

2nd Edition

Family Fluency and Friends

4

Teacher's Book Plus

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Introduction by **Naomi Simmons**

Scope and sequence	2	Fluency Time! 3	88
Introduction	6	Unit 10	90
Multimedia	10	Unit 11	96
Tour of a unit	14	Unit 12	102
Flashcards and games	22	Fluency Time! 4	108
Starter	26	Unit 13	110
Unit 1	30	Unit 14	116
Unit 2	36	Unit 15	122
Unit 3	42	Fluency Time! 5	128
Fluency Time! 1	48	Culture	130
Unit 4	50	Extensive reading	133
Unit 5	56	Skills / Fluency Time! transcripts	138
Unit 6	62	Review pages answer key	142
Fluency Time! 2	68	Workbook answer key	143
Unit 7	70	Course Resource notes	152
Unit 8	76	Wordlist	163
Unit 9	82		

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Back together!	p26	Revision: free-time activities, food words, alphabetical order Core: <i>telling the time</i>	<i>like</i> + verb + <i>ing</i> <i>can</i> for permission / requests Countable and uncountable nouns <i>a / an / some</i> <i>be going to</i> + verb Comparative and superlative adjectives
1 The food here is great!	p30	The restaurant Core: <i>waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad</i> Words in context: What do you like for breakfast? <i>beans, olive oil, toast, noodles, coconut, chilli, corn, pancake</i>	Present simple and present continuous <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> Time markers: present simple and continuous <i>always / usually / sometimes / rarely / never now / right now / today / at the moment</i>
2 We had a concert	p36	The concert Core: <i>concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet</i> Words in context: 'The Concert' <i>orchestra, treat, cymbals, piece, shining, burst, pack up</i>	Past simple: <i>have</i> and <i>be</i> <i>We had a concert at our house.</i> <i>All our friends were there.</i> Past simple: regular verbs <i>The audience clapped and cheered.</i> Time markers: past simple <i>yesterday / last week / last year / two days ago</i>
3 The dinosaur museum	p42	The dinosaur museum Core: <i>dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot</i> Words in context: dinosaur data <i>Earth, scientist, pattern, skin, disappear, rock, asteroid, fall (fell)</i>	Past simple: irregular verbs with negatives <i>We didn't go to school.</i> Past simple: irregular verbs with questions <i>Did they go to a museum?</i> <i>What did you see?</i>
Fluency Time! 1	p48	Eating out <i>I'd like ...; Can I have ...; Can I have some more ...; with / without; That's fine.; Sure.</i>	
4 Whose jacket is this?	p50	Water sports Core: <i>team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won)</i> Words in context: tennis <i>fans, medals, championship, leather, court, hit, rules</i>	Possessive pronouns <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / its / theirs / ours</i> Adverbs: + <i>ly</i> and irregular <i>He ran slowly.</i> <i>They played well.</i>
5 Go back to the roundabout	p56	Directions Core: <i>read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station</i> Words in context: Shadow puppets theatre <i>shadow, puppet, popular, event, stick, screen, voice, lift up</i>	<i>have to / had to</i> <i>We have to go back to the roundabout.</i> Giving directions <i>Go straight on at the roundabout.</i> <i>why / because</i> <i>Why are we at this petrol station?</i> <i>Because we're lost.</i>
6 The best bed!	p62	Daily routine Core: <i>break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern</i> Words in context: a fable, 'The Ant and the Grasshopper' <i>enormous, prepare, worry, thick, dig, share, generous, lazy</i>	Comparatives and superlatives: long adjectives <i>My bed is more comfortable than this one.</i> Irregular comparatives and superlatives <i>better than / worse than</i> <i>the best / the worst</i>
Fluency Time! 2	p68	Making phone calls <i>Can I speak to ...; Who's calling, please?; It's (Sara) here.; Hold on a minute, please.; It's for you!</i>	

	Phonics	Skills	Values
		<p>Reading: introducing the use of dictionaries</p> <p>Listening: identifying times</p> <p>Speaking: asking and answering questions about children's activities; asking and answering questions about what you would like to buy; asking and answering questions about the time</p> <p>Writing: writing words into alphabetical order</p>	<p>Appreciating similarities and differences between people</p> <p>Asking for permission</p>
	<p>Long a and e sounds: a: <i>train, tray, cake</i> e: <i>tree, leaves, key</i></p>	<p>Reading: a magazine article: 'What do you like for breakfast?' (reading and understanding a magazine article; matching specific information to the appropriate text)</p> <p>Listening: identifying details about family meals</p> <p>Speaking: asking and answering questions about eating habits</p> <p>Writing: recognizing syllables in words; Workbook – writing about my eating habits</p>	<p>Values 1: Values in town (Helpful and respectful behaviour in a restaurant) Being polite to the people around you Not playing with toys while you are eating Helping restaurant staff and treating them with respect Having good table manners Not creating hazards while people are carrying food and drink</p>
	<p>Long i, o and u sounds: i: <i>light, cry, bike</i> o: <i>boat, blow, bone</i> u: <i>room, blue, flute</i></p>	<p>Reading: a poem: 'The Concert' (reading and understanding a poem; matching questions and answers)</p> <p>Listening: identifying different musical activities</p> <p>Speaking: asking and answering questions about musical preferences and abilities</p> <p>Writing: the double consonant rule; Workbook – writing a description of a picture</p>	
	<p>f and ph spellings: f: <i>flamingo, scarf, feet</i> ph: <i>phone, nephew, alphabet</i></p>	<p>Reading: a non-fiction text: 'Dinosaur data' (reading and understanding a factual text from an information book; matching sentence halves)</p> <p>Listening: identifying favourite things on a school trip</p> <p>Speaking: asking and answering questions about school trips</p> <p>Writing: exclamation marks; Workbook – writing a webpage about my school trip</p>	

Project: Make a menu

Review 1 Units 1–3

<p>ll endings: <i>smell, bell, shell</i></p> <p>rr words: <i>mirror, carrot, cherry</i></p>	<p>Reading: a history poster: tennis (reading and understanding an article about tennis from a children's magazine; completing sentences with the correct word)</p> <p>Listening: identifying children's favourite sports</p> <p>Speaking: asking and answering questions about favourite sports</p> <p>Writing: <i>It's</i> or <i>Its</i>; Workbook – writing instructions for a sport</p>	<p>Values 2: Values at school (Co-operating and playing safely on the sports field) Playing together in teams Taking care of sports equipment Being aware of other people's needs Making sure you drink water when playing sports Helping people who are in trouble Being kind to other players</p>
<p>ck and c endings: ck: <i>neck, duck, clock, rock</i> c: <i>plastic, picnic, music, comic</i></p>	<p>Reading: an informative webpage: 'Shadow puppet theatre' (reading a children's website about having fun with hand shadows; identifying true or false sentences)</p> <p>Listening: understanding directions</p> <p>Speaking: giving directions</p> <p>Writing: instructions; Workbook – writing an invitation</p>	
<p>Soft c and g sounds: c: <i>city, ice, dance, rice</i> g: <i>cage, page, giraffe, stage</i></p>	<p>Reading: a fable: 'The Ant and the Grasshopper' (reading a modern version of a fable; completing sentences with the correct word)</p> <p>Listening: identifying chronology in a fable</p> <p>Speaking: telling a story from pictures</p> <p>Writing: identifying irregular plurals; Workbook – writing a fable</p>	

Project: Make a telephone

Review 2 Units 1–6

7	Will it really happen?	p70	In space Core: <i>the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship</i> Words in context: The Future <i>underwater, submarines, underground, control, energy, virtual reality, pills, power</i>	The future with will <i>People will / won't travel in super-fast planes.</i> Time markers: the future <i>on Monday / next week / in a month's time / this evening / soon / later</i>
8	How much time have we got?	p76	At the airport Core: <i>money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin</i> Words in context: my holiday <i>unusual, journey, fall asleep, whistle, hotel, disappointed, fireworks, fair</i>	Expressing quantity <i>How much time have we got? / I've got lots of pencils. / I haven't got many pens. some / any</i> <i>Have you got any newspapers? We've got some pencils, but we haven't got any pens.</i>
9	Something new to watch!	p82	Audio-visual entertainment Core: <i>cartoon, radio, camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone</i> Words in context: What's on TV? <i>steal, doughnut, villain, get into trouble, kick-off, stadium, giant, play a trick on</i>	Infinitive of purpose <i>I turned on the TV to watch sports. We went in the boat to see the dolphins.</i> How often ... ? <i>How often do you watch TV? I watch TV once / twice a week.</i>
Fluency Time! 3		p88	Choosing TV programmes <i>What's on TV?; I can't stand ...; Let's change the channel; Pass me ... That's a good idea.</i>	
10	I've printed my homework	p90	Computers Core: <i>printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet</i> Words in context: sending emails <i>type the email address, subject, keyboard, spellchecker, attach a photo, a website, send a message</i>	Present perfect: affirmative <i>He's put the books on the shelves.</i> Present perfect: questions, answers and negatives <i>Have you seen my new speakers? Yes, I have. / No, she hasn't. She hasn't printed the document.</i>
11	Have you ever been...?	p96	Places Core: <i>town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave</i> Words in context: 'Everest expeditions' <i>location, height, oxygen, expedition, summit, equipment, frozen, melt</i>	Present perfect: ever <i>Have you ever been to space? Yes, I have. / No, I haven't.</i> Present perfect: never <i>She's never been to an oasis. We've never fallen in the mountains.</i>
12	What's the matter?	p102	Illness Core: <i>a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine</i> Words in context: how to stay healthy <i>healthy, fit, energy, crisps, sugar, cabbage, calcium, sardine</i>	should / shouldn't <i>You should drink some water. You shouldn't eat lots of cakes.</i> could / couldn't <i>Max couldn't eat his dinner, but he could eat lots of cakes.</i>
Fluency Time! 4		p108	Describing accidents <i>What's the matter?; hurt; Where did it happen?; I fell over in the playground.</i>	
13	Can you help me?	p110	Making smoothies Core: <i>smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel</i> Words in context: Young Heroes <i>hero, earthquake, sponsored, bike ride, raise money, charity, well, chores</i>	Object pronouns <i>me / you / him / her / it / us / them</i> Relative pronouns <i>This is the boy who didn't put the lid on. This is the smoothie which was in the blender.</i>
14	We were fishing	p116	Family Core: <i>mother-in-law, father-in-law, wife, husband, son, daughter, niece, nephew</i> Words in context: 'My relatives are coming!' <i>relatives, toddler, normal, cute, squeeze, queue, stay in touch, miss someone</i>	Past continuous <i>What were you doing? I was looking at photos.</i> Dates and I was born ... <i>My mum was born in 1981. She was born on 9th July.</i>
15	Good news, bad news	p122	Jobs Core: <i>boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author</i> Words in context: 'Three Wishes' <i>fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull</i>	Past simple and past continuous <i>When I was working, the phone rang. They were smiling when I went in.</i> Grammar homophones: there / they're / their <i>There is some good news. / They're very happy. / They will be with their cousins.</i>
Fluency Time! 5		p128	Playground language <i>on your own; off school; play with us; Do you want to play a ...?; That sounds fun.</i>	
Culture		p130	Shopping <i>stalls, shopping mall, (toy) shop, market</i> Watching wildlife <i>experience, lemur, puzzle</i>	
Extensive reading		p133	Fossils, Sport, Travel, Exciting places, Gold, Science	

<p>au, aw and or: au: <i>sauce, August, autumn</i> aw: <i>jigsaw, straw, paw</i> or: <i>horse, sport, morning</i></p>	<p>Reading: posts on a website forum about the future (reading website forum posts and identifying true and false sentences) Listening: identifying children's predictions Speaking: offering opinions about the future Writing: compound words; Workbook – expanding notes into a text</p>	<p>Values 3: Valuing people (Thinking of others) Being generous and sharing with others Being considerate towards older people Being helpful when people need it</p>
<p>Past simple -ed endings: <i>walked, waited, showed</i></p>	<p>Reading: a letter (reading a letter describing a holiday; identifying true or false sentences) Listening: identifying details about holidays Speaking: asking and answering questions about your holiday Writing: addressing envelopes; Workbook – writing a letter about my holiday</p>	
<p>er and or endings: er: <i>mother, father, September</i> or: <i>visitor, doctor, actor</i></p>	<p>Reading: a TV guide (completing sentences) Listening: identifying details about children's favourite TV shows Speaking: talking about favourite TV shows Writing: the prefix <i>un</i>; Workbook – writing a TV guide</p>	

Project: Make a TV **Review 3** Units 1–9

<p>ur and ir spellings: ur: <i>hurt, Thursday, nurse, curtains</i> ir: <i>circle, girl, shirt, bird</i></p>	<p>Reading: online instructions: how to send an email (matching sentences and pictures) Listening: identifying children's computer use Speaking: talking about computer use Writing: parts of speech; Workbook – writing about how I use a computer</p>	<p>Values 4: Values in the country (Safe behaviour outside) Wearing safety equipment like a helmet when riding a bike Using lights on a bike in the dark Wearing warm clothes in the evening Following paths Taking care with fire</p>
<p>ea and e spellings: ea: <i>feather, bread, head, heavy</i> e: <i>spend, tent, present, help</i></p>	<p>Reading: an account: 'Everest Expeditions' (putting sentences in the correct order) Listening: identifying details about life in the Antarctic Speaking: interviewing an explorer Writing: topic sentences; Workbook – writing a blog entry</p>	
<p>le and al endings: le: <i>candle, castle, table, people</i> al: <i>sandal, animal, hospital, cereal</i></p>	<p>Reading: an information leaflet: 'How to stay healthy' (completing sentences with the correct word) Listening: identifying details about children's healthy lifestyles Speaking: describing what you do to be healthy Writing: <i>because</i> and <i>so</i>; Workbook – writing an information leaflet</p>	

Project: Make a room cube **Review 4** Units 1–12

<p>el and il endings: el: <i>tunnel, camel, towel, travel</i> il: <i>lentils, pencil, April, pupil</i></p>	<p>Reading: two factual accounts: 'Young Heroes' (identifying the wrong words in sentences and writing the correct ones) Listening: matching people with how they help others Speaking: asking questions about jobs Writing: identifying and using sub clauses; Workbook – writing an interview</p>	<p>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 split water) Keeping clean and safe by wearing an apron for activities like art and cooking Using school equipment safely</p>
<p>tion and shion endings: tion: <i>addition, subtraction, question, invitation</i> shion: <i>fashion, cushionz</i></p>	<p>Reading: a poem 'My relatives are coming' (writing short answers to questions) Listening: identifying details about family memories Speaking: talking about happy memories Writing: identifying features of poems; Workbook – completing a poem about family photos</p>	
<p>Vocabulary homophones: <i>see / sea</i> <i>hear / here</i> <i>wear / where</i> <i>write / right</i></p>	<p>Reading: a traditional story: 'Three Wishes' (reading an extended text) Listening: identifying children's wishes Speaking: talking about your wishes Writing: using speech marks; Workbook – writing the end of a story</p>	

Project: Make a mini book **Review 5** Units 1–15

Australia *harbour, Outback, Aboriginal, boomerang, spear, possum, ferry*

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)
- Teacher's Book Plus containing:
 - Teacher's Resource Centre
 - Fluency DVD
 - Online Practice
- Classroom Presentation Tool
- 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 4, we see more of the amusing adventures of Max and Holly and their Australian cousins, Leo and Amy, who were introduced in Level 3.

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 142 of the Teacher's Book.

Grammar Time pages

Grammar reference material is provided on pages 124–131 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.
- 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 in town (Behaving in a restaurant), Values at school (Being helpful on a sports field), Valuing people (Thinking of others), Values in the country (Safety outside), Values at home (Safety in the kitchen).

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 152–157 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.

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

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 GCSE Grades 3 and 4 and ISE Grade 0.

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 four 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 4, they contain approximately 2,000–2,400 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 page 158 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 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 Movers tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Movers 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 the Trinity Tests.
- Sample Trinity Practice Tests for GESE Grades 3 and 4 and ISE Grade 0. (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 photocopiables 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.
- Language practice and Writing skills worksheets for further practice of each unit's vocabulary and writing objective.
- Values worksheets for every three units.
- Class Play Scripts for 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 cross-curricular video 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 question 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.
- Music, geography 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 16 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:

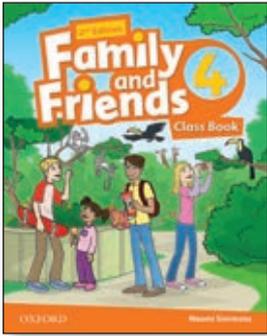
- Create online classes for the course using the ‘Manage Classes’ features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various 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.

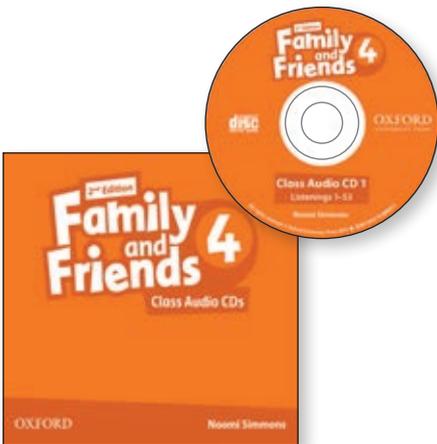
Interactive activities include:

- 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

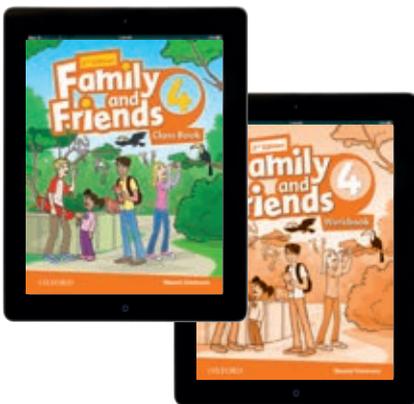
The Class Audio CDs provide the full range of audio to accompany the student Class Book, including:

- 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.

Lesson Two Grammar 1

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

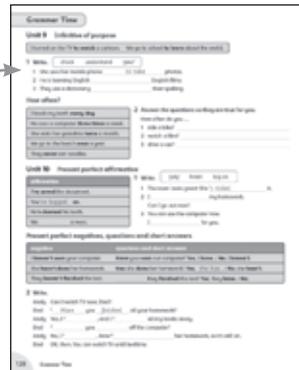
The children listen to the story again and now produce the language by repeating and then acting out the story (see page 9).

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

The children use the pictures or written prompts to manipulate the grammar structure in a speaking task. The text in the speech bubbles provides a model for how the activity should be done.

The children practise the grammar structure in an exercise which is fully supported.

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



Lesson Two Grammar 1

- Listen to the story again and repeat. Act.
- Read and learn.

Infinitive of purpose

I turned on the TV **to watch** sports.
We went in the boat **to see** the dolphins.

Use **to** + the base form of the verb for a purpose or a reason.
to + base form = infinitive (e.g. to watch)
- Speaking Match and say.

1 He turned on the radio

2 She watched a documentary

3 I turned on the TV

4 We use the computer

5 I use my mobile phone

He turned on the radio to listen to music.

a write emails.

b play the DVD.

c speak to my friends.

d learn about dolphins.

e listen to music.
- Read and number. Then write.

to see to chew to listen to change to take

1 On holiday, we made a video **to show** all our family and friends back home.

2 He looked in the newspaper _____ what was on TV.

3 I don't have a camera, but I can use my mobile phone _____ photos.

4 I don't like this programme. Where's the remote control _____ the channel?

5 I've got a new MP3 player _____ to my music.

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

- The grammar activity is done by children at their desks. They can take a minute to read and learn the rules silently. Check that they have understood by asking questions about the pictures and eliciting further examples of the structure. Encourage children to find more examples in the story.

- Write some new example sentences on the board. Read them aloud, so that the class can repeat them chorally. (If there is a tip box, read it to the class and highlight any examples of the tips in the sentences.)
- Do the first question of each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- At this point children should be encouraged to complete the relevant Grammar Time reference table and exercise at the back of their Workbooks.

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

Workbook

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



Online Practice allows children to practise the grammar further.

Lesson Three Grammar 2 and Song

Lesson 3 presents an extension of the grammar point in the previous lesson. The grammar point and core language are then practised in a song.

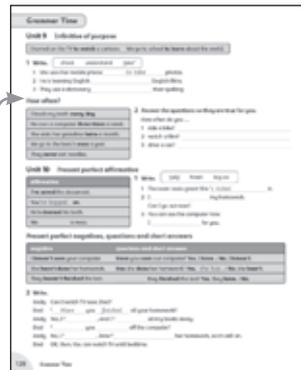
Repeat the procedure for teaching the first grammar point in the previous lesson.

The children practise speaking in pairs, using a context that is similar to the story in Lesson 1.

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



Lesson Three Grammar 2 and Song

1 Read and learn.

How often ... ?

How often do you watch TV?
I watch it **every day**.
I watch it **three times a week**.
I **never** watch TV. We haven't got one.

I watch a documentary **once a week**.
I buy a new CD **twice a year**.

1x = once 2x = twice 3x = three times
4x = four times 0x = never

2 Speaking Ask and answer.

How often do you ...

watch a film? use a camcorder? play computer games?
watch the news? listen to the radio? use a mobile phone?

3 Now write sentences about how often you and your friend do these things.

I watch a film **once a week**, but Andy watches a film **three times a week**.

4 Listen and sing.

How often ... ?

How often do you watch cartoons?
Three times a week.
Three times a week.
I watch cartoons **three times a week**.

How often do you watch a film?
Once a week ...
I watch a film **once a week**.

How often do you go to the beach?
Twice a year ...

How often do you see your friends?
Every day ...

70 Unit 9 How often ... ? Complete Grammar Time exercise 2 on page 118 of Workbook 6.

Teaching the second grammar point

- The second grammar point is taught in the same way as the first.
- As the grammar at this level is becoming more complex, it is often broken down into two separate lessons, so sometimes the grammar point in Lesson 3 extends what was taught in Lesson 2. At other times the grammar point is completely new.
- If the two points are linked, elicit examples of the first grammar point and any 'rules' the children can remember. This way the children will see how the complete structure works.
- The next activity is nearly always an oral one in which children work in pairs and use the pictures and prompts to practise the structure. 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.
- At this point children should be encouraged to complete the relevant Grammar Time reference table and exercise at the back of their Workbooks.

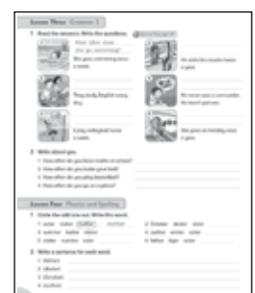
Teaching songs

- Point to the picture and ask questions to give context to the song.
- Play the song to the class once. Then play it again as children follow the words in their books.
- 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.

Children use the Student Website at home to practise the new grammar structure and the song. They can also use the *Listen at home* section.

Workbook

The children practise the new grammar point in a written activity in the Workbook.



Online Practice allows children to practise the grammar further.

Lesson Four Phonics and Spelling

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it, as well as the different ways in which different sounds can be spelled.

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 read a text, dialogue, or poem. The text provides targeted pronunciation and decoding practice within an engaging context.

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

The children practise the sounds in a written activity.

Lesson Four Phonics and Spelling

- Listen, point and repeat.** 
- Listen and read.**
 -  In September, I will have a new teacher at school. Her name is Mrs Butler.
 -  When we have a visitor, my mother and father prepare a fantastic dinner.
 -  My older brother is an actor. He'll be in a play in October. In the play, he is a doctor.
- Read again. Circle the words ending with er and underline the words ending with or.**
- Match and write.**

	visit	1	visitor
	doct	2	_____
	moth	3	_____
	teach	4	_____
	act	5	_____
	Decemb	6	_____

er
or

er and or endings Unit 9 71

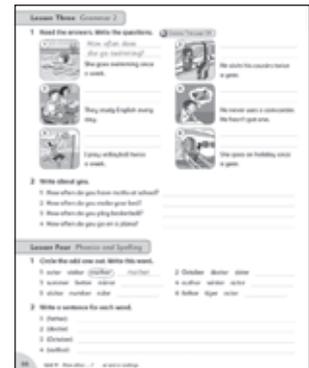
Teaching phonics and spelling

- Introduce the new sounds and the letters that form them one at a time. Show the class the phonics cards and say, for example, *The letters 'er' and 'or' can make the same sound ə.* Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the phonics cards and recording.
- In Exercise 2, point to the pictures and ask questions to give some context to what they are about to hear. Play the recording once all the way through. Then play it again, stopping after each line for children to repeat.
- The children read the text again and identify words in the text which contain the sounds they have learnt.
- For Exercise 4, complete the first example as a whole class activity. Then ask children to work individually. Finally, check the answers with the whole class.

Children use the Student Website at home to practise phonics exercises. They can also use the *Listen at home* section to listen to the phonics words.

Workbook

The children practise recognizing the spelling patterns or writing the key phonics words from the lesson. Then they write their own sentences containing those words.



Lesson Three Continued

- Read the answers. Write the questions.**
 - 1. How often do you go swimming? → He goes swimming once a week.
 - 2. How often do you play football? → He plays football every day.
 - 3. How often do you go to the cinema? → He goes to the cinema once a week.
 - 4. How often do you go to a play? → He goes to a play once a month.
- Write about you.**
 - 1. How often do you go to school? → I go to school every day.
 - 2. How often do you play football? → I play football once a week.
 - 3. How often do you go to a play? → I go to a play once a month.

Lesson Four: Phonics and Spelling

- Circle the odd one out. Write the words.**
 - 1. actor visitor (circle) mother
 - 2. October doctor actor
 - 3. teacher father visitor
 - 4. mother visitor actor
 - 5. actor visitor actor
 - 6. father actor actor
- Write a sentence for each word.**
 - 1. doctor
 - 2. visitor
 - 3. October
 - 4. actor



Online Practice allows children to practise the phonics further.

Lesson Five Skills Time! Words in context and Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 provides reading comprehension practice through a variety of reading texts. New words are presented within the reading text.

The children look at the pictures in the reading text and answer a pre-reading question.

The children read the text again and identify the new words. They try and work out the meaning of the new words through the context. Afterwards they check the meaning in the Dictionary pages in the Workbook.



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

The children read and listen to the text for the first time and check if their answers to the pre-reading question were correct.

Skills Time! Lesson Five

Reading

1 Which TV programme would you like to watch? Why? 2 Listen and read.

Channel 1	Channel 2	Channel 3	Channel 4
4:30 Film Despicable Me Gru wants to be the best supervillain. When another supervillain called Vector steals a cyborg from Egypt, Gru decides to steal the stolen technology from the cops to help him with his plan. But how will Gru be able to break into the police?	5:00 Cartoon The Simpsons The Simpsons are a very funny family. They live in Springfield, in the USA. Bart is a naughty boy who plays tricks on people and gets into trouble. Lisa is a very clever girl who plays the saxophone. Homer, their dad, loves eating doughnuts! Join the Simpsons and find out what's happening in Springfield this week.	6:00 Sport Italy vs Spain Don't miss tonight's big game! Spain will play Italy for a place in this year's World Cup final. Kick-off is at 8:00pm at the Olympic Stadium in Rome. Both teams are very strong. Join us live on Channel 3 to find out which team is going to be the best.	7:30 Documentary The Mystery of the Galapagos The Galapagos Islands are home to unusual plants and animals. How do giant tortoises and colorful birds survive? How did whales come to this group of islands? Find out as we explore the islands and meet their amazing inhabitants.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

steal doughnut villain get into trouble
kick-off stadium giant play a trick on

4 Read again and complete the sentences.

1 Gru wants to steal the moon. 2 Gru needs the little girls to help him with his .

3 Lisa Simpson plays the . 4 Homer Simpson is Bart and Lisa's .

5 The match starts at . 6 The Galapagos is a group of .

Unit 9 Words in context: What's on TV? Reading: a TV guide

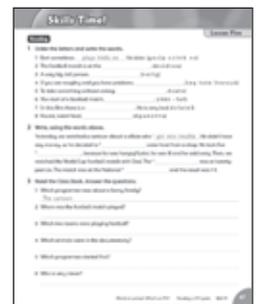
Teaching reading

- Approach the new text in three stages: pre-reading, reading for gist, and reading for detail. Explain that the class do not have to understand every word. 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 1)*: This stage is about looking for clues to help piece together the meaning of the text. This includes looking at the picture and the text style to guess what type of text it is and what it is likely to be about. Point to the picture and ask the pre-reading question.
- Reading for gist (Exercise 2)*: Play the recording while the children follow the text in their books. They do not need to be able to read every word independently, but should read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general point.
- Reading for detail (Exercise 3)*: Children identify the new vocabulary. Encourage them to try and work out the meaning of the new words by using the surrounding words and the context before checking the meaning in the Dictionary in the Workbook. Afterwards, go through the meaning of the new words with the class as a whole.
- Reading for detail (Exercise 4)*: Go through the comprehension activity with the class so that the children know what information to look for. Give them time to read the text again to find the answers. Have a class feedback session.

Children use the Student Website at home to practise the second vocabulary set. They can also use the *Listen at home* section for the new vocabulary.

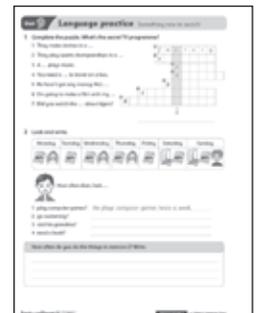
Workbook

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).



Teacher's Resource Centre

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



Online Practice allows children to practise the vocabulary further.

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 pages.

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

The children listen to the recording again, this time listening for specific details that will enable them to complete a comprehension activity.

The children practise speaking in pairs, using prompts linked 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 through a writing composition.

Lesson Six

1 Listen and write S (Stacy), J (James), E (Emily) or K (Kai).

2 Listen again and write T (true) or F (false).

3 Ask and answer.

4 Write the words. Add an to change the meaning.

Complete the writing tasks on pages 68–69 of the Workbook.

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.



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. 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.

Fluency Time! 3
Everyday English

1 Listen, read and say.

1 Hi Anna. What's on TV?
Basketball. I can't stand sport on TV.
OK. Let's change the channel.

2 Pass me the remote control, please.
I love cartoons. Let's watch this!
Yes, that's a good idea.

2 Listening Listen and write T (true) or F (false).

1 Anna and Tom love adverts. T F
2 Anna wants to change the channel. _____
3 The news is on Channel 3. _____
4 Tom can't stand animal documentaries. _____

3 Speaking Talk with your friend.

football basketball cycling swimming documentary
the news adverts cartoons

What's on TV?
Let's change the channel!
A film! I love films.

Cycling. I can't stand cycling on TV.
OK. Pass me the remote control, please.
Great! Let's watch this.

Watch the DVD!

Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (*at home / in the living room*) and how they think the children feel in each picture.
- 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 children the sentences and ask them to guess whether they are true or false. Explain that they need to listen and decide which answers are true or false in the recording.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they do not need to understand every word.
- Play the recording for the children to listen and write the answers.
- Check the answers with the class.

Speaking

Ask children to work in pairs.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then make new dialogues with their partners using the words in the box.
- 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.

Fluency Time! 3
Everyday English

1 Write the sentences using the words in the box.

1 I can't stand cycling on TV. (cycling)

2 I can't stand sport on TV. (sport)

3 I can't stand animal documentaries. (documentaries)

4 I can't stand the news. (the news)

5 I can't stand adverts. (adverts)

6 I can't stand cartoons. (cartoons)

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 Time! Project in the Teacher's Resource Centre.

The children produce the language in a freer speaking activity. In pairs children use the completed craft project to practise Everyday English phrases in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.

1 Look at the story again. Act.

2 Make a TV.

3 Speaking Ask and answer with your friend.

4 Speaking Tell the class about your conversation.

Teaching projects

Acting out the story

- Draw children's attention to the story in Exercise 1 of the Everyday English lesson on the previous page of the Class Book. Ask the children what they can remember about the story.
- Play the Fluency DVD, Fluency Time! scene 1 again. If you don't have time for the DVD, read the story in the Class Book.
- 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 (*making a TV*).
- Ask *What do you need to make the TV?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the TV and programmes templates (Fluency Time! Project 3, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons and scissors.
- Use the pictures and instructions to talk children through the process of making their TV. Demonstrate with your own completed one 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? What programme is this ...?*

Speaking

- Focus on the photo. Tell children they are going to use their TV and programmes to choose something to watch with a partner.
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to tell each other about their likes and dislikes.
- Ask some pairs to act out their conversation in front of the class.

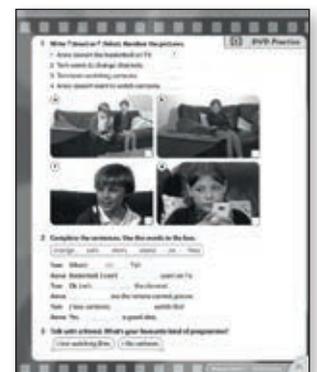


- You can now play Fluency Time! 3 scenes again to review the language of the Fluency Time! 3 lessons.
- Play Fluency DVD Fluency Time! 3, *Talk to Anna and Tom!*, for children to answer the questions.

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	waiter	The restaurant
2	waitress	The restaurant
3	uniform	The restaurant
4	menu	The restaurant
5	customer	The restaurant
6	bottle of water	The restaurant
7	cup of coffee	The restaurant
8	glass of milk	The restaurant
9	bowl of soup	The restaurant
10	plate of salad	The restaurant
11	concert	The concert
12	drums	The concert
13	instruments	The concert
14	violin	The concert
15	audience	The concert
16	recorder	The concert
17	cheer	The concert
18	stage	The concert
19	programme	The concert
20	trumpet	The concert
21	dinosaur	The dinosaur museum
22	museum	The dinosaur museum
23	model	The dinosaur museum
24	skeleton	The dinosaur museum
25	scary	The dinosaur museum
26	scream	The dinosaur museum
27	roar	The dinosaur museum
28	alive	The dinosaur museum
29	dead	The dinosaur museum
30	robot	The dinosaur museum
31	team	Sports time
32	jacket	Sports time
33	trainers	Sports time
34	trophy	Sports time
35	player	Sports time
36	kick	Sports time
37	score a goal	Sports time
38	racket	Sports time
39	rucksack	Sports time
40	win (won)	Sports time
41	read a map	Directions
42	turn left	Directions
43	go back	Directions
44	traffic light	Directions
45	hurry	Directions
46	turn right	Directions
47	roundabout	Directions
48	get lost	Directions
49	go straight on	Directions
50	petrol station	Directions
51	break	Describing words
52	repair	Describing words
53	comfortable	Describing words
54	hard	Describing words
55	soft	Describing words
56	expensive	Describing words
57	cheap	Describing words
58	wooden	Describing words
59	metal	Describing words
60	modern	Describing words
61	the future	In space
62	travel	In space
63	satellite	In space
64	the moon	In space
65	the sun	In space
66	planets	In space
67	rocket	In space
68	astronaut	In space
69	star	In space
70	spaceship	In space
71	money	At the airport
72	passenger	At the airport
73	arrivals	At the airport
74	departures	At the airport
75	luggage	At the airport
76	passport	At the airport
77	suitcase	At the airport
78	magazine	At the airport
79	newspaper	At the airport
80	coin	At the airport
81	cartoon	Audio-visual entertainment
82	radio	Audio-visual entertainment
83	camcorder	Audio-visual entertainment
84	the news	Audio-visual entertainment
85	documentary	Audio-visual entertainment
86	channel	Audio-visual entertainment
87	advert	Audio-visual entertainment
88	remote control	Audio-visual entertainment
89	TV programme	Audio-visual entertainment
90	mobile phone	Audio-visual entertainment
91	printer	Computers
92	screen	Computers
93	mouse	Computers
94	log on	Computers
95	speakers	Computers
96	click on	Computers
97	save a document	Computers
98	memory stick	Computers
99	search the Internet	Computers
100	town	Places
101	ocean	Places
102	volcano	Places
103	village	Places
104	oasis	Places
105	rainforest	Places
106	capital city	Places
107	desert	Places
108	an island	Places
109	cave	Places
110	a headache	Illness
111	feel sick	Illness
112	feel dizzy	Illness
113	a cold	Illness
114	a cough	Illness
115	an earache	Illness
116	a stomach ache	Illness
117	a sore throat	Illness
118	take medicine	Illness
119	smoothie	Making smoothies
120	milk	Making smoothies
121	fridge	Making smoothies
122	pour	Making smoothies
123	blender	Making smoothies
124	strawberry	Making smoothies
125	chop	Making smoothies
126	lid	Making smoothies
127	mango	Making smoothies
128	peel	Making smoothies
129	boss	Jobs
130	office	Jobs
131	builder	Jobs
132	vet	Jobs
133	journalist	Jobs
134	secretary	Jobs
135	dentist	Jobs
136	receptionist	Jobs
137	mechanic	Jobs
138	author	Jobs

Phonics cards

1	train	Long <i>a</i>
2	tray	Long <i>a</i>
3	cake	Long <i>a</i>
4	tree	Long <i>e</i>
5	leaves	Long <i>e</i>
6	key	Long <i>e</i>
7	light	Long <i>i</i>
8	cry	Long <i>i</i>
9	bike	Long <i>i</i>
10	boat	Long <i>o</i>
11	blow	Long <i>o</i>
12	bone	Long <i>o</i>
13	room	Long <i>u</i>
14	blue	Long <i>u</i>
15	flute	Long <i>u</i>
16	flamingo	<i>f</i> and <i>ph</i> spellings
17	phone	<i>f</i> and <i>ph</i> spellings
18	smell	<i>ll</i> endings
19	mirror	<i>rr</i> words
20	neck	<i>ck</i> and <i>c</i> endings
21	plastic	<i>ck</i> and <i>c</i> endings
22	city	Soft <i>c</i> and soft <i>g</i> sounds
23	cage	Soft <i>c</i> and soft <i>g</i> sounds
24	sauce	<i>au</i> , <i>aw</i> and <i>or</i> spellings
25	jigsaw	<i>au</i> , <i>aw</i> and <i>or</i> spellings
26	horse	<i>au</i> , <i>aw</i> and <i>or</i> spellings
27	walked	Past simple <i>-ed</i> sounds
28	waited	Past simple <i>-ed</i> sounds
29	showed	Past simple <i>-ed</i> sounds

30	mother	er and or endings
31	visitor	er and or endings
32	hurt	ur and ir spellings
33	circle	ur and ir spellings
34	feather	ea and e spellings
35	spend	ea and e spellings
36	candle	le and al endings
37	sandal	le and al endings
38	tunnel	el and il endings
39	lentils	el and il endings
40	addition	tion and shion spellings
41	fashion	tion and shion spellings
42	see	Vocabulary homophones
43	sea	Vocabulary homophones
44	hear	Vocabulary homophones
45	here	Vocabulary homophones
46	wear	Vocabulary homophones
47	where	Vocabulary homophones
48	write	Vocabulary homophones
49	right	Vocabulary homophones

Games and optional activities

Flashcard games

Slow reveal

- Put a flashcard on the board and cover it with a piece of paper. Slowly move the paper to show the picture bit by bit.
- Ask *What's this?* or another appropriate question, such as *What does he like?* The first child to guess correctly comes to the front to choose the next card.
- Continue until you have practised all the words in the set.

Quick flash

- Hold the flashcards facing you so 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.
- Reveal a flashcard for a few seconds, 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 which is bigger than the flashcards. The hole should be about 5cm across.
- 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 that you can't remember at all, for children to call out the word.

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.

Cross the river

- Draw a river on the board, with two sets of four stepping stones across the river. You may want to add 'dangers' like crocodiles, shark fins, or snakes in the river.
- Divide the class into two teams. Write *Team A* and *Team B* underneath the two sets of stepping stones.
- 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. Allow him / her to consult friends first to avoid embarrassment if the answer is incorrect.
- 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.

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 violin?* 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 the vocabulary for the game.
- Hold up one card so that the class can only see the back of it.
- Ask *What have I got?* for children to make guesses.
- Limit children to three guesses. If they name the card within three guesses, the class wins the card. If they don't, the teacher wins the card.
- Put the cards the class has won and the cards the teacher has won on opposite sides of the board. At the end of the game add up the scores with the class.

Musical cards

- Play lively music, ideally the target unit's song.
- Hand the flashcards out to different children around the class. They pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards *What's this?* (or another appropriate question) to elicit the words.
- Play the music and continue in this way.

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.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Miming flashcards

- 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. Tell him / her not to show the class.
- The child mimes the word on the flashcard. The rest of the class have 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.

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. When children see the pasta, they shout *Snap!*
- Repeat with the rest of the words in the set.

Word chain

- Place four or five flashcards on the board in a given sequence, e.g. *hard, soft, expensive, cheap*.
- Point to a child. He / she says the first word in the sequence, i.e. *hard*.
- Point to another child. He or she says the next word in the sequence, i.e. *soft*.
- Continue in this way, with each child saying the next word in the sequence, returning to the beginning when necessary.

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.

Order the letters

- Show the class a flashcard and elicit the word. Hide the card. Write the jumbled-up letters of the word on the board, followed by the correct number of lines for the letters.
- Call children to come to the board to write one letter at a time to complete the word.

True or false?

- Hold a flashcard facing you and tell children you are going to say a true or a false sentence.
- Say a true or false sentence about the card in your hand, e.g. hold a picture of a basketball and say *I like playing tennis*.
- If children think you are telling the truth, they call out *True!* If they don't, they call out *False!* Alternatively, children can do one of two agreed actions.
- Reveal the flashcard in your hand, then ask a child to choose a flashcard without the other children seeing it.
- Ask the child to say a true or false sentence about the flashcard that he / she has got.
- Continue until all of the words have been practised.

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, then turn over the card to show children the word.

Rhyming words

- Put two or three phonics cards up around the room, saying the words for children to repeat.
- Ask children to stand up at their desks. Tell them you are going to call out words which rhyme with these words.
- Call out other words from the phonics lessons which rhyme with these words.
- Children point to the words on the wall. With a strong class, you may also ask them to repeat both words.
- Gradually get faster and faster. Children who point to the wrong word are out and have to sit down.

Phonics TPR

- As a class, decide on 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.
- When 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.
- Children who do the action at the wrong speed are out.

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 from the class to mime another action. The child must say a correct or incorrect word while he / she is miming 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!

- You can play this game with any vocabulary set. Assign each child a word from the vocabulary set you are covering, e.g. *son*, *daughter*, *niece*, etc.
- Give instructions, e.g. *sons, jump! nieces, stamp your feet!* Children with that word assigned to them do the action.

Freeze

- Ask children to stand at their desks. Give 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.

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practise, e.g. *My bed is soft.*
- Choose a child to continue the sentence, adding a new word to the end, e.g. *My bed is soft and expensive.* This child then chooses another child, who says the sentence, adding another word to the end of it.
- Continue until you have practised all the words from the set, or until someone forgets the words in the chain.

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.*
- Intermittently insert an instruction without saying 'Simon says...' to see which children are paying attention.

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 to guess correctly comes up to draw the next picture.

Bingo

- Ask the children to draw a 3x3 grid. In each of the squares, they write a different word from the vocabulary set.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them. The children cross off the words 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 phonics text 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

- You can do this activity with any phonics lesson.
- 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 and draw pictures of two or three words with those letters. They should also write the letters and colour them in.
- Put the phonics posters up around the classroom.

See <https://elt.oup.com/teachers/familyandfriends> for more games

Lesson One CB page 4

Learning outcomes

- To remind children of the story characters from *Family and Friends 3*
- To revise greetings and introductions
- To understand a short story

Language

Recycled: vocabulary and structures from *Family and Friends 3*

Materials

CD 01-02

Warmer

- Start by saying *Hello / Good morning / Good afternoon / Welcome back!* Encourage children to say *Hello* to you.
- Say *Hello, my name's (your name)*. Point to a child and ask *What's your name?* Elicit *My name's (name)*. Point to children in turn around the class, encouraging them to say to their partner *Hello, my name's (name)*. *What's your name?*

Lead-in

- Start the lesson with a song. If the class has done *Family and Friends 3*, talk about the songs. Ask *Can you remember any of the songs from Family and Friends 3?*
- Ask children to tell you any song lines they remember. If they remember one of the songs well, sing it with the class.

1 Listen and sing. 01

- Ask children to turn to Class Book page 4. Explain that they are going to listen to a welcome song entitled *We're all back together* and then sing it.
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording again for children to sing along.

Optional activity

- Divide the class into four groups. Give each group one line of the song to sing.
- Play the recording. Point to each group in turn at the beginning of each line of the song.
- Encourage each group to sing loudly and clearly.
- Change the group numbers and repeat.

2 Listen and read. 02

- If children have done *Family and Friends 3*, before they look at the story, ask if they remember the children's names.
- Elicit the names Max, Holly, Amy, and Leo and write them on the board. Ask *Who is Max's sister? (Holly)* *Who are Amy and Leo? (their cousins)* *Where are they from? (Australia)*
- If children haven't done *Family and Friends 3*, explain that they are going to learn about some children called

Starter Back together!

Lesson One

1 Listen and sing. 01

We're all back together

We're all back together with friends from before. It's time to show what we can do.
We're ready to work and learn some more. The holidays are over for me and you!

2 Listen and read. 02

1



Teacher Welcome to Primary 4. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?

Max My name's Max. I like reading and learning about everything.

Teacher That's great, Max.

2



Max I've got a younger sister. Her name's Holly and she's in Primary 2. She likes listening to music and playing with her toys.

3



Max And my Australian cousins are here, too. Amy is in this class. Look!

Amy Hello, Miss Wells. I love taking photos and playing sports.

4



Max My other cousin is Leo, but he doesn't go to this school. He's 12. He really loves skateboarding and we do lots of things together.

Teacher Great. And do you skateboard together?

Max Well, he skateboards and I read books about skateboards!

4 Starter Back together!

Max, Holly, Amy, and Leo. Explain that Max and Holly are brother and sister, and that Amy and Leo are their Australian cousins.

- Focus on the story. Point to the characters and ask *Who's this? (Max)* *Who's this? (Amy)*. *Where are they? (in the classroom at school)*. *Can you see Holly? (She's in the photo)*. Encourage predictions about the story.
- Play the recording. Children follow the story in their books.
- Play the recording again, pausing after each line of text for children to repeat. Answer any questions they have.
- Ask comprehension questions, e.g. *Who is Miss Wells? What does Leo like doing? Who loves taking photos? Who reads books about skateboards?*
- Play the recording again for children to repeat in chorus.

Optional activity

- Divide the class into groups of three. Each child in the group chooses a role: Miss Wells, Max, and Amy.
- Play the recording again, pausing for children to repeat each line for their character.
- Children practise acting out the story.
- Ask some of the groups to act out their story for the class.

Further practice

Workbook page 4

Student Website • Starter Unit • Lesson 1

Student Website • Starter Unit • Listen at home • Track 2 (Song)

Online Practice • Starter Unit • Lesson 1

Lesson Two CB page 5

Learning outcomes

To revise *like + ing*; *can* for permission; *would like* for requests

To revise food words

Language

Recycled: food words

Materials

CD 01; Food flashcards from Levels 2 and 3 (pasta, bread, cereal, meat, cheese, eggs, melon, cucumber, onions, lemon, milk, potato, grapes, bananas) or real food items as listed (optional)

Warmer 01

- Sing *We're all back together* from Class Book page 4.

Lead-in

- Draw simple pictures of a skateboard, a book, a toy, and a camera on the board and elicit the words.
- Write the names of the characters on the board. Ask individual children to come up and draw matching lines between the items and the names to say which child likes which thing.

1 Ask and answer about Max, Amy, Holly and Leo.

- Explain to the children that they are going to ask and answer questions about what Max, Amy, Holly, and Leo like doing, using the words in the box.
- Point to the word *read* and say *I like reading*. Point to a child and ask *Do you like reading?* Elicit *Yes* or *No*.
- Ask two children to read the speech bubbles for the class.
- Point to another child. Ask *What do you like doing?* and elicit a response. Then ask the class *What does (Dina) like doing?* Elicit, e.g. *She likes playing tennis*.
- Ask children to work in pairs, talking about the characters in the story.
- Children take turns to ask and answer the questions.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

2 Write.

- Go to a child's desk and ask *Can I take your book?* Gesture towards the book. Elicit *Yes* or *No*.
- Go to another child's desk and ask *Can I use your pen?* Gesture towards the pen. Elicit *Yes* or *No*.
- Ask children to look at the pictures and the words *can* and *can't* in the word pool.
- Children look at the first picture. Ask what the boy wants to do (*play on the computer*). Establish that the correct answer is *Can* and show children the example.
- Allow time for children to look at the pictures and write the missing words.
- Ask children to read the complete dialogues in chorus.

ANSWERS

1 Can 2 can't 3 can 4 can 5 Can 6 can't 7 can

Lesson Two Grammar 1

1 Speaking Ask and answer about Max, Amy, Holly and Leo.

skateboard read play with toys take photos

What does Max like doing? He likes reading.

2 Write. can can't



Oli ¹ Can I play some games on the computer, please?

Dad Sorry. No, you ² _____, I'm working on the computer.



Dad But you ³ _____ listen to your new MP3 player. Or you ⁴ _____ watch this DVD.



Oli I'd like to watch the DVD. ⁵ _____ I watch it in here?

Dad No, you ⁶ _____, I'm working here. You ⁷ _____ watch it on the DVD player in the living room.

Oli OK, Dad.

3 Speaking Choose four foods you would like to buy. Ask and answer.

pasta bread onions meat
cheese eggs melon
cucumber cereal lemon milk
potato grapes bananas

What would you like?
I'd like a / some ... please.



4 Now write about what your friend would like.

Leila would like ...

What does Max like doing? Starter 5

Optional activity

- Let children practise acting out the dialogues in pairs. Check pronunciation, then ask some of the pairs to come to the front of the class to act out the dialogues.

3 Choose four foods you would like to buy. Ask and answer.

- Use the flashcards from Levels 2 and 3 if you have them, draw simple pictures on the board, or use real food items to revise the food words.
- Practise singular and plural forms of countable nouns. Say *cucumber* and elicit *cucumbers*.
- Write *a*, *an*, and *some* on the board. Hold up a flashcard and elicit the correct word from the class (*cereal – some, potato – a, egg – an*). Write some complete phrases on the board (*some cereal, a potato, an egg*).
- Ask two children to read the speech bubbles for the class.
- Ask children to work in pairs. They take turns to point to the words and ask and answer questions about what they would like.
- Monitor the activity. Help with pronunciation and model the structures *What would you like?* and *I'd like ...*
- Ask some pairs to ask and answer in front of the class.

4 Now write about what your friend would like.

- Focus on the prompt and elicit a complete sentence.
- Ask children to tell you what they have to write sentences about (*what their partner would like*).
- Let children complete the exercise, then check answers.

Further practice

Workbook page 5

Student Website • Starter Unit • Lesson 2

Online Practice • Starter Unit • Lesson 2

Lesson Three CB page 6

Learning outcomes

- To revise the sounds *mp, nt, ld, lt, nd*
- To talk about free time activities
- To revise the structure *He's going to ...*

Language

- Recycled: hobbies words
- Extra: grow, adult

Materials

Level 3 Hobbies flashcards 25, 28, 32, 33, 38 (read comics, play chess, play volleyball, play the guitar, visit family); Level 3 Phonics cards 20–24 (field, belt, pond, tent, lamp) (optional); sheets of paper (optional)

Warmer

- Show the Level 3 *Hobbies* flashcards to revise the words, then play *Simon says ...* (see page 23), miming the hobbies.

Lead-in

- Write the following verbs on the board: *read, watch, visit, play*. Point to the verbs in turn and elicit nouns to make phrases, e.g. *read a comic, read a book, play football*. Elicit as many examples as possible and write some on the board.
- Say *I'm going to read a book this weekend*. Ask a child *What are you going to do?* Elicit an answer. The child, having given a correct answer, can now ask another child *What are you going to do?* Continue around the class.

1 Ask and answer.

- Ask children to turn to Class Book page 6. Read the wordpool and look at the pictures in Exercise 1.
- Point to the boy's thought bubble in the picture on the left. Ask a child *What is he going to do this weekend?* Elicit *He's going to (play the guitar)*.
- Children take turns to ask and answer the questions.

2 Write about what you are going to do this weekend.

- Focus on the prompt and elicit a complete sentence. Explain that children have to write sentences about what they are going to do at the weekend.
- Let children complete the exercise, then check answers.

Optional activity

- Play *A long sentence* (see page 25). Choose a child and ask him / her to say what he / she is going to do at the weekend, e.g. *At the weekend I'm going to watch TV*.
- The child chooses another child who says the sentence, adding another activity at the end of it, e.g. *At the weekend I'm going to watch TV and read a comic*.

3 Complete the words.

- Ask children to look at the pictures and the groups of letters in the word pool.
- If your class has done Level 3, hold up the phonics cards in turn to elicit the sounds.

Lesson Three

1 Speaking Ask and answer. read a comic watch TV visit grandma
play the guitar play volleyball play chess



What is he going to do this weekend?

He's going to ...



What are they going to do?

They're going to ...

2 Write about what you are going to do this weekend.
This weekend, I'm going to ...

3 Complete the words. mp nt ld lt nd



1 There is a lamp next to my te_ _.



2 Next to the green fie_ _s is a beach with white sa_ _.



3 There is a big pla_ _ growing in the po_ _.



4 I've got a new be_ _.



5 Look at this beautiful qui_ _.



6 "Tickets for six chi_ _ren and two adu_ _s, please."

6 Starter What is he going to do?

- If you don't have cards, point to the pictures and explain that the missing sounds are the letter groups in the word box.
- Establish that the correct answer for number 1 is *mp* and show children that it is written in as an example.
- Say *lamp* and ask the children to repeat.
- Allow time for children to look at the rest of the pictures and write the missing letters.
- Go through the answers with the class, reinforcing and practising the pronunciation and spelling.

ANSWERS

1 lamp, tent 2 fields, sand 3 plant, pond 4 belt
5 quilt 6 children, adults

Optional activity

- If you don't have the phonics cards, make them by writing the letter groups (*mp, nt, ld, lt, nd*) in large letters on six sheets of paper.
- Place the sheets or cards around the classroom.
- Call out one of the words from Exercise 3, e.g. *lamp*.
- Children point to the card and repeat the word.
- Repeat until you have practised all the words.
- Continue getting faster and faster until children can't keep up with you.

Further practice

Workbook page 6

Student Website • Starter Unit • Lesson 3

Online Practice • Starter Unit • Lesson 3

Lesson Four CB page 7

Learning outcomes

- To learn new phrases for telling the time
- To revise comparatives and superlatives; to revise alphabetical order

Language

Core: *o'clock, five to, ten to, quarter to, twenty to, twenty-five to, five past, ten past, quarter past, twenty past, twenty-five past, half past*

Materials

CD 03; A model clock (optional); Level 3 Adjectives flashcards (159–172) (optional)

Warmer

- Play *Do it!* (see page 25) to revise time words.
- Hold up the model clock and say a time. If the time is the same as the clock, children jump. If it isn't, they keep still.

Lead-in

- Use the model clock or draw a clock face on the board showing four o'clock. Ask *What's the time?* Elicit *four o'clock*.
- Draw several clocks showing different times on the board.
- Point to children in turn and go around the class, encouraging them to point to a clock and say to their partner *What's the time? It's (quarter past two)*.

1 Listen, point and repeat. 03 Ask and answer.

- Focus on Class Books page 7 and ask children to look at the clock in Exercise 1. Play the first part of the recording for children to listen and point to the phrases around the clock as they hear them.
- Play the second part of the recording for them to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the times in chorus.
- Ask two children to read the speech bubbles for the class.
- Children work in pairs and take turns to ask and answer questions about the time using the pictures.

Transcript

five past, ten past, quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, quarter to, ten to, five to, o'clock

ANSWERS

- 1 *It's quarter past eight.* 2 *It's twenty to four.* 3 *It's five past seven.* 4 *It's quarter to two.* 5 *It's twenty-five to six.* 6 *It's ten past two.*

Optional activity

- Play *What's the time?* which is a version of *What's the picture?* (see page 25). Draw an empty clock face on the board. Invite a child to come to the front of the class. Whisper a time to him / her, e.g. *twenty-five to six*.
- The child draws the time on the clock face for the rest of the class to guess. The first child who guesses correctly comes to the front of the class to draw the next time.

Lesson Four

1 **Speaking** Listen, point and repeat. 03 Ask and answer.

2 Complete the sentences with *er* or *est*.

1 Max is taller than Holly. But Leo is the _____ cousin. (tall)

2 Russia is the _____ country. But Australia is _____ than the UK. (big)

3 Leo's skateboard is _____ than Amy's skates. But Holly's bike is the _____. (fast)

4 Holly is the _____ cousin. But Max is _____ than Leo. (young)

3 Write the words in alphabetical order.

Words in a dictionary are in alphabetical order. We look at the first letter of a word, but when two words have the same letter, we look at the second letter.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1 monkey zebra camel camel monkey zebra

2 winter summer autumn _____

3 Spain Thailand Russia _____

4 cinema café museum _____

5 bike taxi bus _____

It's ten past nine Starter 7

2 Complete the sentences with *er* or *est*.

- Revise adjectives using the flashcards from Level 3.
- Ask children to read sentence 1. Tell them they have to decide whether the correct answer is the comparative of the adjective in brackets (*taller*) or the superlative (*tallest*).
- Elicit the correct answer (*taller*) and show children that it is written in as an example.
- Let children complete the activity, then check answers.

ANSWERS

- 1 *taller, tallest* 2 *biggest, bigger* 3 *faster, fastest*
4 *youngest, younger*

3 Write the words in alphabetical order.

- Ask the children to say the alphabet in chorus.
- Read the text in the box with the class. Tell children they are going to put some words in alphabetical order.
- Write the following words on the board: *mouse, dog, cat*. Ask the children to put them in alphabetical order. Elicit the answer *cat, dog, mouse*.
- Now write *crab, camel, cow* on the board and repeat the activity. If necessary, circle the second letter of each word to remind them. Elicit the answer *camel, cow, crab*.
- Let children complete the activity, then check answers.

ANSWERS

- 1 *camel, monkey, zebra* 2 *autumn, summer, winter*
3 *Russia, Spain, Thailand* 4 *café, cinema, museum*
5 *bike, bus, taxi*

Further practice

Workbook page 7

Student Website • Starter Unit • Lesson 4

Starter unit test, Teacher's Resource Centre

Student Website • Starter Unit • Listen at home • Track 1 (Words)

Online Practice • Starter Unit • Lesson 4

Lesson One CB page 8

Words

Learning outcomes

- To identify restaurant vocabulary
- To understand a short story

Language

- Core: *waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad*
- Extra: *strange, selection, next door, free*

Materials

- CD 04–05; The restaurant flashcards 1–10; Cut and make 1 (for materials see Teacher's Resource Centre) (optional)

Warmer

- Play *Freeze* (see page 25) to energize the class.

Lead-in

- Tell children they are going to learn some new words about food and restaurants. Ask them to tell you the names of any foods they already know.
- Use *The restaurant* flashcards 1–10 to introduce the vocabulary. Hold up each card and ask *What's this?* Try to elicit the items, but model any unknown words.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- Repeat with flashcards 6–10 only. This time when the children call out the words, they mime an action at the same time, e.g. drinking a bottle of water, eating a bowl of soup, eating some salad.

1 Listen, point and repeat. 04

- Ask children to open their Class Books and look at the pictures 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. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad

2 Listen and read. 05

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who are the children? Are they at home? Where are they?* Encourage predictions about the story.
- Play the recording. Children listen and follow in their books.

1 The food here is great!

Lesson One Words

1 Listen, point and repeat. 04


waiter


waitress


uniform


menu


customer


bottle of water


cup of coffee


glass of milk


bowl of soup


plate of salad

2 Listen and read. 05

1



Max We often come to this restaurant. The food here is great!

Holly Look, Max! All the waiters are wearing green today. They usually wear blue uniforms.

2



Dad Can I have a bowl of pasta and some salad, please?

Waiter Sorry, we haven't got any pasta. But on the menu, we've got a selection of pizzas. Look!

3



Holly That's strange! You usually have pasta. We have pasta every time.

Waiter Usually? But you're our first customers!

Max Really? But this is Kim's Café, isn't it?

4



Waiter Kim's Café is next door. This is The Pizza Place. We only opened today.

Dad So that's why it's different! Well, let's try it.

Waiter You're our first customers. Have free ice cream!

Holly Wow! Thank you!

Unit 1 The restaurant

- Ask comprehension questions, e.g. *What colour uniform do the waiters usually wear? What does Dad want to eat? What's the restaurant called?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*waiter, uniform, menu, customer*).

Optional activity

- Do Cut and Make 1, Teacher's Resource Centre (for instructions see Teacher's Book page 159).

Culture note: International cuisine

Food from around the world is very popular in Britain. Most British towns, even small towns, will have an Italian, an Indian, and a Chinese restaurant.

Italian food is very popular with young people and favourite Italian dishes include spaghetti and pizza. British people also love hot, spicy food, especially Indian curry and Chinese food.

Many of these restaurants also have a 'take-away' service, which is very popular with British people. This means you can order a cooked meal from the restaurant, which you can collect or have delivered to your house to eat at home.

Further practice

Workbook page 8

Cut and Make 1, Teacher's Resource Centre

Student Website • Unit 1 • Words

Student Website • Unit 1 • Listen at home • Track 3 (Words 1)

Online Practice • Unit 1 • Words

Grammar 1

Learning outcomes

To revise the present simple and present continuous and when they can be used

To complete a text with the correct form of the present simple and present continuous

To act out a story

Language

Core: *They usually wear blue uniforms. They're wearing white today.*

Materials

CD 05; Values 1 poster and Values 1 worksheets (see Teacher's Resource Centre) (optional)

Warmer

- Play a miming game to revise the present continuous tense. Say *What am I doing?* and then mime an action, e.g. swimming, running, eating, sleeping, drinking.
- Encourage full sentence answers, e.g. *You're sleeping.*
- After three or four examples, the next child to answer correctly mimes an action. The child who guesses correctly does the next mime, and so on.

Lead-in

- With books closed, ask children to tell you the names of the characters that appeared in the story (*Max, Holly, Anna, Leo, Mum, Dad, waiter*).
- Ask children questions about the story, e.g. *Where are they? Who is wearing a green uniform? What does Dad want to eat?*
- Ask children to open their Class Books at page 8 and find three different foods in the story (*pasta, pizza, ice cream*).

1 Listen to the story again and repeat. Act. 05

- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions to go with each frame.
- Play the recording again for children to mime the actions.
- Divide the class into groups of four to play the parts of Holly, Max, Dad, and the waiter. If the class doesn't divide exactly, some children can act twice, or act the non-speaking parts of Anna, Leo, and Mum.

2 Read and learn.

- Focus on the example sentences in the grammar boxes.
- Ask children to identify which sentences in the boxes are present simple and which are present continuous.
- Ask children when we use the different tenses.
- Ask a child to read the speech bubble for the class.
- Give children a minute to study the rules.
- Elicit more examples of sentences in the present simple and present continuous from the class. Write correct sentences on the board for children to repeat chorally.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Present simple and present continuous

They usually wear blue uniforms.
They're wearing green today.

Use the present simple for things you do many times or all the time.
Use the present continuous for things you are doing at the time of speaking.

We usually have pasta.
But we're having pizza now.



We usually eat at Ken's Cafe, but today we're trying The Pizza Place. It's great!

3 Read and circle.

- 1 She's drink / drinking / drinks a glass of water now.
- 2 The family are sit / sitting / sits by the door today.
- 3 They usually sit / sitting / sits by the window.
- 4 He never have / having / has soup for dinner.
- 5 She's have / having / has soup at the moment.



4 Write.

has playing having (x2) play shares have



At break time, I usually ¹ play with my friends Beth and Alex. Alex isn't at school today, so I'm ² _____ with Beth. We're ³ _____ fun today. At lunchtime, I always ⁴ _____ a sandwich and an apple. But there weren't any apples, so today I'm ⁵ _____ a banana. Alex usually ⁶ _____ salad and biscuits. Sometimes, she ⁷ _____ her biscuits with us. She's a kind girl.

© Complete Grammar Time Exercise 1 on page 124 of Workbook 6. Present simple and present continuous Unit 1 9

- With books closed, say some sentences and ask children to tell you whether they're in the present simple or the present continuous.

3 Read and circle.

- Look at the example with the children and check that they understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 drinking 2 sitting 3 sit 4 has 5 having

4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Where are the girls? Why is that girl at home in bed? What is this girl eating?*
- Look at the example with children and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 play 2 playing 3 having 4 have 5 having
6 has 7 shares

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, Exercise 1

Workbook page 9

Values 1 worksheet, Teacher's Resource Centre

Student Website • Unit 1 • Grammar 1

Online Practice • Unit 1 • Grammar 1

Grammar 2 and Song

Learning outcomes

To learn some time markers

To practise sentences with present simple and present continuous time markers

To use the present simple and present continuous and time markers in the context of a song

Language

Core: *always, usually, sometimes, rarely, never, now, right now, today, at the moment*

Extra: *delicious, wonderful*

Materials

CD 06; *The restaurant* flashcards 6–10; Level 3 Food flashcards 103–116

Warmer

- Play *True or false?* to revise the present continuous. Say a true or false sentence about yourself in the present continuous, e.g. *I'm wearing white shoes today. I'm sitting on a chair. I'm not eating a pizza.* Children say *True!* or *False!*

Lead-in

- Draw some food items on the board (bread, jam, chicken, rice, eggs, milk, figs, etc.) and elicit the vocabulary.
- Hold up flashcard 104 and say *I always have bread for lunch.* Emphasize the word *always*.
- Hold up flashcard 103 and say *I sometimes have pasta for lunch.* Elicit more adverbs of frequency and write them on the board (*always, usually, sometimes, rarely, never*).
- Hold up the flashcards and elicit different sentences from the children using the adverbs of frequency.

1 Read and learn.

- Focus on the time markers in the grammar boxes. Ask which time markers we use with the present simple (*always, usually, sometimes, rarely, never*) and which we use with the present continuous (*now, right now, today, at the moment*).
- Ask children to tell you a present simple sentence from the story, e.g. *They usually wear blue uniforms.* Ask them to replace the word *usually* with the other four words on the left of the page and make new sentences.
- Repeat with a sentence in the present continuous.
- Write the following sentences on the board: *We walk to school. We are happy.* Ask *Where do we put the word 'usually' in both sentences?* Elicit *We usually walk to school* and *We are usually happy* and then read the rule to the class.
- Ask children to say more sentences using time markers. Write correct sentences on the board for children to repeat.

2 Think of a girl. Say and answer.

- Ask children to look at the pictures of food at the top of the table and the girls' names in the left-hand column.
- Ask two children to read the speech bubbles and elicit the answer for the second speech bubble (*Amy*).

Lesson Three Grammar 2 and Song

1 Read and learn.

Time markers: present simple and present continuous

always	● ● ● ●	now	right now
usually	● ● ● ○	today	at the moment
sometimes	● ● ○ ○	He usually has pasta, but he's eating pizza now.	
rarely	● ○ ○ ○		
never	○ ○ ○ ○		

The words above go before the verb. But they go after the verb to be.

2 Speaking Think of a girl. Say and answer.

Karen	now		sometimes	
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	

She usually has a bowl of salad. She's having ... It's ...

3 Now write sentences about the girls.

4 Listen and sing. 06

At my friend's house

I'm at my friend's house to eat and play. But the food isn't what I eat each day. I rarely eat carrots. But I'm eating them right now. I didn't know I liked them. But I really love them now. I usually drink water. But I'm drinking juice today. I didn't know I liked to have fruit this way. I'm at my friend's house to eat and play. The food is delicious. What a wonderful day.

10 Unit 1 Time markers Complete Grammar Time Exercise 2 on page 124 of Workbook 6.

- Let children do the exercise in pairs, then ask some of the pairs to say and answer their sentences for the class.

3 Now write sentences about the girls.

- Tell the children to write sentences about the girls in Exercise 2. Elicit the first sentence (*Karen is having a bowl of soup now*) and write it on the board.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 Karen is having a bowl of salad now.
- 2 Karen sometimes has a bowl of pasta.
- 3 Amy usually has a bowl of salad.
- 4 Amy is having a bowl of rice right now.
- 5 Kai is having a bowl of soup today.
- 6 Kai sometimes has a bowl of rice.
- 7 Sarah always has a bowl of salad.
- 8 Sarah is having a bowl of pasta today.

4 Listen and sing. 06

- Ask questions about the picture, e.g. *Where is the girl? What is she doing? What is she eating?*
- Play the song the whole way through once. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 124 for children to practise the grammar structure before doing Workbook page 10.

Further practice

Grammar Time, Workbook page 124, Exercise 2

Workbook page 10

Student Website • Unit 1 • Grammar 2 and Song

Student Website • Unit 1 • Listen at home • Track 5 (Song)

Online Practice • Unit 1 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To revise the long *a* and long *e* sounds
- To identify these sounds with the letters *ai, ay, a_e, ee, ea, ey*
- To identify these sounds in a text

Language

Core: *train, tray, cake, tree, leaves, key*

Materials

CD 06–08; Phonics cards 1–6 (train, tray, cake, tree, leaves, key)

Warmer 06

- Sing the song from Lesson 3 to warm up the class.

