

# **Teacher's Toolkit**

- 🛕 Step-by-step lesson notes
- 21st Century Learning
- **Optional activities**

# **Teacher's Resource Materials**

(Available as a secure download)

- **Worksheets**
- trial Tests, Term Tests and End-of-Year Test

# **Story and Cross-Curricular DVD**

Animated stories and CLIL content

Teacher's Toolkit

**OXFORD** 

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The publishers advise that project work involving cutting and sticking should be carried out under the supervision of an adult.



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# Syllabus



	Vocabulary	Structures	Phonics
Starter: Welcome Back!	Core Places in a school: principal's office, science lab, drama theater, restrooms, cafeteria, auditorium, coatroom, music room, staffroom, reception, tennis court, bike shed Other Physical descriptions; directions; introductions	Questions: What? When? How many? Do you? Do you have? Where?	
Unit 1: Super Science	Core Bugs: worm, snail, beetle, wasp, fly, ant, ladybird, spider, centipede, mosquito, moth, grasshopper In the garden: bird feeder, scarecrow, greenhouse, petal, wheelbarrow, raspberry, pollen, watering can, stem, seeds, weeds, roots CLIL: beehive, honeycomb, nectar, pollination, waggle dance	Present simple / present continuous: It eats honey. They eat honey. It doesn't catch flies. They don't sting people.  Zero conditional: If a coconut falls into the sea, it travels a long way.	Pronunciation: stress in compound nouns Phonics: spellings of the sound /əu/
Unit 2: Awesome Math	Core TV programs: cartoon, comedy show, game show, documentary, soap opera, live sports, the news, the weather, commercials, talent show, cooking show, music program Money: coins, bills, ten-dollar bill, penny, a quarter, coin box, change purse, wallet, spend, allowance, save, piggy bank CLIL: bar graph, line graph, percentage, pie chart	Comparative and superlative adjectives with two or more syllables: Grandma's car was more colorful than other cars.  Infinitives of purpose / adjectives with infinitives with to:  We use money to pay for goods.  It wasn't easy to exchange goods.	Pronunciation: saying dates and numbers Phonics: spellings of the sound /aɪ/
Game: Blockbusters	Review: bugs, seed dispersal, TV programs and money		
Culture: <b>Peru</b>	Review: historical places, money and nature		
Unit 3: Heroic History	Core Materials: wool, iron, bronze, stone, gold, wood, leather, wax, clay, linen, ivory, silver Ancient Rome: house and home: couch, mattress, heating, tiles, first floor, balcony, stairs, pillar, fountain, courtyard, study, mosaic CLIL: Demotic script, hieroglyphics, Rosetta Stone, symbols, translate	Be made of (present and past simple): It's made of linen. They're made of wood. It isn't made of leather. It was made of bronze. They were made of silver. Used to / didn't use to: The Ancient Romans used to go to public baths. They didn't use to wash with soap.	Pronunciation: intonation in lists Phonics: spellings of plurals
Review Story A Special Visit	<b>Review:</b> bugs words; in the garden words; TV programs; money words; materials words; Ancient Rome: house and home words; present simple / present continuous; zero conditional; comparative and superlative adjectives with two or more syllables; infinitives of purpose / adjectives + infinitive with to; be made of (present and past simple); used to / didn't use to		
Unit 4: Great Literature	Core Adjectives to describe people: generous, poor, lonely, sociable, cheerful, hard-working, caring, mean, miserable, intelligent, worried, energetic Types of books: spy novel, graphic novel, science fiction novel, play, ghost story, annual, manual, atlas, joke book, poetry book, recipe book, craft book CLIL: background, conflict, conclusion, hero, plot, setting, turning point, villian	Past continuous / past simple: It was snowing when she looked out of the window. She wasn't singing when Scrooge opened the door. Past simple with wh- questions: Who did he invite into his hut? Who was Quentin Blake?	Pronunciation: saying letters Phonics: long vow with Magic E
Game: Number Quiz	Review: what objects are (not) made of, what people u	sed to do and interrupted actions in the p	oast
Culture: Mongolia	Review: materials		









Skills	CLIL	Projects / Values
Reading: reading notices and understanding a story about a summer vacation presentation Listening: listening for specific information (identify personal information) Speaking: asking and answering questions about personal information; giving and following directions. Writing: writing core language		
Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources  Speaking: developing fluency and accuracy: talking about bugs; describing a garden; talking about facts / habits / routines / states in the present as well as actions happening at the time of speaking; talking about conditions and results of conditions in real situations in the present; focusing on pronunciation stress in compound nouns, making polite requests and excuses; giving a presentation about protecting honeybees  Writing: identifying and writing words related to bugs and describing a garden	Science: Honeybees	Protect honeybees poster The importance of protecting the environment
<b>Reading:</b> developing intensive and extensive reading comprehension skills of multiple text types <b>Listening:</b> developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources <b>Speaking:</b> developing fluency and accuracy: talking about TV programs and money; making comparatives and superlatives with longer adjectives ( <i>The news is more serious than documentaries. The news is the most serious.</i> ); describing the reason why we do something (with and without adjectives) ( <i>People had animals and cereals to exchange. It was not easy to exchange goods.</i> ); focusing on pronunciation: saying dates and numbers; asking questions about personal possessions; using numbers; giving a presentation about after school activities <b>Writing:</b> identifying and writing words related to TV programs and money	<b>Math:</b> Using graphs	After-school activities pie chart / The importance of respecting others
Reading: developing intensive and extensive reading comprehension skills of multiple text types  Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources  Speaking: developing fluency and accuracy: talking about common materials and house and home words in Ancient Roman times; talking about what something is / was made of; talking about actions or states that happened in the past, but don't happen now; focusing on pronunciation: intonation in lists; using shopping language; giving a presentation about an ancient object or monument  Writing: identifying and writing words related to different materials and the house and home words in Ancient Roman times	<b>Literature:</b> The Rosetta Stone	Monument poster / be careful and responsible in museums
Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources Speaking: developing fluency and accuracy: describing people with adjectives and talking about different types of books; talking about short events that happened in the middle of longer events; asking questions about the past; focusing on pronunciation: saying letters; asking for personal information; giving a presentation about a story Writing: identifying and writing adjectives to describe people and words related to types of books	<b>Literature:</b> Parts of a story	Story mini book / take care of books you borrow



	Vocabulary	Structures	Phonics
Unit 5: <b>Skillful Sports</b>	Core Adventure sports: karting, snowboarding, mountain biking, yachting, bungee jumping, rafting, rappelling, scuba diving, mountaineering, skateboarding, canoeing, skydiving Equipment and clothing for adventure sports: parachute, harness, rope, goggles, jumpsuit, oxygen tank, flippers, snorkel, mask, life jacket, seat belt, paddle CLIL: blood, carbon dioxide, diaphragm, lungs, oxygen, trachea	Verb patterns with infinitives (verb + infinitive with to / verb + object + infinitive with to): Jan and Dave hoped to find their dog. The people told the rangers to come to the island.  Modal verbs of obligation (have to, must, mustn't, don't have to): The lead climber has to wear a harness. The other climber must hold the rope.	Pronunciation: sentence stress and weak forms (schwa /a/) Phonics: spellings of the sound /eɪ/
Unit 6: Amazing Art	Core Everyday objects: saw, light switch, teapot, fridge, clothes pin, iron, vacuum cleaner, toaster, drill, thread, plug, needle Adjectives to describe objects: wide, spiky, round, dirty, clean, flat, shiny, dull, bumpy, dry, wet, narrow CLIL: carving, casting, constructing, modeling, techniques	Present perfect (1): He has (just) painted a picture. They have (just) taken a photograph. She hasn't done a project. Relative pronouns (which, who, where): It's a squid which is 8 meters long. I got a photograph from a man who took a knitted cat.	Pronunciation: word stress in longer adjectives Phonics: spellings of the sound /uː/
Game: Battleships	Review: adventure sports and everyday objects		
Culture: Namibia	Review: adventure sports and everyday objects		
Review Story The Spring Fair	<b>Review:</b> adjectives to describe people; types of book words; adventure sports words; words for equipment and clothing for adventure sports; everyday objects words; adjectives to describe objects; past simple / past continuous; past simple with wh- questions; verb + infinitive with to / verb + object + infinitive with to; modal verbs of obligation; present perfect; relative pronouns		
Unit 7: Fun Geography	Core Adjectives to describe places: deserted, rural, snowy, tropical, historic, cozy, crowded, urban, noisy, mountainous, dangerous, freezing Phrasal verbs to describe a trip: look forward to, get on, get off, set off, get on with, run out of, fall out with, look after, put up, make up, put out, zip up CLIL: angle, Equator, latitude, North Pole, South Pole	Present perfect (2): Have you ever got lost? Has he ever slept in a tent? Yes, I have. / No, I haven't. Yes, he has. / No, he hasn't. They have flown in a helicopter. Will / won't (future fact): The travellers will learn about safety. It won't be a cheap holiday.	Pronunciation: sentence stress and weak forms (schwa /ə/) Phonics: silent letters
Unit 8: <b>Cool Cooking</b>	Core Food: cucumber, brown sugar, oil, peanuts, lime, spring onions, shrimp, bean sprouts, chillies, garlic, noodles, pepper Countries and nationalities: France, French, Poland, Polish, China, Chinese, Spain, Spanish, Italy, Italian, India, Indian CLIL: Basal Metabolic Rate (BMR), calories, energy balance, energy input, energy output	Describing quantity (too much / too many / enough): She has too much rice. She has too many chillies. He has enough peanuts. Present simple passive: Durum wheat is grown in Italy. The packets aren't transported to shops.	Pronunciation: intonation in sentences Phonics: homophones
Game: Six in a Row	Review: describing places and types of food		
Culture: <b>Italy</b>	Review: types of food		
Unit 9: <b>Dazzling Drama</b>	Core Theater words: audience, director, stage, costumes, scenery, props, cast, backstage, lines, sound technician, curtain, lighting designer Behind the scene phrases: build the set, rehearse the show, test the sound, advertise the show, tie your shoelaces, mend the costumes, put on make-up, paint your nails, design the programs, write the script, dye your hair, style your hair CLIL: dialogue, location, scenes, sound effects, stage directions	Adjectives and prepositions: To be excited/worried/sad/ happy/angry about something/ doing something. To be angry/good/bad at/ with something. Have something done (have + object + past participle): The costume designer has special animal costumes made.	Pronunciation: word stress Phonics: spellings of words with /∫n/ endings

Review Story **School Trip** 

**Review:** adjectives to describe places; phrasal verbs; food words, words for countries and nationalities; theater words; behind the scene phrases; present perfect; *will/won't*; *too much / too many / enough*; present simple passive; adjectives and prepositions; *have something done* (have + object + past participle)









Skills	CLIL	Projects / Values
Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources Speaking: developing fluency and accuracy: talking about adventure sports and the equipment and clothing for those sports; using the infinitive with specific verbs); talking about obligation with modal verbs; focusing on pronunciation: sentence stress and weak forms (schwa /ə/); arranging to meet; giving a presentation about breathing rates Writing: identifying and writing words related to adventure sports and the equipment and clothing for those sports	Science: The respiratory system	Breathing rate line graph / The importance of exercising to keep your body healthy
Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources Speaking: developing fluency and accuracy: talking about everyday objects and adjectives to describe them; talking about past actions that are connected to now; creating longer sentences to give more information about people, things or places; focusing on pronunciation: word stress in longer adjectives; giving and receiving compliments; giving a presentation about a sculpture Writing: identifying and writing words related to everyday objects and adjectives to describe them	<b>Art:</b> Sculpture	A sculpture / The importance of being kind to your friends

Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources Speaking: developing fluency and accuracy: using adjectives to describe places and phrasal verbs to describe a trip; talking about past experiences in our lives; talking about future facts or talking about things we feel are very certain in the future; focusing on pronunciation: sentence stress and weak forms (schwa /ə/); stating preferences; giving a presentation about your favourite holiday Writing: identifying and writing adjectives to describe places and phrasal verbs to describe a trip	<b>Geography:</b> Latitude	Temperatures across the globe / The importance of being careful in the sun
Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources Speaking: developing fluency and accuracy: talking about food and different countries and nationalities; talking about quantities with countable and uncountable nouns (She doesn't have enough shrimps. He has too much oil.); talking about a process (Durum wheat isn't grown in Jamaica.); focusing on pronunciation: intonation in sentences; ordering a meal politely; giving a presentation about an energy balance plan Writing: identifying and writing words related to food and different country and nationality words	Science: Energy balance	Energy balance plan / be active and eat healthy amounts of food

Reading: developing intensive and extensive reading comprehension skills of multiple text types Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and / or specific information from multiple sources Speaking: developing fluency and accuracy: talking about the theater and the jobs that people do behind the scenes; using the correct prepositions with adjectives; talking about when something is done for someone; focusing on pronunciation: word stress; making suggestions; practising and acting out a play Writing: identifying and writing words related to the theater and the jobs that people do behind the scenes there	<b>Drama:</b> Changing a story into a play	Fun play script / The importance of being respectful during a performance

# Introduction



# **About Starlight**

Starlight is a six-level course for children learning English. The course combines a rich grammar and vocabulary syllabus with fresh, modern visual appeal and all the rich, imaginative context of a true story-based course.

The context for the *Starlight* course is The *Starlight* School and the *Starlight* characters are all school students. In each cycle we experience the daily life and learning of a different age group of student characters. And just as they are given a chance to shine, students learning English with *Starlight* are also inspired to flourish.

# Starlight 5

In *Starlight 5*, students are guided through the book by triplets, Anna, Lily and Alex, who are students at The *Starlight* School.

In the Starter Unit the children return to school after the summer vacation and meet their new teacher, Miss London. At the end of the lesson, Miss London sets the class a homework assignment, which sets the topic for the next unit.

The opening spread of each unit shows texts that are brought in by the children for their homework assignment. Each text is based on authentic material that children would find at home.

At the end of each unit, Miss London reveals the homework for the next unit and the children are introduced to the context for the next unit.

# **Engage - Practice - Communicate**

The underlying approach to *Starlight* is about motivating students with interesting topics and relevant language, systematically developing their language abilities and skills, and providing lots of opportunities to communicate. Every lesson follows the **Engage - Practice - Communicate** approach with clear stages, highlighted in the teaching notes.

#### Engage

It is important to motivate students, to activate their existing knowledge and to create an environment in which they want to learn. This is done in *Starlight* through the visual vocabulary presentation, imaginative stories with story cards and activities that encourage creativity and critical thinking.

#### **Practice**

Students need plenty of opportunities to practice new language using a variety of contexts and activities. Familiar grammar structures are used to help students explore new vocabulary and familiar words to provide support for students practicing new structures.

#### **Communicate**

The main aim of learning a language is being able to communicate, and *Starlight* provides lots of opportunities (both guided and open) for students to communicate in a collaborative fashion, through role-plays, information gap activities and personalised speaking in groups and pairs.

#### **Stories**

As a story-based course, *Starlight* has storytelling at the very core of its methodology. The value of stories is widely recognized in Primary English Language Teaching. Children come to the primary classroom already equipped with an understanding of stories and the way they work. This familiarity with narrative conventions, as well as an expectation of the pleasure and enjoyment that stories bring, empowers them with confidence and motivation from the outset – an ideal starting point for students learning English at this level.

In addition, stories are the perfect vehicle for the presentation of new language structures, due to the meaningful, visually supportive and very immediate context they naturally provide.

The emphasis on stories is also invaluable in the development of children's literacy skills, as it furthers familiarity and understanding of the functions of text, as well as promoting a positive attitude to books and reading, which is key to academic success.

Stories are a way of immersing children in the target culture, which is a significant part of learning a foreign language and of considerable benefit to children preparing to sit external exams. They are also a useful framework for developing 21st Century Skills, particularly raising awareness with regard to the target culture, as well as inter-curricular themes and citizenship.

# Vocabulary and grammar

Starlight incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for Starlight 1 to Starlight 6 has been designed in line with the syllabus of the Cambridge English: Young Learners and the Cambridge English: Key (KET for schools) examinations. At the same time, equal emphasis has been placed on the importance of teaching a practical, well-balanced, high frequency language syllabus, which is appropriate for all children learning English at this level.











#### **Skills**

Starlight has an integrated approach to language and skills development. Through a variety of enjoyable tasks with a very systematic approach, the children progress from listening practice to speaking practice, from speaking practice to reading practice and from reading practice to writing practice.

Over the *Starlight* series as a whole, care has also been taken to ensure that children preparing for Cambridge English examinations develop the required level of skills competency, as well as familiarity with examination task types.

#### Listening

Starlight 5 recognises the particular importance of listening in the early years of language learning. All new language is presented with clear models for aural recognition. Listening to songs, chants, stories, and texts also helps the children internalize the language and expose them to native speaker pronunciation.

#### Speaking

There is a strong focus on speaking in *Starlight*, with activities designed to help children develop fluency and accuracy. This includes personalized speaking activities, practice of everyday dialogue and communicative games.

#### Reading and writing

Students learning English need to be able to make progress quickly with reading and writing.

Starlight 5 takes a very systematic approach to reading and writing. It familiarizes children with the structures and conventions of different types of text before any reading or writing takes place.

The Student Book and Workbook provide models of writing that children can use to support their own writing.

# **External examinations for young learners**

At this level of English language learning, many young learners in Primary 1 to Primary 6 are entered for external examinations: The *Starlight* series aims to prepare students to sit Starters by the end of *Starlight 2*, Movers by the end of *Starlight 4* and Key for schools examination (KET) by the end of *Starlight 6*.

#### **Culture**

The Culture lessons throughout the *Starlight* series raise the children's awareness of being part of a global community by helping them to develop an awareness of the people around them, as well as a stronger understanding of their own culture.

#### **Pronunciation**

Starlight 5 has a strong pronunciation focus. The Perfect Pronunciation sections deal with intonation, stress in words, sentences and questions and pronunciation of numbers and web addresses

## Songs

Songs are an invaluable way of practicing new language, as they naturally include plenty of repetition and greatly aid memory through their use of rhythm. These cover a wide variety of musical genres, specifically designed to encompass the diverse range of musical styles children enjoy in the real world.

#### **Cross-curricular focus**

The Starlight course embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum including art, music, science, geography, history and math. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes.

### Values and citizenship

Learning about values is a key feature of the *Starlight* series as a whole. In *Starlight 5*, the values integrate socio-cultural aspects of learning and helps to promote self-esteem, as well as positive attitudes, tolerance and respect towards others. Students experience the benefit of the unit value through the development of the project.

#### **Review**

Systematic recycling of all core language takes place in every unit. In *Starlight 5*, all the core vocabulary and grammar of the unit is revised in the Review lesson.

# Component Overview

#### **Student Book**

The Student Book contains 9 units. Each unit presents a story with a focus on vocabulary, grammar and all four skills. Culture and Project pages encourage children to think creatively and critically and Review pages help children focus on what they have learned in the unit...



#### Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class. There is one communicative game per unit.





#### **Recommended Readers**

Oxford Read and Imagine and Oxford Read and Discover Readers are designed to encourage children to read for pleasure. They match the language levels of Starlight and provide extra exposure to the language in a new context.



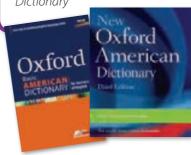
# Online Play

Online Play (Student's Website) is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



# Recommended Dictionaries

Levels 1–4 Oxford Basic American Dictionary Levels 5–6 Oxford American Dictionary



#### Teacher's Toolkit

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the *Starlight* Story

and Cross-Curricular DVD.

#### Teacher's Resource Materials

All the worksheets, tests and test audio can be easily accessed via the access code included on the inside cover of the Teacher's Toolkit.

for the Teacher

#### Story and Cross-Curricular DVD

speaker.

The DVD contains the animation of each story and one cross-curricular video clip per unit. This provides opportunities for students to revise the unit topic in a new context and to hear pronunciation and intonation of the language by a native

### **Classrom Presentation Tool**

The Starlight Classrom Presentation Tool contains digital class resources. All the Classrom Presentation Tool resources can be used either on an Interactive Whiteboard or on a projector.



#### **Teacher's Resource Pack**

The Teacher's Resource Pack contains a large classroom language poster and unit flashcards to help present the vocabulary.



#### Teacher's Website

Extra wordcards can be downloaded from the *Starlight* Teacher's web site. These provide even more visual stimulus for students learning new vocabulary.

principal's office science lab drama theater restrooms

#### **Audio CD**

The Class Audio CDs support teaching in class and contains recordings of all the listening texts, reading texts, songs, and speaking dialogues.



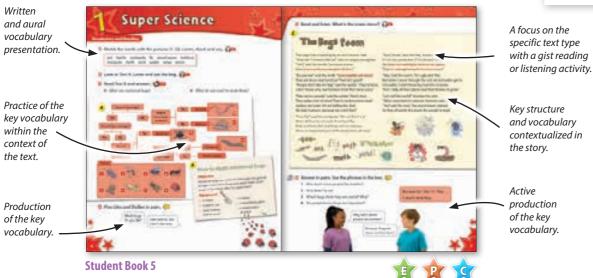
# Tour of a Unit

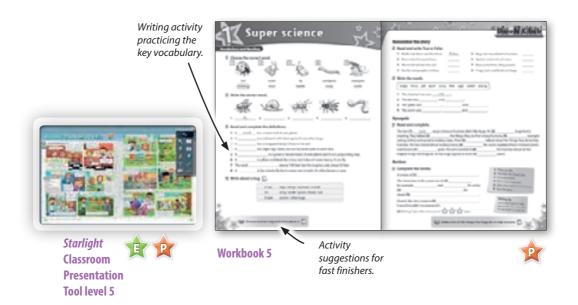


## **Vocabulary and Reading**

The Vocabulary Lesson teaches and practices the first key vocabulary set of 12 words. The vocabulary is then contextualized within the texts on the page. The story also focuses on the vocabulary and provides passive exposure to the unit grammar point.







#### **Student Book**

- Students listen to the recording, and match the words with the pictures.
- Students focus on the meaning of the texts to check general understanding.
- Students play a game related to the vocabulary in the texts.

#### Workbook

- In the first activity, students practice recognizing the vocabulary by reading and writing the correct words.
- In the second activities, students practice actively understanding and writing the vocabulary.

- In the fourth activity students write at sentence level.
- An activity suggestion for fast finishers keeps all students engaged. This feature is present in all lessons.

#### **Classroom Presentation Tool**

• The Starlight Classroom Presentation Tool includes all the presentation and practice material you need to make the most of the new technology in the classroom. Use it on your interactive whiteboard or data projector to deliver key aspects of the language presentation and engage the attention of the whole class.





# **\$**7



# **Grammar and Reading and Writing**

The grammar structure is presented and practiced through listening and speaking activities. An extended version of one of the texts presented in the opening pages of the unit is used as a model to help students focus on the target language.

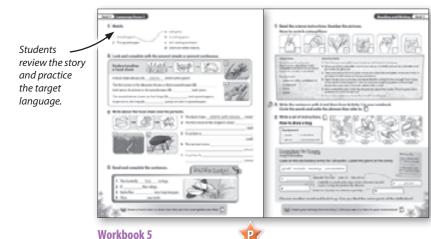


Extension of text and passive exposure to a specific language point.

Practice of the key vocabulary.

Further exploitation of the text and general comprehension.

Extra practice of the target grammar structure.



**Student Book 5** 





Language Focus 1 pworksheet

Reading 1 worksheet

#### **Student Book**

- Students look back at the unit story to focus on the key vocabulary within the structure.
- Students then practice producing the key structure by looking at pictures and listening and matching.
- Then they actively produce the key language by writing questions or sentences with the target structure.

#### Workbook

- In the first activity, students practice reading and recognizing the new grammar structure through a simple, word-level activities.
- In the following activities, they practice reading the new structure at sentence level through a read and answer activity.

## **Teacher's Resource Materials**

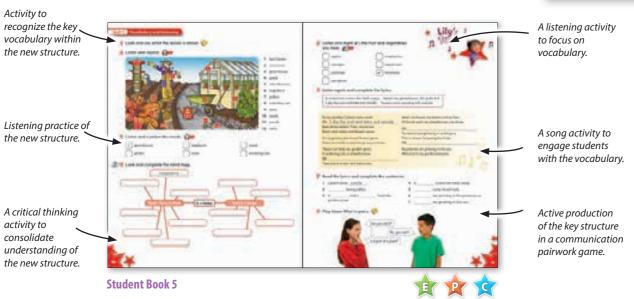
• Extra grammar practice can be found in the Language Focus 1 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.

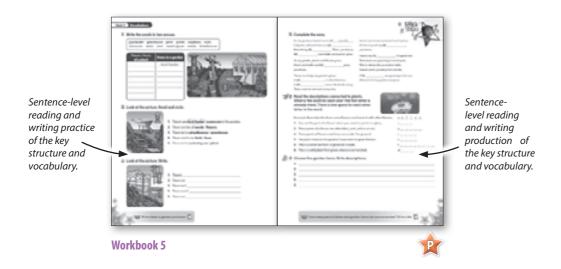


# **Vocabulary and Listening**

The vocabulary and listening lesson presents new vocabulary and focuses on the words being recognized and practiced through listening activities. The song provides an opportunity for the words to be used in an engaging context.







#### **Student Book**

- A listening activity teaches the new vocabulary
- Students then practice producing the language through a song and activities to check understanding.
- Then they actively produce the key language by playing a communication game in pairs, using a picture prompt.

#### Workbook

- In the first activity, students practice reading and recognizing the new vocabulary through a variety of activities.
- In the following activities, they practice the new vocabulary, moving from word to sentence-level.





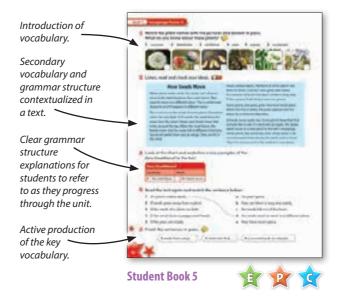


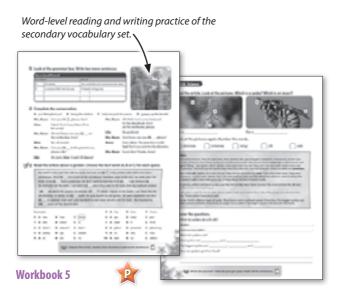




# **Language Focus 2**

Language Focus 2 Lesson teaches and practices even more vocabulary. It also involves students learning a new grammar structure and doing activities to show understanding of the form and meaning of the new structure.







#### **Student Book**

- Students look at the pictures and do a communicative activity with a partner or in small groups to activate their background knowledge of the topic.
- Students read a text and relate it back to the pictures in the first activity.
- Students look at the grammar structure in the box and follow instructions to find examples in the text.
- Students complete a comprehension activity relating to the the text focusing on the new grammar structure, and then produce the language in a pairwork activity.

#### Workbook

• Students complete practice activities to check their understanding of the new vocabulary and grammar structure. They move from word level to sentence level throughout the page.

### **Teacher's Resource Materials**

• Extra grammar practice can be found in the Language Focus 2 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.



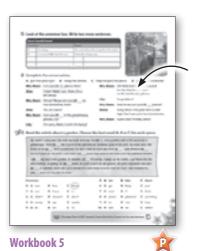
# **Listening and Speaking**

In this lesson students use previously introduced grammar and vocabulary to do a number of communicative activities, focusing on listening skills before moving to pronunciation and production.





Further practice of the CLIL topic and vocabulary.



Reading and writing activities practicing the key concepts and vocabulary.

#### **Student Book**

- First, students listen to information in order to interact with a text.
- Students do a listening activity that uses the unit's grammar and vocabulary.
- Students focus on pronunciation by listening and repeating target sentences. This can be a focus on word and sentence stress, particular sounds or intonation
- Finally, students do a communicative pairwork activity to produce the target language.

#### Workbook

• Students practice reading and writing the new concepts and vocabulary they have learned.







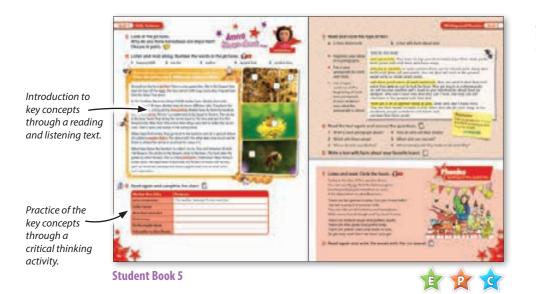




## **CLIL and Writing**

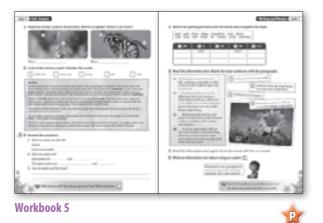
The CLIL Lesson presents cross-curricular content from key areas of the curriculum, and new vocabulary. The story world is now left behind as the course characters are back in their classroom, in a science, art, music, P.E. or math class. The cross-curricular content and the new vocabulary are presented first in a passive listening/reading activity. Then students do some consolidation activities in the Student Book lesson. Students then focus on writing skills through related texts that act as models for a student writing task.

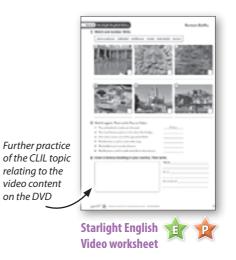




Further practice of the CLIL topic and vocabulary.







### **Student Book**

- Students read a text related to the topic and a specific school subject. New vocabulary is introduced.
- Students do a critical thinking activity that relates to their understanding of the text.
- Students then focus on following a model text in order to understand the micro skills of writing.
- They then do a writing activity in their notebooks.

### Workbook

- Students work more closely with the new vocabulary presented in the CLIL lesson.
- They then focus on writing skills with an extra focus on sound and spelling patterns as appropriate.



## **Project and Value**

The Project and Value Lesson is an active, hands-on, long-form task in which students develop an item or skills that will be useful in real life. The lesson also introduces a civic value that connects to the unit topics. The project has tie-ins to the civic value, the CLIL lesson, the unit grammar structures, and/or the unit vocabulary.

> Students learn a value that reinforces respect, teamwork, or good citizenship.



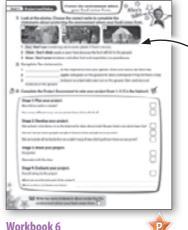
The page lists any extra materials required for the project.



The project is broken down in stages which can be completed all at once or extended over multiple

classes.





Evaluation and self-reflection on the project and skills.

Workbook 6



Fun stickers to help students focus on the appropriate value for the unit.

## **Student Book**

- Students are introduced to the civic value for the unit. This value ties in to the unit concepts and promotes respect and citizenship. Students place the matching sticker onto the page.
- The project is broken down into four stages both for modular lesson planning and to help students understand its development. The project development makes it easy to practice the 21st century skills of Critical Thinking, Collaboration, Communication, and Creativity in the classroom.
- Stage 1 is where students discuss ideas from the unit related to the project and test and plan their ideas and project goals.

- Stage 2 is where students carry out their plan and develop/create the project.
- Stage 3 is where students share and discuss their projects.
- Stage 4 is where students reflect on and evaluate their projects and progress.
- After a clearly modeled example, students do a freer speaking activity in pairs or as a class.

#### Workbook

- In the first activity, students focus on the civic values of
- Students also reflect on and rate their feelings about their projects in a simple assessment form.





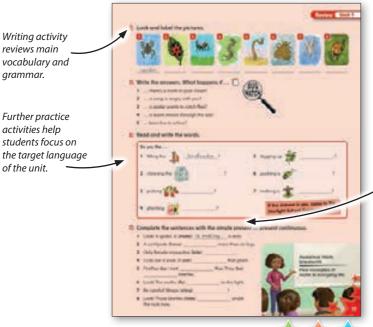






#### **Review**

The Review Lesson provides a comprehensive review of the vocabulary and grammar structures from the unit. This lesson reviews all four skills of listening, speaking, reading and writing, and provides an opportunity for self-evaluation.



Further practice activities to help children consolidate their knowledge of concepts and language from the unit.

**Student Book 5** 



Review and written production of vocabulary and grammar.

\$ Complete the bady.

2 Complete the bady.

2 Complete the bad using the present sheeple or present confinences.

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# **Student Book**

- Students complete a writing activity that further practices the grammar and vocabulary from the unit.
- Students complete different activities that focus on integrated skills combined with the target language.

#### Workbook

 Activities on this page are designed to give students extra practice with the main vocabulary and grammar concepts of the unit. They can be used at school or at home.

#### **Teacher's Resource Materials**

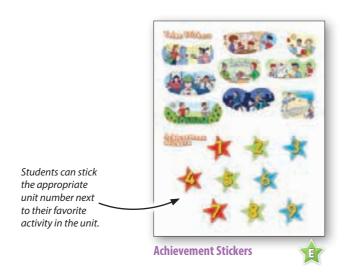
• Give children an end-of-unit test which focuses on the grammar, vocabulary and skills studied throughout the unit.



#### **Review Game**

Every two units, there is a lesson that reviews both previous units in a fun board game format.





#### **Student Book**

- Students compete or cooperate to complete the game by recalling vocabulary and grammar structures from the units.
- The games are designed to be fun for students, layering vocabulary and grammar in for improved learning and recall.





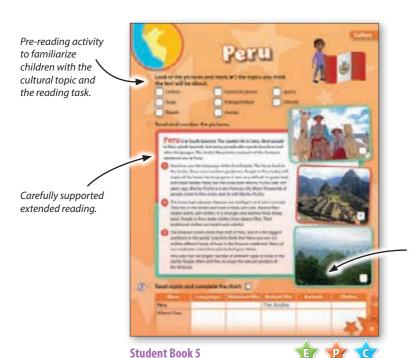






#### **Culture**

Every two units, a Culture Lesson provides key cultural input, focusing on a particular cultural aspect of children living in a selected country. Students practice reading an extended text and learn new vocabulary items.



= Engage

Practice

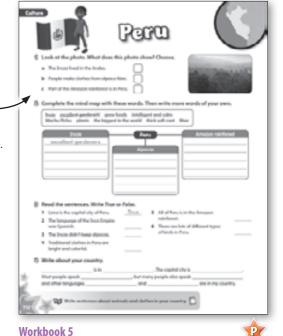
Communicate

Real photos of different aspects of world culture to increase student's intercultural awareness.

Full cultural teaching support via notes in the Teacher's Book.



Practice of new vocabulary and consolidation of the cultural information.



#### **Student Book**

- Students use known words to anticipate the meaning of the text and guess what it is likely to be about. They find the words in the pictures or text before reading it.
- Students listen to the text and follow it on the Student Book page.

#### Workbook

• This lesson gives students extra practice with the new vocabulary and cultural information from the Student Book lesson.

# Graded Readers



# **Using Graded Readers with Starlight**

Using Graded Readers in the Primary Classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each child can choose a reader they are interested in and at a level that is appropriate for them. Graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them

A full correlation of graded readers to accompany *Starlight* is available online.

www.oup.com/elt/recommendedreaders

### What are the benefits of using graded readers?

- When they use graded readers, students can see the grammar and vocabulary they have used in their English lessons in new and interesting contexts, which will help them to learn and remember the language.
- Using graded readers increases students' contact time with English, especially if students read regularly in class and at home. This will help to develop their reading and comprehension skills, allowing them to read more quickly and fluently.
- Audio is available with many graded readers, and this can help to improve listening and pronunciation skills.
- Graded readers can provide a starting point for many different activities and projects.
- Reading for pleasure, finishing a book, or choosing their own book to read can give students a great deal of satisfaction. Reading all the books in a series or, as their reading improves, moving to a higher level in the series can provide students with a great sense of progress and achievement.

### Graded readers and extensive reading

Graded readers are most often used for extensive reading. Numerous studies have reported that extensive reading can help students improve not only reading skills but also vocabulary, spelling, grammar, listening, and writing. When students read extensively, they read over a period of time; they should know almost all the words on the page and should not need to use a dictionary. Extensive reading can be contrasted with intensive reading, which involves close reading of shorter texts, with specific language aims and tasks. In extensive reading, students read primarily in order to enjoy the experience of reading itself; they may not know all the vocabulary and grammar, but they can understand the text without too much effort, and enjoy what they are reading.

To get the most from extensive reading, it is important to establish a reading routine: best results come when students read frequently and regularly, even if only for short periods of time.

# BOOKSHELF

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- Students can use e-books in class or at home with parents.
- Students study online or on a tablet. Their work is safely saved in the Cloud.
- Video and audio plays straight from the page. Use for whole class teaching, as homework, and for students to watch and listen at their own pace.
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Oxford Read and Imagine graded readers offer great stories to read and enjoy at nine levels for students aged 4 and over.

Each Oxford Read and Imagine book contains:

- Activities which students can complete during or after readying. Some readers provide preparation activities for Cambridge Young Learner Exams.
- Picture dictionary and glossaries to help with unknown words.
- Audio Packs are available for every reader.
- At Levels 1 to 6, every storybook reader links to an Oxford Read and Discover non-fiction reader.







Level 1

Level 2

Level 3







Level 5



Oxford Read and Discover provides support for CLIL lessons which can be thematically linked to the Student Book CLIL lessons or other cross-curricular subjects. Each book contains photos to spark children's interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps and charts which encourage critical thinking and support new CLIL vocabulary.

Through a partnership with the fiction series Oxford Read and imagine, students can explore the same topic through fact and fiction. Read an adventure set in Africa's Serengeti, Can You see Lions? and then find out more about how animals use camouflage in Oxford Read and Discover Camouflage.

Each Oxford Read and Discover book contains:

- Full audio of the text
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

#### **Arts and Social Studies**



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**Bringing creative Bringing** teaching into the extensive young learner classroom

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## Oxford Handbooks for Language Teachers

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**Technology Enhanced Language** Learning



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- Teaching English to Young Learners
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# Who is it for?

Teaching English to Young Learners is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.



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# Session topics and aims

#### Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

### Session 2: Learning to learn: 21st century skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st century skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

### Session 3: **Classroom management**

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large, or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

# Session 4:

## **Developing listening** and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

### Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

### Session 6:

### **Grammar and vocabulary**

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

### Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

### Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

# **Key facts**





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# Ideas bank



The suggestions below provide useful ideas for starting and finishing lessons. Some of the ideas are referenced in the lesson notes and can be used at that particular point, or they can be used at another appropriate point during the lesson to energize the class or re-focus their attention.

#### Missing card

- This game is also known as Kim's game.
- Display the wordcards on the board. Give the class a few seconds to look at them.
- Tell the children to put their heads down so they cannot see. Remove a card. Ask the children *What's missing*?
- The child who identifies the missing card correctly takes your place and the game continues.

#### Bingo!

- Put the wordcards on the board. Draw a grid of three by two squares on the board and ask the children to copy it.
- The children choose six of the vocabulary items and write the words in the six squares.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them.
- The children cross off the words as they hear them. The first child to cross out a line of three shouts *Bingo*!

#### Mime!

- Put the wordcards face down on your table.
- Invite a child to the front. He/She chooses a wordcard without showing the class. The child mimes the word for the class to guess.
- The child who guesses correctly comes to the front and the game continues.

#### What am I doing?

- This is a variation of Mime!, which can be used to practise the present continuous.
- Mime an action or say something in a particular manner and ask *What am I doing?* The children respond using the present continuous, e.g. You're shouting.
- Continue the game as above.

#### Wordlist

- This game can be played with any vocabulary set or topic.
- Divide the class into small groups. Tell the children they have two minutes to write as many words from the vocabulary set / about the topic as they can.
- When the time is up, ask the groups to count their words. Ask the group with the most words to read their list.
- Ask the other groups to add any new words from their lists.

#### Draw!

- Divide the class into two teams. One child from each team comes to the board. Show them a wordcard / whisper the word in their ear, and they draw the item on the board.
- The first team to guess what their team member is drawing gets a point. Continue with the rest of the words.
- The team with the most points at the end of the game wins.

#### Simon says ...

- This is a good game for practising action verbs.
- Say sentences to the class. If the sentence begins *Simon says* ..., e.g. *Simon says run in a circle*, the children do the action. If the sentence does not begin with *Simon says* ..., e.g. *Sit down*! the children do not move.

#### Categories

- This game can be played with or without wordcards.
- Write headings on the board (or put up wordcards), e.g. air, road, water.
- Ask the children to work in pairs. They write as many words as they can think of for each heading.
- When they have finished, compile a list as a class.
- Variation: If some of the words from the vocabulary set could fit into more than one category, this can be played using a Venn diagram. For example:



### The alphabet game

- This game can be used to review vocabulary from past units/levels to see how many words the children know.
- Divide the class into two teams. Write the alphabet on the board. The first team must tell you a word beginning with A, the second team a word beginning with B and so on.
- Each team has three lives. They lose a life when they cannot think of a word beginning with a particular letter. The team that has the most lives at the end is the winner.

#### Guess the word

- Write words from a vocabulary set on the board, showing only the first letter followed by a series of short lines for the remaining letters, e.g.: h\_\_\_\_\_ (heroine).
- Divide the class into two teams. A child from team A chooses a word from the board and tries to guess the correct answer. If he/she is correct, complete the word and give the team a point. If he/she is incorrect, give a point to team B.
- Ask a child from team B to choose a word and continue in the same way. The team with the most points at the end wins.

#### **Smiley face**

- Think of a word and draw a short line on the board for each letter. The children take turns to guess a letter.
- If a child guesses a letter correctly, write the letter in the correct position in the word.
- If a child guesses incorrectly, write the letter on the board with a cross through it and a large circle to represent a face. With every letter that is guessed incorrectly, add another feature to the face.
- The game continues until the word or the face is complete. If the word is completed, the children have won. If the face is completed, the teacher has won.











#### **Smiley sentence**

 This is a variation of the game above, using a whole sentence rather than a single word. It is good for reviewing structures that the children have recently learnt.

#### Spell it!

- Divide the class into two teams. Put the wordcards face down on the table in front of you.
- Pick up a card and read the word without showing it to the class. Ask someone from team A to spell out the word for you to write it on the board. If he/she is correct, team A gets a point. If he/she is incorrect, team B has a chance to spell the word and win the point.
- Read another card for a child from team B to spell.
- Continue this way until all of the words have been spelt. The team with the most points at the end of the game wins.

#### True or false?

- Say a true or false statement about a topic, story or text, using a grammar point you want to practise, e.g. Tom and Maggie follow the footprints.
- If the children think you are telling the truth, they call out *True!* If they don't, they call out *False!*
- Choose a child and then tell him or her if the answer is correct. Ask that child to say a true or false sentence for the class. Continue in this way around the class.

#### Stand up if it's true

• This is a TPR version of the game above; the children stand if they think the sentence is true and remain sitting if it is false.

#### **Jumble**

- Write the jumbled-up letters of a word on the board, followed by the correct number of lines for the letters.
- Call individual children to come to the board to write one letter at a time to complete the word.

#### Time's up!

- Divide the class into two teams. Write the anagram on the board of a word or phrase from a vocabulary set that the children have recently learnt.
- Give the children from the first team ten seconds to solve the anagram and say the word. If they don't guess the word, call *Time's up!* and reveal the answer.
- Write another anagram on the board and allow ten seconds for the other team to say the word.
- Teams score one point for each word they guess correctly.
- At the end of the game, add up the scores and declare the winning team.

#### Wrong word

- Write 6–8 sentences on the board about a story, poem or factual text that the children have just read. One word in each sentence must be incorrect.
- Ask the children to find the incorrect word in each sentence and then rewrite the sentences so that they are correct.

#### Missing word

 Play this game in the same way as Wrong word, but use blank lines instead of incorrect words.

#### A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you wish to practise, e.g. *I went on a journey and I travelled by aeroplane*.
- Choose a child to continue the sentence, adding another item from the same set, e.g. I went on a journey and I travelled by aeroplane and ferry.
- Continue the game until you have practised all the words from the vocabulary set or until someone forgets the chain.

### The definitions game

- Describe a word from a vocabulary set that the children have recently learnt for the class to guess, e.g. *It's a long line of traffic. (traffic jam)*
- Ask a child to stand up and describe another word from the set. Continue with other words and different children.
- **Variation:** To make the game more challenging, give the children slips of paper with words they are banned from mentioning written on them, e.g. for *traffic jam: traffic, cars.*

#### Everything I know about ...

- Choose a topic from the unit or in general and write it on the board. Ask a child to stand up. Tell the child that he/she must talk about the topic for as long as possible without pausing. Keep an eye on your watch and write down the total amount of time that the child talked for.
- Ask the class if they think they can talk for longer. Invite a challenger do the next talk and write down his/her time.
- Repeat with several more children and then ask the class to look at the times on the board to see who is the winner.

#### **Twenty twenty**

- This can be played as an open class activity or a team game.
- Choose a word from the vocabulary set or any other word that the children know that you want to elicit or review.
- The children take turns to ask yes/no questions.
- Continue until they have asked all twenty questions. If they haven't been able to guess the word, give them clues until they guess correctly.

#### Vanishing verse

- Write a verse from a poem on the board. Read it with the children and then rub out two words.
- Ask the children to read the verse again, saying the missing words. Rub out two more words and repeat Continue in this way until only the first word of each line remains.

# Starter Unit Welcome Back!

Vocabulary and Language Focus pages 2–3

#### **Lesson objectives**

Become familiar with the course characters.

Review some vocabulary and grammar from previous levels.

Listen for specific information.

Practice asking questions.

#### Language

**Reviewed language:** describing appearance; places in a school; giving directions

**Questions:** What ...? When ...? How many ...? Do you ...?

**Extra vocabulary:** triplets, sign up, pen pal

#### **Materials**

◆ Tracks 01–04; Workbook page 2

#### Warm up

Greet the students as they come in. Say Welcome back! How are you? When students have taken their places, introduce yourself to the class. Say, for example, Hello. I'm (your name). I have two brothers. I don't have any pets. Ask individual students to stand up and introduce themselves in a similar way.

Tell the students that in this lesson they are going to meet the course characters for this year. Ask the class what they think they will find out about the characters. Elicit categories for personal information and write them on the board, such as name, age, address, hobbies. Encourage all students in the class to contribute to the discussion.

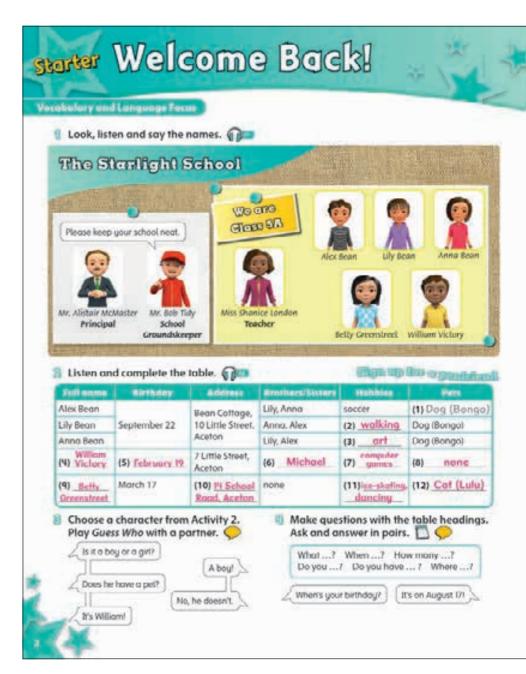
# 1 Look, listen and say the names.

Focus on the pictures of the characters. Tell the students that Alex, Anna and Lily are triplets (brothers and sisters born on the same day). The students can also see the triplets' friends and some of the people who work at their school.

Focus on the characters' names. Point out that even though the first names of the adults are given, we wouldn't usually use them. We would say Mr. McMaster, not Mr. Alistair McMaster, for example. Point to each character and say the name for the students to repeat.

Ask the class questions about the characters' appearance. For example, What color is Anna's dress? Who has short, curly hair? Does Betty have glasses?

Tell the students that they are going to hear descriptions of the characters. They



must listen and say the names of the people who are being described. Play the recording. Pause after each description for the students to call out the name.

# 2 Listen and complete the table. ① 02

Focus on the table. Ask What is the table for? (To sign up for a penpal.)

Focus students' attention on the information provided. Check how many of the categories the students mentioned in the Warm up activity.

Tell the class that they are going to hear the characters giving answers to questions about personal information. They must listen and write the missing information in the table.

Play the recording, pausing where necessary for the students to write the answers. Play the recording a second time if needed.

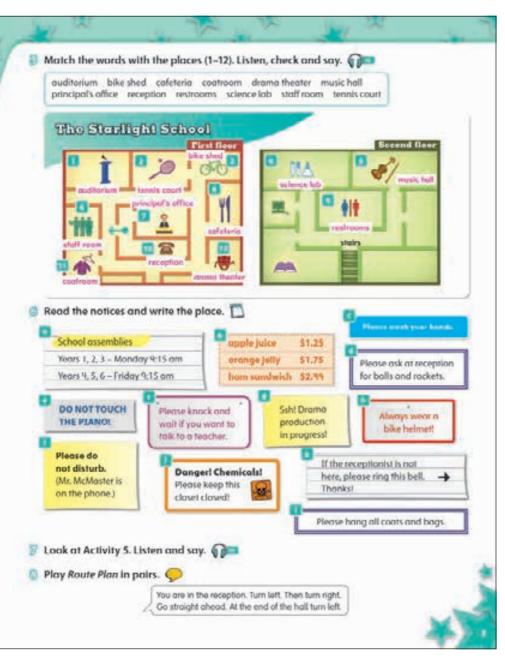
# 3 Choose a character from Activity 2. Play *Guess Who* with a partner.

Divide the class into pairs. Ask a pair of students to read the example dialogue to the class. Model the game with the class. Choose a character from the table in Activity 2 and encourage students around the class to ask questions to guess who it is. Students can then play the game in pairs, taking turns to choose a character for their partner to guess.

Move around the class as the students play the game. Monitor their performance and help if necessary by pointing to information in the table and encouraging students to form questions.

# 4 Make questions with the table headings. Ask and answer in pairs.

Focus students' attention on the headings in the table. Look at the second heading together. Ask What's the question? (When's your birthday?)



Tell the students to write questions in their notebooks using the table headings and the question words from the box. The students then work in pairs, asking and answering the questions about themselves. Monitor and help if necessary.

## **Optional activity**

Look back at the categories that the students mentioned in the Warm up activity. If there are any categories that have not been used in Activities 3 and 4, elicit questions for them and ask the students to ask and answer the questions in pairs.

#### **Additional resources**

The Starter Unit Wordcards Set 1 (places) can be used at any point in this lesson or later. The Starter Unit Language Focus Worksheet can be used at any point from here on.

### 5 Match the words with the places (1–12). Listen, check and say. **◎** 03

Tell the students to close their books. Ask What places are there in a school?

Encourage students around the class to answer. Write their answers on the board. Focus students' attention on the words in the box. Ask Which of these places are on the board? Point to the different rooms on the school plan and ask What's this? What happens here? about each place. Tell the students to match the words to the places in the plan and write their answers in their notebooks.

Play the recording for the students to listen and check their answers. Then check answers as a class by pointing to the places in the plan and asking students around the class to say a sentence about each place.

Play the recording again, pausing for the students to repeat the words chorally, then individually.

#### 6 Read the notices and write the place.

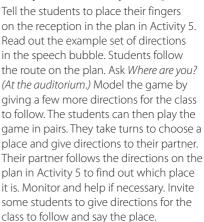
Focus attention on the notices. Point to some of the notices and ask What does this tell us? Where can you see a notice like this? Tell the students to work in pairs. They should read the notices, decide where each notice is and write the places in their notebooks. Move around the class as the students complete the activity, monitoring and helping if necessary.

#### 7 Look at Activity 5. Listen and **say. 1** 04

Tell the class that they are going to play a game with directions. Ask the class what phrases they can remember for giving directions. Elicit the instructions Turn left/ right, Go straight and It's on the left / right. Write these phrases on the board.

Focus attention on the speech bubbles. Play the first part of the recording. Show students how to place their finger on the reception in the floor plan in Activity 5 and trace the directions as they listen. Play the recording for the students to listen and trace the routes in their books. Pause after each set of directions for students to call out the correct place.

#### 8 Play Route Plan in pairs.



#### WORKBOOK ANSWERS

- 1 1 beard, black 2 glasses, long 3 short, mustache 4 earrings, curly
- 2 1 Do you have any pets? 2 When is your birthday? 3 Do you have any brothers and sisters? 4 What are your hobbies?
- 3 1 cafeteria 2 theater 3 staff room 4 reception 5 tennis 6 hall 7 bike shed 8 restrooms 9 coatroom

The secret word is caretaker. Try! Answers will vary.

#### Further practice / Homework

Workbook page 2; Starter Unit Language Focus Worksheet

# Starter Unit Summer Break page 4-5

#### **Lesson objectives**

Read and understand a story.

Act out a story.

Review some vocabulary and language from previous levels.

#### Language

**Reviewed vocabulary:** jungle, shark, ocean, volcano, fly / flew, find / found, hear / heard, swim / swam, write / wrote Introductions: I'm ..., This is ..., Hi, ...

**Extra vocabulary:** presentation, worried, wild, explore, go climbing

#### **Materials**

Track 05; Workbook page 3

#### Warm up

Tell the class that they are going to read a story about vacations in this lesson. Ask students around the class to tell you about their last vacation. Ask questions to prompt students if necessary. For example, Did you go to the beach / swim in the ocean / eat ice cream / see any animals?

#### Lead in

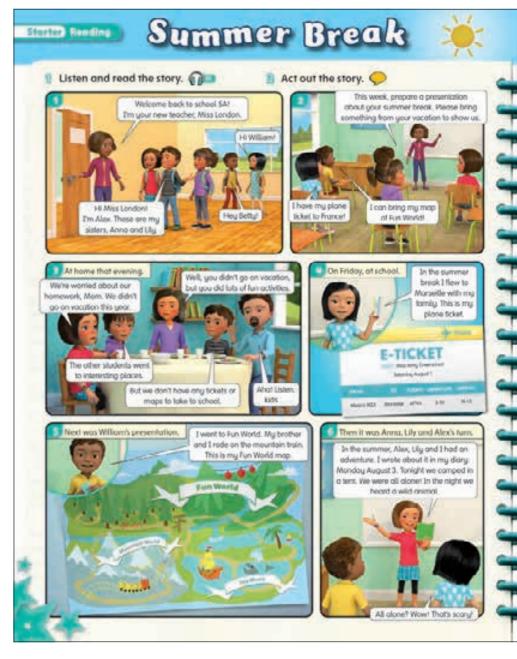
Ask the students what they can remember about the course characters from the previous lesson. Elicit the characters' names and write them on the board. Point to each name on the board in turn and ask the students to tell you a fact about the character. Allow the students to look back at page 2 and check if they were correct.

### 1 Listen and read the story. **1** 05

Ask the students to look at the pictures in the story. Ask What do you think happens in the story? Encourage students around the class to make predictions. Take all suggestions, but don't give the story away. Play the recording for the students to follow the words in their books. Ask questions to check comprehension. For example, Who is Miss London? (The students' new teacher.) What do the students have to do this week? (Prepare a presentation about their summer break.) Why are Alex, Anna and Lily worried? (They didn't go on vacation this year.) What did Anna write about? (Camping in a tent.) What did Alex, Anna and Lily do on vacation? (Explored the countryside, went climbing, found food, swam in dangerous waters and sailed in a ship.) Did Miss London like the presentation? Why? (Yes, because it was very interesting and funny.)

Ask the students if their predictions about the story were correct.

You may want to develop students' insight with further questions. Ask *What did* 



Betty do on her summer break? (She flew to Marseilles with her family.) Where did William go on his break? (He went to Fun World.) Where did Lily, Anna and Alex camp? (They camped in their backyard.) What animal did they hear? (They heard their dog, Bongo.) Encourage students to answer with full sentences.

#### **Optional activity**

Have a story quiz. Divide the class into two teams. Ask questions about the story to students from each team in turn. For example, Who flew to France? Who rode on a mountain train? Who camped in a tent? Who wanted to come into the tent? What did Lily, Anna and Alex climb? What did they pick? Award one point for each correct answer.

#### Additional resources

The Starter Unit Reading Worksheet can be used at any point from here on.

## 2 Act out the story. 🔾

Tell the students that they are going to act out the story in groups. Ask the students to look through the story and make a list of the characters. (Miss London, Alex, Anna, Lily, William, Betty.)

Divide the class into groups of six and tell the students to assign a character to each member of their group. If the class doesn't divide exactly into groups of six, some of the students can have more than one role.

Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. If there's time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with the actions and props.

Move around the class as the students practice actions from the story. Check their pronunciation and help them with their lines if necessary.

Ask each group in turn to come to the front of the class and act out the story.



# Competence in social skills and citizenship

Activity 2 focuses on teamwork skills. The students work together to assign characters to each other. They then practice acting out the story as a group and finally perform the story to the class. Ask the students if they enjoyed acting out the story and working as part of a team. Ask them to suggest other situations in life in which teamwork is important.

#### **Optional activity**

Describe a character from the story for the class to guess. For example, *She has short, straight, brown hair. She's wearing a pink T-shirt and a blue skirt.* Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students. If you like, you can play this game in two teams.

## **Optional activity**

Ask the class What was Anna's presentation about? (Her summer break.) Tell the students that they are going to prepare and then give a class presentation about what they did on their summer break.

Draw a simple table on the board with the headings go/sleep/eat/see/hear. Ask questions to students around the class using the headings in the table. For example, Where did you go/sleep on your summer break? What did you eat/see/hear? Tell the students to copy the table into their notebooks and complete it with information about their summer break. They can use true activities or they can invent activities. Invite students to stand up and deliver their presentations to the class.

#### **Optional activity**

Draw the students' attention to the homework assignment that Miss London has set Alex, Lily and Anna and their class at the end of the story on page 5 of the Student Book: Super science homework. Find out about bugs. Tell the class that this will be the theme for the next unit

Ask the students if they can think of any words for bugs in English. Write their answers on the board and congratulate the students on how much they have remembered. Ask students what kinds of things they think Alex, Lily and Anna might bring into class next time.

If you like, you can ask the students to do the homework task with Alex, Anna and Lily. Ask the students to choose a bug and find out about it online or at the library. If you like, you can assign different bugs to students around the class, or tell students to find a set number of facts (such as five facts) about bugs in general. Tell the students that they will tell the class what they found out about their bug in the next lesson.

In the next lesson, invite individual students to stand up and tell the class what information they found out. Ask questions to prompt the students if necessary. Ask students to say where they found their information.

#### WORKBOOK ANSWERS

- 4 1 c didn't go 2 b flew 3 f rode 4 e wrote 5 d didn't swim 6 a was
- 5 Answers will vary.Try! Answers will vary.

#### Further practice / Homework

Workbook page 3; Starter Unit Reading Worksheet

# Unit 1 Vocabulary and Reading (pages 6-7)

### **Lesson objectives**

Identify common bugs.

Identify different text types.

Interpret a diagram and find information in a set of instructions for a science experiment.

Ask and answer about the bugs you like

Read and understand a story poem.
Ask and answer questions in the present tense.

#### Language

**Bugs:** ant, beetle, centipede, fly, grasshopper, ladybug, mosquito, moth, snail, spider, wasp, worm

**Extra vocabulary:** nocturnal, active, free (v), annelid, mollusc, arachnid, myriapod, section, equipment, trowel, magnifying glass

#### **Materials**

Tracks 06–08; Wordcards from previous levels (bugs); Unit 1 Wordcards Set 1 (bugs); a watch or timer; Workbook pages 4–5

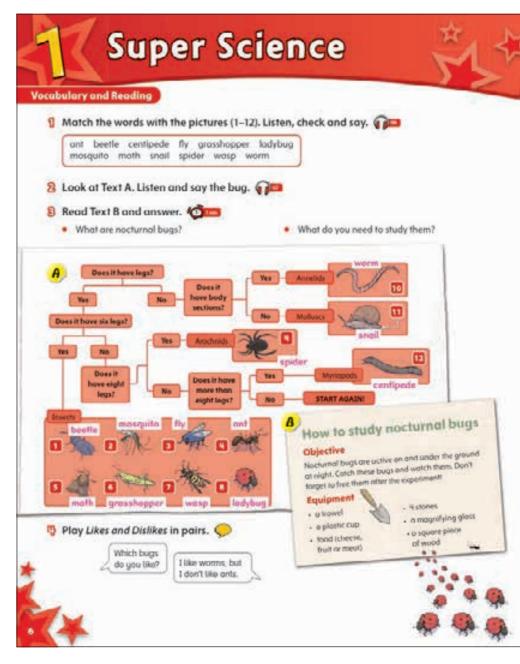
#### Warm up

Ask the students what they remember about the story from the Starter Unit. Ask Who is the new teacher? What was the homework assignment about? What did Alex, Anna and Lily talk about in the presentation? What homework did Miss London set at the end of the story? (Find out about bugs.)

Use the wordcards to review and teach words for bugs. Hold up the cards, one at a time. Say the words for the class to repeat chorally and individually. Ask students to look at the pictures on pages 6 and 7 of their Student Books. Ask *What bugs can you see?* Hold up the wordcards one at a time and ask *Can you see a (snail)?* Have students answer *Yes or No* and point to the correct pictures in their books.

If you asked the students to do the homework assignment, invite students to tell the rest of the class which bugs they found out about and what facts they found out about their bugs. Encourage other students to ask questions about the different bugs.

If you didn't ask students to do the homework assignment, ask them to tell the class what bugs they know about, what the bugs look like, and what facts they know about each bug.



# 1 Match the words with the pictures (1–12). Listen, check and say. **①** 06

Tell the class to look at the diagram on page 6 (Text A). Focus on the pictures of the bugs. Ask students to name the bugs in the pictures.

Divide the class into pairs, and ask the students to look at the pictures and match the words and pictures with their partner. Tell the students to write the numbers 1–12 in their notebooks, then write the name of the matching bug next to each number.

Play the recording for the students to listen and check their answers. Check answers with the class by asking *What's number (1)?* Play the recording again, pausing for the students to repeat the words chorally, then individually.

# 2 Look at Text A. Listen and say the bug. ① 07

Focus attention on Texts A, B and C. Ask the students to say what type of text each

one is (Text A is a diagram, Text B is a set of instructions and Text C is a story poem). Explain that you can use a diagram like Text A to put bugs into different groups (insects, arachnids, myriapods, annelids and molluscs).

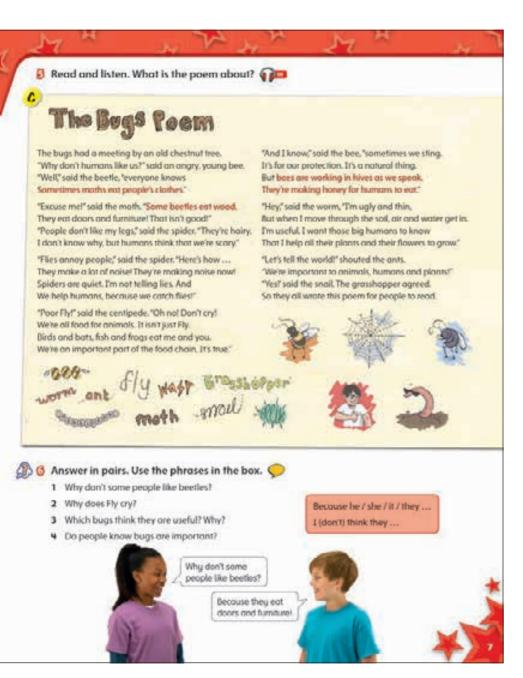
Tell the students that they are going to listen to a recording of Lily and Alex asking each other questions about different bugs. The students must listen to the conversations as they follow the diagram to see which bug the characters are talking about.

