

# INCREDIBLE ENGLISH

Teacher's Book

5

# Syllabus

Unit	Topic and language	'Learning through English' (CLIL*)	Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Mini project
0	<p><b>The Incredible Team</b> RECYCLED: school subjects, food, animals, activities</p> <p><b>How to ...</b> Talk about what you like</p>	<p>(No CLIL topic)</p>	<p>answer (n) (v), better than, competition, explore, team, enter (a competition), Never mind, Too late, Stop her!</p> <p>Take part (in), internet, surname, race, team, certificate, text message, good at (maths)</p>	<p><b>Reading &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to and read a story and meet the characters</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Practise talking about what you like</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write about you</li> </ul>	<ul style="list-style-type: none"> <li>Develop learner training: become aware of the course and what you are going to learn</li> <li>Use notes in a table to create a text</li> </ul>
1	<p><b>At the library</b> Vocabulary dictionary, encyclopedia, leaflet, website, notice, calendar, newspaper, atlas, poster</p> <p>RECYCLED: magazine, comic</p> <p><b>Structures</b> There was / were ... There wasn't / weren't ... Was there ...? / Were there ...?</p> <p>RECYCLED: Adverbs of frequency: often, sometimes, never</p> <p><b>How to ...</b> Make suggestions: Let's ... Shall we ...?</p> <p><b>Talk about words:</b> How do you spell ...? How do you say ... in English?</p>	<p><b>Study skills: Concept maps</b> Vocabulary colours, pictures, capital letters, small letters, thick lines, thin lines</p> <p><b>Additional language</b> concept map, idea, information, fact, brain, use, remember, think of</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Understand how to use concept maps</li> <li>Learn vocabulary for text styling (design words)</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Design and make a concept map about television</li> <li>Use a concept map as a basis for oral discussion</li> </ul>	<p>library, research skills, equator, carry</p> <p>librarian, help, find out, strange, mouse (computers), crash (computers), desk, shelf. Good idea, I don't know, Brilliant!, I've found the answer</p> <p>I'm not sure, I've got no idea!, I haven't got a clue!</p> <p>interview, bad-tempered, clever, work (v), spies, crook, cartoon, piece mat</p> <p>(main) character, set in folk tale, historical story, defective story, adventure story, opinion, title, book review, author</p> <p>holiday, island, surfer, pier, lighthouse, funky, marching band</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read a play script</li> <li>Read a book review and an interview</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Listen for words and phrases in a story</li> <li>Listen to a book review and recognize important information</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Talk about your favourite books</li> <li>Talk about how to say and spell words</li> <li>Make suggestions with <i>Let's ...</i> and <i>Shall we ...?</i></li> <li>Act out a play</li> <li>Sing a song about a holiday</li> <li>Say a chant to practise pronunciation of /u:/ and /ʊ/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Complete a play script</li> <li>Write a book review</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Group words into categories</li> <li>Retell a story from prompts</li> <li>Make predictions about a text</li> <li>Develop reading skills: scanning, intensive reading</li> <li>Identify statements as true or false, using information in a text</li> <li>Differentiate spellings and sounds</li> <li>Organize your ideas using a concept map</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Plan and make a concept map</li> </ul>

\* 'CLIL' = Content and Language Integrated Learning.

Words and phrases in **bold** are the core language syllabus.

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2	<p><b>At the dig</b></p> <p>Vocabulary plate, cup, saucer, mug, bowl, fork, knife, bottle, vase, glass, spoon, jug</p> <p>RECYCLED: next to, between, behind, in front of, in, on, under</p> <p><b>Structures</b> could / couldn't Could it / they ...? Yes, it could. / No, they couldn't.</p> <p><b>How to ...</b> Describe objects in a museum: What's it like? It's big and round. How old is it? It's ... years old. Where's it from? It's from Japan. What's it made of? It's made of glass.</p>	<p><b>Art: Cave paintings</b></p> <p>Vocabulary bison, deer, bull, goat, rhino, mammoth</p> <p><b>Additional language</b> Stone Age, cave, cave painting, cavern, continent, ceiling, mix (v), different, powdered, rock, brush(es), stick, feather, lamp, handprint, gods What's this? / What are these? I think it's a ... / they're ...</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Look carefully at cave paintings and describe what they show</li> <li>Plan and make a cave-style painting</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Experiment with Stone Age painting materials</li> </ul>	<p>dig (noun and verb), pottery it's made of ..., pretty, ugly, round I'm starving!, want, label, play a trick on, dinosaur, bone, correct (adj) I don't believe you, just kidding!, difficult (newspaper) article, fossil, skeleton, rock, bone, strong, heavy, discover, weight, stay 3D (3 dimensional) film, special effects, hunt, ticket, Don't miss ... pound (£) hunter, meat-eating, tonne, plates (defensive), back, spikes, tail, defence tell the time</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read a playscript</li> <li>Read a newspaper article</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about films</li> <li>Listen to a story</li> <li>Listen for words and phrases in a dialogue</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Talk about museum artefacts</li> <li>Talk about people's past abilities</li> <li>Act out a play</li> <li>Talk about going to the cinema</li> <li>Sing a song about abilities</li> <li>Say a chant to practise pronunciation of /b/ and /s/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Complete a playscript</li> <li>Write notes on a text, use notes to complete a text</li> <li>Describe a dinosaur</li> </ul>	<p><b>Cognitive skills</b></p> <p><b>Mini project</b></p> <ul style="list-style-type: none"> <li>Group words into categories</li> <li>Interpret a graphic or diagram</li> <li>Retell a story from prompts</li> <li>Make predictions about a text</li> <li>Develop reading skills: skimming</li> <li>Identify statements as true or false, using information in a text</li> <li>Recognize spelling patterns</li> <li>Identify pictures from descriptions</li> <li>Transfer information from a text to a table</li> <li>Use information in a table to complete a text</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Make a 'cave painting' and write about it</li> </ul>
3	<p><b>At the castle</b></p> <p>Vocabulary church, hospital, police station, theatre, museum, chemist, hotel</p> <p>RECYCLED: restaurant, supermarket, castle, market</p> <p><b>Structures</b> The past simple and irregular verbs He climbed ... / didn't climb ... / Did he climb ...? He took. He didn't take. Did he take? I played tennis; I didn't play tennis; Did you play tennis?; Yes, I did. / No, I didn't.</p> <p><b>How to ...</b> Ask for and give directions: Excuse me. Where's the ..., please? Turn right / left. Go straight ahead. Take the second right. It's on the left.</p> <p><b>Units 1-3 Revision</b></p>	<p><b>Maths: Roman numbers</b></p> <p>Vocabulary plus, minus, equals, one hundred, one thousand</p> <p><b>Additional language</b> Roman, symbol, count, add, subtract, zero (two) plus (one) equals (three) / (two) minus (one) equals (one) / so that's ...</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Learn vocabulary for maths</li> <li>Learn about Roman numbers</li> <li>Convert Arabic numbers to Roman numbers and vice versa</li> <li>Do sums and puzzles with Roman numbers</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Play a game with Roman numbers</li> </ul>	<p>grandfather clock diamond, moat, footprint, hide, map, kid, international, jewel, sign, notebook, Grab him!, buy - bought, go-- went medieval, king, queen, curtains, knight, try on, (suit of) armour, feast, tournament, fight (v), bird of prey, falconer, archer, bow, arrow, archery musician, acrobat, biscuit, cheese, ball, top (toy), puzzle lost, bank, taxi rank</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a leaflet about a castle</li> <li>Read a playscript</li> <li>Read a story</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a dialogue about a castle visit</li> <li>Listen to a story</li> <li>Listen for words and phrases in a story</li> <li>Listen and answer questions</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Talk about a castle</li> <li>Practise asking for and giving directions</li> <li>Act out a play</li> <li>Sing a song about getting lost</li> <li>Say a chant to practise pronunciation of /aʊ/ and /əʊ/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Complete a playscript</li> <li>Write a leaflet about a tourist attraction</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Retell a story from prompts</li> <li>Learn to give and follow street directions</li> <li>Make predictions about a text</li> <li>Develop reading skills: skimming</li> <li>Identify statements as true or false, using information in a text</li> <li>Recognize spelling patterns</li> <li>Order images based on a listening activity</li> <li>Plan the order of information in a paragraph</li> <li>Write a text based on a concept map</li> <li>Understand and interpret Roman numerals</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Write about yourself using Roman numbers</li> </ul>

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4	<p><b>At the museum</b></p> <p><b>Vocabulary</b> string, tape, card, wire, glue, paint, stapler, pointbrush, drawing pins, paper clips, straws</p> <p><b>Structures</b> Past simple questions Where ...? What time ...? What ...? Who ...? When ...? How many ...?</p> <p><b>RECYCLED:</b> Countable and uncountable nouns</p> <p><b>How to ...</b> Ask for things politely: Can you pass me ..., please? Can I have ..., please? Can I borrow ..., please? Yes. Here you are. Sorry, I haven't got one / any. Sorry, I'm using it.</p>	<p><b>History: Inventors and inventions</b></p> <p><b>Vocabulary</b> car, zip, jeans, teabag, camera, microwave oven, mobile phone, fridge</p> <p><b>Additional language</b> timeline, calculation, PC (personal computer), watch videos, ink, ballpoint pen, Argentina, sound (n), radio waves, radio, light bulb, gas light</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Learn vocabulary for inventions</li> <li>Learn about inventors and inventions</li> <li>Understand timelines</li> <li>Do a quiz and a puzzle about inventions</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Make a timeline of family events and talk about it</li> </ul>	<p>Don't be silly! It's called ... It doesn't matter, You're kidding! Well spotted!, Better luck next time!, It looks like ... ..., exhibition, invention, inventor, invent, stuck, horrible, follow nasty, disgusting, milkshake instructions, copy (v), cut (out), end (n), balance (v), modelling clay, solid line, fold, dotted line, hold, drop, spinner periscope, interesting, mirror felt tips homework, screen, printer, exercise, hole, button, level, wheel, bell, ready traveller, time machine, travel, future (n), past (n), dodo</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read instructions for a model</li> <li>Read a story</li> <li>Read a playscript</li> <li>Read a quiz</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about making a model</li> <li>Listen to a story</li> <li>Listen for words and phrases in a story</li> <li>Listen and answer questions</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Practise asking for things politely (using pass, have, and borrow)</li> <li>Talk about making models</li> <li>Act out a play</li> <li>Sing a song about time travel</li> <li>Say a chant to practise pronunciation of /a:/ and /ɔ:/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Complete a playscript</li> <li>Write a description of something you have made</li> </ul>	<p><b>Cognitive skills</b></p> <p><b>Mini project</b></p> <ul style="list-style-type: none"> <li>Retell a story from prompts</li> <li>Make predictions about a text</li> <li>Read and understand instructions</li> <li>Identify statements as true or false, using information in a text</li> <li>Recognize spelling patterns</li> <li>Identify pictures from descriptions</li> <li>Understand and complete a set of instructions</li> <li>Arrange the sentences of a text in the correct order</li> <li>Understand and interpret timelines</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Design a new invention and write about it</li> </ul>
5	<p><b>At the theatre</b></p> <p><b>Vocabulary</b> do the washing up, make the dinner, put out the rubbish, tidy the living room, vacuum the carpet, clean the windows, make the bed, water the plants, do the washing</p> <p><b>Structures</b> The Past continuous What were you doing at six o'clock? What was she doing? He was having tea. Were you playing football? Yes, it was. / No, I wasn't. Was he visiting the museum? Yes, he was. / No, he wasn't.</p> <p><b>RECYCLED:</b> Making -ing forms</p> <p><b>How to ...</b> Talk about obligation: I have to ... She doesn't have to ... Do you have to ...?</p>	<p><b>Music: identifying different types of musical instrument – wind, string, keyboard, percussion</b></p> <p><b>Vocabulary</b> guitar, violin, flute, trumpet, clarinet, tambourine, drums, xylophone, piano, electronic keyboard</p> <p><b>Additional language</b> blow, pluck, hit, shake, wind, string, keyboard, percussion, instrument, vibration, vibrate, maraca This is a wind instrument. / You (blow) it.</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Learn vocabulary for musical instruments and families of instruments</li> <li>Understand explanations and descriptions of how sounds are produced</li> <li>Recognize different instruments</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Experiment with making sounds</li> <li>Make music with a simple instrument</li> </ul>	<p>housework, job murder, mystery, play, manager, alibi, signal, cook (v), kill, You're wrong. theatre programme, witch, wizard, look for, heart, brain, broom, wave goodbye, brave, mask, tornado, secret (n), magic, knobbly part (in a play), uncomfortable, costume playground, have fun, lovely</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read a playscript</li> <li>Read about a play in a theatre programme</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about a play</li> <li>Listen and answer open questions</li> <li>Listen to a story</li> <li>Listen for words and phrases in a story</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Practise talking about what people are doing</li> <li>Practise talking about the jobs people have to do at home</li> <li>Act out a play</li> <li>Sing a song about having fun</li> <li>Talk about a play</li> <li>Say a chant to practise pronunciation of /h/ and /i:/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write a summary of a text in a table</li> <li>Write a programme note</li> <li>Complete a playscript</li> <li>Write a programme for a play</li> </ul>	<p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>Group words into categories.</li> <li>Retell a story from prompts</li> <li>Make predictions about a text</li> <li>Identify the theme of paragraphs</li> <li>Read and understand the summary of a play</li> <li>Recognize spelling patterns</li> <li>Recognize the sounds and families of musical instruments</li> <li>Transfer information from a text to a table</li> <li>Use information in a table to complete a text</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Write descriptions of musical instruments</li> </ul>

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6	<p><i>At the restaurant</i></p> <p><b>Vocabulary</b></p> <p>lamb stew, sausages, tomato soup, baked potato, mashed potato, roast beef, apple pie</p> <p><b>RECYCLED:</b></p> <p>banana milkshake, strawberry ice cream, chips, vegetables, salad</p> <p><b>Structures</b></p> <p>too much / too many (not) enough</p> <p>How many apples has he got? How much sugar has he got / does he need?</p> <p><b>RECYCLED:</b></p> <p>countable and uncountable nouns</p> <p><b>How to ...</b></p> <p>Order food in a restaurant: Would you like ...? I'd like ..., please. Can I have ...?</p> <p><b>Units 4–6 Revision</b></p>	<p><b>Science: nutrition</b></p> <p><b>Vocabulary</b></p> <p>fat, starch, fibre, sugar, vitamins, protein, calcium</p> <p><b>Additional language</b></p> <p>meal, fruit yoghurt, carrots, broccoli, important, calories, salt, carbohydrate, beans, oil, (un)saturated, minerals</p> <p>How much protein is there in ...? Twelve point five grammes. Nought point four grammes.</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Learn vocabulary for nutrients</li> <li>Learn about nutrition and nutrients</li> <li>Identify the nutrients in food</li> <li>Understand quantities in tables</li> <li>Learn to understand labels on food</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Design a food package</li> <li>Write a nutrition label</li> </ul>	<p>I haven't got any (pies) left. We've finished!, world-famous, recipe, ingredients, oven, wonderful, lemon, lemonade, pork</p> <p>street party, reporter, yesterday, samosa, in the middle, chocolate mousse, everyone, hard-boiled egg, decorations, relax, ordinary, special</p> <p>shortbread, Scottish, flour, butter</p> <p>mix up, dough, space, neighbour, move</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read a playscript</li> <li>Read and understand a magazine article about a street party</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about food</li> <li>Listen to a story</li> <li>Listen for words and phrases in a story</li> <li>Listen and identify different foods</li> <li>Listen and answer questions</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Practise offering and asking for food</li> <li>Talk about a party</li> <li>Act out a play</li> <li>Sing a song about making bread</li> <li>Say a chant to practise pronunciation of /æ/ and /ʌ/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Complete a playscript</li> <li>Write about food people like and dislike</li> <li>Write about your favourite food</li> </ul>	<p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>Group words into categories.</li> <li>Retell a story from prompts</li> <li>Interpret a graphic or diagram</li> <li>Evaluate quantity and need</li> <li>Make predictions about a text</li> <li>Develop reading skills: scanning</li> <li>Recognize spelling patterns</li> <li>Identify pictures from descriptions</li> <li>Interpret nutritional data in a table</li> <li>Identify statements as true or false, using information in a table</li> <li>Make a concept map about food</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Write about nutrition tables</li> </ul>
7	<p><i>At the animal rescue centre</i></p> <p><b>Vocabulary</b></p> <p>blackbird, squirrel, hawk, caterpillar, hedgehog, fox, badger, deer, mouse, snail, pigeon, robin</p> <p><b>Structures</b></p> <p>going to</p> <p>It's going to ... / They're going to ... It isn't going to / They aren't going to ...</p> <p>Is it going to ...? Yes, it is. / No, it isn't.</p> <p>Are they going to ...? Yes, they are. / No, they aren't.</p> <p><b>RECYCLED:</b></p> <p>What did ...? When did ...? Where did ...?</p> <p><b>How to ...</b></p> <p>Describe animals: It's (black and white). It eats (worms and roots). It lives in (gardens and woods).</p>	<p><b>Science: roles in the food chain</b></p> <p><b>Vocabulary</b></p> <p>producers, consumers, herbivores, omnivores, carnivores</p> <p><b>Additional language</b></p> <p>energy, sun, produce, consume, living, food chain, food web, decomposer</p> <p>They're carnivores. I think they're omnivores. They eat ...</p> <p><b>CLIL skills</b></p> <ul style="list-style-type: none"> <li>Learn vocabulary for roles in a food chain</li> <li>Learn about food chains</li> <li>Complete a food chain</li> </ul> <p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Practise using a food chain</li> <li>Make a game about a food chain</li> </ul>	<p>animal rescue centre, woodland (adj)</p> <p>mammal, spines, leaves</p> <p>Follow me, binoculars, anything, genius, creepy, survive, save (a life), perhaps, crash (v), owl, poor thing, it's hurt, donkey</p> <p>tent</p> <p>floor, ceiling</p> <p>orphan, worm, habitat, vet, fact sheet, donation, feed, cub, adopt</p> <p>adoption certificate, sweet (adj)</p> <p>a day out</p> <p>band, hip-hop, dress up, tonight</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read a playscript</li> <li>Read an advert for an animal adoption programme</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about animal adoptions</li> <li>Listen to a story</li> <li>Listen for words and phrases in a story</li> <li>Listen and identify a photo and a certificate</li> <li>Listen and answer questions</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Practise talking about dates</li> <li>Practise describing animals</li> <li>Talk about adopting an animal</li> <li>Act out a play</li> <li>Sing a song about a party</li> <li>Say a chant to practise pronunciation of /ɜ:/ and /ɔ:/</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Complete a playscript</li> <li>Write about a day out</li> </ul>	<p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>Group words into categories</li> <li>Retell a story from prompts</li> <li>Identify an animal from a description</li> <li>Make predictions about a text</li> <li>Develop reading skills: scanning</li> <li>Recognize spelling patterns</li> <li>Identify pictures from descriptions</li> <li>Read and understand sequences</li> <li>Interpret a Venn diagram</li> <li>Use word lists to improve writing</li> <li>Evaluate your progress in class</li> </ul> <p><b>Mini project:</b></p> <ul style="list-style-type: none"> <li>Draw and write about a food chain</li> </ul>

Unit	Topic and language	'Learning through English' (CLIL')	Other language (stories, songs, chants, etc.)	Skills	Cognitive skills Mini project
8	<p><b>On Bell Street</b></p> <p><b>Vocabulary</b> artist, secretary, shop assistant, mechanic, postman, bus driver, cook, waitress, cleaner, builder</p> <p><b>RECYCLED:</b> police officer, firefighter</p> <p><b>Structures</b> Types of questions Does / Is / Has ...? Did / Was / Were / Could ...? Short answers Yes, she does. / No, she doesn't. etc.</p> <p><b>RECYCLED:</b> possessive 's How to ... Say what job you want and why: I want to be a (doctor) because I want to (work with people).</p>	<p><b>Maths: Polygons</b> <b>Vocabulary</b> rectangle, square, triangle, quadrilateral, pentagon, hexagon, heptagon, octagon</p> <p><b>Additional language</b> pattern, regular, irregular, straight, side, equal, unequal, angle It's regular / irregular. It's got ... sides. This pattern is made of ... and ...</p> <p><b>CLIL skills</b> • Learn vocabulary for types of polygon • Recognize and describe polygons</p> <p><b>Optional extension</b> • Understand the idea of tessellation • Learn how to tessellate shapes with four sides</p>	<p>What do you want to be when you grow up?, Are you good at (computers)?, What kind of (shop) I want to work outside, exciting, dangerous</p> <p>yard, pet, uniform, fire station, fire engine, fight fires, anywhere, What do you mean?</p> <p>rescue, people, intelligent job, personality, quiz, write down, look after, do the shopping, abselling, art and craft, documentaries, beaver, campsite, surf the internet, organized, practical, hard-working, kind, friendly, loyal, suggest, food taster chocolatier, factory, mould, decorate, Easter basket, chick, interviewer Dear ..., Yours ..., programme, nurse, useful, patient (n) spanner, engine, tap (v), hammer (n), bucket, sponge, cloth, mop, spire</p>	<p><b>Reading:</b> • Read a story • Read a play script • Read a quiz about jobs</p> <p><b>Listening:</b> • Listen to people talking about jobs • Listen to a story • Listen for words and phrases in a story</p> <p><b>Speaking:</b> • Talk about people's possessions • Talk about the job you want to do • Act out a play • Talk about jobs • Sing a song about jobs • Say a chant to practise pronunciation of /i/ and /ai/</p> <p><b>Writing:</b> • Complete a play script • Write a letter</p>	<p><b>Cognitive skills</b> • Group words into categories • Express an opinion and give reasons • Retell a story from prompts • Make predictions about a text • Develop reading skills: scanning • Recognize spelling patterns • Read and understand the structure of letters • Complete a letter • Learn to identify regular and irregular polygons • Evaluate your progress in class</p> <p><b>Mini project:</b> • Design a pattern using different types of polygons</p>
9	<p><b>At the adventure sports centre</b></p> <p><b>Vocabulary</b> skiing, snowboarding, rock climbing, go-karting, ice skating, horse riding, hiking, windsurfing, canoeing, sailing, mountain biking, rollerblading</p> <p><b>RECYCLED:</b> cheap, boring, dangerous, exciting, difficult</p> <p><b>Structures</b> The Present perfect They've tried ... / She's ridden ... I've never ... / He's never ... Have you ever ...? Yes, I have. / No, I haven't. Has she ever ...? Yes, she has. / No, she hasn't.</p> <p><b>RECYCLED:</b> They went ... / They didn't go ... Comparatives and superlatives</p> <p><b>How to ...</b> Compare and discuss sports: I think skiing is the most exciting sport. I think ... is more ... than ... I think so too. / I don't think so.</p>	<p><b>Geography: the Beaufort scale</b> <b>Vocabulary</b> twig, branch, roof, tile</p> <p><b>RECYCLED:</b> leaf, smoke, flag, umbrella</p> <p><b>Additional language</b> wind, move, break, impossible, fall off, blow off, fall over, fly off, are destroyed Leaves are moving. I can feel ... I think the wind is force 5.</p> <p><b>CLIL skills</b> • Learn vocabulary for the Beaufort scale • Understand the Beaufort scale and work out force numbers from visual observations • Learn about wind energy and wind turbines</p> <p><b>Optional extension</b> • Make a simple wind gauge • Use the wind gauge to record the wind strength over a week</p>	<p>adventure sports centre, group adjective, comparative, superlative, easy, expensive, safe rockface, finish line, the winners, have a good time, freezing, Ouch!, mango break a leg, coconut milk, kangaroo world record, whale, wave, sail, mast, crowd, iceberg, route, cabin, top, overturn, mend accident, medal, break a record, sportsman Dates: Friday 21st June, Saturday 22nd June, etc., diary llama, fall off a bike, giant (adj)</p>	<p><b>Reading:</b> • Read a story • Read a play script • Read a magazine article about sailing around the world</p> <p><b>Listening:</b> • Listen to people talking about sporting achievements • Listen to a story • Listen for words and phrases in a story • Listen and answer questions</p> <p><b>Speaking:</b> • Talk about adventure sports • Discuss and compare sports • Practise agreeing and disagreeing • Act out a play • Talk about sports heroes • Sing a song about what you have and haven't done • Say a chant to practise pronunciation of /e/ and /a:/</p> <p><b>Writing:</b> • Complete a play script • Write a diary</p>	<p><b>Cognitive skills</b> • Group words into categories • Retell a story from prompts • Learn how to make comparisons • Make predictions about a text: using contextual information and skimming • Recognize spelling patterns • Learn to express opinions and give reasons • Learn to observe phenomena and draw conclusions based on an established scale • Make a concept map for a diary entry • Evaluate your progress in class</p> <p><b>Mini project:</b> • Keep a wind diary</p>

Festivals	Language	Objectives
Thanksgiving	Pilgrims, ship, arrive, winter, life, dead, Native Americans, plant (v), hunt (v), harvest, pumpkin, corn, dinner, feast, invite, traditional, pudding, turkey, cranberry sauce, pumpkin pie	<ul style="list-style-type: none"> <li>• Become aware of the story and traditions of Thanksgiving Day</li> <li>• Learn about the Pilgrims' colony</li> <li>• Become aware of words associated with Thanksgiving Day</li> <li>• Learn words for Thanksgiving food</li> <li>• Play a board game about the Pilgrims' first year in the colony</li> </ul>
Christmas	celebrate, tradition, The Netherlands, Spain, sweets, nuts, coal, Sweden, forest, sleigh, sack	<ul style="list-style-type: none"> <li>• Become aware of Christmas traditions in different countries</li> <li>• Become aware of some words associated with Christmas</li> <li>• Talk about different Christmas celebrations</li> <li>• Sing a Christmas song</li> <li>• Read and perform a Christmas play</li> </ul>
Chinese New Year	moon, mandarin orange, envelope, lantern, dragon, China, Chinese, new moon, full moon, celebrations, New Year's Day, poem, decorate, midnight, parade, dragon	<ul style="list-style-type: none"> <li>• Become aware of Chinese New Year</li> <li>• Become aware of some words associated with Chinese New Year</li> <li>• Learn about Chinese dragons</li> <li>• Make and label a picture of a Chinese dragon</li> </ul>

Children around the world	Language	Objectives
Scouts <b>Learning for life:</b> <ul style="list-style-type: none"> <li>• Understand the importance of learning new skills and helping your community</li> </ul>	Scout, skills, community, badge, uniform, camping skills, make a fire, tent, citizenship, clear up, rubbish, turn over, change direction, Poland, British, repair, plan (v), ride (n), accident buy, transport, store, safely, well, design, snowsports, safety, protective clothing, test, photographer, image	<ul style="list-style-type: none"> <li>• Find out about the Scout movement and the activities that they do</li> <li>• Read about three children from different countries who have taken part in activities to earn different badges</li> <li>• Find out about work in the community, camping skills and sailing</li> <li>• Appreciate the process of learning new skills and building towards an award</li> <li>• Talk about the skills and activities you would like to take part in</li> <li>• Invent a new Scouting badge</li> </ul>
Endangered animals <b>Learning for life:</b> <ul style="list-style-type: none"> <li>• Understand the importance of conserving our environment</li> </ul>	endangered species, protect, jewellery, catch, Malaysia, Scotland, turtle, danger, fishermen, net, shell, tourist, disappear, forever, autumn, hibernation, concrete, injured snow leopard, burrowing owl, African, leopard, thick, fur, China, India, Russia, barn owl, hole, ground, habitat, agriculture	<ul style="list-style-type: none"> <li>• Learn about the environment and the importance of conservation projects</li> <li>• Meet two children who are helping to conserve their countries' natural heritage</li> <li>• Learn about the problems facing hedgehogs in Scotland and Hawksbill turtles in Malaysia</li> <li>• Talk about conservation projects in your country</li> <li>• Write about an endangered animal</li> </ul>
Local history <b>Learning for life:</b> <ul style="list-style-type: none"> <li>• Appreciate the significance of local history</li> </ul>	battle, plague, die, sick, medicines, Ireland, secret (adj), great-great-grandfather, marry, in those days ..., attic, chest, date, expensive, cost, land, lock (v) prize, ancient, dig, flowerpot, spade, trowel	<ul style="list-style-type: none"> <li>• Understand that knowing about the past can help us understand the present</li> <li>• Realize that small places and events are part of history too</li> <li>• Read about three children who have found out about their local history</li> <li>• Think about how familiar things may be different in 100 years' time</li> <li>• Read and perform a play about discovering history around us</li> </ul>

# Introduction

## Welcome to the course

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

## Level 5 components

### Class Book

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

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

Each unit includes a focus on text types and also on CLIL (*Content and Language Integrated Learning*), whereby a topic from another area of the curriculum (e.g. Science or Music) is presented through the medium of English, in this case through the 'Learning through English' lessons.

After the main units there are three festivals sections (on Thanksgiving, Christmas, and Chinese New Year) and three sections focusing on cultural, environmental, and social topics, as presented by children from around the world.

At the back of the book you will find a syllabus summary.

### Activity Book

This is a 96-page black-and-white book full of challenging and entertaining tasks to practise the language and develop pupils' writing skills.

New at this level is the focus on functional language: on the second page of each unit the pupils see and practise examples of functional language using the new vocabulary of the unit. There is a list of the functions taught in Level 5 in the *Functional Language* section on page 12.

Also new at this level are the three four-page Revision units after Units 3, 6, and 9. These units provide a variety of activities to review and consolidate the new language and new vocabulary of the previous three units.

The course structure integrates the Activity Book fully with the Class Book in the lessons. The Activity Book is designed mainly for use in the class, although some activities may be suitable for homework, such as the writing activities which do not involve listening. A separate list of suggestions for homework activities is included in this Introduction (see 'Homework' on page 14).

The Activity Book includes a self-evaluation feature at the end of each unit, designed to make pupils aware of

their own learning (see the Lesson 12 section on page 18 for further details).

### Teacher's Book

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

- The course syllabus;
- This introduction, which sets out the overall objectives and principles that underlie the course, as well as giving an outline of how the course works;
- A resource bank of games and activities (pp20–21);
- Step-by-step teaching notes for every lesson in the book, including 'Teaching tip' boxes with extra teaching ideas or suggestions for classroom management;
- Transcripts for all the recordings (with the exception of some of the reading passages for CLIL, Festivals, and 'Children around the world');
- Answers for all the activities (unless these are included in the transcripts);
- Teaching notes for the three Festivals sections and the three 'Children around the world' sections, including cultural information;
- Teaching notes for the three Revision units;
- Photocopiable test pages (see below);
- A wordlist containing the core vocabulary and other key language.

### Test section

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

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

### CDs

For Level 5 of the course there are three CDs to support teaching in class. These contain recordings of all the songs, chants, stories, and other listening activities, as well as the unit and term tests.

Songs and chants can be used to change the pace of the lesson and to help manage the transition from one stage to another.



## Teacher's Resource Pack

The Teacher's Resource Pack contains material for Levels 5 and 6 of the course. The Level 5 components are described below.

### Photocopy Masters Book (PMB)

The PMB has 56 pages of material:

- cut-out 'grammar tiles' for the main new language in each unit (in Lesson 3 and 4 of each unit);
- a Book Review template in Unit 1, which can be used for book reviews throughout the course;
- a playscript cover, which can be coloured in and stuck on the front of a folder to store the playscripts from Lesson 5 in each unit;
- a Vocabulary record page for each unit, which pupils can use to make a note of the new vocabulary;
- an optional extra lesson for each unit ('Learning through English' extension – Lesson 11a);
- pages developing the theme of the Festivals pages in the Class Book (for Thanksgiving and Chinese New Year there is a page each of follow-up activities, and for Christmas there is a two-page play);
- pages developing the themes of the 'Children around the world' section in the Class Book (for 'Scouts' and 'Endangered animals' there is a page each of follow-up activities, for 'History all around us' there is a two page play);
- three double-page communicative speaking activities, one for each of the Revision units.

#### Grammar tiles

These are cut-out word and phrase cards, which are used in Lessons 3 and 4 by pupils to create different sentences using the target structures of the unit. In Lesson 3 pupils use these sentences as a basis for a speaking activity.

#### 'Learning through English' extension

The PMB pages for the optional 'Learning through English' extension lesson (Lesson 11a) follow on from the main 'CLIL' (Content and Language Integrated Learning) topic, giving you the opportunity to further develop the themes explored in the content areas of each unit. The activities aim to extend the pupils' interest in the topic, and add to their enjoyment of learning through active participation.

#### Festivals

These pages are based on the themes of the corresponding pages in the Class Book. For Thanksgiving there is a board game which focuses on the first year (1620–1621) of the settlers' colony at Plymouth in the United States; for Chinese New Year, there is a Chinese dragon jigsaw to cut out and make; for Christmas, there is a two-page play which can be practised in class and then performed either as a class activity, or as an end-of-year performance for the rest of the school and / or the parents.

#### Children around the world

These pages are based on the themes of the corresponding two-lesson mini-unit. For the 'Scouts' and 'Endangered animals' mini-units, they allow the pupils to develop the themes of the mini-unit with their own ideas; for the 'History all around us' mini-unit, there is a two-page play which can be used in a similar way to the Christmas play described above.

#### Revision unit communicative activities

These activities are designed to develop the pupils' speaking skills and to offer scope for a writing extension. The pupils work in pairs, and there are separate pages for each pupil of the pair. The first activity on the page focuses on the language which is being practised; after this, there is a question and answer activity in which the pupils ask each other for information to complete a table, a map, or a timeline on their sheets; finally, there is a follow-up writing activity which expands on the theme of the page.

#### Vocabulary record page

There is a vocabulary record page for each unit. These pages give the pupils a chance to collect all the new vocabulary for a unit in one place. They also encourage the pupils to think about the meaning and the use of the new vocabulary. Because of this, and also because they give the pupils practice of using dictionaries, they are an excellent learner-training tool. Their use is optional, but highly recommended if there is sufficient time.

### The Incredible Adventure Game poster

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

#### Lesson 1 – Unit overview

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

#### Lesson 7 – Unit review

In Lesson 7 the poster is used to revise the language of the unit so far. At this point in the unit there is the opportunity for reflection and re-evaluation. When you take out the poster you can ask the pupils to recall the vocabulary and talk to them about the activities they have been doing. This can encourage and motivate the pupils to continue to participate in the lessons as they recognize and remember what they have done.













#### Lesson 12 – End of unit review

In Lesson 12 the poster is used to recall the activities and related language and to prepare the pupils for self-evaluation. As in Lesson 7 there is opportunity for reflection. Pupils can discuss their personal learning, saying what they like, and what they find difficult / easy. Pupils can then use the poster to play a game in groups, to see how much they have done.

#### The Incredible Adventure Game

The Incredible Adventure Game is played in groups. Each group has a press-out story character counter which is moved around the poster along the route of their choice. The poster shows a trail through an adventure park, which leads to six different 'activity stations', marked by a shape on a flag. The shapes correspond to the shapes used throughout the course to denote different activity types / lesson focuses. The pupils should be made aware of the following: square = words, triangle = story, circle = song, chant and pronunciation, diamond = grammar,

rectangle = reading, writing, listening and speaking, semi-circle = 'Learning through English' (CLIL) subjects. Pupils must answer a question correctly at each station to complete the game (see the question cards provided in the Resource Pack). When pupils land on a shape, they will have a question for that shape. If they answer correctly, they tick the correct box on a scoreboard (this is printed on the reverse of the poster – the teacher can either enlarge it using a photocopier and stick it on the board, or copy a simple version onto the board) and play passes to the next group. If they get the answer wrong, they stay where they are until their next turn, where they will get another question for the same shape. The winning team is the first one to tick all the boxes on the scoreboard for their character. The game is finished when all groups have answered a question for each shape.

	 Meg 1	 Rav 1	 Oli 1	 Meg 2	 Rav 2	 Oli 2
						
						
						
						
						
						

Question cards for Levels 5 and 6 are included in the Resource Pack. The game cards for Level 5 are printed on one side in purple, and Level 6 on the other side in turquoise. They will need to be cut out by the teacher in advance. The unit number appears at the top of the card and the shape in the background shows which activity it relates to.

### 'Learning through English' posters

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

### DVD and DVD Activity Book (Levels 5 and 6)

An optional DVD (covering Levels 5 and 6) and an accompanying Activity Book are available to support the 'Learning through English' aspect of the course, which aims to connect English with other areas of the curriculum. The DVD provides exciting reports on cultural and educational topics, and features a distinctive, interactive format. The DVD Activity Book provides activities for pupils and notes for teachers so that these components form a stand-alone, easy-to-teach thinking skills course as well as offering an extension of the book material.

### Website / Portfolio

Extra materials and resources are available for this level on the *Incredible English* website.

In particular, the website offers downloadable pages which allow pupils to create the framework for their own *Language Portfolio*, to which they can add examples of their work, exam certificates, materials from trips abroad, etc., in accordance with the recommendations of the Council of Europe. (For further information on portfolios, see the website.)

## Course principles

### The learning objectives

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

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

These strands are further explained below.

### 1 Language

#### *Language in context*

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

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

In Level 5, language is presented and practised in a clear context through the four skills:

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

- New structures are presented via the story and grammar tiles. Pupils use cut-out grammar tiles to experiment with the structure, and use the tiles for a speaking activity. This is followed by written practice in the Activity Book.

The vocabulary and structures listed in the 'Language summary' on Class Book pp86–87 are the 'core' language from Units 1–9. This is what the pupils should be able to understand and use by the end of the book.

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

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

#### *The language focus*

In Level 5 the focus is on the acquisition of vocabulary and structures in meaningful contexts such as stories and conversations. Pupils are encouraged to adapt the example stories and conversations with alternative vocabulary to express what they want to say or write.

The 'grammar tiles' approach in the story lesson and 'Language focus' lesson (Lesson 3 and Lesson 4 of each unit) helps the pupils to understand the ways in which words can be linked to make sentences and questions. This is a 'hands-on' approach to grammar; the pupils are encouraged to arrange their own grammar tiles (made with PMB photocopies) to make sentences on their desks.

#### *The skills-based syllabus*

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

**Reading** – the pupils read texts from different sources such as interviews, newspaper articles, leaflets, and quizzes. They learn how to recognize these sources and how to understand and use the information in them. Reading skills are developed through skimming tasks (to get the 'gist') or scanning tasks (to find a particular piece of information) followed by more intensive reading to answer comprehension questions.

**Listening** – the pupils practise listening for specific information in a variety of listening contexts. They also listen to the stories before they read them (during the second listening); in this way they develop a better understanding of the sometimes complex links between spoken English and its written form. Again, there is often a pre-listening task and then a more intensive listening task for comprehension.

**Writing** – the pupils learn how to write texts in a variety of different styles and presentations.

**Speaking** – the pupils practise meaningful dialogues which reflect the conversations they may later have in 'the real world'. In Lesson 2 of each unit the dialogues practise functional language, in Lesson 3 they practise the new language of the unit, and in Lessons 7 and 10 they practise a theme of interest related to the lesson. In addition there are numerous opportunities for class discussion in the other lessons of each unit.

#### *Functional language*

The Level 5 Activity Book contains a focus on functional language, which the pupils practise in written and spoken form, using the vocabulary which they learnt in the previous lesson. The functions taught in Level 5 are:

Unit 1: Making suggestions / Talking about words

Unit 2: Describing objects

Unit 3: Giving and following directions

Unit 4: Asking for things politely

Unit 5: Talking about obligations

Unit 6: Ordering food in a restaurant

Unit 7: Describing animals

Unit 8: Talking about jobs

Unit 9: Discussing and comparing sports

#### *Revision*

As the pupils progress through the *Incredible English* course they are continually acquiring more language; as a result of this, the need for regular revision becomes increasingly important. In Level 5 there is plenty of revision throughout each unit – for example, most vocabulary sets include language from previous levels, and a structure from previous levels is always revised in the early lessons of the unit. In addition to this, there are three four-page Revision units in the Activity Book, after Units 3, 6, and 9. The Revision units are not simply a way of reviewing previously-seen language; they also serve as a valuable learner-training tool, helping the pupils to become aware of what they have learnt, and what they need to practise more. Pupils also have the opportunity to revise at the end of every unit, via a revision game in the Class Book, and also the *Incredible Adventure Game*.

#### *Study skills*

In order to encourage and make use of the pupils' developing cognitive abilities, Level 5 makes extensive use of 'concept maps' to organize and expand the pupils' understanding of themes and ideas. Concept maps are introduced in Lesson 9 of Unit 1, and they then feature in various subsequent units. Level 5 also makes use of other higher-level techniques such as timelines, note-taking, and using notes as a basis for written work.

## **2 Strategies for learning**

Pupils need to:

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

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

- Linguistic: stories, teacher talk
- Musical: songs and chants
- Kinaesthetic: TPR / action games, acting out plays
- Visual: pictures, photos, diagrams
- Mathematical: cross-curricular Maths links (CLIL Units 3 and 8)
- Natural: cross-curricular Science and Geography links (CLIL Units 6, 7, and 9)
- Interpersonal: pair and group games, pair and group work
- Intrapersonal: personal word collection, reflecting and talking about own styles and abilities, target and goal setting

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

- predicting, listening to, and reading stories and texts;
- meeting familiar characters in pre- and post-story activities;
- using visual supports (Class Book / Activity Book pictures, the posters, and all the visual material that individual pupils make in class).

### 3 Learning for life

In previous levels, the songs were the vehicle for introducing a 'learning for life' message in each unit.

In Level 5, there are 'learning for life' themes rather than messages, presented via the 'Children around the world' section. These lessons provide opportunities for discussion on cultural, social, and environmental topics. In addition to this, every opportunity is taken to encourage appropriate behaviour, community feeling, caring for others, and developing good relationships.

### 4 Understanding myself and others

Cultural awareness and intercultural learning are part of language education.

It is important for children to:

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

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

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

- Thanksgiving, Christmas, Chinese New Year (see pp77–79 of the Class Book)

*becoming aware of children's lives in other countries*

- 'Children around the world' (see pp80–85 of the Class Book)

These sections include topics which allow for comparison: Scouts, endangered animals, and local history.

### 5 Learning through English

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

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

This section includes:

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

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

*Content topics*

Unit 1 – Study skills / Concept maps

Unit 2 – Art / Cave paintings

Unit 3 – Maths / Roman numbers

Unit 4 – History / Inventors and inventions

Unit 5 – Music / Musical instruments

Unit 6 – Science / Nutrition

Unit 7 – Science / Food chains and food webs

Unit 8 – Maths / Polygons

Unit 9 – Geography / The Beaufort scale

At this stage in the children's learning, the class teacher and the English teacher may have many similar objectives. The course will assist development in many of these areas and complement the work done in other subject areas.

### 6 Assessment

*Assessment materials*

**Three lessons in every unit** have specific sections that are part of ongoing assessment (see notes on the poster on page 11). These aim to:

- focus the pupils on the activities they are going to do in the unit they have just started (Lesson 1);
- help pupils understand the purpose and aim of the lessons and their own learning (Lesson 7);
- increase their feelings of achievement (Lesson 12).

There is a simple self-evaluation activity in Lesson 12 (in the Activity Book). This activity encourages the pupils to reflect on the activities they have done in the unit they have just finished. The focus is on becoming aware of the progress they are making and of areas that need more attention.

To support teacher observation and to help teachers chart what pupils can do there is a **photocopiable record card** (see page 205) which can be used to keep a unit-by-unit record of pupils' achievements in reaching linguistic objectives.

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

### Teaching and learning a new language

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

### Exposure

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

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

When pupils see that you enjoy speaking and reading in English, and that you encourage and praise their efforts, they will develop confidence and be motivated to do the same. There are many situations in class when we have opportunities to vary what we say and increase pupils' exposure. Some suggestions arising from basic classroom situations are given on the course website.

## Mother tongue

The abbreviations L1 and L2 stand for 'first language' and 'second language' and are sometimes used in the teaching notes to refer to the pupils' mother tongue (L1) and English (L2).

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

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

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

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

## Recasting

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

## Homework

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

- studying vocabulary for dictations;
- doing the final versions of the writing tasks, such as those in Lesson 8 of each unit;
- working on the 'Learning through English' mini project;
- writing book reviews (using the book review template on PMB p6);
- preparing cut-outs from magazines and newspapers for use in the next lesson;
- preparing the final versions of Portfolio work;
- preparing questions about vocabulary and language structure for pre-test / exam revision classes.

In addition, many of the written activities in the Class Book and Activity Book are suitable for homework. For example, the following sections of the Activity Book are particularly suitable:

- the third activity on the first page of each unit (writing sentences using the new vocabulary);
- the writing activities on the fourth page of each unit (Grammar pages).

## Classroom management

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

Here are some suggestions for effective class management:

1 **Discipline:** Make sure your pupils understand the rules of your class and follow them. Write the rules on a large card and stick it on the classroom wall; when a rule is broken, point to the relevant rule on the card and explain what the problem is. Be consistent in the way you apply the rules; they apply to all pupils, at all times.

Discipline is also about how your pupils should approach each activity. Your pupils may need suggestions for other activities, such as:

- listening – look at the speaker, concentrate on what is said, use expressions such as *Could you say that again, please?* if you didn't understand;
- writing texts – plan what you are going to write, check what you have written for grammar and spelling;
- speaking – look at the person you are speaking to, speak clearly, be aware if the person has understood you or not.

2 **Variety:** Even the most interesting activities become boring after a time. Each lesson needs a variety of activities covering, if possible, all four skills. Use songs, chants, and games to make the lessons more enjoyable, but mix these with quieter listening, reading, and writing activities.

3 **Clarity:** The more words you use to explain an activity, the more confusing it is. Model activities with a pupil as an example; this is much clearer than trying to explain an activity again and again.

4 **Motivation:** Be encouraging and positive with your pupils. Criticism and negative attitudes are often counter-productive. Instead, encourage your pupils to reflect honestly on what they are doing well, and how they can improve.

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

## Course structure

There are nine main units. Each unit is made up of twelve core lessons and an optional lesson (for teachers with more time). The lessons are split between the Class Book, Activity Book, and Photocopy Masters Book.

Activities consist of presentation, practice, and practical activities to give pupils the variety of activity types they need to keep them engaged.

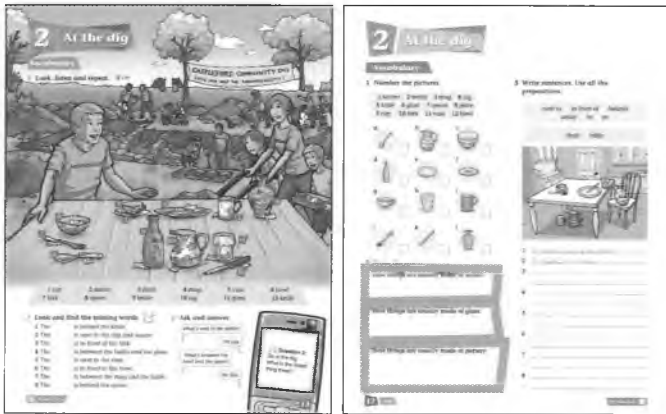
In addition to the nine main units, there are three Revision units, a Festivals section, and a 'Children around the world' section.

These sections, together with the core lessons, provide a total of about 100 hours of teaching material for the year. Teachers with more teaching time than this may choose to teach the optional lessons 11a (extension of the 'Learning through English' topic). These, together with the tests, provide a total of approximately 15–20 extra teaching hours.

## Unit structure

Each unit in Level 5 follows the same sequence. This makes it easier for both the pupils and the teacher to use the book (see the grid on p19 for an overview of the unit structure and the components used in each lesson). The following is a lesson-by-lesson walkthrough of a typical unit. It shows how the path through the unit is implemented.

### Lesson 1 – Introducing vocabulary



Class Book page 13

Activity Book page 12

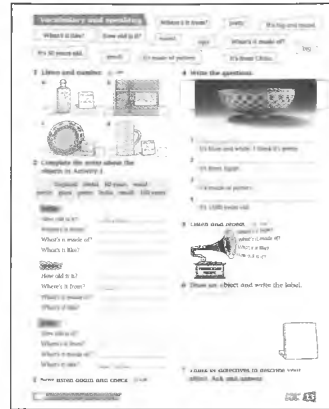
This lesson introduces the topic and the first set of new vocabulary.

At the start of this lesson the Incredible Adventure Game poster is used to give the pupils an overview of what they are going to learn in the unit. Pupils look through the unit in their Class Books and Activity Books and the teacher quickly writes the topics and activities they will be doing on the board, relating them to the relevant shapes on the poster (which the pupils will use again in Lessons 7 and 12).

The new vocabulary is presented using the picture in the Class Book to show the words in context, via a listening activity. The unit-opener picture always links with the story, but it is not part of the story. The pupils then practise the new vocabulary with reading, writing, and speaking activities.

Finally, the pupils read a text message question for the Incredible English Challenge. They will find the answer to the question in Lesson 3.

### Lesson 2 – Practising vocabulary / functions



Activity Book page 13

In this lesson, the pupils review the vocabulary from the previous lesson, and use it to practise functional language such as giving and following directions (Unit 3) or asking for things politely (Unit 4). They listen to examples of the functional language and then practise suitable intonation with a listening and repeating exercise. Finally, in pairs, they practise dialogues using the functional language.

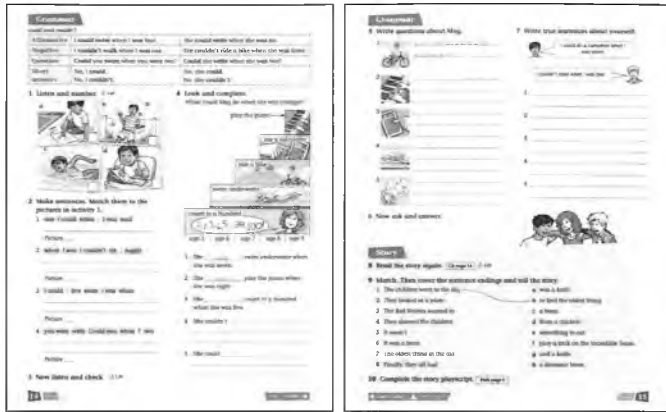
### Lesson 3 – Story



Class Book pages 14 and 15

This is the story lesson, which presents the main new language point of the unit. First the pupils review the new vocabulary with a game. After this, they recall the Challenge question from Lesson 1, then they close their books and listen to the story. After this, they open their Class Books and listen again, at the same time as reading the story in their Class Books. After the two listenings, the pupils identify examples of the new language in the story and look at some sentences constructed with grammar tiles. They then read a dialogue on the page where two of the story characters are playing a guessing game. They use their understanding of the new structure to work out the missing answer. This is followed by a pronunciation ('backchaining') drill, where the example sentence is built up word by word, starting at the end of the sentence. This encourages the pupils to focus on (and imitate) how the words sound together in natural speech, rather than saying individual, isolated words. Next they cut out grammar tiles (Set 1) from the Photocopy Masters Book and use them to make more examples of the new language. Finally they practise the new language with a speaking activity in pairs.

## Lesson 4 – Language focus



Activity Book pages 14 and 15

In this lesson the pupils see another aspect of the structure they saw in Lesson 3. First the pupils review the new language they saw in Lesson 3. Then they study a grammar table with an extension of this new language. They listen to a dialogue using the new language to familiarize themselves with it. Pupils rearrange words to make sentences using the new language. After this, there is a series of activities to practise the new language. There is also an optional extra grammar tiles activity, where pupils can use a second set of grammar tiles to practise the secondary language item, often combining tiles with Set 1 to make a greater variety of sentences.

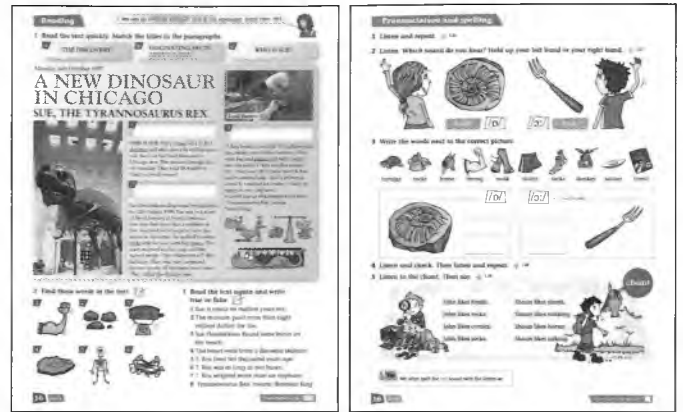
## Lesson 5 – Playscript



Activity Book page 15

In this lesson the pupils complete and read a playscript in the PMB. The playscript is a shortened version of the story in the unit. First the pupils review the new vocabulary group. After this they read and listen to the story again, and then they do a matching exercise which summarizes the content of the story. Next, they do a vocabulary exercise which introduces them to the words in categories. Then they complete the playscript with different words to make their own version of the story. Finally, the pupils act out the playscript in groups. The pupils can also use the optional Vocabulary record PMB page at the end of the lesson.

## Lesson 6 – Reading



Class Book page 16

Activity Book page 16

This lesson focuses first on text types, then on vocabulary expansion, and finally on pronunciation. Note that the pronunciation section (in the Activity Book) is self-contained and can be done at any time in the unit. In each lesson the pupils see an example of a reading text, for example a leaflet or a review. They read the text quickly in order to answer a few simple questions, and the teacher has an opportunity to point out the features of the style, such as the use of headings and the arrangement in paragraphs. After this there is a vocabulary exercise in which they match new words in the text with definitions. This activity is a valuable aid to developing the vital skill of deducing meaning from the context. Next they answer questions about the text as an aid to comprehension and appreciation of the features of that style. After this the focus changes to pronunciation and spelling, and the pupils listen to words which focus on specific sounds in English. They practise saying these words, then they identify the words as they hear them. Finally they practise the words with a pronunciation chant and focus on the different ways of spelling the sounds.

## Lesson 7 – Listening and speaking



Class Book page 17

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

This lesson then focuses on listening and speaking skills. In each lesson the pupils practise listening skills with a listening passage and comprehension questions, and then develop the theme of the listening passage with a speaking activity.

The first time the pupils listen to the CD they answer general comprehension questions. After they listen

for the second time, they answer more detailed comprehension questions. Then they listen to a related dialogue and complete the script as a preparation for the speaking activity. Finally they practise the dialogue in pairs in a structured role-play activity.

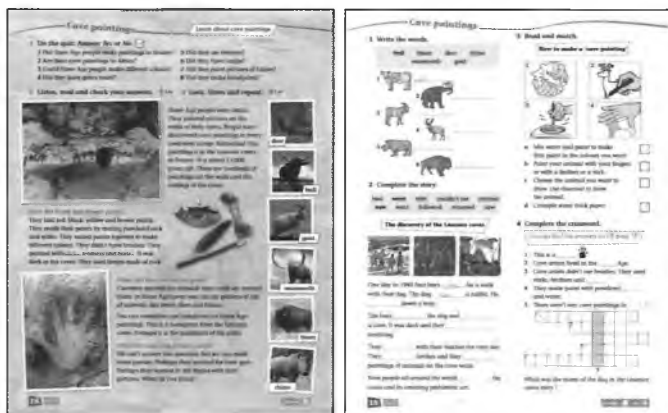
### Lesson 8 – Writing



Activity Book page 17

This lesson focuses on developing writing skills. First the pupils work with example texts. They add information to them, or take notes from them, as an aid to understanding the structure of the texts. After this, they write a parallel text on a related theme in their notebooks (or on a separate piece of paper if they wish to use the work to put in their Portfolio).

### Lesson 9 – Learning through English

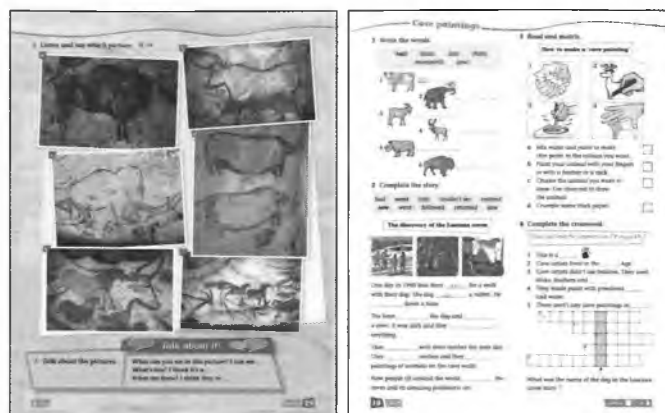


Class Book page 18

Activity Book page 18

This is the first lesson of the three-part CLIL (*Content and Language Integrated Learning*) section. At the beginning of the lesson, the teacher introduces the CLIL topic with a class discussion. This is followed by the presentation of a new set of vocabulary, using words on the CD and the illustrations in the Class Books. This vocabulary set is based on words which the pupils will need for the CLIL topic. The pupils practise this new vocabulary, and then read and listen to a text on the CLIL topic. In some units, this order is reversed: for example, in the CLIL section on cave painting (Unit 2) they read and listen to a text about cave paintings, then they see new words for animals that feature in cave paintings. In all units, this is followed by further activities in which the pupils make use of the new vocabulary in the CLIL context.

### Lesson 10 – Learning through English

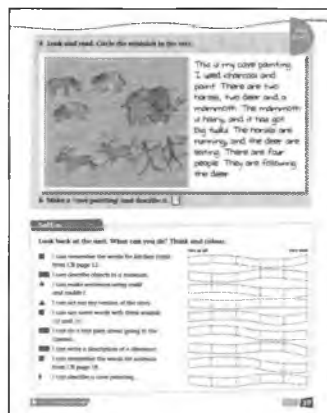


Class Book page 19

Activity Book page 18

This is the second lesson of the three-part CLIL section. First the pupils review the new vocabulary. After this, the pupils listen to conversations that continue with the CLIL topic. Finally, they talk about the topic themselves. For example, in the CLIL sequence on cave painting, they listen to people talking about different cave paintings and identify which one they are talking about. After this, the pupils talk about the paintings in pairs, using the conversations they have just listened to as models.

### Lesson 11 – Learning through English (Mini project)



Activity Book page 19

This is the final lesson of the three-part CLIL section. First the pupils review both sets of new vocabulary from the unit. After this, the pupils work with an example mini project on the CLIL theme, then they write their own mini project. For example, in the CLIL cave painting sequence, they see an example of a pupil's cave-style painting and read the description of it, then they make their own painting or drawing in the cave-painting style and write about it. As with all writing work, it is suggested that the pupils do their first version on rough paper or in their notebooks. They then use this, after correction and suggestions from the teacher, as the basis for their final copy.

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

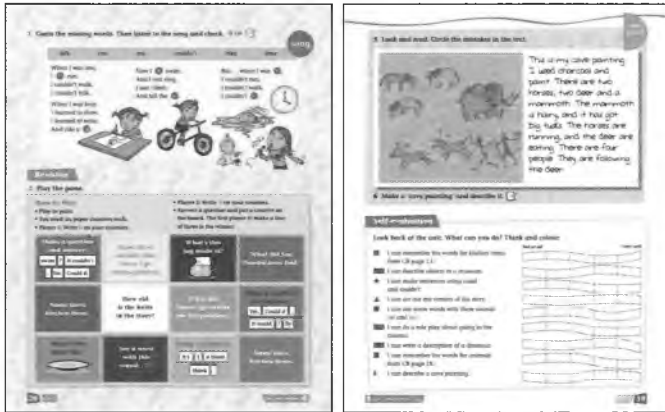


## Lesson 11a – Learning through English (optional extension lesson)

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

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

## Lesson 12 – Song, review, and self-evaluation



Class Book page 20

Activity Book page 19

This lesson has three sections: singing a song, playing games based on the new language in the unit, and a self-evaluation activity. First the pupils add missing words to a song (which revises the target structure of the unit) and sing it. Next they play one or both of two games (a group game using the *Incredible Adventure Game* poster, and a pair-work Class Book game) which serve as an entertaining review of the new vocabulary and language in the unit. Finally, they complete a self-evaluation activity in the Activity Book which encourages the pupils to become aware of the progress they are making, the areas in which they are doing well, and the areas in which they need to do more work. This self-evaluation activity is a key part of the learner-training focus in *Incredible English*; developing learner awareness is an important element of effective language learning, in addition to being a useful skill for all types of learning, at school and later in life.

The pupils also have a second chance to use the optional PMB Vocabulary record page at the end of this lesson.

## Festivals lessons

There are three festivals mini-units (see Class Book pp77–79):

- Two lessons for Thanksgiving (celebrated in the United States on the fourth Thursday in November);
- Two lessons on the celebration of Christmas;
- Two lessons for Chinese New Year (a variable date that is always in January or February).

The choice of festivals means that you can divide the lessons throughout the school year.

The language demands of the activities are based on what pupils are already familiar with, but some new vocabulary is also included.

Activities like writing down the plot of the Christmas play, discussing New Year celebrations in the pupils' own country, etc., provide further opportunities for extension.

## Culture lessons ('Children around the world')

There are three culture mini-units (see Class Book pp80–85). These six lessons:

- focus on the activities of children in different countries around the world;
- deal with topics your class will already be familiar with from their main lessons (endangered animals, local history);
- include a variety of language, including language that pupils have seen in the main units.

The aims of the culture lessons are to:

- allow your class to get to know about the similarities and differences in other children's lives around the world;
- help pupils develop an awareness of their role in their community;
- help pupils understand how they can find out more about their community, help it, and improve it.

The culture lessons are intended to be taught as follows:

- the 'Scouts' lessons should be taught after Unit 3 has been completed;
- the 'History all around us' lessons should be taught after Unit 6;
- the 'Endangered animals' lessons should be taught after Unit 9.

The lesson topics:

- demand natural recycling of the vocabulary and language that the pupils are already familiar with;
- are personalized, as pupils take the theme of each lesson and relate it to their own lives.

## Unit structure overview

The lesson-by-lesson path through each unit is shown in this table. The page numbers refer to the sequence of the pages in the unit, so 'CB page 3' is the third page in each Class Book unit – page 7 in Unit 1, page 15 in Unit 2, etc.

Lesson	Focus	Description	CB / AB / PMB pages	Activities
Lesson 1	Introducing vocabulary	Presenting new core vocabulary for the topic of this unit	CB page 1  AB page 1	<i>Incredible Adventure Game</i> poster (unit overview) Vocabulary presentation Vocabulary practice – reading and speaking  Vocabulary practice – reading and writing
Lesson 2	Practising vocabulary / functions	Presenting functional language	AB page 2	Communication focus (functional language) – reading, writing and speaking practice
Lesson 3	Story	Listening to and working with a story. Presenting new language	CB page 2  CB page 3	Story  Language focus – Grammar tiles Grammar practice – reading, writing, and speaking (including a backchaining drill)
Lesson 4	Language focus	Presenting new language	AB page 3  AB page 4  PMB page	Language focus – Grammar table and practice  Grammar practice – listening, reading, writing, speaking  Optional extra grammar tiles activity
Lesson 5	Playscript	Retelling the story and working with a playscript	AB page 4  PMB page	Story retell activity  Playscript
Lesson 6	Reading	Working with a reading text and pronunciation / spelling work	CB page 4  AB page 5	Reading text and comprehension questions Vocabulary activity (guessing meaning from context)  Pronunciation and spelling focus
Lesson 7	Listening and speaking	Working with a listening passage and a speaking activity	CB page 5	<i>Incredible Adventure Game</i> poster (unit review) Listening task Speaking activity (role play)
Lesson 8	Writing	Working with a text and writing a parallel text	AB page 6	Completing a text or taking notes from a text Writing a parallel text
Lesson 9	Learning through English	Part 1 of the CLIL* section: introducing the topic and vocabulary	CB page 6  AB page 7	CLIL work: listening / reading, vocabulary presentation  CLIL work: vocabulary practice, activity exploring the CLIL theme
Lesson 10	Learning through English	Part 2 of the CLIL section: learning more about the topic	CB page 7  AB page 7	CLIL work: listening and speaking  CLIL work: activity exploring the CLIL theme
Lesson 11	Learning through English	Part 3 of the CLIL section: doing project work	AB page 8	CLIL mini-project model and comprehension questions CLIL mini-project
Lesson 11a	Learning through English (optional extension lesson)	Optional part 4 of the CLIL section: further work on the topic	PMB page	Extra CLIL lesson: development of the CLIL theme
Lesson 12	Song, review, and self-evaluation	Review with a song and game and self-evaluation	CB page 8  AB page 8	Song Revision game <i>Incredible Adventure Game</i> (poster)  Self-evaluation

\*CLIL = Content and Language Integrated Learning

## Activities and games

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

### Dictation

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

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

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

#### Single word dictation

*standard* say a list of six to ten words; the pupils write each word after you say it

*opposites* say a list of words with obvious opposites; the pupils write the opposite word. For example, you say *happy*, the pupils write *sad*

*letter by letter* spell each word of the set, letter by letter, for example  
S – H – O – E – S.

#### Sentence dictation

*standard* say five or six sentences; the pupils write each sentence after you say it

*missing words* say sentences with a missing word; the pupils write the missing word after each sentence. The missing word must be obvious, for example, the pupils write *don't* or *doesn't* in sentences such as *I \_\_\_\_\_ like fish* and *My mother \_\_\_\_\_ like loud music*.

#### Picture dictation

describe a picture; the pupils draw the picture (and possibly colour it as well) as you describe it. This works well with prepositions (*There's a chair*, *There's a book on the chair*, etc.) and colours (*The chair is red*, etc.).

Word and sentence dictations are ideal for mini-competitions within a class; they can run over a month or so and winners can be highlighted on the class noticeboard.

Regarding the importance and usefulness of dictation, it's worth noting that most upper primary school children in England have weekly dictation-style spelling tests. These tests are seen as a necessary part of learning

to read and write for young speakers of English as a mother tongue; the same is just as true for speakers of English as a foreign language.

### What's missing?

- Write a set of words on the board and ask the pupils to say them.
- Erase the words, then write the set again with one word missing.
- The pupils identify which word is missing.

### Get moving!

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

### That's my word!

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

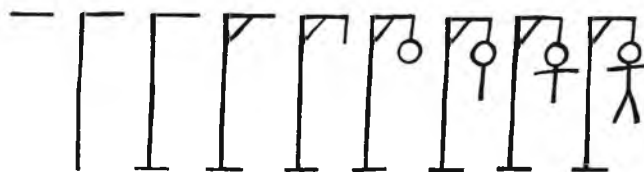
- Write the words on the board and write a number from one to six next to each.
- Assign a number from one to six to each pupil.
- Point to the numbers on the board and say each one; the pupils who have that number say the word chorally.
- Erase the words on the board, then say the words in random order. Suppose, for example, you give the number 3 to the word *stapler*; when you say that word to the pupils, all the pupils whose number is 3 say *That's my word! Stapler!*

To add a TPR element, the pupils can put their hands up as well, or stand up to say *That's my word!*

### Hangman

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

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



### Guess the word

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

- Draw a line for each word in the vocabulary item, for example \_\_\_\_\_ for *sausages* or \_\_\_\_\_ for *apple pie*.
- Add one distinctive spelling pattern for each vocabulary item, in approximately the right positions, such as *\_sh\_* for *mashed potato* and *\_pp\_* for *apple pie*.
- The pupils try to guess each vocabulary item.

- If necessary, add more than one spelling pattern.
- Avoid using the first or final letter of each word so that the pupils focus on the spelling patterns.

### **First letters**

- Write the vocabulary items you wish to practise on the board and then erase them.
- Start spelling the words and encourage the pupils to identify them.

### **First letters (definitions)**

This variation of *First letters* works well for general vocabulary revision. You will need a set of cards with letters of the alphabet (or you can write the letters on the board).

- Show the alphabet card with the first letter of the word you want the pupils to say.
- Say a definition or description of the word, for example, *You drink out of it (a cup)* or *It's an animal which lives in woodland (a fox)*.
- The pupils guess the word.

### **First sounds**

This is basically the same as *First letters (definitions)*, but without the alphabet cards. Just say the first sound of each word and the definition / description.

### **Memory words**

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

- Say each word; the pupils point to the object.
- Then say sets of three or four words; the pupils point to the objects in the same order.
- See how far you can go, making longer sequences of objects.
- Ask individual pupils to say sequences for the other pupils to follow.
- As an alternative, pupils can say the words in sequence, rather than pointing to the objects / pictures.

### **Bingo**

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

- Ask the pupils to choose six words from the set and write them in their notebooks. Then say the words from the vocabulary set in random order.
- Each time a pupil hears a word in his list he crosses it out. The first pupil to cross out all the words on his card is the winner.
- To add an appealing visual element to the game, show the pupils how to draw a small bingo card in their notebooks, with a grid for the words they choose, and with the title *Bingo!*

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

### **Memory chains**

This game works well with vocabulary sets such as food, drink, clothes, or places.

- Start the chain with a sentence such as *I went to the shops and I bought some cheese*.
- Choose a pupil to add an item to the chain, for example, *I went to the shops and I bought some cheese and some tomatoes*.
- Continue with other pupils, each one adding an item to the list.
- The pupils can play this game in small groups, going round the group and adding items until one of the pupils makes a mistake.
- Other suitable starting sentences are: *I went to the clothes shop and I bought ...* (for clothes) and *On Saturday I got up early and I went to the ...* (for places).

### **Make a word**

This game works as a general review of vocabulary – it isn't so suitable for specific sets of vocabulary.

- Ask one pupil to say the alphabet silently; ask another pupil to tell him / her when to stop.
- When the second pupil says *stop*, the first pupil says which letter of the alphabet he was saying. Write the letter on the board.
- Repeat with other pairs of pupils. The first pupil to make a word using some or all of the letters on the board gets a point.

### **Definitions**

This game works well with objects that have an obvious function, such as a pen, a desk, a computer, etc.

- Say sentences about an object from the vocabulary set such as *I cut my bread with it this morning*.
- The first pupil to guess the object gets a point.

### **Get into groups**

This game works well with groups of objects, such as musical instruments, reading materials, etc.

- Write the words from the vocabulary set on the board. Under each word, write a number, starting with 1.
- Assign one of the numbers to each pupil in the class. The pupils read their word from the board.
- On your signal, the pupils stand up and get into groups with one example of each word – for example, so that each group contains all the musical instruments. They can only say their word (not their number) to identify themselves.

### **True or false?**

This game works well with things that have definite characteristics, such as animals, polygons, places, etc.

- Say sentences about one of the objects. The sentences can be true or false, for example *A spider has got eight legs (true)* or *A spider has got six legs (false)*.
- The pupils say *True* or *False* about your sentences.

## Multimedia extension

### Learning other subjects through English

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

The DVD for Levels 5 and 6 is divided into six sections: Art, History 1 and 2, Science 1 and 2, and Geography. The table below shows how these sections connect with the topic areas of Levels 5 and 6 of the course, and gives a brief summary of contents.

Section	Content	Topic area link
Art	Manchester sculptures (different reasons for and functions of works of art)	Level 5, Unit 2 (Cave paintings)
History 1	Hadrian's Wall and museums (Roman inventions)	Level 5, Unit 4 (Inventions)
Science 1	South Lakes Wild Animal Park (animals from the African savannah and their food chains)	Level 5, Unit 7 (Food chains)
Geography	The River Tyne (Newcastle – a river city with a special bridge)	Level 6, Unit 1 (River features)
History 2	National Media Museum (how computers changed film-making)	Level 6, Unit 5 (The history of film)
Science 2	National Space Centre (everyday uses of space technology)	Level 6, Unit 8 (The solar system)

## Lesson 1 = Skills

### Objectives

- Become familiar with this level of the course
- Understand the layout of the books
- Meet the new characters
- Understand the use of *likes ...ing*
- Practise talking about what you like

### Core language

Review of language from previous levels (school subjects, food, animals, activities)

### Other language

*answer (n) (v), better than, competition, explore, team, enter (a competition), Stop her!, Too late, Never mind.*

### Materials

CB pp2–3; AB p2; CD 1

### Starting the course

#### Teaching tip

An important part of learner training is making the pupils aware of the learning process. At the start of this lesson, the pupils see the structure of their new Class Book. In this way, they become aware of how the course is arranged and what they are going to be doing.

- Show the pupils the Class Book and ask them to look through it. Ask these questions:  
*How many units are there in the book? (9)*  
*How many pages are there in each unit? (8)*  
*What is there at the end of the book? (Festivals units, 'Children around the world' units, a language summary)*
- Recast their answers as necessary.
- Show the pupils approximately how much of the book they will do in each term of the year. Also show the pupils the points in the book where they will have tests and / or exams.
- Ask the following questions, one by one:  
*Can you find ...*  
*... a page with new vocabulary?*  
*... a page with a story?*  
*... a page with grammar tiles?*  
*... a page which practises reading?*  
*... a page which practises listening and speaking?*
- After the pupils have found an example of each page, show how:
  - the first page of each unit presents new vocabulary;
  - the second page of each unit is the story;
  - the third page of each unit is the grammar page;
  - the fourth page of each unit is the reading page;
  - the fifth page of each unit is the listening page.
- Show the pupils the sixth page and the seventh page (pages 10 and 11) of Unit 1. Explain that these pages help them to practise their English while they study other subjects. Show the pupils the range of other subjects (music, history, the animal world) in the other units. Also show the pupils that there is a

second set of new vocabulary on the sixth page of each unit (except in Unit 1, where it's on the seventh page).

- Show pupils the eighth page (page 12) of Unit 1. Explain that this page has a song and a game to help them review the language of the unit.
- Briefly go through a unit of the Activity Book and show how the pages relate to the pages in the Class Book. Show pupils how there are three revision units in the Activity Book, after Units 3, 6, and 9.

### Activity 1 Story – first listening

- Tell the pupils to open their Class Books at page 2. Point to the pictures of the three children at the top and say their names (Oli, Meg, and Rav).
- Point to the story and ask questions about it, such as *Where are they?* and *What are they doing?*
- Play the CD while the pupils listen and read.
- Point to the children in the picture and ask *Who's he / she? Who are they?* Make sure the pupils realize that the Red Wolves aren't in the same group of friends as Meg, Oli, and Rav.

#### 1.1

- [1] Narrator: In the park ...  
Rav: Stop her, Oli!  
(*basketball sounds*)  
Oli: Too late.  
Meg: They're better than us.
- [2] Oli: Oh well, never mind.  
Rav: Hey, look at this poster. There's a competition.
- [3] Oli: It says 'Explore your town and answer nine questions.'  
Rav: That sounds fun.  
Meg: Let's enter the competition!
- [4] Oli: OK. What shall we call our team?  
Meg: How about 'The Incredible Team'?  
Oli: Good idea.  
Rav: Look. There's a phone number.
- [5] Meg: (*phone dialling*)  
Meg: We want to enter the competition.  
Phone voice: What's the name of your team?  
Meg: The Incredible Team.
- [6] Red Wolf 1: We're in the competition too.  
Red Wolf 2: We're the Red Wolves Team!  
Red Wolf 3: And we never lose!

### Activity 1 Story – second listening

- Play the CD again while the pupils listen and familiarize themselves with the characters.

### Activity 2 Look at the story and find the pictures.

- Read sentence *a* to the pupils and ask *Which picture is it? (2).*
- The pupils match the sentences with the pictures and write the answers in their notebooks.

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

## AB p2 Introduce the functional language

- Point to the sentence boxes at the top of the page. Read the questions and answers.
- Show the pupils how *like* goes with a noun (e.g. *Art*) or a verb in the *...ing* form (e.g. *reading, exploring*).
- Say *We're going to practise using the verb 'like'*.

## AB p2 Activity 1 Read and match.

- Read sentences *a–d* to the pupils. Read sentence *a* again and ask *Which picture is it? (number 3)*.
- The pupils match the sentences with the pictures.

Answers: a 3 b 4 c 1 d 2

## AB p2 Activity 2 Write the words in the correct box.

- Read the words in the word pool to the pupils. Explain any unfamiliar words.
- Read the four categories and show the pupils the word *History* in the *School subjects* category.
- The pupils write the rest of the words in the correct category.

Answers: School subjects – History, Science, Art; Activities – swimming, watching TV, reading, cooking; Food – broccoli, yoghurt, biscuits; Animals – snakes, monkeys, bats

## AB p2 Activity 3 Write questions and draw.

- Point to the first picture and read the question. Repeat with the second picture and question.
- Ask the pupils to say the question for the third picture (*Do you like (eating) yoghurt?*).
- The pupils write the rest of the questions. For numbers 7 and 8 they invent their own questions and draw pictures to illustrate them.

Answers: 1 Do you like drawing pictures? 2 Do you like Maths? 3 Do you like (eating) yoghurt? 4 Do you like reading? 5 Do you like swimming? 6 Do you like snakes? 7 / 8 (pupils' own questions)

## AB p2 Activity 4 Ask your partner the questions.

- Choose a pupil to ask one of the questions in Activity 3 and another pupil to answer it.
- The pupils ask and answer the questions in pairs.

# Lesson 2 = Skills

## Objectives

- Recall the structure of the book
- Recall the characters in the story
- Read about the competition
- Write about yourself

## Core language

Review of language used so far

## Other language

*internet, surname, team, certificate, race, good at, text message, take part (in)*

## Materials

CB pp3–4; AB p3; CD 1

## Recall the structure of the book

- Ask the pupils to tell you how the Class Book and Activity Book are arranged. They should be able to tell you:
  - the number of units;
  - where the revision units are;
  - what there is on each page of the unit.
- Recast their answers as necessary.

## Recall the story and the characters

- Ask the pupils to tell you the names of the characters from the story (Meg, Oli, and Rav).
- Ask the pupils to recall what happened in the first episode of the story. Recast their answers as necessary.
- Make sure the pupils understand that the Red Wolves are a rival group, and that they are going to be competing in the town competition too.
- Explain that in this lesson the pupils will learn more about the competition.

## CB p3 Activity 3 Read the poster quickly and find the answers.

- Ask the pupils to open their Class Books at page 3.
- Read the questions in Activity 3 to the pupils. Say *You've got one minute to find the answers*.
- At the end of one minute check the pupils' answers.

Answers: The Castleford Challenge, 445620, 9

## CB p3 Activity 4 Read the poster again and write true or false.

- Give the pupils time to read the poster in detail.
- The pupils answer the questions in their notebooks.

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

## CB p4 Activity 5 Listen and say who.

- Point to the information about Rav and read it to the pupils. Expand each piece of information into a complete sentence (*His name's Rav Kotecha. He's eleven. He lives at 17 Elm Road, Castleford, etc.*).
- Choose individual pupils to do the same for the information about Meg and Oli.
- Play the first conversation on the CD. Ask *Who is it?* (Meg). Repeat with the other conversations.

