, 6 T

Unit 2

AB18. ACTIVITY 1

Listen and draw lines.

Key: Jack – swimming, Fred – bike, Jane – climbing, Peter – fishing, Daisy – roller skate, Mary – fishing, Jim – on boat

AB18. ACTIVITY 2

Write the sentences in order.

Key: 2 We can learn to skateboard. 3 She's the girl who likes skating. 4 You can play basketball inside. 5 Do you want to go fishing?

AB19. ACTIVITY 1

Read and complete the table.

Key:

Name	Age	Sport	Equipment
Metin	11	volleyball	a big ball
Beth	12	swim	a towel
Amira	10	roller skate	skates, a helmet
Paul	12	climb	strong shoes, a helmet

AB19. ACTIVITY 2

Read and write the words.

Key: 2 dancers, 3 climbers, 4 swimmers, 5 ice skaters, 6 winners, 7 singers

AB20. ACTIVITY 1

Read and circle. Match.

Key: 2 quickly c, 3 badly f, 4 slowly d, 5 well e, 6 quietly b

AB20. ACTIVITY 2

Read and complete for you.

Key: Pupils' own answers.

AB20. ACTIVITY 4

Read. Sort and write the words.

Key: 2 river, 3 skate park, 4 ice rink, 5 forest, 6 beach

AB21. ACTIVITY 1

Read and match.

Key: 2 e, 3 d, 4 a, 5 f, 6 b, 7 c

AB21. ACTIVITY 2

Read and complete the table.

Key: Alex – play the piano well, climb carefully; Meera – swim quickly, sing quietly; Suzy – sing loudly, write slowly; Simon – climb quickly, draw well; Stella – swim slowly, write well

AB22. ACTIVITY 1

Find and circle the words.

Key: snake, slowly, sport, swim, swing, sloth, skirt, spider, skateboard

AB22. ACTIVITY 2

Read and complete. Use words from Activity 1.

Key: 1 The sloth wants to learn to swim. 2 The spider wants to learn to skateboard. 3 The sloth wants to learn to skip. 4 The snake wants to learn to swing.

AB22. ACTIVITY 3

Look and write sentences.

Key: The spider skates. The snakes swim. The monkey skateboards.

AB23. ACTIVITY 1

Listen and colour and write. There is one example.

Key: 1 boy with ball has red hat, 2 boy under tree – write *comic*, 3 big ball is orange, 4 woman with straight brown hair, 5 skating girl has purple jacket

AB24. ACTIVITY 1

Read and underline the adverbs.

Key: 2 badly, 3 quickly, 4 well

AB24. ACTIVITY 2

Read again and complete. Make notes to invent a new urban sport.

Key: (2 to 4; equipment: tennis racket, tennis ball, string, empty plastic bottles, wall) How to get ready to play: tie bottles to a string next to a wall 30 cm apart; How to play and win: the player who hits the most bottles wins

AB25. ACTIVITY 1

Complete the crossword.

Key: 2 beard, 3 fishing, 4 sports centre, 5 difficult, 6 artist

AB25. ACTIVITY 2

Read and match.

Key: 2 a, 3 d, 4 b

Review Units 1 and 2

AB26. ACTIVITY 1

Read and answer.

Key: 2 l (climbing), 3 p (skip), 4 h (helmet), 5 a (snail), 6 b (badminton), 7 e (tennis), 8 t (football). The word is *alphabet*.

AB26. ACTIVITY 2

What's wrong with these pictures? Write sentences.

Key: 2 The cow's got glasses. 3 They're sailing in a swimming pool. / The boat is in a swimming pool. 4 The girl's wearing a scarf in the sun. 5 The girl's writing with a ruler. 6 He's fishing on a basketball court.

AB27. ACTIVITY 3

Circle the odd one out.

Key: 2 quick, 3 tall, 4 holiday, 5 earache, 6 weather, 7 first, 8 shopping, 9 beard, 10 skip, 11 climb, 12 bike

AB27. ACTIVITY 4

Use the words from Activity 3 to complete the crossword. Write the message.

Key: bike, holiday, shopping, tall, weather, climb, skip, first, eight, quick, beard, earache

Unit 3

AB28. ACTIVITY 1

Read Stella's diary. Now look for the past tense of the verbs.

Key: 2 had, 3 ate, 4 drank, 5 went, 6 saw, 7 took, 8 gave, 9 were

AB28. ACTIVITY 2

Read and complete. Use the past tense verbs from Activity 1.

Key: 2 were, 3 saw, 4 gave, 5 took, 6 was, 7 had, 8 ate, 9 drank

AB30. ACTIVITY 1

Read and complete the table.

Key: 1 Daisy: went to a party / didn't go to the cinema. 2 Sally went to the cinema / didn't drink any milk at breakfast. 3 Jack had a stomach-ache / didn't eat any food all day. 4 Susan gave her mum some flowers / didn't have lunch at school. 5 Paul: did his homework / didn't see his friends.

AB30. ACTIVITY 2

Write sentences about the children.

Key: (In any order) 2 Sally saw a film at the cinema. She didn't drink any milk at breakfast. 3 Jack had a stomach-ache. He didn't eat any food. 4 Susan gave her mum some flowers. She didn't have lunch at school. 5 Paul did his homework. He didn't see his friends.

AB31. ACTIVITY 1

Put the words in groups.

Key: Places: school, hospital, cinema, park; People: cousin, teacher, mum, nurse; Food: burger, banana, apple; Drink: milk, lemonade, juice, water

AB32. ACTIVITY 1

Read and complete the words with 'b' or 'v'. Then look and circle *True* or *False*.

Key: 2 At the beach, two boys are playing baseball. *True*, 3 There's a brown bear and a vet eating burgers. *False*, 4 A spider is sleeping in a very big bed. *True*

AB33. ACTIVITY 1

Listen and write. There is one example.

Key: 1 stomach-ache, 2 cake or biscuits, 3 in hospital, 4 39, 5 sleep a lot

AB34. ACTIVITY 1

Read and circle the pronouns. Then write the contractions.

Key: 2 they / they're, 3 we / we're, 4 it / it's

AB34. ACTIVITY 2

Read again and complete. Make notes for your dream job.

Key: Job title: professional musician; Job description: playing drums / music all over the world; Skills / training: drum lessons; What makes the job fun: travelling / playing music with friends

AB35. ACTIVITY 1

Match to make sentences.

Key: 2 Jim didn't go to the doctor. 3 Zoe saw the dentist last week. 4 Did Sally take her medicine? 5 There were a lot of people at the hospital.

AB35. ACTIVITY 2

Read and tick (✓) past tense.

Key: 2 No, he didn't. 3 No, they didn't. 4 Yes, he did. 5 Yes, he did. 6 No, they didn't.

Unit 4

AB36. ACTIVITY 1

Read and complete. Use the past tense of the verbs.

Key: 2 sailed, 3 climbed, 4 cooked, 5 talked, 6 laughed, 7 walked, 8 planted, 9 helped, 10 played, 11 wanted, 12 needed

AB36. ACTIVITY 2

Read and write 'yes' or 'no'.

Key: 2 Yes, 3 No, 4 No, 5 Yes, 6 No, 7 No, 8 Yes

AB37. ACTIVITY 1

Put the words in groups.

Key: + *-ed*: played, jumped, shouted, climbed; + *-d*: invited, roller skated, closed, danced; + *-ped*: dropped, shopped, skipped, hopped; *-y* + *-ied*: cried, carried

AB37. ACTIVITY 2

Write the secret message.

Key: I tried to catch Nick Motors. He was outside the supermarket. I pointed at him and shouted, but he laughed and jumped on our motorbike!

AB38. ACTIVITY 1

Match and write.

Key: third – 3rd, second – 2nd, ninth – 9th, first – 1st, twelfth – 12th, twentieth – 20th, eighth – 8th

AB38. ACTIVITY 2

Read and write three words starting with each letter.

Key: (Possible answers) 2 l: lake, love, last, 3 g: green, guitar, got, 4 s: sing, scarf, sad, 5 d: dance, drink, dog, 6 e: elephant, English, easily, 7 n: nose, new, never, 8 c: cough, car, carried

AB39. ACTIVITY 1

Look and complete. Who was the winner?

Key: Lucas was first. Hannah was second. Jessie was fourth. Alba was sixth. Jordan was seventh. Lola was eighth. Abdul was ninth.

AB39. ACTIVITY 2

Read and complete the table.

Key:

Name	Position	Activity
Daisy	first	jumped
Fred	second	danced
Jim	third	played table tennis
Vicky	fourth	ice skated

AB40. ACTIVITY 1

Say and write the past of the verbs in the correct box.

Key: box 1 with triangle: started, wanted, invited;
box 2 with T: helped, danced, jumped, laughed, liked;
box 3 with square: carried, rained, played, cleaned

AB40. ACTIVITY 2

Read and complete with words from Activity 1.

Key: 2 cleaned, 3 helped, 4 wanted, 5 invited, 6 danced, 7 laughed, 8 played, 9 jumped, 10 started, 11 carried, 12 liked

AB41. ACTIVITY 1

Listen and tick (✓) the box. There is one example.

Key: 2 A, 3 A, 4 C, 5 C

AB42. ACTIVITY 1

Match.

Key: third, 33%, thirty-three per cent; quarter, 25%, twenty-five per cent

AB42. ACTIVITY 2

Read again. Number in order of popularity.

Key: football 2, games 1, tennis 4, drama 3, running 5

AB43. ACTIVITY 1

Read and circle. Complete.

Key: 2 us, 3 Saturday, 4 talk, 5 climbed, 6 fifteenth, 7 cooked, 8 watched

AB43. ACTIVITY 2

Read and correct the sentences.

Key: 2 Pupils and parents are in the show. 3 Lock and Key are sitting in the fifth row. 4 Key buys two lemonades. 5 Peter's dad is a pirate in the show. 6 Lock pulls Peter's dad's beard.

Review Units 3 and 4

AB44. ACTIVITY 1

Find and circle the past tense of the verbs.