Play the first conversation. Pause the recording and ask a student *Which bug is it?* Repeat with the rest of the conversations. Check that all students have the same answers.

#### 3 Read Text B and answer.

Ask the students to look at Text B. Explain that sometimes we need to find information quickly from a text, without reading it in detail.

Read the two questions with the class. Tell the students that they have one minute to



find the answers. Remind them that they don't have to read every word—they just have to find the information they need to answer the questions.

Tell the students that you are going to time them as they do the activity, so they mustn't start until you tell them, and they must stop when you say Stop. Use a watch or timer to time one minute.

When the minute is up, check answers by asking the questions and inviting students around the class to answer.

#### 4 Play Likes and Dislikes in pairs.

Focus on the bugs in the diagram again. Ask individual students Do you like worms / ants / snails? Invite students to ask and answer questions about the bugs in Text A in pairs.

Direct students' attention to the sample language in the speech bubbles. Read the first bubble aloud while students follow along. Call on a volunteer to read the second bubble aloud. Ask the question in the first speech bubble to students around the class and encourage them to answer about the bugs they like and dislike.

Divide the class into pairs and have students ask and answer on their own. Move around the class and monitor the students. Help if necessary by asking Do you like (ants)? Invite confident pairs of students to model the game for the class.

#### 5 Read and listen. What is the poem about? **1**08

With books open, tell the students that they are going to listen to and read a story poem. They must decide what the poem is about. Play the recording for the students to follow the story poem in their books. Ask students around the class what they think the poem is about (Why bugs are important.), then discuss the students' reactions to the poem. Ask Did you like it? Do you agree that all bugs are important?

#### Optional activity

Divide the class into groups of nine. Assign a role to each student in each group: narrator, beetle, bee, spider, centipede, moth, worm, snail, ants. If the class doesn't divide equally into groups of nine, you can have more than one student in each group playing the role of the ants. Tell the groups to practice acting out the story poem in their groups, with the students playing the bugs reading out their lines and the student playing the narrator reading out the rest of the poem. Tell the students to think about how the bugs feel when they read out their lines, and what actions they might do as they speak. When the groups are feeling confident about acting out their poem, you can invite groups to come to the front of the class and act out the poem for the class

#### **Additional resources**

The Unit 1 Reading Worksheet can be used at any point from here on.

#### 6 Answer in pairs. Use the phrases in the box.

Ask the students to read the story poem again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Invite some pairs of students to ask and answer questions for the rest of the class to observe.

#### WORKBOOK ANSWERS

- 1 1 ladybug 2 moth 3 beetle 4 centipede 5 mosquito
- 2 1 fly 2 snail 3 ant 4 wasp 5 worm
- 3 1 snail 2 ladybug 3 worm 4 spider 5 grasshopper 6 wasp 7 centipede 8 moth
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 False 2 True 3 True 4 False 5 True 6 False 7 True 8 True
- 6 1 old 2 angry/young 3 hairy/ quiet / scary 4 thin / ugly / useful
- 7 1 was 2 the 3 about 4 for 5 they 6 and 7 to 8 tell 9 a
- 8 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 4-5; Unit 1 Reading Worksheet

# Unit 1 Language Focus 1 page 8

#### **Lesson objectives**

Practice using the simple present and present continuous.

Talk about the behavior of bugs.

#### Language

Core language: Vocabulary and Reading Lesson bugs words; simple present / present continuous

**Review language:** noise, important, honey, jump, plant, wood, have

Extra vocabulary: sting, hive, web, soil

#### **Materials**

Tracks 08–09; Unit 1 Wordcards Set 1 (bugs); Workbook page 6

#### Warm up

Ask the students what they can remember about the story poem from the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as *Why don't people like (spiders)?* Ask the students to look at the story poem on page 7 again to check their answers.

# 1 Look at page 7. Read and listen to the poem again. Match the sentence halves. ① 08

Tell the students that they are going to hear the story poem again. They must listen and match the beginnings of the sentences with the correct endings.

Play the recording for the students to draw lines to match the sentence halves.

## 2 Complete the chart.

Focus on the simple present section of the chart. Read out the example sentence and show the class the crossed out word in the box. Ask the students to choose a word from the box to make the second affirmative sentence. (*Eat.*)

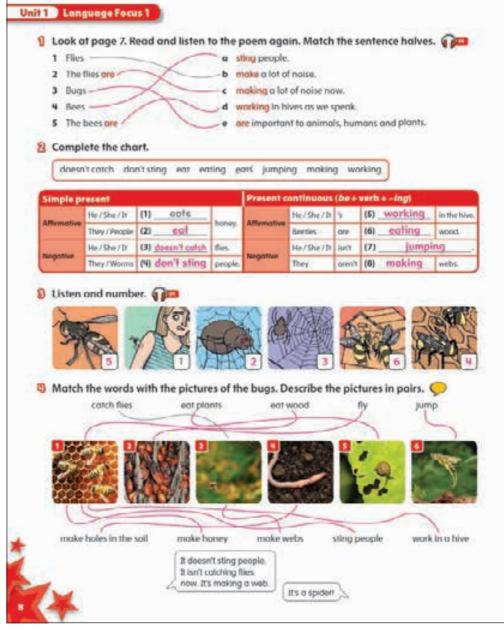
Ask the class which words in the box are for the simple present section of the chart and which words are for the present continuous section of the chart. Ask students which words in the box are affirmative and which are negative. Tell the students to use the words in the box to complete the chart.

#### **Additional resources**

The Unit 1 Language Focus 1 Worksheet can be used at any point from here on.

#### 3 Listen and number. **(1)** 09

Focus on the pictures. Tell the students that they are going to hear descriptions of each picture in a different order from the way the pictures appear on the page. They must listen and write the numbers in the boxes for the matching pictures.



Play the recording, pausing after each sentence and asking students to point to the corresponding picture, then write the matching number in the box.

Ask the students why we say *Bees work in hives* for picture 5 and *The bees are working in the hive* for picture 6. (We use the simple present for picture 5 because we are talking about something that the bees do every day; we use the present continuous for picture 6 because we are talking about what the bees are doing now.) Point to each picture in turn and ask a student to describe it using the simple present or present continuous.

# 4 Match the words with the pictures of the bugs. Describe the pictures in pairs.

Focus on each picture in turn. Ask students around the class What bug can you see in this picture? What do you know about this bug? (Elicit sentences in the simple present.) What is / are the bug(s) doing now? (Elicit sentences in the present continuous.)

Read out the phrases around the pictures. Tell the students to draw lines to match the phrases to the pictures. Ask students which activities the bugs in each picture often do and which activities the bugs are doing now.

Read out the speech bubbles. Describe another picture for the class, such as It works in a hive. It stings people. It isn't stinging people now. It's making honey. Encourage the students to call out the correct answer. (It's a bee!)

Students work in pairs, taking turns to describe a picture for their partner.

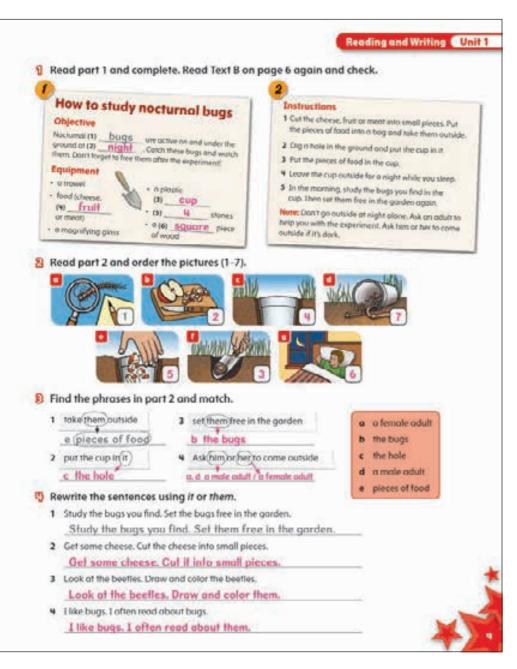
#### WORKBOOK KEY

- 1 1 a, d 2 b, c
- 2 1 starts 2 eats 3 is eating 4 eat 5 is jumping
- 3 1 starts with leaves 2 that worms eat leaves 3 the worm is pulling a leaf 4 shows that beetles eat worms
  5 the beetle is carrying the worm
- 4 1 has 2 has 3 have 4 don't have

#### Further practice / Homework

Workbook page 6; Unit 1 Language Focus 1 Worksheet

#### Unit 1



# Unit 1 Reading and Writing (page 9)

### **Lesson objectives**

Read and follow an instructive text. Understand the use of, and make sentences with, *it* and *them*.

#### Language

Core vocabulary: Vocabulary and Reading Lesson bugs words

**Review vocabulary:** every day, find / found, pick up, jar, gloves

**Extra vocabulary:** nocturnal, active, set them free, experiment, equipment, trowel, magnifying glass, alone, instructions, objective, ventilated jar, chrysalis, plural, example, meaning, pronunciation

#### **Materials**

Workbook page 7

# 1 Read part 1 and complete. Read Text B on page 6 again and check.

Ask the students to open their Student Books to page 9. Ask What is this text? (Instructions for a science experiment.)

Focus attention on part 1 of the text. Explain that some words are missing. Ask the students to complete the text from memory, without looking at the text on page 6. When they have finished they can check their answers by reading the instructions on page 6.

# 2 Read part 2 and order the pictures (1–7).

Ask the class *How do you think we can study nocturnal bugs?* Elicit ideas from around the class. Point to the pictures a–g and tell the students that they show different stages in the experiment. Ask the students to tell you what they can see in each picture. Ask them to number the pictures in pencil in the order they think they appear in the instructions for the experiment. Explain that this is a

prediction task and the students should not read part 2 of the text to help them. Ask the students to say what order they think the pictures should be in. Accept their suggestions, but don't reveal the answers. Ask students to read part 2 to check their answers, then make any necessary changes to their answers.

# 3 Find the phrases in part 2 and match.

Focus attention on the phrases taken from part 2 of the text. Draw attention to the circled words in each one. Ask *Why do we use words like "them," "it," "him" and "her"? (So that we don't have to repeat nouns.)* Tell the students that the circled words represent the people or things listed in the box on the right.

Ask the students to read part 2 of the text again and find the phrases. They then match the circled words to the people and things in the box in their notebooks, using the example (them = pieces of food) as a model answer.

# 4 Rewrite the sentences using *it* or *them*.

Focus on the first sentence. Ask students Which word appears in both sentences? (Cheese.) Which word can we use instead of "cheese" the second time? (It.)

Ask the students to read the rest of the sentences and find the nouns that are repeated. They rewrite the sentences, replacing these words with *it* if the noun is singular, or *them* if it is plural. Invite students to read out their sentences.

#### WORKBOOK KEY

- 1 Left to right: 2, 4, 1, 5, 6, 3
- 2 1 Pick up the caterpillar and put it into the glass jar: it = the caterpillar
  - 2 You know it likes to eat them: it = the caterpillar, them = the leaves
- 3 It should get bigger and bigger: it = the caterpillar 4 Then it opens and a caterpillar comes out: it = chrysalis
- 3 1 First, find a bug under some wood.2 Put the bug in a clear box. 3 Draw the bug. 4 Put the bug back under the wood.

Learning to Learn 1 pronunciation 2 meanings 3 plural 4 example Try! Answers will vary.

#### Further practice / Homework Workbook page 7

# Unit 1 Vocabulary and Listening pages 10-11

## **Lesson objectives**

Identify things in the garden.

Listen and extract information from a song.

Ask and answer about things in the garden.

#### Language

**Core:** Things in the garden: *bird* feeder, scarecrow, greenhouse, petal, wheelbarrow, raspberry, pollen, watering can, stem, seeds, weeds, roots

**Review:** basket, pumpkin, every day **Extra:** insects, tomatoes, pot, trowel,

hoe, sweetcorn

#### **Materials**

Tracks 10–12; DVD Unit 1 Song; Unit 1 Wordcards Set 2 (things in the garden); Workbook pages 8–9

#### Warm up

Ask the students to write down all the places in their house in their notebooks. Ask them to write one thing that you can find in each place.

Tell the students that in today's lesson they are going to be looking at one of these places. Ask them to guess which place they are going to be looking at.

# 1 Look and say what the lesson is about. •

Tell the students to open their books and look at pages 10 and 11. Ask students around the class to say what they think the lesson is going to be about. Listen to their suggestions, but don't confirm at this stage.

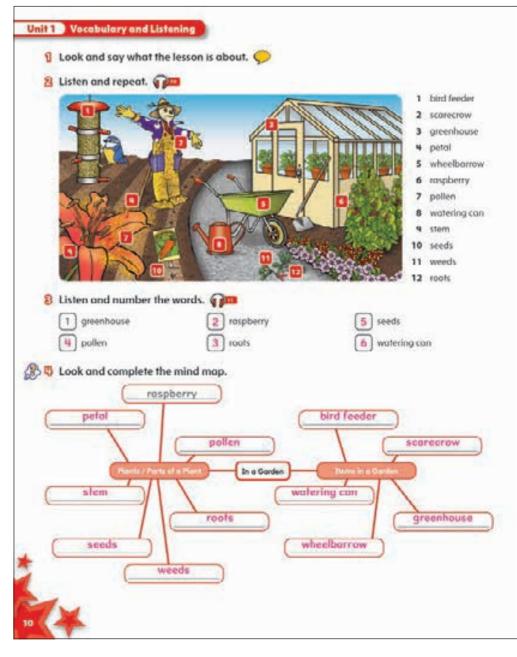
# 2 Listen and repeat. 10

Establish that this lesson is about things in the garden. Tell the students that you are going to play a recording of some new words for things in the garden. Tell the students to listen and repeat the words, pointing at the things in the picture as they do so.

Play the recording for the students to listen and repeat the words, first chorally, then individually. Hold up the wordcards, one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask students around the class to say the words and point to the correct items in the picture in Activity 2.

# 3 Listen and number the words. ① 11

Tell the students that they are going to hear descriptions of some of the things in



the picture in Activity 2. They must listen and say what is being described. Play the recording, pausing after each description for the students to say the word.

Show the students the words in Activity 3. Tell them to listen again and write the correct number in the box next to each word. Play the recording all the way through for the students to complete the activity. Check answers by asking *What's number* (1)?

# 4 Look and complete the mind map.

Focus students' attention on the mind map. Read out the headings. Ask students to look at the picture in Activity 2 and say what parts of a plant they can see. Write their answers in a column on the board. Then ask them to look at the picture and say what other items they can see in the garden. Write their answers in another column on the board. Erase the words from the board and tell students to look at the picture again and complete the

mind map by writing the words in bubbles coming from the correct headings.

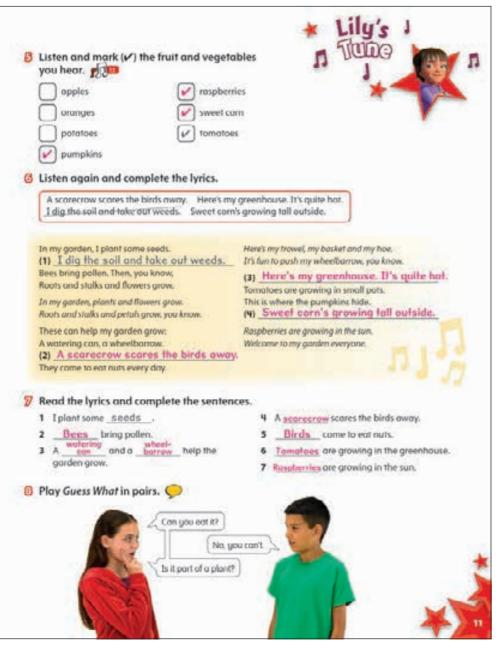
Copy the mind map onto the board.

Invite students to call out words for each heading, or have students come to the board and write one word each for each

## 

heading in the mind map.

Tell the students that they are going listen to a song about a garden, or, if you are using the DVD, they will listen and watch a song video about a garden. Read out the list of words. Ask students what these words have in common. (They are all fruits and vegetables.) Tell students that they are going to hear some of these words in the song. They have to listen and mark the words they hear with a check mark. Ask students to say which word they know they will hear in the song. (Tomatoes.) Tell the class that there is a check mark next to this word because it is in the song. Play the song for the students to listen and mark the words for the fruit and



vegetables that they hear in the song. Play the recording a second time, if necessary. Ask students around the class to say which words they heard in the song.

## 6 Listen again and complete the lyrics.

Direct students' attention to the song lyrics and show them the writing lines. Explain that some lines are missing from the song. Show the class the lines in the box. Explain that these are the missing lines. The students have to listen to the song again and write the lines in the correct spaces to complete the lyrics. Play the recording, pausing if necessary to give students time to complete the lyrics with the missing lines. Invite students to read out lines from the completed song, then play the recording for the students to sing along.

# **Optional activity**

Divide the class into groups of five or six. Keep playing the song in the background. Give the students five minutes to work out a simple dance routine using actions for the song. Groups perform their dance to the music. Get the class to sing along while they watch each group perform.

#### 7 Read the lyrics and complete the sentences.

Read out the first sentence and focus attention on the example. (Seeds.) Tell the class that the sentences are about the song lyrics in Activity 6. The students need to read the gapped sentences, then look at the song lyrics and find the missing words to write in the gaps.

Complete the next sentence with the class. Read out the gapped sentence and ask students to look at the song lyrics and call out the missing word. (Bees.) Tell them to write the word in the gap for item 2.

Students complete the rest of the activity on their own. Move around the class. Monitor and help by asking questions, such as What helps the garden grow? What scares the bird away?

Check answers by inviting students from around the class to read out the completed sentences.

## 8 Play Guess What in pairs.



Read out the sample speech in the speech bubbles while students follow in their books. Tell students that the boy is thinking of a thing in the garden and the girl is trying to guess what thing he is thinking of. Model the game with the class, encouraging them to ask questions to guess what thing in the garden you are thinking of.

Divide the class into pairs to play the game. Move around the class as the students play the game and monitor their performance. Invite confident students to model the game in front of the class.

#### **Optional activity**

Play the game in two teams. Invite students from each team in turn to think of a thing in the garden for the other team to guess. Award one point for each correct guess. If you like, you can give students a limited number of questions to ask, such as five. If the team can guess what the student from the other team is thinking of before they run out of questions, they win one point for their team.

#### WORKBOOK ANSWERS

- 1 Plants / Parts of a plant: petal, pollen, raspberry, roots, seeds, stem, weeds Items in a garden: bird feeder, greenhouse, scarecrow, watering can, wheelbarrow
- 2 1 bird feeder 2 flowers
  - 3 greenhouse 4 birds
  - 5 watering can
- 3 1 a greenhouse / a wheelbarrow 2 lots of flowers / (some) birds 3 a scarecrow / a watering can 4 any bees / weeds 5 lots of flowers / (some) birds

# Try! Answers will vary.

- 4 1 seeds 2 weeds 3 pollen 4 Roots 5 petals 6 watering can 7 scarecrow 8 wheelbarrow 9 greenhouse 10 Raspberries
- 5 Example: pollen
  - 1 stem 2 petals 3 roots 4 seeds
  - 5 raspberry 6 weed
- 6 Answers will vary.
- Try! Answers will vary.

# Further practice / Homework

Workbook pages 8-9

# Unit 1 Language Focus 2 page 12

## **Lesson objectives**

Learn about different types of plants. Read and understand a text about

Practice using the zero conditional.

Make sentences using the zero conditional.

#### Language

seed dispersal.

Zero conditional: If the wind blows ...

Review: pea, fly, seed

**Extra vocabulary:** dandelion, poppy, sycamore, coconut, mistletoe, space, seed dispersal, far away, hole, float, pod, sticky, pass, carry

#### **Materials**

Track 13; Workbook page 10

#### Warm up

Ask the class how we grow plants (*We plant seeds*.) and where seeds come from (*They come from plants*.). Explain that people often harvest seeds from plants and plant them to make new plants. Ask students how they think seeds get moved around to make new plants if people don't harvest and plant them.

# 1 Match the plant names with the pictures and answer in pairs. What do you know about these plants?

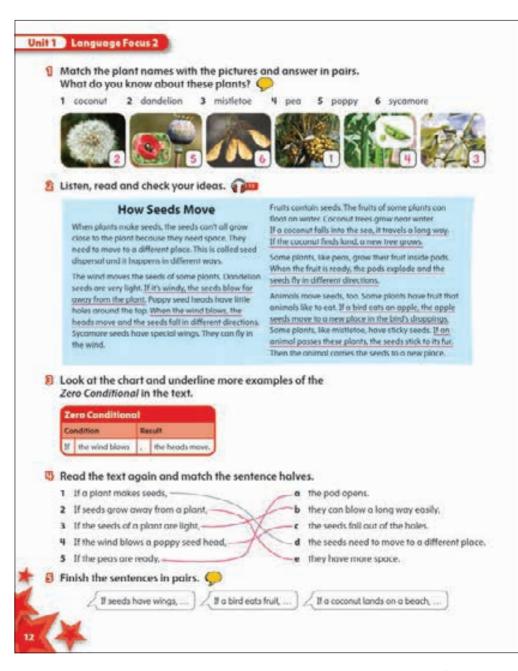
Ask the students to look at the photos. Tell the students that they are going to talk about the plants they can see. Ask Can you name any of the plants? How do you think that the plants' seeds get moved around? Students work in pairs. They tell each other what they know about the plants in the photos.

# 2 Listen, read and check your ideas. ① 13

Tell the students that they are going to listen and read the text to check their ideas. Play the recording while the students follow the text. Ask the class which of their ideas were correct.

# 3 Look at the chart and underline more examples of the *Zero Conditional* in the text.

Focus on the grammar chart. Explain that the sentences in the chart have two parts: the first part is the condition—this uses the word if to talk about a possible situation; the second part is the result—this explains what will be the result of this situation. Ask the students What happens if the wind blows? Elicit the answer The heads move. Use the chart to show how we combine these two ideas in a zero



conditional sentence. Ask the students to look at the sentences in the chart, then look at the text from Activity 2 again and find more examples of zero conditional sentences. Students write the sentences in their notebooks.

# 4 Read the text again and match the sentence halves.

Ask the students to read the text again to help them match the zero conditional sentences in their notebooks. Explain that the sentences in the activity are not exactly the same as the sentences in the text, but they have the same information. Read out the example sentence and ask the students to find the information in the text. Ask a student to read out the part of the text that gave them the information. Students then complete the activity in their books, drawing lines to match the sentence halves.

#### Additional resources

The Unit 1 Language Focus 2 Worksheet can be used at any point from here on.

#### 5 Finish the sentences in pairs.

students to read out their sentences.

Read out the first speech bubble. Tell the class that this is the first part of a sentence. Ask students to suggest endings for the sentence. Divide the class into pairs. The students work in their pairs to think of endings for the sentences and write the full sentences in their notebooks. Invite

# WORKBOOK ANSWERS

- 1 If it's windy, the seeds blow far away from the plant. Example: dandelion
  2 If a seed finds land, a new plant grows. Example: coconut 3 If a bird eats some fruit, the seeds move to a new place. Example: apple
  4 If a pod explodes, the seeds fly in different directions. Example: pea
- 2 1 sticks 2 carry 3 gets 4 travels
- 3 1 If a seed finds soil, roots start to grow.
   2 If a plant has water and sun, then stem and leaves grow.
   3 If flowers grow, the plant makes seeds.
   Try! Answers will vary.

# Further practice / Homework

Workbook page 10; Unit 1 Language Focus 2 Worksheet



# **Unit 1 Listening and** Speaking page 13

# **Lesson objectives**

Listen for gist and for specific information

Pronunciation: using the correct stress in compound words.

Make polite requests and excuses.

# Language

Core vocabulary: things in the garden

Review vocabulary: sweep

Extra vocabulary: clothes line, blackbirds, blackberries, fish pond, plant pot, birdseed, bird table, pear tree

Polite requests and excuses: Can you help me sweep the snow, please? Sorry, I can't. I have a cold.

### **Materials**

◆ Tracks 14–15; Workbook pages 11, 119

## 1 Look and label the pictures. Listen and match the people with the chores they do. **1**4

Ask the students what chores they can think of for in the garden. Write their suggestions on the board. Focus students' attention on the photos in Activity 1. Ask students to name the chores. Read out the phrases in the box and ask the students to point to the correct pictures. Tell the students to write the phrases under the correct pictures. Play the first part of the recording, then pause and ask What chore does Tim do? Show the class the example number 2 in the box for Tim. Tell the students to listen and write the numbers for the chores that Fiona and Natalie do. Play the rest of the recording. Check answers by asking What chore does (Fiona / Natalie) do?

### 2 Listen again and complete the conversations.

Read out the requests. Ask students to say which of the answer options are affirmative and which are negative. Play the first part of the recording and ask students to say which response Tim gives. Show the class the example. Tell the students to listen and circle Natalie's and Fiona's responses. Play the rest of the recording for the students to circle the responses. Invite pairs of students to read out the exchanges.

#### Additional resources

The Unit 1 Functions Worksheet can be used at any point from here on.

# 3 Look, listen and repeat. 15

Focus attention on the words in the box. Explain that the red dots show which part of the word to stress. Play the recording, pausing after each word for the students to repeat, first chorally, then individually. Ask students to say each word again and raise their hands as they say the stressed part of the word.

# 4 Complete the pairwork cards. Ask and answer in pairs. Workbook page 119 🖸

Read out the speech bubbles. Tell the students that they are going to ask and answer about chores in pairs. Have students turn to page 119 of their Workbooks and look at the pairwork cards. Explain that they need to write four chores for their partner to do in the house or garden, then take turns to ask and answer, agreeing to do the chore for their partner or giving an excuse to say why they can't do the chore. Model the activity with the class, then divide the class into pairs to complete the activity. Make sure that students are using the correct structures. Invite pairs of students to act out exchanges.

## WORKBOOK ANSWERS

4 Answers will vary.

5 1 D 2 B 3 A 4 C

6 Example: C

1 A 2 C 3 A 4 B 5 C 6 B 7 B 8 A 9 B 10 A

Try! Answers will vary.

# Further practice / Homework

Workbook page 11; Unit 1 Functions Worksheet

# Unit 1 CLIL page 14

# **Lesson objectives**

Learn about honeybees.
Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Honeybees:** beehive, honeycomb, nectar, waggle dance, pollination

#### **Materials**

Track 16; Workbook page 12

### Warm up

Write the heading *Honeybees* on the board. Ask students to tell you what they know about honeybees. Prompt students by asking *What do honeybees look like?* Where do they live? What do they do?

# 1 Look at the pictures. Why do you think honeybees are important? Discuss in pairs. •

Divide the class into pairs. Tell the students to look at the pictures on page 14 and discuss why honeybees are important with their partner. Invite students to tell the class why they think honeybees are important.

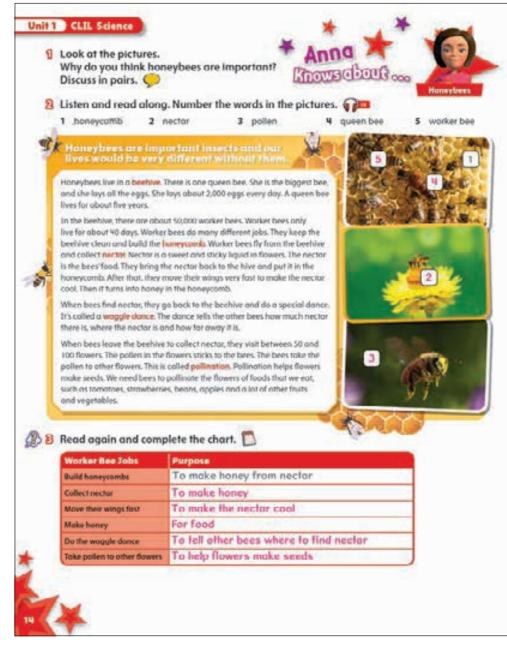
# 2 Listen and read along. Number the words in the pictures. **1**6

Focus students' attention on the pictures. Ask them to say what they can see in each picture. Tell the students to listen to the text and follow the words in their books. Play the recording for the students to listen and read. Read out the words above the text. Ask students to find the words in the text. Tell the students to listen and read again, and write the correct numbers in the boxes on the pictures. Check answers by pointing to the items in the pictures and asking *What's this?* 

# 3 Read again and complete the chart.

Ask the class What jobs do worker bees do? Elicit answers from students around the class. Ask Why do worker bees (build honeycombs)? Encourage students to find the information in the text in Activity 2 and answer.

Focus attention on the chart and read out the list of jobs. Explain that students should write in the second column why the worker bees do each job. Show the students the example. Have students complete the chart on their own, then compare answers with a partner. Write the sentence Worker bees build honeycombs to make honey from nectar on the board. Ask students to make similar sentences



using the information in their chart, such as Worker bees collect nectar to put in the honeycomb.

# **Project connection**

You can choose to do Stage 1 of the project on page 16 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

## **Optional activity**

The Unit 1 Starlight English Video on the Level 5 DVD shows students some information about plants and flowers. There is also a Starlight English Video Worksheet.

Play the video. Pause at various points to check understanding by asking comprehension questions, such as What color petals does this plant have? How can dandelion seeds move around? What other things can move seeds? How can animals move seeds?

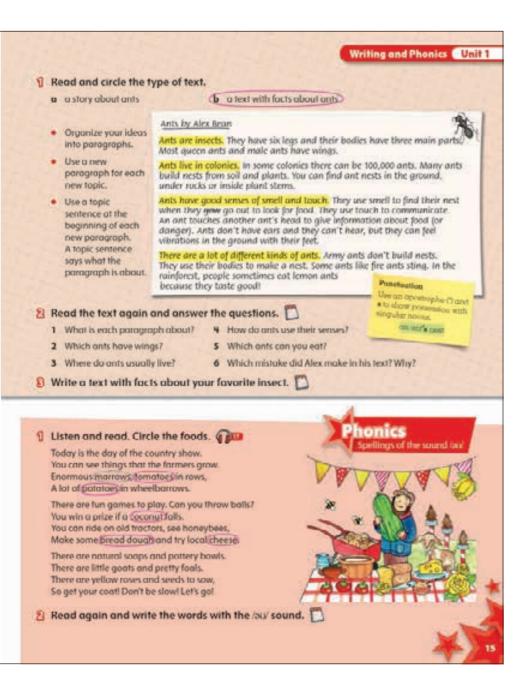
#### WORKBOOK ANSWERS

- 1 Left to right: spider, insect
- 2 1 silk 2 web 3 abdomen
  - 4 antennae 5 wings
- 3 1 Spiders use the silk to build a web.
   Some young spiders use their silk to help them travel around. 2 Most spiders eat bugs and other insects.
   The biggest spiders eat mice, lizards and birds. 3 They catch their food in their web. Some spiders hide and wait for insects. They jump up and attack them.

Try! Answers will vary.

# Further practice / Homework

Workbook page 12; Unit 1 Starlight English Video; Unit 1 Starlight English Video Worksheet



# Unit 1 Writing and Phonics (page 15)

# **Lesson objectives**

Identify the features of an information text.

Understand the use of 's to show possession.

Write an information text.

Identify the spelling patterns of words with the  $/\Im \upsilon /$  sound.

## **Materials**

Track 17; Unit 1 Wordcards Set 1 (bugs); Workbook page 13

#### Warm up

Put the ant wordcard on the board. Ask the students to tell you everything they can about ants. Repeat with two or three other bugs.

#### 1 Read and circle the type of text.

Focus on the text. Ask the students if they have ever written a text like this. Ask *What was it about?* 

Read out the two text types and ask the students to say which text type this text is. The students read the text quickly and choose the correct answer. Tell the students to circle the correct text type.

# 2 Read the text again and answer the questions.

Tell the students that they are going to read the text again in more detail, in order to answer some questions. Before the students read the text, ask them to read the six questions in their Student Books. Check that the students understand the questions. Check answers by inviting pairs of students to ask and answer the questions for the class.

Ask the students to look at the writing notes on the left of the text. Ask questions to check comprehension, such as *What do we use to organize our ideas? What should* 

we use a new paragraph for? Focus the students' attention on the Punctuation box. Read out the note and then ask students if they can see an example of a possessive apostrophe followed by s in the text (another ant's head, paragraph 3).

# 3 Write a text with facts about your favorite insect.

Tell students that they are going to write an information text about their own choice of insect or bug. They should use the text in Activity 2 as a model. Allow students time to find out about their chosen bug online or in reference books. Write the following questions on the board: What does it look like? Where does it live? What does it eat? What jobs does it do? How does it communicate? Why is it important?

The students can make a chart like the one in the CLIL Lesson to organize the information about what jobs their insect does and how it communicates. Students write their texts in their notebooks.

#### **Phonics**

# 1 Listen and read. Circle the foods. **1**7

Ask the students to look at the picture to the right of the poem and tell you what they can see. Ask *What do you think the poem is about?* Play the recording for the students to follow the words in their books, count the food words and write them in their notebooks. Ask students to read out their lists of foods for the rest of the class to check their answers.

# 2 Read again and write the words with the /əʊ/ sound.

Ask the students to find the rhyming words at the ends of the lines in verse 1. (Show, grow, rows, wheelbarrows.) Ask What is the vowel sound in these words? (/əu/)

Play the recording again for the students to write the words with the /əu/ sound in their notebooks. Students can underline the words in the Student Books as they listen, then write the words in their notebooks when the recording is finished. Ask students to read out their lists of words. Write the words on the board. Invite students to come to the board and underline the /əu/ sound in each word.

#### WORKBOOK ANSWERS

- 1 1 elbow, snow, window 2 cold, hippo, sofa 3 mosquitoes, toe, volcanoes 4 boat, road, throat 5 nose, phone, wrote
- 2 A 3 B 2 C 1 D 4
- 3 grow, over, hole
- 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework Workbook page 13

# Unit 1 Project and Value (page 16)

## **Lesson objectives**

Understand how to protect honeybees. Make a poster showing how to protect honeybees.

#### Value

Protect the environment where your food comes from.

# **Materials**

One sheet of poster board; ruler, pencil and eraser; colored pens and pencils; Unit 1 Stickers; pictures of bugs (see Warm up); Workbook page 14

#### Warm up

Have pictures of bugs doing different activities prepared (printed from the Internet or clipped from magazines). Show the pictures to the class, one at a time. Invite students to make sentences about the pictures, using the simple present and present continuous. Ask questions to prompt students if necessary, such as Where do (ants) live? What do they eat? What jobs to they do? What is this (ant) doing?

#### Value: Read and stick

Ask students to open their Student Books to page 16 and find Alex's Value at the top. Read the value aloud while students follow along. Ask students where our food comes from (farms, animals, fields, trees), how we can protect the environments our food comes from (by keeping them clean, not dropping litter, not making pollution) and why it is important to protect these environments (because we need our food to be clean and healthy). Tell students to find the sticker for Alex's Value on their sticker sheets and stick it in the space in their Student Books.

# **Honeybees Poster**

# Stage 1: Plan your project.

Divide the class into groups. Explain to them that they are going to make a poster about honeybees, but first they should start by discussing what they know about honeybees. Have groups discuss the first question, then brainstorm and make a list of ways to protect honeybees in their notebooks.

#### Stage 2: Develop your project.

Students discuss ideas for their posters in their groups. They can look online or in reference books to find out what plants honeybees like to collect nectar from, what foods we have because of honeybees, what things can harm



honeybees and ways we can protect honeybees. Students then write information about why honeybees are important and how we can protect them on their poster and decorate the poster with pictures.

### Stage 3: Share your project. •

Have each group display their poster on the classroom wall. Divide the groups so that some students are walking around asking questions about the posters and some are staying by their posters to tell the other students about them. Model questions for the class, such as What plants do honeybees like? How can we protect honeybees? What things are bad for honeybees? What foods do we have because of honeybees? Have a class discussion about how we can help honeybees.

#### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open

their Workbooks to page 14 and direct their attention to Activity 3. Read the instructions for Stage 1 and help students reflect about their project, then grade their own performance in each stage by rating each of the activities from 1–5. Repeat for the other stages.

#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

1 1 Use 2 Don't climb 3 Grow 2 1 Don't pick 2 Leave 3 Put Try! Answers will vary.

Further practice / Homework Workbook page 14



Unit 1 Review page 17

# Lesson objectives

Review vocabulary and grammar from the unit.

Provide an opportunity for self-evaluation.

# Language

Bugs; things in the garden; zero conditionals; simple present and present continuous

#### **Materials**

Unit 1 Grammar and Everyday Language Poster; Unit 1 Wordcards; Workbook page 15

#### Warm up

Divide the class into two teams. Hand a wordcard to students from each team in turn. The student reads the word on the card to the other team. The other team

spells the word. Award one point for each correctly spelled word.

## 1 Look and label the pictures.

Use Unit 1 in the Student Book to review the words for bugs. Point to the pictures and ask the students to say the words. Tell the class to look at the pictures in Activity 1. Ask the students to name the bugs. Tell the students to write the words under the pictures. Check answers by asking What's number (1)?

# 2 Write the answers. What happens if ...

Use the poster to review the zero conditional. Write the beginnings of zero conditional sentences on the board, such as If you wake up late . . . (you are late for school). If it rains . . . (the plants grow). Ask students to finish them.

Focus attention on the situations in Activity 2 on page 17. Discuss the first situation together. Ask What happens if there's a moth in your wardrobe? Elicit the

sentence If there's a moth in your wardrobe, it eats your clothes.

The students complete the sentences in their books.

#### 3 Read and write the words.

Use the Student Book to review things in the garden. Point to the pictures and ask the students to say the words.

Tell the students that the pictures in Activity 3 represent the different jobs students do in the Starlight School Gardening Club. Ask the students to look at the pictures and write the correct words to complete the jobs.

# 4 Complete the sentences with the simple present or present continuous.

Use the poster to review the simple present and present continuous. Write these sentences on the board: *Bees live in hives. The bees are collecting nectar.*Ask Which sentence tells us a fact? Which sentence tells us about something that is happening now?

Tell the students that they must decide whether each sentence in Activity 4 tells us about a fact, habit, routine or state, or whether it tells us what is happening now. Have the students complete the sentences on their own. Invite students to read out their completed sentences.

#### **Evaluation**

Keep notes as you monitor students' progress to flag areas where they have problems using target vocabulary and grammar structures.

Have students find this unit's star sticker on their sticker sheets and place it next to their favorite activity in the unit.

#### Homework

Show students' the homework assignment that Miss London has set Alex, Anna and Lily and their class on page 17 of the Student Book: Awesome Math homework. Find examples of math in everyday life. Tell the students that this will be the theme for the next unit. Ask What things do we use math for in everyday life?

#### Additional resources

The Unit 1 Test can be given now.

#### WORKBOOK ANSWERS

- 1 1 worm 2 beetle 3 fly 4 ant 5 spider 6 centipede 7 mosquito 8 grasshopper
- 2 1 're making 2 's putting 3 like 4 'm using 5 sleep 6 need
- 3 1 leaf 2 petal 3 pollen 4 watering can 5 stem 6 roots The secret word is flower.
- 4 1 c 2 b 3 a 4 b Try! Answers will vary.

Further practice / Homework Workbook page 15

# Unit 2 Vocabulary and Reading (pages 18–19)

# **Lesson objectives**

Identify different TV programs.

Identify different text types.

Find information in a bar graph.

Ask and answer about what things you like to watch on television.

Read and understand a cartoon story.

Ask and answer questions about the cartoon story.

# Language

**TV programs:** cartoon, comedy show, commercials, cooking show, documentary, game show, live sports, music program, soap opera, talent show, the news, the weather

**Review vocabulary:** *love / like; windy, exciting, purse, intelligent, expensive* 

**Extra vocabulary:** adventurous, unfortunately, puddle, Wowzers, fivedollar bill, thief, coin box

#### **Materials**

♠ Tracks 18–20; Unit 2 Wordcards Set 1 (TV programs); a watch or timer; Workbook pages 16–17

### Warm up

Ask the class to say the names of all the TV programs they know. Write their answers on the board.

Hold up the wordcards, one at a time. Say the words for the students to repeat, first chorally, then individually. Ask the students if they can guess the meanings of any of the words, and whether they can think of any examples of TV shows for each word (such as *American Idol is a talent show./The Simpsons is a cartoon*). Explain the meanings of any unknown words and give examples of TV programs that the students will know of.

Ask What homework did Miss London set at the end of the last unit? (Find examples of math in everyday life.) If you have asked the students to do the homework assignment, invite students to tell the class what they have found out about using math in everyday life.

If you haven't asked the students to do the homework assignment, write the following words on the board: shopping, time, cooking, traveling, art. Ask Do we use math when we (go shopping / tell the time / cook / travel / do art? Encourage students from around the class to say how we use math when we do these activities.



# 1 Match the words with the pictures (1–12). Listen, check and say. ① 18

Ask the students to look at the pictures in Activity 2. Ask them to name the TV programs in the pictures.

Play the recording, pausing for the students to repeat the words chorally, then individually, then play the recording again for the students to listen and point to the correct pictures in Activity 2.

Divide the class into pairs, and ask the students to look at the pictures and match the words and pictures with their partner. Tell the students to write the numbers 1–12 in their notebooks, then write the name of the matching TV program next to each number.

Play the recording once more for the students to listen and check their answers. Check answers by asking *Which picture* shows (the news)?

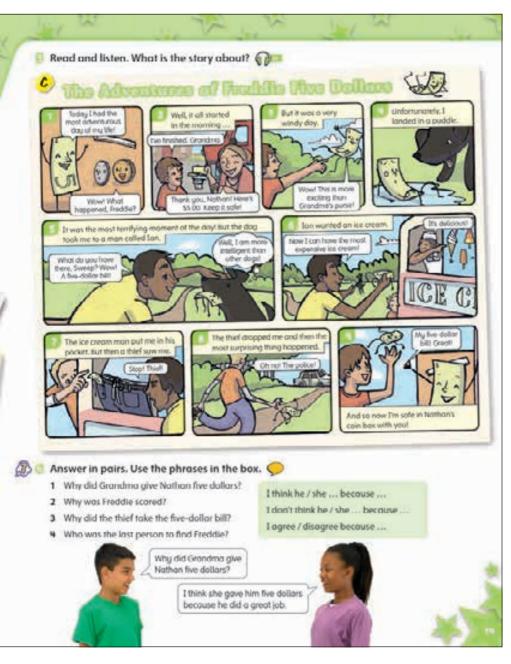
# 2 Look at Text A. Listen and say the program. **1**9

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is an online TV guide, Text B is a bar graph and Text C is a cartoon story.) Explain that you can use a bar graph like Text B to show information about people in a group, such as what activities they like doing or what TV shows they like watching.

Tell the students that they are going to listen to some extracts from different types of TV programs. They must listen and say which program each extract comes from. Play the first item on the recording. Pause the recording and ask a student *Which TV program is it?* Repeat with the rest of the items. Check that all students have the same answers.

# 3 Look at Text B and answer.

Ask the students to look at Text B. Read the question with the class. Explain that this is a speed-reading task and that they



have one minute to complete it. Remind students that they don't have to read every word in the text—they just have to find the information they need to answer the question.

Use a watch or timer to time one minute for the students to find the answer to the question. Check answers by asking about each program in the bar graph, such as How many students watch (comedy shows)? Invite students around the class to answer.

#### 4 Play Likes and Dislikes in pairs.

Focus on the TV programs in the online TV guide again. Ask Do you like watching (talent shows)? Invite students around the class to answer.

Direct students' attention to the sample language in the speech bubbles. Read the first bubble aloud while students follow along. Ask a student to read out the second bubble. Ask the question in the first speech bubble to students around the class and encourage them to answer about the TV programs they like / don't like watching.

Have students ask and answer in pairs. Move around the class and monitor the students. Help if necessary by asking Do you like (documentaries)? Invite confident pairs of students to model the game for the class.

### 5 Read and listen. What is the story **about? 2**0

Explain that the students are going to hear and read a story from one of the programs in the Activity 2. Tell them that the name of the story is The Adventures of Freddie Five Dollars. Ask the class to look quickly at the story on page 19 and guess what kind of program the story is from. (A cartoon.) Tell the students that they need to listen to and read the story and decide what it is about. Play the recording for the students to follow the story in their books. Ask students around the class what they think the story is about (A day in the life of a fivedollar bill.), then discuss what the students thought about the story.

### **Additional resources**

The Unit 2 Reading Worksheet can be used at any point from here on.

### 6 Answer in pairs. Use the phrases in the box. 🔾

Ask the students to read the cartoon story again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Remind students to answer in the tense they are asked in. Invite some pairs of students to ask and answer questions for the class to observe.

# **Optional activity**

Ask the students to choose an item they own (such as a cell phone, a pen, a schoolbag, a pair of shoes) and think about a day in the item's life. Give the students time to discuss what they think the item does, thinks and feels during the day in pairs, then invite students to tell the class about a day in the life of their chosen item. Invite confident students to go first. Tell the students to imagine they are their chosen item and use the first person when they describe their item's day.

#### WORKBOOK ANSWERS

- 1 1 talent show 2 comedy show
  - 3 the weather 4 music program
  - 5 live sports 6 cartoon 7 cooking show 8 the news 9 documentary
- 2 1 comedy show 2 soap opera
  - 3 documentary 4 The news
  - 5 cooking show 6 the weather
  - 7 game show 8 Commercials
- 3 Answers will vary.

Try! Answers will vary.

- 4 Top down: 4, 2, 6, 8, 7, 1, 5, 3
- 5 1 grandma's 2 lan's 3 an apron
- 4 the police 5 Nathan's 6 1 his 2 grandma 3 park 4 dog
- 5 and 6 cream 7 in 8 police
- **7** Answers will vary. Try! Answers will vary.

### **Further practice / Homework** Workbook pages 16–17; Unit 2 Reading Worksheet

# Unit 2 Language Focus 1 page 20

## **Lesson objectives**

Practice using comparative and superlative adjectives with two or more syllables.

Make comparisons between items.

Describe TV programs using comparative and superlative adjectives.

# Language

Core language: Vocabulary and Reading Lesson TV program words. Comparative and superlative adjectives with two or more syllables.

#### Materials

♠ Tracks 20–21; Unit 2 Wordcards Set 1 (TV programs); Workbook page 18

#### Warm up

Show the TV programs wordcards and ask students to say the words. Tell students to write six of the words in their notebooks or on a piece of paper. Call out the words in random order. When a student hears a word on their list, they cross it out. The first student to cross out all their words wins the game.

# 1 Look at page 19. Read and listen to the story again. Match the sentence halves. ② 20

Ask the students what they can remember about the cartoon story from the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as Who gives Freddie to Nathan?

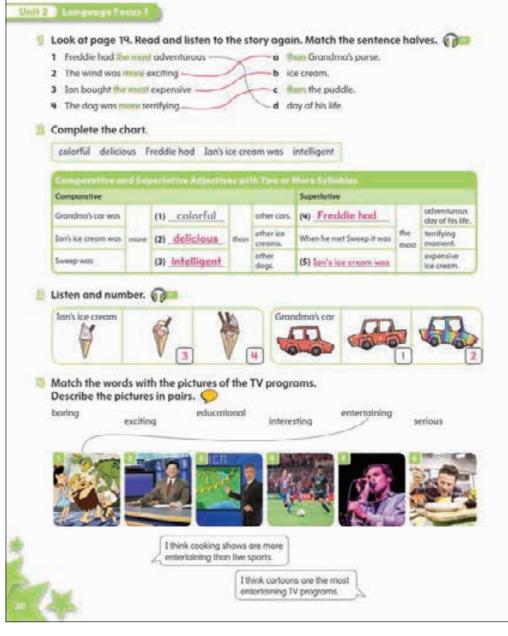
Tell the students that they are going to listen to the story again. As they listen, they need to match the beginnings of the sentences with the correct endings. Show the class the example line. Play the recording, pausing if necessary for the students to draw lines to match the remaining sentence halves.

# 2 Complete the chart.

Focus on the comparative section of the chart. Read out the example sentence and show the class the crossed out word in the box above the chart. Ask the students to choose a word from the box to make the second comparative sentence. (Delicious.) Tell the students to use the words in the box to complete the remaining sentences in the chart. Move around the class as the students work.

# **Additional resources**

The Unit 2 Language Focus 1 Worksheet can be used at any point from here on.



# 3 Listen and number. 21

Focus on the pictures. Ask students to tell you which ice cream is the most delicious and which car is the most colorful.

Tell the students that they are going to hear a description of each picture using comparative and superlative forms of adjectives. They must listen and write the numbers in the boxes for the matching

Play the recording, pausing if necessary for the students to number the correct pictures.

# 4 Match the words with the pictures of the TV programs. Describe the pictures in pairs. •

Focus on each picture in turn. Ask students around the class *What kind of TV program is this?* 

Read out the words around the pictures. Tell the students to draw lines to match the words to the pictures. Point to the pictures in turn and ask students to call out the matching words.

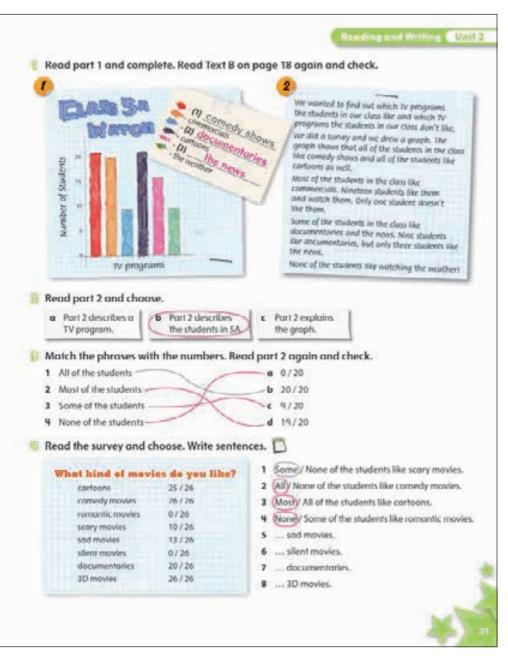
Students work in pairs, taking turns to make sentences about the pictures using comparative or superlative forms of adjectives.

### WORKBOOK ANSWERS

- 1 1 False 2 True 3 True 4 False 5 True
- 2 1 Dancing Stars was more educational than Crazy Daisy. News Today was the most educational.
  2 Dancing Stars was the most exciting. Crazy Daisy was more exciting than News Today.
  3 News Today was more interesting than Dancing Stars. Crazy Daisy was the most interesting.
  4 News Today was the most educational. Dancing Stars was more educational than Crazy Daisy.
- **3** Answers will vary.
- 4 1 longer than 2 taller than, the tallest 3 wider than, the widest Try! Answers will vary.

# Further practice / Homework

Workbook page 18; Unit 2 Language Focus 1 Worksheet



# **Unit 2 Reading and** Writing page 21

# **Lesson objectives**

Read and understand a bar graph and an explanation of it.

Use the quantifiers all, most, some and none correctly.

# Language

Core vocabulary: Vocabulary and Reading Lesson TV programs

Extra vocabulary: survey, romantic, silent, 3D

#### **Materials**

Workbook page 19

# 1 Read part 1 and complete. Read Text B on page 18 again and check.

Ask the students to open their Student Books to page 21. Point to part 1 and ask What is this text? (A bar graph.)

Tell the class that this is the bar graph from page 18. Ask the students to complete the text from memory. They can then turn to page 18 and check their answers. Ask students to tell you which TV programs are in the bar graph.

#### 2 Read part 2 and choose.

Focus attention on part 2 of the text. Ask the class what they think this text is. Take all suggestions, but don't give away the answer. Read out the three answer options. Tell the students to read part 2 and decide which answer option is correct. (C.) Ask questions to check students' understanding of part 2, such as How many students are in the class? How many students like watching commercials / the news / the weather?

# 3 Match the phrases with the numbers. Read part 2 again and

Focus attention on the numbers. Explain that 0 / 20 means 0 students out of 20.

Tell the class to look at the phrases and match them with the correct numbers. They can check their answers by finding the phrases in part 2 of the text in Activity 1 and seeing how they relate to the numbers in the bar graph in part 1. Check answers by writing the numbers on the board and inviting students around the class to call out the correct phrase for each number.

#### 4 Read the survey and choose. Write sentences.

Focus on the results of the film survey. Ask How many of the students like cartoons / romantic films / scary films / 3D films? (Most / none/some/all.)

Ask the students to read the first four sentences and circle the correct word to complete each sentence. They then write four sentences in their notebooks about the films listed, using most/none/some/ all and the information in the survey.

# **Optional activity**

Have the students do a film survey to find out what kinds of films the students in the class like. Students work in groups. They write a list of types of films, then move around the class asking questions to find out how many students like each type of film. They record the numbers of students who like each type of film by making a tally. Students can then make a bar graph to show the results of their survey.

# WORKBOOK ANSWERS

- 1 A sports B all C volleyball D Some of E Ten F skiing
- 2 1 True 2 False 3 True 4 True
- 3 Answers will vary.

Try! Answers will vary.

Further practice / Homework Workbook page 19

# Unit 2 Vocabulary and Listening pages 22-23

## **Lesson objectives**

Identify items related to money.

Listen and extract information from

Ask and answer about allowances.

#### Language

**Core:** Items related to money: *coins,* bills, ten dollar bill, penny, quarter, coin box, change purse, wallet, spend, allowance, save, piggy bank

**Review:** quantifiers (all, most, some, none); clean, pick up, sweep

**Extra:** fold the clothes, sweep the floor, make the bed, cut some bread

#### **Materials**

♠ Tracks 22–24; DVD Unit 2 Song; Unit 2 Wordcards Set 2 (money); Workbook pages 20–21

#### Warm up

Ask the students what they remember about Freddie Five Dollars. Establish that he is a five-dollar bill. Ask students what denominations of bills and coins they have in their country. Ask students what things they would like to buy with Freddie Five Dollars.

# 1 Look and say what the lesson is about. $\bigcirc$

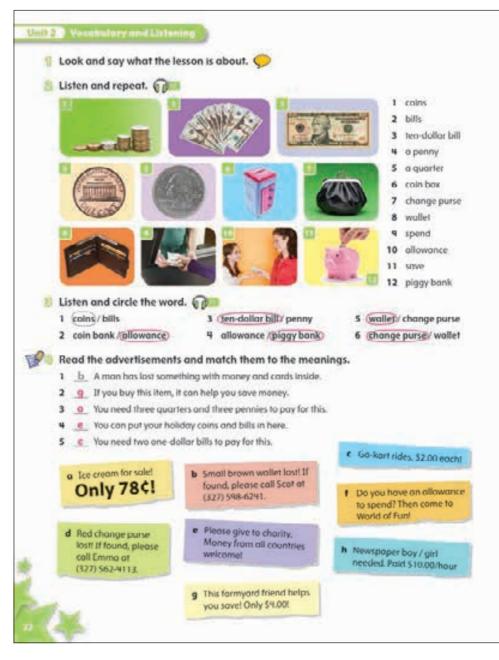
Tell the students to open their books and look at the pictures on page 22. Ask students around the class to say what they think the lesson is going to be about. Listen to their suggestions, but don't confirm at this stage.

# 2 Listen and repeat. ② 22

Establish that this lesson is about money. Tell the students that you are going to play a recording of some new words for items related to money. Tell the students to listen and repeat the words, pointing at the items as they do so. Play the recording again for the students to listen and repeat the words, first chorally, then individually. Hold up the wordcards, one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students to say the words and point to the correct items in Activity 2. Ask the class if they can think of any other items related to money. (Bank, credit card, cash machine)

# 3 Listen and circle the word. ② 23

Tell the students that they are going to hear definitions of some of the items in Activity 2. They must listen and circle the word that matches each definition.



Play the recording, pausing after the first item and asking the students to say the correct word. Play the recording all the way through for the students to complete the activity. Check answers by asking questions about each item on the recording, such as What's (the name for metal money)?

# 4 Read the advertisements and match them to the meanings.

Focus students' attention on the advertisments. Read out each advertisement and ask students to say where they might find each advert. Read out the first sentence and ask the class which advertisement they think matches this sentence. Show the class the example letter. Tell the students to read the sentences and write letters to match the sentences to the advertisements. Make sure the students understand that they only need to match five of the advertisements—there are two adverts that they don't need to use. Check answers by reading out the sentences and

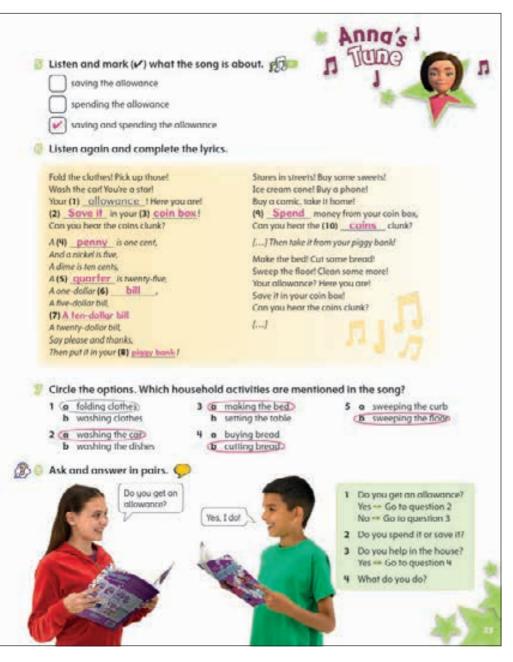
inviting students to read out the matching advertisements.

# 5 Listen and mark ( $\checkmark$ ) what the song is about. 1 24

Ask the students to read the list of possible things that the song could be about. Play the audio or DVD version of the song for the students to listen and choose the correct description. Ask the students to tell you what the song is about. Ask students if they get an allowance and whether they save it or spend it. Ask students to say what they spend their allowance on or what they are saving it for, but don't ask students to say how much money they get.

# 6 Listen again and complete the lyrics.

Direct students' attention to the song lyrics and show them the writing lines. Explain that some words are missing from the song. Explain that they need to listen to the song again and write the missing words to complete the lyrics. Play the



recording, pausing if necessary to give students time to write the missing words. Invite students to read out lines from the completed song. Play the recording again for the students to sing along

### Optional activity

Divide the class into groups of five or six. Keep playing the song over and over in the background. Give the students five or ten minutes to work out a simple dance routine using actions to go with the song. Groups perform their dance to the music for the rest of the class. Get the class to sing along while they watch each group perform their dance routine.

# 7 Circle the options. Which household activities are mentioned in the song?

Explain or elicit that children often have to do household chores to earn their allowance. Ask the students to read the list of activities in their Student Books. Play the recording again, pausing if necessary, for the students to listen and circle the tasks that they hear. Check answers by asking Do the children in the song (fold the clothes)? Ask students around the class what chores they do to get their allowance.

#### 8 Ask and answer in pairs. •

Read out the sample speech in the speech bubbles while students follow in their books. Tell students that the boy and girl are acting out a dialogue by following the instructions in the box. Read out the instructions in the box, then model a dialogue with a volunteer by following the instructions.

Divide the class into pairs to act out dialogues. Move around the class as the students ask and answer and monitor their performance. Invite confident students to model their dialogues for the class to observe.

#### Optional activity

Tell the class that they are going to play a game of Chain Stories. Ask the students to stand up. Start the game by saying a sentence, such as *I get my* allowance if I fold the clothes. Invite a student to add a chore to the sentence, such as: I get my allowance if I fold the clothes and sweep the floor. Continue around the class, asking each student to add a chore to the sentence. If a student can't remember the list of chores, they have to sit down. The last student left standing is the winner. Play the game again, starting with the sentence *I spend my allowance on* (comics).

#### WORKBOOK ANSWERS

- 1 1 allowance 2 penny 3 coins 4 coin box 5 change purse
- 2 1 piggy bank 2 bills 3 quarter 4 ten dollar bill 5 wallet
- 3 1 My allowance is ten dollars every week. 2 I buy a sports magazine every week. 3 It costs three dollars.
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 allowance 2 Save 3 coin box
- 4 penny 5 quarter 6 bill
- 7 ten-dollar bill 8 piggy bank
- 9 Spend 10 coins
- 6 Example: quarters
  - 1 allowance 2 wallet 3 pennies
  - 4 save 5 bills
- 7 Answers will vary.

Try! Answers will vary.

Further practice / Homework Workbook pages 20-21

# Unit 2 Language Focus 2 page 24

## **Lesson objectives**

Learn about the history of money.

Read and understand a text about the history of money.

Practice using infinitives with to for purpose and after adjectives.

Make sentences using infinitives with to.

### Language

Core: items related to money; infinitives of purpose / adjectives + infinitive with to

**Review:** past simple; bank

Extra: goods, services, BC, cereal, exchange, necessary, difficult, value, go bad, agree, object, shell, rock, tool, amount, change (n), goldsmith, receipt, rot

### **Materials**

Track 25; Workbook page 22

#### Warm up

Tell the class Imagine there is no money in the world. How do you buy and sell things? Tell the class that they are going to learn about the history of money in this lesson.

## 1 Look at the pictures and say what you know about the history of money.

Ask the students to look at the pictures and say what they can see. Explain or elicit that the pictures show different stages of the history of money.

Ask the students to work in pairs. They use the pictures to tell each other what they know about the history of money. Move around the class as the students talk and help if necessary by pointing to the pictures and asking questions, such as How did people buy things?

### 2 Listen, read and check your ideas. **1** 25

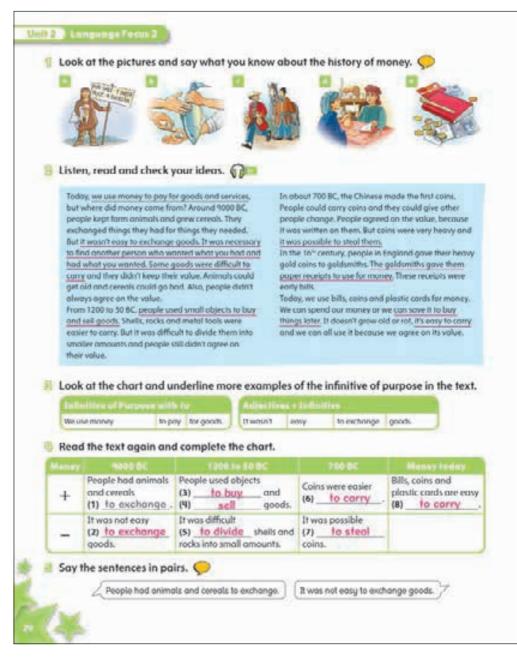
Tell the students that they are going to listen to and read a text to check their ideas about the history of money. Play the recording while the students follow the text in their books. Ask if their predictions were correct. Ask the students if there were any words in the text which they don't know the meanings of. Write these words on the board. Have students

# 3 Look at the chart and underline more examples of the infinitive of purpose in the text.

work in pairs to work out the meanings of

the words from context.

Focus on the grammar chart. Explain that we use the infinitive of purpose to say why



people do things, and we use adjectives with infinitives to give opinions. Use the chart to show how and when we use the infinitive of purpose and adjectives with infinitives. Ask the students to look at the chart carefully, then find more examples in the text in Activity 2.

