

# Quick minds

Ukrainian edition

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Teacher's Book

НОВА УКРАЇНСЬКА ШКОЛА

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# Introduction

## About Quick Minds

### What is Quick Minds?

Quick Minds for Ukraine is a four-level English course for the four primary school years. It follows on from pre-primary English learning and has been developed following the curriculum for the teaching of English in primary schools. The syllabus covers the official curriculum and the basic competences developed in each unit have been highlighted.

### A flexible approach

Quick Minds offers maximum flexibility. All four levels of Quick Minds have been specifically developed to cater for schools with up to three or four English sessions per week. There is flexibility to cater for all language learning environments and needs (mixed ability, regional differences and different types of schools). The course offers core lessons, plus additional lessons (skills, creativity and CLIL).

The teaching notes include advice about what to do with larger class sizes.

Clear signposting is provided in the Pupil's Book footers (indicating the lesson number and lesson objective).

The assessment and review features also offer flexibility:

- **Review sections** every three units
- **Unit tests** at the end of the Teacher's Book
- **Term tests** at two levels of difficulty (Standard and High) in the Teacher's Resource Book
- **Reinforcement** and **Extension worksheets** in the Teacher's Resource Book

### Building solid foundations

Quick Minds has been designed specifically for Ukrainian primary schools, and with the Ukrainian educational curriculum in mind, so that linguistic competence develops in line with the pupils' age and cognitive development. This is a syllabus that guarantees solid and progressive language acquisition, while maintaining skills balance.

The syllabus has also been developed in line with the Cambridge English: Young Learners language requirements. The Quick Minds syllabus covers:

- Cambridge English: Starters by the end of Quick Minds 2
- Cambridge English: Movers by the end of Quick Minds 4

There is CLIL content in every other unit.

### Expanding young minds

Quick Minds begins from the premise that the pupils are not just language learners, but explorers in every aspect of their educational development. The course provides a perfect framework for children to develop their creativity and imagination in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the pupils' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve pupils' memory and concentration skills.

In Quick Minds 4, specific activities develop a range of skills from interpreting pictures to thinking skills such as sequencing, logical reasoning and making inferences. This whole child approach motivates pupils and helps to foster positive values. Children learn to become smart and competent. Multiple intelligences and thinking and learning skills are the essence of the basic competences approach to learning.

### Kindling the imagination

From the beginning, Quick Minds fuels the imagination, not just through the adventures of The Explorers characters, but also through specific activities.

### Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, Quick Minds also uses stories as a vehicle for the illustration and discussion of values.

The pupils are encouraged through discussion to think about the deeper meaning of the stories, such as the importance of working together, thinking creatively, being observant and counting on others for help.



# Methodology

## Themes and cross-curricular content

Each unit in Quick Minds is organised around a theme connected to the pupils' world. Topic-related language and concepts are presented in an integrated way, enabling pupils to learn and practise language in a unified context. Each odd unit includes one cross-curricular topic (CLIL) in two lessons in which the pupils learn about the world around them. These lessons further develop the unit themes from a different angle and provide conceptually appropriate information from a variety of subject areas, such as Art and Science. In this way Quick Minds helps pupils to link their English learning to their learning in other subjects.

## Working with stories

Quick Minds 4 begins with a continuation of the storyline from Quick Minds 3, at the museum to which Ben and Lucy have donated the statue that they found. Any pupils who have not studied the previous level will meet Ben and Lucy, the Explorers, together with Ben's dog Buster, in the opening unit. The pupils join them in their exciting treasure hunt as they look for the lines of a rhyme which will lead them to some treasure, trying to keep one step ahead of the baddies, Horax and Zelda.

The scene-setting on the opening page of each unit in Quick Minds creates anticipation, which encourages the pupils to listen and follow the main story when they reach Lesson 5.

Teachers and pupils also have an opportunity to reflect on the value portrayed by the story.

## Songs and chants

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The pupils will produce far more language in a song than in any other form of practice activity.
- Through songs, the pupils are producing a series of connected sentences when their spoken work may still only be at the short phrase or sentence stage.
- Songs and chants provide a motivating and social way for children to learn and practise language. They help to fix new language in the child's memory and nurture musical skills associated with rhythm, melody and tone.

## Creativity and personalisation



### Act out

The **Act out** pages in the Pupil's Book (in each even unit) allow the pupils to personalise what they have learnt, thus making the learning more memorable. These lessons bring together the topic and language of the unit in creative ways to encourage the pupils to use their imagination and practise speaking skills.