Key:

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

AB44. ACTIVITY 2

Read and complete with past tense verbs from Activity 1.

Key: 2 drank, 3 was, saw, 4 had, took, 5 were, ate, 6 gave

AB44. ACTIVITY 3

Read and write 'Yes, I did' or 'No, I didn't'.

Key: Pupils' own answers.

AB45. ACTIVITY 4

Circle the odd one out.

Key: 2 phoned, 3 awake, 4 worse, 5 kick, 6 closed, 7 hurt, 8 sailed, 9 danced, 10 writes, 11 twentieth, 12 tired

AB45. ACTIVITY 5

Use the words from Activity 4 to complete the crossword. Write the message.

Key: Down: phoned, twentieth, danced, writes, kick, worse, sailed
Across: moustache, awake, closed, tired, hurt

Unit 5

AB46. ACTIVITY 1

Read and match.

Key: 2 f, 3 e, 4 a, 5 c, 6 b, 7 h, 8 j, 9 d, 10 g

AB47. ACTIVITY 3

Read and match.

Key: 2 e, 3 f, 4 b, 5 a, 6 c

AB48. ACTIVITY 1

Complete the crossword.

Key: 2 easy, 3 bad, 4 curly, 5 dirty, 6 right, 7 first, 8 loudly, 9 old
The secret word is *beautiful*.

AB48. ACTIVITY 2

Read and match.

Key: 2 a, 3 f, 4 b, 5 c, 6 d

AB49. ACTIVITY 1

Look and write sentences.

Key: 2 Mr Star's more famous than Grandma Star. 3 The dog is dirtier than the cat. 4 The horse is thirstier than the dog. 5 The monkey is happier than the panda. 6 The elephant is stronger than the dog. 7 The girl is more careful than the boy.

AB49. ACTIVITY 2

Compare Tom's days. Choose words from the box.

Key: The weather was better on Sunday than on Wednesday. The weather was worse on Wednesday than on Sunday. It was sunnier on Sunday than on Wednesday. Tom was happier on Sunday than on Wednesday. Tom was more tired on Wednesday than on Sunday. The lesson was more exciting on Sunday than on Wednesday. The lesson was more boring on Wednesday than on Sunday. The lesson was more difficult on Wednesday than on Sunday.

AB50. ACTIVITY 1

Complete the words with *ir* / *ur* / *or*.

Key: world, circus, skirt, work, thirsty, burger, turn, third, girl, first, word

AB50. ACTIVITY 2

Read and complete with words from Activity 1.

Key: 2 burger, 3 world, 4 circus, 5 work, 6 third, 7 skirt

AB51. ACTIVITY 1

Read the text. Choose the right words and write them on the lines.

Key: 1 eat, 2 Their, 3 got, 4 the, 5 than

AB52. ACTIVITY 1

Read and circle the imperatives.

Key: 2 Don't, 3 Eat, 4 Wear, 5 Don't

AB53. ACTIVITY 1

Read and match. Colour the squares.

Key: It's mine. – green; They're yours. – purple; It's ours. – red; They're his. – pink; They're hers. – blue

AB53. ACTIVITY 2

Read and number Nick Motors' actions in order.

Key: A 3, B 5, C 1, D 4, E 2

Unit 6

AB54. ACTIVITY 1

Read and complete.

Key: 2 laptop, 3 internet, 4 apps, 5 screen

AB54. ACTIVITY 2

Read and circle.

Key: 2 mouse, 3 an email, keyboard, 4 internet, 5 apps

AB55. ACTIVITY 1

Listen and write. There is one example.

Key: 2 a new computer, 3 Jack's brother, 4 help him with his homework and to watch video clips, 5 £449

AB55. ACTIVITY 2

Write the sentences in order.

Key: 2 You have to turn the laptop on before you can use it. 3 It's easier to text your friends than send emails. 4 You can use a mobile phone to text your friends. 5 We can listen to music on our computers. 6 E-books are better and smaller than paper books. 7 We can use the internet on our mobile phones.

AB56. ACTIVITY 1

Match and write the past tense verbs. Use each verb to write a sentence.

Key: 2 gave, 3 went, 4 came, 5 thought, 6 caught, 7 did, 8 put, 9 knew, 10 chose; Pupils' own answers.

AB57. ACTIVITY 1

Read and write the numbers.

Key: 2 thirty-nine, 3 twenty-four, 4 forty

AB57. ACTIVITY 2

Read and match the questions and answers.

Key: 2 d, 3 g, 4 a, 5 f, 6 e, 7 b

AB58. ACTIVITY 1

Complete the words with *ou* / *or* / *a*. Write the words in the correct box.

Key: four, sport, brought, tall, talk, bought, water, called, short, walked

AB58. ACTIVITY 2

Read and correct the sentences.

Key: 2 talk, 3 sport, 4 thought, 5 bought, 6 short

AB59. ACTIVITY 1

Where did Charlie go with these people? Listen and write a letter in each box. There is one example.

Key: 1 Aunt Daisy – F; 2 Grandma – D; 3 Fred – E; 4 Dad – A; 5 Lily – C

AB60. ACTIVITY 1

Underline the regular past tense verbs and circle the irregular past tense verbs.

Key: 1 invented (regular), 2 were (irregular), 3 heard (irregular), 4 listened (regular), 5 read (irregular)

AB60. ACTIVITY 2

Read again and complete. Make notes for another inventor.

Key: Best invention: robotic arm; What did it do?: moved things; Other inventions: automatic door, hotdog oven

AB61. ACTIVITY 1

Match to make sentences.

Key: 2 I couldn't use a laptop when I was three. 3 She loves texting her friends. 4 He bought a new computer for his mum. 5 They wanted to email their cousin in India. 6 You read some e-books on holiday.

AB61. ACTIVITY 2

Read and circle.

Key: 1 came, took, 2 was, 3 went, 4 wrote, read, 5 saw

Review Units 5 and 6

AB62. ACTIVITY 1

What can you see? Tick (✓) the boxes.

Key: river, plant, sweater, blanket, glass, comic, beard, bottle, laptop, dog, sun, snail, picnic, rock, leaves, moustache, rabbit, grown-up, banana

AB62. ACTIVITY 2

What can't you see? Write the words.

Key: moon, orange, cage, road, parrot, toothbrush, email

AB62. ACTIVITY 3

Find the word. Use the first letters from Activity 2.

Key: computer

AB63. ACTIVITY 4

Circle the odd one out.

Key: 2 ticket, 3 plant, 4 quickly, 5 bounced, 6 bears, 7 cave, 8 liked, 9 evening, 10 where, 11 weather, 12 know

AB63. ACTIVITY 5

Use the words from Activity 4 to complete the crossword. Write the message.

Key: know, weather, where, bears, bounced, cave, evening, quickly, sailed, liked, ticket, plant; **Message:** Save the world!

Unit 7

AB64. ACTIVITY 1

Make sentences.

Key: 2 Penguins live in Antarctica. 3 The dolphin can't drink sea water. 4 The blue whale is the loudest animal in the world. 5 The parrot lives in the forest.

AB64. ACTIVITY 2

Read and complete.

Key: Father, Sister, grandfather, mother, Brother

AB65. ACTIVITY 1

Read and write the animals

Key: 2 elephant, 3 parrot, 4 monkey, 5 crocodile, 6 tiger

AB66. ACTIVITY 1

Listen and write the letter.

Key: 1 c, 2 d, 3 e, 4 h, 5 f, 6 b, (7 a), 8 g

AB67. ACTIVITY 1

What did the animals do? Read and complete.

Key: 2 ran, 3 flew, 4 swam, 5 sat, 6 slept

AB67. ACTIVITY 2

Read and complete with 'into', 'out of', 'along' or 'round'.

Key: 2 round, 3 into, 4 out of, 5 round, 6 along

AB68. ACTIVITY 1

Complete the words with *ew* / *ue* / *oo*. Circle the sounds using the correct colour.

Key: school, good, blue, zoo, flew, took, look, pool, rescue, wood

AB68. ACTIVITY 2

Look and describe the picture to your friend.

Key: Pupils' own answers.

AB68. ACTIVITY 3

Read and complete.

Key: 2 school, 3 baboon, 4 blue birds, 5 wood, 6 foot, 7 blue pool, 8 good

AB69. ACTIVITY 1

Read the text and choose the best answer. Sally is talking to her friend Jack.

Key: 1 C, 2 B, 3 A, 4 A, 5 C, 6 A

AB70. ACTIVITY 1

Read and complete with a full stop (.) or an exclamation mark (!).

Key: 1 ., 2 !, 3 ., 4 !, 5 !

AB70. ACTIVITY 2

Read again and complete. Make notes for another animal.

Key: 1 400, 2 seals, 3 fish, 4 poisonous

AB71. ACTIVITY 1

Read and match the questions and answers.

Key: 2 g, 3 e, 4 a, 5 b, 6 f, 7 h, 8 d

AB71. ACTIVITY 3

Read and write 'T' (true) or 'F' (false).

Key: 2 F, 3 T, 4 F, 5 F

Unit 8

AB72. ACTIVITY 1

Circle the odd one out.

Key: 2 water, 3 orange juice, 4 apples, 5 pears, 6 chicken

AB72. ACTIVITY 2

Look and match.

Key: 2 There's a box of eggs, 3 There's a bottle of water, 4 There's a box of oranges, 5 There's a cup of coffee, 6 There's a bowl of fruit, 7 There's a glass of milk

AB73. ACTIVITY 1

Look and read. Write sentences.

Key: 2 Grandma wants Grandpa to text Simon. 3 Mrs Star wants Mr Star to make some coffee. 4 Stella wants Suzy to clean the table. 5 The teacher wants the children to sit down. 6 Grandpa wants Grandma to turn on the computer.

AB73. ACTIVITY 2

Listen, colour and write. There is one example.