## 1.2

- 1 Adult: Where do you live?  
Meg: I live at 15 Elm Road.
- 2 Adult: How old are you?  
Oli: I'm ten.
- 3 Adult: What do you like doing after school?  
Rav: Er ... listening to music. And skateboarding – I like skateboarding.
- 4 Adult: Have you got any brothers and sisters?  
Oli: Yes. I've got one brother, and one sister.
- 5 Adult: Are you good at Gym?  
Meg: No, not very. I'm good at Maths. It's my favourite subject. And I like Music too.
- 6 Adult: What's your surname?  
Rav: Kotecha. K-O-T-E-C-H-A.
- 7 Adult: Have you got any brothers and sisters?  
Meg: Yes, I've got one sister. I haven't got any brothers.
- 8 Adult: Are you good at Art?  
Oli: Art? Yes, I love it.

Answers: 1 Meg 2 Oli 3 Rav 4 Oli 5 Meg 6 Rav 7 Meg  
8 Oli

### CB p4 Activity 6 Match the questions and answers.

- Read the first question. The pupils match it with the answer (d).
- The pupils match the rest of the questions and answers.

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

### CB p4 Activity 7 Now ask your partner questions about Oli and Meg.

- Ask individual pupils to say questions about Oli or Meg. Choose other pupils to answer, using the information in the table.
- The pupils practise the questions and answers in pairs.

### AB p3 Activity 1 Read. Write the name.

- Read the text to the pupils. Say *Find the name on page 4 of the Class Book*.

Answer: Meg

### AB p3 Activity 2 Complete your profile.

- Read the categories in the profile to the pupils. Show the pupils that this table is similar to the table on page 4 of the Class Book.
- The pupils complete the table with information about themselves, and draw a self-portrait in the space provided.

### AB p3 Activity 3 Now write about yourself.

- The pupils use the information in the table in Activity 2 to write a paragraph about themselves.
- The pupils first write a rough copy of their profile in their notebooks.
- After you have checked their work the pupils write the final copy of their profile in their Activity Books.



## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for things we read
- Practise talking about things we read

#### Core language

Things we read: *dictionary, encyclopedia, leaflet, website, notice, calendar, newspaper, atlas, poster*

Review of

- things we read: *magazine, comic*
- adverbs of frequency: *often, sometimes, never*
- language used so far

#### Other language

*library, research skills, equator, carry*

*What is he doing / carrying? He is reading / looking at ...*

#### Materials

CB p5; AB p4; Incredible Adventure Game poster; CD 1

#### Unit overview

- Put up the Incredible Adventure Game poster where pupils can see it.
- Say *In this unit we are going to learn about the different types of things you can read.* Say some of the words in the vocabulary group, and ask the pupils to suggest more things you can read.
- Talk with the pupils about where they can find these reading materials (in the school library, on a computer, in bookshops, newsagents, their houses, etc.).
- Talk with the pupils about how often they use these reading materials and what they use them for.
- Ask the pupils to look through Unit 1 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – things we read, design words
  - Skills (speaking) – making suggestions (*Let's ... / Shall we ...?*) and talking about words (*How do you spell ...? What does ... mean?*)
  - ▲ Story – *The first question*
  - ◆ Sentences – *There was / wasn't a mouse. There were some / weren't any CDs. Was there a mouse? Yes, there was. / No, there wasn't. Were there any CDs? Yes, there were. / No, there weren't.*
  - Skills – reading about books and authors, talking about books, writing a book review
  - Song – *We had a brilliant holiday* / Chant – *The crook in the book*
  - ▷ Other subjects – Study skills (concept maps)
- Tell the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

#### CB p5 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where is it?* and *What can you do there?* Recast the pupils' answers as necessary: *Yes, it's a library. You can read books and magazines there. You can borrow books. You can find out information.*
- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### ))) 1.3

1 poster 2 notice 3 website 4 comic 5 newspaper 6 magazine  
7 dictionary 8 encyclopedia 9 atlas 10 leaflet 11 calendar

- Play *That's my word!* (see page 20) using six of the new words: when the pupils hear you say their word, they hold up their Class Books, point to the picture on the page, and say the word.
- Repeat the game using the five remaining words from the vocabulary set.

#### CB p5 Activity 2 Look and correct the words in blue.

- Revise the irregular plurals of *man* and *woman* like this: Draw a simple picture of a man on the board and ask *What is it? (a man).* Write *a man* next to the picture, then draw another man next to it. Ask *What are they? (two men).* Write *two men* next to the picture, then underline the *a* and *e* to emphasize the irregular plural. Repeat with pictures of a woman / two women.
- Read the first sentence to the pupils. Ask *Is that correct? (No).* Say *Change the blue word* and guide the pupils to saying the correct sentence (*A man is carrying a newspaper and a magazine*).
- The pupils correct the rest of the sentences and write them in their notebooks.

Answers: 1 man 2 girl 3 boy 4 woman 5 boy 6 girls  
7 woman 8 boys 9 woman

#### CB p5 Activity 3 Point to the people. Ask and answer.

- Read the first question and answer to the pupils. Ask *Who is it?* The pupils identify the person (*the woman*). Repeat with the other question and answer.
- Point to people in the picture and ask questions such as *What is he doing?*
- Ask individual pupils to ask questions with *carrying* and *doing*, and other pupils to answer them.
- The pupils ask and answer questions in pairs.

### CB p5 Challenge

- Remind pupils of the Castleford Challenge. Ask pupils to look at the text message on the screen at the bottom of the page, and explain that this is the first question in the competition. Read the question aloud. Explain the meaning of *equator* and then ask *Where could you find the answer in the library?* The pupils suggest various possibilities (*in an atlas, on the internet / a website, on a poster, etc.*).
- Explain that in the next story episode the Incredible Team will find the answer to the question.

### AB p4 Activity 1 Number the pictures.

- Show the pupils the example answer (1) in the box next to picture *f*. Point to picture *a* and ask *What is it? (a comic)*. Pupils write the number 3 in the box.
- The pupils number the rest of the pictures.

Answers: a 3 b 4 c 6 d 10 e 8 f 1 g 5 h 7 i 9 j 11 k 2

### AB p4 Activity 2 Write the words.

- Point to the picture of the calendar in Activity 1 and ask *How often do you use a calendar?* Choose individual pupils to reply; guide them to saying *I often / sometimes / never use a calendar*.
- Show the pupils how to add the word *calendar* to the appropriate category. The pupils add the other words from Activity 1 to the categories.
- Ask individual pupils to say sentences about their habits, such as *I often use encyclopedias*.

Answers: (pupils' own answers)

### AB p4 Activity 3 Find the people and write sentences.

Note: this activity is suitable for homework.

- Point to the picture of the man reading a newspaper and read the example sentence about him (*He's reading a newspaper*).
- Repeat with the boys looking at the poster (*They're looking at a poster*).
- The pupils write sentences about the other people in the picture.

Answers: 1 He's reading a newspaper. 2 They're looking at a poster. 3 She's looking at a calendar. 4 He's carrying an encyclopedia. 5 They're looking at an atlas. 6 She's looking at a website. 7 They're reading comics. 8 He's carrying a leaflet.

### Teaching tip

If pupils make sentences using *reading* for numbers 2, 3, 5, and 6, accept these as correct, but explain that we normally use *reading* to refer to something which is mostly text (for example a book, a newspaper, or a magazine) and *looking at* to refer to something which has a lot of pictures as well as text (for example an atlas, a website, etc.).

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review vocabulary for things we read
- Understand the use of *Let's ... / Shall we ...?* for making suggestions
- Understand the use of *How do you say ... in English? / How do you spell ...?*
- Practise using the new language
- Practise sentence rhythm / intonation / stress: making suggestions and agreeing with suggestions

#### Core language

*Let's ... / Shall we ...?; How do you say ... in English?; How do you spell ...?*

Review of

- vocabulary for things we read
- language used so far

#### Materials

AB p5; CD 1

#### Review vocabulary

- Ask the pupils to recall the vocabulary from the previous lesson for things we read. Write the words on the board.
- Cue the vocabulary items with sentences such as *It's a book with all the countries of the world in it. (atlas)*. The pupils say the words chorally and individually.

### AB p5 Introduce the functional language

- Read the sentence boxes at the top of the page. Say *In this lesson we're going to practise making suggestions with 'Let's ...' and 'Shall we ...?'*.
- Point to Activity 5. Say *We're also going to practise ways of talking about words, with 'How do you say ...?' and 'How do you spell ...?'*.

### AB p5 Activity 1 Listen and number.

- Point to each of the pictures and ask *What are they doing?* The pupils describe what's happening in each picture (*They're looking at an atlas, etc.*).
- Play the CD while the pupils listen and match the conversations with the pictures.

#### ))) 1.4

- 1 A: What's on TV tonight?  
B: I don't know. Shall we look in the newspaper?  
A: Good idea.  
(*sound of newspaper rustling*)  
B: Great. There's a film.
- 2 A: What time does the library close?  
B: I don't know. Let's look at the notice.  
A: OK. Come on.  
B: Look, it opens at 10am and closes at 8pm.
- 3 A: Where's Canberra?  
B: I don't know. Let's look in the atlas.  
A: Good idea.  
(*sound of book opening*)  
B: It's in Australia.
- 4 A: How do you spell giraffe?  
B: Is it G-I-R-A-F-E?  
A: I don't know. Shall we check in the dictionary?  
B: Yes, good idea.  
(*sound of book opening*)  
A: OK. Ah, it's G-I-R-A-double F-E.

Answers: 1 d 2 c 3 a 4 b

- Play the CD again. Pause after each instance of *Let's ...* or *Shall we ...?* and repeat it. Pause again after the reply (*Good idea, OK, etc.*) and repeat it.

**AB p5** Activity 2 Order the dialogues. Then listen and check.

- Read the sentences in number 1 to the pupils. Point to sentence *b* and the number *1* next to it. Ask the pupils to suggest the next sentence. If they suggest *c*, point out that then there's no place for *a* and *d*. Encourage the pupils to look at all the sentences and then work out the order.
- The pupils work out the order for number 2 individually.
- Play the CD again (Listening 1.4) while the pupils listen and check the order.

Answers: 1 b, a, d, c 2 c, b, d, a

**AB p5** Activity 3 Listen and repeat.

- Read the suggestions. Play the CD and highlight the intonation.
- The pupils repeat the suggestions chorally and individually. Encourage them to use the intonation on the CD.

**1.5**

Let's look in the newspaper.  
Shall we check in the dictionary?

**AB p5** Activity 4 Write responses. Use *Let's ...* and *Shall we ...?*

- Read the phrases in the word pool to the pupils, then read the example question and answer.
- The pupils complete the rest of the answers individually.
- Ask pairs of pupils to read a question and answer each, using the correct intonation.

Answers: (note – the pupils can use *Let's* or *Shall we* in all the answers) 1 Shall we look in the encyclopedia? 2 Let's look in a dictionary. 3 Let's look at the leaflet. 4 Shall we check on the calendar?

**AB p5** Activity 5 Practise your vocabulary. Ask and answer.

- Use the flowchart to demonstrate different conversations, such as:  
*How do you say 'queso' in English?*  
*Cheese.*  
*How do you say 'mantequilla' in English?*  
*I don't know. Let's check in a dictionary.*  
*Butter.*
- Practise the conversations with individual pupils, then ask pairs of pupils to practise the conversations.
- The pupils practise the conversation in pairs.

## Lesson 3

▲ = Story ◆ = Sentences

### Story

#### Objectives

- Review vocabulary for things we read
- Listen to and read a story
- Understand the use of *There was ...* and *There were ...*
- Understand the use of *There wasn't ...* and *There weren't ...*
- Practise using the new language

#### Core language

*There was ... / There were ...*

*There wasn't ... / There weren't ...*

*some / any*

Review of

- vocabulary for things we read
- language used so far

#### Other language

*librarian, help, find out, strange, mouse (computers), crash (computers), desk, shelf*

*Good idea; I don't know; Brilliant!; I've found the answer.*

#### Materials

CB pp6–7; CD 1; Grammar tiles (PMB p2) – one photocopy of Set 1 per pupil

#### Review vocabulary

- Ask the pupils to recall the words for things we read. Write the words on the board. The pupils say the words chorally and individually.
- Play *Memory words* with the pupils. Say sets of three, four, or more of the vocabulary words to the pupils; they must say the words again in the same order. See how far you can go, making longer sequences of words. Ask individual pupils to say sets of words for the other pupils to say too.

#### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 5 of the Class Book (*How long is the equator?*).
- Ask the pupils to guess the answer. Write some of their guesses on the board.
- Explain that the children in the story are going to the library to find the answer to the question.

**CB p6** Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

**1.6**

- [1] Narrator: At the library ...  
Meg: Look! The Red Wolves are here.  
Oli: Come on. Let's go in.  
Rav: Let's find a librarian.
- [2] Meg: Excuse me. Can you help us?  
Librarian: Certainly.  
Oli: We have to answer a question. How long is the equator?  
Librarian: I don't know! But I can help you find out.

- [3] Librarian: That's strange. I was here five minutes ago.  
There were some geography CDs on the shelf.  
Oli: Where are they now?  
Rav: Oh look! The Red Wolves have got them.
- [4] Librarian: Why not look on the internet?  
Meg: Brilliant! Come on!
- [5] Meg: Here's a computer.  
Rav: But there isn't a mouse.  
Librarian: There was a mouse next to the computer.  
I saw it!
- [6] Meg: Let's look in a book.  
Rav: Good idea. But which book?  
Librarian: Look in the big encyclopedia. It's over there, on the table.
- [7] Narrator: Five minutes later ...  
Oli: Look. I've found the answer!  
(*sound of number being dialled*)  
Meg: The equator is 40,075 kilometres long.  
Phone voice: Well done! Now wait for the next text message.
- [8] Red Wolf: Our computer crashed!  
Oli: Bad luck!

- Ask the challenge question and see if any of the pupils can answer it.

**Answer:** 40,075 kilometres

### CB p6 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Play the recording again while the pupils follow in their books.
- Ask questions about the story such as *What problem did the Red Wolves have?*
- Check the answer to the challenge question. Compare the answer with the pupils' answers after the first listening.
- Go through any vocabulary queries with the class.

### CB p7 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils to read the sentences in the grammar tiles.
- Ask the pupils which sentences were in the story (*There was a mouse next to the computer. There were some geography CDs on the shelf.*)
- Read the grammar tip to the pupils. Make sure they understand that *there was / there were* refer to the past.
- Focus on the use of *some* and *any* with plural nouns. Point out how *any* is used in negative plural sentences: *There weren't any children ...*
- The pupils say the sentences in the tiles chorally and individually.

### CB p7 Activity 3 Look at the pictures and finish the dialogue.

- Point to each picture and ask the pupils *What time is it?*
- Read the first speech bubble to the pupils. Ask the pupils *Which picture is it? (9.00 am).*
- Point to the picture for 9.00 am and show how it matches the sentences.

### CB p7 Activity 4 Listen and repeat.

- Read the first sentence (*There was a dictionary*) to the pupils.
- Play the first backchaining drill on the CD (see page 15 for an explanation of backchaining). Show the pupils how the sentence builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

### 1.7

dictionary.  
a dictionary.  
There was a dictionary.  
newspaper.  
a newspaper.  
There wasn't a newspaper.  
leaflets.  
some leaflets.  
There were some leaflets.  
comics.  
any comics.  
There weren't any comics.

### CB p7 PMB p2 Activity 5 Choose a different picture. Make four sentences.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 2. The pupils cut out the tiles and put them on their desks.
- Say *Make a sentence about the 3.00 pm picture.* The pupils arrange the tiles to make suitable sentences, for example *There was a newspaper.*
- Say *Now make four sentences about another picture.* Pupils form sentences using the tiles, and copy the sentences into their notebooks. When they have finished, ask one of the pupils to read out his / her sentences, and another pupil to guess which picture it is.
- Repeat with other pairs of pupils.

#### Teaching tip

As an alternative to using the photocopied tiles, pupils can do the activity by looking at the tiles at the bottom of Class Book page 7, and writing sentences in their notebooks. However, it is strongly recommended that the photocopied tiles are used, to give pupils a more tactile, and therefore memorable, learning experience.

### CB p7 Activity 6 Now play the game with your partner.

- The pupils play the guessing game in Activity 5 in pairs. (They should play the game verbally, without using the tiles.)

# Lesson 4 ◆ = Sentences

## Language focus

### Objectives

- Review the new language from the previous lesson
- Understand the use of *Was there ...?* and *Were there ...?*
- Practise using the new language

### Core language

*Was there ...? / Were there ...?*

Review of language used so far

### Materials

AB pp6–7; CD 1; Grammar tiles (PMB p2) – one photocopy of Set 2 per pupil (optional); Pupils' grammar tiles (Set 1) from Lesson 3 (optional)

### Recall the language from the previous lesson

- Draw a picture of a room and add various items from the vocabulary group to it, for example, an atlas, a newspaper, and a comic. Say *This was my room at nine o'clock last night.*
- Ask the pupils to make sentences about it with *there was / wasn't* and *there were / weren't*.

### AB p6 Introduce the new language

- Point to the grammar table at the top of the page. Read the affirmative and negative sentences first. Make sure the pupils understand that this is the language they saw in the previous lesson.
- Read the questions and answers. Show the pupils how in the questions the order of *there* and *was / were* is changed.
- Show the pupils the short answers.
- Say *In this lesson we're going to practise asking questions with 'Was there ...?' and 'Were there ...?'*.

### AB p6 Activity 1 Listen and number.

- Point to the thought bubbles in the pictures. Ask *What's in this thought bubble?* The pupils identify the contents (*books on shelves, comics, a question mark, etc.*).
- Play the first part of the conversation on the CD and ask *Which picture is it? (d)*.
- Play the rest of the CD while the pupils listen and match each part of the conversation with a picture.

### 1.8

- Meg: I love the new library. It's great!
- 1 Rav: What was the old library like?  
Meg: The old library? It had small windows. And there was a wooden door.
- 2 Rav: And what about inside the library? What was it like?  
Meg: Well... there were lots of books!  
Rav: Of course!
- 3 Rav: Was there a computer room?  
Meg: No, there wasn't.
- 4 Rav: Were there any comics?  
Meg: No, there weren't.  
Rav: Really? I think the new library is better!  
Meg: Me too!

Answers: 1 d 2 a 3 c 4 b

### AB p6 Activity 2 Make sentences. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then read the correct sentence (*Was there a computer room?*) and the correct picture from Activity 1 (c).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

### AB p6 Activity 3 Now listen again and check.

- Play the CD again (Listening 1.8) while the pupils listen and check their answers.

Answers: 1 Was there a computer room? (c) 2 There were lots of books. (a) 3 Were there any comics? (b) 4 There was a wooden door. (d)

- The pupils say the sentences chorally and individually.

### PMB p2 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or later in the lesson) if you wish to give extra practice of the question structure.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 2. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many questions as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most questions within that time.
- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more questions, for example *Were there any comics? Was there a newspaper?*

### AB p6 Activity 4 What was there at the zoo? Write questions and answers.

- Read the speech bubble and show Oli's list to the pupils. Then read the example questions and answer to the pupils. Ask the pupils to say the answer to number 2 (*Yes, there was*).
- Point to number 3 and ask the pupils to say a question about a tarantula (*Was there a tarantula?*) and the answer (*No, there wasn't*).
- The pupils write the rest of the questions and answers individually.

Answers: 1 Were there any penguins? No, there weren't.  
2 Was there an elephant? Yes, there was. 3 Was there a tarantula? No, there wasn't. 4 Were there any dolphins? No, there weren't. 5 Was there a crocodile? Yes, there was.  
6 Were there any monkeys? Yes, there were.

### AB p7 Activity 5 Write true or false about your classroom last year. Correct the false sentences.

- Read the example sentences in the speech bubbles to the pupils.
- Say *Think about your classroom last year.* Read the first sentence and ask *True or false?* The pupils give the appropriate answer.

- The pupils write *true* or *false* next to the other sentences.
- When they have finished, ask them to correct the false sentences, for example *There were two blackboards.*  
*False – There was one blackboard.*

Answers: (pupils' own answers)

### AB p7 Activity 6 Answer the questions with complete sentences.

- Read the first question to the pupils and ask a pupil to answer it.
- The pupils answer the rest of the questions individually.

Answers: (pupils' own answers)

### Teaching tip

This activity could be done for homework if preferred.

## Lesson 5 ▲ = Story

### Playscript

#### Objectives

- Review vocabulary for things we read
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

#### Core language

Review of

- vocabulary for things we read
- language used so far

#### Other language

*I'm not sure; I've no idea!; I haven't got a clue!*

#### Materials

AB p7; CD 1; Unit 1 playscript (PMB p4) – one photocopy per pupil; Playscript cover (PMB p3) – one photocopy per pupil (optional); Unit 1 Vocabulary record page (PMB p5) – one photocopy per pupil (optional); Real dictionaries (optional)

#### Review vocabulary / spelling and dictation

- Write the first letters of each word from the reading materials vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the words, such as:
  - words with double vowels (*leaflet, dictionary*)
  - words with *o* (*dictionary, encyclopedia, notice, comic, poster*)
  - words ending with *e* (*website, notice, magazine*).
- Relate the spelling patterns to pronunciation, for example:
  - *ea* is pronounced the same as *ee*
  - *ti* in *dictionary* is pronounced like *sh*
  - three different pronunciations of *o*; in *dictionary*, in *comic*, and in *encyclopedia, notice*, and *poster*.

- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

### AB p7 Activity 7 Read the story again.

- Ask the pupils to open their Class Books at page 6.
- Play the CD again (Listening 1.6) while the pupils listen and read the story.

### AB p7 Activity 8 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending d.
- The pupils match the rest of the sentence halves individually.

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

- Tell the pupils to cover the sentence endings. Ask individual pupils to tell the story, using the sentence beginnings as cues.
- The pupils work in pairs, telling the story to each other using the sentence beginnings as cues.

### AB p7 / PMB p4 Activity 9 Complete the story playscript.

- Give each pupil a photocopy of the Unit 1 playscript from PMB page 4.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

### PMB p4 Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Explain that each shape is for a group of similar words. Each word or phrase in the word pool belongs to one of the groups. Ask the pupils to suggest words or phrases from the word pool to go in each box.
- Teach the meaning of the new phrases *I'm not sure*, *I've got no idea!*, and *I haven't got a clue!* as necessary (though try to get pupils to guess and predict the meaning of these phrases first).
- The pupils write the words and phrases from the word pool in the correct category.

Answers: set 1 – five minutes, a second, a minute, half an hour; set 2 – mouse, keyboard, screen; set 3 – I don't know!, I'm not sure, I've got no idea!, I haven't got a clue!; set 4 – on the shelf, on the table, under the table, next to the door

### **PMB p4** Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and explain that you could put in any word from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of four. In their groups, the pupils decide which words to use when they read the playscript.

### **PMB p4** Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

### **PMB p3** Make a playscript cover (optional)

- Give each pupil a photocopy of the playscript cover from PMB page 3.
- Pupils colour in the illustration and write their name on the line.
- The completed cover can be stuck on the front of a folder which can be used to neatly store the playscripts the pupils will work on in each unit.

### Teaching tip

The Photocopy Masters Book contains an optional 'Vocabulary record' page for each unit, so that pupils can continue to build up their own personal dictionary as they did in previous levels with the Picture Dictionaries. Pupils can use the photocopiable Vocabulary record page to note down the new core vocabulary from Lesson 1 in each unit. Pupils can work on this page at any point in the unit, although Lesson 5 is recommended as being a suitable point at which pupils might like to review and record the Lesson 1 vocabulary input. If you wish to use these pages with your pupils, follow the procedure below. It is recommended that pupils make a similar Vocabulary record page later in the unit (for example, on the reverse of the Vocabulary record photocopy) to record the Lesson 9 vocabulary input, and also, if desired, a further table to record other incidental vocabulary for each unit (for example from the songs and stories). You may wish to prepare a basic photocopiable template for these additional pages, with the headings and the key included. Pupils can either store all their Vocabulary record pages in a separate folder, or can file them (folded in two) in a large envelope stuck into the back cover of their Activity Books.

### **PMB p5** PMB Vocabulary record page (optional)

- Give each pupil a photocopy of the Unit 1 Vocabulary record page (PMB page 5).
- Ask pupils to look at the completed first row of the table (for the word *dictionary*).
- Make sure pupils understand the column headings, and explain the key for the different parts of speech.
- Ask pupils to look back at the first page of this unit in the Class Book (page 5) and to complete the table for the remaining vocabulary items.

- Encourage pupils to use real dictionaries to help them decide which part of speech each vocabulary item is, to check the meaning as necessary, and to help them check their example sentences.
- For the 'meaning' column pupils should draw a picture where possible, or write a translation if this is not possible.
- The pupils can continue work on the page for homework and in later lessons.
- Collect the pages in at the end of the unit to check the pupils' work.

## Lesson 6 = Skills = Song / chant

### Reading

#### Objectives

- Make predictions about a text
- Develop reading skills: scanning, intensive reading
- Read and understand an interview
- Practise the pronunciation of vowel sounds /u:/ (*cartoon*) and /ʊ/ (*book*)

#### Core language

Review of language used so far

#### Other language

*interview, bad-tempered, clever, work (v), spies, crook, cartoon, place mat, hooter*

#### Materials

CB p8; AB p8; CD 1

### **CB p8** Activity 1 Read the text quickly. Who isn't a character in the Max Remy books?

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the pictures and the layout, such as *It's an interview, It's about a writer.*
- Read the question and the list of characters to the pupils. Say *You've got one minute to find the answer.* Time the pupils while they read, and stop them after a minute. Ask *What's the answer?*

Answer: Deborah Abela

- Ask the pupils other questions about the text, such as *What is the name of the writer? What is the name of her most important character? Who is Linden?* Make sure the pupils are aware how much information they have found by quickly scanning the text.

### **CB p8** Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Read out the first word clue and ask *Which word in the text means the same?*
- Encourage the pupils to use context clues in the text to work out which of the underlined words could have the same meaning. For example, number 1 can't be *bad-tempered* because that is an adjective which describes Max.
- The pupils find the word (*cartoons*).
- The pupils find the other words in the text and write them in their notebooks. Remind them to continue

using context clues from the text, and also to look at the other word and picture clues to work out the answers by a process of elimination.

**Answers:** 1 cartoons 2 bad-tempered 3 place mat 4 spies  
5 clever 6 crook

**CB p8** Activity 3 Read the text again and write true or false.

- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first sentence and ask *Is that true or false?* The pupils say the answer (*false*).
- The pupils answer the questions and write the answers in their notebooks.
- Check the answers with the pupils. Ask the pupils to correct the false answers, for example, *Number 1 is false because Max likes wearing trousers and trainers.*

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

**AB p8** Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *cartoon* and *book*.

**1.9**

/u:/ ... /u:/

cartoon ... cartoon

/ʊ/ ... /ʊ/

book ... book

**Teaching tip**

Pupils often confuse left and right. In these pronunciation activities, you have to demonstrate raising your left hand for one sound and your right hand for another. Face the board when you do this, so that left and right for you is the same as for the pupils.

**AB p8** Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the cartoon and say the vowel sound (/u:/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *cartoon*.
- Point to the picture of the book and say the vowel sound (/ʊ/). Point to the picture of the child and put your right hand in the air. Tell the pupils to raise their right hands and say *book*.
- Play the CD; the pupils listen and raise the correct hand for each word.

**1.10**

foot ... foot

root ... root

scooter ... scooter

crook ... crook

judo ... judo

wood ... wood

bush ... bush

boot ... boot

hooter ... hooter

sugar ... sugar

**Answers:** 1 right 2 left 3 left 4 right 5 left 6 right 7 right  
8 left 9 left 10 right

**AB p8** Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound correctly.
- Point to the picture of the cartoon and show the pupils the phonetic symbol for the oo sound in *cartoon*.
- Point to the picture of the book and show the pupils the phonetic symbol for the vowel sound.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

**AB p8** Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

**1.11**

/u:/

hooter, root, boot, scooter, judo

/ʊ/

bush, sugar, wood, foot, crook

**Answers:** cartoon picture – hooter, root, boot, scooter, judo;  
book picture – bush, sugar, wood, foot, crook

**AB p8** Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the oo sound (short oo – *crook, book, wood* / long oo – *scooter, root, boot, hooter*).
- Write these words on the board and say them, emphasizing the oo sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

**1.12**

The crook in the book

Was in the wood,

Riding on his scooter.

He hit a root,

And lost his boot,

And landed on his hooter!



- Point out the tip to the pupils and ask them to say the two sounds (long oo as in *cartoon*, short oo as in *book*).
- Ask the pupils to look at the words in Activity 3 and find examples of words with oo for the two sounds.
- Ask the pupils to look at the list of words again and find another way of spelling both sounds (u as in *judo* – long sound – and as in *sugar* and *bush* – short sound).

### Pronunciation and spelling extra

- Focus on /u:/ (*cartoon*). Ask the pupils to say other words with this pronunciation (e.g. *who*, *two*, *to*, *too*, *you*, *true*, *clue*, *blue*). Add these words to their suggestions if necessary.
- Ask the pupils to spell these words and write the spellings on the board.
- Point out the words which have a different spelling, i.e. not oo or u (*who*, *two*, *to*, *you*, *true*, *clue*, *blue*).
- Focus on /ʊ/ (*book*). Ask the pupils to say other words with this pronunciation (e.g. *hook*, *put*, *could*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out the word which has a different spelling for this sound (*could*, which also has a silent l).

## Lesson 7 = Skills

### Listening and speaking

#### Objectives

- Review the unit so far
- Develop listening skills: intensive listening
- Develop speaking skills: talking about books

#### Core language

Review of language used so far

#### Other language

(main) character, set in

#### Materials

CB p9; Incredible Adventure Game poster; CD 1

#### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

#### CB p9 Activity 4 Look at the books. Listen and find.

- Point to the pictures and ask the pupils questions about the books, for example *What is the name of the book? What is the name of the author?*
- Play the first conversation and ask *Which book is it? (Ouch!).* Repeat with the other conversation.

#### 1.13

Adult: Welcome to 'Books for Kids'. We've got two children here today. They are going to talk about their favourite books. First Daniel. Tell us about your book.

Daniel: Hello. I'm reading a book about two friends, Sara and Sam. They are at school together. One day there are a lot of accidents at school. Everyone is saying 'ouch!' Sara and Sam investigate.

Adult: It sounds good! What's it called?

Daniel: It's got a funny name. It's called *Ouch!*

Adult: Brilliant.

Adult: And now for our second book. What are you reading, Sally?

Sally: I'm reading a really good book. It's an adventure story.

Adult: Tell us about it.

Sally: It's about a girl called Paula. Her father is an explorer. He wants to find an Inca city. She goes with her mum and dad into the Amazon jungle.

Adult: It sounds exciting! Who's it by?

Sally: It's by Gillian Cross. She's my favourite author.

Adult: Yes, she writes great books, doesn't she?

Well, that's all we have time for. Thanks for coming in today, children! For more details about these books, look at our website: [www.booksforkids...](http://www.booksforkids...)

Answers: Ouch!, Born of the sun

#### CB p9 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the sentences and answer options.
- Play the CD again (Listening 1.13). The pupils answer the questions in their notebooks.

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

#### CB p9 Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

#### 1.14

Child 1: What's your favourite book?

Child 2: 'The Time and Space Machine'.

Child 1: Who's it by?

Child 2: It's by Deborah Abela.

Child 1: Which character do you like best?

Child 2: Max. I think she's great!

Answers: The Time and Space Machine, Deborah Abela, Max, she's great

#### Teaching tip

To help your pupils speak fluently, write cue words on the board for them to use. In Activity 7, for example, you could write the words they use (or the words you recast for them) when they describe their favourite books (*interesting*, *funny*, *exciting*, *mysterious*, etc.). Then they can re-use the words when they are working in pairs.

#### CB p9 Activity 7 Talk about your favourite books.

- Talk with the pupils about their favourite books. Ask questions such as *What is the title? What is it about? Who is the main character? Why do you like it?* Write the questions on the board and guide the pupils to making suitable replies.
- Choose individual pupils to ask the questions to other pupils.
- The pupils ask each other about their favourite book.

- Arrange a feedback session, with individual pupils telling the rest of the class about their partner's favourite book.

### Teaching tip

In other units, this activity is usually a role play. If you would like to do this activity as a role play, then one of the pupils can be a customer in a bookshop, and the other can be the assistant who recommends the book.

## Lesson 8 = Skills

### Writing

#### Objectives

- Learn about different types of books
- Read and understand a book review
- Writing skills: writing a book review

#### Core language

Review of language used so far

#### Other language

*folk tale, historical story, detective story, adventure story, opinion, title, book review, author, goose*

#### Materials

AB p9; Book review template (PMB p6) – one photocopy per pupil

### AB p9 Activity 1 There are different kinds of books. Match the descriptions to the books.

- Point to each of the books and ask the pupils questions such as *What's the title? Who wrote it? What do you think it's about?* Recast the pupils' answers as necessary.
- Read the first sentence (*This is an adventure story*) and ask *Which book is it? (Around the World in Eighty Days).*
- The pupils match the rest of the sentences to the pictures individually.

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

### AB p9 Activity 2 Read the book review. Write the missing questions.

- The pupils read the book review silently.
- Read the questions in the boxes to the pupils. Then read the first sentence of the review (*The Blue Diamond*) and ask *Which question does this line answer? (What is the title of the book?).*
- The pupils match the other sections of the book review with the questions, and write the questions on the answer lines.

Answers: 1 What is the title of the book? 2 Who is the author? 3 What kind of book is it? 4 What is the book about? 5 What is your opinion of the book?

### AB p9 Activity 3 Write GF, TS or CP by the sentences.

- Read the key to the pupils. Make sure they understand that the letters are the first letters of the words in the titles.

- Read the first sentence to the pupils and ask *Which book is it? (GF).*
- The pupils match the rest of the sentences with the books.

Answers: 1 GF 2 TS 3 CP 4 CP 5 GF 6 CP 7 GF 8 TS

### AB p9 PMB p6 Activity 4 Write a book review.

- Give each pupil a photocopy of the book review template from PMB page 6.
- Read the phrases and expressions on the template to the pupils and explain the meanings.
- Explain that the pupils are going to write a review of a book they have read. They should use the review in Activity 2 as a model.
- The pupils write a rough copy of their book review in their notebooks.
- After you have checked their work, the pupils write the final copy of their book review on the photocopied template.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### Teaching tip

The book review photocopy master can be used for other book reviews during the year.

## Lesson 9 = Words = Other subjects

### Learning through English

#### Objectives

- Learn about concept maps
- Understand how to use concept maps
- Learn vocabulary for text styling (design words)
- Add detail to concept maps

#### Core language

Design words: *colours, pictures, capital letters, small letters, thick lines, thin lines*

Review of language used so far

#### Other language

*concept map, idea, main, information, fact, brain, use, remember, think of*

#### Materials

CB pp10–11; AB p10; CD 1

#### Introduce the topic

- Show the pupils the three concept maps on page 10 of the Class Book. Say *These are concept maps.*
- Explain that a *concept* is an idea or a subject, so these are 'maps' which show different types of information about an idea or a subject.
- Point to the first concept map. Ask the pupils questions such as *What is it about? What information has it got?*
- Repeat with the other two concept maps.

**CB pp10-11** Activity 1 Listen, read and answer.

- Play the CD while the pupils listen and read. Pause the CD after each question for the pupils to answer.

## 1.15

(See CB pages 10 and 11.)

**Answers:** 3, 2, 1, Facts about Earth / My party / Characters in my story, My party

- Explain any vocabulary as necessary.
- Point to the *Facts about Earth* concept map. Ask the pupils to make sentences about the information on it, for example *There are seven continents.*

**CB p.11** Activity 2 Look, listen and repeat.

- Point to each of the vocabulary words and phrases and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

## 1.16

small letters – capital letters – thin lines – thick lines – colours – pictures

**CB p.11** Activity 3 Read the text again and make sentences.

- Give the pupils time to read the text again silently.
- Read the first sentence beginning (*A concept map ...*) and ask the pupils to find the ending (*e*).
- The pupils match the other sentences.

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

**AB p.10** Activity 1 Write the words.

- Read the words in the word pool to the pupils.
- Point to picture 1 and ask *What is it? (colours)*.
- The pupils write the words next to the correct pictures.

**Answers:** 1 colours 2 pictures 3 thin lines 4 capital letters  
5 small letters 6 thick lines

**AB p.10** Activity 2 Add the words to the concept map.

- Read the words in the word pool to the pupils, then read the parts of the concept map.
- Ask the pupils where the first word in the word pool (*guitars*) should go (*music room*).
- The pupils add the rest of the words to the concept map.

**Answers:** library – comics, encyclopedias, dictionaries, atlases; playground – basketball hoops, trees, swings; my classroom – computer, whiteboard, 20 desks; music room – piano, guitars, triangles, drums

**Lesson 10** ■ = Words ■ = Other subjects**Learning through English****Objectives**

- Review design words
- Learn more about concept maps
- Listen and talk about concept maps

**Core language**

Review of

- design words
- language used so far

**Materials**

CB pp10-11; AB p10; CD 1

**Review vocabulary**

- Ask the pupils to recall the words and phrases to do with text design from the previous lesson. Write them on the board.
- Play *Bingo* (see p21) with the pupils: they choose four of the words or phrases from the vocabulary set and write them in their notebooks to use as their Bingo cards.

**CB pp10-11** Activity 4 Listen and point to the information on the concept maps.

- Ask the pupils to look at the concept maps on page 10 again.
- Play the first conversation on the CD. Ask the pupils *Which concept map is it? (1)*. Ask them to point to the different pieces of information.
- Repeat with the other concept maps.

## 1.17

- Child 1: This is my concept map. It's about the Earth. It's got four main ideas. Earth has got two poles, the North Pole and the South Pole. The poles are very cold. The next main idea is the equator. It's forty thousand and seventy-five kilometres long! Earth has got five oceans, and seven continents. I live in North America.
- Child 2: This is my concept map. I used it to plan my birthday party. It's got five main ideas. The main ideas are *What, Where, When, Why* and *Who*. The party is on the 15th of October at six o'clock. I want to invite nine people, and I want to have a barbecue if it's sunny.
- Child 3: I used this concept map to plan the characters for my story. There are four main characters. Mandy is eleven. She's in a secret club! Rick is her nine-year-old brother. They've got an auntie called Dot – she's nice, and she's got a big smile. Mr Morgan, the bus driver, is very tall and doesn't like children.

**Answers:** 1, 2, 3

**CB pp10-11** Activity 5 Talk about the concept maps.

- Read the sentences in the *Talk about it!* box to the pupils.
- Point to the concept map *My birthday party* on page 10 and say the sentences again. Ask individual pupils to complete the sentences. Recast the pupils' answers as necessary.
- In pairs, the pupils talk about the other two concept maps.

### AB p10 Activity 3 Look at the concept map and answer the questions.

- Read the components of the concept map to the pupils.
- Read the first question to the pupils and choose a pupil to answer it.
- The pupils answer the rest of the questions individually.

Answers: 1 My school football team 2 three 3 black and yellow 4 Saturday mornings 5 at school 6 fifteen

## Lesson 11 = Other subjects

### Learning through English

#### (Mini project)

#### Objectives

- Review vocabulary for things we read and design words
- Analyse a concept map
- Plan and make a concept map

#### Core language

Review of

- vocabulary for things we read
- design words
- language used so far

#### Materials

AB p11; Paper, pens, crayons, etc. for the pupils' concept maps

#### Review vocabulary

- Write the headings for the two vocabulary groups (*things we read, design words*) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

### AB p11 Activity 4 Look at the concept map. Circle the mistakes in the text.

- Read the components of the concept map to the pupils. Ask questions such as *What is it about? How many main ideas has it got?* etc.
- The pupils read the text silently and find the mistakes in it.

Answers: the following words / phrases are wrong:  
teacher – should be *best friend*  
four (main ideas) – should be *three*  
eleven – should be *ten*  
blue eyes – should be *brown eyes*  
football – should be *hockey*

#### Present the project

- Explain to the pupils that they are going to make a concept map about a person they know.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

- Ask the pupils questions such as *What are concept maps? (They help you to organize and remember information) and How can you make concept maps more interesting? (You can use pictures and colours).*
- Recast the pupils' answers as necessary. After each answer, add encouragement and guidance, for example *Yes, so you need to make your concept maps look attractive. Have you got your crayons? You're going to need them.*

### AB p11 Activity 5 Make a concept map about a person you know.

- Tell the pupils to choose a person and show them how to write that person's name at the centre of the concept map.
- Ask the pupils to suggest the main ideas for their concept map (*personal information, appearance, hobbies, plus any other suitable main ideas which the pupils suggest*).
- The pupils first make a rough copy of their concept map in their notebooks. After you have checked their work they write a neat copy in their notebooks, or on a separate piece of paper, using pictures and colours.

#### Display

- When the pupils have finished, divide the class into two groups, A and B.
- Each Group A pupil visits a Group B pupil, who explains his / her concept map to the visiting pupil.
- Repeat with Group B pupils visiting Group A pupils.
- Arrange a feedback session: ask the pupils to comment on their classmates' concept maps. Encourage them to comment on the most attractive maps, the ones with the most information, the most interesting ones, etc.

## Lesson 11a (optional)

### Learning through English

#### (Extension)

#### Objectives

- Design and make a concept map about television
- Use a concept map as a basis for oral discussion

#### Core language

Review of language used so far

#### Other language

*remote control, change (the channel)*

#### Materials

'Using a concept map' worksheet (PMB p7) – one photocopy per pupil; Large sheets of white card – one sheet for each group of three pupils; Plain paper – 5/6 sheets for each group of three pupils; Scissors; Glue; Crayons; Magazines (optional)

#### Preparation

- Talk with the pupils about the concepts maps they have looked at in the three 'Learning through English' lessons. Ask questions such as *What were the concept maps about? How many main ideas did the ... concept map have?* etc.
- Tell the pupils that they are going to work in groups to make a giant concept map.

**PMB p7** **Activity 1 Read the words and sentences for a concept map about television. Match them with the main ideas.**

- Give each pupil a photocopy of the 'Using a concept map' worksheet.
- Read the list of the main ideas for the concept map (*Good things about television, Parts of a television, etc.*). Point to the word *screen* under the heading *words and sentences* and show how it is joined to *Parts of a television*.
- Start drawing the concept map on the board. Draw the title box in the middle and write *Television* in it. Add the titles for the four main ideas and write *screen* in the *Parts of a television* section.
- Read the first sentence in the *words and sentences* list (*You can learn a lot*). Ask *Where does that go?* (*Good things about television*). Add the sentence to the *Good things about television* section on the board.
- Repeat with the other sentences and words. Explain any vocabulary as necessary (for example *remote control*). Complete the concept map on the board.
- Ask the pupils to suggest other main ideas, and more content for each section. Call individual pupils to the front to add the new main ideas and content.

**Answers:** Good things about television – You can learn a lot, funny cartoons; Parts of a television – screen, remote control; Bad things about television – It can stop you doing other activities, There are a lot of adverts; Verbs we use to talk about television – turn on, change (the channel)

**PMB p7** **Activity 2 Work in groups of three. Choose another activity. Use the ideas below or your own ideas. Make a giant concept map.**

- Arrange the pupils in groups of three. Read the list of suggested topics (*computer games, sport, etc.*).
- Explain that the pupils should choose one of these ideas, or their own idea, for a giant concept map.
- Show the pupils the sheets of card for the giant concept maps so that they get an idea of the size.
- In their notebooks, the pupils make a rough plan of their concept maps. While they are doing this, circulate round the class, helping the pupils with ideas and correcting mistakes in their writing.
- Give each group a sheet of card and 5/6 sheets of blank paper. The pupils use these materials for their giant concept map: they make the title box and the boxes for the main ideas on the blank paper, then cut them out and stick them on the sheet of card. They should use a separate sheet for each component of the concept map.
- After they have assembled their giant concept maps, the pupils can decorate them with crayons.

**PMB p7** **Activity 3 Give a short talk about your concept map.**

- Use the *Television* concept map on the board as a basis for a short talk. Include all the information on the concept map. A suitable sequence would be:  
What a television is (using *parts of a television* and *verbs we use to talk about television*)  
Good things about television  
Bad things about television.

- Call a pupil up to the front to give a short talk about the subject of his / her group's concept map.
- Repeat with other pupils.
- In their groups, the pupils take turns to give short talks using their concept maps.

### Display

- Arrange a display of the concept maps in the classroom. Allow the pupils to move around the classroom and look at each other's concept maps.
- Arrange a class vote to decide on the concept map with the best information and the concept map with the best decoration.

### Fun activity (optional)

- The pupils add drawings and / or cut-outs from magazines to their concept maps. Give some examples relating to the *Television* concept map (suitable content could be: cut-outs of different types of television, pictures of a family watching television, pages from a television listings magazine, etc.).

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### Teaching tip

Keep a range of giant concept maps in the classroom as a reference tool. Your pupils can use them for ideas and vocabulary when they are doing writing or speaking activities. These giant concept maps can be made by your pupils or by yourself.

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### Follow-up activity

- Explain to the pupils that concept maps are a useful reference tool in the classroom (see the Teaching tip above).
- Ask the pupils to suggest other topics for useful concept maps. Encourage them to suggest themes that would be interesting and useful for them.
- Make a note of the ideas they suggest. When you have extra time in lessons, your pupils can work on making more giant concept maps.

## Lesson 12

### Song, review, and self-evaluation

#### Objectives

- Sing a song about a holiday
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

#### Core language

Review of language used so far

#### Other language

*holiday, island, surfer, pier, lighthouse, funky, marching band, counter, board, winner*

#### Materials

CB p12; AB p11; CD 1; Paper for counters (for CB revision game); Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); An enlarged version of the scoreboard from the back of the poster (optional); Pupils' vocabulary record pages from Lesson 5 (optional)

## Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to then answer the question *What is the song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about a holiday by the sea*).
- Ask the pupils to give you more information about the song. Guide them to talking about the things in the sea (*island, surfers, dolphins*) and the things on the beach / land (*sand castles, pier, lighthouse, band*). Explain any vocabulary as necessary.

### CB p12 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 1.18

We had a brilliant holiday,  
My family and me.  
We had a brilliant holiday  
On an island in the sea.

There were surfers, there were dolphins,  
There were castles on the sand.  
There was a pier and a lighthouse  
And a funky marching band.

We had a brilliant holiday,  
My family and me.  
Now I'm back at school again,  
I'm dreaming of the sea!

Answers: 1 me 2 sea 3 There 4 holiday 5 family 6 school

### CB p12 Activity 2 Play the game.

- Explain that at the end of every unit the pupils will play a revision game in pairs. Explain that this game is an opportunity to use some of the language they have studied.
- Read the instructions for the revision game. Ask pupils if they know the game 'Noughts and crosses' and explain that this game is a version of it. The pupils make their counters and mark them with noughts and crosses as instructed in the Class Book.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs. If they can answer the question or do the task (their partner checks this) they can put their counter on that square. If not, they must leave the square empty (although they can try the same square again when it is next their turn). The first pupil to have a row of three noughts or crosses is the winner.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

#### Teaching tip

If any pupil can't answer the question / do the task, they should be encouraged to look back in their books to find the answer. They can put their counter on the square even

if they have had to look at the book for help – the game is a learning (and self-evaluation) process rather than a test. Pupils should also be encouraged to look back in their books to check their partner's answers. Where a question is repeated, e.g. *Name three things we read* it is suggested that pupils are required to find three different vocabulary items for the second square which is chosen.

Answers: (row 1) There are 15 capital letters (including the 'H' on 'How many'); 'There wasn't an atlas.'; C-O-M-I-C; Any three of the things we read from CB page 5  
(row 2) bush / sugar / wood / foot / crook (see AB page 8); C-A-L-E-N-D-A-R; The equator is 40,075 kilometres long; 'This concept map is about Africa.'  
(row 3) Any three of the things we read from CB page 5; Deborah Abela (see CB page 8); 'There weren't any leaflets.'; The title is in the middle of a concept map.

## The Incredible Adventure Game (optional)

### Teaching tip

The poster game is intended to be played in addition to the Class Book 'Noughts and Crosses' game to give further revision of the unit language. It gives pupils the opportunity to work in groups rather than pairs, and is a fun, lively way to review the unit with the whole class. As the game can take quite a long time to play, you might wish to devote a whole separate lesson to it. You can choose whether to use the poster game in every unit or just in some units, depending on the hours available. You can also choose how many 'activity stations' the groups need to complete, in order to make the game longer or shorter. If your class is playing both of the revision games, it would be best to save the self-evaluation activity in the Activity Book until both have been completed.

### Preparation for the poster game

- Cut out the correct set of question cards for the unit from the Resource Pack.
- Either prepare an enlarged photocopy of the scoreboard from the back of the poster (see p11), or copy it on the board, writing the characters' names rather than drawing them. Only draw columns for the characters pupils will be using in this game.
- Put up the Incredible Adventure Game poster where all the pupils can see it.
- Divide the class into small groups (e.g. of 4–6 pupils). There should be a minimum of three teams. Give each group a character counter.
- Pupils will sometimes need to draw, so make sure there are pencils and paper available.
- You will need a dice to play this game.






### Play the Incredible Adventure Game

- Tell the pupils they are going to play a revision game, where they remember what they've done in the unit.
- Remind the pupils what the different shapes refer to, as it is important for their understanding of how the game works.
- All the teams start at the Start sign (under the Welcome arch).
- Explain how to play the game. The groups take turns to throw the dice and move their counters round the

adventure trail. They can choose which route to take around the board.

- If they roll a number high enough to land on a shape, they answer a question for that shape. Hand out the relevant question card, and tell the pupils which question to read, starting with question 1. Explain that some questions will be answered by individual pupils, rather than the whole team (see below).
- If they answer correctly, they tick the correct box on the scoreboard and play passes to the next group.
- If they get the answer wrong, they stay where they are until their next turn, when they can try to answer another question for the same shape. This continues until they answer correctly.
- Each subsequent turn begins with one group member rolling the dice.
- The groups continue around the board in this way. The winning group is the first one to tick all the boxes on the scoreboard for their character.

### Questions

- The teacher will judge whether the pupils have answered each question correctly. The answers are provided on the back of the poster.
- Certain questions are marked with the following symbol , where you select one member of the group to draw, act, or mime what is written on the card. The other team members must not see the card and have to guess what they are drawing / acting / miming. Give a point if they guess correctly.
- Make sure that different pupils perform these activities each time. If pupils are particularly shy, two pupils could do the activity together.
- If pupils are uncomfortable singing for the circle category, they could say the lines of the songs instead.
- You will need to teach the word *mime* and explain what is meant by *Beat the rhythm*. You should also explain that for the story questions, the word 'line' refers to one speech bubble, i.e. 'Say 2 lines from the text' refers to two speech bubbles.
- The questions on the rectangle cards will be testing the pupils' memory of the Skills pages in the CB and AB. Make sure the pupils are aware of the following code:  = the speaking page;  = the writing page;  = the reading page;  = the listening page.
- If the pupils have answered all the questions on the card, they can begin with question 1 again.

### **AB p11** Look back at the unit. What can you do? Think and colour.

- Look at each of the categories with the pupils. Look back through the unit with them, and help them to remember the different activities they have done: *Do you remember? We learned some words for things we read – what other words? And then we read a story – what was it called? Yes, 'The first question' – can you remember the Challenge question? What new grammar did we learn? Then we read about books. What did we listen to? What did we talk about? What did you write about? What was the project about?*

- Encourage pupils to look back at the activities in their books to remind themselves as necessary.
- Read the sentence for each category (*I can remember the words for ..., etc.*). After each sentence, ask the pupils *How well can you do that?*
- Show the pupils how to colour in the scale according to how they well they can do the activity in the sentence.
- Make sure the pupils realize that this is not a test; it's for them to be aware of their achievement and the areas that still need improving.
- Circulate round the class as the pupils do this activity and do the following:
  - 1 make a note of problem areas for the group as a whole;
  - 2 make a note of problem areas for individual pupils;
  - 3 encourage pupils who are being over-negative about their achievement;
  - 4 talk to pupils who are unrealistically positive about their achievement;
  - 5 congratulate pupils who are being realistic about their achievement.

---

### Teaching tip

If you have revision activities after this (for example, pupils may revise vocabulary at home for the unit test), your pupils may want to come back to this activity and colour more boxes. Encourage them to alter their colouring of the scales at any time during the course.

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### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.
- Collect the Vocabulary record pages in at the end of the unit to check pupils' work.

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### Teaching tip

Pupils can either store their Vocabulary record pages in a separate folder, or can file them (folded in two) in a large envelope stuck into the back cover of their Activity Books.

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The pupils are now ready to sit the Unit 1 test (see pp169–170).

## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for kitchen items
- Practise talking about where things are
- Practise talking about what things are made of

#### Core language

Kitchen items: *plate, cup, saucer, mug, bowl, fork, knife, bottle, vase, glass, spoon, jug*

Review of

- kitchen items vocabulary
- prepositions of place (*next to, between, behind, in front of, in, on, under*)
- language used so far

#### Other language

*dig* (noun and verb), *pottery*

#### Materials

CB p13; AB p12; Incredible Adventure Game poster; CD 1

#### Unit overview

- Say *We are going to learn about prehistory in this unit.* Explain the idea of prehistory (the time before people could write and record their history). Ask the pupils *What was life like in prehistoric times?* and *How do we know about prehistoric times?* Recast their answers as necessary.
- Explain what archaeologists do, for example *They dig in the ground to find things made by people hundreds or thousands of years ago. They also find fossils of animals that died millions of years ago.* Use the pupils' own language if necessary.
- Ask the pupils to look through Unit 2 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – kitchen items, animals
  - Skills (speaking) – describing objects in a museum (*Where's it from? What's it made of? What's it like? How old is it?*)
  - ▲ Story – *Lunch at the dig*
  - ◆ Sentences – *It could run. It couldn't run. Could it run? Yes, it could. / No, it couldn't.*
  - Skills – reading a newspaper article, talking about films, writing about dinosaurs
  - Song – *When I was one* / Chant – *John likes fossils*
  - ▶ Other subjects – Art (cave paintings)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p13 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where is it?* and *What are the people doing?* Recast the pupils' answers as necessary: *Yes, they're digging.*

*They're looking for old things.* Explain the idea of an archaeological site and an archaeological dig. Ask the pupils if there are any similar places in their town, area, or country.

- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### ))) 1.19

1 cup 2 saucer 3 plate 4 mug 5 vase 6 bowl 7 fork 8 spoon  
9 bottle 10 jug 11 glass 12 knife

- Play *First sounds* with the pupils: say the first sound of each word and encourage the pupils to identify them.
- Ask the pupils *Which items in the picture are new?* and *Which items in the picture are old?*

#### Review prepositions

- Use classroom objects such as bags, pens, and books to review these prepositions of place: *next to, in front of, behind, between.* Place the objects in different positions, for example put the pen in front of the bag, and ask the pupils to make sentences (*The pen is in front of the bag, The bag is behind the pen.*)

#### CB p13 Activity 2 Look and find the missing words.

- Read the first sentence and point to the knife in the picture. Ask *What's the missing word?* (*the glass*).
- The pupils write the missing words in their notebooks.

Answers: 1 glass 2 plate 3 spoon 4 jug 5 mug 6 fork  
7 glass 8 fork

#### CB p13 Activity 3 Ask and answer.

- Read the two dialogues to the pupils. Ask similar questions, for example *What's in front of the bowl?* (*the fork*).
- Ask individual pupils to ask questions and other pupils to answer them.
- The pupils ask and answer questions in pairs.

#### AB p12 Activity 1 Number the pictures.

- Point to picture *f* and ask *What is it?* (*a saucer*). Show the pupils the example answer (*1*) in the box.
- The pupils number the rest of the pictures.

Answers: a 7 b 4 c 12 d 2 e 8 f 1 g 9 h 6 i 3 j 10  
k 5 l 11

#### AB p12 Activity 2 Write the words.

- Read the first sentence to the pupils (*These things are usually made of metal*). Ask the pupils to find the things in Activity 1 that are usually made of metal (*knife, spoon, fork*).
- Read the other two sentences: make sure the pupils understand the meaning of *glass* and *pottery*. If necessary, translate the words into the pupils' own language, and give examples from the list.



- The pupils find the things for the other two descriptions.

**Answers:** (pupils' answers may vary) metal – knife, spoon, fork; glass – bottle, glass, vase; pottery – saucer, mug, jug, plate, cup, bowl, vase

### AB p12 Activity 3 Write sentences. Use all the prepositions.

- Read the prepositions in the first word pool to the pupils. Use classroom objects (for example, a book and a pencil) to check that the pupils understand them.
- Read the two example sentences to the pupils.
- The pupils write a sentence for each of the prepositions, using the words in the second word pool (*chair, table*) and some of the words from Activity 1.

**Example answers:** (accept any suitable alternatives) 1 The glass is next to the plate. 2 The bowl is on the chair. 3 The fork is in front of the cup and saucer. 4 The cup is behind the fork. 5 The mug is under the table. 6 The spoon is in the glass. 7 The saucer is under the cup. 8 The vase is on the chair.

### CB p13 Challenge

- Ask the pupils to look back at page 13 of the Class Book.
- Read the second challenge question to the pupils. Ask *What do you think is the oldest item in the picture?* The pupils suggest various possibilities.
- Explain that in the next story episode The Incredible Team will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review kitchen items vocabulary
- Understand the use of *What's it made of? What's it like? Where's it from? How old is it?* to ask for descriptions
- Practise describing objects
- Practise sentence rhythm / intonation / stress: asking for and giving descriptions

#### Core language

*What's it made of?; What's it like?; Where's it from?; How old is it?*

Review of

- kitchen items vocabulary
- language used so far

#### Other language

*It's made of ...*

*pretty, ugly, round*

#### Materials

AB p13; CD 1

#### Review vocabulary

- Ask the pupils to recall the kitchen items vocabulary from the previous lesson. Write the words on the board.

- Cue the vocabulary items with sentences such as *You drink tea or coffee in it. (cup)*. The pupils say the words chorally and individually.

### AB p13 Introduce the functional language

- Say *In this lesson we're going to be describing objects. We're going to ask these questions about objects.* Read the questions and answers in the boxes at the top of the page.

### AB p13 Activity 1 Listen and number.

- Read the questions and answers in the boxes to the pupils again. Ask the pupils to suggest alternative answers for each question, for example *It's small and square, It's twenty years old, It's from England, It's made of glass.*
- Make sure the pupils understand the meaning of the adjectives in the smaller boxes (*big, small, pretty, ugly, round*).
- Point to the each of the pictures and ask the pupils to describe the objects (*It's from England, It's made of glass, etc.*).
- Play the first conversation on the CD. Ask the pupils *Which object is it? (c)*. The pupils write 1 next to picture c.
- Repeat with the other conversations.

### 1.20

- Teacher: Are you ready? Ask me some questions and try to guess the object.
- 1 Child 1: What's it like?  
Teacher: It's big and round.  
Child 2: What's it made of?  
Teacher: Wood.  
Child 3: Where's it from?  
Teacher: It's from India.  
Child 2: I know!
- 2 Teacher: OK, ask again.  
Child 3: How old is it?  
Teacher: It's 150 years old.  
Child 2: What's it like?  
Teacher: It's small. And it's pretty.  
Child 1: What's it made of?  
Teacher: It's made of metal.  
Child 1: I know!
- 3 Teacher: OK, your turn to answer the questions now. Are you ready?  
Child 1: OK, I'm ready.  
Child 3: What's it like?  
Child 1: I think it's ugly!  
Child 3: Oh. How old is it?  
Child 1: It's sixty years old.  
Child 2: What's it made of?  
Child 1: It's made of pottery.  
Child 2: I know!
- 4 Teacher: Your turn now. Are you ready?  
Child 2: Yes.  
Child 3: What's it made of?  
Child 2: It's made of glass.  
Child 1: What's it like?  
Child 2: It's green.  
Child 3: Where's it from?  
Child 2: It's from England.  
Child 1: I know!

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

**AB p13** Activity 2 Complete the notes about the objects in Activity 1.

- Read the words in the word pool to the pupils. Read the first set of questions (about the bottle) and ask the pupils to complete the answers with words from the word pool.
- The pupils complete the rest of the answers individually.

**AB p13** Activity 3. Now listen again and check.

- Play the CD again while the pupils listen and check their answers.

Answers: bottle – England, glass, green; spoon – 150 years, metal, small, pretty; plate – 60 years, India, wood

**AB p13** Activity 4 Write the questions.

- Read the first question and answer to the pupils. Ask the pupils to suggest the question for number 2 (*Where's it from?*).
- The pupils write the rest of the questions.

Answers: 1 What's it like? 2 Where's it from? 3 What's it made of? 4 How old is it?

**AB p13** Activity 5 Listen and repeat.

- Read the questions. Play the CD and highlight the intonation.
- The pupils repeat the questions chorally and individually. Encourage them to use the intonation on the CD.

**1.21**

Where's it from?  
What's it made of?  
What's it like?  
How old is it?

**AB p13** Activity 6 Draw an object and write the label.

- Explain to the pupils that they are going to draw an object and write a label for it. Ask the pupils to suggest objects they could draw, for example a chair, a radio, a plate, etc., and adjectives to describe it, such as *old / new, pretty / ugly, small / big*, etc.
- The pupils draw their object in the frame and write a label with the place and the age.

**AB p13** Activity 7 Think of adjectives to describe your object. Ask and answer.

- Ask individual pupils to describe their objects – *It's a hundred years old, It's from Japan*, etc.
- Ask individual pupils to ask questions (*How old is it?* etc.) and other pupils to answer.

# Lesson 3

▲ = Story

◆ = Sentences

## Story

### Objectives

- Review kitchen items vocabulary
- Listen to and read a story
- Understand the use of *could* and *couldn't*
- Practise using the new language

### Core language

*could / couldn't*

Review of

- kitchen items vocabulary
- language used so far

### Other language

*I'm starving!*, *want*, *label*, *play a trick on*, *dinosaur*, *bone*, *correct* (adj)

### Materials

CB pp14–15; CD 1; Grammar tiles (PMB p8) – one photocopy of Set 1 per pupil

### Review vocabulary

- Ask the pupils to recall the kitchen items vocabulary. Write the words on the board.
- Play *First letters* with the pupils: erase the words on the board, then start spelling the words and encourage the pupils to identify them.

### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 13 of the Class Book.
- Explain that the children in the story are going to visit the dig and look at the objects people have found there.

**CB p14** Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

**1.22**

- [1] Narrator: It's one o'clock at the dig ...  
Oli: I'm starving! I want my lunch.  
Meg: We haven't got time for that. Let's look at these things first.
- [2] Meg: The label says this plate is 200 years old.  
Oli: This knife is older.  
Rav: Yes, look. It's 250 years old.
- [3] Red Wolf girl: I think they've got the answer.  
Red Wolf boy: We have to stop them!  
Red Wolf girl: Let's play a trick on them!
- [4] Red Wolf girl: Look! Look!  
Red Wolf boy: What is it?  
Red Wolf girl: It's a dinosaur bone!
- [5] Red Wolf girl: This dinosaur could run. It couldn't swim.  
Red Wolf boy: This bone is very old. It's the oldest thing here!
- [6] Oli: You're right about this animal. It could run.  
Meg: But it wasn't a dinosaur.  
Red Wolf girl: Well, what was it?  
Rav: It was someone's lunch! It was a chicken!

- [7] (sound of number being dialled)  
 Meg: The oldest thing is the knife.  
 Phone voice: That's correct. Well done.
- [8] Rav: That was a funny trick.  
 Oli: I'm starving!  
 Red Wolf girl: Let's all have something to eat.  
 Meg: Good idea. I'm starving too. Come on!
- Ask the challenge question (*What is the oldest thing at the dig?*) and see if any of the pupils can answer it.

Answer: the knife

### CB p14 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *How old is the plate?* and *Was it a real dinosaur bone?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p15 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils to look at the sentences in the grammar tiles at the top of the page.
- Ask which sentences were in the story (*It could run. It couldn't swim*).
- Read the grammar tip to the pupils. Make sure they understand that *could* and *couldn't* are past forms.
- The pupils say the sentences in the tiles chorally and individually.

### CB p15 Activity 3 Listen and say the words.

- Point to each of the dinosaur names and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct dinosaur in the table.

Note: the names of the dinosaurs are for use in the next activity. The pupils are not expected to learn or remember these names.

#### 1.23

Diplodocus – Pteranodon – Cryptoclidus – Velociraptor

### CB p15 Activity 4 Look at the table and finish the dialogue.

- Read the names of the dinosaurs to the pupils. Point to the ticks and crosses and ask the pupils to say sentences, for example *Diplodocus couldn't fly*, *Cryptoclidus could swim*.
- Read the dialogue to the pupils, and ask pupils to tell you the answer.

Answer: Velociraptor

- Choose another dinosaur and guide the pupils to asking suitable questions and guessing which one it is.
- The pupils practise the guessing game in pairs.

### CB p15 Activity 5 Listen and repeat.

- Read the first question (*Could it swim?*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the question builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

#### 1.24

swim?  
 Could it swim?  
 could  
 Yes, it could.  
 run fast?  
 Could it run fast?  
 couldn't  
 No, it couldn't.

#### Teaching tip

Tell the pupils to close their Class Books during this activity. They should concentrate on how the words sound together and try to copy it. That's difficult when they're reading the words at the same time, but easier when they're just listening.

### CB p15 PMB p8 Activity 6 Choose a different picture. Make questions and answers.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 8. The pupils cut out the tiles and put them on their desks.
- Point to the picture of the first dinosaur in Activity 3 (*Diplodocus*), and say *Make a question and answer about it*. The pupils rearrange their tiles to make a question and answer, for example *Could it fly? No, it couldn't*.
- Ask individual pupils to read out their questions and answers.
- Repeat with questions and answers about the other dinosaurs. Ask other pupils to guess which dinosaur each question and answer is about.

### CB p15 Activity 7 Now play the game with your partner.

- In pairs, one pupil makes questions and answers about one of the dinosaurs with the tiles (they should use both pupils' sets, in order to make two questions and answers), and the other pupil guesses which dinosaur it is. The pupils take turns to use the tiles and to guess the dinosaur.

# Lesson 4 = Sentences

## Language focus

### Objectives

- Review the new language from the previous lesson
- Understand the use of *Could you / he / they ...?*
- Practise using the new language

### Core language

*Could you / he / they ...?*

Review of language used so far

### Other language

*I don't believe you; Just kidding!; difficult*

### Materials

AB pp14–15; CD 1; Grammar tiles (PMB p8) – one photocopy of Set 2 per pupil (optional)

### Recall the language from the previous lesson

- Write the names of the four dinosaurs from the previous lesson on the board.
- Point to one of them and ask the pupils to make sentences about it, for example *It couldn't fly*.
- Point and ask questions such as *Could it swim?* Choose individual pupils to answer the questions.
- Ask individual pupils to make questions and other pupils to answer them.

### AB p14 Introduce the new language

- Point to the grammar table at the top of the page. Read the affirmative and negative sentences first. Point out that *could* goes with the base form of the verb (*swim, walk, write, ride, etc.*) with all pronouns (*I, you, he, she, it, we, they*).
- Also point out the *when* clause with *was* and *were*.
- Read the questions and answers. Show the pupils how the order of *could* and the pronoun is reversed in the questions.
- Say *In this lesson we're going to practise asking questions with 'Could ...?'*.

### AB p14 Activity 1 Listen and number.

- Point to picture *a* and ask *Is he writing?* (*No*). Make sure the pupils understand that Rav isn't really writing.
- Repeat with the other pictures. Note that Rav is only really doing the activity in picture *c*.
- Play the first conversation on the CD. The pupils identify which picture it is (*c*). Repeat with the other conversations.

### 1.25

Rav: Look, Oli. I've got some photos of me when I was small.  
Oli: Oh yes! Let me see.

1 Rav: Look at this photo. I could swim when I was five.

Oli: Could you swim fast?

Rav: No, I couldn't!

2 Oli: How old were you here?

Rav: I was two.

Oli: Could you write when you were two?

Rav: No!

3 Rav: I couldn't juggle when I was six. It was difficult. But I can juggle now!

4 Oli: And how old were you here?

Rav: I was one. I could read when I was one.

Oli: I don't believe you!

Rav: Just kidding!

Answers: 1 c 2 a 3 b 4 d

### AB p14 Activity 2 Make sentences. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*I could read when I was one.*) and the correct picture from Activity 1 (*d*).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

### AB p14 Activity 3 Now listen and check.

- Play the CD again (Listening 1.25) for the pupils to listen and check their answers.

Answers: 1 I could read when I was one. (d) 2 I couldn't juggle when I was six. (b) 3 I could swim when I was five. (c) 4 Could you write when you were two? (a)

- Make sure the pupils realize that we use *could* and *couldn't* with *I* and *you* in exactly the same way as with *it*.
- The pupils say the sentences chorally and individually.

### AB p14 Activity 4 Look and complete.

- Point to each of the pictures and ask individual pupils to say the activity (*count to a hundred, etc.*).
- Read the first example sentence and show the pupils that Meg could swim underwater when she was six, so when she was seven she could swim underwater.
- Read the second example sentence; show the pupils that Meg could play the piano when she was nine, but she couldn't play it when she was eight.
- The pupils complete the rest of the sentences individually.

Answers: (4 and 5 are example answers only; accept any suitable alternatives) 1 could 2 couldn't 3 could 4 She couldn't ride a bike when she was five. 5 She could use a calculator when she was eight.

### AB p15 Activity 5 Write questions about Meg.

- Read the example question to the pupils. Ask the pupils to suggest more questions with *could*, such as *Could she use a calculator when she was eight?*
- The pupils write four more questions.

Answers: accept any suitable questions

### AB p15 Activity 6 Now ask and answer.

- Choose individual pupils to ask one of their questions and other pupils to answer. Remind pupils to look at the table in Activity 3.
- The pupils practise the questions and answers in pairs.

## PMB p8 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or at the end of the lesson) if you wish to give extra practice of the affirmative and negative forms.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 8. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many sentences as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most questions within that time.

## AB p15 Activity 7 Write true sentences about yourself.

- Read the example sentences to the pupils. Ask individual pupils to say true sentences about themselves.
- The pupils write five sentences about themselves.

Answers: accept any suitable sentences

- Ask individual pupils to read one or two of their sentences each to the class.

### Teaching tip

This activity could be done for homework if preferred.

# Lesson 5 = Story

## Playscript

### Objectives

- Review vocabulary for kitchen items
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

### Core language

Review of

- kitchen items vocabulary
- language used so far

### Materials

AB p15; CD 1; Unit 2 playscript (PMB p9) – one photocopy per pupil; Unit 2 Vocabulary record page (PMB p10) – one photocopy per pupil (optional)

### Review vocabulary / spelling and dictation

- Write the first letters of each word from the kitchen items vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - words with silent letters (*knife*)
  - words with double letters (*glass, bottle, spoon*)
  - one-vowel words with *u* (*cup, mug, jug*)
  - words with *a* (*plate, saucer, vase, glass*).

- Relate the spelling patterns to pronunciation, for example:
  - the *k* in *knife* is silent
  - the one-vowel words with *u* have the same vowel sound
  - the words with *a* have different vowel sounds (*vase* and *glass* are the same, but *plate* and *saucer* are different).
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

## AB p15 Activity 8 Read the story again.

- Ask the pupils to open their Class Books at page 14.
- Play the CD again (Listening 1.22) while the pupils listen and read the story.

## AB p15 Activity 9 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending b.
- The pupils match the rest of the sentence halves individually.

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

- Tell the pupils to cover the sentence endings. Ask individual pupils to tell the story, using the sentence beginnings as cues.
- The pupils work in pairs, telling the story to each other using the sentence beginnings as cues.

## AB p15 PMB p9 Activity 10 Complete the story playscript.

- Give each pupil a photocopy of the Unit 2 playscript from PMB page 9.
- Pupils complete Activities 1 to 3 on the photocopyable page (see notes below).

## PMB p9 Activity 1 Write the words and phrases in groups.

- Read the words in the word pool to the pupils.
- Point to each of the shapes below and read the word or number in each one. Remind the pupils that each shape is for a group of similar words. Each word in the word pool belongs to one of the groups. Ask the pupils to suggest words or numbers from the word pool for each shape.
- The pupils write the words or numbers from the word pool in the correct category.

Answers: set 1 – chicken, cow, sheep, rabbit; set 2 – plate, jug, spoon, knife; set 3 – 200, 100, 250, 550, 1000; set 4 – run, fly, swim

## PMB p9 Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.

- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of seven. In their groups, the pupils decide which words to use when they read the playscript.

**PMB p9** Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

**PMB p10** Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

## Lesson 6 = Skills = Song / chant

### Reading

#### Objectives

- Make predictions about a text
- Develop reading skills: skimming
- Read and understand a newspaper article
- Practise the pronunciation of vowel sounds /ɒ/ (*fossil*) and /ɔː/ (*fork*)

#### Core language

Review of language used so far

#### Other language

*article, fossil, skeleton, rock, bone, strong, heavy, discover, weigh, stay*

#### Materials

CB p16; AB p16; CD 1

**CB p16** Activity 1 Read the text quickly. Match the titles to the paragraphs.

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headlines, pictures, and the layout, such as *It's about a dinosaur, It's a newspaper article, etc.*
- Read the list of titles and explain that the pupils must match each title to a paragraph. Say *You've got one minute to match.* Time the pupils while they read, and stop them after a minute.

Answers: a 2 b 3 c 1

#### Teaching tip

Check that pupils understand that the \$ symbol represents American dollars. Write the word *dollars* on the board, so that pupils are familiar with the written form of the word before they do Activity 3 (where they will need to recognize it).

**CB p16** Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first picture and ask *Which word is it?* Encourage the pupils to use context clues (the rest of

the text and the pictures) to work out which word it is. For example, picture 1 can't be *rocks* because that is an object you can walk to.

- The pupils find the word (*strong*).
- The pupils find the other words in the text and write them in their notebooks.

Answers: 1 strong 2 rocks 3 heavy 4 fossil 5 skeleton 6 bones

**CB p16** Activity 3 Read the text again and write true or false.


- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first sentence and ask *Is that true or false?* The pupils say the answer (*true*).
- The pupils answer the questions and write the answers in their notebooks.

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

**AB p16** Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *fossil* and *fork*.

 1.26

/ɒ/ ... /ɒ/

fossil ... fossil

/ɔː/ ... /ɔː/

fork ... fork

**AB p16** Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the fossil and say the vowel sound (/ɒ/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *fossil*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the fork and say the vowel sound (/ɔː/). Point to the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *fork*.
- Play the CD; the pupils listen and raise the correct hand.

 1.27

strong ... strong

rocks ... rocks

horse ... horse

tortoise ... tortoise

comic ... comic  
shorts ... shorts  
socks ... socks  
saucer... saucer  
donkey... donkey  
walk ... walk

**Answers:** 1 left 2 left 3 right 4 right 5 left 6 right 7 left  
8 right 9 left 10 right

**AB p16** Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the fossil and show the pupils the phonetic symbol for the *o* sound in *fossil*.
- Point to the picture of the fork and show the pupils the phonetic symbol for the vowel sound.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

**AB p16** Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

**1.28**

/ɒ/  
rocks, strong, socks, donkey, comic  
/ɔː/  
tortoise, horse, walk, shorts, saucer

**Answers:** fossil picture – rocks, strong, socks, donkey, comic;  
fork picture – tortoise, horse, walk, shorts, saucer

**AB p16** Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the short *o* sound (*fossils, rocks, comics, socks*) and the *or* sound (*shorts, walking, horses, talking*).
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.
- Point out that the 'l' is silent in *walk* and *talk*.

**1.29**

John likes fossils,  
John likes rocks.  
John likes comics,  
John likes socks.  
Shaun likes shorts,  
Shaun likes walking.  
Shaun likes horses,  
Shaun likes talking.

- Point out the tip to the pupils and ask them to say the /ɔː/ sound (*or* as in *fork*).
- Ask the pupils to look at the words in Activity 3 and find examples of the /ɔː/ sound spelt with *or* (*tortoise, horse, shorts*).
- Ask the pupils to look at the list of words again and find other ways of spelling this sound (*a, au*).

## Pronunciation and spelling extra

- Focus on /ɒ/ (*fossil*). Ask the pupils to say other words with this pronunciation (e.g. *what, want, dog, body, box, cross, got, hot, shop, stop, top, wash, watch*, and also *was / wasn't* in short answers such as *Yes, I was. / No, he wasn't.*).
- Ask the pupils to spell these words and write the spellings on the board. Point out that *a* can also make the sound /ɒ/ as well as *o*.
- Focus on /ɔː/ (*fork*). Ask the pupils to say other words with this pronunciation (e.g. *four, talk, all, fall, wall, tall*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out the word which has a different spelling (*four*).

## Lesson 7 = Skills

### Listening and speaking

#### Objectives

- Review the unit so far
- Develop listening skills: listening for gist, intensive listening
- Develop speaking skills: arranging to go to the cinema

#### Core language

Review of

- language used so far
- adjectives to describe films: *scary, funny, exciting*

#### Other language

*3D (3 dimensional) film, special effects, hunt, ticket, Don't miss ..., pound (£)*

#### Materials

CB p17; Incredible Adventure Game poster; CD 1

#### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

**CB p17** Activity 4 Listen and point to the film posters.

- Point to the poster of the first film and ask questions about it, such as *What cinema is it on at? What time does it start? How much does it cost for children?*, etc. Repeat with the other posters.
- Play the CD while the pupils listen and match the descriptions with two of the posters.

**1.30**

- 1 Announcer: Dinosaurs were huge! Dinosaurs were scary!  
And now they're here!  
Come and see the new 3D film. Wear special 3D glasses and see the special effects!  
Travel back millions of years with us, and see the monsters of the past.  
Meet Diplodocus, one of the biggest dinosaurs ever.  
Meet Tyrannosaurus Rex, the king of the dinosaurs.

Watch Triceratops fight for its life.

There are three showings every day: half past four, half past six and half past eight.

Adults nine pounds, children five pounds fifty.

Come and see this exciting film – great fun for all the family.

- 2 Announcer: The explorers travel to Africa, hunting for dinosaurs. They look for fossils in the desert. But they find more than fossils – they find real dinosaurs! They see Apatosauruses, and Velociraptor, and more. The dinosaurs aren't dead!

Don't miss the scariest film of your life!

