Official Cambridge Exam Preparation

Kid's BOX

New Generation

British English

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Caroline Nixon &
Michael Tomlinson

CAMBRIDGE

Teacher's Book
with Digital Pack

5

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Language summary

	Key vocabulary	Key language	Sounds and life skills
Welcome to our blog page 4	**School subjects:** *art, computer studies, English, French, geography, German, history, maths, science, Spanish, sport, music* **School:** *competition, dictionary, exam, language, lesson, prize, study, subject*	*Like/Love + -ing*/nouns, *'d like* + infinitive **Present simple questions and short answers:** *Do you live near your school? Yes, I do. / No, I don't.*	**Connected speech** **Communication**
1 Time for television page 10	**The time:** *half, o'clock, past, quarter, to* **TV programmes:** *action film, cartoon, comedy, documentary, news, quiz show, rock music video, sport, weather* **TV:** *channel, episode, series, stream, turn on* **Adjectives:** *amazing, bad, boring, exciting, funny, good, interesting*	**The time:** *What time is it? It's quarter past one.*	**Consonant clusters** *sh* and *ch* (*finish, channel*) **Collaboration**
Media: nature documentaries page 16			
2 People at work page 18	**Jobs:** *actor, artist, cook, dentist, doctor, football player, journalist, mechanic, nurse, pilot, sports commentator, video game designer, writer*	**Plans, intentions and predictions with *going to*:** *What's William going to be when he grows up? He's going to be a designer.*	**The /ə/ sound** (*doctor*) **Creative thinking**
Social science: safety procedures page 24			
Review units 1 and 2 page 26			
3 City life page 28	**City life:** *airport, bridge, castle, fire station, gym, hotel, museum, playground, police station, post office, prison, restaurant, road, stadium, street, taxi, theatre, zoo* **Directions:** *across, along, corner, left, past, right, straight on*	**Directions:** *Go along/across/ straight on/past, Take the first/ second/third street, Turn left/ right into/at/on the corner* **Prepositions:** *behind, between, next to, opposite*	**Consonant clusters** *str, st* and *sp* (*street, stadium, sports*) **Critical thinking**
Geography: city life page 34			
4 Disaster! page 36	**Disasters:** *earthquake, hurricane, iceberg, lightning, storm, tsunami, volcano* **Verbs:** *break (leg), catch fire, cut, destroy, drop, erupt, fall down, hit, hurt, lose* **Months**	**Past continuous and past simple:** *I was having a picnic when it started to rain. What were you doing?*	**The vowel sounds** (*sailing, sea, sky, hello, rescue*) **Creative thinking**
Geography and History: natural landscapes page 42			
Review units 3 and 4 page 44			

	Key vocabulary	Key language	Sounds and life skills
5 Material things page 46	**Materials:** *brick, card, fur, glass, gold, grass, leather, man-made, metal, natural, paper, plastic, recycle, rubber, silver, stone, sugar, wood, wool*	**Describing objects:** *What's the school made of? I think it's made of stone.*	Connected speech Communication
Art: sculptures page 52			
6 Senses page 54	**Senses:** *hear, see, smell, taste, touch* **Cooking:** *bowl, cheese, cut, flour, fork, ingredients, knife, mix, olives, onion, oven, pepper, pizza, plate, recipe, salami sausage, salt, spoon, topping*	**Describing sensations:** *What does it look like? It looks like a cat's nose.*	Sentence stress Creative thinking
Science: sound waves page 60			
Review units 5 and 6 page 62			
7 Natural world page 64	**Nature:** *beetle, bin, butterfly, clean-up, endangered species, extinct, field, ground, habitat, in danger, insect, protect, rubbish, tree* **Describing species:** *female, male, spots, spotted, striped, stripes, wing*	**Giving advice:** *How should we look after our world? People shouldn't drop their rubbish. They should put it in a bin. I think we should all recycle bottles. Yes, I agree. / No, I don't agree.*	Sentence stress Social responsibilities
Geography: endangered species and conservation page 70			
8 World of sport page 72	**Sports:** *athletics, badminton, cycling, golf, ice skating, racing, running, sailing, skiing, sledging, snowboarding, volleyball* **Seasons:** *spring, summer, autumn, winter*	**Present perfect for life experiences:** *Have you ever won a prize? Yes, I have. / No, I haven't. I've never won a prize.* **Present perfect for recently completed actions:** *He's visited his grandmother this afternoon.* **Present perfect for completed actions with present relevance:** *He hasn't done his homework.*	Endings /t/, /d/ and /id/ (*jumped, climbed, decided*) Emotional development
Physical education: aerobic and anaerobic exercise page 78			
Review units 7 and 8 page 80			

Values

Units 1 & 2	Respect in the classroom	page 82
Units 3 & 4	People who help us	page 82
Units 5 & 6	Tell the truth but don't hurt	page 84
Units 7 & 8	Value your friendships	page 85

Grammar reference pages 86–87

A2 Flyers 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 respecting others and valuing friendships, and Subject pages about media, social science, geography, history, art, science and physical education, 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 Meera, Lenny and Stella. We'll take your pupils on a learning journey. We'll also practise pronunciation and life skills together.



We're Lola and Lucas. We'll help your pupils consolidate the key language.



The Subject pages will help your pupils with media, social science, geography, history, art, science and physical education!



I'm Diggory Bones. Through my 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, Lenny and Meera 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.

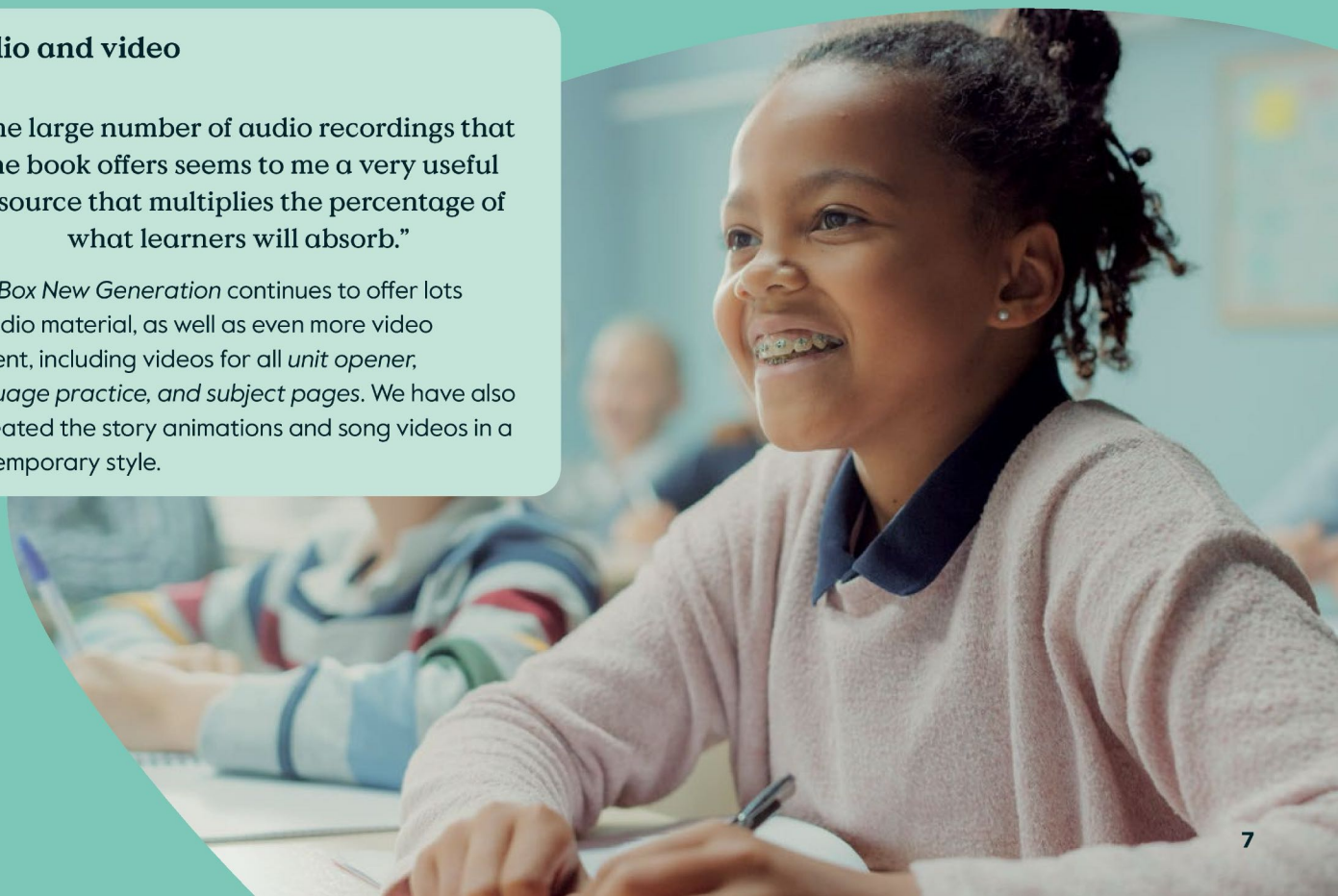
Enhanced Teacher's Book

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."

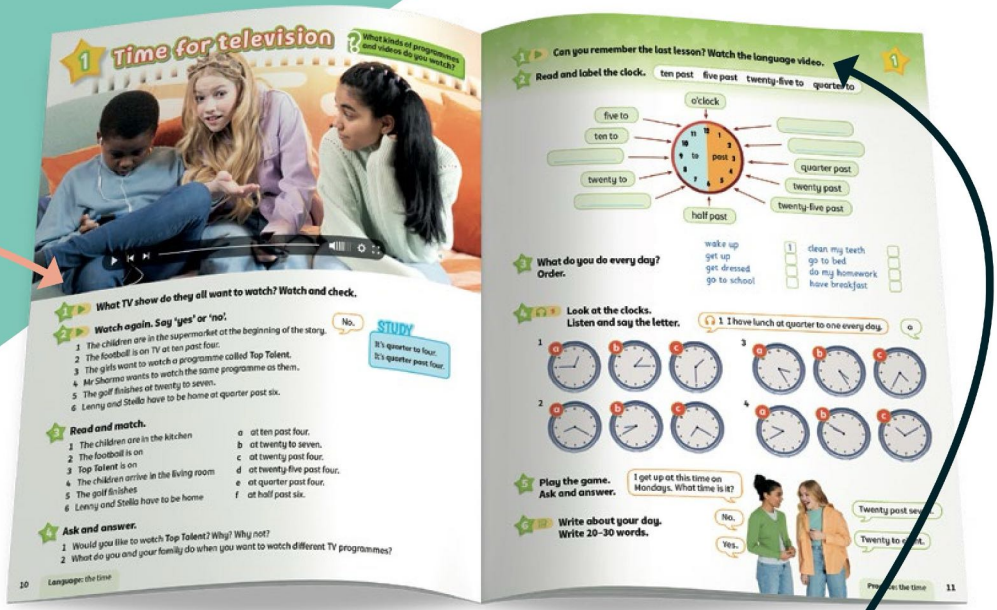
Kid's Box New Generation continues to offer lots of audio material, as well as even more video content, including videos for all *unit opener, language practice, and subject pages*. We have also recreated the story animations and song videos in a contemporary style.



Unit walkthrough

Presentation

Introduces the unit topic and key language through live-action videos with the characters.

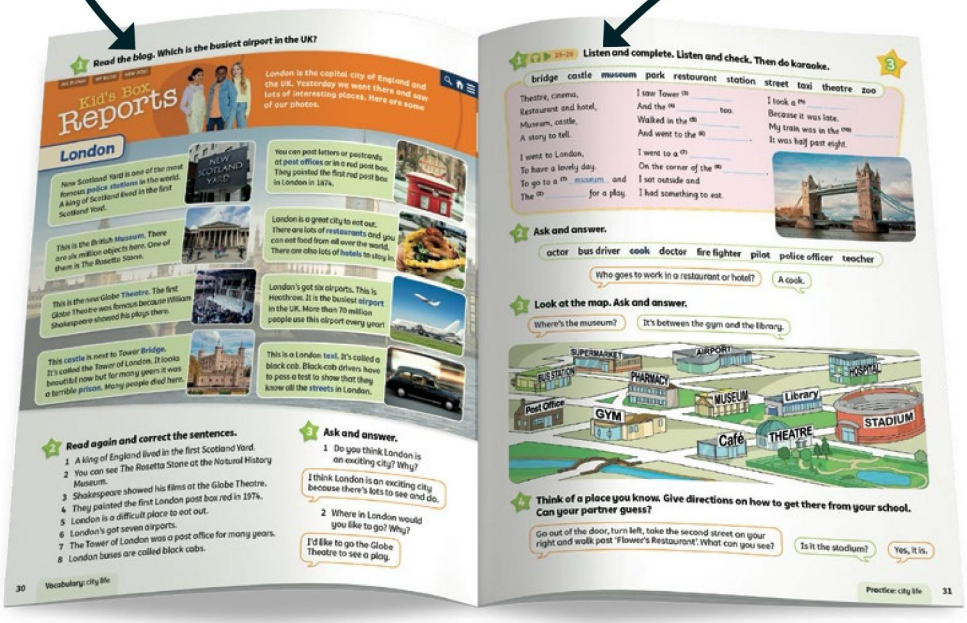


Videos

A wide variety of content presents and reviews key language and vocabulary, including new Language videos featuring Lola and Lucas.

Blogs

The characters' blog posts present the key vocabulary in a relevant and interesting context.

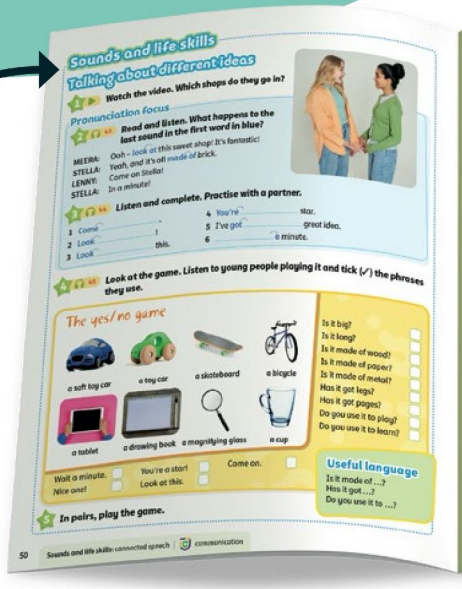


Songs

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

Sounds and life skills

Pupils focus on natural pronunciation and complete a Life Competencies speaking task.



Subject pages

Learn about media, social science, geography, history, art, science and physical education with new audio and video.



Story

New story 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.

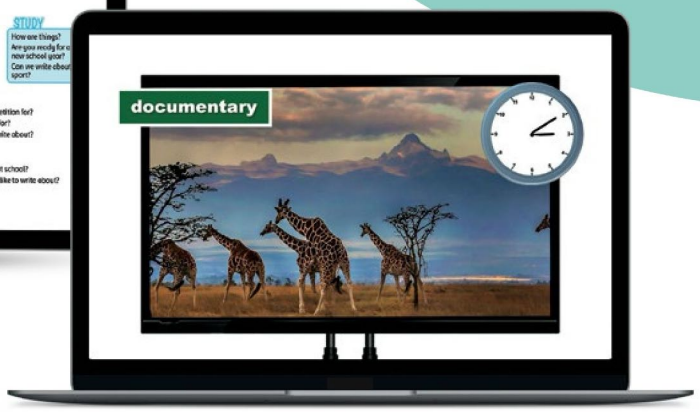


Kid's Box New Generation for Learners

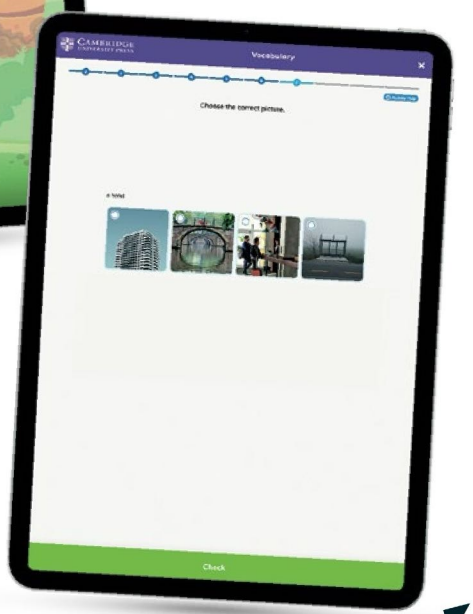
Pupil's Book with eBook

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





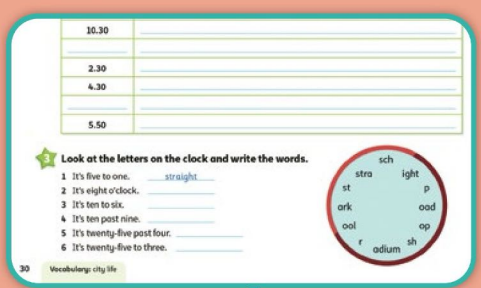




Activity Book with Digital Pack

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

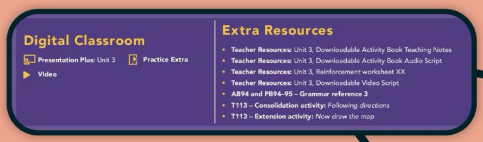
Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practise the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.



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 lesson by looking at the end of each page for references.



Presentation Plus

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

Teacher Resources

This includes all the Audio, worksheets, additional photocopiable activities and exam practice to supplement your classes.

The Digital Pack includes:

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







Posters

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 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 6 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

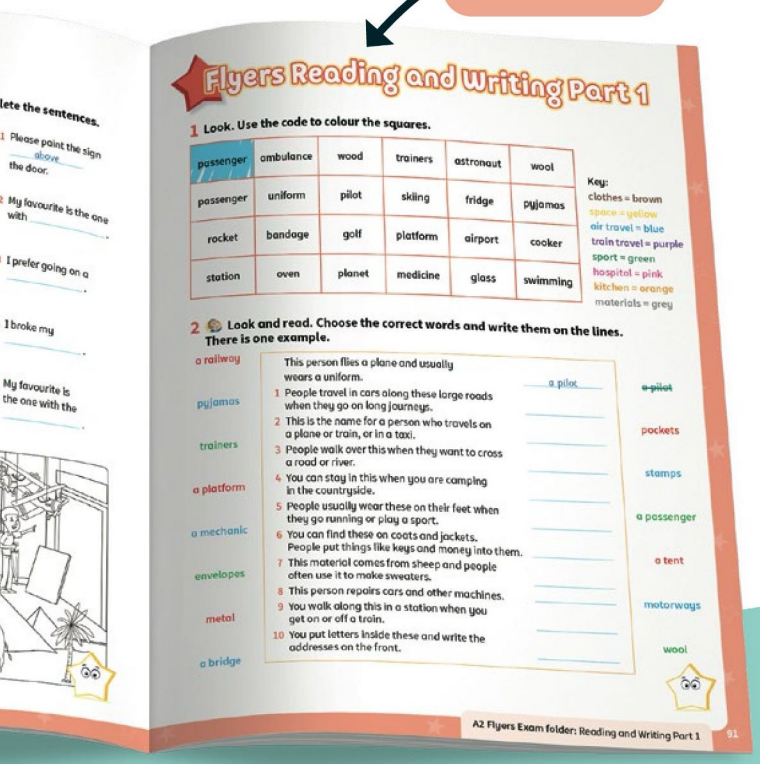
The *Kid's Box New Generation* syllabus is built around the Cambridge English exams for young learners, which means your pupils will be well prepared for any exams they take. We break down exam preparation into small steps and make pupils aware of the progress they are making towards their end goal.

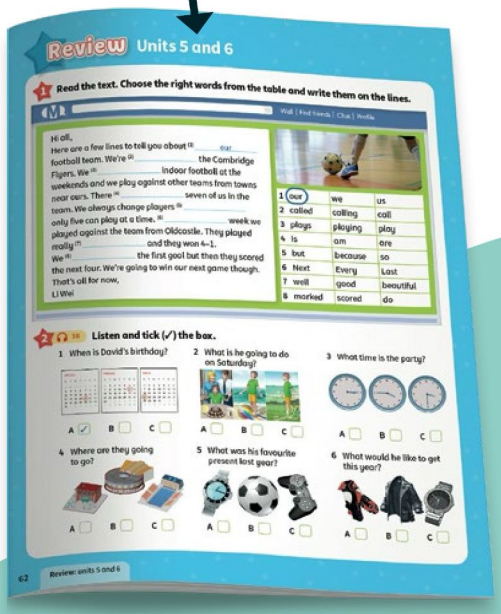
Pupil's Book

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.



From the Teacher's Book

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.

EXAM SKILLS

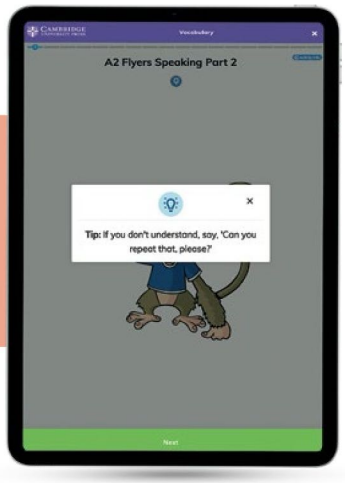
- Listening for specific information (school trips, museums and activities).

EXAM TIPS

- Make sure pupils have all the necessary colours with them.
- There are six dialogues; the first one is the example. Pupils should look at the picture and listen.
- They need to draw, colour an item or write a word.
- The information is presented in a dialogue. The information refers to the picture.

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 to support exam preparation.



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 your learners.

Sounds and life skills, Values and Subject pages

These pages are designed to develop the Cambridge Life Competencies. The competency being developed is flagged at the bottom of each page.

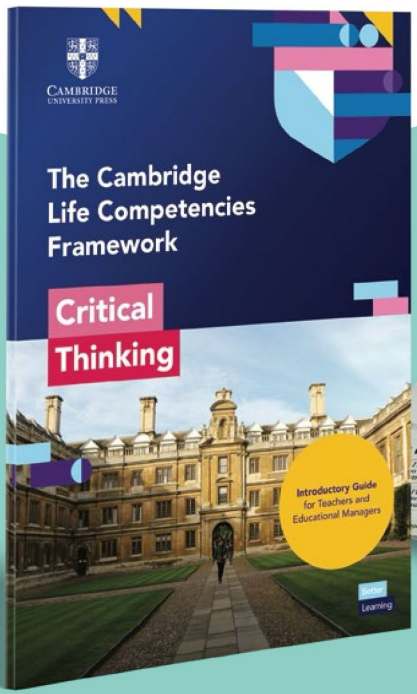
Through the Subject pages, pupils learn useful knowledge and skills for media, social science, geography, history, art, science and physical education, while engaging with topics critically and creatively. The projects on these pages encourage pupils to use and develop useful skills, such as planning and presenting.

The Sounds and life skills and 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 sections walk pupils through the stages of writing a text.





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.

3 **How do the sculptures make you feel and why? What other sculptures do you know about?**

This sculpture makes me laugh.

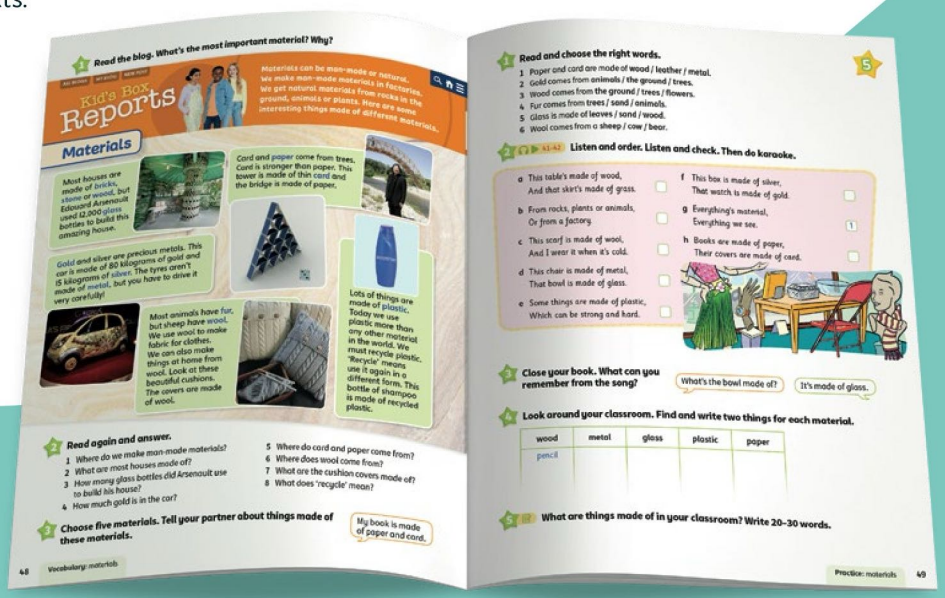
I saw a metal sculpture of a bear and a tree in the centre of Madrid.

FIND OUT MORE
What is the biggest sculpture in the world?

Recyling and reinforcing

Vocabulary and language are reinforced and recycled: pupils have multiple opportunities to put them into practice through songs 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.

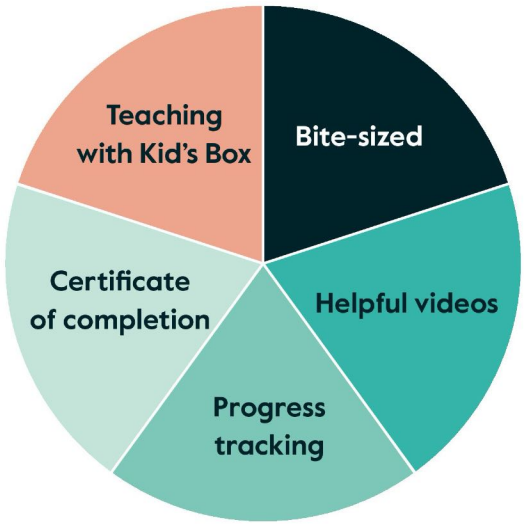
See pages 16–17 of this introduction for information and advice on creating an inclusive classroom environment.



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 developing a range of print and digital material to help teachers and learners get the most out of their lessons, regardless of whether classes are in-person, hybrid, or fully remote.

For further support, 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, 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 answer / complete / check.

Work in pairs / groups.

What do you remember about ... ?

Ask and answer.

Do karaoke.

Underline ...



Complete the table.

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!

Welcome to our blog

What do you need for school?



1 **Who gets an exciting message? Watch and check.**

2 **Watch again. Order.**

1 Can we write about sport and technology?
2 Let's meet outside school at four o'clock.
3 Well, it's our first day back at school, so let's write about that.
4 Did you have a good holiday?
5 It's about a new school blog.
6 Are you ready for a new school year?

[ ]
[ ]
[ ]
[1]
[ ]
[ ]

STUDY

How are things?
Are you ready for a new school year?
Can we write about sport?

3 **Answer the questions.**

1 What are the children's names?
2 Why wasn't Meera online?
3 Where are they?
4 What's the competition for?
5 What's the prize for?
6 What can they write about?

4 **Ask and answer.**

1 What did you think of Meera's idea for a blog post about their first day at school?
2 Imagine you are writing a blog post for a competition. What would you like to write about?

Language: present simple questions and short answers

Welcome Unit Welcome to our blog
Pupil's Book p.4

Objectives
To review present simple questions and short answers.

Target language
- **Key language:** *Hi, Did you have a good holiday? How come? How are things? Are you ready for the new school year? Yeah, I am. Shall we … ? Let's …, blog, competition, prize*
- **Additional language:** character names, *See you! wi-fi, online*
- **Revision:** past simple, present simple, *can* for ability and permission, *shall* for suggestions, school vocabulary

Warmer
- With books closed, write *School* on the board and draw a circle around it. Say *What school things can you remember?*
- Brainstorm in two minutes all the school words pupils remember. Build a mind map on the board. Pupils copy it into their notebooks.

PB4.

What do you need for school?
- Show page 4 on the whiteboard. Focus pupils on the photo and introduce the characters (Stella, Lenny and Meera). Elicit where they are (at a school). Elicit/Pre-teach *blog*.
- Pupils answer the question. Elicit answers from the class. Tick any school words mentioned on the mind map.

Presentation

PB4. ACTIVITY 1

Who gets an exciting message? Watch and check.
- Tell pupils they are going to watch a ▶ Video about the characters' first day at school. Tell pupils to open their Pupil's Books at page 4. Focus them on the photo. Say *There is a message. Who is it for?* Ask pupils to guess who it is for. Accept some guesses. Pupils watch the ▶ Video and check.

Key: Meera

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB4. ACTIVITY 2

Watch again. Order.
- Now tell pupils to watch the ▶ Video again and to order the statements and questions according to when they hear them.
- Do the first one as an example. Play the ▶ Video again and pause on *Did you have a good holiday?* Say *That's the first one. Now number the others.*

Extra challenge Add extra questions from the ▶ Video on the board, e.g. *Are you ready for a new school year? What can we write about?* and encourage pupils to ask each other the questions and one extra question.

Presentation
- Focus pupils on the STUDY box. Elicit who asked these questions. Get the class to repeat after you. Provide a short dialogue for practice: A: *How are things?* B: *Good thanks. Did you have a good holiday?* Pupils practise with classmates.

Key: 4, 6, 5, (1), 3, 2

PB4. ACTIVITY 3

Answer the questions.
- Ask *Do they want to enter the competition? What do they get for the best blog?*
- Focus pupils on Activity 3. In pairs, pupils answer the questions orally. Elicit answers, reminding pupils to use full sentences.
- Ask pupils to write the full answers in their notebooks.

Key: **1** Their names are Meera, Stella and Lenny. **2** She didn't have wi-fi. **3** They are at school. **4** It's for the best blog in school. **5** The prize is for the best blog. **6** They can write about anything they like.

PB4. ACTIVITY 4

Ask and answer.
- Ask pupils to read the questions and think of answers. Elicit one or two examples from them.
- Ask them to compare their answers in groups. Ask one person from each group to feed back to the class.

AB4. Answer key, see page T96

Ending the lesson
- Review with pupils what they learnt in this lesson. Ask *What did we do today? What new words did you learn?* Do this orally. Say *See you on* (day). Pupils reply with the same.

Digital Classroom
- **Presentation Plus:** Welcome Unit
- **Practice Extra**
- ▶ Video

Extra Resources
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Reinforcement worksheet 1
- **T110 – Consolidation activity:** *Making friends*
- **T110 – Extension activity:** *Word race*

Objectives

To review daily routines, likes and preferences.

Target language

- **Key language:** present simple for routines, *like/love + -ing*/nouns, *'d like* + infinitive, question words, short answers, *so*, *before*
- **Additional language:** character names
- **Revision:** sports, activities, school subjects, superlative adjectives

Warmer

- Write three things you do every day on the board (e.g. *train*, *lunch*, *swimming*). Ask pupils to ask you questions. Use your answers to model *I come by …*, *I have …*, *I love* verb + *-ing*.
- Ask pupils to write three things they do every day in their notebooks.

Presentation

PB5. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 5 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB5. ACTIVITY 2

Read and answer.

- Write *Meera*, *Stella* and *Lenny* on the board. Elicit what the pupils remember about them. Ask questions, e.g. *Who is interested in sport/photography/music?* Elicit what they'd like to know about the characters.
- Focus on the character profiles. Point to the photos on the board. Tell pupils to open their Pupil's Books at page 5. Ask a pupil to read the introduction aloud. Write these questions on the board: *1 Who wants to write about nature? 2 Who's 11? 3 Who likes singing and music?*
- Pupils read the profiles quickly to find the answers. They check in pairs. Check with the class (1 Meera, 2 Lenny, 3 Stella).
- Focus pupils on Activity 2. Pupils read the profiles again and then answer the questions orally in pairs. Check with the class.

Key: **1** a blog, **2** City School, **3** drawing and taking photos, **4** ten, **5** music and science, **6** He rides his bike. **7** Lenny, **8** Lenny

PB5. ACTIVITY 3

Listen and say the name.

- Focus pupils on the activity instruction and on the example. Play number 1 on the Audio as a demonstration. Check understanding of this type of short answer.
- Play the rest of the Audio. Pause to give pupils time to check for the answer and to whisper the answer to their partner.
- Play the Audio again. Elicit responses from pairs of pupils.

Key: **2** Stella does. **3** Lenny does. **4** Meera does. **5** Lenny does. **6** Stella does. **7** Meera does. **8** Lenny does.

2

1 Who lives near the school?
2 Who lives outside the town?
3 Who sometimes has breakfast at school?
4 Who walks to school?
5 Who loves playing football and basketball?
6 Who likes singing?
7 Who wants to write about the natural world?
8 Who wants to write about computers?

PB5. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Elicit questions from the prompts as necessary. Pupils write the questions in their notebooks.
- Pupils take turns to ask and answer in pairs. Check pupils use the short answers *Yes, I do.* / *No, I don't* in this activity. Monitor and help where necessary. Pupils make notes of their partner's responses.

Extra support Write *Do you _____ at/a/the _____?* on the board and elicit examples. Leave them on the board to refer to. Write *Yes, I do.* / *No, I don't.* as well.

PB5. ACTIVITY 5

Write more questions.

- Pupils think of two more questions each to ask and answer in their pairs.

AB5. Answer key, see page T96

Ending the lesson

- Say some true/false sentences about Meera, Stella and Lenny. If the sentence is true, pupils stand up (or sit down). If it's false, they don't move. Example sentences: *Meera lives in a village* (false). *Lenny sometimes goes to the school breakfast club* (true).

Digital Classroom

- **Presentation Plus:** Welcome Unit
- **Audio 2**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Extension worksheet 1
- **T110 – Consolidation activity:** *Profiles*
- **T110 – Extension activity:** *Mime game*

1 Can you remember the last lesson? Watch the language video.

2 Read and answer.

All about us

Kid's Box is an exciting new blog for young people. Meera, Stella and Lenny want to write a post for the blog. They all go to the same school. It's called 'City School'.



Meera
I'm ten. I live near the school, so I walk in every day. I have lunch at school with my friends. I love drawing and taking photos, so I want to put my photos in the blog and write about the natural world.



Stella
I'm ten. I live in a village outside the town, so I catch a bus to school every morning. I like singing and music and I enjoy playing the piano. I love reading and studying. I'd like to write about music and science in the blog.



Lenny
I'm eleven years old. I always ride my bike to school. I sometimes have breakfast in the school breakfast club before my classes. I love playing football and basketball. I'm also interested in computers. I'd like to write about sport and technology in the blog.

1 What's **Kid's Box**?
2 Which school do they go to?
3 What does Meera love doing?
4 How old is Stella?
5 What would Stella like to write about?
6 How does Lenny go to school?
7 Who's interested in technology?
8 Who's the oldest, Meera, Stella or Lenny?

3 2 Listen and say the name.

1 Who lives near the school? — Meera does.

4 Ask and answer.

Do you live near your school? — No, I don't.

live / near school
lunch / home
play / musical instrument

like / sport
read / magazines
use / internet

5 Write more questions.

Practice: present simple questions and short answers

1 Read the blog. What's their favourite subject?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



For our first blog post, we went round our school to find out more about what we learn.

We all study these school subjects: maths, English, science, music, sport, art and computer studies.

Our school



Older students have to study more school **subjects** and take important **exams**.



Science is an important subject, so we study it every day. This year we're learning about plants and the human body.



We study a **second language**. We can choose French, German or Spanish.



In our **geography lessons**, we learn about different people and their countries.



We use the **dictionaries** in the school library to help us to understand new words.



The best subject is **history**. We love learning about the past!

We all agree that the best thing about school at the moment is the blog **competition**. We all want to win that **prize**!

2 Read again and say 'same' or 'different' for your class.

1 At City School, they all study music.
2 Older students take important exams.
3 They can choose a second language.
4 There are dictionaries in the school library.
5 They study science every day.
6 They are learning about plants and the human body.
7 They learn about different people and their countries.
8 They think history is better than geography.

3 Ask and answer.

1 Which languages can you learn at school?

I can learn French at my school.

2 What's your favourite school subject?

My favourite school subject is English.

Vocabulary: school subjects

Objectives

To read about school subjects and choose their favourites.

Target language

- **Key language:** numbers, adjectives, *subject*, *exam*, *second language*, *dictionary*, *science*, *geography*, *lesson*, *history*, *competition*, *prize*, *study*
- **Additional language:** *We all agree that …*, *We all want …*, the past
- **Revision:** school subjects: *English*, *French*, *geography*, *German*, *history*, *maths*, *science*, *Spanish*, *sport*, *music*

Warmer

- Write six known school subjects as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings.
- Elicit other school subject names that pupils know in English. Ask pupils *What's your favourite school subject?* Ask them to tell their partner.

Presentation

PB6. ACTIVITY 1

Read the blog. What's their favourite subject?

- Show page 6 on the whiteboard. Focus pupils on Activity 1 and the activity instructions. Tell pupils to open their Pupil's Books at page 6.
- Focus pupils on the question, the heading, the photos and the short texts. Pupils read the texts silently. Feed back the answer.
- Check comprehension by asking, e.g. *Which subjects does everyone have to study in City School? What are the pupils learning about in science this year?* After each question, ask the class *What about our school?* to get them to relate the information to their own school context. Check understanding of *second language*. Check pupils understand the relationship between the texts and the photos.

Key: history

PB6. ACTIVITY 2

Read again and say 'same' or 'different' for your class.

- Focus pupils on Activity 2. Pupils take turns to read the statements for the class to say *same* or *different* according to what happens in their school. Demonstrate with the first two statements and then ask pupils to read them.
- If they go to different schools, pupils can compare their schools. Finish the activity in groups of four: pairs say one of their own statements to another pair.

Extra challenge Ask pupils to write four more statements. Monitor and help where necessary. In pairs, pupils take turns to read a statement aloud and say *same* or *different*, referencing their own school.

PB6. ACTIVITY 3

Ask and answer.

- Focus pupils on Activity 3. Demonstrate with a pupil and then get them to ask and answer the questions in pairs.

Extra challenge Ask pupils to write some facts about their school. Give them the following prompts to guide them: *Name of school? Where? Subjects you study? Your favourite subject?*

AB6. Answer key, see page T96

Ending the lesson

- Play a word association game. Say, e.g. *science*. Pupils call out words which they associate with it, e.g. *experiments*, *Tuesday*, *animals*. After about six words, call out a new subject word, e.g. *maths*. Pupils can play this game in groups of six.

Digital Classroom

Presentation Plus: Welcome Unit

Practice Extra

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Reinforcement worksheet 2 and Extension worksheet 2
- **T110 – Consolidation activity:** *Blog page*
- **T110 – Extension activity:** *Dictionary game*

Objectives

To have further practice with school subjects and sing a song.

Target language

- **Key language:** definitions, rhyming words, *computer studies*, *art*
- **Additional language:** *hockey*, *map*
- **Revision:** school subjects, present simple, *study*, *learn about*, *too* + adjective, *cool*

Warmer

- Call out school subjects in turn for pupils to spell aloud. Alternatively, they can write the words in their notebooks.

Presentation

PB7. ACTIVITY 1

Listen and say the subject.

- Show page 7 on the whiteboard and ask pupils to open their Pupil's Books at page 7. Focus on Activity 1. Tell pupils they will hear clues to help them guess the subject.
- Play the Audio and pause after the first clue. Elicit the answer (geography) and then play the rest of the track.
- Ask pupils to compare their answers with a partner. Play the Audio again and then check with the whole class.

Key: 2 music, 3 maths, 4 science, 5 history, 6 computer studies, 7 sport

3

1 A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.
2 [Sound of recorders]
3 One nine is nine. Two nines are eighteen. Three nines are twenty-seven …
4 Plants have green leaves. They use their leaves to get food from the sun. Plants give us oxygen.
5 Magellan was the first man to sail round the world. He sailed round the world in 1642.
6 OK, Mary, now hold the mouse in your hand and click on the left button.
7 [Sound of bouncing balls and referee's whistle]

PB7. ACTIVITY 2

Read and choose the right words.

- Focus pupils on Activity 2. Read the first sentence and elicit the right word to complete the sentence (history). Ask pupils to work in pairs. Then check with the class.

Key: 2 languages, 3 a dictionary, 4 science, 5 geography, 6 exams

Song

PB7. ACTIVITY 3

Read and write. Listen and check. Then do karaoke.

- Show the song on the whiteboard. Point to the pictures and the first missing word. Elicit the answer (geography). Ask pupils to write the remaining missing words.
- Play the Audio or ▶ Video. Pupils listen and check. They then check in pairs.
- Play the ▶ Video. Pupils repeat line by line and then verse by verse. Pupils stand up and sing the song once with the first version and then with the karaoke version.

Key: 1 geography, 2 history, 3 science, 4 music, 5 computer studies, 6 sport, 7 languages, 8 dictionary

4
As in Pupil's Book

5
Karaoke Version

PB7. ACTIVITY 4

Read about the school words. What are they?

- Focus pupils on Activity 4. Do the first one as an example with the class. Pupils read the rest of the definitions and think of the matching school words.

Key: languages, science, geography, dictionary

PB7. ACTIVITY 5

Write three more definitions. Ask and answer.

- Focus pupils on Activity 5. Pupils use the prompts in Activity 4 to write three more definitions.
- Using the dialogue prompts, ask pupils to take turns to read their definitions and guess the school words.

Extra challenge Ask pupils to write more definitions.

AB7. Answer key, see page T96

Ending the lesson

- Pupils sing the song from the lesson again.

Digital Classroom

- **Presentation Plus:** Welcome Unit
- **Audio 3–5**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Song worksheet
- **T110 – Consolidation activity:** *School song*
- **T110 – Extension activity:** *Word poems*

1 3 Listen and say the subject.

1 A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.

Geography.

2 Read and choose the right words.

1 We study the past in **science** / **geography** / **history**.
2 French, Spanish and German are **languages** / **exams** / **maths**.
3 When we don't understand a word, we can use **a book** / **a dictionary** / **art**.
4 We study plants and the human body in **maths** / **sport** / **science**.
5 We learn about people and countries in **geography** / **computer studies** / **music**.
6 Teachers sometimes find out what we know by giving us **subjects** / **computers** / **exams**.

3 4–5 Read and write. Listen and check. Then do karaoke.

Because school is cool, it's where we go
From Monday to Friday, I'm sure you know.
We study and we play, that's what we do.
We do it in the morning and the afternoon!

I really love (1) _____,



And I enjoy (2) _____.



I like to study (3) _____ too!



My favourite subject in the afternoon.

Before lunch we have (4) _____,



And then (5) _____ _____,



And on Wednesday we do (6) _____.



That's a class which is too short!

And I like to do (7) _____,



Spanish, French and Japanese.



Lots of words in the (8) _____,

For me to study and to read.

4 Read about the school words. What are they?

With this subject we can learn to talk to people from another country. — languages
In this lesson we learn about plants and the human body. — science
When we study this we learn about different countries and people. — geography
We use this to learn new words. — a dictionary

5 Write three more definitions. Ask and answer.

With this subject we can learn about numbers and shapes. What is it?

Is it maths?

Yes, it is.

Practice: school subjects

Sounds and life skills

Chatting with friends



1 **Watch the video. Where are the young people and how do they feel?**

Pronunciation focus

2 6 **Listen and complete.**

STELLA: Hi, Meera. _____ _____ have a good holiday?

MEERA: Yeah, great, thanks.

STELLA: I didn't see you online – _____ _____?

MEERA: It's because we didn't have any wi-fi, but I can show you the pictures if you want. Oh, look! Here's Lenny!

STELLA: Hi, Lenny. _____ _____ things?

LENNY: Good thanks, Stella. _____ _____ ready for the new school year?

STELLA: Yeah, _____ _____.

3 7 **Listen and circle the words that sound connected. Practise with a partner.**

1 How are things?
2 Are you happy to be back?
3 Did you have a good summer?

4 **In pairs, look at the quiz and add more school holiday activities.**

Find out who ...	Extra information	
_____ travelled by train.	Where? _____	Who with? _____
_____ went to a fair.	Where? _____	What rides? _____
_____ watched a film.	What film? _____	Who with? _____
_____ walked in the countryside.	Where? _____	Who with? _____
_____ played lots of sports.	What sports? _____	Who with? _____



5 **Find a classmate who did each activity. Ask extra questions.**

Useful language

How are things?
Where did you go?
Who did you go with?

Sounds and life skills: connected speech | communication

Objectives

To practise connected speech and communication.

Target language

- **Key language:** *Hi, How come? How are things? Did you have a good holiday? Are you ready for the new school year?*
- **Additional language:** short responses: *Yeah, great, thanks! Good thanks! Yeah, I am.*
- **Revision:** holiday activities, regular/irregular verbs in simple past tense, e.g. *travelled, went, watched, walked, played*

Warmer

- Ask pupils to mime an activity from their summer holidays at their desk and look at others miming.

Presentation

PB8. ACTIVITY 1

Watch the video. Where are the young people and how do they feel?

- Show page 8 on the whiteboard. Tell pupils they will watch the ▶ Video again and answer the question.
- With books closed, play the ▶ Video and then discuss the answer.

Key: They are at school. They feel good and are ready for the school year. They are excited about the new blog competition.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB8. ACTIVITY 2

Listen and complete.

- Tell pupils to open their Pupil's Books at page 8. Focus them on the conversation in Activity 2.
- Ask pupils to listen and complete the conversation. Play the Audio.
- Ask pupils to check in pairs, then as a class. Elicit that we know they are happy to see each other because they are asking questions to show interest.

Key: Did you, how come, How are, Are you, I am

6

As in Pupil's Book and Key

PB8. ACTIVITY 3

Listen and circle the words that sound connected. Practise with a partner.

- Write the example question on the board, separating each part of the sentence: *How / are / things?* Read out the sentence exaggerating the separate words. Elicit how the sentence would sound in a normal conversation. Circle *How are*.
- Play the Audio. Ask pupils to circle the words that run together.
- Play the Audio again. Check answers and ask pupils to repeat.
- Pupils practise asking and answering questions with a partner.

Key: (Are you) (Did you)

7

As in Pupil's Book

PB8. ACTIVITY 4

In pairs, look at the quiz and add more school holiday activities.

- Tell pupils to imagine it is their first day back at school after a holiday and they are going to talk about their holidays with friends. Write *holiday activities* on the board and elicit what pupils can see in the quiz.
- Elicit more ideas and create a mind map on the board. Pupils add two activities to their quizzes.
- Ask pupils to write more questions to show interest, e.g. *Did you travel by train? Who did you go with?*

PB8. ACTIVITY 5

Find a classmate who did each activity. Ask extra questions.

- Point to the Useful language box and read the examples.
- Tell pupils to ask each classmate *Did you have a good holiday?* and then ask extra questions.
- Pupils mingle and ask questions from their quizzes, and write a name for each activity.

Extra challenge Ask pupils to show interest by asking extra questions.

AB8. Answer key, see page T96

Ending the lesson

- Put pupils into pairs to discuss what they found out in the mingle activity. Who had the most interesting holiday?

Digital Classroom

- **Presentation Plus:** Welcome Unit
- **Audio 6–7**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Audio Script
- **T110 – Consolidation activity:** *About our summer holiday*
- **T110 – Extension activity:** *Answering questions*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *Diggory Bones, stones, archaeologist, dinosaur, ancient, The Rosetta Stone, program*
- **Additional language:** *School of Archaeology, classes*
- **Revision:** *neck, bone, museum*, adjectives, language from the unit

Warmer

- Write *History* on the board and introduce the topic of *archaeology*. Brainstorm (using a mind map) pupils' ideas about what people do / find out through archaeology. Elicit/ Provide *bones, dig, rocks, stones.*

Song

PB9. ACTIVITY 1

What's Diggory Bones teaching? What's The Baloney Stone?

- Show page 9 on the whiteboard. Focus on the first scene of the story on the whiteboard. Elicit where the characters are (at the museum) and what is in the museum (dinosaur skeletons). Say *Look at the dinosaur bones. How many knees has this dinosaur got? Do you think this dinosaur has got elbows?* (no). *Look at the dinosaur in the poster. Has it got elbows?* (Yes, it has.)
- Focus on the story in general, using this to introduce the context (*archaeology, archaeologist*). Tell pupils to open their Pupil's Books at page 9. Play the ▶ Video. Pupils watch and read to answer the questions. Ask them to compare with a partner before feeding back.
- Play the ▶ Video again. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What's the name of the dinosaur? Is it small? What's Diggory Bones' dad doing? What does Diggory Bones do? Who's on the phone? What happened?*
- Provide information in L1 for pupils about The Rosetta Stone. Elicit from pupils in L1 examples of ancient languages, and what they know about dinosaurs and archaeology finds around the world.

Key: He's teaching the history of language. The Baloney Stone is a computer program.

Extra challenge Set further questions: *What's the story called? What's the old man's name? What's the young man's name? What's the girl's name? Are they related?* Play the ▶ Video again for pupils to watch and answer the questions.

▶ 8

Dad: Sauropodus … The biggest dinosaur … This is the last neck bone.
Diggory Bones: Wow! It's almost 30 metres long!
Dad: How are your classes going in the School of Archaeology, Diggory?
Diggory Bones: Fine thanks, Dad.
Diggory Bones: I'm teaching the history of language. My students are learning about the Rosetta Stone!
Dad: Ah! The Rosetta Stone. It helped us to understand ancient languages.
Diggory Bones: I'm also working on The Baloney Stone. It's an important new computer program.
Dad: Hello! Hello! Can you hear me?
Diggory Bones: It's OK, Dad. It's my phone.
Diggory Bones: Hello, Emily.
Emily: Dad, come quickly! Somebody went into your classroom last night and took your computer!
Diggory Bones: No! The Baloney Stone program was on it!
Dad: Aagh!

AB9. Answer key, see page T96–97

Ending the lesson

- Sing the unit song again together to end the lesson.

Digital Classroom

- **Presentation Plus:** Welcome Unit
- **Practice Extra**
- **Video**
- **Audio 8**
- **Test Generator:** Welcome Unit Test

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Story
- **T110 – Consolidation activity:** *Role play*
- **T110 – Extension activity:** *Secret message*

8

Diggory Bones

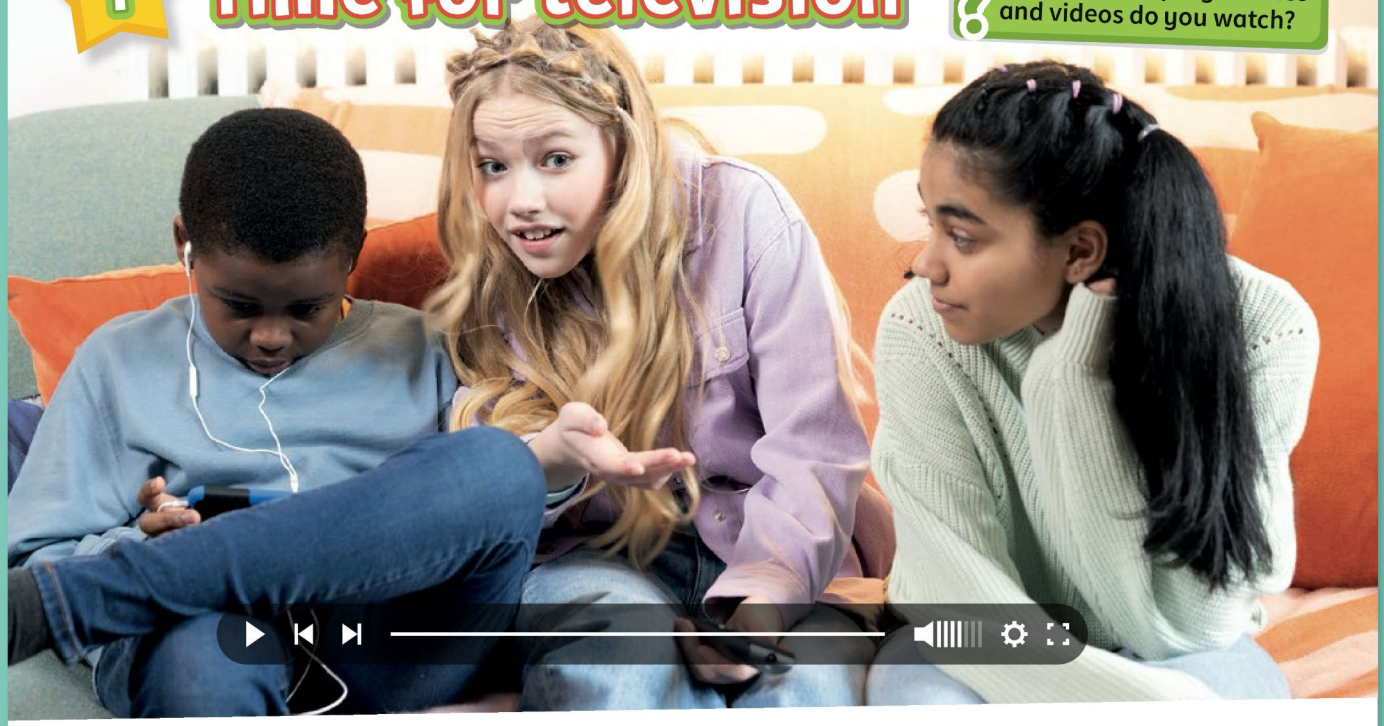


1 **What's Diggory Bones teaching? What's The Baloney Stone?**

Story: unit language in context

1 Time for television

What kinds of programmes and videos do you watch?



1 **What TV show do they all want to watch? Watch and check.**

2 **Watch again. Say 'yes' or 'no'.**

1 The children are in the supermarket at the beginning of the story.
2 The football is on TV at ten past four.
3 The girls want to watch a programme called **Top Talent**.
4 Mr Sharma wants to watch the same programme as them.
5 The golf finishes at twenty to seven.
6 Lenny and Stella have to be home at quarter past six.

No.

STUDY

It's **quarter to** four.
It's **quarter past** four.

3 **Read and match.**

1 The children are in the kitchen	a at ten past four.
2 The football is on	b at twenty to seven.
3 **Top Talent** is on	c at twenty past four.
4 The children arrive in the living room	d at twenty-five past four.
5 The golf finishes	e at quarter past four.
6 Lenny and Stella have to be home	f at half past six.

4 **Ask and answer.**

1 Would you like to watch **Top Talent**? Why? Why not?
2 What do you and your family do when you want to watch different TV programmes?

Language: the time

Unit 1 Time for television
Pupil's Book p.10

Objectives
To review TV programmes pupils know, and watch a short video that presents the time in context.

Target language
- **Key language:** time: *o'clock*, *past* (e.g. *ten*, *quarter*, *half*), *to* (e.g. *twenty*, *quarter*)
- **Additional language:** *in a minute*, *at the same time*, *just in time*
- **Revision:** character names, TV programmes, *can* for permission and ability

Warmer
- Write or draw a TV on the board and draw a circle around it. Ask *What words do you know about TV?* Brainstorm all the different things pupils can say about TV in two minutes and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

Presentation
PB10.

What kinds of programmes and videos do you watch?
- Show page 10 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they might be looking at.
- Focus pupils on the question and elicit some of their answers.

PB10. ACTIVITY 1

What TV show do they all want to watch? Watch and check.
- Tell pupils to open their Pupil's Books at page 10. Focus on the question and elicit ideas, but don't confirm them at this stage. Tell pupils they are going to watch a ▶ Video. Play the ▶ Video. Pupils watch and check in pairs. Use the mind map on the board to check any other new or revised vocabulary with the class.
- Check pupils understand what *catch up* is (they can watch it at a later date via a television platform).

Key: Top Talent

▶ Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB10. ACTIVITY 2

Watch again. Say 'yes' or 'no'.
- Focus pupils on Activity 2. Play the ▶ Video again. Pupils watch and whisper the answers.
- Play the ▶ Video again. Pause after each item to elicit the response. For 'no' answers, elicit the corrections.
- Ask what time it is in the photo.

Key: **2** yes, **3** yes, **4** no – he wants to watch the golf, **5** yes, **6** no – at half past six

PB10. ACTIVITY 3

Read and match.
- Focus pupils on Activity 3. Ask *What time are the children in the kitchen?* (1 e). Ask them to work in pairs and match the actions with the times. Play the ▶ Video again for pupils to check. Check with the class.

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

Presentation
- Tell pupils what time you had breakfast today, e.g. 7.45 a.m. Draw the time on a clock and teach *quarter to eight*. Do the same for when you, e.g. arrived at school: 8.15 a.m. and teach *quarter past eight*.
- Point to the STUDY box on the whiteboard. Draw a circle on the board (to represent a clock) to show *past* and *to*. Use different colours. Draw clocks with different times on the board to practise how to tell the time, e.g. *12.00*, *1.25*, *4.50*, *3.15*, *9.45*, *5.30*.
- Pupils write the times on the board.

Extra support Provide a short dialogue for practice: A: *What's the time,* (name)*?* B: *It's* _____, (name). *Thank you.*

PB10. ACTIVITY 4

Ask and answer.
- Ask pupils to read the questions in the activity and discuss in pairs. They then compare their ideas in small groups. Ask each group for their ideas.

AB10. Answer key, see page T97

Ending the lesson
- Choose about eight TV words. Write them in a scrambled form on the board for pupils to reorder.

Digital Classroom
Presentation Plus: Unit 1
Practice Extra
Video

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 1**
- **T111 – Consolidation activity:** *Matching game*
- **T111 – Extension activity:** *My day*

Objectives

To practise telling the time and talk about school routines.

Target language

- **Key language:** time, *What time is it?* present simple for routines (affirmative), present simple (questions and affirmative)
- **Revision:** days of the week, school subjects

Warmer

- Play Clock bingo. Draw eight clocks with different times on the board. Number the clocks. Pupils draw a 2 x 2 grid in their notebooks, and the number of any of the four clocks that are on the board.
- Call out the times in a random order, and pupils cross out the squares which match the times you say. The pupil who crosses out all their squares first says *Bingo*. Elicit the times to check.

Presentation

PB11. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 11 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB11. ACTIVITY 2

Read and label the clock.

- Tell pupils to open their Pupil's Books at page 11. Point to the clock and the times on the whiteboard. Pupils label the clock using the times from the box.
- Pupils check in pairs. Check with the class.

Key: (clockwise from 1) five past, ten past, twenty-five to, quarter to

PB11. ACTIVITY 3

What do you do every day? Order.

- Ask pupils to look at the activities. They put them in order and then compare with a partner.
- Remind pupils that answers can be different as the order reflects what they each do.

Extra challenge Ask pupils to do the same task for a school day and a weekend day.

PB11. ACTIVITY 4

Look at the clocks. Listen and say the letter.

- Focus pupils on Activity 4. Elicit the times on the clocks. Say *Now we are going to listen to people talking about these clocks.* Do the first one as an example (1 a).
- Play the Audio. Pupils whisper the letters in pairs.
- Play the Audio again to check with the class, pausing after each conversation to elicit the answer.

Key: 2 c, 3 b, 4 b

09

1 **Interviewer:** Where do you have lunch?
Boy: I have it at school.
Interviewer: What time do you have it?
Boy: I have lunch at quarter to one every day.

2 **Interviewer:** What time do you get up during the week?
Boy: On school days, I have to get up early. I get up at twenty past seven.
Interviewer: Ooh, that's earlier than me!

3 **Interviewer:** Do you walk home from school?
Boy: No, I catch the bus.
Interviewer: Do you have to wait for it?
Boy: Sometimes, but the bus usually comes at twenty-five past four.

4 **Interviewer:** Do you study geography at school?
Boy: Yes, it's my favourite subject.
Interviewer: When do you have it?
Boy: At ten to ten on Tuesdays and Fridays.

PB11. ACTIVITY 5

Play the game. Ask and answer.

- Focus pupils on the instructions and prompts.
- Give pupils five minutes to write a sequence of times during the day when they do five different things.
- In pairs, pupils take turns to play the game.

PB11. ACTIVITY 6

Write about your day. Write 20–30 words.

- Using their notes from Activity 5, pupils write about their day.

AB11. Answer key, see page T97

Ending the lesson

- Play another game of Clock bingo to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 09**
- **Video**

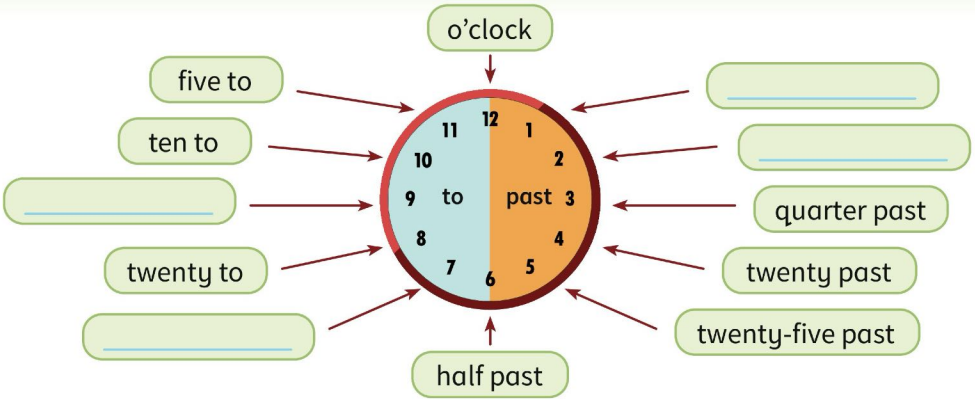
Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Extension worksheet 1
- **Teacher Resources:** Unit 1, Photocopiable 1
- **AB94 and PB94–95 – Grammar reference 1**
- **T111 – Consolidation activity:** *Talking about yesterday*

1

1 Can you remember the last lesson? Watch the language video.

2 Read and label the clock. ten past | five past | twenty-five to | quarter to

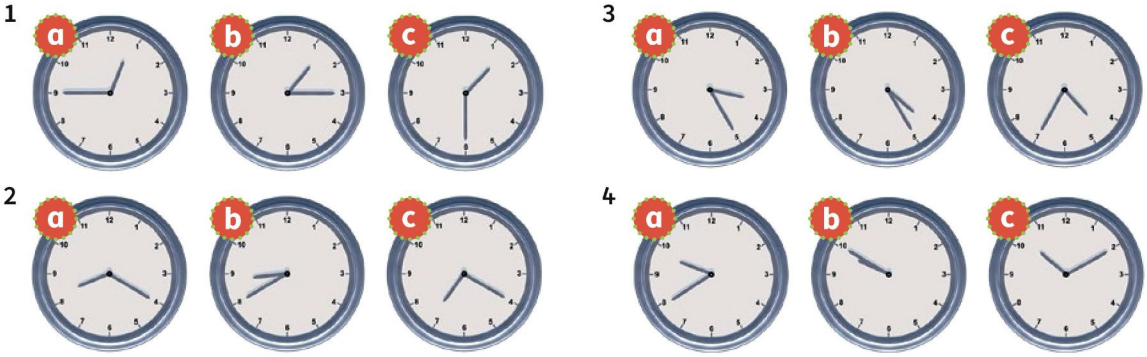


3 What do you do every day? Order.

wake up	1	clean my teeth	
get up		go to bed	
get dressed		do my homework	
go to school		have breakfast	

4 9 Look at the clocks. Listen and say the letter.

1 I have lunch at quarter to one every day. a



5 Play the game. Ask and answer.

I get up at this time on Mondays. What time is it?

No.

Yes.

Twenty past seven.

Twenty to eight.



6 Write about your day. Write 20–30 words.

Practice: the time

1 Read the blog. Which programme is on TV at the same time every day?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



Today's blog post is about different kinds of TV programmes. You can watch them on TV or stream them to your phone or tablet.

TV programmes



Cartoons are moving pictures. Children and grown-ups love them. They can be short programmes or complete films. They're usually funny.



Lots of people enjoy watching **sport** on TV. Some of the most popular sports in the world are football, basketball, tennis and golf. What sports are popular in your country?



We watch the **weather** to find out if it's sunny, rainy, windy or cloudy. What's the weather like today?



A **quiz** is a kind of competition. One person asks others lots of different questions. The winner is the person with the most points.



A **documentary** is a programme which gives us information about our world. It can be about animals, history or geography.



The **news** is about things which are happening in the world. It's on TV at the same time every day.



A **comedy** is a funny programme which makes us laugh. What's your favourite comedy?



We watch a **series** in parts. These parts are called **episodes**. You can sometimes watch an episode every day.

2 Read again and answer.

1 Which programme can tell us things about animals?
2 Which programme can be short or a complete film?
3 Which programme is about things which are happening in the world?
4 Which is one of the most popular sports in the world?
5 Which programme can tell us to take an umbrella with us?
6 Which programme is in episodes?
7 Which programme is a kind of competition?
8 Which programmes are funny?