Key: 1 box of eggs – brown, 2 bottle next to eggs – write *water*, 3 blue cup of tea, 4 two red apples, 5 banana in front of the bowl – yellow

AB74. ACTIVITY 2

Look and write 'yes' or 'no'.

Key: 2 No, 3 Yes, 4 Yes, 5 Yes, 6 Yes

AB75. ACTIVITY 1

Read and complete the table.

Key:

Name	trousers	dress	hat	nose	beard
Susan	red		big black		black
Peter	yellow		orange	big red	
Vicky		blue	blue		

clown: Peter; pirate: Susan; nurse: Vicky

AB75. ACTIVITY 2

Draw a line through the three words from the same group.

Key: 2 best, tallest, longest (superlative adjectives); 3 ate, drank, went (irregular past tense verbs); 4 pirate, clown, pop star (nouns for people)

AB76. ACTIVITY 1

Read and correct the sentences.

Key: 2 foot, 3 drew, 4 circus, 5 rained, 6 homework

AB76. ACTIVITY 2

Read and match to make sentences with the same sounds.

Key: 2 A, 3 D, 4 B

AB77. ACTIVITY 1

Listen and draw lines. There is one example.

Key: 1 Jane – 1st gold cup, 2 Bill – eating sandwich, 3 May – puppy on T-shirt, 4 Kim – singing, 5 Paul – short fair hair and drinking lemonade, 6 Peter – Pupils' own answers.

AB78. ACTIVITY 1

Read and underline the first set of rhyming words in blue and the second set in red.

Key: blue: song, long; red: sun, fun

AB79. ACTIVITY 1

Listen and tick (✓) the box.

Key: 2 a, 3 c, 4 b

AB79. ACTIVITY 2

Read and match.

Key: 2 Lock and Key saw the lorry in the street. 3 Nick Motors was happy to see Lock and Key. 4 The policeman thanked Lock and Key for catching Nick Motors. 5 The police took Nick Motors to prison.

Review Units 7 and 8

AB80. ACTIVITY 1

Find and circle the past tense of the verbs.

Key:

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

AB80. ACTIVITY 2

Read and tick (✓) the picture.

Key: Picture c

AB81. ACTIVITY 4

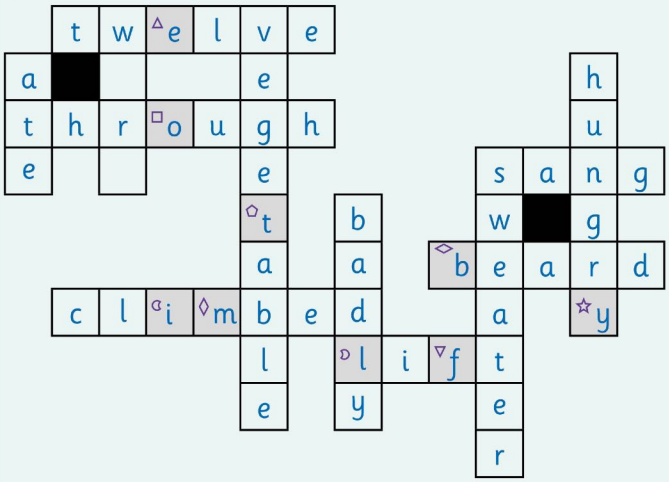
Circle the odd one out.

Key: **2** climbed, **3** twelve, **4** hungry, **5** vegetable, **6** lift, **7** sweater, **8** were, **9** ate, **10** through, **11** beard, **12** sang

AB81. ACTIVITY 5

Use the words from Activity 4 to complete the crossword. Write the message.

Key:



Values 1 & 2

AB82. ACTIVITY 1

Listen and number.

Key: a 5, c 3, d 6, e 2, f 4

AB82. ACTIVITY 2

Read and circle.

Key: **2** a, **3** b, **4** c

Values 3 & 4

AB83. ACTIVITY 1

Look and write.

Key: **1** Would you like to sit down? **2** Can you help me, please? **3** What's the matter? **4** Shall I carry your shopping?

AB83. ACTIVITY 2

Read and circle.

Key: **2** helps, **3** carries, **4** shares, **5** 'Thank you'

Values 5 & 6

AB84. ACTIVITY 1

Look and write. What dangerous things can you see?

Key: (In any order) **2** The boy is crossing the road between cars. **3** The boy is skating in the road. **4** The boys are playing football next to the road. **5** A girl is cycling on the road without a helmet.

AB84. ACTIVITY 2

Write the sentences in order.

Key: **2** You mustn't cross the road between cars. **3** You must cross the road at a zebra crossing. **4** You mustn't play near busy roads. **5** Wear bright colours and a helmet on your bike.

Values 7 & 8

AB85. ACTIVITY 1

Read and match.

Key: **2** e, **3** a, **4** f, **5** b, **6** d

AB85. ACTIVITY 2

Look and write. What good things are the people doing?

Key: (Possible answers in any order) **2** The boy is making plastic bottles smaller. **3** The man is putting a can / bottle in the right bin. / The man is recycling plastic. **4** The woman is reusing clothes. / The woman is making new clothes from old clothes. / The girl is recycling clothes.

Unit 0

Page 4

- **Consolidation activity: *Information exchange***

Materials: A large sheet of paper with scrambled personal information questions, e.g. *name your What's?*

Display the large piece of paper with the scrambled questions. Pupils work in pairs. They unscramble the questions and write them in their notebooks. They take turns to interview each other using the questions. They don't write the answers. Pupils can report about their partner to the class.

- **Extension activity: *What do you want to do?***

Materials: An audio track of quiet music, some classroom space.

Write the sports and hobbies from Activity Book Activity 2 on the board. Make a sentence with one of the activities and *want to*, e.g. *I want to go cycling.* Ask individual pupils to make sentences in the same way.

Play the audio of quiet music. Pupils move around the space. Pause the audio. Pupils make pairs. They tell each other what they want to do. If they say the same thing, encourage them to say *Me too!* Play the audio again. Pupils swap partners. Continue until pupils have spoken to five or six different classmates.

Page 5

- **Consolidation activity: *Mime the adjective***

Materials: The following adjectives, each written on a small piece of card: *funny, hungry, thirsty, loud, quiet, happy, clever, tired, young, old, beautiful, sad.*

Place the cards with the adjectives on them face down on your desk. 12 pupils come to the front. They take it in turns to mime each adjective. The rest of the class don't speak: they write down the adjectives. Pupils swap their lists of words with a partner and check each other's. If time, repeat with 12 more pupils miming. Make sure the adjectives are in a different order this time.

- **Extension activity: *What does it mean?***

Materials: A blank sticker or piece of paper for each pupil, an audio track of quiet music, some classroom space.

Pupils choose one piece of information from their fact file and write it on a piece of paper, e.g. *blue / Adriana, Biagio and Milena / playing computer games.* They pin or stick the sticker / paper to their front. Play the audio of quiet music. Pupils move around the space. Pause the audio. Pupils make pairs. They look at each other's papers and think of / ask the question which has this response, e.g. for the label *blue* the question might be *What colour are your eyes?* They take turns to ask questions. They can each ask two questions. Start the music again. Pupils move on. Repeat.

Page 6

- **Consolidation activity: *Daily routines***

Materials: 15 pieces of paper, each with a daily activity phrase on it, e.g. *get up, wake up, have a shower,* etc.

Display the 15 pieces of paper with the phrases on at random on the board. Write a number between 1 and 15 under each one. In groups of four, pupils decide on the order for the activities in a typical day. They don't have to include all of them. They then (secretly if possible) prepare a mime of the activities in sequence for the other groups to guess. After groups have done their mimes, compare the sequences as a class and put the pieces of paper in an agreed class sequence down the side of the board. Check how often some of the things happen, e.g. *Do you always go to the park after school?*

- **Extension activity: *Bingo***

Write the phrases *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to the park, go to sleep* on the board. Tell pupils you are going to play Bingo. Pupils draw a 2 x 2 Bingo card and choose a phrase from the list to write in each square. Call out the phrases at random. Make a list of the phrases you say. Pupils cross out the phrases on their Bingo card when they hear them. The first pupil to cross out all four words on his / her card shouts *Bingo!* Elicit the phrases on the winner's card to check. Repeat.

Page 7

- **Consolidation activity: *Clothes race***

Set a time limit. Pupils close their Pupil's Books. In pairs, they write a list of all the clothes they can remember from the pictures on the Pupil's Book page. Pupils swap lists with other pairs. They open their books and check.

- **Extension activity: *Play the game***

Write the head words for all the word families from Activity Book Activity 2 on the board (*jobs, homes, in the city, animals, in the country, plants, family, weather, clothes, comparing*). Pupils copy the head words in their notebooks. They work in pairs to add as many words to each family as they can. Set a time limit of ten minutes. They swap notebooks with another pair. Correct as a class. Award pupils two points for each correct word with correct spelling, and one point for a correct word with incorrect spelling. The winners are the pair with the most points.

Page 8

- **Consolidation activity: *About my friend***

Pupils work in groups of three or four. Tell them to make a sentence about each pupil in their group, similar to the sentence in the speech bubble on page 8.

- **Extension activity: *Notice the sound***

Materials: One piece of paper for each group.

Write on the board the three head words from the table in Activity Book Activity 1, which show examples of the different sounds from the lesson. Make three groups. Give each group a piece of paper and assign each group a word, e.g. *curly.* Each group finds all the words in the lesson with the appropriate /ɜː/ sound. They list the different words of this sound on their paper for display.

Page 9

- **Consolidation activity: *Role play***

Make groups of five (Lock, Key, Peter, Peter's aunt, the man in the park). Pupils practise and then role-play the story. More confident groups can perform their role plays for the class. Encourage them to do the role plays without their books; they should speak, not read. If time, pupils can make a 'Wanted' poster for a picnic thief, to be displayed in the park.

- **Extension activity: *Play a game***

Pupils vote for a game from the unit to play again.

