

2nd Edition

Family Fluency and Friends

3

Teacher's Book Plus

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Introduction by **Naomi Simmons**

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Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: My family	p26	Revision: family words, adjectives, numbers 1–100 Core: months of the year	Present simple with <i>be</i> and <i>got</i> <i>I'm seven. We've got two cousins.</i> Past simple with <i>be</i> <i>It was sunny.</i> <i>The children were happy.</i> Comparatives <i>The red car is bigger than the blue car.</i>
1 They're from Australia!	p30	Countries Core: <i>Egypt, the UK, Russia, Spain, Thailand, Australia, the USA, Brazil</i> Seasons / Home Core: <i>spring, summer, autumn, winter, garden, season</i>	Present simple <i>Where are you from?</i> <i>I'm from Egypt.</i> <i>Where is he from?</i> <i>He's from Brazil.</i>
2 My weekend	p36	Hobbies Core: <i>read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball, play the guitar, shop, cook, paint, play the piano, visit family</i>	<i>like + verb + ing</i> <i>I like reading.</i> <i>I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does. / No, he doesn't.</i>
3 My things	p42	My things / phrasal verbs Core: <i>computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off</i> Collections Core: <i>stickers, posters, comics, postcards, badges, shells</i>	<i>your / our / their</i> <i>That's their CD player.</i> Can for permission / requests <i>Can I use your computer?</i> <i>Yes, you can. / No, you can't.</i> <i>Can you turn off the DVD player, please?</i>
Fluency Time! 1	p48	Things in common <i>I love ... I don't. I prefer ... So do I. Neither do I.</i>	
Review 1	Revision of vocabulary and structures from Units 1–3		
4 We're having fun at the beach!	p50	Water sports Core: <i>swim, sail, dive, surf, kayak, windsurf, snorkel, waterski</i> Adjectives to describe places Core: <i>polluted, clean, dangerous, safe, beautiful, ugly</i>	Present continuous: affirmative and negative <i>I'm swimming.</i> <i>We're sailing.</i> <i>She isn't snorkelling.</i> <i>They aren't waterskiing.</i>
5 A naughty monkey!	p56	Zoo animals Core: <i>penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile</i> Adjectives to describe emotions and things Core: <i>angry, scared, free, sorry, funny, kind</i>	Present continuous: questions and short answers <i>Is the crocodile eating the sandwich?</i> <i>Yes, it is. / No, it isn't.</i> <i>Are they eating?</i> <i>Yes, they are. / No, they aren't.</i>
6 Jim's day	p62	Daily routine Core: <i>have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school</i> Time words Core: <i>first, then, next, finally, every day, at the weekend</i>	Present simple: affirmative, negative, and questions <i>I have breakfast at eight o'clock.</i> <i>He doesn't get up early.</i> <i>Do they live in a big house?</i> <i>Yes, they do. / No, they don't.</i> <i>What time does he start work?</i>
Fluency Time! 2	p68	Abilities <i>I'm (very) bad at ... I'm terrible at ... He's (very / quite) good at ...</i>	
Review 2	Revision of vocabulary and structures from Units 1–6		

Phonics	Skills	Values
	<p>Reading: identifying people and objects from descriptions</p> <p>Listening: identifying numbers</p> <p>Speaking: asking and answering about birthdays</p> <p>Writing: writing the answers to sums</p>	<p>Greeting people politely</p> <p>Appreciating our family</p>
<p>Consonant blends:</p> <p>cr: <i>crayon</i></p> <p>dr: <i>draw, drink</i></p> <p>sp: <i>spoon</i></p> <p>sn: <i>snake</i></p> <p>pl: <i>play</i></p>	<p>Reading: a story: 'The Lazy Bear' (reading and understanding a story, reading for the main idea; understanding the sequence of events in a story)</p> <p>Listening: identifying details about age, birthday, country, and favourite season (understanding specific information to identify the correct picture)</p> <p>Speaking: asking and answering about age, country, and favourite season</p> <p>Writing: capitalizing proper nouns and sentence beginnings; Workbook – writing about myself</p>	<p>Values 1:</p> <p>Values at home</p> <p>(Helpful and safe behaviour)</p> <p>Helping around the house</p> <p>Being tidy in the home</p> <p>Taking care of personal belongings</p> <p>Being quiet and considerate near other people</p> <p>Closing doors behind you</p> <p>Being safe at home</p> <p>Asking for permission (e.g. <i>Can I watch television, please?</i>)</p>
<p>Magic e:</p> <p>a_e: <i>face, space</i></p> <p>i_e: <i>kite, bike</i></p> <p>o_e: <i>rope, stone</i></p> <p>u_e: <i>June, cube</i></p>	<p>Reading: a hobbies forum (reading and understanding a webpage; reading for specific details)</p> <p>Listening: identifying details about different penfriends (matching people and their hobbies)</p> <p>Speaking: choosing a penfriend (asking and answering questions about hobbies; suggesting a suitable penfriend for your partner)</p> <p>Writing: full forms and short forms of <i>be</i> and <i>have</i>; Workbook – writing an email about my hobbies</p>	
<p>Words with ar:</p> <p><i>car, park, shark, star, scarf</i></p>	<p>Reading: a school project (reading and understanding school projects about collections; finding specific details about people in a text)</p> <p>Listening: identifying details about collections (matching people and the things they collect)</p> <p>Speaking: talking about collections (asking and answering questions based on information in the listening text)</p> <p>Writing: punctuation marks: question marks, commas and full stops; Workbook – writing about a child's collection</p>	

Project: a project survey

Extensive reading: Swiss Family Robinson; Families around the world

<p>all endings:</p> <p><i>ball, mall, wall, tall, small</i></p>	<p>Reading: a holiday brochure (reading about a dolphin encounter holiday; understanding and using descriptive adjectives)</p> <p>Listening: identifying details about beach activities (listening and numbering pictures)</p> <p>Speaking: talking about what you like doing on the beach (asking and answering questions)</p> <p>Writing: spelling rules for the gerund form; Workbook – writing a postcard about my trip</p>	<p>Values 2:</p> <p>Values outside</p> <p>(Respecting nature)</p> <p>Being safe near animals</p> <p>Being kind to animals</p> <p>Putting litter in bins</p> <p>Closing gates behind you (so animals can't escape)</p> <p>Understanding that it is dangerous to play on gates</p>
<p>or and aw spellings:</p> <p>or: <i>fork, horse, corn</i></p> <p>aw: <i>straw, paw, yawn</i></p>	<p>Reading: a story: 'The Lion and the Mouse' (reading and understanding a story; reading and matching specific actions / descriptions with story characters)</p> <p>Listening: identifying different frames of a cartoon strip (understanding descriptions using the present continuous)</p> <p>Speaking: describing different frames of a cartoon strip (asking and answering questions)</p> <p>Writing: using speech marks; Workbook – writing about animals</p>	
<p>oy and oi spellings:</p> <p>oy: <i>boy, toy, oyster</i></p> <p>oi: <i>coin, oil, soil</i></p>	<p>Reading: a website about cyber school (reading and understanding a webpage; reading for specific information)</p> <p>Listening: identifying details about a student's day (listening and numbering pictures)</p> <p>Speaking: describing daily routine (asking and answering questions)</p> <p>Writing: proper nouns; Workbook – writing information about me</p>	

Project: a poster

7	Places to go!	p70	Places in town Core: <i>café, library, museum, playground, shopping mall, sports centre, swimming pool, cinema</i> Performances Core: <i>play, theatre, concert, actor, film, singer</i>	Present simple and adverbs of frequency <i>always, sometimes, never</i> <i>I sometimes go to the library.</i> Prepositions of time: on, at, in <i>My birthday is in May.</i>
8	I'd like a melon!	p76	Food Core: <i>pasta, bread, cereal, meat, melon, cucumber, onion, lemon, potato, butter, cheese, salt, pepper, peas</i>	Countable and uncountable nouns a / an / some <i>I'd like / Would you like...?</i>
9	The fastest animal in the world	p82	Describing places Core: <i>lake, mountain, waterfall, ocean, wide, big, deep, high, building, country, bridge, river, old, long</i>	Comparatives <i>Russia is bigger than the UK.</i> Superlatives <i>The highest mountain in the world is Mount Everest.</i>
Fluency Time! 3		p88	Giving directions <i>Can you tell me the way to ...? Turn left... Where's ...? Turn right, then go straight on. You can't miss it.</i>	
Review 3		Revision of vocabulary and structures from Units 1–9		
10	In the park!	p90	In the park Core: <i>path, grass, flowers, bin, trees, playground, fountain, litter</i> Verbs Core: <i>shout, chase, catch, meet, cross, laugh</i>	must / mustn't for rules and obligations <i>You must turn off your mobile phone.</i> <i>You mustn't shout.</i>
11	In the museum	p96	Transport Core: <i>ferry, bus, helicopter, motorbike, plane, taxi, train, tram</i> Prepositions Core: <i>along, through, in the middle / at the top of, between, inside</i>	Past simple with be <i>There was / wasn't / were / weren't ...</i> <i>lots of, some, any</i> Time phrases: <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>
12	A clever baby!	p102	Adjectives to describe people Core: <i>old, young, handsome, pretty, short, tall, shy, friendly, cheerful, miserable, relaxed, worried, mean, generous</i>	Past simple with be and have: affirmative and negative <i>I wasn't tall when I was five.</i> <i>He had black hair when he was young.</i>
Fluency Time! 4		p108	Describing people <i>Do you know ...? I know that ... She looks ... I think ...</i>	
Review 4		Revision of vocabulary and structures from Units 1–12		
13	The Ancient Egyptians	p110	Verbs Core: <i>start, finish, love, hate, want, use, laugh, live</i> Adjectives to describe things Core: <i>heavy, light, hard, soft, easy, difficult</i>	Past simple with regular verbs: affirmative and negative <i>They lived 5,000 years ago.</i> <i>They didn't cook pizza.</i>
14	Did you have a good day?	p116	School things Core: <i>paint, paintbrush, calculator, lunch box, dictionary, PE kit, backpack, apron</i> Camping things Core: <i>tent, sleeping bag, frying pan, matches, rope, torch</i>	Past simple questions <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> Wh- questions: what / when / where <i>What did you watch last night? A film.</i>
15	Our holiday!	p122	Holiday things Core: <i>suitcase, sun cream, towel, soap, shampoo, hairbrush, toothbrush, toothpaste</i> Time words Core: <i>tomorrow, later, tonight, this afternoon, soon, next week</i>	going to + verb <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the sea?</i> <i>Yes, I am. / No, I'm not.</i>
Fluency Time! 5		p128	Holidays <i>Where did you go? Lucky you! What was it like? I had a great time. What was the best part?</i>	
Culture		p130	The United Kingdom <i>capital city, modern, almost, nearly</i> Sports events <i>tournament, matches, fans, score, goal, rowing race, rowers, warm up</i>	
Extensive reading		p133		

ow and ou spellings: ow: <i>cow, clown, flower</i> ou: <i>house, trousers, mouse</i>	Reading: a film review (reading and understanding a film review; reading for specific information) Listening: identifying details about free time activities (listening for specific words) Speaking: describing free time activities (asking and answering about what activities you do, and how often you do them) Writing: verbs, adjectives and prepositions; Workbook – writing an email to invite a friend to the cinema	Values 3: Values in town (Behaving in public) Waiting your turn in a queue Holding the door open for someone Not dropping litter in the streets Helping elderly people (e.g. by offering to help carry their shopping) Helping visitors to your town (e.g. by telling them where places are) Behaving politely in public Asking for things politely (e.g. <i>‘I’d like an ice cream, please’</i>)
ld and lt endings: ld: <i>child, shield, field</i> lt: <i>belt, quilt, adult</i>	Reading: a recipe (reading and understanding a recipe; reading for specific information) Listening: identifying what people want at the market (listening for specific words) Speaking: a role play: at the market Writing: adjective order; Workbook – writing a recipe (making your favourite sandwich)	
nd, nt, and mp endings: nd: <i>sand, pond</i> nt: <i>plant, tent</i> mp: <i>lamp, camp</i>	Reading: a website: ‘World Records’ (reading and understanding a webpage about word records; reading for specific information) Listening: identifying geographical features (listening for specific words) Speaking: describing geographical features (using information in a table) Writing: placement of adverbs of frequency; Workbook – writing about things I do	

Project: a map of an island

Extensive reading: Stone Soup; My favourite dish

Long vowel sound /eɪ/: <i>rain, train</i> <i>Monday, tray</i> <i>case, race</i>	Reading: a story: ‘The Gingerbread Man’ (reading and understanding a classic children’s story; reading and understanding key information about the story) Listening: identifying library rules (numbering pictures in order) Speaking: describing library rules Writing: using <i>and / or</i> in sentences; Workbook – writing school rules	Values 4: Valuing people (Thinking of others) Being kind to younger siblings Being considerate to other people in the playground Sharing your things Asking other children to join in Understanding that it is dangerous to climb trees Understanding that it is unkind to laugh at other people’s misfortunes Helping people who are injured or disabled Obeying rules in public places (e.g. keeping quiet, not damaging things)
Long vowel sound /i:/: <i>ice cream, dream</i> <i>queen, green</i> <i>jelly, happy</i>	Reading: a history poster: Petra (reading and understanding a factual text about Petra; reading for specific information) Listening: identifying aspects of life in Petra (understanding a conversation) Speaking: describing aspects of life in Petra (making statements about the past with <i>there was / were</i>) Writing: using paragraphs in writing; Workbook – writing about my town now / in the past	
Long vowel sound /aɪ/: <i>night, light</i> <i>sky, dry</i> <i>smile, shine</i>	Reading: a poem: ‘My Grandma’ (reading and understanding a poem about a member of the family; reading for specific information) Listening: distinguishing details about a grandad (listening for specific details) Speaking: making true / false statements about a grandfather Writing: using <i>and</i> and <i>but</i> in sentences; Workbook – writing about my family	

Project: a party scene

Extensive reading: Around the World in Eighty Days; School Transport

Long vowel sound /əʊ/: <i>snow, elbow</i> <i>coat, soap</i> <i>nose, stone</i>	Reading: an information poster: ‘Papyrus’ (reading and understanding a factual text about papyrus; reading and understand descriptions of things in a text) Listening: identifying details about someone’s day (understanding a sequence of events) Speaking: describing details of someone’s day (asking and answering questions about the events shown in pictures) Writing: using topic headings in paragraphs; Workbook – writing about Ancient Egypt / now	Values 5: Values at school (Learning together safely) Being safe at school (not climbing on furniture, not rocking on your chair) Keeping the classroom tidy and safe (picking up sharp objects on the floor, mopping up spill water) Keeping clean and safe by wearing an apron for activities like art and cooking Using school equipment safely
Long vowel sound /u:/: <i>moon, boot</i> <i>blue, glue</i> <i>tune, tube</i>	Reading: an interview (reading and understanding a school magazine article about a camping trip; reading for specific information) Listening: identifying the events of a camping trip (understanding a sequence of events) Speaking: describing the events of a camping trip (asking and answering questions about past events: a boy’s week) Writing: using time words to show the sequence of events; Workbook – writing about my school day	
Words with oo: <i>book, wool, wood, hood, cook</i>	Reading: an email (reading and understanding a holiday email; reading for information about a person’s plans) Listening: identifying details about a boy’s school holidays (understanding a conversation about a boy’s holiday plans and listening for specific information) Speaking: discussing plans (asking and answering about plans for next week) Writing: opening and closing remarks in an email, postcard or letter; Workbook – writing an email to a friend about what I’m going to do this weekend	

Project: a photo album

Review 5

Revision of vocabulary and structures from Units 1–15

Clothes *uniform, tie, top, tracksuits, trainers, smart, casual, costumes, dress up*

Introduction

Family and Friends 2nd Edition is a complete seven-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends 2nd Edition* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

Family and Friends 2nd Edition also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends 2nd Edition* includes the following:

- Class Book with Student Website
- Workbook (with or without Online Practice)
- e-Books for the Classbook and Workbook
- Teacher's Book Plus containing:
 - Teacher's Resource Centre
 - Fluency DVD
 - Online Practice
- Classroom Presentation Tools
- Class Audio CDs
- Readers
- Teacher's Resource Pack containing:
 - Flashcards
 - Phonics cards
 - Values posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to children from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Class Book with support from the flashcards and recordings and are then practised with chants, stories, and motivating classroom games and activities.

The children are first exposed to the new grammar items alongside the key words in the unit stories in Lesson 1. They then move on to focused grammar presentation, which is reinforced with a range of spoken and written activities.

Skills

Each unit of *Family and Friends 2nd Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated.

The **reading** texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading for gist and detail, both of which are essential for complete communicative competence.

After every three units there are two pages of extra reading material in the form of non-fiction and fiction texts. These longer texts are to be used for extensive reading so children do not have to understand every word. These texts are optional activities to be done at the discretion of the teacher.

The **listening** tasks, which are linked to the core reading text in each unit, help children to practise listening for specific information and detail, as well as gist.

Speaking practice tasks are also integrated, so children will already have been exposed to key words to be used, which will give them confidence when carrying out the task.

The **writing** skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus resembles that used with children who are native English speakers.

Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

Family and Friends 2nd Edition draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words.

Every unit of *Family and Friends 2nd Edition* contains a phonics lesson. In Level 3, children revise common consonant blends and long vowel sounds from Level 2. They then learn some alternative common long vowel patterns, more consonant blends at the ends of words, and two new sounds (/ɑ:/ and /ɔ:l/). By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways.

Stories

Every unit contains a story, which provides a fun and motivating context in which the new language appears. In Level 3, we meet a happy extended family and see the amusing adventures of Max and Holly and their Australian cousins, Leo and Amy.

The stories also provide ideal scenarios for practising and reviewing language structures and key words in a cyclical manner.

Animated versions of these stories can be found on the Student Website, Fluency DVD, and CPT. They offer an effective way of presenting the story and target language

in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

Songs and chants

Every unit in *Family and Friends 2nd Edition* contains a song where children practise the new target grammar structure, as well as a phonics chant to practise the new letter combinations.

Melody and rhythm are an essential aid to memory. By singing, children are able to forget fears and shyness and practise the language in a joyful way together. Songs and chants are also fun and motivating, and are a good opportunity to add movement to the lessons.

Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. In *Family and Friends 2nd Edition* children are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends 2nd Edition* can take place at the children's desks with minimum classroom disruption.

Suggestions for optional activities are included in the teaching notes for every lesson. They can be used according to the timing and pace of the lesson, and their appropriacy to the children in the class.

Typically, optional activities in Lessons 1–4 are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used as optional activities are detailed on pages 23–25.

Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary, structures, and sounds presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 141 of the Teacher's Book.

Grammar Time pages

Grammar reference material is provided on pages 124–134 of the Workbook for children to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit, with some spaces for children to complete. Once completed, they provide a reference which children can use to help them with their writing

and other activities. These should be checked by the teacher once completed by the child, to ensure that they are a reliable reference tool. Below each grammar table are exercises which give further practice of the grammar in the grammar table.

Values

Values, which can also be called civic education, is a key strand in *Family and Friends 2nd Edition*. Teaching values is important as it focuses on children's personal and social development, not just on their language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the five Values posters (new at this level).
- In the Values worksheets in the Teacher's Resource Centre.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

Values posters and worksheets

This level of the course contains five colour posters to present different aspects of the values syllabus. There is one Values topic for every three units: Values at home (Helpful and safe behaviour), Values outside (Respecting nature), Values in town (Behaving in public), Valuing people (Thinking of others), Values at school (Learning together safely).

The unit teaching notes suggest suitable points to present these. Full teaching notes on how to present the values using the posters and worksheets are given on pages 151–157 of the Teacher's Book.

The Values posters can be displayed on the wall or the board, to provoke class discussion (each poster contains examples of both good and bad behaviour).

There are two photocopiable worksheets for each Values topic with several follow-up activities based on the poster illustrations.

Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Teacher's Resource Centre offers:

- suggestions for ongoing classroom assessment
- an assessment sheet to keep a record of children's progress
- suggestions for encouraging children to self-assess
- 16 unit tests
- 5 progress tests (for use after every three units)
- 5 skills tests (for use after every three units).

The Cambridge English: YLE Practice section in the Teacher's Resource Centre offers:

- Notes, tips and vocabulary lists for the Movers tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.

The Preparation stage provides controlled practice of task types found in the Movers tests, to help children gradually build up to the task. The Practice task then gives children a taster of a Cambridge style test before they attempt a complete YLE Practice Test.

- Sample YLE Practice Tests for the Movers Reading and Writing, Listening and Speaking tests.

The Trinity Practice section in the Teacher's Resource Centre offers:

- Notes and tips for all grades in the Trinity Tests.
- Sample Trinity Practice Tests for Grades 2 and 3.

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Teacher's Resource Centre.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! Lessons in *Family and Friends 2nd Edition* give learners the opportunity to personalise the language they learn and to practise speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

In the Class Book

The Fluency Time! spreads in *Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations. This is referred to as Everyday English. Children listen to and read the phrases in short stories. Then, to give them the chance to practise this language in realistic contexts, the spreads include a variety of classroom activities which focus on meaning and communication.

Each of the five Fluency Time! spreads in *Family and Friends 2nd Edition* consists of an Everyday English page followed by a Project page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The Project pages give instructions for a craft

project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

In the Fluency DVD

The Everyday English dialogues are also presented in the new **Fluency DVD**. The key Everyday English language is acted out by native speakers in various real-life locations. The DVD is an optional component, but one which very much enriches the Everyday English lessons. The DVD can be integrated into lessons in a variety of ways depending on what best suits the class. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

In the Workbook

The **Workbook** provides further written practice of the Everyday English language, including activities based on the Fluency DVD. There is also a Fluency Review board game, which provides a meaningful and motivating context in which to review the language through spoken practice. The Everyday English phrase bank also offers a useful reference section at the back of the Workbook.

Syllabus

The **syllabus** for the Everyday English phrases is based, in part, on the *Cambridge English: Movers* syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

Supplementary materials

Readers

Research shows that the more you read, the better you become at English. The dedicated Skills Time pages focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge. Therefore there are also some extensive reading texts in the Class Book.

The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. In Level 3, they contain approximately 2000–2400 words in total, and correspond with the vocabulary and grammar syllabus of the course. They also contain integrated activities which can be used either in the classroom or for homework.

Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are

presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

Drama in the classroom

How to present the stories

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Class Books. In the second lesson (productive stage) the children recall the story, listen to it again, and act it out.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

Class plays

The Teacher's Resource Centre contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found on pages 158–159 of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts; deciding on and organizing props and costumes; and finally, rehearsing. If possible, arrange a performance of the plays for parents.

Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as *Good boy/girl, Good work, Well done! Excellent try! You did that very well.*

- Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.
- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.

Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the Student Website, especially the *Listen at home* sections. The children can enjoy singing the songs to their families and friends at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Teacher's Resource Centre.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays and the songs they have learnt, along with their actions.

Teacher's Resource Centre

The *Family and Friends 2nd Edition* Teacher's Resource Centre contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course. All of the audio for these tests are available in the Teacher's Resource Centre.

Course Tests

The Course Tests section contains:

- Suggestions and practical tips for ongoing classroom assessment.
- Tests for each course unit and a progress test for use after every three units.
- Extensive testing for all four skill areas, including five Fluency Time! tests for use after every three units.
- Downloadable audio for all the tests above.



Cambridge English: YLE Practice

The Cambridge English: YLE Practice section contains:

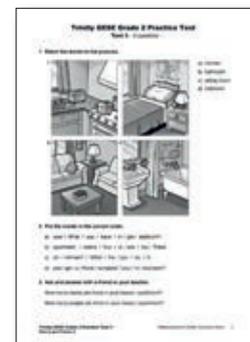
- Notes, tips and vocabulary lists for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests.
- Downloadable audio for all the tests and worksheets above.



Trinity Practice

The Trinity Practice section contains:

- Notes and tips for all grades in the Trinity Tests.
- Sample Trinity Practice Tests for Grades 1 and 2. (**Note:** There is no audio for these tests.)



Course Resources

The Course Resources section contains:

- Fluency Time! project templates that link directly to instructions in the Class Book Project lessons.
 - Specially designed photocopyables for easy use in large classrooms.
- Cut and Make project templates for craft activities at the end of each semester.
- Writing portfolio worksheets for freer and extended writing practice after every three units.
 - Differentiated worksheets, Portfolio A and B, for mixed ability classes. Writing Portfolio A can be used with regular learners, while Portfolio B is aimed at (motivating) fast finishers.
- Extra writing worksheets for further practice of each unit's writing objective.
- Values worksheets for every course unit.
- Class Play scripts for the end of each semester.





Fluency DVD

The *Family and Friends 2nd Edition* Fluency DVD offers a wide range of video for teachers to integrate into their lessons. Teachers can use the DVD to present, practise or consolidate language learned in the Class Book. They can also use sections such as the CLIL videos to explore themes covered in the course.

Fluency Time!

The Fluency Time! section of the DVD contains:

- Native speakers in real-life scenarios and locations using the Everyday English language taught in *Family and Friends 2nd Edition* Fluency Time!.
- Opportunities for students to combine core grammar structures with the Everyday English taught in Fluency Time! based on the models provided by native speakers.
- A *Talk to ...* section where children can respond to questions from native speakers on screen.

Skills Time! – Speaking

- Model questions and answers for the Speaking sections in Lesson 6 of every unit.
- Written examples of the spoken models.

CLIL – Let's learn about ...!

The CLIL section of the DVD contains:

- Optional video clips that offer teachers the chance to exploit cross-curricular themes in the course.
- Art and science-related video clips that expose students to English at a level appropriate for the course.

Animated Stories

- Animated stories for each of the 15 unit stories.



Online Practice

For teachers

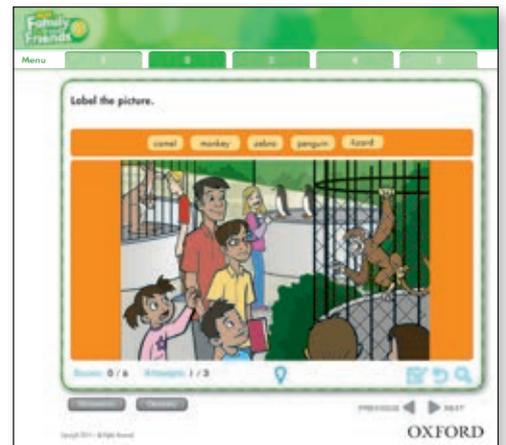
Family and Friends 2nd Edition Online Practice is available using the access card in Teacher's Book Plus. It allows teachers to:

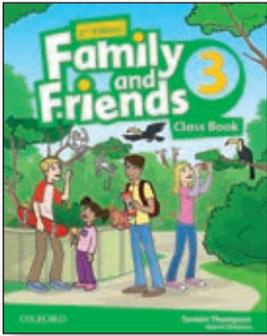
- Create online classes for the course using the 'Manage Classes' features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the access card in their Workbook with Online Practice. Students will be able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the 'class' set up by the teacher.
- Send emails and take part in English discussions as their level increases.





Classroom Presentation Tool

The Classroom Presentation Tool is software that allows teachers to present and manipulate course content in an engaging and interactive way.

It can be used either on an interactive whiteboard (IWB) or on a projector. The Class Book pages can be viewed on screen.

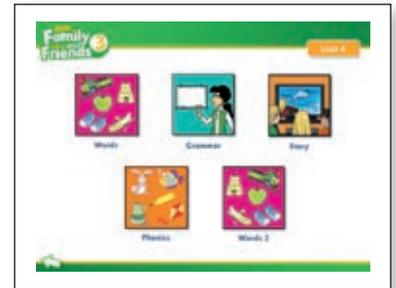
Interactive activities include:

- vocabulary presentation and practice
- grammar presentation and practice
- phonics presentation and practice
- video resources such as story animations and *Fluency Time!* videos.
- audio tracks for all songs and chants on page
- optional onscreen answers

Student Website

The Student Website contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a CD player, or on a computer using the audio player.
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit
- Karaoke versions of the songs for children to sing along to.
- Animated stories for each of the 16 units in the Class Book.



Class Audio CDs

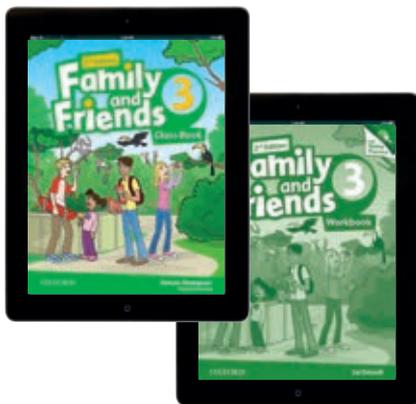
The Class Audio CDs provide the full range of audio to accompany the student Class Book, including:

- All target vocabulary and related chants
- Unit stories
- Main unit songs
- All target phonics, chants and phonics-related exercises
- All main reading texts in the unit Skills sections
- Stories and exercises that accompany the Fluency Time! sections
- Reading texts that support the Culture sections.

e-Books

Both the Class Book and Workbook are available as e-Books. e-Books can be used for:

- Independent work – children complete the interactive exercises using a tablet / laptop and headphones
- Group / paired work – children share a device, or groups can compete against each other for points
- Whole class work – one student plays audio on their device with the volume turned up for everyone to listen to as you work through the lessons.



Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity	Today we're going to...	do some listening / speaking / colouring / writing. listen and point. sing a song. play a game. listen carefully.
	Now we're going to...	
Showing children how to do something	We'll...	start like this. do it this way. point to the...
	We can...	
	I'm going to show you...	what I mean. what to do. how to do it.
	Let's do some together first so you'll see...	
Giving instructions for moving around and helping in class	Everybody,...	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?
	Now everyone,...	
Giving encouragement and praise	I want you to... (name / names), can you... (name / names), would you...	
	Well done, (name)... That's very good, (name)... Excellent, (name)...	you're really good at this! you know the first letters of ten words. your picture is really neat.
	That's...	very nice. very neat work. really good. fantastic!
Asking for recall of words, phrases, and activities	Now, who can...	show me the cat? tell me what this is?
	Let's see. Can you remember...	what Holly says? who / what this is? what happens next? what happened last time?
	What's...	this? his / her name?
	Can you...	do the actions and sing the song? see Max climbing the tree? count the oranges? tell me what Amy says? help me tell the story? remember six things?
Encouraging good behaviour	Quiet everyone,...	settle / calm down. that's good, (name / s). thank you, (name / s).
Setting up pairs and groups	Are you ready? You're going to do this... OK, everyone. You're going to work...	in pairs / in twos. in small groups. in groups of three / four.
	We're going to...	play this together. make four groups. share the colouring pencils.
Ending an activity / a lesson	OK,...	we're going to stop now. just one more time before we finish.
	Now let's...	pick up all our things. put the flashcards here.

Tour of a unit

Lesson One Words and Story

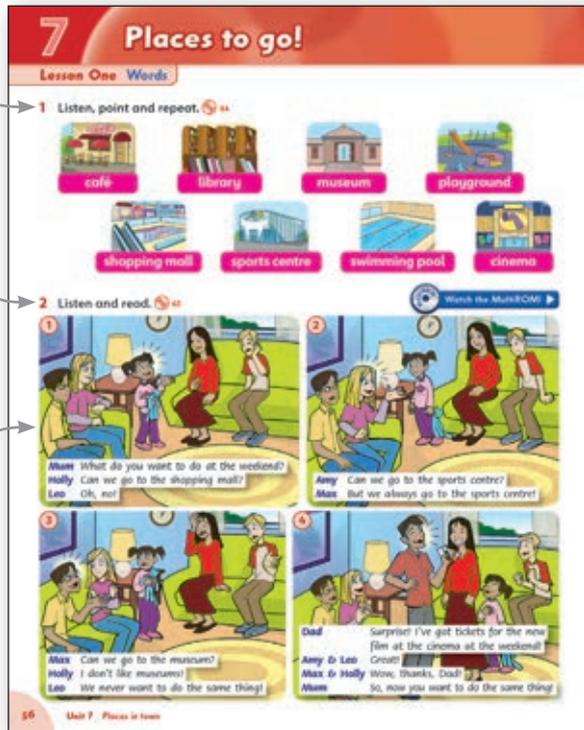
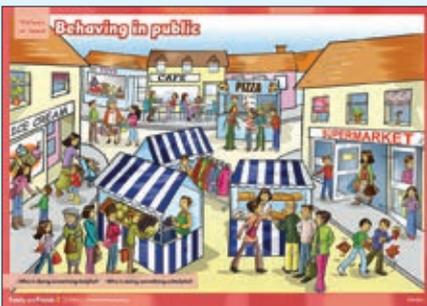
Lesson 1 teaches and practises the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children listen to the story and follow the words in their books.

Values posters are referenced at different points (one for every three units), so the activities can be done within the context of the story.



Teaching the words and presenting the story

Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.

Story

- Prepare the children for the story. Talk about each frame with the class. Ask simple questions such as *Who's this?* *Where are they?* *What's this?*
- Play the recording all the way through for children to listen and follow in their books.
- Ask some comprehension questions about the story.
- Play the recording a second time for children to follow again in their books.
- Ask the children to look in their Class Books and find and point to the words from Exercise 1 that appear in the story.

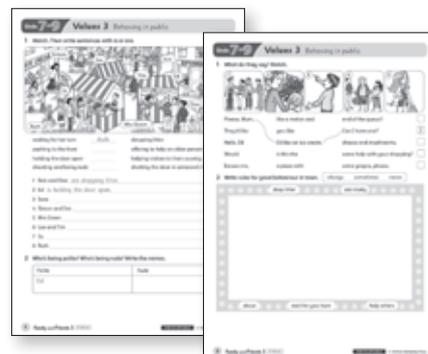
Children use the Student Website at home to watch the animated story and practise the first vocabulary set.

Workbook

The children practise recognizing and writing the new words from the lesson.

Values worksheets

Two Values worksheets for every three units accompany the Values poster (see page 7).



Online Practice allows children to practise the vocabulary further.

Lesson Two Grammar

Lesson 2 teaches and practises the grammar points presented in the story. The children also practise the language by acting out the story.

The children listen to the story again and now produce the language by repeating and then acting out the story (see page 9).

The children can then work on the Grammar Time material at the back of the Workbook.

The children practise reading the grammar structure.

The children practise writing the grammar structure.

The children study the grammar structure that was presented in the story.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

We **always** go to the playground on Saturdays.
 We **always** go to the sports centre.
 I **sometimes** go to the library.
 She **never** goes to the shopping mall.
 My birthday is **in** May.
 He plays football **on** Fridays.
 We get up **at** eight o'clock.

3 Read and circle. ✓ = always ✓ = sometimes ✗ = never

1 Billy **never** / **always** rides his bike to school. ✓

2 They **never** / **sometimes** watch TV. ✗

3 Tom **sometimes** / **always** takes photos. ✓

4 Mum **sometimes** / **never** listens to music. ✓

4 Write. **on in at**

1 Emma's birthday is **in** March.
 2 I always have lunch **at** one o'clock.
 3 Dad never works **on** Saturdays.
 4 We sometimes go to the beach **in** August.
 5 You never watch TV **on** Mondays.
 6 The children always go to bed **at** nine o'clock.

in / on / at We always go to the playground on Saturdays. Unit 7 57

Acting out the stories and teaching the grammar

Story

- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story.
- As a class, decide on actions for the story. Allow the children to make suggestions and demonstrate the actions.
- Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples in the speech bubbles in the grammar box. Ask the class what is happening. Then ask some children to act out the frame.
- Then read the other sentences in the grammar box. The class repeats chorally. Write them on the board. Reinforce

meaning with actions. (If there is a tip box, read it to the class and write some examples on the board.)

- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.

Children use the Student Website at home to practise the new grammar structures.

Workbook

The children practise recognizing and writing the new grammar points from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.

Lesson Two Grammar

1 Look at these dialogues. Circle **always**, **sometimes** or **never**.

1 The teacher **always** goes to the library on Thursdays.
 2 The teacher **sometimes** always goes to the library on Thursdays.
 3 The teacher **never** always goes to the library on Thursdays.
 4 The teacher **sometimes** always goes to the library on Thursdays.
 5 The teacher **always** always goes to the library on Thursdays.

2 Complete the sentences about Tom with **on**, **in** or **at**.

1 He always gets up **at** eight o'clock.
 2 He never goes to school **in** holidays.
 3 She sometimes rides her bicycle **on** Fridays.
 4 She sometimes goes to bed **at** half past nine.
 5 She always has a dinner **on** Saturdays.
 6 She never wakes up **at** eight o'clock.



Online Practice allows children to practise the grammar structures in different contexts.

Lesson Three Words and Song

Lesson 3 activates the grammar taught in the previous lesson in an oral activity. The grammar and core language is then practised with a song and Total Physical Response activities.

The children look at the oral grammar activity and do the activity in pairs, using the language in the speech bubbles as a model. This activity activates the new grammar that the children have learnt and enables them to use it orally.

The children then practise the grammar further by writing sentences based on the oral grammar activity.

The children learn and sing the song.

The children perform actions as they sing the song.

Teaching the oral grammar activity

- The oral grammar activities can either be done by children in pairs at their desks, or they can be done in 'open pairs' across the classroom. Alternatively, you can bring two children to the front of the class to do this activity.
- The activities vary from unit to unit. For example, in some units, one child in the pair silently chooses one person or picture and gives clues about it until their partner is able to say who or what their partner is thinking of. In other units, one child in the pair has to look at the picture and make false statements about it which their partner has to correct. In every unit, the text in the speech bubbles provides a model for how the activity should be done.
- The oral grammar activity is followed by a written activity which consolidates and practises the grammar further. It can either be done in class or set for homework. A model is provided on the page.

Children use the Student Website at home to practise the grammar and the song.

Teaching songs

- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.

- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Workbook

The children practise the new structures from the unit. They then go on to practise the language in the song (they will sometimes need to look back at the song text in their Class Books).



Online Practice allows children to practise the new grammar further and consolidate their understanding of the song.

Lesson Four Phonics

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound or sounds and point to the letters that form them. They read and repeat words that contain the sounds and letters, with the help of phonics cards.



The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

The children look at the chant again and identify the letters that create the phonics sounds.

The children practise the sounds in varied activities.

The worksheet is titled 'Lesson Four Phonics' and contains five numbered activities. Activity 1 shows words 'cow', 'clown', 'flower', 'house', 'trousers', and 'mouse' with corresponding illustrations. Activity 2 features a cartoon clown and a mouse with a chant: 'The clown's got flowers, Red and blue, He's wearing brown trousers, But only one shoe. He's sitting in his house, He looks behind a wall, He's scared of a mouse, But it's only small.' Activity 3 asks to circle words with 'ow' and 'ou'. Activity 4 asks to circle the odd one out in two sets of words. Activity 5 asks to write words in boxes labeled 'OW' and 'OU'.

Teaching phonics

- Introduce the new sounds and the letters that form them one at a time. Show the class the phonics card and say, for example, *Letters O and W make the sound /aʊ/*. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the phonics cards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercises 4 and 5, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.
- In the Review sections, the children distinguish the new sounds from others they have learnt previously.

Children use the Student Website at home to practise phonics exercises.

Workbook

The children practise recognizing and writing the words containing the phonics sound(s) and letters.

The workbook page contains three exercises. Exercise 1 asks to complete words with 'ow' or 'ou'. Exercise 2 asks to write words from a list into boxes labeled 'ow' and 'ou'. Exercise 3 asks to match words to pictures.

Online Practice allows children to practise phonics in a different context.

Lesson Five Skills Time! Words and Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 teaches a further vocabulary set which is then practised through a reading text. It also concentrates on reading comprehension, looking at a variety of text types.

The children read and listen to the text for the first time.

The children look at the reading text and illustrations. They identify key words and features in the text as preparation for reading.



The children look at the reading text and illustrations. They identify key words and features in the text as preparation for reading.

The children read the text again, this time looking for details that will enable them to complete the comprehension activity.

Skills Time!
Lesson Five
Reading
1 Listen, point and repeat.
2 Look at the text. Where can you see the film?
3 Listen and read.
4 Read again and answer the questions.

Monsters University
Monsters University is a comedy film by Pixar, and now you can watch it on DVD!
The characters in Monsters University are funny monsters. They're 3D computer animations, but real actors play their voices.
In the film, Mike is a six-year-old monster. He lives in the monster world. One day, he visits a company called Monsters Inc. Lots of monsters work there. The monsters visit the human world at night. They scare children and they use the children's screams to make energy! Mike wants to be a scary monster when he grows up.
When Mike is a teenager, he goes to Monsters University to learn how to be scary. He meets Sulley, but they are not friends at first. Sulley is very good at scaring people, but Mike is not very strong at all. One day, Mike and Sulley go to the human world and they can't get back. They work together, and finally go home to the monster world. Now Mike and Sulley are friends. They get jobs at Monsters Inc., and they have fun working together.
Monsters University is very funny, and the actors' voices are brilliant. There's lots of cool music in the film, too. I love the song "Monsters University". The monsters are terrible singers, but the song is great!
Monsters University is lots of fun. Don't miss it!
Carl, aged 9

1 Do the monsters work in a theatre? **Yes**
2 Does Mike want to be scary? _____
3 Can you see actors in the film? _____
4 Are the monsters good singers? _____
5 Do Mike and Sulley like working together in the end? _____
6 Is the film funny? _____

Teaching reading

- Teach children a further vocabulary set. Play games using the flashcards to consolidate learning.
- Approach a new text in three stages: *pre-reading*, *reading for gist*, and *reading for detail*. Explain to the children that they do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- *Pre-reading (Exercise 2)*: This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.
- *Reading for gist (Exercise 3)*: Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but they should be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.
- *Reading for detail (Exercise 4)*: Go through the comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session.

Workbook

The children practise the new vocabulary and complete comprehension activities on the reading text (they will usually need to look back at the reading text in their Class Books).

Skills Time!
Lesson Five
1 Look and write. Find the secret word!
2 Read the Class Book. Under the lines and write the numbers.
3 Read the text and answer the questions.
4 Write Mike's name in the boxes.
5 Write Mike's name in the boxes.
6 Write Mike's name in the boxes.
7 Write Mike's name in the boxes.
8 Write Mike's name in the boxes.
9 Write Mike's name in the boxes.
10 Write Mike's name in the boxes.

Teacher's Resource Centre

There is extra written practice of the vocabulary and structures from the unit on the Teacher's Resource Centre.

Extra writing (Pages 6-7)
1 Write the words.
2 Look and write.
3 Write the words.
4 Write the words.
5 Write the words.
6 Write the words.
7 Write the words.
8 Write the words.
9 Write the words.
10 Write the words.



Online Practice allows children to complete further reading exercises.

Lesson Six Skills Time! Listening, Speaking and Writing (Class Book)

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Class Book. The writing section is developed further in the corresponding Workbook page.

The children listen to a recording and complete a listening comprehension activity.

The children practise speaking in pairs, using a context that is similar to the reading and listening activities.

The children do exercises to develop their writing skills. Each unit develops a different aspect of their writing. Their writing is then developed in the Workbook in personalized writing activities.



Teaching listening, speaking and writing

Listening

- *Pre-listening:* Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- *Listening for gist:* Play the recording all the way through. The children listen and point to the pictures in their books.
- *Listening for detail:* Play the recording, pausing for children to complete the activity in their books.

Children use the *Listen at home* section of the Student Website to practise listening skills.

Speaking

- The speaking task aims to develop speech that is clear and fluent.
- Call a volunteer to come to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary on how they can make their speech sound more fluent.



Watch the DVD!

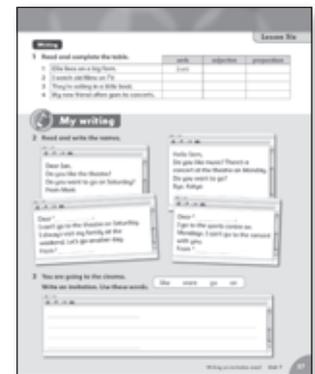
Students can watch model questions and answers for the speaking activity in the Skills Time! Speaking section.

Writing

- Demonstrate the new writing skill by writing one or more example sentences from the Class Book on the board. Circle or underline the target punctuation or word.
- Encourage the children to find examples of the writing skill in the reading text in Lesson 5 or the story in Lesson 1.

Workbook

- The children now move from recognizing the new writing skill to producing it.
- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the model text(s) aloud and elicit further examples from the class. Write them on the board.
- When the children have finished, call volunteers to come to the front to read their texts to the class.



Teacher's Resource Centre

At the end of every third unit there is a Writing skills worksheet in the Teacher's Resource Centre, which gives extra writing practice using the language and structures covered in the three preceding units.

There are also differentiated Writing portfolio worksheets, which can be used to build up a record of children's written progress.



Online Practice allows children to complete Listening, Speaking and Writing exercises.

Fluency Time! Everyday English

The Fluency Time! Lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The children read and listen to the story for the first time. The key Everyday English phrases are highlighted in the text to focus attention on the phrases. The children listen again, repeating the dialogues with the recording.

The children read the sentences, to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

The children practise speaking in pairs, using the Everyday English phrases, in a context that is similar to the reading and listening activities above.

The children watch the corresponding Fluency Time! Lesson on the DVD, to consolidate the Everyday English phrases. First, actors act out the story from exercise 1. Then the language is extended to include the key Everyday English phrases, as well as additional 'passive' phrases, or recycled language from the preceding units.

Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (*in a street / town*). Ask children what they think is happening in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

Listening

- Show the children the sentences and explain that they need to listen and complete the sentences with the words in the box.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the first part of the recording and focus on the example.
- Play the recording, pausing after each item for children to write their answers.
- Ask children to read out the completed sentences.

Speaking

- Ask children to work in pairs.
- Show children the arrows in the box, and ask them to say what each arrow represents (*left/right/straight on*).
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose prompts from the box to make new dialogues.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Workbook

- The children practise reading and writing the Everyday English phrases in a new context.



Children do exercises to practise the Everyday English phrases in the Online Practice Fluency section.

Fluency Time! Project

The Project lesson provides further and more extended speaking practice of the new language, by making and using a craft activity which is linked directly to the Fluency Time! Topic.

The children listen to the story from the Everyday English lesson, or they watch the story on the Fluency DVD. They then produce the language by acting out the story.

The children look at the photos, and follow the instructions to prepare their craft activity.

There are templates for each Fluency Project in the Teacher's Resource Centre.

The children produce the language in a freer speaking activity. In pairs, through games and role play, children use the completed craft project to practise Everyday English phrases in a more personalised dialogue, based on their own completed projects. They are encouraged to include additional words or structures that they remember from previous units.

1 Look at the story again. Act

2 Draw a map of an island.

Draw or stick pictures of some buildings and other places on your map.

Colour and cut out your map. Write the name of your island. You can write the names of the places on your map, too.

3 Speaking Ask and answer with your friend.

Is there a café on your island?
Where's the café?
Can you tell me the way to the beach, please?
Great! Thanks!

Yes, there is. It's the smallest building on the island.
It's next to the beach.
Sure. Turn left, then go straight on. You can't miss it.

4 Speaking Tell the class about your island.

1 What's the name of your island?
2 What places are on your island?
3 Where are the places?
4 What are they like?

This is Agaggy Island. It's got lots of cool places. There's a big café. It's on the beach, next to the ...

Teaching projects

Acting out the Story

- Draw children's attention to the story in Activity 1 of the Everyday English lesson on the previous page (page 74) of the Class Book. Ask the children what they can remember.
- Play the Fluency DVD, Fluency Time! scene 1 again. If you don't have time for the DVD, read the story on page 74.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- Play Fluency DVD Fluency Time! 3, scene 2 again for children to watch and listen.

Project

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*sticking pictures of places onto a map of an island*).
- Ask *What do you need to make the map?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the map and places templates (see Fluency Project 3, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their maps. Move around the class as children work, asking questions, e.g. *What's this? Where's the ...?*

Speaking

- Focus on the photo. Tell children they are going to use their island maps to make dialogues.
- Ask two children to read out the example dialogue.

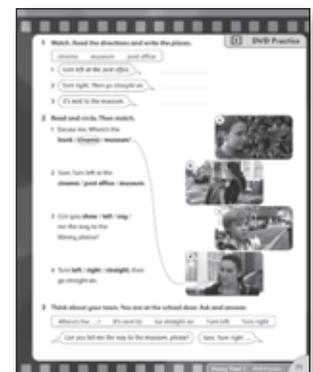
- The children talk in pairs, taking turns to ask questions about their partner's island, as in the example.
- Encourage the children to add language to their dialogues, eg: *What's next to the (café)?*
- Ask some pairs to act out their dialogues in front of the class.
- Ask individual children to tell the class about their islands. They can read the questions in Exercise 4 to prepare.



- You can now play Fluency DVD Fluency Time! 3, scenes 1 and 2 again to review the language of the Fluency Time! 3 lessons.
- Play Fluency DVD Fluency Time! 3, *Talk to Anna!* for children to answer the questions.

Workbook

The children watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.



As their level increases, children can use Online Practice to write about their projects.

Flashcards and games

Flashcards

1	grandma	My family	59	snorkel	Water sports	118	mountain	Describing places
2	grandpa	My family	60	waterski	Water sports	119	waterfall	Describing places
3	mum	My family	61	polluted	Adjectives (places)	120	ocean	Describing places
4	dad	My family	62	clean	Adjectives (places)	121	wide	Describing places
5	aunt	My family	63	dangerous	Adjectives (places)	122	big	Describing places
6	uncle	My family	64	safe	Adjectives (places)	123	deep	Describing places
7	Max	My family	65	beautiful	Adjectives (places)	124	high	Describing places
8	Holly	My family	66	ugly	Adjectives (places)	125	building	Describing places
9	Amy	My family	67	penguin	Zoo animals	126	country	Describing places
10	Leo	My family	68	zebra	Zoo animals	127	bridge	Describing places
11	Egypt	Countries	69	monkey	Zoo animals	128	river	Describing places
12	the UK	Countries	70	kangaroo	Zoo animals	129	old	Describing places
13	Russia	Countries	71	camel	Zoo animals	130	long	Describing places
14	Spain	Countries	72	lizard	Zoo animals	131	path	In the park
15	Thailand	Countries	73	flamingo	Zoo animals	132	grass	In the park
16	Australia	Countries	74	crocodile	Zoo animals	133	flowers	In the park
17	the USA	Countries	75	angry	Adjectives (emotions)	134	bin	In the park
18	Brazil	Countries	76	scared	Adjectives (emotions)	135	trees	In the park
19	spring	Seasons	77	free	Adjectives (emotions)	136	playground	In the park
20	summer	Seasons	78	sorry	Adjectives (emotions)	137	fountain	In the park
21	autumn	Seasons	79	funny	Adjectives (emotions)	138	litter	In the park
22	winter	Seasons	80	kind	Adjectives (emotions)	139	shout	Verbs
23	garden	Seasons / Home	81	have a shower	Daily routine	140	chase	Verbs
24	season	Seasons	82	brush my teeth	Daily routine	141	catch	Verbs
25	read comics	Hobbies	83	get dressed	Daily routine	142	meet	Verbs
26	skateboard	Hobbies	84	have breakfast	Daily routine	143	cross	Verbs
27	do gymnastics	Hobbies	85	brush my hair	Daily routine	144	laugh	Verbs
28	play chess	Hobbies	86	get up	Daily routine	145	ferry	Transport
29	fish	Hobbies	87	catch the bus	Daily routine	146	bus	Transport
30	play basketball	Hobbies	88	walk to school	Daily routine	147	helicopter	Transport
31	take photos	Hobbies	89	café	Places in town	148	motorbike	Transport
32	play volleyball	Hobbies	90	library	Places in town	149	plane	Transport
33	play the guitar	Hobbies	91	museum	Places in town	150	taxi	Transport
34	shop	Hobbies	92	playground	Places in town	151	train	Transport
35	cook	Hobbies	93	shopping mall	Places in town	152	tram	Transport
36	paint	Hobbies	94	sports centre	Places in town	153	along	Prepositions
37	play the piano	Hobbies	95	swimming pool	Places in town	154	through	Prepositions
38	visit family	Hobbies	96	cinema	Places in town	155	in the middle of	Prepositions
39	computer	My things	97	play	Performances	156	at the top of	Prepositions
40	TV	My things	98	theatre	Performances	157	between	Prepositions
41	DVD player	My things	99	concert	Performances	158	inside	Prepositions
42	CD player	My things	100	actor	Performances	159	old	Adjectives (people)
43	MP3 player	My things	101	film	Performances	160	young	Adjectives (people)
44	camera	My things	102	singer	Performances	161	handsome	Adjectives (people)
45	turn on	Phrasal verbs	103	pasta	Food	162	pretty	Adjectives (people)
46	turn off	Phrasal verbs	104	bread	Food	163	short	Adjectives (people)
47	stickers	Collections	105	cereal	Food	164	tall	Adjectives (people)
48	posters	Collections	106	meat	Food	165	shy	Adjectives (people)
49	comics	Collections	107	melon	Food	166	friendly	Adjectives (people)
50	postcards	Collections	108	cucumber	Food	167	cheerful	Adjectives (people)
51	badges	Collections	109	onion	Food	168	miserable	Adjectives (people)
52	shells	Collections	110	lemon	Food	169	relaxed	Adjectives (people)
53	swim	Water sports	111	potato	Food	170	worried	Adjectives (people)
54	sail	Water sports	112	butter	Food	171	mean	Adjectives (people)
55	dive	Water sports	113	cheese	Food	172	generous	Adjectives (people)
56	surf	Water sports	114	salt	Food	173	start	Verbs
57	kayak	Water sports	115	pepper	Food	174	finish	Verbs
58	windsurf	Water sports	116	peas	Food	175	love	Verbs
			117	lake	Describing places	176	hate	Verbs

177	want	Verbs
178	use	Verbs
179	laugh	Verbs
180	live	Verbs
181	heavy	Adjectives (things)
182	light	Adjectives (things)
183	hard	Adjectives (things)
184	soft	Adjectives (things)
185	easy	Adjectives (things)
186	difficult	Adjectives (things)
187	paint	School things
188	paintbrush	School things
189	calculator	School things
190	lunch box	School things
191	dictionary	School things
192	PE kit	School things
193	backpack	School things
194	apron	School things
195	tent	Camping things
196	sleeping bag	Camping things
197	frying pan	Camping things
198	matches	Camping things
199	rope	Camping things
200	torch	Camping things
201	suitcase	Holiday things
202	sun cream	Holiday things
203	towel	Holiday things
204	soap	Holiday things
205	shampoo	Holiday things
206	hairbrush	Holiday things
207	toothbrush	Holiday things
208	toothpaste	Holiday things

Phonics cards

1	draw	Consonant blends
2	spoon	Consonant blends
3	snake	Consonant blends
4	space	Magic e
5	kite	Magic e
6	rope	Magic e
7	cube	Magic e
8	shark	Words with ar
9	scarf	Words with ar
10	ball	all endings
11	wall	all endings
12	fork	or spellings
13	paw	aw spellings
14	boy	oy spellings
15	oyster	oy spellings
16	coin	oi spellings
17	soil	oi spellings
18	cow	ow spellings
19	house	ou spellings
20	field	ld endings
21	belt	lt endings
22	pond	nd endings
23	tent	nt endings
24	lamp	mp endings
25	train	Long vowel sounds
26	race	Long vowel sounds
27	ice cream	Long vowel sounds
28	jelly	Long vowel sounds
29	night	Long vowel sounds

30	shine	Long vowel sounds
31	soap	Long vowel sounds
32	nose	Long vowel sounds
33	moon	Long vowel sounds
34	blue	Long vowel sounds
35	book	Words with oo
36	cook	Words with oo

Games and optional activities

Flashcard games

Quick flash

- Take the flashcards and hold them facing you so that the children can't see them.
- Tell the children they are going to see a flashcard for a very short time. They must call out the word.
- Choose a flashcard, reveal it for a few seconds only and ask *What's this?* Children call out the word. Choose a child to select the next card and 'flash' it to his / her friends.

Can you see?

- Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5cm across, or 7cm if you have a big class.
- Choose a flashcard without showing children and put the paper with the hole in front of the flashcard.
- Move the piece of paper around so that children see glimpses of the flashcard beneath. Ask *What's this?* or another appropriate question.
- The first child to call out the answer correctly comes to the front to choose the next flashcard.

Teacher can't remember

- Tell children you can't remember some of the words from a particular vocabulary set so you want them to help you.
- Tell children you are going to show them some flashcards and say some words.
- If the word is correct, children do an agreed action, such as tapping their desks, clapping or calling out *Yes!*
- If the word is incorrect, children do another agreed action, such as standing up, and then they call out the correct word.
- Show flashcards and say correct or incorrect words, or pretend you can't remember at all. Children say the word.

Cross the river

- Draw a river on the board, with two sets of four stepping stones across it. You could add dangers like crocodiles in the river. Write *Team A* and *Team B* underneath the two sets of stepping stones.
- Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team must guess their words correctly to move across the river.
- Show one team a flashcard and choose a child in that team to give the answer.
- If the child answers correctly, write the word on that team's first stepping stone. If the child answers incorrectly, ask the other team to tell you the word, and write the word on that team's first stepping stone.
- The first team to complete the four stepping stones with words crosses the river and wins.

I spy

- Put the flashcards up around the room where everyone can see them.
- Say *I spy a word beginning with (a letter)*.
- Children call out any words that start with that letter.
- The first child to call out the correct word chooses another word and continues the game.

Miming flashcards / Mime the word

- Play this game for vocabulary sets that can be easily mimed.
- Pick a flashcard and mime the word for children to guess.
- Give a child a flashcard and tell him / her not to show the class.
- Tell the child to mime the word on the flashcard.
- Tell the rest of the class to guess the word.
- After they have guessed, the child holds up the flashcard.

Flashcard circle

- Do this activity if you can form a circle in your classroom.
- Give a child one of the flashcards you are studying and ask him / her to say the word, then pass the card on.
- Each child says the word as he / she receives the card.
- After a few children have said the first word, introduce a second flashcard.
- Gradually introduce all of the flashcards so that they are going around in a circle or along the line.
- Shout *Stop!* at any point and ask the children holding each of the cards to hold them up and say the words.

Listen, point and say

- Place flashcards for the key vocabulary around the classroom.
- Call out a vocabulary word, e.g. *library*. The children point to the correct flashcard.
- Now point to the flashcard. The children say the word.

Jump!

- Ask children to stand at their desks. Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they keep still.

Snap!

- Write one of the items in the vocabulary set on the board, e.g. *pasta*.
- Put the flashcards in a pile and hold them up so the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the pasta, they shout *Snap!*
- Repeat with the rest of the words in the set.

Whispers

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him / her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

Where was it?

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask, for example, *Where's the fountain?* The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.

What have I got?

- Use the flashcards to elicit or teach the vocabulary for the game.
- Hold up one card so the class can only see the back of it.
- Ask *What have I got?* for children to make guesses.
- When the card has been guessed put it on the board.
- Hold up a second card and repeat until all the cards are on the board.

What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

Phonics card games

Lip reading

- Choose a phonics card or a flashcard and hold it facing you so that children can't see it.
- Say the word silently to the children, exaggerating the movements of your mouth. You may also like to give small miming or gestural clues.
- Ask children to tell you the word.
- Turn over the card to show children the word you were saying.

Phonics TPR

- As a class, decide on different actions for different target sounds or different spellings of the same sound, e.g. stamp your feet for *oi* and clap for *oy* spellings of the sound /ɔɪ/.
- Call out words with both target sounds or spellings. Children do the actions.
- Get faster and faster, repeating the words in a different order until children can't keep up with you.

More games

Quickly, slowly

- Ask children to stand at their desks. Call out a series of known action words for children to mime. Each time you give an instruction, say *quickly* or *slowly* as well.
- Children do the actions, e.g. pretending to read, very fast or in slow motion. Ensure children have enough space to do the actions without knocking into furniture or each other.
- Children who do the action at the wrong speed are out and have to sit down.

Guess the word

- Write words from a vocabulary set children have just studied on the board, showing only the first two letters and the number of missing letters, e.g. fr _ _ (*frog*).
- Divide the class into two teams. A child from Team A chooses a word and tries to guess the correct answer. If he / she gets the correct answer, complete the word on the board and give the team a point. If the child guesses incorrectly, Team B gets a point.
- The winner of the game is the team with the most points.

Miming snap

- Choose a word from the vocabulary set that children are learning or any other word that children know and you want to focus on. All the words must be things that can be clearly mimed, such as *swim, read a book, eat, or sleep*.
- Say a word and mime the action. If the word matches the mime, children shout *Snap!* If the word doesn't match the mime, children can be silent or do an agreed action.
- Choose a child to mime another action. The child says a correct or incorrect word while he / she mimes the action.

Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.
- Assign target words, e.g. *and* and *but* to children in the class by counting along the rows of children.
- Read out sentences containing the target words. Children must stand up or do some other action when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Children who have been assigned that word, stand up and say it.

Do it!

- Assign each child a word from the vocabulary set you are covering, e.g. *zebra, camel, flamingo, etc.*
- Give instructions, e.g. *Flamingos, jump! Camels, stand up!* Children who have been assigned that word do the action.

Freeze

- Ask the children to stand at their desks. Give a series of instructions, e.g. *swim, waterski, jump*. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still.
- The children who are the slowest to stop are out and have to sit down. Continue the game until there is one winner left standing or a group of winners if you prefer.

Simon says...

- Ask the children to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words *Simon says...*, children must do as you ask. If not, they must stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says... brush your hair; Simon says... read comics; Simon says... eat cereal.*

- Intermittently insert an instruction which is not preceded by *Simon says...* to see who is paying attention.
- Continue until there is one winner or a group of winners left standing

What's the picture?

- Invite a child to come to the front of the class. Whisper the name of an object he / she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child who guesses correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practise, e.g. *I'm going to the sports centre.*
- Choose a child to continue the sentence, adding a new word to the end, e.g. *I'm going to the sports centre and the cinema.* This child then chooses another child, who says the sentence, adding another word to the end of it.

Bingo

- Ask the children to draw a grid, three by three (or three by two) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set. Keep a record of the words you say, so you don't say the same word twice. The children cross off the words in their grid as they hear them. The first child to complete a line of three shouts *Bingo!*

Other activities

Disappearing dialogue

- Choose one frame of the story dialogue or a verse of a song or chant and write it up on the board.
- Read it with children, then rub out four words. The first words you rub out should be words you particularly want children to remember.
- Ask children to read it again, saying the missing words.
- Rub out four more words and repeat.
- Keep rubbing out words until the children are saying the text from memory. Leave only the characters' names at the start of each line to help them if it is a dialogue.

Phonics posters

- Give out pieces of paper and coloured pencils and tell children they are going to make a phonics poster.
- Children choose one of the letter combinations you are studying, and draw pictures of two or three words with those letters.
- Somewhere on the poster, they should also write the letters and colour them in.
- Put the phonics posters up around the classroom.

See www.oup.com/elt/familyandfriends for more games

Lesson One CB page 4

Learning outcomes

To learn the names of the story characters

To remind children of family words

Language

Recycled: family words

Extra: *family, name, too*

Materials

CD 01–02, *My family* flashcards 1–10; pre-cut shapes on card (for name labels) and sticky tack (optional)

Warmer

- Say *Hello / How are you? Welcome back! Good afternoon / Good morning* to each child. Encourage them to say *Hello*.
- If this is a new class for you, wait until children are seated, then say *Hello, my name's (your name). What's your name?* Go around asking children's names. Elicit *My name's...*
- Ask children to greet each other and say their names.

Lead-in

- Draw an outline family tree on the board to match the one on Class Book page 4. Leave room to stick the *My family* flashcards in the correct places.
- Tell the class they are going to meet new story characters. Hold up the flashcards of Max and Holly and say the names for children to repeat.
- Tell children that Max and Holly are brother and sister, and say the children are going to learn about their family. Say *brother* and *sister* for children to repeat.
- Hold up the flashcards to introduce the other people in Max's family, e.g. *This is Grandpa*. For Amy and Leo, say the name and the family word, e.g. *This is Amy. She's Max's cousin*.
- Stick each flashcard on the board in the correct place.
- Ask comprehension questions, e.g. *Is this Grandpa?* (pointing at someone else), *Is this Max's dad?*

1 Listen, point and repeat. 01

- Ask children to open their Class Books and look at the family tree.
- Play the first part of the recording for children to listen and point to the appropriate picture.

NOTE: In all these word presentations, the first part of the recording follows the order of the pictures on the page; the second time the order is out of sequence.

- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.
- Point to individual flashcards on the board and ask children to repeat the words in chorus.

- Make sure children understand that *aunt* and *uncle* apply to all brothers and sisters of your mum and dad, and *cousin* applies to all of their children.

Transcript

Listen and point.

grandma, grandpa, mum, dad, aunt, uncle, brother, sister, cousin
grandpa, sister, grandma, aunt, cousin, uncle, mum, brother, dad

Listen and repeat.

grandma, grandpa, mum, dad, aunt, uncle, brother, sister, cousin

2 Read and write the names.

- Tell the class they are going to write the names of the four children in the speech bubbles.
- Draw children's attention to the first speech bubble and ask children to point to Leo in their books.
- Let children complete the exercise individually, but don't check the answers with children at this stage.

3 Listen and check. 02

- Play the recording. Children follow the text in their Class Books and check their answers to Exercise 2.
- Check answers with the class. Ask individuals to read.

ANSWERS

1 Leo 2 Holly 3 Amy 4 Max

Further practice

Workbook page 4

Student Website • Starter Unit • Words

Online Practice • Starter Unit • Lesson One

Lesson Two CB page 5

Learning outcomes

- To revise comparative adjectives
- To revise the past simple of *be*

Language

- Recycled: animals words; adjectives
- Extra: *sunny, children, girl, boy*

Materials

My family flashcards 1–10; Level 1 flashcards 7, 26, 106–108 (goat, zebra, elephant, giraffe, monkey) and Level 2 flashcards 129, 131, 136 (horse, donkey, cow) (optional)

Warmer

- Play *Jump!* (see page 24) with the *My family* flashcards to revise the family words.
- You may also like to draw the family tree on the board again, pointing to the flashcards and asking children to tell you the words.

Lead-in

- Use the relevant animal flashcards from Levels 1 and 2, or hold up the Class Book and point to the animal pictures.
- Point to each animal and ask *What's this?* Elicit these animals: *elephant, monkey, zebra, giraffe, donkey, cow, goat, horse.*

Optional activity

- Play *Think of a word* with the class to remind children of the animals words they have learnt in previous levels:
- Choose a child and ask him / her to think of an animal. The child calls out the animal they have thought of.
- Ask the child to point to another child in the classroom, who has to think of and say another animal.

1 Read and write T (true) or F (false).

- Tell children to open their Class Books and look at the pictures in Exercise 1.
- Point to the green car and ask *Is this car big or small?* Point to the blue car and ask the same question. Then ask *Which car is bigger? (the green car) Which car is smaller? (the blue car).*
- Look at the example with children and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Check answers by asking individual children to read out the sentences and the class to call out *True* or *False*.

ANSWERS

1 T 2 T 3 F 4 T 5 F 6 T

2 Write.

- Point to the pictures of the monkey and the elephant and look at the example with children. Ask *Is the monkey bigger than the elephant? (no), Is the elephant bigger than the monkey? (yes).*
- Let children complete the exercise individually, then check answers. Ask children to read out the sentences.

Lesson Two

1 Read and write T (true) or F (false).



1 The red car is bigger than the blue car. T 2 The green car is bigger than the blue car. ___
 3 The green car is faster than the red car. ___ 4 The red car is faster than the green car. ___
 5 The blue car is slower than the green car. ___ 6 The blue car is slower than the red car. ___

2 Write.



The elephant is bigger (big) than the monkey.



The giraffe is _____ (tall) than the zebra.



The donkey is _____ (fast) than the cow.



The goat is _____ (small) than the horse.

3 Read and write T (true) or F (false).

1 It was sunny. T
 2 The children were sad. ___
 3 The girl was hungry. ___
 4 The boy was thirsty. ___
 5 Mum and Dad were cold. ___



The red car is bigger than the blue car. Starter 5

ANSWERS

1 bigger 2 taller 3 faster 4 smaller

Optional activity

- Think of actions and sounds for four or five of the animals in Exercise 2.
- Call out the names of the animals. Children do the action and make the sound (if this is appropriate in your class).

3 Read and write T (true) or F (false).

- Ask children to look at the picture in Exercise 3. Ask *Where were the people last weekend?* Elicit the word *beach*.
- Ask questions about the picture, e.g. *How many people are there? Is it hot? Are the children hungry?*
- Let children complete the exercise, then check answers.

ANSWERS

1 T 2 F 3 T 4 T 5 F

Optional activity

- Play a miming game with the class. Tell children they are going to mime the adjectives from Exercise 3.
- Mime a sad face for children to shout out the word *sad*.
- Ask a child to stand up. He / She mimes an adjective from Exercise 3. Other children guess what the word is.
- Repeat the activity with other children miming.
- Check children understand that people can be *hot*, but they can't be *sunny*. The weather can be *sunny* or *hot*.

Further practice

Workbook page 5

Student Website • Starter Unit • Grammar

Online Practice • Starter Unit • Lesson Two

Lesson Three CB page 6

Learning outcomes

To identify the months of the year

Language

Core: the months of the year

Extra: *month, year, When's your birthday? How old are you?*

Materials

CD 03; paper and coloured pencils (optional)

Warmer

- Play a version of *A long sentence*, using the animal words from Lesson 2 (see page 25).
- Ask children to open their Class Books at page 5 so that they can see the animals.
- Say *In my little zoo, I've got a (monkey)*.
- Choose a child to continue the sentence, adding another animal from Lesson 2.
- Continue around the class until all of the words from Lesson 2 have been covered, or a child has forgotten the order.
- Repeat, starting with a different animal.