(*sound of dinosaur roaring*)

You can see the film at five o'clock or seven-thirty, every day.

Tickets cost nine pounds for adults and five pounds fifty for children.

**Answers:** Film one = Dino Adventures Film two = The Fossil Hunters

- Ask the pupils to say why they chose those films, and why the descriptions don't fit the other poster. Recast their answers as necessary.

**CB p17** Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again (Listening 1.30). The pupils answer the questions in their notebooks.

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

**CB p17** Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

**1.31**

Child 1: Let's go to the cinema.

Child 2: OK. I want to see Dino Adventures.

Child 1: Where's it on?

Child 2: At the Odeon.

Child 1: Let's go at half past four.

Child 2: OK. How much are the tickets?

Child 1: Five pounds fifty each.

**Answers:** 1 Dino Adventures 2 Odeon 3 half past four 4 £5.50

**CB p17** Activity 7 Do the role play with your partner. Choose different words.

- Choose a pupil to start the dialogue. Answer with the name of another film from Activity 4.
- Continue the dialogue with the pupil, using the information in the poster about the film.
- The pupils role play conversations in pairs.

## Lesson 8 = Skills

### Writing

#### Objectives

- Read and understand about dinosaurs
- Write notes on a text, use notes to complete a text
- Writing skills: describing a dinosaur

#### Core language

Review of language used so far

#### Other language

*hunter, meat-eating, tonne, plate (defensive), back, spike, tail, defence*

#### Materials

AB p17; One piece of paper per pupil (optional)

**AB p17** Activity 1 Read the text and complete the fact card.

- Give the pupils enough time to read the text silently.
- Point to the fact card and ask the pupils to say the information that should go on the first answer line (70–80).
- The pupils complete the fact cards individually.

**Answers:** 70–80, meat, 1.5–2, 1, 7–15, legs, claws, teeth

**AB p17** Activity 2 Read the fact card and complete the text.

- Ask individual pupils to read a line of information each on the fact card.
- Read the first sentence of the text and ask the pupils to add the missing information (*144 to 154 million*).
- The pupils complete the rest of the text individually.
- If you like, you can give the pupils extra information to add to the paragraph, for example *Stegosaurus's brain weighed only 70 grammes*. Discuss with the pupils a suitable place to add the extra information in the text.

**Answers:** 1 144 to 154 million 2 plants 3 6 to 9 metres  
4 4 metres 5 2 6 big plates 7 tail 8 defence 9 head  
10 brain

**AB p17** Activity 3 Write about a real or imaginary dinosaur.

- Tell the pupils that they are going to write a fact card with information about a dinosaur. They can base this on real dinosaurs, using information from encyclopedias, the internet, etc. Alternatively, they can invent a dinosaur.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- Show the pupils how the text card in Activity 2 was expanded to form a paragraph.
- Read the tip to the pupils. Remind them to use full stops in their paragraph.
- The pupils write a rough copy of their description in their notebooks.
- After you have checked their rough copy the pupils write the final copy of their description in their notebooks, or on a separate piece of paper, and add an illustration.



## Lesson 9 ■ = Words ■ = Other subjects

### Learning through English

#### Objectives

- Learn about cave paintings
- Learn vocabulary for animals

#### Core language

Animals vocabulary: *bison, deer, bull, goat, rhino, mammoth*

Review of language used so far

#### Other language

*Stone Age, cave, cave painting, cavemen, continent, ceiling, mix (v), powdered, rock, brush(es), stick, feather, lamp, handprint, god, different*

#### Materials

CB p18; AB p18; CD 1

#### Introduce the topic

- Explain to the pupils that they are going to be learning about an archaeological subject: the cave paintings of Stone Age people.

#### CB p18 Activity 1 Do the quiz. Answer Yes or No.

- Read each question to the pupils. The pupils guess the answers and write them in their notebooks.

#### CB p18 Activity 2 Listen, read and check your answers.

- Play the CD while the pupils listen and check their answers.
- Explain any vocabulary as necessary.

#### 1.32

(See CB page 18.)

Answers: 1 No 2 Yes 3 Yes 4 No 5 No 6 Yes 7 Yes 8 Yes

#### CB p18 Activity 3 Look, listen and repeat.

- Play the CD. The pupils repeat the words chorally and individually.

#### 1.33

deer – bull – goat – mammoth – bison – rhino

#### AB p18 Activity 1 Write the words.

- Read the words in the word pool to the pupils.
- Point to picture 1 and ask *What is it? (a bull)*.
- The pupils write the words next to the correct pictures.

Answers: 1 bull 2 mammoth 3 goat 4 deer 5 rhino 6 bison

#### AB p18 Activity 2 Complete the story.

- Read the words in the word pool to the pupils.
- The pupils complete the story with the words in the word pool.
- Ask pupils if they have ever heard of these caves.

Answers: 1 went, saw, went 2 followed, entered, couldn't see 3 returned, had, saw 4 visit

## Lesson 10 ■ = Words ■ = Other subjects

### Learning through English

#### Objectives

- Review animals vocabulary
- Learn more about cave paintings
- Listen and talk about cave paintings

#### Core language

Review of

- animals vocabulary
- language used so far

#### Other language

*What can you see in this picture? I can see ...*

*What's this? I think it's a ...*

*What are these? I think they're ...*

#### Materials

CB p19; AB p18; CD 1; Sheets of paper (for 'What's missing?' game)

#### Review vocabulary

- Ask the pupils to recall the animals words from the previous lesson. Write the words on the board.
- Play *What's missing?* with the pupils: erase the words on the board, then write the words on sheets of paper. Take one of the sheets from the pile, then put the other five sheets on the board. The pupils say the word for the missing sheet. Repeat with the other words.

#### CB p19 Activity 4 Listen and say which picture.

- Point to each of the pictures and ask questions about it, such as *Where is it? What is it a picture of?*
- Play the CD. After each description, the pupils say which picture it is.

#### 1.34

- Child 1: Look at this picture. Is it an elephant?  
Child 2: No, look – it's got hair. And very long tusks.  
Child 1: Oh, it's a mammoth!  
Child 2: And what are the other animals?  
Child 1: They've got horns. I think they're goats.
- Child 3: This is my favourite picture.  
Child 4: Why?  
Child 3: Because it's got lots of horses. I love horses!  
Child 4: What about these animals? They aren't horses.  
Child 3: No, they aren't. They're goats.
- Child 2: I like this picture.  
Child 4: Me too. I think the big animal's a bull.  
Child 2: What's the red animal?  
Child 4: I think it's a bison.  
Child 2: Oh look, there are some deer too.
- Child 3: What can you see here?  
Child 1: Well, there's a white bull with spots.  
Child 3: And what are the other two animals?  
Child 1: I think they're horses, but I'm not sure.
- Child 1: Look at these! What are they?  
Child 4: I don't know! They're very fat, and they've got horns.  
Child 1: I think they're rhinos.  
Child 4: Oh, I think you're right.
- Child 2: This is a beautiful picture.  
Child 3: What is it? Is it a bull, or is it a bison?  
Child 2: I think it's a bison.

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

### CB p19 Activity 5 Talk about the pictures.

- Read the sentences in the *Talk about it!* box to the pupils.
- Point to one of the pictures and ask *What can you see in this picture?* Guide the pupils to making suitable replies using the language in the box. Also encourage the pupils to suggest reasons why Stone Age people painted pictures in caves (to show their achievements, to impress other people, to attract good luck, to thank their gods, to show the younger generation how to hunt, etc.).
- The pupils talk about the pictures in pairs.

### AB p18 Activity 3 Read and match.

- Read the sentences to the pupils. Point to picture 1 and ask *Which sentence is it?* The pupils answer *d*. Point out the example answer *1* next to the sentence.
- The pupils match the other pictures with the sentences.
- Choose individual pupils to read a sentence each, in the correct order.

Answers: a 3 b 4 c 2 d 1

### AB p18 Activity 4 Complete the crossword.

- The pupils read the clues and write the words in the crossword.
- Ask a pupil to read the mystery word.

Answers: 1 handprint 2 Stone 3 bones 4 rock

5 Antarctica

The mystery word (the dog's name) is *robot*.

## Lesson 11 = Other subjects

### Learning through English

#### (Mini project)

#### Objectives

- Review vocabulary for kitchen items and animals
- Describe a cave painting
- Plan and make a cave painting

#### Core language

Review of

- kitchen items vocabulary
- animals vocabulary
- language used so far

#### Materials

AB p19; Paper, pens, crayons, etc. for the pupils' 'cave paintings'

#### Review vocabulary

- Write the headings for the two vocabulary groups (kitchen items, animals) on the board.
- Call individual pupils up to the board to write a word each for one of the groups.
- Repeat until all the words have been added on the board.

### Present the project

- Explain to the pupils that they are going to be making their own 'cave paintings'. Ask the pupils questions about Stone Age men and their cave paintings such as *What did they paint?* and *What materials did they use?*
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### AB p19 Activity 5 Look and read. Circle the mistakes in the text.

- Read the text to the pupils. Say *Compare the text with the picture* and ask the pupils to find mistakes in the text.
- As soon as they have identified one mistake correctly, show them how to circle the mistake.
- The pupils circle the rest of the mistakes in the text.

Answers: (the correct versions are in brackets) two horses (three horses), horses are running (horses are eating), deer are eating (deer are running), There are four people (There are two people)

### AB p19 Activity 6 Make a 'cave painting' and describe it.

- Ask the pupils to suggest things they can include in their picture (people, horses, bulls, deer, etc.). Write their suggestions on the board.
- Ask the pupils to suggest things that would not be suitable for a cave painting (houses, cars, telephones, etc.).
- Tell the pupils to plan a cave painting and draw it in their notebooks, or on a separate piece of paper.
- The pupils write a description of their cave painting. They should use the text in Activity 5 as a model.

#### Display

- When the pupils have finished, divide the class into two groups, A and B.
- Each Group A pupil visits three Group B pupils. The Group B pupils show their cave paintings to the Group A pupils and describe them.
- Each Group B pupil visits three Group A pupils. The Group A pupils show their cave paintings to the Group B pupils and describe them.
- Arrange a feedback session: ask the pupils to comment on their classmates' cave paintings. Encourage them to comment on the most attractive paintings, the ones which looked most like real cave paintings, the ones with unsuitable pictures (for example, cars or televisions), the most interesting ones, etc.

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Compare Stone Age painting materials with modern painting materials
- Make a painting using Stone Age painting techniques

#### Core language

Review of language used so far

#### Other language

21<sup>st</sup> Century, painting technique, try out, charcoal, travel, technology, home

#### Materials

'The Stone Age meets the 21st Century' worksheet (PMB p11) – one photocopy per pupil; A range of Stone Age type painting materials (sticks and feathers for painting with paint); Charcoal sticks; Paints (red, black, yellow, and brown); Paper towels

#### Preparation

- Ask the pupils to recall what they have learnt about Stone Age paintings. Ask them questions such as *What did Stone Age people paint? Where did they do their paintings? What materials did they use?*

#### PMB p11

### Activity 1 Look at these Stone Age painting and drawing materials. Match the materials with pictures a–d.

- Give each pupil a copy of the worksheet.
- Look at the pictures of materials with the pupils and ask them to identify each one (charcoal sticks, paint and sticks, paint and feathers, paint and fingers). Talk about how Stone Age man would have made and used each material. You can explain that charcoal sticks would have been made by burning sticks or twigs in the fire until the wood turned to charcoal. Tell pupils that charcoal sticks are still commonly used in drawing today, and show them the modern charcoal sticks you have brought in.
- Ask what other materials are used in modern times, and draw up a list on the board, for example: acrylic paint, poster paint, watercolours, oil paint, wax crayons, colour pencils, ink, chalk, etc. Point out how we have a wide choice of artistic materials to use these days, whereas Stone Age man had quite a limited choice of materials.
- Ask the pupils to look at the four pictures of bison. Tell them that they have to say which painting / drawing technique has been used for each picture.
- Pupils look at the bison pictures and match them with materials 1–4.

Answers: a 2 (stick and paint) b 4 (finger and paint)

c 1 (charcoal sticks) d 3 (feather and paint)

- Go through the answers with the pupils. Talk with them about the different effects created by the different techniques. Ask them which techniques they like the results of, and why.

#### PMB p11

### Activity 2 Draw your own picture using the Stone Age painting techniques.

- Hand out the painting and drawing materials to the pupils.
- Tell the pupils that they are going to use the Stone Age materials to draw their own picture in the frame at the bottom of the photocopy.
- Discuss with the pupils what they might like to draw. For an authentic-looking image they can draw typical content of Stone Age paintings (animals, hunting, eating, campfires, etc.) – encourage them to look back at the Class Book for inspiration. Alternatively, they can draw a picture of modern-day life, or anything else they wish.
- The pupils paint and draw their picture in the frame. Encourage them to try out all four painting / drawing techniques.
- If pupils have been painting with their fingers, hand out paper towels for cleaning up.
- Ask a pupil to come to the front and talk about his / her picture. Guide the pupil to using appropriate language: *This is a picture of Stone Age life. There's a bison, a fire, and some people. I used charcoal sticks for this part, my fingers for this part, etc.*

#### Display

- Arrange a display of the pictures in the classroom. Allow the pupils to move around the classroom and look at each other's pictures.
- Arrange a class vote to decide on the most attractive picture and the most interesting picture.

#### Fun activity (optional)

- In groups of four or five, the pupils play a painting and guessing game; they take turns to draw a picture of an object, animal, or person, while the other pupils guess what or who it is.

#### Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of painting. Suitable branches would be: Painting materials (acrylic paints, watercolours, etc.) Types of painting (landscape, portrait, etc.) Styles of painting (abstract, realistic, etc.) Famous painters (Picasso, Leonardo da Vinci, etc.) Famous paintings (*The Mona Lisa*, etc.)
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.

# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about abilities
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Materials

CB p20; AB p19; CD 1; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

### Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to then answer the question *What is the song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask one pupil to answer the question (*the song is about abilities / learning to do things*).
- Ask the pupils to give you more information about the song. Guide them to talking about the things the girl couldn't do as a baby, and the things she can do now.

### CB p20 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song for the pupils to listen and check.

### 1.35

When I was one,  
I couldn't run,  
I couldn't walk,  
I couldn't talk.

When I was four,  
I learned to draw,  
I learned to write,  
And ride a bike.

Now I can swim,  
And I can sing,  
I can climb,  
And tell the time.

But ... when I was one,  
I couldn't run,  
I couldn't walk,  
I couldn't talk.

**Answers:** 1 couldn't 2 bike 3 can 4 time 5 one 6 talk

- Play the song again for the pupils to listen and sing.

### CB p20 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.

- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

**Answers:** (row 1) 'Could it swim? No it couldn't.'; bison, deer, horses, bulls, goats, rhinos, mammoths (any three); It's made of glass; Sue Hendrickson found a T. Rex skeleton / a dinosaur.

(row 2) Any three kitchen items from CB page 13; The knife in the story is 250 years old; Stone Age artists used sticks, feathers, and bones / red, black, yellow and brown paints for painting; 'Could it fly? Yes, it could.'

(row 3) It's round. It's made of pottery; fork / tortoise / horse / walk / shorts / saucer (see AB page 16); 'I think it's a bison.'; Any three kitchen items from CB page 13

### Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

### Teaching tip

Remember that the poster game may take a long time to play, and you might wish to devote a whole separate lesson to it.

### AB p19 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.



The pupils are now ready to sit the Unit 2 test (see pp171–172).



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

## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for places in a town
- Practise talking about where places are on a map

#### Core language

Places in a town: *church, hospital, police station, theatre, museum, chemist, hotel*

Review of

- places in a town vocabulary: *restaurant, supermarket, castle, market*
- language used so far

#### Other language

*grandfather clock*

#### Materials

CB p21; AB p20; Incredible Adventure Game poster; CD 1

#### Unit overview

- Say *We are going to look at different types of buildings in this unit.* Ask the pupils to suggest words for different buildings in a town.
- Talk with the pupils about the places where they go to in their town, why they go, and how often they go.
- Ask the pupils to look through Unit 3 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – places in a town, maths words
  - Skills (speaking) – giving directions (*Where's the ...? Turn left / right.*)
  - ▲ Story – *The Snowfox diamond*
  - ◆ Sentences – *He climbed. He didn't climb. Did he climb?*
  - Skills – reading about a castle, talking about a castle, writing a leaflet about a tourist attraction
  - Song – *I went for a ride / Chant – I'm going round the tower*
  - ▷ Other subjects – Maths (Roman numbers)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p21 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where is the supermarket?* and *Is there a hospital?*
- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### ))) 1.36

1 museum 2 theatre 3 supermarket 4 castle 5 market 6 hotel  
7 hospital 8 church 9 chemist 10 restaurant 11 police station

- Play *Memory chain* with the pupils: start the chain with *In the town there's a beautiful museum*; the next pupil continues with *In the town there's a beautiful museum and an expensive restaurant*. Continue round the class, with each pupil adding one more place, with an adjective such as *big, old, nice, friendly*, etc. (You may want to brainstorm appropriate adjectives first and write these on the board.)
- Relate the vocabulary to the pupils' town and area: ask questions such as *Is there a museum here?* and *Where is the nearest supermarket?*

#### CB p21 Activity 2 Look and write true or false.

- Read the first sentence and ask *Is that true or false?* The pupils say the answer (*false*).
- The pupils answer the questions and write the answers in their notebooks.
- Check the answers with the pupils. Ask the pupils to correct the false answers, for example *The hospital is on Long Road.*

Answers: 1 false (The hospital is on Long Road) 2 true  
3 false (There is a restaurant on George Street) 4 true 5 true  
6 false (The police station is next to the restaurant) 7 false  
(There is a supermarket on Hill Road) 8 true

#### CB p21 Activity 3 Ask and answer.

- Read the example questions and answers to the pupils.
- Choose individual pupils to ask a question about one of the places on the map, and other pupils to answer the questions.

#### AB p20 Activity 1 Number the pictures.

- Point to picture *g* and ask *What is it?* (*a church*). Show the pupils the example answer (*1*) in the box.
- The pupils number the rest of the pictures.

Answers: a 6 b 2 c 10 d 3 e 11 f 5 g 1 h 4 i 8 j 7 k 9

#### AB p20 Activity 2 Write the words.

- Read the first sentence to the pupils (*You can go shopping at these places*). Ask the pupils to find the places in Activity 1 where you can go shopping (*market, supermarket, chemist*).
- The pupils find the places for the other three descriptions.

Answers: (pupils' answers may vary)

You can go shopping at these places: market, supermarket, chemist

Tourists visit these places: castle, museum, church, theatre

You can eat at these places: restaurant, hotel

Other places: police station, hospital

### AB p20 Activity 3 Draw the symbols on the map. Then write sentences.

- Read the names of the streets and roads on the map to the pupils.
- Point to each of the symbols in the key and ask the pupils to identify it (*a hospital, a supermarket, etc.*).
- Read the two example sentences and show the pupils where the hospital and supermarket are on the map.
- The pupils draw the other symbols on the map, anywhere they choose.
- Ask individual pupils to describe the positions on the map (*The theatre's on Highwall Street. It's next to the police station, etc.*).
- The pupils write six more sentences about the places on their maps.

Answers: accept any suitable answers

- As a follow-up / homework activity, the pupils can draw a map of their neighbourhood or another part of their town. They should add symbols for buildings and write sentences about the position of the buildings.

### CB p21 Challenge

- Ask the pupils to look back at page 21 of the Class Book.
- Read the third challenge question to the pupils. Ask *What type of clock is a grandfather clock?* Guide the pupils to the correct answer, recasting what they say as necessary.
- Explain that in the next story episode The Incredible Team will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review places in a town vocabulary
- Practise giving and following directions
- Practise sentence rhythm / intonation / stress: asking for and giving directions

#### Core language

*Excuse me, where's the ..., please? / Turn left / right. / Go straight ahead. / Take the second left. / It's on the right.*

Review of

- places in a town vocabulary
- language used so far

#### Materials

AB p21; CD 1

#### Review vocabulary

- Ask the pupils to recall the places in a town vocabulary from the previous lesson. Write the words on the board.
- Cue the vocabulary items with sentences such as *You can watch a play in this place. (theatre)*. The pupils say the words chorally and individually.

### AB p21 Reviewing directions

- Point to each of the language boxes at the top of the page. Read the text and make sure the pupils

understand the meaning. Use hand gestures to explain the meaning of the instructions / directions.

- Say different instructions at random. The pupils show you the corresponding hand gesture.
- Repeat with sequences of instructions; the pupils show you the correct hand gestures in the correct order.

### AB p21 Activity 1 Follow the instructions and find the places on the map.

- Point to the *Start here* label on the map, then read the first set of instructions. The pupils identify the place (*the museum*).
- The pupils read the other instructions and identify the places.

Answers: 1 museum 2 theatre 3 chemist

### AB p21 Activity 2 Listen and find the places on the map. Write A, B, C or D.

- Point to the four places A, B, C, and D on the map. Tell the pupils to listen and find the places.
- Play the first conversation on the CD. Ask the pupils *Is it A, B, C, or D? (B)*. Then ask *What place is it? (the market)*. The pupils write *B* next to *market*.
- Repeat with the other conversations.

#### 1.37

- 1 Boy: Excuse me, where's the market, please?  
Man: The market? Let me see. Turn right here. Turn left. It's on your right.  
Boy: Turn right, then turn left.  
Man: That's it.  
Boy: Thanks a lot.
- 2 Girl: Excuse me. Where's the castle, please?  
Woman: The castle ... I know. Go straight ahead, then turn right. It's on the left.  
Girl: Go straight ahead and turn right.  
Woman: Yes.  
Girl: OK, thanks.
- 3 Boy: Excuse me. Where's the hotel, please?  
Woman: The hotel? Let me see, turn right, then turn right again. It's on the left.  
Boy: Turn right, and turn right again.  
Woman: That's it.  
Boy: Thanks!

Answers: 1 B 2 D 3 A

### AB p21 Activity 3 Look at the map and complete the dialogues.

- Read the first conversation to the pupils. Ask them to suggest phrases to complete it.
- The pupils complete the second conversation individually.

Answers: Go straight ahead, take the second right, on the left; Turn right, turn right, on the right

### AB p21 Activity 4 Listen and repeat.

- Read the instructions. Play the CD and highlight the intonation.
- The pupils repeat the instructions chorally and individually. Encourage them to use the intonation on the CD.

## 1.38

Turn left.  
Go straight ahead.  
Take the second left.  
It's on the right.

### Activity 5 Write a dialogue.

- Ask the pupils to suggest questions and answers for the speech bubbles.
- The pupils write the speech bubbles using their own ideas.

### Activity 6 Now act out your dialogue with a partner.

- The pupils practise their conversations from Activity 5 in pairs.

## Lesson 3

▲ = Story    ◆ = Sentences

### Story

#### Objectives

- Review places in a town vocabulary
- Listen to and read a story
- Understand the use of *He climbed. / He didn't climb.*
- Practise using the new language

#### Core language

*He climbed. / He didn't climb.*

Review of

- places in a town vocabulary
- language used so far

#### Other language

*diamond, moat, footprint, hide, map, kid, international, jewel, sign, thief, notebook, Grab him!, buy – bought, go – went*

#### Materials

CB pp22–23; CD 1; Grammar tiles (PMB p12) – one photocopy of Set 1 per pupil

#### Review vocabulary

- Ask the pupils to recall the places in a town words. Write the words on the board.
- Erase the words on the board, then play *Hangman* with the pupils, using the words from the vocabulary set.

#### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 21 of the Class Book.
- Explain that the children in the story are going to have an adventure when they visit a castle.
- Write the word *moat* on the board, and explain what it means with a simple picture on the board.

### Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

## 1.39

- [1] Narrator: At the castle ...  
Rav: We need to find the grandfather clock.

Oli: Oh look. This is where you can see the Snowfox diamond.

Guard: Help! Somebody's taken the Snowfox diamond!

- [2] Meg: Look! The thief swam across the moat.  
Rav: Did he climb through the window?  
Meg: Yes, he did.

- [3] Meg: He took the diamond.  
Oli: And then he went out of the door.  
Rav: Let's follow him.

- [4] Oli: Stop, Rav. He didn't go that way. Look at the footprints.  
Rav: Oh yes. He ran across the Great Hall.  
Meg: Come on, let's go!

- [5] Meg: Where is he?  
Rav: I don't know. I can't see him.  
Oli: (*shouting*) There he is! Look, he's hiding behind a map. Grab him!

- [6] Policeman: Well done, kids!  
Policewoman: This is Lily Lightfingers, the international jewel thief.  
Meg: Oh! The thief is a woman!

- [7] Meg: We caught her!  
Oli: Yes. And look – here's the grandfather clock!  
Rav: And there's a sign over the door. It says 'Room 14'.

- [8] Meg: The grandfather clock is in Room 14.  
Phone voice: That's correct! Wait for the next text message.

- Ask the challenge question and see if any of the pupils can answer it.

Answer: Room 14

### Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *What happened at the castle?* and *Did they catch the thief?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### Activity 2 Look and say. Which sentences are in the story?

Note: The question form (*Did he climb through the window? Yes, he did. / No, he didn't.*) is included in the grammar tiles, but it isn't practised until the next lesson.

- Ask the pupils which sentences were in the story (*He took the diamond. / Did he climb through the window? Yes, he did.*).
- Read the grammar tip to the pupils. Make sure they understand the difference between the past forms of regular and irregular verbs.
- Point out the use of the infinitive of the verb in the negative and question forms.
- The pupils say the sentences in the tiles chorally and individually.

### Activity 3 Look at the pictures and finish the dialogue.

- Point to the first picture and ask *What did she do?* Guide the pupils to saying *She went to the castle. She bought a pencil.*
- Read the speech bubble to the pupils, then ask them to say which person it is.

Answer: Number 2

**CB p23** Activity 4 Listen and repeat.

- Read the first sentence (*She didn't go to the museum*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the sentence builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

## ))) 1.40

the museum.  
go to the museum.  
She didn't go to the museum.

the castle.  
went to the castle.  
She went to the castle.

a pencil.  
buy a pencil.  
She didn't buy a pencil.

a rubber.  
bought a rubber.  
She bought a rubber.

**CB p23** **PMB p12** Activity 5 Choose a different picture. Make four sentences.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 12. The pupils cut out the tiles and put them on their desks.
- Say *Make a sentence about picture 1*. The pupils arrange the tiles to make a suitable sentence, for example *She bought a pencil* or *She didn't buy a notebook*.
- Say *Now make four sentences about another picture*. When they have finished, ask one of the pupils to read out his / her sentences, and another pupil to guess which picture it is.
- Repeat with other pairs of pupils.

**CB p23** Activity 6 Now play the game with your partner.

- The pupils practise the game in Activity 5 in pairs.

**Lesson 4** ♦ = Sentences**Language focus****Objectives**

- Understand the use of *I played tennis*. / *I didn't play tennis*. / *Did you play tennis?* Yes, I did. / No, I didn't.
- Practise using the new language

**Core language**

*I played tennis; I didn't play tennis; Did you play tennis?; Yes, I did. / No, I didn't.*

Review of language used so far

**Other language**

Irregular past forms: *had, broke, did, wrote, read, made, ate*

**Materials**

AB pp22–23; CD 1; Grammar tiles (PMB p12) – one photocopy of Set 2 per pupil (optional); Pupils' grammar tiles (Set 1) from Lesson 3 (optional)

**Recall the language from the previous lesson**

- Draw a picture of a boy and write the word *yesterday* next to him.
- Do mime gestures for different actions, such as *walk, swim, write*, etc. Ask the pupils to make a sentence for each action, for example *He walked to school*.
- Cue negatives by shaking your finger or your head after the mime gesture to indicate no. The pupils make negative sentences for these actions, for example *He didn't swim*.
- Ask questions with *Did he ...?*, for example *Did he swim?* The pupils answer the questions with *Yes, he did* or *No, he didn't*. If necessary, nod or shake your head to indicate a *yes* or *no* answer.

**AB p22** Introduce the new language

- Point to the grammar table at the top of the page. Read the affirmative and negative sentences first. Make sure the pupils realize that the past verb forms with *I* and *You* are the same as with *he* and *she*.
- Read the questions and answers. Show the pupils how with questions we use the past auxiliary *did*.
- Show the pupils the short answers.
- Say *In this lesson we're going to practise asking questions with 'Did you ...?'*.

**AB p22** Activity 1 Listen and number.

- Tell the pupils to look at the pictures of Oli. Say one of the activities in Oli's thought bubbles, for example *go swimming*. The pupils identify the picture (c).
- Repeat with the other activities (*go out, play computer games, go to the cinema, eat popcorn, have maths, make a model aeroplane*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (c). Repeat with the other conversations.

## ))) 1.41

Grandad: Hi Oli!

Oli: Hi, Grandad.

Grandad: How are you? Did you have a good week?

Oli: Yes, thanks.

Grandad: What did you do?

1 Oli: We didn't have Maths on Monday. We went swimming. It was great!

Grandad: Lucky you!

2 Oli: Er ... I made a model plane on Wednesday. It took me three hours!

Grandad: Is it finished now?

Oli: Yes, and I painted it too. It looks brilliant!

3 Grandad: What did you do at the weekend?

Oli: I didn't go out on Saturday. I stayed at home. I played computer games and watched a DVD.

Grandad: Very nice.

4 Grandad: And what about Sunday?

Oli: We went to the cinema on Sunday. We saw two great films!

Answers: a 3 b 4 c 1 d 2

**AB p22** Activity 2 Make sentences. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*We went to the cinema on Sunday*) and the correct picture from Activity 1 (b).



- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

### AB p22 Activity 3 Now listen and check.

- Play the CD again (Listening 1.41) for the pupils to listen and check their answers.

**Answers:** 1 We went to the cinema on Sunday. (b) 2 We didn't have Maths on Monday. (c) 3 I made a model plane on Wednesday. (d) 4 I didn't go out on Saturday. (a)

- The pupils say the sentences chorally and individually.

### AB p22 Activity 4 Write the past forms. Circle the irregular past forms.

- Read the past forms in the word pool to the pupils. Show the pupils how *played* and *went* have been added to the table of verbs below.
- The pupils complete the table with the other past forms.
- Ask the pupils to identify the first irregular past form in the table (*went*). The pupils circle all the irregular past forms.
- Ask individual pupils to read the present form / irregular past form pairs. Make sure the pupils can produce the different pronunciations of *read* in the present (/ri:d/) and past form (/rɛd/).

**Answers:** play – played, go – went, have – had, break – broke, do – did, write – wrote, read – read, make – made, watch – watched, talk – talked, eat – ate  
the irregular past forms are: went, had, broke, did, wrote, read, made, ate

### AB p22 Activity 5 Write sentences. Use the correct form of the verb.

- Point to the first picture. Show the pupils the verbs (*write a letter*, *play football* crossed out), and the answers. Make sure the pupils understand that the verb which is crossed out is something the child didn't do.
- The pupils write two sentences for the other pictures.

**Answers:** 1 She wrote a letter. She didn't play football.  
2 He ate an ice cream. He didn't eat yoghurt. 3 They did their homework. They didn't watch television. 4 She broke her arm. She didn't break her leg.

### PMB p12 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or at the end of the lesson) if you wish to give extra practice of the structure.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 12. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many sentences as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most sentences within that time.

- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more questions, for example *Did she buy a rubber? Did he go to the castle?*

### AB p23 Activity 6 Write about your day yesterday. Use verbs from Activity 4.

- Read the words in the word pool to the pupils. Point to each of the pictures and ask the pupils to say the activity, using a verb and a word from the word pool (*eat a sandwich*, *talk to a friend*, *watch TV*, *read a comic*, *make a model*, *write an email*).
- Read the two possible answers for number 1. Ask individual pupils to say their answer for 2 (either *I talked to a friend* or *I didn't talk to a friend*.)
- The pupils write sentences about themselves using the picture cues.

**Answers:** 1 I ate a sandwich OR I didn't eat a sandwich.  
2 I talked to a friend OR I didn't talk to a friend. 3 I watched TV OR I didn't watch TV. 4 I read a comic OR I didn't read a comic. 5 I made a model OR I didn't make a model.  
6 I wrote an email OR I didn't write an email.

### AB p23 Activity 7 Answer the questions.

- Read the first question and ask two or three pupils to answer it.
- The pupils answer the questions about themselves with *Yes, I did* or *No, I didn't*.

**Answers:** The answer to all the questions is *Yes, I did* or *No, I didn't*.

- As a follow-up, the pupils can ask each other the questions in pairs.

### Teaching tip

Either or both of Activities 6 and 7 could be done for homework if preferred (pupils would then ask each other the questions for Activity 7 at the beginning of the next lesson).

## Lesson 5 ▲ = Story

### Playscript

#### Objectives

- Review vocabulary for places in a town
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

#### Core language

Review of

- places in a town vocabulary
- language used so far

#### Materials

AB p23; CD 1; Unit 3 playscript (PMB p13) – one photocopy per pupil; Unit 3 Vocabulary record page (PMB p14) – one photocopy per pupil (optional)

## Review vocabulary / spelling and dictation

- Write the first letters of each word from the places in a town vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - two vowel combinations (*restaurant, theatre, museum)*
  - words with *ch* (*church, chemist*)
  - words with *st* (*castle, police station, chemist*).
- Relate the spelling patterns to pronunciation, for example:
  - *ch* is pronounced in two ways
  - *st* is pronounced differently in *castle* (the *t* is silent)
  - two vowel can be pronounced as one sound (*restaurant*) or two sounds (*theatre, museum*).
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

## AB p23 Activity 8 Read the story again.

- Ask the pupils to open their Class Books at page 22.
- Play the CD again (Listening 1.39) while the pupils listen and read the story.

## AF p23 Activity 9 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending f.
- The pupils match the rest of the sentence halves individually.

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

- Tell the pupils to cover the sentence endings. Ask individual pupils to tell the story, using the sentence beginnings as cues.
- The pupils work in pairs, telling the story to each other using the sentence beginnings as cues.

## AB p23 / PMB p13 Activity 10 Complete the story playscript.

- Give each pupil a photocopy of the Unit 3 playscript from PMB page 13.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

## PMB p13 Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Remind the pupils that each shape is for a group of similar words. Each word or phrase in the word pool belongs to one of the groups.
- Ask the pupils to suggest words or phrases from the word pool for each shape.
- The pupils write the words and phrases from the word pool in the correct category.

Answers: set 1 – moat, river, lake; set 2 – Great hall, kitchen, garden; set 3 – map, leaflet, newspaper, magazine; set 4 – Well done, Brilliant, Good for you

## PMB p13 Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of seven. In their groups, the pupils decide which words to use when they read the playscript. They can also think of a different name for the diamond and the thief.

## PMB p13 Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

## PMB p14 Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

# Lesson 6 = Skills = Song / chant

## Reading

### Objectives

- Make predictions about a text
- Develop reading skills: skimming
- Read and understand a leaflet
- Practise the pronunciation of vowel sounds /aʊ/ (*touer*) and /əʊ/ (*moot*)

### Core language

Review of language used so far

### Other language

*medieval, king, queen, curtains, knight, (suit of) armour, feast, tournament, fight (v), try on, bird of prey, falconer, archer, bow, arrow, archery*

### Materials

CB p24; AB p24; CD 1

## CB p24 Activity 1 Read the text quickly. Which things can you do at the castle?

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headlines, pictures, and the layout, such as *It's about a castle, It's an advertisement / a leaflet, etc.*
- Read the list of activities a–f and explain that the pupils must discover what activities people can do at the castle. Say *You've got one minute to find out.* Time the pupils while they read, and stop them after a minute.

Answers: b, d, f

## CB p24 Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first picture and ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) to work out which word it is.

For example, picture 1 can't be *King* or *Queen* because those must be people (*the King and Queen slept here*).

- The pupils find the word (*arrows*).
- The pupils find the other words in the text and write them in their notebooks.

**Answers:** 1 arrows 2 queen 3 bows 4 knights 5 king  
6 fight

**CB p24** Activity 3 Read the text again and write **true or false**.

- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first sentence and ask *Is that true or false?* The pupils say the answer (*true*).
- The pupils answer the questions and write the answers in their notebooks.

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

**AB p24** Activity 1 Listen and say the words.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English*.
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *tower* and *moat*.

**1.42**

/aʊ/ ... /aʊ/  
tower ... tower  
  
/əʊ/ ... /əʊ/  
moat ... moat

**AB p24** Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the tower and say the vowel sound (/aʊ/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *tower*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the moat and say the vowel sound (/əʊ/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *moat*.
- Play the CD; the pupils listen and raise the correct hand.

**1.43**

bone ... bone  
mouse ... mouse  
toe ... toe  
throw ... throw  
house ... house

flower ... flower  
bow ... bow  
goat ... goat  
towel ... towel  
shower ... shower

**Answers:** 1 right 2 left 3 right 4 right 5 left 6 left  
7 right 8 right 9 left 10 left

**AB p24** Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the tower and show the pupils the phonetic symbol for the *ow* sound in *tower*.
- Point to the picture of the moat and show the pupils the phonetic symbol for the *oh* sound in *moat*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

**AB p24** Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

**1.44**

/aʊ/  
house, shower, mouse, flower, towel  
  
/əʊ/  
goat, bow, toe, bone, throw

**Answers:** tower picture – house, shower, mouse, flower, towel;  
moat picture – goat, bow, toe, bone, throw

**AB p24** Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the /aʊ/ sound (*tower, flowers, house, mouse*) and the /əʊ/ sound (*moat, goat, bow, toes*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Read the chant to the pupils, emphasizing the vowel sounds.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

**1.45**

I'm going round the tower,  
I'm going round the moat.  
I'm going through the flowers,  
I'm walking with a goat!  
  
I'm showing you my house,  
I'm showing you my bow.  
I'm showing you my mouse,  
I'm walking on my toes!

- Point out the tip to the pupils and ask them to say the /aʊ/ sound (*ow* as in *tower*).
- Ask the pupils to look at the words in Activity 3 and find examples of words using *ow* or *ou* to make the

/aʊ/ sound (*ow* – *shower, flower, towel, tower*; *ou* – *house, mouse*).

- Ask the pupils to look at the list of words again and find ways of spelling the /əʊ/ sound (*goat, toe, bone*).

### Pronunciation and spelling extra

- Focus on /aʊ/ (*tower*). Ask the pupils to say other words with this sound (e.g. *how, now*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Focus on /əʊ/ (*moat*). Ask the pupils to say other words with this sound (e.g. *go, know, show*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out the word which has a different spelling (*go*).

## Lesson 7 = Skills

### Listening and speaking

#### Objectives

- Review the unit so far
- Develop listening skills: listening and arranging in order
- Develop speaking skills: asking for information and making decisions

#### Core language

Review of language used so far

#### Materials

CB p25; Incredible Adventure Game poster; CD 1

#### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

#### Activity 4 Listen and point to the places.

- Point to each of the places in the picture and ask individual pupils to read the captions. Explain any vocabulary as necessary, e.g. *try on*.
- Explain that the pupils are going to listen to conversations. They have to point to the places in the order that people talk about them.

#### 1.46

Woman: What do you want to be? A queen or a knight?  
Girl: A queen.  
Woman: OK, here's your dress, and here are some shoes.  
Girl: Thanks.  
Woman: Let me help you.  
(*clothes rustling*)  
Woman: OK, you're ready. Look in the mirror!  
Girl: Wow! I'm a medieval queen.

Man: What would you like?  
Girl: Have you got any chicken?  
Man: Yes, here you are!  
Girl: But where's my plate?  
Man: They didn't use plates in medieval times!  
Girl: Oh!  
Man: Here's a slice of bread!  
Girl: Thanks!  
Boy: Which knight do you like best?  
Girl: I like the red one.  
Boy: Look, they're starting! The green knight and the black knight!  
(*sound of horses' hooves – jingle of armour*)  
Girl: What a noise!  
(*sound of clash of lances*)  
Boy: Oh no. The green knight is on the ground. The black knight's the winner!

Answers: The Royal Bedroom, the restaurant, The King's Field

#### Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again (Listening 1.46). The pupils answer the questions in their notebooks.

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

#### Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

#### 1.47

Child 1: Where shall we go now?  
Child 2: Let's go to the King's Field.  
Child 1: What can you do there?  
Child 2: You can watch a medieval tournament.  
Child 1: Great! Where's the King's Field?  
Child 2: It's near the Tower.  
Child 1: Let's go!

Answers: 1 King's Field 2 watch a medieval tournament  
3 Great! [1 King's Field] 4 Tower 5 Let's go!

#### Activity 7 Do the role play with your partner. Choose different words.

- Choose a pupil to start the dialogue. Answer with another place at the castle.
- Continue the dialogue with the pupil, using the information in the text about the castle.
- The pupils role play conversations in pairs.

## Lesson 8 = Skills

### Writing

#### Objectives

- Understand a concept map
- Plan the order of information in a paragraph
- Writing skills: writing a leaflet about an attraction

#### Core language

Review of language used so far

#### Other language

*musician, acrobat, biscuit, cheese, top (n), ball, puzzle*

#### Materials

AB p25; One piece of paper per pupil (optional)

#### **AB p25** Activity 1 Look at the concept map and complete paragraphs 1, 2 and 3.

- Ask the pupils to recall the other concept maps they have seen.
- Point to the concept map on this page and ask questions such as *What is it about? How many main ideas has it got? What is the first main idea?*
- Explain any unfamiliar vocabulary to the pupils, using the pictures if possible.
- Read the first paragraph on the right to the pupils and ask them to suggest words to complete it.
- The pupils complete the paragraphs individually.

**Answers:** 1 musicians, acrobats 2 biscuits, cheese 3 balls, puzzles

#### **AB p25** Activity 2 Number the phrases. Then write paragraph 4.

- Read the example phrases numbered 1 and 2 (*Buy a souvenir / to take home*).
- Ask the pupils to suggest a suitable combination for 3 and 4, for example *We've got caps and T-shirts*. Note that there are several possibilities.
- Ask the pupils to suggest possible combinations for the other phrases.
- The pupils choose suitable combinations and write them in paragraph 4.

**Answer:** (accept any suitable alternatives)

Buy a souvenir to take home. We've got caps and T-shirts. There are medieval hats and shoes. You can buy key rings and bags too.

- Ask individual pupils to read their paragraphs, so that the class can see the different possibilities.

#### **AB p25** Activity 3 Write a leaflet about an attraction.

- Read the instructions to the pupils. Ask the pupils to suggest a suitable attraction and write their ideas on the board.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- The pupils choose an attraction and make a concept map for it.

- The pupils write a rough copy of the text for the leaflet in their notebooks, using the ideas in their concept map. They should use the text in Activity 1 as a model.
- After you have checked their rough copy, the pupils write a neat copy in their notebooks, or on a separate piece of paper.

## Lesson 9 = Words = Other subjects

### Learning through English

#### Objectives

- Learn vocabulary for maths
- Learn about Roman numbers
- Do sums and puzzles with Roman numbers

#### Core language

Maths words: *plus, minus, equals, one hundred, one thousand*

Review of language used so far

#### Other language

*Roman, symbol, count, add, subtract, zero, ... means ...*

#### Materials

CB p26; AB p26; CD 1

#### Introduce the topic

- Explain to the pupils that they are going to be learning about how the Ancient Romans used numbers.

#### **CB p26** Activity 1 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

#### 1.48

ten – one hundred – one thousand – plus – minus – equals

#### **CB p26** Activity 2 Listen, read and answer.

- Play the CD while the pupils listen and read. Pause the CD after each question and check the pupils' answers.

#### 1.49

(See CB page 26.)

**Answers:** 21, 65, 333, 140, 59, 91, IV

#### Teaching tip

The Roman figures are usually referred to as *Roman numerals* in English (*numeral* means 'a figure or word denoting a number'), but they are called '*Roman numbers*' throughout this unit to avoid making the language unnecessarily complicated for the pupils.

#### **CB p26** Activity 3 Match the Roman numbers to the number words.

- Say the first number (as letters) and ask the pupils *What number is that?*
- Repeat with the other numbers.

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

**AB p26** Activity 1 Complete the sums. Then write the sums in words.

- Read the words in the word pool to the pupils. Read the first example to the pupils and show how the sum is written as words.
- Ask the pupils to say the second sum in words. The pupils write all the sums in words. (Tell them not to cross out the words in the word pool as they use them, because they will need to use some more than once.)

**Answers:** 1 One hundred and fifty plus fifty equals two hundred. 2 One thousand two hundred plus two thousand equals three thousand two hundred. 3 One hundred minus ten equals ninety. 4 Four hundred minus one hundred and fifty equals two hundred and fifty.

**AB p26** Activity 2 Complete.

- Ask the pupils what number three is in Roman numbers (*III*).
- The pupils write the rest of the numbers as Roman numbers.

**Answers:** 1 I 2 II 3 III 4 IV 5 V 6 VI 7 VII 8 VIII 9 IX  
10 X 20 XX 30 XXX 40 XL 50 L 60 LX 70 LXX 80 LXXX  
90 XC 100 C

- Ask the pupils to look at the Roman numbers and say them.

## Lesson 10

■ = Words    ▫ = Other subjects

### Learning through English

#### Objectives

- Review maths words
- Listen and talk about Roman numbers

#### Core language

Review of

- maths words
- language used so far

#### Materials

CB p27; AB p26; CD 1

#### Review vocabulary

- Ask the pupils to recall the maths words. Write the words on the board.
- Say simple maths problems such as *What's ten minus six?* The pupils answer the questions.
- Choose individual pupils to ask the questions and other pupils to answer them.

**CB p27** Activity 4 Listen and find the numbers.

- Point to each of the photos and ask questions about it, such as *What is it?* (A frieze, part of a building, a poster, etc.) Also point out the cartoons of the Roman stonemason. For each picture ask *What Roman numbers can you see?*
- Tell the pupils they are going to listen to people talking about the numbers in the pictures. They will have to look at the page and find the numbers.
- Play the CD. After each conversation, the pupils say which photo or cartoon the number is in.

## 1.50

- Child 1: What's this number?  
Child 2: Let's see. M is one thousand, and I is one.  
Child 1: That's two thousand ... plus two.  
Child 2: Oh! So it's 2002.
- Child 2: What about this one?  
Child 4: L is 50, and I is one, and V is five.  
Child 2: Five minus one is four.  
Child 4: 50 plus four is 54.
- Child 3: Let's try to read this number.  
Child 4: OK. M is a thousand, D is 500, and CCC is 300.  
Child 3: One thousand plus 500 plus 300 equals 1,800.  
Child 4: Right. L is 50, XX is 20, and I is one.  
Child 3: 50 plus 20 plus 1 equals 71.  
Child 4: So the number is 1,871.
- Child 2: Let's read this number now.  
Child 3: OK.  
Child 2: X is ten and L is fifty.  
Child 3: 50 minus 10 equals 40.  
Child 2: And I is one.  
Child 3: So the number is 41.
- Child 1: There are lots of numbers here! What's this number?  
Child 2: Er ... X is ten, and I is one.  
Child 1: XX is 20, and III is four.  
Child 2: So it's 24.
- Child 4: Can you read this number?  
Child 1: I don't know! Let's try!  
Child 4: D is 500, CC is 200.  
Child 1: So that's 700.  
Child 4: L is 50, XXX is 30, and III is three.  
Child 1: That's 83.  
Child 4: So the number is 783.

**Answers:** 1 e 2 d 3 h 4 c 5 f 6 i

**CB p27** Activity 5 Point to the pictures and talk about the numbers.

- Read the sentences in the *Talk about it!* box to the pupils.
- Point to one of the numbers in the pictures and ask *What can you say about this number?* Guide the pupils to making suitable replies using the language in the box.
- The pupils talk about the pictures in pairs.

**AB p26** Activity 3 Do the puzzle.

- Point to each of the Roman numbers and show how each one can be made with three straight lines.
- Read the question, then ask the pupils *Can you make seven with four straight lines?* (Yes).
- The pupils work out if the other numbers can be made with four straight lines.

**Answers:** seven – Yes VII, ten – No (X has 2 lines), twelve – Yes XII, fourteen – No (XIV has 5 lines), fifteen – Yes XV, twenty – Yes XX, fifty – No (L has 2 lines), one thousand – Yes M

- As a follow-up, the pupils can work out which number they can make with 5, 6, or more straight lines.

**AB p26** Activity 4 Complete the Roman numbers crossword.

- Point to clue number one and ask *What number is it?* (CIX).
- The pupils write the numbers in Roman numerals. Remind them to look back at Class Book page 26 as necessary to help them, or else write a reminder of the symbols on the board.

Answers:

				1 C			
2 C		3 X	I	I		4 L	
L		I		5 X	X	X	
6 X	X	V					X
I					7 M	X	
8 I	X				M		

**Lesson 11** = Other subjects  
Learning through English  
(Mini project)

**Objectives**

- Review vocabulary for places in a town and maths words
- Write a paragraph with Roman numbers

**Core language**

- places in a town vocabulary
- maths words
- language used so far

**Materials**

AB p27; One piece of paper per pupil (optional)

**Review vocabulary**

- Write the headings for the two vocabulary groups (places in a town, maths words) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

**AB p27** Activity 5 Read the text and circle the numbers you find.

- Ask a pupil to read the first sentence.
- Ask *Can you find the number in the word box?*
- Show the pupils how the number *ten* is circled in the word box as an example.
- The pupils read the rest of the text individually and circle the numbers in the word box.

Answers: X – ten, II – two, XIV – fourteen, IX – nine, XXXVIII – thirty-eight, XL – forty, LII – fifty-two, IV – four, VI – six, XI – eleven, VII – seven

**Present the project**

- Explain to the pupils that they are going to be writing a text with Roman numbers.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

**AB p26** Activity 6 Now write about yourself using Roman numbers.

- Call individual pupils up to the board to write a sentence about themselves. They should follow the order of sentences in Activity 5. For example, the first pupil writes *I'm IX*, the second pupil writes *I've got I brother. I've got II sisters*, etc.
- The pupils write about themselves, using the sentences in Activity 5 as a model, with Roman numbers.
- The pupils first write a rough copy in their notebooks. After you have checked their rough copy, they write a neat copy in their notebooks, or on a separate piece of paper.

**Display**

- When the pupils have finished, divide the class into two groups, A and B.
- Each Group A pupil visits a Group B pupil. The Group B pupil shows the visitor his / her text; the visitor tries to read it, saying the Roman numbers as English numbers.
- Repeat with each Group B pupil visiting a Group A pupil.
- Arrange a feedback session: encourage the pupils to talk about what they learned about their classmates.

**Teaching tip**

Many people know about Roman numbers, but very few know about Roman fractions. Give your pupils a brief introduction to Roman fractions (and review fractions at the same time) with this information:

Fraction	Roman number
$\frac{1}{12}$	●
$\frac{2}{12}$ (= $\frac{1}{6}$ )	● ●
$\frac{3}{12}$ (= $\frac{1}{4}$ )	● ● ●
$\frac{4}{12}$ (= $\frac{1}{3}$ )	● ● ● ●
$\frac{1}{2}$	S
$\frac{2}{3}$	S ● ●
$\frac{3}{4}$	S ● ● ●

Look at Roman numbers on [www.wikipedia.com](http://www.wikipedia.com) to find out much more.

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Practise Roman numbers
- Make and play a game with Roman numbers

#### Core language

Review of language used so far

#### Other language

order (v)

#### Materials

'A Roman numbers game' (PMB p15) – one photocopy per pupil; Roman numbers flashcards (e.g. enlarged versions of the game cards) (optional); Re-usable adhesive (e.g. Blu-tack) (optional)

#### Teaching tip

The materials list includes one photocopy per pupil. This way pupils can each have a set of cards to keep, and can continue to play the game at home or in breaktimes. However, only one set of cards (i.e. one photocopied page) per pair of pupils is needed in order to play the game, so you may choose to just produce this number of photocopies if preferred. Pupils would then work in pairs from the start, sharing the photocopy and filling in the empty squares together.

#### Preparation

- Review Roman numbers with the pupils. Write single Roman numbers (*X, V, D, L*, etc.) on the board and ask *What number is it?*
- Repeat with combinations of Roman numbers.

#### PMB p15 Preparation

- Give each pupil (or each pair of pupils – see teaching tip above) a photocopy of the 'Roman numbers game' sheet.
- Point to each of the cards with Roman numbers and ask *What number is it?* The pupils say the numbers (they can look at the numbers on the right-hand side to help them).

Answers: 75, 150, 2000, 832, 98, 1351, 14, 416

#### PMB p15 Activity 1 Fill in the empty squares. Then play a pairs game.

- Make sure the pupils understand that the set of cards includes pairs of numbers, so for every Roman number on the left, there is the equivalent 'normal' number somewhere in the set on the right.
- Ask pupils to each think of two more pairs of numbers, and to complete the four blank squares at the bottom of the grid with the Roman and 'normal' versions of these numbers.
- Ask some pupils to come and write their pairs of numbers on the board. The other pupils check that the numbers are correct.
- Ask the pupils to cut out all the cards.

- Explain that the pupils are going to use the cards to play a game of 'Pairs'. Ask if any pupil can explain how to play the game, and recap the rules for the class:
  - all the cards are placed face-down on the table;
  - pupil 1 turns over two cards;
  - if the two cards are a pair (i.e. a Roman number and its equivalent) pupil 1 keeps them and continues to play; if not, they are turned face down again, both pupils try to remember their position, and play passes to pupil 2;
  - the pupils continue to take turns to turn over the cards until all the pairs have been found;
  - the winner is the pupil who has most pairs at the end of the game.
- Divide the class into pairs, and let them play the game (each pair will only need to use one set of cards, i.e. one photocopied page).

#### PMB p15 Activity 2 Have a Roman numbers race! See how quickly you can order the Roman numbers.

- Ask one of the pupils for a set of Roman numbers cards. Show the pupils how to arrange the cards in order, from lowest to highest.
- Mix the cards, then ask a pupil to time you (with the second hand on his / her watch) as you put them in order again.
- Write your time on the board. Ask the pupils, in pairs, to time each other as they put the cards in order.
- The pupils play the game in pairs.
- Call the fastest pupils to the front. Ask the other pupils to time each one as they put the same set of numbers in order. Congratulate the winner of the Roman numbers race.

#### Fun activity (optional)

- Write ten Roman numbers on the board, or stick Roman numbers flashcards on the board with re-usable adhesive (e.g. Blu-tack). Make sure you can say the numbers before you start the game.
- Divide the class into two teams. Call a pupil from each team to the front and say one of the numbers. The first pupil to put his / her hand on the number on the board gets a point for his / team.
- Repeat until all the pupils have had a turn, then announce the winning team.

#### Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of mathematics. Suitable branches would be:
  - Mathematics verbs (add, subtract, divide, etc.)
  - Other mathematics words (number, answer, line, angle, etc.)
  - Easy mathematics (addition, etc.)
  - Difficult mathematics (division, etc.)
  - Using mathematics in our lives (working out speeds, working out change in shops, etc.)
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.



# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about getting lost
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Other language

lost, bank, taxi rank, shop

### Materials

CB p28; AB p27; CD 1; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

### Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to then answer the question *What is the song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about getting lost*).
- Ask the pupils to give you more information about the song. Guide them to talking about the places the person saw.

### CB p28 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 1.51

I went for a ride,  
I rode on my bike,  
I went straight ahead,  
And I turned left and right.  
Lost! Lost! I was totally lost!

I rode past a church,  
I saw a bank,  
I rode past a castle  
And a taxi rank.  
Lost! Lost! I was totally lost!

I looked all around,  
There weren't any shops,  
And that's when I knew  
I was totally lost.  
Lost! Lost! I was totally lost!

Answers: 1 straight 2 right 3 rode 4 castle 5 shops 6 lost

### CB p28 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

Answers: (row 1) 'She didn't buy a notebook'; No, it isn't easy to walk in a suit of armour; Any three of the places in a town from CB page 21; 'Turn right, then right again. It's on the right.'

(row 2) Any three of the places in a town from CB page 21; 'Two thousand, minus five hundred, equals one thousand five hundred. Three hundred and sixty, plus forty, equals four hundred'; 'She went to the museum.'; 'One hundred and seventy four.'

(row 3) 'Go straight ahead. Turn left. It's on the right.'; 'Ten plus fifteen equals twenty-five.'; tower / house / shower / mouse / flower / towel (see AB page 24); Lily Lightfingers

### Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

### AB p27 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.

## Lesson 1

### Objectives

- Review the new language from Units 1–3

### Core language

Review of language used so far

### Materials

AB pp28–29; CD 1

### Introduce the revision language

- Read the list of grammar points in the Grammar column of the table. Say example sentences for each grammar point.
- For each grammar point ask *Which unit did we see this language in?* The pupils identify the units.

### AB p28 Activity 1 Look and read. Write the days under the pictures.

- Ask the pupils to look at the picture. Show them the characters Jim and Jess. Explain that they will be the characters in all the Revision units. Read the short text next to the picture to the pupils.
- Ask individual pupils to each read aloud a paragraph of Jim's diary.
- Point to picture 1 and ask *What's he doing?* (*He's writing postcards*) and *What day is it?* (*It's Monday*). The pupils write the day under the picture.
- Repeat with the other pictures.

Answers: 1 Monday 2 Saturday 3 Sunday 4 Saturday  
5 Monday 6 Sunday

### AB p28 Activity 2 Find five regular past forms in Jim's diary.

- Remind the pupils about how to make regular past forms (add *-ed* to the infinitive).
- Ask the pupils to find regular past forms in the diary.
- The pupils write the regular past forms on the answer lines.

Answers: 1 arrived 2 climbed 3 played 4 rained 5 visited

### AB p28 Activity 3 Find the irregular past forms in Jim's diary. Complete the table.

- Read the example infinitive and past forms. Ask the pupils to find the other past forms in the texts.
- The pupils write the past forms in the table, and add the infinitives.

Answers: go / went, make / made, take / took, be / was (were), have / had, eat / ate, write / wrote

- Tell the pupils to look at the verb list on page 91 of their Activity Books to check their answers.

### AB p29 Activity 4 Write sentences about Jess's day yesterday.

- Explain that the pictures show what Jess did yesterday.
- Point to the first pair of pictures and read the example sentences.
- Point to the second pair of pictures and ask the pupils to say the sentences.
- Repeat with the other pairs of pictures.

Answers: 1 She had a shower. She didn't have a bath. 2 She wrote a letter. She didn't write a postcard. 3 She went to the beach. She didn't go to the swimming pool. 4 She ate (or 'had') a pizza. She didn't eat (or 'have') chicken and chips. 5 She made a model. She didn't make a sandcastle.

### AB p29 Activity 5 Circle six differences. Write sentences about 1890.

- Point to the two pictures and read the speech bubbles. Make sure the pupils understand that they are looking for differences between the High Street in 1890 and the High Street now.
- Read the example sentences to the pupils and show these differences on the 'photos'. Ask the pupils to find four more differences between the pictures.
- Point to the word *supermarket* and ask the pupils to make a sentence (*There wasn't a supermarket*).
- The pupils write sentences with the other suggested words.

Answers: 1 There was a hotel. 2 There weren't any trees. 3 There wasn't a supermarket. 4 There weren't any cars. 5 There were some flowers. 6 There was a market.

## Lesson 2

### Objectives

- Review the new language from Units 1–3

### Core language

Review of language used so far

### Materials

AB pp30–31; CD 1

### AB p30 Activity 6 Listen to Jim and Jess. Write the ages.

- Read the text about Jess to the pupils. Explain that they are going to complete the information about her.
- Play the CD while the pupils listen and add the information.

### 1.52

Jim: Could you ride a bike when you were seven?  
 Jess: Yes, I could. I learned to ride a bike when I was five.  
 Jim: And could you swim when you were seven?  
 Jess: No, I couldn't. I learned to swim when I was eight.

Answers: 5, 8

**AB p30** Activity 7 Complete the dialogue.

- Point to the children and ask *Who is he? (Jim)* and *Who is she? (Jess)*.
- Ask the pupils to complete the conversation. They should look back at the information in Activity 6 to help them.

Answers: Could, were, Yes, could, was five, could, were, No, couldn't, was eight

**AB p30** Activity 8 Now listen again and check.

- Play the CD again for the pupils to listen and check their answers.

**AB p30** Activity 9 Ask and answer.

- Read the example dialogue to the pupils.
- Choose a pupil and ask *Could you ride a bike when you were three?*
- Guide the pupil to making a suitable reply.
- Practise the dialogue with other pupils, using other verbs and ages.
- The pupils practise the dialogue in pairs.

**AB p30** Activity 10 Circle 11 words. Write.

- Point to each of the pictures and ask the pupils to say the words (*poster, atlas, etc.*).
- Show the pupils the word *poster* circled in the wordsearch, and the word *poster* written next to the picture.
- The pupils find and circle the other words in the wordsearch, then write the words next to the pictures.

Answers:

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

Column 1 (from top): poster, atlas, encyclopedia, comic, notice, leaflet; Column 2 (from top) magazine, website, dictionary, calendar, newspaper

**AB p30** Activity 11 Ask and answer.

- Read the example dialogue to the pupils.
- Choose another word from the wordsearch and practise the dialogue with a pupil.
- Practise the dialogue with other pupils and other words.
- The pupils practise the dialogue in pairs.

**AB p31** Activity 12 Solve the riddle.

- Ask individual pupils to read the words in the word pool aloud.
- Read the first clue to the pupils, then show the letter *a* in the sixth blank of the mystery word at the end of the activity.
- Ask the pupils to name the pictures for the second clue (*hotel, fork*) and say the letter (*o*). The pupils write the letter in the fourth blank.
- The pupils solve the rest of the clues.

Answer: My sixth letter is in glass and in market. (A)

My fourth letter is in hotel and in fork. (O)

My first letter is in dog and in calendar. (D)

My third letter is in knife and in town. (N)

My seventh letter is in cup and in jug. (U)

My eighth letter is in church and in poster. (R)

My second letter is in six and in eight. (I)

My fifth letter is in castle and in spoon. (S)

The mystery word is *dinosaur*.

**AB p31** Activity 13 Look at the picture. Find, circle and write.

- Read the first instruction to the pupils (*Find ... two things beginning with p*) and the example answer (*police station*).
- Ask the pupils to find another object in the picture beginning with *p* (*plate*).
- The pupils find the rest of the objects in the picture.

Answers: p – police station, plate; b – bowl, bottle; c – cup, comic, church, (car); h – hospital, hotel; m – mug, magazine, museum; s – supermarket, saucer, spoon, (sandwiches)

**AB p31** Activity 14 Now do the activities in the PMB.

(The instructions for the Revision Unit PMB activities are in Lesson 3 – please see notes below.)

## Lesson 3

**Objectives**

- Practise questions with *Was there ...?* and *Were there ...?*
- Develop oral fluency
- Practise writing using the past simple
- Write a review of a music day

**Core language**

Review of language used so far

**Materials**

Photocopies of the Pupil A and Pupil B revision worksheets for this unit (PMB pp16–17) – one set for each pair of pupils; Paper (optional)

**PMB pp16–17** Activity 1 Read the conversation and add the details to the poster.

- Arrange the pupils in pairs. Give one pupil in each pair the Pupil A sheet, and one pupil in each pair the Pupil B sheet.
- Point to the poster for the Redlands Music Day and explain that it's a poster for a music festival.

- Read the conversation about the music festival to the pupils.
- Point to the poster again and ask *How many rock bands were there? (six)*. The pupils add the number to the poster.
- The pupils add the rest of the information to the poster.

Answers: six, three, dancing, group

### **PMB pp16–17** Activities 2 and 3

**What did your partner see at the Magic Music Day / International Sounds Day. Ask questions. Complete the poster.**

**and**

**You went to the Magic Music Day / International Sounds Day at the weekend. Answer your partner's questions. Tell your partner what you saw.**

- Show the pupils the Pupil A sheet. Point to the information about the Magic Music Day. Show the pupils the Pupil B sheet. Point to the information about the International Sounds Day.
- Make sure the pupils understand that each one has information that the other one needs.
- Choose one of the pupils with the Pupil A sheet. Ask the pupil to start the conversation with *I went to the Magic Music Day at the weekend*.
- Respond with *That's interesting!* and then ask the pupil questions such as *Were there any rock bands?* Show the pupils how to add the information to the poster.
- Choose a pair of pupils and tell one of them to ask questions to the other. Repeat with other pairs of pupils. Encourage the pupils to use a range of questions: *Did you like it? What was the best part?* etc.
- The pupils take turns to ask and answer questions, and complete the posters.
- After they have finished, arrange a feedback session: choose pupils to talk about the two festivals.

Answers:

**Pupil A** – The International Sounds Day: two, five, two, 15, ten, songwriting

**Pupil B** – The Magic Music Day: ten, two, six, six, 22, singing

### **PMB pp16–17** Activity 4 Look back at page 9 in your Activity Book. Write a list of questions. Write a review of your Music Day.

- Tell the pupils they are going to write a review of their Music Day.
- Ask them if they remember the book review they wrote in Unit 1, and ask them to look back at page 9 of the Activity Book to remind themselves.
- Remind them of the key features of a review – you write about what happened, including factual information (names, numbers, etc.) and say what you thought about it / how you felt about it.
- Ask the pupils to look at the questions on Activity Book page 9 (*What kind of book is it?* etc.). Show how the answers to these questions were used to create the review.

- Now ask pupils to look at the questions in Activity 4 on the Photocopy Master. Brainstorm with them other questions that people might want ask them about the Music Day, and write these on the board, for example *How many jazz bands were there? Were there any folk groups? Was there a competition?*
- Ask the pupils for suggestions on how to start the review, for example with the name of the festival and the date and location, and write this on the board as a model:

*Magic Music Day*

*Central Park, Saturday 12th November*

- Ask the pupils for suggestions on how to continue, and write their suggestions on the board, for example: *Last Saturday I went to the Magic Music Day in Central Park. There were ten rock bands, two jazz bands ... My favourite band was 'Big X'. There was lots of singing and dancing. It was great!*
- The pupils write the review in their notebooks, or on a separate piece of paper. They can illustrate their work with pictures of the festival.
- If possible, arrange a display of the articles and allow pupils to read each other's work.



The pupils are now ready to sit the Unit 3 test (see pp173–174), and also the Term 1 test (see pp187–190 for parallel tests A and B and pp199–200 for the listening test).



The pupils are now ready to do the culture lessons on 'Scouts' (see pp158–159).

## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for craft items
- Practise talking about countable and uncountable things

#### Core language

Craft items: *string, tape, card, wire, glue, paint, stapler, paintbrush, drawing pins, paper clips, straws*

Review of language used so far

#### Materials

CB p29; AB p32; Incredible Adventure Game poster; CD 1; As many real craft items as possible, for Kim's game (optional)

#### Unit overview

- Say *We're going to learn about making models in this unit. And we're also going to learn about inventors and inventions.*
- Explain that the first vocabulary set is craft items which you can use to make models.
- Talk with the pupils about models they have made (at school or outside school). Ask what tools and materials they used to make them. Recast the pupils' answers as necessary.
- Ask the pupils to look through Unit 4 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – craft items, inventions
  - Skills (speaking) – asking for things politely (*Can you pass the glue? Yes, here you are. / Sorry, I haven't got any.*)
  - ▲ Story – *Grippy Glue*
  - ◆ Sentences – *Who did you see? What did he invent? Where did they go? When did they arrive?*
  - Skills – reading about models, talking about making models, writing about something you have made
  - Song – *I was a special traveller / Chant – My aunt has got some card*
  - ▶ Other subjects – History (inventors and inventions)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p29 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where are they doing? Where are they? What materials are they using?* Recast the pupils' answers as necessary: *Yes, they're at a workshop / an inventors' club. They're making models.* Ask the pupils what types of models they have made themselves. Ask questions such as *What was it a model of? What materials did you use?*

- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### 1.53

1 drawing pins 2 stapler 3 string 4 glue 5 card 6 paper clips  
7 tape 8 straws 9 paint 10 paintbrush 11 wire

- Play *Make a word* with the pupils: choose letters of the alphabet at random and write them on the board; the first pupil to make a word from the vocabulary set with the letters wins a point.

#### CB p29 Activity 2 Look and write true or false.

- Read the first sentence to the pupils and ask *Is that true or false? (true).*
- The pupils read the sentences and write the answers in their notebooks.

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

#### CB p29 Activity 3 Ask and answer.

- Read the example questions and answers to the pupils.
- Ask individual pupils to ask questions about the objects in the workshop, and other pupils to answer them.
- The pupils ask and answer questions in pairs.

#### AB p32 Activity 1 Number the pictures.

- Point to picture *c* and ask *What is it? (string)*. Show the pupils the example answer (*1*) in the box.
- The pupils number the rest of the pictures.

Answers: a 3 b 7 c 1 d 10 e 2 f 4 g 5 h 6 i 9 j 8 k 11

#### AB p32 Activity 2 Write the words.

- Read the first sentence to the pupils (*You can count these things*). Ask the pupils to find the things in Activity 1 which you can count.
- Repeat with the second sentence. The pupils write the words from Activity 1 in the correct categories.

Answers: (pupils' answers may vary)  
countable: straw, paper clip, stapler, drawing pin, paintbrush  
uncountable: string, card, paint, tape, glue, wire

#### Teaching tip

Remember that some things which are countable in English may be uncountable in the pupils' own language, and vice versa. Also, some nouns are countable in one context and uncountable in another, for example: *There is a lot of wire on the table* (uncountable), *There are three wires in this cable* (countable). Pupils can find this confusing at first, but tell them not to worry about it too much: it gets much easier with practice.

**AB p32** Activity 3 Look and tick or cross. Then write sentences.

- Read the grammar tip to the pupils. Make sure that the pupils understand we always use *is / isn't* with uncountable nouns, but we use *are / aren't* for plurals of countable nouns.
- Read the list of items to look for. Point out that *straws* has a tick because there are some in the picture, and *paint* has a cross because there isn't any in the picture.
- Go through the rest of the list, asking *Tick or cross?* for each item. The pupils add ticks and crosses as appropriate.

Answers: straws ✓ wire ✗ glue ✗ paper clips ✓ tape ✓ stapler ✗ string ✓ paint ✗ drawing pins ✗ paintbrush ✓

- Read the two example sentences. Say *Make a sentence about glue. (There isn't any glue.)*
- The pupils write six more sentences.

Answers: the pupils should write six of these sentences: There isn't any glue. There are some paper clips. There's some tape. There isn't a stapler. There's some string. There isn't any paint. There aren't any drawing pins. There's a paintbrush.

- As a follow-up, you can play a version of the favourite party game *Kim's game*. Arrange as many of the vocabulary objects as possible on your desk; ask the pupils to look at the desk for a minute, then cover the objects with a cloth or papers. The pupils say (or write) a list of what is on the desk. When they have finished, uncover the objects and check what they said.

### Challenge

- Ask the pupils to look back at page 29 of the Class Book.
- Read the fourth challenge question to the pupils. Ask *Who do you think invented the sandwich?* The pupils suggest various possibilities.
- Explain that in the next story episode the children will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review craft items vocabulary
- Practise asking for things politely (using *pass, have, and borrow*)
- Practise sentence rhythm / intonation / stress: asking for things

#### Core language

*Can you pass me the tape, please? / Can I have some card, please? / Can I borrow your glue, please?; Yes. Here you are. / Sorry, I haven't got one / any / I'm using it.*

Review of

- craft items vocabulary
- language used so far

#### Materials

AB p33; CD 1

#### Review vocabulary

- Ask the pupils to recall the craft items vocabulary from the previous lesson. Write the words on the board.
- Cue the vocabulary items with sentences such as *You put on paint with this (paintbrush)*. The pupils say the words chorally and individually.

#### AB p33 Introduce the functional language

- Read the expressions in the boxes at the top of the page to the pupils. Make sure that the pupils understand the meaning of *borrow*.
- Explain that the pupils are going to practise asking for things and making suitable replies in this lesson.

#### AB p33 Activity 1 Listen and number.

- Point to each of the pictures and ask the pupils to guess what is happening. Recast the pupils' answers as necessary.
- Play the first conversation on the CD and ask the pupils *Which picture is it? (b)*.
- The pupils listen to the conversations and match them with the pictures.

#### 1.54

- 1 Girl: Miss Allen?  
Woman: Yes?  
Girl: Can I have a black pen, please?  
Woman: Sorry, I haven't got one.
- 2 Girl 1: Alison?  
Girl 2: Yes?  
Girl 1: Can you pass me the tape, please?  
Girl 2: Yes. Here you are.
- 3 Boy: Lizzy, can I borrow your paintbrush, please?  
Girl: Oh, sorry, I'm using it.  
Boy: Never mind.
- 4 Boy: Mr Taylor?  
Man: Yes?  
Boy: Can I have some paper clips, please?  
Man: Oh, sorry, I haven't got any.

Answers: 1 b 2 c 3 a 4 d

**AB p33** **Activity 2 Complete the questions. Use your answers from Activity 1. Then listen again and circle the answers you hear.**

- First play the whole recording again and tell pupils to listen carefully to the questions they hear.
- Read the phrases in the word pool to the pupils.
- The pupils complete the questions with phrases from the word pool. They can use the pictures in Activity 1 to help them remember.

**Answers:** 1 a black pen 2 the tape 3 your paintbrush  
4 some paper clips

- Play the first conversation on the CD. The pupils listen and choose the correct answers.

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

**AB p33** **Activity 3 Look, read and complete the questions.**

- Read the caption for the first picture. The pupils complete the question.
- Repeat with the other pictures.

**Answers:** 1 Can you pass me the string, please?  
2 Can I have some paper clips, please? 3 Can I borrow your stapler, please?

### Teaching tip

Make sure pupils understand that we don't normally use *any* when asking to have / borrow something, but instead use *some* (or just *the*), i.e. we ask *Can I have some paper clips?* rather than *Can I have any paper clips?* This is because it isn't really a question, but is a polite way of saying 'Give me ...'!

**AB p33** **Activity 4 Listen and repeat.**

- Read the questions. Play the CD and highlight the intonation.
- The pupils repeat the questions chorally and individually. Encourage them to use the intonation on the CD.

))) **1.55**

Can I have some tape, please?  
Can you pass me the glue, please?  
Can I borrow your pencil, please?

**AB p33** **Activity 5 Ask and answer.**

- Point to the pictures and ask the pupils to identify them (*a ruler, scissors, glue, a rubber*).
- Practise the dialogue with a pupil: ask him or her for a suitable object (*glue, a ruler, etc.*) and guide the pupil to making a suitable reply.
- Repeat with other pupils and other objects, then ask individual pupils to ask a question and other pupils to answer it.
- The pupils practise the dialogue in pairs.

## Lesson 3 ▲ = Story ◆ = Sentences

### Story

#### Objectives

- Review craft items vocabulary
- Listen to and read a story
- Understand the use of *Who did you see? / What did he invent? / Where did they go? / When did they arrive?*
- Practise using the new language

#### Core language

*Who did you see?; What did he invent?; Where did they go?; When did they arrive?*

#### Review of

- craft items vocabulary
- language used so far

#### Other language

*Don't be silly!; It's called ...; It doesn't matter; You're kidding!; Well spotted; Better luck next time!; It looks like ... exhibition, invention, inventor, invent, stuck, horrible, follow*

#### Materials

CB pp30–31; CD 1; Grammar tiles (PMB p18) – one photocopy of Set 1 per pupil

#### Review vocabulary

- Ask the pupils to recall the craft items words. Write the words on the board.
- Play *Get moving!* with the pupils: first do mime gestures for using the items in the vocabulary set and ask the pupils to say which item it is. Then ask individual pupils to do the gestures for the other pupils to guess.

#### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 29 of the Class Book.
- Explain that the children in the story are going to visit a museum and look at the inventions.

**CB p30** **Activity 1 First listening with the books closed**

- Play the CD while the pupils listen for the answer to the challenge question.

))) **1.56**

- [1] Narrator: At the museum ...  
Meg: Come on, let's look at the exhibition. It's about inventions.
- [2] Oli: This man was an inventor.  
Rav: What did he invent?  
Oli: The stapler.  
Rav: Oh!
- [3] Meg: What's this invention?  
Rav: It looks like yoghurt!  
Oli: Don't be silly! It's called Grippy Glue. It's the strongest glue in the world.
- [4] Oli: Oh no! It's the Red Wolves!  
Meg: Where did they go?  
Rav: That way. They know where the answer is!  
Oli: Quick, follow them!  
(Crash!)  
Oli: Aagghh!

- [5] Oli: Help! My feet are stuck.  
Meg: Come on. We must help Oli.  
Rav: But what about the Red Wolves?  
Meg: It doesn't matter. Let them go.
- [6] Meg: Pull!  
Oli: Look. That man invented the sandwich. He's the Earl of Sandwich.  
Rav: You're kidding!
- [7] (sound of number being dialled)  
Meg: It was the Earl of Sandwich!  
Phone voice: Yes, that's right. Well done!  
Rav: Well spotted, Oli.  
Oli: Yuck! This glue is horrible!
- [8] Red Wolf: Oh no!  
Red Wolf: They found the answer before us!  
Rav: Better luck next time!

- Ask the challenge question and see if any of the pupils can answer it.

**Answer:** The Earl of Sandwich

### CB p30 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *Who invented the stapler?* and *What happened to the Red Wolves?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p31 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils which sentences are in the story (*What did he invent? Where did they go?*).
- Read the grammar tip to the pupils. Make sure they understand that we always use the infinitive form of the verb with *did*, not the past form.
- The pupils say the sentences in the tiles chorally and individually.

### CB p31 Activity 3 Look at the pictures and finish the dialogue.

- Read the dialogue to the pupils and ask them what picture it is (Number 4).

### CB p31 Activity 4 Listen and repeat.

- Read the first question (*What did he make?*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the question builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

### ))) 1.57

make?  
did he make?  
What did he make?  
a house  
made a house.  
He made a house.

use?  
did he use?  
What did he use?  
card.  
used card.  
He used card.

### CB p31 PMB p18 Activity 5 Choose a different picture. Make questions and answers.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 18. The pupils cut out the tiles and put them on their desks.
- Point to Picture 1 and say *Make a question and answer about it*. The pupils rearrange their tiles to make a question and answer, for example *What did he use? He used card*.
- Ask individual pupils to read out their questions and answers.
- Repeat with questions and answers about the other pictures. Ask other pupils to guess which picture each question and answer is about.

### CB p31 Activity 6 Now play the game with your partner.

- The pupils play the guessing game in Activity 5 in pairs.