Unit 1

Page 10

- **Consolidation activity: *Spelling game***

With books closed, make four teams. A pupil from one of the teams comes to the front. Whisper an adjective to the pupil. He / She mimes the adjective for the class to guess. The pupil who guesses has to spell it correctly without help from his / her team to win a point. Repeat with a pupil from the next team, and so on.

- **Extension activity: *Make a wordsearch***

Brainstorm school subjects with pupils, or use the list from the Warmer, adding any others that came up in the lesson. Pupils draw a 10 x 10 grid in their notebooks (or hand out squared paper). They choose six subjects, place them in the wordsearch and then fill the wordsearch with letters. They draw / write clues for their subjects under the wordsearch. Pupils swap with a partner, find the subjects and write them next to the pictures / clues.

Page 11

- **Consolidation activity: *Our teachers***

Pupils make groups of eight. They each write a list of the adjectives from the lesson. They take it in turns to read their texts about the teacher aloud to their groups. Pupils listen to hear how many times each adjective is used. They also note the teacher and the subject. Elicit information from the groups about what they learnt. Pupils display their texts in the classroom.

- **Extension activity: *Comparing answers***

Pupils make new groups of four (not with their partners). They tally the information they have found about the subjects in the Activity Book questionnaire (page 11), e.g. *Music lessons: boring x 1, easy x 5, exciting x 3.* They prepare a poster with the information. For each subject, they draw a small illustration at the side. They display the posters on the wall. Discuss the results with the class and compare them with the results from the Warmer. Remind them that 'easy' is not always good.

Page 12

- **Extension activity: *Word race***

Give pupils one minute to write down as many objects as they can see in the classroom. Pupils swap their lists. Elicit all the objects to check they are correct. The pupil who has written the most is the winner.

- **Consolidation activity: *In our class***

Describe a pupil in the class using a relative clause with *who*, e.g. *She's the pupil who's got a purple bag. He's the pupil who's got blond, curly hair.* Pupils put up their hands to guess. The first pupil to guess correctly describes a classmate in the same way for the others to guess.

Page 13

- **Extension activity: *Hobbies***

Materials: Small pieces of paper, 12 for each group of four.

Brainstorm at least 12 hobbies and write them on the board (some the pupils do, some they don't). Make groups of four. Hand out the 12 pieces of paper / card to each group. Pupils write a hobby on each one. They place them face down on the desk. They take turns to turn one over and say as much as they can about it in 30 seconds, e.g. *I like playing tennis. I play with my sister on Saturdays. I have got a new racket. We play at the sports centre.* The player keeps the card. At the end of the game, pupils write about the hobby they found it easiest to talk about in their notebooks.

- **Consolidation activity: *Playground games***

Pupils do a class survey of the playground games / activities their friends do. Elicit playground games / activities and write them on the board, e.g. *skipping, chatting, looking at comics, races.* Pupils prepare a survey sheet in their notebooks (7 rows x 5 columns). They write the six activities down the left-hand side. At the top of the four columns they write *Me* and then the names of three friends. Practise the questions, e.g. *Do you like skipping in the playground?* They ask and answer in groups of four and note their friends' answers. Find out which are the most / least popular playground games / activities and if these are different for boys and girls.

Page 14

- **Extension activity: *About my friends***

Pupils work in groups of three. They write sentences about each other, similar to the ones on page 14 about elephant and snake. Tell them to write three sentences, using each adjective once, and mentioning each group member twice. Ask pupils to read their sentences to another group.

- **Consolidation activity: *Adjectives***

Pupils copy the *Show what you know* table in their notebooks. Write other adjectives from the unit on the board: *careful, busy, terrible, brave.* Tell pupils to add them to the correct columns in the table.

Key: brave (column 1), careful, busy (column 2), terrible (column 3)

Page 15

- **Extension activity: *Role play***

Make groups of five. Elicit from pupils who the five characters are (Lock, Key, teacher, boy, Peter). Pupils decide roles in their groups. Play the video again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they're having lunch). In their groups, pupils decide on a different ending for the episode. They practise the new role play in their groups. Confident pupils can perform their role plays for the class.

- **Consolidation activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 17. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can describe things.* Pupils take turns to demonstrate it, e.g. *I can describe things. I think Art is exciting because we can paint and it's not difficult. I don't like Maths. It's difficult and I'm terrible at it. I love English. It's always fun.* Clap your hands. Pupils move on to a different partner. Repeat four or five times.

Page 16

- **Extension activity: *Talk about art***

Materials: 3–5 pictures of different examples of artwork.

Display the pictures on the board. Tell pupils to think of a name for each piece. Encourage them to look at colours and style, or people or objects that the pictures show. Pupils share ideas.

Page 17

- **Consolidation activity: *Styles of art***

Write the following phrases on the board: *bright, colourful, thick, black, pointillism, self-portrait, abstract, lines, squares, rectangles, dots, dashes.* Ask pupils to copy the words into their notebooks.

In pairs, pupils take turns choosing and saying one of the words for their partner to draw a representation in their notebook (e.g. the first pupil says *dots* and their partner draws some dots). Tell them they can refer to the text and pictures in their Pupil's Books. Monitor the activity and invite volunteers to draw on the board as you call out different words.

Unit 2

Page 18

- **Consolidation activity: *True or false.***

Pupils close their Pupil's Books. Tell them to write numbers 1 to 6 in their notebooks. Ask them to listen and write *Yes* or *No* next to each number. Read the sentences below about the activity centre in Activity 1. Pupils swap books to check. Pupils can repeat the game in pairs.

1 *At the activity centre you can learn to sail.* (true)

2 *At the activity centre you can learn to sing.* (false)
3 *At the activity centre you can learn to climb.* (true)
4 *At the activity centre you can learn to dance.* (false)
5 *At the activity centre you can learn to skate.* (true)
6 *At the activity centre you can learn to draw.* (false)

- **Extension activity: *Activity centre posters***

Materials: Coloured pencils or crayons.

Pupils work in groups of four and make a poster for an activity centre. They give the centre a name and write what sports there are, in sentences, e.g. *You can learn to ski.* They can add pictures and a price too. Groups present their posters to the class. Pupils ask each other about their centres, using *What can I learn to do? What sports can I learn?* The class can vote for the best activity centre.

Page 19

- **Consolidation activity: *True or false***

Say the following sentences using the names of pupils in your class. The class responds to each sentence by either sitting down (if they think the sentence is false), or standing up (if they think it's true). Elicit the equipment needed for the sports in the false sentences.
(Name) *wants to swim. She needs a towel.* (true)
(Name) *wants to climb. He needs a ball.* (false)
(Name) *wants to sail. She needs a net.* (false)
(Name) *wants to skate. He needs some skates.* (true)
(Name) *wants to swim. She needs some shoes.* (false)
(Name) *wants to fish. He needs some boots.* (false)
(Name) *wants to play basketball. She needs a racket.* (false)
(Name) *wants to play football. He needs some shorts.* (true)
(Name) *wants to run. She needs a hat.* (false)
(Name) *wants to climb. He needs a rope.* (true)

- **Extension activity: *Make a wordsearch***

Pupils work individually. They choose six of the activities from the unit so far, draw a 10 x 10 grid and put the words into a wordsearch. They swap wordsearches with a partner and find the words.

Page 20

- **Consolidation activity: *Match and mime***

Materials: At least ten pieces of coloured card with an action written on each, e.g. *read a book, get dressed,* and six pieces of card of a different colour with the adverbs from the lesson written on them (*well, quickly, slowly, carefully, badly, quietly*).

Put the pieces of coloured card in two piles on your desk (actions in one pile, adverbs in another). Take a card from each pile (e.g. *get dressed, carefully*) and mime the action in the manner of the adverb. Pupils guess by asking questions, e.g. *Are you drawing a picture quickly?* When a pupil guesses correctly, put the cards back at the bottom of the piles. The pupil comes and takes two cards and mimes for the class to guess. Repeat with different pupils.

- **Extension activity: *My friend***

Pupils work in pairs. They compare each other's answers for Activity Book Activity 6. Pupils write six sentences in their notebooks comparing themselves with their partner, e.g. *I play tennis well and Sally plays tennis well, too.* Provide models on the board for pupils to use when writing:
I play tennis well and Sally plays tennis well, too.
I read quickly but Sally reads slowly and carefully.

Page 21

- **Consolidation activity: *Sentence race***

Write the following words at random on the board: *badly, quickly, can, swim, swims, they, he, she, dance, dances, skate, skates, Suzy, Grandpa, the children, play, plays, football, the guitar, carefully, easily.* In pairs, pupils write as many sentences as they can with these words on a piece of paper. Set a time limit. Pupils swap papers. Elicit sentences to correct. Sentences have to be grammatically and semantically correct. This could also be played as a team game.

- **Extension activity: *Complete the sentences***

Pupils copy the full sentences from Activity Book Activity 2 into their notebooks. They then rewrite the beginnings of sentences 1, 2, 3, 4 and 6 and add other endings / reasons, starting with *because*. Pairs check each other's work.

Page 22

- **Extension activity: *Sounds and pictures***

Ask pupils to draw four pictures in a row across the top of a sheet of paper: one item or animal that begins with each sound (*sk, sl, sw, sp*). Tell them to write the name under each picture. Then tell them to add other words that begin with the same sound to make four lists. Tell pupils to keep their pictures and words for reference.

Page 23

- **Extension activity: *Story endings***

Encourage groups to think of a different ending for the story. Ask a confident group to act their story ending out for the class.

- **Consolidation activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 25. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can say more about action verbs.* Pupils take turns to demonstrate it, e.g. *I can say more about action verbs. I want to learn to sail and climb. I like climbing because it is exciting. I don't want to learn to skate. I don't like falling.* Clap your hands. Pupils move on to a different partner. Repeat four or five times.

Page 24

- **Extension activity: *Skateboarding or hockey?***

Materials: Two pieces of paper with *skateboarding* and *hockey* written on them, each stuck to opposite walls of the classroom.