Lead-in

- Tell children that they are going to learn the months of the year.
- Write the word *January* on the board and elicit that this is a month. Children may also know that it is the first month of the year.
- Write the first letters of the next five months on the board and elicit any months the children know, but don't try to fill all of the months in. With a strong class you may wish to do this for all eleven remaining months.
- Ask children to open their Class Books at page 6.
- Read out the months in the correct order and ask children to point to the correct calendar pages.
- Read out the months again, pausing after each one for children to repeat the word.
- Repeat (more than once if necessary).
- Read out the months again, pausing after every two months to ask children to call out the next month.

1 Listen and sing. 03

- Play the recording for children to follow in their books.
- Recite the words together in class, without the recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Choose a confident child and ask him / her the questions to demonstrate that the children answer for themselves.
- Ask children to work in pairs, taking turns to ask and answer the questions.
- Monitor the activity and help where necessary.
- You may ask some children to ask and answer the questions in front of the class.

Lesson Three

1 Listen and sing. 03

Twelve months in a year
January, February, March and April,
January, February, March and April,
January, February, March and April,
Twelve months in a year!

Twelve months in a year!
May, June, July, then August and September,
May, June, July, then August and September,
May, June, July, then August and September,
Twelve months in a year!

Twelve months in a year!
October, November and December,
October, November and December,
October, November and December,
Twelve months in a year!

2 Speaking Ask and answer about you.

When's your birthday? My birthday is in June.
How old are you? I'm nine.

6 Starter Twelve months in a year

Optional activity

- Draw a 3x4 grid on the board and write the numbers 1–12 in the grid.
- Tell children that this is a calendar of the months, and ask children to call out the months of the year.
- Write the months in the grid.
- Ask a child *When's your birthday?* Then ask him / her to come to the front and write his / her name under the correct month in the grid.
- Ask children to come to the board one by one and write their names in the grid.
- Look at the finished grid with the class and ask questions about the children in the class, e.g. *When is (Ahmet's) birthday?*
- Give out pieces of paper and coloured pencils.
- Ask children to make a poster for their birthday month. Children write the names of the people with birthdays in their month, and draw pictures to illustrate their month.

Further practice

Workbook page 6

Student Website • Starter Unit • Words 2

Online Practice • Starter Unit • Lesson Three

Lesson Four CB page 7

Learning outcomes

To revise the numbers 10–100

Language

Recycled: numbers 10–100

Materials

CD 03–05

Warmer 03

- Tell children you are going to play *Twelve months in a year* from Lesson 3, and they should stand up when they hear the month with their birthday.
- Play the song. Children stand up when their birthday month is said.
- Call out the months in random order for children to stand up. Increase the speed until children can't keep up.

Lead-in

- Write the numbers 1–10 on the board and elicit the words.
- Ask children to repeat the words in chorus, then rub out two numbers and repeat.
- Repeat, rubbing out more words each time until children are saying the numbers 1–10 from memory.
- Write the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 on the board and elicit the words from children.

1 Listen, point and repeat. 04

- Ask children to open their Class Books and look at the numbers in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate number.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

forty, ten, one hundred, seventy, fifty, ninety, thirty, sixty, twenty, eighty

Listen and repeat.

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

2 Listen, point and repeat. 05

- Focus children's attention on the numbers in Exercise 2.
- Read out the first number, 21 (*twenty-one*), to remind children of the form. Elicit the words for the other numbers.
- Play the first part of the recording for children to listen and point to the appropriate number.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Lesson Four

1 Listen, point and repeat. 04

10 ten	20 twenty	30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred

2 Listen, point and repeat. 05

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine

3 Write the answers.

1 ten + fifty = <u>sixty</u>	2 seventy + ten = _____
3 twenty + twenty = _____	4 sixty-three + thirty-one = _____
5 thirty-two + twenty-seven = _____	6 ninety-two + eight = _____
7 forty-five + thirty-five = _____	8 ten + twenty-eight = _____

Numbers 10–100 Starter 7

Transcript

Listen and point.

twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, twenty-nine, twenty-one, twenty-four, twenty-two, twenty-seven, twenty-five, twenty-eight, twenty-three, twenty-six

Listen and repeat.

twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine

Optional activity

- Tell children to choose any nine numbers from the page in their Class Books and play *Bingo* (see page 25).

3 Write the answers.

- Tell children they are going to do some maths sums.
- Write these sums on the board:
 $ten + ten = ?$
 $ten + twenty = ?$
- Ask children to point to the answers in Exercise 1.
- Look at the example in Exercise 3 and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Check the answers in class. Children call out the answers.

ANSWERS

1 sixty 2 eighty 3 forty 4 ninety-four 5 fifty-nine
6 one hundred 7 eighty 8 thirty-eight

Further practice

Workbook page 7

Student Website • Starter Unit • Words 3

Starter Unit test, Teacher's Resource Centre

Student Website • Starter Unit • Listen at home • Track 1

(Words), Track 2 (Words), Track 3 (Song)

Online Practice • Starter Unit • Lesson 4

Lesson One CB page 8

Words

Learning outcomes

- To identify different countries
- To understand a short story

Language

Core: *Egypt, the UK, Russia, Spain, Thailand, Australia, the USA, Brazil*

Recycled: family words

Extra: *our, know, photo, from, Hi!, Really?, old*

Materials

CD 06–07; *My family* flashcards 1–10; *Countries* flashcards 11–18; Cut and Make 1 (for materials see Teacher's Resource Centre) (optional)

Warmer

- Hold up flashcards 7–10 of Max, Holly, Amy, and Leo and ask *Who is he / she?*
- Draw a family tree on the board and put the flashcards in the correct places at the bottom of the family tree.
- Hold up flashcards 3–6 of the parents and ask questions, e.g. *Is he Holly's dad / uncle?* Put them into the family tree.
- Repeat for flashcards 1–2 of Grandma and Grandpa.
- Point to the flashcards and say all of the family words for children to repeat.

Lead-in

- Tell children they are going to learn the names of some countries. Use the *Countries* flashcards 11–18 to introduce the vocabulary. Hold them up one at a time and ask *What country is this?* Try to elicit the names, but model any country names the children don't know.
- Say all the words for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 06

- Ask children to open their Class Books and look at the pictures of the flags for the different countries.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

Egypt, the UK, Russia, Spain, Thailand, Australia, the USA, Brazil, Egypt, Thailand, the USA, Russia, the UK, Spain, Australia

Listen and repeat.

Egypt, the UK, Russia, Spain, Thailand, Australia, the USA, Brazil

1 They're from Australia!

Lesson One Words

1 Listen, point and repeat. 06


Egypt


the UK


Russia


Spain


Thailand


Australia


the USA


Brazil

2 Listen and read. 07

1



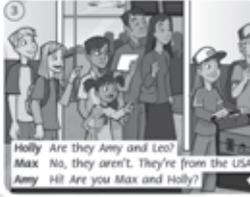
Holly: Where are our cousins?
Max: I don't know.

2



Mum: Here's a photo. That's Amy and that's Leo.
Holly: Look! There they are! Hello!
Max: They aren't Amy and Leo! They're from Russia. Amy and Leo are from Australia!

3



Holly: Are they Amy and Leo?
Max: No, they aren't. They're from the USA!
Amy: Hi! Are you Max and Holly?

4



Leo: I'm Leo and this is Amy.
Max: We're your cousins!
Amy: Yes! That's an old photo!

Unit 1 Countries

Optional activity

- Play *Quick flash* with the *Countries* flashcards to reinforce the words (see page 23).

2 Listen and read. 07

- Focus children's attention on the story. Talk about each frame. Ask *Who are the children? Are they at home? Where are they?* Elicit or remind children of the word *airport*. Ask *What has Mum / Holly / Max got?* Encourage predictions.
- Play the recording for children to listen and follow the words of the story in their books.
- Ask comprehension questions, e.g. *Who do Holly and Max meet? Where are their cousins from? Where are the other children from? Where are Max and Holly from? (the UK).*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*Russia, Australia, the USA*).

Optional activity

- Do Cut and Make 1, *Flags of the world*. (For materials see Teacher's Resource Centre, and for instructions see Teacher's Book page 159.)

Further practice

Workbook page 8

Cut and Make 1, Teacher's Resource Centre

Student Website • Unit 1 • Words

Online Practice • Unit 1 • Words

Grammar

Learning outcomes

- To revise and use the short form of *be* in affirmative sentences and questions
- To revise personal pronouns
- To act out a story

Language

Core: *I'm from Egypt. Where are you from? He's from Brazil. Where is he from? They're from Thailand. Where are they from?*
 Extra: *friend*

Materials

CD 07; Countries flashcards 11–18; flashcards 9–10

Warmer

- Play *Snap!* with the *Countries* flashcards (see page 24).

Lead-in

- With books closed, ask children to tell you the names of the four children in the story.
- Ask questions about story, e.g. *Who do Max and Holly meet? Where are Leo and Amy from? Is the photo old?*
- Ask children to open their Class Books at page 8 and find three countries in the story (*Russia, the USA, Australia*).

1 Listen to the story again and repeat. Act. 07

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Holly, Max, Mum, Amy, and Leo.
- As a class decide on the actions for the story (see below).
- Play the recording again for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Holly holds her toy cat. Max holds a book.

Picture 2: Mum shows Holly and Max a photo. Holly points at two children. Max gestures 'no'.

Picture 3: Holly points at two more children. Max gestures 'no'. Amy and Leo (and their parents) arrive. Amy waves.

Picture 4: All the children smile and wave. Amy points at the photo.

2 Look and say.

- Focus on the picture in the *Let's learn!* box. Ask *Where are the children from?* Elicit (*They're from*) *Australia*. Ask a child to read out the speech bubble.
- Say *I'm from (your country)*. Ask individual children *Where are you from?*
- Read the sentences and questions in the *Let's learn!* table, pausing after each one for children to repeat.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.
 2 Look and say.

Let's learn!

I'm from Egypt.	Where are you from?
He / She / It	
He's from Brazil.	Where is he from?
You / We / They	
They're from Thailand.	Where are they from?



3 Read and tick (✓).



1 He's from the UK.
 She's from the UK.



2 They're from Brazil.
 She's from Brazil.



3 We're from Spain.
 He's from Spain.



4 They're from the USA.
 I'm from the USA.

4 Write.

We're	She's	He's	They're
-------	-------	------	---------

1 Tom is nine. He's from the UK. 2 Jenny is eight. _____ from Australia.
 3 Anna and I are friends. _____ from Egypt. 4 Jack and Carl are brothers. _____ from the USA.

Where are you from? I'm from Egypt. Unit 1 9

- Focus on the sentences on the left of the table. Ask what *'m*, *'s* and *'re* are short for (*am*, *is*, and *are*). Write the words separately on the board. then together, e.g. *I am*, *I'm*.
- Ask children to close their books. Copy the sentences and questions onto the board, leaving the pronouns but rubbing out the verbs.
- Ask children to read out the sentences on the board, completing them with the missing letters or words.
- Write *I'm from...* on the board and hold up different *Countries* flashcards to elicit new sentences. Repeat with *He's from...* and *They're from...*

3 Read and tick (✓).

- Write *She's from Australia / He's from Australia* on the board.
- Hold up flashcard 9 of Amy and ask children to tell you the correct sentence. Repeat with flashcard 10 of Leo.
- Let children complete the exercise individually.

ANSWERS

- 1 *She's from the UK.* 2 *They're from Brazil.*
 3 *He's from Spain.* 4 *They're from the USA.*

4 Write.

- Write the first sentence from the Class Book on the board and ask the class what word should go in the gap.
- Let children complete the exercise individually.

ANSWERS

- 1 *He's* 2 *She's* 3 *We're* 4 *They're*

NOTE: Now go to Workbook page 124 for children to practise the grammar structure before doing Workbook page 9.

Further practice

Grammar Time, Workbook page 124
 Workbook page 9
 Student Website • Unit 1 • Grammar
 Online Practice • Unit 1 • Grammar

Lesson Three CB page 10

Grammar and Song

Learning outcomes

- To ask and answer simple questions with *be*
- To write sentences with *be*
- To use *be* and countries in the context of a song

Language

Extra: *It's nice to meet you, How are you?, today*

Materials

CD 08

Warmer

- Play *Freeze* (see page 25).

Lead-in

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Ask a child *Where is Lisa from? (The UK)*. Ask the child to choose another picture and ask a friend in the class *Where is (Jack) from?* Repeat around the class.

1 Think of a boy or a girl. Ask and answer.

- Ask children to look at the pictures and find the girls. Children call out the girls' names (*Jane, Ellie, Lisa, and Zoe*).
- Ask *Which girls are from the UK? (Jane and Lisa)*.
- Cross out Ellie and Zoe in your book (in pencil) and point to Jane and Lisa. Ask *Who is eight years old, Jane or Lisa?*
- Ask two children to read out the speech bubbles.
- Ask children to work in pairs and do the exercise. Children should choose four pictures each.
- Ask some pairs to ask and answer their questions for the class.

2 Write about three people.

- Read the example with the children and check that they understand the exercise.
- Ask children to write about three more people, using the example to help them. Monitor and help where necessary.
- Ask some children to read out their sentences.

Optional activity

- Ask children to look at page 4 in their Class Books and write a mystery sentence about one of the four children, Max, Holly, Amy, or Leo.
- Children should write *He* or *She* instead of the name and write about the character's age or country or brother / sister. (Note that we don't know Max or Amy's age.)
- With Class Books closed, ask one child to read out his / her sentence. The other children try to guess the character.
- Repeat until all the children have read out one sentence and the characters have been used several times.

Lesson Three Grammar and Song

1 Speaking Think of a boy or a girl. Ask and answer.

2 Write about three people.
Jane is eight. She's from the UK. Tom is ...

3 Listen and sing. 08 **4 Sing and do.**

Where are you from?

Where are you from?
I'm from the UK.
Hello, hello,
How are you today?

This is my friend.
He's from the USA.
Hello, hello,
How are you today?

I'm from Brazil.
It's nice to meet you!
Hello, hello,
Nice to meet you, too.

10 Unit 1 Where are you from?

3 Listen and sing. 08

- Point to the song pictures and ask questions, e.g. *Are the children talking? Are they friends? Are they meeting a new boy? Are they saying 'hello'?*
- Play the recording for children to listen and look at the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

4 Sing and do. 08

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

Where are you from? / How are you today? – draw a question mark in the air

I'm from the UK / Brazil – point to yourself

Hello, hello – wave

This is my friend – point to a classmate

He's from the USA – point to a (male) classmate

It's nice to meet you! / Nice to meet you, too – shake hands with a classmate (children may wave if you have a mixed-sex class)

Further practice

Workbook page 10

Online Practice • Unit 1 • Grammar and Song

Phonics

Learning outcomes

To revise pronunciation of the consonant blends *cr*, *dr*, *sp*, *sn*, and *pl*

To differentiate between the sounds /**kr**/, /**dr**/, /**sp**/, /**sn**/, and /**pl**/ produced by these consonant blends

To use these sounds in the context of a chant

Language

Core: *crayon*, *draw*, *spoon*, *snake*, *drink*, *play*

Extra: *cup*, *eat*

Materials

CD 08, 09–11; Phonics cards 1–3 (*draw*, *spoon*, *snake*); Level 2 Phonics cards 11–12 (*frog*, *drum*), 14, 16, and 18 (*crayon*, *plum*, *cloud*) (optional)

Warmer 08

- Play the song *Where are you from?* from Class Book page 10. Children listen and do the actions.

Lead-in

- Hold up the phonics cards for *draw*, *spoon*, and *snake*, one at a time, saying the words for children to repeat.
- Give three children the cards. Ask them to come to the front and hold the cards up so that everyone can see them.
- Point to each card for the class to name.
- Point to the cards at random, and get faster and faster until children can't keep up with you.

1 Listen, point and repeat. 09

- Ask children to look at Exercise 1. Tell them they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the appropriate pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

/kr/ crayon, /dr/ draw, /sp/ spoon, /sn/ snake, /dr/ drink, /pl/ play

Listen and repeat.

/kr/ crayon, /dr/ draw, /sp/ spoon, /sn/ snake, /dr/ drink, /pl/ play

2 Listen and chant. 10

- Ask children to look at the picture. Point to each child and ask *What has the boy / girl got? What is he / she doing?*
- Play the recording for children to follow in their books.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more for children to join in.
- Look at the pictures with the class and ask them to find the children to match each line of the chant.

Lesson Four Phonics

1 Listen, point and repeat. 08

2 Listen and chant. 10

We **drink** from a cup.
We eat with a spoon.
We draw with a crayon.
We play all afternoon.

3 Read the chant again. Circle the words from Exercise 1.

4 Circle the beginning letters. Listen and check. 11

Consonant blends Unit 1 11

3 Read the chant again. Circle the words from Exercise 1.

- Ask children to look at the chant again. Focus on the circled word *drink* and ask children to find it in the pictures in Exercise 1.
- Ask children to find and circle four more words from Exercise 1 in the chant.

ANSWERS

drink, *spoon*, *draw*, *crayon*, *play*

4 Circle the beginning letters. Listen and check. 11

- Ask children to look at the first picture. Ask *What's the word?* to elicit *drink*.
- Write the letters *br*, *dr*, *cl*, and *tr* on the board. Say *drink*, then read out the options and ask children to clap when they hear the correct one.
- Check that children understand the exercise. Ask them to look at the pictures and circle the beginning letters.
- Play the recording for children to listen and check.
- Go through the answers with the class.

Transcript

1 /dr/ drink 2 /k/ cloud 3 /sp/ spoon 4 /pl/ play
5 /fr/ frog 6 /dr/ draw 7 /kr/ crab 8 /pl/ plum

ANSWERS

1 dr 2 cl 3 sp 4 pl 5 fr 6 dr 7 cr 8 pl

Optional activity

- Play *Guess the word* with children (see page 25).

Further practice

Workbook page 11

Student Website • Unit 1 • Phonics

Online Practice • Unit 1 • Phonics

Skills Time!

Skills development

Reading: read and understand a story; read for the main idea; understand a sequence of events in a story

Language

Core: *spring, summer, autumn, winter, garden, season*

Recycled: vocabulary and structures seen previously

Extra: *awake, asleep, lazy, sleepy*

Materials

CD 12–13; *Seasons / Home* flashcards 19–24; a piece of plain paper for each child; coloured pencils (optional)

Warmer

- Play *Listen, point and say* (see page 24) to revise the country words from this unit.
- Ask the children to say which countries are hot countries and which are colder countries.

Lead-in

- Use flashcards 19–24 to elicit the vocabulary for the four seasons. Model any words that children don't know. Hold the flashcards up and ask the children to repeat the words.
- Ask the children to say what the weather is like in each season and what activities they do in each season. Ask the children to tell you their favourite season.
- Explain that some animals hibernate in the winter. Ask the children why they think some animals hibernate (to save energy when it is cold and difficult to find food).

1 Listen, point and repeat. 12

- Focus on the pictures in Exercise 1. Play the recording for the children to listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Describe what's happening in the pictures below.

- Tell the children they are going to read a story about a bear. Ask the children to look at the pictures and find the bear. Ask them to say what the bear is doing and how the bear feels in each picture. Ask them to name any other items in the picture and to say which season each picture shows.
- Ask the children to make predictions about the story. Write their predictions on the board.

3 Listen and read. 13

- Play the recording for children to listen and follow the story silently in their books, then play it a second time and answer any questions the children have.
- Ask comprehension questions, e.g. *What's the weather like in (spring)? Where is Bruno? When does Bruno wake up? What does he do?*

4 Read again and put the sentences in the correct order.

- Explain that children are going to put sentences about the story in order.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 12



2 Describe what's happening in the pictures below.

3 Listen and read. 13

The Lazy Bear

It's spring in the forest. It's warm and sunny, and all the animals are awake, but Bruno the bear is still asleep. Bruno is very lazy!

Now it's summer. It's hot and there are lots of flowers. The animals are happy because they love summer. But where's Bruno? Bruno is still asleep. What a lazy bear!

In the autumn, the leaves are red, yellow and orange. The animals are sleepy. They're ready for winter. But where's Bruno? Bruno is still asleep, he doesn't know that it's autumn.

Now it's winter and the animals are all asleep in their warm homes. But where's Bruno? Bruno is awake! He's in his garden. "What a nice long sleep," he says.

"Oh no! It's winter! I'm all alone." Bruno isn't happy. He goes back to bed.

Now it's spring again. The animals play in the forest. They're very happy. The world is warm and sunny again. But where's Bruno?

"Bruno!" the animals shout. Bruno is awake again. He's happy now. He's hungry, too. He wants his breakfast!





4 Read again and put the sentences in the correct order.

1 The animals play in the forest.	<input type="checkbox"/>	2 Bruno is alone in the garden.	<input type="checkbox"/>
3 It's warm and sunny.	<input type="checkbox"/>	4 The animals are all sleeping.	<input type="checkbox"/>
5 Bruno wants his breakfast. He's hungry.	<input type="checkbox"/>	6 It's autumn. The animals are sleepy.	<input type="checkbox"/>

12 Unit 1 Seasons Reading a story

- Look at the example, ask the children to find the relevant part of the story, and check they understand the activity.
- Allow time for the children to complete the activity in their Class Books, then check answers as a class.

ANSWERS

1–5, 2–4, 3–1, 4–3, 5–6, 6–2

Optional activity

- Tell the children to take out their coloured pens / pencils / crayons. Give each child a plain piece of paper.
- The children draw pictures of themselves doing an activity in their favourite season. They then write two or three sentences about their picture (e.g. *Autumn is my favourite season. It's cool and windy. I go to the park and fly my kite.*).
- You can display the pictures on the classroom wall, or make a 'seasons' board with the class by writing the heading 'Seasons' on a large sheet of card and dividing the board into sections for each season, with headings and illustrative pictures stuck around each section (e.g. suns for summer, flowers for spring, leaves for autumn, snowflakes for winter).

Optional activity

- You may wish to perform the play *The Lazy Bear*. (For materials see Teacher's Resource Centre, and for instructions see Teacher's Book page 157.)

Further practice

Workbook page 12

Extra writing worksheet, Unit 1, Teacher's Resource Centre

Practice • Unit 1 • Reading

Skills Time!

Skills development

Listening: understand specific information to identify the correct picture

Speaking: ask and answer questions about you and your favourite season

Writing: identify and use capital letters in sentences; write about yourself (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *favourite*

Materials

CD 03, 14; Fluency DVD Unit 1

Warmer 03

- Play the song *Twelve months in a year* from Class Book page 6. Children stand up when they hear their month.

Lead-in

- Ask children what they can remember about the story on page 12. Ask *Who lives in the forest? Why is he all alone? What seasons are mentioned?*
- Tell children to open their Class Books and find adjectives to describe the seasons.

1 Listen and tick (✓). 14

- Tell children they are going to hear a recording of a girl talking about the things in the pictures.
- Play the recording all the way through for children to point to the correct picture, then play it again, pausing for children to tick.

Transcript

(See Teacher's Book page 137.)

ANSWERS

- 1 picture 2 (8) 2 picture 3 (March) 3 picture 3 (the USA)
4 picture 1 (summer)

Culture note: Birthdays in Britain

Birthdays are very important celebrations in Britain. Both children and adults celebrate them and receive birthday presents. A typical British child's birthday is celebrated at home with family or with children they know and their parents. Some children now have birthday parties at fast food restaurants, sports centres, or play centres as well.

Optional activity

- Children watch Fluency DVD Unit 1, speaking section.

NOTE: Children can prepare for Exercise 2 by watching the Fluency DVD, which provides a speaking section for every unit.

Lesson Six

Listening

1 Listen and tick (✓). 14

1 How old is Katie?

2 When is her birthday?

3 Where is she from?

4 What is her favourite season?

Speaking

2 Ask and answer about you.

Writing preparation

3 Write the sentences with capital letters.

Complete the writing task on page 13 of the Workbook.

Listening, speaking, writing Unit 1 13

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Children take turns to ask and answer the questions.
- Choose some pairs to ask and answer in front of the class.

3 Write the sentences with capital letters.

- Ask children to look at the pictures in Exercise 1 again. Ask *Who is the girl? When is her birthday? Where is she from?*
- Write the answers on the board without capital letters (*katie, march, and the usa*).
- Ask *Are the words correct?* Elicit that they have no capital letters, and correct the words with the class.
- Focus attention on the examples in the Writing preparation box. Ask children to call out more countries, months, and names and write these on the board.
- Correct the example sentence with the class, then let children complete the exercise individually, copying the sentences into their notebooks.

ANSWERS

- 1 Jenny is ten. She's from Brazil.
2 I'm from Spain.
3 Alex is from Brazil.
4 Is Kim from Thailand?
5 It's hot in Australia in December.
6 He's from Egypt.
7 Her birthday is in June.

Further practice

Workbook page 13 (children write about themselves)

Fluency DVD • Skills Time! Speaking • Unit 1

Unit 1 test, Teacher's Resource Centre

Student Website • Unit 1 • Listen at home • Track 4 (Words 1), Track 5 (Words 2), Track 6 (Song), Track 7 (Phonics)

Online Practice • Unit 1 • Listening, Speaking and Writing

Lesson One CB page 14

Words

Learning outcomes

- To identify different hobbies
- To understand a short story

Language

Core: *read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball*

Extra: *lots of, fish (n), like (v), you, can, Wow!, Help!, great, for, lunch, time, go home, let's..., stay*

Materials

CD 08, 15–16; *Countries* flashcards 11–18, *Hobbies* flashcards 25–32

Warmer 08

- Write the first verse of *Where are you from?* from Class Book page 10 on the board. Leave a space for the country.
- Hold up a *Countries* flashcard and sing the verse together. When you get to the word for the country, hold your hand to your ear and let the children say the word without you.
- Repeat several times, holding up different flashcards.

Lead-in

- Use flashcards 25–32 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 15

- Ask children to look at the pictures of the hobbies.
- Play the first part of the recording for children to point.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball
do gymnastics, play volleyball, read comics, play basketball, skateboard, fish, take photos, play chess

Listen and repeat.

read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball

Optional activity

- Play *A long sentence* (see page 25). Say *I read comics*. Ask a child to add another hobby, e.g. *I read comics and I take photos*. This child chooses another child to continue.
- Continue until you have practised all the words or someone forgets the words in the chain.

2 My weekend

Lesson One Words

1 Listen, point and repeat.


read comics


skateboard


do gymnastics


play chess


fish


play basketball


take photos


play volleyball

2 Listen and read.

1



Amy: I've got lots of fish! Come on, Max!
 Max: I don't like fishing. I like reading.
 Amy: Fishing is easy. You can read your book, too.
 Max: OK.

2



Max: I've got a fish!
 Leo: Wow! It's a big fish!
 Max: Help!

3



Max: Take a photo, Amy!
 Dad: That's a great fish, Max!
 We can have it for lunch!

4



Leo: It's time to go home, Max.
 Max: Let's stay! I like fishing!

14 Unit 2 Hobbies

2 Listen and read. 16

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? Who is fishing? Who is reading? Who is fishing now? Are the children happy?* Encourage predictions.
- Play the recording for children to follow the story in their books.
- Ask comprehension questions, e.g. *Who has got a fish? Is Max happy now? Who has got a camera?*
- Ask children to find the hobbies from Exercise 1 that appear in the story (*fish, take photos*).

Culture note: Hobbies in Britain

Most British children have hobbies or play sport. The most popular hobbies at home are listening to music online, which 78% of British children do regularly, playing online games, and collecting things. The most popular school activities are football, dancing, and skateboarding. Many British parks have special areas where children can skateboard.

Adults have to buy a rod fishing licence from the Environment Agency before they can go fishing in Britain. Children under 12 do not need a licence so Max is OK!

Further practice

Workbook page 14

Student Website • Unit 2 • Words

Online Practice • Unit 2 • Words

Grammar

Learning outcomes

To identify affirmative, negative, and question forms of the present simple: *like + -ing*

To identify the third person singular form of *like + verb + -ing*

To complete sentences with the third person singular and plural form of *like*

To act out a story

Language

Core: *I like reading. I don't like fishing. Do you like playing chess? Yes, I do. / No I don't. He doesn't like skateboarding. Does he like playing chess? Yes, he does. / No, he doesn't.*

Materials

CD 16; Hobbies flashcards 25–32

Warmer

- Put the *Hobbies* flashcards up on the board. As a class, think of actions for each of the hobbies.
- Play *Simon says...* (see page 25) using the hobbies.

Lead-in

- With books closed, point to the flashcards on the board. Ask which two hobbies were in the story (*fish, take photos*).
- Ask children what happened in the story. Ask *What do the children do? Does Max like fishing now?*
- Ask them to look at the story on Class Book page 14 and find something else you can use for a hobby (*a skateboard*).

1 Listen to the story again and repeat. Act. 16

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Holly (silent), Amy, Max, Leo, and Dad.
- As a class decide on the actions for the story (see below).
- Play the recording again for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Holly, Dad, and Leo hold fishing rods. Max reads a book. Amy shows Max her fish.

Picture 2: Max catches a big fish and Amy and Holly point at it. Leo and Dad walk (along the river bank).

Picture 3: Max holds the fish and stands next to Dad. Amy takes a picture of them.

Picture 4: Max holds a fishing rod. Dad picks up the tackle box. Amy, Leo, and Holly fold their arms and look bored.

2 Look and say.

- Ask children to turn to Class Book page 15. Focus on the *Let's learn!* box and ask two children to read out the speech bubbles.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / We / They	Do you like playing chess?
I like reading. I don't like fishing.	Yes, I do. No, I don't.
He / She / It	Does he like playing chess?
He doesn't like skateboarding.	Yes, he does. No, he doesn't.



3 Read and circle.



4 Write.






Do you like fishing? No, I don't. Unit 2 15

- Say *I like reading comics. Do you like reading comics?* Ask a few children and elicit *Yes, I do* or *No, I don't*.
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat the sentence.
- Copy *I like reading* and *I don't like fishing* onto the board and rub out the red letters. Ask children to tell you what the missing letters are.
- Write *He likes...* and *She doesn't like...* on the board and place some *Hobbies* flashcards next to the words. Elicit the new sentences, e.g. *He likes fishing. She doesn't like playing chess.*

3 Read and circle.

- Look at the example with children and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Check pronunciation of *does /dʌz/* and *doesn't /dʌznt/*.

ANSWERS

1 likes 2 doesn't like 3 like 4 likes

4 Write.

- Look at the example with children and check that they understand the exercise.
- Children do the rest of the exercise individually.

ANSWERS

1 likes 2 don't like 3 doesn't like 4 likes

NOTE: Go to Workbook page 124 for children to practise the grammar structure before doing Workbook page 15.

Further practice

Grammar Time, Workbook page 124

Workbook page 15

Student Website • Unit 2 • Grammar

Online Practice • Unit 2 • Grammar

Lesson Three CB page 16

Grammar and Song

Learning outcomes

To ask and answer questions with *does + like + -ing*

To write sentences with *likes / doesn't like + -ing*

To use *like + -ing* and hobbies words in the context of a song

Language

Extra: *happy, play tennis, like + best, weekend, Hip, hooray!, picture, have fun, all day, lots to do*

Materials

CD  17; Hobbies flashcards 25–32

Warmer

- Play *Teacher can't remember* (see page 23).

Lead-in

- Hold up the *Hobbies* flashcards 26, 29, and 30 (*skateboard, fish, and play basketball*), then shuffle them and give each one to a child. They mustn't show the class their cards.
- Tell children their three classmates each like the hobbies on the cards. The class must say who likes each hobby.
- Children make guesses, e.g., (*Carl*) *likes fishing*. If the sentence matches the card, the child shows the card and gives it to the classmate who guessed correctly. If it doesn't, the child keeps the card and children guess again.
- Collect the three cards in, shuffle, and repeat.

1 Think of a boy. Ask and answer.

- Ask children to turn to Class Book page 16, Exercise 1. Look at the pictures and ask *Which hobby does Alex like? (Fishing)*.
- Ask children to find the boys who like fishing (*Alex, Max, and Jack*). Do the same for skateboarding and basketball.
- Ask two children to read the speech bubbles for the class and check that children understand the exercise.
- Ask children to work in pairs and do the exercise. They should choose three boys each.
- Ask some of the pairs to ask and answer their questions for the class.

2 Write about a boy.

- Read the example with the children and elicit the third sentence about Lee (*He doesn't like playing basketball*).
- Ask children to write about another boy, using the example to help them.
- Ask some children to read out their sentences.

3 Listen and sing. 17

- Ask children to look at the pictures and name the hobbies. Elicit *playing basketball, playing tennis, playing chess, taking photos, fishing, and drawing (pictures)*.
- Point to the pictures and ask questions to elicit short answers, e.g. *Does the girl like playing volleyball? Do they like drawing pictures?*
- Play the recording for children to listen and point to the pictures in their books.

Lesson Three Grammar and Song

1 Speaking Think of a boy. Ask and answer.

						
	☹	☹	☹	☹	☹	☹
	☹	☹	☹	☹	☹	☹
	☹	☹	☹	☹	☹	☹

Does he like fishing? Yes, he does.
 Does he like skateboarding? No, he doesn't.
 Does he like playing basketball? No, he doesn't.
It's Alex!

2 Write about a boy.
Lee doesn't like fishing. He likes skateboarding. He ...

3 Listen and sing.  17 **4 Sing and do.**



I'm happy it's the weekend!
Dad likes playing basketball,
And he likes playing chess.
Mum likes playing tennis,
But I like fishing best!

I'm happy it's the weekend,
Hip, hip, hip, hooray!
My family loves the weekend,
We have fun all day!

Mum likes drawing pictures,
And I like drawing, too.
Dad likes taking photos,
So we've got lots to do!





16 Unit 2 I'm happy it's the weekend!

- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do. 17

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to sing and do the actions.

Song actions

playing basketball – mime throwing a ball into a hoop

playing chess – mime moving a chess piece

playing tennis – mime serving a tennis ball

fishing – mime catching a fish with a fishing rod

Hip, hip, hip hooray! / We have fun all day! – wave your hands in the air

drawing pictures – draw with your finger on your palm

taking photos – mime holding a camera

Optional activity

- Give each child in the class one of the six hobbies from the song by counting along the rows of children in the class.
- Tell children to stand up when they hear their word.
- Play the song again. Children stand up and do the action from Exercise 4 when they hear their word.

Further practice

Workbook page 16

Online Practice • Unit 2 • Grammar and Song

Lesson Four CB page 17

Phonics

Learning outcomes

To revise the long vowels /eɪ/, /aɪ/, /əʊ/ and /u:/ + consonant + e and remind children of the magic e

To associate these sounds with the letters a_e, i_e, o_e and u_e in words

To identify these words and sounds in a chant

Language

Core: face, space, kite, bike, rope, stone, June, cube

Extra: together, me, skipping rope, doll

Materials

CD 10, 18–20; Phonics cards 4–7 (space, kite, rope, cube)

Warmer 10

- Mime the action of drinking from a cup and ask children *What am I doing?* Elicit *You're drinking* and write the word *drink* on the board.
- Mime eating and drawing. Elicit *You're eating* and *You're drawing*.
- Say *I'm drawing with a crayon. I'm eating with a spoon*. Write the words *draw*, *crayon*, and *spoon* on the board.
- Ask children if they can remember the other words from the last phonics lesson (*snake* and *play*).
- Play the CD and say the chant from Class Book page 11 to revise the consonant blends from the Unit 1 phonics lesson.

Lead-in

- Hold up the phonics cards for *space*, *kite*, *rope*, and *cube*, one at a time, saying the words for children to repeat.
- Put the phonics cards on the board and point to them in random order, asking children to say the words.

1 Listen, point and repeat. 18

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.

Transcript

Listen and point.

Magic e makes the vowel long!

/eɪ/, face, space, /aɪ/, kite, bike, /əʊ/, rope, stone, /u:/, June, cube

Listen and repeat.

/eɪ/, face, space, /aɪ/, kite, bike, /əʊ/, rope, stone, /u:/, June, cube

2 Listen and chant. 19

- Ask children to look at the picture. Ask *Who can you see?* (*two girls*); *Where are the girls?* (*in a garden / a park*); *What are they doing?* (*They're playing.*); *What have the girls got?* (*a rope, a cube, a kite, and a doll*).
- Play the recording for children to listen to the chant.

Lesson Four Phonics

1 Listen, point and repeat. 18

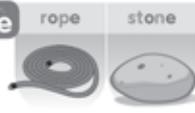
a_e face space



i_e kite bike



o_e rope stone



u_e June cube



2 Listen and chant. 19



Let's play together, me and you.
I've got a kite.
And a skipping rope, too.

I've got a cube,
And a doll from space.
Look, it's got a purple face.

3 Read the chant again. Circle the words from Exercise 1.

4 Complete the words. Listen and check. 20

a_e i_e o_e u_e



kite f_c st_n sp_c b_k r_p

Magic e Unit 2 17

- Play the chant again, stopping the CD after each line for children to repeat. Explain the meaning of *skipping rope*.
- Play the chant once more for children to join in and follow in their books.
- Ask children to look at the picture and circle the objects from the chant.

3 Read the chant again. Circle the words from Exercise 1.

- Ask children to find the word *kite* in the chant.
- Ask children to find and circle any other words from Exercise 1.

ANSWERS

kite, rope, cube, space, face

4 Complete the words. Listen and check. 20

- Ask children to look at the first picture. Ask *What's this?*
- Ask children to find the blue letters from *kite* in the box.
- Children look at the rest of the pictures and complete the words individually.
- Play the recording for children to check their answers.
- Go through the answers with the class, asking children to read out the words.

Transcript

1 /aɪ/ kite 2 /eɪ/ face 3 /əʊ/ stone 4 /eɪ/ space

5 /aɪ/ bike 6 /əʊ/ rope

ANSWERS

1 i_e 2 a_e 3 o_e 4 a_e 5 i_e 6 o_e

Further practice

Workbook page 17

Student Website • Unit 2 • Phonics

Online Practice • Unit 2 • Phonics

Skills Time!

Skills development

Reading: read and understand a webpage about hobbies in different countries; read for specific details

Language

Core: *play the guitar, shop, cook, paint, play the piano, visit family*

Recycled: vocabulary and structures seen previously

Extra: *what, love (v), with, traditional*

Materials

CD 21–22; Hobbies flashcards 33–38; a piece of plain paper for each child; coloured pens / pencils / crayons (optional)

Warmer

- Show the children the Hobbies flashcards from Lesson 1. As a class, decide on a mime for each flashcard.
- Ask the children to stand up and play *Mime the word* (see page 24).

Lead-in

- Tell the children they are going to learn some more words for hobbies. Hold up flashcards 33–38 one at a time to elicit the vocabulary for the new hobbies. Model any words the children don't know.
- Hold the flashcards up in a different order and repeat.
- Show the children the flashcards in random order and ask them to say the words. Hold up the flashcards faster and faster until the children can't keep up.
- Ask the children which of these hobbies they like / don't like doing.

1 Listen, point and repeat. 21

- Focus on the pictures in Exercise 1. Play the recording for the children to listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Look at the text. Where are the children from?

- Ask the children to look at the pictures and say what kind of text it is (*a webpage*) and what it is about (*hobbies*).
- Ask questions to help the children to make predictions about the text, e.g. *What sport is she playing? What does she like doing? What do you think his hobby is?*
- Ask the children to quickly look through the text and find where the children are from. (*the UK, Spain, Egypt*)

3 Listen and read. 22

- Play the recording for children to listen and follow the text silently in their books, then play it a second time and answer any questions the children have.
- Ask comprehension questions, e.g. *What hobbies have Kelly's friends got? What does Kelly like doing? What are Nuria's hobbies? What do Ismail's sisters love doing?*

Skills Time!
Lesson Five

Reading

1 Listen, point and repeat. 21

play the guitar shop cook paint play the piano visit family

2 Look at the text. Where are the children from?

3 Listen and read. 22

What hobbies are popular in your country?

1 Hi! My name's Kelly and I'm from the UK. My friends have got lots of hobbies. They like playing computer games and watching DVDs. My best friend Janet and I like doing sports, too. Janet loves playing volleyball, but she doesn't like playing basketball. I love reading comics, too.

2 Hi. I'm Nuria and I'm from Spain. My friends like playing computer games and doing sports, too. I don't like sports, but I love music. I like playing the guitar and the piano. My friend Sandra and I like traditional Spanish dancing, too! We have dance lessons every Monday!

3 I'm Ismail and I'm from Egypt. My friends like watching TV and listening to music. I like watching football on TV, and listening to pop music. My sisters love painting pictures and they like shopping with my mum.

4 Read again and answer the questions.

1 Does Janet like playing basketball? **No** 2 Does Kelly like reading comics? _____
3 Does Ismail like watching football? _____ 4 Does Nuria like sports? _____
5 Do Nuria and Sandra like dancing? _____ 6 Do Ismail's sisters like painting? _____

18 Unit 2 Hobbies Reading a hobbies forum

4 Read again and answer the questions.

- Explain that children are going to answer questions about the text.
- Look at the example and ask the children to find the relevant part of the text.
- Allow time for the children to complete the activity in their Class Books, then check answers as a class.
- As an extension, you can ask more questions about the text. You could make this a quiz game by dividing the class into teams and asking a question to each team in turn.

ANSWERS

1 No 2 Yes 3 Yes 4 No 5 Yes 6 Yes

Optional activity

- Tell the children to take out their coloured pencils. Give each child a plain piece of paper.
- Tell the children they are going to make a poster about one thing they love doing and one thing they hate doing.
- Elicit some ideas from the children. These could be ideas from the text, hobbies, or other things, like doing homework.
- The children each write two sentences and draw pictures to illustrate them. Monitor the activity and help where necessary.
- Display the children's posters around the classroom.

Further practice

Workbook page 18

Extra writing worksheet, Unit 2, Teacher's Resource Centre

Online Practice • Unit 2 • Reading

Skills Time!

Skills development

Listening: understand specific information to match people and their hobbies

Speaking: ask and answer questions about things you like doing; suggest penfriends for a partner based on their preferences

Writing: use the apostrophe in contractions; write an email to a penfriend (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *website, number, Who...?, Good!*

Materials

CD 17, 23; Fluency DVD Unit 2

Warmer 17

- Ask children to look at the song *I'm happy it's the weekend!* on page 16 of their Class Books.
- Ask children to remember the actions or choose new ones.
- Play the song. Children listen and do the actions.
- Play the song again for children to sing along.

Lead-in

- Tell children to open their books and look at Exercise 1.
- Ask children to tell you the hobbies they can see in photos a–d (*cooking, playing football, fishing, and playing chess*).
- Ask children questions about the hobbies, e.g. *Do you like cooking, (Petra)?*
- Ask children to predict which hobbies the boys (Ivan and Bruno) and the girls (Mai and Tina) like doing.

1 Listen and match. What do they like? 23

- Tell children they are going to hear a recording about four children and what they like doing. They must listen and match the children with the hobbies.
- Play the recording the whole way through for children to point to the correct pictures. Children might like to draw arrows between the children and the hobbies.
- Play the recording again, pausing after each dialogue for children to write the correct letter, *a, b, c, or d*.
- Play the recording again for children to check their answers, then check the answers with the class.

Transcript

(See Teacher's Book page 137.)

ANSWERS

- 1 b (playing football) 2 a (cooking) 3 c (fishing)
4 d (playing chess)

Optional activity

- Children watch Fluency DVD Unit 2, speaking section.

Listening

1 Listen and match. What do they like? 23

1 Ivan 2 Mai 3 Bruno 4 Tina

a b c d

Speaking

2 Ask and answer.

Billy likes ... playing volleyball, reading comics, playing basketball
Shani likes ... cooking, playing tennis, pointing
Ting likes ... watching TV, playing chess, playing the piano
Lisa likes ... playing the guitar, taking photos, shopping

I want a penfriend. I like taking photos.
What do you like doing? Lisa likes taking photos. Write an email to Lisa!

Writing preparation

3 Write the short form.

We use an apostrophe (') to make contractions.

Full form	Short form	Full form	Short form
I am	→ I'm	are not	→ aren't
she is	→ she's	I have	→ I've
it is	→ it's	it has	→ it's
we are	→ we're	has not	→ hasn't
they are	→ they're	have not	→ haven't
is not	→ isn't		

1 Yusuf doesn't (does not) like playing volleyball.
2 Katie got a brother.
3 The children are at school. _____ (They are) in the classroom.
4 We _____ (are not) hungry.

Complete the writing task on page 19 of the Workbook.

page 19

Listening, speaking, writing Unit 2 19

2 Ask and answer.

- Ask two children to read the speech bubbles out loud.
- Tell children they are going to ask and answer questions about what they like doing and choose penfriends for their partners. They must choose from the hobbies that the children in Exercise 2 have.
- Let children to do the exercise in pairs, then ask some pairs to ask and answer their questions for the class.

3 Write the short form.

- Ask children to close their books. Write these sentences on the board: *Yusuf is not from the UK. He is Egyptian.*
- Underline the words to be contracted (*is not* and *He is*) and elicit the short forms (*isn't* and *He's*).
- Copy the left half of the table in the Writing box onto the board.
- Elicit the short forms, and focus attention on the apostrophe.
- Ask children to open their Class Books. Look at the example and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 doesn't 2 hasn't 3 They're 4 aren't

Further practice

Workbook page 19 (children write to a penfriend)
Fluency DVD • Skills Time! Speaking • Unit 2
Unit 2 test, Teacher's Resource Centre
Student Website • Unit 2 • Listen at home • Track 8 (Words 1), Track 9 (Words 2), Track 10 (Song), Track 11 (Phonics)
Online Practice • Unit 2 • Listening, Speaking and Writing

Lesson One CB page 20

Words

Learning outcomes

To identify different possessions and verbs to do with using them

To understand a short story

Language

Core: *computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off*

Extra: *thing, please, watch (v), my, boring, use (v), school project, about, space, think, broken, Well...*

Materials

CD  24–25; *My things* flashcards 39–44; Phrasal verbs flashcards 45–46; an empty box (optional)

Warmer

- Play *Miming flashcards* (see page 24). Revise the hobbies words from Unit 2 (except for *shop* and *visit friends*, which are too difficult to mime). Add other simple actions that children know, e.g. *swim, run, ride a bike, sleep*.

Lead-in

- Use the *My things* flashcards 39–44 to elicit the vocabulary for the possessions. Hold them up one at a time and ask *What's this?* Model any words the children don't know.
- Demonstrate *turn off* and *turn on* with the classroom lights. Then show the *Phrasal verbs* flashcards 45–46 and ask children to tell you the verbs.
- Hold all the flashcards up in a different order and repeat.

1 Listen, point and repeat.  24

- Ask children to look at the pictures in Exercise 1. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off

MP3 player, TV, camera, CD player, turn on, DVD player, turn off, computer

Listen and repeat.

computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off

2 Listen and read.  25

- Focus on the story and ask questions about each frame, e.g. *Where are the children? What things can you see? What is (Max) doing? Who has got the book now?*

3 My things

Lesson One Words

1 Listen, point and repeat.  24


computer


TV


DVD player


CD player


MP3 player


camera


turn on


turn off

2 Listen and read.  25

1



Leo Amy, can you turn on the TV, please?
Amy Max, watch this!
Max No, I like my book.
Amy Your book is boring!
Max No, it isn't!

2



Holly Can I use your computer, Leo?
Leo Yes, you can. Have you got a school project?
Holly Yes, it's about space.

3



Holly Leo ... I think it's broken.
Max My book is about space, Holly. You can read it.
Holly Well ... OK.

4



Max Can I have my book, please?
Holly Not! It's great!

20 Unit 3 My things

- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Does Max want to watch TV? What is his book about? Who has got a computer? Who has got a school project? Can Holly use the computer? Does she like Max's book?*
- Ask children to find the words from Exercise 1 that appear in the story (*TV, computer*).

Optional activity

- Write the letters **VDPT3DVMCD** on the board. Tell children to make four words from these letters. They can only use each letter once, but they can also use the word *player*. (Answers: *MP3 player, TV, DVD player, CD player*)

Culture note: Homework in Britain

British children have on average 30 minutes to an hour of homework a night, largely depending upon age. That is much less than in many European countries. Electronic white boards and laptops are now widespread in UK schools and a lot of homework is now produced on computers at home.

Further practice

Workbook page 20

Student Website • Unit 3 • Words

Online Practice • Unit 3 • Words

Grammar

Learning outcomes

To understand and use the possessive adjectives *your*, *our*, and *their*

To understand *can* for permission in sentences, and write short answers for questions with *can*

To understand *can* for requests

To act out a story

Language

Core: *This is your CD. That's our computer. That's their CD player. Can I use your computer? Yes, you can. / No, you can't. Can you turn off the DVD player, please?*

Extra: *television, dinner, listen to*

Materials

CD 25; My things flashcards 39–44; Values 1 poster and Values 1 worksheets, Teacher's Resource Centre (optional)

Warmer

- Tell the children they are robots, and you can turn them on and off with a magic remote control. Demonstrate the 'off' position with your hands by your sides and head down.
- Call out actions for children to mime, e.g. *drink, wave, swim*.
- Children mime the actions as if they were robots until you say 'turn off'. Children move to the 'off' position.

Lead-in

- Ask children what they can remember about the story. Ask *Can Holly use the computer? What is Max's book about?*

1 Listen to the story again and repeat. Act. 25

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Leo, Amy, Max, and Holly. As a class decide on the actions.
- Play the recording again for children to mime the actions.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Max reads a book. Amy turns on the TV.

Picture 2: Amy watches TV. Max reads. Holly opens a laptop.

Picture 3: Leo presses the keys on his laptop and looks worried. Max points to his book. Amy and Holly look at him.

Picture 4: Holly holds the book. They all look at it.

2 Look and say.

- Hold up your book and say *This is my book*. Gesture to the children's books and say *Those are your books*.
- Write *This is ... classroom* and *That's ... classroom*. Point to your class, then out of the window, to elicit *our* and *their*.
- Focus on Class Book page 21. Read out the top three sentences in the *Let's learn!* table, and ask children to repeat.
- Write *you*, *we*, and *they* on the board and point to them, asking children to read out the correct sentences.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

You	This is your CD.
We	That's our computer.
They	That's their CD player.

1 / You / He / She / It / We / You / They
 Can I use your computer?
 Yes, you can. No, you can't.
 Can you turn off the DVD player, please?

Can I use your camera, Amy?
 Yes, you can.

3 Write. your our their

* _____ dog is small.
 * _____ dog is big.

Is this * _____ computer?
 Yes, it's * _____ computer.

Is this * _____ MP3 player?
 No, it's * _____ MP3 player.

4 Write.

1 Can we turn on the television?
 No, you can't.

2 Can he have dinner at our house?

3 Can I use your computer?

4 Can we listen to our CD?

your / our / their Can I use your camera? Yes, you can. Unit 3 21

- Look at the picture. Ask two children to read out the speech bubbles. Choose children and ask for things you can see they have, e.g. *Can I have your book, (Aisha)?* Elicit *Yes, you can*. Ask again and gesture *no* to elicit *No, you can't*.
- Read the questions and short answers at the bottom of the table, pausing after each one for children to repeat.
- Write *Can I use your computer?* on the board and read it out for children to repeat. Then rub out the word *computer* and hold up different flashcards to elicit new sentences.

3 Write.

- Check understanding and let children do the exercise.

ANSWERS

1 your 2 our 3 their 4 our 5 your 6 their

4 Write.

- Check understanding and let children do the exercise

ANSWERS

1 No, you can't. 2 Yes, he can. 3 No, you can't.
 4 Yes, you can.

Optional activity: Values 1

- Look at the Values 1 poster and the Values worksheets (for materials see Teacher's Resource Centre, and for answers see Teacher's Book page 151–152).

NOTE: Now go to Workbook page 125 for children to practise the grammar structure before doing Workbook page 21.

Further practice

Grammar Time, Workbook page 125

Workbook page 21

Values 1 worksheets, Teacher's Resource Centre

Student Website • Unit 3 • Grammar

Online Practice • Unit 3 • Grammar

Lesson Three CB page 22

Grammar and Song

Learning outcomes

To make requests with *can*

To use *can* for permission and the *My things* words in the context of a song

Language

Extra: *open (v), window, close, door, put on, rainy, play a CD, new, show (n), out in the sun, run*

Materials

CD  26; *My things* flashcards 39–44

Warmer

- Tell the children you want to go shopping with them. Ask children to think of things they can buy and mime some possibilities to help them, e.g. *a bike, a coat, a book, a toy*.
- Write the words on the board, and put up the *My things* flashcards.
- Play *A long sentence* (see page 25). Start by saying *I want to go shopping. I want a (TV)*.

Lead-in

- Write *Can you open the window, please?* on the board. Tell a child to choose a classmate and ask the question. The other child mimes opening the window.
- Repeat several times. You could do this with *Put on your coat* and *Close the door* so that all the children have a chance to ask or mime once.
- Focus attention on the words *Can you* in the sentence on the board, rubbing these words out and asking children to read out the sentence again.

1 Ask and answer.

- Ask children to open their Class Books at page 22 and tell you what the objects in the pictures are. (*TV, window, door, coat, CD player, and book, exercise book, or maths book* as possible answers for the last picture)
- Ask two children to read the speech bubbles for the class and check they understand the exercise.
- Ask children to work in pairs and do the activity. Children should ask at least three questions each.
- Ask some pairs to ask and answer in front of the class.

2 Close your book and write three questions.

- Tell children to look at the pictures again, then ask them to close their books and write three questions from Exercise 1.
- Ask some children to read out their sentences for the class.

3 Listen and sing. 26

- Ask children to open their Class Books and look at the song pictures.

Lesson Three Grammar and Song

1 Speaking Ask and answer.

open the window help me with my homework turn on the TV
turn off the CD player close the door put on your coat



What's Picture 2? Can you open the window, please?
What's Picture 6? Can you help me with my homework, please?

2 Close your book and write three questions.
Can you open the window, please?

3 Listen and sing.  26 **4 Sing and do.**

It's rainy today

It's rainy today.
Can we watch a DVD?
It's rainy today.
Can we play our new CD?
It's a rainy day.
Can we watch TV?
Can you watch a show with me?
It's a rainy day.

It's sunny today.
Can we play out in the sun?
It's sunny today.
We can have a lot of fun.
Can we run and can we play?
Can you play with me all day?
It's a sunny day.



22 Unit 3 It's rainy today

- Point and ask questions about the pictures, e.g. *Where are the children? What has the boy got? What has the girl got? What does he / she want to do? Where are the children now? Is it rainy / sunny?*
- Play the recording. Children listen and point to the pictures.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat. Recap the meaning of the weather words from Level 2 if necessary.
- Play the recording again for children to sing along.

4 Sing and do. 26

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

It's rainy today – mime holding an umbrella

Can we watch a DVD? – mime putting a DVD into a DVD player

Can we play our new CD? – mime dancing

Can we watch TV? – mime pointing a remote control

It's sunny today – fan your face as if you are hot

We can have a lot of fun – wave your hands in the air

Can we run and can we play? – stamp your feet

NOTE: In this and later units, children will need to refer back to the song in the Class Book in order to complete the relevant exercise on the Workbook page.

Further practice

Workbook page 22

Online Practice • Unit 3 • Grammar and Song

Lesson Four CB page 23

Phonics

Learning outcomes

- To pronounce the sound /ɑː/
- To associate the sound /ɑː/ with the letters *ar* in words
- To identify the sound /ɑː/ in a chant
- To match rhyming words

Language

- Core: *car, park, shark, star, scarf*
- Extra: *after, start, art, arm, farm*

Materials

- CD 27–28; Phonics cards 4–7 (space, kite, rope, cube); Phonics cards 8–9 (shark, scarf)

Warmer

- Put the phonics cards 4–7 for *space, kite, rope, and cube* around the room, modelling the words and pointing to the target letters to elicit the sounds /eɪ/, /aɪ/, /əʊ/ and /uː/ from the previous phonics lesson.
- Tell children you are going to call out other words from the previous lesson. They must point to the card which has the same sound.
- Call out *bike, face, June, and stone*, giving children plenty of time to find the card which has the same sound.
- Call out the words several times in random order and get faster and faster until children can't keep up with you.

Lead-in

- Hold up the phonics cards for *shark* and *scarf*, saying the words for children to repeat. Model the /ɑː/ sound for children to repeat.
- As a class decide on actions for *shark* and *scarf* (see below).
- Tell children you are going to read out some words. They should clap for each word, but stand up and do the actions for *shark* and *scarf*.
- Call out these words: *class, scarf, garden, art, shark, park, car, scarf, shark, art, park, garden, shark, car, scarf*.

Suggested actions

shark – open and close the fingers of one hand, like opening and closing jaws

scarf – pretend to put on a scarf

1 Listen, point and repeat. 27

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the /ɑː/ sound and the different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sound and the words in chorus.
- Play the recording all the way through for children to point and repeat again.

Lesson Four Phonics

1 Listen, point and repeat. 27

2 Listen and chant. 28

3 Read the chant again. Circle the words with *ar*.

4 Match the words that rhyme. Write. farm star art shark

1 start <input type="checkbox"/>	2 car <input type="checkbox"/>	3 park <input type="checkbox"/>	4 arm <input type="checkbox"/>	5 shark <input type="checkbox"/>	6 art <input type="checkbox"/>	7 farm <input type="checkbox"/>	8 star <input type="checkbox"/>
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Words with ar Unit 3 23

2 Listen and chant. 28

- Focus on the picture and ask children what words they can see from Exercise 1 (*shark, scarf, car, park, and stars*).
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more. Children join in and follow.

Optional activity

- Divide the class into four groups. Tell each group to read out a line of the chant. Practise with Class Books open first, then tell children to close their Class Books and do the chant again, with each group saying one line.

3 Read the chant again. Circle the words with *ar*.

- Focus attention on the word *car* in Exercise 1 and ask children to find it in the chant.
- Ask children to find and circle the other words with *ar*.

ANSWERS

car, park, scarf, shark

4 Match the words that rhyme. Write.

- Write the word *start* on the left and the words *art* and *shark* on the right of the board. Circle the last 3 letters of *start* and ask which word, *art* or *shark*, rhymes with it.
- Focus on the example and check understanding, then let children complete the exercise individually.
- Ask children to call out the rhyming words.

ANSWERS

1 *b, art* 2 *d, star* 3 *a, shark* 4 *c, farm*

Further practice

Workbook page 23

Student Website • Unit 3 • Phonics

Online Practice • Unit 3 • Phonics

Skills Time!

Skills development

Reading: read and understand school projects about collections; find specific details about people in a text

Language

Core: *stickers, posters, comics, postcards, badges, shells*

Recycled: vocabulary and structures seen previously

Extra: *collection, collect, special, give, some of, on, bedroom, wear, jacket, bag, hat, cool, very, funny, buy*

Materials

CD 26, 29–30; *Collections* flashcards 47–52

Warmer 26

- Sing *It's rainy today* from Lesson 3. Ask children to remember or decide on new actions for the song.

Lead-in

- Ask children to look at the texts on Class Book page 24 and tell you what they are. Elicit *They're school projects*. Ask the projects are about. Elicit *collections*.
- Hold up flashcards 47–52 to elicit the vocabulary for the collections. Model any words the children don't know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 29

- Ask children to look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

stickers, posters, comics, postcards, badges, shells

posters, badges, shells, comics, stickers, postcards

Listen and repeat.

stickers, posters, comics, postcards, badges, shells

Optional activity

- Play *What's missing?* with the *Collections* flashcards to reinforce the vocabulary for this lesson (see page 24).

2 Describe what you can see in the pictures below.

- Ask children to look at the pictures in the school projects. Ask *What do the children collect? (stickers, badges, and comics) Do they have them at school? Do they put them in their bedrooms?* Ask children to look quickly through the text to try to find the answers.

3 Listen and read. 30

- Play the recording for children to listen and follow the text silently in their books.
- Check the answers to the questions you asked before they read and answer any questions children have. Check that children understand *cool* and *funny*.

Skills Time!
Lesson Five

Reading

1 Listen, point and repeat. 29

stickers posters comics postcards badges shells

2 Describe what you can see in the pictures below.

3 Listen and read. 30

Our Collections The children in Class 3B like collecting things. Look at their collections!

I love football and I've got a collection of football stickers. I've got 60 stickers and they're in a special sticker book. My friends have got sticker collections, too. I give my friends some of my stickers and they give me some of their stickers. Tony, 9

I've got a great collection of badges. I've got 80 badges. They are on a board in my bedroom wall. I wear the badges on my jackets, bags and hats. They're really cool! Emily, 10

My brother and I have got a collection of comics. We've got 100 comics. We like reading comics because they're very funny. Our comics are in our bedroom. Our dad buys us two new comics every Saturday. Mark, 7

4 Read again and write. Mark Emily Tony

1 Tony loves football. 2 _____'s got a badge collection.
3 _____'s got 100 comics. 4 _____'s got 60 stickers.
5 _____ likes reading comics. 6 _____ wears badges on her jackets.

24 Unit 3 Collections Reading: a school project

- Play the recording again and ask students to circle the words from Exercise 1 (*stickers, badges, and comics*).

4 Read again and write.

- Explain that children are going to complete the sentences with the names of the children in the text.
- Allow time for children to read the text again and complete the sentences individually.
- Check answers and ask comprehension questions, e.g. *How old is Tony / Emily / Mark? Where are Tony's stickers? Where is Emily's scarf? What does Mark's dad buy?*

ANSWERS

1 Tony 2 Emily 3 Mark 4 Tony 5 Mark 6 Emily

Optional activity

- Play *Lip reading* with the *Collections* flashcards (see page 24).

Culture note: British collectors

Collecting things is one of the most popular hobbies with both children and adults in the UK, and people collect lots of different things. As well as the things in this unit, people collect things like stamps, old toys, coins, autographs, dolls, models, and teddy bears. There are many specialist magazines, shops, and websites for collectors.

Further practice

Workbook page 24

Student Website • Unit 3 • Reading

Extra writing worksheet, Unit 3, Teacher's Resource Centre

Online Practice • Unit 3 • Reading

Skills Time!

Lesson objectives

Listening: understand specific information to match people and the things they collect

Speaking: ask and answer questions based on information in the listening text

Writing: identify and use question marks, commas, and full stops; write about a child's collection (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 31; Collections flashcards 47–52; Fluency DVD Unit 3

Warmer

- Play *What have I got?* with the *Collections* flashcards to warm the class up and revise the collections words from Lesson 5 (see page 23).

Lead-in

- Ask children to open their Class Books. Tell them to look at the pictures of collections, and focus attention on the numbers.
- Tell children that when you call out a number, they have to shout the correct word, *posters*, *postcards*, *shells* or *stickers*.
- Call out the numbers several times in random order.
- Ask children *Which collection do you like? Have you got a collection? What do you collect?*

1 Listen and match. What do they collect? 31

- Tell children they are going to hear a recording about four children and their collections. They must listen and match the children with the collections.
- Play the recording the whole way through for children to listen and point to the correct pictures.
- Play the recording again, pausing after each item for children to write the correct letter, *a*, *b*, *c* or *d*.
- Play the recording the whole way through again for children to check their answers.
- Check the answers with the class.

Transcript

(See *Teacher's Book* page 137.)

ANSWERS

- 1 (c) shell collection 2 (b) postcard collection
3 (d) sticker collection 4 (a) poster collection

Optional activity

- With books closed, read out true / false statements for children to write the answers, e.g. *Jon has got fifty shells.* (F); *Lisa collects posters.* (F); *Tom and Emma have got a sticker collection.* (T); *Jenny likes posters.* (T).

Lesson Six

Listening

1 Listen and match. What do they collect? 31

1 Jon 2 Lisa 3 Tom and Emma 4 Jenny

a 20 b 50 c 100 d 80

Speaking

2 Look at the pictures. Ask and answer.

Has Jon got a collection? Yes, he has. He's got a shell collection.

How many shells has he got? He's got one hundred shells.

Writing preparation

Look at the punctuation marks. Have you got lots of comics? We've got a DVD player, a camera and a computer.

3 Write the punctuation marks.

1 I collect badges and stickers .
2 Have you got a sister .
3 We've got a CD player , a computer and a television .
4 Can I use your camera .

Complete the writing task on page 25 of the Workbook.

Listening, speaking, writing Unit 3 25

Optional activity

- Children watch Fluency DVD Unit 3, speaking section.

2 Look at the pictures. Ask and answer.

- Ask two children to read out the speech bubbles.
- Check that children understand the exercise, then ask them to work in pairs. Children take turns to ask and answer questions about the people in Exercise 1.

3 Write the punctuation marks.

- Ask children to close their books. Write the sentences from the Writing box on the board, without punctuation marks.
- Draw large punctuation marks on the board separately and ask children where to put them in the sentences.
- Ask children to open their books and check their answers in the Writing box.
- Read the Writing box sentences and the example with the class, and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Check the answers with the class. You may wish to write the sentences on the board, then ask children to come to the front and write in the punctuation marks.

ANSWERS

- 1 . 2 ? 3 , . 4 ?

Further practice

- Workbook page 25 (children write about their collections)
Fluency DVD • Skills Time! • Speaking • Unit 3
Writing skills worksheet, Units 1–3, Teacher's Resource Centre
Writing portfolio, Units 1–3, Teacher's Resource Centre
Unit 3 test, Teacher's Resource Centre
Skills test 1, Teacher's Resource Centre
Student Website • Unit 3 • Listen at home • Track 12 (Words 1), Track 13 (Words 2), Track 14 (Song), Track 15 (Phonics)
Online Practice • Unit 3 • Listening, Speaking and Writing

Fluency Time! 1

Everyday English CB page 26

Learning outcomes

To learn how to talk about things you have in common

Language

I love ...; I don't. I prefer ...; So do I.; Neither do I.

Materials

CD 32–33; Fluency DVD Fluency Time! 1; Flashcards / Pictures of known foods, activities, sports or hobbies

Warmer

- Tell children they are going to learn how to talk about things they have in common in English. Hold up a few flashcards of known foods / activities / sports / hobbies and model the phrases *I love / hate / enjoy / like / don't like*. Write examples on the board. Show the flashcards to children around the class and encourage them to express their own opinions using the phrases on the board. Agree or disagree with children by saying *So do I / Neither do I / I don't* and recast their answers, e.g. Child: *I (don't) like football*. You: *So do I! I like football! / Neither do I! I don't like football! / I don't. I like tennis*.

1 Listen, read and say. 32

- Focus on the pictures. Ask children to say where the people are (*in a garden*) and what they are doing (*looking at toys / choosing an activity*). Introduce the story characters Tom and Anna and explain that they are cousins. Ask the children to guess which activity Tom and Anna like.
- Play the recording for children to listen and follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.

2 Listen and tick (✓) the things they like and cross (X) the things they don't like. 33

- Show the children the table and read out the activities. Explain that they need to listen and put ticks or crosses in the correct boxes.
- Play the first part of the recording and focus on the example. Ask Does Anna like shopping? and elicit the answer No, she doesn't.
- Play the recording for children to listen and complete the activity. Pause after each item for the children to complete the grid.
- Check answers by asking children around the class to say what Anna and Tom like / don't like doing.

Transcript

(See Teacher's Book page 137.)

Fluency Time! 1

Everyday English

1 Listen, read and say. 32

1

Tom: I love playing football!
Anna: I don't. I prefer playing tennis.
Tom: Oh! I don't like tennis.

2

Anna: I don't like skateboarding.
Tom: Neither do I. I like playing volleyball!
Anna: Great! So do I!

2 Listening Listen and tick (✓) the things they like and cross (X) the things they don't like. 33

	shopping	watching TV	painting	doing gymnastics
Anna	X			
Tom				

3 Speaking Talk with your friend.

play tennis fish take photos paint play computer games
play chess skateboard read comics

I like playing tennis.
I don't like fishing.
I like playing chess.
I don't. I prefer playing computer games.

So do I.
Neither do I.

26 Fluency Time! 1 Things in common Watch the DVD!

ANSWERS

	shopping	watching TV	painting	doing gymnastics
Anna	X	✓	✓	✓
Tom	X	✓	X	✓

3 Talk with your friend.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the activities in the box and talk about them.
- Invite some pairs to act out their dialogues for the class.

Optional activity

- Hand out the flashcards / pictures of activities to children around the class. The children with the flashcards move around the class, talking to the remaining children and trying to find more children to join their group, e.g. A: *I like skateboarding*. B: *So do I! / I don't. I prefer reading comics*.

Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 1 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

Further practice

Workbook page 26

Everyday English phrase bank, Workbook page 121

Fluency DVD • Fluency Time! 1

Online Practice • Fluency Time! 1

Project CB page 27

Learning outcomes

- To make a project survey
- To find activities you have in common

Language

I love ...; I like ...; I don't like ...; I don't. I prefer ...; So do I; Neither do I.

Materials

Fluency DVD Fluency Time! 1 (optional); Fluency project 1 (see Teacher's Resource Centre) (one template for each child); completed survey chart; coloured pencils, glue and scissors for each group of children

1 Look at the story again. Act.

- Draw children's attention to the story in Exercise 1 on Class Book page 26. Ask the children what they can remember.
- Play scene 1 of Fluency DVD Fluency Time! 1 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 26.
- Ask pairs of children to act out the dialogue.
- Play both scenes of Fluency DVD Fluency Time! 1 Everyday English again for children to watch and listen.

2 Make a survey chart.

- See page 158 for detailed instructions on how to make the survey chart.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a survey chart*).
- Ask *What do you need to make the survey chart?* Elicit *coloured pencils, scissors, glue*.
- Divide the class into groups. Give each child a survey chart template (see Fluency Project 1, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions in the Class Book to talk the children through the process of making their surveys. Demonstrate with your own completed survey chart and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Do you like (taking photos)?*
- Invite children to tell the class about their preferences, e.g. *I like (shopping). / I don't like (playing football).*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw their charts on a piece of paper with simple pictures to illustrate the activities.

3 Talk with your friends and complete the chart.

- Focus on the photo. Tell children they are going to complete the survey for themselves, then try to guess their friends' answers. You could ask the children to complete the survey in pencil for their friends. They should then ask and answer to find out if their guesses were correct. They can then erase any wrong answers and complete the survey in pen.
- Ask three children to read out the example dialogue.