Lead-in

- Draw a tray and a tree on the board. Elicit and write the words. Say both words several times so children hear how they sound. Ask what sounds make them different.
- Hold up the phonics cards for *train, tray, cake, tree, leaves, key* one at a time, and elicit the words.
- Put the cards on the board and point to them for the children to say the words.
- Write the words on the board. Ask children to come and circle the letters in each word which spell long *a* (*train, tray, cake*) and long *e* (*tree, leaves, key*).
- Make sure that children understand the different ways of spelling the same sounds (*ai, ay, a_e* for long *a*, and *ee, ea, ey* for long *e*).

1 Listen, point and repeat. 07

- 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 for children to point and repeat again. Repeat as necessary.

Transcript

long *a*: train, tray, cake

long *e*: tree, leaves, key

Optional activity

- Play *Lip reading* with the Phonics cards (see page 24).

2 Listen and read. 08

- Ask children to look at the three pictures. Ask *Where is the child? Where are the children? What is the woman looking for?*
- Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*train, tree, leaves, key, cake, tray*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat.

long *a*

train

tray

cake

long *e*

tree

leaves

key

2 Listen and read.

1

I'm sitting on a train looking out at the rain. I can see some big trees with big, orange leaves.

2

There's a party today, and lots of children are here to play and have races. Look! There are lovely cakes on a tray.

3

Oh no! I can't find my key.

3 Read again. Circle the words with long *a* sounds and underline the words with long *e*.

4 Circle the word that contains a different vowel sound.

1 train tray <u>tree</u> play	2 cake peas day rain
3 eating seeing playing dreaming	4 leaves key queen same
5 feet tray space Spain	6 three please snake turkey
7 case race sea lake	8 plane week mean sea

Long *a* and long *e* sounds Unit 1 11

3 Read again. Circle the words with long *a* sounds and underline the words with long *e*.

- Focus on the word *train* in Exercise 1. Ask children to find the word in the story to see how it has been circled.
- Ask children to find and circle all the words with the long *a* sound as in *train*, and underline all the words with the long *e* sound as in *tree*.
- Let children complete the exercise, then check answers.

ANSWERS

long *a*: train, rain, today, play, races, cakes, tray

long *e*: see, trees, leaves, key

4 Circle the word that contains a different vowel sound.

- Look at the example with children. Read aloud the words *train, tray, tree*, and *play* and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 tree 2 peas 3 playing 4 same 5 feet 6 snake
7 sea 8 plane

Optional activity

- Place phonics cards *train* and *tree* at opposite ends of the room.
- Call out these words one by one: *rain, key, cake, train, week, feet, day, eat, queen, tray, tree, play, dream, race*.
- Children point to the correct phonics cards.

Further practice

Workbook page 10

Student Website • Unit 1 • Phonics and Spelling

Student Website • Unit 1 • Listen at home • Track 6 (Phonics and Spelling)

Online Practice • Unit 1 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a magazine article; identify words and their meanings in a text; check the meanings of words in a dictionary; match specific information to the appropriate text

Language

Core: *beans, olive oil, toast, noodles, coconut, chilli, corn, pancake*

Recycled: vocabulary and structures seen previously

Extra: *breakfast, mashed, flat bread, cornflakes, wrap, yummy, sauce, tortilla*

Materials

CD 06, 09

Warmer 06

- Tell children they are going to sing the Lesson 3 song again.
- Play the song with books shut, asking children to clap once when they hear a food or drink word.
- Play it again with books open for children to sing and clap.

Lead-in

- Ask *Which meal do you eat in the morning?* Elicit *breakfast*.
- Go around the class asking questions, e.g. *Do you eat pasta for breakfast? What time do you eat breakfast? Where do you eat breakfast?*

1 What do you eat for breakfast?

- With books closed, ask children *What do you eat for breakfast?* Write their answers on the board.
- Then ask *What do you drink for breakfast?* Write their answers on the board.
- Go around the class asking children to choose their favourite breakfast (both food and drink) from the words on the board.
- Take a vote to find out the most popular breakfast.
- Explain that they are going to read a text describing what different children around the world eat for breakfast.

2 Listen and read. 09

- Ask children to look at the pictures. Ask *Where are the four children from? Can you see what they eat for breakfast?*
- Play the recording once all the way through as children follow the text in their books.
- Ask children what the non-English words *fuul*, *xoi*, and *huevos rancheros* mean. Answer any questions they have.
- Explain that they don't have to understand every word in the text, and they should concentrate on the words they do know for now.
- Ask some simple comprehension questions, e.g. *What countries are the children from? What does Pete have for breakfast? Who has eggs for breakfast? What does Abdel eat for breakfast?*

Skills Time!

Lesson Five

Reading

1 What do you eat for breakfast?

2 Listen and read. 09

What do you like for breakfast?
We asked four children about their favourite breakfast foods.

1 Hi, I'm Abd Allah from Egypt. I sometimes eat bread with jam or cheese. But usually I eat *fuul* and bread for breakfast. *Fuul* is mashed beans. It's great with olive oil and flat bread. I sometimes have an egg with it, too.

2 My name's Pete. I'm from Scotland. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favourite is cornflakes. I don't have a very big breakfast because I eat lunch early at school.

3 Hi, everyone. I'm Huong and I come from Vietnam. For breakfast, I usually have noodle soup. My grandma makes it every morning. Sometimes, I have *xoi*. These are balls of rice with beans. They are wrapped in coconut leaves and are really yummy.

4 Hi. My name is Mariana and I'm from Mexico. My favourite breakfast is *huevos rancheros*: eggs cooked in tomato and chilli sauce. Under the eggs is a tortilla, which is a corn pancake. I always eat a big breakfast because we don't have lunch at school.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

beans olive oil toast noodles coconut chilli corn pancake

4 Read again and write M (Mexico), S (Scotland), V (Vietnam) or E (Egypt).

1 People have soup for breakfast. V 2 People eat cereal with milk.

3 Breakfast here is a pancake with eggs. 4 People eat mashed beans and bread.

5 The children have a big breakfast. 6 Some people have rice balls.

12 Unit 1 Words in context: What do you like for breakfast? Reading: a magazine article

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text. The context should help them discover what the word means. Don't discourage children if they give the wrong answers.
- Children look up the words in the Dictionary at the back of the Workbook to check whether their guesses were correct or to find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Divide the class into two teams. Play *Guess the word* (see page 25) with the words in Exercise 3.

4 Read again and write M (Mexico), S (Scotland), V (Vietnam) or E (Egypt).

- Ask children to read the sentences silently.
- Look at the example and explain that they have to find out which country the information describes.
- Let children complete the exercise, then check answers.

ANSWERS

1 V 2 S 3 M 4 E 5 M 6 V

Further practice

Workbook page 11

Language practice worksheet, Unit 1, Teacher's Resource Centre

Student Website • Unit 1 • Words in context

Student Website • Unit 1 • Listen at home • Track 4 (Words 2)

Online Practice • Unit 1 • Reading

Skills Time!

Skills development

Listening: identify different families' eating habits
 Speaking: ask and answer questions about eating habits
 Writing: recognize syllables in words; write about eating habits (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *special*

Materials

CD 10; *The restaurant* flashcards 6–10; paper and coloured pencils (optional); Fluency DVD Unit 1 (optional)

Warmer

- Play a spelling game to revise the Lesson 5 vocabulary.
- Divide the class into two teams. Say a food word from the list of new words. Choose a child from Team A to come to the front of the class and spell the word, then a child from Team B. Each team gets a point for a correct word.

Lead-in

- Ask children to open their Class Books and look at the pictures in Exercise 2.
- Ask questions about the pictures, e.g. *Where are the girl and her mum in picture A? What is the boy eating in picture B? What meal are they having in picture C?* (Don't ask a question that the children will do later in Exercise 2.)
- Ask children to say more words they know in the pictures.

1 Listen and number. 10

- Tell children they are going to hear a recording of three children talking about what they eat. Explain that they don't have to understand every word, but they should listen for words they do know. Play the recording.
- Play the recording again, pausing after the first dialogue to show them the example answer. Pause after each subsequent dialogue for children to number the pictures as they hear them.
- Go through the answers. Make sure children have put the pictures in the correct order before going on to Exercise 2.

Transcript

(See *Teacher's Book* page 138).

ANSWERS

a 3 b 2 c 1

2 Listen again and circle the correct word.

- Ask children what they need to do in the exercise.
- Play the recording again, pausing after each dialogue for children to circle the correct word.

ANSWERS

1 lunch 2 Saturdays 3 chicken

Lesson Six

Listening

1 Listen and number. 10

2 Listen again and circle the correct word.



dinner / lunch



Saturdays / Sundays



chicken / salad

Speaking

3 Ask and answer.

1 What do you usually eat for breakfast?	2 What is your favourite meal?
3 Do you go to restaurants with your family?	4 Where do you eat your lunch?
5 What time do you eat dinner?	6 What's your favourite drink?
7 Who cooks in your family?	8 What can you cook?

What do you usually eat for breakfast? I usually have mashed beans and bread.

Writing preparation

We can break words into small sounds called syllables. There are two syllables in this word: sa-lad 2

4 Clap and count the syllables in these words. Then write.

1 dinner _____ 2 sit _____
3 waitress _____ 4 coconut _____
5 avocado _____ 6 corn _____
7 restaurant _____ 8 tomato _____

Complete the writing tasks on pages 12–13 of the Workbook.

Listening, speaking, writing Unit 1 13

Optional activity

- Children watch Fluency DVD Unit 1, speaking section.

3 Ask and answer.

- Tell the class that they are going to talk about food with their partners. Ask individuals to read out all the questions.
- Ask two children to read the speech bubbles for the class.
- Let children take turns to ask and answer in pairs, then ask a few pairs to ask and answer in front of the class.

Optional activity

- Hand out a sheet of paper to each child and coloured pencils for each group of children.
- Ask children to divide their paper up with the headings *breakfast, lunch, and dinner*.
- Children write a menu with their favourite dishes for each meal for one day, and draw pictures of the dishes.

4 Clap and count the syllables in these words. Then write.

- Write *sa-lad* on the board and clap once for the first syllable and once for the second. Write 2 next to it.
- Write *dinner* on the board. Children clap for each syllable.
- Let children complete the exercise, then check answers.

ANSWERS

1 2 2 1 3 2 4 3 5 4 6 1 7 3 8 3

Further practice

Workbook pages 12–13 (children write about their eating habits)

Fluency DVD • Skills Time! Speaking • Unit 1

Unit 1 test, Teacher's Resource Centre

Online Practice • Unit 1 • Listening, Speaking and Writing

Lesson One CB page 14

Words

Learning outcomes

- To identify concert vocabulary
- To understand a short story

Language

Core: *concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet*

Extra: *clap*

Materials

CD 11–12; *The concert* flashcards 11–20; *The restaurant* flashcards 1–10

Warmer

- Play *Miming flashcards* (see page 24) with *The restaurant* flashcards to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words about music and concerts. Ask them to tell you any words for music or instruments they already know.
- Use *The concert* flashcards 11–20 to introduce the vocabulary. Hold up each card and ask *What's this?* Try to elicit the words but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 11

- Ask children to open their Class Books and look at the pictures 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. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet

2 Listen and read. 12

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What is Holly holding?* *What is Leo playing?* *What is Amy playing?* Encourage predictions about the story.
- Play the recording. Children follow in their books.
- Ask comprehension questions, e.g. *When did Amy have a concert at her house?* *Can Amy play the guitar?* *What instrument is she holding?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 in the story (*concert, drums, instrument, violin, audience, cheer*).

2 We had a concert

Lesson One Words

1 Listen, point and repeat. 11


concert


drums


instruments


violin


audience


recorder


cheer


stage


programme


trumpet

2 Listen and read. 12

1



Amy Two years ago, we had a concert at our house in Australia. All our family and friends were there. Look! I played the drums.

2



Holly I didn't know you played the guitar, Amy! I don't play the guitar. Why?
Amy But aren't you playing one in this picture?
Amy No. That isn't a guitar!

3



Holly So what instrument is this? It looks like a little guitar.
Amy It's a violin! Look! It's on my shoulder. It's much smaller than a guitar!

4



Leo Everyone was brilliant. The audience clapped and cheered for ages.
Max I've got an idea. Why don't we have a concert here, for our family and friends?
Amy Great idea! And let's make it a surprise!

14 Unit 2 The concert

Optional activity

- Play *Disappearing dialogue*. Write the dialogue from frame 4 on the board and read it with children.
- Rub out four words and ask children to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until children are saying the dialogue from memory. Leave only the characters' names at the start of each line.

Culture note: The National Youth Orchestra of Great Britain

The National Youth Orchestra of Great Britain (NYO) is an orchestra for talented young musicians aged between 13 and 18. Players have to pass an audition for entry to the orchestra but they cannot apply if they are in full-time education at a specialist music school.

There are about 150 players and they meet three times a year to rehearse and give concerts in famous concert halls such as the Royal Albert Hall. The concerts are conducted by famous conductors, so it is a wonderful opportunity for young people who want to pursue a career in music.

Further practice

Workbook page 14

Student Website • Unit 2 • Words

Student Website • Unit 2 • Listen at home • Track 7 (Words 1)

Online Practice • Unit 2 • Words

Grammar 1

Learning outcomes

- To revise the past simple with *have* and *be*
- To revise the past simple with regular verbs
- To complete a text with the correct past simple form
- To act out a story

Language

Core: *We had a concert at our house. All our friends were there. Everyone was brilliant. Mum played the piano. The audience clapped and cheered.*

Materials

CD 12; *The concert* flashcards 11–20

Warmer

- Play *Snap!* (see page 24) with *The concert* flashcards.

Lead-in

- With books closed, ask children to tell you the three instruments that were in the story (*drums, guitar, violin*).
- Ask questions about the story, e.g. *Who played the drums? Who played the violin? Can Amy play the guitar?*
- Ask children to open their Class Books at page 14 and find one more instrument in the pictures (*piano*).

1 Listen to the story again and repeat. Act. 12

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Amy, Leo, Holly, and Max. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Let children practise acting out the story in their groups, then ask a few groups to act out the story at the front.

Optional activity

- Tell children to read the story on page 14 again.
- With books closed, hold up the flashcards. Children say *Yes* if the word appeared in the story or *No* if it didn't.
- Children open their books and check their answers (words that appeared in the story are: *concert, drums, instrument, violin, audience, cheer*).

2 Read and learn.

- Focus attention on the examples in the grammar boxes.
- Ask children to identify the past simple of *have* (*had*) and the past simple of *be* (*was / were*).
- Ask children when we use *was* and *were*. Ask them to give new examples of sentences containing these words in the past simple. Write correct sentences on the board.
- Elicit the past simple regular form. Say *I play the piano. Yesterday, I ...* to elicit *... played the piano*.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

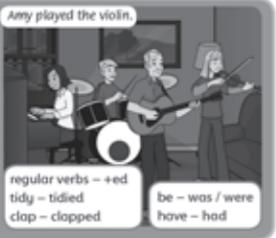
Past simple: have and be

We had a concert at our house.
All our friends were there.
Everyone was brilliant.

Past simple: regular verbs

Mum played the piano.
The audience clapped and cheered.

Amy played the violin.



regular verbs – +ed
tidy – tidied
clap – clapped

be – was / were
have – had

3 Read and circle.

Amy and Leo ¹ was / had a family concert. The concert ² were / was at home in Australia. The children and their parents ³ were / played their instruments. Everyone in the audience ⁴ listened to / was the music and ⁵ enjoyed / had it. It ⁶ was / were a really special day.

4 Write.

have enjoy be (x4) play (x2) clap

Yesterday, there ¹ was _____ a concert at school.
Everyone in the audience ² _____ programmes about the concert.
Kate and James ³ _____ on stage first.
They ⁴ _____ the recorder.
Tom ⁵ _____ next on stage. He ⁶ _____ his trumpet.
The audience ⁷ _____ at the end. They all ⁸ _____ the concert. It ⁹ _____ fantastic!



Complete Grammar Time Exercise 1 on page 124 of Workbook 6. Past simple: have, be and regular verbs Unit 2 15

- Ask a child to read the past simple examples to the class. Model the correct pronunciation if necessary (*played (-d), clapped (-t), cheered (-d)*), and ask the class to repeat.
- Look at the spelling of the past simple of *tidy* and *clap* and elicit the rules.

3 Read and circle.

- Look at the example with children and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 had 2 was 3 played 4 listened to 5 enjoyed
6 was

4 Write.

- Focus attention on the picture. Ask questions, e.g. *Where are the children? What are they doing? What are they wearing?*
- Look at the example with children and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 was 2 had 3 were 4 played 5 was
6 played 7 clapped 8 enjoyed 9 was

NOTE: Now 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 1
- Online Practice • Unit 2 • Grammar 1

Lesson Three CB page 16

Grammar 2 and Song

Learning outcomes

- To revise past simple time markers.
- To practise using past simple time markers
- To use the past simple and time markers in the context of a song

Language

Core: *We had a concert last week. Last night I played my drums. My birthday was yesterday. Two weeks ago they had a party.*

Extra: *calendar, busy*

Materials

CD 13; *The concert flashcards 11–20*

Warmer

- Play *Flashcard circle* (see page 24) with the Lesson 1 words.

Lead-in

- Draw a simple four-week calendar on the board. Circle 'today'. Tell children that you are going to tell them what you did this month.
- Say *I played tennis two weeks ago*. Point to a day or a week on the calendar and say *Yes* or *No*? Keep pointing to different places until children shout *Yes*.
- Repeat with different sentences, using regular verbs and different past simple time markers, e.g. *I cooked pasta yesterday. I watched TV three days ago. I walked to school last month.*

1 Read and learn.

- Focus children's attention on the text box and ask them to identify the time markers. Ask a child to read out the rule.
- Ask children to give you some more sentences using time markers at the beginning or end. Write correct sentences on the board for the class to repeat in chorus.

2 Look at the calendar and write.

- Ask children to look at the calendar. Make sure they understand which day is 'today' on the calendar.
- Ask questions, e.g. *When was the concert? When was Lucy's birthday?*
- Let children complete the exercise, then check answers.

ANSWERS

1 Yesterday 2 last week 3 Five days ago
4 four weeks ago

3 Look at the calendar again. Write sentences about Lucy.

- Tell children to write sentences about Lucy in Exercise 2.
- Ask a child to read the example sentence to the class.
- Let children complete the exercise, then check answers.

Lesson Three Grammar 2 and Song

1 Read and learn.

Time markers: past simple

We had a concert last week. Last night, I played my drums.
My birthday was yesterday. Two weeks ago, they had a party.

These words can go at the beginning or the end of sentences.

2 Look at the calendar and write.

last week four weeks ago yesterday five days ago

Hi, my name is Lucy. Look. This is my calendar. This month was really busy! ¹ Yesterday, it was my birthday. I was ten. We had a family concert ² . I played my recorder. ³ my friend Jane had a party at her house. It was lots of fun. We had dinner at Grandma's house ⁴ . We visit her every month.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3 Look at the calendar again. Write sentences about Lucy.
Yesterday was Lucy's birthday. She was 10.

4 Listen and sing.

What a busy week it is!

I went to the cinema last night,
Last night, last night.
I went to the cinema last night.
What a busy week it is!
It was my birthday yesterday, ...
I had a party two days ago, ...
And today my friends are coming to play.
Coming to play, coming to play.
And today my friends are coming to play.
What a busy week it is!

Optional activity

- Write two true sentences about yourself on the board, e.g. *My birthday was six months ago. Last night I watched TV.*
- Children work in pairs. They write two true sentences about themselves without showing their sentences to their partners.
- Children swap sentences and then take turns to share the information about their partner with the class.
- Children stand up and read their partner's sentences using the third person singular, e.g. *Amina played the piano yesterday.*

4 Listen and sing. 13

- Ask questions about the pictures, e.g. *Where is the boy? What is he doing? What special day is it?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 124 for children to practise the grammar structure before doing Workbook page 16.

Further practice

Grammar Time, Workbook page 124

Workbook page 16

Student Website • Unit 2 • Grammar 2 and Song

Student Website • Unit 2 • Listen at home • Track 9 (Song)

Online Practice • Unit 2 • Grammar 2 and Song

Lesson Four CB page 17

Phonics and Spelling

Learning outcomes

- To revise the long *i*, long *o*, and long *u* sounds
- To identify these sounds with the spelling patterns *igh*, *y*, *i_e*, *oa*, *ow*, *o_e*, *oo*, *ue*, *u_e*
- To identify these sounds and spelling patterns in a poem

Language

- Core: *light, cry, bike, boat, blow, bone, room, blue, flute*
- Extra: *distant*

Materials

CD 14–15; Phonics cards 7–15 (*light, cry, bike, boat, blow, bone, room, blue, flute*); paper and green, blue, and purple coloured pencils (optional)

Warmer

- Draw a tray on the board and elicit the word. Then draw a key and elicit the word. Elicit the correct spelling from the class and write the words below the drawings.
- Ask children if they can remember the sound for these words from the previous unit (*long a* and *long e*).
- Elicit more words with these sounds and write them on the board.

Lead-in

- Hold up the phonics cards for *light, boat, and room* and elicit the words. Put the cards on the board.
- Repeat with the cards for *flute, bike, and bone*, but this time hand out the cards to three children.
- Repeat with the cards for *cry, blow, and blue*.
- Ask the six children to come up and place their flashcard on the board next to the card with the matching sound.

1 Listen, point and repeat. 14

- 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. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point and repeat again.

Transcript

long i: *light, cry, bike*
long o: *boat, blow, bone*
long u: *room, blue, flute*

2 Listen to and read the poem. 15

- Ask children to look at the picture. Ask *Where is the man? Is he happy? Is it day or night?*
- Tell children they are going to listen a poem. Play the recording once all the way through.
- Play it again, pausing for children to read and repeat.

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 14

long i

light

cry

bike

long o

boat

blow

bone

long u

room

blue

flute

2 Listen to and read the poem. 15

It's a cold, cold night and I'm out in my boat.
 The wind is blowing
 And I'm wearing a coat.
 The sky's dark blue. I can see the moon.
 I can see a bright light
 From a distant room.
 I hear a cry, up in the sky.
 What could it be?
 It's a bird flying high.

3 Read again. Circle the words with long *i* in green, the words with long *o* in blue and the words with long *u* in purple.

4 Circle the word that contains a different vowel sound.

1 light smile <u>scoop</u> cry	2 moon bone elbow snow
3 blue tune boat sky	4 dry boat like night
5 my fly blow high	6 room June soon stone

Long i, long o and long u sounds Unit 2 17

3 Read again. Circle the words with long *i* in green, the words with long *o* in blue and the words with long *u* in purple.

- Hand out green, blue, and purple pencils. Focus on the words *light, boat, and blue* in Exercise 1 and ask children to find the words in the poem.
- Ask children to find and circle all the words with the long *i* sound, the long *o* sound, and the long *u* sound. Some of the words did not appear in Exercise 1.

ANSWERS

long i: *night, sky, bright, light, cry, sky, flying, high*
long o: *boat, blowing, coat*
long u: *blue, moon, room*

4 Circle the word that contains a different vowel sound.

- Focus on the example. Read out *light, smile, soap, and cry*, emphasizing the pronunciation. Elicit the correct answer.
- Let children complete the exercise, then check answers.

ANSWERS

1 soap 2 moon 3 sky 4 boat 5 blow 6 stone

Optional activity

- Give out paper and coloured pencils for children to make phonics posters.
- Children choose the long *i*, long *o*, or long *u* sounds. They draw pictures of two or three words with this sound. They write the sound, e.g. *long o*, and colour it in.

Further practice

Workbook page 16

Student Website • Unit 2 • Phonics and Spelling

Student Website • Unit 2 • Listen at home • Track 10 (Phonics and Spelling)

Online Practice • Unit 2 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a poem; identify words and their meanings in a text; check the meanings of words in a dictionary; match questions and answers

Language

Core: *orchestra, treat, cymbals, piece, shining, burst, pack up*
 Recycled: vocabulary and structures seen previously
 Extra: *famous, clang, bang, clap, fireworks*

Materials

CD 13, 16

Warmer 13

- Sing *What a busy week it is!* from Lesson 3.

Lead-in

- Tell children they are going to learn more words about music and festivals.
- Look at the pictures in the Class Book. Ask *What do you see?* Elicit words like *fireworks, sky, drums, concert*.
- Ask *What do you hear in a concert?* Elicit words like *music, trumpets, drums, violins, piano*, etc.

1 Describe what is happening in the picture.

- Tell the children that they are going to read a poem.
- Point to the small picture. Ask the children to describe what is happening. Ask questions, e.g. *Where are the people? What instruments can you see? What is happening?*
- Point to the main picture. Ask the children what time of day it is and what they can see. Elicit the word *fireworks*.
- Ask the children about concerts they have been to. Ask *Where was the concert? What did you do? What instruments did you hear?*

2 Listen and read. 16

- Play the recording once all the way through for children to listen and follow the poem silently in their books. Ask children to tell you what the poem is about.
- Answer any questions the children have. Remind them that they don't have to understand every word at this stage, but they should concentrate on words they know.
- Play the recording again, then ask comprehension questions, e.g. *Are the people inside or outside? What instruments can the girl hear? What can she see in the park?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and underline the words in the text.
- Encourage children to guess the meanings of the new words by looking at the surrounding text. The context should help them discover what the word means. Encourage the children even if they give the wrong answers.

Skills Time!

Lesson Five

Reading

1 Describe what is happening in the picture. 2 Listen and read.

The Concert

The park is full of people. This is a special day. A very famous orchestra is playing here today.

We've got a picnic blanket And our favourite things to eat: Biscuits, cakes and sandwiches. This is a lovely treat.

We hear the trumpets calling And we hear the cymbals clang. We hear the flutes and violins. We hear the big drums bang.

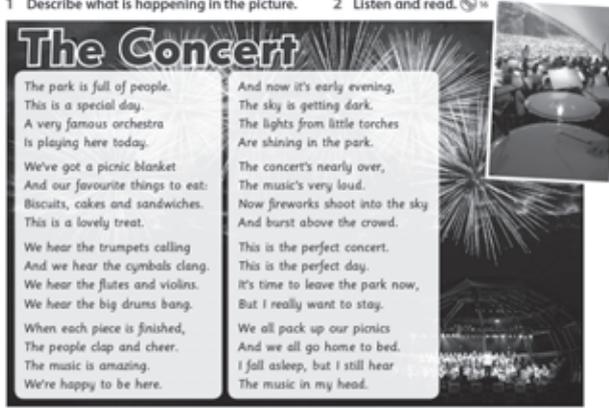
When each piece is finished, The people clap and cheer. The music is amazing. We're happy to be here.

And now it's early evening. The sky is getting dark. The lights from little torches Are shining in the park.

The concert's nearly over, The music's very loud. Now fireworks shoot into the sky And burst above the crowd.

This is the perfect concert. This is the perfect day. It's time to leave the park now, But I really want to stay.

We all pack up our picnics And we all go home to bed. I fall asleep, but I still hear The music in my head.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

orchestra treat cymbals piece shining burst pack up

4 Read again and match the questions and answers.

1 Where is the concert?	<input type="checkbox"/>	a Fireworks shoot into the sky.
2 What is making a clanging sound?	<input type="checkbox"/>	b The drums.
3 What is making a banging sound?	<input type="checkbox"/>	c At the end of each piece of music.
4 When do people clap and cheer?	<input type="checkbox"/>	d In the park.
5 What happens near the end of the concert?	<input type="checkbox"/>	e The cymbals.

18 Unit 2 Words in context: The Concert Reading: a poem

- Children then look up the words in the Workbook 4 Dictionary to check their guesses and identify the correct meanings.
- Go through the meanings of the words with the class.

4 Read again and match the questions and answers.

- Ask children to read the questions and answers silently.
- Look at the example and explain that they have to draw lines to match the questions with the correct answers.
- Go through the answers with the class.

ANSWERS

1 d 2 e 3 b 4 c 5 a

Optional activity

- Choose eight children and assign them one verse of the poem each. Ask children to read the poem to the class.
- Repeat until all children have had a turn to read.
- Alternatively, divide the class into eight groups.

Optional activity

- Tell children they are going to hear the poem again.
- Tell them to do the following actions when they hear these words: *call* (mime playing a trumpet) *clang* (mime banging cymbals together), *bang* (mime hitting a big drum), *clap* (clap hands together), *shoot* (make a strong upward motion with one arm), *burst* (make a bursting motion with arms).

Further practice

Workbook page 17

Language practice worksheet, Unit 2 Teacher's Resource Centre

Student Website • Unit 2 • Words in context

Student Website • Unit 2 • Listen at home • Track 8 (Words 2)

Online Practice • Unit 2 • Reading

Skills Time!

Skills development

Listening: identify different musical activities
 Speaking: ask and answer questions about musical preferences and abilities
 Writing: learn the double consonant spelling rule in the present continuous; write a description of a picture (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *during*

Materials

CD 17; Fluency DVD Unit 2 (optional)

Warmer

- Play a miming game to revise the new vocabulary from Lesson 5. Mime or make sounds to represent the different words for the class to guess what they are.

Lead-in

- Ask children to open their Class Books and look at the pictures in Exercise 1. Ask questions, e.g. *What instrument is the girl playing? What are the children playing? Where are they? What are the boy and girl doing?*

1 Listen and number. 17

- Tell children that they are going to hear a recording about four children. They will need to listen and number the pictures.
- Play the recording all the way through once, then play it again, pausing to point out the example answer. Pause after the remaining items for children to number the pictures.

Transcript

(See Teacher's Book page 138)

ANSWERS

1 c 2 d 3 a 4 b

2 Listen again and write Lisa, Dan, Ben or Kate. 17

- Check that the children understand that they need to listen and write the correct name next to each sentence.
- Play the recording, pausing for children to write the names.

ANSWERS

1 Kate 2 Ben 3 Lisa 4 Dan

3 Choose a girl. Ask and answer with your friend.

- Tell children to look at the table. Explain that they are going to play a guessing game.
- Ask individuals to read out the names, then ask a pair of children to read out the example dialogue for the class.
- Ask children to work in pairs. They take turns to choose a girl for their partner to guess by asking questions.

Lesson Six

Listening

1 Listen and number. 17

2 Listen again and write Lisa, Dan, Ben or Kate.

1 _____ saw a band in the park last weekend. 2 _____ and his sister went to a concert last month.

3 _____ wants to be a famous musician. 4 _____ practises every day.

Speaking

3 Choose a girl. Ask and answer with your friend.

	Fiona	Susan	Pam	Liz
can play the piano	✓	✗	✓	✗
can play the drums	✗	✗	✗	✓
likes singing	✓	✗	✓	✓
likes classical music	✗	✓	✓	✗
like pop music	✓	✓	✗	✓

Can she play the piano?
No, she can't.

Does she like classical music?
Yes, she does.

It's Susan!
That's right! Your turn!

4 Ask and answer about you.

Can you play an instrument? No, I can't. But I want to play the guitar.

Writing preparation

To spell verbs in the present continuous, double the last letter when the word has one syllable, one short vowel and ends in a consonant.

stop stopping

5 Circle the verbs that follow the double consonant rule.

1 drink drinking 2 clap clapping
 3 play playing 4 watch watching
 5 tap tapping 6 open opening

Complete the writing tasks on pages 18–19 of the Workbook.

18-19

Listening, speaking, writing Unit 2 19

Optional activity

- Children watch the Fluency DVD Unit 2 speaking section.

4 Ask and answer about you.

- Tell children that they are now going to talk about themselves. They can use the ideas in the table in Exercise 3 or their own ideas.
- Ask a pair of children to read out the example dialogue.
- Think of more questions e.g. *Can you play a musical instrument? Are you in a band? Do you want to go to a concert?*
- Allow children time to ask and answer in pairs, then invite a few pairs of children to act out dialogues for the class.

5 Circle the verbs that follow the double consonant rule.

- Read the spelling rule.
- Write *drink* on the board. Ask children whether it has one syllable (yes), ends in one consonant (no), and has one short vowel (yes). Then write *drinking* on the board and ask whether there is a double last letter (no). Explain that this is because you have to answer yes to all three questions for the word to have a double consonant.
- Repeat the process above with *clap*.
- Move around the class as the children complete the activity. Help by checking the rules with the children.

ANSWERS

clapping, tapping

Further practice

Workbook pages 18–19 (children write a description of a picture)

Fluency DVD • Skills Time! Speaking • Unit 2

Unit 2 test, Teacher's Resource Centre

Online Practice • Unit 2 • Listening, Speaking and Writing

Lesson One CB page 20

Words

Learning outcomes

- To identify dinosaur museum vocabulary
- To understand a short story

Language

- Core: *dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot*
- Extra: *exciting, loudly, controls*

Materials

- CD 18–19; *The dinosaur museum* flashcards 21–30; *The concert* flashcards 11–20

Warmer

- Play *Quick flash* (see page 23) with *The concert* flashcards to energize the class at the start of the lesson.

Lead-in

- Use *The dinosaur museum* flashcards 21–30 to introduce the vocabulary. Hold up each card and ask *What's this?* Try to elicit the words but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 18

- Ask children to open their Class Books and look at the pictures 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.
- Ask individual children to say the words for the class.

Transcript

dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot

2 Listen and read. 19

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who is with Max? Where are the children? What did Max, Amy, and Holly see in the museum? Who is screaming? What is Max remembering?* Encourage predictions about the story.
- Play the recording. Children follow the words in their books.
- Ask comprehension questions, e.g. *Where did they go today? What did Amy buy? Was the dinosaur alive? What was Holly doing?*
- Play the recording again. Children follow in their books.
- Ask children to find Exercise 1 words in the story (*dinosaur, museum, model, skeleton, scary, scream, roar, alive, robot*).

3 The dinosaur museum

Lesson One Words

1 Listen, point and repeat. 18


dinosaur


museum


model


skeleton


scary


scream


roar


alive


dead


robot

2 Listen and read. 19

1



Max We didn't go to school today. We went to the dinosaur museum. It was brilliant fun.
Amy Look! I bought this dinosaur model!
Mum Ooh, great! What did you do there?

2



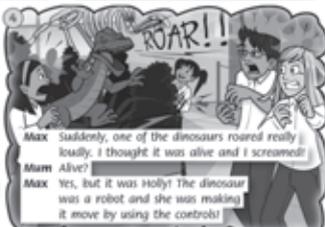
Holly We saw dinosaur skeletons and bones.
Max And we learnt all about how dinosaurs lived.
Mum Wow! That sounds really exciting.

3



Amy But then something scary happened.
Max Yes, and we all screamed.
Mum Why? What happened?

4



Max Suddenly, one of the dinosaurs roared really loudly. I thought it was alive and I screamed!
Mum Alive?
Max Yes, but it was Holly! The dinosaur was a robot and she was making it move by using the controls!

20 Unit 3 The dinosaur museum

Optional activity

- Write the following lines of dialogue on the board. Then with books closed, ask children to tell you who said them.
 - Suddenly one of the dinosaurs roared really loudly. (Max)*
 - We saw dinosaur skeletons and bones. (Holly)*
 - Look. I bought this dinosaur model. (Amy)*
 - Wow! That sounds really exciting. (Mum)*
 - We didn't go to school today. (Max)*
 - But then something scary happened. (Amy)*

Culture note: The Jurassic Coast

The coastline of south-west Britain which stretches from Dorset to East Devon has been designated a World Heritage Site, and is known as The Jurassic Coast. World Heritage Sites are 'places of outstanding universal value' and they are selected by UNESCO. The Jurassic Coast is England's first natural World Heritage Site.

It is called The Jurassic Coast because the rocks and cliffs which make up the coastline are 185 million years old and are rich in fossils. Thousands of tourists visit the coastline each year to find fossils.

In October 2005 a virtually complete 40-foot fossilized skeleton of an *Ichthyosaurus* (a marine reptile that lived in the seas 180 million years ago) was found near Lyme Regis.

Further practice

Workbook page 20

Student Website • Unit 3 • Words

Student Website • Listen at home • Track 11 (Words 1)

Online Practice • Unit 3 • Words

Grammar 1

Learning outcomes

- To learn past simple irregular verbs with negatives
- To complete a text with the correct past simple form
- To act out a story

Language

Core: *We went to the dinosaur museum. We didn't go to school. I saw dinosaurs. I didn't see fish.*

Materials

CD 19; The dinosaur museum flashcards 21–30

Warmer

- Play *Order the letters* (see page 24) with the new vocabulary.

Lead-in

- With books closed, ask children questions about the story, e.g. *Who went to the dinosaur museum? Who made the dinosaur robot move? What did Amy buy?*
- Ask children to turn to Class Book page 20 and find the vocabulary from Exercise 1 that wasn't in the story (*dead*).

1 Listen to the story again and repeat. Act. 19

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

2 Read and learn.

- Focus on the examples in the grammar boxes. Ask children to identify the past simple form of *go* and *see*, pointing out that some verbs don't add *-ed* in the past simple. These verbs are irregular.
- Make sure children understand how to form the past simple negative using *didn't*.
- Ask a child to read the speech bubble to the class.
- Ask the class to give you the positive form of the sentence in the speech bubble (*We knew it was you!*).
- Let children study the irregular past verbs silently.
- With books closed, write some of the past tenses on the board and ask children to say the present tense. Then write the present tenses, and ask them to say the past.
- Ask children to give you complete sentences using each verb in the past tense.
- Remind them to check irregular past tenses in their Workbooks on page 131.

3 Write.

- Focus attention on the pictures. Ask questions, e.g. *Where are the family? What is the boy buying? Who does the girl see? Where are they eating their lunch?*
- Point to the example and check understanding.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn. Irregular verb list on Workbook 4 page 131.

Past simple: irregular verbs with negatives

We went to the dinosaur museum.
We didn't go to school.



I saw dinosaurs.
I didn't see fish.

buy – bought	make – made
eat – ate	see – saw
go – went	think – thought
hear – heard	wear – wore
learn – learnt	write – wrote

3 Write.



1 We went (go) to the science museum together.



2 I _____ (not buy) a postcard.



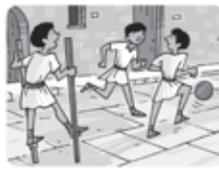
3 My sister _____ (see) her friends.



4 We _____ (not eat) our sandwiches inside.

4 Write.

We ¹ went (go) to a museum to learn about the life of children two thousand years ago. Most children then ² _____ (not go) to school and ³ _____ (not learn) to read. Many children ⁴ _____ (play) games in the street and with yo-yos and wooden toys. Boys ⁵ _____ (not wear) trousers. They ⁶ _____ (wear) short tunics, like a dress.



Complete Grammar Test Exercise 1 on page 125 of Workbook 4. Past simple: irregular verbs with negatives Unit 3 21

- Let children complete the exercise, then check answers.

ANSWERS

1 went 2 didn't buy 3 saw 4 didn't eat

Optional activity

- Ask children about the last school trip or family holiday they went on.
- Ask some questions to revise vocabulary and help children remember details, e.g. *Where did you go? What did you see? Who did you go with? What did you buy?* etc.
- Ask children to work in pairs and write some sentences about their trip using past simple verbs.

4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Is this in the present or the past? What are the children doing? Are they at school?*
- Look at the example with the class and check that they understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 went 2 didn't go 3 didn't learn 4 played
5 didn't wear 6 wore

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

Student Website • Unit 3 • Grammar 1

Online Practice • Unit 3 • Grammar 1

Grammar 2 and Song

Learning outcomes

- To ask and answer past simple questions
- To use *Which* and *What* in past simple questions
- To use past simple irregular 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

Core: *Did they go to a museum? Yes, they did. Did Amy buy a postcard? No, she didn't. She bought a model. Which museum did you go to? We went to the dinosaur one. What did you see? We saw dinosaur skeletons.*

Extra: *trip, painting*

Materials

CD 20; The dinosaur museum flashcards 21–30

Warmer

- Play *Say the number* (see page 23).

Lead-in

- Ask children if they can remember the story in Lesson 1.
- Write the following on the board:
*The children went to a museum.
They saw dinosaur skeletons.
Amy bought a dinosaur model.
Holly made a dinosaur robot move.*
- Explain that these are answers and you want them to make the questions.
- Write *Where* and *What* on the board and ask children to ask the questions (*Where did the children go? What did they see? What did Amy buy? What did Holly do?*).
- Explain that we use *which* when there is a choice of things and we want to know exactly what is being talked about.

1 Read and learn.

- Focus attention on the grammar box and ask children to identify the question words *Which* and *What*. Let children read the examples silently.
- Write the following sentences and prompts on the board:
*I went to a shop. Which _____ did _____ go _____?
What did _____? I bought a present.*
- Elicit the complete questions from the class.
- Practise with question words *Where* and *Who*. Ask children to think of questions and then answer them.

2 Write notes about you. Ask and answer.

- Explain that each child is going to fill in the middle column in note form to say what they did in one day.
- Note that they shouldn't be writing complete answers that they then read out. The notes are just there to help them think about their answers.
- Let children complete the table individually, then explain that they are going to ask and answer questions in pairs.
- Ask two children to read the speech bubbles for the class. Repeat with the whole class.

Lesson Three Grammar 2 and Song

1 Read and learn.

Past simple: irregular verbs with questions

Did they go to a museum? Yes, they did.	Which museum did you go to? We went to the dinosaur one.
Did Amy buy a postcard? No, she didn't. She bought a model.	What did you see? We saw dinosaur skeletons.

2 Speaking Write notes about you. Ask and answer.

	You	Your friend
1 Where did you go on ... ?		
2 What did you see?		
3 What did you eat?		
4 Who did you see?		
5 Did you buy anything?		
6 Did you have a good day?		

Where did you go on Saturday? I went to the park.

3 Write about what you and your friend did.

4 Listen and sing.

My school trip

Where did you go when you went on your trip? Did you go to a museum or a farm or a ship?

When it was lunchtime, what did you eat? Did you eat a sandwich? And did you eat some meat?

I went to a museum
And saw paintings old and new.
I ate a yummy sandwich
And I bought this badge for you.

- Tell children that they will write notes about their partner's answers.
- Let children do the exercise in pairs, then ask some of the pairs to repeat their questions and answers for the class.

3 Write about what you and your friend did.

- Tell children to write the answers to the questions they asked each other in Exercise 2 in their notebooks.
- Elicit an example answer from the class, e.g. *On Saturday I went to the park and Anna went to the cinema.*
- Let children do the exercise individually, then ask children to read their sentences to the class and compare what they did at the weekend.

4 Listen and sing. 20

- Focus attention on the picture. Say *The girl has been on a school trip*. Ask questions, e.g. *Did she go to a dinosaur museum? Where did she go? What is she giving her mother?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 125 for children to practise the grammar structure before doing Workbook page 22.

Further practice

Grammar Time, Workbook page 125

Workbook page 22

Student Website • Unit 3 • Grammar 2 and Song

Student Website • Listen at home • Track 13 (Song)

Online Practice • Unit 3 • Grammar 2 and Song

Lesson Four CB page 23

Phonics and Spelling

Learning outcomes

- To identify *f* and *ph* spellings
- To identify these spellings in three texts

Language

Core: *flamingo, scarf, feet, phone, nephew, alphabet*

Materials

CD 20, 21–22; Phonics cards 16–17 (*phone, flamingo*)

Warmer 20

- Sing the Lesson 3 song to warm up the class.

Lead-in

- Show the *phone* phonics card and elicit the word. Then show the *flamingo* card and elicit the word.
- Elicit the correct spelling from the class and write the words below the drawings. Explain that in some words the letter *f* and the letters *ph* have the same sound.
- Ask children what other words they know which contain this sound. Write them on the board.
- Hold up the phonics cards for *phone* and *flamingo*. Divide the class into *phones* and *flamingos*. Ask children to stand up and say their word when they see the picture.
- Hold up the phonics cards alternatively (or sometimes twice in a row). Children stand up and say their words.

1 Listen, point and repeat. 21

- 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 for children to point and repeat again.

Transcript

flamingo, scarf, feet, phone, nephew, alphabet

Optional activity

- Play a version of *Do it!* (see page 23) using the six new words from the lesson. Give instructions, e.g. *Nephews, jump! Feet, stamp your feet!*
- Hold up the flashcards. Children who have that word assigned to them call out the word and do the action.

2 Listen and read. 22

- Ask children to look at the pictures. Ask *Where did the boy and his uncle go yesterday? What animals did they see?*
- Tell children they are going to hear three stories.
- Play the recording once all the way through.
- Play the recording again, pausing for children to read.
- Ask children to look at the pictures and point to the words from Exercise 1 (*phone, nephew, flamingo, alphabet, scarf, feet*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat.  21

flamingo
scarf
feet



phone
nephew
alphabet



2 Listen and read.  22

1  Yesterday, an uncle and his nephew went to the zoo together. Now they are talking on the phone about the animals. They saw elephants, giraffes, flamingos and fish. They took lots of photos. They had a good time.

2  My A B C
E A U
There are 26 letters in the English alphabet. Five are vowels. Can you say your alphabet?

3  When it's cold, I wear a hat and a scarf, and on my feet, I wear boots.

3 Read again. Circle the words with *ph* and underline the words with *f*.

4 Complete the words with *f* or *ph*.

1  scarf_

2  _oto

3  _one

4  A B C D E F
G H I J K L
M N O P Q R
al_abet

5  _lamingo

6  _eet

7  ne_ew

8  _rog

f and ph spellings Unit 3 23

3 Read again. Circle the words with *ph* and underline the words with *f*.

- Focus attention on the words *phone* and *flamingo* in Exercise 1 and ask children to find the words in the story.
- Ask children to find and circle all the words with *ph* and underline the words with *f*.
- Let children complete the exercise, then check answers.

ANSWERS

ph: *nephew, phone, elephants, photos, alphabet*
f: *giraffes, flamingos, fish, five, scarf, feet*

4 Complete the words with *f* or *ph*.

- Go through the example and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 f 2 ph 3 ph 4 ph 5 f 6 f 7 ph 8 f

Optional activity

- Play *Phonics TPR* (see page 24). Tell children to stamp their feet for words with *f*, and flap their arms for words with *ph*.

Further practice

Workbook page 22

Student Website • Unit 3 • Phonics and Spelling

Student Website • Listen at home • Track 14 (Phonics)

 Online Practice • Unit 3 • Phonics

Skills Time!

Skills development

Reading: read and understand a non-fiction text from an information book; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentence halves

Language

Core: *Earth, scientist, pattern, skin, disappear, rock, asteroid, fall (fell)*

Recycled: vocabulary and structures seen previously

Extra: *millions, type, plants, tail*

Materials

CD 20, 23; The dinosaur museum flashcards 21–30

Warmer 20

- Sing *My school trip* from Lesson 3.

Lead-in

- Hold up the *dinosaur* flashcard and elicit the word.
- Give children two minutes to draw a dinosaur on a sheet of paper, then ask children to show their pictures.

1 What do you know about dinosaurs?

- With books closed, ask children to tell you what they know about dinosaurs. Ask questions, e.g. *Are dinosaurs alive? Are they dead? Where can you see a dinosaur skeleton? How big were dinosaurs? What did they eat? Where did they live? Did they swim? Did they fly?*
- Write some facts on the board.

2 Listen and read. 23

- Tell children they are going to hear a text about dinosaurs.
- Play the recording. Children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions they have.
- Ask comprehension questions, e.g. *How many types of dinosaurs were there? Did all dinosaurs eat meat? What is the name of the most famous dinosaur?*

Culture note: The Natural History Museum

The Natural History Museum in London was built in 1881 and is one of the world's largest museums of natural history. One of the most popular attractions is the Diplodocus skeleton in the Central Hall. It is a replica of a real dinosaur skeleton and it is 26 metres long. It was given to the museum in 1905. The Diplodocus lived 150 million years ago. Although it was a huge dinosaur, it didn't eat meat – it only ate plants.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.

Skills Time!

Lesson Five

Reading

1 What do you know about dinosaurs?

2 Listen and read. 23



Dinosaur data

Dinosaurs lived on Earth for millions of years.

Scientists study dinosaur bones to find out how they lived and what they looked like.

There were more than 700 different types of dinosaur! Some dinosaurs ate plants and others ate meat. Some walked on two legs and others walked on four legs. Some could fly and others lived in the sea. We know they were all different, but no one knows what colour or pattern they were. This is because there is no dinosaur skin left to study.

Dinosaurs disappeared 65 million years ago. Why was this? Some scientists think that a large rock called an asteroid fell to Earth from space. This made the Earth much colder and there was no longer any food for the dinosaurs to eat.

The most famous dinosaur is the T-Rex (*Tyrannosaurus Rex*). It was 14 metres long and 5.5 metres high; bigger than a house! Its strong tail helped it move quickly. But no one really knows how fast it could run. Its teeth were 36 centimetres long and it ate meat. You can see T-Rex skeletons in some museums.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

Earth scientist pattern skin disappear rock asteroid fall (fell)

4 Read again and match the sentence halves.

1 There were lots of	<input type="checkbox"/>	a a large rock from space.
2 An asteroid is	<input type="checkbox"/>	b different types of dinosaur.
3 When the asteroid fell,	<input type="checkbox"/>	c a very big dinosaur.
4 The dinosaurs disappeared	<input type="checkbox"/>	d the Earth became very cold.
5 The T-Rex is	<input type="checkbox"/>	e because it was too cold to live on Earth.

24 Unit 3 Words in context: Dinosaur data Reading: a non-fiction text

- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and match the sentence halves.

- Ask children to read the question halves silently.
- Look at the example and explain that they have to match the sentence halves.
- Let children complete the exercise, then check answers.

ANSWERS

1 b 2 a 3 d 4 e 5 c

Optional activity

- Write the target words on the board. With books closed, ask children to write a short paragraph or story using all the words.
- Children work in pairs. Tell them they can use different tenses and extra vocabulary. Encourage them to be as imaginative as possible.
- Allow three to five minutes to write their text, then ask some children to read their texts to the class.

Further practice

Workbook page 23

Language practice worksheet, Unit 3 Teacher's Resource Centre

Student Website • Listen at home • Track 12 (Words 2)

Online Practice • Unit 3 • Reading

Skills Time!

Skills development

Listening: identify details of favourite things on a school trip

Speaking: ask and answer questions about school trips

Writing: use exclamation marks; write about a school trip (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *rock pools*

Materials

CD 24; The dinosaur museum flashcards 21–30;

Fluency DVD Unit 3 (optional)

Warmer

- With books closed, read out sentences from the text but pretend you can't read it properly, so you can only say partial sentences, e.g. 'Something' disappeared 65 million years ago. Children say the missing information (*Dinosaurs!*).

Lead-in

- Ask the children to open their Class Books and look at the pictures in Exercise 2.
- Point to each picture and ask *Where is this?* Identify the four different places (*beach, zoo, museum, farm*).

1 Listen and number. 24

- Tell children they are going to hear a recording of four children talking about their school trips. Explain that the pictures represent the school trips that the four children from Exercise 1 went on.
- Play the recording, pausing after the first dialogue to show them the example answer. Pause after each subsequent dialogue for children to number the pictures.
- Check children have the correct order before Exercise 2.

Transcript

(See *Teacher's Book* page 138.)

ANSWERS

a 3 b 2 c 1 d 4

2 Listen again and circle the children's favourite things.

- Point to the pictures. Ask *Where's this? What can you see?*
- Explain that children should listen for the word *favourite* in the recording to find the answers.
- Play the recording, pausing for children to circle the answer.

ANSWERS

a boat b monkey c skeleton d a walk

Optional activity

- Children watch Fluency DVD Unit 3, speaking section.

Lesson Six

Listening

1 Listen and number. 24

2 Listen again and circle the children's favourite things.

a boat / plants b monkey / snake c car / skeleton d cows / a walk

Speaking

3 Ask and answer about the children above.

Jane Simon Lisa Max beach zoo museum farm

Where did Jane go? She went to a ...

What did she see? She saw ...

What did she like? She liked ...

Writing preparation

We use exclamation marks (!) to show strong feelings, for example, surprise or excitement, or after an instruction. The dinosaur moved! (!) Don't touch the bones! (!)

4 Read the sentences. Write F for 'feelings' or I for 'instructions'.

1 Open the window now! I

2 Wow, you're here at last! F

3 We were lost! F

4 Take your litter with you! I

5 Don't walk on the grass! I

6 That's great news! F

Complete the writing tasks on pages 24–25 of the Workbook.

Listening, speaking, writing Unit 3 25

3 Ask and answer about the children above.

- Explain to the class that they are going to ask and answer questions about the children from the recording. They should use the names and places from the word pools.
- Read the first speech bubble for the class and elicit the correct response for the second speech bubble. Repeat for the next two speech bubbles.
- Ask them to work in pairs. Children take turns to ask and answer the questions. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

4 Read the sentences. Write F for 'feelings' or I for 'instructions'.

- Read the rule and check that children understand.
- Write the first question on the board. Ask *Is this an instruction or a feeling?* (an instruction). Show the class the example answer. Ask children to give you other sentences containing feelings or instructions.
- Let children complete the exercise, then check answers.

ANSWERS

1 I 2 F 3 F 4 I 5 I 6 F

Further practice

Workbook pages 24–25 (children write a webpage about a school trip)

Fluency DVD • Skills Time! Speaking • Unit 3

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

Unit 3 test, Teacher's Resource Centre

Skills test 1, Teacher's Resource Centre

Online Practice • Unit 3 • Listening, Speaking and Writing

Fluency Time! 1

Everyday English CB page 26

Learning outcomes

To learn some useful language for eating out

Language

I'd like ...; Can I have ...; Can I have some more ...; with / without; That's fine.; Sure.

Materials

CD 25–26; Fluency DVD Fluency Time! 1; Flashcards / Pictures of known foods

Warmer

- Tell children they are going to learn some useful language for eating out. Hold up a few flashcards or pictures of known foods and ask the children to say which foods they like or don't like.
- Review *with / without* by placing two flashcards side by side on the board, e.g. fish with rice / pizza with onions, and asking children *Do you like fish with rice? Do you like pizza with onions? Say I don't like pizza with onions. I'd like pizza without onions, please.* Stick other combinations on the board and encourage children to talk about their preferences.
- Hand a few flashcards to a child and ask them for one of the flashcards using the phrase *I'd like* or *Can I have*. The child hands you the correct flashcard. Repeat with other flashcards and other requests. Encourage children to ask you for a flashcard using the phrases above. Respond with *Sure* as you hand them the flashcard.

1 Listen, read and say. 25

- Focus on the pictures. Ask children to say where the people are (*in a restaurant / café*) and what they are doing (*ordering food / eating out*). Reintroduce the story characters Tom and Anna (if children used *Family and Friends* Level 3) and remind the children that they are cousins. Ask the children to guess which foods Tom and Anna order in the story.
- Play the recording. Children follow in their Class Books.
- Play it again, pausing for children to say the dialogue with the recording.
- Children practise the dialogue in pairs.
- Invite pairs of children to act out the dialogue for the class.

2 Listen and circle the correct word. 26

- Show children the sentences and explain that they need to listen and decide which word is correct in each sentence.
- Play the first part of the recording and focus on the example.
- Play the recording, pausing for the children to circle.
- Ask children to read out the correct sentences.

Transcript

(See *Teacher's Book* page 138.)

ANSWERS

1 with 2 without 3 with 4 water

Fluency Time! 1

Everyday English

1 Listen, read and say. 25

Tom: I'd like this sandwich with fries, please.
Anna: Can I have this salad without onions?
Waiter: Yes. That's fine. Thank you.

Anna: Can I have some more juice, please?
Mum: And can we have the bill, please?
Waiter: Sure.

2 Listening Listen and circle the correct word. 26

- Mum wants coffee with / without milk.
- Tom wants a sandwich with / without onions.
- Tom would like his sandwich with / without cucumber.
- They want some more juice / water.

3 Speaking Talk with your friend.

sandwich	pizza	with	tomatoes	onions	cucumber	fries
salad	fish	without	cheese	meat	pineapple	chilli
			juice	water	coffee	milk
			bread	rice		

Boy: I'd like this sandwich with cheese, please.
Girl: A sandwich with cheese.
Boy: And I'd like this salad without onions, please.
Girl: Yes. That's fine.
Boy: Can I have some more water, please?
Girl: Yes, sure.

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 food words in the boxes to act out dialogues.
- Invite some pairs to act out their dialogues for the class.

Optional activity

- Hand out the flashcards of known foods to children around the class. Ask for some food / drink, e.g. *Can I have some cereal with milk, please?* The children holding the flashcards / pictures of the foods you ask for stand up and hold up their flashcards.
- Invite children to ask for foods using *Can I have / I'd like*. The other children stand up and hold up the correct flashcards.

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 menu for a café
- To practice ordering food and taking food orders

Language

I'd like ...; Can I have ...; Can I have some more ...; with / without; That's fine.; Sure.; Yes, of course.

Materials

CD Fluency DVD Fluency Time! 1 (optional); Fluency project 1 (see Teacher's Resource Centre) (one set of templates for each child); completed menu; coloured pens / pencils / crayons, glue and scissors for each group of children

1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Class Book page 26. Ask the children what they can remember about the dialogue.
- Play the 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 the Fluency DVD Fluency Time! 1 Everyday English again for children to watch and listen.

2 Make a menu for a café.

- See Teacher's Book page 158 for detailed instructions on how to make the menu.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a menu*).
- Ask *What do you need to make the menu?* Elicit *coloured pens, scissors, glue*.
- Hand out copies of the two menu templates (see Fluency Project 1, Teacher's Resource Centre).
- If you like, the children can work in pairs or small groups to prepare one menu between them.
- Use the pictures and instructions in the Class Book to talk the children through the process of making their menus. Demonstrate with your own completed menu.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Do you like (fish)?*
- Invite children to tell the class about their menus, e.g. *The main dishes / desserts / drinks are ...*

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

3 Order from the menu project with a friend.

- Focus on the photos. Tell children they are going to use their menus to act out dialogues to practise ordering food and taking food orders. They will take turns to play the roles of the waiter and the customer.
- Ask a pair of children to read out the example dialogue.
- The children talk in pairs, taking turns to order food. They record their partners' orders in their notebooks.

Project

1 Look at the story again. Act.

2 Make a menu for a café.

1 Decorate the menu and write the day. Create today's menu. Choose two main dishes, one dessert and one drink. Colour the pictures and cut them out.

2 Stick the pictures on the menu. Write about the food and drink.

3 **Speaking** Order from the menu project with a friend.

I'd like fish with peas but without fries, please. *Fish with peas and without fries. And for dessert?*

Lemon ice cream, but without a biscuit, please. *That's fine. Thank you.*

Can we have some more water and the bill, please? *Yes, of course.*

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

1 Customer: What did you order? 2 Waiter / waitress: What did the customer order?

I ordered a pizza with salad. For dessert ...

The customer ordered soup with bread, but without butter. For dessert ...

Project: a cafe menu 27

- Encourage children to add language to their dialogue, e.g. *Have you got any ...? Would you like some ...?*
- Ask some children to act out dialogues for the class.

4 Tell the class about your conversation.

- Invite children to tell the class about their conversation. You can ask the questions to prompt them.

Optional activity

- Use the menus to play a memory game in pairs.
- The children take turns to look at their partner's menu for one minute, then their partner takes the menu and holds it so that the first child can't see it. The first child should then 'order' foods from the menu until they have 'ordered' all the food. Their partner can make a note of the foods, or tick them on the menu as they are ordered. When all the foods have been ordered, the children can swap roles and play the game again.

Watch the DVD!

- Play Fluency DVD Fluency Time! 1 Scenes 1–3 again to review the language of the Fluency Time! 1 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 27). Play each DVD scene again for the children to complete the activities.

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

Review pages Answer key, TB page 142

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

Lesson One CB page 32

Words

Learning outcomes

- To identify sports vocabulary
- To understand a short story

Language

Core: *team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won)*

Extra: *against*

Materials

CD 29–30; *The dinosaur museum* flashcards 21–30;
Sports time flashcards 31–40

Warmer

- Ask children which sports they know in English. Revise the vocabulary and establish the theme for the unit by doing a miming activity using the words they know.

Lead-in

- Use the *Sports time* flashcards 31–40 to introduce the vocabulary. Hold up each card and ask *What's this? / What are these?*
- As you go through the words, ask questions, e.g. *Do you play in a team? Have you got a tennis racket?*
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 29

- Ask children to open their Class Books and look at the pictures 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.
- Ask individual children to say the words for the class.

Transcript

team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won)

Optional activity

- Play *I spy* (see page 23) with the *Sports time* flashcards.

2 Listen and read. 30

- Focus children's attention on the story. Ask questions about each frame. Ask *What are they playing? Is it hot or cold? What's wrong with Holly's jacket?* Encourage predictions about the story.
- Play the recording for children to listen and follow in their books.
- Ask comprehension questions, e.g. *Who is in Max's team? Whose jacket is blue? Whose jacket has Leo got?*

4 Whose jacket is this?

Lesson One Words

1 Listen, point and repeat. 29

team

jacket

trainers

trophy

player

kick

score a goal

racket

rucksack

win (won)

2 Listen and read. 30

1

Leo Come on. Let's play football!
Max Great! Let's have two teams.
Leo and Amy against Holly and me.

2

Leo It's cold now. Let's put on our jackets.
Max Whose jacket is this? Is it yours, Amy?
Amy Yes, it's mine. Thanks.

3

Amy Is this one yours, Leo? It's blue.
Leo Yes, my jacket's blue.
Max This one is mine. And this blue jacket is hers. Here you are, Holly.

4

Holly That jacket is very small, Leo. Are you sure it's yours? And mine is really big.
Leo Oh no! I've got yours.
That's why it's so small for me!

32 Unit 4 Sports time

- Play the recording a second time for children to follow again in their books.
- Ask children to find the words from Exercise 1 that appear in the story (*team, jacket*).

Culture note: Football in Britain

Football is the most popular sport in Britain. There is a Scottish League and an English League. There are many more clubs in the English Football League than in the Scottish League. The most important day in the football calendar is the FA (Football Association) Cup Final each year in May.

The Premier League is world famous and is Britain's most important football competition. It started in 1992 and since then 42 clubs have competed in the Premier League but only four clubs have won it: Blackburn Rovers, Manchester United, Chelsea, and Liverpool. Manchester United have won the title many more times than any other team.

Further practice

Workbook page 30

Student Website • Unit 4 • Words

Student Website • Listen at home • Track 15 (Words 1)

Online Practice • Unit 4 • Words

Grammar 1

Learning outcomes

- To learn the possessive pronouns
- To complete sentences with the correct possessive pronouns
- To act out a story

Language

Core: *Whose jacket is this? It's mine / yours / his / hers / theirs / ours / theirs.*

Materials

CD 30; Sports time flashcards 31–40; an empty box or bag

Warmer

- Play *Word chain* (see page 24) using some of the *Sports time* flashcards to energize the class at the start of the lesson and revise the sports words.

Lead-in

- With books closed, hold up the *Sports time* flashcards and ask the class to call out when they see a word from the story (*team, jacket*).
- Ask questions about the story, e.g. *Who played football? Did Leo have a jacket? What colour was Leo's jacket? Whose jacket did Leo put on?*
- Ask children to check their answers on Class Book page 32.

1 Listen to the story again and repeat. Act. 30

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Leo, Max, Amy, and Holly. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus children's attention on the picture and write on the board *This is ___ jacket*. Elicit the correct word (*her*).
- Look at the first column of sentences together to remind children of the possessive adjectives.
- Ask a child to read the speech bubble to the class and write on the board *It's hers*. Then look at the question together.
- Walk around the room picking up various possessions of the class and asking questions, e.g. *Whose ruler is this?* to elicit the answer *It's his / hers*.
- Let children study all the possessive pronouns silently.
- With books closed, check children's understanding, e.g. say *This is our classroom*. Elicit *It's ours*.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.
2 Read and learn.

Possessive pronouns

Possessive adjectives	Possessive pronouns
It's my jacket.	It's mine .
They're your trainers.	They're yours .
It's his rocket.	It's his .
It's her water bottle.	The water bottle is hers .
They're our trophies.	They're ours .
It's their rucksack.	The rucksack is theirs .

3 Read and circle.

1 This water bottle is <u>my</u> / mine.	2 The red trainers are <u>her</u> / hers.
3 There are five players in <u>my</u> / mine team.	4 This is <u>our</u> / ours trophy.
5 That rucksack is <u>their</u> / theirs.	6 Which one is <u>your</u> / yours jacket?

4 Write. mine his hers yours ours theirs

1 I think this snorkel is his.

2 Is this _____?

3 Hurrah! We won! It's _____.

4 These trainers are _____.

5 It's _____, Let's give it back.

6 This rucksack is _____.

© Complete Grammar Time Exercise 1 on page 125 of Workbook 4.
Possessive pronouns Unit 4 33

- Ask children to give you some more examples. Write correct sentences on the board for children to repeat in chorus.

Optional activity

- Put an empty box or bag on your desk. Ask children to lend you an item, e.g. a pen, a pencil case, a ruler. Put all the items in the bag or box.
- Close your eyes and pick something out of the box. Hold it up and ask *Whose (pencil case) is this?* (or *Whose is this?*) The child who owns it must stand up and say *It's mine*. Elicit *It's his / hers* from the class.
- Children take turns to pick an item and play the game.

3 Read and circle.

- Look at the example with the class. Ask children to tell you what they have to do to complete the exercise (*circle the correct word*).
- Let children complete the exercise, then check answers.

ANSWERS

1 mine 2 hers 3 my 4 our 5 theirs 6 your

4 Write.

- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

1 his 2 yours 3 ours 4 mine 5 theirs 6 hers

NOTE: Now go to Workbook page 125 for children to practise the grammar structure before doing Workbook page 31.

Further practice

Grammar Time, Workbook page 125
 Workbook page 31
 Student Website • Unit 4 • Grammar 1
 Online Practice • Unit 4 • Grammar 1

Lesson Three CB page 34

Grammar 2 and Song

Learning outcomes

- To learn regular and irregular adverbs
- To use adverbs to talk and write about how you did things in the past
- To use adverbs in the context of a song

Language

Core: *He ran slowly. They talked quietly. She smiled happily. They did their homework carefully. They played well. They ran fast.*

Materials

CD 31; Sports time flashcards 31–40

Warmer

- Use a piece of A4 paper with a 7cm hole cut in it to play *Can you see?* (see page 23).

Lead-in

- Revise the adverbs *quickly* and *slowly*.
- Mime an action and ask *What am I doing?*
- Repeat the action, this time doing it very slowly, and ask *How am I doing it?* Elicit *slowly*.
- Repeat with a different action, this time doing it very quickly.
- Ask a child to mime an action. Ask another child to give the instruction *Quickly* or *Slowly*.

1 Read and learn.

- Focus children's attention on the first grammar box (at the top) and ask them to identify the adverbs.
- Give children a minute to read the examples silently.
- Ask them to explain how you form the adverb from the adjective. Elicit *Add -ly or -ily*.
- Explain that the adverbs in the second grammar box are irregular and don't follow the same rule.
- Give children a minute to read the rule in the rule box silently.
- Ask two children to read the speech bubbles for the class.

2 Ask and answer about the people in the pictures.

- Point to the first picture. Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Ask children to tell you what they need to do in the exercise. Make sure they understand that they should ask two questions for each picture.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their sentences for the class.

3 Now write sentences about the pictures.

- Tell children to write sentences about the pictures that they practised in Exercise 2.
- Ask a child to read the example sentence.

Lesson Three Grammar 2 and Song

1 Read and learn.

Regular adverbs: + ly

slow He ran slowly.
quiet They talked quietly.
happy She smiled happily.
careful They did their homework carefully.

Adverbs tell you more about a verb.
Many adverbs end in -ly (e.g. slowly).
Some are a different word (e.g. well).

Irregular adverbs

good They played well.
fast They ran fast.

How did I play?

You played really well! We won!

2 Speaking Ask and answer about the people in the pictures.

1
Joe Adam

Who is running slowly? Adam.

2
Rob Mat

3
Leila Katie

3 Now write sentences about the pictures.
Joe ran fast, but Adam ran slowly.

4 Listen and sing.

At break time ...

At break, we played football, football, football.
At break, we played football. Our team played well.
We all cheered loudly, loudly, loudly ...
We didn't hear the bell.
The bell rang softly, softly, softly ...
The teacher said, "Run quickly, quickly, quickly."
The teacher said, "Run quickly. You didn't hear the bell."
She said, "Listen carefully, carefully, carefully."
She said, "Listen carefully. Listen for the bell."

34 Unit 4 Adverbs Complete Grammar Time Exercise 2 on page 125 of Workbook 4.

- Let children complete the exercise, then check answers.

ANSWERS

- 1 Joe ran fast but Adam ran slowly.
- 2 Mat played well but Rob played badly.
- 3 Leila sang loudly but Katie sang quietly.