Arrange the class into teams of five or six. One person from each team stands in the middle of the room. Write the first letter of a word relating to either skateboarding or hockey on the board and say the letter aloud, e.g. *g.* Write and say the second letter of the word, e.g. *o.* Continue in this way to complete the word on the board while saying each letter aloud. As soon as pupils in the middle of the room guess the word, they move to the wall for that sport (in this case *hockey*, for the word *goal*). Repeat with other team members.

Page 25

- **Extension activity: *Urban sport***

Pupils can write a similar summary to the one in Activity 6 about another urban sport they know.

- **Consolidation activity: *Bottle Bounce***

Materials: Sets of sentences about *Bottle Bounce* cut into strips. Sentences should include information from all sections of the poster in Activity 4 (*Preparing the Game, How to Win!* and *Players*).

Put pupils into groups of three and hand each group a complete set of sentences in jumbled order. Pupils have two minutes to categorise and order the sentences. First, they categorise the sentences into the three sections. Then they arrange them in order according to the information in the poster, e.g. *How to Win!: 1) Players throw the ball directly at the wall 2) and bounce it quickly to hit the bottles. 3) The player that hits the most bottles wins. 4) It's a fun game, 5) but difficult to play well.*

Review Units 1 and 2

Page 26

- **Consolidation activity: *Write your own quiz***

Pupils use the model in Activity Book page 26 Activity 1 to write questions for their partner. They look back through Units 1 and 2 to find the new words. They have to draw the pictures too. Tell them to think of the final word (the one made up of the missing letters) before writing the quiz questions. They write and draw on a piece of paper and swap with their partners to answer.

- **Extension activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 1 and 2.

Page 27

- **Consolidation activity: *Conversations***

Pupils use lines from the Pupil's Book activity to make short conversations, e.g. *Who is she? She's my Aunt Sue.* They act out their conversations for the class.

- **Extension activity: *Games***

Play one of the games from Units 1 and 2 with the class. Let pupils choose which one to play.

Unit 3

Page 28

- **Consolidation activity: *Role play***

Materials: A copy of the Audio Script from Pupil's Book Activity 2, displayed on the whiteboard or a large piece of paper.

Display the Audio Script. Pupils role-play the dialogue in pairs, taking turns to be Simon and Alex. More confident pupils can role-play their dialogue for the class.

- **Extension activity: *My day***

Pupils write a diary about one school day last week, using Stella's diary in Activity Book Activity 1 as a model. Remind them to use the nine verbs on the Activity Book page. Monitor and check. Pupils exchange diaries with a partner and read each other's.

Page 29

- **Consolidation activity: *Giving reasons***

Pupils work in pairs. They write the first part of each sentence from Pupil's Book Activity 1 (e.g. *He took some medicine because …*) and then discuss and decide their own reason, e.g. *He took some medicine because (he had a headache).* They don't have to use the information in the pictures.

- **Extension activity: *Spelling game***

Pupils each choose ten new words from this and the previous lesson. They should include adjectives, verbs and nouns. Make new pairs. In these pairs, they take turns to dictate their words to each other. If they have the same word, they move on to the next word on their list. They swap and check each other's work. Elicit the words pupils chose.

Page 30

- **Consolidation activity: *Questions and answers***

Ask the following questions and tell pupils to individually write their answers, keeping them secret: *What did you eat for breakfast yesterday? Who did you see in the playground yesterday* (one person)*? What did you give your mum yesterday? What did you have in your school bag yesterday* (one item)*?* Write the prompt *Did you …?* on the board. Review the responses *Yes, I did* and *No, I didn't.* Pupils work in pairs. They take turns to guess what their partner has written, e.g. Pupil A says *Did you eat eggs and bread for breakfast?* B responds, e.g. *No, I didn't. I ate fruit and cereal.* Pupils say *Yes, I did* for correct guesses.

- **Extension activity: *Scrambled sentences***

Choose eight sentences / questions from the lesson, including past simple affirmatives, past simple negatives and past simple questions. Write each in scrambled word order. Display on the board. Pupils work in pairs to unscramble them. Check answers with the class.

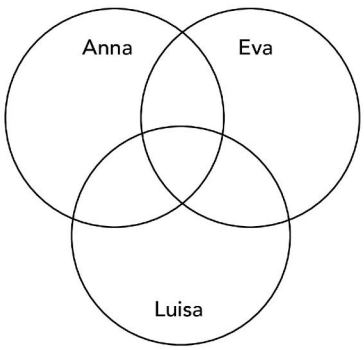
Page 31

- **Consolidation activity: *Comparing breakfasts***

Materials: One large piece of paper for each group of three.

Brainstorm what pupils ate and drank for breakfast writing any new words on the board. Individually, pupils write a list of what they ate and drank for breakfast. Pupils work in groups of three. Pupil A asks the others, using information from his / her list, e.g. *Did you eat eggs for breakfast?* Pupil A marks the information about Pupils B and C on his / her list.

Pupils construct a Venn diagram on the paper to show the results of their discussion, and label each circle with the name of a pupil from the group (see below). Where the circles all overlap, they write the common foods / drinks. Pupils display their diagrams and share results.



- **Extension activity: *Meera's day***

Pupils use the information from the table in Activity Book Activity 2 to write a short text about Meera's day in their notebooks. If time, they can illustrate their texts.

Page 32

- **Extension activity: *Sorting sounds***

In their notebooks, pupils write all the words from the lesson which had the /b/ and /v/ sounds, underlining the relevant letters. They put them in two columns.

Page 33

- **Consolidation activity: *Role play***

Materials: One large piece of paper for each group of three.

Make groups of three (Lock, Key, Nick Motors). Pupils decide their roles. Play the video again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they run into the hospital). In their groups, pupils decide on a different ending for the episode to include Nick Motors. They write the new ending on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new endings.

- **Extension activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 35. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can talk about the past.* Pupils take turns to demonstrate it, e.g. *I ate fruit for breakfast yesterday and I drank milk.* Clap your hands. Pupils move on to a different partner. Repeat four or five times.

Page 34

- **Consolidation activity: *Jobs vocabulary***

Put pupils into pairs. Show pictures related to the three jobs described in the blogs. Ask pupils to try to remember as much information about the jobs as they can and discuss, e.g. *This picture shows a Formula 1 driver. It's a dangerous job but it's exciting.*

- **Extension activity: *Guess the job***

Think of a job and tell pupils to guess what it is by asking you *Yes / No* questions. Accept questions from individuals and allow pupils to guess the answer as soon as they think they know it. If they get it wrong, they cannot participate in the rest of the game. When a pupil guesses the correct job, it is their turn to think of a job and take questions from their classmates.

Page 35

- **Consolidation activity: *Mime a job***

Put pupils into groups. Explain that they are going to mime a job and that the rest of the group have to guess what it is. Explain that the pupils who are miming mustn't speak. Whoever guesses the job first is the next person to mime a job.

- **Extension activity: *Dream job***

Ask pupils to make a poster of their dream job. Tell them to include the name, a picture and why they want to do it.

Unit 4

Page 36

- **Consolidation activity: *Spelling game***

Materials: Two or three board pens.

Make two or three teams. Teams line up at the front. Give the pupils at the front of each team a board pen. Say a regular verb. Each pupil with a pen writes the past form on the board at the same time (spelling it carefully). They shouldn't look at what the pupils from the other teams are writing. Check the spellings with the class. Pupils who have spelt the past form correctly win a point for their team. Clean the board. Pupils pass the board pens to the next member of their team. Repeat with a different verb. Continue until as many pupils as possible have had a chance to write.

- **Extension activity: *After school posters***

Pupils work in groups of four. Each group makes a poster to advertise an After school club. They display their posters. They imagine what they did there the day before and tell the class.

Page 37

- **Consolidation activity: *Gapped texts***

Write one or more of the texts from Pupil's Book Activity 1 on the board, with gaps, e.g. *Tod lived in the _____. He loved sport and he _____ and _____ every weekend. When it rained he _____ his friend, Fred, and they played _____ inside.*

Individually, pupils fill in the gaps and write their own texts. More confident pupils can make more changes to the texts. In groups of four, pupils take turns to read their texts aloud to their friends.

- **Extension activity: *Categorising verbs***

Pupils work in pairs. They categorise the verbs from the texts in Pupil's Book Activity 1 into three groups according to spelling (+ *-ed*, double consonant + *-ed*, + *-d*). Provide a head word for each group (e.g. *worked*, *hopped*, *bounced*). Pupils list the other words in the correct columns. Check with the class.

Key: + *-ed*: helped, cooked, worked, climbed, sailed, rained, called, played, needed, started, shouted, pointed; double consonant + *-ed*: skipped, chatted; + *-d*: liked, lived, loved, invited, skated

Page 38

- **Consolidation activity: *Class quiz***

Materials: Ten questions containing ordinal numbers, e.g. *What's the third lesson on Mondays? What's the seventh day of the week?*

Ask the questions you have prepared. Ask them quickly one after another, not giving pupils very long to think. Pupils write the answers down then swap papers. Ask the questions again and correct as a class.

- **Extension activity: *Bingo***

Pupils draw a 2 x 2 grid. They choose ordinals from *1st* to *20th* to write in the squares. Call out ordinals at random. Use the word cards from *Teacher Resources* to remember the words you have said. Pupils cross out the numbers in their grid as they hear them. The first pupil to cross out all four numbers shouts *Bingo!* Repeat. Elicit the numbers to check and stick the word cards on the board, if available. Repeat.

Page 39

- **Consolidation activity: *Numbers game***

Make three teams. They stand in a line facing the board. Whisper a different ordinal number to the first pupil in each team. They whisper it to the back. The pupil at the back runs to the front and writes it on the board as a figure, e.g. *2nd*. This pupil now stands at the front of the line. Repeat with other numbers. The team with the most correct numbers at the end is the winner.

- **Extension activity: *Times and positions***

Pupils use Activity Book Activity 1 as a model. They write new times for each of the children and then write new sentences to describe the results. Tell pupils to work in pairs to check each other's new positions.