3 Ask and answer.

1 What's your favourite TV programme?

My favourite TV programme is the news.

2 Why do you like it?

I like learning about what's happening in the world.

3 What's it about?

It's about the news around the world.

12 **Vocabulary:** TV programmes and adjectives

Objectives

To read and talk about TV programmes.

Target language

- **Key language:** TV programmes: *cartoon*, *weather*, *documentary*, *comedy*, *news*, *quiz show*, *sport*; TV: *episode*, *series*, *stream*
- **Revision:** sports, adjectives

Warmer

- Write the names or display images of TV programmes pupils know on the board and ask them to guess what type of programmes they are.
- Show page 12 on the whiteboard. Pupils identify the types of programmes in the photos. Pupils then match them to the words on the board.

PB12. ACTIVITY 1

Read the blog. Which programme is on TV at the same time every day?

- Tell pupils to open their Pupil's Books at page 12. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Pupils read the text silently and think about their answers to the question. Discuss their ideas as a class. Check general comprehension by asking questions, e.g. *What does the weather tell us? Which series do you like?* Check pupils realise that *news* is singular.

Key: the news

PB12. ACTIVITY 2

Read again and answer.

- Focus pupils on Activity 2. They work in pairs and take turns to read out a question and say the answer. They don't have to ask the questions in order.
- Check with the class, eliciting examples where possible.

Extra challenge Pupils write the answers as full sentences in their notebooks.

Key: **1** a documentary, **2** a cartoon, **3** the news, **4** football, **5** the weather, **6** a series, **7** a quiz, **8** comedy programmes

PB12. ACTIVITY 3

Ask and answer.

- Focus pupils on the Activity 3 instruction and the examples. Ask pupils to discuss the questions in pairs and then feed back to another pair. Ask some individual pupils to tell you about their partner.

Extra challenge Ask pupils to draw a picture of their favourite programme or video and to present it to a small group. Give them prompts to help, e.g. *Where/When can you watch it? What type of programme is it? What's it about? Why do you like it?*

AB12. Answer key, see page T97

Ending the lesson

- Play a mime game to end the lesson. Mime something related to one of the programme types. Pupils try to guess the programme and then take turns to do similar mimes (using their own ideas) for the rest of the class to guess. For more reserved pupils, ask them to play in pairs or smaller groups.

Digital Classroom

Presentation Plus: Unit 1 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Reinforcement worksheet 2
- **AB94 and PB94–95 – Grammar reference 1**
- **T111 – Consolidation activity:** *TV programme survey*
- **T111 – Extension activity:** *Making a TV programme*

Objectives

To have further practice in reading and talking about TV programmes and sing a song.

Target language

- **Key language:** TV programmes: *rock music video, action films*; comparative and superlative adjectives: *interesting, exciting, boring, good, bad, funny, amazing*; past simple, *channel, turn on*
- **Additional language:** *not my thing, the rest, until, the swings, wait*
- **Revision:** time, comparatives, superlatives

Warmer

- Display images of TV programmes pupils know on the board and ask them to guess what type of programmes they are.
- Introduce *action films* and *music videos* and write these words on the board.

Presentation

PB13. ACTIVITY 1

Listen and say the programme.

- Show page 13 on the whiteboard. Ask pupils to open their Pupil's Books at page 13. Point to the instruction.
- Play the Audio and pause after the example. Elicit what type of TV programme it is (sport). Play the rest of the Audio. Ask pupils to whisper the programmes in pairs.
- Play the Audio again. Check with the class.

Key: **2** quiz show, **3** documentary, **4** cartoon, **5** weather, **6** rock music video, **7** comedy, **8** news

10

1 **Commentator:** Goal!
Crowd: Yeah!
2 **Quizmaster:** Question one. What's the capital of Venezuela?
Boy: Caracas.
Quizmaster: Yes. Two points.
3 **Presenter:** This is a forest. There are lots of birds hiding in its trees. Let's go and find them.
4 Meow! Meeeooow!
5 **Weather presenter:** Good morning. It was sunny yesterday, but today it's raining.
6 School is cool, it's where we go, from Monday to Friday, I'm sure you know. We study and we play, that's what we do. We do it in the morning and the afternoon!
7 **Comedian 1:** Why didn't the skeleton go to the park?
Comedian 2: It had no body to go with!
8 **News reader:** The Education Minister is visiting a new library in Liverpool today. The library has got one million books.

PB13. ACTIVITY 2

Choose words to talk about the different programmes.

- Focus pupils on the box and prompts. Pre-teach *amazing*.
- Elicit some comments about the programmes, using the prompts and comparatives and superlatives.
- Make groups of four. Pupils take turns to make comments about the programmes. Each pupil then writes six sentences about the programmes, using the comparative or superlative.

Extra support Write the adjective forms on the board.

Song

PB13. ACTIVITY 3

Listen and complete the clocks. Listen and check. Then do karaoke.

- Tell pupils to look at the song. Explain that they will draw the times on the clocks.
- Play the Audio or ▶ Video. Ask pupils to listen and check.
- Elicit the times by asking questions, e.g. *What time is the documentary on?* Elicit the meaning of *not my thing*.
- Play the ▶ Video. Pupils repeat line by line. Then they stand up and sing the song, once with the first version and then with the karaoke version.

Key: ten past three, five to two, seven, half past three, quarter past four, ten past seven

11
As in Pupil's Book

12
Karaoke Version

PB13. ACTIVITY 4

Read and complete.

- Focus pupils on Activity 4. Set the question: *What's the name of the programme Tim and Jen wanted to watch?*
- Pupils quickly read to find the answer (Friendly). They check in pairs.
- Pupils read the text in more detail to fill the gaps.

Key: **2** past, **3** waited, **4** arrived, **5** turned on, **6** news

AB13. Answer key, see page T97

Ending the lesson

- Pupils sing the song from earlier in the lesson.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 10–12**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Extension worksheet 2; Song worksheet
- **AB94 and PB94–95 – Grammar reference 1**
- **T111 – Consolidation activity:** *Reading race*
- **T111 – Extension activity:** *Presentations*

1 10 Listen and say the programme.

1 Goal.

Sport.

cartoon comedy documentary news
quiz show rock music video ~~sport~~ weather

2 Choose words to talk about the different programmes.

amazing bad boring exciting funny good interesting

I think quiz shows are more interesting than the weather.

I think rock music videos are the best.

3 11–12 Listen and complete the clocks. Listen and check. Then do karaoke.

I don't like TV, I don't like it much,
But there are some programmes that
I sometimes watch.
On channel one at  ,

There's a really good documentary
About animals and where they live,
What they do and what they eat.
And on channel four at  ,

They put on a great cartoon.
At one o'clock and then at  .

They show the news and then the weather.
They're not my thing, they're not for me,
But I like the sport at  .

But what I like, what I love the best,
Are the action films, more than the rest.
They're on at  ,

And at  but I want more.

4 Read and complete.

arrived ~~four~~ news past
turned on waited



Tim and Jen went to the park last Saturday. They ran on the grass, played with a ball and went on the swings. At ten to (1) four they sat down because they were tired. They saw a newspaper on the bench. They opened it at the TV page and looked to see what was on the different channels. Tim wanted to go home and watch **Friendly** at half (2) _____ four. They went to the bus stop and (3) _____. The bus didn't come until quarter past four. They (4) _____ home at twenty-five to five, ran into the living room and (5) _____ the TV. The programme wasn't **Friendly**, it was the (6) _____. They looked at the newspaper again. It was an old one! They showed **Friendly** on Friday, not on Saturday.

Practice: TV programmes and adjectives

Sounds and life skills

Deciding together

1 **Watch the video. What is the problem and what do they do about it?**

Pronunciation focus



2 13 **Listen and underline the sounds *sh* and *ch*.**

MEERA: Hi, Dad. Can we please change the channel? We want to watch **Top Talent**.

MR SHARMA: Oh, I'm sorry, Meera. Not now. The golf's on – and you know I love golf!

STELLA: What time does it finish, Mr Sharma?

MR SHARMA: Oh, don't worry. It finishes at twenty to seven!

3 **Think and complete. Practise with a partner.**

A: Can we please change the channel and watch _____?

B: No, I'm sorry. I'm watching _____.

A: What time does it finish?

B: It finishes at _____.

4 **Look at the TV guide. Which two programmes would you like to watch and why?**

Channel 1

17.00 Sing Up!
In this evening's semi-final contest, four singers sing their best songs with famous musicians. Vote to see your favourite in next week's finale!

18.30 Film: Starshine
Dr Dark has a plan to take away starlight from the universe. Can five young scientists and one spaceship stop him?

TV DOC 3

18.00 Shark Show
In this documentary, Shark Dave shows us one of the fastest fish on the planet: the shortfin mako.

18.30 Insect Investigation: Explore the world of Magical Dragonflies



19.00 The Curious Chef
Shona travels to China to discover new lunch dishes to cook at home.

SPORT4U Live

17.10 Football Crazy
Live: Sporting Galaxy v Chester City.

18.30 American Basketball Special
Live: New York v Orlando.

5 **In a group, discuss the TV programmes and decide what to watch together.**

Useful language

Can/Can't we watch …?
What time is it on?

Sounds and life skills: consonant clusters *sh* and *ch* | collaboration

Objectives

To identify and discriminate between the sounds *sh* and *ch*, and to practise collaboration.

Target language

- **Key language:** *What can we watch? Can't we all watch …? Can we change the channel? Well, we can watch it another day. OK. I can also watch it (tomorrow / on my phone). What time does it finish? It finishes at …*
- **Revision:** time, responses: *That's a good idea! Perfect! Great! I'm sorry.*

Warmer

- Write this tongue twister on the board: *If Sharon chooses a children's channel, can Charlie change it?* Read it and ask pupils to say the sentence quickly.
- Read the tongue twister again, but say it slowly and elicit answers to the question. (Charlie should ask first. They should talk and try to find one they both like.)

Presentation

PB14. ACTIVITY 1

Watch the video. What is the problem and what do they do about it?

- Show page 14 on the whiteboard. Tell pupils that they will watch the ▶ Video again and answer the question.
- With books closed, play the ▶ Video. Then discuss the answer.

Key: They want to watch a talent show, but Meera's dad is watching golf. They resolve this by deciding to watch the talent show on catch up.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB14. ACTIVITY 2

Listen and underline the sounds *sh* and *ch*.

- Ask pupils to read the dialogue out loud with a partner and to underline examples of the sounds *sh* and *ch*.
- Play the 🔊 Audio for pupils to listen and check. Highlight how words run together when they end with a consonant and start with a vowel, e.g. *finishes at / catch up*.

Key: change, channel, watch, finish, Sharma, finishes

🔊 13

As in Pupil's Book

PB14. ACTIVITY 3

Think and complete. Practise with a partner.

- Quickly elicit different types of programmes and ask pupils to give examples.
- Focus on the activity instructions. Ask pupils to complete the dialogue with a partner and to practise saying it together. Monitor pronunciation.

PB14. ACTIVITY 4

Look at the TV guide. Which two programmes would you like to watch and why?

- Ask pupils what types of programmes they can see.
- Ask about the programmes, e.g. *What sport can you watch? Who will sing in the contest?*
- Tell pupils to choose two TV options from the guide. They write the programme name and a reason to watch it in their notebooks.
- Pupils compare choices and reasons with a partner, and then feed back with the class.

PB14. ACTIVITY 5

In a group, discuss the TV programmes and decide what to watch together.

- Tell pupils they are going to watch TV together. Organise pupils into groups. They must plan what they will watch so that everyone in the group is happy and agrees with the decision.
- Point to the expressions in the Useful language box and elicit a few more ideas, e.g. *Why don't we …? Let's … I think we should … We could …*
- Highlight the importance of listening to each other's reasons and responding appropriately and politely.
- Groups plan what they want to watch together.
- Ask each group to share which programmes they decided to watch.

Extra challenge More confident pupils can record themselves and listen back to their conversations together. Groups can then repeat their discussion to try to improve their negotiating.

AB14. Answer key, see page T97

Ending the lesson

- Ask pupils which TV programmes they are going to watch after school today.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 13**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 1**
- **T111 – Consolidation activity:** *Minimal pairs*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story: *TV screen, cameraman, thief, password, treasure, reporter*, past simple
- **Additional language:** *I've got no time to lose, of course*
- **Revision:** language from the unit

Warmer

- Review the story with pupils. Write words randomly across the board, e.g. *archaeology, Diggory, Emily, bones, Rosetta Stone*. Elicit what they can remember about the story without looking in their books.

Story

PB15.

Diggory Bones

- Show page 15 on the whiteboard. Focus pupils on the first scene of the story. Pre-teach *thief* and *TV screen* and set the questions: *Why is The Baloney Stone important? What happens to the TV screen? Who is on the TV?* Play the ▶ Video with books closed. Pupils watch to find the answers. They check in pairs with books open.
- Check with the class. (It's the most important computer program of old languages in the world. / You can find the world's most beautiful treasures with it. It goes black when the news is on. Brutus Grabbe.)
- Play the ▶ Video again. Pupils listen and read. Pause after each frame for pupils to repeat.
- At the end, check comprehension by asking, e.g. *What time is the news on? How is Brutus Grabbe on the TV? What does Diggory want and what does Brutus want?* Check that pupils understand why Brutus wants Diggory's password.

▶ 14

Diggory Bones: Oh, no!
Reporter: What is The Baloney Stone?
Diggory Bones: It's the most important computer program of old languages in the world.
Reporter: What can the thief do with this program?
Diggory Bones: The thief can find the world's most beautiful treasures.
Diggory Bones: I must go now. I've got no time to lose. Thank you.
Diggory Bones: It's half past nine. Let's turn on the news.
Emily: OK, Dad.
Reporter: Early this morning somebody took The Baloney Stone from City University.
Emily: What's happening?
Dad: Why's the TV screen black?
Brutus Grabbe: That was the news. Now this is a comedy.
Diggory Bones: Brutus Grabbe! Of course! The cameraman!
Brutus Grabbe: You want The Baloney Stone and I want your secret password, so listen to me carefully …

PB15. ACTIVITY 1

What can the thief do with The Baloney Stone program? What does Brutus Grabbe want?

- Ask pupils to read the story again and answer the questions in pairs. Get them to feed back to the class.

Key: The computer program can find the world's most beautiful treasures. Brutus wants the password for the program.

Extra challenge Ask pupils to act out short sequences in small groups. They then perform their parts of the story for each other.

AB15. Answer key, see page T97–98

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 14**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 1**
- **T112 – Consolidation activity:** *Role play*
- **T112 – Extension activity:** *The news*

14

Diggory Bones

1



1 **What can the thief do with The Baloney Stone program?**
What does Brutus Grabbe want?

Story: unit language in context

How can we make nature documentaries?

1 15 **Listen and read. Which programme doesn't show real animals?**



FILMING NATURE

There are some great nature documentaries coming out this month, so we wanted to hear from some of the people behind the magic. They told us about how new technology brings viewers closer to nature.



I started working as an underwater **camera operator** 30 years ago. Making documentaries was very different then. My video camera was big and heavy, with **batteries** that didn't last long. Unfortunately, there isn't much light **underwater**, so the cameras didn't film very well. Now, the technology is amazing! We use small, low-light cameras and long-life batteries, so we can stay underwater for longer.

For **Discover the Deep**, I went deeper into the ocean than ever before. I filmed some incredible underwater animals we never knew about!

Adrian Hems, Camera Operator

New technology means we can now make really exciting nature documentaries. In **Migrations**, we used **drone cameras** to film animals **from the air**. We film hundreds of animals moving across the land together. In the past, we filmed from a helicopter. Some people still do that, but I think using drones is much better. You can get closer to the animals. In the first **episode**, I filmed the amazing elephant migration in Botswana.

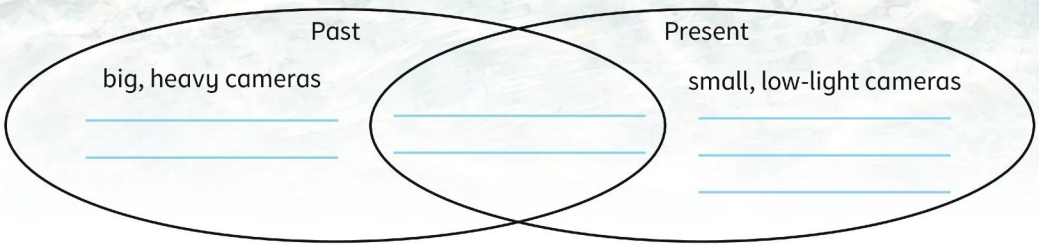
Lucy Hall, Director of Photography



Working on **How Dinosaurs Lived** was so much fun! I create **computer animations** of animals and make them look real. Dinosaurs are **extinct**, so we filmed the landscape they once lived in. I created the dinosaurs with computer-generated images (CGI), and we added them to the landscape. The **effects** are excellent – much better than the ones I used on films in the past. I created some amazing dinosaur fights!

Ben Sharp, Special Effects Technician

2 **Read again and complete the diagram.**



3 **Which programme sounds more interesting to make and why?**

I'd like to watch **Discover the Deep**. Filming deep underwater sounds amazing!

Creating dinosaurs with special effects must be a lot of fun, so I really want to watch **How Dinosaurs Lived!**

FIND OUT MORE

What is the most expensive nature documentary ever made?

Objectives

To learn about technology used to film nature documentaries and talk about which programmes they find interesting.

Target language

- **Key language:** *camera operator, computer-generated images, drone, extinct, factual, incredible, landscape, long-life batteries, low-light camera, migration, special effects, technician, underwater*
- **Revision:** *channel, dinosaur, documentary, episode, series, amazing, incredible, exciting, helicopter, nature, technology*

Warmer

- Elicit different types of programmes. Ask *What type of programmes did you watch yesterday?*
- Elicit answers from individual pupils. If no pupil has watched a documentary, say *I watched a documentary yesterday* and encourage pupils to ask questions. Tell pupils they're going to learn about nature documentaries.

PB16.

How can we make nature documentaries?

- Display page 16. Pupils discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB16. ACTIVITY 1

Listen and read. Which programme doesn't show real animals?

- Tell pupils to open their Pupil's Books at page 16. Focus pupils on the photos and elicit what they can see. Pre-teach *extinct* and *special effects*. Before reading, find out how pupils think the nature documentaries they watch on TV are made.
- Focus pupils on the texts and Activity 1. Play the 🔊 Audio. Pupils listen and read the texts, and then answer the question.
- Pupils check in pairs. Check with the whole class.
- After reading, put pupils into pairs. Ask them to find the new technology used in the making of each documentary and underline these words. Check answers as a class.

Extra challenge Ask further questions, e.g. *What equipment do they use? How do they create animals that don't exist any more? Why does a camera operator need long-life batteries to go deep under the water?*

Key: How Dinosaurs Lived

🔊 15

As in Pupil's Book

PB16. ACTIVITY 2

Read again and complete the diagram.

- Pupils read the information about the nature documentaries in Activity 1 again and focus on the changes in technology used to film the TV programmes.
- Look at the examples with the class. Ask pupils to read the texts again and complete the Venn diagram with differences and similarities between the old and new technology.
- Allow time for pupils to check answers in pairs before checking with the class.

Extra support With less confident pupils, copy the diagram onto the board and complete it as a class.

Key: Past: batteries didn't last long
Present: long-life batteries, film from drones, computer animations
Both: film from helicopter

PB16. ACTIVITY 3

Which programme sounds more interesting to make and why?

- In pairs, ask pupils to discuss the documentaries and decide which one most interests them and why. They should think about what the documentaries are about and also the specific jobs and what they involve.
- Ask pupils to feed back about the programme they find most interesting and why.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online. Model the activity by searching for alternative information.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

Ending the lesson

- Ask pupils what the most interesting thing was they learnt about in this lesson.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 15**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 1, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 1**
- **T112 – Consolidation activity:** *Writing together*

Objectives

To practise using adjectives to describe a nature documentary they watched recently and say why people should watch it.

Target language

- **Key language:** adjectives
- **Additional language:** *insects, butterflies, bees, pollinating*
- **Revision:** *documentary, nature, amazing, interesting, incredible*

Warmer

- Show the FIND OUT MORE feature from page 16 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class.

DID YOU KNOW ...?

- Show page 17 on the whiteboard. Point to the picture and ask *What is it?* (a giant squid). Invite a volunteer to read the fact aloud to the class.
- Ask pupils if they are surprised by the information. Ask *Would you like to know more about the giant squid, or about other deep-sea creatures?*
- Encourage pupils to share their interests about underwater animals, and describe any creatures they find particularly fascinating.

PB17. ACTIVITY 1

Read the chat message. Why did they think the programme was interesting?

- Ask pupils to open their Pupil's Books at page 17. Focus on Activity 1. Ask pupils what type of text it is (chat message). Point to the photo and elicit what it shows. Read the question in the rubric together and ask pupils to read the message to find the answer.
- Ask pupils to read the text again. Ask further questions about the text as a class, e.g. *What type of programme is the message about? Where did the writer see it? Why should Fahad watch the programme? Why do foxes live in cities?*
- Ask pupils if any other animals live in cities.

PB17. ACTIVITY 2

Underline the adjectives in the chat message in Activity 1.

- Focus pupils on the Learning to write box. Ask a confident pupil to read the examples aloud. Elicit that the words in bold are adjectives. Ask what an adjective does (describes a noun).
- Ask pupils to read the text in Activity 1 again and underline any adjectives they find. Review as a class and write the adjectives in a list on the board. In each case, elicit what the adjective describes in the text.

Key: amazing, big, interesting, cute, frightened, shy, natural, awesome, incredible

PB17. ACTIVITY 3

In pairs, discuss a nature documentary you know. Write your ideas in your notebook.

- Focus pupils on Activity 3. Tell pupils they are going to discuss a nature documentary they have seen recently or that they know about. If necessary, suggest the names of some popular documentaries which pupils are aware of.
- Read the three questions with pupils. Remind them to include the answers to these questions in their notes and to refer to the model text for guidance about what other information they should try to include.
- Make sure both partners make notes as they will need them for the Activity Book Ready to write activity on page 16.

AB17. Answer key, see page T98

PB17.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Put pupils into small groups. Set a time limit. Ask them to look at the adjectives from Activity 2 and write one sentence for each adjective.
- Elicit a sentence from each group. Award one point for each correct sentence and give extra points for any interesting sentences.

Digital Classroom

Presentation Plus: Unit 1
Practice Extra
Test Generator: Unit 1 Test

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 1**
- **T112 – Consolidation activity:** *Nature documentaries vocabulary*
- **T112 – Extension activity:** *Definitions*

1 **Read the chat message. Why did they think the programme was interesting?**

DID YOU KNOW...?

The giant squid is one of the world's most difficult animals to film because it lives so deep in the ocean. Camera operators first filmed this sea animal in 2012!



1

12:00

Fahad is online

Quinn

Hi Fahad, how are you?

Yesterday, I watched an amazing documentary called **City Animals**. It's about animals that live in big cities. You can watch it on the **Wildlife Channel** every Sunday.

Last night's episode was about foxes in cities. I found it really interesting because there's a fox that comes into our garden. Look at the photo that I took of it. Isn't it cute?

Some people are frightened of foxes, but they're shy animals. In the documentary, they explained that foxes now live among humans in towns because we are destroying their natural habitat.

You must watch it because you can learn about some really awesome animals. Next week's episode is about owls. The photography is incredible, too!



2 **Underline the adjectives in the chat message in Activity 1.**

3 **In pairs, discuss a nature documentary you know. Write your ideas in your notebook.**

What's the name of the documentary?

What's it about? Why is it interesting?

Learning to write:

Adjectives

We use adjectives to describe things.

My video camera was **big** and **heavy**.

I created some **amazing** dinosaur fights!

Ready to write:

Go to Activity Book page 16.

Project

Make a presentation about a nature documentary.

Media: nature documentaries | learning to learn

2 People at work

What jobs do you know?



1 **Why does everyone have to leave the school? Watch and check.**

2 **Watch again. Complete the sentences.**

1 They're looking around a _____ exhibition.
2 Lenny thinks he's going to be a _____.
3 Stella thinks she's going to be a _____.
4 Stella hopes the _____ isn't going to burn down.
5 Meera's going to be a _____.
6 They're going to write about _____.

STUDY

I'm **going to be** a vet.
Meera **isn't going to be** a hairdresser.
What **are** we **going to write** about?

3 **Read and order the words.**

1 write about / What / for our blog post? / are / we / going to
2 going to / a nurse / be / when I'm older. / I'm
3 a doctor. / going to / Meera / be / isn't
4 The school / isn't / burn down. / going to
5 win / prize! / We're / that / going to
6 do / you / What / tomorrow? / are / going to

4 **Ask and answer.**

1 What are Stella, Lenny and Meera going to be? Do you think they will be good at those jobs?
2 What do you think you and your friends are going to be? Why?

18 **Language:** plans, intentions and predictions with *going to*

Objectives

To review jobs and talk about plans, intentions and predictions using *going to*.

Target language

- **Key language:** plans and intentions: *going to* (affirmative, negative, interrogative), *I think I'm going to …* , jobs: *nurse, fire fighter, teacher, dentist*; *burn down, exhibition*
- **Revision:** jobs

Warmer

- Mime a known job for pupils to guess. Invite one or two pupils to mime jobs for the class. The class can guess using only yes/no questions. Elicit the word *Jobs* and write it on the board.
- Draw a circle around the word *Jobs* on the board and elicit jobs to start the mind map. Brainstorm jobs in two minutes and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

PB18.

What jobs do you know?

- Show page 18 on the whiteboard and ask pupils to focus on the photo. Elicit the names of the characters and where they are.
- Pre-teach/Check *exhibition*. Ask pupils what jobs they see. When they feed back, add the words to the jobs mind map.

PB18. ACTIVITY 1

Why does everyone have to leave the school? Watch and check.

- Tell pupils to open their Pupil's Books at page 18. Focus pupils on Activity 1. Elicit some predictions from pupils, but don't confirm answers at this stage.
- Play the ▶ Video. Pupils watch and check their answer. Feed back with the class. Tick any of the jobs seen on the mind map.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Presentation

PB18. ACTIVITY 2

Watch again. Complete the sentences.

- Focus pupils on Activity 2. Give them reading and discussion/prediction time.
- Play the ▶ Video. Pupils watch again and complete the sentences. Play the ▶ Video again and check with the class.

Key: **1** job, **2** nurse, **3** dentist, **4** school, **5** fire fighter, **6** jobs

Presentation

- Write on the board two or three example sentences from the ▶ Video, which include *going to*.
- Focus pupils on the concept, form and use of *going to* in the sentences. Elicit if the people are talking about now or the future. Check understanding, e.g. *Is Lenny a nurse now? Does he want to be a nurse in the future?* Elicit pupils' plans for jobs / the future, e.g. *I think I'm going to be (a doctor).*
- Focus on the STUDY box. Practise using open pairs, e.g. ask a pupil *What job are you going to do when you're older?* The pupil answers using *going to*. Pretend that you misheard to elicit the negative, e.g. Teacher: *Is Tom going to be a teacher?* Pupil: *No, he isn't going to be a teacher. He's going to be a pilot.*

PB18. ACTIVITY 3

Read and order the words.

- Pupils work in pairs to reorder the sentences. They write the correct sequence in their notebooks. Check with the class.

Key: **1** What are we going to write about for our blog post? **2** I'm going to be a nurse when I'm older. **3** Meera isn't going to be a doctor. **4** The school isn't going to burn down. **5** We're going to win that prize! **6** What are you going to do tomorrow?

Extra support Write the answers on the board so pupils can check word order more carefully.

PB18. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair.

AB18. Answer key, see page T98

Ending the lesson

- Write a message on the board in the code from Activity Book Activity 3, e.g. *Goodbye. See you tomorrow.* Ask pupils to work out the secret message.

Digital Classroom

Presentation Plus: Unit 2 **Practice Extra**

▶ **Video**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 2**
- **T112 – Consolidation activity:** *Sentence parts*
- **T112 – Extension activity:** *Number code*

Objectives

To practise using *going to* for plans and intentions and sing a song.

Target language

- **Key language:** plans, intentions and present evidence: *going to*, rhyming words, question words: *where, who, when, What time …?* telling the time, *brush (her) teeth, show, good rules*
- **Revision:** actions, verbs for daily routines, sports

Warmer

- Review jobs vocabulary by writing jobs from the previous lesson on the board with the vowels missing, e.g. *n_rs_, d_ct_r, f_r_ f_ght_r*. Pupils copy in their notebooks and complete the words.

PB19. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 19 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song

PB19. ACTIVITY 2

Listen and order. Listen again and check. Then do karaoke.

- Tell pupils to open their Pupil's Books at page 19. Point to Activity 2 on the whiteboard and focus them on the first part of the activity instructions (Listen and order).
- Give them time to read the song. Play the 16 Audio. Pupils listen and order.
- They check in pairs. Play the 16 Audio again. Pause after each section to check, and for pupils to repeat.
- Now play the ▶ Video, with pupils joining in. Pupils repeat the song as a class and then in groups, each group singing one section.

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

Extra challenge Divide the class into three groups and ask them to practise the song. Each group performs the song for the class and the class votes for the most enthusiastic performance.

16
As in Pupil's Book

17
Karaoke Version

Presentation

PB19. ACTIVITY 3

Look and say. What are they going to do?

- Focus pupils on Activity 3 on the whiteboard. Elicit what they can see, e.g. in picture a (a girl in the bathroom) and ask *What's she going to do?* (She's going to brush her teeth.)
- Pupils do the activity in pairs, taking turns to ask and answer about the photos. Check with the whole class.

Key (possible answers): **b** They're going to go rollerskating. **c** They're going to buy a computer. **d** She's going to play football. **e** They're going to have lunch. **f** He's going to go to bed/sleep.

PB19. ACTIVITY 4

Correct the sentences.

- Focus pupils on the Activity 4 example. Check they realise the sentences are about the photos in Activity 3.
- In pairs, pupils take turns to read out a sentence and correct it. Check with the class. Pupils write the corrected sentences in their notebooks.

Key: **b** No, they aren't going to go to a music festival. **c** No, they aren't going to turn on a computer. **d** No, she isn't going to play tennis. **e** No, they aren't going to watch TV. **f** No, he isn't going to wake up. (See also Activity 3 Key)

PB19. ACTIVITY 5

Write two more questions. Then ask your partner.

- Focus pupils on the questions. Each pupil writes two more questions in their notebook. Remind them to use *going to*.
- Make new pairs. Pupils take turns to ask all their questions.

PB19. ACTIVITY 6

What are you going to do after school? Write 20–30 words.

- Focus pupils on Activity 6. Elicit one or two activities from them and ask *What are you going to do after school?*
- Ask them to write their answer in their notebooks.

AB19. Answer key, see page T98

Ending the lesson

- Sing the song again with the class.

Digital Classroom

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

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Extension worksheet 1 and Song worksheet
- **Teacher Resources:** Photocopiable 2
- **AB94 and PB94–95 – Grammar reference 2**
- **T112 – Consolidation activity:** *Song time*
- **T112 – Extension activity:** *My diary*

1 Can you remember the last lesson? Watch the language video.

2 16–17 Listen and order. Listen again and check. Then do karaoke.



a She's going to help them all,
And work in schools ... ☐

b They're going to do their best,
Then sleep and play. ☐



c They're going to do the job,
Then work all day,
Then sleep and play ... ☐

d She's going to show the kids,
She's going to teach good rules. ☐

e They're going to do the job,
They're going to work all day. ☐

f He's going to do his best,
Then sleep and play ... ☐

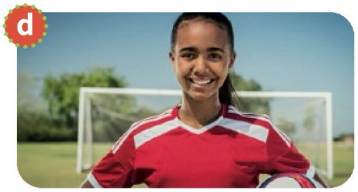
g He's going to do the job,
He's going to work all day. 1

3 Look and say. What are they going to do?

a 

b 

c 

d 

e 

f 

4 Correct the sentences.

a She's going to wash her face.
b They're going to go to a music festival.
c They're going to turn on a computer.
d She's going to play tennis.
e They're going to watch TV.
f He's going to wake up.

a No, she isn't going to wash her face. She's going to brush her teeth.

5 Write two more questions. Then ask your partner.

1 Where are you going to go after school?
2 Who are you going to see this evening?
3 When are you going to do your homework?
4 What time are you going to go to bed tonight?

6 What are you going to do after school? Write 20–30 words.

Practice: plans, intentions and predictions with *going to*

1 Read the blog. Which three jobs did George Orwell have?

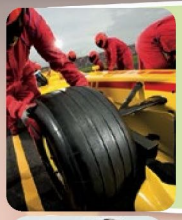
ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



In today's blog post, we're going to look at some interesting people and their jobs.

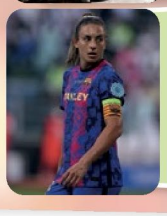
Interesting jobs



Formula 1 is a car racing competition. It's a team sport. One of the most important people in the team is the **mechanic**. Steve Matchett was a Formula 1 mechanic. He had to repair cars during the race. Now Steve works as a **sports commentator** on TV.



George Orwell was an important **writer**. Two of his most famous novels are called **Animal Farm** and **1984**. He was also a **journalist** and wrote for different newspapers. Before he started writing, he was a **police officer**.



Alexia Putellas is a Spanish **football player** and is one of the best in the world. She has won awards for her skills, including UEFA Women's Player of the Year Award, the Ballon d'Or Féminin and The Best FIFA Women's Player.



José Andrés is a famous **cook** who was born in Spain. He founded **World Central Kitchen**, which makes healthy food for people in countries going through difficult times.



Angelina Jolie is a famous **actor**. Her films include **Maleficent** and the **Kung Fu Panda** films. She also works to help people around the world. She loves planes, so she became a **pilot**, and she still enjoys flying now.



Shigeru Miyamoto designed the video games **Donkey Kong** and **Super Mario Bros**. When he was young, he studied art and wanted to be an **artist**, but then he discovered **Space Invaders** and he decided to become a **video game designer**.

2 Read again and answer.

1 Who is one of the most important people in a Formula 1 team?
2 What did Steve Matchett repair?
3 What are two of George Orwell's most famous novels?
4 What was George Orwell's job before he was a writer?
5 What did the football player win?
6 What did the cook do?
7 Who is a pilot and actor?
8 Which famous video games did Shigeru Miyamoto design?
9 Which two people help people in different countries?
10 How many of these people are on TV?

3 Ask and answer.

1 Which is the most exciting job? Why?

I think the game designer is the most exciting job because you can design games which you like to play!

2 Which job would you like to have? Why?

I'd like to be a cook, so that I can taste delicious food all day!

Objectives

To practise talking about people and the jobs they do.

Target language

- **Key language:** jobs: *actor*, *artist*, *cook*, *dentist*, *doctor*, *football player*, *journalist*, *manager*, *mechanic*, *nurse*, *pilot*, *sports commentator*, *video game designer*, *writer*
- **Additional language:** *repair*, *design*
- **Revision:** mixed tenses, questions

Warmer

- Give pupils one minute to write a list of as many jobs as they can. Pupils stop writing. They make groups of four and write a 'master' list of all the jobs they have. Elicit the jobs from the class onto a mind map on the board. The group with the most jobs is the winner.

PB20. ACTIVITY 1

Read the blog. Which three jobs did George Orwell have?

- Tell pupils to open their Pupil's Books at page 20. Show the page on the whiteboard. Focus pupils on the text and elicit that it's a blog post about people with interesting jobs.
- Ask pupils to look at the photos in the blog post and say what jobs they can see.
- Focus pupils on Activity 1 and the activity instructions. Ask them to read the blog quickly and find the answer to the question. Reassure them that they will read the blog again later in the lesson.
- Ask pupils to check in pairs. Check answers with the whole class. Check they understand all three jobs and elicit correct pronunciation of *journalist*.

Key: writer, journalist, police officer

PB20. ACTIVITY 2

Read again and answer.

- Focus pupils on the Activity 2 instruction and questions. Ask them to read the blog again individually and to think about their answers to the questions.
- Pupils compare their answers with a partner.
- Feed back as a whole class, referring back to the blog as necessary to clarify answers. Focus on each text in turn, checking general comprehension by discussing the person and the job(s) they do.

Key: **1** the mechanic, **2** Formula 1 cars, **3** Animal Farm and 1984, **4** a police officer, **5** UEFA Women's Player of the Year Award, Ballon d'Or Féminin, The Best FIFA Women's Player, **6** He founded World Central Kitchen, **7** Angelina Jolie, **8** Donkey Kong and Super Mario Bros, **9** Angelina Jolie and José Andrés, **10** two

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PB20. ACTIVITY 3

Ask and answer.

- Focus pupils on the Activity 3 instruction and the examples. Elicit the people's different jobs from pupils. Give pupils time to think about their answers individually first.
- Ask pupils to discuss their ideas in pairs, reminding them to say why the job they chose is the most exciting. Join pairs together into small groups to discuss their answers further.
- Feed back with the whole class. Find out which jobs are the most/least popular with the class.

Extra challenge Ask pupils to write sentences about their partner's answers, e.g. *Katya thinks … She would like to be …*

AB20. Answer key, see page T98

Ending the lesson

- Pupils look back through the lesson to see how many different jobs they can find which they talked about in the lesson.

Digital Classroom

Presentation Plus: Unit 2 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Reinforcement worksheet 2
- **AB94 and PB94–95 – Grammar reference 2**
- **T112 – Consolidation activity:** *Disappearing text*
- **T112– Extension activity:** *Famous people's lives*

Objectives

To have further practice using *going to* to talk about people's jobs.

Target language

- **Key language:** plans, intentions and predictions: *going to*, present continuous, present simple, jobs, *repair*

Warmer

- Review jobs by playing a spelling game, e.g. Teacher: *Give me a p* (p). *Give me an i* (i). *Give me an l* (l). *Give me an o* (o). *Give me a t* (t). *What does that spell?* (pilot)

PB21. ACTIVITY 1

Listen and match. Say the job.

- Show page 21 on the whiteboard. Focus pupils on the photos and ask them what they can see and what jobs they remember.
- Tell pupils to open their Pupil's Books at page 21. Focus on the activity instructions. Play the Audio. Pupils listen and match. Then they say the job. Pause after each item and elicit answers.

Key: **2** f artist, **3** c cook, **4** b mechanic, **5** a designer, **6** d journalist

18

1 **Pilot:** Good evening. This is Captain Hawk speaking. Welcome aboard Flight 241 from Dublin to London.
2 **Artist:** Yes, my painting's fantastic! I'm going to finish it today. A little more pink around the nose, and three small yellow lines here, in the hair. Perfect! Ahh, my work is complete!
3 **Cook:** Now, let me see. Three eggs, 500 grams of flour, half a litre of milk, 250 grams of sugar and some chocolate. I'm going to mix it all together in a bowl and put it in a big cake tin. Then I'm going to cook it for half an hour. It's going to be a lovely chocolate cake. Mmm!
4 **Mechanic:** Good morning, Mr Hamilton. This is J&J's Garage here. I looked at your car and I can see why it isn't working. I'm going to repair it now, so you can come and pick it up at half past ten.
5 **Designer:** This dress for the show is very long … No, it's ugly! It's half past 11. It's late. I'm going to bed. I'm going to finish this tomorrow.
6 **Journalist:** That was a great game! I'm going to speak to the man of the match, John Brown. He put the ball through the basket 12 times. Here he comes and he's bouncing a ball.

PB21. ACTIVITY 2

Listen again and choose the right words.

- Play the Audio again. Pupils listen and choose.
- Play the Audio again, pausing to check pupils' answers.

Key: **1** London, **2** quickly, **3** chocolate cake, **4** half past ten, **5** tired, **6** basketball player

19

As track 18

PB21. ACTIVITY 3

Play the game. Guess it in ten.

- Pupils play in pairs. Pupil A secretly writes a job and Pupil B asks questions. If B guesses in ten, he/she wins a point.

Extra support Elicit jobs onto the board.

PB21. ACTIVITY 4

Read and think. Ask and answer.

- Focus pupils on the table. Elicit that this is information about what these people like to do now. Pupils predict what the person is going to be when they grow up.
- Pupils take turns to talk about the different people, using the prompts. They make guesses about the possible jobs, using the information given. Discuss their predictions as a class.

PB21. ACTIVITY 5

Think about someone you know who's got an interesting job. Answer the questions.

- Focus pupils on the instructions and elicit ideas. Pupils write the answers in their notebooks. If they don't know the word, tell them the job in English.

PB21. ACTIVITY 6

Write about an interesting job. Write 20–30 words.

- Ask pupils to look at the answers to the questions they wrote for Activity 5 and use them to write about an interesting job.

AB21. Answer key, see page T98–99

Ending the lesson

- Elicit what their favourite job is from today and why.

Digital Classroom

Presentation Plus: Unit 2
Practice Extra
Audio 18–19

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 2**
- **T112 – Consolidation activity:** *Predictions*
- **T112 – Extension activity:** *Guess the job*

2

1 18 Listen and match. Say the job.

1 Good evening. This is Captain Bird speaking. Welcome aboard flight 241 from Dublin to London.

Pilot. That's 'e'.

a 

b 

c 

d 

e 
1

f 

2 19 Listen again and choose the right words.

1 The plane is flying to **New York** / **London** / **Paris**.
2 The artist is painting **badly** / **quickly** / **carefully**.
3 The cook is making a **chocolate cake** / **carrot cake** / **cheesecake**.
4 Mr Hamilton can get his car at **ten o'clock** / **half past nine** / **half past ten**.
5 The designer is **happy** / **tired** / **hungry**.
6 The journalist is going to interview a **football player** / **swimmer** / **basketball player**.

3 Play the game. Guess it in ten.

Do you work at the fire station?

No, I don't.

Do you wear a uniform?

Yes, I do.

4 Read and think. Ask and answer.

What's William going to be when he grows up?

He's going to be a designer.

William	enjoys drawing and making things. He uses his computer to help him.
Teresa	likes writing and taking photos for her blog.
Katy	loves playing with cars and repairing things.
Richard	loves making cakes and working in the kitchen.
Robert	loves acting. He's in the drama club at school.
Helen	loves drawing and painting.

5 Think about someone you know who's got an interesting job. Answer the questions.

1 Who does this job?
2 What's his/her job?
3 What does he/she do at work?
4 Why do you think it's interesting?

6 Write about an interesting job. Write 20–30 words.

Sounds and life skills

Thinking about the future



1 **Watch the video. What jobs would they like to have when they are older?**

Pronunciation focus

2 20 **Listen and underline the jobs. Which job ends with the /ə/ sound?**

LENNY: Look at this … a nurse. That's an interesting job! I think I'm going to be a nurse when I'm older.

STELLA: Hmm, a nurse? That's great, Lenny. I think I'm going to be a dentist.

LENNY: A dentist? I thought that you always wanted to be a doctor?

STELLA: Maybe I can be a doctor and a dentist!

3 21 **Listen and complete. Practise with a partner.**

A: What _____ you going _____ be?

B: I think _____ going _____ be a _____.

A: That's an interesting job.

4 **Look at the job adverts. What kind of person do you need to be for these jobs?**

Chefs wanted!

We are looking for chefs for two new restaurants in Rome.

You must be creative and speak Italian.

You must be good at making interesting pizzas and working very hard.

Email: Bella@Pizzaperfect.it

URGENT! Are you a ski instructor? Come and work at Winter Wonderland Ski Centre.

You must love snow and mountains!
You must be patient and good at talking to people.

You must be good at skiing and snowboarding.

Email: sam.cold@WWSC.co.gp

5 **In a group, discuss different jobs and what you need for them.**

Useful language

A chef must be creative.
A ski instructor must be good at talking to people.

Objectives

To identify and practise the /ə/ sound, in particular with words ending in *-er/-or*.

Target language

- **Key language:** *What are you going to be? I think I'm going to be a (nurse).*
- **Additional language:** *I think, I'm not sure, Maybe, That's great, That's an interesting job!*
- **Revision:** *be good at* + noun / verb + *-ing*; adjectives to describe qualities: *brave, creative, kind, patient, friendly*

Warmer

- Ask pupils to make a circle. Say *I'm good at singing.* Point to the pupil next to you. Say *Repeat and add.* The first pupil says *I'm good at singing and playing computer games.* Point to the next pupil and say *Repeat and add.* Continue.

Presentation

PB22. ACTIVITY 1

Watch the video. What jobs would they like to have when they are older?

- Show page 22 on the whiteboard. Focus on the photo and elicit who pupils can see. Read the Activity 1 instructions. Play the ▶ Video. Pupils watch and answer the question.

Key: Lenny thinks he's going to be a nurse. Stella thinks she's going to be a dentist. Meera thinks she's going to be a fire fighter.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB22. ACTIVITY 2

Listen and underline the jobs. Which job ends with the /ə/ sound?

- Tell pupils they're going to listen to Lenny and Stella talking about jobs. Play the 🔊 Audio. Pupils underline the jobs.
- Elicit the jobs and write them on the board. Show pupils a picture of a nurse to elicit the long sound /ɜː/. Ask pupils to make the sound and pretend to cut the sound using your fingers as scissors to make the shorter /ə/ sound. Practise repeating the sound /ə/.
- Ask which job on the board ends in the /ə/ sound (doctor). Ask pupils to repeat after you. Write *teacher* on the board. Ask if this word also ends in the same sound (yes).
- In groups of three, ask pupils to think of more jobs that end in the /ə/ sound and the letters *-or* or *-er*.

Extra support Give pupils a list of jobs to choose from.

Key: doctor

🔊 20

As in Pupil's Book

PB22. ACTIVITY 3

Listen and complete. Practise with a partner.

- Focus pupils on Activity 3. Play the 🔊 Audio for pupils to listen and complete the sentences.
- Pupils check in pairs. Play the first line of the 🔊 Audio again. Ask pupils what they noticed (the sounds are different from the written words).
- Rub out the words you added and replace them with words containing the schwa /ə/. Model the pronunciation and tell pupils that /ə/ is a weak sound and that meaning is carried by the stronger stressed sounds in a sentence. Practise saying the question and answer together.

🔊 21

Boy: What are you going to be?
Girl: I think I'm going to be a doctor.
Boy: That's an interesting job!

PB22. ACTIVITY 4

Look at the job adverts. What kind of person do you need to be for these jobs?

- Write *Teachers must be …* on the board. Ask pupils what qualities people must have to be a teacher.
- Point to the job adverts. In pairs, pupils read and decide what qualities they need for these jobs. Check answers.

PB22. ACTIVITY 5

In a group, discuss different jobs and what you need for them.

- Focus pupils on Activity 5. Ask pupils to work in groups, choose two jobs and complete the information needed. Monitor and support as necessary.
- Ask one person from each group to tell the class about their jobs. Elicit any extra qualities you might need to do these jobs.

AB22. Answer key, see page T99

Ending the lesson

- Write the letters of the alphabet on the board. Pupils work in small groups to write a job for each letter (A – artist, B – baker, C – cook, etc.).

Digital Classroom

- **Presentation Plus:** Unit 2
- **Practice Extra**
- **Audio 20–21**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 2**
- **T113 – Consolidation activity:** *What's the job?*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *pirate*
- **Revision:** character names, language from the unit

Warmer

- Review the story so far with pupils. Write the character names on the board. Pupils suggest adjectives that apply to them. If the class don't agree with any adjective, the pupil has to give the reason why he/she chose it.

Story

PB23. ACTIVITY 1

At what time is Diggory going to meet Brutus tomorrow? Why wasn't Brutus at the library?

- Show pupils the first scene of the story on the whiteboard. Ask if they can see any of the adjectives in the Warmer (clever, bad).
- Set the questions: *At what time is Diggory going to meet Brutus tomorrow? Why wasn't Brutus at the library?*
- Play the ▶ Video with books closed. Pupils watch to find the answers.
- Tell pupils to open their Pupil's Books at page 23. They check in pairs with books open. Check with the class.
- Play the 🔊 Audio. Pupils listen and read. Pause after each frame for pupils to repeat.
- At the end, check comprehension by asking questions, e.g. *Was Brutus a good student? What did he study? What does he love? What time's the meeting? Who's got the letter? What does it say?*

Key: At 10.45. He was at a different library.

🔊 ▶ 22

Emily: Who's Brutus Grabbe?
Dad: He was a student of mine. He was very clever, but he was ... very bad.
Brutus Grabbe: I studied dinosaurs' teeth, but I'm not an archaeologist and I'm not a dentist.
Diggory Bones: No. You're a pirate! You only love money.
Brutus Grabbe: Yes, and I'm going to be very rich.
Brutus Grabbe: If you want The Baloney Stone, meet me at the Old City Library at 10.45 tomorrow.
Diggory Bones: He's going to use my program.
Emily: Oh no, he isn't! We're going to stop him.
Emily: Come on, Dad! It's quarter to 11. We've got a job to do!
Diggory Bones: I'm going to get you, Brutus Grabbe!
Diggory Bones: He isn't here.
Receptionist: Yoo-hoo! Doctor Bones! I've got a letter for you.
Diggory Bones: This is the wrong library, Doctor Bones. I said the Old City Library. You must think a bit more. Brutus Grabbe.

AB23. Answer key, see page T99

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 22**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 2**
- **T113 – Consolidation activity:** *Role play*
- **T113 – Extension activity:** *Job alphabet*

22

Diggory Bones

2



1 **At what time is Diggory going to meet Brutus tomorrow? Why wasn't Brutus at the library?**

Story: unit language in context

How can we stay safe?

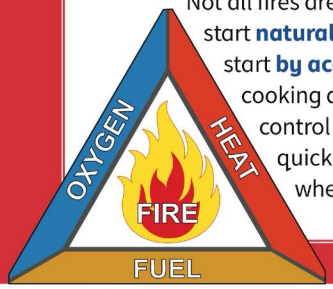
1 23 **Listen and read. Why is it important to control fire?**

How can we use fire?

People learnt how to make fire about a million years ago, and fire can be very useful. We use it for cooking and for heat when we're cold. It also gives us light.

What causes fire?

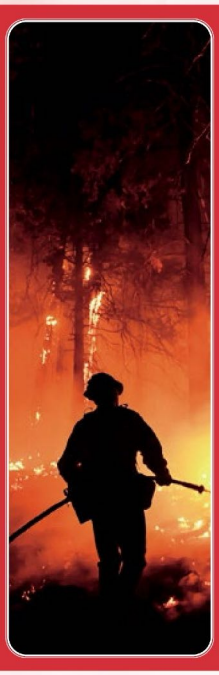
Did you know fire needs three things: oxygen, fuel and heat? Oxygen is a gas, which is in the air all around us. Some examples of fuel are wood, coal, paper, gas and oil. When fuel gets very hot and mixes with oxygen, this can **start a fire**.



Not all fires are **man-made** and a fire can start **naturally**, like in a forest. It can also start **by accident**, for example, when cooking at home. It's important to control fire because it can **spread** quickly and it's very dangerous when it gets **out of control**.

How can we stop a fire?

Taking away the oxygen, fuel or heat means a fire can't burn any more. Water can **put out** a fire, but be careful: water can also start a fire if it has contact with electricity. So, never use water to put out a fire close to electrical equipment. Always use a **fire blanket** to cover the flames instead. This stops the oxygen and puts out the fire. Using **fire extinguishers** that spray foam is another way to stop the oxygen. A fire stops burning if there is no more fuel, so they sometimes **go out** on their own.



2 **Read again and choose the correct options.**

1 Fire burns with _____ and _____.
a fuel **b** heat **c** foam

2 Fires can start _____ or _____.
a by accident **b** without fuel **c** naturally

3 We use fire for _____ and _____.
a oxygen **b** cooking **c** heat

4 We can stop a fire with _____ or _____.
a water **b** fuel **c** a fire extinguisher

5 Fire is _____ and _____.
a easy to control **b** quick to spread **c** very hot

3 **How do you use fire safely in your daily lives?**

We have a BBQ in the garden that my parents use in the summer.

We have a fireplace with a metal grate in front for heating the living room in winter.

FIND OUT MORE
What are the main causes of house fires?

Objectives

To learn about fire and safety procedures.

Target language

- **Key language:** *fire, safety*
- **Additional language:** *burn, by accident, candle, coal, control, foam, fire extinguisher, fireplace, fuel, gas, heat, naturally, out of control, oxygen*
- **Revision:** *cooking, fire, forest, light, safety, water*

Warmer

- Ask pupils to form two lines at the board. Give the first pupils a marker pen. Say *Write a word about fire and pass the pen.* When one pupil writes a word, they pass the pen to the next person in line and go to the back of the row.
- When you say *Stop!*, the team with the most words relating to the topic is the winner.

Key (possible answers): fire fighter, water, campfire, forest, orange, yellow, heat, hot, dangerous, smoke, cooking, light

---

PB24.

How can we stay safe?

- Show page 24 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB24. ACTIVITY 1

Listen and read. Why is it important to control fire?

- Focus pupils on the photo in Activity 1, ask what it is and elicit *fire*. Before reading, ask questions to check pupils' knowledge about fire, e.g. *What is it? What do we use it for? Why is it sometimes dangerous?*
- Now ask pupils to read the information to learn more about fire. Play the 🔊 Audio for them to listen and read. After reading, ask the question in the rubric and elicit why it is important to control fire.

Key: It's dangerous when it gets out of control.

🔊 23

As in Pupil's Book

PB24. ACTIVITY 2

Read again and choose the correct options.

- Focus pupils on Activity 2. Ask pupils to read the text again and choose the correct options.
- Pupils compare answers with a partner and read the text again together to check.
- Check answers with the class. Clarify vocabulary as necessary.

Key: **1** a and b, **2** a and c, **3** b and c, **4** a and c, **5** b and c

---

PB24. ACTIVITY 3

How do you use fire safely in your daily lives?

- Elicit one or two examples of how pupils use fire in their daily lives. Invite two volunteers to read the example text in the speech bubbles.
- Pupils work in pairs to discuss the question. Invite volunteers to share their ideas with the class.

Extra support Prepare some visual support to prompt ideas and put them on the board, e.g. *fire extinguisher, gas cooker, barbecue, fireplace, candles.*

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

AB24. Answer key, see page T99

Ending the lesson

- Put pupils in pairs to test themselves on the information they learnt in the lesson. Encourage pupils to ask and answer questions about fire from memory, but allow them to look in their books if necessary.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Practice Extra**
- **Audio 23**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 2, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 2**
- **T113 – Consolidation activity:** *Draw and label*
- **T113 – Extension activity:** *The Great Fire of London*

Objectives

To read safety advice about what to do and what not to do in the case of a fire at home, and discuss safety advice for other situations.

Target language

- **Key language:** *fire, safety*
- **Additional language:** *matches, plug, smoke alarms, socket*
- **Revision:** *candles, cooker, fire, fire fighter, fireplace, safety, water, blankets*

Warmer

- Show the FIND OUT MORE feature from page 24 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class. (The main cause of fires at home is unattended cooking. Other common causes are faulty heating equipment and electric fires, smoking and candles.)
- Encourage a class discussion about staying safe around fire at home.

DID YOU KNOW ...?

- Point to the picture and ask *What is the person's job?* Invite a volunteer to read the fact aloud.
- Ask pupils if they are surprised by the information. Ask *What do you know about fire fighters? Would you like to be a fire fighter?* and elicit their reasons why / why not.

PB25. ACTIVITY 1

Read the safety leaflet. How many 'dos' and 'don'ts' are there?

- Ask pupils to open their Pupil's Books at page 25. Focus them on the safety leaflet in Activity 1. Ask pupils what they see in the photos.
- Focus on the layout and ask *Why do you think there are ticks and crosses?* (to show the 'dos' and 'don'ts' in a simple and clear way). Ask pupils to read the safety leaflet and answer the question.
- Elicit the number of 'dos' and 'don'ts'.
- After reading, invite volunteers to read a point each from the leaflet. Check comprehension as a class.

Key: There are three 'dos' and four 'don'ts'.

PB25. ACTIVITY 2

Underline the imperatives with always and never in the safety leaflet in Activity 1.

- Focus pupils on the sentence in the bottom right-hand corner of the safety leaflet. Invite a volunteer to read the sentence aloud.
- Ask *Why is this information separate?* (to emphasise importance). Ask *What word gives importance to the sentence?* (Always). Ask if pupils can see any other words in the safety leaflet that are used to emphasise an important point (Never).
- Focus pupils on the Learning to write box. Read the sentences together. Tell pupils we can use imperatives to emphasise the importance of the information in the sentence.
- Focus pupils on the instruction for Activity 2. Pupils work in pairs to re-read the safety leaflet in Activity 1 and underline the imperatives with *always* and *never*.

Extra support Review the activity as a class and write the phrases on the board for reference.

PB25. ACTIVITY 3

In pairs, discuss where safety advice is important. Write your ideas in your notebook.

- Ask pupils *Are there other situations where we need to think of safety?* Accept any reasonable ideas, but avoid natural phenomenon or other natural disasters.
- Explain that pupils should make notes about any ideas they discuss. Make sure both partners make notes as they will need them for the Activity Book Ready to write activity on page 24.
- Give pupils time to complete the activity. Then elicit ideas as a class.

AB25. Answer key, see page T99

PB25.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Stick a piece of paper with *DO* written on it on one side of the classroom, and another with *DON'T* on the opposite side. Line pupils up in the middle of the classroom.
- Read statements from the safety leaflet, e.g. *Play with matches or candles.* Pupils move to the correct side of the class depending on whether the statement is a 'do' or a 'don't'.

Digital Classroom

Presentation Plus: Unit 2 **Practice Extra**
Test Generator: Unit 2 Test

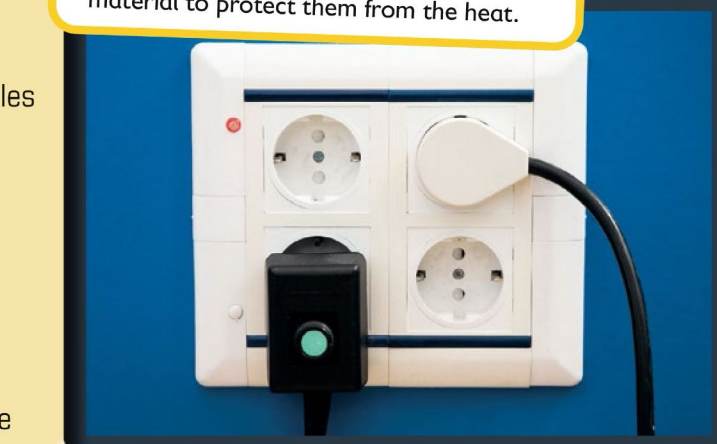
Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 2**
- **T113 – Consolidation activity:** *Safety vocabulary*

1 **Read the safety leaflet. How many 'dos' and 'don'ts' are there?**

Fire safety

- ✗ Never play with matches, candles or other things that can start a fire.
- ✗ Don't put lots of plugs in electric sockets.
- ✓ It's important to have smoke alarms in your house.
- ✗ Never play near cookers, fireplaces or other areas where there is fire.
- ✓ Make sure you know the emergency phone number for the fire service.
- ✗ Never open any doors if there is fire on the other side.
- ✓ Go to a window and open it. Climb out if it's safe, or wait for help if you are upstairs.





Always remember the number to call in an emergency!

2 **Underline the imperatives with always and never in the safety leaflet in Activity 1.**

3 **In pairs, discuss where safety advice is important. Write your ideas in your notebook.**

DID YOU KNOW...?

Fire fighters have to get dressed in two minutes! The uniform is very heavy and made of special material to protect them from the heat.



2

Learning to write:

Imperatives with always and never

We use imperatives with **always** and **never** to show it is very important to do something.

Never use water to put out a fire near electrical equipment.

Always use a fire blanket to cover the flames.

Ready to write:

Go to Activity Book page 24.

Project

Make a poster about forest fire safety.

Social science: safety procedures | learning to learn

Review Units 1 and 2

1 **Sarah is talking to her mother, Mrs Smith. Read the conversation and choose the best answer. You do not need to use all the letters.**

a Can we go out to the park?
b Yes, please. Can I phone Katy to see if she can come?
c My favourite comedy's on at twenty-five past five.
d I think it's about half past eleven.
e All right, then. Can I phone Peter?
f Thanks, Mum. Can you pass me the phone?
g Which ones shall I wear? My sports shoes?
h Does Peter like history?



Example

Mrs Smith: What time is it, Sarah? **Sarah:** d

Questions

1 **Mrs Smith:** What do you want to do?
Sarah: _____
2 **Mrs Smith:** OK. Put your shoes on.
Sarah: _____
3 **Mrs Smith:** Yes, the blue ones. Listen, do you want to go with a friend?
Sarah: _____
4 **Mrs Smith:** I think Katy's studying for an exam this afternoon.
Sarah: _____
5 **Mrs Smith:** OK. Call him and see if he wants to come too.
Sarah: _____
Mrs Smith: Here you are. Tell Peter to bring his bike!

2 **Tell your partner the story.** It's morning. The boy is going to school.



3 **Now write the story. Write 20–30 words.**

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

Objectives
To review language from Units 1 and 2, and tell and write a story.

Target language
- **Key language:** vocabulary and language from Units 1 and 2
- **Additional language:** *platform*

Materials
- Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for one for each pupil in the class.

Warmer
- Make groups of six. Hand out a word from Unit 1 or 2 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat with different words.

PB26. ACTIVITY 1

Sarah is talking to her mother, Mrs Smith. Read the conversation and choose the best answer. You do not need to use all the letters.
- Tell pupils to open their Pupil's Books at page 26. Show the page on the whiteboard. Focus pupils on the Activity 1 instructions. Ask a pupil to read them aloud.
- Elicit what *best answer* means and check that pupils know what to do (complete the conversation).
- Pupils work individually to read the conversation and complete it. They check in pairs. Check with the class by asking pairs to read sections of the conversation aloud.
- Focus them on the key words which give them clues for the answers each time. Teach some techniques for this kind of activity, e.g. looking at the line that comes after the gap, and looking at nouns, verbs, pronouns, etc. to check for coherence.

Key: **1** a, **2** g, **3** b, **4** e, **5** f

PB26. ACTIVITY 2

Tell your partner the story.
- Focus pupils on Activity 2 and on the pictures. Give them time to look at the pictures and work out what is happening in the story.
- Elicit useful words for each picture as well as several sentences to describe what is happening in each picture, e.g. *It's 8.30 and Peter is waiting at the bus stop for the bus. He's going to be late and he's not happy.*
- Encourage pupils to bring the story to life by giving the characters names, and to 'fill in' the story between the pictures, e.g. *Peter walks quickly to the bus stop. He is thinking about his homework.*
- Put pupils into pairs. They take turns to tell the story (one picture each), saying at least two sentences for each picture and one sentence for in between the pictures. Remind them to use adjectives and adverbs to make the story more interesting. Go around the class, monitoring and listening in to the storytelling.

PB26. ACTIVITY 3

Now write the story. Write 20–30 words.
- Focus pupils on the activity instructions. They write a draft of their story on paper or in their notebooks. Remind them to give the story a title, to give the people names, to write at least two sentences for each picture, to fill in between the pictures and to use adjectives and adverbs to make it more interesting.
- Pupils write their first draft individually. They swap their work with a partner. They suggest corrections and improvements for each other's work. Pupils then write a final draft in their notebooks.

Note: In the real test, there are only three pictures.

AB26. Answer key, see page T99

Ending the lesson
- Review *going to* by asking around the class what pupils are going to do that evening and at the weekend.

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
- **AB94 and PB94–95 – Grammar reference 2**
- **T113 – Consolidation activity:** *Songs and chants*
- **T113 – Extension activity:** *Phoning Peter*

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

Objectives
To review language from Units 1 and 2, and play a board game.

Target language
- **Key language:** vocabulary and language from Units 1 and 2
- **Revision:** language for playing games

Materials
- **Dice, coloured counters**

Warmer
- Review telling the time with the class. Pupils make pairs. One sits with their back to the board, holding their notebook and a pencil. The other faces the board. Draw six numbered clocks on the board showing different times. Pupils whisper the number of each clock and then the time to their partner. The partner draws the time on the clock in their notebook. Pupils look and check. Pairs swap roles. Draw six more numbered clocks on the board showing different times and pupils repeat the activity.