## Skills development

### Listening

Quick Minds 4 includes a variety of comprehension tasks. Pupils listen to mini-dialogues in familiar situations, and longer dialogues and interviews help develop pupils' aural comprehension. Songs, chants and phonics sentences allow pupils to hear the new language in an enjoyable context and to become aware of different features of English pronunciation such as rhythm, stress and intonation.

### Speaking

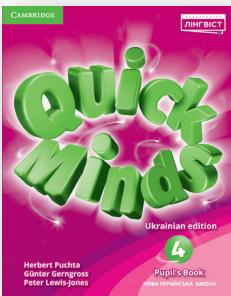
Oral skills are developed in a systematic way in Quick Minds 4 with equal emphasis on spoken production and interaction. Spoken production is practised through activities such as playing games with the new words, reciting the chants and singing songs. In addition, pupils interact with each other to complete game-based activities.

### Reading and writing

Quick Minds 4 offers controlled reading and writing practice at sentence level, but also enhances pupils' skills with more extensive reading and writing tasks.

The Activity Book exercises in each unit help pupils build up their writing by focusing on individual words as well as sentences. In the **Review and culture** pages of the Activity Book, pupils are introduced to authentic-type texts and are encouraged to use them as models in order to produce their own personalised written work.

# Pupil's components



## Pupil's Book

The Pupil's Book contains:

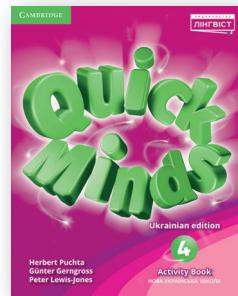
- An introductory Well done, Explorers! unit (6 pages) which re-introduces the characters Ben, Lucy, Buster the dog and Horax and Zelda, revises the present simple and present continuous and presents numbers 20–100
- Eight core units (8 pages) with an easy-to-use single page lesson format rounding off with **Review sections** after every three units
- Nine I can do pages
- Nine Festivals pages
- **Grammar focus section** (pages 106–110) to review core grammar

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- Two grammar lessons with varied presentation and practice activities, including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring The Explorers characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds relevant to Ukrainian speakers and common sound and spelling patterns in English
- **Think!** Activities to develop a range of thinking skills

Flexible content includes:

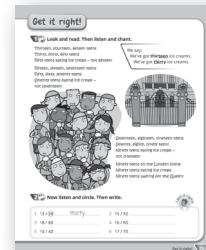
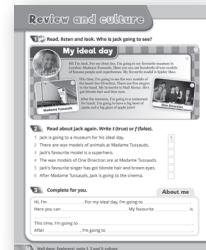
- **Learn and think** In every odd unit, cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the pupils to learn and then apply knowledge, and offering an accessible follow-up project
- **Skills** In every even unit, **Skills pages** focusing on listening and reading skills based on the topic of the unit
- **act out** Act out lesson provides opportunity to practise speaking skills
- **Review pages** featuring a topic-based game, project or quiz



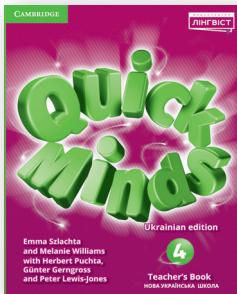
## Activity Book

This reinforces the core vocabulary and grammar and consolidates the pupils' skills development by offering:

- Reading and matching puzzles, written practice building from sentence to short paragraph level, listening input and opportunities for oral work
- **Do that!** An action sequence telling a story in simple language
- A double-page **Review section** every three units matching the Pupil's Book content. This includes a focus on **culture**, providing further reading and listening comprehension practice, and **Get it right!** to reinforce problematic linguistic areas for Ukrainian speakers.



# Teacher's components



## Teacher's Book

Each page of teaching notes features the Pupil's Book and Activity Book pages and in addition:

- Detailed lesson objectives, lists of **new**, actively **recycled** and **receptive** language (some of which may already be familiar but is not required for the task) and any

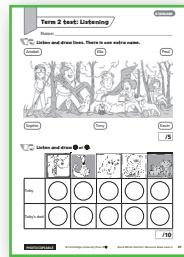
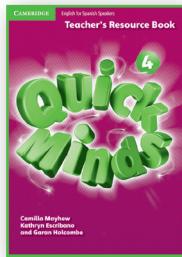
necessary or optional materials

- The basic competences that the pupils will achieve and how they relate to the activities in the Pupil's Book and Activity Book
- Concise and clear instructions, tapescripts and answers for all the Pupil's Book and Activity Book activities
- Additional lesson stages:
  - Warm-up:** ideas for beginning the lesson, recycling language or presenting new language
  - Optional activities:** reinforcement and extension activities, for which any additional materials are listed as optional in the Materials box
- **Unit tests:** after each unit, pupils' knowledge can be tested with a Listening unit test and a Reading and writing unit test. The tests cover the vocabulary and language from the unit and are presented in a familiar format with illustrations and simple activities.