## Lesson 4 ♦ = Sentences

### Language focus

#### Objectives

- Review the new language from the previous lesson
- Understand the use of *What time did you arrive? / How many ice creams did you eat?*
- Practise using the new language

#### Core language

*What time did you arrive?; How many ice creams did you eat?*

Review of language used so far

#### Materials

AB pp34–35; CD 1; Grammar tiles (PMB p18) – one photocopy of Set 2 per pupil (optional)

#### Recall the language from the previous lesson

- Draw a picture of a girl on the board, and next to her write the words *yesterday* and *cinema*.
- Say *Can you make a question with 'where'?* The pupils say the question (*Where did she go?*) and other pupils answer it (*She went to the cinema*).
- Cue other questions with *what ...?* (for example *What did she eat? What did she see?*).
- If necessary, draw picture cues or write words on the board for the pupils' answers.

#### AB p34 Introduce the new language

- Point to the grammar table at the top of the page. Read the questions with *where, what, who, and when*. Make sure the pupils understand that this is the language they saw in the previous lesson.



- Read the questions with *what time* and *how many*. Read the answers. Show the pupils that we make questions with these words in the same way. Point out that we can answer *when* questions with days or times, but we have to answer *what time* questions with times.
- Say *In this lesson we're going to practise asking questions with all the 'wh' question words.*

### AB p34 Activity 1 Listen and number.

- Point to the main picture and ask questions such as *Where are they? What are they doing?*
- Tell the pupils to look at the pictures of Rav. Say words or phrases for the content of one of Rav's thought bubbles, for example *Oli's family*. The pupils identify the picture (a).
- Repeat with the other thought bubbles (*eat with his fingers, on Saturday, at 11 o'clock, horses, knights, a tournament*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (c) and write number 1 next to it. Repeat with the other conversations.

### ))) 1.58

- Rav: I went to the castle at the weekend. Northcourt Castle.  
 Meg: Was it good?  
 Rav: Yes, fantastic.
- 1 Meg: When did you go?  
 Rav: We went on Saturday afternoon. We arrived at eleven o'clock.
- 2 Meg: Who did you go with?  
 Rav: I went with Oli and his family.
- 3 Meg: What did you see?  
 Rav: We saw a tournament.  
 Meg: A tournament? With knights and horses?  
 Rav: Yes. It was brilliant!
- 4 Meg: Where did you have lunch?  
 Rav: In the castle restaurant. We ate with our fingers!  
 Meg: Wow! I'd like to go to Northcourt Castle!

Answers: a 2 b 4 c 1 d 3

### AB p34 Activity 2 Make questions. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*What did you see?*) and the correct picture from Activity 1 (d).
- The pupils put the rest of the sentences in the correct order and match each one with a picture in Activity 1.

### AB p34 Activity 3 Now listen and check.

- Play the CD again (Listening 1.58) for the pupils to listen and check their answers.

Answers: 1 What did you see? (d) 2 Where did you have lunch? (b) 3 When did you go? (c) 4 Who did you go with? (a)

- The pupils say the sentences chorally and individually.
- Point out the preposition *with* at the end of sentence number 4. Show the pupils other examples of prepositions at the end of questions, such as *Who did you talk to? What did you talk about?*

### AB p34 Activity 4 Read the answers and write the questions.

- Explain that Meg is answering questions about her summer holiday. Read the words in the word pool.
- Read the example question and answer in 1. Ask the pupils to complete the question in 2 (*Who did she go with?*)
- The pupils write the other questions individually.

Answers: 1 Where did Meg go on holiday? 2 Who did she go with? 3 When did she go? 4 What did she eat? 5 What did she see? 6 How did she travel?

### PMB p18 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or later in the lesson) if you wish to give extra practice of the past simple questions.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 18. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many questions as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most questions within that time.

### AB p35 Activity 5 Write questions to ask your partner.

- Ask individual pupils to suggest questions about holidays. Guide them with question words such as *When?, Where?, How?, Who?, and What?*
- The pupils write five more questions about holidays to ask their partners.

Answers: (suggested answers) When did you go? Where did you go? Who did you go with? What did you see? What did you eat? How did you travel?

### AB p35 Activity 6 Now ask and answer.

- In pairs, the pupils ask and answer their questions.

### AB p35 Activity 7 Answer the questions about yesterday. Use full sentences.

- Read the first question and ask two or three pupils to answer it. Guide them to using full sentences such as *I went to the park.*
- The pupils write their answers to the questions in full sentences.

Answers: (pupils' own answers)

- As a follow-up, the pupils can ask each other the questions in pairs.

### Teaching tip

Either or both of Activities 5 and 7 could be done for homework if preferred (pupils would then do Activity 6, asking and answering in pairs, at the beginning of the next lesson).

# Lesson 5 ▲ = Story

## Playscript

### Objectives

- Review vocabulary for craft items
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

### Core language

Review of language used so far

### Other language

*nasty, disgusting, milkshake*

### Materials

AB p35; CD 1; Unit 4 playscript (PMB p19) – one photocopy per pupil; Unit 4 Vocabulary record page (PMB p20) – one photocopy per pupil (optional)

### Review vocabulary / spelling and dictation

- Write the first letters of each word from the craft items vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - words ending with *ing* (*string, drawing pins*)
  - words ending in *e* (*tape, wire*)
  - words ending in *er* (*stapler, paper clips*)
  - words with *w* (*wire, straws*).
- Relate the spelling patterns to pronunciation, for example:
  - *e* at the end of the word often changes the sound of the vowel (*tape, wire, glue*)
  - the *aw* sound in *straw* and *drawing pins*.
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

### AB p35 Activity 8 Read the story again.

- Ask the pupils to open their Class Books at page 30.
- Play the CD again (Listening 1.56) while the pupils listen and read the story.

### AB p35 Activity 9 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending e.
- The pupils match the rest of the sentence halves individually.

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

### AB p35 / PMB p19 Activity 10 Complete the story playscript.

- Give each pupil a photocopy of the Unit 4 playscript from PMB page 19.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

### PMB p19 Activity 1 Write the words and phrases in groups.

- Read the words in the word pool to the pupils.
- Point to each of the shapes below and read the word in each one. Remind the pupils that each shape is for a group of similar words. Each word in the word pool belongs to one of the groups.
- Ask the pupils to suggest words from the word pool for each shape.
- Teach the meaning of the new words *nasty, disgusting, and milkshake* as necessary (though try to get pupils to guess or predict the meaning first).
- The pupils write the words from the word pool in the correct category.

Answers: set 1 – stapler, paper clip, battery; set 2 – horrible, nasty, disgusting; set 3 – feet, hands, arms, knees; set 4 – yoghurt, juice, milkshake

### PMB p19 Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of five. In their groups, the pupils decide which words to use when they read the playscript.

### PMB p19 Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

### PMB p20 Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

# Lesson 6

■ = Skills ● = Song / chant

## Reading

### Objectives

- Make predictions about a text
- Develop reading skills: matching pictures with instructions
- Read and understand instructions
- Practise the pronunciation of vowel sounds /ɑ:/ (*card*) and /ʌ/ (*brush*)

### Core language

Review of language used so far

### Other language

*instructions, cut out, copy, end (n), balance (v), modelling clay, solid line, fold, dotted line, hold, drop, spinner*

### Materials

CB p32; AB p36; CD 1

### CB p32 Activity 1 Read the texts quickly. Find the missing lists of materials.

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headings, the pictures, and the layout, such as *It's instructions for making things. You can make a bird and a spinner.*
- Point to the three lists (a–c) and explain that the pupils must match the lists to the two sets of instructions. Say *You've got one minute to match.* Time the pupils while they read, and stop them after a minute.

Answers: 1 c 2 a

### CB p32 Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first picture and ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) to work out which word it is. For example, they can guess the meaning of Picture 1 from the pictures in text 2.
- The pupils find the word (*solid lines*).
- The pupils find the other words in the text and write them in their notebooks.

Answers: 1 solid lines 2 balance 3 fold 4 modelling clay  
5 dotted lines 6 ends

### CB p32 Activity 3 Read the text again and write true or false.

- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first sentence in Activity 3 and ask *Is that true or false?* The pupils say the answer (*true*).
- The pupils answer the questions and write the answers in their notebooks.

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

- As a follow-up activity, in class or for homework, the pupils can make one of these models.

### AB p36 Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *card* and *brush*.

### 1.59

/ɑ:/ ... /ɑ:/

card ... card

/ʌ/ ... /ʌ/

brush ... brush

### AB p36 Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the card and say the vowel sound (/ɑ:/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *card*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture for brush and say the vowel sound (/ʌ/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *brush*.
- Play the CD; the pupils listen and raise the correct hand.

### 1.60

cut ... cut

heart ... heart

mask ... mask

colour ... colour

cousin ... cousin

aunt ... aunt

uncle ... uncle

plus ... plus

armour ... armour

star ... star

Answers: 1 right 2 left 3 left 4 right 5 right 6 left 7 right  
8 right 9 left 10 left

### AB p36 Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the card and show the pupils the phonetic symbol for the *ar* sound in *card*.
- Point to the picture of the brush and show the pupils the phonetic symbol for the *u* sound in *brush*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

**AB p36** Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

**1.61**

/ɑː/

star, aunt, heart, armour, mask

/ʌ/

cousin, colour, uncle, cut, plus

**Answers:** card picture – star, aunt, heart, armour, mask;  
brush picture – cousin, colour, uncle, cut, plus

**AB p36** Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the /ɑː/ sound (*aunt, card, masks, fast, stars, father, hearts*) and the /ʌ/ sound (*cutting, uncle, colours, brother, cousin, brush*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Read the chant to the pupils, emphasizing the vowel sounds.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

**1.62**

My aunt has got some card,  
She's cutting out some masks.  
My uncle's got some colours,  
He colours very fast!

My brother's got some stars,  
My father's got some hearts.  
My cousin's got a brush  
To decorate the masks!

- Point out the tip to the pupils and ask them to say the /ʌ/ sound (*uh* as in *cut*).
- Ask the pupils to look at the words in Activity 3 and find examples of words using *u* to make the /ʌ/ sound (*cut, uncle, plus*).
- Ask the pupils to look at the list of words again and find ways of spelling the /ɑː/ sound (*star, mask, aunt, heart*) and other ways of spelling the /ʌ/ sound (*cousin, colour*).

**Pronunciation and spelling extra**

- Focus on /ɑː/ (*card*). Ask the pupils to say other words with this pronunciation (e.g. *hard, part, bath*). Add these words to their suggestions if necessary.
- Ask the pupils to spell these words and write the spellings on the board.
- Focus on /ʌ/ (*cut*). Ask the pupils to say other words with this pronunciation (e.g. *lunch, cup*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.

**Teaching tip**

There is a lot of variation in the pronunciation of /ɑː/. People with American accents pronounce it differently, and so do people in the north of England.

**Lesson 7** = Skills

**Listening and speaking**

**Objectives**

- Review the unit so far
- Develop listening skills: listening and matching with pictures
- Develop speaking skills: asking about what people did

**Core language**

Review of language used so far

**Other language**

*periscope, interesting, mirror*

**Materials**

CB p33; Incredible Adventure Game poster; CD 1

**Unit review**

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

**CB p33** Activity 4 Listen and point to the photos.

- Point to the first photo and ask questions about it, such as *What can you see in the picture? What's it for?* etc. Repeat with the other photos.
- Play the CD. Pause after each section for the pupils to match the conversations with the photos.

**1.63**

Boy 1: Let's make a periscope!

Boy 2: OK. What do we need?

Boy 1: Some card, a ruler, a pencil, scissors, two small mirrors, and some tape.

Boy 2: What do we do first?

Boy 1: We need to draw these shapes on the card. Look, there are two rectangles and two parallelograms.

Boy 2: Done that! Now what?

Boy 1: Er ... now we have to cut out the shapes.

Boy 1: And now we have to stick the shapes together to make a tube.

Boy 2: Here's the tape.

Boy 2: Is this right?

Boy 1: Yes, I think so.

Boy 2: OK. We've made a tube.

Boy 1: Now we need to stick the mirrors on the ends of the tube.

Boy 2: Now there's a window at the top of the tube and a window at the bottom.

Boy 1: Let's try it. You sit on the floor.

Boy 2: OK ... Now I'm looking through the periscope.

Boy 1: What can you see?

Boy 2: I can see the top of the table! I can see you!

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

### CB p33 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again (Listening 1.63). The pupils answer the questions in their notebooks.

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

### CB p33 Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct text for each speech bubble.

#### 1.64

Girl: We made models at school today.  
Boy: What did you make?  
Girl: I made a spinner.  
Boy: Did it work?  
Girl: Yes, it worked really well. It was fun!  
Boy: What did you use?  
Girl: Paper and a paperclip.

Answers: 1 school 2 spinner 3 Yes, it worked really well.  
4 fun 5 paper and a paperclip

### CB p33 Activity 7 Do the role play with your partner. Choose different words.

- Demonstrate the dialogue with a pupil, using other options from the set.
- The pupils role play conversations in pairs.

## Lesson 8 = Skills

### Writing

#### Objectives

- Understand and complete a set of instructions
- Arrange the sentences of a text in the correct order
- Writing skills: writing a description of something you have made

#### Core language

Review of language used so far

#### Other language

*felt tips*

#### Materials

AB p37; One piece of paper per pupil (optional)

#### Introduce the topic

- Talk with the pupils about models and other craft objects they have made. Ask questions such as *What have you made? Did you make it at home or at school? Were you pleased with it when you finished? Have you still got it?*
- Explain that in this lesson the pupils are going to be writing about things they have made.

### AB p37 Activity 1 Look, read and unscramble the words.

- Point to the picture of the dragon and ask questions such as *What is it? Do you think it was difficult to make?* etc. Repeat with the picture of the mini-kite.

- Read the first two sentences of the text. Show the pupils how the underlined word *drac* has been unscrambled to form the correct word *card*.
- Ask a pupil to unscramble the second word (*tape*).
- The pupils complete the text by unscrambling and writing the words.

Answers: 1 card 2 tape 3 paint 4 paper 5 straws 6 straws  
7 glue 8 paper 9 string

### AB p37 Activity 2 Number the sentences.

- Point to the picture of the balloon shaker and ask questions such as *What is it? What do you think you can do with it?* etc.
- Read sentence *c* and show the pupils the number *1* next to it.
- The pupils number the rest of the sentences in the correct order.
- Ask individual pupils to read back a sentence each, in the correct order.
- Focus on the use of *first, next, then, and finally* in the text.

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

### AB p37 Activity 3 Write about an object you have made.

- Ask the pupils to think of an object they have made. Ask one pupil *What is it? What is it made of? What other materials did you use?* Write the questions on the board, and write the pupil's answers as notes under each question.
- The pupils make similar notes in their notebooks about the objects they are going to describe.
- Point to the notes on the board and ask the pupils to say the first sentences of the text, for example *I made a boat. It is made of paper and string. I used glue, tape, paint and a paintbrush too.*
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- The pupils write a rough copy of their text in their notebooks. They use the text in Activity 2 as a model.
- After you have checked their rough copy, the pupils write a neat copy in their notebooks, or on a separate piece of paper. They add an illustration.

## Lesson 9 = Words = Other subjects

### Learning through English

#### Objectives

- Learn vocabulary for inventions
- Learn about inventors and inventions

#### Core language

Inventions vocabulary: *car, zip, jeans, teabag, camera, microwave oven, mobile phone, fridge*

Review of language used so far

#### Other language

*timeline*

#### Materials

CB p34; AB p38; CD 1 and CD 2

## Introduce the topic

- Explain to the pupils that they are going to be learning about inventors and inventions.

### CB p34 Activity 1 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

### 1.65

car – zip – jeans – teabag – camera – microwave oven – mobile phone – fridge

### CB p34 Activity 2 Look at the timeline. Listen and say true or false.

- Show the timeline to the pupils. Point to the fridge and make a sentence about it: *Jacob Perkins invented the fridge in 1834 in the USA.*
- Point to other inventions and ask individual pupils to make sentences about them.
- Say some sentences about the inventions and ask pupils to tell you whether they are *true* or *false*, for example *Thomas Sullivan invented the microwave oven (false), Karl Benz invented the car (true), Levi Strauss invented jeans in 1920 (false).*
- Tell the pupils they are going to listen to some people talking about the inventions on the timeline, and they must say whether what the people say is true or false.
- Play the CD. Pause after each dialogue for the pupils to find the invention on the timeline and say whether the answer is true or false.

### 2.1

- Child 1: Who invented the zip?  
Child 2: Er ... Gideon Sundback.  
Child 3: When was the car invented?  
Child 4: In 1910.  
Child 2: Who invented the camera?  
Child 3: Joseph Niépce.  
Child 2: When was the microwave oven invented?  
Child 4: In 1940.  
Child 4: Where were jeans invented?  
Child 1: Jeans? In the USA.  
Child 1: Who invented the microwave oven?  
Child 3: Er ... Percy LeBaron Spencer.  
Child 3: Where was the teabag invented?  
Child 2: In Sweden.  
Child 4: When was the fridge invented?  
Child 1: In 1834.

**Answers:** true, false (the car was invented in 1885), true, false (the microwave oven was invented in 1946), true, true, false (the teabag was invented in the USA), true

### CB p34 Activity 3 Talk about the inventions. Use the timeline.

- Read the questions in the *Talk about it!* box to the pupils.
- Ask the questions, using different inventions from the timeline. Guide the pupils to making suitable replies using the information in the timeline.
- The pupils talk about the inventions in pairs.

### AB p38 Activity 1 Write the words.

- Point to the first picture and show the pupils the example answer (*car*).
- The pupils write the words for the other pictures.

**Answers:** 1 car 2 teabag 3 jeans 4 zip 5 mobile phone  
6 microwave oven 7 fridge 8 camera

### AB p38 Activity 2 Look. Match the questions and answers.

- Point to different years on the timeline and ask *What year is it? (1899, etc.)*. Point to the inventions and ask the pupils to say the name of the invention and the place.
- Read the first question to the pupils and ask them to find the answer on the timeline (1888).
- The pupils match the questions and answers.

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

- Ask the pupils other questions, such as *Where was the digital watch invented?*

Note that the pupils are not expected to make the questions – this piece of language is for recognition only, not production.

## Lesson 10 ■ = Words ▶ = Other subjects

### Learning through English

#### Objectives

- Review inventions vocabulary
- Learn more about inventions
- Do a quiz and a puzzle about inventions

#### Core language

Review of

- inventions vocabulary
- language used so far

#### Other language

*calculation, PC (personal computer), watch videos, ink, ballpoint pen, Argentina, sound (n), radio waves, radio, light bulb, gas light, acid*

#### Materials

CB p35; AB p38; CD 2

#### Review vocabulary

- Ask the pupils to recall the inventions words. Write the words on the board.
- Divide the class into two teams and play *Definitions*. Call a pair of pupils up to the front and describe one of the items in the vocabulary set, for example *I made a delicious cup of tea with it last night* or *I cooked my dinner with it last night*; the first pupil to put his / her hand on the correct word wins a point for his / her team.

### CB p35 Activity 4 Cover the text and try to guess the answers.

- Tell the pupils to cover the text in Activity 5. Read the first question and the answer options.
- The pupils guess the answer. Repeat with the other questions.

**CB p35** Activity 5 Listen, read and check your quiz answers.

- Play the CD while the pupils listen and check their answers.

**2.2**

(See CB p35.)

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

**AB p35** Activity 3 Read. Match the text to the pictures.

- Tell the pupils to look at the pictures, and ask *What invention is it? (the telephone)*. Ask the pupils for more information about this invention: *Who invented it? When did he invent it?* etc.
- Read the sentences in number 1 to the pupils and ask *Which picture is it? (c)*. The pupils match the rest of the sentences with the pictures.

Answers: 1 c 2 a 3 d 4 b

**AB p38** Activity 4 Complete the crossword.

- Read the first question to the pupils. The pupils answer it (*jeans*) and write the answer in number 1.
- The pupils complete the rest of the crossword.
- Ask the pupils *What did Marvin Stone invent?* and show them the 'mystery word' in the crossword (*the straw*).

Answers: 1 jeans 2 teabag 3 fridge 4 camera 5 microwave oven

The mystery word is *straw*.

## Lesson 11 = Other subjects

### Learning through English (Mini project)

#### Objectives

- Review vocabulary for craft items and inventions
- Write about an invention

#### Core language

Review of

- craft items vocabulary
- inventions vocabulary
- language used so far

#### Other language

*homework, screen, printer, exercise, hole, button, level, wheel, bell, ready*

#### Materials

AB p39; One piece of paper per pupil (optional)

#### Review vocabulary

- Write the headings for the two vocabulary groups (craft items, inventions) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

**AB p39** Activity 5 Read and answer.

- Point to the picture of the machine and ask *What does this machine do?* Ask the pupils to look at the text to find the answer. Recast their answers as necessary.
- Read the text to the pupils and explain any unfamiliar words.
- Read the first question and show the pupils the answer.
- The pupils answer the rest of the questions.

Answers: 1 in 2005 2 (Maths, English and Science)

homework 3 Press button A 4 Pull lever B 5 Turn wheel C 6 A bell

#### Present the project

- Explain to the pupils that they are going to invent a machine, draw it, and write about it.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

**AB p39** Activity 6 Invent a machine and write about it.

- Arrange the pupils in groups of four. Ask them to brainstorm ideas for a new invention.
- After five minutes, arrange a feedback session. Choose a spokesperson from each group to explain the group's ideas.
- Write notes about each idea on the board. Make sure you add the vocabulary they need: words such as *button, lever, switch*, etc.
- Tell the pupils to write about their invention. They should work individually; they can use the invention they talked about in their group, or another one.
- The pupils first write a rough copy in their notebooks. After you have checked their rough copy, they write a neat copy in their notebooks, or on a separate piece of paper, and draw an illustration to go with it.

#### Display

- When the pupils have finished, divide the class into two groups, A and B.
- Each Group A pupil visits a Group B pupil. The Group B pupil shows the visitor his / her invention and reads the text about it; the visitor asks questions about it and expresses his / her opinion.
- Repeat with each Group B pupil visiting a Group A pupil.
- Arrange a feedback session: encourage the pupils to discuss the best invention, the best description, the best picture, the craziest invention, etc. Recast what they say as necessary.

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Talk about past events with *ago*
- Make a timeline about your family
- Talk about events in your family

#### Core language

Past tense with *ago*

Review of language used so far

#### Materials

'A picture timeline' (PMB p21) – one photocopy per pupil; 1 sheet of paper per pupil; Glue (optional); Scissors (optional); Drawing materials

#### Preparation

- Talk with the pupils about the timelines they have seen in the 'Learning through English' lessons. Ask questions such as *What were the timelines about? What events did you see in the timelines?*
- Explain that in this lesson the pupils are going to make a timeline about their family.

#### **PMB p21** Activity 1 Look at the timeline and talk about Jack's family.

Note: the pupils have not previously been taught the use of *ago* with the past tense; however, they have seen numerous examples of *ago* in Level 4.

- Read the events on the timeline to the pupils.
- Point to the first event (*My mother met my father*) and read the year (1987).
- Read the example sentence (*His mother met his father ...*) and add the correct number of years with *ago*. Explain to the pupils how you worked out the number of years.
- Make sure the pupils understand the meaning of *ago*.
- Point to the next event (*My parents got married*) and guide the pupils to making the correct sentence (*His parents got married ...*), adding the correct number of years with *ago*.
- Repeat with the other events on the timeline.

#### **PMB p21** Activity 2 Draw a timeline about your family. Draw or cut out the pictures you need. Then talk about your family.

- Tell the pupils they are going to make a picture timeline about their families.
- Ask the pupils to copy a blank timeline onto a piece of paper, and to add a suitable range of dates. Draw an example on the board as necessary. Explain to pupils that they should leave space around the timeline to add sentences and pictures.
- Ask the pupils to suggest events in the lives of their families which they can include on the timeline.
- The pupils write a list of suitable sentences in their notebooks, for example *I was born in 1999*. While they are writing, circulate round the class and check their sentences.
- The pupils copy the final version of their sentences onto the timeline, next to the relevant dates.

- Ask individual pupils to read a sentence each. For each sentence, ask the other pupils to suggest a picture to go with the sentence, for example, a picture of the pupil's sister, or a picture of a hospital, with the sentence *My sister was born*.
- The pupils draw pictures for their timelines next to or close to the relevant dates.
- Alternatively pupils can cut out the pictures from Jack's timeline and stick them on their own.
- Ask individual pupils to come to the front. Each one talks about events in his / her family, using the timeline. Guide the pupils to making appropriate sentences with *ago*.
- In pairs, the pupils tell each other about their families.

#### Display

- Arrange a display of the timelines in the classroom. Allow the pupils to move around the classroom and look at each other's timelines.
- Arrange a class vote to decide on the most attractive timeline and the best pictures.

#### Fun activity (optional)

- Pupils work out a timeline for humorous characters such as *The luckiest person in the world* or *The most intelligent boy / girl in the world*. They can either make these timelines individually, or add details to a group timeline on the board.

#### Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of family. Suitable branches would be:  
Family members (mother, father, etc.)  
Events we celebrate (birthdays, weddings, etc.)  
Activities with my family (having meals together, going to the park, etc.)  
What your family can give you (love, help, advice, etc.)  
How you can help your family (doing housework, being helpful, being polite, etc.)
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.



# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about time travel
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Other language

*traveller, time machine, travel, future (n), past (n), dodo*

### Materials

CB p36; AB p39; CD 2; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

### Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to answer the question *What is the song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about time travel*).
- Ask the pupils to give you more information about the song. Guide them to talking about what the time traveller saw.

### CB p36 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 2.3

I was a special traveller,  
I had a time machine.  
I travelled through the centuries  
To see some history.

Where did you go?  
What did you see?  
How did you travel?  
Who did you meet?

I went into the future,  
I went into the past.  
I travelled in my time machine,  
I travelled very fast.

Where did you go?  
What did you see?  
How did you travel?  
Who did you meet?

I saw some men in caves,  
I saw the dodo too.  
I saw some kings and queens,  
And the sea when it was new!

Answers: 1 Where 2 meet 3 fast 4 What 5 caves 6 queens

### CB p36 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

Answers: (row 1) Any three craft items from CB page 29;

Any two inventions from CB page 34 (zip, car, etc.); 'When did she have lunch?'; 'Can I have / borrow the / a / your stapler, please?'

(row 2) 'When was the zip invented?'; brush / cousin / colour / uncle / cut / plus (see AB page 36); The Earl of Sandwich; Any three craft items from CB page 29

(row 3) A piece of paper, a paper clip, scissors, a pencil, crayons (see CB page 32); Levi Strauss; 'Can I have some string, please?'; 'What did he use?'

### Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

### AB p39 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.



The pupils are now ready to sit the Unit 4 test (see pp175–176).



Multimedia extension: you may now like to use the History 1 section of the optional DVD.

## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for housework jobs
- Practise talking about what people are doing
- Practise verb collocations

#### Core language

Housework jobs: *do the washing up, make the dinner, put out the rubbish, tidy the living room, vacuum the carpet, clean the windows, make the bed, water the plants, do the washing*

Review of

- housework jobs vocabulary (the pupils will already be familiar with several of the phrases in the vocabulary set)
- language used so far

#### Other language

*housework, job*

#### Materials

CB p37; AB p40; Incredible Adventure Game poster; CD 2

#### Unit overview

- Say *We are going to learn about the theatre in this unit, and also jobs around the house, and musical instruments.*
- Ask the pupils to look through Unit 5 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – housework jobs, musical instruments
  - Skills (speaking) – talking about things you have to do (*I have to make my bed. Do you have to clean the windows?*)
  - ▲ Story – *Murder mystery*
  - ◆ Sentences – *What were you doing at six o'clock? What was she doing? Were you playing football? Yes, I was. / No, I wasn't. Was he visiting a museum? Yes, he was. / No, he wasn't.*
  - Skills – reading about a play, talking about a play, writing a programme note for a play
  - Song – *It was lunchtime in the playground / Chant – The king is in the kitchen*
  - ▶ Other subjects – Music (identifying different types of musical instrument – wind, string, keyboard, percussion)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p37/ Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where are they? What are the people in the first picture doing?* Recast the pupils' answers as necessary: *Yes, they're on the stage in a theatre. In the first picture the woman is washing up in the kitchen.*

- Point to each of the vocabulary items and say it clearly.
- Teach the name of the vocabulary set: *housework jobs.*
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### 2.4

1 do the washing up 2 make the dinner 3 put out the rubbish  
4 clean the windows 5 tidy the living room 6 vacuum the carpet  
7 make the bed 8 water the plants 9 do the washing

- Play *Get moving!* with the pupils: first do mime gestures for each of the housework jobs and ask the pupils to say the activity. Then ask individual pupils to do the gestures for the other pupils to guess the activity.
- As a follow-up activity, ask the pupils to suggest other words that can go with the verbs, for example *make dinner / breakfast / lunch / a snack, clean the windows / the bath / the cooker*, etc.

#### Teaching tip

We use *tidy* with an object: *tidy your bedroom, tidy the house*, etc.

We can use *tidy up* without an object: *It's time to tidy up!*

#### CB p37/ Activity 2 Look and correct the words in blue.

- Read the first sentence to the pupils. Ask *Is that correct? (No).* Say *Change the blue word* and guide the pupils to saying the correct sentence (*A woman is doing the washing*).
- The pupils correct the rest of the sentences and write them in their notebooks.

Answers: 1 woman / girl 2 boys 3 women 4 man / boy  
5 girl 6 girl 7 woman 8 woman 9 man

#### CB p37/ Activity 3 Point to the people. Ask and answer.

- Point to the girl vacuuming the carpet and read the first exchange. Repeat with the man watering the plants and the second exchange.
- Choose a pupil to point and ask a question, and another pupil to answer.
- The pupils practise the questions and answers in pairs.

#### AB p40/ Activity 1 Number the pictures.

- Point to picture h and ask *What verb is it? (make the dinner).* Show the pupils the example answer (1) in the box.
- The pupils number the rest of the pictures.

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

### AB p40 Activity 2 Make phrases.

- Read the words in the word pool to the pupils, then read the first verb (*tidy*) and ask the pupils to suggest words to go with it (*the bathroom, your bedroom, your desk*).
- The pupils write the words which go with each of the verbs.

Answers: (pupils' answers may vary)

tidy: the living room, your bedroom, your desk, (the bathroom)

make: the dinner, a cake, the bed

clean: the windows, your shoes, the bathroom, (your bedroom), (your desk)

do: the washing up, your homework, the washing

### AB p40 Activity 3 Look and write sentences.

- Read the grammar tip to the pupils. Make sure that the pupils understand the following:
  - most verbs just add *...ing* with no other changes
  - verbs ending in 'e' lose the 'e' when 'ing' is added (*write – writing*)
  - many short verbs with one vowel and one consonant at the end double the consonant (*swim – swimming*), although you may like to point out that some don't (*open – opening, answer – answering, remember – remembering*). (The consonant is often doubled when the syllable is stressed as in *swimming, hopping*, etc.)
- Ask the pupils to look at the big picture. Point to the dad (in the kitchen) and ask the pupils to make a question about him. Elicit the question *What's he doing?* Ask a pupil to answer the question (*He's making the dinner*) and point out this example answer on the page for number 1.
- Point to the other numbered pictures in turn and get the pupils to ask and answer about the people.
- The pupils then write the answers.

Answers: 1 He's making the dinner. 2 They're cleaning the windows. 3 She's putting out the rubbish. 4 They're making the bed. 5 She's watering the plants. 6 He's doing the washing up.

### Challenge

- Ask the pupils to look back at page 37 of the Class Book.
- Read the fifth challenge question to the pupils. Ask *What sort of play is it?* Recast the pupils' answers as necessary (*a mystery or a thriller*).
- Explain that in the next story episode the children will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review housework jobs vocabulary
- Practise talking about obligations at home (*have to* and *don't have to*)
- Practise sentence rhythm / intonation / stress: talking about obligations

#### Core language

*I have to ...; He doesn't have to ...; Do they have to ...?; Yes, they do. / No, they don't.*

Review of

- housework jobs vocabulary
- language used so far

#### Materials

AB p41; CD 2

#### Review vocabulary

- Ask the pupils to recall the housework jobs vocabulary from the previous lesson. Write the words on the board.
- Cue the vocabulary items with mime actions, for example pretending to do the washing up. The pupils say the words chorally and individually.

### AB p41 Introduce the functional language

- Read the expressions in boxes at the top of the page to the pupils. Make sure that the pupils understand the meaning of *have to* and *don't have to*.
- Explain that the pupils are going to practise talking about their duties in the house in this lesson.

### AB p41 Activity 1 Listen and tick or cross.

- Point to the table and ask *Who are they?* (*Oli and Meg*). Point to each of the housework jobs and ask the pupils to identify them.
- Point to the tick in the box under Oli and guide the pupils to making a sentence (*He has to do the washing up*).
- Repeat with the cross in the second box (*He doesn't have to water the plants*).
- Play the CD while the pupils listen and complete the table with ticks and crosses.

### 2.5

- Adult: What do you have to do at home, Oli?  
Oli: I have to do the washing up.  
Adult: Do you have to water the plants?  
Oli: No, I don't. Mum waters the plants.  
Adult: What about the rubbish? Do you have to put out the rubbish?  
Oli: Yes, I do. I put out the rubbish at the weekends.  
Adult: Do you have to vacuum the carpet?  
Oli: No, I don't. My dad does that.  
Adult: Do you have to do the washing up, Meg?  
Meg: No, I don't. We've got a dishwasher.  
Adult: OK. Do you have to water the plants?  
Meg: Yes, I do. I water the plants on Saturday.  
Adult: What else do you have to do?  
Meg: Um ... I have to put out the rubbish.  
Adult: Every day?  
Meg: Yes, every day.  
Adult: Do you have to vacuum the carpet?  
Meg: No, I don't. My mum does that.

Answers: do the washing up: Oli ✓ Meg ✗ water the plants: Oli ✗ Meg ✓ put out the rubbish: Oli ✓ Meg ✓ vacuum the carpet: Oli ✗ Meg ✗

**AB p41** Activity 2 Write sentences. Use your answers from Activity 1.

- Point to one of the boxes in the table and guide the pupils to making a sentence, for example *Oli doesn't have to vacuum the carpet.*
- The pupils write sentences about Oli and Meg's duties in their houses.

Answers: 1 Meg has to water the plants. 2 They don't have to vacuum the carpet. 3 Oli doesn't have to water the plants. 4 Meg doesn't have to do the washing up. 5 They have to put out the rubbish. 6 Oli has to do the washing up.

**AB p41** Activity 3 Write *true* or *false* for you.

- Read the first sentence and ask a pupil *Is that true or false for you?* Make sure that the pupil realizes he / she is answering about his / her own duties.
- Repeat with other sentences and other pupils.
- The pupils mark the sentences true or false.

Answers: (pupils' own answers)

**AB p41** Activity 4 Listen and repeat.

- Read the questions. Play the CD and highlight the intonation.
- The pupils repeat the questions chorally and individually. Encourage them to use the intonation on the CD.

))) 2.6

Do you have to make the dinner?  
Do you have to clean the windows?

**AB p41** Activity 5 Write questions.

- Ask the pupils to suggest questions they can ask each other about duties in the house, for example *Do you have to water the plants?*
- The pupils write four questions about duties in the house.
- Choose one pupil to read a question, and another pupil to answer it. Repeat with other pupils.

**AB p41** Activity 6 Now ask your partner the questions.

- The pupils practise asking and answering their questions in pairs.

## Lesson 3 ▲ = Story ◆ = Sentences

### Story

#### Objectives

- Review housework jobs vocabulary
- Listen to and read a story
- Understand the use of *What were you doing?* / *What was she doing?* / *What were they doing?*
- Practise using the new language

#### Core language

*What were you doing?; What was she doing?; What were they doing?*

Review of

- housework jobs vocabulary
- language used so far

#### Other language

*murder, mystery, play, manager, alibi, signal, cook (v), kill*  
*You're wrong.*

#### Materials

CB pp38–39; CD 2; Grammar tiles (PMB p22) – one photocopy of Set 1 per pupil

#### Review vocabulary

- Ask the pupils to recall the housework jobs words. Write the words on the board.
- Play *Bingo* with the pupils (see p21): they choose four of the housework jobs and write them in their notebooks to use as their Bingo cards.

#### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 37 of the Class Book.
- Explain that the children in the story are going to visit the theatre and find the answer in the play at the theatre.

**CB p38** Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

))) 2.7

- [1] Narrator: The children are late for the play!  
Red Wolf: Ha ha! We've got the last tickets.  
Oli: What do we do now?  
Meg: Quick! This way.
- [2] Meg: In this door.  
Oli: Is it OK to go in here?  
Meg: Yes, my mum knows the manager.
- [3] Narrator: It's the last scene of the play.  
Detective: Mrs Bridges, where were you last night?  
Mrs Bridges: I was here, sir.  
Detective: What were you doing at eight o'clock?  
Mrs Bridges: I was cooking the dinner.
- [4] Detective: And what about Agnes? What was she doing at eight o'clock?  
Mrs Bridges: She was with me, sir. She was cleaning the kitchen.
- [5] Detective: There's only one person with no alibi.  
Milly: Mr Pitt! Mr Pitt killed Mr Trent!  
Mrs Bridges: Mr Pitt? Oh no!
- [6] Red Wolf: (*loud whisper*) Brilliant! We've got the answer!  
Woman: Sshh!

- [7] Meg: Oh no. I can't get a signal for the phone!  
 Oli: Wait, Meg! The play isn't finished!  
 Detective: No, you're wrong. Mr Pitt was with me!  
 Mr Pitt: So Milly killed Mr Trent!
- [8] Narrator: Outside the theatre ...  
*(sound of number being dialled)*  
 Red Wolf: Oh no! It wasn't Mr Pitt!  
 Rav: You were too quick.  
 Meg: Milly killed Mr Trent.  
 Phone voice: That's correct.

- Ask the challenge question and see if any of the pupils can answer it.

**Answer:** Milly

### CB p38 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *Did Mr Pitt kill Mr Trent?* and *Who got the right answer?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p39 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils which sentences are in the story (*What were you doing at eight o'clock? I was cooking the dinner. What was she doing at eight o'clock? She was cleaning the kitchen.*)
- Focus on the inverted order in questions (for example *you were ...* becomes *were you ...?*)
- The pupils say the sentences in the tiles chorally and individually.

### CB p39 Activity 3 Look at the pictures and finish the dialogue.

- Read the dialogue to the pupils and ask them what picture it is (Number 2).

### CB p39 Activity 4 Listen and repeat.

- Read the first question (*What was he doing at three o'clock?*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the question builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

## 2.8

at three o'clock?  
 doing at three o'clock?  
 What was he doing at three o'clock?  
 the phone.  
 on the phone.  
 talking on the phone.  
 He was talking on the phone.  
 a cake.  
 making a cake.  
 He was making a cake.

### CB p39 Activity 5 Choose a different man and make questions and answers.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 22. The pupils cut out their tiles.
- Point to the first man and say *Make a question and answer about him*. The pupils rearrange their tiles to make a question and answer, for example *What was he doing at three o'clock? He was watering his plants.*
- Ask individual pupils to read out their questions and answers.
- Repeat with questions and answers about the other men. Ask other pupils to guess which man each question and answer is about.

### CB p39 Activity 6 Now play the game with your partner.

- The pupils practise the guessing game in Activity 5 in pairs.

## Lesson 4 = Sentences

### Language focus

#### Objectives

- Review the new language from the previous lesson
- Understand the use of *I wasn't watching TV. / He wasn't swimming. / Were you playing football? Yes, I was. / No, I wasn't. / Was he visiting the museum? Yes, he was. / No, he wasn't.*
- Practise using the new language

#### Core language

*I wasn't watching TV. He wasn't swimming. Were you playing football? Yes, I was. / No, I wasn't. Was he visiting the museum? Yes, he was. / No, he wasn't.*

Review of language used so far

#### Materials

AB pp42–43; CD 2; Grammar tiles (PMB p22) – one photocopy of Set 2 per pupil (optional); Pupils' grammar tiles (Set 1) from Lesson 3 (optional)

#### Recall the language from the previous lesson

- Ask the pupils questions about themselves and people in their families last night, such as *What were you doing at six o'clock?* and *What was your mother doing at ten o'clock?*
- Guide the pupils to reply with the past continuous tense, for example *I was doing my homework.*
- Choose individual pupils to ask questions like these and other pupils to answer them.

#### AB p42 Introduce the new language

- Point to the grammar table at the top of the page. Read the affirmative sentences first. Make sure the pupils understand that this is the language they saw in the previous lesson.
- Read the negative sentences. Remind the pupils how to make the negative form of *was* (*wasn't*) and *were* (*weren't*).
- Read the inverted questions (*Were you ...? Was he ...?*) to the pupils. Show the pupils how the order of *was / were* and the pronoun is reversed to make a question.
- Show the pupils the short answers.

- Say *In this lesson we're going to practise asking questions with 'were you ...?' and 'was he ...?', and negatives with 'wasn't' and 'weren't'.*

### AB p42 Activity 1 Listen and number.

- Tell the pupils to look at the pictures of Oli. Say words or phrases for the content of one of the pictures, for example *Oli's mum is thinking about Meg. Meg is carrying a big box.* The pupils identify the picture (d).
- Repeat with the other activities (*Rav is carrying a box. Rav and Meg are visiting Oli. Rav is carrying a cake. Meg and Rav are waiting at the bus stop*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (d) and write number 1 next to it. Repeat with the other conversations.

### 2.9

- 1 Oli's mum: I saw Meg and Rav in town. Meg was carrying a big box.  
Oli: A big box?
- 2 Oli: Was Rav helping her?  
Mum: No, he wasn't. He was carrying a box too!  
Oli: Oh!
- 3 Oli: Where were they going?  
Mum: I don't know. They were waiting at the bus stop.
- 4 (*Doorbell rings*)  
Rav: Hi, Oli!  
Oli: Hi, Meg! Hi, Rav! What were you doing in town?  
Meg: We were buying you a present!  
Rav: And a cake! Happy birthday!  
Oli: Oh, thanks!

Answers: a 2 b 4 c 3 d 1

### AB p42 Activity 2 Make sentences. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*They were waiting at the bus stop*) and the correct picture from Activity 1 (c).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

### AB p42 Activity 3 Now listen and check.

- Play the CD again (Listening 2.9) for the pupils to listen and check their answers.

Answers: 1 They were waiting at the bus stop. (c) 2 Meg was carrying a big box. (d) 3 What were you doing in town? (b) 4 Was Rav helping her? (a)

- The pupils say the sentences chorally and individually.

### AB p42 Activity 4 Write questions about yesterday.

- Read the activities and times of day in the word pool to the pupils.
- Read Meg and Rav's speech bubbles in Activity 5 and ask the pupils to explain the game. Recast their answers as necessary: *Yes, you have to ask questions about yesterday. If the answer is yes, you get a point. If the answer is no, you don't get a point.*

- Ask questions to individual pupils, using activities and times of day from the word pool such as *Were you doing your homework at eight o'clock in the evening?* Give yourself a point for each *Yes, I was* answer.
- The pupils write five questions to use in the game.

### AB p42 Activity 5 Now play a guessing game.

- The pupils play the game in pairs. They take turns to ask and answer questions.
- After the pupils have played the game, ask them to tell you their scores.

### PMB p22 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or later in the lesson) if you wish to give extra practice of forming past continuous questions and statements.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 22. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many sentences as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most sentences within that time.
- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more sentences, for example *Was he watering his plants at 6.00? They were making a cake at 2.30.*

### AB p43 Activity 6 Look and complete the sentences about Rav.

- Read the words in the word pool to the pupils.
- Point to the pictures on the timeline and ask *What activity is it? (doing his homework, playing football, playing on the computer, having tea, riding his bike).*
- Read the example sentence to the pupils. The pupils complete the rest of the sentences.

Answers: 1 At half past six, he was playing on the computer. 2 At quarter past five, he was doing his homework. 3 At seven o'clock, he was having tea. 4 At quarter to six, he was playing football. 5 At quarter to five, he was riding his bike.

### AB p43 Activity 7 Write sentences about yourself yesterday afternoon.

- Read Meg's speech bubble to the pupils, then read the beginning of number 1 (*At quarter to three ...*). Ask a pupil to complete the sentence about himself / herself.
- Repeat with other sentence beginnings and other pupils.
- The pupils write the sentences about themselves.

Answers: (pupils' own answers)

- As a follow-up, ask the pupils to read one sentence each to the class.

### Teaching tip

Either or both of Activities 6 and 7 could be done for homework if preferred.

# Lesson 5 ▲ = Story

## Playscript

### Objectives

- Review vocabulary for housework jobs
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

### Core language

Review of language used so far

### Materials

AB p43; CD 2; Unit 5 playscript (PMB p23) – one photocopy per pupil; Unit 5 Vocabulary record page (PMB p24) – one photocopy per pupil (optional)

### Review vocabulary / spelling and dictation

- Write the first letters of each word from the housework jobs vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - a word with *uu* (*vacuum*)
  - words with double letters (*dinner*, *rubbish*, *vacuum*)
  - words with two vowels together (*vacuum*, *clean*)
  - a word ending with *y* (*tidy*).
- Relate the spelling patterns to pronunciation, for example:
  - the *y* sound in *tidy*
  - the double vowel sounds in *clean* (one sound) and *vacuum* (two sounds).
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

### AB p43 Activity 8 Read the story again.

- Ask the pupils to open their Class Books at page 38.
- Play the CD again (Listening 2.7) while the pupils listen and read the story.

### AB p43 Activity 9 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending b.
- The pupils match the rest of the sentence halves individually.

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

### AB p43 / PMB p23 Activity 10 Complete the story playscript.

- Give each pupil a photocopy of the Unit 5 playscript from PMB page 23.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

### PMB p23 Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Remind the pupils that each shape is for a group of similar words or phrases. Each word or phrase in the word pool belongs to one of the groups.
- Ask the pupils to suggest words or phrases from the word pool for each shape.
- The pupils write the words and phrases from the word pool in the correct category.

Answers: set 1 – cooking the dinner, washing the car, watering the plants; set 2 – Brilliant!, Fantastic!, Excellent!; set 3 – mum, dad, grandma, uncle; set 4 – eight o'clock, half past six, quarter to nine

### PMB p23 Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of nine. In their groups, the pupils decide which words to use when they read the playscript.

### PMB p23 Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

### PMB p24 Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

# Lesson 6 ■ = Skills ● = Song / chant

## Reading

### Objectives

- Make predictions about a text
- Develop reading skills: identifying the theme of paragraphs
- Read and understand a theatre programme
- Practise the pronunciation of vowel sounds /ɪ/ (*witch*) and /i:/ (*queen*)

### Core language

Review of language used so far

### Other language

*theatre programme, witch, wizard, look for, brain, heart, broom, special, wave goodbye, brave, mask, tornado, secret (n), magic (adj), knobbly*

### Materials

CB p40; AB p44; CD 2

**CB p40** Activity 1 Read the text quickly. Match the paragraphs to the photos.

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headings, photos, and the layout, such as *It's about a play. You can read what happens in the play.*
- Point to the five sections of the text and explain that each one is an 'act' (or section) of the play. The pupils must match the acts to the photos. Say *You've got one minute to match.* Time the pupils while they read, and stop them after a minute.

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

**CB p40** Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first picture and ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) and their knowledge of the story to work out which word it is. For example, they can work out the meaning of Picture 1 because they probably know what the scarecrow wanted.
- The pupils find the word (*brain*).
- The pupils find the other words in the text and write them in their notebooks.

Answers: 1 brain 2 wave goodbye 3 broom 4 wizard  
5 heart 6 witch

**CB p40** Activity 3 Read the text again and answer the questions.

- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first question. Choose a pupil to answer it (*the Land of Oz*).
- The pupils answer the questions and write the answers in their notebooks.

Answers: 1 the Land of Oz 2 red shoes 3 a brain 4 a heart  
5 to be brave 6 Dorothy's shoes 7 water 8 he's an ordinary man 9 they're magic

**Teaching tip**

Avoid using translation to explain the meaning of words as much as possible. It's better to use mime gestures, pictures, or to explain the words in English. However, there are times when it's appropriate to translate new words into the pupils' language. There's an example here: *brave* is very difficult to explain without using translation. Remember that your pupils should always try to guess the meaning of a word from the context before you help them.

**AB p44** Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.

- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *witch* and *queen*.

**2.10**

/ɪ/ ... /ɪ/

witch ... witch

/i:/ ... /i:/

queen ... queen

**AB p44** Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the witch and say the vowel sound (/ɪ/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *witch*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the queen and say the vowel sound (/i:/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *queen*.
- Play the CD; the pupils listen and raise the correct hand.

**2.11**

knee ... knee

kitchen ... kitchen

wizard ... wizard

teabag ... teabag

dinner ... dinner

beach ... beach

king ... king

women ... women

cheese ... cheese

jeans ... jeans

Answers: 1 right 2 left 3 left 4 right 5 left 6 right 7 left  
8 left 9 right 10 right

**AB p44** Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the witch and show the pupils the phonetic symbol for the *i* sound in *witch*.
- Point to the picture of the queen and show the pupils the phonetic symbol for the *ee* sound in *queen*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

**AB p44** Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.



## 2.12

/ɪ/

king, dinner, kitchen, women, wizard

/i:/

cheese, beach, jeans, knee, teabag

**Answers:** witch picture – king, dinner, kitchen, women, wizard; queen picture – cheese, beach, jeans, knee, teabag

### AB p44 Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the short *i* sound (*king, kitchen, drinking, swimming, dinner*) and the *ee* sound (*tea, queen, beach, sea, eating, cheese, jeans, knees*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Read the chant to the pupils, emphasizing the vowel sounds.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

## 2.13

The king is in the kitchen,  
He's drinking cups of tea.  
The queen is at the beach,  
She's swimming in the sea.

The king is having dinner,  
He's eating bread and cheese.  
The queen is wearing jeans  
To hid her knobbly knees!

- Point out the tip to the pupils and ask them to say the /i:/ sound (*ee* as in *queen*).
- Ask the pupils to look at the words in Activity 3 and group them into the two spellings (*ee* – *queen, cheese, knee; ea* – *beach, jeans, teabag*).

### Pronunciation and spelling extra

- Focus on /ɪ/ (*witch*). Show the pupils other ways of spelling this sound: *mystery, women* (but not *woman* – the vowel sounds are different). Emphasize that these ways aren't very common; *i* is the most common way of spelling the sound.
- Focus on /i:/ (*queen*). Show the pupils other ways of spelling this sound: *metre, ski, people*. Emphasize that these ways aren't very common; *ee* and *ea* are the most common ways of spelling the sound.

# Lesson 7 = Skills

## Listening and speaking

### Objectives

- Review the unit so far
- Develop listening skills: intensive listening
- Develop speaking skills: talking about characters in plays and films.

### Core language

Review of language used so far

### Materials

CB p41; Incredible Adventure Game poster; CD 2

### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

### CB p41 Activity 4 Listen and answer the questions.

- Point to each of the characters and ask individual pupils to read the labels. Explain that Alex and Dan are child actors in the play.
- Play the CD; the pupils say which parts Alex and Dan play.

## 2.14

Interviewer: Hello, I'm at the Royal Theatre today. It's the first night of *The Wonderful Wizard of Oz*. This is Alex. He's got a big part in the play. Hello, Alex.

Alex: Hi.

Interviewer: What's your costume like?

Alex: It's very hot!

Interviewer: What's the most difficult part of the play for you?

Alex: Dancing. I like being the lion, but I can't dance well in a lion costume!

Interviewer: Who's your favourite character?

Alex: I like the Scarecrow. He's really funny!

Interviewer: And this is Daniel. Hi, Daniel.

Daniel: Hello!

Interviewer: Daniel is very important in the play too. Is your part difficult?

Daniel: Not very. The songs are the most difficult part for me.

Interviewer: Is your costume heavy?

Daniel: No! I'm the Tin Man, but my costume is made of fabric. It isn't made of metal!

Interviewer: No, of course not! Who's your favourite character in the play?

Daniel: Er ... I like the Bad Witch. She's really, really bad!

**Answers:** Alex is the Lion, Daniel is the Tin Man

### CB p41 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again. The pupils listen and write the answers in their notebooks.

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

**CB p41** Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct answer option for each speech bubble.

**2.15**

Child 1: What did you do at the weekend?  
 Child 2: I went to the theatre.  
 Child 1: What did you see?  
 Child 2: I saw *The Wonderful Wizard of Oz*.  
 Child 1: Did you like it?  
 Child 2: Yes, it was good.  
 Child 1: Who was your favourite character?  
 Child 2: I liked the Lion best.

**Answers:** 1 at the weekend 2 theatre 3 The Wonderful Wizard of Oz 4 Yes, it was good. 5 the Lion

**CB p41** Activity 7 Do the role play with your partner. Choose different words.

- Demonstrate the dialogue with a pupil, using other answer options from the set.
- The pupils role play conversations in pairs.

**Lesson 8** = Skills

**Writing**

**Objectives**

- Transfer information from a text to a table
- Use information in a table to complete a text
- Writing skills: writing a programme note

**Core language**

Review of language used so far

**Other language**

*part, uncomfortable, costume*

**Materials**

AB p45; One piece of paper per pupil (optional)

**Introduce the topic**

- Talk with the pupils about plays and other types of acting that they have done at school. Ask questions such as *What was the last play you were in? Do you enjoy acting? Do you feel nervous when you act?* etc.
- Explain that in this lesson the pupils are going to be reading and writing descriptions of actors in a school play.

**AB p45** Activity 1 Read the text and complete the table.

- Point to the photo of Juliet Jennings and read the description next to it.
- Show the pupils the parts of the table that have already been filled in. Ask the pupils to suggest words to complete the rest of Juliet's description.
- The pupils complete the table for all the children.

**Answers:**

<b>Name</b>	Juliet Jennings	Mark Springer	Tamara Jones	John Flemming
<b>Age</b>	11	10	9	10
<b>Year at school</b>	6	5	5	6
<b>Character</b>	Dorothy	Lion	Bad Witch	Tin Man
<b>Likes / doesn't like</b>	likes acting	doesn't like his mask	loves her hat	doesn't like his costume
<b>Why?</b>	it's great fun	it's too hot	it's funny	he can't move very well

**AB p45** Activity 2 Look at the table and complete the programme note.

- Read the information in the table about John Flemming to the pupils.
- The pupils complete the information in the programme note about John Flemming.

**Answers:** 1 Tin Man 2 ten 3 Year 6 4 his costume 5 can't move very well.

**AB p45** Activity 3 Imagine you are in the play. Write a programme note about yourself.

- Ask the pupils to suggest a play they can all be in. Write a list of the different roles in the play on the board.
- Tell the pupils to choose a role for themselves and complete the table with information about themselves.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- The pupils write a rough copy of the programme note about themselves. They use the texts in Activities 1 and 2 as a model.
- After you have checked their rough copy, the pupils write a neat copy in their notebooks, or on a separate piece of paper. They add a picture of themselves.

# Lesson 9

■ = Words    ▢ = Other subjects

## Learning through English

### Objectives

- Learn vocabulary for musical instruments
- Learn about musical instruments

### Core language

Musical instruments vocabulary: *guitar, violin, flute, trumpet, clarinet, drums, tambourine, xylophone, piano, electronic keyboard*

Review of language used so far

### Other language

*blow, pluck, hit, shake, instrument, vibration, string, wind, percussion, keyboard*

### Materials

CB p42; AB p46; CD 2

### Introduce the topic

- Explain to the pupils that they are going to be learning about musical instruments, and about the different ways they produce sound.

### CB p42 Activity 1 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

### 2.16

*guitar – violin – flute – trumpet – clarinet – drums – tambourine – xylophone – piano – electronic keyboard*

### CB p42 Activity 2 Listen and read.

- Play the CD while the pupils listen and read.

### 2.17

(See CB page 42.)

### CB p42 Activity 3 Listen. Can you name the instruments?

- Play the CD while the pupils listen. Pause after each instrument and ask the pupils to name it.

### 2.18

(sounds of musical instruments: see the answers below for the order)

Answers: 1 clarinet 2 piano 3 xylophone 4 trumpet  
5 guitar

### AB p46 Activity 1 Write the words.

- Point to the first picture and show the pupils the example answer (*drum*).
- The pupils write the words for the other pictures.

Answers: 1 drum 2 electronic keyboard 3 guitar 4 piano  
5 clarinet 6 xylophone 7 flute 8 tambourine 9 trumpet  
10 violin

### AB p46 Activity 2 Guess the answers. Then listen and check.

- Read the first question and ask the pupils to guess the answer. Write the most popular guess on the board.

- Repeat with the other questions.
- Play the CD while the pupils listen and check their answers.

### 2.19

Presenter: Welcome to the Music Trivia Quiz! Blue team, are you ready?

Blue team: Yes.

Presenter: The first question is about the guitar. Did they play it in Ancient Egypt?

Blue team: Um ... yes.

(noise to indicate 'correct')

Presenter: Correct!

Presenter: Question two. How many keys does a piano usually have? 66 or 88?

Blue team: Er ... 88.

(noise to indicate 'correct')

Presenter: Correct! A piano usually has 88 keys – there are 52 white keys and 36 black keys.

Question three. Do you play a Hawaiian flute with your nose?

Blue team: No!

(noise to indicate 'incorrect')

Presenter: Incorrect! You play an ordinary flute with your mouth, but you play a Hawaiian flute with your nose!

Question four. How long is the tube of a trumpet? One metre, or two metres?

Blue team: Er... one metre.

(noise to indicate 'incorrect')

Presenter: Incorrect. The tube of a trumpet is about TWO metres long.

Blue team: Oh!

Presenter: Question five. What is a violin bow made of?

Blue team: Wood ... and horse hair!

(noise to indicate 'correct')

Presenter: Correct!

Blue team: Great!

Presenter: Well done, Blue team. You have got three points.

Answers: 1 yes (a) 2 88 (b) 3 yes (a) 4 about 2m (b)  
5 wood and horse hair (b)

# Lesson 10

■ = Words    ▢ = Other subjects

## Learning through English

### Objectives

- Review musical instruments vocabulary
- Listen and talk about musical instruments
- Do a musical instruments puzzle

### Core language

Review of

- musical instruments vocabulary
- language used so far

### Materials

CB p43; AB p46; CD 2

### Review vocabulary

- Ask the pupils to recall the musical instruments vocabulary. Write the words on the board.
- Play *Get into groups* with the pupils. Choose five of the musical instruments and write them on the board, numbered 1–5. Give each pupil a number from 1–5; the pupils stand up and get into groups with one of each instrument, but the only word they can say is the name of their musical instrument.

### CB p43 Activity 4 Listen and find the instruments.

- Read the names of the instruments to the pupils. Explain that they are going to listen to people describing them.
- Play the CD while the pupils listen and match the descriptions with the instruments.

#### 2.20

- 1 Adult: Listen to this. What kind of instrument is it?  
(*sound of a gong*)  
Child: It's a percussion instrument.  
Adult: How do you play it?  
Child: You hit it with a stick.
- 2 Adult: What about this one?  
(*sound of a church organ*)  
Child: That's loud! I know this one. I think it's a keyboard instrument.  
Adult: That's right.
- 3 Adult: Listen. Do you know this instrument?  
(*sound of a harmonica*)  
Child: No, but I think it's a wind instrument.  
Adult: That's right. It's quite small.
- 4 Adult: This one's nice.  
(*sound of a maraca*)  
Child: It's a percussion instrument.  
Adult: You're right. How do you play it?  
Child: You shake it.
- 5 Adult: Listen to this.  
(*sound of a harpsichord*)  
Child: It sounds like a string instrument.  
Adult: Mm. It's got strings inside it. But it's a keyboard instrument.  
Child: How do you play it?  
Adult: You hit the keys with your fingers, like a piano.
- 6 Adult: Listen to this one.  
(*sound of an erhu*)  
Child: I think it's a string instrument.  
Adult: That's right. It's from China. You play it with a bow.
- 7 Adult: What about this one? Listen.  
(*sound of a harp*)  
Child: It's a string instrument. I think it's got lots of strings.  
Adult: Do you play it with a bow?  
Child: No, you pluck it.
- 8 Adult: What's this?  
(*sound of a recorder*)  
Child: I know this one! I can play it!  
Adult: What kind of instrument is it?  
Child: It's a wind instrument.

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

### CB p43 Activity 5 Talk about the instruments.

- Read the sentences in the *Talk about it!* box to the pupils.
- Point to one of the pictures and say *Tell me about this instrument*. Guide the pupils to making suitable replies using the language in the box.
- The pupils talk about the pictures in pairs.

### AB p46 Activity 3 Listen and tick. What kind of instruments can you hear?

- Tell the pupils they are going to listen to six musical extracts. They should listen carefully to each one and tick to show which musical family they can hear.
- Play the first extract on the CD, and point out how *string* has been ticked as the example answer.

- The pupils listen and complete the table for the remaining extracts.

#### 2.21

- 1 *sound of string instrument*
- 2 *sound of wind instrument*
- 3 *sound of keyboard instrument*
- 4 *sound of wind instrument*
- 5 *sound of percussion instrument*
- 6 *sound of string instrument*

Answers: 1 string 2 wind 3 keyboard 4 wind 5 percussion 6 string

### AB p46 Activity 4 Look at the picture and complete the sentences.

- Read the words in the work bank to the pupils. Ask the pupils to suggest examples of instruments for each category (*wind: flute, trumpet, clarinet*, etc.).
- The pupils find and count the instruments in the picture, then complete the sentences.

Answers: 1 There are four wind instruments. (1 trumpet, 2 flutes, 1 clarinet) 2 There are three string instruments. (2 violins, 1 guitar) 3 There is one keyboard instrument. (1 piano) 4 There are five percussion instruments. (3 tambourines, 1 drum, 1 xylophone)

## Lesson 11 = Other subjects

### Learning through English (Mini project)

#### Objectives

- Review vocabulary for housework jobs and musical instruments
- Learn about Galician musical instruments
- Write a description of a musical instrument

#### Core language

Review of

- housework jobs vocabulary
- musical instruments vocabulary
- language used so far

#### Materials

AB p47; One piece of paper per pupil (optional)

#### Review vocabulary

- Write the headings for the two vocabulary groups (housework jobs, musical instruments) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

### AB p47 Activity 5 Read the text. Write true or false.

- Ask individual pupils to read a sentence each of the text.
- The pupils answer the questions about the text.

Answers: 1 true 2 false 3 false 4 true 5 true

## Present the project

- Explain to the pupils that they are going to write about musical instruments.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### **AB p47** Activity 6 Draw some musical instruments and write about them.

- Arrange the pupils in groups of four. Ask them to brainstorm ideas for musical instruments to draw and write about. They may like to choose instruments from their region or country.
- After five minutes, arrange a feedback session. Choose a spokesperson from each group to explain the group's ideas.
- Write notes about each musical instrument on the board. Make sure you add the vocabulary they need, such as the names of the instruments and the parts of each instrument.
- Tell the pupils to draw and write about three musical instruments. They should work individually; they can use the musical instruments talked about in their group, or other ones.
- The pupils first write a rough copy in their notebooks, using the text in Activity 5 as a model. After you have checked their work, they write a neat copy in their notebooks, or on a separate piece of paper, and draw illustrations to go with it.

## Display

- When the pupils have finished, divide the class into two groups, A and B.
- Each Group A pupil visits a Group B pupil. The Group B pupils read his / her descriptions of musical instruments, without saying the name of the instrument, to the visitor. The visitor tries to guess which instrument it is.
- Repeat with each Group B pupil visiting a Group A pupil.
- Arrange a follow-up session: encourage the pupils to discuss the instruments they like, the instruments they don't like, the instruments they play or would like to play, etc. Recast what they say as necessary.

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Experiment with making sounds
- Understand how length and tension changes the sound of a vibrating elastic band
- Make music with a simple instrument

#### Core language

Review of language used so far

#### Materials

'Making music with elastic bands' worksheet (PMB p25) – one photocopy per pupil; A selection of plastic pots, boxes, and trays – 3 or 4 for each pair of pupils; Elastic bands of different widths and lengths – up to 10 for each pair of pupils

## Preparation

- Talk with the pupils about how musical instruments make sound. Ask questions such as *What are the different types of instruments?* (*string, wind, percussion, keyboard*) and *How do you play a trumpet / violin / guitar?* etc.
- Explain that in this lesson the pupils are going to experiment with making sounds using elastic bands.

### **PMB p25** Activity 1 Stretch elastic bands over three different-sized pots like the ones in the pictures.

- Give each pupil a photocopy of the 'Making music with elastic bands' worksheet.
- Arrange the pupils in pairs. Give each pair several elastic bands of different lengths and thicknesses.
- Show the pupils how to stretch the elastic bands over the pots and pluck the strings. Point out that this 'musical instrument' belongs to the strings group.
- Emphasize that the pupils mustn't stretch the bands too much or they will break. Also point out that the pupils must not hold the pots near their faces to avoid risk of injury.
- The pupils experiment with different containers and different elastic bands, listening for differences in the sounds.

### **PMB p25** Activity 2 Pluck the elastic bands. Is the sound high, medium or low? Fill in the chart.

- Show the pupils three containers with a different length of elastic band stretched over each one.
- The pupils experiment with different lengths of elastic band and record the results in the table.

**Answers:** (expected answers) 1 long – low 2 medium length – medium 3 short – high

### **PMB p25** Activity 3 Pull the band to make it tighter or looser. Is the sound higher or lower? Do the same thing with each pot.

- Show the pupils how to stretch and loosen an elastic band stretched over a pot. Repeat the warning about stretching the elastic band too much, and keeping their faces away from the pots.
- The pupils experiment with the elastic band stretched tight or loose over their three pots. They record the results in the table.

**Answers:** (expected answers) 4 tighter – higher 5 looser – lower

### **PMB p25** Activity 4 Make musical instruments with different elastic bands and pots. Can you play a tune?

- Show the pupils a suitable container with about five elastic bands stretched over it, producing different sounds. Show the pupils how to adjust the elastic bands so that they play a musical sequence from low notes to high notes.
- The pupils choose a suitable container and make their own musical instrument.
- When they have made their instrument, they should work out a simple tune on it.

## Display

- Arrange a mini-concert in the classroom: Each pair of pupils plays a short tune on the instrument they have made.
- Arrange a class vote to decide on the best tune.

## Fun activity (optional)

- Set up a class orchestra: choose four musical notes on your example musical instrument, and help the pupils to make their instrument make sounds of a roughly similar pitch, high or low.
- Work out a simple tune of about six notes. On your signal, all the pupils play the same sequence of notes at the same speed.
- Call other pupils up to the front to lead the class orchestra in different simple tunes.

## Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of music. Suitable branches would be:  
Musical instruments (guitar, violin, etc.)  
Types of music (pop, rock, classical, etc.)  
Musical groups (rock band, orchestra, etc.)  
Adjectives describing music (fast, relaxing, etc.)
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.

# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about having fun
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Other language

*playground, kid, have fun, lovely*

### Materials

CB p44; AB p47; CD 2; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

## CB p44 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 2.22

It was lunchtime in the playground  
And the sun was shining down.  
The birds were singing in the trees,  
The bees were buzzing around.  
The kids were running races,  
They were having lots of fun.  
There were lots of happy faces,  
It was lovely in the sun.

The birds were singing in the trees,  
The bees were buzzing around.  
It was lunchtime in the playground  
And the sun was shining down

Answers: 1 lunchtime 2 birds 3 happy 4 singing 5 bees  
6 playground

## CB p44 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

Answers: (row 1) Pupils' own answers; Any two percussion instruments from CB page 42 (drums, tambourine, xylophone) or page 43 (maraca, cencerro); A brain / To be clever; 'What was he doing at three o'clock?'  
(row 2) Any three housework jobs from CB page 37; 'He was vacuuming the carpet.'; Any two string instruments from CB page 42 (guitar, violin) or page 43 (harp, erhu); Milly  
(row 3) 'This is a wind instrument.'; Pupils' own answers; Any three housework jobs from CB page 37; queen / cheese / beach / jeans / knee / teabag (see AB page 44)

## Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

## AB p47 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

## Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.



The pupils are now ready to sit the Unit 5 test (see pp177-178).

## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with more vocabulary for food and drink
- Practise asking for food
- Write about the food people like and dislike

#### Core language

Food and drink: *lamb stew, sausages, tomato soup, baked potato, mashed potato, roast beef, apple pie*

Review of

- food vocabulary: *banana milkshake, strawberry ice cream, chips, vegetables, salad*
- language used so far

#### Materials

CB p45; AB p48; Incredible Adventure Game poster; CD 2

#### Unit overview

- Say *We are going to learn about food and recipes in this unit.* Ask the pupils to talk about their favourite food and any food they hate.
- Talk with the pupils about who cooks in their homes. Ask them questions such as *Have you ever cooked a meal?* and *Do you know any recipes?*
- Ask the pupils to look through Unit 6 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – food and drink, nutrients
  - Skills (speaking) – ordering food in a restaurant (*I'd like ... / Can I have some ..., please?*)
  - ▲ Story – *Mrs Midge's world-famous pies*
  - ◆ Sentences – *She's got too many apples. She's got too much flour. You've got enough water. They haven't got enough water. How many apples has he got? How much sugar has he got / does he need?*
  - Skills – reading a magazine article, talking about a party, writing about foods
  - Song – *We tried to make some bread* / Chant – *It's lunchtime at the party*
  - ▷ Other subjects – Science (nutrition)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p45 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where are they? What are the people doing?* Recast the pupils' answers as necessary: *Yes, they're in a restaurant. They're deciding what to order.*
- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### 2.23

1 baked potato 2 salad 3 apple pie 4 lamb stew 5 mashed potato  
6 sausages 7 chips 8 banana milkshake 9 roast beef  
10 vegetables 11 strawberry ice cream 12 tomato soup

- Play *Memory chain* with the pupils: start the chain with, for example, *In the restaurant there's roast beef*; the next pupil continues with, for example, *In the restaurant there's roast beef and banana milkshake*. Continue round the class, with each pupil adding one more dish, if necessary making new combinations such as *beef pie* or adding dishes with are not in the vocabulary set, such as *carrots, rice, bread*, etc.

#### CB p45 Activity 2 Find the table. Write A, B or C.

- Read the first sentence to the pupils. Ask *Which table is it?* (Table A).
- Repeat with the other sentences. The pupils match the sentences with the tables and write the answers in their notebooks.

Answers: 1 A 2 B 3 A 4 C 5 B 6 A 7 B 8 C

#### CB p45 Activity 3 Point to the people. Ask and answer.

- Point to the man at table C and read the first exchange. Repeat with the woman at table C and the second exchange.
- Choose a pupil to point and ask a question, and another pupil to answer.
- The pupils practise the questions and answers in pairs.

#### AB p48 Activity 1 Number the pictures.

- Point to picture *a* and ask *What are they?* (*sausages*). Ask the pupils to find the word in the word pool (number 5). The pupils write the number 5 next to the picture.
- The pupils number the rest of the pictures.

Answers: a 5 b 9 c 2 d 4 e 11 f 8 g 1 h 3 i 10 j 7  
k 12 l 6

#### AB p48 Activity 2 Write the words.

- Read the first sentence to the pupils (*I like these dishes*). Ask the pupils to suggest food and drink from Activity 1 to go in this category.
- The pupils write the words from Activity 1 in the correct categories.

Answers: (pupils' own answers)

- As an extension activity, ask the pupils to suggest other types of pie, ice cream, milkshake, soup, sandwich, and stew: *mushroom pie, banana ice cream, cheese and onion pizza, beef sandwich*, etc.
- For a fun activity, ask them to suggest horrible combinations: *sausage ice cream, strawberry and potato soup*, etc.

### AB p48 Activity 3 Write two sentences about each food.

- Point to the table and ask the pupils to identify the food (*sausages, tomato soup, etc.*) and the children (Rav, Meg, and Oli).
- Read the example sentence about sausages. Show the pupils how the information is taken from the table.
- Ask the pupils to make two sentences about tomato soup (*Rav and Meg don't like tomato soup. Oli likes tomato soup.*)
- The pupils write pairs of sentences about the food.

**Answers:** (these can be in any order) 1 Rav and Oli like sausages. Meg doesn't like sausages. 2 Oli likes tomato soup. Rav and Meg don't like tomato soup. 3 Rav and Meg like chips. Oli doesn't like chips. 4 Meg and Oli like salad. Rav doesn't like salad. 5 Meg likes roast beef. Rav and Oli don't like roast beef.

### Challenge

- Ask the pupils to look back at page 45 of the Class Book.
- Read the sixth challenge question to the pupils. Ask *How much do you think it weighs?* The pupils guess the weight in kilos or grams.
- Explain that in the next story episode the children will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review vocabulary for food and drink
- Understand the use of *Would you like? / I'd like ... / Can I have ...?*
- Practise ordering food in a restaurant
- Practise sentence rhythm / intonation / stress: ordering food in a restaurant

#### Core language

*Would you like ...?; I'd like ...; Can I have ...?*

Review of

- food and drink vocabulary
- language used so far

#### Materials

AB p49; CD 2

#### Review vocabulary

- Ask the pupils to recall the food and drink vocabulary from the previous lesson. Write the words on the board.
- Cue the vocabulary items with the ingredients, for example *It's got apples (apple pie)*. The pupils say the words chorally and individually.

#### AB p49 Introduce the functional language

- Read the expressions in the boxes at the top of the page to the pupils. Make sure that the pupils understand the difference between *I'd like ...* and *I like ...*
- Explain that *I'd like ... = I would like* and write this on the board.
- Explain that the pupils are going to practise ordering food in a restaurant in this lesson.

### AB p49 Activity 1 Listen and tick the foods you hear.

- Point to each of the pictures and ask the pupils to name the food and drink.
- Play the CD. The pupils listen and identify the food and / or drink the customer is ordering. They tick the items they hear.

#### 2.24

Waiter: Are you ready to order?  
Woman: Yes, I am.  
Waiter: What would you like?  
Woman: I'd like chicken and vegetable soup, please.  
Waiter: Anything else?  
Woman: Er ... yes. I'd like a baked potato and salad, please.  
Waiter: What would you like to drink?  
Woman: Can I have a bottle of water, please?  
Waiter: Yes, of course. And would you like a dessert?  
Woman: Yes, please. I'd like some apple pie, please.

**Answers:** chicken and vegetable soup, baked potato, salad, a bottle of water, apple pie (sausages, apple juice, and ice cream aren't ticked)

### AB p49 Activity 2 Complete the dialogue. Use your answers from Activity 1.

- The pupils complete the dialogue with the food and drink they circled in Activity 1.
- Play the CD again for the pupils to listen and check their answers.

**Answers:** 1 soup 2 a baked potato 3 salad 4 water 5 apple pie

### AB p49 Activity 3 Now listen and check.

- Play the CD again for pupils to listen and check their answers.

### AB p49 Activity 4 Listen and repeat.

- Read the restaurant language. Play the the CD and highlight the intonation.
- The pupils repeat the restaurant language chorally and individually. Encourage them to use the intonation on the CD.

#### 2.25

What would you like?  
Can I have sausages and chips, please?  
I'd like a milkshake, please.  
Would you like a dessert?

### AB p49 Activity 5 Complete the menu.

- Read the sections of the menu to the pupils (*Main courses, Desserts, Drinks*). Show the pupils that they are going to write food or drink items in each section.
- The pupils choose food and drink items and write them on the menu.

### AB p49 Activity 6 Do a role play with your partner. Use your menus.

- In pairs, the pupils show each other their menus and take turns to role play a conversation between a customer and a waiter in a restaurant.



# Lesson 3

▲ = Story

◆ = Sentences

## Story

### Objectives

- Review vocabulary for food and drink
- Listen to and read a story
- Understand the use of *too much / too many / enough / not ... enough*
- Practise using the new language

### Core language

*She's got too many apples; You've got too much flour; You've got enough eggs; We haven't got enough onions.*

Review of

- food and drink vocabulary
- language used so far

### Other language

*I haven't got any (pies) left; We've finished! world-famous, recipe, ingredients, oven, wonderful, lemon, lemonade*

### Materials

CB pp46–47; CD 2; Grammar tiles (PMB p26) – one photocopy of Set 1 per pupil

### Review vocabulary

- Ask the pupils to recall the food and drink words. Write the words on the board.
- Erase the words on the board, then play *Hangman* with the pupils, using words from the vocabulary set.

### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 45 of the Class Book.
- Explain that the children in the story are going to visit a restaurant and make some food.

### CB p46 Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

### 2.26

- [1] Rav: Where is Midge's Restaurant?  
Oli: Here it is. Let's go in.
- [2] Narrator: At the restaurant ...  
Meg: Excuse me. Are you Mrs Midge?  
Mrs Midge: Yes, I am. Can I help you?
- [3] Rav: Yes please! We need to answer a question. How much does a chicken pie weigh at Midge's Restaurant?  
Mrs Midge: Oh! I don't know. I haven't got any pies left. But I'm going to make one now. You can help me!
- [4] Narrator: In the kitchen ...  
Mrs Midge: Here's the recipe. And here are the ingredients.  
Oli: Flour, carrots, chicken ...  
Meg: Oh. We haven't got enough onions!  
Mrs Midge: Yes, we have! There are lots of onions. Look on the wall!
- [5] Oli: Stop, Rav! You've got too much flour!  
Rav: Oops!

- [6] Narrator: 45 minutes later ...  
Rav: We've finished!  
Meg: Let's put it in the oven.  
Mrs Midge: And now it's time to tidy up.
- [7] Narrator: Half an hour later ...  
Rav: Wow. Mrs Midge's world-famous chicken pie!  
Oli: Mmm. It looks wonderful.  
(*sound of number being dialled*)  
Meg: It weighs one and a quarter kilos.  
Phone voice: That's right. Well done!
- [8] Red Wolves: Oh no! We're too late.  
Mrs Midge: But you're just in time for some chicken pie.  
Rav: Do you want some?  
Red Wolves: Yes, please!

- Ask the challenge question and see if any of the pupils can answer it.

Answer: one and a quarter kilos

### CB p46 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *What are the ingredients of the pie?* and *Did the Red Wolves make a pie?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p47 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils which sentences are in the story (*We haven't got enough onions. You've got too much flour*).
- Point out the countable nouns (*apples, eggs, onions*) and the uncountable nouns (*flour, water, sugar*) in the tiles.
- Read the grammar tip to the pupils. Make sure they understand that we use *many* with countable nouns and *much* with uncountable nouns.
- The pupils say the sentences in the tiles chorally and individually.

### CB p47 Activity 3 Look at the pictures and finish the dialogue.

- Read the dialogue to the pupils and ask them what picture it is (Number 4).