Project

1 Look at the story again. Act.

2 Make a survey chart.

1 Choose four pictures. Colour the pictures and cut them out. Then stick the pictures on your survey chart.

2 Write the names of three friends at the top of the survey chart. Complete the survey about you. Then guess your friends' answers.

3 **Speaking** Talk with your friends and complete the chart.

I like taking photos.
I don't like playing basketball.
Neither do I. It's boring.
I love shopping. It's great.
I don't. I prefer skateboarding.

So do I!

4 **Speaking** Tell the class about your group.

1 What do you and your friends like doing?
2 What don't your friends like doing?
3 What do you and your friends prefer doing?

Ben likes playing football and so do I.
Jane doesn't like shopping and neither does Chloe. She prefers ...

Project: a survey chart 27

- The children talk in groups, taking turns to tell the rest of their group which activities they like / don't like and completing the chart with their friends' preferences.
- Encourage children to add language to their dialogue, e.g. *When / Where do you (play football)? / Who do you play with? On Saturdays / At weekends / With my friends.*

4 Tell the class about your group.

- Ask children to tell the class about their group. They can read the questions to help them.

Optional activity

- The children can sit around a table and use their surveys to play a game in their groups from Exercise 3. They look at their surveys for one minute, then one child turns their survey face down and tries to remember which activities the child to their left likes / doesn't like doing. The rest of the group awards one point for each correct activity.

Watch the DVD!

- Play Fluency DVD Fluency Time! 1 Everyday English again to review the language of the Fluency Time! 1 lessons.
- Play Fluency DVD Fluency Time! 1 Talk to Tom and friends! for children to answer the questions.

Review 1 CB pages 28–29, WB pages 28–29

Review pages answer key, TB page 141

Further practice

Workbook page 27

Writing portfolio worksheet, Units 1–3, Teacher's Resource Centre

Fluency Time! 1 test, Teacher's Resource Centre

Progress test 1, Teacher's Resource Centre

Fluency DVD • Fluency Time! 1

Online Practice • Fluency Time! 1

Online Practice • Review 1

Lesson One CB page 32

Words

Learning outcomes

To identify different water sports
To understand a short story

Language

Core: *swim, sail, dive, surf, kayak, windsurf, snorkel, waterski*
Extra: *beach, sea, stand on your hands, fall*

Materials

CD 36–37; *Water sports* flashcards 53–60; a piece of A4 paper with a 7cm diameter hole cut in it (optional); *Cut and Make 2*, Teacher's Resource Centre (optional)

Warmer

- Play *Quickly, slowly* (see page 24).

Lead-in

- Use flashcards 53–60 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
 - Say all the words again for children to repeat.
 - Hold the flashcards up in a different order and repeat.
- 1 Listen, point and repeat.** 36
- Ask children to open their Class Books and look at the pictures of the water sports. Ask *Do you like doing these things? Do you like going to the beach?* (if appropriate for your class) *What do you do at the beach?*
 - Play the first part of the recording for children to listen and point to the appropriate picture.
 - Play the second part for children to repeat.
 - Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

swim, sail, dive, surf, kayak, windsurf, snorkel, waterski
windsurf, kayak, surf, snorkel, sail, waterski, dive, swim
Listen and repeat.

swim, sail, dive, surf, kayak, windsurf, snorkel, waterski

Optional activity

- Use the *Water sports* flashcards and a piece of paper with a 7cm hole in it to play *Can you see?* (see page 23).

2 Listen and read.

 37

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? Who is in the picture? Who is Amy talking to? What is Max doing? What has Holly got? Where is Leo? What's he doing? Is Leo surfing now?* Encourage predictions.
- Play the recording. Children follow the story in their books.

4 We're having fun at the beach!

Lesson One Words

1 Listen, point and repeat. 36


swim


sail


dive


surf


kayak


windsurf


snorkel


waterski

2 Listen and read. 37

1



Amy: Hello, Mum! We're having fun at the beach!
Amy's mum: That's good. Is Max in the sea?
Amy: No, he isn't. He's reading his book.

2



Amy's mum: Is Holly in the sea?
Amy: No, she isn't. She's playing with her ball.

3



Amy: Leo is in the sea.
Amy's mum: Oh, yes. Leo likes snorkelling.
Amy: He isn't snorkelling. He's surfing. He's very good.
Max: Look! Leo is standing on his hands!
Holly: Wow!

4



Max: Oh, no! Leo is falling!
Amy: Leo isn't surfing now. He's swimming!

32 Unit 4 Water sports

- Ask comprehension questions, e.g. *What does Amy say about Max? What does she say about Holly? Does Leo like snorkelling? Is he good at surfing? What happens to Leo?*
- Play the recording a second time for children to follow.
- Ask children to find the water sports from Exercise 1 that appear in the story (*snorkelling, surfing, and swimming*).

Culture note: Water sports in Britain

There are beautiful beaches all around the coast of Britain. The water is too cold to swim for about eight months of the year, but sailing and kayaking are popular, and some people use wetsuits to swim or surf at other times of the year. The water at most British beaches has low visibility so snorkelling and diving are less popular. There are also lots of rivers, lakes, and canals, and boating holidays are popular. People buy or rent boats to stay on for a week or a few days, travelling along the rivers and canals.

Optional activity

- Do *Cut and Make 2* (Optical illusion). (For materials see Teacher's Resource Centre, for instructions see Teacher's Book page 160.)

Further practice

Workbook page 30

Cut and Make 2, Teacher's Resource Centre

Student Website • Unit 4 • Words

Online Practice • Unit 4 • Words

Grammar

Learning outcomes

- To identify the present continuous affirmative and negative
- To understand how the spelling of some verbs changes in the *-ing* form
- To complete present continuous sentences with the correct form of the verb *be*
- To act out a story

Language

Core: *I'm swimming. I'm not swimming. He's surfing. He isn't snorkelling. We're sailing. They aren't waterskiing.*

Materials

CD 37; Water sports flashcards 53–60

Warmer

- Play *Listen, point and say* with the *Water sports* flashcards to energize the class at the start of the lesson (see page 24).

Lead-in

- With books closed, ask children to remember the water sports Leo does in the story (*surfing* and *swimming*).
- Ask children what happened in the story. Ask *Who does Amy phone? What does Max / Holly do? What happens to Leo?*
- Tell children to check their answers on Class Book page 30.

1 Listen to the story again and repeat. Act. 37

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Amy, Mum, Max, and Holly. Decide on the actions.
- Play the recording again for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Max is reading a book. Amy and her mum are talking on the phone.

Picture 2: Amy and Mum are talking on the phone. Leo is surfing. Max is reading. Holly is playing with a ball.

Picture 3: Leo is standing on his hands (children touch their toes). Amy and Mum are talking on the phone. Amy, Max, and Holly are pointing at Leo.

Picture 4: Leo is swimming. Amy and Mum are talking on the phone. Mum is scared. Holly and Max are laughing.

2 Look and say.

- Ask children to turn to page 33. Focus attention on the picture and ask two children to read the speech bubbles.
- Mime swimming and elicit *You're swimming*. Mime reading a book and say *I'm swimming*, gesturing 'no'. Elicit *You aren't swimming*. (*You're reading a book*).
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat the sentence.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I
I'm swimming.
I'm not swimming.
He / She / It
He's surfing.
He isn't snorkelling.
You / We / They
We're sailing.
They aren't waterskiing.



Sometimes the spelling changes:

sail – sailing	play – playing
swim – swimming	run – running
dive – diving	ride – riding

3 Read and match.

- She's windsurfing.
- They're snorkelling.
- He's diving.
- She's waterskiing.
- He's kayaking.
- They're surfing.



4 Write. 's isn't 're aren't

1  He isn't sleeping.
He 's eating.

3  She 's playing with a ball.
She 's reading a book.

2  They 're taking photos.
They 're drawing pictures.

4  We 're swimming.
We 're windsurfing.

We're sailing! Unit 4 33

- Ask children to close their books. Write the sentences on the board. Rub out the red letters, then ask children to come up to the board and write them in.
- Write *I'm...* and *I'm not...* on the board. Then hold up the *Water sports* flashcards and elicit new sentences.
- Copy the spelling box onto the board and underline the letters which are deleted or doubled.
- Rub out the *-ing* forms and ask children to come up and write them on the board again.

3 Read and match.

- Look at the example with the class, then let children complete the exercise individually.
- Check the answers by putting the flashcards around the room and asking children to point.

ANSWERS

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

4 Write.

- Look at the example with the class, then let children complete the exercise individually.

ANSWERS

1 isn't, 's 2 're, aren't 3 isn't, 's 4 aren't, 're

NOTE: Now go to Workbook page 126 for children to practise the grammar structure before doing Workbook page 31.

Further practice

Grammar Time, Workbook page 126

Workbook page 31

Student Website • Unit 4 • Grammar

Online Practice • Unit 4 • Grammar

Lesson Three CB page 34

Grammar and Song

Learning outcomes

To use the present continuous affirmative and negative to describe and find actions in pictures

To write present continuous sentences about a picture

To use the present continuous and activities words in the context of a song

Language

Extra: *sunglasses, look at, sit, sun, little, boat*

Materials

CD  34; *Water sports* flashcards 53–60

Warmer

- Hold a *Water sports* flashcard facing you and play *True or false?*
- Say a true or false sentence, e.g. say *I'm swimming* while holding the swimming or the diving card.
- Children stand up if they think you are telling the truth and stay seated if they think you are lying. Show the flashcard.
- Continue the game by giving a flashcard to a child and ask him / her to say a true or false sentence.

Lead-in

- Write these sentences on the board: *Holly isn't playing with a ball. Amy is surfing. Mum is talking to Amy. Max isn't reading a book. Holly isn't surfing. Leo is talking on the phone.*
- Explain that some of the sentences are false. Ask children to open their Class Books at page 32 and correct the false sentences.
- Ask children to read out the correct sentences. (*Holly is playing with a ball. Amy isn't surfing. Mum is talking to Amy. Max is reading a book. Holly isn't surfing. Leo isn't talking on the phone.*)

1 Look and say.

- Ask children to open their Class Books at page 34 and look at the pictures in Exercise 1.
- Point to the two sets of pictures and ask questions, e.g. *What is the boy doing? What is he wearing? What is he eating?*
- Ask two children to read the speech bubbles out loud and tell the class to point to the correct picture.
- Tell children to work in pairs. They choose something in A or B and say a sentence about it. Their partners must say which picture they are looking at.

2 Write about one of the pictures.

- Read the example with the children and ask them to finish the second sentence.
- Ask children to write sentences about either A or B, using the example to help them.
- Ask some children to read out their sentences.

Lesson Three Grammar and Song

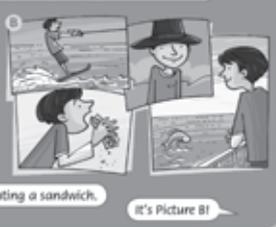
1 Speaking Look and say.

eat a sandwich / eat an ice cream
waterski / surf



The boy isn't eating an ice cream. He's eating a sandwich.

wear a hat / wear sunglasses
look at a bird / look at a fish



It's Picture B!

2 Write about one of the pictures.
Picture A: The boy is eating an ice cream. He isn't ...

3 Listen and sing.  38 **4 Sing and do.**



At the beach!

We're playing at the beach today,
We're having lots of fun.
We're swimming and we're surfing,
And we're sitting in the sun.



We all like playing at the beach,
It's sunny here today.
We can windsurf at the beach,
And we can swim and play.



We're sailing in our little boat,
We're playing in the sea.
We're snorkelling and diving,
There are lots of fish to see.





34 Unit 4 At the beach!

Optional activity

- Let children look at the pictures for one minute, then close their books. Ask a child to read out the sentence he / she wrote in Exercise 2. The other children say which picture the sentence is about, A or B.

3 Listen and sing. 38

- Ask children to look at the pictures and tell you what five water sports they can see.
- Point to the pictures and ask questions, e.g. *What is he / she doing? Is she playing with the ball? Is it sunny / cold?*
- Play the song once for children to listen and follow.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

4 Sing and do. 38

- Ask children to look at the pictures. As a class decide on the actions for the song (see below).
- Practise the actions, then play the recording for children to sing and do the actions.

Song actions

playing – mime throwing a beach ball

swimming, snorkelling, diving – mime swimming

surfing, windsurfing – wobble as if you are on a board

We're sitting in the sun – make a circle with your arms

We're sailing in our little boat – mime pulling a rope

There are lots of fish to see – put your hands together and move them like a swimming fish

Further practice

Workbook page 32

Online Practice • Unit 4 • Grammar and Song

Phonics

Learning outcomes

- To pronounce the sound /ɔ:l/
- To associate the sound /ɔ:l/ with the letters *all* in words
- To identify and repeat the ending /ɔ:l/ in a chant

Language

- Core: *ball, mall, wall, tall, small*
- Extra: *people, I don't know, which*

Materials

CD 28, 39–40; Phonics cards 10–11 (ball, wall)

Warmer 28

- Draw a star and a car on the board. Point to them and ask *What's this?*
- Ask children if they can remember which letters they looked at in the last phonics lesson.
- Ask children to tell you the words they remember from the last phonics lesson (*car, park, shark, star, scarf*).
- Play the CD and say the chant from Class Book page 23 to revise the /ɑ:/ sound.

Lead-in

- Hold up the phonics cards for *ball* and *wall*, saying the words for children to repeat.
- Hold one card face down in each hand and quickly flash them at random for children to call out the words.
- You may ask children to do an action when they say the words, e.g. point at the wall or throw an imaginary ball.

1 Listen, point and repeat. 39

- Ask children to look at the words and pictures in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sound and words in chorus.
- Play the recording all the way through for children to point and repeat again.

Transcript

Listen and point.
/ɔ:l/ ball, mall, wall, tall, small
Listen and repeat.
/ɔ:l/ ball, mall, wall, tall, small

2 Listen and chant. 40

- Ask children to look at the pictures. Ask *Where are the people?* Elicit *They're in a mall.* Accept *They're in a shop.* Ask *What does the boy want?* (*a ball*).
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow.

Lesson Four Phonics

1 Listen, point and repeat. 39

all ball mall wall tall small

2 Listen and chant. 40

I'm in a mall.
A mall, mall, mall.
Some people are tall.
Some are small, small, small.
I'm going to buy
A ball, ball, ball.
I don't know which to buy.
I like them all, all, all.

3 Read the chant again. Circle the words with all.

4 Complete the words.

1 2 3
1 _ wall 2 _ all 3 _ all

4 5
4 _ all 5 _ all

all endings Unit 4 35

3 Read the chant again. Circle the words with all.

- Focus attention on the word *mall* in Exercise 1 and ask children to find it in the chant.
- Ask children to find and circle the other words in the chant that end with *-all*.
- Check answers with the class. Ask *Which word isn't in Exercise 1?* (*all*).

ANSWERS

mall (x4), tall, small (x3), ball (x3), all (x3)

4 Complete the words.

- Point to the pictures and ask the children to say the words. Ask the children to say which letter the first word begins with (*w*). Show them the example.
- Let the children complete the rest of the words in their books, then check answers as a class.

ANSWERS

1 wall 2 tall 3 small 4 mall 5 ball

Optional activity

- Read out these sentences. Ask children to tap their desks when they hear the sound /ɔ:l/.
Holly is short, but Leo is tall.
I like playing with a beach ball.
Can you see all the fish in the sea?
Leo isn't surfing, he's falling.
That's a very tall wall.
Let's go to the shopping mall.

Further practice

Workbook page 33
Student Website • Unit 4 • Phonics
Online Practice • Unit 4 • Phonics

Skills Time!

Skills development

Reading: read and understand a holiday brochure; understand and use descriptive adjectives

Language

Core: *polluted, clean, dangerous, safe, beautiful, ugly*

Recycled: vocabulary and structures seen previously

Extra: *dolphin, dream, look (for), perfect, holiday, take, friendly, breathe, under, water, minute (n), live (v), sound (n), call (v), make, place, book (v)*

Materials

CD 41–42; Adjectives to describe places flashcards 61–66; Internet picture of a dolphin (optional)

Warmer

- Ask children to look at the pictures in Exercise 1, Class Book page 34. Elicit the words *surf, wear sunglasses, eat an ice cream, look at a bird, waterski, eat a sandwich, wear a hat, look at a fish*.
- Think of an action for each picture in A and B, e.g. flap your elbows like a bird, pretend to surf, pretend to put on a hat, wiggle like a fish, pretend to eat an ice cream / a sandwich.
- Ask children to copy you, miming the actions. Children follow your mime and call out the words.
- Get faster and faster until children can't keep up with you.

Lead-in

- Use flashcards 61–66 to introduce the new adjectives. Model each word for children to repeat.
- Ask comprehension questions, e.g. *Is the beach nice? Is it a good bridge?*
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 41

- Ask children to open their Class Books at page 36 and look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

polluted, clean, dangerous, safe, beautiful, ugly
safe, clean, beautiful, dangerous, ugly, polluted

Listen and repeat.

polluted, clean, dangerous, safe, beautiful, ugly

Optional activity

- Show a picture of a dolphin and ask questions, e.g. *Do they live in (your sea)? Are they dangerous / clever? Are they big or small?*

Skills Time!
Lesson Five

Reading

1 Listen, point and repeat. 41

polluted clean dangerous safe beautiful ugly

2 Look. What can you do with the dolphins?

3 Listen and read. 42

Dolphin Dreams
Are you looking for the perfect holiday?

Dolphin Dreams is the perfect holiday! We take people in our boats and we visit dolphins in the sea. You can swim with beautiful dolphins!

Do you know ... ?

- Dolphins aren't dangerous. They are very friendly. They love playing with people.
- Dolphins can't breathe under water, but they can stay under water for about 15 minutes.
- Dolphins live in families.
- Dolphins have names. Their names are special sounds. They use the sounds to call their friends and family.
- Dolphins can't live in polluted water, but a lot of the sea is polluted. We want to make the sea a clean and safe place for dolphins.

BOOK YOUR HOLIDAY TODAY!

4 Read again and write. dangerous polluted clean beautiful

1 Dolphins aren't ugly. They are beautiful.

2 Dolphins can't live in polluted water. They live in _____ water.

3 Dolphins are safe. They aren't _____.

4 A lot of the sea isn't clean. It is _____.

36 Unit 4 Adjectives to describe places Reading a holiday brochure

2 Look. What can you do with the dolphins?

- Ask children to look at the picture. Ask what kind of text it is (*a holiday brochure*). Ask *What is it about?* Say *Look at the child. What can you do with the dolphins?* Note children's answers and predictions about the text on the board.

3 Listen and read. 42

- Play the recording. Children listen and follow the text in their books. Answer any questions children have and check that they understand *breathe* and *under water*.
- Ask comprehension questions, e.g. *Can you visit dolphins? Do they like playing with people? Do dolphins have families / names?*
- Check the answer to the pre-listening task (*you can swim and play with the dolphins*) and compare this with the predictions on the board.
- Play the recording a second time and ask children to circle the words from Exercise 1 (only *ugly* is not in the text).

4 Read again and write.

- Explain that children are going to complete sentences about the text with some of the adjectives from Exercise 1.
- Look at the example with the class.
- Allow time for children to read the text again and complete the other sentences individually.

ANSWERS

1 beautiful 2 clean 3 dangerous 4 polluted

Further practice

Workbook page 34

Extra writing worksheet, Unit 4, Teacher's Resource Centre

Student Website • Unit 4 • Words

Online Practice • Unit 4 • Reading

Lesson Six CB page 37

Skills Time!

Skills development

Listening: listen for information and put pictures in the correct order

Speaking: ask and answer questions about what you like doing at the beach

Writing: use the gerund (-ing); write about things you like doing (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 38, 43; Adjectives to describe places flashcards 61–66; Fluency DVD Unit 4

Warmer 38

- Sing *At the beach* and ask children to remember or think of actions for the song.
- Children listen, do the actions, and sing the words.

Lead-in

- Play *Quick flash* to revise the adjectives from the previous lesson (see page 23).
- Tell children to open their books at page 37 and look at the pictures in Exercise 1.
- Ask children to name the activities in the pictures (*swimming, surfing, kayaking, waterskiing, and snorkelling*).

1 Listen and write the numbers. 43

- Tell the class they are going to hear some children talking about things they like doing at the beach. They must number the pictures in the order they hear them.
- Play the recording the whole way through for children to point to the correct pictures.
- Play the recording again, pausing after each dialogue for children to write the number.
- Play the recording again for children to check their answers, then go through the answers with the class.

Transcript

(See *Teacher's Book* page 137.)

ANSWERS

1 e (snorkelling) 2 d (waterskiing) 3 c (kayaking)
4 b (surfing) 5 a (swimming)

Culture note: School activity holidays

Schools in Britain often take groups of children on trips to do different activities like camping, kayaking, and rock climbing. Children stay in holiday centres or special school camps, and all activities are supervised by trained instructors. The trips usually take place over long weekends or during the school holidays.

Listening

1 Listen and write the numbers. 43

Speaking

2 Ask and answer about you.

snorkelling swimming surfing diving waterskiing
windsurfing playing sailing kayaking

What do you like doing at the beach? I like snorkelling.

Writing preparation

Present continuous verbs – spelling
cook → cook + ing = cooking
take → tak + ing = taking

3 Write the correct form of the verbs.

1 I like watching (watch) dolphins.
2 Do you like taking (take) photos?
3 I like cooking (cook).
4 Does Joanna like writing (write) emails?
5 My friend doesn't like listening (listen) to music.
6 Do you like reading (read)?

Complete the writing task on page 35 of the Workbook.

Listening, speaking, writing Unit 4 37

Optional activity

- Children watch Fluency DVD Unit 4, speaking section.

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer about what they like doing at the beach. (If children live a long way from a beach, they can imagine doing these things.)
- Ask children to do the exercise in pairs and ask three or four questions each. They can say more than one thing and also ask questions with *Do you like...?*
- Ask some pairs to ask and answer questions for the class.

3 Write the correct form of the verbs.

- Ask children to look at the writing box and focus attention on the missing *e* in *taking*.
- Look at the example with the class and check that they understand the exercise.
- Let children complete the exercise individually, then check the answers with the class. You may wish to write the infinitives on the board and ask children to come up and write the present continuous (-ing) forms.

ANSWERS

1 watching 2 taking 3 cooking 4 writing
5 listening 6 reading

Further practice

Workbook page 35 (children write about what they like doing)

Fluency DVD • Skills Time! • Speaking • Unit 4

Unit 4 test, Teacher's Resource Centre

Student Website • Unit 4 • Listen at home • Track 16 (Words 1),
Track 17 (Words 2), Track 18 (Song), Track 19 (Phonics)

Online Practice • Unit 4 • Listening, Speaking and Writing

Lesson One CB page 38

Words

Learning outcomes

- To identify different animals
- To understand a short story

Language

Core: *penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile*

Extra: *naughty, zoo, wait, see, come (here)*

Materials

CD 44–45; *Zoo animals* flashcards 67–74, Level 1 flashcards 12, 105, 106, 112, 113 (lion, elephant, giraffe, snake, parrot) (optional); A4 card or paper with a 7cm diameter hole (optional); Values 2 poster and worksheets, Teacher's Resource Centre (optional)

Warmer

- Play *Simon says...* (see page 23).

Lead-in

- Ask children to call out the names of any zoo animals they remember from the previous levels, e.g. *elephant, lion, snake, tiger, giraffe, zebra, parrot*.
- Use flashcards 67–74 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for children to repeat.

1 Listen, point and repeat. 44

- Ask children to open their Class Books and look at the pictures. Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile

flamingo, penguin, kangaroo, zebra, camel, monkey, crocodile, lizard

Listen and repeat.

penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile

Optional activity

- Use a piece of paper with a 7cm hole cut in it and the *Zoo animals* flashcards to play *Can you see?* (see page 23).

5 A naughty monkey!
Lesson One Words

1 Listen, point and repeat. 44

2 Listen and read. 45

38 Unit 5 Zoo animals

2 Listen and read. 45

- Focus on the story and ask questions, e.g. *Where are the children? Who is with them? What animals can you see? What has Leo / Max / Amy got?* Encourage predictions.
- Play the recording for children to follow the story.
- Ask comprehension questions, e.g. *Can Holly see? What does the monkey take from Leo / Max / Amy? Does the monkey eat the sandwich? Who does the monkey like?*
- Play the story again. Ask which two words from Exercise 1 are in the story (*penguin* and *monkey*).

Optional activity: Values 2

- Children look at the story pictures. Ask *Can you play with zoo animals? Can you give them sandwiches?* Elicit *No*.
- Explain that the monkey was naughty, but so were the children. They were very close to the monkey.
- Look at the Values 2 poster and the Values worksheets (for materials see Teacher's Resource Centre, and for answers see Teacher's Book page 153).

Culture note: City farms

Many big British cities have 'city farms', where children who live in cities can see farm animals. They are different to zoos because they encourage children to interact with the animals. They are usually run by volunteers and help teach children to respect animals.

Further practice

Workbook page 36

Values 2 worksheets, Teacher's Resource Centre

Student Website • Unit 5 • Words

Online Practice • Unit 5 • Words

Grammar

Learning outcomes

To identify present continuous questions and short answers

To respond to present continuous questions by giving short answers

To act out a story

Language

Core: *Are you reading? Yes, I am. / No, I'm not. Is the monkey eating the sandwich? Yes, it is. / No, it isn't. Are they eating? Yes, they are. / No, they aren't.*

Materials

CD 45; Zoo animals flashcards 64–74

Warmer

- Draw a plan of a zoo on the board. Write the names of the zoo animals from the flashcards in each enclosure.
- Hold up the Zoo animals flashcards. Children name the animals and match them to the correct enclosure.

Lead-in

- With books closed, ask children what happened in the story. Ask *Where do the children go? What animals do they see? What does the monkey take? Who does it like?*
- Tell children to check their answers on Class Book page 38.

1 Listen to the story again and repeat. Act. 45

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play Amy, Holly, Max, and Leo.
- As a class, decide on the actions for the story (see below).
- Play the recording again for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Max holds his book. Amy and Leo point at the penguins. Holly stands on tiptoes to try and see.

Picture 2: Leo holds a sandwich and the monkey takes it. Leo waves his fist. Amy and Max laugh. Amy holds her bag. Holly stands on tiptoes.

Picture 3: Max tugs to keep his book. Amy tries to hold on to her bag. Holly stands on tiptoes. Leo laughs.

Picture 4: Leo lifts Holly on his shoulders (ask the Leos just to pretend to lift someone). Holly reaches and takes the things from the monkey. Amy and Max point at the monkey.

2 Look and say.

- Write *Are you sleeping?* on the board. Ask a child to ask you the question. Pretend to sleep and say *Yes, I am.* Then pretend to do something else and ask another child to ask the question again. Say *No, I'm not.*

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I

Are you reading?
Yes, I am. No, I'm not.

He / She / It

Is the monkey eating the sandwich?
Yes, it is. No, it isn't.

You / We / They

Are they eating?
Yes, they are. No, they aren't.



3 Read and tick (✓).

1  Is the boy reading?
Yes, he is.
No, he isn't.

2  Are the girls playing chess?
Yes, they are.
No, they aren't.

3  Is the monkey playing with a ball?
Yes, it is.
No, it isn't.

4  Is Mum shopping?
Yes, she is.
No, she isn't.

4 Write.

1 Are the flamingos flying? No, they aren't. 

2 Is the lizard sleeping? _____ 

3 Is the woman painting? _____ 

4 Are the monkeys eating bananas? _____ 

39

- Ask children questions to elicit positive and negative short answers, e.g. *Are you listening? Are you wearing a hat?*
- Ask children to turn to Class Book page 39. Ask two children to read out the speech bubbles.
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat.
- Write *Yes, he is* and *No, he isn't* on the board, then draw stick people on the board doing things that children know.
- Ask questions for children to choose the correct short answers on the board, e.g. *Is he fishing? Is he reading?*

3 Read and tick (✓).

- Look at the example and check that children understand the exercise.
- Let children do the exercise individually, then check answers with the class.

ANSWERS

1 No, he isn't. 2 Yes, they are. 3 Yes, it is. 4 No, she isn't.

4 Write.

- Look at the example with the class and check that they understand the exercise.
- Let children do the exercise individually, then check answers with the class.

ANSWERS

1 No, they aren't. 2 Yes, it is. 3 No, she isn't. 4 Yes, they are.

NOTE: Now go to Workbook page 127 for children to practise the grammar structure before doing Workbook page 37.

Further practice

Grammar Time, Workbook page 127

Workbook page 37

Student Website • Unit 5 • Grammar

Online Practice • Unit 5 • Grammar

Lesson Three CB page 40

Grammar and Song

Learning outcomes

To ask and answer present continuous questions: third person singular

To use present continuous questions (third person plural) and short answers in the context of a song

Language

Extra: *notebook, lion, tiger, parrot, climb, talk*

Materials

CD 46

Warmer

- Play *Think of a word* to revise animals. Choose a child and ask him / her to think of an animal. The child calls out the word.
- Ask the child to point to another child in the classroom, who has to think of and say another word. Continue around the class.
- Children can say animals from this unit or previous levels, and they can repeat words, but they can't say the same word as the person before them.

Lead-in

- Ask children to turn to Class Book page 40. Ask questions about the picture, e.g. *What animals can you see? Are the girls with their mums and dads? How many people are wearing hats / eating a sandwich? How many penguins can you see? Are the monkeys climbing? Are they climbing?*

1 Think of a girl. Ask and answer.

- Ask children to find Molly in the picture.
- Ask two children to read the speech bubbles for the class.
- Check that children understand the exercise and tell them to choose two or three girls each.
- Ask children to work in pairs and do the exercise.
- Ask some pairs to ask and answer for the class.

2 Write about a girl.

- Read the example with the children and ask them to find Annie in the picture.
- Ask children to tell you the second sentence about Annie. Elicit *She's wearing a hat.*
- Ask children to write about another girl, using the example to help them. Monitor and help where necessary.
- Ask some children to read out their sentences for the class.

3 Listen and sing. 46

- Ask children to look at the pictures and name the animals.
- Elicit what each pair of animals is doing (*climbing, running, walking, talking, swimming, sleeping*).
- Play the recording for children to listen and point to the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.

Lesson Three Grammar and Song

1 Speaking Think of a girl. Ask and answer.

wear a hat write in a notebook eat a sandwich take a photo

Jo: Is she wearing a hat?
Molly: Yes, she is.
Sarah: Is she taking a photo?
Liz: No, she isn't.
Annie: Is she eating a sandwich?
Liz: No, she isn't.
It's Molly!

2 Write about a girl.
Annie is taking a photo. She's ...

3 Listen and sing. 46 **4 Sing and do.**

Are the monkeys climbing?

Are the monkeys climbing?
Yes, they are.

Are the zebras running?
Yes, they are.

Are the tigers walking?
Yes, they are.

Are the parrots talking?
Yes, they are.

Are the penguins swimming?
Yes, they are.

Are the parrots flying?
Yes, they are.

Are the lizards eating?
Yes, they are.

Are the lions sleeping?
Yes, they are.

40 Unit 5 Are the monkeys climbing?

- Play the recording for children to sing along.

4 Sing and do. 46

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.
- Ask children *Which animals aren't in the pictures? (the lizards).*

Song actions

Are the monkeys climbing? – reach up with your hands

Are the zebras running? – stamp your feet to pretend to run

Are the tigers walking? – move your arms as if walking on four legs

Are the parrots talking? – make beaks with your fingers to show two birds talking

Are the penguins swimming? – mime swimming

Are the parrots flying? – flap your elbows as if flying

Are the lizards eating? – mime eating

Are the lions sleeping? – stretch and yawn

Optional activity

- Play a memory game. Tell children to look at the song for one minute and remember what the animals are doing, then close their books.
- Call out questions, e.g. *Are the lions climbing? Are the parrots talking?* Children say *Yes, they are* or *No, they aren't.*

Further practice

Workbook page 38

Online Practice • Unit 5 • Grammar and Song

Lesson Four CB page 41

Phonics

Learning outcomes

- To pronounce the sound /ɔ:/
- To associate the sound /ɔ:/ with the letters *or* and *aw*
- To identify the sound /ɔ:/ in a chant

Language

- Core: *fork, horse, corn, straw, paw, yawn*
- Extra: *hold, front, farmer, sport*

Materials

- CD 40, 47–48; Phonics cards 12–13 (fork, paw); Phonics cards 10–11 (ball, wall) (optional)

Warmer 40

- Pretend to bounce, kick, and throw a ball. Ask *What have I got?* Elicit *a ball* and write it on the board. Point to the wall and ask *What's this?* Elicit *wall* and write it on the board.
- Ask children if they can remember the letters from the last phonics lesson (*all*) and ask them to say the sound (/ɔ:/).
- Ask children if they can remember any more words with the sound /ɔ:/ (*mall, tall, small, all*).
- Play the chant from page 35 to revise the sound /ɔ:/.

Lead-in

- Tell children the sound they are going to learn this week starts the same, but it doesn't have an /l/ sound.
- Model the new sound for children, holding your hands wide to say /ɔ:/ and bringing them closer to say /ɔ:/.
- Hold up the phonics cards for *fork* and *paw*, saying the words for children to repeat in chorus.
- Put the phonics cards on the board and point to them several times until children are used to saying the words.

1 Listen, point and repeat. 47

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

fork, horse, corn, straw, paw, yawn

Listen and repeat.

fork, horse, corn, straw, paw, yawn

2 Listen and chant. 48

- Ask children to look at the picture and find objects from Exercise 1 (*paw, straw, horse, fork, and corn*).
- Ask questions about the picture, e.g. *What is the dog / horse / farmer doing?* (*drinking, eating the corn, looking at the horse*).

Lesson Four Phonics

1 Listen, point and repeat.

fork	horse	corn	straw	paw	yawn
------	-------	------	-------	-----	------

2 Listen and chant.



Look at the dog.
It's drinking with a straw.
It's holding the straw,
With its two front paws.

Look at the horse.
It's holding a fork.
It's eating corn,
With the farmer's fork.

3 Read the chant again. Circle the words with *or* and *aw*.

4 Circle the odd one out.

1 fork	2 draw	3 yawn	4 paw
5 sport	short	horse	straw
6 corn	straw	fork	

5 Complete the words with *or* and *aw*.

1 	2 	3 	4 	5 
str <u>aw</u>	f <u>ork</u>	h <u>orse</u>	p <u>aw</u>	y <u>awn</u>

or and aw spellings Unit 5 41

- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow.

3 Read the chant again. Circle the words with *or* or *aw*.

- Focus attention on the word *straw* in Exercise 1 and ask children to find it in the chant.
- Ask children to circle the other words with *or* or *aw*.

ANSWERS

straw (x2), paws, horse, fork, corn, fork

4 Circle the odd one out.

- Ask children to look at the example. Focus on the spelling of each word.
- Let children complete the exercise, then check answers.

ANSWERS

1 paw 2 short 3 yawn 4 fork

5 Complete the words with *or* and *aw*.

- Look at the example and check that children understand the exercise. Children complete the exercise individually.
- Write *or* and *aw* on opposite sides of the board.
- Check answers by asking children to point to the letters.

ANSWERS

1 aw 2 or 3 or 4 aw 5 aw

Further practice

Workbook page 39

Student Website • Unit 5 • Phonics

Online Practice • Unit 5 • Phonics

Skills Time!

Skills development

Reading: read and understand a story; read and match specific actions / descriptions with story characters

Language

Core: *angry, scared, free, sorry, funny, kind*

Recycled: vocabulary and structures seen previously

Extra: *mouse, run (over), wake up, laugh, run away, later, jungle, net, over, mouth, roar (v), hear, move, chew*

Materials

CD 46, 49–50; Adjectives to describe emotions and things flashcards 75–80

Warmer 46

- Play *Are the monkeys climbing?* to revise the animals vocabulary.

Lead-in

- Use flashcards 75–80 to introduce the adjectives. Use facial expressions to reinforce where appropriate.
- Model the words for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 49

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

angry, scared, free, sorry, funny, kind
sorry, free, funny, angry, kind, scared

Listen and repeat.

angry, scared, free, sorry, funny, kind

2 Describe what's happening in the pictures below.

- Ask children to look at the text and the pictures. Ask children what kind of text it is (*a story*).
- Ask questions about each picture to encourage children to make predictions, e.g. *Is the lion angry? What does he want to do? Is the mouse scared? Is the lion angry now? Is he laughing? Does the mouse help the lion? Is the lion happy?*

3 Listen and read. 50

- Play the recording for children to listen and follow the text silently in their books.
- Check the answers to the questions from before reading.
- Check that children understand the following vocabulary, using gestures and demonstration where possible: *wake up, jungle, net, mouth, roar*, and *chew*.
- Ask *How does the mouse make a hole?* Elicit *It chews the net.*

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 49


angry


scared


free


sorry


funny


kind

2 Describe what's happening in the pictures below.

3 Listen and read. 50

The Lion and the Mouse

1 One day, a lion is sleeping. A mouse runs over the lion's nose and the lion wakes up. The lion is angry. The mouse is scared. "I'm very sorry," says the mouse. "Don't eat me! I can help you one day."



2 The lion laughs. "That's funny!" it says. "You are little! How can you help me?" But the lion is not angry now. The mouse runs away.



3 One year later, the lion is walking in the jungle. A big net falls over the lion. The lion opens its mouth and roars. The mouse hears the lion and it runs to help. "Don't move," says the mouse. "I can help you." The mouse chews the net and makes a big hole. The lion is free. "Thank you," says the lion. "You are little, but you are kind."



4 Read again and write. lion mouse

1 The lion is sleeping.

3 The _____ is little.

5 The _____ runs away.

2 The _____ is angry.

4 The _____ opens its mouth and roars.

6 The _____ chews a hole in the net.

42 Unit 5 Adjectives to describe emotions and things Reading: a story

- Play the recording a second time and ask children to find and circle the words from Exercise 1 in the text.

4 Read again and write.

- Explain that children are going to write *lion* or *mouse* in the sentences to show who does the actions in the story.
- Look at the example with the class.
- Let children read the text again and complete the other sentences individually, then check answers with the class.

ANSWERS

1 lion 2 lion 3 mouse 4 lion 5 mouse 6 mouse

Optional activity

- Tell children they are going to act out a play about the lion and the mouse.
- Write the lines below on the board and divide the class into two groups: lions and mice.
 - Lion** Don't run over my nose!
 - Mouse** I'm very sorry.
 - Lion** I can eat you for dinner!
 - Mouse** Don't eat me. I can help you one day.
 - Lion** That's funny!
 - Lion** Help! Help!
 - Mouse** Don't move. I can help you.
 - Lion** I'm free! Thank you!
- Children read out the play in their groups.
- Ask some pairs to act it out in front of the class.

Further practice

Workbook page 40

Extra writing worksheet, Unit 5, Teacher's Resource Centre

Student Website • Unit 5 • Words 2

Online Practice • Unit 5 • Reading

Skills Time!

Skills development

Listening: understand descriptions of things happening in pictures using the present continuous

Speaking: ask and answer questions about pictures

Writing: recognize and use speech marks; write about animals (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *watch, teacher, sit down, desk*

Materials

CD 51; Adjectives to describe emotions and things flashcards 75–80; Fluency DVD Unit 5 (optional)

Warmer

- Play *Where was it?* (see page 24) with the *Adjectives* flashcards from Lesson 5 to revise the vocabulary.

Lead-in

- Tell children to open their books and look at the pictures in Exercise 1.
- Ask children questions about the pictures, e.g. *What animals can you see? What is on the tiger's head? Is the tiger angry? Is the monkey scared? Does the tiger climb the tree? What is the tiger doing? What is the monkey eating?*

1 Listen and write the numbers. 51

- Tell children they are going to hear a recording of a boy talking about the pictures. They must write numbers to put the pictures in the correct order.
- Play the recording the whole way through for children to point to the correct pictures in order.
- Play the recording again, pausing after each part for children to write the number.
- Play the recording again for children to check their answers, then check answers with the class.

Transcript

(See *Teacher's Book* page 137.)

ANSWERS

1 c 2 a 3 d 4 b

Optional activity

- Children watch Fluency DVD Unit 5, speaking section.

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to look at the pictures and ask and answer questions about the monkey and the tiger.
- Tell children to follow the order of the pictures, in order to reinforce the story.
- Let children do the exercise in pairs, then ask some pairs to ask and answer for the class.

Lesson Six

Listening

1 Listen and write the numbers. 51

Speaking

2 Look at the pictures. Ask and answer.

climb eat sleep watch run

Is the monkey eating in Picture C? No, it isn't. It's climbing.

Is the tiger sleeping in Picture C? No, it isn't. It's eating.

Writing preparation

We use speech marks to show that someone is speaking.

"Don't move," says the mouse.

"I can help you."

3 Write the speech marks.

1 "Thank you," says the lion.

2 "I'm Emma," says the girl.

3 "I'm your new teacher," says Mr Brown.

4 These are your desks, he says. Please sit down.

Complete the writing task on page 41 of the Workbook.

Listening, speaking, writing Unit 5 43

Optional activity

- Ask children to choose a picture in Exercise 1 and write one sentence about what the monkey is doing and one sentence about what the tiger is doing.
- Ask children to close their Class Books, then ask individual children to read out their sentences. The rest of the class listens, then says the number of the picture.

3 Write the speech marks.

- Write the sentences from the Writing box on the board, with the speech marks in place. Ask children what the marks mean.
- Rub out the speech marks and ask children to come to the front to put them in again. Alternatively, write the first one in, then move your hands along the sentences and ask children to shout *Stop!* at the correct place for the next one.
- Point out that the comma and full stop are inside the speech marks.
- Look at the example with the class and check that they understand the exercise.
- Let children complete the exercise individually, then check answers with the class.

ANSWERS

- 1 "Thank you," says the lion.
- 2 "I'm Emma," says the girl.
- 3 "I'm your new teacher," says Mr Brown.
- 4 "There are your desks," he says. "Please sit down."

Further practice

Workbook page 41 (children write about different animals)

Fluency DVD • Skills Time! • Speaking • Unit 5

Unit 5 test, Teacher's Resource Centre

Student Website • Unit 5 • Listen at home • Track 20 (Words1), Track 21 (Words 2), Track 22 (Song), Track 23 (Phonics)

Online Practice • Unit 5 • Listening, Speaking and Writing

Lesson One CB page 44

Words

Learning outcomes

- To identify different daily routines
- To understand a short story

Language

Core: *have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school*

Extra: *jackaroo, work (v), job, early, morning, ride (v), look after, sheep, lucky*

Materials

CD  52–53; *Daily routine* flashcards 81–88, paper and coloured pencils (optional)

Warmer

- Divide the class into five or six groups and give each group an animal from Unit 5. Play *Do it!* (see page 25).

Lead-in

- Mime sleeping. Ask the children *What am I doing?* Elicit *You're sleeping.*
- Mime getting up and eating breakfast and elicit *get up* and *have breakfast* (which children know from Level 2).
- Use flashcards 81–88 to elicit the new vocabulary. Hold the flashcards up and model any unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 52

- Ask children to turn to Class Books and look at the pictures.
- Play the first part of the recording. Children listen and point.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school
brush my hair, catch the bus, get up, get dressed, have a shower, have breakfast, brush my teeth, walk to school

Listen and repeat.

have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school

2 Listen and read. 53

- Focus on the story. Talk about each frame and ask questions, e.g. *What is Amy doing? What can you see on the computer? (an email / a picture) Who do you think the boy is? What is he doing? What has he got?*
- Play the recording. Children follow the story in their books.

6 Jim's day

Lesson One Words

1 Listen, point and repeat.  52


have a shower


brush my teeth


get dressed


have breakfast


brush my hair


get up


catch the bus


walk to school

2 Listen and read.  53

1



Amy I've got an email from Jim! Jim is our cousin in Australia. He's a jackaroo.
Max What's a jackaroo?
Leo Jackaroos work on sheep farms.

2



Amy It's a great job! He gets up early every morning. He rides a horse and he looks after the sheep.

3



Max It's dangerous! There are lots of snakes in Australia. Does Jim see a lot of snakes?
Amy Yes, he does. Look!

4



Leo Jim is lucky. I want to be a jackaroo.
Max I don't! I want a safe job!

44 Unit 6 Daily routine

- Ask comprehension questions, e.g. *Who is the email from? Where does a jackaroo work? What does he do? Does he see a lot of snakes? Is it a safe job?*
- Ask children to find one activity from Exercise 1 in the story (*get up*).

Optional activity

- Ask children to look at the story and tell you things that the jackaroos do (*work on sheep farms, get up early, ride a horse, look after sheep, see snakes*).
- Give out pieces of paper and coloured pencils. Ask children to draw a picture of Jim and write two sentences about jackaroos.
- Display the children's posters on the wall.
- Ask children if they want to be jackaroos.

Cultural note: Jackaroos

Jackaroos (or jillaroos for girls) are young people who work on sheep or cattle farms in Australia. They are learning the skills they need to become sheep or cattle farmers. Some cattle farms now offer short jackaroo courses for visitors. Many British travellers have worked as jackaroos for a short time, including Prince Harry. Jackaroos have become an icon in Australian culture, just like cowboys are in America.

Further practice

Workbook page 42

Student Website • Unit 6 • Words

Online Practice • Unit 6 • Words

Grammar

Learning outcomes

To identify present simple affirmative, negative, and question forms, and short answers

To use third person singular present simple forms to complete sentences

To act out a story

Language

Core: *I have breakfast at eight o'clock. I don't have breakfast at seven o'clock. He gets up early. He doesn't get up late.*

Does he live in a big house? Yes, he does. / No, he doesn't. What time does he start work? We catch the bus. They don't catch the train. Do you walk to school? Yes, I do. / No, I don't. What time do you go to school?

Extra: *late, start work, at night*

Materials

CD 53; Daily routines flashcards 81–88

Warmer

- Use the *Daily routines* flashcards to play *Miming flashcards* (see page 24).

Lead-in

- Ask children questions about what happened in the story, e.g. *Who is a jackaroo? What does Amy get from her cousin?*
- Tell children to open their Class Books, and find three animals in the story on page 44 (*horse, sheep, snake*).

1 Listen to the story again and repeat. Act. 53

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Amy, Max, Leo, Holly, and the jackaroo.
- As a class decide on the actions for the story (see below).
- Play the recording again for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Amy opens the laptop and touches the keys.

Picture 2: Holly, Max, and Leo get up and stand near Amy. They point at the picture on the screen. Amy touches the keys. (The jackaroo rides a horse.)

Picture 3: Leo smiles. Holly and Max look scared. Amy touches the keys. (The jackaroo holds up a snake.)

Picture 4: Leo and Amy smile. Holly and Max point at the screen and look worried. (The jackaroo talks to his friends.)

2 Look and say.

- Say *I get up early. I don't get up late.* Ask children *Do you get up early?* Elicit *Yes, I do* or *No, I don't*.
- Write *I ... breakfast at eight o'clock* and *I ... breakfast at twelve o'clock* on the board and elicit *have* and *don't have*.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

Look at Amy. She wants to be a jackaroo!

I	
I have breakfast at eight o'clock.	
I don't have breakfast at seven o'clock.	
He / She / It	
He gets up early.	Does he live in a big house?
He doesn't get up late.	Yes, he does. No, he doesn't.
	What time does he start work?
You / We / They	
We catch the bus.	Do you walk to school?
They don't catch the train.	Yes, I do. No, I don't.
	What time do you go to school?

But jackaroos get up early every morning. Amy doesn't get up early!

3 Read and circle.

1 Billy get / gets up at seven o'clock.	2 I has / have breakfast with my family.
3 Do / Does Katie have a shower in the morning?	4 My mum and dad doesn't / don't catch the bus to work.
5 Fred doesn't / don't walk to school.	6 Do / Does your friends brush their teeth at night?

4 Write.

 Jack <u>gets up</u> (get up) at seven o'clock.	 Emma <u>brushes</u> (brush) her teeth every morning.	 Jen and Jo <u>don't catch</u> (not catch) the bus to school.	 Tom <u>has</u> (have) breakfast with his family.
---	--	--	--

Amy doesn't get up early. Unit 6 45

- Ask children to turn to Class Book page 45 look at the *Let's learn!* box. Ask two children to read out the speech bubbles.
- Ask *Does Amy want to be a jackaroo? Does she get up early?* Elicit *Yes, she does. No, she doesn't*.
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat it.
- Write *I ... at eight o'clock*, then put *Daily routines* flashcards in the gap to elicit new sentences.
- Change the pronoun and repeat. Gesture 'no' sometimes to elicit negative sentences.
- Copy the questions and short answers from the table onto the board and rub out *does, doesn't, do, and don't*.
- Ask children to tell you the missing words and check pronunciation of *does* /dʌz/ and *doesn't* /'dʌz(ə)nt/.
- Ask questions, e.g. *Do you catch the bus?* Elicit short answers.

3 Read and circle.

- Look at the example and check understanding, then let children complete the exercise individually.

ANSWERS

1 gets up 2 have 3 Does 4 don't 5 doesn't 6 Do

4 Write

- Check understanding, then let children do the exercise.

ANSWERS

1 gets up 2 brushes 3 don't catch 4 has

NOTE: Now go to Workbook page 127 for children to practise the grammar structure before doing Workbook page 43.

Further practice

Grammar Time, Workbook page 127

Workbook page 43

Student Website • Unit 6 • Grammar

Online Practice • Unit 6 • Grammar

Lesson Three CB page 46

Grammar and Song

Learning outcomes

To ask and answer questions about times and routines in the present simple (third person singular)

To use the present simple and daily routines in the context of a song

Language

Extra: *busy, all day long, lesson, homework, outside*

Materials

CD  50; Daily routines flashcards 81–88; paper and coloured pencils (optional)

Warmer

- Play *Follow me* to revise the daily routines words from Lesson 1. Mime the actions and elicit the words.
- When you have mimed the actions once, ask children to follow you. They copy your actions and call out the words.

Lead-in

- Put the *Daily routines* flashcards up on the wall and ask children to open their Class Books at page 46.
- Ask children to look at the flashcards and say which one isn't in the pictures (*walk to school*). Remove that flashcard.
- Call out the other words and ask children to point to the right flashcard. Increase the speed of the activity.

1 Ask and answer.

- Point to the clocks in Exercise 1 and ask individual children to tell you what time it is in each clock.
- Ask two children to read the speech bubbles for the class and tell children to find the correct picture and clock.
- Tell children to work in pairs, choose pictures, and ask and answer questions about the times.
- Ask some pairs to ask and answer questions for the class.

2 Write about Tom.

- Read the example with the children and check that they understand the exercise.
- Ask children to write the other things Tom does in the morning, using the example to help them.

ANSWERS

Tom gets up at half past seven. He has a shower at a quarter to eight. He gets dressed at eight o'clock. He has breakfast at a quarter past eight. He brushes his teeth at half past eight. He catches the bus (to school) at a quarter to nine.

3 Listen and sing. 54

- Ask children to look at the pictures and tell you what the girl does in each picture (*she gets up, has a shower, eats breakfast, catches the bus, sees / meets her friends, has lessons, reads a book / does her homework, and plays outside*).
- Play the recording for children to listen and point to the pictures as they hear the activities mentioned.
- Play it again for children to follow the words in their books.

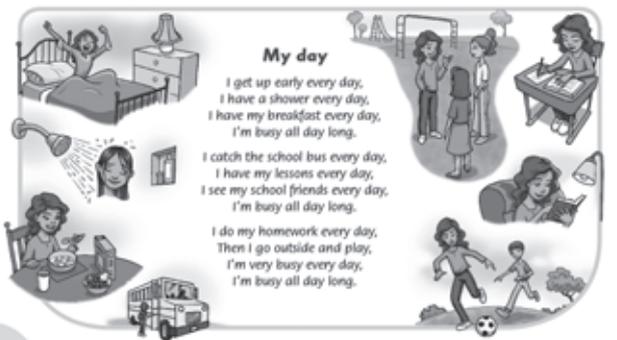
Lesson Three Grammar and Song

1 Speaking Ask and answer.



2 Write about Tom.
Tom gets up at half past seven. He ...

3 Listen and sing.  54 **4 Sing and do.**



My day

I get up early every day,
I have a shower every day,
I have my breakfast every day,
I'm busy all day long.

I catch the school bus every day,
I have my lessons every day,
I see my school friends every day,
I'm busy all day long.

I do my homework every day,
Then I go outside and play,
I'm very busy every day,
I'm busy all day long.

46 Unit 6 My day

- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.
- Repeat, and make sure children understand *busy*.

4 Sing and do. 54

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

- I get up early every day* – stretch and yawn
- I have a shower* – mime turning on the shower
- I have my breakfast* – mime eating breakfast
- I catch the school bus* – mime stepping onto a bus
- I have my lessons* – mime writing
- I see my school friends* – mime chatting with someone
- I do my homework* – mime opening a book
- I go outside and play* – stamp your feet

Optional activity

- Divide the class into four groups.
- Tell children they are going to sing lines 1, 2, 3, or 4 of each verse of the song. Everyone does the actions.
- Practise the song together so that children can learn their lines.
- Sing the song, with each group saying their own lines and everyone doing the actions.

Further practice

Workbook page 44

Online Practice • Unit 6 • Grammar and Song

Lesson Four CB page 47

Phonics

Learning outcomes

- To pronounce the diphthong /ɔɪ/
- To associate the sound /ɔɪ/ with the letters *oy* and *oi* in words
- To identify the sound /ɔɪ/ in a chant

Language

Core: *boy, toy, oyster, coin, oil, soil*

Materials

CD 48, 55–56; Phonics cards 14–17 (boy, oyster, coin, soil)

Warmer 48

- Draw a straw in a glass and a fork and ask children if they can remember any words from the last phonics lesson.
- Write the letters *or* and *aw* on opposite sides of the board.
- Write the first letters and number of spaces for the words from the last phonics lesson underneath these.
- Elicit the words, giving clues as necessary (*or* – *fork, horse, corn*; *aw* – *straw, paw, yawn*).
- Play the chant from page 41 to practise the sound /ɔɪ/.

Lead-in

- Hold up phonics cards 14–17, saying the words for children to repeat. Put the words spelt with *oy* on one side of the board and the words with *oi* on the other.
- Point to the cards on either side of the board for children to repeat. Pointing at the letters each time to highlight the two spellings of /ɔɪ/. Leave the cards on the board.

1 Listen, point and repeat. 55

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the words.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.
- Check children understand the words *oyster, oil, and soil*.

Transcript

Listen and point.

boy, toy, oyster, coin, oil, soil

Listen and repeat.

boy, toy, oyster, coin, oil, soil

2 Listen and chant. 56

- Ask children to look at the picture. Ask *Who can you see? What has he got in his hand? What can he see? Where is the coin? (in some soil)*.
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow.

Lesson Four Phonics

1 Listen, point and repeat. 55

boy	toy	oyster	coin	oil	soil
-----	-----	--------	------	-----	------

2 Listen and chant. 56

Roy is a boy,
A boy, boy, boy.
Playing with a toy,
A toy, toy, toy.
He can see a coin,
A coin, coin, coin.

3 Read the chant again. Circle the words with *oy* and *oi*.

4 Match and write.

1 soil	2
3 	4
5 	6

oy
oi

oy and oi spellings Unit 6 47

- Ask children to look at the picture and circle the objects from the chant.

3 Read the chant again. Circle the words with *oy* and *oi*.

- Focus attention on the word *boy* in the chant and ask children to point to the flashcard on the board. Point out that the word is spelt with *oy*.
- Ask children to circle the other words with *oy* or *oi*.
- Check answers. Ask for the boy's name if they miss *Roy*.

ANSWERS

Roy, boy (x4), toy (x4), coin (x4)

Optional activity

- Divide the class into two groups. Tell them you are going to read out some sentences. One group stands up when they hear a word spelt with *oy* and the other group stands up when they hear a word spelt with *oi*.
- Read out these sentences:
Those boys are in my school. / I've got soil on my shoes. I've got three coins in my pocket. / Hey! Those are my toys! Can I have some oil on my salad? / Look at these oysters!

4 Match and write.

- Ask children to look at the first picture. Ask *What's this? (soil); Which letters are in 'soil'?*
- Ask children to do the rest of the exercise individually.

ANSWERS

1 soil 2 boy 3 oyster 4 coin 5 oil 6 toy

Further practice

Workbook page 45

Student Website • Unit 6 • Phonics

Online Practice • Unit 6 • Phonics

Lesson Five CB page 48

Skills Time!

Skills development

Reading: read and understand a webpage about cyber schools; read for specific information

Language

Core: *first, then, next, finally, every day, at the weekend*

Recycled: vocabulary and structures seen previously

Extra: *cyber school, a long way from, town, city, at home, Internet, student, hour, kilometre, sports day, together, close to*

Materials

CD  54, 57–58; Daily routines flashcards 81, 83, 86 and 88 (get up, have a shower, get dressed, walk to school)

Warmer 54

- Play *My day* from page 46 to revise daily routines words.

Lead-in

- Draw a stick boy on the board and write *first, next, then, and finally* on the board vertically.
- Hold up the flashcards for *get up, have a shower, get dressed, and walk to school* and elicit the phrases.
- Ask children what the boy does first in the morning. Elicit *He gets up* and stick the flashcard next to the word *First*. Say *First he gets up* for children to repeat.
- Continue with the other flashcards, then say each line for children to recite and understand the sequence.

1 Listen, point and repeat. 57

- Ask children to open their Class Books and look at the words in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate word.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point to the words, then repeat in chorus.

Transcript

Listen and point.

first, then, next, finally, every day, at the weekend

finally, next, at the weekend, first, every day, then

Listen and repeat.

first, then, next, finally, every day, at the weekend

2 Look at the text. Where does Ellie live?

- Ask children to look at the picture. Ask children *Is it a photo of a town? Is it a farm? Which country do you think it is?*
- Ask children to quickly look at the text and see if they can find out where Ellie lives (*in Australia / on a farm*).

3 Listen and read. 58

- Ask a child to read the title, *Cyber School*, and encourage children to predict what a cyber school is. Ask *Does it have classrooms? Is it on the Internet? Do children go to cyber school by bus?* Play the recording.
- Check the answers to the questions you asked before children read, then answer any questions they have.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat.  57

first
then
next
finally
every day
at the weekend

2 Look at the text. Where does Ellie live?

3 Listen and read.  58

Cyber School

Australia is a very big country. A lot of families live on farms. The farms are a long way from towns or cities, so the children don't go to school. They have lessons at home and they talk to their teachers on the Internet. They are students of the Cyber School!



Ellie, 10
I live on a farm. There isn't a town for 500 kilometres! That's six hours in the car! So I do Cyber School. I get up early every day. First, I help on the farm. Then, I watch my teachers on the Internet. Next, I do my school work. Finally, I email my work to my teacher. Some of my school friends live 2,000 kilometres away! But we meet every year and have a sports day together!

4 Read again and answer the questions.

1 Does Ellie live in a town? <input type="checkbox"/> No.	2 Does Ellie email her work? _____
3 Does Ellie get up late? _____	4 Does Ellie live close to her friends? _____
5 Does Ellie watch her teachers on the Internet? _____	6 Does Ellie see her friends at the weekend? _____

48 Unit 6 Time words Reading a website

- Ask comprehension questions, e.g. *Can Ellie go to school by car? Does she have lessons at home? How does she talk to her teachers? When does she meet her friends?*
- Play the recording a second time and ask children to circle the words from Exercise 1 in the text.
- Write *a long way* on the board, and ask *Is it one kilometre / 500 kilometres? Can you walk there?* to check that children understand the phrase.

4 Read again and answer the questions.

- Look at the example and check understanding.
- Allow time for children to read the text again and answer the other questions individually, then check answers.

ANSWERS

1 No. 2 Yes. 3 No. 4 No. 5 Yes. 6 No.

Culture note: The school of the air

Since 1951, Australia has provided education for children who live too far away from towns to travel to school through programmes like the School of the Air, in Alice Springs. At first teachers read lessons to children on a radio programme, but soon children were given radio equipment to talk to their teachers. Email was introduced in the 1990s, and replaced the radio completely by 2005, by which time all of the schools had become cyber schools. Children use specially developed software and webcams to listen to and talk to their teachers, and interact with their classmates in a virtual classroom.

Further practice

Workbook page 46

Extra writing worksheet, Unit 6, Teacher's Resource Centre

Student Website • Unit 6 • Words 2

Online Practice • Unit 6 • Reading

Lesson Six CB page 49

Skills Time!

Lesson objectives

Listening: understand a sequence of events in a person's daily routine

Speaking: ask and answer questions about daily routines and times

Writing: understand the difference between nouns and proper nouns and recognize them in sentences; write information about yourself (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *feed, chicken, start school, finish school, film (n)*

Materials

CD 59; Fluency DVD Unit 6 (optional)

Warmer

- Tell children you are going to give some instructions. They have to copy your actions.
- Say the lines below and do the actions. Repeat each line for children to do the action with you.
- Repeat the chant several times, saying the lines faster and faster, until children can't keep up with you.
*First stand up, Then touch your toes,
Next sit down, And finally, touch your nose!*

Lead-in

- Tell children to open their books and look at Exercise 1.
- Ask questions about the pictures, e.g. *Who is she? (Ellie, from Lesson 5) Where does she live? Does she go to school?*

1 Listen and write the numbers. 59

- Tell children they are going to hear Ellie talking to a boy about her daily routine. They listen and number the pictures in the correct order.
- Play the recording the whole way through for children to point to the correct picture.
- Play it again, pausing for children to number the picture.

Transcript

(See Teacher's Book page 137.)

ANSWERS

1 c 2 e 3 a 4 d 5 b

Optional activity

- Children watch Fluency DVD Unit 6, speaking section.

2 Ask and answer about you.

- Say *I get up at (7.00)*. Ask a few children around the class *What time do you get up?*
- Ask two children to read the speech bubbles for the class.
- Let children ask and answer questions in pairs about what time they do the things in the box.

Listening

1 Listen and write the numbers. 59

Speaking

2 Ask and answer about you.

get up have breakfast start school
finish school have dinner go to bed

What time do you get up?
I get up at half past seven.

What time do you have breakfast?
I have breakfast at quarter to eight.

Writing preparation

Proper nouns are names of people or places, and titles of books or films. Proper nouns start with capital letters.

Noun	Proper noun
girl	Ellie
teacher	Mr Green
country	Egypt
city	London
book	Family and Friends
film	Toy Story

3 Read and circle the proper nouns.

- Ellie lives in Australia.
- Mrs Smith is my new teacher.
- Carlos is from Spain.
- My favourite film is The Incredibles.
- Cairo is the capital city of Egypt.
- Helen's favourite film is Finding Nemo.
- Jen is older than Beth.

Complete the writing task on page 47 of the Workbook.

Listening, speaking, writing Unit 6 49

3 Read and circle the proper nouns.

- Ask children to close their books. Write *Ellie lives on a sheep farm in Australia* on the board. Ask children to find a name of a person. Then ask them to find a name of a country.
- Tell children we write the names of people and countries with capital letters. We don't use capital letters for other words like *sheep* or *farm*.
- Read through the Writing box and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 Ellie, Australia 2 Mrs Smith 3 Carlos, Spain
4 The Incredibles 5 Cairo, Egypt
6 Helen, Finding Nemo 7 Jen, Beth

Optional activity

- Read out the sentences below. Children listen and call out *True* or *False* (or write *T* or *F* in their notebooks).
 - Australia is a very small country.* (F)
 - Kangaroos live in Australia.* (T)
 - They have a lot of farms in Australia.* (T)
 - Jackaroos live in big cities.* (F)
 - There aren't any snakes in Australia.* (F)
 - Some children live a long way from school.* (T)
 - Cyber school students have their lessons on the TV.* (F)

Further practice

Workbook pages 45 (children write information about themselves)
 Fluency DVD • Skills Time! • Speaking • Unit 6
 Writing skills worksheet, Units 4–6, Teacher's Resource Centre
 Writing portfolio, Units 4–6, Teacher's Resource Centre
 Unit 6 test, Teacher's Resource Centre
 Skills test 2, Teacher's Resource Centre
 Values 2 worksheets, Teacher's Resource Centre
 Student Website • Unit 6 • Listen at home • Track 24 (Words 1),
 Track 25 (Words 2), Track 26 (Song), Track 27 (Phonics)
 Online Practice • Unit 6 • Listening, Speaking and Writing

Fluency Time! ②

Everyday English CB page 50

Learning outcomes

To learn some useful language for talking about abilities

Language

I'm (very) bad at ...; I'm terrible at ...; He's (very / quite) good at ...

Materials

CD 60–61; Fluency DVD Fluency Time! 2 (optional); coloured pens / pencils / crayons (optional); one sheet of paper per child (optional); Flashcards for known sports / activities

Warmer

- Tell the class they are going to learn some useful language for talking about abilities. Ask children what sports / activities they can / can't do.
- Play a miming game. The children take turns to mime an activity they can do for the rest of the class to guess.

1 Listen, read and say. 60

- Focus on the pictures. Ask children to say where the people are (*at a park / basketball court*) and what they can see in the pictures. Ask the children to say whether Anna can / can't play basketball. Point to the pictures and say *Anna isn't good at basketball. She's bad at basketball. Sam is good at basketball. Write the phrases good at and bad at on the board. Hold up flashcards for known sports / activities and ask children around the class Are you good at (football)? Elicit full answers, e.g. Yes, I am. I'm good at (football). / No, I'm not. I'm bad at (football).*
- Play the recording for children to follow in their Class Books. Ask *Is Anna good at basketball / throwing? Is Sam good at running / jumping?*
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in group of three.

2 Listen and circle. 61

- Show children the sentences and explain that they need to listen and decide which phrase is correct in each sentence.
- Play the first part of the recording and focus on the example.
- Play the recording for the children to listen and circle the correct phrases.
- Invite children to read out the sentences with the correct phrases.

Transcript

(See Teacher's Book page 138.)

ANSWERS

1 very bad 2 very good 3 terrible 4 very good

Fluency Time! ②

Everyday English

1 Listen, read and say.

1

Anna: Oh no! I'm very bad at basketball. I'm terrible at throwing!

Tom: Sam's good at basketball. Watch him.

2

Sam: OK, it's my turn now. Watch this, Anna!

Anna: Look at Sam! He's very good at jumping.

Tom: I know. He's quite good at running, too.

2 Listening Listen and circle.

- 1 Mike is **very good / very bad** at windsurfing.
- 2 Mike is **very good / very bad** at painting pictures.
- 3 Mike is **good / terrible** at playing the guitar.
- 4 Mike is **quite good / very good** at basketball.

3 Speaking Talk with your friend.

skateboarding sailing swimming diving playing chess
 maths cooking singing English taking photos

Are you good at swimming?

Yes, I'm quite good at swimming.

Are you good at cooking?

No, I'm bad at cooking.

Are you good at playing chess?

Yes, I'm very good at playing chess.

Watch the DVD!

3 Talk with your friend.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then use the words in the box (or their own ideas) to talk about their abilities.
- Monitor children's performance. Invite some pairs to act out their dialogues in front of the class.

Optional activity

- Ask children to draw themselves doing an activity which they are good at.
- They should write a sentence under their picture, then tell the class about their picture (e.g. *I'm playing football in this picture. I'm quite good at playing football.*).
- Display the children's pictures around the classroom.

Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 2 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

NOTE: Ask children to bring photos or magazine pictures showing different activities to the next lesson to make posters.

Further practice

Workbook page 48

Everyday English phrase bank, Workbook page 121

Fluency DVD • Fluency Time! 2

Project CB page 51

Learning outcomes

- To make a poster
- To talk about abilities

Language

What is she good at?; She's (very / quite) good at ...

Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Project 2 (see Teacher's Resource Centre) (one template for each child); completed poster; coloured pens / pencils / crayons for each group of children; photos / pictures from magazines (optional)

1 Look at the story again. Act.

- Draw children's attention to the story in Exercise 1 on Class Book page 50. Ask children what they can remember.
- Play the Fluency DVD Fluency Time! 2 scenes 1–3. If you don't have time for the DVD, read the dialogue on Class Book page 50.
- Invite children to act out the dialogue. Encourage them to change details to make their own variations.

2 Make a poster.

- See page 158 for instructions on how to make the poster.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a poster*).
- Ask *What do you need to make the poster?* to elicit *coloured pens, paper*.
- Divide the class into groups. Give each child a copy of the poster template (see Fluency Project 2, Teacher's Resource Centre). If children have brought photos or pictures from magazines, ask them to show these to the class and say what activities they show.
- Use the pictures and instructions to talk children through the process of making their posters. Demonstrate with your own completed poster.
- Move around the class as children work, asking questions, e.g. *Who's this? How old is he / she? What is he/she good at?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw their posters on a piece of paper. Alternatively, the children can work in groups and draw pictures / write sentences on pieces of paper, then stick their pictures onto a large piece of card. The groups can then present their posters to the class.

3 Ask and answer with your friend.

- Focus on the photo. Tell the children they are going to use their posters to act out dialogues in pairs.
- Ask two children to read out the example dialogue.
- The children can then talk in pairs, taking turns to ask questions about the person on their partner's poster.
- Encourage the children to add language to their dialogues, e.g. *Where does he/she live? Does he/she like ...?*
- Invite some pairs to act out their dialogues for the class.

Project

1 Look at the story again. Act.

2 Make a poster.

3 Speaking Ask and answer with your friend.

4 Speaking Tell the class about your poster.

1 Who is your poster about?
2 How old is the person?
3 What is the person good at?

This is a picture of my friend.
Her name is Laura and she's ten.
She's very good at ...

Project: a poster 51

4 Tell the class about your poster.

- Invite children to tell the class about their posters. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- The children can swap posters and tell the class about the poster they have been given. Encourage the rest of the class to ask questions about the person on the poster, e.g. *Who is he / she? How old is he / she? What is he / she good at?*

Watch the DVD!

- Play Fluency DVD Fluency Time! 2 Everyday English again to review the language of the Fluency Time! 2 lessons.
- Play Fluency DVD Fluency Time! 2 Talk to Tom and friends! for children to answer the questions.