4 Listen and sing. 31

- Focus children's attention on the pictures. Ask *What is the woman doing in the first picture? What are the boys playing in the second picture? Are they happy? What are they doing?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

Optional activity

- Demonstrate actions for children to do as they sing:
loudly – cup both hands around mouth
softly – put fingers to mouth as though whispering
quickly – run on the spot
carefully – cup a hand behind an ear
- Play the song. Children do the actions as they sing.

NOTE: Now go to Workbook page 125 for children to practise the grammar structure before doing Workbook page 32.

Further practice

Grammar Time, Workbook page 125

Workbook page 32

Student Website • Unit 4 • Grammar 2 and Song

Student Website • Listen at home • Track 17 (Song)

Online Practice • Unit 4 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn // endings and words with *rr*
- To identify these sounds and spellings in a text
- To match these sounds to specific words

Language

Core: *smell, bell, shell, mirror, carrot, cherry*

Materials

CD 31–33; Phonics cards 18–19 (smell, mirror); paper and coloured pencils (optional)

Warmer 31

- Sing the Lesson 3 song to warm up the class.

Lead-in

- Draw a carrot and a bell on the board, or show the relevant phonics cards, and elicit the words
- Write the gapped words *c a _ _ o t* and *b e _ _* below the picture. Elicit the correct spelling from the class.
- Repeat for *shell, smell, mirror, and cherry*.
- Hold up the phonics cards for *smell* and *mirror*. Ask whether the // and *rr* sounds come at the beginning, middle, or end of the words.
- Put the two cards behind your back and shuffle them. Put one card face down on the table in front of you. Ask children to guess which one it is.
- Lift up the card to show children if they are right.
- Repeat several times.

1 Listen, point and repeat. 32

- 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 for children to point and repeat again.

Transcript

smell, bell, shell, mirror, carrot, cherry

2 Listen and read. 33

- Ask children to look at the pictures. Ask *What is the girl thinking of? Is it summer or winter? Is it the weekend or a school day?*
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the picture and point to the objects from Exercise 1 (*carrots, cherries, shells*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 31

smell



bell
shell

mirror



carrot
cherry

2 Listen and read. 33

I'm waiting at the door, looking in the mirror and brushing my hair.

We're going to the beach with my friend today! I'm going to take my doll. Her name is Carrie. We've got a picnic: sandwiches, cheese, carrots and cherries. We're going to look for shells and smell the sea air. Oh! I can hear the doorbell. My friend is here.



3 Read again. Circle the words with // and underline the words with rr.

4 Match and write.

1



doll

2



3



ll

4



rr

5



6



// endings and rr words Unit 4 35

3 Read again. Circle the words with // and underline the words with rr.

- Focus attention on the words *smell* and *mirror* in Exercise 1 and ask children to find the words in the text.
- Ask children to find and circle all the words with // and underline the words with *rr*.
- Let children complete the exercise, then check answers.

ANSWERS

//: *doll, shells, smell, doorbell*
 rr: *mirror, Carrie, carrots, cherries*

4 Match and write.

- Say *doll* and show how it is connected to the // sound. Point to the picture of the mirror and elicit the *rr* sound. Check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 doll 2 bell 3 mirror 4 carrot 5 cherry 6 smell

Optional activity

- Tell children to make a phonics poster for one of the two word groups: // endings, or words with *rr*.
- Ask children to choose the sound they want. Give them pieces of paper and coloured pencils.
- Tell them to draw three pictures for their chosen sound in groups. They should put the letters somewhere on the page as well and decorate them.

Further practice

Workbook page 32
 Student Website • Unit 4 • Phonics and Spelling
 Student Website • Listen at home • Track 18 (Phonics)
 Online Practice • Unit 4 • Phonics

Skills Time!

Skills development

Reading: read and understand an article about tennis from a children's magazine; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct words

Language

Core: fans, medals, championship, leather, court, hit, rules

Recycled: vocabulary and structures seen previously

Extra: palm, simple, lawn

Materials

CD 31, 34; Sports time flashcard 35 (player)

Warmer 31

- Play the song *At break time* from Lesson 3. Encourage children to join in and clap each time they say an adverb.

Lead-in

- Hold up the *player* flashcard and elicit the word.
- Ask children *What sport does he play?* (football)
- Tell the children they have to think of a different sport and you are going to give them a clue.
- Draw a tennis racket on the board very slowly, line by line. Start with a circle, then draw another circle around it. Add the handle, then complete the centre of the racquet with criss-crossed lines until the picture is complete and children are able to guess the word *tennis*.

1 What do you know about tennis?

- With books closed, ask the children to tell you anything they know about tennis. Ask *Who's your favourite tennis player? What do we use to play tennis? Where do we play tennis? What tennis competitions are there?*

2 Listen and read. 34

- 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. *Where did the game of Paume start? What did people use to hit the ball at first? Which King loved tennis? When did people start to play tennis outside?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and underline the words in the text.
- Encourage children to guess the meanings of the words by looking at the surrounding text. The context should help them discover what the word means.
- Children look up the words in the Workbook 4 Dictionary to check whether their guesses were correct and to find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Skills Time!

Lesson Five

Reading

1 What do you know about tennis? 2 Listen and read. 34

Tennis is a very popular sport all over the world. Every year, tennis fans watch the Wimbledon Championships, the French Open, the US Open or the Australian Open to see their favourite players. Tennis is also an Olympic sport.

How did the game of tennis begin?

In the 12th century, people in France played a game called "Paume". At first, they hit a ball with the palms of their hands. Later, they started wearing a leather glove to hit the ball.

In the 16th century, people used simple rackets to play Paume. They started to call the game "tennis", because the players shouted the French word "tenez!" ("Let's play!") at the start of each game. Many kings in Europe played tennis. King Henry VIII of England loved the game. He built an indoor tennis court at his favourite palace.

In 1873, people started to play tennis outside. They called the outdoor game "lawn tennis". There were new rules and a different court. Lawn tennis is the same as modern tennis.

In 1877, 22 tennis players entered the first World Tennis Championship at Wimbledon in the UK. The first winner was Spencer Gore. At first, only men played tennis at Wimbledon, but in 1884, women started playing in the championships, too.



The first tennis balls were wooden!



Wimbledon was first on TV in 1937.



Venus and Serena Williams were the first sisters to win Olympic gold medals in tennis.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

fans medals championship leather court hit rules

4 Read again and complete the sentences.

1 The game of "Paume" came from _____.

3 "Tenez" is a _____ word.

5 In 1873, people played tennis _____.

2 People wore leather _____ to hit the ball.

4 Henry VIII built a tennis _____ at his palace.

6 Spencer Gore was the first _____ of Wimbledon.

36 Unit 4 Words in context: tennis Reading a history poster

4 Read again and complete the sentences.

- Ask children to read the gapped sentences silently.
- Look at the example and explain that they have to look at the text to find and write missing words for each sentence.
- Let children complete the activity, then check answers.

ANSWERS

1 France 2 gloves 3 French 4 court 5 outside
6 winner

Optional activity

- Divide the class into two teams and play *Guess the word* (see page 25) to reinforce the new vocabulary.
- Write words from the vocabulary set on the board with only the first two letters and short lines for each missing letter.
- Invite each team in turn to guess a word and call out the missing letters.

Optional activity

- Ask the children to think of some facts they know about another sport e.g. football, basketball. Ask them to think about where we play the sport, what we use to play it, how many teams/players take part, what rules they know of (e.g. *You can / mustn't / have to bounce / kick / hit the ball*, etc), who some famous players are and what famous competitions there are for their chosen sport.
- Invite children to tell the class about their chosen sports.

Further practice

Workbook page 33

Language practice worksheet, Unit 4, Teacher's Resource Centre

Student Website • Unit 4 • Words in context

Student Website • Listen at home • Track 16 (Words 2)

Online Practice • Unit 4 • Reading

Skills Time!

Skills development

Listening: identify children's favourite sports
 Speaking: ask and answer questions about favourite sports
 Writing: understand the difference between *it's* and *its*; write instructions for a sport (Workbook)

Language

Recycled: vocabulary and structures seen previously
 Extra: *volleyball, swimsuit, gymnastics*

Materials

CD 35; Fluency DVD Unit 4 (optional)

Warmer

- Play *Bingo* (see page 25) to revise the new vocabulary from the previous lesson.

Lead-in

- Point to each photo in turn and ask the class to describe the children. Tell children they are going to hear a recording of the four children talking about what sports they like.

1 Listen and circle the sports the children like. 31

- Play the recording all the way through.
- Point to the example and ask children to tell you what to do in the exercise.
- Play the recording again, pausing after each dialogue for children to circle the words as they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 138).

ANSWERS

Sara swimming Kareem football Harry riding a bike
 Rosy basketball

2 Listen again and write T (true) or F (false).

- Elicit from the children that they have to listen and write *T* if the sentence is true, or *F* if the sentence is false.
- Play the recording again, pausing after each dialogue for children to write *T* or *F*.
- Go through the answers with the class.

ANSWERS

1 F 2 F 3 T 4 T

Optional activity

- Children watch the Fluency DVD Unit 4, speaking section.

3 Ask and answer with your friend. Remember to use the correct verb.

- Write *play, do* and *go* on the board.

Listening

1 Listen and circle the sports the children like. 31

1 Sara loves playing team sports. ... F ...
 2 Kareem plays his sport in the park. ...
 3 Harry does his favourite sport at a sports field. ...
 4 Rosy likes playing in a team. ...

Speaking

3 Ask and answer about with your friend. Remember to use the correct verb.

with play	with do	with go
football	gymnastics	swimming
volleyball	athletics	skiing
basketball	judo	running
tennis	karate	cycling

What do you like doing?
 I like playing / doing / going ...
 Where do you play / do / go ...?
 I play / do / go ...
 What do you wear? I wear ...

Writing preparation

Remember! *It's* shows the short form of *is*: *It's* new. = *It is* new.
 And the short form of *has*: *It's* got wings. = *It has* got wings.
Its is a possessive adjective.
 There is a horse on the farm. *Its* name is Star. (the horse's name)
 Look at the dinosaur! *Its* teeth are long. (the dinosaur's teeth)

4 Write *It's* or *Its*.

- 1 The sports centre is great. *It's* got a pool and basketball courts.
- 2 We've got a parrot. *Its* wings are green and blue.
- 3 Oh no! *It's* going to rain.
- 4 The T-Rex was very big, but we don't know the colour of *its* skin.

Complete the writing tasks on pages 34–35 of the Workbook.

Listening, speaking, writing Unit 4 37

- Say *football* and elicit the correct verb (*play*). Repeat with more sports/activities with the verbs 'go', 'do' or 'play' e.g. *play chess/hockey/baseball, do yoga/exercise/ballet, go hiking/jogging/sailing.*
- Read the first green speech bubble to a child in the class and elicit an answer. Repeat for the remaining green speech bubbles.
- Ask children to work in pairs. They take turns to ask and answer the questions.
- Move around the class, checking the children's performance and pronunciation and helping if necessary.
- Invite a few pairs of children to act out dialogues for the class.

4 Write *It's* or *Its*.

- Read the rule and check that children understand. Write *It's* and *Its* on the board. Write the following sentences on the board: *It's my dog. It's got a tail. Its tail is black.* Rub out *It's, Its,* and *Its.* Write *It has, Its, It is* in a list next to the sentences.
- Ask three children in turn to come to the board and write the correct long form in the gapped sentences. Ask three children to come and write the correct short form next to the long form.
- Ask children to tell you when to use the different forms.
- Let children complete the exercise, then check answers.

ANSWERS

1 *It's* 2 *Its* 3 *It's* 4 *its*

Further practice

Workbook pages 34–35 (children write instructions for a sport)

Fluency DVD • Skills Time! Speaking • Unit 4

Values worksheet 2, Teacher's Resource Centre

Unit 4 test, Teacher's Resource Centre

Online Practice • Unit 4 • Listening, Speaking and Writing

Lesson One CB page 38

Words

Learning outcomes

- To identify directions
- To understand a short story

Language

- Core: *read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station*
- Extra: *theatre, train station, show, late*

Materials

CD 36–37; Directions flashcards 41–50

Warmer

- Write these letters on the board:
TGESACMJCKRINSOHPULW
- Revise sports words from the previous unit. Point to letters *t-e-a-m* one by one, and write *team* on the board. Ask them to find more sports words in the letters.
- If children find it difficult, mime words or give clues to help them remember (possible words are *team, jacket, trainers, trophy, player, racket, win*).

Lead-in

- Tell children they are going to learn some new words for giving directions. Use the *Directions* flashcards 41–50 to elicit the vocabulary. Hold up the three nouns flashcards one at a time and try to elicit the words, but model any words children don't know. Do the same with the verbs.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 36

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station

2 Listen and read. 37

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What is Max holding? Where do they want to go? Why are they worried? Who is in the car?* Encourage predictions about the story.
- Play the recording. Children follow the story in their books.

5 Go back to the roundabout

Lesson One Words

1 Listen, point and repeat. 36

read a map

turn left

go back

traffic light

hurry

roundabout

get lost

turn right

go straight on

petrol station

2 Listen and read. 37

1

Mum Mmm, I don't think the theatre is near here. Are we lost?

Max I think so, but I thought the theatre was near the petrol station.

2

Mum No, I said it's near the train station. Let's look at the map again. Here's the theatre next to the station.

Max Oh no! Sorry, Mum. [unclear] roundabout here and turn left.

3

Mum Then we go straight on and then right at the traffic lights.

Holly But the show starts in five minutes. We're going to be late!

Mum Yes, come on! We have to hurry!

4

Uncle Hello. Are you going to the theatre? We can take you!

Max Thank you! We got lost.

Holly But now we won't be late!

38 Unit 5 Directions

- Ask comprehension questions, e.g. *Who is lost? Do they go back to the roundabout or the traffic lights? When does the show start? Are they going to be late?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*lost, petrol station, map, go back, roundabout, turn left, go straight on, (turn) right, traffic lights, hurry*).

Optional activity

- Use the verbs flashcards and give directions to the class. Establish some mimes that children can do at their desks, e.g. for *turn left* they turn to the left at their desks; for *go straight on* they mime walking forwards; for *read a map* they mime reading.

Culture note: Traffic lights in Britain

Traffic lights were first used in London in 1868, to control traffic where George Street and Bridge Street cross near the Houses of Parliament.

Unlike some countries, British traffic lights have three colours: red, amber (yellow), and green. Red is for 'stop', amber is for 'get ready', and green is for 'go'. The amber light gives the driver time to prepare the car before driving away.

Further practice

Workbook page 36

Student Website • Unit 5 • Words

Student Website • Unit 5 • Listen at home • Track 19 (Words 1)

Online Practice • Unit 5 • Words

Grammar 1

Learning outcomes

- To learn *have to* and *had to* to express necessity
- To complete sentences with the correct form of *have to*
- To learn how to give directions

Language

Core: *We have to go back to the roundabout. We have to hurry. Turn left. Go straight on at the roundabout.*
 Extra: *over, in front of*

Materials

CD 37; Directions flashcards 41–50

Warmer

- Play *Cross the river* (see page 23) with Lesson 1 words.

Lead-in

- With books closed, hold up the *Directions* flashcards. Ask the class to call out when they see a word from the story.
- Ask questions about the story, e.g. *Where did they want to go? Why did they get lost? How did they get to the theatre?*
- Children can check their answers on Class Book page 38.

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 Mum, Max, Holly, and Dad.
- Play the recording again. Children say their lines and mime.
- As a class, decide on the actions for the story.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus on the example sentences in the grammar boxes. Ask children to identify the words *have to*.
- Ask a child to read the speech bubble to the class and ask what is different in this sentence compared to the other two (*this is in the past tense*).
- Read the rule aloud, then let children study it silently.
- Ask them to think of more sentences that show something is important or necessary using *have to* and *had to*. Write correct sentences on the board for the class to repeat.
- Point to the example in the second grammar box. Ask the class to mime the directions as you say them. Explain that when we give directions we often use the imperative form (i.e. we don't need a pronoun).

3 Complete the sentences.

- Look at the example with children. Explain that they have to make sentences using the words in the box and *have to* or *has to*. Ask when they use *has to* (for *he, she, or it*).

ANSWERS

- 1 We have to hurry. 2 They have to read the map.
 3 He has to stop. 4 I have to wait.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Have to

We have to go back to the roundabout.
 We have to hurry.

Use *have to* when something is necessary.
 For the past tense, use *had to* e.g. *They had to hurry.*

Giving directions

Turn left. ↶ Go straight on at the roundabout. ↑

3 Complete the sentences. read the map hurry wait stop

1 We're late! We have to hurry.
 2 They're lost. They _____.
 3 The traffic light is red. He _____.
 4 I'm at the theatre early. I _____.

4 Write directions to the park. right over left in front of straight on

1 Go straight on.
 2 Turn _____ at the traffic lights.
 3 Turn _____ at the roundabout.
 4 Go _____ the bridge.
 5 The park is _____ the bus station.

Complete Grammar Time Exercise 1 on page 126 of Workbook 4. have to and giving directions Unit 5 39

4 Write directions to the park.

- Look at the map and example with children. Check that they understand that they have to complete the sentences with the words in the box.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 straight on 2 left 3 right 4 over 5 in front of

Optional activity

- Play a dictation game. Tell children you are going to give them instructions and they are going to draw a map.
- Draw a roundabout. Turn to the class and say *Turn left at the roundabout*. Then draw a road turning to the left from the roundabout.
- Explain that the aim is to give an instruction and then 'draw' the instruction on the map.
- Choose a confident child to come to the front of the class. Ask another child to give an instruction, e.g. *Go straight on*. The child at the board follows the instruction by drawing the road as instructed.
- Continue with other children. Gradually, children will draw a map.
- At stages, show the *traffic lights* and *roundabout* flashcards for children to say *Draw a traffic light on the left*, etc.

NOTE: Now go to Workbook page 126 for children to practise the grammar structure before doing Workbook page 37.

Further practice

- Grammar Time, Workbook page 126
- Workbook page 37
- Student Website • Unit 5 • Grammar 1
- Online Practice • Unit 5 • Grammar 1

Lesson Three CB page 40

Grammar 2 and Song

Learning outcomes

- To learn how to use *why* and *because*
- To use *why* and *because* in the context of a song

Language

- Core: *Why are we at this petrol station? Because we're lost. Why are we lost? Because we didn't read the map carefully.*
- Extra: *wet, umbrella, upside down*

Materials

CD  38; Directions flashcards 41–50

Warmer

- Tell children you are going to ask them questions about the story in Lesson 1. Divide the class into groups of four.
- Ask questions and tell each group to write the answers:
Are the characters going to the cinema or theatre? (theatre)
Do they have to go back to the roundabout or the petrol station? (the roundabout)
Do they have to turn right or left at the traffic lights? (right)
- Check answers and see which group got the highest score.

Lead-in

- Say *I'm hungry*. Elicit the question *Why are you hungry?*
Answer *Because I didn't have breakfast*.
- Write the question and answer on the board and underline *Why* and *Because*.
- Say more sentences to elicit questions and answers from the class, e.g. *I'm tired. I'm happy. I was late for class*, etc.
- Write the questions and answers on the board.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify *why* and *because*.
- Give children a minute to read the examples silently.
- Ask them to explain when we use *why* and when we use *because*.
- Give children a minute to study the rule silently.

2 Ask and answer.

- Point to the first picture and ask children what they can see. Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Explain that they have to look at the next picture each time in order to find the answers.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

ANSWERS

- Why were they late? Because they got lost.
- Why did they get lost? Because they couldn't read the map.
- Why couldn't they read the map? Because it got wet.
- Why did the map get wet? Because they forgot the umbrella.
- Why did they forget the umbrella? Because they were late.

Lesson Three Grammar 2 and Song

1 Read and learn.

Why / because

Why are we at this petrol station? Because we're lost. Why are we lost? Because we didn't read the map carefully.

Use why for questions. Use because for answers.

2 Speaking Ask and answer.



late



get lost



couldn't read / map

Why were they late?
Because they got lost.



get wet



forget / umbrella



late

Why did they get lost?

3 Now write sentences about the pictures.
The woman and her son were late because they got lost.

4 Listen and sing. 

Why are they lost?

Why are they standing in the middle of the square? Because they can't find the station That they thought was there.

Why are they lost in the middle of the town? Because they're holding their map upside down!



3 Now write sentences about the pictures.

- Tell children to write sentences for the questions and answers they practised in Exercise 2.
- Read the example sentence together before children go on to do the exercise individually.

ANSWERS

They got lost because they couldn't read the map. They couldn't read the map because it got wet. The map got wet because they forgot their umbrella. They forgot their umbrella because they were late!

4 Listen and sing. 38

- Focus children's attention on the picture. Ask *Where are they? What is the girl holding? Are they lost?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into two groups.
- Give each group a verse from the song to sing.
- Sing the song all the way through with each group singing their own verse.
- Finish with the whole class singing the complete song.

NOTE: Now go to Workbook page 126 for children to practise the grammar structure before doing Workbook page 38.

Further practice

Grammar Time, Workbook page 126

Workbook page 38

Student Website • Unit 5 • Grammar 2 and Song

Student Website • Unit 5 • Listen at home • Track 21 (Song)

Online Practice • Unit 5 • Grammar 2 and Song

58 Unit 5

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Lesson Four CB page 41

Phonics and Spelling

Learning outcomes

- To learn words with *c* and *ck* endings
- To identify these spellings in a text
- To match these sounds to words

Language

Core: *neck, duck, clock, rock, plastic, picnic, music, comic*

Materials

CD 33, 39–40; Phonics cards 18–19 (smell, mirror); Phonics cards 20–21 (neck, plastic); paper and coloured pencils (optional)

Warmer 33

- Play a version of *Lip reading* (see page 24) with phonics cards 18 and 19 to revise the words from the previous lesson.
- After children have told you the word, ask them to spell it.
- Play the text from Unit 4, Lesson 4 to revise the words with *ll* and *rr*.

Lead-in

- Hold up the phonics cards for *neck* and *plastic* and elicit the words.
- Hold one card in each hand, facing you, and quickly flash it at random for children to repeat.
- Explain that in words where the letters *ck* and *c* appear at the end of the word they have the same sound.
- Put the flashcards on different sides of the room and say the words randomly. Children point to the correct card.

1 Listen, point and repeat. 39

- 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 recording. Children listen and point.
- Play it again for children to repeat in chorus.
- Play the recording all the way through for children to point and repeat again.

Transcript

neck, duck, clock, rock, plastic, picnic, music, comic

2 Listen and read. 40

- Ask children to look at the pictures. Ask *Where are the boys in the first picture? What are they doing? What is that boy reading? What is in the second picture? What are they hiding behind?*
- Tell children they are going to hear a text. Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and circle the objects from Exercise 1 (*picnic, plastic, comic, music, duck, rock*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 39

neck



duck
clock
rock

plastic



picnic
music
comic

2 Listen and read. 40

Dick and Rick are having a picnic. Their sandwiches are in a plastic box. Dick is reading a comic and Rick is listening to music. They don't see the duck and the chick coming out of the water. The duck and the chick see the picnic and take the boys' food. They hide behind a rock. They are very quick. "Where's the food?" ask Dick and Rick.

3 Read again. Circle the words ending with *ck* and underline the words ending with *c*.

4 Match and write.

 du
 comi
 picni
 ne
 clo
 plasti

ck

c

1 duck

2 _____

3 _____

4 _____

5 _____

6 _____




ck and c endings Unit 5 41

3 Read again. Circle the words ending with *ck* and underline the words ending with *c*.

- Focus attention on the words *duck* and *plastic* in Exercise 1 and ask children to find the words in the story.
- Ask children to find and circle all the words that end with *ck* and underline the words that end with *c*.
- Let children complete the exercise, then check answers.

ANSWERS

ck: *Dick, Rick, duck, chick, rock, quick*
c: *picnic, plastic, comic, music*

4 Match and write.

- Look at the example with children. Point to the picture of the duck and the example. Say *duck* and ask them how to spell the end of the word.
- Let children complete the exercise, then check answers.

ANSWERS

1 *duck* 2 *comic* 3 *picnic* 4 *neck* 5 *clock* 6 *plastic*

Optional activity

- Tell children you are going to make a phonics poster.
- Hand out sheets of paper and coloured pencils.
- Children choose either the *c* or *ck* endings.
- They must draw pictures of two or three words with their chosen sound. Somewhere on the poster they should write the sound, e.g. *ck*, and colour it in.
- Put the phonics posters around the classroom.

Further practice

Workbook page 38

Student Website • Unit 5 • Phonics and Spelling

Student Website • Unit 5 • Listen at home • Track 22 (Phonics)

Online Practice • Unit 5 • Phonics

Skills Time!

Skills development

Reading: read and understand a webpage about having fun with hand shadows; identify words and their meanings in a text; check the meanings of words in a dictionary; identify true or false sentences

Language

Core: *shadow, puppet, popular, event, stick, screen, voice, lift up*

Recycled: vocabulary and structures seen previously

Extra: *traditional, nowadays, modern, camel, puppeteer, dark, growl*

Materials

CD 38, 41

Warmer 38

- Sing *Why are they lost?* from Lesson 3 to energize the class.
- Children sing along and do the following actions: scratch their heads and look puzzled – line 3; turn around an imaginary map in their hands – line 7.

Lead-in

- Draw a simple puppet on the board, e.g. a stick man with vertical strings attached to his arms and legs.
- Ask *What's this?* Elicit or teach the word *puppet*.
- Ask children what puppets they know from TV or books. Write some names on the board (*the Muppets, Thunderbirds, Punch and Judy*, etc).

1 Have you seen any shadow puppet theatre?

- Point to the pictures in Exercise 2. Ask children to describe what is happening. Tell them this is shadow puppet theatre.
- Ask them if they have seen any shadow puppet theatre and if they liked it. Encourage them to tell you the plot of the story they have seen.
- Alternatively, you may choose to ask them if they can do any animal shadows using their hands and to demonstrate how they do it.

2 Listen and read. 41

- Tell children they are going to hear a text about shadow puppet theatre.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions they have.
- Ask comprehension questions, e.g. *When did shadow puppet theatre first start? How do puppets move? What do you need to do your own puppet theatre?*

Skills Time!

Lesson Five

Reading

1 Have you seen any shadow puppet theatre? 2 Listen and read. 41

Shadow puppet theatre

Shadow puppet theatres first started in China thousands of years ago. But shadow puppet theatre is still popular today in many parts of the world. Shadow puppets tell people about important events and describe traditional stories. Nowadays, there are some new and modern stories, too.

The theatre is dark and a bright light shines on the puppets to make shadows on a screen behind them. The puppeteer does all the voices. And sometimes, there are other people singing or playing instruments.

Head shadows
You can do shadow theatre at home, using your hands! You will need a white wall and a bright light.

To make a growling tiger:
- Make a 'C' shape with your left hand.
- Put your right hand on top of your left hand, with your fingers on the back of your hand.
- Lift up your right thumb a little for the tiger's ear.
- Don't forget to make the tiger's mouth move by moving the fingers and thumb on your left hand.



The puppets are usually made from animal skins. These shadow puppets are camel skin and they come from Indonesia. Often, there is just one puppeteer who makes the puppets move. To move the puppets, there are wooden sticks on the puppets' backs.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

shadow puppet popular event stick screen voice lift up

4 Read again and write T (true) or F (false).

- Shadow puppet theatre started in Turkey. F
- The theatre shows are always about old stories.
- The puppets are usually made from plastic.
- You can make shadows with a white wall and a bright light.
- You can make a tiger's mouth move.

42 Unit 5 Words in context: Shadow puppet theatre Reading: an informative webpage

Optional activity

- Focus on the final paragraph about hand shadows again. Stand at the board and explain that you are going to demonstrate how to make a *growling tiger* hand shadow.
- Choose four children and assign them each a line of the instructions. Ask them to read their lines out in turn.
- As they read each line, follow the instructions until you have made a growling tiger. Demonstrate to the class.
- Now read the instructions to the class. Children follow the instructions and make a growling tiger.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text. Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and write T (true) or F (false).

- Ask children to read the sentences. Look at the example and explain that they must write T (true) or F (false).
- Let children complete the exercise, then check answers.

ANSWERS

1 F 2 F 3 F 4 T 5 T

Further practice

Workbook page 39

Language practice worksheet, Teacher's Resource Centre

Student Website • Unit 5 • Words in context

Student Website • Unit 5 • Listen at home • Track 20 (Words 2)

Online Practice • Unit 5 • Reading

Skills Time!

Skills development

- Listening: understand directions
- Speaking: give directions
- Writing: recognize and write imperatives

Language

Recycled: vocabulary and structures seen previously

Materials

- CD 42; Directions flashcards 41–50; Values 2 poster
- Teacher’s Resource Centre (optional);
- Fluency DVD Unit 5 (optional)

Warmer

- Ask children to look at the text in Lesson 5 for one minute, then close their books. Write the core vocabulary items in jumbled letters on the board and ask children to come and write the correct words and phrases.

Lead-in

- Point to the map on page 43 of the Class Book and ask *What’s this?* Ask questions, e.g. *What can you see?* Elicit the vocabulary and write the words on the board (*park, shops, trees, roundabout, traffic lights, etc.*).

1 Listen and point to the route. Where is Leo going? 42

- Tell children they are going to hear a recording of Leo talking about how he goes to school. Play the recording the whole way through.
- Play the recording again, pausing at regular intervals for children to follow the route with their fingers as they hear the directions.
- Ask children where they have got to at the end of the route. Ask *Where is Leo going? (to school).*

Transcript

(See Teacher’s Book page 139).

2 Listen again and draw the route to Leo’s school.

- Explain that children have to listen and mark the route on the map as they hear the directions.
- Play the recording, stopping after the first sentences for children to locate the bus stop and put their finger on it. Continue pausing at regular intervals for children to follow the route as they hear it.
- Play the recording once more the whole way through, then go through the route with the class.

Optional activity

- Children watch Fluency DVD Unit 5, speaking section.

Listening

- Listen and point to the route. Where is Leo going? 42
- Listen again and draw the route to Leo’s school.

Speaking

- Give directions to a visitor at your school. Start at the school door.

Word pool: go upstairs, go downstairs, turn left / right, go straight on, in front of, behind, next to, the first / second / third door

1 your classroom 2 playground
3 art room 4 computer room

Where’s your classroom?
Go straight on. Go upstairs. It’s the second door on the right.

Writing preparation

We use imperatives to tell a reader to do something. We usually start a new line for each new instruction.

- Underline the imperatives in these instructions.
 - Take an empty, white paper bag.
 - Turn it upside down and fold under the corners to make the head.
 - Cut out ears and paws and stick them on.
 - Draw on the rabbit’s eyes and nose.

Complete the writing tasks on pages 40–41 of the Workbook.

Listening, speaking, writing Unit 5 43

3 Give directions to a visitor at your school. Start at the school door.

- Go through the phrases in the word pool with the class and check that they understand them all.
- Ask two children to read the speech bubbles. Repeat with the whole class.
- Children work in pairs, taking turns to give directions.
- Ask a few pairs to ask and answer for the class.

Optional activity: Values 2

- Ask children to explain what is happening in the picture in Exercise 3. (*The girl is helping a visitor to the school.*)
- Tell children that it’s important to be helpful at school and to help people who need directions.
- Look at the Values 2 poster and the Values worksheets (See Teacher’s Resource Centre and the notes on Teacher’s Book page 154.).

4 Underline the imperatives in these instructions.

- Read the rule and check that children understand what an imperative is used for. Ask children to give you some sentences using the imperative, e.g. *Go to the door.*
- Let children complete the exercise, then check answers.

ANSWERS

- 1 Take 2 Turn, fold 3 Cut out, stick 4 Draw

Further practice

Workbook pages 40–41 (children write an invitation)

Fluency DVD • Skills Time! Speaking • Unit 5

Unit 5 test, Teacher’s Resource Centre

Online Practice • Unit 5 • Listening, Speaking and Writing

Lesson One CB page 44

Words

Learning outcomes

- To identify describing words
- To understand a short story

Language

- Core: *break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern*
 Extra: *spaceship, prefer*

Materials

CD 43–44; Describing words flashcards 51–60

Warmer

- Play *Simon says ...* (see page 25) with the directions vocabulary, e.g. *Simon says ... turn right.*

Lead-in

- Tell children they are going to learn some new describing words to describe a bed. Use the flashcards 51–60 to introduce the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words but model any the children don't know.
- If possible, point to different objects around the room that can be described using these adjectives, e.g. wooden / metal chairs, a hard blackboard / whiteboard, etc.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 43

- Ask children to open their Class Books and look at the pictures 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.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern

Optional activity

- Draw a two-column table and write the headings *Adjectives* and *Verbs*.
- Say *beautiful* and identify from the class which column it should go into. Repeat with three or four adjectives and verbs that children know.
- Hold up the flashcards in turn and ask children to call out *adjective* or *verb*.
- Write the words in the correct columns.

6 The best bed!

Lesson One Words

1 Listen, point and repeat. 43


break


repair


comfortable


hard


soft


expensive


cheap


wooden


metal


modern

2 Listen and read. 44

1



Max: My bed broke, Mum. I'm sorry.
Mum: Don't worry. It was a very old bed. I know you like your bed, but we'll have to get you a new one.

2



Mum: This metal one is bigger than your old one.
Max: But my old bed is more comfortable. This one is hard.
Dad: Look, Max! This one is softer.
Max: It's OK. But my old bed is better.

3



Max: What about this one? It's a cool spaceship bed. Please can I have this one?
Dad: Sorry, Max. But it's the most expensive bed in the shop. Let's find something less expensive.

4



Assistant: We can repair old beds, if you prefer.
Max: Yes, please, Dad. My old bed is the best of all.
Dad: OK. And it's cheaper than a new bed!

44 Unit 6 Describing words

2 Listen and read. 44

- Focus on the story and ask questions about each frame, e.g. *What's wrong with Max's bed? Where are Max and his parents? Does Max want this bed?* Encourage predictions.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Does Max like the metal bed? Why doesn't Dad like the spaceship bed? Can they repair Max's old bed?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*break, metal, comfortable, hard, soft, expensive, repair, cheap*).

Optional activity

- Put the flashcards around the classroom where children can easily see them.
- Play the recording again. Ask children to listen and point to the cards as they hear the words.

Culture note: Bunk beds

Bunk beds are popular with lots of British children. These are two beds which are stacked one above the other. There is a short ladder to use to reach the top bed. Bunk beds are useful for when two children are sharing a small bedroom, and they can be a lot of fun!

Further practice

Workbook page 41

Student Website • Unit 6 • Words

Student Website • Unit 6 • Listen at home • Track 23 (Words 1)

Online Practice • Unit 6 • Words

Grammar 1

Learning outcomes

- To learn comparatives and superlatives with long adjectives
- To complete sentences with the correct comparative or superlative
- To act out a story

Language

Core: *My bed is more comfortable than this one. It's less expensive than a new bed. This is the most expensive bed in the shop. This is the least expensive one.*

Materials

CD 44; Describing words flashcards 51–60

Warmer

- Play *Word chain* (see page 24) to revise the words from Lesson 1 and energize the class.

Lead-in

- With books closed, ask children to tell you where Max, Mum, and Dad go in the story.
- Ask questions about the story, e.g. *What is wrong with Max's bed? Which bed does he like most?*
- Ask children to open their books at page 44 and check their answers.

1 Listen to the story again and repeat. Act. 44

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Mum, Max, Dad, and the assistant.
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus on the pictures and the example sentences in the grammar boxes.
- Ask children to identify the comparatives in the first grammar box and the superlatives in the second box.
- Write *more comfortable* and *less comfortable* on the board. Establish that they have the opposite meaning.
- Write the words *hard, comfortable, soft, expensive, cheap, and modern* in a column on the board.
- Write *harder* opposite the word *hard* in a second column.
- Ask children what to write for the other adjectives. They can take turns to come to the front and write the words.
- Read the rule aloud to the class. Ask children to give you examples of adjectives with two or more syllables and their comparative and superlative forms. Write them on the board for the class to repeat in chorus.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.
2 Read and learn.

Comparatives and superlatives: long adjectives



My bed is more comfortable than this one.
It's less expensive than a new bed.



This is the most expensive bed in the shop.
This is the least expensive one.

Adjectives with 2+ syllables = more / less than and the most / the least.
But 2-syllable adjectives ending in -y = -ier and the -iest. (e.g. happier, happiest).

3 Write.





1 The metal bed is less comfortable than (comfortable) the wooden one.

2 The wooden bed is _____ (expensive) the spaceship bed.

3 The spaceship bed is _____ (modern) the wooden one.

4 The wooden bed is _____ (comfortable) the metal one.

4 Speaking Ask and answer. comfortable beautiful modern expensive





Which house / garden is the most / the least beautiful?

I think house A is the most beautiful.

Complete Grammar Time Exercise 1 on page 126 of Workbook 4. Comparatives and superlatives: long adjectives Unit 6 45

Optional activity

- Write these sentences from the story on the board:
The metal one is _____ than your old one. (bigger)
But my old bed is _____. (more comfortable)
This one is _____. (softer)
But my old bed is _____. (better)
Sorry Max, but it's the _____ bed in the shop. (most expensive)
My old bed is the _____ of all. (best)
- With books closed, children to complete the sentences.

3 Write.

- Look at the example with children. Check that they understand they have to complete the sentences with the correct comparative of the adjective in brackets.
- Let children complete the exercise, then check answers.

ANSWERS

1 less comfortable 2 less expensive 3 more modern
4 more comfortable

4 Ask and answer.

- Go through the words and elicit the superlative forms.
- Point to the pictures of the three houses and ask *Which is the most comfortable?* Ask two children to read the speech bubbles to the class.
- Let children do the exercise in pairs, giving their own opinions, then go through the answers with the class.

NOTE: Now go to Workbook page 126 for children to practise the grammar structure before doing Workbook page 41.

Further practice

Grammar Time, Workbook page 126
Workbook page 41
Student Website • Unit 6 • Grammar 1
Online Practice • Unit 6 • Grammar 1

Lesson Three CB page 46

Grammar 2 and Song

Learning outcomes

To learn irregular comparatives and superlatives
To use irregular comparatives and superlatives in the context of a song

Language

Core: *This bed is good. This one is better. And this one is the best! This bed is bad. This one is worse. And this one is the worst.*

Extra: *bump*

Materials

CD  45; Describing words flashcards 51–60

Warmer

- Play *Quick flash* (see page 23) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Ask children to look at the story on page 44 again.
- Point to the pictures and ask *Whose bed is the oldest?* Elicit *Max's bed*.
- Ask questions using the superlative form, e.g. *Which bed is the softest / most comfortable / most expensive?*
- Then ask *Which is the best bed?* Elicit *Max's old bed*.
- Write *soft / the softest, comfortable / the most comfortable, _____ / best* on the board.
- Ask children to tell you the missing adjective. Elicit *good*.
- Explain that *best* is an irregular superlative and you are now going to learn about irregular comparatives and superlatives.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the irregular comparatives and superlatives.
- Give children a minute to read the examples silently.
- Ask a child to read the speech bubble to the class.
- Ask children to make sentences using each of the irregular comparatives and superlatives in turn. Write the sentences on the board for children to repeat in chorus.

2 Talk about the pictures.

- Point to the pictures. Ask *What objects can you see?* Elicit *bikes, bags, and kites*.
- Ask a child to read the speech bubble for the class. Repeat with the whole class.
- Let children do the exercise in pairs, then ask some of the pairs to say their sentences for the class.

3 Now write sentences about the pictures.

- Tell children to write the sentences they practised in Exercise 2.
- Ask a child to read the example sentence.

Lesson Three Grammar 2 and Song

1 Read and learn.

Irregular comparatives and superlatives

This bed is good.
This one is better.
And this one is the best!

This bed is bad.
This one is worse.
And this one is the worst.

My old bed is the best of all!

2 Speaking Talk about the pictures.

good better the best bad worse the worst

1



2



3



4



5



6



7



8



9



I think bike number one is the best. Bike number three is better than bike number two.

3 Now write sentences about the pictures.

4 Listen and sing.  45

Saturday was the best of all!

Monday was bad. I lost my hat.
Tuesday was worse. I broke my bat.
Wednesday was the worst of all.
I bumped my head on the classroom wall.



Thursday was good. I did well at school.
Friday was better. I went swimming at the pool.
But Saturday was the best of all.
I went to the park and played football.



46 Unit 6 Irregular comparatives and superlatives Complete Grammar Time Exercise 2 on page 126 of Workbook 6.

- Let children complete the exercise individually, then go through the answers, asking children to read their answers aloud.

Optional activity

- Carry out a survey with the class to see which is the class's favourite bike, bag, and kite.
- Draw a table on the board with a column for each item.
- Ask, e.g. *Who thinks number 3 is the best bike?* Children put their hands up to 'vote' for that bike. Count the hands and write the number of children in the table.
- Ask some of the children who liked that bike most *Why is it the best bike?*
- Continue with the bag and the kite until you can see which are the most popular.

4 Listen and sing. 45

- Focus children's attention on the pictures. Ask *Why is the boy unhappy in picture 1? Why is he happy in picture 2?*
- Play the song all the way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 126 for children to practise the grammar structure before doing Workbook page 44.

Further practice

Grammar Time, Workbook page 126

Workbook page 44

Student Website • Unit 6 • Grammar 2 and Song

Student Website • Unit 6 • Listen at home • Track 25 (Song)

Online Practice • Unit 6 • Grammar 2 and Song

Lesson Four CB page 47

Phonics and Spelling

Learning outcomes

- To learn that letters *g* and *c* can be pronounced 'softly' (/dʒ/ and /s/)
- To identify these sounds in three texts
- To identify these sounds in words

Language

- Core: *city, ice, dance, rice, cage, page, giraffe, stage*
- Extra: *tonight, vegetables, cucumber, crayon, goal*

Materials

- CD 40, 46–47; Phonics cards 20–21 (neck, plastic); Phonics cards 22–23 (city, cage)

Warmer 40

- Hold up phonics cards 20 and 21 (*neck* and *plastic*) from the previous phonics lesson, eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*ck* and *c*).
- Ask children to remember other words they know with the letters *ck* and *c*. Write them on the board.
- Play the text from Class Book page 41 to revise the words with *ck* and *c* endings.

Lead-in

- Hold up the phonics cards for *city* and *cage* and elicit the words. Repeat several times until children are used to saying 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.
- Ask children to tell you the sound of the first letter in *city* (/s/). Ask them how the *g* in *cage* sounds (/dʒ/). Does it sound like *giraffe* or *gate*? (*giraffe*).

1 Listen, point and repeat. 46

- 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. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point and repeat again. Repeat as necessary.

Transcript

Letter c says s: city, ice, dance, rice

Letter g says j: cage, page, giraffe, stage

2 Listen and read. 47

- Point to picture 1 and ask *What is it?* (*a menu*). Point to picture 2 and ask *Is it a book or a comic?* (*a book*). Point to picture 3 and explain that it is a poster.
- Tell children they are going to listen to the three texts.
- Play the recording once all the way through.

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 46

c says s

city

ice
dance
rice

g says j

cage

page
giraffe
stage

2 Listen and read. 47

1

£5 Special dinner tonight:
Meat, rice and vegetables.
Fruit with ice cream.

2

Turn the pages of this book really quickly and you will see a giraffe dancing in its cage!

3

SKATE CITY

Come to the ice rink in the city. Meet your friends and learn to skate!

3 Read again. Circle the words with c saying s and underline the words with g saying j.

4 Circle letter c that says s and underline letter g that says j.

1

cucumber

2

race

3

crayon

4

cereal

5

city

6

camera

7

stage

8

guitar

9

goal

10

giraffe

11

page

12

finger

Soft c and soft g sounds Unit 6 47

- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*rice, ice (cream), giraffe, ice (rink)*).

3 Read again. Circle the words with c saying s and underline the words with g saying j.

- Focus attention on the words *city* and *cage* in Exercise 1.
- Ask children to find and circle all the words with *c* saying *s* and underline the words with *g* saying *j*.
- Look at the example together before the children do the exercise individually.
- Go through the answers with the class.

ANSWERS

c says s: rice, ice, dancing, ice, city

g says j: vegetables, pages, giraffe, cage

4 Circle letter c that says s and letter g that says j.

- Look at the example with the class.
- Point to the picture of the race scene and the example. Say *race* and *cucumber* and ask children which word has a letter *c* that says *s* (*race*). Children say the two words as you check their pronunciation.
- Let children complete the exercise, then check answers.

ANSWERS

1 race 2 cereal 3 city 4 stage 5 giraffe 6 page

Further practice

Workbook page 44

Student Website • Unit 6 • Phonics and Spelling

Student Website • Unit 6 • Listen at home • Track 26 (Phonics)

Online Practice • Unit 6 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a fable; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

Language

Core: *enormous, prepare, worry, thick, dig, share, generous, lazy*

Recycled: vocabulary and structures seen previously

Extra: *ant, grasshopper, grunt (v), heavy, pile, less, plenty of, cover*

Materials

CD 45, 48

Warmer 45

- Sing *Saturday was the best of all!* from Lesson 3.

Lead-in

- Write *g_____p__* on the board. If you can, draw a grasshopper, or show a picture of a grasshopper.
- Don't say the word but ask children to call out the letters one by one until the word is complete.
- When it is complete, ask children to guess the pronunciation. Model the correct pronunciation so that they can compare how accurate they were.

1 Describe what is happening in the pictures.

- Point to the pictures in Exercise 2. Tell children to show you the grasshopper. Teach the word *ant* and point to it on the page.
- Ask children to describe what is happening in each picture. Ask questions to help elicit the correct descriptions, e.g. *What season is it? Is the grasshopper working? What is the ant giving him? What do you think he is saying?*

2 Listen and read. 48

- Tell children they are going to hear a fable about an ant and a grasshopper.
- Play the recording all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the story is about, and answer any questions.
- Ask comprehension questions, e.g. *What did the grasshopper do in the summer / winter? What did the ant do?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Skills Time!

Lesson Five

Reading

1 Describe what is happening in the pictures. 2 Listen and read. 48

The Ant and the Grasshopper



It was a lovely summer day. The grasshopper was sitting in the sun, playing his violin. An ant walked by grunting as he carried an enormous piece of corn on his back.

"That corn looks really heavy" said the grasshopper. "Come and play with me instead."

The ant was tired and hot. He pointed at a pile of corn.

"I can't. This will be my food during winter," he said. "There will be less food then, so I must prepare now." The grasshopper laughed.

"Why worry about winter?" he said. "It's summer now and there's plenty of food!"



Soon, the weather became very cold and the ground was covered with thick snow and ice. The grasshopper tried to dig, but he couldn't find any food.

"Help me! I'm hungry," said the grasshopper to the ant. "Please, can I share your food?"

The ant had lots of food and was kind and generous.

"I will help you this time," said the ant, and he gave the grasshopper some corn.

"But next year, I will not help you. You mustn't be lazy and you must prepare for winter!"



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

enormous prepare worry thick dig share generous lazy

4 Read again and complete the sentences.

1 The grasshopper played his violin. 2 The ant carried some heavy corn.

3 There is plenty of food in summer. 4 That winter the ant was very kind / generous.

48 Unit 6 Words in context: The Ant and the Grasshopper Reading: a fable

4 Read again and complete the sentences.

- Ask children to read the sentences silently.
- Look at the example and explain that they have to complete the sentences.
- Let children complete the exercise, then check answers.

ANSWERS

1 violin 2 corn 3 summer 4 kind / generous

Culture note: Ants

Ants are vital to the world's ecology. They help turn over the soil and keep it fertile; they clear away dead leaves, dead insects, and other small dead animals; they also control pest populations, which helps preserve plants and flower species.

There are 11,000 species of ants in the world, but only 50 species in Britain. Ants love hot weather and the climate in Britain is too cold for most species.

Most of the species found in Britain are harmless, but both the red ant and the wood ant are aggressive and have a painful sting.

Optional activity

- You could perform the play *Who's the winner?* at any point after this lesson. See the Teacher's Resource Centre and the teaching notes on Teacher's Book page 158.

Further practice

Workbook page 45

Language practice worksheet, Unit 6 Teacher's Resource Centre

Student Website • Unit 6 • Words in context

Play Script 1, Teacher's Resource Centre

Student Website • Unit 6 • Listen at home • Track 24 (Words 2)

Online Practice • Unit 6 • Reading

Skills Time!

Skills development

- Listening: identify chronology in a fable
- Speaking: tell a story from pictures
- Writing: identify irregular plurals; write a fable (Workbook)

Language

- Recycled: vocabulary and structures seen previously
- Extra: *bored, market, wolf, joke, believe, moral (n)*

Materials

- CD 49; Cut and make 2, Teacher's Resource Centre (optional); Fluency DVD Unit 6 (optional)

Warmer

- Tell children they are going to do a race using the text in Lesson 5. When you say a word, they have to find the word on the page, but they have to be quick!
- Call out core vocabulary from Lesson 5 in a different order from the order they appear on the page. Children have to point to the word on the page.

Lead-in

- Ask children if they can remember the fable from the previous lesson. If necessary write some clues on the board (*winter, corn, hungry, lazy*) and gradually elicit the story.
- Ask what they learnt from the story. Elicit *It's good to work hard / It isn't good to be lazy*.
- Say *My name's (wrong name). True or False?* Elicit *False*. Explain that it isn't good to say things that aren't true.
- Ask children if they know the fable *The boy who cried wolf*. If they do, encourage them to tell you the story if they can. Explain that you are going to listen to the fable in the lesson.

1 Listen to this fable and tick (✓) the correct moral. 49

- Play the recording all the way through. Ask some simple comprehension questions, e.g. *Did the wolf come the first time the boy shouted? Did it come the second time? Did the people listen to him? What happened in the end?*
- Read the definition of a fable to the class. Tell children to choose the correct moral for the fable. If necessary, play the recording again. Check the answer (*number 2*).

Transcript

(See Teacher's Book page 139.)

2 Listen again and put the pictures in the correct order.

- Focus children's attention on the six pictures. Tell children to listen again and number the pictures in the correct order.
- Play the recording, pausing at regular intervals.
- Let children complete the exercise, then check answers.

ANSWERS

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

Listening

1 Listen to this fable and tick (✓) the correct moral. 49
 A fable is a story with a moral. It teaches you how to behave. The moral of this fable is:
 1 Always work hard. 2 Never say things that are not true.

2 Listen again and put the pictures in the correct order.

Speaking

3 Here is a modern version of *The Boy who Cried Wolf*. Look at the pictures and tell the story.

girl / bored / mum inside shouted help / saw a snake mum ran / no snake next day / real snake / girl shouted mum / not true / stayed inside

Writing preparation

Some words stay the same in the plural. Some words are completely different.

4 Circle the plurals that are different. Underline the plurals that stay the same.

1 one foot two feet 2 one fish two fish
 3 one tooth two teeth 4 one sheep two sheep
 5 one person two people 6 one woman two women

Complete the writing tasks on pages 46–47 of the Workbook.

Listening, speaking, writing Unit 6 49

3 Here is a modern version of *The boy who cried wolf*. Look at the pictures and tell the story.

- Focus on the pictures. Ask a child to read the word prompts beneath them.
- Demonstrate the task by eliciting a description of the first picture. Encourage children to make full sentences, e.g. *A girl was in the garden. She was bored. Her mum was inside.*
- Ask children to work in pairs. They take turns to describe each frame of the story using the prompts.

Optional activity

- Do Cut and Make 2, The Girl and the Snake, Teacher's Resource Centre. For instructions see Teacher's Book page 160.

4 Circle the plurals that are different. Underline the plurals that stay the same.

- Ask children how we normally make plurals (*add 's' to the word*). Explain that some words have irregular plurals. Read the rule and check that children understand.
- Write *one foot / two feet*, and *one fish / two fish* on the board. Children should tell you which word stays the same in the plural, and which word changes in the plural.
- Let children complete the exercise, then check answers.

Further practice

- Workbook pages 46–47 (children write a fable)
- Fluency DVD • Skills Time! Speaking • Unit 6
- Writing skills worksheet, Units 4–6 Teacher's Resource Centre
- Unit 6 test, Teacher's Resource Centre
- Skills test 2, Teacher's Resource Centre
- Cut and Make 2, Teacher's Resource Centre
- Values 2 worksheets, Teacher's Resource Centre
- Online Practice • Unit 6 • Listening, Speaking and Writing

Fluency Time! ②

Everyday English CB page 50

Learning outcomes

To learn some useful language for making phone calls

Language

Can I speak to ...; Who's calling, please?; It's (Sara) here.; Hold on a minute, please.; It's for you!

Materials

CD ⑤ 50–51; ⑥ Fluency DVD Fluency Time! 2 (optional); A soft ball

Warmer

- Tell the class they are going to learn some useful language for making phone calls. Ask children who they usually call on the phone and who usually calls them.
- Mime holding a phone to your ear. Say *Hello ... Who's calling, please? ... Hold on a minute, please. ... (Child's name)! It's for you!* and pretend to hand the phone to a child in the class. Repeat this a few times until some children feel confident enough to pretend to answer the phone and pass it to other children in the class.

1 Listen, read and say. ⑤ 50

- Focus on the pictures. Ask children to say where the people are (*at home*), who they think the girl in picture 2 is (*Sara*), who they think the man in the pictures is (*Sara's dad*) and what they think is happening in the pictures (*Anna is calling Sara. Sara's dad is answering the phone*).
- Play the recording for children to listen and follow the dialogue in their Class Books. Ask *Who makes the phone call? (Anna) Who answers the phone? (Sara's dad) Who is the phone call for? (Sara)*
- 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). ⑥ 51

- Show the children the sentences and explain that they should decide whether each sentence is true or false.
- Play the first part of the recording and focus on the example.
- Play the recording, pausing after each item for children to write the answers.
- 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 and correct it e.g. *Anna isn't calling Sam. Tom is calling Sam.*

Transcript

(See Teacher's Book page 139.)

ANSWERS

1 F 2 T 3 F 4 F

Fluency Time! ②

Everyday English

1 Listen, read and say. ⑤

Dad: Hello.
Anna: Hi. Can I speak to Sara, please?
Dad: Yes. Who's calling, please?

Anna: It's Anna here.
Dad: Hold on a minute, please. Sara! It's for you!

2 Listening Listen and write T (true) or F (false). ⑥

- 1 Anna is calling Sam. F
- 2 Sam is at home at the moment. _____
- 3 Sam is going to Tom's house on Thursday. _____
- 4 Tom has got a new basketball game. _____

3 Speaking Talk with your friend.

Mike

Oscar

Brian

Suzy

Iman

Jess

Hi. Can I speak to Brian, please?
It's Daniel here.
OK. Thanks.
Yes. Who's calling, please?
Hold on a minute, please.
Brian. It's for you!

50 Fluency Time! 2 Making phone calls ▶ Watch the DVD!

3 Talk with your friend.

- Ask children to act out dialogues of their own.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then use the pictures and names to act out their own dialogues.

Optional activity

- Play a game with the class. Demonstrate by holding a soft ball and throwing it to a child. Encourage the child to say *Hello. Say Can I speak to (Tarek), please?* The child holding the ball asks *Who's calling, please?* Say your name. The child holding the ball says *Hold on a minute, please*, then throws the ball to the child you asked to speak to and says *(Tarek)! It's for you.*
- The game continues with the child holding the ball answering and the child who threw it making the call.

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.

Further practice

Workbook page 48

Everyday English phrase bank, Workbook page 121

⑥ Fluency DVD • Fluency Time! 2

Online Practice • Fluency Time! 2

68

Fluency Time! 2

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Project CB page 51

Learning outcomes

- To make a telephone
- To practise making phone calls

Language

Can I speak to...; Who's calling, please?; It's (Sarah) here.; Hold on a minute, please.; It's for you!; Can you call again at...?

Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Project 2 (see Teacher's Resource Centre) (one template for each child); completed telephone; coloured pens / pencils / crayons for each group of children; scissors

1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Class Book page 50. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 2. If you don't have time for the DVD, read the dialogue on Class Book page 50.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

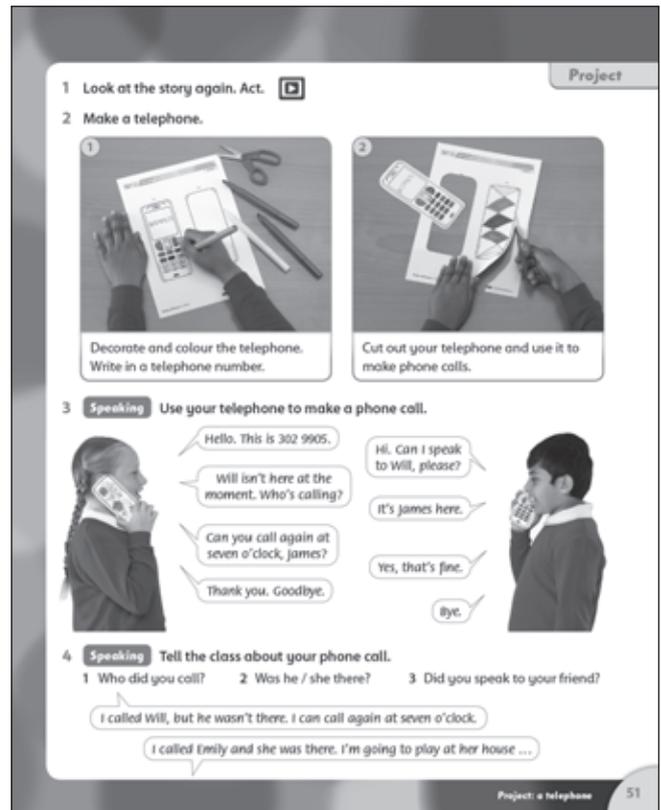
2 Make a telephone.

- See TB page 158 for detailed instructions on how to make the telephone.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a telephone*).
- Ask *What do you need to make the telephone?* to elicit *coloured pens, scissors*.
- Divide the class into groups. Give each child a copy of the telephone template (see Fluency Project 2, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons and scissors.
- Use the pictures and instructions to explain how to make telephones. Demonstrate with your own completed telephone and make sure children understand what they have to do. If you like, you can tell the children how many digits their phone number should have.
- Ask questions as the children work, e.g. *What colour is the screen? How many buttons has your phone got?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw their telephones on a piece of paper and cut them out.

3 Use your telephone to make a phone call.

- Focus on the photos. Tell the children they are going to use their telephones to act out dialogues in pairs.
- Ask two children to read out the example dialogue. Tell them to read out the phone number one number at a time, e.g. *three, oh, two, nine, nine, oh, five*. Invite other children to read out their phone numbers in this way.
- The children can then talk in pairs, taking turns to make and answer phone calls.



Project

- Look at the story again. Act. 
- Make a telephone.
 - Decorate and colour the telephone. Write in a telephone number.
 - Cut out your telephone and use it to make phone calls.
- Speaking** Use your telephone to make a phone call.

Speech bubbles:
- Hello. This is 302 9905.
- Will isn't here at the moment. Who's calling?
- It's James here.
- Can you call again at seven o'clock, James?
- Yes, that's fine.
- Thank you. Goodbye.
- Bye.
- Speaking** Tell the class about your phone call.
 - Who did you call?
 - Was he / she there?
 - Did you speak to your friend?

Example responses:
- I called Will, but he wasn't there. I can call again at seven o'clock.
- I called Emily and she was there. I'm going to play at her house ...

Project: a telephone 51

- Encourage the children to add language to their dialogues, e.g. *What time is he/she going to be home? How are you? Fine, thanks. Can you call again later, please?* etc
- Invite some pairs to act out their dialogues for the class.

4 Tell the class about your phone call.

- Invite children to tell the class about their phone calls. You can ask the questions to prompt them.

Optional activity

- Ask *What's your telephone number?* Write the children's names and telephone numbers on the board.
- Say one of the telephone numbers on the board. The child with that number answers their phone and acts out a dialogue with you, as in the example in Exercise 3.
- Repeat with other phone numbers. Ask children around the class to choose and say numbers from the board.

Watch the DVD!

- Play Fluency DVD Fluency Time! 2 Everyday English again to review the language of the Fluency Time! 2 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 49). Play each DVD scene again for the children to complete the activities.

Review 2 CB pages 52–53, WB pages 50–51

Review answer key, TB page 142

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

Lesson One CB page 56

Words

Learning outcomes

- To identify words for space and space travel
- To understand a short story

Language

Core: *the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship*

Materials

CD 54–55; In space flashcards 61–70; Cut and make 3, Teacher's Resource Centre (optional)

Warmer

- Play *Freeze* (see page 25) to energize the class.

Lead-in

- Tell children they are going to learn some new words for talking about space.
- Use the *In space* flashcards 61–70 to elicit the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.

1 Listen, point and repeat. 54

- Ask children to open their Class Books and look at the pictures 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 words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship

2 Listen and read. 55

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Are they happy or sad? What is Max reading? What is he talking about?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *When do Amy and Leo have to go back to Australia? Will they miss their holiday? When will there be super-fast planes? Are there any super-fast planes now?*
- Play the recording a second time for children to follow.
- Ask children to find any words from Exercise 1 that appear in the story (*the future*).

7 Will it really happen?

Lesson One Words

1 Listen, point and repeat. 54

the future

travel

satellite

the moon

the sun

planets

rocket

astronaut

star

spaceship

2 Listen and read. 55

1

Mum Listen! Amy and Leo have to go back to Australia.
Holly Oh no! Will they miss our holiday?
Mum No, they won't. They'll be here for another four months.

2

Holly Max, did you hear what Mum said?
Max Yes, but look at this magazine. It says there will be super-fast planes and it will take less than five hours to fly from England to Australia!
Holly Amazing! That's very fast! Will it really happen?

3

Max Well, the magazine says it will. So, in the future, there won't be any more long plane journeys.
Holly That's good. Long plane journeys are boring.

4

Max Mum, can we go on a super-fast plane to visit Amy and Leo in Australia for the weekend?
Mum Well, there aren't any planes like that yet. But maybe one day!

56 Unit 7 In space

Optional activity

- Hold up the flashcard of the moon. Elicit the word.
- Draw a circle with a small circle next to it. Point to the small circle and say *This is the moon*. Point to the large circle and say *This is the Earth*.
- Draw the other planets on the board in sequence from the Earth.
- Ask children to count them and tell you how many planets there are (*eight*).
- Ask if they know the names of the other planets. Write any names that children know.

Optional activity

- Do Cut and Make 3, The Solar System, Teacher's Resource Centre. For instructions see Teacher's Book page 160.

Further practice

Workbook page 48

Cut and Make 3, Teacher's Resource Centre

Student Website • Unit 7 • Words

Student Website • Listen at home • Track 27 (Words 1)

Online Practice • Unit 7 • Words

Grammar 1

Learning outcomes

- To learn the future with *will* and *won't*
- To complete sentences with *will* or *won't*
- To act out a story

Language

Core: *People will travel in super-fast planes. There won't be any more long plane journeys. Will they go back to Australia? Yes, they will. / No, they won't.*

Materials

CD 55; In space flashcards 61–70

Warmer

- Play *Jump* (see page 24) to revise the words from Lesson 1.

Lead-in

- With books closed, ask children if they can remember the prediction about the future in the magazine.
- If they can't remember, give them clues, e.g. *travel, planes, Australia* until they give the correct answer.
- Tell children to check their answer on Class Book page 56.

1 Listen to the story again and repeat. Act. 55

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Mum, Max, and Holly. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to mime the actions.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus children's attention on the picture and the example sentences in the grammar box.
- Ask children to identify the positive, negative, and question forms of *will*.
- Give children a minute to study the contracted forms and question form.
- Ask them to think of new sentences containing these forms. Write correct sentences on the board for children to repeat in chorus.

3 Write.

- Look at the example with children. Check that they understand they have to complete the sentences with *will* or *won't*.
- Let children complete the exercise, then check answers.

ANSWERS

1 will 2 won't 3 will 4 will 5 won't 6 will
7 won't 8 will 9 will

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

The future with will

People will travel in super-fast planes.
There won't be any more long plane journeys.

Will they go back to Australia?
Yes, they will.

Will they miss our holiday?
No, they won't.



Super-fast planes of the future!

I'll = I will
He'll = he will
won't = will not

3 Write. will won't

In the future, maybe people ¹ will go to the moon for holidays. They ² travel by aeroplane. They ³ travel by rocket or spaceship. They ⁴ wear astronauts' clothes. They ⁵ eat normal food. They ⁶ eat space food with a straw. But they ⁷ get out of the spaceship. It ⁸ be too dangerous. But they ⁹ see amazing things!



4 **Speaking** Look at the picture again. Ask and answer.

go to the moon travel by aeroplane / spaceship
wear normal clothes / astronauts' clothes eat normal food / space food

Will people go to the moon for holidays? Yes, they will.

Will they eat normal food? No, they won't. They will eat space food.

The future with will Unit 7 57

4 Look at the picture again. Ask and answer.

- Go through the words and phrases in the word pool, checking that children understand them.
- Ask two children to read the speech bubbles to the class.
- Check understanding and let children do the exercise individually. Then ask one or two pairs to perform their dialogues.

Optional activity

- Tell children they are going to ask more questions about the future.
- Hold up one of the *In space* flashcards. Think of a question and write it on the board with the words in the wrong order, e.g. *planets the ? Will visit people*
- Ask a child to say the question in the right order.
- Ask another child to give the answer he / she thinks is true (*Yes, they will* or *No, they won't*).
- Repeat with all the flashcards.

NOTE: Now go to Workbook page 127 for children to practise the grammar structure before doing Workbook page 52.

Further practice

Grammar Time, Workbook page 127
Workbook page 52
Student Website • Unit 7 • Grammar 1
Online Practice • Unit 7 • Grammar 1

Lesson Three CB page 58

Grammar 2 and Song

Learning outcomes

- To learn future time markers
- To use future time markers in the context of a song

Language

Core: *in a month's time, in two weeks' time, next week, on Monday, this evening, tomorrow, soon, later*

Materials

CD  56; In space flashcards 61–70

Warmer

- Play *Slow reveal* (see page 23) to revise the Lesson 1 words.

Lead-in

- Ask children to open their Class Books at page 56 again and look at frame 1.
- Ask two children to read the parts of Mum and Holly.
- Ask *When will Amy and Leo go back to Australia?* Elicit the answer and write *in four months* on the board.
- Write *in, next, on,* and *this* in a vertical column on the left. Write *evening, Thursday, week,* and *a month* in a vertical column on the right. Draw a line joining *in* and *a month*.
- Ask the class to match the words in the left and right columns to make future time markers (*next week, on Thursday, this evening*). Some words in the left column can match more than one time phrase in the right column.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the future time markers.
- Go through each one with the class paying attention to the prepositions and the punctuation.
- Ask a child to read the speech bubble to the class.
- Give children a minute to study the time markers silently. Then ask them to give you sentences using each of the time markers in turn. Write correct sentences on the board for the class to repeat in chorus.

2 Ask and answer.

- Point to the pictures and ask who is speaking (*a girl and an astronaut*).
- Ask two children to read out the speech bubbles. Repeat with the class. Elicit that in the diary 'today' is Monday.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

ANSWERS

When will we look at the stars? **This evening.**
 When will we walk in space? **Tomorrow.**
 When will we fly to Venus? **In three days' time.**
 When will we walk on the moon? **On Saturday.**
 When will we go back to Earth? **Next week.**

Lesson Three Grammar 2 and Song

1 Read and learn.

Time markers: the future

We will go on holiday ...

- in a month's time.
- in two weeks' time.
- next week.
- on Monday.
- this evening.
- tomorrow.
- soon.
- later.



2 Speaking Ask and answer.

tomorrow next Monday this evening on Saturday in three days' time



Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
Today							
Look at the stars	Walk in space	Fly to Venus	Walk on the moon	Go back to Earth			

3 Now write sentences about the moon trip.
 On our trip to the moon, we will look at the stars this evening, ...

4 Listen and sing.  56

A trip to the moon!



Get in the rocket; we're leaving soon.
 We're off on a trip to the moon.
 We'll be there in two days' time.
 We're off on a trip to the moon.

This evening, we'll eat dinner with a straw.
 We're off on a trip to the moon.
 And next week, we'll come back to Earth.
 We're off on a trip to the moon.

58 Unit 7 Time markers Complete Grammar Time Exercise 2 on page 127 of Workbook K.

3 Now write sentences about the moon trip.

- Tell children to write sentences about the moon trip in Exercise 2.
- Look at the example together before children go on to do the exercise individually.
- Go through the answers with the class.

4 Listen and sing. 56

- Focus children's attention on the picture. Ask *What is the song about? (going into space)*
- Play the song all the way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into two groups.
- Give Group A verses 1 and 3, and Group B verses 2 and 4.
- Sing the song all the way with each group standing up when it is their turn to sing.
- Finish by singing the whole song together.

NOTE: Now go to Workbook page 127 for children to practise the grammar structure before doing Workbook page 54.