### CB p47 Activity 4 Listen and repeat.

- Read the first sentence (*She's got too many lemons*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the sentence builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

## 2.27

lemons.  
too many lemons.  
She's got too many lemons.  
sugar.  
too much sugar.  
He's got too much sugar  
lemons.  
enough lemons.  
He hasn't got enough lemons.

### CB p47 PMB p26 Activity 5 Choose a different picture. Make four sentences.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 26. The pupils cut out the tiles and put them on their desks.
- Say *Make a sentence about Picture 1*. The pupils arrange the tiles to make suitable sentences, for example *She's got too many lemons*.
- Ask individual pupils to read out their sentences.
- Say *Now make four sentences about another picture*. Pupils form sentences using the tiles, and copy the sentences into their notebooks. When they have finished, ask one of the pupils to read out his / her sentences, and another pupil to guess which picture it is.
- Repeat with other pairs of pupils.

### CB p47 Activity 6 Now play the game with your partner.

- The pupils practise the guessing game in Activity 5 in pairs.

## Lesson 4 = Sentences

### Language focus

#### Objectives

- Review the new language from the previous lesson
- Understand the use of *How much ...?* and *How many ...?*
- Practise using the new language

#### Core language

*How many apples has he got / does he need?; How much sugar has he got / does he need?*

Review of language used so far

#### Materials

AB pp50–51; CD 2; Grammar tiles (PMB p26) – one photocopy of Set 2 per pupil (optional); Pupils' grammar tiles (Set 1) from Lesson 3 (optional)

#### Recall the language from the previous lesson

- Write a list of countable and uncountable foods on the board, for example *flour, butter, sugar, apples, eggs, onions*. Add very large amounts (for example, *flour – 10 kilos*) next to some food items, and very small amounts (for example, *eggs – 1*) next to the others.
- Guide the pupils to making sentences such as *We've got too much flour, We've got too many onions, and We haven't got enough eggs*.
- Remind the pupils that we use *too much* with uncountable nouns, and *too many* with countable nouns.

### AB p50 Introduce the new language

- Point to the grammar table at the top of the page. Read the affirmative and negative sentences first. Make sure the pupils understand that this is the language they saw in the previous lesson.
- Read the questions. Show the pupils how we use *How much ...?* with uncountable nouns and *How many ...?* with countable nouns.
- Remind pupils of the meaning of the verb *need* and make sure they understand the difference in meaning between *How much / many ... has he got?* and *How much / many ... does he need?*
- Say *In this lesson we're going to practise asking questions with 'How much ...?' and 'How many ...?', and also practise 'too much', 'too many', and 'enough / not enough'.*

### AB p50 Activity 1 Listen and number.

- Tell the pupils to look at the pictures. Describe one of the pictures, for example *Meg is eating pizza. Rav hasn't got any pizza*. The pupils identify the picture (a).
- Repeat with the other pictures (*They're in the supermarket. Oli is carrying a lot of food. / They're in the kitchen. Meg is reading a recipe book. / They're in the supermarket. Meg is carrying some cheese.*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (c) and write number 1 next to it. Repeat with the other conversations.

## 2.28

- 1 Meg: Let's make a pizza.  
Oli: OK. How many tomatoes do we need?  
Meg: Er ... four.  
Oli: Great. We've got enough tomatoes.  
Meg: But we haven't got any cheese. Let's go shopping.
- 2 Oli: Meg, you've got too much cheese! We need 100 grammes, not a kilo!  
Meg: Oh!
- 3 Oli: Oh no! I've got too many things. Can you help me?  
Meg: Yes, here's a basket.
- 4 Rav: It's finished. We haven't got enough pizza!  
Oli: Yes, we have. We made two pizzas!  
Rav: Oh good. It's delicious!

Answers: a 4 b 3 c 1 d 2

### AB p50 Activity 2 Make sentences. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*I've got too many things*) and the correct picture from Activity 1 (b).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

### AB p50 Activity 3 Now listen and check.

- Play the CD again (Listening 2.28) for the pupils to listen and check their answers.

Answers: 1 I've got too many things. (b) 2 We haven't got enough pizza. (a) 3 You've got too much cheese! (d) 4 We've got enough tomatoes. (c)

- The pupils say the sentences chorally and individually.

**AB p50** Activity 4 Look at the list. Write the questions.

- Read the items in the list. Ask *Is orange juice countable or uncountable?* (uncountable). Repeat with the other items on the list (*ice cream – uncountable, cheese – uncountable, bread rolls – countable, chocolate biscuits – countable*).
- Read the example question and answer to the pupils. Remind them that we use *How much?* with uncountable nouns.
- Ask the pupils to suggest the question for number 2 (*How many bread rolls do they need?*) Remind the pupils that we use *How many?* with countable nouns.
- The pupils write the other questions.

**Answers:** 1 How much ice cream do they need? 2 How many bread rolls do they need? 3 How much cheese do they need? 4 How many chocolate biscuits do they need? 5 How much orange juice do they need? 6 How many pizzas do they need?

**Teaching tip**

Avoid using units of measurement such as *litre, gramme*, etc. in this type of activity. If you use units of measurement, you'll have to use *How many ...?* even with uncountable nouns, for example *How many litres of ice cream?* instead of *How much ice cream?*

**AB p51** Activity 5 Look at the picture and write sentences.

- Tell the pupils that Rav, Meg, and Oli have just been shopping for the things on the shopping list.
- Ask these questions about the food:  
*How much ice cream have they got?* (4 litres)  
*How many bread rolls have they got?* (6)  
*How much orange juice have they got?* (5 litres)  
*How much cheese have they got?* (2 kilos)  
*How many chocolate biscuits have they got?* (80)
- Write the answers on the board like this: *ice cream – 4 litres.*
- Read the tip to the pupils, then read the example sentence.
- Point to the other items on the list on the board and ask the pupils to make sentences.
- The pupils write the sentences in their Activity Books.

**Answers:** (in any order) They've got too much cheese. They've got too much ice cream. They haven't got enough bread rolls. They've got enough orange juice. They've got too many chocolate biscuits. They've got enough pizzas.

**PMB p26** Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or at the end of the lesson) if you wish to give extra practice of *too much, too many, enough*.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 26. The pupils cut out the tiles and put them on their desks.
- Show the pupils that they can use the tiles to form questions as well as statements, for example *Has he got enough ice cream? Have they got too many bread rolls?*

- Ask the pupils in groups or pairs to make as many sentences as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most sentences within that time.
- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more sentences, for example *We haven't got enough sugar. Have you got too many lemons?*

**AB p51** Activity 6 Write about the children.

- Read the words in the word pool to the pupils, then read the example sentence.
- Read number 2 and ask the pupils to make a sentence (*He eats too many biscuits*).
- The pupils write a sentence for each person.

**Answers:** 1 She doesn't eat enough fruit. 2 He eats too many biscuits. 3 She drinks too much lemonade. 4 He doesn't drink enough water.

- As a follow-up, the pupils can write sentences about their own eating habits: *I don't eat enough vegetables*, etc.

**Teaching tip**

This activity could be done for homework if preferred.

**Teaching tip**

Personalization (the pupils talking about their own habits, likes, dislikes, families, etc.) is a very useful technique. In addition to providing extra practice, it makes English more relevant and interesting to the pupils. You can use personalization to practise *How much ...?* and *How many ...?* questions here: ask the pupils questions such as *How much water do you drink each day?* and *How many apples do you eat in a week?* The pupils can practise these questions in pairs.

## Lesson 5 ▲ = Story

### Playscript

**Objectives**

- Review vocabulary for food and drink
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

**Core language**

Review of language used so far

**Other language**

*pork*

**Materials**

AB p51; CD 2; Unit 6 playscript (PMB p27) – one photocopy per pupil; Unit 6 Vocabulary record page (PMB p28) – one photocopy per pupil (optional)

## Review vocabulary / spelling and dictation

- Write the first letters of each word from the food and drink vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - words with double letters (*strawberry ice cream, roast beef, apple pie*)
  - words with two vowels together (*ice cream, sausages, beef, pie*)
  - words with silent letters (*lamb, mashed, vegetables*).
- Relate the spelling patterns to pronunciation, for example:
  - the silent letters in *lamb, mashed, and vegetables*
  - the different sounds of *a* in *strawberry, sausages, salad, baked, banana, vegetables, apple*.
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

### AB p51 Activity 7 Read the story again.

- Ask the pupils to open their Class Books at page 46.
- Play the CD again (Listening 2.26) while the pupils listen and read the story.

### AB p51 Activity 8 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending g.
- The pupils match the rest of the sentence halves individually.

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

### AB p51 / PMB p27 Activity 9 Complete the story playscript.

- Give each pupil a photocopy of the Unit 6 playscript from PMB page 27.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

### PMB p27 Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Remind the pupils that each shape is for a group of similar words or phrases. Each word or phrase in the word pool belongs to one of the groups.
- Ask the pupils to suggest words or phrases from the word pool for each shape.
- Teach the meaning of the new word *pork* (meat from pigs).
- The pupils write the words and phrases from the word pool in the correct category.

Answers: set 1 – rabbit, beef, pork; set 2 – onions, potatoes, mushrooms; set 3 – in the fridge, in the cupboard, on the shelf; set 4 – great, brilliant, fantastic

### PMB p27 Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word or phrase from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of six. In their groups, the pupils decide which words to use when they read the playscript.

### PMB p27 Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

### PMB p28 Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

## Lesson 6 = Skills = Song / chant

### Reading

#### Objectives

- Make predictions about a text
- Develop reading skills: scanning a text
- Read and understand a magazine article
- Practise the pronunciation of vowel sounds /æ/ (*sandwich*) and /ʌ/ (*lunch*)

#### Core language

Review of language used so far

#### Other language

*street, street party, reporter, yesterday, samosa, in the middle, chocolate mousse, everyone, hard-boiled egg, decorations, relax, ordinary, special*

#### Materials

CB p48; AB p52; CD 2

### CB p48 Activity 1 Read the text quickly. Say the times.

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headings, photos, and the layout, such as *It's about a street party. It's from a magazine.*
- Say *You've got one minute to find all the times.* Time the pupils while they read, and stop them after a minute.

Answers: a 1.30 pm b 12.45 am c 5.00 pm

- Optional: ask the pupils to say the times in different ways, for example *twelve forty-five / quarter to one.* (You may have covered these different ways of telling the time in the optional extension lesson on digital time in Level 3, Unit 1).

### CB p48 Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word or phrase each to the class.

- Point to the first picture clue. Ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) to work out which word it is. For example, it can't be *in the middle* because that is obviously not a type of food.
- The pupils find the answer (*chocolate mousse*).
- The pupils find the other words in the text and write them in their notebooks.

**Answers:** 1 chocolate mousse 2 samosas 3 in the middle  
4 everyone 5 hard-boiled eggs 6 decorations

### CB p48 Activity 3 Read the text again and answer the questions.

- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first question. Choose a pupil to answer it (*a street party*).
- The pupils answer the questions and write the answers in their notebooks.

**Answers:** 1 in Norwich 2 at home 3 tables and chairs  
4 spinach pizza and strawberry ice cream 5 they played games 6 fantastic 7 all over the world 8 at 8.00 pm

### AB p52 Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *sandwich* and *lunch*.

### ))) 2.29

/æ/ ... /æ/

sandwich ... sandwich

/ʌ/ ... /ʌ/

lunch ... lunch

### AB p52 Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the sandwich and say the vowel sound (/æ/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *sandwich*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the lunch and say the vowel sound (/ʌ/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *lunch*.
- Play the CD; the pupils listen and raise the correct hand.

### ))) 2.30

lamb ... lamb

sun ... sun

trumpet ... trumpet

grandad ... grandad

drum ... drum

flag ... flag

apple ... apple

monkey ... monkey

actor ... actor

honey ... honey

**Answers:** 1 left 2 right 3 right 4 left 5 right 6 left 7 left  
8 right 9 left 10 right

### AB p52 Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the sandwich and show the pupils the phonetic symbol for the *a* sound in *sandwich*.
- Point to the picture of the lunch and show the pupils the phonetic symbol for the *uh* sound in *lunch*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

### AB p52 Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

### ))) 2.31

/æ/

flag, apple, lamb, actor, grandad

/ʌ/

drum, honey, trumpet, monkey, sun

**Answers:** sandwich picture – flag, apple, lamb, actor, grandad; lunch picture – drum, honey, trumpet, monkey, sun

### AB p52 Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify the words with the /æ/ sound (*lamb, apple, sandwiches, gran, dad, grandad, flag, having*) and the /ʌ/ sound (*lunch, honey, sun, trumpet, drum, fun*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Read the chant to the pupils, emphasizing the vowel sounds.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

### 2.32

It's lunch time at the party,  
There's lamb and apple pie.  
There's honey in the sandwiches,  
The sun is in the sky.

My gran has got a trumpet,  
My dad has got a drum.  
My grandad's got a flag,  
We're having lots of fun!

- Point out the tip to the pupils and ask them to say the /ʌ/ sound (*uh* as in *trumpet*).
- Ask the pupils to look at the words in Activity 3 and find examples of the two spellings (*u* – *sun, drum, trumpet*; *o* – *honey, monkey*).

#### Pronunciation and spelling extra

- Focus on /æ/ (*sandwich*). Explain that the spelling of this sound is almost always *a*.
- Focus on /ʌ/ (*lunch*). Explain that the spelling of this sound is usually *u* or *o*, but the pupils must be careful with the different sounds of *monkey* and *donkey*. Point out that *o* and *u* have many different pronunciations.

## Lesson 7 = Skills

### Listening and speaking

#### Objectives

- Review the unit so far
- Develop listening skills: intensive listening
- Develop speaking skills: talking about parties and party food

#### Core language

Review of language used so far

#### Materials

CB p49; Incredible Adventure Game poster; CD 2

#### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

#### CB p49 Activity 4 Listen and find the plates of food.

- Point to each of the food items and ask individual pupils to read the labels. Explain that they are going to listen to people talking about the food.
- Play the CD; the pupils match the conversations with the food.

### 2.33

Reporter: This food looks delicious!  
Boy: I made that pizza!  
Reporter: Did you? By yourself?  
Boy: No, with my dad. He's a great cook.  
Reporter: What's on your pizza?  
Boy: It's got mushrooms and sausage.  
Reporter: That sounds nice.  
Boy: Yes. But my favourite pizza is tuna and tomatoes.  
Reporter: What about you? Did you make anything?  
Girl: Yes, I helped my mum make samosas.

Reporter: Samosas? What are they?  
Girl: Look. These are samosas. They're special Indian food.  
Reporter: What's in them?  
Girl: These have got spinach and potato.  
Reporter: Can I try one?  
Girl: Yes, here you are.  
Reporter: Oh, it's delicious! Can I have another one?

Answers: sausage and mushroom pizza (bottom left plate),  
spinach and potato samosas (bottom right plate)

#### CB p49 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again. The pupils listen and write the answers in their notebooks.

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

#### CB p49 Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

### 2.34

Child 1: What did you do yesterday?  
Child 2: I went to a birthday party.  
Child 1: Was it fun?  
Child 2: Yes, it was great.  
Child 1: What did you like best?  
Child 2: I loved doing the egg and spoon race.  
Child 1: Was there any food?  
Child 2: Yes, lots! The pizzas were really good.

Answers: 1 yesterday 2 to a birthday party 3 great 4 doing  
the egg and spoon race 5 pizzas

#### CB p49 Activity 7 Do the role play with your partner. Choose different words.

- Demonstrate the dialogue with a pupil, using other options from the set.
- The pupils role play conversations in pairs.

## Lesson 8 = Skills

### Writing

#### Objectives

- Adding information to a concept map
- Making a concept map about food
- Writing skills: writing about your favourite food

#### Core language

Review of language used so far

#### Other language

*shortbread, Scottish, flour, butter*

#### Materials

AB p53; One piece of paper per pupil (optional)

#### Introduce the topic

- Talk with the pupils about their favourite food. Ask them questions such as *What is it called? When do you eat it? Does your mother make it? What ingredients has it got?* etc.
- Explain that in this lesson the pupils are going to be writing about their favourite food.

#### **AB p53** Activity 1 Read and complete the concept map.

- Read the text about fish and chips to the pupils.
- Point to the concept map and ask *What is it about? (Food that I like) How many main ideas has it got? (Three). What are these? (shortbread, fish and chips, chicken curry).*
- Point to one of the lines to complete in the fish and chips section and ask *What goes here?*
- The pupils complete the chicken curry and fish and chips sections.

Answers: (Fish and chips) 1 made from fish and potatoes  
2 traditional British dish 3 eat at the beach;  
(Chicken curry) 4 traditional Indian dish 5 eat with rice  
6 made from chicken, spices and yoghurt

#### **AB p53** Activity 2 Complete the text. Use the concept map.

- Point to the text about shortbread. Show the pupils the shortbread section in the concept map.
- The pupils complete the text with information from the concept map.

Answers: 1 shortbread 2 Scottish 3 Christmas 4 Dad's

#### **AB p53** Activity 3 Write about something you like eating.

- Read the tip about capital letters to the pupils. Ask the pupils to find other examples of each type in the texts.
- Remind pupils about their favourite food that they talked about at the beginning of the lesson.
- The pupils make a concept map about their favourite food in their notebooks.
- The pupils choose one of the sections in their concept map and write about it, using the texts in Activity 1 and Activity 2 as a model.

- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- They should first write a rough copy in their notebooks. After you have checked their work the pupils write a neat copy in their notebooks, or on a separate piece of paper. They add an illustration.

## Lesson 9 = Words = Other subjects

### Learning through English

#### Objectives

- Learn vocabulary for nutrients
- Learn about nutrition and nutrients
- Identify the types of nutrients in food

#### Core language

Nutrients vocabulary: *fat, fibre, sugar, vitamins, protein, calcium, starch*

Review of language used so far

#### Other language

*nutrient, meal, fruit yoghurt, carrot, broccoli, important, salt, beans, oil, saturated / unsaturated fat, carbohydrate, infection, minerals, digestive system*

#### Materials

CB pp50–51; AB p54; CD 2

Note: in Lesson 11, the pupils will work with real nutrition labels from food packaging. If you want them to bring in their own labels for that lesson, you should tell them to do it during this lesson.

#### Introduce the topic

- Explain to the pupils that they are going to be learning about nutrition.

#### **CB p50** Activity 1 Listen, read and answer.

- Play the CD while the pupils listen. Ask individual pupils to answer the questions at the end.

#### 2.35

(See CB page 50.)

Answers: (pupils' own answers)

#### **CB p50** Activity 2 Look at the picture. Listen, repeat and find.

- Play the CD while the pupils listen, say the words chorally, and point to the labels in the picture.

#### 2.36

fat – starch – fibre – sugar – vitamins – protein – calcium

#### **CB p51** Activity 3 Read the text again and write true or false.

- Read the first sentence to the pupils and ask *Is that true or false? (true).*
- The pupils answer the rest of the questions individually. They write the answers in their notebooks.

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

### AB p54 Activity 1 Look and complete the sentences.

- Point to the table and say example sentences from it, such as *Cakes are high in sugar. Fruit is high in vitamins. Potatoes are high in starch*, etc.
- Read the first sentence and ask the pupils to complete it (*sugar, fat*).
- The pupils complete the rest of the sentences.

Answers: 1 sugar, fat 2 vitamins, fibre 3 protein, fat, calcium 4 protein, calcium 5 starch, fibre 6 protein, fibre 7 calcium

### AB p54 Activity 2 Draw a meal. Complete the chart

- Copy the drawing of the plate, pudding bowl, etc. on the board. Ask the pupils for suggestions of what to draw on them (for example, fried eggs, bacon, tomatoes, etc.).
- Draw the food on the plates, then show the pupils the table in the Activity Book and ask the questions (*Has your meal got protein? Yes*, etc.).
- The pupils draw a different meal in their Activity Books and complete the table about it.

Answers: (pupils' own answers)

#### Teaching tip

Ask the pupils whether they think the meals they have drawn are balanced and healthy, and ask them to explain why. Discuss the concept of a balanced meal – what should meals contain? Remind pupils that we also need to drink plenty of water to be healthy – ideally around 1.5–2 litres (6–8 glasses) a day.

## Lesson 10

■ = Words    ▫ = Other subjects

### Learning through English

#### Objectives

- Review nutrients vocabulary
- Learn to understand labels on food
- Talk about quantities of nutrients in food
- Do a puzzle about food

#### Core language

Review of

- nutrients vocabulary
- language used so far

#### Other language

*calories, portion*

#### Materials

CB p51; AB p54; CD 2

Note: If you want your pupils to bring in their own nutrition labels / tables for Lesson 11, you should remind them about it during this lesson.

### Review vocabulary

- Ask the pupils to recall the nutrients vocabulary. Write the words on the board.
- Play *Bingo* with the pupils (see p21): they choose four of the words from the nutrients vocabulary set and write them in the notebooks to use as their *Bingo* cards.

### CB p51 Activity 4 Listen and say which food.

- Point to the pictures of the two food items and ask the pupils to identify them.
- Point to the nutrition table for each food and ask questions such as *How much protein is there in half a pizza? (17.9 grammes)*. Guide the pupils to saying the quantities correctly. Teach the word *portion*.
- Ask the pupils if they know what *calories* are. Explain that we measure energy in (*kilo*)*calories* or *kilojoules*. Different foods provide different amounts of energy, and we can find this information on food labels (the abbreviations *kcal* and *kJ* are often used in labelling to stand for *kilocalories* and *kilojoules* respectively).
- Play the CD while the pupils listen and identify which food the speakers are talking about.

#### 2.37

Child 1: What are you doing?

Child 2: I'm looking at this food label. Look. There are twelve point five grammes of protein in a hundred grammes.

Child 1: And how much protein is there in one portion?

Child 2: One portion ... er, eleven grammes.

Presenter: Which food are they talking about?

Child 3: How much fat is there in this?

Child 4: I don't know. Look at the label.

Child 3: OK. Let me see. There are ... twelve point six grammes of fat in one portion.

Child 4: How much?

Child 3: Twelve point six grammes.

Presenter: Which food are they talking about?

Child 1: Let's check the calories in this.

Child 2: OK. How many calories are there in one portion?

Child 1: Wait a minute. Three hundred and ninety-five.

Child 2: Say that again.

Child 1: Three hundred and ninety-five.

Presenter: Which food are they talking about?

Child 3: How much salt is there in this?

Child 4: Look at the label.

Child 3: OK. Nought point eight grammes of salt in a hundred grammes.

Child 4: Nought point eight grammes? That's a lot!

Presenter: Which food are they talking about?

Answers: fish fingers, pizza, pizza, fish fingers

#### Teaching tip

You can talk to the pupils about how there are 'good calories' and 'bad calories'. Unhealthy, sugary foods can give us energy, but it is better to get our energy from healthier foods. Sugary foods often give a quick burst of energy, whereas calories from unprocessed carbohydrates (such as brown rice, potatoes, and wholemeal bread) have a slower and more sustained release of energy, which is better for us.



### CB p51 Activity 5 Talk about the nutrition tables.

- Read the sentences in the *Talk about it!* box to the pupils.
- Ask a question such as *How much carbohydrate is there in 100 grammes of fish fingers?* Guide the pupils to making suitable replies using the language in the box.
- The pupils talk about the pictures in pairs.

### AB p54 Activity 3 Complete the puzzle.

- Read the words in the word pool to the pupils. Ask the pupils to identify which sort of nutrient each food item is. Use translation to explain the meaning of unfamiliar words.
- Choose one food and ask the pupils to talk about it, for example pasta: *Pasta is high in starch. It isn't high in protein. It isn't high in vitamins.*
- Explain the rules of the puzzle. Copy the puzzle on the board and ask the pupils to suggest suitable foods. Point out which food is not suitable, for example *We don't have any food that is high in protein in this row.*
- The pupils try to solve the puzzle in their Activity Books.

#### Example answer:

Row 1	pasta	carrots	cheese
Row 2	spinach	salmon	potatoes
Row 3	beef	bread	tomatoes

## Lesson 11 = Other subjects

### Learning through English

#### (Mini project)

#### Objectives

- Review vocabulary for food and drink, and nutrients
- Learn more about nutrition tables
- Write about a nutrition table

#### Core language

Review of

- food and drink vocabulary
- nutrients vocabulary
- language used so far

#### Materials

AB p55; Nutritional tables from food packaging (pupils can bring some from home, or else you can provide them); One piece of paper per pupil (optional)

#### Review vocabulary

- Write the headings for the two vocabulary groups (food and drink, nutrients) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

### AB p55 Activity 4 Look, read and write *true* or *false*.

- Point to the nutrition tables and ask *How much ...?* questions about them, for example *How much fat is there in a hundred grammes of Choco Wheels? How much protein is there in each Lemon Snap?*
- Ask individual pupils to ask questions, and other pupils to answer them.
- Read sentence number 1 and ask *Is that true or false? (false).*
- The pupils write the answers individually.

Answers: 1 false 2 true 3 false 4 true 5 true

#### Teaching tip

Remind pupils to look at the 'per biscuit' column of the tables to do this exercise. You will also need to explain that *trace* means there is only a tiny trace of that nutrient in a food item – not enough to be recorded as a figure.

#### Present the project

- Explain to the pupils that they are going to write about nutrition tables in this lesson.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### AB p55 Activity 5 Find some nutrition tables. Write *true* sentences about them.

- Hand out some real nutrition tables, or ask the pupils to get out the one(s) that they brought in. Each pupil / group needs at least two tables; alternatively, they can share with other pupils / groups.
- Ask the pupils to make sentences comparing the food, as in Activity 4.
- The pupils first write a rough copy in their notebooks. After you have checked their work they write a neat copy in their notebooks, or on a separate piece of paper. They can add illustrations of the food items.

#### Display

- Arrange a display with the pupils' notebooks open at the correct page, and the nutrition tables at the side.
- The pupils read each other's sentences and look for unexpected information.
- Arrange a feedback session; the pupils talk about results which surprised them, for example *There is a lot of fat in ice cream.*
- Encourage the pupils to talk about how these results could change their eating habits, for example: *I think I eat too much ice cream.* Recast the pupils' answers as necessary.
- Remind your pupils about the importance of drinking water (not soft drinks!). Ask if they know / can remember the recommended amount (about two litres a day).

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Learn about food packages
- Design a food package
- Write a nutrition label

#### Core language

Review of language used so far

#### Other language

*package, carton, pot, box, packet, can, bag, weight, volume, description, product*

#### Materials

'Food packages' worksheet (PMB p29) – one photocopy per pupil; Examples of different types of food and drink packages; Paper (2–3 pieces per pupil); A range of different nutrition labels from food and drink products

#### Preparation

- Show the pupils the examples of food and drinks packages you have brought in.
- Ask the pupils to think about the food and drink they buy in packages. Ask them questions such as *What different types of packages are there? Why do we use packages? What do we do with the packages when we've finished the food / drink?*

#### **PMB p29** Activity 1 Label the parts on this food package.

- Give each pupil a photocopy of the 'Food packages' worksheet.
- Point to the drawing of the milk carton and ask the pupils to compare it with other food packages they know (*It's like a package of ..., etc.*). Recast their answers as necessary.
- Point to the list of parts of a package (*name, weight / volume, etc.*) and ask *Where's the name?* The pupils point to the name (*Full fat milk*).
- Repeat with the other parts. Explain any vocabulary as necessary.
- Pupils match the parts and write the answers in the answer boxes.

**Answers:** 1 description 2 name 3 nutrition information  
4 picture 5 volume 6 where it comes from

#### **PMB p29** Activity 2 Design a new package.

- Explain that the pupils are going to design a new food package.
- Brainstorm different types of package with them. Recast their answers as necessary, and write a list in English on the board: *carton, box, pot, packet, can, bag*. Add simple pictures next to each item. Talk about the different types of food or drink which can go in each type of package: *What goes in a carton? Yes, juice, milk, soup ...*
- Go through the instructions. The pupils write their choices on the answer lines.

- The pupils do a design for their package on rough paper or in their notebooks. While they are doing this, circulate round the class, help them with ideas, and correct their mistakes.
- The pupils do the final copy of their design on a piece of paper.

#### **PMB p29** Activity 3 Write the nutrition label for your package. Use the word pool to help you.

- Show pupils the example nutrition labels you have brought. If possible, give the pupils a label for a similar type of food to the one their package contains. (Pupils can also look back at the labels on page 51 of the Class Book.)
- The pupils write a nutrition label for their package, either on the worksheet or next to the picture of their design.

#### Display

- Arrange a display of the package designs in the classroom. Allow the pupils to move around the classroom and look at each other's pictures.
- Arrange a class vote to decide on the most attractive package and the package they would most want to buy.
- If you wish, you can use this as a basis for a class discussion about the packaging; encourage the pupils to talk about the ways packaging is useful and informative, and the ways it is wasteful and misleading.

#### Fun activity (optional)

- Tell the pupils that they are going to be selling their food / drink to people in a market.
- Using one of the pupils' packages as an example (or a package you designed yourself) play the role of a seller in a market. Explain why the product is good value for money / healthy / delicious, etc.
- In pairs, the pupils sell their products to each other.

#### Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of packages. Suitable branches would be:  
Types of package (pot, bag, etc.)  
Materials packages are made from (paper, plastic, metal, etc.)  
Good things about packages (they keep the food clean, they're easy to use, etc.)  
Bad things about packages (they cause pollution, they make the food more expensive, etc.).
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.

# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about making bread
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Other language

*move, dough, space, neighbour, mix up*

### Materials

CB p52; AB p55; CD 2; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

### Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to answer the question *What is the song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about making bread*).
- Ask the pupils to give you more information about the song. Guide them to talking about the different problems using *too much / many* and *not enough*.

### CB p52 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 2.38

We tried to make some bread,  
But we mixed up too much dough.  
We put it in the oven  
And watched it start to grow.  
Too much dough and not enough space!  
The dough grew bigger and bigger,  
There was lots and lots of bread!  
There weren't enough people to eat it.  
'Let's call our friends!' we said.  
Too much bread and not enough people!  
Our friends arrived to help us,  
The neighbours came round too.  
The house was full of people,  
We couldn't even move!  
Too many people and not enough space!

Answers: 1 make 2 dough 3 enough 4 people 5 help  
6 many

### CB p52 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

Answers: (row 1) 'She's got too many lemons.'; flag / apple / lamb / actor / grandad (see AB page 52); Pupils' own answers; vegetable / chicken / tomato / carrot / mushroom soup (row 2) Pupils' own answers; Their faces (see CB page 48); One and a quarter kilos (see CB page 46); Protein, carbohydrate, fat, fibre, vitamins (row 3) Pupils' own answers; 'How much fat is there in a pizza?'; chicken pie / fish pie / apple pie; 'He hasn't got enough sugar.'

### Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

### AB p55 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.

## Lesson 1

### Objectives

- Review the new language from Units 4–6

### Core language

Review of language used so far

### Materials

AB pp56–57; CD 3

### Introduce the revision language

- Read the list of grammar points in the Grammar column of the table. Say example sentences for each grammar point.
- For each grammar point ask *Which unit did we see this language in?* The pupils identify the units.

### AB p56 Activity 1 Write the *-ing* form of the verbs.

- Read the first verb and the example answer.
- The pupils write the other *-ing* forms.

**Answers:** vacuuming, making, putting out, doing, tidying, cleaning

### AB p56 Activity 2 Look and write the sentences. Use the verbs from Activity 1.

- Point to the first picture and read the text to the pupils. Ask the pupils if they remember Jim and Jess from the previous Revision section.
- Read the two example sentences to the pupils. Ask the pupils to look at the pictures of the children doing the activities and to notice how the times correspond to the sentences.
- Read the beginning of sentence number 3 and ask the pupils to find the picture (9.30–10.00). Ask the pupils to say the sentence (*At 9.40, they were doing the washing up*).
- The pupils write the other sentences.

**Answers:** 1 At 1.45, they were making lunch. 2 At 10.25, Jim was doing the washing. 3 At 9.40, they were doing the washing up. 4 At 10.50, they were tidying the living room. 5 At 11.15, Jess was vacuuming the carpet. 6 At 12.10, Jim was cleaning the bathroom. 7 At 10.10, they were making the beds. 8 At 1.05, Jess was putting out the rubbish.

### AB p57 Activity 3 Write questions.

- Read the first question to the pupils. The pupils say the answer (*He was cleaning the bathroom*).
- Ask the pupils to suggest other questions, such as *What were Jim and Jess doing at 10.05?* and *What was Jess doing at 11.25?*
- Choose other pupils to answer the questions.
- The pupils write four more questions in their Activity Books.

### AB p57 Activity 4 Now ask and answer.

- In pairs, the pupils ask and answer each other's questions.

### AB p57 Activity 5 Circle the correct words.

- Read the first part of the conversation to the pupils. Ask *Which is the correct word? (some)*.
- The pupils choose the other correct words and circle them.

### AB p57 Activity 6 Now listen and check.

- Play the CD while the pupils listen and check their answers to Activity 5.

### 2.39

Jess: Shall we make a kite?  
 Jim: Yes. Here's some paper.  
 Jess: We need some straws. How many straws have we got?  
 Jim: We've got lots – look!  
 Jess: There isn't any paint.  
 Jim: There isn't enough string.  
 Jess: And we haven't got enough glue.  
 Jim: This is silly! Let's go shopping!

**Answers:** some, How many, any, enough, haven't got

### AB p57 Activity 7 Look at the list and write sentences.

- Ask a pupil to read the recipe aloud to the class.
- Show the picture in 1 and ask *How many bananas has he got? (2)*. Read the example answer.
- Show the picture in 2 and ask *How much sugar has he got? (250 grammes)*. Ask the pupils to say the sentence (*He's got enough sugar*).
- The pupils write the other sentences.

**Answers:** 1 He hasn't got enough bananas. 2 He's got too much sugar. 3 He's got enough butter. 4 He hasn't got enough flour. 5 He's got too many eggs.

### AB p57 Activity 8 Write questions and answers about the pictures in Activity 7.

- Read the two example questions and answers.
- Ask the pupils to make a question and answer about picture number 3 in Activity 7 (*How much butter has he got? 150g*).
- The pupils write the other questions and answers.

**Answers:** 1 How many bananas has he got? Two. 2 How much sugar has he got? 250g. 3 How much butter has he got? 150g. 4 How much flour has he got? 100g. 5 How many eggs has he got? 4.

# Lesson 2

## Objectives

- Review the new language from Units 4–6

## Core language

Review of language used so far

## Materials

AB pp58–59

### AB p58 Activity 9 Make questions about Jim's day on Saturday.

- Point to the first picture and read the example question.
- Point to the second picture. The pupils rearrange the words to make a question (*Where did he go?*).
- The pupils write the other questions.

**Answers:** 1 What time did he get up? 2 Where did he go? 3 What did he do in the park? 4 When did he leave the park?

### AB p58 Activity 10 Now ask and answer.

- Pupils ask and answer the questions in pairs.

**Answers:** 1 What time did he get up? At eight o'clock. 2 Where did he go? He went to the park. 3 What did he do in the park? He played football. 4 When did he leave the park? At five o'clock.

### AB p58 Activity 11 Complete the questions about Jess's day on Saturday. Find the answers.

- Ask a pupil to read the question words in the word pool.
- Read the example question to the pupils. Ask the pupils to complete the second question (*What did she have for breakfast?*).
- The pupils complete the rest of the questions.

**Answers:** 1 What time 2 What 3 What 4 Who 5 Where

- Show pupils the example answer for number 1 (*d*).
- The pupils match the rest of the questions with the answers.

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

### AB p58 Activity 12 Find, circle and write the words.

- Point to each of the pictures and ask the pupils to say the words (*stew, mashed, etc.*).
- Show the pupils the word *stew* circled in the wordsearch, and the word *stew* written next to the picture.
- The pupils find and circle the other words in the wordsearch, then write the words next to the pictures.

**Answers:**

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

1 stew, mashed 2 milkshake 3 pie 4 baked, salad 5 ice cream 6 soup 7 sausages, chips 8 roast, vegetables

### AB p58 Activity 13 Ask and answer.

- Read the example dialogue to the pupils.
- Choose another word from the wordsearch and practise the dialogue with a pupil.
- Practise the dialogue with other pupils and other words.
- The pupils practise the dialogue in pairs.

### AB p59 Activity 14 Solve the riddle.

- Ask individual pupils to read the words in the word pool aloud.
- Read the first clue to the pupils, then show the letter *e* in the seventh blank of the mystery word at the end of the activity.
- Ask the pupils to name the pictures for the second clue (*card, living room*) and say the letter (*r*). The pupils write the letter in the fourth blank.
- The pupils solve the rest of the clues.

**Answer:**

My seventh letter is in glue and in wire. (E)  
 My fourth letter is in card and in living room. (R)  
 My third letter is in tape and in hand. (A)  
 My sixth letter is in jeans and in lunch. (N)  
 My first letter is in chips and in car. (C)  
 My fifth letter is in zip and in string. (I)  
 My eighth letter is in paint and in flute. (T)  
 My second letter is in salad and in violin. (L)  
 The mystery word is *clarinet*.

### AB p59 Activity 15 Look at the picture. Find, circle and write.

- Read the first instruction to the pupils (*Find ... three things beginning with p*) and the example answer (*paint*).
- Ask the pupils to find two other objects in the picture beginning with *p* (*paperclips, plants*).
- The pupils find the rest of the objects in the picture.

**Answers:** p – paint, paper clips, plants, paintbrush;  
 s – sausages, stapler, straw; c – camera, clarinet, chips, (carpet); m – mobile phone, microwave oven; housework jobs – water the plants, vacuum the carpet, clean the windows

**AB p59** **Activity 16** Now do the activities in the PMB.

The instructions for the Revision Unit PMB activities are in Lesson 3.

## Lesson 3

### Objectives

- Practise past tense questions and answers
- Develop oral fluency
- Practise writing using the past simple
- Write a leaflet about a visitor attraction

### Core language

Review of language used so far

### Materials

Photocopies of the Pupil A and Pupil B revision worksheets for this unit (PMB pp30–31) – one set for each pair of pupils; Paper (optional)

**PMB pp30–31** **Activity 1** Read about Tom's visit to Ocean World. Complete his route on the map.

- Arrange the pupils in pairs. Give one pupil of each pair the Pupil A sheet, and one pupil of each pair the Pupil B sheet.
- Point to the map of Ocean World and explain that it is a water theme park.
- Ask pupils to read aloud the names of the different attractions at Ocean World.
- Ask questions such as *Where do you want to go at Ocean World?* and *What do you think the tropical swimming pool is like?*
- Ask the pupils to look at the dialogue. Explain that Tom is talking to a friend about his visit to Ocean World.
- Tell pupils that they have to read the dialogue, and draw Tom's route on the map with a dashed line (as shown in the key).
- Explain that the route already marked on their maps (with a dotted line) is the one that they took, which they will have to tell their partner about in Activity 2. Tell the pupils that they shouldn't let their partner see their map.
- The pupils read the dialogue and draw Tom's route on the map.
- Go through the answers with the class (if possible, hold up a copy of the page with Tom's route marked in red).

**PMB pp30–31** **Activities 2 and 3**

**Where did your partner go? Ask questions. Draw your partner's route on the map.**

**and**

**Answer your partner's questions about your visit.**

- Show the pupils the Pupil A sheet. Point to the route on the map. Repeat with the Pupil B sheet. Make sure the pupils understand that the routes are different.
- Choose one of the pupils and start the conversation with *When did you go to Ocean World?*

- Continue the conversation with questions such *What did you do there? Where did you go first?* and *What did you do after that? Did you go to the (shop)?* etc. Show the pupils that you can draw the route with the information in the answers.
- Choose a pair of pupils and ask one pupil to ask questions to the other. Repeat with other pairs of pupils. Encourage the pupils to use a range of questions: *Did you like it?, What was the best part?,* etc.
- The pupils take turns to ask and answer questions, and complete each other's routes on the map.
- After they have finished, arrange a feedback session: choose pupils to talk about their partner's routes.

**PMB pp30–31** **Activity 4** Look back at page 25 in your Activity Book. Write a leaflet about the theme park.

- Tell the pupils they are going to write a leaflet about Ocean World. Remind them how they wrote a leaflet about a visitor attraction in Unit 3, and ask them to look back at page 25 in the Activity Book (the leaflet about the medieval market).
- Talk with them again about the features of a leaflet for a tourist attraction: there are photos and information about the different things you can see and do there, with information about shopping and eating. Leaflets are usually brightly-coloured, with several different styles/colours of text.
- Brainstorm different headings for the leaflet with the pupils, for example: *Aquariums, Food, Souvenirs, Swimming, Entertainment.* Write these on the board as branches of a concept map, with the heading *Ocean World* in the centre. Ask for pupils' suggestions for items to put under each heading, for example *Food – snack bar, underwater restaurant,* etc.
- Brainstorm ideas for text to put for each heading, for example *Food – We've got lots of nice things to eat! Try our snack bar or our amazing underwater restaurant, where fish can watch you eat! Entertainment – Come and try our waterslide and rides.* Recast pupils' ideas as necessary and write them on the board.
- The pupils complete the leaflet on the photocopied page, or else make a whole leaflet on a separate piece of paper. They can add illustrations of the different features they write about. Encourage them to make their work as bright and attractive as possible.
- If possible, arrange a display of the leaflets and allow pupils to read each other's work.



The pupils are now ready to sit the Unit 6 test (see pp179–180), and also the Term 2 test (see pp191–194 for parallel tests A and B and pp201–202 for the listening test).



The pupils are now ready to do the culture lessons on 'History all around us' (see p159).

## Lesson 1 = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for woodland animals
- Practise talking about dates
- Review questions with *What did ...? When did ...? Where did ...?*

#### Core language

Woodland animals: *blackbird, squirrel, hawk, caterpillar, hedgehog, fox, badger, deer, mouse, snail, pigeon, robin*  
Review of

- animal vocabulary (the pupils will already be familiar with several of the animal words in the vocabulary set)
- language used so far

#### Other language

*animal rescue centre, woodland (adj)*

#### Materials

CB p53; AB p60; Incredible Adventure Game poster; CD 2

#### Unit overview

- Say *We are going to learn about wild animals and how we can look after them in this unit.*
- Talk with the pupils about what wild animals there are in their area or their country. Ask them questions such as *Have you ever seen a ...?* and *Are there any ... here?*
- Ask the pupils to look through Unit 7 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – woodland animals, roles in a food chain
  - Skills (speaking) – describing animals (*What's a badger like? It's got a black and white face.*)
  - ▲ Story – *The church tower*
  - ◆ Sentences – *It's going to fly. It isn't going to fly. Is it going to fly? I'm going to .... You're going to ... They're going to ...*
  - Skills – reading an advert, talking about adopting an animal, writing about a day out
  - Song – *There's a party tonight* / Chant – *Draw a bird with a worm*
  - ▷ Other subjects – Science (roles in a food chain)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p53 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where are they? Why are all the animals here?* Recast the pupils' answers as necessary: *Yes, it's the animal rescue centre. The animals are all sick. They need treatment.*
- Explain that these are all animals that live in woods (most also live in gardens and parks) in the United Kingdom. Ask the pupils to compare them with woodland animals in their country. Teach the word *woodland (adj)*.
- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### 2.40

1 mouse 2 fox 3 blackbird 4 caterpillar 5 deer 6 squirrel  
7 badger 8 pigeon 9 snail 10 robin 11 hawk 12 hedgehog

- Play *First sounds* with the pupils, using the words from this vocabulary set: say the first sound of each word and encourage the pupils to identify them.

#### CB p53 Activity 2 Look and answer the questions.

- Read the first question to the pupils. Choose a pupil to answer it (*on the 23rd of September*). Remind the pupils that when reading dates, they need to add *the* and *of*, i.e. *23rd September* becomes *the 23rd of September*.
- The pupils answer the rest of the questions individually. They write the answers in their notebooks.

**Answers:** 1 23rd September 2 the pigeon 3 22nd October  
4 19th February 5 the squirrel and the robin  
6 1st November 7 the deer and the mouse 8 on 30th November

#### CB p53 Activity 3 Ask and answer.

- Quickly practise reading the ordinal numbers with the class before doing this activity. You say an animal, for example *mouse*, and the class say the date it arrived: *the third of January*. Repeat with all the animals.
- Repeat, asking individual pupils to answer. Check that pupils are adding *the* and *of* when reading out the dates. Write a note on the board to remind them if necessary.
- Then read the question and answer in Activity 3. Ask another question and choose a pupil to answer it.
- Choose a pupil to ask a question, and another pupil to answer.
- The pupils practise the questions and answers in pairs.

**AB p60** Activity 1 Number the pictures.

- Point to picture g and ask *What is it? (a deer)*. Show the pupils that the picture has the number 1 next to it.
- The pupils number the rest of the pictures.

Answers: a 3 b 5 c 12 d 10 e 9 f 7 g 1 h 2 i 11 j 8 k 4 l 6

**AB p60** Activity 2 Write the words.

- Read the first sentence to the pupils (*I've seen these animals*). Ask the pupils to suggest animals from Activity 1 to go in this category.
- The pupils write the words from 1 in the correct categories.

Answers: (pupils' own answers)

**AB p60** Activity 3 Write the answers for 1–3. Then write the questions for 4–8.

- Point to the first picture and ask *What is it? (a fox)*, *When did Rav see it? (On Monday)* and *Where did he see it? (in Bluebell Wood)*.
- Repeat with the other pictures.
- Read the example question and answer to the pupils. Read the question in number 2 and ask the pupils to suggest an answer.
- The pupils complete the rest of the questions and answers.

Answers: 1 A caterpillar. 2 On Sunday. 3 In Bluebell Wood. 4 When did he see a robin? 5 What did he see in the park / on Saturday? 6 Where did he see a hawk? 7 Where did he see a squirrel? 8 What did he see on Monday / in Bluebell Wood?

- As a follow-up activity, the pupils can write three more questions with *what*, *when*, and *where* (in their notebooks). Then they can play a memory game with their partners; they take turns to answer their partner's questions with their books closed.

**Challenge**

- Ask the pupils to look back at page 53 of the Class Book.
- Read the seventh challenge question to the pupils. Ask *What do you think the message could be about?* Ask the pupils to suggest various possibilities (*an event at the centre, asking for money to help the centre, etc.*). Recast the pupils' answers as necessary.
- Explain that in the next story episode the children will find the answer to the question.

**Lesson 2** = Skills**Practising vocabulary / functions****Objectives**

- Review vocabulary for woodland animals
- Review *it's ...* and *it's got ...*
- Practise describing animals
- Practise sentence rhythm / intonation / stress: describing animals

**Core language**

*It's ...; It's got ...; It eats ...; It lives ...*

Review of

- woodland animals vocabulary
- language used so far

**Other language**

*mammal, spine, leaves (pl)*

**Materials**

AB p61; CD 2

**Review vocabulary**

- Ask the pupils to recall the woodland animals from the previous lesson. Write the words on the board.
- Cue the vocabulary items with the sentences such as *It isn't a bird. It begins with b (badger)*. The pupils say the words chorally and individually.

**AB p61** Introduce the functional language

- Read the expressions in the boxes at the top of the page to the pupils. Explain what a mammal is (an animal that suckles its young – unlike a bird, fish, or insect – for example a dog, cat, or human).
- Remind the pupils that *It's = It is*, *It's got = It has got*, and *its* (not shown here) = the possessive adjective.
- Explain that the pupils are going to practise talking about animals in this lesson.

**AB p61** Activity 1 Listen and number.

- Point to the pictures of the woodland animals and ask the pupils to identify them (*hedgehog, hawk, pigeon, deer*).
- Play the first description on the CD. The pupils identify the animal the speaker is talking about (*a hawk*) and write 1 next to the picture.
- Repeat with the other conversations.

## ))) 2.41

- 1 It's a bird. It's got brown feathers and a big beak. It lives in mountains and woods and it eats small birds and animals.
- 2 It's a bird. It's grey and white. It lives in woods and it lives in towns and cities too. It eats fruit and seeds and lots of other things, like food in rubbish bins.
- 3 It's a mammal. It's brown. It's got lots of sharp spines. It's got small eyes and very short legs. It lives in woods and in gardens. It eats worms and snails, and it likes roots and fruit too.
- 4 It's a mammal. It's light brown with white spots. It's got long legs and a short tail. It lives in woods. It eats grass and leaves.

Answers: a 3 b 1 c 2 d 4



**AB p61** Activity 2 Tick the correct descriptions.

- Ask the pupils to look at the fact files for hedgehog and pigeon.
- Ask if they can remember the relevant information about each animal.
- The pupils tick the correct option for each section.

**AB p61** Activity 3 Now listen and check.

- The pupils listen to the two descriptions again and check their answers.

**2.42**

Presenter: A hedgehog

Child: It's a mammal. It's brown. It's got lots of sharp spines. It's got small eyes and very short legs. It lives in woods and in gardens. It eats worms and snails, and it likes roots and fruit too.

Presenter: A pigeon

Child: It's a bird. It's grey and white. It lives in woods and it lives in towns and cities too. It eats fruit and seeds and lots of other things, like food in rubbish bins.

**Answers:** Hedgehog – (Appearance) brown with sharp spines ✓; (Habitats) woods and gardens ✓; (Food) worms, snails, roots and fruit; Pigeon – (Appearance) grey and white ✓; (Habitats) woods, towns and cities ✓; (Food) fruit, seeds, food in rubbish bins

**AB p61** Activity 4 Complete the dialogues.

- Read the first dialogue and ask the pupils to identify the animal (*a squirrel*).
- The pupils read and complete the second dialogue.

**Answers:** 1 squirrel 2 robin

**AB p61** Activity 5 Listen and repeat.

- Read the sentences. Play the CD and highlight the intonation.
- The pupils repeat the sentences chorally and individually. Encourage them to use the intonation on the CD.

**2.43**

It's a mammal.  
It's red or grey.  
It's got a big tail.  
It lives in trees.

**AB p61** Activity 6 Describe an animal.

- Ask the pupils to suggest animals to describe. Write their descriptions on the board.
- Choose one of the animals and ask the pupils to say sentences about it.
- The pupils choose another animal and write sentences about it. They should use the dialogue in Activity 3 as a model.
- In pairs, the pupils take turns to read their descriptions for their partner to guess.

**Lesson 3** ▲ = Story ◆ = Sentences

**Story**

**Objectives**

- Review woodland animals vocabulary
- Listen to and read a story
- Understand the use of *going to*
- Practise using the new language

**Core language**

*It's going to ... / They're going to ...; It isn't going to / They aren't going to ...; Is it going to ...? Yes, it is. / No, it isn't; Are they going to ...? Yes, they are. / No, they aren't.*

**Review of**

- woodland animals vocabulary
- language used so far

**Other language**

*Follow me; Poor thing; It's hurt.*

*binoculars, anything, genius, creepy, survive, save (a life), perhaps, crash, owl, donkey*

**Materials**

CB pp54–55; CD 2; Grammar tiles (PMB p32) – one photocopy of Set 1 per pupil

**Review vocabulary**

- Ask the pupils to recall the woodland animals words. Write the words on the board.
- Divide the class into two teams and play *Definitions*. Call a pair of pupils up to the front and describe one of the animals in the vocabulary set, for example *It's a small bird. It's red and brown (robin) or It's very small. It lives on plants. It turns into a butterfly (caterpillar)*; the first pupil to put his / her hand on the correct word wins a point for his / her team.

**Introduce the story**

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 53 of the Class Book.
- Explain that the children in the story are going to visit a church and help an animal they find there.

**CB p54** Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

**2.44**

- [1] Meg: Look! The other teams are going to get to the animal rescue centre before us.  
Rav: Oh no. They're going to win!  
Oli: I've got an idea. Follow me.
- [2] Oli: Let's climb up the tower. We can use my binoculars to see the animal rescue centre.  
Meg: Then we can read the message.  
Rav: You're a genius, Oli!
- [3] (screaming noise)  
Meg: Sshh. What's that noise?  
Oli: It's creepy.  
Rav: I don't like this. You're NOT a genius, Oli!

- [4] Meg: I can't see anything.  
Oli: Perhaps it's a mouse.  
(screech)  
Rav: You're kidding. That isn't a mouse.
- [5] Rav: Can you see the message? What does it say?  
Oli: It says, 'Animal Welfare Day. Be kind to animals today.'  
Phone voice: Well done, that's the right answer.
- [6] Meg: (not on page) Agghhh!  
Rav: Wow! It's an owl!  
Oli: Look out! It's going to crash into the wall.
- [7] Meg: Poor thing. It's hurt.  
Rav: We should take it to the animal rescue centre. Come on!
- [8] Meg: Is it going to survive?  
Vet: Yes, it's going to be fine. Well done, kids – you saved the owl's life!

- Ask the challenge question and see if any of the pupils can answer it.

**Answer:** Animal Welfare Day. Be kind to animals today.

### CB p54 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *Which team got the message first? Which team rescued the owl?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p55 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils which sentences are in the story (*It's going to crash into the wall. / Is it going to survive?*).
- Read the grammar tip to the pupils. Make sure they understand that we use *going to* to talk about things in the future – sometimes things that are just about to happen.
- Point out the use of the infinitive verb with *going to*.
- The pupils say the sentences in the tiles chorally and individually.

### CB p55 Activity 3 Look at the pictures and finish the dialogue.

- Read the dialogue to the pupils and ask them what picture it is (Number 6).

### CB p55 Activity 4 Listen and repeat.

- Read the first sentence (*What's the boy going to do?*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the question builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

### 2.45

going to do?  
the boy going to do?  
What's the boy going to do?  
take a photo.  
going to take a photo.  
He's going to take a photo.  
feed the rabbit.  
going to feed the rabbit.  
She's going to feed the rabbit.

### CB p55 PMB p32 Activity 5 Choose a different picture. Make questions and answers.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 32. The pupils cut out the tiles and put them on their desks.
- Point to picture 1 in Activity 3 and say *Make a question and answer about it*. The pupils rearrange their tiles to make a question and answer, for example *What's the boy going to do? He's going to ride the donkey*.
- Ask individual pupils to read out their questions and answers.
- Repeat with questions and answers about the other pictures. Ask other pupils to guess which picture each question and answer is about.

### CB p55 Activity 6 Now play the game with your partner.

- The pupils play the guessing game in Activity 5 in pairs.

## Lesson 4 = Sentences

### Language focus

#### Objectives

- Review the new language from the previous lesson
- Understand the use of *I'm going to ... / She's going to ...; I'm not going to ... / She isn't going to ...; Are you going to ...? Yes, I am. / No, I'm not; Is she going to ...? Yes, she is. No, she isn't.*
- Practise using the new language

#### Core language

*I'm going to ...; She's going to ...; I'm not going to ...; She isn't going to ...; Are you going to ...? Yes, I am. / No, I'm not; Is she going to ...? Yes, she is. / No, she isn't.*

Review of language used so far

#### Other language

*tent*

#### Materials

AB pp62–63; CD 2; Grammar tiles (PMB p32) – one photocopy of Set 2 per pupil (optional); Pupils' grammar tiles (Set 1) from Lesson 3 (optional)

#### Recall the language from the previous lesson

- Ask the pupils to make predictions about the weather tomorrow. Guide them to making sentences such as *It's going to be warm* and *It isn't going to be cold*.
- Ask questions such as *Is it going to rain this afternoon?* Guide the pupils to saying suitable answers (*Yes, it is* or *No, it isn't*).

- Draw a boy and a girl on the board, and next to them draw picture cues of what they are going to do at the weekend (for example, a bicycle and a television). Guide the pupils to saying sentences about their weekend, for example *They're going to ride bicycles. They aren't going to swim.*
- Guide the pupils to making questions about their weekend such as *Are they going to swim?* Ask other pupils to answer the questions.

### AB p62 Introduce the new language

- Point to the grammar table at the top of the page. Make sure the pupils understand that the *he / she*, and *they* forms are the language they saw in the previous lesson.
- Read the sentences, questions, and answers with *I* and *you*. Show the pupils how *I* goes with 'm (= am) *going* and *you* goes with *are going*.
- Say *In this lesson we're going to practise all the ways of using 'going to ...'*.

### AB p62 Activity 1 Listen and number.

- Explain that Meg is packing to go on holiday.
- Tell the pupils to look at the pictures. Describe one of the pictures, for example *Dad is looking at Meg's scarf and gloves.* The pupils identify the picture (a).
- Repeat with sentences about the other pictures (*They're looking at Meg's T-shirts. Dad is looking at Meg's tent. Meg is showing Dad her bag.*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (d) and write number 1 next to it. Repeat with the other conversations.

### 2.46

- 1 Dad: What are you doing, Meg?  
Meg: I'm going to pack my bag.  
Dad: For the holiday?  
Meg: Yes.  
Dad: Shall I help you?  
Meg: Yes, please.
- 2 Dad: You've got lots of things!  
Meg: Yes, I know.  
Dad: A scarf and gloves? You don't need these! It's going to be hot!  
Meg: Oh yes. Silly me!
- 3 Dad: Are you going to wear ten T-shirts?  
Meg: Er ... no!
- 4 Dad: And what's this?  
Meg: It's my tent.  
Dad: We aren't going to sleep in a tent! We're going to sleep in a hotel!  
Meg: Oh!

Answers: a 2 b 3 c 4 d 1

### AB p62 Activity 2 Make sentences. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*It's going to be hot!*) and the correct picture from Activity 1 (a).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

### AB p62 Activity 3 Now listen and check.

- Play the CD again (Listening 2.46) for the pupils to listen and check their answers.

Answers: 1 It's going to be hot! (a) 2 We aren't going to sleep in a tent! (c) 3 I'm going to pack my bag. (d) 4 Are you going to wear ten T-shirts? (b)

- The pupils say the sentences chorally and individually.

### AB p62 Activity 4 Write questions.

- Read the activities in word pool 1 and the time expressions in word pool 2.
- Read the example question. Ask the pupils to suggest other questions, using words from the word pools.
- The pupils write five more questions in their Activity Books.

Possible answers: Are you going to play football at the weekend? Are you going to have a party on your birthday? Are you going to go to the park tomorrow? Are you going to play computer games this afternoon? Are you going to visit your grandparents next week? (the time phrases will vary, of course)

### AB p62 Activity 5 Now ask and answer.

- Ask one pupil to read a question and another pupil to answer it. Repeat with other pupils.
- The pupils take turns to ask and answer their questions in pairs.
- As a follow-up activity, the pupils can write about their partner in their notebooks, using affirmative and negative sentences: *Maria is going to watch television this evening. She isn't going to go the park tomorrow.*

### PMB p32 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or later in the lesson) if you wish to give extra practice of *going to*.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 32. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many sentences as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most questions within that time.
- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more sentences, for example *Is he going to ride the donkey? They're going to buy a postcard.*

### AB p63 Activity 6 Look and write sentences.

- Read the words in the word pool to the pupils, then read the example sentence.
- Ask the pupils to say a sentence for picture 2.
- The pupils write sentences for the pictures.

Answers: 1 He's going to take a photo. 2 They're going to do their homework. 3 She's going to make a sandwich. 4 They're going to go swimming. 5 He's going to ride a bike.

**AB p63** Activity 7 Write about your plans.

- Read the first question to the pupils. Ask individual pupils to answer about their plans.
- The pupils answer the questions in their Activity Books.

Answers: (pupils' own answers)

**Teaching tip**

This activity could be done for homework if preferred.

**Lesson 5** ▲ = Story**Playscript****Objectives**

- Review vocabulary for woodland animals
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

**Core language**

Review of language used so far

**Other language**

*floor, ceiling*

**Materials**

AB p63; CD 2; Unit 7 playscript (PMB p33) – one photocopy per pupil; Unit 7 Vocabulary record page (PMB p34) – one photocopy per pupil (optional)

**Review vocabulary / spelling and dictation**

- Write the first letters of each word from the woodland animals vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - a word with *qu* (*squirrel*)
  - words with double letters (*squirrel, caterpillar, deer*)
  - words with two vowels together (*deer, mouse, snail, pigeon*).
- Relate the spelling patterns to pronunciation, for example:
  - the difference between the pronunciation of *o* (*fox, robin*) and *ou* (*mouse*)
  - the difference between the pronunciation of *a* (*caterpillar, badger*), *aw* (*hawk*), and *ai* (*snail*).
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

**AB p63** Activity 8 Read the story again.

- Ask the pupils to open their Class Books at page 54.
- Play the CD again (Listening 2.44) while the pupils listen and read the story.

**AB p63** Activity 9 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending c.
- The pupils match the rest of the sentence halves individually.

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

**AB p63** **PMB p33** Activity 10 Complete the story playscript.

- Give each pupil a photocopy of the Unit 7 playscript from PMB page 33.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

**PMB p33** Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Remind the pupils that each shape is for a group of similar words or phrases. Each word or phrase in the word pool belongs to one of the groups.
- Ask the pupils to suggest words or phrases from the word pool for each shape.
- Teach or revise the meaning of *floor* and *ceiling* as necessary.
- The pupils write the words and phrases from the word pool in the correct category.

Answers: set 1 – the museum, the castle, the shopping centre; set 2 – a pigeon, an owl, a hawk, a fox; set 3 – the door, the ceiling, the window, the floor; set 4 – Come with me, Let's go.

**PMB p33** Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word or phrase from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of five. In their groups, the pupils decide which words to use when they read the playscript.

**PMB p33** Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

**PMB p34** Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

# Lesson 6

■ = Skills ● = Song / chant

## Reading

### Objectives

- Make predictions about a text
- Develop reading skills: scanning
- Read and understand an advert
- Practise the pronunciation of vowel sounds /ɜ:/ (*worm*) and /ɔ:/ (*hawk*)

### Core language

Review of language used so far

### Other language

*orphan, worm, habitat, vet, fact sheet, donation, feed, cub, adopt, advert*

### Materials

CB p56; AB p64; CD 2

- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *worm* and *hawk*.

### 2.47

/ɜ:/ ... /ɜ:/

worm ... worm

/ɔ:/ ... /ɔ:/

hawk ... hawk

### AB p64 Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the worm and say the vowel sound (/ɜ:/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *worm*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the hawk and say the vowel sound (/ɔ:/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *hawk*.
- Play the CD; the pupils listen and raise the correct hand.

### 2.48

shirt ... shirt

draw ... draw

burger ... burger

morning ... morning

bird ... bird

stormy ... stormy

church ... church

straw ... straw

circle ... circle

four ... four

Answers: 1 left 2 right 3 left 4 right 5 left 6 right 7 left 8 right 9 left 10 right

### AB p64 Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the worm and show the pupils the phonetic symbol for the *ir* sound in *worm*.
- Point to the picture of the hawk and show the pupils the phonetic symbol for the *aw* sound in *hawk*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

### AB p64 Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

### CB p56 Activity 1 Read the text quickly and answer these questions.

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headings, pictures, and the layout, such as *It's an advert for an animal charity. They want people to give them money.*
- Read the questions to the pupils. Say *You've got one minute to answer the questions.* Time the pupils while they read, and stop them after a minute.

Answers: a 6 b a female badger cub

### CB p56 Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first definition and read it. Ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) to work out which word it is. For example, it can't be *donation* because that is something you give to Wildlife Friends.
- The pupils find the word (*orphans*).
- The pupils find the other words in the text and write them in their notebooks.

Answers: 1 orphans 2 worms 3 habitats 4 vets 5 fact sheet 6 donation

### CB p56 Activity 3 Read the text again and answer Yes or No.

- Tell the pupils to read the text in detail. Give them enough time to do this.
- Read the first question. Choose a pupil to answer it (*No*).
- The pupils answer the questions and write the answers in their notebooks.

Answers: 1 No 2 Yes 3 Yes 4 No 5 No 6 No 7 Yes 8 No

### AB p64 Activity 1 Listen and say the words.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*

## 2.49

/ɜ:/

bird, circle, church, burger, shirt

/ɔ:/

straw, four, stormy, draw, morning

Answers: worm picture – bird, circle, church, burger, shirt;  
hawk picture – straw, four, stormy, draw, morning

### AB p64 Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the /ɜ:/ sound (*bird, worm, girl, skirt, shirt, church*) and the /ɔ:/ sound (*hawk, four*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Read the chant to the pupils, emphasizing the vowel sounds.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

## 2.50

Draw a bird with a worm,  
Draw a girl in a skirt.  
Draw a hawk on a church,  
Draw a four on a shirt.  
Draw a girl on a church,  
Draw a bird in a skirt!  
Draw a four on a worm,  
Draw a hawk in a shirt!

- Point out the tip to the pupils and ask them to say the /ɜ:/ sound (*ir* as in *bird*).
- Ask the pupils to look at the words in Activity 3 and find examples for the three spellings of this sound.
- Ask the pupils to look at the list of words again and find three ways of spelling the /ɔ:/ sound (*hawk, four, stormy*).
- Point out that *or* can either be pronounced /ɔ:/ (*stormy, morning, for*) or /ɜ:/ (*worm, word*).

### Pronunciation and spelling extra

- Focus on /ɜ:/ (*worm*). Ask the pupils to say other words with this pronunciation (e.g. *were, person, her, learn, early*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out the different spellings. Also point out that *or* is pronounced like this when it comes after *w*, as in *work* and *world*.
- Focus on /ɔ:/ (*hawk*). Ask the pupils to say other words with this pronunciation (e.g. *draw, morning, fall, four, more*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out that there are several different ways of spelling this sound.

# Lesson 7 = Skills

## Listening and speaking

### Objectives

- Review the unit so far
- Develop listening skills: intensive listening
- Develop speaking skills: asking for and giving information (talking about adopting animals)

### Core language

Review of language used so far

### Other language

*adoption certificate, sweet* (adj)

### Materials

CB p57; Incredible Adventure Game poster; CD 2

### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

### CB p57 Activity 4 Listen and find the photo and the certificate.

- Point to each of the photos and ask the pupils to identify them.
- Point to each of the certificates and ask individual pupils to read them.
- Explain that the pupils are going to listen to a boy talking about the animal he has adopted.
- Play the CD; the pupils identify the animal and the certificate

## 2.51

Boy: I went to Wildlife Friends on Saturday.  
Girl: Really? Was it good?  
Boy: Yes, it was brilliant.  
Girl: What did you do?  
Boy: I saw loads of animals – badgers, hedgehogs, deer.  
Girl: Great! (pause) Oh, what's that?  
Boy: It's a certificate, an adoption certificate.  
Girl: Oh, did you adopt an animal?  
Boy: Yes, a fox cub – a baby fox. Look at his photo!  
Girl: He's sweet. What does he eat?  
Boy: He has special milk, and he likes worms too!  
Girl: Worms!  
Boy: Yes.  
Girl: What's his name?  
Boy: Sunny.  
Girl: How much did it cost to adopt him?  
Boy: Twenty-five pounds.

Answers: photo 1, certificate c

### CB p57 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again. The pupils listen and write the answers in their notebooks.

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

**CB p57** Activity 6 Listen and complete the dialogue.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

**2.52**

Woman: Good morning. Can I help you?  
Boy: Yes. I'd like to adopt an animal, please.  
Woman: Which animal would you like?  
Boy: A deer, please.  
Woman: This is Percy. He's three years old.  
Boy: OK! I'd like to adopt Percy.  
Woman: Right. A deer costs thirty pounds. Can you complete this form, please?

**Answers:** 1 A deer 2 Percy 3 three years 4 thirty

**CB p57** Activity 7 Do the role play with your partner. Choose different words.

- Demonstrate the dialogue with a pupil, using other options from the set.
- The pupils role play conversations in pairs.

**Teaching tip**

Encourage your pupils to read in English by asking them to do book reviews and awarding extra marks for them. They can use the Book Review template (PMB p6) to write their reviews on.

**Lesson 8** = Skills

**Writing**

**Objectives**

- Read and understand sequence
- Use word lists to improve writing
- Writing skills: writing about a day out

**Core language**

Review of language used so far

**Other language**

*a day out*

**Materials**

AB p65; One piece of paper per pupil (optional)

**Introduce the topic**

- Talk with the pupils about days out with their family and on school trips. Ask questions such as *When did you last go on a day out? Where did you go? What did you do? Did you enjoy it?*
- Explain that in this lesson the pupils are going to be writing about a day out.

**AB p65** Activity 1 Write the words under the correct picture.

- Point to the picture of the Animal Rescue Centre. Ask questions such as *Where is it? What do you think happens here?* etc.
- Repeat with questions about the theatre.
- Read the words in the word pool to the pupils.

- The pupils write the words in the word pool under the correct pictures.

**Answers:** Animal Rescue Centre: picture 1 – bus, sunny / picture 2 – classroom, man / picture 3 – deer, badger, hedgehog

Theatre: picture 1 – theatre, raining / picture 2 – dress / picture 3 – play, costumes

**AB p65** Activity 2 Read and find the missing sentences. Write the letters.

- Read the sentences to the pupils. Point to line 1 of the first text and ask *Which sentence goes here?* (f).
- The pupils match the rest of the sentences with the gaps.

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

**AB p65** Activity 3 Write about a day out.

- Ask the pupils to choose one of the days out. Ask one of the pupils to describe it briefly. Write important words about the day out on the board.
- The pupils write a list of words about their day out in their notebooks.
- Point to the notes on the board and use them to make sentences about the day out.
- The pupils write a heading for their text, then they write a rough copy of their text in their notebooks. They use the texts in Activity 2 as a model.
- Point out the writing tip to the pupils, and remind them to add their opinions and feelings about their day out.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- After you have checked their rough copy, the pupils write a neat copy in their notebooks, or on a separate piece of paper. They add an illustration.

**Lesson 9** = Words = Other subjects

**Learning through English**

**Objectives**

- Learn vocabulary for roles in a food chain
- Learn about food chains
- Complete a food chain

**Core language**

Vocabulary for roles in a food chain: *producers, consumers, herbivores, omnivores, carnivores*

Review of language used so far

**Other language**

*energy, sun, produce, consume, living, food chain, food web, decomposer, savannah*

**Materials**

CB pp58–59; AB p66; CD 2

**Introduce the topic**

- Explain to the pupils that they are going to be learning about food chains.

**CB p58** Activity 1 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

## 2.53

producers – consumers – herbivores – omnivores – carnivores

### CB p58 Activity 2 Listen, read and answer.

- Play the CD while the pupils listen. Pause after each question and choose individual pupils to answer.

## 2.54

(See CB page 58.)

Answers: an omnivore, grass and maize

### CB p59 Activity 3 Read again and write true or false.

- Read the first sentence to the pupils and ask *Is that true or false? (true)*.
- The pupils answer the rest of the questions individually. They write the answers in the notebooks.

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

### AB p66 Activity 1 Complete the sentences.

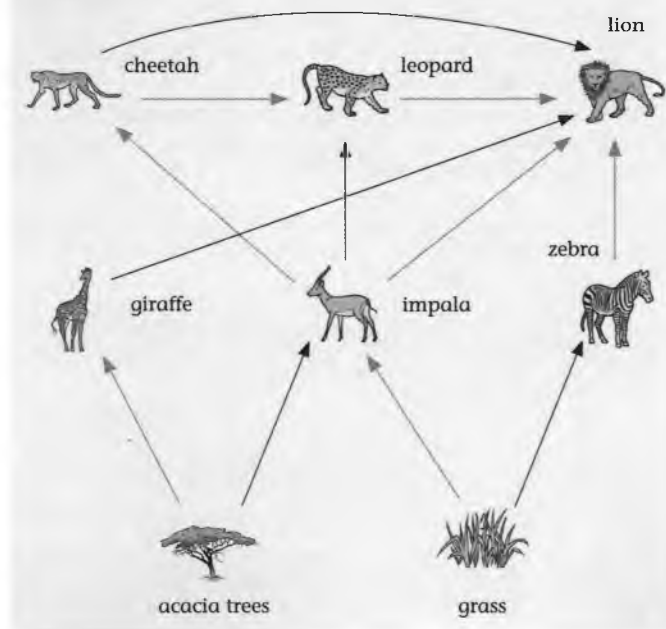
- Read the words in the word pool to the pupils. Ask them to say the characteristics of each type of animal, for example *A carnivore eats meat*. Recast their answers as necessary.
- The pupils complete the sentences with the words in the word pool.

Answers: 1 a herbivore 2 consumers 3 a carnivore  
4 a producer 5 an omnivore

### AB p66 Activity 2 Read. Draw the missing arrows on the food web.

- Read the text to the pupils. Point to the arrows on the food web and say the sentence from the text for each one, for example *Impala eat acacia trees*.
- Say a sentence that does not have an arrow, for example *Cheetahs eat impala*. Show the pupils how to draw an arrow from impala to cheetahs.
- The pupils draw the missing arrows on the web.

Answers:



# Lesson 10

Words Other subjects

## Learning through English

### Objectives

- Review vocabulary for food chains
- Learn more about food chains
- Listen and talk about food chains

### Core language

Review of

- vocabulary for roles in a food chain
- language used so far

### Materials

CB p59; AB p66; CD 2

### Review vocabulary

- Ask the pupils to recall the food chains vocabulary. Write the words on the board.
- Erase the words on the board, then play *Hangman* with the pupils, using the words from this vocabulary set.

### CB p59 Activity 4 Listen and follow the arrows.

- Play the CD while the pupils follow the arrows through the food chains in their books.

## 2.55

Child 1: Let's start with fruit and seeds.

Child 2: OK. Hedgehogs eat fruit and seeds.

Child 1: And badgers eat hedgehogs.

Child 2: Now let's start with leaves and stems.

Child 1: Snails eat leaves and stems.

Child 2: Blackbirds eat snails.

Child 1: And hawks eat blackbirds.

Child 2: Now let's start with fruit and seeds again.

Child 1: Badgers eat fruit and seeds.

Child 2: And nothing eats badgers. That's the end of the food chain!

Child 1: Now let's start with leaves and stems again.

Child 2: OK. Rabbits eat leaves and stems.

Child 1: And hawks eat rabbits.

- Point out to the pupils that this web (like any food web) is only partial – it would be impossible to draw one that included everything!

- Optional activity: Ask the pupils to look at the food web again. Ask *What do badgers eat? (fruit and seeds, rabbits, blackbirds, hedgehogs)*. Ask *What kind of animal is a badger? Is it a herbivore, an omnivore or a carnivore? (an omnivore)*. Ask *What about the hawk? Is it a herbivore, an omnivore or a carnivore?* The food web shows that a hawk eats rabbits and blackbirds – it might also eat plants, but the food web isn't complete so we can't be sure. Children might know from their general knowledge that a hawk is a carnivore. If not, encourage them to say *I think it's a carnivore*.

### CB p59 Activity 5 Listen and answer. Use the food web.

- Play the CD. Pause after each question for the pupils to answer.



## 2.56

What do blackbirds eat?  
What do badgers eat?  
What do caterpillars eat?  
What do hawks eat?  
What do rabbits eat?

**Answers:** blackbirds – caterpillars, snails, fruit and seeds;  
badgers – fruit and seeds, rabbits, hedgehogs, blackbirds;  
caterpillars – leaves and stems; hawks – blackbirds, rabbits;  
rabbits – leaves and stems

### CB p59 Activity 6 Talk about the food chains.

- Read the sentences in the *Talk about it!* box to the pupils.
- Show the pupils how to use the food chain diagram to make sentences such as *Blackbirds eat caterpillars. They also eat fruits and seeds. They're omnivores.*
- Guide the pupils to making suitable sentences using the food chains and the language in the box.
- The pupils talk about the food chains in pairs.

### AB p66 Activity 3 Look and answer the questions.

- Show the food web to the pupils. Explain that *krill* are small shrimp, and that they eat *plankton* – microscopic organisms in the sea. Plankton 'eat' the minerals in the sea, so they are the beginning of the food chain. Ask the pupils to make sentences about it, for example *Krill eat plankton*. Note that the plurals of *squid*, *krill*, and *fish* do not add *s* – they're the same as the singular.
- Read the first question and go through the example answer with the pupils.
- Read the second question and ask pupils to suggest an answer (*krill*).
- The pupils complete the other answers.

**Answers:** 1 emperor penguins and crabeater seals 2 krill  
3 squid, krill, fish 4 emperor penguins, crabeater seals  
5 squid, krill, fish

## Lesson 11 = Other subjects

### Learning through English (Mini project)

#### Objectives

- Review vocabulary for woodland animals and food chains
- Complete a food chain
- Draw a food chain and write about it

#### Core language

Review of

- woodland animals vocabulary
- roles in a food chain vocabulary
- language used so far

#### Materials

AB p67; One piece of paper per pupil (optional)

### Review vocabulary

- Write the headings for the two vocabulary groups (woodland animals, roles in a food chain) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

### AB p67 Activity 4 Read and draw.

- Read the text about the first food chain (*This is a food chain in a field*). Point to a blank space in the chain and ask *What plant or animal goes here?* After the pupils have identified it, explain that they have to draw the correct plant or animal in the space.
- The pupils read the two texts and draw the missing plants and animals in the two food chains.

**Answers:** [grass] – grasshopper – rat – [snake] – hawk;  
apples – [mouse] – [cat]

### Present the project

- Explain to the pupils that they are going to be drawing a food chain.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### AB p67 Activity 5 Draw a food chain and write about it.

- Arrange the pupils in groups of four. Ask them to brainstorm ideas for a new food chain. They should think of suitable places, for example *the desert*, and the animals and plants in the chain, for example *cacti, snakes, rats, birds*, etc.
- After five minutes, arrange a feedback session. Choose a spokesperson from each group to explain the group's ideas.
- Write notes about each suggested food chain on the board. Make sure you add the vocabulary they need, such as the names of the animals and plants.
- Tell the pupils to draw a food chain and write about it. They should work individually; they can use the food chain they talked about in their group, or another one.
- The pupils first write a rough copy in their notebooks, using the texts in Activity 4 as a model. After you have checked their work they write a neat copy in their notebooks, or on a separate piece of paper, and draw the food chain to go with it.

### Display

- When the pupils have finished, divide the class into two groups, A and B.
- Each Group A pupil visits a Group B pupil. The Group B pupil shows his / her food chain to the visitor. The visitor asks questions about the food chain.
- Repeat with each Group B pupil visiting a Group A pupil.
- Arrange a follow-up session: encourage the pupils to discuss which was the clearest food chain. Encourage them to give reasons and recast what they say as necessary.