PB27. ACTIVITY 4

Play the game.
- Tell pupils to open their Pupil's Books at page 27. Show the page on the whiteboard. Elicit that this is a board game. Focus them on the instructions and check understanding. Pupils play in groups of three. One member of the group is the secretary and the other two are the players.
- The players take it in turns to throw the dice and move around the board. When they land on a square, they say the time and what they're going to do at that time, as in the first example.
- The secretary makes a secret note of what is said. The next time it is their turn, they have to say the new time and then remember what they have planned to do the next day before adding the new activity, as in the second example. If they make a mistake or cannot remember the activity which goes with each time, they have to go back to the start. After the game, the players swap roles so that there is a new secretary.

Key: six o'clock, quarter to seven, seven o'clock, ten to eight, twenty past eight, nine o'clock, quarter to ten, ten past ten, five to eleven, eleven o'clock, quarter to twelve, twelve o'clock, half past twelve, twenty past one, twenty-three minutes past two, three o'clock, quarter past four, twenty to five, ten to five, twenty past seven, twenty-five past eight, five to nine, five past ten, eleven o'clock

AB27. Answer key, see page T99–100

Ending the lesson
- Ask pupils which lessons, topics and/or activities in this unit were their favourites.

Digital Classroom
Presentation Plus: Review Units 1 and 2

Practice Extra

Test Generator: Review test 1

Extra Resources
- **Teacher Resources:** Review Units 1 and 2, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 2**
- **T113 – Consolidation activity:** *Vocabulary review*
- **T113 – Extension activity:** *Games and activities*

4 Play the game.

What are you going to do tomorrow?

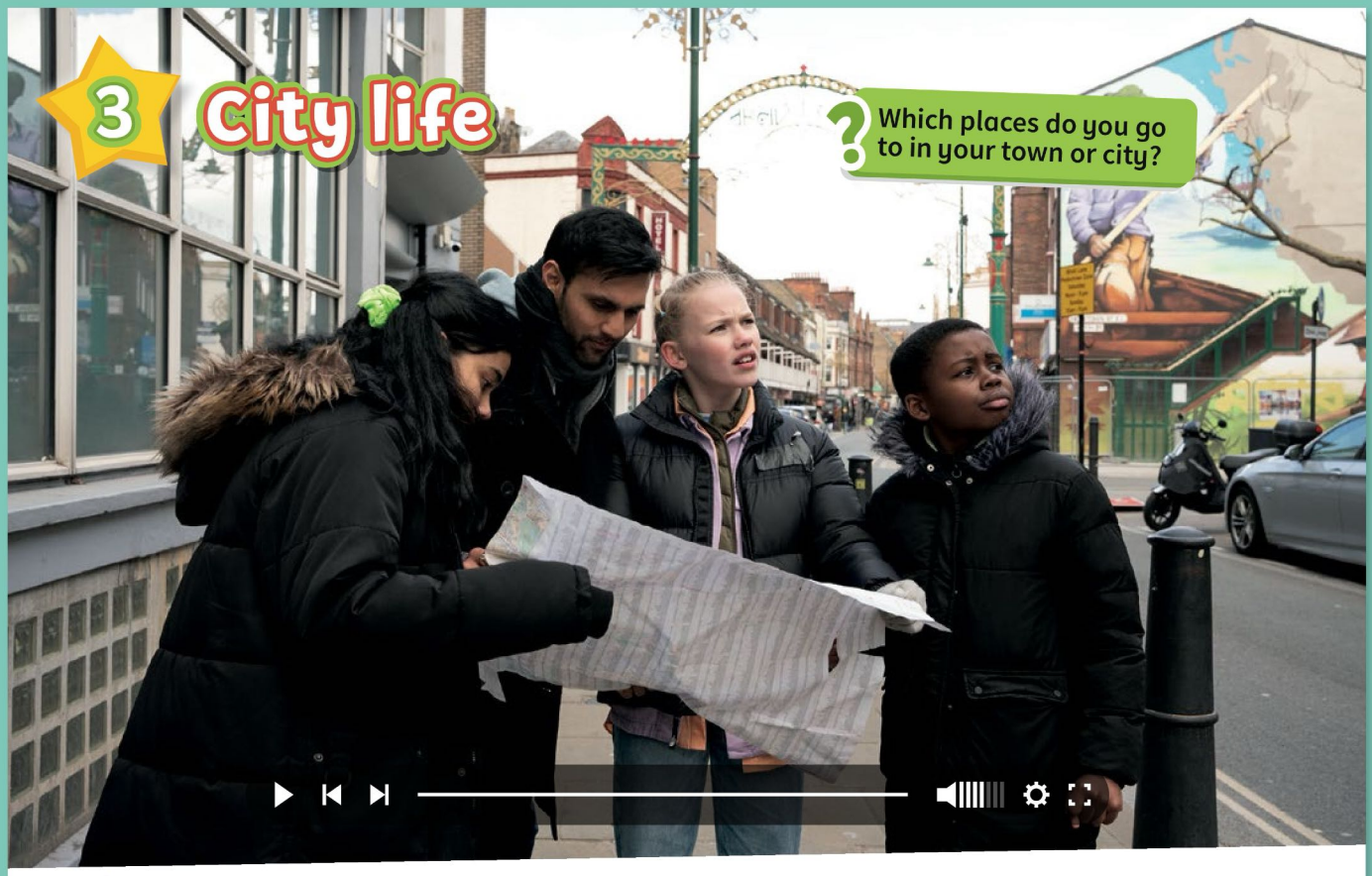
Instructions: Go round the board. Say the time and what you are going to do at that time. Think of a different activity for each time.
To keep playing you have to remember the activity which goes with each time. If you cannot remember then go back to START and wait for another turn.

That's quarter to seven. Tomorrow I'm going to wake up at quarter to seven.

That's nine o'clock. Tomorrow I'm going to wake up at quarter to seven and go to school at nine o'clock.



3 City life



1 **Why are they going in the wrong direction? Watch and check.**

2 **Watch again. Choose the right words.**

1 They arrive at **ten past two / twenty to three**.
2 They want information for their **blog post / school homework**.
3 They decide to visit a **bridge / museum** first.
4 They start outside a **shop / school**.
5 They're lost because of problems with the **map / bus**.
6 Tower Bridge is **behind / across** the street.

3 **Read and complete the sentences.**

1 We have to go → this road.
2 We don't go across the river. We turn ↰ here.
3 Now we're at a ↰.
4 We need to take the third street on the ↱, then we walk □↑ this park.
5 Let's go ↰↑↱.
6 It's just ↑ the street.

STUDY

right ↱
left ↰
straight on ↰↑↱
corner ↰
past □↑
across ↑
along →

4 **Ask and answer.**

1 Why do you think Meera's dad said 'no phones'?
2 Do you know how to read a map? Are you good at following directions?

Objectives

To practise understanding and giving simple directions and to review city vocabulary.

Target language

- **Key language:** directions: *right, left, straight on, (at/on the) corner, past, across, along; to get lost, turn*
- **Additional language:** *just (across the street)*
- **Revision:** city and town vocabulary, telling the time, past simple, imperatives, *map*

Warmer

- Provide a definition of *city* for pupils to guess the word, e.g. *I'm thinking of a place where people live. It's very busy. There are lots of cars, shops, houses and offices. There are parks, too.* Give clues until pupils guess. Provide a similar definition for *village*.
- Discuss briefly with pupils where they prefer to live (city or village) and why. Tell pupils the theme of Unit 3 is *City life* and write it in the centre of the board. Show the page on the whiteboard and point to the title.

PB28.

Which places do you go to in your town or city?

- Show page 28 on the whiteboard. Focus pupils on the photo. Elicit the names of the characters and where they are.
- Focus pupils on the question and elicit some of their answers.

PB28. ACTIVITY 1

Why are they going in the wrong direction? Watch and check.

- Tell pupils to open their Pupil's Books at page 28. Focus them on the Activity 1 instructions. Make sure they understand what *wrong direction* is. You could demonstrate by miming and walking to a window in the classroom.
- Play the ▶ Video and then get pupils to compare their answers in pairs and feed back.

Key: The map is the wrong way round.

▶ Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB28. ACTIVITY 2

Watch again. Choose the right words.

- Focus pupils on the Activity 2 instructions and on the sentences. Give them time to read and discuss possible options. Play the ▶ Video again. Pupils choose the correct words. They check in pairs.
- Play the ▶ Video again and check answers with the class.

Key: 1 ten past two, 2 blog post, 3 bridge, 4 shop, 5 map, 6 across

Presentation

- Draw a simple map on the board to pre-teach the directions *right, left, straight on, (on the) corner, past, across, along*. Focus pupils on the STUDY box to help check the concepts. Invite a pupil to the front. Give simple directions for the map on the board for the pupil to follow with a finger. Repeat.
- Play the ▶ Video from Activity 1 again. When pupils hear directions, they put their hands up. Pause the ▶ Video and elicit what was said. Get pupils to mime or point to the STUDY box to check understanding.

Extra challenge Ask pupils to think of a time they visited another city. Ask them how they found their way. Alternatively, talk about a time they got lost.

PB28. ACTIVITY 3

Read and complete the sentences.

- Focus pupils on Activity 3. They write the complete sentences in their notebooks and then check in pairs. Check answers with the class.

Key: 1 along, 2 left, 3 corner, 4 right, past, 5 straight on, 6 across

PB28. ACTIVITY 4

Ask and answer.

- Get pupils to focus on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Check with the class.

AB28. Answer key, see page T100

Ending the lesson

- Say the direction words again for pupils to mime with their hands.

Digital Classroom

Presentation Plus: Unit 3 **Practice Extra**

Video

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 3**
- **T113 – Consolidation activity:** *Following directions*
- **T113 – Extension activity:** *Now draw the map*

Objectives

To have further practice using maps and understanding and giving simple directions.

Target language

- **Key language:** directions, imperatives, *You are here, opposite, on the left/right, at the end of …, bank, stadium, gym*
- **Revision:** city vocabulary, prepositions

Warmer

- Brainstorm places in a city, e.g. *library, bank, park*. Then ask pupils to put the words into groups, e.g. *Shopping, Free time, Services, Travel*.

Presentation

PB29. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 29 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB29. ACTIVITY 2

Look at the map. Read the directions and answer.

- Focus pupils on the map. Check understanding of vocabulary by asking questions, e.g. *What can you do in a stadium / a gym?* Check they can see the start (*You are here*).
- Tell pupils to open their Pupil's Books at page 29. Pupils work individually, following the directions to find the places on the map. Check in pairs, one reading the directions aloud, and the other following with their finger. Check with the class.

Key: **1** the stadium, **2** the sweet shop, **3** the school

Extra challenge Use the map from Activity 2. Give some directions to places on the map. Tell pupils where places are, but make mistakes, e.g. *Go along the High Street and turn right into Blue Street. Walk past the café. The bank is on the right.* Pupils correct you. (It's on the left.)

PB29. ACTIVITY 3

Listen to the directions and answer.

- Focus pupils on the Activity 3 instruction. Remind them to start in the same place. Play the Audio. They write the answers in their notebooks.
- Check in pairs.
- Play the Audio again. Check with the class.

Key: **2** the park, **3** the computer shop, **4** the sweet shop, **5** the bus station

24

1 Go straight on. Take the second street on the left. What's at the end of the street?
2 Go up the High Street. Take the first street on the left and go across the river. What's on the right?
3 Go up the High Street. Take the second street on the right and go straight on. Cross Low Road. What's on the left?
4 Go straight on. Take the third street on the right. Walk past the shoe shop and stop. What's on the right?
5 Go up the High Street. Take the first street on the right. Next, take the first street on the left and go across Green Street. Then take the first street on the right. What's on the left?

PB29. ACTIVITY 4

Play the game.

- Focus pupils on the Activity 4 instruction and the example. Give pupils sentence stems on the board, e.g. *Go straight on. Go up/along … Street. Take the … street on the … What's on the left/right?*
- Pupils choose three places and write them in their notebooks. Then pupils take turns to give directions and to follow them on the map. Make new pairs. Pupils repeat.

PB29. ACTIVITY 5

Write the directions to (1) the bank and (2) the gym.

- Pupils work individually to write the directions. Check with the class. Ask some pupils to read their directions out to the class.

Key (possible answers): **1** Go along the High Street. Take the first street on the right. The bank is on the left after the café. **2** Go along the High Street. Go across Blue Street, Green Street and Red Street. The gym is on the left on the corner, next to the swimming pool.

AB29. Answer key, see page T100

Ending the lesson

- Say *I'm thinking of a place in the city.* Pupils then ask yes/no questions to guess the place, e.g. *Can you read there? Is it big?*

Digital Classroom

- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 24**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet 2
- **AB94 and PB94–95 – Grammar reference 3**
- **T113 – Consolidation activity:** *Correct the mistakes*
- **T113 – Extension activity:** *How to get there*

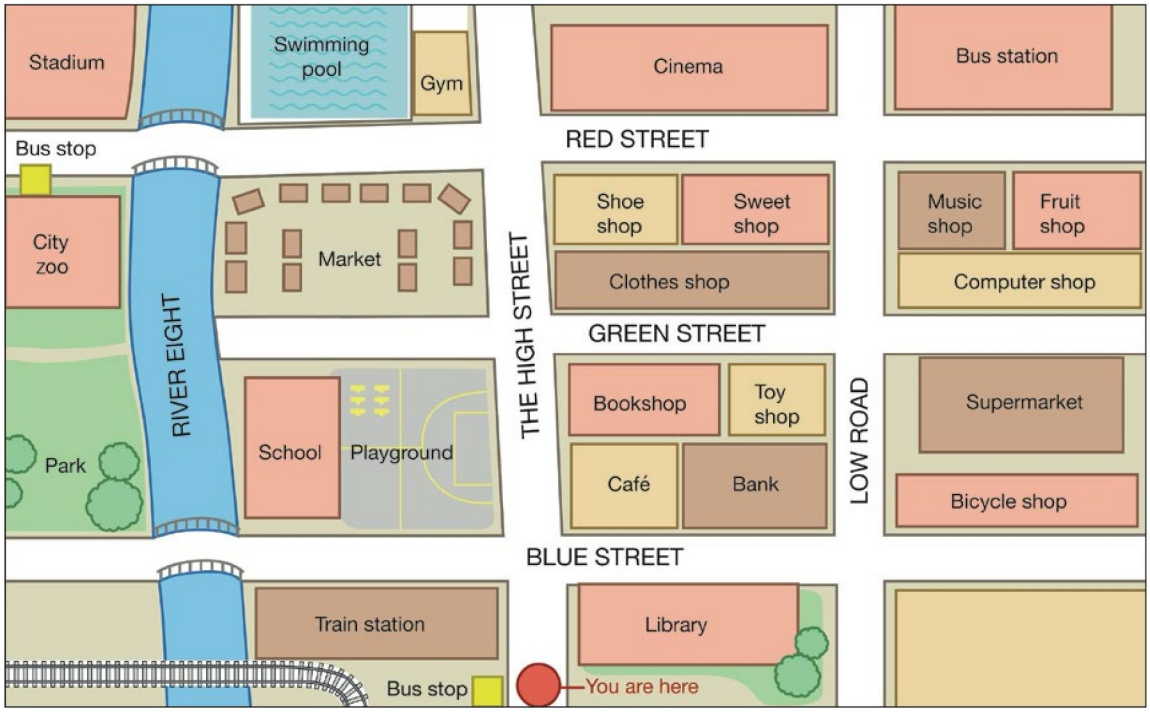
1 **Can you remember the last lesson? Watch the language video.**

2 **Look at the map. Read the directions and answer.**

1 Go along the High Street. Take the third street on the left and go across the river. What's on the right?

2 Go along the High Street and turn right into Blue Street. Turn left into Low Road and then go across Green Street. What's on the corner, on the left, opposite the music shop?

3 Go along the High Street and take the second street on the left. Walk past the playground. What's next to it?



3 24 **Listen to the directions and answer.**

1 Go straight on. Take the second street on the left. What's at the end of the street?

The river.

4 **Play the game.**

Go along the High Street and take the third street on the right. Go across Low Road and it's next to the music shop.

Is it the fruit shop?

Yes, it is!

5 **Write the directions to (1) the bank and (2) the gym.**

Practice: directions and prepositions

1 Read the blog. Which is the busiest airport in the UK?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



London is the capital city of England and the UK. Yesterday we went there and saw lots of interesting places. Here are some of our photos.

London

New Scotland Yard is one of the most famous **police stations** in the world. A king of Scotland lived in the first Scotland Yard.



You can post letters or postcards at **post offices** or in a red post box. They painted the first red post box in London in 1874.



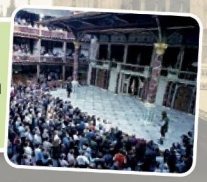
This is the British **Museum**. There are six million objects here. One of them is The Rosetta Stone.



London is a great city to eat out. There are lots of **restaurants** and you can eat food from all over the world. There are also lots of **hotels** to stay in.



This is the new Globe **Theatre**. The first Globe Theatre was famous because William Shakespeare showed his plays there.



London's got six airports. This is Heathrow. It is the busiest **airport** in the UK. More than 70 million people use this airport every year!



This **castle** is next to Tower **Bridge**. It's called the Tower of London. It looks beautiful now but for many years it was a terrible **prison**. Many people died here.



This is a London **taxi**. It's called a black cab. Black-cab drivers have to pass a test to show that they know all the **streets** in London.



2 Read again and correct the sentences.

1 A king of England lived in the first Scotland Yard.
2 You can see The Rosetta Stone at the Natural History Museum.
3 Shakespeare showed his films at the Globe Theatre.
4 They painted the first London post box red in 1974.
5 London is a difficult place to eat out.
6 London's got seven airports.
7 The Tower of London was a post office for many years.
8 London buses are called black cabs.

3 Ask and answer.

1 Do you think London is an exciting city? Why?

I think London is an exciting city because there's lots to see and do.

2 Where in London would you like to go? Why?

I'd like to go the Globe Theatre to see a play.

Vocabulary: city life

Objectives

To learn more vocabulary to talk about cities and read about London.

Target language

- **Key language:** *police station, theatre, bridge, street, post office, taxi, hotel, airport, restaurant, museum, castle, prison*
- **Additional language:** *the play* (n), *black cab, is called, the Globe Theatre, William Shakespeare, New Scotland Yard, Tower Bridge, the Tower of London, Heathrow, the British Museum*
- **Revision:** city vocabulary, superlatives, telling the time

Warmer

- Write *London* on the board. Give pupils two minutes in pairs to think / talk quietly about what they know about London. Then elicit/discuss what they know. Find out if anyone has visited London and, if they have, ask them where they went and what they saw.

PB30. ACTIVITY 1

Read the blog. Which is the busiest airport in the UK?

- Tell pupils to open their Pupil's Books at page 30. Show the page on the whiteboard. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a blog post. Ask pupils to read quickly and answer the question. Reassure them they will have time to read again later.

Key: Heathrow

PB30. ACTIVITY 2

Read again and correct the sentences.

- Focus pupils on the Activity 2 instruction. Pupils read the texts again to find the correct information. They write the corrected sentences in their notebooks.

Key: **1** A king of Scotland lived in the first Scotland Yard. **2** You can see The Rosetta Stone at the British Museum. **3** Shakespeare showed his plays at the Globe Theatre. **4** They painted the first London post box red in 1874. **5** London is a great place to eat out. **6** London's got six airports. **7** The Tower of London was a prison for many years. **8** London taxis are called black cabs.

PB30. ACTIVITY 3

Ask and answer.

- Focus pupils on the Activity 3 instruction and the examples. Ask pupils to discuss the questions in pairs and then feed back to another pair.

Extra challenge Ask pupils to choose a place in London they would like to visit. Ask them to research the place and write four sentences about it.

AB30. Answer key, see page T100

Ending the lesson

- Say the places from the reading again for pupils to provide the names, e.g. Teacher: *Castle*. Pupils: *The Tower of London*.

Digital Classroom

Presentation Plus: Unit 3 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Extension worksheet 1
- **Teacher Resources:** Photocopiable 3
- **AB94 and PB94–95 – Grammar reference 3**
- **T114 – Consolidation activity:** *London posters*

Objectives

To have further practice giving directions and sing a song.

Target language

- **Key language:** city vocabulary, directions
- **Revision:** jobs, past simple, prepositions of place, giving definitions with *who*, *which*, *where*

Warmer

- Teach the simple chant below to review city vocabulary:
  London, London, what a great city!
  There's lots to see for you and me.
  Parks, castles, museums, theatres,
  There's lots to see for you and me.
- Make small groups to suggest lines between each chorus by adding places, e.g. *the Tower of London.*

Song

PB31. ACTIVITY 1

Listen and complete. Listen and check. Then do karaoke.

- Tell pupils to open their Pupil's Books at page 31. Show the page on the whiteboard. Focus them on the Activity 1 song and on the words in the box.
- Play the Audio again. Pupils listen and then complete the song with the words in the box.
- Check general comprehension of the song. Play the Audio again. Pause for pupils to repeat, line by line, verse by verse.
- Play the ▶ Video for pupils to join in with the song. Play the first version on the ▶ Video and then the karaoke version. Practise the song with pupils as a whole class, in large groups and in small groups (one group for each verse).

Extra challenge Ask pupils to circle the rhyming words. Demonstrate with *hotel/tell*. (day/play, too/zoo, street/eat, late/eight).

Key: **2** theatre, **3** Bridge, **4** castle, **5** park, **6** zoo, **7** restaurant, **8** street, **9** taxi, **10** station

Audio 25
As in Pupil's Book and Key

Audio 26
Karaoke Version

PB31. ACTIVITY 2

Ask and answer.

- Focus pupils on the words in the box for Activity 2 and on the activity instruction. Give them thinking/checking time.
- Pupils work in pairs and take turns to ask and answer, using the prompts as a model. Check with the class. Be ready to accept original answers.

Key (possible answers): Who goes to work in …
a fire station? (A fire fighter.)
a theatre? (An actor.)
a bus station? (A bus driver.)
a hospital? (A doctor.)
a school? (A teacher.)
an airport? (A pilot.)
a police station? (A police officer.)

PB31. ACTIVITY 3

Look at the map. Ask and answer.

- Review prepositions *next to*, *between*, *behind*, *opposite* using classroom objects. Focus pupils on the Activity 3 map on the whiteboard. Check they remember the names of all the places.
- Demonstrate the activity, using open pairs. Pupils continue, taking turns to ask and answer in closed pairs. Monitor to check they are using the correct prepositions.

PB31. ACTIVITY 4

Think of a place you know. Give directions on how to get there from your school. Can your partner guess?

- Focus pupils on the Activity 4 instructions and check understanding. Read the speech bubbles aloud around the class to make sure pupils know what to do. Brainstorm a few ideas of places with the class.
- Pupils work individually and write their directions. Go around the class, checking pupils have all thought of a place. Make suggestions if they haven't. In pairs, pupils take turns to give their directions and guess the destination.

AB31. Answer key, see page T100

Ending the lesson

- Sing the song from earlier in the lesson again with the class.

Digital Classroom

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

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Extension worksheet 2 and Song worksheet
- **AB94 and PB94–95 – Grammar reference 3**
- **T114 – Consolidation activity:** *Drawing a map*
- **T114 – Extension activity:** *Ten questions*

1 25–26 Listen and complete. Listen and check. Then do karaoke.

bridge castle ~~museum~~ park restaurant station street taxi theatre zoo

Theatre, cinema,
Restaurant and hotel,
Museum, castle,
A story to tell.

I went to London,
To have a lovely day.
To go to a (1) museum and
The (2) _____ for a play.

I saw Tower (3) _____
And the (4) _____ too.
Walked in the (5) _____
And went to the (6) _____.

I went to a (7) _____
On the corner of the (8) _____.
I sat outside and
I had something to eat.

I took a (9) _____
Because it was late.
My train was in the (10) _____.
It was half past eight.



2 Ask and answer.

actor bus driver ~~cook~~ doctor fire fighter pilot police officer teacher

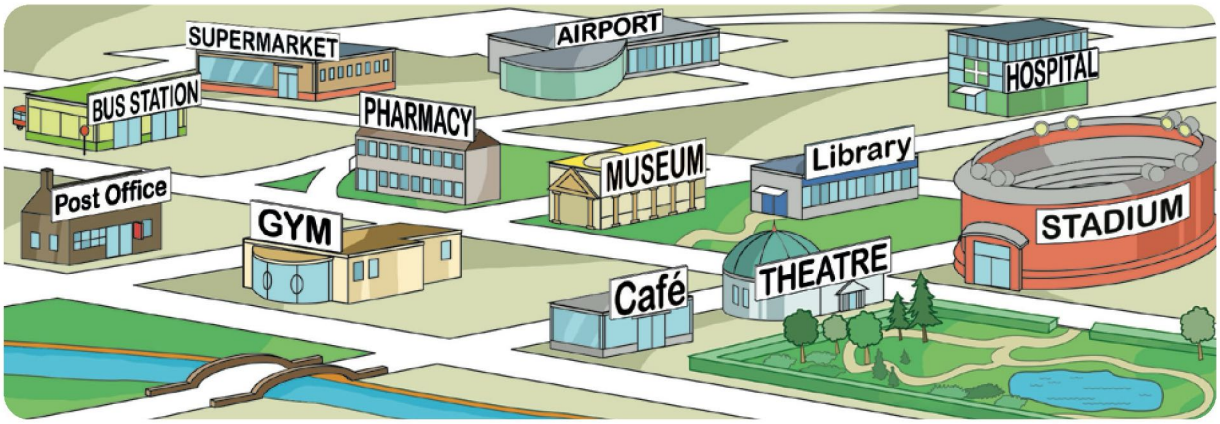
Who goes to work in a restaurant or hotel?

A cook.

3 Look at the map. Ask and answer.

Where's the museum?

It's between the gym and the library.



4 Think of a place you know. Give directions on how to get there from your school. Can your partner guess?

Go out of the door, turn left, take the second street on your right and walk past 'Flower's Restaurant'. What can you see?

Is it the stadium?

Yes, it is.

Sounds and life skills

Choosing options



1 **Watch the video. Where are the young people and how do they feel?**

Pronunciation focus

2 27 **Listen. What do the circled words have in common?**

STELLA: OK! Let's have a look at the map! How do we get there?

LENNY: We're (standing) outside a shop.

STELLA: So, we have to go (straight) along this (street). We don't go across the river. We turn left here at the (sports) shop. Let's go!

3 28 **Listen and complete. Say the words. Can you think of more?**

s t r eet, ___ ___ ___aight

___ ___ and, ___ ___adium, ___ ___udy

___ ___orts, ___ ___anish

4 **In pairs, discuss the best places to visit in your town/city and why. Complete the table.**

Place	Why?

5 **In a group, choose one place to take a visitor to in your town/city.**

Place _____

Where is it? _____

How can you get there? _____

What can you do there? _____

Useful language

Where shall we go?
… is the most famous.
How do we get there?

Sounds and life skills: consonant clusters *st*, *str* and *sp* | critical thinking

Objectives

To review and practise the pronunciation of consonant clusters beginning with the letter *s* (*sp*, *st*, *str*).

Target language

- **Key language:** pronunciation of consonant clusters with the letter *s*: *sports*, *stand*, *stadium*, *station*, *street*
- **Additional language:** *straight*, *school*, *sky*, *skate*, *snow*, *spider*, *sweater*
- **Revision:** suggestions: *Let's / Why don't we … That's a good idea*, comparatives/superlatives: *X is more interesting than Y*; *X is the best place to visit because …*

Warmer

- Write famous places on the board. Elicit names of famous places pupils know, e.g. *London Eye*, *Eiffel Tower*, *the Colosseum*.
- Ask which place pupils would most like to visit and why.

Presentation

PB32. ACTIVITY 1

Watch the video. Where are the young people and how do they feel?

- Show page 32 on the whiteboard. Tell pupils they are going to watch the ▶ Video from Lesson 1. Focus pupils on the Activity 1 question.
- Play the ▶ Video and ask pupils to watch and answer the question. Check answers.

Key: They are in London. They are excited – they could be worried about using a map instead of their phones.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB32. ACTIVITY 2

Listen. What do the circled words have in common?

- Tell pupils to open their Pupil's Books at page 32. Play the Audio. They read and listen. Focus on the circled words in the conversation. Ask *What do these words have in common? Are they similar?*
- Write the consonant clusters on the board in the order they appear in the script: *st*, *str*, *sp*. Say each one and ask pupils to repeat them.
- Then write the whole word and ask pupils to practise saying each one: *standing / straight / street / sports*.

Key: All words have consonant clusters beginning with the letter *s*: *st/str/sp*.

27

As in Pupil's Book

PB32. ACTIVITY 3

Listen and complete. Say the words. Can you think of more?

- Focus on Activity 3. Play the Audio and ask pupils to listen and write the missing letters. Play the Audio again for pupils to listen and repeat.
- Ask pupils to think of more words with consonant blends beginning with *s*, e.g. *school*, *sky*, *skateboard*.

Extra challenge Play word tennis in pairs, where Pupil A says a word beginning with *s* + consonant for their partner, Pupil B, to repeat. Pupil B then says a word for Pupil A to repeat.

Key: straight, stand, stadium, study, sports, Spanish

28

street, straight
stand, stadium, study
sports, Spanish

PB32. ACTIVITY 4

In pairs, discuss the best places to visit in your town/city and why. Complete the table.

- Ask pupils to work in groups. Focus on Activity 4 and ask them to read the task. Demonstrate a place to visit in your city/town, e.g. *I think X is a good place to visit because …*
- After a short discussion in their groups, pupils should write down the places and their reasons. Ask a volunteer from each group to share one place in their table.

Extra support You may wish to create ability groups so that you can better support the pupils that need more help.

PB32. ACTIVITY 5

In a group, choose one place to take a visitor to in your town/city.

- Explain that groups must decide on one place from their list to take a visitor. Groups should discuss and compare the different places and listen to suggestions. Remind pupils of the phrases in the Useful language box. Ask a volunteer from each group to tell the class about their place.

AB32. Answer key, see page T100

Ending the lesson

- Ask pupils which place they most want to visit from the class suggestions, and why.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 27–28**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 3**
- **T114 – Consolidation activity:** *Role play*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *ancient world, cave, mountains* (*of secret treasure*)
- **Additional language:** *Alexandria*
- **Revision:** language from the unit

Warmer

- Review the story so far. Pretend to misremember what has happened before, so pupils can correct you, e.g. *In the last episode, they went to meet Brutus at the British Museum* (No, they went to meet him at the library).

Story

PB33. ACTIVITY 1

Where was the most important library in the ancient world? Who was the taxi driver?

- Show pupils the first scene of the story on the whiteboard. Elicit who is going to be in this episode (Diggory, Emily, Brutus).
- Set the questions: *Where was the most important library in the ancient world? Who was the taxi driver?*
- Play the ▶ Video with books closed. Pupils watch to find the answers.
- Tell pupils to open their Pupil's Books at page 33. They check in pairs with books open. Check with the class.
- Play the Audio. Pause after each frame of the story for pupils to listen and repeat.
- At the end, check general comprehension by asking further questions, e.g. *Where is the secret writing? How can The Baloney Stone help Brutus? How does Diggory change in the story?* (On the wall of the cave. It can translate and open the door. He's not wearing his glasses or bow-tie.)

Key: Alexandria, Brutus Grabbe

29

Emily: What does the letter mean?
Diggory Bones: It was the wrong library because it was the wrong city.
Emily: Which city does he mean?
Diggory Bones: I think he means the city of Alexandria in Egypt.
Emily: Of course! The library in Alexandria was the most important library in the ancient world.
Emily: What are we going to do now?
Diggory Bones: We're going to fly to Egypt.
Diggory Bones: Dad, we're going to Egypt. Can you take us to the airport, please?
Dad: Yes, son.
Diggory Bones: Outside the city of Alexandria there's a cave with secret writing on the walls.
Emily: And Brutus can use The Baloney Stone to understand the writing!
Diggory Bones: Now let's get a taxi and find a hotel … Taxi!
Emily: What's in the cave, Dad?
Diggory Bones: People say the writing on the wall of the cave …
Brutus Grabbe: … can open the door to mountains of secret treasure!
Diggory Bones: Brutus Grabbe!

AB33. Answer key, see page T100–101

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 29**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 3**
- **T114 – Consolidation activity:** *Role play*
- **T114– Extension activity:** *Following directions*

29

Diggory Bones

3



1 **Where was the most important library in the ancient world?**
Who was the taxi driver?

Story: unit language in context

What are the best modes of transport?

1 30 **Listen and read. What do the different types of transport have in common?**

Want to hang out on the world's oldest elevated railway?

Then you must ride on Wuppertal's hanging train! It's a train where the cars 'hang' under the **tracks**. Every year more than 25 million passengers travel on this **public transport**, which opened in 1901. It's the easiest way to see this German city because you don't get **stuck in traffic**. It's electric too, so it's more **environmentally friendly** than travelling by car or bus.



Travel in the sky!

The city of Medellín in Colombia is built on lots of hills, so it's not the easiest place to get around. That's why they built the **cable car** system in 2004. Now it's the most popular form of public transport in the city! It's a fun way to travel and you get great city views. It doesn't cause **air or noise pollution**, so it's **greener** than buses and taxis.



Are you in a hurry?

The Shinkansen in Japan is the fastest **high-speed** rail system in the world. It uses the **newest technology** to give thousands of passengers a fast and comfortable ride every day. The Shinkansen's electric trains use less energy, so they cause less pollution than cars and planes. That's a great reason to use the country's high-speed **rail network**!



2 **Read again and complete the table.**

	Germany	Colombia	Japan
Type of transport	hanging train		
Advantage for passengers	You don't get stuck in traffic.		
How is it environmentally friendly?	It's electric.		

3 **Which form of transport is your favourite and why? How do you like to travel around?**

I think the best way to travel is on a cable car because there are great views.

I like to travel around on trains because they're quicker than buses.

FIND OUT MORE

What are the most environmentally friendly modes of transport in your country?

Objectives

To learn about environmentally friendly forms of public transport.

Target language

- **Key language:** city life
- **Additional language:** *built, cable car, climb, electric-powered, energy, elevated, environmentally friendly, greener, hanging train, high-speed, network, passengers, popular, quieter, stuck, system, tracks, views*
- **Revision:** *advantage, bus, cheap, electric, environment, pollution, public transport, taxi, traffic, train, under*

Warmer

- Write *Public transport* on the board and ask pupils what it means.
- Think of a mode of public transport (*bus, train, taxi, ferry, underground*, etc.) and tell pupils they're going to guess what it is by asking you questions to which you can only reply *Yes* or *No*. When a pupil guesses, it is their turn to think of one and answer questions from the class.

PB34.

What are the best modes of transport?

- Show page 34 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Presentation

PB34. ACTIVITY 1

Listen and read. What do the different types of transport have in common?

- Ask pupils to open their Pupil's Books at page 34. Focus pupils on the photos in Activity 1. Ask *Do you know these forms of public transport?* Elicit responses.
- Play the 30 Audio. Ask pupils to listen and read individually to answer the question.
- Check pupils understand *pollution*. Ask pupils to read again and discuss in pairs. Feed back as a whole class.

Key: They are all environmentally friendly.

30

As in Pupil's Book

PB34. ACTIVITY 2

Read again and complete the table.

- Focus pupils on Activity 2. Pupils read the adverts again and write the missing information in the table for two of the forms of transport. Pupils work in pairs to complete the activity.
- Check answers as a class.

Key: Colombia: cable car, It's fun and you get great city views. There's no air or noise pollution.
Japan: high-speed train, It's fast and comfortable. It uses less energy.

PB34. ACTIVITY 3

Which form of transport is your favourite and why? How do you like to travel around?

- Focus pupils on Activity 3. Point to the public transport in the adverts from Activity 1. Ask pupils *Which one do you find the most interesting? Why? Is there any public transport like this where you live?*
- Put pupils into pairs to talk about the public transport where they live. They should compare it and consider the advantages or disadvantages of the different forms of transport.
- Ask pupils to say how they like to travel and why. Pupils discuss, and then feed back as a class.

Extra challenge Pairs compare their ideas with another pair and decide if their favourite transport is environmentally friendly.

AB34. Answer key, see page T101

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

Ending the lesson

- Say some true/false sentences about the transport. If the sentence is true, pupils stand up (or sit down). If it's false, they don't move. Example sentences: *The hanging train opened in 2004* (false). *The Shinkansen is the fastest high-speed rail system in the world* (true).

Digital Classroom

- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 30**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 3, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 3**
- **T114 – Consolidation activity:** *Public transport*

Objectives

To learn about a future form of public transport and talk about transport where they live.

Target language

- **Additional language:** *Hyperloop, safer, tubes*
- **Revision:** public transport, *cheaper, environment, environmentally friendly, fastest, network, passengers, pollution*

Warmer

- Show the FIND OUT MORE feature from page 34 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class.

DID YOU KNOW …?

- Show page 35 on the whiteboard. Point to the photo and ask *Who uses a bus regularly?* Elicit why pupils travel on buses, e.g. *to get to school, to travel around town.*
- Ask a volunteer to read the fact in the box aloud. Find out if pupils are surprised by the information. Ask *Do more or fewer people travel on buses in this country than in the United States?*
- Ask pupils to consider how many people use buses all over the country, either to travel around their town or city, or to travel from one part of the country to another.

Presentation

PB35. ACTIVITY 1

Read the advert. What are the advantages of using an e-scooter or e-bike?

- Tell pupils to open their Pupil's Books at page 35. Focus pupils on Activity 1. Elicit one or two advantages and then ask the pupils to read the text. Pupils compare their answers with a partner and feed back to the whole class.

Extra challenge Ask pupils to think of other forms of transport that travel on two wheels. Make a list and use it in the following activity with comparatives and superlatives.

Key: not crowded, travel on roads and cycle lanes, quicker and healthier

PB35. ACTIVITY 2

Underline the superlatives and circle the comparatives in the advert in Activity 1.

- Focus pupils on Activity 2. Point to the Learning to write box. Ask volunteers to read the example sentences aloud. Point to the words in bold and elicit that the first example is a comparative and the second is a superlative. Elicit the purpose of each (a comparative is used to compare two or more things; a superlative is used to show the highest degree or extreme of a quality between three or more options).
- Ask pupils to read the advert in Activity 1 again and underline and circle. Check answers as a class. Write the examples on the board. Elicit the difference between the way comparatives and superlatives appear when the adjective has one syllable and when it has two or more syllables. Point out the use of *the* in superlatives.

Key: underline: the newest, easiest, the best, the greenest; circle: quicker than, healthier than

PB35. ACTIVITY 3

In pairs, discuss modes of transport where you live. Write your ideas in your notebook.

- Ask pupils to work in pairs to write a list of the public transport where they live. Give pupils time to write their ideas.
- Make sure both partners have copied down the ideas in their notebooks as they will need this for the Activity Book Ready to write activity on page 34. Elicit the most eco-friendly transport in their lists.

AB35. Answer key, see page T101

PB35.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Play a guessing game with some of the information from the adverts in the lesson. Say *I'm thinking of a quiet journey high above the ground. Where am I?* (the cable car in Medellín). Pupils take turns to describe a situation for their classmates to guess.

Digital Classroom

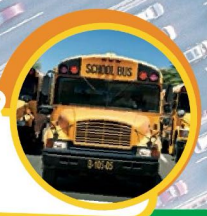
- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Test Generator:** Unit 3 Test

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 3**
- **T114 – Consolidation activity:** *What we did for the project*
- **T114 – Extension activity:** *Transport vocabulary*

1 **Read the advert. What are the advantages of using an e-scooter or e-bike?**

DID YOU KNOW...?
700,000 people in the United States travel by bus each year.

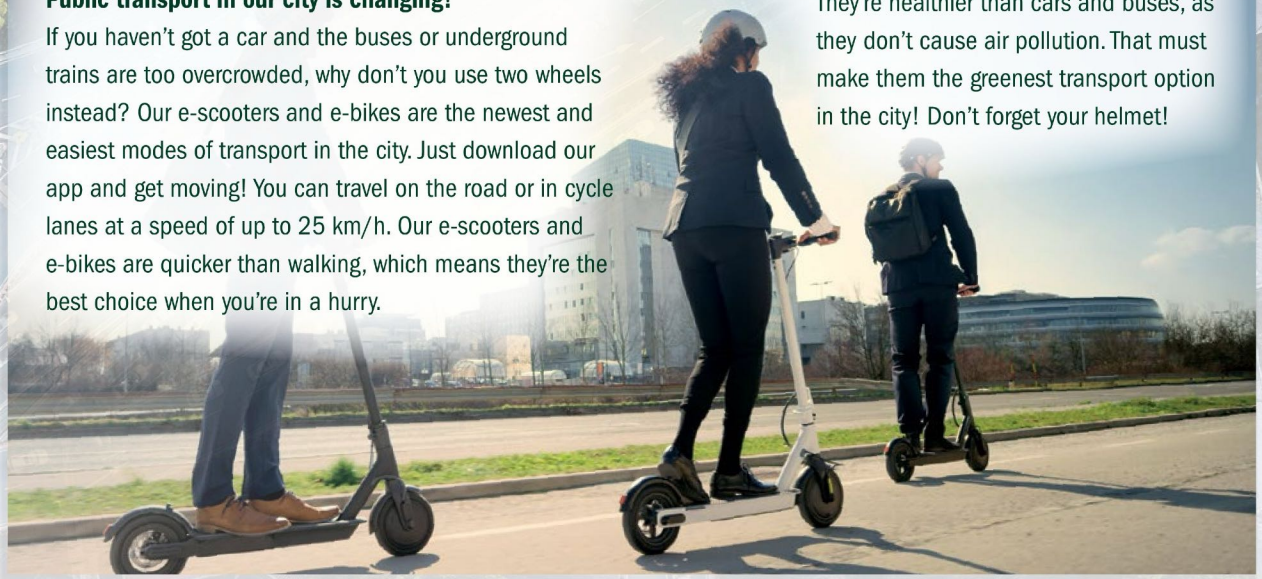


3

Public transport is getting greener

Public transport in our city is changing!
If you haven't got a car and the buses or underground trains are too overcrowded, why don't you use two wheels instead? Our e-scooters and e-bikes are the newest and easiest modes of transport in the city. Just download our app and get moving! You can travel on the road or in cycle lanes at a speed of up to 25 km/h. Our e-scooters and e-bikes are quicker than walking, which means they're the best choice when you're in a hurry.

They're healthier than cars and buses, as they don't cause air pollution. That must make them the greenest transport option in the city! Don't forget your helmet!



2 **Underline the superlatives and circle the comparatives in the advert in Activity 1.**

3 **In pairs, discuss modes of transport where you live. Write your ideas in your notebook.**

Learning to write:
Comparatives and superlatives

We use comparatives to talk about two things.
They're **healthier than** cars and buses.
We use superlatives to talk about one thing from a group of the same things.
That must make them **the greenest** transport option in the city!

Ready to write:
Go to Activity Book page 34.

Project
Design a new, 'unusual' mode of transport.

Geography: city life | learning to learn



1 Why did the boat catch fire? Watch and check.

2 Watch again. Order.

1 At first, it didn't work! But then he tried again.
2 Why didn't you go back to the beach?
3 Now we've got a new idea for our blog … disasters!
4 We couldn't leave the island, so Dad had to phone for help!
5 Dad was listening to the radio. They said a storm was coming!
6 We couldn't take any pictures – we were running away.

[ ] [ ] [ ] [ ] [1] [ ]

STUDY

Were you **listening** to the weather on the radio?
We **weren't listening** to the radio.
We **were listening** to music.

3 Read and match.

1 They were getting warm	a lightning hit the boat.
2 The sky went dark	b because they were running away.
3 Lenny wasn't feeling very well	c when the journalist arrived.
4 When they were walking up the beach	d when they were sailing to the island.
5 They didn't get a picture of the fire	e so they were looking after him.

4 Ask and answer.

1 How do you think each of the three children felt during the disaster?
2 How do you think they feel now? Why?

Language: past continuous and past simple

Objectives

To present and recognise the past continuous and past simple.

Target language

- **Key language:** past continuous and past simple, *disaster, storm, island, beach, catch fire, lightning*
- **Revision:** the weather, adjectives, spelling for *-ing* endings, *helicopter*

Warmer

- Invent or tell pupils a short story of a disaster that happened to you, which is weather-related, e.g. a flood in your house or your house being struck by lightning. At the end, say *It was a disaster / It was terrible*. Elicit if pupils have experienced any similar disasters. Tell pupils the theme of Unit 4 is *Disaster* and write it on the board. Draw a line from *Disaster* and write *Weather*. Tell pupils many disasters are caused by the weather.
- Draw a circle around *Weather* on the board and write one or two of the words you mentioned to start the mind map. Brainstorm weather words and create a mind map on the board. Pupils copy the mind map into their notebooks.

PB36.

What kind of weather do you like or dislike?

- Show page 36 on the whiteboard. Focus pupils on the photo. Ask what type of weather pupils like/dislike. Give pupils time to discuss and then elicit ideas from the class. Add any extra weather words to the mind map.

PB36. ACTIVITY 1

Why did the boat catch fire? Watch and check.

- Tell pupils to open their Pupil's Books at page 36. Focus them on the photo. Elicit the names of the characters and where they are. Make sure pupils understand *catch fire*. Elicit possible answers from pupils, but don't confirm them at this stage.
- Play the ▶ Video. Pupils watch and check. Play the ▶ Video and then get pupils to compare their answers in pairs and feed back.

Key: Lightning hit the boat and it caught fire.

▶ Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB36. ACTIVITY 2

Watch again. Order.

- Ask pupils to read the sentences in Activity 2. Elicit the first thing they heard. Play the ▶ Video again. Pupils watch again and put the sentences in the order they heard them. Ask pupils to compare their answers in pairs. Then check answers with the class.

Key: 5, 2, 6, 4, (1), 3

Presentation

- Write the three sentences from the STUDY box on the board. Underline the past continuous in one colour. Elicit the name of the tense.
- Play the ▶ Video from Activity 1 again. When pupils hear the past continuous, they put their hands up. Pause the ▶ Video and elicit what was said. At the end, elicit a story summary from pupils.

PB36. ACTIVITY 3

Read and match.

- Pupils do the activity in pairs. Check answers with the class.

Extra support Have the sentence halves on separate strips of paper and ask pupils to work in pairs and match them.

Key: 1 c, 2 d, 3 e, 4 a, 5 b

PB36. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask them to discuss the questions in pairs and then compare their answers with another pair.
- Ask a volunteer from each group to report their answers.

AB36. Answer key, see page T101

Ending the lesson

- Elicit from pupils what they remember about disaster stories from the Warmer.

Digital Classroom

Presentation Plus: Unit 4 **Practice Extra**

Video

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 4**
- **T114 – Consolidation activity:** *Role play*
- **T114 – Extension activity:** *Timeline*

Objectives

To practise using the past continuous and past simple to talk about interrupted past actions and sing a song.

Target language

- **Key language:** past continuous and past simple, *feel ill, hurt, cut*
- **Revision:** weather vocabulary, telling the time, daily activities

Warmer

- Review the past continuous by asking different pupils questions, e.g. *What were you doing at eight o'clock yesterday evening?*

PB37. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 37 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song

PB37. ACTIVITY 2

Read and guess. Listen and check. Then do karaoke.

- Tell pupils to open their Pupil's Books at page 37. Focus on Activity 2. Remind pupils of the unit theme (disasters) and focus them on the questions in the song.
- In pairs, pupils read the song with gaps and try to predict what the missing words are, using the words in the box.
- Play the 🔊 Audio for pupils to check. Check with the class. Play the ▶ Video for pupils to follow the complete text in their books. Play it a third time for pupils to repeat, line by line and then verse by verse.
- Pupils sing it as a class and then in three groups (one for each section). Play the first version on the ▶ Video and then the karaoke version. Groups swap roles and repeat.

Key: **2** skating, **3** playing, **4** eating, **5** swimming, **6** sailing, **7** climbing, **8** sitting

🔊 31
As in Pupil's Book

🔊 32
Karaoke Version

Presentation

PB37. ACTIVITY 3

What were you doing when it happened? Write three sentences.

- Focus pupils on the Activity 3 instructions. Elicit an example from pupils, using one of the photos and one piece of text, e.g. *I was making sandwiches when I cut my hand.* Write it on the board. Underline the past continuous in one colour and the past simple in another. Use a timeline to show that the past continuous happened over a period of time and was interrupted by the past simple action. Ask pupils *What was happening over a longer time?* (making sandwiches). *What happened suddenly / interrupted it?* (cut my hand).
- Pupils copy the example into their notebooks together with the timeline, using the appropriate colours. Check pupils understand the key vocabulary. Pupils work in pairs and orally make as many sentences as they can. Monitor and support where necessary. Elicit the sentences from the pairs to check.
- Pupils write at least three sentences in their notebooks.

Extra support Elicit other examples for more practice.

PB37. ACTIVITY 4

Play the game. Guess it in five.

- Focus pupils on the Activity 4 instructions and on the example. Check understanding and demonstrate using open pairs. Make pairs.
- Pupils play the game, using their sentences from Activity 3.

PB37. ACTIVITY 5

Choose one of your sentences and continue the story. Write 20–30 words.

- Focus pupils on Activity 5. Ask them to choose one of the sentences from Activity 3 and continue the story.
- Ask them to write in their notebooks. Remind them of the word limit.

AB37. Answer key, see page T101

Ending the lesson

- Pupils sing the song from the beginning of the lesson again in three groups.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 31–32**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Extension worksheet 1 and Song worksheet
- **AB94 and PB94–95 – Grammar reference 4**
- **T114 – Consolidation activity:** *Palms up or down?*
- **T114 – Extension activity:** *Survey*

4

1 **Can you remember the last lesson? Watch the language video.**

2 31–32 **Read and guess. Listen and check. Then do karaoke.**

climbing eating playing sailing sitting skating swimming ~~walking~~

What were you doing when the storm began?
When the lightning hit and the water ran.
Where were you when the rain came down?
On the mountain, at the beach, in the forest or the town.



I was (1) walking up the mountain,
He was (2) _____ over the lake,
We were (3) _____ in the park,
She was (4) _____ a piece of cake.
They were (5) _____ in the river,
He was (6) _____ on the sea,
She was (7) _____ up a wall,
I was (8) _____ under a tree.

3 **What were you doing when it happened? Write three sentences.**










hurt my knee | dropped my mobile phone | lightning hit the tree | started to feel ill
teacher saw me | cut my hand | it started to rain | mother took a photo of me

4 **Play the game. Guess it in five.**

I was having a picnic when it started to rain.

What was I doing when it started to rain? | Were you having a picnic? | Yes, I was.

5 **Choose one of your sentences and continue the story. Write 20–30 words.**

1 What did you do? 2 What happened next?

Practice: past continuous and past simple

1 Read the blog. How high was the wall of seawater in Messina?

ALL BLOGS | MY BLOG | NEW POST

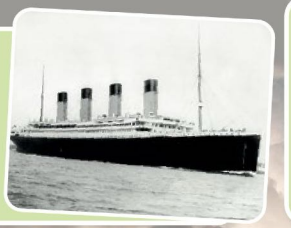
Kid's Box Reports



Disasters sometimes happen, as we recently found out. We decided to find out about some famous disasters.

Disasters

This ship is called the Titanic. On 14 April 1912 it was sailing across the Atlantic Ocean when it hit an **iceberg**. They couldn't see the iceberg because of the fog.



The Hindenburg was one of the biggest airships ever built. On 6 May 1937, when it was arriving in the USA, it caught fire. People think this happened because **lightning** hit it during a **storm**.



Hurricanes are very dangerous storms with strong winds. The worst Atlantic **hurricane** in history was the Great Hurricane in 1780, from 10–16 October.



When a **volcano** erupts, it throws hot liquid rock and gases into the air through the hole at the top. When Krakatoa erupted on 26 August 1883, it made the loudest sound ever heard.



On 1 November 1755 an earthquake hit Lisbon, in Portugal. The ground moved for ten minutes. The **earthquake** destroyed most of the buildings in the city.



On 28 December 1908, a **tsunami** hit Messina, in Italy. The enormous wall of seawater was about ten metres high. How high do you think the seawater is in this picture?



2 Read again and correct the sentences.

1 The Titanic hit an iceberg on 14 July 1912.
2 The Titanic was sailing across the Pacific Ocean.
3 The Hindenburg disaster was on 16 May 1937.
4 The Hindenburg airship was arriving in the UK.
5 The Great Hurricane was in 1870.
6 Krakatoa, the volcano, erupted on 28 August.
7 The Lisbon earthquake was on 1 November 1575.
8 The tsunami was on 28 October 1908.

3 Ask and answer.

1 Which do you think was the worst disaster? Why?

I think the earthquake was the worst disaster because the ground moved for ten minutes.

2 What was the worst weather you can remember? What were you doing?

I remember a hurricane. I was playing with my brother at home.

Vocabulary: disasters and months

Objectives

To read about disasters around the world and review ordinals and months of the year.

Target language

- **Key language:** ordinals, months, superlatives, *iceberg, hurricane, volcano, erupt, liquid rock, gas, hole, enormous, earthquake, destroy, tsunami, lightning, storm, destroy, erupt in, on* (for dates)
- **Additional language:** *Titanic, Hindenburg*
- **Revision:** weather, past narrative tenses

Warmer

- Write *Disasters* on the board. Elicit recent disasters that have happened around the world, giving pupils clues if necessary. Write them on the board, introducing the new vocabulary, if appropriate, e.g. *hurricane, flood, tsunami.*
- Ask *What can you see at the top of a volcano?* to elicit *hole.* Write it on the board and ask a pupil to spell it. Explain *enormous* is an adjective and it means the same as *huge.* Ask pupils to say things that are enormous. Discuss what they know about the disasters.

PB38. ACTIVITY 1

Read the blog. How high was the wall of seawater in Messina?

- Show page 38 on the whiteboard. Ask pupils some questions about the text to predict what it is going to be about, e.g. *What is the blog about this week? How many disasters are you going to read about? From looking at the pictures, what do you know about these disasters?*
- Tell pupils to open their Pupil's Books at page 38. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read the instructions aloud. Check understanding.
- Ask pupils to read the blog quickly and find the answer to the question. Reassure them that they will read it again later in the lesson. Pupils check the answer in pairs and then check as a class.

Key: ten metres

PB38. ACTIVITY 2

Read again and correct the sentences.

- Focus pupils on the Activity 2 instruction. Ask them to read the texts silently and think about the differences between the texts and the statements.
- Discuss their ideas as a class, reminding them to say what is wrong about the statements. Check comprehension of vocabulary by referring pupils back to the texts.

Extra support Demonstrate two or three examples as a class before pupils complete this independently.

Key: **1** 14 April, **2** Atlantic Ocean, **3** 6 May, **4** USA, **5** 1780, **6** 26 August, **7** 1755, **8** December

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PB38. ACTIVITY 3

Ask and answer.

- Focus pupils on the Activity 3 instruction and the examples. Ask pupils to discuss the questions in pairs and then feed back to another pair. Discuss as a class. Encourage pupils to give reasons for their answer to question 1.

Extra challenge To check understanding of years, elicit the sequence of the disasters (which happened first / most recently).

AB38. Answer key, see page T101

Ending the lesson

- Put the first letter of each month on the board and elicit/ review the months of the year.

Digital Classroom

Presentation Plus: Unit 4 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Reinforcement worksheet 2 and Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 4**
- **T114 – Consolidation activity:** *Important dates in my life*
- **T115 – Extension activity:** *Date bingo*

Objectives

To practise months, ordinal numbers and narrative past tenses.

Target language

- **Key language:** months, *break (leg)*, *drop*, *erupt*, *fall down*, *hit*
- **Revision:** weather, holiday/daily activities, present continuous, past continuous, past simple

Warmer

- Invite 12 pupils to come to the front of the class. Whisper one different month to each one. They quickly form a line to show the sequence of the months. Each pupil then says their month and the class says if the order is correct. Repeat, but this time pupils must stand in alphabetical order.

PB39. ACTIVITY 1

Listen and repeat the chant.

- Show page 39 on the whiteboard. Focus pupils on Activity 1. Play the Audio for pupils to listen. Play the Audio again for pupils to listen and repeat.

33

As in Pupil's Book

PB39. ACTIVITY 2

Listen and say the months.

- Tell pupils to open their Pupil's Books at page 39. Focus them on the pictures for the 12 months. Point to the pictures on the whiteboard. Ask a pupil to read the activity instruction aloud and check understanding.
- Play the Audio. The first time, pupils point to the picture of the month and whisper it to their partner. Play the Audio again. Elicit the month in chorus from pupils.
- Discuss with the class what the children are doing in the different pictures to check vocabulary. Ask pupils if this is what they do during the different months. Elicit some other ideas (prompt them to use the present simple).

34

1 It's sunny and windy. There are a lot of red apples on the trees. They're falling and there are some on the ground.
2 It's sunny and windy. The children are flying their kites in a field. There are a lot of small, yellow flowers.
3 It's sunny and raining. There are a lot of big, yellow flowers in the field and there's a rainbow in the sky.
4 It's hot and sunny. The children are having a picnic next to the river and there are some apples on the blanket.
5 It's sunny, but there are some clouds and a rainbow in the sky. The children are in a field. They're reading comics on a blanket.
6 It's grey and foggy. The children are playing in the garden. They're jumping in the leaves. There's a fire because their father's burning leaves. He's wearing an old brown hat.
7 It's grey and foggy. Outside we can see that there aren't any leaves on the trees in the garden. The children are reading comics next to the fire in the living room.
8 It's sunny, but there are some clouds in the sky. Some boats are sailing on the lake.
9 The children are eating sandwiches next to the fire in the living room. Outside we can see it's foggy and snowing heavily.
10 It's sunny. The children are having a picnic at the beach. Some boats are sailing on the sea.

PB39. ACTIVITY 3

Ask and answer.

- Pupils do the activity in pairs, using the prompts.

PB39. ACTIVITY 4

Cross out the extra word.

- Pupils work individually and cross out the incorrect word in each sentence. They check in pairs. Check with the class.

Key: 1 to, 2 the, 3 was, 4 do, 5 many, 6 the, 7 did, 8 the

PB39. ACTIVITY 5

Read the notes and write about what happened.

- Ask a pupil to read the prompts for the first line of the story aloud. Ask another to read the first line of text (bottom right of the page) and check pupils understand that this is made from the first line of prompts.
- Pupils work in pairs and orally complete the story first. Elicit the story from pairs around the class.
- Pupils then write the complete story in their notebooks.

Key: She fell down and broke her leg. An ambulance came and took her to hospital. When the nurses were carrying Jane into hospital, they dropped her. Now Jane is in hospital with a broken leg and a broken arm.

AB39. Answer key, see page T101

Ending the lesson

- Ask pupils what their favourite month of the year is and why.

Digital Classroom

Presentation Plus: Unit 4
Practice Extra
Audio 33–34

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Photocopiable 4
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Extension activity:** *The other hemisphere*

1 33 Listen and repeat the chant.

January, February, March,
April, May, June,
July, August, September,
October, November, December.

2 34 Listen and say the months.

1 It's sunny and windy. There are a lot of red apples on the trees …

September.


January


February


March


April


May


June


July


August


September


October


November


December

3 Ask and answer.

It's February.

What can you see?

Some children are reading comics. They're sitting in their living room next to the fire.

4 Cross out the extra word.

1 What were they to doing on Wednesday 13 November?
2 There was a very bad storm on the 31 May.
3 They couldn't see because of was the fog.
4 Why was do he running?
5 The lightning hit many my car on 19 August.
6 My birthday was in the January.
7 The fire did started on 29 June.
8 In Antarctica there's a the lot of ice.

5 Read the notes and write about what happened.

Friday 13 March was a terrible day for Jane. What happened?
when / go downstairs / put / foot / on / toy car
fall down / break / leg
ambulance / come / take / to hospital
when / nurses / carry / Jane / into hospital / drop
now / Jane / in hospital / with / broken leg / and / broken arm

When Jane was going downstairs, she put her foot on a toy car.

Practice: disasters and months

Sounds and life skills

Thinking creatively



1 **Watch the video. When did the young people feel afraid, excited, sick and worried?**

Pronunciation focus

2 35 **Listen and write the circled words in the correct sound column in the table.**

REPORTER: Why didn't (you) go back to the (beach) ?
STELLA: Because (we) were very near the (island) .
So we decided to (wait) there for the weather to get better.
LENNY: Yeah, we were walking up the beach to find somewhere (safe) , when (lightning) hit the (boat) and it caught fire!
STELLA: We couldn't leave the island, so Dad had to (phone) for help!

A	E	I	O	U
sailing	sea	sky	hello	rescue
_____	_____	_____	_____	_____
_____	_____	_____	_____	

3 36 **Listen and complete the rhyme with words from Activity 2.**

There's a bad storm with rain and _____.
The _____'s on fire and it's very, very frightening.
Here comes the helicopter over the _____.
I hope it'll _____ my friends and me!

4 **Look at the quiz in the magazine and write more questions.**

Why didn't you ... ?

Are you good at thinking of reasons and excuses for not doing things? Do the quiz and find out.

- Why didn't you eat your breakfast?
- Why didn't you go to the park yesterday?
- Why didn't you come to class on time?

Why didn't you _____ ?
Why didn't you _____ ?

5 **In pairs, ask and answer questions from the quiz. Can you think of interesting reasons?**

Useful language

Why didn't you ...?
Because ...

Objectives

To practise the pronunciation of the vowel sounds A /eɪ/, E /iː/, I /aɪ/, O /əʊ/, U /uː/.

Target language

- **Key language:** pronunciation of words with the vowel sounds /eɪ/, /iː/, /aɪ/, /əʊ/, /uː/: *beach, fire, island, frightening, lightning, boat, phone, safe, wait, you, we*
- **Additional language:** *Why didn't you …? Because …*
- **Revision:** past form of familiar verbs

Warmer

- Write the chant on the board:
  A, why didn't you say? *O, why didn't you know?*
  E, why didn't you see? *U, why didn't you …*
  I, why didn't you buy?
- Practise the chant as a whole class and then in groups.

Presentation

PB40. ACTIVITY 1

Watch the video. When did the young people feel afraid, excited, sick and worried?

- Show page 40 on the whiteboard. Tell pupils they are going to watch the ▶ Video. Ask pupils where the characters are.
- Play the ▶ Video and then ask *When did the characters feel afraid? When did they feel excited, sick, worried?*
- Ask pupils what makes them feel afraid.

Key: The characters were afraid and worried about the storm and when the phone didn't work. Lenny felt seasick. They felt excited when the helicopter came.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB40. ACTIVITY 2

Listen and write the circled words in the correct sound column in the table.

- Play the 🔊 Audio. Pupils read and listen. Pause after the first circled word and ask pupils to call out the vowel sound.
- Play the 🔊 Audio again. Ask pupils to listen and read the dialogue again and write the rest of the circled words in the correct columns. Check answers.

Key: A = wait, safe, E = beach, we, I = island, lightning, fire, O = boat, phone, U = you

🔊 35

As in Pupil's Book

PB40. ACTIVITY 3

Listen and complete the rhyme with words from Activity 2.

- Focus on Activity 3. Read the poem aloud without the missing words. Ask pupils if they heard any words with a vowel sound.
- Pupils listen and complete the rhyme.
- Pupils check answers with a partner. They practise saying the rhyme in pairs.

Extra challenge Ask pupils to suggest other words that rhyme with *rain* (train, plane), and *sea* (key, free, knee).

Key: lightning, boat, sea, rescue

🔊 36

As in Pupil's Book and Key

PB40. ACTIVITY 4

Look at the quiz in the magazine and write more questions.

- Focus pupils on the first two lines of the Video Script in Activity 2. Remind pupils we use *because* to give reasons and excuses. Ask *Why didn't you do your homework?* and elicit excuses: *Because …my dog ate it! / I left it on the bus!*
- Ask *Are you good at thinking of reasons and excuses?*
- Pupils write the questions and write two more.

PB40. ACTIVITY 5

In pairs, ask and answer questions from the quiz. Can you think of interesting reasons?

- Ask pupils to read the questions, think of possible reasons, and write answers.
- Pupils then ask each other their questions and give their reasons/excuses.
- Monitor and note any errors for feedback at the end of the activity.

AB40. Answer key, see page T102

Ending the lesson

- Draw an island on the board. Tell pupils it's AEIOU Island and it can only have AEIOU things on it, e.g. *trees, lions, snow.* Write pupils' suggestions on the board.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 35–36**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Recording information*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *is called, too dangerous, New Year*
- **Additional language:** *Canis Major, Sirius*
- **Revision:** character names, language from the unit

Warmer

- Review the story so far with pupils. Elicit the name of the city where they were in the last episode (Alexandria) and which country that city is in (Egypt). Elicit who was there and what job Brutus was doing. Ask what pupils remember about the secret cave. Ask pupils if they think Brutus is going to find it in this episode.