Further practice

Grammar Time, **Workbook page 127**

Workbook page 54

Student Website • Unit 7 • Grammar 2 and Song

Student Website • Listen at home • Track 29 (Song)

Online Practice • Unit 7 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn that all spellings *au*, *aw*, and *or* make sounds /ɔ:/
- To identify these spellings in two texts
- To match this sound to specific words

Language

- Core: *sauce*, *August*, *autumn*, *jigsaw*, *straw*, *paw*, *horse*, *sport*, *morning*
- Extra: *horse riding*, *fork*

Materials

CD 47, 57–58; Phonics cards 22–23 (*city*, *cage*); Phonics cards 24–26 (*sauce*, *jigsaw*, *horse*); green, blue, and purple coloured pencils

Warmer 47

- Hold up phonics cards 22 and 23 (*city* and *cage*) from the previous phonics lesson and elicit the words.
- Ask children if they can remember the sounds they learned in the last phonics lesson (soft *c* and soft *g*).
- Ask children if they can remember other words with the soft *c* and soft *g* sounds. Write them on the board.
- Play the texts from Class Book page 47 to revise the words with soft *c* and soft *g*.

Lead-in

- Hold up the phonics cards for *sauce*, *jigsaw*, and *horse* one at a time and elicit the words. Repeat several times.
- Explain that in certain words where the letters *au*, *aw*, and *or* appear, they have the same sound.
- Put the cards on different sides of the room and say the words randomly. Children point to the correct picture.

1 Listen, point and repeat. 57

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of more words with different spellings that have the same sound /ɔ:/.
- 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 for children to point and repeat again.

Transcript

sauce, *August*, *autumn*, *jigsaw*, *straw*, *paw*, *horse*, *sport*, *morning*

2 Listen and read. 58

- Point to the pictures and ask what the children are doing.
- Tell children they are going to listen to two texts.
- Play the recording all the way through.
- Play it again, pausing for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*jigsaw*, *sauce*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 57

sauce



August
autumn

jigsaw



straw
paw

horse



sport
morning

2 Listen and read. 58

1



Paul's birthday was in August. When he woke up in the morning, he saw his presents. He got a big jigsaw puzzle. Then he went horse riding with his friend. After that, they ate ice cream with chocolate sauce.

2



In the autumn, my sister will start school. She'll learn to read. She'll draw and she'll play sport.

3 Read again. Circle the words with *au* in blue, with *aw* in green and with *or* in purple.

4 Match and write.

1



August

au

2



3



4



5



6



au, aw and or spellings Unit 7 59

3 Read again. Circle the words with *au* in green, with *aw* in blue and with *or* in purple

- Hand out green, blue, and purple coloured pencils.
- Focus on the words *sauce*, *jigsaw*, and *horse* in Exercise 1.
- Look at the example together, then ask children to circle all the words with *au*, *aw*, and *or* in the correct colour.

ANSWERS

- au:** Paul, August, sauce, autumn
- aw:** saw, jigsaw, draw
- or:** morning, horse, sport

Optional activity

- Divide the class into three groups. Tell Group A to stand up when they hear words spelt with *au*, Group B to stand up when they hear words spelt with *aw*, and Group C to stand up when they hear words spelt with *or*.
- Children look at the texts again, then close their books.
- Play the recording. Children stand up when they hear their words.

4 Match and write.

- Look at the example. Point to the picture of the calendar with *August* and the example matching line. Say *August* and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 August 2 horse 3 jigsaw 4 sauce 5 fork 6 paw

Further practice

- Workbook page 54
- Student Website • Unit 7 • Phonics and Spelling
- Student Website • Listen at home • Track 30 (Phonics)
- Online Practice • Unit 7 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a web forum; identify words and their meanings in a text; check the meanings of words in a dictionary; mark sentences True or False

Language

Core: *underwater, submarines, underground, control, energy, virtual reality, pills, power*

Recycled: vocabulary and structures seen previously

Extra: *land, glass, spaces, junk food, petrol, fossil fuels*

Materials

CD 56, 59; paper and coloured pencils (optional)

Warmer 56

- Sing *A trip to the moon!* from Lesson 3.

Lead-in

- Ask children questions about their ideas of the future, e.g. *Will there be more people? Will it be hotter? Will children go to school or study at home?*
- Ask children to work in pairs and think of more questions they could ask.
- Go around the class, helping if necessary.
- Children ask you questions and you give them answers. Ask children if they agree or disagree with you.
- Take a vote on those questions where answers differ.

1 Describe what is happening in the pictures.

- Point to the photos of the children and the pictures. Ask children to describe what is happening in each picture. Help with vocabulary where necessary.
- Ask questions to help elicit the correct description, e.g. *Where is the glass house? Which animal can you see? What kind of food can you see? How is the boy travelling?*

2 Listen and read. 59

- Play the recording once through for children to listen and follow the text silently in their books. Ask children to tell you what the text is about.
- Answer any questions the children have. Remind them that they don't have to understand every word at this stage, but they should concentrate on words they know.
- Play the recording again, then ask comprehension questions, e.g. *Where will people live in the future? How will people power their cars and houses? What will people eat? etc*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and underline the words in the text.
- Encourage children to guess the meanings of the new words by looking at the surrounding text.

Skills Time!

Lesson Five

Reading

1 Describe what is happening in the pictures. 2 Listen and read. 59

The Future What do you think the future will be like?

Rob, 10 There won't be much land, so there will be big cities underwater, and we will travel in submarines. I think some houses will be underground, too, but I won't live in an underground house. I'll live in an underwater house with glass walls. I will see fish swimming around!

Lara, 10 I agree with Rob. There won't be many parks or green spaces. There will be lots of cars and planes, so pollution will be very bad. We won't have a lot of fresh food, so people will eat lots of junk food. There will be food pills, too.

Jim, 11 I disagree. I think the world will be a cleaner place in the future, because we won't use petrol or other fossil fuels. We will use energy from the sun to power our cars and houses. I think cars will be very fast and some cars will fly, too!

Jasmine, 11 I think computers will be very small in the future. We will have computers in our clothes and we will use our voices to control them. We'll learn lots of interesting things. We will use virtual reality to study. We won't go to school, but we'll meet our teachers and friends in cool virtual places to learn about the world.






3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

underwater submarines underground control
 energy virtual reality pills power

4 Read again and write T (true) or F (false).

1 Rob thinks there will be lots more space on land in the future. <input type="checkbox"/> F	2 Rob thinks lots of houses will be underwater. <input type="checkbox"/>
3 Lara thinks there will be lots of parks in the future. <input type="checkbox"/>	4 Jim thinks we will use fossil fuels in the future. <input type="checkbox"/>
5 Jim thinks some cars will fly. <input type="checkbox"/>	6 Jasmine thinks children won't go to school in the future. <input type="checkbox"/>

60 Unit 7 Words in context: The Future Reading: a website forum

- Children look up the words in the Workbook 4 Dictionary to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and 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 (*There won't be much land...*). Show the children how the letter 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 T 3 F 4 F 5 T 6 T

Optional activity

- Hand out pieces of paper and coloured pencils.
- Tell children to make a poster about what they think life will be like in the future.
- Tell children to write three sentences about life in the future and draw pictures to illustrate their sentences. Tell them to write about home, school and the countryside, or whichever other subjects you think are appropriate.
- Collect the posters and display them around the class. Invite children to tell the class about their posters.

Further practice

Workbook page 55

Language practice worksheet, Unit 7, Teacher's Resource Centre

Student Website • Unit 7 • Words in context

Student Website • Listen at home • Track 28 (Words 2)

Online Practice • Unit 7 • Reading

Skills Time!

Skills development

Listening: identify children's future predictions

Speaking: offer opinions about the future

Writing: identify compound words; expand notes into a text (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *space station, normal, problem*

Materials

CD 60; Fluency DVD Unit 7 (optional)

Warmer

- Write the new core vocabulary from Lesson 5 on the board. Ask children to tell you the predictions from the reading text in the previous lesson, including these words.
- Write them on the board. Ask children to add to them with their own ideas.

Lead-in

- To revise the unit, tell children you are going to say some predictions. Children call out *Yes* if they think they will come true, or *No* if they think they won't.
- Read out the sentences below. Count the votes. The majority votes win. Find out which predictions the class think will come true:
People will have holidays in space.
Polar bears will become extinct.
Robots will do all our housework.
Children will study at home with computers.
There will be cities in space.
Cars will fly in the air.
People will live much longer.

1 Listen and circle the correct answers. 60

- Tell children that they are going to hear a recording of four children talking about the future. They will need to listen carefully and circle the correct word or phrase to complete the sentences.
- Play the first item on the recording for the children to listen and point to the correct phrase (*in space stations*). Show the children how the phrase has been circled as an example.
- Play the rest of the recording, pausing after each item for the children to circle the correct words or phrases.
- Check answers by asking children to read out the sentences with the correct words / phrases.

Transcript

(See Teacher's Book page 139.)

ANSWERS

- 1 in space stations 2 study at home 3 machines
4 help children

Listening

1 Listen and circle the correct answers. 60

1 People will live on Earth / in space stations. 2 Children will go to school / study at home.
3 There will be more teachers / machines. 4 Robots will help children / go to work.

2 Listen again and match the sentences to the pictures. 60

1 Children will learn about their new life in space. 2 Children will study at home.
3 Children will still go to normal schools. 4 Robots will talk.

Speaking

3 What will life be like in 100 years' time? Talk about: school, home, travel, robots, weather, food, animals, Earth

I think we will go to school, but we will all have a computer at our desks. I don't think robots will do everything. They won't do our homework.

Writing preparation

We can make new words when we put two words together.
fire + man = fireman

4 Write the words and number the pictures.

1 sun + flower = sunflower
2 pan + cake =
3 house + work =
4 door + bell =

Complete the writing tasks on pages 56–57 of the Workbook.

Listening, speaking, writing Unit 7 61

2 Listen again and match the sentences to the pictures. 60

- Play the recording, pausing after each item for the children to find the correct pictures and write the numbers.
- Go through the answers with the class.

ANSWERS

- 1 d 2 a 3 c 4 b

Optional activity

- Children watch the Fluency DVD Unit 7, speaking section.

3 What will life be like in 100 years' time? Talk about:

- Read the list of topics with the class. Then ask two children to read the speech bubbles aloud for the class.
- Ask children to work in pairs. Children take turns to make predictions, choosing some of the topics listed.
- Invite a few pairs to make predictions in front of the class.

4 Write the words and number the pictures.

- Read the text in the box and check that children understand. Ask them to tell you what *fire* and *man* mean, and then to tell you what a fireman does.
- Ask children to give you any examples of compound words they know. Make a list on the board.
- Let children complete the exercise, then check answers.

ANSWERS

Clockwise from top left: 4, 2, 1, 3

Further practice

Workbook pages 56–57 (children expand notes into a text)

Fluency DVD • Skills Time! Speaking • Unit 7

Unit 7 test, Teacher's Resource Centre

Online Practice • Unit 7 • Listening, Speaking and Writing

Lesson One CB page 62

Words

Learning outcomes

- To identify words for airports
- To understand a short story

Language

Core: *money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin*

Materials

CD 61–62; In space flashcards 61–70, At the airport flashcards 71–80; Values 3 poster and Values 3 worksheets, Teacher's Resource Centre (optional)

Warmer

- Play *Musical cards* (see page 24) with the *In space* flashcards from Unit 7 to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words for talking about an airport. Use *At the airport* flashcards 71–80 to introduce the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 61

- Ask children to open their Class Books and look at the pictures 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.
- Ask individual children to say the words for the class.
- Ask comprehension question about some of the flashcards, e.g. *What do you call someone who travels on a plane? What has your photo and name in it?*

Transcript

money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin

2 Listen and read. 62

- Focus children's attention on the story. Ask questions about each frame, e.g. *Where are the characters? What have Amy and Leo got? What does Holly want to buy? What do they buy?* Encourage predictions about the story.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Who goes to the shop? How much money have they got? Do they buy any pencils? Who do they buy chocolates for?*
- Play the recording a second time for children to follow.

8 How much time have we got?

Lesson One Words

1 Listen, point and repeat. 61


money


passenger


arrivals


departures


luggage


passport


suitcase


magazine


newspaper


coin

2 Listen and read. 62

1



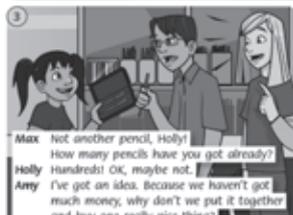
Holly How much time have we got, Mum?
Is there time to look in the shops?
Mum Yes, there's still lots of time left.
Here's some money for each of you.
Max Thanks, Mum!

2



Holly How much money have you got?
Amy One pound.
Leo Mr, too. We've all got a pound.

3



Max Not another pencil, Holly!
How many pencils have you got already?
Holly Hundreds! OK, maybe not.
Amy I've got an idea. Because we haven't got much money, why don't we put it together and buy one really nice thing?

4 Later...



Mum So, what did you buy?
Leo A present for you!
Mum For me? Thank you.
You know I love chocolates.
Holly It's to say thank you for taking us on holiday.

62 Unit 8 At the airport

- Ask children to find the words from Exercise 1 that appear in the story (*money*).

Optional activity: Values 3

- Ask children to explain what is happening in frame 4 of the story (*the children buy Mum a present*).
- Tell children that it's important to think of others.
- Look at the Values 3 poster and the Values 3 worksheets on the Teacher's Resource Centre, and see the notes on Teacher's Book page 155.

Culture note: British currency

The currency in Britain is the pound sterling. One pound = 100 pence. The symbol for the pound is £. The symbol for pence is p.

The slang term for £1 is *a quid*. The plural is also *quid*, so 100 pounds is *100 quid*. The singular for *pence* is *penny*.

The Queen's head appears on one side of all coins and bank notes.

Further practice

Workbook page 58

Values 3 worksheets, Teacher's Resource Centre

Student Website • Unit 8 • Words

Student Website • Unit 8 • Listen at home • Track 31 (Words 1),

Online Practice • Unit 8 • Words

Grammar 1

Learning outcomes

- To learn some expressions of quantity
- To complete sentences with the correct expression of quantity
- To act out a story

Language

Core: *How much money have you got? I haven't got much money. We've got lots of money. I haven't got many pencils. I've got lots of pencils.*

Materials

CD 62; The airport flashcards 71–80; two 'money tokens' (see Exercise 2) (optional)

Warmer

- Write these letters on the board:
RIWAGSEYCPMDUELTNOSVP
- Revise the airport words. Point to letters *c-o-i-n* one by one, and write *coin* on the board as an example. Ask them to find more airport words in the letters.
- If children find it difficult, mime words or use the flashcards to help them remember (*possible words are money, passenger, passport, suitcase, newspaper*).

Lead-in

- With books closed, ask children where the family were in the story in the previous lesson (*at the airport*).
- Ask comprehension questions, e.g. *How do the children spend their time? How much money have they got? Does Mum come shopping with the children?*

1 Listen to the story again and repeat. Act. 62

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of five to play the parts of Mum, Max, Holly, Amy, and Leo.
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Prior to the lesson, make two 'money tokens'. On one token write *1p* and on the other write *£100*.
- Hold up the *1p* token and say *I haven't got much money*. Hold up the *£100* token and say *I've got lots of money*.
- Hold one card in each hand, facing you, and quickly flash it at random for children to see. Children call out either *You've got lots of money* or *You haven't got much money*.
- Focus children's attention on the picture and the example sentences in the grammar boxes.
- Ask children to identify the positive, negative, and question forms.
- Ask two children to read the speech bubbles to the class.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Expressing quantity

How much money have you got?
I haven't got much money.
We've got lots of money.

How many pencils have you got?
I haven't got many pencils.
I've got lots of pencils.



We haven't got much time now.
Let's go to the departure gate.
Use many with countables and much with uncountables.
You can use lots of with both.

3 Write. how many how much

Steward ¹ *How much* luggage have you got?
Woman We've got these bags and suitcases.

Steward ² _____ suitcases are going in the aeroplane?
Woman Three.

Steward And ³ _____ passengers are travelling?
Woman Four.

Woman ⁴ _____ time have we got before the plane leaves?
Steward One hour. Have a good holiday!

4 **Speaking** Point and say. lots of much many any



1 luggage



2 food



3 time



4 money



5 passport

She hasn't got much luggage.

Complete Grammar Time Exercise 1 on page 127 of Workbook 5. Expressing quantity Unit 8 63

- Read the rules aloud and check understanding. Give children a minute to study the different forms silently.
- Ask children for examples of countable and uncountable nouns. Write them up on the board in two columns.
- Ask children to use the nouns with *much* and *many* and make complete sentences. Write correct sentences on the board for children to repeat in chorus.

3 Write.

- Look at the picture and the example with children. Check that they understand they have to complete the questions with *How many* or *How much*.
- Let children complete the exercise, then check answers.

ANSWERS

1 How much 2 How many 3 how many 4 How much

4 Point and say.

- Go through the words in the word pool checking that children understand when to use them.
- Ask a child to read the speech bubble to the class.
- Let children complete the exercise, then check answers.

ANSWERS

- She hasn't got much luggage.
- They've got lots of food.
- He's got lots of time.
- He hasn't got much money.
- They haven't got lots of passports.

NOTE: Now go to Workbook page 127 for children to practise the grammar structure before doing Workbook page 59.

Further practice

- Grammar Time, Workbook page 127
- Workbook page 59
- Student Website • Unit 8 • Grammar 1
- Online Practice • Unit 8 • Grammar 1

Lesson Three CB page 64

Grammar 2 and Song

Learning outcomes

- To learn when to use *some* or *any*
- To use *some* or *any* in the context of a song

Language

Core: *Have you got any newspapers? We haven't got any newspapers. But we have got some magazines.*

Materials

CD  63; At the airport flashcards 71–80

Oxford iTools Digital classroom • Unit 8 • Grammar 2 and Song

Warmer

- Play *True or false?* using *At the airport* flashcards. Say a true or false sentence, e.g. *I'm reading a magazine while holding the newspaper card.*
- Tell children to stand up when they think you are telling the truth and stay seated if they think you are lying.
- Repeat two or three times. Then give a flashcard to a child and ask him / her to say a true or false sentence.
- Continue until most children have said a sentence.

Lead-in

- Take out flashcards for *money, luggage, passport, suitcase, magazine, newspaper, coin.*
- Hold up each flashcard in turn and ask children to call out the plural form for each one. Identify that *money* and *luggage* are uncountable nouns.
- Repeat with each flashcard, increasing the speed.

1 Read and learn.

- Focus attention on the picture and the grammar box. Ask children to identify the sentences with *some* and *any*.
- Read out the rule, then ask children to say sentences with *some* and *any*. Write correct sentences on the board for the class to repeat.

2 Ask and answer.

- Point to the picture and ask children to identify what things are in the shop.
- Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

3 Now write about what is in the shop.

- Explain that children should write sentences about what is in the shop. Do the first item together, then let children do the exercise individually.

ANSWERS

*They've got some shampoo. They haven't got any soap.
They've got some newspapers. They haven't got any magazines.
They've got some toothpaste. They haven't got any*

Lesson Three Grammar 2 and Song

1 Read and learn.

Some / any

Have you got any newspapers?
We haven't got any newspapers.
But we have got some magazines.



Use *any* for questions and negative sentences. Use *some* for positive sentences.

2 **Speaking** Ask and answer. soap magazines toothbrushes pastries



3 Now write about what is in the shop.
They've got some ... But they haven't got any ...

4 Listen and sing. 

Have you got any toothpaste?

Have you got any toothpaste, any toothpaste, any toothpaste?
Have you got any toothpaste?
My wash bag's not here.
Yes, I've got some toothpaste, some toothpaste, some toothpaste.
Yes, I've got some toothpaste.
Here you are, dear.
Have you got any shampoo, ... ?
Yes, I've got some shampoo, ...



64 Unit 8 some / any Complete Grammar Time Exercise 2 on page 127 of Workbook 6.

toothbrushes.

They've got some biscuits. They haven't got any pastries.

Optional activity

- Repeat the activity in Exercise 2 using the airport flashcards *money, luggage, passport, suitcase, magazine, newspaper, coin* to revise *Is there / Are there* plus countable and uncountable nouns.
- Hand out the cards to children in the class, who hide the cards behind their back.
- With books open, children take turns to ask a question, e.g. *Is there any money? Are there any coins?*
- The child with the flashcard must hold it up and he / she can choose to give a positive or negative answer, e.g. *Yes, there is. No, there isn't.*
- Once a child has answered correctly, he / she gives the card to another child in the class.

4 Listen and sing. 63

- Ask questions about the picture, e.g. *Where is the girl? What is she doing? Who is helping her?*
- Play the song all the way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 127 for children to practise the grammar structure before doing Workbook page 60.

Further practice

Grammar Time, page 127

Workbook page 60

Student Website • Unit 8 • Grammar 2 and Song

Student Website • Unit 8 • Listen at home • Track 33 (Song)

Online Practice • Unit 8 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn different ways of pronouncing *ed* endings in past simple verbs
- To identify these sounds in two texts
- To match these sounds to specific words

Language

Core: *walked, finished, washed, waited, painted, tidied, showed, played, rained*
 Extra: *desk, picture, footballer*

Materials

CD 58, 64–66; Phonics cards 27–29 (walked, waited, showed); green, blue, and purple coloured pencils

Oxford iTools Digital classroom • Unit 8 • Phonics and Spelling

Warmer 58

- Play a version of *Lip reading* (see page 23) with phonics cards 24, 25, and 26 to revise the words from the previous lesson.
- After children have told you the word, ask them to spell it.
- Play the recording of the texts from Class Book page 59 to revise the words with *au*, *aw*, and *or* spellings.

Lead-in

- Hold up the phonics cards for *walked, waited, and showed* one at a time, and elicit the verbs. Then ask children how we show these verbs in the past tense.
- Repeat several times until children are used to saying the words. Focus their attention on the three different sounds at the end of each verb.
- Put the cards on different sides of the room and say the verbs randomly. Children point to the correct card.

1 Listen, point and repeat. 64

- 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. Children listen and point.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point and repeat again. Repeat as necessary.

Transcript

ed says t: walked, finished, washed
ed says id: waited, painted, tidied
ed says d: showed, played, rained

2 Listen and read. 65

- Ask children to look at the pictures. Ask *What's the girl doing? Where is she? What are the people watching in picture 2?*
- Tell children they are going to listen to two texts. Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 64

ed says t

walked
finished
washed

ed says id

waited
painted
tidied

ed says d

showed
played
rained

2 Listen and read. 65

1

Alice walked home from school yesterday. She got wet because it rained. When Alice finished her homework, she tidied her desk. Then she painted a picture and showed it to her mum.

2

We waited until the evening for the football game to start. The footballers played until half past ten.

3 Read again. Circle the ed words in green when they say t, in blue when they say id and in purple when they say d.

4 Listen to the words. Write them in the correct box. 66

Painted washed played showed

walked waited finished tidied rained

says t

says id

painted

says d

Past simple -ed endings Unit 8 65

3 Read again. Circle the ed words in green when they say t, in blue when they say id and in purple when they say d.

- Hand out green, blue, and purple pencils. Focus attention on the words *walked, waited, and showed* in Exercise 1.
- Ask children to find and circle all the words with *ed* in three different colours: green if they say *t*, blue if they say *id*, and purple if they say *d*.

ANSWERS

t: walked, finished
id: tidied, painted, waited
d: rained, showed, played

Optional activity

- Play *Phonics TPR* (see page 24) to practise the *t, id, and d* sounds.

4 Listen to the words. Write them in the correct box. 66

- Tell children they are going to hear the words in the word pool. Look at the example with children. Say *painted* and ask them which sound it ends with.
- Play the recording, pausing for children to write the words in the correct box.

ANSWERS

t: washed, walked, finished
id: painted, waited, tidied
d: played, showed, rained

Further practice

Workbook page 60
Student Website • Unit 8 • Phonics and Spelling
Student Website • Unit 8 • Listen at home • Track 34 (Phonics)
Online Practice • Unit 8 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a letter describing a holiday; identify words and their meanings in a text; check the meanings of words in a dictionary; identify true or false sentences

Language

Core: *unusual, journey, fall asleep, whistle, hotel, disappointed, fireworks, fair*

Recycled: vocabulary and structures seen previously

Extra: *wake up, miss, station, get off, ticket seller, book into, unexciting, check in*

Materials

CD 63, 67

Warmer 63

- Sing *Have you got any toothpaste?* from Lesson 3.

Lead-in

- Tell children you are going to write some prompts on the board. Write *Where, How, Who, How long, and What* on the board. Ask them to read the prompts and ask you questions about your last holiday.
- Encourage questions like: *Where did you go? How did you get there? Where did you stay? Who did you go with?*
- Ask a few children some of the same questions about their last holiday.

1 Look at the pictures. What do you know about Finn's holiday?

- Point to the pictures in Exercise 2. Ask children to describe what is happening in each picture. Elicit words like *train* and *festival*. Help with vocabulary where necessary.
- Ask questions to help elicit details of Finn's holiday, e.g. *How did Finn travel? Where did he go? What can you see at the festival?*

2 Listen and read. 67

- Tell children they are going to read and hear Finn's letter about his holiday.
- Play the recording once through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children to tell you what the letter is about. Answer any questions they have.
- Ask comprehension questions, e.g. *Where were they going? Why did they miss their station? What did they see? Was it a good start to their holiday?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What do you know about Finn's holiday?

2 Listen and read. 67

August 20th 14 Hilltop View Road Oxford

Dear Dan,
How are you?
We had a really unusual start to our summer holiday this year. My family and I were on the train to Cornwall. It was a long journey, but it was comfortable and we all fell asleep. Suddenly, we heard the train's whistle and we all woke up. "Oh no, it's eight o'clock!" Mum said. "We missed our station!"

We had to get off at the next station. Dad asked the ticket seller the time of the next train back to our station. But he said, "There aren't any more trains today. The next train leaves tomorrow morning. But I can book you into a hotel. Follow me."

On the way to the hotel, I was disappointed because the town seemed small and unexciting. But in the town centre, we saw some fireworks and heard some music. There was a festival and a fair! After we checked into the hotel, we went and joined the festival. We had a fantastic evening and it was a brilliant start to our holiday!

Write soon to tell me about your holiday.

From,
Finn

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

unusual journey fall asleep whistle hotel disappointed fireworks fair

4 Read again and write T (true) or F (false).

1 The journey was quite short. ... F 2 Finn enjoyed the start of his holiday. ...

3 The family got off the train at the right station. ... 4 They caught a train to their station the same day. ...

66 Unit 8 Words in context: my holiday Reading a letter

- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and write T (true) or F (false).

- Ask children to read the sentences silently. Look at the example and explain that they have to write T (true) or F (false).
- Let children complete the exercise, then check answers.

ANSWERS

1 F 2 T 3 F 4 F

Optional activity

- Ask children to close their Class Books. Write these phrases and sentences from Finn's letter on the board:
I went on the train to Cornwall.
There was a festival and a fair!
We missed our station.
We all fell asleep.
We saw some fireworks.
We had to get off at the next station.
We heard the train's whistle.
- Ask children to put the phrases and sentences from the letter in the correct order.

Further practice

Workbook page 61
Language practice worksheet, Unit 8 Teacher's Resource Centre
Student Website • Unit 8 • Words in context
Student Website • Unit 8 • Listen at home • Track 32 (Words 2)
Online Practice • Unit 8 • Reading

Skills Time!

Skills development

- Listening: identify details about holidays
- Speaking: ask and answer questions about holidays
- Writing: address envelopes

Language

- Recycled: vocabulary and structures seen previously
- Extra: *stamp, postcode*

Materials

- CD 68; Fluency DVD Unit 8 (optional)

Warmer

- Play a game to revise the new vocabulary from Lesson 5.
- Whisper one of the words to a child to whisper to the next child, and so on. The last child says the word aloud. If it is correct, write it on the board and elicit the meaning.

Lead-in

- Ask children what they can remember about Finn's holiday. Children work in pairs for two or three minutes to prepare their information.
- Write sentences on the board. Ask the class to judge if the sentences are true or false.
- If necessary, ask questions, e.g. *How did Finn get to Cornwall? Was it a short journey? What did he see in the town centre?*

1 Listen and write L (Lucas), N (Nada) or R (Ronny). 68

- Tell the class they are going to hear a recording of three children talking about their holidays.
- Point to the pictures and ask children what they can see.
- Play the recording, pausing after each dialogue for children to match children with the pictures.

Transcript

(See Teacher's Book page 139.)

ANSWERS

a N b L c R

2 Listen again and circle.

- Play the recording again, pausing for children to read the sentence and circle the correct option.

ANSWERS

1 by car 2 five hours 3 eight 4 a boat trip

Optional activity

- Children watch Fluency DVD Unit 8, speaking section.

3 Ask and answer.

- Tell children they are going to take turns to ask each other questions about their last holiday.
- Move around the class, giving models where necessary.

Listening

1 Listen and write L (Lucas), N (Nada) or R (Ronny).

2 Listen again and circle.

1 How did Lucas get to the beach? by car / by train / by plane
 2 How long was his journey? two hours / four hours / five hours
 3 How many cousins has Nada got? two / six / eight
 4 What was Ronny's favourite day? the zoo / the sports game / a boat trip

Speaking

3 Ask and answer.

1 Did you go on holiday last summer? 2 Where did you go?
 3 How did you travel there? 4 What did you do?
 5 What was the weather like? 6 Did you eat any special food?

Writing preparation

1 Put the stamp at the top, on the right.
 2 Write the name first.
 3 Write the house or flat number, then the road.
 4 Write the town.
 5 Finally, write the postcode at the end.

4 Read and circle.

1 The stamp goes on the left / right.
 2 The town goes before / after the road.
 3 The house number goes before / after the road.
 4 The postcode goes at the top / end.

Complete the writing tasks on pages 62–63 of the Workbook.

4 Read and circle.

- Go through the instructions 1 to 5 with the class.
- Ask children to identify the elements on the envelope with the instructions 1 to 5.
- Ask them to point to each element in turn, e.g. say *Where's the postcode?*
- Let children complete the exercise, then check answers.

ANSWERS

1 right 2 after 3 before 4 end

Culture note: The Royal Mail

The *Penny Black* is the name of the first postage stamp that was used in the UK. They were first issued in 1840 and ones that exist today are very valuable. A Penny Black in good condition is now worth about £15,000.

The postal service in the UK is run by the Royal Mail. Their pillar boxes (post boxes) are painted a unique shade of red called 'pillar box red' and they are made of cast iron. They were first introduced in 1853 and originally were green, but they were changed to red to make them more visible. There are 85,000 of them today.

You can tell the date of a British post box because it will have the initials of the reigning monarch of the time on the front. Today it is ER (Elizabeth Regina) and in Victorian times it was VR (Victoria Regina).

Further practice

Workbook pages 62–63 (children write a letter about a holiday)

Fluency DVD • Skills Time! Speaking • Unit 8

Unit 8 test, Teacher's Resource Centre

Online Practice • Unit 8 • Listening, Speaking and Writing

Lesson One CB page 68

Words

Learning outcomes

To identify words for audio-visual equipment
To understand a short story

Language

Core: *cartoon, radio camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone*

Extra: *basketball match, video game, dolphin, argue*

Materials

CD 69–70; Audio-visual entertainment flashcards 81–90; At the airport flashcards 71–80

Warmer

- Play *Teacher can't remember* (see page 23) with *At the airport* flashcards from Unit 8.

Lead-in

- Tell children they are going to learn some new words for talking about audio-visual entertainment.
- Use the *Audio-visual entertainment* flashcards 81–90 to elicit the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 69

- Ask children to open 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.

Transcript

cartoon, radio, camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone

2 Listen and read. 70

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What are they doing? What is Leo watching? What does Mum give them?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask comprehension questions, e.g. *Why are the children arguing? What did Leo want to watch? What did Max want to do? What is the DVD of?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*remote control, programme*).

9 Something new to watch!

Lesson One Words

1 Listen, point and repeat. 69

cartoon

radio

camcorder

the news

documentary

channel

advert

remote control

TV programme

mobile phone

2 Listen and read. 70

1

Mum Why are you arguing? Please give me the remote control.

2

Leo I turned on the TV to watch the basketball match. But Max turned it off to play a video game.
Amy Well, my favourite programme is on now. Can I watch it, please?
Holly And I want to watch it, too!

3

Mum Let's find something new to watch.
Leo How about this new DVD?
Max What is it?
Mum Put it on. Then you'll see.

4

Leo It's our holiday DVD. Wow!
Amy Ahh, it's when we went in the boat to see the dolphins!
Max Thanks. This is much better than playing a video game.
Mum And it's much better than arguing!

68 Unit 9 Audio-visual entertainment

Optional activity

- Draw a three-column grid on the board as shown below:

cartoon	✓	
documentary		

- Ask a child *Do you watch cartoons?* In the second column put a tick for *yes*, or a cross for *no*.
- If the answer is *yes*, ask *What's your favourite cartoon?* In column 3, write the cartoon title. Tell the class the results, e.g. *Amy watches cartoons. Her favourite cartoon is ...*
- Children copy the table and ask each other questions.
- Children form groups of four and tell each other information about their partner.

Culture note: The BBC

British television is synonymous with the BBC. The British Broadcasting Corporation (BBC) was set up in 1922 as a radio broadcasting company. The Television Service began in 1936, although it was suspended for some time when war broke out in 1939.

Today the Corporation comprises 8 television channels, 10 radio stations and a network of more local television and radio stations throughout the UK.

Further practice

Workbook page 64

Student Website • Unit 9 • Words

Student Website • Listen at home • Track 35 (Words 1)

Online Practice • Unit 9 • Words

Grammar 1

Learning outcomes

- To learn to use the infinitive of purpose
- To complete sentences with the correct infinitive of purpose
- To act out a story

Language

Core: *I switched on the TV to watch sports. We went in the boat to see the dolphins.*

Materials

CD 70; Audio-visual entertainment flashcards 81–90

Warmer

- Play *Miming flashcards* (see page 24).

Lead-in

- With books closed, ask the class to tell you why the children were arguing in the story in the previous lesson.
- Ask comprehension questions, e.g. *What did Leo / Amy want to watch? What did Mum give them?*
- Children can check their answers on Class Book page 68.

1 Listen to the story again and repeat. Act. 70

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Mum, Max, Holly, Amy and Leo.
- As a class, decide on the actions for the story.
- Play the recording. Children say their lines and mime.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- With books closed, write *I went to town to _____ my friends*. Ask children to guess the missing word (*meet, see*). Ask *Why did I go to town?* to elicit *To see my friends*. Highlight *to see*.
- Rub out '*my friends*' and write an alternative, e.g. *some clothes*. Ask children to guess the missing word (*buy*). Ask the question again and this time write up the answer, highlighting *to buy*.
- Focus attention on the picture and the example sentences in the grammar boxes. Ask children to identify the infinitive of purpose in each sentence.
- Ask a child to say the speech bubble to the class.
- Read the rule aloud to the class. Then ask children to suggest more sentences using an infinitive of purpose.

3 Match and say.

- Look at the example with children. Check that they understand they have to match the sentence halves.
- Ask a child to read the speech bubble to the class.
- Let children complete the exercise, then check answers. Ask children to read out the sentences.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Infinitive of purpose

I turned on the TV to watch sports.
We went in the boat to see the dolphins.

Use **to + the base form of the verb for a purpose or a reason.**
to + base form = infinitive (e.g. to watch)



3 **Speaking** Match and say.

1 He turned on the radio _____	to	a write emails. <input type="checkbox"/>
2 She watched a documentary _____		b play the DVD. <input type="checkbox"/>
3 I turned on the TV _____		c speak to my friends. <input type="checkbox"/>
4 We use the computer _____		d learn about dolphins. <input type="checkbox"/>
5 I use my mobile phone _____		e listen to music. <input checked="" type="checkbox"/>

He turned on the radio to listen to music.

4 Read and number. Then write.

to see to show to listen to change to take

1 On holiday, we made a video _____ all our family and friends back home.	
2 He looked in the newspaper _____ what was on TV.	
3 I don't have a camera, but I can use my mobile phone _____ photos.	
4 I don't like this programme. Where's the remote control _____ the channel?	
5 I've got a new MP3 player _____ to my music.	

Complete Grammar Time Exercise 1 on page 128 of Workbook 4. Infinitive of purpose Unit 9 69

ANSWERS

1 e 2 d 3 b 4 a 5 c

4 Read and number. Then write.

- Go through the words in the word pool.
- Focus on the example and check that children know they have to fill in the gap and then number the picture.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 to show 2 to see 3 to take 4 to change 5 to listen

Optional activity

- Write *I went to the cinema...* on the board and elicit a suitable ending using the infinitive of purpose, e.g. *to see a film*.
- Tell children you are going to say some more half sentences and that they must complete them using the infinitive of purpose.
- Say these partial sentences: *I went to school ... I bought a cake ... I'm going to the park ... We're going to this restaurant ... We went to a concert ...*
- Children take turns to complete the sentences.
- Write the complete sentences on the board.
- Alternatively, you could write the partial sentences in a list on the board and ask children to come to the board and write the endings.

NOTE: Now go to Workbook page 128 for children to practise the grammar structure before doing Workbook page 65.

Further practice

- Grammar Time, Workbook page 128
- Workbook page 65
- Student Website • Unit 9 • Grammar 1
- Online Practice • Unit 9 • Grammar 1

Lesson Three CB page 70

Grammar 2 and Song

Learning outcomes

To learn how to use the phrase *How often*
To use *How often* in the context of a song

Language

Core: *How often do you watch TV? I watch it every day. I watch it three times a week. I never watch TV. We haven't got one.*

Materials

CD  71; Audio-visual entertainment flashcards 81–90; separate sheets of paper (optional)

Warmer

- Play *Cross the river* (see page 23) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Hold up the *cartoon* flashcard, say *My father never watches cartoons*. Then say *I watch cartoons once a week*.
- Point to a child and encourage him / her to tell you how often he / she watches cartoons. Elicit alternative answers, e.g. *every day, once a week, twice a week*.
- Repeat two or three times and then ask a child *How often do you watch cartoons?* and elicit an answer.
- Go around the class practising the questions and answers.

1 Read and learn.

- Focus on the grammar boxes and identify the *How often* question and the adverbs of frequency in the answers.
- Look at the adverbs of frequency and their meanings. Ask children to say more sentences using *How often?* and the adverbs of frequency. Write them on the board for the class to repeat.

2 Ask and answer.

- Point to the prompts. Demonstrate the first example with a child. Ask two children to demonstrate another example for the class.
- Let children do the exercise in pairs, then ask some pairs to ask and answer their questions for the class.

3 Now write sentences about how often you and your friend do these things.

- Tell children to write sentences based on the questions and answers they asked each other in Exercise 2.
- Ask a child to read the example sentence.
- Let children complete the exercise, then check answers.

4 Listen and sing. 71

- Focus on the picture and ask *What is the song about?*
- Ask questions about the pictures, e.g. *What is the girl doing in the first picture? What game is she playing in the last picture?*
- Play the song the whole way through. Then play the song again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.

Lesson Three Grammar 2 and Song

1 Read and learn.

How often ... ?

<p>How often do you watch TV? I watch it every day. I watch it three times a week. I never watch TV. We haven't got one.</p>	<p>I watch a documentary once a week. I buy a new CD twice a year.</p> <p>1x = once 2x = twice 3x = three times 4x = four times 0x = never</p>
--	--

2 Speaking Ask and answer.

How often do you ...

watch a film?	use a camcorder?	play computer games?
watch the news?	listen to the radio?	use a mobile phone?

3 Now write sentences about how often you and your friend do these things.

I watch a film once a week, but Andy watches a film three times a week.

4 Listen and sing.  71

How often ... ?

<p>How often do you watch cartoons? Three times a week. I watch cartoons three times a week.</p> <p>How often do you watch a film? Once a week ... I watch a film once a week.</p> <p>How often do you go to the beach? Twice a year ...</p> <p>How often do you see your friends? Every day ...</p>	
--	--

70 Unit 9 How often ... ? Complete Grammar Time exercise 2 on page 128 of Workbook 6.

- Play the recording several times for children to sing along.

Optional activity

- Tell children they are going to sing the song again but with different words.
- Write the first verse on the board, but leave a space in the first line instead of *cartoons*, and in the second, third, and fourth lines instead of *week*.
- Hold up flashcards for *the news* and *documentary* and ask which one could replace *cartoons*. If necessary, remind children that the new word must have the same number of syllables as *cartoons*.
- Elicit *the news*. Write it in the space.
- Ask children to think of a word instead of *week* (*month, day, year*). Choose a word and write it in the space.
- Repeat with verses 2, 3, and 4.
- Sing the song all the way through.

NOTE: Now go to Workbook page 128 for children to practise the grammar structure before doing Workbook page 66.

Further practice

Grammar Time, Workbook page 128

Workbook page 66

Student Website • Unit 9 • Grammar 2 and Song

Student Website • Listen at home • Track 37 (Song)

Online Practice • Unit 9 • Grammar 2 and Song

Lesson Four CB page 71

Phonics and Spelling

Learning outcomes

- To learn that the endings with *er* and *or* sound the same
- To identify this sound in three texts
- To match this sound to specific words

Language

Core: *mother, father, September, visitor, doctor, actor*

Materials

CD 65, 72–73; Phonics cards 30–31 (mother, visitor); a photograph of your mother or father (optional)

Warmer 65

- Play the recording of the texts from Class Book page 65 to revise the Unit 8 phonics lesson.

Lead-in

- Hold up a photo of your mother or father, or a woman or man with a baby.
- Ask children if they can guess who he / she is. Elicit the word *mother* or *father*. Write it on the board.
- Ask children to tell you more words which end in *-er*. Write them on the board.
- Ask *Who comes to visit you?* Elicit the word *visitor* and ask children to spell it. Write it on the board.
- Ask children to tell you more words which end in *-or*. Write them on the board.
- Hold up the phonics cards for *mother* and *visitor*. Explain that in certain words where the letters *er* and *or* appear at the end of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

1 Listen, point and repeat. 72

- 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 sounds and words.
- 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 for children to point and repeat again.

Transcript

mother, father, September, visitor, doctor, actor

2 Listen and read. 73

- Point to the pictures. Ask children to look at the pictures. Ask *What is the boy in picture 1 doing? Where are the boy and his mother in picture 2? What is the boy's job in picture 3?*
- Tell children they are going to hear three short stories.
- Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*September, mother, dinner*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 72

mother
father
September



visitor
doctor
actor



2 Listen and read. 73

1



In September I will have a new teacher at school. Her name is Mrs Butler.

2



When we have a visitor, my mother and father prepare a fantastic dinner.

3



My older brother is an actor. He'll be in a play in October. In the play, he is a doctor.

3 Read again. Circle the words ending with *er* and underline the words ending with *or*.

4 Match and write.

 visit
 doct
 moth
 teach
 act
 Decemb

er

or

1 visitor

2 _____

3 _____

4 _____

5 _____

6 _____

er and or endings Unit 9 71

3 Read again. Circle the words ending with *er* and underline the words ending with *or*.

- Focus attention on the words *mother* and *visitor* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words that end with *er* and underline the words that end with *or*.
- Look at the example together before children go on to do the exercise individually.
- Go through the answers with the class.

ANSWERS

er: September, teacher, Butler, mother, father, dinner, older, brother, October

or: visitor, actor, doctor

4 Match and write.

- Look at the example with children.
- Point to the picture of the visitor and the example. Say *visitor* and check that children understand the exercise.
- Let children do the exercise, then check answers.

ANSWERS

1 visitor 2 doctor 3 mother 4 teacher 5 actor
6 December

Further practice

Workbook page 66

Student Website • Unit 9 • Phonics and Spelling

Student Website • Listen at home • Track 38 (Phonics)

Online Practice • Unit 9 • Phonics and Spelling

Lesson Five CB page 72

Skills Time!

Skills development

Reading: read and understand a TV guide; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct words

Language

Core: *steal, doughnut, villain, get into trouble, kick-off, stadium, giant, play a trick on*

Recycled: vocabulary and structures seen previously

Extra: *adopt, naughty, final*

Materials

CD  71, 74

Warmer 71

- Sing *How often ...?* from Lesson 3 to energize the class.

Lead-in

- Write four TV categories in a table on the board: *Film, Cartoon, Sport, Documentary*.
- Ask children what their favourite TV programmes are. Write some programmes in the table.
- At the end take a class vote and find the most popular film and TV programme.

1 Which TV programme would you like to watch? Why?

- Point to the TV guide in Exercise 2. Encourage children to look at the pictures and the titles of the programmes.
- Ask questions about the film and the different TV programmes. Find out who in the class likes sport and who likes cartoons.
- Encourage children to choose what they would like to watch and then explain why.
- Take a class vote to find out the most popular programme.

2 Listen and read. 74

- 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 is Gru? Why does he adopt three little girls? Where do the Simpsons live? Which teams are playing in the football match? What animals can you see on the Galapagos Islands?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and underline the words.
- Encourage children to guess the meanings of the words by looking at the surrounding text.
- Children look up the words in the Workbook 4 Dictionary to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Skills Time!

Lesson Five

Reading

1 Which TV programme would you like to watch? Why? 2 Listen and read. 

What's on TV?

Channel 1	Channel 2	Channel 3	Channel 4
<p>4:30 Film Despicable Me</p> <p>Gru wants to be the best supervillain. When another supervillain called Vector steals a pyramid from Egypt, Gru decides to steal the moon! He adopts three little girls to help him with his plan. But how will Gru be able to look after the girls?</p> 	<p>5:15 Cartoon Tom and Jerry</p> <p>Tom is a naughty cat who likes chasing a mouse called Jerry. Jerry might be small, but Jerry is also brave and clever. He likes to play tricks on Tom and find ways to escape him, watch and find out Jerry's plan this week!</p> 	<p>6:00 Sport Italy vs Spain</p> <p>Don't miss tonight's big game! Spain will play Italy for a place in this year's World Cup final! Kick-off is at 6:20pm at the Olympic Stadium in Rome. Both teams are very strong. Join us live on Channel 3 to find out which team is going to win the final.</p> 	<p>7:30 Documentary The Mystery of the Galapagos</p> <p>The Galapagos Islands are home to unusual plants and animals, such as giant tortoises and colourful crabs. How did wildlife come to this group of islands? Find out as we explore the islands and meet their amazing creatures.</p> 

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

steal naughty villain tortoise
 kick-off stadium giant play a trick on

4 Read again and complete the sentences.

1 Gru wants to steal the moon. 2 The mouse plays tricks on the _____.

3 Gru needs the little girls to help him with his _____.

4 The Olympic Stadium is in _____.

5 The match starts at _____.

6 The Galapagos is a group of _____.

72 Unit 9 Words in context: What's on TV? Reading a TV guide

4 Read again and complete the sentences.

- Explain that children are going to complete the sentences with words from the text.
- Look at the example and ask the children to find the relevant part of the text.
- Let children complete the activity, then check answers.

ANSWERS

1 moon 2 cat 3 plan 4 Rome 5 6:20pm
6 islands

Optional activity

- Give children two minutes to learn the words in Exercise 3.
- Write this sentence on the board: *Homer likes to eat _____.*
- Ask children *What is the missing word?* Explain that the missing word is one of the words from the list, but it might be in a different form (a plural noun, a third person verb, etc).
- If children find it difficult, give them clues to help them.
- The first child who calls out the correct word (in the correct form) comes to the board and completes the sentence. The rest of the class can call out letters to help the child spell the word or phrase correctly.
- If you like, you can play this as a game in two teams, writing sentences on the board for each team in turn and awarding one point for each correct answer.

Further practice

Workbook page 67

Language practice worksheet, Unit 9, Teacher's Resource Centre

Student Website • Unit 7 • Words in context

Student Website • Listen at home • Track 36 (Words 2)

Online Practice • Unit 9 • Reading

Lesson Six CB page 73

Skills Time!

Skills development

Listening: identify details about children's favourite TV shows

Speaking: ask and answer questions about favourite TV shows

Writing: add the prefix *un* to words to make them negative; write a TV guide (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *solar system, winner, sofa, super hero*

Materials

CD 75

Warmer

- Write *Film / Cartoon / Sport / Documentary* on the board to encourage children to talk about the Lesson 5 TV guide.
- Elicit words to write beneath each of the headers until you have written all the new core vocabulary on the board.

Lead-in

- Ask children to look at the four pictures in Exercise 1.
- Children guess which kind of TV programmes the four pictures represent. Write their suggestions on the board.
- If necessary, give children clues to remind them of the different types of TV programme.

1 Listen and write S (Stacy), J (James), E (Emily) or K (Kai). 75

- Tell the class they are going to hear a recording of four children talking about their favourite TV programmes.
- Play the recording, pausing for children to match the names with the pictures.
- Check they have the correct answers before doing to Exercise 2.

Transcript

(See Teacher's Book page 139.)

ANSWERS

1 J 2 E 3 S 4 K

2 Listen again and write T (true) or F (false).

- Explain that children have to listen and decide whether the sentence is true or not. They write *T* (true) or *F* (false).
- Play the recording again, pausing after each dialogue for children to read the sentence and write *T* or *F*.

ANSWERS

1 T 2 T 3 F 4 F 5 T 6 T 7 F 8 T

Optional activity

- Children watch Fluency DVD Unit 9, speaking section.

Lesson Six

Listening

1 Listen and write S (Stacy), J (James), E (Emily) or K (Kai). 75






2 Listen again and write T (true) or F (false).

1 Stacy watched a documentary last week. _____ 2 She learnt about planets. _____

3 James only likes football programmes. _____ 4 England won the match. _____

5 Emily saw a film about super heroes. _____ 6 The film was on a Friday. _____

7 Kai sometimes watches cartoons. _____ 8 She watches TV after school. _____

Speaking

3 Ask and answer.

Watch the DVD!

Tell me about your favourite programme.

What channel is it on? My favourite programme is ...

When's it on? It's on ... I watch it at ...

It's got ... It's about ...

Writing preparation

The prefix *un-* changes a word so it means the opposite.

lucky
unlucky = not lucky

4 Write the words. Add *un* to change the meaning.

1 happy unhappy 2 friendly _____

3 well _____ 4 safe _____

5 clean _____ 6 comfortable _____

7 kind _____ 8 popular _____

Complete the writing tasks on pages 68–69 of the Workbook.

68–69

Listening, speaking, writing Unit 9 73

3 Ask and answer.

- Demonstrate the questions and answers in the speech bubbles with a confident child. Elicit different answers, helping where necessary.
- Children work in pairs, taking turns to ask the questions about their favourite programme.
- Ask one or two pairs to demonstrate in front of the class.

4 Write the words. Add *un* to change the meaning.

- Read the rule and check that children understand.
- Ask them to tell you any words they know whose meaning changes when the prefix *un* is added. Write them on the board.
- Write *happy* on the board, then *unhappy*. Ask what *unhappy* means (*not happy*).
- Let children do the exercise, then check answers.

ANSWERS

1 unhappy 2 unfriendly 3 unwell 4 unsafe 5 unclean
6 uncomfortable 7 unkind 8 unpopular

Further practice

Workbook pages 68–69 (children write a TV guide)

Fluency DVD • Skills Time! Speaking • Unit 9

Writing skills worksheet, Units 7–9 Teacher's Resource Centre

Unit 9 test, Teacher's Resource Centre

Skills test 3, Teacher's Resource Centre

Online Practice • Unit 9 • Listening, Speaking and Writing

Fluency Time! 3

Everyday English CB page 74

Learning outcomes

To learn some useful language for choosing TV programmes

Language

What's on TV?; I can't stand ...; Let's change the channel; Pass me ...; That's a good idea.

Materials

CD 76–77; Fluency DVD Fluency Time! 3; a few TV guides (optional)

Warmer

- Tell children they are going to learn some useful language for choosing TV programmes. Ask what words they know for TV programmes. Write their answers on the board. Teach the phrase *can't stand* and ask the children which TV programmes they love / like / don't like / can't stand.
- Teach the phrase *What's on TV?* If you have brought TV guides to class, hand them out and ask *What's on TV (at six o'clock on Monday)?* The children find the correct day and time in a TV guide and answer *A (documentary). I (like documentaries).*
- Teach the phrases *Let's change the channel.* and *Pass me the (remote control / TV guide).*

1 Listen, read and say. 76

- Focus on the pictures. Ask children to say where the people are (*in the living room*), what they are doing and how they feel in the pictures.
- Play the recording. Children 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 of children to act out the dialogue for the class.

2 Listen and write T (true) or F (false). 77

- Focus on the sentences and explain that children should listen and decide whether each sentence is true or false.
- Play the first part of the recording and focus on the example, then play all the way through 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 and correct it, e.g. *Anna and Tom don't love adverts. They can't stand adverts.*

Transcript

(See Teacher's Book page 140.)

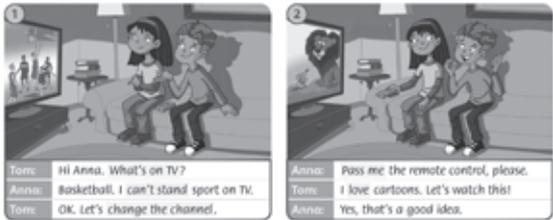
ANSWERS

1 F 2 T 3 F 4 F

Fluency Time! 3

Everyday English

1 Listen, read and say. 76



Tom: Hi Anna, What's on TV?
Anna: Basketball. I can't stand sport on TV.
Tom: OK. Let's change the channel.

Anna: Pass me the remote control, please.
Tom: I love cartoons. Let's watch this!
Anna: Yes, that's a good idea.

2 Listening Listen and write T (true) or F (false). 77

1 Anna and Tom love adverts. F

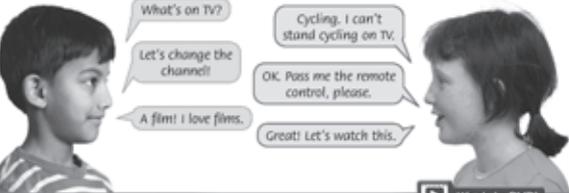
2 Anna wants to change the channel.

3 The news is on Channel 3.

4 Tom can't stand animal documentaries.

3 Speaking Talk with your friend.

football basketball cycling swimming documentary
 the news adverts cartoons films



74 Fluency Time! 3 Choosing TV programmes ▶ 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 programmes 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

- Write the headings *Channel 1, Channel 2, Channel 3, Channel 4* on the board. Ask children to suggest a programme for each channel (*the news, a science documentary, a scary film, a cartoon*).
- The children talk in pairs, deciding which programme they are going to watch. Encourage them to use the useful language from this lesson.
- Invite pairs of children to act out their dialogues.

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 make a TV

To discuss and choose TV programmes

Language

What's on TV?; I can't stand ...; Let's change the channel; Pass me ...; That's a good idea.; This is better; I love this programme; Let's turn on the TV.

Materials

CD Fluency DVD Fluency Time! 3 (optional); Fluency Project 3 (see Teacher's Resource Centre) (one set of templates for each child, photocopied onto strong paper or thin card if possible); completed TV; coloured pencils and scissors for each group of children

1 Look at the story again. Act.

- Focus on the story in Exercise 1, Class Book page 74. Ask children what they remember.
- Play the Fluency DVD Fluency Time! 3 Everyday English. If you don't have time for the DVD, read the dialogue on Class Book page 74.
- Ask pairs of children to act out the dialogue. Encourage them to use different TV programmes to make their own variations.

2 Make a TV.

- See TB page 159 for full instructions on making the TV.
- Focus on the pictures. Ask children what they think the child is doing (*making a TV and a remote control*).
- Ask *What do you need to make the TV?* to elicit *coloured pens, scissors*.
- Divide the class into groups. Give each child copies of the TV, remote control and programme templates (see Fluency Project 3, Teacher's Resource Centre).
- If you have not photocopied the templates onto strong paper or thin card, you could ask children to glue the photocopies onto thin card, to make the slotting in of the programmes easier, and prevent tearing.
- Use the pictures and instructions to talk children through the process of making their TVs. Demonstrate with your own completed TV and check understanding.
- Move around the class as children work, asking questions, e.g. *What programme is this? How many buttons has your remote control got? Do you like (cartoons)?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw their TV outlines on a piece of strong paper or thin card, then draw screens to stick onto the TV. They can draw and cut out a remote control.

3 Ask and answer with your friend.

- Focus on the photo. Tell the children they are going to use their TVs and act out dialogues.
- Ask two children to read out the example dialogue.
- The children can then talk in pairs, discussing their preferences and choosing a TV programme to watch.

Project

1 Look at the story again. Act.

2 Make a TV.

1 Colour and cut out the remote control. Cut out the TV. Cut the dotted slot lines.

2 Colour and cut out the TV programmes. Slot them into the TV.

3 **Speaking** Ask and answer with your friend.

Let's turn on the TV.

A film. I can't stand this film.

There are usually cartoons on Channel 7.

This is better. I love this programme.

OK. Try Channel 2. What's on?

Let's change the channel to find cartoons.

Pass me the remote control, please.

So do I!

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

1 What programme did you watch?
2 What did you like?
3 What didn't you like?

We turned on the TV. A film was on but we didn't like it. So we changed the channel ...

Project: My own TV 75

- Encourage children to add language, e.g. *Do you like (scary films)? This is my favourite channel. I always watch (the news).*

4 Tell the class about your conversation.

- Invite children to tell the class about their conversations. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- Play a game with the TVs and remote controls.
- One child chooses their favourite programme and slots it into the TV, holding it so that their partner can't see. His / Her partner tries to guess the programme by asking *What's on TV? Is it (a documentary)?* The child with the TV answers *No, it isn't.* or *Yes it is!* After each correct guess, the child guessing says whether or not they like the programme. If they don't like it, they say *I can't stand (documentaries).* *Let's change the channel!* and zap the TV with their remote control.

Watch the DVD!

- Play Fluency DVD Fluency Time! 3 Everyday English again to review the language of the Fluency Time! 3 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 71). Play each DVD scene again for the children to complete the activities.

Review 3 CB pages 76–77, WB pages 72–73

Review pages answer key, TB page 142

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

Lesson One CB page 80

Words

Learning outcomes

To identify words for talking about computers
To understand a short story

Language

Core: *printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet*

Extra: *mess, alphabetical*

Materials

CD  80–81; Computers flashcards 91–99

Warmer

- Write these letters on the board:
SAGIRD TLMVQHYNBCEOPUW
- Revise the audio-visual entertainment words from the previous unit. Point to letters *a-d-v-e-r-t* one by one, and write *advert* on the board.
- Ask children to find more audio-visual entertainment words in the letters. If children find it difficult, mime words or give clues to help them remember (possible words are: *radio, news, documentary, advert, TV, mobile, phone*).

Lead-in

- Tell children they are going to learn some new words for talking about computers. Use the *Computers* flashcards 91–99 to introduce the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- Ask comprehension questions, e.g. *Where can you hear the sound? What part of a computer do you look at?*

1 Listen, point and repeat. 80

- Ask children to open their Class Books and look at the pictures 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.
- Ask individual children to say the words for the class.

Transcript

[printer](#), [screen](#), [mouse](#), [log on](#), [speakers](#), [click on](#), [save a document](#), [memory stick](#), [search the Internet](#)

2 Listen and read. 81

- Focus attention on the story. Ask questions about each frame, e.g. *What are Holly and Max showing Mum? Is the room tidy? Why are Holly and Max tired?* Encourage predictions.
- Play the recording. Children follow the story in their books.

10 I've printed my homework

Lesson One Words

1 Listen, point and repeat. 


printer


screen


mouse


log on


speakers


click on


save a document


memory stick


search the Internet

2 Listen and read. 

1



Holly: We've finished our homework. Can we play now?
Mum: Have you turned off the computer and the printer?
Max: No, we haven't.
Mum: Go and turn these off first, please.

2



Mum: But you've made a mess in here. Please tidy up these books and papers first. It won't take you long. Then you can play.
Max: OK, Mum.

3



Two hours later ...
Mum: This is amazing! You've worked really hard!
Holly: Look! I've put all the books into alphabetical order. And Max has tidied the cupboards.

4



Mum: Fantastic. Now you can play!
Max: After all that tidying, I'm too tired now.
Holly: Me, too.

80 Unit 10 Computers

- Ask comprehension questions, e.g. *What have Holly and Max finished doing? What does Mum ask them to do? Who has tidied the cupboards? Do Max and Holly want to play now?*
- Play the recording a second time for children to follow.
- Ask children to find the word from Exercise 1 that appears in the story (*printer*).

Optional activity

- With books closed, say a true or false sentence about the story. If children think the sentence is true, they call out *True!* If they don't, they call out *False!*
- Say these sentences:
They've made a mess in the room. (T)
Max has put the books into alphabetical order. (F)
The children are too tired to play now. (T)
Holly and Max haven't finished their homework. (F)
Mum asks them to turn off the TV. (F)
Holly has tidied the cupboards. (F)
Mum asks them to tidy the room. (T)

Culture note: British children and computers

On average more than 30% of British teenagers have their own laptop or PC and more than 60% have a games console.

Further practice

Workbook page 74

Student Website • Unit 10 • Words

Student Website • Unit 10 • Listen at home • Track 39 (Words 1)

Online Practice • Unit 10 • Words

Grammar 1

Learning outcomes

- To learn the present perfect (affirmative)
- To complete sentences with the correct form of the present perfect (affirmative)
- To act out a story

Language

Core: *We've finished our homework. He's put the books on the shelves. You've made a mess.*

Materials

CD 81; Computers flashcards 91–99

Warmer

- Play *What's missing?* (see page 23) with Lesson 1 words.

Lead-in

- With books closed, ask children who was in the story in the previous lesson.
- Ask children what happened in the story. Ask *What has Holly finished? What does Mum ask them to do? Who tidied the cupboards? Who put the books in alphabetical order?*
- Children can check their answers on Class Book page 80.

1 Listen to the story again and repeat. Act. 81

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Mum, Max, and Holly.
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus attention on the picture and the example sentences in the grammar boxes. Ask children to identify the present perfect tense in each sentence.
- Read the rule aloud to the class. Give children a minute to study the rule and the regular and irregular past participles silently.
- Ask them to give you more examples of sentences in the present perfect. Write correct sentences on the board for children to repeat in chorus.

3 Underline *have / has* and circle the past participle.

- Look at the example with children. Check that they understand they have to underline *have* or *has* and circle the past participle.
- Look at the example together before children do the exercise individually.

ANSWERS

1 saved 2 made 3 put 4 printed

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.  (regular verb see Workbook 4 page 131)

Present perfect: affirmative

We've finished our homework.
He's put the books on the shelves.
You've made a mess.

Use the present perfect for actions in the past that are still true now.
I've tidied my room.
This means the room is tidy now.

Present perfect = have / has + past participle (pp)
Regular past participles = printed, saved, logged off
Irregular past participles = make – made, put – put

3 Underline *have / has* and circle the past participle.

1 We've saved our documents. 2 He's made a mess.
3 I've put the speakers on the shelf. 4 She has printed her homework.

4 Write.

Tom Can we play with our friends outside now?
Mum Have you finished everything?
Tom Yes, I' ve finished (finish) my homework and I' ve _____ (print) it.
Mum What about Sophie?
Tom She' s _____ (save) hers on a memory stick.
Sophie And we' ve _____ (log off) and we' ve _____ (turn off) the printer.
Mum Very good. You can go outside and play now.



© Complete Grammar Time Exercise 1 on page 128 of Workbook 4. Present perfect: affirmative Unit 10 81

Optional activity

- Play *Bingo* (see page 25) to revise past participles.
- Write a list of familiar verbs on the board, in particular the ones in the lesson. Children write verbs in their grids.
- Call out the past participles of the verbs in the list in random order for children to check against their grids.

4 Write.

- Focus on the example and check that children understand the exercise.
- Let children complete the exercise, then check answers.
- Ask three children to read out the completed dialogue.

ANSWERS

1 've finished 2 've printed 3 's saved
4 've logged off 5 've turned off

Optional activity

- Ask children to look at the dialogue in Exercise 4 again for one minute and remember who says what. Then tell them to close their books.
- Ask, e.g. *Who says, 'Yes, I've finished my homework...'? (Tom).*
- Children call out who said each sentence.

NOTE: Now go to Workbook page 128 for children to practise the grammar structure before doing Workbook page 75.

Further practice

- Grammar Time, Workbook page 128
- Workbook page 75
- Student Website • Unit 10 • Grammar 1
- Online Practice • Unit 10 • Grammar 1

Lesson Three CB page 82

Grammar 2 and Song

Learning outcomes

To learn the present perfect: questions, answers and negatives
To use the present perfect in the context of a song

Language

Core: *Have you seen my new speakers? No, I haven't. Please show me. Has she done her homework? Yes, she has. But she hasn't printed the document.*

Extra: *chore, wrong, click, check, ink, button, blink*

Materials

CD  82; Computers flashcards 91–99

Warmer

- Use a piece of A4 paper with a 7cm hole cut in it to play *Can you see?* (see page 23) to revise the Lesson 1 words.

Lead-in

- Hand out flashcards *save a document* and *search the Internet* to two children.
- Each child holds up his / her flashcard. Ask child 1 *Have you saved a document?* Nod your head and elicit *Yes, I have.*
- Ask child 2 *Have you searched the Internet?* Shake your head and elicit *No, I haven't.*
- Children give their flashcards to two more children and ask them the questions, eliciting *Yes* or *No* answers in the same way.
- Repeat with different children around the class.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of present perfect questions, answers, and negative forms.
- Read the examples of *do* and *see* to the class.
- Give children a minute to study the different forms silently.
- Write *print, put, finish, and make* on the board. Ask children to make questions using the correct forms of the verbs. Write correct questions on the board for the class to repeat.

2 Ask and answer.

- Point to the picture and list. Go through the examples on the board with the class.
- Ask two children to read the speech bubbles to the class.
- Ask children to tell you what they have to do to complete the exercise.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

3 Now write about what Ryan has and hasn't done.

- Tell children to write sentences about Ryan, based on the questions and answers they asked each other in Exercise 2.
- Look at the example together before children do the exercise individually.

Lesson Three Grammar 2 and Song

1 Read and learn.

Present perfect: questions, answers and negatives

Have you seen my new speakers?
No, I haven't. Please show me.
Has she done her homework?
Yes, she has. But she hasn't printed the document.

see – seen (pp)
do – done (pp)

2 Speaking Ask and answer.

Ryan's chores

tidy room ✓
do homework ✓
wash the dishes x
make lunch ✓
put clothes away x

Have you tidied your room?

Yes, I have.

3 Now write about what Ryan has and hasn't done.
He has tidied his room and ...

4 Listen and sing.  82

I've really tried!

I've tried to print my work.
I've turned the printer on.
There's paper in the printer.
But something's wrong.
Have you saved your work
on a memory stick?
Have you moved the mouse
And remembered to click?

You haven't checked the printer.
It needs more ink.
Look at the ink button.
Can you see it blink?
I tried to print my work.
But something was wrong.
There wasn't any ink.
And that was what was wrong.



82 Unit 10 Present perfect: questions, answers and negatives Complete Grammar Time Exercise 3 on page 128 of Workbook 6.

ANSWERS

He has tidied his room. He has done his homework. He hasn't washed the dishes. He has made lunch. He hasn't put his clothes away.

Optional activity

- Ask children to write four sentences about their day so far. They should write two sentences about what they have done and two about what they haven't done.
- Ask some children to read their sentences to the class.

4 Listen and sing. 82

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 128 for children to practise the grammar structure before doing Workbook page 76.

Further practice

Grammar Time, Workbook page 128

Workbook page 76

Student Website • Unit 10 • Grammar 2 and Song

Student Website • Unit 10 • Listen at home • Track 41 (Song)

Online Practice • Unit 10 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn that words spelt with *ur* and *ir* sound the same (3:)
- To identify this sound in three texts
- To match this sound to specific words

Language

Core: *hurt, Thursday, nurse, curtains, circle, girl, shirt, bird*

Materials

CD 73, 83–84; Phonics cards 30–31 (mother, visitor), Phonics cards 32–33 (hurt, circle), paper and coloured pencils (optional)

Warmer 73

- Play a version of *Rhyming words* (see page 24) with phonics cards 30 and 31 to revise the words with *er* and *or* from the previous lesson. In this version, ‘rhyming words’ means words with the same *er* and *or* endings.
- Play the texts from Class Book page 71 to revise the words with *er* and *or* endings.

Lead-in

- Hold up the phonics cards for *hurt* and *circle* one at a time and elicit the words. Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *ur* and *ir* appear in the middle of a word they have the same sound.
- 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. 83

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

Transcript

hurt, Thursday, nurse, curtains, circle, girl, shirt, bird

Optional activity

- Play *Lip reading* (see page 23) with phonics cards 32 and 33 to reinforce the new words.

2 Listen and read. 84

- Point to the pictures. Ask children to look at the pictures. Ask *Where is the girl in picture 1? What is the girl in picture 2 wearing? What is the boy in picture 3 pointing to?*
- Tell children they are going to hear three short texts.
- Play the recording once all the way through.
- Play the recording again, pausing after each line for children to read and repeat.

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 83

hurt

Thursday
nurse
curtains

circle

girl
shirt
bird

2 Listen and read. 84

1

Last Thursday, this girl hurt her arm. She had to see the nurse. The girl was very sad because it was her birthday.

2

Today was the first time I wore my purple skirt and new green shirt. Look! The skirt has got lots of circles on it.

3

My curtains are purple. Look! There are lots of birds on them.