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Practise using a food chain
- Make a game about a food chain

#### Core language

Review of language used so far

#### Other language

*counter, pollution, forest fire, protected, eco-friendly, development*

*Go up one level*

#### Materials

CB p59; 'The Food Chain Game' (PMB p35) – one photocopy for each pair of pupils; Glue; Scissors; Dice – one for each pair of pupils

#### Preparation

- Talk with the pupils about the food chains they have seen. Help the pupils to recall the details, for example *Caterpillars eat leaves and stems, then small birds eat the caterpillars, and ...*

#### **PMB p35** Activity 1 Cut out the game pieces

- Arrange the pupils in pairs. Give each pair of pupils a photocopy of 'The Food Chain Game' sheet.
- Point to the first set of game pieces on the sheet. Ask *What is it?* about each of the pieces. The pupils identify the elements of the food chain (*leaves and stems, caterpillar, etc.*).
- The pupils cut out the three sets of pieces.

#### **PMB p35** Activity 2 Stick one set of game pieces on the food chain.

- Tell the pupils to open their Class Books at page 59. Show the pupils the food chain on the page.
- Show the pupils the food chain on the photocopied worksheet and explain that it is a section of the food chain on Class Book page 59 (with a couple of other animals – robin and owl – added).
- Show the pupils one of the game pieces and ask *Where does it go?* The pupils identify the correct circle for the game piece and stick it on the photocopied worksheet.
- The pupils stick the other game pieces on the food chain. Show pupils how the robin is on the same level as the blackbird, i.e. it eats caterpillars and snails, and the owl is on the same level as the hawk, i.e. it eats robins and blackbirds (as well as other smaller birds and mammals).
- Ask the pupils to talk about the food chain, for example *Caterpillars eat stems and leaves.*

#### **PMB p35** Activity 3 Play the game.

- Explain that the pupils are going to play a game in pairs.
- Read the rules of the game to the pupils.
- Read the content of the squares to the pupils. Make sure they understand how to play the game by asking questions such as *What counter do I start the game with? (leaves and stems) and I'm a caterpillar. What happens when I land on the snail square? (nothing) What*

*happens when I land on the robin square? (You change your counter for the robin counter). What happens when I land on the World Environment Day square? (You go up one level, that is, you change your counter for the next animal up in the chain).*

- The pupils take a set of game pieces each and play the game, starting with the *leaves and stems* counter.
- The first player to become a hawk or an owl wins the game.

#### Fun activity (optional)

- Play an animal guessing game. First review all the animals that the pupils have seen in Level 5; ask the pupils to say the names and write them on the board.
- Describe one of the animals, for example *It can fly. It has big eyes. It sleeps during the day. It hunts at night.* The pupils try to guess the animal (*an owl*).
- Repeat with other animals.
- The pupils play the game in pairs.

#### Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of food chains. Suitable branches would be:  
Herbivores (cows, sheep, etc.)  
Carnivores (lions, polar bears, etc.)  
Omnivores (mice, squirrels, etc.)  
Producers (grass, maize, etc.)  
Decomposers (flies, ants, etc.)
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.

# Lesson 12

## Song, review, and self-evaluation

#### Objectives

- Sing a song about a party
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

#### Core language

Review of language used so far

#### Other language

*band, hip-hop, dress up, tonight*

#### Materials

CB p60; AB p67; CD 2; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

#### Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to answer the question *What is this song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about a party*).
- Ask the pupils to give you more information about the song. Guide them to talking about what's going to happen at the party.

**CB p60** Activity 1 Guess the missing words.  
Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

**2.57**

There's a party tonight,  
It starts at eight.  
We're all going to dance,  
You mustn't be late.  
We're going to have drinks  
And lots to eat.  
A band's going to play  
With a hip-hop beat.  
We're going to dress up,  
We're going to have fun.  
There's a party tonight,  
We hope you can come!

**Answers:** 1 party 2 mustn't 3 have 4 band 5 fun  
6 tonight

**CB p60** Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

**Answers:** (row 1) 'Hedgehogs eat fruit and seeds.' / 'Hedgehogs eat seeds and fruit.'; deer, foxes, squirrels (and sometimes badgers and owls) (see CB page 56); 'What's the boy going to do?'; omnivores  
(row 2) 'It's a ... It's got ... It lives in ... It eats ...'; Any two carnivores, e.g. lion, frog, snake, spider, penguin, shark, polar bear, hawk (see CB p58); Any three woodland animals from CB page 53; 'It's a ... It's got ... It lives in ... It eats ...'  
(row 3) herbivores; 'She's going to buy a postcard.'; An owl; worm / bird / circle church / burger / shirt (see AB page 64)

**Play the Incredible Adventure Game**

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

**AB p67** Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

**Vocabulary record page (optional)**

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.



The pupils are now ready to sit the Unit 7 test (see pp181–182).



Multimedia extension: you may now like to use the Science 1 section of the optional DVD.

## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for jobs
- Practise talking about people's possessions
- Focus on using apostrophes for possession (*the boy's jacket, the boys' jackets*)

#### Core language

Jobs: *artist, secretary, shop assistant, mechanic, postman, bus driver, cook, waitress, cleaner, builder*

Review of

- jobs vocabulary: *police officer, firefighter*
- language used so far

#### Materials

CB p61; AB p68; Incredible Adventure Game poster; CD 2

#### Unit overview

- Say *We are going to learn about jobs in this unit, and we're also going to be learning about shapes and patterns.*
- Ask the pupils to look through Unit 8 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – jobs, polygons
  - Skills (speaking) – saying what job you want and why (*I want to be ... because ...*)
  - ▲ Story – *Firefighter Patch*
  - ◆ Sentences – Types of questions *Does ...? Is ...? Has ...? Did ...? Was ...? Were ...? Could ...?*
  - Skills – reading a quiz about jobs, talking about jobs, writing a letter
  - Song – *Do you work under cars?* / Chant – *The squirrel's eating biscuits*
  - ▶ Other subjects – Maths (polygons)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p61 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *Where is it? What's happening in the picture?* Recast the pupils' answers as necessary: *Yes, we can see into different buildings in a street. The people are all doing their jobs.*
- Point to each of the vocabulary items and say it clearly.
- The pupils listen to the recording. They repeat each word chorally and point to the correct item in the picture.

#### 2.58

1 builder 2 cleaner 3 secretary 4 cook 5 waitress 6 artist  
7 police officer 8 mechanic 9 firefighter 10 shop assistant  
11 postman 12 bus driver

- Play *Make a word* with the pupils: choose letters of the alphabet at random (see the game instructions on page 21 of the Introduction) and write them on the board; the first pupil to make a word from the vocabulary set with the letters wins a point.

#### CB p61 Activity 2 Look and make sentences.

- Read the first sentence beginning to the pupils. Ask a pupil to choose the correct ending (*is orange*).
- The pupils complete the rest of the sentences in their books, individually.

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

#### CB p61 Activity 3 Ask and answer.

- Read the two questions and answers. Ask another question and choose a pupil to answer it.
- Choose a pupil to ask a question, and another pupil to answer.
- The pupils practise the questions and answers in pairs.

#### AB p68 Activity 1 Number the pictures.

- Point to picture i and ask *What's his job? (a bus driver)*. Show the pupils the example answer (1) in the box.
- The pupils number the rest of the pictures.

Answers: a 11 b 9 c 5 d 3 e 7 f 6 g 2 h 12 i 1 j 4 k 8 l 10

#### AB p68 Activity 2 Write the words.

- Read the first sentence to the pupils (*These people usually work inside*). Ask the pupils to find the jobs in Activity 1 which are usually inside.
- Repeat with the second sentence. The pupils write the words from Activity 1 in the correct categories.

Answers: (pupils' answers may vary)

inside: secretary, waitress, shop assistant, cleaner, cook, mechanic, artist

outside: firefighter, postman, builder, bus driver

Note: police officer could be in both categories

#### AB p68 Activity 3 Complete the sentences.

- Read the grammar tip to the pupils. Make sure that the pupils understand we always put the apostrophe after the s in plural nouns. The pupils should also understand that we only use the possessive for people and animals: *Tom's book, the cat's food*. For objects, we use of: *the colour of the car, not the car's colour*.
- Read the words in the word pool to the pupils. Use the picture to explain any unfamiliar words.
- Read the two example sentences. Ask the pupils to suggest the sentence for number 3 (*These are the mechanic's trousers*).
- The pupils write sentences about the pictures.

**Answers:** 1 This is the shop assistant's jacket. 2 This is the police officers' car. 3 These are the mechanic's trousers. 4 These are the builders' hats. 5 This is the postman's bag. 6 These are the police officers' shoes. 7 These are the shop assistant's pencils. 8 This is the builders' ladder.

### Challenge

- Ask the pupils to look back at page 61 of the Class Book.
- Read the eighth challenge question to the pupils. Ask *Where are they going to go on Bell Street? (the fire station).*
- Explain that in the next story episode the children will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review vocabulary for jobs
- Understand the use of *Why ...?* and *Because ...*
- Practise talking about the job you want to do
- Practise sentence rhythm / intonation / stress: talking about the job you want to do

#### Core language

*Why ...?; Because ...*

Review of

- jobs
- language used so far

#### Other language

*What do you want to be when you grow up?; Are you good at (computers)?; What kind of (shop)?; I want to work outside.*

*exciting, dangerous*

#### Materials

AB p69; CD 2

#### Review vocabulary

- Ask the pupils to recall the jobs from the previous lesson. Write the words on the board.
- Cue the vocabulary items with sentences such as *This person stops people doing bad things (policeman).* The pupils say the words chorally and individually.

#### Introduce the functional language

- Read the expressions in boxes at the top of the page to the pupils. Make sure that the pupils understand the meaning of *What do you want to be when you grow up?* Also teach the meaning of the phrase *Are you good at (computers?)* which pupils will hear in the listening activity.
- Explain that the pupils are going to practise talking about jobs in this lesson.

#### Activity 1 Listen and match.

- Point to each of the pictures of people working and ask the pupils to identify the jobs (*secretary, shop assistant, builder, firefighter*).
- Play the first conversation on the CD. Ask the pupils *Which job is it? (builder).* Show the pupils the example line drawn from the picture of child 1 to the picture of a builder.

- Play the other conversations while the pupils listen and match the children with the pictures. Explain any vocabulary as necessary.

#### 2.59

- 1 Adult: What do you want to be when you grow up, Sam?  
Sam: I want to be a builder.  
Adult: Really? Why?  
Sam: Because I want to work outside.
- 2 Adult: What do you want to be when you grow up, Anita?  
Anita: I want to be a firefighter.  
Adult: Why?  
Anita: Because it's exciting!  
Adult: Yes, it is. And dangerous too!
- 3 Adult: Do you want to be a firefighter, Ellie?  
Ellie: No, I don't. I want to be a secretary.  
Adult: Do you? Why?  
Ellie: Because I want to work with computers.  
Adult: Oh, are you good at computers?  
Ellie: Yes, I am.
- 4 Adult: Where do you want to work when you grow up, Kevin?  
Kevin: In a shop. I want to be a shop assistant.  
Adult: What kind of shop?  
Kevin: A clothes shop.  
Adult: Oh, why?  
Kevin: Because I love clothes!

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

#### Activity 2 Make sentences. Then listen again and check.

- Read first part of number 1 (*Sam wants to be ...*) and ask the pupils to complete the sentence (*... a builder because he wants to work outside*).
- The pupils match the other sentences.
- Play the CD again for the pupils to check their answers.

**Answers:** 1 Sam wants to be a builder because he wants to work outside. 2 Anita wants to be a firefighter because it's exciting. 3 Ellie wants to be a secretary because she wants to work with computers. 4 Kevin wants to be a shop assistant because he loves clothes.

#### Activity 3 Listen and repeat.

- Read the question and answer. Play the CD and highlight the intonation.
- The pupils repeat the question and answer chorally and individually. Encourage them to use the intonation on the CD.

#### 2.60

What do you want to be?  
I want to be a police officer.

#### Activity 4 Answer the questions.

- Choose a pupil and ask him / her the questions. Guide the pupil to making suitable answers.
- The pupils answer the questions individually.

**Answers:** (pupils' own answers)

### AB p69 Activity 5 Ask your friends and complete the table.

- Read the example answers to the pupils. Ask a pupil the questions from Activity 4, and show the pupils how to add the information to the table.
- Each pupil asks the questions to two other pupils and adds the information to the table in their Activity Books.

Answers: (pupils' own answers)

## Lesson 3 ▲ = Story ◆ = Sentences

### Story

#### Objectives

- Review vocabulary for jobs
- Listen to and read a story
- Review ways of making *yes / no* questions: *Is he ...? Can they ...? Does he ...? Have you got ...?*
- Practise using the new language

#### Core language

*Is he here? Yes, he is. / Can they climb the ladder? No, they can't. / Does he fight fires? No, he doesn't. / Have you got a hat? Yes, I have.*

Review of

- jobs vocabulary
- language used so far

#### Other language

*yard, pet, fire station, fire engine, fight fires, anywhere, What do you mean?*

#### Materials

CB pp62–63; CD 2 and CD 3; Grammar tiles (PMB p36) – one photocopy of Set 1 per pupil

#### Review vocabulary

- Ask the pupils to recall the words for jobs. Write the words on the board.
- Divide the class into two teams and play *Definitions*. Call a pair of pupils up to the front and describe one of the jobs in the vocabulary set, for example *This person rescues people in fires* or *This person tidies the office or the school*: the first pupil to put his / her hand on the correct word wins a point for his / her team.

#### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 61 of the Class Book.
- Explain that the children in the story are going to visit a fire station.

### CB p62 Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

#### 2.61

Narrator: At the fire station ...

- [1] Rav: Let's ask those firefighters.  
Oli: Good idea, Rav.  
Meg: Excuse me. Are you Firefighter Patch?

- [2] FF: No, I'm not. I'm Firefighter Mayo.  
Meg: We're looking for Firefighter Patch. Is he here?  
FF: Yes, he is. I saw him in the station a minute ago.
- [3] Meg: He isn't here.  
Oli: Perhaps he's in the yard.  
Rav: Look. I think there's a dog here.
- [4] Meg: Hello. Is Firefighter Patch out here?  
Rav: We can't find him anywhere.
- [5] FF: You're looking at him. This is Patch.  
Meg: Oh! Patch is a dog!  
FF: Yes, but he works for the Fire Service.
- [6] Oli: What do you mean?  
FF: He's our pet. He's very important! He lives in the fire station.  
Oli: What does he have to do?  
Rav: He has to wear a uniform!
- [7] Oli: Does he fight fires?  
FF: No, he doesn't. But he rides in the fire engines.  
Rav: He's a very lucky dog!
- [8] Meg: Firefighter Patch is a dog!  
Phone voice: Well done. Now wait for your last text message.

- Ask the challenge question and see if any of the pupils can answer it.

Answer: He's a dog.

### CB p62 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *How many firefighters do they talk to?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p63 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils which sentences are in the story (*Is he here? Yes, he is. Does he fight fires? No, he doesn't*).
- Point out that these are examples of different ways of making questions.
- Read the grammar tip to the pupils. Point out the use of the same auxiliary (*does, can, have*) or the same verb (*is*) in the questions and the short answers.
- The pupils say the sentences in the tiles chorally and individually.

### CB p63 Activity 3 Look at the pictures and finish the dialogue.

- Read the dialogue to the pupils and ask them which woman it is (Number 5).

### CB p63 Activity 4 Listen and repeat.

- Read the first sentence (*Does she work in Midge's Restaurant?*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the question builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.
- Repeat with the other drills.

### 3.1

Restaurant?  
Midge's Restaurant?  
work in Midge's Restaurant?  
Does she work in Midge's Restaurant?

doesn't.  
she doesn't.  
No, she doesn't.

cook?  
a cook?  
Is she a cook?

is.  
she is.  
Yes, she is.

#### CB p63 PMB p36 Activity 5 Choose a different picture. Make four sentences.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 36. The pupils cut out the tiles and put them on their desks.
- Point to one of the women in Midge's Restaurant and say *Make a question and answer about her*. The pupils rearrange their tiles to make a question and answer, for example *Is she a waitress? No, she isn't*.
- Ask individual pupils to read out their questions and answers.
- Say *Now make four sentences about another woman*. Pupils form the sentences using the tiles, and copy the sentences into their notebooks. When they have finished, ask one of the pupils to read out his / her sentences and another pupil to guess which picture it is.
- Repeat with other pairs of pupils.

#### CB p63 Activity 6 Now play the game with your partner.

- The pupils play the guessing game in Activity 5 in pairs.

## Lesson 4 = Sentences

### Language focus

#### Objectives

- Review the language from the previous lesson
- Review the use of *Did they ...? Were they ...? Could ...? Was there ...?*
- Practise using the new language

#### Core language

*Did they ...?; Were they ...?; Could ...?; Was there ...?*  
Review of language used so far

#### Materials

AB pp70–71; CD 3; Grammar tiles (PMB p36) – one photocopy of Set 2 per pupil (optional)

#### Recall the language from the previous lesson

- Ask the pupils questions with *Are you ...?; Can you ...?; Do you ...?; and Have you got ...?* Guide the pupils to making suitable replies.
- Ask the pupils questions about the children in the story with *Is he / she ...?; Can he / she ...?; Does he / she ...?; Has he / she got ...?* Guide the pupils to making suitable replies.

- Choose pupils to ask other pupils questions about themselves (with *you*) or children in the story (with the child's name).

#### AB p70 Introduce the new language

- Point to the grammar table at the top of the page. Read all the questions and answers. For each question, ask the pupils to identify which answer is correct (according to the story).
- Make sure the pupils understand that these are the past forms of the language they saw in the previous lesson.
- Say *In this lesson we're going to practise asking questions about the past*.

#### AB p70 Activity 1 Listen and number.

- Point to the main picture and ask *What are they doing?* (*They're reading a book about dinosaurs*).
- Tell the pupils to look at the pictures. Describe one of the pictures, for example *It's a dinosaur. It's got big teeth*. The pupils identify the picture (a).
- Repeat with sentences about the other pictures (*It's a dinosaur. It's got wings! The wings look wrong! / They're dinosaurs. They're in a zoo!*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (b) and write number 1 next to it. Repeat with the other conversations.

### 3.2

- 1 Oli: Let's look at this book. It's about dinosaurs.  
Little sister: OK.  
Oli: Here's a picture of T. Rex. It was big!  
Little sister: Could T. Rex fly?  
Oli: No, it couldn't. Don't be silly! It didn't have wings!  
Little sister: But it could run fast.  
Oli: Yes – it could.
- 2 Little sister: Did it have big teeth?  
Oli: Yes, it did. And they were very sharp!
- 3 Little sister: Are there any dinosaurs in the zoo?  
Oli: No, there aren't! Dinosaurs lived millions of years ago!  
Little sister: Oh!

Answers: a 2 b 1 c 3

#### AB p70 Activity 2 Make questions and answers. Match them to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*Could T. Rex fly? No, it couldn't.*) and the correct picture from Activity 1 (b).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture in Activity 1.

#### AB p70 Activity 3 Now listen and check.

- Play the CD again (Listening 3.2) for the pupils to listen and check their answers.

Answers: 1 Could T. Rex fly? No, it couldn't. (b) 2 Are there any dinosaurs in the zoo? No, there aren't! (c) 3 Did it have big teeth? Yes, it did. (a)

- The pupils say the sentences chorally and individually.

### AB p70 Activity 4 Answer the questions with short answers.

- Read the first question and the example answer to the pupils.
- The pupils write the answers to the other questions in their Activity Books.

Answers: 1 Yes, they were. 2 No, it wasn't. 3 Yes, she could.  
4 No, he didn't. 5 Yes, she did. 6 Yes, there were. 7 No, there wasn't. 8 No, he wasn't.

- As a follow-up activity, the pupils can write other questions about the story. They can ask them to each other in pairs, or as a whole class quiz.

### PMB p36 Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or later in the lesson) if you wish to give extra practice of the short answers (past tense).
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 36. The pupils cut out the tiles and put them on their desks.

- Read out the following questions. Pupils use their tiles to form the correct short answers. Allow them to look back in their Class Books to find the answers if necessary.

*Was there a jug at the dig? (Yes, there was.)*

*Was there a hawk in the tower? (No, there wasn't.)*

*Did Karl Benz invent the car? (Yes, he did.)*

*Did Levi Strauss invent the teabag? (No, he didn't.)*

*Could Mrs Midge make good pies? (Yes, she could.)*

*Could Firefighter Patch drive a fire engine? (No, he couldn't.)*

*Were there any cats at the fire station? (No, there weren't.)*

*Were there any uniforms at the fire station? (Yes, there were.)*

*Did we have an English lesson yesterday? (Yes, we did. / No, we didn't.)*

*Was it sunny yesterday? (Yes, it was. / No, it wasn't.)*

- Pupils can check their answers in pairs, by looking at their partner's tiles.
- You can add more questions to extend the activity.

#### Teaching tip

Short answers need a lot of practice, even for very experienced learners. The grammar tile activity can be repeated later in the unit, with a different set of questions. You can also make the following extra tiles so that pupils can practise forming short answers in the present tense: *can, can't, do, does, don't, doesn't, is, isn't, am, 'm not, are, aren't.*

### AB p71 Activity 5 Answer the questions with short answers.

- Read the first question to the pupils. The pupils answer it.
- The pupils write the answers to the other questions in their Activity Books.

Answers: (pupils' own answers)

### AB p71 Activity 6 Write five questions to ask a friend.

- Read the first question beginning and ask the pupils to suggest endings.
- The pupils complete all the questions.

Answers: (pupils' own answers)

### AB p71 Activity 7 Now ask a friend the questions.

- The pupils ask and answer their questions in pairs.

#### Teaching tip

If preferred, Activity 6 could be done for homework, and pupils could ask and answer in pairs at the beginning of the next lesson.

## Lesson 5 = Story Playscript

### Objectives

- Review vocabulary for jobs
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

### Core language

Review of language used so far

### Other language

*rescue, people, intelligent*

### Materials

AB p7; CD 2; Unit 8 playscript (PMB p37) – one photocopy per pupil; Unit 8 Vocabulary record page (PMB p38) – one photocopy per pupil (optional)

### Review vocabulary / spelling and dictation

- Write the first letters of each word from the jobs vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - words with two vowels together (*cook, waitress, cleaner, builder*)
  - words with double letters (*assistant, cook, waitress*)
  - words ending with *-er* (*bus driver, cleaner, police officer, builder*).
- Relate the spelling patterns to pronunciation, for example:
  - the pronunciation of *-er* endings (*bus driver, cleaner, police officer, builder*) (generally pronounced as /ɪ/, the 'schwa' sound)
  - the pronunciation of the vowels in the words with two vowels (*cook, waitress, cleaner, builder*).
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.



**AB p71** Activity 7 Read the story again.

- Ask the pupils to open their Class Books at page 62.
- Play the CD again (Listening 2.61) while the pupils listen and read the story.

**AB p71** Activity 8 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending f.
- The pupils match the rest of the sentence halves individually.

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

**AB p/1** **PMB p37** Activity 8 Complete the story playscript.

- Give each pupil a photocopy of the Unit 8 playscript from PMB page 37.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

**PMB p37** Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Remind the pupils that each shape is for a group of similar words or phrases. Each word or phrase in the word pool belongs to one of the groups.
- Ask the pupils to suggest words or phrases from the word pool for each shape. Explain any vocabulary as necessary (for example *rescue people*, *intelligent*).
- The pupils write the words and phrases from the word pool in the correct category.

Answers: set 1 – kitchen, hall, garage; set 2 – horse, goat, parrot; set 3 – rescue people, clean the station, fight fires; set 4 – important, lucky, intelligent

**PMB p37** Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word or phrase from the group with this shape.
- Ask the pupils to suggest alternative words and phrases from the relevant set above to complete the blanks.
- Divide the pupils into groups of six. In their groups, the pupils decide which words to use when they read the playscript.

**PMB p37** Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

**PMB p38** Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

## Lesson 6 = Skills = Song / chant

### Reading

#### Objectives

- Make predictions about a text
- Develop reading skills: scanning
- Read and understand a quiz
- Practise the pronunciation of vowel sounds /ɪ/ (*builder*) and /aɪ/ (*knight*)

#### Core language

Review of language used so far

#### Other language

*job, personality, quiz, write down, look after, do the shopping, abseiling, art and craft, documentaries, beaver, campsite, surf the internet, organized, practical, hard-working, kind, friendly, loyal, suggest, food taster*

#### Materials

CB p64; AB p72; CD 3; Dictionaries (optional)

**CB p64** Activity 1 Read the text quickly and find the questions.

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headings, pictures, and the layout, such as *It's a quiz. It's about the best sort of job for you.*
- Read out boxes a–d at the top of the page and check pupils understand all the vocabulary (for example, you may need to explain the meaning of *personality*).
- Say *You've got one minute to find all the questions.* Time the pupils while they read, and stop them after a minute.

Answers: a question 2 b question 4 c question 3 d question 6

**CB p64** Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first picture and ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) to work out which word it is. For example, picture 1 can't be *abseiling* because that must be some sort of activity.
- The pupils find the word (*beaver*).
- The pupils find the other words in the text and write them in their notebooks.

Answers: 1 beaver 2 kind 3 art and craft 4 campsite 5 abseiling 6 documentaries

**CB p64** Activity 3 Do the quiz for yourself and read the key. Then answer the questions.

- Tell the pupils to read the quiz again and answer the questions about themselves.
- Answer any vocabulary queries as necessary, or encourage pupils to use dictionaries.
- When they have finished, show the pupils how to find their score on the key.
- The pupils answer questions 1–3 in Activity 3.

Answers: (pupils' own answers)

- Arrange a feedback session; ask individual pupils to tell you their answers to the three questions.

### AB p/2 Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *builder* and *knight*.

### 3.3

/ɪ/ ... /ɪ/

builder ... builder

/aɪ/ ... /aɪ/

knight ... knight

### AB p/2 Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the builder and say the vowel sound (/ɪ/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *builder*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the knight and say the vowel sound (/aɪ/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *knight*.
- Play the CD; the pupils listen and raise the correct hand.

### 3.4

right ... right

biscuit ... biscuit

knife ... knife

squirrel ... squirrel

string ... string

pigeon ... pigeon

high ... high

line ... line

mirror ... mirror

rice ... rice

Answers: 1 right 2 left 3 right 4 left 5 left 6 left 7 right  
8 right 9 left 10 right

### AB p72 Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the builder and show the pupils the phonetic symbol for the *i* sound in *builder*.
- Point to the picture of the knight and show the pupils the phonetic symbol for the *i* sound in *knight*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

### AB p72 Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

### 3.5

/ɪ/

string, pigeon, biscuit, mirror, squirrel

/aɪ/

line, rice, high, knife, right

Answers: builder picture – string, pigeon, biscuit, mirror, squirrel; knight picture – line, rice, high, knife, right

### AB p/2 Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify words with the /ɪ/ sound (*squirrel, biscuit, pigeon, builder, string, swing*) and the /aɪ/ sound (*rice, climbing, high, knight, bike, kite*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

### 3.6

The squirrel's eating biscuits,

The pigeon's eating rice.

The builder's climbing high,

The knight is on a bike!

The squirrel's got a mirror,

The pigeon's got some string.

The builder's got a kite,

The knight is on a swing!

- Point out the tip to the pupils and ask them to say the /aɪ/ sound (as in *knight*).
- Ask the pupils to look at the words in Activity 3 and find examples of words which use the *igh* spelling for the /aɪ/ sound (*high, right*).
- Ask the pupils to look at the list of words again and find another way of spelling the /aɪ/ sound (*i...e*).

### Pronunciation and spelling extra

- Focus on /ɪ/ (*builder*). Point out that the *u* before the *i* in *builder, squirrel, and biscuit* doesn't change the pronunciation. Practise the pronunciation of these words: pupils often want to put a *w* sound in *builder* and *biscuit* just as they (correctly) do in *squirrel*.
- Ask the pupils to spell these words and write the spellings on the board.
- Focus on /aɪ/ (*knight*). Ask the pupils to say other words with this pronunciation (*island, fly, my, buy, by, why, etc.*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out the different ways of spelling this sound.

# Lesson 7 = Skills

## Listening and speaking

### Objectives

- Review the unit so far
- Develop listening skills: intensive listening
- Develop speaking skills: talking about jobs

### Core language

Review of language used so far

### Other language

*chocolatier, factory, mould, decorate, Easter basket, chick, interviewer*

### Materials

CB p65; Incredible Adventure Game poster; CD 3

### Unit review

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

### CB p65 Activity 4 Listen and point to photos a, b and c.

- Point to each of the photos and explain they are from a TV programme. Ask the pupils to describe what there is in each photo.
- Play the CD. Pause after each section for the pupils to point to the photo being described.

### 3.7

Interviewer: Good morning and welcome to 'I want your job!'. Today I am going to talk to Ali about her job. Hello, Ali.

Ali: Hello.

Interviewer: What do you do, Ali?

Ali: I'm a chocolatier.

Interviewer: What's a chocolatier?

Ali: It's someone who makes chocolates. I work in a chocolate factory.

Interviewer: That sounds interesting! Let's look at some photos. What are you doing in the first photo?

Ali: I'm mixing chocolate. First we mix it, then we put it in a mould.

Interviewer: A mould?

Ali: Yes – we use a mould to make different shapes. This green mould is for making chocolate hearts.

Interviewer: And the second photo. What are you doing here?

Ali: I'm decorating a chocolate shoe.

Interviewer: A chocolate shoe! What are you writing on it?

Ali: 'Happy Mother's Day'.

Interviewer: And what about the last photo?

Ali: I'm making an Easter basket. We've got lots of different Easter chocolates – like eggs, rabbits, and chicks.

Interviewer: I like the rabbits best!

Ali: I've got some Easter eggs here. Do you want to try one?

Interviewer: Mm, yes please!

*(sound of unwrapping and munching chocolate)*  
It's delicious!

Answers: 1 b 2 c 3 a

### CB p65 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again. The pupils listen and write the answers in their notebooks.

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

### CB p65 Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

### 3.8

Interviewer: Good morning. What's your name?

Man: Hello. I'm Martin.

Interviewer: What do you do, Martin?

Man: I'm a cook.

Interviewer: Where do you work?

Man: In a hospital.

Interviewer: What's your favourite part of the job?

Man: I like making soup.

Answers: 1 Martin 2 cook 3 a hospital 4 making soup

### CB p65 Activity 7 Do the role play with your partner. Choose different words.

- Demonstrate the dialogue with a pupil, using other answer options from the set.
- The pupils role play conversations in pairs.

# Lesson 8 = Skills

## Writing

### Objectives

- Read and understand letters
- Complete a letter
- Writing skills: how to write a letter

### Core language

Review of language used so far

### Other language

*Dear ..., Yours ..., programme, nurse, useful, patient (n)*

### Materials

AB p73; One piece of paper per pupil (optional)

### Introduce the topic

- Talk with the pupils about jobs. Ask them questions such as *What job would you like to do? What are the good things about that job?*
- Explain that in this lesson the pupils are going to write letters to a TV programme. The programme is called *I want your job* and it's about people with interesting jobs.

### AB p73 Activity 1 Read the letters and answer the questions.

- Read the first letter to the pupils. Point to the table and show the pupils the information from Letter 1 that has already been added.
- The pupils complete the rest of the information from Letter 1.

- Repeat with Letter 2.
- Go through any vocabulary queries with the class, and write the following adjectives on the board: *dangerous, interesting, useful, difficult* (leave them there for pupils to refer to in Activity 3 below).

Answers:

	Letter 1	Letter 2
1 Who is the letter from?	Debbie Smith	Ivan Robertson
2 Where does he/she live?	3 Hill Street Greenford GR1 3AF	Flat 3B 29 Oak Tree Road Marston MR6 9AX
3 When did he/she write the letter?	23rd May 2008	14th May 2008
4 Who is the letter to?	Melanie	Melanie
5 Who is the letter about?	Debbie's dad	Ivan's aunt
6 What does he/she do?	He's a firefighter.	She's a nurse.
7 What is his/her job like?	interesting, dangerous	useful, difficult
8 What's his/her favourite part of the job?	rescuing cats from trees	saying goodbye to patients

**AB p73** Activity 2 Imagine this letter is from you. Complete the spaces.

- Point to the top part of the letter and ask *What goes here? (the address and the date).*
- The pupils add their address and the date to this part.
- Repeat with the bottom part of the letter (*the name*).
- The pupils add their name to the bottom part of the letter.

**AB p73** Activity 3 Write a letter to Melanie.

- Ask the pupils to think of a person with an interesting job. Ask one pupil questions 6, 7, and 8 (see the second part of the table above). Write the pupil's answers on the board.
- Individually, the pupils write the answers for the person they have thought of in their notebooks. Help with any vocabulary queries as necessary.
- Show the pupils how to combine the answers to make a letter.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- The pupils write a rough copy of the letter in their notebooks. They use the letters in Activity 1 as a model.
- After you have checked their rough copy, the pupils write a neat copy in their notebooks, or on a separate piece of paper. They can add an illustration of the person doing the job.
- Explain to the pupils that the ending in this letter (*Yours*) is suitable for formal letters, and point out how the Debbie and Ivan have signed their surnames as well as their first names. Tell the pupils that for letters to friends, they can use *From* with just their first name, or (for family and close friends) *Love from* or *With love from*.

# Lesson 9

■ = Words    ▢ = Other subjects

## Learning through English

### Objectives

- Learn vocabulary for types of polygon
- Learn about polygons
- Identify polygons

### Core language

Polygons vocabulary: *triangle, rectangle, square, quadrilateral, pentagon, hexagon, heptagon, octagon*  
Review of language used so far

### Other language

*pattern, regular, irregular, straight, side, equal, unequal, angle*

### Materials

CB pp66–67; AB p74; CD 3

### Introduce the topic

- Explain to the pupils that they are going to be learning about polygons. Ask if anyone knows what a polygon is (for example, have they talked about polygons in Maths lessons?). Explain that it is a type of shape.

**CB p66** Activity 1 Listen, read and answer.

- Play the CD while the pupils listen. Pause after each question and choose individual pupils to answer.

3.9

(See CB page 66.)

Answers: shapes 2 and 4 are polygons; shapes 14, 19, and 21 are regular polygons; (shape 24) 1 4 sides 2 a rectangle 3 no 4 yes 5 irregular; (shape 25) 1 6 sides 2 a hexagon 3 no 4 no 5 irregular

**CB p66** Activity 2 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

3.10

triangles – quadrilaterals – square – rectangle – pentagons – hexagons – heptagons – octagons

**CB p67** Activity 3 Read the text again. Write true or false.

- Read the first sentence to the pupils. Choose a pupil to say if it is true or false (*true*).
- The pupils answer the rest of the questions individually. They write the answers in their notebooks.

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

**AB p74** Activity 1 Complete the sentences.

- Read the list of polygons in the word pool. For each polygon, ask the pupils *How many sides has it got?*
- Read the first sentence to the pupils and ask them to complete it (*pentagon*).
- The pupils complete the sentences individually.

Answers: 1 pentagon 2 triangles 3 square 4 octagons 5 heptagon 6 quadrilaterals 7 rectangle 8 hexagons

**Ab p/4** Activity 2 Look, count and match.

- Point to the picture and ask *How many triangles are there? (five).*
- Show the pupils how to match the two columns to make sentences about the picture.
- The pupils match the sentences.

Answers: 1 b 2 d 3 c 4 a

## Lesson 10 ■ = Words ▮ = Other subjects

### Learning through English

#### Objectives

- Review vocabulary for polygons
- Learn more about polygons
- Listen and talk about polygons

#### Core language

Review of

- polygons vocabulary
- language used so far

#### Materials

CB p67; AB p74; CD 3

#### Review vocabulary

- Ask the pupils to recall the polygons vocabulary. Write the words on the board.
- Play *True or false?* with the pupils. Say sentences about polygons such as *A heptagon has got ten sides* or *All the sides of a regular triangle are different lengths*. The pupils decide if the sentence is true or false.

**CB p67** Activity 4 Listen and say which pattern.

- Point to the patterns in the pictures and ask pupils to describe them.
- Play the CD. The pupils listen and match the descriptions with the patterns.

### 3.11

- 1 Child 1: Look, this pattern has got a star in the middle.  
Child 2: What are these green and red shapes?  
Child 1: Er ... how many sides have they got?  
Child 2: One, two, three, four, five, six ... They've got six sides.  
Child 1: So they're hexagons. Irregular hexagons.  
Child 2: Yes. And the small-shapes are quadrilaterals.
- 2 Child 3: I like this pattern.  
Child 4: Me too.  
Child 3: It's got lots of squares!  
Child 4: Yes, and triangles too. Black and white triangles.
- 3 Child 2: This pattern is made of lots of different shapes.  
Child 4: In the middle there are three red triangles, and three yellow triangles.  
Child 2: And I can see six blue quadrilaterals ... and six orange pentagons.  
Child 4: Yes. And six green irregular hexagons.
- 4 Child 3: This pattern looks like lots of circles, but it's made of squares and rectangles.  
Child 1: Oh yes! And it's got a circle and a star in the middle. The star is made of a hexagon and six triangles.
- 5 Adult: Look at this pattern.  
Child 2: This one?  
Adult: Yes. What shapes is it made of?  
Child 2: Er ... quadrilaterals.  
Adult: Anything else?  
Child 2: No, I don't think so.

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

**CB p67** Activity 5 Talk about the patterns.

- Read the sentences in the *Talk about it!* box to the pupils.
- Show the pupils how to describe the patterns in Activity 4 with the language in the *Talk about it!* box.
- Guide the pupils to making suitable sentences about the patterns.
- The pupils talk about the patterns in pairs.

**AB p/4** Activity 3 Read and draw.

- Show the pupils the grid and read the instructions.
- Show the pupils how to draw, for example, a triangle, and then another triangle.
- Draw a third triangle that is the same as the first, but in a different orientation. Ask the pupils *Is this the same or different?* If necessary, explain that it's the same triangle, in a different position.
- The pupils draw the shapes on the grid. When they have finished, they show their partners the shapes. The pupils check that their partners haven't drawn shapes that are really the same, just in different positions.

**AB p74** Activity 4 Complete the crossword.

- Ask the pupils to look at pages 66 and 67 in their Class Books. Explain that all the words in the crossword are there.
- Count the letters in number 1 and ask the pupils to suggest a word (*sides*).
- The pupils complete the crossword. If they are finding it too difficult, you can give them the first letter of each word.
- Read the last sentence to the pupils and ask *What is the mystery word?* Show them the 'mystery word' in the crossword (*decagon*).

Answers: 1 sides 2 regular 3 octagon 4 equal

5 straight 6 hexagon 7 seven

The mystery word is *decagon*.

## Lesson 11 ▮ = Other subjects

### Learning through English (Mini project)

#### Objectives

- Review vocabulary for jobs and polygons
- Learn about patterns
- Write about patterns

#### Core language

Review of

- jobs vocabulary
- polygons vocabulary
- language used so far

#### Materials

AB p75; The PMB pattern templates (PMB pp39–40) – one copy of each page per pupil; One piece of paper per pupil (optional)

## Review vocabulary

- Write the headings for the two vocabulary groups (jobs, polygons) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

### AB p75 Activity 5 Read and colour.

- Read the first text to the pupils, then ask questions such as *What colour are the triangles in the first shape? (red).*
- The pupils colour the patterns according to the texts.

### Present the project

- Explain to the pupils that they are going to be making patterns with coloured shapes in this lesson, and writing a description of one of them.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### AB p75 PMB pp39–40 Activity 5 Colour some patterns and write about them.

- Give each pupil a photocopy of the pattern templates from PMB pages 39 and 40.
- Explain that the pupils are going to colour the patterns; they should decide on a colour for each type of shape, and colour all those shapes the same.
- Ask the pupils to say what shapes there are in the pattern. Write the list on the board.
- The pupils copy the list in their notebooks and write the colour for each one. Then they colour their pattern and write a description of it.
- The pupils first write a rough copy in their notebooks, using the text in Activity 5 as a model. After you have checked their work they write a neat copy in their notebooks, or on a separate piece of paper.

### Display

- When the pupils have finished, arranged a display of all the patterns around the classroom.
- Invite the pupils to look at all the patterns and talk with the pupils who made them.
- Arrange a feedback session. Encourage the pupils to talk about the most attractive patterns. Ask them to describe the characteristics of the best patterns (colours that go together, careful colouring, etc.). Recast their answers as necessary.

### Teaching tip

Pupils are always fascinated by the patterns and drawings of Dutch artist M. C. Escher (1898–1972). You can find examples of his work at [www.mcescher.com](http://www.mcescher.com).

# Lesson 11a (optional)

## Learning through English

### (Extension)

#### Objectives

- Understand the idea of tessellation
- Learn how to tessellate shapes with four sides

#### Core language

Review of language used so far

#### Other language

*tessellation, tessellate*

#### Materials

'Tessellations' worksheet (PMB p41) – one photocopy per pupil; Six large cut-outs of the quadrilateral in Activity 1 in the PMB worksheet; Re-usable adhesive (e.g. Blu-tack); Blank paper – 2 / 3 sheets for each pair of pupils; Scissors; Glue (optional); White card (optional); Crayons (optional)

### PMB p41 Activity 1 Cut out nine copies of this shape.

- Give each pupil a photocopy of the 'Tessellations' worksheet.
- The pupils cut out the nine shapes at the top of the page.

### PMB p41 Activity 2 Follow the instructions to tessellate the shape.

- Show the pupils the large cut-outs of the shape.
- Stick one of the shapes on the board (using re-usable adhesive), as in the first picture.
- Put another shape on top of the first shape, then rotate it (as in the pictures on the worksheet) to tessellate the shape. Stick the second shape in position.
- Repeat with another shape, as in the pictures.
- Call individual pupils to the front to tessellate one more example of the shape each.
- If the pupils need more practice, take the shapes off the board and start again.
- Make sure the pupils understand the idea of tessellation. Show how it's always the same shape, but the shape may be rotated to fit. Also show that the pattern can be extended in all directions.
- In pairs, the pupils tessellate the nine shapes they cut out, on their desks.
- Explain that you can use this method to tessellate any shape with four sides.

### PMB p41 Activity 3 Make other shapes with four sides and tessellate them.

- Draw examples of other four-sided shapes – use a variety of side lengths and angles.
- The pupils make nine copies of a four-sided shape – they can use one of the shapes you drew on the board, or design their own shape. They should draw the first example, then trace the other eight to make sure they are more or less the same.
- The pupils tessellate their shapes.

## Display

- Arrange a display of the tessellated shapes in the classroom. Allow the pupils to move around the classroom and look at each other's tessellations on the desks. Alternatively, the pupils can stick their tessellated shapes on sheets of card and display them.
- Arrange a class vote to decide on the most attractive tessellation.

## Fun activity (optional)

- The pupils make more copies of their shape – the more copies they make, the better the final result will be.
- The pupils stick their tessellated shapes on cards, then colour each shape to produce an attractive pattern.

## Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of patterns. Suitable branches would be:  
Patterns in nature (the markings on a tiger, zebra, flower, etc.)  
Patterns in the classroom (on notebooks, bags, clothes, etc.)  
Patterns in the house (on furniture, curtains, carpets, etc.)  
Common features of patterns (circles, squares, lines, triangles, etc.).
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.

# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about jobs
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Other language

*spanner, engine, tap (v), hammer (n), bucket, sponge, cloth, mop, spire*

### Materials

CB p68; AB p75; CD 3; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

## Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to answer the question *What is this song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about jobs*).
- Ask the pupils to give you more information about the song. Guide them to talking about which job is described in each verse (*mechanic, cleaner, and firefighter*).

## CB p68 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 3.12

Do you work under cars?  
Do you use a big spanner?  
Put your head in the engine  
And tap with a hammer?  
Yes, I do. (Yes, I do. Yes, I do. Yes, I do.)  
Have you got a big bucket  
A sponge and a cloth?  
Have you got long brushes?  
Have you got a clean mop?  
Yes, I have. (Yes, I have. Yes, I have. Yes, I have.)  
Can you climb up ladders?  
Can you climb up spires?  
Can you drive a fire engine?  
Can you put out fires?  
Yes, I can. (Yes, I can. Yes, I can. Yes, I can.)

Answers: 1 work 2 do 3 brushes 4 have 5 fire engine  
6 can

## CB p68 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

Answers: (row 1) Pupils' own answers; Any three polygons from CB page 66; Pupils' own answers (see CB page 64); 'Is she a cook? No, she isn't.'  
(row 2) 'Does she work in Sam's Restaurant?'; Any three jobs from CB page 61; knight / line / rice / high / knife / right (see AB page 72); Pupils' own answers  
(row 3) a heptagon; 'This pattern is made of triangles and squares.' / 'This pattern is made of squares and triangles.'; a dog; Any three jobs from CB page 61.

## Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

## AB p75 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.



The pupils are now ready to sit the Unit 8 test (see pp183–184).



## Lesson 1 ■ = Words

### Introducing vocabulary

#### Objectives

- Understand the theme of the unit
- Become familiar with vocabulary for adventure sports
- Practise talking about adventure sports
- Review the use of *they went ... / they didn't go*

#### Core language

Adventure sports: *skiing, snowboarding, rock climbing, go-karting, ice skating, horse riding, hiking, windsurfing, canoeing, sailing, mountain biking, rollerblading*

Review of

- adventure sports vocabulary: (the pupils will already be familiar with several of the adventure sports in the vocabulary set)
- language used so far

#### Other language

*adventure sports centre, group*

#### Materials

CB p69; AB p76; Incredible Adventure Game poster; CD 3

#### Unit overview

- Say *We are going to learn about different types of adventure sports in this unit.*
- Ask the pupils to look through Unit 9 in their Class Books and Activity Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the shapes on the poster:
  - Words (vocabulary) – adventure sports, Beaufort scale words
  - Skills (speaking) – comparing sports (*I think rollerblading is more exciting than ice skating*)
  - ▲ Story – *The winners*
  - ◆ Sentences – *She's ridden a horse. I've never climbed a rockface. Have you ever tried horse riding? Yes, I have. / No, I haven't. Has she ever won a prize? Yes, she has. / No, she hasn't.*
  - Skills – reading a magazine article about a trip, talking about sports heroes, writing a diary
  - Song – *Have you ever climbed a mountain? / Chant – The waves are grey*
  - ▶ Other subjects – Geography (the Beaufort scale)
- Remind the pupils that they will use the poster again at the end of the unit.

#### CB p69 Activity 1 Look, listen and repeat.

- Look at the picture with the pupils. Ask questions such as *What are they doing in the photos? Why are the photos on the board?* Recast the pupils' answers as necessary: *Yes, they're all photos of adventure sports. The board is a display of the photos.*
- Point to each of the vocabulary items and say it clearly.

- The pupils listen to the recording. They repeat each word chorally and point to the correct activity in the picture.

#### 3.13

1 skiing 2 go-karting 3 mountain biking 4 windsurfing  
5 snowboarding 6 rollerblading 7 rock climbing 8 canoeing  
9 ice skating 10 horse riding 11 hiking 12 sailing

- Play *Get moving!* with the pupils: first do mime gestures for each of the adventure sports in the vocabulary set and ask the pupils to say which sport it is. Then ask individual pupils to do the gestures for the other pupils to guess.

#### CB p69 Activity 2 Look and write true or false.

- Read the first sentence to the pupils and ask *Is that true or false? (true).*
- The pupils read the sentences and write the answers in their notebooks.

Answers: 1 true 2 true 3 false 4 false 5 true 6 true  
7 false 8 false 9 true 10 true

#### CB p69 Activity 3 Ask and answer.

- Read the two questions and answers. Ask another question and choose a pupil to answer it.
- Choose a pupil to ask a question, and another pupil to answer.
- The pupils practise the questions and answers in pairs.

#### AB p76 Activity 1 Number the pictures.

- Point to picture *a* and ask *What activity is it? (skiing).* The pupils find *skiing* in the word pool and write *6* in the box next to the picture.
- The pupils number the rest of the pictures.

Answers: a 6 b 7 c 10 d 4 e 2 f 8 g 9 h 3 i 1 j 5 k 11  
l 12

#### AB p76 Activity 2 Write the words.

- Read the first category to the pupils (*Water sports*). Ask the pupils to find the activities in Activity 1 which involve water.
- The pupils write the words from Activity 1 in the correct categories.

Answers: Water sports – windsurfing, canoeing, sailing;  
Mountain sports – skiing, snowboarding, rock climbing,  
hiking, mountain biking; Other sports – go-karting, ice  
skating, horse riding, rollerblading

#### AB p76 Activity 3 Look and write sentences.

- Point to the activities in the first row of the table and ask the pupils to identify them (*rock climbing, sailing, snowboarding*).
- Explain that this is a record of the activities the children did recently. Point to one of the children in the table and guide the pupils to making suitable

sentences, such as *He / She went sailing, He / She didn't go rock climbing, etc.*

- Read the two example sentences, and ask the pupils to suggest sentences for number 3.
- The pupils write sentences for the pictures.

**Answers:** (accept any suitable answers) 1 They went snowboarding. 2 They didn't go rock climbing. 3 They went sailing. 4 They didn't go sailing. 5 They went snowboarding. 6 They went rock climbing. 7 They didn't go snowboarding. 8 They didn't go rock climbing. / They went sailing. / They went snowboarding.

### Challenge

- Ask the pupils to look back at page 69 of the Class Book.
- Read the ninth challenge question to the pupils. Ask *Who do you think is at the finish line?* The pupils suggest various possibilities.
- Explain that in the next story episode the children will find the answer to the question.

## Lesson 2 = Skills

### Practising vocabulary / functions

#### Objectives

- Review vocabulary for adventure sports
- Understand the use of *I think ... / I think so too. / I don't think so.*
- Practise agreeing and disagreeing
- Practise discussing and comparing sports
- Practise using comparatives and superlatives
- Practise sentence rhythm / intonation / stress: discussing sports

#### Core language

*I think ... / I think so too. / I don't think so.*

*cheap, cheaper, cheapest; boring, more boring, the most boring*

Adjectives: *easy, expensive, safe*

Review of

- adventure sports vocabulary
- adjectives: *cheap, boring, dangerous, exciting, difficult*
- language used so far

#### Other language

*adjective, comparative, superlative*

#### Materials

AB p77; CD 3; Dictionaries (optional)

#### Review vocabulary

- Ask the pupils to recall the adventure sports from the previous lesson. Write the words on the board.
- Cue the vocabulary items with the sentences such as *You do this on snow. You stand on a board. (snowboarding).* The pupils say the words chorally and individually.

#### Introduce the functional language

- Read the expressions in the boxes at the top of the page to the pupils. Make sure that the pupils understand the meaning of *I think so too* and *I don't think so*.

- Explain that the pupils are going to practise talking about adventure sports in this lesson.

#### Activity 1 Match the adjectives with their opposites.

- Read the adjectives in the two columns to the pupils. Show the pupils that *difficult* is joined to its opposite adjective *easy*.
- The pupils match the other adjectives with their opposites. Encourage pupils to use dictionaries to look up any words they are not sure of (many of the adjectives have come up in previous levels, but pupils may not remember them all, and some are new).

**Answers:** difficult – easy, boring – exciting, expensive – cheap, dangerous – safe

#### Activity 2 Listen and tick the sports you hear.

- Point to each of the pictures and ask the pupils to identify them (*windsurfing, rollerblading, etc.*).
- Play the first conversation on the CD. The pupils tick the sports that are mentioned in the conversation (*horse riding and mountain biking*).
- Repeat with the other conversations.

#### 3.14

- 1 Adult: What sports do you do?  
Girl 1: Horse riding and mountain biking.  
Adult: Which do you prefer?  
Girl 1: I think mountain biking is more exciting.
- 2 Adult: What sports do you do?  
Boy 1: Cheap ones! Ice skating, rollerblading, hiking ...  
Adult: Which is the cheapest sport?  
Boy 1: Hiking! I think hiking's the cheapest sport.
- 3 Adult: What sports do you do?  
Boy 2: Windsurfing.  
Girl 2: Canoeing.  
Adult: Which is easier, windsurfing or canoeing?  
Boy 2: I think canoeing is easier than windsurfing.  
Girl 2: I think so too.
- 4 Adult: What sports do you do?  
Girl 3: Skiing, snowboarding and go-karting.  
Adult: Are they dangerous?  
Girl 3: A bit ... I think snowboarding is the most dangerous sport.

**Answers:** 1 horse riding, mountain biking 2 ice skating, rollerblading, hiking 3 windsurfing, canoeing 4 skiing, snowboarding, go-karting (Only sailing and rock climbing aren't ticked.)

#### Activity 3 Listen again and choose the correct words.

- Read the first sentence and explain that the pupils must choose the correct option.
- Play the first conversation on the CD again. The pupils circle the correct option.
- Repeat with the other conversations.

**Answers:** 1 more exciting 2 the cheapest 3 easier 4 the most dangerous

### AB p77 Activity 4 Complete the table.

- Read the first row of the table and ask the pupils *What is the superlative form of 'cheap'? (cheapest).*
- The pupils write the missing adjectives, comparatives, and superlatives in the table.

**Answers:** the cheapest, easier, safe, safer, the most expensive, boring, more boring, more exciting, the most exciting, difficult, the most difficult, more dangerous, the most dangerous

- Make sure the pupils understand the basic rules of comparative and superlatives:
  - short adjectives (one syllable) add *-er / -est*, long adjectives (three or more syllables) use *more* and *most*
  - most two-syllable adjectives add *more / most*, but adjectives ending in *-y* add *-ier / -iest*
  - some one-syllable adjectives double the final consonant (*big / bigger / biggest*).

### AB p77 Activity 5 Listen and repeat.

- Read the questions. Play the CD and highlight the intonation.
- The pupils repeat the questions chorally and individually. Encourage them to use the intonation on the CD.

### 3.15

What's the most dangerous sport?  
What's the safest sport?

### AB p77 Activity 6 Talk about sports with your partner.

- Read the list of adjectives (*difficult, boring, etc.*) to the pupils.
- Choose a pupil and ask him / her one of the questions from Activity 5.
- Repeat with other pupils and other questions, using other adjectives from the list.
- Choose pupils to ask a question and other pupils to answer.
- The pupils practise the questions and answers in pairs.
- As a follow-up activity, the pupils can write sentences comparing two sports, for example:  
*I think rock climbing is more difficult than windsurfing.*  
*I think horse riding is cheaper than sailing.*

## Lesson 3

▲ = Story ◆ = Sentences

### Story

#### Objectives

- Review vocabulary for adventure sports
- Listen to and read a story
- Understand the use of *They've tried ... / She's ridden ... / I've never ... / He's never ... / Have you ever ...? Yes, I have. / No, I haven't. / Has she ever ...? Yes, she has. / No, she hasn't.*
- Practise using the new language

#### Core language

*They've tried ...; She's ridden ...; I've never ...; He's never ...; Have you ever ...?; Yes, I have. / No, I haven't; Has she ever ...?; Yes, she has. / No, she hasn't.*

Review of

- adventure sports vocabulary
- language used so far

#### Other language

*rockface, finish line, the winners, have a good time, freezing, Ouch!, mango*

#### Materials

CB pp70–71; CD 3; Grammar tiles (PMB p42) – one photocopy of Set 1 per pupil (optional)

#### Review vocabulary

- Ask the pupils to recall the words for adventure sports. Write the words on the board.
- Play *Memory words* with the pupils. Say sets of three, four, or more of the vocabulary words to the pupils; they must say the words again in the same order. Ask individual pupils to say sets of words for the other pupils to say too.

#### Introduce the story

- Ask the pupils to recall the challenge question from the first lesson in this unit. If they can't remember it, they can check it on page 69 of the Class Book.
- Explain that the children in the story are going to visit the adventure sports centre and take part in a race.

### CB p70 Activity 1 First listening with the books closed

- Play the CD while the pupils listen for the answer to the challenge question.

### 3.16

- Narrator: At the adventure sports centre ...
- [1] Oli: What do we have to do?  
Instructor 1: You have to ride a horse, climb a rockface, and then canoe to the finish line.  
Instructor 2: And here's your map.
- [2] Oli: Have you ever tried horse riding?  
Rav: No, I haven't.  
Meg: I have. It's fun!
- [3] Narrator: Five minutes later ...  
(*sound of horses trotting*)  
Meg: How far is it?  
Oli: Another 500 metres.  
Rav: This is horrible!
- [4] Narrator: Half an hour later ...  
Meg: I've never climbed a rockface.  
Oli: Neither have I. It looks difficult.  
Rav: Ouch! My knee!

- [5] Narrator: Another half an hour later ...  
 Oli: Look. We're here.  
 Meg: Now we have to canoe to the finish line.  
 Rav: There's the river! Come on!
- [6] Oli: The water is freezing!  
 Meg: Go left, Rav! Go left!  
 Rav: OK. Isn't this great?
- [7] Oli: This is the finish line. There's a woman here.  
 But who is she?  
 Woman: Well done, kids. Can you answer the last question? Who am I?  
 Meg: Oh, I know! You're the voice on the phone!
- [8] Woman: The Incredible Team got nine questions right.  
 They're the winners!  
 Rav: It was difficult.  
 Oli: But it was exciting.  
 Meg: We hope you had a good time. Goodbye!

- Ask the challenge question and see if any of the pupils can answer it.

**Answer:** It's the woman who asked the questions / the voice on the phone.

### CB p70 Activity 1 Second listening with the books open

- Tell the pupils to open their books and look at the story.
- Ask questions about the story such as *Did ... like the horse riding? Was the water in the river warm?*
- Play the recording again while the pupils follow in their books.
- Go through any vocabulary queries with the class.

### CB p71 Activity 2 Look and say. Which sentences are in the story?

- Ask the pupils which sentences are in the story (*Have you ever tried horse riding? I've never climbed a rockface*).
- Read the grammar tip to the pupils. Make sure they understand that when we use the Present perfect, we are talking about things that have happened at some point in the past, but we aren't saying exactly when.
- Focus on the past participles (*tried, climbed, ridden, seen, won*). Ask the pupils to identify the irregular past participles (*ridden, seen, won*).
- Point out the use of *have / haven't* and *has / hasn't* in the short answers.
- Make sure the pupils understand that *ever* and *never* are just used for emphasis: we can also say, for example, *I haven't climbed a rockface* and *Have you tried horse riding?* (without *ever* and *never*).
- The pupils say the sentences in the tiles chorally and individually.

### CB p71 Activity 3 Look at the pictures and finish the dialogue.

- Read the dialogue to the pupils and ask them what picture it is (Number 1).

### CB p71 Activity 4 Listen and repeat.

- Read the first sentence (*Has she ever tried windsurfing?*) to the pupils.
- Play the first backchaining drill on the CD. Show the pupils how the question builds up backwards.
- Play the first drill again; the pupils repeat each stage chorally. Encourage the pupils to say the words

exactly as they hear them, as a continuous stream. Listen for pupils who are dividing what they say into separate words; guide them to speaking more naturally, as on the CD.

- Repeat with the other drill.

### 3.17

windsurfing?  
 tried windsurfing?  
 Has she ever tried windsurfing?  
 snails?  
 eaten snails?  
 Has she ever eaten snails?

### CB p71 PMB p42 Activity 5 Choose a different picture. Make questions and answers.

- Give each pupil a photocopy of Set 1 of the grammar tiles from PMB page 42. The pupils cut out the tiles and put them on their desks.
- Point to the picture of girl number 1 and say *Make a question and answer about her*. The pupils rearrange their tiles to make a question and answer, for example *Has she ever tried a mango? Yes, she has*.
- Ask individual pupils to read out their questions and answers.
- Repeat with questions and answers about the other girls. Ask other pupils to guess which girl each question and answer is about.

### CB p71 Activity 6 Now play the game with your partner.

- The pupils play the guessing game in Activity 5 in pairs.

## Lesson 4 = Sentences

### Language focus

#### Objectives

- Review the new language from the previous lesson
- Practise using the new language

#### Core language

*I've never ...; Have you ever ...?; Yes, I have. / No, I haven't.*  
 Review of language used so far

#### Other language

*break a leg, coconut milk, kangaroo*

#### Materials

AB pp78–79; CD 1; Grammar tiles (PMB p42) – one photocopy of Set 2 per pupil (optional); Pupils' grammar tiles (Set 1) from Lesson 3 (optional)

#### Recall the language from the previous lesson

- Draw a picture of a girl on the board, and next to her draw pictures representing things she has done, for example someone windsurfing, a picture of a mango, and someone climbing a rockface. Also draw pictures with crosses through to represent things she hasn't done, for example snowboarding, eating snails, and canoeing.
- Guide the pupils to making sentences about the things she has done and the things she hasn't done, such as *She has eaten a mango. She hasn't tried snowboarding.*

- Guide the pupils to asking questions about her, such as *Has she ever eaten snails?* Ask other pupils to answer.

### AB p78 Introduce the new language

- Point to the grammar table at the top of the page. Read the sentences, question, and answers with *she* in the right-hand column. Make sure the pupils understand that this is the language they saw in the previous lesson.
- Read the sentences, question, and answers with *I* and *you* in the left hand column. Show the pupils how we use *have* with *I* and *you*.
- Say *In this lesson we're going to practise using 'I've ...', 'I've never ...', and 'Have you ever ...?'*

### AB p78 Activity 1 Listen and number the pictures.

- Tell the pupils to look at the pictures. Describe one of the pictures, for example *Rav's scoring a goal. He's scored 137 goals!* The pupils identify the picture (c).
- Repeat with sentences about the other pictures (*Rav's playing a computer game. / Meg's asking Rav a question. / Rav's won a football competition!*) in random order.
- Play the first conversation on the CD. The pupils identify which picture it is (b) and write number 1 next to it. Repeat with the other conversations.

### 3.18

- 1 Meg: Have you ever played football?  
Rav: Yes, I have. I play football every week.  
Meg: No, you don't!  
Rav: Yes, I do.
- 2 Meg: Have you ever won a match?  
Rav: Yes, I have. I win lots of matches.  
Meg: Really?
- 3 Rav: Yes. I've scored 137 goals.  
Meg: Wow! That's a amazing!
- 4 Rav: But I've never kicked a ball.  
Meg: What do you mean?  
Rav: I play football on the computer!  
Meg: Oh, Rav!

Answers: a 4 b 1 c 3 d 2

### AB p78 Activity 2 Make sentences. Then match to the pictures in Activity 1.

- Read the jumbled words in sentence number 1, then ask the pupils to say the correct order (*Have you ever won a match?*) and the correct picture from Activity 1 (d).
- The pupils put the words in order for the rest of the sentences and match each sentence with a picture from Activity 1.

### AB p78 Activity 3 Now listen and check.

- Play the CD again (Listening 3.18) for the pupils to listen and check their answers

Answers: 1 Have you ever won a match? (d) 2 I've scored 137 goals. (c) 3 Have you ever played football? (b) 4 I've never kicked a ball. (a)

- The pupils say the sentences chorally and individually.
- Ask pupils to notice the pronunciation of *won* (/wʌn/) and make sure they are pronouncing it correctly, i.e. to rhyme with *one* rather than *gone*.

### AB p78 Activity 4 Write the past participles. Circle the irregular past participles.

- Read the past participles in the word pool to the pupils. Show the pupils how *ridden* and *climbed* have been added to the table.
- The pupils complete the table with the other past participles.
- Ask the pupils to identify the first irregular past participle in the table (*ridden*). The pupils circle all the irregular past participles.
- Ask the pupils to check their answers against the list of irregular verbs on page 91 of the Activity Book.

Answers: climb – climbed, ride – ridden, see – seen, play – played, visit – visited, swim – swum, drink – drunk, break – broken, win – won, eat – eaten  
The irregular past forms are: ridden, seen, swum, drunk, broken, won, eaten

### AB p78 Activity 5 Write sentences about Oli.

- Read the verbs in the word pool to the pupils.
- Point to the first picture. Make sure the pupils understand that the tick means something Oli has done, and the cross means something Oli hasn't done.
- Read the example answer to the pupils.
- The pupils write sentences for the other pictures. Explain any vocabulary as necessary (for example *kangaroo, coconut milk*).

Answers: 1 He's never climbed a mountain. 2 He's ridden an elephant. 3 He's never swum in a river. 4 He's drunk coconut milk. 5 He's seen a kangaroo. 6 He's never broken his leg.

- Make sure the pupils understand that *He has never climbed* is the same as *He hasn't climbed*: *never* just emphasizes the negative.

### AB p79 Activity 6 Write questions for the pictures in Activity 5.

- Read sentence number 1 from Activity 5 again. Say *Can you make a question with 'ever'?* Guide the pupils to saying *Have you ever climbed a mountain?*
- The pupils make questions from the other sentences in Activity 5.

Answers: 1 Have you ever climbed a mountain? 2 Have you ever ridden an elephant? 3 Have you ever swum in a river? 4 Have you ever drunk coconut milk? 5 Have you ever seen a kangaroo? 6 Have you ever broken your leg?

### AB p79 Activity 7 Now ask your partner the questions.

- In pairs, the pupils ask and answer their questions.

### **PMB p43** Extra grammar tiles activity (optional)

- You can use the optional second set of grammar tiles at this point (or at the end of the lesson) if you wish to give extra practice of the present perfect.
- Give each pupil a photocopy of Set 2 of the grammar tiles from PMB page 42. The pupils cut out the tiles and put them on their desks.
- Ask the pupils in groups or pairs to make as many sentences as they can with the tiles, and to write them in their notebooks.
- You can make this into a competition if you like, by giving a time limit (e.g. three minutes) and seeing which pair or group can make the most sentences within that time.
- Pupils can combine the Set 2 tiles with some of the Set 1 tiles to make more sentences, for example *Has he ever ridden a camel? She's never eaten a mango.*

### **AB p79** Activity 8 Write true sentences about you.

- Read the words in the work bank to the pupils.
- Read the example sentences to the pupils. Ask them to suggest other sentences with the words from the word pool and the past participles in Activity 4.
- The pupils write sentences in their Activity Books.

**Answers:** (accept any suitable alternatives) I've (never) visited a castle. I've (never) eaten snails. I've (never) seen a famous person. I've (never) broken my arm. I've (never) played baseball. I've (never) won a prize.

Note that the pupils can also make sentences such as 'I've won three prizes.'

- As a follow-up, ask the pupils to read one sentence each to the class.

#### Teaching tip

This activity could be done for homework if preferred, and pupils could read their sentences at the beginning of the next lesson.

## Lesson 5 ▲ = Story Playscript

### Objectives

- Review vocabulary for adventure sports
- Focus on spelling and dictation
- Read and complete a playscript
- Act out a playscript
- Dictionary work

### Core language

Review of language used so far

### Materials

AB p79; CD 3; Unit 9 playscript (PMB p43) – one photocopy per pupil; Unit 9 Vocabulary record page (PMB p44) – one photocopy per pupil (optional)

### Review vocabulary / spelling and dictation

- Write the first letters of each word from the adventure sports vocabulary set on the board. Call individual pupils up to the board to complete one word each.
- Ask the pupils to look for spelling patterns in the vocabulary words, such as:
  - words with two vowels together (*skiing, snowboarding, canoeing, sailing, mountain biking*)
  - words with vowel + r combinations (*snowboarding, go-karting, horse riding, windsurfing, rollerblading*)
  - words with k (*skiing, rock climbing, go-karting, ice skating, hiking, mountain biking*).
- Relate the spelling patterns to pronunciation, for example:
  - the pronunciation of the vowels in the words with two vowels together
  - the pronunciation of the vowel + r combinations
  - the pronunciation of the -ing endings.
- Also focus, if necessary, on spelling mistakes which the pupils made when they were writing the words on the board.
- Do a class dictation with the vocabulary items. When you have finished, ask the pupils to exchange their dictations with their partners. Write the words on the board; the pupils correct each other's dictations.

### **AB p79** Activity 9 Read the story again.

- Ask the pupils to open their Class Books at page 70.
- Play the CD again (Listening 3.16) while the pupils listen and read the story.

### **AB p79** Activity 10 Match. Then cover the sentence endings and tell the story.

- Read the beginning of sentence 1. Show the pupils the line joining it to ending g.
- The pupils match the rest of the sentence halves individually.

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

### **AB p79** **PMB p43** Activity 11 Complete the story playscript.

- Give each pupil a photocopy of the Unit 9 playscript from PMB page 43.
- Pupils complete Activities 1 to 3 on the photocopiable page (see notes below).

### **PMB p43** Activity 1 Write the words and phrases in groups.

- Read the words and phrases in the word pool to the pupils.
- Point to each of the shapes below and read the word or phrase in each one. Remind the pupils that each shape is for a group of similar words or phrases. Each word or phrase in the word pool belongs to one of the groups.
- Ask the pupils to suggest words or phrases from the word pool for each shape.
- The pupils write the words and phrases from the word pool in the correct category.

**Answers:** set 1 – river, lake, sea; set 2 – horse riding, canoeing, rock climbing; set 3 – fun, horrible, great, difficult, exciting; set 4 – left, right, straight ahead

**PMB p43** Activity 2 Choose words and complete the playscript.

- Read the playscript to the pupils. When you come to a blank, ask *Which word / phrase was in the story?* The pupils say the words and phrases from the story.
- Read the playscript again. Show the pupils the shapes next to each writing line and remind them that you could put in any word or phrase from the group with this shape.
- Ask the pupils to suggest alternative words from the relevant set above to complete the blanks.
- Divide the pupils into groups of four. In their groups, the pupils decide which words to use when they read the playscript.

**PMB p43** Activity 3 Now act out the play.

- Ask one or two groups to come to the front to act out the playscript.

**PMB p44** Vocabulary record page (optional)

- If you wish to use the Vocabulary record page for this unit, follow the procedure for Unit 1 (see p32).

## Lesson 6 = Skills = Song / chant

### Reading

#### Objectives

- Make predictions about a text: using contextual information and skimming
- Develop reading skills: scanning
- Read and understand a magazine article
- Practise the pronunciation of vowel sounds /eɪ/ (*whale*) and /ɑː/ (*shark*)

#### Core language

Review of language used so far

#### Other language

*world record, whale, wave, sail, mast, crowd, iceberg, route, cabin, top, overturn, mend*

#### Materials

CB p72; AB p80; CD 3

**CB p72** Activity 1 Read the text quickly. Where was Ellen MacArthur on these dates?

- Point to the text and ask *What's it about?* Encourage the pupils to provide information from the headings, pictures, and the layout, such as *It's a newspaper article. It's about a woman sailing around the world.*
- Read the dates to the pupils. Say *You've got one minute to find where she was on those dates.* Time the pupils while they read, and stop them after a minute.

Answers: a France b in the Southern Ocean c England

**CB p72** Activity 2 Find these words in the text.

- Ask the pupils to find the words that are underlined in the text. Choose individual pupils to read a word each to the class.
- Point to the first picture and ask *Which word is it?* Encourage the pupils to use context clues (the rest of the text and the pictures) to work out which word it is. For example, picture 1 can't be *mast* because that must be part of the boat.

- The pupils find the word (*whale*).
- The pupils find the other words in the text and write them in their notebooks.

Answers: 1 whale 2 waves 3 sails 4 mast 5 crowd  
6 iceberg

**CB p72** Activity 3 Read the text again and answer the questions.

- Tell the pupils to read the text in detail. Give them enough time to do this. Explain any vocabulary as necessary.
- Read the first question. Choose a pupil to answer it (*71 days, 14 hours, 18 minutes and 33 seconds*).
- The pupils answer the questions and write the answers in their notebooks.

Answers: 1 71 days, 14 hours, 18 minutes and 33 seconds  
2 more than 60 kilometres per hour 3 in a tiny cabin 4 five minutes 5 terrible – strong winds and enormous waves  
6 because they can overturn boats 7 tired and happy

**AB p80** Activity 1 Listen and repeat.

Note: The pronunciation section can be done at any time in the unit. Alternatively, you can do part of the activity now, and another part (for example the chant) later in the unit.

- Say *Now we're going to work on your pronunciation in English.*
- Play the CD while the pupils listen and repeat the words chorally.
- Focus on the different vowel sounds which the pupils are going to practise. Contrast the two vowel sounds in *whale* and *shark*.

 3.19

/eɪ/ ... /eɪ/


whale ... whale

/ɑː/ ... /ɑː/

shark ... shark

**AB p80** Activity 2 Listen. Which sound do you hear? Hold up your left hand or your right hand.

- Point to the picture of the whale and say the vowel sound (/eɪ/). Point to the picture of the child and put your left hand in the air. Tell the pupils to raise their left hands and say *whale*. (You may want to face the board when you do this so that the pupils don't confuse left and right.)
- Point to the picture of the shark and say the vowel sound (/ɑː/). Show the picture of the child and put your right hand in the air. (Again, face the board to avoid left / right confusion.) Tell the pupils to raise their right hands and say *shark*.
- Play the CD; the pupils listen and raise the correct hand.

 3.20

snail ... snail

mast ... mast

stapler ... stapler

play ... play

glass ... glass

artist ... artist  
wave ... wave  
garden ... garden  
market ... market  
sail ... sail

Answers: 1 left 2 right 3 left 4 left 5 right 6 right 7 left  
8 right 9 right 10 left

**AB p80** Activity 3 Write the words next to the correct picture.

- Point to each of the pictures and ask the pupils to say the words. Make sure they pronounce the vowel sound of each word correctly.
- Point to the picture of the whale and show the pupils the phonetic symbol for the *a* sound in *whale*.
- Point to the picture of the shark and show the pupils the phonetic symbol for the *ar* sound in *shark*.
- Show the pupils the example answer. The pupils add the other words from the list to the correct box.

**AB p80** Activity 4 Listen and check. Then listen and repeat.

- Play the CD while the pupils check their answers to Activity 3.
- Play the CD again for pupils to listen and repeat the words.

**3.21**

/eɪ/  
play, wave, sail, stapler, snail  
/ɑː/  
glass, market, mast, garden, artist

Answers: whale picture – play, wave, sail, stapler, snail;  
shark picture – glass, market, mast, garden, artist

**AB p80** Activity 5 Listen to the chant. Then say.

- Read the chant to the pupils. Ask them to identify the words with the /eɪ/ sound (*waves, grey, sail, whale*) and the /ɑː/ sound (*dark, mast, shark*).
- Write these words on the board, emphasizing the vowel sounds.
- Point to each word and ask the pupils to say it chorally. Guide their pronunciation if necessary.
- Play the CD while the pupils listen and read.
- Play the CD again and encourage the pupils to join in.

**3.22**

The waves are grey,  
The waves are dark.  
I climb the mast,  
I see a shark!  
The mast is high,  
I mend the sail,  
And from the mast  
I see a whale!

- Point out the tip to the pupils and ask them to say the sound (/ɑː/ as in *shark*).
- Ask the pupils to look at the words in Activity 3 and identify the words with this spelling (*market, garden, artist*).

- Ask the pupils to look at the list of words again and to find an alternative way of spelling the /ɑː/ sound (*a*).
- Ask the pupils to find three ways of spelling the /eɪ/ sound (*whale, grey, sail*).

**Pronunciation and spelling extra**

- Focus on /eɪ/ (*whale*). Ask the pupils to say other words with this pronunciation (*snail, stapler, day, say, play*, etc.). Add the words to their suggestions if necessary.
- Ask the pupils to spell these words and write the spellings on the board.
- Point out that this sound often has the spelling *ay*.
- Focus on /ɑː/ (*shark*). Remind the pupils that they studied this sound in Unit 4. Ask the pupils to say other words with this pronunciation (e.g. *glass, bath, hard, mark*). Add these words to their suggestions if necessary.
- Ask the pupils to spell the words and write the spellings on the board.
- Point out the two ways of spelling the *ar* sound. Also point out that there are other ways, such as *laugh*.

**Lesson 7** = Skills

**Listening and speaking**

**Objectives**

- Review the unit so far
- Develop listening skills: intensive listening
- Develop speaking skills: giving opinions and reasons

**Core language**

Review of language used so far

**Other language**

*accident, medal, break a record, sportsman*

**Materials**

CB p73; Incredible Adventure Game poster; CD 3

**Unit review**

- Use the Incredible Adventure Game poster to review the unit so far. Talk with the pupils about the activities they have done, and relate these to the shapes on the poster.
- The pupils give examples of the language they used in each activity.

**CB p73** Activity 4 Listen and match the names to the photos.

- Point to each of the photos. Ask the pupils to describe what there is in each photo.
- Play the CD while the pupils listen and point to the photo being described.

**3.23**

Adult 1: This is one of the world's best mountain bikers – Liam Killeen from Britain. He entered his first race when he was fourteen. Now he's a real star. He's won lots of races and he's won medals at some of the most important games. He was in the Athens Olympics but he didn't get a medal. There was an accident and he lost a lot of time. Better luck next time, Liam!

Adult 2: This is Karine Ruby from France. She's a brilliant snowboarder. She started snowboarding when she was at school and she won her first medal when she was eleven. She won a gold medal at the Winter



Olympics in Japan and she won a silver medal at the Winter Olympics in the USA. Karine loves being in the mountains.

Adult 1: Gerlinde Kaltenbrunner is a mountaineer. She climbs very high mountains – mountains that are over 2400 metres high, like Everest and K2. She has climbed five high mountains. The world record for a woman is eight high mountains. Gerlinde wants to break the world record!

Answers: 1 c 2 a 3 b

### CB p73 Activity 5 Listen again and choose the right answer.

- Give the pupils time to read the questions.
- Play the CD again. The pupils listen and write the answers in their notebooks.

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

### CB p73 Activity 6 Listen and find the missing words.

- Read the partial conversation to the pupils, then read each set of answer options.
- Play the CD while the pupils listen and choose the correct option for each speech bubble.

### 3.24

Who's your sports hero?

Ruby Karine.

What's her sport?

She's a snowboarder.

Why do you admire her?

Because she's got two Olympic medals.

Answers: 1 Ruby Karine 2 her 3 She's 4 a snowboarder  
5 her 6 she's got two Olympic medals

- Point out the three different types of masculine and feminine words in this dialogue:  
subject pronouns – *he / she*  
object pronouns – *him / her*  
possessive adjectives – *his / her*.

### CB p73 Activity 7 Talk about your sports heroes.

- Demonstrate the dialogue with a pupil, using other answer options from the set.
- Repeat with other pupils; encourage them to talk about their own sports heroes.
- The pupils role play conversations in pairs.

## Lesson 8 = Skills

### Writing

#### Objectives

- Read and understand a diary entry
- Make a concept map for a diary entry
- Writing skills: how to write a diary

#### Core language

Review of language used so far

#### Other language

Dates: *Friday 21st June, Saturday 22nd June, Sunday 23rd June, Monday 24th June, diary*

#### Materials

AB p81; One piece of paper per pupil (optional)

### Introduce the topic

- Talk with the pupils about diaries and blogs on the internet. Ask the pupils *Do you write a diary? Do you have a blog on the internet? Do you have friends on mySpace?* etc.
- Explain that in this lesson the pupils are going to write a diary entry for a holiday.