Story

PB41.

Diggory Bones

- Show page 41 on the whiteboard. Focus pupils on the first scene of the story. Elicit who is going to be in this episode (Diggory, Emily, Brutus).
- Play the ▶ Video with books closed.
- Tell pupils to open their Pupil's Books at page 41.

PB41. ACTIVITY 1

What terrible disaster happened in Ancient Alexandria? Why is it going to be very dark?

- Focus pupils on the story. Tell them to read quickly and find out if they get to the secret cave (Yes, they do).
- Focus pupils on the questions: *What terrible disaster happened in Ancient Alexandria? Why is it going to be very dark?* Play the ▶ Video again. Pupils watch to find the answers. They check in pairs with books open. Check with the class.
- Play the 🔊 Audio. Pupils listen and read. Pause after each frame for pupils to repeat.
- To finish, check general comprehension by asking, e.g. *What is Sirius? What time of day is it? What's the weather like? Why was it hot in the cave, do you think? What happened at the end of the episode?*

Key: A volcanic eruption and a tsunami. Night is falling and there's going to be a storm.

🔊 ▶ 37

Diggory Bones: Give me The Baloney Stone! You … you …
Brutus Grabbe: You can have the stone back when you help me to get what I want.
Diggory Bones: That group of stars is called the 'Canis Major', which means 'The big dog'.
Emily: And the brightest star on the dog's nose is called 'Sirius'.
Diggory Bones: What's the date today, Emily?
Emily: 21 July, why?
Brutus Grabbe: Today is the beginning of the Ancient Egyptian year.
Brutus Grabbe: There's the cave over there!
Diggory Bones: Night's falling and a storm's coming. It's going to be very dark!
Brutus Grabbe: Is it too dangerous for you, Bones?
Diggory Bones: No … I understand these places better than you, Brutus. I'm not afraid.
Diggory Bones: In the Ancient Egyptian calendar, Sirius showed the opening of the New Year.
Brutus Grabbe: Today, it's going to show us the 'opening' of the secret cave!
Brutus Grabbe: It's really hot down here.
Diggory Bones: When we were looking at the stars, I remembered the terrible disaster.
Emily: A volcanic eruption destroyed Ancient Alexandria and then a tsunami covered the city with water.
Brutus Grabbe: Aagh! We're walking near a volcano!
Diggory Bones: Run to the light, Emily!
All: Aagh!

AB41. Answer key, see page T102

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
- **Practice Extra**
- **Audio 37**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Role play*
- **T115 – Extension activity:** *Birthday chart*

37

Diggory Bones

4



1 **What terrible disaster happened in Ancient Alexandria? Why is it going to be very dark?**

Story: unit language in context

Where can we find volcanoes?

1 38 Listen and read. What causes volcanoes?

www.planetwonderswow.com

Pacific Ring of Fire



Have you ever heard of Pompeii? On 24 August in the year 79, nearly 2,000 years ago, a nearby volcano called Vesuvius erupted and covered the city of Pompeii in rock and ash.

Vesuvius is in Italy, but did you know that there are volcanoes all over the world, and that one of the most active zones is the Pacific Ring of Fire? It's an area in the Pacific Ocean where there are almost 75% of the Earth's volcanoes.

The reason there are so many volcanoes in the Ring of Fire is because of **tectonic plates**, which are layers of rock just below the **Earth's crust**. The places where two plates meet are called **plate boundaries**, and when the plates move, which they do a lot, mountains and volcanoes form between them. Many of these plates meet at the Ring of Fire, which is why so many volcanoes appear in the area.

The movement of tectonic plates also causes earthquakes, and around 90% of these happen in the Pacific Ring of Fire.

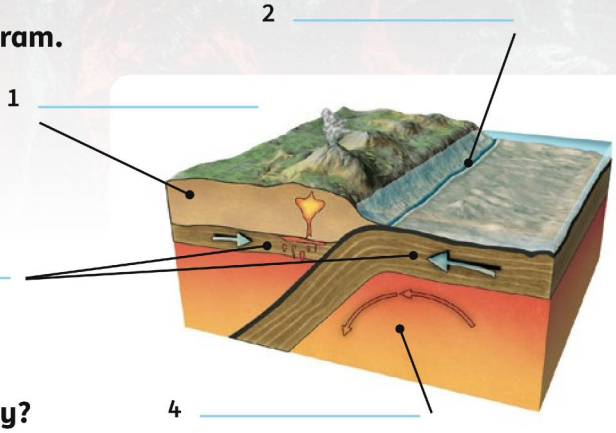
One of the positive things that comes from the Pacific Ring of Fire is **geothermal energy**. **Magma** is the name of the very hot liquid rock that is deep underground. Around the Pacific Ring of Fire magma is very close to the Earth's crust, which makes it easier for engineers to use this heat from the ground as a **source of green energy**.

They can use this energy to heat houses, make hot water and even make electricity. Many countries, including the United States, Indonesia, Japan, New Zealand and the Philippines, already use geothermal energy.



2 Read again and complete the diagram.

tectonic plates magma
the Earth's crust plate boundary



3 Are there volcanoes in your country? Are they active, dormant or extinct? What other volcanoes do you know about?

There are a lot of volcanoes in my country but they're all dormant.

I know about Mount Saint Helens, which is an active volcano in the United States.

FIND OUT MORE
What is the largest volcanic eruption in history?

Geography and History: natural landscapes | critical thinking

Objectives

To learn about how volcanoes form and talk about volcanoes pupils know.

Target language

- **Additional language:** *ash, Earth's crust, Pacific Ring of Fire, plate boundaries, tectonic plates*
- **Revision:** *August, earthquakes, electricity, energy, engineers, erupt, mountain*

Warmer

- Write *Volcano* on the board. Ask pupils to think of any words they remember. Add them to the board as a mind map. Tell pupils they are going to learn more about volcanoes in this lesson.

PB42.

Where can we find volcanoes?

- Show page 42 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

Key: the Pacific Ring of Fire

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB42. ACTIVITY 1

Listen and read. What causes volcanoes?

- Tell pupils they're going to read about an area in the Pacific Ocean where most of the world's volcanoes are formed. Ask pupils to open their Pupil's Books at page 42. Focus them on Activity 1 and elicit ideas. Explain that earthquakes often happen near places that experience volcanic activity. Remind pupils about tectonic plates and their movement.
- Play the 🔊 Audio. Pupils listen and read, and then answer the question. Pupils check in pairs. Check answers as a class.

Key: the movement of tectonic plates

🔊 38

As in Pupil's Book

PB42. ACTIVITY 2

Read again and complete the diagram.

- Focus pupils' attention on the words in blue in the text. Drill the words chorally and elicit what the words relate to (geographical elements associated with volcanic activity).
- Focus pupils on Activity 2. Point to the diagram and ask what it shows. Ask pupils to label the diagram individually and then allow them to check their answers in pairs. Review answers as a class.

Extra challenge Divide the class into groups of three or four. Have pupils take turns to define the terms they used to label the diagram and say how they relate to volcanic activity.

Key: **1** the Earth's crust, **2** plate boundary, **3** tectonic plates, **4** magma

---

PB42. ACTIVITY 3

Are there volcanoes in your country? Are they active, dormant or extinct? What other volcanoes do you know about?

- Pupils stay in groups to discuss the questions. Point to the speech bubbles and invite volunteers to read the sentences aloud. Make sure pupils understand the difference between *dormant* and *extinct*.
- Ask *Do you know Mount Saint Helens?* Ask pupils to share what they know with the class. Pupils discuss the questions in their groups. Following the activity, invite pupils to share information with the class.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

AB42. Answer key, see page T102

Ending the lesson

- Elicit what pupils enjoyed most about the lesson and why. Ask *What was the most surprising thing you learnt?*

Digital Classroom

- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 38**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 4, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *My own wordsearch*

Objectives

To learn about the geography of Iceland and talk about places in the world that are famous for their landscapes.

Target language

- **Additional language:** *dramatic, geysers, glaciers, Iceland, jets, landscape, lava fields, rivers, waterfalls*
- **Revision:** *ash, Earth's crust, environment, erupt, eruptions, geography, Ring of Fire, tectonic plates, volcanic*

Warmer

- Show the FIND OUT MORE feature from page 42 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class.

DID YOU KNOW …?

- Show page 43 on the whiteboard. Point to the photo in the DID YOU KNOW …? box and ask *What is it?* Accept all reasonable answers at this stage. Have pupils cover their books. Ask pupils *What is the largest volcano in the world?* Ask them to uncover their books and invite a volunteer to read the information.
- Ask pupils if they are surprised that most of the volcano is underwater. Ask *Can you think of any geographical features where a small part appears above the water?* (icebergs). Encourage pupils to share what they know about icebergs.

PB43. ACTIVITY 1

Read the message. What is Iceland famous for?

- Focus pupils on the photo in the message. Ask *Which country is it?* Focus pupils on the question in Activity 1 and elicit ideas. Give pupils time to read the message individually and elicit answers.
- Ask *What is produced in Iceland and some countries around the Pacific Ring of Fire?* (electricity). Elicit what the countries use to produce electricity.

Key: Iceland is famous for its dramatic geography: volcanoes, geysers and glaciers

PB43. ACTIVITY 2

Underline which to give extra information in the message in Activity 1.

- Explain to pupils that non-defining relative clauses help us to provide additional information. Point to the Learning to write box. Read the example sentence together with pupils and elicit *which* as the word that introduces the relative clause which explains what tectonic plates are.
- Ask *Why are there so many volcanoes in the Ring of Fire? What are tectonic plates?* Help pupils notice that the two clauses work equally well as separate sentences. Pupils complete the activity on their own and then check answers in pairs. Review answers as a class.

Extra support Give other example sentences with non-defining clauses and ask pupils to identify the extra information, e.g. *Ten percent of Iceland is covered by glaciers, which are large bodies of thick ice.*

PB43. ACTIVITY 3

In pairs, discuss places you know that are famous for their landscape. Write your ideas in your notebook.

- Elicit the type of text presented in Activity 1. Tell pupils they are going to write a similar message about a place they have visited and that this activity will help them with ideas.
- Put pupils into pairs to discuss the questions. Make sure both partners make notes as they will need them for the Activity Book Ready to write activity on page 42.

AB43. Answer key, see page T102

PB43.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

Digital Classroom

Presentation Plus: Unit 4
Practice Extra
Test Generator: Unit 4 Test

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Spot the mistake*
- **T115 – Extension activity:** *Natural landscapes vocabulary*

1 **Read the message. What is Iceland famous for?**

DID YOU KNOW...?



The largest volcano in the world is Mauna Loa in Hawaii. At 9,159 metres high, it is bigger than Mount Everest. However, 5,000 metres of that is underwater!

4

To: Petra

Subject: Iceland is amazing!

Hi Petra,

During the summer holiday, I visited the amazing island of Iceland. Iceland is a volcanic island in the North Atlantic Ocean, which is famous for its dramatic geography.

In Iceland, you can see geysers, which are holes in the ground that blast out jets of water and steam. There are also natural hot springs, huge lava fields and glaciers. In fact, glaciers cover 10% of the island. Sometimes there are volcanic eruptions and I learnt that, back in 2010, a volcano erupted and filled the sky with ash. It meant that all planes in about 20 countries couldn't take off!

Iceland uses its interesting geography to make electricity. In fact, the island makes electricity by using power from its rivers and waterfalls and heat from the ground, which is very good for the environment.



I hope I can go back to Iceland again one day because it is a fantastic place. I'll tell you more about my trip when I see you!

Bye for now,

Eric

2 **Underline which to give extra information in the message in Activity 1.**

Learning to write:

***Which* to give extra information**

We can use **which** to give extra information.

The reason there are so many volcanoes in the Ring of Fire is because of tectonic plates, **which** are layers of rock just below the Earth's crust.

3 **In pairs, discuss places you know that are famous for their landscape. Write your ideas in your notebook.**

Ready to write:

Go to Activity Book page 42.

Project

Make a presentation on a volcanic eruption.

Review Units 3 and 4

1 Read the letter and write the missing words.





Dear Aunt Anika,
I'm writing to tell you about the great time we had last weekend. I think Mum told you we were going to Manchester on Saturday. Well, we went to the __stadium__ to see a football game, because Manchester United were playing against Liverpool. I really enjoyed it but, sadly, Liverpool didn't (1)_____. They (2)_____ 1–0.
On Sunday we spent the day exploring the city. We got lost because we didn't have a (3)_____. No problem! We asked a police officer for (4)_____ and he showed us where to go. We visited the Lowry Museum which had some interesting paintings by a famous (5)_____ from Manchester, L S Lowry. There is a picture of the museum attached to this email. Hope you like it.
Yours,
Jamie

2 39 Listen and write. There is one example.



1 Who was he visiting: __grandad__
2 Where did they go first: _____
3 Address: _____ Road
4 Opening times: From 10:00 to _____
5 Where they had lunch: _____
6 Transport home: _____

Review Units 3 and 4
Pupil's Book p.44

Objectives
To review language from Units 3 and 4 and listen to a story.

Target language
- **Key language:** vocabulary and language from Units 3 and 4
- **Additional language:** *Manchester, Manchester United, Liverpool, Lowry Museum, L S Lowry*

Materials
- Key vocabulary from Units 3 and 4, each word written on a small piece of paper, enough for one for each pupil in the class.

Warmer
- Make groups of six. Hand out a word from Unit 3 or 4 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.

PB44. ACTIVITY 1

Read the letter and write the missing words.
- Show page 44 on the whiteboard. Tell pupils to open their Pupil's Books at page 44. Focus pupils on the text and elicit that this is a letter. Ask pupils who wrote it (Jamie) and who he wrote it to (Aunt Anika).
- Tell pupils to read the letter quickly to find out which football teams were playing, which team won and the name of the museum. Pupils check in pairs. Check with the class (Manchester United and Liverpool, Manchester United won, Lowry Museum). Tell pupils that L S Lowry is an artist.
- Focus pupils on the Activity 1 instruction and check understanding. They silently read the letter again and fill in the missing words. Remind them to look at the words before and after the gaps to help them. They check in pairs. Check with the class, reading the whole letter aloud.

Key: **1** win, **2** lost, **3** map, **4** directions, **5** artist

---

PB44. ACTIVITY 2

Listen and write. There is one example.
- Focus pupils on the activity instructions and check understanding. Give pupils time to look at the task first.
- Play the Audio. Pupils listen and write. They check in pairs. Play the Audio again. Check with the class.

Key: **2** Natural History Museum, **3** Cromwell, **4** 5:50 / 17:50, **5** park, **6** bus

39

1 Where did William go yesterday?
William: Hello.
Holly: Hello, William. How are you?
William: Hi, Holly. Fine, thanks.
Holly: Where were you yesterday? I didn't see you.
William: No, I was in London visiting my grandad.
Holly: Wow!
Can you see the answer? Now you listen and write.

2 Where did they go first?
Holly: Which places did you visit?
William: Well, the first place we went to was the Natural History Museum.
Holly: Really?
William: Yeah. It's great. It's got things from all over the world.

3 What's the address of the museum?
Holly: I'd like to go there. Where's the museum?
William: It's on Cromwell Road.
Holly: One moment, I'm going to write that. How do you spell it?
William: C-R-O-M-W-E-L-L
Holly: Thanks.

4 When does it close?
Holly: When does it open?
William: One moment. Let me see … It opens at 10 o'clock in the morning, and it closes at ten to six.
Holly: Great. Thanks. Closing time, five fifty.

5 Where did they have lunch?
Holly: Did you stay there for lunch?
William: No, we didn't. We had a picnic in the park.
Holly: Oh, I love picnics.
William: So do I, and my grandad makes lovely sandwiches.

6 How did they get home?
Holly: Oh, did you get a London taxi home?
William: No, we didn't. I went to the bus station with Grandad and we caught the bus. He's staying at our house for the weekend.
Holly: That's great!

AB44. Answer key, see page T102

Ending the lesson
- Play a spelling bee. Write the months of the year on 12 pieces of card and stick them face down on the board. Write numbers at random on the back. In two teams, pupils take turns to choose a number and read out the month. Then turn round the card again and they have ten seconds to spell it aloud.

Digital Classroom
Presentation Plus: Review Units 3 and 4
Practice Extra
Audio 39

Extra Resources
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Songs and chants*

Review Units 3 and 4
Pupil's Book p.45

Objectives
To review language from Units 3 and 4 and play a board game.

Target language
- **Key language:** vocabulary and language from Units 3 and 4
- **Additional language:** *Find your way home*
- **Revision:** language for playing games

Materials
- Dice, coloured counters

Warmer
- Review directions with the class. Draw a simple map on the board. Ask pupils to come up in turn and follow your directions with their finger on the map.

PB45. ACTIVITY 3

Play the game.
- Show page 45 on the whiteboard. Focus pupils on Activity 3. Elicit that this is a board game. Check comprehension of *Find your way home.*
- Focus them on the instructions and check understanding. Review game language with the class, e.g. *Move 2 squares*, *Go back*. Pupils play in groups of three.
- They take turns to throw (roll) the dice and move around the board. The other pupils decide if the pupil has carried out the task correctly or not. They can help each other with interpreting the instructions.
- Monitor pupils as they are playing the game. The first player in each group to reach Home is the winner.

AB45. Answer key, see page T102–103

Ending the lesson
- Ask pupils which lessons, topics and/or activities were their favourites.

Digital Classroom

Presentation Plus: Review Units 3 and 4

Practice Extra

Extra Resources
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 4**
- **T115 – Consolidation activity:** *Vocabulary review*
- **T115 – Extension activity:** *Games*

3 Play the game.

4

Find your way home

Instructions: Go round the board following the instructions. When you stop on a picture, spell the word. If it's right, roll again. If it's wrong, stop.



5 Material things

What can you find in a joke shop?



1 **What does Stella put her teeth in? Watch and check.**

2 **Watch again. Say 'yes' or 'no'.**

1 The sweet shop is made of brick. Yes.
2 The children go to a pet shop.
3 The eggs are made of fur.
4 Meera wants to buy some toys.
5 The teeth are made of sugar.
6 The snakes are made of paper.
7 The spiders are made of rubber.
8 Stella's afraid of spiders.

STUDY

The eggs **are made of** white chocolate.
The spider **isn't made of** fur.
What **are** they **made of**?

3 **Read and choose the right words.**

1 The sweet shop is made **on** / **of** brick.
2 The teeth **is** / **are** made of sugar.
3 The small black spiders are **made** / **make** of fur.
4 The eggs **is** / **are** made of white chocolate.
5 The snake is made of **rubber** / **stone**.
6 The spider on Stella's shoulder **is** / **isn't** real.

4 **Ask and answer.**

1 What did you think of Meera and Lenny's joke with the spider?
2 Look around your classroom. What are things made of?

Language: describing objects

Objectives

To describe objects and what materials they are made of.

Target language

- **Key language:** materials: *brick, sugar, rubber, fur, paper, plastic, wood, stone, grass, leather; made of*
- **Additional language:** *white chocolate, leaves*
- **Revision:** food, animals, adjectives

Warmer

- Put classroom objects on the desk and say, e.g. *This ruler's plastic.* Pupils correct you. (*It's wood.*) Do the same with other objects and clothes. Tell pupils the theme of Unit 5 is *Materials* and write it in the centre of the board.
- Draw a circle around *Materials* on the board and write one or two of the words pupils have used to start the mind map. Brainstorm more words. Pupils copy the mind map into their notebooks.

PB46.

What can you find in a joke shop?

- Show page 46 on the whiteboard and ask pupils to focus on the photo. Elicit the names of the characters and where they are.
- Ask pupils what they might find in a joke shop and what materials might be used to make these things. When they feed back, add any new materials to the mind map.

PB46. ACTIVITY 1

What does Stella put her teeth in? Watch and check.

- Tell pupils to open their Pupil's Books at page 46. Focus pupils on Activity 1. Elicit some predictions. Play the ▶ Video.
- Pupils watch and answer the question. Elicit the answer from the class. Tick any of the materials seen on the mind map.

Key: Stella puts her sugar teeth in a small paper bag.

▶ Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB46. ACTIVITY 2

Watch again. Say 'yes' or 'no'.

- Focus pupils on the Activity 2 instructions and on the sentences. Give pupils reading time before they watch. Play the ▶ Video. Pupils whisper the answers to their partner the first time they watch.
- Play the ▶ Video again and check, eliciting full-sentence answers from the class for the 'no' responses. Check understanding of key vocabulary and add new words to the mind map.

Key: 2 no, 3 no, 4 no, 5 yes, 6 no, 7 no, 8 yes

Presentation

- Elicit sentence 5 again from Pupil's Book Activity 2 and write it on the board. Underline *made of* in the sentence. Elicit what this tells us. Say the sentence for pupils to repeat.
- Elicit from the class if *of* is stressed or unstressed (unstressed). Make sure they say it like this: /əv/.
- Show some of the objects from the Warmer again. Introduce the questions *What's it made of? / What are they made of?* to elicit responses from pupils using *made of*. Continue the activity in open pairs.
- Play the ▶ Video from Activity 1 again. When pupils hear sentences with *made of*, they put their hands up. Pause the ▶ Video and elicit what was said. At the end, elicit a story summary.

PB46. ACTIVITY 3

Read and choose the right words.

- Focus pupils on the STUDY box.
- Focus pupils on the Activity 3 instruction. Remind pupils to read the complete sentence before they choose the right word. Pupils do the activity in pairs. Pairs check with other pairs. Check with the class.

Extra challenge Ask pupils to write three more sentences describing what classroom objects are made of.

Key: 1 of, 2 are, 3 made, 4 are, 5 rubber, 6 isn't

PB46. ACTIVITY 4

Ask and answer.

- Get pupils to focus on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Check answers with the class.

AB46. Answer key, see page T103

Ending the lesson

- Say, e.g. *Name something that's made of wood.* A pupil answers, e.g. *The door's made of wood.* Continue with other materials.

Digital Classroom

Presentation Plus: Unit 5
Practice Extra
Video

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 5**
- **T115 – Consolidation activity:** *Role play*
- **T115 – Extension activity:** *What's it made of?*

Objectives

To have further practice of describing objects.

Target language

- **Key language:** materials: *gold, metal*
- **Additional language:** *rock, cover* (v), *special, bounce, inside out, protect, drop, tyre*
- **Revision:** materials

Warmer

- Give pupils one minute, with books closed, to write on a piece of paper a list of all the materials they remember from the previous lesson. Pupils swap pieces of paper with their partner. Pupils check their partner's work, using the mind maps in their notebooks.

PB47. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 47 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB47. ACTIVITY 2

Ask and answer.

- Tell pupils to open their Pupil's Books at page 47. Focus them on the speech bubbles for Activity 2 and on the photos.
- Draw pupils' attention to the use of *I think* and elicit that it shows the person is not sure. Point out that the bicycle is made of metal, but the seat is plastic or leather and the tyres are rubber.
- Pupils work in pairs, taking turns to ask and answer about the photos. Check using open pairs. Write any new materials on the board.

PB47. ACTIVITY 3

Listen and check.

- Focus pupils on the Activity 3 instruction. Play the 🔊 Audio for pupils to listen and check. They check in pairs. Play the 🔊 Audio again. Check with the class.

Key: **2** Snow. That's 'f'. **3** Bricks. That's 'g'. **4** Fur. That's 'h'. **5** Rubber. That's 'e'. **6** Stone. That's 'a'. **7** Metal. That's 'b'. **8** Wood. That's 'd'.

🔊 40

1 **Girl:** Is your new schoolbag made of leather?
Boy: Yes, it is.
2 **Boy:** When did you make the snowman in this picture?
Girl: We made it the last time it snowed a lot. You can only build snowmen in very cold winters because they're made of snow!
3 **Girl:** What is this wall made of?
Man: It's made of bricks. I always use bricks when I build walls.
4 **Woman 1:** I love your hat. Is it new? It looks very warm.
Woman 2: Thank you. It is new and it is very warm because it's made of fur!
5 **Girl:** What's this? Is it made of plastic?
Woman: No, it's called an eraser and it's made of rubber. Look! It feels soft and you can use it if you make a mistake when you write with a pencil.
Girl: I know that!
6 **Girl:** What's your school like?
Boy: It's nice! It's very big and it's got old, stone walls.
7 **Girl:** Where's your old, metal bike? You usually ride it to school.
Boy: My brother is using it today.
8 **Boy:** Can I buy a pencil made of glass?
Woman: No! Our pencils are made of wood, like this one.

PB47. ACTIVITY 4

Read and match.

- Pupils match the items with the pictures and check in pairs.

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

PB47. ACTIVITY 5

Read again and correct the sentences.

- Focus pupils on the Activity 5 instruction and check understanding. Pupils do the task individually and then check in pairs. Check with the class.

Key: **1** with the weather, **2** ears, **3** plastic, **4** jump, **5** bounce, **6** rubber

AB47. Answer key, see page T103

Ending the lesson

- Write some of the materials from this and the previous lesson in jumbled letter order for pupils to unscramble, e.g. *berbur*.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 40**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Reinforcement worksheet 2
- **Teacher Resources:** Photocopiable 5
- **AB94 and PB94–95 – Grammar reference 5**
- **T115 – Consolidation activity:** *My imaginary house*

5

1 **Can you remember the last lesson? Watch the language video.**

2 **Ask and answer.**

a What's the school made of?

I think it's made of stone.

a 

b 

c 

d 

e 

f 

g 

h 

3 40 **Listen and check.**

1 Is your new schoolbag made of leather?

Yes, it is.

That's 'c'.

4 **Read and match.**

1 This is my favourite hat. I can wear it every day because it changes with the weather. When it's raining, it's got two pieces of plastic to cover my ears. c

2 When it's cold, a special scarf, which is made of fur, comes out to cover my neck. ☐

3 When it's sunny, my hat protects me from the sun. I've got some sunglasses made of special plastic to protect my eyes. ☐

4 These are my favourite shoes. I wear them at the weekend. They are purple. ☐

5 I don't need to wear socks with my new shoes. They keep me cool in the summer. They're blue. Look! ☐

6 If I jump or drop the shoes on the floor, they bounce. The shoes can help me to jump very high – up to two metres! This is because they are made of a special rubber called 'bounce-a-lot'. I'm going to bounce to the park. Goodbye. ☐

a 

b 

c 

d 

e 

f 

5 **Read again and correct the sentences.**

1 The hat changes every day.

2 When it's raining, it's got two pieces of plastic to cover his eyes.

3 The sunglasses are made of special rocks.

4 The shoes can help her swim.

5 If you drop the shoes, they dance.

6 The shoes are made of wood.

Practice: describing objects

1 Read the blog. What's the most important material? Why?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



Materials can be man-made or natural. We make man-made materials in factories. We get natural materials from rocks in the ground, animals or plants. Here are some interesting things made of different materials.

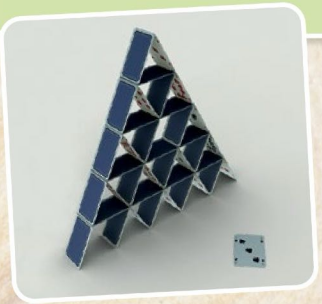
Materials

Most houses are made of **bricks**, **stone** or **wood**, but Edouard Arsenault used 12,000 **glass** bottles to build this amazing house.



Card and **paper** come from trees. Card is stronger than paper. This tower is made of thin **card** and the bridge is made of paper.





Gold and silver are precious metals. This car is made of 80 kilograms of gold and 15 kilograms of **silver**. The tyres aren't made of **metal**, but you have to drive it very carefully!





Lots of things are made of **plastic**. Today we use plastic more than any other material in the world. We must recycle plastic. 'Recycle' means use it again in a different form. This bottle of shampoo is made of recycled plastic.

Most animals have **fur**, but sheep have **wool**. We use wool to make fabric for clothes. We can also make things at home from wool. Look at these beautiful cushions. The covers are made of wool.



2 Read again and answer.

1 Where do we make man-made materials?
2 What are most houses made of?
3 How many glass bottles did Arsenault use to build his house?
4 How much gold is in the car?
5 Where do card and paper come from?
6 Where does wool come from?
7 What are the cushion covers made of?
8 What does 'recycle' mean?

3 Choose five materials. Tell your partner about things made of these materials.

My book is made of paper and card.

Vocabulary: materials

Objectives

To read about different man-made and natural materials from around the world.

Target language

- **Key language:** materials: *bricks*, *stone*, *wood*, *glass*, *gold*, *silver*, *metal*, *fur*, *wool*, *paper*, *card*, *plastic*, *man-made*, *natural*, *recycle*
- **Additional language:** *factory*, *precious metal*, *bracelet*
- **Revision:** comparative adjectives, present simple

Warmer

- Write *Materials* on the board. Hold up two objects, one made of a natural material, e.g. a wooden ruler, and another made of a man-made material, e.g. a plastic bag. Elicit from pupils what the two objects are made of, and ask them if they can think how the two materials are different. Provide the words *man-made* and *natural* and write them on the board.

PB48. ACTIVITY 1

Read the blog. What's the most important material? Why?

- Tell pupils to open their Pupil's Books at page 48. Show the page on the whiteboard. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a blog and that it's about materials. Pupils read the introduction aloud around the class.
- Focus pupils on the different materials in the photos and elicit which are man-made and which are natural.
- Pupils read the texts silently and think about their answers to the question at the top. Focus on each text in turn and discuss why each material is important. Discuss their ideas and opinions as a class. After discussing each text, elicit from the class what they think the most important material is and why.

Key: Plastic is used more than any other material.

PB48. ACTIVITY 2

Read again and answer.

- Focus pupils on the Activity 2 questions. Pupils work in groups of three and find the answers to / discuss the questions. Elicit answers from the class and provide any new vocabulary on the board. Encourage pupils to use full sentences in their answers.
- Discuss with pupils what things they recycle and where they recycle them (e.g. recycling bins at school / in the supermarket, separating their rubbish at home).

Key: **1** We make man-made materials in factories. **2** Most houses are made of bricks, stone or wood. **3** He used 12,000 glass bottles. **4** There are 80 kilograms of gold in the car. **5** Card and paper come from trees. **6** Wool comes from sheep. **7** The cushion covers are made of wool. **8** 'Recycle' means use it again in a different form.

PB48. ACTIVITY 3

Choose five materials. Tell your partner about things made of these materials.

- Focus pupils on the Activity 3 instructions and the example. Ask pupils to discuss in pairs and then feed back to another pair. Ask a pupil from each group to tell the class about one or two of the items their group talked about.

AB48. Answer key, see page T103

Ending the lesson

- Play a game. Put pupils into two teams. Say a material, e.g. *gold*. Ask each team in turn to give the name of something that's made of gold, e.g. *a ring*. Repeat for other materials. Award one point for each correct answer.

Digital Classroom

Presentation Plus: Unit 5 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Extension worksheet 1
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Natural or man-made*
- **T116 – Extension activity:** *Odd ones out*

Objectives

To give further practice using *made of* and *come from* and sing a song.

Target language

- **Key language:** materials, *made from / made of*, *come from*
- **Additional language:** *the ground*, *sand*, *bear*, *bracelet*, *jewellery*
- **Revision:** adjectives, clothes, everyday objects

Warmer

- Pre-teach *jewellery*. Explain through an example, e.g. showing your watch or a ring, and ask pupils to give you further examples, eliciting *bracelet*, *earring*, etc.
- Draw a triangle on the board and write at each of the points: *jewellery*, *gold*, *the ground*. Elicit the connection between the three, providing *come from* if necessary.
- Write the sentences under the triangle: *The jewellery's made of gold. Gold comes from the ground.* Check pupils understand the concept of *come from*.
- Write one or two other groups of three words. Pupils provide the sentences for, e.g. *ruler*, *wood*, *trees*; *sweater*, *wool*, *sheep*. Elicit pupils' own ideas.

Song

PB49. ACTIVITY 1

Read and choose the right words.

- Tell pupils to open their Pupil's Books at page 49. Display the page and focus them on Activity 1. Pupils work individually to complete the sentences. Check with the class. For sentences 1 and 5, elicit where these materials come from. For the other sentences, elicit everyday objects made of these materials.

Key: 1 wood, 2 the ground, 3 trees, 4 animals, 5 sand, 6 sheep

PB49. ACTIVITY 2

Listen and order. Listen and check. Then do karaoke.

- Focus pupils on Activity 2 and on the verses of the song. Check pupils have understood the activity instructions. Play the Audio. Pupils listen and order. They check in pairs. Play the Audio again. Check with the class.
- Play the Video for pupils to repeat section by section. When they are confident in their singing, sing the song right through with the class.
- Divide the class into eight groups. Give each group a pair of lines to sing. Repeat two or three more times, with different groups singing different lines. If pupils need more practice, play the first version of the song Video again. Finish the lesson with the karaoke version of the song Video for pupils to sing along to.

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

41 As in Pupil's Book

42 Karaoke Version

PB49. ACTIVITY 3

Close your book. What can you remember from the song?

- This is a memory game. Focus pupils on the Activity 3 instructions and example in the speech bubbles.
- Check pupils know how to ask the question. They close their books and take it in turns to ask and answer about the objects in the song. Tell them that there are nine objects mentioned. When one pupil makes a mistake, pupils exchange roles.

PB49. ACTIVITY 4

Look around your classroom. Find and write two things for each material.

- Tell pupils to open their Pupil's Books at page 49. Focus on Activity 4. Ask pupils to copy the table into their notebooks. They then think of two things made of each material and write them in their table.

Extra support Write classroom items randomly on the board to give extra ideas.

PB49. ACTIVITY 5

What are things made of in your classroom? Write 20–30 words.

- Ask pupils to look at the answers to the questions they wrote for Activity 4 and use them to write about things in their classroom and what they are made of.
- Monitor and help as necessary while pupils write. Ask pupils to exchange notebooks and read each other's writing.

AB49. Answer key, see page T103

Ending the lesson

- Sing the song from the beginning of the lesson again with pupils.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 41–42**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Song worksheet
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Finding out*
- **T116 – Extension activity:** *Material chains*

5

1 Read and choose the right words.

1 Paper and card are made of **wood / leather / metal**.
2 Gold comes from **animals / the ground / trees**.
3 Wood comes from **the ground / trees / flowers**.
4 Fur comes from **trees / sand / animals**.
5 Glass is made of **leaves / sand / wood**.
6 Wool comes from a **sheep / cow / bear**.

2 41–42 Listen and order. Listen and check. Then do karaoke.

a This table's made of wood,
And that skirt's made of grass. ☐

b From rocks, plants or animals,
Or from a factory. ☐

c This scarf is made of wool,
And I wear it when it's cold. ☐

d This chair is made of metal,
That bowl is made of glass. ☐

e Some things are made of plastic,
Which can be strong and hard. ☐

f This box is made of silver,
That watch is made of gold. ☐

g Everything's material,
Everything we see. 1

h Books are made of paper,
Their covers are made of card. ☐



3 Close your book. What can you remember from the song?

What's the bowl made of?

It's made of glass.

4 Look around your classroom. Find and write two things for each material.

wood	metal	glass	plastic	paper
pencil				

5 What are things made of in your classroom? Write 20–30 words.

Practice: materials

Sounds and life skills

Talking about different ideas



1 **Watch the video. Which shops do they go in?**

Pronunciation focus

2 43 **Read and listen. What happens to the last sound in the first word in blue?**

MEERA: Ooh – look at this sweet shop! It's fantastic!
STELLA: Yeah, and it's all made of brick.
LENNY: Come on Stella!
STELLA: In a minute!

3 44 **Listen and complete. Practise with a partner.**

1 Come _____.
2 Look _____!
3 Look _____ this.
4 You're _____ star.
5 I've got _____ great idea.
6 _____ a minute.

4 45 **Look at the game. Listen to young people playing it and tick (✓) the phrases they use.**

The yes/no game


a soft toy car


a toy car


a skateboard


a bicycle


a tablet


a drawing book


a magnifying glass


a cup

- Is it big? ☐
- Is it long? ☐
- Is it made of wood? ☐
- Is it made of paper? ☐
- Is it made of metal? ☐
- Has it got legs? ☐
- Has it got pages? ☐
- Do you use it to play? ☐
- Do you use it to learn? ☐

Wait a minute. ☐ Nice one! ☐ You're a star! ☐ Look at this. ☐ Come on. ☐

Useful language
Is it made of …?
Has it got …?
Do you use it to …?

5 **In pairs, play the game.**

Sounds and life skills: connected speech | communication

Objectives

To understand how a final consonant sound and an initial vowel sound of two words link together.

Target language

- **Key language:** *Wait a minute. You're a star! Come on. Nice one! Look at this.*
- **Additional language:** *Is it …? Has it got … (spots/legs/pages)? Do you use it to …?*
- **Revision:** materials, *It's made of … , balloon, bicycle, fish bowl, rubber, pencil, skateboard, silver ring, wooden door*; adjectives (*big, small, long*)

Warmer

- Elicit clothes and accessories, e.g. *belt, bracelet, ring.*
- Describe one of the items on the board without naming it.
- Group pupils into threes. Write the sentence starters *You wear this … / It's made of …* on the board. Pupils take turns to describe one of the items on the board to each other.

Presentation

PB50. ACTIVITY 1

Watch the video. Which shops do they go in?

- Show page 50 on the whiteboard. Read the question. Tell pupils they are going to watch a ▶ Video to answer the question. Play the ▶ Video for pupils to watch and answer. Get feedback from the class.

Key: They go into a sweet shop and a joke shop.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB50. ACTIVITY 2

Read and listen. What happens to the last sound in the first word in blue?

- Tell pupils to open their Pupil's Books at page 50. Focus on Activity 2. Tell pupils they are going to listen to the sounds. Pause after the first example. Ask *How many words did you hear?* (one). *How many words are there?* (two). Elicit the answer to the question.
- Pupils listen to the rest of the dialogue and then compare their ideas in pairs. Feed back as a whole class.
- Ask pupils which three words they also hear as connected speech in the dialogue (In a minute).

Key: It joins to the first sound in the next word.

43

As in Pupil's Book

PB50. ACTIVITY 3

Listen and complete. Practise with a partner.

- Play the Audio again for pupils to repeat.
- Pupils practise saying the phrases with a partner.

Key: 1 on, 2 out, 3 at, 4 a, 5 a, 6 Wait

44

As in Pupil's Book and Key

PB50. ACTIVITY 4

Look at the game. Listen to the young people playing it and tick (✓) the phrases they use.

- Tell pupils they are going to listen to two people playing a guessing game. They must tick the expressions they hear.
- Play the Audio. Pupils compare answers in pairs.

Key: Come on. Is it big? Is it made of metal? Is it made of wood? Nice one! Is it long? You're a star!

45

Girl: Come on. Let's play the game! Shall I guess first?
Boy: Yes, I'm ready. Ask me.
Girl: OK, is it big?
Boy: No, it isn't. But it isn't small.
Girl: Hmm … Is it made of metal?
Boy: No, it isn't.
Girl: Is it made of wood?
Boy: Yes! Nice one!
Girl: I've got an idea! Has it got four wheels?
Boy: Yes … and you use it to play.
Girl: Is it long?
Boy: Yes, it is.
Girl: Ooh! Is it a skateboard?
Boy: Yes! You're a star! OK, now it's my turn.

PB50. ACTIVITY 5

In pairs, play the game.

- Pupils take turns asking and answering with a new partner.

AB50. Answer key, see page T103–104

Ending the lesson

- In small groups, pupils play *I went to the shop and I bought …*

Digital Classroom

- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 43–45**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Memory game*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** materials, describing objects, connected speech
- **Additional language:** *palace*, *watchdog*, *Cleopatra*
- **Revision:** language from the unit

Warmer

- Review the story so far with pupils. Elicit if they remember what Sirius is and what the date was in the last episode. Ask pupils what time of day it was, where the heroes were at the end of the story and what Diggory shouted to Emily and why. Elicit their answers. (A star that showed the start of the Egyptian New Year. 21 July. Night. In the secret cave. 'Run to the light.' They were walking near a volcano.)

Story

PB51. ACTIVITY 1

Where was Brutus carrying The Baloney Stone? Which two materials are the different bowls made of?

- Show pupils the first scene of the story on the whiteboard. Ask if they can see any examples of connected speech where the last sound of a word joins to the first sound of the next word (*my arm*, *it is*, *stand up*).
- Set the questions: *Where was Brutus carrying The Baloney Stone? Which two materials are the different bowls made of?*
- Play the ▶ Video with books closed. Pupils watch to find the answers.
- Tell pupils to open their Pupil's Books at page 51. They check in pairs with books open. Check with the class.
- Play the Audio. Pupils listen and read. Pause after each frame for pupils to repeat.
- At the end, check general comprehension by asking, e.g. *What does the writing on the wall tell them? How do they know that? How do you open the secret door? Who watches over the door? What's behind the door? Why does Diggory tell Brutus not to touch the treasure, do you think?* Ask *What can you see in the treasure (in the last picture)?*

Key: He was carrying The Baloney Stone in his bag. The bowls are made of silver and glass.

▶ 46

All: Aagh!
Diggory Bones: Hold my arm, Emily!
Diggory Bones: It's the night when the moon makes the sea move.
Emily: The night of Sirius!
Brutus Grabbe: Here it is! This is the secret message. Stand up, Bones! I need your help!
Emily: The Baloney Stone! You were carrying it in your bag!
Diggory Bones: What about the water?
Brutus Grabbe: The inside of my bag's made of plastic.
Emily: Cleopatra … the Queen of Kings. Of course! The water completely covered her palace.
Brutus Grabbe: … And her treasures. There are bowls made of silver and cups made of gold.
Diggory Bones: The black dog watches the secret door. Push the sleeping snake next to it.
Brutus Grabbe: Here it is!
Brutus Grabbe: Good dog!
Diggory Bones: It's dangerous to joke about Sirius, Brutus. He's an excellent watchdog.
Emily: Those bowls are made of glass!
Brutus Grabbe: I don't want glass. I want gold!
Diggory Bones: Don't touch that, Brutus!
Brutus Grabbe: Aagh!

AB51. Answer key, see page T104

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 46**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *A different ending*
- **T116 – Extension activity:** *Who said it?*

46

Diggory Bones

5



1 **Where was Brutus carrying The Baloney Stone? Which two materials are the different bowls made of?**

Story: unit language in context

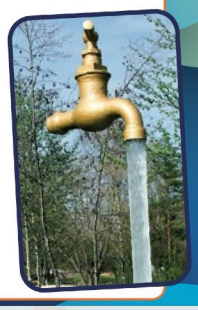
What can you make with recycled materials?

1 47 **Listen and read. What materials do they use?**

Giant Tap, Switzerland

I saw this amazing **sculpture** in a park in Winterthur. It looks like a tap is **magically** hanging in the air, but it's actually a simple **illusion**. Water from under the ground travels up a pipe, which holds the giant metal tap in place. We can't see it because the water flows over it when it comes out.

Everyone stops to look at it **carefully** to see how it works. It feels magical, and that's the idea of art – to create something different that surprises us.





The Bruges Whale, Belgium

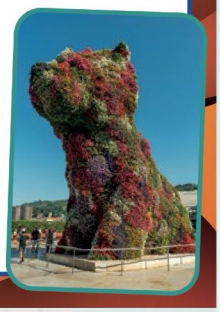
This giant whale is made of **plastic waste** from the Pacific Ocean and when you look **closely**, you can see that there are thousands of **plastic objects**, from bins to toilet seats! Two **artists** created the sculpture to show how much we're polluting our world. Did you know there's more plastic in our oceans than whales!

Lots of artists are working with **recycled materials** now, which is important because it connects art with the world around us. I love how creative and interesting this sculpture is.

Puppy, Spain

This huge dog sculpture sits outside a museum in Bilbao. It's very special because it's **completely** covered in plants – about 38,000 flowers in total! Metal pipes **inside** a **hidden** frame send water to the plants to keep them alive.

I love that the **sculptor** uses nature because it shows that art is always growing and changing. The artist wanted to create something to make people happy, and I think this sculpture really does that.



2 **Read again and complete the table.**

	Giant Tap	The Bruges Whale	Puppy
What is it made of?	metal, (1) water	recycled (4) _____	metal (7) _____, (8) _____
How was it made?	Water travels up a (2) _____ and flows out of the tap.	The artists collected plastic (5) _____ from the Pacific Ocean.	Water travels through pipes to keep the (9) _____ alive.
What is the message?	It shows that art can (3) _____ us.	It gives the message that we're (6) _____ our world.	Art is (10) _____ and (11) _____.

3 **How do the sculptures make you feel and why? What other sculptures do you know about?**

This sculpture makes me laugh.

I saw a metal sculpture of a bear and a tree in the centre of Madrid.

FIND OUT MORE
What is the biggest sculpture in the world?

Objectives

To learn about different sculptures, how they work, the ideas behind them and materials used.

Target language

- **Additional language:** *accurate, bear, bins, changing, completely, creative, hidden, floating, flow* (v), *frame, giant, growing, illusion, magical, magically, pipe, positive, puppy, recycled materials, sculptor, sculpture, tap, thoughtfully, toilet seat, tree, waste, wonder*
- **Revision:** *environment, exhibition, flowers, huge, metal, museum, nature, ocean, plants, plastic, pollute, recycle, water, whale, It's made of …*

Warmer

- Write the word *Sculpture* on the board. Elicit or explain a definition of a sculpture.
- Ask pupils *What materials are used in a sculpture?* and add their answers to a mind map around the word *Sculpture*. Encourage them to include examples of recyclable materials.

PB52.

What can you make with recycled materials?

- Show page 52 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

Key: Sculptures

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB52. ACTIVITY 1

Listen and read. What materials do they use?

- Tell pupils to open their Pupil's Books at page 52. Explain that they are going to read three reviews about sculptures. Ask what a *review* is and elicit responses.
- Point to the first photo (Giant Tap). Ask pupils *How does it 'float'?* Accept all reasonable answers.
- Point to the photo of the whale. Ask pupils *What is this sculpture made of?* Accept all reasonable answers.
- Now focus pupils on the last photo and ask *What is it made of?* Accept all reasonable answers. Then ask pupils to listen and read the reviews to check. Play the 🔊 Audio for pupils to listen and read. Pupils check answers in pairs. Then ask them what other materials sculptures can be made from.

Key: Giant Tap – metal, water, The Bruges Whale – plastic waste, Puppy – metal pipes, plants

🔊 47

As in Pupil's Book

PB52. ACTIVITY 2

Read again and complete the table.

- Focus pupils on Activity 2 and the example. Pupils work in pairs to read again and complete the table. Check answers as a class.

Key: **2** pipe, **3** surprise, **4** plastic, **5** waste, **6** polluting, **7** pipes, **8** frame, **9** plants, **10** growing, **11** changing

Extra challenge Put pupils into groups of three. Ask them to choose one sculpture each from Activity 1 and describe the sculpture from memory to the other members of their group. Remind them to include details about the materials used, the way the sculpture works and the message behind the art.

PB52. ACTIVITY 3

How do the sculptures make you feel and why? What other sculptures do you know about?

- Focus pupils on Activity 3 and the example sentences.
- Pupils work in groups and discuss the questions. Feed back feelings and opinions as a whole class. Encourage them to share information about any other sculptures they know.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online. Ask pupils which search engines they use and what kind of search terms they can put in to find the answer to the FIND OUT MORE questions.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

AB52. Answer key, see page T104

Ending the lesson

- Ask pupils to say which is their favourite sculpture from the lesson and why.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 47**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 5, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Definitions*

Objectives

To identify adverbs in a review of a sculpture and discuss a sculpture and compare materials used.

Target language

- **Additional language:** *brightly, cardboard, cleverly, DIY tools, domestic, flower, garage, garden, gardening tools, household objects, linked, paint pots, plant pot, skilfully, tower, tyres, video camera*
- **Revision:** *bike, completely, computer keyboard, creative, exhibition, growing, magically, materials, plants, portrait, recycled materials, sculpture, sports equipment, tap*

Warmer

- Show the FIND OUT MORE feature from page 52 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class. If pupils had different answers, ask them to discuss and decide which sculpture is the biggest.

DID YOU KNOW ...?

- Show page 53 on the whiteboard. Point to the photo in the Did you know ... ? box and elicit a description of the sculpture.
- Ask one of the pupils to read the information out loud. Ask pupils if they are surprised by the size of this sculpture.

PB53. ACTIVITY 1

Read the review. What message does the artist want to give?

- Focus pupils on the photo in the review. Ask *What are the sculptures made of? Where can you find the objects used in the sculptures?*
- Focus pupils on Activity 1 and elicit ideas. Give pupils time to read the review individually. Put pupils into pairs or small groups to discuss. Elicit answers.
- Ask *Which tower is the writer's favourite? Why?* Find out if pupils agree.

Extra challenge Put pupils into groups. Ask them to take turns saying which tower sculpture in Activity 1 is their favourite and why.

PB53. ACTIVITY 2

Underline the adverbs in the review in Activity 1.

- Focus pupils on the example sentences in the Learning to write box and elicit that the words in bold are adverbs. Ask *What do adverbs do?* (describe a verb).
- Tell pupils to find and underline the adverbs in the review in Activity 1.
- Elicit answers as a class and write the adverbs on the board. Ask *What do the words have in common?* (*-ly* endings). Elicit further examples of adverbs that end in *-ly*.

Key: brightly, cleverly, skilfully

PB53. ACTIVITY 3

In pairs, discuss a sculpture or statue that you like. Compare the materials used in each one. Write your ideas in your notebook.

- Ask pupils to think of a sculpture they like. Ask pupils to work in pairs and take turns to describe their sculptures.
- Ask them to complete the table in their notebook to make notes about the two sculptures and the materials used.
- Make sure both partners make notes as they will need them for the Activity Book Ready to write activity on page 52.

AB53. Answer key, see page T104

PB53.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Place the labels *Red*, *Blue* and *Green* on separate walls in the classroom. Ask pupils to assemble in the centre of the room. Call out objects from the sculptures in Activity 1. Pupils run to the correct wall based on the colour of the tower that the object relates to.

Digital Classroom

Presentation Plus: Unit 5 **Practice Extra**

Audio 47

Test Generator: Unit 5 Test; Review Test 2

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Sculptures vocabulary*

1 **Read the review. What message does the artist want to give?**

DID YOU KNOW...?

At nearly 55 metres tall and 25 metres wide, the Portrait of Decebalus is the biggest sculpture in Europe!



5

Domestic towers

I saw some amazing sculptures in Germany last week. They are 'Domestic towers' and I liked them because they are actually three sculptures in one.

There are three towers painted brightly and each one is cleverly made with household objects.

The green tower is made of recycled objects you find in gardens, and there's a plant pot at the centre with a flower growing in it. The blue tower is made of tools, paint pots and other things you might find in your garage.

The red tower is my favourite because each time I look at it, I see something new. There are tyres, boxes, sports equipment, a keyboard and a video camera. There's even a bike at the top!

I love the way the artist skilfully linked all the objects together. It shows we can be creative because we can make something beautiful from everyday objects or rubbish.



2 **Underline the adverbs in the review in Activity 1.**

3 **In pairs, discuss a sculpture or statue that you like. Compare the materials used in each one. Write your ideas in your notebook.**

Sculpture	Materials

Learning to write:

Adverbs

We use adverbs to describe how we do something.

It looks like a tap is **magically** hanging in the air.

It's **completely** covered in plants.

Ready to write:

Go to Activity Book page 52.

Project

Make or draw a sculpture out of recycled materials.

Art: sculptures | learning to learn

6 Senses



1 **What do they want to make for their next blog post? Watch and check.**

2 **Watch again. Order.**

1 It smells like Lenny's socks.
2 What does it feel like?
3 It tastes like pineapple.
4 It sounds like someone's falling down the stairs.
5 What does this taste like, Lenny?
6 In this week's science club we're going to look at the five senses.
7 What does this smell like, Stella?
8 It's very soft. It feels like fur.

STUDY

What does it **look** / **feel** / **taste** / **smell** / **sound like**?
It **looks** / **feels** / **tastes** / **smells** / **sounds like** coffee.

3 **Read and order the words.**

1 a / lorry. / sounds / My / car / like

2 feels / like / His / jacket / fur.

3 does / taste / What / like? / that / soup

4 our / mother / look / Who / like? / does

4 **Ask and answer.**

1 How did the kids explore their senses? Which was your favourite?

2 Talk about your family. Who do you look like?

Language: describing sensations

Objectives

To name and describe sensations.

Target language

- **Key language:** senses: *hearing, sight, smell, taste, touch*; *What does it look/feel/taste/smell/sound like?* *It looks/feels/tastes/smells/sounds like …*
- **Revision:** adjectives, materials, *science club*

Warmer

- Elicit the different ways we can experience the world around us (*hear, see, smell, taste, touch/feel*). Provide one example, e.g. *We can see it*. Pupils give you other examples. Tell pupils the theme of Unit 6 is *Senses* and write it on the board.
- Brainstorm things they experience and create a mind map on the board. Pupils copy the mind map into their notebooks.

PB54.

What are the five senses?

- Show page 54 on the whiteboard and ask pupils to focus on the photo. Elicit the names of the characters and where they are.
- Ask pupils what the five senses are. Provide the words in English (see Key). When they feed back, add the senses next to the different experiences on the mind map. Ask pupils which of the five senses they think is the most important. Ask pupils to tell you their answers and reasons.

Key: hearing, sight, smell, taste, touch

PB54. ACTIVITY 1

What do they want to make for their next blog post? Watch and check.

- Tell pupils to open their Pupil's Books at page 54. Focus pupils on Activity 1. Elicit some ideas, but don't confirm them at this stage.
- Play the ▶ Video. Pupils watch and check. Elicit the answer.

Key: They want to make the perfect pizza.

▶ Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB54. ACTIVITY 2

Watch again. Order.

- Focus pupils on the Activity 2 instructions and on the sentences. Give pupils reading time before they watch the ▶ Video again. Play the ▶ Video.
- Pupils compare their answers with a partner. Check answers with the class.

Key: 6, 2, 8, 4, 7, (1), 5, 3

Presentation

- Write sentences 8 and 1 from Pupil's Book Activity 2 on the board.
- Ask what they are talking about in sentence 8 (a toy spider). Elicit the response and if it is really an animal (no). Elicit why Stella thinks it's an animal (it feels like fur). Check the concept of *feels like*. For sentence 1, ask pupils if it is really Lenny's socks (no). Ask them what it is (cheese).
- Play the ▶ Video from Activity 1 again. When pupils hear *feels/tastes/smells/sounds like*, they put their hands up. Pause the ▶ Video and elicit what was said (question and/or answer). At the end, elicit the story in summary from pupils.
- Focus pupils on the STUDY box and read the examples together.

Extra challenge Ask pupils to think of things to add to boxes that might confuse other pupils, e.g. *spaghetti – worms, grapes – eyeballs.*

PB54. ACTIVITY 3

Read and order the words.

- Pupils complete the activity in pairs. Pairs check with pairs. Check with the class. For the questions, elicit possible answers.

Key: **1** My car sounds like a lorry. **2** His jacket feels like fur. **3** What does that soup taste like? **4** Who does our mother look like?

PB54. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Ask individual pupils to tell you their answers.

AB54. Answer key, see page T104

Ending the lesson

- Tell pupils to put their heads down on their desks and close their eyes. Make some different sounds, e.g. scrunch up some paper or write on the board. Then ask pupils what the noises sounded like.

Digital Classroom

Presentation Plus: Unit 6
Practice Extra
Video

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Reinforcement worksheet 1
- **Teacher Resources:** Unit 6, Photocopiable 6
- **AB94 and PB94–95 – Grammar reference 6**
- **T116 – Consolidation activity:** *Feelie bag*

Objectives

To have further practice describing sensations and what things look, feel, taste, smell and sound like.

Target language

- **Key language:** the five senses, *What does it sound/look like? It feels/looks/sounds* + adjective, *furry*
- **Revision:** food and drink, the body, adjectives

Materials

- Small pieces of paper or card (five each) for pupils to write on

Warmer

- Elicit some of the nice things pupils wrote for their mind maps in the previous lesson. Cover all five senses.

PB55. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 55 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB55. ACTIVITY 2

Listen. What does it sound like?

- Tell pupils to open their Pupil's Books at page 55. Focus them on the Activity 2 picture and elicit some of the things they can see. Ask a pupil to read the activity instructions aloud.
- Play the first one as an example and ask another pupil to read the speech bubble response. Check pupils understand what to do. Play the 🔊 Audio. Pupils say the answers quietly in pairs.
- Play the 🔊 Audio again. Check with the class, e.g. *It sounds like rain / someone's playing tennis.*

Key: It sounds like … **1** a car, **2** a cat, **3** a train, **4** a lion, **5** someone's playing tennis, **6** a door, **7** someone's playing basketball, **8** rain

🔊 48

As in Key

Presentation

PB55. ACTIVITY 3

Play the game. What does it sound like?

- Focus pupils on Activity 3 and ask a pupil to read the instructions. Focus on each step and check they know what to do.
- Brainstorm ideas with the class for the first bullet point and help with the English words if necessary.
- Pupils secretly write their ideas and give you the pieces of paper. Put them in a large envelope.
- Make two teams. A pupil from one team takes a piece of paper from the envelope, looks at the word on it and makes a sound to describe it. The other team listens and guesses what the sound comes from. Only one team member answers. Repeat for the other team. Award one point for a correct guess and one for the correct sound.
- Put the class into smaller groups. They play the game again in their group.

Extra support Prepare some extra words for pupils who need more time to come up with ideas. Add them to the envelope so there are enough cards for all the pupils.

PB55. ACTIVITY 4

Ask and answer. What does it look like?

- Focus pupils on the Activity 4 photos. Use the speech bubble prompts to talk more about the first picture.
- Pupils play the game in pairs, taking turns to ask and answer about the pictures (they don't have to discuss them in order).
- Check with the class, using open pairs. Encourage them to give a variety of answers for each one.

Key: **1** a cat's nose, **2** a flower, **3** a hairbrush, **4** a computer keyboard, **5** an umbrella, **6** a telescope, **7** a watch/clock, **8** a mobile phone

PB55. ACTIVITY 5

Ask and answer. What does it feel like?

- Focus pupils on the Activity 5 instructions and remind them of the Feelie bag game if you did it in the previous lesson. Elicit *It feels* (*soft/hairy/furry/cold*). Say *hair–hairy*, *fur–furry*.
- Pupils continue talking about the photos from Activity 4.

AB55. Answer key, see page T104

Ending the lesson

- Pupils stand up. Say the different senses quickly one after another, repeating some and saying each one more than once. When pupils hear the sense, e.g. *touch*, they point to or wiggle their fingertips, and so on.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 48**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Extension worksheet 1
- **AB94 and PB94–95 – Grammar reference 6**
- **T116 – Consolidation activity:** *What things looked like*
- **T117 – Extension activity:** *Riddles*

6

1 Can you remember the last lesson? Watch the language video.

2 48 **Listen. What does it sound like?** 1. It sounds like a car.



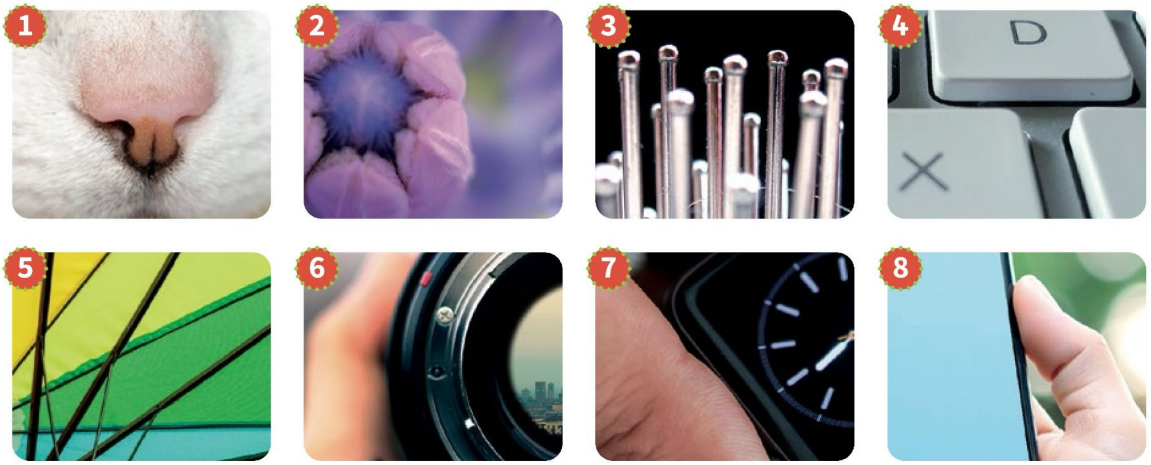
3 **Play the game. What does it sound like?**

- Think of five things which make different sounds.
- Write the words on five small pieces of paper.
- Give your pieces of paper to your teacher.
- Play the game with the class.
- Make the sounds and guess.
- Now play the game in groups.

Tick tock tick tock. It sounds like a clock.

4 **Ask and answer. What does it look like?**

What do you think number 1 looks like? I think it looks like a cat's nose. So do I.



5 **Ask and answer. What does it feel like?**

What does number 1 feel like? It feels soft and furry.

Practice: describing sensations 55

1 Read the blog. What ingredients would you put on your pizza?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



We wanted to learn how to make pizza, so we went to Luigi's Italian restaurant and spoke to Mario, the cook. Before we started, we washed our hands.

Making pizza

First we made the base. The base is made of **dough**. We put some flour, **yeast**, salt and water into a **bowl** and **mixed** them well. Then we left the dough for an hour so it could grow.



Then we put tomato, cheese, salami sausage, olives and onion on top of the base. After that we added some black pepper and cooked it in the **oven** for 15 minutes.



When it was ready, we put the pizza onto a **plate**. Mario uses special plates in the restaurant. They're very big and they're made of wood.



You can eat pizza with your hands, but you need to **cut** it with a **knife** first. This one is round but pizzas can also be square.



We had the pizza with salad. We used a big **spoon** and **fork** to mix it. Here's a picture of our delicious meal. It looks good, but it tasted even better!



2 Read again and correct the sentences.

1 Before they started, they washed their feet.
2 Pizza base is made of rubber.
3 They put some flour, yeast, salt and milk into a bowl.
4 They put some black chocolate on top of the pizza.
5 They cooked the pizza in the oven for 25 minutes.
6 The plates are very big and they're made of glass.
7 Mario used a spoon to cut the pizza.
8 They mixed the salad with a knife and fork.

3 Talk about your favourite meal. Tell your partner which ingredients you need.

My favourite meal is pasta Bolognese. I need pasta, water, tomatoes, meat and onions.

Vocabulary: cooking

Objectives

To read about how to make pizza and follow a recipe.

Target language

- **Key language:** *flour, salt, pepper, knife, fork, spoon, plate, salami, sausage, onion, looks good, delicious, yeast, mix, dough, base, olives, oven, ingredient*
- **Revision:** food

Warmer

- Describe a pizza for pupils to guess, e.g. *I'm thinking of some food. It smells yummy when it's cooking. You usually eat it with your fingers. It looks like a flat plate or a circle.*
- Ask if they like pizza and if any of them have made pizza at home. Tell them they're going to learn how to do it. Pre-teach *recipe*.

Presentation

PB56. ACTIVITY 1

Read the blog. What ingredients would you put on your pizza?

- Show page 56 on the whiteboard. Tell pupils to open their Pupil's Books at page 56. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read them aloud. Check understanding and supply the words *olives*, *oven* and *delicious*.
- Focus pupils on the text and elicit that it's a blog. Read the introduction first with the class.
- Then pupils read the texts silently and think about their answers to the question. Elicit the ingredients mentioned in the text and discuss what pupils' favourite ones would be. Supply other food words if necessary.

PB56. ACTIVITY 2

Read again and correct the sentences.

- Focus pupils on the Activity 2 instruction and on the sentences. Check they know what to do. They cover the text first with paper and try to correct the sentences without looking at the text.
- They check in pairs. Then they look at the text and check their ideas. Check with the class.

Key: **1** Before they started, they washed their hands. **2** Pizza base is made of dough. **3** They put some flour, yeast, salt and water into a bowl. **4** They put some black pepper on top of the pizza. **5** They cooked the pizza in the oven for 15 minutes. **6** The plates are very big and they're made of wood. **7** Mario used a knife to cut the pizza. **8** They mixed the salad with a spoon and fork.