3 Read again. Circle the words with *ur* and underline the words with *ir*.

4 Complete the words with *ur* or *ir*.

1

curtains

2

Sat_ day

3

th_ sty

4

sk_ t

5

n_ se

6

c_ cles

7

f_ st

8

sh_ t

ur and ir spellings Unit 10 83

- Ask children to look at the pictures and point to the objects from Exercise 1 (*nurse, girl, hurt, purple, shirt, skirt, circle, curtains, bird*).

3 Read again. Circle the words with *ur* and underline the words with *ir*.

- Focus attention on the words *hurt* and *circle* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words that end with *er* and underline the words that end with *ir*.
- Look at the example together before the children do the exercise individually.

ANSWERS

ur: Thursday, hurt, nurse, purple, curtains
ir: birthday, first, skirt, shirt, circles, birds

4 Complete the words with *ur* or *ir*.

- Look at the example with children.
- Point to the picture of the curtains and the example. Say *curtains* and check that children understand the exercise.
- Let children complete the exercise then check answers.

ANSWERS

1 curtains **2** Saturday **3** thirsty **4** skirt **5** nurse
6 circles **7** first **8** shirt

Further practice

Workbook page 76

Student Website • Unit 10 • Phonics and Spelling

Student Website • Unit 10 • Listen at home • Track 42 (Phonics)

Online Practice • Unit 10 • Phonics and Spelling

Skills Time!

Lesson objectives

Reading: read and understand online instructions on how to send an email; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentences and pictures

Language

Core: *type the email address, subject, keyboard, spellchecker, attach a photo, a website, send a message*

Recycled: vocabulary and structures seen previously

Extra: *message, bowling, look forward to, afterwards*

Materials

CD 82, 85

Warmer 82

- Sing *I've really tried!* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- With books closed, write on the board: *email, Internet*. Ask children to guess what these words relate to (*computers*).
- Ask *Who likes sending emails?* Find out which children have an email address (if any).

1 Look at the email. What is it about?

- Point to the email screen in Exercise 2. Establish that there are two emails and ask who they are from (*Lucy and Kate*).
- Explain that the first email came from Kate, and this is the lower one. When Lucy replied, her email appeared above Kate's.
- Ask children to read silently. Answer any questions they may have, then ask two children to read out the emails.
- Ask comprehension questions to find out what the emails are about.

2 Listen and read. 85

- Tell children they are going to read and hear the description of an email followed by an email exchange between two friends.
- Play the recording all the way through. Children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the texts are about, and answer any questions they have.
- Ask comprehension questions, e.g. *What do you use a mouse for? What do you use a keyboard for? How do you check your spelling? What can you attach to an email? What is Kate's email about? What is Lucy's reply to her?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

- Ask children to read the list and find and underline the new words in the text.

- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Write the following words on the board in this order:
click on Send (6)
spellchecker (4 / 5)
type the message (3)
attach a photo (4 / 5)
type the email address (1)
click on Subject (2)
- Establish that these are stages of writing an email but that they are in the wrong order.
- In pairs, children put the stages in the correct order.

4 Read again and match.

- Ask children to read the sentences silently. Explain that they have to match the sentences with the pictures.
- Let children complete the exercise, then check answers.

ANSWERS

1 b 2 d 3 a 4 c 5 e

Further practice

Workbook page 77

Language practice worksheet, Unit 10 Teacher's Resource Centre

Student Website • Unit 10 • Words in context

Student Website • Unit 10 • Listen at home • Track 40 (Words 2)

Online Practice • Unit 10 • Reading

Skills Time!

Skills development

Listening: identify what children use a computer for
 Speaking: ask and answer questions about what you use a computer for
 Writing: parts of speech: subject, object, verb

Language

Recycled: vocabulary and structures seen previously
 Extra: *dining room, character, fast, drawings*

Materials

CD 86; Computers flashcards 91–99; Fluency DVD Unit 10 (optional)

Warmer

- Play *Guess the word* (see page 25) with the Lesson 5 words.

Lead-in

- Ask children to tell you what they use their computers for.
- Elicit as many examples as possible and write them on the board (*homework, emails, surfing the Internet, computer games, sending photos, etc.*).

1 Listen and number. 86

- Tell the class they are going to hear a recording of three children talking about how and why they use computers.
- Play the recording the whole way through.
- Play the recording again, pausing after each dialogue for children to number the pictures as they hear them.

Transcript

(See *Teacher's Book* page 140.)

ANSWERS

a 3 b 2 c 1

2 Listen again and write R (Rita), D (Dan) or B (Beth).

- Ask children to look at the exercise and tell you what they have to do.
- Play the recording again, pausing after each dialogue for children to read the sentence and write *R, D, or B*.

ANSWERS

1 B 2 R 3 D 4 B 5 R 6 D

Culture note: Instant messaging

British children love using their computers. Instant messaging is very popular because it is quicker than sending an email. You can type messages to your friends (chat) online and receive a reply instantly. You can also chat to more than one friend at the same time.

Optional activity

- Children watch Fluency DVD Unit 10, speaking section.

The worksheet contains the following sections:

- Listening:**
 - 1 Listen and number. (Three computer monitors labeled a, b, c are shown.)
 - 2 Listen again and write R (Rita), D (Dan) or B (Beth).
 - 1 can type very well.
 - 2 makes photo albums and sends emails.
 - 3 plays computer games on the Internet.
 - 4 uses the Internet to help do homework.
 - 5 R has a computer in the dining room.
 - 6 cannot play computer games every day.
- Speaking:**
 - 3 Ask and answer. How often do you ... on the computer?
 - 1 do homework
 - 2 listen to music
 - 3 send emails
 - 4 play games
 - 5 watch DVDs
 - 6 search the Internet
 A speech bubble says: "How often do you do your homework on the computer?" with the answer "Once a week."
- Writing preparation:**
 - 4 Look at the sentences. Write S (subject), V (verb) and O (object).
 - 1 Beth types her homework. (S V O)
 - 2 Rita makes photo albums. (S V O)
 - 3 Dan is playing computer games. (S V O)

3 Ask and answer. How often do you ... on the computer?

- Explain that children are going to ask each other questions about computers. Ask two children to read the speech bubbles to the class.
- In pairs, children take turns to ask questions about how they use computers.
- Ask a few pairs to demonstrate in front of the class.

4 Look at the sentences. Write S (subject), V (verb) and O (object).

- Read the rules and check understanding. Write the example on the board and go through it with the class.
- If necessary do one or two more examples with the class.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 Beth (S) types (V) her homework (O).
- 2 Rita (S) makes (V) photo albums (O).
- 3 Dan (S) is playing (V) computer games (O).

Optional activity

- To round off the unit, ask children to look back through the unit and find pictures of these words: *nurse, envelope, mouse, curtains, printer, cupboard.*
- Tell them to make a note of the page number and give them one minute to do the task.

Further practice

Workbook pages 78–79 (children write about how they use computers)

Fluency DVD • Skills Time! Speaking • Unit 10

Unit 10 test, Teacher's Resource Centre

Online Practice • Unit 10 • Listening, Speaking and Writing

Lesson One CB page 86

Words

Learning outcomes

- To identify words for places
- To understand a short story

Language

Core: *town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave*

Extra: *guest*

Materials

CD 87–88; *Computers* flashcards 91–99; *Places* flashcards 100–109; Values 4 poster and Values 4 worksheets, Teacher's Resource Centre (optional)

Warmer

- Play *Musical cards* (see page 24) with the *Computers* flashcards to revise the words from the previous unit.

Lead-in

- Tell children they are going to learn some new words for places. Use the *Places* flashcards 100–109 to introduce the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- If possible, ask children to give the names for some of the places, e.g. *London* for a capital city, *the Atlantic* for an ocean, a local town or village, etc.

1 Listen, point and repeat. 87

- Ask children to open their Class Books and look at the pictures 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.
- Ask individual children to say the words for the class.

Transcript

town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave

2 Listen and read. 88

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Where are the children? Who do you think the man is? Where has he been? What is he talking about?* Encourage predictions about the story.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *What is the man's name? Has he been to space? Has he climbed a volcano? What is he showing the children?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*town, ocean, volcano*).

11 Have you ever been ... ?

Lesson One Words

1 Listen, point and repeat. 87


town


ocean


volcano


village


oasis


rainforest


capital city


desert


island


cave

2 Listen and read. 88

1



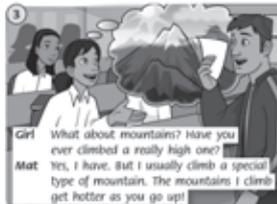
Teacher Today, we have a special guest. This is Mat Jones and he lives in our town, but he has been somewhere very exciting. Let's see if you can guess where. Who wants to ask the first question?

2



Max Have you ever been to space?
Mat No, I've never been to space.
Amy Have you been to the bottom of the ocean?
Mat No, I haven't.

3



Girl What about mountains? Have you ever climbed a really high one?
Mat Yes, I have. But I usually climb a special type of mountain. The mountains I climb get hotter as you go up!

4



Max I know! Have you climbed a volcano?
Mat Yes, I have. Correct! It's dangerous, so I have to be very careful. Here is a photo at the top of the volcano.

86 Unit 11 Places

Optional activity: Values 4

- Ask children what the man says about climbing a volcano (*It's dangerous*). Tell children that it's important to be careful and to keep safe when outside.
- Look at the Values 4 poster and the Values worksheets. See Teacher's Resource Centre and the notes on Teacher's Book page 156.

Culture note: Outdoor activities in Britain

Rock climbing and mountain climbing have been popular activities in Great Britain for over 150 years.

Every year, thousands of British children go on school trips to activity centres where they learn these activities. In some centres they also do sailing, canoeing, and mountain biking.

The children usually stay in a hostel with their teachers and instructors. The boys and girls sleep in different dormitories but they have meals and do activities together. In the evening they can watch TV, play games, or listen to music.

The most popular mountain ranges where people climb are the Peak District in England, Snowdonia in Wales, and the Cairngorms in Scotland.

Further practice

Workbook page 80

Values 4 worksheets, Teacher's Resource Centre

Student Website • Unit 11 • Words

Student Website • Listen at home • Track 43 (Words 1)

Online Practice • Unit 11 • Words

Grammar 1

Learning outcomes

- To learn the present perfect with *ever*
- To ask and answer present perfect questions with *ever*
- To act out a story

Language

Core: *Has he ever been to a desert? No, he hasn't. Has he ever climbed a volcano? Yes, he has.*

Materials

CD 88; Places flashcards 100–109; Cut and make 4, Teacher's Resource Centre (optional)

Warmer

- Play *Slow reveal* (see page 19) with the *Places* flashcards.

Lead-in

- With Class Books closed, ask children to remember who was in the story in the previous lesson.
- Ask questions about the story, e.g. *Who came to the class? Where has he been? What did he show the children?*

1 Listen to the story again and repeat. Act. 88

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Teacher, Mat, Max, Amy, and Girl.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus children's attention on the picture and the example questions in the grammar boxes. Ask children to identify the present perfect tense in each sentence.
- Ask two children to say the speech bubbles to the class.
- Read the rule aloud to the class. Give children a minute to study the rule and the regular and irregular past participles.
- Ask children to think of their own sentences using *Have you ever...?* Write correct sentences on the board for the class to repeat in chorus.

3 Write.

- Look at the example with children. Check that they understand they have to write questions for each picture using the words in the word pool.
- Let children do the exercise, then check answers.

ANSWERS

- Have you ever been to a desert?
- Have you ever been to space?
- Have you ever been to an oasis?
- Have you ever been to / climbed some mountains?

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.
2 Read and learn.

Present perfect: ever

Has he ever been to a desert?
No, he hasn't.
Has he ever climbed a volcano?
Yes, he has.

Have you ever been to space?
No, I haven't.

Use *Have you ever ... ?* to mean *in your life up to now.* go - been (pp)

3 Write. some mountains a desert an oasis space

1

Have you ever been to a desert?
Yes, I have.

2

Have you ever been to space?
Yes, I have.

3

No, I haven't.

4

No, I haven't.

4 **Speaking** Ask and answer with your friends.

a rainforest a desert the ocean an airport
space a cave some mountains a volcano

Have you ever been to ... ?
Yes, I have. / No, I haven't.

© Complete Grammar Time Exercise 1 on page 128 of Workbook 8
Present perfect: ever Unit 11 87

4 Ask and answer with your friends.

- Go through the words in the word pool with the class.
- Ask two children to read the speech bubbles to the class choosing an example from the word pool.
- Check understanding, then let children do the exercise in pairs.
- Ask some pairs to ask and answer for the class.

Optional activity

- Put the *Places* flashcards around the class.
- Point to a flashcard and ask a question, e.g. *Have you ever been to a capital city?* Elicit short answers.
- Ask children to work in pairs. Children look at the flashcards and ask and answer questions.
- Ask a child to stand up and point to a flashcard and then ask another child a question. That child in turn stands up and points to a flashcard and asks another child.
- Continue until all the words have been practised.

Optional activity

- Do Cut and Make 4, Teacher's Resource Centre. For instructions see Teacher's Book page 160.)

NOTE: Now go to Workbook page 128 for children to practise the grammar structure before doing Workbook page 81.

Further practice

- Grammar Time, Workbook page 128
- Workbook page 81
- Cut and Make 4, Teacher's Resource Centre
- Student Website • Unit 11 • Grammar 1
- Online Practice • Unit 11 • Grammar 1

Lesson Three CB page 88

Grammar 2 and Song

Learning outcomes

- To learn the present perfect with *never*
- To use the present perfect with *never* in the context of a song

Language

- Core: *I've never seen a volcano. She's never been to the bottom of the ocean. We've never fallen in the mountains.*
- Extra: *gorilla, maybe, chance*

Materials

CD  89; Places flashcards 100–109

Warmer

- Play *Quick flash* (see page 23) to revise the Lesson 1 words.

Lead-in

- Hand out the *Places* flashcards (except *oasis, town, and village*) to the class.
- Hold up the *oasis* flashcard. Say *I've never been to an oasis*.
- Ask a child to hold up his / her flashcard and say a sentence using *never*, e.g. *I've never been to a capital city*. It doesn't matter whether the sentence is true or not.
- Repeat with different children around the class.

1 Read and learn.

- Focus on the grammar box and ask children to identify examples of present perfect sentences with *never*.
- Read the rules and the examples to the class.
- Give children a minute to study the rule silently, then ask children to say new sentences with the verbs *see, go, fall, do, make*, etc. Write correct sentences on the board for children to repeat in chorus.

2 Choose a person. Ask and answer.

- Point to the table. Go through the phrases in the left column with the class.
- Ask two children to read the speech bubbles to the class.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

3 Now write sentences about what the people have never done.

- Tell children to write sentences about the people based on the questions and answers they asked each other in Exercise 2.
- Let children complete the exercise, then check answers.

Optional activity

- Ask children to work in pairs. They write two sentences about themselves using the present perfect. One must be true and one must be false.
- Children take turns to read their sentences to their partner. If their partner thinks they are telling the truth they call out *True!* If they don't, they call out *False!*

Lesson Three Grammar 2 and Song

1 Read and learn.

Present perfect: never

I've never seen a volcano.
She's never been to the bottom of the ocean.
We've never fallen in the mountains.

Use never to talk about things you have not done in your life up to now.

see – seen (pp)
go – been (pp)
fall – fallen (pp)

2 Speaking Choose a person. Ask and answer.

	 Dave	 Alice	 Dom	 Libby
climbed a mountain	✓	✓	✗	✓
been to space	✓	✗	✓	✓
been to a desert	✓	✓	✓	✗
seen gorillas in a rainforest	✗	✗	✓	✓

This person has climbed a mountain and been to the desert, but has never been to space or seen gorillas in a rainforest. It's Alice!

3 Now write sentences about what the people have and have never done.

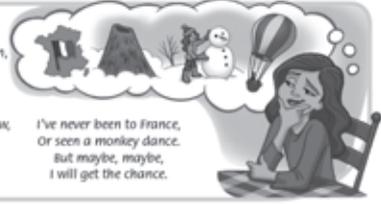
4 Listen and sing. 

One day soon

I've never been to the moon,
Or been in a balloon.
But maybe, maybe,
I will one day soon.

I've never played in the snow,
Or seen a volcano.
But maybe, maybe,
One day I will go.

I've never been to France,
Or seen a monkey dance.
But maybe, maybe,
I will get the chance.



88 Unit 11 Present perfect: never Complete Grammar Time Exercise 2 on page 129 of Workbook 4.

4 Listen and sing. 89

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the song all the way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

Optional activity

- Sing the song again. Children stand up every time they sing a line containing the present perfect, and sit down for any lines that don't.

NOTE: Now go to Workbook page 129 for children to practise the grammar structure before doing Workbook page 82.

Further practice

Grammar Time, Workbook page 129

Workbook page 82

Student Website • Unit 11 • Grammar 2 and Song

Student Website • Listen at home • Track 45 (Song)

Online Practice • Unit 11 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn that words spelt with *ea* and *e* sound the same (/e/)
- To identify these spellings in three texts
- To match this sound to specific words

Language

Core: *feather, bread, head, heavy, spend, tent, present, help*

Materials

CD 84, 90–91; Phonics cards 32–33 (hurt, circle);
Phonics cards 34–35 (feather, spend)

Warmer 84

- Hold up phonics cards 32 and 33 (*hurt* and *circle*) from the previous phonics lesson, covering the words with your hand, and eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*ur* and *ir*).
- Ask children to remember other words with the letters *ur* and *ir*. Write them on the board.
- Play the recordings for the texts from Class Book page 83 to revise the words with *ur* and *ir*.

Lead-in

- Hold up the phonics cards for *feather* and *spend* and elicit the words. Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *ea* and *e* appear in the middle of the word, they have the same sound.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

1 Listen, point and repeat. 90

- 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.
- 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 for children to point and repeat again. Repeat as necessary.

Transcript

feather, bread, head, heavy, spend, tent, present, help

2 Listen and read. 91

- Point to the pictures. Ask *What is the boy wearing in picture 1? What are the girls carrying in picture 2? What is the boy buying in picture 3?*
- Tell children they are going to hear three short texts.
- Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*feather, head, bread, tent, present*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 90

feather
bread
head
heavy

spend
tent
present
help

2 Listen and read. 91

1 Look! I've got red feathers on my head.

2 Look at all this bread! It's very heavy. Help me put it in the tent.

3 I'm going to spend my coins at the shop. I'm going to buy a present for Fred.

3 Read again. Circle the words with *ea* and underline the words with *e*.

4 Match and write.

1 bread
2 present
3 egg
4 heavy
5 feather
6 head

ea
e

ea and e spellings Unit 11 89

3 Read again. Circle the words with *ea* and underline the words with *e*.

- Focus attention on the words *feather* and *spend* in Exercise 1 and ask children to find the words in the texts.
- Ask children to find and circle all the words with *ea* and underline the words with *e*.

ANSWERS

ea: feathers, head, bread, heavy
e: red, help, tent, spend, present, Fred

4 Match and write.

- Point to the picture of the loaf of bread and the example. Say *bread* and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

1 bread 2 present 3 spend 4 heavy 5 feather
6 head

Optional activity

- Divide the class into four groups. Tell children you are going to dictate six words with the sound /e/.
- Read the list of words in turn, pausing for a moment between each word as children write (*yellow, ten, dress, breakfast, twelve, belt*).
- Ask *Which word is spelt with 'ea'?* (*breakfast*).
- Go through the correct spellings with the class.

Further practice

Workbook page 82

Student Website • Unit 11 • Phonics and Spelling

Student Website • Listen at home • Track 46 (Phonics)

Online Practice • Unit 11 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand an account about an expedition; identify words and their meanings in a text; check the meanings of words in a dictionary; number sentences in the correct order

Language

Core: *location, height, oxygen, expedition, summit, equipment, frozen, melt*

Recycled: vocabulary and structures seen previously

Extra: *hidden, rocky, desert, capital city, explorer, wonder (n)*

Materials

CD 89, 92

Warmer 89

- Sing *One day soon* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Ask the class if they can name any famous people who have gone on difficult journeys. Explain that a difficult journey to a place which is hard to get to is called an expedition.
- If possible, bring in some photos from the Internet or from magazines of famous explorers that the children might know (Christopher Columbus, Ferdinand Magellan, Marco Polo, etc). Tell the children that these people were explorers.
- Elicit information about the explorers from the class and write notes on the board, e.g. *Marco Polo was from Italy. He was the first European man to visit China.*

1 Look at the photographs. What are the men doing?

- Point to the photographs and ask the children who they think the people are and what they are doing.
- Ask the children what they think the people are famous for. See if children can guess that all of these people have climbed Mount Everest.

2 Listen and read. 92

- 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. *How did Mount Everest get its name? Who were the first people to climb Mount Everest? Why did some of the climbers give up?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Children read the list and underline the words in the text.
- Encourage children to guess the meanings of the words by looking at the surrounding text. The context should help them discover what the word means.

Skills Time!

Lesson Five

Reading

1 Look at the photographs. What are the men doing? 2 Listen and read. 92

Everest Expeditions

Mount Everest is the highest mountain in the world. It is named after George Everest, the first person to record its location and height.

The first people to climb to the top of Mount Everest were Sir Edmund Hillary and Tenzing Norgay.

Tenzing was a mountain climber from Nepal and Hillary was an explorer from New Zealand. They were part of a large expedition including 362 porters and 20 guides.

The expedition started in March 1953. It took the team many weeks to get close to the top of the mountain. Some of the climbers had to give up when their equipment didn't work and they couldn't get enough oxygen, but Hillary and Tenzing continued the expedition.

There was heavy snow and freezing winds, but by 28th May, Hillary and Tenzing were near the summit. They slept in a tent that night.

The next morning, Hillary's boots were frozen solid outside the tent! It took two hours to melt the ice and get the boots warm. Hillary and Tenzing climbed the last part of the mountain. They used ice axes to pull themselves up the icy rocks. On 29th May, they reached the summit. They stood on the highest point on Earth. Then Hillary took some photos and they buried some chocolates in the snow for future climbers. They only stayed at the top of Everest for about 15 minutes, because it was difficult to breathe. There isn't much oxygen at 8,848m!

Since then, many people have climbed Mount Everest. The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. The youngest person was Jordan Romero, from the USA. He was 13.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

location height oxygen expedition summit equipment frozen melt

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

a Hillary and Tenzing slept in a tent near the summit.

b A large expedition team started to climb Everest.

c Hillary and Tenzing buried chocolates in the snow.

d Hillary and Tenzing climbed the last part of the mountain.

e Some of the climbers gave up.

90 Unit 11 Words in context Everest Expeditions Reading an account

- Children look up the words in the Workbook 4 Dictionary to check whether their guesses were correct or find meanings for any words they don't know.

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

- Tell the children that the sentences are in the wrong order. Read out the first sentence (b) and explain that this is the first sentence, because it is the first event in the text. Tell the children to write a number 1 in the box next to this sentence.
- Tell children to look at the text and number the remaining sentences in the correct order.
- Invite children to read out the sentences in the correct order. As an extension, you can ask the children to use their sentences to describe Hillary and Tenzing's expedition, adding more information from the text.

ANSWERS

1 b 2 e 3 a 4 d 5 c

Optional activity

- Ask children to work in pairs and think of one question to ask about the text. Move around the class as the children work together and help if necessary.
- Write the questions on the board, but don't write the same question twice.
- When you have written all the questions on the board, ask children to write the answers in their notebooks.
- Go through the answers with the class.

Further practice

Workbook page 83

Language practice worksheet, Teacher's Resource Centre

Student Website • Unit 11 • Words in context

Student Website • Listen at home • Track 44 (Words 2)

Online Practice • Unit 11 • Reading

Lesson Six CB page 91

Skills Time!

Skills development

Listening: identify details about Hillary and Tenzing's expedition

Speaking: interview Edmund Hillary or Norgay Tenzing

Writing: topic sentences and paragraphs; write a blog entry (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *backpacks, equipment, ice axes*

Materials

CD 93; Fluency DVD Unit 11 (optional)

Warmer

- Write the list of words from Exercise 3 in the previous lesson on the board.
- Ask children to make up sentences using the words, e.g. *There isn't much oxygen at the summit of Mount Everest.* The sentences don't have to be factual sentences about the text in the previous lesson, but they must be grammatically correct.
- Tell the class that the child who can use the most words from the list in one sentence is the winner.

Lead-in

- Divide the class into two teams. Write *Everest Expeditions* on the board.
- Ask children what words they remember from the factual account in Lesson 5. Write their answers on the board.
- Gradually ask the children to build up an account of Hillary and Tenzing's expedition using the words on the board.

1 Listen and number. 93

- Tell children that they are going to hear a recording describing Hillary and Tenzing's expedition. They will need to listen and number the pictures in the correct order.
- Point to each of the pictures and ask the children to say what they can see and what they think is happening in each one. Pre-teach the words *backpack* and *ice axe* using the pictures, or by drawing simple pictures on the board.
- Play the first item on the recording for the children to listen and point to the correct picture (Hillary and Tenzing carrying their backpacks). Point out the example number 1.
- Play the whole recording, pausing for children to number.

Transcript

(See *Teacher's Book* page 140.)

ANSWERS

3, 1, 4, 2

2 Listen again and circle. 93

- Explain that children should listen to the recording and circle the correct options to complete the sentences.

Listening

1 Listen and number. 93

2 Listen again and circle.

1 Hillary and Tenzing's backpacks weighed **35** / 40 kilos.

2 Sometimes the men had to climb walls of **snow** / ice.

3 Tenzing didn't know how to use **an axe** / a camera.

4 Hillary's friend brought **snow** / soup up the mountain for Hillary and Tenzing.

Speaking

3 Interview Edmund Hillary or Tenzing Norgay.

1 How many men took part in the expedition? 2 What did you eat?

3 What was the weather like? 4 Where did you sleep?

How many men took part in the expedition? 382 men ...

Writing preparation

The first sentence of each paragraph tells you what the rest of the paragraph is about. It is called a topic sentence.

Mount Everest is the highest mountain in the world. It is named after George Everest. He was the first person to record the location and height of the mountain.

4 Read the topic sentences and match them to the correct paragraph.

1 The expedition started in March 1953.

2 Since then, many people have climbed Mount Everest.

The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. ...

It took the team many weeks to get close to the top of the mountain. ...

Complete the writing tasks on pages 84–85 of the Workbook.

Listening, speaking, writing Unit 11 91

- Play the recording again, pausing for children to circle.
- Ask children to read out the completed sentences.

ANSWERS

1 14 2 ice 3 a camera 4 soup

Optional activity

- Children watch Fluency DVD Unit 11 speaking section.
Note: The DVD contains a different topic (Polar Explorers) to practise the structure.

3 Interview Edmund Hillary or Tenzing Norgay.

- Ask individuals to read the four questions for the class.
- Ask a pair of children to read out the example exchange, giving the correct answer.
- In pairs, children take turns to pretend to be Edmund Hillary or Tenzing Norgay and to interview each other.

4 Read the topic sentences and match them to the correct paragraph.

- Read the description of topic sentences and check that children understand. Look at the text and ask how many paragraphs there are.
- Turn to *Everest Expeditions* on page 90 and ask children to identify the topic sentence in each paragraph.
- Ask children to read the topic sentences and choose which paragraph they belong to.

ANSWERS

1 It took the team many weeks
2 The oldest person to reach the top

Further practice

Workbook pages 84–85 (children write a diary entry)

Fluency DVD • Skills Time! Speaking • Unit 11

Unit 11 test, Teacher's Resource Centre

Online Practice • Unit 11 • Listening, Speaking and Writing

Lesson One CB page 92

Words

Learning outcomes

To identify words for illness

To understand a short story

Language

Core: *a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine*

Materials

CD 94–95; Illness flashcards 110–118

Warmer

- Play *Simon says* ... (see page 23) to revise parts of the body. Use phrases like *Point to your knee, Tap your head*.

Lead-in

- Tell children they are going to learn some new words for talking about illness. Use the *Illness* flashcards 110–118 to elicit the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 94

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine

2 Listen and read. 95

- Focus attention on the story and ask questions about each frame, e.g. *What are they doing? What is Mum giving Max? Where are the cakes? Why is Mum angry?* Encourage predictions about the story.
- Play the recording. Children follow in their books.
- Ask comprehension questions, e.g. *Why hasn't Max eaten his dinner? What has Mum made to eat later? Who has eaten the cakes? What does Mum say Max can't do now?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*a stomach ache, a headache, feel sick*).

12 What's the matter?

Lesson One Words

1 Listen, point and repeat. 94

a headache

feel sick

feel dizzy

a cold

a cough

an earache

a stomach ache

a sore throat

take medicine

2 Listen and read. 95

1

Mum Max, what's the matter?
You haven't eaten your dinner!

Max Sorry, Mum. I've got a stomach ache and a headache. I feel sick.

2

Mum Oh dear. I think you're ill. You should drink some water and go to bed.

3

Mum There were lots of cakes before. Has anyone seen the others?

Max Oh, Sorry, Mum. I ate some.

Mum In fact, I ate quite a lot.

Mum But you shouldn't eat cakes when you've got a stomach ache!

4

Max I ate the cakes before I got a stomach ache.

Mum You couldn't eat your dinner, but you could eat all those cakes! So that's why you feel sick. Now you can't go to your friend's house this afternoon.

Max Sorry, Mum.

92 Unit 12 Illness

Optional activity

- Write these lines of dialogue on the board. With books closed, ask children to put them in the correct order:
I ate the cakes before I got a stomach ache. (6)
You should drink some water and go to bed. (4)
You haven't eaten your dinner. (1)
Sorry, Mum. (8)
I feel sick. (2)
Oh dear. I think you're ill. (3)
Now you can't go to your friend's house this afternoon. (7)
There were some cakes before. (5)
- Children check their answers on Class Book page 92.

Culture note: the NHS

The National Health Service (NHS) was set up in 1948 to provide free medical treatment for the people of Britain. Instead of paying for medical treatment directly or with insurance, all medical treatment would now be paid for via taxation. Everyone was eligible for treatment, including foreigners living temporarily in Britain. The NHS still exists today.

Today British men and women live on average 10 years longer than they did in 1948. This means that there are now greater demands on the NHS than there were when it began.

Further practice

Workbook page 86

Student Website • Unit 12 • Words

Student Website • Unit 12 • Listen at home • Track 47 (Words 1)

Online Practice • Unit 12 • Words

Grammar 1

Learning outcomes

- To learn *should* and *shouldn't*
- To learn how to give advice when someone is ill
- To act out a story

Language

Core: *You should drink some water. You shouldn't eat lots of cakes.*

Materials

CD 95; Illness flashcards 110–118

Warmer

- Play *Teacher can't remember* (see page 23) to revise the words from the previous lesson and to energize the class.

Lead-in

- With Class Books closed, ask children to remember who was in the story in the previous lesson.
- Ask children what happened in the story. Ask *Who had a stomach ache? Could he / she eat dinner? What did he / she eat before dinner? What can't he do now?*
- Children check their answers on Class Book page 92.

1 Listen to the story again and repeat. Act. 95

- Play the recording, pausing for children to repeat.
- Divide the class into groups of two to play the parts of Mum and Max. If you wish, Dad and Holly can also act but they don't have speaking parts.
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus attention on the pictures and the example sentences. Ask children to identify *should* and *shouldn't* in each sentence. Point out that the form doesn't change.
- Read the rule to the class, then let children study it silently.
- Ask children to give you other pieces of advice using *should* and *shouldn't*. Write correct sentences on the board for children to repeat in chorus.

3 Write.

- Look at the picture and the example with children. Check that they understand they have to complete the sentences with *should* or *shouldn't*.
- Let children complete the exercise, then check answers.

ANSWERS

- Max should drink water.
- He shouldn't play outside.
- He should stay in bed.
- He shouldn't eat chocolates.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Should / shouldn't



You should drink some water.



You shouldn't eat lots of cakes.

Use *should* and *shouldn't* to say what is good and not good for you.

3 Write. should shouldn't

Max is ill. He's got a stomach ache.

- Max should drink water.
- He shouldn't play outside.
- He should stay in bed.
- He shouldn't eat chocolates.



4 **Speaking** Ask and answer.

a stomach ache a cold a sore throat an earache



1 I've got a stomach ache.



2 You should / shouldn't ...



3 You should / shouldn't ...



4 You should / shouldn't ...

Complete Grammar Time Exercise 1 on page 129 of Workbook 4. *should / shouldn't* Unit 12 93

4 Ask and answer.

- Go through the words in the word pool with the class.
- Ask two children to read the speech bubbles to the class giving advice based on the pictures.
- Check that children know they have to identify the illness and the advice using the pictures.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

Optional activity

- Write these phrases on the board:
take an aspirin
eat chocolates
take some medicine
eat more fruit
go to bed
drink some water
- Hand out the *Illness* flashcards (except *feel dizzy* and *take medicine*) to children.
- Children take turns to stand up and say *I've got (a headache) etc.*
- Choose a child to give advice using *should* or *shouldn't* and the phrases on the board.

NOTE: Now go to Workbook page 129 for children to practise the grammar structure before doing Workbook page 86.

Further practice

- Grammar Time, Workbook page 129
- Workbook page 86
- Student Website • Unit 12 • Grammar 1
- Online Practice • Unit 12 • Grammar 1

Lesson Three CB page 94

Grammar 2 and Song

Learning outcomes

- To learn *could* and *couldn't*
- To use *could* and *couldn't* in the context of a song

Language

Core: *Max couldn't eat his dinner. But he could eat lots of cakes.*

Materials

CD 96; Illness flashcards 110–118; paper and coloured pencils (optional)

Warmer

- Play *Miming flashcards* (see page 24) with Lesson 1 words.

Lead-in

- Say to the class *I can use a computer. I can swim.*
- Then say *When I was five I couldn't use a computer.* Write it on the board with a cross at the end.
- Then say *When I was five I could swim.* Write it on the board with a tick at the end.
- Say more sentences with *can* or *can't* and elicit the past equivalent from the class.
- Write the examples on the board in two columns.

1 Read and learn.

- Focus attention on the grammar box and ask them to identify examples of *could* and *couldn't*. Point out that the form doesn't change.
- Read the rule to the class. Give children a minute to study the rule silently.
- Ask them to give you more examples of things they could and couldn't do when they were five. Write correct sentences on the board for the class to repeat in chorus.

2 Write.

- Tell children to complete the sentences with *could*, *couldn't*, or *can*.
- Look at the example before children complete the exercise.
- Ask two children to read the dialogue to the class. Check the answers with the class as they read.

ANSWERS

1 Could 2 couldn't 3 can 4 can 5 Could
6 couldn't 7 could 8 can

Optional activity

- Assign the names *Sue* to one half of the class and *Mai* to the other half.
- Ask children to look at the dialogue in Exercise 2 again for one minute and remember who says what.
- Read out some lines and ask who says them, e.g. say, *Only one. But now I can speak two!* (*Mai*)

Lesson Three Grammar 2 and Song

1 Read and learn.

Could / couldn't

Max couldn't eat his dinner.
But he could eat lots of cakes.

Could and couldn't are the
past tense of can and can't.

2 Write. could couldn't can

Sue And this is me when I was four.

Mai ¹ *Could* you swim when you were four?

Sue No, I ² _____, but I ³ _____ now. And you?

Mai Yes, I ⁴ _____. I learnt to swim when I was two.

Sue ⁵ _____ you send emails when you were four?

Mai No, I ⁶ _____. But my brother showed me how to send emails last year.

Sue And how many languages ⁷ _____ you speak when you were four?

Mai Only one. But now I ⁸ _____ speak two!



3 Speaking Ask and answer. You can use some of these verbs.

read ride a bike use a phone write in English count to 100

What could you do when you were five years old? What couldn't you do?

When I was five, I could play all day but I couldn't read.

4 Listen and sing. 96

When I was a baby

When I was a baby, I could sleep and dream.
I could only drink milk and cry and scream.

When I was a baby, I couldn't talk,
I couldn't go to school and I couldn't walk.
But now that I am older, I can go to school.
I can read and play. Growing up is cool!



94 Unit 12 could / couldn't Complete Grammar Time Exercise 2 on page 129 of Workbook 6.

3 Ask and answer. You can use some of these verbs.

- Go through the words in the word pool with the class.
- Read the questions aloud to the class.
- Ask a child to read the speech bubble to the class. Elicit a second example.
- Check that children know that they can use the verbs in the word pool as well as others to make sentences.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

4 Listen and sing. 96

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the song all the way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

Optional activity

- Hand out pieces of paper and coloured pencils.
- Tell children that they are going to make a poster about what they could or couldn't do when they were four years old.
- Tell children to write four sentences and to draw pictures to illustrate the sentences.
- Collect the posters at the end and put them on display..

NOTE: Now go to Workbook page 129 for children to practise the grammar structure before doing Workbook page 88.

Further practice

Grammar Time, Workbook page 129

Workbook page 88

Student Website • Unit 12 • Grammar 2 and Song

Student Website • Unit 12 • Listen at home • Track 49 (Song)

Online Practice • Unit 12 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn that words ending in *le* and *al* sound the same (əɪ)
- To identify these spellings in two texts
- To match this sound to specific words

Language

Core: *candle, castle, table, people, sandal, animal, hospital, cereal*

Extra: *full of, vet, sick, get better*

Materials

CD 91, 97–98; Phonics cards 34–35 (feather, spend); Phonics cards 36–37 (candle, sandal); paper and coloured pencils (optional)

Warmer 91

- Hold up phonics cards 34 and 35 (*feather* and *spend*) from the previous phonics lesson, and elicit the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*ea* and *e*).
- Ask children to remember other words with the letters *ea* and *e*. Write them on the board.
- Play the recordings of the texts from Class Book page 89 to revise the words with *ea* and *e*.

Lead-in

- Hold up the phonics cards for *candle* and *sandal* one at a time and elicit the words. Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *le* and *al* appear at the end of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

1 Listen, point and repeat. 97

- 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.
- 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 for children to point and repeat again. Repeat as necessary.

Transcript

candle, castle, table, people, sandal, animal, hospital, cereal

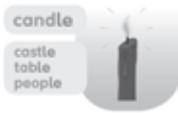
2 Listen and read. 98

- Point to the pictures. Ask *What can you see in picture 1? Where is the man in picture 2 taking his cat?*
- Tell children they are going to hear two short texts.
- Play the recording once all the way through.
- Play the recording again, pausing after each line for children to read and repeat.

Lesson Four Phonics and Spelling

1 Listen, point and repeat.

candle



castle
table
people

sandal



animal
hospital
cereal

2 Listen and read.

1



Many years ago, some people lived in castles. Look at the picture. Can you see a woman wearing a purple dress and sandals? On the table there is a bowl of apples and a basket full of cereals. There are lots of candles because there weren't any lights many years ago.

2



This hospital is for animals. Vets work here and many sick animals stay here to get better.

3 Read again. Circle the words ending in *le* and *al*.

4 Now write the circled words in the correct boxes.

le

people

al

le and al endings Unit 12 95

- Ask children to look at the pictures and circle the objects from Exercise 1 (*people, castle, sandal, table, cereal, candle, hospital, animal*).

Optional activity

- Hand out pieces of paper and coloured pencils.
- Tell children to make a poster about what life was like in a castle many years ago.
- Tell children to write two sentences about life in the castle and draw pictures. Remind them to use the past simple tense.
- Collect the posters at the end and put them on display..

3 Read again. Circle the words ending in *le* and *al*.

- Focus attention on the words *candle* and *sandal* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find all the words ending in *le* and *al*.
- Look at the example before the children do the exercise.

ANSWERS

le: *people, castles, purple, table, apples, candles*
al: *sandals, cereals, hospital, animals*

4 Now write the circled words in the correct boxes.

- Point to the two boxes. Ask children in which box you should write *people*. Elicit the *le* box.
- Let children complete the exercise, then check answers.

ANSWERS

1 le: *people, castles, purple, table, apples, candles*
2 al: *sandals, cereals, hospital, animals*

Further practice

Workbook page 88

Student Website • Unit 12 • Phonics and Spelling

Student Website • Unit 12 • Listen at home • Track 50 (Phonics)

Online Practice • Unit 12 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand an information leaflet on how to stay healthy; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

Language

Core: *healthy, fit, energy, crisps, sugar, cabbage, calcium, sardine*

Recycled: vocabulary and structures seen previously

Extra: *tip (n), club, join, regular, fizzy drinks, fat (n), salt, vegetable, fruit, juice, contain, teaspoon*

Materials

CD 96, 99; paper and coloured pencils (optional)

Oxford iTools Digital classroom • Unit 12 • Skills Time!

Warmer 96

- Sing *When I was a baby* from Lesson 3.

Lead-in

- Write *Healthy diet* and *Unhealthy diet* on the board in two columns. Under each heading write *Lots of...*
- Ask the class to think of foods for each of these columns.
- Explain first the significance of *Lots of...*, e.g. that chocolate isn't unhealthy, but *lots of* chocolate probably is.

1 Look at the text and pictures below. Say three ways to stay healthy.

- Point to the photographs and ask children if the photographs are of healthy or unhealthy food (*healthy*).
- Ask children to read the texts quickly and find out three ways of staying healthy. Make sure they understand that you want them to skim read the text, focusing especially on the headings, for general information and not to worry about words they don't know.
- Go through the answers with the class.

2 Listen and read. 99

- Tell children they are going to read a description of how to stay healthy. Play the recording. Children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the text is about. Answer any questions they have.
- Ask comprehension questions, e.g. *What sports can you do to stay fit? What foods contain lots of sugar? What should you eat with every meal? What do you need calcium for?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

- Ask children to read the list and find the new words in the text. Encourage children to guess their meanings by looking at the surrounding text.

Skills Time!
Lesson Five

Reading

1 Look at the text and pictures below. Say three ways to stay healthy.

2 Listen and read. 99

How to stay healthy
We all want to be fit and healthy, so here are some tips to help.

Take lots of exercise
Watching TV or playing computer games won't make you fit, but playing sports will. You can join a club or play with your friends in a park. If you don't like team sports, you can walk to school, go swimming or try skating instead. Regular exercise makes you feel stronger and gives you more energy.

Drink lots of water and milk
Water or juices are better for you than fizzy drinks because fizzy drinks contain lots of sugar. Eating a lot of sugar is bad for your teeth. One can of cola contains about nine teaspoons of sugar! Milk is good because it contains lots of calcium. You need calcium to help your 206 bones to grow and keep your teeth strong. There is this much calcium in a serving of ...

Eat a healthy diet
Sweets, chocolate and crisps are fun to eat sometimes, but it is not good to eat them every day. These foods contain too much sugar, fat or salt. Make sure you eat vegetables, such as cabbage, with every meal, and plenty of fruit, too. Fruit and vegetables help you stay healthy and grow strong.

a glass of milk
 two sardines
 cabbage
 cheese
 yogurt
 beans

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

healthy fit energy crisps sugar cabbage calcium sardine

4 Read again and complete the sentences.

1 Walking and skating are types of exercise. 2 You should eat _____ with your meal.

3 There is a lot of _____ in fizzy drinks. 4 _____ has got a lot of calcium.

5 Vegetables help you to stay your strong. 6 Calcium keeps your _____ strong.

96 Unit 12 Words in context: How to stay healthy Reading: an information leaflet

- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the answers with the class.

4 Read again and complete the sentences.

- Ask children to read the sentences silently. Explain that they have to complete them with the correct word.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 exercise 2 vegetables / fruit 3 sugar 4 Milk
5 healthy 6 bones

Culture note: Farmers' markets

In the past, farmers' markets were the traditional place to buy and sell food, but with the growth of supermarkets since the 1960s, they gradually became less popular. Today, however, people are visiting farmers' markets more, and there are now hundreds in the UK once again. One reason farmers' markets are popular today is because the products have low 'food-miles', i.e. they haven't been transported around the world by lorries and aircraft producing lots of greenhouse gases. Farmers and producers sell their own products directly to the public. This means the food is always locally produced, often organic, and always fresh.

Further practice

- Workbook page 89
- Language practice worksheet, Unit 12 Teacher's Resource Centre
- Student Website • Unit 12 • Words in context
- Student Website • Unit 12 • Listen at home • Track 48 (Words 2)
- Online Practice • Unit 12 • Reading

Skills Time!

Skills development

- Listening: identify details about children's healthy lifestyles
- Speaking: describe what you do to be healthy
- Writing: connect sentences using *because* and *so*

Language

Recycled: vocabulary and structures seen previously

Materials

CD 100; Illness flashcards 110–118; Fluency DVD Unit 12 (optional)

Oxford iTools Digital classroom • Unit 12 • Skills Time!

Warmer

- Divide the class into three teams. Write the headings of the three texts from page 96 on the board and allocate each team a heading.
- Write the new words from the lesson on the board. Tell children they have to write sentences using the new words under each heading. They should use each word once.
- Ask children to say their sentences out loud. Write correct sentences on the board.

Lead-in

- Point to the pictures of the four children. Ask the class what they are doing in each picture.
- Find out which children in the class do the same things, e.g. *drink milk, eat salad, walk to school, drink water with lunch.*

1 Listen and number. 100

- Tell the class they are going to hear a recording of four children talking about their healthy lifestyles.
- Play the recording the whole way through.
- Play the recording again, pausing after each dialogue for children to number the pictures as they hear them.

Transcript

(See Teacher's Book pages 140.)

ANSWERS

a 2 b 4 c 1 d 3

2 Listen again and write T (true) or F (false).

- Explain that the class have to listen and decide whether the sentence is true or not. They then have to write *T* (true) or *F* (false).
- Play the recording again, pausing after each dialogue for children to write *T* (true) or *F* (false).

ANSWERS

1 F 2 T 3 T 4 F

Optional activity

- Children watch Fluency DVD Unit 12, speaking section.

Lesson Six

Listening

1 Listen and number. 100

a b c d

2 Listen again and write T (true) or F (false).

1 Joe feels tired when he gets to school. ____ 2 Sarah is healthier now. ____

3 Ella doesn't like fizzy drinks. ____ 4 Pete never eats sweets. ____

Speaking

3 What do you do to be healthy? Ask and answer.

1 What exercise do you do? 2 What healthy food do you eat?

3 What do you drink? 4 How can you be more healthy?

What exercise do you do? I ride my bike and I go swimming ...

Writing preparation

We can use a conjunction to join two sentences. *Because* shows the reason for something.
Milk is good because it contains lots of calcium.
So shows the results of something.
We all want to be healthy, so here are some tips to help.
Use a comma before *so*.

4 Match the sentence halves.

1 I drink lots of milk. d a because it is good for you.

2 There is lots of salt in crisps. b so you shouldn't eat them every day.

3 You should eat lots of fruit. c so try doing some regularly.

4 Doing sport makes you feel strong. d because I want strong bones.

Complete the writing tasks on pages 90–91 of the Workbook.

Listening, speaking, writing Unit 12 97

Optional activity

- Write these sentences on the board:
You should eat lots of sweets and chocolate.
It isn't healthy to do lots of exercise.
Fizzy drinks are good for your teeth.
Water and fruit juice are good for strong bones.
It's unhealthy to have salad for lunch.
- Ask children to correct the sentences.

3 What do you do to be healthy? Ask and answer.

- Ask two children to read the speech bubbles to the class.
- Ask children to work in pairs, taking turns to ask questions about what they do to be healthy.

4 Match the sentence halves.

- Read the rules and check that children understand how to use *because* and *so*. Say *I'm tired because ...* and ask children to suggest a reason. Say *I'm hungry, so ...* for them to suggest what you should do.
- Repeat with different sentences until you are sure that children understand when to use *because* and *so*.
- Let children complete the exercise, then check answers.

ANSWERS

1 d 2 b 3 a 4 c

Further practice

Workbook pages 90–91 (children write an information leaflet)
Fluency DVD • Skills Time! Speaking • Unit 12
Writing skills worksheet, Units 10–12 Teacher's Resource Centre
Unit 12 test, Teacher's Resource Centre
Skills test 4, Teacher's Resource Centre
Online Practice • Unit 12 • Listening, Speaking and Writing

Everyday English CB page 98

Learning outcomes

To learn some useful language for describing accidents

Language

What's the matter?; hurt; Where did it happen?; I fell over in the playground.

Materials

CD 101–102; Fluency DVD Fluency Time! 4 (optional)

Warmer

- Tell the class they are going to learn some useful language for describing accidents. Ask the children what English words they know for parts of the body / injuries / accidents. Write their answers on the board under the headings *Parts of the body / Injuries / Accidents*.
- Teach the phrases *What's the matter?; (I) hurt (my leg); Where did it happen?; I fell over in the playground*. Describe an accident you have had using *I hurt ... and I fell over ...*. Ask children to tell you about an accident they've had / seen.

1 Listen, read and say. 101

- Focus on the pictures. Ask children to say where the people are (*in the school playground*) and who Tom and Anna are talking to (*their teacher*). Ask *What's the matter with Tom?* and elicit that he has hurt his leg.
- 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 with the words below. There are two extra words. 102

- Show the children the sentences and explain that they need to listen and complete the sentences with the words in the box. Make sure they understand that there are two words which they will not need to use.
- 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 and say which words were not used.

Transcript

(See Teacher's Book page 140.)

ANSWERS

1 arm 2 living room 3 garden 4 wash

Fluency Time! 4

Everyday English

1 Listen, read and say. 101



Teacher: What's the matter?
Anna: Tom fell over. He's hurt his leg.
Teacher: Where did it happen?

2 **Listening** Listen and complete the sentences with the words below. There are two extra words. 102

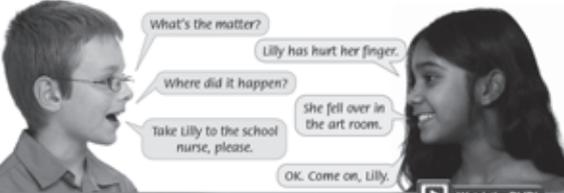
head living room arm see garden wash

1 Anna's hurt her arm. 2 Now she's in the _____.

3 She fell over in the _____.

3 Speaking Talk with your friend.

leg arm hand playground classroom sports field
finger foot art room computer room



What's the matter?
Lilly has hurt her finger.
Where did it happen?
She fell over in the art room.
Take Lilly to the school nurse, please.
OK. Come on, Lilly.

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 to make their own dialogue.
- Monitor children's performance and help if necessary. Invite some pairs to act out their dialogues.

Optional activity

- Ask three children to come to the front of the class. Tell one child to mime having an injury. The other two children watch the mime, guess the injury and play the roles of teacher and friend to act out a dialogue like the one in the story.
- Repeat with other groups of children so that everyone has a turn to speak.

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

Project CB page 99

Learning outcomes

- To make a room cube
- To talk about accidents

Language

What's the matter?; hurt; Where did it happen?; I fell over in the (bedroom); Why?; Because ...

Materials

CD Fluency DVD Fluency Time! 4 (optional); Fluency Project 4 (Teacher's Resource Centre) (one template for each child); completed room cube; coloured pencils, scissors and glue for each group

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on Class Book page 98. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 4 Everyday English. If you don't have time for the DVD, read the dialogue on Class Book page 98.
- Invite groups of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a room cube.

- See TB page 159 for instructions on how to make the cube.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a cube with different rooms and different injuries on each side*).
- Ask *What do you need to make the room cube?* to elicit *coloured pens, scissors, glue*.
- Hand out copies of the room cube template (see Fluency Project 4, Teacher's Resource Centre).
- If you like, the children can work in pairs or small groups to prepare one menu between them.
- Use the pictures and instructions to talk children through the process of making the room cube. Demonstrate with your own completed room cube and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What room is this? What's in the (bedroom)? What colour is the (sofa)? What happened in the (living room)?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw six small room scenes (with a small picture of the part of the body which they injured in each room in the corner of each picture) on a piece of paper. They can then throw a coin or small object (eraser / counter / pencil sharpener, etc) onto the piece of paper and talk about the room it lands on in Exercise 3.

3 Ask and answer with your friend.

- Focus on the photo. Tell children they are going to use their room cubes to act out dialogues in pairs.
- Ask two children to read out the example dialogue.
- The children act out dialogues in pairs, taking turns to roll their cubes and talk about the accident that happened in the room displayed on the top side of the cube.

Project

1 Look at the story again. Act.

2 Make a room cube.

1 Colour the pictures of the rooms and parts of the body. Cut out the cube.

2 Fold the cube and stick the tabs. Roll the cube and do the activity.

3 **Speaking** Ask and answer with your friend.

Why aren't you doing PE today?
Because I hurt my arm.

What happened?
I fell over yesterday.

Where did it happen?
At home. I fell over in the bedroom.

4 **Speaking** Tell the class what happened to your friend.

1 What happened?
2 When did it happen?
3 Where did it happen?

Julia hurt her knee on Monday. It happened at home. She fell over in the ...

Project: a room cube 99

- Children swap pairs to act out dialogues with new partners.
- Invite some pairs to act out their dialogues for the class.

4 Tell the class what happened to your friend.

- Invite children to tell the class what happened to their partner. They can read the questions to help them.

Optional activity

- The children can use their room cubes to play a game in pairs. They act out dialogues as in the example in Exercise 3, with the second child choosing a room in which their 'accident' happened. The first child then has three goes to roll the room cube and try to get the room mentioned in the dialogue. If they get the room within their three goes, they score a point. If they don't get the room within their three goes, they don't get a point. The children then swap roles and act out more dialogues. The winner is the first child to score three points.

Watch the DVD!

- Play Fluency DVD Fluency Time! 4 Everyday English again to review the language of the Fluency Time! 4 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 93). Play each DVD scene again for the children to complete the activities.

Review 4 CB pages 100–101, WB pages 94–95

Review pages answer key, TB page 142

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

Lesson One CB page 104

Words

Learning outcomes

- To identify words for making smoothies
- To understand a short story

Language

Core: *smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel*

Extra: *clean up*

Materials

CD  105–106; Making smoothies flashcards 119–128; Values 5 poster and Values 5 worksheets, Teacher's Resource Centre (optional)

Warmer

- Divide the class into eight groups. Assign each group an illness (don't include *take medicine*) from Unit 12.
- Play *Do it!* (see page 25) to revise the illness words.

Lead-in

- Draw a tall glass full of liquid on the board and elicit the word *smoothie* or model where necessary.
- Tell children they are going to learn some new words for talking about making smoothies. Use the *Making smoothies* flashcards 119–128 to elicit the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat.  105

- Play the first part of the recording for children to listen and point to the pictures in the Class Books.
- Play the second part for children to repeat in chorus.
- Ask individual children to say the words for the class.

Transcript

smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel

2 Listen and read.  106

- Focus attention on the story. Ask questions about each frame of the story. Ask *What are they doing? What is Mum giving Amy? What is Leo pointing to? Why are the children laughing?* Encourage predictions about the story.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *What does Mum ask the children to do? What ingredients do they use? Who helps Amy chop the strawberries? What does Leo forget to do?*
- Play the recording a second time for children to follow.

13 Can you help me?

Lesson One Words

1 Listen, point and repeat.  105


smoothie


milk


fridge


pour


blender


strawberry


chop


lid


mango


peel

2 Listen and read.  106

1



Mum Can you help me make some fruit smoothies, please? Leo, please get some milk from the fridge and pour it in the blender. Then add a little sugar.

2



Mum Here are some strawberries. Chop them up please, Amy.
Holly I'll help her.
Mum Leo's got the blender. Holly, give them to Leo when you're finished.

3



Mum Here, Leo, ...
Leo I know, Mum! Now I turn on the blender. Ahh ...

4



Mum ... this is the lid which goes on the blender.
Leo Sorry, Mum, I'll clean it up.

104 Unit 13 Making smoothies

- Ask children to find the words from Exercise 1 that *don't* appear in the story (*mango, peel*).

Optional activity: Values 5

- Ask children to explain what is happening in frame 4 (*Leo is covered in smoothie because he forgot to put the lid on the blender*). Tell children that it is important to be safe in the home.
- Look at the Values 5 poster and the Values worksheets, Teacher's Resource Centre, and see notes on Teacher's Book page 157.

Culture note: Strawberries

Wild and woodland strawberries have grown in the British Isles since the Ice Age. They were probably first cultivated in Britain by the Romans. In the 14th century, poor children used to pick wild strawberries to sell to the rich. Today, they are one of Britain's most popular fruits and are in season between May and September.

Every year about 27,000 kilos of strawberries are eaten during the Wimbledon Tennis Championships, together with 7,000 litres of cream!

Further practice

Workbook page 96

Values 5 worksheets, Teacher's Resource Centre

Student Website • Unit 13 • Words

Student Website • Unit 13 • Listen at home • Track 51 (Words 1)

Online Practice • Unit 13 • Words

Grammar 1

Learning outcomes

- To learn object pronouns
- To learn how to use object pronouns in questions and sentences
- To act out a story

Language

Core: *Please help me! I'll help you / him / her. Pour it into the blender. Chop them up. They saw us.*

Materials

CD 106; Making smoothies flashcards 119–128

Warmer

- Play *What's missing?* (see page 23) with the class to revise the words from the previous lesson.

Lead-in

- With books closed, hold up the *Making smoothies* flashcards one by one and ask the class to call out when they see a word that isn't in the story (*mango, peel*).
- Ask questions about the story, e.g. *What did they make? What three ingredients did they use? What did Leo forget to do?*
- Tell children to open their Class Books on page 104 and look at the pictures.

1 Listen to the story again and repeat. Act. 106

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of three to play the parts of Mum, Holly, and Leo.
- As a class, decide on the actions for the story.
- Play the recording again for children to mime the actions.
- Let children practise acting out the story, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus on the picture and the example sentences. Ask a child to read the speech bubble to the class, and then write it on the board.
- Ask a child to circle the pronoun (*it*) in the sentence, and ask if this is the subject, the verb, or the object (*the object*).
- Ask another child to underline the subject in the sentence (*I*), and a third child to circle the verb (*I'll clean*).
- Tell the children that the object (*it*) here is a pronoun – an object pronoun. Ask them what *it* means in this sentence (*the mess*).
- Tell the class that an object pronoun can be used instead of the object itself to avoid repetition.
- Read the rule and the example aloud to the class.
- Go through each of the object pronouns in turn and ask children to give you more examples of sentences containing these words.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Object pronouns

I	Please help me!
You	I'll help you.
He	I can see him.
She	I'll help her.
It	Pour it in the blender.
They	Chop them up.
We	They saw us.

The object of a sentence can be replaced by a pronoun.
Can you get some milk from the fridge? Then pour it in the blender.

3 Read and circle.

- I can hear my brother, but I can't see him / her / it.
- I've got a problem. Please help her / you / me.
- Are you lost? I live here. I can show us / you / them the way.
- Is that your coat? Please put it / them / you in the cupboard.
- Please can you get the tomatoes out of the fridge and wash it / you / them?
- We want to make smoothies, Mum. Can you help us / you / them?

4 Write. me them her you

1 Look at me.
I've made a great smoothie!

2 You can go and play with _____ now.

3 Can I help _____, Dad?

4 Where's your sister? I can't find _____.

Complete Grammar Time Exercise 1 on page 130 of Workbook 6. Object pronouns Unit 13 105

Optional activity

- Write the object pronoun sentences from Exercise 2 in a list on the board. Rub out the object pronoun in each sentence except *Pour it into the blender*. With this sentence rub out the word *blender*.
- Point to the first sentence (*Please help me!*), point to a girl at the front of the class and say *Please help her*. Point to a boy and say *Please help him*.
- Tell children to make up new sentences by adding a different object pronoun (or a noun in the case of *Pour it into the _____*.)
- Children choose a sentence from the list and point to a girl or boy, then say their sentence.

3 Read and circle.

- Look at the example with children. Check that they understand they have to circle the correct object pronoun.

ANSWERS

1 him 2 me 3 you 4 it 5 them 6 us

4 Write.

- Look at the example with children. Explain that they should complete the sentences with the correct object pronoun from the word pool.

ANSWERS

1 me 2 them 3 you 4 her

NOTE: Now go to Workbook page 130 for children to practise the grammar structure before doing Workbook page 97.

Further practice

Grammar Time, Workbook page 130
 Workbook page 97
 Student Website • Unit 13 • Grammar
 Online Practice • Unit 13 • Grammar

Lesson Three CB page 106

Grammar 2 and Song

Learning outcomes

- To learn how to use relative pronouns
- To use relative pronouns in the context of a song

Language

Core: *This is the boy who didn't put the lid on. This is the smoothie which was in the blender.*

Extra: *drop, chase, floor*

Materials

CD  107; Making smoothies flashcards 119–128

Warmer

- Play *Flashcard circle* (see page 24).

Lead-in

- Hold up a book and put it on a child's desk. Pick up the book and ask. *Where was it?* Elicit *It was on the desk.*
- Hold up the book again and write on the board *This is the book. It was on the desk.*
- Rub out the full stop after *book* and *It*.
- Write *which* in the space and model the sentence.
- Ask a child to stand outside the class and then come back in. Say *Where was she?* Elicit *She was outside.*
- Point to the child and write on the board. *This is the girl. She was outside.*
- Repeat as before, but this time write *who* in the space.
- Make sure children understand that *who* is used for people and *which* for things.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of *who* and *which*.
- Read the rule to the class, then give children a minute to study the rule silently.

2 The story of a smoothie. Say what happens in the pictures.

- Point to the pictures and ask children what is happening in each one.
- Point to the first prompt and ask a child to read the speech bubble to the class.
- Point to the prompts in turn. Go through them with the class. Draw children's attention to the plural form of *banana* in item 5, which will need *these* not *this*. Also point out that they need to use the past simple tense.
- Let children do the exercise in pairs, then ask some of the pairs to say their sentences for the class.

3 Now write your sentences.

- Children write the sentences they practised in Exercise 2.
- Let children complete the exercise, then check answers.

Lesson Three Grammar 2 and Song

1 Read and learn.

Relative pronouns

This is the boy. He didn't put the lid on.
This is the boy who didn't put the lid on.
This is the smoothie. It was in the blender.
This is the smoothie which was in the blender.

Relative pronouns join two sentences together.
Use *who* for people.
Use *which* for things.

2 Speaking The story of a smoothie. Say what happens in the pictures. who which

1 boy / make / the smoothie	2 mum / buy / bananas and milk
3 supermarket / sell the bananas	4 ship / carry the bananas
5 bananas / grow on the trees	6 farmer / look after the trees








This is the boy who made the smoothie.

3 Now write your sentences.

4 Listen and sing.  107

This is the boy ...

This is the boy who dropped the milk,
Dropped the milk, dropped the milk.
This is the boy who dropped the milk,
On the floor.

This is the cat which drank the milk, ...
From the floor.

This is the dog which chased the cat, ...
Out the door.

And this is the dog which drank the milk,
From the floor.

106 Unit 13 Relative pronouns Complete Grammar Time Exercise 2 on page 130 of Workbook 4.

ANSWERS

- This is the boy who made the smoothie.
- This is the mother who bought the bananas and milk.
- This is the supermarket which sold the bananas.
- This is the ship which carried the bananas.
- These are the bananas which grew on the trees.
- This is the farmer who looked after the trees.

4 Listen and sing. 107

- Ask questions about the picture, e.g. *Who has dropped the milk? What is the dog doing? Where is the cat?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

Optional activity

- Write the first line of the song on the board.
- Ask children to change it into two sentences (*This is the boy. He dropped the milk.*).
- Do the same with the third, fifth, seventh, and eighth lines of the song.
- Write each new line on the board.
- Play the recording again and ask children to sing the new version of the song.

NOTE: Now go to Workbook page 130 for children to practise the grammar structure before doing Workbook page 98.

Further practice

Grammar Time, Workbook page 130

Workbook page 98

Student Website • Unit 13 • Grammar 2 and Song

Student Website • Unit 13 • Listen at home • Track 53 (Song)

Online Practice • Unit 13 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn that words ending with *el* and *il* sound the same (əɪ)
- To identify these sounds in two texts
- To match these sounds to specific words

Language

Core: *tunnel, camel, towel, travel, lentils, pencil, April, pupil*
 Extra: *sports kit, through*

Materials

CD 98, 108–109; Phonics cards 36–37 (candle, sandal);
 Phonics cards 38–39 (tunnel, lentils)

Warmer 98

- Hold up phonics cards 36 and 37 (*candle* and *sandal*) from the previous phonics lesson, covering the words with your hand, eliciting the words.
- Ask children what letters they learned in the previous phonics lesson (*le* and *al*).
- Ask children to remember other words with the letters *le* and *al*. Write them on the board.
- Play the recordings of the texts from Class Book page 95 to revise the words with *le* and *al*.

Lead-in

- Hold up the phonics cards for *tunnel* and *lentils* one at a time and elicit the words. Repeat several times until children are used to saying the words.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

1 Listen, point and repeat. 108

- 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.
- 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 for children to point and repeat again. Repeat as necessary.

Transcript

tunnel, camel, towel, travel, lentils, pencil, April, pupil

2 Listen and read. 109

- Look at the pictures. Ask *Where are the children in picture 1 going to? What is the girl in picture 2 thinking about? Is she happy?*
- Tell children they are going to hear two short texts. Play the recording once all the way through.
- Play it again, pausing for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*tunnel, lentils, camel*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 108

tunnel



camel
towel
travel

lentils



pencil
April
pupil

2 Listen and read. 109

1

I'm a pupil. Today, I've got a sports lesson, so I've got my sports kit and towel in my bag, as well as books and pencils. I go to school by bus. On the way to school, the bus goes through a long tunnel.



2



My birthday was on April 19th. Mum made my favourite meal: lentils with chicken and rice. Then we went to the zoo and I rode on a camel.

3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

4 Complete the words with *el* or *il*.

1



cam_ _el

2



pen_c_ _il

3



pup_ _il

4



tow_ _el

5



trav_ _el

6



tunn_ _il

7



lent_ _il

8

THE 4TH MONTH

Apr_ _il

el and il endings Unit 13 107

3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

- Focus attention on the words *tunnel* and *lentils* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words with *el* and underline the words with *il*.
- Look at the example together before children do the exercise individually.
- Go through the answers with the class.

ANSWERS

el: towel, tunnel, camel
il: pupil, pencils, April, lentils

4 Complete the words with *el* or *il*.

- Point to the example and say *camel*.
- Check that children understand they have to complete the words with the correct ending.
- Let children complete the exercise, then check answers.

ANSWERS

1 camel 2 pencil 3 pupil 4 towel 5 travel 6 tunnel
 7 lentils 8 April

Optional activity

- Divide the class into two teams.
- Tell Team A they must tap their desk every time they hear a word with *el*. Tell Team B they must stamp their feet every time they hear a word with *il*.
- Play the recording again with books closed.

Further practice

Workbook page 98
 Student Website • Unit 13 • Phonics and Spelling
 Student Website • Unit 13 • Listen at home • Track 54 (Phonics)
 Online Practice • Unit 13 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand two factual accounts about young heroes; identify words and their meanings in a text; check the meanings of words in a dictionary; correct the sentences

Language

Core: *hero, earthquake, sponsored, bike ride, raise money, charity, well, chores*

Recycled: vocabulary and structures seen previously

Extra: *local, foundation, provide*

Materials

CD 107, 110

Warmer 107

- Sing *This is the boy* from Lesson 3 to energize the class.

Lead-in

- Ask the class what disasters they can think of. Pre-teach the words *earthquake, flood, hurricane, drought, tsunami* by using mime, drawing simple pictures, or giving simple explanations: *When there is an earthquake, the ground moves and sometimes houses fall down. / When there is a flood, there is lots of rain and water comes into people's houses. / When there is a hurricane, there are strong winds and storms that destroy houses. / When there is a drought, there isn't any rain and people can't grow food. / When there is a tsunami, there is an earthquake under the sea and lots of water comes onto the land.* Ask the children how these disasters affect people. Ask how we can help people who have been in these disasters.

1 Look at the text. Why do you think these boys are heroes?

- Ask the children what they think a hero is (*a person who is brave and who helps / saves other people*). Ask the children to say what they think makes someone a hero.
- Point to the photographs and ask children why they think the boys are heroes (*because they've helped people in need*).

2 Listen and read. 110

- Play the recording for children to follow in their books, then play it a second time and answer any questions.
- Ask comprehension questions, e.g. *Who did Charlie want to help? How did Charlie raise money? What problem did Ryan's teacher tell the class about? How did Ryan raise money?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Children read the list and underline the words in the text.
- Encourage children to guess the meanings of the new words by looking at the surrounding text. The context should help them discover what the word means.
- Children look up the words in the Workbook 4 Dictionary to see if their guesses were correct or to find meanings.

Skills Time!

Lesson Five

Reading

1 Look at the text. Why do you think these boys are heroes? 2 Listen and read. 110

Young Heroes

Boy helps earthquake victims

Charlie Simpson, from England, watched the news on TV about a strong earthquake in Haiti and felt very sad. Charlie was only seven years old, but he wanted to help the people in Haiti. He decided to do a sponsored bike ride around his local park to raise money for UNICEF, a large charity which helps children around the world. Charlie started a webpage to ask people to sponsor his bike ride for UNICEF. Soon lots of people heard about Charlie's idea, including the British Prime Minister! Lots of people sponsored Charlie, and his bike ride raised £136,000 to help the victims of the Haiti earthquake.