Page 40

- **Consolidation activity: *Things my friends did last week***

Pupils use the information from the communication activity (Activity 3) to write sentences in their notebooks about their friends.

- **Extension activity: *Sounds and spelling***

Write the past tense forms from the *Show what you know* table on the board, mixing up the three pronunciations. Pupils work in pairs. They write the letters *d*, *t* and *id* in their notebooks. Pupil A says one of the past tense forms, concentrating on the pronunciation of the letters *ed*. Pupil B listens carefully and points to *d*, *t* or *id* in their notebook, as appropriate. Then pupils swap roles. Monitor and check / support.

Page 41

- **Consolidation activity: *Completing the story***

In groups of four, pupils imagine what happens next in the story and write dialogues for two more frames. They practise their dialogues in their groups. Monitor and help / advise where necessary. Groups perform the endings of their stories: play the video first each time to give the performances more context.

- **Extension activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 43. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can say the numbers 1st to 20th.* Pupils take turns to demonstrate it, e.g. *First*, *second*, *third*, etc. Clap your hands. Pupils move on to a different partner. Repeat four or five times.

Page 42

- **Consolidation activity: *Our favourite sports***

Put pupils into groups of four. Have them find out the favourite sport of each person in the group and write down the results. Then ask them to report their results to the class, e.g. *Two people in our group say their favourite sport is tennis.* Note: Pupils will use these results in the Extension activity for page 43.

Page 43

- **Extension activity: *Survey results***

Ask pupils to draw a bar graph or a pie chart to show the results of the Consolidation activity from Pupil's Book page 42. Remind them they need to include the favourite sports, the numbers of the group members and the percentages.

Review Units 3 and 4

Page 44

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 3 and 4.

- **Extension activity: *Write your own quiz***

Brainstorm past verb forms (regular and irregular) from Units 3 and 4. Pupils work in groups of four. Each pupil chooses two different verbs (eight per group) and writes two sentences, one for each verb. They then check each other's sentences in their groups. Monitor and help as necessary. Each group prepares a word box with the key verbs from their sentences in the infinitive, using Activity Book Activity 1 as a model (but not a wordsearch). They write the sentences under the word box with spaces where the verbs should be. They display their quizzes on the walls. Number each quiz. Pupils move around in their groups. They write the quiz number and the verbs for the gaps in their notebooks in the past form. They don't answer their own quiz.

Each group provides the answers for their quiz. Pupils check their answers. The group with the most correct answers is the winner.

Page 45

- **Consolidation activity: *What did you do last week?***

Draw the table below on the board. Pupils copy it and at the top of the second and third columns they write the names of two friends (make sure everyone in the class is chosen by at least one pupil).

	[name of friend 1]	[name of friend 2]
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday and Sunday		

Pupils ask their two chosen friends about what they did each day and note the answers. In their notebooks, they write about what their two friends did last week.

- **Extension activity: *Games***

Play one of the games from Units 3 and 4 with the class. Let pupils choose which one to play.

Unit 5

Page 46

- **Consolidation activity: *True or false***

Pupils study the text on the Pupil's Book page and, in pairs, write eight true / false statements about the text, using the new verbs. They make groups of four. They close their books. Pairs take turns to read a sentence to the other pair. They get one point for correctly guessing if the sentence is true or false and another for correcting the information if the sentence is false.

- **Extension activity: *Make sentences***

In their notebooks, pupils write six sentences using the verbs from the wordsearch on Activity Book page 46 in the past simple. Give them a context, e.g. *last weekend / your last holidays / an expedition to the mountains / sea.*

Page 47

- **Consolidation activity: *Complete the sentences***

Tell pupils to think of a school trip they have been on. Write the sentence starters on the board: *Last week / month / year, First, Before lunch, After lunch, In the afternoon, Before we came home …* Pupils complete the sentences with things they did on their trip.

Put pupils in groups to read their descriptions.

- **Extension activity: *Pelmanism***

Materials: Six strips of paper for each pupil.

Pupils work in pairs. They use the sentence openers from Activity Book Activity 3, but write their own reasons, e.g. *He couldn't find his pen so he wrote a letter on his computer.* They write each sentence on a different strip of paper. Pupils then cut each sentence in half after *so*, e.g. *He couldn't find his pen so / he wrote a letter on his computer.* Pairs swap sentence papers with other pairs. They put the papers face down on their desks and take turns to turn over two pieces. They say the two sentence parts. If they match, the pupil who turned them over keeps them. If not, the pupil turns them face down again. At the end, pairs confirm with the other pair that their sentence matches are correct. The pupil with the most sentences at the end is the winner.

Page 48

- **Consolidation activity: *Opposites***

Write adjective pairs on the board: *good / bad, exciting / boring, quick / slow, difficult / easy, clean / dirty.* Put pupils in groups of four. One pair of pupils makes a sentence, using an adjective in the comparative. Another pair gives a sentence, using the opposite comparative adjective. Repeat until all the adjectives have been used.

- **Extension activity: *Comparative adjectives***

Write the heading *Comparative adjectives* on the board and draw a table like this:

One syllable	Ending in 'y'	Two syllables not ending in 'y'	Three + syllables	Irregular

Pupils copy the table in their notebooks. Elicit an example for each column. They check back through the lesson to find the adjectives used and write them in the correct columns. Monitor and check. Under the table, pupils write an example sentence for each column (not for each word) as a reminder.

Page 49

- **Consolidation activity: *Our own scrambled sentences***

Pupils work in pairs. They either create their own sentences using the comparative, or look back through the unit to find examples. They

write the sentences in scrambled word order without using a capital letter for the first word. Each pair writes at least six scrambled sentences. They swap their sentences with other pairs and write the correct version on the paper. Pairs join with the other pair to check / correct.

- **Extension activity: *School trips***

Materials: A large piece of paper for each group of four, materials for making a poster.

Elicit places pupils can go for school trips, e.g. museums, art galleries, the theatre, the cinema, the zoo. In groups of four, pupils imagine a school trip they went on and make a poster about it. They draw / cut out pictures and then write text at the bottom. Provide a model on the board, e.g. *Last month we went on a school trip to _____. It was really _____. First we saw the _____. They were _____ . Then we went to visit the _____. Our teacher told us they were very _____ because _____. Our favourite part of the trip was when we _____. It was a _____ day.*

Pupils display and talk about their posters. Elicit comparatives from pupils about the posters / trips, e.g. *Do you think the school trip to the art gallery was more interesting than the one to the museum?* Pupils should give their reasons too, using *because*.

Page 50

- **Consolidation activity: *Sounds and spelling***

In their notebooks, pupils write all the /ɜː/ words from the lesson, underlining the letters which represent the /ɜː/ sound. They write the words in groups according to their spelling.

Page 51

- **Consolidation activity: *Role play***

Make groups of five (Lock, Key, Nick Motors, Miss Rich, waiter). In their groups, pupils prepare some props: a Wanted poster of Nick Motors, and a front page for a holiday brochure. Pupils decide their roles. Play the video again. Pause after each frame. Pupils repeat their section in role. Stop after frame 5 (when Lock gets the text message). In their groups, pupils decide on a different text message and a different ending for the episode. They write and practise their new endings in their groups. Confident pupils perform their role plays for the class. Vote for the best text message and the best new ending.

- **Extension activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 53. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can compare people and things.* Pupils take turns to demonstrate it, e.g. *Shackleton's expedition was more dangerous than Jacques Cousteau's, but Jacques Cousteau is more famous.* Clap your hands. Pupils move on. Repeat four or five times.

Page 52

- **Consolidation activity: *Safety tips***

Pupils line up in the middle of the classroom. One side of the room is 'Do' and the other side is 'Don't'. Explain that you are going to say safety tips and that some will be correct and others will be incorrect, e.g. *Wear sun cream* (correct). *Eat big meals* (incorrect). If the sentence is correct and is a 'Do' tip, pupils move to the 'Do' side of the class. If the sentence is correct and is a 'Don't' tip pupils move to the 'Don't' side. If the sentence is incorrect, pupils don't move.

Page 53

- **Consolidation activity: *Write a list***

Put pupils into small groups. Tell them they are going on a holiday to a beach where the weather is usually very hot. Pupils discuss what they need to take with them and make a packing list. Encourage pupils to think about different scenarios and remind them that they should be prepared for different situations, e.g. bad weather or feeling ill.

Make a comprehensive class list of items on the board from pupils' ideas. Where appropriate, ask about specific items and why pupils included them.

Unit 6

Page 54

- **Consolidation activity: *My desk***

In their notebooks, pupils draw a picture of an imaginary desk at home showing all the new vocabulary from the lesson. They label the items. Provide other words if pupils need them, e.g. *mobile phone, headphones.*

- **Extension activity: *Writing instructions***

In pairs, pupils use the set of instructions in Activity Book Activity 2 as a model for writing a set of instructions for using one of the other technologies, e.g. laptop, phone or the internet. Provide vocabulary as necessary. Pairs write their set of instructions on paper for display. If time, they can illustrate their instructions / write another set for a different device.

Page 55

- **Consolidation activity: *My family and technology***

Have pairs report their findings about their partner from Pupil's Book Activity 3 to the class. If there is time, have a show of hands for different questions, tally the responses and write the results on the board. Pupils can copy the results in their notebooks: *Have your grandparents got a mobile phone? Do you send emails?*, etc.

- **Extension activity: *Order the dialogue***

Materials: Audio Script for Activity Book Activity 1, with each line copied onto a separate piece of paper.

Make five groups. Hand out the lines of one section of the dialogue from Activity Book Activity 1 to each group. They work together to put the dialogue in the correct order. Play the audio for groups to check. If time, give groups another section and repeat.

Page 56

- **Consolidation activity: *Role play***

Materials: Audio Script for Pupil's Book Activity 1, displayed on the board.

Play the audio again as pupils read the script. In groups of three, pupils role-play the conversation. More confident pupils can role-play it for the class.