### AB p81 Activity 1 Read the diary and write the date under each picture.

- Point to the three pictures and read the three dates. Read the first text to the pupils (*Friday 21st June*) and ask *Which picture is it?* (c).
- The pupils match the other texts with the pictures.

Answers: a Sunday 23rd June b Saturday 22nd June  
c Friday 21st June

### AB p81 Activity 2 Circle the important words for Saturday and Sunday in the text. Then complete the concept map.

- Ask the pupils what this concept map is about (*a trip on a boat*). Point to the section for Friday and read the words. Show how the words come from the text about Friday 21st June in Activity 1.
- Repeat with the section about Monday.
- The pupils complete the sections about Saturday and Sunday with suitable words.

Example answers: Saturday: saw some dolphins, swam, played, brilliant

Sunday: stopped at an island, beach with palm trees, climbed a tree, drank coconut milk

### AB p81 Activity 3 Use the concept map to complete the text about Monday.

- Read the words in the Monday section of the concept map. The pupils complete the text with these words

Answers: 1 raining 2 big island 3 shopping 4 pizza  
5 sunny day tomorrow

### AB p81 Activity 4 Imagine you are on holiday. Write your diary.

Note: This task can be set as holiday homework, to be brought in to the first lesson next year.

- Ask the pupils to remember a holiday or a trip that they made.
- The pupils make a concept map about the holiday / trip, with a section for each day.
- The pupils write about two or three days on the holiday / trip, using the details from their concept maps. They write a rough copy of their text in their notebooks, using the texts in Activity 1 and Activity 2 as a model.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.
- After you have checked their rough copy, the pupils write a neat copy in their notebooks, or on a separate piece of paper. They add an illustration for each day.

## Lesson 9 ■ = Words    ▶ = Other subjects

### Learning through English

#### Objectives

- Learn vocabulary for the Beaufort scale
- Learn about the Beaufort scale

#### Core language

Beaufort scale words: *twig, branch, roof, tile*

Review of

- some Beaufort scale words: *leaf, smoke, flag, umbrella*
- language used so far

#### Other language

*wind, move, break, impossible, fall off, blow off, fall over, fly off, are destroyed, hurricane, spray (n), 'white horses'*

#### Materials

CB pp74–75; AB p82; CD 3

#### Introduce the topic

- Explain to the pupils that they are going to be learning about the Beaufort scale to measure the wind.

#### **CB p74** Activity 1 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

#### 3.25

leaf – twig – branch – tile – roof – smoke – flag – umbrella

#### **CB p74** Activity 2 Listen, read and answer.

- Play the CD while the pupils listen. Pause after each question and choose individual pupils to answer.

#### 3.26

(See CB page 74.)

**Answer:** (the answer will depend on the conditions on the day of the lesson)

#### **CB p75** Activity 3 Answer the questions. Use the table.

- Read the first question to the pupils. They find the answer in the table (Force 7).
- The pupils answer the rest of the questions individually. They write the answers in their notebooks.

**Answers:** 1 7 2 3 3 5 4 2 5 9

#### **AB p82** Activity 1 Write the words.

- Read the words in the word pool to the pupils.
- Point to number 1 in the picture and ask *What is it?* (*branch*).
- The pupils write the labels on the picture.

**Answers:** 1 branch 2 twig 3 leaf 4 smoke 5 tile 6 roof 7 flag

#### **AB p82** Activity 2 Look, read and write the force numbers.

- Read the information in the table to pupils. Ask them to guess the meaning of unfamiliar words such as *waves, 'white horses', and spray*.

- Check that the pupils understand the table by asking questions such as *There are very high waves. What is the wind speed?* or *There is some spray. What is the force on the Beaufort scale?*
- Point to the first picture and ask the pupils to describe it (*The waves are very high. The sea is white.*). Recast the pupils' answers as necessary.
- Ask *What force on the Beaufort scale is it?* (Force 11).
- The pupils look at the other pictures and work out the force of the wind.

**Answers:** a force 11 b force 0 c force 6

## Lesson 10 ■ = Words    ▶ = Other subjects

### Learning through English

#### Objectives

- Review vocabulary for the Beaufort scale
- Learn more about the Beaufort scale
- Listen and talk about the Beaufort scale

#### Core language

Review of

- Beaufort scale words
- language used so far

#### Materials

CB p75; AB p82; CD 3

#### Review vocabulary

- Ask the pupils to recall the Beaufort scale vocabulary. Write the words on the board.
- Play *First sounds* with the pupils: erase the words on the board, then say the first sound of each word in the vocabulary set and encourage the pupils to identify them.

#### **CB p75** Activity 4 Listen and say which picture.

- Point to each of the pictures. Ask questions about each one such as *Is the smoke going up?*
- Play the CD while the pupils listen and match the descriptions with the photos.

#### 3.27

- Adult: How strong is the wind in this picture?  
Child: Well, the smoke isn't going straight up – it's blowing sideways. I think the leaves are moving, but it isn't very windy.  
Adult: So what's the wind force?  
Child: I think it's force two.
- Adult: How windy is it here?  
Child 1: I don't think it's windy at all!  
Adult: Why?  
Child 1: Nothing is moving. The smoke is going straight up, and the flag isn't flying. I think it's force zero.
- Adult: What about this picture?  
Child: It looks really windy here!  
Adult: Why? What can you see?  
Child: The rain is blowing sideways, and the tree's moving.  
Adult: Anything else?  
Child: Yes. It looks nearly impossible to walk! And twigs are breaking off the trees. I think the wind is force eight.
- Adult: And what about this picture?  
Child 1: It looks quite windy. The rain is blowing sideways, and the leaves are blowing around in the wind ... but I don't think it's difficult to use an umbrella.

Adult: So how strong is the wind?

Child: I think it's about force four.

5 Adult: And this one? Is it windy here?

Child 1: Yes! It's very windy! The roof is blowing off the house, and the tree has fallen over. I think it's force 11!

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

### CB p75 Activity 5 Talk about the pictures.

- Read the sentences in the *Talk about it!* box to the pupils.
- Show the pupils how to describe the pictures in Activity 4 with the language in the *Talk about it!* box.
- Guide the pupils to making suitable sentences about the pictures.
- The pupils talk about the pictures in pairs.

### AB p82 Activity 3 Guess the answers. Then listen and check.

- Point to the picture and ask *What is it?* Guide the pupils if necessary to identifying it as a wind turbine. Recast the pupils' answers as necessary.
- Read the first question and ask the pupils to guess the answer. Write the most popular guess on the board.
- Repeat with the other questions.
- Play the CD while the pupils listen and check their answers.

### 3.28

This is a wind turbine at the Ecotech Centre in Norfolk. It was built in 1999.

Britain is a very windy country. It's got more than one thousand eight hundred wind turbines.

They make electricity, 'green' electricity which doesn't contaminate the environment.

This turbine can make electricity for about a thousand homes every year.

That's the same as the electricity you need to make 170 million cups of tea!

The turbine is sixty-three metres high.

There are 300 steps inside the tower, so you can climb up to the platform at the top.

More than fifty thousand people have visited the wind turbine at the Ecotech Centre.

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

### AB p82 Activity 4 Complete the crossword.

- Ask the pupils to look at page 74 in their Class Books and explain that all the answers are there.
- Read clue number 1 to the pupils and ask *What is it? (tiles)*.
- The pupils complete the crossword.
- Read the last sentence to the pupils and ask *What is the mystery word? Show them the 'mystery word' in the crossword (Irish)*.

Answers: 1 tiles 2 trees 3 electricity 4 smoke 5 branches  
The mystery word is *Irish*.

## Lesson 11 = Other subjects

### Learning through English (Mini project)

#### Objectives

- Review vocabulary about adventure sports and the Beaufort scale
- Interpret information about the Beaufort Scale
- Learn about wind energy and a wind turbine
- Do a puzzle about wind energy

#### Core language

Review of

- adventure sports vocabulary
- Beaufort scale words
- language used so far

#### Other language

*diary*

#### Materials

AB p83; One piece of paper per pupil (optional)

#### Review vocabulary

- Write the headings for the two vocabulary groups (adventure sports, Beaufort scale words) on the board.
- Call individual pupils up to the board to write a word or phrase each for one of the groups.
- Repeat until all the words have been added on the board.

### AB p82 Activity 5 Read. Write the days next to the pictures.

- Read the first part of the diary (*Monday*) and ask *Which picture is it? (3)*.
- The pupils read the other diary entries and match them with the pictures.

Answers: 1 Wednesday 2 Tuesday 3 Monday 4 Thursday

#### Present the project

- Explain to the pupils that in this lesson they are going to practise using the Beaufort scale. They are going to keep a wind diary over the next week.
- Remind the pupils that they have to choose work for their portfolio during the course (see p11). Point out that this piece of work would be a suitable piece to include.

### AB p83 Activity 6 Write a wind diary and draw pictures.

- Explain that the pupils are going to keep a wind diary for four days between today and the same day next week.
- Ask the pupils to suggest sentences to go in the wind diary entry for today. The pupils copy the sentences in their notebooks, or on a separate piece of paper.
- Over the next week, the pupils add to their wind diaries on suitable days.

#### Display

Note: this display will have to be at least a week after the lesson.

- Arrange a display of all the wind diaries around the classroom.

- Invite the pupils to look at all the wind diaries and talk with the pupils who made them.
- Arrange a feedback session. Encourage the pupils to talk about the best-presented wind diaries. Ask them to describe the characteristics of the best wind diaries (clear presentation, neat work, careful observation, etc.). Recast their answers as necessary.

### Teaching tip

When pupils produce unsatisfactory work, it's important to work out why this has happened. If it's because the pupil hasn't made enough effort or taken enough care, make sure the pupil knows you realize this, that you expect better from him / her, and that poor work will affect his / her grades. If it's because the pupil is less able than others in the class, focus on one aspect of the work (grammar, spelling, presentation, etc.) and suggest ways to improve it. Avoid pointing out all the mistakes at once!

## Lesson 11a (optional)

### Learning through English

#### (Extension)

#### Objectives

- Make a simple wind gauge
- Use the wind gauge to record the wind strength over a week

#### Core language

Review of language used so far

#### Materials

'Measuring the wind' worksheet (PMB p45) – one photocopy per pupil; One A4 sheet of card for each pair of pupils; Plasticine; One lollipop stick for each pair of pupils; Sticky tape; Paper

#### Preparation

- Talk with the pupils about the Beaufort scale. Ask questions such as *What is the Beaufort scale for?* and *What is the highest number on the scale?*
- Explain that in this lesson the pupils are going to make a simple device to measure the wind.

#### **PMB p45** Activity 1 Make a wind gauge.

- Arrange the pupils in pairs. Give each pair of pupils a sheet of card, a lollipop stick, some plasticine, and a sheet of paper. Pupils can share rolls of sticky tape, or you can give a small piece to each pair at the start.
- Go through the stages of making the wind gauge. Demonstrate by making a wind gauge yourself as you explain the stages to the pupils.
- The pupils make their wind gauge in pairs.

#### **PMB p45** Activity 2 Make a scale on your wind gauge.

- Use your wind gauge to demonstrate how to draw the scale:
  - Blow softly on the paper strip and mark the position on the base, by writing 1.
  - Repeat, blowing quite hard and then very hard on the paper strip and marking the positions as 2 and 3.
- The pupils blow and draw a scale on their wind gauges.

#### **PMB p45** Activity 3 Use your wind gauge outside on different days for a week. Record your results in the table.

- Show the pupils the table on the photocopied worksheet. Explain that they will be taking readings every day over the next week.
- Take the pupils outside to measure the wind strength and record it in the table. If you like, the pupils can also record the wind strength on the Beaufort scale, using the observations they learnt about in the first 'Learning through English' lesson of the unit.
- Over the next week, remind the pupils to record the wind strength each day.

#### Display

- At the end of the week, arrange a display of the table of results in the classroom. Allow the pupils to move around the class and look at each other's tables.
- Ask the pupils to suggest a summary of the wind over the week, for example *Most days the wind wasn't very strong. On Thursday it was quite strong.*

#### Fun activity (optional)

- Use a modified wind gauge to see which pupils have the strongest lungs. To make the modified wind gauge, stick a strip of paper on a lollipop stick, and attach small bits of plasticine to the free end of the strip.
- To use the modified wind gauge, hold the lollipop stick horizontally. Ask one or two pupils to blow as hard as they can on the strip. Keep adding small pieces of plasticine to the strip until it only moves slightly when they blow.
- Call each pupil to blow as hard as they can. Make a note of the pupils who can blow it the furthest.
- Add a bit more plasticine, then call the best pupils from the previous round back. The pupil who can move the strip the most is the winner.

#### Follow-up activity

- In groups, the pupils plan a giant concept map on the theme of weather. Suitable branches would be: Good weather (sunny, warm, hot, dry, etc.) Bad weather (wet, windy, cold, etc.) Weather verbs (It's raining, it's snowing, etc.) Extreme weather (hurricanes, lightning, etc.).
- If there is time, the pupils can make the concept map in the lesson. Alternatively, they can make it when there is extra time in future lessons.

# Lesson 12

## Song, review, and self-evaluation

### Objectives

- Sing a song about what you have and haven't done
- Revise the target structure (through the song)
- Review new language from the unit with a game
- Complete a self-evaluation activity
- Dictionary work

### Core language

Review of language used so far

### Other language

*llama, fall off a bike, giant, Chinese*

### Materials

CB p76; AB p83; CD 3; Paper for counters; Incredible Adventure Game poster; Character counters and game cards; Dice (one per class, or one per group); Scoreboard

### Introduce the song

- Explain that you are going to play a song to the pupils. Ask them to listen, and to answer the question *What is this song about?* (Write this question on the board.)
- Play the song while the pupils listen. Ask the pupils to answer the question (*the song is about things you have and haven't done*).
- Ask the pupils to give you more information about the song. Guide them to talking about the activities the character *has* done, and the activities he *hasn't* done.

### CB p76 Activity 1 Guess the missing words. Then listen to the song and check.

- Tell the pupils to open their books and read the song. Ask them to suggest the missing words.
- The pupils write the missing words in their notebooks.
- Play the song again for the pupils to listen and check.

### 3.29

Have you ever climbed a mountain  
Or dived into the sea?  
Have you ever hiked across the hills  
Or learned to skate and ski?

Have you ever surfed on giant waves  
Or flown a Chinese kite?  
Have you ever seen a llama  
Or fallen off your bike?

Well, I've never climbed a mountain  
Or dived into the sea.  
But yes, I've hiked across the hills  
And I've learned to skate and ski.

Well, I've never surfed on giant waves  
Or flown a Chinese kite.  
But yes, I've seen a llama  
And I've fallen off my bike!

**Answers:** 1 mountain 2 kite 3 bike 4 hiked 5 flown  
6 fallen

### CB p76 Activity 2 Play the game.

- Remind the pupils that this game will help them to remember the language they have studied.
- Read the instructions for the revision game. The pupils make their counters and mark them.
- Choose one of the squares and show the pupils how to answer the question / do the task and put one of their marked counters on it.
- The pupils play the game in pairs.
- After the game, ask individual pupils about the language they find easy and the language they need to study more.

**Answers:** (row 1) whale / play / wave / sail / stapler / snail (see AB page 80); horse riding, rock climbing, canoeing (see CB page 70); 'I think the wind is force eight.'; Pupils' own answers

(row 2) Pupils' own answers; 'Has she ever eaten a mango?'; B & Q; Any three adventure sports from CB page 69  
(row 3) Any three adventure sports from CB page 69; Pupils' own answers; Any three items from the Beaufort scale on CB page 74, e.g. 'Smoke goes straight up'; 'Has she ever tried ice skating?'

### Play the Incredible Adventure Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p39).

### AB p83 Look back at the unit. What can you do? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p40).

### Vocabulary record page (optional)

- If you are using the optional Vocabulary record page for this unit with your pupils, they can now add the vocabulary for the 'Learning through English' topic on the reverse of the photocopy, or on a separate piece of paper.
- Pupils can also add any other vocabulary from the unit, for example from the songs and stories (they may need a third page to include this language on).
- Encourage the pupils to look back through the unit and make sure they have included all the words they want to remember.
- The Vocabulary record pages can be completed for homework as necessary.

## Lesson 1

### Objectives

- Review the new language from Units 7–9

### Core language

Review of language used so far

### Materials

AB pp84–85; CD 3

### Introduce the revision language

- Read the list of grammar points in the Grammar box. Say example sentences for each grammar point.
- For each grammar point ask *Which unit did we see this language in?* The pupils identify the units.

### AB p84 Activity 1 Look and write sentences with going to.

- Ask a pupil to read the words in the word pools.
- Read the example sentence and point to Jim in the picture.
- Ask the pupils to complete sentence number 2 (*Jim and Jess are going to have a picnic*).
- The pupils complete the rest of the sentences.

**Answers:** 1 Jim is going to make a video. 2 Jim and Jess are going to have a picnic. 3 The deer is going to eat the ice cream. 4 Tony is going to feed the foxes. 5 Two men are going to paint the wall. 6 The pigeons are going to sit on the camera.

### AB p84 Activity 2 Look and write. Then practise the dialogues.

- Ask a pupil to read the phrases in the word pool.
- Point to the first picture. Ask the pupils to complete the dialogue.
- Repeat with the second dialogue.

**Answers:** 1 paint and brushes, paint my bedroom  
2 got some drinks and sandwiches, are you going to do?, going to have a picnic

### AB p85 Activity 3 Write sentences.

- Ask a pupil to read the activities in the word pool. Ask another pupil to read the time expressions.
- Read the example sentence to the pupils. Ask the pupils to make a sentence with *read a book*, for example *I'm going to read a book this evening*.
- The pupils write suitable sentences with the phrases in the word pool.

**Answers:** (example answers only) 1 I'm going to do my homework after school. 2 I'm going to read a book this evening. 3 I'm going to watch a DVD tomorrow. 4 I'm going to go to the beach in the summer. 5 I'm going to play with my friends on Saturday. 6 I'm going to buy a magazine next week.

### AB p85 Activity 4 Ask and answer. Use the time phrases from Activity 3.

- Read the example dialogue to the pupils.
- Ask another question to a pupil, for example *What are you going to do this summer?* The pupil answers with the activity he / she wrote in Activity 3.
- Practise the dialogue with various pupils asking and answering the questions, using the time expressions from Activity 3.
- The pupils practise the dialogue in pairs.

### AB p85 Activity 5 Complete the dialogue.

- Point to the picture and ask questions about it, such as *What are they doing?* and *What can you buy at the food van?*
- Ask a pupil to read the words in the word pool.
- Read the first question to the pupils. Ask the pupils to complete the answer (*Yes, I did*).
- The pupils complete the rest of the dialogue.

### AB p85 Activity 6 Listen and check. Then practise the dialogue.

- Play the CD for the pupils to listen and check their answers.

### 3.30

Jess: Did you like the film, Jim?  
Jim: Yes, I did.  
Jess: Were you scared?  
Jim: No, I wasn't. The Giant Badger was funny.  
Jess: Are you hungry, Jim?  
Jim: Yes, I am. I'm starving.  
Jess: Do you want some chips?  
Jim: Yes, I do.

**Answers:** 1 Did 2 did 3 Were 4 wasn't 5 Are 6 am  
7 Do 8 do

- Pupils practise reading the dialogue in pairs.

### AB p85 Activity 7 Complete the verb table.

- Read the example for *sleep* in the table.
- The pupils complete the rest of the table.

**Answers:** sleep, slept, slept; visit, visited, visited; eat, ate, eaten; ride, rode, ridden; win, won, won; play, played, played; break, broke, broken; swim, swam, swum; climb, climbed, climbed

# Lesson 2

## Objectives

- Review the new language from Units 7–9

## Core language

Review of language used so far

## Materials

AB pp86–87

### AB p86 Activity 8 Look and complete the sentences.

- Point to the pictures and ask the pupils to say the activities (*play badminton, ride a donkey, eat Indian food, win a lot of money, sleep in a tent, climb a mountain*).
- Show the two Xs for Jim and Jess next to the picture of money, and read the example sentence (*Jim and Jess have never won a lot of money*).
- Show the tick for Jess next to the picture of badminton, and read the example sentence (*Jess has played badminton*.) Ask the pupils to make a sentence about Jim and badminton (*Jim has never played badminton*).
- The pupils make a sentence for each of the other pictures.

**Answers:** 1 Jim and Jess have never won a lot of money.  
2 Jess has played badminton. 3 Jim has eaten Indian food.  
4 Jess has never climbed a mountain. 5 Jim and Jess have slept in a tent. 6 Jim has never ridden a donkey.

### AB p86 Activity 9 Write questions about Jim and Jess.

- Ask the pupils to suggest a suitable question for number 1, for example *Has Jim ever played badminton?*
- The pupils write three more questions about Jim and Jess.

**Answers:** (example answers only) 1 Has Jim ever played badminton? 2 Has Jess ever ridden a donkey? 3 Have they ever won a lot of money? 4 Have they ever slept in a tent?

### AB p86 Activity 10 Now ask your partner the questions.

- Choose one of the pupils to ask a question from Activity 9 and another pupil to answer it.
- Repeat with other pairs of pupils.
- The pupils practise the questions and answers in pairs.

### AB p86 Activity 11 Find, circle and write.

- Point to each of the pictures and ask the pupils to say the words (*robin, pigeon, etc.*).
- Show the pupils the word *robin* circled in the wordsearch, and the word *robin* written next to the picture.
- The pupils find and circle the other words in the wordsearch, then write the words next to the pictures.

## Answers:

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

1 robin 2 pigeon 3 badger 4 fox 5 mouse 6 snail 7 hawk  
8 hedgehog 9 blackbird 10 squirrel 11 caterpillar 12 deer

### AB p86 Activity 12 Ask and answer.

- Read the example dialogue to the pupils.
- Choose another word from the wordsearch and practise the dialogue with a pupil.
- Practise the dialogue with other pupils and other words.
- The pupils practise the dialogue in pairs.

### AB p87 Activity 13 Solve the riddle.

- Ask individual pupils to read the words in the word pool aloud.
- Read the first clue to the pupils, then show the letter *n* in the third blank of the mystery word at the end of the activity.
- Ask the pupils to name the pictures for the second clue (*cook, mechanic*) and say the letter (*c*). The pupils write the letter in the first blank.
- The pupils solve the rest of the clues.

## Answer:

My third letter is in postman and in nine. (N)  
My first letter is in cook and in mechanic. (C)  
My fourth letter is in robin and in fox. (O)  
My eighth letter is in hiking and in badger. (G)  
My second letter is in artist and in hawk. (A)  
My fifth letter is in deer and in mouse. (E)  
My seventh letter is in sailing and in twenty. (N)  
My sixth letter is in skiing and in caterpillar. (I)  
The mystery word is *canoeing*.

### AB p87 Activity 14 Look at the picture. Find, circle and write.

- Read the first instruction to the pupils (*Find five sports*). Ask the pupils to find five sports in the picture.
- Repeat with the second instruction.

**Answers:** Sports – horse riding, windsurfing, mountain biking, canoeing, rollerblading; Jobs – bus driver, artist, waitress, builder, police officer

**AB p87** Activity 15 Now do the activities in the PMB.

The instructions for the Revision Unit PMB activities are in Lesson 3.

## Lesson 3

### Objectives

- Practise past simple and present perfect questions and answers
- Develop oral fluency
- Write a mini biography

### Core language

Review of language used so far

### Materials

Photocopies of the Pupil A and Pupil B revision worksheets for this unit (PMB pp46–47) – one set for each pair of pupils

**PMB pp46–47** Activity 1 Read about Ricky Atkins. Write the details on the timeline.

- Arrange the pupils in pairs. Give one pupil of each pair the Pupil A sheet, and one pupil of each pair the Pupil B sheet.
- Point to the timeline for Ricky Atkins and show the years from 1980 to 2008. Copy the timeline on the board.
- Read the text about Ricky Atkins to the pupils. Read the first sentence again, then show the pupils the example answer *He was born next to 1984* on the timeline on the board.
- Read the second sentence, then call a pupil up to the front to add *He acted in the play 'Dance on' in the UK* to the timeline on the board.
- The pupils complete the rest of the timeline individually. Tell the pupils they can write some answers on the left of the timeline to create more space. When they have finished, ask individual pupils to add the details to the timeline on the board.

**Answers:** 1984 – He was born, 2003 – He acted in the play *Dance on* in the UK, 2005 – He made his first US film, 2006 – *Talk, talk, talk* was the most popular film, 2007 – He married Jane Starling, 2008 – He won an award for *Blue Moonlight*

**PMB pp46–47** Activities 2 and 3

Ask your partner questions about Tina Everett / the Jarvis twins. Complete the timeline.

and

Answer your partner's questions about Tina Everett / the Jarvis twins.

- Show the pupils the Pupil A sheet. Point to the information on the timeline for Tina Everett. Show the pupils the Pupil B sheet. Point to the information on the timeline for the Jarvis twins.
- Make sure the pupils understand that each one has information that the other one needs.

- Ask one of the pupils questions such as *When was she born?* Show the pupils how to add the information to the timeline.
- Choose a pair of pupils and ask one pupil to ask questions to the other. Repeat with other pairs of pupils.
- The pupils take turns to ask and answer questions, and complete the timelines.
- After they have finished, arrange a feedback session: choose pupils to talk about the lives of the rock stars.

**PMB pp46–47** Activity 4 Look back at page 81 in your Activity Book. Write a diary entry for Tina Everett / the Jarvis twins for last week.

- Tell the pupils they are going to write a diary entry for the star(s) whose details are on their photocopy.
- Remind them how they wrote a diary entry in Unit 9, and ask them to look back at page 81 in the Activity Book.
- Ask the pupils to tell you the features of a diary: each entry starts with a date, the entries say what the person did on that day (including where they went, and who or what they saw) and what they thought / felt about it, the entries are in the past tense.
- Talk about how, although many diaries are private, some people choose to write a diary as a 'blog' on the internet. Tell the pupils they can write a 'blog' for their star(s), for their fans to read.
- Brainstorm ideas with the pupils for what Tina or the Jarvis twins might have done in a typical week: *Where did they go? What did they do?* Recast their ideas as necessary, and build up a vocabulary pool on the board, for example (places they went) *recording studio, television studio, hairdressers, film set, department store*, (things they did) *sang, practised, recorded, wrote a new song, made a demo, went to lunch with ..., met her / their agent, gave an interview, went shopping for clothes / make-up, flew to New York, won an award, bought a new house with a swimming pool*, (how they felt) *It was boring, It was brilliant!, It was a great / terrible day, Now I'm really tired / happy*, etc. Encourage pupils to be as imaginative as possible.
- The pupils write the diary entry in their notebooks, or on a separate piece of paper.
- After the pupils have finished, arrange a display of the diaries. Allow the pupils to walk around the class and read each other's diaries. Arrange a class vote to find the most original and interesting diary.



The pupils are now ready to sit the Unit 9 test (see pp185–186), and also the Term 3 test (see pp195–198 for parallel tests A and B and pp203–204 for the listening test).



The pupils are now ready to do the culture lessons on 'Endangered animals' (see p161).



## Thanksgiving (1)

### Objectives

- Learn about the Pilgrims' colony
- Learn vocabulary for Thanksgiving food

### Language

*Pilgrim, ship, winter, life, dead, Native American, plant (v), hunt (v), harvest, pumpkin, corn, dinner, feast, God, traditional, turkey, squash, brussels sprouts, cranberry sauce, pumpkin pie, invite*

### Materials

CB p77; CD 3

### Introduce the topic

- Show the pupils the pictures in the Class Book. Ask *What do you know about the Pilgrim Settlers?* Guide them to suitable answers, and recast their answers as necessary.
- If the pupils are not familiar with the Pilgrim Settlers, give them the basic information.

### CB p77 Activity 1 Read and find the pictures.

- Ask the pupils to look at the first picture and describe what's in it. Recast their answers as necessary.
- Repeat with the other pictures.
- Point to the text in the fact file. Ask individual pupils to read a section each from it. Each time the pupils have read one of the fact file sections, ask *Which picture is it?*

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

### CB p77 Activity 2 Now read again and answer the questions.

- Tell the pupils to read the text again silently.
- Read the first question to the pupils and choose a pupil to answer it.
- Repeat with the other questions.

Answers: 1 very cold 2 in 1621 3 the Native Americans  
4 On the fourth Thursday of November every year  
5 Americans

### CB p77 Activity 3 Look, listen and repeat.

- Play the CD while the pupils listen and repeat chorally.

### 3.31

cranberry sauce – roast potatoes – onions – turkey – squash – brussels sprouts – pumpkin pie

### CB p77 Activity 4 Listen. Which food is not mentioned?

- Explain to the pupils that they are going to listen to two people talking about Thanksgiving dinner, and that they should point to the foods as they hear them mentioned.
- Play the CD.
- Tell the pupils to listen again and say which food is not mentioned.
- Play the CD again, then ask the pupils to identify the food the children didn't talk about.

### 3.32

- English child: Do you like Thanksgiving?  
American child: Yes, I love it!
- English child: What do you have for dinner?  
English child: What do you have for dinner?  
American child: Turkey. We always have turkey. And we have cranberry sauce.
- English child: Do you have vegetables?  
American child: Yes. Roast potatoes. And we we usually have brussels sprouts too.
- English child: Anything else?  
American child: Yes – squash. I love squash.  
English child: What about dessert?  
American child: We have pumpkin pie. It's a traditional dessert at Thanksgiving.
- English child: Is it nice?  
American child: Yes – it's awesome!

Answer: onions

## Thanksgiving (2)

### Objectives

- Learn more about the Pilgrims' colony
- Play a board game about the Pilgrims' first year in the colony

### Language

*site, colony, friendly, catch fish / a turkey, grow corn, smallpox*

### Materials

Pilgrim settlers board game (PMB p48) – one photocopy for each pair of pupils; dice (one for each pair of pupils); counters (one per pupil)

### Introduce the topic

- Talk with the pupils about the Pilgrims and Thanksgiving. Ask the pupils questions such as *When did the Pilgrims land in America? (1620) and Was their first year easy? (No).*

### PMB p48 Preparation

- Read each of the squares on the gameboard to the pupils. Explain any new language as necessary. You will need to give the following information to the pupils as you read the squares:
  - The Native Americans were very suspicious of the Pilgrims when they first met them.

- The Pilgrims met a Native American called Squanto who had spent time in Europe (he was captured by European explorers and taken to Europe by force, but he was later taken back to America). He understood English and was a very useful interpreter for the Pilgrims. He showed the pilgrims how to catch fish and grow corn.
- The Pilgrims had never seen turkeys before they landed.
- Many Native Americans died from diseases after their first contact with European settlers, because these diseases were completely new in their community and they had no resistance to them. Smallpox, the most dangerous of these diseases, killed a very large number of Native Americans.

### **PMB p48** Throw a dice and play the game.

- Arrange the pupils in pairs. Explain the rules of the game:
  - The pupils take turns to throw the dice.
  - They move their counters and read the text on the square they land on.
  - If the square has an arrow pointing forwards, it's good news, so they move forward by the number of squares shown.
  - If it has an arrow pointing backwards, it's bad news, so they move back by the number of squares shown.
  - The first player to get to the Thanksgiving Dinner at the end is the winner.
- As a follow-up activity, the pupils can write a letter from one of the Pilgrims to their family at home. The letter should have a date in December 1621 (after the Thanksgiving Dinner). It should have all the details of the Pilgrims' first year in America.

## Christmas (1)

### Objectives

- Learn about the Christmas celebration in different countries
- Listen, read, and sing a song

### Language

*celebrate, tradition, The Netherlands, Spain, forest, sack, coal, sleigh*

### Materials

CB p78; CD 3

### Introduce the topic

- Talk with the pupils about the Christmas celebration pages they have seen in different levels of *Incredible English*. Recast what the pupils say as necessary.
- Read the introductory text to the pupils.

### **CB p78** Activity 1 Read and find the pictures.

- Ask the pupils to look at the first picture and describe what's happening in it. Recast their answers as necessary.
- Repeat with the other pictures.
- Point to the first text (about the Netherlands). Ask individual pupils to read a sentence each from it. Each time the pupils have read a sentence about one of the pictures, ask *Which picture is it?*
- Repeat with the next set of pictures and the next text (about Sweden).

### Answers:

The Netherlands: **a** Sinterklaas fills their shoes with sweets and nuts. **b** He writes the names of all the children in the book, ... **c** When he arrives in the Netherlands, he rides a horse ... **d** Then he sails in a boat from Spain.

Sweden: **a** He comes through the floor in people's houses. **b** He rides in a sleigh pulled by a goat. **c** He lives in the forest, and he wears a tall red hat. **d** He always says, 'Are there any good children here?' ...

### **CB p78** Activity 2 Listen to the song. Then sing.

- Ask the pupils to read the song. Ask simple comprehension questions such as *What is he doing in the first verse?* and *Who are the toys for?*
- Play the song while the pupils listen and read.
- Play the song again and encourage the children to join in.

### 3.33

(See CB page 77.)

## Christmas (2)

### Objectives

- Read a Christmas play
- Perform a Christmas play
- Revise Christmas vocabulary and traditions

### Core language

Review of language used so far

### Other language

*props, scene, celebrate, a white Christmas, wrap a present, pudding, curtains, perfect, organized*  
*Stop panicking!, Merry Christmas!*

### Materials

Christmas playscript (PMB pp52–53) – one photocopy per pupil; Props as listed on PMB p52 if you wish to perform the play

## A Getting to know the play

### 1 Talking about the pictures

- Point to each of the pictures and ask *What's happening?* Encourage the pupils to give detailed answers, for example *I think they're wrapping presents before Christmas. The man and the woman look worried. Perhaps the woman has a problem with the food.*

### 2 Reading the play

- Ask the pupils to read the play silently.
- Select individual pupils to take a role in the play.
- The selected pupils read the play aloud.

### 3 Talking about the play

- Ask questions about the play, such as *What is the problem with the food?* and *Is Dad good at wrapping presents?*
- Talk with the pupils about how the actors should speak at different parts of the play. Ask the pupils for their suggestions, for example *How is Mum speaking in picture 2? (She's worried).*

- Demonstrate how the actors should sound at different parts of the play, for example, say *The vegetables are nearly ready, but the turkey isn't cooked!* in a very worried way, exaggerating the intonation.
- The pupils repeat the sentences chorally, again exaggerating the intonation.
- The pupils repeat the sentences individually. This will give you a chance to identify the best actors.

## B Performing the play

### 1 Assigning the roles

- Divide the class into groups. Each group needs a minimum of seven pupils (one for each character in the play). Some groups can have up to 10 pupils if necessary, by assigning the roles of Director, Props manager and Stagehand to the extra pupils.
- Talk with the pupils about the roles of Director, Props Manager, and Stagehand:  
Director – tells the actors how to act, and gives them advice to help them act better  
Props manager – keeps all the props in order  
Stagehand – makes sure all the props are in the right place for the actors.

### 2 The props

- Read the list of props to the pupils. Explain any vocabulary as necessary.
- With the pupils, decide which props can be real objects, for example the scissors, and which objects can be made from paper, etc, for example the Christmas tree.
- In their groups, the pupils make the props they need.

### 3 Rehearsing

- Discuss with the pupils the techniques for good acting. Some suggestions are:
  - use suitable intonation to express the way you are feeling
  - use your hands to express the way you are feeling
  - look at the person you are speaking to.
- Demonstrate all of these techniques to the pupils.
- The pupils rehearse the play in their groups. If you want the pupils to learn their parts, they will need to rehearse for several periods over a week or two.

### 4 Performing

- Each group comes to the front of the class to act out the play. If the group has a stagehand, then he / she will need to come to the front as well.
- After the performances, arrange a class vote to decide on the best three actors.

Note that this play is suitable for a performance by the whole class for the other pupils in the school, or for the pupils' parents. If you decide to do this, make a chorus with all the pupils who do not have acting parts; the chorus says the lines of the storyteller at the beginning and the end of the play.

## C Follow-up activities

- The pupils can do one of the following written tasks after the performances. For each of the tasks, give the pupils a suitable way to begin, such as the suggestions below:
  - write a paragraph describing what happened in the play (*It was Christmas Day, and Katy and Jay were very happy. They were ...*)

- write a conversation between Mum and Dad after Christmas. They make plans to be more organized next year (*Mum: Let's organize Christmas better next year. / Dad: That's a good idea. We should ...*)
- write about Christmas in their house (*On Christmas Eve we ...*).

## Chinese New Year (1)

### Objectives

- Learn about Chinese New Year
- Compare and contrast New Year celebrations
- Develop reading skills: skimming
- Read and understand a text

### Language

*moon, mandarin orange, envelope, lantern, dragon, China Chinese, new moon, full moon celebrations, New Year's Day, poem, decorate, midnight, parade, dragon*

### Materials

CB p79; A sheet or blanket with a dragon face / mask attached to one end (optional); Some music to dance to (preferably Chinese music, but not essential) (optional)

### Introduce the topic

- Talk with the pupils about New Year; ask what it is, when it is, and how they celebrate.
- Ask the pupils if they know anything about Chinese New Year. Recast their answers as necessary.

### **CB p79** Activity 1 Read the text quickly. Which things are important in Chinese New Year celebrations?

- Read the words and phrases in boxes at the top of the page. Tell the pupils to read the text quickly and find out which of these things are important in Chinese New Year celebrations. Say *You've got one minute to read and find the answers.* Time the pupils while they read, and stop them after a minute.
- Go through the answers quickly with the pupils. Point to the pictures of the new moon and the full moon and read the labels. Make sure the pupils understand the ideas.

**Answers:** the moon, mandarin oranges, red envelopes, lanterns, a dragon

### **CB p79** Activity 2 Read the text again and answer the questions.

- Tell the pupils that they are going to read the text again, and then answer some questions about it.
- Allow the pupils time to read the text. Explain any vocabulary as necessary.
- Read the questions at the end of the text to the pupils.
- The pupils answer the questions individually in their notebooks.
- Go through the answers with the class.

**Answers:** 1 No, it starts when there is a new moon, between 21st January and 21st February. 2 Four days. 3 On the day before New Year's Day. 4 red 5 On the day before New Year's Day. 6 On New Year's Day. 7 Older people. 8 At the end of the New Year celebrations, when there is a full moon. 9 In the evening. 10 The dancers.

## Fun activity (optional)

- Show the class the sheet / blanket with a dragon mask you brought in. Ask the pupils if they would like to try doing a dragon dance.
- Ask about eight pupils to come to the front. Show them how to stand in a row under the blanket and hold up the edges. One pupil holds up the mask at the front of the blanket so it is visible to the rest of the class.
- Play some music and encourage the pupils to make the dragon 'dance'. Encourage them to make it jump and move its head.
- Repeat with other groups of pupils and ask the class to say which 'dragon' was best.

## Chinese New Year (2)

### Objectives

- Learn about Chinese dragons
- Make and label a picture of a Chinese dragon

### Language

*camel, scales, horns, paws, claws, stomach*

Review of language from the previous lesson

### Materials

CD 3; 'Make a Chinese Dragon' worksheet (PMB p49) – one photocopy per pupil; 1 piece of paper per pupil; Glue; Crayons

### Introduce the topic

- Talk with the pupils about dragons in Chinese culture. Ask questions such as *What do Chinese people do with a dragon at New Year? (dance)*.
- Explain that dragons are an important part of Chinese culture, and people think they are lucky. Explain that Chinese dragons are different from dragons in lots of other cultures. The pupils are going to learn about Chinese dragons.

### **PMB p49** Activity 1 What is a Chinese dragon made of? Listen and complete the labels.

- Give each pupil a copy of the 'Make a Chinese dragon' worksheet from PMB page 49.
- Explain to the pupils that the traditional Chinese dragon is made up of a combination of parts of other animals.
- Read the words in the word pool to the pupils and check comprehension. You will need to teach the new word *camel*.
- Tell the pupils that they are going to listen to a description of a Chinese dragon, and that they should complete the labels on the worksheet, using the words in the word pool.
- Play the CD while the pupils listen and write the answers.

### 3.34

A dragon has got a head like the head of a camel. It's got the scales of a fish. It's got horns which are like the horns of a deer. Its ears are like a cow's ears, and its eyes are like a rabbit's eyes. Its neck is like a snake and its stomach is like a shell. It's got the paws of a tiger and on the paws it's got the claws of an eagle.

**Answers:** a head like a camel, a neck like a snake, horns like a deer, a stomach like a shell, claws like an eagle, scales like a fish, ears like a cow, eyes like a rabbit, paws like a tiger

### **PMB p49** Activity 2 Cut out the puzzle pieces and make the dragon picture.

- Point to the jumbled picture at the bottom of the page, and explain that it is a picture of a Chinese dragon.
- The pupils cut out the pieces, and solve the jigsaw puzzle to make the dragon picture.
- The pupils stick the completed picture onto a piece of paper.
- The pupils can use crayons to colour their dragon pictures.

### **PMB p49** Activity 3 Stick the labels onto your dragon picture.

- Show the pupils how to cut out the labels from Activity 1 and stick them next to the corresponding parts of the dragon. (Alternatively, they can stick the labels around the edge of the picture, and draw arrows to link the labels to the relevant part.)
- The pupils can add the title *A Chinese dragon*.
- Arrange a class display of the dragons. Allow the pupils to move around the class and see each other's dragons. Arrange a class vote to find the most attractive dragons.

# Children around the world

(To be taught after Unit 3.)

## Scouts (1)

### Objectives

- Learn about the Scouting movement around the world
- Develop reading skills, including skimming
- Develop oral fluency

### Language

*Scout, countries, territories, world, community, badge, uniform, camping, skills, make a fire, tent, citizenship, clear up, rubbish, safe, turn over, change direction, Poland, British, repair, read a map, plan (v), ride (n), accident*

### Materials

CB pp80–81; CD 3

### Introduce the topic

- Talk with the pupils about Scouts and Scouting. Ask questions such as *Are any of you Scouts / Guides? Do you know any Scouts / Guides? What do Scouts / Guides do?* Recast the pupils' answers as necessary.

### CB pp80–81 Activity 1 Read quickly and match the photos to the children. Then listen and read.

- Point to each of the pictures and ask *What are they doing?* (*They're sailing, They're camping, They're cleaning the beach.*)
- Tell the pupils to read the speech bubbles for the three Scouts and match each child with an activity in photos a–c. Give the pupils a time limit of, for example, a minute to match the children and the photos.

Answers: a Anya b Ben c Harry

- Play the CD while the pupils listen and read.

### 3.35

(See CB pages 80–81.)

### CB p81 Activity 2 Answer the questions. Use the texts to help you.

- Read the first question to the pupils and ask *Which paragraph is the answer in?* (the first one). The pupils answer the question (*more than 28 million*).
- Repeat with the other questions.

Answers: 1 more than 28 million 2 on their uniforms 3 for two weeks 4 on the fire 5 a week 6 in a lake 7 four months.

### CB p81 Activity 3 Listen and find the badges.

- Point to each of the badges and ask *What do you think this badge is for?* Guide the pupils to making suitable answers, and recast their answers as necessary.
- Play the first conversation on the CD. Ask *Which badge is it?* The pupils identify the badge.
- Repeat with the other conversation.

### 3.36

- 1 Child 1: I like your new badge.  
Child 2: Thanks!  
Child 1: What did you do to get it?  
Child 2: Well, I had to learn how to repair my bike and keep it clean.  
Child 1: Uh huh.  
Child 2: And I learned how to read a map, and understand road signs.  
Child 1: That sounds good.  
Child 2: Then I had to plan a ride.  
Child 1: How far did you ride?  
Child 2: 40 kilometres! It was hard work!  
Presenter: Which badge is it?
- 2 Child 3: Look. I've got a new badge.  
Child 4: What did you do to get it?  
Child 3: I learned lots of things!  
Child 4: What kind of things?  
Child 3: I learned about the best clothes for cold weather and snow.  
Child 4: Uh huh.  
Child 3: And I learned about the best places to ski ... and what to do in an accident.  
Child 4: What else did you do?  
Child 3: I did 16 hours of snowsports.  
Child 4: Fantastic!  
Child 3: That was the best bit!  
Presenter: Which badge is it?

Answers: 1 the cycling badge (the badge in the middle with a bike on it) 2 the snowsports badge (the badge on the far left)

- Talk with the pupils about each of the conversations. Ask questions such as *What did he / she have to do to get the cycling / snowsports badge?*
- Point to the other badges and ask *What do you think you have to do for this badge?* Recast the pupils' answers as necessary.
- Read the *Talking point* box. Ask the pupils which badge they would like to get. Encourage the pupils to give reasons for their opinions.

## Scouts (2)

### Objectives

- Develop reading skills
- Design a new scouting badge

### Language

*buy, transport, store, safely, well, design, snowsports, safety, protective clothing, test, photographer, image*

### Materials

'Scouting badges' worksheet (PMB p50) – one photocopy per pupil

### Introduce the topic

- Ask the pupils to recall what they learnt about Scouts in the previous lesson. Ask questions such as *Can you remember the names of any badges?* and *What do you have to do to win these badges?*
- Explain that the pupils are going to learn about more Scout badges, and then they are going to design their own badge.

### **PMB p50** Activity 1 Read about the badges. Complete the table with information.

- Point to each of the badges and ask *What do you think this badge is for?* Recast the pupils' answers as necessary.
- Tell the pupils to read about the badges. Explain any vocabulary as necessary. Show the table to the pupils and ask them for suggestions to complete the entry for the Camp Cook badge.
- The pupils complete the rest of the table with information for the texts.

Answers:

Badge	What do you have to know about?	What do you have to do?
Camp Cook	<i>buying, transporting and storing food; how to cook safely and well</i>	<i>design a day's menu for six scouts, cook for six scouts for a day</i>
Snowsports	<i>safety and protective clothing for snowsports</i>	<i>a test of skill in a snowsport, 16 hours of snowsports</i>
Camper	<i>where to put your tent, the best way to put your tent up, how to store food, how to make a camp fire</i>	<i>spend 15 nights in a tent, cook a meal for six scouts</i>

### **PMB p50** Activity 2 Look at row 4 of the table and complete the text

- Ask the pupils to look at the bottom row of the table and complete the text about the badge.

Answer: Photographer, works, care for it, black and white

### **PMB p50** Activity 3 Design a new Scout badge and write about it.

- Ask the pupils to suggest ideas for new Scout badges (*craft, computing, helping people, etc.*).

- For each suggestion, ask the pupils to suggest a few things the Scouts have to do or know to get the badge. Write their suggestions on the board.
- The pupils decide which badge they are going to design on the worksheet. They then make two lists in their notebooks showing all the things the Scouts have to do and know to get the badge – they use the suggestions on the board and any others they can think of.
- The pupils then use their lists to write a paragraph in their notebooks about their badge, using the text in Activity 2 as a model.
- When you have checked their work, the pupils copy the final version of their paragraph onto the worksheet, and draw a design for their badge next to this.

(To be taught after Unit 6.)

## History all around us (1)

### Objectives

- Learn about everyday sources of historical information
- Develop reading skills including skimming
- Develop oral fluency

### Language

*battle, the past, local history, plague, sick, medicine, Ireland, secret (adj), great-great-grandfather, marry, In those days ..., attic, chest, date, expensive, land, lock (v)*

### Materials

CB pp82–83; CD 3

### Introduce the topic

- Read the introduction text in the blue box to the pupils. Explain any vocabulary as necessary. Ask the children to suggest ways that life was different a hundred years ago, five hundred years ago, and a thousand years ago.
- Explain that the children on this page are talking about examples of history they have found.

### **CB pp82–83** Activity 1 Read quickly and match the photos to the children. Then listen and read.

- Point to each of the photos and ask *What is it? (It's some old letters, It's an old house, etc.)*.
- Tell the pupils to read what each of the children says and match each child with a photo. Give the pupils a time limit of, for example, a minute to match the children and the pictures. Explain any new vocabulary as necessary, e.g. *chest*.

Answers: a Jimmy b Jan c Rebecca

- Play the CD while the pupils listen and read.

### 3.37

(See CB pages 82–83.)

**CB pp82–83** Activity 2 Find these words in the text.

- Point to the first picture and say *Can you find the word in the text? (great-great-grandfather)*. If necessary, guide the pupils to looking at the underlined words in the texts.
- Repeat with the other pictures.

Answers: 1 great-great-grandfather 2 expensive  
c medicines 3 attic 4 plague 5 marry

**CB pp82–83** Activity 3 Answer the questions. Use the texts to help you.

- Read the first question to the pupils. Ask *Which paragraph is the answer in? (the second one – the first speech bubble)*. The pupils answer the question (*because there wasn't a hospital*).
- Repeat with the other questions.

Answers: 1 because there wasn't a hospital 2 because there weren't any good medicines 3 a letter 4 they used horses  
5 sugar 6 because sugar was expensive

- Talk with the pupils about what the children say. Ask questions such as *Which bit of history do you think is the most interesting?*
- Read the *Talking point* box. Ask the pupils to suggest ways life was different for their grandparents. Encourage the pupils to give reasons for their opinions. Recast their answers as necessary.

## History all around us (2)

### Objectives

- Read a play about discovering history around us
- Perform a play about discovering history around us

### Core language

Review of language used so far

### Other language

*prize, ancient, dig, flowerpot, spade, trowel*

### Materials

'A History play' playscript (PMB pp54–55) – one photocopy per pupil; Props as listed on PMB page 54 if you wish to perform the play

## A Getting to know the play

### 1 Talking about the pictures

- Point to each of the pictures and ask *What's happening?* Encourage the pupils to give detailed answers, for example *They're digging in the garden. They've found a lot of things, but they aren't interesting things. They don't look very happy.*

### 2 Reading the play

- Ask the pupils to read the play silently.
- Select individual pupils to take a role in the play.
- The selected pupils read the play aloud.

### 3 Talking about the play

- Ask questions about the play, such as *What did Matt, Gemma, and Sam do?* and *Did they find something special?*
- Talk with the pupils about how the actors should speak at different parts of the play. Ask the pupils for

their suggestions, for example *How is Matt speaking in picture 3? (He's tired and unhappy)*.

- Demonstrate how the actors should sound at different parts of the play, for example *Oh dear. Well ... get that bowl. Let's put everything inside it and take it to school in a very tired, depressed way, exaggerating the intonation.*
- The pupils repeat the sentences chorally, again exaggerating the intonation.
- The pupils repeat the sentences individually. This will give you a chance to choose the best actors.

## B Performing the play

### 1 Assigning the roles

- Divide the class into groups. Each group needs a minimum of seven pupils (one for each character in the play). Some groups can have up to 10 pupils if necessary, by assigning the roles of Director, Props Manager and Stagehand to the extra pupils.
- Talk with the pupils about the roles of Director, Props Manager and Stagehand:  
Director – tells the actors how to act, and gives them advice to help them act better  
Props Manager – keeps all the props in order  
Stagehand – makes sure all the props are in the right place for the actors.

### 2 The props

- Read the list of props to the pupils and write it on the board. Explain any vocabulary as necessary (for example *spade, trowel, flowerpot*).
- With the pupils, decide which props can be real objects, for example the soft drink can; which objects can be made from paper, etc., for example the bone; which objects will have to be imaginary, for example the spade.
- In their groups, the pupils make the props they need.

### 3 Rehearsing

- Discuss with the pupils the techniques for good acting. Some suggestions are:
  - use suitable intonation to express the way you are feeling
  - use your hands to express the way you are feeling
  - look at the person you are speaking to.
- Demonstrate all of these techniques to the pupils.
- The pupils rehearse the play in their groups. If you want the pupils to learn their parts, they will need to rehearse for several periods over a week or two.

### 4 Performing

- Each group comes to the front of the class to act out the play. If the group has a stagehand, then he /she will need to come to the front as well.
- After the performances, arrange a class vote to decide on the best three actors.

## C Follow-up activities

- The pupils can do one of the following written tasks after the performances. For each of the tasks, give the pupils a suitable way to begin, such as the suggestions below:
  - write a paragraph describing what happened in the play (*The teacher asked her pupils to look for interesting, old objects. Jason decided to ...*)

- write a conversation between Matt and his mother when he gets home. He tells her about what happened at school (*Mum: Hello, dear. Did you have a good day at school? / Matt: I had a fantastic day! I took that old bowl to school, and ...*)
- write a story about finding something old and interesting in their house (*Our teacher asked us to bring old, interesting things to the class, so I decided to ...*).

(To be taught after Unit 9.)

## Endangered animals (1)

### Objectives

- Learn about endangered animals
- Develop reading and listening skills

### Language

*turtle, Scotland, endangered species, concrete, autumn, winter, pile, leaves, perfect, hibernate, drive, injured, vet, in danger, tourist, fishermen, net, jewellery, law, protect, disappear, forever*

### Materials

CB pp84–85; CD 3

### Introduce the topic

- Talk with the pupils about conservation and endangered animals. Ask them to recall what they have learned in other levels of *Incredible English* about this, and what they have learned in other lessons at school about it.

### CB pp84–85 Activity 1 Guess the answers to these questions. Then listen, read and check.

- Point to the pictures of hedgehogs and turtles and say the names of the animals.
- Read the two questions (a and b), then point to the pictures underneath and ask the pupils *What do you think?* The pupils identify which pictures show problems for hedgehogs, and which problems show problems for tourists. Encourage them to give reasons for their choices.
- Play the CD while the pupils listen and read. Ask the pupils to compare their guesses with the information they have just listened to and read.

### 3.38

(See CB pages 84–85.)

#### Answers:

problems for hedgehogs: not enough places to live / gardens with concrete, cars

problems for turtles: too many tourists, people eat their eggs, fishermen catch the turtles, people make jewellery from their shells

### CB p85 Activity 2 Write true or false. Use the texts to help you.

- Read the first sentence to the pupils and ask *Is that true or false?* The pupils answer and write their answers in their notebooks.
- Repeat with the other questions.

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

### CB p85 Activity 3 Listen and find the photos.

- Point to each of the photos and ask *What's happening in this photo?* Recast the pupils' answers as necessary.
- Play the first section of the CD and ask *Which photo is it?* The pupils identify the photo.
- Repeat with the other sections.

### 3.39

- Adult 1: What happened?  
Adult 2: I think it got stuck in some rubbish. A man found it next to the road.  
Adult 1: Is it hurt?  
Adult 2: Yes – but it's going to be OK. I'm going to give it some medicine.  
Adult 1: Shall I help you?  
Adult 2: Yes please.
- Adult 3: Come on, follow me. Ssh. Now – stand still, and look over there.  
Child 1: Where?  
Child 2: There. On the sand.  
Child 1: I think I can see something.  
Child 2: Me too. It's moving!  
Child 1: And there's another one!
- Child 3: Where did you put the food?  
Child 4: Over there, in the corner of the garden.  
Child 3: Shall we go and look?  
Child 4: Yes. Come on.  
Child 3: (*whispering*) Hey look!  
Child 4: It's eating! I think it's hungry!

Answers: 1 the bottom right photo on page 84 2 the top right photo on page 85 3 the bottom left photo on page 84

- Read the *Talking point* box. Ask the pupils what they know about endangered animals in their own country. Discuss what people can do to protect these animals.

## Endangered animals (2)

### Objectives

- Learn more about endangered animals
- Develop reading skills including taking notes
- Write about an endangered animal

### Language

*snow leopard, burrowing owl, African, leopard, thick, fur, China, India, Russia, barn owl, hole, ground, habitat, agriculture*

### Materials

'Endangered animals' worksheet (PMB p51) – one photocopy per pupil

### Introduce the topic

- Talk with the pupils about what they learnt in the previous lesson. Ask questions such as *Why are cars dangerous for hedgehogs?* and *What do people use turtle shells for?*

### PMB p51 Activity 1 Read about the snow leopard and add the information to column 1 of the table.

- Show the pupils the picture of the snow leopard and ask *What do you know about this animal?* Recast the pupils' answers as necessary.
- Ask the pupils to read the text silently.



- The pupils add the information about the snow leopard to the table.

**Answers:**

	<b>Snow leopard</b>
What type of animal are they?	<i>large mammals</i>
How big are they?	<i>two metres long</i>
What do they look like?	<i>similar to African leopards, with thick white or grey fur / brown and black spots</i>
Where do they live?	<i>in the mountains of China, India and Russia</i>
What do they eat?	<i>sheep, goats, mice and birds</i>
How many are there?	<i>about 4 or 5 thousand</i>
Why are they in danger?	<i>people hunt them for their fur</i>

**PMB p51 Activity 2 Write about burrowing owls.**

- Show the pupils the picture of the burrowing owl. Read the information in the table to the pupils.
- The pupils add the information from the table to the paragraph about burrowing owls.
- Explain any vocabulary as necessary, for example *barn owl, hole, ground, habitat, agriculture*.

**Answer:**

Burrowing owls are medium-sized birds. They are about 25 cm high. They are similar to barn owls. They have yellow eyes, brown spotted feathers and long legs. They live in holes in the ground, in North America. They eat mice, insects and frogs. There are about 20 thousand. They are endangered because people destroy their habitat for agriculture.

**PMB p51 Activity 3 Choose an endangered animal in your country.**

- Ask the pupils to suggest endangered animals in their country.
- For each animal, ask the pupils to suggest information to add to the table.
- The pupils choose one of the endangered animals and complete the table with information about it.
- The pupils write a paragraph in their notebooks about the animal they chose. They use the paragraphs about snow leopards or burrowing owls as a model, and add the information from the table.
- If there is time, the pupils can draw a picture of the animal to go next to their paragraph.

# Test transcripts / answers

(All listenings are provided at the end of CD 3.)

## Unit tests

### Unit 1 Test

#### 1 Read and write numbers.

**Answers:** 1 man reading a newspaper 2 man reading an encyclopedia 3 woman carrying a magazine 4 woman carrying a dictionary 5 boy looking at a website 6 boy looking at a notice 7 girl reading a comic 8 girl looking at an atlas 9 two boys looking at a poster 10 two girls looking at a leaflet 11 two boys looking at a calendar

#### 2 Look and write.

**Answers:** 1 There wasn't 2 There were 3 There wasn't 4 There weren't 5 Were there 6 Was there

#### 3 Listen, write and draw.

##### 3.40 Transcript / Answers

**Adult:** This is your name and address card. Write your name on the thick line, in capital letters.  
**Child:** Write my name on the thick line – OK – in capital letters. Now what?  
**Adult:** Now write your address on the thin line. Use capital letters and small letters.  
**Child:** Capital letters and small letters?  
**Adult:** Yes.  
**Child:** OK, I've done that. Anything else?  
**Adult:** There's one last thing. Draw a picture of yourself in the box.

### Unit 2 Test

#### 1 Read, look and circle.

**Answers:** 1 saucer 2 jug 3 knife 4 mug 5 saucer 6 cup 7 bottle 8 bowl 9 mug 10 bowl 11 glass

#### 2 Listen and tick or cross.

##### 3.41 Transcript

**Adult:** Hello, Tom and Sue. I'm going to ask you some questions about when you were five.  
**Tom and Sue:** OK!  
**Adult:** OK ... Sue, could you swim?  
**Sue:** Yes, I could. I love swimming!  
**Adult:** Could you fly?  
**Sue:** No, I couldn't! That's silly!  
**Adult:** And could you run fast?  
**Sue:** Oh, I'm not sure. Um, no, I couldn't.  
**Adult:** Thanks, Sue. Now it's your turn, Tom. Are you ready?  
**Tom:** I'm ready.  
**Adult:** OK. Could you swim?  
**Tom:** No, I couldn't.  
**Adult:** Could you fly?  
**Tom:** I couldn't fly. And I still can't fly.  
**Adult:** And could you run fast?  
**Tom:** Yes, I could. And I can run even faster now!

**Answers:**

	swim	fly	run fast
Sue	✓	✗	✗
Tom	✗	✗	✓

#### 3 Look and write

**Answers:** 1 bull 2 bison 3 goat 4 rhino 5 mammoth 6 deer

### Unit 3 Test

#### 1 Look and write.

**Answers:** 1 The chemist is on Red Lion Street. 2 The hospital is on Middle Road. 3 The castle is on Top Street. 4 The supermarket is on Green Street. 5 The police station is on Oak Street. 6 The restaurant is on West Street. 7 The theatre is on Hills Road. 8 The hotel is on Fox Road. 9 The museum is on Kings Road. 10 The church is on Church Road. 11 The market is on Mill Road.

#### 2 Read and write the day.

**Answers:** 1 Wednesday 2 Monday 3 Friday 4 Tuesday 5 Saturday 6 Thursday

#### 3 Listen and complete the sums.

##### 3.42 Transcript / Answers

**Adult:** Now, I'm going to say some sums. You need to write the missing numbers and signs.  
**Child:** OK.  
**Presenter:** This is an example.  
1 **Adult:** 9000 minus 6500 equals 2500.  
**Presenter:** Now you listen and write.  
2 **Adult:** 3200 plus 1400 equals 4600.  
**Child:** 3200 ... plus 1400 ... equals 4600.  
3 **Adult:** 7300 minus 5100 equals 2200.  
**Child:** 7300 ... minus 5100 ... equals 2200.  
4 **Adult:** 1800 plus 8100 equals 9900.  
**Child:** 1800 ... plus 8100 ... equals 9900. Finished!

**Answers:**

- 1 9000 – 6500 = 2500
- 2 3200 + 1400 = 4600
- 3 7300 – 5100 = 2200
- 4 1800 + 8100 = 9900

### Unit 4 Test

#### 1 Read, look and circle.

**Answers:** 1 paint 2 paintbrushes 3 wire 4 card 5 drawing pins 6 string 7 tape 8 stapler 9 glue 10 straws 11 card

#### 2 Look and write the questions.

**Answers:** 1 Who did you go with? 2 Where did you go? 3 What did you have for lunch? 4 What did you eat? 5 What did you do? 6 When did you go home?

### 3 Listen and write the numbers and words.

#### 3.43 Transcript

The camera was invented in 1826 in France. The camera is number 1. Write number 1 next to the camera and write *camera*.

The teabag was invented in 1908 by Thomas Sullivan, in the USA. The teabag is number 2. Write number 2 next to the teabag and write *teabag*.

The fridge was invented by Jacob Perkins, from the USA, in 1834. The fridge is number 3. Write number 3 next to the fridge and write *fridge*.

The zip was invented in Sweden in 1914. The zip is number 4. Write number 4 next to the zip and write *zip*.

The microwave oven was invented in 1946. The microwave oven is number 5. Write number 5 next to the microwave oven and write *microwave oven*.

The mobile phone was invented in the USA in 1979. The mobile phone is number 6. Write number 6 next to the mobile phone and write *mobile phone*.

**Answers:** a 5 microwave oven b 3 fridge c 6 mobile phone  
d 1 camera e 2 teabag f 4 zip

### Unit 5 Test

#### 1 Read and number.

**Answers:**



#### 2 Look and write.

**Answers:** 1 He was playing football. 2 She was reading a newspaper. 3 She was watching television. 4 They were doing the washing up. 5 He was eating pizza. 6 They were watching a film at the cinema.

### 3 Listen and write numbers.

#### 3.44 Transcript

Presenter: This is an example:

1 Adult: The girl's playing the tambourine. The boy's playing the trumpet.

Presenter: Now you listen and write the numbers.

2 Adult: The boy's playing the electronic keyboard. The girl's got a drum.

3 Adult: The boy's playing the electronic keyboard, and the girl's playing the clarinet.

4 Adult: The girl's playing the violin, and the boy's playing the piano.

5 Adult: The girl's got a clarinet, and the boy's got a trumpet.  
6 Adult: The girl's got a drum, and the boy's got a tambourine.

**Answers:**



### Unit 6 Test

#### 1 Read and write true or false.

**Answers:** 1 true 2 false 3 true 4 false 5 true 6 true  
7 false 8 true 9 false 10 false 11 false 12 true

#### 2 Read, count and write.

**Answers:** 1 He's got too many 2 He hasn't got enough  
3 He's got enough 4 He's got enough 5 He's got too much  
6 He hasn't got enough

### 3 Listen and draw lines.

#### 3.45 Transcript

This is an example.

- Find the foods that are high in fat. Draw a line from the word *fat* to these foods.  
Now you listen and draw.
- Find the foods that are high in fibre. Draw a line from the word *fibre* to these foods.
- Find the foods that are high in starch. Draw a line from the word *starch* to these foods.
- Find the foods that are high in protein. Draw a line from the word *protein* to these foods.
- Find the foods that are high in calcium. Draw a line from the word *calcium* to these foods.
- Find the foods that are high in vitamins. Draw a line from the word *vitamins* to these foods.

**Answers:** Lines from: fat to the butter and nuts, fibre to the brown bread and cereal, starch to the potatoes and pasta, protein to the beef and salmon, calcium to the milk and cheese, vitamins to the fruit and vegetables

### Unit 7 Test

#### 1 Read, look and circle.

**Answers:** 1 pigeon 2 hawk 3 robin 4 blackbird 5 badger  
6 deer 7 squirrel 8 hedgehog 9 mouse 10 caterpillar 11 fox

#### 2 Look and write.

**Answers:** 1 I'm going to go to 2 Where are you going to  
3 I'm going to go 4 I'm going to go to 5 Are you going to  
6 I'm going to eat

### 3 Listen, circle and write.

#### 3.46 Transcript / Answers

Plants use the energy from the sun to grow. They grow into food for some animals. We call plants producers because they produce food. Draw a blue circle around the producers and write the word *producers* under the picture.

Herbivores eat plants. Draw a red circle around the herbivores and write the word *herbivores* under the picture.

Carnivores eat animals. Draw a green circle around the carnivores and write the word *carnivores* under the picture.

Omnivores eat plants and animals. Draw a yellow circle around the omnivores and write the word *omnivores* under the picture.

All animals are consumers, because they consume food. Draw black circles around all the pictures of consumers.

**Answers:** omnivores, producers, carnivores, herbivores

## Unit 8 Test

### 1 Read and number.

**Answers:** 1 the artist's hat. 2 the secretary's bag. 3 the shop assistant's jacket. 4 the mechanic's bag. 5 the postman's bag. 6 the bus driver's jacket. 7 the cook's hat. 8 the waitress's bag. 9 the builder's jacket. 10 the police officer's hat. 11 the cleaner's hat.

(1st row: 8, 6, 5, 10, 4, 7; 2nd row: 3, 1, 11, 2, 9)

### 2 Write.

**Answers:** 1 Do you like 2 Have you got 3 Can you play  
4 Were you in 5 Did you go 6 Are you

### 3 Listen, colour and draw.

#### 3.47 Transcript / Answers

Adult: Can you find a triangle?

Child: Yes, I've found it.

Adult: Draw one more triangle.

Child: OK. [PAUSE] What next?

Adult: Now find two rectangles. Draw one more rectangle, and colour all the rectangles blue. [PAUSE]

Find an octagon and colour it yellow. [PAUSE]

Find a pentagon and colour it green. [PAUSE]

And, finally, find a square, and colour it red. [PAUSE]

Look. I've finished!

## Unit 9 Test

### 1 Listen and write numbers.

#### 3.48 Transcript

Look at the children from class 5. Can you remember what they did on the adventure sports holiday?

- 1 Look, there's Tom.  
Did he go rock climbing?  
No, he went mountain biking.
- 2 There's Molly.  
Did she go rollerblading?  
Yes, she did.
- 3 And that's Mark.  
Did he go hiking?  
No, he went windsurfing.

- 4 There's Beth.  
Did she go rock climbing?  
Yes, she did.
- 5 There's Jack.  
Did he go snowboarding?  
No, he went skiing.
- 6 There's Mia.  
Did she go ice skating?  
Yes, she did.
- 7 There's Eddie.  
Did he go sailing?  
No, he went snowboarding.
- 8 There's Eve.  
Did she go canoeing?  
Yes, she did.
- 9 There's Dan.  
Did he go windsurfing?  
No, he went abseiling.
- 10 There's Lily.  
Did she go hiking?  
Yes, she did.
- 11 There's Max.  
Did he go rollerblading?  
No, he went go-karting.

**Answers:**



### 2 Look and write questions and answers.

**Answers:**

- 1 Has she ever ridden a horse? Yes, she has.
- 2 Has she ever walked on stilts? No, she hasn't.
- 3 Has she ever done judo? Yes, she has.
- 4 Has he ever done judo? Yes, he has.
- 5 Has he ever ridden a horse? No, he hasn't.
- 6 Has he ever walked on stilts? Yes, he has.

### 3 Write.

**Answers:** 1 smoke 2 umbrella 3 roof 4 twig 5 leaf  
6 branch

## Term tests

Two parallel tests are provided for the reading and writing component of each term test (see p9 for an explanation of how to use the parallel tests A and B). One listening test is provided for each term.

### Term 1 Test A

#### 1 Look and write.

Answers: 1 reading a magazine 2 carrying a newspaper  
3 looking at a website 4 in the middle of the table  
5 reading a leaflet 6 on the saucer

#### 2 Look and read. Write *true* or *false*.

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

#### 3 Read and choose the best answer.

Answers: 1 A 2 C 3 A 4 B 5 C 6 C

### Term 1 Test B

#### 1 Look and write.

Answers: 1 looking at an atlas 2 carrying a dictionary  
3 reading a poster 4 next to the glass 5 on the plate  
6 looking at a calendar

#### 2 Look and read. Write *true* or *false*.

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

#### 3 Read and choose the best answer.

Answers: 1 B 2 A 3 B 4 A 5 B 6 A

### Term 2 Test A

#### 1 Look and write.

Answers: 1 watering the plants 2 sausages and chips  
3 paintbrush 4 lamb stew and mashed potato 5 doing the washing up 6 paint

#### 2 Look and read. Write *true* or *false*.

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

#### 3 Read and choose the best answer.

Answers: 1 A 2 B 3 A 4 B 5 C 6 B

### Term 2 Test B

#### 1 Look and write.

Answers: 1 putting out the rubbish 2 strawberry ice cream  
3 stapler 4 apple pie 5 vacuuming the carpet 6 paper clips

#### 2 Look and read. Write *true* or *false*.

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

#### 3 Read and choose the best answer.

Answers: 1 C 2 C 3 B 4 A 5 B 6 C

### Term 3 Test A

#### 1 Look and write.

Answers: 1 firefighter 2 caterpillar 3 windsurfing  
4 canoeing 5 artist 6 hedgehog

#### 2 Look and read. Write *true* or *false*.

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

#### 3 Read and choose the best answer.

Answers: 1 B 2 B 3 B 4 C 5 C 6 A

### Term 3 Test B

#### 1 Look and write.

Answers: 1 squirrel 2 rock climbing 3 mechanic 4 builder  
5 blackbird 6 rollerblading

#### 2 Look and read. Write *true* or *false*.

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

#### 3 Read and choose the best answer.

Answers: 1 A 2 B 3 B 4 B 5 C 6 A

### Term 1 Listening test

#### 1 Listen and tick (✓) the box.

##### 3.49 Transcript

- 1 Adult: What did you do at the weekend?  
Child: I went to the zoo on Saturday.  
Adult: What animals were there?  
Child: There were some zebras and monkeys, but there weren't any giraffes.  
Adult: Were there any crocodiles?  
Child: No, there weren't.
- 2 Adult: Could you swim when you were five?  
Child: Yes, I could.  
Adult: Could you run?  
Child: Yes, and I could ski.
- 3 Child 1: Where is the hospital?  
Child 2: It's on Bell Street. And the cinema is on Hills Road.
- 4 Child 1: What did she buy at the supermarket?  
Child 2: She bought some grapes. She didn't buy any apples. She didn't buy any chocolate bars, but she bought a cake.
- 5 Adult: Was there a castle in the town you saw at the weekend?  
Child: Yes, there was. It was on Bridge Street. And there was a swimming pool, too, but there wasn't a church.
- 6 Adult: Did you watch TV yesterday?  
Child: Yes, I did. Then I played football and went to a restaurant.

Answers: 1 C 2 B 3 B 4 A 5 C 6 A

## 2 Listen and write.

### 3.50 Transcript

- Teacher: Hello, class. Welcome back. I hope you all had a good holiday. Can you tell me about your holidays? What about you, Amanda? Did you go away?
- Amanda: Yes. I went to the beach with my mum and dad, and we stayed in a hotel.
- Teacher: What was it called?
- Amanda: It was called the Sefton Hotel.
- Teacher: How do you spell that?
- Amanda: That's S-E-F-T-O-N – Sefton.
- Teacher: Where was it?
- Amanda: It was in Brighton. That's B-R-I-G-H-T-O-N.
- Teacher: Write that in capitals letters on the thick line please.
- Amanda: OK. B-R-I-G-H-T-O-N.
- Teacher: Was there a swimming pool?
- Amanda: No, but we swam in the sea.
- Teacher: Were there any restaurants?
- Amanda: Yes, there were. The food was great.
- Teacher: How many?
- Amanda: Three, but one was closed. Only two were open.
- Teacher: And did you buy any presents?
- Amanda: Yes, I bought a present for you!
- Teacher: Oh, it's a lovely poster of Brighton – thank you!
- Amanda: You're welcome.

**Answers:** 1 Hotel: Sefton Hotel 2 Place: BRIGHTON (on thick rule) 3 Was there a swimming pool? No 4 How many restaurants open? Two 5 Did you buy presents? Yes

## Term 2 Listening Test

### 1 Listen and tick (✓) the box.

#### 3.51 Transcript

- 1 Waitress: What would you like to eat?  
Customer: I'd like roast beef and a jacket potato, please.  
Waitress: Would you like salad or vegetables?  
Customer: Vegetables, please.  
Waitress: Would you like dessert? We have apple pie or chocolate ice cream.  
Customer: No thanks. I don't like apple pie or ice cream. Have you got any milkshakes?  
Waitress: Yes, we've got chocolate or strawberry.  
Customer: Can I have a chocolate milkshake, please?
- 2 Adult: What were you doing yesterday at five o'clock, Joe? Were you playing football?  
Joe: No, I don't like playing football. I like watching it, though. I love playing tennis and volleyball. I was playing tennis at five o'clock yesterday, and my sisters were playing volleyball.
- 3 Girl: Hi, Peter. What did you do yesterday after school?  
Peter: I made a model.  
Girl: Cool. What did you make?  
Peter: I made a plane.  
Girl: What did you use?  
Peter: I used card, glue and tape.  
Girl: Did you use straws?  
Peter: No, but I used some paper clips. It's a great plane!
- 4 Boy: What were you doing at four o'clock yesterday?  
Girl: Mum was doing the washing up and I was tidying the kitchen.  
Boy: What was Tim doing? Was he putting out the rubbish?  
Girl: No, Dad was putting out the rubbish. Tim was watching TV!

- 5 Boy: What do I need to make the model?  
Girl: You need some card, two bottles of glue and eight straws.  
Boy: OK..., I've got lots of card, and I've got enough straws. Oh dear – I haven't got enough glue!
- 6 Girl: I called you yesterday, but you weren't at home.  
Girl: Oh, yes, my mum told me. I was in town. Were you shopping?  
Girl: No, I was at the cinema with Clare. After that, we went to a restaurant, and we came home late.

**Answers:** 1 C 2 B 3 B 4 C 5 C 6 C

### 2 Listen and write letters.

#### 3.52 Transcript

- Teacher: Can you tell me what you did after school yesterday, Suki?
- Suki: I walked to the park with two friends. We talked and laughed all the way there.
- Teacher: What did you do in the park?
- Suki: We played in the park for a long time. We played football, and went on the swings.
- Teacher: What did you do when you got home?
- Suki: I did my homework. But I had too much. It took me a long time.
- Teacher: What were you doing at six o'clock?
- Suki: At six o'clock I was tidying my room. Mum called me and said it was time for dinner.
- Teacher: What did you have for dinner?
- Suki: We had sausages and chips – my favourite – but there were too many chips – even for me!
- Teacher: And what were you doing at ten o'clock?
- Suki: I was reading in bed, and then at half past ten I went to sleep.

**Answers:** 1 E 2 D 3 B 4 F 5 A 6 C

## Term 3 Listening Test

### 1 Listen and tick (✓) the box.

#### 3.53 Transcript

- 1 Adult: Hi Sam. Are you nine years old?  
Sam: No, I'm eleven.  
Adult: Have you got a pet?  
Sam: Yes, I have. I've got a parrot.  
Adult: And a hamster?  
Sam: No, I haven't got a hamster.  
Adult: Is there a TV in your room?  
Sam: No, there isn't, but there's a CD player.
- 2 Adult: Are you going to go on holiday this year?  
Sam: Yes, we're going to go to Portugal.  
Adult: Fantastic. Are you going to stay in a big hotel?  
Sam: No.  
Adult: Are you going to stay with friends?  
Sam: No... we're going to stay in a tent. We're going to go camping!
- 3 Sam: Can you guess what my sister's pet is?  
Adult: OK... is her pet big?  
Sam: No, it's small.  
Adult: Is it a tortoise?  
Sam: No, it isn't.  
Adult: Can it swim?  
Sam: No, it can't.  
Adult: Can it jump?  
Sam: Yes, it can.  
Adult: Is it a frog?  
Sam: No, it isn't.

- Adult: Has it got big ears?  
 Sam: Yes, it has!  
 Adult: Is it a rabbit?  
 Sam: Yes! Well done!
- 4 Adult: What are you going to do at the weekend, Sam?  
 Sam: I'm going to go to the park.  
 Adult: Are you going to play football?  
 Sam: No, I'm going to play volleyball at the weekend. But I'm going to play football after school tonight.
- 5 Adult: Have you ever seen a dolphin, Sam?  
 Sam: No, but I'm going to swim with dolphins this summer. I'm really excited!  
 Adult: Wow! Have you ever seen a lion?  
 Sam: Yes, I have. I went to Africa on holiday last year, and I saw lions. It was amazing.  
 Adult: Have you ever seen flamingos?  
 Sam: Yes, I have – they're beautiful. Now I'd like to go to India and see a tiger...!
- 6 Adult: Have you ever climbed a mountain, Sam?  
 Sam: Yes, I have.  
 Adult: Have you ever eaten snails?  
 Sam: No, I haven't.  
 Adult: Have you ridden a camel?  
 Sam: Yes, I have!  
 Adult: You are very lucky!