Boy starts 'clean water' charity

Ryan Hreljac, from Canada, was six years old when his teacher, Mrs Prest, told his class about a big problem in Africa. Many people there don't have clean water. Because of this, they often get ill. Ryan wanted to help, so he started doing chores for money. It took several months, but Ryan finally raised \$2,000 to pay for a well near a school in Uganda. Ryan was happy, but he wanted to do more. He started a charity called Ryan's Well Foundation. Since 1999, Ryan's foundation has raised millions of dollars to provide clean water to people in Africa.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

hero earthquake sponsored bike ride
 raise money charity well chores

4 Read again. Circle the wrong word and write the correct word.

- 1 Charlie decided to do a sponsored bike ride around his town. park
- 2 UNICEF helps children around the country. _____
- 3 Charlie started a magazine to ask people to sponsor him. _____
- 4 Many people in Africa don't have clean air. _____
- 5 Ryan raised money to pay for a school. _____

108 Unit 13 Words in context: Young Heroes Reading: two factual accounts

4 Read again. Circle the wrong word and write the correct word.

- Read out the first sentence. Ask children to look at the text and find the sentence which tells them which word is wrong (*He decided to do a sponsored bike ride around his local park ...*). Show how the wrong word has been circled and the correct word has been written next to the sentence.
- Invite children to read out the sentences with the correct words. Ask children to say which sentences in the text gave them their answers.

ANSWERS

- 1 town ≠ park 2 country ≠ world 3 magazine ≠ webpage
 4 air ≠ water 5 school ≠ well

Optional activity

- Read out the sentences below. The children call out *True* or *False*. Alternatively, you can play this as a game in two teams, awarding one point for each correct answer.
 - Charlie is from Canada. (F)
 - Ryan was seven years old when he heard about the problem in Africa. (F)
 - Charlie wanted to help people in Haiti. (T)
 - Ryan did chores for money. (T)
 - Charlie started a charity. (F)
 - Ryan raised money to buy a well. (T)
 - Charlie rode his bike to raise money. (T)
 - Ryan's charity has built millions of wells. (F)

Further practice

Workbook page 99

Language practice worksheet, Unit 13 Teacher's Resource Centre

Student Website • Unit 13 • Words in context

Student Website • Unit 13 • Listen at home • Track 52 (Words 2)

Online Practice • Unit 13 • Reading

Skills Time!

Skills development

Listening: match people with the ways they help others
 Speaking: ask and answer questions about people's jobs
 Writing: identify and use sub clauses

Language

Recycled: vocabulary and structures seen previously
 Extra: *proud, safe, accident, serious, smile (v)*

Materials

CD 111; Fluency DVD Unit 13 (optional)

Warmer

- Play *Order the letters* (see page 24).

Lead-in

- With books closed, ask questions to elicit jobs vocabulary, e.g. *Who do you see when you are ill? (doctor). Who teaches in a school? (teacher). Who comes to your house if there is a fire? (fireman). Who works in a police station? (policeman).*
- Write the four jobs on the board.
- Children open their Class Books at page 109. Ask them to match the jobs with the pictures.

1 Listen and number. 111

- Tell children they are going to hear a fireman, policeman, doctor, and teacher talking about their jobs.
- Play the recording, pausing for children to number the pictures in the order they hear them.

Transcript

(See Teacher's Book page 140.)

ANSWERS

a 2 b 3 c 4 d 1

2 Listen again and match.

- Check that children understand they have to match each sentence with a job.
- Play the recording again, pausing after each dialogue for children to match the sentences with the jobs.

ANSWERS

1 c 2 b 3 d 4 a

Optional activity

- Children watch Fluency DVD Unit 13, speaking section.

3 Think of a job. Ask and answer.

- Go through the words in the word pool with the class. Make sure children understand what all the jobs are.
- Ask three children to read the speech bubbles to the class, choosing one option from the choice of two, e.g. *Does he work with people?*
- Ask children to work in pairs, taking turns to think of a job and ask questions.

Listening

1 Listen and number. 111

2 Listen again and match.

1 This person sometimes works in dangerous places. a doctor
 2 This person helps 25 people every day. b teacher
 3 This person helps to make our cities and roads safe. c fireman
 4 This person likes making children smile. d policeman

Speaking

3 Think of a job. Ask and answer.

Does he work with ... (a computer / people)? Does he wear a ... (uniform / hat)?

nurse teacher fireman
 housewife pilot farmer
 actor singer waiter

Writing preparation

We can use a sub clause in a sentence to give more information. Again, we use which for things and who for people. We put two commas around the new information.
 Lin Hao, who is a ten year old pupil, was very brave ...

4 Underline the sub clauses in these sentences. Then say each sentence without the sub clause.

1 This doctor, who works in a hospital, helps children.
 2 The earthquake, which was very strong, happened in China.
 3 This teacher, who teaches English, has got 25 pupils in her class.
 4 The fireman, who has a dangerous job, rescues people after storms.

Complete the writing tasks on pages 100–101 of the Workbook.

Listening, speaking, writing Unit 13 109

4 Underline the sub clause in these sentences. Then say each sentence without sub clause.

- Read the rules and check that children understand what a sub clause is. Write the first sentences on the board. Ask a child to come and circle the two commas. Explain that the sub clause is between the commas.
- Ask children to give you more sentences containing sub clauses. Write them on the board.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 who works in a hospital
 2 which was very strong
 3 who teaches English
 4 who has a dangerous job

Optional activity

- Play *Book race* to revise the unit. Say these sentences from the unit, or choose your own. Give children 20 seconds per sentence to find the answer.
Leo didn't put the lid on. (Lesson 1)
me, them, her, you (Lesson 2)
Boy rescues two classmates. (Lesson 5)
pencil, camel, towel, April (Lesson 4)
Please help me! (Lesson 2)
Here are some strawberries. (Lesson 1)
This is the boy who dropped the milk. (Lesson 3)
Tilly got a prize for her quick thinking. (Lesson 5)

Further practice

Workbook pages 100–101 (children write an interview)
 Unit 13 test, Teacher's Resource Centre
 Online Practice • Unit 13 • Listening, Speaking and Writing

Lesson One CB page 110

Words

Learning outcomes

- To identify words for family members
- To understand a short story

Language

Core: *son, daughter, nephew, niece, husband, wife, father-in-law, mother-in-law*

Extra: *memories*

Materials

CD 112–113; paper (optional); Making smoothies flashcards 119–128

Warmer

- Play *I spy* (see page 23) with the *Making smoothies* flashcards to revise the words from the previous unit.

Lead-in

- Tell children they are going to learn some new words for talking about families. Use the family tree picture in Exercise 1 to elicit the vocabulary. Point to the different family members one at a time and try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat. Point to family members in a different order and repeat.

1 Listen, point and repeat. 112

- Ask children to open their Class Books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Ask individual children to say the words for the class.

Transcript

son, daughter, nephew, niece, husband, wife, father-in-law, mother-in-law

Optional activity

- Play *Teacher can't remember* (see page 23) to reinforce the new vocabulary.

Optional activity

- Copy the family tree from Exercise 1 onto the board.
- Elicit the family members and ask a child to come and write the words in the correct places.
- Children must spell the words to the child who is writing the words on the board.

14 We were fishing

Lesson One Words

1 Listen, point and repeat. 112

2 Listen and read. 113

1

Aunt: Why are you crying, Holly?
Holly: Because you're all going back to Australia in only two weeks' time!

2

Aunt: Yes, it's sad. But let's think about something happy. We've got happy memories, so let's look at the photo album!

3

Aunt: Look at my funny son! He wasn't making a smoothie. He was making a mess! Do you remember?
Holly: Yes! The smoothie went all over him.
Aunt: Look at this one. We were fishing together.
Aunt: And here, we were going to the theatre.

4

Holly: I feel better now. But we'll miss you all so much.
Aunt: And I'll miss my favourite niece and nephew, too. And I hope you'll visit one day.

110 Unit 14 Family

2 Listen and read. 113

- Focus attention on the story and ask questions about each frame, e.g. *Who is crying? What is Aunt showing Holly? How many photos can you see? Is everyone happy or sad now?* Encourage predictions.
- Play the recording for children to listen to and follow the story in their books.
- Ask comprehension questions, e.g. *Why is Holly sad? What were they doing in two of the photos? Will Holly visit them again?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*son, niece, nephew*).

Culture note: Freshwater fishing

Freshwater fishing is very popular in Great Britain. All fishermen over the age of 12 fishing for salmon, trout, freshwater fish, or eels must buy a rod licence. The price varies depending on the kind of fish you want to catch. A licence for catching salmon is the most expensive. The penalty for fishing without a licence is a fine of up to £2,500.

Further practice

Workbook page 102

Student Website • Unit 14 • Words

Student Website • Unit 14 • Listen at home • Track 55 (Words 1)

Online Practice • Unit 14 • Words

Grammar 1

Learning outcomes

- To learn the past continuous
- To learn how to use the past continuous in questions, sentences, and short answers
- To act out a story

Language

Core: *What were you doing? I was looking at photos. He wasn't making a smoothie. He was making a mess. Were they going to the train station? No, they weren't. They were going to the theatre.*

Materials

CD 113

Warmer

- Play *Word chain* (see page 24) to energize the class and to revise the words from the previous lesson.

Lead-in

- Ask children questions about the story, e.g. *Who's in the room? Who's crying? What does Aunt show the children? What are they doing in the photos?*
- Children can check their answers on Class Book page 110.

1 Listen to the story again and repeat. Act. 113

- Play the recording, pausing for children to repeat.
- Divide the class into pairs to play the parts of Aunt and Holly. (Max doesn't have a speaking part.)
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus attention on the picture and the example sentences in the grammar boxes. Copy the sentences onto the board.
- Ask children to identify the past continuous questions, affirmative sentences, negative sentences, and short answers. Ask them how the past continuous is formed.
- Read the rule aloud to the class. Give children a minute to study the rule silently. Ask them to give you sentences containing past continuous verbs. Write correct sentences on the board for the class to repeat in chorus.

Optional activity

- Write some times on the board, e.g. *7.00, 9.30, 2.15, 5.30*.
- Point to *7.00* on the board and say *Yesterday, I was having breakfast at seven o'clock*. Ask a child *What were you doing?* Elicit an answer and help if necessary.
- In pairs, children take turns to ask and answer questions using the past continuous and the times on the board.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

Past continuous

What were you doing?
I was looking at photos.
He wasn't making a smoothie.
He was making a mess.

Were they going to the train station?
No, they weren't. They were going to the theatre.



Use the past continuous to describe an action happening at a certain time in the past.

3 Write. ride visit look make read

What were the family doing at three o'clock yesterday afternoon?

- Holly and her aunt were looking at the photo album.
- Holly's parents visited a friend in hospital.
- Amy was making a photo album on the computer.
- Leo was riding his skateboard outside.
- Max was reading a new book.



4 **Speaking** Look at the pictures again. Ask and answer.

- Were Holly's parents going to the cinema?
*Were Holly's parents going to the cinema?
No, they weren't. They were visiting a friend in hospital.*
- Was Max reading a new book?
- Were Holly and her aunt taking photographs?
- Was Amy making a photo album?
- Was Leo riding his skateboard inside?

5 What were you doing at three o'clock yesterday afternoon?

Complete Grammar Time Exercise 1 on page 130 of Workbook 6. Past continuous Unit 14 111

3 Write.

- Look at the pictures and the example with children.
- Children complete the sentences with the past continuous form of the verbs in the word pool.

ANSWERS

1 were looking 2 were visiting 3 was making
4 was riding 5 was reading

4 Look at the pictures again. Ask and answer.

- Ask children to look at the pictures again.
- Ask two children to read the speech bubbles to the class.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

ANSWERS

1 No, they weren't. They were visiting a friend in hospital.
2 Yes, he was.
3 No, they weren't. They were looking at the photo album.
4 Yes, she was.
5 No, he wasn't. He was riding his skateboard outside.

5 What were you doing at three o'clock yesterday?

- Ask some children around the class *What were you doing at three o'clock yesterday?* Children give their answers.
- If you wish, tell children that they can either say something that is true, or something that is false.
- You could turn this into a game where the class has to guess whether the child is telling the truth or not.

NOTE: Now go to Workbook page 130 for children to practise the grammar structure before doing Workbook page 103.

Further practice

Grammar Time, Workbook page 130
Workbook page 103
Student Website • Unit 14 • Grammar 1
Online Practice • Unit 14 • Grammar 1

Lesson Three CB page 112

Grammar 2 and Song

Learning outcomes

- To learn how to say and write dates
- To learn how to use *was born* ...
- To use *was born* in the context of a song

Language

Core: *22nd June 1997 (the twenty-second of June, nineteen ninety-seven), 4th October 2009 (the fourth of October, two thousand and nine). My dad was born in 1971.*

Materials

CD 114

Warmer

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

Lead-in

- Bring in a photo of a member of your family when they were a baby. Write his / her date of birth on the board, e.g. 10.6.1982. Mime holding a baby to show children this is the date he / she was born.
- Point to the number 10 and write *10th*. Then point to the number 6 and ask *What month is this?* Write *June*. Point to the number 1982 and elicit or model *nineteen eighty-two*.
- Practise saying the date until the children are familiar with it.
- Write similar dates on the board and practise saying them.

1 Read and learn.

- Focus on the grammar box. Point to the first example and write 22.6.1997 so children can see the two ways we write dates. Ask them to identify the ways we say the date when it is written this way. Draw attention to the use of *the* and *of*.
- Write some dates on the board for children to say.
- Now read the example to the class (*My dad was born in 1981*). Then read the rule. Write some dates on the board e.g. *1997, 12th August, 2004, 6th May* and elicit the correct prepositions (*in* or *on*).
- Give children a minute to study the rule silently.
- With books closed, ask questions to check understanding.

2 Read the dates. Ask and answer.

- Point to the first picture and the date. Ask two children to read the speech bubbles to the class.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

ANSWERS

- 1 When was Paul born? He was born on the third of March, nineteen ninety-nine.
- 2 When was Liz born? She was born in nineteen fifty.
- 3 When were Simon and Mat born? They were born on the fourth of May, nineteen ninety-seven.
- 4 When was Alf born? He was born in nineteen thirty-two.

Lesson Three Grammar 2 and Song

1 Read and learn.

Dates

We say and write dates differently.

22nd June 1997 *the twenty-second of June, nineteen ninety-seven*

4th October 2009 *the fourth of October, two thousand and nine*

I was born ...

My dad was born in 1971.

Use the correct preposition with years and months:
He was born in 1971.
He was born on 9th July 1971.

2 Speaking Read the dates. Ask and answer.

Paul:
3rd March 1999

When was Paul born?

Liz: 1950

He was born on the third of March, nineteen ninety-nine.

Simon and Mat:
4th May 1997

Alf: 1932

3 Write about when you and your family were born.

4 Listen and sing. 114

When Sally was born

What was Jim doing when Sally was born?
When Sally was born? When Sally was born?
What was Jim doing when Sally was born?
He was playing.

What was Kate doing when Sally was born ... ? She was reading.

What was Mike doing when Sally was born ... ? He was working.

112 Unit 14 Dates and I was born... Complete Grammar Time Exercise 2 on page 130 of Workbook 6.

3 Write about when you and your family were born.

- Tell children to write sentences about when they and their family were born.
- Children do the exercise individually.
- Go through the answers with the class.

Optional activity

- Tell children to do a project about their family.
- Children should find some photos of family members when they were babies. Underneath each photo, they must write when they were born in full sentences.
- Children should do this at home and bring it into class for the next lesson.

4 Listen and sing. 114

- Focus children's attention on the pictures. Ask *What game is the boy playing? Where's the mother with her child? What's the boy doing at his desk? What's the girl doing?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 130 for children to practise the grammar structure before doing Workbook page 104.

Further practice

Grammar Time, Workbook page 130

Workbook page 104

Student Website • Unit 14 • Grammar 2 and Song

Student Website • Unit 14 • Listen at home • Track 57 (Song)

Online Practice • Unit 14 • Grammar 2 and Song

Phonics and Spelling

Learning outcomes

- To learn that words with *tion* and *shion* endings sound the same
- To identify this sound in two texts
- To match this sound to specific words

Language

Core: *addition, subtraction, question, invitation, fashion, cushion*

Materials

CD 108, 115–116; Phonics cards 38–39 (tunnel, lentils); Phonics cards 40–41 (addition, fashion), sheets of paper and coloured pencils (optional)

Warmer 108

- Hold up phonics cards 38 and 39 (*tunnel* and *lentils*) from the previous phonics lesson, covering the words with your hand and eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*el* and *il*).
- Ask children to remember other words with the letters *el* and *il*. Write them on the board.
- Play the recording of the texts from Class Book page 107 to revise the words with *el* and *il*.

Lead-in

- Hold up the phonics cards for *addition* and *fashion* one at a time and elicit the words. Repeat several times until children are used to saying the words.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

1 Listen, point and repeat. 115

- 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 for children to point and repeat again. Repeat as necessary.

Transcript

addition, subtraction, question, invitation, fashion, cushion

2 Listen and read. 116

- Point to the pictures. Ask *Is the boy in picture 1 proud or sad? Where's the girl in picture 2 sitting?*
- Tell children they are going to hear two short texts. Play the recording once all the way through.
- Play it again, pausing for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*competition, addition, subtraction, fashion, cushion*).

Lesson Four Phonics and Spelling

1 Listen, point and repeat. 115

addition

subtraction invitation

8 + 9

fashion

cushion



2 Listen and read. 116

1 **MATHS COMPETITION**



At school, we had a maths competition. We had to do addition and subtraction. Carl won.

2



Leila got an invitation to a fashion show. There were lots of people there, so she sat on the floor on a cushion.

3 Read again. Circle the words with *tion* and underline the words with *shion*.

4 Look at the pictures below. Write the words in the correct box.







tion

addition

shion

tion and shion endings Unit 14 113

3 Read again. Circle the words with *tion* and underline the words with *shion*.

- Focus attention on the words *addition* and *fashion* in Exercise 1 and ask children to find the words in the texts.
- Ask children to find and circle all the words with *tion* and underline the words with *shion*.

ANSWERS

tion: competition, questions, addition, subtraction, invitation
shion: fashion, cushion

4 Look at the pictures below. Write the words in the correct box.

- Point to the pictures and the two boxes. Ask children where you should write *addition*. Elicit the 'tion' box.
- Let children complete the exercise, then check answers.

ANSWERS

tion: addition, question, subtraction, invitation
shion: fashion, cushion

Optional activity

- Tell children you are going to read out some sentences. They should tap the desk when they hear a word with *tion* and clap their hands when they hear a word with *shion*.
- Read out these sentences:
Did you go to the fashion show?
Can I ask a question?
Is that an invitation?
Let's go in this shop and buy a cushion.

Further practice

Workbook page 104
Student Website • Unit 14 • Phonics and Spelling
Student Website • Unit 14 • Listen at home • Track 58 (Phonics)
Online Practice • Unit 14 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a narrative poem: 'My relatives are coming'; identify words and meanings in a text; check the meanings of words in a dictionary; read questions and write short answers

Language

Core: relatives, toddler, normal, cute, squeeze, queue, stay in touch, miss someone

Recycled: vocabulary and structures seen previously

Extra: get ready, shout, lounge, camp bed, elbow, piled up, laughter, singing

Materials

CD 114, 117

Warmer 114

- Sing *When Sally was born* from Lesson 3.

Lead-in

- Revise the family words in the poem by asking questions.
- Write on the board *My mum has got a sister called Sally. Ask Who is Sally?* Elicit *your aunt*.
- Write *Sally has got a husband called Harry. Ask Who is Harry?* Elicit *your uncle*.
- Write *Sally and Harry have got two children called Joe and Lucy. Ask Who are Joe and Lucy?* Elicit *your cousins*.
- Tell children to open their Class Books on page 114 and find an *uncle, aunt, and cousin* in the picture.

1 Describe what is happening in the picture.

- Ask children to look at the picture. Ask questions, e.g. *Who lives in the house? Who is visiting?*
- Elicit and model new vocabulary. Gradually build up a description and write notes on the board.

2 Listen and read. 117

- Explain the meaning of *relatives* and ask children which relatives they can see in the picture (*an aunt, an uncle, and two cousins*).
- Tell children they are going to read a poem. Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children to tell you what the poem is about. Answer any questions children have.
- Ask comprehension questions, e.g. *Which relatives are coming to visit? Is Bill young or old? How many people are coming? Will the house be quiet?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.

Skills Time!

Lesson Five

Reading

- Describe what is happening in the picture.
- Listen and read.

My relatives are coming!

We're getting ready
For a really special day.
My relatives are arriving
And this is where they'll stay.

My aunt and my uncle
And my cousins Bill and Kate
Will be here for a week,
And I just can't wait.

My cousin Bill's a toddler
Who has just turned two.
He likes to scream and shout,
Just like normal toddlers do.

But he's really fun and cute
And he's learning to be good.
And I'm going to help him
Do all the things he should.

Kate will sleep in my room
On some cushions on the floor.
Aunt and Uncle in the lounge,
On a camp bed by the door.



But our house is quite small,
So it will be quite a squeeze.
There'll be eight around the table:
Sixteen elbows, arms and knees!

There'll be queues for the bathroom
And queues in the hall.
There'll be coats, shoes and bags
Piled up against the walls.

The house will be so noisy
As we all like to speak.
There'll be laughter and singing
For the whole of next week.

And when they all go home,
I know they'll stay in touch.
But the house will be so quiet
And I'll miss them all so much!

- Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

relatives toddler normal cute squeeze
 queue stay in touch miss someone

- Read again and write short answers.

1 How long will the relatives stay? <u>A week.</u>	2 Is it a big house? _____
3 What does everyone like doing? _____	4 Is Bill always good? _____
5 How will the house be after the visit? _____	

114 Unit 14 Words in context My relatives are coming! Reading a poem

- Encourage children to guess their meanings by looking at the surrounding text.
 - Children look up the words in the dictionary to check whether their guesses were correct or find meanings for any words they don't know.
 - Go through the meanings of the words with the class.
- 4 Read again and write short answers.**
- Point to the example question. Explain to children they have to read the questions and write the short answers.
 - Ask children to read the questions silently and refer back to the poem to find the answers.
 - Let children complete the exercise, then check answers.

ANSWERS

- 1 A week. 2 No, it isn't. 3 To speak. 4 No, he isn't.
5 Quiet.

Optional activity

- Divide the class into two teams. With books closed, ask children questions about the poem.
 - What are the names of the girl's cousins? (*Bill and Kate*)
 - Who is two years old? (*Bill*)
 - Who will sleep in the girl's room on the floor? (*Kate*)
 - Where are Aunt and Uncle going to sleep? (*the lounge*)
 - What does Bill like to do? (*scream and shout*)
 - How many people will sit around the table? (*eight*)
 - What will the house be like during the visit? (*noisy*)
- The team with the most correct answers is the winner.

Further practice

Workbook page 105

Language practice worksheet, Unit 14 Teacher's Resource Centre

Student Website • Unit 14 • Words in context

Student Website • Unit 14 • Listen at home • Track 56 (Words 2)

Online Practice • Unit 14 • Reading

Skills Time!

Skills development

- Listening: identify children's memories
- Speaking: talk about memories
- Writing: identify structure and rhyme in a poem

Language

- Recycled: vocabulary and structures seen previously
- Extra: *kangaroo, koala bear, go surfing*

Materials

CD 118; Playscript 2, The Mystery of the Flowers, Teacher's Resource Centre (optional)

Warmer

- Write the new core vocabulary from Lesson 5 on the board. Ask children to make up a sentence for each word.

Lead-in

- Ask children to open their Class Book and look at the pictures in Exercise 1. Ask questions, e.g. *How old is the baby? What is that animal called? Which country is it from? Where can you see these animals? Have you ever seen these animals?*

1 Listen and number. 118

- Tell children they are going to hear a recording of three children talking about their memories.
- Play the recording, pausing for children to number the pictures in the order they hear them.

Transcript

(See Teacher's Book page 141.)

ANSWERS

a 2 b 1 c 3

2 Listen again. Write S (Stuart), E (Emily) or A (Anna).

- Ask children to read the questions silently.
- Play the recording again, pausing after each dialogue for children to write S (Stuart), E (Emily), or A (Anna).

ANSWERS

1 A 2 E 3 S 4 A 5 E 6 S

3 Ask and answer. Talk about your happy memories.

- Ask individuals to read the questions with the class.
- Ask two children to read the speech bubbles to the class.
- Ask children to work in pairs, taking turns to ask and answers questions about their happy memories.

4 Look at the poem again and answer the questions.

- Ask children to look at the poem on page 114 again. Read the rules and check that children understand the meaning of *verses* and *rhyme*.

Lesson Six

Listening

1 Listen and number. 118

2 Listen again. Write S (Stuart), E (Emily) or A (Anna).

1 Who helped look after animals? 2 Who helped look after a child?

3 Who went to a new country? 4 Who usually has a party at home?

5 Who had a brother three years ago? 6 Who went surfing?

Speaking

3 Ask and answer. Talk about your happy memories. Watch the DVD!

1 What is your happiest memory? 2 When was it?

3 Describe what happened? 4 How did you feel?

What is your happiest memory? It's when I got my new bike ...

Writing preparation

What can you find in a poem? Look at the poem again. The lines are in different parts, or verses. Some poems rhyme. This means there are words which sound the same.

4 Look at the poem again and answer the questions.

1 How many verses are there in the poem? _____

2 How many lines are there in each verse? _____

3 Circle all the words that rhyme in the poem. What pattern can you see? _____

Complete the writing tasks on pages 106–107 of the Workbook.

Listening, speaking, writing Unit 14 115

- Write the first verse on the board. Explain that this is one verse. Ask children to tell you which words at the ends of the lines rhyme, i.e. sound the same (*day* and *stay*). If necessary, repeat with the second verse.
- Let children complete the exercise, then check answers.

ANSWERS

1 nine 2 four 3 day / stay, Kate / wait, two / do, good / should, floor / door, squeeze / knees, hall / walls, speak / week, touch / much 4 the second and fourth line of every verse rhyme

Optional activity

- Play a game to reinforce an understanding of rhyming words. Put some phonics cards from any of the previous lessons around the room, saying the words for children to repeat.
- Ask children to stand at their desks. Call out words which rhyme with these words.
- Children point to the phonics cards. With a strong class, children can repeat both words.

Optional activity

- You could now work on the play *The Mystery of the Flowers*. See Teacher's Resource Centre and the teaching notes on Teacher's Book page 158.

Further practice

Workbook pages 106–107 (children complete a poem)

Unit 14 test, Teacher's Resource Centre

Play Script 2, Teacher's Resource Centre

Online Practice • Unit 14 • Listening, Speaking and Writing

Lesson One CB page 116

Words

Learning outcomes

- To identify words for talking about jobs
- To understand a short story

Language

Core: *boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author*

Materials

CD 119–120; *Jobs* flashcards 129–138; Cut and make 5, Teacher's Resource Centre (optional); paper and coloured pencils

Warmer

- Divide the class into eight groups and give each group a family member word from Unit 14.
- Play *Do it!* (see page 25) to revise the family member words.

Lead-in

- Tell children they are going to learn some new words for talking about jobs. Use the *Jobs* flashcards 129–138 to introduce the vocabulary. Hold up the cards one at a time and try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- See whether children's parents have any of these jobs. Ask *Whose mother / father is a vet?* encouraging children to put their hands up if one of their parents is a vet. Repeat with the other jobs.

1 Listen, point and repeat. 119

- Ask children to open their Class Books and look at the pictures 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 chorus.
- Ask individual children to say the words for the class.

Transcript

boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author

Optional activity

- Do Cut and Make 5, Memory game, Teacher's Resource Centre (for instructions see Teacher's Book page 160).

15 Good news, bad news

Lesson One Words

1 Listen, point and repeat. 119

2 Listen and read. 120

116 Unit 15 Jobs

2 Listen and read. 120

- Focus children's attention on the story and ask questions about each frame, e.g. *Is everyone worried or happy? Who is Dad talking to? Who is talking now? Is Holly happy?* Encourage predictions about the story.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Why is Dad worried? What's the bad news? What's the good news? Where is his new job? Is everyone happy?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*boss, office*).

Optional activity

- Ask children *What do you know about Australia?* Brainstorm some words and write them on the board, e.g. *beaches, sunny, hot weather, kangaroos*, etc.
- If possible bring in some pictures to show them, e.g. sandy beaches, kangaroos, Sydney Opera House, etc.
- Hand out pieces of paper and coloured pencils. Tell children to make a poster about what life will be like for Holly and Max when they move to Australia.
- Tell children to write two sentences about what Holly and Max will do in Australia and draw pictures.

Further practice

Workbook page 108

Cut and make 5, Teacher's Resource Centre

Student Website • Unit 15 • Words

Student Website • Unit 15 • Listen at home • Track 59 (Words 1)

Online Practice • Unit 15 • Words

Grammar 1

Learning outcomes

- To contrast the use of the past simple and the past continuous
- To learn how to use *when* with the past simple and past continuous
- To act out a story

Language

Core: *When I was working, the phone rang. They were smiling when I went in.*

Materials

CD 120; Jobs flashcards 129–138

Warmer

- Ask children to choose a job from Exercise 1. They write a sentence describing the job without saying what it is, e.g. *I work with animals (vet)*. Ask children to read out their sentence. The rest of the class says the job.

Lead-in

- Ask children what they remember about the story. Give some clues but try not to help them by asking questions.
- Write notes on the board to gradually build up an outline.
- Children can check their answers on Class Book page 116.

1 Listen to the story again and repeat. Act. 120

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Mum, Dad, Max, and Holly.
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

2 Read and learn.

- Focus on the pictures and the examples. Ask children to identify the past simple and past continuous forms.
- Look at the first example and ask which action started first (*working*). Look at the second one and ask what the people were doing when Dad went into the office (*smiling*).
- Explain that the past continuous is used for a longer action which starts before it is interrupted by another action. The interrupting action is in the past simple.
- Ask two children to read the two examples with *when*, then let them study the rule silently.
- Write some verbs on the board, e.g. *reading, sleeping, playing*. Ask children to say sentences containing these verbs in the past continuous. They then think of some verbs in the past simple that can interrupt these actions.
- Write sentences using both tenses for the class to repeat.

3 Match and number the pictures.

- Look at the pictures and the example with children.

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.
2 Read and learn.

Past simple and past continuous



When I was working, the phone rang.



They were smiling when I went in.

When can go at the beginning or the middle of a sentence.
Use a comma after the first verb if a sentence starts with *When*.
I was eating when he arrived. When I was eating, he arrived.

3 Match and number the pictures.

1 I was waiting at the library

2 He was walking to work

3 The secretary was typing

4 The footballer was running

5 The mechanic was repairing the car

when

a the author came in.

b he fell over.

c it started to rain.

d the customer arrived.

e her boss phoned.







4 **Speaking** Point to the pictures and say.
I was waiting at the library when the author came in.

5 Now write the sentences with *When* at the beginning.
When I was waiting in the library, ...

Complete Grammar Time Exercise 1 on page 131 of Workbook 6. Past simple and past continuous Unit 15 117

- Children match the two parts of the sentences and write the number, then match the sentences with the pictures.

ANSWERS

- I was waiting at the library when the author came in.
 - He was walking to work when it started to rain.
 - The secretary was typing when her boss phoned.
 - The footballer was running when he fell over.
 - The mechanic was repairing the car when the customer arrived.
- a 2 b 4 c 1 d 5 e 3

4 Point to the pictures and say.

- Ask children to look at the pictures again. Ask a child to read the speech bubble to the class.
- Let children do the exercise in pairs, then ask some of the pairs to say their sentences for the class.

5 Now write the sentences with *When* at the beginning.

- Write the speech bubble from Exercise 4 on the board. Rub out *when* from the middle and write it at the beginning of the sentence. Ask *What is missing?* Elicit *the comma*.
- Let children complete the exercise, then check answers.

ANSWERS

- When I was waiting in the library, the author came in.
- When he was walking to work, it started to rain.
- When the secretary was typing, her boss phoned.
- When the footballer was running, he fell over.
- When the mechanic was repairing the car, the customer arrived.

NOTE: Now go to Workbook page 131 for children to practise the grammar structure before doing Workbook page 109.

Further practice
Grammar Time, Workbook page 131
Workbook page 109
Student Website • Unit 15 • Grammar 1
Online Practice • Unit 15 • Grammar 1

Lesson Three CB page 118

Grammar 2 and Song

Learning outcomes

To learn grammar homophones: *there, they're, their*
 To use *there, they're, their* in the context of a song

Language

Core: *There is some good news and some bad news. They're very happy. They will be with their cousins.*

Extra: *nervous, pack (v)*

Materials

CD  121; Jobs flashcards 129–138

Warmer

- Play *Whispers* (see page 24) with the Lesson 1 words.

Lead-in

- Write these three gapped sentences on the board:
 _____ *my cousins.*
 _____ *are some books on the table.*
 That's _____ *house.*
- Write *there, they're,* and *their* in a group to the side of the sentences. Ask children to choose the correct word (*there, they're or their*) for each sentence.

1 Read and learn.

- Focus attention on the grammar box and ask them to identify *there, they're,* and *their.* Read out the explanation.
- Give children a minute to read the explanation silently. Remind children that these words all sound the same.

Optional activity

- Tell the class you are going to dictate some sentences.
- Read the following sentences slowly:
They're my friends.
There is some good news.
Their names are Holly and Max.
There are four chairs.
They're a bit worried.
Their bags are on the floor.
- Go through the answers with the class, checking the correct spelling of *there, they're* and *their.*

2 Write.

- Tell children to complete the sentences with *there, they're,* or *their.*
- Ask three children to each read two sentences from the text to the class. Check the answers with the class as they read.

ANSWERS

1 *there* 2 *their* 3 *They're* 4 *they're* 5 *their*

3 Now talk about the picture.

- Tell children to talk about the picture in Exercise 2.
- Tell them to use sentences with *there, their,* and *they're.* Demonstrate by saying *Their cousins live in Australia.*

Lesson Three Grammar 2 and Song

1 Read and learn.

Grammar homophones: *there, they're, their*

There is some good news and some bad news.
 They're very happy.
 They will be with their cousins.

These three words sound the same but are spelt differently.
 there – a place, or to say what is present
 they're – short form of they are
 their – shows possession by more than one person



2 Write. there they're their

The family are going to Australia. Look, ¹ *there* are six suitcases. Max and Holly have a suitcase each for ² _____ clothes and special toys. ³ _____ a bit nervous about living in Australia because everything will be so new and different. But ⁴ _____ very happy too, because ⁵ _____ cousins will help them. Together, they'll have lots of fun!



3 Speaking Now talk about the picture.

4 Listen and sing.  121

They're nearly there!

There's a boy and there's a girl.
 They're going to see their cousins.
 They've packed their bags. They're nearly there.
 They're going to see their cousins.
 They've got their passports in their bags.
 They're going to see their cousins.
 They're as happy as can be.
 They're going to see their cousins.



118 Unit 15 Grammar homophones Complete Grammar Time Exercise 2 on page 131 of Workbook 4.

- Let children do the exercise in pairs, then ask some of the pairs to say their sentences for the class.

4 Listen and sing. 121

- Focus attention on the pictures. Ask *Where are the boy and the girl? Are they happy or sad? Where are they going?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into four groups. Give each group a verse to sing and the following actions to make:
 Group 1: children swing their arms as though walking along.
 Group 2: children pack a suitcase.
 Group 3: children open their passports.
 Group 4: smile and wave
- Sing the song all the way through. Each group stands up when it is their turn to sing and children do the actions.

NOTE: Now go to Workbook page 131 for children to practise the grammar structure before doing Workbook page 110.

Further practice

Grammar Time, Workbook page 131

Workbook page 110

Student Website • Unit 15 • Grammar 2 and Song

Student Website • Unit 15 • Listen at home • Track 61 (Song)

Online Practice • Unit 15 • Grammar 2 and Song

Lesson Four CB page 119

Phonics and Spelling

Learning outcomes

- To learn some homophones
- To identify these words in dialogues
- To complete sentences with specific words

Language

Core: *see, sea, hear, here, wear, where, write, right*

Materials

CD 116, 122; Phonics cards 40–41 (addition, fashion); Phonics cards homophones 42–49 (see, sea, hear, here, wear, where, write, right)

Warmer 116

- Hold up phonics cards 40 and 41 (*addition* and *fashion*) from the previous phonics lesson, covering the words with your hand, and eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*tion* and *shion*).
- Ask children to remember other words with the letters *tion* and *shion*. Write them on the board.
- Play the recordings of the texts from Class Book page 113 to revise the words with *tion* and *shion*.

Lead-in

- Hold up the phonics homophone cards and elicit the words.
- Repeat several times until children are used to saying the words. Make sure they understand that these words sound the same but have different meanings.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

1 Read and learn.

- Ask children to look at the words and pictures in their Class Books. Give children a minute to read silently and learn the different meanings and spellings.
- With books closed, ask questions to check understanding.

2 Listen and read. 122

- Point to the pictures. Tell children they are going to hear four short dialogues.
- Hand out the phonics cards among the class. Play the recording once all the way through.
- Play the recording again, pausing for children to read and repeat. The child with the appropriate phonics card holds it up while speaking.

Optional activity

- Play *True or false?* Say a sentence, e.g. *I can see my friends.* At the same time hold up either card *sea* or *see*.
- If children think you have held up the correct card they call out *True!* If they don't, they call out *False!*

Lesson Four Phonics and Spelling

1 Read and learn.

vocabulary homophones

see sea



hear here



wear where



write right



2 Listen and read. 122

1  What can you see? I can see a boat on the sea.

2  Can you hear some birds? Yes. They are here in this tree.

3  Where do you wear these clothes? I wear them at school.

4  Which hand do you write with? I write with my right hand.

3 Read again and circle the words from Exercise 1.

4 Write.

1 Excuse me. Where is the bus station?

3 I can _____ some lovely music.

2 We went to the beach and swam in the _____.

4 _____ is your passport.

Vocabulary homophones Unit 15 119

3 Read again and circle the words from Exercise 1.

- Focus attention on the homophones in Exercise 1. Ask children to find and circle the words in the dialogues.

ANSWERS

see, sea, hear, here, where, wear, wear, write, write, right

Optional activity

- Draw a 4x2 grid on the board so that you have eight squares. In each square, write one of the homophones in random order.
- Divide the class into two teams. Children from each team take turns to stand up and say a sentence using one of the words. When they have said the sentence, they must spell the word so that you know they have used the correct word.
- Each time a child says a correct sentence, cross out the word.
- Award a point for each correct sentence. Deduct a point for each mistake. Continue until all of the words have been crossed out.

4 Write.

- Point to the pictures and the gapped sentences.
- Children complete the sentences with the correct words.

ANSWERS

1 Where 2 sea 3 hear 4 Here

Further practice

Workbook page 110

Student Website • Unit 15 • Phonics and Spelling

Student Website • Unit 15 • Listen at home • Track 62 (Phonics)

Online Practice • Unit 15 • Phonics and Spelling

Skills Time!

Skills development

Reading: read and understand a traditional story: 'Three Wishes' (an extended text); identify words and their meanings in a text; check the meanings of words in a dictionary

Language

Core: *fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull*

Recycled: vocabulary and structures seen previously

Extra: *net, angry, catch, dinner, go away*

Materials

CD 121, 123

Warmer 121

- Sing *They're nearly there!* from Lesson 3.

Lead-in

- Draw a stick man with a fishing rod. Try to elicit the word *fisherman*, or model it if necessary.
- Ask questions to prepare the class for the story, e.g. *What does a fisherman do? Where does he usually fish?*
- Tell children to turn to Class Book page 120 and find the fisherman in the pictures. Ask who the woman is (*his wife*).

1 Describe what is happening in the pictures.

- Ask children to look at the pictures. Ask questions about what is happening. *Where is the man? What's his job? What is in his net? What's he eating? What's his wife doing?*
- Elicit and model new vocabulary. Write notes on the board.

2 Listen and read. 123

- Ask children to guess what a wish is (*something you want to happen*). Tell them they are going to read a traditional story about some people who can ask for three wishes.
- Play the recording. Children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions children have.
- Ask comprehension questions, e.g. *Did the fisherman usually catch a lot of fish? Who gave the fisherman a wish? What was the fisherman's first wish? Was his wife happy? Did they eat the sausages? Did the fisherman use his three wishes well?*

Culture note: Britain: a sea nation

Britain is an island and a 'sea nation' and this has shaped British culture and British history more than any other factor in the British landscape.

The coastline has many fishing villages and towns, merchant sea ports, docks, and naval centres. Until recently, fishing and ship building were two of the biggest industries in Britain. Most significantly of all, the English language has been shaped by its nautical heritage, with thousands of expressions and words deriving from nautical themes.

Skills Time!

Lesson Five

Reading

1 Describe what is happening in the pictures. 2 Listen and read. 123

Three Wishes

Once upon a time, there was a poor fisherman. The fisherman's wife was usually angry because he didn't catch many fish.

One day, the man was fishing when suddenly, a little fish jumped into his net.

"My wife will be happy now," said the man, "we will eat this fish for dinner."

But then the fish spoke. "Please throw me back in the sea," it said, "and I will give you three wishes."

The fisherman was very surprised. "Great!" he thought. "I can make my wife very happy with three wishes."

Later, he told his wife about the fish. She wasn't happy.

"Fish don't speak, you silly man!" she said. "And now there isn't any fish for dinner."

The fisherman was hungry, and he looked at his dinner of bread and water.

"I wish we had sausages instead of bread and water," he said.

Suddenly, three delicious sausages appeared on his plate. He was very happy and started to eat.

But his wife shouted angrily. "Why didn't you wish for something better, like money or gold? You silly man! I wish those sausages were on the end of your nose!"

The man looked down at his nose and screamed. All the sausages were on the end of his nose.

The wife pulled and pulled, but she couldn't get the sausages off the man's nose. They had to use their last wish.

"I wish," said the fisherman sadly, "for the sausages to go away." Suddenly, the sausages disappeared.

Now they had no sausages and no wishes. And the fisherman never saw the fish again.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

fisherman speak (spoke) silly surprised sausage delicious wish for pull

120 Unit 15 Words in context: Three Wishes Reading a traditional story

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Tell children you are going to ask them some more questions about the story:
How many times is the word 'fisherman' in the story? (five)
Who says the word 'silly'? (wife) How many times? (two)
How many times is the word 'sausages' in the story? (eight)
Who says the words 'three wishes'? (fisherman, the fish)
- Children can work individually or in pairs.
- Children open their books and check their answers.
- Go through the answers with the class.

Further practice

Workbook page 111

Language practice worksheet, Unit 15 Teacher's Resource Centre

Student Website • Unit 15 • Words in context

Student Website • Unit 15 • Listen at home • Track 60 (Words 2)

Online Practice • Unit 15 • Reading

Skills Time!

Skills development

Listening: identify children's wishes

Speaking: talk about your wishes

Writing: use speech marks

Language

Recycled: vocabulary and structures seen previously

Extra: *pen pal, come true*

Materials

CD 124; Jobs flashcards 129–138; paper and coloured pencils (optional)

Warmer

- Play *Bingo* (see page 25) to revise the Lesson 5 words.

Lead-in

- Tell children you are going to make a wish. Say *My wish is for ...*
- Ask children to guess what your wish might be.
- Children call out suggestions, e.g. *a new car, more money, a bike*. Write the suggestions on the board.

1 What do they wish for? Listen and write L (Lucas), R (Rosy) or A (Akram). 124

- Tell the class they are going to hear a recording of three children talking about their wishes.
- Play the recording, pausing after each dialogue for the class to write the child's initial in the tick boxes.

Transcript

(See Teacher's Book page 141.)

ANSWERS

1 A 2 A 3 R 4 A 5 L 6 R 7 L 8 L 9 R

2 Imagine the fish is giving you three wishes. What are they? And why?

- Ask a child to read the speech bubbles to the class, and if possible complete the third wish.
- Check that children understand the exercise, then ask them to work in pairs.
- Children take turns to tell each other their three wishes and explain the reason why they have chosen them. Explain that they will have to use the word *because* to explain why they want something.

Optional activity

- Hand out pieces of paper and coloured pencils. Tell children that they are going to make a poster about their three wishes.
- Children write their three wishes and draw pictures to illustrate them.
- Collect the posters at the end and put them on display.

Listening

1 What do they wish for? Listen and write L (Lucas), R (Rosy) or A (Akram).

	1 go to England	<input type="checkbox"/>
	2 no hungry people in the world	<input type="checkbox"/>
	3 camcorder	<input type="checkbox"/>
	4 three more wishes	<input type="checkbox"/>
	5 brother	<input type="checkbox"/>
	6 no extinct animals	<input type="checkbox"/>
	7 no earthquakes	<input type="checkbox"/>
	8 MP3 player	<input checked="" type="checkbox"/>
	9 grandmother get better	<input type="checkbox"/>

Speaking

2 Imagine the fish is giving you three wishes. What are they? And why?

My first wish is for ... a computer because ...
 My second wish is to ... visit a rainforest because ...
 My third wish is for / to ... because ...

Writing preparation

We use speech marks to show that someone is speaking. A comma or a question mark is placed inside the speech marks.

"Fish don't speak," said the fisherman's wife.

We can also cut the sentence into two parts. Look at the punctuation!

"Please throw me back in the sea," the fish said, "and I will give you three wishes."

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

- 1 "I wish these were sausages," he said.
- 2 "Why didn't you wish for something better?" asked the woman.
- 3 "You silly man," the fisherman's wife said.
- 4 "I wish," said the man sadly, "for the sausages to go away."
- 5 "My wife will be happy now," said the man, "we will eat this fish for dinner."

Complete the writing tasks on pages 112–113 of the Workbook.

Listening, speaking, writing Unit 15 121

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

- Read the rules and examples and ask children to give you examples of when to use them.
- Ask questions, e.g. *When do we use speech marks? Is a comma placed inside the speech marks?*
- Check that children understand the exercise. Write the first sentences on the board and ask individual children to come and circle the punctuation and underline the verb.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 "I wish these were sausages," he said.
- 2 "Why didn't you wish for something better?" asked the woman.
- 3 "You silly man," the fisherman's wife said.
- 4 "I wish," said the fisherman sadly, "for the sausages to go away."
- 5 "My wife will be happy now," said the man, "we will eat this fish for dinner."

Further practice

Workbook pages 112–113 (children write the end of a story)

Fluency DVD • Skills Time! Speaking • Unit 15

Writing skills worksheet, Units 13–15 Teacher's Resource Centre

Unit 15 test, Teacher's Resource Centre

Skills test 5, Teacher's Resource Centre

Online Practice • Unit 15 • Listening, Speaking and Writing

Fluency Time! 5

Everyday English CB page 122

Learning outcomes

Learn some useful language for in the playground

Language

on your own; off school; play with us; Do you want to play a skipping game?; That sounds fun.

Materials

CD 125–126; Fluency DVD Fluency Time! 5 (optional)

Warmer

- Tell the class they are going to learn some useful language for playing in the playground. Ask the children how often they play in the playground, who they play with and what games they play.
- Pre-teach the phrases *on your own*, *off school*, *play with us* and *That sounds fun*. Ask children around the class *Do you want to (play tennis)*. Encourage the children to respond with *Yes, please. That sounds fun.* or *No, thanks.*
- Play *Simon Says* (See Teacher's Book page 25) with playground activities, e.g. skip / play basketball / run / catch / throw / hop / play football.

1 Listen, read and say. 125

- Focus on the pictures. Ask children to say where the people are (*in the playground*) and what they are doing (*Anna is inviting Emma to play with her and her friends*).
- Play the recording. Children 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 the correct word. 126

- Show children the sentences and explain that they need to listen and decide which word or 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.
- Invite children to read out the sentences with the correct words.

Transcript

(See Teacher's Book page 141.)

ANSWERS

1 brother 2 stomach ache 3 Dave 4 football 5 fun

Fluency Time! 5

Everyday English

1 Listen, read and say. 125



Anna: Hi. Are you on your own?
Emma: Yes. My best friend is off school today.
Anna: You can play with us!

2



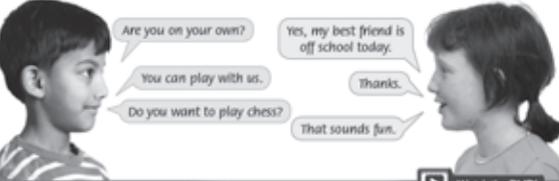
Anna: Do you want to play a skipping game?
Emma: Yes, please. That sounds fun.

2 Listening Listen and circle the correct word. 126

- Robert usually plays with his sister / his brother / Tom.
- Kevin's off school because he's got a headache / a stomach ache / an earache.
- Robert can play with Tom and Dave / his dad / his brother.
- They are going to play basketball / volleyball / football.
- Robert thinks it will be interesting / exciting / fun.

3 Speaking Talk with your friend.

basketball	chess	football	frisbee	on the climbing frame
with yoyos	a skipping game	a computer game		



Are you on your own? Yes, my best friend is off school today.
You can play with us. Thanks.
Do you want to play chess? That sounds fun.

122 Fluency Time! 5 In the playground 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 choose words from the box to act out more dialogues.
- You can extend this activity by asking children to think about other games, e.g. volleyball / tennis / catch / a running game, and make new dialogues.
- Monitor children's performance. Invite some pairs to act out their dialogues for the class.

Optional activity

- Play a guessing game. Ask a child to come to the front of the class and mime an activity that they want to do. The rest of the children take turns to ask *Do you want to (play basketball)?* The child answers *Yes, I do!* or *No, I don't!*
- The first child to guess the activity can take a turn to mime a different activity for the rest of the class to guess.

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.

Further practice

Workbook page 114

Everyday English phrase bank, Workbook page 121

Fluency DVD • Fluency Time! 5

Online Practice • Fluency Time! 5

Project CB page 123

Learning outcomes

- To make a mini book
- To act out dialogues in the park or playground

Language

on your own; Do you want to play with me?; What do you want to do?; How about ...?; That sounds fun.

Materials

Fluency DVD Fluency Time! 5 (optional); Fluency Project 5 (Teacher's Resource Centre) (one template for each child); completed mini book; coloured pencils, scissors and glue for each group; photos or pictures of park / playground activities (optional)

1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Class Book page 122. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 5 Everyday English. 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.

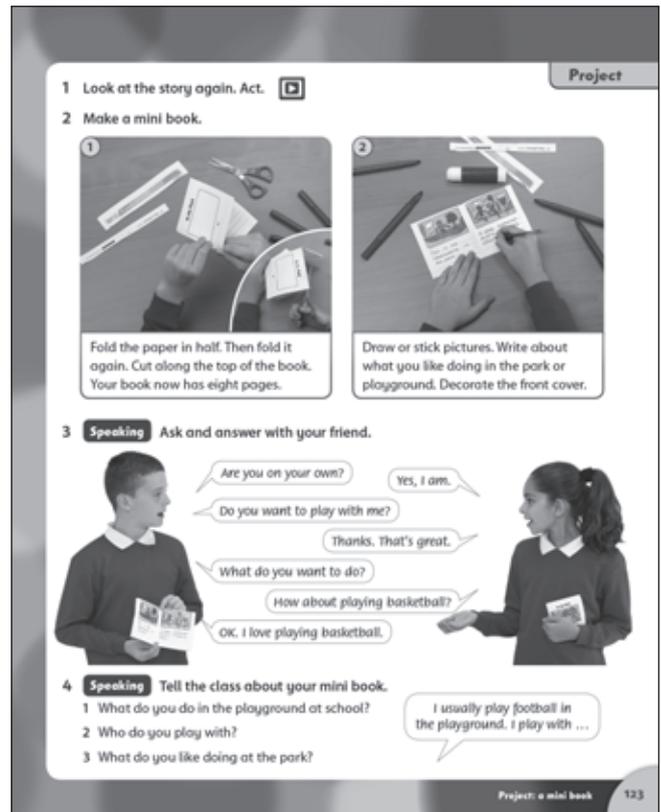
2 Make a mini book.

- See Teacher's Book page 160 for instructions on how to make the mini book.
- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making a mini book*).
- Ask *What do you need to make the mini book?* to elicit *coloured pens, scissors*.
- Divide the class into groups. Give each child a copy of the mini book template (see Fluency Project 5, Teacher's Resource Centre). If the children have brought photos / pictures of park / playground activities 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 mini books. Demonstrate with your own completed mini book.
- Monitor the class and ask questions, e.g. *Who's this? Where were you in this photo? What are you doing in this picture?*

NOTE: If you do not have time to use photocopies in class, 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 stick onto paper and write captions about.

3 Ask and answer with your friend.

- Focus on the photo. Tell children they are going to make a dialogue in pairs. Ask two children to read out the example.
- The children can then act out dialogues in pairs, taking turns to invite each other to play. Encourage the children to add language to their dialogues such as *What do you like doing? Do you like playing football? Why don't we ...?*
- Children swap pairs to act out dialogues with new partners.



1 Look at the story again. Act. 

2 Make a mini book.

1 Fold the paper in half. Then fold it again. Cut along the top of the book. Your book now has eight pages.

2 Draw or stick pictures. Write about what you like doing in the park or playground. Decorate the front cover.

3 **Speaking** Ask and answer with your friend.

Are you on your own? Yes, I am.
Do you want to play with me? Thanks. That's great.
What do you want to do? How about playing basketball?
OK. I love playing basketball.

4 **Speaking** Tell the class about your mini book.

1 What do you do in the playground at school?
2 Who do you play with?
3 What do you like doing at the park?

I usually play football in the playground. I play with ...

Project: a mini book 123

- Invite some pairs to act out their dialogues for the class.

4 Tell the class about your mini book.

- Invite children to tell the class about their mini books. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- Play a memory game with the mini books. The children each pass their mini books to the child on their left. They look at the mini book they are given for one minute, then close the mini book and write three sentences about the child who made the mini book e.g. *Peter goes to the park on Saturdays. He likes skateboarding in the park. He sometimes rides his bike in the park.*
- The children pass the mini books back to their owners, then take turns to read out their sentences. The owners of the mini books say whether the sentences are correct.

Watch the DVD!

- Play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the Fluency Time! 5 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 115). Play each DVD scene again for the children to complete the activities.

Review 5 CB pages 124–125, WB pages 116–117

Review answer key, TB page 142

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

Shopping

Culture CB pages 130–131

Learning outcomes

To learn about shopping in London

To write about shopping in your town or your country

Language

Vocabulary: stalls, street entertainers, electrical, toy shop, shopping mall, market

Grammar: quantifiers (quite) a lot of, a few, some, (hardly) any

Materials

CD 131

Warmer

- Tell children they are going to learn about shopping in London. Ask what they know about London and whether they know about any famous shops in London such as Harrods. Write their answers on the board.
- Ask the children to look at the pictures on Class Book pages 130–131 and predict what kinds of shops they are going to read about.

Culture note: Shopping in London

There are lots of places to shop in London, from luxury department stores like Harrods, Selfridges and Harvey Nicholls, to markets in Covent Garden, Brick Lane and Spitalfields, where you can buy a wide variety of unusual items. Oxford Street has branches of many major British stores like *Topshop* (clothes shop) and *Waterstones* (book shop). Areas like Notting Hill have small shops where you can buy vintage and secondhand clothing. Shops are usually open from 9 a.m. to 5 or 6 p.m. Mondays to Saturdays. Some shops are also open shorter hours on Sundays.

1 Listen and read. Write the child's name next to each picture. CD 131

- Focus on the pictures. Ask children to say the names of the children and what each picture shows.
- Use the pictures to revise / pre-teach the words *market*, *toy shop*, *shopping mall*, *electrical shop*.
- Play the recording. Children follow in their Class Books.
- Play the recording again, pausing for children to write the children's names next to the correct pictures. Ask children to say where each of the children in the text is shopping.

ANSWERS

Liam – Hamleys, Bryony – market, Caitlin – shopping centre, Danny – Tottenham Court Road

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 (*I'm looking for new trainers ...*). Show the children how F has been written as an example.

- 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 T 4 T 5 F

3 Talk about shopping in London.

- Point to the text and ask *Are there quite a lot of robots at Hamleys?* The children find the answer (Yes). Say *There are quite a lot of robots.* Write this sentence on the board.
- Say more sentences based on the information in the text and using quantifiers: *There are hardly any big shops at Brick Lane Market. / There are a few street entertainers at Brick Lane Market. / There are lots of different shops at Westfield Shopping Centre.*
- Ask children to look at the grammar box. Write the example sentences on the board. Explain that we use quantifiers to talk about how many things there are. Ask children to read out the sentences, then make sentences about items in the classroom using quantifiers.
- Ask children to think about a well-known shop in their town. Brainstorm with the class about what you can see, do and buy there. Write their suggestions on the board. Encourage children to make sentences using the ideas on the board and quantifiers to describe the shop.
- Ask children to look at the prompts in Exercise 3. Invite a pair of children to read out the example, then let children talk in pairs, using the prompts to make more sentences about shopping in London using quantifiers.
- Invite some children to say sentences to the class.

ANSWERS

There are a few street entertainers at Brick Lane Market.

There are hardly any big shops at Brick Lane Market.

There are some department stores at Westfield Shopping Centre.

There are lots of toys at Hamleys.

There aren't any clothes shops in Tottenham Court Road.

There are quite a lot of shops that sell computers in Tottenham Court Road.

- Ask children to think of two things that are the same and two things that are different between shopping in London, and shopping in their own town, e.g. *There are lots of big department stores in London, but there are hardly any big department stores in my town. There are a few street entertainers at Brick Lane Market, and there are a few street entertainers in my town.*

4 Write. Draw a picture.

- Read out the example text. Ask *Where are you from? What's a good place to shop in your town / city? How often do you shop there? What can you buy / see / do there?*
- Children draw a picture of their favourite place to shop and write a short text about it in their notebooks or on a piece of paper. Invite children to read out their texts to the class, and display their work around the classroom.

Further practice

Workbook page 118

Online Practice • Culture • Shopping

Watching wildlife

Culture CB pages 132–133

Learning outcomes

To learn about places to watch wildlife

To write about watching wildlife in your country

Language

Vocabulary: *experience, spray, fish tank, steam train, lemur, puzzle*

Grammar: present perfect with *for* and *since*

Materials

CD  132

Warmer

- Tell children they are going to learn about a zoo and an aquarium in the UK.
- Ask children what words they already know for wild animals. Write their answers on the board. Ask the children to say which of the animals in the board you might see in a zoo and which you might see in an aquarium.
- Play *Bingo* (See Teacher's Book page 25) with the words on the board.

Culture note: Zoos, Aquariums and Wildlife parks in the UK

There are lots of zoos, aquariums and wildlife parks in the UK, but the most famous zoos are London Zoo and Whipsnade Zoo. Both of these zoos are run by the Zoological Society of London (ZSL). ZSL is an international charity and it aims to conserve wild animals all over the world and make sure that animals and their habitats are protected. ZSL has conservation projects in 50 countries. At London and Whipsnade Zoo, you can see a wide range of species and learn about how they are protected. London Zoo also has an aquarium and Whipsnade Zoo also has a safari park. Protecting wildlife and learning about animals is very important to people in the UK. Many zoos and aquariums offer children (carefully controlled) experiences so that they can interact with animals and see them up close.

1 Listen and read. Where are the children? 132

- Focus on the pictures. Ask children to say what animals they can see in the pictures and what each animal looks like.
- Play the recording. Children follow in their Class Books.
- Play the recording again, pausing to explain the meanings of any new words.

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 (*I've been at the National Marine Aquarium for the whole night!*). Show the children how *F* has been written as an example.

- 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 T

3 Talk about the children in Exercise 1.

- Say more true or false sentences about the texts in Exercise 1 and ask the children to say *Yes* or *No*, e.g. *The aquarium has been open since 1998. Jemma has travelled around the zoo on a steam train for two hours.*
- Ask children to look at the grammar box. Write the example sentences on the board and ask children to say when we use *for* (with a length of time) and when we use *since* (with specific times). Explain that we use *for* and *since* to show how long a situation has lasted.
- Write gapped sentences on the board and ask the children to say whether *for* or *since* is missing, e.g. *I've lived in London ___ ten years.*
I've known my best friend ___ 2008.
I've loved turtles ___ I was little.
I've wanted a pet ___ years.
- Ask children to make two sentences about themselves; one with *for* and one with *since*. Invite the children to say their sentences to the class.
- Tell children to look at the prompts in the first box and point to the correct people in the main text.
- Invite a child to read out the example sentence.
- The children use the prompts and the words in the box to talk about the children in Exercise 1 using *for* or *since*.
- Invite some children to say sentences to the class.

ANSWERS

Finn has been at the aquarium for the whole night.
Finn has loved the ocean since he was little.
Jemma has been at the zoo since seven o'clock.
Jemma has learnt lots of things since she arrived at the zoo.
Finn has been at the aquarium since yesterday.
Jemma has travelled around the zoo on a steam train for an hour.
Jemma hasn't been at the zoo since half past five.

4 Write about a zoo, aquarium or wildlife park you have been to. You can draw or stick a picture.

- Read out the example text. Ask children *Have you ever been to (a zoo / a wildlife park / an aquarium)? Where was it? When did you go? What animals did you see? What did you do?*
- The children draw or stick a picture of a zoo, an aquarium or a wildlife park they have visited 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 • Watching wildlife

Australia

Culture CB pages 134–135

Learning outcomes

To learn about Australia

To write about a city in your country

Language

Vocabulary: *harbour, Outback, Aboriginal, boomerang, spear, possum, ferry*

Grammar: first conditional

Materials

CD 133

Warmer

- Tell children they are going to learn about Australia. Ask what they know about Australia. Ask *Is it a small country? What animals live there? When is spring in Australia? What cities are in Australia? What can you see there?* Write their answers on the board.
- Invite children to say sentences comparing Australia to their country (eg: *Australia is bigger than (Spain). / Kangaroos live in Australia, but they don't live in (Italy).*)

Culture note: Australia

Australia is one of the largest countries on Earth and it is the only country that covers a whole continent. Australia has an unusual ecosystem, with lots of unusual animals, such as the platypus, kangaroo, echidna, and koala. More than one-third of Australia is desert, and there are thick rain forests in the north-east of the country. However, there are also lots of amazing beaches and busy cities in Australia. Many Australian cities and farms are in the south-east and the south-west, where the climate is not so hot or dry. Europeans first arrived in Australia in the 17th century. Today, Australia is home to people from many different cultures.

1 Listen and read. Circle six sentences that contain the word *if*. CD 133

- Focus on the pictures. Ask children what they can see and what they think they are going to read about in the text.
- Play the recording. Children to listen and follow the text in their Class Books. Explain the meanings of any new words.
- Allow the children time to read the text again and circle six sentences with the word *if*.
- Invite children to read out sentences from the text.

ANSWERS

Dad says that if we can, we'll go to visit them next year!

If we go to Sydney, I'll visit the Sydney Opera House.

If we go to Australia, we'll visit other big cities, too, like Melbourne and Perth.

If we travel to the Outback, we'll see kangaroos and possums, and maybe we'll meet some Aboriginal people, too!

If we go in January, we'll get to see Australia Day.

If we are in Sydney, we'll see a ferry race across the harbour.

2 Read again. Write *T* (true) or *F* (false). Correct the false sentences.

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the sentence which gives them the answer (*Sadly, I've never met them.*). Show the example *F*.
- Invite children to read out the sentences and say whether each one is true or false, then read out the corrected sentences where applicable.

ANSWERS

1 *F* – Dan hasn't met his Australian relatives.

2 *F* – There is a ferry race across Sydney harbour every January.

3 *F* – Canberra is the capital of Australia.

4 *T*

5 *F* – There are more kangaroos than people.

3 Talk about Dan's trip to Australia.

- Ask questions about the text, e.g. *What will Dan do if they go to Sydney? What will they see if they travel to the Outback?* Encourage them to answer using sentences from the text.
- Ask children to look at the grammar box. Explain that we use the first conditional to say what we will do if a certain situation happens first.
- Ask children questions, such as *What will you do if you go to the beach / park / museum / cinema / sports centre / shopping mall?* Encourage them to answer using full first conditional sentences (*If I go to the beach, I will swim in the sea.*)
- Write the phrases *visit my grandparents / miss the bus / meet my friends / go to the USA / stay up late* on the board. Ask children to write a true first conditional sentence about themselves with each phrase.
- Children then ask and answer questions in pairs, using the phrases on the board (*A: What will you do if you visit your grandparents? B: I will help my grandma in the garden*)
- Tell children to look at the words in the box in Exercise 3. Explain that they need to use these words and the first conditional to talk about Dan's trip to Australia. Invite a pair of children to read out the example sentences.
- Let children talk in pairs, then invite pairs to say sentences to the class.

ANSWERS

If he can, he'll go to Australia next year.

If he goes to Sydney, he'll visit the Opera House.

If he goes to Australia, he'll visit other cities.

If he travels to the Outback, he'll see kangaroos.

If he goes in January, he'll see Australia Day.

4 Write about a city in your country. Draw.

- Read out the example text. Ask *What's a famous city in your country? What can you see / do there?*
- The children draw a picture of a city in their country and write a short text about it.
- 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 • Australia

Extensive reading

Extensive reading: Fossils CB pages 30-31

Learning outcomes

To read factual texts about fossils
To read independently and work out meaning through context

Language

Extra: *amazing, dig up, especially, footprint, geologist, nest, past, skeleton, stick out, whale*

Materials

CD 27-28

Warmer

- Ask the children to tell you how we can find out about the past. Possible answers include visiting museums, reading, studying old things, and looking at fossils.
- Tell the children that they are going to read about fossils in this lesson.

1 Look at the pictures. What can you see?

- Ask the children to look at the pictures and name any items they know the words for.
- Ask the children to look at the text and say what kind of text they think it is (*factual*) and where they think they might find a text like this (in a children's encyclopaedia or on a website about fossils).

2 Listen and read. 27

- Play the recording. Children listen and follow 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 the children to work out unknown words from the context. Answer any questions they have, then play the recording again, or ask the children to read out sentences from the text.
- Ask comprehension questions, e.g. *What are fossils? What can we learn from fossils? Where can you find fossils?*

3 Read again and 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 (*To be a fossil, the shape has to be at least ten thousand years old.*). Show the children how *F* has been written as an example.
- 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 T

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer.
- Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

1 Underline the girl's name. Find her name in the dinosaur name.

- Ask the children to look at the text and say what kind of text they think it is (*factual*) and where they think they might find a text like this (*in newspaper or magazine*).
- Ask the children to find and underline the girl's name, then find a dinosaur name in the text and find the girl's name in it.

2 Listen and read. 28

- Play the recording. Children follow the text in their Class Books. Alternatively, the children can read silently.
- Encourage the children to work out unknown words from the context. Answer any questions they have, then play the recording again, or ask the children to read out sentences from the text.
- Ask comprehension questions, e.g. *What did Daisy find? Where did she find the fossil? Who did she take the fossil to?*

3 Read again and answer the questions.

- Read out the first question. Ask children to look at the text and find the answer.
- Invite children to read out the questions and answers in pairs.
- As an extension, you can ask the children to think of more questions about the text for their partner, or play a quiz game in two teams. Ask each team to think of four questions for the other team, then take turns to ask and answer.

ANSWERS

- 1 Five years old.
- 2 Five years.
- 3 In the Natural History Museum in London.
- 4 A geologist.

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

Extensive reading: Sport CB pages 54–55

Learning outcomes

To read factual texts about sport
To read independently and work out meaning through context

Language

Extra: *ambitious, athlete, birth, break a record, century, championship, coach, competition, cricket, European, fewer, height, helmet, injured, inspire, junior, last, lightning, medal, Olympic, oval, pick up, position, relay, rugby, silver, sportsperson, step, strong, timing, touchdown, United States, West Indies*

Materials

CD  52–53

Warmer

- Ask the children to tell you what they know about American football.
- Tell the children that they are going to read about American football in this lesson.

1 Look at the page. Describe the pictures.

- Ask the children to look at the page and describe the pictures, saying what they can see and what is happening in each picture.
- Ask the children to look at the text and say what kind of text they think it is (*factual*) and where they think they might find a text like this (*in a children's encyclopaedia or on a website about sports*).

2 Listen and read. 52

- 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 did people first play rugby? Why do American football players wear helmets? What's the United States' most popular sport?*

3 Answer the questions.

- Read out the first question. Ask children to look at the text and find the answer.
- Invite children to read out the questions and answers in pairs. As an extension, you can ask the children to think of more questions about the text for their partner, or play a quiz game in two teams.

ANSWERS

1 The Super Bowl. 2 Eli Manning plays for the New York Giants and JJ Watt plays for the Houston Texans. 3 JJ Watt is taller than Eli Manning.

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

1 Look at the pictures. What is the text about?

- Tell the children that they are going to read another text about sport.
- Ask the children to look at the pictures and say what they think the text is about (a famous athlete). Ask the children where they think they might find a text like this (on a fan website).