Review 2 CB pages 52–53, WB pages 50–51

Review pages answer key, TB page 141

Further practice

Workbook page 49

Writing portfolio worksheet, Units 4–6, Teacher's Resource Centre

Fluency Time! 2 test, Teacher's Resource Centre

Progress test 2, Teacher's Resource Centre

Fluency DVD • Fluency Time! 2

Online Practice • Fluency Time! 2

Online Practice • Review 2

Lesson One CB page 56

Words

Learning outcomes

To identify places in a town

To understand a short story

Language

Core: *café, library, museum, playground, shopping mall, sports centre, swimming pool, cinema*

Extra: *place, always, surprise, ticket, (the) same (thing)*

Materials

CD  54, 64–65; *Places in a town* flashcards 89–96

Warmer  54

- Sing *My day* from page 46 to revise the daily routines.

Lead-in

- Use flashcards 89–96 to elicit the new vocabulary. Hold the flashcards up and model any unknown words.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  64

- Ask children to open their Class Books and look at the pictures of the places.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

café, library, museum, playground, shopping mall, sports centre, swimming pool, cinema
shopping mall, playground, sports centre, library, café, swimming pool, museum, cinema

Listen and repeat.

café, library, museum, playground, shopping mall, sports centre, swimming pool, cinema

Culture note: Sports centres in Britain

Most British towns have indoor sports centres where you can do a variety of sports. Typical indoor facilities include a swimming pool, gym, aerobics studio, squash courts, and a big hall for children's fitness clubs, basketball, gymnastics, and other sports. Many sports centres also have outdoor facilities like football pitches or tennis courts.

2 Listen and read.  65

- Focus on the story. Talk about each frame with the class and ask questions, e.g. *Who is in the picture? Where are they?*

7 Places to go!

Lesson One Words

1 Listen, point and repeat.  64


café


library


museum


playground


shopping mall


sports centre


swimming pool


cinema

2 Listen and read.  65

1



Mum: What do you want to do at the weekend?
Holly: Can we go to the shopping mall?
Leo: Oh, no!

2



Amy: Can we go to the sports centre?
Max: But we always go to the sports centre!

3



Max: Can we go to the museum?
Holly: I don't like museums!
Leo: We never want to do the same thing!

4



Dad: Surprise! I've got tickets for the new film at the cinema at the weekend!
Amy & Leo: Great!
Max & Holly: Wow, thanks, Dad!
Mum: So, now you want to do the same thing!

56 Unit 7 Places in town

- Encourage predictions about the story. Ask *What do you think they're talking about? What has Dad got?*
- Play the recording for children to listen and follow.
- Check children understand *the same thing* and ask comprehension questions, e.g. *Do the children want to do the same thing? What does (Holly / Amy / Max) want to do? (go to the shopping mall / the sports centre / the museum) Does Leo / Max want to go to the shopping mall / sports centre? What tickets has Dad got? Are the children happy?*
- Play the recording again. Children follow in their books.

Optional activity

- Ask children to close their books and tell them they are going to play a memory game. Show the *Places in a town* flashcards one by one. Ask children to call out the words and place each flashcard in order face down where all children can see them.
- Pick up one of the flashcards and hold it so that the children can't see it. Ask children to say the picture.
- Once children have called out the word, show them the card and place it face up.
- Continue until the children have found all the cards.

Further practice

Workbook page 52

Student Website • Unit 7 • Words

Online Practice • Unit 7 • Words

Grammar

Learning outcomes

- To understand questions with *Do you ever* + infinitive
- To identify the adverbs of frequency *always, sometimes, and never*
- To identify and use the prepositions of time *in, on, and at*
- To act out a story

Lesson Two

Language

Core: *Do you ever go to the library? We always go to the sports centre. I sometimes go to the library. She never goes to the shopping mall. My birthday is in May. He plays football on Fridays. We get up at eight o'clock.*

Materials

CD 65; Places in a town flashcards 89–96

Warmer

- Play *Teacher can't remember* with the *Places in a town* flashcards (see page 23).

Lead-in

- Ask questions about the story, e.g. *What are they talking about? Do the children want to do the same thing? Where does Holly / Amy / Max want to go? What has Dad got?*

1 Listen to the story again and repeat. Act. 65

- Play the recording, pausing for children to repeat the lines.
- Divide the class into groups of six to play the parts of Mum, Holly, Leo, Max, Amy, and Dad.
- As a class, decide on the actions for the story (see below).
- Play the recording again for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Amy holds up her hand and jumps up and down excitedly. Leo puts his hand over his face for 'Oh, no!'

Picture 2: Amy holds up her hand and smiles. The others frown.

Picture 3: Max smiles. Mum and Amy fold their arms. Holly gestures 'no'. Leo frowns.

Picture 4: Dad comes in and waves the tickets. Everyone smiles.

2 Look and say.

- Turn to Class Book page 57. Focus on the picture in the *Let's learn!* box and ask a child to read out the speech bubble.
- Read the sentences in the top section of the *Let's learn!* table, pausing after each one for children to repeat.
- Write on the board: ✓✓ = *always*, ✓ = *sometimes*, ✗ = *never*.
- Write the sentences from the *Let's learn!* table on the board.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

We always go to the sports centre.
I sometimes go to the library.
She never goes to the shopping mall.

My birthday is in May.
He plays football on Fridays.
We get up at eight o'clock.

We always go to the playground on Saturdays.

3 Read and circle. ✓✓ = always ✓ = sometimes ✗ = never

1

Billy never / always rides his bike to school.

2

They never / sometimes watch TV.

3

Tom sometimes / always takes photos.

4

Mum sometimes / never listens to music.

4 Write. on in at

- Emma's birthday is in March.
- I always have lunch at one o'clock.
- Dad never works on Saturdays.
- We sometimes go to the beach on August.
- You never watch TV on Mondays.
- The children always go to bed at nine o'clock.

in / on / at We always go to the playground on Saturdays. Unit 7 57

- Rub out the words in red and replace them with the correct number of ticks or a cross. Ask what the missing words are. Then change the number of ticks (or change to a cross). Ask again to elicit new sentences.
- This time, keep the ticks / cross and rub out the places. Use the *Places in a town* flashcards to elicit new sentences.
- Do not focus on the prepositions of time at this stage.

3 Read and circle.

- Point to the key ✓✓ = *always*, ✓ = *sometimes*, ✗ = *never*.
- Say sentences about things you do and ask the children to point to the correct word, e.g. *I listen to music every day. (Always); We have lessons on (Mondays). (Sometimes).*
- Reinforce the adverbs of frequency each time after children point, e.g. *Yes, that's right. I always listen to music.*
- Let children complete the exercise, then check answers.

ANSWERS

1 always 2 never 3 sometimes 4 sometimes

4 Write.

- Read the sentences with *in, on, and at* in the *Let's learn!* table, pausing after each one for children to repeat.
- Ask *Which word do we use with months / days / times?*
- Let children complete the exercise, then check answers.

ANSWERS

1 in 2 at 3 on 4 in 5 on 6 at

NOTE: Now go to Workbook page 128 for children to practise the grammar structure before doing Workbook page 53.

Further practice

Grammar Time, Workbook page 128
Workbook page 53

Lesson Three CB page 58

Grammar and Song

Learning outcomes

- To talk about activities using adverbs of frequency
- To use adverbs of frequency and activities in the context of a song

Language

Extra: *computer game, fly a kite, come, surf the Internet*

Materials

CD 66; *Places in a town* flashcards 89–96

Warmer

- Tell the children they are going to be trains. Display the *Places in a town* flashcards in the order that they occur in the chant below.
- Say the chant a few times, with children clapping the rhythm. Say the chant, pointing at the flashcards, with the children repeating. Say the train whistle, *Woo, woo!*
- Children say the chant, moving their arms like train wheels going round.
- Playground, shopping mall, playground, shopping mall*
Museum, cinema, museum, cinema
Café, swimming pool, café, swimming pool
Library, sports centre, library, sports centre
Woo, woo!

Lead-in

- Ask children to look at Class Book page 58 and tell you the sports in Exercise 1 (*basketball, football, and tennis*).
- Ask individual children *Do you like (basketball)? Do you play (tennis)? When do you play (football)? Do you watch (basketball) on TV?*

1 Think of a boy or a girl. Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask questions about the people in the table to help children understand the information, e.g. *Do Katie, Billy, Ben, and Jenny like doing the same sports? Does Katie play basketball? Does she play it all the time? Does she play tennis?*
- Tell children they are going to choose people in the table and say sentences about the sports they do. Their partners say which person it is.
- Ask children to work in pairs and do the exercise. They should choose two people each.

2 Write about Billy, Ben or Jenny.

- Look at the example with the class and ask children to say what the third sentence is (*She always plays basketball*).
- Ask children to write sentences about Billy, Ben, or Jenny, using the model to help them.

3 Listen and sing. 66

- Ask children to look at the pictures and name the activities they can see. Accept different answers, e.g. *play football, ride a bike, watch a DVD, read a book, play the guitar, fly a*

Lesson Three Grammar and Song

1 Speaking Think of a boy or a girl. Look and say.

	Katie	Billy	Ben	Jenny
✓ = always ✗ = never				
✓ = always ✗ = never				
✓ = always ✗ = never				
✗ = never				

She always plays basketball.
She sometimes plays football.
She never plays tennis.

It's Katie!

2 Write about Billy, Ben or Jenny.
Katie sometimes plays football. She never plays tennis. She ...

3 Listen and sing. 66 **4 Sing and do.**

Come and play with me!

I sometimes play computer games,
I always ride my bike,
I sometimes watch a DVD,
I sometimes fly my kite.

I sometimes snorkel in the sea,
I sometimes read a book,
I always play my new guitar,
I never shop or cook.

I sometimes surf the internet,
I sometimes watch TV,
I always have a lot of fun,
So come and play with me!

kite, surf the Internet / send an email / use a computer, meet friends, snorkel, watch TV.

- Play the recording for children to listen and point to the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

4 Sing and do. 66

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

- play computer games* – mime using a hand-held game
- ride my bike* – mime holding handlebars
- fly my kite* – mime flying a kite
- snorkel in the sea* – move your arms as if you're swimming
- read a book* – open your hands like a book
- play my new guitar* – mime playing a guitar
- cook* – mime stirring a saucepan of food
- surf the Internet* – mime moving a mouse
- watch TV* – mime holding a remote control

Optional activity

- Copy the first verse of the song onto the board, changing *my* for *a* in *ride my bike* and *fly my kite*.
- Rub out the adverbs of frequency and ask children to complete the verse to make it true for them.

Further practice

Workbook page 54

Online Practice • Unit 7 • Grammar and Song

Lesson Four CB page 59

Phonics

Learning outcomes

- To pronounce the sound /au/
- To associate the sound /au/ with the letters *ow* and *ou* in words
- To identify the sound /au/ in a chant

Language

- Core: *cow, clown, flower, house, trousers, mouse*
- Extra: *only, shoe, behind, out, down, shout, cloud*

Materials

- CD 56, 67–68; Phonics cards 14–17 (boy, oyster, coin, soil); Phonics cards 18–19 (cow, trousers); paper and coloured pencils (optional)

Warmer 56

- Hold up the phonics cards for *boy, oyster, coin, and soil*. Cover the words and elicit them from the class.
- Ask children if they can remember the sound from the last phonics lesson (/ɔɪ/).
- Write *oi* and *oy* on opposite sides of the board.
- Hold up the flashcards again, saying the words for children to repeat and point to the correct spelling of /ɔɪ/.
- Play the chant from page 47 to practise the /ɔɪ/ sound.

Lead-in

- Hold up the phonics cards for *cow* and *trousers*, saying the words several times for children to repeat, and pointing to the target letters.
- Write the letters *ow* and *ou* on different sides of the board.
- Call out the words *cow* and *trousers* without holding the cards up, asking children to point to the correct letters.

1 Listen, point and repeat. 67

- Ask children to look at the words and pictures in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

cow, clown, flower, house, trousers, mouse

Listen and repeat.

cow, clown, flower, house, trousers, mouse

2 Listen and chant. 68

- Ask children to look at the picture. Ask *Where is the clown? What can he see? What has he got?*
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant again for children to join in.

Lesson Four Phonics

1 Listen, point and repeat. 67

cow


clown


flower


house


trousers


mouse


2 Listen and chant. 68



The clown's got flowers,
Red and blue.
He's wearing brown trousers,
But only one shoe.

He's sitting in his house,
He looks behind a wall.
He's scared of a mouse,
But it's only small.

3 Read the chant again. Circle the words with *ow* and *ou*.

4 Circle the odd one out.

1 cow house flower

2 clown cow trousers

3 flower house mouse

4 house clown trousers

5 Write the words in the correct box.

brown out down clown shout cloud trousers flower

ow

brown

ou

ow and ou spellings Unit 7 59

3 Read the chant again. Circle the words with *ow* and *ou*.

- Focus attention on the word *clown* in the chant and ask children to point to the letters *ow* or *ou* on the board.
- Ask children circle the other words with *ow* and *ou*.

ANSWERS

clown, flowers, brown, trousers, house, mouse

4 Circle the odd one out.

- Look at the example with the class and tell children to find the word where the /au/ sound is spelt differently.
- Let children complete the exercise individually, then check answers with the class.

ANSWERS

1 house 2 trousers 3 flower 4 clown

5 Write the words in the correct box.

- Look at the example with the class and check children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

ow: brown, down, clown, flower

ou: out, shout, cloud, trousers

Optional activity

- Give out paper and coloured pencils and ask children to make a phonics poster for the letters *ow* or *ou*.
- Children choose either *ow* or *ou* and draw pictures of three words with those letters. They should also draw the letters somewhere on their poster and colour them in.

Further practice

Workbook page 55

Student Website • Unit 7 • Phonics

Online Practice • Unit 7 • Phonics

Skills Time!

Skills development

Reading: read and understand a film review; read for specific information

Language

Core: play, theatre, concert, actor, film, singer

Recycled: vocabulary and structures seen previously

Extra: *comedy, university, monster, 3D computer animation, scare, scream, energy, teenager*

Materials

CD 66, 69–70; Performances flashcards 97–102

Warmer 66

- Tell the children they are going to listen to the song *Come and play with me* from page 58 again.
- Play the recording with books closed, asking children to clap every time they hear the words *always, sometimes* or *never*.
- Play the song again with books open for the children to sing along.

Lead-in

- Use flashcards 97–102 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for the children to repeat.
- Show the children the flashcards in random order and ask them to say the words. Hold up the flashcards faster and faster until the children can't keep up.
- Ask questions to check understanding, e.g. *Who are the people in a play? Where can you see a play? Who sings songs at a concert?*

1 Listen, point and repeat. 69

- Focus on the pictures in Exercise 1. Play the recording for the children to listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Look at the text. Where can you see the film?

- Ask the children to look at the pictures and say what kind of text it is (*a film review*) and what film it is about (*Monsters University*).
- Ask questions to help the children to make predictions about the text, e.g. *What kind of film do you think this is? Who do you think the main characters are? What do you think happens in the film?*
- Ask the children to quickly look through the text and find where you can see the film (*at home – on DVD*).

3 Listen and read. 70

- Play the recording for children to listen and follow the text silently in their books. Answer any questions the children have, then play the recording a second time.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 69


play


theatre


concert


actor


film


singer

2 Look at the text. Where can you see the film? **3 Listen and read.** 70

Monsters University

Monsters University is a comedy film by Pixar, and now you can watch it on DVD!

The characters in Monsters University are funny monsters. They're 3D computer animations, but real actors play their voices.

In the film, Mike is a six-year-old monster. He lives in the monster world. One day, he visits a company called Monsters Inc. Lots of monsters work there. The monsters visit the human world at night. They scare children and they use the children's screams to make energy! Mike wants to be a scary monster when he grows up.

When Mike is a teenager, he goes to Monsters University to learn how to be scary. He meets Sulley, but they are not friends at first. Sulley is very good at scaring people, but Mike is not very scary at all. One day, Mike and Sulley go to the human world and they can't get back. They work together, and finally go home to the monster world. Now Mike and Sulley are friends. They get jobs at Monsters Inc., and they have fun working together.

Monsters University is very funny, and the actors' voices are brilliant. There's lots of cool music in the film, too. I love the song "Monsters University". The monsters are terrible singers, but the song is great!

Monsters University is lots of fun. Don't miss it!

Carl, aged 9



4 Read again and answer the questions.

1 Do the monsters work in a theatre? <u>No</u>	2 Does Mike want to be scary? <u> </u>
3 Can you see actors in the film? <u>No</u>	4 Are the monsters good singers? <u> </u>
5 Do Mike and Sulley like working together in the end? <u> </u>	6 Is the film funny? <u> </u>

60 Unit 7 Performances Reading: a film review

- Ask comprehension questions, e.g. *What kind of film is it? Who are the main characters? What happens when Mike is six years old? What happens when he is a teenager?*

4 Read again and answer the questions.

- Explain that children are going to answer questions about the text.
- Look at the example and ask the children to find the relevant part of the text.
- Allow time for the children to complete the activity in their Class Books, then check answers as a class.
- As an extension, you can ask more questions about the text. You could make this a quiz game by dividing the class into teams and asking question to each team in turn.

ANSWERS

1 No 2 Yes 3 No 4 No 5 Yes 6 Yes

Optional activity

- Play *Flashcard circle* with the *Performances* flashcards to reinforce the new words (see page 24).

Further practice

Workbook page 56

Extra writing worksheet, Unit 7, Teacher's Resource Centre

Online Practice • Unit 7 • Reading

Skills Time!

Skills development

Listening: listen for specific words
 Speaking: ask and answer about activities you like doing, and how often you do them
 Writing: identify verbs, adjectives, and prepositions in sentences; write an email to invite a friend to the cinema (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 71; Places in a town flashcards 90 and 93–94; Performances flashcards 99–100; Fluency DVD Unit 7 (optional)

Warmer

- Tell children they're going to do a book race. When you say words, the children have to find a picture of the word in this unit, but they have to be quick!
- Call out words from Lessons 1–5, e.g. *museum, princess, cow, kite, flower, theatre, basketball, mouse*.
- Call out the first words slowly and gradually reduce the interval until it is a race to keep up with you.

Lead-in

- Play *What have I got?* (see page 23). Use the *Places in a town* flashcards for *library, shopping mall, and sports centre* and the *Performances* flashcards for *concert and film*.

1 Listen and tick (✓) or cross (X). 71

- Ask children to look at the pictures in Exercise 1 and ask *What can you see in the pictures?* (a library, a cinema / a film, a sports centre, a shopping mall, a concert).
- Play the recording the whole way through for children to think about the correct answer.
- Play it again, pausing for children to tick or cross.
- Play the recording again for children to check their answers, then go through the answers with the class.

Transcript

(See Teacher's Book page 138.)

ANSWERS

a X b ✓ c ✓ d ✓ e X

Optional activity

- Children watch Fluency DVD Unit 7, speaking section.

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Point out that the two questions in the example are different (*Do you like...? Do you ever...?*) and the words in the box are different too (the activity / the place).
- Tell children they are going to ask and answer questions about things they like doing. They ask about two or three things each.

Listening
 1 Listen and tick (✓) or cross (X). 71

Speaking
 2 Ask and answer about you.

watching films / go to the cinema listening to music / go to concerts
 playing sports / go to the sports centre reading / go to the library
 shopping / go to the shopping mall

Do you like watching films? Yes, I do.
 Do you ever go to the cinema? Yes, I sometimes go to the cinema.

Writing preparation
 3 Circle the verbs in red, the adjectives in blue and the prepositions in green.

Verbs show actions:
 walk read cook
 Adjectives describe nouns:
 big cake old house nice day
 Prepositions describe place, time and movement:
 on the table at ten o'clock to school

1 My aunt and uncle live in a big city.
 2 Jack is riding his new bike to school today.
 3 I live in a small flat.
 4 I swim in the sea on sunny days.
 5 School starts at nine o'clock.
 6 The cake on the table is great.

Complete the writing task on page 57 of the Workbook.

Listening, speaking, writing Unit 7 61

- Let children do the exercise in pairs, then ask some pairs to ask and answer their questions for the class.

3 Circle the verbs in red, the adjectives in blue and the prepositions in green.

- Check that all the children have red, green, and blue pencils. You may divide the class into groups to share pencils.
- Read the examples in the Writing box with the class.
- Read the example sentence in Exercise 3 with the class and ask children what each of the colours is for.
- Check that children remember the words *flat* (i.e. an apartment) and *sunny*.
- Children do the rest of the exercise individually or in groups, circling the verbs, adjectives, and prepositions.

ANSWERS

- 1 v: live, adj: big, prep: in
- 2 v: is riding, adj: new, prep: to
- 3 v: live, adj: small, prep: in
- 4 v: swim, adj: sunny, prep: in, on
- 5 v: starts, prep: at
- 6 v: is, adj: great, prep: on

Further practice

Workbook page 57 (children write invitations)

Fluency DVD • Skills Time! • Speaking • Unit 7

Unit 7 test, Teacher's Resource Centre

Student Website • Unit 7 • Listen at home • Track 28 (Words 1), Track 29 (Words 2), Track 30 (Song), Track 31 (Phonics)

Online Practice • Unit 7 • Listening, Speaking and Writing

Lesson One CB page 62

Words

Lesson objectives

- To identify different food items
- To understand a short story

Language

Core: *pasta, bread, cereal, meat, melon, cucumber, onion, lemon*

Extra: *supermarket, week, need, sure, over there, get, the top*

Materials

CD 72–73; Food flashcards 103–110; Values 3 poster and worksheets, Teacher's Resource Centre (optional)

Warmer

- Play *Simon says ...* (see page 25). Use some known food words, e.g. *Simon Says eat an apple / a sandwich.*

Lead-in

- Use flashcards 103–110 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 72

- Play the first part of the recording for children to listen and point to the food pictures.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.
- You may wish to tell children that the word *melon* also covers watermelons in English and *meat* also includes chicken if these divisions are different in your language.

Transcript

Listen and point.

pasta, bread, cereal, meat, melon, cucumber, onion, lemon
lemon, bread, melon, cereal, cucumber, meat, onion, pasta

Listen and repeat.

pasta, bread, cereal, meat, melon, cucumber, onion, lemon

2 Listen and read. 73

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Who is with Mum? Where are they? What are they doing? Who takes the melon? What happens?* (Elicit or remind children of the word *fall* from Unit 4.)
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Does Max like shopping? Does he help his mum every week? What does Amy like?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*pasta, bread, onions, cucumber, melons*).

8 I'd like a melon!

Lesson One Words

1 Listen, point and repeat. 72


pasta


bread


cereal


meat


melon


cucumber


onion


lemon

2 Listen and read. 73

1 

Amy: Wow! This is a big supermarket!
 Max: I like shopping at the supermarket. Mum and I come here every week.
 Mum: We need a lot of things today. Can you help me, please?
 Amy: Sure.

2 

Mum: We need some pasta and some bread.
 Amy: The bread is over there.
 Mum: Can you get me some onions and a cucumber, please?
 Max: OK.

3 

Amy: Oh, there are melons, too. I'd like a melon.

4 

Max: No, Amy! Don't take that melon! Take one from the top!
 Amy: Oh, not sorry!

62 Unit 8 Food

Culture note: Ethical food shopping

A lot of food products are imported into Britain from different countries, but many British people now choose local products when possible, because transporting food a long way produces a lot of greenhouse gasses.

Products like coffee and bananas can't be grown in Europe, and farmers in developing countries who grow them are often paid very little money by the international food companies. However, many British people now choose to buy 'fair trade' products in supermarkets. These products cost more money because the farmers who grow them are paid more money, and live a better life.

Optional activity: Values 3

- Look at the story again. Ask *Are Max and Amy helping Mum?* Ask children *Do you go shopping with your mum and dad? Do you help them?*
- Tell children it's important to be good and help people when we go shopping or we are in town.
- Look at the Values 3 poster and the Values worksheets (for materials see Teacher's Resource Centre, and for answers see Teacher's Book page 154).

Further practice

Workbook page 58

Values 3 worksheets, Teacher's Resource Centre

Student Website • Unit 8 • Words

Online Practice • Unit 8 • Words

Lesson Two

CB page 63

Grammar

Lesson objectives

- To identify countable and uncountable nouns
- To understand *would + like* in affirmative sentences and questions
- To act out a story
- To use *a / an* and *some* with countable and uncountable nouns

Language

Core: *some melons / bread, I'd like a melon. We'd like some pasta. Would you like some cereal? Yes, please. / No, thanks.*
 Extra: *apple, salad, biscuit, egg, fries, milkshake, rice, pastries*

Materials

CD 73; Food flashcards 103–110

Warmer

- Play *A long sentence* with the food words (see page 25).

Lead-in

- Write these letters and spaces on the board: *p_ _ _ _ , b_ _ _ _ , o_ _ _ _ , c_ _ _ _ _ _ _ , m_ _ _ _ _*. Children say the food words (*pasta, bread, onion, cucumber, melon*).
- Discuss what happened in the story from Lesson 1.

1 Listen to the story again and repeat. Act. 73

- Tell children turn to the story on Class Book page 62. Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Amy, Max, and Mum.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Children practise acting out the story in groups

Story actions

Picture 1: Mum pushes the shopping trolley. Amy looks around. Max smiles.

Picture 2: Amy points at the bread. Mum holds up her shopping list. Max walks off to get something.

Picture 3: Amy points at the melons. Max gestures 'yes'.

Picture 4: Amy pulls out a melon. Max and Amy try to stop them falling down.

2 Look and say.

- Put a countable noun flashcard in the gapped sentence and say, e.g. *I'd like (two melons), please*. Children mime giving you two melons. Repeat with the other countable flashcards, giving a number each time.
- Hold up an uncountable flashcard. Say *I'd like some (cereal)*.
- Mime pouring out some cereal. Explain that we can't count things like cereal, rice, water or milk, so we say *some*.
- Turn to Class Book page 63. Read the sentences in the *Let's learn!* table, pausing for children to repeat. Copy the table onto the board.

Lesson Two Grammar

- Listen to the story again and repeat. Act.
- Look and say.

Let's learn!

countable noun	uncountable noun
one melon	some bread
two melons	
three melons	some melons

I / You / He / She / It / We / They

I'd like a melon.
 We'd like some pasta.
 Would you like some cereal?
 Yes, please. No, thanks.

I'd like = I would like


- Choose *a, an* or *some*. Write the words in the correct boxes.

apple salad bread biscuit egg fries rice water milkshake pasta melon orange	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Countable</th> <th style="text-align: left;">Uncountable</th> </tr> </thead> <tbody> <tr> <td>an apple</td> <td>some salad</td> </tr> </tbody> </table>	Countable	Uncountable	an apple	some salad
Countable	Uncountable				
an apple	some salad				
- Write. a an some



Edward would like
a sandwich.



The children would like
_____ pastries.



'Would your friends like
_____ drinks?'



She would like
_____ apple.

Would you like a banana? No, thanks. Unit 8 63

- Hold up the flashcards and ask whether you can count the things or not. Complete the table with the other words.
- Focus attention on the picture and ask two children to read out the speech bubbles.
- Write *Would you like a...?* on the board. Fill the gap with any countable noun flashcard to elicit new sentences.
- Repeat with *Would you like some...?* and uncountable nouns.

3 Choose *a, an* or *some*. Write the words in the correct boxes.

- Draw two circles on the board. Write *a / an* above one circle and *some* above the other. Say *I've got an onion* and *I've got some bread*, and put these flashcards in each circle.
- Repeat with the other flashcards.
- Look at the example. Children complete the exercise.

ANSWERS

Countable: *an apple, a biscuit, an egg, a milkshake, a melon, an orange*; Uncountable: *some salad, some bread, some fries, some rice, some water, some pasta*

4 Write.

- Look at the example, then let children do the exercise. Check children remember the word *pastries* from Level 2.

ANSWERS

1 a 2 some 3 some 4 an

NOTE: Now go to Workbook page 129 for children to practise the grammar structure before doing Workbook page 59.

Further practice

- Grammar Time, Workbook page 129
- Workbook page 59
- Student Website • Unit 8 • Grammar
- Online Practice • Unit 8 • Grammar

Lesson Three CB page 64

Grammar and Song

Lesson objectives

To describe people's shopping using *would like* and countable or uncountable nouns

To write sentences with *would like* and countable or uncountable nouns

To use *would like* and countable and uncountable nouns in the context of a song

Language

Extra: *fresh, sweet (adj), healthy*

Materials

CD  74; pieces of paper; *Food flashcards 103–110*

Warmer

- Draw some food items on the board (including words from Levels 1–2). Choose countable and uncountable items that are easy to draw, e.g. *banana, apple, pear, sandwich, pizza, ice cream, meat, fish, bread, pasta, fries*.
- Point to the pictures and elicit the words to check children remember them, but don't write the words on the board.
- Give children pieces of paper. Tell them you want to go shopping. They must draw the things in your shopping basket. They mustn't draw things you don't buy.
- Say the items you want to buy, without pointing to the pictures on the board, e.g. *I'd like three apples, I'd like some bread*, pausing between each item for children to draw.
- Children listen and draw the items on your shopping list.

Lead-in

- Ask children look at the pictures in Exercise 1.
- Ask children to call out all of the things they can see in the shopping baskets. Write the words on the board.
- Draw two circles on the board, and write *a/an* and *some* above each circle. Ask children to tell you which circle to put the words in.

1 Think of a boy or a girl. Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask children to find Ollie. Then choose another name and ask children to tell you the food in his / her basket.
- Check that children understand the exercise and ask them to work in pairs. They should choose several children each.

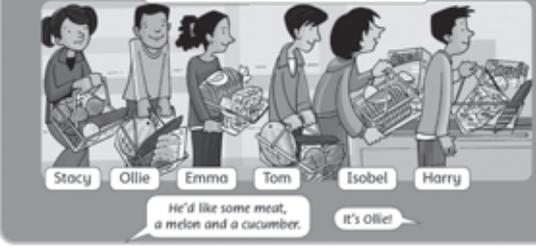
Optional activity

- Play a memory game. Ask children to look at their books for one minute.
- Divide the class into two teams. Choose a shopping basket in the picture and say *He/She'd like* (all the items in that basket).
- If Team A tells you the correct name, they get a point. If they don't, the other team can try call out the name and get a point.

Lesson Three Grammar and Song

1 Speaking Think of a boy or a girl. Look and say.

pasta bread cereal meat
melon cucumber onion lemon



Stacy Ollie Emma Tom Isobel Harry

He'd like some meat, a melon and a cucumber. It's Ollie!

2 Write about two people.
Ollie would like some meat, a melon and a cucumber.

3 Listen and sing.  74 **4 Sing and do.**

At the supermarket

I would like some lemons,
I would like some meat.
I would like a melon,
They're very fresh and sweet.

At the supermarket
We buy things to eat.
Apples, bread and biscuits,
Pasta, rice and meat.

I would like some onions,
I would like some rice,
I would like some apples,
They're healthy and they're nice.



64 Unit 8 At the supermarket

2 Write about two people.

- Read the example and check understanding.
- Ask children to choose two people and write about them, using the example to help them.

Optional activity

- Play a version of *I spy* with the class (see page 24). Tell children to choose any food item on the page.

3 Listen and sing. 74

- Ask children to tell you the foods in the picture (*rice, meat, apples, bread, pasta, biscuits, melons, onions, and lemons*).
- Play the recording. Children listen and point to the pictures.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Check that children understand *fresh, sweet, and healthy*.

4 Sing and do. 74

- As a class decide on the actions for the song (see below).
- Play the recording for children to listen and do the actions.

Song actions:

lemons – squeeze a lemon
meat – grilling meat on a barbecue
melon – pick up a big, heavy melon
apples / biscuits – bite into these, holding them
pasta – twist spaghetti on a fork
onions – rub your eyes
 (rice and bread not used)

Further practice

Workbook page 60

Online Practice • Unit 8 • Grammar and Song

Lesson Four CB page 65

Phonics

Lesson objectives

- To pronounce the endings /ld/ and /lt/
- To identify words with /ld/ and /lt/ in a chant
- To differentiate between these sounds

Language

- Core: *child, shield, field, belt, quilt, adult*
- Extra: *grey, sit down*

Materials

CD 68, 75–76; Phonics cards 20–21 (field, belt); paper and coloured pencils (optional)

Warmer 68

- Draw a house with two big flowers outside it on the board. Elicit the words *flower* and *house*. Ask children to come up and write the words on the board.
- Ask children which letters in each word spell /au/.
- Play the chant from page 59 to revise the /au/ sound.

Lead-in

- Write the letters *ld* and *lt* on the board. Hold up the phonics cards for *field* and *belt*, saying the words for children to repeat.
- Ask whether the sound comes at the beginning, the middle, or the end of the words.
- Put the two cards face down on the table and move them rapidly so children find it hard to follow which is which. Then point to a card and ask children to guess what it is.
- Lift up the card to show children if they are right.

1 Listen, point and repeat. 75

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part children to repeat in chorus.

Transcript

Listen and point.

/ld/ child, shield, field

/lt/ belt, quilt, adult

Listen and repeat.

/ld/ child, shield, field

/lt/ belt, quilt, adult

Optional activity

- Write *ld* and *lt* on the board, modelling the sounds, and ask children to close their books.
- Call out some words from Exercise 1. Children must clap if they hear a word with /lt/ and stamp their feet if they hear a word with /ld/.

Lesson Four Phonics

1 Listen, point and repeat. 75

ld

lt

2 Listen and chant. 76

A child and an adult
Are standing in a field.
The adult's got a quilt.
The child's got a shield.

The quilt is red,
The shield is grey.
The adult sits down,
But the child wants to play.

3 Read the chant again. Circle the words with *ld* and *lt*.

4 Match and write.

be
 chi
 qui
 fie
 shie
 odu

ld

lt

1 belt _____

2 _____

3 _____

4 _____

5 _____

6 _____

ld and lt endings Unit 8 65

2 Listen and chant. 76

- Ask children to look at the picture. Ask *Where are the people? (in a field) Is the boy playing? Has he got a shield? What is the woman doing? What has she got? (a quilt).*
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in.

3 Read the chant again. Circle the words with *ld* and *lt*.

- Focus attention on the word *child* in the chant.
- Ask children to find and circle the other words with the letters *ld* and *lt* in the chant.
- Ask *Which word from Exercise 1 isn't in the chant? (belt).*

ANSWERS

child, adult, field, adult, quilt, child, shield, quilt, shield, adult, child

4 Match and write.

- Ask children to look at the first picture. Ask *What's this?*
- Check that children understand they have to draw a line to complete the words with the correct letters and then write the word.
- Let children complete the exercise individually, then check the answers, asking children to read out the words.

ANSWERS

1 belt 2 child 3 quilt 4 field 5 shield 6 adult

Further practice

Workbook page 61

Student Website • Unit 8 • Phonics

Online Practice • Unit 8 • Phonics

Skills Time!

Skills development

Reading: read and understand a recipe; read for specific information about ingredients and instructions

Language

Core: *potato, butter, cheese, salt, pepper, peas*

Recycled: vocabulary and structures seen previously

Extra: *dish (crocery), tell, a piece of, milk, a lot of, mash (v), pot, hot, put, mix, mashed potatoes, on top, oven*

Materials

CD 77–78; Food flashcards 111–116; several plastic shopping bags with holes cut in them (optional)

Warmer

- Divide the class into groups and give each group the name of a fruit, e.g. *apples, oranges, pears, melons, lemons*.
- Play *Do it!* (see page 25). Give instructions for each group, e.g. *Apples – touch your nose. Oranges – stamp your feet.*

Lead-in

- Use flashcards 111–116 to elicit the vocabulary for the food. Model any words the children don't know.
- Ask children which two words rhyme (*cheese* and *peas*).
- Check that children have understood *salt* and *pepper* if these illustrations may not be clear for your children.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 77

- Ask children to open their Class Books and look at the pictures in Exercise 1. Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

potato, butter, cheese, salt, pepper, peas

salt, cheese, peas, butter, pepper, potato

Listen and repeat.

potato, butter, cheese, salt, pepper, peas

2 What food can you see in the pictures below?

- Say *My favourite dish is* (something you like). Check children understand *dish* and ask a few children what their favourite dish is. They should give the local name, not try to describe it, e.g. *My favourite dish is koshary / som tam / borscht*.
- Focus on the pictures. Ask *What is the text about?* (*how to cook a dish / cooking a fish*) Ask *What do you need to cook the dish?* (*salt, pepper, fish, potatoes, butter, milk, and peas*).

3 Listen and read. 78

- Play the recording. Children listen and follow in their books. Ask them to point to the ingredients as they hear them.
- Ask comprehension questions, e.g. *How many potatoes do you need? What do you cook in milk?*

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 77


potato


butter


cheese


salt


pepper


peas

2 What food can you see in the pictures below?

3 Listen and read. 78

My Favourite Dish



Today I want to tell you,
How to make my favourite dish.
You need two big potatoes,
And you need a piece of fish.

You need some milk and butter,
And you need a lot of cheese.
You need some salt and pepper,
And you need some nice fresh peas.

You cook the two potatoes,
And you mash them in a pot.
You cook the peas in water,
And you make them nice and hot.

You cook the fish in milk now,
And you put it in a dish.
You take the peas and butter,
And you mix them with the fish.

You add the mashed potatoes,
And you put the cheese on top.
You cook it in the oven,
When it's brown on top, you stop!

4 Read again and write T (true) or F (false).

1 You need two small potatoes. F	2 You need a piece of meat. ___
3 You need some butter. ___	4 You cook the peas in milk. ___
5 You put the fish in a dish. ___	6 You put the cheese on top. ___

66 Unit 8 Food Reading a recipe

- Answer any questions children have and check they understand the words *mash* (to crush and break up vegetables like potatoes), *pot*, and *oven*.
- Play the recording a second time and ask children to circle the words from Exercise 1 in the text.

4 Read again and write T (true) or F (false).

- Explain that children are going to read sentences about the dish and decide if they are true or false.
- Look at the example, then allow time for children to read the text again and write *T* or *F* for the sentences.

ANSWERS

1 F 2 F 3 T 4 F 5 T 6 T

Optional activity

- Play *What's in my shopping bag?* Choose four of the flashcards from this lesson and four from Lesson 1 and put them into two plastic shopping bags with a few holes cut in them.
- Tie the top of the plastic bags, making sure you can untie them again. Pass the shopping bags around the class. Tell children to move the cards around inside the bags and try to see what they are, then pass the bag on.
- When children call out a word that they can see, untie that bag and put that card on the board.
- Give the bag back to the children for them to pass it to another desk.

Further practice

Workbook page 62

Extra writing worksheet, Unit 8, Teacher's Resource Centre

Student Website • Unit 8 • Words 2

Online Practice • Unit 8 • Reading

Skills Time!

Skills development

Listening: listen for and understand specific words
 Speaking: perform a shopping dialogue
 Writing: identify and order adjectives for size and colour; write instructions for making a sandwich (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 79; Food flashcards 103–116; Fluency DVD Unit 8 (optional)

Warmer

- Display the Food flashcards from Lessons 1 and 5. Draw a 3x3 grid on the board. Ask children to copy and complete it with any of the food words on the board.
- Play *Bingo* to revise the food words (see page 25).

Lead-in

- Tell children to open their books and look at the pictures in Exercise 1.
- Ask children to tell you the food in the pictures (*bread, melon, meat, potatoes, onions, lemon*).
- Ask *What is the woman doing?* (*She's shopping*). Ask questions, e.g. *Where can she buy the (bread)?* Ask children to point to the stalls.

1 Listen and write A or B. 79

- Tell children they are going to hear a recording of a woman shopping. They must listen to each dialogue and choose whether it's about picture A or picture B.
- Play the recording the whole way through for children to point to the correct answer.
- Play the recording again, pausing after each dialogue for children to write A or B.
- Play the recording again for children to check their answers.

Transcript

(See *Teacher's Book* page 138.)

ANSWERS

1 B 2 A 3 A 4 B 5 B 6 A

Culture note: Weekly markets in Britain

A lot of towns in Britain have special markets once a week or once a month. Traders sell locally grown food, clothing, cards, gifts, and other items. They set up their stalls in squares or big shopping streets early in the morning. In the evening they pack up the stalls and drive to the next town.

Optional activity

- Children watch Fluency DVD Unit 8, speaking section.

Lesson Six

Listening

1 Listen and write A or B.

A B

1 B 2 3 4 5 6

Speaking

2 Look at the pictures. Ask and answer.

Watch the DVD!

What would you like? I'd like some potatoes, please. And I'd like ...

Writing preparation

We put adjectives describing size before adjectives describing colour.
 I can see a big, white bird.

3 Put the words in the correct columns. Then write the sentences.

big green small red pink little tall blue

Size	Colour
big	green

1 You need two big, red tomatoes. (red / big)
 2 Mum is wearing a hat. (little / pink)
 3 Look at the trees. (green / tall)
 4 We're sailing in a boat. (small / blue)

Complete the writing task on page 63 of the Workbook.

63

Listening, speaking, writing Unit 8 67

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to go shopping. They must take it in turns to say what they would like.
- Ask children to work in pairs. Tell them they should ask for two things each time and keep changing roles until you tell them to stop.
- Ask some pairs to ask and answer their questions for the class.

3 Put the words in the correct columns. Then write the sentences.

- Ask children to close their books. Write this sentence on the board: *A big, yellow melon and a small, green pea.*
- Ask one child to come to the board and underline the colours.
- Ask another child to come to the board and underline the words for size.
- Ask children to open their books. Look at the Writing box with the class. Read the sentence for children to repeat.
- Ask children to look at the examples in Exercise 3 and check that they understand both parts of the exercise.
- Let children complete the exercise individually, then check answers with the class.

ANSWERS

Size: big, small, little, tall Colour: green, red, pink, blue
 1 big, red 2 little, pink 3 tall, green 4 small, blue

Further practice

Workbook page 63 (children write instructions)
 Fluency DVD • Skills Time! • Speaking • Unit 8
 Unit 8 test, Teacher's Resource Centre
 Student Website • Unit 8 • Listen at home • Track 32 (Words 1),
 Track 33 (Words 2), Track 34 (Song), Track 35 (Phonics)
 Online Practice • Unit 8 • Listening, Speaking and Writing

Lesson One CB page 68

Words

Learning outcomes

To identify and describe different places
To understand a short story

Language

Core: *lake, mountain, waterfall, ocean, wide, big, deep, high*
Extra: *animal, quiz, (in the) world, That's right!, cheetah*

Materials

CD 74, 80–81; *Describing places* flashcards 117–124

Warmer 74

- Ask children to turn to Class Book page 64. Play and sing *At the supermarket* to revise food vocabulary.

Lead-in

- Use flashcards 117–124 to elicit the places vocabulary for this lesson. Hold the flashcards up and model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 80

- Ask children to open their Class Books and look at the pictures.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

lake, mountain, waterfall, ocean, wide, big, deep, high
ocean, deep, mountain, high, lake, wide, waterfall, big

Listen and repeat.

lake, mountain, waterfall, ocean, wide, big, deep, high

Optional activity

- Put up the flashcards for *lake, mountain, waterfall,* and *ocean* around the room.
- Tell children you are going to call out words. If you call out one of the places, children point to it. If you call an adjective, children do the action.
- Actions:**
wide – spread your arms out wide
big – move your arms in a big circle
high – point to the ceiling
deep – point down at the ground

9 The fastest animal in the world

Lesson One Words

1 Listen, point and repeat. 80


lake


mountain


waterfall


ocean


wide


big

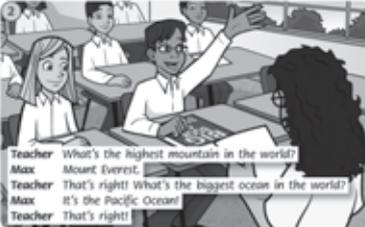

deep


high

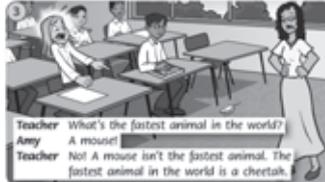
2 Listen and read. 81



Teacher Hello, I've got a quiz for you today!
Max Great!



Teacher What's the highest mountain in the world?
Max Mount Everest.
Teacher That's right! What's the biggest ocean in the world?
Max It's the Pacific Ocean!
Teacher That's right!



Teacher What's the fastest animal in the world?
Amy A mouse!
Teacher Not a mouse isn't the fastest animal. The fastest animal in the world is a cheetah.



Amy No! A mouse! Look!
Max Ha ha! Now Amy is the fastest student in the class!

68 Unit 9 Describing places

2 Listen and read. 81

- Focus on the story. Talk about each frame and ask questions, e.g. *Where are the children? Who wants to answer the teacher's question? What does Amy see? What does she do?*
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Why is Max happy? Does he know all the answers? Why is Amy scared?*
- Play the recording a second time. Check that children understand any new vocabulary, e.g. *cheetah*.
- Ask children to find the places from Exercise 1 that appear in the story (*mountain* and *ocean*).

Culture note: School quiz teams and quiz shows in Britain

British schools often have general knowledge quiz teams who have matches with other schools in the area. There are also regional and national school quiz championships. Quiz shows are popular on British television. People on TV quiz shows compete for a trophy, money, or other big prizes. Quiz board games are popular at parties, on family holidays, and on special days.

Optional activity

- Play *Snap!* with the *Describing places* flashcards to reinforce the words for this lesson (see page 24).

Further practice

Workbook page 64

Student Website • Unit 9 • Words

Online Practice • Unit 9 • Words

Grammar

Learning outcomes

To identify comparative and superlative forms of short adjectives

To notice changes to spelling in the formation of comparative and superlative adjectives

To act out a story

Language

Core: *The Nile is longer than the Volga. The Pacific Ocean is wider than the Atlantic Ocean. Russia is bigger than the UK. What's the fastest animal in the world? The fastest animal in the world is the cheetah. The Pacific Ocean is the widest ocean in the world. Russia is the biggest country in the world.*

Extra: *sandcastle, grape, mice*

Materials

CD 81; Describing places flashcards 117–124

Warmer

- Play *Jump* to revise the words from Lesson 1 (see page 24).

Lead-in

- Ask children what happened in the story. Ask *Where are Max and Amy? What has the teacher got for them? What does Amy see? Is she happy? What does she do?*
- Write *high, big, and fast* on the board. Tell children to look at Class Book page 68 and find three words in the story that start with these words (*highest, biggest, fastest*).

1 Listen to the story again and repeat. Act. 81

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of the teacher, Max, and Amy, and one child to move a toy mouse.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Amy and Max walk into the class. The teacher waves.

Picture 2: Amy sits still. Max puts up his hand (twice). The teacher points at him to answer (twice).

Picture 3: The teacher puts her hands on her hips. Amy stands up and points at the floor. (The mouse moves towards her.)

Picture 4: Amy picks up her bag and runs. Max laughs. (The mouse runs after Amy.)

2 Look and say.

- Ask individual children questions to remind them of the comparative form, e.g. *Am I taller than you? Are you shorter than me? Is a mouse faster than a cheetah?* Elicit *Yes* or *No*.
- Focus attention on the picture in the *Let's learn!* box and ask two children to read out the speech bubbles.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

My sandcastle is bigger than your sandcastle, Max!

The Nile is longer than the Volga.
The Pacific Ocean is wider than the Atlantic Ocean.
Russia is bigger than the UK.

What's the fastest animal in the world?
The fastest animal in the world is the cheetah.
The Pacific Ocean is the widest ocean in the world.
Russia is the biggest country in the world.

Look, Amy! My sandcastle is the biggest!

3 Read and write T (true) or F (false).

1 Tom is the tallest boy.	T
2 Colin is faster than Tom.	_____
3 Billy is the fastest boy.	_____
4 Tom is slower than Colin.	_____
5 Billy is taller than Colin.	_____
6 Colin is the shortest boy.	_____

4 Write.

- The USA is bigger (big) than Spain.
- Mount Everest is the highest (high) mountain in the world.
- Cars are faster (fast) than bikes.
- Grapes are smaller (small) than apples.
- Lake Baikal is the deepest (deep) lake in the world.
- Mice are slower (slow) than cheetahs.

My sandcastle is the biggest! Unit 9 69

- Draw three sandcastles on the board, ranging from big to small, across the board from left to right. Ask children which name, Leo, Max, or Amy, to write above each sandcastle.
- Ask *Is Max's sandcastle bigger than Amy's sandcastle? (No.) Is it smaller than Amy's sandcastle? (Yes.)*
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat them.
- Copy the sentences onto the board and rub out the red letters. Ask children to read out the sentences, filling in the missing letters.
- Write *What's the ... in the world?* on the board. Put the flashcard for *big* and one of the places flashcards in the space to elicit a new sentence.

3 Read and write T (true) or F (false).

- Look at the example then let children complete the exercise individually. Check the answers with the class.

ANSWERS

1 T 2 F 3 T 4 F 5 T 6 T

4 Write.

- Let children complete the exercise individually. Check that they recognize *mice* as the irregular plural of *mouse*.

ANSWERS

1 bigger 2 highest 3 faster 4 smaller
5 deepest 6 slower

NOTE: Now go to Workbook page 129 for children to practise the grammar structure before doing Workbook page 65.

Further practice

Grammar Time, Workbook page 129

Workbook page 65

Student Website • Unit 9 • Grammar

Online Practice • Unit 9 • Grammar

Lesson Three CB page 70

Grammar and Song

Learning outcomes

To ask and answer questions using short superlative adjectives

To write sentences with superlative adjectives

To use superlative adjectives and places in the context of a song

Language

Extra: *answer (n)*

Materials

CD  82; Describing places flashcards 117–124

Warmer

- Play Freeze (see page 25).

Lead-in

- Write *big, fast, tall, small, and slow* in a column on the board.
- Write *biggest* opposite the word *big* in a second column, then ask children what to write for the other adjectives.

1 Ask and answer.

- Write *mouse, elephant, and cheetah* on the board. Ask children *What's the biggest animal? What's the smallest animal? What's the fastest animal?*
- Tell children they are going to ask and answer some more quiz questions. Ask children to turn to Class Book page 70.
- Ask two children to read the speech bubbles for the class, and ask the class to find the information in the table.
- Children work in pairs and ask the questions in the table.
- Ask some pairs to ask and answer their questions in front of the class.

2 Write three sentences.

- Read the example with the children and check that they understand they have to use the table from Exercise 1.
- Ask children to write another three sentences, using the information in the table and the example to help them.
- Ask some children to read out their sentences for the class.

Optional activity

- Tell children they are going to play a memory game.
- Ask children to look at the table again and then close their books.
- Ask questions from the table. Children call out the answers.

3 Listen and sing. 82

- Point to the pictures in the song and ask *What are the children doing? (They're playing a quiz game.) Is he thinking? Does he know the answer?*
- Play the recording for children to listen and look at the pictures.
- Play the recording again for children to follow the words.

Lesson Three Grammar and Song

1 Speaking Ask and answer.

Biggest fruit	Fastest transport	Tallest animal	Smallest country	Slowest animal
a grape	a car	a cat	the UK	a monkey
an apple	a plane	a giraffe	the USA	a cheetah
a melon	a train	a lion	Russia	a horse

What's the slowest animal? A monkey!

2 Write three sentences.
The slowest animal is a monkey. The ...

3 Listen and sing.  82 **4 Sing and do.**

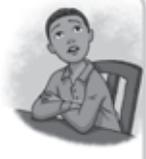


My quiz

What's the biggest country?
Do you know? Do you know?
What's the highest mountain?
Do you know?
Listen to my quiz,
Listen to my quiz and
Tell me what the answer is!

Do you know? Do you know?
Do you know what the answer is?
Listen to my quiz,
Listen to my quiz and
Tell me what the answer is!

What's the biggest ocean?
Do you know? Do you know?
What's the smallest country?
Do you know?
Listen to my quiz,
Listen to my quiz and
Tell me what the answer is!




70 Unit 9 My quiz

- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

4 Sing and do. 82

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

What's the biggest country? – put your hand over your eyes to see the far horizon

What's the highest mountain? – mime climbing a mountain

Do you know? – draw a question mark in the air

Listen to my quiz – put your hand up to your ear

What's the biggest ocean? – move your hand like a boat on the water

What's the smallest country? – move your hands or fingers together to show small

Optional activity

- Tell children they are going to invent a new version of the song. Write these words on the board: *long river, fast transport, big animal, wide ocean.*
- Elicit new questions (*What's the longest river?* etc.) and write them on the board, with spaces in between the lines.
- Between the lines, write *Do you know? Do you know?* as a chorus for children to repeat. This is your new song.
- Sing the new song with the class.

Further practice

Workbook page 62

Online Practice • Unit 9 • Grammar and Song

Phonics

Learning outcomes

To pronounce the sounds /nd/, /nt/, and /mp/ and associate them with the letters *nd*, *nt*, and *mp* in word endings

To identify these consonant clusters in a chant

Language

Core: *sand, pond, plant, tent, lamp, camp*

Extra: *put up, wind (n), light (v), just*

Materials

CD 76, 83–84; Phonics cards 20–21 (field, belt); Phonics cards 22–24 (pond, tent, lamp)

Warmer 76

- Hold up phonics cards 20 and 21 (*field* and *belt*) from the last phonics lesson, covering the words with your hand, and ask *What's this?*
- Ask children if they can remember the letters they looked at in the last phonics lesson (*ld* and *lt*).
- Say the words for children to repeat.
- Ask children to remember other words with the letters *ld* and *lt* (*child, shield, quilt, adult*).
- Play the chant from Class Book page 65 to revise the endings *ld* and *lt*.

Lead-in

- Hold up the phonics cards for *pond, tent, and lamp*, saying the words for children to repeat. Repeat several times until children are used to saying the words.
- Divide the class into three groups and assign each group one of the words. Tell children to stand up and say the word when you hold up their phonics card.
- Silently hold up the phonics cards at random. Children stand up and say their words.

1 Listen, point and repeat. 83

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

/nd/ sand, pond /nt/ plant, tent /mp/ lamp, camp

Listen and repeat.

/nd/ sand, pond /nt/ plant, tent /mp/ lamp, camp

2 Listen and chant. 84

- Ask children to look at the picture and tell you the words they can see from Exercise 1 (*pond, lamp, tent, camp, plant*).
- Play the recording for children to listen to the chant.

Lesson Four Phonics

1 Listen, point and repeat. 83

nd nt mp

sand pond plant tent lamp camp

2 Listen and chant. 84

We put up the tent.
At the big, big camp.
We hear the wind.
We light the lamp.
We sit by the pond.
We look at the plants.
We're happy together,
Just me and my aunt.

3 Read the chant again. Circle the words with nd, nt and mp.

4 Circle the end letters nd, nt or mp below.

1 nd (nt) mp

2 nd nt mp

3 nd nt mp

4 nd nt mp

5 nd nt mp

6 nd nt mp

nd, nt and mp endings Unit 9 71

- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow in their books.

Optional activity

- Play *Phonics TPR*. Ask children to clap when they hear *nd*, stand up when they hear a word with *nt*, and hold up their hands when they hear a word with *mp*.
- Play the chant. Children listen and do the actions.

3 Read the chant again. Circle the words with nd, nt and mp.

- Write the letters *nd, nt, and mp* in different places on the board.
- Focus attention on the word *tent* in the chant and ask children to point to the correct letters on the board.
- Ask children to find and circle the other words with *nd, nt, and mp* in the chant.
- Check answers by asking children to call out the words.

ANSWERS

tent, camp, wind, lamp, pond, plants, aunt

4 Circle the end letters nd, nt or mp below.

- Ask children to look at the first picture. Ask *What's this?* (*a plant*) *What letters has it got?*
- Let children complete the exercise individually, then check answers with the class.

ANSWERS

1 nt 2 nd 3 nd 4 nt 5 mp 6 mp

Further practice

Workbook page 67

Student Website • Unit 9 • Phonics

Online Practice • Unit 9 • Phonics

Skills Time!

Skills development

Reading: read and understand a website about world records; read for specific information

Language

Core: *building, country, bridge, river, old, long*

Recycled: vocabulary and structures seen previously

Extra: *world record, interesting, fact, temple, nearly, mile, land, middle, square kilometre, earth, surface, time zone, Europe, Asia, flow (through / into), Africa, last (adj)*

Materials

CD 82, 85–86; *Describing places* flashcards 125–130; pieces of paper (optional); Cut and Make 3, Teacher’s Resource Centre (optional)

Warmer 82

- Sing the song *My quiz* from Class Book page 70.

Lead-in

- Use flashcards 125–130 to elicit the places vocabulary.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 85

- Ask children to open their Class Books and look at the pictures in Exercise 1. Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

building, country, bridge, river, old, long

river, long, bridge, old, country, building

Listen and repeat.

building, country, bridge, river, old, long

2 Describe what you can see in the pictures below.

- Ask children to look at the pictures and the title. Ask *What is the text about? (records, facts, places, countries).*
- Ask *What can you see in the pictures?*

3 Listen and read. 86

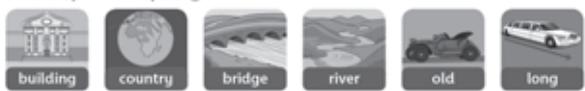
- Play the recording for children to listen and follow the text.
- Answer any questions children have and check that they understand *temple, the earth’s surface, and flows.*
- You could explain that the time is different in different places of the world. Time zones show us what time it is in different parts of the world.
- Play the recording. Ask children to circle the words from Exercise 1 in the text.
- Ask comprehension questions, e.g. *Where are the Ggantija Temples? How old are they? Where are the longest bridges in the world? How many time zones are there in Russia?*

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 85



2 Describe what you can see in the pictures below.

3 Listen and read. 86

World Records

Here are some of the world’s records! There are many interesting facts!

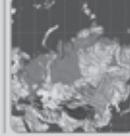
The Ggantija temples are in Malta. The temples are over 5,500 years old! They are the oldest temples in Europe!



The longest bridges over water are the two bridges over Lake Pontchartrain in the USA. The bridges are nearly 24 miles long. You can’t see land from the middle of the bridge!



Russia is the biggest country in the world. It is 17,075,400 square kilometres! That is 12.5% of the earth’s surface! In Russia, there are 11 different time zones. Russia is between Europe and Asia.



The longest river in the world is the Nile. The Nile is 6,695 kilometres long. The Nile flows through nine countries in Africa. The last country is Egypt. From Egypt, it flows into the Mediterranean Sea.



4 Read again and match the sentence halves.

1 The Ggantija temples d

2 Lake Pontchartrain

3 Russia

4 The Nile

a is the longest river in the world.
b is the biggest country in the world.
c is in the USA.
d are the oldest temples in Europe.

72 Unit 9 Describing places Reading: a website

Culture note: Greenwich Mean Time (GMT)

Greenwich Mean Time was established in 1675, and is the average time of day when the sun is directly overhead the Royal Observatory in Greenwich, London. British sailors used a time device which recorded GMT to calculate their longitude (East–West position on Earth) relative to Greenwich. In 1884, GMT became the world’s time standard. Since then, world time has been measured in 24 one-hour time zones that are in front of or behind GMT.

4 Read again and match the sentence halves.

- Look at the example, then allow time for children to read the text again and match the other sentence halves.
- Check answers. Ask children to read out the sentences.

ANSWERS

1 d 2 c 3 b 4 a

Optional activity

- Give each child a piece of paper and explain that they are going to listen and draw. They can draw the things you describe anywhere in their picture.
- Say these things: *a wide river, a long bridge, a big mountain, a tall building, a high waterfall, an old house.*
- Ask children to hold up their pictures.

Optional activity

- See instructions and materials for Cut and Make 3. (For materials see Teacher’s Resource Centre, and for instructions see Teacher’s Book page 160.)

Further practice

Workbook page 68

Extra writing worksheet, Unit 9, Teacher’s Resource Centre

Cut and Make 3, Teacher’s Resource Centre

Student Website • Unit 9 • Words 2

Online Practice • Unit 9 • Reading

Skills Time!

Lesson objectives

Listening: listen for specific words and match them to information in a table

Speaking: ask and answer questions about places

Writing: understand where the adverbs of frequency *always*, *sometimes*, and *never* can go in sentences; write about things you do (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 87; *Describing places* flashcards 117–130;
Fluency DVD Unit 9 (optional)

Warmer

- Play *What's missing* with flashcards from Lessons 1 and 5 (see page 24).

Lead-in

- Write *country*, *lake*, *river*, and *mountain* on the board above four circles.
- Write the names of two countries, two lakes, two rivers, and two mountains randomly around the board, outside the circles. Use local names that children will know.
- Point to the words and ask children to tell you if they are countries, lakes, rivers, or mountains.
- Ask children questions about the words, e.g. *Is it a high mountain? Is it the longest river in (your country)?*

1 Listen and complete the table. 87

- Tell children they are going to hear a recording of a teacher asking a class quiz questions.
- Look at the table with children. Tell them they must find the correct place in the table and then write the country. (They won't hear the information in the same order as the table.)
- Play the recording the whole way through for children to find the correct place in the table each time.
- Play the recording again, pausing after each dialogue for children to complete the table with the countries in the box.
- Play the recording again for children to check their answers.

Transcript

(See *Teacher's Book* page 138.)

ANSWERS

1 Spain 2 Egypt 3 the UK 4 Brazil

Optional activity

- Children watch Fluency DVD Unit 9, speaking section.

2 Ask and answer.

- Tell children they are going to ask and answer questions about the table in Exercise 1.
- Ask two children to read the speech bubbles for the class and check that children understand the exercise.

Listening

1 Listen and complete the table.

Country		Egypt		
Biggest lake	Lake Sanabria	Lake Nasser	Loch Neagh	Lake Potos
Longest river	The Tagus	The Nile	The Severn	The Amazon
Highest mountain	Mount Teide	Mount Catherine	Ben Nevis	Fog Peak

Speaking

2 Ask and answer. long big high

What's the biggest lake in Spain? Lake Sanabria.

What's the longest river in Spain? The Tagus.

What's the highest mountain in Spain? Mount Teide.

Writing preparation

Adverbs of frequency tell us how often something happens. We usually put adverbs of frequency before the verb.

I always go to the shopping mall.
I never go to the shopping mall.

Some adverbs of frequency can go at the beginning or the end of a sentence.

I sometimes go to the shopping mall.
I go to the shopping mall sometimes.
Sometimes I go to the shopping mall.

3 Are these sentences correct? Read and tick (✓) or cross (X).

- 1 I always go to Lake Sanabria on holidays.
- 2 Alison cooks never.
- 3 You watch DVDs sometimes.
- 4 The boys play football always.
- 5 Always I go swimming on Saturdays.
- 6 She sometimes plays chess.
- 7 They never eat Italian food.

Complete the writing task on page 69 of the Workbook.

Listening, speaking, writing Unit 9 73

- Children work in pairs and do the exercise. They should ask about two places each.

3 Are these sentences correct? Read and tick (✓) or cross (X).

- Write ✓, ✓, ✓, and X in different places on the board.
- Say *always*, *sometimes*, and *never* and ask children to point to the correct symbol(s) on the board.
- Write *I get up at six o'clock* on the board. Then read out the sentence, inserting *always*, i.e. *I always get up at six o'clock*.
- Point to the sentence and ask children where to put *always*. You can do this by moving your hand along the sentence or asking a child to come up and point to the place.
- Repeat with another sentence for *never*.
- Read the sentences in the Writing box, pausing for children to repeat them.
- Ask which word can go in different places (*sometimes*).
- Look at the example and check understanding. Let children complete the exercise, then check answers.

ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 X 6 ✓ 7 ✓

Further practice

Workbook pages 69 (children write about the things they do)

Fluency DVD • Skills Time! • Speaking • Unit 9

Writing skills worksheet, Units 7–9, Teacher's Resource Centre

Writing portfolio, Units 7–9, Teacher's Resource Centre

Unit 9 test, Teacher's Resource Centre

Skills test 3, Teacher's Resource Centre

Values 3 worksheets, Teacher's Resource Centre

(if not covered previously)

Student Website • Unit 9 • Listen at home • Track 36 (Words 1),

Track 37 (Words 2), Track 38 (Song), Track 39 (Phonics)

Online Practice • Unit 9 • Listening, Speaking and Writing

Fluency Time! 3

Everyday English CB page 74

Learning outcomes

To learn some useful language for giving directions

Language

Can you tell me the way to ...? Turn left ... Where's ...? Turn right, then go straight on. You can't miss it.

Materials

CD 88–89; Fluency DVD Fluency Time! 3

Warmer

- Tell children they are going to learn some useful language for giving directions. Ask the children if they know any useful phrases for asking for / giving directions. Write their suggestions on the board.
- Teach the phrases Turn left, Turn right, Go straight on, then use them to play *Simon Says* (see page 25). The children mime walking at their desks, turning to face left / right / the front of the class.

1 Listen, read and say. 88

- Focus on the pictures. Ask children to say where the people are (*in the street / town*). Ask children what they think is happening in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in groups of three.
- Invite groups of children to act out the dialogue for the class.

2 Listen and complete the sentences. 89

- Show the children the sentences and explain that they need to listen and complete the sentences with the words in the box.
- Play the first part of the recording and focus on the example.
- Play the recording, pausing after each item for the children to write their answers.
- Ask children to read out the completed sentences.

Transcript

(See *Teacher's Book* page 138.)

ANSWERS

1 library 2 playground 3 café 4 right

3 Talk with your friend.

- Ask children to work in pairs to make some dialogues of their own.
- Show children the arrows and ask them to say what each arrow represents (→ = turn right, ← = turn left, ↑ = go straight on).
- Ask two children to read out the example dialogue.

Fluency Time! 3

Everyday English

1 Listen, read and say.

Mrs Jay: Excuse me. Where's the cinema?
Tom: It's next to the museum.
Mrs Jay: Can you tell me the way to the museum, please?
Anna: Sure. Turn left at the post office.

Mrs Jay: Oh ... Where's the post office?
Tom: Turn right, then go straight on. You can't miss it.
Mrs Jay: Great! Thanks!

2 Listening Listen and complete the sentences. right café library playground

1 The girl can't find the library. 2 The library is next to the _____.

3 The museum is next to the _____ 4 The playground is on the _____.

3 Speaking Talk with your friend.

sports centre (opposite/school ← / ↑) supermarket (next to/post office ↑ / ←)

shopping mall (next to/library ↑ / →) cinema (opposite/library ← / →)

Excuse me. Where's the sports centre?

Can you tell me the way to the school, please?

Great! Thanks!

It's opposite the school.

Sure. Turn left, then go straight on. You can't miss it.

Watch the DVD!

- In pairs, children read the example dialogue, then choose prompts from the box to make new dialogues.
- Monitor children's performance. Invite some pairs to act out their dialogues in front of the class.

Optional activity

- Direct a child around the classroom, telling him/her to go straight on / turn right / turn left until they have arrived back at their desk.
- The children take turns to give directions to another child in the same way. Repeat as many times as you like.

Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 3 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

Further practice

Workbook page 70

Everyday English phrase bank, Workbook page 121

Fluency DVD • Fluency Time! 3

Online Practice • Fluency Time! 3

Project CB page 75

Learning outcomes

To draw a map of an island

To ask for and give directions

Language

Is there a ...?; Yes, there is.; Can you tell me the way to ...? Turn left ... Where's ...? Turn right, then go straight on. You can't miss it.

Materials

Fluency DVD Fluency Time! 3 (optional); Fluency Project 3 (see Teacher's Resource Centre) (one template for each child); completed map; coloured pens / pencils / crayons, scissors and glue for each group of children

1 Look at the story again. Act.

- Draw children's attention to the story in Exercise 1 of the Everyday English lesson on Class Book page 74. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 3 scenes 1–3. If you don't have time for the DVD, read the dialogue on Class Book page 74.
- Invite groups of children to act out the dialogue. Encourage them to use different places and directions to make their own variations of the dialogue.

2 Draw a map of an island.

- See page 159 for detailed instructions on how to make the map of the island.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*sticking pictures of places onto a map of an island*).
- Ask *What do you need to make the map?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the map template (see Fluency Project 3, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their maps. Demonstrate with your own completed map and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? Where's the ...? Can you tell me how to get to the ...?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw their island outlines on a piece of paper, then draw places and streets on their island.

3 Ask and answer with your friend.

- Focus on the photo. Tell the children they are going to use their islands to make dialogues.
- Ask two children to read out the example dialogue.
- The children can then talk in pairs, taking turns to ask questions about their partner's island, as in the example.
- Encourage the children to add language to their dialogues, e.g. *What's next to the (café)? Is the cinema near*

Project

1 Look at the story again. Act

2 Draw a map of an island.



Draw or stick pictures of some buildings and other places on your map.



Colour and cut out your map. Write the name of your island. You can write the names of the places on your map, too.

3 Speaking Ask and answer with your friend.



Is there a café on your island?
Yes, there is. It's the smallest building on the island.
Where's the café?
It's next to the beach.
Can you tell me the way to the beach, please?
Sure. Turn left, then go straight on. You can't miss it.
Great! Thanks!

4 Speaking Tell the class about your island.

- 1 What's the name of your island?
- 2 What places are on your island?
- 3 Where are the places?
- 4 What are they like?

This is *Happy* island. It's got lots of cool places. There's a big café. It's on the beach, next to the ...

Project: a map of an island 75

the beach? Which place is closest to the beach? What's the biggest building on the island?

- Invite some pairs to act out their dialogues for the class.

4 Tell the class about your island.

- Invite children to tell the class about their islands. They can read the questions to help them, or you can ask them.

Optional activity

- The children can use their island maps to play a game in pairs. They choose a starting place for their partner, e.g. *You're at the café*, then direct their partner to another place on the island without telling their partner their destination, e.g. *Turn left. Now go straight on. Turn right*. When their partner reaches the chosen destination, the first child asks *Where are you?* and their partner answers *I'm at the (beach!)*
- The children swap roles and play the game again.

Watch the DVD!

- Play Fluency DVD Fluency Time! 3 Everyday English again to review the language of the Fluency Time! 3 lessons.
- Play Fluency DVD Fluency Time! 3 Talk to Tom and friends! for children to answer the questions.