## Teacher's Resource Book

This contains the following flexible photocopiable resources for each unit:

- Three **Reinforcement worksheets** for extra practice of every unit's core vocabulary and grammar
- One cross-curricular or skills **Extension worksheet**
- Teaching notes with suggestions for exploitation and optional follow-up activities
- **Term tests** at two levels of difficulty, one Standard level and the other High level. These tests assess the course content and have been prepared with the linguistic competence and the basic competences in mind.



## Flashcards and wordcards

The 88 picture Flashcards cover all the core vocabulary.



## Posters

The three A1 posters review grammar.



## Class Audio CDs

The four Class CDs contain all the recorded material for the Pupil's Book and Activity Book, including the chants, songs, karaoke versions and stories. They also include the recordings for the Listening sections of the **Unit tests** provided in the Teacher's Book, and the **Term tests** provided in the Teacher's Resource Book.



# Tour of a unit

Quick Minds 4 begins with an introductory six-page Well done, Explorers! unit in both the Pupil's Book and the Activity Book. This re-introduces The Explorers characters, revises the present simple and the present continuous and presents numbers 20–100.

There are then eight main units, each with eight lessons. There is a corresponding Activity Book page for each page of the Pupil's Book.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Core lessons 1–6 present and practise new core language, including a song and a story with its follow-up activities.
- Extension Lessons 7–8 either focus on skills work together with acting out, or introduce and develop a CLIL topic.

Quick Minds offers three core hours (or three 45-minute lessons) of English a week over 35 weeks in a year. Lessons 1–6 in each unit provide the core material, while the skills, creativity and CLIL pages offer flexibility.



## Lesson 1

### Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The pupils first hear a short dialogue from the opening of the story.
- The pupils listen and look at the picture and then listen again, this time repeating the words.
- The new words are then practised in the form of a simple game.
- The Activity Book offers a wide variety of practice activities, most of which are suitable for homework if necessary.



## Lesson 2

### Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

- In most cases, the pupils first hear or read the language and give a response such as saying the correct number, letter or answer.

**Grammar focus** There is then a specific oral focus on the new language which can be used for presentation and discussion.

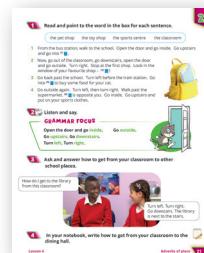
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Activity Book cover both receptive tasks and active production at sentence/text level. They also sometimes include listening.

## Lesson 3

### Song

The vocabulary and usually the first grammar point of the unit are combined in a song for pupils to join in and sing.

- The pupils first listen to the song, following the words in their Pupil's Books, before joining in.
- There is then a follow-up comprehension activity.
- The next track on the CD after the song is always a karaoke version which you can use once the pupils are familiar with the song.
- The practice activities in the Activity Book are varied and sometimes require pupils to read the song in the Pupil's Book again.



## Lesson 4

### Grammar 2

Lesson 4 introduces the second grammar point for the unit. The range of presentation and practice activities is similar to Lesson 2, including Grammar focus.



## Lessons 5 and 6

These lessons feature the main story of the unit which was introduced in Lesson 1, bringing

the unit context, vocabulary and structures together. The clear and expressive illustrations invite the pupils to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teacher's notes first suggest ways of reviewing the characters and the story.
- The story is brought off the page with clear character voices and sound effects to help pupils to follow the action.
- The **Reinforcement activity** in Lesson 5 is usually a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is often a

discussion of the value in the story, relating it to examples in the pupils' own lives.