### 4 Read the text again and complete the chart.

Focus on the chart. Explain that the top row shows the advantages of different kinds of money through the ages. The bottom row shows the disadvantages of the same kinds of money.

Ask the students to read the text again and complete the sentences in the chart with the correct infinitives.

## **Additional resources**

The Unit 2 Language Focus 2 Worksheet can be used at any point from here on.

## 5 Say the sentences in pairs.

Read out the first speech bubble. Tell the class that this is the first sentence from the chart in Activity 4. Read out the second speech bubble. Ask students to find the sentence in Activity 4.

Divide the class into pairs. The students take turns to say sentences about different kinds of money in history to their partner.

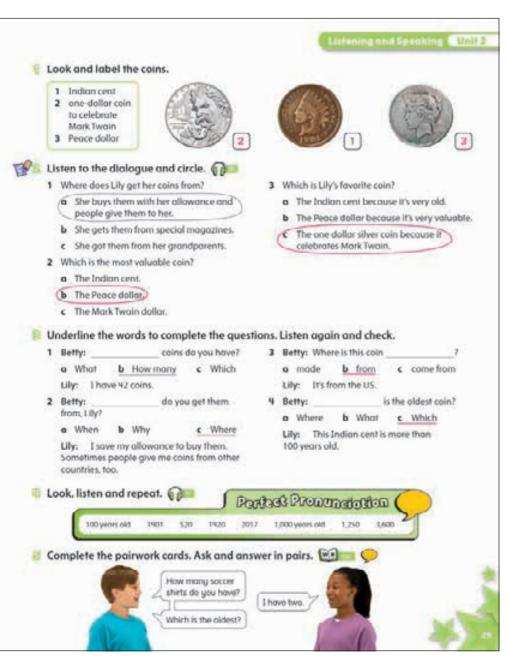
#### WORKBOOK ANSWERS

- 1 1 e 2 d 3 a 4 b 5 c
- 2 Answers will vary.
- 3 1 It wasn't easy to exchange goods.
  - 2 Some goods were difficult to carry
  - 3 People used small objects to buy goods. 4 Shells were easier to carry.
  - 5 It was possible to steal coins.
  - **6** We can save money to buy things later.
- 4 1 It's necessary to change money if you come to the US. 2 It's possible to use a credit card in most stores in the US. 3 It isn't difficult to find banks in the US.

Try! Answers will vary.

# Further practice / Homework

Workbook page 22; Unit 2 Language Focus 2 Worksheet



# Unit 2 Listening and Speaking page 25

# **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: saying dates and numbers

Ask and answer questions about personal possessions, using numbers.

## Language

Core vocabulary: Vocabulary and Reading 2 Lesson money words; questions about personal possessions

**Extra vocabulary:** *celebrate, Mark Twain, Indian, cent, peace* 

## **Materials**

◆ Tracks 26–27; Workbook pages 23, 120

#### 1 Look and label the coins.

Focus students' attention on the coins. Ask students to say who they think the people on the coins are. Read out the phrases in the box. Tell the students to write numbers in the boxes next to the coins to show which coin they think is which. Ask the class *Which is the (Indian cent)?* Ask the students to point to the correct coins in their books.

# 2 Listen to the dialogue and circle. ② 26

Tell the class that they are going to hear Lily talking about her coin collection. Read out the questions. Ask students to predict which answers they think will be correct. Play the first part of the recording and ask students to say which response is correct. Students circle the correct letter in their books. Play the rest of the recording for the students to circle the correct responses. Check answers by asking pairs of students to read out the questions and answers.

# 3 Underline the words to complete the questions. Listen again and check.

Focus attention on the questions and answers. Tell the class that these are questions and answers from the recording in Activity 2. They need to choose the correct words to complete Betty's questions. Play the recording for the students to check their answers, then ask pairs of students to read out the questions and answers.

### **Additional resources**

The Unit 2 Functions Worksheet can be used at any point from here on.

# 4 Look, listen and repeat. ② 27

Focus attention on the numbers in the box. Ask the students to say which numbers are dates, which are ages and which are prices. Play the recording, pausing after each word for the students to repeat, first chorally, then individually. Students practice saying the numbers in pairs. Invite students to model the numbers for the class.

# 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 120 •

Read out the sample speech in the speech bubbles. Tell the students that they are going to ask and answer about collections in pairs. Have students turn to page 120 of their Workbooks and look at the pairwork cards. Explain that they need to write questions about their partner's collection, then take turns to ask and answer in pairs. Model the activity with the class, then divide the class into pairs to complete the activity. Make sure students are pronouncing the number phrases correctly. Invite pairs of students to act out exchanges.

## WORKBOOK ANSWERS

5 Answers will vary.
6 1 B 2 D 3 C 4 A
7 1 B 2 C 3 C 4 B 5 A
Try! Answers will vary.

#### Further practice / Homework

Workbook page 23; Unit 2 Functions Worksheet

# Unit 2 CLIL page 26

# **Lesson objectives**

Learn about different graphs and charts

Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

Using graphs: bar graphs, line graph, pie chart, percentage

#### **Materials**

Track 28; Workbook page 24

#### Warm up

Write the heading After-school Activities on the board. Ask students to tell you what activities they do after school. Ask them to say when, where and how often they do each activity, and who they do the activity with. Encourage all students in the class to contribute to the discussion.

# 1 Listen and read. Number the pictures. **1**28

Ask the class to look at the pictures in Activity 1. Ask them to say which picture shows a bar graph. (A.) Explain that the other two pictures show different kinds of graphs or charts. Tell the students that they need to listen to the text and follow it in their books, then number the pictures to match them to the correct parts of

Play the recording for the students to listen and read the text. Allow them time to look at the text and match the pictures to the paragraphs. Check answers by asking What's number (1)? (A bar graph.)

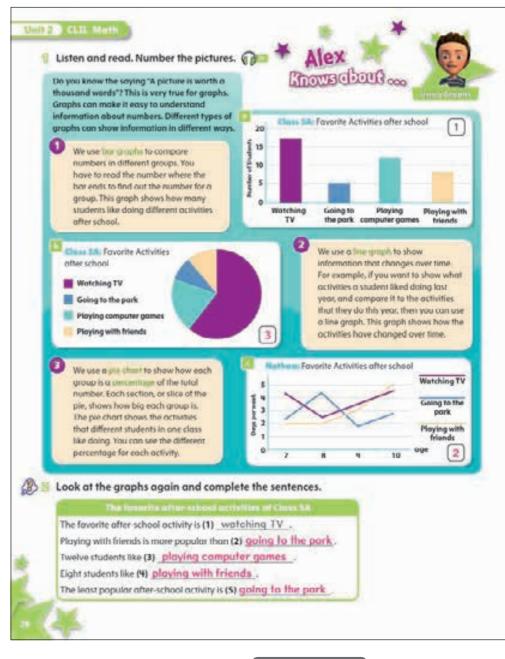
# 2 Look at the graphs again and complete the sentences.

Ask the class What's the most favorite afterschool activity? Encourage students to find the information in the text in Activity 1 and answer.

Direct students' attention to the sentences in Activity 2. Explain that students should read the text again and find the information to complete the sentences. Have students complete the sentences on their own, then compare answers with a partner. Check answers by inviting students from around the class to read out their completed sentences.

#### **Project connection**

You can choose to do Stage 1 of the project on page 28 at any point from here on.



## **Optional activity**

The Unit 2 Starlight English Video on the Level 5 DVD shows students some information about jobs and allowances. There is also a Starlight English Video Worksheet.

Play the video. Pause at various points to check understanding by asking comprehension questions, such as Where does Emma work? How much money does she get? What does she spend the money on? What jobs does Jack do at home? What's his favorite job? How much money does he get from his parents? How does he get extra money? What is he saving for?

## WORKBOOK ANSWERS

- 1 A 1 B 4 C 2 D 3 E 5
- 2 1 a pattern 2 a map 3 a plan
  - 4 a diagram / (some) diagrams
- 5 (two / some) shapes

Try! Answers will vary.

### Further practice / Homework

Workbook page 24; Unit 2 Starlight English Video; Unit 2 Starlight English Video Worksheet



# Unit 2 Writing and Phonics (page 27)

# **Lesson objectives**

Identify the features of an e-mail.

Write an informal e-mail.

Understand the use of an apostrophe after plural nouns to show possession.

Identify the spelling patterns of words with the /aɪ/ sound.

# Language

Core: Vocabulary and Reading Lesson TV programs

**Review:** spider, pies, ties, island, fly, kite, tiger, fire, high, sky, eyes

Extra: stay the night, anniversary, cacti

#### **Materials**

Track 29; Workbook page 25

# Warm up

Ask the students if they ever go to their friends' houses after school. Ask What do you do? Do you stay for dinner? Do you ever stay the night?

# 1 Read the e-mail from Betty. Write an e-mail to Betty and answer her questions.

Focus on the text. Ask the students to say what kind of text it is. (*An e-mail.*) Ask them to say who the e-mail is to (*Lily*) and who it is from (*Betty*). Ask the students if they write e-mails.

Focus on the e-mail. Invite predictions about what it is about. Tell the students to read the e-mail silently. When they have finished, ask them to say what questions Betty asks in her e-mail. Students can look at the e-mail again and underline the questions. Write the questions on the board.

Tell the students that they are going to pretend that Betty's e-mail was to them,

and write her a reply. Ask the students to look at the writing notes on the left of the e-mail. Go through these notes with the class. Ask questions to check comprehension, such as *How do we start / end an e-mail to a friend? What does the red line show?* Focus the students' attention on the punctuation box. Read out the note and then ask students if they can see an example of a plural noun followed by a possessive apostrophe in the text. (*Grandparents'.*)

Tell the students to write their e-mails to Betty in their notebook. They should use the writing tips to help them and they should answer the questions on the board.

# 2 Read the e-mail again and answer the questions.

Tell the students that they are going to read Betty's e-mail again and answer some questions. Ask the students to read the six questions in their Student Books, find the answers in the e-mail and write the answers in their notebooks.

#### **Phonics**

# 1 Listen and read. Say the TV programs this person watches. ① 29

Ask the students to look at the pictures to the right of the poem and tell you what they can see. Explain that the person in the poem watches lots of different programs and the students must listen out for all of them. Play the poem for the students to listen and follow the words in their books and find the answers. Play the poem a second time if necessary.

# 2 Read again and write the words with the /ai/s sound.

Ask the students to find the rhyming words at the end of the lines in the first verse. (Night, fight, bike, like.) Ask What is the vowel sound in these words? (/aɪ/) Play the recording for the students to listen and read again. Pause if necessary for the students to write down the words with the /aɪ/ sound in their notebooks. Play the recording again for the students to complete or check their answers.

Ask students what other words they can think of with the /aɪ/ sound.

#### WORKBOOK ANSWERS

- 1 1 cacti, hi, l, 2 flies, pies, ties
  3 buy, sky, why 4 fight, high, night
  5 bike, bite, kite
- 2 A From B To C Subject D Hi E Lily F P.S.
- 3 fine, Friday, like, Wild
- 4 Answers will vary. Try! Answers will vary.

Further practice / Homework Workbook page 25

# Unit 2 Project and Value page 28

## **Lesson objectives**

Understand the importance of respecting others.

Understand how to make a pie chart.

Make a pie chart showing favorite
after-school activities.

#### Value

Respect others.

#### **Materials**

Two sheets of grid paper; ruler and pencil; calculator; protractor; colored pens and pencils; Unit 2 Stickers; Workbook page 26

#### Warm up

Ask the class what kinds of graphs they have seen in this unit and what information each graph showed. Ask students what other information they could show using a graph. Elicit ideas from as many students as possible.

### Value: Read and stick

Ask students to open their Student Books to page 28 and find *Lily's Value* at the top. Read the value aloud while students follow along. Ask students what they think "respect others" means. (*To think about the feelings, wishes or rights of other people.*) Ask them how we can respect others. (*By being kind and polite, not hurting other people's feelings.*) Ask students why it is important to respect others. (*Because we don't want to upset other people, and we want them to be our friends.*) Students find the sticker for *Lily's Value* and stick it in the space in their Student Books.

# **Pie Chart**

#### Stage 1: Plan your project.

Divide the class into groups. Explain to them that they are going to make a pie chart showing the class's favorite afterschool activities, but first they need to do a class survey.

Have the students follow the instructions in Stage 1 to complete their surveys. They should agree on their favorite six activities as a group.

Students make a questionnaire by writing questions, such as *Do you like (watching TV) after school?* They then move around the class interviewing the other students to complete their survey.

## Stage 2: Develop your project.

Students work in their groups to work out what percentage of students in the class likes to do each activity. Help if necessary



by referring students to the calculation in Stage 2.

Students then divide their pie charts into sections to show each percentage. They label the sections of the pie chart with the activities. Students can draw pictures to decorate their pie charts or use photos from the Internet or from magazines.

# Stage 3: Share your project. $\bigcirc$

Have each group display their pie charts on the classroom wall. Divide the groups so that some of the students are walking around looking at the pie charts and some are staying by their pie charts to tell the other students about them. Encourage students to ask and answer questions about the pie charts. Move around the class looking at the posters and modeling questions for the class, such as What's the most popular activity? How many students like (playing computer games) after school? Make sure all students get a chance to look at other pie charts and present their own

Have a class discussion about the pie charts. Ask the students to say which activities were the most / least popular.

# Stage 4: Evaluate your project.

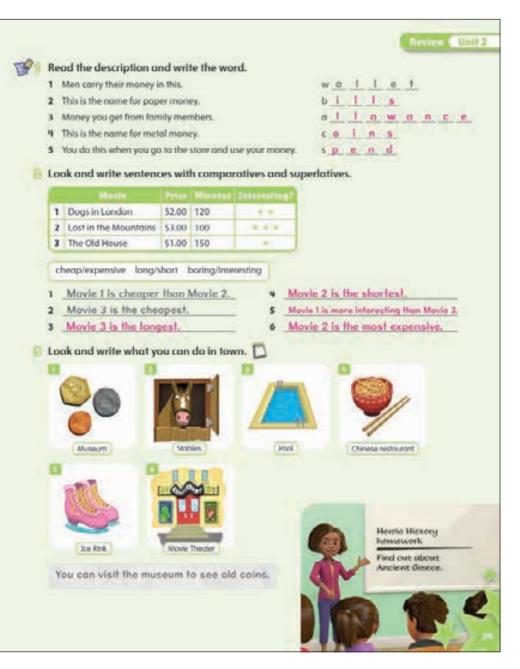
Students grade their performance in each stage of the project in Activity 3 on page 26 of their Workbooks.

# WORKBOOK ANSWERS

- 1 1 John helps people with heavy bags.
- 2 He listens to people when they speak to him. 3 He says 'Yes, please' and 'No, thank you.' 4 He doesn't make a lot of noise in museums.
- 2 Stella opens the door for older people. Maria waits in line in shops.

Try! Answers will vary.

Further practice / Homework Workbook page 26



# Unit 2 Review page 29



# **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

### Language

TV programs; items related to money; infinitives of purpose; comparative and superlative forms of adjectives with two or more syllables

# **Materials**

Unit 2 Grammar and Everyday Language Poster; Workbook page 27

#### Warm up

Use the Unit 2 Grammar and Everyday Language Poster to review the words for TV programs. Point to the pictures and ask the students to say the words.

Play Sharkman. Draw a set of six steps leading into the sea with a stick man at the top of the steps. Draw a shark's fin in the sea. Choose a TV program. Write lines for each of the letters in the word. Ask students to call out letters they think are in the word, such as E! If there is an "e" write it in the correct place in the word. If students choose a letter that is not in the word, move the stick man down a step toward the sea. The students try to finish the word before they reach the sea and the shark.

### 1 Read the description and write the word.

Use the poster to review items related to money. Point to the pictures and ask the students to say the words.

Read out the first sentence in Activity 1 and elicit the answer. Show the class the example. Have students read the definitions and write the words in their books. Ask students to say sentences using the words, such as Men carry their money in a wallet.

### 2 Look and write sentences with comparatives and superlatives.

Use the poster to review comparative and superlative forms of long adjectives. Write parrot, lion and elephant on the board. Ask students to compare the three animals.

Focus the students' attention on the chart in Activity 2. Ask questions about the chart, such as Which is the most interesting / expensive movie? Is Movie 2 cheaper / longer than Movie 1? Encourage students to answer using full sentences.

Have the students write sentences about the movies on their own, then check answers in pairs. Invite students to read out their sentences.

#### 3 Look and write what you can do in town.

Use the poster to review infinitives of purpose with to. Ask students Why do we go to (the movie theater / the grocery store / the library)?

Point to the pictures in Activity 3 and ask the students to name the places and activities each picture represents. Read out the example sentence. Ask Where can you go to (swim / see a movie / ice skate)?

Have the students write sentences in their notebooks, then invite students to read out their sentences.

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment that Miss London has set Alex, Anna and Lily's class on page 29 of the Student Book: Heroic History homework. Find out about Ancient Greece. Tell the students that this will be the theme for the next unit. Ask What do you know about Ancient Greece? What kinds of things do you think we will learn about in the next unit? If you like, you can ask the students to find out some facts about Ancient Greece online or at the library for their homework.

#### **Additional resources**

The Unit 2 Test can be given now.

#### WORKBOOK ANSWERS

- 1 1 to turn 2 to start 3 to see 4 to watch 5 to make
- 2 1 All of 2 Most of 3 None of 4 Some of 5 Eight
- **3** 1 Stickers are more exciting than stamps. 2 Stamps are more educational than pens. 3 Pens are cheaper than coins. 4 Stickers are more popular than pens.

Try! Answers will vary.

Further practice / Homework Workbook page 27

# Unit 2 Game page 30



# **Lesson objectives**

Review vocabulary and grammar structures from Units 1 and 2. Provide an opportunity for collaboration and communication.

## Language

Bugs, things in the garden, TV programs, items related to money, free-time activities, zero conditional, simple present and present continuous, comparative and superlative adjectives, infinitives of purpose

#### **Materials**

Paper; colored pens / pencils; scissors

#### Warm up

Ask the class what TV game / quiz shows they like watching. Ask them to tell the class how many people can play the game, what the rules are and what people can win.

Tell the class that they are going to play a game to review the language they have learned in the previous two units. Ask students what words they can remember from the previous two units. Ask What bugs can you remember? What kinds of TV programs can you remember? Write their answers on the board under the headings Bugs and TV programs.

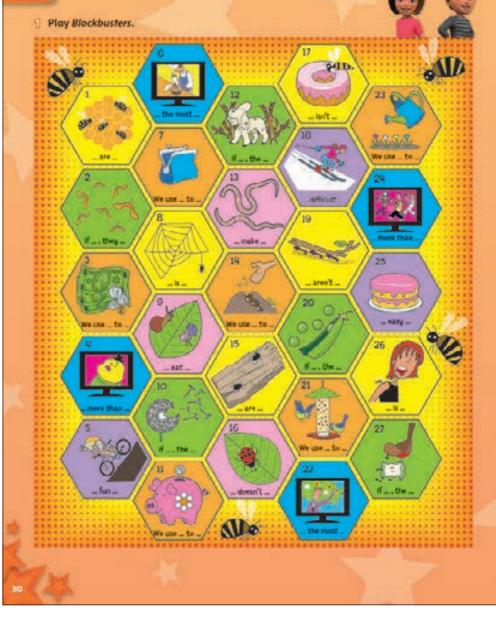
Ask the class what grammar they have learned in the previous two units. Ask questions using the grammar structures from Units 1 and 2, such as What happens if you put water in the freezer? What's the most popular after-school activity in your class? What do we use to buy things these days? Where do bees live? What are you wearing today?

#### 1 Play Blockbusters.

Focus students' attention on the game and ask them what they can see in the pictures. Ask them how many people they think can play the game (Two.) and how they think they play the game (By making a line from one side of the board to the other.).

Divide the class into pairs. Hand out a sheet of paper and tell the students to draw, color and cut out eight circles each. The circles should be big enough to almost cover one of the hexagons in the game. Each student should choose one color for all of their circles. Alternatively, students can write their names on their circles.

Tell the students how to play the game. They should take turns to choose a hexagon and make a sentence about the picture in the hexagon, using the



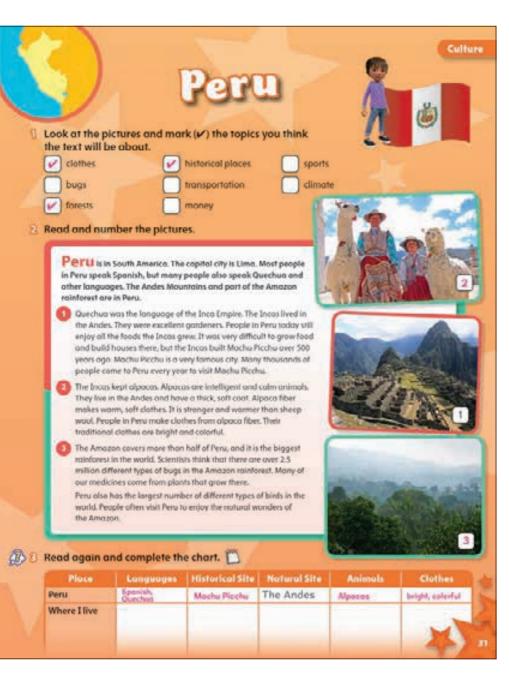
word prompt. If students make a correct sentence, they can cover the hexagon with one of their circles. The aim of the game is to make a line from one side of the board to the other, or from the top of the board to the bottom.

Model the game with students around the class and make sure students are confident about how to play. Students can then play the game in pairs. Move around the class as the students play. Monitor and help if necessary by asking questions to prompt the students to make sentences. Refer students back to the grammar charts or to the posters for Units 1 and 2 if they have trouble with any of the grammar

Ask students to tell the class what they thought of the game. They can discuss their ideas in their groups before reporting back to the class. Ask students to talk about what they liked / didn't like about the game, which hexagons they found easy / difficult and who won the game.

## **Optional activity**

You can play *Blockbusters* as a class as an alternative to playing the game in pairs, or as a way of modeling the game before students play it in pairs. Divide the class into two teams and give each team a set of colored circles. Students from each team in turn choose a hexagon and make a sentence. The first team to make a row across the board wins the game. Alternatively, you can play the game without making rows across the board, but by awarding a point for each correct sentence instead. The first team to collect ten points wins the game.



# Culture page 31

### **Lesson objectives**

Understand a text about Peru.

Practice grammar and vocabulary from previous units in context.

Compare Peru to your country.

#### Language

**Peru:** rainforest, empire, alpaca, fiber, site

#### Materials

Globe / world map; Workbook page 112

#### Warm up

Write the heading *Peru* in the center of the board. Ask students if they know anything about Peru. Ask students to find Peru on a globe or world map. If students have trouble, give them clues, such as *It's in America. It's in the south.* 

Ask students to guess what the geography is like in Peru (*There are mountains and a rainforest.*), and what wildlife you can find there (*Alpacas, lots of bugs and birds.*)

# 1 Look at the pictures and mark (✓) the topics you think the text will be about.

Ask students to look at the pictures in the text and say what they can see. Ask them if they know what the animals in the first picture are. (Alpacas.) Read out the list of words and phrases and ask the students to say which they can see in the pictures.

Tell the students to mark the boxes next to the topics that they think they will read about in the text. Have students complete the activity alone, then compare answers with a partner. Remind students that there are no right or wrong answers—they are just making predictions. Ask students around the class to say what topics they think they will read about in the text.

### 2 Read and number the pictures.

Read the introduction aloud and ask questions to check students' comprehension, such as What's the capital city of Peru? What languages do people speak in Peru?

Read paragraph 1 aloud. Ask students to say which picture matches this paragraph. (*The picture of Machu Picchu.*) Show the students the example number 1 in the box for this picture. Tell the students to read the rest of the text and number the remaining pictures to match the paragraphs. Check answers by asking *What can you see in picture (1)?* 

Ask students to say what topics from Activity 1 they learned about in the text and what information in the text they found the most interesting.

# 3 Read again and complete the chart.

Direct students' attention to the chart. Read out the headings. Ask What languages do people speak in Peru? What languages do people speak in your country? Divide the class into pairs. Have students work together to complete the chart. They can find the relevant information in the text in Activity 2 to complete the information about Peru. They can find relevant information online or in a library to complete the chart about their own country.

Copy the chart onto the board. Invite students from around the class to suggest information for each box in the chart.

#### **Optional activity**

Tell the students to write a text about their own country using the text in Activity 2 as a model. They can use the information in their charts and any other information they want to include. Have students swap work with a partner and check each other's work for mistakes. Then invite students to read out their texts to the class.

### WORKBOOK ANSWERS

- 1 c
- 2 Incas: excellent gardeners, grew foods, Machu Picchu Alpacas: intelligent and calm, soft coat, wool Amazon rainforest: bugs, plants, the biggest in the world
- 3 1 True 2 False 3 False 4 True 5 False 6 True
- 4 Answers will vary. **Try!** Answers will vary.

Further practice / Homework Workbook page 112

# **Unit 3 Vocabulary and** Reading pages 32–33

# **Lesson objectives**

Identify different materials.

Identify different text types.

Find information in a diary.

Ask and answer about materials you

Read and understand a legend.

Ask and answer questions about the

### Language

Materials: bronze, clay, gold, iron, ivory, leather, linen, silver, stone, wax, wood, wool

**Review vocabulary:** What . . . can you see? I can see ..., coins

Extra vocabulary: ancient, legend, BC, slave, bench

#### **Materials**

Tracks 32–33; Unit 3 Wordcards Set 1 (materials); a watch or timer; a collection of classroom objects made from a range of materials, such as a wax crayon, a metal pencil sharpener, a wooden ruler; Workbook pages 28–29

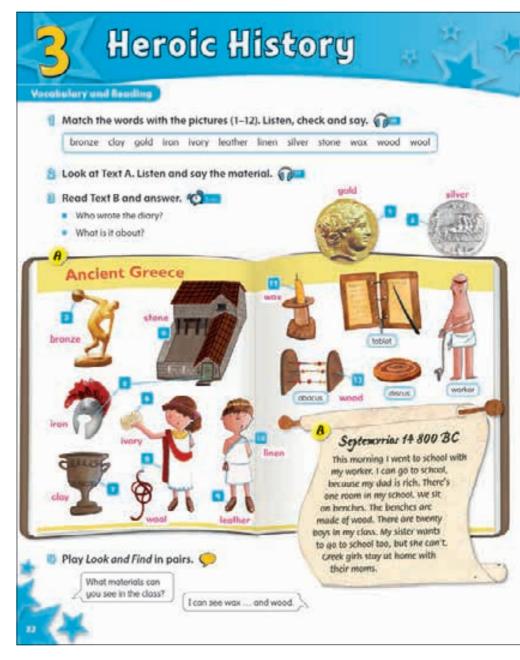
### Warm up

Place the classroom objects on a table, where all the students can easily see them. Ask the class What can you see? Point to each object in turn and ask What's it made of?

Hold up the wordcards, one at a time. Say the words for the students to repeat, first chorally then individually. Place the wordcards on the table next to items made of each material. Point to the items and ask the students to say the words. Invite pairs of students to come to the table and ask and answer about some of the items, such as A: What's it made of?

Ask What homework did Miss London set at the end of the last unit? (Find out about Ancient Greece.) If you have asked the students to do the homework assignment, invite students to tell the class what they have found out about Ancient Greece. Ask students how they found their information and what else they want to know about Ancient Greece

If you haven't asked the students to do the homework assignment, write the following headings on the board: Buildings, Stories, People. Ask What (buildings) do you know about from Ancient Greece? Encourage students from around the class to share their ideas.



# 1 Match the words with the pictures (1-12). Listen, check and **say. ①** 30

Ask the students to look at the pictures in Activity 2. Point to the items and ask students to name them. Ask students to say what materials they think the items in the pictures are made of.

Divide the class into pairs, and ask the students to look at the pictures and match the words and pictures with their partner. Tell the students to write the materials words in their notebooks, then write the words and numbers for the matching items next to the materials words.

Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by saying Look at number (1). What is it? What's it made of?

# 2 Look at Text A. Listen and say the material. **(1)** 31

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is a page from a history book, Text B is an extract from an ancient Greek diary and Text C is a story / legend.) Explain that we can find out a lot of information about life in the past by looking at objects we find from that time.

Tell the students that they are going to listen to the beginnings of some sentences. They must listen and choose the correct word from Activity 1 to complete the sentence. Tell the students to write the letters A-F in their notebooks, then listen and write the correct word next to each letter.

Play the first item on the recording. Pause the recording and ask a student What were candles made of in Ancient Greece? Play the rest of the recording for students to complete the activity. Check answers by asking questions, such as What were Ancient Greek sandals made of?



# 3 Read Text B and answer.

Ask the students to look at Text B. Read the questions with the class. Explain that this is a speed-reading task and that the students have one minute to complete it. Remind students that they don't have to read every word in the text—they just have to understand enough of the text to know who wrote it and what it is about.

Use a watch or timer to time one minute for the students to answer the questions. Invite pairs of students to ask and answer the questions for the rest of the class to check their answers.

### **Optional activity**

Say In Ancient Greece, combs were made of ivory. My comb is made of plastic. Write these sentences on the board. Ask the students to work in pairs. They take turns to make comparisons between the materials things were made from in Ancient Greece and the materials they are made from today.

#### 4 Play Look and Find in pairs.

Point to items around the classroom and ask *What's it made of?* 

Direct students' attention to the sample language in the speech bubbles. Read the first bubble aloud while students follow along. Ask a student to read out the second bubble. Ask the question in the first speech bubble to students around the class and encourage them to answer about what materials they can see in the classroom.

Have students ask and answer in pairs. Move around the class and monitor the students. Help if necessary by pointing to items and asking *What's it made of?* Invite confident pairs of students to model the game for the class.

# **5** Read and listen. What is the story about? **3** 32

Explain that the students are going to hear and read a story, or legend, from Ancient Greece. Explain that a legend is an old story. Ask the students if they know of any legends. If so, they can tell the class about them.

Tell the students that they need to listen to and read the story and decide what it is about. Play the recording for the students to follow the story in their books. Ask students around the class what they think the story is about (a trick that the Greeks played on the Trojans to win a war). Ask the students if they already knew the story, and what they thought about the story.

### **Additional resources**

The Unit 3 Reading Worksheet can be used at any point from here on.

# 6 Answer in pairs. Use the phrases in the box.

Ask the students to read the legend again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Remind students to answer in the tense they are asked in. Invite some pairs of students to ask and answer questions for the class to observe.

# **Optional activity**

Write some significant words and phrases from the story on the board, such as war, wall, general, horse, present, soldiers. The students work in pairs to make sentences using the words, such as There was a war between the Greeks and the Trojans.

## WORKBOOK ANSWERS

- 1 1 iron 2 leather 3 wool 4 stone 5 wooden 6 ivory 7 clay 8 wax
- 2 1 Ivory 2 wool 3 Gold, silver
- 4 leather 5 Linen 6 wax
  - 7 Bronze 8 Clay
- 3 1 gold, bronze, iron, silver 2 ivory, leather, wool 3 linen, wood
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 c 2 a 3 c 4 b 5 b
- 6 1 for 2 wall 3 couldn't 4 went 5 horse 6 had 7 were 8 opened 9 won
- 7 Answers will vary.Try! Answers will vary.

#### **Further practice / Homework**

Workbook pages 28–29; Unit 3 Reading Worksheet

# Unit 3 Language Focus 1 page 34

## **Lesson objectives**

Practice using be made of in the present and past simple.

Make sentences about what things are/were made of.

Describe pictures.

#### Language

Core language: Vocabulary and Reading Lesson materials words; be *made of* (present and past simple)

#### **Materials**

Tracks 32–33; Unit 3 Wordcards Set 1 (materials); Workbook page 30

#### Warm up

Show the materials wordcards and ask students to say the words. Play a game of I Spy. Say I spy, with my little eye, something made of (wax). The students try to guess which item in the classroom you are thinking of. The first student to guess correctly can choose an item for the rest of the class to guess.

## 1 Look at page 33. Read and listen to the story again. Match the sentence halves. 32

Ask the students what they can remember about the legend from the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as Where was Troy? How long did the war last?

Tell the students that they are going to listen to the legend again. As they listen, they need to match the beginnings of the sentences with the correct endings.

Show the class the example line. Play the recording, pausing if necessary for the students to draw lines to match the remaining sentence halves.

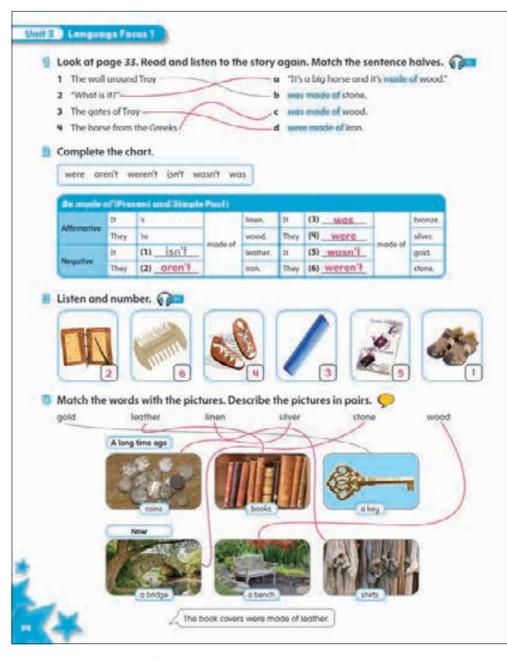
#### 2 Complete the chart.

Focus on the simple present section of the chart. Read out the affirmative sentences. Show the class how to use the chart to make different affirmative sentences. Read out the example negative sentence and show the class the example word in the table and the crossed out word in the box. Ask the students to choose a word from the box to make the second negative sentence. (Aren't.)

Tell the students to use the words in the box to complete the remaining sentences in the chart.

## **Additional resources**

The Unit 3 Language Focus 1 Worksheet can be used at any point from here on.



## **3 Listen and number. 3** 33

Point to the pictures and ask students to name the items. Ask the students to say whether they think each item is from Ancient Greece or from today.

Tell the students that they are going to hear sentences about the items. They must listen and write the numbers in the boxes for the matching pictures.

Play the recording for the students to number the correct pictures. Check answers by asking What is / are / was / were it / they made of? about each of the pictures. Remind the students to use the simple present for the modern items and the simple past for the ancient items.

## 4 Match the words with the pictures. Describe the pictures in pairs. 🔾

Point to the pictures and ask students to name the items. Ask students to say whether the items are old or new. Tell the students to draw lines to match the words to the pictures. Point to the pictures

in turn and ask What was / were it / they made of?

Students work in pairs, taking turns to make sentences about the items in pictures using was / were made of.

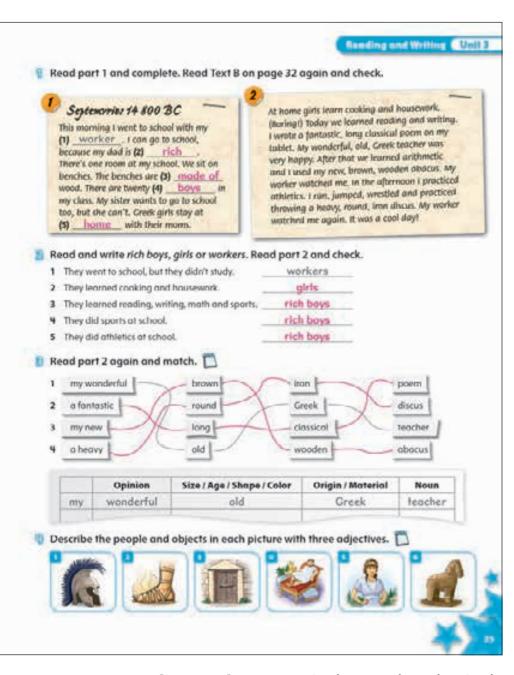
# WORKBOOK ANSWERS

- 1 1 is made of 2 are made of 3 is made of
- 2 1 Rattles weren't made of wood. They were made of clay. 2 Knucklebones weren't made of ivory. They were made of bronze and glass. 3 Dolls weren't made of gold. They were made of clay.
- 3 1 Toys were made of wood and clay. 2 Clothes were made of wool and linen. 3 Combs were made of ivory. 4 Beds were made of wood and leather.
- 4 1 Anna's / is made of / Her / are made of 2 Alex's / are made of / His / is made of 3 Lily's / is made of / Her / is made of

Try! Answers will vary.

# Further practice / Homework

Workbook page 30; Unit 3 Language Focus 1 Worksheet



# Unit 3 Reading and Writing page 35

# **Lesson objectives**

Read and understand a diary entry from Ancient Greece.

Use adjectives in the correct order in sentences.

# Language

Core language: Vocabulary and Reading Lesson materials words; adjective word order

Review: adjectives to describe opinion, size, age, shape, color, origin and material; octopus, reading, run / ran, write / wrote

Extra: athletics, wrestle, discus

#### **Materials**

Workbook page 31

# 1 Read part 1 and complete. Read Text B on page 32 again and check.

Ask the students to open their Student Books to page 35. Point to part 1 and ask What is this text? (An extract from a diary.)

Tell the class that this is the same diary entry as the one on page 32. Ask the students to complete the text from memory. They can then turn to page 32 and check their answers. Invite students to read out sentences from the completed text.

# 2 Read and write *rich boys, girls* or *workers*. Read part 2 and check.

Focus attention on part 2 of the text. Tell the class that this is more of the same diary. Explain that life in Ancient Greece was different for rich boys, girls and workers. Ask the class to say what they think life in Ancient Greece was like for rich boys / girls / workers. Take all their suggestions, but don't confirm their answers.

Show the class the sentences in Activity 2. Tell the students to read part 2 and decide who each sentence is about, then write *rich boys, girls* or *workers* next to each sentence. Check answers by asking questions, such as *Who went to school but didn't study?* 

#### 3 Read part 2 again and match.

Focus on the example. Ask the students to find the example sentence in the text.

Ask the students to read part 2 again and draw lines to match the words to make sentences from the text. Invite students to read out the sentences.

Tell the students to copy the table in Activity 3 into their notebooks and complete the table with the words from the matched sentences. Explain that this is the way that we order adjectives when we use several in one sentence.

# 4 Describe the people and objects in each picture with three adjectives.

Focus on the first picture. Ask What can you see? (A helmet.) Elicit three adjectives that could describe the helmet. (Grey blue, iron.) Ask the students to help you put the adjectives in the correct order. Write the complete phrase on the board. (A grey and blue iron helmet.) The students write phrases with three adjectives for the remaining pictures.

## **Optional activity**

Have the students choose three items from the classroom and write phrases about them, using three adjectives for each item. Invite students to show the class their chosen items and read out their descriptions.

#### WORKBOOK ANSWERS

- 1 1 clay 2 brother 3 read and write 4 a tunic 5 wood 6 octopus soup
- 2 1 yourself 2 date 3 past simple 4 morning 5 "l" and "we"
- 3 Answers will vary.
- 4 Answers will vary.

Try! Answers will vary.

Further practice / Homework Workbook page 31

# Unit 3 Vocabulary and Listening (pages 36-37)

# **Lesson objectives**

Identify different parts of a Roman villa. Listen and extract information from a song. Compare your house to a Roman house.

### Language

**Core:** Parts of a Roman house: *couch,* mattress, heating, tiles, second floor, balcony, stairs, pillar, fountain, courtyard, study, mosaic

Review: road
Extra: villa

#### **Materials**

Tracks 34–36; DVD Unit 3 Song; Unit 3 Wordcards Set 2 (parts of a Roman house); Workbook pages 32–33

#### Warm up

Describe an item you are wearing, or an item in the classroom, using three adjectives. Ask students from around the class to stand up and describe one of their belongings or something that they are wearing, such as *This is my fantastic, new, pink pencil case*.

# 1 Look and say what the lesson is about. •

Tell the students to open their books and look at the pictures on pages 36 and 37. Ask students around the class to say what they think the lesson is going to be about. Listen to their suggestions, but don't confirm at this stage.

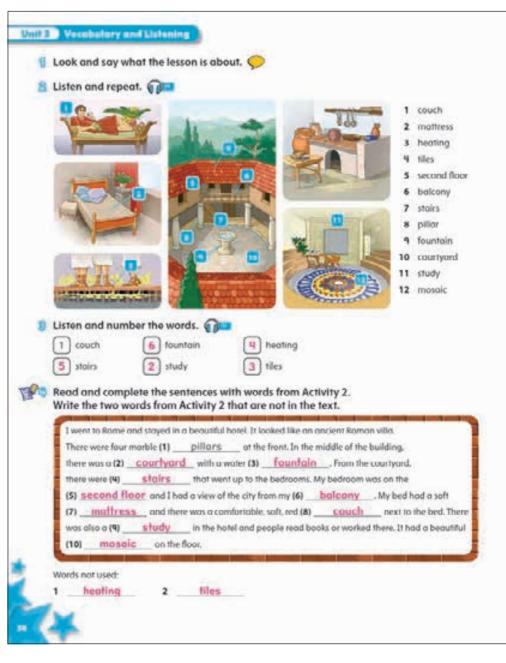
# 2 Listen and repeat. 34

Establish that this lesson is about Roman houses. Ask the class to say what they think Roman houses were like. Tell the students that you are going to play a recording of some new words for items related to Roman houses. Tell the students to listen and repeat the words, pointing at the pictures in their books as they do so. Play the recording again for the students to listen and repeat the words, first chorally, then individually.

Hold up the wordcards, one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students to say the words and point to the correct pictures in Activity 2.

# 3 Listen and number the words. ① 35

Tell the students that they are going to hear definitions of some of the items in Activity 2. They must listen and write the correct numbers to match the definitions



they hear to the words in Activity 3. Play the recording, pausing after the first item and asking the students to say the correct word. Play the recording all the way through for the students to complete the activity. Check answers by asking *What's number* (1)?

# 4 Read and complete the sentences with words from Activity 2. Write the two words from Activity 2 that are not in the text.

Focus students' attention on the text. Tell the class that the text is about a visit to a hotel. Explain that there are ten missing words in the text. The students need to complete the text with ten of the words from Activity 2. They should write the two words from Activity 2 that they don't use to complete the text on the lines under

Move around the class as the students complete the text on their own. If students have trouble, tell them to read the information around each gap and think

about what kind of word they need to write in the gap. Check answers by inviting students to read out sentences from the completed text.

#### **Optional activity**

Ask students to describe a place they have stayed on vacation.

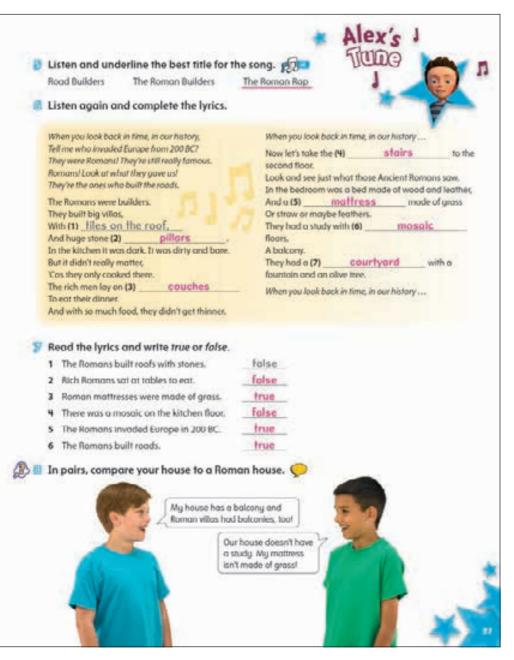
# 5 Listen and underline the best title for the song. **3**6

Ask the students to read the list of possible titles for the song. Play the audio or DVD version of the song for the students to listen and choose the best title. Ask the students to tell you which title they chose. Ask students what other rap songs / artists they know, and whether or not they like rap music.

# 6 Listen again and complete the lyrics

Direct students' attention to the song lyrics and show them the writing lines. Explain that some words are missing from

#### Unit 3



the song. Tell the students to listen to the song again and write the missing words to complete the lyrics. Play the recording, pausing if necessary to give students time to write the missing words. Invite students to read out lines from the completed song. Play the recording again for the students to sing along to.

#### **Optional activity**

Divide the class into groups of five or six. Keep playing the song over and over in the background. Give the students time to practice performing the song in their groups. The groups then take turns to perform the song along with the recording for the rest of the class. Have a class vote to decide on the best performance.

### 7 Read the lyrics and write true or false.

Ask the students to read the sentences in their Student Books. Explain that the sentences are about the information in the song, and that some of the sentences are true and some are false. The students need to read the sentences, read the song lyrics again, and write true or false next to each sentence. Move around the class while the students complete the activity on their own. Help if necessary by guiding students to the correct parts of the song lyrics to find the answers. Check answers by asking questions, such as Did the Romans build roofs with stones?

#### **Optional activity**

Ask the students to correct the false sentences in Activity 7.

#### Optional activity

Divide the class into two teams. Say some more false sentences to students from each team in turn, such as Roman houses had stone roofs. / Modern mattresses are made of grass. The students correct the false sentences. Award one point for each grammatically and factually correct sentence. The team with the most points wins the game.

#### 8 In pairs, compare your house to a Roman house.

Read out the sample speech in the speech bubbles while students follow in their books. Tell the students that the boys are talking about Roman houses and their houses, and saying which things are the same and which things are different. Model a few more sentences for the class, then divide the class into pairs. Move around the class as the students make sentences comparing their houses to Roman houses. Invite confident students to make comparisons for the class to observe.

# **Optional activity**

Tell the students to write three sentences about how their house is the same as a Roman house and three sentences about how their house is different than a Roman house in their notebooks. Students write their sentences on their own, then compare answers with a partner. Invite students to read out their sentences to the class.

#### WORKBOOK ANSWERS

- 1 1 mosaic 2 stairs 3 couch
  - 4 fountain 5 study 6 balcony
- 7 tiles 8 pillar
- 2 1 tiles 2 courtyard 3 mosaic
  - 4 mattress 5 first floor 6 heating
- 3 Answers will vary.

Try! Answers will vary.

- 4 1 villas 2 tiles 3 pillars
  - 4 couches 5 stairs 6 mattress 7 study 8 mosaic 9 balcony
  - 10 courtyard
- **5** Example: mattress
  - 1 heating 2 tiles 3 couch
  - 4 study 5 stairs 6 mosaic
- 6 Answers will vary.
- Try! Answers will vary.

#### Further practice / Homework

Workbook pages 32-33

# Unit 3 Language Focus 2 page 38

# **Lesson objectives**

Learn about Roman baths.

Read and understand a text about Roman baths.

Practice using *used to / didn't use to* to describe things that people regularly did in the past.

Make sentences about activities in the past and present.

#### Language

Core: activities; used to / didn't use to Review: present simple; past simple; restaurant, city, wear

**Extra:** games room, take off, perfumed, humid, oil, sweat, body, statue

#### **Materials**

Track 37; Workbook page 34

#### Warm up

Ask individual students about their bathtime routine. For example, *When do you have your bath?* Tell the class that they are going to learn about Roman bathing habits in this lesson.

# 1 Look at the pictures. Say what you know about Roman baths.

Ask the students to look at the photos and say what they can see. Ask questions such as What is this building made of?

Tell the students to work in pairs and use the photos to tell each other what they know about Roman baths.

# **2** Listen, read and check your ideas. **3** 37

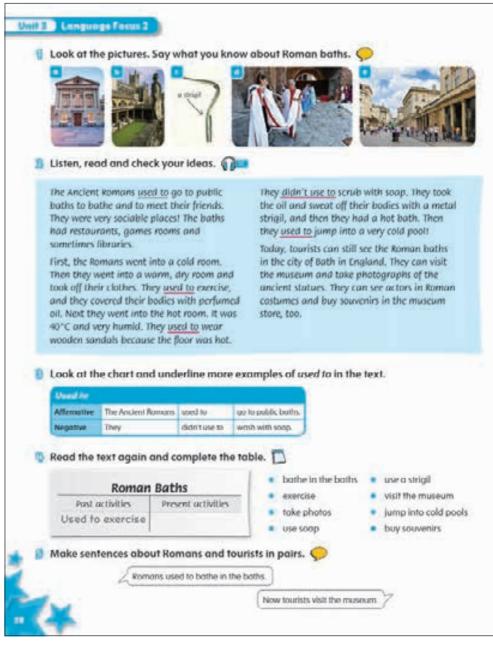
Tell the students that they are going to listen to and read a text to check their ideas about Roman baths.

Play the recording while the students follow the text in their books. Ask the students if their predictions were correct, and what facts they learned in the text.

Answer any questions that the students have about the text. Ask the students if there were any words in the text that they don't know the meanings of. Have students work in pairs to try to work out the meanings of the words from context. The students can then use their dictionaries to check their answers.

# 3 Look at the chart and underline more examples of *used to* in the text.

Focus on the grammar chart. Explain that we use *used to* to talk about regular activities that people did in the past. Use the chart to show how and when we use *used to / didn't use to*. Ask the students to



look at the chart carefully, then look at the text in Activity 2 and find more examples of *used to*. Invite students to read out the sentences they have underlined.

# 4 Read the text again and complete the table.

Focus on the table. Explain that the first column is for activities that the Romans did in the past and the second column is for activities that tourists do in the present. Ask the students to copy the chart into their notebooks, then read the text again and write the activities in the correct columns.

#### **Additional resources**

The Unit 3 Language Focus 2 Worksheet can be used at any point from here on.

# 5 Make sentences about Romans and tourists in pairs. $\bigcirc$

Read out the first speech bubble. Tell the class that this sentence comes from the chart in Activity 4.

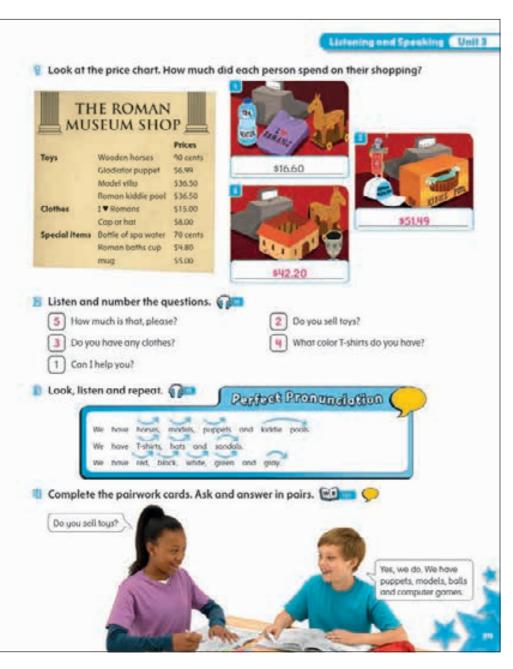
Divide the class into pairs. The students take turns to use the first column of the table to make sentences with *used to / didn't use to* about what the Romans did in the past, and the second column to make sentences with the simple present about what the tourists do today.

### WORKBOOK ANSWERS

- 1 1 didn't use to 2 used to 3 didn't use to 4 used to
- 2 1 used to collect 2 used to heat
  3 used to wash, didn't use to use
  4 used to cover, used to eat
  A 3 B 1 C 4 D 2
- 3 1 They used to have baths at home.
  G 2 They didn't used to have baths alone.
  R 3 They used to heat water over a fire.
  G 4 They didn't use to have a bathroom in their home.
  R 5 They used to meet their friends at the baths.
  R 6 They didn't use to jump into a cold pool.
  G Try! Answers will vary.

# Further practice / Homework

Workbook page 34; Unit 3 Language Focus 2 Worksheet



# Unit 3 Listening and Speaking page 39

# **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: listen for and use intonation in lists.

Use shopping language by pretending to buy something in a shop.

## Language

Core vocabulary: Vocabulary and Reading 2 Lesson parts of a Roman house; clothes; colors; toys

Review: Can I help you? Do you sell ...? |Yes, we do. / No, we don't. Do you have ...? We have ... What color T-shirts do you have? Here you are, spend

**Extra:** gladiator, paddling pool, emperor, spa water, feel free, look around, special offer, sale, ornament, half price

# Materials

Tracks 38–39; Workbook pages 35, 121

# 1 Look at the price chart. How much did each person spend on their shopping?

Focus students' attention on the price list and the pictures. Explain that the price list is for items in a Roman Museum shop, and that the pictures show the items that three different people bought.

Ask questions about the items on the price list, such as *How much are the (wooden horses)?* 

Tell the students to look at the three sets of items and use the price list to work out how much each person spent in the museum shop. They should write their answers under the pictures.

Invite students to read out their answers. Do the sums on the board for students to check their answers.

# 2 Listen and number the questions. **3** 38

Tell the class that they are going to hear a conversation in a museum shop. They should listen to the conversation, look at the questions in their books and number the questions in the order they hear them. Play the recording, pausing after the example. Ask the students to point to the first question in their books. Play the rest of the recording for the students to number the remaining questions. Check answers by asking *What's question (1)?* 

# 3 Look, listen and repeat. **3** 39

Focus attention on the sentences in the box. Tell the students that these sentences all have lists of items in them. They need to listen carefully to the intonation for these sentences. Play the recording, pausing after each word in each list for the students to repeat, first chorally, then individually. Ask students to practice saying the sentences in pairs, then invite students to model the sentences for the class.

#### Additional resources

The Unit 3 Functions Worksheet can be used at any point from here on.

# 4 Complete the pairwork cards. Ask and answer in pairs. Workbook page 121

Read out the sample speech in the speech bubbles. Tell the students that they are going to pretend to be shop assistants and customers, and ask and answer about items in their shops. Divide the class into pairs. Have students turn to page 121 of their Workbooks and look at the pairwork cards. Explain that they need to write questions about their partner's shop, then take turns to ask and answer in pairs. Model the activity with the class, then allow the students time to complete the activity. Monitor and make sure students are using the correct intonation for items in lists. Invite pairs of students to act out exchanges for the class.

#### WORKBOOK ANSWERS

- 4 Answers will vary.
- **5** Top to bottom: 5, 4, 9, 6, 7, 2, 3, 8, 1
- 6 Example: B

1 A 2 B 3 A 4 C 5 C

Try! Answers will vary.

## Further practice / Homework

Workbook page 35; Unit 3 Functions Worksheet

# Unit 3 CLIL page 40

# **Lesson objectives**

Learn about the Rosetta Stone. Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core language:** symbols, hieroglyphics, Demotic script, translate, Rosetta Stone

#### **Materials**

Track 40; Workbook page 36

#### Warm up

Write the heading Ancient languages on the board. Ask students to tell you what ancient languages they know about. Ask them if they have ever seen any ancient pieces of writing, and what the writing looked like.

# 1 Read and match the descriptions with the pictures. Listen and check. **①** 40

Ask the class to look at the pictures in Activity 1. Ask them to say what they can see in each of the pictures, and which pictures show ancient languages. Ask the students to say which ancient peoples they think used these languages. Tell the students that they need to listen to the text and follow it in their books, then number the paragraphs in the text to match them to the correct pictures.

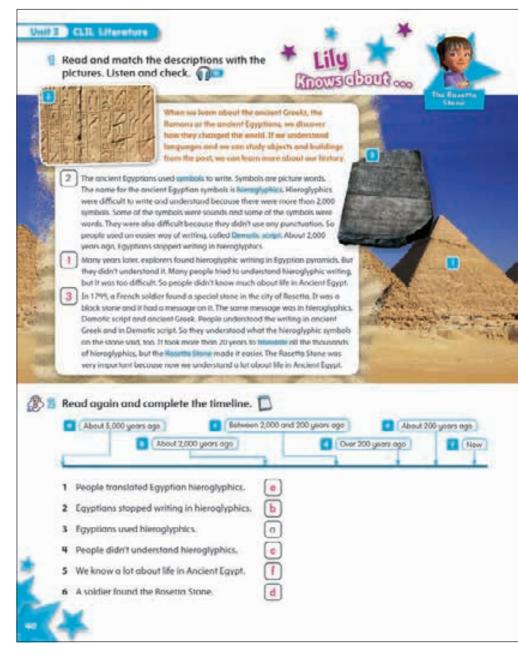
Play the recording for the students to listen and read the text. Allow them time to look at the text and match the pictures to the paragraphs. Check answers by asking *Which picture matches paragraph* (1)? |Have the students point to the correct pictures in their books.

# 2 Read again and complete the timeline.

Have the students read the text in Activity 1 again, then ask questions based on the sentences in Activity 2. For example, When did people translate Egyptian hieroglyphics? When did a soldier find a special stone? Encourage students to find the information in the text in Activity 1 and answer.

Direct students' attention to the sentences in Activity 2. Explain that students should read the text again and find out when each event happened. They then look at the timeline and write the correct letter next to each sentence. Have students complete the activity on their own, then compare answers with a partner.

Tell the students to copy the timeline into their books and write the events in the sentences on the timeline (with lines



leading from the correct point on the timeline to the events). Check answers by drawing the timeline on the board and asking students to say what event happened at each point.

### **Project connection**

You can do Stage 1 of the project on page 42 at any point from here on.

#### **Optional activity**

The Unit 3 Starlight English Video on the Level 5 DVD shows students some information about the city of Bath in England. There is also a Starlight English Video Worksheet.

Play the video. Pause at various points to check understanding by asking comprehension questions For example, Where is Bath? Why is it an interesting place to visit? What was the bathhouse made of? What did the Romans do on the terrace? What can tourists see at the bathhouse?

## WORKBOOK ANSWERS

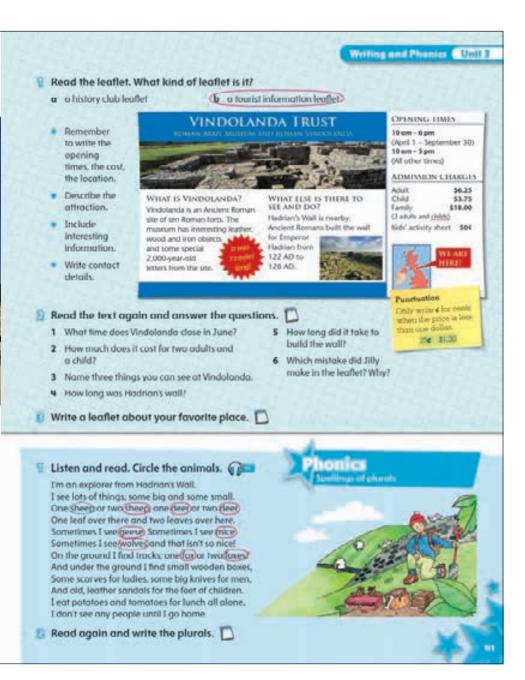
1 A 2 B 3 C 1

2 1 rhyme 2 alphabet 3 capital letters 4 symbols 5 vowels

Try! Answers will vary.

# **Further practice / Homework**

Workbook page 36; Unit 3 Starlight English Video; Unit 3 Starlight English Video Worksheet



# Unit 3 Writing and Phonics (page 41)

# **Lesson objectives**

Identify the features of a tourist information leaflet.

Understand when to use  $\phi$  for cents.

Write a tourist information leaflet.

Recognize the spelling patterns of regular and irregular plural forms.

# Language

Core: Vocabulary and Reading Lesson materials words; Vocabulary and Listening Lesson parts of a Roman house; irregular and regular plural nouns

Review: find / found

Extra: fort, nearby, explorer

# Materials

♠ Track 41; Unit 3 Wordcards Set 1 (materials); a watch or timer; Workbook page 37

#### Warm up

Put the wordcards on the board. Divide the class into small groups. Tell the groups that they have dug up some ancient treasures. Set a time limit of three minutes. The students write down as many adjective and noun combinations as possible to say what they have found.

# 1 Read the leaflet. What kind of leaflet is it?

Focus on the text. Ask the students to say what kind of text it is. (A leaflet.) Invite the students to predict what the leaflet is about. Ask them to read the text quickly and look at the pictures before making their predictions.

Read out the two answer options. Ask the students to say what kind of leaflet they

think this is. (A tourist information leaflet.)
Tell the students to read the text, then say what information they found in the leaflet.

# 2 Read the text again and answer the questions.

Ask the students to read the six questions, find the answers in the leaflet and write the answers in their notebooks.

Check answers by inviting pairs of students to ask and answer the questions for the class.

# 3 Write a leaflet about your favorite place.

Tell the students that they are going to write their own tourist information leaflets about their favorite place. Focus attention on the writing notes on the left of the leaflet

Focus the students' attention on the punctuation box. Read out the note and then ask students if they can see an example of a  $\phi$  for cents in the text.

Allow the students time to find out about their chosen places online and make notes. Tell the students to write their leaflets in their notebooks. They should use the writing tips to help them.

#### **Phonics**

# 1 Listen and read. Circle the animals. ① 41

Ask the students to look at the picture to the right of the poem and tell you what they can see. Explain that the person in the poem sees lots of different animals and the students must listen out for all of them. Play the poem for the students to listen and follow the words in their books.

#### 2 Read again and write the plurals.

Ask the students to look again at their answers to Activity 1. Ask What is unusual about these words? (Most of them are irregular plurals.)

Play the recording for the students to listen and read the poem again.

Ask the students what other irregular plurals they can think of. Write some singular nouns on the board (such as fish, shelf, woman, tooth) and ask the students to say the plurals.

#### WORKBOOK ANSWERS

- 1 A Opening Times B Admission Charges C What is Stonehenge?D What else is there to see and do?
  - E Where can you find us?
- 2 1 children 2 people 3 teeth 4 knives
- 3 1 sheep 2 potatoes 3 mice
- 4 deer 5 scarves 6 men 7 foxes 8 geese 9 ladies
- 4 Answers will vary. **Try!** Answers will vary.

Further practice / Homework Workbook page 37

# Unit 3 Project and Value page 42

## **Lesson objectives**

Understand the importance of being responsible and careful in museums.

Understand how to make a monument poster.

Make a monument poster showing an important monument, building or object from your country.

#### **Value**

Be responsible and careful in museums.

#### **Materials**

One sheet of poster board; scissors and glue stick; pictures of the ancient object or monument you've chosen; colored pens and pencils; Unit 3 Stickers; Workbook page 38

#### Warm up

Ask the class what famous monuments they know about from around the world. Ask the students to tell the class what they know about each monument (where it is, what it looks like, what it is for). Elicit ideas from as many students as possible.

# Value: Read and stick

Ask students to open their Student Books to page 42 and find *Anna's Value* at the top. Read the value aloud while students follow along. Ask students to say what things we should and shouldn't do in museums. (We should be quiet, we shouldn't touch things, we shouldn't run.) Ask students why it is important to be responsible and careful in museums. (Because the things in museums are very old and very valuable, and we mustn't damage them.) Tell students to take out their sticker sheets and find the sticker for *Anna's Value*. Students stick the sticker in the space in their Student Books.