2 Listen and read. 53

- 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 was Usain Bolt born? What sports did he play with his brothers? When did he win his first gold medal?*

3 Read again and 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 (*He lived in a small town called Trelawney, where his parents had a small food shop.*). Tell the children to write the letter F next to the sentence.
- 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 T

Extensive reading: Travel CB pages 78–79

Learning outcomes

To read one factual text and one fictional text about travel
To read independently and work out meaning through context

Language

Extra: *expert, frightened, harnesses, instructors, island, language, loaf (loaves), voyage, watch, well behaved, zip wire*

Materials

CD  78–79

Warmer

- Ask the children to tell you people can travel these days and how people travelled in the past. Ask them where they have travelled to and what they did there.
- Tell the children that they are going to read about travel in this lesson.

1 Look at the page. What are the people doing?

- Ask the children to look at the pictures and say where they think the people are and what the people are doing.
- Ask the children to look at the text and say what kind of text they think it is (*factual*) and where they think they might find a text like this (*in a holiday brochure*).

2 Listen and read. 🎧 78

- 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 kind of holiday is the text about? What activities can people do? Who did Cerys go on holiday with?*

3 Read again and write yes or no.

- Read out the first question. Ask children to look at the text and find the sentence which gives them the answer (*We have a beautiful, clean lake where you can learn to sail ...*). Tell the children to write *yes* next to the first question.
- Invite children to read out the questions and answers in pairs. Ask children to say which sentences in the text gave them their answers.

ANSWERS

1 yes 2 no 3 yes 4 yes

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

1 Describe the picture.

- Ask the children to look at the picture and say what they can see, where the people are and what is happening in the picture.

2 Listen and read. 🎧 79

- 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 happened during the storm? Where did Gulliver fall asleep? What did Gulliver eat?*

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

- Tell the children that the sentences are in the wrong order. Tell children to look at the text and number the sentences in the correct order.
- Invite children to read out the sentences in the correct order. As an extension, you can ask the children to use their sentences to tell the story, adding more information from the text.

ANSWERS

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

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

Extensive reading: Exciting places

CB pages 102–103

Learning outcomes

To read factual texts about exciting places
To read independently and work out meaning through context

Language

Extra: *cactus, dog sled, dune, insect, minus, nocturnal, oases, polar bear, reindeer, root, sandstorm, seed, snowmobile, snowstorm*

Materials

CD 🎧 103–104

Warmer

- Ask the children to tell you what exciting places they can think of (deserts, mountains, etc). Ask them to say why they think each place is exciting.
- Tell the children that they are going to read about exciting places in this lesson.

1 Look at the text. What do you know about life in the Arctic?

- Ask the children to look at the text, then tell you what they know about life in the Arctic. Ask questions to prompt them, e.g. *What do people wear? What are houses like? How do people travel?*
- Ask the children to look at the text and say what kind of text they think it is (*an email*).

2 Listen and read. 🎧 103

- 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. *Who does Kirima live with? How old are her brothers? Where does she live?*

3 Read again and circle the correct word.

- Explain that the children should read the text and circle the correct options to complete the sentences.
- Read out the first sentence. Ask children to look at the text and find the sentence which gives them the answer (*I live further from the school, so I go by snowmobile ...*).
- Check answers by asking children to read out the sentences with the correct options.

ANSWERS

1 snowmobile 2 winter 3 father 4 don't go

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

1 Describe the picture. What do you know about deserts?

- Ask the children to describe the picture. Ask them what they know about deserts. Write their answers on the board.
- Ask the children look at the text and say what kind of text they think it is (*factual*) and where they think they might find a text like this (*in a children's encyclopaedia or geography book / website*).

2 Listen and read. 🎧 104

- 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's the biggest hot desert in the world? What's the coldest place in the world? How do cacti survive?*

3 Read again and 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 (*There are hot deserts and there are cold deserts.*). Tell the children to write the letter *F* next to the sentence.
- 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

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

Extensive reading: Gold CB pages 126–127

Learning outcomes

To read one factual text and one fictional text about gold
To read independently and work out meaning through context

Language

Extra: *greedy, Greek, jewellery, mill, moral, prospector, overland, vase, wagon, wish*

Materials

CD 🎧 127–128

Warmer

- Ask the children to tell you why gold is important and what we use gold for.
- Tell the children that they are going to read about gold in this lesson.

1 Look at the pictures. What country is it? What are people looking for?

- Ask the children to look at the pictures and say what they can see. Ask the children to answer the questions and say what they know about the gold rush.
- Ask the children to look at the text and say what kind of text they think it is (*factual*) and where they think they might find a text like this (*in a history book or on a history website*).

2 Listen and read. 🎧 127

- 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 did James Marshall see in the river? Where did people look for gold? How did people look for gold? What did people do with their old ships?*

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

- Read out the first sentence. Ask children to look at the text and find the information which gives them the answer (*... cities like Los Angeles and San Francisco. But, until 1848, San Francisco was only a tiny village ...*). Tell the children to write *F* next to the sentence.
- 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

1 Describe the pictures. What is the story about?

- Ask the children to look at the pictures and say what they can see and what the people are doing.
- Ask the children what kind of text they think it is (*a story*).

2 Listen and read. 🎧 128

- 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 did Midas live? What did he wish for? What happened when he tried to eat and drink?*

3 Read again and write yes or no.

- Read out the first sentence. Ask children to look at the text and find the sentence which gives them the answer (*It is the first robot to walk and run like a human ...*). Tell the children to write the letter *T* next to the sentence.
- Invite children to read out the questions and answers in pairs. Ask children to say which sentences in the text gave them their answers.

ANSWERS

1 yes 2 yes 3 no 4 yes

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

Extensive reading: Science CB pages 128–129

Learning outcomes

To read factual texts about science
To read independently and work out meaning through context

Language

Extra: *advanced, cancer, commands, complicated, contribution, disabilities, element, healthcare, operations, protective, put out (fires), radioactive, treatment, truck, x-ray*

Materials

CD  129–130

Warmer

- Ask the children to tell you how science can help us (*we learn about the world, improve medicines and treatments, new discoveries and inventions make our lives easier*).
- Tell the children that they are going to read about science in this lesson.

1 Look at the pictures. What job did Marie Curie do?

- Ask the children to look at the pictures and say what they can see. Ask them if they know the name of the woman in the photograph (*Marie Curie*) and if they know what job she did (*scientist*).
- Ask the children to look at the text and say what kind of text they think it is (*biography*) and where they think they might find a text like this (*in a history / science book or on a history / science website*).

2 Listen and read. 129

- 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. *Why are X-rays important? What did Marie Curie discover? Why was her discovery important?*

3 Read again and circle the correct word.

- Explain that the children should read the text and circle the correct options to complete the sentences.
- Read out the first sentence. Ask children to look at the text and find the sentence which gives them the answer. (*Marie was born in Warsaw, Poland, in 1867.*)
- Check answers by asking children to read out the sentences with the correct options.

ANSWERS

1 Poland 2 daughters 3 Eve 4 teachers

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

1 Look at the pictures. What do you know about robots?

- Ask the children to look at the pictures, then tell you what things robots can do. Ask them what films they have seen about robots and whether they think those kinds of robots really exist.

2 Listen and read. 130

- 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 is ASIMO from? What can ASIMO do? What jobs will robots do in the future?*

3 Read again and 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 (*It is the first robot to walk and run like a human ...*). Tell the children to write the letter *T* next to the sentence.
- 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 T 2 T 3 F 4 F

4 Ask and answer.

- Ask the children to read the texts again silently.
- Ask the questions in turn. Invite children around the class to answer. Alternatively, you can ask children to discuss the questions in pairs, then report back to the class.

Skills / Fluency Time! transcripts

Unit 1 TB page 35 10

- 1 On Sundays, my family always eats together. We always have a big dinner with chicken, vegetables and potatoes. Sometimes my grandparents, aunts, uncles and cousins come too. It's a very special day for us because all the family is together.
- 2 My family usually goes to a pizza restaurant on Saturdays. I always have cheese and tomato pizza with olives. I love pizza. My mum and dad usually have pasta and we always eat our meal with salad.
- 3 We rarely go to restaurants because my mother loves cooking. I usually help her and we cook a big lunch every day. We have lots of different food, but my favourite is potato salad. We always have fruit after the meal.

Unit 2 TB page 41 17

- 1 Last weekend, Kate saw a band in the park. The musicians wore green uniforms. One musician played a big drum. It looked very heavy! One musician played a trumpet. The music was great!
- 2 Ben and his sister went to a concert last month. They went in the car, because the concert was in another town. The concert was very long. Ben and Anna were very tired on the way home!
- 3 Lisa can play the piano. She has piano lessons every Thursday after school. She practices the piano every evening after she does her homework. She wants to be a famous musician one day.
- 4 Dan and his friends can all play the recorder. At the moment, they're practising for a school concert. The concert is next month, so they practise for an hour every day. They can play very well now.

Unit 3 TB page 47 24

- 1 I'm Jane. On our school trip we saw very old pictures and old plates and pots. We also saw some bones from dinosaurs and a very old car. But my favourite part of the trip was seeing a dinosaur skeleton. It was huge!
- 2 My name's Simon. We saw lots of different animals on our school trip. My favourites were the monkeys and the lions. There were lots of snakes, but I didn't really like them. I hope we can go back soon!
- 3 I'm Lisa. We went to the beach and spent a lot of time on a big boat. We went to some islands and the boat went around them. Afterwards we looked at rock pools on the beach and all the different plants and animals that live in them. It was really good fun on the boat. That was definitely my favourite part of the day.
- 4 I'm Max. On our trip, we learnt about where our food comes from. We saw animals that give us milk, like cows and goats. My favourite part was a long walk through fields which were growing different kinds of food.

Fluency Time! 1 TB page 48 26

- 1 **Waiter** Hi. Are you ready to order?
Mum I'd like a cup of coffee, please – with milk.
Waiter Coffee with milk.
Mum Tom? What would you like?
- 2 **Tom** Can I have this sandwich without onions, please?
Waiter Yes, that's fine.
- 3 **Waiter** Do you want cucumber with the sandwich?
Tom Yes, please.
Waiter So that's the sandwich without onions but with cucumber.
- 4 **Waiter** Is everything OK with your meal?
Mum Yes, thanks. Oh, can we have some more bread, please?
Tom And some more water, please.
Waiter Some more bread and some more water. Yes, sure.
Waiter Would you like anything else?
Tom's Mum No, thank you. Can we have the bill now, please?
Waiter Yes, of course.

Unit 4 TB page 55 35

- 1 **Narrator** What do you like doing, Sara?
Sara I don't really like team sports. But I do love exercise and I love water! What do I like doing? Well, I go to the pool. I put on my swimsuit and I jump in the water. Can you guess what it is?
- 2 **Narrator** What about you, Kareem? What do you like doing?
Kareem I love sports. But what's my favourite sport? Can you guess? We play on a sports field. There are two teams and there are two nets. We play with one ball. We kick the ball into the net. The team which scores the most goals wins.
- 3 **Narrator** Do you like sport, Harry? What do you like doing?
Harry I don't like football and I don't like swimming. But I do like going out with my friends. We go to the sports field and ride our bikes very fast. Sometimes we have races to see who is the fastest.
- 4 **Narrator** And what about you, Rosy?
Rosy I love all team sports. My favourite is a game we play in two teams. We play on a court. There are two baskets. We bounce the ball and throw it in the air. What's my favourite sport? Do you know?

Unit 5 TB page 61 42

Hi. My name's Leo. I go to school by bus. I get on at the bus stop, which is near my house.

First we go straight on down the main road. Then we get to a roundabout. There are always lots of nice flowers there.

At the roundabout we turn right. We go past some shops and then we get to some traffic lights.

At the traffic lights we turn left and the bus goes straight on past a big park.

At the corner of the park you turn right and our school is along this road, on the right.

Unit 6 TB page 67 49

1 Once there was a boy who looked after sheep every day up in the mountains. Nothing much ever happened and he was very bored.

2 One day he ran down the mountain to the market in the nearby village and shouted, "Help! Help! Wolf, wolf! A wolf is going to eat the sheep!"

3 The people ran up the mountain to help the boy. But there was no wolf. "It's a joke! There isn't really a wolf," said the boy, laughing.

4 The people from the village were very angry with the boy. They didn't laugh at his joke.

5 The next day, a wolf really did come to the mountains. The boy was very scared, so he ran to the village. Again he shouted, "Help! Help! Wolf, wolf! A wolf is going to eat the sheep!"

6 But this time no one helped the boy. No one believed him. "There isn't really a wolf," they said, laughing. And then the wolf ate all the boy's sheep.

Fluency Time! 2 TB page 68 51

1 **Sam's Mum** Hello.

Tom Hello. Can I speak to Sam, please?

Sam's Mum Yes. Who's calling?

Tom It's Tom here.

2 **Sam's Mum** Hi Tom. How are you?

Tom I'm fine, thanks.

Sam's Mum Hold on a minute, Tom. I'll get Sam.

Tom Thank you.

Sam's Mum Sam! Sam! It's the phone, for you!

Sam Who is it?

Sam's Mum It's Tom. Hurry up!

Sam I'm coming!

3 **Sam** Hi Tom.

Tom Hi. Are you free after school on Wednesday?

Sam Erm... yes, I am!

Tom Do you want to come to my house?

4 **Tom** We can play with my new football game.

Sam Great, yes! OK.

Unit 7 TB page 75 60

Narrator We asked four more children, "What will school be like in 200 years' time?"

1 In 200 years' time, there will be too many people on Earth, so I think we will have big cities in space. People will live in space stations. Children will also go to school on the space stations. There will be special classrooms for learning more about their new life in space.

2 I think that children won't have to go to school in 200 years' time. The children will study at home using very clever computers. They will have more time for sports, being outside and doing other things because they won't have to travel to their schools.

3 I don't think things will change very much. I think children will still go to normal schools and learn from their teachers. The only difference is that all children will have their own computers in the classroom. There'll be a lot more machines to help us learn.

4 Maybe children will have robots to help them with their school work and tell them when to get up and go to bed. The robots will be like a best friend for the children because they will talk to them and help them with any problems.

Unit 8 TB page 81 68

1 My name's Lucas. This year, I went on holiday with my grandparents because my parents had to work. My grandparents have got a holiday flat near a beach. We went by car and it took five hours. We had lunch in a restaurant on the way. We went on the beach every day and played football and frisbee. My grandparents are really healthy and good fun. I had a great time.

2 I'm Nada. I had a holiday with all my cousins in a big house in the mountains. I've got eight cousins, so we had lots of fun together. There was a big lake near the house, so we went in kayaks and also tried waterskiing. It was very warm, so it was OK when we fell in! We also went on some long walks. It was very beautiful in the mountains.

3 My name is Ronny. This year we didn't go away on holiday. We had our holiday at home. My parents didn't go to work for two weeks and we went to different places together each day. We went to the cinema, the zoo and a museum. We also went on a boat trip on the river. My friend came too and it was lots of fun. It was my favourite day I think.

Unit 9 TB page 87 75

1 My name's Stacy. I like watching cartoons and documentaries on TV. My favourite programme was on last week. It's about space and space travel. I learnt about the different planets in our solar system and how different they are to Earth.

2 My name's James. I like watching films and sports programmes. I really like football a lot. I love watching matches on TV. Last night, I watched England v France. The score was 1:1. There wasn't a winner, so they have to play again next week.

3 I'm Emily. I don't watch a lot of TV but I always watch a film with my parents on Friday night. We all love films and after dinner we sit on the sofa together to watch. Last Friday we saw an adventure film about superheroes. It was really good fun!

4 I'm Kai. I love cartoons. I watch them every day after school and usually at the weekend, too! I like most cartoons but my favourite is Bugs Bunny. Have you seen it? It's very funny and he has lots of adventures with Daffy Duck!

Fluency Time 3 TB page 88 77

- 1 Anna** Hi Tom. I've finished my homework and I'm tired now.
Tom Me too. Let's watch TV.
Anna OK. What's on?
Tom There are adverts. Lots of adverts.
Anna Oh, no! I can't stand adverts.
Tom Neither can I. They're boring.
- 2 Anna** Let's change the channel.
Tom Pass me the remote control.
- 3 Anna** What's on Channel 3?
Tom Hold on ... It's a documentary about animals.
- 4 Anna** Great. I love animals.
Tom So do I.
Anna Great! Let's watch it.

Unit 10 TB page 95 86

- 1** My name's Rita. We've got a computer at home in the dining room. I really love taking photos, so I usually use the computer for saving photos, printing my photos and making photo albums. I also attach my photos in emails and send them to my friends. I sometimes type my homework on the computer, too.
- 2** I'm Dan. I send emails to friends on the computer and I really like playing computer games. Some of my favourites are on the Internet. Some of the games are about my favourite characters, like Harry Potter or Spiderman. I've also got a football game and a basketball game. My mum says I can only play four times a week. She wants me to play real sports too, not just computer games.
- 3** I'm Beth. We haven't got a computer at home, so I go to the computer room at school to do my homework. I like typing my work and now I can type really fast, without looking at the keyboard. I can also check the spelling of my homework and do drawings with the computer too. I use the computer to help me with my homework by searching on the Internet. Finally, I can print it all out. Everyone says my homework looks great.

Unit 11 TB page 101 93

- 1** Hillary and Tenzing wore very heavy backpacks when they climbed Everest. They had to carry a lot of equipment. Their backpacks weighed fourteen kilos.
- 2** It was difficult to climb the mountain. There was lots of snow and ice and the air was very cold. Sometimes, the men had to use special ice axes to climb up walls of ice.
- 3** When Hillary and Tenzing finally reached the top of the mountain, Hillary took a photo of Tenzing holding his ice axe. Tenzing didn't know how to use a camera, so he couldn't take a photo of Hillary.
- 4** Hillary and Tenzing climbed down the mountain. It was snowing hard, and they were very cold. One of Hillary's friends climbed up to meet them with hot soup!

Unit 12 TB page 107 100

Narrator What are these children doing to be healthy?

- 1** My name is Joe. I want to be healthy, so I walk to school every day. I go with my mum and my sister. The walk takes half an hour. It's really nice because we can walk through a park where there are lots of trees and flowers. I have more energy for the rest of the day now that I walk.
- 2** I'm Sarah. I'm nine. When I was younger, I didn't like salad. But now I do. Most days I have salad with my lunch. I like pasta salad, or tomatoes, cucumber and olives. I eat my salad with bread and cheese or eggs. I always have fruit too. I feel healthier and I don't get colds very often now.
- 3** My name is Ella. I always take a water bottle to school. I drink water at break time and when I have lunch. I don't like fizzy drinks any more. They're too sweet. I think water is better for me – and especially for my teeth.
- 4** Hi, I'm Pete. I drink milk every day and have it on my cereal at breakfast too. My mum says it's good for strong bones and teeth. I also try not to eat too many sweets and I only have them at the weekend now. Oh, and I always brush my teeth afterwards!

Fluency Time! 4 TB page 108 102

- 1 Tom** Mum. Come quickly.
Mum What's the matter?
Tom It's Anna. She's hurt her arm.
Mum I'm coming.
- 2 Anna** I'm in the living room, Aunt Kathy.
- 3 Mum** What happened, Anna?
Anna I fell over.
Mum Oh dear. Where did it happen?
Anna I fell over in the garden. We came in here to find you.
- 4 Mum** Tom. Take Anna to the kitchen. I'll wash her arm.
Tom OK, Mum. Come on Anna.
Anna Thanks, Aunt Kathy.

Unit 13 TB page 115 111

- 1** I teach English and I've got 25 pupils in my class. I enjoy my job and the children work very hard. We have a great time together. I'm very proud of all my pupils.
- 2** I help people who are in danger. I often put out fires. Sometimes I have to rescue people too, especially after a storm or an earthquake. My job can be dangerous but I love it because I like helping people.
- 3** My job is to keep people and our towns and cities safe. I help the traffic go safely on our roads and I help people when there is a road accident. I help you with your problems and try to stop bad things happening.
- 4** I work with children who are ill. Some have had accidents and others have serious illnesses. As well as helping the sick children, I also like talking to them and trying to make them smile. The best part about my job is seeing them get better.

Unit 14 TB page 121 118

Narrator Listen to these children talking about some of their memories with their families.

- 1 I'm Stuart. We had a really fantastic holiday this year. For the first time in my life, I went in an aeroplane and it was really exciting. We went to Australia and saw lots of animals, like kangaroos and koala bears. The weather was very hot and I went surfing in the sea. It was so good that I hope we can go back one day.
- 2 My name is Emily. The best memory for me was when my baby brother was born. He was really little and had black hair and big brown eyes. He was happy nearly all the time and I helped my mum look after him. Now he is three and I can read him stories and play with him.
- 3 My name's Anna. I can remember my last birthday. I was nine and I had a great time. Usually on my birthday, friends come to my house. But last year we went to a zoo because my parents know I love animals. It was great! I didn't just look at the animals. I helped to look after them. First I fed the monkeys and the giraffes. Then I helped to wash a big elephant. It was really fun and I'll never forget it.

Unit 15 TB page 127 124

Narrator Imagine you've got three wishes. What are they?

- 1 My name's Lucas. My first wish is for an MP3 player. I love music and I haven't got one. My second wish is for a baby brother. I've got three sisters and I really want a brother one day. Maybe this wish will come true! And my third wish is to not have anymore more earthquakes in the world. Earthquakes are scary and dangerous.
- 2 I'm Rosy. Three wishes! That's great. Wish number one. My grandma is ill and I want her to get better soon. Wish number two is for all animals to be safe and no animals to become extinct. And my final wish? I'd really like a camcorder. I want to make films of my holidays.
- 3 I'm Akram. This is difficult because I want so many things. My first wish is to go to England one day to visit my pen pal. I've never been to England so it would be really exciting. My second wish is for nobody in the world to be hungry. I want everyone to have enough food. And my last wish is easy. My last wish is to have three more wishes!

Fluency Time 5 TB page 128 126

- 1 **Tom** Hi Robert. Are you on your own?
Robert Yes. I usually play with my brother Kevin, but he's off school today.
- 2 **Tom** Why is your brother off school?
Robert He's got a stomach ache.
Tom Oh dear.
- 3 **Tom** I'm here with Dave. You can play with us.
Robert OK. Thanks, Tom.
- 4 **Tom** Do you want to play football?
- 5 **Robert** Yes, great. That sounds fun. I love football.

Review pages answer key

Review 1

Class Book pages 28–29

- 1 Complete the crossword.
1 skeleton 2 glass 3 plate 4 avocado 5 waitress
6 stage 7 coconut 8 recorder
- 2 Write.
1 violin 2 trumpet 3 concert 4 stage 5 audience
6 cheered
- 3 Read and then write what Mia did yesterday afternoon.
Mia watched TV yesterday afternoon. It was about a dinosaur museum. Some of the dinosaur skeletons were really big. Her brother was playing football outside.
- 4 Match the questions and answers.
1 b 2 d 3 e 4 a 5 c
- 5 Write using the present simple and present continuous.
1 get up, am reading 2 travel, am walking
3 eat, am going 4 go to bed, am playing
- 6 Write the words under the correct heading.
long a: tray, cake, train long e: leaves, key, tree
long i: light, bike, sky long o: coat, nose, blow
long u: blue, room, flute

Review 2

Class Book pages 52–53

- 1 Complete the crossword.
1 jacket 2 player 3 throw 4 puppet 5 screen
6 shadow 7 trophy 8 trainers
- 2 Write.
1 straight on 2 left 3 traffic lights 4 roundabout
5 right 6 bridge
- 3 Write.
1 Why 2 Because 3 Why 4 Because 5 Why
6 because 7 why
- 4 Write.
1 speak 2 calling 3 It's 4 Hold on 5 for you
- 5 Read and write *T* (true) or *F* (false).
1 T 2 T 3 F 4 F 5 F
- 6 Write.
1 yours 2 theirs 3 ours 4 hers 5 his 6 mine
- 7 Write the words under the correct heading.
c says 'c': picnic, cucumber c says 's': pencil, police
g says 'g': yogurt, gloves g says 'j': orange, badge

Review 3

Class Book pages 76–77

- 1 Complete the crossword.
1 passenger 2 stadium 3 planets 4 suitcase
5 ticket 6 passport 7 newspaper 8 astronaut
- 2 Write.
1 cartoons 2 programme 3 channel 4 documentary
5 camcorder 6 the news

- 3 Read and circle. Then ask and answer.
1 much 2 many 3 many 4 much

- 4 Write.

1 any 2 some / lots of 3 many 4 any 5 any
6 some / lots of

- 5 Write.

1 won't 2 will 3 will 4 will 5 will 6 won't
7 will 8 will

- 6 Complete the words.

1 au 2 or 3 aw 4 or 5 er 6 or

Review 4

Class Book pages 100–101

- 1 Complete the crossword.
1 save 2 cabbage 3 desert 4 mouse 5 printer
6 keyboard 7 type 8 explorer
- 2 Write.
1 an earache 2 cough 3 take medicine 4 felt sick
5 sore throat
- 3 Write.
1 matter 2 hurt 3 happen 4 fell over 5 Take
6 Come on
- 4 Write.
1 finished 2 made 3 found 4 have 5 done 6 has
7 put on 8 hasn't
- 5 Complete the sentences.
1 ever been to a rainforest, never been to a desert
2 ever been to space, never been to the moon
3 ever been to Egypt, they've been to Spain.
- 6 Complete the words.
1 ea 2 ur 3 ir 4 ur 5 ea 6 e

Review 5

Class Book pages 124–125

- 1 Complete the crossword.
1 earthquake 2 author 3 office 4 sausage
5 dentist 6 vet 7 secretary 8 boss
- 2 Write.
1 husband 2 mother-in-law 3 father-in-law 4 wife
5 niece 6 nephew
- 3 Read and circle.
1 us 2 it 3 it 4 her 5 them 6 us
- 4 Complete the sentences with *who* or *which*.
1 who, the volcano 2 which, forty metres deep
3 who, the race 4 which, yesterday
- 5 Write.
1 was watching TV, arrived 2 was laying the table, rang
3 was fishing, jumped 4 was printing, stopped
5 were eating, dropped
- 6 Complete the words.
1 el 2 il 3 shion 4 tion

Workbook answer key

Starter Unit

Page 4

1

w	s	c	r	o	c	o	d	i	l	e	p	a
i	u	b	a	u	s	t	r	a	l	i	a	u
n	s	t	r	m	s	u	m	e	a	t	s	t
t	a	f	l	e	e	s	p	a	i	n	t	u
e	z	e	b	r	a	l	i	e	b	d	a	m
r	l	i	z	a	r	d	p	a	f	c	g	n
s	u	m	m	e	r	l	s	p	r	i	n	g
g	c	u	c	u	m	b	e	r	x	h	j	o

- 1 Russia 2 Australia 3 Spain
 4 USA 5 crocodile 6 camel
 7 zebra 8 lizard 9 pasta
 10 bread 11 meat 12 cucumber
 13 winter 14 autumn 15 summer
 16 spring
 Countries: Russia, Australia, Spain, USA
 Animals: crocodile, camel, zebra, lizard
 Food: pasta, bread, meat, cucumber
 Seasons: winter, autumn, summer, spring
- 2 1 camera (Children's own answers)
 2 concert (Children's own answers)
 3 museum (Children's own answers)
 4 actor (Children's own answers)
 5 bridge (Children's own answers)
 6 shout (Children's own answers)

Page 5

- 1 long, friendly, shy, pretty, tall, handsome, kind, generous, funny, old, cheerful, clever, beautiful
 2 Children's own answers
 3 1 some 2 some 3 a 4 an
 5 some 6 a 7 some 8 a
 9 an

Page 6

- 1 1 She's going to visit her aunt.
 2 She's going to go to the cinema.
 3 They're going to make a cake.
 4 They're going to go to a party.
 5 He's going to do his homework.
 6 He's going to play volleyball.
- 2 1 down 2 sound 3 toy 4 oil
 5 horse 6 paw 7 tall 8 shark

Page 7

- 1 1 e 2 d 3 f 4 c 5 b 6 a
 2 1 It's twenty to seven.
 2 It's quarter past four.

3



- 4 It's ten to nine.

5



- 6 It's three o'clock.

7



- 8 It's five to three.

9



Unit 1

Page 8

- 1 1 waiter 2 customers 3 uniform
 4 menu 5 waitress 6 cup
 7 bowl 8 bottle 9 glass
 10 plate
- 2 1 uniforms 2 waitress 3 waiter
 4 customers 5 menu 6 bowl
 7 plate 8 bottle 9 glass 10 cup

Page 9

- 1 1 eat 2 are eating 3 drink
 4 are drinking 5 wear 6 are wearing
 7 sit 8 are sitting
- 2 Today: She is eating sandwiches and cake. She is drinking orange juice. She is wearing pretty dress. She is sitting at the biggest table in the restaurant. Usually: She eats pasta and salad. She drinks water. She wears trousers and a T-shirt. She sits at the small table by the window.
- 3 1 He usually plays football. But today he's reading.
 2 He usually eats a sandwich. But today he's eating a bowl of soup.
 3 He usually does his homework. But today he's staying in bed.
 4 He usually drinks a glass of milk. But today he's taking medicine.

Page 10

Lesson Three

- 1 1 sometimes (PS) 2 at the moment (PC) 3 Today (PC) 4 never (PS)
 5 right now (PC) 6 always (PS)
- 2 1 Sally is playing volleyball right now.
 2 We always visit my grandma on Fridays.
 3 I'm reading a new book today.
 4 He is walking to school now.
 5 Peter and Sue rarely listen to the radio in the mornings.

Lesson Four

- 1 Long a: Monday, train, Spain, tray, cake, race
 Long e: happy, feet, leaves, tree, please, key
- 2 Children's own answers

Page 11

1

p	a	n	c	a	k	e	s	c
b	t	a	h	m	p	f	a	o
e	o	c	i	o	d	n	l	c
a	a	o	l	i	v	e	s	o
n	s	r	l	x	b	s	u	n
s	t	n	i	z	i	j	l	u
n	o	o	d	l	e	s	p	t

- 1 chilli 2 corn 3 olives 4 beans
 5 toast 6 coconut 7 noodles
 8 pancakes
- 2 1 chilli 2 beans 3 olives 4 corn
 5 pancakes 6 noodles 7 coconut
 8 toast
- 3 1 bread beans 2 Mexico Vietnam
 3 home school 4 small big 5 rice
 beans 6 eggs beans

Page 12

- 1 one syllable: soup, toast, plate, fuul
 two syllables: coffee, noodles, waiter, breakfast
 three syllables: umbrella, customer, cereal, volleyball
 four syllables: calculator, supermarket, vegetable, helicopter
- 2 My name's Sasha. My favourite foods are pasta, pizza, salad and chicken. I love pizzas with olives. I always eat lunch at school. I usually have cheese and tomato sandwiches then fruit or a yogurt. During the week my grandma usually cooks dinner at home. On Wednesdays my grandma goes out and my dad cooks. I always help. I like cooking. Do you like cooking? At the weekend we often go to a restaurant for lunch. The restaurant is called The Food Garden. What food do you like?

Page 13

- 3 Children's own answers
 4 Children's own answers

Unit 2

Page 14

- 1 a concert b programme c stage
 d audience e instruments

- f drums g recorder h violin
i trumpet j cheer
1 a 2 f 3 h 4 e 5 j 6 g
7 d 8 c 9 b 10 i
2 1 concert 2 audience
3 programme 4 stage
5 instrument 6 violin 7 trumpet
8 recorder 9 drums 10 cheered

Page 15

- 1 1 c (stayed) 2 d (cooked)
3 b (walked) 4 e (was)
5 a (were) 6 f (played)
2 1 played 2 were 3 had 4 was
5 finished 6 walked 7 had
8 washed 9 watched 10 tidied

Page 16

Lesson Three

- 1 It was Sonia's birthday last Saturday.
Four days ago, she had her party and
it was great fun. Two days ago, she
played in a basketball game at school.
Yesterday, she was at school and last
night, she had dinner in a restaurant
with her family. Today, she's tired but
happy.

Friday	
Saturday	My birthday!
Sunday	
Monday	party
Tuesday	
Wednesday	basketball
Thursday	school, dinner in a restaurant
Friday	today

- 2 Children's own answers

Lesson Four

- 1 1 i_e 2 oa 3 u_e 4 igh
5 o_e 6 oo
2 Children's own answers

Page 17

- 1 1 burst 2 cymbals 3 pack up
4 shine 5 orchestra 6 treat
7 piece
2 1 orchestra 2 treat 3 piece
4 burst 5 cymbals 6 shine
7 pack up
3 1 T 2 T 3 F 4 F 5 F 6 T

Page 18

- 1 1 walking 2 sitting 3 reading
4 getting 5 drawing
6 swimming 7 shouting
8 shopping 9 listening
2 1 at the top 2 on the left 3 on
the right 4 at the bottom
3 1 at the top 2 on the left 3 on
the right 4 at the bottom

Page 19

- 4 sun R, orchestra L, blanket R, cymbals
L, picnic R, clap B, torches ?, trumpet L,
drums L, fireworks T, violin L, crowd B,
cheer B, flute L, sandwiches R
5 Children's own answers

Unit 3

Page 20

- 1 1 museum 2 skeleton
3 dinosaurs 4 robot 5 alive
6 dead 7 roar 8 scary 9 model
10 scream
2 1 museum 2 dinosaurs 3 dead
4 model 5 skeletons 6 roar
7 scary 8 scream 9 alive
10 robot

Page 21

- 1 1 b 2 d 3 a 4 e 5 c 6 f
2 1 Class 4L went to a museum.
2 They didn't buy postcards.
3 They heard Roman songs.
4 They didn't make theatre
programmes.
5 They didn't eat ice cream.
6 Class 4P didn't go to a museum.
7 They didn't hear Roman songs.
8 They made theatre programmes.
9 They bought postcards.
10 They ate ice cream.

Page 22

Lesson Three

- 1 1 a 2 d 3 e 4 c 5 f 6 b
2 1 Who, saw 2 Where, park
3 Which, was 4 What, played
5 Did, I 6 Can, you

Lesson Four

- 1 1 f 2 ph 3 ph 4 f 5 f 6 ph
2 Children's own answers

Page 23

- 1 1 d 2 a 3 g 4 c 5 f
6 e 7 h 8 b
(Alphabetical order of words) asteroid,
disappear, earth, fall / fell, pattern,
rock, scientist, skin
2 1 scientists 2 patterns 3 rocks
4 asteroids 5 fell 6 Earth
7 disappeared 8 skin
3 1 Meat or plants.
2 65 million years ago
3 14 metres
4 more than 700
5 Because there is no dinosaur skin
left to study.

Page 24

- 1 1 ! 2 . 3 ! 4 . 5 ! 6 !
2 1 I 3 I 5 F 6 I
3 sit, sat be, was / were wash,
washed sing, sang find, found
go, went talk, talked walk, walked

- learn, learnt see, saw
sleep, slept eat, ate

- 4 1 went 2 sat 3 sang 4 talked
5 saw 6 found 7 ate 8 walked
9 slept

Page 25

- 5 sheep F, audience C, history M,
field F, stage C, skeleton M, model M,
farmer F, music C, cows F, drums C,
pictures M, instruments C, vegetables
F, paintings M
6 Children's own answers
7 Children's own answers

Fluency Time! 1

Page 26

- 1 1 like, with 2 have, without
3 some more 4 can, bill
2 1 Can I have this pizza with onions,
please?
2 Can I have this salad without
cucumber, please?
3 Can I have a bowl of soup with
some bread, please?
4 Can I have some more juice, please?
5 Can I have the bill, please?

Page 27

- 1 1 Tom wants a sandwich with fries.
2 Anna wants a salad without onions.
3 Anna wants some more juice.
4 Tom's mum asks for the bill.
2 1 I'd like this sandwich with fries,
please. (third picture)
2 Yes. That's fine. Thank you. (fourth
picture)
3 Can I have some more juice, please?
(first picture)
4 And can we have the bill, please?
(second picture)

Review 1

Page 28

- 1 Verbs: moved, cheered, find, shine,
bought, wear
Nouns: dinosaur, audience, skin,
cymbals, model, waiters
2 1 ate, 's eating 2 go, 'm going
3 bought, are playing 4 make, 's
helping
3 1 fall 2 concert 3 salad
4 burst 5 plants 6 trumpet

Page 29

- 4 1 He always helps his mum.
2 Today she's eating noodles.
3 Yesterday they went to the theatre.
4 Last year she bought a coat.
5 They sometimes play volleyball.
6 She's playing the piano right now.
5 Children's own answers

Unit 4

Page 30

- 1 1 (trainers) 2 (trophy) 3 (player)
4 (team) 5 (kick) 6 (score a goal)
7 (racket) 8 (rucksack) 9 (jacket)
10 (won)
- 2 1 teams 2 players 3 rucksack
4 trainers 5 jackets 6 won
7 scored a goal 8 kicked 9 racket
10 trophy

Page 31

- 1 1 my 2 hers 3 yours 4 Her
5 mine 6 ours
- 2 1 It's yours. 2 It's mine. 3 It's
his. 4 It's hers. 5 They're ours.
6 They're theirs.
- 3 1 mine 2 yours 3 his 4 hers
5 theirs 6 ours

Page 32

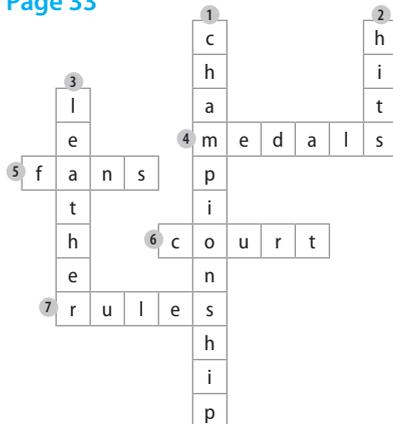
Lesson Three

- 1 1 walked, quietly 2 cheered, loudly
3 punched, carefully 4 played,
badly 5 ran, slowly 6 played, well
- 2 1 They walked quietly.
2 They cheered loudly.
3 He punched it carefully.
4 They played well.
5 They played badly.
6 They ran slowly.

Lesson Four

- 1 1 ll 2 rr 3 rr 4 ll 5 rr 6 ll
2 Children's own answers

Page 33



- 1 1 championship 2 hits 3 leather
4 medals 5 fans 6 court
7 rules
- 2 1 Football Tennis
2 feet racket 3 shoes glove
4 inside outside
5 last first 6 leather woodenl

Page 34

- 1 1 This player's bag is green.
2 (no apostrophe)
3 Jane's team won at basketball.
4 The school's new football team is
playing tonight.

- 5 The boy's jacket is red and yellow.
6 Do you like my new bike? It's a
racing bike.
7 King Henry VIII's favourite palace
was Hampton Court.
8 (no apostrophe)

- 2 1 trainers 2 court 3 four 4 net
5 rackets 6 throws 7 hits
8 run 9 point 10 match

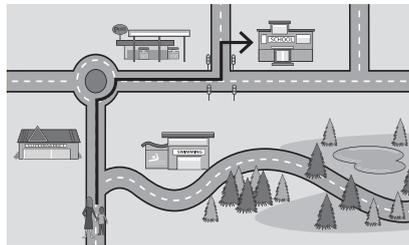
Page 35

- 3 Football: pitch, 11 players, mustn't
touch the ball with hands, 90 minutes
Basketball: bounce the ball, throw
the ball into the hoop, 48 minutes or
more, 5 players, court
- 4 Children's own answers

Unit 5

Page 36

- 1 1 map 2 go back 3 go straight
on 4 roundabout 5 turn right
6 traffic lights 7 turn left 8 petrol
station 9 hurry 10 get lost
- 2



Page 37

- 1 1 have to 2 had to 3 has to
4 have to 5 have to 6 had to
- 2 1 Go straight on.
2 Turn left at the traffic lights.
3 Turn right at the roundabout.
4 Go past the petrol station.
5 The station is on your right.

Page 38

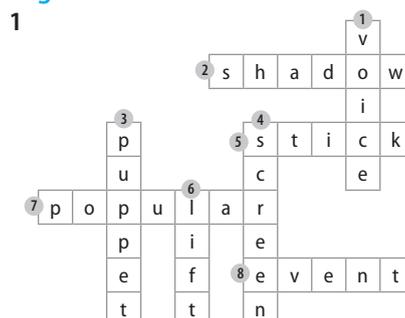
Lesson Three

- 1 1 b 2 d 3 a 4 c 5 e
- 2 1 Why are you tired? Because I was
reading all night.
2 Why are you happy? Because I won
the race.

Lesson Four

- 1 1 c 2 ck 3 ck 4 c 5 c 6 ck
2 Children's own answers

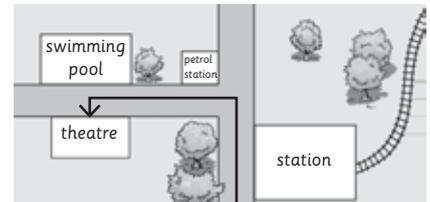
Page 39



- 2 1 screen 2 lift(ed) 3 stick
4 voice 5 shadow 6 puppets
7 event 8 popular
- 3 1 stick 2 back 3 dark 4 screen
5 ear

Page 40

- 1 1 Turn on (b) 2 Stand (a) 3 Don't
put (e) 4 Put, make (c) 5 Move (d)
- 2 Come to Jamie's party. / Come to the
Central Theatre at 2 o'clock. / Go to
the station. / Go straight on. / Turn
left at the petrol station. / Bring this
invitation to the party. / Please phone
my mum.
- 3



Page 41

- 4 Children's own answers
5 Children's own answers

Unit 6

Page 42

- 1 1 metal 2 wooden 3 hard
4 soft 5 cheap 6 expensive
7 comfortable 8 modern
9 repair 10 break
- 2 1 broke 2 repair 3 wooden
4 metal 5 hard 6 comfortable
7 modern 8 expensive 9 cheap
10 soft

Page 43

- 1 comfortable, popular, modern,
expensive, generous, relaxed, pretty,
difficult
- 2 1 most 2 less 3 smaller
4 more 5 least 6 biggest
- 3 1 older 2 more generous
3 younger 4 friendlier 5 more
relaxed 6 quieter
- 4 1 My easiest subject is...
2 My most difficult subject is...
3 The tallest person is...
4 The shortest person is...
5 My oldest friend is...
6 My kindest friend is...
7 My most expensive toy is...
8 My newest toy is...

Page 44

Lesson Three

- 1 1 The green team
2 The red team
3 The blue team
4 The orange team
5 The purple team
6 The yellow team

- 2 1 ... is good.
- 2 ... is better.
- 3 ... is the best.
- 4 ... is bad.
- 5 ... is worse.
- 6 ... is the worst.

Lesson Four

- 1 1 c 2 g 3 c 4 g 5 g 6 c
- 2 Children's own answers

Page 45

- 1 1 e 2 b 3 g 4 d 5 c 6 h
7 a 8 f
- 2 1 enormous 2 lazy 3 share
4 dig 5 thick 6 generous
7 worry 8 prepare
- 3 1 rainy sunny 2 cold hot
3 summer winter 4 snow food
5 thin thick 6 spring winter

Page 46

- 1 1 feet 2 teeth 3 fish 4 people
5 sheep 6 women
- 3 1 Once there was a boy.
2 They didn't laugh at his joke.
3 The wolf ate all the sheep.

Page 47

- 4 1 b 2 a 3 c 4 f 5 d 6 e
- 5 Children's own answers

Fluency Time! 2

Page 48

- 1 1 Hello. This is 638721.
2 Hi. Can I speak to Gaby, please?
3 Yes, of course. Who's calling, please?
4 It's Sandra here.
5 Hold on a minute please.
6 Gaby. It's Sandra on the phone for you.
7 I'm coming, Grandma.
- 2 1 Hello, speak, please
2 calling, it's, here
3 Hold on
4 you

Page 49

- 1 1 It's Anna here. a
2 Hold on a minute, please. d
3 Sara! It's for you! b
4 Can I speak to Tom, please? c
- 2 1 Hello.
2 Can I speak to Sara, please?
3 Yes. Who's calling, please?
4 It's Anna here.
5 Hold on a minute, please.
6 Sara. It's for you!
- 3 Children's own answers

Review 2

Page 50

- 1 Verbs: won, bounce, broke, turn
Adjectives: hard, new, comfortable,

cheap

Nouns: trophy, bed, chair, roundabout

- 2 1 ladder 2 early 3 repair
4 map 5 lazy 6 late
- 3 1 had to 2 have to 3 had to
4 have to

Page 51

- 4 1 I run fast / slowly.
2 I swim well / badly.
3 I sing loudly / quietly.
4 I do my homework carefully. /
I don't do my homework carefully.
- 5 1 rr, rr 2 ll, ck 3 ck, ll 4 rr, c
5 ck, ck 6 c, c

Unit 7

Page 52

- 1 1 (travel) 2 (astronauts)
3 (future) 4 (rocket) 5 (planet)
6 (spaceship) 7 (satellites)
8 (moon) 9 (sun) 10 (stars)
Left to right: 3, 2, 9, 10, 7, 5, 1, 4, 6, 8
- 2 1 future 2 astronaut 3 travel
4 rockets 5 spaceships 6 planets
7 stars 8 sun 9 moon
10 satellites

Page 53

- 1 1 Yes, she will. 2 No, she won't.
3 Yes, she will. 4 No, she won't.
5 No, she won't. 6 Yes, she will.
- 2 1 won't 2 will 3 will 4 will
5 won't 6 will 7 will

Page 54

Lesson Three

- 1 We are planning our holiday to the beach. Tonight, Dad will show us photos of the hotel where we will stay. We'll go to the shop to buy new swimsuits tomorrow. On Tuesday I'll choose what to pack. I'll start packing in three days' time. Then, next week, we'll be at the beach! We'll come home from the holiday in two weeks' time. I can't wait!
1 c 2 a 3 b 4 e 5 f 6 d
- 2 Children's own answers

Lesson Four

- 1 1 aw 2 or 3 aw 4 au 5 au
6 aw
- 2 Children's own answers

Page 55

1

r	v	i	r	t	u	a	l	*	q	l	b
p	j	l	h	r	n	b	d	r	m	s	d
o	f	r	w	c	d	s	i	e	w	u	u
w	l	p	y	k	e	c	f	a	a	b	c
e	c	o	n	t	r	o	l	l	x	m	m
r	z	f	l	n	g	h	q	i	v	a	d
q	u	n	d	e	r	w	a	t	e	r	f
p	r	c	z	v	o	k	i	y	v	i	o
u	i	q	t	d	u	p	v	a	b	n	s
w	j	l	q	e	n	e	r	g	y	e	h
l	g	y	l	n	d	j	p	w	o	s	b
c	d	a	i	s	r	x	a	y	m	t	e

- 2 1 power 2 underwater 3 energy
4 underground 5 control
6 submarines 7 pills 8 virtual
reality
- 3 1 Rob 2 Jasmine 3 Lara 4 Jim
5 Rob 6 Jasmine 7 Jim

Page 56

- 1 1 f motorboat 2 d bedroom
3 a supermarket 4 e playground
5 b seafood 6 c housework
- 2 bedrooms, playgrounds,
supermarkets, motorboats, seafood
- 3 1 b 2 f 3 c 4 a 5 e 6 d

Page 57

- 4 Children's own answers
- 5 Children's own answers

Unit 8

Page 58

- 1 a Luggage, 7 b passport, 6
c money, 1 d newspaper, 9
e departures, 4 f arrivals, 3
g suitcase, 5 h coins, 10
i magazine, 8 j passenger, 2
- 2 1 luggage 2 suitcases 3 passport
4 newspaper 5 money
6 magazine 7 coins 8 departures
9 passengers 10 arrivals

Page 59

- 1 1 C 2 U 3 U 4 C 5 C 6 U
7 C 8 U
- 2 1 How many suitcases have you got?
2 How much money have you got?
3 How much luggage have you got?
4 How many passports have you got?
5 How much food have you got?
6 How many magazines have you
got?
- 3 1 much 2 lots of 3 much
4 lots of 5 many

Page 60

Lesson Three

- 1 1 f motorboat 2 d bedroom
3 a supermarket 4 e playground
5 b seafood 6 c housework

- 2 motorboat, bedroom, supermarket, playground, seafood, housework
 3 1 b 2 f 3 c 4 a 5 e 6 d

Lesson Four

- 1 1 id 2 d 3 d 4 id 5 t 6 t
 2 Children's own answers

Page 61

- 1 1 fair 2 whistle 3 fireworks
 4 journey 5 unusual
 6 disappointed 7 hotel 8 asleep
 2 1 d 2 e 3 g 4 a 5 b 6 h
 7 c 8 f

Page 62

- 1 Martha Lewis
 472 High Street
 Oxford
 AL3 86B
 The stamp goes in the top right corner.
 2 1 beach 2 plane 3 hotel
 4 pool 5 holiday 6 head
 7 hospital

Page 63

- 3 1 Dear Alisa,
 2 I hope you are well.
 3 Tell me your news.
 4 Best wishes, Susie.
 4 Children's own answers

Unit 9

Page 64

- 1 1 programmes 2 cartoon
 3 advert 4 news 5 documentary
 6 radio 7 mobile 8 camcorder
 9 control 10 channel
 2 1 programmes 2 cartoons
 3 control 4 channel
 5 documentary 6 mobile 7 news
 8 radio 9 camcorder 10 adverts

Page 65

- 1 1 to watch 2 to eat 3 to help
 4 to tidy 5 to say 6 to film
 2 (Suggested answers) 1 to watch TV.
 2 to learn about space.
 3 to play football. 4 to do her homework. 5 to prepare dinner.
 6 to buy food.

Page 66

Lesson Three

- 1 1 How often does she go swimming?
 2 How often does he visit his cousins?
 3 How often do they study English?
 4 How often does he use a camcorder?
 5 How often do you play volleyball?
 6 How often does she go on holiday?
 2 Children's own answers

Lesson Four

- 1 1 mother 2 doctor 3 mirror
 4 winter 5 visitor 6 actor
 2 Children's own answers

Page 67

- 1 1 plays tricks on 2 stadium
 3 giant 4 naughty 5 steal
 6 kick off 7 villain 8 tortoise
 2 1 got into trouble 2 steal
 3 doughnuts 4 kick-off
 5 Stadium
 3 1 The cartoon. 2 At the Olympic Stadium in Rome.
 3 Spain and Italy. 4 Tortoises and crabs. 5 The film.
 6 Tom.

Page 68

- 1 1 unlucky 2 unwell
 3 uncomfortable 4 unhappy
 5 unusual 6 unfriendly
 7 unknown 8 unpopular
 2 unfriendly, unhappy, unusual, unknown, unlucky, unwell, uncomfortable, unhappier
 3 Children's own answers

Page 69

- 4 Documentary, Film, Cartoon
 5 Children's own answers

Fluency Time! 3

Page 70

Lesson Three

- 1 1 on 2 stand 3 change 4 Pass
 5 Channel 6 documentary
 7 dinosaurs
 2 1 I can't stand documentaries.
 2 I love this film.
 3 There are usually cartoons on Channel 9.
 4 Pass me the mobile phone, please.
 5 I can't stand this programme.

Page 71

- 1 1 T 2 T 3 T 4 F a 2 b 1
 c 3 d 4
 2 on, stand, change, Pass, Let's, that's
 3 Children's own answers

Review 3

Page 72

- 1 Verbs: travel, played, fell asleep
 Adjectives: unusual, disappointed, popular
 Nouns: rocket, cartoon, stadium
 2 (Suggested answers)
 1 Four years ago, Bill was on the beach.
 2 Last year, he watched the animals at the zoo.
 3 One month ago, he rode his bike in the park.

- 4 Yesterday, he had a birthday party.

- 3 1 magazine 2 robot 3 coin
 4 giant 5 radio 6 hotel

Page 73

- 4 1 She has music once a week.
 2 She has English every day.
 3 She has maths three times a week.
 4 She has science twice a week.
 5 She never has Spanish.
 5 1 to make 2 to buy 3 to play 4 to read 5 to watch
 6 Words ending in 't': finished, walked
 Words ending in 'id': tidied, painted, waited
 Words ending in 'd': played, rained, showed

Unit 10

Page 74

- 1 1 b 2 g 3 d 4 c 5 e 6 i
 7 h 8 a 9 f
 2 1 log on 2 search the Internet
 3 screen 4 speakers 5 mouse
 6 save 7 memory stick 8 printer
 9 click on

Page 75

- 1 1 turned off 2 put 3 made
 4 finished 5 put on 6 tidied
 2 1 she's finished 2 he's made
 3 they've put 4 he's printed
 5 we've tidied 6 I've saved

Page 76

Lesson Three

- 1 1 b 2 d 3 a 4 f 5 c 6 e
 2 1 Has he seen the new game?
 2 Has she turned off the printer?
 3 Have they finished their homework?
 4 Have you saved the document?

Lesson Four

- 1 ur: Thursday, nurse, hurt, curtain
 ir: shirt, circle, girl, bird
 2 Children's own answers

Page 77

1

s	u	b	j	e	c	t	a
a	p	k	c	d	l	c	w
d	m	e	s	s	a	g	e
d	y	y	l	h	t	m	b
r	r	b	k	l	t	b	s
e	o	o	d	s	a	s	i
s	s	a	g	k	c	x	t
s	b	r	l	j	h	s	e
a	m	d	i	o	w	p	s

- 2 1 spell 2 address 3 message
 4 websites 5 attach 6 keyboard
 7 subject
 3 1 TV computer 2 printer
 mouse 3 mouse keyboard

- 4 swimming bowling 5 five
three 6 maths spelling

Page 78

- 1 1 I often use my dad's new computer.
2 Sometimes we attach photos too.
3 I like searching the Internet.
4 I've found a great website.
- 2 Children's own answers
- 3 1 new 2 fast 3 difficult
4 easily
5 great 6 funny 7 quietly

Page 79

- 4 Children's own answers
5 Children's own answers

Unit 11

Page 80

- 1 a ocean, 1 b cave,
10 c rainforest, 6
d village, 4 e volcano, 3 f island,
9 g desert, 8 h capital, 7
i town, 2 j oasis, 5
- 2 1 village 2 rainforest 3 capital
city 4 desert 5 oasis 6 islands
7 ocean 8 town 9 volcano
10 caves

Page 81

- 1 1 Yes, she has.
2 No, she hasn't.
3 Yes, she has.
4 Yes, she has.
5 No, she hasn't.
- 2 1 Have people ever been to the moon? Yes, they have.
2 Have you ever seen a rainforest? (Children's own answers)
3 Have astronauts ever been to other planets? No, they haven't.
4 Have you ever been in a cave? (Children's own answers)
5 Has Mat Jones ever been to space? No, he hasn't.
6 Has Mat Jones ever climbed a volcano? Yes, he has.

Page 82

Lesson Three

- 1 1 Claire has been to a desert, but she has never seen a volcano or been skiing.
2 Mark has been skiing, but he has never seen a volcano or been to a desert.
3 Ruby has seen a volcano, but she has never been to a desert or been skiing.
- 2 Children's own answers

Lesson Four

- 1 1 ea 2 e 3 e 4 ea 5 ea 6 e
2 Children's own answers

Page 83

- 1 1 oxygen 2 melt 3 expedition
4 summit 5 frozen 6 height
7 location 8 equipment
- 2 1 expedition 2 summit 3 frozen
4 equipment 5 melt 6 oxygen
7 location
- 3 1 F 2 T 3 F 4 F

Page 84

- 1 Mat Jones is a 32-year-old photographer who has a very exciting life.
Mat has been to lots of different countries, but he has spent most of his time in South America.
He has just climbed some very different kinds of mountains: volcanoes!

Mat is very happy in his job.

- 2 1 d 2 c 3 b 4 a

Page 85

- 3 Wednesday: Went down the mountain, fell over, tried to get warm
Thursday: Stayed in a tent, made hot soup, checked equipment
Friday: Reached the top, buried chocolates in the snow, took photos
- 4 Children's own answers

Unit 12

Page 86

- 1 1 c 2 a 3 i 4 d 5 f 6 e
7 g 8 b 9 h
- 2 1 headache 2 sore throat 3 sick
4 dizzy 5 cold 6 cough
7 stomach ache
8 earache 9 medicine

Page 87

- 1 1 should 2 should
3 shouldn't 4 shouldn't
5 should 6 shouldn't 7 should
- 2 1 Julia has got a cold. She should drink orange juice.
2 Alex has got a stomach ache. He shouldn't eat.
3 Lizzy has got a headache. She should stay in bed.
4 James feels dizzy. He should sit down.
5 Emily has got a sore throat. She should take medicine.
6 Ben has got an earache. He shouldn't listen to music.

Page 88

Lesson Three

- 1 1 couldn't 2 could 3 can't
4 can

- 2 1 People could write with a feather and go to school by horse and cart.
2 They couldn't use a computer or watch TV.

Lesson Four

- 1 1 le 2 al 3 al 4 al 5 le 6 le
2 Children's own answers

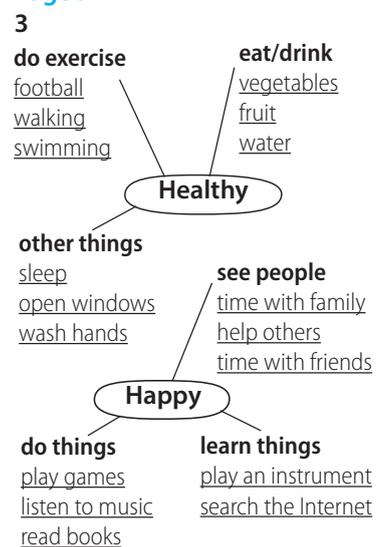
Page 89

- 1 1 b 2 g 3 a 4 f 5 d 6 e
7 h 8 c
- 2 1 fit 2 Sardines 3 healthy
4 Crisps 5 energy 6 sugar
7 cabbage 8 calcium
- 3 1 You can walk to school, go swimming or skating.
2 Sweets, chocolate, crisps and fizzy drinks.
3 Water, juices and milk.
4 Cola.
5 Yogurt.

Page 90

- 1 1 I always go to bed early because I don't want to be tired at school.
2 I was ill yesterday so I didn't go to school.
3 I drink milk with my breakfast because it has got a lot of calcium.
4 I go to my dance class because I want to be fit.
5 I woke up late yesterday so I missed the school bus.
6 I only eat chocolate once a week because I don't want to eat too much sugar.

Page 91



- 4 Children's own answers

Fluency Time! 4

Page 92

- 1 1 matter 2 hurt 3 happen 4 in
5 Take 6 arm 7 What 8 fell
9 garden
- 2 1 Jack has hurt his leg.

- 2 She has hurt her finger.
- 3 I fell over in the computer room.
- 4 Take Simon to the nurse, please.
- 5 He has hurt his arm.

Page 93

- 1 teacher 2 hurt 3 nurse
- 1 What's the matter
2 Tom fell over.
3 He's hurt his leg.
4 I fell over in the playground.
5 Take Tom to the school nurse, please.
6 OK, Miss Taylor. Come on, Tom.
- 3 Children's own answers

Review 4

Page 94

- 1 e 2 f 3 a 4 c 5 b 6 d
- 1 had 2 felt 3 had 4 blow
5 had 6 took 7 be 8 be
- 1 cave 2 frozen 3 sugar
4 cough 5 message 6 summit
- 1 b 2 d 3 a 4 c

Page 95

- 1 has been 2 have washed
3 have eaten 4 has arrived
5 have finished 6 have put on
- 1 couldn't 2 could 3 shouldn't
4 should

Unit 13

Page 96

- 1 (strawberry) 2 (fridge)
3 (blender) 4 (smoothie)
5 (mango) 6 (pour) 7 (milk)
8 (lid) 9 (peel) 10 (chop)
Clockwise from top left: 7, 2, 8, 3, 1, 4,
6, 5, 9, 10
- 1 smoothies 2 blender
3 strawberries 4 chops
5 mangoes 6 peel 7 milk
8 fridge 9 pour 10 lid

Page 97

- 1 c 2 e 3 f 4 a 5 b 6 g
7 d
- a it b me c her d you e you
f him g us
- 1 it 2 me 3 me 4 them
5 him 6 her 7 you

Page 98

Lesson Three

- 1 1 who 2 which 3 which
4 who 5 which 6 who
- 1 Jo is the girl who won the competition.
2 This is the pen which was lost.
3 This is the T-shirt which is too small.
4 This is the boy who bought the biscuits.

- 5 This is my uncle who lives in the USA.

Lesson Four

- 1 1 pencil 2 towel 3 travel
4 pupil 5 lentil 6 camel
- 2 Children's own answers

Page 99

- 1 1 cycle 2 raise money 3 charity
4 well 5 chores 6 earthquake
7 sponsored 8 hero
- 2 1 c 2 e 3 b 4 f 5 a 6 d

Page 100

- 1 1 My friend, who lives next door, has a new baby sister.
2 This umbrella, which is very old, broke last night.
3 This book, which I've now read, is very interesting.
4 My dad, who is good at maths, helped me do my maths homework.
5 Mandy's mum, who works in a hospital, is a nurse.
- 2 Sub clauses: who is a firefighter / which is near my house / which happens every day / which we carry on the fire engine / which can be dangerous / which is bright yellow

Page 101

- 3 Teacher: teach, learn, subjects, school, pupils, lessons
Doctor: hospital, accidents, medicine, ill, white coat, sick
- 4 Children's own answers

Unit 14

Page 102

- 1 1 son 2 husband 3 nephew
4 wife 5 mother-in-law
6 daughter 7 niece 8 father-in-law
- 2 1 husband 2 wife 3 father-in-law
4 mother-in-law 5 son 6 nephew
7 daughter 8 niece

Page 103

- 1 1 visiting 2 eating 3 playing
4 shopping 5 buying 6 taking
- 2 1 were watching 2 was reading
3 were riding 4 was buying
5 were eating 6 was making

Page 104

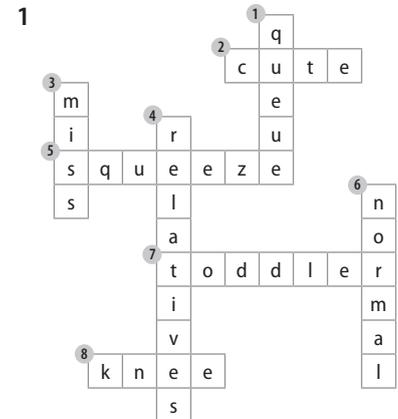
Lesson Three

- 1 1 It's on the third of June.
2 It's on the twenty-seventh of August.
3 It's on the twenty-second of May.
4 It's on the first of November.
5 It's on the twenty-third of March.
- 2 1 in 2 on 3 on 4 in 5 on

Lesson Four

- 1 1 tion 2 shion 3 tion 4 tion
5 shion 6 tion
- 2 Children's own answers

Page 105



- 2 1 F 2 T 3 F 4 T 5 F 6 T
7 F 8 T

- 3 Children's own answers

Page 106

- 1 1 door 2 day 3 do 4 should
5 knees 6 wait
- 2 1 day 2 stay 3 Kate 4 wait
5 two 6 do 7 good 8 should
9 floor 10 door 11 squeeze
12 knees

Page 107

- 3 fun, everyone, run
they, day, play
sing, ring, bring
fast, last, past
- 4 Children's own answers

Unit 15

Page 108

- 1 1 author 2 boss 3 secretary
4 office 5 journalist 6 builder
7 receptionist 8 dentist 9 vet
10 mechanic
- 2 1 office 2 boss 3 receptionist
4 author 5 dentist 6 journalist
7 vet 8 mechanic 9 secretary
10 builder

Page 109

- 1 a Mum was cooking when the children arrived home from school. (2)
b The children were doing their homework when the phone rang. (4)
c When everyone was eating, Grandma rang the doorbell. (1)
d Grandma was talking to mum when she dropped her glasses. (5)
e Mum was picking up the glasses when she saw a spider on the floor. (3)

- f When the spider was walking towards her, Mum (screamed). (6)
- 1 He was doing his homework when the phone rang.
 - 2 She was walking to school when she fell over.
 - 3 They were playing football when it started to rain.
 - 4 They were watching TV when Grandma came in.

Page 110

Lesson Three

- 1 1 their, they're 2 there, They're
3 There, their
- 2 Children's own answers

Lesson Four

- 1 a 2 b 6 c 3 d 7 e 1 f 5
g 8 h 4
- 2 Children's own answers

Page 111

- 1 1 f 2 c 3 d 4 e 5 a 6 g
7 b 8 h
- 1 fisherman 2 spoke 3 wishes
4 surprised 5 sausages
6 delicious 7 silly 8 pulled
- 1 happy angry 2 house sea
3 milk water 4 thirsty hungry
5 sandwiches sausages
6 ears nose

Page 112

- 1 1 "I like writing stories," said Andy.
2 "What's the time?" asked Jimmy.
3 "I'm really happy," said Susie,
"because I'm doing well at school."
4 "Have you finished your
homework?" asked Mum.
5 "My schoolbag is very heavy," said
Jack, "and my shoulders hurt."
- 1 wife 2 lazy 3 shoes
4 invitation 5 women
6 expensive 7 sad 8 light

Page 113

- 3 a 4 b 5 c 6 d 2 e 1 f 3
- 4 Children's own answers

Fluency Time! 5

Page 114

- 1 1 on 2 own 3 off 4 school
5 stomach 6 ate 7 Wednesday
8 with 9 basketball 10 sounds
- 1 Are you on your own?
2 My friend is off school today.
3 You can play with us
4 Do you want to play volleyball?

Page 115

- 1 1 best friend - Emma
2 skipping - Anna
3 your - Anna
4 us - Anna
5 fun - Emma

- 2 1 Hi. Are you on your own? Picture 4
2 Yes. My best friend is off school
today. Picture 3
3 You can play with us. Picture 5
4 Do you want to play a skipping
game? Picture 1
5 Yes, please. That sounds fun. Picture
2
- 3 Children's own answers

Review 5

Page 116

- 1 Verbs: poured, chopped, fell, miss
Adjectives: delicious, cute, difficult,
long
Nouns: blender, camel, knee, words
- 2 1 in 2 on 3 in 4 on
- 3 1 toddler 2 mechanic 3 surprise
4 sausages 5 hero 6 smoothie

Page 117

- 4 1 was feeding 2 were eating
3 was riding 4 were walking
5 was pulling 6 were making
- 5 1 the alarm rang 2 the bus came
3 were eating dinner 4 was
watching TV 5 she fell over 6 ate
a bag of sweets
- 6 1 sea 2 here 3 wear 4 write
5 their / they're

Culture

Page 118

- 1 1 went 2 mum 3 quite
4 wanted 5 dolls 6 few
7 any 8 we
- 2 1 F 2 T 3 F 4 F 5 T
- 3 1 There are quite a lot of coats in this
shop.
2 There are a lot of toy shops in this
shopping mall.
3 There are a few red shoes in the
shop.
4 There were hardly any toys at the
supermarket.

Page 119

- 1 1 morning 2 little 3 after
4 fruit 5 interesting
6 picnic area
- 2 1 morning 2 monkeys 3 llama
4 giraffes 5 picnic area
- 3 1 for 2 since 3 for 4 for
5 since

Page 120

- 1 1 Australia 2 I'll 3 been 4 go
5 lots of 6 sea 7 seen 8 island
9 fun
- 2 1 b 2 d 3 a 4 e 5 c
- 3 1 he goes 2 they'll see
3 you visit 4 we'll go
5 she goes 6 I'll have

Pages 122–123 Boardgame

- 1 Can I have the bill, please?
- 3 Can I have some more juice, please?
- 5 Can I have this sandwich without
onions, please?
- 7 Hold on a minute, please.
- 9 Let's change the channel
- 11 I've hurt my foot.
- 13 Do you want to play football with
us?
- 15 Can I speak to Kate, please?
- 17 She's hurt her leg.
- 18 Are you on your own?

Grammar Time

Unit 1

Present simple and present continuous

- 1 1 play, are playing 2 drink
3 's raining
- 2 1 She always plays tennis on Sundays.
2 They're cooking dinner right now.
3 We rarely go to restaurants.

Unit 2

Past simple: have, be and regular verbs

- 1 1 had 2 worked 3 played
4 was 5 had 6 started
- 2 1 last week 2 yesterday 3 last
night 4 two weeks ago

Unit 3

Past simple: with negatives

- 1 1 I didn't hear the music.
2 We didn't see a robot.
3 She didn't buy a model.

Past simple: with questions

- 2 1 What did they think about the
concert?
2 What did she wear at the party?

Unit 4

Possessive pronouns

- 1 1 his 2 their 3 mine 4 ours

Adverbs

- 2 1 Adam did his homework carefully.
2 Charlie works well in school.
3 Laura and Mona play happily
together / together happily.

Unit 5

have to / had to

- 1 1 have to 2 had to

why / because

- 2 1 b 2 a 3 c

Unit 6

Comparatives and superlatives with long adjectives

- 1 1 more modern, the most modern
2 more beautiful, the most beautiful

Irregular comparatives and superlatives

- 2 1 better than, the best 2 worse, the worst

Unit 7

The future with *will*

- 1 1 Will 2 will 3 won't

Time markers: the future

- 2 1 tomorrow 2 on Monday
3 in a month's time 4 next year

Unit 8

Expressing quantity

- 1 1 many 2 much 3 much 4 lots of

some / any

- 2 1 He's got some magazines.
2 Is there any sun cream?
3 Have you got any pastries?

Unit 9

Infinitive of purpose

- 1 1 to take 2 to understand 3 to check

How often?