- Lesson 6 exploits the story in more depth and features a **Phonics focus**, which practises sounds in English which are particularly relevant to Ukrainian speakers, together with common sound and spelling patterns in English. A memorable cartoon helps the pupils to associate the sentence visually with its meaning.
- Think!** A follow-up comprehension or Think! activity encourages pupils to think about the story in more detail or check their understanding.
- The teaching notes, either as a core task or as Extension, guide a discussion of the value illustrated in the story. The pupils are encouraged to think about what the characters do and to relate it to their own lives.
- The Activity Book contains follow-up activities to help pupils remember the story or check comprehension. Pupils also focus on key functional language from the story and do further practice of the Pupil's Book Phonics focus.

## Lesson 7 (even units)



This lesson offers topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- Speaking activities for work in pairs, groups or as a whole class.
- Tasks in the style of the Cambridge English: Young Learners tests as a gentle introduction to the exam.
- An opportunity to personalise the language of each unit through a speaking activity in the Pupil's Book and a writing activity in the Activity Book.



## Lesson 8 (even units) Act out page

This lesson brings together the topic and language of the unit in ways to encourage the pupils to use the language.



### Act out **Guided visualisation**

- The pupils are first encouraged to read the prompts.
- The pupils are encouraged to act out their own dialogues.

## Lessons 7 and 8 (odd units)



### CLIL



These lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. This is designed

to encourage the pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The material in these lessons presents words which the pupils use actively, but which are not core vocabulary.
- Through both lessons, the pupils have an opportunity to apply the knowledge, developing their thinking skills.
- A creative project to be done as a whole class, in groups or individually rounds off the work on the topic.
- The corresponding pages in the Activity Book consolidate the work on the topic through a wide variety of activities.

## Festivals



Nine pages at the back of the Pupil's Book introduce nine different festivals: Defender of Ukraine Day, New Year's Eve, Halloween, Christmas, Valentine's Day, Earth Day, Mother's day, Remembrance Day and Easter.



provide revision in board games to be played in small groups encourage oral production of the language.



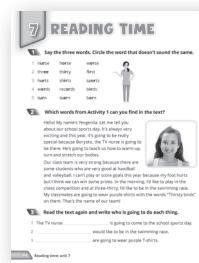
## Revision

- The Pupil's Book **Review pages** appear after every three units. The units feature different activity types: quizzes a fun format and

Two double-page spreads from the Activity Book. The left page, 'Review and culture', is titled 'My favourite place to see animals' and includes a reading comprehension text, a 'Read about Mandy again. Answer the questions.' section, and a 'About me' writing activity. The right page, 'Get it right!', is titled 'Look and read. Then listen and chant.' and features a chant about gym activities, a 'Read and answer' section, and a 'Answer and circle' section.

three units through a variety of activities. These double-page spreads gently introduce the pupils to the concept of learning about other cultures through the presentation of an aspect of everyday life in an English-speaking country. The **Get it right!** section focuses on a Ukrainian-specific language point in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task reviewing key vocabulary or grammar from the previous three units.

- The **Grammar focus** section at the back of the Pupil's Book can be completed after Lessons 2 and 4 in each unit.



## Reading time

The **Reading time** section at the back of the Activity Book (pages 88–96) provides extra reading activities and focuses on the phonics presented in Pupil's Book Lesson 6 in each unit.



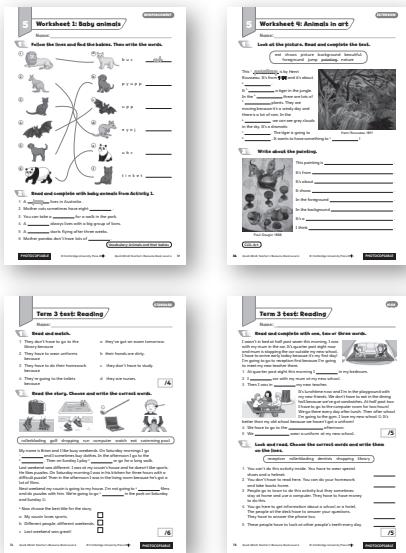
## I can do!

- I can do!** is a self-assessment section which gives pupils the chance to check their knowledge of the material they have learnt in each Unit. It is a great tool to get students to reflect upon their learning. This section is at the back of the Pupil's Book (pages 97–105). Teachers may include this section in the last lesson of each unit or dedicate the whole lesson for extra revision and consolidation of learnt vocabulary and grammar.

# Teaching with Quick Minds 4

## Working with mixed abilities

Quick Minds provides resources to cater for all abilities. The Teacher's Resource Book includes **Reinforcement** and **Extension worksheets**, as well as **Term tests** in two levels: Standard and High.