**Answers:** 1 B 2 C 3 B 4 B 5 B 6 C

## 2 Listen and write.

### 3.54 Transcript

- Teacher: Did you enjoy this year at school, Billy?  
 Billy: Yes, I did.  
 Teacher: What were you good at?  
 Billy: I was good at Maths and English. I found English difficult at first, but not for long.  
 Teacher: Are you happy at school?  
 Billy: Yes, I am. I love it!  
 Teacher: Are you going to do lots of homework during the holidays?  
 Billy: Yes, I'm going to do lots of homework. I'm also going to learn to windsurf.  
 Teacher: Have you ever tried windsurfing before?  
 Billy: No, I'm going to learn.  
 Teacher: Are you and your family going to visit your grandparents during the holiday?  
 Billy: Yes, we are. We're going to fly to Lisbon to see them.  
 Teacher: Have you ever flown on a plane before?  
 Billy: No, never. It'll be my first time!  
 Teacher: Have a great holiday, Billy.  
 Billy: Thanks! You too!

**Answers:** Name: Billy 1 Yes, I did. 2 No, I didn't. 3 Yes, I am. 4 Yes, I am. 5 No, I haven't. 6 No, I haven't.

## 1 Read and write numbers. 10 marks

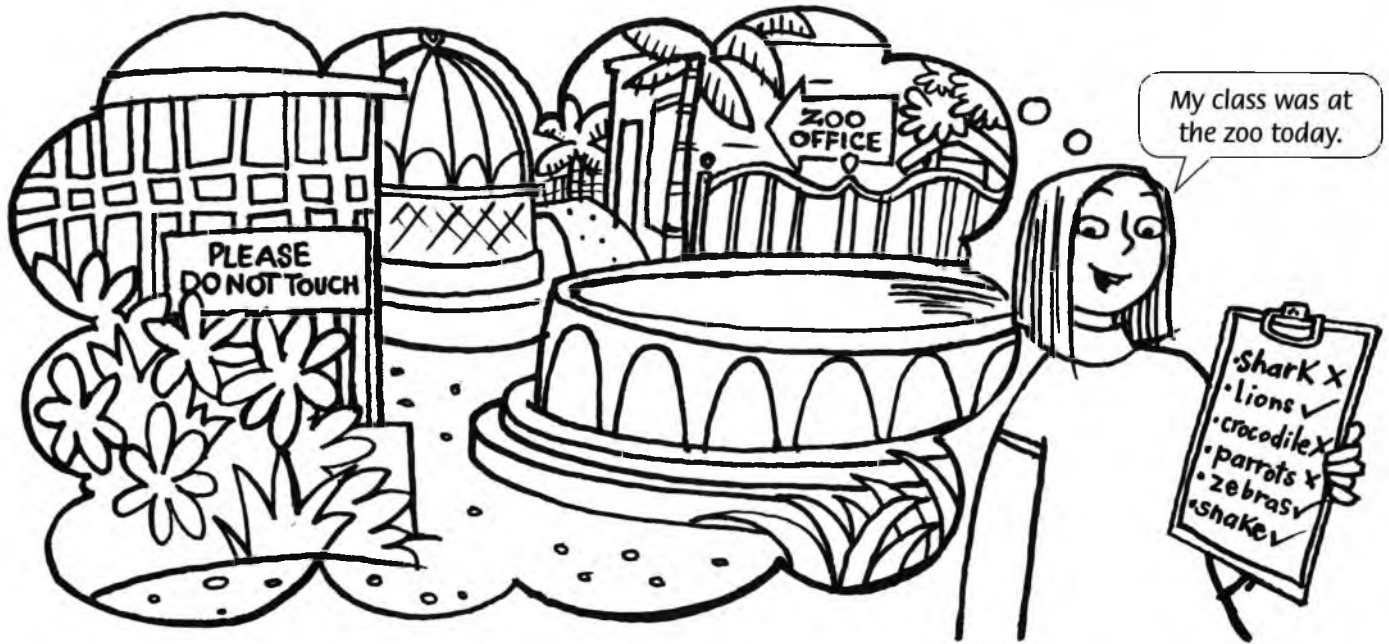


- 1 A man is reading a newspaper.
- 2 A man is reading an encyclopedia.
- 3 A woman is carrying a magazine.
- 4 A woman is carrying a dictionary.
- 5 A boy is looking at a website.
- 6 A boy is looking at a notice.
- 7 A girl is reading a comic.
- 8 A girl is looking at an atlas.
- 9 Two boys are looking at a poster.
- 10 Two girls are looking at a leaflet.
- 11 Two boys are looking at a calendar.



2 Look and write. 5 marks

There wasn't    There wasn't    Was there    There were    There weren't    Were there



1 There wasn't a shark.

2 \_\_\_\_\_ some lions.

3 \_\_\_\_\_ a crocodile.

4 \_\_\_\_\_ any parrots.

5 \_\_\_\_\_ any zebras?      Yes, there were.

6 \_\_\_\_\_ a snake?      Yes, there was.

3 Listen, write and draw. 3.40 5 marks

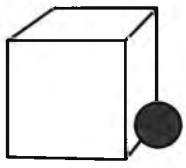
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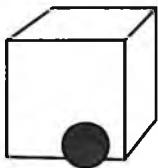
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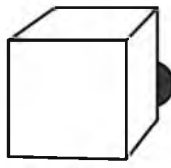
## 1 Read, look and circle. 10 marks



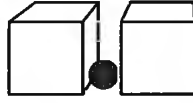
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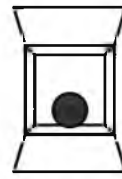
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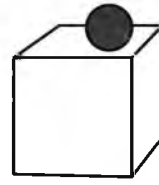
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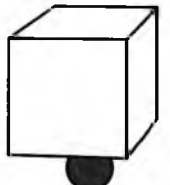
between



in



on



under



1 The cup is on the **bowl / saucer**.

2 The glass is in front of the **jug / bottle**.

3 The fork is next to the **spoon / knife**.

4 The plate is under the **mug / vase**.

5 The bottle is between the bowl and the **spoon / saucer**.

6 The saucer is under the **mug / cup**.


7 The bowl is next to the **jug / bottle**.

8 The bottle is next to the **bowl / plate**.

9 The spoon is in the **mug / vase**.

10 The vase is behind the **plate / bowl**.

11 The jug is behind the **mug / glass**.

2 Listen and tick (✓) or cross (X).  3.41 5 marks



swim



fly



run fast



Sue



Tom

3 Look and write. 5 marks

hiron

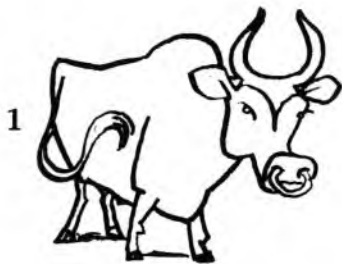
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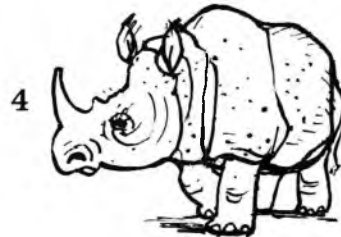
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It's a bull



It's a \_\_\_\_\_



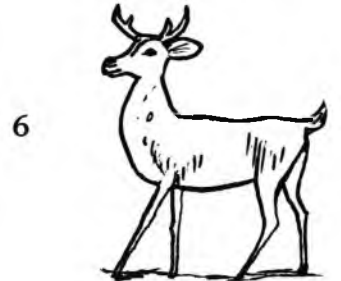
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It's a \_\_\_\_\_



It's a \_\_\_\_\_



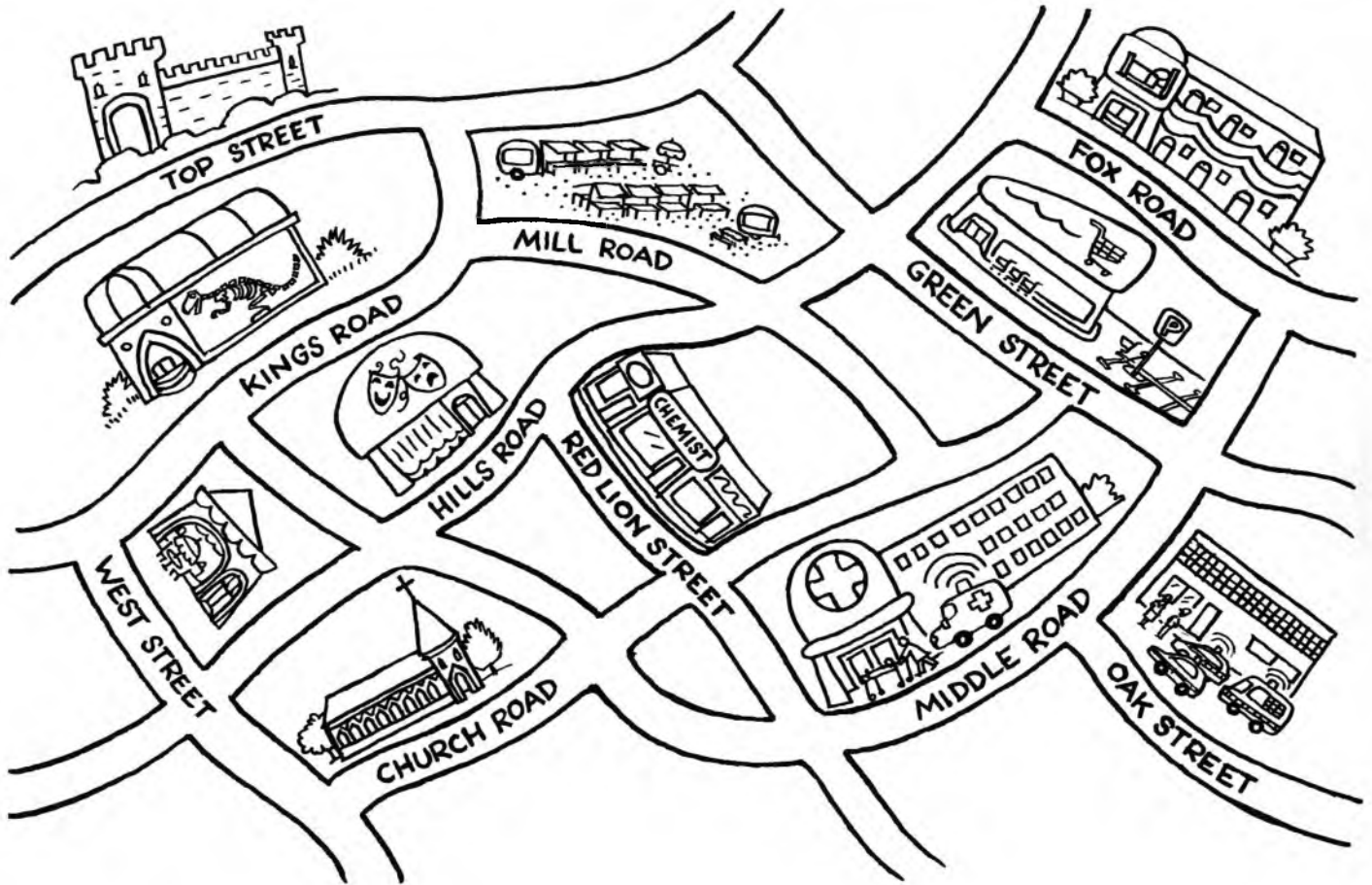
It's a \_\_\_\_\_

# 3

# Test

## 1 Look and write. 10 marks

chemist    hospital    castle    supermarket    police station    restaurant  
theatre    hotel    museum    church    market



1 The chemist is on Red Lion Street.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

2 Read and write the day. 5 marks

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

I didn't go to school last week because I was on holiday with my mum.

On Monday I played football. I didn't read a book.

On Tuesday I didn't go swimming. I watched TV.

On Wednesday we went to a restaurant. We didn't go to the cinema.

On Thursday we didn't watch TV. We went swimming.

On Friday I read a book. I didn't play football.

On Saturday we went to the cinema. We didn't go to a restaurant.

On Sunday we came home.



Wednesday



3 Listen and complete the sums. 3.42 5 marks

1 **9000**  **6500** =

2  + **1400**  **4600**

3 **7300**   = **2200**

4 **1800**  **8100** = **9900**

## 1 Read, look and circle. 10 marks



- 1 There is some **wire / paint** on the shelf.
- 2 There are three **paintbrushes / staplers** in a cup on the table.
- 3 A girl has got some **string / wire**.
- 4 A boy has got some **card / tape**.
- 5 There are some **paper clips / drawing pins** on the floor.
- 6 A boy has got some **string / glue**.
- 7 There is some **wire / tape** on the table.
- 8 There is a **stapler / paintbrush** on the shelf.
- 9 There is some **paint / glue** on the table.
- 10 A girl has got some **straws / paint**.
- 11 There is some **card / paint** in a box on the table.

**2 Look and write the questions.** 5 marks



1 go did Who you with ?

Who did you go with?

I went with my family.

2 did Where go you ?

I went to the beach.

3 you have did What for lunch ?

We had a picnic on the beach.

4 you What eat did ?

We ate lots of ice cream.

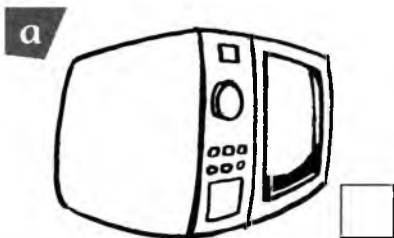
5 What you do did?

We swam and flew a kite.

6 go home you When did ?

We went home late.

**3 Listen and write the numbers and words.** 3.43 5 marks



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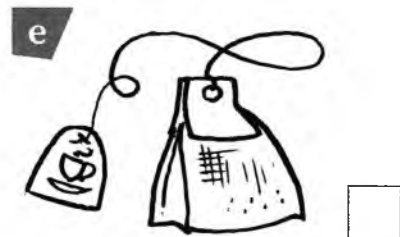


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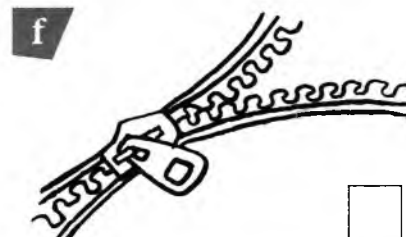


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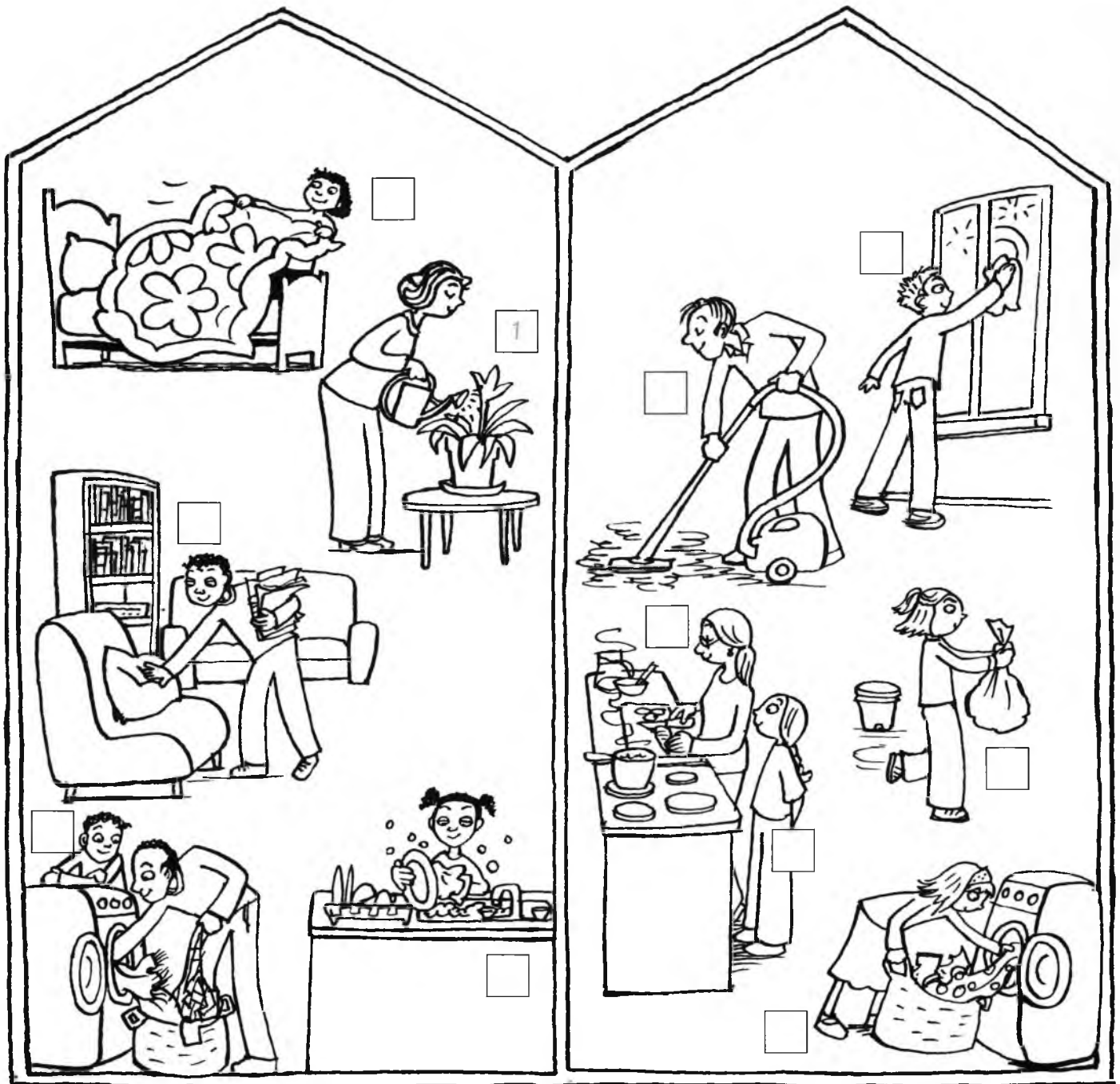


tagbea



piz

## 1 Read and number. 10 marks



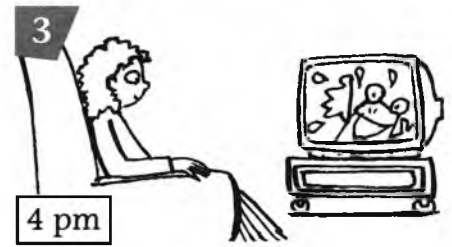
- 1 She has to water the plants.
- 2 She has to do the washing.
- 3 She has to make the dinner.
- 4 She has to do the washing up.
- 5 He has to vacuum the carpet.
- 6 She has to make the bed.
- 7 He has to clean the windows.

- 8 She has to put out the rubbish.
- 9 He has to tidy the living room.
- 10 She doesn't have to make the dinner – her mum does it.
- 11 He doesn't have to do the washing – his dad does it.



**2 Look and write.** 5 marks

watching television reading a newspaper watching a film at the cinema  
 playing football doing the washing up eating pizza



1 What was Charlie doing at 2 o'clock?

He was playing football.

2 What was Rosie doing at 3 o'clock?

\_\_\_\_\_

3 What was Joanna doing at 4 o'clock?

\_\_\_\_\_

4 What were David and Mary doing at 5 o'clock?

\_\_\_\_\_

5 What was Louis doing at 6 o'clock?

\_\_\_\_\_

6 What were the twins doing at 7 o'clock?

\_\_\_\_\_

**3 Listen and write numbers.** 3.44 5 marks



# 6 Test

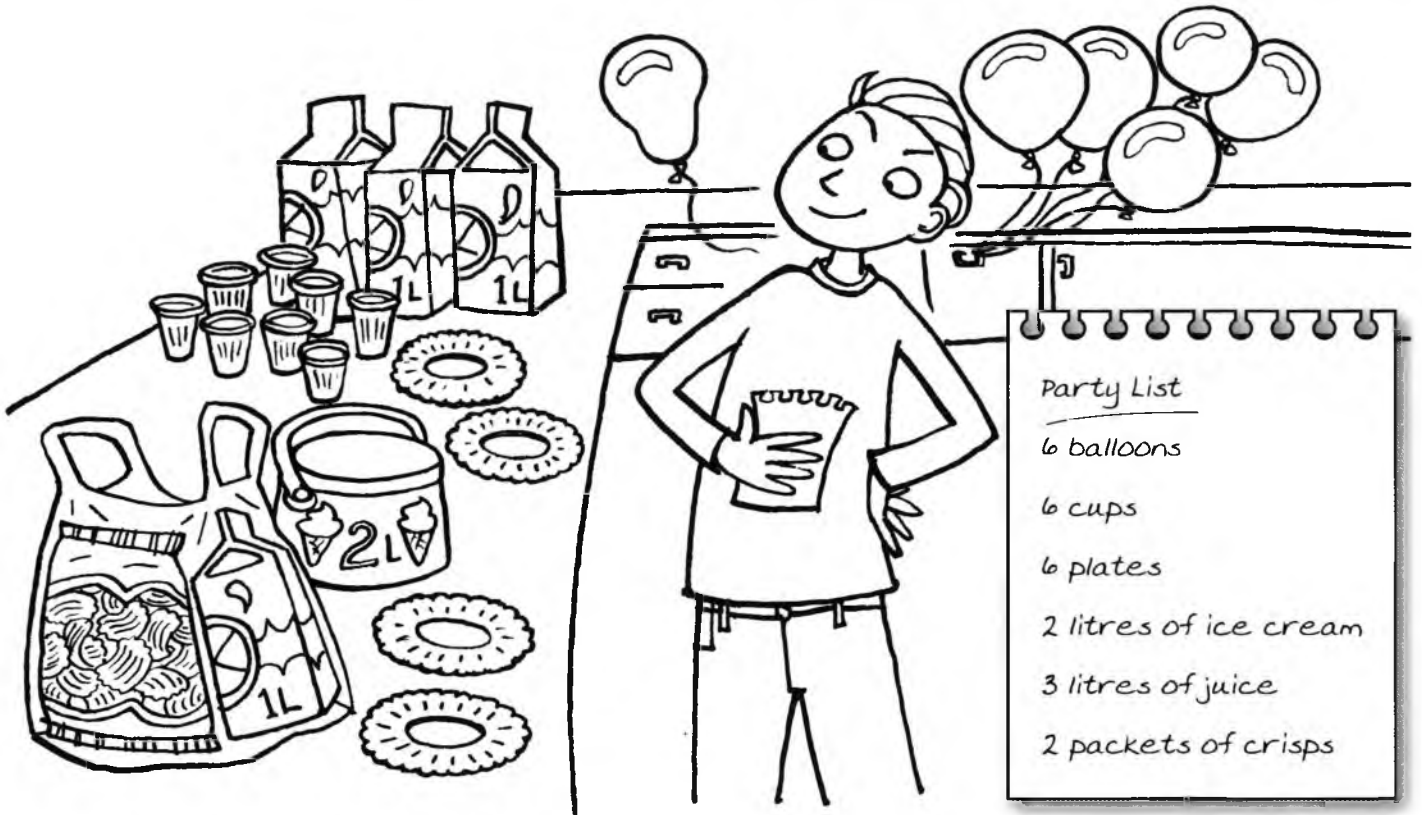
## 1 Read and write *true* or *false*. 10 marks



- 1 She doesn't like strawberry ice cream.           true
- 2 She likes baked potatoes.                           false
- 3 She likes tomato soup.                         \_\_\_\_\_
- 4 She doesn't like sausages.                    \_\_\_\_\_
- 5 She likes chips.                                    \_\_\_\_\_
- 6 She doesn't like apple pie.                    \_\_\_\_\_
- 7 He doesn't like lamb stew.                    \_\_\_\_\_
- 8 He likes mashed potato.                        \_\_\_\_\_
- 9 He doesn't like roast beef.                    \_\_\_\_\_
- 10 He likes salad.                                    \_\_\_\_\_
- 11 He likes vegetables.                            \_\_\_\_\_
- 12 He doesn't like banana milkshakes.        \_\_\_\_\_

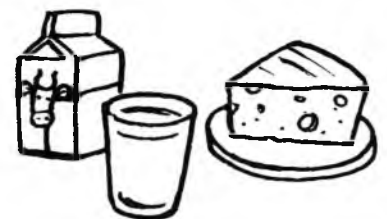
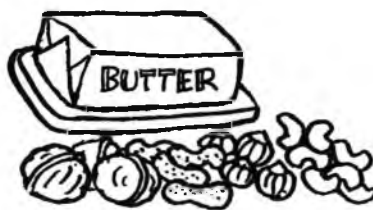
2 Read, count and write. 5 marks

too much    too many    He hasn't got enough    enough    He's got

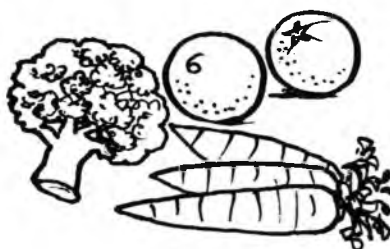
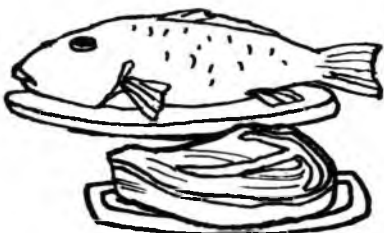


- 1 He's got too many cups.                      4 \_\_\_\_\_ ice cream.  
 2 \_\_\_\_\_ plates.                                      5 \_\_\_\_\_ juice.  
 3 \_\_\_\_\_ balloons.                                    6 \_\_\_\_\_ crisps.

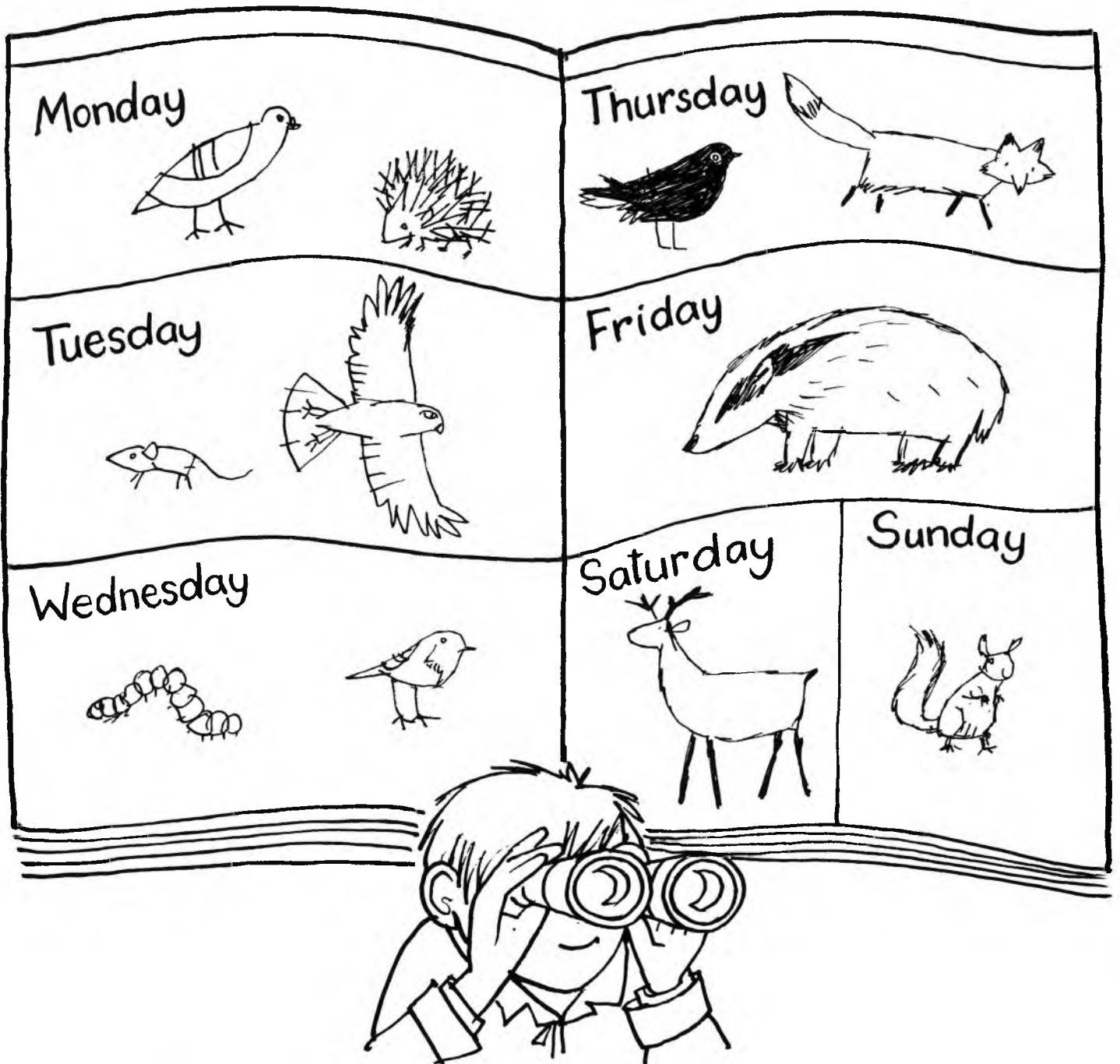
3 Listen and draw lines. 3.45 5 marks



protein    starch    fat    vitamins    calcium    fibre



1 Read, look and circle. 10 marks



1 He saw a **pigeon** / robin on Monday.

2 He saw a **hawk** / pigeon on Tuesday.

3 He saw a **hawk** / robin on Wednesday.

4 He saw a **robin** / blackbird on Thursday.

5 He saw a **badger** / fox on Friday.

6 He saw a **mouse** / deer on Saturday.

7 He saw a **mouse** / squirrel on Sunday.

8 He saw a **hedgehog** / squirrel on Monday.

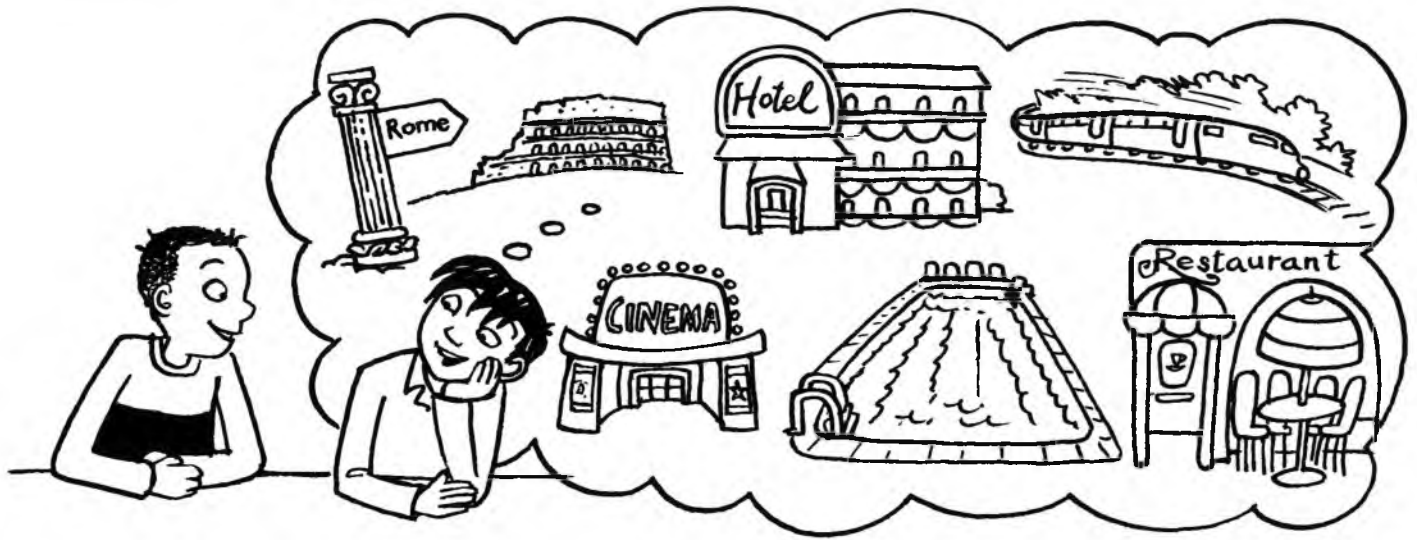
9 He saw a **deer** / mouse on Tuesday.

10 He saw a **snail** / caterpillar on Wednesday.

11 He saw a **caterpillar** / fox on Thursday.

**2 Look and write.** 6 marks

I'm going to eat I'm going to go to I'm going to go to  
Where are you going to I'm going to go Are you going to



- 1 Where are you going to go in the holidays? \_\_\_\_\_ Rome.
- 2 Wow! \_\_\_\_\_ stay? I'm going to stay in a hotel.
- 3 Are you going to fly? No, \_\_\_\_\_ by train.
- 4 Are you going to watch lots of TV? No, \_\_\_\_\_ the cinema.
- 5 \_\_\_\_\_ go swimming? Yes, I love swimming.
- 6 And where are you going to eat? \_\_\_\_\_ in restaurants and cafés.

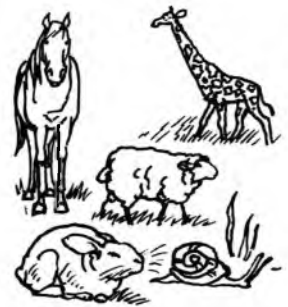
**3 Listen, circle and write.** 3.46 4 marks

producers

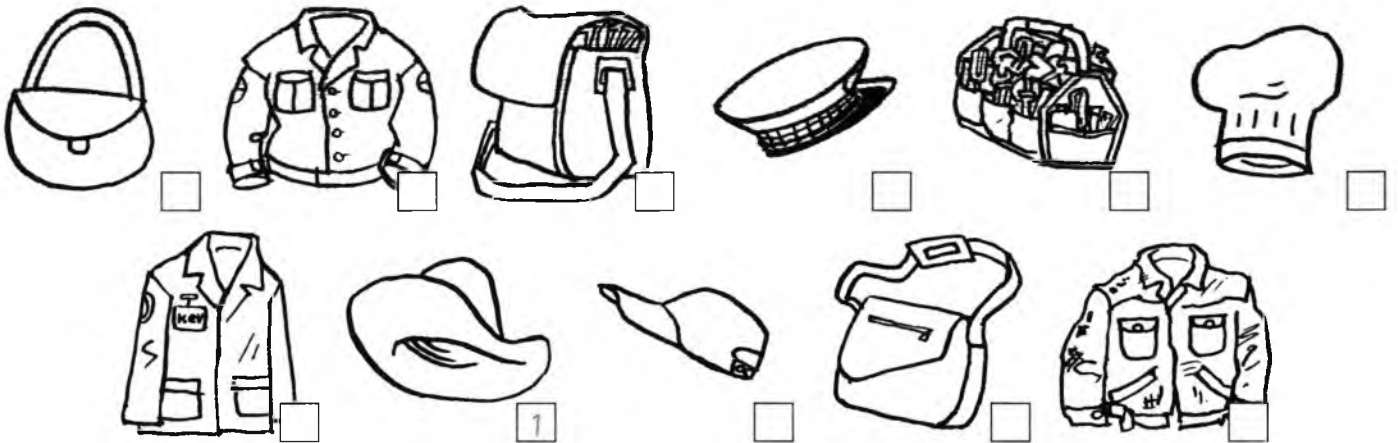
herbivores

carnivores

omnivores



## 1 Read and number. 10 marks



- 1 This is the artist's hat.  
 2 This is the secretary's bag.  
 3 This is the shop assistant's jacket.  
 4 This is the mechanic's bag.  
 5 This is the postman's bag.  
 6 This is the bus driver's jacket.  
 7 This is the cook's hat.  
 8 This is the waitress's bag.  
 9 This is the builder's jacket.  
 10 This is the police officer's hat.  
 11 This is the cleaner's hat.

2 Write. 5 marks

Can you play    Have you got    Do you like    Were you in    Did you go    Are you



1 Do you like \_\_\_\_\_ school?

Yes, I do.

2 \_\_\_\_\_ lots of friends?

Yes, I have.

3 \_\_\_\_\_ the violin?

No, I can't.

4 \_\_\_\_\_ the library this morning?

No, I wasn't.

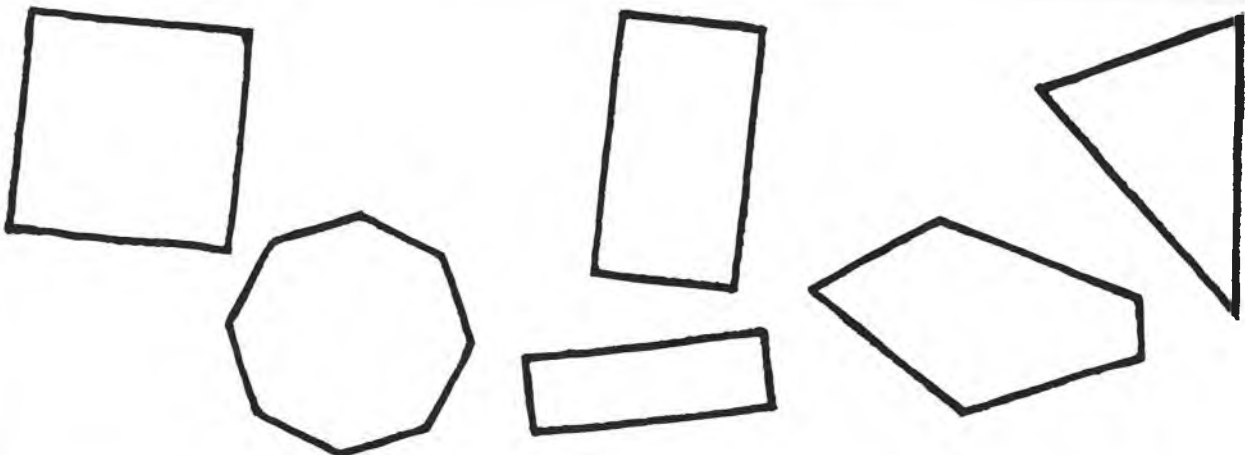
5 \_\_\_\_\_ away on holiday by plane last year?

Yes, I did.

6 \_\_\_\_\_ happy?

Yes, I am.

3 Listen, colour and draw. 3.47 5 marks



1 Listen and write numbers.  3.48 10 marks

























2 Look and write questions and answers. 5 marks



ridden a horse



walked on stilts



done judo



1 Has she ever ridden a horse?

Yes, she has

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 Has he ever done judo?

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

3 Write. 5 marks



kemos

llamerub

foro

gwit

fela

charnb

smoke

# Term 1 Test A

## 1 Look and write. 5 marks

carrying a newspaper    reading a leaflet    in the middle of the table    on the saucer  
 reading a magazine    looking at a website



1 A woman is sitting at a table in a café.  
 She is reading a magazine.

2 A man is arriving.  
 He is \_\_\_\_\_.

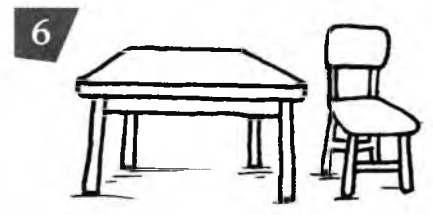
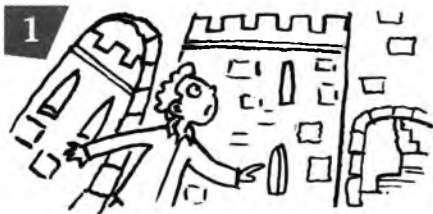
3 A girl is \_\_\_\_\_.

4 The vase is \_\_\_\_\_.  
 It has pretty flowers in it.

5 A boy is \_\_\_\_\_.

6 The woman is drinking tea.  
 The cup is \_\_\_\_\_.

## 2 Look and read. Write *true* or *false*. 5 marks

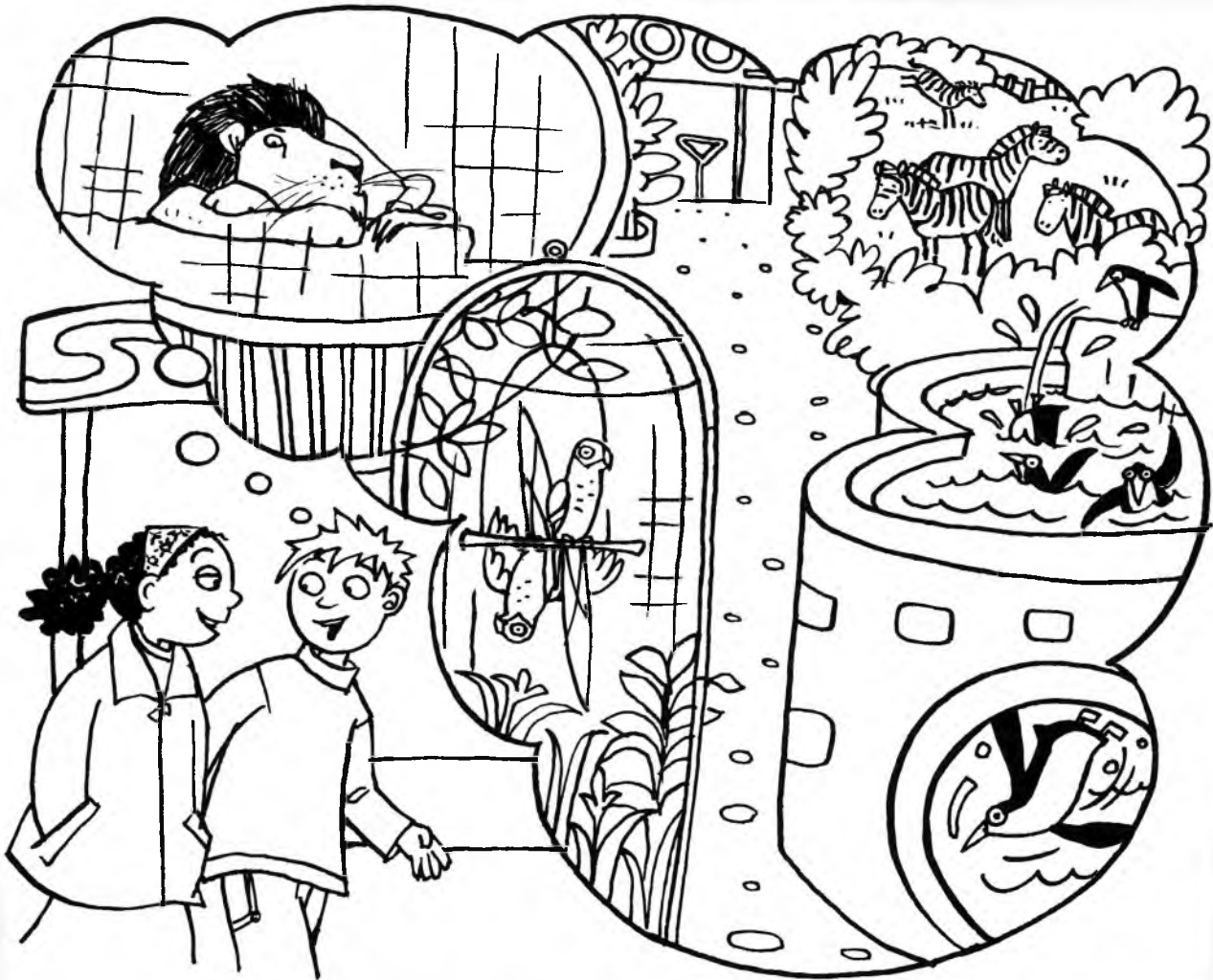


1 He looked at the castle. true      4 There weren't any lions. \_\_\_\_\_

2 There were some beans. \_\_\_\_\_      5 A velociraptor could fly. \_\_\_\_\_

3 I could juggle when I was two. \_\_\_\_\_      6 There was a table and a chair. \_\_\_\_\_

3 Read and choose the best answer. 5 marks



1 Jo: Hi, Tim. How are you?

- Tim:  A I'm fine, thanks.  
 B I'm seven.  
 C I'm going home.

2 Jo: What did you do yesterday?

- Tim:  A I go to the zoo.  
 B I was going to the zoo.  
 C I went to the zoo.

3 Jo: Was there a lion?

- Tim:  A Yes, there was.  
 B Yes, there is.  
 C Yes, it is.

4 Jo: Were there any penguins?

- Tim:  A Yes, there is.  
 B Yes, there were.  
 C Yes, there weren't.

5 Jo: Could they swim?

- Tim:  A Yes, they couldn't swim.  
 B Yes, they can.  
 C Yes, they could.

6 Jo: Was there a shop?

- Tim:  A No, weren't.  
 B No, there isn't.  
 C No, there wasn't.

# Term 1 Test B

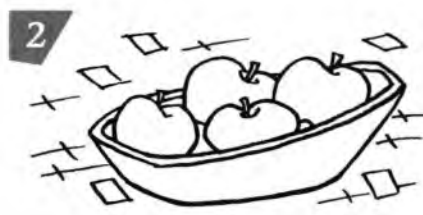
## 1 Look and write. 5 marks

looking at a calendar   on the plate   next to the glass   carrying a dictionary  
reading a poster   ~~looking at an atlas~~



- |  |   |
|--|---|
| 1 A man is sitting down.<br>He is <u>looking at an atlas</u> . | 4 The man has a drink and a cake.<br>The bottle is _____. |
| 2 A girl is _____.   | 5 The cake is _____.                                      |
| 3 A boy is _____.  | 6 A woman is _____.                                       |

## 2 Look and read. Write true or false. 5 marks



- |   |              |   |
|---|--------------|---|
| 1 She went to a restaurant.<br>_____            | <u>false</u> | 4 There were some giraffes.<br>_____          |
| 2 There weren't any apples.<br>_____            | _____        | 5 A diplodocus couldn't<br>run fast.<br>_____ |
| 3 She could swim when she<br>was five.<br>_____ | _____        | 6 There weren't any bats.<br>_____            |

3 Read and choose the best answer. 5 marks



1 Tilly: Hi, Tom. Where are you going?

- Tom: A I go home.  
B I'm going home.  
C I went home.

2 Tilly: Do you like the new pet shop?

- Tom: A Yes, I went there on Saturday. It's great!  
B Yes, I go there on Saturday. It's great!  
C Yes, I am there on Saturday. It's great!

3 Tilly: Were there lots of animals?

- Tom: A Yes, there weren't any animals.  
B Yes, there were lots of animals.  
C Yes, there was lots of animals.

4 Tilly: Was there a parrot?

- Tom: A Yes, there was a parrot.  
B Yes, there were a parrot.  
C Yes, there is a parrot.

5 Tilly: Could the parrot fly?

- Tom: A Yes, it can.  
B Yes, it could.  
C Yes, it is.

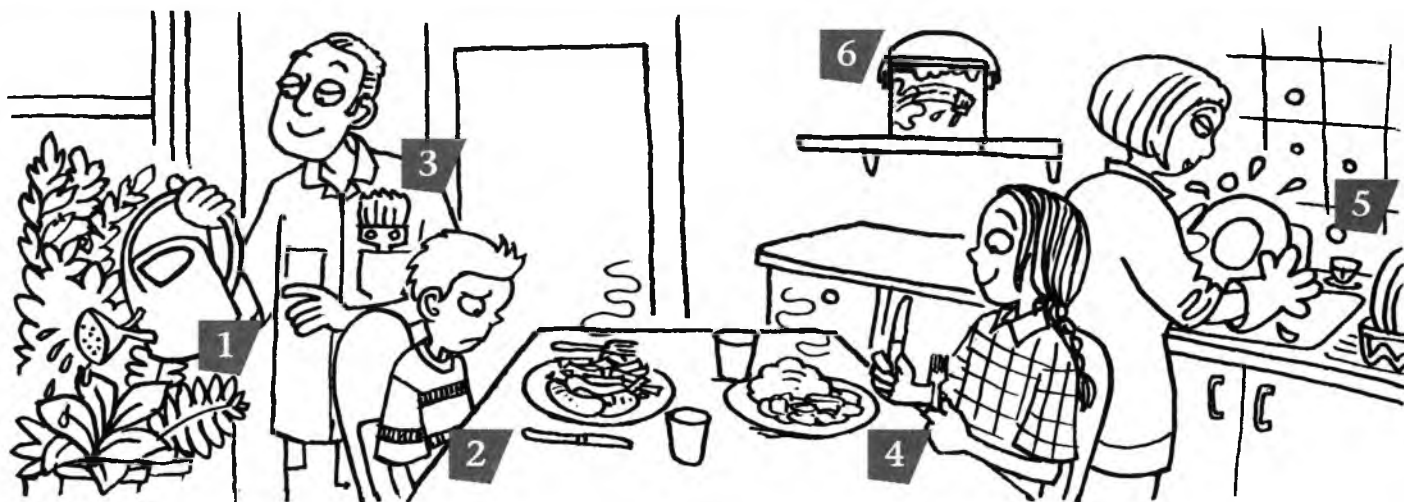
6 Tilly: Did you buy it?

- Tom: A Yes, I bought it.  
B Yes, I like it.  
C Yes, I took it.

# Term 2 Test A

## 1 Look and write. 5 marks

doing the washing up    paint    sausages and chips    watering the plants  
 paintbrush    lamb stew and mashed potato



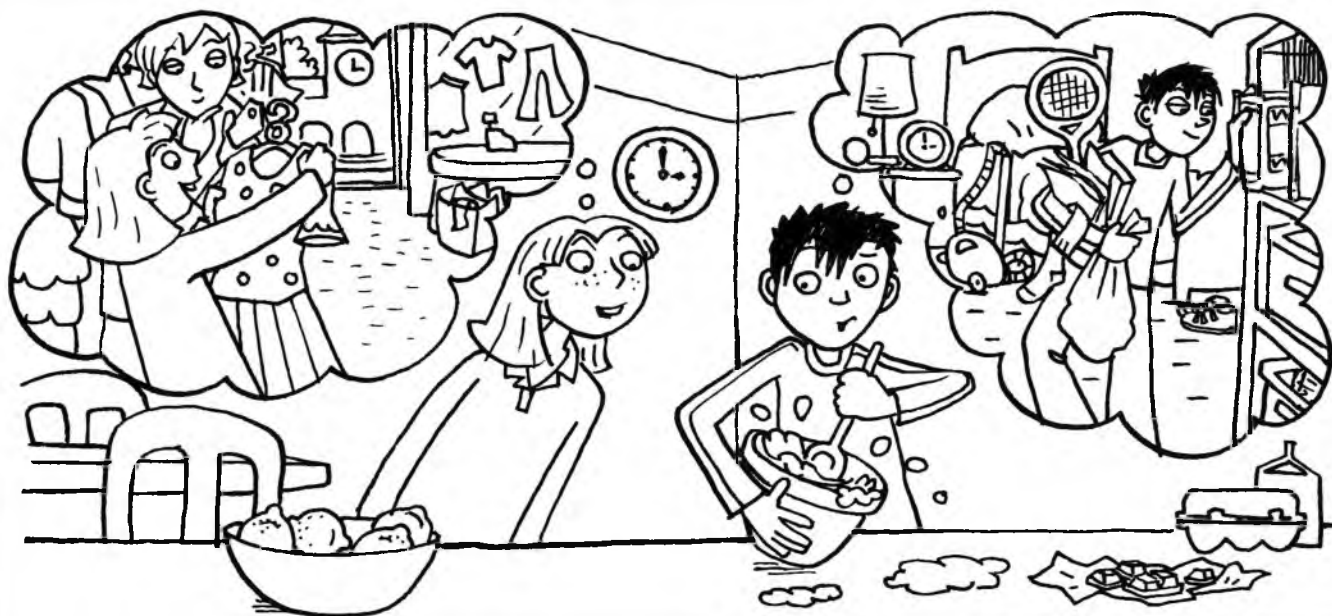
- 1 Dad is watering the plants.
- 2 The boy doesn't like \_\_\_\_\_.
- 3 Dad has got a \_\_\_\_\_.
- 4 The girl likes \_\_\_\_\_.
- 5 Mum is \_\_\_\_\_.
- 6 There's some \_\_\_\_\_ on the shelf.

## 2 Look and read. Write *true* or *false*. 5 marks



- 1 He's got too many plates. true
- 2 She was reading at 3 o'clock. \_\_\_\_\_
- 3 She hasn't got enough orange juice. \_\_\_\_\_
- 4 He was riding his bike at 5 o'clock. \_\_\_\_\_
- 5 Where did you go? I went to the supermarket. \_\_\_\_\_
- 6 What did you eat? We ate chips. \_\_\_\_\_

3 Read and choose the best answer. 5 marks



1 Ellie: Hi, Dan. What are you doing?

- Dan: (A) I'm making chocolate pudding, but I haven't got enough chocolate.
- B I'm making chocolate pudding, but I've got too much chocolate.
- C I'm making chocolate pudding, but I've got too many chocolates.

2 Ellie: Why don't you make lemon pudding instead?

- Dan: A Good idea. I've got too many lemons.
- B Good idea. I've got enough lemons.
- C Good idea. I haven't got enough lemons.

3 Dan: What were you doing at 3 o'clock yesterday?

- Ellie: A I was shopping.
- B I shopped.
- C I am shopping.

4 Dan: What did you buy?

- Ellie: A I am buying a dress.
- B I bought a dress.
- C I was buying a dress.

5 Ellie: What about you? What were you doing at 3 o'clock yesterday?

- Dan: A I tidy my room.
- B I tidied my room.
- C I was tidying my room.

6 Ellie: Who did you play with yesterday?

- Dan: A I play with my brother.
- B I played with my brother.
- C I was playing with my brother.

# Term 2 Test B

## 1 Look and write. 5 marks

stapler    strawberry ice cream    paper clips    putting out the rubbish  
apple pie    vacuuming the carpet



- 1 Grandpa is putting out the rubbish.
- 2 The boy wants \_\_\_\_\_.
- 3 There's a \_\_\_\_\_ on the shelf.
- 4 The girl wants \_\_\_\_\_.
- 5 Dad is \_\_\_\_\_.
- 6 There are some \_\_\_\_\_ on the table.

## 2 Look and read. Write *true* or *false*. 5 marks



- 1 She's got too many apples. false
- 2 He was playing tennis at 2 o'clock. \_\_\_\_\_
- 3 Who did you go with?  
I went with my sister. \_\_\_\_\_
- 4 She was making the dinner at 5 o'clock. \_\_\_\_\_
- 5 Where did he go?  
He went to the swimming pool. \_\_\_\_\_
- 6 He's got too much ice cream. \_\_\_\_\_



3 Read and choose the best answer. 5 marks



1 **Max:** Hi, Susie. What are you doing?

**Susie:** A I'm tidying my room, but it isn't easy because I haven't got too many books.

B I'm tidying my room, but it isn't easy because I haven't got enough books.

C I'm tidying my room, but it isn't easy because I've got too many books.

2 **Max:** Will you help me with my homework?

**Susie:** A I can't. I've got too much time.

B I can't. I've got enough time.

C I can't. I haven't got enough time.

3 **Max:** What were you doing at 6 o'clock yesterday?

**Susie:** A I had dinner.

B I was having dinner.

C I am having dinner.

4 **Max:** What did you have for dinner?

**Susie:** A I had fish and chips.

B I was having fish and chips.

C I have fish and chips.

5 **Susie:** What about you? What were you doing at 6 o'clock?

**Max:** A I watched a film.

B I was watching a film.

C I am watching a film.

6 **Susie:** What were you wearing?

**Max:** A I wore my pyjamas!

B I am wearing my pyjamas!

C I was wearing my pyjamas!

# Term 3 Test A

## 1 Look and write. 5 marks

ratlipralce

thregfireft

tirsta

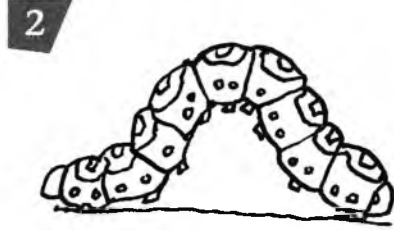
geedhgoh

ceoangni

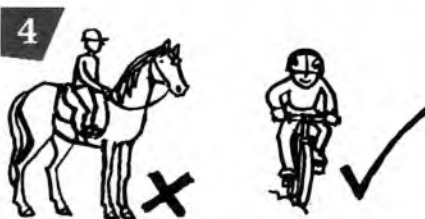
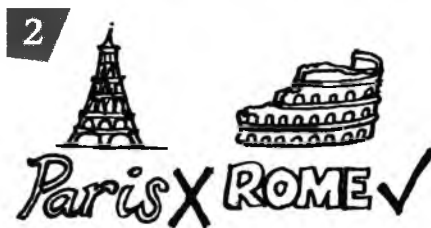
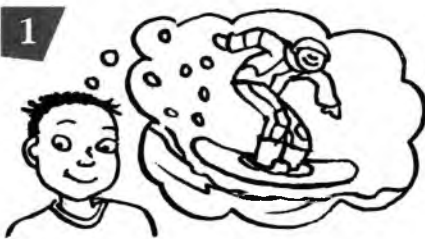
gniwrusdinf



firefighter



## 2 Look and read. Write true or false. 5 marks



1 He's going to go skiing.

false

4 I can't ride a horse but I can ride a bike.

\_\_\_\_\_

2 He hasn't been to Rome but he has been to Paris.

\_\_\_\_\_

5 He's never ridden a camel.

\_\_\_\_\_

3 She's going to go horse riding.

\_\_\_\_\_

6 She's going to go to Africa.

\_\_\_\_\_

3 Read and choose the best answer. 5 marks



1 Lucy: Have you ever ridden a camel?

- Grandpa: A No, I didn't ride a camel.  
B No, I haven't ridden a camel.  
C No, I wasn't riding a camel.

2 Lucy: Have you ever been rock climbing?

- Grandpa: A No, but I am hiking.  
B No, but I've been hiking.  
C No, but I was hiking.

3 Lucy: Do you like it?

- Grandpa: A Yes, I was.  
B Yes, I do.  
C Yes, I am.

4 Lucy: Have you ever been skiing?

- Grandpa: A Yes, I've walked in the mountains.  
B Yes, I love snowboarding.  
C Yes, I've been skiing.

5 Lucy: Are you going to go to the beach this year?

- Grandpa: A Yes, I'm at the beach.  
B Yes, I went every year.  
C Yes, I'm going to go to the beach.

6 Lucy: Have you got a new red car?

- Grandpa: A Yes, I have.  
B Yes, I am.  
C Yes, I was.

# Term 3 Test B

## 1 Look and write. 5 marks

cabkirdlb qlirruuse haceminc rellabgdinorl redblui korc gcnlmibi

1

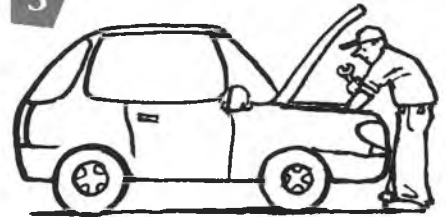


squirrel

2



3



4



5



6



## 2 Look and read. Write *true* or *false*. 5 marks

1



2



3



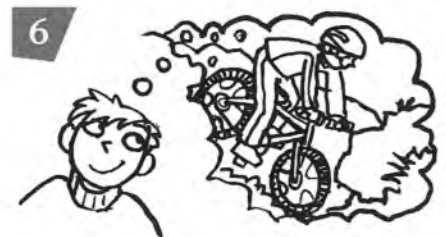
4



5



6



1 I haven't got a cat but I have got a dog.

true

4 He's going to go skiing.

2 She's never juggled but she's walked on stilts.

5 She's never been on an aeroplane.

3 They're going to go hiking.

6 He's going to go abseiling.

3 Read and choose the best answer. 5 marks



1 **Freddie:** Have you ever been on an aeroplane?

- Grandma:**  A No, I've never been on an aeroplane.  
B No, I'm not on an aeroplane.  
C No, I didn't go on aeroplanes.

2 **Freddie:** Are you going to go to France on holiday again this year?

- Grandma:** A No, we're going to go to Italy.  
B No, we're eating in a restaurant.  
C No, we went to Italy.

3 **Freddie:** Have you seen the new Tim Spears film?

- Grandma:** A Yes, I'm going to see it tomorrow.  
B Yes, I saw it yesterday.  
C Yes, I will see it soon.

4 **Freddie:** Is that a good book?

- Grandma:** A Yes, I reading it last month.  
B Yes, it's great.  
C Yes, I'm reading the newspaper.


5 **Freddie:** Have you and Grandpa ever been to Scotland?

- Grandma:** A Yes, we're going next year.  
B Yes, we're in Scotland.  
C Yes, we went last year.

6 **Freddie:** Are you going to go to the restaurant tonight?

- Grandma:** A Yes, I'm going to go with Grandpa.  
B Yes, I went there today.  
C Yes, I ate there yesterday.

# Term 1 Listening Test

1 Listen and tick (✓) the box.  3.49 5 marks

1 What animals were there?



A



B



C

2 What could you do when you were five?



A



B

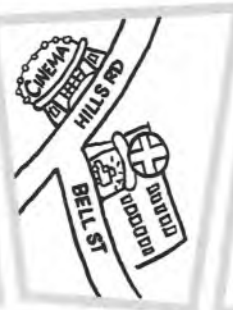


C

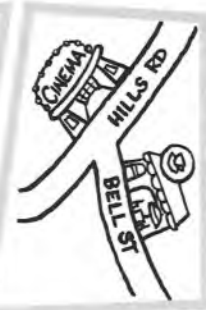
3 Which town?



A



B



C

4 What did she buy at the supermarket?



A



B



C

5 What was there in the town you saw at the weekend?



A



B



C

6 What did you do yesterday?



A



B



C

*Class 5*

## Holiday Questionnaire

Name: Amanda

1 Hotel: \_\_\_\_\_

2 Place: \_\_\_\_\_

3 Was there a swimming pool? \_\_\_\_\_

4 How many restaurants  
were open? \_\_\_\_\_

5 Did you buy any presents? \_\_\_\_\_

# Term 2 Listening Test

1 Listen and tick (✓) the box. 🎧 3.51 5 marks

1 What does he want to eat?



A

B

C

2 What was Joe doing at 5 o'clock?



A

B

C

3 What did Peter use for his model?



A

B

C

4 What were they doing at 4 o'clock yesterday?



A

B

C

5 What does she have?



A

B

C

6 What was Sue doing when Mia rang?



A

B

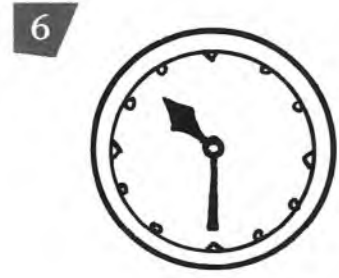
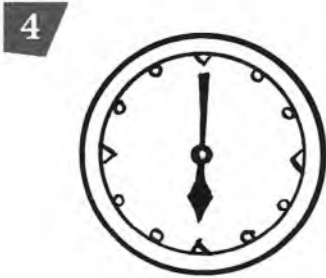
C



2 Listen and write letters.  3.52 5 marks



E



A



B



C



D



E

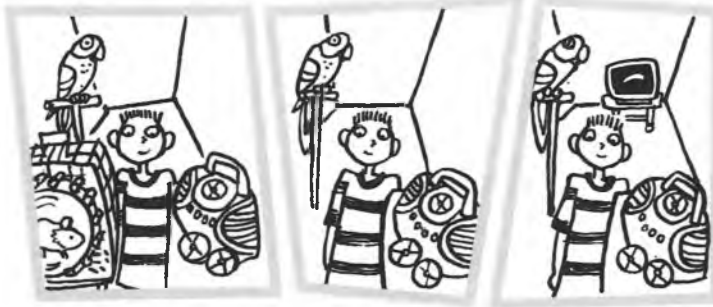


F

# Term 3 Listening Test

1 Listen and tick (✓) the box. 🎧 3.53 5 marks

1 Which is Sam?



A

B

C

2 Where is Sam going to stay?



A

B

C

3 What pet does Sam's sister have?

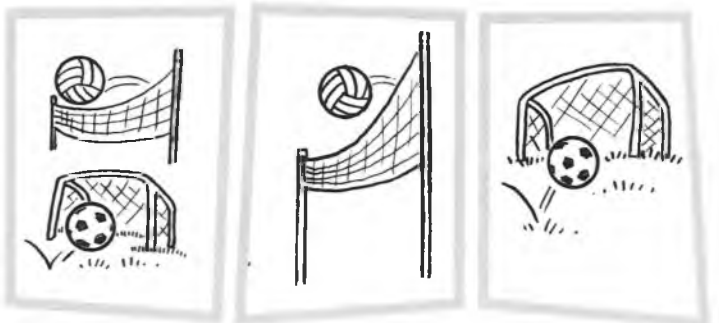


A

B

C

4 What is Sam going to do at the weekend?



A

B

C

5 What has Sam seen?



A

B

C

6 What has Sam done?



A

B

C

2 Listen and write short answers.  3.54 5 marks

No, I didn't. Yes, I am. Yes, I did. No, I haven't. Yes, I am. No, I haven't.

*Class 5*

## End of Year Questionnaire

Name:

Billy

1 Did you enjoy school this year?

Yes, I did.

2 Did you find English easy at first?

\_\_\_\_\_

3 Are you happy at school?

\_\_\_\_\_

4 Are you going to do lots of work this summer?

\_\_\_\_\_

5 Have you windsurfed before?

\_\_\_\_\_

6 Have you travelled by plane before?

\_\_\_\_\_

# Record card: Linguistic objectives (Units 1–9)

Name of pupil: .....

	Needs a lot of help	Needs some help	Target achieved	Test score
Unit 1				
Unit 2				
Unit 3				
<b>Term 1 test</b>				
Unit 4				
Unit 5				
Unit 6				
<b>Term 2 test</b>				
Unit 7				
Unit 8				
Unit 9				
<b>Term 3 test</b>				

Tick the relevant column for the pupil's level of achievement in each unit. In addition, you may like to use the following key to indicate in which areas the pupil still needs help:

V = vocabulary    L = listening    S = speaking    R = reading    W = writing

Use the 'Test score' column to keep a record of each pupil's scores for the unit tests and term tests.

# Wordlist

This wordlist shows the core language items in **bold** and other language items (e.g. from songs, stories, and reading texts) in non-bold, and gives the unit where the word or phrase is first used. 'C' indicates the 'Children around the world' sections and 'F' indicates the Festivals sections.

- 3D (3 dimensional) 2
- abseiling 8  
accident 9  
acrobat 3  
add 3  
adopt 7  
adventure sports centre 9  
adventure story 1  
alibi 5  
angle 8  
animal rescue centre 7  
answer (n) (v) 0  
anything 7  
anywhere 8  
**apple pie** 6  
archer 3  
archery 3  
Argentina 4  
(suit of) armour 3  
arrive 4  
arrow 3  
article 2  
**artist** 8  
**atlas** 1  
attic C  
author 1
- back 2  
badge C  
**badger** 7  
bad-tempered 1  
**baked potato** 6  
balance 4  
ballpoint pen 4  
**banana milkshake** 6  
band (music) 7  
bank 3  
beans 6  
Beaufort scale 9  
beaver 8  
bell 4  
Better luck next time! 4  
better than ... 0  
between 2  
binoculars 7  
bird of prey 3  
birthday party 6  
**bison** 2  
**blackbird** 7  
blow (v) 5  
blow off 9  
bone 2  
book review 1  
**bottle** 2  
bow 3  
bowl 2
- brain 1  
**branch** 9  
brave 5  
break 9  
break a leg 9  
Brilliant! 1  
British C  
broccoli 6  
broom 5  
brush 2  
brussels sprouts F  
bucket 8  
**builder** 8  
**bull** 2  
**bus driver** 8  
butter 6  
button 4
- cabin 9  
**calcium** 6  
calculation 4  
**calendar** 1  
calories 6  
**camera** 4  
camping C  
campsite 8  
**canoeing** 9  
**capital letters** 1  
**car** 4  
carbohydrate 6  
**card** 4  
**carnivore** 7  
carrot 6  
carry 1  
cartoon 1  
**castle** 3  
**caterpillar** 7  
cave 2  
ceiling 2  
certificate 0  
character 1  
**chemist** 3  
chest C  
chick 8  
**chips** 6  
(chocolate) mousse 6  
chocolatier 8  
**church** 3  
**clarinet** 5  
**clean the windows** 5  
**cleaner** 8  
clear up C  
clever 1  
cloth 8  
coal F  
coconut milk 9  
colours 1
- comic** 1  
community C  
competition 0  
concept map 1  
concrete C  
consume 7  
consumer 7  
continent 2  
**cook (n)** 8  
cook (v) 5  
copy (v) 4  
corn F  
correct (adj) 2  
costume 5  
count (v) 3  
cranberry sauce F  
crash (computer) (v) 1  
crash (v) 7  
creepy 7  
crook 1  
crowd 9  
cub 7  
**cup** 2  
curtains 3  
cut (out) 4
- dance (v) 5  
dangerous 8  
decomposer 7  
decorate 8  
decorations 6  
**deer** 2  
defence 2  
detective story 1  
diamond 3  
diary 9  
**dictionary** 1  
different 2  
difficult 2  
dig (n) (v) 2  
dinner F  
dinosaur 2  
disappear 5  
discover 2  
**do the washing** 5  
**do the washing up** 5  
documentary 8  
dodo 4  
Don't be silly! 4  
donation 7  
donkey 7  
dotted line 4  
dough 6  
dragon F  
**drawing pins** 4  
dress up 7  
drink (n) 6
- drop 4  
**drums** 5
- easy 9  
**electronic keyboard** 5  
**encyclopedia** 1  
end (n) 4  
endangered C  
energy 7  
engine 8  
enter (a competition) 0  
envelope F  
equal 8  
**equals ...** 3  
equator 1  
everyone 6  
exciting 8  
exercise (work) 4  
exhibition 4  
expensive 9  
explore 0
- fact 1  
fact sheet 7  
factory 8  
falconer 3  
fall off 9  
fall over 9  
**fat (n)** 6  
feast 3  
feather 2  
feed 7  
felt tip (n) 4  
**fibre** 6  
fight 3  
find out 1  
finish line 9  
fire engine 8  
fire station 8  
**firefighter** 8  
floor 7  
flour 6  
**flute** 5  
fly off 9  
fold (v) 4  
folk tale 1  
follow 4  
food chain 7  
food taster 8  
food web 7  
footprint 3  
forest F  
**fork** 2  
fossil 2  
**fox** 7  
freezing (adj) 9  
**fridge** 4

friendly 8  
 fruit yoghurt 6  
 (have) fun 5  
 funky 1  
 future 4  
  
 gas light 4  
 genius 7  
 giant (adj) 9  
**glass** 2  
**glue** 4  
**goat** 2  
 gods 2  
**go-karting** 9  
 good at ... 0  
 Grab him! 3  
 gramme 6  
 (grandfather) clock 3  
 group 9  
**guitar** 5  
  
 habitat 7  
 hammer 8  
 handprint 2  
 hard-boiled egg 6  
 hard-working 8  
 harvest F  
**hawk** 7  
 heart 5  
 heavy 2  
**hedgehog** 7  
 help (v) 1  
**heptagon** 8  
 hibernate C  
**herbivore** 7  
**hexagon** 8  
**hiking** 9  
 historical story 1  
 hit 5  
 hold (v) 4  
 hole 4  
 holiday 1  
 horrible 4  
**horse** 2  
**horse riding** 9  
**hospital** 3  
**hotel** 3  
 housework 5  
**hundred** 3  
 hunt 2  
 hunter 2  
  
 I'm starving! 2  
 (strawberry) ice cream 6  
**ice skating** 9  
 iceberg 9  
 idea 1  
 important 6  
 impossible 9  
 in the middle 6  
 information 1  
 ingredients 6  
 injured C  
 ink 4  
 instructions 4  
 intelligent 8  
  
 interesting 4  
 international 3  
 internet 0  
 interview 1  
 interviewer 8  
 invent 4  
 invention 4  
 inventor 4  
 invite F  
 irregular 8  
 island 1  
 It doesn't matter. 4  
 It looks like ... 4  
 It's called ... 4  
 It's hurt. 7  
 It's made of ... 2  
  
**jeans** 4  
 jewel 3  
 jewellery C  
 job 8  
**jug** 2  
 Just kidding! 2  
  
 kangaroo 9  
 keyboard (adj)  
 (instrument) 5  
 kid 3  
 kill 5  
 kind (adj) 8  
 king 3  
**knife** 2  
 knight 3  
 knobbly 5  
  
 label 2  
 lake C  
**lamb stew** 6  
 lamp 2  
 lantern F  
 last night 5  
**leaf** 9  
**leaflet** 1  
 leaves 7  
 lemonade 6  
 lemon 6  
 Let's ... 1  
 lever 4  
 librarian 1  
 library 1  
 light bulb 4  
 lighthouse 1  
 living 7  
 llama 9  
 look after 8  
 look at 1  
 look for 5  
 lost 3  
 love (v) 1  
 lovely 5  
 loyal 8  
 lucky F  
  
**magazine** 1  
 magic 5  
**make the bed** 5  
  
**make the dinner** 5  
 Malaysia C  
 mammal 7  
**mammoth** 2  
 manager 5  
 mandarin orange F  
 mango 9  
 map 3  
 maraca 5  
 marching band 1  
**market** 3  
 marry C  
**mashed potato** 6  
 mast 9  
 meal 6  
**mechanic** 8  
 medal 9  
 medicine C  
 medieval 3  
 mend 9  
**microwave oven** 4  
 minerals 6  
**minus** 3  
 mirror 4  
 mix (v) 2  
 mix up 6  
 moat 3  
**mobile phone** 4  
 modelling clay 4  
 moon F  
 mop 8  
 mould (shape) 8  
**mountain biking** 9  
**mouse (animal)** 7  
 mouse (computer) 1  
 move (v) 6  
**mug** 2  
 murder 5  
**museum** 3  
 musical instrument 5  
 musician 3  
 mystery 5  
  
 Native American (n) F  
 neighbour 6  
 net C  
 Never mind. 0  
 New Year's Day F  
**newspaper** 1  
 next to 2  
 notebook 3  
**notice** 1  
 nurse 8  
  
**octagon** 8  
 oil 6  
**omnivores** 7  
 opinion 1  
 ordinary 6  
 organ (musical  
 instrument) 5  
 organized 8  
 orphan 7  
 Ouch! 9  
 oven 6  
 overturn 9  
  
**paint** 4  
**paintbrush** 4  
 painting (n) 2  
**paper clips** 4  
 parade F  
 part (in a play) 5  
 past (n) 4  
 pattern 8  
 pencil 3  
**pentagon** 8  
 people 6  
 percussion 5  
 perhaps 7  
 periscope 4  
 personal computer (PC) 4  
 personality 8  
 pet 8  
**piano** 5  
**pictures** 1  
 pier 1  
**pigeon** 7  
 pilgrim F  
 place mat 1  
 plague C  
 plant (v) F  
**plate** 2  
 play (a trick) 2  
 play (at theatre) (n) 5  
 playground 5  
 pluck (strings) 5  
**plus** 3  
 Poland C  
**police station** 3  
**police officer** 8  
 Poor thing. 7  
**poster** 1  
**postman** 8  
 pound (£) 2  
 present (n) F  
 pretty 2  
 printer 4  
 produce 7  
**producer** 7  
 protect C  
**protein** 6  
 pumpkin F  
 pumpkin pie F  
**put out the rubbish** 5  
 put up (tent) C  
  
**quadrilateral** 8  
 queen 3  
 quiz 8  
  
 race (n) 0  
 radio 4  
 radio waves 4  
 ready 4  
 record (n) 9  
 recorder 5  
**rectangle** 8  
 regular 8  
 relax 6  
 remember 1  
 reporter 6  
 rescue (v) 8

restaurant 3  
rhino 2  
roast beef 6  
robin 7  
rock climbing 9  
rockface 9  
rocks 2  
rollerblading 9  
Roman 3  
roof 9  
round 2  
route 9  
rubber 3  
rubbish C

sack F  
safe 9  
sail (n) 9  
sailing 9  
salad 6  
salt 6  
samosa 6  
saturated / unsaturated  
fat 6  
saucer 2  
sausages 6  
save (a life) 7  
Scotland C  
Scottish 6  
Scout C  
screen 4  
secret (n) 5  
secretary 8  
set in (story) 1  
shake 5  
shelf 1  
shell C  
ship F  
shop assistant 8  
shortbread 6  
side (of shape) 8  
sign 3  
signal 5  
skeleton 2  
skiing 9  
skill C  
sleigh F  
small letters 1  
smoke 9  
snail 7  
snowboarding 9  
solid line 4  
sound (n) 4  
(tomato) soup 6  
space 6  
Spain F  
spanner 8  
special 6  
special effects 2  
spines 7  
spinner 4  
sponge 8  
spoon 2  
sportsman 9  
spy 1

square 8  
squash (n) F  
squirrel 7  
stapler 4  
starch 6  
stay 2  
sticks 2  
Stone Age 2  
Stop her! 0  
story 1  
straight 8  
strange 1  
straws 4  
street party 6  
string 4  
string (adj) (instrument) 5  
strong 2  
stuck (adj) 4  
subtract 3  
sugar 6  
suggest 8  
sun 7  
supermarket 3  
surf the internet 8  
surfer 1  
surname 0  
survive 7  
Sweden F  
sweet (adj) 7  
symbol 3

take part (in) 0  
tambourine 5  
tap (v) 8  
tape 4  
taxi rank 3  
teabag 4  
team 0  
tell the time 2  
tent 7  
text message 0  
Thanksgiving F  
the Netherlands F  
theatre 3  
theatre programme 5  
thick lines 1  
thin lines 1  
think of 1  
thousand 3  
ticket 2  
tidy the living room 5  
tile 9  
time machine 4  
timeline 4  
title 1  
tonight 7  
tonne 2  
Too late. 0  
top (toy) 3  
tornado 5  
tourist C  
tournament 3  
travel 4  
traveller 4  
triangle 8

trumpet 5  
try (windsurfing) 9  
try on 3  
turkey F  
turn over (boat) C  
turtle C  
TV programme 8  
twig 9

ugly 2  
umbrella 9  
uncomfortable 5  
unequal 8  
uniform 8  
use (v) 1  
useful 8  
  
vacuum the carpet 5  
vase 2  
vegetables 6  
vet 7  
vibrate 5  
vibration 5  
violin 5  
vitamins 6

waitress 8  
want (v) 2  
water the plants 5  
wave (v) 5  
wave (in sea) (n) 9  
We've finished! 6  
website 1  
weigh 2  
Well spotted. 4  
whale 9  
What do you mean? 8  
wheel 2  
wind 9  
wind (adj) (instrument) 5  
windsurfing 9  
winner 9  
winter F  
wire 4  
witch 5  
wizard 5  
wonderful 6  
woodland (adj) 7  
work (v) 1  
world record 9  
world-famous 6  
worm 7  
write down 8

xylophone 5

yard 8  
yesterday 6  
You're kidding! 4  
You're wrong. 5

zero 3  
zip 4

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