#### **Monument Poster**

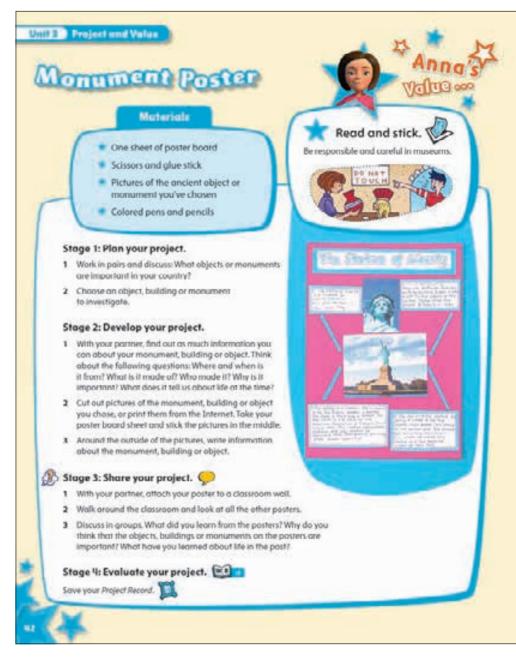
# Stage 1: Plan your project.

Divide the class into groups. Explain to them that they are going to make a poster about an important monument, building or object in their country, but first they need to discuss their ideas.

Divide the class into pairs and have the students discuss the questions in Stage 1 and decide which monument, building or object they are going to make their poster about.

### Stage 2: Develop your project.

Students work in their pairs to find out information about their chosen



monument, building or object. They can look for information online, or in reference books or guide books.

Hand out sheets of poster paper, scissors and glue. Make sure the students have colored pens or pencils and sheets of paper to write information on. Students can find pictures of their chosen monument, building or object online, or in magazines and print them or cut them out. Alternatively, they can draw pictures to stick onto their poster.

## Stage 3: Share your project. •

Have the students display their posters on the classroom wall. Have one student from each pair stay by their poster to tell other students about it. Have the other students move around the class and ask questions about the posters. Swap roles so that all students get a chance to look at other posters and present their own.

Invite students around the class to say which monument they think is the most important and why.

# Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 38 of their Workbooks.

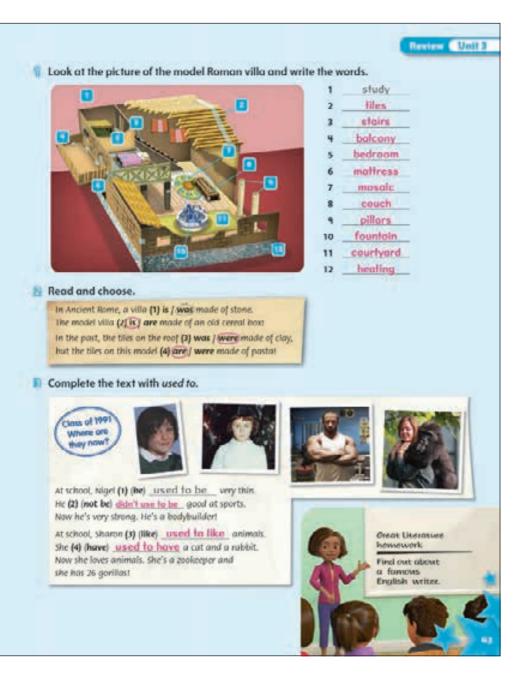
#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

- 1 Did you eat or drink in the building?
  2 Did you touch any objects? 3 Did you chat to your friends? 4 Did you ask any questions?
- 2 Answers will vary. Try! Answers will vary.

Further practice / Homework
Workbook page 38



# Unit 3 Review page 43



# **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

# Language

Vocabulary and Reading Lesson materials words; Vocabulary and Listening Lesson parts of a Roman house; be made of (simple present and simple past); used to / didn't use to

### **Materials**

Small objects made of different materials; a cloth bag; Unit 3 Grammar and Everyday Language Poster; Workbook page 39

#### Warm up

Use the Unit 3 Grammar and Everyday Language Poster to review the words for materials. Point to the pictures and ask the students to say the words.

Place a small object in a cloth bag. Invite a student to put his / her hand into the bag and feel the object, then say what he / she thinks the object is made of. Ask What's it made of? to prompt the student. Repeat with other objects, made of different materials, and other students. You can play this game in two teams, inviting students from each team in turn to feel an object. Award one point for each correct guess.

### 1 Look at the picture of the model Roman villa and write the words.

Use the poster to review the parts of a Roman house. Point to the items and ask the students to name them.

Show the class the example in Activity 1. Have students look at the numbered items in the picture and write the correct words in their books. Check answers by asking What's number (1)?

#### 2 Read and choose.

Use the Grammar 1 section of the poster to review the simple present and simple past forms of be made of.

Tell the students to read the text and choose the correct forms of the verb to be. Remind the students to think about whether the items being described are old or new to help them choose the correct answers. Invite students to read out sentences from the text with the correct verb forms.

### 3 Complete the text with used to.

Use the Grammar 2 section of the poster to review used to / didn't use to.

Focus attention on the pictures of the past students in Activity 3. Explain that the other photos show what the students are

Tell the students to read the text and complete the gaps with the verbs in parentheses and the correct form of used to. Invite students to read out sentences from the completed text.

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment that Miss London has set Alex, Anna and Lily's class on page 43 of the Student Book: Find out about a famous English writer. Tell the students that this will be the theme for the next unit. Ask What famous writers do you know about? If you like, you can ask students to find out about an English writer online or at the library for homework. You can assign writers to students, or allow them to choose their own

#### **Additional resources**

The Unit 3 Test can be given now. The Skills Test for Units 1–3 can be given now.

#### WORKBOOK ANSWERS

- 1 1 pillar 2 couch 3 shoe 4 discus 5 tunic 6 mattress 7 comb 8 balconv
- 2 1 A pillar is made of stone or wood. 2 A couch is made of wood. 3 A shoe is made of leather. 4 A discus is made of iron. 5 A tunic is made of linen or wool.
- 3 1 used 2 of 3 the 4 of 5 are **6** as
- 4 Answers will vary. Try! Answers will vary.

**Further practice / Homework** Workbook page 39

# Story pages 44–45

# **Lesson objectives**

Review vocabulary and grammar structures from Units 1 to 3 in the context of a story.

Understand and act out a story.

#### Language

Vocabulary and grammar structures from Units 1-3.

Extra: retirement home, carers, cracker, familiar

#### **Materials**

Track 42; Workbook page 116

#### Warm up

Play a game of Categories to review vocabulary from Units 1-3. Divide the class into two teams. Write the following headings on the board: Materials, Bugs, TV programs. Invite students from each team in turn to say a word for one of the headings, or come to the board and write a word under the correct heading. Confident students should do this with their books closed. Less confident students can look back at Units 1-3 to find words. Award one point for each correctly placed and correctly spelled word. The team with the most points wins the game. You can repeat the game using the Set 2 words from Units 1-3, or any other vocabulary sets from previous levels.

## Lead in

Ask the students if there are any old people in their family, such as grandparents, great aunts and uncles. Ask Where do they live? What do they enjoy doing?

Explain that in the USA, some old people live in their own homes, some live with their families and some live in retirement homes. Retirement homes provide 24-hour nursing support for people who are no longer able to look after themselves.

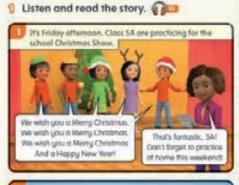
# 1 Listen and read the story. **1** 42

Tell the students to look at the pictures in the story on pages 44-45 in their books. Focus attention on the first picture. Ask some questions to get students thinking about the story. How many people can you see? Where are they? What are they talking about? What are they going to do?

Go through the rest of the story frames quickly and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away.

Play the recording for the students to follow the words in their books. Ask

# A Special Visit













questions to check comprehension. For example:

Frame 1: What are the children practicing for? (The school Christmas show.)

Frame 2: Where does Great Aunt Doris live? (In a retirement home.)

Frame 4: Do the people in the retirement home have a lot of visitors? (No, they don't.) Frame 8: Who visits the retirement home? (Alex, Anna and Lily, first with their parents and then with their class.)

Frames 9–11: What do the children do for the people in the retirement home? (They give them a present, they bring cookies with them and they sing songs from their Christmas Show.)

Frame 12: Who is dressed up as Father Christmas? (Mr. McMaster.)

Ask the students if their predictions about the story were correct.

Ask the students to find all the words related to Christmas in the story. Ask students to call out the words. Write the words on the board. Personalize the story by asking the students to say what they

like about Christmas. Then ask Who do you visit at Christmas? Who visits you? What do you and your family do at Christmas?

# **Optional activity**

Have a class discussion about the story and its theme. Ask the students to work in pairs. Tell them that you will ask a question and that they should give their answer to their partner. Ask questions to start the discussion: Where do the children go? Who lives there? Why do people live in the retirement home? Do Great Aunt Doris' friends get lots of visitors? How do you think they feel when the children visit? Why is it important to visit and talk to elderly people?



#### **Optional activity**

If you have audio or video recording facilities, record the groups performing the story. Play the recordings of the story performances back to the class, and ask the students to say what they thought of each performance.

#### WORKBOOK ANSWERS

- 1 1 c 2 f 3 b 4 e 5 d 6 a
- 2 1 It's made of stone.
  2 He used to be a gardener.
  3 ... think about other people.
  4 He made a bird feeder.
  5 They are going to hang it near the fountain so that Wilfred can see the birds through the window.
  6 There's a hat and a joke inside her hat.
- 3 Materials: stone, metal, wood Insects: beetle, ladybug TV programs: game show, soap opera Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 116

## **Optional activity**

Play a game of Who said it? Say sentences from the story, or write them on the board, one at a time, such as That's fantastic, 5A! / Jump in, kids! / What a lovely surprise! / How are you, Great Aunt Doris? / That's my friend Wilfred. / Miss London, I've have an idea ... / Doris has visitors again! / I made it for you. / I love singing! / It's Santa Claus! Ask students to look at the story in their Student Books and call out the name of the character who said each sentence. If you like, you can play this game in two teams. Say or write a sentence for students from each team in turn. Award one point for each correct answer. The team with the most points wins the game.

# **Optional activity**

Divide the class into groups to act out the story. Assign each student a role: the narrator, Mrs. Bean, Mr. Bean, Alex, Anna, Lily, William, Betty, Miss London, Great Aunt Doris, Wilfred, Nancy and Mr. McMaster. The students can work in groups with one child playing each role, or smaller groups with each child playing more than one role.

Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to discuss each member's character and decide how each person should speak and act. If there is time, students can write their lines out instead of reading from their books. Have students practice the story with their actions and props. Groups that finish quickly can close their books and try to act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

# Unit 4 Vocabulary and Reading pages 46-47

### **Lesson objectives**

Learn and use different adjectives for describing people.

Identify different text types.

Find information in a biography.

Talk about the personalities of people in your family.

Read and understand a summary of a story

Ask and answer questions about a story.

### Language

**Adjectives:** caring, cheerful, energetic, generous, hard-working, intelligent, lonely, miserable, poor, sociable, stingy, worried

Review vocabulary: simple past; family words; every day, drama, factory

**Extra vocabulary:** summary, biography, encyclopedia, childhood, prison, owe, apart from, shoe polish

#### **Materials**

Tracks 43–45; Unit 4 Wordcards Set 1 (adjectives); a watch or timer; pictures of famous writers from your country and / or other countries; pages 40–41

## Warm up

Hold up each picture of the famous writers, one at a time. Ask the class *Who is this writer? What do you know about him/her?* Encourage the students to use adjectives to describe the writers. Write the adjectives on the board.

Hold up the adjectives wordcards, one at a time. Say the words for the students to repeat, first chorally, then individually. Stick the wordcards on the board. Explain that all the adjectives on the board describe people's personalities. Ask Which adjective describes someone who (is always happy and friendly / doesn't share their things / is very clever / doesn't have many friends / is very unhappy / doesn't have much money)? The students call out the correct word from the board.

Ask What homework did Miss London set at the end of the last unit? (Find out about a famous English writer.) If you have asked the students to do the homework assignment, invite individual students to stand up and tell the class which writer they found out about and what they found out about this writer. Ask Where / When was he / she born? What books did he / she write?

If you haven't asked the students to do the homework assignment, ask students



if they know which English writers wrote (the Harry Potter books / Romeo and Juliet / A Christmas Carol).

# 1 Match the words with the pictures (1–12). Listen, check and say. ① 43

Ask the students to look at the pictures on the theater poster (Text A) in Activity 2. Point to each of the pictures and ask students to say which adjective they think describes each picture.

Tell the students to write numbers 1–12 in their notebooks, then write the adjectives next to the correct number for each picture.

Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by asking *Who is (stingy)?* The students call out *Number (1)*.

# 2 Look at Text A. Listen and say the adjective. **①** 44

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is a theater poster, Text B is a biography and Text C is a summary of a story.)

Point to the different characters on the theater poster and ask *What do you think this person is like? How is he / she feeling?* Tell the students that they are going to hear the beginning of descriptions of some of the characters from the play. They must listen and say the missing adjectives.

Play the first item on the recording. Pause the recording and ask the students to call out the correct adjective. (*Stingy.*) Repeat for the remaining items on the recording.

#### 3 Read Text B and answer.

Ask the students to look at Text B. Read the questions with the class. Tell the students that they have one minute to look quickly through the text and find the answers to the questions.



Use a watch or timer to time one minute for the students to answer the questions. Invite pairs of students to ask and answer the questions for the rest of the class to check their answers.

#### **Optional activity**

Ask some more questions about Text B. For example: Where / When was Charles Dickens born? When / Why did his father go to prison? Where did Charles go to live when he was 12? Where did he work? The students read the text and find the answers. If you like, you can write pairs of questions on the board and give the students one minute to find the answers.

#### 4 Ask and answer in pairs.

Direct students' attention to the sample language in the speech bubbles. Read out the question in the first bubble. Ask a student to read out the answer in the second bubble. Ask the question in the first speech bubble to students around

the class and encourage them to answer about their family members using adjectives from Activity 1.

Have students ask and answer questions about their family in pairs. Move around the class and monitor the students. Help if necessary by asking *Is your (dad) (cheerful)?* Invite confident pairs of students to ask and answer questions for the class to observe.

# 5 Read and listen. Who is the main character? **①** 45

Explain that the students are going to hear and read a summary of a story. Ask the students to look at the text in Activity 5 and say what the title of the story is and who wrote the story.

Tell the students that they need to listen to and read the story summary and decide who the main character is. Explain that the main character is the person who has the biggest role in the story. Play the recording for the students to follow the summary in their books. Ask students around the class who they think the main character is.

(Ebenezer Scrooge.) Ask the students if they already knew the story, and what they thought about the story.

#### Additional resources

The Unit 4 Reading Worksheet can be used at any point from here on.

# 6 Answer in pairs. Use the phrases in the box.

Ask the students to read the story summary again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Remind students to think about what tenses their answers should be in. Invite some pairs of students to ask and answer questions for the class to observe.

#### **Optional activity**

Hand out the adjectives wordcards to individual students around the class. Ask them one at a time to stand up, show their word and use it to describe one of the characters in the story, such as *Mr. Fezziwig is a generous man*. Hand the wordcards to different students and repeat the activity.

## WORKBOOK ANSWERS

- 1 1 hard-working 2 energetic
  - 3 worried 4 lonely 5 generous
- 6 sociable 7 cheerful 8 miserable
- 2 1 miserable 2 intelligent
  - 3 cheerful 4 caring 5 poor
- 6 lonely 7 generous 8 stingy
- 3 Title of play: A Christmas Carol Writer: Charles Dickens Where it's on: The New Theater, Aceton
  - Dates: 9th–15th December Time: 7 pm
- 4 Answers will vary.
- **Try!** Answers will vary.
- 5 1 True 2 True 3 True 4 True
- 6 1 Scrooge 2 Bob Cratchit, Tiny Tim 3 Fred 4 Jacob Marley 5 Fezziwig, Belle
- 7 1 on 2 to 3 ghost 4 saw 5 him 6 the 7 Day 8 party 9 and
- 8 Answers will vary. **Try!** Answers will vary.

Worksheet

## Further practice / Homework Workbook pages 40–41; Unit 4 Reading

# Unit 4 Language Focus 1 page 48

### **Lesson objectives**

Practice using the past continuous and simple past.

Make sentences about the background to past events / short events that interrupt prolonged events.

Describe pictures.

#### Language

Core language: Vocabulary and Reading Lesson adjectives to describe people; simple past / past continuous

#### **Materials**

Tracks 45–46; Unit 4 Wordcards Set 1 (adjectives); Workbook page 42

#### Warm up

Mime an adjective from Vocabulary and Reading Lesson for the class to guess. The first student to guess the correct adjective can take a turn to mime an activity for the rest of the class to guess.

# 1 Look at page 47. Read and listen to the story again. Match the sentence halves. ① 45

Ask the students what they can remember about the story from the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as *Why was Scrooge's office cold?* 

Tell the students that they are going to listen to the story again. As they listen, they need to match the beginnings of the sentences with the correct endings.

Show the class the example line and allow the class time to read the sentence halves. Play the recording, pausing if necessary for the students to draw lines to match the sentence halves. Play the recording again for the students to check their answers.

#### 2 Complete the chart.

Focus students' attention on the chart. Read out the example sentence and show the class how the sentence is formed by using was and the -ing form of the main verb. Read out the remaining pronouns (He/She/They) and ask the students whether we use was or were with each pronoun.

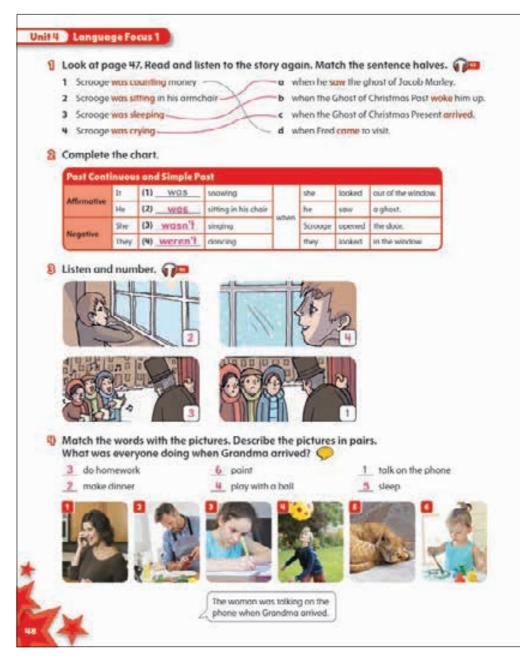
Tell the students to complete the chart by writing was or were in the empty boxes.

## **Additional resources**

The Unit 4 Language Focus 1 Worksheet can be used at any point from here on.

#### 3 Listen and number. 46

Point to the pictures and ask students to say what they think is happening in each picture.



Tell the students that they are going to hear a description of each picture. They need to listen and write the number for each description next to the correct picture. Play the recording, pausing after each description for a different student to say the number. The students work in pairs, taking turns to describe the pictures to each other.

# 4 Match the words with the pictures. Describe the pictures in pairs. What was everyone doing when Grandma arrived?

Point to the pictures and ask students to name the activities they can see. Tell the students to write the numbers of the pictures next to the matching activities. Ask students to make a sentence about each picture using the past continuous, such as *She was talking on the phone*.

Point to the first picture and ask What was the woman doing when Grandma arrived? Elicit the full sentence The woman was talking on the phone when Grandma arrived. Show the students the sample speech in the speech bubble.

Students work in pairs, taking turns to make sentences about the people in the pictures.

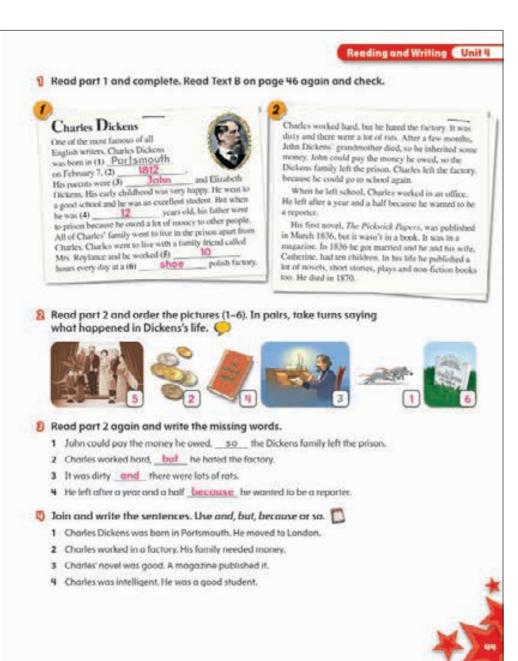
### WORKBOOK ANSWERS

- 1 1 were playing, started 2 were watching, rang 3 was decorating, fell
- 2 1 Anna was playing in the courtyard when she saw a cat.
   2 Mom was making cookies when she dropped the spoon.
   3 Grandpa was reading the newspaper when he fell asleep.
- 3 1 The boy was drinking when he dropped the bottle.
   2 The boy was running when he fell over.
   3 The boy was playing soccer when the ball hit the car.
   4 The girl was walking when her hat blew off.
- 4 Left to right: drank, made, ran, hit, fell, rang, saw, had

Try! Answers will vary.

### Further practice / Homework

Workbook page 42; Unit 4 Language Focus 1 Worksheet



# **Unit 4 Reading and** Writing page 49

# **Lesson objectives**

Read and understand a biography. Use linking words and, but, because and so in sentences.

# Language

Core language: Vocabulary and Reading Lesson adjectives to describe people; linking words (and, but, so, because)

Review: past simple; every day, factory, write/wrote

Extra: rat, inherit, reporter, novel, publish, non-fiction

#### **Materials**

Workbook page 43

## 1 Read part 1 and complete. Read Text B on page 46 again and check.

Ask the students to open their Student Books at page 49. Point to part 1 and ask What is this text? (A biography.)

Tell the class that this is the same biography as the one on page 46. Ask the students to complete the text from memory. They can then turn to page 46 and check their answers. Invite students to read out sentences from the completed text.

## 2 Read part 2 and order the pictures (1-6). In pairs, take turns saying what happened in Dickens's life. 🖸

Focus attention on part 2 of the text. Tell the class that this is more of the same biography, and tells us more about Charles Dickens's life. Ask the class to say what they think happened to Charles after the age of twelve. Take all their suggestions, but don't confirm their answers.

Show the class the pictures in Activity 2. Tell the students that each picture shows an event in Charles' life. They need to read part 2 and number the pictures 1-6 to show the correct order of events. Allow students time to read the text, order the events, then talk about the events in Dickens's life in pairs. Check answers by asking What can you see in picture (1)? What event does this picture show?

### 3 Read part 2 again and write the missing words.

Focus on the example. Ask the students to find the example sentence in the text. Write the linking words and, but, because and so on the board. Discuss what we use each word for. Establish that and adds a similar idea; but contrasts two different ideas; because gives a reason and so shows

Ask the students to read part 2 again and complete the sentences with the correct linking words. Invite students to read out the sentences. Ask students to find more examples of sentences with and, but, so or because in the texts in Activity 1.

### 4 Join and write the sentences. Use and, but, because or so.

Ask students to read the sentences and say whether each pair of sentences shows two similar ideas, two different ideas, a reason or a result.

Tell the students to use linking words (and, but, because or so) to join the pairs of sentences and make one sentence from each pair. They write the sentences in their notebooks. Invite students to read out their sentences.

#### **Optional activity**

Have the students read the summary of A Christmas Carol again and write sentences about the story using and, but, because or so. Students should write at least one sentence with each word.

#### WORKBOOK ANSWERS

- 1 1 in 2 Her 3 and 4 but 5 when 6 because
- 2 1 She was born in 1897. 2 Her parents were Thomas and Theresa Blyton. 3 She liked reading books, magazines and her children's encyclopedia. 4 She worked in a school / as a teacher. 5 She wrote the Famous Five stories and the Noddy stories. 6 Yes, she did. She had two daughters. 7 She died in
- 3 Answers will vary. Try! Answers will vary.

**Further practice / Homework** Workbook page 43

# Unit 4 Vocabulary and Listening (pages 50-51)

## **Lesson objectives**

Identify different types of book.

Listen and extract information from a song.

Talk about your favorite type of book.

#### Language

**Core:** Types of book: *spy novel, graphic novel, science fiction novel, play, ghost story, annual, manual, atlas, joke book, poetry book, recipe book, craft book* 

**Review:** *like / don't like, reading, write / wrote* 

#### **Materials**

Tracks 47–49; DVD Unit 4 Song; Unit 4 Wordcards Set 2 (types of book); Workbook pages 44–45

#### Warm up

Describe a story that the students know well. The students try to guess the story. The first student to guess correctly can take a turn to describe a story for the rest of the class to guess.

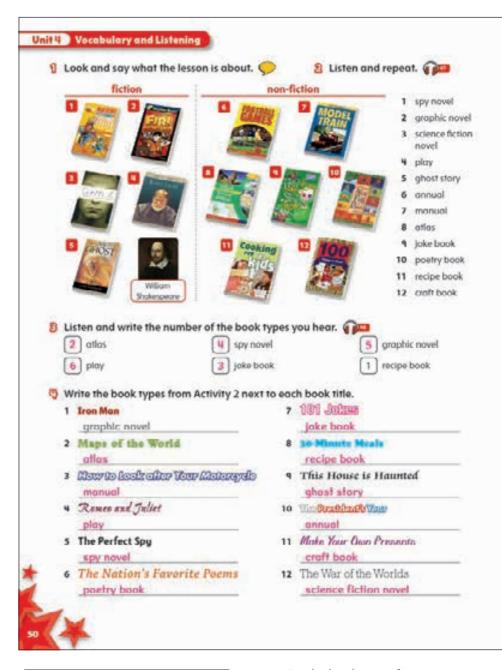
# 1 Look and say what the lesson is about. •

Tell the students to open their books and look at the pictures on pages 50 and 51. Ask students around the class to say what they think the lesson is going to be about. Listen to their suggestions, but don't confirm at this stage.

# 2 Listen and repeat. 47

Establish that this lesson is about types of book. Ask the class to say what their favorite books or stories are. Write their answers on the board. Tell the students that you are going to play a recording of some new words for types of book. Tell the students to listen and repeat the words, pointing at the pictures in their books as they do so. Play the recording again for the students to listen and repeat the words, first chorally, then individually.

Hold up the wordcards, one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students to say the words and point to the correct pictures in Activity 2. Ask students to say what types of book the books and stories on the board are.



### **Optional activity**

Check comprehension by asking questions about each type of book, such as Which type of book... comes out every year / is about secret agents / tells you how to do something / tells a story with pictures? (An annual / a spy book / a manual / a graphic novel.)

# 3 Listen and write the number of the book types you hear. ① 48

Tell the students that they are going to hear some book titles. They must listen and write the correct numbers to match the titles they hear to the types of book in Activity 3. Play the recording, pausing after the first item and asking the students to say the correct type of book. (Recipe book.) Play the recording all the way through for the students to complete the activity. Check answers by asking What's number (1)? Ask students to suggest other titles for each type of book.

# 4 Write the book types from Activity 2 next to each book title.

Focus students' attention on the book titles. Tell the students that they need to decide what type of book each title belongs to, then write the book types under the matching titles.

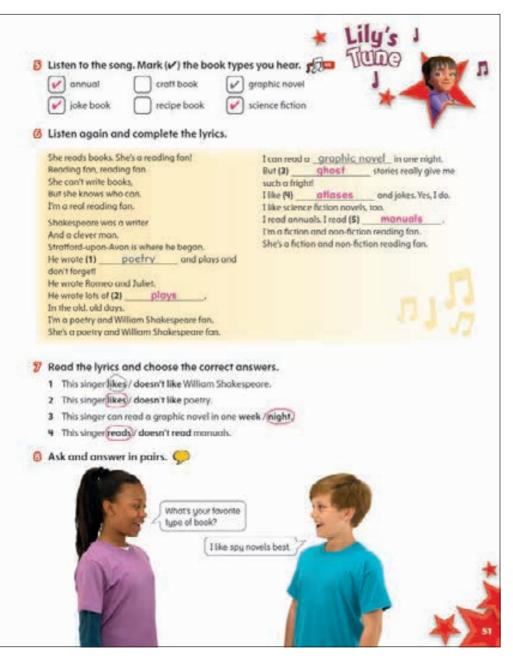
Divide the class into pairs. Students work together to complete the activity, then compare their answers with another pair. Check answers by asking *What type of book is* (Maps of the World)?

#### **Optional activity**

Ask students to write five book titles for five different types of books. They can then swap titles with a partner and write the book types for their partner's titles.

# 5 Listen to the song. Mark (✓) the book types you hear. **①** 49

Ask the students to read the list of book types. Play the audio or DVD version of the song for the students to listen to and mark



the types of books that they hear in the song. Ask the students to tell you which book types they heard.

### 6 Listen again and complete the lyrics.

Direct students' attention to the song lyrics and show them the writing lines. Explain that some words are missing from the song. Tell the students to listen to the song again and write the missing words to complete the lyrics. Play the recording, pausing if necessary to give students time to write the missing words. Invite students to read out lines from the completed song. Play the recording again for the students to sing along.

# **Optional activity**

Focus on the words fiction and nonfiction in the song. Explain that fiction is something that someone imagines and writes about, and that non-fiction is something true or real that someone writes about. Ask the students to look at the book types in Activity 1 and say which types of book are fiction (spy novel, graphic novel, science fiction novel, play, ghost story, joke book, poetry book) and which are non-fiction (manual, atlas, recipe book, craft book). Note: an annual could be fiction or non-fiction.

### 7 Read the lyrics and choose the correct answers.

Ask the students to read the sentences in their Student Books. Explain that the sentences are about the song, and that the students need to read the sentences, read the song lyrics again, and circle the correct words to complete each sentence. Move around the class while the students complete the activity on their own. Help

if necessary by guiding students to the correct parts of the song lyrics to find the answers. Invite students to read out the sentences with the correct words.

## 8 Ask and answer in pairs.

Read out the sample speech in the speech bubbles while students follow in their books. Ask the question to a few students around the class, then divide the class into pairs. Move around the class as the students ask and answer about their favorite book types. Invite confident students to ask and answer questions for the class to observe.

### Optional activity

Tell the students to write three sentences about (1) their favorite type of book, (2) a book type they like, (3) a book type they don't like. Model sentences for the class, such as My favorite type of book is spy novels. I like reading graphic novels. I don't like reading science fiction novels. The students write their sentences in their notebooks, then read their sentences to the class.

# WORKBOOK ANSWERS

- 1 Non-fiction: annual, manual, atlas, joke book, poetry book, recipe book, craft book Fiction: graphic novel, spy novel, science fiction novel, play, ghost story
- 2 1 ghost story 2 manual 3 science fiction novel 4 graphic novel 5 annual 6 spy novel
- 3 1 joke book 2 poetry book 3 play 4 recipe book 5 atlas

Try! Answers will vary.

- 4 1 reading 2 books 3 writer 4 plays 5 poetry
- 5 Example: ghost story
  - 1 atlas 2 recipe book 3 play 4 graphic novel 5 manual 6 novel
- 6 Answers will vary. Try! Answers will vary.

Further practice / Homework Workbook pages 44-45

# Unit 4 Language

Focus 2 page 52

### **Lesson objectives**

Learn about Roald Dahl.

Read and understand an article about Roald Dahl.

Practice asking questions using the past simple and question words.

Ask and answer about Roald Dahl.

### Language

Core: Vocabulary and Reading 2 Lesson types of book words; simple past with wh- questions

**Review:** stone, factory, write / wrote,

**Extra:** hut, writing board, electric fire, ceiling, sleeping bag, illustrator

#### **Materials**

Track 50; Workbook page 46

#### Warm up

Ask individual students to describe their typical day. Ask the students to imagine what a writer's typical day is like. Tell the class that they are going to learn about a famous writer in this lesson.

# 1 Look at the pictures and say what you know about Roald Dahl.

Ask the students to look at the photos and say what they can see. Ask the students questions to find out what they know about Roald Dahl.

Focus on the photos and ask Where do you think he worked? Discuss the photos as a class.

# **2** Listen, read and check your ideas. **3** 50

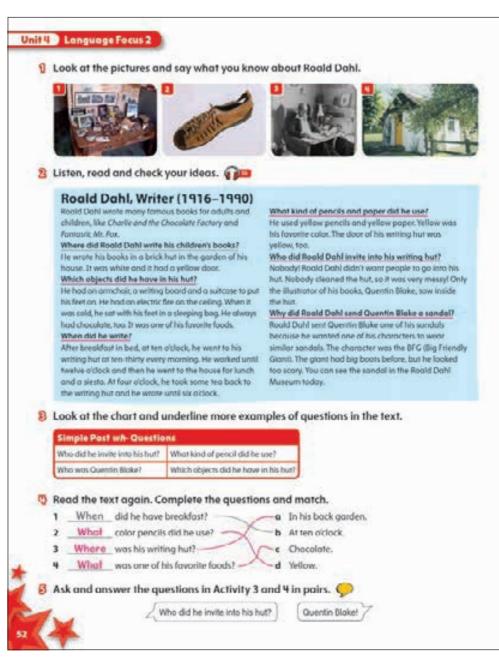
Tell the students that they are going to listen to and read a text to check their ideas about Roald Dahl.

Play the recording while the students follow the text in their books. Ask the students what they learned from the text.

Answer any questions that the students have about the text. Ask the students if there were any words in the text that they don't know the meanings of. Write these words on the board. Have students work in pairs to try to work out the meanings of the words from context. The students can then use their dictionaries to check their answers.

# 3 Look at the chart and underline more examples of questions in the text

Focus on the grammar chart. Explain that we use the simple past and wh-question words to ask about events in the past. Ask the students which wh-question words they can see in the chart. Ask the class what



other wh- question words they know. Write the words Who, When, Where, Which and What on the board. Elicit or explain that we use who to ask about a person, when to ask about a time, where to ask about a place and which or what to ask about things. Ask the students to read the text in Activity 2 again and find questions with wh- words and the simple past. The students read the text and underline the questions.

# 4 Read the text again. Complete the questions and match.

Show the class the questions and tell them that they won't find these exact questions in the text, but they will find the information to answer these questions. Tell the students to think about whether each question is about a person, time, place or thing to help them choose the correct wh- question words.

#### **Additional resources**

The Unit 4 Language Focus 2 Worksheet can be used at any point from here on.

# 5 Ask and answer the questions in Activity 3 and 4 in pairs. •

Read out the first speech bubble. Tell the class that this question comes from Activity 3. Read out the second speech bubble. Ask students to find the information for this answer in the text in Activity 2

Divide the class into pairs. The students take turns to ask and answer the questions in Activities 3 and 4.

#### WORKBOOK ANSWERS

1 1 c 2 a 3 b

- 2 1 Why 2 Who 3 Which
- 3 1 Why did his father go to prison?2 Where did he work after he left school?3 Which novel did he write first?4 When did he die?
- 4 1 Who is J.K. Rowling? 2 When did she start writing? 3 What did she call her first book? 4 Why did she stop writing in 2003?

Try! Answers will vary.

### **Further practice / Homework**

Workbook page 46; Unit 4 Language Focus 2 Worksheet



# **Unit 4 Listening and** Speaking page 53

# **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: saying letters.

Give information about yourself and ask about someone else.

# Language

Core vocabulary: Vocabulary and Reading 2 Lesson types of book words Review: personal information

### **Materials**

◆ Tracks 51–52; Workbook pages 47, 122

# 1 Complete the library card for

Ask students around the class What's your (name / date of birth / home address / telephone number / e-mail address)? Tell the students to complete the library cards with their personal details.

Invite pairs of students to ask and answer questions about the information on their library cards, such as What's your name?

## 2 Listen and number the questions. **1** 51

Tell the class that they are going to hear a conversation in a library. They should listen to the conversation, look at the guestions in their books and number the questions in the order they hear them. Play the recording, pausing after the example. Ask the students to point to the first question in their books. Play the rest of the recording for the students to number the remaining questions. Check answers by asking What's question (1)?

### 3 Listen again and complete the information.

Tell the class that they are going to hear the conversation again, but this time they should listen for the answers to the questions. They need to complete the library card for Mr. Bean. Play the recording, pausing after the example. Ask What's his name? Show the students the example answer. Play the rest of the recording for the students to write Mr. Bean's details. Check answers by asking What's his (date of birth / home address)?

## 4 Look, listen and repeat. **3** 52

Tell the students to look at the letters in the Perfect Pronunciation box. Play the recording for the students to listen to the way that the letters are said. Play the recording again for the students to repeat, first chorally, then individually.

#### **Additional resources**

The Unit 4 Functions Worksheet can be used at any point from here on.

### 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 122 🔾

Read out the sample speech in the speech bubbles. Tell the students that they are going to pretend to be librarians and people who want to join a library.

Divide the class into pairs. Students turn to page 122 of their Workbooks and look at the pairwork cards. Explain that they need to ask their partner questions to complete the library card, then answer their partner's

Model the activity with the class, then allow the students time to complete the activity. Monitor and make sure students are pronouncing letters correctly when they spell their names, address. Invite pairs of students to act out dialogues for the class.

#### WORKBOOK ANSWERS

- 5 Answers will vary.
- 6 Answers will vary.
- 7 Example: C

1 A 2 B 3 B 4 A 5 C

Try! Answers will vary.

# **Further practice / Homework**

Workbook page 47; Unit 4 Functions Worksheet

## Unit 4 CLIL page 54



### **Lesson objectives**

Learn about parts of a story. Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

Core language: setting, background, plot, villain, hero, conflict, turning point, conclusion

#### **Materials**



#### Warm up

Write the heading Stories on the board. Ask students to tell you what their favorite stories are. Ask each student who answers to say where their favorite story takes place, who the main character(s) is / are, what the main events in the story are and how the story ends.

#### 1 Look at the pictures and answer in pairs. What is the story about?

Ask the class to look at the pictures in Activity 2. Ask them to say what they can see in each of the pictures, and what the people are doing. Tell the class that these pictures are from a story. Ask them to say who they think the main characters is, then ask the students to discuss their ideas about what the story is about in pairs. Invite students to report their ideas back to the class

#### 2 Listen and read along. **1** 53

Play the recording for the students to listen and follow the text in their books. Ask questions to check comprehension, such as What is the (setting / plot)? Who is the (hero / villain)? What happens in the conclusion?

#### 3 Read again and complete the chart.

Focus students' attention on the chart in Activity 3. Explain that this chart is about the story shown in the pictures in Activity 2. The students need to read the information in the chart, then read the text in Activity 2 again and write the correct words (in red) from the text to complete the chart. Read out the first line from the first column of the chart. Ask students to say what Paradise Island is. (The place where the story takes place.) Ask the class what we call the place where the story takes place. (The setting.) Show the class the example answer. Students can work in pairs to complete the chart. Move around the class and help if necessary by asking questions.



For example: Who is Sophie Ann? Is she a good character or a bad character? When students have completed the chart, check answers by asking What's the setting for the story? Who is the hero / villain? What's the background / conflict / turning point? What happens in the conclusion?

#### **Optional activity**

The Unit 4 Starlight English Video on the Level 5 DVD shows students some information about Roald Dahl. There is also a Starlight English Video Worksheet. Play the video. Pause at various points to check understanding by asking comprehension questions. For example: Why did Roald Dahl write for children? What can you learn about at The Roald Dahl Museum? Where did Dahl write his stories? What was his favorite food? Why did he write on yellow paper?

Ask the students if they have read any Roald Dahl books, and which of his books they like best.

## **Project connection**

You can choose to do Stage 1 of the project on page 42 at any point from here on.

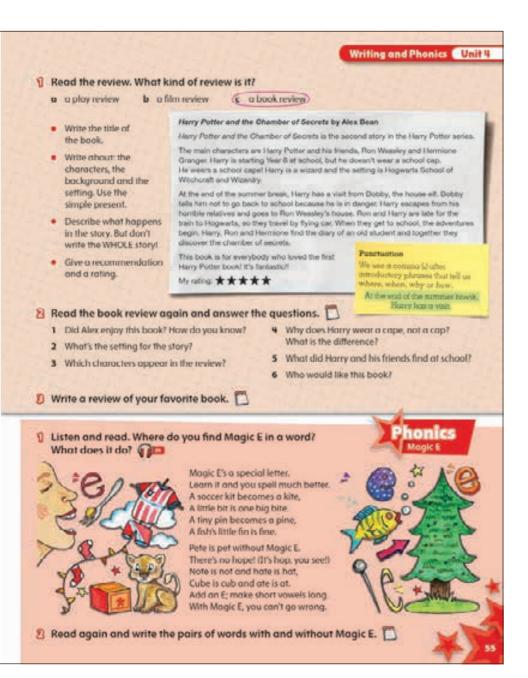
#### WORKBOOK ANSWERS

- 1 1 guidebook 2 dictionary 3 encyclopedia 4 biography
- 2 1 B 2 C 3 D 4 A
- 3 1 encyclopedia 2 guidebook
  - 3 dictionary 4 biography
  - 5 guidebook 6 encyclopedia

Try! Answers will vary.

#### Further practice / Homework

Workbook page 48; Unit 4 Starlight English Video; Unit 4 Starlight English Video Worksheet



# Unit 4 Writing and Phonics (page 55)

# **Lesson objectives**

Identify the features of a book review. Understand the use of a comma after introductory phrases.

Write a book review.

Identify Magic E words.

## Language

Review: reading, add, wear

**Extra:** cape, setting, witchcraft, wizardry, elf, escape, relative, discover, soccer kit, pin, pine, fin, cube, cub

### **Materials**

Track 54; Workbook page 49

#### Warm up

Discuss the Harry Potter stories with the class. Ask individual students *Do you like* the Harry Potter books / films? Who are the

main characters? Which is your favorite story? Why? What happens in the story?

# 1 Read the review. What kind of review is it?

Focus on the text. Ask the students to say what kind of text it is. (A review.) Read out the question and answer options. Ask the students to read the review quickly and say what kind of review it is. (A book review.) Tell the students to read the text carefully, then say what Alex thinks of the book.

# 2 Read the book review again and answer the questions.

Ask the students to read the six questions in their Student Books, find the answers in the review and write the answers in their notebooks.

Move around the class as the students work. Help if necessary by showing students the correct part of the review to look at, or asking further questions to guide them to the answers.

Check answers by inviting pairs of students to ask and answer the questions for the class.

# 3 Write a review of your favorite book.

Tell the students that they are going to write a review of their favorite book. Focus attention on the writing notes on the left of the review in Activity 1. Go through these notes with the class

Focus the students' attention on the Punctuation box. Read out the note and then ask students if they can find some more examples of commas after introductory phrases in the text.

Have the students make a chart like the one in Activity 3 of the CLIL Lesson. They should write the words in the second columns, then fill in the information in the first column about their favorite book. They can then use their charts to write their reviews in their notebooks. Tell the students to use the writing tips to help them. Students can swap work with a partner to check each other's work for mistakes. Invite students to read their reviews to the class.

#### **Phonics**

# 1 Listen and read. Where do you find Magic E in a word? What does it do? ② 54

Ask the students to look at the pictures around the poem and tell you what they can see. Play the poem for the students to listen and follow the words in their books and find the Magic E words. Play the poem a second time if necessary.

# 2 Read again and write the pairs of words with and without Magic E.

Play the poem for the students to listen and read again. The students write the pairs of words in their notebooks. Check the answers with the class. Write the pairs of words on the board, and point to them for the students to repeat.

Ask the class what other words with Magic E they can think of. Write their suggestions on the board. Ask the class if we can make words without Magic E by removing the e from any of the words on the board.

#### **WORKBOOK ANSWERS**

- 1 1 hat 2 plane 3 kite 4 cut 5 hop
- 2 A title B writer C characters and setting D plot E reviewer's opinion
- 3 five, make, write
- 4 Answers will vary.

  Try! Answers will vary.

Further practice / Homework Workbook page 49

# Unit 4 Project and Value page 56

### **Lesson objectives**

Understand the importance of taking care of books you borrow.

Understand how to make a story mini book.

Make a story mini book telling your own story.

#### **Value**

Take care of books you borrow.

#### **Materials**

Colored construction paper; colored pens and pencils; self-adhesive tape or stapler; Unit 4 Stickers; Workbook page 50

#### Warm up

Ask the class what kinds of books they like to read, whether they buy books or borrow them from friends / the library, and how often they read books. Encourage all students to contribute to the discussion.

#### Value: Read and stick

Ask students to open their Student Books to page 56 and find Alex's Value at the top. Read the value aloud while students follow along. Ask students to say how we can take care of books (Be gentle with them, use bookmarks ...) and why it is important to be take care of the books we borrow (Because they belong to other people, and we should always take care of other people's property, and because other people want to read the books, too, and they don't want to read a damaged book.). Tell students to take out their stickers sheet and find the sticker for Alex's Value. Students stick the sticker in the space in their Student Books.

### **Story Mini Book**

### Stage 1: Plan your project.

Divide the class into groups. Explain that they are going to make a mini book, but first they need to discuss their ideas.

Have the students work in their groups to decide what their story is going to be about. The students make a chart in their notebooks like the chart in Activity 3 of the CLIL Lesson and complete the columns with information about the setting, hero, villain, background, conflict, turning point and conclusion of their story. They decide on the best title for their story and write it at the top of their chart.

#### Stage 2: Develop your project.

Hand out sheets of construction paper and show the students how to arrange and fold the sheets of paper to make a



mini book. Students can use two or three sheets of paper, depending on how many pages they want their book to have. Tell the students to discuss what they want to put on each page of their book before they start writing their story. They can draw pictures to illustrate their story and draw a picture for the cover, then write the story neatly on the pages of their book.

#### Stage 3: Share your project. •

Have the students display their mini books on their desks. Have some students from each group stay by their mini book to tell other students about it. Have the other students move around the class and ask questions about the mini books. Walk around and model questions for the class. For example: What's the title of your story? Who is the hero / villain? Where does your story take place? What's the background / turning point?

Swap roles so all students to look at other mini books and present their own.

Have a class discussion about the mini books. Ask the questions in step 2 of

Stage 3, and invite students around the class to say which mini book they liked best and why.

## Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 50 of their Workbooks.

#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students list all the stages, the materials used and the result. Students keep their project records in their folder or notebook.

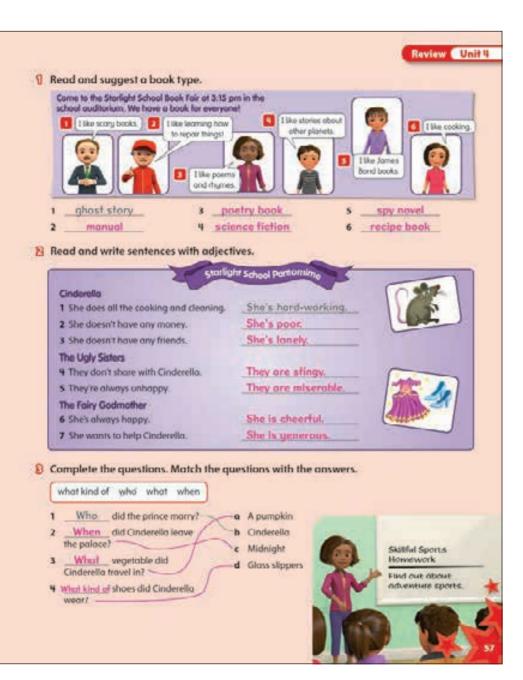
#### WORKBOOK ANSWERS

1 1 d 2 a 3 c 4 b

2 Alex / Sam

3 Answers will vary.
Try! Answers will vary.

Further practice / Homework Workbook page 50



# Unit 4 Review page 57



# **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

# Language

Vocabulary and Reading Lesson adjectives words; Vocabulary and Listening Lesson types of book; past simple / past continuous; past simple with wh- questions

#### **Materials**

Unit 4 Grammar and Everyday Language Poster; Workbook page 51

#### Warm up

Tell the students that in this lesson they are going to review the vocabulary and grammar they have learned in Unit 4. Use the Grammar 1 section of the Unit 4 Grammar and Everyday Language Poster to review the past continuous and simple past. Play a chain game. Point to a student and say [Student's name] was reading a book when the teacher came into the classroom. Tell a student to make a sentence about the student on his / her left. For example: [Student's name] was writing on the board when the teacher came into the classroom. Repeat in this way around the class.

#### 1 Read and suggest a book type.

Use the poster to review the types of books. Point to the books and ask Is this a (spy novel)? Students answer Yes or No. Ask the students to name the people in Activity 1. Read out the introduction and explain that the Starlight School is having a book sale. Read out the first speech bubble and ask What type of book does Mr. McMaster like? (Ghost stories.) Have students read out the remaining speech bubbles for the class, and ask other students to suggest book types for each character.

#### 2 Read and write sentences with adjectives.

Use the poster to review the words for adjectives. Point to the pictures and ask the students to say the words. Ask students to describe each of the adjectives, such as A stingy person doesn't like spending money.

Read out the first character description and ask the class to say what adjective fits best. (Hard-working.) Show the class the example. Students read the descriptions and write sentences using adjectives. Invite students to read out their sentences.

### 3 Complete the questions. Match the questions with the answers.

Use the Grammar 2 section of the poster to review simple past questions with whwords.

Read out the first question and ask students to call out the answer. Show the class the example wh- word and the example line. Students complete the activity in their books, then ask and answer the questions in pairs.

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment that Miss London has set Alex, Anna and Lily's class on page 57 of the Student Book: Skillful Sports Homework: Find out about adventure sports. Tell the students that this will be the theme for the next unit. Ask What adventure sports do you know about? Do you do any adventure sports?

If you like, you can ask the students to find out about an adventure sport (how / where you do it, what equipment you need) online or at the library for homework. Assign sports to students or allow them to choose their own.

#### **Additional resources**

The Unit 4 Test can be given now.

#### WORKBOOK ANSWERS

- 1 miserable, stingy, hard-working, energetic
- 2 sociable, intelligent, cheerful, caring
- 3 1 ghost story 2 craft book 3 atlas 4 annual 5 annual 6 graphic novel
- 4 1 What was it called? 2 When did you read it? 3 Where did you get it from? 4 Why did you choose it? 5 What was it about? 6 What did you like best about it?

Try! Answers will vary.

Further practice / Homework Workbook page 51

## Unit 4 Game page 58



## **Lesson objectives**

Review vocabulary and grammar structures from Units 3 and 4. Provide an opportunity for

collaboration and communication.

#### Language

Materials, after-school activities, What is / was it made of?, used to / didn't use to, past continuous and simple past, simple past questions with wh- words

#### **Materials**

Paper; colored pens / pencils; scissors

#### Warm up

Ask the class what activities they like doing after school. Ask them to say how often they do each activity, where they do each activity and who they do each activity with.

Ask students around the class to say what they were doing at different times at the weekend, such as What were you doing at (two o'clock) on (Saturday)?

Ask students around the class to say what activities they used to do when they were younger, such as What did you use to do when you were (five)?

Tell the class that they are going to play a game to review the language they have learned in the previous two units. Ask students what words they can remember from the previous two units. Ask What words for materials can you remember? What types of books can you remember?

Ask the students what they can remember about life in Ancient Rome. Ask them to say what Roman houses were like, what things the Romans had and what each was made of. Ask questions to prompt students if necessary, such as Did the Romans have combs / helmets / sandals / coins?

Ask the students to say what they can remember about Charles Dickens and Roald Dahl. Ask them to say what other English writers they know about.

#### 1 Play Number Quiz.

Focus students' attention on the game and ask them what they can see in the pictures. Ask them how many people they think can play the game (Two.) and how they think they play the game (By answering about as many pictures as possible in each row.).

Divide the class into pairs. Hand out a sheet of paper to each pair and tell the students to use this to keep score. Draw two columns on the board with Student A and Student B at the top of the columns and numbers 1-6 down the side. Tell the



students to copy this table onto their sheet of paper, but to write their name and their partner's name at the top of the columns.

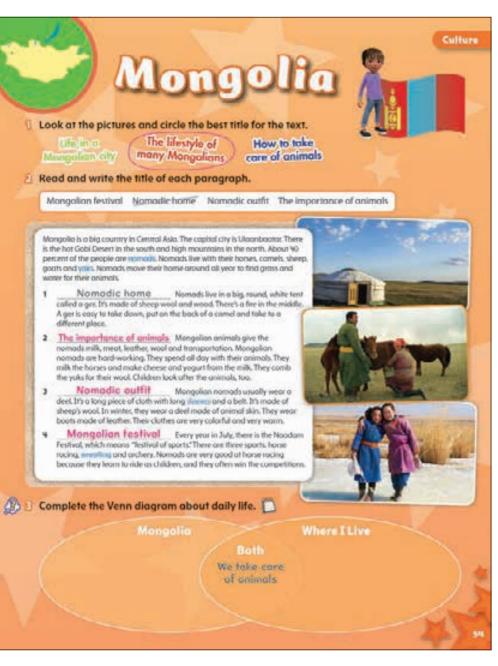
Tell the students how to play the game. They should take turns to make a sentence about each picture in each row of the game. If they make a correct sentence, they get one point. At the end of each row, they see who has the most points. Model the game with students around the class and make sure students are confident about how to play. Students can then play the game in pairs. Move around the class as the students play. Monitor and help if necessary by asking questions to prompt the students to make sentences, such as What were (Roman sandals) made of? Did your mom / dad / brother / sister / friend use to (sunbathe)? What was he/she doing when it started to rain / the phone rang?

Refer students to the posters for Units 3 and 4 if they have trouble with any of the grammar structures.

Ask students to tell the class what they thought of the game and who won the game. They can discuss their ideas in pairs before reporting back to the class. Ask students what they liked / didn't like about the game, and which questions they found easy / difficult.

#### **Optional activity**

You can play Number Quiz as a class as an alternative to playing the game in pairs, or as a way of modeling the game before students play it in pairs. Divide the class into two teams. Ask students from each team in turn to make a sentence about one of the squares in each row. Award one point for each correct answer. Students must try to make a sentence about all six pictures in each row. The team with the most points wins.



# Culture page 59

# **Lesson objectives**

Understand a text about Mongolia.

Practice grammar and vocabulary from previous units in context.

Compare Mongolia to your country.

#### Language

**Mongolia:** nomads, yaks, wrestling, sleeves

#### **Materials**

Globe or world map; Workbook page 113

#### Warm up

Write the heading *Mongolia* in the center of the board. Ask students if they know anything about Mongolia. Ask students to find Mongolia on a globe or world map. If students have trouble, give them clues, such as *It's in Central Asia*. *It's near China*.

Ask students to guess what the geography is like in Mongolia (*There are mountains and a desert.*), and what they think life is like there.

# 1 Look at the pictures and circle the best title for the text.

Ask students to look at the pictures in the text and say what they can see.

Read out the three possible titles and ask the students to say which they think is best for the text and why. The students circle the best title in their books.

Ask students to say what they think they will read about in the text.

# 2 Read and write the title of each paragraph.

Read out the list of titles and ask the students which title they think matches each of the pictures in the text. Explain that the students need to read the text and write the titles above the correct paragraphs. Read out the introduction and the first paragraph. Show the students the example title. Tell students to read

the rest of the text, think about what each paragraph is about, and write the remaining titles.

Invite students to read out paragraphs with their titles. Ask questions to check students' comprehension of the text. For example: What's the capital city of Mongolia? Which desert is in Mongolia? How many people in Mongolia are nomads?

Ask students to say what they learned about in the text and what information in the text they found the most interesting.

# 3 Complete the Venn diagram about daily life.

Direct students' attention to the Venn diagram. Read out the headings. Remind the class that we can use Venn diagrams to compare two things.

Tell the students to copy the Venn diagram into their notebooks, and to make sure they leave plenty of room to write in each space.

Say Mongolian people look after animals. Do people look after animals where you live?
Show the class the example fact in the Venn diagram. Say a few more facts from the text, such as In Mongolia, many people live in tents. / Mongolian clothes are very colorful. Ask the students to say whether things are the same or different in their country.

Students can then work in pairs to find information about life in Mongolia in the text and decide which things are the same in their country and which are different. They write the facts in the correct sections of their Venn diagrams.

Copy the Venn diagram onto the board and ask students to read out facts for each section.

## **Optional activity**

Tell the students to write a short text about how life in Mongolia is the same as / different to life in their country. Have students swap work with a partner and check each other's work for mistakes. Then invite students to read out their texts to the class.

#### WORKBOOK ANSWERS

- 1 home: fire, tent, wood outfit: belt, boots, sleeves animals: camels, goats, yaks festival: archery, competition, wrestling
- 2 For Mongolia:
  - 1 True 2 True 3 True 4 True
  - 5 True 6 True
- 3 Answers will vary. **Try!** Answers will vary.

Further practice / Homework Workbook page 113

# Unit 5 Vocabulary and Reading (pages 60-61)

## **Lesson objectives**

Identify different adventure sports. Identify different text types.

Find information in a brochure.

Talk about which sports you would like

to try.

Read and understand a story from a

Read and understand a story from a magazine.

Ask and answer questions about a magazine story.

#### Language

**Adventure sports:** bungee jumping, canoeing, karting, mountain biking, mountaineering, rafting, rappelling, scuba diving, skateboarding, skydiving, snowboarding, yachting

Review vocabulary: simple past; weather, island, find / found, hear / heard, run / ran, swim

**Extra vocabulary:** finally, decide, dead, manage, incredible, mile, shark, rainforest, grasslands, local, wild, survive, hunt, koala, healthy, wildlife, ranger, mainland, port, check

#### **Materials**

♠ Tracks 55–57; Unit 5 Wordcards Set 1 (adventure sports); a watch or timer; Workbook pages 52–53

#### Warm up

On the board, brainstorm all of the sports that the students know. Tell the class that today's lesson is about adventure sports. Focus on the list on the board. Ask if any of them are specifically adventure sports.

Hold up the adventure sports wordcards, one at a time. Say the words for the students to repeat, first chorally, then individually. Stick the wordcards on the board.

Ask What homework did Miss London set at the end of the last unit? (Find out about adventure sports.) If you have asked the students to do the homework assignment, invite individual students to stand up and tell the class which adventure sports they found out about and what they know about these sports. Ask Where / how do you do this sport? What equipment do you need? If you haven't asked the students to do the homework assignment, ask students if they know about any of the adventure sports on the board.

# 1 Match the words with the pictures (1–12). Listen, check and say. ① 55

Ask the students to look at the pictures on the poster (Text A) in Activity 2. Point to



each of the pictures and ask students to say which adventure sport they think each picture shows.

Tell the students to write numbers 1–12 in their notebooks, then write the adventure sports words next to the correct numbers for each picture.

Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by asking *What's* number (1)? The students call out the correct words.

#### **Optional activity**

Mime one of the adventure sports for the class to guess. The first student to call out the correct word can take a turn to mime an adventure sport for the rest of the class to guess.

# 2 Look at Text A. Listen and say the sports. **3** 56

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is a poster, Text B is a leaflet / brochure and Text C is a story from a magazine.)

Point to the different characters on the theater poster and ask *What do you need to do this sport? How do you do this sport?* Provide the words for any equipment that students don't know.

Tell the students that they are going to hear descriptions of some of the sports on the poster. They must listen and say which adventure sports the person is talking about.

Play the first item on the recording. Pause the recording and ask the students to say the correct sport. (*Bungee jumping.*) Repeat for the remaining items on the recording.



### **Optional activity**

Ask the students to close their books. Write the headings Outdoor, Water and ice and Extreme on the board.

Give the adventure sports wordcards to individual students. They put their sport under the correct heading.

Ask the students to open their Student Books again to page 46 and look at the poster to check their answers.

#### 3 Read Text B and answer.

Ask the students to look at Text B. Read the questions with the class. Tell the students that they have one minute to look quickly through the text and find the answers to the auestions

Use a watch or timer to time one minute for the students to answer the questions. If you like, you can have the students work in pairs or groups and race to find the answers.

Invite pairs of students to ask and answer the questions for the rest of the class to check their answers.

#### 4 Ask and answer in pairs. •

Direct students' attention to the sample language in the speech bubbles. Read out the guestion in the first bubble. Ask a student to read out the answer in the second bubble. Ask the question in the first speech bubble to students around the class and encourage them to answer about themselves.

Have students ask and answer questions about what sports they would like to try in pairs. Move around the class and monitor the students. Help if necessary by asking Would you like to try (skydiving)? Invite confident pairs of students to model asking and answering questions for the

## 5 Read and listen. What is the text about? ① 57

Explain that the students are going to hear and read a story from a magazine. Ask the students to look at the pictures and the title in the text in Activity 5 and guess what the story is about. Take their suggestions, but don't give the answer away.

Play the recording for the students to follow the story in their books. Ask students to say what the story is about and ask them whether their guesses were right.

Ask students around the class to say where the story takes place, who the characters are, and what happens at the end of the story.

#### **Additional resources**

The Unit 5 Reading Worksheet can be used at any point from here on.

#### 6 Answer in pairs. Use the phrases in the box.

Ask the students to read the story again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Remind students to think about the tenses used in the questions and to use the same tenses in their answers. Invite some pairs of students to ask and answer questions for the class to observe.

#### **Optional activity**

Ask the students to work in pairs. Without looking at their books, they work together to retell the story. Invite pairs of students to tell the story to the class

### WORKBOOK ANSWERS

- 1 1 canoeing 2 rafting
  - 3 skateboarding 4 go-karting
  - 5 rappeling 6 mountain biking
  - 7 skydiving 8 bungee jumping
  - 9 yachting 10 scuba diving
- 2 1 scuba diving 2 snowboarding
  - 3 skydiving 4 rock climbing
  - 5 yachting 6 skateboarding
  - 7 go-karting
- 3 Answers will vary.

Try! Answers will vary.

- 4 A 4 B 8 C 1 D 6 E 5 F 3 G 2 H 7
- 5 1 b 2 c 3 a 4 b
- 6 1 were 2 was 3 yacht 4 swam
- 5 to 6 food 7 goats 8 the
- 9 she
- 7 Answers will vary. Try! Answers will vary.

## Further practice / Homework

Workbook pages 52–53; Unit 5 Reading Worksheet

# Unit 5 Language Focus 1 page 62

### **Lesson objectives**

Practice using verbs with base forms.

Make sentences with verbs with base forms

Tell a story.

### Language

Core language: Vocabulary and Reading Lesson adventure sports; verb + base form with to / verb + object + base form with to

**Review language:** going to, swim, wear

#### **Materials**

♠ Tracks 57–58; Unit 5 Wordcards Set 1 (adventure sports); Workbook page 54

#### Warm up

Put the adventure sports wordcards on the board. Ask the students to rank the activities in order of how much they would like to try them. They can write the sports in the order they would like to try them (from most to least) in their notebooks. Have the students read out their lists from top to bottom to the class.

# 1 Look at page 61. Read and listen to the story again and order the sentences. ① 57

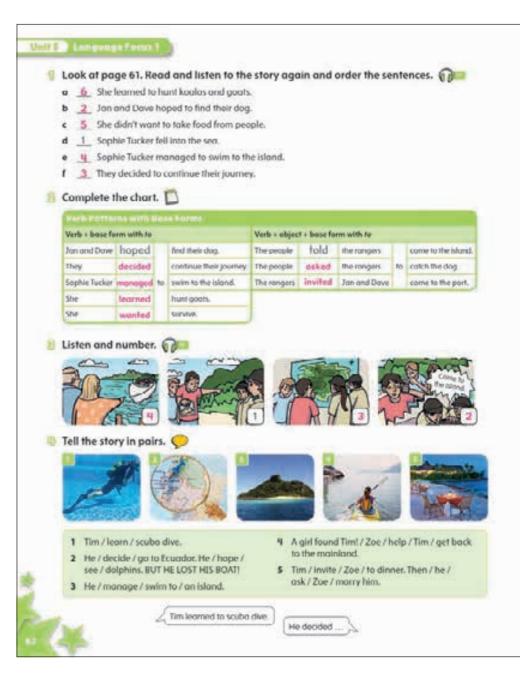
Ask the students what they can remember about the story from the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as Who was Sophie Tucker on a yachting trip with? Why did Sophie Tucker fall off the yacht?