PB56. ACTIVITY 3

Talk about your favourite meal. Tell your partner which ingredients you need.

- Focus pupils on the Activity 3 instructions and the example. Ask pupils to discuss the question in pairs and then feed back to another pair. Ask individual pupils to tell the class about their partner's favourite meal.

Extra challenge Show some unusual or interesting dishes (use recipes from the internet) on the whiteboard and ask pupils to work in pairs to guess the ingredients. Pairs check with another pair and then check as a whole class.

AB56. Answer key, see page T104

Ending the lesson

- With books closed, elicit the ingredients Mario used to make his pizza at the beginning of the lesson.
- For the Consolidation activity in the following lesson, tell pupils to bring their favourite recipe (in L1) to the next lesson.

Digital Classroom

Presentation Plus: Unit 6 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Reinforcement worksheet 2 and Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *My favourite pizza*
- **T117 – Extension activity:** *Pizza role play*

Objectives

To have more practice following a recipe and sing a song.

Target language

- **Key language:** *topping*, *ingredients*, *mix*, imperatives
- **Revision:** food, comparatives, language from previous lesson

Warmer

- Write lots of different ingredients on the board (the ones for pizza and others too, e.g. *milk*, *eggs*, *chocolate*, *potatoes*). Elicit from pupils which ones Mario used for his pizza recipe.

Song

PB57. ACTIVITY 1

Read and match. Listen and check. Then do karaoke.

- Tell pupils to open their Pupil's Books at page 57. Show the page on the whiteboard. Focus them on the pictures, rather than on the lyrics of the song. Elicit that this is Mario who they read about in the previous lesson. Focus pupils on the activity instructions and check understanding.
- Play the Audio. Pupils match the pictures with the text. They check in pairs. Check with the class. Elicit what Mario looks like and what he is doing in each picture. Play the Audio again, line by line and verse by verse, for pupils to repeat.
- When pupils are confident with the song, they add mimes to the verse according to the pictures. Make five groups. Groups take turns to sing a verse and mime. Pupils swap groups and repeat. Play the first version on the Video and then the karaoke version.

Key: (e), a, b, d, c

49
As in Pupil's Book

50
Karaoke Version

PB57. ACTIVITY 2

Listen and write the words.

- Focus pupils on the Activity 2 instruction and check they realise this is a dictation. They get ready with notebooks and pencils.
- Play the Audio. Pupils write the words. They check in pairs. Play the Audio again. Check with the class by eliciting the word and then the spelling.

Extra support At the checking stage, write the words on the board so pupils can compare with what they have written.

Key: **2** fork, **3** flour, **4** pizza, **5** salt, **6** pepper, **7** knife, **8** spoon, **9** olives, **10** oven

51
1 p-l-a-t-e, 2 f-o-r-k, 3 f-l-o-u-r, 4 p-i-z-z-a, 5 s-a-l-t, 6 p-e-p-p-e-r, 7 k-n-i-f-e, 8 s-p-o-o-n, 9 o-l-i-v-e-s, 10 o-v-e-n

PB57. ACTIVITY 3

Read and complete. Write the recipe in your notebook.

- Focus pupils on Activity 3 and elicit that this is a recipe for making bread. Tell them it's not bread from a packet, but bread 'from scratch'. Elicit what the pictured ingredients are (flour, water, olive oil, sugar, olives, cheese, salt). Give them a hint about completing the recipe: *You need to write words in the instructions for the pictures in the ingredients.*
- Pupils work individually. They read the steps of the recipe and write words in pencil to replace the pictures. They check/discuss their answers in pairs. Check with the class, discussing each step in turn to make sure they understand the process.

PB57. ACTIVITY 4

Think about your favourite meal. Write a shopping list of the ingredients.

- Focus pupils on Activity 4 and ask them to write the things they need to buy to make their favourite meal. Pupils compare their answers with a partner.

Extra challenge Pupils tell their partner what they are going to buy and the partner guesses what their favourite meal is.

AB57. Answer key, see page T104

Ending the lesson

- Sing the song from the beginning of the lesson with the class again. This time, everyone mimes as groups take turns to sing their verse.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 49–51**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Song worksheet
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *My favourite recipe*
- **T117 – Extension activity:** *Recipe word maps*

6

1 49–50 Read and match. Listen and check. Then do karaoke.

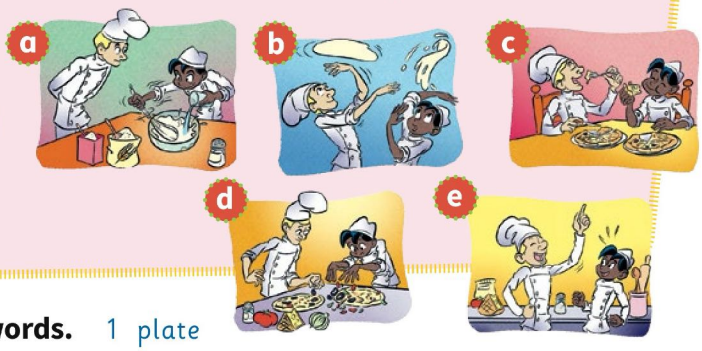
My name's Mario,
I'm an Italian cook.
If you want to make a pizza,
Then listen to me and look. e

Take salt, yeast, flour and water,
Put them in a bowl.
Mix them all together,
And wait for it to grow. ☐

When the base is bigger,
Throw it in the air.
Use your hands to turn it,
Don't get it in your hair. ☐

Now you choose your topping,
Tomato, pepper and cheese.
You can choose anything,
Sausage, onion and meat. ☐

Cook for 15 minutes,
Then put it on a plate.
Cut it with a knife and fork,
Mmm. Now that tastes great! ☐



2 51 Listen and write the words.

1 plate

3 Read and complete. Write the recipe in your notebook.

Ingredients

For the dough:

625 g
8 g yeast
425 ml warm
2 big spoons
1 big spoon
1 small spoon

For the topping:

100 g cut in half
50 g parmesan
1 small spoon
1 big spoon oregano (herb)

Instructions

1 Mix the yeast with the warm . Leave for 10 minutes then add the and .
2 Put the and into a bowl and mix in the warm and yeast.
3 Cover with a cloth and leave to grow for two hours. Turn on the oven to 220°C.
4 While your oven is getting hot (30 minutes), put on the tray from the oven and put the dough into the tray to make the base.
5 Brush some on the top of the base, then push the in with your fingers. After that add the and the herbs.
6 Cook in the oven for 20 minutes until the focaccia is cooked. Eat it warm. Enjoy!

4 Think about your favourite meal. Write a shopping list of the ingredients.

Practice: cooking

Sounds and life skills

Describing senses and feelings



1 ▶ **Watch the video. What do they touch, hear, smell and taste?**

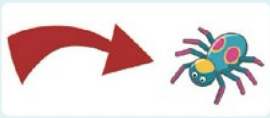
Pronunciation focus

2 52 **Listen and underline the stressed words.**

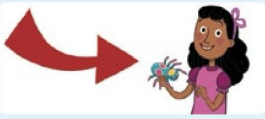
MEERA: Stella, put your hand in the box. What does it feel like?
STELLA: It's very soft. It feels like fur. Is it an animal?
LENNY: No, Stella. It's my toy spider.

3 53 **Listen and underline the stressed words. How is the meaning different?**

1 This is my toy spider.



2 This is my toy spider.



3 This is my toy spider.

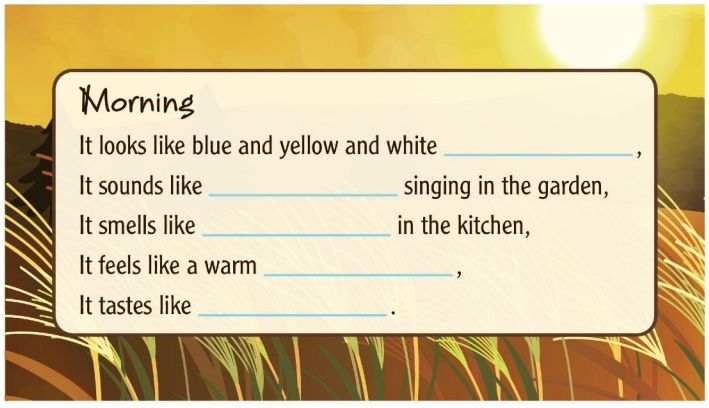


4 This is my toy spider.



4 54 **Complete the senses poem with the words in the box. Listen and check.**

birds light shower toast toothpaste



5 **In pairs, write a senses poem about a season, time of year, time of day or a favourite place.**

Useful language

What does it … like?
It … like …

Sounds and life skills: sentence stress | creative thinking

Objectives

To raise awareness that some words in sentences are stressed more than others and carry meaning.

Target language

- **Key language:** *It's very soft, It feels like fur, It's my toy spider*
- **Additional language:** *birds, light, shower, toast, toothpaste*
- **Revision:** *It looks/smells/sounds/tastes/feels like …*

Warmer

- Read the short rhyming poem. Ask pupils to listen.
  There's a thing in a box
  That could be a fox.
  But it's just a pair of old socks!
- Check words pupils remember. Then pupils practise repeating.

Presentation

PB58. ACTIVITY 1

Watch the video. What do they touch, hear, smell and taste?

- Show page 58 on the whiteboard. Focus pupils on the photo. Tell pupils they are going to watch a ▶ Video. Focus pupils on Activity 1 and the question.
- Show the ▶ Video. Pupils compare answers and feed back as a whole class.

Key: touch = toy spider, hear = loud music, smell = strong blue cheese, taste = pizza

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB58. ACTIVITY 2

Listen and underline the stressed words.

- Focus pupils on the dialogue in Activity 2. Play the first line of the 🔊 Audio as an example. Elicit suggestions and check understanding.
- Play the rest of the 🔊 Audio for pupils to underline the stressed words. Ask pupils to notice what type of words are stressed.

Key: Stella, hand, box, What, feel, very soft, feels, fur, animal, No, Stella, toy spider

🔊 52

As in Pupil's Book

PB58. ACTIVITY 3

Listen and underline the stressed words. How is the meaning different?

- Focus pupils on Activity 3. Listen to each sentence and check answers. Elicit how the meaning changes for each sentence depending on which word is stressed.
- Ask the whole class repeat each sentence as a fun drill.

Key: **1** This one here. **2** It's mine. **3** It's a toy – not a real spider. **4** I have other toys too that are not spiders.

🔊 53

1 This is my toy spider.
2 This is my toy spider.
3 This is my toy spider.
4 This is my toy spider.

PB58. ACTIVITY 4

Complete the senses poem with the words in the box. Listen and check.

- Focus pupils on Activity 4. Ask pupils to read the poem and guess what the missing words are. Pupils compare answers with a partner and complete the sentences. Play the 🔊 Audio for pupils to listen and check.
- Play the 🔊 Audio one more time to focus on sentence stress. Ask pairs to read the poem focusing on sentence stress.

Key: light, birds, toast, shower, toothpaste

🔊 54

As in Pupil's Book and Key

PB58. ACTIVITY 5

In pairs, write a senses poem about a season, time of year, time of day or a favourite place.

- Tell pupils they are going to write a senses poem. Write the sentence stems of the morning poem in Activity 4 and elicit alternative endings, e.g. *It looks like a bad storm.* / *It sounds like my alarm clock.*
- Pairs write their poem and practise saying it.

AB58. Answer key, see page T104–T105

Ending the lesson

- Ask volunteer pairs to read out their poems.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 52–54**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Extension activity:** *Writing together*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *trap*
- **Revision:** language from the unit, character names, imperatives

Warmer

- Make groups of four. With books closed, pupils recap the story so far. Elicit a sentence from each group of four in chronological order. If they give too little information at any time, say, e.g. *But what happened before that? How did they get there?*

Story

PB59. ACTIVITY 1

What's a snake bowl? What does Diggory use to get Brutus out?

- Show pupils the first scene of the story on the whiteboard. Ask *Does Brutus feel pleased?* (No, he doesn't.) *How does Brutus feel?* (frightened/scared/afraid).
- Set the questions: *What's a snake bowl? What does Diggory use to get Brutus out?*
- Play the ▶ Video with books closed. Pupils watch to find the answers.
- Tell pupils to open their Pupil's Books at page 59. They check in pairs with books open. Check with the class.
- Play the ▶ Video again. Pupils listen and read. Pause after each frame for pupils to repeat.
- At the end, check general comprehension by asking more questions, e.g. *What does Diggory use his belt for? What's the dog? At the end, who falls into the snake bowl first? How do you think Emily felt?* (afraid/scared/angry) *How do you think Diggory felt?* (angry/worried) *How do you think Brutus felt?* (pleased/happy).
- Play the ◀) Audio. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What do you think a trap is? What woke the snake up? Why did Brutus want to get out of the snake bowl? Why did they fall into the snake bowl at the end of the episode?*

◀) ▶ 55

Emily: What's that? It sounds like an animal.
Brutus Grabbe: It feels like a spider.
Diggory Bones: It looks like lots of spiders.
Brutus Grabbe: I hate spiders!
Diggory Bones: Most interesting. A 'snake bowl' … a dangerous ancient trap.
Emily: The spiders are only the food, Mr Grabbe. Look behind you!
Diggory Bones: A snake!
Brutus Grabbe: Aagh!
Brutus Grabbe: The snake's awake!
Brutus Grabbe: Please help me out of here!
Diggory Bones: OK, I can use my belt to get you out.
Brutus Grabbe: Give me the belt!
Diggory Bones: Hold on to the end of it.
Diggory Bones: I've got what I came for.
Emily: Let's go. There's the door!
Brutus Grabbe: The dog is the door, isn't it, Bones?
Brutus Grabbe: Now you're going into the snake bowl.
Emily: Aagh!
Diggory Bones: Emily!
Brutus Grabbe: Aagh!

AB59. Answer key, see page T105

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 55**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *Role play*
- **T117 – Extension activity:** *Feelie bag*

55

Diggory Bones

6

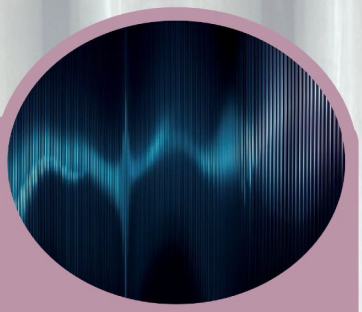


1 **What's a snake bowl? What does Diggory use to get Brutus out?**

Story: unit language in context

How do we make noises?

1 56 **Listen and read. What creates sound?**



THE SCIENCE OF SOUND

Sounds are created when objects **vibrate**. And these **vibrations** are called **sound waves**. We can't see them, but they travel through the air until they reach our ears, and we hear them as sounds.

If we shake a tiny bell, it vibrates quickly, so we hear a high ring in our ears. If we hit a large bell, the sound waves are stronger and vibrate more slowly, so we hear a low sound.



Some sounds can be high but very loud. Did you know that a baby's cry is louder than the honk of a car horn? However, the loudest sound on Earth is low and loud – it's the sound of a volcano erupting!



Sound needs to travel through something, like an object or air or water. If there is no air, like in space, there is no sound! Wind is air but it has no sound. It's the wind blowing against an object that makes the sound.

Sound travels four times faster through water than air so it can travel further through water. That's how whales can hear each other even when they are hundreds of kilometres apart!



2 **Read again and choose the correct words.**

1	Vibrations of sound are called sound _____.	**a** energy	**b** waves
2	Fast vibrations make a _____ sound.	**a** high	**b** low
3	Slow vibrations make a _____ sound.	**a** low	**b** high
4	Sound needs to travel through something, like _____ or water.	**a** air	**b** space
5	Wind makes sound when it blows against _____.	**a** objects	**b** air
6	In water, sound travels _____ than in air.	**a** faster	**b** slower

3 **Close your eyes and listen. What can you hear? What sounds do you like and dislike?**

I can hear traffic outside the school. I don't like it because it's too noisy.

I can hear myself breathing. I like it because it relaxes me.

FIND OUT MORE

What is the maximum speed of sound?

Science: sound waves | critical thinking

Objectives

To learn about how sounds travel and discuss sounds they like and dislike.

Target language

- **Additional language:** *bell, blow, car horn, hit, ring, shake, sound, sound waves, stronger, vibrate*
- **Revision:** *air, create, cry, ears, erupt, further, loud, slowly, space, tiny, travel, volcano, water, whales, wind*

Warmer

- Ask pupils to stand in a circle. Tell them they are going to make a short, sharp sound and pass it around the circle (e.g. clap of the hands, squeak, foot stamp). The first pupil in the game points to the person next to them and makes the sound. That person then points to the next pupil and makes the sound. Pupils pass the sound around the circle and then across the circle. Encourage pupils to pass the sound quickly.

Presentation

PB60.

How do we make noises?

- Show page 60 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB60. ACTIVITY 1

Listen and read. What creates sound?

- Tell pupils to open their Pupil's Books at page 60. Tell them they are going to read about how sounds are made.
- Point to the photos in the text and elicit *bell*. Ask what sounds big and small bells make.
- Ask pupils to listen and read, and then ask them for ideas.
- Divide the class into pairs or small groups to discuss the question in the rubric. Pupils work in pairs and compare ideas. Check answers with the class.

Key: sound waves / vibrations

56

As in Pupil's Book

PB60. ACTIVITY 2

Read again and choose the correct words.

- Focus pupils on Activity 2. Ask pupils to read the sentences. Point out the missing words.
- Tell pupils to read the text again to find the correct words to complete the sentences.
- Pupils do the activity and then check their answers in pairs.

Key: 1 b, 2 a, 3 a, 4 a, 5 a, 6 a

PB60. ACTIVITY 3

Close your eyes and listen. What can you hear? What sounds do you like and dislike?

- Ask *What can you hear?* As you ask the question, make some noises, such as pulling your chair out or placing books on the desk. Get feedback from one or two pupils.
- Tell pupils to be very quiet. Don't say anything for 30 seconds. Then ask pupils to think about what they heard but not to tell you.
- Pupils work in pairs and sit quietly for a minute longer and close their eyes. Focus on any sounds they can hear, quiet or loud. Pupils discuss what they heard in their pairs before eliciting examples as a class.
- Ask *What sounds did you hear because the class was silent? What sounds can you still hear? Are any of the sounds constant? Were any of the sounds louder because you were concentrating on them?* Discuss ideas with the class.

Extra support Write specific words on the board that represent sounds, e.g. *bang, ring*. In pairs, pupils make the sounds.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

AB60. Answer key, see page T105

Ending the lesson

- Ask pupils to close their books. Put them into pairs to explain how sounds are created through vibrations and how we hear sounds.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 56**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 6, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *Sounds and words*

Objectives

To identify sound words and describe how certain sounds make them feel and why they love or hate them.

Target language

- **Additional language:** *cuddle, clatter, cosy, ding-dong, doorbell, meow, ready, stressed, tap* (v), *visitor*
- **Revision:** *bell, car horn, cry, dinner, fun, happy, kitchen, rain, ring, safe, shake, tiny, window*

Warmer

- Show the FIND OUT MORE feature from page 60 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class.

DID YOU KNOW ...?

- Ask pupils what they think the loudest musical instrument in the world is. Elicit ideas. Ask *Where is the instrument?*
- Show page 61 on the whiteboard. Point to the photo of the organ pipes and elicit a description of it.
- Ask one of the pupils to read the information out loud. Ask pupils if they are surprised by the size and the number of pipes.

Presentation

PB61. ACTIVITY 1

Read and listen to the poem. Which sound doesn't the writer like?

- Ask pupils to open their Pupil's Books at page 61. Point to the poem and ask *Which words are sounds?* Elicit some ideas (e.g. *meowing*). Tell pupils they will look at this in the next activity.
- Focus pupils on Activity 1. Give pupils time to read the poem individually. Put pupils into pairs or small groups to discuss. Elicit answers.

Key: cars zooming

57
As in Pupil's Book

PB61. ACTIVITY 2

Underline the sound words in the poem in Activity 1.

- Focus pupils on Activity 2 and the Learning to write box. Ask a pupil to read the sentences in the box aloud. Drill the words in bold as a class.
- Ask *What are these words examples of?* (They are all sound words – words that sound like the sound they name.)
- Point to the first line of the poem and elicit which word is a sound word (*meowing*). Have pupils mimic a cat meowing. Ask *Does the sound fit the word?*
- Ask pupils to underline the rest of the examples in the poem.

Extra challenge Put pupils in pairs. Ask them to brainstorm objects that make the same or similar sounds to those mentioned in the poem, e.g. *clatter* – a plastic toy falling down the stairs, a metal door shutter being closed.

PB61. ACTIVITY 3

In pairs, brainstorm sounds that you love and sounds that you hate. Explain why. Complete the table in your notebook.

- Elicit from pupils two or three examples of sounds that they love. Encourage pupils to explain why. Then elicit a few examples of sounds that pupils hate and ask them to explain why.
- Point to the table in the book and ask pupils to copy it into their notebooks and write lists of sounds. Make sure each pupil makes notes as they will need them for the Activity Book Ready to write activity on page 60.
- Put pupils in pairs to brainstorm different sounds. Pupils then compare their ideas in groups.

AB61. Answer key, see page T105

PB61.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Have pupils discuss the sounds from the lesson and say which ones they like the most and which ones they dislike.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 57**
- **Video**
- **Test Generator:** Unit 6 Test

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *Sound vocabulary*

1 57 **Read and listen to the poem. Which sound doesn't the writer like?**



DID YOU KNOW...?

The largest, and loudest, musical instrument in the world is a pipe organ in a music hall in the USA. It's got more than 33,000 pipes, and it's six times louder than a steam-train whistle!

Sounds I love to hear

I love to hear my cat meowing because it means she wants me to cuddle her.

I love to hear the 'ding-dong' of the doorbell ringing because it means we have a visitor.

I love to hear my friends giggling because it means they are happy and having fun.

I love to hear plates clattering in the kitchen because it means dinner will be ready soon.

I love to hear rain tapping on my window because it makes me feel cosy and safe inside.

But I hate to hear the cars zooming outside because it makes me feel stressed.



2 **Underline the sound words in the poem in Activity 1.**

Learning to write:

Sound words

We use sound words to help the reader hear the sounds you are writing about.

If we shake a tiny bell, we hear a high **ring**.

A baby's cry is louder than the **honk** of a car horn.

3 **In pairs, brainstorm sounds that you love and sounds that you hate. Explain why. Complete the table in your notebook.**

Sounds I love	Sounds I hate

Ready to write:

Go to Activity Book page 60.

Project

Make a poster about your favourite sounds.

Science: sound waves | learning to learn

Review Units 5 and 6

1 Read the text. Choose the right words from the table and write them on the lines.

Wall | Find friends | Chat | Profile

Hi all,
Here are a few lines to tell you about (1) _our_ football team. We're (2) _____ the Cambridge Flyers. We (3) _____ indoor football at the weekends and we play against other teams from towns near ours. There (4) _____ seven of us in the team. We always change players (5) _____ only five can play at a time. (6) _____ week we played against the team from Oldcastle. They played really (7) _____ and they won 4–1.
We (8) _____ the first goal but then they scored the next four. We're going to win our next game though.
That's all for now,
Li Wei



1	our	we	us
2	called	calling	call
3	plays	playing	play
4	is	am	are
5	but	because	so
6	Next	Every	Last
7	well	good	beautiful
8	marked	scored	do

2 58 Listen and tick (✓) the box.

1 When is David's birthday?



A ✓ B ☐ C ☐

2 What is he going to do on Saturday?



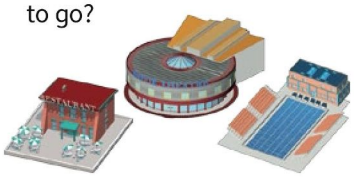
A ☐ B ☐ C ☐

3 What time is the party?



A ☐ B ☐ C ☐

4 Where are they going to go?



A ☐ B ☐ C ☐

5 What was his favourite present last year?



A ☐ B ☐ C ☐

6 What would he like to get this year?



A ☐ B ☐ C ☐

Review Units 5 and 6
Pupil's Book p.62

Objectives
To review language from Units 5 and 6 and do a listening activity.

Target language
- **Key language:** vocabulary and language from Units 5 and 6
- **Revision:** sport, past tenses, *going to*

Materials
- Words from Units 5 and 6 written on small cards, enough for one per pupil

Warmer
- Make groups of six. Give out the cards with words from Units 5 and 6, one to each pupil. They take turns to provide a definition of their word for the other pupils in their group to guess.

PB62. ACTIVITY 1

Read the text. Choose the right words from the table and write them on the lines.
- Tell pupils to open their Pupil's Books at page 62. Show the page on the whiteboard. Focus pupils on the text and elicit that it's a social media message.
- Focus pupils on the photo and tell them this is the topic of the message. Check pupils have read the activity instructions and know what to do. They read the text individually and choose which word is best for each gap. Remind them to read the words around the gaps and to look at the pronouns, nouns and time references before trying to choose the words.
- Pupils check their work in pairs / small groups. Check with the class. For incorrect words, elicit why the word doesn't work. Focus pupils on collocations, e.g. *score a goal*.

Key: **2** called, **3** play, **4** are, **5** because, **6** Last, **7** well, **8** scored

---

PB62. ACTIVITY 2

Listen and tick (✓) the box.
- Focus pupils on the Activity 2 instruction. Give them time to study the pictures before they listen. Play the **Audio** and do the example first with the class. Play the rest of the **Audio** in one go. Pupils listen and tick.
- They check in pairs. Play the **Audio** again. Check with the class.

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

58

1 When's David's birthday?
Miss Lake: Good morning, David.
David: Good morning, Miss Lake. Did you know it's my birthday tomorrow?
Miss Lake: Really? What's the date then?
David: It's 21 January.

2 What's he going to do on Saturday?
David: I'm not going to have a party tomorrow, though.
Miss Lake: Why not?
David: Because we've got school tomorrow. But I am going to have a party on Saturday. All my friends are coming.

3 What time's the party?
Miss Lake: That's good. What time's your party going to start?
David: It's going to be in the afternoon, at half past three.

4 Where are they going to go?
Miss Lake: Are you going to have the party in your house?
David: No, we're not. Not this year.
Miss Lake: What are you going to do?
David: We're going to the cinema. We're going to see *Shep 5*.

5 What was his favourite present last year?
Miss Lake: And do you think you're going to get a lot of presents?
David: I don't know. I did last year.
Miss Lake: Which was your favourite?
David: It was this football. Do you like it?
Miss Lake: Yes. It's lovely!

6 What would he like to get this year?
Miss Lake: And what would you most like to get this year?
David: I'd love a gold watch.
Miss Lake: A gold watch?
David: OK … a silver one!

AB62. Answer key, see page T105

Ending the lesson
- Ask pupils to tell their partner about a present someone gave them. Which sounds the most interesting?

Digital Classroom
Presentation Plus: Review Units 5 and 6

Practice Extra

Audio 58

Extra Resources
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *Songs and chants*

Review Units 5 and 6
Pupil's Book p.63

Objectives
To review language from Units 5 and 6 and play a board game.

Target language
- **Key language:** vocabulary and language from Units 5 and 6
- **Revision:** language for playing games

Materials
- Dice, coloured counters

Warmer
- Write *Materials* on the board and brainstorm all the materials pupils can remember, with books closed, in two minutes. It is not necessary to write the words on the board.

PB63. ACTIVITY 3

Play the game.
- Tell pupils to open their Pupil's Books at page 63. Show the page on the whiteboard. Elicit that this is a board game.
- Focus them on the instructions and check understanding. Elicit what materials they can see in the game (metal, paper, wood, flour, glass, wool, plastic, gold, silver, leather, rubber, card, chocolate) and get them to make a list in their notebooks.
- Pupils play in groups of four. They take turns to throw the dice and move around the board, saying what the item is and what it is made of. The other pupils decide if the pupil has done this correctly or not. They can help each other with interpreting the instructions.
- If they are right, they have another turn, crossing off the materials on their list. If they make a mistake, they stop. If they stop on something made of a material they have got, they miss a turn. The winner is the first person to get seven things made of different materials.
- Monitor pupils as they are playing the game.

Key: lorry (metal), book (paper), spoon (wood), pizza (flour), watch (gold/metal), glass (glass), chair (wood), train (metal), bracelet (silver/metal), bag (paper), shoes (leather), jumper (wool), ring (gold/metal), bike (metal), cup (card/paper), eraser (rubber), bag (plastic), bottle (plastic), box (card), cup (gold/metal), bag (leather), cake (flour/chocolate), mirror (glass/wood), notebook (paper), car (metal), door (wood), belt (leather), robot (plastic), scarf (wool), knife (metal), plane (wood), window (glass), earrings (silver/metal), doll (plastic), bread (flour), hat (wool)

AB63. Answer key, see page T105

Ending the lesson
- Ask pupils which lessons, topics and/or activities in this unit were their favourites.

Digital Classroom
Presentation Plus: Review Units 5 and 6

Practice Extra

Extra Resources
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 6**
- **T117 – Consolidation activity:** *Vocabulary review*
- **T117 – Extension activity:** *Games*

3 Play the game.

Collect the materials

Instructions: The winner is the first person to get seven things made of different materials.
Roll the dice and move your counter. Say what you can see and what it's made of. If you're right, have another turn. If you're wrong, stop.
If you stop on something made of a material which you've got, miss a turn.



7 Natural world

What kinds of nature problems do you know about?



1 **Why are they picking up rubbish? Watch and check.**

2 **Watch again. Say 'yes' or 'no'.**

1 They've got five days to write their next blog post. No.
2 Stella thinks they should put some sun cream on.
3 A woman's taking glass bottles and plastic bags out of the lake.
4 She has to do this every day.
5 People should look for a recycling bin.
6 The kids shouldn't tell their friends about the problem.

STUDY

People **should take** their rubbish with them.
They **shouldn't leave** it on the grass.
What **should** we **do** about this?

3 **Read and match.**

1 It's very hot	a do to help?
2 When the sun is strong	b our rubbish on the grass.
3 We shouldn't leave	c rubbish into lakes or rivers.
4 We should always	d clean up after a picnic in the countryside.
5 We shouldn't throw our	e so we should put our hats on.
6 What should we	f we should use sun cream.

4 **Ask and answer.**

1 Why was the woman cleaning the lake?
2 What do you do with your rubbish when you're outside?

Language: giving advice

Objectives

To talk about the natural world and give advice using *should* and *shouldn't*.

Target language

- **Key language:** giving advice: *should/shouldn't*; natural world, *nature*, *rubbish*
- **Revision:** materials, countryside, clothes, weather, *sun cream*, *lake*, *have to*, suggestions: *Let's*

Warmer

- Introduce the topic of the natural world by eliciting from pupils what kinds of things they can see in the countryside. Tell pupils the theme of Unit 7 is the *Natural world* (nature) and write it in the centre of the board.
- Draw a circle around *Natural world* on the board and write one or two of the words pupils said to start a mind map. Brainstorm nature words and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

PB64.

What kinds of nature problems do you know about?

- Show page 64 on the whiteboard and ask pupils to focus on the photo. Ask where the characters are.
- Focus on the question and elicit responses. Add the nature problems mentioned onto the mind map.

Key: **(Possible answers)** rubbish in the water, plastic waste, pollution

PB64. ACTIVITY 1

Why are they picking up rubbish? Watch and check.

- Focus pupils on Activity 1. Read the question. Elicit some predictions, but don't confirm answers at this stage. Play the ▶ Video for pupils to watch and check the answer to the question. Ask pupils to check in pairs and then feed back with the whole class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB64. ACTIVITY 2

Watch again. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 64. Focus pupils on the Activity 2 instructions and on the sentences. Give pupils reading time before they watch again. Check pupils understand the key vocabulary in the sentences.
- Play the ▶ Video. Pupils whisper the answer to their partner the first time they watch. Play the ▶ Video again and check, eliciting full-sentence correct answers from the class for the 'no' responses. Elicit from pupils any new words to add to the mind map.

Key: **2** no (Meera thinks they should put some sun cream on.) **3** yes, **4** no (She has to do this every week.) **5** yes, **6** no (They should tell their friends about the problem.)

Presentation

- Elicit sentences 5 and 6 (the uncorrected version) from Activity 2 and write them on the board. Underline *should/shouldn't* in each sentence.
- Elicit what this tells us. Say the sentences for pupils to repeat. Elicit other things we should or shouldn't do in the countryside.
- Play the ▶ Video from Activity 1 again. When pupils hear sentences with *should/shouldn't*, they put their hands up. Pause the ▶ Video and elicit what was said. Elicit the question *What should we do?* and write it on the board. Elicit a story summary.
- Focus pupils on the STUDY box and read the examples with the class.

Extra challenge Ask pupils to write two things they should and shouldn't do in the city.

PB64. ACTIVITY 3

Read and match.

- Focus pupils on the Activity 3 instruction. Pupils do the activity in pairs. Check and replay the ▶ Video if necessary.

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

PB64. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Check answers with the whole class.

AB64. Answer key, see page T105–106

Ending the lesson

- Ask pupils *What should you do at the end of the lesson?* Pupils respond with sentences, using *should* and *shouldn't*.

Digital Classroom

Presentation Plus: Unit 7 **Practice Extra**

Video

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Consolidation activity:** *Role play*
- **T118 – Extension activity:** *More sentence halves*

Objectives

To practise giving advice and sing a song.

Target language

- **Key language:** giving advice: *should/shouldn't*; question form: *Should …?*; nature: *tree, field, bear, cow, problem*
- **Additional language:** *(is) after me*
- **Revision:** action verbs, adverbs

Warmer

- Elicit the title of the unit (*Natural world*) and elicit some of the things you should and shouldn't do to protect the environment. (Remind pupils of the impersonal use of *you*.) Write two of the examples they give on the board: one positive and one negative. Focus pupils on the verb following *should/shouldn't* and elicit what kind of word it is (infinitive without *to*).

PB65. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 65 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB65. ACTIVITY 2

Read the posts and choose the right words. Who do you agree with? Why?

- Tell pupils to open their Pupil's Books at page 65. Focus pupils on Activity 2. Ask a pupil to read the first post and elicit the correct answers from the class.
- Ask pupils to read the other posts and choose the right words. Pupils compare their answers with a partner and then check as a whole class. When pupils are feeding back their answers ask: *Do you agree with Oliver, Pablo, Maria and Li Jing? Why?*

Key: **1** should, **2** shouldn't, **3** should, **4** should, **5** should, **6** should

PB65. ACTIVITY 3

Read the questions and write the name.

- Focus pupils on Activity 3. Ask pupils to read the questions and then read the posts again to find the names.
- Pupils read and compare their answers in groups. Check with the class.

Key: **1** Li Jing, **2** Pablo, **3** Oliver, **4** Maria

Song

PB65. ACTIVITY 4

Read and guess. Listen and check. Then do karaoke.

- Focus pupils on the song and the words in the box. Elicit that these are all infinitives without *to* which pupils use to complete the song. Give pupils time to read through the song silently and to try to predict some of the words before playing the 🔊 Audio.
- Play the 🔊 Audio. The first time they listen, pupils don't write anything. They listen, look and think. They then discuss the song in pairs and add any words they can remember. Play the 🔊 Audio again for pupils to check and complete the song. They check again in pairs. Play the 🔊 Audio, pausing after each verse to check the verbs and understanding of key vocabulary.
- Play the ▶ Video, line by line and then verse by verse, for pupils to repeat. Make two groups: one which asks the questions and one which answers. They sing the song in role. Play the first version of the song on the ▶ Video and then the karaoke version. Repeat, with groups changing roles.

Key: put, clean, stop, climb, bear, go, walk, run, jump, stop, climb, cow

🔊 59
As in Pupil's Book and Key

🔊 60
Karaoke Version

PB65. ACTIVITY 5

How do you think we should look after our world? Write 20–30 words.

- Ask pupils to focus on Activity 5 and to write about what they think we should do to look after our world.

Extra support Prepare a model text as an example of what you expect pupils to write, and show it on the board.

AB65. Answer key, see page T106

Ending the lesson

- Sing the song again.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 59–60**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Extension worksheet 1 and Song worksheet
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Consolidation activity:** *Written advice*
- **T118 – Extension activity:** *Helping each other*

7

1 Can you remember the last lesson? Watch the language video.

2 Read the posts and choose the right words. Who do you agree with? Why?

How can we help look after our world?

Plastic isn't good for the planet. We (1) **should / shouldn't** stop using plastic. It can take 1,000 years to disappear and we are filling the whole Earth with ugly, terrible, dirty plastic. It's a disaster! We really (2) **should / shouldn't** buy plastic bags or plastic bottles.

Oliver, 13

There is water all around us – in fact more than 70% of the Earth is water. We (3) **should / shouldn't** decide how to use water as carefully as we can, so that in the future we have water to drink, cook and wash our clothes. Everyone (4) **should / shouldn't** remember to turn off taps and have short showers instead of baths.

Pablo, 11

We use energy for everything, from computer games to playing the electric guitar, but making it causes pollution. So, you (5) **should / shouldn't** remember to turn everything off when you finish playing and save energy.

Maria, 12

Did you know that every year we throw away more than a billion tonnes of food? That's frightening! You (6) **should / shouldn't** try to prepare only the food that you need. If you have any food left, you can share it with your friends.

Li Jing, 12

3 Read the questions and write the name.

1 Who thinks that we can save food and be kind to others? _____
2 Who thinks that we need a plan for the future? _____
3 Who thinks that something we use takes a long time to disappear? _____
4 Who thinks that we need to do something very important after we have fun? _____

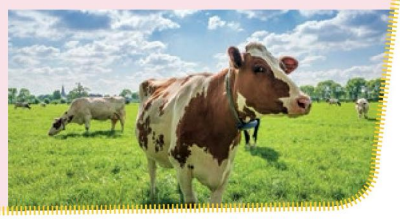
4 59–60 Read and guess. Listen and check. Then do karaoke.

clean climb ~~drop~~ go jump put run stop walk

You shouldn't drop your rubbish,
You should _____ it in a bin.
You shouldn't leave it on the ground,
You should _____ up everything.
Here comes the bear, here comes the bear!
It's coming for your tea!

You shouldn't _____ across the field,
You should _____ around.
You shouldn't go too near that cow,
It can push you to the ground.
You should _____ ...
You should _____ quickly!

Should I move or should I _____?
Should I _____ that tree?
I should do something now.
That bear / cow is after me.



5 How do you think we should look after our world? Write 20–30 words.

Practice: giving advice

1 Read the blog. Which animal fact is the most interesting for you?

Kid's Box Reports



There are more than 15,000 endangered species of animals and birds, and even more species of insects in danger, like butterflies. Let's take a look at what people are doing to protect them so that they do not become extinct.

Nature watch



There are two special National Parks in Siberia to protect Siberian tigers from people who want to catch them for their beautiful striped fur.

Tigers are famous for their stripes. They are an endangered species and we should protect them. When we protect tigers, we protect forests which give people around the world clean air, water, food and materials. Another animal famous for its stripes is the mountain zebra. Thanks to conservation projects, mountain zebras are now safe from extinction.





The Lost Ladybug Project asks people to take photos of this beetle, or ladybird, if they see it and post them online.

This is the nine-spotted lady beetle. It has four black spots on each wing and one in the middle of its body. It lives in North America and it is an endangered species.



Did you know that the last day of April every year is **Save the Frogs Day**? There are educational events in more than 56 countries.

Frogs are in danger all over the world. The frog in the picture is Lehmann's poison frog. It is found in Colombia. It has red, orange or yellow stripes.



Let's celebrate beautiful butterflies! Every two years there's a **Butterfly Beauty Festival** in Asia from November to March. This helps us to protect the butterflies and learn more about them.

Butterflies are beautiful, flying insects. This butterfly is a purple spotted butterfly. It has white spots on its purple wings. Every year millions of butterflies fly to a different place to escape cold weather. This can be dangerous, so we need to protect them.

2 Read again and answer.

1 How many endangered species are there?
2 How do the special parks in Siberia protect the tigers?
3 When we protect tigers, what else do we protect?
4 Which animal has a spotted body and wings?
5 Where does the Lehmann's poison frog live?
6 Which animal has red, orange or yellow stripes?
7 When is the **Butterfly Beauty Festival**?
8 Which animal has got white spots on its wings?

3 Ask and answer.

1 Which animals would you like to protect? Why?
2 What should we do to protect this animal? Think of a class project.

66 **Vocabulary:** nature

Objectives

To read and talk about endangered species.

Target language

- **Key language:** *endangered species, extinct, insect, protect, striped, stripes, spots, spotted, beetle, wing, butterfly, in danger*
- **Additional language:** *zebra, forest, national park, poison, extinction, Siberia, North America, Colombia, Taiwan*
- **Revision:** *should*, animals, adjectives, parts of speech

Warmer

- Pre-teach *spotted* and *striped*, using pupils' clothes or other objects in the room. Then ask pupils to think of any animals they know which are spotted or striped. Ask different pupils to write the words on the board and to spell them out.

PB66. ACTIVITY 1

Read the blog. Which animal fact is the most interesting for you?

- Show page 66 on the whiteboard. Focus pupils on the activity instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the text and elicit that it's a blog and that it's about animals and nature. Tell pupils to open their Pupil's Books at page 66. Read the introduction aloud to pupils and use the context to elicit what they think *endangered species* means. Confirm that it means a type of animal or plant that might stop existing soon because there are only a few living.
- Ask pupils to read the text quickly and then feed back to a partner. Ask pupils to put up their hands to vote for the animal they think is the most interesting.

PB66. ACTIVITY 2

Read again and answer.

- Focus pupils on the Activity 2 questions. Pupils work in groups of three and find the answers to / discuss the questions. Elicit answers from the class and provide any new vocabulary on the board. Discuss with pupils other endangered animals that they know of, what they look like and what, if any, steps are being taken to protect them. Focus on local species if possible.

Key: **1** More than 15,000. **2** They protect tigers from people who want to catch them for their fur. **3** We also protect forests which give people around the world clean air, water, food and materials. **4** The nine-spotted lady beetle. **5** In Colombia. **6** The Lehmann's poison frog. **7** Every two years from November to March. **8** The purple spotted butterfly.

Extra support Write the answers randomly on the board to support less confident pupils.

PB66. ACTIVITY 3

Ask and answer.

- Focus pupils on Activity 3. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Ask each group to tell the class their ideas.

AB66. Answer key, see page T106

Ending the lesson

- As whole-class feedback, build a mind map on the board, compiling all the new words pupils learnt about animals in the lesson.

Digital Classroom

Presentation Plus: Unit 7 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Reinforcement worksheet 2
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Consolidation activity:** *Where do they live?*
- **T118 – Extension activity:** *Guessing game*

Objectives

To describe pictures of animals and practise giving advice using *should* and *shouldn't*.

Target language

- **Key language:** *habitat, female, male, You can …, I think we should/shouldn't …, Yes, I agree. No, I don't agree.*
- **Additional language:** measurements, descriptions, numbers, *bat, riverbank, ocean, pond, stream, disappear*
- **Revision:** animals, comparative adjectives, colours

Warmer

- Describe one of the animals from the previous lesson for pupils to guess with books closed. Pupils can then take turns to describe an animal using the last lesson's vocabulary.

Presentation

PB67. ACTIVITY 1

Look at the pictures. Describe them to your partner.

- Tell pupils to open their Pupil's Books at page 67. Show the page on the whiteboard. Focus them on Activity 1. Check understanding of *male* and *female*.
- Pupils take turns to say a sentence describing a picture. Monitor and prompt where necessary. Elicit descriptions from the class.

PB67. ACTIVITY 2

Listen. Write words or numbers.

- Focus pupils on the information for Activity 2.
- Pupils read and check vocabulary, e.g. *measure*. Play the Audio. Pupils listen and write the missing words or numbers. They check in pairs. Play the Audio again. Check with the class.

Key: **2** 20, **3** 30, **4** brown with white spots on its wings, **5** brown with blue stripes on its wings

61

Mary: Oh, hello, Mr Burke. Can I ask you some questions? Is that OK?
Mr Burke: Hello, Mary. Yes, of course. What about?
Mary: Well, it's about a butterfly I want to do my project on. I've got some information, but I want to find out some more.
Mr Burke: OK. Which butterfly is it?
Mary: It's called the Queen Alexandra's birdwing butterfly.
Mr Burke: Oh, yes. I know the one. It's an endangered species.
Mary: That's right. Its habitat is getting smaller and smaller every year. Can you tell me about it, please?
Mr Burke: OK. What do you want to know?
Mary: Well, I read in a book that it's the biggest butterfly in the world. Is that right?
Mr Burke: Yes, it is. But the male is smaller than the female. From one edge of the male's wing to the other it can measure 20 cm.
Mary: 20 cm. But the female's bigger?
Mr Burke: Yes, it is. Its wings can measure 30 cm.
Mary: Wow! That's a big butterfly! What about their colours?
Mr Burke: Well, both butterflies are brown. The female has got some small, white spots on its wings.
Mary: And the male?
Mr Burke: It's brown too, but it's got blue stripes on its wings.
Mary: That's really interesting. Thanks very much, Mr Burke.

PB67. ACTIVITY 3

Read and complete.

- Focus pupils on Activity 3. Check understanding of the words in the box.
- Pupils do the task individually and then check in pairs. Check with the class.

Key: **2** extinct, **3** should, **4** garden, **5** trees, **6** butterflies

Extra support Give the first letter of the missing word to support less confident pupils.

PB67. ACTIVITY 4

Look at the pictures. Talk about what you should do.

- Focus pupils on the Activity 4 photos and example. Elicit other ideas for one or two of the other pictures.
- Provide a response for disagreement and write it on the board, e.g. *No, I disagree.*
- Pupils work in groups of three. They take turns to make suggestions for each photo and to respond.

AB67. Answer key, see page T106

Ending the lesson

- Write key words from the unit with the letters in jumbled order on the board. Pupils write each word correctly. They check in pairs before you check with the class.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 61**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Consolidation activity:** *The school environment*
- **T118 – Extension activity:** *Endangered animals*

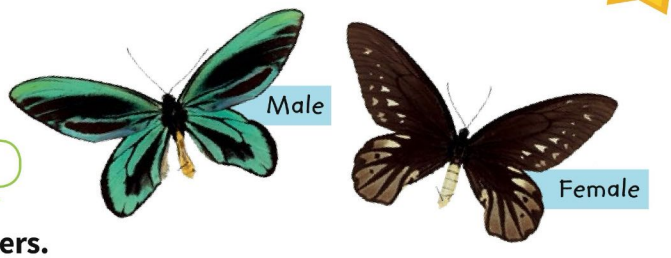
7

1 Look at the pictures. Describe them to your partner.

The female is brown.

The male is more beautiful than the female.

Queen Alexandra's birdwing butterfly.



2 61 Listen. Write words or numbers.

MARY'S PROJECT

Name of butterfly	1	Queen Alexandra's
Wings measure (Male)	2	cm
Wings measure (Female)	3	cm
Description (Female)	4	
Description (Male)	5	

3 Read and complete.

butterflies extinct garden should ~~thousands~~ trees

Help endangered species

There are (1) thousands of endangered species in the world. Endangered means there is time to help them before they disappear. They are not (2) _____. So, what should we do? We (3) _____ look after our world and ask everyone to help make it a cleaner place for animals and insects to live in. We should make oceans, ponds, streams and the air much cleaner than they are now … and you can help too!

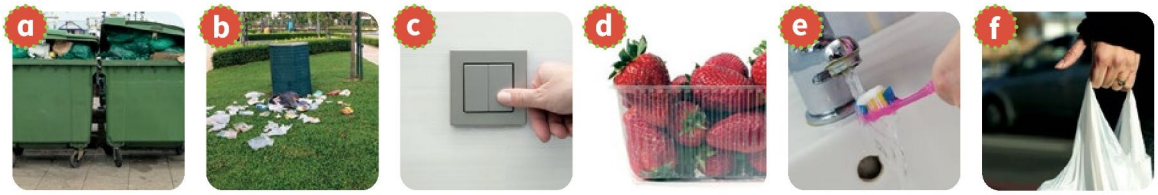
You can:

- help clean and protect the habitat in your (4) _____, near your house or on your school ground.
- plant (5) _____ and flowers where insects like (6) _____ can live.
- help projects to plant riverbanks with plants which make the ground stronger and give animals a habitat.

4 Look at the pictures. Talk about what you should do.

I think we should recycle all bottles.

Yes, I agree.



Sounds and life skills

Taking care of your community

1 **Watch the video. Where are the young people and how do they feel?**

Pronunciation focus

2 62 **Listen and underline the stressed words.**

MEERA: People shouldn't leave their rubbish on the grass or throw it in the lake.

LENNY: So, what should they do with it?

PARK RANGER: They should look for a recycling bin or take their rubbish home with them.



3 **Think and write. Practise with a partner.**

A: People shouldn't _____.

B: What should they do?

A: They should _____.

4 **Read the flyer. What information does it give?**

COMMUNITY ACTION!

Let's clean it up!
Here's how to organise your own neighbourhood clean-up.

Get permission	Ask your family for permission to do a clean-up in your neighbourhood. Ask an adult to help you.
Decide where	Think about where you want to pick up rubbish. Is there a park or a beach near you that needs help?
Get help	Find friends and family to join the clean-up. The more people, the better! Ask local shops or your local council if they can give you free rubbish bags, gloves or tools.
Take pictures	On the day of the clean-up, take lots of pictures that you can share afterwards.
Say thank you	Thank everyone for their help.

NOTES: OUR NEIGHBOURHOOD CLEAN-UP

Where	
When	
Who should we ask for help?	
Who should take photos?	

5 **In a group, plan your own neighbourhood clean-up and make notes.**

Useful language

Let's do … on …
What should/shouldn't we do?
We should/shouldn't …

Sounds and life skills: sentence stress | social responsibilities

Objectives

To practise sentence stress in sentences with *should/ shouldn't*.

Target language

- **Key language:** sentence stress patterns with *should/ shouldn't*: *We should find a bin. People shouldn't leave their rubbish.*
- **Additional language:** *bins, clean-up, council, newspaper, permission, pick up, throw, take photos*
- **Revision:** asking for and giving advice: *What should we do? We should/shouldn't …*; making suggestions: *We should …, Let's …, Why don't we …?*

Warmer

- Draw two speech bubbles on the board. Write *You should …* in one, and *You shouldn't …* in the other. Ask pupils to give you examples, e.g. *You should tidy your room.* Write them on the board.

PB68. ACTIVITY 1

Watch the video. Where are the young people and how do they feel?

- Show page 68 on the whiteboard. Tell pupils they are going to watch a ▶ Video. Focus pupils on Activity 1. Ask pupils to look at the photo and read the question.
- Show the ▶ Video. Pupils compare answers. Check as a class.

Key: The children are in the park. They feel angry/sad/upset.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB68. ACTIVITY 2

Listen and underline the stressed words.

- Ask pupils to open their Pupil's Books at page 68. Play the 🔊 Audio and ask pupils to listen, and underline the 'stressed words' (louder or more emphasised). Check answers.
- Elicit that the negative form *shouldn't* is a strong word, but the affirmative *should* isn't.
- Model the pronunciation with a pupil.

Key: As Audio Script

▶ 🔊 62

Meera: People shouldn't leave their rubbish on the grass or throw it in the lake.

Lenny: So, what should they do with it?
Park Ranger: They should look for a recycling bin or take their rubbish home with them.

PB68. ACTIVITY 3

Think and write. Practise with a partner.

- Focus pupils on Activity 3 and ask the class for suggestions, e.g. *People shouldn't pick flowers / frighten wildlife. People should respect nature / look after their parks and beaches.*
- Ask pupils to write more examples and practise saying them with a partner. Ask volunteers to read out their dialogue. Monitor pronunciation. Check with the whole class.

PB68. ACTIVITY 4

Read the flyer. What information does it give?

- Explain that in many places there are groups that organise clean-ups of local areas.
- Focus pupils on the poster and read it. Check understanding by eliciting information they will need to complete the notes. Ask *Who will you ask for permission? What places could you clean up? Who will you ask to help you? How can the local council or local shops help? Why is it a good idea to take photos? Why is it important to say 'Thank you'?*

Key: The flyer gives information about how to organise a clean-up, who to get permission from, who to ask for help, about identifying a place and a time, and how to record the event by taking pictures.

PB68. ACTIVITY 5

In a group, plan your own neighbourhood clean-up and make notes.

- Tell pupils they are organising a neighbourhood clean-up. Focus on the Useful language box and read the examples.
- Allow time for pupils to decide and allocate tasks, and then to make notes. Listen to pupils and provide support where needed. Make a note of any common errors and examples of good language you hear.
- If time, ask groups to compare their plans.

Extra challenge Ask pupils to present their ideas to the class.

AB68. Answer key, see page T106

Ending the lesson

- Write the notes you made in Activity 5 on the board. Remember to include some good language and praise pupils. Ask pupils which sentences are correct and ask them to correct those that are not.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 62**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Consolidation activity:** *Sentence stress*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *parents*
- **Additional language:** *Queen Hetepheres*
- **Revision:** language from the unit, adjectives, colours

Warmer

- Elicit from pupils what they remember about the snake bowl from the last episode of the story: what was living there, what the animals looked like and who went down into the snake bowl at the end of the episode.

Story

PB69. ACTIVITY 1

Why should they climb the ladder slowly and carefully? What do the butterflies look like?

- Show pupils the first scene of the story on the whiteboard. Focus them on the story and check who is in the snake bowl in the first frame. Set the questions: *Why should they climb the ladder slowly and carefully? What do the butterflies look like?* Play the ▶ Video with books closed. Pupils watch to find the answers.
- Play the Audio. Pupils listen and read. Pause after each frame for pupils to repeat.
- At the end, check general comprehension by asking questions, e.g. *What advice does Brutus give Diggory about his daughter? Who is the snake with no spots and stripes? Why doesn't Diggory need instructions to get out of the snake bowl? Why should Emily be careful on the ladder? What's in the room? What colour are the spots on the butterflies' wings? What do the butterflies want to protect?*

63

Diggory Bones: That wasn't very clever, Brutus.
Emily: Run and get help, Dad!
Brutus Grabbe: I don't think you should leave your daughter down here with a snake, Bones.
Diggory Bones: With two snakes, Brutus! One's got spots and stripes, but the other hasn't.
Brutus Grabbe: Now, Bones, you should turn on the computer for the instructions to get out of here.
Diggory Bones: You need the instructions to get out of here, but I don't!
Diggory Bones: You should move slowly and carefully, Emily. This ladder's old and it isn't very strong.
Emily: OK, Dad!
Brutus Grabbe: Wait for me!
Diggory Bones: The famous butterfly room of Queen Hetepheres! Most people thought this was only a story.
Emily: There are thousands of butterflies!
Emily: They're all orange and black striped with white spots on their wings.
Diggory Bones: You shouldn't touch anything, Brutus.
Brutus Grabbe: Aagh! Striped insects!
Emily: They're the young butterflies! Here are their parents to protect them!

AB69. Answer key, see page T106

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 63**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Photocopiable 7
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Extra activity:** *Role play*

63

Diggory Bones

7



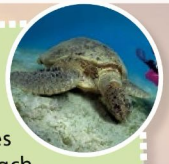
1 **Why should they climb the ladder slowly and carefully? What do the butterflies look like?**

Story: unit language in context

How can we help endangered species?

1 64 **Listen and read. Why are these animals endangered?**

Turtle



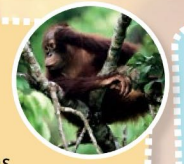
I joined the **Turtle Protection Project** two years ago. Turtles come to our beach each year to lay their eggs, but they are an **endangered species**. Humans are a big problem because they catch turtles to sell their eggs, meat and shells.

The project teaches people why we should **protect** turtles, and now people in the community help to look after the beaches and keep the turtles safe.

Every year, we save thousands of turtle eggs from danger. Our project really makes a difference.

Veronica

Orangutan

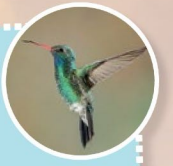


I volunteer at an orangutan rescue centre near my village. Orangutans are one of the most endangered animals in the world. Humans are destroying their **natural habitat** by cutting down the jungle for buildings, roads and farming.

Our centre helps orangutans which are in danger. We feed them and help the sick ones get better. It's like a school, too. We teach them how to **survive in the wild** so that when they're ready, the orangutans can go back to a safer part of the jungle.

Umar

Hummingbird



At school, I'm learning about the endangered species in my city, like the hummingbird. This little bird is in danger because the city is growing. There are more and more new buildings, so the hummingbird is losing its habitat.

I want to protect hummingbirds because I think we should help protect all endangered species. In my garden at home, we planted flowers and we hung some food and water feeders from the trees. The trees in the garden also **provide shelter** so that the birds have a safe place to build nests. I'm happy because now I see hummingbirds in our garden all the time.

Alejandro

2 **Read again and complete the table.**

	Turtles	Orangutans	Hummingbirds
Project	Turtle Protection Project	orangutan rescue centre	school project
What is the problem?	People catch turtles to sell their eggs		
How are people helping?	They look after the beaches and keep turtles safe.		

3 **Which of the projects would you like to help with? Why?**

I love hummingbirds, so I'd like to help with that project.

I'd like to help in the orangutan rescue centre because orangutans are my favourite animal.

FIND OUT MORE

What are the biggest causes of animal endangerment?

Objectives

To explore the problems facing endangered species and identify ways people are helping to solve the problem.

Target language

- **Additional language:** *farming, catch, feeder, honey, hummingbird, nest, orangutan, rescue centre, shells, shelter, survive, turtle*
- **Revision:** endangered species, *destroying, flowers, fruits, garden, habitat, humans, in danger, jungle, lay eggs, plants, protect, should/shouldn't*

Warmer

- Write *Endangered animals* on the board and brainstorm with pupils some of the endangered animals that they know. For each animal, ask pupils if they know why they are endangered.
- Tell pupils they're going to learn about more endangered animals in this lesson.

Presentation

PB70.

How can we help endangered species?

- Show page 70 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB70. ACTIVITY 1

Listen and read. Why are these animals endangered?

- Show the page on the whiteboard. Focus on the photos and ask pupils if they know the three animals pictured (turtle, orangutan and hummingbird). Tell them they're all endangered animals.
- Ask pupils to open their Pupil's Books at page 70. Focus pupils on the question. Play the 🔊 Audio. Ask pupils to listen and read and then answer the question.
- Put pupils into pairs to discuss the question. Check answers as a class.
- Ask pupils what happens when endangered animals are not protected. Elicit or explain *extinct*. Ask pupils if they can think of any animals that have become extinct. Elicit/Mention dinosaurs and ask why pupils think that they are extinct.

Key: Humans catch turtles to sell their eggs, meat and shells. Humans are cutting down jungles where orangutans live. Cities are growing so hummingbirds are losing their habitat.

🔊 64

As in Pupil's Book

PB70. ACTIVITY 2

Read again and complete the table.

- Pupils read the texts again and complete the table with the missing information. They compare in pairs.
- Remind pupils that a case study features a problem, such as hunting animals in the case of the turtles, and ways to solve the problem.
- Read the headings in the table and the example text. Check answers as a class.

Key: Orangutans: Humans are destroying their natural habitat. People feed them, treat them when they're sick and teach them how to survive in the wild. Hummingbirds: They are losing their habitat. People are planting flowers, and providing food and shelter.

PB70. ACTIVITY 3

Which of the projects would you like to help with? Why?

- Focus pupils on Activity 3 and the examples. Pupils work in pairs and discuss. They compare their ideas with other pairs.
- To round up, ask *Do you know any other projects that help protect animals?* Pupils share ideas with the class.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

AB70. Answer key, see page T106–107

Ending the lesson

- Put pupils into pairs. Say a couple of sentences about each of the animals from the lesson for pupils to write the animal, e.g. *It is in danger because the city is growing. It is in danger because people are destroying the jungle. It is in danger because people sell their meat and shells.*

Digital Classroom

- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 64**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 7, Subject worksheet
- **AB94 and PB94–95 – Grammar reference 7**
- **T118 – Consolidation activity:** *Animal habitats*
- **T118 – Extension activity:** *Find out and write about an extinct animal*

Objectives

To learn how bees help plants and animals and about problems facing bees.

Target language

- **Additional language:** *beekeepers, chemicals, diseases, farming, healing properties, honey, organic, pesticides, poison, pollinate, powder, reproduce, sting, survive*
- **Revision:** *bees, endangered, environment, extinct, flowers, fruits, garden, insects, plants, protect, should/shouldn't*

Warmer

- Ask pupils to stand in a circle to play a game. Say an animal and pupils clap if they think the animal lives in their country. Pupils who clap for the wrong animal sit down. The winner is the pupil standing at the end of the game.

DID YOU KNOW ...?

- Show the page on the whiteboard. Point to the photo and elicit the animal (bee).
- Ask one of the pupils to read the information out loud. Ask pupils if they are surprised by the number of times bees move their wings.

Presentation

PB71. ACTIVITY 1

Read the student report. How do bees help plants to survive?

- Focus pupils on Activity 1. Point to the photo and read the question in the rubric. Elicit ideas and accept all reasonable answers.
- Pupils read the student report to find out if their predictions were correct. Ask the question again after they read, to elicit that they pollinate plants and flowers, which helps their species to reproduce.

PB71. ACTIVITY 2

Underline the facts with when in the student report in Activity 1.

- Focus pupils on Activity 2 and on the Learning to write box. Ask a pupil to read the example sentences aloud. Drill the words in bold as a class.
- Ask pupils to read the text in Activity 1 again and underline examples of facts with *when*.

PB71. ACTIVITY 3

In pairs, discuss why it is important to protect endangered species and how you can help them. Complete the table in your notebook.

- Focus pupils on Activity 3. Put pupils into pairs to discuss the importance of protecting endangered species. It's important for each pupil to write their own notes as they will need them in the Activity Book Ready to write activity on page 70.

Extra challenge Put pupils into groups of four or five. Ask them to suggest one thing that each of them can do to protect an endangered animal. Encourage them to think about things they can do at home or at school, or ways they can help via the internet or by informing people about endangered species. Share ideas as a class.

AB71. Answer key, see page T107

PB71.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Review with pupils what they read and talked about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom

Presentation Plus: Unit 7
Practice Extra
Test Generator: Unit 7 Test

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 7**
- **T119 – Consolidation activity:** *Make a word search puzzle*
- **T119 – Extension activity:** *Subject vocabulary*

1 **Read the student report. How do bees help plants to survive?**

DID YOU KNOW...?

Bees are so noisy because they beat their wings about 230 times per second!



7

Protecting bees

Why are bees important?

Bees are so important because they help plants to survive. When a bee eats the sugary nectar from inside a flower, its hairy legs pick up some pollen. Pollen is the yellow powder on flowers. When the bee goes to another plant, it rubs some of the pollen onto it and this pollinates the plant. Without bees, some plants might disappear.

Another reason why they are important is that bees make honey. Honey is food for the bees in winter, but humans and other animals enjoy it too!

Why are bees endangered?

Bees are endangered because farmers use chemicals called pesticides on plants to kill the insects which eat them. Unfortunately, when farmers use these chemicals, they also kill bees.

How can we help?

- We should plant flowers in our gardens or on our balconies which bees like, and of course, don't use pesticides.
- We should also buy local honey. When we do this, we help beekeepers in our area.
- Lastly, let's remember to talk about bees and why they are so important.

2 **Underline the facts with when in the student report in Activity 1.**

3 **In pairs, discuss why it is important to protect endangered species and how you can help them. Complete the table in your notebook.**

Why is it important to protect endangered species?	How can we help?

Ready to write:

Go to Activity Book page 70.

Learning to write:

Facts with *when*

We use **when** to give facts.

When humans cut down trees, we destroy orangutans' natural habitat.

When we provide shelter, we give them a safe place to build nests.

Project

Create a fact file about an endangered animal.

8 World of sport

Which sports do you like?



1 Who wins a prize for the first time? Watch and check.

2 Watch again. Complete the sentences.

1 Today's the _____ prize day.
2 Good luck in the race, _____.
3 He's _____ over the mats.
4 He hasn't climbed over the _____.
5 He's lost the _____.
6 He's stopped to help a _____.

STUDY

We**'ve done** it.
He **hasn't lost**.
Have you ever **won** a prize?
Yes, I have. / No, I haven't.

3 Read and choose the right words.

1 **We're** / **We've** going to give the prize to the winners.
2 I've **ever** / **never** won any prizes!
3 **You've** / **You haven't** nearly finished!
4 He's **walk** / **walked** along the bench.
5 He **haven't** / **hasn't** lost.
6 We've **doing** / **done** it!