Review 3 CB pages 76–77, WB pages 72–73

Review pages answer key, TB page 141

Further practice

Workbook page 71

Writing portfolio worksheet, Units 7–9, Teacher's Resource Centre

Fluency Time! 3 test, Teacher's Resource Centre

Progress test 3, Teacher's Resource Centre

Fluency DVD • Fluency Time! 3

Online Practice • Fluency Time! 3

Online Practice • Review 3

Lesson One CB page 80

Words

Learning outcomes

To identify different things in a park
To understand a short story

Language

Core: *path, grass, flowers, bin, trees, playground, fountain, litter*
Extra: *pick, catch*

Materials

CD 92–93; *In the park* flashcards 131–138, paper and coloured pencils; Values 4 poster and worksheets, Teacher's Resource Centre (optional)

Warmer

- Mime some action verbs and elicit the words. Include some mimes that use the vocabulary from Unit 9, e.g. *walk on the bridge, climb the mountain, swim in the lake*.
- Ask children to copy your actions and call out the words.

Lead-in

- Use the *In the park* flashcards 131–138 to elicit the places in a park vocabulary. Hold the flashcards up one at a time and model any words children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 92

- Play the first part of the recording for children to listen and point to the appropriate pictures of places in a park.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

path, grass, flowers, bin, trees, playground, fountain, litter
playground, flowers, bin, grass, litter, fountain, trees, path

Listen and repeat.

path, grass, flowers, bin, trees, playground, fountain, litter

Optional activity

- Tell children to think about a local park and write things they can see there, using the words from Exercise 1.
- Ask children if they can remember any other things in a park. Ask them to think about the playground and elicit *swing, slide, seesaw, and pool* from Level 1, Unit 5.
- Write *My park is...* and *My park has got a / some...* on the board and say a few things about your park.
- Ask children to write three sentences about their local park. Ask some children to read out their sentences.

10 In the park!

Lesson One Words

1 Listen, point and repeat. 92


path


grass


flowers


bin


trees


playground


fountain


litter

2 Listen and read. 93

1



Amy This is a beautiful park.
Max Yes, it is. I love it here.
Holly Oh, look at the flowers!
Leo Holly, you mustn't pick the flowers.
Holly Oh, OK.

2



Holly Oh, look at the little trees!
Max You mustn't walk on the grass here, Holly.
Holly Oh, OK.

3



Amy Holly! Let's play with this ball.
Max No, you mustn't play here.
Amy Well, let's go to the playground. We can play there. Catch the ball, Max!

4



Holly Oh, Max! You mustn't play in the fountain!
Max Ha ha. Very funny.

80 Unit 10 In the park

2 Listen and read. 93

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? What has Leo / Max got? What is Holly looking at? Who is on the grass? Who is playing with a ball? Where is Max? Encourage predictions about the story.*
- Play the recording for children to listen and follow the words of the story in their books.
- Ask comprehension questions, e.g. *What does Holly want to pick? Where does Amy want to go? Who falls into the fountain?*
- Check children understand the phrase *pick flowers* by miming the action.
- Play the recording again. Children follow in their books.
- Ask children to find the words from Exercise 1 that appear in the story (*flowers, trees, grass, path, playground, fountain*).

Optional activity: Values 4

- Ask children to look at the story and tell you the things you mustn't do in the park (*pick the flowers, walk on the grass, play ball / play in the fountain*).
- Look at the Values 4 poster and the Values worksheets (for materials see Teacher's Resource Centre, for instructions see Teacher's Book page 155).

Further practice

Workbook page 74

Values 4 worksheets, Teacher's Resource Centre

Student Website • Unit 10 • Words

Online Practice • Unit 10 • Words

Grammar

Learning outcomes

To understand and use *must* and *mustn't*
 To act out a story

Language

Core: *We must do our homework. They mustn't talk in class. You must turn off your mobile phone. You mustn't walk on the grass.*

Extra: *mobile phone, in front of, walk (a dog), be quiet, wash your hands*

Materials

CD 93; In the park flashcards 131–138

Warmer

- Play *Quick flash* with the Lesson 1 flashcards (see page 23).

Lead-in

- Put the flashcards for *grass, flowers, path, playground, and fountain* on the board.
- With books closed, ask questions about the story, pointing to the flashcards: *Who wants to pick the flowers? Who walks on the grass? Who wants to go to the playground? Who falls into the fountain?*
- Tell children to turn to Class Book page 80 and find the sentences with the words *grass, flowers, path, playground, and fountain*. Ask individuals to read out the sentences.

1 Listen to the story again and repeat. Act. 93

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Amy, Max, Holly, and Leo.
- As a class, decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: All the children walk. Holly points at a flower and bends down to pick it. Leo gestures 'no'.

Picture 2: All the children walk. Holly points at a tree. Max puts his hand up to his mouth to call her.

Picture 3: Amy opens her bag and takes out a ball. She throws it at Max. Max tries to catch it.

Picture 4: Max catches the ball but falls into the fountain. The other children laugh and point at him.

2 Look and say.

- Turn to Class Book page 81. Focus on the picture in the *Let's learn* box and ask a pair of children to read out the speech bubbles.
- Mime reading and walking at the same time and ask children if it's a good thing to do.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / He / She / It / We / They

We must do our homework.

They mustn't talk in class.

You must turn off your mobile phone.

You mustn't walk on the grass.

mustn't = must not

Sometimes 'you' means everyone.

Max! You must look in front of you!

Yes, Max, you mustn't walk and read your book.

3 Read and match.

1 You mustn't walk your dog here.	2 You must put litter in the bin.
3 You mustn't take photos here.	4 You must be quiet.



a



b



c



d

4 Write. must mustn't

1 You <u>mustn't</u> eat here.	2 You _____ wash your hands.
3 You _____ turn off your mobile phone here.	4 You _____ swim here.



1



2



3



4

You must look in front of you! Unit 10 81

- Read the sentences in the main part of the *Let's learn!* table, pausing after each one for children to repeat them.
- Copy the sentences onto the board. Point to each sentence and ask *Is this good or bad?*
- Rub out the red words and ask children to tell you what the missing words are.
- Point to the word *you* in the sentences on the board and make sure children understand this means 'all people'.
- Write *You must* and *You mustn't* on the board. Hold up the flashcards for *path* and *litter* next to *must*, and the flashcards for *flowers* and *fountain* next to *mustn't*. Elicit new rules.

3 Read and match.

- Point to each picture and ask children to tell you if it's something you *must* or *mustn't* do.
- Read the first sentence and ask children to find the correct picture, then let children complete the exercise.

ANSWERS

1 d 2 b 3 a 4 c

4 Write.

- Look at the example with the class and ask children to think of a place they *mustn't* eat (*the library, the classroom*).
- Let children complete the exercise individually. Check that children understand why the answer to question 3 is *must*.

ANSWERS

1 mustn't 2 must 3 must 4 mustn't

NOTE: Now go to Workbook page 130 for children to practise the grammar structure before doing Workbook page 75.

Further practice

Grammar Time, Workbook page 130
 Workbook page 75
 Student Website • Unit 10 • Grammar
 Online Practice • Unit 10 • Grammar

Lesson Three CB page 82

Grammar and Song

Learning outcomes

To say and write phrases with *must* and *mustn't*
 To use *must* and *mustn't* in the context of a song

Language

Extra: *keep clean, be good, hours and hours*

Materials

CD  94; In the park flashcards 131–138

Warmer

- Play *Listen, point and say* (see page 24).

Lead-in

- Write *You must* and *You mustn't* on the board. Hold up the flashcards for *grass*, *flowers*, and *path*, and ask children to remember the rules from the story. Mime the actions and give clues to help. (*You mustn't walk on the grass / pick the flowers. You must walk on the path.*)
- Put the flashcards for *litter* and *bin* together on the board next to *must* and the flashcard for *tree* next to *mustn't*.
- Ask children to think of two more rules for the park, and mime the actions of putting litter in the bin and climbing trees. Elicit *You must put litter in the bin* and *You mustn't climb the trees*.

1 Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask the class to point to the correct pictures in Exercise 1.
- Ask children to work in pairs and do the exercise. They should ask about three pictures each.
- Ask some pairs to ask and answer their questions for the class.

2 Write four sentences.

- Read the example with the class and ask children to find the corresponding picture in Exercise 1.
- Tell children to choose four more pictures from Exercise 1 and use the phrases in the box to write sentences.
- Monitor and help where necessary.
- Ask some children to read out their sentences for the class.

3 Listen and sing. 94

- Ask children to look at the pictures. Point to the children walking on the path, climbing the tree, putting litter in the bin, playing with a ball, and picking the flowers. Ask *What is he / she doing? What are they doing?*
- You may wish to elicit four rules for the things in the pictures at this point. (*You must walk on the path. You mustn't climb the trees. You must put litter in the bin. You mustn't pick the flowers.*)
- Play the recording for children to listen and point to the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.

Lesson Three Grammar and Song

1 Speaking Look and say.

turn off your mobile phone put litter in the bin walk on the grass
 be quiet walk your dog wash your hands take photos eat here



1



2



3



4



5



6



7



8

You must put litter in the bin.

You mustn't walk on the grass.

It's Picture 1!

It's Picture 3!

2 Write four sentences.
 You must put litter in the bin. You ...

3 Listen and sing.  94 **4 Sing and do.**

You must come to the park

Oh, you must come to the park,
 So we can have some fun.
 You must come to the park today,
 And play games in the sun.

Oh, we must walk on the path,
 And we mustn't climb the trees.
 We must put litter in the bin,
 Let's keep the park clean, please.

Oh, we must be very good,
 And we mustn't pick the flowers.
 But we can have a lot of fun,
 And play for hours and hours.

82 Unit 10 You must come to the park

- Play the recording for children to sing along.
 - Repeat (more than once if you wish).
- 4 Sing and do.**  94
- As a class decide on the actions for the song (see below).
 - Practise the actions with the class.
 - Play the recording for children to listen and do the actions.

Song actions

- come to the park / walk on the path* – mime walking
- have some fun / have a lot of fun* – wave your hands in the air
- play games in the sun / play for hours and hours* – mime throwing a ball
- climb the trees* – mime climbing a tree
- put litter in the bin* – mime dropping litter into the bin
- pick the flowers* – mime picking the flowers

Optional activity

- Tell children you are going to read out some rules, but some of the rules aren't correct.
- If children agree with the rule, they must tap their desks. If they disagree, they must stand up.
- Say different good and bad rules, e.g. *You must walk on the grass. You must wash your hands.*
- When children stand up, ask them to correct your rule by changing *must* or *mustn't*.

Further practice

Workbook page 76

Online Practice • Unit 10 • Grammar and Song

Lesson Four CB page 83

Phonics

Learning outcomes

- To pronounce the long vowel sound /eɪ/
- To associate the sound /eɪ/ with the letters *ai*, *ay* and *a_e* in words
- To practise the sound /eɪ/ in the context of a chant

Language

Core: *rain, train, Monday, tray, case, race*

Materials

CD 84, 95–96; Phonics cards 22–24 (pond, tent, lamp); Phonics cards 25–26 (train, race)

Warmer 84

- Draw three circles on the board and write *nd*, *nt*, and *mp* above each circle.
- Hold up the flashcards for *pond*, *tent*, and *lamp* and ask children to tell you which circle to put the cards in.
- Read out these words and ask children to point to the correct circle: *camp*, *plant*, *sand*, *wind*, *aunt*.
- Play the CD and say the chant from Class Book page 71 to revise the sounds *nd*, *nt*, and *mp*.

Lead-in

- Hold up the phonics cards for *train* and *race*, saying each word several times for children to repeat.
- Hold one card in each hand, facing you, and quickly flash them at random for children to repeat.
- Put the phonics cards on different sides of the room and point to them at random. Children repeat the words.

1 Listen, point and repeat. 95

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

rain, train, Monday, tray, case, race

Listen and repeat.

rain, train, Monday, tray, case, race

Optional activity

- Write the letters *ai*, *ay*, and *a_e* on pieces of paper and put them up around the room.
- Call out the words from Exercise 1 and ask children to point to the correct letters.
- Children can keep their books open to do this activity.

Lesson Four Phonics

1 Listen, point and repeat.

rain


train

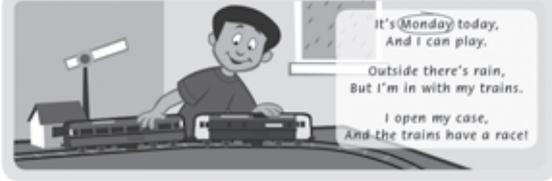

Monday


tray


case


race

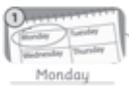

2 Listen and chant.



It's **Monday** today,
And I can play.
Outside there's rain,
But I'm in with my trains.
I open my case,
And the trains have a race!

3 Read the chant again. Circle the words with ai, ay and a_e.

4 Match and write.

1 

Monday

ai

2 

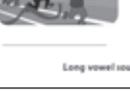
ay

3 

a_e

4 

5 

6 

Long vowel sound a Unit 10 83

2 Listen and chant. 96

- Ask children to look at the picture. Ask *Where is the boy? What is he doing? (playing with a toy train) Is it sunny outside?*
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow.
- Ask children to circle the objects in the picture from the chant (*rain* and *trains*).

3 Read the chant again. Circle the words with ai, ay and a_e.

- Focus attention on the word *Monday* in the chant and ask children to find it in Exercise 1. Ask children to tell you what the blue letters are.
- Ask children to find and circle the other words with *ai*, *ay*, or *a_e* in the chant.

ANSWERS

Monday, today, play, rain, trains, case, trains, race

4 Match and write.

- Ask children to look at the first picture and say the words they can see (*Monday*, and *Tuesday* / *Wednesday* / *Thursday*).
- Ask *What letters are in Monday?* Check understanding, then let children complete the exercise.
- Check answers by writing *ai*, *ay*, and *a_e* on the board, and asking individual children to point to the correct letters.

ANSWERS

**1 Monday, ay 2 rain, ai 3 case, a_e 4 tray, ay
5 train, ai 6 race, a_e**

Further practice

Workbook page 77

Student Website • Unit 10 • Phonics

Online Practice • Unit 10 • Phonics

Skills Time!

Skills development

Reading: read and understand a classic children's story; read and understand key information about the story

Language

Core: *shout, chase, catch, meet, cross, laugh*

Recycled: vocabulary and structures seen previously

Extra: *gingerbread (man), ready, fox, near, start to, head*

Materials

CD 94, 97–98; Verbs flashcards 139–144

Warmer 94

- Sing *You must come to the park* from Class Book page 82.

Lead-in

- Use flashcards 139–144 to elicit the verbs. Model any words the children don't know.
- Hold the flashcards up in a different order and repeat.
- Show the children flashcards at random and ask them to call out the word.

1 Listen, point and repeat. 97

- Ask children to open their Class Books and look at the pictures in Exercise 1. Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

shout, chase, catch, meet, cross, laugh
meet, laugh, shout, cross, chase, catch

Listen and repeat.

shout, chase, catch, meet, cross, laugh

2 Describe what's happening in the pictures below.

- Ask children to look at the picture. Ask what kind of text it is (*a story*). Explain that the little man is a gingerbread man: a type of ginger biscuit that people make in Britain.
- Ask children to describe what is happening in the pictures (they can do this in their own language) and ask what they think happens. Repeat what they say back to them in English, to reinforce the vocabulary, e.g. *Yes, there's an old woman in this picture. The gingerbread man is running away.*
- Ask questions to encourage predictions, e.g. *Who makes the gingerbread man? Where does it go? Who wants to catch it? What is the animal in the river?* (children may say *wolf* or *fox*).

3 Listen and read. 98

- Play the recording. Children follow the text in their books.
- Check the answers to the questions you asked before children read, then answer any questions they have.
- If your country does not have foxes, or the species in your country looks very different, explain that foxes live in the countryside in Britain and are related to dogs and wolves.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 97


shout


chase


catch


meet


cross


laugh

2 Describe what's happening in the pictures below.

3 Listen and read. 98

The Gingerbread Man



One day, an old woman makes a Gingerbread Man. When it is ready, the old woman wants to eat him. But the Gingerbread Man laughs and shouts "Run, run, run if you can. You can't catch me! I'm the Gingerbread Man!" The old woman is angry. She chases him.



The Gingerbread Man meets a cat. The cat wants to eat him, but he runs away. He runs to the river. He wants to cross the river but he can't swim.



There is a fox near the river. "I can swim," says the fox. "Sit on my head." The Gingerbread Man sits on the fox's head. The fox starts to swim. "The water is deeper now," says the fox. "You must sit on my nose." The Gingerbread Man sits on the fox's nose. And the fox opens its mouth and eats him!



4 Read again and write T (true) or F (false).

1 The old woman makes a Gingerbread Man.	T
2 The old woman runs away.	—
3 The Gingerbread Man meets a monkey.	—
4 The cat wants to eat the Gingerbread Man.	—
5 The Gingerbread Man can swim.	—
6 The fox eats the Gingerbread Man.	—

Unit 10 Verbs Reading: a story

- Play the recording again. Ask children to circle the words from Exercise 1 in the text (all are in the text).

4 Read again and write T (true) or F (false).

- Let children to read the text again and write *T* or *F*.
- Check answers and ask comprehension questions, e.g. *Does the old woman want to eat the gingerbread man? What animals does the gingerbread man meet?*

ANSWERS

1 T 2 F (The gingerbread man runs away.) 3 F (The gingerbread man meets a cat.) 4 T 5 F (The gingerbread man can't swim.) 6 T

Optional activity

- You can perform *The Gingerbread Man* play at any point after Lesson 5. (See Teacher's Resource Centre and teaching notes on Teacher's Book page 158.)

Culture note: Gingerbread biscuits

Gingerbread men are biscuits in the shape of people that have been made in Britain since the 1600s. They are made from ginger, flour, butter, raw cane sugar, and other ingredients. Children sometimes help to make them by decorating the gingerbread men with colourful icing.

Further practice

Workbook page 78

Extra writing worksheet, Unit 10, Teacher's Resource Centre

Play Script 2: The Gingerbread Man, Teacher's Resource Centre

Student Website • Unit 10 • Words 2

Online Practice • Unit 10 • Reading

Skills Time!

Skills development

Listening: listen to and understand descriptions of actions
 Speaking: talk about rules and identify pictures
 Writing: use *and* and *or*; write a school rules poster (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *shelf*

Materials

CD 99; Verbs flashcards 139–144; Cut and Make 4 (for materials see Teacher’s Resource Centre (optional)); Fluency DVD Unit 10 (optional)

Warmer

- Write the Gingerbread Man’s words on the board, with the words in brackets gapped: *Run, run, (run) if you can. You can’t (catch) me! I’m the (Gingerbread) Man.*
- Ask children to tell you what the missing words are.
- Repeat the words in chorus, clapping the rhythm.

Lead-in

- Tell children to look at the pictures in Exercise 1. Ask *Where are the people? (In a library.)*
- Point to the first three pictures. Ask *What is the boy doing? (eating a sandwich, using a mobile phone, making a noise.)* Point to the last two pictures. Ask *Does he run in the library? Where are the books? Does he put them back on the shelf?*

1 Listen and write the numbers. 99

- Tell children they are going to hear a recording of the boy and his dad in the library. They must listen and number the pictures in the order they hear them.
- Play the recording. Children to point to the correct pictures.
- Play the recording again, pausing after each dialogue for children to write the numbers.

Transcript

(See Teacher’s Book page 139.)

ANSWERS

1 c 2 d 3 a 4 b 5 e

Culture note: Libraries in Britain

Libraries in Britain are usually open six days a week. They have separate areas for books, magazines, and newspapers. Recently, they have opened sections for DVDs, audio books, and music CDs, and most libraries have computers for people to use the Internet. Most British libraries organize special events for children in the school holidays. .

Optional activity

- Children watch Fluency DVD Unit 10, speaking section.

2 Look at the pictures. Play the game.

- Ask two children to read the speech bubbles. Children point to the correct picture in Exercise 1.
- Children choose words from the box and make rules with *You must / You mustn't*. The partner finds the picture.

3 Write and or.

- Ask children to close their books. Write on the board: *Lisa likes apples. Lisa likes bananas. Tim doesn't play football. Tim doesn't play basketball.* Ask *Does Lisa like apples? Does she like bananas?* Elicit *Yes. Say Yes, Lisa likes apples and bananas.*
- Ask *Does Tim play football? Does he play basketball?* Elicit *No*, then say *No, Tim doesn't play football or basketball.*
- Rub out the middle part of both sentences on the board to leave these new sentences: *Lisa likes apples ... bananas. Tim doesn't play football ... basketball.*
- Say the complete sentences for children to repeat, with *and* and *or*. Ask children to open their books and check the sentences in the Writing box.
- Look at the example. Children complete the exercise.

ANSWERS

1 or 2 or 3 and 4 and

Optional activity

- Do Cut and Make 4 (Stop!). (For materials see Teacher’s Resource Centre, for instructions see Teacher’s Book page 160.)

Further practice

Workbook page 79 (children write a school rules poster)
 Fluency DVD • Skills Time! • Speaking • Unit 10
 Unit 10 test, Teacher’s Resource Centre
 Cut and Make 4, Teacher’s Resource Centre
 Student Website • Unit 10 • Listen at home • Track 40
 (Words 1), Track 41 (Words 2), Track 42 (Song), Track 43 (Phonics)
 Online Practice • Unit 10 • Listening, Speaking and Writing

Lesson One CB page 86

Words

Learning outcomes

To identify different types of transport
To understand a short story

Language

Core: *ferry, bus, helicopter, motorbike, plane, taxi, train, tram*
Extra: *horse bus, hundred, skateboard (n), cool*

Materials

CD 94, 100–101; *Transport* flashcards 145–152; a piece of A4 paper with a 7cm hole cut in it (optional)

Warmer 94

- Sing *You must come to the park* from Class Book page 82.

Lead-in

- Use flashcards 145–152 to elicit the transport vocabulary. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 100

- Play the first part of the recording for children to listen and point to the transport picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

ferry, bus, helicopter, motorbike, plane, taxi, train, tram
tram, plane, taxi, helicopter, train, bus, motorbike, ferry

Listen and repeat.

ferry, bus, helicopter, motorbike, plane, taxi, train, tram

Optional activity

- Put the *Transport* flashcards on the board in the order they first occur in the chant below.
- Point to the flashcards and say each line of the chant.
- Say the chant again, pausing for children to repeat.

Chant

helicopter, motorbike

ferry, bus, plane

helicopter, motorbike (point to these flashcards again)

taxi, tram, train

- Assign children in the class the words *ferry, bus, plane, taxi, tram*, and *train* by counting along the rows. Children say the chant again, standing up when they hear their words. Everyone says the other lines.

11 In the museum

Lesson One Words


ferry


bus


helicopter


motorbike


plane


taxi


train


tram

1 Listen, point and repeat. 100

2 Listen and read. 101

1



Holly: What's this? Is it a tram?
Max: No, it isn't. It's a horse bus. There were horse buses two hundred years ago.

2



Amy: Look at these! There were some funny trains a hundred years ago!
Leo: Wow! There were skateboards fifty years ago! And they were very big!

3



Amy: Look at this motorbike, Leo!
Leo: Oh, wow! It's so cool!
Amy: Can you take a photo of me?
Leo: Sure.

4



Max: Leo! That man is looking at your skateboard.
Mam: Wow! Look! This skateboard is fifty years old!
Leo: No, sorry. That's my skateboard. It's only two years old.

86 Unit 11 Transport

2 Listen and read. 101

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? (in a museum), Who takes a photo? (Leo), Where is Leo's skateboard? (next to the old skateboards).*
- Play the recording for children to listen and follow the words of the story in their books.
- Ask comprehension questions, e.g. *What bus do they see? (a horse bus), Were there skateboards 50 years ago? (yes), How old is Leo's skateboard? (two years old).*
- Play the recording again. Children follow in their books.

Optional activity

- Use a piece of A4 paper with a 7cm hole cut in it to play *Can you see?* and practise the words from this lesson (see page 23).

Culture note: London buses

The first horse bus service in London began in 1829. Horse buses soon became very popular because they were much cheaper than private horse carriages. In 1902, a London transport company began motor bus services, and the last horse bus in London stopped operating in 1914.

The classic double-decker London bus was first produced in 1954. Since then it has become a symbol of London and Britain.

Further practice

Workbook page 80

Student Website • Unit 11 • Words

Online Practice • Unit 11 • Words

96 Unit 11

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Grammar

Learning outcomes

To understand *there was / were* and *there wasn't / weren't* for talking about things in the past

To understand past simple time expressions

To understand the use of the quantifiers *lots of, some, and any* with *there was / were* and *there wasn't / weren't*

To act out a story

Language

Core: *There was / wasn't a ... in our town fifty years ago. There were / weren't any ... two hundred years ago. yesterday, last week / year / Monday, (fifty years) ago, then, there were + lots of / some, there weren't + any*

Extra: *hotel, party*

Materials

CD 101; Transport flashcards 145–152

Warmer

- Display the Transport flashcards and play *A long sentence* Say *I'm going around the world. I'm going by train.* Children add transport words, e.g. *I'm going by train and taxi.*

Lead-in

- With books closed, ask children to look at the flashcards on the board. Ask if they can remember what transport words were in the story (*bus, train, motorbike*).
- Ask questions about the story, e.g. *Where were the children?*

1 Listen to the story again and repeat. Act. 101

- Play the recording, pausing for children to repeat the lines.
- Divide the class into groups of five to play the parts of Holly, Max, Amy, Leo, and the man.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Children practise acting out the story in groups

Story actions

Picture 1: Holly points at the horse bus. Max reads from his book. Leo is holding his skateboard.

Picture 2: Amy and Max point at a train. Leo puts down his skateboard.

Picture 3: Amy poses for a photo. Leo takes a photo.

Picture 4: The man points at Leo's skateboard. Leo runs and picks his skateboard up. Amy, Max, and Holly point and laugh.

2 Look and say.

- Draw three circles on the board. Write *There were* and *There weren't* on the left and right and *?* in the middle.
- Tell children you are going to say some words. They must tell you which things there were or weren't 200 years ago.
- Say *computers* and elicit *There weren't computers.*
- Repeat with other words and write them in the circles, e.g. *TVs, horses, phones, houses, helicopters, books, skateboards.*

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

There was a park in our town fifty years ago. There wasn't a shopping mall in our town fifty years ago.	There were some funny trains one hundred years ago. There weren't any planes two hundred years ago.
---	---

We use these time words when we talk about the past: yesterday, last week / year / Monday, (fifty years) ago, then

We use lots of or some with 'There were'. We use any with 'There weren't'.



In Australia, there were lots of kangaroos.

Wow! Australia is beautiful.

Yes, but we like living here with you!

3 Read and circle.

- 1 There was / were a park in our town one hundred years ago.
- 2 There was / were trains one hundred years ago.
- 3 There was / were motorbikes ninety years ago.
- 4 There was / were planes fifty years ago.
- 5 There was / were a hotel in the town ten years ago.
- 6 There was / were lots of buses twenty years ago.

4 Write. was were wasn't weren't



- 1 There wasn't a singer at the party last Saturday.
- 2 There eight children at the party.
- 3 There any flowers in the room.
- 4 There a CD player in the room.
- 5 There lots of sandwiches at the party.
- 6 There a TV in the room.

There were lots of kangaroos. Time words Unit 11 87

- If children are unsure about a word, write it in the ? circle.
- Hold up the Transport flashcards and repeat. Place any flashcards children don't know in the ? circle.
- Ask children to turn to Class Book page 87. Ask two children to read out the speech bubbles. Ask *Are Leo and Amy in Australia now? Were they in Australia one year ago?*
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat the sentence. Copy the sentences on the board. Rub out the red letters and ask children to tell you what the missing letters are.

3 Read and circle.

- Look at the example with children. Ask *How many parks are there?* Repeat the sentence for *two parks*.
- Let children complete the exercise, then check answers.

ANSWERS

1 was 2 were 3 were 4 were 5 was 6 were

4 Write.

- Look at the picture and the example with the class. Ask *Is there a singer in the picture?*
- Let children complete the exercise, then check answers.

ANSWERS

1 wasn't 2 weren't 3 weren't 4 was 5 were 6 wasn't

NOTE: Now go to Workbook page 130 for children to practise the grammar structure before doing Workbook page 81.

Further practice

Grammar Time, Workbook page 130

Workbook page 81

Student Website • Unit 11 • Grammar

Online Practice • Unit 11 • Grammar

Lesson Three CB page 88

Grammar and Song

Learning outcomes

To describe pictures using *there was* and *there wasn't* + *lots of, some, and any*

To use *there was / wasn't* and *there were / weren't* in the context of a song

Language

Extra: *history, shop, market*

Materials

CD 102; an old photo of your town from the Internet, printed or photocopied for groups of four (optional); paper and coloured pencils (optional)

Warmer

- Play *What's the picture?* with the transport words from Lesson 1 (see page 25).

Lead-in

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Ask children to call out things they can see in the pictures, and write them on the board (*shops, houses, people, a horse, a plane, a car, a bus, a motorbike*).

1 Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask children which picture doesn't have a motorbike.
- Say a positive sentence, e.g. *There were planes.* Ask *Which picture has a plane?*
- Ask children to work in pairs and do the exercise. Children should say two or three things each.

2 Write four sentences.

- Read the example with the children and check that they understand the exercise. They can write positive or negative sentences.
- Ask children to write another four sentences about the pictures, using the example to help them.
- Ask some children to read out their sentences for the class.

3 Listen and sing. 102

- Ask children to look at the pictures and name the places and things (*a theatre, a shop, a hotel, a horse, a park, a bank*).
- Play the recording. Children listen and look at the pictures.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

4 Sing and do. 102

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Lesson Three Grammar and Song

1 Speaking Look and say.

buses motorbikes cars trains planes

LONDON

Two hundred years ago Fifty years ago

There weren't any motorbikes. It's Picture A!

2 Write four sentences.
Two hundred years ago: There weren't any motorbikes. There ...

3 Listen and sing. 102 **4 Sing and do.**

Our town has a history

Our town has a history,
It's very old, you know!
Here's a picture of our town
Two hundred years ago.

There weren't any buses then,
And there weren't any trains.
There weren't any motorbikes,
And there weren't any planes.

There were shops and markets then,
And there were hotels, too.
There were parks and theatres,
There was a lot to do!

88 Unit 11 Our town has a history

Song actions

Our town has a history – mime opening a book

Here's a picture of our town – mime pointing to a picture in the book

There weren't any buses then – mime holding a steering wheel

And there weren't any trains – move your arms like train wheels

There weren't any motorbikes – mime holding motorbike handlebars

And there weren't any planes – open your arms like wings

There were shops and markets then – mime carrying a basket

There was a lot to do – hold your hands up in the air

Optional activity

- Find a historical photograph of a place in your town on the Internet and print or photocopy enough copies for groups of four. Ideally the photo should be about 100 years old.
- Ask children to think of two things that were different about your town in the year the photo was taken, and things that were the same.
- You might like to do this activity in groups.
- Ask questions using the *Transport, Places in a town,* and *Entertainment* word sets to help children focus on known words.

Further practice

Workbook page 82

Online Practice • Unit 11 • Grammar and Song

Lesson Four CB page 89

Phonics

Learning outcomes

- To pronounce the sound /i:/
- To associate the sound /i:/ with the letters *ea*, *ee*, and *y*
- To identify and repeat the sound /i:/ in a chant.

Language

- Core: *ice cream, dream, queen, green, jelly, happy*
- Extra: *ear, lolly*

Materials

CD 96, 103–104; *Transport* flashcards 149 and 151 (train, plane); Phonics cards 27–28 (ice cream, jelly)

Warmer 96

- Ask *What day is it today?* Write the day on the board, underlining the letters *ay*.
- Hold up the flashcards of a train and a plane and elicit the words.
- Write the words on the board and underline the letters *ai* and *a_e*.
- Ask children if they can remember the sound they looked at in the last phonics lesson. Elicit /eɪ/.
- Point to the words on the board and say the words and the sound /eɪ/ for children to repeat.
- Play the chant from Class Book page 83.

Lead-in

- Hold up the phonics cards for *ice cream* and *jelly*, saying the words for children to repeat.
- Make sure children understand what jelly is if it is not common in your country (a sweet made from fruit juice, thickeners, and sugar).
- If there is something green in your classroom, you can also add this word to your lead-in, pointing to the object(s) and saying *green* for children to repeat.
- Point to the phonics cards (and anything green) several times until children are used to saying the words.

1 Listen, point and repeat. 103

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of different words with the sound /i:/. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

ice cream, dream, queen, green, jelly, happy

Listen and repeat.

ice cream, dream, queen, green, jelly, happy

Lesson Four Phonics

1 Listen, point and repeat. 103

ice cream dream queen green jelly happy

2 Listen and chant. 104

In my dream,
I am a queen, queen, queen.
I eat green jelly.
With ice cream, cream, cream.
I'm very happy,
in my dream, dream, dream.

3 Read the chant again. Circle the words with ea, ee and y.

4 Write the words in the correct box.

tree teacher family funny week sheep eat please lolly

ea	ee	y
_____	tree	_____
_____	_____	_____
_____	_____	_____

Long vowel sound • Unit 11 89

2 Listen and chant. 104

- Ask children to look at the picture. Ask *What is the girl doing?* Elicit *She's sleeping / dreaming.* Ask *Who is she in her dream? What is she eating? What colour is the jelly?*
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow.
- Ask children to look at the picture and circle the objects in the chant.

3 Read the chant again. Circle the words with ea, ee and y.

- Write the letters *ea*, *ee*, and *y* on the board. Focus attention on the word *dream* in the chant and point to the letters on the board. Ask *Which letters are in 'dream'?*
- Ask children to find and circle the other words with *ea*, *ee*, and *y* in the chant.

ANSWERS

dream, queen (x3), green, jelly, ice cream (x3), happy, dream (x3)

4 Write the words in the correct box.

- Look at the example and check understanding, then let children complete the exercise individually.
- Check answers by asking individual children to point to the correct letters on the board as you read out the words from the box

ANSWERS

ea: ear, eat, please ee: tree, week, sheep

y: family, funny, lolly

Further practice

Workbook page 83

Student Website • Unit 11 • Phonics

Online Practice • Unit 11 • Phonics

Skills Time!

Skills development

Reading: read and understand a history poster; read for specific information

Language

Core: along, through, in the middle of, at the top of, between, inside

Recycled: vocabulary and structures seen previously

Extra: *hidden, rocky, desert, capital city, explorer, wonder (n)*

Materials

CD 102, 105–106; *Prepositions* flashcards 153–158

Warmer 102

- Ask children to turn to page 88 in their Class Books and look at the song. As a class, remember the actions or think of new actions for the song.
- Play and sing the song *Our town has a history* to energize the children and prepare them for the topic.

Lead-in

- Tell the children they are going to learn words to talk about where things are.
- Use flashcards 153–158 to introduce the prepositions of movement and place.
- Say the words for the children to repeat, using gestures were appropriate to reinforce the meanings of the words.
- Hold the flashcards up in a different order and repeat.
- Show the children the flashcards at random and ask them to say the words.

1 Listen, point and repeat. 105

- Focus on the pictures in Exercise 1. Play the recording for the children to listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Look at the text. What do people call Petra today?

- Ask the children to look at the pictures and say what kind of text it is (*a history poster*) and what place it is about (*Petra*).
- Ask questions to help the children to make predictions about the text, e.g. *What kind of place do you think this is? Where do you think the city is? Where are the houses?*
- Ask children to quickly look through the text and find what people call Petra today (*The Rose-Red City*) Ask children why they think people call Petra this (*because of the colour of the stone*).

3 Listen and read. 106

- Play the recording for children to listen and follow the text silently in their books, then play it a second time and answer any questions the children have.
- Ask comprehension questions, e.g. *Who made Petra? Where are the buildings? Who was the first European visitor to Petra? How did Petra become famous?*

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 105


along


through


in the middle of


at the top of


between


inside

2 Look at the text. What do people call Petra today?

3 Listen and read. 106

Petra
The Hidden City

Petra in Jordan is an old, hidden city in the middle of a rocky desert. To find the hidden city, visitors walk along a path between high rock walls in the mountains. At the end of the path, there is a wonderful view.

A group of people called the Nabateans built Petra about 2,500 years ago. For about 500 years, Petra was a capital city and there were a lot of people. The buildings were inside the rocks. They were like big, beautiful caves.

Years later, the Nabateans left Petra. For hundreds of years, the city was empty. But in 1812, a Swiss explorer called Johann Ludwig Burckhardt was the first European visitor to the city.

In 1989, Petra was in the film *Indiana Jones and the Last Crusade*. After that, the city was famous all over the world.

Today, some people call Petra the Rose-Red City. As you walk through the city, you can still see the beautiful buildings. Petra is one of the seven wonders of the world. Lots of people visit the city every year.

4 Read again and write. buildings visitors city view desert capital

1 Petra is a city in Jordan. 2 Petra was a capital city for many years.

3 The buildings were inside the rocks. 4 Petra is in the middle of a desert.

5 The view from the path is amazing. 6 There are a lot of visitors every year.

90 Unit 11 Prepositions Reading: a history poster

4 Read again and write.

- Explain that children are going to complete the sentences about the text with the words in the box.
- Look at the example and ask the children to find the relevant part of the text.
- Allow time for the children to complete the activity in their Class Books, then check answers as a class.

ANSWERS

1 city 2 capital 3 buildings 4 desert
5 view 6 visitors

Optional activity

- Put the prepositions flashcards up around the classroom. Play the recording of the text again. The children listen and point to the correct flashcards when they hear the prepositions.

Optional activity

- Play *Where was it?* with the *Prepositions* flashcards (see page 24).

Further practice

Workbook page 84

Extra writing worksheet, Unit 11, Teacher's Resource Centre

Online Practice • Unit 11 • Reading

Skills Time!

Skills development

Listening: understand a conversation about Petra

Speaking: ask and answer questions about the past with Was / Were there ...? Yes, there was/were. / No, there wasn't / weren't.

Writing: understand how texts are organized into paragraphs; write a description of your town now and in the past (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 107; Fluency DVD Unit 11 (optional)

Warmer

- Put the preposition flashcards on the board.
- Ask children to stand up. Demonstrate the following actions for each preposition (adapt them if your classroom is not suitable):

along – pretend to walk

through – stretch your arms out on both sides and walk in the middle of – turn around as if looking around you at the top of – point upwards

between – stand and stretch your arms out on both sides

inside – bring your arms together to form a roof above you

- Call out the prepositions. Children do the actions.

Lead-in

- Tell the children to open their Class Books and look at the picture in Exercise 1. Ask them what place they think the picture shows (*Petra*). Ask the children what they can remember about Petra.

1 Listen and circle the correct words to complete the notes. 107

- Tell children that they are going to hear a recording of two people talking about Petra. They will need to listen carefully and circle the correct word in the notes.
- Play the first item on the recording for the children to listen and point to the correct word (*big*). Tell the children to circle the word in their books.
- Play the rest of the recording, pausing after each item for the children to complete the activity.

Transcript

(See Teacher's Book page 139.)

ANSWERS

1 big 2 queen 3 river 4 shops 5 theatre

Optional activity

- Children watch Fluency DVD Unit 11, speaking section.

NOTE: The DVD contains a different topic (Vikings) to practise the structure *There was/were*.

Lesson Six

Listening

1 Listen and circle the correct words to complete the notes.

Petra was a very **'big / small** city 2,000 years ago.

Petra had a royal family. There was a king and a **'princess / queen**.

There wasn't a **'river / desert** at Petra.

There were lots of **'schools / shops** along a big street.

There wasn't a hotel, but there was a **'theatre / hospital**.

Speaking

2 Look at the sentences. Ask and answer.

Was there a queen in Petra 2,000 years ago? Yes, there was.

Writing preparation

We use paragraphs to make a text easier to read. We start a new paragraph for each separate topic in a text.

Paragraph 1 = Nabatean homes
The Nabateans often lived in tents, but they were very good at building. There were some Nabatean houses at Petra. The houses were very strong, with stone walls and stone roofs. Some of the Nabatean houses were inside the rocks, like caves.

Paragraph 2 = The Nabatean language
The Nabatean language was a very early language. There was a Nabatean alphabet and there is Nabatean writing in the cities of Petra, Bussra and Hegra. Nabatean writing was very beautiful.

3 Look at the text on page 90. How many paragraphs can you find?

Complete the writing task on page 85 of the Workbook.

Listening, speaking, writing Unit 11 91

2 Look at the sentences. Ask and answer.

- Ask children to look at the sentences in Exercise 1 and think of some questions about Petra using the information in the notes. They can also use the information in the text on Class Book page 90 to form questions.
- Ask a pair of children to read out the example exchange.
- The children work in pairs. They take turns to ask and answer questions about Petra in the past.
- Ask some pairs to ask and answer questions for the class.

3 Look at the text on page 90. How many paragraphs can you find?

- Read the text and the two paragraphs in the Writing box with the children.
- Ask *What is paragraph 1 about? What is paragraph 2 about?*
- Ask children to turn to page 90 and count the number of paragraphs in the text.
- You might want to write *hidden city, the Nabateans, the discovery of Petra, a famous city, Petra today* on the board (in jumbled order) and ask the children to tell you which paragraph matches each topic.

Further practice

Workbook page 85 (children write a description of their town now and in the past)

Fluency DVD Unit 11

Unit 11 test, Teacher's Resource Centre

Student Website • Listen at home • Track 44 (Words 1), Track 45 (Words 2), Track 46 (Song), Track 47 (Phonics)

Online Practice • Unit 11 • Listening, Speaking and Writing

Lesson One CB page 92

Words

Learning outcomes

To identify different adjectives to describe people
To understand a short story

Language

Core: *old, young, handsome, pretty, short, tall, shy, friendly*
Extra: *clever, still (adv), baby, different, (not) at all*

Materials

CD 102, 108–109; *Transport* flashcards 145–152;
Adjectives to describe people flashcards 159–166;
photographs of you and several family members of the
same sex as children (optional)

Warmer 102

- Play *Flashcard circle* with the *Transport* flashcards from Unit 11 to energize the children at the start of the lesson (see page 24).
- Play the song *Our town has a history* from page 82 or your own music as children pass the cards around the room.

Lead-in

- Tell children they are going to look at some words to describe people. Use flashcards 159–166 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 108

- Ask children to open their Class Books and look at the pictures.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

old, young, handsome, pretty, short, tall, shy, friendly
shy, old, short, friendly, tall, handsome, young, pretty

Listen and repeat.

old, young, handsome, pretty, short, tall, shy, friendly

2 Listen and read. 109

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Who are the people on the sofa?* (left to right: Dad, Grandma, and Grandpa) *What are the children looking at?* *What is Dad doing?* *Who do you think the baby in the photo is?* Encourage predictions about the story.

12 A clever baby!

Lesson One Words

1 Listen, point and repeat. 108


old


young


handsome


pretty


short


tall


shy


friendly

2 Listen and read. 109

1



Holly Look, Amy! We've got some old photos!
Max This is Dad when he was young.
Dad I'm still young!
Amy Wow! He was handsome then!
Dad I'm still handsome!

2



Holly Look! This is Grandma when she was young.
Amy Wow! Grandma was pretty!
Grandpa I think Grandma is still pretty!

3



Max Look at this photo of Grandpa!
Leo Wow! He had black hair when he was young.
Grandpa Yes, I've got white hair now.

4



Holly And this photo is of Max when he was a baby!
Amy Look! He had a book then, too!
Leo He isn't different at all!

92 Unit 12 Adjectives to describe people

- Play the recording for children to listen and follow the words of the story in their books.
- Ask comprehension questions, e.g. *What does Grandpa say about Grandma?* *What colour was Grandpa's hair when he was young?* *What colour is it now?* *Was Max different when he was a baby?*
- Play the recording a second time for children to read and follow again.
- Ask children to find the words from Exercise 1 that appear in the story (*old, young, handsome, pretty*).

Optional activity

- Pass around child photographs of yourself and a couple of other family members (male if you are male and female if you are female).
- Ask children to guess which photograph is yours.
- Ask children why they think that, giving help where necessary. Ask *What colour was my hair then?* *Was it long or short then?* Ask *Am I the same now?* *Am I different now?*

Further practice

Workbook page 86

Student Website • Unit 12 • Words

Online Practice • Unit 12 • Words

Grammar

Learning outcomes

- To identify affirmative and negative past simple forms of *be*
- To identify and use the affirmative and negative past simple forms of *have*
- To act out a story

Language

Core: *He was handsome then. I wasn't tall when I was five. We were happy on holiday. You weren't shy when you were six. He had black hair when he was young. You didn't have a book when you were a baby.*

Extra: *on holiday, pizza, picnic*

Materials

CD 109; Adjectives to describe people flashcards 159–166

Warmer

- Play *Teacher can't remember* to revise the words from Lesson 1 (see page 23).

Lead-in

- With books closed, ask questions about the story. Ask *What do the children look at? Who do they see in the photos? (Dad, Grandma, Grandpa, and Max) What colour was Grandpa's hair? What colour is it now? Was Max different then?*

1 Listen to the story again and repeat. Act. 109

- Play the recording, pausing for children to repeat.
- Divide the class into groups of six to play the parts of Holly, Max, Dad, Amy, Grandpa, and Leo.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Dad reads the paper. Grandpa reads a book. (Grandma knits.) Max holds the photos. Amy comes in. Holly beckons her over and points at the photo.

Picture 2: Max turns the page in the photo album. Holly points at another photo. The kids look at Grandma.

Picture 3: Max and Leo point to the photo. Grandpa touches his hair.

Picture 4: Holly holds up a photo and points. Amy and Leo laugh.

2 Look and say.

- Write some words for toys on the board, e.g. *teddy, doll, bike, ball, kite*. Check that children remember the words.
- Say *I had lots of toys when I was a baby. I had a (teddy)*.
- Ask children to tell you something they had when they were babies.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / He / She / It
He was handsome then.
I wasn't tall when I was five.

You / We / They
We were happy on holiday.
You weren't shy when you were six.

I / You / He / She / It / We / They
He had black hair when he was young.
You didn't have a book when you were a baby.

3 Read and circle.

- They were / weren't at the park on Sunday.
- It was / wasn't sunny.
- The sea was / wasn't hot.
- The children were / weren't hungry.
- The baby was / wasn't happy.
- The sandwiches were / weren't small.

4 Write. had didn't have

- They had pizza for lunch last Friday.
- The boys had a party last weekend.
- He didn't have a guitar lesson yesterday.
- The girls had a picnic last Saturday.

I had a bag then, too! Unit 12 93

- Repeat with *I didn't have*, and something you have now, like a mobile phone.
- Ask children to turn to page 93 in their Class Books. Focus on the picture in the *Let's learn* box and ask two children to read out the speech bubbles.
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat the sentence.
- Copy the sentences in the *Let's learn!* table onto the board, then rub out the red letters. Ask children to tell you what the missing letters are.
- Rub out *handsome* and *tall* in the first two sentences and place suitable flashcards from 159–166 next to each gap to elicit new sentences, e.g. *He was young then*.

3 Read and circle.

- Focus on the picture. Ask *Where are they? Is the water hot? How many children are there? What are they eating?*
- Look at the example, then let children do the exercise individually. Check answers with the class.

ANSWERS

1 weren't 2 was 3 wasn't 4 were 5 was 6 weren't

4 Write.

- Look at the example, then let children do the exercise individually. Check answers with the class.

ANSWERS

1 had 2 had 3 didn't have 4 had

NOTE: Now go to Workbook page 131 for children to practise the grammar structure before doing Workbook page 87.

Further practice

Grammar Time, Workbook page 131

Workbook page 87

Student Website • Unit 12 • Grammar

Online Practice • Unit 12 • Grammar

Lesson Three CB page 94

Grammar and Song

Learning outcomes

To talk about a person in the past using *was* and *had*
 To use *was* and *had* in the context of a song

Language

Extra: *like (adj), game*

Materials

CD  110; *Adjectives to describe people* flashcards 159–166; paper and coloured pencils (optional)

Warmer

- Play *Simon says...* (see page 25).

Lead-in

- Hold up the *Adjectives to describe people* flashcards one at a time and ask children to tell you the words.
- Play *What's missing?* to revise the adjectives (see page 24).
- Ask questions about the story characters to practise some of the words, e.g. *Is Holly tall or short? Has Amy got short hair or long hair? Is Leo shy or friendly?*

1 Look and say.

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Tell children that the girl's name is Helen and ask how old she is in each picture.
- Ask a pair of children to read the speech bubbles for the class. The rest of the class point to the correct picture.
- Check that children understand the exercise, and ask them to work in pairs. Children should say two or three things each.

2 Write about Helen.

- Read the example with the children and ask them to tell you the third sentence about Helen when she was two (*She was shy*).
- Ask children to write three sentences about Helen when she was eight years old. Children should use the example sentences to help them.

SUGGESTED ANSWER

When she was eight years old, Helen had long hair. She was tall. She was friendly.

Optional activity

- Give out pieces of paper and coloured pencils. Ask children to draw a picture of themselves when they were two years old.
- Tell children to write one sentence with *I was...* and one sentence with *I had...* to put under the picture.
- Put up the pictures around the class.

3 Listen and sing. 110

- Point to the pictures in the song and ask questions, e.g. *Where is the boy? Who is he with? What is he doing? (having lessons, playing, reading a book, playing a game).*

Lesson Three Grammar and Song

1 Speaking Look and say.

long hair short hair short tall shy friendly



2 years old

She had long hair.



8 years old

She was eight years old.

2 Write about Helen.
 When she was two years old, Helen had short hair. She was short. She was ...

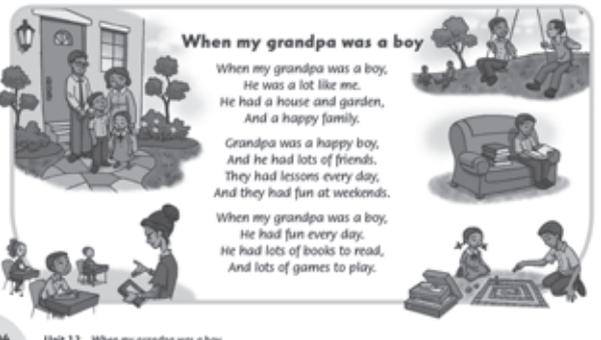
3 Listen and sing.  110 **4 Sing and do.**

When my grandpa was a boy

When my grandpa was a boy,
 He was a lot like me.
 He had a house and garden,
 And a happy family.

Grandpa was a happy boy,
 And he had lots of friends.
 They had lessons every day,
 And they had fun at weekends.

When my grandpa was a boy,
 He had fun every day.
 He had lots of books to read,
 And lots of games to play.



94 Unit 12 When my grandpa was a boy

- Make sure children understand the word *games* for board games.
- Play the recording for children to listen and point to the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do. 110

- Ask children to look at the pictures. As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

He was a lot like me – point to yourself

He had a house and a garden – put your hands over your head like a roof

They had lessons every day – mime writing something in a notebook

And they had fun at weekends / He had fun every day – wave your arms in the air

He had lots of books to read – mime opening a book

And lots of games to play – mime throwing dice

Further practice

Workbook page 88

Online Practice • Unit 12 • Grammar and Song

Lesson Four CB page 95

Phonics

Learning outcomes

- To pronounce the sound /aɪ/
- To associate the sound /aɪ/ with the letters *igh*, *y* and *i_e*
- To identify words containing the sound /aɪ/ in a chant

Language

Core: *night, light, sky, dry, smile, shine*

Materials

CD 104, 111–112; Phonics cards 29–30 (night, shine)

Warmer 104

- Draw an ice cream on the board and elicit the word. Then point to something green and ask *What colour is it?* Write the words *ice cream* and *green* on the board and underline the target letters *ea* and *ee*.
- Ask children if they can remember what sound they learnt in the last phonics lesson (/i:/). Ask children if they can remember any other words with that sound, and give clues where necessary (*dream, queen, jelly, happy*).
- Play the chant from page 89 to revise the /i:/ sound.

Lead-in

- Draw a picture of the moon and stars on the board, and ask *Is it day or night?*
- Hold up the phonics card for *night* and *shine*, saying the words for children to repeat.
- Point to the phonics cards and ask *Is the sun shining? Are the stars shining?*
- Put the phonics cards up on the board and point to them several times until children are used to saying the words.

1 Listen, point and repeat. 111

- Ask children to look at the words and pictures in their Class Books. Check that children understand the picture for *dry*. You may like to tell children that in some countries, people have a machine to make the clothes dry.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.

Transcript

Listen and point.

night, light, sky, dry, smile, shine

Listen and repeat.

night, light, sky, dry, smile, shine

2 Listen and chant. 112

- Focus on the picture. Ask *Is it day or night? Is the boy smiling? What can you see in the sky? Are the stars shining?*
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more for children to join in and follow.

Lesson Four Phonics

1 Listen, point and repeat.


night


light


sky


dry


smile


shine

2 Listen and chant.



3 Read the chant again. Circle the words with igh, y and i_e.

4 Match and write.


1 shine

3

5

igh

y

i_e


2

4

6

Long vowel sound i Unit 12 95

3 Read the chant again. Circle the words with *igh*, *y* and *i_e*.

- Write the letters *igh*, *y* and *i_e* on the far right, far left, and in the middle of the board.
- Focus attention on the word *night* in the chant. Ask children to point to the letters on the board that make the sound /aɪ/ in *night*.
- Ask children to find and circle the other words with *igh*, *y*, and *i_e* in the chant.

ANSWERS

dry, night, sky, light, white, smile, shines, night

Optional activity

- Tell children you are going to read out some sentences. They listen carefully and clap when you say a word with the /aɪ/ sound. Read out these sentences:
The house is white.
The house has a light.
It's very bright.
There are stars in the sky.
They shine at night.

4 Match and write.

- Ask children to look at the example and point to the letters in *shine*.
- Ask children to look at the pictures and write the words, then match them with the letters.

ANSWERS

1 *i_e, shine* 2 *igh, night* 3 *i_e, smile* 4 *y, dry*
5 *igh, light* 6 *y, sky*

Further practice

Workbook page 89

Student Website • Unit 12 • Phonics

Online Practice • Unit 12 • Phonics

Skills Time!

Skills development

Reading: read and understand a poem about a member of the family; read for specific information

Language

Core: *cheerful, miserable, relaxed, worried, mean, generous*

Recycled: vocabulary and structures seen previously

Extra: *eyes, bright, be like, be like someone, wedding day, bride, groom, glad, all the time*

Materials

CD 110, 113–114; Adjectives to describe people flashcards 167–172

Warmer 110

- Play *When my grandpa was a boy* from Class Book page 94.

Lead-in

- Use flashcards 167–172 to introduce the new vocabulary to describe people, modelling the words. Use facial gestures and mimes when you introduce the words *cheerful, miserable, relaxed, and worried*.
- To check children have understood *mean* and *generous*, write the words on the board, then say *I want / don't want to give you a sweet* and ask children to tell you the words.
- Hold the flashcards up in a different order and repeat the words.
- Show the children flashcards at random and ask them to call out the words.

1 Listen, point and repeat. 113

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

cheerful, miserable, relaxed, worried, mean, generous
mean, worried, relaxed, generous, miserable, cheerful

Listen and repeat.

cheerful, miserable, relaxed, worried, mean, generous

2 Describe what you can see in the pictures below.

- Ask children to look at the pictures. Ask children what kind of text it is (*a poem*) and what it's about (*a grandma*).
- Ask children to tell you what they can see in the photos (*a young girl, a bride, an old woman*). Ask *Which photo is Grandma now? Which photo is Grandma when she was a girl? Which photo is Grandma's wedding?* Tell children to point to the correct pictures.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 113

2 Describe what you can see in the pictures below.

3 Listen and read. 114

4 Read again and write T (true) or F (false).

1 Grandma had short hair when she was a girl. <input type="checkbox"/> F	2 Grandma was pretty when she was a girl. <input type="checkbox"/>
3 Grandma is sixty now. <input type="checkbox"/>	4 Grandma is sometimes miserable. <input type="checkbox"/>
5 Grandma is never generous. <input type="checkbox"/>	6 Grandma has grey hair now. <input type="checkbox"/>

96 Unit 12 Adjectives to describe people Reading a poem

3 Listen and read. 114

- Play the recording for children to listen and follow the text silently in their books.
- Answer any questions children have, then play the recording a second time, and ask children to find two words from Exercise 1 in the text (*cheerful* and *generous*).

4 Read and write T (true) or F (false).

- Tell children that they are going to read some sentences about the text and decide if they are true or false. They must write *T* or *F* for each sentence.
- Ask children to find the photo of Grandma when she was a girl, then look at the example with the class.
- Allow time for children to read the text again and write *T* or *F* for the other sentences individually.
- Go through the answers with the class. Ask children to read out the sentences. The class must call out *True* or *False*.

ANSWERS

1 F 2 T 3 F 4 F 5 F 6 T

Optional activity

- Ask children to do a project about a person in their family.
- Children should find one photo of the person in the past and one photo of the person now, and write two things about each photo, using adjectives and *was* or *had* for the photo in the past.
- Children should do this at home and bring it into class for the next lesson. Children can ask their parents to photocopy any photographs they need for the project.

Further practice

Workbook page 90

Extra writing worksheet, Unit 12, Teacher's Resource Centre

Student Website • Unit 12 • Words 2

Skills Time!

Lesson objectives

Listening: listen and understand specific words to choose the correct picture

Speaking: make true and false statements about a person from memory

Writing: understand and use the linkers *and* and *but* in sentences; write about the people in a family photo (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *good-looking, blond*

Materials

CD 115; Adjectives to describe people flashcards 159–172; Fluency DVD Unit 12 (optional)

Warmer

- Play *Opposites snap* (a variation on *Snap!*) to revise the adjectives from this unit. Put up the flashcards for *old, short, shy, cheerful, relaxed,* and *mean* on the board.
- Tell children they are going to call out the words on the board and you are going to hold up a flashcard. If the words are opposite, they must shout *Snap!*
- Ask children to call out words on the board. Hold up flashcards, choosing opposites about half of the time.
- Now hold up the flashcards and call out the words. Children listen and call out their opposites from the words on the board.

Lead-in

- Ask children to look at the pictures in Exercise 1.
- Describe the pictures, e.g. *His hair is blond / brown. His bike is red / blue. His house is big / small. He is very miserable / cheerful.* Tell children to point to the correct picture

1 Listen and tick (✓). 115

- Tell children they are going to hear a recording of two people talking about some old photos. They must listen and tick the correct pictures.
- Play the recording the whole way through for children to point to the correct answer.
- Play the recording again, pausing after each dialogue for children to tick the correct picture.

Transcript

(See Teacher's Book page 139.)

ANSWERS

- 1 second picture (brown hair) 2 first picture (blue bike)
3 second picture (small house) 4 first picture (cheerful boy)

Optional activity

- Children watch Fluency DVD Unit 12, speaking section.

Listening

1 Listen and tick (✓). 115

Speaking

2 Look at the pictures. Play the game.

blond hair / brown hair a red bike / a blue bike
a big house / a small house cheerful / miserable

He had blond hair when he was a boy. False! He didn't have blond hair. He had brown hair.

Writing preparation

We use *and* to link two positive ideas.
We use *but* to link a positive and a negative idea.
We use a comma (,) before *but*.

Helen is happy and cheerful.
Tom is handsome, but he is miserable.

3 Write *and* or *but*.

- 1 My grandma is old, but she is very pretty.
- 2 Susan is pretty, _____ she is mean.
- 3 Jack is miserable, _____ he is handsome.
- 4 You are kind _____ generous.

Complete the writing task on page 91 of the Workbook.

Listening, speaking, writing Unit 12 97

2 Look at the pictures. Play the game.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to say true and false things about the grandpa in Exercise 1.
- Tell children they must listen to their friends and say *True* or *False*. If the sentence is false, they must correct it.
- Children work in pairs and do the exercise. Monitor and help where necessary.
- Ask some children to say true or false things about Grandpa for the whole class. The class calls out *True* or *False*. Choose children to correct any false statements.

3 Write *and* or *but*.

- Read the sentences in the Writing box with the children.
- Ask children to tell you two good things about Helen, then write *happy and cheerful* on the board. Write + + above the words.
- Ask children to tell you one good and one bad thing about Tom, then write *handsome, but miserable* on the board. Write +, - above the words.
- Check understanding, then let children do the exercise.

ANSWERS

- 1 but 2 but 3 but 4 and

Further practice

Workbook page 91 (children write about a family photo)

Fluency DVD • Skills Time! • Speaking • Unit 12

Writing skills worksheet, Units 10–12, Teacher's Resource Centre

Writing portfolio, Units 10–12, Teacher's Resource Centre

Unit 12 test, Teacher's Resource Centre

Skills test 4, Teacher's Resource Centre

Values 4 worksheets, Teacher's Resource Centre

(if not covered previously)

Student Website • Unit 12 • Listen at home • Track 48 (Words 1),

Track 49 (Words 2), Track 50 (Song), Track 51 (Phonics)

Online Practice • Unit 12 • Listening, Speaking and Writing

Fluency Time! 4

Everyday English CB page 98

Learning outcomes

To learn some useful language for describing people

Language

Do you know ...?; I know that ...; She looks ...; I think ...

Materials

CD 116–117; Fluency DVD Fluency Time! 4 (optional); Flashcards from Unit 12; photos of people from magazines / the Internet (optional)

Warmer

- Tell the class they are going to learn some useful language for describing people. Ask the children what English words they know for describing people's appearance and character. Use the flashcards from Unit 12 to prompt the children. Write their answers on the board under the headings *Appearance / Character* or stick the flashcards under the correct headings on the board.
- Describe a famous film character / actor / cartoon character (using adjectives for appearance and character). The children try to guess who you are describing.

1 Listen, read and say. 116

- Focus on the pictures. Ask children to say where the people are (*in the park*) and what items they can see.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Invite pairs of children to act out the dialogue for the class.

2 Listen and write T (true) or F (false). 117

- Show the children the sentences and explain that they need to listen and decide whether each sentence is true or false.
- Play the first part of the recording and focus on the example.
- Play the recording for children to listen and complete the activity.
- Ask children to read out the sentences and say whether each sentence is true or false. If a sentence is false, ask children to make the sentence negative (e.g. Ben doesn't look cheerful.).

Transcript

(See Teacher's Book page 139.)

ANSWERS

1 F 2 T 3 T 4 F

3 Talk with your friend.

- Ask children to work in pairs to make some dialogues of their own.

Fluency Time! 4

Everyday English

1 Listen, read and say. 116



1

Anna: Look, that's Sara. Do you know her?
Tom: No. I know that she lives in my street.
Anna: She's in my class at school.



2

Tom: What's Sara like? She looks friendly.
Anna: I think she is friendly. She always smiles and says hello.

2 Listening Listen and write T (true) or F (false). 117

- Ben looks cheerful. F
- Lucy is usually relaxed.
- Jenny is always generous.
- Anna knows Tim.

3 Speaking Talk with your friend.

friendly kind generous mean clever
 relaxed cheerful miserable interesting shy

Do you know Maria?

What's she like? She looks shy.

Is she clever, too?

Yes, I do. She's in my class.

Yes, I think she is shy.

Yes, she is. She's very clever.

Watch the DVD!

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose a another person to talk about and use words from the box to make their own dialogue, as in the example.
- Monitor children's performance and help if necessary. Encourage children to say nice things about their classmates, e.g. *Maria isn't mean. She's very generous.* In order to practice negative adjectives, you could ask the children to talk about characters from films or stories rather than children in the class.
- Invite some pairs to act out their dialogues.

Optional activity

- Show the children photos of people from magazines or the Internet. Ask the children to describe them.
- Ask children to work in groups. Give each group a few photos and ask them to decide what they think each person is like, then report back to the class.

Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 4 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

Further practice

Workbook page 92

Everyday English phrase bank, Workbook page 121

Fluency DVD • Fluency Time! 4

Online Practice • Fluency Time! 4

Learning outcomes

- To make a party scene
- To describe people in a party scene

Language

Who's ...?; What's he/she like?; She looks ...; She's (quite) ...

Materials

Fluency DVD Fluency Time! 4 (optional); Fluency Project 4 (Teacher's Resource Centre) (one set of templates 1 & 2 for each child); completed party scene; coloured pens / pencils / crayons, scissors and glue for each group of children

1 Look at the story again. Act.

- Draw children's attention to the story in Exercise 1 on Class Book page 98. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 4 scenes 1–3. If you don't have time for the DVD, read the dialogue on Class Book page 98.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a party scene.

- See page 159 for detailed instructions on how to make the party scene.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a party scene with different people in it*).
- Ask *What do you need to make the party scene?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child copies of the party scene and party guest templates (see Fluency Project 4, Teacher's Resource Centre). Give each group coloured pencils, scissors and glue.
- Use the pictures and instructions to talk children through the process of making the party scene. Demonstrate with your own completed party scene and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *Who's this? What's his name? What's she like? etc.*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw a party scene on a piece of paper, giving different facial expressions to each of the people in the scene and writing the people's names on the back of their piece of paper (behind each person).

3 Ask and answer with your friend.

- Focus on the photo. Tell children they are going to use their party scenes to act out dialogues in pairs.
- Ask two children to read out the example dialogue.
- The children can then act out dialogues in pairs, taking turns to ask about the people in their partner's scene.

Project

1 Look at the story again. Act. D

2 Make a party scene.

1



Colour the party scene. Cut out the party scene and fold along the line to make the floor and the walls. Stick the tabs to the floor.

2



Choose names and faces for the people. Don't tell your partner the names! Colour and cut out the people, then stick them in the party scene.

3 Speaking Ask and answer with your friend.



Who's Steve in your picture?
Oh yes, I can see him. Can you see Karen in my picture?
She's quite short and she looks very mean.

He's a tall boy. He looks shy.
No, I can't. What's she like?
Oh yes! There she is!

4 Speaking Tell the class about your party scene. Say:

1 What's Bill like?
2 What's Jenny like?
3 Who's the most cheerful person?
4 Who looks friendly?

There are lots of people at my party. Bill is tall and he looks clever. Jenny is short and she looks ...

Project: a party scene 99

- Children can swap pairs to act out dialogues with new partners.
- Invite some pairs to act out their dialogues for the class.

4 Tell the class about your party scene. Say:

- Invite children to tell the class about their party scene. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- Play a guessing game in pairs. One child chooses a person in their partner's party scene and describes the person's appearance and character. Their partner points to the correct person and says the person's name.
- Children swap pairs to play the game with other partners.
- You can ask pairs to play the game in front of the class.

Watch the DVD!

- Play Fluency DVD Fluency Time! 4 Everyday English again to review the language of the Fluency Time! 4 lessons.
- Play Fluency DVD Fluency Time! 4 Talk to Tom and friends! for children to answer the questions.

Review 4 CB pages 100–101, WB pages 94–95

Review pages answer key, TB page 141

Further practice

- Workbook page 93
- Writing portfolio worksheet, Units 10–12, Teacher's Resource Centre
- Fluency Time! 4 test, Teacher's Resource Centre
- Progress test 4, Teacher's Resource Centre
- Fluency DVD • Fluency Time! 4
- Online Practice • Fluency Time! 4
- Online Practice • Review 4

Lesson One CB page 104

Words

Learning outcomes

To understand new and recycled verbs
To understand a short story

Language

Core: *start, finish, love, hate, want, use, laugh, live*

Extra: *Ancient Egyptian, look, writing (n), secret message, word, alphabet, bring, dish (meal)*

Materials

CD  120–121; Verbs flashcards 173–180; Cut and Make 5 (see Teacher's Resource Centre) (optional)

Warmer

- Play *Freeze* (see page 25).

Lead-in

- Tell children they are going to learn some verbs.
- Use flashcards 173–180 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  120

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

*start, finish, love, hate, want, use, laugh, live
want, live, start, love, use, hate, laugh, finish*

Listen and repeat.

start, finish, love, hate, want, use, laugh, live

2 Listen and read.  121

- Focus on the story. Talk about each frame and ask questions, e.g. *What are the children looking at? Do you think they understand it? Are they doing homework? What has Max got? Is Grandpa hungry?* Encourage predictions.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Can they read the message? What is their homework? What do Amy and Max cook? Who eats it?*
- Play the recording a second time for children to follow in their books.

13 The Ancient Egyptians

Lesson One Words

1 Listen, point and repeat.  120


start


finish


love


hate


want

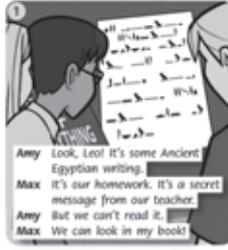

use


laugh


live

2 Listen and read.  121

1



Amy Look, Leo! It's some Ancient Egyptian writing.
Max It's our homework. It's a secret message from our teacher. I can't read it.
Amy But we can't read it.
Max We can look in my book!

2



Max The Ancient Egyptians lived 5,000 years ago. They used pictures, not words. This is their alphabet.
Amy The ... Ancient ... Egyptians ... cooked ... lots ... of ... nice food ...
Max Bring ... an ... Ancient ... Egyptian ... dish ... to ... school!
Amy Ancient Egyptians cooked rice. Let's make that!

3



Amy It's ready! Let's play!

4



Amy Where is our dish?
Grandpa Oh! I'm sorry. I was hungry.
Max Grandpa! That was our homework!

104 Unit 13 Verbs

- Ask children to find the words from Exercise 1 that appear in the story (*live* and *use*).
- You might like to tell children that the time of the Ancient Egyptians started 5,000 years ago and finished 2,000 years ago.

Culture note: The Rosetta Stone

For a long time nobody was able to translate Ancient Egyptian hieroglyphs into any other language. Then in 1799 a stone was discovered at the port of Rashid. It contained Egyptian Hieroglyphic and Demotic writing as well as classical Greek. Since classical Greek was understood, British and French scholars used it to translate Egyptian writing. The Rosetta Stone has been on display in the British Museum in London since 1802.

Optional activity

- You can do this activity now or later in the unit. Tell children they are going to make a special code wheel to read Egyptian hieroglyphs.
- Do Cut and Make 5 (for materials see Teacher's Resource Centre, for instructions see Teacher's Book page 161).