Tell the students that they are going to listen to the story again. As they listen, they need to number the sentences to show the correct order of events.

Show the class the example number 1 and explain that this is the first event. Allow the class time to read the sentences. Play the recording for the students to order the contones.

#### 2 Complete the chart.

Focus students' attention on the first section of the chart (verb + base form with to). Read out the example sentence. Explain that some verbs are always followed by a base form with to, especially verbs that show what we are thinking, feeling or saying. Ask the students to complete the first section of the table with verbs from the story in the Vocabulary and Reading Lesson (the sentences containing the verbs are highlighted in green), or from the sentences in Activity 1. Invite students to read out the sentences.



Focus attention on the second section of the table. Read out the example sentence. Explain that some verbs are always followed by an object, then a base form with to. Ask the students to complete the second section of the table with verbs.

#### **Additional resources**

The Unit 5 Language Focus 1 Worksheet can be used at any point from here on.

# 3 Listen and number. **3** 58

Point to the pictures and tell the class that these pictures show scenes from the story in the Vocabulary and Reading Lesson, and that they are going to hear sentences about what is happening in each picture. They need to listen and write the number for each sentence next to the correct picture.

#### 4 Tell the story in pairs.

Point to the pictures and ask students to say what they can see in the pictures. Read out the first speech bubble. Ask the students to find the prompt in the box for this sentence. Show the students how the

prompt has been used to make a sentence with a verb + base form + to. Explain that students need to use the prompts to make sentences with a verb + base form + to, or with a verb + object + base form + to, then use the sentences to tell the story.

#### WORKBOOK ANSWERS

- 1 1 asked 2 invited 3 decided 4 hoped
- 2 1 told 2 helped 3 learned 4 managed 5 asked 6 want
- 3 1 Mark wanted to go mountaineering.
- 2 He invited his uncle to go with him.
- 3 They decided to climb Ben Nevis.4 His mom told Mark to be careful.
- 4 1 Miss London is going to go skydiving.
  2 Anna is going to go canoeing.
  3 Alex is going to go mountaineering.
  4 Lily is going to

go skateboarding. **Try!** Answers will vary.

### Further practice / Homework

Workbook page 54; Unit 5 Language Focus 1 Worksheet



# Unit 5 Reading and Writing (page 63)

### **Lesson objectives**

Read and understand a brochure.
Use sequencing words to describe the order in which things happened.

#### Language

Core language: Vocabulary and Reading Lesson adventure sports; sequencing words (first, then, next, after that, finally)

**Review:** play, archery, every day, horse riding

**Extra:** kayaking, rest, rapids, helmet, awesome

#### **Materials**

Workbook page 55

# 1 Read part 1 and complete. Read Text B on page 60 again and check.

Ask the students to open their Student

Books to page 63. Point to part 1 and ask What is this text? (A leaflet / brochure.)

Tell the class that this is the same brochure as the one on page 60. Ask the students to complete the text from memory. They can then turn to page 60 and check their answers. Invite students to read out sentences from the completed text.

# 2 Read part 2 and mark ( $\checkmark$ ) the activities you can do at the Ace Adventure Club.

Focus attention on part 2 of the text. Explain that this is more of the same brochure, and tells us about the activities you can do at the Ace Adventure Club. Ask the class to say what activities they think you can do at the club. Take all suggestions, but don't confirm answers. Show the class the pictures in Activity 2. Ask students to name the activities. Tell the students that the some of the pictures show activities that you can do at the Ace Adventure Club, but that you can't do **all** of these activities at Ace Adventure Club. The students need to read part 2 and mark

the pictures that show activities you can do at the club. Allow students time to read the text and complete the activity. Check answers by asking *Can you (go rafting) at the Ace Adventure Club?* 

# 3 Complete Anna's diary about her day at the Ace Adventure Club.

Focus on the text and ask the students to say what kind of text it is. (A diary entry.) Tell the students that Anna went to the Ace Adventure Club, and this is her diary entry for that day.

Read out the sequencing words in the box. Tell the class that we can use these words to show the order things happened in. Ask the class what order they think these words go in. (First, next / then / after, finally.) Explain that we can use next, then and after in any order, but that we use a comma after next and we use that after after. Ask the students to find examples of sequencing words in part 2 of the text in Activity 1.

Have the students complete the diary entry with the sequencing words. Invite students to read out sentences from the completed text.

# 4 Write about Martin's day at the Ace Adventure Club.

Focus on the pictures and ask the students to name the activities. Tell the students to use the pictures and the times to write about Martin's day at the Ace Adventure Club in their notebooks. Remind them to use the sequencing words from Activity 3. Invite students to read out their texts to the class.

### WORKBOOK ANSWERS

- 1 1 Do you want to 2 contact us
  at 3 First, we spend the morning
  4 Then, in the afternoon 5 Finally,
- 2 The things that are true: 1, 3, 4, 6, 8
- 3 Answers will vary. **Try!** Answers will vary.

• • • • • •

Further practice / Homework Workbook page 55

# **Unit 5 Vocabulary and** Listening pages 64–65

## **Lesson objectives**

Identify different types of equipment and clothing for adventure sports.

Listen and extract information from

Play a guessing game about what equipment / clothing you need.

#### Language

Core: Vocabulary and Reading Lesson adventure sports words

**Equipment:** parachute, harness, rope, goggles, jumpsuit, oxygen tank, flippers, snorkel, mask, life jacket, seat belt, paddle Review: simple present questions and short answers; golf, canyon, fly, wear

**Extra:** *jet boating, dare, land (v),* extreme, kung fu

#### **Materials**

Tracks 59–61; DVD Unit 5 Song; Unit 5 Wordcards Set 2 (equipment and clothing for adventure sports); Workbook pages 56-57

#### Warm up

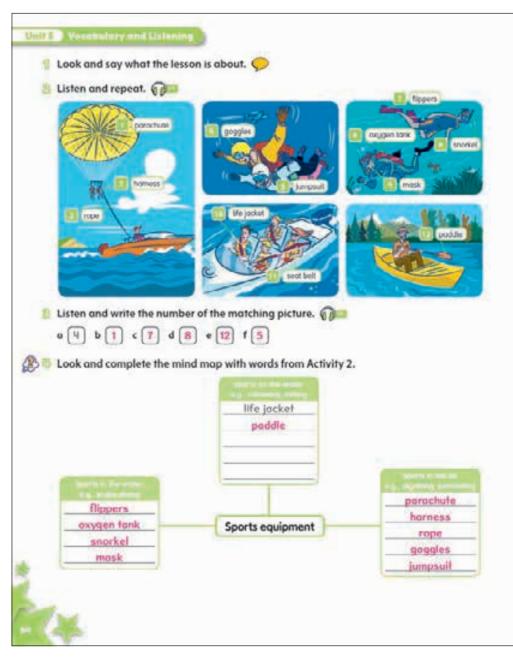
Tell the students that they should all obey you if you first say the words Simon Says. Tell them that they are out of the game if they follow an order that doesn't begin with Simon says, or if they fail to do what Simon says to do. Begin by saying something like, Simon says go rafting. Look to make sure everybody is miming the action. Give another order such as, Simon says go bungee jumping. Check again. Continue giving orders. Mix it up and say something like, Go rappelling, without the preface Simon says. Call out the students who mime the action. Play until one student is left. This student is the winner. Discuss adventure sports with the class. Ask individual students Do you do any adventure sports? What do you do? When / Where do you do your sport?

# 1 Look and say what the lesson is about.

Tell the students to open their books and look at the pictures on pages 64 and 65. Ask students around the class to say what they think the lesson is going to be about. Listen to their suggestions, but don't confirm the answer at this stage.

#### 2 Listen and repeat. **①** 59

Establish that this lesson is about types of equipment and clothing for different adventure sports. Tell the students that you are going to play a recording of some new words for sports equipment and clothing. Tell the students to listen and



repeat the words, pointing at the pictures in their books as they do so. Play the recording again for the students to listen and repeat the words, first chorally, then individually.

Hold up the equipment and clothing for adventure sports wordcards, one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students to say the words and point to the correct pictures in Activity 2. Ask students to say what their favorite adventure sports are and what equipment or clothing you need to do this sport.

### **Optional activity**

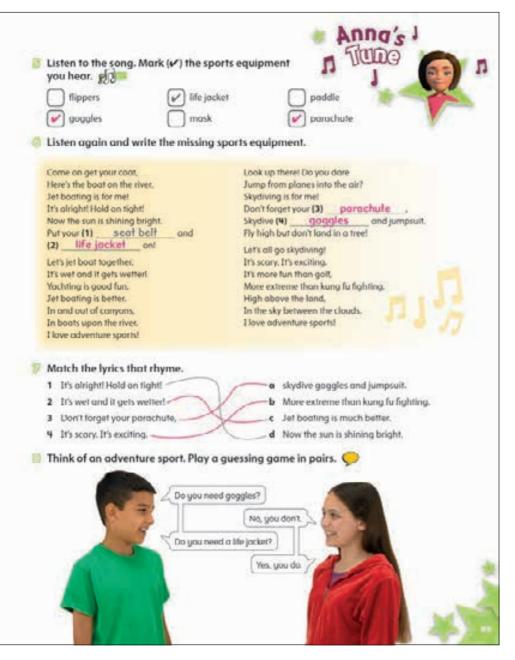
Divide the class into two teams. Say a sentence to each team in turn, such as I'm going (rafting). What do I need? Students must name one item of equipment or clothing. Award one point for each correct answer. If you have a confident class, students from each team in turn can say a sentence for the other team.

# 3 Listen and write the number of the matching picture. **10** 60

Tell the students that they are going to hear descriptions of some of the items in Activity 2. They must listen and write the correct numbers to match the descriptions they hear to the pictures of equipment or clothing in Activity 2. Play the recording, pausing after the first item and asking the students to say the correct word (Mask.) and the correct number for the picture (9.). Tell the students to write the number 9 in the box for item a. Play the recording all the way through for the students to complete the activity. Check answers by asking What's (a)? What number is it?

### **Optional activity**

Describe other items from Activity 2 for the class to guess, such as You wear this to keep you safe in a boat, car or plane. / You wear this to give you air underwater. The students call out the words and the numbers for the matching pictures.



# 4 Look and complete the mind map with words from Activity 2.

Focus students' attention on the mind map and read out the headings. Ask students What equipment do you need to do sports in the air? Elicit answers from around the class. Remind the students to look at the pictures in Activity 2 if they have trouble remembering words.

Divide the class into pairs. Students work together to complete the mind map, then compare their mind maps with another pair. Check answers by asking What equipment do you need to do sports (in the air/on the water/in the water)? What equipment do you need to do fast sports?

# 

Ask the students to read the list of sports equipment. Tell the class that they will hear some of these words in the song, but not all of them. Play the audio or DVD version of the song for the students to listen and mark the items that they hear. Ask students to tell you which words they heard.

# 6 Listen again and write the missing sports equipment.

Direct students' attention to the song lyrics and show them the writing lines. Explain that some words for sports equipment are missing from the song. Tell the students to listen to the song again and write the missing words to complete the lyrics. Play the recording, pausing if necessary to give students time to write the missing words. Invite students to read out lines from the completed song. Play the recording again for the students to sing along to.

## 7 Match the lyrics that rhyme.

Ask the students to read the lyrics in their Student Books. Explain that there are four pairs of rhyming lyrics, and the students need to read the lyrics and draw lines to match the rhyming pairs. Show the class the example line and ask students to read out the rhyming words (*tight* and *bright*). Move around the class while the students complete the activity on their own. Help if necessary by asking students to read out the words at the end of the lines and

think about how each word sounds. Invite students to read out the pairs of matching lyrics.

#### **Optional activity**

Ask the class to think of more pairs of rhyming words. If necessary, provide words for the class to think of rhyming words for, such as *air*, *plane*, *boat*, *splash*, *fun*. Write the pairs of rhyming words on the board. Have the students work in pairs to write a poem about adventure sports. They can use some of the rhyming words from the board, or think of their own ideas.

# 8 Think of an adventure sport. Play a guessing game in pairs.

Read out the sample speech in the speech bubbles while students follow in their books. Think of an adventure sport and encourage the class to ask questions to try to guess your sport, as in the example. The first student to guess your sport can choose another adventure sport for the rest of the class to try to guess.

Divide the class into pairs to play the game. Move around the class and observe the students as they play. Invite confident students to model the game for the class.

#### WORKBOOK ANSWERS

- 1 1 jumpsuit 2 oxygen tank
- 3 paddle 4 seat belt 5 rope
- 6 harness
- 2 1 mask 2 goggles 3 parachute4 flippers 5 snorkel 6 life jacket
- 3 Canoeing: paddle
  Jet boating: life jacket, seat belt
  Parasailing: harness, parachute, rope
  Scuba diving: flippers, mask, oxygen
  tank, snorkel

Sky diving: goggles, jumpsuit **Try!** Answers will vary.

- 4 1 seat belt 2 life jacket 3 jet boating 4 goggles 5 jumpsuit6 skydiving 7 adventure
- 5 Example: harness
  - 1 flippers 2 mask 3 paddle
  - 4 jumpsuit 5 oxygen tank 6 seat belt
- 6 Answers will vary.
  Try! Answers will vary.

# Further practice / Homework Workbook pages 56–57

# Unit 5 Language Focus 2 page 66

# **Lesson objectives**

Learn about indoor climbing.

Read and understand an article about indoor climbing.

Practice using modal verbs of obligation.

Make sentences about safety measures.

## Language

Core: Vocabulary and Reading Lesson adventure sports words; Vocabulary and Listening Lesson words for equipment and clothing for adventure sports; modal verbs of obligation

Review: wood, PE, wear

**Extra:** artificial, outdoors, indoors, corridor, hand holds, foot holds, route, style, crash pad, chalk, directly

#### **Materials**

Track 62; Workbook page 58

#### Warm up

Ask the students to choose an adventure sport and think about how you stay safe when you do this sport.

# 1 Look at the pictures and say what you know about indoor climbing.

Ask the students to look at the photos and say what they can see. Ask the students questions to find out what they know about indoor climbing.?

# 2 Listen, read and check your ideas. **10** 62

Tell the students that they are going to listen to and read a text to check their ideas about indoor climbing.

Play the recording while the students follow the text in their books. Ask the students what information they learned from the text. Ask questions to check comprehension, such as: What is a climbing wall?

# 3 Look at the chart and underline more examples of modal verbs in the taxt

Focus on the grammar chart. Use the headings and examples to show how and when we use *must, have to, mustn't* and *don't have to.* Focus on the difference between *mustn't* and *don't have to.* Write an example sentence for each modal on the board, such as *You mustn't shout in class.* Ask the students to look at the grammar chart and memorize the sentences. The students then look at the



text in Activity 2 again and find more examples of modal verbs.

# 4 Write sentences about climbing.

Focus on the words in the box. Ask the students to find sentences about these people in the text, using modals. Read out the prompt for item 1 and ask *Who must wear a helmet?* Students look at the text and find the answer. (*Children.*) Tell the students to use the words in the box, the prompts, and the information in the text in Activity 1 to write sentences about climbing. Refer students to the Grammar box, or to other relevant parts of the page, if they have trouble.

#### Additional resources

The Unit 5 Language Focus 2 Worksheet can be used at any point from here on.

# 5 Say more sentences about climbing in pairs. •

Read out the sentences in the speech bubbles. Ask the class to suggest more things that climbers have to / don't have Divide the class into pairs. The students take turns to make sentences about climbers using *have* to or *don't have* to.

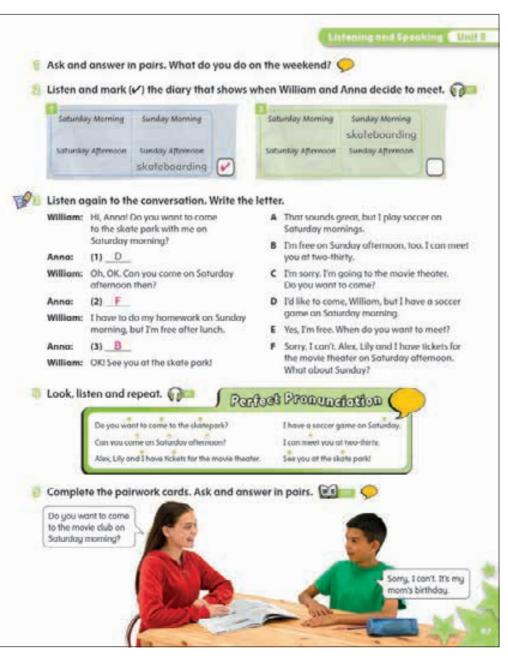
#### WORKBOOK ANSWERS

- 1 You mustn't wear sneakers.
   2 You don't have to use chalk.
   3 You have to climb over a crash pad.
   4 You must use a rope.
- 2 1 The children have to be at school by 8:45 am.
  2 They don't have to take a packed lunch.
  3 They don't have to wear special clothes.
  4 They have to come back to school.
  5 They don't have to take a camera.
  6 They have to tell their parents.
- 3 1 You mustn't climb under another climber.
  2 Lead climbers must wear a harness.
  3 You mustn't eat.
  4 You mustn't wear outdoor shoes.
  5 Children mustn't forget to wear a helmet.
  6 Children must follow the

green climbing route. **Try!** Answers will vary.

#### Further practice / Homework

Workbook page 58; Unit 5 Language Focus 2 Worksheet



# Unit 5 Listening and Speaking page 67

# **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: focus on sentence stress and weak forms.

Make and respond to invitations.

## Language

Core vocabulary: Vocabulary and Reading 2 Lesson words for equipment and clothing for adventure sports

**Review:** Do you want to ...?, I'd like to, Sorry, I can't, elbow pads, wear

**Extra:** skate park, movie theater, I'm free

#### **Materials**

Tracks 63–64; Workbook pages 59, 123

# 1 Ask and answer in pairs. What do you do on the weekend? •

Ask students around the class *What do you do on the weekend?* Ask further questions to prompt the students if necessary, such as *Do you (watch TV/go to the park) on the weekend?* 

Have the students ask and answer in pairs. Invite students to tell the class what their partner does on the weekend.

# 2 Listen and mark ( $\checkmark$ ) the diary that shows when William and Anna decide to meet. 9 63

Ask the students to look at the diary pages. Explain that William and Anna are arranging to go skateboarding, but they have to find a day when they are both free. Tell the students to listen and decide when William and Anna are going to go skateboarding, then mark the correct diary page. Play the recording for the students to choose the correct page. Ask When are they going skateboarding? (On Sunday afternoon.)

# 3 Listen again to the conversation. Write the letter.

Tell the class that they are going to hear the conversation again, and this time they need to complete the conversation by choosing Anna's lines from the right hand column. Tell the class that they only need to choose three of the six lines, and that the lines are not exactly the same as Anna's lines on the recording, but they give the same information. Play the recording, pausing after Anna's first line. Ask Which line is correct? (A.) Play the rest of the recording for the students to write the letters for Anna's lines. Invite pairs of students to act out the dialogue.

# 4 Look, listen and repeat. **①** 64

Tell the students to look at the sentences in the Perfect Pronunciation box. Play the recording for the students to listen to the way that the sentences are stressed. Play the recording again for the students to repeat the sentences, first chorally, then individually.

#### Additional resources

The Unit 5 Functions Worksheet can be used at any point from here on.

# 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 123 •

Read out the sample speech in the speech bubbles. Tell the students that they are going to find an activity that they want to do together.

Divide the class into pairs. Students turn to page 123 of their Workbooks and look at the pairwork cards. Explain that they need to choose an activity and ask their partner to join them. Their partner looks at his / her diary and answers. The students then swap roles. They continue until they find an activity that they can do together. Model the activity with the class, then have students ask and answer in pairs. Make sure students pronounce sentences with the correct stress. Invite pairs of students to act out dialogues.

#### WORKBOOK ANSWERS

4 Answers will vary.

5 1 D 2 C 3 A 4 B

6 Answers will vary.

Try! Answers will vary.

# Further practice / Homework

Workbook page 59; Unit 5 Functions Worksheet

# Unit 5 CLIL page 68



## **Lesson objectives**

Learn about the respiratory system. Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

Core language: oxygen, trachea, lungs, blood, carbon dioxide, diaphragm

#### **Materials**

Track 65; Workbook page 60

### Warm up

Write the heading The human body on the board. Draw a simple outline of a human body. Ask students to tell you what English words for parts of the body they know. Invite students to come to the board and label the parts of the body they know.

### 1 Match the heading with the paragraph. **(10)** 65

Ask the class to look at the picture in Activity 1 and say what parts of the body they can see. Use the picture to introduce the words lungs, heart, trachea, oxygen and carbon dioxide

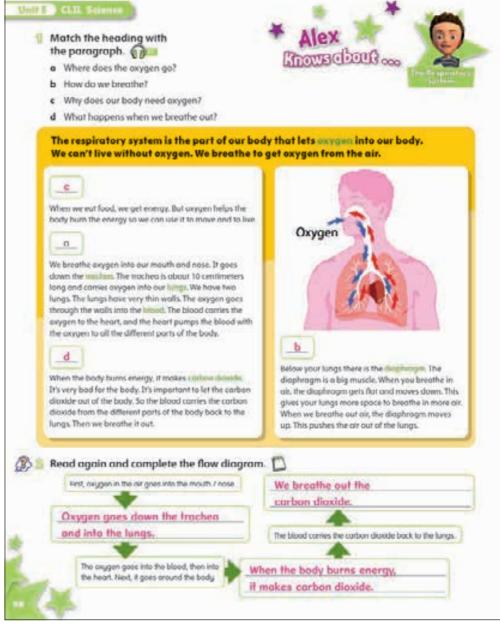
Tell the class that the picture shows the respiratory system. The respiratory system in our bodies makes us breathe.

Read out the questions and tell the students that they need to listen and decide which paragraph answers each question. Play the recording for the students to listen and follow the text in their books. Ask questions to check comprehension, such as: What happens when we eat food? What does oxygen do? How do we breathe in oxygen?

Tell the students to write the letters for the questions in the spaces above the matching paragraphs.

### 2 Read again and complete the flow diagram.

Focus students' attention on the flow chart in Activity 2. Explain that this chart shows what happens when we breathe. Invite students to read out the completed boxes from the flow chart. Tell the students to read the text in Activity 1 again and find information to complete the remaining boxes in the flow chart. Ask What happens after oxygen in the air goes into the mouth / nose? Tell the students to read the text and find the answer. Students can work in pairs to complete the flow chart. Move around the class and help if necessary. When students have completed the flow chart, check answers by inviting students to read out the boxes from the flow chart in order.



### **Project connection**

You can choose to do Stage 1 of the project on page 70 at any point from here on

## **Optional activity**

The Unit 5 Starlight English Video on the Level 5 DVD shows students some information about a fitness center in England. There is also a Starlight English Video Worksheet.

Play the video. Pause at various points to check understanding by asking comprehension questions, such as: What do the trainers teach the children? What sport is rounders like? What do you have to wear when you use the climbing wall? Do you have to climb to the top of the climbing wall?

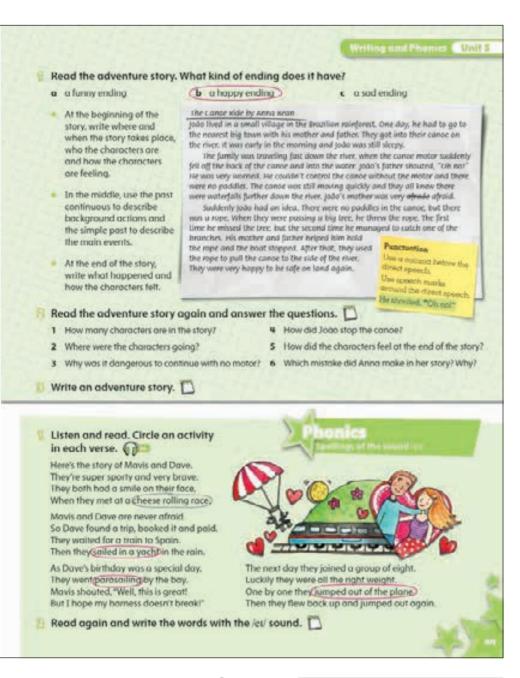
Ask the students what new sports they would like to try.

#### WORKBOOK ANSWERS

- 11c2a3b
- 2 1 cardiac, smooth, skeletal
- 2 cardiac, smooth
- 3 1 muscle 2 bones 3 organs
  - 4 heart 5 skeleton
- Try! Answers will vary.

#### **Further practice / Homework**

Workbook page 60; Unit 5 Starlight English Video; Unit 5 Starlight English Video Worksheet



# Unit 5 Writing and Phonics (page 69)

# **Lesson objectives**

Identify the features of an adventure story.

Understand the use of commas and speech marks with direct speech.

Write an adventure story.

Identify the spelling patterns of words with the  $/e_{\rm I}/$  sound.

### Language

Core: Vocabulary and Reading Lesson adventure sports words; Vocabulary and Reading 2 Lesson words for equipment and clothing for adventure sports

**Review:** worried, village, fly / flew, find / found

**Extra:** sleepy, motor, control, miss, branch, book (v)

## Materials

Track 66; Unit 5 Wordcards Set 1 (adventure sports); Unit 5 Wordcards Set 2 (equipment and clothing for adventure sports); Workbook page 61

## Warm up

Put the adventure sports wordcards on the board. Give the equipment and clothing for adventure sports wordcards to individual students around the class. Invite the students to come to the front of the class and put the equipment below an adventure sport that requires it.

# 1 Read the adventure story. What kind of ending does it have?

Tell the students that they are going to read an adventure story called *The Canoe Ride* 

Read out the question and the answer options. Ask the students to read the story quickly and say what kind of ending the story has. (A happy ending.)

# 2 Read the adventure story again and answer the questions.

Ask the students to read the six questions in their Student Books, find the answers in the story and write the answers in their notebooks. Check answers by inviting pairs of students to ask and answer the questions.

#### 3 Write an adventure story.

Tell the students that they are going to write their own adventure story. Focus attention on the writing notes on the left of the story in Activity 1. Go through these notes with the class.

Focus the students' attention on the Punctuation box. Read out the note and then ask students if they can find some more examples of direct speech in the text.

Ask students if they can remember the parts of a story from Unit 4. Write their answers in a column on the board, to form the first column of a chart like the one in the CLIL Lesson in Unit 4. Have the students copy the chart into their notebooks and complete it with ideas for their adventure story. They can then use their charts to write their stories in their notebooks.

#### **Phonics**

# 1 Listen and read. Circle an activity in each verse. **(1)** 66

Ask the students to look at the pictures around the poem and tell you what they can see. Tell the students that each verse of the poem is about a different sport. They must listen and write down each sport they hear. Explain that some of the sports are described rather than named. Play the poem for the students to listen, and circle the words for sports.

# 2 Read again and write the words with the $/e_{\rm I}/$ sound.

Play the poem for the students to listen and read again. The students write the words with the /eɪ/ sound in their notebooks. Check the answers with the class. Ask the students how we can spell the /eɪ/ sound. Ask the class what other words with the /eɪ/ sound they can think of.

#### WORKBOOK ANSWERS

- 1 baseball, cave, game 2 paid, sail, train 3 birthday, crayon, play
  4 break, great, steak 5 weigh, eight, weight
- 2 1 Joe and Jake 2 they were very excited 3 Winter Camp in Canada 4 Wednesday
- 3 Jake, aid, cave, spade
- 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework Workbook page 61

Unit 5

# Unit 5 Project and Value page 70

### **Lesson objectives**

Understand the importance of exercising.

Understand how to make a breathing rate line graph.

Make a breathing rate line graph showing how fast you breathe after exercise.

#### **Value**

Exercise to keep your body healthy.

#### **Materials**

Classroom clock with second hand; ruler and pencil; one sheet of grid paper; colored pens or pencils; Unit 5 Stickers; Workbook page 62

#### Warm up

Ask the class what kinds of sports they do, and what other physical activities they do. Ask them to say how often they do each activity and how they feel when they do each activity. Encourage all students to contribute to the discussion.

#### Value: Read and stick.

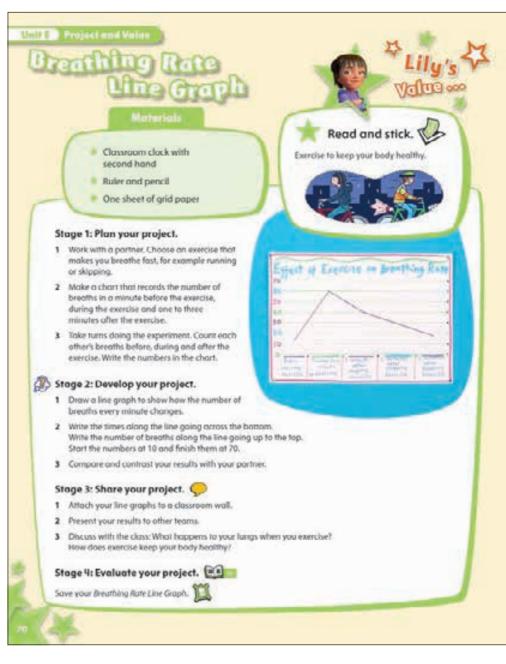
Ask students to open their Student Books to page 70 and find Lily's Value at the top. Read the value aloud while students follow along. Ask students to say how we exercise to keep our bodies healthy (By walking, running, cycling, swimming, doing sports.) and why it is important to be keep our bodies healthy (Because we need our bodies to work and play, so we have to keep them working properly.). Students take out their stickers sheet, find the sticker for Lily's Value and stick it in the space in their Student Books.

#### **Breathing Rate Line Graph**

### Stage 1: Plan your project.

Divide the class into pairs. Explain to them that they are going to make a line graph to show their breathing rates, but first they need to do an experiment in pairs to find out how fast they breathe before, during and after exercise groups.

Hand out timers and sheets of paper to each pair. Have the students decide which activity they are going to use for their experiment (running, skipping, jumping, hopping, and similar), and make a chart to record the results of their experiment. The students take turns to count their partner's breaths in one minute before, during and one / two / three minutes after doing their chosen activity. They record the numbers of breaths in the correct sections of their chart.



#### Stage 2: Develop your project.

Hand out a sheet of paper to each student and make sure the students have colored pens or pencils. Show the students how to make a line graph to show the results of their experiment. The students each make a line graph to show their own results.

### Stage 3: Share your project. •

Have the students display their line graphs on the classroom wall. Divide the class so that half of the students are standing by their line graphs to tell other students about them and half of the students are looking at the line graphs and asking questions about them. Model questions for the class, such as How many times did you breathe in one minute before / during / one minute after exercise? Swap roles so that all students get a chance to ask about other line graphs and to present their own. Have a class discussion about the line graphs.

## Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 62 of their Workbooks.

#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

1 A 2 B 1 C 3

 2 1 I often / sometimes / never go swimming.
 2 I often / sometimes / never go mountain biking.
 3 I often / sometimes / never play volleyball.
 4 Answers will vary.

Try! Answers will vary.

Further practice / Homework Workbook page 62



# Unit 5 Review page 71



# **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

#### Language

Vocabulary and Reading Lesson adventure sports words; Vocabulary and Listening Lesson equipment and clothing for adventure sports; verbs with base form + to / verbs with object + base form + to; modal verbs: must/ mustn't, have to / don't have to

### **Materials**

Unit 5 Grammar and Everyday Language Poster; Workbook page 63

#### Warm up

Use the Grammar 1 section of the Unit 5 Grammar and Everyday Language Poster to review verbs with base form + to / verbs with object + base form + to.

Write the following verbs on the board: want, decide, learn, hope, manage, try, ask, invite, tell. Divide the class into two teams. Ask students from each team in turn to make a sentence using one of the verbs on the board. Students can use the same verbs more than once, as long as they make different sentences. Award one point for each grammatically correct sentence.

#### 1 Look and write the rules.

Use the poster to review *must/mustn't/* have to / don't have to. Ask students to say what things you must / have to do at school, what things you mustn't do and what things you don't have to do.

Ask the students to name the items in the pictures in Activity 1. Read out the first prompt and ask students to make a rule using the prompt and the first picture. Show the class the example. Have students write the remaining rules, then invite students from around the class to read out the rules.

#### 2 Read and write the adventure sports.

Use the poster to review the words for adventure sports and equipment / clothing for adventure sports. Ask students around the class What do you need to go (rafting)? Read out the first description and ask the class to say which adventure sport they think it is about. Students complete the activity on their own. Invite students to read out the descriptions and say which sport each description is about.

#### 3 Read and write the missing words.

Tell the class that this is a postcard to the students in Class 5A at Starlight School. It's from Miss Click, the school secretary. Read out the first two sentences and focus on the example. Show the class how the sentence has been formed using a verb + base form + to. Focus on the words in the box and ask the students to sav which verbs take a base form + to and which verbs take an object + base form + to. Students complete the postcard in their books. Invite students to read out sentences from the completed postcard.

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment that Miss London has set Alex, Anna and Lily's class on page 71 of the Student Book: Amazing Art homework: Find out about street art. Tell the students that this will be the theme for the next unit. Ask What street art can you see in your town? If you like, you can ask the students to find out about different kinds of street art for homework. You can ask them to find out as many different kinds of street art as possible, or assign different kinds of street art to students (such as graffiti, living statues, sculptures, and so on).

### **Additional resources**

The Unit 5 Test can be given now.

#### WORKBOOK ANSWERS

- 1 1 mountaineering 2 rock climbing
- 3 scuba diving 4 jumpsuit 5 paddle
- 2 1 to 2 had 3 me 4 asked
- 5 and 6 after 7 Then
- 3 1 True 2 False 3 True 4 True 5 False 6 False
- 4 1 First, put on your sneakers. 2 Put on your helmet. 3 Check your tires. 4 Check your brakes.

Try! Answers will vary.

Further practice / Homework Workbook page 63

# Unit 6 Vocabulary and Reading (pages 72–73)

## **Lesson objectives**

Identify different everyday objects.

Identify different text types.

Find information in an e-mail.

Ask and answer about what objects are for

Read and understand a story from a newspaper.

Ask and answer questions about a story from a newspaper.

#### Language

**Everyday objects:** clothes pin, drill, fridge, iron, light switch, needle, plug, saw, tea pot, thread, toaster, vacuum cleaner

Review vocabulary: present simple; wood, art, the news, weigh

**Extra vocabulary:** sketchbook, sculpture, machine, electrical, electronic, waste, lifetime, design, robot, ton, recycling, can, Quite right!

#### **Materials**

Tracks 67–69; Unit 6 Wordcards Set 1 (everyday objects); a watch or timer; Workbook pages 64–65

#### Warm up

Ask the class *Which objects do you use every day?* Brainstorm a list and write the words on the board.

Hold up the everyday objects wordcards, one at a time. Say the words for the students to repeat, first chorally, then individually. Stick the wordcards on the board.

Ask What homework did Miss London set at the end of the last unit? (Find out about street art.) If you have asked the students to do the homework assignment, invite individual students to stand up and tell the class what kind(s) of street art they found out about and what they know about each kind of street art.

If you haven't asked the students to do the homework assignment, ask students if they know of any examples of street art in their (nearest) town or city.

# 1 Match the words with the pictures (1–12). Listen, check and say. **②** 67

Ask the students to look at the pictures in Activity 2. Point to each of the pictures and ask students to say which everyday object they think each picture shows.

Tell the students to write numbers 1–12 in their notebooks, then write the everyday objects words next to the correct numbers for each picture.



Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by asking *What number is* the (plug)? The students call out the correct number.

# 2 Look at Text A. Listen and say the everyday object. **3** 68

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is a page from a sketchbook, Text B is an e-mail and Text C is a story from a newspaper.)

Point to the everyday objects on the sketchbook page and ask the students to say which objects make a noise.

Tell the students that they are going to hear some noises made by some of the everyday objects in the pictures. They must listen and say which everyday object is making each noise. Play the first item on the recording. Pause the recording and ask the students to name the correct object. (*Drill.*) Repeat for the remaining items on the recording.

#### **Optional activity**

Mime using one of the everyday objects in Activity 2. Ask What is it? Encourage the class to guess which object you are using. The first student to guess which object you are using can mime using an object for the rest of the class to guess. Encourage the students to use full questions, such as Is it (a vacuum cleaner)?

#### 3 Read Text B and answer.

Ask the students to look at Text B. Read the question with the class. Tell the students that they have one minute to find the answers to the question in Text B.

Use a watch or timer to time one minute for the students to answer the questions. If you like, you can have the students work



in pairs or groups and race to find the answer.

Invite a pair of students to ask and answer the question for the rest of the class to check their answer.

Ask some more questions about Text B, such as Who is the e-mail to / from? Where is the sculpture? What's it made of? What does it do at night? Have the students race to find the answers.

Ask students around the class to say what other sculptures they know about.

#### 4 Play Find It Out in pairs.

Direct students' attention to the sample language in the speech bubbles. Read out the question in the first bubble. Ask a student to read out the answer in the second bubble. Ask the students to say which everyday object the speech bubbles are talking about.

Model the game a few times for the class. Choose an everyday object and tell the students to try to find out what it is. Students ask *What's it for?* You answer with

a description of what you use the object for, such as *You use it (to keep food cool / to clean the floor / to cut wood)*.

Have students play the game in pairs. Move around the class and monitor the students. Invite confident pairs of students to model the game for the class.

### **Optional activity**

Choose one of the everyday objects from Activity 2 and encourage the students to ask questions to guess what the object is, such as *Do you use it to hang out clothes?* The first student to guess your object can choose an object for the rest of the class to guess.

# 5 Read and listen. Mark ( /) the picture of the WEEE Man. ① 69

Explain that the students are going to hear and read a story from a newspaper. Ask the students to look at the pictures and say what they show (different sculptures). Ask the students what they think the sculptures are made of. Read out the title

of the newspaper story and tell the class that one of these sculptures is the WEEE Man. Ask the class to guess which picture it is. Tell the class to read and listen to the story and check if their guesses are correct. Play the recording for the students to follow the newspaper story in their books. Ask students to say what the story is about and ask them which picture shows the WEEE Man.

Ask students around the class to say which everyday objects are mentioned in the story.

#### **Additional resources**

The Unit 6 Reading Worksheet can be used at any point from here on.

# 6 Answer in pairs. Use the phrases in the box.

Ask the students to read the newspaper story again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Remind students to think about the grammar structures used in the questions and to think about which grammar structures they need to use in their answers. Move around the class as the students ask and answer. Help if necessary by guiding students to the correct parts of the text. Invite some pairs of students to ask and answer questions for the class to observe.

#### WORKBOOK ANSWERS

- 1 1 toaster 2 needle 3 drill 4 tea pot 5 iron
- 2 1 saw 2 fridge 3 thread 4 plug 5 vacuum cleaner
- 3 1 needle 2 fridge 3 clothes pin 4 drill 5 saw 6 plug 7 light switch 8 vacuum cleaner
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 c 2 e 3 a 4 b 5 d
- 6 1 Yes 2 Yes 3 No 4 Yes 5 No 6 Yes
- 7 1 made 2 In 3 how 4 away 5 is 6 tall 7 was 8 take 9 shouldn't
- 8 Answers will vary. Try! Answers will vary.

### Further practice / Homework

Workbook pages 64–65; Unit 6 Reading Worksheet

# Unit 6 Language Focus 1 page 74

# **Lesson objectives**

Practice using the present perfect (have + past participle).

Talk about what people have just done. Describe what has happened in pictures.

#### Language

Core language: Vocabulary and Reading Lesson everyday objects; present perfect

**Review language:** recycling, painting, sculpture

**Extra language:** recycling center, craft project

#### **Materials**

♠ Tracks 69–70; Unit 6 Wordcards Set 1 (everyday objects); Workbook page 66

#### Warm up

Put the everyday objects wordcards on the board. Describe one of the everyday objects for the class to guess, such as *You* use this to (clean the floors / hang out the clothes / turn on the lights). Ask volunteers to describe other objects for the class.

# 1 Look at page 73. Read and listen to the story again. Match the sentence halves. © 69

Ask the students what they can remember about the WEEE Man. Ask questions to prompt the students if necessary, such as What is the WEEE Man made of?

Tell the students that they are going to listen to the newspaper story again. As they listen, they need to match the beginnings of the sentences with the correct endings.

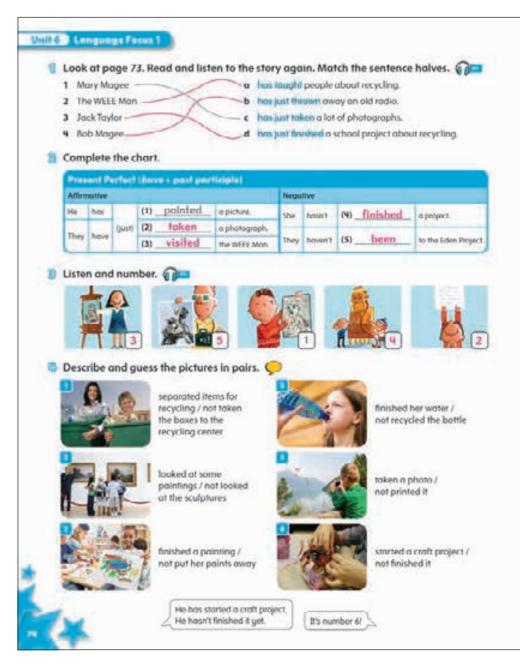
Show the class the example line and allow the class time to read the sentence halves. Play the recording, pausing if necessary for the students to draw lines to match the sentence halves.

#### 2 Complete the chart.

Focus students' attention on the words in blue in Activity 1. Tell the class that these are examples of the present perfect.

Focus students' attention on the chart.

Copy the example sentence onto the board. Show the class how we form the present perfect with has / have + the past participle of the verb. Copy the next (gapped) sentence from the chart onto the board. Ask the class to say which verb they think completes this sentence. (Take.) Ask the class to say the past participle of take. (Taken.) Complete the sentence on the board. Tell the students to complete



the charts in their books. They can look at the text on page 73 to help them choose the correct verbs.

Invite students to read out sentences from the completed chart. Ask the class to look at the text on page 73 and find more examples of the present perfect.

#### **Additional resources**

The Unit 6 Language Focus 1 Worksheet can be used at any point from here on.

#### 3 Listen and number. **1** 70

Point to the pictures and ask the students to say what the people have done. Elicit sentences about the pictures, such as *She has painted a picture*.

Tell the class that they are going to hear a sentence about each picture. They need to listen and write the number for each sentence next to the correct picture.

# 4 Describe and guess the pictures in pairs. •

Point to the pictures and ask students to say what they can see and what the people have done. Read out the first speech bubble. Ask the students to point to the correct picture. Show the students how the prompts next to the picture have been used to make sentences with the present perfect. Ask students to say which sentence is affirmative and which is negative.

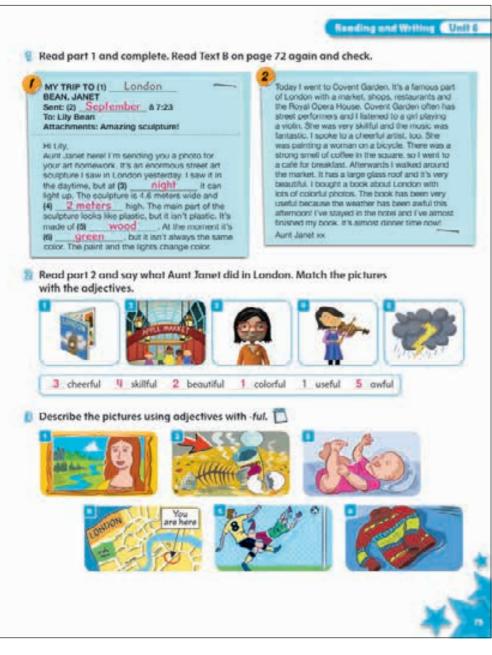
#### WORKBOOK ANSWERS

- 1 1 have 2 hasn't 3 haven't 4 has 5 has
- 2 1 Alex hasn't bought a birthday card for William.
  2 Anna hasn't finished her project.
  3 Anna and Alex haven't played on the computer.
  4 Anna has made her model.
- 3 1 She's just finished her sandwich.
  2 He's just painted a picture.
  3 She's just bought an ice cream.
  4 They've just visited a museum.
- 4 1 She's made a cake. 2 They're made of wood and metal. 3 I've bought a bag. 4 They weren't at school today.

Try! Answers will vary.

### Further practice / Homework

Workbook page 66; Unit 6 Language Focus 1 Worksheet



# Unit 6 Reading and Writing (page 75)

## **Lesson objectives**

Read and understand an e-mail.
Use adjectives with the suffix -ful.

#### Language

Core language: Vocabulary and Reading Lesson everyday objects; present perfect; adjectives with -ful

**Review:** weather, wood, cheerful, art, music, painting, market, restaurant

Extra: street performer

### **Materials**

Workbook page 67

# 1 Read part 1 and complete. Read Text B on page 72 again and check.

Ask the students what they can remember about the e-mail in the Vocabulary and

Reading Lesson. Ask Who was it from? What was it about?

Ask the students to open their Student Books to page 75. Point to part 1 and tell the class that this is the same e-mail as the one on page 72. Ask the students to complete the text from memory. They can then turn to page 72 and check their answers. Invite students to read out sentences from the completed e-mail.

# 2 Read part 2 and say what Aunt Janet did in London. Match the pictures with the adjectives.

Focus attention on part 2 of the text. Explain that this is more of the same e-mail, and tells us more about Aunt Janet's visit to London. Ask the class to say what other things they think Aunt Janet saw / did in London. Take all suggestions, but don't confirm the answers at this stage.

Tell the students to read part 2 and find out whether their guesses were correct. When the students have finished reading, ask students around the class to say what Aunt Janet did in London.

Show the class the pictures in Activity 2. Ask students to say what each picture shows. Tell the students that the pictures represent adjectives from the e-mail. Ask students to read the e-mail again and find six adjectives ending in *-ful*.

Show the students the six adjectives under the pictures in Activity 2. Tell the class to catch the adjectives to the things they describe. The students can look at Aunt Janet's e-mail again to help them. Students write the numbers for the pictures next to the matching adjectives. Check answers by asking students to make sentences using their answers, such as *The artist was cheerful*.

# 3 Describe the pictures using adjectives with *-ful*.

Focus on the pictures and ask the students to say what each picture shows. Ask the students to say which picture best illustrates the word *cheerful*. Repeat for the other adjectives. Tell the students to write a sentence about each picture using the adjectives in Activity 2. The students write their sentences in their notebooks. Move around the class as the students work. Help if necessary by asking questions, such as *ls this painting (beautiful)?* Invite students to read out their sentences to the class.

#### WORKBOOK ANSWERS

- 1 A 6 B 3 C 2 D 7 E 5 F 4
- 2 1 careful 2 painful 3 wonderful 4 restful 5 helpful
- 3 Answers will vary. **Try!** Answers will vary.

Further practice / Homework Workbook page 67

# Unit 6 Vocabulary and Listening pages 76-77

### **Lesson objectives**

Identify adjectives to describe objects. Listen and extract information from a song.

Play a guessing game involving describing an object.

#### Language

**Core:** wide, spiky, round, dirty, clean, flat, shiny, dull, bumpy, dry, wet, narrow; cheerful, skillful, dreadful, useful, colorful, beautiful

**Review:** There are ...; It's ...; They're ...; bronze, silver, gold

**Extra:** angel, look down, plain, remembrance, remind, turquoise

#### **Materials**

Tracks 71–73; DVD Unit 6 Song; Unit 6 Wordcards Set 2 (adjectives for describing objects); a selection of everyday objects for students to describe; Workbook pages 68–69

#### Warm up

Ask the class if they can remember the adjectives from the last lesson. (Cheerful, skillful, dreadful, useful, colorful, beautiful.) Ask the class what other adjectives they know for describing things in English. Write their suggestions on the board. Point to each adjective on the board and ask a volunteer to say a sentence using that adjective.

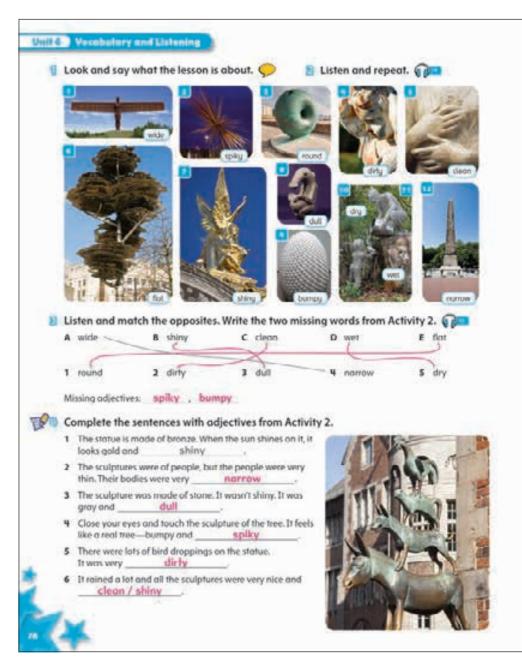
Ask the students what kinds of art they have learned about in this unit so far. (Sculptures, paintings, street performers.) Discuss art with the class. Ask What kind of art do you like best? Do you like to see art in galleries or outdoors? What is your favorite piece of art?

# 1 Look and say what the lesson is about. •

Tell the students to open their books and look at the pictures on pages 76 and 77. Ask students around the class to say what they think the lesson is going to be about. Listen to all their suggestions, but don't confirm their answers at this stage.

### 2 Listen and repeat. ① 71

Establish that this lesson is about sculptures. Tell the students that you are going to play a recording of some new adjectives that we can use to describe sculptures and other objects. Play the recording for the students to listen and repeat the words, pointing at the pictures in their books as they do so. Play the recording again for the students to listen



and repeat the words, first chorally, then individually.

Hold up the adjectives for describing objects wordcards, one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students to say the words and point to the correct pictures in Activity 2.

Ask students to say which sculpture they like best and what adjectives they could use to describe the sculpture.

### **Optional activity**

Divide the class into two teams. Say a sentence about one of the sculptures to each team in turn, such as *This sculpture is (round)*. The students must call out the correct number. Award one point for each correct answer. If you have a confident class, students from each team in turn can say a sentence about a sculpture for the other team to say the correct number.

# 3 Listen and match the opposites. Write the two missing words from Activity 2. ② 72

Tell the students that they are going to hear some of the adjectives from Activity 2. They must listen and draw lines to match the adjectives they hear to the adjectives with opposite meanings. Play the recording, pausing after the first item and asking the students to say the opposite adjective. (*Narrow.*) Show the class the example line. Play the rest of the recording, pausing if necessary for the students to match the opposite adjectives in their books. Check answers by asking students around the class to read out pairs of adjectives.

Ask the students to look at Activity 2 and say which adjectives are not in Activity 3. (Bumpy and spiky.) Students write the two missing adjectives in Activity 3. Ask the students if they can think of opposites for these two adjectives (such as smooth/soft).



### **Optional activity**

Write some more known adjectives on the board. Ask students around the class to suggest opposite adjectives, such as happy/sad, fast/slow, cheap/expensive, beautiful/ugly.

# 4 Complete the sentences with adjectives from Activity 2.

Focus students' attention on the sentences and tell them that they can complete the gaps with words from Activity 2. Read out the first sentence and ask students to suggest the correct adjective. (Shiny.)

Students work on their own to complete the sentences, then compare their answers with a partner. Check answers by inviting students to read out their completed sentences to the class.

# 5 Listen to the song. Mark (✓) the names of sculptures that you hear. ② 73

Ask the students to read out the names of sculptures. Ask them to say which of the

names they think belong to sculptures from Activity 2, and which sculptures they think each name is best for.

Tell the class that they will hear some of these names of sculptures in the song, but not all of them. Play the audio or DVD version of the song for the students to listen and mark the names that they hear. Ask students to tell you which names they heard.

# 6 Listen again and complete the song.

Direct students' attention to the song lyrics and show them the writing lines. Explain that some adjectives are missing from the song. Tell the students to listen to the song again and write the missing adjectives to complete the lyrics. Play the recording, pausing if necessary to give students time to write the missing words. Invite students to read out lines from the completed song. Ask the students which sculptures in Activity 2 they think the song is about. Play the recording again for the students to sing along to.

# 7 Read the lyrics and circle the

Ask How tall is The Angel of the North? Ask the students to read the lyrics in Activity 6 and find the answer. Focus students' attention on the first sentence and answer options in Activity 7. Tell the students to circle the correct answer option to complete the sentence.

Tell the class that they will find the information they need to complete the remaining sentences in the song lyrics. Move around the class while the students complete the activity on their own. Help if necessary by asking questions (such as Where is The Angel of the North?) and guiding students to the correct sections of the song to find the answers. Invite students to read out the completed sentences.

# 8 Find some objects. Play a guessing game in pairs.

Ask the class to look at the picture in Activity 8 and name the objects they can see. Ask students to suggest adjectives to describe each of the objects.

Read out the sample speech in the speech bubbles while students follow in their books. Place a selection of everyday objects on a table, then choose one of the objects without letting the class know which object you are thinking of. Say a sentence describing the object using adjectives, such as It's long and narrow. It's shiny. Encourage students to guess which object you are describing, such as It's the pen!

Divide the class into pairs to play the game. Place everyday objects where all students can see them, or have students select a few objects from a table to play the game. Move around the class and observe the students as they play. Invite confident students to model the game for the class.

#### WORKBOOK ANSWERS

- 1 1 narrow, wide 2 clean, dirty
  - 3 bumpy, flat 4 dull, shiny
  - 5 dry, wet
- 2 1 flat 2 spiky 3 dirty 4 shiny
- 5 narrow 6 wet
- 3 1 wide 2 bumpy 3 clean
  - 4 round 5 dry 6 dull
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 queens 2 stands 3 wet
  - 4 heavy 5 shiny 6 flat 7 spiky
  - 8 round 9 middle
- 6 Example: narrow
  - 1 shiny 2 round 3 dull 4 wet
  - 5 bumpy
- 7 Answers will vary.Try! Answers will vary.

Further practice / Homework Workbook pages 68–69

# Unit 6 Language Focus 2 page 78

### **Lesson objectives**

Learn about a form of street art: "yarnstorming".

Read and understand an article about "yarnstorms".

Practice using relative pronouns.

Talk about people, places and things from the article.

#### Language

Core vocabulary: relative pronouns

Review: art, city

Extra: knitting, barrier, pirate, heart,

mushroom, sausages

#### **Materials**

Track 74; Workbook page 70

### Warm up

Ask the students if they or anyone in their family knits or crochets. Ask the students what things people can make with knitting or crochet.

# 1 Look at the pictures. Say why the knitting is there. $\bigcirc$

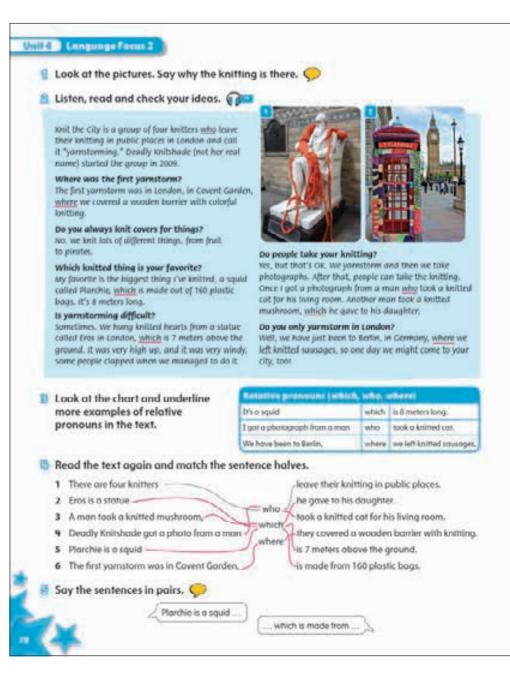
Ask the students to look at the photos and say what they can see. Ask the students to say where the knitting is and why they think the knitting is there. Take all suggestions, but don't confirm the answer yet.

# 2 Listen, read and check your ideas. **①** 74

Tell the students that they are going to listen to and read a text to check their ideas about why the knitting is there. Play the recording while the students follow the text in their books. Ask the students what information they learned from the text.

# 3 Look at the chart and underline more examples of relative pronouns in the text.

Focus on the grammar chart. Tell the class that which, who and where are relative pronouns. We can use these words to give more information about a thing, person or place. Tell the class to read the sentences in the chart and say which word we use to talk about things (which), which word we use to talk about people (who) and which word we use to talk about places (where). Ask the students to look at the grammar chart and memorize the sentences. The students then look at the text in Activity 2 again and find more examples of relative pronouns.



# 4 Read the text again and match the sentence halves.

Ask What is Knit the City? Elicit the answer It's a group of four knitters who leave their knitting in public places in London. Write this sentence on the board. Focus on the relative pronoun in the sentence and show the class how the relative pronoun links two pieces of information: It's a group of four knitters. / They leave their knitting in public places in London.

Show the class the example in Activity 4. Tell the students to draw lines to match the first part of each sentence to the correct relative pronoun, then to the matching second half of the sentence. The students can look at the text in Activity 2 again to help them. Move around the class as the students complete the activity. Refer students to the grammar box if they have trouble. Invite students to read out the sentences.

#### Additional resources

The Unit 6 Language Focus 2 Worksheet can be used at any point from here on.

#### 5 Say the sentences in pairs.

Read out the example speech in the speech bubbles. Explain that the students need to work in pairs to say the sentences from Activity 4. The first student should say the first half of a sentence, then their partner should say the second half of the sentence. Model the activity with the class, then divide the class into pairs. Move around the class and make sure the students are using the correct grammar structures. Invite pairs of students to say sentences for the class to observe.

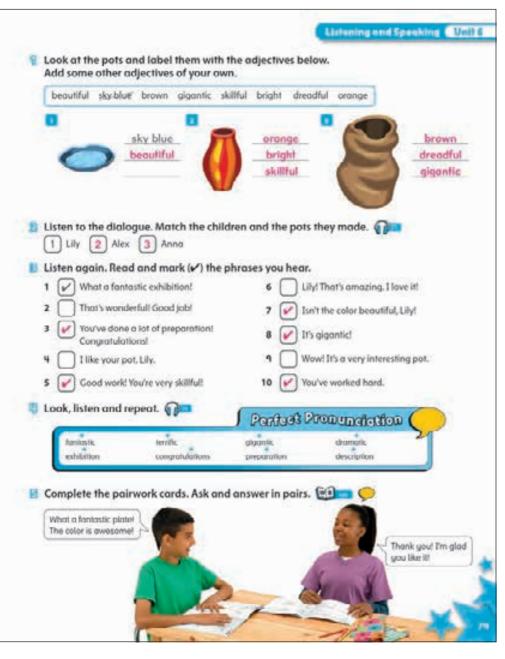
#### WORKBOOK ANSWERS

- 1 1 which 2 who 3 where 4 which 5 which 6 where
- 2 1 e which 2 c where 3 d who
  - 4 b which 5 a who
- 3 1 which (WEEE Man) 2 who(Velázquez) 3 where (Paris)4-6 Answers will vary.

Try! Answers will vary.

# Further practice / Homework

Workbook page 70; Unit 6 Language Focus 2 Worksheet



# Unit 6 Listening and Speaking page 79

# **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: focus on stress on penultimate syllables.

Practice giving and receiving compliments.

### Language

Core vocabulary: Vocabulary and Reading Lesson everyday objects; Vocabulary and Reading 2 Lesson adjectives to describe objects; present perfect

Review: I like ..., I love ..., words ending in -ic and -ion, art, painting

#### **Materials**

Tracks 75–76; Workbook pages 71, 124

# 1 Look at the pots and label them with the adjectives below. Add some other adjectives of your own.

Ask the students to look at the pictures and say what they can see (three pots). Show the class the list of adjectives. Tell the students to think about which adjectives describe each pot, then write the adjectives next to the pots. They can add some more adjectives if they can think of any other ideas. Have the students read out their lists of adjectives for each pot.

# 2 Listen to the dialogue. Match the children and the pots they made.

**1** 75

Tell the class that they are going to listen to a conversation and they need to match the pots to the characters who made them. Tell the students to listen out for the adjectives in Activity 1 to help them choose the right pots.

Play the conversation, pausing after Alex's line and asking the students which pot Alex made (number 2). Tell the students to

write the number 2 next to Alex's name. Play the rest of the recording for the students to listen and write the numbers of the pots next to the correct names. Check answers by asking *Who made pot number* (1)?

# 3 Listen again. Read and (✓) mark the phrases you hear.

Focus on the sentences in Activity 3 and tell the class that these are all different compliments. We give compliments when we want someone to know that we like them or their work.

Tell the class that they are going to hear the conversation again, and this time they need to mark the compliments they hear. Play the recording for the students to mark the sentences they hear. Invite students to read out the marked sentences.

# 4 Look, listen and repeat. **3** 76

Tell the students to look at the words in the Perfect Pronunciation box. Play the recording for the students to listen to the way that the words are stressed. Ask the students which syllable is stressed in each word. (*The one before last.*)

Play the recording again for the students to repeat the words.

#### **Additional resources**

The Unit 6 Functions Worksheet can be used at any point from here on.

# 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 124 •

Read out the speech bubbles. Tell the students that they are going to draw a pot, then give and receive compliments with a partner.

Divide the class into pairs. Students turn to page 124 of their Workbooks and look at the pairwork cards. They draw their pots, then take turns to compliment their partner and accept their partner's compliments. Model the activity with the class, then have the students work in pairs. Make sure students are pronouncing words with the correct stress. Invite pairs of students to act out exchanges for the class.

#### WORKBOOK ANSWERS

4 Answers will varv.

5 1 D 2 A 3 B 4 E 5 C

6 Katie's notes Going with: Victoria Day: Saturday

Time: 2:30 p.m. Wear: old clothes

Travel by: car

Victoria's address: 25 River Road **Try!** Answers will vary.

#### **Further practice / Homework**

Workbook page 71; Unit 6 Functions Worksheet

# Unit 6 CLIL page 80



## **Lesson objectives**

Learn about sculpture.

Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

Core language: techniques, modeling, carving, casting, construction

#### **Materials**

Track 77; Workbook page 72

#### Warm up

Write the heading Sculptures on the board. Ask students to tell you what famous sculptures they know about, or what sculptures they can remember from this unit. Ask the students to say what they know about each sculpture and what each sculpture looks like.

### 1 Listen and read along. Label the pictures. **1** 77

Ask the class to look at the pictures in Activity 1 and say what they can see. (Sculptures.) Ask the class if they know about any of these sculptures. Tell the class that they are going to listen to and read some information about the sculptures, and they need to write the names of the sculptures under the correct pictures.

Play the recording for the students to listen and follow the text in their books. Ask questions to check comprehension, such as: Which sculpture is an example of (modeling / carving / construction / casting)? Where is (the Thinker)?