- **Extension activity: *Verbs and sentences***

Pupils write all the verbs from the Bingo game (Activity Book Activity 2) in their notebooks (simple infinitive and past simple forms). They write a sentence for each one in the past.

Page 57

- **Consolidation activity: *Game***

Materials: One board marker for each team.

Make two or three teams. Teams line up facing the board. Say three words, e.g. *Jack, school, yesterday.* Give a time limit. The pupils at the front of the teams run to the board and write a sentence in the past using these prompt words, e.g. *Jack was at school yesterday. /*

Jack went to school yesterday. Shout *Stop!* The pupils go to the back of their teams. Repeat with other prompts.

- **Extension activity: *Mime and guess***

Pupils work in pairs. They mime their sentences from Activity 3 for another pair to guess. Pairs win a point for each complete sentence they guess correctly.

Page 58

- **Extension activity: *Rhyming words***

With books closed, write some of the words from Activity Book Activity 1 on the board (e.g. *fork*, *small*, *thought*). Pupils work in pairs. In their notebooks they write one or more rhyming words for each one. Check with the class. The pair with the most correctly rhymed words wins.

Key: (Possible answers) fork – walk, talk; small – tall, call; thought – sport, bought

Page 59

- **Consolidation activity: *Role play***

Materials: A large piece of paper for each group of four.

Make groups of four (Lock, Key, Miss Rich, Nick Motors). Pupils decide their roles. Play the video again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they are rowing to Miss Rich's boat). In their groups, pupils decide on a different email and a different ending for the episode to include Nick Motors. They write the new emails and endings on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new emails / endings.

- **Extension activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 61. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can say more verbs in the past.* Pupils take turns to demonstrate it, e.g. *I got up at 9 o'clock yesterday. I went shopping with my mum and dad and I bought a new computer game.* Clap your hands. Pupils move on. Repeat four or five times.

Page 60

- **Consolidation activity: *Talk about technology***

Put pupils into groups. Ask them to think of other technology and how it has changed over the years, such as transport, television, music devices, apps, video games, etc. Have pupils make a list and discuss each in their group. Then have volunteers from each group present one of their ideas to the class.

- **Extension activity: *Technology and the environment***

Elicit other ways in which new technology helps the environment, e.g. digital music means fewer materials are used in production. Write these sentence beginnings on the board: *In the past, …* and *Now, …*

Put pupils into pairs and see how many sentences they can write about technology that has changed from past to present. Encourage them to think about changes that have helped the environment in some way. They can write sentences about technology they saw in the lesson but should also include additional examples if possible.

Page 61

- **Consolidation activity: *Talk about inventions***

Find out which of George Devol's inventions pupils think is the most amazing or important. Then, put them into pairs to talk about other inventions they know. Ask them to say which invention is their favourite and explain why.

- **Extension activity: *Memory game***

Ask pupils to close their books. Write the dates from the timeline in Activity 6 on the board in random order. Put pupils into pairs and ask them how much they remember about George Devol's life. Tell pupils to take turns choosing a date from the board. Their partner says what happened on that date, e.g. *1921. George heard the word 'robot' in a play.*

Review Units 5 and 6

Page 62

- **Consolidation activity: *What they did yesterday***

Allocate names to the people on the game board in the Pupil's Book. In their notebooks, pupils write the sentences from the game, using the names of the people.

- **Extension activity: *Songs and chants***

Sing one of the songs or say one of the chants from Units 5 and 6.

Page 63

- **Consolidation activity: *Scrambled sentences***

Materials: Ten scrambled sentences or questions from Units 5 and 6, which include key language or vocabulary, e.g. *use a laptop can I*

Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order.

- **Extension activity: *Game***

Play one of the games from Units 5 and 6 with the class. Let pupils choose which one to play.

Unit 7

Page 64

- **Consolidation activity: *Animal quiz***

Materials: A reference book about animals.

Pupils work in groups. Give each group a reference book. Each group writes three or four questions using the model from the quiz in the Pupil's Book audio, using their reference book or the internet to check facts. They write two factual questions and two personal opinion questions, e.g. Factual: *Which animal is the longest: the crocodile, the boa constrictor or the blue whale?* Personal opinion: *Which animal do you think is the most frightening?* For the factual questions, pupils provide the answer. Collect the questions. Make three teams. Teams number their members from 1 to however many there are in the team. Ask a question of the teams in turn, calling out a number at random to decide who answers. For the opinion questions, pupils have to give two reasons using superlatives. Award one point for each correct answer. The team with the most points is the winner.

- **Extension activity: *Families!***

Draw a simple family tree on the board to review family relationships, e.g. *mother*, *father*, *brother*, *cousin*, *uncle*. Brainstorm some adjectives used to describe family members and write them in simple form down one side of the board, e.g. *tall*, *old*, *young*, *intelligent*, *interesting*, *careful*. Pupils each write the words for the family members on small pieces of paper. In pairs, they put the pieces of paper in front of them and turn them face down on their desks. Pupil A turns over one of his / her pieces of paper and says to Pupil B, e.g. *Now tell me about your mother.* Pupil B then says a sentence using at least two superlative adjectives, e.g. *She's the tallest person in my family. She's the most beautiful person in my family.* Then it's Pupil B's turn.

Page 65

- **Consolidation activity: *Compare animals***

Do a class survey about the attributes of different animals. Write three adjectives on the board, e.g. *clever*, *dangerous*, *beautiful*. Ask questions, e.g. *Which animal is the cleverest?* Ask for a show of hands for different animals and write the top two for each adjective on the board. Elicit sentences from the class about the results, e.g. *Humans are the cleverest. Dolphins are the second cleverest.*

- **Extension activity: *Draw my animals***

Pupils work individually. They draw pictures of three animals for comparison. Make pairs (make sure pupils haven't seen each other's pictures). Pupils take turns to talk about the animals, describing them using comparative and superlative adjectives so that their partner can draw them in their notebook. After both pupils have described and drawn, they look and check.

Page 66

- **Consolidation activity: *A zoo picture***

Pupils draw a zoo picture in their notebooks. They work in groups and talk about what they did / saw at the zoo with their friends. They write sentences under the picture.

- **Extension activity: *Alphabet animal game***

Pupils work in teams. Tell them to write the alphabet vertically on a sheet of paper. Explain that they should write the name of an animal beginning with each letter. Set a time limit. The team with the most words wins.

Page 67

- **Consolidation activity: *Make the song***

Materials: Lines of the song from Pupil's Book Activity 2, with each line on a separate piece of paper.

Tell pupils they are going to listen and stand in a line in the same order as the song. Hand out the pieces of paper at random. (Tell them to form two groups of pupils with the same coloured paper, if you have more than 12 pupils.) Play the audio for Pupil's Book Activity 2. The first time, pupils listen for their line. Play the audio again. Pupils organise themselves into lines to match the sequence of the song. Play the audio again, if necessary, to check.

- **Extension activity: *Prepositions***

Pupils look back through the lesson and find all the prepositions used. Brainstorm them and write them on the board. In their notebooks, pupils draw a simple picture to illustrate each one and write the preposition under the drawing (they should try to draw something different from the picture on the flashcard).

Page 68

- **Consolidation activity: *Sounds and spelling***

In their notebooks, pupils write all the rhyming words from the lesson, underlining the relevant parts of the words. They put them in columns according to their sound /ʊ/ or /uː/ and spelling *-ew*, *-ue*, *-oo*.

- **Extension activity: *Make sentences***

Pupils make other sentences using words with the /ʊ/ or /uː/ sound. Ask pupils to illustrate their sentences and display them around the classroom.

Page 69

- **Consolidation activity: *How did the story end?***

Make groups of four (Lock, Key, Zookeeper, Nick Motors). Pupils decide their roles. Play the video again. Pause after each frame. Pupils repeat their section in role. In their groups, pupils decide how the story ends. On a large piece of paper, they draw two more frames to illustrate this and add the dialogue. They practise the complete dialogue (including the ending) in their groups. Confident pupils can perform their role plays for the class. All groups display their posters with their endings. The class votes for the best one.

- **Extension activity: *What I can do***

You will need space for this activity. Use the *Can do* sentences from Activity Book page 71. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can say more verbs in the past.* Pupils take turns to demonstrate it, e.g. *The parrots flew round their cage. The baby lions ran in their cage. Suzy drew a picture of her visit to the zoo.* Clap your hands. Pupils move on. Repeat four or five times.

Page 70

- **Consolidation activity: *Categorise sentences***

Write the following sentences on the board: *They sleep around 8 hours a day. They become an adult after 25–40 years. A hatchling is born. They have an average lifespan of 70–80 years. Before they become an adult, they become a teenager. They can live to be 180 years old.* Ask pupils to write two headings *Human* and *Tortoise*. Give them one minute to categorise the sentences in columns.

Page 71

- **Consolidation activity: *Healthy living poster***

Have pupils work in groups to make a healthy living poster. Encourage them to illustrate their posters and list some of their ideas from Activity 6. Display the posters in the classroom.

- **Extension activity: *Amazing facts***

Put pupils in pairs and have them say or write an amazing fact about the human lifespan. Encourage them to be imaginative.

Unit 8

Page 72

- **Consolidation activity: *Role play***

Materials: Audio Script from Pupil's Book Activity 1.

Make groups of five. Elicit the food and drink that pupils heard on the audio and write the words on the board. In their groups, pupils draw and cut out pictures of each of these foods and drinks. Display the Audio Script on the whiteboard or on a large piece of paper and play the audio one more time. Pupils work in their groups, decide on their roles and then role-play the conversation, using the pictures as props. More confident groups act out their conversations for the class.

- **Extension activity: *Word maps***

Make six groups. Give each group one of the expressions of quantity, e.g. *A box of*. They write the expression in the centre of a piece of paper and then make a word map of the food words that go with it, e.g. *A box of – bananas*, *oranges*, *eggs*, *apples*.