- 2 Children's own answers

Unit 10

Present perfect affirmative

- 1 1 's tidied 2 've finished
3 've logged on

Present perfect negatives, questions and short answers

- 2 1 Have, finished 2 have,
3 've put 4 Have, turned
5 haven't 6 hasn't done

Unit 11

Present perfect: *ever*

- 1 1 Have you ever climbed a mountain?
(Yes, I have. / No, I haven't.)
2 Have you ever been to a rainforest?
(Yes, I have. / No, I haven't.)
3 Have you ever seen a bear? (Yes, I have. / No, I haven't.)

Present perfect: *never*

- 2 1 's never seen 2 've never been
3 've never been 4 've never visited

Unit 12

should / shouldn't

- 1 1 shouldn't 2 should 3 should
4 shouldn't

could / couldn't

- 2 Children's own answers

Unit 13

Object pronouns

- 1 1 you 2 him 3 them 4 it

Relative pronouns *who* and *which*

- 2 1 This is the boy who I met yesterday.

- 2 This is the model which I wanted to buy.

Unit 14

Past continuous

- 1 1 was doing 2 Were, visiting

Dates and *I was born ...*

- 2 1 in 2 on 3 was born
4 were born 5 was born

Unit 15

Past simple and past continuous

- 1 1 were playing, stopped
2 were waiting, walked

Grammar homophones: *there, they're* and *their*

- 2 1 their 2 there 3 their
4 They're

Course Resource notes

The Course Resources section of the Teacher's Resource Centre contains Language practice worksheets for each unit, Writing skills worksheets, Writing portfolio worksheets, Values 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.

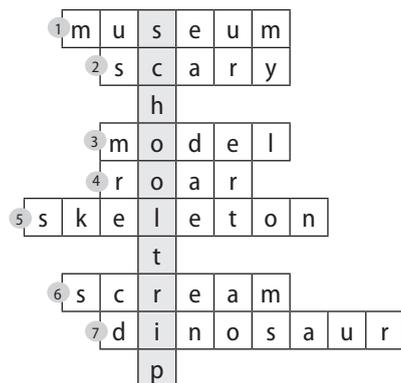
Unit 1 Language practice

- 1 bottle of water, glass of milk
2 bowl of soup, plate of salad
3 cup of coffee, menu
- 1 My mum usually makes dinner.
2 She's reading at the moment.
3 My dad isn't cooking today.
4 He's helping my brother right now.
5 I always make breakfast.
6 We sometimes play chess.
Free writing: children's own answers

Unit 2 Language practice

- 1 instruments 2 trumpet 3 drums 4 recorder
5 stage 6 audience 7 violin
- 1 Kim and Joe clapped 2 Zak played 3 Zak cheered
4 Zak and Joe listened 5 was Kim's
Free writing: children's own answers

Unit 3 Language practice



- The secret words are: school trip
- 1 did, go, didn't go, went
2 did, see, didn't see, saw
3 did, say, said, didn't say
4 scream, didn't
5 laugh, did
Free writing: children's own answers

Units 1–3 Writing skills

- Guy and Emily are brother and sister, but they don't like the same things. Emily likes horses and playing the recorder. Guy doesn't like animals and he doesn't play an instrument. He loves skateboarding, music and chess. He reads books about dinosaurs. Emily reads about music and clothes. She always has a tomato salad for lunch. Guy eats chicken sandwiches for lunch.

Two syllables:	Three syllables:
brother	recorder
sister	animals
horses	instrument
playing	skateboarding
music	dinosaurs
salad	tomato
chicken	sandwiches

- 1 riding 2 making 3 getting 4 swimming
5 running 6 sitting 7 tapping 8 reading
- 1 Don't eat in class!
2 Put your litter in the bin!
3 Sit down!
4 This is great. Thank you!
5 No thanks!
6 Let's play now!

Units 1–3 Writing portfolio A

- 1 pizza with salad 2 water
- 1 two 2 three 3 two 4 two 5 three 6 three
7 one 8 three 9 one 10 two
- Children's own answers

Units 1–3 Writing portfolio B

- (food and drink words) pizza, salad, apple juice, pasta, milk, soup, bread, coffee, pizza, salad, water
1 pizza with salad 2 coffee
- 1 ate 2 go 3 cooked 4 buy 5 saw
- Children's own answers

Units 1–3 Values 1

Behaving in a restaurant

Worksheet 1

1 Look and read. Write the names.

- Use Values poster 1 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? Who is behaving well? Who is behaving badly?*
- 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 picture.
- 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.

ANSWERS

1 Wilf 2 Phil 3 Mr and Mrs Read 4 Alice and Claudia 5 Rob 6 Mike 7 Fiona 8 Sasha

2 Read and write *Good or Bad*.

- Focus children's attention on the poster again and point to different people. Ask questions about what they are doing, e.g. *Is Fiona being polite? Is Phil being rude?*
- 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.

ANSWERS

1 Bad 2 Good 3 Good 4 Bad 5 Good 6 Bad
7 Bad 8 Bad

Worksheet 2

1 Write sentences with *mustn't*.

- Use Values poster 1 and hand out the second worksheet.
- Ask children to look at the pictures and find the people in the big picture of the restaurant on worksheet 1.
- Go through the sentence prompts in the word pool, checking that children understand the words.
- 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 read out their sentences.

ANSWERS

- 1 You mustn't play with your food.
- 2 You mustn't throw food.
- 3 You mustn't shout at the waiter.
- 4 You mustn't run in the restaurant.
- 5 You mustn't put your feet on the chair.
- 6 You mustn't talk and eat.

2 Think about dinner at home. Write some rules.

- Ask children to think of how they should behave when eating dinner at home.
- Look at the example and ask *Is this what you must do at home?* Elicit some more examples of how they are told to behave at home.
- Let children complete the exercise, then check answers.

ANSWERS

Children's own answers

Unit 4 Language practice

- 1 mine 2 yours 3 ours 4 hers 5 theirs 6 his
- 1 slowly 2 loud 3 bad 4 well 5 loudly 6 badly
7 good 8 slow
a good, well b loud, loudly c badly, bad
d slow, slowly

Free writing: children's own answers

Unit 5 Language practice

- 1 She is in the library.
- 1 e, Because we got lost.
2 a, Because we were late.
3 b, Because we had to buy food.

- 4 f, Because we have to wait at a red traffic light.
 - 5 c, Because we have to be quiet in the library.
 - 6 d, Because she can't find her keys.
- Free writing: children's own answers

Unit 6 Language practice

f	o	p	i	l	d	e	s	t
e	a	p	m	s	o	v	e	r
e	x	p	e	n	s	i	v	e
h	e	r	t	h	p	p	o	p
l	w	l	a	c	i	d	l	a
m	e	o	l	t	h	o	r	i
o	e	n	o	n	d	e	n	r
d	d	o	u	d	i	p	a	e
e	c	h	t	r	e	e	n	p
b	r	e	a	k	o	n	o	n

- 1 wooden 2 metal 3 break 4 repair 5 expensive
6 cheap
 - 1 Elise's bed is softer than Craig's bed.
2 Matt's bed is harder than Elise's bed.
3 Elise's bed is more expensive than Craig's bed.
4 Matt's bed is less expensive than Elise's bed.
5 Craig's bed is bigger than Matt's bed.
6 Elise's bed is the best.
7 Matt's bed is the worst.
- Free writing: children's own answers

Units 4–6 Writing skills

- 1 's got 2 's 3 's got 4 's 5 's
- 1 it's 2 Its 3 It's 4 It's 5 its
- 1 Take a piece of paper.
2 Fold the corners at the top.
3 Make wings.
4 Draw on the pilot.
5 Throw your paper plane!
- 1 child – children
2 fish – fish
3 foot – feet
4 man – men
5 person – people
6 sheep – sheep
7 tooth – teeth
8 woman – women

Units 4–6 Writing portfolio A

- 1 turned left, went over, went back, turned right, in front of us
- 1 Turn left at the traffic lights. 2 Go over the bridge.
3 Go back to the bus station. 4 Turn right at the roundabout. 5 Go straight on at the park.
- 3 Children's own answers

Units 4–6 Writing portfolio B

- 1 underline: turned left, went over, went straight on, went back, turned right, in front of
circle: because
- 1 more exciting 2 least expensive 3 more beautiful
4 most friendly 5 less comfortable 6 least modern
- 3 Children's own answers

Units 4–6 Values 2

Being helpful on the sports field

Worksheet 1

1 Look. Are they being helpful or unhelpful? Write.

- Use Values poster 2 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the children? What are they doing? What is the teacher doing?*
- Point to one of the children who is being helpful and ask *Is he being helpful? Why? What is he doing?*
- Point to one of the children who is being unhelpful and ask *Is he being helpful or unhelpful? Why? What is he doing?*
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

1 helpful 2 helpful 3 helpful 4 unhelpful 5 unhelpful
6 helpful 7 helpful 8 unhelpful

2 Look again. Who is speaking? Write the numbers.

- Point to Child 7 and ask *What do you think he is saying?* Elicit some ideas, e.g. *I'll help you. Can I help you?*
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

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

Worksheet 2

1 Match the questions and answers.

- Use Values poster 2 and hand out the second worksheet.
- Look at the example with the class and check that children understand the exercise. Ask children to read the sentences silently before they do the exercise and tell you if they are of children being helpful or unhelpful (*helpful*).
- Let children complete the exercise, then check answers.

ANSWERS

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

2 Look at the pictures. Write about being helpful.

- Ask children to look at the pictures.
- Look at the example with the class and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

- She's sticking a poster on the wall.
- He's taking the books to the library.
- She's helping a friend.
- He's tidying the art room.

Unit 7 Language practice

- 1 I will have a robot.
2 I won't travel to the moon in a rocket or a spaceship.
3 Astronauts will walk on other planets.
4 Astronauts won't go to the sun or to the stars.
- 1 I'll meet you at the café this evening.
2 I'll see you tomorrow.

- I'll go to the cinema next week.
 - I'll visit my grandparents in three weeks' time.
 - I'll read this book in a month's time.
 - I'll start at a new school in a year's time.
- Free writing: children's own answers

Unit 8 Language practice

1 1 F 2 F 3 F 4 T 5 T 6 T 7 F 8 T
9 T 10 F

- 1 any 2 lots of 3 many 4 much 5 some 6 any
7 any

Free writing: children's own answers

Unit 9 Language practice

1	k	i	c	k	o	f	f
2	s	t	a	d	i	u	m
		3	r	a	d	i	o
4	a	d	v	e	r	t	s
		5	r	e	m	o	t
			6	c	a	m	c
				o	r	d	e
7	d	o	c	u	m	e	n
				t	a	r	y

- The secret TV programme is: cartoon.
- 1 He plays computer games twice a week.
2 He goes swimming three times a week.
3 He visits his grandma once a week.
4 He reads a book every day.

Free writing: children's own answers

Units 7–9 Writing skills

- skateboard, spaceship, sandcastle, basketball, motorbike, bedroom, homework, playground
- 1 He wrote to Sally Prendergast. 2 OX10 4PP
3 44 4 Oxford 5 34p

u	u	o	f	t	e	n	e	r	u
n	n	n	o	p	e	s	t	i	n
t	n	t	u	p	e	d	t	s	k
i	h	u	n	s	a	f	e	g	i
d	t	g	l	o	u	p	i	l	n
y	i	n	m	d	e	a	s	e	d
s	u	n	p	o	p	u	l	a	r

- untidy 2 unsafe 3 unusual 4 unpopular
5 unkind

Units 7–9 Writing portfolio A

- 1 yesterday 2 happy 3 doesn't like
2 1 c 2 a 3 d 4 b
3 Children's own answers

Units 7–9 Writing portfolio B

- infinitive of purpose: to watch, to watch
1 yesterday 2 happy 3 wanted
2 1 documentary about animals 2 on Channel 9
3 six o'clock on Monday 4 super heroes
5 after school every day
3 Children's own answers

Units 7–9 Values 3 Thinking of others

Worksheet 1

1 Look and number. Write the sentences.

- Use Values poster 3 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What are those children doing? Who is being kind?*
- Ask children to look at the eight pictures and find them in the main poster.
- Go through the sentence prompts with the class checking any new vocabulary.
- 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.

ANSWERS

- a 8, They're picking up her notebook.
- b 3, They're not helping their mum.
- c 6, She's listening to very loud music.
- d 7, They're not giving the man a seat.
- e 4, He's giving a banana to the boy.
- f 2, She's giving flowers to her mum.
- g 1, He's buying ice creams for his friends.
- h 5, She's waiting for the woman.

2 Complete the table with the numbers of the pictures.

- Focus children's attention on the poster again and point to different people. Ask questions about what they are doing, e.g. *Are they being thoughtless? Is he being thoughtful?*
- 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.

ANSWERS

Being thoughtful: 1, 2, 4, 5 8

Being thoughtless: 3, 6, 7

Worksheet 2

1 Are they being thoughtful or thoughtless?

- Use Values poster 3 and hand out the second worksheet.
- Ask children to look at the pictures. Ask some general questions, e.g. *What is the girl doing? What are they waiting for?*
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

1 thoughtful 2 thoughtless 3 thoughtful 4 thoughtless
5 thoughtless 6 thoughtful

2 Write six ideas for being thoughtful. Write *must* or *mustn't*.

- Ask children to think of how they could be thoughtful at home, at school, and in town.

- Point to the example and elicit some ideas.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

Children's own answers

Unit 10 Language practice

1 1 memory stick 2 printer 3 mouse 4 speakers
5 keyboard 6 screen

- 2 1 Have they tidied the table?
No, they haven't.
- 2 Have they logged on?
Yes, they have.
- 3 Has the boy saved the document?
No, he hasn't.
- 4 Has the girl helped the boy?
Yes, she has.
- 5 Have they turned off the computer?
No, they haven't.

Free writing: children's own answers

Unit 11 Language practice

- 1 1 live (This is a verb, the others are nouns.)
- 2 frozen (This is an adjective, the others are verbs.)
- 3 explore (This is a verb, the others are nouns.)
- 4 dive (This is a verb, the others are nouns.)
- 5 crowded (This is an adjective, the others are nouns.)
- 2 1 Have you ever climbed a volcano? Yes, I have. / No, I've never climbed a volcano.
- 2 Have you ever walked in a rainforest? Yes, I have. / No, I've never walked in a rainforest.
- 3 Have you ever seen an oasis? Yes, I have. / No, I've never seen an oasis.
- 4 Have you ever walked in a desert? Yes, I have. / No, I've never walked in a desert.
- 5 Have you ever been into a cave? Yes, I have. / No, I've never been into a cave.
- 6 Have you ever visited an island? Yes, I have. / No, I've never visited an island.

Free writing: children's own answers

Unit 12 Language practice

- 1 1 I never have much energy.
- 2 I've got a stomach ache.
- 3 I've got a sore throat.
- 4 I feel dizzy.
- 5 I feel sick.
- 6 I'm not very fit.
- 2 Children's own answers.

Free writing: children's own answers

Units 10–12 Writing skills

- 1 1 ^S (Megan) ^V (is doing) ^O (her homework).
- 2 ^S (Tom) ^V (likes) ^O (computer games).
- 3 ^S (The students) ^V (have sent) ^O (some emails).
- 4 ^S (We) ^V (don't go) ^O (to school on Saturday).
- 2 1 b 2 a 3 c
- 3 1 ...because meat and fish are so tasty.

- 2 ...so you should walk to school sometimes.
- 3 ...because it's got lots of calcium.
- 4 ... so you can drink lots.
- 5 ...because it's the easiest way.
- 6 ...so it's better to drink water before you're thirsty.

Units 10–12 Writing portfolio A

- 1 Children circle 'because' and 'so'
 - 1 Because he had an accident at school. 2 They took him to the school nurse.
- 2
 - 1 Subject: She Verb: hurt Object: leg
 - 2 Subject: He Verb: seeing Object: doctor
 - 3 Subject: I Verb: playing Object: football
 - 4 Subject: They Verb: helping Object: friend
 - 5 Subject: We Verb: don't like Object: medicine
- 3 Children's own answers

Units 10–12 Writing portfolio B

- 1 Children circle 'because' and 'so'
 - 1 Because he had an accident at school. 2 They took him to the school nurse. 3 He should sit down on this chair and drink some water. 4 He shouldn't play outside again today.
- 2
 - 1 b, leg
 - 2 a, doctor
 - 3 d, football
 - 4 e, their friend
 - 5 c, medicine
- 3 Children's own answers

Units 10–12 Values 4 Safety outside

Worksheet 1

1 Look and read. Write the names.

- Use Values poster 4 and hand out the first worksheet to present the lesson.
- Tell the class to look at the picture and ask questions, e.g. *Where are the children? What are they doing?* Point to specific people and ask *What is she doing?*
- Tell children they are going to read the sentences and find the names of the girls in the picture.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Penny 2 Sue 3 Michelle 4 Kate 5 Anne 6 Vicky
7 Alison

2 Complete the sentences with *should* or *shouldn't*.

- Ask children to find a girl who is doing something unsafe and tell you what it is. Ask them to think of what she *should* do to be safe.
- 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.

ANSWERS

- 1 should, shouldn't 2 shouldn't, should 3 shouldn't, should 4 should, shouldn't 5 should, shouldn't

Worksheet 2

1 Is it safe (✓) or unsafe (X)?

- Use Values poster 4 and hand out the second worksheet.
- Tell children to look at the pictures. Ask questions, e.g. *Where's the boy? What's the girl doing? Is the boy wearing a hat?*
- Point to picture 1 and ask *Is he safe? Why?*
- 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.

ANSWERS

- 1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

2 Write sentences about the pictures above. Use *should* or *shouldn't*.

- Go through the sentence prompts in the word pool, checking that children understand the words.
- 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 read out their sentences.

ANSWERS

- 1 You shouldn't walk alone in the mountains.
- 2 You should wear gloves when you're gardening.
- 3 You shouldn't move animals under rocks.
- 4 You should wear a hat in the sun.
- 5 You shouldn't climb on dangerous rocks.
- 6 You shouldn't push people.

Unit 13 Language practice

1 Smoothie recipe

Ingredients

- 1 large cup of milk
- a teaspoon of sugar
- 15 strawberries
- 1 mango
- 2 bananas

Recipe

- Peel and chop the fruit.
- Put the fruit and the milk in the blender.
- Add the sugar.
- Remember to put the lid on!
- Turn it on for one minute.
- Then pour it into glasses.

- 2 1 me 2 him 3 which 4 you 5 which 6 who
- Free writing: children's own answers

Unit 14 Language practice

- 1 a Michael / Marie b Michael / Marie c Bob / Sheila
d Sheila e Fiona f Liam / Rosa g Liam / Rosa
- 1 daughter 2 niece 3 wife 4 son 5 father-in-law
6 nephew
- 2 1 Was Jim watching television?
No, he wasn't
- 2 What was Rosa wearing?
She was wearing a dress.

- 3 Were Liam and Rosa playing chess?
Yes, they were.
- 4 What was Jim doing?
He was playing the guitar.
- 5 Was Gemma reading?
Yes, she was.
- Free writing: children's own answers

Unit 15 Language practice

1

1	j	o	u	r	n	a	l	i	s	t					
					2	b	u	i	l	d	e	r			
		3	d	e	n	t	i	s	t						
		4	m	e	c	h	a	n	i	c					
						5	b	o	s	s					
						6	s	e	c	r	e	t	a	r	y

Who wrote this page? An author.

- 2 1 The bell rang when their teacher was talking.
2 We were driving when our car stopped.
3 It rained when I was playing football.
4 The author was writing when he got an email.
5 We saw your parents when they were having lunch.
6 She was playing when her mum said, 'Time for bed!'
- Free writing: children's own answers

Units 13–15 Writing skills

- 1 3
- 2 1 six 2 four 3 The last words in lines 2 and 4 of each verse rhyme.
- 3 Mrs Brown was washing up,
Standing by the sink,
"My children need a healthy snack,
I'll make a smoothie drink."
"Will you help me, Jack?" she asked.
"Not right now," he said.
"I'm too busy playing,
And I'm meeting my friend Ned."
Mrs Brown looked at Pam,
"Can you help me?" she said.
"No, I can't. I'm doing this,
And then I'm off to bed."
Mrs Brown got out the blender,
And some knives to peel and chop.
She added sugar and some milk,
But her children didn't stop.
She poured the smoothie very slowly,
Into a tall, clean cup.
"Yum! A smoothie." said the children,
"Can we drink it up?"
"No, you can't!" said Mrs Brown,
"You didn't help at all,
You were both too busy playing,
So I'm going to drink it all!"

Units 13–15 Writing portfolio A

- 1 sub-clause: who was really shy
2 1 them 2 her 3 it 4 me 5 us 6 him
3 Children's own answers

Units 13–15 Writing portfolio B

- 1 sub-clauses: who was really shy; which is next to our school

- 2 1 them 2 her 3 it 4 me 5 us 6 him
3 Children's own answers

Units 13–15 Values 5 Safety in the kitchen

Worksheet 1

1 Look at the picture. Write T (true) or F (false).

- Use Values poster 5 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What's the girl doing? Who's cleaning the fridge?*
- 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.

ANSWERS

- 1 Look at the example and check understanding.
T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

2 Look again. Write S (safe) or U (unsafe).

- Focus children's attention on the picture again and point to different people. Ask questions about what they are doing, e.g. *Is Ellie being safe? Why? What is Dad doing? Is that safe?*
- Look at the example with the class and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 S 2 S 3 S 4 U 5 U 6 U 7 U 8 S

Worksheet 2

1 Look and read. What should / shouldn't you do? Write.

- Use Values poster 5 and hand out the second worksheet.
- Tell children to look at the pictures and read the sentences. Go through the sentences, checking that children understand the words.
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 You shouldn't leave soap on the floor.
2 You should close the windows at night.
3 You shouldn't let young children play with matches.
4 You should put knives away.
5 You should put lids on food.
6 You shouldn't listen to the radio while you're washing up.

2 How do you stay safe in your house? Write.

- Ask children to think of how they stay safe at home.
- Look at the example and ask *Do you always lock the door at home?* Elicit some more examples of how they stay safe at home.
- Let children complete the exercise, then check answers.

ANSWERS

Children's own answers

Play Script 1 Who's the Winner?

You may do this play at any time after Unit 6, or at the end of the first semester.

Synopsis

The play script is the first round in a TV game show called "Who's the winner?" The contestants answer questions to win points and the winner goes through to compete in Round 2 of the game (which we don't see). The answers to the quiz questions are all based on factual information from Units 1–6 of *Family and Friends Class Book 4*.

Cast

One presenter, four contestants and a narrator. The narrator only has to make a buzzing sound. There are no specific male / female roles.

Setting

The play takes place in the TV studio of *Who's the winner?*

Props

- stools or special chairs and something to act as buzzers for the contestants
- a clipboard and a broom (to act as a microphone on a stand)
- the narrator could use a doorbell-style buzzer or bell

Play Script 2 The Mystery of the Flowers

You may do this play at any time after Unit 14, or at the end of the second semester.

Synopsis

Somebody has kicked over all of Andrew Martin's flowers. Who would do such a terrible thing? DS Smith intends to find out. He / She has gathered everybody from the village in the village hall and is conducting a 'Whodunnit?' investigation. DS Smith asks the villagers in turn where they were and what they were doing, and then looks for evidence to see whether or not they are telling the truth. He / She has collected some evidence from the crime scene: a football. When Jack Finch mentions the football, DS Smith realises that this may be the vital clue – and he / she is right.

Cast

There are eight characters. Note that the characters' names are androgynous, so you can do this play with an all-girl, all-boy or mixed class. Tell DS Smith to make notes in a notebook after he / she interviews each person.

Setting

The play takes place in a village hall.

Props

- a notebook for DS Smith
- a football

Preparing for the performances

Read through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group

take part as a chorus, saying the lines marked as 'Audience' or '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 take home copies of the play script to practise and learn their lines at home.

Then 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 *Who's the winner?* the chorus (audience) need to sit together, opposite the contestants on stools / chairs. With *The Mystery of the Flowers* the chorus stand or sit with the main characters. Do this as many times as is necessary before the performance for the parents.

You may wish to hand out copies of the play script to parents at the performance.

Fluency Time! 1 A café menu CB page 27

Materials

One copy of the menu template per child and one copy of the food pictures (Teacher's Resource Centre), coloured pencils, glue and scissors for each group of children

Method

- Give out the menu and the food picture templates, and put the children in groups of four to share coloured pencils, glue and scissors.
- Explain that children should write the day of the week at the top, and decorate the menu to make it attractive. Then they can choose and colour a selection of food as described. Then ask them to carefully cut the pictures out and stick them in the correct place on the chart.
- Underneath each picture, they should write a description of the food and drink.
- You may like to stick the menus onto card to make them stronger.

Activities

- Ask two children to read out the Class Book café role-play.
- Put children in pairs. They take turns to be the customer and waiter / waitress. The waiter / waitress writes the order down on a separate piece of paper.
- Let children report back on what they ordered, and the orders they took from the 'customer'.

Fluency Time! 2 A telephone CB page 51

Materials

One copy of the telephone template per child (Teacher's Resource Centre), coloured pencils for each group of children, scissors and glue

Method

- Give each child one telephone template, and put the children in groups to share coloured pencils, scissors and glue.
- Give children time to colour both parts of the telephone template, then ask them to choose a number and write this on the screen of the telephone.

- Ask children to carefully cut both parts of the template out, and stick them together to make the back and the front of the telephone. You may like to use card between these two sections, to make the phone stronger.

Activities

- Children work in pairs to role-play a telephone call.
- Let children tell the class about the phone calls they made.

Fluency Time! 3 My own TV CB page 75

Materials

One copy of the TV and remote control template and one copy of the TV programmes template per child (Teacher's Resource Centre), 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 TV and remote control template.
- Give children time to colour in their TV and remote control, and to carefully cut these out.
- Once the TV outline is cut out, fold it in half horizontally, so that the dotted lines are on the central fold. Carefully cut along the dotted lines to make a slot at each end of the screen, then unfold the paper.
- Give out the programmes template and ask children to think about what the different types of programmes are called, and to colour these in.
- Show the class how to slot the pictures into the TV screen.

Activities

- Ask two children to read through the dialogue, showing the relevant programmes on their screens as they do so and using the 'remote control' to change the channels.
- Let children carry out the conversation in pairs, showing the different programmes on their TV screens.

Fluency Time! 4 A room cube CB page 99

Materials

One copy of the cube template child (Teacher's Resource Centre), coloured pencils, scissors and glue for each group of children

Method

- Give each child one room cube template, and put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour in the rooms and the body parts on the template, then to carefully cut it out.
- Show them how to fold the sheet along the lines and glue the tabs to form the cube shape and stick it together.

Activities

- Ask two children to read out the conversation from the Class Book page.
- Show the class how to role the cube to get both a body part and a room, to use in their dialogues.

- Children work in pairs to ask and answer about what happened to them, then report back to the class.

Fluency Time! 5 A mini book CB page 123

Materials

One copy of the mini book template per child (Teacher's Resource Centre), coloured pencils and scissors for each group of children, glue (optional)

Method

Give each child one mini book template. Show them how to fold it half along lengthways, to make a long, narrow rectangle, and run their thumb along the crease so it leaves a mark on the paper.

- Children open out the paper, and fold it again widthways. Again, they should mark the crease so the fold is clear.
- When children open the paper out again, they can cut along the long crease they made first. They should cut almost to the centre point, but leave the paper uncut in the middle.
- Show the children how to fold the paper in half again along the long crease to make a book with eight separate pages.
- Put the children in groups to share coloured pencils. If they are going to stick pictures, they will also need glue. Ask children to think about what they like doing in the park or the playground, and to draw pictures and write information for each page of the book.

Activities

- Put children in pairs to discuss each other's mini books, using the Class Book dialogue as a model.
- Read through the questions with the class, then ask students to present their books to the class.

Cut and Make 1 (Unit 1) Restaurant role play

Materials

One photocopy of the worksheet per child.

Method

- Divide children into groups of four and hand out one copy of the worksheet to each child.
- Tell children that they are going to each write a menu. Encourage them to discuss their ideas and help each other.
- Make sure children understand the different categories on the page before filling in the details.

Activities

- Assign children the roles of waiter / waitress and customers. The waiter / waitress will distribute the menus and customers explain what they would like.
- Children perform their role plays in the same group, with a waiter / waitress and customers.
- After each group has performed a role play, ask groups to swap cards and place orders from other groups' menus.
- Children act out their role plays in front of the class.
- Ask children to vote for the best menu.

Cut and Make 2 (Unit 6)

The girl and the snake

Materials

One copy of the worksheet, one sheet of strong card, scissors, six straws or lollipop sticks, and a glue stick per group of three children; a light source and blank white wall (optional).

Method

- Ask children to turn to page 45 in their Workbooks. Review the story of *The Girl and the Snake* with the class.
- Tell children they are going to perform the story as a play using cut-out props.
- Elicit the dialogue between the two characters and write it on the board. Elicit lines for a narrator where necessary.
- Divide children into groups of three and hand out one copy of the worksheet and the rest of the materials to each group.
- Children make their props, carefully sticking the worksheet onto the card, then colouring the pictures and cutting them out. Monitor and help where necessary.
- Children stick a straw or a lollipop stick to the back of each image. This should be near the bottom of each image so that they can hold the rest of the straw / stick in their hand.
- Children take the roles of the girl, the mother or the narrator, divide the rest of the props between them, and role play the story using the props and a desk for a stage.

Activities

- Children read through the play and practise performing it using the props. Monitor and help where necessary.
- To perform a shadow puppet play, children should hide behind the desk whilst holding up their props. They should be in front of a blank white wall, in a dark room with a light shining onto the props and the wall.
- Children act out their role plays in front of the class.
- Ask children to vote for the best performance.

Cut and Make 3 (Unit 7)

The solar system

Materials

One photocopy of the worksheet, one sheet of strong card, string, scissors, sticky tape, a glue stick, a hole punch, and two large drinking straws per pair of children.

Method

- Tell children they are going to make a solar system mobile in pairs.
- Hand out one copy of the worksheet and all the materials to each pair.
- Children carefully stick the worksheet onto the card, then colour the planets and cut them out. They write the name of each planet on the back. Monitor and help where necessary.
- Children then use a hole punch to make a hole at the top of each planet and tie a length of string through the hole.
- Tell children to tie the straws together in the middle to form a cross shape (this will be the top of the mobile).

- Write on the board the order of the planets in their order from the Sun: , J.
- Children tie the Sun so that it hangs down from the middle of the straws. Tell them to tie Mercury, Venus, Earth, and Mars, one on each straw, close to the Sun. They then tie Jupiter, Saturn, Uranus, and Neptune, one on each straw, but further away from the Sun.
- After all the planets are attached, adjust the length of the string so that they are all at the same level. Tie a further piece of string to the centre of the mobile so that it can be hung from the ceiling.

Activities

- Divide the class into two teams and do a team quiz.
- Give both teams five to ten minutes to prepare six questions to ask the other team about the solar system, e.g. *Which is the smallest planet? Is Venus bigger than Neptune?*
- Teams take it in turns to ask their questions.
- Award a point for each correct answer. The team with the most points is the winner.
- Alternatively, the activity could be done as a set of *True or False?* statements rather than questions.

Cut and Make 4 (Unit 11)

Have you ever ... ?

Materials

One photocopy of the worksheet for each child.

Method

- Tell children they are going to make a survey chart. They will use the chart to ask each other about things they have done.
- Put children in pairs and hand out one worksheet to each child.
- Before starting the activity, review the present perfect question form and *Yes/No* short answers.

Activities

- Children read the question prompts and complete the chart for themselves with ticks and crosses.
- Then they write their partner's name at the top of the right column and take turns to ask their partner questions.
- Children complete the chart with their partner's information.
- Find out how many experiences children have in common and write them on the board. Find out the most common shared experience.
- Alternatively, the activity could be done as a class survey. Make a classroom wall-sized version of the chart and children write the numbers in for each experience. Ask children to write up the survey in class.

Cut and Make 5 (Unit 15)

A memory game

Materials

One photocopy of the worksheet and scissors for every group of three children.

Method

- Before playing the game, review and practise the jobs vocabulary.
- Put children in groups of three and give each group a copy of the worksheet.
- Children carefully cut the page into twelve cards. (If you prefer, you could prepare the cards before the lesson.)
- Demonstrate how to play the game with a child.
- Place the cards face down on the table. Turn over a card (*vet*) and say *There was a (vet)*. Then place the card face down on the table again.
- The child turns over a card (*builder*). He / She says *There was a (vet) and a (builder)* Then he / she places the card face down on the table again.
- The game continues with the list getting longer, until one of the players can't remember the sequence of cards. The last remaining player is the winner.
- Example:
 - A *There was an author*
 - B *There was an author and a mechanic.*
 - C *There was an author, a mechanic and a nurse.*
 - A *There was an author, a mechanic and a nurse and ...*
- When there are more than one of each job, children should say the cards in order, i.e. not *There were two nurses ...*, unless the nurses happen to be consecutive.

Activities

- Children play the game in groups of three.

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

adult /'ædʌlt/
Australian /ɔ:s'treɪliən/
back /bæk/
belt /belt/
camel /'kæməl/
faster (than) /'fɑ:stə(r) ðən/
(the) fastest /ðə 'fɑ:stɪst/
five past /'faɪv pa:st/
five to /'faɪv tu:/
grow /grəʊ/
o'clock /ə'klɒk/
over /'əʊvə(r)/
quarter past /'kwɔ:tə(r) pa:st/
quarter to /'kwɔ:tə(r) tu:/
some more /səm 'mɔ:/
taller (than) /'tɔ:lə(r) ðən/
(the) tallest /ðə 'tɔ:lɪst/
ten past /'ten pa:st/
ten to /'ten tu:/
twenty past /'twenti pa:st/
twenty to /'twenti tu:/
twenty-five past /'twenti faɪv pa:st/
twenty-five to /'twenti faɪv tu:/
younger (than) /'jʌŋgə ðən/
(the) youngest /ðə 'jʌŋgɪst/

Unit 1

always /'ɔ:lweɪz/
at the moment /ət ðə 'məʊmənt/
beans /bi:nz/
before /brɪ'fɔ:/
big /bɪg/
bottle of water /bɒtl əv 'wɔ:tə(r)/
bowl of soup /bɔ:l əv 'su:p/
breakfast /'brekfəst/
cake /keɪk/
chilli /'tʃɪli/
coconut /'kəʊkənʌt/
corn /kɔ:n/
cornflakes /'kɔ:nfleɪks/
cup of coffee /cʌp əv

'cɒfi/
customer /'kʌstəmə(r)/
delicious /dɪ'lɪʃəs/
find /faɪnd/
free /fri/
glass of milk /glɑ:s əv 'mɪlk/
key /ki:/
leaves /li:vz/
lovely /'lʌvli/
mashed /mæʃt/
meal /mi:l/
mean (v) /mi:n/
menu /'menju:/
Mexico /'meksɪkəʊ/
never /'nevə(r)/
next door /neks 'dɔ:(r)/
noodles /'nu:dəlz/
now /naʊ/
often /'ɒfən/
olive oil /'ɒlɪv ɔɪl/
pancake /'pænkɛɪk/
party /'pɑ:ti/
plate of salad /pleɪt əv 'sæləd/
rarely /'reəli/
really /'ri:əli/
right now /raɪt 'naʊ/
sauce /sɔ:s/
Scotland /'skɒtlənd/
selection /sɪ'leɪʃən/
share (v) /ʃeə(r)/
sometimes /'sʌmtaɪmz/
soup /su:p/
special /'speʃəl/
strange /streɪndʒ/
toast /təʊst/
today /tə'deɪ/
tortilla /tɔ:'tɪrɪə/
train /treɪn/
tray /treɪ/
tree /tri:/
turkey /'tɜ:ki/
uniform /'ju:nɪfɔ:m/
usually /'ju:zəli/
Vietnam /vɪet'næm/
waiter /'weɪtə(r)/
waitress /'weɪtrəs/
wear /weə(r)/
wonderful /'wʌndəfəl/

wrap /ræp/
yummy /'jʌmi/

Unit 2

all around /ɔ:l ə'raʊnd/
audience /'ɔ:diəns/
band /bænd/
bang (v) /bæŋ/
beat (n) /bi:t/
bike /baɪk/
blow /bləʊ/
blue /blu:/
boat /bəʊt/
bone /bəʊn/
burst /bɜ:st/
busy /'bɪzi/
calendar /'kæləndə(r)/
cheer (v) /tʃi:r/
clang (v) /klæŋ/
clap (v) /klæp/
concert /'kɒnsət/
cry (n) /kraɪ/
cymbals /'sɪmbəlz/
distant /'dɪstənt/
drums /drʌmz/
during /'dʒʊərɪŋ/
flute /flu:t/
for ages /fə(r) 'eɪdʒɪz/
grow up /grəʊ 'ʌp/
guitar /gɪ'tɑ:(r)/
hear /hɪə(r)/
high /haɪ/
honk /hɒŋk/
idea /aɪ'diə/
instruments /'ɪnstɹəmənts/
join in /dʒɔɪn 'ɪn/
light /laɪt/
orchestra /'ɔ:kɪstrə/
outside /aʊt'saɪd/
pack up /pæk 'ʌp/
piece /pi:s/
programme /'prəʊgræm/
puff (v) /pʌf/
recorder /rɪ'kɔ:də(r)/
room /ru:m/
shining /'ʃaɪnɪŋ/
shoulder /'ʃəʊldə(r)/
sky /skaɪ/
slowly /'sləʊli:/
stage /steɪdʒ/

thump /θʌmp/
treat
trumpet /'trʌmpɪt/
up /ʌp/
violin /vaɪə'li:n/
why /waɪ/
wind /wɪnd/
wings /wɪŋz/
wonder (n) /'wʌndə(r)/

Unit 3

alive /ə'laɪv/
alphabet /'ælfəbet/
animal /'ænɪməl/
anything /'eniθɪŋ/
asteroid /'æstəɔɪd/
at last /ət 'lɑ:st/
badge /bædʒ/
controls /kən'trɒlz/
dead /ded/
dinosaur /'daɪnəsɔ:(r)/
disappear /dɪsə'piə/
Earth /ɜ:θ/
elephant /'eləfənt/
exciting /ɪk'saɪtɪŋ/
fall (fell) /fɔ:l/
feet /fi:t/
fish /fɪʃ/
flamingo /flə'mɪŋgəʊ/
happen /'hæpən/
how /haʊ/
ice /aɪs/
look like /'lʊk laɪk/
lost /lɒst/
loudly /'laʊdli/
metre /'mi:tə(r)/
millions /'mɪljənz/
model /'mɒdəl/
museum /mju:'ziʊm/
nephew /'nefju:/
news /nju:z/
no one /'nəʊ wʌn/
painting /'paɪntɪŋ/
pattern /'pætən/
phone (n) /fəʊn/
roar /rɔ:(r)/
robot /'rəʊbɒt/
rock (n) /rɒk/
rock pools /rɒk pu:lz/
scarf /skɑ:f/

scary /'skeəri/
scientist /'saɪəntɪst/
scream (v) /skri:m/
ship /ʃɪp/
skeleton /'skelətən/
skin /skɪn/
something /'sʌmθɪŋ/
space /speɪs/
suddenly /'sʌdnli/
tail /teɪl/
tooth /tu:θ/
trip /trɪp/
tunic /'tju:nɪk/
type /taɪp/
walk (n) /wɔ:k/
wooden /'wʊdən/
write /wraɪt/

Fluency Time! 1

bill /bɪl/
dessert /dɪ'zɜ:t/
I'd like /aɪd 'laɪk/
Sure. /ʃʊə(r)/
with /wɪð/
without /wɪðaʊt/

Extensive Reading 1

amazing /ə'meɪzɪŋ/
dig up /dɪg 'ʌp/
especially /ɪ'speʃəli/
footprint /'fʊtprɪnt/
geologist /dʒɪ'nɒlədʒɪst/
nest /nest/
past /pɑ:st/
(the) very first /ðə vəri
'fɜ:st/
skeleton /'skelɪtn/
stick out /stɪk aʊt/
whale /weɪl/

Unit 4

across /ə'krɒs/
against /ə'geɪnst/
air /eə(r)/
basketball /'bɑ:skɪtbɔ:l/
beach /bi:tʃ/
bell /bel/
break (n) /breɪk/
brush (v) /brʌʃ/
build /bɪld/
Canada /'kænədə/
carefully /'keəfəli/
carrot /'kærət/
championship
'tʃæmpɪənʃɪp/
change (v) /tʃeɪndʒ/
cherry /'tʃeri/

continue /kən'tɪnju:/
court /kɔ:t/
doorbell /'dɔ:bel/
fan /fæn/
glove /glʌv/
gymnastics
'dʒɪm'næstɪks/
hair /heə(r)/
hers /hɜ:z/
his /hɪz/
hit /hɪt/
inside /ɪn'saɪd/
jacket /'dʒækt/
keep fit /ki:p 'fɪt/
kick /kɪk/
leather /'leðə(r)/
may /meɪ/
medal /medl/
mine /maɪn/
mirror (n) /'mɪrə(r)/
ours /aʊəz/
outdoors /aʊt'dɔ:z/
palace /'pæləs/
palm /pɑ:m/
player /'pleɪə(r)/
quickly /'kwɪkli/
racket /'rækt/
rain (v) /reɪn/
rucksack /'rʌksæk/
rules /ru:lz/
score a goal /skɔ:(r) ə
'gɔ:l/
shell /ʃel/
skateboarding /
'skeɪtbɔ:dɪŋ/
skating /'skeɪtɪŋ/
smell (v) /smel/
softly /'sɒftli/
spread (v) /spred/
swimsuit /'swɪmsu:t/
team /ti:m/
tennis /'tenɪs/
theirs /ðeəz/
throw (v) /θrəʊ/
trainers /'treɪnəz/
trophy /'trɒfi/
volleyball /'vɒlibɔ:l/
way /weɪ/
whole /həʊl/
whose /hu:z/
win (won) /wɪn, wʌn/
world /wɜ:ld/
yours /jɔ:z/

Unit 5

a little /ə 'lɪtl/
art room /'ɑ:t ru:m/

back (n) /bæk/
box /bɒks/
bus station /'bʌs steɪʃən/
camel /'kæməl/
China /tʃaɪnə/
clock /klɒk/
comic (n) /'kɒmɪk/
corner (n) /'kɔ:nə(r)/
dark /dɑ:k/
describe /dɪ'skraɪb/
duck /dʌk/
event /ɪ'vent/
food /fu:d/
get lost /get 'lɒst/
go back /gəʊ 'bæk/
go straight on /gəʊ
streɪt 'ɒn/
growl /graʊl/
hide /haɪd/
hurry /'hʌri/
important /ɪm'pɔ:tənt/
Indonesia /ɪndə'ni:zə/
in front of /ɪn 'frʌnt əv/
late /leɪt/
lift up /'lɪft ʌp/
many /'meni/
modern /'mɒdən/
music /'mju:zɪk/
neck /nek/
next to /'neks tu/
nowadays /'naʊədeɪz/
part /pɑ:t/
petrol station /'petrəl
steɪʃən/
picnic /'pɪknɪk/
plastic /'plæstɪk/
popular /'pɒpjələ(r)/
puppet /'pʌpɪt/
puppeteer /'pʌpɪtiə(r)/
quick /kwɪk/
read a map /ri:d ə 'mæp/
rock (n) /rɒk/
roundabout
'raʊndəbaʊt/
sandwiches /'sænwɪtʃəz/
screen (n) /skri:n/
shadow /'ʃædəʊ/
shape (n) /ʃeɪp/
show /ʃəʊ/
square /skweə(r)/
stand (v) /stænd/
stick (n) /stɪk/
story (ies) /'stɔ:ri:z/
theatre /'θɪətə/
third /θɜ:d/
town /taʊn/

traditional /trə'dɪʃənəl/
traffic light /'træfɪk laɪt/
train station /'treɪn
steɪʃən/
turn left /tɜ:n 'left/
turn right /tɜ:n 'raɪt/
umbrella /ʌm'brelə/
upside down /
ʌpsaɪ'daʊn/
voice /vɔɪs/
wet /wet/

Unit 6

ant /ænt/
bad /bæd/
bat /bæt/
become /brɪ'kʌm/
believe /brɪ'li:v/
better (than) /'betə ðən/
(the) best /ðə 'best/
bored /bɔ:d/
break (v) /breɪk/
bump (v) /bʌmp/
cage /keɪdʒ/
camera /'kæmərə/
cheap /tʃi:p/
city /'sɪti/
comfortable /'kʌmfətəbl/
cover (v) /'kʌvə(r)/
crayon /'kreɪɒn/
cucumber /
'kju:kʌmbə(r)/
dance (v) /dɑ:ns/
dig /dɪg/
dinner /'dɪnə(r)/
don't worry. /'dəʊnt wəri/
enormous /ɪ'nɔ:məs/
expensive /ɪk'spensɪv/
fable /'feɪbl/
foot /fʊt/
generous /'dʒenərəs/
giraffe /dʒɪ'ra:f/
goal /gəʊl/
grasshopper /
'grɑ:ʃhɒpə(r)/
grunt (v) /grʌnt/
hard /hɑ:d/
heavy /'hevi/
hot /hɒt/
ice /aɪs/
ice rink /'aɪs rɪŋk/
instead /ɪn'sted/
joke /dʒəʊk/
lazy /'leɪzi/
less /les/
like (v) /laɪk/
market /'mɑ:kɪt/

metal /'metəl/
modern /'mɒdən/
 moral (n) /'mɒrəl/
page /peɪdʒ/
 person /'pɜːsən/
 pile /paɪl/
 plenty of /'plenti əv/
 prefer /prɪ'fɜː/
prepare /prɪ'peə(r)/
repair (v) /rɪ'peə(r)/
rice /raɪs/
share (v) /ʃeə(r)/
 skate /skeɪt/
soft /sɒft/
 spaceship /'speɪsfɪp/
stage /steɪdʒ/
 summer /'sʌme(r)/
 sun /sʌn/
thick /θɪk/
 tonight /tə'naɪt/
 vegetables /'vedʒtəblz/
 weather /'weðə(r)/
 winter /'wɪntə(r)/
 wolf /wʊlf/
wooden /'wʊdən/
worry (v) /'wɒri/
 worse (than) /'wɜːs ðən/
 (the) worst /ðə 'wɜːst/

Fluency Time! 2

calling /'kɔːlɪŋ/
 decorate /'deɪkəreɪt/
 hold on /'həʊld ɒn/
 minute /'mɪnɪt/
 speak /spiːk/
 telephone /'telɪfəʊn/

Extensive Reading 2

ambitious /æm'bɪʃəs/
 athlete /'æθliːt/
 birth /bɜːθ/
 break a record /breɪk ə
 'rekɔːd/
 century /'sentʃəri/
 coach /kəʊtʃ/
 competition
 /kɒmpə'tɪʃən/
 cricket /'krɪkɪt/
 European /jʊərə'piːən/
 fewer /'fjuːwə(r)/
 height /haɪt/
 helmet /'helmət/
 injured /'ɪndʒəd/
 inspire /ɪn'spaɪə(r)/
 junior /'dʒuːniə(r)/
 last (v) /lɑːst/
 lightning /'laɪtnɪŋ/

medal /'medəl/
 Olympic Games /ə'lɪmpɪk
 'ɡeɪmz/
 oval /'əʊvəl/
 pick up /'pɪk ʌp/
 position /pə'zɪʃən/
 relay /'riːleɪ/
 rugby /'rʌɡbi/
 silver /'sɪlvə(r)/
 sportsperson /
 'spɔːtspɜːsən/
 step (n) /step/
 strong /strɒŋ/
 timing /'taɪmɪŋ/
 touchdown /'tʌtʃdaʊn/
 United States /juːnaɪtɪd
 'steɪts/
 West Indies /west 'ɪndiːz/

Unit 7

a few /ə 'fjuː/
 another /ə'nʌðə(r)/
 anymore /əni:'mɔː(r)/
astronaut /'æstrənɔːt/
August /'ɔːɡəst/
autumn /'ɔːtəm/
 birthday /'bɜːθdeɪ/
 chocolate /'tʃɒklət/
 classroom /'klɑːsruːm/
control /kən'trəʊl/
 dangerous /'deɪndʒərəs/
energy /'enədʒi/
 especially /ɪ'speʃli/
 fork /fɔːk/
 fossil fuels /'fɒsl 'fjuːəl/
 get out of /get 'aʊt əv/
 great grandparents /'ɡreɪt
 ɡrænpeərənts/
 grow /ɡrəʊ/
 holiday /'hɒlɪdeɪ/
horse /hɔːs/
 horse riding /'hɔːs raɪdɪŋ/
jigsaw /'dʒɪɡzɔː/
 job /dʒɒb/
 journey /'dʒɜːni/
 land (n) /lænd/
 later /'leɪtə(r)/
 machine /mə'ʃiːn/
 magazine /mægə'ziːn/
morning /'mɔːnɪŋ/
 normal /'nɔːməl/
paw /pɔː/
 perhaps /pə'hæps/
 petrol /'petrəl/
pill /pɪl/
 plane /pleɪn/
planets /'plænɪts/

play sport /pleɪ 'spɔːt/
 polar bear /pəʊlə(r)
 'beə(r)/
power /'paʊə(r)/
 present /'prezənt/
 problem /'prɒbləm/
 puzzle /'pʌzl/
rocket /'rɒkɪt/
satellite /'sætələɪt/
sauce /sɔːs/
spaceship /'speɪsfɪp/
 space station /'speɪs
 steɪʃən/
sport /spɔːt/
star /stɑː(r)/
straw /strɔː/
submarine /sʌbmə'riːn/
 sunflower /'sʌnflaʊə(r)/
(the) future /ðə
 'fjuːtʃə(r)/
(the) moon /ðə 'muːn/
(the) sun /ðə 'sʌn/
travel (v) /'trævəl/
underground
 /'ʌndəgraʊnd/
underwater
 /'ʌndə'wɔːtə(r)/
virtual reality /'vɜːtʃuəl
 ri:'æləti//
 weekend /'wiːkend/
 yet /jet/

Unit 8

arrivals /ə'raɪvəlz/
 book into /bʊk 'ɪntuː/
 check in /'tʃek ɪn/
coin /cɔɪn/
departures /dɪ'pɑːtʃəz/
 desk /desk/
disappointed
 /dɪsə'pɔɪntɪd/
fair /feə(r)/
fall asleep /fɔːl ə'sliːp/
 festival /'festɪvəl/
finished /'fɪnɪʃt/
fireworks /'faɪəwɜːks/
 footballer /'fʊtbɔːlə(r)/
 get off /get 'ɒf/
 homework /'həʊmwɜːk/
hotel /həʊ'tel/
 how much /haʊ 'mʌtʃ/
 hundreds /'hʌndrədz/
journey /'dʒɜːni/
 kayak /'kaɪjæk/
 lake /leɪk/
 left /left/
luggage /'lʌɡɪdʒ/
magazine /mægə'ziːn/

miss /mɪs/
money /'mʌni/
newspaper /
 'njuːspeɪpə(r)/
 nice /naɪs/
painted /'peɪntɪd/
passenger /'pæsɪndʒə(r)/
passport /'pɑːspɔːt/
 pastry /'peɪstri/
 picture /'pɪktʃə(r)/
played /pleɪd/
 postcode /'pəʊstkeʊd/
 pound /paʊnd/
 put together /put
 tə'geðə(r)/
rained /reɪnd/
 seem /siːm/
showed /ʃəʊd/
 stamp (n) /stæmp/
 start (n) /stɑːt/
suitcase /'suɪtkeɪs/
 ticket seller /'tɪkɪt selə(r)/
tidied /'taɪdiːd/
 unexciting /ʌnɪk'saɪtɪŋ/
unusual /ʌn'juːzʊəl/
waited /'weɪtɪd/
 wake up /weɪk 'ʌp/
walked /wɔːkd/
 warm /wɔːm/
 wash bag /'wɒʃ bæɡ/
washed /wɒʃd/
 waterski /'wɔːtəski/
whistle (n) /'wɪsl/

Unit 9

action /'ækʃən/
actor /'æktə(r)/
 adopt /'ə'dɒpt/
advert /'ædvɜːt/
 argue /'ɑːɡjuː/
 bar (n) /bɑː/
 basketball match /
 'bɑːskɪtbɔːl mætʃ/
 brave /breɪv/
camcorder /
 'kæmkɔːdə(r)/
cartoon /kɑː'tuːn/
channel /'tʃænəl/
 clever /'klevə(r)/
 discover /dɪs'kʌvə(r)/
 diver /'daɪvə(r)/
doctor /'dɒktə(r)/
documentary
 /dɒkju'mentri/
 dolphin /'dɒlfɪn/
 escape /ɪs'keɪp/
 explore /ɪk'splɔː(r)/

father /'fɑ:ðə(r)/
 find out /faɪnd 'aʊt/
 friendly /'frendli/
 funny /'fʌni/
giant /'dʒaɪənt/
 golden /'gɒldən/
kick-off /'kɪk ɒf/
 live (adj) /laɪv/
 match (n) /mætʃ/
mobile phone /məʊbaɪl
 'fəʊn/
mother /'mʌðə(r)/
naughty /'nɔ:tɪ/
(the) news /ðə 'nju:z/
 once /wʌns/
 Pacific Ocean /pə'sɪfɪk
 əʊʃən/
 plan (n) /plæn/
 play (n) /pleɪ/
play a trick on /pleɪ ə
 'trɪk ɒn/
 put on /pʊt 'ɒn/
radio /'reɪdɪəʊ/
remote control /rɪməʊt
 kən'trəʊl/
September /
 sep'tembə(r)/
 skilful /'skɪlfəl/
 sofa /'səʊfə/
 solar system /'səʊlə sɪstəm/
 Spanish /'spæɪnɪʃ/
steal /sti:l/
stadium /'steɪdɪəm/
 super hero /'su:pə hɪərəʊ/
 teacher /ti:tʃə(r)/
 three times /'θri: taɪmz/
tortoise /'tɔ:təs/
 tropical /'trɒpɪkəl/
 turn off /'tɜ:n ɒf/
 turn on /'tɜ:n ɒn/
TV programme /ti: 'vi:
 prəʊgræm/
 twice /twɑɪs/
 underwater /
 'ʌndəwɔ:tə(r)/
 unhappy /ʌn'hæpi/
 video game /'vɪdɪəʊ geɪm/
villain /'vɪlən/
visitor /'vɪzɪtə(r)/
 winner /'wɪnə(r)/
 World Cup /wɜ:ld 'kʌp/

Fluency Time! 3

can't stand /kɑ:nt stænd/
 dotted /'dɒtɪd/
 pass me ... /pɑ:s mi:
 slot /slɒt/

Extensive Reading 3

expert /ek'spɜ:t/
 frightened /'fraɪtənd/
 harness /'hɑ:nɪs/
 instructor /ɪn'strʌktə(r)/
 island /'aɪlənd/
 language /'læŋgwɪdʒ/
 loaf (loaves) /ləʊf, ləʊvz/
 voyage (n) /'vɔɪdʒ/
 watch (n) /wɒtʃ/
 well-behaved
 /wel br'heɪvd/
 zip wire /zɪp 'waɪə(r)/

Unit 10

a website /ə 'websaɪt/
 add /æd/
 afterwards /'ɑ:ftəwədz/
 album /'ælbəm/
 alphabetical /ælfə'betɪkəl/
attach a photo /ətætʃ ə
 'fəʊtəʊ/
bird /bɜ:d/
 blink (v) /blɪnk/
 bowling /'bəʊlɪŋ/
 button /'bʌtn/
 character /'kærəktə(r)/
 check /tʃek/
 chore /tʃɔ:(r)/
circle (n) /'sɜ:kl/
click on /'klɪk ɒn/
 correct (v) /kə'rekt/
cupboard /'kʌbəd/
curtains /'kɜ:tənz/
 dining room /'daɪnɪŋ
 ru:m/

document /'dɒkjumənt/
 drawings /'drɔ:ɪŋz/
 drink (n) /drɪŋk/
 email /'i:meɪl/
 fast /fɑ:st/
girl /gɜ:l/
hurt /hɜ:t/
 ink /ɪŋk/
 Internet /'ɪntənət/
 invitation /ɪnvɪ'teɪʃən/
keyboard /'ki:bɔ:d/
 log off /lɒg 'ɒf/
log on /lɒg 'ɒn/
 look forward to /lʊk
 'fɔ:wəd tə/
memory stick /'meməri
 stɪk/
 mess /mes/
 message /'mesɪdʒ/
 mistake /mɪ'steɪk/
mouse /maʊs/

nurse /nɜ:s/
 order /'ɔ:də(r)/
 print (v) /prɪnt/
printer /'prɪntə(r)/
 put away /pʊt 'əweɪ/
 remember /rɪ'membə(r)/
save a document /'seɪv ə
 dɒkjumənt/
screen (n) /skri:n/
search the Internet /sɜ:tʃ
 ðə 'ɪntənət/
send a message /send ə
 'mesɪdʒ/
shirt /ʃɜ:t/
speakers /'spi:kəz/
spellchecker
 /'speltʃekə(r)/
 spelling /'speliŋ/
subject /'sʌbdʒekt/
Thursday /'θɜ:zdeɪ/
type the email address /
 taɪp ði 'i:meɪl ə'dres/
 work (n) /wɜ:k/
 wrong /rɒŋ/
 your own /ju(r) 'əʊn/

Unit 11

almost /ɔ:lməʊst/
 ask /ɑ:sk/
 balloon /bə'lu:n/
bread /bred/
 bury /beri/
 camp (v) /kæmp/
capital city /'kæpɪtəl sɪti/
cave /keɪv/
 chance /tʃɑ:ns/
 crew /kru:
desert /'dezət/
 destination /destɪ'neɪʃən/
equipment /ɪ'kwɪpmənt/
 exercise (n) /'eksəsaɪz/
expedition /,ekspeɪ'dɪʃn/
 explorer /ɪk'splɔ:rə(r)/
feather /'feðə(r)/
 France /frɑ:ns/
 freezing /'fri:zɪŋ/
frozen /'frəʊzən/
 further /'fɜ:ðə(r)/
 go up /gəʊ 'ʌp/
 gorilla /gə'rɪlə/
 guest /gest/
 guide (n) /gaɪd/
head /hed/
heavy /'hevi/
height /haɪt/
help (v) /help/
 island /'aɪlənd/

land (v) /lænd/
location /ləʊ'keɪʃn/
 maybe /'meɪbi/
melt /melt/
 mountain /'maʊntɪn/
oasis (oases) /əʊ'eɪsɪs,
 əʊ'eɪsɪz/
ocean /'əʊʃən/
oxygen /'ɒksɪdʒən/
 penguin /'penɡwɪn/
 porter /'pɔ:tə(r)/
present /'prezənt/
 record (v) /rɪ'kɔ:d/
 return /rɪ'tɜ:n/
 seal (n) /si:l/
sink (sank) /sɪŋk, sæŋk/
 solid /'sɒlɪd/
 somewhere /'sʌmweə(r)/
spend /spend/
 stay /steɪ/
summit /'sʌmɪt/
tent /tent/
 towards /tə'wɔ:dz/
town /taʊn/
 turn over /tɜ:n 'əʊvə(r)/
village /'vɪlɪdʒ/
volcano /vɒl'keɪnəʊ/
 wait /weɪt/
wave /weɪv/

Unit 12

a cold /ə 'kəʊld/
a cough /ə 'kɒf/
a headache /ə 'hedɪk/
a sore throat /ə sɔ:(r)
 'θrəʊt/
a stomach ache
 /ə 'stʌmək eɪk/
an earache /ən 'ɪərəɪk/
animal /'æɪnɪməʊl/
 baby /beɪbi/
cabbage /'kæbɪdʒ/
calcium /'kælsɪəm/
 can (n) /kæn/
candle /'kændl/
castle /'kɑ:sl/
cereal /'sɪəriəl/
 club /klʌb/
 cola /'kəʊlə/
 contain /kən'teɪn/
 could /kʊd/
 couldn't /'kʊdnt/
crisps /krɪspz/
 dream (v) /dri:m/
 dress (n) /dres/
energy /'enəʒi/
 fat (n) /fæt/

feel dizzy /fi:l 'dɪzi/
feel sick /fi:l 'sɪk/
fit /fɪt/
 fizzy /'fɪzi/
 fruit /fru:t/
 full of /'fʊl əv/
 get better /get 'betə(r)/
healthy /'helθi/
hospital /'hɒspɪtəl/
 ill /ɪl/
 in fact /ɪn 'fækt/
 join /dʒɔɪn/
 juice /dʒu:s/
 Oh dear. /əʊ 'diə(r)/
 olive /'ɒlɪv/
people /'pi:pl/
 quite /kwɑɪt/
 regularly /'regjʊləli/
 salt /sɔ:lt/
sandal /'sændl/
sardine /sɑ:'di:n/
 should /ʃʊd/
 shouldn't /'ʃʊdnt/
 sick /sɪk/
sugar /'ʃʊgə(r)/
 sweet (n) /swi:t/
table /'teɪbl/
take medicine /teɪk
 'medsn/
 teaspoon /'ti:spu:n/
 tip (n) /tɪp/
 tomato /tə'mɑ:təʊ/
 vet /vet/
 hat's the matter? /wɒts ðə
 'mætə(r)/

Fluency Time! 4

cube /kju:b/
 happen /'hæpən/
 matter /'mætə(r)/
 playground /'pleɪgraʊnd/

Extensive Reading 4

cactus (cacti) /'kæktəs/
 dog sled /'dɒg sled/
 dune /dju:n/
 insect /'ɪnsekt/
 minus /'maɪnəs/
 nocturnal /nɒk'tɜ:nəl/
 polar bear /'pəʊl(r) beə(r)/
 reindeer /'reɪndɪə(r)/
 root /ru:t/
 sandstorm /'sændstɔ:m/
 seed /si:d/
 snowmobile /'snəʊməbi:l/
 snowstorm /'snəʊstɔ:m/
 underground

/ʌndə'graʊnd/
 weird /'wiə(r)d/

Unit 13

accident /'æksɪdnt/
April /'eɪprəl/
bike ride /'baɪk raɪd/
blender /'blendə(r)/
 bravery /'breɪvəri/
bubble /'bʌbl/
camel /'kæml/
carry /'kæri/
ceremony /'serəməni/
charity /'tʃærəti/
 chase /tʃeɪs/
chop /tʃɒp/
chores /tʃɔ:(r)z/
classmate /'kla:smeɪt/
 clean up (v) /kli:n 'ʌp/
collapse /kə'læps/
 crash (v) /kræʃ/
 destroy /dɪ'strɔɪ/
 drop (v) /drɒp/
earthquake /'ɜ:θkweɪk/
 floor /flɔ:(r)/
 follow /'fɒləʊ/
fridge /frɪdʒ/
 giant /'dʒaɪənt/
hero /'hɪərəʊ/
 kit /kɪt/
lentils /'lentɪlz/
lid /lɪd/
 look after /lʊk 'ɑ:ftə(r)/
mango /'mæŋgəʊ/
milk /mɪlk/
 opening /'əʊpənɪŋ/
peel (v) /pi:l/
pencil /'pensəl/
pour /pɔ:(r)/
 proud /praʊd/
pupil /'pju:pəl/
 quick thinking /kwɪk
 'θɪŋkɪŋ/
raise money /reɪz 'mʌni/
 safe /seɪf/
 safety /'seɪfti/
 sell /sel/
 serious /'sɪəriəs/
 shore /ʃɔ:(r)/
 smile (v) /smaɪl/
smoothie /'smu:ði/
sponsored /'spɒnsəd/
 sports kit /'spɔ:ts kɪt/
strawberry /'strɔ:bəri/
towel /'taʊl/
 Thailand /'taɪlənd/

thinking /'θɪŋkɪŋ/
 through /θru:/
travel (v) /'trævəl/
tunnel /'tʌnl/
well /wel/
Unit 14
addition /ə'dɪʃən/
 all over /ɔ:l 'əʊvə(r)/
 answer (v) /'ɑ:nsə(r)/
 arm /ɑ:m/
 arrive /ə'raɪv/
 bag /bæg/
 camp bed /'kæmp bed/
 coat /kəʊt/
 competition
 /kɒmpə'tɪʃən/
cushion /'kʊʃən/
cute /kju:t/
daughter /'dɔ:tə(r)/
elbow /elbəʊ/
fashion /'fæʃən/
 fashion show /'fæʃən ʃəʊ/
father-in-law /'fɑ:ðə(r)
 ɪn lɔ:/

floor /flɔ:(r)/
 fishing /'fɪʃɪŋ/
 get ready /get 'redi/
 go surfing /gəʊ 'sɜ:fɪŋ/
 hall /hɔ:l/
 hope /həʊp/
husband /'hʌzbænd/
invitation /ɪnvi'teɪʃən/
 kangaroo /kæŋgə'ru:/
 knee /ni:/
 koala bear /kəʊ'ɑ:lə
 beə(r)/
 laughter /'lɑ:ftə(r)/
 lounge /laʊndʒ/
 memories /'meməri:z/
miss someone /'mɪs
 sʌmwʌn/
mother-in-law /'mʌðə(r)
 ɪn lɔ:/
nephew /'nefju:/
niece /ni:s/
normal /'nɔ:məl/
 pile up /paɪl 'ʌp/
 poem /'pəʊɪm/
question /'kwɛstʃən/
queue /kju:/
 quiet /'kwaɪət/
relatives /'relətɪvz/
 rhyme (v) /raɪm/
 shoe /ʃu:/
 shout /ʃaʊt/
 singing /'sɪŋɪŋ/
son /sʌn/

squeeze (n) /skwi:z/
stay in touch /steɪ ɪn
 'tʌtʃ/
subtraction /səb'trækʃn/
toddler /'tɒdlə(r)/
 turn /tɜ:n/
 verse /vɜ:s/
 was born /wəz 'bɔ:n/
 week /wi:k/
wife /waɪf/

Unit 15

angry /'æŋgri/
 appear /ə'piə(r)/
author /'ɔ:θə(r)/
 away /ə'weɪ/
boss /bɒs/
builder /'bɪldə(r)/
 catch /kætʃ/
 clothes /kləʊðz/
 come true /kʌm 'tru:/
dentist /'dentɪst/
 dinner /'dɪnə(r)/
 fall over /fɔ:l 'əʊvə(r)/
fisherman /'fɪʃəmən/
 go away /gəʊ ə'weɪ/
 gold /gɒld/
hear /hɪə(r)/
here /hɪə(r)/
journalist /'jɜ:nəlɪst/
jump /dʒʌmp/
mechanic /mɪ'kænik/
 nervous /'nɜ:vəs/
 net /net/
office /'ɒfɪs/
 once upon a time
 /wʌns əpən ə taɪm/
 pack (v) /pæk/
 pen pal /'pen pæl/
pull (v) /pʊl/
receptionist /rɪ'sepʃənɪst/
right /raɪt/
 sadly /'sædli/
sausage /'sɔ:sɪdʒ/
sea /si:/
secretary /'sekrətəri/
see /si:/
silly /'sɪli/
speak (spoke) /spi:k,
 spəʊk/
surprised /sə'praɪzd/
vet /vet/
wear /weə(r)/
where /weə(r)/
wish for /'wɪʃ fɔ:/
 worried /wʌrɪd/
write /raɪt/

Extensive Reading 5

greedy /'gri:di/
Greek /'gri:k/
jewellery /'dʒu:əlri/
mill /mɪl/
moral /'mɔrəl/
overland /'əʊvələnd/
prospector /'prɒspektə(r)/
vase /vɑ:z/
wagon /'wægən/
Extensive Reading 6
advanced /əd'vɑ:nst/
cancer /'kænsə(r)/
commands /'kɒ'mɑ:ndz/
complicated /
'kɒmplɪkətɪd/
contribution /
'kɒntri'bju:ʃn/
disabilities /,dɪsə'bɪləti/
element /'elɪmənt/
healthcare /'helθkeə(r)/
operation /,ɒpə'reɪʃn/
protective /prə'tektɪv/
put out /pʊt 'aʊt/
radioactive /
'reɪdɪəʊ'æktɪv/
treatment /'tri:tmənt/
truck /trʌk/
X-ray /'eks reɪ/

Culture: Shopping

electrical /ɪ'lektɪrɪkl/
entertainer /,entə'teɪnə(r)/
market /'mɑ:kɪt/
shopping mall /'ʃɑ:pɪŋ
mɔ:l/
stall /stɔ:l/
street /stri:t/
toy shop /'tɔɪ ʃɒp/

Culture: Watching wildlife

experience /ɪk'spɪəriəns/
fish tank /fɪʃ tæŋk/
lemur /'limə(r)/
puzzle /'pʌzl/
spray /spreɪ/
steam train /sti:m treɪn/

Culture: Australia

Aboriginal /,æbə'rɪdʒənəl/
boomerang /'bu:məræŋ/
ferry /'feri/
harbour /'hɑ:bə(r)/
Outback /'aʊtbæk/
possum /'pɒsəm/
spear /spɪə(r)/

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