Allow the students time to label the pictures, then ask students around the class to show the class the pictures of the sculptures and say their names.

## 2 Read again and look. Complete the chart.

Focus students' attention on the chart in Activity 2. Explain that this chart will help us to organize the information from the text in Activity 1. Ask questions about the Chinese Terracotta Army, such as: Who made the sculpture? What technique did they use? What is the sculpture made of? What does the sculpture look like? Show the class how the answers have been written in the chart. Tell the students to copy the chart into their notebooks. Ask the same questions about David. Tell the students to write their answers in the chart. Students can then work in pairs to complete the rest of the chart. Invite students to use the information in their charts to tell the class about one of the sculptures.



### **Project connection**

You can choose to do Stage 1 of the project on page 82 at any point from here on

## **Optional activity**

The Unit 6 Starlight English Video on the Level 5 DVD shows students some information about the Festival of Living Crafts. There is also a Starlight English Video Worksheet.

Play the video. Pause at various points to check understanding by asking comprehension questions, such as: What happens at the festival? What is Andrew making? What does Simon / Richard / Neil / Ben make? What is Emily's jewelry like? What ceramic sculptures has Anna made?

Ask the students what things they would like to buy at the festival and what things they would like to learn how to make.

#### WORKBOOK ANSWERS

- 1 1 Nele Azevedo 2 Ai Weiwei
- 2 Ai Weiwei:

Name of installation: Sunflower Seeds Display when/where: Tate Gallery, London

Materials: Porcelain

Message: We are all different.

Nele Azevedo:

Name of installation: Melting Men Display when/where: Berlin, Germany

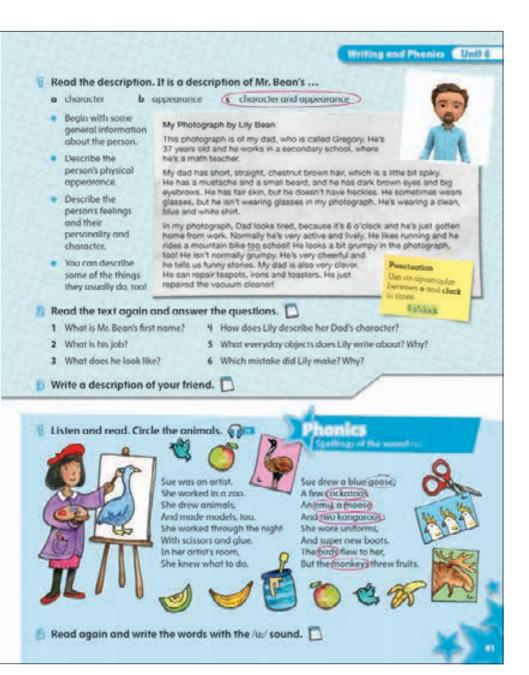
Materials: Ice

Message: We must protect the environment and not let ice melt.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 72; Unit 6 Starlight English Video; Unit 6 Starlight English Video Worksheet



# Unit 6 Writing and Phonics (page 81)

# Lesson objectives

Identify the features of a description of a person.

Understand the use of an apostrophe between *o* and *clock*.

Write a description of a friend.

Identify the /uː/ sound in words.

## Language

Core: Vocabulary and Reading Lesson everyday objects; Vocabulary and Listening Lesson adjectives to describe objects; cheerful, dark, skin, math, fly/ flew, wear/wore

Review: adjectives for physical appearance

**Extra:** chestnut, fair, freckles, active, lively, grumpy, goose, cockatoo, emu, moose, kangaroo, bird, monkey

## Materials

Track 78; Workbook page 73

#### Warm up

Discuss families with the class. Ask individual students *What does your mom/dad/brother/sister look like? What is your mom's/dad's job? What are your mom's/dad's/brother's/sister's hobbies?* 

# 1 Read the description. Is it a description of Mr. Bean's ...

Ask the students to read through the list of possible endings to the question. They read the text quickly and decide what kind of description it is. (A description of Mr. Bean's character and appearance.)

Write the headings *Character* and *Appearance* on the board. Ask the students to scan the text again and call out the words used to describe Mr. Bean's appearance and the words used to describe his character. Write the words on the board under the correct headings.

# 2 Read the text again and answer the questions.

Ask the students to read the six questions in their Student Books, find the answers in the text and write the answers in their notebooks.

Check answers by inviting pairs of students to ask and answer the questions.

# 3 Write a description of your friend.

Tell the students that they are going to write a description of one of their friends. Focus attention on the writing notes on the left of the description in Activity 1. Go through these notes with the class.

Focus the students' attention on the punctuation box. Read out the note and then ask students if they can find an example of *o'clock* in the text.

Tell the students to decide who they are going to write about, then make lists of words that they can use to describe their friend's appearance and character.

They can then use their lists to write their descriptions of their friends in their notebooks. Tell the students to use the writing tips to help them.

#### **Phonics**

# 1 Listen and read. Circle the animals. **①** 78

Ask the students to look at the pictures around the poem and tell you what they can see. Tell the students to listen and find all the animal words in the poem. Play the poem for the students to listen, follow the words in their books and circle the words for animals. Play the poem a second time if necessary.

# 2 Read again and write the words with the $\frac{1}{2}$ sound.

Play the poem for the students to listen and read again. The students write the words with the /u:/ sound in their notebooks. Check the answers with the class. Ask the students how we can spell the /u:/ sound. Ask the class what other words with the /u:/ sound they can think of.

#### WORKBOOK ANSWERS

- 1 1 true, group 2 who, room
- 3 move, too 4 cartoon, music
- 2 1 paragraph 22 paragraph 33 paragraph 4
- 3 A works B long C fair D round E square F plays G excellent H colorful I calm J excited
- 4 blue, music, cartoons
- 5 Answers will vary.Try! Answers will vary.

Further practice / Homework Workbook page 73

# Unit 6 Project and Value page 82

#### **Lesson objectives**

Understand the importance of being kind and respecting your friends' work.
Understand how to make a sculpture.
Make a sculpture and talk about it.

#### **Value**

Be kind to your friends and show respect for their work.

#### **Materials**

Objects to make a sculpture; colored paint; brushes; glue; Unit 6 Stickers; Workbook page 74

#### Warm up

Ask the class to think about the sculptures they have seen in this unit. Ask some students to choose their favorite sculptures from the unit and describe them to the class without naming the sculptures.

#### Value: Read and stick

Ask students to open their Student Books to page 82 and find *Anna's Value* at the top. Read the value aloud while students follow along. Ask students to say why it is important to be kind to your friends and show respect for their work. (*Because it makes people feel bad when we are not kind to them or nice about their work. We want our friends to feel good, so we say nice things about them and about their work.) Tell students to take out their stickers sheet and find the sticker for <i>Anna's Value*. Students stick the sticker in the space in their Student Books.

#### **A Sculpture**

#### Stage 1: Plan your project.

Divide the class into small groups. Explain to them that they are going to make a sculpture of their own, but first they need to think about their ideas for their sculptures

Hand out sheets of paper to each group. Have the students discuss their ideas in their groups and agree on what they want their sculpture to show and how to make it. The students make a list of the things they will need to make their sculpture and think about how they are going to join the items together to make their sculpture (using tape, glue, elastic bands and so on). They then draw a picture to show what their finished sculpture is going to look like.

#### Stage 2: Develop your project.

Place a selection of craft materials on a table for the students to select the items



they need to make their sculpture. The students work in their groups to make their sculptures. Move around the class and help if necessary. Ask the students questions, such as: What are you using to make your sculpture? What is your sculpture?

#### Stage 3: Share your project.

Have the students display their sculptures on their desks. You can ask them to make a placard to display with their sculpture, with the name of the sculpture, the names or the artists and the materials used to make the sculpture.

Divide the class so that half of the students are standing by their sculptures to tell other students about them and half of the students are moving around the class, looking at the sculptures and asking questions about them.

Have a class discussion about the sculptures. Ask the students to say what they liked about each of the sculptures. Remind the students to be kind about other people's work.

#### Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 74 of their Workbooks.

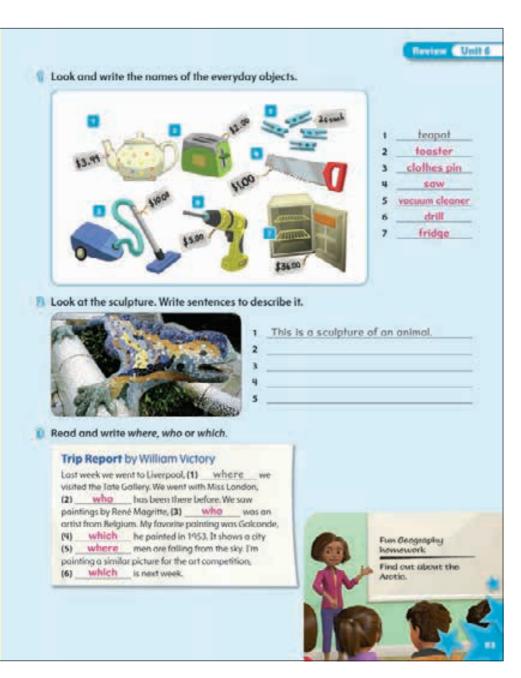
#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

- 1 1 Louisa 2 Marta 3 Ellie 4 Joe
- 2 Michael's friend didn't show respect for his work. Peter's friend was kind to him.
- 3 Answers will vary. **Try!** Answers will vary.

Further practice / Homework Workbook page 74



## Unit 6 Review page 83



## **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

## Language

Vocabulary and Reading Lesson everyday objects; Vocabulary and Listening Lesson adjectives to describe objects; present perfect; relative pronouns

#### **Materials**

Unit 6 Grammar and Everyday Language Poster; photos of various sculptures; Workbook page 75

#### Warm up

Use the Unit 6 Grammar and Everyday Language Poster to review adjectives.

Read out adjectives and ask students to say the opposites.

Show the class some photos of sculptures. Ask students around the class to describe the sculptures using adjectives.

#### 1 Look and write the names of the everyday objects.

Use the poster to review everyday objects. Point to the pictures and ask the students to name the items.

Ask the students to name the items in the pictures in Activity 1. Show the class the example. Have students write the remaining words, then invite students from around the class to make sentences, such as Number 1 is a tea pot.

#### 2 Look at the sculpture. Write sentences to describe it.

Ask the students to look at the picture in Activity 2 and elicit information about the sculpture. Have you seen it before? What animal is it? Who made it? (It's a salamander from Park Güell in Barcelona. It was made by Antonio Gaudi.) Students write sentences

to describe the sculpture (color, material, characteristics)

#### 3 Read and write where, who or which

Use the poster to review relative pronouns. Ask the students which relative pronoun we use to talk about people / places /

Show the class the text in Activity 3. Tell the class that this is a report about a school trip, written by William. Read out the first sentence and show the class the example. Students complete the text by writing the correct relative pronoun in each gap. Invite students to read out sentences from the completed text.

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment that Miss London has set Alex, Anna and Lily's class on page 83 of the Student Book: Fun Geography homework: Find out about the Arctic. Ask What do you know about the Arctic? Is it in the north or the south? What is the weather like there? What animals live there? If you like, you can ask the students to find out about the Arctic online or in a library for their homework. Ask students to find out about the geography, climate and wildlife of the Arctic.

#### **Additional resources**

The Unit 6 Test can be given now. The Skills Test for Units 4–6 can be given now.

#### WORKBOOK ANSWERS

- 1 1 fridge 2 needle 3 toaster 4 clothes pin 5 plug 6 iron 7 tea pot 8 vacuum cleaner
- 2 1 where 2 finished 3 who 4 at 5 using 6 when
- 3 1 True 2 False 3 True 4 True 5 False 6 True
- 4 1 Alex has played soccer. 2 Alex and Lily have made cookies. 3 Anna hasn't painted a picture. 4 Lily hasn't done sewing. 5 Alex and Anna haven't taken photos.

Try! Answers will vary.

Further practice / Homework Workbook page 75

## Unit 6 Game page 84



### **Lesson objectives**

Review vocabulary and grammar structures from Units 5 and 6. Provide an opportunity for collaboration and communication.

#### Language

Adventure sports; equipment and clothing for adventure sports; everyday objects; adjectives to describe objects; verbs with base form + to / verbs with object + baseform + to; modal verbs: must/mustn't, have to / don't have to; present perfect; relative pronouns

#### **Materials**

Units 5 & 6 Wordcards Sets 1 & 2 (adventure sports, equipment and clothing for adventure sports, everyday objects, adjectives for describing objects); paper, scissors and pens

#### Warm up

Tell the students to write six words for adventure sports in their notebooks or on a piece of paper. Hold up the adventure sports wordcards in random order and call out the words. When a student hears or sees a word on their list, they can cross it out. The first student to cross out all their words wins the game. Repeat the game using words for equipment and clothing for adventure sports, everyday objects, and adjectives for describing objects.

Ask students around the class what adventure sports they have tried and what they thought of them, or what adventure sports they want to try. Ask students where we can do adventure sports.

Ask students what works of art they have seen and invite them to describe each work of art.

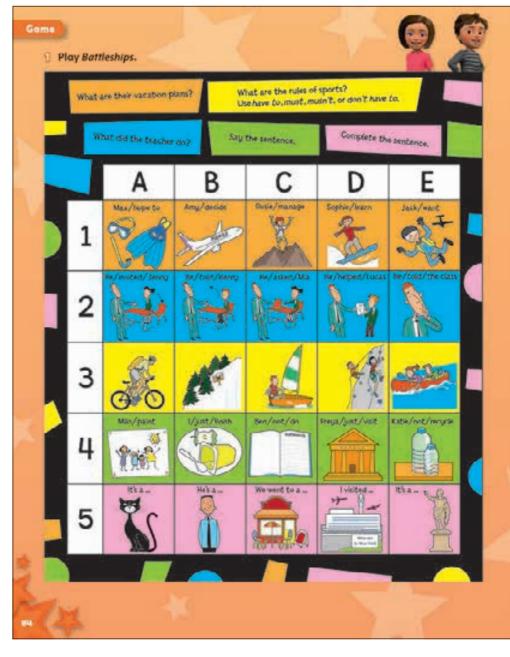
#### 1 Play Battleships.

Tell the students that they are going to play a game to review the language they have learned in Units 5 and 6.

Focus students' attention on the game and ask them what they can see in the pictures. Ask them how many people they think can play the game (Two.) and how they think they play the game (By taking turns to choose a square for their partner to answer about.).

Divide the class into pairs. Hand out a sheet of paper to each student and tell the students to cut the paper into squares the same size as the squares in the game. The students write their names on each of their squares.

Tell the students how to play the game. They should take turns to say a coordinate



for one of the squares, such as B3. They then give their partner an instruction for that square, choosing from the instructions around the edge of the game. Their partner answers a question, says a sentence or completes a sentence about the picture in the square. If their partner answers correctly, they should cover the square with one of their squares of paper. At the end of the game, the students count the squares with their names on and see who has the most squares

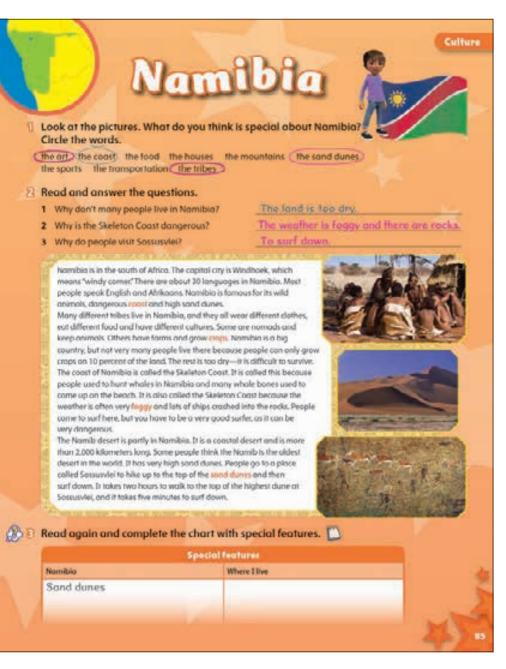
Model the game with the class and make sure the students are confident about how to play the game. Students can then play the game in pairs. Move around the class as the students play. Monitor and help if necessary by asking questions about what is happening in each square, such as Does (Max) hope to (go sailing)? Did the teacher invite / tell (Henry) to (stand up)? What do people (mountain biking) have to do? Has (Milo) (painted a picture)? Is it a (cat)?

Refer students to the posters for Units 5 and 6 if they have trouble with any of the grammar structures.

Ask students to tell the class what they thought of the game and who won the game. They can discuss their ideas in pairs before reporting back to the class. Ask students what they liked / didn't like about the game, and which questions they found easy / difficult.

#### **Optional activity**

You can play Battleships as a class as an alternative to playing the game in pairs, or as a way of modeling the game before students play it in pairs. Divide the class into two teams. Ask students from each team in turn to choose a square for the other team to answer about, and to give the other team an instruction. Award one point for each correct answer. The team with the most points wins.



Culture page 85

#### **Lesson objectives**

Understand a text about Namibia.

Practice grammar and vocabulary from previous units in context.

Compare Namibia to your country.

#### Language

Namibia: coast, sand dunes, crops, foggy

#### Materials

Globe or world map; Workbook page 114

#### Warm up

Write the heading *Namibia* in the center of the board. Ask students if they know anything about Namibia. Ask students to find Namibia on a globe or world map. If students have trouble, give them clues, such as *It's in Africa. It's in the south*.

Ask students to guess what the geography is like in Namibia (There is a

coast and a desert.), and what they think life is like there.

# 1 Look at the pictures. What do you think is special about Namibia? Circle the words.

Read out the list of words and make sure the students understand the meanings. Ask the students to look at the pictures and say what they can see in each one. Ask the students to say what they think is special or unusual about Namibia. The students circle the words that describe what they think is special about Namibia. They can choose as many words as they like.

#### 2 Read and answer the questions.

Have the students read the text silently and think about whether their answers in Activity 1 were correct. Ask students to say what is special about Namibia. (*The tribes, the coast and the sand dunes.*)

Read out the first question and ask the students to find the answer in the text. Show the students the example answer

and ask a student to read out the part of the text that gives us the answer.

Have the students read the text and write answers to the remaining questions on their own. Move around the class as the students work and refer students to the correct sections of the text if necessary. Invite pairs of students to read out the questions and answers.

Ask students to write three more questions about the text. They can then swap questions with a partner and write the answers to their partner's questions. Invite pairs of students to ask and answer their questions for the class to observe.

Ask students to say what facts they learned from the text and what information in the text they found the most interesting.

# 3 Read again and complete the chart with special features.

Direct students' attention to the chart. Read out the headings. Tell the class that this chart is going to help them to compare the special features in Namibia with the special features in their country. Tell the students to copy the chart into their notebooks, and to make sure there is plenty of space to write in each column.

Ask the students to say what special features they read about in the text about Namibia. (Sand dunes, desert, coast, tribes.) Tell the students to write these special features in the first column of the chart. Tell the students to work in pairs to think about or find out about special features in their country, and to make notes in the second column of the chart. Allow the students time to find out about their country's special features online or in reference books if necessary. Students can then compare their answers with other pairs.

Invite pairs of students to read out their lists to the class.

#### WORKBOOK ANSWERS

- 1 a
- 2 1 country 2 south 3 languages
  - 4 farms 5 nomads 6 land
- 3 1 Namib Desert 2 Skeleton Coast
  - 3 Namib Desert 4 Skeleton Coast
  - 5 Namib Desert 6 Skeleton Coast
- 4 Answers will vary.

Try! Answers will vary.

Further practice / Homework Workbook page 114

## Story pages 86–87

#### **Lesson objectives**

Review vocabulary and grammar structures from Units 4–6 in the context of a story.

Understand and act out a story.

#### Language

Vocabulary and grammar structures from Units 4–6

**Extra:** No problem, smoothie, second hand, fancy dress, mayor, lead, stall

#### **Materials**

Track 79; Units 4–6 Wordcards Sets 1 & 2 (adjectives, types of book, adventure sports, equipment and clothing for adventure sports, everyday objects, adjectives for describing objects); Workbook page 117

#### Warm up

Use the Units 4–6 wordcards to play a game of *Odd One Out*. Choose four flashcards from one vocabulary set, and one wordcard from a different vocabulary set. Stick the wordcards on the board. The students have to say which wordcard does not belong with the others in the group. You can play this game in two teams if you like, showing sets of wordcards to each team in turn. Award one point for each correct answer. The team with the most points wins.

#### Lead in

Discuss fairs with the class. Ask the students Do you ever go to fairs? Do you ever have fairs at your school / in your town? What happens there? What can people do or buy there?

## 1 Listen and read the story. **①** 79

Tell the students to look at the pictures in the story on pages 86–87 in their books. Focus attention on the first picture. Ask some questions to get students thinking about the story. Who can you see? Where are they? What are they wearing? What are they talking about? How do they feel? Go through the rest of the story frames quickly and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away.

Play the recording for the students to follow the words in their books. Ask questions to check comprehension, such as:

Frame 1: What is the invitation for? (The Ace School Spring Fair.)

Frame 2: What is Lily going to do? (She's going to help Miss Sporty to teach skateboarding.)



Frame 3: What is Alex going to do? (He's going to help William make smoothies.)

Frame 4: What is Anna going to do? (She's hoping to help Miss London on the second hand book stall.)

Frame 5: Is Anna going to dress up? (No, she isn't.)

Frame 6: Who has to hold Bongo's lead? (Anna.)

Frame 7: Why does Bongo start to run? (Because he sees a squirrel.)

Frame 8: What were the children doing around the maypole? (A traditional dance.)
Frame 9: Why is Anna breaking the rules?
(Because she isn't wearing a helmet and knee pads.)

Frame 10: Was Anna wearing a wig when she arrived? (No, she wasn't.)

Frame 11: Who is wet and dirty? (Anna.)

Frame 12: Who wins the costume competition? (Anna and Bongo.)

Ask the students if their predictions about the story were correct.

Personalize the story by asking the students to say what they like about fairs, and what other events they enjoy at their school.

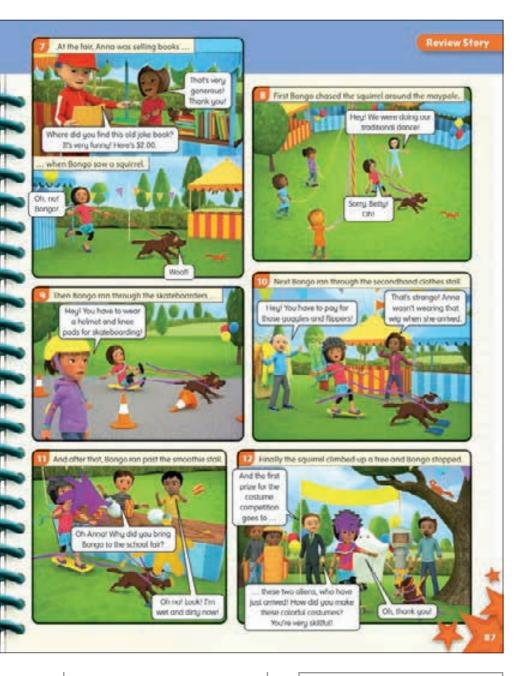
#### **Optional activity**

Focus on the invitation in frame 1 of the story. Ask questions about it, such as: When is the school fair? What can you do there? What are the prizes in the raffle?

Now focus on the recipe for the blueberry smoothie in frame 3. Ask What do you need to make the smoothie? How do you make the smoothie?

Write the words *Invitation* and *Recipe* on the board. Tell the class that you are going to call out words, phrases or sentences, and they have to say whether each one is from the invitation or from the recipe. Confident students can do this with their books closed. Less confident students can look at their books to help them.

Call out the words, phrases and sentences below one at a time. The



students respond by saying invitation or recipe: Ingredients; The Starlight School invites you ...; Raffle; 1 banana; Method; Fancy dress competition; Saturday May 1st; To serve, pour into tall glasses.

If you like, you can play this game in two teams, calling out words, phrases or sentences for each team in turn and awarding one point for each correct response.

#### **Optional activity**

Tell the students to write an invitation to a fair at their school. Tell them to think about what people can do at the fair, what time the fair starts, and what competitions and prizes there are at the fair. The students can use the invitation in the story as a model. Invite students to read out their invitations to the class.

#### **Optional activity**

Play a game of Stand Up If It's True. Say true or false sentences about the story, one at a time, such as The fair is on May 2nd. / Alex and William are going to make smoothies. / Anna is hoping to help Miss London. / Miss London is on the second hand CD stall. / Mom found some old spy novels in the kitchen. / Lily doesn't want to dress up this year. / Anna holds Bongo's leash. / Lily was selling books. / Bongo saw a mouse. / Lily and Bongo won the fancy dress competition.

Ask students to stand up if the sentence you say is true, and to stay sitting if the sentence is false.

#### **Optional activity**

Divide the class into groups to act out the story. Assign each student a role: the narrator, Mrs. Bean, Alex, Anna, Lily, Mr. Bean, the customer at Lily's stall, Betty, Mr. Maxwell, Miss London, Mr. McMaster, The Mayor. The students can work in groups of twelve, with one child playing each role, or smaller groups with each child playing more than one role

Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character and decide how each person should speak and act. If there is time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with their actions and props. Monitor and help where necessary. Groups that finish quickly and do the activity easily can close their books and try to act out the story from memory. Bring one or two groups to the front of the class to act out the story for the rest of the class. The students can vote for the performance they liked best.

#### **Optional activity**

If you have audio or video recording facilities, record the groups performing the story. Play the recordings of the story performances back to the class, and ask the students to say what they thought of each performance.

#### WORKBOOK ANSWERS

- 1 1 True 2 False 3 True 4 True 5 True 6 True
- 2 1 What did Alex decide to make?
  2 What did Miss London ask Alice to bring?
  3 Who did Mr. McMaster invite to the fair?
  4 Why did Bongo stop chasing the squirrel?
- 3 cheerful, dirty, easy, energetic, funny, generous, old, wet, skilful, tall
  Try! Answers will vary.

Further practice / Homework Workbook page 117

# **Unit 7 Vocabulary and** Reading pages 88–89

#### **Lesson objectives**

Identify different adjectives for describing places.

Identify different text types.

Find information in a survival guide. Ask and answer about the kinds of places you like.

Read and understand an extract from

Ask and answer questions about an extract from a diary.

#### Language

#### Adjectives for describing places:

cozy, crowded, dangerous, deserted, freezing, historic, mountainous, noisy, rural, snowy, tropical, urban

Review vocabulary: present simple; present perfect; wide, flat, geography, every day, fly / flew, hear / heard, run / ran

Extra vocabulary: shelter, slope, shovel, entrance, tunnel, promise, helicopter, seal, wolf, guide, expedition, buggy, hare, feeling, blow away, rescue, break down, storm

#### **Materials**

◆ Tracks 80–82; Unit 7 Wordcards Set 1 (adjectives to describe places); a watch or timer; Workbook pages 76-77

#### Warm up

Tell the class that in this unit, they are going to talk about different places. Ask the class to suggest adjectives to describe their town. Brainstorm a list and write the words on the board. Ask students to make sentences about their town using the words on the board.

Ask What homework did Miss London set at the end of the last unit? (Find out about the Arctic.) If you have asked the students to do the homework assignment, invite individual students to stand up and tell the class what they found out about the Arctic. Ask What's the weather like in the Arctic? What animals live there? Ask students to say where they found their information

If you haven't asked the students to do the homework assignment, ask students if they know anything about the Arctic. Ask them what the geography / weather is like there, how they think people live and how people move around.

Hold up the wordcards, one at a time. Say the words for the students to repeat, first chorally, then individually. Stick the wordcards on the board. Explain that we can use these words to talk about places.



#### 1 Match the words with the pictures (1-12). Listen, check and say. **(1)** 80

Ask the students to look at the pictures in Activity 2. Point to each of the pictures and ask students to say which adjective they think each picture represents.

Tell the students to write numbers 1-12 in their notebooks, then write the adjectives next to the correct numbers for each picture.

Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by asking Which picture shows somewhere (noisy)? The students call out the correct number.

#### 2 Look at Text A. Listen and say the adjective. **1**81

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is a page from a photo album, Text B is a survival guide and Text C is an extract from a diary.)

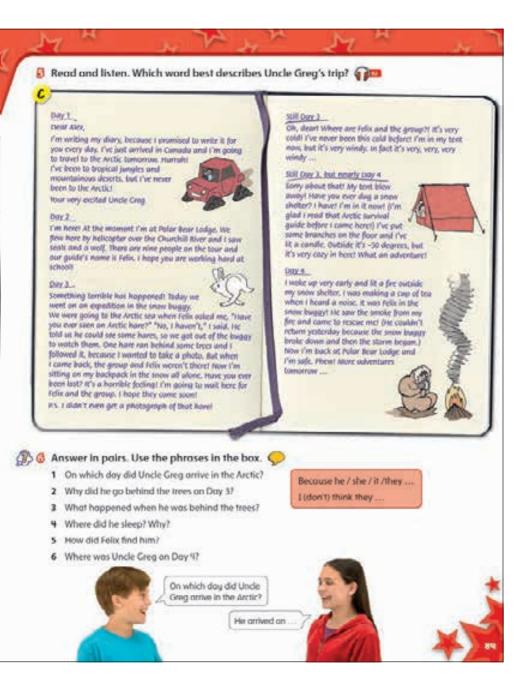
Point to the pictures in the photo album and ask the students to say which places they would like to visit and why.

Tell the students that they are going to hear the beginnings of definitions of some of the adjectives in Activity 1. They must listen and say which adjective completes each definition.

Play the first item on the recording, pause it and ask the students to say the correct adjective. (Crowded.) Repeat for the remaining items on the recording.

#### **Optional activity**

Describe some of the places in the pictures without using the adjectives from Activity 1, such as There are lots of loud sounds in this place. It's very . . . You can use mime to make the meaning of your sentence clear. The students call out the correct adjective and point to the matching picture in the photo album.



## 3 Read Text B and answer.

Ask the students to look at Text B. Read the question with the class. Tell the students that they have one minute to find the answer to the question in Text B.

Use a watch or timer to time one minute for the students to answer the question. If you like, you can have the students race to find the answer.

Invite a pair of students to ask and answer the question for the rest of the class to check their answer.

Ask some more questions about Text B, such as: Where should you make a snow shelter? How much snow do you need? How wide should the roof and walls be? What should you put in the entrance?

#### 4 Ask and answer in pairs.

Focus attention on the sample language in the speech bubbles. Read out the question in the first bubble. Ask a student to read out the answer in the second bubble. Ask the question to students

around the class, encouraging them to answer about the places they like.

Divide the class into pairs and have students ask and answer the question together. Move around the class and monitor the students. Invite confident pairs of students to model exchanges for the class.

#### Optional activity

Ask students what English words they can remember for places (such as city, mountains, beach, jungle). Write their suggestions on the board. Say I like (crowded, urban) places. Where should I go? Encourage the students to choose a place from the board. Confident students can make sentences about the kinds of places they like, and the rest of the class can recommend places for them to go.

#### 5 Read and listen. Which word best describes Uncle Greg's trip? **(1)** 82

Explain that the students are going to hear and read an extract from a diary. Ask the students to look at the diary and say who the writer is (Uncle Greg.) and where he is (In the Arctic.). Ask the students what they think Uncle Greg is doing in the Arctic (having an adventure). Tell the class that they need to read and listen to the diary and decide which word gives the best description of Uncle Greg's trip to the Arctic.

Play the recording for the students to follow the text in their books. Ask students to say what happens to Uncle Greg in the Arctic and which word best describes his trip. (Exciting.)

#### **Additional resources**

The Unit 7 Reading Worksheet can be used at any point from here on.

#### 6 Answer in pairs. Use the phrases in the box. 🖸

Ask the students to read the diary again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Move around the class and check that the students are using the correct grammar structures. Help if necessary by guiding students to the correct parts of the text. Invite some pairs of students to ask and answer questions for the class to observe.

#### WORKBOOK ANSWERS

- 1 1 dangerous 2 freezing 3 snowy 4 deserted 5 noisy
- 2 1 urban 2 crowded 3 tropical
- 4 historic 5 rural
- 3 1 tropical 2 freezing 3 cozy 4 crowded 5 rural 6 deserted 7 historic 8 mountainous
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 True 2 False 3 True 4 True 5 False 6 True
- 6 1 a 2 c 3 a
- 7 1 to 2 see 3 take 4 weren't 5 up 6 went 7 smoke 8 him 9 is
- 8 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 76–77; Unit 7 Reading Worksheet

## Unit 7 Language Focus 1 page 90

#### **Lesson objectives**

Practice using the present perfect. Make present perfect questions. Ask and answer about places you have been.

#### Language

Core language: Vocabulary and Reading Lesson adjectives; present perfect with ever

Review language: past participles (irregular verbs); fly

#### **Materials**

Tracks 82–83: Unit 7 Wordcards Set 1 (adjectives to describe places); page 78

#### Warm up

Put the adjectives to describe places wordcards on the board. Ask the class Which adjective describes (the city / the *jungle / the Arctic)?* Encourage students from around the class to answer.

#### 1 Look at page 89. Read and listen to the story again. Match the sentence halves. 40 82

Ask the students what they can remember about Uncle Greg's trip to the Arctic. Ask questions to prompt the students if necessary, such as How many people were on the trip?

Tell the students that they are going to listen to the diary again. As they listen, they need to match the beginnings of the sentences with the correct endings.

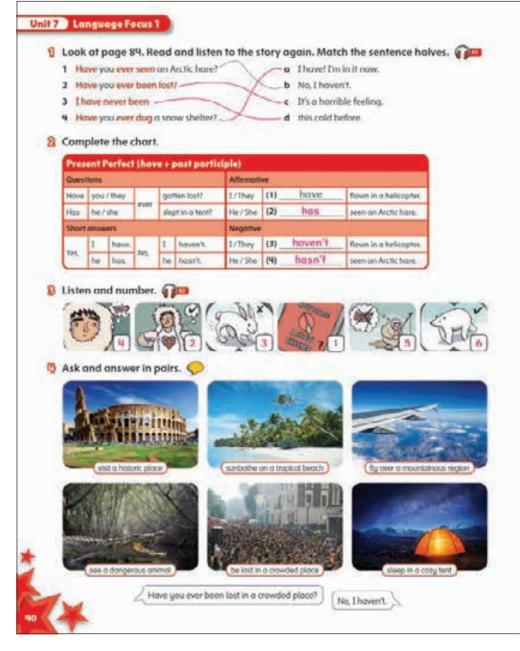
Show the class the example line and allow the class time to read the sentence halves.

#### 2 Complete the chart.

Focus students' attention on the words in red in Activity 1. Tell the class that these are examples of questions in the present perfect with ever.

Focus students' attention on the chart. Copy the questions onto the board. Show the class how we form questions with the present perfect and ever by using Has/ *Have* + *ever* + past participle. Ask questions to students around the class, such as: Have you ever flown in a helicopter? Has your dad ever been to the Arctic?

Show the students the gapped affirmative and negative sentences in the chart. Ask them if they can remember how to form sentences with the present perfect (has(n't) / have(n't) + past participle). Tell the students to complete the chart with the correct form of have. Invite students to read out the completed sentences to the class.



Ask the class to look at the text on page 89 and find more examples of the present perfect.

#### **Additional resources**

The Unit 7 Language Focus 1 Worksheet can be used at any point from here on.

#### 3 Listen and number. **3** 83

Point to the pictures and ask the students to say what they can see. Elicit questions with the present perfect and ever about the pictures, such as Have you ever (been to the UK)?

Tell the class that they are going to hear a question or a sentence about each picture. They need to listen and write the number for each question or sentence next to the correct picture. Play the recording, pausing after each item for the students to write the numbers next to the correct pictures. Check answers by asking What's number (1)? and encouraging students around the class to say the question or sentence for each picture.

#### 4 Ask and answer in pairs.

Point to the pictures and ask students to say what places they can see and what adjectives best describe each place.

Read out the question in the first speech bubble. Ask the students to point to the correct picture.

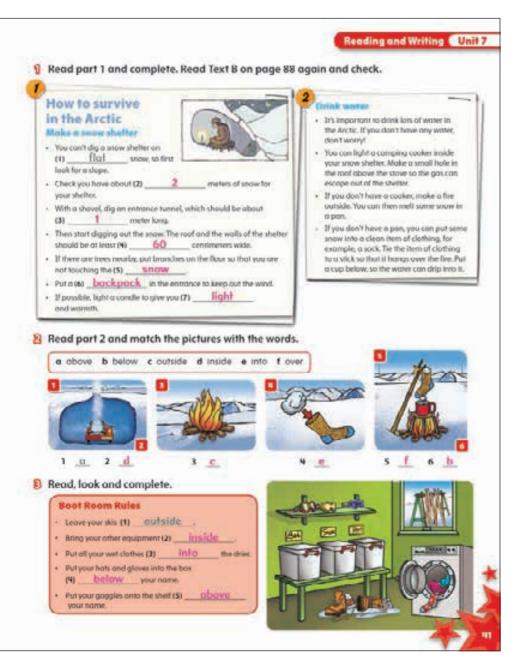
#### WORKBOOK ANSWERS

- 1 1 slept 2 visited 3 flown 4 dug 5 walked
- 2 1 She hasn't visited the Arctic. 2 She has slept in a tent. 3 She has flown in a helicopter. 4 She has walked in the mountains. 5 She hasn't dug a snow shelter.
- 3 1 visited 2 flown 3 played 4 slept 5 made 6 walked Answers will vary.
- 4 1 drawn 2 made 3 taken 4 bought 5 slept 6 dug 7 flown 8 lost

Try! Answers will vary.

#### **Further practice / Homework**

Workbook page 78; Unit 7 Language **Focus 1 Worksheet** 



understanding of the prepositions by giving students two objects (such as a book and a bag) and saying Can you put/hold the book (above/below/inside/ outside / into / over) the bag?

Tell the students to read part 2 and write the letters for the prepositions next to the correct pictures. Check answers by asking students to say sentences about each of the pictures, such as Make a small hole in the roof above the cooker.

#### 3 Read, look and complete.

Focus on the text and tell the class that this is a set of rules for a boot room at a ski resort. The students need to complete the rules with the prepositions in the box. They can look at the picture to see where the different items are to help them complete the rules.

Move around the class as the students work. Help if necessary by asking Where are the (skis)? Check answers by inviting students to read out sentences from the completed rules.

#### WORKBOOK ANSWERS

- 1 A 5 B 4 C 7 D 2 E 3 F 6 **G** 1
- 2 Things which are true: 1, 2, 5
- 3 Answers will vary. Try! Answers will vary.

Further practice / Homework Workbook page 79

# **Unit 7 Reading and** Writing page 91

## Lesson objectives

Read and understand a survival guide. Use prepositions to express the positions of objects.

#### Language

Core language: Vocabulary and Reading Lesson adjectives to describe places; prepositions of place (above, below, outside, inside, into, out of)

**Review:** goggles, wide, clean Extra: gas, escape, melt, stick, drip

#### **Materials**

Workbook page 79

#### 1 Read part 1 and complete. Read Text B on page 88 again and check.

Ask the children what they can remember about the survival guide in the Vocabulary and Reading Lesson. Ask What was it about? How can you make a snow shelter? Ask the students to open their Student Books to page 91. Point to part 1 and tell the class that this is the same survival guide as the one on page 88. Ask the students to complete the text from memory. They can then turn to page 88 and check their answers. Invite students to read out sentences from the completed survival guide.

#### 2 Read part 2 and match the pictures with the words.

Focus attention on part 2 of the text. Explain that this is more of the same survival guide, and tells us about how you can make drinking water in the Arctic. Ask How do you make water in the Arctic? Tell the students to read part 2 and find out whether their guesses were correct. Focus on the pictures and ask the students to say what they see. Read out the prepositions in the box and tell the class that these prepositions all appear in part 2 of the survival guide. Check students'

## **Unit 7 Vocabulary and** Listening pages 92–93

#### **Lesson objectives**

Identify different phrasal verbs.

Listen and extract information from

Retell a story.

#### Language

Core: look forward to, get on, get off, set off, get on with, run out of, fall out with, look after, put up, make up, put out,

**Review:** *There are* . . . , *It's* . . . , *They're* . . . , wood, forest

#### **Materials**

Tracks 84–86; DVD Unit 7 Song; Unit 7 Wordcards Set 2 (phrasal verbs); Workbook pages 80-81

#### Warm up

Tell the class I've just come back from a great adventure! Ask the students to ask questions using the vocabulary from Vocabulary and Reading Lesson to find out where you went and what you did, such as Did you go somewhere crowded? Did you do anything dangerous?

Ask the class what they can remember about Uncle Greg's adventure from the Vocabulary and Reading Lesson. Ask the students to help you retell the story. You can play a chain game around the class if you like. Say a sentence to begin the story, such as Uncle Greg flew to Polar Bear Lodge in a helicopter. Encourage the students to say the next sentences in the story.

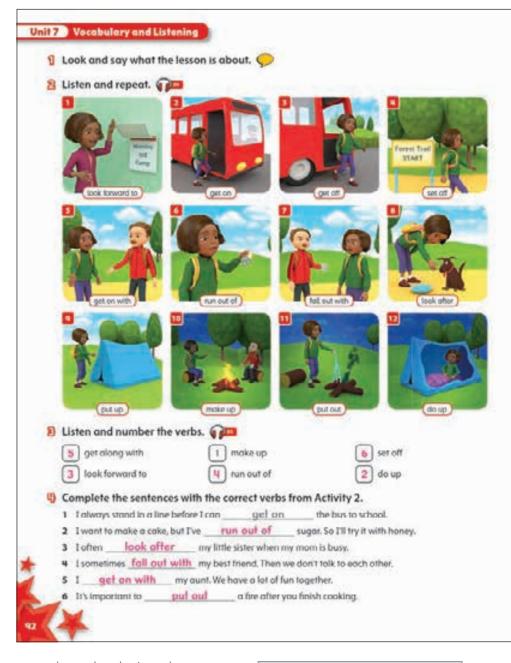
### 1 Look and say what the lesson is about. 🔾

Tell the students to open their books and look at the pictures on pages 92 and 93. Ask students around the class to say what they think the lesson is going to be about. Listen to all their suggestions, but don't confirm their answers at this stage.

#### 2 Listen and repeat. **3**84

Establish that this lesson is about Miss London's camping trip. The pictures and the verbs tell the story. Tell the students that you are going to play a recording of some new phrasal verbs that we can use to tell the story. Play the recording for the students to listen and repeat the words, pointing at the pictures in their books as they do so. Play the recording again for the students to listen and repeat the words, first chorally, then individually.

Hold up the phrasal verbs wordcards one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students



to say the words and point to the correct pictures in Activity 2.

Ask students around the class to make sentences using some of the phrasal verbs, such as I'm looking forward to my summer vacation.

#### 3 Listen and number the verbs. **3** 85

Tell the students that they are going to hear recordings that match some of the verbs from Activity 2. They must listen and number the verbs that match the recordings they hear. Play the recording, pausing after the first item and asking the students to say the matching verb. (Look forward to.) Tell the students to write a number 1 in the box next to the matching verb. Play the rest of the recording for the students to number the verbs which match the dialogues. Check answers by asking What's number (1)?

#### **Optional activity**

Hold up some of the phrasal verbs wordcards one at a time. Invite students from around the class to mime or act out the verbs.

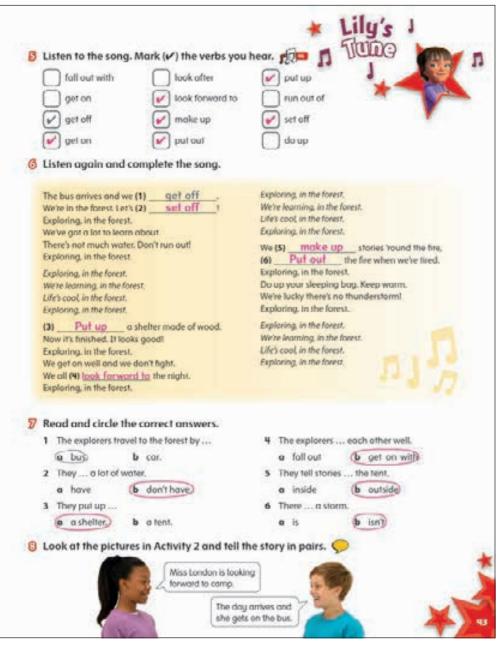
#### 4 Complete the sentences with the correct verbs from Activity 2.

Focus students' attention on the sentences and tell them that they can complete the gaps with verbs from Activity 2. Read out the first sentence with the example and ask students to point to the correct picture in Activity 2.

Students work on their own to complete the sentences, then compare their answers with a partner. Check answers by inviting students to read out their completed sentences to the class.

#### 5 Listen to the song. Mark ( ) the verbs you hear. **10** 86

Ask the students to read out the verbs. Tell the class that they will hear some of these



verbs in the song, but not all of them. Play the audio or DVD version of the song for the students to listen and mark the verbs they hear. Ask students to tell you which verbs they heard.

#### 6 Listen again and complete the song.

Direct students' attention to the song lyrics and show them the writing lines. Explain that some verbs from Activity 2 are missing from the song. Tell the students to listen to the song again and write the missing verbs to complete the lyrics. Play the recording, pausing if necessary to give students time to write the missing words. Invite students to read out lines from the completed song. Ask the students to say what the song is about.

Play the recording again for the students to sing along. Encourage students to think of actions for each of the verbs in the song, then sing the song again with the actions

#### 7 Read and circle the correct answers.

Ask How do the explorers travel to the forest? Ask the students to read the lyrics in Activity 6 and find the answer. (Bv bus.) Focus students' attention on the first sentence and answer options in Activity 7. Tell the students to circle the correct answer option to complete the sentence.

Tell the class that they will find the information they need to complete the remaining sentences in the song lyrics. Move around the class while the students complete the activity on their own. Help if necessary by asking questions (such as Do they have a lot of water?) and guiding students to the correct sections of the song to find the answers. Invite students to read out the completed sentences.

#### 8 Look at the pictures in Activity 2 and tell the story in pairs.

Read out the sample speech in the first speech bubble and ask the students to point to the correct picture in Activity 2. Repeat for the second speech bubble.

Explain that the children are telling the story of Miss London's camping trip, using the pictures and the verbs in Activity 2. Tell the students to work in pairs to tell the story.

Move around the class and observe the students as they tell the story in pairs. Help if necessary by pointing to pictures in Activity 2 and asking What's happening in this picture? / What's Miss London doing? Invite confident students to tell the story to the class.

#### **Optional activity**

Ask the students to imagine that they went on the camping trip. They work with their partners to make up a story using the pictures and verbs in Activity 2 to help them. They can add their own ideas if they like.

Students practice talking about their camping trip in pairs. Invite confident students to tell the class about their camping trip.

#### WORKBOOK ANSWERS

- 1 1 look forward to 2 get on 3 get off 4 set off 5 get on with 6 run out of
- 2 1 fall out with 2 look after 3 put uр 4 make up 5 put out 6 zip
- 3 1 look after 2 set off 3 make up 4 look forward to 5 get on with, fall out with

Try! Answers will vary.

- 4 1 get off 2 set off 3 run out 4 Put up 5 get on 6 look forward to 7 make up 8 Put out 9 Do up
- 5 1 set off 2 run out 3 look after 4 get on 5 put out
- 6 Answers will vary. Try! Answers will vary.

Further practice / Homework Workbook pages 80-81

# Unit 7 Language

Focus 2 page 94

#### **Lesson objectives**

Learn about space vacations in the future.

Read and understand an article about space vacations.

Practice using will and won't to talk about future facts.

Correct false sentences.

#### Language

Core vocabulary: phrasal verbs; will/won't

Review: fly, wear

**Extra:** medical check, spaceport, astronaut, passenger, pilot, countdown, switch off, engine, zero gravity

#### **Materials**

Track 87; Workbook page 82

#### Warm up

Discuss space exploration with the class. Can the students name any astronauts or tell you about a famous space mission? Ask the students what books they have read or what films they have seen about space.

# 1 Look at the pictures and say what you think about space vacations in the future.

Ask the students to look at the photos and say what they can see. Ask the students what they know about space vacations in the future. Ask students if they know when people will go on space vacations, how people will travel, what they will see / do / wear. Take all suggestions.

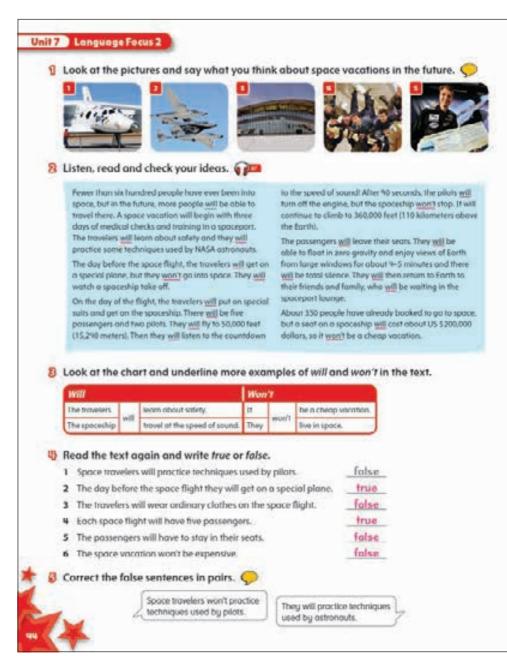
# 2 Listen, read and check your ideas. **3** 87

Play the recording while the students follow the text in their books. Ask the students whether their ideas about space vacations were correct. Ask them what information they learned from the text and whether they want to go on a space vacation in the future.

# 3 Look at the chart and underline more examples of *will* and *won't* in the text.

Focus on the grammar chart. Tell the class that we use will and won't to talk about future facts or things we feel are very certain in the future. We use will to talk about things that we think are going to happen in the future and we use won't to talk about things that we think are not going to happen in the future.

Ask the students to look at the grammar chart and memorize the sentences. The



students then look at the text in Activity 2 again and find more examples of *will* and *won't*.

# 4 Read the text again and write true or false.

Show the class the first sentence in Activity 4. Ask the students to say whether the sentence is true or false. (False.) Show the class the example answer. Ask the students to say why the sentence is false. (Because space travelers will practice techniques used by astronauts, not pilots.) Tell the students to read the remaining sentences, look at the text in Activity 2 and decide whether each sentence is true or false. Read out the sentences and ask students to call out true or false.

#### **Additional resources**

The Unit 7 Language Focus 2 Worksheet can be used at any point from here on.

# 5 Correct the false sentences in pairs. •

Read out the example speech in the speech bubbles. Explain that the students

need to work in pairs. The first student should make the false sentence negative (using won't instead of will). The second student should say a correct affirmative sentence (using will). Model the activity with the class, then divide the class into pairs

## WORKBOOK ANSWERS

- 1 1 will 2 won't 3 will 4 won't
- 2 1 On Friday, we will go to the Science Museum.
  2 We will set off from school at 8:30 am.
  3 I will give out the worksheets on the bus.
  4 You will be in the museum for three hours.
  5 You won't be able to eat lunch inside the museum.
  6 We will go back to school after the trip.
- 3 1 On Monday, you will go to the Transport Museum.
  2 You will set off at nine o'clock.
  3 You will meet outside the school.
  4 You won't be able to eat lunch on the bus.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 82; Unit 7 Language Focus 2 Worksheet



# **Unit 7 Listening and** Speaking page 95

## **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: listen for sentence stress and weak forms.

Ask and answer questions about your vacation preferences.

#### Language

Core vocabulary: Vocabulary and Reading Lesson adjectives to describe places, will / won't

Review: I like ..., I prefer ..., skiing

#### **Materials**

Tracks 88–89; Workbook pages 83, 125

### 1 Look at the vacation pictures in pairs. Which one do you want to go on? Why?

Ask the students to look at the pictures and say what kind of vacation each picture shows. Ask students to say which vacation they want to go on.

Ask students around the class to tell you about their last vacation. Ask Where did you go/stay? What did you do?

#### 2 Listen to the dialogue and underline. **1** 88

Tell the class that they are going to listen to Alex, Lily and Anna talking with Mr. Bean about vacations.

Play the conversation, pausing after the first line and asking the students which of the three answer options completes the first sentence. (C.) Tell the students to draw a line under the correct sentence. Play the rest of the recording for the students to underline the correct answer options. Ask students around the class to read out the completed sentences. Write sentences 2

and 3 on the board. Underline the word best in sentence 2 and the word prefers in sentence 3. Explain that we can use these words to talk about our favorite activities. Ask students Do you like (cycling) or (diving)? Encourage the students to say I like (cycling) best. / I prefer (diving).

## 3 Complete the sentences from the dialogue. Then listen again and

Focus on the sentences in Activity 3 and tell the class that these are all sentences from the recording in Activity 2. Tell the class that they are going to hear the conversation again, and this time they need to complete the sentences with the missing words. Play the recording, pausing if necessary for the students to write the missing words. Invite students to read out the completed sentences.

#### 4 Look, listen and repeat. **3** 89

Tell the students to look at the sentences in the Perfect Pronunciation box. Play the recording for the students to listen to the way that the sentences are stressed.

Play the recording again for the students to repeat the sentences.

#### **Additional resources**

The Unit 7 Functions Worksheet can be used at any point from here on.

#### 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 125 🔘

Read out the speech bubbles. Tell the students that they are going to take turns to play the role of travel agent and find the best vacation for their partner.

Divide the class into pairs. Students turn to page 125 of their Workbooks and look at the pairwork cards. They circle the words that show their vacation preferences, and complete the questions to ask their partner. They then take turns to ask each other about their perfect vacation. Model the activity with the class, then let students work in pairs. Make sure students pronounce sentences with the correct stress. Invite some pairs to act out dialogues for the class.

#### WORKBOOK ANSWERS

- 4 Answers will vary.
- 5 Top down: 2, 7, 3, 5, 4, 6, 1
- 6 Example: with

1 of 2 to 3 in 4 ever 5 to 6 never 7 off 8 was 9 will 10 when

Try! Answers will vary.

## Further practice / Homework

Workbook page 83; Unit 7 Functions Worksheet

## Unit 7 CLIL page 96



### **Lesson objectives**

Learn about latitude.

Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

Core language: Equator, North Pole, South Pole, latitude, angle

#### **Materials**



#### Warm up

Write the heading Earth on the board. Ask students to tell you what they know about the Earth. Ask How many continents are there? What's the hottest point on Earth? What's the coldest point on Earth? Encourage as many students as possible to share facts with the class.

#### 1 Listen and read along. Match the questions with the pictures. **3** 90

Ask the class to look at the pictures in Activity 1 and say what they can see. (The Earth / a globe and a map of the world.) Ask the class if they recognize any of the countries on the globe / map.

Tell the class that they are going to listen to and read some information about latitude. They will find out what latitude is and why it is important. Show the class the questions in the text. Tell the students to listen and read the text, then write the numbers for the questions in the boxes for the correct pictures.

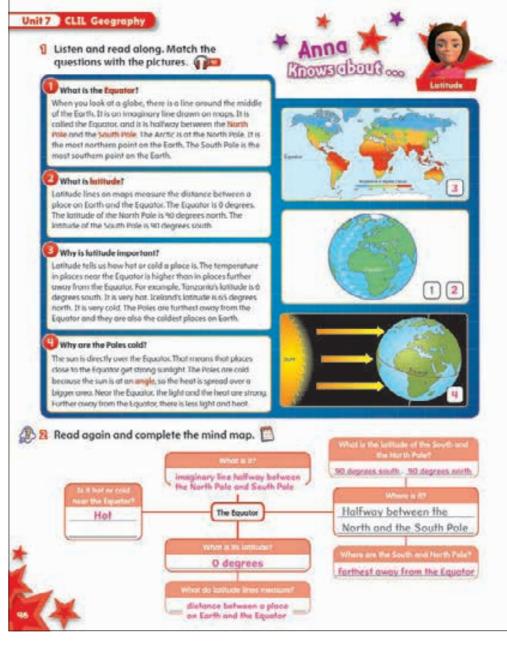
Play the recording for the students to listen and follow the text in their books. Ask questions to check comprehension, such as What is the Equator? Where is the Equator? What does latitude tell us?

Allow the students time to number the pictures, then ask students around the class to show the class the pictures and read out the matching questions.

#### 2 Read again and complete the mind map.

Focus students' attention on the mind map in Activity 2. Explain that this mind map will help us to organize the information from the text in Activity 1. Tell the students to copy the mind map into their notebooks and to leave enough space to write in each section.

Tell the students to read the text in Activity 1 again and find the information to complete the mind map. Students can then work in pairs to complete the mind map. Ask the questions from the mind map and have students use their mind maps to answer. Invite students to use the



information in their mind maps to tell the class about the Equator.

#### **Project connection**

You can do Stage 1 of the project on page 98 at any point from here on.

#### **Optional activity**

The Unit 7 Starlight English Video on the Level 5 DVD shows students some information about space vacations. There is also a Starlight English Video Worksheet.

Play the video. Pause at various points to check understanding by asking comprehension questions, such as: How many people have been to space? Why do astronauts spend years training? How high will the spaceship fly? What will space tourists do?

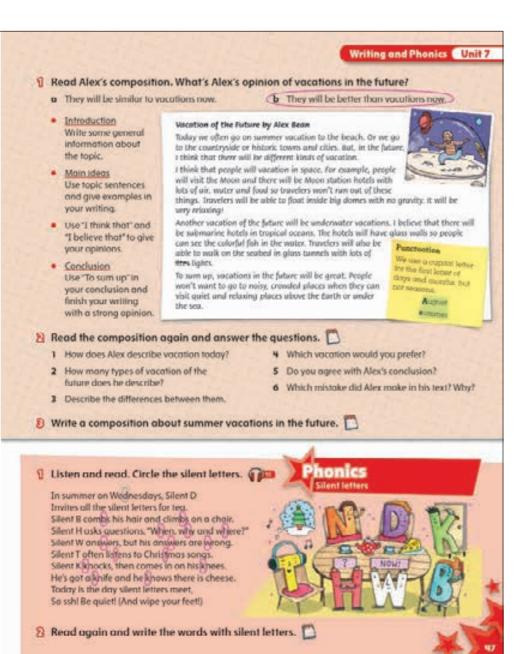
#### WORKBOOK ANSWERS

- 1 1 b 2 a 3 d 4 c
- 2 For Mexico:
  - 1 False 2 False 3 False 4 True
  - 5 True

Try! Mexico: 8:00 am

#### Further practice / Homework

Workbook page 84; Unit 7 Starlight English Video; Unit 7 Starlight English Video Worksheet



# Unit 7 Writing and Phonics (page 97)

## **Lesson objectives**

Identify the features of a composition. Understand the use of a capital letter for the first letter of days and months.

Write a composition about summer vacations in the future.

Identify silent letters in words.

#### Language

Core: Vocabulary and Reading Lesson adjectives to describe places; will/won't; Vocabulary and Reading 2 Lesson phrasal verbs

Review: ocean

**Extra:** dome, submarine, sea bed, sum up

#### **Materials**

Track 91; Workbook page 85

#### Warm up

Discuss vacations with the class. Ask individual students *What's your dream vacation? Imagine you are going on your dream vacation. Where will you go? Where will you stay? What will you see / do?* 

# 1 Read Alex's composition. What's Alex's opinion of vacations in the future?

Read out the question and ask students to read out the two answer options. Ask the students what they think about vacations in the future.

Tell the students to read the text quickly and decide what Alex's opinion of vacations in the future is.

# 2 Read the composition again and answer the questions.

Ask the students to read the six questions in their Student Books, find the answers in the text and write the answers in their notebooks.

Check answers by inviting pairs of students to ask and answer the questions for the class.

# 3 Write a composition about summer vacations in the future.

Tell the students that they are going to write a composition about summer vacations in the future. Focus attention on the writing notes on the left of the composition in Activity 1. Go through these notes with the class.

Focus the students' attention on the Punctuation box. Read out the note and then write a few words for days, months and seasons on the board in lower case. Ask the students which words should have capital letters for their first letters.

Tell the students to think about different kinds of vacations in the future, where people will stay and how people will travel. They can make notes in a mind map to help them to organize their ideas.

Students then use their notes to write their compositions in their notebooks. Tell the students to use the writing tips to help them. Invite students to read their descriptions to the class.

#### **Phonics**

# 1 Listen and read. Circle the silent letters. ① 91

Ask the students to look at the pictures around the poem and tell you what they can see. Tell the students to listen and find all the words with silent letters in the poem. Play the poem for the students to listen, follow the words in their books and circle the silent letters. Play the poem a second time if necessary.

# 2 Read again and write the words with silent letters.

Play the poem for the students to listen and read again. The students write the words with silent letters in their notebooks. Ask students to compare their lists with a partner, then read their lists to the class. Ask the students if they can think of any other words with silent letters (such as thumb Wednesday, knit, design, scissors).

#### WORKBOOK ANSWERS

1 1 1 2 t 3 h 4 w 5 s 6 h 7 n 8 b

2 A 3 B 2 C 4 D 1

- 3 I think (that), I don't know, I believe Answers will vary.
- 4 1 science 2 answer 3 where 4 know 5 signs
- 5 Answers will vary.

  Try! Answers will vary.

Further practice / Homework Workbook page 85

# Unit 7 Project and Value page 98

#### **Lesson objectives**

Understand the importance of being careful in the sun.

Understand how to make a world temperature thermometer.

Make a world temperature thermometer and talk about it.

#### **Value**

Be careful in the sun. Don't get sunburn!

#### **Materials**

Poster paper; rolls of different-colored cardboard; colored pens; Unit 7 Stickers; Workbook page 86

#### Warm up

Show the class a globe or world map. Ask the students to find the Equator. Ask the class to think about which countries are the hottest and which are the coldest. Allow the students time to discuss their ideas.

#### Value: Read and stick

Ask students to open their Student Books to page 98 and find Alex's Value at the top. Read the value aloud while students follow along. Ask students to say why it is important to be careful in the sun (Because the sun can burn our skin and damage our eyes.) and how we can be careful in the sun (By wearing sunscreen, sunglasses, sunhats and keeping our skin covered on hot days.). Tell students to take out their stickers sheet and find the sticker for Alex's Value. Students stick the sticker in the space in their Student Books.

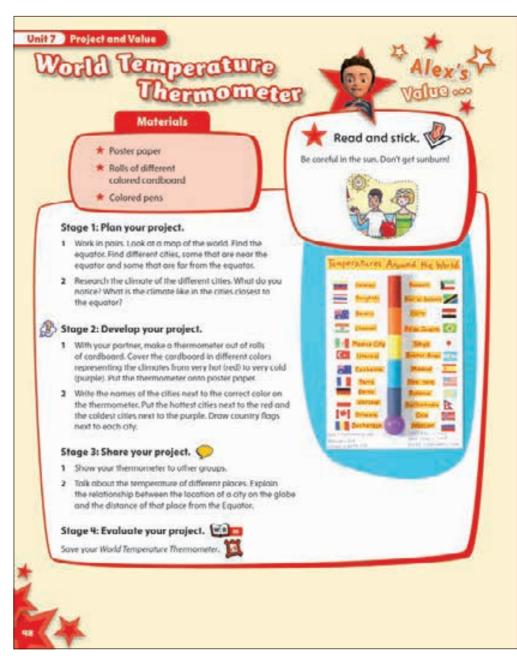
## World Temperature Thermometer

## Stage 1: Plan your project.

Divide the class into pairs. Explain to them that they are going to make a world temperature thermometer, but first they need to find out about the temperature in cities around the world.