Further practice

Workbook page 96

Cut and Make 5, Teacher's Resource Centre

Student Website • Unit 13 • Words

Online Practice • Unit 13 • Words

Grammar

Learning outcomes

To understand the past simple of regular verbs (affirmative and negative)
 To act out a story

Language

Core: *They lived 5,000 years ago. They didn't live in flats.*
 Extra: *pie, cake, a long time ago, men (pl), women (pl)*

Materials

CD 121; Verbs flashcards 173–180

Warmer

- Play *Listen, point and say* to revise the verbs from Lesson 1 (see page 24).

Lead-in

- With books closed, ask what happened in the story. Ask *Can Amy and Max read the secret message? What do they cook? Who eats the rice?*
- Ask children what they can remember about the ancient Egyptians, and ask questions to help them, e.g. *What did they use in their alphabet?*

1 Listen to the story again and repeat. Act. 121

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Amy, Max, and Grandpa.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Amy, Max and Leo look at a message. Max picks up his book.

Picture 2: Max opens his book. Amy and Max write.

Picture 3: Max puts a plate of rice on the table. Amy smells the food. They leave the room.

Picture 4: Grandpa is eating. Amy and Max come into the room and point at the empty plate.

2 Look and say.

- Ask children to turn to Class Book page 105. Focus on the picture in the *Let's learn!* box and ask two children to read out the speech bubbles. Ask *Do Leo and Dad want to eat the fish pie? Make sure children understand pie.*
- Read the sentences in the *Let's learn!* table, pausing after each one for children to repeat them. Copy the sentences onto the board and rub out the red letters.
- Ask children to tell you what the missing letters are.
- Write *The Ancient Egyptians ... rice* on the board. Hold up the *love* and *hate* flashcards and elicit the new sentences.
- Write *loved* and *hated* on the board, underlining the *d*.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / He / She / It / We / They
 They lived 5,000 years ago.
 They didn't live in flats.

didn't = did not

3 Read and circle.

1
Ellie finished / didn't finish her homework last night.

2
Dad started / didn't start reading a book yesterday.

3
The children loved / didn't love the cake at the party.

4
He hated / didn't hate the dinner.

4 Write.

A very, very long time ago, people ¹ didn't live (not live) in houses. They ² _____ (not cook) in kitchens. They ³ _____ (cook) on fires. They ⁴ _____ (not watch) television and they ⁵ _____ (not listen) to music. Men and women ⁶ _____ (work) and children ⁷ _____ (play) games.

Mum didn't cook it. I cooked it! Unit 13 105

- Hold up the flashcards for the other verbs, one by one, and elicit the verbs, then their past simple forms. Write each one on the board.
- Write a false sentence on the board, e.g. *The Ancient Egyptians used cars*, and ask children to correct it.
- Point to each of the past verbs on the board and ask children to say the negative form.

3 Read and circle.

- Look at the example with children and check that they understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 finished 2 started 3 loved 4 hated

4 Write.

- Focus on the picture with the class and ask questions, e.g. *What is the mum doing? (She's cooking.) What are the kids doing? (They're playing.) Are they living in a house?*
- Look at the example and check understanding, then let children complete the exercise individually. Check answers with the class.

ANSWERS

1 didn't live 2 didn't cook 3 cooked 4 didn't watch
 5 didn't listen 6 worked 7 played

NOTE: Now go to Workbook page 131 for children to practise the grammar structure before doing Workbook page 97.

Further practice

Grammar Time, Workbook page 131

Workbook page 97

Student Website • Unit 13 • Grammar

Online Practice • Unit 13 • Grammar

Lesson Three CB page 106

Grammar and Song

Learning outcomes

- To use past simple regular verbs to talk and write about things you did and didn't do
- To use the past simple in the context of a song

Language

Extra: (*birthday*) card, come round, tea (meal), Hooray!, sang (sing), dance

Materials

CD 122; Verbs flashcards 173–180; paper and coloured pencils (optional)

Warmer

- Divide the class into two teams and play *Cross the river* with children, using the *Verbs* flashcards (see page 23).

Lead-in

- Play a miming game. With books closed, mime the actions in Exercise 1 and elicit the words.
- Choose children to mime one of the actions you have demonstrated. The class guesses the correct word.

1 Look and say. Tick (✓) or cross (X).

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures and ask *What is the boy doing?* Elicit *He's watching TV / playing football.* Ask *What is the girl doing?* Elicit *She's listening to music / cooking / playing the guitar.*
- Ask children to look at the word pool. Make sure that they understand that *watch television* is another way of saying *watch TV* – *TV* is an abbreviated form of *television*. Model both forms for children to repeat.
- Ask a child to read the speech bubble for the class. Point to the picture of the boy watching TV and ask *Tick or cross?*
- Ask children to work in pairs. They must tell their friend what they did / didn't do yesterday and tick or cross the pictures for their friend.
- Tell children to imagine they did two of these things if they didn't do any of them.
- Monitor and help where necessary.

2 Write four sentences about you.

- Read the example with the children and check that they understand the exercise.
- Ask children to write four sentences about what they did yesterday, using their answers in Exercise 1.
- Ask some children to read out their sentences for the class.

3 Listen and sing. 122

- Ask children to look at the song pictures. Ask *What are the children doing?* Elicit *They're singing and dancing.*
- Ask *What things can you see?* Elicit *balloons, a cake, presents, and a book.*
- Play the recording for children to listen and follow.

Lesson Three Grammar and Song

1 Speaking Look and say. Tick (✓) or cross (X).

	watch television	cook	play the guitar	
	listen to music	play football		
				
You	✓			
Your friend				

I listened to music yesterday.
I didn't watch TV yesterday. I ...

2 Write four sentences about you.
I watched television yesterday. I didn't play football yesterday. I ...

3 Listen and sing. 122 **4 Sing and do.**

My birthday!

It was my birthday yesterday!
I didn't shop or cook,
I opened lots of birthday cards
And started a good book.

It was my birthday yesterday!
My day was really great!
Lots of friends came round for tea,
We finished all the cake!

It was my birthday yesterday!
Hooray! Hooray! Hooray!
I had a party with my friends,
We sang and danced and played!

106 Unit 13 My birthday!

- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Do not focus on the irregular form of *came round* and *sang*, but make sure children understand these words.

4 Sing and do. 122

- As a class, decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

It was my birthday yesterday – point at yourself
I didn't shop or cook – mime cooking
I opened lots of birthday cards – mime opening a card
And started a good book – mime reading a book
Lots of friends came round for tea – mime drinking tea
We finished all the cake – mime slicing a cake
We sang and danced and played – dance

Optional activity

- Play *Simon says...* to practise the past tense. Say affirmative and negative sentences, e.g. *Simon cooked some food yesterday. Simon didn't watch TV yesterday.*
- Children mime the affirmative actions and stand still for the negative actions.
- Use verbs on this page and other known regular verbs.

Further practice

Workbook page 98

Online Practice • Unit 13 • Grammar and Song

Phonics

Learning outcomes

- To pronounce the sound /əʊ/
- To associate the sound /əʊ/ with the letters *ow*, *oa*, and *o_e* in words
- To identify words containing the sound /əʊ/ in a chant

Language

- Core: *snow, elbow, coat, soap, nose, stone*
- Extra: *go out, bone, those*

Materials

CD 112, 123–124; Phonics cards 31–32 (soap, nose); Level 2 Phonics cards 35–38 (rope, stone, bone, home) (optional)

Warmer 112

- Draw some stars and a moon on the board. Add houses with some lights in the windows (use white chalk).
- Point to the picture and ask *Is it night? Are there stars in the sky? Are they bright? Are there any lights?*
- Write each target word on the board, underlining the letters that make the sound /aɪ/.
- Ask children what sound they studied last time. Play the chant from Class Book page 95 to revise the /aɪ/ sound.

Lead-in

- Hold up the phonics cards for *soap* and *nose*. Say each word for children to repeat, and point to the letters *oa* and *o_e*.
- Write the letters *oa* and *o_e* on opposite sides of the board.
- Point to your elbow, saying the word several times. Then write the word and the letters *ow* in the middle of the board.
- Point to your elbow and your nose, and mime washing your hands with soap. Ask children to say the word and point to the correct letters each time. Repeat several times.

1 Listen, point and repeat. 123

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different words with the sound /əʊ/.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording for children to point and repeat again.

Transcript

Listen and point.

snow, elbow, coat, soap, nose, stone

Listen and repeat.

snow, elbow, coat, soap, nose, stone

2 Listen and chant. 124

- Ask children to look at the picture. Ask *What's the weather like? (It's snowing.) What is the girl wearing? (a coat) What has she got on her elbow / nose? (snow).*
- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.

Lesson Four Phonics

1 Listen, point and repeat. 123













2 Listen and chant. 124



3 Read the chant again. Circle the words with *ow*, *oa* and *o_e*.

4 Circle the odd one out.

1 snow soap show slow

3 soap rope coat boat

2 home bone snow stone

4 boat coat goat bone

5 Write the words in the correct box.

show home boat slow coat those goat bone snow

ow

show

oa

o_e

Long vowel sound o Unit 13 107

- Play the chant once more for children to join in and follow.

3 Read the chant again. Circle the words with *ow*, *oa* and *o_e*.

- Focus attention on the word *coat* in the chant and ask children to point to the letters on the board that make the /əʊ/ sound.
- Ask children to find and circle the other words with *ow*, *oa* and *o_e* in the chant. Ask which words from Exercise 1 aren't in the chant (*soap* and *stone*).

ANSWERS

coat, snow (x2), nose, elbow

4 Circle the odd one out.

- Look at the example with the class and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 soap 2 snow 3 rope 4 bone

5 Write the words in the correct box.

- Look at the example and check understanding.
- Let children complete the exercise, then check answers by writing the letters *ow*, *oa*, and *o_e* on the board and asking children to tell you all the words with those letters.

ANSWERS

ow: show, slow, snow **oa:** boat, coat, goat
o_e: home, those, bone

Further practice

Workbook page 99

Student Website • Unit 13 • Phonics

Online Practice • Unit 13 • Phonics

Skills Time!

Skills development

Reading: read and understand a factual text about papyrus; read and understand descriptions of things in a text

Language

Core: *heavy, light, hard, soft, easy, difficult*

Recycled: vocabulary and structures seen previously.

Extra: *papyrus, thousand, paper, clay tablet, reed, wet, dry (v), break, a kind of, expensive, rich*

Materials

CD 122, 125–126; *Adjectives to describe things* flashcards 181–186

Warmer 122

- Sing the song *My birthday!* from Class Book page 106 to energize the class at the start of the lesson and revise the simple past.

Lead-in

- Tell children they are going to learn some words to describe objects.
- Use flashcards 181–186 to introduce the new vocabulary. Model each of the words and mime or point to things to reinforce *heavy, light, hard, and soft*.
- Hold the flashcards up in a different order and repeat.
- Show the children flashcards at random and ask them to call out the word.

1 Listen, point and repeat. 125

- Ask children to and look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

heavy, light, hard, soft, easy, difficult

soft, light, difficult, hard, heavy, easy

Listen and repeat.

heavy, light, hard, soft, easy, difficult

2 Look at the text below. Who wanted to make paper?

- Ask children to look at the writing in the picture and remember the story. Ask *Is the text about the Vikings?* Elicit *No, it's about the Ancient Egyptians.*
- Ask children if they can remember anything about Ancient Egypt from the story.
- Ask children to look at the pictures and point to the plant. Ask children *What is the plant called?* Elicit *Papyrus.* Point at the title if necessary to prompt children. Explain that the Ancient Egyptians used this plant to make a kind of paper.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 125

2 Look at the text below. Who wanted to make paper?

3 Listen and read. 126

4 Read again and write.

heavy light expensive soft easy difficult

- 1 Clay tablets were heavy.
- 2 Clay tablets were _____ to break.
- 3 Papyrus was very _____ to make.
- 4 Papyrus wasn't heavy. It was _____.
- 5 Papyrus was _____. It was easy to write on.
- 6 Only rich people used papyrus. It was _____.

108 Unit 13 Adjectives to describe things Reading: an information poster

3 Listen and read. 126

- Play the recording for children to listen and follow the text silently in their books.
- Answer any questions children have. You may wish to explain or draw pictures to check children understand *clay tablet* and *reed*.
- You may wish to check that children understand *break, expensive, and rich* in the text.
- Play the recording a second time and ask children to circle the words from Exercise 1 in the text (all are there except *hard*).

4 Read again and write.

- Look at the example with the class. Tell children that they are going to complete sentences about things in the text.
- Allow time for children to read the text again and complete the other sentences individually.
- Ask children to read out the sentences.
- You might like to ask extra questions to check comprehension, e.g. *Was there paper 5,000 years ago? What was there? What did people make from papyrus? Where does the word 'paper' come from? Why did people wash papyrus?*

ANSWERS

1 heavy 2 easy 3 difficult 4 light
5 soft 6 expensive

Optional activity

- Play *Whispers* to practise the new adjectives at the end of the lesson (see page 24).

Further practice

Workbook page 100

Extra writing worksheet, Unit 13, Teacher's Resource Centre

Student Website • Unit 13 • Words

Online Practice • Unit 13 • Reading

Skills Time!

Skills development

Listening: understand a sequence of events
 Speaking: ask and answer questions about the events in pictures
 Writing: match paragraphs with their topics; write about children in Ancient Egypt and today (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *terrible, Oh dear, yesterday, maths, question, poor, So... , artist, writer, living room, parent*

Materials

CD 127; *Adjectives to describe things* flashcards 181–186; paper and coloured pencils (optional); Fluency DVD Unit 13 (optional)

Warmer

- Play *Quickly, slowly!* (see page 24).

Lead-in

- Tell children to open their books and look at the pictures in Exercise 1. Ask questions about the pictures, e.g. *What are they playing? What lesson is it? What is he doing? Is he tired?*
- Encourage predictions about the topic of the listening.

1 Listen and write the numbers. 127

- Tell children they are going to hear a recording of a boy talking about yesterday at school. They must listen and number the pictures in the order they hear them.
- Play the recording the whole way through for children to point to the correct picture.
- Play the recording again, pausing after each dialogue for children to write the correct number next to each picture.
- Check answers with the class. Ask *Was it a nice day?*

Transcript

(See *Teacher's Book* page 139.)

ANSWERS

1 c 2 b 3 a 4 d

Optional activity

- Children watch Fluency DVD Unit 13, speaking section.

2 Look at the pictures. Play the game.

- Ask two children to read the speech bubbles. Then ask children to point to the picture.
- Tell children to look at the pictures and say things about Tom's day, using the words in the box. Their friend must find the correct picture.
- Ask children to work in pairs and do the exercise. Tell them to choose three things each.
- Ask some children to say things about Tom's day in front of the whole class. The class must call out the picture.

Lesson Six

Listening

1 Listen and write the numbers.

Speaking

2 Look at the pictures. Play the game.

have difficult homework have a maths lesson play basketball
 have an English lesson work for three hours not know the answers
 start to rain not have his homework

The boy played basketball. It's Picture A!

Writing preparation

3 Match the topics to the paragraphs.

Remember!
 In each paragraph, there is one topic.

1 Houses a Jobs The Ancient Egyptians lived in Egypt thousands of years ago. They had lots of different jobs. A lot of Ancient Egyptians were farmers, but there were teachers, artists and writers, too.

2 Children b They lived in small houses. The houses had kitchens, living rooms and bedrooms.

3 Jobs c The children worked with their parents and helped at home. Children in Ancient Egypt had toys and they played lots of games.

4 Food d The Ancient Egyptians cooked lots of good food. They cooked rice, bread, meat and fish.

Complete the writing task on page 101 of the Workbook.

Listening, speaking, writing Unit 13 109

3 Match the topics to the paragraphs.

- Ask children to turn to page 108 and look at the reading text again. Ask how many paragraphs there are (*three*).
- Tell children to turn back to page 109. Read the Writing box with the class and check that they understand the word *topic*.
- Let children complete the exercise, then check answers. Check that children understand the words *artists, writers, and parents*.
- Ask comprehension questions to check children have understood the paragraphs, e.g. *What jobs were there in Ancient Egypt? What rooms were there in Ancient Egyptian houses? Were there any toys? What food was there?*

ANSWERS

1 b 2 c 3 a 4 d

Optional activity

- Write the topics from Exercise 3 on the board and tell children they are going to do a project about the Ancient Egyptians.
- Ask children to choose two topics from the board to write about. They must write two sentences about each topic, using any facts from the unit, and draw pictures to illustrate their projects. They can complete this work at home if there isn't time in class.
- Ask children to bring their projects to the next lesson and put them up around the classroom.

Further practice

Workbook page 101 (children write about Ancient Egypt and today)
 Fluency DVD • Skills Time! • Speaking • Unit 12
 Unit 13 test, Teacher's Resource Centre
 Student Website • Unit 13 • Listen at home • Track 52 (Words 1),
 Track 53 (Words 2), Track 54 (Song), Track 55 (Phonics)
 Online Practice • Unit 13 • Listening, Speaking and Writing

Lesson One CB page 110

Words

Learning outcomes

To identify different things used at school
To understand a short story

Language

Core: *paint, paintbrush, calculator, lunch box, dictionary, PE kit, backpack, apron*

Extra: *drop, went (go), onto, clothes, believe, I don't believe it!*

Materials

CD 122, 128–129; *School things* flashcards 187–194; Values 5 poster and Teacher's Resource Centre (Values 5 worksheets) (optional)

Warmer 122

- Sing *My birthday!* from Class Book page 106 to revise past simple verbs.

Lead-in

- Pick up or point to classroom objects that children have learnt in previous levels, e.g. *rubber, pen, ruler, pencil case, book, door, bag*. Ask *What's this?* and elicit the words. Tell children they are going to learn some more words for school things.
- Hold up flashcards 187–194 to elicit the new vocabulary. Model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 128

- Ask children to open their Class Books and look at the pictures of the objects.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

paint, paintbrush, calculator, lunch box, dictionary, PE kit, backpack, apron

dictionary, paint, lunch box, PE kit, calculator, apron, backpack, paintbrush

Listen and repeat.

paint, paintbrush, calculator, lunch box, dictionary, PE kit, backpack, apron

Optional activity

- Play *What's missing?* with the new words (see page 24).

14 Did you have a good day?

Lesson One Words

1 Listen, point and repeat. 128


point


paintbrush


calculator


lunch box


dictionary


PE kit


backpack


apron

2 Listen and read. 129

1



Mum Did you have a good day?
Amy Not first we had PE, but I didn't have my PE kit.

2



Amy Next, we had maths, but I didn't have my calculator.

3



Amy Then we had lunch, but I didn't have my lunch box.
Mum What did you eat?
Max Amy had some of my lunch.

4



Max Then we had art and Amy dropped her paint.
Amy The paint went onto my clothes!
Mum But you have an apron for art!
Amy My apron, my calculator and my PE kit were in my backpack and my backpack was at home.
Leo Amy didn't have her backpack! I don't believe it!

110 Unit 14 School things

2 Listen and read. 129

- Focus children's attention on the story. Talk about each frame and ask questions, e.g. *Is Amy happy? What game are they playing? What lesson is it? What is Max giving Amy?*
- Encourage predictions. Ask *Did Amy have a good day?*
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Did Amy do PE? Did she have a calculator? What happened to her clothes? Where were her things?*
- Play the recording again for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*PE kit, calculator, lunch box, paint, apron, backpack*).

Optional activity: Values 5

- Ask children to look at frame 4 in the story. Ask *What happened when Amy dropped the paint?* Elicit *It went onto her clothes*. Ask *What can we wear in art classes?* Elicit *an apron*. Say *Yes, we wear an apron to be safe in art classes*.
- Tell children there are lots of things we can do to be safe at school.
- Look at the Values 5 poster and the Values worksheets (for materials see Teacher's Resource Centre, for instructions see Teacher's Book page 157).

Further practice

Workbook page 102

Values 5 worksheets, Teacher's Resource Centre

Student Website • Unit 14 • Words

Online Practice • Unit 14 • Words

Grammar

Learning outcomes

- To understand past simple questions and short answers
- To revise the question words *what, when, and where*
- To write short answers to past simple *Yes/No* questions
- To act out a story

Language

Core: *Did you have a good day? Yes, I did. / No, I didn't. What did you watch last night? Where did you watch the film? When did the film finish?*

Materials

CD 129; School things flashcards 187–194

Warmer

- Put the *School things* flashcards on the board. Play *A long sentence* (see page 25). Start by saying *I take a backpack to school.*
- Ask a child to look at the flashcards on the board and continue the sentence. Continue until all of the words have been used or a child has forgotten the order.

Lead-in

- With books closed, write these school subjects on the board: *art, history, PE, English, maths.*
- Ask children what subjects Amy and Max had yesterday (*PE, maths, and art*).
- Ask children to put the three subjects in order.
- Children check their answers on Class Book on page 110.

1 Listen to the story again and repeat. Act. 129

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Mum, Amy, Max, and Leo.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Mum reads a book. Max and Amy come in. Amy looks sad. Max plays volleyball. Amy folds her arms.

Picture 2: Max uses his calculator. Amy writes in her maths notebook and looks sad.

Picture 3: Amy and Max eat sandwiches.

Picture 4: Amy is painting. She drops paint on her clothes. Amy, Max, and Mum look sad. Leo laughs.

2 Look and say.

- Tell children to turn to Class Book page 111 and look at the picture in the *Let's learn* box. Ask two children to read out the speech bubbles.
- Read the question and answers in the first part of the *Let's learn!* table. Pause for children to repeat the sentences.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / He / She / It / We / They

Did you have a good day?
Yes, I did. No, I didn't.

What did you watch last night? A film.
Where did you watch the film? At home.
When did the film finish? At nine o'clock.



3 Read and circle.

- What** did Jenny paint? A picture of her house.
- Where** / **When** did you visit your cousins? Last week.
- Where** / **What** did the boys have a picnic? In the park.
- What** / **When** did you have for dinner last night? Pizza.
- What** / **Where** did the girls play tennis? At the sports centre.
- Where** / **When** did the children have breakfast today? At seven o'clock.

4 Write.



Did he walk to school yesterday?
No, he didn't.



Did they have lunch at school today?



Did she use a calculator?



Did he have his PE kit today?

Did you like the film? What / Where / When Unit 14 111

- Copy these sentences onto the board and rub out the red letters. Ask children to tell you what the missing letters are.
- Write *Did Amy have...? No, she didn't* and *Yes, she did* on the board. Ask *Did Amy have a good day?* Elicit *No, she didn't.*
- Place *School things* flashcards (except the dictionary) at the end to elicit new questions and answers about the story, e.g. *Did Amy have a paintbrush? Yes, she did.*
- Read the questions and answers in the second part of the *Let's learn!* table. Pause for children to repeat the sentences.
- Write the questions on the board, but rub out the question words. Ask children to tell you the question words.

3 Read and circle.

- Look at the example and check understanding. Let children do the exercise individually, then check answers.

ANSWERS

1 What 2 When 3 Where 4 What 5 Where 6 When

4 Write.

- Look at the example with the class and ask *Did he ride a bike to school yesterday?* Elicit *Yes, he did.*
- Let children do exercise individually then check answers.

ANSWERS

1 No, he didn't. 2 Yes, they did. 3 Yes, she did.
4 No, he didn't.

NOTE: Now go to Workbook page 133 for children to practise the grammar structure before doing Workbook page 103.

Further practice

Grammar Time, Workbook page 133

Workbook page 103

Student Website • Unit 14 • Grammar

Online Practice • Unit 14 • Grammar

Lesson Three CB page 112

Grammar and Song

Learning outcomes

- _____ To ask and answer past simple *Wh* questions
- _____ To write and answer past simple *Wh* questions
- _____ To see past simple questions in the context of a song

Language

Recycled: school things words; school subjects; verbs

Materials

CD 130; *School things* flashcards 187–194; paper and coloured pencils (optional)

Warmer

- Mime using each of the objects from Lesson 1, e.g. mime putting on a backpack, squeezing some paint from a tube, holding a brush, tapping a calculator, tying an apron, putting on PE kit (if appropriate), opening a lunch box and pulling out a sandwich, and turning the pages of a dictionary.
- Ask children to call out the words. Hold up the correct flashcard after each one.
- Show a flashcard to a child and ask him / her to mime the word. The class guesses the word.

Lead-in

- Ask children questions about their school day. Ask *What day is it today? Have you got a maths / PE / art / computer lesson today? What time is it? Have you got your calculator / English dictionary / apron / PE kit?*

1 Ask and answer.

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Ask children *What lessons did they have? Are Katie and Billy in the same class?*
- Ask two children to read the speech bubbles for the class.
- Ask children to find the English lesson in Katie's day, then ask *When did Billy have an English lesson? (nine o'clock), What did Billy use in his English lesson? (his dictionary).*
- Ask children to work in pairs and do the exercise. They should ask and answer questions about five lessons each.
- Let children do the activity, then ask some children to ask questions to the whole class.

2 Write two questions and answers.

- Look at the example and check understanding.
- Ask children to write two more questions and answers, using the example to help them.
- Ask some children to read out their questions and answers.

Lesson Three Grammar and Song

1 Speaking Ask and answer.

	a calculator	a dictionary	a PE kit	a computer	an apron
MONDAY					
	computer	art	PE	English	maths
	English	maths	PE	art	computer

When did Katie have an English lesson? At one o'clock.

What did Katie use in her English lesson? Her dictionary.

2 Write two questions and answers.
What did Katie use in her English lesson? A dictionary.

3 Listen and sing. 130 **4 Sing and do.**

Did you have a good day?

Did you have a good day at school today?
Did you paint a picture at school today?
Did you play a new game at school today?
Did you have lots of fun?

Did you like your lessons at school today?
Did you help your teacher at school today?
Did you have a good day at school today?
Did you have lots of fun?

112 Unit 14 Did you have a good day?

Optional activity

- Ask children to write sentences about their school day yesterday (or last week if this is the first day of the week).
- Children should write sentences about two lessons that they had (and that they know in English) and two things they used in these lessons.

3 Listen and sing. 130

- Ask children to look at the song pictures. Ask *What are the children doing? (painting a picture, playing a game, helping the teacher, having a lesson / listening to the teacher).*
- Play the recording for children to listen and point to the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

4 Sing and do. 130

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

Did you have a good day...? – clap your hands
Did you paint a picture...? – mime painting
Did you play a new game...? – mime throwing a ball
Did you have lots of fun? – wave your arms in the air
Did you like your lessons...? – mime opening a notebook
Did you help your teacher...? – mime carrying the books

Further practice

Workbook page 104

Online Practice • Unit 14 • Grammar and Song

Lesson Four CB page 113

Phonics

Learning outcomes

- To pronounce the sound /u:/
- To associate the sound /u:/ with the letters oo, ue, and u_e in words
- To identify the sound /u:/ in a chant

Language

- Core: moon, boot, blue, glue, tune, tube
- Extra: flute

Materials

CD 124, 131–132; Phonics cards 33–34 (moon, blue)

Warmer 124

- Point to your nose and ask *What's this?* Then point to your elbow and say the word. Write the words *nose* and *elbow* on the board, underlining the letters *o_e* and *ow*.
- Mime washing your hands with soap and ask *What's this?* Write the word *soap* on the board, underlining the letters *oa*.
- Ask children if they can remember the sound from the last phonics lesson (/əʊ/). Play the chant from page 107 to revise the /əʊ/ sound.

Lead-in

- Mime playing a flute and remind children of the word *flute*.
- Say *I'm playing a flute* and write the word on the board, underlining the letters *u_e*.
- Hold up the phonics cards for *moon* and *blue*, saying the words several times for children to repeat.
- Put the phonics cards on the board. Point to the phonics cards and the word *flute* (or mime *flute*) at random for children to repeat several times.

1 Listen, point and repeat. 131

- Ask children to look at the words and pictures in their Class Books. Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through (more than once if necessary) for children to point and repeat again.
- Check that children understand the illustrations for *tune*, *tube*, and *glue*.

Transcript

Listen and point.

moon, boot, blue, glue, tune, tube

Listen and repeat.

moon, boot, blue, glue, tune, tube

2 Listen and chant. 132

- Ask children to look at the picture. Ask *What has the boy got? (a flute), What can you see on the table? (glue and tubes), What can you see in the sky? (the moon).*
- Play the recording for children to listen to the chant.

Lesson Four Phonics

1 Listen, point and repeat.

moon

boot

blue

glue

tune

tube

2 Listen and chant.

It's Tuesday night,
And I'm not at school,
I've got glue and tubes,
And paint that's blue.

I make a toy flute,
I look up at the moon,
It's a hot June night,
And I play a tune.

3 Read the chant again. Circle the words with oo, ue and u_e.

4 Match and write.

1 glue

3

5

oo

ue

u_e

2

4

6

Long vowel sound u Unit 14 113

- Play the chant again, stopping the CD after each line for children to repeat.
- Play the chant once more for children to join in and follow in their books.

3 Read the chant again. Circle the words with oo, ue and u_e.

- Write the letters *oo*, *ue*, and *u_e* in different places on the board or put them on pieces of paper around the room.
- Focus attention on the word *school* in the chant and ask children to point to the correct letters on the board.
- Ask children to find and circle the other words with *oo*, *ue*, and *u_e* in the chant.
- Go through the answers with the class.

ANSWERS

Tuesday, school, glue, tubes, blue, flute, moon, June, tune

4 Match and write.

- Ask children to look at the first picture. Ask *What's this? (glue).*
- Tell children they have to write the words and then match them with the letters that make the sound /u:/.
- Children do the rest of the exercise individually.
- Go through the answers with the class, asking children to say the words and point to the correct letters on the board.

ANSWERS

1 glue, ue 2 tube, u_e 3 moon, oo 4 blue, ue
5 tune, u_e 6 boot, oo

Further practice

Workbook page 105

Student Website • Unit 14 • Phonics

Online Practice • Unit 14 • Phonics

Skills Time!

Skills development

Reading: read and understand a school magazine article about a camping trip; read for specific information

Language

Core: *tent, sleeping bag, frying pan, matches, rope, torch*

Recycled: vocabulary and structures seen previously

Extra: *Year 8, camping, trip, wood, warm, dark, noise, stick*

Materials

CD 130, 133–134; *Camping things* flashcards 195–200

Warmer 130

- Sing *Did you have a good day?* from Class Book page 112.
- You might like to ask children to remember the actions for the song or think of new ones.

Lead-in

- Hold up the flashcard for *tent* and model the word for children to repeat.
- Ask children *What do we use a tent for? (camping, sleeping)*. Ask children if they go / like camping if this is appropriate in your country.
- Use flashcards 196–200 to introduce the other camping things, modelling each word for children to repeat.
- Hold the flashcards up in a different order and repeat.
- Show the children flashcards at random and ask them to call out the word.

1 Listen, point and repeat. 133

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

tent, sleeping bag, frying pan, matches, rope, torch
frying pan, rope, matches, tent, torch, sleeping bag

Listen and repeat.

tent, sleeping bag, frying pan, matches, rope, torch

Optional activity

- Play *What's the picture?* with children to practise the new words (see page 25). Children can use mime as well if they are having difficulty in drawing the items.

2 Describe what you can see in the pictures below.

- Ask children to look at the title of the text and the pictures. Ask children what kind of text it is (*a magazine article / an interview*) and what it's about (*a camping trip*).
- Ask *What are the children doing?* Elicit *They're sitting next to a fire. / They're cooking. / They're fishing.*

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 133



2 Describe what you can see in the pictures below. 3 Listen and read. 134

School Camping Trip

Last month, twenty students from Year 8 were on the school camping trip. TOM WALTERS tells us all about it.

Where did you stay?
We stayed in tents near a river. It was fun!

Did you have lessons?
No, we didn't, but we fished every day and we learned how to make a bridge over the river, too. We used rope and wood.

Was it cold at night?
No, it wasn't. We had warm sleeping bags. It was very dark, but we had torches. One night, there was a noise outside. We were scared, but when we looked outside, there was only a cat.

What did you eat?
We cooked food in frying pans on a fire. Sometimes we cooked the fish from the river! One day, it rained and our matches were wet. So we started a fire with two sticks!



4 Read again and answer the questions.

1 Did the children stay in tents? Yes. 2 Did the children use rope to make a bridge? _____

3 Did the children stay near a beach? _____ 4 Did the children cook in a kitchen? _____

5 Did the children have lessons? _____ 6 Did it rain? _____

114 Unit 14 Camping things Reading: an interview

- Ask *Where did they sleep? What did they eat?* Write children's answers on the board.

3 Listen and read. 134

- Play the recording. Children follow the text in their books.
- Check the answers to the questions you asked before children read the text, then check that children understand the words *warm, dark, and noise*.
- Play the recording a second time and ask children to circle the words from Exercise 1 in the text (all are in the text).

4 Read again and answer the questions.

- Explain that children are going to answer questions about the text. Look at the first question with the class.
- Allow time for children to read the text again and answer the other questions individually.
- Ask more comprehension questions, e.g. *What did they do every day? Were they cold at night? What happened one night? Did they start a fire? Did they use matches?*

ANSWERS

- 1 Yes. 2 Yes. 3 No. (They stayed near a river.)
 4 No. (They cooked on a fire.) 5 No. (But they fished every day and learned to make a bridge.) 6 Yes.

Further practice

Workbook page 106

Extra writing worksheet, Unit 14, Teacher's Resource Centre

Online Practice • Unit 14 • Reading

Skills Time!

Skills development

Listening: understand a sequence of events
 Speaking: ask and answer questions about past events: a boy's week.
 Writing: understand time words and order sentences with time words in; write about your school day (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *campsite*

Materials

CD 135; *Camping things* flashcards 195–200;
 Fluency DVD Unit 14 (optional)

Warmer

- Play *Freeze* (see page 25).

Lead-in

- Play *Listen, point and say* with the *Camping things* flashcards. Tell children to open their books and look at the pictures in Exercise 1. Ask *What camping things can you see?* (a tent, a frying pan, a sleeping bag).
- Ask children questions about the pictures, e.g. *Where is the boy? What game is he playing? What is the boy doing?*

1 Listen and write the numbers. 135

- Tell children they are going to hear a recording of a boy telling a girl about his camping trip. Children must listen and number the pictures in the order they hear them.
- Play the recording the whole way through for children to point to the correct answer.
- Play it again, pausing for children to write the numbers.
- Play the recording for children to check their answers.

Transcript

(See *Teacher's Book* page 140.)

ANSWERS

- 1 c (putting up a tent) 2 b (playing chess)
 3 e (cooking food on the camp fire)
 4 a (playing volleyball) 5 d (playing the guitar)

Culture note: Camping in Britain

Camping is a very popular activity in Britain. Families go camping in tents or in motor or towable caravans. There are thousands of campsites and caravan parks all around the country. Some campsites just provide a safe area for families to camp, while others have got places to eat and shop, or even an outdoor swimming pool.

Optional activity

- Children watch Fluency DVD Unit 14, speaking section.

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer questions about what the boy did last week, using the ideas in the box. Check understanding.
- Children do the exercise in pairs. They should ask and answer two or three questions each.
- Ask some pairs to ask and answer questions for the class.

3 Number the sentences in the correct order.

- Ask children to close their books. Write *first, then, next, and finally* on the board in random order.
- Ask children to try and guess the correct order of these words and write it in their notebooks. Children have seen these time words in Unit 6, but they will be unsure.
- Ask children to open their Class Books and check the order in the Writing box.
- Look at the Writing box and the example with the class and check that children understand the exercise.
- Let children do the exercise individually, then check answers. Ask children to read out the sentences in order.
- Write the sentences in the correct order on the board.

ANSWERS

- 1 C 2 D 3 A 4 B

Further practice

Workbook page 107 (children write about their school day)
 Fluency DVD • Skills Time! • Speaking • Unit 14
 Unit 14 test, Teacher's Resource Centre
 Student Website • Unit 14 • Listen at home • Track 56 (Words1),
 Track 57 (Words 2), Track 58 (Song), Track 59 (Phonics)
 Online Practice • Unit 14 • Listening, Speaking and Writing

Lesson One CB page 116

Words

Learning outcomes

- To identify different holiday things
- To understand a short story

Language

Core: *suitcase, sun cream, towel, soap, shampoo, hairbrush, toothbrush, toothpaste*

Extra: *I can't wait!*

Materials

CD 136–137; *Holiday things* flashcards 201–208

Warmer

- Play *Mime the word* with children to warm them up at the start of the lesson and revise some of the camping words.
- Mime this sequence of actions and say the phrases, for children to copy: *walk to the river, catch a fish, make a fire, cook the food, eat your dinner, open your tent, go to sleep.*
- Do the actions together with the class and then tell them they are going to do the actions alone.
- Call out the actions in sequence for children to mime, then call them out random.

Lead-in

- Write the word *holiday* on the board. Ask children *When are the holidays? Do you want to go to the beach? What do you like doing in the holidays?* Remind children of some of the activities that they know in English.
- Use flashcards 201–208 to elicit the holiday vocabulary. Hold the flashcards up and model any unknown words.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 136

- Play the first part of the recording for children to listen and point to the appropriate picture of holiday things.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

suitcase, sun cream, towel, soap, shampoo, hairbrush, toothbrush, toothpaste

shampoo, toothbrush, soap, hairbrush, toothpaste, towel, suitcase, sun cream

Listen and repeat.

suitcase, sun cream, towel, soap, shampoo, hairbrush, toothbrush, toothpaste

15 Our holiday!

Lesson One Words

1 Listen, point and repeat. 136


suitcase


sun cream


towel


soap


shampoo


hairbrush


toothbrush


toothpaste

2 Listen and read. 137

1



Amy I can't wait to start our holiday!
Dad Come on, Amy. Put your suitcase in the car.
Amy I'm not going to take a suitcase. I've got all my things in my backpack.
Mum Oh, Amy!

2



Dad Leo, your suitcase is very big. What have you got in it?
Leo My skateboard. I'm going to skateboard every day!
Mum Oh, Leo!

3



Max Can you help me with my suitcase, please?
Amy Oh! It's very heavy!
Max I know. Be careful!

4



Amy Look at all these books!
Mum I'm going to read them on our holiday.
Max Oh, Max. You haven't got any clothes in your suitcase. What are you going to wear?

116 Unit 15 Holiday things

2 Listen and read. 137

- Focus on the story. Talk about each frame with the class and ask questions, e.g. *Where are they? What is Dad doing? What has Holly / Amy got? Is Max's suitcase heavy?*
- Play the recording. Children to listen and follow.
- Ask comprehension questions, e.g. *Why is Leo's suitcase big? Has Max got any clothes in his suitcase?*
- Play the recording again. Children follow in their books.
- Ask children which word from Exercise 1 is in the story (*suitcase*).

Culture note: School and public holidays in Britain

The British school year is 39 weeks long. Children have six weeks' school holiday in the summer, from the middle of July until September. The rest of the year is divided into six half-terms, with one week's holiday between them in October, February, and May, and two weeks' holiday from December–January, and in April. Exact dates vary between schools and across the country.

Britain has fewer public holidays than most other countries in Europe. They are on the following days: New Year's Day, the Friday before and Monday after Easter, the first and last Monday in May, the last Monday in August, Christmas Day, and the day after Christmas (called Boxing Day).

Further practice

Workbook page 108

Student Website • Unit 15 • Words

Online Practice • Unit 15 • Words

Grammar

Learning outcomes

To understand the form and use of *be going to* affirmative, questions, and short answers to talk about future plans and intentions

To act out a story

Language

Core: *I'm going to skateboard every day. Are you going to swim in the sea? Yes, I am. / No, I'm not. He's going to play basketball tomorrow. Is she going to visit her cousins tomorrow? Yes, she is. / No, she isn't. We're going to have a great holiday. Are they going to swim in the sea? Yes, they are. / No, they aren't.*

Materials

CD 137; *Holiday things* flashcards 201–208

Warmer

- Play *A long sentence* with the Lesson 1 words (see page 25). Start with *I've got some things in my suitcase*, and ask a child to continue with *I've got* (an item from the flashcards).

Lead-in

- With books closed, ask questions about the story, e.g. *What did Leo / Max put in his suitcase? Who hasn't got a suitcase? Who hasn't got clothes in his suitcase?*

1 Listen to the story again and repeat. Act. 137

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play Amy, Dad, Mum, Leo, and Max.
- As a class decide on the actions for the story (see below).
- Play the recording a second time for children to mime the actions as they listen and say their character's lines.
- Let children practise acting out the story in groups, then ask one or two groups to act out the story at the front.

Story actions

Picture 1: Dad opens the car boot and reaches out for Amy's bag. Amy closes her bag and gives it to Dad.

Picture 2: Leo holds up a huge case. Dad points at it. Mum puts her hand on her head (she's worried).

Picture 3: Max and Amy carry a very heavy case. They drop it.

Picture 4: Amy laughs. Max looks worried. Mum points at the books on the ground.

2 Look and say.

- Ask children to close their books. Ask *Is Max going to skateboard on holiday?* Elicit *No*. Ask *Is he going to read books on holiday?* Elicit *Yes*.
- Ask further questions and elicit *yes* or *no* answers, e.g. *Is Leo going to read books / skateboard on holiday?*
- Ask children to turn to Class Book page 117. Focus on the picture in the *Let's learn!* box and ask two children to read out the speech bubbles. Ask *Who is going to swim in the sea? Who is going to read a book?*

Lesson Two Grammar

1 Listen to the story again and repeat. Act.
2 Look and say.

Let's learn!

I I'm going to skateboard every day.	Are you going to swim in the sea? Yes, I am. No, I'm not.	
He / She / It He's going to play basketball tomorrow.	Is she going to visit her cousins tomorrow? Yes, she is. No, she isn't.	
We / You / They We're going to have a great holiday.	Are they going to swim in the sea? Yes, they are. No, they aren't.	

We use these time words with *going to*: tomorrow, soon, later, next week / month / year

3 Read and circle.

- 1 We is / are going to go on holiday next week.
- 2 I m / re going to take my hairbrush on holiday.
- 3 Mum and Dad am / are going to buy soap and toothpaste tomorrow.
- 4 Jack is / are going to put sun cream on when he goes to the beach.

4 Write. 'm 's 're



She's going to make a cake.



They going to watch a DVD.



I going to wash the car.



It going to rain.

I'm going to read my book. Unit 15 117

- Read the first part of the *Let's learn!* table, under *I*, pausing after each sentence for children to repeat.
- Copy the first sentence and question onto the board and rub out the red letters. Ask what the missing letters are.
- Rub out the word *skateboard* in the first sentence and mime an action that children know to elicit new sentences, e.g. *fish, paint a picture, swim, ride a bike*.
- Read the rest of the table with children, pausing after each sentence or question for children to repeat it.
- Copy the sentences on the board. Rub out the red letters. Ask children to tell you what the missing letters are.
- Check understanding of the time phrases box.

3 Read and circle.

- Look at the example and check understanding. Let children do the exercise individually, then check answers.

ANSWERS

1 are 2 'm 3 are 4 is

4 Write.

- Look at the example and check that children understand they have to write the correct short form of *be*.

ANSWERS

1 's 2 're 3 'm 4 's

NOTE: Now go to Workbook page 134 for children to practise the grammar structure before doing Workbook page 109.

Further practice

Grammar Time, Workbook page 134

Workbook page 109

Student Website • Unit 15 • Grammar

Online Practice • Unit 15 • Grammar

Lesson Three CB page 118

Grammar and Song

Learning outcomes

- To ask and answer questions and write sentences about things people are going to take on holiday
- To use *going to* and holiday things in the context of a song

Language

Extra: *pack (v), go away, have a great time, swimsuit*

Materials

CD  138; *Holiday things* flashcards 201–208

Warmer

- Play *Freeze* (see page 25). Use general action verbs and also include some of the activities in the song, e.g. *pack my suitcase, take photos, swim, windsurf, waterski*.

Lead-in

- Play *Quick flash* to revise the holiday things words (see page 23).

1 Ask and answer.

- Ask children to open their Class Books and look at the pictures. Ask children to call out the things they can see in the suitcases. Write the words on the board.
- Introduce the word *swimsuit*.
- Ask two children to read the speech bubbles for the class.
- Ask children to find Emma, Katie, and Tom in the pictures, and circle the items in the speech bubbles.
- Let children do the exercise in pairs. They should ask one question about each child's suitcase.
- Ask some pairs to ask and answer questions for the class.

2 Write about a boy or a girl.

- Read the example with the children and ask them to tell you the other things in Alex's suitcase (*a camera and shampoo*).
- Ask children to choose another boy or girl and write about the things in his / her suitcase, using the example to help them.
- Ask some children to read out their sentences for the class.

Optional activity

- Tell children you are going to play a memory game. Ask children to look at the pictures for one minute then close their books.
- Ask children to read out their sentences from Exercise 2, saying *he* or *she*, but not mentioning the name.
- The rest of the class must remember or guess the name.

3 Listen and sing. 138

- Ask children to look at the song pictures. Ask *What is he going to do on holiday? (waterski, windsurf, swim, take a photo), What is he going to take? (a camera, toothpaste, a toothbrush, shampoo, a towel, sun cream)*.
- Play the recording for children to listen and point to the pictures in their books.

Lesson Three Grammar and Song

1 Speaking Ask and answer.

a camera some sun cream a towel a hat some soap some shampoo
a hairbrush a swimsuit a toothbrush some toothpaste



Emma: Is Emma going to take a camera? Yes, she is. Is Tom going to take some sun cream?
Alex: No, he isn't. Is Katie going to take a hairbrush? Yes, she is. Is ...?
Katie: Yes, she is. Is Tom going to take some sun cream?
Tom: No, he isn't. Is Katie going to take a hairbrush? Yes, she is. Is ...?

2 Write about a boy or a girl.
Alex is going to take a towel on holiday. He's ...

3 Listen and sing.  138 **4 Sing and do.**

I'm going to pack my suitcase

I'm going to pack my suitcase,
I'm going to go away,
I'm going to have a great time,
I'm going on holiday!
I'm going to take some sun cream,
And also some shampoo.
I'm going to take my toothbrush,
And some toothpaste, too.
I'm going to take some photos,
I'm going to see the sea,
I'm going to swim and windsurf,
I'm going to waterski!



118 Unit 15 I'm going to pack my suitcase.

- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do. 138

- As a class decide on the actions for the song (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

pack my suitcase – mime packing a suitcase

go away – point into the distance

sun cream – mime putting sun cream on your face

shampoo – mime washing your hair or put your hands on your head if children's hair is covered

toothbrush – mime brushing your teeth

toothpaste – mime squeezing out the toothpaste

take some photos – mime taking a picture

swim and windsurf – mime swimming

waterski – hold your arms out in front of you

Further practice

Workbook page 110

Online Practice • Unit 15 • Grammar and Song

Lesson Four CB page 119

Phonics

Learning outcomes

- To pronounce the sound /u/
- To associate the sound /u/ with the letters oo in words
- To identify words containing the sound /u/ in a chant

Language

Core: *book, wool, wood, hood, cook*

Extra: *feel*

Materials

CD 132, 139–141; Phonics cards 35–36 (book, cook)

Warmer 132

- Mime the action of playing a flute. Ask *Am I playing a guitar?* Elicit *No*. Ask *What am I playing?* Elicit *You're playing a flute*. Tell children you're playing a tune on your flute and write the words *tune* and *flute* on the board. Underline *u_e*.
- Ask children to remember what sound they studied in the last phonics lesson (/u:/). Ask if they can remember any more words with the /u:/ sound and give clues, e.g. point at something blue or a bottle of glue, draw a moon and a boot on the board.
- Write the words that children remember on the board, then underline the letters that make the /u:/ sound. You may ask children to come up and underline the letters.
- Play the chant from Class Book page 113.

Lead-in

- Hold up the phonics cards for *book* and *cook*. Ask *What's this?* Say *book* and *cook* several times for children to repeat.
- Divide the class into books and cooks. Ask children to stand up and say their word when they see the picture.
- Hold up the phonics cards alternately. Children stand up and say their words. Increase the pace as you repeat.

1 Listen, point and repeat. 139

- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording for children to point and repeat again.
- Check that children understand the words *wool* and *hood* by miming wearing a hood and a wool scarf or gloves, and asking *What can you make from wool?*

Transcript

Listen and point.

book, wool, wood, hood, cook

Listen and repeat.

book, wool, wood, hood, cook

2 Listen and chant. 140

- Ask children to look at the picture. Ask *What is the girl reading? What is she wearing? (a coat with a hood) What is she sitting on? (some wood)*.
- Play the recording for children to listen to the chant.

Lesson Four Phonics

1 Listen, point and repeat. 139


book


wool


wood


hood


cook

2 Listen and chant. 140



It's a very cold day.
I've got a coat with a hood.
I've got my wool scarf.
And I'm feeling good.
I'm sitting on some wood.
I'm looking at my book.
The book's very good.
It tells me how to cook.

3 Read the chant again. Circle the words with oo.

4 Complete the words. Listen and check. 141


cook oo


book oo


hood oo


wool oo


wood oo

5 Write a word that rhymes.

 book _____

 hood _____

Words with oo Unit 15 119

- Play the chant again, pausing for children to repeat.
- Play the chant again. Children join in and follow.

3 Read the chant again. Circle the words with oo.

- Focus attention on the word *hood* in Exercise 1 and ask children to find it in the chant.
- Ask children to find and circle the other words with *oo* in the chant. They are not all from Exercise 1.

ANSWERS

hood, wool, good, wood, book x2, good, cook

4 Complete the words. Listen and check. 141

- Ask children to look at the first picture. Ask *What's this?*
- Ask children to look at the other pictures and write the letters to complete the words.
- Play the recording for children to check their answers.

ANSWERS

1 cook **2** book **3** hood **4** wool **5** wood

5 Write a word that rhymes.

- Draw a book on the board. Ask *What is it?* Ask *Does wool rhyme with book?* Elicit *No*.
- Ask children to look at the pictures and write the words that rhyme with *book* and *wood*.

ANSWERS

1 cook **2** hood

Further practice

Workbook page 111

Student Website • Unit 15 • Phonics

Online Practice • Unit 15 • Phonics

Skills Time!

Skills development

Reading: read and understand an email; read for specific information

Language

Core: tomorrow, later, tonight, this afternoon, soon, next week

Recycled: vocabulary and structures seen previously

Extra: *amusement park, rides, aquarium, sea creatures, seafood*

Materials

CD 138, 142–43

Warmer 138

- Sing the song *I'm going to pack my suitcase* from Class Book page 118 to refocus children on the topic of holidays after the phonics lesson.

Lead-in

- Ask *Are you going to have an English class this afternoon?* (if it's the morning) or *What classes do you have this afternoon?* (if it's the afternoon).
- Write *this afternoon* on the board.
- Ask the children to tell you what their next class is, or if this is the last class, what time they go home.
- Write *later* on the board. Say *Now, you're having an English class. Soon, you're going to* (whatever they're going to do). *What are you going to do later?*
- Ask the children similar questions to review or introduce the other target words, writing each word on the board, e.g. *What are you going to do tonight? What day is it tomorrow? Do you have an English class next week? Do the school holidays start soon?*
- Check that the children have understood the meanings of all the words.

1 Listen, point and repeat. 142

- Focus on the words in Exercise 1. Play the recording for the children to listen and point to the words, then listen and repeat the words, first chorally, then individually.

2 Look at the text. Where is William on holiday?

- Ask the children to look at the pictures and say what kind of text it is (*an email*) and what they think the email is about (*William's holiday*).
- Ask questions to help the children to make predictions about the text, e.g. *What places do you think William is visiting on his holiday? What do you think he has seen on his holiday?*
- Ask the children to quickly look through the text and find where William is on holiday (*Barcelona*).

3 Listen and read. 143

- Play the recording. Children follow the text in their books. Play it a second time and answer any questions.

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 142

tomorrow later tonight this afternoon soon next week

2 Look at the text. Where is William on holiday?

3 Listen and read. 143

Hi Dan,

How are you? I'm having a fantastic time in Barcelona! The weather here is great! It's very hot and sunny.

We went to the amusement park yesterday. I went on all the rides! It was brilliant!

This afternoon, we're going to visit the aquarium. There are lots of amazing sea creatures there. I can't wait to see the sharks! My sister is scared of sharks. She wants to see the penguins. Later, we're going to visit Barcelona Zoo and we're going to watch a dolphin show. I love dolphins!

We're going to have dinner in a restaurant tonight. I want to try seafood!

We're going to visit Montjuïc Castle tomorrow. Then we're going to the beach. My sister wants to windsurf and I want to swim in the sea.

We're going to fly home next week. I'm going to have lots more cool photos to show you!

See you soon.

Best wishes,
William



Tidababo Amusement Park



Barcelona Aquarium

4 Read again and write T (true) or F (false).

<p>1 William is in London. <u> </u> F</p> <p>3 William wants to swim in the sea tomorrow. <u> </u></p> <p>5 William's sister wants to see the sharks. <u> </u></p>	<p>2 William is going to visit the amusement park this afternoon. <u> </u></p> <p>4 William is going to watch dolphins this afternoon. <u> </u></p> <p>6 William's family are going to fly home next week. <u> </u></p>
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120 Unit 15 Time words Reading: an email

- Ask comprehension questions, e.g. *What is William going to do (this afternoon / later / tonight / tomorrow)?*

4 Read again and write T (true) or F (false).

- Read out the first sentence. Ask children to look at the email and find the sentence which gives them the answer (*I'm having a fantastic time in Barcelona!*). Show the children how *F* has been written as an example.
- Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the sentences and say whether each one is true or false. Ask children to say which sentences in the text gave them their answers.

ANSWERS

1 F 2 F 3 T 4 F 5 F 6 T

Optional activity

- Tell the children to close their Class Books. Write these phrases on the board: *fly home, visit the aquarium, eat seafood, swim in the sea, see a dolphin show, visit a castle.*
- Ask the children to write the things that William does in the correct order in their notebooks.
- After the children have written the activities in the correct order, ask them to open their Class Books and check their answers.

Further practice

Workbook page 112

Extra writing worksheet, Unit 15, Teacher's Resource Centre

Online Practice • Unit 15 • Reading

Skills Time!

Lesson objectives

- Listening: understand a conversation about a boy's holiday plans and listen for specific information
- Speaking: ask and answer questions about your plans for next week
- Writing: recognize phrases to start and end emails or letters; write an email (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *Dear... , Hi... , How are you?, Thanks for... , Write soon. See you soon. Bye for now. Take care. Love...*

Materials

- CD 144; paper and coloured pencils (optional);
- Fluency DVD Unit 12 (optional)

Warmer

- Play *Quickly, slowly* (see page 24).

Lead-in

- With children's books closed, hold up your copy of the book to show them the postcard from Lesson 5. Ask *Where is Lisa on holiday?* Elicit *She's in Spain.*
- Ask *What is she going to do on holiday?* Elicit as much information as children can remember, e.g. *She's going to windsurf / eat seafood / visit a museum / go shopping.*
- Ask children to open their Class Books at page 121 and look at the pictures in Exercise 1.
- Ask *What is the boy going to do?* and encourage children to make predictions. Don't correct children's predictions.

1 Listen and circle. 144

- Tell children they are going to hear a recording of Harry talking about his holiday plans. Ask *What's Harry going to do on Monday? (visit the zoo).*
- Play the recording the whole way through for children to find the correct activities in the table.
- Play the recording again, pausing for children to circle.
- Play the recording again. Children check their answers.

Transcript

(See Teacher's Book page 140.)

ANSWERS

Monday visit the zoo **Tuesday** ride my bike **Wednesday** help my dad **Thursday** watch TV **Friday** play football

Optional activity

- Children watch Fluency DVD Unit 15, speaking section.

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer questions about their plans for next week.
- Tell children to choose activities from the box when they answer.

Harry's holiday

Monday	Tuesday	Wednesday	Thursday	Friday
visit the zoo	help my dad	watch TV	watch TV	ride my bike
play football	ride my bike	help my dad	visit the zoo	play football

Speaking

ride my bike watch television visit family do my homework
 help my mum play football listen to music play with my friend
 read a book go to the park write an email have a music lesson

What are you going to do on Monday?
 I'm going to watch television.

What are you going to do on Tuesday?
 I'm going to do my homework.

Writing preparation

We use these phrases to start and end an email or letter.

Start	End
Dear ...	Write soon.
Hi ...	See you soon.
How are you?	Bye for now.
Thanks for your email.	Take care.
	Best wishes.

Check that your email or letter has clear paragraphs and correct punctuation before you send it.

3 Write S for comments at the Start or E for comments at the End.

1 Write soon.	<input type="checkbox"/> E
2 Dear Amy.	<input type="checkbox"/>
3 Thanks for your email.	<input type="checkbox"/>
4 How are you?	<input type="checkbox"/>
5 Hi Ben.	<input type="checkbox"/>
6 Take care.	<input type="checkbox"/>

Complete the writing task on page 113 of the Workbook.

- Check understanding, then let children do the exercise in pairs. Choose some pairs to ask and answer for the class.

3 Write S for comments at the Start or E for comments at the End.

- Read the information in the Writing box with children, pausing after each phrase for children to repeat it.
- Look at the example and check understanding, then let children do the exercise individually.

ANSWERS

1 E 2 S 3 S 4 S 5 S 6 E

Optional activity

- Ask children who their favourite character is in the story.
- Tell children they are going to draw their favourite character from the story and write three sentences about things that happened to him / her in the book.
- Tell children to look through the episodes of the story again and do this activity for homework.
- In the next lesson, ask children to read out their sentences and hold up their pictures.

Further practice

Workbook pages 113 (children write an email)
 Fluency DVD • Skills Time! • Speaking • Unit 15
 Writing skills worksheet, Units 13–15, Teacher's Resource Centre
 Writing portfolio, Units 13–15, Teacher's Resource Centre
 Unit 15 test, Teacher's Resource Centre
 Skills test 5, Teacher's Resource Centre
 Values 5 worksheets, Teacher's Resource Centre (if not covered previously)
 Student Website • Listen at home • Track 60 (Words 1), Track 61 (Words 2), Track 62 (Song), Track 63 (Phonics)
 Online Practice • Unit 15 • Listening, Speaking and Writing

Fluency Time! 5

Everyday English CB page 122

Learning outcomes

Learn some useful language for talking about holidays

Language

Where did you go?; Lucky you! What was it like?; I had a great time.; What was the best part?

Materials

CD 145–146; Fluency DVD Fluency Time! 5 (optional)

Warmer

- Tell the class they are going to learn some useful language for talking about holidays. Ask the children when they usually go on holiday, where they usually go and what they see / do / wear when they are on holiday.
- Pre-teach the words *go sightseeing* (looking at famous buildings / monuments / etc) and *souvenirs* (things you buy to remind you of your holiday). Ask children what you can see if you go sightseeing in their town or other famous places and what things they might buy as souvenirs from different places.
- Play *Simon Says* (see page 25) with holiday activities, e.g. *swim, sunbathe, take photos, build a sandcastle, eat an ice cream, go fishing, sail a boat, play volleyball.*

1 Listen, read and say. 145

- Focus on the pictures. Ask children to say where the people are (*at school*) and what they are doing (*talking about Anna's holiday*).
- Play the recording for children to listen and follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Invite pairs to act out the dialogue for the class.

2 Listen and circle. 146

- Show children the sentences and explain that they need to listen and decide which word/phrase is correct in each sentence.
- Play the first part of the recording and focus on the example.
- Play the recording for the children to listen and circle the correct words / phrases.
- Invite children to read out the sentences with the correct words/phrases.

Transcript

(See Teacher's Book page 140.)

ANSWERS

1 the beach 2 his cousins 3 exciting 4 snorkelling

Fluency Time! 5

Everyday English

1 Listen, read and say. 145

1

Tom: Where did you go on holiday?
Anna: I went to New York with my parents.
Tom: Wow! Lucky you! What was it like?
Anna: It was brilliant! I had a great time.

2

Tom: What was the best part?
Anna: We went sightseeing and shopping. We bought lots of souvenirs. Here!
Tom: Cool! Thanks, Anna!

2 Listening Listen and circle. 146

- Tom went to **the city / the mountains / the beach** on holiday.
- He went with **his cousins / his grandparents / his parents**.
- It was a **tiring / exciting / relaxing** holiday.
- The best part was **fishing / buying souvenirs / snorkelling**.

3 Speaking Talk with your friend.

beach

brilliant

go hiking / swimming / sightseeing

mountains

relaxing

buy souvenirs / ice creams

city

exciting

stay in a tent / hotel

Where did you go on holiday?
What was it like?
What was the best part?

I went to the mountains with my family.
It was very exciting!
We went hiking and we stayed in a tent.

122 Fluency Time! 5 Talking about holidays Watch the DVD!

3 Talk with your friend.

- Ask children to work in pairs to make some dialogues of their own.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose words from the boxes and act out more dialogues, as in the example.
- You can extend this activity by asking children to think about other places and activities, e.g. *countryside, lake, village; go sailing, go fishing, stay in a house / apartment, visit grandparents, walk in the woods*, and use these to make new dialogues.
- Monitor children's performance. Invite some pairs to act out their dialogues for the class.

Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 5 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

NOTE: if you like, you can ask the children to bring photos or pictures from magazines showing holiday activities to the next lesson in order to make their photo albums.

Further practice

Workbook page 114

Everyday English phrase bank, Workbook page 121

Fluency DVD • Fluency Time! 5

Online Practice • Fluency Time! 5

Learning outcomes

- To make a photo album
- To talk about holidays

Language

Where were you in this photo?; What did you do?; What was it like?; It was brilliant!

Materials

Fluency DVD Fluency Time! 5 (optional); Fluency Project 5 (Teacher's Resource Centre) (one template for each child); completed photo album; coloured pens / pencils / crayons and scissors for each group of children; holiday photos/pictures from magazines (optional)

1 Look at the story again. Act.

- Draw children's attention to the story in Exercise 1 on Class Book page 122. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 5 scenes 1–3. If you don't have time for the DVD, read the dialogue on Class Book page 122.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a photo album.

- See page 161 for detailed instructions on how to make the photo album.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a photo album*).
- Ask *What do you need to make the photo album?* to elicit *coloured pens, scissors*.
- Divide the class into groups. Give each child a copy of the photo album template (see Fluency Project 5, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons and scissors. If the children have brought holiday photos / pictures from magazines to class, ask them to show their photos/pictures to the class and say what activities each photo/picture shows.
- Use the pictures and instructions to talk children through the process of making their photo albums. Demonstrate with your own completed photo album and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's/Who's this? Where were you in this photo? What did you do (at the beach)?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw two or three 'photos' on a piece of paper and write captions under each 'photo'. If you like, you can ask the children to bring in some real photos or pictures from magazines to make their photo albums.

3 Ask and answer with your friend.

- Focus on the photo. Tell children they are going use their photo albums to make a dialogue in pairs.
- Ask two children to read out the example dialogue.

1 Look at the story again. Act.

2 Make a photo album.

3 Speaking Ask and answer with your friend.

4 Speaking Tell the class about your holiday.

Project: a photo album 123

- The children can then act out dialogues in pairs, taking turns to ask about the photos in their partner's photo album. Encourage the children to add language to their dialogues, e.g. *What were you wearing in this photo? What did you eat in the restaurant? Who did you go fishing with?*
- The children can swap pairs to act out dialogues with new partners.
- Invite some pairs to act out their dialogues for the class.

4 Tell the class about your holiday.

- Invite children to use their photo albums to tell the class about their holiday. They can read the questions to help them, or you can ask the questions to prompt them.

Watch the DVD!

- Play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the Fluency Time! 5 lessons.
- Play Fluency DVD Fluency Time! 5 Talk to Tom and friends! for children to answer the questions.

Review 5 CB pages 124–125, WB pages 116–117

Review pages answer key, TB page 141

Further practice

- Workbook page 115
- Writing portfolio worksheet, Units 13–15, Teacher's Resource Centre
- Fluency Time! 5 test, Teacher's Resource Centre
- Progress test 5, Teacher's Resource Centre
- Fluency DVD • Fluency Time! 5
- Online Practice • Fluency Time! 5
- Online Practice • Review 5

The United Kingdom

Culture

CB pages 130–131

Learning outcomes

To learn about the United Kingdom

To write about your country

Language

Vocabulary: *capital city, modern, almost, nearly*

Grammar: *(not) as ... as*

Materials

CD 150

Warmer

- Tell children they are going to learn about the United Kingdom. Ask them what we usually call the United Kingdom (the UK).
- Ask children what they know about the UK, e.g. famous cities, or colours in the flag. Write their ideas on the board.
- Ask the children to look at the pictures in the Class Book and predict what they are going to learn about the UK.

Culture note: The United Kingdom

The United Kingdom is a group of islands in northwest Europe. The country is made up of four nations: England, Wales, Scotland, and Northern Ireland. England, Wales, and Scotland also make up Great Britain. England, Scotland, Wales and Ireland were once four separate nations (though most of Ireland is now independent). The UK was formed on 1 January 1801. The official name of the UK is the "United Kingdom of Great Britain and Northern Ireland". The Union Flag, also known as the Union Jack, symbolises the union of the countries of the UK. It is made up of the individual flags of England, Scotland and Ireland. People in the UK are called British, but they have different nationalities.

1 Listen, read and find the countries on the map. 150

- Focus on the pictures. Ask children to say which country the map shows and what kinds of buildings they think the photos show.
- Use the pictures to revise / pre-teach the words: *stadium, palace, tower, castle*.
- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording again, pausing if necessary, for children to find the countries on the map.

2 Read again. Correct the sentences.

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the information which tells them where Cameron is from. (*My name's Cameron. I'm from Scotland.*). Show children the example.

- Tell the children to write the correct sentences in their notebooks. Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the corrected sentences.

ANSWERS

- 1 Cameron is from Scotland.
- 2 The flag of the UK is red, white and blue.
- 3 The Millennium Centre is in Wales.
- 4 Belfast isn't as big as London.
- 5 The Tower of London is nearly 1,000 years old.

3 Talk about the places.

- Point to the text and ask *Is London bigger than Belfast?* The children look at the text and find the answer (*Yes*). Say *Belfast isn't as big as London*. Write this on the board.
- Say more sentences based on the information in the text, e.g. *London isn't as small as Belfast. Princes Street is almost as long as the Royal Mile*.
- Ask children to look at the grammar box at the top of the page. Write the example sentences on the board. Explain that we use *as ... as* to say that two things are the same in some way and *not as ... as* to say that two things are different in some way. Ask children to read out the sentences, then find other examples of *(not) as ... as*.
- Ask the children to work in pairs and find ways in which they are the same as / different to their partners, e.g. age, height, hair length, then report back to the class using *(not) as ... as*.
- Ask children to talk about other children in the class, or places in their own town / country using *(not) as ... as*.
- Ask children to look at the prompts in Activity 3. Invite a pair of children to read out the example, then allow the children time to talk in pairs, using the prompts to make more sentences about the UK with *(not) as ... as*.
- Invite some children to say sentences to the class.

ANSWERS

- Belfast isn't as big as London.*
Buckingham Palace isn't as old as the Tower of London.
The Royal Mile is as long as Princes Street.
The Millennium Stadium isn't as modern as the Millennium Centre.
Belfast Castle isn't as new as the Millennium Stadium.

4 Draw your flag. Write.

- Read out the example text. Ask *Where are you from? What's the capital city of your country? What's a famous building / street in the capital city?*
- Children draw a picture of their country's flag and write a short text about their country's capital city. Move around the class as children work and help if necessary.
- Invite children to read out their texts to the class. You can also display their work around the classroom.

Further practice

Workbook page 118

Online Practice • Culture • The United Kingdom

Sports events

Culture CB pages 132–133

Learning outcomes

To learn about sports events in the UK

To write about a sports event

Language

Vocabulary: *tournament, matches, fans, score, goal, rowing race, rowers, warm up*

Grammar: adverbs of manner

Materials

CD  151

Warmer

- Tell children they are going to learn about sports events in the UK.
- Ask children what words they already know for sports. Write their answers on the board.
- Play *Bingo* (See page 25) with the words on the board.

Culture note: Sports in the UK

Sports are an important part of life in the UK. Many British people enjoy taking part in sports or watching sports events in stadiums or on television. Some of the world's most famous sports started in the UK, including cricket, football, lawn tennis, golf and rugby. England's national sport is cricket. People usually play cricket on Sundays between April and August. Most villages in England have a village green and a cricket club. However, these days, football is the most popular sport in the UK. Some of the UK's football teams are world famous, such as Manchester United, Arsenal and Liverpool.

1 Read, guess and circle the correct words. Then listen and check your answers. 151

- Focus on the pictures. Ask children to say what sports they can see and what the people are doing / wearing.
- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording again, pausing to explain the meanings of any new words.

ANSWERS

1 white 2 balls 3 teams 4 year 5 first 6 horse

2 Read again. Write T (true) or F (false).

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the sentence which gives them the answer (*Wimbledon is the oldest tennis tournament in the world.*). Show how *F* has been written as an example.
- Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the sentences and say whether each one is true or false. Ask children to say which sentences in the text gave them their answers.

ANSWERS

1 F 2 F 3 T 4 F 5 F

3 Talk about the people.

- Say sentences about the people in the photos, e.g. *She's smiling happily. They're riding quickly.* Ask children to point to the correct people,
- Ask children to look at the grammar box. Write the example sentences on the board and ask children to say which words show how people do things. Explain that we use adverbs of manner to show how people do things.
- Write adjectives on the board (*happy, sad, quick, slow, etc.*). Ask children to say the adverbs of manner for each adjective.
- Write sentences on the board, such as *I'm happy. I'm smiling.* Ask children to make new sentences using adverbs of manner, e.g. *I'm smiling happily.*
- Tell children to look at the prompts and point to the correct people in the main text.
- Invite a pair of children to read out the example exchange.
- The children use the prompts and the words in the box to ask and answer questions using adverbs of manner.
- Move around the class and monitor children's performance. Invite some children to ask and answer questions in front of the class.