4 Ask and answer.

1 Do you think Lenny did the right thing?
2 Which is more important, winning or helping your friends?

Language: present perfect

Objectives

To review sports vocabulary and to talk about their experience of doing sport.

Target language

- **Key language:** present perfect to express: experience with *ever*, *never*, present relevance, following *It's the first time … ; celebrate*, *race*, regular and irregular verbs
- **Revision:** sports and sports competitions, school, *should*

Warmer

- Mime one or two sports that pupils know. When they guess, write the sport, e.g. *tennis*, on the board. When there are three or four sports on the board, elicit the headword, *Sports*, and write it in the centre of the board.
- Draw a circle around *Sports* on the board. Brainstorm with the class the sports words they can remember and create a mind map on the board. Pupils copy it into their notebooks.

PB72.

Which sports do you like?

- Show page 72 on the whiteboard and ask pupils to focus on the photo. Ask where the characters are.
- Focus on the question and elicit responses. Tick the sports mentioned on the mind map.

PB72. ACTIVITY 1

Who wins a prize for the first time? Watch and check.

- Focus pupils on Activity 1. Read the question. Elicit some predictions, but don't confirm answers at this stage. Play the ▶ Video for pupils to watch and check the answer to the question. Ask pupils to check in pairs and then feed back with the whole class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB72. ACTIVITY 2

Watch again. Complete the sentences.

- Tell pupils to open their Pupil's Books at page 72 and focus on Activity 2.
- In pairs, pupils predict what the missing words are. Play the ▶ Video again. Pupils listen for the missing words. They check in pairs. Check with the class.

Extra challenge Elicit a summary of the story.

Key: 1 school, 2 Lenny, 3 jumped, 4 wall, 5 race, 6 friend

Presentation

- Write sentences 3–6 from Pupil's Book Activity 2 on the board. Focus pupils on the new structure (present perfect) in each sentence and underline it.
- Focus on the form and how the tense is made (auxiliary *have* + past participle).
- Use concept questions to check pupils understand the meaning of each sentence. Show pupils that, e.g. *He's* in sentence 3 is a contraction of *He has*. Make sure pupils notice that the time, i.e. when, is not stated in any of the sentences and that these are things that have only just happened.
- Play the ▶ Video from Activity 1 again. When pupils hear the present perfect, they put their hands up. Pause the ▶ Video and elicit what was said (question and/or answer).
- Focus pupils on the STUDY box and read the example sentences together.

PB72. ACTIVITY 3

Read and choose the right words.

- Focus pupils on the first sentence of Activity 3. Tell them to choose the right word: *We're* or *We've*. Elicit the answer as a full sentence. Elicit what the full form of each one is (*We are / We have*).
- Pupils complete the activity in pairs, checking with other pairs if necessary. Check with the class by eliciting the full sentences.

Key: 1 We're, 2 never, 3 You've, 4 walked, 5 hasn't, 6 done

PB72. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Check with the whole class.

AB72. Answer key, see page T107

Ending the lesson

- Elicit from pupils things in their lives they haven't done, but that they would like to. Start with an example, e.g. *I've never visited London, but I'd like to go and see Buckingham Palace.*

Digital Classroom

Presentation Plus: Unit 8 **Practice Extra**

Video

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 8**
- **T119 – Consolidation activity:** *Find the present perfect*
- **T119 – Extension activity:** *In my life*

Objectives

To practise the present perfect.

Target language

- **Key language:** present perfect for recently completed actions and question forms; contrasting uses of *going to* future, present continuous and present perfect
- **Revision:** sports, ordinal numbers, action verbs

Warmer

- Ask pupils *What have you done today? What are you doing now?* and *What are you going to do later?* Give examples.

PB73. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 73 on the whiteboard. Ask pupils to watch and complete the activity in the ▶ Video.
- Play the ▶ Video.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB73. ACTIVITY 2

Choose words to talk about the pictures.

- Tell pupils to open their Pupil's Books at page 73. Focus them on the first set of pictures and on the speech bubbles.
- Pupils work in pairs and make sentences about the other pictures using the words in the box. Check sentences, writing the examples on the board under each heading:
  Going to future ***Present continuous*** ***Present perfect***

Key: **2 a** They're going to wash the car. **b** They're washing … **c** They've washed … **3 a** He's going to jump over the bar. **b** He's jumping … **c** He's jumped … **4 a** She's going to cook pasta. **b** She's cooking … **c** She's cooked … **5 a** She's going to paint the walls. **b** She's painting … **c** She's painted … **6 a** They're going to walk up the mountain. **b** They're walking … **c** They've walked …

PB73. ACTIVITY 3

Listen and answer the questions.

- Give pupils time to read the questions. Play the 🔊 Audio. Pupils listen and write their answers.

Key: **1** She's opened the box. **2** They've closed their suitcase. **3** He's skipped for 32 hours, 23 minutes and 5 seconds / set a new world record. **4** He's answered the question correctly. **5** They've finished their exam. **6** He's climbed to the top of the climbing wall.

Extra support Show pupils the Audio Script on the board.

🔊 65

1 **Girl:** Look at that box. It's old and made of wood. It looks really interesting. Shall we open it?
Boy: I don't think we should.
Girl: Well, I'm going to open it. Ooh … It's very difficult. It's open! Wow! Look what's inside!

2 **Woman:** Can you help me, please? I can't close this suitcase.
Boy: Oof! It's very full.
Woman: I know. Can you sit on it, please? Great! That's it. We've done it. Now we can go.

3 **Man 1:** He's done it. That's a new world record. He's skipped for 32 hours, 23 minutes and 5 seconds. Congratulations! How do you feel?
Man 2: I feel great.

4 **Teacher:** Who was the first man to walk on the moon? Michael?
Michael: Er, was it Neil Armstrong?
Teacher: That's right, Michael. Well done!

5 **Teacher:** Put your pencils down, please. You've finished your exam.
Boy and Girl: Yay!

6 **Instructor:** OK, Robert, put your right hand up above your head. Put your left foot on the green rock. You're nearly at the top of the climbing wall. Now, put your left hand up to the top. That's it. Well done!
Robert: I've done it! I've climbed to the top!

PB73. ACTIVITY 4

Read and order the words.

- Focus pupils on the Activity 4 instruction. Pupils write the sentences and then check in pairs. Check with the class.

Key: **1** He's visited his grandmother this afternoon. **2** Have you ever played basketball? **3** She's never been ice skating before. **4** He hasn't done his homework. **5** We've won first prize! **6** Have they entered the competition?

AB73. Answer key, see page T107

Ending the lesson

- Mime a sequence of actions, along the lines of Pupil's Book Activity 2. Pupils give the sentences as you mime.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 65**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Extension worksheet 1
- **AB94 and PB94–95 – Grammar reference 8**
- **T119 – Consolidation activity:** *Talking about actions*
- **T119 – Extension activity:** *What we've done in the lesson*

8

1 **Can you remember the last lesson? Watch the language video.**

2 **Choose words to talk about the pictures.**

cook jump paint ~~start~~ walk wash

1 They're going to start the race. | They're starting the race. | They've started the race.

1 a 
b 
c 

2 a 
b 
c 

3 a 
b 
c 

4 a 
b 
c 

5 a 
b 
c 

6 a 
b 
c 

3 65 **Listen and answer the questions.**

1 What has she done?
2 What have they done?
3 What has he done?
4 What has Michael done?
5 What have they done?
6 What has Robert done?

4 **Read and order the words.**

1 this / afternoon. / visited / He's / his / grandmother
2 you / Have / ever / basketball? / played
3 never / ice skating / before. / been / She's
4 He / his / hasn't / done / homework.
5 won / first / We've / prize!
6 entered / the / Have / they / competition?

Practice: present perfect 73

1 Read the blog. What time of year do people do your favourite sport?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



When we do some sports, we need the right weather.

Sports for all seasons



Athletics is a sport which we usually do outside. It's difficult to do in the cold and rain so, at school, we do athletics in the **summer**. Lots of people play **golf**. You play golf in any season of the year, but not when it snows!



We can only do some sports in the **winter** because we need snow and ice. A lot of people enjoy **skiing** in the winter holidays. Today a lot of young people like **snowboarding**, too. **Sledging** is also very good fun in winter. You can sledge down a hill.



There are other sports which you can do in any season. In the UK and Europe, **cycling** is a very popular sport. A lot of people cycle in **spring**, **autumn** and winter, not only in the summer. Some people have **racing** bikes and enter competitions. The most famous bicycle race is the **Tour de France**, which is in the summer.

The dates for the seasons are different in different parts of the world. In Europe, North America and Asia, spring is from March to June, but in Australia, Africa, India and South America, it is from about September to December.



2 Read again and correct the sentences.

1 At school they do athletics in the autumn.
2 It's easy to do athletics in the cold and rain.
3 You can play golf in the snow.
4 To do winter sports we need fog and rain.
5 People go sledging in the summer.
6 Spring comes between autumn and winter.
7 Winter comes after summer.
8 The Tour de France is a snowboarding race.

3 Ask and answer.

1 Which sports do you enjoy doing in the summer? Why?
2 Can you practise any of these winter sports where you live? Why?

I enjoy playing basketball in the summer because I can play outside.

I can go sledging where I live because it snows in the winter.

74 **Vocabulary:** sports and seasons

Objectives

To read about sports that people do in different seasons.

Target language

- **Key language:** sports: *athletics, cycling, golf, racing, skiing, sledging, snowboarding*; seasons: *spring, summer, autumn, winter*
- **Revision:** weather, months

Warmer

- Elicit some sports onto the board. Ask pupils what time of year they play these sports. Review/Introduce the seasons. Ask pupils if the seasons happen at the same time of year all over the world. Review what they know about seasons in the opposite hemisphere to their own.

PB74. ACTIVITY 1

Read the blog. What time of year do people do your favourite sport?

- Tell pupils to open their Pupil's Books at page 74. Show the page on the whiteboard. Focus them on Activity 1 and the activity instructions and question. Focus pupils on the text and elicit that it's a blog and that it's about sports for all seasons.
- Pupils read the texts silently and think about their answer to the question. They briefly compare their ideas in pairs. Focus on each text in turn. Discuss what the sports are and what time of year people usually do them. Elicit if any of these sports are pupils' favourites.

PB74. ACTIVITY 2

Read again and correct the sentences.

- Focus pupils on the Activity 2 instruction and on the sentences. Check they know what to do. Pupils work individually and correct each sentence. They write the correct version in their notebooks. They check in pairs. Elicit corrections from the class and provide any new vocabulary on the board.

Extra support Show pupils the written form as you correct.

Key: **1** At school they do athletics in the summer. **2** It's difficult to do athletics in the cold and rain. **3** You can't play golf in the snow. **4** To do winter sports we need snow and ice. **5** People go sledging in the winter. **6** Spring comes between winter and summer. **7** Winter comes after autumn. **8** The Tour de France is a bicycle race.

PB74. ACTIVITY 3

Ask and answer.

- Focus pupils on Activity 3. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Check answers as a whole class.

AB74. Answer key, see page T107

Ending the lesson

- Call out the seasons in turn (but not in order). Pupils say what sports they like doing in each season.

Digital Classroom

Presentation Plus: Unit 8 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Reinforcement worksheet 2
- **AB94 and PB94–95 – Grammar reference 8**
- **T119 – Consolidation activity:** *When people do sports*
- **T119 – Extension activity:** *Unusual sports*

Objectives

To have further practice reading and writing about sports and to sing a song.

Target language

- **Key language:** *snowboard*, present perfect (experience), past simple, sports and sports equipment, definitions
- **Revision:** colours, adjectives, clothes

Warmer

- Give pupils two minutes to think of as many sports as they can which begin with different letters of the alphabet. Elicit from the class.

PB75. ACTIVITY 1

Listen and write the words.

- Tell pupils to open their Pupil's Books at page 75. Show page 75 on the whiteboard. Focus pupils on the Activity 1 instruction and check they know what to do (write the words as they hear them spelt). Focus them on the example and tell them what the word group is going to be: *sports and seasons*.
- Pupils close their books. Play the Audio. Pupils listen and write in their notebooks. They check in pairs. Play the Audio again. Pupils open their books. Check with the class.

Extra support Ask pupils to spell as you write the answers on the board for them to check.

Key: **2** skiing, **3** autumn, **4** sledging, **5** athletics, **6** spring, **7** cycling, **8** racing

66

1 g-o-l-f
2 s-k-i-i-n-g
3 a-u-t-u-m-n
4 s-l-e-d-g-i-n-g
5 a-t-h-l-e-t-i-c-s
6 s-p-r-i-n-g
7 c-y-c-l-i-n-g
8 r-a-c-i-n-g

Song

PB75. ACTIVITY 2

Listen and order. Listen and check. Then do karaoke.

- Point to the song on the whiteboard. Focus pupils on the first part of the Activity 2 instructions. Give them time to read the lines from the song before they listen. Play the Audio. Pupils listen for the order. They check in pairs. Play the Audio again. Check with the class.
- Check general understanding and key vocabulary before pupils start to sing the song. Play the ▶ Video for pupils to watch and repeat in pairs of lines, and then as a whole.
- Divide the class into seven groups. Each group sings a pair of lines. Play the first version on the ▶ Video and then the karaoke version. Groups change roles and repeat.

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

67
As in Pupil's Book

68
Karaoke Version

PB75. ACTIVITY 3

Read and complete. Answer the questions.

- Focus pupils on the photos for Activity 3. Point to the photos on the whiteboard. Tell the class these are photos from Jane's holiday. Elicit where she was and what she did (using the photos only).
- Focus pupils on the words in the box and on the text. They read the text silently and put the correct words in the gaps, using the photos to help them. They check in pairs. Check with the class before they move on to the questions. They write the answers to the questions in their notebooks. Check the answers with the class.

Key: **2** skiing, **3** sledging, **4** snowball, **5** snowboarding, **6** hill, **7** snowboard

Key: **1** She went to the mountains. **2** She went with her family. **3** They went skiing every morning. **4** Her older brother Frank went sledging with her. **5** They tried to play volleyball with a snowball. **6** They all went snowboarding together.

AB75. Answer key, see page T107

Ending the lesson

- Sing the song from the beginning of the lesson again with pupils.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 66–68**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Extension worksheet 2 and Song worksheet
- **AB94 and PB94–95 – Grammar reference 8**
- **T119 – Consolidation activity:** *Holiday stories*
- **T119 – Extension activity:** *Mind maps*

1 66 Listen and write the words. golf

2 67-68 Listen and order. Listen and check. Then do karaoke.






a Some like playing football,
Some like watching it. ☐

b We've skated in the park,
We've made a ball to throw. ☐

c We've played golf with Grandma,
We've raced against the clock. ☐

d We've skied down a mountain,
We've climbed up a rock, ☐

e We love sport, swimming, sailing, running!
We love sport,
We love to do it all. 1

f It's good to move your body,
DON'T JUST SIT! ☐

g We've played badminton and tennis,
We've sledged in the snow, ☐

3 Read and complete. Answer the questions.






hill ~~**mountains**~~ **skiing** **sledging**
snowball **snowboard** **snowboarding**

This morning Jane is coming home from her holiday in the (1) mountains with her family. She's had a great time. During the week her mother and father went (2) _____ every morning, but Jane and her older brother Frank went (3) _____. After lunch Jane and her brothers played in the snow. They tried to play volleyball with a big (4) _____, but it was very difficult because the snow was too soft. On the last day they all went (5) _____ together. Jane's parents and brothers kept falling and rolling down the (6) _____, but Jane was quite good at it. She wants to buy a (7) _____ and go to the mountains again next year.

1 Where did Jane go on holiday?
2 Who did she go with?
3 What did her parents do every morning?
4 Which of Jane's brothers went sledging with her?
5 What did they try to play volleyball with?
6 What did they all do on the last day of their holiday?

Practice: sports and seasons

Sounds and life skills

Working together

1 **Watch the video. How does Lenny feel? How does Lenny's friend feel?**

Pronunciation focus

2 69 **Listen and write the words in the correct form.**

STELLA: Yeah! He's _____ (jump) over the mats and he's _____ (walk) along the bench, but he hasn't _____ (climb) over the wall. Come on, Lenny! You've nearly _____ (finish)!



3 70 **Listen to the verbs. Complete the table.**

/t/ ending	/d/ ending	_____
_____	_____	decided
_____	_____	wanted
_____	_____	needed
_____	_____	waited

4 **Lenny is talking to his friend in the race. Read and match.**

1 Hey, are you alright?
2 Would you like some help?
3 OK. If you hold the rope, I can push you up.
4 There you go!

a Good idea!
b Yes, I think so.
c Thank you so much!
d Yes, please!

5 **In a group, complete the teamwork challenge.**



Useful language

Would you like …?
If you …, I can …
Let's …

Sounds and life skills: endings /t/, /d/ and /id/ | emotional development

Objectives

To review regular past participles and the pronunciation of their endings: /t/, /d/ and /id/ (*jumped, climbed, decided*)

Target language

- **Key language:** past participles (e.g. *climbed, played, listened, arrived*) ending in /d/ sound; past participles (e.g. *crossed, finished, jumped, walked*) ending in /t/ sound; past participles (e.g. *decided, needed, waited, wanted*) ending in /dɪd/ or /tɪd/
- **Additional language:** *do well, help a friend, go back, jump over, lose the race*
- **Revision:** offers and suggestions: *Would you like …? Let's …, If you …, I can …*

Warmer

- In groups, pupils think of a verb for each letter of the alphabet. Write them on the board and elicit the past participles. Ask pupils to underline regular past participles ending in *-ed*.

PB76. ACTIVITY 1

Watch the video. How does Lenny feel? How does Lenny's friend feel?

- Show page 76 on the whiteboard. Tell pupils they are going to watch a ▶ Video. Focus pupils on Activity 1 and the questions.
- Play the ▶ Video. Pupils compare answers. Check as a class.

Key: Lenny is excited. His friend is sad.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB76. ACTIVITY 2

Listen and write the words in the correct form.

- Ask pupils to open their Pupil's Books at page 76. Focus pupils on the instruction. Ask pupils to listen, read and write the correct form of the verbs. Play the 🔊 Audio.
- Elicit answers and write them on the board. Say the verbs and ask which has a different sound at the end (climbed), and what the sound is: /d/. Elicit the end sound of the other three verbs: /t/.

Key: jumped, walked, climbed, finshed

🔊 69

As in Pupil's Book and Key

PB76. ACTIVITY 3

Listen to the verbs. Complete the table.

- Draw three columns on the board. Focus pupils on Activity 3. Ask the class if they can hear a difference in the verb endings in *climbed* and *jumped*.
- Tell pupils they will hear eight verbs and to write them in the correct column. Play the 🔊 Audio twice if necessary.
- Elicit the verbs and write them in the columns. Model the pronunciation and drill.
- Focus on the third column now. Read the verbs and ask pupils what they noticed (an extra syllable, sounds like /dɪd/ or /tɪd/; this happens when a verb ends in a /d/ or /t/). Pupils practise saying these verbs.

Key: /t/ jumped, crossed, finished, walked; /d/ climbed, played, listened, arrived, /ɪd/

🔊 70

jumped, crossed, climbed, finished, played, listened, arrived, walked

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PB76. ACTIVITY 4

Lenny is talking to his friend in the race. Read and match.

- Focus pupils on Activity 4. Explain it is the conversation between Lenny and his friend. Pupils read and match.

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

PB76. ACTIVITY 5

In a group, complete the teamwork challenge.

- Focus pupils on the instruction and the Useful language box. Pupils work in groups to build a bridge.
- Provide support where needed. Observe which teams are working well together and compliment them. Make a note of any common errors you hear and examples of good language use for feedback.

AB76. Answer key, see page T107–108

Ending the lesson

- Ask each team to reflect on how well they did the task and what they could do better. Praise the class for their observations and cooperation.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 69–70**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 8**
- **T120 – Consolidation activity:** *Writing together*
- **T120 – Extension activity:** *-ed endings*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story, *invent*, *handball*
- **Revision:** character names, language from the unit

Warmer

- Review the whole Diggory Bones story so far with the class. Give them clues about each episode, e.g. *Where was Diggory in the first episode? Do you remember what the bones were?* If pupils can't remember, let them open their Pupil's Books to look. Tell them this is the last episode. Elicit their ideas for how the story is going to end.

Story

PB77. ACTIVITY 1

Which sports did the Ancient Egyptians invent? Where did Diggory send the email from?

- Show pupils the first scene of the story on the whiteboard. Focus them on the story and ask which characters they can see. Set the questions: *Which sports did the Ancient Egyptians invent? Where did Diggory send the email from?*
- Play the ▶ Video with books closed. Pupils watch to find the answers.
- Ask pupils to open their Pupil's Books at page 77. Play the Audio for pupils to listen and read. Pause the Audio after each frame for pupils to repeat.
- At the end, check general comprehension by asking questions, e.g. *How do they get out of the butterfly room? Why did the Ancient Egyptians paint sports on the walls? Does Brutus get the treasure? Why does Diggory tell Brutus to close his mouth? How does Sir Doug know how to find Diggory and Emily? Why did Brutus lose the treasure?*

▶ 71

Emily: Now what have you done?
Diggory Bones: You should close your mouth, Brutus! Those butterflies are dangerous!
Emily: The butterflies have started to go back to the walls.
Diggory Bones: This looks like the way out. It's the first time anyone's used this door.
Brutus Grabbe: Wait for me!
Diggory Bones: I don't know what's inside, so stay right behind me. Don't try to bring anything with you!
Emily: I haven't touched anything.
Emily: The Ancient Egyptians loved sport.
Diggory Bones: Hmm. They've painted sports on these walls … they're trying to tell us something.
Diggory Bones: You need more exercise, Brutus.
Emily: The Ancient Egyptians invented hockey and handball. You should use some of those treasures.
Brutus Grabbe: I've waited for this moment all my life … I'm going to be rich!
Diggory Bones: When the water comes, swim up to the light.
Emily: Right.
Emily: Time to go, Dad!
Diggory Bones: The Ancient Story of Sirius says you can't take the treasure and live, Brutus.
Brutus Grabbe: No! My gold!
Dad: I got your email, son. The first one you've ever sent from a snake bowl, eh?
Diggory Bones: Thanks, Dad!
Emily: Brutus hasn't come up!
Brutus Grabbe: My treasure! I've lost it all!
Dad: You're the 'treasure' now, Brutus!

AB77. Answer key, see page T108

Ending the lesson

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

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 71**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 8**
- **T120 – Consolidation activity:** *Diggory's email*
- **T120 – Extension activity:** *Role play*

71

Diggory Bones

8



1 **Which sports did the Ancient Egyptians invent? Where did Diggory send the email from?**

Story: unit language in context

How do people train for different sports?

1 72 **Listen and read. Which sport should you do with a trainer?**

LET'S GET ACTIVE!

Sports and exercise are very healthy hobbies, which people enjoy all over the world. There are so many different types to choose from, but did you know that there are two types of exercise? There's **aerobic** exercise, which means 'with air' and **anaerobic** exercise, which means 'without air'. Let's find out more.

LONG-DISTANCE RUNNING

This is a great example of aerobic sport. When you run you need to **breathe** faster and deeper, so **oxygen** travels from your **lungs** to your **heart**. Then your heart sends oxygen around your body to your **muscles**, and this gives them energy. If you want to be a long-distance runner, it's important to train slowly. Every time you train, your heart and lungs get stronger, and this makes you fitter, so you can run further and for longer. Try it, and who knows? One day you might run a marathon!



WEIGHTLIFTING



This is an anaerobic sport where weightlifters do short, repeated and very difficult exercises for about 90 seconds. There's no time for oxygen to get to their muscles before the exercise is finished, so their body has to use the energy it already has. This means they must take lots of breaks. Weightlifters use all the **muscle groups**, which is why their bodies are so strong. If you want to try weightlifting, it's important to ask a sports teacher for help. If you do an exercise incorrectly, it's easy to get hurt.

HOCKEY

Lastly, like most sports, hockey is both aerobic and anaerobic. When a player runs across the field, they use aerobic energy, and when they hit the ball, they use anaerobic energy.

Think about other sports and the types of energy they use. Try a new sport today and comment below! Happy exercising!



2 **Read again and choose the correct word.**

1 It makes you fitter. **aerobic** / anaerobic
2 It uses oxygen. aerobic / anaerobic
3 It uses energy from the body. aerobic / anaerobic
4 It is a long exercise. aerobic / anaerobic
5 It is short exercises. aerobic / anaerobic
6 It makes your muscles stronger. aerobic / anaerobic

3 **What sports do you like doing and why?**

I like playing cricket because it makes me fit and I can play with my friends at the same time.

I exercise every day, and I really like gymnastics because it makes me stronger.

FIND OUT MORE

What is the most popular sport in your country? Is it mostly aerobic or anaerobic?

Objectives

To learn the difference between aerobic and anaerobic sports.

Target language

- **Key language:** physical education
- **Additional language:** *aerobic, anaerobic, breathe, breaks deeper, gymnastics, long-distance, marathon, muscle groups, repeated, train* (v)
- **Revision:** *body, breaks, energy, exercise, heart, oxygen, running, strong, stronger*

Warmer

- Think of a sport. Do not tell pupils. Accept questions for pupils to guess the sport. You can only answer *Yes* or *No*. For example, *Is it a team sport?* (No). *Can you do it in the summer?* (No). *Is it a winter sport?* (Yes). *Is it skiing?* (No). *Is it snowboarding?* (Yes!)
- Demonstrate and ask volunteers to be the teacher.

PB78.

How do people train for different sports?

- Show page 78 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB78. ACTIVITY 1

Listen and read. Which sport should you do with a trainer?

- Show the page on the whiteboard. Focus on the photos and ask pupils if they know the sports (long-distance running, weightlifting, hockey).
- Focus pupils on the question. Play the 🔊 Audio for pupils to listen and read to answer the question.
- Pupils check the answer in pairs. Check with the class.

Key: weightlifting

🔊 72

As in Pupil's Book

PB78. ACTIVITY 2

Read again and choose the correct word.

- Write *aerobic* and *anaerobic* on the board and add *running* below aerobic and *weightlifting* below anaerobic as examples. Explain that the difference between these sports is that running is a continuous exercise. People run for a certain length of time without stopping and so get their energy from oxygen. Weightlifting involves intense movement for a short period of time. Weightlifters use energy already stored in their body to help them do a few minutes of intense activity before stopping. This is the difference between aerobic and anaerobic sports.
- Focus pupils on the sentences in Activity 2 and the example. Pupils work in pairs and circle the correct word.
- Check as a whole class.

Key: **2** aerobic, **3** anaerobic, **4** aerobic, **5** anaerobic, **6** anaerobic

Extra challenge Provide examples of other sports that pupils know and write them on the board. In groups, pupils choose one and describe it, saying if it is aerobic or anaerobic.

PB78. ACTIVITY 3

What sports do you like doing and why?

- Focus pupils on Activity 3 and the examples. Pupils work in pairs and discuss. They compare their ideas with other pairs.
- As feedback, ask *Do you like the same sports?* Encourage pupils to share details with the rest of the class.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

AB78. Answer key, see page T108

Ending the lesson

- Ask pupils to review the sports they discussed in the lesson in groups and say which of them they prefer and why.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 72**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Subject worksheet X
- **AB94 and PB94–95 – Grammar reference 8**
- **T120 – Consolidation activity:** *My favourite sport*

Objectives

To read about why swimming is a healthy hobby and complete a project.

Target language

- **Additional language:** *backwards, should, intense, marathon*
- **Recycled language:** *aerobic, exercise, fast, leaflet, running, sport, swimming*

Warmer

- Show the FIND OUT MORE feature from page 78 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class.

DID YOU KNOW ...?

- Show page 79 on the whiteboard. Point to the photo and elicit the sport (marathon).
- Ask one of the pupils to read the information aloud. Ask pupils if they are surprised by the time or the way the marathon was completed. Do they think they could beat the time?

PB79. ACTIVITY 1

Read the leaflet. Why is swimming a good hobby?

- Ask pupils to open their Pupil's Books at page 79. Focus pupils on Activity 1. Point to the photo and read the question in the rubric. Elicit ideas and accept all reasonable answers.
- Point to the photo and elicit that it shows a swimmer (an Olympic swimmer).
- Ask pupils to read the leaflet and see if their ideas were correct. Find out if any of the information in the leaflet surprised them. Invite volunteers to read the text aloud. Then ask the question in the rubric again and elicit the answer.

Key: It keeps you safe in water, it keeps you fit, you can swim alone or in a team, you can make new friends and it's fun.

PB79. ACTIVITY 2

Underline words that help organise the writer's ideas in the leaflet in Activity 1.

- Focus pupils on the Learning to write box. Ask volunteers to read the example sentences aloud. Elicit that *First of all* and *Lastly* help the writer to organise their ideas. Ask pupils to read the leaflet in Activity 1 again to identify more examples that help.
- Check answers as a class.

Key: Firstly, Finally

PB79. ACTIVITY 3

In pairs, discuss other sports and why they are good. Write your ideas in your notebook.

- Ask pupils to think of other sports. Pupils work in pairs to discuss. Have them say why the sports are good and make notes.
- Make sure all pupils make notes as they will need them for the Activity Book Ready to write activity on page 78.
- Pairs compare ideas with others and then feed back interesting sports to the whole class.

AB79. Answer key, see page T108

PB79.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Have pupils mime different sports for their classmates to guess. They can be either sports from the lessons or different sports.

Digital Classroom

Presentation Plus: Unit 8
Practice Extra
Test Generator: Unit 8 Test

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 8**
- **T120 – Extension activity:** *Sports vocabulary*

1 **Read the leaflet. Why is swimming a good hobby?**

DID YOU KNOW...?

The fastest time recorded for an athlete to complete a marathon while running backwards is 3:43:39.



8

Try swimming



It's never too late to try swimming, and there are lots of reasons why it's an amazing sport. Firstly, water is all around us, so it's important to know how to be safe in and near water.

Another reason why you should go swimming is that it is very, very healthy. Swimming is an intense aerobic workout. It uses lots of different muscle groups, so it's a great way to get fitter and stronger.

Finally, swimming is a great sport to do both alone and in a team. You can swim alone and take some time to think about your day, and you can make some new friends and enter competitions as a team. It's so much fun!

If you're a beginner, or maybe you haven't been swimming for a long time, get back in that pool and enjoy it. It's such a healthy hobby!

2 **Underline words that help organise the writer's ideas in the leaflet in Activity 1.**

Learning to write:

Organising ideas

We use **firstly**, **first of all**, **secondly**, **another reason is**, **lastly** and **finally** to organise ideas.

First of all, football is a great team sport.

Lastly, like most sports, hockey is both aerobic and anaerobic.

3 **In pairs, discuss other sports and why they are good. Write your ideas in your notebook.**

Ready to write:

Go to Activity Book page 78.

Project

Research a sport and make a poster to present to the class.

Physical education: aerobic and anaerobic exercise | learning to learn

Review Units 7 and 8

1 Look at the picture. Talk about it in pairs.



2 73 Listen and draw lines. There is one example.

3 Read the story. Choose the right words and write them on the lines.

are can clothes dangerous Have ~~kicked~~
quiet sandwiches shouldn't water



I went to the beach with Sam and his dad last weekend.
We took a picnic and a ball. We were playing football on the beach when I kicked the ball into the sea! It was soon far out in the (1) _____ !
'Can you swim?' Sam asked.
'No, I've never learnt to swim!' I answered. 'Can you swim?'
'Yes,' said Sam, and he started swimming.
The waves were huge.
Sam's dad started shouting at him, (2) '_____ you seen the flag? You shouldn't swim when there is a red flag!' Sam's dad swam towards him and pulled him back to the beach.
'Sorry, Dad,' Sam said. 'The sea was (3) _____ !'
'Er. Shall we have our picnic, now?' I said.
We went to get our picnic, but it wasn't there.
'You (4) _____ leave food on the beach!' Sam's dad said. 'The birds always eat it. Look!'
It was true. We saw lots of big white birds eating our (5) _____ .

Now choose the best name for the story. Tick (✓) one box.

A day at the beach ☐
The dangerous birds ☐
A lovely swim ☐

Review Units 7 and 8
Pupil's Book p.80

Objectives
To review language from Units 7 and 8 and do speaking, reading and listening activities.

Target language
- **Key language:** vocabulary and language from Units 7 and 8
- **Revision:** descriptions, people, clothes, activities, food, directions

Materials
- Key vocabulary from Units 7 and 8, each word written on a small piece of paper, one for each pupil in the class

Warmer
- Make groups of six. Hand out a piece of paper with a word on it to each pupil. They take turns to provide a definition of their word for the other pupils in their group to guess.

PB80. ACTIVITY 1

Look at the picture. Talk about it in pairs.
- Show page 80 on the whiteboard. Focus pupils on the picture. Tell them to ignore the people's names for the moment.
- Elicit some sentences about the picture from different pupils to demonstrate the activity.
- Tell pupils to open their Pupil's Books at page 80. Pupils work in pairs and talk about the picture. Monitor and give ideas where necessary.

PB80. ACTIVITY 2

Listen and draw lines. There is one example.
- Focus pupils on the Activity 2 instructions and on the names. Play the Audio and do the example with the class.
- Play the rest of the Audio. Pupils listen and draw lines. They check in pairs. Play the Audio again. Check with the class.

73

Boy: What are you looking at, Uncle Paul?
Uncle Paul: It's a photo of me when I was younger.
Boy: Who are you?
Uncle Paul: I'm the little boy, playing with the plastic car.
Boy: Is that Aunt Daisy riding the bike?
Uncle Paul: That's right. Daisy loved her bike.
Boy: Who are the people sitting at the table next to you?
Uncle Paul: Well, the man who's eating the piece of bread is your grandfather, Jack, when he was younger. He's wearing a yellow T-shirt.
Boy: Is the woman who's drinking water my grandmother?
Uncle Paul: No, that's your grandfather's sister, Sally.
Boy: Who's the other man? The one who's putting butter on his bread.
Uncle Paul: He was a friend of Sally's, but I can't remember his name.
Boy: Is my mum in the photo?
Uncle Paul: No, she wasn't born when this photo was taken.
Boy: Do you know the names of the other people, Uncle Paul?
Uncle Paul: Well, yes, I do, or at least three of them. Can you see the man in the uniform?
Boy: The police officer standing on the corner?
Uncle Paul: Yes. His name's Fred. He was one of your grandad's school friends.
Boy: Really?
Uncle Paul: Yes. And the waiter with the striped T-shirt is John. He lived in the house next to us.
Boy: And who is the third person you know?
Uncle Paul: Well, John, the waiter, is talking to a woman with long hair. She's called Vicky. She's a teacher. She taught maths to me and your mum and your Aunt Daisy.
Boy: Wow! You know them all.

PB80. ACTIVITY 3

Read the story. Choose the right words and write them on the lines.
- Ask a pupil to read the instructions aloud. Do the example.
- Briefly review how pupils know this word is correct (verb following *I*). Remind pupils to think carefully about which words to use by looking at the words around each gap.
- Give a time limit for pupils to complete the activity.

Key: 1 water, 2 Have, 3 dangerous, 4 shouldn't, 5 sandwiches

PB80.

Now choose the best name for the story. Tick (✓) one box.
- Focus pupils on the second part of the activity. Give them thinking time before they tick one of the boxes. Check opinions around the class, eliciting reasons for their answers.

Key: A day at the beach

AB80. Answer key, see page T108

Ending the lesson
- Describe someone in the class for the other pupils to guess, e.g. *This pupil's got dark hair and is wearing …*

Digital Classroom
Presentation Plus: Review Units 7 and 8
Practice Extra
Audio 73

Extra Resources
- **Teacher Resources:** Review Units 7 and 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Photocopiable 8
- **AB94 and PB94–95 – Grammar reference 8**
- **T120 – Extra activity:** *Songs and chants*

Review Units 7 and 8
Pupil's Book p.81

Objectives
To review language from Units 7 and 8 and play a board game.

Target language
- **Key language:** vocabulary and language from *Kid's Box 5*
- **Revision:** language for playing games

Warmer
- Write the following questions on the whiteboard, each one in jumbled order:
  1 What do they look like?
  2 When did you go snowboarding?
  3 What does it feel like?
  4 What do they sound like?
  5 What should we do with them?
  6 What would you like?
  7 How many times a week do you go to school?
  8 What's the name of the fifth month?
- Pupils work in pairs to unjumble the questions and write them in their notebooks. Elicit the questions from pupils and write them on the board. Elicit one or more possible answers.

Key (possible questions): **1** What time / When do you go to bed? **2** What do limes taste like? **3** What should we do with plastic, glass bottles, etc? **4** What did you have for breakfast? **5** What does it feel like? **6** What's (the name of) the eighth month? **7** How old is he? **8** How many books are there on the table? **9** How often / many times a day do you brush your teeth? **10** Where did you go yesterday? **11** What does it taste like? **12** What colour are the socks? **13** How do you go to school? **14** Why did you phone me / leave me a message? **15** What does it sound like? **16** Can I help you? / Which book would you like? **17** Who's that / this / your favourite teacher? **18** Who did you have lunch with yesterday? **19** How many days are there in a year? **20** How many cups have you won?

AB81. Answer key, see page T108

PB80. ACTIVITY 4

Play the game.
- Show page 81 on the whiteboard. Tell pupils to open their Pupil's Books at page 81. Focus pupils on the page and elicit that this is a board game.
- Focus pupils on the instructions and check understanding. If they land on a circle that is their colour, they ask a related question. Their partner decides if the question is correct or not. If it is correct, the questioner receives three points. If not, he/she loses a point. Pupils play in pairs. They take turns to throw the dice and move around the board, asking the questions.
- Be ready to give your verdict in any disputes. Encourage pupils to be inventive with their questions – there are many different possibilities.
- Monitor pupils as they are playing the game. At the end of the game, the player with the most points in each pair is the winner.
- Fast finishers can play again, changing colour.

Ending the lesson
- Ask pupils which lessons, topics and/or activities in this unit were their favourites.

Digital Classroom
Presentation Plus: Review Units 7 and 8

Practice Extra

Test Generator: Review Test 3; End of Year Test

Extra Resources
- **Teacher Resources:** Review Units 7 and 8, Downloadable Activity Book Teaching Notes
- **AB94 and PB94–95 – Grammar reference 8**
- **T120 – Consolidation activity:** *Vocabulary review*
- **T120 – Extension activity:** *Games*

4 Play the game.

8

What's the question?

Instructions: Play in pairs. One player is **red** and the other is **blue**. In turns, go round the board. Read the answer and ask the question. **If your question is right**, score 3 points, **if it's wrong**, lose 1 point. Make a note of the points in your notebook.

START

1 I go to bed at half past nine.

2 They taste sour and delicious.

3 We should recycle them.

4 I had cereal and a glass of milk.

5 It feels like hair but it isn't.

6 8 The eighth month is August.

7 He's 71.

8 There are five: two maths books and three English books.

9 I always brush them three times a day.

10 We went to the park yesterday.

11 It tastes like cheese.

12 They're blue, green and white striped.

13 I always go on the bus.

14 Because I wanted to ask you about our homework.

15 It sounds like a dog.

16 I'd like the book on history, please.

17 It's Mr Jones the geography teacher.

18 I had lunch with my mum.

19 There are 365.

20 I've won two.

FINISH

Review: units 7 and 8

Units 1&2 Values Respect in the classroom

1 **Look at the picture. What's wrong? Talk to your friends.**

Look at 'a'. What do you think is wrong?

She hasn't got her book for the lesson.



2 74 **Listen and check. Say the letter.**

1 He's worried because he's late.

That's 'b'.

3 **Ask and answer.**

1 What should the children do to start their lesson on time?
2 Which of the things in the picture do you never do?
3 Which of the things in the picture do you sometimes do?
4 What should you do to be a better student?

Values: Units 1 & 2 Respect in the classroom | social responsibilities

Objectives

To read and talk about appropriate behaviour in the classroom.

Target language

- **Key language:** *values, respect, classroom, What do you think is wrong?*
- **Revision:** classroom objects, past simple, adjectives: *worried, late, hungry, angry, tired, happy, unhappy; should/shouldn't, never, sometimes, always, because, better, before, during, after, contract, must/mustn't, correctly*

Warmer

- Stand at the front and yawn as if you are very tired. Look around for the things you need (bags, book, board pen), saying *Where's my pen? Did I forget my books today?* etc. as if you are not ready for class. Elicit that it isn't the right way for the teacher to start the class. Ask pupils *What should teachers do before class? What should they do during class?* Pupils quickly share ideas in groups. Elicit that there are things a teacher should do before and during class, and things pupils should do, too. Tell pupils they are going to talk about this in today's lesson.

PB82. ACTIVITY 1

Look at the picture. What's wrong? Talk to your friends.

- Show page 82 on the whiteboard and ask pupils to focus on the picture.
- Focus on the heading *Values* and elicit the meaning. Read the lesson title and check that pupils understand *respect*. Elicit things pupils can see in the picture, e.g. *pencil case, bag, ruler,* and what the picture in the thought bubble shows (someone texting in bed late at night).
- Tell pupils to open their Pupil's Books at page 82. Ask volunteers to read the speech bubbles. Ask how the girl who's forgotten her book feels (unhappy).
- Pupils work in pairs or small groups to talk about the rest of the children marked by letters. Encourage them to use the speech bubbles as a model. Do not confirm answers.

Extra support Show emoticons (worried, unhappy, angry, happy, tired) with the words next to them on the board to help pupils remember.

PB82. ACTIVITY 2

Listen and check. Say the letter.

- Play the Audio. Pupils listen and check their answers to Activity 1.
- Play the Audio again, pausing after each sentence for pupils to say the letter (as in the model speech bubble). Play the Audio again and check comprehension. Ask, e.g. *How does girl 'a' feel?* (unhappy). *Why?* (because she forgot her book).

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

74

1 He's worried because he's late.
2 She's unhappy because she forgot to bring her book.
3 He's hungry because he didn't have breakfast.
4 He's angry because they're playing with his pencil case.
5 He's angry because his friend's eating in class.
6 He's tired because he went to bed late.
7 She's happy because she's talking to her friend.
8 They're unhappy because the girls are talking.
9 She's unhappy because her school bag's untidy.
10 They've got his pencil case and they think it's funny.

PB82. ACTIVITY 3

Ask and answer.

- Read the activity instruction and the questions. Pupils work in pairs. They take turns to answer each question. Elicit ideas and have a brief class discussion. Elicit/Explain that even if each person only does one wrong thing, put together this makes it difficult for everyone to learn. Behaving well in class is about respect for the teacher and for the other pupils.

AB82. Answer Key, see page T108

Ending the lesson

- With books closed, write the title *Respect in the classroom* in the centre of the board. Elicit the things pupils should/shouldn't do to show respect in class, and make a mind map.

Digital Classroom

Presentation Plus: Units 1 & 2 Values **Practice Extra**

Audio 74

Extra Resources

- **Teacher Resources:** Units 1 & 2 Values, Downloadable Activity Book Teaching Notes
- **T120 – Consolidation activity:** *Contract for the teacher*
- **T120 – Extension activity:** *Make rules*

Objectives

To read and talk about the role of the emergency services.

Target language

- **Key language:** *break (her) leg, hit (her) head, fall off (my bike), hero(es)*
- **Additional language:** *emergency services, cycle, dark, lights, clearly, hill, suddenly, thanks to them, X-ray, operate, ambulance, accident, save (someone's) life, team, on fire, catch thieves, robbery*
- **Revision:** past simple and past continuous, *help, hospital, helmet, driver, doctor, nurse*

Warmer

- Write *Emergency services* and *999* on the board. Elicit what emergency services are (police, fire, ambulance) and that 999 is the emergency phone number in the UK. Ask pupils what number they should call in an emergency. Ask who helps us in an emergency. Elicit *police / police officers, fire fighters, doctors, nurses, ambulance drivers.*

PB83. ACTIVITY 1

Read and answer the questions.

- Show page 83 on the whiteboard and point to Holly. Direct pupils to the article and the photograph. Elicit that Holly is being interviewed.
- Tell pupils to open their Pupil's Books at page 83. Ask volunteers to read the title and the introduction. Check comprehension of *heroes*. Read through the questions and make sure pupils understand *break her leg* and *hit her head*. Tell them not to worry about new vocabulary, but to focus on answering the questions.
- Pupils read the text, then talk about the questions in pairs. Check with the class and discuss any new words.

Key: **1** She fell off her bike. **2** because she wasn't wearing a helmet, **3** a car driver, ambulance drivers, doctors and nurses

PB83. ACTIVITY 2

Listen and say 'fire fighter', 'doctor', 'police officer' or 'ambulance driver'.

- Choose a pupil to read the activity instruction. Check comprehension of the four jobs and practise pronunciation. Talk briefly about where each person works and the things they do. Tell pupils that there may be more than one answer for each sentence.
- Play the Audio. Pupils whisper the answers to a partner. Play the Audio again, pausing to elicit ideas.

Extra challenge Write these questions on the board: *When did you last see a doctor? What do police officers do? Would you like to be a fire fighter? Why? / Why not? Do you know anyone who has had an accident? What happened?* Ask pupils to discuss the questions in pairs.

Key: (possible answers): **1** doctor, **2** fire fighter, **3** police officer, **4** doctor/nurse, **5** ambulance driver, **6** police officer, **7** police officer, **8** doctor

Audio 75

1. She works with a team of nurses.
2. She carries people out of buildings on fire.
3. He looks for and catches thieves.
4. When she works at night, she has to sleep at the hospital.
5. He has to drive people to hospital quickly and safely.
6. He goes to schools to teach young people to use the internet safely.
7. When there is a robbery at a bank, he arrives quickly.
8. She has to operate to save people's lives.

AB83. Answer Key, see page TXXX

Ending the lesson

- Review what pupils have learnt in the lesson. Ask if there are any other people they think are heroes and why.

Digital Classroom

Presentation Plus: Units 3 & 4 Values **Practice Extra**

Audio 75

Extra Resources

- **Teacher Resources:** Units 3 & 4 Values, Downloadable Activity Book Teaching Notes
- **T120 – Consolidation activity:** *Which job?*
- **T120 – Extension activity:** *Role-play emergency call*

Units 3&4 Values People who help us

1 **Read and answer the questions.**

1 How did Holly break her leg?
2 Why did she hit her head?
3 Who helped her?



Holly's heroes

It's a rainy day and there are grey clouds in the sky. Holly's walking to school. She's got a history exam. A lot of young people might feel unhappy or worried, but not Holly. Holly's just happy she can walk to school. Last year Holly was in hospital for four weeks and she had to learn to walk again. We ask Holly about her heroes.

So, Holly, can you tell us what happened to you last year?

I was cycling home from my friend's house after school. It was dark and I didn't have any lights so I couldn't see clearly. I was going very quickly down a hill near my block of flats, when suddenly a cat ran across the road in front of me. I tried not to hit it, but I fell off my bike.

How terrible! Then what happened?

Well, I can't remember. I hit my head because I wasn't wearing a helmet. People told me what happened. I fell badly and broke my leg in two places.

How did you get to hospital?

A driver saw me on the ground and stopped his car. He phoned for an ambulance, and they took me to the nearest hospital. I arrived in less than ten minutes.

Wow! That was fast.

Yes. Thanks to them, the doctors and nurses could work quickly. I had an X-ray and then they had to operate for four hours, but they saved my leg. Then I had to learn to walk again.

So you've got a lot of heroes: the ambulance drivers, and the team of doctors and nurses.

Yes, but also the driver who stopped to call the ambulance. I want to say thank you to everyone who helped me. When I grow up, I want to be a doctor or nurse because I'd like to help other people too.

2 75 **Listen and say 'fire fighter', 'doctor', 'police officer' or 'ambulance driver'.**

Values: Units 3 & 4 People who help us | social responsibilities

Units 5&6 Values

Tell the truth but don't hurt

1 Read and choose answers.

1 Your friend's got a new haircut and you think it looks awful. When he asks you what you think, you say:

a 'It looks terrible. I don't like it.'
b 'It's OK but I prefer the old haircut.'
c 'It looks amazing! It's perfect for you.'

2 Your mum spent all afternoon making a special dinner, but you don't like it. What do you do?

a You eat it and ask for more.
b You make a horrible face and say you don't want to eat it.
c You tell her that it's nice, but it's not your favourite meal. Suggest a meal that she can make more quickly and easily.

3 You're shopping with a friend who wants to buy a new dress. She tries on a dress that looks awful on her. She asks you what you think. What do you do?

a You say the dress doesn't look very nice and you find a different dress for her to try.
b You say that the dress looks lovely and tell her to buy it.
c You tell her the dress looks horrible and you're bored with shopping.

4 A new boy in your class invites you to play tennis on Saturday afternoon. You'd like to go to the cinema with some friends. What do you do?

a You say, 'Sorry, I can't. I want to go to the cinema with my friends.'
b You make a horrible face and say, 'I hate tennis!'
c You smile and say, 'Thanks very much but I want to go to the cinema with some friends on Saturday. Would you like to come with us?'

5 You've got a friend who sometimes smells bad after the sports lesson. What's the best way to help him?

a Make a horrible face and say, 'You smell bad. Have a shower!'
b Give him a box of shower gel and deodorant for his birthday.
c Talk about him with the other students and laugh.

6 Your dad hasn't got a job. He lost it last year and your parents are worried about money. It's your birthday soon and you want a big party, but your parents say that you can't have one this year. What do you do?

a You tell your parents that you understand and it isn't important.
b You get angry and stay in your room all day.
c You tell your parents that you understand. You ask your friends to bring some lemonade and crisps to the park, so you can have a small party.

2 Talk about your answers with your partner. Are they the same or different?

3 Discuss these questions.

1 Why is it important to tell the truth?
2 What is trust and why is it important?
3 How can we tell our friends and family the truth and not hurt their feelings?

Values: Units 5 & 6 Tell the truth but don't hurt | social responsibilities

Objectives

To read and talk about telling the truth.

Target language

- **Key language:** *tell the truth / tell a lie, hurt someone's feelings*
- **Additional language:** *haircut, make a face, shower gel, deodorant, tell a little white lie, kind, unkind*
- **Revision:** *look (great/horrible), smell (bad)*

Warmer

- Pre-teach *thumbs up* for true and *thumbs down* for false. Elicit another way to say something is true (the truth) and false (a lie). Say *Let's play a game.* Tell pupils some things about yourself, some true, some false, e.g. *I went on holiday to London last year. I'm really good at playing volleyball. I've got five children.* Make sure the false things are not too obvious. Pupils respond to each sentence with 'thumbs up' or 'thumbs down'. See if they can tell when you are lying. Reveal which sentences were false.

PB84. ACTIVITY 1

Read and choose answers.

- Show page 84 on the whiteboard.
- Focus on the lesson title and check comprehension. Explain that they are going to do a quiz about telling the truth. Pre-teach new vocabulary from the quiz questions and options, e.g. *haircut, make a horrible face, shower gel.*
- Tell pupils to open their Pupil's Books at page 84. Ask pupils to read and answer the questions on their own by writing a letter (a, b or c) for each question in their notebooks.
- Monitor as pupils read, and help as necessary, but do not go through the answers at this stage.

PB84. ACTIVITY 2

Talk about your answers with your partner. Are they the same or different?

- Pupils re-read the quiz in pairs and compare their answers for each question. Encourage them to give reasons for their choices.

PB84. ACTIVITY 3

Discuss these questions.

- Focus on Activity 3. Choose three pupils to read the questions. Check comprehension of *trust* and *hurt someone's feelings*. Pupils discuss the questions in small groups. Then have a class discussion. Ask pupils which words/actions are *kind* and which are *unkind* and remind them to think about other people's feelings.

Extra support As pupils feed back, sort the kind and unkind words into two columns on the board. Elicit the headings and ask pupils to write them in their notebooks, e.g.

Kind	Unkind
awful terrible horrible bored worried angry	amazing nice lovely

AB84. Answer Key, see page T109

Ending the lesson

- Write the following language chunks from the lesson on the board, split into two halves and mixed up, as shown:

1 tell the	a) a face
2 tell a	b) truth
3 hurt someone's	c) feelings
4 make	d) lie

- Pupils copy and match the phrases in pairs. Check with the class. Elicit an example sentence for each phrase.

Key: **1** tell the truth, **2** tell a lie, **3** hurt someone's feelings, **4** make a face

Digital Classroom

Presentation Plus: Units 5 & 6 Values

Practice Extra

Extra Resources

- **Teacher Resources:** Units 5 & 6 Values, Downloadable Activity Book Teaching Notes
- **T121 – Consolidation activity:** *Quiz question*
- **T121 – Extension activity:** *Truth or white lie?*

Objectives

- **To read problem letters and advice.**
- **To discuss moral dilemmas and give advice with *should/shouldn't*.**

Target language

- **Key language:** *value* (v), *friendship*, *marks*, *cheat* (v)
- **Additional language:** *fail/pass (an exam)*, *out of ten*, *make a mistake*, *steal*, *shopping centre*
- **Revision:** *the best*, *should/shouldn't*, *You (don't) have to … , It's better to … , It's a good idea to … , going to*, imperatives, past simple, present perfect, adjectives

Warmer

- Show the class an example of a 'problem page' from a magazine or newspaper. Ask pupils if they ever read these pages and point out that they are usually made up of letters and replies. Explain that in English the experts who answer such letters are often called Agony Aunts (or Uncles). Tell pupils they are going to read some letters from a problem page in today's lesson.

PB85. ACTIVITY 1

Read the letters and answer the questions.

- Show page 85 on the whiteboard and ask pupils to focus on the lesson title and elicit what it means to *Value your friendships*.
- Point to the picture of Betty and Robert and explain that they are an Agony Aunt and Uncle. Read the activity instruction and questions 1 to 3 aloud. Check comprehension of *marks* and *cheat*. Pre-teach *fail (an exam)* and *out of 10*.
- Tell pupils to open their Pupil's Books at page 85. Pupils read the problem letter, and answer the three questions in pairs. Check with the class.
- Repeat the process with Betty and Robert's response, and pupils discuss questions 4 and 5.

Key: **1** Yes, he does. **2** No, he doesn't. **3** She takes photos of the book on her mobile phone. **4** If you cheat, you learn very little. **5** No, they don't.

PB85. ACTIVITY 2

Read the letter. Discuss these questions.

- Focus pupils on Activity 2. Choose two pupils to read the paragraphs of the letter aloud. Check comprehension of new vocabulary (*make a mistake*, *popular*, *unkind*).
- Read through the questions with the whole class and make sure they know that they need to give their own opinions. They discuss in pairs or small groups.
- Monitor their discussions. Elicit ideas from pairs/groups and have a class discussion about loyalty, friendship and forgiveness.

Extra challenge Pupils can write Betty and Robert's answer to Katya.

AB85. Answer Key, see page T109

Ending the lesson

- Ask pupils if they would ever write a letter to a problem page. Elicit reasons for their answer. Ask who they talk to if they have problems like the ones they have read about in the lesson.

Digital Classroom

Presentation Plus: Units 7 & 8 Values

Practice Extra

Extra Resources

- **Teacher Resources:** Units 7 & 8 Values, Downloadable Activity Book Teaching Notes
- **T121 – Consolidation activity:** *Ask Betty and Robert*
- **T121 – Extension activity:** *Posters*

Units 7&8 Values Value your friendships



1 Read the letters and answer the questions.

Dear Betty and Robert,

I work really hard at school and I always study a lot for my exams, but I don't get good marks. I don't fail, but I get 5, 6 or sometimes 7 out of 10.

My best friend, Emma, gets the best marks in the school, but she cheats. She takes photos of the book on her mobile phone and uses them in the exams. I'm really unhappy about this.

Should I do the same as my friend and get better marks or should I tell the teacher that she cheats in exams? Please help me to decide.

Yours,

Nico

Dear Nico,

When you work hard at school and study for your exams, you are learning things. I'm sorry that you don't get the good marks that you want. It's better to work hard and learn things than cheat and learn very little. It's not a good idea for you to do the same as Emma. You should feel good because you're passing your exams. Do your best and don't worry about other people's marks.

This situation is difficult. You don't have to tell the teacher that your friend is cheating. Emma can't always cheat – one day someone is going to catch her.

Yours,

Betty and Robert

1 Does Nico work hard at school?
2 Does he get good marks?
3 How does Emma cheat in the exams?
4 What do Betty and Robert think about cheating?
5 Do they think that Nico should get the same marks as other students?

2 Read the letter. Discuss these questions.

1 Is Sarah right to be unhappy? Why?
2 What do you think Katya should do?
3 What do you think Sarah should do?

Dear Betty and Robert,

I'm really unhappy because I've made a huge mistake with my best friend Sarah. There's a group of very popular girls in my class. They're cool and funny and everyone wants to be friends with them. They asked me to go out with them last Saturday. I was really excited, but it was Sarah's birthday.

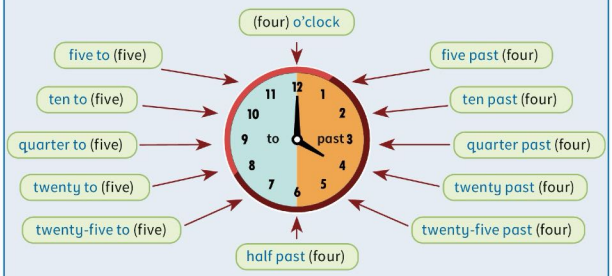
I didn't go to Sarah's party and now she's unhappy with me. Now she doesn't want to be my friend. I've started to see that the popular girls are boring and unkind, and I don't like going out with them. I want to be Sarah's best friend again. What should I do?

Yours,

Katya

Grammar reference
Pupil's Book pp.86–87

1 What's the time?



2
We use *going to* to talk and write about the future.

Affirmative	Negative (n't = not)	Question
I'm going to work hard.	I'm not going to work hard.	Am I going to work hard?
She's going to work hard.	She isn't going to work hard.	Is she going to work hard?
They're going to work hard.	They aren't going to work hard.	Are they going to work hard?

3

right	↱	She turned right.
left	↰	They took the second street on the left.
across	↑	They looked and listened carefully before they walked across the street.
along	→	We walked along the street.
straight on	↑	He didn't turn. He drove straight on to the end of the road.
corner	↰	I turned at the corner.
past	↑	You have to walk past the park.

4
We use the past continuous to describe what was happening in the past.

Affirmative	Negative (n't = not)	Question
I was reading a book.	I wasn't reading a book.	Was I reading a book?
We were reading a book.	We weren't reading a book.	Were we reading a book?

5
We use *made of* to describe materials.

Affirmative	Negative (n't = not)	Question
It's made of metal.	It isn't made of metal.	Is it made of metal?
They're made of metal.	They aren't made of metal.	Are they made of metal?

6
We use verb + *like* to describe things.

Affirmative	Negative (n't = not)	Question
It sounds like a train.	It doesn't sound like a train.	Does it sound like a train?
They sound like cats.	They don't sound like cats.	Do they sound like cats?

7
We use *should* to give and ask for help or advice.

Affirmative	Negative (n't = not)	Question
I should tell my teacher.	I shouldn't tell my teacher.	Should I tell my teacher?
He should tell his teacher.	He shouldn't tell his teacher.	Should he tell his teacher?

8
We use the present perfect to talk and write about things we did any time up to now.

Affirmative	Negative (n't = not)	Question
She's visited London.	She hasn't visited London.	Has she visited London?
They've visited London.	They haven't visited London.	Have they visited London?

Activity Book

ANSWER KEY

AB86. ACTIVITY 1 Write the times.

Key: 2 quarter to eight, 3 five to eight, 4 five past eight, 5 twenty-five past eight, 6 ten to nine

AB86. ACTIVITY 2 Read and write.

Key: 2 No, she isn't. She's going to eat some meat. 3 No, he isn't. He's going to have lunch at home. 4 No, we aren't. We're going to get up late. 5 No, I'm not. I'm going to buy a new comic. 6 No, it isn't. It's going to snow.

AB86. ACTIVITY 3 Read and choose the right words.

Key: 2 past, 3 right, 4 across, 5 left, 6 corner

AB86. ACTIVITY 4 Read and order the words.

Key: 2 Was Sarah skiing in the mountains? 3 I wasn't having a bath. 4 David was sailing to an island. 5 Emma and Harry were running through the park. 6 Were you waiting at the bus stop?

AB87. ACTIVITY 5 Answer the questions.

Key: 2 It's made of paper. 3 They're made of leather. 4 It's made of wool. 5 They're made of glass. 6 It's made of gold.

AB87. ACTIVITY 6 Complete the sentences.

Key: 2 like, 3 cheese, 4 feel, 5 It

AB87. ACTIVITY 7 Read and write `Yes, you should.' or `No, you shouldn't.'

Key: 2 No, you shouldn't. 3 Yes, you should. 4 No, you shouldn't. 5 Yes, you should. 6 No, you shouldn't.

AB87. ACTIVITY 8 Write questions and answers.

Key: 2 Have they ever entered a competition? No, they haven't. 3 Has he ever played table tennis? No, he hasn't. 4 Have they ever made a snowman? Yes, they have. 5 Have you ever seen the Olympics? No, I haven't.

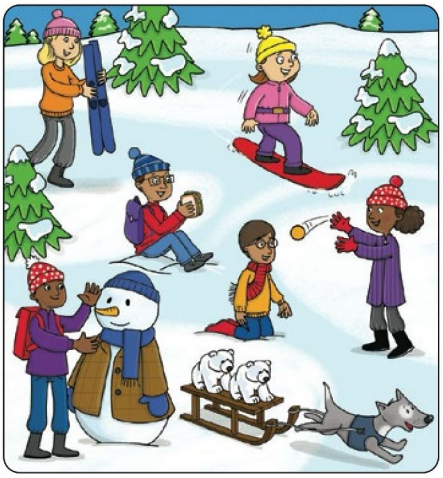
Flyers Listening Part 1

1 76 **Describe the two pictures. Listen and circle A or B.**

Picture A



Picture B



1 A (B)

2 A B

3 A B

4 A B

5 A B

6 A B

2 77 **Listen and draw lines. There is one example.**

Betty William George Sophia



Holly Richard Oliver

Objectives

To complete a practice task for Part 1 of the Flyers Listening exam.

Target language

- **Key language:** clothes, names, free-time activities; *snowboarding, snowman, snowball, skiing, spotted, striped, nest, crown, birthday, bandage, castle, butterfly, rucksack, snack*

EXAM SKILLS

- Listening for names and descriptions, and drawing lines.

EXAM TIPS

- Pupils should look at the picture and the names before listening. Remind pupils the names on the recording do not follow the order of the names around the picture.
- The information is presented in a dialogue. The information refers to a person in the picture. Pupils identify the person by their clothes, appearance and what they are doing.
- Pupils need to listen and draw clear lines from the name to the person in the picture. It doesn't matter if the lines cross over, as long as it is obvious which person the line belongs to.
- There will be one name that is not used. Pupils need to know this. There will also be other people, children or adults, as distractors.
- Remind pupils they will hear the recording twice.

Warmer

- Write the word *snow* on the board and ask pupils to tell you words they associate with snow. Build a mind map of ideas on the board.

PB88. ACTIVITY 1

Describe the two pictures. Listen and circle A or B.

- Show page 88 on the whiteboard and focus pupils on the pictures. Say something about picture A, e.g. *There's a boy with a spotted scarf* and ask the class *A or B?* Do the same for picture B.
- Tell pupils to open their Pupil's Books at page 88. Ask pupils to work in pairs and describe the pictures.
- Tell pupils they will listen and circle A or B. Play the Audio. Pupils listen and compare their answers in pairs. Check with the whole class.

Extra challenge Ask pupils how they decided their answers.

Key: **2** A, **3** B, **4** B, **5** A, **6** A

76

Audio scripts for the Exam folder can be downloaded from *Teacher Resources.*

PB88. ACTIVITY 2



Listen and draw lines. There is one example.

- Focus pupils on Activity 2 and the example. Tell pupils to listen and draw lines.
- Remind pupils they will listen twice.
- Play the Audio. Pupils listen and draw lines from the names to the people in the picture. Feed back by showing the page on the whiteboard and drawing the lines.

Extra challenge Ask pupils which name was not used and how they decided this.