Hand out sheets of paper to each pair. Have the students look at globes or world maps and make lists of cities that are near the equator and a list of cities that are far from the equator.

The students can then go online or look in reference books to find out what the climate / average temperature is in each of the cities on their lists. Tell the students to make a note of the climate next to each city on their lists and to think about which cities are hottest and where the hottest cities are.



#### Stage 2: Develop your project.

Hand out project materials to the students. Show the class how to make a thermometer by wrapping colored paper around cardboard tubes, then gluing the thermometer onto a sheet of poster paper.

The students work in their pairs to make their world temperature thermometers. They follow the instructions in the Student Book and look at the picture of the finished thermometer to help them.

### Stage 3: Share your project. •

Have the students display their thermometers on their desks. Divide the class so that one student from each pair is standing by their thermometer to tell other students about it and the other students are moving around the class, looking at the thermometers and asking questions about them. Model questions for the class, such as *What cities did you find out about?* Swap roles so that all students get a chance to ask about other thermometers and to present their own.

#### Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 86 of their Workbooks.

#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

## WORKBOOK ANSWERS

- She won't get sunburn because she's putting on sun protection.
   He will get sunburn because he isn't covering his arms and legs or wearing a hat.
   He won't get sunburn because he's sitting under an umbrella.
- 2 Answers will vary.Try! Answers will vary.

Further practice / Homework Workbook page 86



## Unit 7 Review page 99



## **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

#### Language

Vocabulary and Reading Lesson adjectives to describe places; Vocabulary and Listening Lesson phrasal verbs; present perfect; will/ won't

#### **Materials**

Unit 7 Grammar and Everyday Language Poster; photos of different places (see Warm up); Workbook page 87

#### Warm up

Use the Unit 7 Grammar and Everyday Language Poster to review adjectives to describe places. Point to the pictures and ask the students to say the adjectives. Show the class some photos of different places. Ask students around the class to describe the places using the adjectives.

#### 1 Look and write questions.

Use the poster to review present perfect questions. Ask students Have you ever (ridden a horse / been to the Arctic / flown in a plane)? Ask the students to name the activities in the pictures in Activity 1. Show the class the example question. Have students write questions about the remaining activities, then invite pairs of students to ask and answer the questions for the class to check their answers.

#### 2 Look and complete the sentences.

Use the Unit 7 poster to review will/won't. Ask students Where will you live in the future? What job will you do?

Ask the students to look at the pictures in Activity 2 and say what they can see and

what the people are doing. Read out the example sentence. Students complete the remaining sentences using will/won't and the ideas in the pictures. Invite students to read out their sentences.

#### 3 Read and complete the text. Use the correct phrasal verb.

Use the poster to review the phrasal verbs from the Vocabulary and Reading 2 Lesson. Ask the students what they can remember about Miss London's camping trip.

Show the class the text in Activity 3. Tell the class that this is a report about a school camping trip. Read out the first sentence and show the class the example. The students complete the text by writing the correct phrasal verb in each gap. Invite students to read out sentences from the completed text.

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment that Miss London has set Alex, Anna and Lily's class on page 83 of the Student Book: Cool Cooking homework: Find out about food from another country. Ask Have you ever eaten food from another country? What did you eat? If you like, you can ask the students to find out about food from another country for homework. You can assign countries to students, or allow students to choose a country. They can find information online or in a library.

#### **Additional resources**

The Unit 7 Test can be given now.

#### WORKBOOK ANSWERS

- 1 1 with 2 to 3 up 4 out 5 after 6 on 7 off 8 of
- 2 1 I have never been to Spain. 2 I have never played hockey. 3 I have visited the Science Museum hundreds of times. 4 I have slept in a tent twice this year. 5 I have never flown in a helicopter.
- 3 1 There will be hockey club on Wednesdays at four o'clock. 2 There will be badminton club on Fridays at four o'clock. 3 There won't be drama club on Thursdays at half past three. 4 There will be music club on Mondays at half past four. 5 There will be survival club on Tuesdays at half past four. 6 There won't be swimming club on Fridays at half past three.

Try! Answers will vary.

Further practice / Homework Workbook page 87

# **Unit 8 Vocabulary and** Reading pages 100–101

#### **Lesson objectives**

Identify different kinds of food.

Identify different text types.

Find information in a recipe.

Ask and answer about how often you eat different kinds of food.

Read and understand a story in the form of a cartoon story and a news

Ask and answer questions about a

#### Language

Foods: bean sprouts, brown sugar, chilies, cucumber, garlic, lime, noodles, oil, peanuts, pepper, shrimp, spring onions

**Review vocabulary:** How often do you eat ...? I often / sometimes / never / always eat cucumber. past simple, present simple, tablespoon, fat, find/ found, flour, run

Extra vocabulary: clove, liter, bunch, each, whole, bulb, millet, burst, banks

#### **Materials**

Tracks 92–94; Unit 8 Wordcards Set 1 (foods); a watch or timer; Workbook pages 88-89

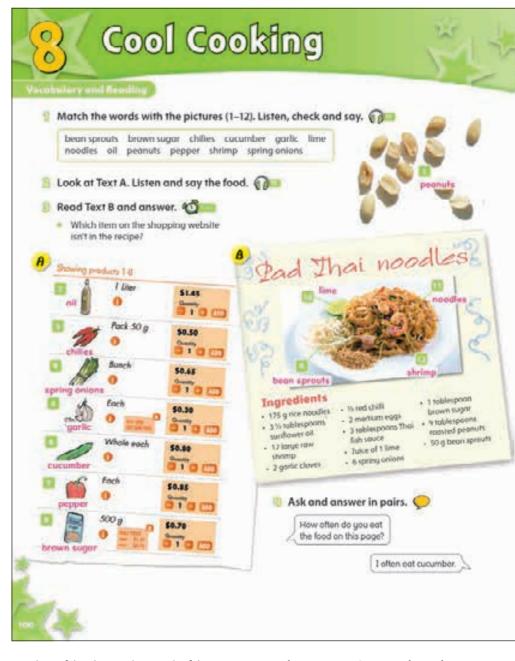
#### Warm up

Ask the class to say all the English words they know for food. Write their answers on the board. Ask students around the class to say what their favorite foods are and which other foods they like / don't like. Ask the students to say which of the foods on the board are good for you and how often they eat these foods.

Tell the class that they are going to learn about some more foods in this unit. Ask What homework did Miss London set at the end of the last unit? (Find out about food from another country.) If you have asked the students to do the homework assignment, invite individual students to stand up and tell the class which foods they found out about and what they know about these foods. Ask What country is this food from? Is it sweet or savory? When do people eat this food?

If you haven't asked the students to do the homework assignment, ask students what foods they can think of from Italy / China / the USA / India. Ask students if they have ever tried any of these foods and if they liked them.

Hold up the foods wordcards one at a time. Say the words for the students to repeat, first chorally, then individually. Stick the wordcards on the board. Ask the



students if they know where each of these foods comes from.

### 1 Match the words with the pictures (1-12). Listen, check and **say. 1** 92

Ask the students to look at the pictures in Activity 2. Point to each of the pictures and ask students to name the foods.

Tell the students to write numbers 1–12 in their notebooks, then write the food words next to the correct numbers for each picture.

Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by asking What number is / are the (oil / peanuts)? The students call out the correct number.

## 2 Look at Text A. Listen and say the **food. 1** 93

Focus attention on Texts A, B, C and D. Ask the students to say what type of text each one is. (Text A is a page from a shopping website, Text B is a recipe, Text C is a cartoon story and Text D is a story from a newspaper.) Point to the pictures on the shopping website page and ask the students to say how much each item is and how much of each item you get for that price. Explain some of the quantities if necessary, such as A bulb of garlic is the whole item, and inside the bulb there are lots of cloves.

Tell the students that they are going to hear descriptions of some of the foods on the shopping website. They must listen and say which food matches each description.

Play the first item on the recording. Pause the recording and ask the students to say the correct food word. (Garlic.) Repeat for the remaining items on the recording.



#### **Optional activity**

Ask the students to work in pairs. They take turns to ask and answer questions about the prices of the foods, such as *How much are the spring onions?* (A bunch costs 65 cents.)

#### 3 Read Text B and answer.

Ask the students to look at Text B. Read the question with the class. Tell the students that they have one minute to find the answer to the question in Text B.

Use a watch or timer to time one minute for the students to answer the question. If you like, you can have the students race to find the answer.

Invite a pair of students to ask and answer the question for the rest of the class to check their answer.

Ask some more questions about Text B, such as How much (oil) / How many (shrimp) do you need to make the dish?

#### 4 Ask and answer in pairs. •

Focus attention on the sample language in the speech bubbles. Read out the question in the first bubble. Ask a student to read out the answer in the second bubble. Ask the question to students around the class, encouraging them to answer about different foods on the page. Divide the class into pairs and have students ask and answer the question together. Move around the class and monitor the students. Invite confident pairs of students to model exchanges for the class

# 5 Read and listen. Which text is fact and which is fiction? **1** 94

Tell the students that they are going to hear and read a story about one of the foods from the previous lesson. Focus on the cartoon story and ask some questions, such as: What food is the story about? (Noodles.) Where does the story take place? (China.)

Focus on the cartoon story and the news story. Read the question with the class. Explain that the two texts both relate to the same story. One is fact and the other is fiction. The students must read and listen to find out which is which.

Play the recording for the students to follow the texts in their books. Ask students to say which text is fact (*The news story.*) and which is fiction (*The cartoon story.*). Ask students to say how the two stories are linked. (*The cartoon story explains why the noodles were there.*)

#### **Additional resources**

The Unit 8 Reading Worksheet can be used at any point from here on.

# 6 Answer in pairs. Use the phrases in the box. •

Ask the students to read the cartoon story and the news story again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Remind the students to answer using the same tenses as the questions. Move around the class and check that the students are using the correct grammar structures. Help if necessary by guiding students to the correct parts of the texts to find the answers. Invite some pairs of students to ask and answer questions for the class to observe.

#### WORKBOOK ANSWERS

- 1 1 lime 2 peanuts 3 spring onions 4 chili 5 shrimp 6 garlic7 brown sugar 8 bean sprouts
- 9 oil 10 cucumber 11 pepper
- 2 1 Chilies 2 Shrimp 3 Oil 4 lime
  5 pepper 6 Noodles 7 Spring onions 8 Brown sugar
- 3 Answers will vary.

Try! Answers will vary.

- 4 Top down: 6, 5, 4, 3, 2, 7, 8, 1
- 5 1 b 2 a 3 c 4 a
- 6 1 ago 2 with 3 to 4 of 5 was 6 and 7 so 8 later 9 the
- 7 Answers will vary.

Try! Answers will vary.

#### **Further practice / Homework**

Workbook pages 88–89; Unit 8 Reading Worksheet

# Unit 8 Language Focus 1 page 102

#### **Lesson objectives**

Practice making sentences with too much/too many/enough.

Ask and answer about how much food people have.

#### Language

Core language: Vocabulary and Reading Lesson food words; too much / too many / enough

**Review language:** *millet, China, fat, burst, banks* 

#### **Materials**

Tracks 94–95; Unit 8 Wordcards Set 1 (foods); Workbook page 90

#### Warm up

Ask the students what they can remember about the story in the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as *Where did Li live?* 

# 1 Look at page 101. Read and listen to the story again. Match the sentence halves. ② 94

Tell the students that they are going to listen to the story again. As they listen, they need to match the beginnings of the sentences with the correct endings.

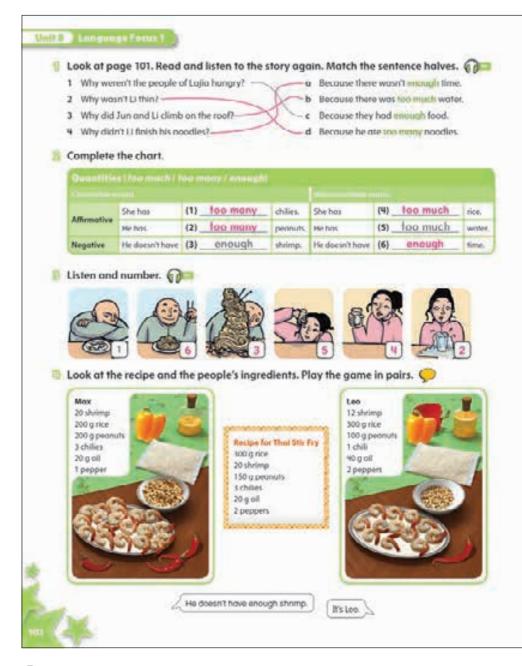
Show the class the example line and allow the class time to read the sentence halves.

## 2 Complete the chart.

Focus students' attention on the words in green in Activity 1. Tell the class that we use too much and too many to show that we have more of something than we need, and we use enough to show that we have the amount we need. Explain that we use too many with countable nouns and too much with noncountable nouns. We use enough for countable and noncountable nouns.

Write the headings *Countable* and *Noncountable* on the board. Give the foods wordcards to individual students. Ask them to come to the board and put the words under the correct headings. Ask students to suggest more food words for each heading.

Direct students' attention to the chart. Focus on the sentences in the first column. Ask Are the sentences about countable or noncountable nouns? (Countable nouns.) Focus on the sentences in the second column. Ask Are the sentences about countable or noncountable nouns? (Noncountable nouns.) The students complete the chart with the correct phrases.



#### Additional resources

The Unit 8 Language Focus 1 Worksheet can be used at any point from here on.

#### 3 Listen and number. **1** 95

Point to the pictures and ask the students to say what they can see. Tell the class that they are going to hear a sentence about each picture. They need to listen and write the number for each sentence next to the correct picture. Ask students to make sentences about the pictures using too many/too much/enough.

# 4 Look at the recipe and the people's ingredients. Play the game in pairs.

Point to the pictures and ask students to say what foods they can see and how much / many there is / are of each food. Explain that Leo and Max want to make Thai stir-fry. The students need to read the recipe, look at the pictures and the lists of foods for each person and decide whether Leo and Max have enough / too many / too much of each ingredient.

Read out the speech bubbles and model a few more exchanges with the class.

The students play the game in pairs.

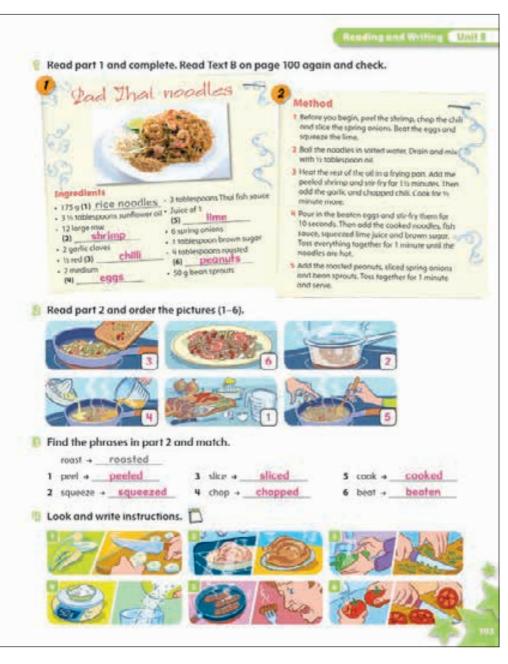
## WORKBOOK ANSWERS

- 1 1 has 2 has 3 has 4 has 5 doesn't have
- 2 1 She has too much rice.
  2 She has too many potatoes.
  3 She has too much salt.
  4 She has enough peppers.
  5 She has enough green beans.
- 3 1 She drinks enough milk. 2 She doesn't drink enough water. 3 He eats too many sweets. 4 He drinks too much cola. 5 She doesn't eat enough fruit. 6 He eats too much chocolate.
- 4 1 How many bottles of oil does she have? 2 How much chicken does she have? 3 How many potatoes does she have? 4 How much rice does she have?

Try! Answers will vary.

## Further practice / Homework

Workbook page 90; Unit 8 Language Focus 1 Worksheet



# **Unit 8 Reading and** Writing page 103

## **Lesson objectives**

Read and understand a recipe. Make adjectives from verbs. Write cooking instructions.

#### Language

Core language: Vocabulary and Reading Lesson food words; adjectives from verbs (roasted, peeled, squeezed, sliced, chopped, cooked, beaten)

Review: add, boil, chop, toss, drain, mix, heat, serve, peel, slice, beat, squeeze, pour, tablespoon

Extra: ingredients, method

#### **Materials**

Workbook page 91

#### 1 Read part 1 and complete. Read Text B on page 100 again and check.

Ask the students what they remember about the recipe in the Vocabulary and Reading Lesson. Ask What was the recipe for? What ingredients do you need to make

Ask the students to open their Student Books to page 103. Point to part 1 and tell the class that this is the same recipe as the one on page 100. Ask the students to complete the text from memory. They can then turn to page 100 and check their answers. Invite students to read out sentences from the completed recipe.

#### 2 Read part 2 and order the pictures (1-6).

Focus attention on part 2 of the text. Explain that this is more of the same recipe, and tells us how to make the dish. Ask Which ingredient do you cook first? Tell the students to read part 2 and find the answer. (The noodles.)

Write the cooking verbs from the recipe (add, boil, chop, toss, drain, mix, heat, serve, peel, slice, beat, squeeze, pour) on the board. Say and mime the verbs for the class. Focus on the pictures and ask the students to say what is happening in each picture. Tell the students to read part 2 and number the pictures in the correct order to show the stages of the recipe. Check answers by asking students to say sentences about each of the pictures in the correct order, such as Peel the shrimp, chop the chili and slice the spring onions. Beat the eggs and squeeze the lime.

# 3 Find the phrases in part 2 and

Focus on the example. Show the class how the verb roast has been changed to the adjective roasted. Give an example of a sentence for each word, such as Roast the chicken. The chicken is roasted.

Ask the students to find the adjectives in part 2 and write them next to the matching verbs. Ask students to read out the pairs of words.

#### 4 Look and write instructions.

Focus on the pictures. Explain that each pair of pictures shows different stages from the same recipe. Read the example with the class. Ask What happens first? (Peel the banana.) What happens next? (Then slice the peeled banana.) What is the sequencing word in the sentence? (Then.) What is the adjective? (Peeled.)

The students write instructions for the remaining pictures in their notebooks. Move around the class as the students write, helping and checking. Invite students to read out their instructions.

#### WORKBOOK ANSWERS

1 A 5 B 2 C 3 D 6 E 1 F 4

2 Things which are true: 1, 4

3 Answers will vary.

Try! Answers will vary.

**Further practice / Homework** Workbook page 91

# Unit 8 Vocabulary and Listening pages 104-105

#### **Lesson objectives**

Identify countries and nationalities. Listen and extract information from a song.

Ask and answer about food from different countries.

#### Language

**Core:** France, French, Poland, Polish, China, Chinese, Spain, Spanish, Italy, Italian, India, Indian

Review: Vocabulary and Reading Lesson food words; food words from previous levels

Extra: curry, omelet, take-out

#### **Materials**

Tracks 96–98; DVD Unit 8 Song; Unit 8 Wordcards Set 2 (countries and nationalities); Workbook pages 92–93

#### Warm up

Review the cooking verbs from the Reading and Writing Lesson. Give an instruction from a recipe using a cooking verb, such as *Chop the onion*. Invite volunteers to follow the instruction with a sentence containing an adjective, such as *Put the chopped onion into a pan*.

Ask the class which countries they have visited. Write their answers on the board. Ask the students to say which countries they would like to visit and ask them what they know about each of these countries.

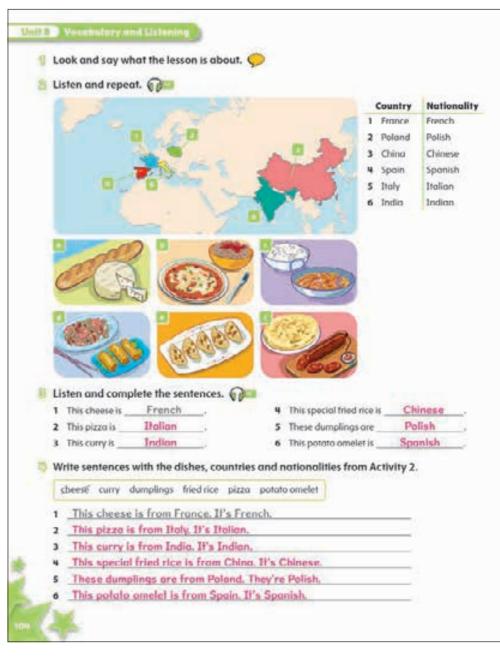
# 1 Look and say what the lesson is about. •

Tell the students to open their books and look at the pictures on pages 104 and 105. Ask students around the class to say what they think the lesson is going to be about. Listen to all their suggestions, but don't confirm their answers at this stage.

## 2 Listen and repeat. **(1)** 96

Establish that this lesson is about food from different countries. Tell the students that you are going to play a recording of some words for countries and nationalities. Play the recording for the students to listen and repeat the words, pointing at the countries on the map as they do so. Play the recording again for the students to listen and repeat the words, first chorally, then individually.

Hold up the countries and nationalities wordcards one at a time. Say the words for the students to repeat. Then hold up the wordcards one at a time and ask individual students to say the words and point to the correct countries on the map.



Divide the class into two teams. Hand the wordcards for countries to one team and the wordcards for nationalities to the other team. Students from each team in turn hold up one of their cards and say the word. Students from the other team hold up the matching wordcard and say the word.

# 3 Listen and complete the sentences. **(3)** 97

Ask the students to look at the pictures of foods from different countries. Ask them to name the foods and guess which country they think each food is from. Tell the students that they are going to hear the beginnings of sentences about each of the foods. They need to listen and complete the sentences. Play the recording, pausing after the first item and asking the students to name the country and the nationality. (France / French.) Show the class the example answer. Tell the students to complete the sentences in their books with the nationalities of the foods. Play the rest of the recording for the

students to complete the activity. Check answers by asking students to read out their completed sentences.

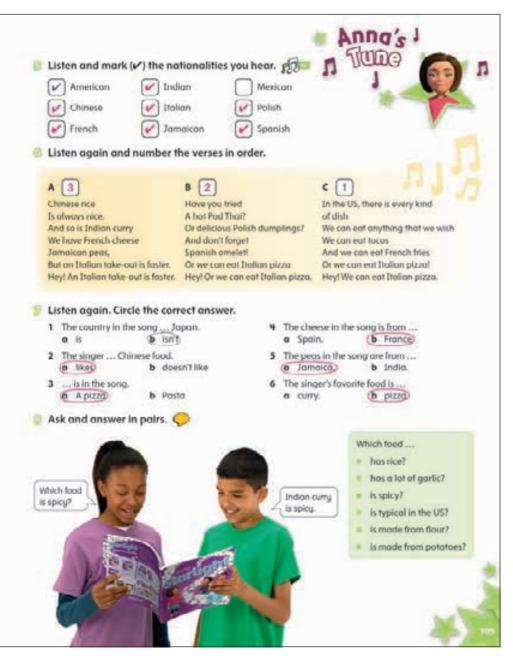
# 4 Write sentences with the dishes, countries and nationalities from Activity 2.

Read out the example sentence. Ask the students to point to the correct picture in Activity 2. Tell the students to use the information in Activity 3 to help them write sentences about the remaining foods in Activity 2.

Students work on their own to write sentences, then compare their answers with a partner. Check answers by inviting students to read out their sentences to the class.

# 5 Listen and mark (✓) the nationalities you hear. **①** 98

Ask the students to read out the list of nationalities. Tell the class that they will hear some of these nationalities in the song, but not all of them. Play the audio or DVD version of the song for the students



to listen and mark the nationalities they hear. Ask students to tell you which nationalities they heard.

#### 6 Listen again and number the verses in order.

Direct students' attention to the song lyrics and ask students to say how many verses there are. (Three.) Tell the class that the verses of the song are in the wrong order. They need to listen to the song and number the verses in the order they

Play the recording for the students to listen to the song and write the correct numbers in the boxes above the verses. Check answers by asking students around the class to read out the first lines of verses 1.2 and 3.

Ask the students to say what the song is about. (Foods from different countries that you can enjoy in the US.) Ask students what foods from different countries you can enjoy in their country.

Play the recording again for the students to sing along.

#### 7 Listen again. Circle the correct answer.

Ask What country is the song about? (The US.) Focus students' attention on the first sentence and answer options in Activity 7. Tell the students to draw a circle around the correct answer option to complete the

Tell the class that they will find the information they need to complete the remaining sentences in the song lyrics. Move around the class while the students complete the activity on their own. Help if necessary by asking questions (such as Does the singer like Chinese food? Is the word "pasta" in the song?) and guiding students to the correct sections of the song to find the answers. Invite students to read out the completed sentences.

#### 8 Ask and answer in pairs.

Focus on the photo of the children and tell the class that the boy and girl are

looking at the song lyrics and asking and answering the questions in the box. Read out the example question in the first speech bubble and ask the students to read the lyrics and find the answer. Repeat out the example answer in the second speech bubble. Tell the students to work in pairs to ask and answer questions as in the example.

Move around the class and observe the students as they ask and answer questions. Help if necessary by guiding students to the correct sections of the song to find the answers.

Invite confident students to model asking and answering questions for the class.

#### Optional activity

Ask a student to choose one of the foods from Activity 2. Model asking questions to try to guess the food. Ask Is it spicy? Does it have rice? Is it made from flour? Is it typical in (France)?

Invite another student to choose a food from Activity 2 and encourage the rest of the class to ask questions to try to guess the food. The first student to guess correctly can choose another food for the rest of the class to guess.

#### WORKBOOK ANSWERS

- 1 1 France 2 Polish 3 Chinese 4 Italy 5 Spanish 6 India
- 2 China—Chinese, France—French, India—Indian, Italy—Italian, Poland— Polish, Spain—Spanish
- 3 1 Spain 2 Italy 3 French 4 Chinese 5 India 6 Polish
- 4 Answers will vary.

Try! Answers will vary.

- 5 1 tacos 2 French fries 3 pizza
  - 4 pizza 5 rice 6 curry 7 cheese
- 8 peas 9 dumplings 10 omelet 11 pizza 12 pizza
- 6 1 Spain 2 Poland 3 China
  - 4 India 5 Italy
- 7 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 92-93

# Unit 8 Language

Focus 2 page 106

#### **Lesson objectives**

Learn about the process of making spaghetti.

Read and understand an article about how spaghetti is made.

Practice using the simple present passive.

Correct false simple present passive sentences.

#### Language

Core vocabulary: simple present passive; Vocabulary and Listening Lesson words for countries and nationalities

Review: present simple of the verb be; Vocabulary and Reading Lesson food words; food words from previous levels; dry, factory, flour

**Extra:** grow, make, mix, cut, stretch, roll, package (v), transport (v), raw, eat, cook, boil, serve

#### **Materials**

Track 99; Workbook page 94

#### Warm up

Discuss Italian food with the class. Ask What food comes from Italy? Encourage all of the students in the class to contribute to the discussion.

# 1 Look at the photos. Say what you know about how to make spaghetti.

Ask the students to look at the photos and say what they can see. Ask the students what they know about making spaghetti. Ask students if they know what we use to make spaghetti, where people make spaghetti and how people cook and eat spaghetti.

# **2** Listen, read and check your ideas. **①** 99

Play the recording while the students follow the text in their books. Ask the students whether their ideas about making spaghetti were correct. Ask them what information they learned from the text.

#### 3 Look at the chart and underline more examples of the simple present passive in the text.

Focus on the grammar chart. Ask *Can you see any people or machines in these sentences? (No.)* Explain that this is because we are more interested in the process than the people or the machines that did it. Ask the students how many verbs are in each sentence. *(Two.)* Explain or elicit that



the simple present passive is formed with the verb *be* and the past participle of the main verb.

Ask the students to look at the grammar chart and memorize the sentences. The students then look at the text in Activity 2 again and find more examples of the simple present passive.

# 4 Read the text again and write true or false.

Show the class the first sentence in Activity 4. Ask the students to say whether the sentence is true or false. (False.) Show the class the example answer. Ask the students to say why the sentence is false. (Because durum wheat is grown in Italy, not in Jamaica.)

Tell the students to read the remaining sentences, look at the text in Activity 2 and decide whether each sentence is true or false.

#### Additional resources

The Unit 8 Language Focus 2 Worksheet can be used at any point from here on.

# 5 Correct the false sentences in pairs.

Read out the example speech in the speech bubbles. Explain that the students need to work in pairs. The first student should make the false sentence negative. The second student should say a correct affirmative sentence.

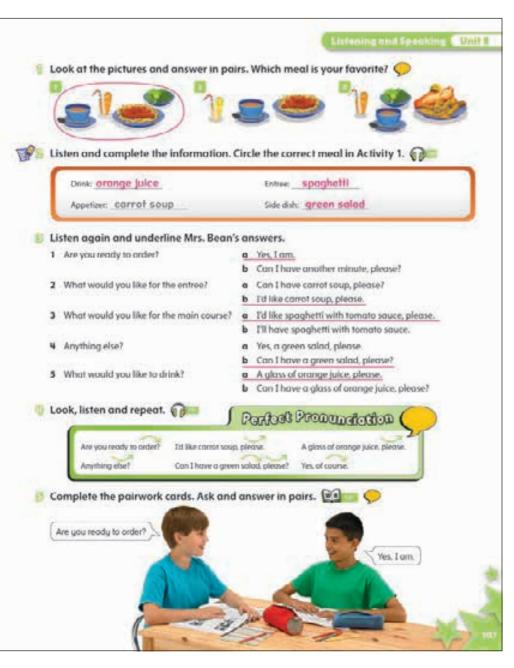
#### WORKBOOK ANSWERS

- 1 1 is 2 are 3 isn't 4 aren't
- 2 1 grown 2 eaten 3 mixed 4 made 5 boiled 6 served 7 pushed 8 packaged 9 cut 10 dried 11 transported 12 added
- 3 1 is grown 2 is made 3 are added 4 are pushed 5 isn't eaten 6 are transported
- 4 1 First, wheat is grown.
  2 Then, the wheat is made into flour.
  3 The flour is mixed with yeast, water, oil and salt.
  4 The bread is baked.
  5 The bread is packaged.
  6 Finally, it is transported to supermarkets.

Try! Answers will vary.

## Further practice / Homework

Workbook page 94; Unit 8 Language Focus 2 Worksheet



# Unit 8 Listening and Speaking page 107

## **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: listen for intonation in sentences.

Practice ordering a meal politely.

### Language

Core vocabulary: Vocabulary and Reading Lesson food words; Vocabulary and Listening Lesson words for countries and nationalities; simple present passive

**Review:** I'd like ..., Can I have ...? What would you like?

#### **Materials**

◆ Tracks 100–101; Workbook pages 95, 126

# 1 Look at the pictures and answer in pairs. Which meal is your favorite?

Ask the students to look at the pictures and name the foods. Ask students to say which meal they most want to eat.

Ask students around the class to tell you what their favorite meals are. Ask how often do you eat this meal? Where do you eat this meal?

# 2 Listen and complete the information. Circle the correct meal in Activity 1. **1**00

Tell the class that they are going to listen to Mrs. Bean ordering food in a restaurant. Play the conversation, pausing after Mrs. Bean's second line and asking the students to say what Mrs. Bean wants for her appetizer. (Carrot soup.) Tell the students to write this information next to the word appetizer in the box.

Play the rest of the recording for the students to write the correct foods and drinks in the correct spaces in the box. Ask

What does Mrs. Bean want for her appetizer / entrée / as a side dish / to drink? Invite students from around the class to answer.

# 3 Listen again and underline Mrs. Bean's answers.

Focus on the questions in Activity 3 and tell the class that these are the questions that the waiter asks Mrs. Bean in the recording in Activity 2. Focus on the responses and tell the class that they need to listen to the recording again and underline the responses that Mrs. Bean gives for each question.

Play the recording for the students to underline the correct responses. Invite pairs of students to read out the questions and responses.

### 4 Look, listen and repeat. 101

Tell the students to look at the questions and responses in the Perfect Pronunciation box. Play the recording for the students to listen to the way that the questions and responses are stressed.

Play the recording again for the students to repeat the questions and responses.

#### **Additional resources**

The Unit 8 Functions Worksheet can be used at any point from here on.

#### 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 126 •

Read out the speech bubbles. Tell the students that they are going to take turns to play the role of waiter and customer and practice ordering food in a restaurant. Divide the class into pairs. Students turn to page 126 of their Workbooks and look at the pairwork cards. They complete the menu, then give their menu to their partner. They look at their partner's menu and choose what they want to eat and drink. They then take turns to take each other's orders.

Model the activity with the class, then let students work in pairs. Make sure students pronounce the questions and responses from Activity 4 with the correct stress. Invite some pairs to act out dialogues for the class.

#### WORKBOOK ANSWERS

5 Answers will vary.

6 Answers will vary.

**7** 1 C **2** A **3** F **4** D **5** E **6** B **Try!** Answers will vary.

#### **Further practice / Homework**

Workbook page 95; Unit 8 Functions Worksheet

## Unit 8 CLIL page 108



### **Lesson objectives**

Learn about energy balance. Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

Core language: carbohydrates, fat, protein, energy input, energy output, calories, Basal Metabolic Rate (BMR), energy balance

#### **Materials**

Track 102; Workbook page 96

#### Warm up

Write the heading *Energy* on the board. Ask How do we get energy? How do we use energy? Ask the students if they know how we measure energy in food (in calories) and where we can find information about energy in food (on food packaging).

#### 1 Listen and read along, Look at the food label and write the numbers. 102

Ask the class to look at the food label in Activity 1. Ask What information do food labels tell us? (How many calories / How much fat, protein and so on there is in the food.)

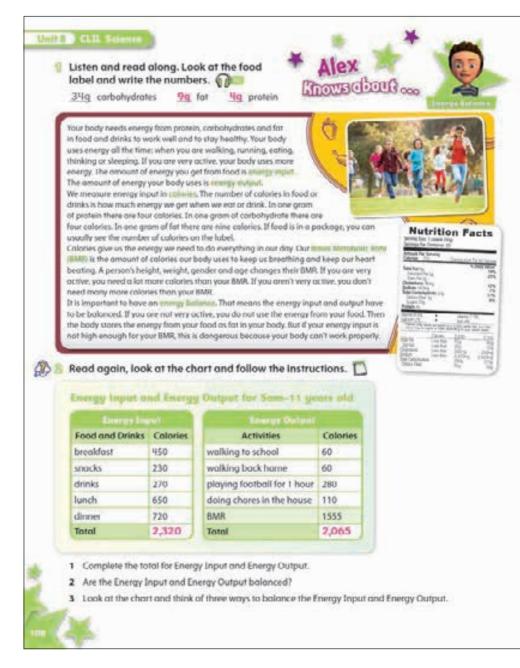
Tell the class that they are going to listen to and read some information about energy balance. Show the class the words at the top of the activity. Explain that they need to listen to and read the text, then look at the food label and write the number of calories in the food that come from carbohydrates, fat, and protein.

Play the recording for the students to listen and follow the text in their books. Ask questions to check comprehension, such as: Why do we need energy? What activities use energy? What is energy input / output? What is our Basal Metabolic Rate?

Allow the students time to write the number of calories from carbohydrates, fat, and protein. Ask students around the class How many calories in the food are from carbohydrates / fat / protein?

#### 2 Read again, look at the chart and follow the instructions.

Focus students' attention on the chart in Activity 2. Explain that this chart shows the energy input and the energy output for an eleven-year-old boy. Ask questions to check understanding, such as: How many calories did Sam get from his (breakfast)? How many calories did Sam use (walking to school)?



Tell the students to read the questions in Activity 3 and write the answers in their notebooks. Confident students can write the answers on their own. Less confident students can work in pairs to find the answers.

Ask students What is Sam's total energy input / output? Are his energy input and energy output balanced? How can he balance his energy input and energy output?

#### **Optional activity**

the Level 5 DVD shows students some information about cheese. There is also a Starlight English Video Worksheet. Play the video. Pause at various points to check understanding by asking comprehension questions, such as: Is cheese good for you? What is cheese made from? Where is cheese made? What ingredients are added to the milk? Why is cheese wrapped?

The Unit 8 Starlight English Video on

Ask students what their favorite cheese is and how often they eat cheese.

#### **Project connection**

You can choose to do Stage 1 of the project on page 110 at any point from here on.

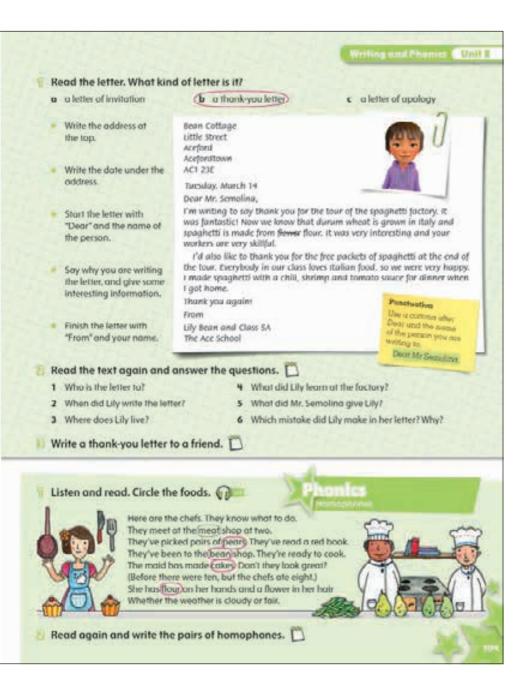
#### WORKBOOK ANSWERS

- 1 1 soft drinks 2 bottled water 3 fruit juice 4 tap water 5 canned drinks
- **2** 1 Soft drinks are worst for us because: they contain a lot of sugar which is bad for our diet and our teeth. they're expensive. 2 Tap water is best for us because: it doesn't contain sugar. it's cheaper than all other drinks.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 96; Unit 8 Starlight English Video; Unit 8 Starlight English Video Worksheet



## **Unit 8 Writing and** Phonics page 109

## Lesson objectives

Identify the features of a thank-you letter

Understand how to punctuate the greeting Dear in a letter.

Write a thank-you letter.

Identify homophones.

### Language

Core: Vocabulary and Reading Lesson food words; Vocabulary and Listening Lesson words for countries and nationalities; present simple passive; homophones; factory, flour

#### **Materials**

Track 103; Workbook page 97

#### Warm up

Discuss letters with the class. Ask Why do we write letters? Ask individual students Have you ever written a letter? Who did you write to? Why did you write to them?

#### 1 Read the letter. What kind of letter is it?

Read out the question and ask students to read out the three answer options.

Tell the students to read the letter quickly and decide what kind of letter Lily has written. (A thank-you letter.)

### 2 Read the text again and answer the auestions.

Ask the students to read the six questions in their Student Books, find the answers in the letter and write the answers in their notebooks.

Move around the class as the students work. Help if necessary by asking further questions to guide them to the answers. Invite pairs of students to ask and answer the questions for the class.

#### 3 Write a thank-you letter to a friend.

Tell the students that they are going to write a thank-you letter to a friend. Ask When do we write thank-you letters? (When someone has given us a present, invited us to a party or helped us.) Tell the students to think about what they are going to thank their friend for.

Focus attention on the writing notes on the left of the letter in Activity 1. Go through these notes with the class.

Focus the students' attention on the Punctuation box. Explain that we usually begin a letter with *Dear* + the person's name, and that we always put a comma after the person's name. Ask the students to find an example of this in Lily's letter.

Students write their thank-you letters in their notebooks. Tell the students to use the writing tips to help them. Invite students to read their finished letters to the class.

#### **Phonics**

#### 1 Listen and read. Circle the **foods. 1**03

Ask students to look at the pictures around the poem and tell you what they can see. Tell the students to listen and find all the food words in the poem. Play the poem for the students to listen, follow the words in their books and circle the food words. Ask students to read out the food words.

### 2 Read again and write the pairs of homophones.

Play the poem for the students to listen and read again. The students write the pairs of homophones in their notebooks. Ask students to compare their answers with a partner, then read their pairs of homophones to the class. Ask the students if they can think of any other pairs of homophones (such as poor/pour, to/two, hair/hare, some/sum, son/sun).

#### WORKBOOK ANSWERS

1 1, 2, 6, 7, 8

- 2 1 False 2 False 3 True 4 False
  - A 2 Little Street
  - **B** Wednesday 15th March
  - C Dear
  - D I'm writing to say thank you
- 3 1 for 2 bean—been 3 nose knows 4 maid—made 5 flower flour 6 to-too 7 eye-I 8 eight—ate 9 meet—meat
- 4 You don't need: the time, a photograph, money You need: 1 your address 2 the date 3 Dear and the name of the person 4 the reason you're saying thank you 5 the ending, such as From and your name

Try! Answers will vary.

#### **Further practice / Homework** Workbook page 97

## **Unit 8 Project and** Value page 110

#### **Lesson objectives**

Understand the importance of having a healthy energy balance.

Understand how to make an energy balance plan.

Make an energy balance plan and talk about it

#### Value

Be active and eat healthy amounts of food to have energy balance..

#### **Materials**

Ruler and pencil; one sheet of poster board; colored pens and pencils; food labels; Unit 8 Stickers; Workbook page 98

#### Warm up

Divide the class into pairs. Hand out food labels to each pair. Ask the students to find out how many calories are in the food, and how many of those calories come from carbohydrates, fat and protein. Invite students to tell the class their findings.

#### Value: Read and stick

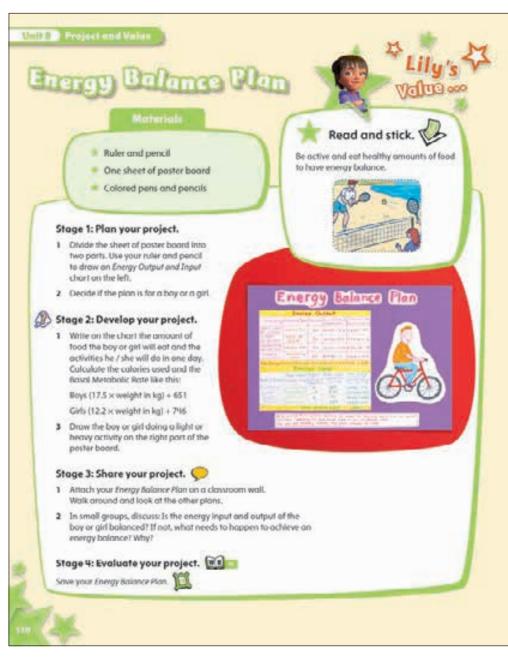
Ask students to open their Student Books to page 110 and find Lily's Value at the top. Read the value aloud. Ask students to say why it is important to have a healthy energy balance (Because we need to get enough energy to do all the activities we want to do, and we need to use up the energy we get from food to stay healthy and fit.) and how we can make sure we have a healthy energy balance (By making sure we get the same amount of energy from our food as we use every day.). Tell students to take out their stickers sheet and find the sticker for Lilv's Value. Students stick the sticker in the space in their Student Books.

## **Energy Balance Plan**

#### Stage 1: Plan your project.

Hand out sheets of poster board to the students, and make sure the students have rulers and pencils. Explain that they are going to make an energy balance plan. They need to draw lines on their poster to make a chart like the one in the picture. Tell them to draw their chart on one side of their poster board, so that they have space to draw a picture on the other side. Remind them to leave space for a heading and a summary.

The students decide whether their plan is for a boy or a girl. They may want to make a plan for themselves, or for an imaginary person.



#### Stage 2: Develop your project.

Use the example chart in the Student Book and the equations in Stage 2 to show the class how to calculate the amount of calories used and the BMR.

The students decorate their energy balance plans with a picture and a heading, and write a summary explaining how the energy balance in their plan could be improved.

#### Stage 3: Share your project.



Have the students display their energy balance plans on the classroom wall. Divide the class in half and have half of the students stand by their energy balance plans to present them to the other students. The remaining students look at the energy balance plans and ask questions. Model questions for the class, such as: How many calories does he / she get from food every day?

Have a class discussion about some of the energy balance plans. Ask the class to look at one of the plans, then ask What is his / her total energy input / output?

#### Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 98 of their Workbooks.

#### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

1 A 4 B 2 C 3 D 1

2 Answers will vary. Try! Answers will vary.

Further practice / Homework Workbook page 98



## Unit 8 Review page 111

#### **Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

## Language

Vocabulary and Reading Lesson food words; Vocabulary and Listening Lesson words for countries and nationalities; too much / too many / enough; simple present passive

#### **Materials**

Unit 8 Grammar and Everyday Language Poster; photos of different dishes from around the world (pizza, curry, cheese, salami); Workbook page 99

#### Warm up

Show the class some photos of different foods from around the world. Ask students to name the foods and say where they think each food is from.

#### 1 Read and write the missing words.

Use the Unit 8 Grammar and Everyday Language Poster to review too many/ too much / enough. Write countable or noncountable nouns on the board (such as water, bread, potatoes). Ask students to make sentences with the nouns using too many/too much/enough.

Focus on the article. Ask the students what they think a bake sale is. (It's when students make, bring and sell cakes at school to raise money for charity or for the school.) Ask the students to read the article and write the missing words.

#### 2 Look and write sentences.

Use the poster to review the simple present passive. Write active sentences on the board (such as People make spaghetti

in factories.). Ask students to make the sentences passive.

Ask the students to look at the pictures in Activity 2. Ask them what the pictures show. (How the school newsletter is made.) Read out the example. The students write the remaining sentences. Invite students to read their sentences to the class.

#### 3 Look and write the words.

Use the poster to review the Vocabulary and Reading Lesson food words.

Show the class the picture in Activity 3. Tell the class that Miss London has won this hamper of food. Ask the students to name the items they can see. Have the students write the words in their books.

#### 4 Find and write the countries.

Use the poster to review the Vocabulary and Listening Lesson countries and nationalities

Show the class the scrambled words in Activity 4. Ask the students to put the letters in the correct order to make the names of the countries. Check answers by asking What's number (1)?

#### **Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Homework

Draw students' attention to the homework assignment on page 111 of the Student Book: Dazzling Drama homework: Find out about setting up a play. Ask Have you ever watched a play? What was it about? Have you ever been in a play? What role did you

### **Additional resources**

The Unit 8 Test can be given now.

#### WORKBOOK ANSWERS

- 1 1 sprouts 2 sugar 3 juice 4 shrimp 5 cloves 6 peanuts 7 oil 8 onions
- 2 1 Before, Alfie drank too much coffee for breakfast. Now he drinks enough milk. 2 Before, Alfie ate too many sausages for breakfast. Now he eats enough fruit. 3 Before, Alfie ate too many burgers for lunch. Now he eats enough chicken. 4 Before, Alfie ate too many chips for lunch. Now he eats enough rice. 5 Before, Alfie didn't eat enough vegetables for lunch. Now he eats enough vegetables. 6 Answers will vary.
- 3 1 Spaghetti isn't eaten raw. 2 Tacos are eaten in Mexico. 3 Salad isn't served with sugar. 4 Flour is made from wheat. 5 Peanuts aren't grown in Italy.

Try! Answers will vary.

Further practice / Homework Workbook page 99

#### Unit 8 Game page 112



#### **Lesson objectives**

Review vocabulary and grammar structures from Units 7 and 8. Provide an opportunity for collaboration and communication.

#### Language

Adjectives to describe places, phrasal verbs, food words, countries and nationalities, present perfect, will/ won't, too much / too many / enough, simple present passive

#### **Materials**

Units 7 & 8 Wordcards Sets 1 & 2 (adjectives to describe places, phrasal verbs, foods, countries and nationalities); paper and pens

#### Warm up

Play a memory game. Stick six or eight wordcards from Units 7 and 8 on the board. Point to the wordcards and ask students to say the words. Tell students to look at the wordcards for about twenty seconds. Tell students to close their eyes. Remove the wordcards from the board. Tell students to open their eyes. Ask students to tell you which wordcards were on the board. If you like, you can play this game in two teams. Once you have removed the wordcards and students have opened their eyes, ask students from each team in turn to say the word for one of the wordcards. Award one point for each correct answer. If students in one team can't remember any more wordcards, pass to the other team.

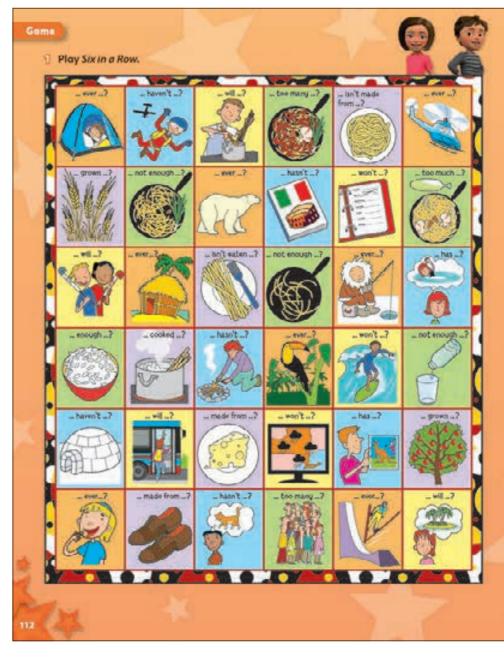
Ask students around the class to say what countries they have visited. Ask students to describe the places they visited using adjectives. Ask them to say what foods they ate in the places they visited and what they thought of these foods.

#### 1 Play Six in a Row.

Tell the students that they are going to play a game to review the language they have learned in Units 7 and 8.

Focus students' attention on the game and ask them what they can see in the pictures. Ask them how many people they think can play the game (Two.) and how they think they play the game (By taking turns to say a sentence or ask a question about each picture, and by trying to be the first to say six correct sentences or questions in a row.).

Divide the class into pairs. Hand out a sheet of paper to each student and tell the students to cut the paper into squares the same size as the squares in the game. The students write their names on each of their squares.



Tell the students how to play the game. They should take turns to say a sentence or ask a question about one of the squares. They should listen carefully to their partner's sentences and questions and decide whether each sentence or question is grammatically correct, and whether it matches the picture. If their partner answers correctly, he / she can put one of his / her squares of paper on the square. The first student to cover six squares in a row wins the game. Students can make a row of six squares going vertically or diagonally across the board, or going up or down the board.

Model the game with the class and make sure the students are confident about how to play the game. Students can then play the game in pairs. Move around the class as the students play. Monitor and help if necessary by asking questions about what each picture shows and what is happening in each picture, such as: What can you see? What's he doing? How much ... is there?

Refer students back to the grammar charts or to the posters for Units 7 and 8 if they have trouble with any of the grammar structures.

Ask students to tell the class what they thought of the game and who won the game. They can discuss their ideas in pairs before reporting back to the class. Ask students to talk about what they liked / didn't like about the game, and which questions they found easy / difficult.



Culture page 113

#### **Lesson objectives**

Understand a text about Italy.

Practice grammar and vocabulary from previous units in context.

Compare Italy to your country.

#### Language

**Italy:** architecture, art galleries, ravioli, linguine, mozzarella cheese, basil leaves, pastries

#### **Materials**

Globe / world map; Workbook page 115

#### Warm up

Write the heading *Italy* in the center of the board. Ask students if they know anything about Italy. Ask students to find Italy on a globe or world map. If students have trouble, give them clues, such as *It's in Europe. It's in the south. It looks like a boot.* 

Ask students to say what foods from Italy they know about, whether they like eating these foods and what their favorite food from Italy is.

# 1 Match the words with the pictures.

Ask the students to look at the pictures and say what they can see in each one. Read out the list of words. Ask the students to say which picture matches each word. The students number the words in their books.

Ask the students to say what they think the text is going to be about (*Italian food.*) and what foods they think they are going to read about.

# 2 Read and match the headings with the paragraphs.

Read out the headings and explain that these are the headings for the three main paragraphs in the text. The students need to read the text and write the number for each paragraph next to the heading that matches that paragraph.

Have the students read the text silently and decide which heading belongs to each paragraph. Check answers by asking What's the heading for paragraph (1)? Ask volunteers to read out paragraphs from the text for the rest of the class to listen and follow in their books.

Ask questions to check students' understanding of the text, such as: How many different kinds of pasta are there in Italy? What is pizza margherita made with? What colors are on the Italian flag? What happens at Italian food festivals? What do Italians eat for breakfast? What can you see at chocolate festivals in Italy?

# 3 Read again and complete the Venn diagram with foods.

Focus attention on the Venn diagram. Read out the headings. Tell the class that this Venn diagram is going to help them to compare the food in Italy with the food in their country. Tell the students to copy the Venn diagram into their notebooks, and to make sure there is plenty of space to write in each section.

Ask the students to say what foods they read about in the text. (Pasta, pizza, chocolate, garlic, fish, cheese, mushrooms, nuts.) Write their answers on the board. Ask the students to say which of these foods are popular in their country. Ask students to say which other foods are popular in their country. Write their answers on the board. Tell the students to write the food words in the correct sections of the Venn diagram.

#### **Optional activity**

Tell the students to write about the differences and similarities between food in Italy and food in their country. Confident students can write two short paragraphs about the differences and the similarities. Less confident students can write a few sentences about what foods are popular in Italy and in their country. Students write in their notebooks. Invite students to read out their texts or sentences to the class.

#### WORKBOOK ANSWERS

- 1 pasta: linguine, ravioli, spaghetti pizza margherita: basil leaves, mozzarella cheese, tomatoes breakfast: cakes, cookies, pastries
- 2 For Italy:
  - 1 True 2 True 3 False 4 True
  - 5 True 6 True
- 3 Answers will vary.

  Try! Answers will vary.
- Further practice / Homework Workbook page 115

# Unit 9 Vocabulary and Reading pages 114-115

#### **Lesson objectives**

Identify people and things connected with the theater.

Identify different text types.

Find information in an advertisement leaflet.

Talk about people and things connected with the theater.

Read and understand a playscript.

Ask and answer questions about a playscript.

#### Language

**Theater words:** audience, backstage, cast, costumes, curtain, director, lighting, designer, lines, props, scenery, sound technician, stage

**Review vocabulary:** play (n), drama, wear simple present, adjectives for describing people, clean

**Extra:** excellent, nightgown, palace, porridge, broken, trumpet

#### **Materials**

Tracks 104–106; Unit 9 Wordcards Set 1 (theater); a watch or timer; Workbook pages 100–101

#### Warm up

Ask the class Have you ever been to the theater? Who works in a theater? What objects do you see in a theater? Elicit a list of theater vocabulary and write it on the board.

Tell the class that they are going to learn about some more words related to the theater in this unit. Hold up the theater wordcards one at a time. Say the words for the students to repeat, first chorally, then individually. Stick the wordcards on the board. Ask the students to say which words are for people and which words are for things. Help the students to sort the wordcards into two categories.

Ask What homework did Miss London set at the end of the last unit? (Find out about setting up a play.) If you have asked the students to do the homework assignment, invite individual students to stand up and tell the class what they found out about setting up a play. Ask students to say where they found their information.

If you haven't asked the students to do the homework assignment, ask students what famous plays they know about. Ask students if they have ever seen any of these plays and, if so, what they can remember about the theater they went to.



#### 

Ask the students to look at the pictures in Text A in Activity 2. Point to each of the pictures and ask students to say the words for the people and things.

Tell the students to write numbers 1–12 in their notebooks, then write the theater words next to the correct numbers for each picture.

Play the recording for the students to listen and check their answers. Play the recording again, pausing for the students to repeat the words chorally, then individually.

Check answers by asking *What's number* (1)? The students call out the correct word.

# 2 Look at Text A. Listen and say the words. **1**05

Focus attention on Texts A, B and C. Ask the students to say what type of text each one is. (Text A is a theater program, Text B is an advertisement leaflet, and Text C is a playscript.)

Tell the students that they are going to hear definitions of some of the new theater words. They must listen and say which person or item in Text A matches each definition.

Play the first item on the recording. Pause the recording and ask the students to say the correct word. (*Stage.*) Ask the students to point to the stage in Text A. Repeat for the remaining items on the recording.

#### **Optional activity**

Ask the students to work in pairs. They think of definitions for three of the new theater words. The students then join with another pair and take turns to read out their definitions for the other pair to say the correct word.

#### 3 Read Text B and answer.

Ask the students to look at Text B. Read the question with the class. Tell the students



that they have one minute to find the answer to the question in Text B.

Use a watch or timer to time one minute for the students to answer the question. If you like, you can have the students race to find the answer.

Invite a pair of students to ask and answer the question for the rest of the class to check their answer.

Ask some more questions about Text B, such as: What's the name of the play? Who wrote the play? Where is the play set?

#### 4 Play a guessing game in pairs. •

Focus attention on the sample language in the speech bubbles. Read out the sentence in the first bubble. Ask the class What do actors wear? Elicit the answer Costumes, then read out the answer in the second speech bubble. Tell the class that this is a game. They must take turns to think of a description of one of the new theater words, without saying the word. Their partner has to guess the word.

Model the game with the class, giving descriptions of some of the new words, such as *Actors perform the play on this.* / *These open and close in front of the stage.* Divide the class into pairs and have students play the game together. Move around the class to monitor and help if necessary. Invite confident pairs of students to model the game for the class.

# 5 Read and listen. Who has won the prince's prize? 106

Tell the students that they are going to hear and read the playscript for *The Prince's Prize*. Focus on the playscript and ask some questions, such as *Who are the characters? Where does the play take place?* 

Ask the students if they can remember what the play is about. Read the question with the class. Explain that the students need to read and listen to the playscript to find the answer.

Play the recording for the students to follow the script in their books. Ask students to say who has won the prize.

(Cinderella.) Ask students to say why Cinderella won the prize. (Because she is always friendly and she always helps people and works hard.)

#### **Additional resources**

The Unit 9 Reading Worksheet can be used at any point from here on.

# 6 Answer in pairs. Use the phrases in the box.

Ask the students to read the playscript again and find the answers to the questions. Students then ask and answer the questions in pairs, using the phrases in the box. Move around the class and make sure the students answer using the same tenses as the questions. Help if necessary by guiding students to the correct parts of the playscript to find the answers. Invite some pairs of students to ask and answer questions for the class to observe.

#### **Optional activity**

Divide the class into groups to perform the play. Assign roles to the students. As there are a lot of roles, you can assign more than one role to each student. For example, one student could play all seven dwarves. Have the students practice the play in their groups, then invite them to perform the play for the class.

#### WORKBOOK ANSWERS

- 1 1 stage 2 director 3 cast 4 lines 5 audience 6 scenery 7 costumes 8 props 9 backstage 10 curtain
- 2 1 director 2 cast 3 sound technician 4 lighting designer
  5 Backstage 6 Costumes 7 Props 8 audience
- 3 Answers will vary.

Try! Answers will vary.

41d 2f 3e 4g 5b 6c 7a

5 1 b 2 c 3 b 4 a

6 1 cast 2 prize 3 in 4 think 5 hear 6 for 7 who 8 person 9 magic

7 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 100–101; Unit 9 Reading Worksheet

## Unit 9 Language Focus 1 page 116

#### **Lesson objectives**

Practice using adjectives with prepositions.

Describe pictures using adjectives with prepositions.

#### Language

Core language: Vocabulary and Reading Lesson theater words; adjectives and prepositions

#### **Materials**

Tracks 106–107; Unit 9 Wordcards Set 1 (theater); Workbook page 102

#### Warm up

Put the theater wordcards on the board. Describe one of the people or objects for the class to guess. Ask volunteers to describe other words for the class.

#### 1 Look at page 115. Listen to the play again and choose the words. **1**05

Ask the students what they can remember about the play in the Vocabulary and Reading Lesson. Ask questions to prompt the students if necessary, such as: What's the play called?

Tell the students that they are going to listen to the play again. As they listen, they need to circle the correct words to complete the sentences in Activity 1. Read out the first sentence and show the class the example circle. Ask the class to find this information in the playscript on page 115. Give the class time to read the remaining sentences. Play the recording, for the students to circle the correct words.

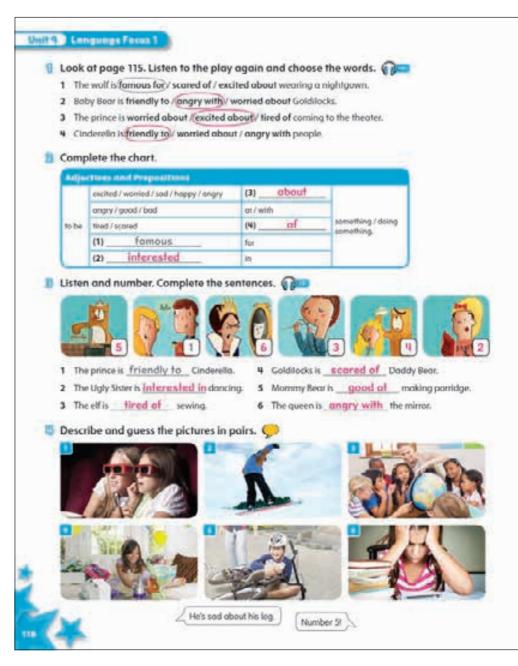
#### 2 Complete the chart.

Focus students' attention on the words in bold in Activity 1. Tell the class that these are pairs of adjectives and prepositions. Ask students to say which words are adjectives and which are prepositions. Direct students' attention to the chart. Explain that the students have to learn which prepositions go with which adjectives. Read out the adjectives in the first row of the chart. Ask students to look at the phrases in Activity 1 and say which preposition goes with these adjectives. (About.) Tell the class to complete the first row of the chart with the word about. The students complete the chart with the

correct prepositions from Activity 1.

## Additional resources

The Unit 9 Language Focus 1 Worksheet can be used at any point from here on.



#### 3 Listen and number. Complete the sentences. 107

Point to the pictures and ask students to say which characters they can see and how they think the characters feel. Tell the class that they are going to hear a sentence about each picture. They need to listen and write the number for each sentence next to the correct picture. Play the recording, pausing after each item for the students to write the numbers next to the correct pictures. Ask students to make sentences about the pictures using the adjectives and prepositions in Activity 2, such as The prince is friendly to Cinderella.

#### 4 Describe and guess the pictures in pairs. 🔾

Point to the pictures and ask students to say what the people are doing and how they think the people feel.

Read out the speech bubbles and tell the class that they need to work in pairs. They take turns to choose a picture for their partner. Their partner makes a sentence

about the picture using an adjective and a preposition.

Model a few more exchanges with the class. Ask students to choose pictures for you to make sentences about. The students then play the game in pairs.

#### WORKBOOK ANSWERS

- 1 Odd ones out:
  - 1 friendly 2 interested 3 famous
  - 4 bad
- 2 1 friendly 2 famous 3 bad
- 4 interested 3 Left to right: 4, 5, 1, 2, 6, 3
- 1 tired of 2 good at 3 worried about 4 scared of 5 excited about 6 interested in
- 4 1 boring 2 excited 3 bored 4 interested 5 interesting
  - 6 exciting

Try! Answers will vary.

#### Further practice / Homework

Workbook page 102; Unit 9 Language Focus 1 Worksheet



# Unit 9 Reading and Writing (page 117)

## **Lesson objectives**

Read and understand an advertisement leaflet.