4 Write. Draw a picture.

- Read out the example text. Ask *What other famous sports events do you know about? When/Where does the event take place? What do people do there?*
- If appropriate, this would be a good opportunity to encourage cultural comparison. Ask children to think about famous sports events in their country or other countries they know. Ask *What's the same as the UK? What's different?*
- The children draw a picture of a famous sports event and write a short text about it. Move around the class as children work and help if necessary.
- Invite children to read out their texts to the class. You can also display their work around the classroom.

Further practice

Workbook page 119

Online Practice • Culture • Sports Events

Clothes

Culture

CB pages 134–135

Learning outcomes

To learn about clothes in the UK

To write about your clothes

Language

Vocabulary: *uniform, tie, top, tracksuits, trainers, smart, casual, costumes, dress up*

Grammar: infinitives of purpose

Materials

CD 152

Warmer

- Tell children they are going to learn about clothes.
- Ask children what words they know for clothes. Write their answers on the board.

Culture note: clothes in the UK

People in the UK wear much the same kinds of clothes as people in any other western society. They often wear smart clothes such as business suits for work, casual clothes for relaxing at home, and smarter clothes for going out. In the winter, people need warm coats, and they often need waterproof jackets, too. Britain is a multi-cultural society, so some people wear the traditional clothes of their culture. Most children in the UK wear a uniform to go to school. Some school uniforms are very smart and others are more casual. Children usually wear comfortable, casual clothes in their free time, but they might wear smarter clothes to go to a party or special event.

1 Listen and read. Write the numbers. 152

- Focus on the pictures. Ask children to say what the children in the pictures are wearing.
- Use the pictures to revise / pre-teach the words: *uniform, tie, top, tracksuits, trainers, smart, casual*.
- Play the recording for children to listen and follow the text in their Class Books. Explain the meanings of any new words.
- Play the recording again for the children to listen and write the numbers next to the correct photos.

ANSWERS

a 4 b 1 c 3 d 2

2 Read again. Complete the sentences with the words in the box.

- Read out the first sentence. Ask children to look at the text and the photos in Exercise 1 and find the information which gives them the answer.
- Ask children to complete the remaining sentences in their books.
- Invite children to read out the sentences with the correct words.

ANSWERS

1 tie 2 shirt 3 skirts 4 tracksuits 5 jeans

3 Talk about the children in Exercise 1.

- Ask questions about the first section of the text, e.g. *What does Robbie wear to go to school? What does he wear to keep warm?* Encourage children to answer using the information in the text.
 - Ask children to look at the grammar box. Write the example sentences on the board. Explain that we use infinitives of purpose to say why we do things.
 - Ask children questions about their clothes, e.g. *What do you wear to go to school / relax at home / play football / go to parties?* Encourage them to answer using full sentences with infinitives of purpose, e.g. *I wear a uniform to go to school.*
 - Write the phrases *go to the park / go out in the rain / play in the snow / do sports / play on the beach* on the board. Ask the children to write a true sentence about themselves with each phrase. The children write their sentences in their notebooks using infinitives of purpose.
 - The children then ask and answer questions in pairs, using the phrases on the board, e.g.
A: What do you wear to go to the park?
B: I wear jeans and a T-shirt to go to the park. What do you wear to ...?.
 - Alternatively, you can divide the class into two teams and invite children from each team in turn to ask a question to the other team. Award one point for each grammatically correct answer.
 - Tell children to look at the words in the box in Exercise 3. Explain that they need to use these words and infinitives of purpose to ask and answer about the children in the main text.
 - Invite a pair of children to read out the example exchange.
 - The children ask and answer in pairs. Move around the class and monitor children's performance.
 - Invite some pairs to ask and answer questions in front of the class.
- ### 4 Write. Draw a picture.
- Read out the example text. Ask *What clothes do you like to wear? What do you wear to go to school / relax at home / play with your friends / visit your grandparents / go out with your family / do sports?*
 - The children draw a picture of themselves and write a short text about the clothes they wear on different occasions. Move around the class as children work and help if necessary.
 - Invite children to read out their texts to the class. You can also display their work around the classroom.

Further practice

Workbook page 120

Online Practice • Culture • Clothes

Extensive reading

Family

CB pages 30–31

Learning outcomes

To read a story and a factual text independently

To read and work out meaning through context

Language

bowl, busy, cave, chance, character, chicken, exercise, feed, furniture, grow, honey, hunt (v), island, look (after), mattress, nature, novel, paper, pick, seed, ship, son, such as, survive, tool

Materials

CD 34–35

Warmer

- Play *Jump!* (see page 24) to energize the class at the start of the lesson.

1 Look at the text. Where are the people? What are they doing?

- Ask children to look at the picture. Ask *Where are the people? What are they doing?* Ask questions and encourage children to make predictions about the text.
- Elicit and model new vocabulary where necessary.

2 Listen and read. 34

- Play the recording. Children follow the text in their Class Books. Listening to the text is a useful way to expose the children to English pronunciation and intonation. However, if you prefer to have the children read silently at this stage, you do not have to use the recording.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

3 Write T (true) or F (false).

- Ask children to read the story silently. Encourage them to work out unknown words from the context.
- Explain that they are going to read sentences about the story and decide if they are true or false.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 F 2 F 3 T 4 T

4 Look at the texts. Where do you think the children are from? What do you think they do every day?

- Ask children to look at the texts. Ask *Where do you think the children are from? What do you think they do every day?* Ask questions and encourage children to make predictions about the text.
- Elicit and model new vocabulary where necessary.

5 Listen and read. 35

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

6 Answer the questions.

- Ask children to read the text again silently.
- Then ask the questions in turn. Give children a minute to check the text if necessary.
- Go through the answers with the class.

ANSWERS

1 two 2 walks 3 Children's own answers
4 Children's own answers

Animals

CB pages 54–55

Learning outcomes

To read a story and a factual text independently

To read and work out meaning through context

Language

afraid, attack, baby, bush, care for, diary, dry, enclosure, escape, explore, fan, fierce, fight (v), gentle, gorilla, grass, group, hide, human, hurt, instead of, item, keeper, leopard, meet, melon, pick up, playful, polar bear, protect, proud, pup, respect, rock, sharp, snowflake, soft toy, species, spend time, sweet (adj), village, while

Materials

CD 62–63

Warmer

- Play *Can you see?* (see page 23) using the Zoo animals flashcards to energize the class at the start of the lesson.

1 Look at the picture. What is the wolf doing?

- Ask children to look at the picture. Ask questions and encourage children to make predictions about the text.

2 Listen and read. 62

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

3 Match the sentence halves.

- Ask children to read the story silently. Encourage them to work out unknown words from the context.
- Discuss the story with the class and check comprehension, e.g. *What does the pup do as he grows older?*
- Explain that they have to match the two halves of each sentence. Go through the answers with the class.

ANSWERS

1 c 2 b 3 a 4 d

Culture note: *White Fang*

White Fang is a novel by the American author Jack London (1876-1916), published in 1906. It is told from the perspective of a wild wolf as it becomes a domestic animal. London was a popular novelist who often wrote about animals and their interaction with humans. His most famous novel is *The Call of the Wild*.

4 Look at the picture. Where are the tigers?

- Ask children to look at the picture. Ask questions and encourage children to make predictions about the text.

5 Listen and read.  63

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

6 Write T (true) or F (false).

- Ask children to read the text silently. Encourage them to work out unknown words from the context.
- Discuss the text with the class and ask comprehension questions, e.g. *What is the tiger trail?*
- Explain that they are going to read sentences about the text and decide if they are true or false.

ANSWERS

1 F 2 T 3 F 4 T

Food

CB pages 78–79

Learning outcomes

To read a fable and a factual text independently

To read and work out meaning through context

Language

ask, boil, bunch, cabbage, citrus, delicious, disappointed, drop, fill, food, garlic, herbs, lime, meal, minced meat, mixture, national, parcel, plan, popular, raw, ready, recipe, seaweed, serve, shellfish, similar, sliced, smell (v), soup, square (n), tasty, traditional, traveller, trust, vine leaves, wrap

MaterialsCD  90–91**Warmer**

- Play *True or False?* (see page 52) using the *Food* flashcards to energize the class at the start of the lesson.

1 Look at the picture. What are the people doing?

- Ask children to look at the picture. Ask *What are the people doing?* Ask questions and encourage children to make predictions about the text.
- Elicit and model new vocabulary where necessary.

2 Listen and read.  90

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

3 Answer the questions.

- Ask children to read the story silently. Encourage them to work out unknown words from the context.
- Discuss the story with the class and ask questions to check comprehension, e.g. *Why did the villagers not want to share their food with the travellers? What did the travellers put in the pot of water?*
- Then ask the questions in turn. Give children a minute to check the text if necessary.
- Go through the answers with the class.

ANSWERS

1 for some food 2 because the villagers didn't want to share their food 3 meat 4 herbs

4 Look at the pictures. Where do you think these dishes are from?

- Ask children to look at the picture. Ask *Where do you think these dishes are from?* Ask questions and encourage children to make predictions about the text.

5 Listen and read.  91

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

6 Answer the questions.

- Ask children to discuss the questions with a friend or in small groups.
- Go through the answers with the class.

ANSWERS

1 tomatoes, onions, cucumber and yogurt 2 rice, coconut milk, brown sugar, mango 3 Children's own answers 4 Children's own answers

Transport CB pages 102–103

Learning outcomes

- To read a story and a factual text independently
- To read and work out meaning through context

Language

afford, amount, appear, argue, choice, controls (n), developer, direction, distance, engine, ethanol, expect, expensive, foolish, fuel, garage, kick, motor car, noise, normal, petrol, price, promise (v), serious, single, speed, stables, terrible, vehicle

Materials

CD  118–119

Warmer

- Play *What's missing?* (see page 23) using the Transport flashcards to energize the class.

1 Look at the picture. What are the men doing?

- Focus attention on the pictures. Ask the children to say how many people they can see in the pictures and what the men are doing in each picture (*travelling by train / riding an elephant*).

2 Listen and read. 118

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.
- Ask comprehension questions, e.g. *Where were Fogg and Passepartout travelling from/to? Why did they have to get off the train? How did they continue their journey?*

3 Tick (✓) or cross (X).

- Read out the first sentence. Ask the children to look at the text and find the information which tells them whether the sentence is correct or incorrect (*The man's name was Sir Francis Cromarty. He was English, but he lived in India*).
- Explain that if a sentence is correct, the children should put a tick in the box, but if it is incorrect, they should put a cross in the box.
- Move around the class as children complete the activity, helping if necessary.
- Check answers by inviting children to read out the sentences and say whether each sentence is correct or incorrect.

ANSWERS

1 X 2 ✓ 3 ✓ 4 X

4 Look at the pictures. What forms of transport can you see?

- Focus attention on the pictures. Ask children to say what forms of transport they can see (*a boat/canoe and a train*) and who is using each form of transport.

5 Listen and read. 119

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.

- Play the recording again and answer any questions the children have.
- Ask comprehension questions, e.g. *Where is (Diego) from? How does (Diego) go to school? How long does (Diego's) journey to school take?*

6 Write T (true) or F (false).

- Read out the first sentence. Ask children to look at the text and find the sentence which gives them the answer (*I go to school by canoe*). Tell the children to write *F* next to the sentence.
- Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the sentences and say whether each one is true or false. Ask children to say which sentences in the text gave them their answers.

ANSWERS

1 F 2 T 3 F 4 F

7 Ask and answer.

- Ask the questions to one or two children, then tell the children to discuss the questions in pairs. Invite some pairs of children to ask and answer the questions in front of the class.

School CB pages 126–127

Learning outcomes

- To read a story and a factual text independently
- To read and work out meaning through context

Language

competition, drops (n), during, enter, event, grasshopper, hill, hopeful, manners, nervous, pour, rehearsal, set (v), strapped to, three-legged, track, trophy, unfriendly, wild

Materials

CD  147–148

Warmer

- Play *A long sentence* (see page 25) using sentences such as *I'm going to take a book to school, I'm going to take a book and a pencil to school*.

1 Look at the picture. How do you think the people feel?

- Focus attention on the picture. Ask the children to say how many people they can see in the pictures and how they think the people feel (*nervous / excited*).

2 Listen and read. 147

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.
- Ask comprehension questions, e.g. *What are the Malory Towers books about? Who is the main character in the Malory Towers stories? Who are Darrell's new friends?*

3 Match the sentence halves.

- Read out the first sentence half. Ask the children to look at the text and find the information which tells them the second half of the sentence (*Darrell is very excited when the taxi arrives to take her and her mother to London*).
- Tell the children to write the correct letter (*d*) next to the first sentence half.
- Move around the class as children complete the activity, helping if necessary.
- Check answers by inviting children to read out the completed sentences.

ANSWERS

1 d 2 c 3 a 4 b

4 Look at the pictures. What school event do the pictures show?

- Ask children to look at the pictures. Ask questions and encourage children to make predictions about the text.

5 Listen and read. 🎧 148

- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording again and answer any questions the children have.
- Ask comprehension questions, e.g. *Where is (Emma) from? When is Sports Day in (Britain)? What do people do on Sports Day in (Japan)?*

6 Answer the questions.

- Read out the first question. Ask children to look at the text and find the information which gives them the answer (*In Japan, we have Sports Day in the autumn or spring, because the weather is cooler then. / It's too hot to run races in the summer in Japan.*). Tell the children to write their answers in their notebooks. Explain that some of the questions are for children to answer about themselves.
- Move around the class as children complete the activity, helping if necessary.
- Invite children to read out the questions and answers in pairs.

ANSWERS

- 1 Because it's cooler in the autumn.
- 2 Because the weather is warm and sunny then.
- 3 They practise their races and events.
- 4 Children's own answers.
- 5 Children's own answers

Fiction CB pages 128–129

Learning outcomes

- To read a story independently
- To read and work out meaning through context

Language

armour, decision, disc, earn, guard, jewel, lie (v), palace, pretend, soldier, swap, unkind, wax

Materials

CD 🎧 149

Warmer

- Play *Snap!* (see page 24) using the *Adjectives* flashcards to energize the class at the start of the lesson.

1 Look at the picture. What are the boys doing?

- Ask children to look at the picture. Ask *What are the boys doing?* Ask questions and encourage children to make predictions about the text.
- Elicit and model new vocabulary where necessary.

2 Listen and read. 🎧 149

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage children to work out unknown words from the context. Answer any questions, then play the recording again, or ask children to read out sentences from the text.

3 Write short answers.

- Ask the questions in turn. Give children a minute to check the text if necessary.
- Go through the answers with the class.

ANSWERS

- 1 No, he wasn't. 2 Yes, he was. 3 Yes, he did.
- 4 No, he wasn't. 5 No, he didn't. 6 No, he didn't.

4 Ask and answer.

- Ask children to discuss the questions with a friend or in small groups.
- Go through the answers with the class.

ANSWERS

- 1 Children's own answers 2 children's own answers
- 3 Children's own answers

Skills/Fluency Time! transcripts

Unit 1 TB page 35 14

- 1 Boy** Hello. What's your name?
Katie My name's Katie.
Boy How old are you, Katie?
Katie I'm eight.
- 2 Boy** When's your birthday?
Katie It's in spring.
Boy Which month?
Katie My birthday is in March.
- 3 Boy** Are you from the UK, Katie?
Katie No, I'm not.
Boy Where are you from?
Katie I'm from the USA, but my mum and dad are from Spain.
- 4 Boy** What's your favourite season?
Katie Well, I don't like winter. It's cold in winter! My favourite season is summer. It's hot in summer.

Unit 2 TB page 41 23

- 1 Girl** Look at this. It's a penfriend website.
Boy Oh, great! I want a penfriend.
Girl Look at number one. This is Ivan. He's from Russia. He likes playing football.
Boy I don't like playing football.
Girl Oh, OK.
- 2 Boy** Who is that girl – number two?
Girl Her name is Mai. She's from Thailand.
Boy What does she like doing?
Girl She likes cooking.
Boy Oh, I don't like cooking.
- 3 Girl** Number three is a boy. His name is Bruno. He's from Brazil.
Boy What does he like doing?
Girl He likes fishing.
Boy I like fishing too! Good! He can be my penfriend.
- 4 Girl** I want a penfriend, too.
Boy Well, look at this girl; number four. Her name's Tina. She's from Australia.
Girl What does she like doing?
Boy She likes playing chess. Do you like playing chess?
Girl Yes, I do! Tina can be my penfriend.
Boy Great!

Unit 3 TB page 47 31

- 1 Boy** The children in our class have got lots of collections.
Girl I know! Look! Jon has got a shell collection.
Boy How many shells has he got?
Girl He's got one hundred shells.
Boy Wow!
- 2 Boy** Has Lisa got a collection?
Girl Yes, she has. She's got a postcard collection.
Boy How many postcards has she got?
Girl She's got fifty postcards.

- 3 Boy** Have Tom and Emma got a collection?
Girl Yes, they have. They've got a sticker collection. Look.
Boy Wow! They've got eighty stickers!
Girl That's a great collection!
- 4 Boy** Has Jenny got a collection?
Girl Yes, she has. She's got a poster collection.
Boy How many posters has she got?
Girl She's got twenty posters.

Fluency Time! 1 TB page 48 33

- 1 Anna** Can we go home now, Mum? I don't like shopping.
Tom Neither do I. These bags are heavy!
Anna's Mum: OK. Let's go home. We're all tired!
- 2 Anna:** It's time for my favourite show! I love watching TV.
Tom So do I! This is a cool show.
- 3 Tom** Come on, Anna! It's time for our Art lesson.
Anna Great! I like painting. It's fun.
Tom I don't. Painting is boring. I prefer taking photos.
- 4 Anna** I've got PE today! I love doing gymnastics.
Tom So do I! It's my favourite sport!

Unit 4 TB page 55 43

- 1 Teacher** Do you like going to the beach, Jack?
Jack Yes, I do. The beach is beautiful.
Teacher What do you like doing at the beach?
Jack I like snorkelling. It's great!
- 2 Teacher** What do you like doing at the beach, Emma?
Emma I like waterskiing.
Teacher Oh. Is it dangerous?
Emma No, it isn't. It's very safe.
- 3 Teacher** What do you like doing at the beach, Tony?
Tony I like kayaking.
Teacher Oh! Is it difficult?
Tony Yes, but it's fun!
- 4 Teacher** What do you like doing at the beach, Katie?
Katie I like surfing. It's fun!
Teacher That's nice.
- 5 Teacher** What do you like doing at the beach, Billy?
Billy I like swimming.
Teacher Do you? I like swimming too!

Unit 5 TB page 61 51

- 1** Look at the tiger. It's eating. Look at the monkey. It's climbing.
- 2** The tiger is sleeping now. The monkey is eating a banana.
- 3** Look at the banana. It's falling! Oh no! The tiger isn't sleeping now.
- 4** The tiger is angry. It's watching the monkey. It wants to eat the monkey. The monkey is scared. It's running!

Unit 6 TB page 67 59

- 1 Boy** Do you get up early every day, Ellie?
Ellie Yes, I do. I live on a farm and there's lots of work to do.
Boy What time do you get up?
Ellie I get up at six o'clock!

- 2 Boy** Do you have breakfast with your family every morning?
Ellie Yes, I do. We have breakfast before we start work.
- 3 Ellie** After breakfast, I help my mum and dad on the farm.
Boy What do you do on the farm?
Ellie I feed the chickens.
- 4 Boy** Do you go to school, Ellie?
Ellie No, I don't. My house is a long way from the town, so I have my lessons at home. I use the Internet to talk to my teachers.
Boy Wow!
- 5 Boy** Do you go to bed early?
Ellie Yes, I do. My days are very busy, so I get very tired.
Boy What time do you go to bed?
Ellie I go to bed at eight o'clock.

Fluency Time! 2 61

- 1 Tom** Anna, where's your brother, Mike?
Anna Mike's in the sea. He's windsurfing.
Tom Is he good at windsurfing?
Anna No, he isn't. He's very bad at windsurfing. Look!
- 2 Tom** Is Mike good at art?
Anna Yes, he is. Art is his favourite subject. He's very good at painting pictures.
Tom That's cool.
- 3 Tom** What about music? Is Mike good at music?
Anna Not really. He can sing, but he's terrible at playing the guitar. Listen!
Tom Oh dear!
- 4 Tom** Is Mike good at sport?
Anna Well, he isn't very good at football, but he's very good at basketball.
Tom That's great. I'm quite good at basketball, too.

Unit 7 71

- 1 Girl** Do you like going to the cinema?
Boy Yes, I do!
Girl Do you ever go to the cinema?
Boy Yes, I sometimes go to the cinema with my dad.
- 2 Girl** Do you ever go to concerts?
Boy No, I don't. I never go to concerts, but I like music.
- 3 Girl** Do you like sports?
Boy Yes, I do. I like football and basketball.
Girl Do you ever go to the sports centre?
Boy Yes, I do. I go to the sports centre every Saturday.
- 4 Girl** Do you like reading?
Boy No, I don't.
Girl Do you ever go to the library?
Boy No, I don't. I never go to the library.
- 5 Girl** Do you ever go to the shopping mall?
Boy Yes, I do. I sometimes go to the shopping mall with my mum. It's boring!

Unit 8 79

- 1 Man** Hello. Can I help you?
Woman Yes, please. I'd like some potatoes.
Man OK. Here you are.
Woman Thank you.
- 2 Man** Hello. Can I help you?

- Woman** Yes, please. I'd like some meat.
Man Is this meat OK?
Woman Yes, that's fine. Thank you.
- 3 Man** Hello! What would you like?
Woman I'd like a melon, please.
Man Would you like this one?
Woman Yes, please. It looks very nice.
- 4 Man** Hello! What would you like?
Woman I'd like some onions, please.
Man OK. Here you are.
Woman Thank you!
- 5 Man** Hello. Can I help you?
Woman Oh, yes. I'd like a lemon, please.
Man OK – here you are.
Woman Thank you.

- 6 Man** What would you like?
Woman I'd like some bread, please!
Man This bread is very nice. Would you like it?
Woman Yes. Thank you very much.

Unit 9 87

- 1 Teacher** What's the biggest lake in Egypt?
Girl Is it Lake Nasser?
Teacher Yes, it is. What's the longest river in Egypt?
Boy The Nile.
Teacher Yes! What's the highest mountain in Egypt?
Girl Mount Catherine.
Teacher That's right.
- 2 Teacher** What's the biggest lake in Spain?
Boy Is it Lake Sanabria?
Teacher Yes, it is. What's the longest river in Spain?
Girl The Tagus.
Teacher That's right. What's the highest mountain in Spain?
Boy It's Mount Teide.
Teacher Yes!
- 3 Teacher** What's the biggest lake in Brazil?
Boy Is it Lake Patos?
Teacher Yes, it is. What's the longest river in Brazil?
Girl The Amazon.
Teacher That's right. What's the highest mountain in Brazil?
Boy Is it Fog Peak?
Teacher Yes, it is.
- 4 Teacher** What's the biggest lake in the UK?
Girl It's Loch Neagh.
Teacher That's right. What's the longest river in the UK?
Boy Oh, I don't know that.
Teacher The longest river in the UK is the Severn. What's the highest mountain in the UK?
Girl Is it Ben Nevis?
Teacher Yes, it is. Very good.

Fluency Time! 3 89

- 1 Girl** Excuse me. Can you help me, please?
Tom Yes, of course.
Girl Where's the library?
- 2 Tom** The library? It's next to the playground.
Girl Can you tell me the way to the playground, please?
Tom Sure. Turn left at the museum ...
- 3 Girl** OK ... Where's the museum?

Tom It's over there. It's next to the café.

Girl Oh yes! I can see it now.

- 4 Tom** So, turn right at the museum, go straight on, then turn left. The playground is on the right. You can't miss it.

Girl Great! Thanks very much!

Tom No problem.

Unit 10 TB page 95 99

- 1 Boy** This is a big library.

Dad Yes, it is.

Boy Wow! Look at all the books!

Dad Shh, Tom! You must be quiet in the library.

- 2 Boy** I want to find a book about space. Come on!

Dad Tom! You're running!

Boy Yes, I know.

Dad Stop! You mustn't run in the library.

- 3 Dad** What are you doing?

Boy I'm eating a sandwich.

Dad No! You mustn't eat in the library.

Boy Oh. But I'm hungry.

- 4 Dad** What's that?

Boy It's my mobile phone.

Dad Oh no. You can't use your mobile phone here. You must turn off your mobile phone in the library.

Boy OK. I'm turning it off.

- 5 Boy** Can we go home now?

Dad No, we can't. Look. The books are on the table.

Boy I know. I'm not reading them now.

Dad Well, you must put the books on the shelf.

Boy Oh, OK.

Unit 11 TB page 101 107

- 1 Girl:** What was the city of Petra like two thousand years ago? Was it a big city?

Man: Yes, it was. Petra was the capital city of the Nabateans. There were lots of people in Petra two thousand years ago.

- 2 Girl:** Was there a king and a queen at Petra?

Man: Oh yes. There was a royal family at Petra. It was a very important city. There was a king and there was a queen.

Girl: Wow!

- 3 Girl:** Was there a river in Petra?

Man: No, there wasn't. There wasn't much water in the desert. But the Nabateans were very clever. There were special ways to bring water to the city.

Girl: Oh!

- 4 Girl:** Were there shops in Petra?

Man: Yes, of course. There were lots of shops. The shops were along a large street. It was like the main street in our city.

Girl: Wow!

- 5 Girl:** Was there a hotel in Petra, too?

Man: No, there wasn't. But there was a big theatre.

Girl: Really? That's amazing!

Unit 12 TB page 107 115

- 1 Girl** Is this a photo of you when you were a boy, Grandpa?

Grandpa Yes, it is.

Girl Wow. You were good-looking.

Grandpa Ha ha. Thank you. I had brown hair then. My hair is white now.

- 2 Girl** Here's a picture of you on your bike.

Grandpa Oh, yes. I had a bike when I was a boy.

Girl It was a great bike.

Grandpa Yes, it was. My bike was blue. My sister had a bike, too. My sister's bike was red.

- 3 Girl** Oh, look. Is this a photo of your house?

Grandpa Yes, it is. This was my house when I was a boy.

Girl It's very nice.

Grandpa Yes. It was very small, but it was very nice.

- 4 Girl** I like your photos, Grandpa. You had lots of fun when you were a boy.

Grandpa Yes. They were good days. I was very cheerful then.

Girl You're cheerful now, too.

Grandpa Yes, I am.

Fluency Time! 4 TB page 108 117

- 1 Tom** Do you know Ben?

Anna Yes, I do. He's in my class at school.

Tom What's he like? He looks miserable.

Anna He isn't miserable. He's always very cheerful.

- 2 Tom** What about Lucy? Do you know her?

Anna Not really. I know that she goes to our school.

Tom She's in my class.

Anna Really? What's she like? She always looks worried.

Tom Oh, no. I think she's very relaxed.

- 3 Tom** I don't know Jenny. Do you know her?

Anna Yes, I do. She's my friend.

Tom I think she looks kind.

Anna She is kind. She's always very generous, too.

- 4 Tom** Is Tim in your class?

Anna No, he isn't. I don't know Tim. What's he like?

Tom He's nice, and I think he's very clever.

Anna Lucky Tim!

Unit 13 TB page 115 127

- 1 Man** Hello, Tom. How are you?

Tom Not great. I had a terrible day yesterday.

Man Why?

Tom Well, I had a maths lesson in the morning. The questions were very difficult and I didn't know the answers.

Man Oh dear.

- 2 Tom** I had an English lesson in the afternoon.

Man That's good. You like English.

Tom Yes, but I didn't have my homework, so the teacher was angry.

Man Oh no.

- 3 Tom** I played basketball with my friends in the park after school.

Man That's nice.

Tom It was nice, but then it started to rain. I was very wet and very cold.

Man Oh no!

- 4 Tom** I had lots of difficult homework yesterday, too.

Man Oh no.

Tom So I worked for three hours!

Man Poor Tom.

Unit 14 TB page 121 135

- 1 Girl** Tell me about your camping trip. Did you stay in tents?
Boy Yes, we did. We stayed in small tents on a campsite.
- 2 Girl** Did you have lessons on the camping trip?
Boy No, we didn't. We played games. We played chess and other games, too.
Girl Oh, that's nice.
- 3 Girl** Did you cook on a fire?
Boy Yes, we did. We cooked lots of nice food in a frying pan. It was great.
- 4 Girl** Did you do any sports?
Boy Yes, we did. We played volleyball.
Girl That's great. I love volleyball.
- 5 Girl** What did you do in the evenings?
Boy We played music. I had my guitar.
Girl Wow! Can you play the guitar?
Boy Yes, I can.

Unit 15 TB page 127 144

- 1 Woman** Hello, Harry. How are you?
Harry Great, thanks. It's the school holidays now.
Woman I know. What are you going to do this week?
Harry I'm going to visit the zoo on Monday. I love the zoo.
- 2 Woman** Are you going to ride your bike?
Harry Yes, I am. I'm going to ride my bike in the park on Tuesday.
- 3 Woman** What are you going to do on Wednesday?
Harry I'm going to help my dad on Wednesday. We're going to work in the garden.
Woman Oh, I see.
- 4 Woman** What are you going to do on Thursday?
Harry I'm going to watch TV on Thursday. There's a great film on TV.
Woman Oh, that's good.
- 5 Woman** And what are you going to do on Friday?
Harry On Friday I'm going to play football!
Woman That's nice. Have a great time.
Harry Thanks!

Fluency Time! 5 TB page 128 146

- 1 Anna** Where did you go on holiday, Tom? Did you go to the mountains?
Tom No, I didn't. That's boring.
Anna Did you go to the city?
Tom No, we didn't. We went to the beach.
- 2 Anna** Who did you go with? Your parents?
Tom No, they stayed at home this year.
Anna Oh! Did you go with grandma and grandpa?
Tom No, I didn't. I went with my aunt and uncle and my cousins from Australia. They're very nice.
- 3 Anna** What was it like? Was it a relaxing holiday?
Tom No, it wasn't very relaxing. We did lots of different things.
Anna Was it tiring?
Tom No. It was very exciting. I had a great time.
- 4 Anna** What was the best part?
Tom Oh ... there were lots of good parts ...
Anna Did you buy any souvenirs?
Tom No! I don't like shopping. But I went snorkelling and I saw lots of amazing fish! That was the best part. It was brilliant!
Anna Wow! Lucky you!

Review pages answer key

Review 1

Class Book pages 28–29

- 1 Complete the crossword.
1 autumn 2 postcards 3 computer 4 fishing
5 cooking 6 comics 7 spring 8 shopping
- 2 Write the correct words.
1 country 2 season 3 playing 4 so 5 Neither
6 taking 7 camera
- 3 Read and write *T* (true) or *F* (false).
1 F 2 T 3 T 4 F 5 T 6 F
- 4 Write.
1 likes, doesn't like
2 don't like, like
3 likes, doesn't like
4 doesn't like, likes
5 like, don't like
6 likes, doesn't like
- 5 Read and write the numbers.
1 c 2 d 3 a 4 b
- 6 Read and complete the words.
1 i_e 2 u_e 3 o_e 4 a_e 5 o_e

Review 2

Class Book pages 52–53

- 1 Complete the crossword.
1 monkey 2 penguin 3 scared 4 angry
5 snorkelling 6 surfing 7 funny 8 sailing
- 2 Write the correct words.
1 lizard 2 crocodile 3 flamingo 4 kangaroo
5 zebra 6 camel
- 3 Read and circle.
1 isn't 2 are 3 are 4 isn't 5 is 6 aren't
- 4 Match the questions with the answers.
1 d 2 c 3 a 4 f 5 b 6 e
- 5 Complete the text.
1 has 2 gets 3 brushes 4 catches
5 walks 6 plays
- 6 Read and complete the words.
1 aw 2 oi 3 or 4 aw 5 oy 6 oi

Review 3

Class Book pages 76–77

- 1 Complete the crossword.
1 concert 2 waterfall 3 mountain 4 playground
5 cafe 6 bread 7 river 8 lemon
- 2 Write the correct words.
1 swimming pool 2 shopping mall 3 cinema 4 café
5 library 6 sports centre
- 3 Complete the sentences.
1 sometimes 2 never 3 always 4 sometimes
5 always 6 never

- 4 Write.
1 some 2 an 3 some 4 a 5 some 6 a
- 5 Complete the sentences.
1 bigger 2 smallest 3 biggest 4 faster 5 fastest
- 6 Read and complete the words.
1 nt 2 lt 3 mp 4 nd 5 lt 6 ld

Review 4

Class Book pages 100–101

- 1 Complete the crossword.
1 cheerful 2 motorbike 3 helicopter 4 relaxed
5 tram 6 miserable 7 bus 8 plane
- 2 Write the correct words.
1 trees 2 fountain 3 grass 4 path 5 litter 6 bin
- 3 Write the correct words.
1 know 2 that 3 What's 4 think 5 like
6 looks
- 4 Write.
1 were 2 weren't 3 were 4 wasn't 5 were 6 was
- 5 Write.
1 had 2 didn't have 3 had 4 didn't have
5 had 6 didn't have
- 6 Read and complete the words.
1 ay 2 ai 3 a_e 4 a_e 5 ai 6 ay

Review 5

Class Book pages 124–125

- 1 Complete the crossword.
1 matches 2 calculator 3 paintbrush 4 soap
5 frying pan 6 rope 7 tent 8 apron
- 2 Write the correct words.
1 suitcase 2 towel 3 toothbrush 4 shampoo
5 hairbrush 6 sun cream
- 3 Read and circle.
1 didn't listen 2 didn't play 3 cooked 4 played
5 watched 6 listened
- 4 Write the answers.
1 No, they didn't. 2 Yes, she did. 3 Yes, they did.
4 Yes, he did. 5 No, it didn't. 6 No, they didn't.
- 5 Write.
1 're 2 're 3 'm 4 's 5 's 6 're
- 6 Read and complete the words.
1 oo 2 u_e 3 oo 4 ue 5 oo 6 u_e

Workbook answer key

Starter Unit

Page 4

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

family words:

mum, dad, grandma, grandpa, sister, brother, aunt, uncle, cousin

numbers:

one, two, three, four, five, six, seven, eight, nine

- 1 This is my sister.
- 2 This is my cousin.
- 3 This is my grandma.
- 4 This is my mum.
- 5 This is my dad.
- 6 This is my cousin.
- 7 This is my brother.
- 8 This is my uncle.
- 9 This is my aunt.
- 10 This is my grandpa.

Page 5

- 1 1 Giraffes 2 Cows 3 Hens
4 Horses
- 1 taller 2 bigger 3 smaller
4 bigger
- 1 were 2 was 3 were 4 were
5 was 6 was 7 was

Page 6

- 1 1 January
2 February
3 March
4 April
5 May
6 June
7 July
8 August
9 September
10 October
11 November
12 December
- 1 March 2 November 3 July
4 February 5 September 6 April
- 3 Children's own answers

Page 7

- 1 30 – thirty (a), 100 – one hundred (b),
50 – fifty (c), 45 – forty-five (d),
10 – ten (e), 22 – twenty-two (f),
39 – thirty-nine (g), 60 – sixty (h)
- 1 twenty-three 2 ten
3 thirty-six 4 sixty-nine
5 fifteen 6 one hundred
- 1 ten and seventy is eighty
2 forty and fifty is ninety
3 thirty and forty is seventy
4 twenty and eighty is one hundred
5 Sixty and thirty is ninety

Unit 1

Page 8

- 1 the USA 2 Spain 3 the UK
4 Russia 5 Brazil 6 Egypt
7 Thailand 8 Australia
- 2 Children's own answers

Page 9

- 1 1 She's from Spain.
2 I'm from the USA.
3 You're from Brazil.
4 They're from Egypt.
5 He's from Thailand.
6 We're from Australia.
- 1 I'm from Thailand.
2 He's from Egypt.
3 We're from Brazil.
4 She's from Spain.

Page 10

- 1 1 Jane is eight. She's from the UK.
2 Tom is ten. He's from Australia.
3 Ellie is nine. She's from Australia.
4 Carl is eight. He's from the USA.
5 Lisa is nine. She's from the UK.
6 Jack is ten. He's from the USA.
- 2 Children's own answers
- 1 are you 2 I'm 3 you 4 He's
5 are 6 from 7 It's 8 meet

Page 11

- 1 1 snake 2 play 3 crayon
4 drink 5 spoon
- 1 drink 2 snake 3 crayon
4 spoon 5 play
- 1 drink 2 spoon 3 draw
4 crayon 5 play

Page 12

- 4 g a r d e n
- 5 w i n t e r
- 6 s p r i n g
- 2 s e a s o n
- 3 s u m m e r
- 1 a u t u m n
- 2 1 b 2 a 3 b 4 a 5 a 6 b
7 a 8 b

Page 13

- 1 1 Is Leo from Egypt? No, he isn't.
2 Are you from the USA? (Children's own answers)
3 Is your birthday in August? (Children's own answers)
4 Is Holly from Australia? No, she isn't.
5 Is your family from Spain? (Children's own answers)
6 Is your birthday in June? (Children's own answers)
- 2 Children's own answers
- 3 Children's own answers

Unit 2

Page 14

- 1 (clockwise from top left) 6, 7, 8, 1, 5, 3, 2, 4
- 1 They play chess every day.
2 They play basketball in the park.
3 They take photos of their friends.
4 They read comics in the evenings.

Page 15

- 1 1 He likes skateboarding. (F)
2 They like playing chess. (T)
3 I don't like reading comics. (F)
4 We don't like fishing. (T)
- 2 1 I don't like taking photos.
2 We like flying kites.
3 My brother doesn't like reading comics.
4 My sister doesn't like playing chess.
5 I like skateboarding.
6 I don't like fishing.

Page 16

- 1 d 2 c 3 b 4 a
- Children's own answers
- 1 likes 2 chess 3 playing
4 like 5 drawing 6 I 7 photos
8 we

Page 17

- 1 space, face 2 stone, rope
3 line, white 4 cube, tube
5 nose, bone 6 kite, nine
- 1 There's a nose on my face.
2 I like riding my bike in June.
3 The cube has got six faces.
4 The kite is flying into space.
- 1 kite 2 rope 3 cube
4 space 5 face

Page 18

- 1 paint 2 cook 3 shop
4 visit family 5 play the guitar
6 play the piano
- 1 Kelly 2 Nuria 3 Ismail
4 Ismail 5 Nuria 6 Kelly
7 Nuria 8 Nuria 9 Ismail
10 Kelly

Page 19

- 1 (It is) It's 2 (have not) haven't
3 (are not) aren't 4 (I have) I've
5 (has not) hasn't 6 (He is) He's
- First email is for Nuria. Second email is for Ismail.
Short forms are: (Nuria's email) name's, I'm, I'm; (Ismail's email) I'm, I'm, I'm, I'm
- Children's own answers

Unit 3

Page 20

- 1 computer 2 DVD player
3 turn off 4 CD player 5 TV
6 MP3 player 7 turn on
8 camera
- 1 turn off 2 DVD player 3 TV
4 MP3 player 5 camera
6 computer 7 CD player
8 turn on

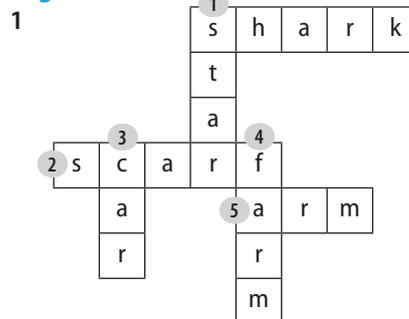
Page 21

- 1 Their 2 Our 3 Our 4 Their
- 1 Can I use your camera? No, you can't.
2 Can I watch TV? Yes, you can.
3 Can I listen to music / the CD player? No, you can't.
4 Can I read your book? Yes, you can.

Page 22

- 1 Can you put on your coat, please?
2 Can you close the door, please?
3 Can you turn on the TV, please?
4 Can you open the window, please?
5 Can you help me (with my homework), please?
6 Can you turn off the music / CD player, please?
- 1 Can we watch a DVD?
2 Can we play our new CD?
3 Can we watch TV?
4 Can you watch a show with me?
5 Can we play out in the sun?
6 Can you play with me all day?

Page 23



- 1 car 2 park 3 scarf 4 shark
- 1 arm 2 parks 3 stars
4 cars 5 sharks

Page 24

- 1 stickers 2 comics 3 posters
4 postcards 5 badges 6 shells
- 1 (volleyball) football
2 (brother) friends 3 (forty) fifty
4 (poster) scarf 5 (sister) brother
6 (Monday) Saturday

Page 25

- 1 Can you switch on the computer?
2 I like cooking, shopping and painting.
3 Have you got a camera?
4 I have got a computer, a camera and a TV.
- I've got a collection of postcards. I've got 70. I've got postcards from the United States, Spain, Thailand, Australia and from my own country too. My favourite postcard is from Australia. It's a kangaroo. Have you got any postcards?
- (example answer) He's got a collection of posters. He's got thirty posters. He's got posters from Egypt, Brazil, the UK and Russia. His favourite poster is from Egypt. It's got pyramids on it.

Fluency Time! 1

Pages 26–27

- 1 So do I. I like cooking, too.
2 I don't. I prefer reading comics.
3 Neither do I. But I like drawing.
4 I don't. I prefer playing volleyball.
5 So do I. I like playing basketball, too.
- 1 I don't. 2 So do I. 3 Neither do I. 4 I don't.
- 1 Tom 2 Anna 3 Neither
4 Tom and Anna
- 1 c 2 a 3 d 4 b
3 Children's own answers

Review 1

Pages 28–29

- 1 playing 2 playing 3 taking
4 cooking 5 reading 6 doing
7 visiting
- 1 chess 2 shopping 3 autumn
4 CD player 5 season
6 cooking
- 1 He 2 She 3 I 4 They
5 I 6 you
- 1 Can you turn on the TV, please? Yes, I can.
2 Can I paint, please? No, you can't.
3 Can I open the door? Yes, you can.
4 Can you close the window? No, I can't.

Unit 4

Page 30

- (clockwise from top left) 1, 3, 5, 2, 6, 8, 7, 4
- 1 surf 2 windsurf 3 sail
4 dive 5 waterski 6 swim
7 snorkel 8 kayak

Page 31

- 1 They're sailing.
2 She isn't surfing.
3 They aren't kayaking.
4 He's waterskiing.
- 1 I'm swimming. She isn't swimming.
2 We aren't windsurfing. He's windsurfing.
3 I'm not snorkelling. They're snorkelling.
4 We aren't surfing. They're surfing.

Page 32

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

Page 33

- 1 1 small 2 tall 3 mall
4 wall 5 ball
- 2 1 mall 2 tall 3 small
4 ball 5 all
- 3 1 all 2 mall 3 tall 4 ball
5 wall 6 small 7 all

Page 34

- 1 1 polluted 2 ugly 3 dangerous
4 clean 5 beautiful 6 safe
- 2 1 T 2 T 3 F 4 F 5 T 6 T

Page 35

- 1 1 writing 2 flying 3 watching
4 taking
- 2 zoo, taking, talking, writing
- 3 Children's own answers

Unit 5

Page 36

1

l	h	l	c	a	m	e	l	p	a
i	u	v	m	o	n	k	e	y	j
z	w	k	a	n	g	a	r	o	o
a	f	l	a	m	i	n	g	o	n
r	n	e	p	e	n	g	u	i	n
d	r	u	z	e	b	r	a	m	d
c	r	o	c	o	d	i	l	e	m

- 1 monkey 2 camel 3 kangaroo
4 flamingo 5 lizard 6 penguin
7 zebra 8 crocodile
- 2 1 It's a zebra.
2 It's a camel.
3 It's a kangaroo.
4 It's a flamingo.
5 It's a crocodile.
6 That's a monkey!

Page 37

- 1 1 Yes, he is.
2 Yes, it is.
3 No, it isn't.
4 Yes, they are.
5 No, they aren't.
6 Yes, she is.
- 2 1 Are you playing computer games?
2 Are you watching TV?
3 Are you listening to music?
4 Are you reading comics?

Page 38

- 1 1 Is Annie wearing a hat? Yes, she is.
2 Is Jo taking a photo? No, she isn't.
3 Is Liz writing in a notebook? Yes, she is.
4 Is Jo eating a sandwich? Yes, she is.
5 Is Annie writing in a notebook? No, she isn't.
6 Is Liz wearing a hat? No, she isn't.

- 2 1 No, they aren't.
2 Yes, they are.
3 No, they aren't.
4 Yes, they are.
5 No, they aren't.
6 Yes, they are.

Page 39

- 1 1 park 2 farm 3 scarf 4 arm
5 car 6 star
- 2 1 straw 2 fork 3 horse 4 paw
- 3 1 straw 2 paw 3 horse
4 fork 5 corn

Page 40

- 1 1 kind 2 sorry 3 free
4 funny 5 scared 6 angry
- 2 a 3 b 6 c 4 d 5 e 2 f 8
g 9 h 1 i 7

Page 41

- 1 1 "Goodbye," says the teacher.
2 "I'm taking a photo," says the boy.
3 "Open your books," she says. "Read the story."
4 "The monkeys are my favourite animals," says the girl.
- 2 1 Flamingos 2 Monkeys
- 3 1 (example answer) Kangaroos are big and tall. They are brown and red. They live in Australia. They can run and jump.
2 (example answer) Crocodiles are big and long. They live in water. They can swim and walk. They are dangerous. They eat fish.

Unit 6

Page 42

- 1 1 have breakfast 2 catch the bus
3 walk to school 4 brush my hair
5 have a shower 6 get up
7 brush my teeth 8 get dressed
- 2 1 Every morning I get up.
2 Every morning I brush my teeth.
3 Every morning I have breakfast.
4 Every morning I catch the bus.

Page 43

- 1 1 (e) Yes, he does. 2 (c) No, she doesn't. 3 (f) Yes, they do.
4 (a) Yes, she does. 5 (b) No, he doesn't. 6 (d) No, they don't.
- 2 1 Do you go to school?
2 Do you brush your hair?
3 Do you brush your teeth?
4 Do you get up late?
5 Do you have breakfast with your family?
6 Do you walk to school with your friends?

Page 44

- 1 1 He doesn't get up at quarter past seven. He gets up at half past seven.
2 He doesn't have breakfast at eight o'clock. He has breakfast at quarter past eight.
3 He doesn't catch the bus at half past eight. He catches the bus at quarter to nine.
- 2 a I have a shower every day. 2
b I see my school friends every day. 6
c Then I go outside and play. 8
d I have my lessons every day. 5
e I do my homework every day. 7
f I have my breakfast every day. 3
g I get up early every day. 1
h I catch the school bus every day. 4

Page 45

- 1 1 oil 2 toy 3 soil 4 boy
5 oyster 6 coin
- 2 oi: coin, soil, oil
oy: boy, oyster, toy
- 3 1 stone 2 coat 3 gate
4 blue 5 white 6 tube
- 4 1 boy 2 toy 3 coin

Page 46

- 1 1 every day 2 First 3 Then
4 Next 5 Finally 6 at the weekend
- 2 1 T 2 T 3 F 4 T 5 F 6 T
7 F 8 F

Page 47

- 1 1 My favourite film is Toy Story.
2 Alice lives in Paris.
3 Mr Jones is their teacher.
4 Max is Amy's cousin.
- 2 My family: Lucy Tim Steve Jill
My favourite things: Thursday
Thursday Miss Wilson
Finding Nemo July
- 3 Children's own answers

Fluency Time! 2

Pages 48–49

- 1 1 bad 2 good 3 terrible
4 good 5 good
- 2 1 Are you good at painting?
No, I'm not. I'm bad at painting.
2 Are you good at painting?
Yes, I am. I'm very good at painting.
3 Are you good at painting?
No, I'm not. I'm terrible at painting.
4 Are you good at painting?
Yes, I am. I'm quite good at painting.
- 1 1 Tom 2 Anna 3 Sam 4 Anna
5 Sam
- 2 1 very bad at 2 terrible at
3 good at 4 kicking 5 a goal
- 3 Children's own answers

Review 2

Pages 50–51

- 1 1 have 2 do 3 brush 4 walk
5 get 6 play 7 catch
- 2 1 polluted 2 dolphin 3 water
4 ugly 5 beautiful 6 angry
- 3 1 he No, he isn't.
2 they Yes, they are.
3 you No, I'm not. (OR No, we aren't / No, you aren't.)
4 he Yes, he does.
5 we No, we don't.
6 she Yes, she does.
- 4 1 doesn't get 2 live 3 doesn't have
4 has 5 don't walk 6 gets

Unit 7

Page 52

- 1 1 shopping mall 2 cinema
3 café 4 museum 5 library
6 playground 7 swimming pool
8 sports centre
- 2 1 They're at the playground.
2 They're at the swimming pool.
3 They're at the café.
4 They're at the sports centre.

Page 53

- 1 1 never 2 sometimes
3 always 4 never
5 sometimes 6 never
- 2 1 at 2 on 3 in 4 at 5 on 6 in

Page 54

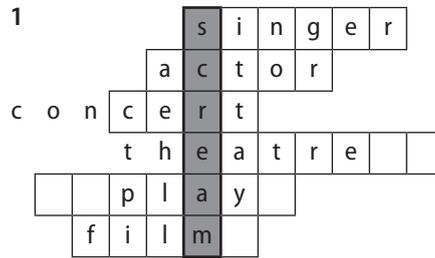
- 1 1 Billy always plays tennis.
2 Katie sometimes plays football.
3 Billy sometimes plays basketball.
4 Ben never plays tennis.
5 Jenny never plays basketball.
6 Ben always plays football.
- 2 Children's own answers
- 3 1 sometimes (play computer games)
2 always (ride my bike)
3 sometimes (watch a DVD)
4 sometimes (fly my kite)
5 sometimes (snorkel in the sea)
6 sometimes (read a book)
7 always (play my new guitar)
8 never (shop) 9 never (cook)
10 sometimes (surf the Internet)
11 sometimes (watch TV)
12 always (have a lot of fun)

Page 55

- 1 1 down out D
2 brown flower S
3 shout clown D
4 mouse trousers S
5 cow house D

- 2 1 clown's 2 flowers 3 brown
4 trousers 5 house 6 mouse
- 3 1 trousers 2 house 3 clown
4 flower 5 cow 6 mouse

Page 56



- 2 a 3 b 8 c 5 d 4 e 1 f 9
g 7 h 2 i 6

Page 57

1

verb	adjective	preposition
lives	big	on
watch	old	on
sailing	little	in
goes	new	to

- 2 1 Mark 2 Ian 3 Katya 4 Sam
3 Children's own answers

Unit 8

Page 58

- 1 1 pasta and meat 2 bread and cereal
3 meat and bread 4 cereal and pasta
5 a melon and a lemon
6 an onion and a cucumber
7 a lemon and an onion
8 a cucumber and a melon
- 2 cucumber, lemon, melon, onion,
bread, cereal, pasta, meat

Page 59

- 1 1 He'd like some pasta.
2 She'd like some rice.
3 He'd like some bread.
4 She'd like some biscuits.
5 He'd like an apple.
6 She'd like an orange.
7 She'd like an egg.
8 He'd like some fries.
- 2 1 Would you like some water? Yes,
please.
2 Would you like some salad? No,
thank you.
3 Would you like an ice cream? No,
thank you.
4 Would you like a banana? Yes,
please.

Page 60

- 1 1 Would you like some onions, Stacy?
2 Would you like a melon, Stacy?
3 Would you like some meat, Ollie?
4 Would you like some cereal, Ollie?
5 Would you like a lemon, Emma?
6 Would you like a cucumber, Emma?
- 2 Children's own answers
- 3 a 6 b 2 c 7 d 3 e 4 f 9
g 5 h 11 i 12 j 1 k 8 l 10

Page 61

- 1 1 quilt 2 adult 3 field 4 child
2 1 child, T
2 belt, F
3 quilt, T
4 shield, F
5 field, F
6 adult, F
- 3 1 adult 2 field 3 quilt 4 shield

Page 62

- 1 salt peas cheese potato pepper
butter
1 peas 2 pepper 3 butter
4 cheese 5 potato 6 salt
- 2 two big potatoes, a piece of fish, milk,
butter, a lot of cheese, salt, pepper,
nice fresh peas

Page 63

- 1 1 He's playing with a small, blue ball.
2 She's wearing big, pink sunglasses.
3 You need a big, red onion.
4 He's sailing in a little, red boat.
5 We'd like a long, green cucumber.
- 2 1 bread 2 butter 3 cheese
4 grapes
- 3 Children's own answers

Unit 9

Page 64

- 1 1 four 2 eight 3 six 4 two
2 1 big waterfall
2 wide lake
3 high mountain
4 deep ocean

Page 65

- 1 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗
6 ✓ 7 ✗ 8 ✓ 9 ✓
- 2 1 shortest 2 shorter 3 slowest
4 slower 5 smaller 6 smallest
- 3 1 Yes, they are.
2 No, they aren't.
3 No, he isn't.

Page 81

- 1 There was
2 There were
3 There were
4 There was
5 There were
6 There was
- 1 There weren't
2 There were
3 There wasn't
4 There was
5 There wasn't
6 There weren't
7 There was
8 There were

Page 82

- 1 two hundred years ago
2 fifty years ago
3 two hundred years ago
4 two hundred years ago
5 fifty years ago
6 fifty years ago
- 1 There weren't any buses.
2 There were shops and markets.
3 There weren't any planes.
4 There were parks and theatres.
5 There weren't any trains.

Page 83

- 1 1 dream 2 queen 3 happy
4 jelly 5 ice cream
a happy b jelly c ice cream
d queen e dream
- 1 dream 2 queen 3 green
4 jelly 5 ice cream 6 happy
- 1 tree 2 family 3 please
4 lolly 5 sheep

Page 84

- 1 through
2 along
3 inside
4 in the middle of
5 at the top of
6 between
- 1 F 2 T 3 F 4 T 5 T 6 T

Page 85

- 1 There are three topics.
Paragraph 1: food
Paragraph 2: money
Paragraph 3: transport
- 1 wasn't 2 was 3 weren't
4 were 5 are 6 is 7 isn't
8 aren't
- 3 Children's own answers

Unit 12

Page 86

- 1 1 tall 2 old 3 shy 4 pretty
5 young 6 short 7 handsome
8 friendly
- 2 Picture 1:
He's shy. He's old. He's tall. He's handsome.
Picture 2:
She's young. She's pretty. She's friendly. She's short.

Page 87

- 1 1 The children weren't at the beach.
2 It wasn't hot.
3 Mum was hungry.
4 The children weren't sad.
5 It was windy.
6 Dad was wet.
- 1 He didn't have breakfast in the living room.
2 He had cereal for breakfast.
3 He didn't have a music lesson.
4 He had sandwiches and an apple for lunch.
5 He had dinner with his family.
6 He didn't have rice for dinner.

Page 88

- 1 1 friendly 2 short hair 3 short
4 young
- 2 Children's own answers
- 3 1 was 2 was 3 had 4 was
5 had 6 had 7 had 8 was
9 had 10 had

Page 89

- 1 1 six 2 bin 3 tin 4 fig
5 fish 6 pink
- 1 dry 2 night 3 sky
4 light 5 white 6 smile
7 shine
- 1 smile 2 dry 3 night 4 sky
5 light 6 shine

Page 90

- 1 1 miserable, cheerful
2 worried, relaxed
3 mean, generous
- 1 F 2 F 3 T 4 T 5 T
6 F 7 F 8 F 9 T

Page 91

- 1 1 but 2 and 3 but 4 but
- 2 1 and 2 and 3 but 4 and
- 3 Children's own answers

Fluency Time! 4

Pages 92–93

- 1 1 She looks miserable.
2 I think he's friendly.
3 He's always generous.
4 She looks clever.
- 2 1 do, miserable, too 2 know, class, looks, think, generous, very
- 1 1 Do you know her?
2 I know that she lives in my street.
3 She's in my class at school.
4 I think she is friendly.
- 2 1 Look! That's Sara.
2 Do you know her?
3 I know that she lives in my street.
4 She's in my class at school.
5 What's Sara like?
6 She looks friendly.
7 I think she is friendly.
8 she always smiles and says hello.
- 3 Children's own answers

Review 4

Pages 94–95

- 1 1 handsome 2 sorry 3 worried
4 old
- 2 1 The boys are walking along the path.
2 The man is inside the taxi.
3 The flowers are in the middle of the grass.
4 The bike is between the bus and the train.
5 The bird is on top of the tree.
- 3 1 must 2 mustn't 3 mustn't
4 must 5 mustn't 6 must
- 4 1 There wasn't
2 There was
3 There weren't
4 There was
5 There weren't
6 There were

Unit 13

Page 96

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

- 1 use 2 laugh 3 love 4 finish
5 live 6 want 7 start 8 hate

- 2 1 start 2 use 3 live 4 love
5 finish 6 hate 7 want 8 laugh

Page 97

- 1 1 Sunday 2 Sunday 3 Saturday
4 Sunday 5 Saturday 6 Saturday
2 1 worked, didn't play
2 didn't listen, watched
3 didn't watch, cooked
4 played, didn't watch

Page 98

- 1 1 played 2 watched 3 played
4 listened 5 played 6 watched
2 Children's own answers
3 Things I did on my birthday:
I opened lots of birthday cards.
I started a good book.
Lots of friends came round for tea.
We finished all the cake.
I had a party with my friends.
We sang and danced and played.
Things I didn't do on my birthday:
I didn't shop.
I didn't cook.

Page 99

- 1 1 soap 2 nose 3 elbow 4 snow
2 1 coat 2 snow 3 nose 4 elbow
3 1 soap 2 coat 3 nose
4 elbow 5 stone 6 snow

Page 100

- 1 1 heavy 2 hard 3 easy
4 light 5 soft 6 difficult
2 1 F 2 T 3 T 4 F 5 F 6 T
7 T 8 T 9 F 10 T

Page 101

- 1 *The Ancient Egyptians...
*There weren't any roads...
*The Ancient Egyptians...
2 1 playing 2 had 3 balls
4 school 5 write 6 helped
3 Children's own answers

Unit 14

Page 102

- 1 1 apron 2 paint 3 paintbrush
4 backpack 5 lunch box
6 dictionary 7 PE kit
8 calculator
2 1 paintbrush 2 apron 3 paint
4 lunch box 5 calculator
6 PE kit 7 backpack
8 dictionary

Page 103

- 1 1 No, they didn't.
2 No, he didn't.
3 No, she didn't.
4 Yes, they did.

- 2 1 What did
2 When did
3 Where did
4 What did
5 When did
6 Where did

Page 104

- 1 1 Did you use a paintbrush at school yesterday?
Yes, I did.
2 Did you use a dictionary at school yesterday?
No, I didn't.
3 Did you use a calculator at school yesterday?
Yes, I did.
4 Did you use a lunch box at school yesterday?
No, I didn't.
5 Did you use a backpack at school yesterday?
No, I didn't.
2 1 Did you have
2 Did you paint
3 Did you play
4 Did you have
5 Did you like
6 Did you help

Page 105

- 1 1 b 2 d 3 e 4 c 5 a
2 1 school 2 glue 3 tube
4 blue 5 flute 6 moon
7 June 8 tune
3 Pictures from left to right: 4, 1, 3, 2
1 moon 2 tune 3 tube 4 glue

Page 106

- 1 1 rope 2 tent 3 torch
4 matches 5 sleeping bag
6 frying pan
2 1 the sea a river
2 a tent a bridge
3 matches torches
4 sheep cat
5 every one
6 a stone two sticks

Page 107

- 1 1 First 2 Then 3 Next
4 Finally
2 1 c 2 d 3 a 4 b
3 Children's own answers

Unit 15

Page 108

1

1	s	u	i	t	c	a	s	e		
2	t	o	o	t	h	b	r	u	s	h
3	h	a	i	r	b	r	u	s	h	
4	s	u	n	c	r	e	a	m		
5	t	o	o	t	h	p	a	s	t	e
6	s	o	a	p						
7	t	o	w	e	l					

Extra word: shampoo

- 2 1 sun cream
2 suitcase
3 hairbrush
4 towel
5 toothpaste
6 soap
7 toothbrush
8 shampoo

Page 109

- 1 1 Yes, he is.
2 No, they aren't.
3 No, it isn't.
4 Yes, I am. / Yes, we are.
5 Yes, she is.
6 No, I'm not. / No, we aren't.
2 1 I'm going to make a cake.
2 We're going to play tennis.
3 He's going to read a book.
4 I'm going to have breakfast.
5 She's going to buy some shampoo.
6 They're going to listen to music.

Page 110

- 1 1 c/e 2 d 3 a 4 f 5 c/e
6 b
2 1 Alex is going to take some shampoo.
2 Emma and Billy are going to take a camera.
3 Billy is going to take a swimsuit.
4 Alex isn't going to take any sun cream.
3 1 suitcase 2 go 3 time
4 take 5 going 6 some
7 photos 8 to

Page 111

- 1 1 wood 2 hood 3 book
4 cook 5 wool
2 1 hood 2 wool 3 good
4 wood 5 book 6 cook
3 Pictures from left to right: 2, 1, 4, 3
1 wood 2 cook
3 hood 4 wool

Page 112

- 1 1 this afternoon 2 later
3 tonight 4 tomorrow
5 next week 6 soon
2 1 No, he isn't.
2 Yes, he is.
3 No, she doesn't.
4 No, there isn't.
5 Yes, there are.
6 Yes, he is.
3 1 cold hot
2 boring brilliant
3 this evening later
4 loves is scared of
5 museum castle
6 drive fly

Page 113

- 1 end 2 end 3 start
4 start 5 start 6 end
- top row: 1, 4
bottom row: 2, 3
Start words (red): Hi, How are you?
End words (blue): Bye for now. Write soon.
- Children's own answers

Fluency Time! 5

Pages 114–115

- 1 b 2 f 3 g 4 d 5 a 6 e
7 h 8 c
- 1 Where 2 Who 3 Where
4 What 5 best
- 1 her parents 2 brilliant 3 had
4 shopping and sightseeing
- 1 I went to New York with my parents.
2 What was the best part?
3 We bought lots of souvenirs.
4 Where did you go?
5 It was exciting. There was a river and a big lake.
6 Wow! It looks fantastic.
top row: 1, 2, 3
bottom row: 5, 6, 4
- Children's own answers

Review 5

Pages 116–117

- My school things: apron, lunch box, dictionary, calculator, PE kit
My holiday things: shampoo, hairbrush, sun cream, toothpaste, soap, towel
- 1 tent 2 last night 3 rope
4 soon 5 frying pan
6 yesterday
- 1 I'm going to cook lunch tomorrow.
2 She played volleyball last Saturday.
3 We listened to my new CD yesterday.
4 He's going to play football next week.
5 They're going to watch TV tonight.
6 I cooked dinner last weekend.
- didn't work, stayed, listened, went, cooked, watched, played

Culture

The United Kingdom, page 118

- as big as, as old as, as long as
- 1 T 2 T 3 F 4 F
- 1 as old as 2 as big as 3 as big as
4 as old as 5 as big as
6 as modern as 7 as small as
8 as modern as

Sports events, page 119

- 1 quickly 2 happily 3 loudly
4 quietly
- 1 quietly 2 happily 3 fast
4 slowly
- 1 No, they don't. They run quickly.
2 No they don't. They work quietly.
3 No, they don't. They shout happily.
4 No, they don't. They go fast.

Clothes page 120

- a 1 uniform 2 skirt 3 shirt
4 coat 5 smart clothes
6 favourite top
- b 1 shorts and a T-shirt
2 a tracksuit 3 old clothes
4 uniform
5 trousers
6 tie
- 1 b 2 d 3 e 4 c 5 f 6 a

Grammar Time

Unit 1

Present simple with *be*

- 1 She's from the USA.
2 They're from Australia.
3 Where is he from?
4 Where are we / you from?

Unit 2

like / don't like + ing

- 1 don't like
2 likes
3 like
4 don't like
5 like
6 doesn't like

Questions with *do / does*

- 1 Do 2 Do 3 Does
4 Do 5 Do 6 Do

Unit 3

your / our / their

- 1 Our 2 their 3 your
4 our 5 your 6 their

can / can't

- 1 Can I read your book, please?
No, you can't.
- 2 Can he turn off the computer?
Yes, he can.
- 3 Can we close the window?
Yes, we / you can.
- 4 Can she listen to a CD? No, she can't.
- 5 Can they have dinner at our house?
No, they can't.

Unit 4

Present continuous (*be + verb + ing*)

- 1 I'm not sailing.
2 She isn't waterskiing.
3 They aren't playing.
4 We're reading.
5 You're surfing.

Unit 5

Present continuous questions and short answers

- 1 Are they windsurfing?
No, they aren't.
- 2 Is she snorkelling?
Yes, she is.
- 3 Am I surfing?
Yes, I am. / Yes, you are.
- 4 Is he diving?
No, he isn't.
- 5 Are you swimming?
No, you aren't.

Unit 6

Present simple

- 1 don't have 2 lives 3 don't
finish 4 do 5 doesn't get up
6 catch

Present simple questions and short answers

- 2 1 Does he get up at eight o'clock?
No, he doesn't.
- 2 Do we have breakfast with our family? Yes, we do.
- 3 Does she live in a small house? Yes, she does.
- 4 Do they walk to school? No, they don't

Unit 7

Adverbs of frequency: *always, sometimes, never*

- 1 I always / sometimes / never have breakfast with my family.
- 2 I always / sometimes / never do my homework in the morning.
- 3 I always / sometimes / never brush my teeth at night.

Prepositions of time: on, at, in

2 1 in 2 at 3 on 4 in

Unit 8

Countable and uncountable nouns with a, an and some

1 1 some 2 an 3 some 4 some
5 a 6 some 7 a 8 some
9 some 10 some 11 a 12 an

Unit 9

Comparatives and superlatives

1 1 shorter 2 taller 3 tallest
4 smaller 5 bigger 6 biggest
7 slower 8 fastest

Unit 10

must / mustn't

1 1 mustn't 2 must 3 mustn't
4 mustn't

Unit 11

lots of / some / any

1 1 were 2 wasn't 3 was
4 were

Time words and phrases

2 Children's own answers

Unit 12

Past simple: be

1 1 weren't 2 was 3 were
4 wasn't 5 weren't 6 was
7 wasn't 8 weren't

Past simple: have

2 1 I had / didn't have a music lesson.
2 I had / didn't have sandwiches for lunch.
3 I had / didn't have cereal for breakfast.
4 I had / didn't have dinner with my family.

Unit 13

Past simple with regular verbs

1 1 He finished his homework on Sunday.
2 He loved his dinner on Saturday.
3 He didn't cook fish pie on Saturday.
4 He didn't hate his dinner on Sunday.

Unit 14

Past simple questions and answers

1 1 Did you walk to school yesterday?
2 Did you paint a picture yesterday?
3 Did you listen to music yesterday?
4 Did you have a picnic yesterday?
5 Did you eat rice for lunch yesterday?
6 Did you visit your grandma last week?

Past simple questions with What, Where and When

2 1 What 2 Where 3 When
4 Where 5 When 6 What

Unit 15

be going to

1 1 We aren't going to have a picnic.
2 They're going to visit their grandma.
3 She's going to buy (some) sun cream.
4 You aren't going to watch TV.

Questions with be going to

2 1 I'm going to go to school tomorrow.
2 I'm going to / not going to play computer games next week.
3 I'm going to / not going to brush my teeth later.
4 I'm going to / not going to read a book on Saturday.

Course Resource notes

The Course Resources section of the Teacher's Resource Centre contains Extra writing and Values worksheets for each unit, Writing portfolio worksheets, two Play Scripts of traditional children's stories, five Fluency Time! project templates and five Cut and Make activities. The Extra writing worksheets can be used after Lesson 3 in each unit, the Values worksheets after Lesson 6 and the Writing portfolio worksheets after every three units. Information on the values element of this course can be found in the Introduction to this Teacher's Book.

These pages give answer keys for the Extra writing worksheets, Writing skills worksheets and Writing portfolio worksheets, information on how to use the two Play Scripts, and teaching notes for the Values posters and worksheets, the Fluency Time! project templates and the Cut and Make activities.

Unit 1 Extra writing

- 1 1 the UK 2 the USA 3 Egypt 4 Russia 5 Spain
6 Thailand 7 Brazil

Mystery word: Australia (It is summer in December in Australia because it is in the Southern Hemisphere.)

- 2 1 He's from Russia. 2 I'm from Brazil.
3 We're from the USA. 4 She's from Thailand.
5 He's from Egypt. 6 They're from Spain.
Sentence and flag: children's own answers

Unit 2 Extra writing

- 1 1 Emma likes fishing. 2 Joe likes painting.
3 Anna likes taking photos. 4 Polly likes shopping.
5 Ben likes reading comics.
2 1 likes skateboarding, shopping, doesn't like taking photos
2 likes shopping, taking photos, doesn't like
3 like taking, doesn't like taking
4 doesn't like, like skateboarding
5 No, he doesn't.
6 Yes, she does.
Sentence and picture: children's own answers

Unit 3 Extra writing

- 1 1 computer 2 DVD player 3 TV
4 CD player 5 camera 6 MP3 player
2 1 Can we see their shells?
2 Can I listen to your MP3 player?
3 Can you find our car?
4 Can we buy some postcards?
5 Can I read your comics?
6 Can we have some ice cream?
Sentence and picture: children's own answers

Units 1–3 Writing skills

- 1 Hello! I'm Carlos and I'm from Brazil. My birthday is in August. I've got a brother and a sister. My best friends are Ali and Imran. They're from Egypt. They're eight years old.
2 1 I've 2 I'm 3 she's 4 she's 5 they're 6 they've

- 3 Amelia Hello. Have you and your family got any pets?
David Yes, we have. We've got a rabbit, a cat and a goldfish.
Amelia And do you like sports?
David Yes. My favourite sports are football, basketball and tennis.
Amelia Does anyone in your family collect things?
David Yes. My sisters collect shells, stickers and badges.
Amelia Thanks. Last question. Where are you from?
David I'm from Canada.