Key: **1** Holly – girl with bandage on her leg, **2** Oliver – boy wearing striped T-shirt and pointing at castle, **3** Betty – woman taking a photo of children in front of the castle, **4** Sophia – girl wearing a hat with an orange butterfly and eating a banana, **5** George – boy wearing a gold crown and holding a present

77

Audio scripts for the Exam folder can be downloaded from *Teacher Resources.*

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

Presentation Plus: A2 Flyers Exam folder

Practice Extra

Audio 76–77

Extra Resources

- **T121 – Extension activity:** *Miming mirrors*

Objectives

To complete a practice task for Part 4 of the Flyers Listening exam.

Target language

- **Key language:** sports, weather, places, animals, *sledging*, *crown*

EXAM SKILLS

- Listening for specific information (family, school and activities).

EXAM TIPS

- Pupils should look at the pictures carefully and read the questions.
- They should try to predict the answers.
- The information is presented in a dialogue. The information refers to one of the pictures. Pupils should listen to the whole dialogue before answering the question.
- All the pictures are mentioned but only one answers the question. Remind pupils of this, and that they need to listen carefully for the answer.
- Remind pupils they will hear the recording twice.

Warmer

- Draw arrows on the board and elicit *horizontal*, *vertical* and *diagonal*. Say the words and ask pupils to demonstrate with their arms.

PB89. ACTIVITY 1

Listen and draw arrows →↑↗.

- Show the page on the whiteboard and focus pupils on Activity 1 and the instruction. Point to *START*. Ask pupils *What word is next to start? What word is below start?* Point to the arrows from the Warmer and tell pupils they need to listen and draw arrows. Remind them they can be horizontal, vertical or diagonal.
- Ask pupils to open their Pupil's Books at page 89. Play the first item on the Audio and then stop. Point to the first image on the whiteboard and elicit which direction the first arrow should go in. Check pupils understand the task.
- Tell pupils they are going to listen to the rest of the activity and draw arrows. Play the Audio.
- Pupils compare their answers with a partner. Listen again and draw arrows on the board to help them to check.

Key: 1 sailing, 2 bat, 3 eagle, 4 brick, 5 foggy, 6 station, 7 cook

78

Audio scripts for the Exam folder can be downloaded from *Teacher Resources*.

PB89. ACTIVITY 2



Listen and tick (✓) the box. There is one example.

- Focus pupils on Activity 2 and the example. Play the Audio for the example and point to the correct answer. Remind pupils they will hear the recording twice.
- Play the Audio. Pupils listen and tick the correct answer. Play the recording a second time.
- Pupils compare their answers with a partner. Check answers with the whole class.

Extra challenge In pairs pupils role-play a similar dialogue using the questions as a guide.

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

79

Audio scripts for the Exam folder can be downloaded from *Teacher Resources*.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

Presentation Plus: A2 Flyers Exam folder

Practice Extra

Audio 78–79

Extra Resources

- **T121 – Extension activity:** *False descriptions*

Flyers Listening Part 4

1 78 **Listen and draw arrows → ↑ ↗ .**

START



FINISH

2 79 **Listen and tick (✓) the box. There is one example.**

When did Uncle David last see George?



A ☐ B ☐ C ☑

1 What's George's favourite subject?



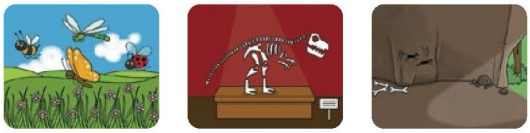
A ☐ B ☐ C ☐

2 Which project is George doing at school now?



A ☐ B ☐ C ☐

3 Where did George go on his last school trip?



A ☐ B ☐ C ☐

4 Which instrument is George's sister learning to play?



A ☐ B ☐ C ☐

5 What job does George want to do in the future?



A ☐ B ☐ C ☐



Flyers Listening Part 5

1 80 **Talk about the differences. Listen and circle. Then complete the sentences.**

1 

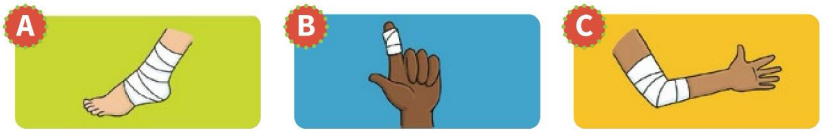
1 Please paint the sign _above_ the door.

2 

2 My favourite is the one with _____.

3 

3 I prefer going on a _____.

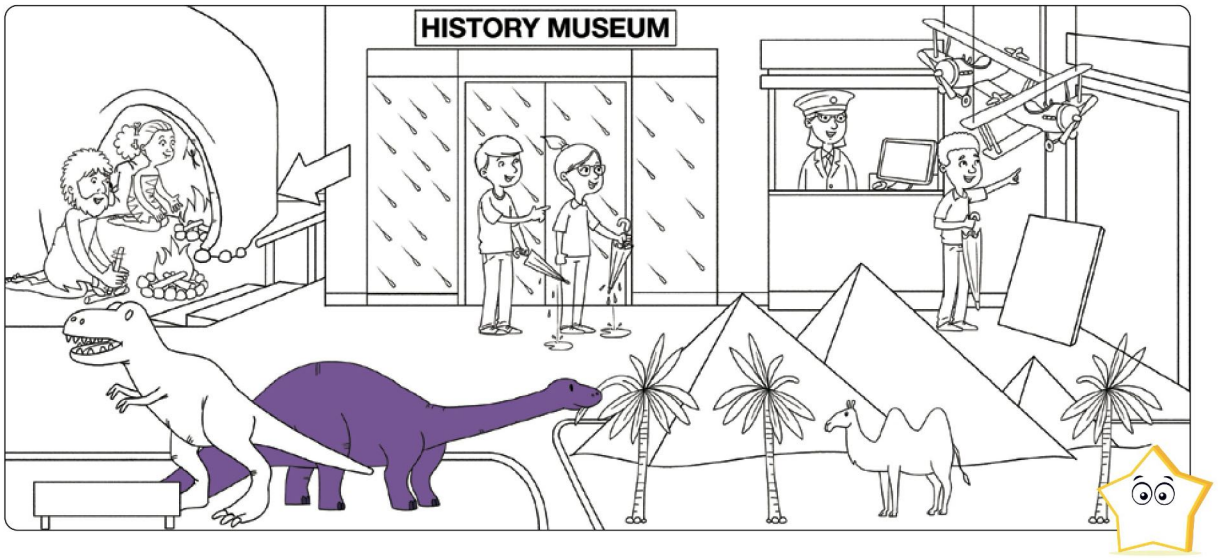
4 

4 I broke my _____.

5 

5 My favourite is the one with the _____.

2 81 **Listen and colour and write. There is one example.**



Objectives

To complete a practice task for Part 5 of the Flyers Listening exam.

Target language

- **Key language:** colours, comparative adjectives, parts of the body, *sign, floor, door, paint, spots, stripes, necklace, skiing, snowboarding, museum, dinosaurs, pyramids, plane, room, door, dark, space, rockets, fires, cave*

EXAM SKILLS

- Listening for specific information (school trips, museums and activities).

EXAM TIPS

- Make sure pupils have all the necessary colours with them.
- There are six dialogues; the first one is the example. Pupils should look at the picture and listen.
- They need to draw, colour an item or write a word.
- The information is presented in a dialogue. The information refers to the picture.
- Remind pupils that they need to listen carefully for the answer and they will hear the recording twice.

Warmer

- Write the following place names on the board: *1 bicycle shop, 2 flower shop, 3 hotel, 4 sweet shop, 5 stadium, 6 skyscraper, 7 park.*
- Ask pupils to listen and write down the following names for each place. They can do this on a mini-whiteboard or in a notebook:
  1 The bicycle shop is called Wheel – W-H-E-E-L – Wheel,
  2 The flower shop is called Spring – S-P-R-I-N-G – Spring,
  3 The hotel is called Crown – C-R-O-W-N – Crown,
  4 The sweet shop is called Honey – H-O-N-E-Y – Honey,
  5 The stadium is called Match – M-A-T-C-H – Match,
  6 The skyscraper is called Silver – S-I-L-V-E-R – Silver, and
  7 The park is called Swings – S-W-I-N-G-S – Swings.
- Ask pupils to check answers and spelling with a partner. Ask volunteers or the whole class to spell out each word as you write it next to the correct number on the board.
- Remind pupils that they will need to spell two words in the Part 5 Flyers Listening task.

PB90. ACTIVITY 1

Talk about the differences. Listen and circle. Then complete the sentences.

- Show the page on the whiteboard and focus pupils on Activity 1 and the instructions. Play the Audio for item 1 and then pause. Point to the pictures on the whiteboard and do the first one as an example together as a class. Elicit the word (*above*) and which picture to circle (A).
- Give pupils time to look at the other pictures and talk about the differences in pairs. Feed back some ideas. Then tell pupils they are going to listen and need to circle the correct picture.
- Play the Audio. Pupils listen and circle.
- Check answers with the whole class.

Extra challenge When pupils feed back their answers, ask them to explain why they chose each picture.

Key: **2** B wings, **3** A sledge, **4** B finger, **5** A key

Audio 80

Audio scripts for the Exam folder can be downloaded from *Teacher Resources.*

PB90. ACTIVITY 2

Listen and colour and write. There is one example.

- Check pupils have pens, coloured pens and pencils.
- Focus pupils on Activity 2 and the example. Play the Audio for the example and then pause. Point to the correct answer. Remind pupils they will hear the recording twice.
- Play the Audio. Pupils listen and write or colour the correct answer. Play the recording a second time.
- Pupils compare their answers with a partner. Check answers with the whole class.

Key: **1** The middle pyramid is coloured yellow. **2** The word 'Time' is written under the T-Rex dinosaur. **3** The umbrella which is being carried by the boy who's looking at the plane is coloured red. **4** The word 'space' is written on the sign next to the room on the right. **5** The fire in the cave is coloured orange.

Audio 81

Audio scripts for the Exam folder can be downloaded from *Teacher Resources.*

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

Presentation Plus: A2 Flyers Exam folder

Practice Extra

Audio 80–81

Extra Resources

- **T121 – Extension activity:** *Collaborative colouring*

Objectives

To complete a practice task for Part 1 of the Flyers Reading and Writing exam.

Target language

- **Key language:** places, clothes, jobs, materials, objects

EXAM SKILLS

- Reading a definition and copying the correct word next to it.

EXAM TIPS

- Pupils should read the definitions and match them to the correct words.
- They need to write the correct word next to the definition.
- There are 15 words placed around the definitions. There are five more words than definitions.
- Pupils need to write the word in the space provided.
- They need to pay careful attention to spelling; any mistakes are penalised.
- Pupils should read all the definitions and words before they write.

Warmer

- Ask pupils to draw a table in their notebooks with four columns. Give them four headings for each space: *jobs*, *clothes*, *materials* and *places*. Ask pupils to work in groups and write as many words as possible for each heading. Give a time limit. Check how many words they wrote. The group with the most words is the winner.

PB91. ACTIVITY 1

Look. Use the code to colour the squares.

- Show page 91 on the whiteboard and focus pupils on Activity 1 and the instructions. Colour one or two examples together as a class. Ask pupils to open their Pupil's Books at page 91 and colour the squares.
- Pupils then work in pairs to compare their answers. Check answers with the whole class, eliciting the colour for each square. Note that *passenger* appears twice and fits in two categories.

Extra support Show the table on the whiteboard to ensure pupils can see the different categories.

Key: brown: trainers, uniform, pyjamas; **yellow:** astronaut, rocket, planet; **blue:** passenger, pilot, airport; **purple:** passenger, platform, station; **green:** skiing, golf, swimming; **pink:** ambulance, bandage, medicine; **orange:** fridge, cooker, oven; **grey:** wood, wool, glass

PB91. ACTIVITY 2



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

- Focus pupils on Activity 2 and the example.
- Pupils read and match the words with the definitions. Encourage pupils to draw a line through the word once they have matched it with a definition.
- Put pupils in pairs to check answers. Check answers with the whole class.

Key: 1 motorways, **2** a passenger, **3** a bridge, **4** a tent, **5** trainers, **6** pockets, **7** wool, **8** a mechanic, **9** a platform, **10** envelopes

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: A2 Flyers Exam folder

Practice Extra

Extra Resources

- **T121 – Extension activity:** *Grouping words*

Flyers Reading and Writing Part 1

1 Look. Use the code to colour the squares.

passenger	ambulance	wood	trainers	astronaut	wool
passenger	uniform	pilot	skiing	fridge	pyjamas
rocket	bandage	golf	platform	airport	cooker
station	oven	planet	medicine	glass	swimming

Key:
clothes = brown
space = yellow
air travel = blue
train travel = purple
sport = green
hospital = pink
kitchen = orange
materials = grey

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

a railway
pyjamas
trainers
a platform
a mechanic
envelopes
metal
a bridge

This person flies a plane and usually wears a uniform. a pilot

1 People travel in cars along these large roads when they go on long journeys. _____
2 This is the name for a person who travels on a plane or train, or in a taxi. _____
3 People walk over this when they want to cross a road or river. _____
4 You can stay in this when you are camping in the countryside. _____
5 People usually wear these on their feet when they go running or play a sport. _____
6 You can find these on coats and jackets. People put things like keys and money into them. _____
7 This material comes from sheep and people often use it to make sweaters. _____
8 This person repairs cars and other machines. _____
9 You walk along this in a station when you get on or off a train. _____
10 You put letters inside these and write the addresses on the front. _____

~~a pilot~~
pockets
stamps
a passenger
a tent
motorways
wool



Flyers Reading and Writing Part 3

1 Read and guess the missing word. Is it a verb, singular noun, plural noun, adverb or adjective?

1 My dad's not going to ___play (verb)___ golf today because it's windy. He says a ___storm (noun)___ is coming.

2 I didn't like sleeping in a _____. You can hear a lot of _____ animals at night.

3 There weren't many _____ on the train so we sat next to the _____ and enjoyed the views.

4 We watched an _____ documentary last night about butterflies that _____ thousands of kilometres every winter.

5 My cousins _____ walking across the bridge when they saw dolphins in the _____.

6 Yesterday, my sister and I made a _____ cake but we forgot to add sugar! It wasn't very _____!

2 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

~~competition~~ friendly already new invitation filmed time exciting date wrote



Last night, when Oliver and Sophia were leaving the cinema, they saw a poster about a music ___competition___. The manager of a famous TV music show was looking for a young rock band to be in a (1) _____ film. They had to send a video to the email address on the poster.

Oliver and Sophia were in a band. Oliver played the piano, Sophia was the singer and the two other members, Harry and Emma, played the guitar.

Oliver showed them the poster on his phone at school the next day. "But look at the (2) _____!" said Harry. "We need to send the video before 17th April. That's tomorrow!"

"Let's make a video of our new song, 'Foggy Days', right now," said Emma.

Sophia's brother borrowed his dad's camera. He (3) _____ the band on the school stage and emailed the video after school. A month later, they found out that their song didn't win. They were all unhappy, but Emma said, "It doesn't matter, our band is (4) _____ famous at school!"

The next day, a different TV manager phoned Emma. "I'd like to play your song at the beginning of our weather news," he said, "When it's foggy, of course!"

"Wow!" laughed Oliver. "That's (5) _____ news!" Everyone agreed.

(6) **Now choose the best name for the story. Tick (✓) one box.**

☐ A special music video. ☐ A song on TV.

☐ Rock band winners!

Objectives

To complete a practice task for Part 3 of the Flyers Reading and Writing exam.

Target language

- **Key language:** free-time activities, *snowboarding, snowman, snowball, skiing, clothes, names, spotted, striped, crown, birthday, bandage*

EXAM SKILLS

- Reading a story and choosing the correct word to complete the text. Choosing a correct title for the text.

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 (a noun (singular/plural), a verb, an adverb or an adjective) before completing the gaps.
- Encourage pupils to look at the words before and after the gap to help them understand the type of word required.
- They then choose a word from the box to complete the sentence.
- There are four extra words that are not required. Pupils need to know this.
- Remind pupils to cross out the words in the box once they have used them.

Warmer

- Write the word *music* on the board and ask pupils if the word is a noun, verb, adverb or adjective (noun). Ask pupils to tell you words they associate with music. Elicit examples of nouns, verbs, adverbs and adjectives on the board.

PB92. ACTIVITY 1

Read and guess the missing word. Is it a verb, singular noun, plural noun, adverb or adjective?

- Show pupils page 92 on the whiteboard and focus them on Activity 1. Focus pupils on the text and elicit what type of word is needed for the first gap (a verb) and why they decided this.
- Tell pupils to open their Pupil's Books at page 92. Ask pupils to work in pairs and decide what types of words are needed to complete the sentences.
- Pupils compare their answers in pairs. Check with the whole class. Elicit possible missing words.

Key: Possible answers: 2 tent (singular noun), noisy/loud (adjective), **3** people (plural noun), window (singular noun), **4** interesting (adjective), fly (verb), **5** stopped (verb), lake (singular noun), **6** chocolate (adjective), tasty/good (adjective)

PB92. ACTIVITY 2



Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

- Focus pupils on Activity 2 and the example. Tell pupils to read the rest of the text and think about what types of words are missing.
- Pupils complete the text with words from the box. Remind pupils to cross out the words as they use them to complete the text.
- Pupils compare their ideas with a partner.
- Check the answers with the whole class and then focus pupils on the best name for the story. Pupils compare their ideas with a partner and then feed back to the class.

Extra challenge Ask pupils which words were not used and how they decided this.

Key: 1 new, **2** date, **3** filmed, **4** already, **5** exciting, **6** A song on TV.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus:
A2 Flyers Exam folder

Practice Extra

Extra Resources

- **T121 – Extension activity:** *Fill the gap*

Objectives

To complete a practice task for Part 5 of the Flyers Reading and Writing exam.

Target language

- **Key language:** *mountains, (deep) snow, skiing, ice skating, eagles, nest, rocks, extinct animals*

EXAM SKILLS

- Reading and understanding meaning (school trip and extinct animals).

EXAM TIPS

- Pupils should read the whole text for general understanding.
- The information is presented in the text. Pupils should read the text and use 1, 2, 3 or 4 words to complete the seven sentences.
- The words may be slightly different from the text but the meaning should be the same. Remind pupils of this, and that they need to read carefully for the answer. The words they choose to complete the sentences must be grammatically correct.
- Explain that it is better to write an answer than leave a blank.

Warmer

- Jumble the letters of the following words, on the board: *parents, frightened, hated, noise, drove, began*. Then ask pupils to underline the synonyms in the five sentences in Activity 1 (mum and dad; scared; really didn't like; sound; went in the car, started).

PB93. ACTIVITY 1

Read and complete so the two sentences have the same meaning. You can use 1, 2, 3 or 4 words.

- Show the page on the whiteboard and focus pupils on Activity 1 and the instruction. Ask pupils to read all the sentences and ask one or two questions about them, e.g. *Why didn't Sarah like storms? What was Yuna doing? What did Kito and his family put in their car?*
- Ask pupils to read the two sentences in the first question. Discuss it as a class and check they understand the task.
- Ask them to open their Pupil's Books at page 93. Ask them to read and complete the two sentences so they have the same meaning. They can use 1, 2, 3 or 4 words.
- Pupils compare their answers with a partner. Check as a whole class.

Extra challenge Write a few sentences on the board. Ask pupils to work in pairs and find other ways of saying them.

Key: **1** Lightning, **2** strange sound, **3** put their shopping

---

PB93. ACTIVITY 2



Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

- Focus pupils on Activity 2 and the examples. Ask pupils to read and complete the sentences about the story.
- Pupils compare their answers with a partner. Check answers with the whole class.

Key: **1** mountains, **2** skiing, **3** good news, **4** between some rocks, **5** extinct animals, **6** ice skating, **7** kept falling over / fell over

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus:
A2 Flyers Exam folder

Practice Extra

Extra Resources

- **T121 – Extension activity:** *Sentence jigsaws*

Flyers Reading and Writing Part 5

1 Read and complete so the two sentences have the same meaning. You can use 1, 2, 3 or 4 words.

1 Sarah really didn't like storms because she was scared of lightning.
___lightening___ frightened Sarah.

2 One night, when Yuna was camping with her family, there was a strange sound and she got up.
Yuna got up when she heard a _____.

3 Kito and his family were happy when they put their shopping in the car and drove home.
The family went home happily after they had _____ in the car.

2 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

The students in Class 6A were excited as they woke up on the first morning of their school skiing trip. They all got dressed and hurried to have breakfast as fast as they could. The mountains around the hotel looked amazing.

"What time do the skiing classes start?" asked Robert. "It's going to be so much fun!"

Their teacher, Mrs West, looked worried but smiled and said, "I have some bad news and some good news."

The bad news was that there was no skiing for the first three days because the snow was too deep. But the good news was that a pair of eagles was making their nest between some rocks on the highest mountain. Many people thought this kind of eagle was extinct.

"There mustn't be any activity on the mountains at this time," Mrs West explained, "but we can do a project about eagles instead."

"We studied extinct animals in our science lessons, and it was really interesting," said Robert.

The students were also happy when they found out that there was ice on a lake behind the hotel so everyone could have ice skating classes for three days.

"It was funny when we actually started our skiing classes," Helen told her mum when she was back home. "We kept falling over all the time because we were watching the eagles flying above us!"

Examples



It was the first day of the students' ___skiing trip___.
The students wanted to eat ___breakfast___ quickly.

Questions

1 The students could see _____ outside the hotel.
2 The teacher told them they couldn't go _____ for several days.
3 She also told them some _____ about eagles.
4 The nests weren't easy to see because they were high up _____.
5 The students already knew about _____ from their science classes.
6 The students were pleased they could go _____ on the lake.
7 Many students looked up at the eagles during their skiing classes and _____ a lot.

Flyers Speaking Part 1

1 82 **Listen and circle the differences in picture 2. Then listen and respond. Complete the sentences about picture 1.**

Picture 1



Picture 2



In picture 1, …

1 two children are making a fire .
2 a man in the stream is _____ of two butterflies.
3 a girl is _____ the bridge.
4 the boy's _____ are in a rucksack.
5 there are _____ with a path.
6 a boy is _____ under a tree.

2 83 **Listen. Talk about the differences. Listen again to check your answers.**



Objectives

To complete a practice task for Part 1 of the Flyers Speaking exam.

Target language

- **Key language:** outdoor activities, *making a fire*, *swimming*, *riding a bike*, *taking photos*, *hills*, *trees*, *path*, *swan*, *swing*

EXAM SKILLS

- Responding to questions about name, surname and age.
- Listening, identifying, and describing differences between two pictures (in the countryside and activities).

EXAM TIPS

- Show the video of Speaking Part 1 so pupils are familiar with what to expect: http://www.cambridgeenglish.org/exams/young-learners-english/flyers/preparation/2018-update/
- Pupils should look for differences and talk about their picture. There are many differences in the picture, but they will only need to talk about six of them.
- They need to listen carefully to what the examiner says about the first picture, and then find and say the difference in theirs.

Warmer

- Give pupils one minute to move around the classroom, saying *Hello, what's your name? What's your surname?* and *How old are you?* to as many classmates as possible in one minute.
- Explain that answering the questions *What's your name/surname?* and *How old are you?* is an important part of the Speaking exam.

PB94. ACTIVITY 1

Listen and circle the differences in picture 2. Then listen and respond. Complete the sentences about picture 1.

- Show page 94 on the whiteboard and focus pupils on Activity 1 and the instructions. Do the example together as a class. Talk about the differences. Ask pupils to circle them.
- Play the Audio, pausing after each item for pupils to respond with a sentence about picture 2.
- Then focus on the example for sentence 1. Point to the two children in picture 1 and elicit the words.
- Give pupils time to look at picture 1 and complete the sentences.
- In pairs they check answers.
- Check answers with the whole class. If necessary, play the Audio again for confirmation.

Extra challenge Ask pupils to work in pairs. One pretends to be the examiner and says the sentences for picture 1, and the other responds for picture 2.

Key: **2** taking a photo, **3** cycling over, **4** trainers, **5** two hills, **6** standing on the swing

82

Audio scripts for the Exam folder can be downloaded from *Teacher Resources*.

PB94. ACTIVITY 2

Listen. Talk about the differences. Listen again to check your answers.

- Focus pupils on Activity 2.
- Play the Audio and pause after item 1. Elicit the difference.
- Play the rest of the Audio. Pause after each item for pupils to talk about the difference.
- Play the Audio again without pausing for pupils to check their answers.

Key: **1** (1) The man on the sofa is watching a music concert. (2) The man on the sofa is watching golf.
2 (1) Three children are leaving. (2) Three children are arriving.
3 (1) One of the boys is carrying a flag. (2) One of the boys is carrying an umbrella.
4 (1) There's a calendar on the shelf. (2) There's a telephone and a plant on the shelf.
5 (1) There's a painting of three camels. (2) There's a painting of three pyramids.
6 (1) A young girl's brushing a very big dog. (2) A young girl's brushing her doll's hair.

83

Audio scripts for the Exam folder can be downloaded from *Teacher Resources*.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more speaking practice.

Digital Classroom

Presentation Plus: A2 Flyers Exam folder

Practice Extra

Audio 82–83

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T121 – Extension activity:** *Comparing rooms*

Objectives

To complete a practice task for Part 2 of the Flyers Speaking exam.

Target language

- **Key language:** *town centre, city, countryside, post office, post box, police officer, police station, town hall, castle, bus stop, suitcase, hotel, bench, journey, sunny, foggy*

EXAM SKILLS

- Answering and formulating questions.

EXAM TIPS

- Pupils should listen and find information to answer questions. They also need to make questions from prompts.
- They should try to answer the questions with an extended response. They need to listen to the examiner carefully.
- They need to make full questions to ask the examiner.
- They can ask the examiner to repeat the questions.

Warmer

- Draw a *Noughts and Crosses* nine-square grid on the board with the following question words:

What?	Who?	How old?
How many?	Yes/No Q	When?
What time?	Have got?	Where?

- Pupils work in teams. Teams take it in turns to choose a square and form a question. The question given must be accurate to score a nought or cross in the corresponding square. The first team to make a horizontal/vertical/diagonal three-square line, wins.

PB95. ACTIVITY 1

Look at the picture. Ask and answer with a partner.

- Show page 95 on the whiteboard and focus pupils on Activity 1 and the instructions. Focus on the first question prompt and elicit the full question *Where's the castle?* from pupils.
- Pupils work in pairs and say the other questions. They then ask and answer the questions in pairs. Check answers with the whole class.

Extra support Check with the class and write the full questions on the board before they ask and answer in pairs.

Key: (Possible answers): The castle is on the hill. The mum and daughter are going shopping. A police officer is walking the dog. It's quarter past two. Two children are getting on the bus. The old woman is pulling a shopping trolley. The girl is reading a magazine. It is sunny.

PB95. ACTIVITY 2

Listen. Answer the questions about William's journey. Then ask questions about Katy's journey.

- Focus pupils on Activity 2. Play the Audio. Stop after item 1 and elicit the answers to the first question as an example.
- Ensure pupils read the prompts and that they know these will make the other questions. They need to find the answer to the question, e.g. *Where is William going? / He's going to Westfield.*
- Play the full Audio. Pupils listen and answer the questions. They then ask questions about Katy's journey.

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Audio scripts for the Exam folder can be downloaded from *Teacher Resources*.

Key: William's journey: **1** He's going to Westfield. **2** He's travelling by bus. **3** He's leaving at 10.30 / half past ten. **4** He's visiting his grandmother. **5** He's going to the countryside.
Katy's journey: **1** Where's Katy going? **2** How's she travelling? **3** What time's she leaving? **4** Who's she visiting? **5** Is she going to a city or the countryside?

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more speaking practice.

Digital Classroom

Presentation Plus: A2 Flyers Exam folder

Practice Extra

Audio 84

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T121 – Extension activity:** *Interview about a journey*

Flyers Speaking Part 2

1 **Look at the picture. Ask and answer with a partner.**



Where / castle? | Where / mum and daughter go? | Who / walk dog? | What time?

How many children / get on bus? | What old woman / pull? | What girl / read?

Sunny or foggy?

2 84 **Listen. Answer the questions about William's journey. Then ask questions about Katy's journey.**



William's journey	
Where / going	Westfield
How / travel	bus
What time / leave	10.30
Who / visit	grandmother
City / Countryside	the countryside



Katy's journey	
Where / going	?
How / travel	?
What time / leave	?
Who / visit	?
City / Countryside	?



Starter Unit

AB4. ACTIVITY 1

Put the words in groups.

Key: **Things we read:** comic, newspaper, magazine; **Things we wear:** costume, sweater, trainers; **Computer things:** wi-fi, screen, internet

AB4. ACTIVITY 2

Match the sentences with Stella, Lenny and Meera.

Key: **2** Lenny, **3** Stella, **4** Stella, **5** Meera, **6** Lenny

AB4. ACTIVITY 3

Read and complete.

Key: **2** online, **3** internet, **4** sports, **5** photos, **6** music, **7** videos, **8** blog

AB4. ACTIVITY 4

Correct the sentences.

Key: **2** No, you can't. You can find them on the internet. **3** No, it isn't. *Kid's Box* is a new blog. **4** No, they aren't. They're called Stella, Lenny and Meera. **5** No, there isn't. There's a prize for the best blog.

AB5. ACTIVITY 1

Read and order the text.

Key: 2, 4, 9, 12, 7, 5, 3, 1, 6, 10, 8, 11

AB5. ACTIVITY 2

Read and complete the questions.

Key: **2** How many, **3** What, **4** When, **5** Why, **6** Where

AB5. ACTIVITY 3

Write the correct sentences.

Key: **2** Stella lives in a village. **3** Meera walks to school every day. **4** Lenny's the oldest of the children. **5** Meera lives near Lenny. **6** Stella and Meera are both ten.

AB6. ACTIVITY 1

Choose words from the box to label the pictures.

Key: **2** geography, **3** history, **4** exam, **5** language, **6** dictionary

AB6. ACTIVITY 2

Follow the school words.

Key: maths, English, computer studies, exam, dictionary, science, art, sport, music, teacher, board, subject

AB6. ACTIVITY 3

Now complete the table with words from Activity 2.

Key: **The body:** back, beard, knee, ears, moustache; **Food:** beans, rice, potatoes, salad, soup, yoghurt; **The natural world:** sea, cave, mountain, lake, river, field; **'Odd' words:** eagle, tortoise; **Group:** Animals

AB6. ACTIVITY 4

Answer the questions.

Key: Pupils' own answers

AB7. ACTIVITY 1

Read and complete the school timetable.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00–10.00	science	computer studies	geography	maths	science
10.00–11.00	maths	science	sport	science	computer studies
11.00–12.00	computer studies	geography	music	English	English
lunch					
13.00–14.00	geography	art	art	art	history
14.00–15.00	history	sport	English	music	music
15.00–16.00	English	maths	maths	history	sport

AB7. ACTIVITY 2

Now write about Quinn's timetable on Monday.

Key: Pupils' own answers

AB7. ACTIVITY 3

Write about your timetable on your favourite school day.

Key: Pupils' own answers

AB8. ACTIVITY 1

Listen and circle the connected words.

Key: **2** How was, **3** Are you, **4** How about, **5** Did you

AB8. ACTIVITY 2

Listen and complete.

Key: **2** How about, **3** Did you, **4** Did you, **5** Are you

AB8. ACTIVITY 3

Read and match.

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

AB8. ACTIVITY 4

Look at the picture of your friend. Write questions to ask him about his holiday.

Key: Pupils' own answers

AB9. ACTIVITY 1

Read and answer.

Key: **2** It's almost 30 metres long. **3** They're learning about The Rosetta Stone. **4** It helped us to understand ancient languages. **5** It was in his classroom.

AB9. ACTIVITY 2

Read the text. Then look at the code and write the secret message.

Key: Very old languages are a kind of code. Use this code to write messages.

AB9.

Do you remember?

Key: 2 competition, 3 language, 4 dictionary, 5 Geography, science

AB9.

Can do

Key: Pupils' own answers

Unit 1

AB10. ACTIVITY 1

Match the clocks with the times.

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

AB10. ACTIVITY 2

Write the times.

Key: 2 half past six, 3 twenty-five past three, 4 five to eight, 5 quarter to nine, 6 ten past seven

AB10. ACTIVITY 3

Read and draw the times on the clocks.

Key: Pupils' drawings

AB11. ACTIVITY 1

Match the clocks with the sentences for William's day yesterday. Put the sentences in order.

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

AB11. ACTIVITY 2

Find the past of these verbs and write them.

Key: came, had, caught, woke up, got up, ate, drank, put, took

AB11. ACTIVITY 3

Answer the questions about yesterday.

Key: Pupils' own answers

AB11. ACTIVITY 4

Now write 20–30 words about what you did yesterday.

Key: Pupils' own answers

AB12. ACTIVITY 1

Choose words from the box to label the pictures.

Key: 2 documentary, 3 comedy, 4 news, 5 series, 6 sport

AB12. ACTIVITY 2

Write the programmes.

Key: 2 comedy, 3 weather, 4 news, 5 documentary, 6 series

AB12. ACTIVITY 3

Read and answer the questions.

Key: 2 Channel 1 and Channel 3. 3 The weather. 4 Count to ten and answer first. 5 (1) Animals of Africa, (2) Explorers, (3) Our body. 6 At 1.15.

AB13. ACTIVITY 1

Read and complete the table.

Key:

Name	Sophia	Petra	Frank	Deniz
Kind of programme	Cartoon	Quiz	Sport	Documentary
Programme name	Quacky Duck	Who wants to be a billionaire?	Sunday sports	World about us
Programme time	4.20	3.50	4.45	4.10

AB13. ACTIVITY 2

Now answer the questions.

Key: 2 Who wants to be a billionaire? 3 3.50, 4 Petra's, 5 Deniz, 6 4.20

AB13. ACTIVITY 3

Answer the questions.

Key: Pupils' own answers

AB13. ACTIVITY 4

How many words can you find in 'documentaries'?

Key: Pupils' own answers

AB14. ACTIVITY 1

Listen and write 1 and 2.

Key: b 1 share, 2 chair, c 1 shoes, 2 choose, d 1 chips, 2 ships, e 1 washes, 2 watches

AB14. ACTIVITY 2

Choose words from Activity 1. Listen and check.

Key: 2 share, chair, 3 choose, shoes, 4 chips, ships, 5 watches, washes

AB14. ACTIVITY 3

Read and write. Listen and check.

Key: Can't you watch the race on your phone? / Perfect! / OK, let's watch the race. I'll watch *Sing up!* on catch up later.

AB14. ACTIVITY 4

Read and complete the TV questionnaire.

Key: 2 What time, 3 Where, 4 Do you

AB15. ACTIVITY 1

Read and answer.

Key: 2 It's on Diggory's computer. / Brutus Grabbe has got it. 3 At half past nine. 4 The news. 5 Brutus Grabbe. 6 The professor's secret password.

AB15. ACTIVITY 2

Read the story so far and then write it in the past.

Key: The reporter and the cameraman arrived. The reporter asked Diggory some questions. Diggory said that he didn't want the thief to use The Baloney Stone to find treasure. At half past nine Diggory asked Emily to turn on the TV because he wanted to watch the news. Brutus Grabbe came onto the TV screen and laughed. He was the TV cameraman from the university! He wanted Diggory's secret password for the computer program.

AB15.

Do you remember?

Key: 2 twenty-five past eight, 3 documentary, 4 comedies, cartoons, 5 and 6 Pupils' own answers

AB15.

Can do

Key: Pupils' own answers

AB16. ACTIVITY 1

Read and circle the adjectives.

Key: great, interesting, beautiful, colourful, amazing

AB16. ACTIVITY 2

Plan to write a chat message. Complete the information about a documentary.

Key: Pupils' own answers

AB16. ACTIVITY 3

Use your notes to write a message to a friend about the documentary.

Key: Pupils' own answers

AB16. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB17. ACTIVITY 1

Listen and colour and write. There is one example.

Key: 1 Colour the boy with food on his plate's jacket, green. 2 Colour the bowl being carried by the man standing under the clock, red. 3 Write 'fire' next to 'exit' above the door. 4 Write 'maths' on the bigger book on the table. 5 Colour the bottle being held by the woman behind the counter with long hair, blue.

Unit 2

AB18. ACTIVITY 1

Write the words in the sentences.

Key: 2 be, 3 read, 4 listen, 5 wear, 6 play

AB18. ACTIVITY 2

Match the questions with the answers.

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

AB18. ACTIVITY 3

Look at this code. Write the secret message.

Key: Are you going to come to my party?

AB18. ACTIVITY 4

Now write another message for your friend in your notebook.

Key: Pupils' own answers

AB19. ACTIVITY 1

Look at the pictures and answer the questions.

Key: 2 She's going to brush her teeth. 3 He's going to watch TV. 4 They're going to catch a bus. 5 He's going to do his homework. 6 She's going to go to sleep.

AB19. ACTIVITY 2

Make negative sentences.

Key: 2 He isn't going to go running. 3 They aren't going to play football. 4 She isn't going to have a biscuit. 5 They aren't going to see the film. 6 He isn't going to drive the car.

AB19. ACTIVITY 3

Look at Tanaz's diary for the weekend. Ask and answer the questions.

Key: 2 a What's Tanaz going to do on Friday afternoon? b She's going to play football. 3 a What time is Tanaz going to visit her grandma? b She's going to visit her at 10.45 / quarter to 11. 4 a What's Tanaz going to buy on Saturday afternoon? b She's going to buy some pyjamas. 5 a Where's Tanaz going to walk on Sunday morning? b She's going to walk in the hills. 6 a What's Tanaz going to do on Sunday afternoon? b She's going to go to the cinema.

AB20. ACTIVITY 1

Choose words from the box to label the pictures.

Key: 2 football player, 3 designer, 4 actor, 5 journalist, 6 mechanic

AB20. ACTIVITY 2

Complete the table.

Key: driver, dance, skater, designer, run, photographer, manage, play tennis, swimmer

AB20. ACTIVITY 3

Read and write the words in the puzzle.

Key: 2 cook, 3 fire fighter, 4 dentist, 5 nurse, 6 pilot, 7 mechanic, 8 artist, 9 actor; Mystery job: scientist

AB20. ACTIVITY 4

Now write a definition for this job.

Key: Pupils' own answers

AB21. ACTIVITY 1

These four children are going to have different jobs. Write the numbers.

Key: a 4, 6, 8; b 3, 5, 10; c 1, 2, 7; d 9, 11, 12

AB21. ACTIVITY 2

Slim Jim's a famous singer. Read and complete his diary.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	Arrive in London	Music shop	Open school	TV interview	Fly to Spain
	lunch	lunch	lunch	lunch	lunch
p.m.	Hospital	Dinner with actors	Sing in football stadium	Cinema	Meet manager

AB21. ACTIVITY 3

Answer the questions.

Key: Pupils' own answers

AB22. ACTIVITY 1

Listen and circle the /ə/ sounds. Then practise saying the sentences.

Key: 2 She wants to be a driver. 3 Maybe I can be a pop singer. 4 What are you going to be?

AB22. ACTIVITY 2

Listen and complete.

Key: **Sarah:** older, others, writer; **Matt:** painter, photographer, waiter

AB22. ACTIVITY 3

Read and match.

Key: 1 e, 2 b, 3 d, 4 a, 5 c

AB22. ACTIVITY 4

How are jobs similar and different? Read and complete.

Key: 2 cars, driver, 3 restaurant, cook, 4 creative, writer, 5 look after, dentist, 6 stage, actor

AB23. ACTIVITY 1

Read and answer.

Key: 2 At the Old City Library. 3 Because he only loves money. 4 At 10.45 / quarter to 11. 5 No, he isn't. 6 The secretary's got a letter.

AB23. ACTIVITY 2

Read and order the text.

Key: From left to right: 3, 5, 1, 6, 8, 7, 2, 4

AB23.

Do you remember?

Key: 2 repairs, 3 dentist, 4 going to, 5 and 6 Pupils' own answers

AB23.

Can do

Key: Pupils' own answers

AB24. ACTIVITY 1

Read and match.

Key: 1 e, 2 a, 3 c, 4 b, 5 d

AB24. ACTIVITY 2

Plan to write a safety leaflet. Complete the information about staying safe online.

Key: Pupils' own answers

AB24. ACTIVITY 3

Use your notes to create a leaflet about staying safe online.

Key: Pupils' own answers

AB24. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB25. ACTIVITY 1

Read the letter and write the missing words. Write one word on each line.

Key: 1 than, 2 answer, 3 good, 4 to, 5 some

Review Units 1 and 2

AB26. ACTIVITY 1

Read the story. Choose words from the box to complete the sentences.

Key: 2 jobs, 3 fire fighter, 4 painted, 5 going

AB26. ACTIVITY 2

Choose a title for this episode of Friendly.

Key: a Modern art

AB26. ACTIVITY 3

Draw and colour Frankie's painting.

Key: Pupils' own answers

AB26. ACTIVITY 4

Match the questions with the answers.

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

AB27. ACTIVITY 5

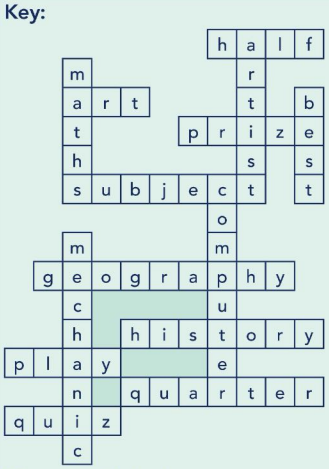
Complete the sentences. Count and write the number of letters in the box.

Key: 2 history (7), 3 quarter (7), 4 art (3), 5 best (4), 6 geography (9), 7 quiz (4), 8 mechanic (8), 9 subject (7), 10 computer (8), 11 half (4), 12 maths (5), 13 artist (6), 14 play (4)

AB27. ACTIVITY 6

Now complete the crossword. Write the message.

Key:



Message: Hello there

AB27. ACTIVITY 7

Quiz time!

Key: 1 They can study French, German or Spanish. 2 We learn about plants and the human body in science. 3 We can use a drone camera. 4 She thinks she's going to be a dentist or doctor. 5 George Orwell was a writer and journalist. 6 We can use a fire blanket.

AB27. ACTIVITY 8

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Unit 3

AB28. ACTIVITY 1

Read and answer the questions.

Key: 1 three, 2 twice, 3 thirteen

AB28. ACTIVITY 2

Tick (✓) or cross (✗) the sentences.

Key: 1 ✗, 2 ✓, 3 ✗, 4 ✗

AB28. ACTIVITY 3

Read and complete the sentences.

Key: 2 right, 3 straight on, 4 on the corner, 5 left, 6 along

AB29. ACTIVITY 1

Follow the directions and write the message.

Key: London is the biggest city in the UK. There are lots of interesting places to see and every year 29 million people visit it.

AB29. ACTIVITY 2

Put these buildings on the map.

Key: From left to right: castle, cinema, library, school, fire station, stadium

AB29. ACTIVITY 3

Find these buildings in Activity 5.

Key: 1 the library, 2 the stadium

AB29. ACTIVITY 4

Now write two sets of directions for a friend to follow in your notebook.

Key: Pupils' own answers

AB30. ACTIVITY 1

Look and complete the words.

Key: 2 restaurant, 3 theatre, 4 police station, 5 castle, 6 airport

AB30. ACTIVITY 2

Complete the table. Look in the Pupil's Book to find the names of the places.

Key: 10.30: Went for a boat trip on the River Thames. 12.45: Had a picnic lunch in Hyde Park. 2.30: Went to the new Globe Theatre. 4.30: Went to look at the Tower of London. 5.30: Took a taxi from Tower Bridge to the hotel. 5.50: Arrived at their hotel.

AB30. ACTIVITY 3

Look at the letters on the clock and write the words.

Key: 2 school, 3 stadium, 4 park, 5 shop, 6 road

AB31. ACTIVITY 1

Write 'who', 'which' or 'where'.

Key: 2 who, 3 which, 4 where, 5 who, 6 where, 7 where, 8 where, 9 who, 10 where

AB31. ACTIVITY 2

Now find the words from Activity 1.

Key: 2 pilot, 3 ticket, 4 theatre, 5 cook, 6 museum, 7 airport, 8 bank, 9 mechanic, 10 bridge

AB31. ACTIVITY 3

Write a definition of these words.

Key (possible answers): 1 A place where you can catch a bus. 2 Someone who helps sick people in hospital.

AB31. ACTIVITY 4

Put these places on your map.

Key: Pupils' own answers

AB31. ACTIVITY 5

Now write directions from the castle to three places on the map.

Key: Pupils' own answers

AB31. ACTIVITY 6

Ask your friend to follow your directions.

Key: Pupils' own answers

AB32. ACTIVITY 1

Match to make words. Listen and check.

Key: 2 street, 3 sports stadium, 4 skyscraper, 5 school, 6 square

AB32. ACTIVITY 2

Listen and circle.

Key: 2 skyscraper, 3 stairs, 4 stand, sports stadium, 5 skating, street

AB32. ACTIVITY 3

Listen and match.

Key: 2 c, 3 a, 4 b

AB32. ACTIVITY 4

Read the poster. Then write about a place to visit in your town or city.

Key: Pupils' own answers

AB33. ACTIVITY 1

Read and answer.

Key: 2 He means Alexandria. 3 They are going to fly to Alexandria. 4 There is a cave. 5 There is secret writing. 6 Brutus Grabbe is the taxi driver.

AB33. ACTIVITY 2

Who said it? Read and match.

Key: b 3, c 3, d 4, e 1, f 2

AB33.

Do you remember?

Key: 2 hotel, 3 across, 4 left, 5 and 6 Pupils' own answers

AB33.

Can do

Key: Pupils' own answers

AB34. ACTIVITY 1

Read and choose.

Key: faster, most, better, quicker

AB34. ACTIVITY 2

Plan to write an advert. Complete the information about a mode of transport.

Key: Pupils' own answers

AB34. ACTIVITY 3

Use your notes to create an advert for the transport.

Key: Pupils' own answers

AB34. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB35. ACTIVITY 1

Listen and write. There is one example.

Key: 1 Windsor, 2 Museum, 3 0207 541 4672, 4 Old, 5 half past three

Unit 4

AB36. ACTIVITY 1

Match the pictures with the text.

Key: From left to right: 3, 6, 5, 1, 2, 4

AB36. ACTIVITY 2

Write the verbs in the table. Look at the spelling.

Key:

taking	sailing	running
moving, living, waking up, losing	enjoying, shouting, cooking, carrying	cutting, stopping, swimming, getting

AB36. ACTIVITY 3

Read and choose the right words.

Key: 2 climbing, 3 rang, 4 was, 5 when

AB37. ACTIVITY 1

Write questions and answers about Akash's day.

Key: 2 What was Akash doing at half past four? He was doing his homework. 3 What was Akash doing at quarter past five? He was playing football. 4 What was Akash doing at half past six? He was having a shower. 5 What was Akash doing at eight o'clock? He was having dinner. 6 What was Akash doing at ten past ten? He was brushing his teeth.

AB37. ACTIVITY 2

Read and complete the table.

Key:

Name	Oliver	Freya	Katy	Kito
Clothes	red sweater, long scarf	short skirt, green shoes	jeans, T-shirt	grey trousers, blue shirt
Where?	playground	playground	classroom	outside
What doing?	talking to friends	reading a book	jumping around	playing football

Who broke the chair? Katy.

AB38. ACTIVITY 1

Choose dates from the box to label the pictures.

Key: 2 14 April 1912, 3 6 May 1937, 4 10 October 1780, 5 26 August 1883, 6 28 December 1908

AB38. ACTIVITY 2

Read and write the dates.

Key: 2 The twenty-second, 3 The twenty-fifth, 4 The twenty-ninth, 5 The twenty-fourth, 6 The twenty-seventh

AB38. ACTIVITY 3

Complete the sentences.

Key: 2 March, 3 May, 4 July, 5 November, 6 December

AB38. ACTIVITY 4

Look and complete the months. Put them in order.

Key: 4 April, 6 June, 9 September, 10 October, 3 March, 12 December, 5 May, 7 July, 1 January, 11 November, 8 August, 2 February

AB39. ACTIVITY 1

Answer the questions.

Key: Pupils' own answers

AB39. ACTIVITY 2

Match the words with the pictures.

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

AB39. ACTIVITY 3

Now match the words and pictures with the definitions.

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

AB40. ACTIVITY 1

Follow the /eɪ/ sounds. Listen and check.

Key:

wave	train			lazy	straight	lake
	station			safe		motorway
	April	break		waiter		dangerous
		rainbow		surname		brave
		email	today	Katy		

AB40. ACTIVITY 2

Write the words next to their vowel sounds. Listen and check.

Key: **A:** grey, rain, skate; **E:** knee, please, feet; **I:** kind, dry, light; **O:** snow, toes, throw; **U:** glue, food, do

AB40. ACTIVITY 3

Use the words from Activity 2 to make the rhymes. Listen and check.

Key: **2** light, **3** toe, **4** do

AB40. ACTIVITY 4

Read, look and answer. Your words don't have to rhyme.

Key: Pupils' own answers

AB41. ACTIVITY 1

Read and answer.

Key: **2** It's called Sirius. **3** It was 21 July. **4** When they were looking at the stars. **5** A volcanic eruption. **6** A tsunami.

AB41. ACTIVITY 2

Complete the sentences from the story. Match them with the pictures.

Key: **2** storm, **3** dangerous, **4** secret, **5** hot, **6** light
From left to right: 5, 2, 1, 3, 6, 4

AB41.

Do you remember?

Key: **2** lightning, **3**, **4**, **5** and **6** Pupils' own answers

AB41.

Can do

Key: Pupils' own answers

AB42. ACTIVITY 1

Read and match.

Key: **2** d, **3** c, **4** a

AB42. ACTIVITY 2

Plan to write an email. Complete the information about a famous place you visited.

Key: Pupils' own answers

AB42. ACTIVITY 3

Use your notes to write an email to a friend about the place.

Key: Pupils' own answers

AB42. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB43. ACTIVITY 1

Emma's talking to her friend David about what he did last night. What does David say to Emma? Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example.

Key: 1 B, **2** E, **3** A, **4** C

Review Units 3 and 4

AB44. ACTIVITY 1

Read the story. Choose words from the box to complete the sentences.

Key: **2** restaurant, **3** quarter, **4** left, **5** wasn't, **6** walking

AB44. ACTIVITY 2

Choose a title for this episode of Friendly.

Key: a The best day

AB44. ACTIVITY 3

Find the odd one out.

Key (possible answers): **2** Taxi because it's a vehicle / it isn't a place or building. **3** Stadium because it's a place or building / it isn't a direction. **4** Tsunami because it's a disaster / it isn't weather. **5** Help because it's in the present / it isn't in the past. **6** Thursday because it's a day / it isn't a month.

AB45. ACTIVITY 4

Complete the sentences. Count and write the letters.

Key: **2** hit (3), **3** outside (7), **4** October (7), **5** fire (4), **6** airport (7), **7** fog (3), **8** August (6), **9** storm (5), **10** museum (6), **11** map (3), **12** corner (6), **13** bridge (6), **14** January (7)

AB45. ACTIVITY 5

Now complete the crossword. Write the message.

Key:



Message: Streets ahead!

AB45. ACTIVITY 6

Quiz time!

Key: 1 The busiest airport is Heathrow. 2 The cable-car system in Medellín was built in 2004. 3 She was listening to music on the radio. 4 We call them hurricanes. 5 They are in the Pacific Ring of Fire.

AB45. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Unit 5

AB46. ACTIVITY 1

Match the words with the pictures.

Key: 2 grass, 3 stone, 4 paper, 5 bricks, 6 leaves

AB46. ACTIVITY 2

Read and order the words.

Key: 2 That skirt isn't made of chocolate. 3 What's your sweater made of? 4 Is your T-shirt made of fur? 5 Are their shoes made of wood? 6 His clothes are made of paper.

AB46. ACTIVITY 3

Correct the sentences.

Key: 2 ~~has~~ is, 3 ~~aren't~~ isn't 4 ~~off~~ of, 5 ~~mades~~ made, 6 ~~is~~ are

AB46. ACTIVITY 4

What are they made of? Look and write.

Key: 2 They're made of wood. 3 It's made of stone. 4 It's made of fur. 5 It's made of paper. 6 They're made of grass.

AB47. ACTIVITY 1

Write the correct sentences.

Key: 1 Our house is made of stone. 2 The boat is made of wood. 3 My book's made of paper. 4 Their tyres are made of rubber.

AB47. ACTIVITY 2

Read, look and label the picture.

Key: 2 windows made of water bottles, 3 roof made of grass, 4 leaves over balcony, 5 door made of wood

AB47. ACTIVITY 3

Read and complete the text.

Key: 2 gold, 3 bottles, 4 stone, 5 bridges, 6 thousand

AB48. ACTIVITY 1

Choose words from the box to label the pictures.

Key: 2 wool, 3 card, 4 gold and silver, 5 metal, 6 plastic

AB48. ACTIVITY 2

Find and write eight materials.

Key: 2 silver, 3 plastic, 4 wood, 5 card, 6 paper, 7 metal, 8 wool

AB48. ACTIVITY 3

Write the words.

Key: 2 silver, 3 fur, 4 glass, 5 wool, 6 gold, 7 paper, 8 card

AB48. ACTIVITY 4

Look at the letters on the clock and write the words.

Key: 2 wood, 3 card, 4 metal, 5 silver, 6 card

AB49. ACTIVITY 1

Read. Change one letter to write a new word.

Key: rice, nice, nine, mine, line, like, live, love, move, more, wore, work, word, wood, wool

AB49. ACTIVITY 2

Now write the clues for this puzzle.

Key: Pupils' own answers

AB49. ACTIVITY 3

Find 8 mistakes in the text.

Key: See Activity 4 Key

AB49. ACTIVITY 4

Now write the text correctly.

Key: Bottles are made of glass or plastic. Tables and chairs can be made of wood, plastic or metal. People on Earth like reading books, comics and magazines/newspapers. These are made of card and paper. Earth people get wool from sheep. I'm going to visit Earth next November. I want to get a lovely big bracelet made of gold/silver/wood/plastic/metal. I can wear it when I go to parties.

AB50. ACTIVITY 1

Listen and complete.

Key: 2 Come on, 3 Look out, 4 a, idea, 5 You're a

AB50. ACTIVITY 2

Look and match. Then listen and circle the connected words.

Key: 2 two gla(ss e)yes, 3 purp(le i)ce cream, 4 lot(s o)f re(d a)pples, 5 a(n i)nsect ma(de o)f sugar

AB50. ACTIVITY 3

Choose a phrase from Activity 1. Listen and check.

Key: 2 Come on! 3 I've got a great idea! Nice one! 4 Look out!

AB50. ACTIVITY 4

Complete the comic strip. Add speech bubbles using phrases from Activity 1.

Key: Pupils' own answers

AB51. ACTIVITY 1

Read and answer.

Key: 2 It's made of plastic. 3 The sleeping snake. 4 Because he's an excellent watchdog. 5 They're made of glass. 6 He wants gold.

AB51. ACTIVITY 2

Read and order the text.

Key: From left to right: 2, 3, 1, 5, 8, 6, 7, 4

AB51.

Do you remember?

Key: 2 wool, 3 metals, 4 of, 5 star, 6 minute

AB51.

Can do

Key: Pupils' own answers

AB52. ACTIVITY 1

Read and circle the adverbs.

Key: cleverly, brightly, gently

AB52. ACTIVITY 2

Plan to write a review. Complete the information about an interesting sculpture.

Key: Pupils' own answers

AB52. ACTIVITY 3

Use your notes to write a review of the structure.

Key: Pupils' own answers

AB52. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB53. ACTIVITY 1

Whose things are these? Listen and write a letter in the box. There is one example.

Key: Robert A, Emma F, Richard B, Katy D, Michael C

Unit 6

AB54. ACTIVITY 1

Read and order the words.

Key: 2 It looks like it's going to rain. 3 That sounds like your smartphone. 4 What does this toy mouse feel like? 5 Her cake tastes like coffee. 6 What does my picture look like?

AB54. ACTIVITY 2

Correct the sentences.

Key: 2 ~~feels~~ feel, 3 ~~look likes~~ looks like, 4 ~~don't~~ doesn't, 5 ~~smells~~ smell, 6 ~~doesn't~~ don't

AB54. ACTIVITY 3

Read and complete the email.

Key: 2 exciting, 3 shouting, 4 feel, 5 hear, 6 quickly, 7 felt

AB55. ACTIVITY 1

How do they look? Write the answers.

Key: 2 They look cold. 3 She looks ill/sick. 4 They look hot. 5 He looks frightened. 6 She looks thirsty.

AB55. ACTIVITY 2

Read. What are they?

Key: 2 a pea, 3 a lemon, 4 tea, 5 sausages, 6 a tiger

AB55. ACTIVITY 3

Senses quiz. Read and answer.

Key: 2 Our nose. 3 Our eyes. 4 Our ears. 5 Our hands/fingers. 6, 7 and 8 Pupils' own answers

AB56. ACTIVITY 1

Look and complete the words.

Key: 2 salt, 3 knife, 4 fork, 5 spoon, 6 plate

AB56. ACTIVITY 2

Look and find the words.

Key: **Food words:** salt, tomato, egg, pepper, rice, yoghurt, flour, lemons; **Verbs:** taste, eat, get up, enjoy, take off, tell, smell; **Things we eat with:** fork, knife; **Preposition:** off; **Somewhere we go to eat:** restaurant

AB56. ACTIVITY 3

Read and write the answers in the puzzle.

Key: 2 fork, 3 salt, 4 pizza, 5 plate, 6 flour, 7 knife, 8 spoon
Mystery vegetable: potatoes

AB57. ACTIVITY 1

Read and complete the text.

Key: 2 Italy, 3 pizzas, 4 made, 5 cheese, 6 meal, 7 taste, 8 top, 9 cook, 10 largest, 11 metres, 12 flour, 13 900

AB57. ACTIVITY 2

Read and order the text.

Key: 8, 2, 1, 5, 6, 4, 7, 9, 10, 3

AB58. ACTIVITY 1

Listen and circle the stressed words.

Key: 1 sandwiches; 2 fruit, snack box; 3 Suzie, stomach-ache; 4 guitar, class

AB58. ACTIVITY 2

Listen again and complete.

Key: 1 sandwiches, 2 I'm taking fruit in my snack box today! 3 Suzie's not feeling well. She's got a stomach-ache. 4 I'm playing my guitar in front of my class tomorrow.

AB58. ACTIVITY 3

Listen and complete.

Key: balloons, cake, candles, friends, fun, hug, family

AB58. ACTIVITY 4

Look at the pictures and write.

Key: Pupils' own answers

AB59. ACTIVITY 1

Read and answer.

Key: **2** There are spiders and a snake inside the snake bowl. **3** Diggory uses his belt to get Brutus out of the snake bowl. **4** Diggory has (got) The Baloney Stone now. **5** The dog is the door. **6** Brutus pushes Emily into the snake bowl.

AB59. ACTIVITY 2

Correct the sentences.

Key: **2** The dangerous ancient trap is called a snake bowl. **3** Brutus hates spiders. **4** The snake woke up. **5** Diggory used his belt to help Brutus out of the snake bowl. **6** Brutus thought the dog was the door.

AB59.

Do you remember?

Key: **2** like, **3** fork, **4** oven, **5** put, hand, box, **6** what, feel

AB59.

Can do

Key: Pupils' own answers

AB60. ACTIVITY 1

Read and circle the sound words.

Key: roaring, honking, ringing

AB60. ACTIVITY 2

Plan to write a poem. Complete the information about sounds you love and hate.

Key: Pupils' own answers

AB60. ACTIVITY 3

Use your notes to write a poem.

Key: Pupils' own answers

AB60. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB61. ACTIVITY 1

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Key: **1** a brother, **2** went to an, **3** people, **4** looked, **5** painting

Review Units 5 and 6

AB62. ACTIVITY 1

Read the story. Choose words from the box to complete the sentences.

Key: **2** like, **3** made, **4** plastic, **5** felt, **6** pizza

AB62. ACTIVITY 2

Choose a title for this episode of Friendly.

Key: **b** A sweet dress

AB62. ACTIVITY 3

Find the odd one out.

Key (possible answers): **2** Wool because it isn't food. **3** Eyes because they aren't a verb/sense. **4** Bracelet because you don't eat with it. **5** Stone because it doesn't come from an animal. **6** Glass because it doesn't come from trees.

AB63. ACTIVITY 4

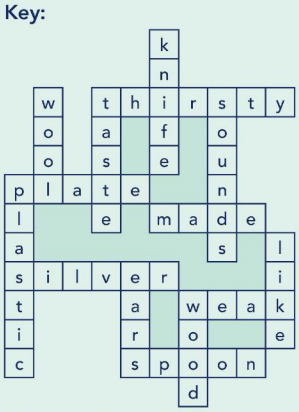
Complete the sentences. Count and write the letters.

Key: **2** taste (5), **3** knife (5), **4** Wool (4), **5** weak (4), **6** like (4), **7** ears (4), **8** spoon (5), **9** Silver (6), **10** plastic (7), **11** Wood (4), **12** made (4), **13** thirsty (7), **14** plate (5)

AB63. ACTIVITY 5

Now complete the crossword. Write the message.

Key:



Message: Sounds like fun!

AB63. ACTIVITY 6

Quiz time!

Key: **1** Lenny's spider is made of fur. **2** It's made of glass bottles. **3** You can see it in Switzerland. **4** Strong blue cheese smells like Lenny's socks. **5** It makes pizzas. **6** A volcano erupting is the loudest sound.

AB63. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Unit 7

AB64. ACTIVITY 1

Read and match.

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

AB64. ACTIVITY 2

Think and write 'should' or 'shouldn't'.

Key: 2 shouldn't, 3 should, 4 should, 5 shouldn't, 6 should

AB64. ACTIVITY 3

Correct the sentences.

Key: 2 We should walk on the paths. 3 We shouldn't drop our rubbish. 4 We should always use bins. 5 We shouldn't play with animals in fields. 6 We shouldn't drink water from rivers.

AB65. ACTIVITY 1

Match the problems with the correct advice.

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

AB65. ACTIVITY 2

Think and write advice.

Key: Pupils' own answers

AB65. ACTIVITY 3

Answer the questions.

Key: Pupils' own answers

AB66. ACTIVITY 1

Choose words from the box to label the pictures.

Key: 2 Siberian tiger, 3 Nine-spotted ladybird, 4 Lehmann's poison frog, 5 Purple spotted butterfly

AB66. ACTIVITY 2

Look and complete the words.

Key: 2 butterfly, 3 insect, 4 spot, 5 stripe, 6 fur, 7 tail, 8 body, 9 beetle

AB66. ACTIVITY 3

Now match the words with the definitions.

Key: 2 fur, 3 wings, 4 tail, 5 body, 6 butterfly, 7 insect, 8 spot, 9 stripe

AB66. ACTIVITY 4

Write the words in the table.

Key:

adjectives	verbs	prepositions	nouns
funny, extinct, spotted, striped	become, recycle, appear, explore	through, into, over, across	spot, extinction, wing, stripe

Pupils can write more words for each group in their notebooks

AB67. ACTIVITY 1

Match the pictures of endangered animals with the words.

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

AB67. ACTIVITY 2

Now find out one fact about each of the endangered animals in Activity 1.

Key: Pupils' own answers

AB67. ACTIVITY 3

Now make a quiz for your friends.

Key: Pupils' own answers

AB67. ACTIVITY 4

Read and order the story.

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

AB68. ACTIVITY 1

Listen and circle the stressed words.

Key: 1 beach, 2 pick up, rubbish, 3 put plastic rubbish, yellow bins, 4 the council, bags, 5 shouldn't, rubbish, beach, 6 Where, people throw, rubbish

AB68. ACTIVITY 2

Circle to complete the rules.

Key: are, are not, are

AB68. ACTIVITY 3

Listen and complete.

Key: Shall, we, can, Let's, can, Why don't

AB68. ACTIVITY 4

Complete Lola's message.

Key: 2 clean, 3 photos, 4 newspaper, 5 clean-up, 6 Great

AB69. ACTIVITY 1

Read and answer.

Key: 2 Because it's old and not very strong. 3 It takes them to the famous butterfly room of Queen Hetepheres. 4 They're orange and black striped with white spots on their wings. 5 He shouldn't touch anything. 6 There are young butterflies/insects inside.

AB69. ACTIVITY 2

Read and order the text.

Key: From left to right: 4, 1, 8, 7, 3, 6, 2, 5

AB69.

Do you remember?

Key: 2 shouldn't, 3 photos, 4 stripes, 5 shouldn't throw, 6 should they do

AB69.

Can do

Key: Pupils' own answers

AB70. ACTIVITY 1

Read and underline facts with *when*.