Form adverbs from adjectives.

Write a story using adverbs.

#### Language

Core language: Vocabulary and Reading Lesson theater words, adjectives and prepositions, adverbs of manner

Extra: snore

#### Materials

Workbook page 103

# 1 Complete the advertisement leaflet. Read Text B on page 114 again and check.

Ask the students what they remember about the advertisement leaflet in the Vocabulary and Reading Lesson. Ask What was the advertisement leaflet for? What information did it give us?

Ask the students to open their Student Books to page 117. Point to part 1 and tell the class that this is the same advertisement leaflet as the one on page 114. Ask the students to complete the text from memory. They can then turn to page 114 and check their answers. Invite students to read out sentences from the completed advertisement leaflet.

# 2 Read part 2 and answer the questions in pairs.

Focus attention on part 2 of the text. Explain that this is more of the same advertisement leaflet, and tells us more about the play. Explain that people use different techniques in advertisements to interest us in the product. One technique is asking questions. Tell the class that there are lots of questions about the characters from the play in the advertisement leaflet. Ask them to read the leaflet and underline the questions. Ask a student to read out the first question. Ask another student to answer the question.

Divide the class into pairs to ask and answer the questions. Move around the class as the students ask and answer. Discuss the leaflet together. Ask *Did you* 

Discuss the leaflet together. Ask Did you find all the information you expected? Did the leaflet make you want to watch the play?

# 3 Read again and complete the chart. What do these adverbs describe?

Focus on the chart. Tell the class that the adverbs in the chart come from the advertisement leaflet in Activity 1. The adjectives in the chart are the words the adverbs come from. Show the class how the adverbs have been formed from the adjectives by adding *-ly* or *-ily*, or by forming an irregular adverb. Ask the students to say which adverbs are missing from the chart.

Ask the students to read part 2 again. They find the missing adverbs and write them in the chart. Ask the students to look at the adverbs and decide what they describe. (The way people do things or the way things happen.)

# 4 Use the pictures to write a story. Include adverbs from Activity 3.

Focus on the pictures. Ask the students to say which fairy tale characters they can see in the pictures. Ask them to look at the pictures and think about the way the people are doing things or the way things are happening.

Ask students around the class to make sentences about the pictures using adverbs from the chart in Activity 3. Elicit as many different sentences as possible. The students write a story in their notebooks using the pictures and the adverbs. Invite students to read out their stories.

#### WORKBOOK ANSWERS

1 A 2 B 6 C 5 D 4 E 3 F 1 2 1 b 2 b 3 c 4 a

3 Positive: excited, friendly, clever Negative: angry, bored, scared Try! Answers will vary.

#### Further practice / Homework Workbook page 103

# Unit 9 Vocabulary and Listening pages 118-119

#### **Lesson objectives**

Identify jobs that people do behind the scenes at the theater.

Listen and extract information from a song.

Talk about jobs that people do at the theater.

#### Language

Core: Vocabulary and Reading Lesson theater words, build the set, rehearse the show, test the sound, advertise the show, tie your shoelaces, mend the costumes, put on make-up, paint your nails, design the programs, write the script, color your hair, style your hair

Review: simple present questions and answers, *play* 

#### **Materials**

Tracks 108–110; DVD Unit 9 Song; Unit 9 Wordcards Set 2 (theater words); Workbook pages 104–105

#### Warm up

Discuss going to the theater / putting on a play with the class. Ask the class if they have ever been to the theater and, if so, what they went to see. Ask them if they have ever put on a play and, if so, what play they put on. Ask the class to think about what people need to do to get ready for a play. Brainstorm a list of all the different jobs that people need to do to prepare for a play. Prompt students to think about the props, costumes, lighting, sound, script, and so on. Write the jobs on the board.

# 1 Look and say what the lesson is about. •

Tell the students to open their books and look at the pictures on pages 118 and 119. Ask students around the class to say what they think the lesson is going to be about. Listen to all their suggestions, but don't confirm their answers at this stage.

#### 2 Listen and repeat. 108

Establish that this lesson is about the jobs that people do at the theater. Tell the students that you are going to play a recording of some words for jobs at the theater. Play the recording for the students to listen and repeat the words, pointing at the pictures of the jobs as they do so. Play the recording again for the students to listen and repeat the words, first chorally then individually.

Hold up the wordcards one at a time. Say the jobs for the students to repeat. Then hold up the wordcards one at a time and



ask individual students to say the jobs and point to the correct pictures in Activity 2. Mime doing one of the jobs. The students try to guess which job you are doing. The first student to guess correctly can take a turn to mime a different job for the rest of the class to guess.

# 3 Listen and order the phrases. 109

Read out the phrases in Activity 3 and ask students to point to the correct pictures in Activity 2. Tell the class that they are going to hear six people doing jobs from Activity 2. They need to listen and write the numbers for the sounds they hear next to the matching jobs in Activity 3. Play the first item on the recording and ask the class which job they think they heard. (Building the set.) Show the class the example number 1 in the box next to building the set.

Play the rest of the recording for the students to complete the activity. Check answers by asking *What's number (1)?* 

# 4 Complete the Venn diagram with the actions from Activity 2. Which actions could go in both circles?

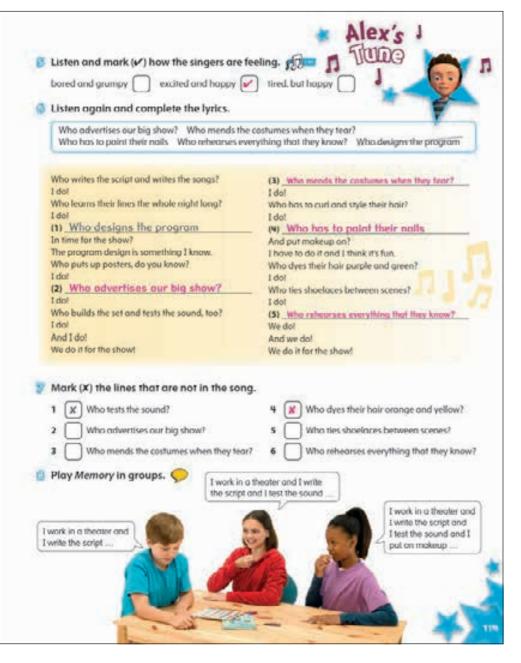
Ask the students to look at the pictures in Activity 2 and say which of these jobs the actors do. Then ask the students to say which jobs the theater staff do. Ask the students to say which jobs the actors and the theater staff do.

Show the class the Venn diagram. Tell the students to write the jobs in the correct sections of the diagram.

Copy the diagram onto the board and ask students to call out jobs for each section.

#### 

Read out the instruction and ask students to read out the list of answer options. Ask the class to mime each of the feelings. Tell the class that they are going to hear a song about people who work in a theater. They need to listen and choose the correct answer option to describe how the people in the song are feeling.



Play the audio or DVD version of the song for the students to listen and mark the correct answer. Ask students to tell you how the singers are feeling (Tired, but happy.) and why they feel this way (Because they work very hard, but they like doing all the different jobs to make the show a success.).

# 6 Listen again and complete the

Direct students' attention to the song lyrics and show the class the writing lines. Explain that there are some questions missing from the song. Ask students to read out the guestions from the box. Explain that they need to listen to the song again and write these questions in the correct spaces to complete the lyrics. Play the recording for the students to listen to the song and write the sentences on the correct lines. Check answers by asking students around the class to read out lines from the completed song. Play the recording again for the students to sing along.

## 7 Mark (X) the lines that are not in the song.

Ask students to read out the questions in Activity 7. Tell the class that some of these questions are in the song, but not all of them. They need to read the song lyrics and put crosses in the boxes next to the lines that are not in the song.

Ask students to tell the class which lines are in the song, and which lines are not in the song.

## 8 Play *Memory* in groups.

Focus on the photo of the children and tell the class that the boy and girls are playing a game. Ask the class to read the speech bubbles, then say how they think you play the game (each person has to add a job to the sentence until the sentence gets too long to remember).

Model the game with the class. Start the game by saying I work in a theater and I build the set. Encourage a student to add a job to the sentence. Repeat around the class

Divide the class into groups of three or four to play the game. Move around the class as the students play the game. Help if necessary by pointing to pictures in Activity 2 to help students think of jobs. Invite confident students to model the game for the class.

#### **Optional activity**

Ask the students to imagine they work at the theater. They think about the things they do and write a text about themselves in their notebooks. Students can check each other's work in pairs and correct their partner's spelling or grammar if necessary. Invite students to read out their texts to the class.

#### WORKBOOK ANSWERS

- 1 1 build the set 2 rehearse the show 3 advertise the show 4 test the sound 5 style your hair 6 mend the costumes 7 put on make-up 8 paint your nails
- 2 1 Design 2 Paint 3 make-up 4 Dye 5 shoelaces 6 script

Try! Answers will vary.

- 3 1 writes 2 designs 3 posters
- 4 builds 5 shows 6 curtains
- 7 their 8 paint 9 fun 10 ties
- 4 Example: dye your hair
  - 1 build the set 2 paint your nails
  - 3 mend the costumes 4 test the sound 5 rehearse the play
- 5 Answers will vary.

Try! Answers will vary. **Further practice / Homework** 

Workbook pages 104-105

# Unit 9 Language

# Focus 2 page 120

#### **Lesson objectives**

Learn about a famous stage musical: The Lion King.

Read and understand an article about The Lion King.

Describe what other people do for you using have something done.

Talk about things that actors do or have done.

# Language

Core vocabulary: have something done (have + object + past participle), Vocabulary and Reading Lesson theater words, Vocabulary and Listening Lesson behind the scenes phrases

Review: play, mask, music, run

Extra: adaptation, animated, lyrics, cub, homeland, species, mammal, enormous, puppet, braid (v), spectacular

#### **Materials**

Track 111; Workbook page 106

#### Warm up

Ask the students if they have ever watched a musical at the theater. Ask What did you see? Ask the class what other famous musicals they know about / want to see.

#### 1 Look at the photos and say what you know about *The Lion King*.

Ask the students to look at the photos and say what they can see. Ask the students what they know about The Lion King. They can answer about the movie or the musical.

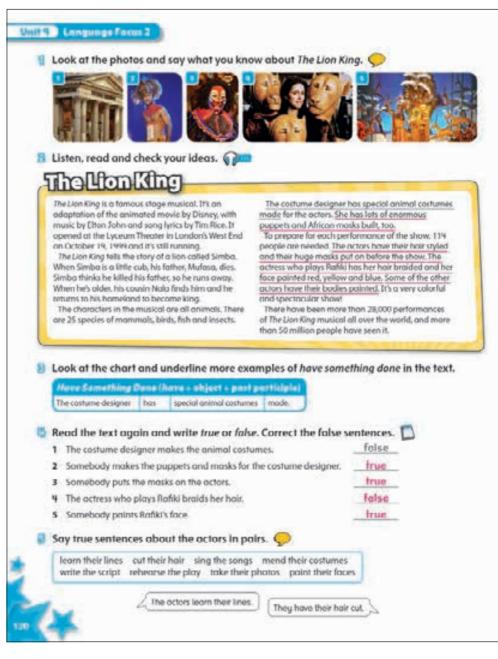
#### 2 Listen, read and check your ideas. **①** 111

Play the recording while the students follow the text in their books. Ask the students whether their ideas about The Lion King were mentioned in the text. Ask them what new information they learned

#### 3 Look at the chart and underline more examples of have something done in the text.

Focus on the grammar chart. Read out the example sentence and explain to the class that we use have something done to say that someone else does something for us. Ask Do you cut your hair, or does someone else do it for you? Write the sentence I have my hair cut. on the board.

The students then look at the text in Activity 2 again and find more examples of have something done.



#### 4 Read the text again and write true or false. Correct the false sentences.

Read out the first sentence in Activity 4. Ask the students to say whether the sentence is true or false. (False.) Show the class the example answer.

Tell the students to read the remaining sentences and decide whether each sentence is true or false. Remind the students to think carefully about whether the people do the jobs, or whether they have the jobs done for them.

Read out the sentences and ask students to say true or false. Tell the students to write correct sentences for the false sentences in their books

#### **Additional resources**

The Unit 9 Language Focus 2 Worksheet can be used at any point from here on.

## 5 Say true sentences about the actors in pairs.

Read out the sentences in the speech bubbles. Explain that the students need to work in pairs. They should take turns to make sentences about the actors using the phrases in the box. They need to think about whether the actors do each action in the box, or whether they have the action done for them. Model the activity with the class, then divide the class into pairs.

#### WORKBOOK ANSWERS

- 1 1 built 2 tested 3 mended 4 rehearsed 5 designed
  - 6 rehearsed
- 2 1 She has her dress put on. 2 She has her hair styled. 3 She has her make-up put on. 4 She has her hat fitted. 5 She has her shoes put on. Left to right: 4, 1, 5, 2, 3
- 3 1 John has his costume put on. 2 He has hair combed. 3 He has his mask tied. 4 He has his gloves put

Try! Answers will vary.

#### Further practice / Homework

Workbook page 106; Unit 9 Language Focus 2 Worksheet



# **Unit 9 Listening and** Speaking page 121

# **Lesson objectives**

Listen for gist and for specific information.

Act out a dialogue.

Pronunciation: listen for word stress.

Practice making and responding to suggestions.

#### Language

Review: Why don't we ...? Let's ..., How about ...? Good idea! adjectives to describe movies or people: scary, romantic, boring, funny, volcano, pirate

#### **Materials**

Tracks 112–113; Workbook pages 107, 127

## 1 Look at the movie listings and write the movie ratings.

Ask the students to look at the pictures and say what they think each movie is about. Show the class the movie listings. Explain that movies are rated differently to show who they are suitable for. G means General Audiences. All ages can watch these movies. PG means Parental Guidance Suggested. Some material may not be suitable for children. PG-13 means that some material may be inappropriate for children under 13.

Ask students to read the titles and say which picture they think matches each title. Tell the students to write the movie ratings under the pictures of the movies. Ask students around the class to tell you what kinds of movies they like watching.

#### 2 Listen to the dialogue and write the name of the movie that is **chosen. 1**12

Tell the class that they are going to listen to Alex, Anna and Lily trying to choose a

movie to watch. They need to listen and decide which of the movies in Activity 1 the characters choose, then write the title of the movie. Play the recording for the students to write the correct movie title. Ask Which movie did they choose? (Jungle Volcano II Pirate Island.)

# 3 Listen again and number the sentences in the order you hear

Focus on the sentences in Activity 3. Tell the class that these sentences are from the recording in Activity 2. The students need to listen to the recording again and number the sentences from 1-6 in the order they hear them.

Play the recording for the students to order the sentences. Invite students to read out the sentences in the correct order

## **4 Look, listen and repeat. 113**

Tell the students to look at the words in the Perfect Pronunciation box. Play the recording for the students to listen to the way that the words are stressed. Play the recording again for the students to repeat the words, imitating the intonation used on the recording.

#### Additional resources

The Unit 9 Functions Worksheet can be used at any point from here on.

## 5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 127 🔘

Read out the speech bubbles. Tell the students that they are going to try to choose a movie that they and their partner want to watch

Divide the class into pairs. Students turn to page 127 of their Workbooks and look at the pairwork cards. They write the type of movie under each picture and think of one or two titles for each movie. They then take turns to suggest movies to watch. They can use the sentences in Activity 3 to make suggestions and agree / disagree with their partner's suggestions. Model the activity with the class, then let students work in pairs. Invite some pairs to

#### WORKBOOK ANSWERS

act out dialogues for the class.

4 Answers will vary.

5 1 D 2 G 3 B 4 F 5 A

6 1 B 2 D 3 F 4 H 5 E 6 C Try! Answers will vary.

# Further practice / Homework

Workbook page 107; Unit 9 Functions Worksheet

# Unit 9 CLIL page 122

## **Lesson objectives**

Learn about changing a story into a play.

Understand a factual text.

Provide links with other areas of the curriculum and an opportunity for creative project work.

#### Language

**Core language:** stage directions, dialogue, scenes, location, sound effects

#### **Materials**

Track 114; Workbook page 108

#### Warm up

Draw a Venn diagram on the board with the headings Stories, Plays and Both. Ask What features do stories have? What features do plays have? How are they the same / different? Encourage as many students as possible to suggest ways in which stories and plays are the same / different.

# 1 Listen and read along. Write down an example of each of the elements in a play that you have seen or read. ② 114

Tell the class that stories in books are often changed into plays. Ask the students if they can think of any examples of this. ("Cinderella", "Jack and the Beanstalk".)

Tell the class that they are going to listen to and read some information about changing stories into plays. Play the recording for the students to listen and follow the text in their books.

Ask questions to check comprehension, such as: What does description in a book tell us? What do stage directions tell actors? How do we learn about the characters in a play? What can sound effects do in a play?

Show the class the words in the box at the top of the activity. Make sure the students understand all the words. Explain that they need to think about plays they have seen or read, then write an example of each of the elements in the box. Students can use the plays they have read about in this unit. Allow students time to write examples of each element in their notebooks. Ask students to read out their examples.

# 2 Read again and change the sentences from the book into a playscript.

Focus students' attention on the sentences in Activity 2. Explain that these sentences come from a book, and the students need to change them into a playscript. They need to think about stage directions, dialogue, costumes, props, scene location and sound effects.



Students can work in pairs to produce their playscripts. They write their scripts in their notebooks. Invite students to read their scripts to the class. Students can then practice their scenes in pairs and act them out for the class.

# **Optional activity**

The Unit 9 Starlight English Video on the Level 5 DVD shows students some information about *Mamma Mia!* There is also a Starlight English Video Worksheet. Play the video. Pause at various points to check understanding by asking comprehension questions, such as: *What's Natalie's job? When did Mamma Mia! open? How many people have seen the show? Why is the show famous? What is the show about? What jobs do people do before each performance?* 

Ask the students if they have seen *Mamma Mia!* and what they thought about it. They can answer about the show or the movie.

# **Project connection**

You can choose to do Stage 1 of the project on page 124 at any point from here on.

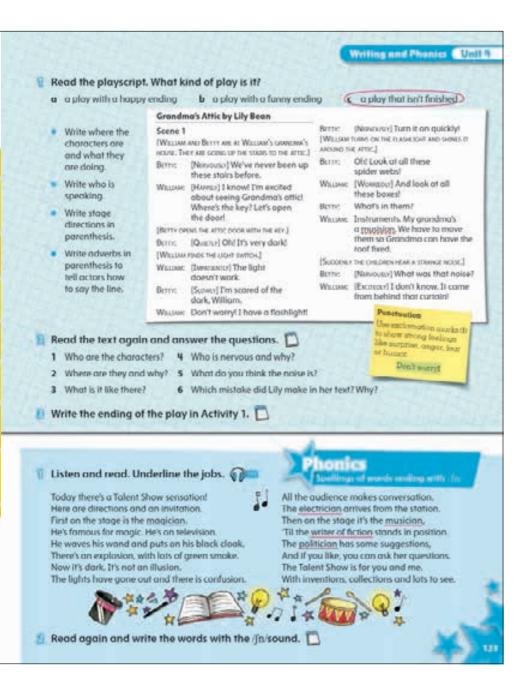
#### WORKBOOK ANSWERS

- 1 Left to right: 2, 3, 1, 4
- 2 1 mime 2 speech 3 sound 4 orchestra 5 movement

Try! Answers will vary.

#### Further practice / Homework

Workbook page 108; Unit 9 Starlight English Video; Unit 9 Starlight English Video Worksheet



# Unit 9 Writing and Phonics page 123

# **Lesson objectives**

Identify the features of a play.

Understand how to use exclamation marks.

Write the ending for a play.

## Language

Core: Vocabulary and Reading Lesson theater words; adjectives and prepositions; have something done (have + object + past participle)

**Review:** stairs, play, light switch, hear/heard, talent show

**Extra:** attic, web, mend, sensation, magician, wand, cloak, explosion, smoke, illusion, confusion, electrician, position, politician, invention

## Materials

Track 115; Workbook page 109

#### Warm up

Ask the students what they remember about the playscript in the Vocabulary and Reading Lesson. Ask *Who were the characters? What happened?* 

Tell the class that in this lesson, they are going to read part of a playscript that Lily has written.

# 1 Read the playscript. What kind of play is it?

Read out the question and ask students to read out the three answer options.

Tell the students to read the playscript quickly and decide what kind of play Lily has written. (A play that isn't finished.)

# 2 Read the text again and answer the questions.

Ask the students to read the six questions in their Student Books, find the answers

in the playscript and write the answers in their notebooks

Move around the class as the students work. Help if necessary by showing students the correct part of the playscript to look at, or by asking further questions to guide them to the answers. Invite pairs of students to ask and answer the questions.

# 3 Write the ending of the play in Activity 1.

Tell the students that they are going to write the ending for Lily's playscript. Ask students around the class to suggest how the play could end.

Focus attention on the writing notes on the left of the playscript in Activity 1. Go through these notes with the class.

Focus the students' attention on the Punctuation box. Read out the note and ask the students to find examples of exclamation marks in Lily's playscript.

Students write their playscripts in their notebooks. Tell the students to use the writing tips to help them. Invite students to read their finished playscripts out.

Students can practice the complete playscript in groups and act it out for the class with their choice of ending.

#### **Phonics**

# 1 Listen and read. Underline the jobs. 115

Ask the students to look at the pictures around the poem and tell you what they can see. Play the poem for the students to listen, follow the words in their books and underline the words for jobs. Ask students to read out the words for jobs.

# 2 Read again and write the words with the $/ \int n/s$ ound.

#### WORKBOOK ANSWERS

- 1 A Betty turns to go. B William bravely takes a step towards the curtain. C More nervously now.
  D Suddenly the curtain opens.
  E In a scary whisper.
- 2 1 fiction, invitation, question, station
   2 confusion, explosion, revision,
   television 3 electrician, magician,
   musician, technician
- **3** fiction, question, shines **Try!** Answers will vary.

Further practice / Homework
Workbook page 109

# Unit 9 Project and Value (page 124)

#### **Lesson objectives**

Understand the importance of being respectful during a performance.

Understand how to put on a play. Put on a play and talk about it.

#### **Value**

Be respectful during a performance!

#### **Materials**

Paper and pens; props; costumes; story books; Unit 9 Stickers; Workbook page 110

#### Warm up

Ask the class to say which play in this unit they liked best and why. Ask volunteers to give summaries of their favorite plays to the class.

#### Value: Read and stick

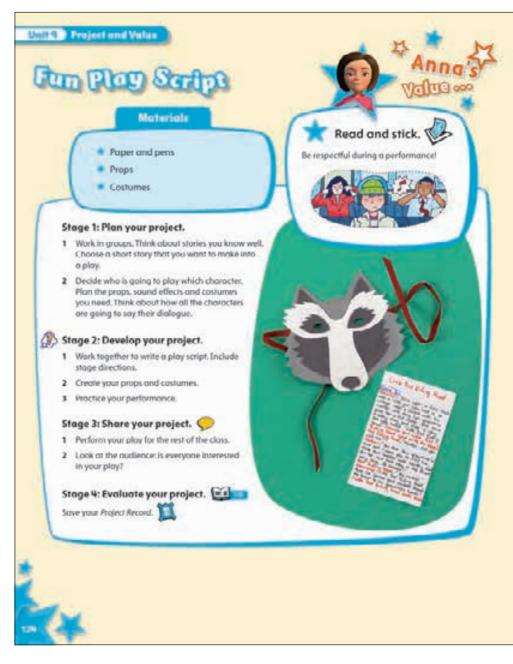
Ask students to open their Student Books to page 124 and find *Anna's Value* at the top. Read the value aloud while students follow along. Ask students to say why it is important to be respectful during a performance (*Because people are trying to watch the how, and if we make a noise we will spoil the show for them, and we might distract the performers, too.) and how we can be respectful during a performance (<i>By sitting still, being quiet, turning our cell phones off.*). Tell students to take out their stickers sheet and find the sticker for *Anna's Value*. Students stick the sticker in the space in their Student Books.

#### **Fun Play Script**

#### Stage 1: Plan your project.

Divide the class into groups. Tell the class that they are going to put on a play, but first they need to decide on a story to change into a play, prepare for their play and write a playscript.

Hand out sheets of paper to the students, and tell them to make notes about their chosen play. The students then work in their groups to decide which story they want to change into a play, and who is going to play each character. You can hand out story books for the students to look at to help them choose a story. They decide how each character is going to speak and act and make notes on their paper. They also make notes about the props, costumes and sound effects they will need and how to make the props, costumes and sound effects.



#### Stage 2: Develop your project.

The students work in their groups to write their playscripts. They can use the story books to help them with the dialogue and stage directions.

When the students have finished their script, they can work together to make costumes and props. Make sure the students have all the craft materials they need and help them if necessary.

The students then practice their play in their groups. Encourage them to learn their lines so that they don't need to read from the script.

#### Stage 3: Share your project. •

Invite each of the groups in turn to perform their play for the class. Remind the rest of the class to be respectful during each performance and not to talk or make a noise. If you have a video camera, or a video setting on your phone, you can record the performances for the class to watch back later, or for the students show their parents. Record the audience as well, and

ask students to observe the audience watching each performance. Ask *Was the audience interested in the play? Were they respectful during the performance?* 

#### Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 3 on page 110 of their Workbooks.

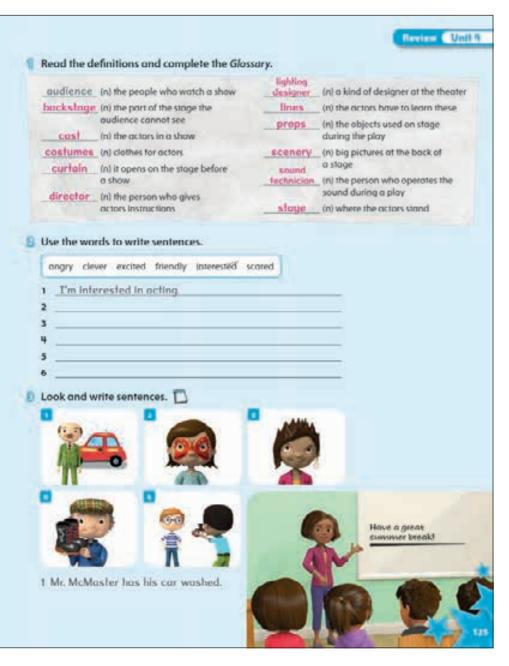
### **Optional activity**

Tell students to create a project record, where they look at the process and the product of the project. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

1 1 Jenny 3 Carl 4 Peter and Lisa2 Answers will vary.Try! Answers will vary.

Further practice / Homework Workbook page 110



## Unit 9 Review page 125



#### **Lesson objectives**

Review vocabulary and grammar from the unit.

Provide an opportunity for self-evaluation.

# Language

Vocabulary and Reading Lesson theater words; Vocabulary and Listening Lesson behind the scenes phrases; adjectives and prepositions; have something done (have + object + past participle)

### **Materials**

Unit 9 Grammar and Everyday Language Poster; Workbook page 111

#### Warm up

Tell the students that in this lesson they are going to review all the vocabulary and grammar they have learned in Unit 9. Ask

the students to open their books and look at the school newsletter. Ask What's in the newsletter this time?

### 1 Read the definitions and complete the Glossary.

Use the Unit 9 Grammar and Everyday Language Poster to review words related to the theater and jobs behind the scenes in the theater. Point to the pictures and ask the students to say the words or phrases. Focus on the glossary. Read out the first definition and ask What do we call the people who watch a show? Elicit the answer and show the class the example. Tell the students to complete the rest of the glossary on their own. Check answers by asking students around the class What do we call (the part of the stage the audience cannot see)?

#### **Optional activity**

Tell the students to close their books. Divide the class into two teams. Say a definition from the glossary (or ask a question, such as What do we call

(clothes for actors)?) to students from each team in turn. The students respond with the theater words. Award one point for each correct answer. The team with the most points wins.

#### 2 Use the words to write sentences.

Use the poster to review adjectives and prepositions. Ask students to make sentences about themselves using some of the adjectives and prepositions.

Have the students use the words in the box and the correct prepositions to write sentences in their books. Invite students to read out their sentences to the class.

#### 3 Look and write sentences.

Use the poster to review have something done. Ask students from around the class to say one thing they do themselves and one thing they have done.

Show the class the pictures in Activity 3. Ask the students to name the characters and say what each character has done for them. The students write sentences about the characters in their notebooks. Invite students to read out their sentences to the class.

#### Evaluation

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

#### Summer break

Ask students if they can see a homework assignment on page 125 of the Student Book. (No.) Tell the class that there is no homework assignment because it is the summer break. Ask the students what plans they have for the summer break. Invite individual students to describe their plans to the class.

Ask students to say which unit in Starlight Level 5 they enjoyed most and why.

#### **Additional resources**

The Unit 9 Test can be given now. The Skills Test for Units 7–9 can be given now

#### WORKBOOK ANSWERS

- 1 Things: costumes, curtain, props, scenery, stage people: audience, cast, director, lighting designer, sound technician
- 2 1 well 2 late 3 sadly 4 bored 5 fast 6 friendly
- 3 1 about 2 with 3 better 4 won't 5 of 6 taking
- 4 1 She has her hair cut every month.
  - 2 She doesn't like romantic movies.
  - 3 She sings very beautifully. 4 She writes the script for the school play.
  - 5 She has painted her house every

Try! Answers will vary.

## Further practice / Homework Workbook page 111

# Story pages 127–127

## **Lesson objectives**

Review vocabulary and grammar structures from Units 7–9 in the context of a story.

Understand and act out a story.

#### Language

Vocabulary and grammar structures from Units 7–9

**Extra:** tunnel, we're about here, Phew! heights, pyramid, ordinary, never mind

#### **Materials**

Track 116; Workbook page 118

#### Warm up

Play Minute Race! Seat the students in a circle. Set a timer for one minute. You can use a timer on your phone or simply use a sand timer. Call out a vocabulary set, such as foods from different countries. The students take turns calling out words for foods around the circle. They have to try and get all the way around the circle before the minute is up. Alternatively, in a large class, the students can try to say as many words as they can in one minute. Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words from Units 7-9.

#### Lead in

Discuss school trips with the class. Ask the students *Have you ever been on a school trip? Where did you go? What did you see / do there? What did you learn on the trip?* 

#### 1 Listen and read the story. 116

Tell the students to look at the pictures in the story on pages 126–127 in their Student Books. Focus attention on the first picture. Ask some questions to get students thinking about the story, such as Who can you see? Where are they? What are they doing? What are they talking about? How do they feel?

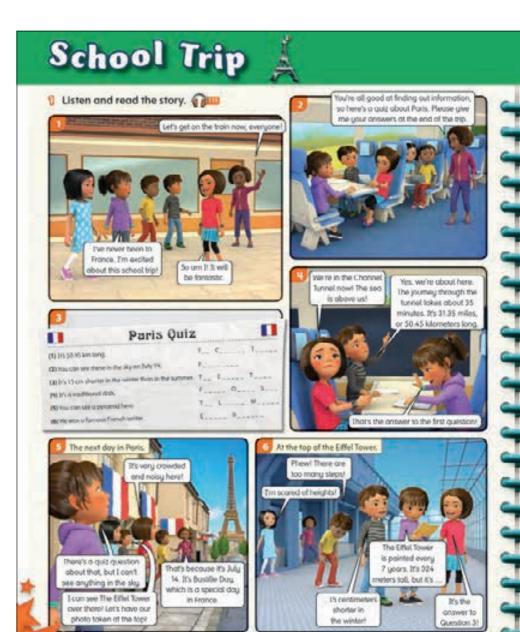
Go through the rest of the story frames quickly and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away.

Play the recording for the students to follow the words in their books. Ask questions to check comprehension,

Frame 1: Where are the children going? (To France.)

Frame 2: What does Miss London give the children? (A quiz about Paris.)

Frame 3: How many questions are in the quiz? (Six.)



Frame 4: Where are the children? (In the tunnel.)

Frame 5: What day is it? (July 14th—Bastille Day.)

Frame 6: Is Betty happy? Why? / Why not? (No, she isn't. She's scared of heights.)

Frame 7: How does Anna feel? (Tired and hungry.)

Frame 8: What do the children have for lunch? (Toasted bread and French onion soup.)

Frame 9: What do the children look for after lunch? (A pyramid.)

Frame 10: Why are the people in funny clothes? (They're the cast of a show. They're wearing costumes.)

Frame 11: Have the children finished the quiz? (No, they haven't.)

Frame 12: Do the children find the answer to Question 2? (Yes, they do.)

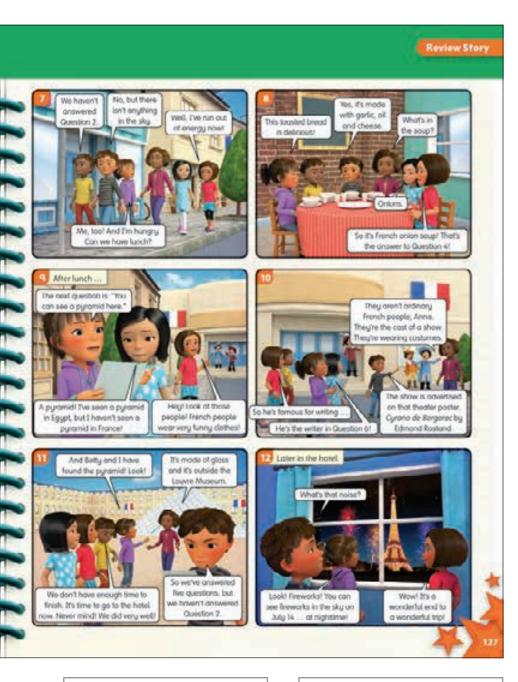
Ask the students if their predictions about the story were correct.

Personalize the story by asking the students to say whether they would like to

visit Paris, what they would like to see and do there, and what other famous cities they have visited / know about.

#### **Optional activity**

Divide the class into two groups. Ask the students to work together to write eight questions about the story. Give each of the groups a large piece of paper and set a time limit of about twenty minutes. Use a watch or timer to time twenty minutes. Move around the class as the students work, helping and checking. You can ask questions to prompt the students, such as: What's happening in this frame? Can you make a question about it? When the time is up, ask the students to swap papers with the other group. Ask the students to complete each other's quizzes.



#### **Optional activity**

Divide the students into groups of four. Tell the groups to choose a frame from the story and think about how to mime it for the class. Allow the students time to practice in their groups. Invite groups to come to the front of the class and mime their frame. The rest of the class tries to guess which frame each group is miming.

#### **Optional activity**

Play a game of Who Said It? Say sentences from the story, or write them on the board, such as: I've never been to France. / It will be fantastic. / The sea is above us! / Yes, we're about here. / I'm scared of heights! / Can we have lunch? / What's in the soup? / Look at those people! / They're the cast of a show. / We did very well! / What's that noise?

Ask students to look at the story in their Student Books and call out the name of the character who said each sentence. If you like, you can play this game in teams, saying or writing a sentence for each team in turn and awarding one point for each correct answer.

#### **Optional activity**

Divide the class into groups of six to act out the story. Assign each student a role: the narrator, Alex, Anna, Lily, William, Betty, Miss London.

Tell the students to read through the story again in their groups and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character and decide how each person should speak and act. If there is time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with their actions and props. Monitor and help where necessary. Groups that finish quickly and do the activity easily can close their books and try to act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class. The students can vote for the performance they liked best.

#### **Optional activity**

If you have audio or video recording facilities, record the groups performing the story. Play the recordings of the story performances back to the class, and ask the students to say what they thought of each performance.

#### WORKBOOK ANSWERS

- 1 The Channel Tunnel 2 Fireworks
  3 The Eiffel Tower 4 French Onion
  Soup 5 The Louvre Museum
  6 Edmond Rostand
- 2 1 Their teacher, Miss London.
  - 2 They go through the Channel
    Tunnel. 3 They have their photo taken. 4 She's scared of heights.
    5 They have toasted bread and
  - 5 They have toasted bread andFrench Onion Soup. 6 It's made of glass.
- 3 1 scared 2 famous 3 excited 4 good 5 tall 6 crowded Try! Answers will vary.

Further practice / Homework Workbook page 118

# **Audio script**

# Track 1

Narrator: 1

Adult: He has brown hair and a brown mustache.

Narrator: 2

**Adult:** He doesn't have glasses and has short, light brown hair.

Narrator: 3

Adult: She's has black hair and a blue and

Narrator: 4

Adult: He has black hair. He doesn't have glasses. He has a yellow T-shirt.

Narrator: 5

Adult: She has brown hair. She doesn't have glasses. She has a red T-shirt.

Narrator: 6

Adult: He doesn't have a beard and he doesn't have a mustache. He has short, gray hair.

Adult: She doesn't have glasses and she

has a pony tail.

Narrator: 8

Adult: She has brown hair and she doesn't have glasses. She has a pink jacket.

## Track 2

Receptionist: So, would you all like penfriends?

Alex, Anna and Lily: Yes, please!

Receptionist: OK, then... can you give me your full names, please?

Alex: I'm Alex Bean. Lily: I'm Lily Bean.

Anna: And I'm Anna Bean. We don't have

middle names. Receptionist: OK, and you're brother and

sisters? Alex: Yes. We're triplets. We have the same

birthday. It's September 22. Receptionist: Good, so ... what's your address?

Lily: It's Bean Cottage ...

**Receptionist:** Is that B ... E ... A ... N? Lily: Yes, "Bean" ... like our last name. Bean

Cottage, 10 Little Street, Aceton Receptionist: Do you have any more brothers and sisters?

Anna: No. we don't.

Receptionist: OK, and what are your hobbies, Alex?

Alex: Soccer! I love soccer.

Receptionist: OK, and do you have any

pets? Alex We have a dog called Bongo!

Receptionist: Bongo?

**Alex:** Yes, B ... O ... N ... G ... O. Receptionist: And Lily, what are your

hobbies?

Lily: I like walking in the countryside.

Anna: And I like Art. Lily: Yes, Anna loves Art. **Receptionist:** Great!

William: Look, Betty! Penfriends! Let's sign

Betty: OK, but you go first. Do you have a pen? I'll write your information.

William: OK, yes, here's the pen ... hmmm, let's see ... full name ...

William ... Victory

Betty: When's your birthday? William: It's on February 19th.

> And my address is ... 7 ... Little Street, Aceton.

Betty: Do you have any brothers or sisters? William: Yes, I have one brother, Michael. M ... i ... c ... h ... a ... e ... l. Michael.

**Betty:** What are your hobbies? William: Hmm. Well, I like computer

Betty: What about pets? Do you have a

William: No, I don't have any pets. Your turn, Betty.... I'll write your

information now.

Betty: Here's the pen, William. You can write my full name: Betty Greenstreet.

William: Greenstreet?

**Betty:** Yes. G ... R ... E ... E ... N ... S ... T ... R ... E ... E ... T. And my birthday is on March 17th.

William: What's your address? Betty: 14 School Road, Aceton.

William: Do you have any brothers and

Betty: Nope.

William: What are your hobbies?

Betty: I go ice-skating ... oh! And dancing!

I like dancing.

William: Do you have any pets? Betty: Yes, I have a cat. Her name is Lulu. L ... U ... L ... U.

#### Track 4

Alex: You are in reception. Turn left. Then turn right. Go straight ahead. At the end of the hall turn left. It's across

from the staff room. Lily: It's the auditorium!

#### Track 7

Narrator: A

Lily: Does it have legs? Alex: No, it doesn't.

**Lily:** Does it have body sections?

Alex: Yes, it does. Narrator: B

Alex: Does it have legs? Lily: Yes, it does.

**Alex:** Does it have six legs?

Lily: Yes, it does. It's black and yellow.

**Narrator:** C

**Lily:** Does it have legs? Alex: Yes, it does. Lily: Does it have six legs? Alex: No, it doesn't.

Lily: Does it have eight legs?

Alex: Yes, it does! Narrator: D

Alex: Does it have legs? Lily: Yes, it does.

Alex: Does it have six legs?

Lily: Yes, it does. It's green and it jumps.

Narrator: E

Lily: Does it have legs? Alex: Yes, it does. Lily: Does it have six legs? Alex: No, it doesn't.

Lily: Does it have eight legs?

Alex: No, it doesn't.

Lily: Does it have more than eight legs?

Alex: Yes, it has a lot of legs!

Narrator: F

**Alex:** Does it have legs? Lily: Yes, it does.

Alex: Does it have six legs?

Lily: Yes, it does. It's red with black spots.

#### Track 9

Narrator: One.

**Adult:** The wasp is stinging her arm.

Narrator: Two.

Adult: Spiders make webs.

Narrator: Three.

Adult: The spider is making a web.

Narrator: Four.

**Adult:** The bees are working in the hive.

Narrator: Five.

Adult: Wasps sting people.

Narrator: Six.

Adult: Bees work in hives.

# Track 11

Narrator: One.

Adult: It's made of glass. You can grow

plants inside it. Narrator: Two

Adult: It's a small red fruit.

Narrator: Three.

Adult: It's the part of a plant under the

ground. Narrator: Four.

Adult: Bees take this from plants.

Narrator: Five.

Adult: Gardeners put these in the ground

to grow plants.

Narrator: Six.

Adult: Gardeners use this to water the garden.

# Track 12

In my garden, I plant some seeds. I dig the soil and take out weeds. Bees bring pollen. Then, you know, Roots and stalks and flowers grow.

Wuh-oh! In my garden, plants and flowers grow.

Wuh-oh! Roots and stalks and petals grow, you know.

These can help my garden grow: A watering can, a wheelbarrow. A scarecrow scares the birds away. They come to eat nuts every day.

Wuh-oh! Here's my trowel, my basket and

Wuh-oh! It's fun to push my wheelbarrow, you know.

Here's my greenhouse. It's quite hot. Tomatoes are growing in small pots. This is where the pumpkins hide. Sweetcorn's growing tall outside.

Wuh-oh! Raspberries are growing in the

Mil.

Wuh-oh! Welcome to my garden everyone. [x4]

# Track 14

**Mom:** Can you sweep up the leaves, please Tim?

Tim: I don't think I can, Mom. It's a bit windy!

**Mom:** Oh no! Please can you hang the clothes on the clothesline, then?

Tim: Yes, of course!

**Mom:** Can you put that plant pot in the greenhouse, please, Natalie?

Natalie: I'm sorry, Mom. I can't. It's heavy!

Mom: Oh! Well, here's some birdseed for the blackbirds.

Put it on the birdfeeder, please.

Natalie: No problem!

Mom: And Fiona, can you help me pick the

pears, please?

Fiona: Sorry, Mom. The pear tree is a bit

high!

But I can pick the blackberries.

Mom: Good idea! Thanks, Fiona!

Mon. Good idea: i

# Track 19

Narrator: A

Male presenter: Amazing! That was

fantastic!

And the audience loved it! But, what about our

judges?

**Judge 1:** It's 10 points from me! **Judge 2:** And 10 points from me!

Judge 3: You're through to the next round!

Narrator: B

Commentator: Goooooooaaaaaaallllll!

Narrator: **○** 

**Man:** Here we are in Africa. Over there is a lion ... And look, by the water is a giraffe.

Narrator: D

Pamela: Danny! It's you!

Danny: Yes, Pamela. It's me. I'm back.
Pamela: But, why, Danny? Why?
Danny: Because ... Pamela ... I love you!

Narrator: E

Game show host: And now, for ONE

MILLION DOLLARS, What is the capital city of the USA?

**Contestant:** Erm ... is it ... Washington DC? **Game show host:** Is that your final answer?

Contestant: Yes ... final answer.

Game show host: Washington DC is ... THE RIGHT ANSWER!

Narrator: F

**Voice Over:** New from the Town's Beauty

Range ... Divine. **Actress:** My hair is so soft!

**Voice Over:** Divine shampoo for fabulous

hair.

Actress: Because you're Divine ...

Track 21

Narrator: One.

**Adult:** It's more colorful than Grandma's car, but it isn't the most colorful.

Narrator: Two.

**Adult:** It's more colorful than Grandma's car. It's the most colorful car.

Narrator: Three.

Adult: It's more delicious than lan's ice cream, but it isn't the most delicious

Narrator: Four.

**Adult:** It's more delicious than lan's ice cream. It's the most delicious ice

Track 23

Narrator: One.

Adult: This is the name for metal money.

Narrator: Two.

**Adult:** This is money people in your family

give you. **Narrator:** Three.

Adult: You can exchange forty quarters

for this. **Narrator:** Four.

**Adult:** This is a place to save your allowance. It's shaped like an

Narrator: Five.

Narrator: Boys carry their money in this.

Narrator: Six.

Narrator: Girls carry their money in this.

Track 24

Fold the clothes! Pick up those! Wash the car! You're a star! Your allowance! Here you are!

00 00 00 00

Save it in your coin box!

00 00 00 00

Can you hear the coins clunk?

A penny is one cent, A nickel is five,

A dime is ten cents,
A quarter's twenty-five

A quarter's twenty-five, A one-dollar bill,

A five-dollar bill, A ten-dollar bill,

A twenty-dollar bill,

Oo Oo Oo Oo!

Say please and thanks,

Then put it in your piggy bank!

Wham! Bam!

Stores in streets! Buy some sweets! Ice cream cone! Buy a phone! Buy a comic, take it home!

00 00 00 00

Spend money from your coin box Oo Oo Oo Oo

Can you hear the coins clunk?

A penny is one cent, A nickel is five, A dime is ten cents, A quarter's twenty-five,

A one-dollar bill,

A five-dollar bill, A ten-dollar bill, A twenty-dollar bill, Oo Oo Oo! Say please and thanks,

Then take it from your piggy bank!

Wham! Bam!

Make the bed! Cut some bread! Sweep the floor! Clean some more! Your allowance? Here you are!

00 00 00 00

Save it in your coin box!

00 00 00 00

Can you hear the coins clunk?

00 00 00 00

Save it in your coin box!

00 00 00 00

Can you hear the coins clunk?

\_

Track 26
Lily: This is my coin collection.
Betty: How many coins do you have?

Lily: I have 42 coins.

Betty: Wow! Where do you get them from,

Lily?

**Lily:** I save my allowance to buy them. Sometimes people give me coins from other countries, too.

**Betty:** Where is this coin from?

Lily: It's from the US.

**Betty:** Which is the oldest coin?

Lily: This Indian cent is more than 100 years old. But it isn't very valuable. This peace dollar is the most valuable. It's worth about \$25. It's from 1923.

Betty: Which is your favorite coin?
Lily: My favorite coin is this one dollar silver coin. It celebrates Mark Twain.

Track 31

Narrator: A

Adult: Candles were made of ...

Narrator: B

Adult: Ancient Greek sandals were made

of ...

Adult: Ancient Greek combs were made

of ...
Narrator: D

**Adult:** Men's clothes were made of ...

Name to Trick

Adult: Women's clothes were also made

of ...
Narrator: F

**Adult:** Coins were made of ...

Track 33

Narrator: One.

Adult They're made of leather

Narrator: Two.

Adult It was made of wood and wax.

Narrator: Three.

Adult It's made of plastic.

Narrator: Four.

**Adult** They were made of leather. **Narrator:** Five.

Adult It's made of paper.

Narrator: Six.

Adult It was made of ivory.

Track 35

Narrator: One.

Adult: The Romans lay on this to eat.

Narrator: Two.

Adult: It was a room to work in.

Narrator: Three.

Adult: They were on the roof of a villa.

Narrator: Four.

Adult: It was under the floor in a villa.

Narrator: Five.

Adult: The Romans used these to go up to

the bedroom

Narrator: Six.

Adult: This was in the courtyard.

Track 36

When you look back in time, in our history, Tell me who invaded Europe from 200 BC?

They were Romans! They're still really famous.

Romans!

Look at what they gave us!

They're the ones who built the roads.

The Romans were builders.

They built big villas, With tiles on the roof, And huge stone pillars.

In the kitchen it was dark. It was dirty and

bare.

But it didn't really matter, 'Cos they only cooked there.

The rich men lay on couches

To eat their dinner.

And with so much food, they didn't get

When you look back in time, in our history, Tell me who invaded Europe from 200 BC?

They were Romans! They're still really famous.

Romans!

Look at what they gave us!

They're the ones who built the walls.

Now let's take the stairs to the second

floor

Look and see just what those Ancient

Romans saw.

In the bedroom was a bed made of wood

and leather,

And a mattress made of grass Or straw or maybe feathers.

They had a study with mosaic floors,

They had a courtyard with a fountain and

an olive tree.

When you look back in time, in our history, Tell me who invaded Europe from 200 BC?

They were Romans! They're still really famous.

Romans!

Look at what they gave us!

They're the ones who built the baths.

Track 38

**Shop assistant:** Hello! Can I help you?

Anna: Yes. Do you sell toys?

Shop assistant: Yes, we do! We have horses,

models, puppets and kiddie

Anna: Oh, OK. Thank you. And, do you

have any clothes?

**Shop assistant:** Yes, we have T-shirts,

baseball hats, hats and

sandals

**Anna:** What color T-shirts do you have? **Shop assistant:** We have red, black, white,

green, and gray.

Anna: Two wooden horses and a small black T-shirt then, please. How

much is that, please?

**Shop assistant:** Here you are, that's \$16.80

please.

Track 44

Narrator: A

**Adult:** Before Scrooge was very ...

Narrator: B

Adult: Now Scrooge is very ...

Narrator: (

Bob Cratchit: 235 times 6 equals 1410!

Adult: Bob Cratchit is very ...

Narrator: D

**Adult:** Bob Cratchit is also very ...

Narrator: E

Adult: Jacob Marley is ...

Narrator: F

Mrs Cratchit: Now Tiny Tim, put on your hat

and scarf. It's cold out there!

Adult: Mrs Cratchit is ...

Narrator: G

Martha Cratchit: Oh dear! Oh! Poor Tiny Tim!

Adult: Mrs Cratchit is ...

Narrator: H

**Tiny Tim:** Is there any more food, Mother?

I'm very hungry. I'm cold too. **Adult:** Tiny Tim and his family are very ...

Narrator:

Fred: Come in, everyone! How lovely to

see you! Adult: Fred is very ...

Belle: Oh! Ebenezer Scrooge is always working and I am always alone.

Adult: Belle is ... Narrator: K

**Ghost Xmas Pres:** Presents for everyone! Adult: The Ghost of Christmas Present is ...

Fezziwig: Goodness! I'm always so happy!

Adult: Fezziwig is very ...

Track 46

Narrator: One.

Male reader The kids weren't singing when Scrooge opened the door.

Narrator: Two.

Male reader It wasn't snowing when Tiny Tim looked out of the window.

Narrator: Three.

Male reader The kids were singing when Scrooge opened the door.

Narrator: Four.

Male reader It was snowing when Tiny Tim looked out of the window.

Track 48

Narrator: One.

Adult: Cooking with chocolate

Narrator: Two.

Adult: The world from above Narrator: Three.

Adult: Fun Time Comedy Book

Narrator: Four. Adult: Secret Agent X Narrator: Five.

Adult: Superman: The Return

Narrator: Six.

Adult: Anthony and Cleopatra by William

Shakespeare

Track 49

She reads books. She's a reading fan!

(Reading fan! Reading fan!) She can't write books, But she knows who can. (I'm a real reading fan!)

Shakespeare was a writer

And a clever man.

Stratford-upon-Avon is where he began. He wrote poetry and plays and don't

forget!

He wrote Romeo and Juliet. He wrote lots of plays,

In the old, old days. I'm a poetry and William Shakespeare fan. (She's a poetry and William Shakespeare

I can read a graphic novel in one night. But ghost stories really give me such a

I like atlases and jokes. Yes, I do. I like science fiction novels too. I read annuals. I read manuals.

I'm a fiction and non-fiction reading fan. (She's a fiction and non-fiction reading fan.)

Track 51

Mr. Bean: I'd like a library card, please. **Librarian:** Certainly! I just need to ask you

your name, please? Mr. Bean: Gregory Bean.

Librarian: Can you spell your last name,

for some information. What's

please? **Mr. Bean:** Yes. B ... E ... A ... N.

Librarian: Thank you. What's your date of

birth, Mr. Bean? Mr. Bean: November 17th, 1975. **Librarian:** What's your home address? Mr. Bean: Bean Cottage, 10 Little Street,

Aceton, 22500. Librarian: And what's your telephone

number? **Mr. Bean:** It's 716-341-3521.

Librarian: Do you have an email address?

Mr. Bean: It's greg@mymail.com

Track 56

Narrator: A

Male reader You do this sport outside. You jump off a bridge on a long

rope.

Narrator: B

Male reader You do this sport in a boat with more than two people.

You do it on a fast river.

**Narrator:** C

Male reader You do this sport outside. You climb up rocks and mountains.

Narrator: D

Male reader You do this sport on the sea or on a river in a thin boat. You do it alone or with one more person in the boat.

Narrator: E

Male reader You do this sport outside. You

travel on a board with four

wheels

Narrator: F

Male reader You do this sport outside.

You travel on a board in the mountains in very cold

Track 58

Narrator: One

The islanders asked the rangers to catch

Narrator: Two

The islanders told the rangers to come to

the island Narrator: Three

The islanders asked the rangers to find the

Narrator: Four

The rangers invited Jan and Dave to come

to the port.

Track 60

Narrator: A

Adult: You wear these to protect your eyes

underwater.

Narrator: B

Adult: You open this in the air.

Narrator: C

Adult: You wear these on your feet

underwater.

Narrator: D

Adult: You put this in your mouth

underwater.

Narrator: F

Adult: You can use this to move a boat

through the water.

Narrator: F

Adult: You wear this to keep you warm in

Track 61

Come on get your coat, Here's the boat on the river. Jet boating is for me!

It's alright! Hold on tight! Now the sun is shining bright.

Put your seat belt and life jacket on!

Let's jet boat together. It's wet and it gets wetter! Yachting is good fun, Jet boating is better.

In and out of canyons, In boats upon the river. I love adventure sports!

Look up there! Do you dare Jump from planes into the air? Skydiving is for me!

Don't forget your parachute, Skydive goggles and jumpsuit. Fly high but don't land in a tree!

Let's all go skydiving! It's scary. It's exciting. It's more fun than golf,

More extreme than kung fu fighting.

High above the land,

In the sky between the clouds.

I love adventure sports!

Track 63

William: Hi Anna! Do you want to come to the skate park with me on

Saturday morning?

Anna: I'd like to come, William, but I have a soccer game on Saturday morning.

William: Oh, OK. Can you come on Saturday afternoon then?

Anna: Sorry, I can't. Alex, Lily and I have tickets for the movie theater on Saturday afternoon. What about

Sunday? William: I have to do my homework on Sunday morning, but I'm free after

lunch.

Anna: I'm free on Sunday afternoon, too. I can meet you at two thirty.

William: OK! See you at the skate park!

**(%)** Track 70

Adult: He has just drawn the WEEE Man.

Adult: He has just written about the WEEE

**Adult:** She has just painted the WEEE Man.

Adult: They have just made a model of the

Adult: He has just taken a photo of the

WEEE Man.

**(%)** Track 72

Narrator: A Adult: wide

Narrator: B Adult: shiny

Narrator: C Adult: clean Narrator: D

Adult: wet Narrator: E Adult: flat

**(%)** Track 73

There are sculptures of queens. There are sculptures of kings. The Angel of the North Has amazing wide wings.

54 meters wide, And 20 meters tall. He stands high on a hill, Looking down over all.

Some sculptures are special. Some sculptures are plain. They're dry in the sun. They're wet in the rain. Some sculptures are heavy. Some sculptures are light. Some sculptures have water, Some light up at night.

There are sculptures with names. Like the names on this tree. The Tree of Remembrance Should remind you and me. Pretty leaves, silver leaves, They're shiny and they're flat. When the birds sit up there, People look at that.

Some sculptures are spiky. Some are high off the ground. Afloat is a sculpture That is turquoise and round. Can you see the sea through The hole in the middle? It's near to the beach It's big. It's not little.

Some sculptures are special. Some sculptures are plain. They're dry in the sun. They're wet in the rain. Some sculptures are heavy. Some sculptures are light. Some sculptures have water, Some light up at night.

Track 75

Mrs. Bean: What a fantastic exhibition!

You've done a lot of preparation!

Congratulations!

I like your pot, Alex! Good work!

You're very skilful!

Alex: Thanks, Mom! I'm glad you like it!

Lily: This is my pot, Mom.

Mrs. Bean: Oh! Isn't the color beautiful, Lily. I love sky blue! You've written a description, too.

Anna: And this is mine.

Mrs. Bean: Oh! It's ... erm ... gigantic!

Anna: It's terrible!

Mrs. Bean: No, it's not Anna! You've worked

And you're very good at taking photos. Let's go to the photography show next door

now.

Track 81

Narrator: A

**Alex:** A place with a lot of people is ...

Narrator: B

**Alex:** A place in the country is ...

**Narrator:** C

Alex: A place which is very, very cold is ...

Narrator: D

**Alex:** A place with wild animals can be ...

Narrator: E

Alex: A place which is warm and

comfortable is ... Narrator: F

**Alex:** A place with lots of mountains is ...

## Track 83

Narrator: 1

Adult: Have you ever dug a snow shelter?

Narrator: 2

Adult: I've been to the UK.

Narrator: 3

Adult: I haven't seen an arctic hare.

Narrator: 4

Adult: Have you been to the UK?

Adult: I've never been to the UK.

Narrator: 6

Adult: I've seen a polar bear.

#### Track 85

Narrator: 1 Adult: make up Narrator: 2 Adult: do up Narrator: 3

Adult: look forward to

Narrator: 4 Adult: run out of **Narrator:** 5 Adult: get on with Narrator: 6 Adult: set off

#### Track 86

The bus arrives and we get off. We're in the forest. Let's set off! Exploring, in the forest. We've got a lot to learn about.

There's not much water. Don't run out!

Exploring, in the forest.

Exploring, in the forest. We're learning, in the forest. Life's cool, in the forest. Exploring, in the forest.

Put up a shelter made of wood. Now it's finished. It looks good! Exploring, in the forest.

We get on well and we don't fight. We all look forward to the night.

Exploring, in the forest.

[Chorus]

Exploring, in the forest. We're learning, in the forest. Life's cool, in the forest. Exploring, in the forest.

We make up stories 'round the fire, Put out the fire when we're tired.

Exploring, in the forest.

Do up your sleeping bag. Keep warm. We're lucky there's no thunderstorm!

Exploring, in the forest.

Exploring, in the forest. We're learning, in the forest. Life's cool, in the forest. Exploring, in the forest.

#### **(%)** Track 88

Mr. Bean: I'm going to book a vacation for us on this website.

Alex: Fantastic! Can we go to the beach? I

like diving best!

Anna: Oh, Dad! Let's go to the countryside!

I prefer cycling to diving.

Lily: Me too! Please can we go camping? I

like sleeping in a tent best. Mr. Bean: Wait a minute, kids! I'm going

to book a winter vacation, not a summer vacation. We're going to go skiing.

Anna: That's awesome! I prefer snow to

sunshinel

#### **(%)** Track 93

Narrator: A

Milly: The bulbs are 30 cents each.

Narrator: B

Milly: One litre costs \$1.45.

Narrator: C

Milly: They cost 80 cents each.

**Narrator:** D

Milly: It costs 70 cents for 500 grams.

Narrator: E

Milly: A bunch costs 65 cents.

Narrator: F

Milly: A pack costs 50 cents.

# Track 95

Narrator: 1

Adult: He doesn't have enough noodles.

Narrator: 2

Adult: She has too much water.

Narrator: 3

Adult: He has too many noodles.

Narrator: 4

Adult: She has enough water.

Narrator: 5

Adult: She doesn't have enough water.

Narrator: 6

Adult: He has enough noodles.

# Track 97

Narrator: A

**Adult:** This cheese is from France. It's ....

Narrator: B

**Adult:** This pizza is from Italy. It's . . . .

**Narrator:** C

**Adult:** This curry is from India. It's . . . .

Narrator: D

Adult: This special fried rice is from China.

Narrator: E

Adult: These dumplings are from Poland.

They're ....

Adult: This potato omelet is from Spain.

#### Track 98

In the US, there is every kind of dish We can eat anything that we wish

We can eat tacos

And we can eat French fries Or we can eat Italian pizza! Hey! We can eat Italian pizza.

(Hey! Hey! Hey!)

Have you tried a hot Pad Thai? Or delicious Polish dumplings?

And don't forget Spanish omelet!

Or we can eat Italian pizza Hey! Or we can eat Italian pizza.

(Hey! Hey! Hey!)

Chinese rice Is always nice.

And so is Indian curry We have French cheese

Jamaican peas,

But Italian take-out is faster. Hey! Italian take-out is faster.

#### **(%)** Track 100

Waiter: Are you ready to order?

Mrs. Bean: Yes, I am.

Waiter: What would you like for the

appetizer?

Mrs. Bean: I'd like carrot soup, please. Waiter: What would you like for the

entree?

Mrs. Bean: I'd like spaghetti with tomato

sauce, please. Waiter: Anything else?

Mrs. Bean: Can I have a green salad, please? Waiter: Yes, of course. What would you like

Mrs. Bean: A glass of orange juice, please.

#### **(%)** Track 105

**Narrator:** A

Lily: This is the part of the theater where the actors perform the play.

Narrator: B

Lily: These are the words of the play, which the actors learn.

**Lily:** This is the person who checks that the audience can hear the play.

Narrator: D

Lily: This is a large picture to decorate the

stage. Narrator: E

Lily: This is the person who turns the lights on and off.

Narrator: F

Lily: This opens at the beginning of a show and closes at the end.

#### Track 107

Narrator: 1

**Adult:** The prince is friendly to Cinderella.

Narrator: 2

Adult: The Ugly Sister is interested in

dancing. Narrator: 3

Adult: The elf is tired of sewing.

Narrator: 4

Adult: Goldilocks is scared of Daddy Bear.

Narrator: 5

Adult: Mommy Bear is good at making

porridge. **Narrator:** 6

Adult: The queen is angry with the mirror.

#### **Track 110**

Who writes the script and writes the

songs?

Who learns their lines the whole night

long? I do!

Who designs the program in time for the

show?

The program design is something I know.

Who puts up posters, do you know?

I do!

Who advertises our big show?

I do!

Who builds the set and tests the sound,

too? I do!

And I do!

We do it for the show!

Who mends the costumes when they

tear?

I do!

Who has to curl and style their hair?

I do!

Who has to paint their nails and put make

up on?

I have to do it and I think it's fun.

Who dyes their hair purple and green?

I do!

Who ties shoelaces between scenes?

I do!

Who rehearses everything that they know?

We do!

And we do!

We do it for the show!

We do!

And we do!

We do it for the show!

#### **Track 112**

Alex: Why don't we watch a horror movie?

I like scary movies!

Lily: All the horror movies are 18 and over,

Alex!

Anna: Lily wants to watch a romantic

movie ...

**Lily:** No, I don't! Romantic movies are boring! Let's watch a comedy. We all

like funny movies.

**Alex:** Yes, but there aren't any new

comedies and I don't like cartoons very much.

**Anna:** How about that movie with the ship on the cover? That looks good.

**Lily:** Good idea! It's a PG, so we can watch

Alex: And Johnny Nepp is in it! He's a cool

actor!