Units 1–3 Writing portfolio A

- 1 My name's Ben and I'm nine. This is my brother, Peter. He's twelve. We're from Australia. I like playing volleyball, basketball and football. Peter doesn't like ball games. He likes playing chess and reading.
2 1 Grace likes taking photos, reading comics and shopping.
2 Does Harry like playing the piano?
3 Can I use your CD player?
4 I like fishing, painting and drawing.
5 Is this your computer?
3 Children's own answers

Units 1–3 Writing portfolio B

- 1 My name's Ben and I'm nine. I like playing volleyball, basketball and football. This is my brother Peter. He's twelve. He doesn't like ball games. He likes playing chess and reading. I don't. I prefer playing outside. I love going to the beach. We're from Australia. Where are you from?
2 1 Are you from the UK?
2 I like skateboarding.
3 Can I use your computer?
4 My favourite postcard is from Brazil.
5 I'm ten and I'm from Thailand.
3 Children's own answers

Units 1–3 Values 1

Helpful and safe behaviour

Worksheet 1

1 Who's being helpful? Look and tick (✓) or cross (X).

- Use Values poster 1 and give out the first worksheet to present this lesson.
- Tell children to look at the first picture. Ask *Is the girl helping her sister?* Elicit *No, she isn't.*
- Ask children to look at the other pictures in Exercise 1 and decide if the people are being helpful / safe or not. They must tick or cross the pictures.
- Go through the answers with the class. Point to the pictures and ask children to tell you whether the people are helping (or being safe) or not.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X 7 ✓ 8 X

2 What can they say? Read and write the questions.

- Tell children they are going to look at the people who aren't helping in Exercise 1.
- Tell children that you don't have to help all the time at home, but you can ask your parents when you want to do something else.
- Look at the example with the class and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out the questions.

ANSWERS

- 1 Can I finish my computer game, please?
- 2 Can I watch my favourite TV programme, please?
- 3 Can I play my favourite song, please?
- 4 Can I play outside for five more minutes, please?

Worksheet 2

1 Match the beginnings and the ends of the sentences.

- Give out the second worksheet.
- Ask children *Do people ask you to do things at home?* Elicit *Yes*.
- Look at the example with the class and check that children understand the exercise. Explain any vocabulary as necessary, e.g. *quietly, put away, set the table, clothes*.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out the questions.

ANSWERS

- 1 Can you put your skateboard in your bedroom, please?
- 2 Can you help me set the table, please?
- 3 Can you help me tidy up the coats, please?
- 4 Can you watch TV quietly, please?
- 5 Can you help me put the clean clothes away, please?

2 Who says it? Write the questions.

- Ask children to look at the pictures.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Point to the pictures and ask children to read out the questions.

ANSWERS

- 1 Can you put your skateboard in your bedroom, please?
- 2 Can you help me tidy up the coats, please?
- 3 Can you help me put the clean clothes away, please?
- 4 Can you watch TV quietly, please?
- 5 Can you help me set the table, please?

Unit 4 Extra writing

- 1 1 beautiful 2 dangerous 3 safe 4 ugly 5 clean
6 polluted
- 2 1 They aren't kayaking. They're windsurfing.
2 He isn't swimming. He's surfing.
3 They aren't sailing. They're snorkelling.
4 She isn't snorkelling. She's kayaking.
5 She isn't waterskiing. She's sailing.
6 He isn't diving. He's swimming.
Sentence and picture: children's own answers

Unit 5 Extra writing

- 1 1 scared 2 funny 3 angry 4 free 5 sorry 6 kind
- 2 1 Are the penguins swimming? Yes, they are.
2 Is the zebra running? No, it isn't.
3 Is the girl taking a photo? Yes, she is.
4 Are the lizards eating? No, they aren't.
5 Is the crocodile sleeping? Yes, it is.
6 Are the flamingos flying? Yes, they are.
Sentence and picture: children's own answers

Unit 6 Extra writing

- 1 1 First, Jim has a shower at six o'clock.
2 He gets dressed at quarter past six.
3 He has breakfast at half past six.
4 He brushes his teeth at quarter to seven.
5 He brushes his hair at seven o'clock.
6 Finally, he gets on / rides his horse at quarter past seven.
- 2 1 Does Jim ride his horse every day? Yes, he does.
2 Does Jim get up early on Saturday? No, he doesn't.
3 Do Jim and his friends go to the park on Saturday? Yes, they do.
4 Does Jim get up late on Saturday and Sunday? Yes, he does.
5 Does Jim look after the sheep every day? No, he doesn't.
Sentence and picture: children's own answers

Units 4–6 Writing skills

- 1 Ellen, Born Free, Kenya, Joy Adamson, Africa (x2)
- 2 1 coming 2 going 3 living 4 flying 5 stopping
6 getting 7 driving 8 sleeping 9 sharing
- 3 It's so exciting, she says. I can't wait to see real lions.
Tanzania has got a famous national park, she says. You can see lots of lions there.
I'm not sharing a tent with my mum and dad, she says.
Me and my sister have got a tent just for us.
- 4 1 "It's so exciting," she says. "I can't wait to see real lions."
2 "Tanzania has got a famous national park," she says.
"You can see lots of lions there."
3 "I'm not sharing a tent with my mum and dad," she says.
"Me and my sister have got a tent just for us."

Units 4–6 Writing portfolio A

- 1 My name is Ella. I like the sea. I'm good at sailing. It's great! I'm quite good at diving too. But I'm terrible at waterskiing! It's dangerous. Today it's sunny. I'm playing in a little boat with my brother. We're in Spain!
- 2 1 Ben is good at kayaking.
2 Oscar and Lucy are quite good at swimming.
3 Jennifer lives in the USA. She's very good at diving.
4 This is Peter. He isn't very good at riding a horse!
5 My teacher is Mr Brown. He's bad at running!
- 3 Children's own answers

Units 4–6 Writing portfolio B

- 1 My name is Ella. I like the sea. I'm good at sailing. It's great! I'm quite good at diving too. But I'm terrible at waterskiing! It's dangerous. Today it's sunny. I'm playing in a little boat with my brother. I'm in Spain with my family. We're having fun. My sister Claire is buying a ball. Our mum is very kind.
- 2 1 Ben is good at kayaking.
2 Oscar and Lucy are quite good at swimming.

- 3 Jennifer is very good at diving.
 - 4 Peter isn't very good at riding a horse.
 - 5 Mr Brown is bad at running.
 - 6 Anna is terrible at playing football.
- 3 Children's own answers

Units 4–6 Values 2

Respecting nature

Worksheet 1

1 Look and write the numbers.

- Use Values poster 2 and give out the first worksheet.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What animals can you see?*
- Point to specific people and ask *What is he / she doing?*
- Tell children they are going to read the sentences and find the people in the pictures.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Read the sentences and ask the children to call out the numbers.

ANSWERS

He's climbing a tree. 4
 He's throwing stones at the tree. 6
 She's putting rubbish in the bin. 5
 He's touching the animals. 7
 They're putting on sun cream. 2
 They're playing on the gate. 8
 They're shutting the gate. 1
 She's watching the snakes. 3

2 Complete the table.

- Point to different people in the poster and ask *What's he / she doing? Is it good or bad?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers. Ask individual children to read out sentences or to write the answers on the board.
- Don't discuss why the behaviour is good or bad.

ANSWERS

Good (in any order): putting rubbish in the bin, putting on sun cream, shutting the gate, watching the snakes
Bad (in any order): climbing a tree, throwing stones at the tree, touching the animals, playing on the gate

Worksheet 2

1 What's safe? What's dangerous? Match the beginnings and ends of the rules.

- Use Values poster 2 and give out the second worksheet.
- Ask children to look at the Values poster again and point to people in the picture. Ask *Is it safe? Is it dangerous?*
- Look at the example in Exercise 1 with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Ask children to read out sentences.

ANSWERS

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

2 Write and draw. Make a poster about being safe and respecting nature.

- Give out coloured pencils and paper and tell children they are going to make a poster.
- Ask children to choose two of the rules from Exercise 1 that they think are important. You may want to put children into pairs or groups so that they can discuss which ones to choose.
- Tell the children to write their rules on the poster and draw pictures to illustrate them.
- Ask children to hold up their posters. Alternatively, you may wish to stick them up around the classroom.

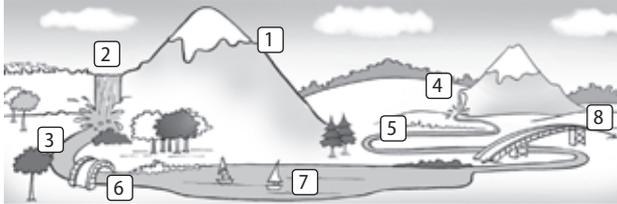
Unit 7 Extra writing

- 1 (jumbled words) café, library, museum, playground, cinema, theatre
 1 theatre 2 cinema 3 playground 4 museum
 5 library 6 café
- 2 1 Sara always goes to the swimming pool on Saturdays.
 2 Dimitri never goes to the playground at nine o'clock.
 3 Mark sometimes goes to the café on Sundays.
 4 Leila sometimes goes to the shopping mall on Wednesdays.
 5 Magda always goes to the sports centre in July.
 6 Yusuf sometimes goes to the museum in September.
 Sentence and picture: children's own answers

Unit 8 Extra writing

- 1 Across:
 1 peas 6 meat 7 cucumber 9 lemon
 10 potato 11 cheese 12 bread
 Down:
 2 salt 3 cereals 4 pepper 5 butter
 6 melon 8 onion 10 pasta
- 2 1 ✓ 2 an egg 3 ✓ 4 some cheese 5 a biscuit / any biscuits 6 ✓ 7 some rice 8 some bread
 Sentence and picture: children's own answers

Unit 9 Extra writing

- 1 
- 2 1 taller, the tallest 2 bigger, the biggest
 3 colder, the coldest 4 faster, the fastest
 5 older, the oldest
 Sentence and picture: children's own answers

Units 7–9 Writing skills

- 1 Hello! I'm Jack. I live in Oxford. Oxford is a beautiful city. I go to school in a pretty village called Headington. It's near Oxford but it's smaller. Mum drives me there in her car. At the weekend, I catch the bus to town. I play football at the sports centre or I swim in the pool. There's a big library and a famous museum. I like my city!

verbs	adjectives	prepositions
'm / am, live, is, go, called, 's / is, 's / is, drives, catch, play, swim, 's / is, like	beautiful, pretty, smaller, big, famous	in, in, near, in, At, to, at, in

- 2 1 small, red 2 big, blue 3 wide, brown
4 high, green
3 Children's own answers

Units 7–9 Writing portfolio A

- 1 Picture 2
2 1 in 2 at 3 to 4 on 5 in 6 to
3 Children's own answers

Units 7–9 Writing portfolio B

- 1 Picture 2
2 1 Jack is playing with a small red kite.
2 School finishes at three o'clock.
3 I'm wearing a big yellow hat.
4 We always eat Italian food.
5 She likes swimming in the sea.
6 We sometimes go to the zoo.
3 Children's own answers

Units 7–9 Values 3

Behaving in public

Worksheet 1

1 Match. Then write sentences with *is* or *are*.

- Use Values poster 3 and give out the first worksheet to present this lesson.
- Ask children to look at the poster. Ask general questions, e.g. *Where are the people? What are they doing?* Elicit general replies at this stage, e.g. *They're shopping.*
- Point to the shops in the picture and ask questions, e.g. *What can you eat here? What can you buy here?*
- Ask questions about Rob and Dan (the boys eating chips on the bottom right of the poster). Ask *What are they doing?* Elicit *They're eating.* Ask *Are they being naughty?* and point to the rubbish they are dropping. Elicit *Yes, they are.* Say *They are dropping litter.* Explain that *litter* is another word for rubbish which people drop on the streets.
- Look at the example on the worksheet with the class. Ask children to point to Ruth. Ask *Is she being naughty?* Elicit *No, she isn't.* Say *She is waiting for her turn.*
- Read the actions and ask the class to look for the correct person each time. Explain any vocabulary as necessary, by miming where possible (*push, hold the door open, offer, visitor, shut the door in someone's face, shout, be rude*). Children write the names on their worksheets.
- Go through the answers with the class, asking questions, e.g. *Who is pushing to the front?* Children call out the names.
- Tell children they are going to write sentences about the people in the picture. Look at the examples with the class.
- Children do the second part of the exercise individually.
- Go through the answers with the class.

ANSWERS

- waiting for her turn, Ruth
dropping litter, Dan and Rob
pushing to the front, Mrs Green
offering to help an older person, Simon and Jen
holding the door open, Ed
helping visitors to their country, Lee and Tim
shouting and being rude, Jo
shutting the door in someone's face, Sara
- 1 Rob and Dan are dropping litter.
 - 2 Ed is holding the door open.
 - 3 Sara is shutting the door in someone's face.
 - 4 Simon and Jen are offering to help an older person.
 - 5 Mrs Green is pushing to the front.
 - 6 Lee and Tim are helping visitors to their country.
 - 7 Jo is shouting and being rude.
 - 8 Ruth is waiting for her turn.

2 Who's being polite? Who's being rude? Write the names.

- Focus children's attention on the poster and point to different people. Ask questions about what they are doing, e.g. *Is he / she being polite? Are they being rude?* Make sure children understand the concepts of polite and rude. Talk about why the different actions are good or bad, and elicit children's opinions, in their own language if necessary.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to call out the names in the table.

ANSWERS

Polite (in any order): Ed, Simon, Jen, Tim, Lee, Ruth
Rude (in any order): Jo, Mrs Green, Sara, Dan, Rob

Worksheet 2

1 What do they say? Join and match.

- Use Values poster 3 and give out the second worksheet.
- Ask children to find the people in Exercise 1 in the big picture on worksheet 1.
- Point to the pictures on worksheet 2 and ask questions, e.g. *What are the boys doing? What do you think the boy wants? What is the girl saying to the lady?*
- Don't correct any of the children's replies at this stage.
- Look at the example with the class and explain that children draw lines to join the parts of the sentences.
- Children do the rest of the exercise individually. Monitor and help as necessary.
- Go through the answers with the class. Ask individual children to read out the sentences.

ANSWERS

- 1 They'd like a pizza with cheese and mushrooms.
- 2 Hello. I'd like a melon and some grapes, please.
- 3 Please, Mum, I'd like an ice cream. Can I have one?
- 4 Would you like some help with your shopping?
- 5 Excuse me, is this the end of the queue?

2 Write rules for good behaviour in town.

- Read the phrases with the children and ask if each one is polite or rude.

- Tell children to write a rule for each phrase. They should use *always, sometimes, or never*.
- Allow time for children to write the rules individually.
- If children are having difficulty matching *sometimes*, explain that we can be polite all of the time, but we can't help others all of the time.
- Children might also illustrate their rules with pictures.

ANSWERS

(in any order)

Never drop litter.

Always ask nicely.

Never shout.

Always wait your turn.

Sometimes help others.

Unit 10 Extra writing

- 1 You mustn't pick the flowers.
2 You mustn't climb the trees.
3 You must walk on the path.
4 You mustn't jump in the fountain.
5 You must put your litter in the bin.
6 You mustn't walk on the grass.
- 1 You mustn't shout.
2 You must put litter in the bin.
3 You mustn't pick the flowers.
4 You must play in the playground.
5 You must walk on the path.

Rule and sign: children's own answers

Unit 11 Extra writing

- 1 There were two trams.
2 There were three planes.
3 There were two buses.
4 There were two taxis.
5 There were two helicopters.
6 There were two cars.
7 There were three motorbikes.
8 There were six bikes.
- 1 There wasn't a teacher in the middle of the road. There was a policeman.
2 There wasn't a farmer at the top of a ladder. There was a fireman.
3 There wasn't a tram between two taxis. There was a bus.

Sentence and picture: children's own answers

Unit 12 Extra writing

- 1 cheerful 2 miserable 3 relaxed 4 worried
5 mean 6 generous 7 old 8 young 9 handsome
10 pretty 11 short 12 tall

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

- 1 ... she was miserable. 2 ... she had long hair.
3 ... he was short. 4 ... she was shy.

Sentence and picture: children's own answers

Unit 10–12 Writing skills

- 1 1 or 2 and 3 or 4 or 5 and 6 and
- 1 In 1900 there were trains and boats. Some people had cars, but there were no planes. Many people had the dream to make a plane, but they didn't have the right ideas.
2 In 1903 two brothers called Orville and Wilbur Wright had a clever idea. Their plane was lighter and easier to move. Their plane was the first plane to fly!
3 The first planes were very small. They had one or two seats. They were slow and dangerous. Now we have very big planes, and they can go a long way. Flying is much safer now!
The Wright brothers – 2
There weren't planes – 1
The first planes – 3
- 1 d 2 e 3 a 4 c 5 b
1 In 1900 there were cars, but there weren't planes.
2 People had dreams, but they didn't have good ideas.
3 The first plane was lighter and it was easier to move.
4 Old planes were small and they were dangerous.
5 New planes are big and they can go a long way.

Units 10–12 Writing portfolio A

- 1 This is my family. My grandma and grandpa are very old, but they're always cheerful. I think they're very kind and generous. This is my brother. He looks miserable, but he isn't. He's usually very happy, but he's quite shy. My mum and dad are here too. My dad is tall, but my mum is short. I'm the youngest in the family!
- 1 or 2 and 3 but 4 or 5 but
- 3 Children's own answers

Units 10–12 Writing portfolio B

- 1 This is my family. My grandma and grandpa are very old, but they're always cheerful. I think they're very kind and generous. This is my brother. He looks miserable, but he isn't. He's usually very happy, but he's quite shy. My mum and dad are here too. My dad is tall, but my mum is short. Dad has got short hair, but Mum has got long hair. They're always relaxed. They're never mean. I'm the youngest in the family. I'm very friendly!
- 1 or 2 and 3 but 4 or 5 but 6 and 7 or
- 3 Children's own answers

Units 10–12 Values 4

Thinking of others

Worksheet 1

- 1 Circle the good behaviour in red and the bad behaviour in blue.

- Use Values poster 4 and give out the first worksheet.
- Divide the class into groups of four.
- Give out enough blue and red pencils for each group. Children circle the actions on the worksheets individually.

- Ask children to look at the poster. Ask general questions, e.g. *Where are the people? What are they doing?* Elicit general replies at this stage, e.g. *They're playing.*
- Tell children they are going to circle the good behaviour in red and the bad behaviour in blue.
- Point to someone in the picture and ask, e.g. *What is he / she doing? Is this good? Is this bad? What colour do you use?*
- Children circle other people in the picture in red or blue.
- Ask children to hold up their worksheets when they have finished.
- Go through the answers in class. Point to each person on the poster and ask children to call out *Red* or *Blue*.

ANSWERS

Red (good behaviour):

the boys on the see-saw, the boy pushing the girl on the swing, the three girls with the skipping rope inviting another girl to join them, the boy sharing his chocolate on the park bench, the girl pushing her friend in a wheelchair

Blue (bad behaviour):

the boy coming down the slide (because the slide isn't clear – there is someone else already on it), the three girls who are being unkind to another girl, the girl climbing the tree, the boys cycling over the flower bed, the boys laughing at another boy who has fallen off his bike

2 How do they feel? Circle the best word.

- Ask children to look at the first picture in Exercise 2 and find the same woman in the big picture of the park.
- Ask *Is she worried or relaxed? Why is she worried?* (Because the girl is climbing the tree and might hurt herself.)
- Check that children understand the exercise.
- Ask children to find the other people in the park and circle the correct words.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Point to the people in the poster and ask children how they feel.

ANSWERS

1 worried 2 miserable 3 cheerful 4 angry
5 happy 6 shy

Worksheet 2

1 Write *must* or *mustn't*. Match the sentences with the pictures.

- Use Values poster 4 and give out the second worksheet.
- Ask children to find the people in Exercise 1 in the big picture of the park on worksheet 1.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask one child to read out each sentence and another child to say which picture the sentence matches.
- Make sure children understand the meaning of *take care of*.

ANSWERS

1 must, c 2 mustn't, d 3 must, b 4 must, e
5 mustn't, a

2 Are you a good friend? Write a sentence and draw.

- Ask children to look at the poster again.
- Point to people in the pictures and ask *Is this good or bad behaviour? Do you do this?*
- To reinforce children's answers and introduce the adverbs of frequency, agree with children saying *Yes, I always do it* or *No, I never do it*.
- Tell children to think of something they always do or something they never do.
- Children should look at the picture of the park for ideas and write a sentence, then draw a picture.
- Collect children's pictures and display them in the classroom.

ANSWERS

Children's own answers

Unit 13 Extra writing

- 1 1 light heavy 2 hard soft 3 easy difficult
4 heavy light 5 difficult easy 6 soft hard
2 1 lived 2 started 3 wanted 4 didn't use
5 finished 6 didn't live 7 hated

Sentence and picture: children's own answers

Unit 14 Extra writing

- 1 1 Yes, they did. 2 Yes, she did. 3 No, he didn't.
4 Yes, she did. 5 Yes, he did.
2 1 We had art at nine o'clock.
2 I used a paintbrush to paint a picture.
3 I had sandwiches from my lunch box.
4 We had geography at two o'clock.
5 We watched a DVD about Africa.
6 No, we didn't. We played in the park.

Sentence and picture: children's own answers

Unit 15 Extra writing

- 1 shampoo, toothbrush, towel, suitcase, soap
What did they forget to take on their holiday?
hairbrush and sun cream
2 1 This afternoon, I'm going to swim in the pool.
2 Tonight, we're not going to eat in our apartment.
3 We're going to eat in a restaurant in town.
4 Tomorrow we're going to take a boat trip on the sea.
Sentence and picture: children's own answers

Unit 13–15 Writing skills

- 1 Markus' email to Stefan:
Dear Stefan, How are you? See you soon. / Take care.
Stefan's email to Markus:
Hi Markus, Thanks for your email. See you soon. / Take care.
- 2
- | | | | | | |
|---------------------|--------------------------------|--------------------------------|--------------|--------------------------------|--------------------------------|
| | Markus | Stefan | | Markus | Stefan |
| a the food | <input type="text" value="2"/> | <input type="text" value="8"/> | b where I am | <input type="text" value="1"/> | <input type="text" value="5"/> |
| c where I'm staying | <input type="text" value="3"/> | <input type="text" value="7"/> | d activities | <input type="text" value="4"/> | <input type="text" value="6"/> |
- 3 (answers in order of postcard)
1 Hi Sarah, I'm having a brilliant time in Paris.
2 First, we had breakfast in the hotel and looked at Mum's book about the city.

- 3 Then we visited a famous museum. We looked at lots of famous paintings.
- 4 Next we're going to climb the Eiffel Tower. It's 324 metres tall!
- 5 Finally, tonight, we're going to have dinner in a restaurant.
- 6 I'm taking lots of photos. See you soon!

Units 13–15 Writing portfolio A

- 1 Dear Ben,
Thanks for your letter. How are you...?
Write soon. Bye for now,
Jamie
- 2 1 First 2 Then 3 Next 4 Finally
- 3 Children's own answers

Units 13–15 Writing portfolio B

- 1 Dear Ben,
Thanks for your letter. How are you? My holiday was brilliant. I had a great time. It was sunny every day. I went to the beach with my mum, my dad and my two brothers. We played in the sea and we sailed a boat. The best part was snorkelling! We stayed in a hotel and everyone was very friendly. There was a swimming pool at the hotel. We went swimming in the pool in the evening. We're going to go to the hotel again next year.
Write soon. Bye for now,
Jamie
- 2 1 First, Then, Next, Finally
2 First, Then, Next, Finally
- 3 Children's own answers

Unit 13–15 Values 5

Learning together safely

Worksheet 1

1 Who's doing something safe? Who's doing something dangerous? Write the names.

- Use Values poster 5 and give out the first worksheet.
- Ask children to look at the poster and ask general questions, e.g. *Where are the people? Are the children listening to the teacher? Are the children being naughty?*
- Point to one of the children who is doing something safe and ask, e.g. *Is Lea being safe?* Elicit *Yes she is.* Ask why she is being safe and elicit *She's wearing an apron.*
- Ask *Is Celia being safe?* Elicit *No. She isn't wearing her shoes.*
- Check that children understand the exercise and ask them to complete the table individually.
- Go through the answers with the class. Point to each child in the poster and ask if the child is being safe or unsafe.

ANSWERS

Safe: Lea, Terry, Karen, Lisa, Ann, Liam

Dangerous: Sally, Celia, Roy, Jo

2 Circle the odd-one-out. Write.

- Look at the example. Ask children which pictures show something dangerous and which picture shows something safe.

- Check that children understand the exercise and ask them to do the rest of the questions individually.
- Go through the answers with the class. Ask children to point to the picture which is the odd-one-out and call out the phrase. Ask *Is it safe? Is it dangerous?*

ANSWERS

- 1 (picture 4) wearing an apron
- 2 (picture 3) not wearing shoes
- 3 (picture 2) swinging on your chair
- 4 (picture 3) picking up the badges
- 5 (picture 3) using scissors safely

Worksheet 2

1 Match the beginnings and the ends of the sentences.

- Use Values poster 5 and give out the second worksheet.
- Point to the pictures in Exercise 1. Ask *Are the children being safe or dangerous?*
- Look at the example with the class and check that children understand the exercise. Explain any vocabulary as necessary (e.g. *swing, glass, hurt, fall*).
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

1 b 2 c 3 d 4 a

2 Write sentences about the children who are being safe.

- Ask children to look at the pictures in Exercise 2.
- Ask *Are the children being safe or dangerous?*
- Ask children to tell you what each person is doing (wearing an apron, picking up the badges, cleaning up the water, using scissors safely).
- Look at the example with the class and check that children understand the exercise. Explain any vocabulary as necessary (e.g. *clean up, dirty, scissors*).
- Children do the rest of the exercise individually.
- Go through the answers in class.

ANSWERS

- 1 She's wearing an apron. She's going to stay clean.
- 2 He's tidying up the badges. The girl is not / isn't going to get hurt.
- 3 They're cleaning up the water. The classroom is not going to be dirty.
- 4 She's holding the scissors safely. Her friend is not / isn't going to get hurt.

Play Script 1 The Lazy Bear

You may do this play at any time after Unit 1, Lesson 5, or at the end of the first semester.

Synopsis

The animals and birds that live in the forest wake up to enjoy the spring. Only Bruno the bear stays asleep, as he doesn't know it is spring. He sleeps through spring, summer and autumn, and the other animals say he is a very lazy bear. He wakes up in winter, but all the other animals are asleep, so he is cold and lonely. He goes back to sleep. When spring

comes again, all the animals wake up, and this time, Bruno wakes up as well. He is hungry and asks for breakfast.

Cast

The bear, two rabbits, two squirrels, two birds, two or more narrators.

Setting

The entire play takes place in the forest.

Props

- flowers for the spring and summer
- red, yellow and orange leaves for the autumn
- animal masks or costumes for the rabbits, squirrels and birds.
- You may also wish to make cut-out cardboard trees for the forest scenery.

Play Script 2 The Gingerbread Man

You may do this play at any time after Unit 10, Lesson 5, or at the end of the second semester.

Synopsis

An old woman and her granddaughter decide to make a gingerbread man and decorate him to make eyes, a nose, and a mouth. When he is ready, they want to eat him, but the gingerbread man comes alive! He escapes from the kitchen because he doesn't want them to eat him. He runs to the park and meets a cat, but the cat wants to eat him, so he runs away. He comes to a river and wants to cross it, but there is no bridge, and he mustn't get wet because he's made of gingerbread. A fox offers to help him cross the river and tells the gingerbread man to sit on his head. Then, when the water is deeper, the fox says 'you must sit on my nose'. When the gingerbread man climbs onto the fox's nose, the fox eats him!

Cast

The old woman, the granddaughter, the gingerbread man, the cat, the fox, and two or more narrators.

Setting

The play takes place in the old woman's kitchen and in the park.

Props

- some kitchen utensils, including oven gloves, a baking tray, two plates, and a plastic knife
- pictures or masks of a fox and a cat, or costumes that look like a fox and a cat
- some orange clothing for the gingerbread man
- a sheet or some ropes to represent the river

Preparing for the performances

Read through the play with the class as a group. Allocate the character and narrator roles to stronger children. The rest of the group take part as a chorus, saying the lines marked as 'All' in the plays.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask

comprehension questions to check that children understand what is happening throughout. Encourage children to practise and learn their lines at home.

Now practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props, with the chorus standing behind the main characters at the front. Do this as many times as is necessary before the performance for the parents.

Fluency Time! 1 A survey chart CB page 27

Materials

One copy of the survey chart template per child and one copy of the pictures, (Teacher's Resource Centre), coloured pencils and scissors for each group of children

Method

- Give out the picture templates. Explain that children should choose four of the activities on the sheet, some activities they like and some they don't like.
- Put the children in groups of four to share coloured pencils, glue and scissors. Ask children to first colour in the activities they want to ask about. Then ask them to carefully cut the pictures out and stick them on the chart.
- Ask children to choose three friends, and to write their names at the top of the three blank columns. If you prefer to keep this more controlled, ask them to write the names of the children they are already sitting with.
- Children complete the first column about themselves, ticking or crossing as appropriate. They may also try to guess their friends' answers at this stage.
- **Activities**
- Ask three children to read out the Class Book dialogue.
- Let children mingle, or work in their groups to ask their friends whether they like the activities shown on the chart, using the target language.
- Children record the answers, then report back to the class.

Fluency Time! 2 A poster CB page 51

Materials

One copy of the poster template per child, (Teacher's Resource Centre), coloured pencils for each group of children, scissors and glue (optional)

Method

- Choose a person and make your own poster in advance.
- Give each child one poster template, and put the children in groups to share coloured pencils. If they are going to stick pictures of the person they are describing, they will also need scissors and glue.
- Ask children to think about the person they are describing. Encourage them to use each section of the template to give different information. Remind them that they can make notes on a separate piece of paper first if they wish.
- Give children time to draw or stick pictures, and write information on their poster.

Activities

- Children work in pairs to ask and answer about each other's posters.
- Let children present their posters to the class, using the prompts on the Class Book page.

Fluency Time! 3 A map of an island

CB page 75

Materials

One copy of the map template per child and one set of the places pictures for every two children, (Teacher's Resource Centre), extra drawing paper, coloured pencils, scissors and glue for each group of children

Method

- Put the children in groups to share coloured pencils, scissors and glue.
- Give each child one copy of the map template to colour in.
- Each child also needs one set of pictures. Cut each template in half, so that each child has eighteen pictures. Explain that they stick one version of the picture on the map, and the other version in the key.
- Ask children to think of a name and write it on their map.

Activities

- Children work in pairs to ask and answer about their island maps, using the Class Book dialogue as a model.

Fluency Time! 4 A party scene

CB page 99

Materials

One copy of the party scene template and one copy of the people template per child, (Teacher's Resource Centre), coloured pencils, scissors and glue for each group of children

Method

- Give each child one party scene and one people template.
- Put the children in groups to share coloured pencils, scissors and glue. Ask children to first colour in the party scene. Point out the key on the page, and explain that they should cut along the dotted lines and fold the grey lines to make the scene stand up. Demonstrate with your own model how to fold and glue the floor tabs at the side underneath the main floor section.
- Ask children to look at the people on the second template, and to think about the personality of each character. Go through each of the faces on the template and ask children what adjectives they could use to describe each one. Ask children to choose a face for each character, cut it out and stick it in place.
- Ask children to think about how they would describe each person's physical appearance. They can make notes on a separate sheet to help with this.
- Ask children to think of names for each person, but to keep these secret.
- Show children how to cut the people out and stick them in place on the party scene.

Activities

- Children work in pairs to ask and answer about the people at the party. Each child tells his / her partner what the people are called, and the partner asks questions to identify which name goes with which character.

Fluency Time! 5 A photo album

CB page 123

Materials

One copy of the photo album template per child, (Teacher's Resource Centre), coloured pencils and scissors for each group of children. Children can also bring in holiday photos.

Method

- Give each child one photo album template. Show children how to cut out the main section along the dotted lines, then fold the sheet in half down the central line so that the blank sides are facing in. You could ask children to glue these blank faces together.
- With pages 1, 2, 3 and 4 facing up, demonstrate folding over forwards on the first 'Fold' line, and backwards on the second one. Fold the final section, between pages 3 and 4, forwards again, to make a zig-zag shape.
- Put the children in groups to share coloured pencils and glue. Ask children to first write their names on the front of the album, then either stick in photos that they have brought in from home, or draw pictures of their holiday.

Activities

- Put children in pairs to discuss each other's photo albums, using the Class Book dialogue as a model.
- Read through the questions with the class, then ask students to present their albums to the class.

Cut and Make 1 (Unit 1) Flags of the world

Materials

One photocopy of the flags cut-out template, for each group of six children. Coloured pens or pencils and scissors for groups of six children. Sticky tape and one drinking straw per child, or one pre-cut length of string per group of six children.

Method

- Ask children to turn to Lesson 1 in Unit 1 in their Class Books and look at the flags.
- Hold up a copy of the template and ask *Which flags can you see?* Elicit *Egypt, Russia, Thailand, the UK, Spain, and Brazil.*
- Give out one copy of the worksheet to each group of children and tell them they are going to make some flags.
- Tell each child in the group to choose one of the flags and colour it in, copying the flags on page 8 of their Class Books.
- Remind children of how to safely pass the scissors to each other, then tell them to cut out the six flags carefully and colour them in.
- Give out the straws and show children how to stick the straws onto their flags to make individual flags.

Alternatively you may cut a hole and thread the string through to make bunting of the six flags for the group to hang in the classroom.

Activities

- Ask each child to hold a flag. Call out the names of the countries. Children stand up when they hear their country mentioned, and wave their flags.
- Ask children to stand up and pretend they are meeting for the first time. Children ask *What's your name?* and *Where are you from?* and show each other their flags.
- Ask children to stand up and hold up their flags. Tell them you are going to think of a country and say sentences. Children must sit down if the sentence isn't correct for their country. Say, e.g. *I've got the letter 'i' in my name* (the UK and Egypt sit down). *I've got an 'n' in my name* (Russia sits down). Repeat with other clues.

Cut and Make 2 (Unit 4) Optical illusion

Materials

One photocopy of the surfer cut-out per child, one pre-cut circle made of strong card per child, and two short pieces of string per child. Enough glue sticks, hole punches, coloured pens or pencils, and scissors for groups of four children.

Method

- This activity shows children how to make an optical illusion called a *thaumatrope*. Tell children they are going to make an optical illusion and make sure children know what this means.
- Give out a copy of the worksheet to each child. Read the instructions carefully with children to make sure they understand how to make the disk.
- Divide the class into groups of four and give out the glue, hole punches, coloured pencils, and scissors.
- Give each child a pre-cut circle of card and explain that the pictures will be glued on either side of this circle.
- Children colour in the pictures, then cut them out, make the holes, and glue the pictures to the card circle. For the illusion to work, the pictures must be correctly aligned when they are stuck to the card circle.
- Show children how to use the holes to align the pictures properly before they stick them to the card circle (they can stick one picture to the card circle first, then poke a pencil through the hole and through the card to show where the picture should line up on the other side).
- Give out pre-cut lengths of string. Children tie the string through the holes and then wind the strings tight.
- When children let go, the string will spin rapidly, combining the images on both sides of the disk to create an optical illusion.

Activities

- Ask four children to stand in a line with their spinning disks to have a surfing competition. The class watches to see which surfer 'surfs' the longest. The class describes the winning surfer, using colours. You might like to do this activity after Lesson 1 in Unit 4 of the Class Book.

Cut and Make 3 (Unit 9) Quiz cube

Materials

One photocopy of the quiz cube template per child. Enough scissors and glue for groups of four children.

Method

- Tell children they are going to make a cube. On each side of the cube is a quiz question.
- Divide the class into groups of four and give out the materials.
- Use a pre-cut cube to show how children can use the tabs to stick the cube together.
- Children make their cubes, carefully cutting out the shape and sticking it together.
- Monitor and help where necessary.

Activities

- Divide the class into two teams and do a team quiz. Roll the quiz cube or ask children to call out any number from 1 to 6 to choose the quiz question. You may wish to do this activity after Unit 9, Lesson 5, in the Class Book.
- Divide the class into groups of six and ask them to roll the quiz cube. Each child answers one of the questions.
- After you have used the quiz cubes in class once, tell children you want them to tell you some facts about the world. Call out a number. Children find the number on their cubes and say a sentence containing the correct answer, e.g. *The Pacific is the deepest ocean in the world.*

QUIZ ANSWERS

- 1 c Dubai 2 b The Amazon 3 a the TGV in France
4 b The Pacific 5 b Antarctica 6 c Mercury

Cut and Make 4 (Unit 10) Stop!

Materials

One photocopy of the *Stop!* sign template per child, one piece of pre-cut octagonal backing card per child, and scissors and glue or staplers for groups of four children.

Method

- Tell children they are going to make a sign for their bedroom doors at home. The sign tells people things they must and mustn't do in their room.
- Divide children into groups and give out the materials.
- Children cut out the *Stop!* signs and the notices.
- Give each child a piece of pre-cut, octagonal backing card and tell them to glue the sign onto it. This will protect it.
- Children cut out the notices, stick them together where shown (you may need to demonstrate this), and then stick them onto the central strip of the *Stop!* sign.
- Children cut down the dashed vertical slot in the *Stop!* sign (you may need to help) to allow the paper notices to be folded back through to reveal the required notice.
- Children choose which notice to display on their signs.

Activities

- Play a miming game. Children put a notice on their *Stop!* signs but do not show it to their friends. They mime the activity that relates to the notice, e.g. *playing, taking off your shoes, speaking English, shouting, reading*. The class guesses what is on their *Stop!* sign. You might like to do this activity after Unit 10, Lesson 6, in the Class Book.
- The *Stop!* sign can be taken home and displayed on children's bedroom doors. This helps children to establish an English environment in their bedroom at home.

Cut and Make 5 (Unit 13) Code wheel

Materials

One photocopy of the code wheel template per child, one stationery tag (a 1 cm piece of string with a plastic bar at each end that is used to keep documents together) per child, and enough coloured pens or pencils, scissors, and glue for groups of four children.

Method

- In this activity, children make a code wheel that children can use to send and decode messages. The wheel is based on Egyptian hieroglyphics.
- Divide the class into groups and give out the materials.
- Children cut out the code circles
- Children carefully make holes in the centre of each wheel and then join the two wheels with a stationary tag.
- By turning the wheels so that the arrow next to 'A' is pointing to different numbers on the outer circle (i.e. so that the letters are aligning with different pictures), children can make different codes. These codes can only be broken if you know the code key (the position of A on the code wheel).

Activities

- Using the code wheel with the arrow pointing to zero, draw the symbols for a short word on the board, such as 'Hello' and ask children to work out the meaning of the symbols. Now ask children to turn the middle circle so that the arrow is pointing to 3. All the meanings have changed! Children copy out the symbols to write 'Hello' in the new code. Children can now write messages that can only be decoded if the recipient knows the code key! You may wish to do this activity after Unit 13 Lesson 1 in the Class Book.
- Revise any vocabulary set in the book by drawing the code symbols for particular words, photocopying this and giving it out to the class.
- Revise any vocabulary set by gapping only some letters of words, such as vowels, with symbols, photocopying the words and giving them out to the class. Ask children to try and guess the words without translating the symbols, then use their code wheels to check their answers.

Wordlist

Words in bold are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter Unit

April /'eɪprəl/
August /'ɔːgəst/
aunt /ɑːnt/
 birthday /'bɜːθdeɪ/
 boy /bɔɪ/
brother /'brʌðə(r)/
 cold /kɒld/
cousin /'kʌzn/
dad /dæd/
December /dɪ'sembə(r)/
eighty /'eɪti/
 family /'fæmɪli/
 faster than /'fɑːstə(r) ðæn/
February /'februəri/
fifty /'fɪfti/
forty /'fɔːti/
 girl /gɜːl/
grandma /'grænməː/
grandpa /'grænpɑː/
 hungry /'hʌŋɡri/
January /'dʒænjuəri/
July /dʒu'laɪ/
June /dʒuːn/
March /mɑːtʃ/
May /meɪ/
mum /mʌm/
 name /neɪm/
ninety /'naɪnti/
November /nəʊ'vembə(r)/
October /ɒk'təʊbə(r)/
 old /əʊld/
one hundred /wʌn 'hʌndrəd/
 sad /sæd/
September /sep'tembə(r)/
seventy /'sevənti/
sister /'sɪstə(r)/
sixty /'sɪksɪ/
 slower than /'sləʊə(r) ðæn/
 smaller than /'smɔːlə ðæn/
 sunny /'sʌni/
 taller than /'tɔːlə ðæn/
ten /ten/
 thirsty /'θɜːsti/
thirty /'θɜːti/

too /tuː/
twenty /'twenti/
uncle /'ʌŋkl/
 when /wen/

Unit 1

afternoon /ɑːftə'nuːn/
 again /ə'geɪn/
 all /ɔːl/
 around /ə'raʊnd/
Australia /ɒs'treɪliə/
autumn /'ɔːtəm/
 bear /beə(r)/
 because /bɪ'kɔːz/
 bird /bɜːd/
Brazil /brə'zɪl/
 build /bɪld/
 but /bʌt/
crayon /'kreɪɒn/
 cup /kʌp/
draw /drɔː/
drink /drɪŋk/
Egypt /'iːdʒɪpt/
 favourite /'feɪvərɪt/
 find /faɪnd/
 forest /'fɒrɪst/
 friend /frend/
 from /frɒm/
garden /'gɑːdn/
 go in /gəʊ 'ɪn/
 hear /hɪə(r)/
 hole /həʊl/
 know /nəʊ/
 lazy /'leɪzi/
 nice /naɪs/
 now /naʊ/
 one day /'wʌn deɪ/
 our /'aʊə(r)/
 photo /'fəʊtəʊ/
play (v) /pleɪ/
 Really? /'riːəli/
Russia /'rʌʃə/
 say /seɪ/
season /'siːzn/
 sleepy /'sliːpi/
snake /sneɪk/
Spain /speɪn/
spoon /spuːn/
spring /sprɪŋ/
summer /'sʌmə(r)/

Thailand /'taɪlənd/
(the) UK /juː'keɪ/
(the) USA /juː'es'eɪ/
 today /tə'deɪ/
 wall /wɔːl/
 want /wɒnt/
winter /'wɪntə(r)/

Unit 2

address /ə'dres/
 best /best/
bike /baɪk/
 boring /'bɔːrɪŋ/
 can /kæn/
cook (v) /kʊk/
cube /kjuːb/
do gymnastics /duː dʒɪm'næstɪks/
 doll /dɒl/
 Egyptian /e'dʒɪpɪj(ə)n/
 email (n) /'iːmeɪl/
 email address /'iːmeɪl ə'dres/
face /feɪs/
 fish (n) /fɪʃ/
fish (v) /fɪʃ/
 football /'fʊtbɔːl/
 for /fɔː(r)/
 good /ɡʊd/
 great /ɡreɪt/
 happy /'hæpi/
 hate /heɪt/
 have fun /hæv 'fʌn/
 Help! /help/
 Hip, hooray! /hɪp hu'reɪ/
 hobby /'hɒbi/
 home /həʊm/
June /dʒuːn/
kite /kaɪt/
 let's /lets/
 like (v) /laɪk/
 lots of /'lɒts əv/
 lunch /lʌntʃ/
 me /mi/
 number /'nʌmbə(r)/
paint (v) /peɪnt/
 penfriend /'penfrend/
 pet /pet/
 picture /'pɪtʃə(r)/
play basketball /pleɪ 'bɑːskɪtbɔːl/

play chess /pleɪ 'tʃes/
play the guitar /pleɪ ðə ɡɪ'tɑː(r)/
play the piano /pleɪ ðə pi'ænəʊ/
play volleyball /pleɪ 'vɒlibɔːl/
read comics /riːd 'kɒmɪks/
rope /rəʊp/
 send an email /send ən 'iːmeɪl/
shop (v) /ʃɒp/
skateboard (v) /'skeɪtbɔːd/
 skipping rope /'skɪpɪŋ rəʊp/
space /speɪs/
 stay /steɪ/
stone /stəʊn/
take photos /teɪk 'fəʊtəʊz/
 tennis /tenɪs/
 time /taɪm/
 together /tə'geðə(r)/
visit (family) /'vɪzɪt/
 website /'websaɪt/
 weekend /'wiːkend/
 what /wɒt/
 with /wɪð/
 Wow! /waʊw/
 write /raɪt/
 you /juː/

Unit 3

about /ə'baʊt/
 after /'ɑːftə(r)/
 arm /ɑːm/
 art /ɑːt/
badges /'bædʒɪz/
 bag /bæg/
 broken /'brəʊkn/
 buy /baɪ/
camera /'kæmə(rə)/
car /kɑː(r)/
CD player /siː'diː plɪə(r)/
 class /klaːs/
 collect /kə'lekt/
 collection /kə'leɪʃn/
comics /'kɒmɪks/
computer /

kəm'pju:tə(r)/
cool /ku:l/
dinner /'dɪnə/
door /dɔ:(r)/
DVD player
/di:vi:'di: pleɪə(r)/
farm /fɑ:m/
funny /'fʌni/
give /gɪv/
how many /'haʊ meni/
(in the) sun /sʌn/
jacket /'dʒækɪt/
listen to /'lɪsən tu:/
MP3 player
/em pi: 'θri: pleɪə(r)/
morning /'mɔ:nɪŋ/
my /maɪ/
new /nju:/
on /ɒn/
open (v) /'əʊpən/
park /pɑ:k/
play a CD /pleɪ ə sɪr'di:/
postcards /
'pəʊstkɑ:dz/
posters /'pəʊstəz/
put on /pʊt ɒn/
rainy /'reɪni/
run /rʌn/
scarf /skɑ:f/
school project
/sku:l 'prɒdʒekt/
shark /ʃɑ:k/
shells /ʃelz/
show (n) /ʃəʊ/
some of /'sʌm əv/
space /speɪs/
special /'speʃl/
star /stɑ:(r)/
start /stɑ:t/
stickers /'stɪkəz/
television /'teləvɪʒn/
thing /θɪŋ/
think /θɪŋk/
turn off... /tɜ:n 'ɒf/
turn on... /tɜ:n 'ɒn/
TV /ti:'vi:/
use (v) /ju:z/
watch /wɒtʃ/
wear /weə(r)/
Well... /wel/
your /jɔ:(r)/

Fluency Time! 1

Great! /greɪt/
in common /ɪn 'kɒmən/
neither /'naɪðə(r)/
prefer /prɪ'fɜ:(r)/

survey chart
/'sɜ:veɪ tʃɑ:t/

Extensive Reading 1

apartment /ə'pɑ:tmənt/
busy /'bɪzi/
cave /keɪv/
chance /tʃɑ:ns/
character /'kærəktə(r)/
cook /kʊk/
country /'kʌntri/
dish /dɪʃ/
grow /grəʊ/
hunt (v) /hʌnt/
island /'aɪlənd/
look (after) /lʊk/
nature /'neɪtʃə(r)/
novel /'nɒvəl/
pastries /'peɪstrɪz/
seed /si:d/
ship /ʃɪp/
son /sʌn/
such as /'sʌtʃ əz/
survive /sə'vaɪv/
tool /tu:l/

Unit 4

ball /bɔ:l/
beach /bi:tʃ/
beautiful /'bju:tɪfl/
boat /bəʊt/
breathe /bri:ð/
call (v) /kɔ:l/
clean /kli:n/
dangerous /
'deɪndʒərəs/
dive /daɪv/
dolphin /'dɒlfɪn/
dream /dri:m/
fall /fɔ:l/
friendly /'frendli/
holiday /'hɒlədeɪ/
kayak /'kaɪæk/
look (for) /lʊk/
make /meɪk/
mall /mɔ:l/
minute (n) /'mɪnɪt/
people /'pi:pl/
perfect /'pɜ:fɪkt/
place /pleɪs/
polluted /pə'lu:tɪd/
safe /seɪf/
sail (v) /seɪl/
sandwich /'sænwɪtʃ/
sea /si:/
sit /sɪt/
small /smɔ:l/

snorkel /'snɔ:kl/
sound (n) /saʊnd/
stand on your hands
/stænd ɒn jɔ: 'hændz/
sun /sʌn/
sunglasses /'sʌŋglɑ:sɪz/
surf /sɜ:f/
swim /swɪm/
take /teɪk/
tall /tɔ:l/
ugly /'ʌgli/
under /'ʌndə(r)/
wall /wɔ:l/
water /'wɔ:tə(r)/
waterski /'wɔ:təski:/
which /wɪtʃ/
windsurf /'wɪndzɜ:f/

Unit 5

angry /'æŋgri/
banana /bə'nɑ:nə/
camel /'kæml/
chew /tʃu:/
climb /klaɪm/
come (here) /kʌm
'hɪə(r)/
corn /kɔ:n/
crocodile /'krɒkədəɪl/
desk /desk/
farmer /'fɑ:mə(r)/
flamingo /flə'mɪŋgəʊ/
fly /flaɪ/
fork /fɔ:k/
free /fri:/
front /frʌnt/
funny /'fʌni/
hold /həʊld/
horse /hɔ:s/
jungle /'dʒʌŋgl/
kangaroo /kæŋgə'ru:/
kind /kaɪnd/
later /'leɪtə(r)/
lion /'laɪən/
lizard /'lɪzəd/
monkey /'mʌŋki/
mouse /maʊs/
mouth /maʊθ/
move /mu:v/
net /net/
naughty /'naʊti/
notebook /'nəʊtbʊk/
over /'əʊvə/
paw /pɔ:/
penguin /'peŋgwɪn/
roar (v) /rɔ:(r)/
run /rʌn/

run away /rʌn ə'weɪ/
scared /skeəd/
see /si:/
sleep /sli:p/
sorry /'sɒri/
sport /spɔ:t/
straw /strɔ:/
talk /tɔ:k/
teacher /'ti:tʃə(r)/
wait /weɪt/
woman /'wʊmən/
yawn (v) /jɔ:n/
zebra /'zebrə/
zoo /zu:/

Unit 6

a long way (from)
/ə 'lɒŋ weɪ/
all day long /ɔ:l deɪ 'lɒŋ/
at home /ət 'həʊm/
at night /ət 'naɪt/
at the weekend
/ət ðə 'wi:kend/
boy /bɔɪ/
brush my hair / teeth
/brʌʃ maɪ 'heə(r), 'ti:θ/
catch the bus
/kætʃ ðə 'bʌs/
city / cities /'sɪti/
close to /'kləʊs tu:/
coin /kɔɪn/
cyber school /'saɪbə
sku:l/
early /'ɜ:li/
every day /evri 'deɪ/
film (n) /fɪlm/
finally /'faɪnəli/
finish /'fɪnɪʃ/
first /fɜ:st/
get dressed /get 'drest/
get up (late / early)
/get 'ʌp/
have a shower
/hæv ə 'ʃaʊə(r)/
have breakfast
/hæv 'brekfəst/
homework /'həʊmwɜ:k/
hour /aʊə(r)/
in the morning
/ɪn ðə 'mɔ:nɪŋ/
Internet /'ɪntənət/
jackaroo /dʒækə'ru:/
job /dʒɒb/
kilometre /'kɪləmɪtə,
kɪ'lɒmɪtə/
late /leɪt/
lucky /'lʌki/
next /nekst/

oil /ɔɪl/
outside /aʊt'saɪd/
oyster /'ɔɪstə(r)/
ride /raɪd/
sheep /ʃi:p/
soil /sɔɪl/
sports day /'spɔ:ts deɪ/
start /stɑ:t/
student /'stju:dənt/
then /ðen/
town /taʊn/
toy /tɔɪ/
walk to school
/wɔ:k tə 'sku:l/
work /wɜ:k/

Fluency Time! 2

bad at /'bæd ət/
good at /gʊd ət/
prefer /prɪ'fɜ:(r)/
quite /kwɑ:t/
terrible at /'terəbl/

Extensive Reading 2

afraid /ə'freɪd/
attack /ə'tæk/
attraction /ə'trækʃn/
branch /brɑ:ntʃ/
bush /bʊʃ/
care for /'keə fə/
chase /tʃeɪs/
den /den/
destroy /drɪ'strɔɪ/
dry /draɪ/
endangered
/ɪn'deɪndʒəd/
escape /ɪ'skeɪp/
explore /ɪk'splɔ:(r)/
feed /fi:d/
fierce /'fiəs/
fight (v) /faɪt/
glass /glɑ:s/
grass /grɑ:s/
growl /graʊl/
hide /haɪd/
huge /hju:dʒ/
human /'hju:mən/
hungry /'hʌŋgri/
natural /'nætʃrəl/
pick up /'pɪk ʌp/
playful /'pleɪfəl/
pool /pu:l/
powerful /'paʊəfl/
protect /prə'tekt/
proud /praʊd/
pup /pʌp/
respect /rɪ'spekt/

rock /rɒk/
sharp /ʃɑ:p/
space /speɪs/
surroundings /
sə'raʊndɪŋz/
village /'vɪlɪdʒ/

Unit 7

3D computer animation /
θri:'di: kəm'pju:tə(r)
,æni'meɪʃn/
actor /'æktə(r)/
adventure /əd'ventʃə(r)/
ago /ə'gəʊ/
always /'ɔ:lweɪz/
behind /brɪ'haɪnd/
café /'kæfeɪ/
castle /'kɑ:sl/
cinema /'sɪnəmə/
cloud /klaʊd/
clown /klaʊn/
come /kʌm/
comedy /kɒmədi/
concert /'kɒnsət/
cow /kaʊ/
difficult /'dɪfɪkəlt/
down /daʊn/
energy /'enədʒi/
ever /'evə(r)/
exciting /ɪk'saɪtɪŋ/
film (n) /fɪlm/
flower /'flaʊə(r)/
fly a kite /flaɪ ə 'kaɪt/
go into /gəʊ 'ɪntu:/
house /haʊs/
library /'laɪbrəri/
mouse /maʊs/
museum /mju:'ziəm/
never /'nevə(r)/
only /'əʊnli/
out /aʊt/
place /pleɪs/
play (n) /pleɪ/
playground /
'pleɪgraʊnd/
room /ru:m/
same /seɪm/
scare /skeə(r)/
scream /skri:m/
shoe /ʃu:/
shopping mall
/'ʃɒpɪŋ mə:l/
shout /ʃaʊt/
sing /sɪŋ/
singer /'sɪŋə(r)/
sometimes /'sʌmtaɪmz/

sports centre
/'spɔ:ts sentə(r)/
story /'stɔ:ri/
surf (the Internet) /sɜ:f/
surprise /sə'praɪz/
swimming pool
/'swɪmɪŋ pu:l/
teenager /'ti:neɪdʒə(r)/
theatre /'θiətə/
ticket /'tɪkɪt/
trousers /'traʊzəz/
try (v) /traɪ/
wonderful /'wʌndəfl/

Unit 8

a lot of /ə 'lɒt əv/
a piece of /ə 'pi:əs əv/
add /æd/
adult /'ædʌlt, ə'dʌlt/
apple /'æpl/
belt /belt/
biscuit /'bɪskɪt/
bread /bred/
butter /'bʌtə(r)/
cereal /'sɪəriəl/
cheese /tʃi:z/
child /tʃaɪld/
cucumber /
'kju:kʌmbə(r)/
dish (crockery and meal)
/dɪʃ/
egg /eg/
field /fi:ld/
fine /faɪn/
fresh /frefʃ/
fries /fraɪz/
get /get/
grey /greɪ/
healthy /'helθi/
hot /hɒt/
lemon /'lemən/
mash (v) /mæʃ/
mashed potatoes
/mæʃt pə'teɪtəʊz/
meat /mi:t/
melon /'melən/
milkshake /'mɪlkʃeɪk/
mix /mɪks/
need /ni:d/
onion /'ɒnjən/
on top /ɒn 'tɒp/
oven /'ʌvn/
over there
/əʊvə 'ðeə(r)/
pasta /'pæstə/
pastries /'peɪstri:z/
peas /pi:z/

pepper /'pepə(r)/
pot /pɒt/
potato /pə'teɪtəʊ/
put /pʊt/
quilt /kwɪlt/
rice /raɪs/
salad /'sæləd/
sale /seɪl/
salt /sɒlt/
shield /ʃi:ld/
sit down /sɪt 'daʊn/
supermarket
/'su:pəmə:kɪt/
sure /ʃʊə(r), ʃɔ:(r)/
tell /tel/
the top /ðə 'tɒp/
week /wi:k/
would /wʊd/

Unit 9

Africa /'æfrɪkə/
animal /'ænɪməl/
answer (n) /'ɑ:nsə(r)/
Asia /'eɪzə/
big /bɪg/
bigger than /'bɪgə ðən/
biggest /'bɪgɪst/
bridge /brɪdʒ/
building /'bɪldɪŋ/
camp /kæmp/
cheetah /'tʃi:tə/
country /'kʌntri/
deep /di:p/
earth /ɜ:θ/
Europe /'jʊərəp/
fact /fækt/
flow /fləʊ/
grape /greɪp/
high /haɪ/
highest /'haɪəst/
interesting /'ɪntrəstɪŋ/
Italian /i'tæljən/
just /dʒʌst/
lake /leɪk/
lamp /læmp/
land (n) /lənd/
last (adj) /lɑ:st/
light (v) /laɪt/
long /lɒŋ/
longest /'lɒŋgɪst/
mice /maɪs/
middle /'mɪdl/
mile /maɪl/
mountain /'maʊntɪn/
nearly /'niəli/
ocean /'əʊʃn/

old /əʊld/
plant /plɑ:nt/
pond /pɒnd/
 put up /pʊt 'ʌp/
 quiz /kwɪz/
river /'rɪvə(r)/
sand /sænd/
 sandcastle /'sændkɑ:sl/
 square kilometre
 /'skweə(r) 'kɪləmi:tə,
 kɪ'lɒmɪtə/
 surface /'sɜ:fɪs/
 temple /'templ/
tent /tent/
 That's right! /'ðætɪz raɪt/
 time zone /'taɪm zəʊn/
waterfall /'wɔ:təfɔ:l/
wide /waɪd/
 wind (n) /wɪnd/
 world /wɜ:ld/
 world record /wɜ:ld
 'rekɔ:d/

Fluency Time! 3

go straight on /gəʊ
 'streɪt ɒn/
 map /mæp/
 miss /mɪs/
 next to /nekst tə/
 opposite /'ɒpəzɪt/
 turn left / right /tɜ:n left,
 raɪt/
 way /weɪ/

Extensive Reading 3

ask /ɑ:sk/
 aubergine /'əʊbəʒi:n/
 beans /bi:nz/
 block
 bunch /bʌntʃ/
 coconut /'kəʊkənʌt/
 delicious /drɪ'lɪʃəs/
 dessert /dɪ'zɜ:t/
 disappointed
 /dɪsə'pɔɪntɪd/
 drop /drɒp/
 fill /fɪl/
 fried /fraɪd/
 food /fu:d/
 herbs /hɜ:bz/
 lentils /'lentɪlz/
 mango /'mæŋgəʊ/
 meal /mi:l/
 plan /plæn/
 smell (v) /smel/
 soup /su:p/
 square (n) /skweə(r)/
 sticky /stɪki/

traditional /trə'dɪʃənəl/
 traveller /'trævələ(r)/
 treat /tri:t/
 trust /trʌst/

Unit 10

be good /bi gʊd/
 be quiet /bi 'kwaɪət/
bin /bɪn/
case /keɪs/
catch /kætʃ/
chase /tʃeɪs/
cross (v) /krɒs/
flowers /'flaʊəz/
fountain /'faʊntɪn/
 fox /fɒks
 gingerbread /
 'dʒɪndʒəbred/
grass /grɑ:s/
 keep (sth) clean /ki:p
 kli:n/
laugh /lɑ:f/
litter /'lɪtə(r)/
meet /mi:t/
 mobile phone
 /məʊbaɪl 'fəʊn/
Monday /'mʌndeɪ/
 must /mʌst/
 mustn't /'mʌsnt/
 near /nɪə(r)/
path /pɑ:θ/
 pick (flowers) /pɪk/
playground /
 'pleɪgraʊnd/
race (n) /reɪs/
rain (n) /reɪn/
 shelf /ʃelf/
shout (v) /ʃaʊt/
 start to /'stɑ:t tə/
train /treɪn/
tray /treɪ/
trees /tri:z/
 walk (a dog) /wɔ:k/
 wash (your) hands
 /wɒʃ 'hændz/

Unit 11

along /ə'lɒŋ/
(at the) top of /'tɒp əv/
between /bi'twi:n/
bus /bʌs/
 came /keɪm/
 capital city /'kæpɪtɪ
 'sɪti/
 centre /'sentə(r)/
 desert /'dezət/
dream /dri:m/
 ear /ɪə(r)/

empty /'empti/
 England /'ɪŋlənd/
 explorer /ɪk'splɔ:rə(r)/
ferry /'feri/
green /gri:n/
happy /'hæpi/
helicopter /
 'helɪkɒptə(r)/
 hidden /'hɪdn/
 history /'hɪstri/
 horse bus /'hɔ:s bʌs/
 hotel /həʊ'tel/
 hundred /'hʌndrəd/
ice cream /'aɪs kri:m/
in the middle of
 /ɪn ðə 'mɪdl əv/
inside /ɪn'saɪd/
jelly /'dʒeli/
 kitchen /'kɪtʃɪn/
 last week / year / Monday
 /lɑ:st 'wi:k, 'jɪə(r),
 'mʌndeɪ/
 learn /lɜ:n/
 life /laɪf/
 lolly /'lɒli/
 market /'mɑ:kɪt/
motorbike /
 'məʊtəbaɪk/
 most /məʊst/
 move (along) /mu:v/
 north /nɔ:θ/
 party /'pɑ:ti/
plane /pleɪn/
queen /kwi:n/
 rocky /'rɒki/
 royal /'rɔɪəl/
 shop (n) /ʃɒp/
 skateboard (n) /
 'skeɪtbɔ:d/
 street /stri:t/
taxi /'tæksi/
through /θru:/
train /treɪn/
tram /træm/
 wonder /'wʌndə(r)/
 yesterday /'jestədeɪ/

Unit 12

(not) at all /ət ɔ:l/
 all night /ɔ:l 'naɪt/
 all the time /ɔ:l ðə
 'taɪm/
 baby /'beɪbi/
 be like (someone) /bi:
 laɪk/
 blond /blɒnd/
 bride /braɪd/
 bright /braɪt/

cheerful /'tʃɪəfl/
 clever /'klevə(r)/
 different /'dɪfrənt/
dry /draɪ/
 eyes /aɪz/
friendly /'frendli/
 game /geɪm/
generous /'dʒenərəs/
 glad /glæd/
 good-looking /gʊd
 'lʊkɪŋ/
 groom /gru:m/
handsome /'hænsəm/
light (n) /laɪt/
 like (prep) /laɪk/
mean /mi:n/
miserable /'mɪzərəbl/
night /naɪt/
 old /əʊld/
 on holiday /ɒn 'hɒlədeɪ/
 picnic /'pɪknɪk/
 pizza /'pi:zə/
pretty /'prɪti/
relaxed /rɪ'læks/
shine (v) /ʃaɪn/
short /ʃɔ:t/
shy /ʃaɪ/
sky /skaɪ/
smile /smaɪl/
 still (adv) /stɪl/
tall /tɔ:l/
 wedding day /'wedɪŋ
 deɪ/
worried /'wʌrɪd/
young /jʌŋ/

Fluency Time! 4

Do you know ...?
 /du ju nəʊ/
 face /feɪs/
 floor /flɔ:(r)/
 interesting /'ɪntrəstɪŋ/
 She looks ... /ʃɪ lʊks/

Extensive Reading 4

assistant /ə'sɪstənt/
 canoe /kə'nu:/
 clean /kli:n/
 conductor
 /kən'dʌktə(r)/
 custom /'kʌstəm/
 journey /'dʒɜ:ni/
 jungle /'dʒʌŋgl/
 nervous /'nɜ:vəs/
 passenger
 /'pæsɪndʒə(r)/
 popular /'pɒpjələ(r)/

race /reɪs/
railway /'reɪlweɪ/
rainforest /'reɪnfɔːrɪst/
strange /streɪndʒ/
use /juːz/

Unit 13

a long time ago
/ə 'lɒŋ taɪm ə'gəʊ/
alphabet /'ælfəbet/
Ancient Egyptian
/'eɪnʃ(ə)nt e'dʒɪptʃ(ə)n/
artist /'ɑːtɪst/
bone /bəʊn/
break (v) /breɪk/
bring /brɪŋ/
card /kɑːd/
clay tablet /kleɪ 'tæblət/
coat /kəʊt/
come round /kʌm
raʊnd/
dance /dɑːns/
difficult /'dɪfɪkəl/
dry (v) /draɪ/
easy /'iːzi/
elbow /'elbəʊ/
finish /'fɪnɪʃ/
fish pie /fɪʃ paɪ/
go out /gəʊ aʊt/
hard /hɑːd/
hate /heɪt/
heavy /'hevi/
Hooray! /hʊ'reɪ/
kind (of) /kaɪnd/
laugh /lɑːf/
light (adj) /laɪt/
live (v) /lɪv/
living room /'lɪvɪŋ rʊm/
look /lʊk/
love /lʌv/
men /men/
message /'mesɪdʒ/
nose /nəʊz/
other /'ʌðə(r)/
papyrus /pə'paɪrəs/
parent /'peərənt/
pie /paɪ/
poor /pʊə(r), pɔː(r)/
question /'kwɛstʃən/
reed /riːd/
rich /rɪtʃ/
secret /'siːkrət/
snow /snəʊ/
So... /səʊ/
soap /səʊp/
soft /sɒft/
start /stɑːt/

stone /stəʊn/
tea (meal) /tiː/
those /ðəʊz/
thousand /'θaʊzənd/
use (v) /juːz/
want /wɒnt/
wet /wet/
women /'wɪmɪn/
word /wɜːd/
writer /'raɪtə(r)/
writing (n) /'raɪtɪŋ/
yesterday /'jestədeɪ/

Unit 14

apron /'eɪprən/
backpack /'bækpæk/
believe /brɪ'liːv/
blue /bluː/
boot /buːt/
calculator /
'kælkjələtə(r)/
camping /'kæmpɪŋ/
campsite /'kæmpsɑɪt/
clothes /kləʊðz/
dictionary /'dɪkʃnəri/
flute /fluːt/
frying pan /'fraɪɪŋ pæn/
glue /gluː/
lunch box /'lʌntʃbɒks/
matches /'mætʃɪz/
moon /muːn/
onto /'ɒntu/
paint /peɪnt/
paintbrush /'peɪntbrʌʃ/
PE kit /piː'iː kɪt/
rope /rəʊp/
sleeping bag /'sliːpɪŋ
bæg/
stay in a tent /steɪ ɪn ə
'tent/
stick /stɪk/
tent /tent/
trip /trɪp/
torch /tɔːtʃ/
tube /tjuːb/
tune /tjuːn/
warm (adj) /wɜːm/
went /went/
wood /wʊd/
Year (8) /'jɪə(r)/

Unit 15

amusement park
book /bʊk/
cook /kʊk/
creature /'kriːtʃə(r)/
Dear... /'dɪə(r)/

feel /fiːl/
go away /gəʊ ə'weɪ/
hairbrush /'heəbrʌʃ/
hood /hʊd/
later /'leɪtə(r)/
next week /nekst 'wiːk/
pack (v) /pæk/
present /'prezənt/
restaurant /'restrɒnt/
seafood /'siːfuːd/
shampoo /ʃæm'puː/
shark /ʃɑːk/
soap /səʊp/
soon /suːn/
suitcase /'suːtkes/
sun cream /'sʌn kriːm/
swimsuit /'swɪmsuːt/
Take care. /teɪk keə(r)/
this afternoon
/ðɪs ɑːftə'nuːn/

tomorrow /tə'mɒrəʊ/
tonight /tə'naɪt/
toothbrush /'tuːθbrʌʃ/
toothpaste /'tuːθpeɪst/
towel /'taʊəl/
weather /'weðə(r)/
windsurf /'wɪndzɜːf/
wood /wʊd/
wool /wʊl/

Fluency Time! 5

brilliant /'brɪljənt/
hiking /'haɪkɪŋ/
Lucky you! /'lʌki ju/
photo album
'fəʊtəʊ 'ælbəm/
sightseeing /'saɪtsiːɪŋ/
souvenir /,suːvə'nɪə(r)/
tiring /taɪərɪŋ/

Extensive Reading 5

armour /'ɑːmə(r)/
arrive /ə'raɪv/
boarding school
'bɔːdɪŋ skuːl/
competition
'kɒmpə'tɪʃən/
decision /dɪ'sɪʒən/
disc /dɪsk/
earn /ɜːn/
enter /'entə(r)/
event /ɪ'vent/
feel better /fiːl 'betə(r)/
guard /gʊəd/
house mistress
jewel /'dʒuːəl/
lie (v) /laɪ/

mistake /mɪ'steɪk/
onto /'ɒntə, 'ɒntu/
palace /'pæləs/
platform /'plætfɔːm/
pretend /prɪ'tend/
rehearsal /rɪ'hɜːsəl/
set (v) /set/
soldier /'səʊldʒə(r)/
strapped to /'stræpt tə/
swap /swɒp/
term /tɜːm/
three-legged /θriː
'legɪd/
track /træk/
trophy /'trɒfi/
uniform /'juːnɪfɔːm/
unkind /ʌn'kaɪnd/
wax /wæks/

Culture

The United Kingdom

almost /'ɔːlməʊst/
capital city /'kæpɪtl
'sɪti/
modern /'mɒdn/
nearly /'nɪəli/

Sports events

fan /fæn/
goal /gəʊl/
match /mætʃ/
rowing race /'rəʊɪŋ reɪs/
rower /'rəʊə(r)/
score /skɔː(r)/
tournament
'tuːənmənt/
warm up /wɜːm 'ʌp/

Clothes

casual /'kæʒuəl/
costume /'kɒstjuːm/
dress up /dres 'ʌp/
smart /smɑːt/
tie /taɪ/
top /tɒp/
tracksuit /'træksuːt/
trainers /'treɪnə(r)s/
uniform /'juːnɪfɔːm/

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