Key: … when they are scared, their spikes rise up to protect them. … when humans use pesticides to kill insects, there are fewer insects for the hedgehogs to eat. When hedgehogs come into your garden, you should give them cat or dog food … When hedgehogs drink milk, they get very sick …

AB70. ACTIVITY 2

Plan to write a report. Complete the information about an endangered animal.

Key: Pupils' own answers

AB70. ACTIVITY 3

Use your notes to write a report about the endangered animal.

Key: Pupils' own answers

AB70. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB71. ACTIVITY 1

Listen and draw lines. There is one example.

Key: **George** – next to Harry, **Betty** – girl eating an apple, **Katy** – girl drinking orange juice, **Holly** – next to kangaroos, spotted dress, **Richard** – in shorts, subject of photo

Unit 8

AB72. ACTIVITY 1

Are these verbs regular or irregular? Write 'R' or 'I'.

Key: **R:** believe, stop, play, jump, finish, wash; **I:** make, meet, catch, win

AB72. ACTIVITY 2

Make negative sentences.

Key: **2** She hasn't won a prize. **3** They haven't played basketball. **4** He hasn't climbed the highest mountain. **5** You haven't won the game. **6** We haven't made a kite.

AB72. ACTIVITY 3

Match the pictures with the text.

Key: **From left to right:** 5, 2, 1, 4, 3, 6

AB73. ACTIVITY 1

Answer the questions.

Key: **2** l, **3** p, **4** h, **5** a, **6** b, **7** e, **8** t
What's the word? alphabet

AB73. ACTIVITY 2

Now make your word puzzle.

Key: Pupils' own answers

AB73. ACTIVITY 3

Write the correct form of the verbs in the email.

Key: **2** talked, **3** studied, **4** finished, **5** happened, **6** decided, **7** stopped, **8** started, **9** raced, **10** won

AB73. ACTIVITY 4

Look at the pictures. Write the questions.

Key: **2** What has she done? **3** What has he/she done? **4** What has he done? **5** What have they done? **6** What has he done?

AB73. ACTIVITY 5

Now answer the questions.

Key: **2** She's won a cup. **3** He's/She's dropped some eggs. **4** He's cut his hair. **5** They've visited the Tower of London. **6** She's cleaned the floor.

AB74. ACTIVITY 1

Look and complete the words.

Key: **2** snowboarding, **3** sledging, **4** cycling, **5** athletics, **6** golf

AB74. ACTIVITY 2

Write the seasons.

Key: **2** spring, **3** autumn, **4** winter
(Note: This does not apply to the tropics.)

AB74. ACTIVITY 3

Write the sports words in the table.

Key:

winter sports	ball sports	other sports
ice skating	soccer	sailing
sledging	table tennis	cycling
skiing	basketball	horse riding
ice hockey	tennis	athletics

AB74. ACTIVITY 4

What are the sports? Write the words in the puzzle.

Key: **2** golf, **3** soccer, **4** skating, **5** sledging, **6** cycling
Mystery sport: hockey

AB75. ACTIVITY 1

Write the sports.

Key: **2** basketball, **3** snowboarding, **4** sailing, **5** waterskiing, **6** golf

AB75. ACTIVITY 2

Now write definitions for six more sports.

Key: Pupils' own answers

AB75. ACTIVITY 3

Read and complete the table.

Key:

Name	Richard	Sally	Robert
House number	1	2	3
Thing for the snowman	carrot	scarf	hat

AB75. ACTIVITY 4

Choose the story. Then draw your snowman in your notebook.

Key: Pupils' own answers

AB76. ACTIVITY 1

Circle the word with a different -ed sound. Listen and check.

Key: **2** arrived, **3** cleaned, **4** fetched, **5** painted

AB76. ACTIVITY 2

Listen and circle the correct -ed sound.

Key: 2 /t/, 3 /d/, 4 /t/, 5 /t/, 6 /d/, 7 /t/

AB76. ACTIVITY 3

Match and write for each picture.

Key: 1 Would you like some help? 2 I can clean the kitchen.
3 You're welcome! 4 Let's work together!

AB76. ACTIVITY 4

Read and complete with a verb from Activity 1. Listen and check.

Key: 2 cleaned, 3 washed, 4 worked

AB77. ACTIVITY 1

Read and answer.

Key: 2 No, he hasn't. 3 They invented hockey and handball. 4 He sent it from the snake bowl. 5 It says that you can't take the treasure and live.

AB77. ACTIVITY 2

Who said it? Read and match.

Key: b 3, c 4, d 1, e 1, f 2

AB77.

Do you remember?

Key: 2 won, 3 played, 4 Summer, 5 and 6 Pupils' own answers

AB77.

Can do

Key: Pupils' own answers

AB78. ACTIVITY 1

Read and complete.

Key: 2 Secondly, 3 Another reason, 4 Lastly

AB78. ACTIVITY 2

Plan to write a leaflet. Complete the information about an amazing sport.

Key: Pupils' own answers

AB78. ACTIVITY 3

Use your notes to write a leaflet about the sport.

Key: Pupils' own answers

AB78. ACTIVITY 4

Did you ...

Key: Pupils' own answers

AB79. ACTIVITY 1

Read the text. Choose the right words and write them on the lines.

Key: 1 These, 2 in, 3 are, 4 skiing, 5 people, 6 race, 7 third, 8 exciting, 9 of, 10 more

Review Units 7 and 8

AB80. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6.

Key: 2 ride, 3 were, 4 skis, 5 sledge, 6 snowman

AB80. ACTIVITY 2

Choose a title for this episode of Friendly.

Key: b Snowy disaster!

AB80. ACTIVITY 3

Match the questions with the answers.

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

AB81. ACTIVITY 4

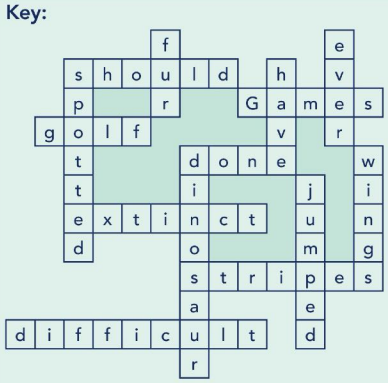
Complete the sentences. Count and write the letters.

Key: 2 ever (4), 3 extinct (7), 4 done (4), 5 spotted (7), 6 have (4), 7 should (6), 8 dinosaur (8), 9 wings (5), 10 jumped (6), 11 Games (5), 12 stripes (7), 13 fur (3), 14 golf (4)

AB81. ACTIVITY 5

Now complete the crossword. Write the message.

Key:



Message: High five

AB81. ACTIVITY 6

Quiz time!

Key: 1 They should recycle it. 2 A beetle does. 3 They lay their eggs on beaches. 4 Lenny hasn't won any prizes. 5 They go skiing in the winter. 6 Your heart does.

AB81. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Units 1&2 Values

AB82. ACTIVITY 1

Read and choose the answer.

Key: Pupils' own answers

AB82. ACTIVITY 2

Write a class contract.

Key: Pupils' own answers

Units 3&4 Values

AB83. ACTIVITY 1

Read and order the text.

Key: 4, 8, 14, 2, 11, 6, 13, 3, 7, 10, 9, 12, 1, 15, 5

AB83. ACTIVITY 2

Write an email to thank the fire fighters.

Key: Pupils' own answers

Units 5&6 Values

AB84. ACTIVITY 1

Read and answer the questions.

Key: 1 Because this is the right thing to do. 2 It can make people feel bad or unhappy. 3 We can choose our words very carefully and think before we speak.

AB84. ACTIVITY 2

Imagine a situation and write about choosing your words carefully.

Key: Pupils' own answers

Units 7&8 Values

AB85. ACTIVITY 1

Write the sentences and questions.

Key: 2 I didn't tell the truth. 3 Who should he speak to? 4 My best friend cheats in exams. 4 I've made a really big mistake. 5 What should I do?

AB85. ACTIVITY 2

Read the letter and answer the questions.

Key: Pupils' own answers

AB85. ACTIVITY 3

Write a reply to Lucas.

Key: Pupils' own answers

Grammar reference

AB86. ACTIVITY 1

Write the times.

Key: 2 quarter to eight, 3 five to eight, 4 five past eight, 5 twenty-five past eight, 6 ten to nine

AB86. ACTIVITY 2

Read and write.

Key: 2 No, she isn't. She's going to eat some meat. 3 No, he isn't. He's going to have lunch at home. 4 No, we aren't. We're going to get up late. 5 No, I'm not. I'm going to buy a new comic. 6 No, it isn't. It's going to snow.

AB86. ACTIVITY 3

Read and choose the right words.

Key: 2 past, 3 right, 4 across, 5 left, 6 corner

AB86. ACTIVITY 4

Read and order the words.

Key: 2 Was Sarah skiing in the mountains? 3 I wasn't having a bath. 4 David was sailing to an island. 5 Emma and Harry were running through the park. 6 Were you waiting at the bus stop?

AB87. ACTIVITY 5

Answer the questions.

Key: 2 It's made of paper. 3 They're made of leather. 4 It's made of wool. 5 They're made of glass. 6 It's made of gold.

AB87. ACTIVITY 6

Complete the sentences.

Key: 2 like, 3 cheese, 4 feel, 5 It

AB87. ACTIVITY 7

Read and write 'Yes, you should.' or 'No, you shouldn't.'

Key: 2 No, you shouldn't. 3 Yes, you should. 4 No, you shouldn't. 5 Yes, you should. 6 No, you shouldn't.

AB87. ACTIVITY 8

Write questions and answers.

Key: 2 Have they ever entered a competition? No, they haven't. 3 Has he ever played table tennis? No, he hasn't. 4 Have they ever made a snowman? Yes, they have. 5 Have you ever seen the Olympics? No, I haven't.

Welcome Unit

Page 4

- **Consolidation activity: *Making friends***

Make pairs. If possible, pair pupils who don't know each other very well. Elicit some questions to find out personal information, e.g. *When's your birthday? Where do you live? Have you got brothers and sisters? What's your favourite band?* Either do this orally, or write the questions on the board. Individually, pupils choose and write six questions to ask their partner on a piece of paper. They then take it in turns to ask and answer. They write the answers under the questions. They write their partner's name at the top of the paper, decorate it and then display it on the board.

- **Extension activity: *Word race***

Materials: One large piece of paper for each group of four pupils

This is an extension of Activity Book page 4 Activity 1. Divide the class into groups of four. Give a large piece of paper to each group. They divide it into four. Tell pupils you will give them time limits to write other lists, as in Activity 1. Each time you say a category, give pupils two minutes to write as many words as they can think of in one part of the paper. Remind them to do it quietly so the other groups don't hear. At the end of the activity, groups swap papers with other groups. Brainstorm mind maps onto the board for each category. Pupils can be creative, but you must decide if their words are acceptable or not. The groups with the most words in each of the categories are the winners. Suggested categories: *things we eat*, *things we drink*, *things we carry*, *things we ride*, *things we play*, *things we look after*.

Page 5

- **Consolidation activity: *Profiles***

Pupils use the information they found out about in Pupil's Book Activity 4 to write a short profile of their partner. They use the notes in Pupil's Book Activity 4 to help them. Remind them to use the third person, e.g. *She likes riding …* Pupils display their texts.

- **Extension activity: *Mime game***

Introduce the game by miming one of the activities from the lesson, e.g. *playing the piano*. Choose eight pupils to come to the front. Together they very quietly choose eight activities to mime to the class. They take it in turns to mime the activities (they can include activities which are not from the lesson). The class watch and silently write the activities in their notebooks. They don't speak. Pupils swap notebooks with a partner. The eight pupils redo their mimes in turn and the class says the activity. Pupils correct their partner's work. Repeat with another eight pupils and eight new activities.

Page 6

- **Consolidation activity: *Blog page***

Pupils work in groups of four to create their own blog page about their school, using the texts and photos on the Pupil's Book page as a model. They should include drawings and text. Display the posters around the class. Decide who wins 'the prize'.

- **Extension activity: *Dictionary game***

Materials: A dictionary for each pair of pupils

Elicit all the school words from the lesson (including school subjects) and write them as a mind map on the board. Pupils copy the mind map into their notebooks. In pairs, pupils write each word from the mind map on a separate piece of paper. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, pupils place one set of word cards down on their desks. Hand out dictionaries: one for each pair. Pairs take turns to turn over a word. Both pairs then race to find the word in the dictionary. The pair who find the word first read out the definition and 'win' the word. The game continues until all the words have been won.

Page 7

- **Consolidation activity: *School song***

Pupils work in groups of four to write a new verse for the School song. Monitor and help the different groups. Some groups may only want to change a few words; others may feel confident enough to rewrite the verse.

Groups perform their verses, e.g. Group A sing their verse; the whole class sings a chorus; Group B sing their verse; the whole class sings a chorus, and so on around the class.

- **Extension activity: *Word poems***

Demonstrate the activity for the class. Choose a school subject and write the word vertically on the board with the first letter at the top and the last at the bottom. Elicit/Write a word or phrase for each one so the poem looks like this:

Multiply
Add
That's
Hard for
Some people

Pupils work in groups of four to create their own poems using other subjects. Groups display their poems for the class.

Page 8

- **Consolidation activity: *About our summer holiday***

Pupils work in groups of four. They look at the information they found out about their classmates in Pupil's Book Activity 5. Together, they create a poster about the summer activities their classmates did and write sentences underneath about what they found, e.g. *Juan and Alicia travelled by train*. Groups take it in turns to come to the front, hold up their poster and read out their sentences to the class. Display the posters on the wall.

- **Extension activity: *Answering questions***

Put pupils into pairs or groups of four. They read through the questions each of them wrote for Activity Book Activity 4 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then answer the questions on a piece of paper.

Page 9

- **Consolidation activity: *Role play***

Make groups of three. Pupils read through the Pupil's Book story in their groups. They take turns to be the three different characters. More confident pupils can role-play the story in front of the class.

- **Extension activity: *Secret message***

This is an extension of Activity Book page 9 Activity 4. Put pupils into pairs. Tell them to open their Activity Books at page 9 and focus them on the code in Activity 4. Remind them of how the code works. Dictate a simple message in code for them to write down and then work out the secret message. Check answers. Then give pupils a time limit for them to write a secret message in code for another pair. Pairs swap papers and use the code to help them write the secret message.

Unit 1

Page 10

- **Consolidation activity: *Matching game***

Materials: Two sheets of different-coloured paper/card for each pair of pupils

Dictate the following times to pupils: *2.15*, *10.30*, *4.10*, *5.40*, *6.45*, *12.30*, *11.25*, *7.55*. Hand out two sheets of coloured paper/card, one white, one blue, to each pair. They divide and then cut each one into eight squares. On the white paper/card they write each time in words, e.g. *quarter past two*; on the blue one they draw clocks to show the different times.

Make groups of four. Pupils put their cards face down on the table and mix them around. They take turns to turn over one white and one blue card. The pupil says the time on each one aloud. If they match and the pupil has said them correctly, he/she keeps the pair. If they are not a match or if the pupil has made a mistake, then he/she turns the cards face down again. Play continues until all the cards have been matched.

- **Extension activity: *My day***

Pupils work individually and write a sequence similar to Activity Book Activity 3 for their day in their notebooks. They write the sentences on different lines. At the end of each sentence, they draw a clock showing the time. They swap their notebooks with a partner and check each other's work.

Page 11

- **Consolidation activity: *Talking about yesterday***

Materials: Strips of paper for pupils to write on (four for each pair of pupils)

Write *Today* in a box on the board with the following verbs underneath: *have*, *start*, *catch*, *finish*, *get dressed*, *go*, *begin*, *come*, *wake up*, *get up*, *eat*, *drink*, *put*, *take*. Write *Yesterday* in a box on the board and elicit one example from the list, e.g. *have–had*, and write *had* in the box. Pupils work in pairs to write the other words in the past. Elicit from pairs and complete the box on the board.

In their pairs, pupils write four sentences on strips of paper about the time they do/did things in the day: two in the present and two in the past. Collect the strips of paper. Make four teams. They line up, with the pupil at the front facing the board. Clean the board and write *Yesterday* on one side and *Today* on the other. Read out a sentence at random. According to whether the sentence is in the present or the past, the pupils at the front of each team run and touch the correct word on the board. The first to do so wins a point for their team. The runners go to the back of the line. Continue with the other sentences until everyone has had at least one turn.

Page 12

- **Consolidation activity: *TV programme survey***

Elicit the question for finding out favourite programmes from pupils (*What's your favourite TV programme?*) Elicit possible responses, e.g. the name of the programme or *I don't have one*.

Pupils prepare a five-column x seven-row survey table. They write *Question* at the top of column 1, and *Name* at the top of the other four columns. Down the left-hand side they write six questions to ask their friends. Make sure they notice that we say *What's your favourite TV sports/cartoon/news/quiz programme?* but we say *What's your favourite TV series/documentary?* (without using *programme*).

Pupils move around the class, asking the six questions of four friends. They note their answers. Discuss with the class which their favourite programmes are.

- **Extension activity: *Making a TV programme***

Pupils work in groups of four. They choose a TV programme they know well, e.g. a series, a quiz, a comedy or a news programme. They write a short script, to include all four pupils in the group. They rehearse their scripts. Monitor and help groups at this stage, providing input on language and content. When all the groups are ready, they perform their programme extracts for the class. You could photograph or film their efforts.

Page 13

- **Consolidation activity: *Reading race***

Materials: A copy of the TV page from a newspaper / TV magazine for each group of four. Ten questions about the programmes, e.g. *What's on at 8.30 on Channel 5? What's the name of the news programme? What time's the quiz show on?* One set of questions for each group of four.

Make groups of four. Give each group their questions (see page T13) and give them reading time. Put copies of a newspaper TV schedule on the wall where groups cannot read them from their desks. Tell the class the rules and demonstrate the race with an example question.

Rules: The groups read the first question. Then one pupil from each group goes to the TV schedule to find an answer. They have to remember the answer, come back to their group and tell them for them to record it on their paper. Only one pupil can be away from the group at any one time. Pupils take turns as the 'runner' and the 'writer'. Start the race. Note the time that each group finishes (let them all finish). Groups swap papers. Correct as a class for groups to mark each other's answers. The group with the most correct answers (including spelling) is the winner.

- **Extension activity: *Presentations***

Pupils use the information from Activity Book Activity 3 to prepare and give short oral presentations to the class (one to two minutes). They should make notes before their presentation and can use these when they are speaking, but they shouldn't write the complete text to read aloud. You can spread the presentations over several days, or pupils can present in small groups.

Page 14

- **Consolidation activity: *Minimal pairs***

Put a timer on for one minute and ask pupils, in pairs, to quickly write as many words as they can that start or end with *ch* or *sh*. Ask pupils to then compare their list with another pair, ticking words in common and adding any new words. Draw two columns on the board with *ch* and *sh*. Write up pupils' ideas.

Write the following word pairs (see Activity Book) on the board in two columns:

1	*2*
sheep	*cheap*
share	*chair*
shoes	*choose*
ships	*chips*
washes	*watches*

As you say one of the words in each pair, ask pupils to hold up one or two fingers to indicate the word you are saying. You can then ask volunteers to take turns to say one word from a rhyming pair on the board for the class to identify. Pupils can also play the game with a partner. You can change what they have to do each time to make it more fun, e.g. stand up for 1, sit down for 2.

Page 15

- **Consolidation activity: *Role play***

Make groups of five. Pupils decide on their roles and then read through the Diggory Bones story in their groups. They extend parts of the story as they wish, e.g. the interview with Diggory. They prepare and practise their role plays as a group and perform their stories for the whole class.

- **Extension activity: *The news***

Pupils work in pairs. They use the information from the previous episode, this episode and their imagination to extend the news item about the professor and The Baloney Stone, so that it lasts about one minute. Set up a news desk at the front of the class for the pairs to read their news items. Vote as a class for the best, funniest or most imaginative news item.

Page 16

- **Consolidation activity: *Writing together***

Put pupils into pairs or groups of four. They read through the messages each of them wrote for Activity Book Activity 4 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own messages in their notebooks.

Page 17

- **Consolidation activity: *Nature documentaries vocabulary***

Elicit the new words and phrases from the two lessons on nature documentaries onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Nature documentaries*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about how nature documentaries are made. I made my own presentation*. If time, pupils can illustrate the page.

- **Extension activity: *Definitions***

Play a vocabulary definitions game. Write on the board: *documentary, drone, special effects, migration, extinct, technology*. Put pupils into teams. Give a definition of each word; the first team to put up their hand and say the correct word wins the point. The team with the most points wins the game.

Definitions:
New and improved equipment to help us do things better and more easily (technology)
Moving to a different place in a large group (migration)
An animal that doesn't exist any more (extinct)
Something that flies and films in the air (drone)
A designer can create these to make something look real (special effects)
A factual TV programme (documentary)

Unit 2

Page 18

- **Consolidation activity: *Sentence parts***

Pupils work in pairs. They write at least six sentences using *going to*, to include questions, negatives and affirmatives. They write each one on a strip of paper and cut it up. They swap their sentences with another pair, who try to sequence them correctly.

- **Extension activity: *Number code***

Show pupils how to create their own number code for the letters of the alphabet. They write the letters *A* to *Z* in a row and numbers above each letter in any order they want, e.g. just even numbers (A = 2, B = 4, C = 6, etc), or starting at 26 (A = 26, B = 25, etc). Pupils work in pairs. They make up their code and then each write a message in the code (by writing the numbers that represent the letters). Then they swap messages and decode them.

Page 19

- **Consolidation activity: *Song time***

Brainstorm ideas for other verses for the song, e.g. *going to work all night, and do it right / teach them sums, and make it fun*. Pupils work in threes. They rewrite a verse and illustrate it with an amusing picture. Groups sing their verses and display their work.

- **Extension activity: *My diary***

Pupils write their own imaginary diaries (using Tanaz's in Activity Book Activity 3 as a model) for the next weekend. They include times and also add their own ideas. Pupils work in pairs. Pupils take turns to ask and answer about each other's diaries and write a note in their diary about what their partner is doing when.

Page 20

- **Consolidation activity: *Disappearing text***

This activity uses one of the texts from Pupil's Book Activity 1. Either write one of the shorter texts or part of one of the longer texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn with (with books closed). Erase the jobs from the text. Ask pupils to read it aloud again, filling in the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left, e.g. proper nouns.

- **Extension activity: *Famous people's lives***

Elicit names of famous people from the pupils' home country, e.g. cooks, actors, writers, sportspeople. Choose one of the people you are familiar with and elicit what pupils know about his/her life. Write notes about the person's life on the board. Pupils use the notes to write a short biography of the person in their notebooks, similar to the ones on Pupil's Book page 20.

Page 21

- **Consolidation activity: *Predictions***

Pupils work in groups of six. They draw a table like the one in Pupil's Book Activity 4, putting their name at the top of the list and then their friends' names down the side. They have an extra column on the right (for the jobs). Brainstorm ideas onto a mind map about what pupils love doing, to give them ideas. Pupils write what they love doing in the column next to their own name. Elicit/Provide the questions: *What do you love doing? What are you good at?* Pupils take turns to ask the questions of the others in their group and to note the answers in the middle column. Pupils use the information to complete the third column alone. Then they discuss their predictions as a group, e.g. *I think you're going to be …* Discuss pupils' predictions for each other as a class.

- **Extension activity: *Guess the job***

Play the audio from Pupil's Book Activity 1 again. Pupils work in pairs. They write a short dialogue, which gives clues about a job, but which doesn't say exactly what it is. Encourage pupils to be creative and funny. Pairs role-play their dialogues for the class to guess the job.

Page 22

- **Consolidation activity: *What's the job?***

Pupils use the texts they wrote for Pupil's Book page 21 Activity 6 in a guessing game. They look back through their texts and cross out the actual job. Ask for six volunteers. They come to the front. The pupils take turns to read their texts aloud. The rest of the class listen in silence and write down what they guess the job is. They do this for all six. At the end, check the answers with the pupils at the front. Repeat with six more volunteers.

Page 23

- **Consolidation activity: *Role play***

Make groups of five. Pupils decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g. Sir Doug can go to the library too. They prepare and practise their role plays as a group and perform their stories for the whole class.

- **Extension activity: *Job alphabet***

Pupils divide a piece of paper into 26 squares. They write a letter of the alphabet in the corner of each square. The squares should each be big enough to write at least one word in. At the top of the page, they write *Jobs*. Pupils look back through the unit to find all the jobs they can which begin with different letters of the alphabet. They write the words in the appropriate places. Pupils discuss and compare.

Page 24

- **Consolidation activity: *Draw and label***

Pupils draw and label their own fire triangle, similar to the one in Pupil's Book Activity 2. They should add examples of things that can be used as fuel, e.g. coal, wood, paper, gas and oil.

- **Extension activity: *The Great Fire of London***

Make groups of four. Pupils use reference books and/or the internet about the Great Fire of London. Give them the following questions: *Where was the fire? When did it happen? Where did it start? Why did the fire get so big? How many days did it last? Which famous writer saw the fire and wrote about it?*

Pupils find out the information in their groups and transfer it onto a poster. They can draw pictures. Display the posters on the wall. Pupils walk around the room and look at all the posters. They find what they think is the most interesting fact about the fire and write it in their notebooks.

Page 25

- **Consolidation activity: *Safety vocabulary***

Elicit the new words and phrases from the two lessons on safety procedures onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Safety procedure*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about how to use fire safely. I made a poster about forest fire safety.*

Review Units 1 and 2

Page 26

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 1 and 2.

- **Extension activity: *Phoning Peter***

Tell pupils they are going to write the telephone conversation between Sarah and Peter (see Pupil's Book Activity 1). Give them time to re-read the conversation in the Pupil's Book first and elicit the things that Sarah needs to ask Peter. Write the beginning of the phone call on the board:

Peter: Hello?
Sarah: Hi, Peter. It's Sarah. …

Pupils work in pairs to continue the conversation. Tell them to use their imagination. (Will Peter say 'yes' or 'no'? Has he got a different suggestion about where to go?) Monitor and help with language. Pupils practise their phone call. Ask volunteer pairs to perform their call for the class.

Page 27

- **Consolidation activity: *Vocabulary review***

Pupils look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *TV programmes* and *Jobs*.

- **Extension activity: *Games and activities***

Pupils choose one of the games or activities from Units 1 and 2 to do again.

Unit 3

Page 28

- **Consolidation activity: *Following directions***

Organise the tables in the classroom so that there are 'roads' for pupils to walk along and corners and turnings. Place labels on some of the tables, e.g. *museum*, *station*, *supermarket*.

Demonstrate the activity by giving simple directions for a pupil to follow. In pairs, pupils write a short set of directions for another pupil to follow around the class. All pupils start with *You are outside/at the (place)* and they have to take the person to a certain place in the 'city' (classroom). They can choose where to start. Write prompts on the board, e.g. *Take the … , Turn …* Pairs take turns to give directions to another pupil.

- **Extension activity: *Now draw the map***

Pupils work in pairs and draw and label a map of the part of the city as described in Activity Book Activity 1. They can add to the map, but all the features mentioned in the text must be there and correct. Pupils swap maps. Read the text aloud to the class. They follow on the friend's map, as if they are the bus driver, to check.

Page 29

- **Consolidation activity: *Correct the mistakes***

Focus pupils on the map in Pupil's Book Activity 2. Tell them you are going to give them some directions to follow. For example, say: *Go straight on. Take the third street on the right. Walk past the shoe shop and the sweet shop. Turn right. Go straight across Green Street. Go to the corner of Blue Street and the bank is on the left.* (Wrong: The bank is on the right. The bicycle shop is on the left.) Pupils listen and follow the directions to find the mistakes. Alternatively, write the directions on the board for pupils to read and follow. They check in pairs. Check with the class.

- **Extension activity: *How to get there***

Tell pupils that a friend is going to visit their house or school and needs directions from, e.g. the train station or the bus stop. Provide a simple email format on the board for them to complete:

Hi (name)
It's great that you are coming to visit. Here are the directions so you can find my house/school easily.
You start at … (lines for directions)
Here's my mobile number in case you get lost.
Good luck and see you soon
(Name)

Page 30

- **Consolidation activity: *London posters***

Review what pupils thought were the most exciting things about London from the Warmer and from the reading. Tell pupils they are going to make a poster, in groups of four. The poster is to promote London and to make people of their age want to go there, so it has to be exciting, colourful and interesting. Pupils can use reference books and the internet to find information. They can print pictures off the internet, but they have to write their own text. Give them planning and research time and then time to prepare their posters. Display the posters around the classroom or the school.

Page 31

- **Consolidation activity: *Drawing a map***

Pupils draw a map to illustrate their directions from Pupil's Book Activity 4. They then write the directions underneath it.

- **Extension activity: *Ten questions***

In pairs, pupils make a quick mind map of all the jobs they can remember, then secretly choose one of them. Pairs take turns to come to the front. The rest of the class can ask ten *yes/no* questions to guess their job. If the class do not guess in ten, the pair of pupils gains one point. If the class do guess, the pair who guess correctly win one point.

Page 32

- **Consolidation activity: *Role play***

Put pupils into pairs. Pupil A is a visitor to their town/city and wants to know the best places to visit. Pupil B lives in the town/city. He/She uses the notes made in Pupil's Book Activity 5 to recommend the best place to visit. Give pupils time to prepare before their role play. When they have finished, ask pupils to swap roles and do the role play again.

Page 33

- **Consolidation activity: *Role play***

Make groups of four. Pupils decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g. Sir Doug can go to Egypt too / Brutus is doing a different job. They prepare and practise their role plays as a group and perform their stories for the whole class.

- **Extension activity: *Following directions***

Organise the tables in the classroom so that there are 'roads' for pupils to walk along and corners and turnings (similar to Consolidation activity for page 28). Pupils make labels for places in the city and place them on some of the tables, e.g. *museum*, *station*, *supermarket*. Demonstrate the activity by giving simple directions for a pupil to follow. In pairs, pupils write a set of directions for another pupil to follow around the class. Pupils can start the directions wherever they like, e.g. *You are outside the museum / at the school*, and they have to take their partner to a certain place in the 'city' (classroom). Write prompts on the board, e.g. *Take the … , Turn …* Pairs take turns to give directions to another pupil.

Page 34

- **Consolidation activity: *Public transport***

Put pupils into pairs to test each other on the three forms of public transport from the lesson. Ask them to take turns to say the name of the transportation for their partner to say the advantages of using it. Remind them to consider advantages for the passengers (speed, comfort, etc.) alongside advantages for the environment.

Page 35

- **Consolidation activity: *What we did for the project***

Pupils reflect on and then write about what they did for the project: what they talked about, how they decided on their mode of transport and why, the process of drawing and describing their design (was it difficult?), the name they chose and why.

- **Extension activity: *Transport vocabulary***

Elicit the new words and phrases from the two lessons on city life and transport onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Cities*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about different modes of transport. I designed an unusual new mode of transport.*

Unit 4

Page 36

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the board. Make groups of four. Pupils take turns to be the different characters and role-play the story.

- **Extension activity: *Timeline***

Pupils put the sentences from Activity Book Activity 3 on timelines, using the same colours as before.

Page 37

- **Consolidation activity: *Palms up or down?***

Pupils work individually and write sentences about things they were doing / that happened to them during the previous week. Some must be true; others can be false. They write six sentences in all. Supply some examples, e.g. *I was shopping with my mum when I saw a tiger in a tree*. Make groups of four. Pupils take turns to read their sentences to the group. The pupils guess true or false, but they don't say it. They put one hand down on the table, palm up for true, palm down for false. Correct guesses win a point. Elicit the strangest true sentences from pupils at the end.

- **Extension activity: *Survey***

Pupils prepare a five-column x seven-row survey chart in their notebooks. Pupils write six questions in the left-hand column, beginning *What were you doing at …?* and adding times. They interview four people, write their names at the top and then write their answers in the relevant column using the past continuous.

Page 38

- **Consolidation activity: *Important dates in my life***

Draw a life timeline on the board for an imaginary pupil (Sylvia). Mark six dates along the timeline, e.g. *Born on 27 June 2012, Baby brother born in 2015, Started school in September 2017, Learnt to swim in February 2018, Moved house on 31 October 2020, Got my pet dog Frankie on 25 December 2022.*

Elicit sentences from the class about Sylvia's life. Check they say the days correctly (use of *in*, *on*, pronunciation of months, ordinals, years, etc.) Pupils work individually. They draw a timeline for themselves in their notebooks and mark six points along it. Make groups of four. Pupils take turns to tell each other about the events in their lives. They find out if they have any dates or events in common. Pupils write sentences about the six events in their lives under the timeline.

- **Extension activity: *Date bingo***

Write 16 complete dates on the board, e.g. *15 October 2003*. Pupils draw a 2 x 2 bingo grid in their notebooks and choose four of the 16 dates. They write one in each square in their notebooks. Call out the dates at random. Pupils cross out ones that they hear. The first pupil to cross out all four is the winner, if they can then say all four dates correctly.

Page 39

- **Extension activity: *The other hemisphere***

Materials: World map or globe

Display a world map or show pupils a globe. Teach *the northern hemisphere* and *the southern hemisphere*. Ask pupils if they have ever visited friends or relations in the other hemisphere. If they have, ask them what the weather was like in the month they visited. Write the months of the year horizontally on the board. Above the months (for the northern hemisphere), mark in the seasons. Below the months (for the southern hemisphere), mark in the seasons. Ask pupils, e.g. *When it's summer for us, what season is it in the southern/northern hemisphere?* (winter). *What do you think people do then?* Repeat for another season. Pupils copy the chart into their notebooks. In pairs, they discuss what people do in the different months in the other hemisphere. Check pupils are using the present simple. Elicit their ideas.

Page 40

- **Consolidation activity: *Recording information***

Pupils write sentences about their partner's answers to the quiz questions in Pupil's Book Activity 4, e.g. *Felipe didn't come to class on time because he met a tiger when he was walking to school.*

Page 41

- **Consolidation activity: *Role play***

Make groups of three. Pupils decide on their roles. Play the audio of the Diggory Bones story. Pupils repeat in role. They read through the story in their groups. They repeat twice more, changing roles each time.

- **Extension activity: *Birthday chart***

Materials: One large piece of paper, small pieces of paper, sticky tack

Draw the largest circle you can on the paper. Draw a small circle in the centre and write *Birthdays* inside it. Connect the inner to the outer circle with 12 lines (making 12 segments). Label each of these on the outer edge with the name of a month.

Display the birthday chart. Tell pupils when your birthday is, write the date and your name on a piece of paper and stick it in the appropriate segment of the birthday chart. Pupils work in pairs. They ask their partner when their birthday is and write their name and the date on a small piece of paper. Pupils then stick the paper in the correct part of the birthday chart. Discuss with the class, e.g. *Look. There are no birthdays in February. How many of you have birthdays in April?*

Page 42

- **Consolidation activity: *My own wordsearch***

Pupils look back through Unit 4 to find ten words connected with disasters. They make a wordsearch including the ten words and write the words underneath (scrambling the letters). Pupils swap wordsearches with their partner and find the ten words. Pairs then review the words from both wordsearches together.

Page 43

- **Consolidation activity: *Spot the mistake***

Pupils work in pairs. Pupil A closes his/her book. Pupil B starts reading one of the texts from the Pupil's Book page. He/She makes a deliberate mistake, e.g. *In Iceland, you can see geysers, which are holes in the ground that blast out jets of lava and steam.* When Pupil A correctly spots the mistake, he/she gains a point. Pupil B continues until the end of the text. Then pupils swap roles.

- **Extension activity: *Natural landscapes vocabulary***

Elicit the new words and phrases from the two lessons on the natural landscapes onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Natural landscapes*. They write the new words, phrases and expressions, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt what causes volcanoes. I learnt how Iceland uses power from water to make electricity.*

Review Units 3 and 4

Page 44

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants or rhymes from Units 3 and 4.

Page 45

- **Consolidation activity: *Vocabulary review***

Pupils look back through Units 3 and 4, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *City life* and *Disasters*.

- **Extension activity: *Games***

Pupils choose one of the games from Units 3 and 4 to play.

Unit 5

Page 46

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the board. Make sure all pupils can see it. Make groups of three. They take turns to role-play the story, using mime, e.g. for the spider.

- **Extension activity: *What's it made of?***

Pupils work in groups of four. They each select six things (from their bags, their clothes, etc.) to ask questions using *made of*. If they are not sure what the object is made of or how to say it in English, they can check with you / their dictionaries. Pupils take turns to ask their friends in their groups about the objects they have chosen, e.g. *What's my watch made of?* At the end of the activity, elicit what the most common material in their group was.

Page 47

- **Consolidation activity: *My imaginary house***

Brainstorm ideas with pupils as to what houses are made of. Explore many different possibilities from around the world with the class. Individually, pupils draw a picture of an imaginary house or one from somewhere in the world and write a text about it, using the text from Activity Book Activity 2 as a model. Pupils swap texts and read about their partner's house.

Page 48

- **Consolidation activity: *Natural or man-made***

Pupils each make a list of the clothes and objects that they are wearing, e.g. *watch*, *jewellery*, *glasses*. Next to the object, they write what it's made of. Then they categorise the information into two columns: *man-made* and *natural*, and see which they have more of. Pupils compare with their friends.

- **Extension activity: *Odd ones out***

Demonstrate the activity for pupils. Write on the board: *car*, *jewellery*, *ruler*, *shoes*. Elicit which is the odd one out: there may be more than one answer, e.g. shoes can't be made of metal, but the others can; cars can't be made of wood, but the others can.
Pupils work in pairs. They write a list of six odd ones out (four choices in each line) on paper. In their notebooks, they write their answer for each one. They swap papers with another pair and take turns to say which they think is the odd one out for each line. Encourage pupils to be inventive. Monitor and help.

Page 49

- **Consolidation activity: *Finding out***

Write a source material on the board, e.g. *wool*. Ask the class how many things they can think of that are made of wool, or have wool as part of their content. Elicit their ideas, e.g. *clothes*, *mattresses*, *blankets*. Make groups of four. Each group needs access to the internet or school library. Give each group a source material to research: they have to find as many things as they can that are made of / contain that material. Suggested source materials: metal, trees, wool, animals (but not their fur/hair), plants or parts of plants (not trees). Pupils have about ten minutes to do their research. They collate their information onto a poster and present their findings to the class.

- **Extension activity: *Material chains***

Pupils work in groups of three to make material chains. They work on one piece of paper. They start by writing a material, e.g. *wood*, and draw an oval around it like a link in a chain in the centre of the paper. Pupils take it in turns to make another link, either to the left or to the right, with something that's made of/from the material, e.g. *paper*, or that the object comes from. For example, the link from *paper* could be *plants* (*leaves – papyrus*) as paper can be made from that too. Give pupils thinking time as they play the game. It will encourage them to think laterally. Provide suggestions.

Page 50

- **Consolidation activity: *Memory game***

Review vocabulary by playing a memory game. In small groups, pupils play a game where each pupil adds one item they bought at the shop, repeating the items other members of the group have said before them. For example: Pupil A: *I went to the shop and bought a chocolate mouse.* Pupil B: *I went to the shop and bought a chocolate mouse and a rubber snake.*

Page 51

- **Consolidation activity: *A different ending***

Make groups of three. Play the audio of the Diggory Bones story. Pupils repeat in role. Pupils then work together to rewrite the final two frames. They write the new story in their notebooks. They then practise the role play. Groups perform their role plays for the whole class.

- **Extension activity: *Who said it?***

Materials: Strips of paper for pupils to write on (six for each pair)

Pupils look back through the episodes of the Diggory Bones story. In pairs, they find six short phrases that people said. They write the phrases on six strips of paper. Collect the strips from pupils. Make four teams. Teams allocate numbers to their team members, starting from *1*. If the smallest team has, e.g. six members, and the others have seven, then the larger teams will number *1–6* and then start at *1* again. Select a strip and call a number at random, e.g. *Four*. A team member with that number has to answer. Read out the quotation from the story. The first to answer correctly with the name of the speaker wins a point for their team. Repeat, calling a different number and reading a new quotation each time. If there are two number 1s in a team, only one can answer at any one time.

Page 52

- **Consolidation activity: *Definitions***

Play a vocabulary definitions game. Write these eight words on the board: *exhibition*, *environment*, *pollution*, *illusion*, *sculptor*, *recycling*, *sculpture*, *waste*. Put pupils into three or four teams. You are going to give a definition of six of these words, and teams put up their hands as soon as they know the answer. Choose the first team to put up their hand and ask them to say their choice from the words on the board. They get one point if they are correct. Continue with all six definitions. Two words are not used. The team with the most points wins the game.

Definitions:
Visual art in the form of an object or an idea. (sculpture)
Something that is not what it seems to be. (illusion)
An event where you can go and see sculptures. (exhibition)
Problems in our environment because of things like waste. (pollution)
Using things again for a different purpose. (recycling)
The nature around us, like plants, animals, water and air. (environment)

Page 53

- **Consolidation activity: *Sculptures vocabulary***

Elicit the new words and phrases from the two lessons on sculptures onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Sculptures*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt how to describe a sculpture and talk about how it makes me feel. I made a sculpture from …*

Unit 6

Page 54

- **Consolidation activity: *Feelie bag***

Materials: A black canvas or cotton bag, some objects for pupils to feel which they won't immediately guess, e.g. an orange, a furry spider, a sock, a nut, a grape, a leaf, a wig

Put objects in a feelie bag before the lesson so pupils don't see them. Invite pupils to the front in turn. They put their hand in the feelie bag (without looking) and feel for one object. They describe it using the key language, e.g. *It feels like an animal.*

Page 55

- **Consolidation activity: *What things looked like***

Pupils review what they and the class said for Pupil's Book Activity 4. In their notebooks, they write sentences for each picture in the activity, e.g. *I think picture 6 looks like (a telescope).*

- **Extension activity: *Riddles***

Write the prompts for a riddle on the board like this:

I look/sound/taste/feel like _____.

I am _____.

I come in _____ (colours).

You can _____.

I always/sometimes/never _____.

What am I?

Pupils work in pairs. They write a riddle on a piece of paper. Pairs put their riddles on the walls. Number them. Pupils go around the classroom, reading the riddles and writing the number of the riddle and their guess of the answer in their notebooks. At the end of the activity, the pair who wrote each riddle give the correct answer so the class can check.

Page 56

- **Consolidation activity: *My favourite pizza***

Pupils use the model in the reading text in Pupil's Book Activity 1 to write an account of how to make their favourite pizza. They can illustrate their writing with a picture of their pizza.

- **Extension activity: *Pizza role play***

Pupils are going to order their favourite pizza over the phone. Elicit a sample conversation onto the board for pupils to use, e.g.

Hello. Ace Pizzas here.
Hi. I'd like to order a pizza, please.
Fine. Go ahead.
Well, I'd like (mushrooms, green pepper) and lots of (cheese) but no (onions). I don't like (onions).
Right. That's (repeats order but with a mistake).
No, I'd like (repeats again).
Got it. (repeats correctly)
Do you want anything to drink?
Yes, please. (An orange juice.)
And what's the address for delivery?
(gives address)
Fine. It'll be about quarter of an hour.

Pupils prepare and then do their role plays in pairs. They can swap roles if time. More confident pupils can role-play their conversations for the class.

Page 57

- **Consolidation activity: *My favourite recipe***

Elicit and write up the key words from the recipe, e.g. *mix, put, roll, take, add, cut*. Add other words pupils might need, e.g. *weigh*. Ask pupils to get out the recipes they brought with them. Go around the room, looking at the different recipes. Choose the least complex ones. Pupils work in groups of four. They work together to write one or two of the recipes from their group in English. Help the groups with key words and simplify recipes if necessary. Groups swap their recipes with other groups and read the different recipes.

- **Extension activity: *Recipe word maps***

Write *Ingredients* on one side of the board and *Processes* on the other. Draw a circle round each one. Elicit one or two ingredients from this and the previous lesson, e.g. *flour, eggs*, and start a mind map for *Ingredients*. Do the same for *Processes*, eliciting, e.g. *mix, cut*. In pairs, pupils make mind maps of all the ingredients and processes from this and previous lessons in their notebooks.

Page 58

- **Extension activity: *Writing together***

Put pupils into groups of four. They read through the poems each of them wrote for Pupil's Book Activity 5 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own poems on a piece of paper for display.

Page 59

- **Consolidation activity: *Role play***

Make groups of three. Pupils decide on their roles. Play the audio of the Diggory Bones story. Pupils repeat in role. They then read through the story in their groups. They repeat twice more, changing roles each time. Pupils decide on final roles and practise their role plays as a group and/or perform their role plays for the whole class.

- **Extension activity: *Feelie bag***

Play the Feelie bag game again with pupils. See Consolidation activity for page 54.

Page 60

- **Consolidation activity: *Sounds and words***

Put pupils into pairs. Ask them to take turns making different sounds. Each time they hear a sound, they write down how they think the sounds could appear as a word. Allow a little imagination with this activity. Tell them that, if there is a word they know that represents the sound, e.g. *clang, bang, whoosh*, they should write it down, but they can also come up with their own words. After the activity, invite pupils to stand up and make a noise. Then ask a volunteer to write the sound they hear on the board.

Page 61

- **Consolidation activity: *Sound vocabulary***

Elicit the new words and phrases from the two lessons on sound waves onto the board. In their vocabulary books, pupils write the heading *Sound waves*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt how sound waves travel through the air to our ears. I learnt about sounds words and made a poster about my favourite sounds.*

Review Units 5 and 6

Page 62

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 5 and 6.

Page 63

- **Consolidation activity: *Vocabulary review***

Pupils look back through Units 5 and 6, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally they create mind maps for the unit themes: *Material things* and *Senses*.

- **Extension activity: *Games***

Pupils choose one of the games from Units 5 and 6 to play.

Unit 7

Page 64

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the board. Make sure all pupils can see it. Make groups of four. Play the video again as they read silently. Pupils take turns to role-play the story in their groups. More confident groups can perform their role plays for the class.

- **Extension activity: *More sentence halves***

In pairs, pupils use the sentence stems from Pupil's Book Activity 3 and complete them with their own ideas. For sentence 1, they need to add *so* to the stem so it reads: *It's very hot, so …* Make groups of four (two pairs). Pupils take turns to read their *should/shouldn't* sentences to the other pair and check they make sense and are grammatically correct.

Page 65

- **Consolidation activity: *Written advice***

Write the six requests for advice from Activity Book Activity 1 on the board. Pupils copy the prompts into their notebooks. For each prompt, they write one piece of advice with *should* and one with *shouldn't*. Encourage them to think of new ideas (not just to use the advice from the Activity Book activity). When pupils have finished writing, put them in pairs to compare answers. Ask each pair to tell the class their best piece of advice.

- **Extension activity: *Helping each other***

Elicit some other problems, using the ideas in Activity Book Activity 4 as examples. The problems can be real or funny. Using the texts from Activity Book Activity 4 as a model, pupils individually write a *Dear Pamela* letter on a piece of paper, leaving room for the answer at the bottom. Pupils fold their letters in half and swap letters with another pupil in the class. They write answers to each other's letters at the bottom of the paper, using *should* or *shouldn't*. Pupils swap letters again and read the answers.

Page 66

- **Consolidation activity: *Where do they live?***

Materials: A large world map, an A4 photocopy of a map of the world for each pupil, small pieces of paper

Display a map of the world and elicit the names of the parts of the world pupils read about in Pupil's Book Activity 1. Write them on the board. Ask pupils to come and show you where the countries are on the map. Hand out A4 world maps to pupils so they can find the countries on their maps. Pupils work individually. They write simple facts about each endangered animal from Pupil's Book Activity 1 on small pieces of paper. Provide a model for pupils on the board, e.g.

Animal: Siberian tiger *Habitat: forests in Siberia*
Description: striped fur *Status: endangered*

Pupils do the same for each animal that's mentioned in the text. They stick the paper on the edge of the map and draw a line from the paper to the country on the map.

- **Extension activity: *Guessing game***

Provide a definition of an animal for pupils to guess, e.g. *I'm thinking about a small animal. It's not an insect. It's got eight legs. It lives in houses and outside. Sometimes these animals are very hairy.* (spider). Pupils then work in pairs to write a definition on paper of another animal. They write the animal in brackets. Collect the pieces of paper for a team game. Make three teams. Pupils number the people in their team, starting at *1*. Choose a definition and call out a number at random. The pupils with that number in the teams can answer. The others must keep silent. Read the definition and give the three pupils ten seconds to answer. Award one point for the first team member to answer correctly. Repeat with other definitions.

Page 67

- **Consolidation activity: *The school environment***

Focus pupils on the *You can …* section of Pupil's Book Activity 3. Tell them to imagine they have to make suggestions about the school. Elicit some ideas for protecting habitat, recycling, etc. Pupils work in groups of four. They produce a poster for display in the school about ways of looking after the natural world in the school and protecting the environment. They present their ideas as in the model, i.e. *You can …* Groups present their posters to the class before they are displayed.

- **Extension activity: *Endangered animals***

Divide the class into eight. Give each group one of the endangered animals from Activity Book Activity 2. They use reference books / the internet to find out as much as they can about it. They co-write a short text on the computer about the animal (description, habitat, why it's endangered, etc.) and insert a picture. Print out all the texts to make a class booklet.

Page 68

- **Consolidation activity: *Sentence stress***

Play a class sentence drilling game. Say *People shouldn't climb trees.* Ask the class to repeat the sentence with the correct stress on *shouldn't*. Say *pick flowers* and encourage the class to repeat the sentence, but this time substituting *climb trees* with *pick flowers*. Continue the game, adding more substitute sentence endings. Change the sentences to the affirmative and repeat the drill with the stress on the verb following *should*. Say *People should take rubbish home*. Encourage the class to repeat with the correct stress pattern.

Page 69

- **Extra activity: *Role play***

Make groups of three. Pupils decide on their roles. Play the audio of the Diggory Bones story. Pupils repeat in role. They read through the story in their groups twice more, changing roles each time. Pupils decide on final roles and practise their role plays as a group and/or perform their role plays for the whole class.

Page 70

- **Consolidation activity: *Animal habitats***

Tell pupils they are going to think in more detail about the effect that destroying habitat has on animals. Ask what basic things humans need to survive, e.g. *food*, *shelter*, *family protection* and write these categories on the board for pupils to refer to. Put pupils into groups. Ask them to relate the same ideas to animals in different habitats and discuss. If time allows, encourage them to find out more on the subject by looking for information online. Ask each group to tell the class about their ideas for a different category on the board. Discuss as a class.

- **Extension activity: *Find out and write about an extinct animal***

Put pupils into groups of three and tell them they are going to research one extinct animal and present their findings to the class. Provide groups with one animal name each to research for their presentation, e.g. *Tasmanian tiger*, *Dodo bird*, *Sabre-toothed tiger*, *Irish elk*, *Golden toad*, *Quagga*, *Passenger pigeon*, *Mammoth*. Elicit and then write points on the board to help pupils with their research: *animal's name*, *type of animal*, *where it lived*, *what it looked like*, *what it ate*, *why it became extinct*. Hand out reference books or allow pupils time to access the internet for their research. Remind pupils that they should each present part of the presentation. After the presentations, find out if there is a common reason for the extinction of the animals that pupils researched.

Page 71

- **Consolidation activity: *Make a wordsearch puzzle***

Tell pupils they are going to make a wordsearch puzzle and test their classmates to see if they can find hidden animal names in the puzzle. Model the activity by beginning an example on the board. There's no need to create the complete puzzle, but this will show pupils what to do. Draw a 10 x 10 grid on the board. Write the name of an animal horizontally, vertically or diagonally in the grid (see example below). Add two more examples of animals – if the first animal was horizontal, write the second vertically. Words can share letters but don't have to.

O	R	A	N	G	U	T	A	N	
				I					
				R	W				
				A		H			
				F			A		
				F				L	
				E					E

Tell pupils to draw a similar grid in their notebooks and then write six animal names, horizontally, vertically or diagonally. Once they have their animals, tell them to write random letters in the remaining squares to disguise the animal names. Put pupils into pairs and ask them to swap their wordsearch puzzles for their partner to find and circle the hidden words.

- **Extension activity: *Subject vocabulary***

Elicit the new words and phrases from the two lessons on endangerment and conservation onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Endangerment and conservation*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt why some animals are endangered. I learnt why it is important to protect endangered species.*

Unit 8

Page 72

- **Consolidation activity: *Find the present perfect***

Hand out photocopies of the Video Script (see *Teacher Resources*) from Pupil's Book Activity 1. Tell pupils to underline all the uses of the present perfect in the text. They work in pairs. Display the Video Script on the whiteboard and go through the answers carefully with the class, underlining the examples.

- **Extension activity: *In my life***

Brainstorm with pupils some of the more unusual things they have done in their lives, e.g. *won a swimming prize, climbed a mountain, been snowboarding.* Pupils head the page in their notebooks *In my life* and then write at least six things they've done in their lives. Pupils then make groups of three and take turns to tell their friends things they've done. Discuss as a class by asking one pupil in a group to tell you some of the things the other pupils in their group have done, using *He/She has …*

Page 73

- **Consolidation activity: *Talking about actions***

Refer back to Pupil's Book page 73 Activity 2 and say that you're going to play a game. Demonstrate, e.g. pick up a board pen to elicit *You're going to write on the board.* Write on the board to elicit *You're writing on the board.* Move away from the board to elicit *You've written on the board.* In groups of three, pupils think of at least two mimes they can do to practise this sequence of structures. They work quietly so the other groups don't hear. Groups take turns to mime one of their sequences. Then elicit sentences from the rest of the class for each stage of the action.

- **Extension activity: *What we've done in the lesson***

Pupils work in pairs and write at least six sentences about what they have done in the lesson. Tell them to start at least one sentence with *I*, one with the name of one friend, one with the name of two or more friends and another with *We*. All the sentences should be in the present perfect. Put two pairs together so they can compare sentences.

Page 74

- **Consolidation activity: *When people do sports***

Pupils transfer the information in Pupil's Book Activity 1 into a table in their notebooks, showing when people do different sports.

- **Extension activity: *Unusual sports***

Materials: Reference books / the internet, a large sheet of paper for each pair of pupils, coloured markers

Find out if pupils know about any unusual sports from their region or other parts of the world. Make a list together, adding your suggestions. Tell them they are going to research an unusual sport. Pupils work in pairs. Pupils use reference books / the internet to find out information about their sport, e.g. which countries/seasons it's played in, how many people play it, where it's played, e.g. on a court, if it's a team sport, if it's played with rackets and/or balls, how it's scored. They write the name of the sport at the top of a poster and find a picture of the sport to put in the centre. Then they write the information they found out around the picture. Pupils display their posters.

Page 75

- **Consolidation activity: *Holiday stories***

Materials: Small pictures from holiday brochures to enable pupils to make up stories – you will need about five pictures for each group of four pupils.

Tell pupils you have some pictures for them about holidays and that they have to make up a story using the pictures. They can add scenes in between the pictures if they like (they don't need to draw them). Put pupils into fours and hand out a set of pictures to each group. They invent a story around the pictures, adding characters and names. They practise telling the story using the past. Go round the class and listen to the groups' stories.

- **Extension activity: *Mind maps***

Pupils extend the sports mind maps they started at the beginning of the unit to include all the sports words they learnt in the subsequent lessons.

Page 76

- **Consolidation activity: *Writing together***

Pupils write a personal report on how they built a bridge and completed the teamwork challenge in Pupil's Book Activity 5. They should talk about what they used to make the bridge, how they made it, what was easy and what was more difficult. They use the connectors *first*, *then*, *next*, *lastly*. Pupils write the first draft and then swap with a partner for correction. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own reports in their notebooks.

- **Extension activity: *-ed endings***

Pupils work in pairs. They look back through the lesson and find all the verbs in the Pupil's Book and in the Activity Book which have *-ed* at the end of the past simple or past participle. For each verb, they work out whether the letters are pronounced /t/, /d/ or /ɪd/. They check their lists in pairs and then as a class.

Page 77

- **Consolidation activity: *Diggory's email***

Brainstorm ideas with the class about Diggory's email, e.g. it told Sir Doug what was happening, where they were, about Brutus, to come quickly, to bring the police. Pupils work in pairs to write the email from Diggory.

- **Extension activity: *Role play***

Materials: A copy of the Audio Script for each episode of the Diggory Bones story

Divide the class into nine groups. Each group takes one of the episodes of the Diggory Bones story from the Pupil's Book to review and to role-play. If possible, give each group a copy of the Audio Script for their episode. Pupils practise and prepare their performance. Groups perform their role plays in sequence for the rest of the class.

Page 78

- **Consolidation activity: *My favourite sport***

Put pupils into pairs. Have one pupil in each pair define *aerobic sport* and the way the body works to produce energy. Have the second pupil in each pair do the same for *anaerobic sport*. Then put pupils into small groups and have them take turns to describe their favourite sport. They explain the rules of the sport and say if the sport is aerobic or anaerobic. Encourage them to say how they feel when playing the sport.

Page 79

- **Extension activity: *Sports vocabulary***

Elicit the new words and phrases from the two lessons on aerobic and anaerobic exercise onto the board. In their vocabulary books, pupils write the heading *Aerobic and anaerobic exercise*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. They write some of the things they did in the lessons, e.g. *I read about how people train for different kinds of sports. I learnt about aerobic and anaerobic sports. I made a poster about a sport.*

Review Units 7 and 8

Page 80

- **Extra activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 7 and 8.

Page 81

- **Consolidation activity: *Vocabulary review***

Pupils look back through Units 7 and 8, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *Natural world* and *World of sport*.

- **Extension activity: *Games***

Pupils choose one of the games from Units 7 and 8 to play.

Values

Page 82

- **Consolidation activity: *Contract for the teacher***

Pupils work in pairs. They write a contract for the teacher, based on the one they wrote for Activity Book Activity 2. Monitor and help with new vocabulary. Choose your favourite sentences from the contracts and invite pupils to share them with the class.

- **Extension activity: *Make rules***

Materials: The following sentence halves written on separate pieces of paper (one set of 14 pieces of paper for each pair of pupils): *I should arrive / on time. / I shouldn't forget / the things I need for class. / I should eat / a good breakfast. / I should listen / to the teacher. / I shouldn't / talk to my friends. / I should go to bed / early on school nights. / I shouldn't eat / in class.*

Give out sentence halves to each pair of pupils (one set of 14 pieces of paper per pair). Pupils put the sentences together. Early finishers can write the completed sentences in their notebooks. Check with the class.

Page 83

- **Consolidation activity: *Which job?***

Materials: Five pieces of paper (A5 size) for each pupil

Give five pieces of paper to each pupil. Tell them to write a different job from the lesson on each piece of paper as follows: *doctor, nurse, ambulance driver, police officer, fire fighter*. Say a sentence about one or more of the jobs. Pupils hold up one or more of their pieces of paper to match the sentence. Example sentences (answers in brackets): *They work in a hospital.* (nurse, doctor); *They sometimes work at night.* (all the jobs); *They rescue people from traffic accidents.* (ambulance driver, fire fighter, police officer); *They have to drive quickly for work.* (ambulance driver, fire fighter, police officer); *They operate on people.* (doctor); *They aren't afraid of heights.* (fire fighter); *They run after thieves.* (police officer); *They interview people.* (police officer)

- **Extension activity: *Role-play emergency call***

Write the first line of an emergency phone call on the board, as follows:

Hello. Which service do you need – police, fire or ambulance?

Pupils work in pairs to write the rest of the conversation. Tell them that the operator (the first person to talk) needs to find out what has happened and where the person lives. Write some useful phrases for the operator on the board, e.g. *Don't worry. Please calm down. It's going to be OK.* Monitor and help with the writing. When you have checked their work, pupils role-play their conversation in the same pairs. Ask volunteers to perform their role play for the class.

Page 84

- **Consolidation activity: *Quiz question***

Pupils work in pairs. They write a question about a moral dilemma, with three options (a, b, c), similar to the ones in the quiz in Pupil's Book Activity 1. Monitor and help with language. Pairs swap their questions with another pair, who decide which option they would choose. They exchange ideas.

- **Extension activity: *Truth or white lie?***

You will need a large space such as a gymnasium for this activity. Draw a long white line or use white tape to separate the space into two halves. Pupils all stand on the line. Point to one side of the line and say *This side is for telling the truth.* Point to the other side and say *This side is for telling a little white lie.* Remind pupils what *white lie* means.

Describe a situation, similar to the ones in the quiz in Pupil's Book Activity 1, e.g. *Your grandmother gives you a hat she has made for your birthday. You don't like it.* Pupils have to decide if they would tell the truth or tell a white lie in that situation, and jump to the appropriate side of the line. See how many pupils end up on each side of the line and ask individuals to explain their choice. Repeat with different situations.

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- **Consolidation activity: *Ask Betty and Robert***

Pupils do a role play in groups of three. One pupil plays the role of an interviewer on a TV programme. The other two pupils are Betty and Robert (the Agony Aunt and Uncle from the Pupil's Book). Give pupils time to prepare for the role play – the 'interviewer' thinks of questions to ask Betty and Robert (about their lives, their work, the advice they give). Betty and Robert invent a personal life. Are they husband and wife, brother and sister, or do they just work together? What did they study? Do they always agree on advice? Monitor and help with the planning stage. Pupils then act out the interview in their groups.

- **Extension activity: *Posters***

Remind pupils of the subject of Richard's problem letter in the Pupil's Book (cheating). 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 *Don't cheat.* They draw a picture to illustrate a situation where someone is cheating (at school, in a game or a sport). They write a caption in English, e.g. *It's better to work hard.* Display the finished posters in the classroom.

Exam Folder

Page 88

- **Extension activity: *Miming mirrors***

In pairs, pupils stand face-to-face as if they are looking at each other in the mirror. One pupil is the real person, and the other is the reflection. The reflection must copy their partner's movements. The real person mimes an activity, e.g. *eating an ice-cream*, and the reflection copies their partner. They then guess the activity, e.g. *You're eating an ice-cream.*

Page 89

- **Extension activity: *False descriptions***

In pairs, pupils should choose a page from their Pupil's Book with lots of photos. Give them a time limit. They then take turns to describe the photos incorrectly and their partner needs to give the correct description, e.g.. A: *On page 75, a boy's playing golf.* B: *No, on page 75 a girl's playing golf.*

Page 90

- **Extension activity: *Collaborative colouring***

In preparation, the teacher should make a simple line-drawing of two monsters (Monster A and Monster B) and photocopy one per pupil. Pupils work in pairs as Pupil A and Pupil B. Pupil A colours Monster A and Pupil B colours Monster B. Give a time limit. With Pupil A facing Pupil B, A describes how to colour their monster, e.g. *Colour the eyes green. Colour the hair yellow with pink spots.* Pupil B listens and colours. Then B describes their monster to A to colour. At the end of the activity, pupils compare their monster with their partner's to check they are coloured in the same way.

Page 91

- **Extension activity: *Grouping words***

Assign each pupil one of four topics, e.g. sports, feelings, materials, school subjects. (The teacher can choose these based on the pupils' needs and interests.) Give pupils 6 small pieces of paper each and pupils write one word to do with their topic on each piece of paper, e.g. for sports, they could write *skiing*, *sledging*, *badminton*. When the pupils have written a word on each piece of paper, put them into groups with people with a different topic. Ask them to mix their pieces of paper together, then work together to categorise the words into groups and guess the topic for each group.

Page 92

- **Extension activity: *Fill the gap***

Write question 1 from Activity 2 on the board. Elicit other words which could fit in the space, e.g. *class* or *quiz*. 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

- **Extension activity: *Sentence jigsaws***

Give pupils large strips of paper and ask them to choose their favourite sentence from page 93 and copy it onto the paper, leaving large spaces between each word. (Alternatively, the teacher could assign pupils sentences from the text.) Remind them to include the correct punctuation. Pupils then rip the sentence up so each small piece of paper has one word on it. They then put the pieces of paper on their table or chair. Pupils then walk around the class, arranging the sentences, checking with the teacher, then mixing them up for the next pupil.

Page 94

- **Extension activity: *Comparing rooms***

In pairs, pupils describe their living room. They try to find four similarities and four differences between their living rooms.

Page 95

- **Extension activity: *Interview about a journey***

Write the following questions on the board: *Where did you go? How did you travel? What time did you leave? What did you see? What did you like the most?* Ask pupils to think about a journey they have had and write short answers to the questions in their notebooks. Pupils then walk around the class, asking and answering the questions. Set a time limit. For feedback, ask the class some questions about what their classmates did.

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