Page 73

- **Consolidation activity: *Chant***

Teach the following chant to pupils:

Hum, hum, hum, hum, hum (as if mouth full, miming actions to open the door)
Hum, hum, hum, hum, hum (as if mouth full, miming actions to open the door)
(Grandma- / Grandpa-type voice) *What did you say, dear? I can't hear you!*
She wants him to open, to open, to open,
She wants him to open the door!
Hum, hum, hum, hum, hum (as if mouth full, miming actions to pass a cake)

Hum, hum, hum, hum, hum (as if mouth full, miming actions to pass a cake)
(Grandma- / Grandpa-type voice) *What did you say, dear? I can't hear you!*
He wants her to pass, to pass, to pass,
He wants her to pass the cake!
Hum, hum, hum, hum, hum (as if mouth full, miming actions to make a sandwich)
Hum, hum, hum, hum, hum (as if mouth full, miming actions to make a sandwich)
(Grandma- / Grandpa-type voice) *What did you say, dear? I can't hear you!*
She wants him to make, to make, to make,
She wants him to make a sandwich.

- **Extension activity: *Party food***

Draw a rectangle on the board and tell pupils that this is a party table. Demonstrate the activity by drawing six items on the 'table', e.g. a bottle of lemonade, a plate of sandwiches, a box of chocolates, a bag of crisps. Elicit from pupils what they can see and where it is, e.g. *The box of chocolates is behind the bottle of lemonade.* Pupils work individually. They draw a 'table' in their notebooks with up to six items of party food on it. Make new pairs. They take turns to describe their tables and draw their partner's table of items in their notebooks.

Page 74

- **Consolidation activity: *Make sentences***

Challenge pairs to write ten sentences about the picture in Activity 1. The first pair to finish calls out *Stop!* Have the winning pair read their sentences to the class.

- **Extension activity: *My party***

Pupils use the model in Activity Book Activity 1 to write about the last birthday party they went to. They can make other changes too, e.g. change *Last week* to *Last December*. Monitor the planning and writing and help with ideas / vocabulary. Pupils write a draft of their text. They swap with a partner to check their work. They then write a final version in their notebooks.

Page 75

- **Consolidation activity: *Describing differences***

Pupils write the differences between the two Pupil's Book pictures (Activity 1) in their notebooks.

- **Extension activity: *Children in costumes***

In their notebooks, pupils draw the children from Activity Book Activity 1 in their costumes and write their names.

Page 76

- **Consolidation activity: *Describe a party***

Tell pupils to imagine that the picture in Activity 3 is of their school party yesterday and ask them to write a short description of who was there, what happened, what people were doing, eating or drinking. Once pupils have finished, ask them to exchange and check each other's descriptions.

- **Extension activity: *Sounds and spelling poster***

Give pupils their A3 poster from the start of the class (Warmer) and allow pupils a few minutes to add any sounds or spelling patterns / words from the lesson that they might have missed at the start. Ask pupils to choose their favourite sound and share it with the class.

Page 77

- **Consolidation activity: *Lock and Key's party***

You will need a large piece of paper (for each group of four) for this activity. Pupils work in groups of four. They plan a party for Lock and Key. They decide on food, drink, games, decorations, guests, etc. They draw a picture of the party. At the bottom they write a text about the party, e.g. *Lock and Key had a party last week because they caught Nick Motors. They had lots of yummy food. They had …*

- **Extension activity: *What I can do***

You will need space for this activity. Pupils each choose one of the *Can do* sentences from Activity Book page 79. Pupils walk around the room without touching anyone else. Clap your hands. Pupils make pairs. Read one of the *Can do* sentences, e.g. *I can say more food and container words.* Pupils take turns to demonstrate it, e.g. *At the party we had three bottles of lemonade and four bags of sweets.* Clap your hands. Pupils move on. Repeat four or five times.

Page 78

- **Consolidation activity: *Fill in the gaps***

Write the following words in a row on the board: *day, sun, fun, play*. Beneath the words, write the following poem with the gaps as indicated:
I can see the _____,
Let's go out and _____.
We can have some _____
On this happy _____!
Ask pupils to copy the poem into their notebook, writing one of the words in each space to complete it with rhyming words.

Review Units 7 and 8

Page 80

- **Extension activity: *Songs and chants***

Sing one of the songs or do one of the chants or rhymes from *Kid's Box 4*.

Page 81

- **Consolidation activity: *Scrambled sentences***

Materials: Ten scrambled sentences or questions from Units 1–8, which include key language or vocabulary, e.g. *helped mum I my*

Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order to make the sentences / questions.

- **Extension activity: *Games***

Play one of the games from *Kid's Box 4* with the class. Let pupils choose which one to play.

Units 1 & 2 Values

Page 82

- **Consolidation activity: *A present for you***

Materials: A piece of paper per pupil, coloured pencils.

Elicit examples of presents people can give others to say 'Thank you' and write them on the board, e.g. *fruit, flowers, a picture, a book, a letter*. Ask pupils to draw one of the things. Pupils work in pairs and have a dialogue using the pictures, e.g. Pupil A hands over a picture of flowers to Pupil B. He / She says *These are for you. Thank you for your help.* Pupil B: *That's nice. Thank you very much.* Ask pairs to perform their favourite dialogue for the class.

- **Extension activity: *Matching***

Materials: Pairs of phrases forming dialogues using language from the lesson, e.g. *Thank you, Elena. / That's all right. / These flowers are for you. / Thank you, they're beautiful.* One phrase per pupil, written on a separate piece of paper.

Give each pupil a piece of paper with a phrase from the lesson. Pupils stand up. They walk around, saying their sentence to different pupils until they find a partner who has an appropriate response. Ask them to invent the rest of the dialogue / situation.

Units 3 & 4 Values

Page 83

- **Consolidation activity: *Scriptwriters***

Say *Let's write a script.* Teach / Check the meaning of *script.* Demonstrate the activity. Tell pupils they need to write a mini script for the characters from the first picture in Pupil's Book, Activity 1. Tell them it has to be different from the dialogue they listened to. Elicit a short dialogue between the girl and the elderly woman and write it on the board. Call on volunteers to act out the dialogue. Pupils work in pairs. They choose one of the other three pictures from Activity 1 and write a mini script. Pairs practise their scenes. They perform the mini dialogues.

- **Extension activity: *Posters***

Materials: One large piece of paper per group.

Elicit situations at school when we can be kind (e.g. lending some school equipment, taking turns in the playground, helping a younger pupil reach something, helping someone find their way). Pupils work in groups of three or four. Give each group a large piece of paper. Ask them to design a poster with the title *Be kind at school.* They draw a picture to illustrate one of the situations you talked about and write one or two phrases in English to use.

Units 5 & 6 Values

Page 84

- **Consolidation activity: *Cycling rules***

Ask pupils how often they use their bicycles and where. Write the road safety rules about cycling from the lesson on the board (*Always wear a helmet when you are on your bike. Wear bright clothes when you ride your bike.*). Elicit reasons for each rule. Write more rules for safe cycling on the board, with the pupils' help (if they tell you in L1, recast them into English), e.g. *Don't cycle on the pavement when there are people walking. Cycle on the correct side of the road. Stop at traffic lights, just like cars.*

- **Extension activity: *Crossing the road***

Materials: White chalk, tape (for making stripes on the floor), red and green card.

Take your class into the school hall or out into the playground. Draw some white stripes on the ground or use white tape. Ask pupils to practise crossing the road safely, using the stripes as a zebra crossing. One pupil can be the traffic light for pedestrians – showing a red or green piece of card at the side of the crossing to make pupils stop or go.

Units 7 & 8 Values

Page 85

- **Consolidation activity: *Class poster***

Elicit suggestions for ways to reuse or recycle things at school and write them on the board as sentences, e.g. *Use less paper.* Pupils work in pairs or small groups. Assign a sentence from the board to each pair / group. They draw a sign / picture to illustrate their sentence and write a reason why it is important. Pupils write below their picture on the same piece of paper. Make a class poster with the work from each pair / group.

A1 Movers Exam folder

Page 88

- **Consolidation activity: *Activity board race***

Put pupils into three teams. Divide the board into sections so that each team has space to write. Pupils take turns to run to the board and write as many after school activities as possible. The team with the most ideas after three minutes is the winning team.

Page 89

- **Consolidation activity: *What activities do your friends do?***

Divide pupils into groups of four. Pupils ask and answer about the after school activities they are doing this year. Pupils tell a partner from a different group about their old group's after school activities.

Page 90

- **Consolidation activity: *What do you remember?***

Pupils work in pairs. Pupil A closes their book. Pupil B asks questions 1–3 from the text and Pupil A tries to remember the answer. Students swap roles and do the same for questions 4–6.

Page 91

- **Consolidation activity: *Alternative titles***

Choose one of the alternative titles from Activity 2, either *Pop stars visit the hospital* or *Everyone can sing!* Elicit how the story would be different, who the characters would be and what would happen. Ask pupils to help you decide on a set of 9 images to go with the story and draw them on the board.

Page 92

- **Consolidation activity: *Fill the gap***

Write question 1 from Activity 2 on the board. Elicit other words which could fit in the space, e.g. *eggs* or *fruit.* Put pupils in pairs and ask them to think of alternative words which could fill the gaps in questions 2–7. Award points for each possible answer. The pair with the most points win.

Page 93

- **Consolidation activity: *True or false?***

Pupils work in pairs and cover the text in Activity 2 with a piece of paper so that they can only see the picture. Pupil A makes a statement about the picture e.g. *Two girls are eating ice cream.* Pupil B looks at the picture and says *True* or *False.* Pupils switch roles.

Page 94

- **Consolidation activity: *What's the difference?***

Write pairs of nouns on the board, e.g. *a mobile phone / a laptop; a snake / a lizard; a bowl of pasta / a bowl of salad.* Pupils have 30 seconds to explain the differences between the two. For example: *A mobile phone is small, a laptop isn't.*

Page 95

- **Consolidation activity: *Interview me***

Brainstorm 5–6 additional questions, similar to the ones in Activity 1 and write them on the board. Students interview each other again using the new questions as prompts.

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Key: p = page

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