In class, you can use less demanding texts and tasks and vary the focus of the skill practised with the corresponding section of the Pupil's Book and the Activity Book. For more able pupils, you can extend the topic or personalise tasks so that pupils can read, write or speak about what they like or their personal experience. For other pupils, think about including more open-ended activities or tasks with less focus on academic achievement, such as colouring, drawing or games. Relying on cooperative pair-work activities is also a good way of encouraging pupils of differing abilities to work together.

Every lesson in the Teacher's Book closes with an **Optional activities** box, offering both a **Reinforcement activity** and an **Extension activity**.

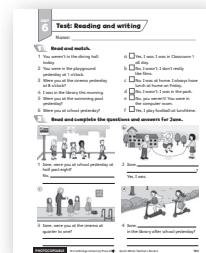
## Effective use of L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible. However, there are times when the use of L1 is an effective tool, for example when you need to clarify instructions, when pupils need emotional support, or when more abstract concepts are being discussed, like the values in the stories.

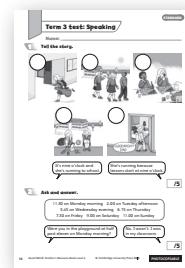
## Assessment

Quick Minds provides assessment tools for teachers to evaluate pupils and for pupils to self-evaluate.

For teachers, there are three **Review sections** in the Pupil's Book, which include quizzes, games and projects. The corresponding Activity Book pages include a **Review and culture** page and **Get it right!**



In addition, the Teacher's Book provides **Unit tests** (pages 170–187) which evaluate the core vocabulary and structures with listening, reading and simple writing activities such as writing sentences or completing paragraphs.



**Term tests** are provided at the back of the Teacher's Resource Book.

For more detailed information about these tests, see Teacher's Resource Book page 50.



# Well done, Explorers!

Lesson 1



## 1 Listen and look. Then listen and say the words.

- 1 ten
- 2 twenty
- 3 thirty
- 4 forty
- 5 fifty
- 6 sixty
- 7 seventy
- 8 eighty
- 9 ninety
- 10 one hundred

WELL DONE,  
BEN AND LUCY!

I will learn to: count from 10 to 100 · talk about routines · describe actions

CD 1 02

F-O-R-T-Y.

It's number forty.

## 2 Spell and guess the number.

3 In your notebook, write how old your parents and grandparents are: *My ... is ... years old.*



4 Numbers 20 to 100

Lesson 1

# WELL DONE, EXPLORERS!

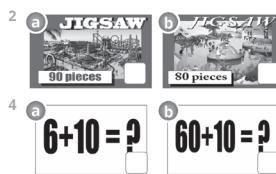
## 1 Order the letters and match.

- 1 htgyei eighty
- 2 rthtyi forty
- 3 dnuderh one ninety
- 4 toryf sixty
- 5 wtetyn thirty
- 6 ysxit seventy

20  
40  
100  
60  
30  
80

## 2 Listen and tick (✓) the box.

- 1 a b
- 3 a b



$$6+10=?$$
$$60+10=?$$

## 3 Look at Activity 2. Circle.

- 1 John lives at number fifteen / fifty.
- 2 There are ninety / eighty pieces.
- 3 There's the number thirteen / thirty bus.
- 4 Sixty / Six and ten make seventy.

4 Numbers 20 to 100

Lesson 1

## Objectives

- to present the core vocabulary (numbers 20 to 100)
- to re-present the characters from *Quick Minds 3*

- to practise the core vocabulary through a communicative game
- to practise writing the age of older family members

## Language

**New language:** numbers (21–100)

**Recycled language:** numbers 1–20

**Receptive language:** *well done, welcome, museum*

## Materials

CD, Flashcards numbers: 1–10,  
Teacher's Resource Book (optional)

## Basic competences

**Competence in linguistic communication:**

Pupils identify and name numbers 20–100.

**Competence in mathematics:** Pupils identify numbers in digits and written form.

**Social and civic competences:** Pupils work together to complete the task.

## Pupil's Book, page 4

## Warm-up

- Write the names *Ben* and *Lucy* on the board.
- If some or all of the class studied with *Quick Minds 3*, elicit what they remember about the characters and the story (see page 7).
- If the class didn't study with *Quick Minds 3*, create a word map on the board (again referring to page 7) about the characters using key words, e.g. *Explorers, treasure, give it back to the museum, Buster, a golden statue*.

## Presentation

- Hold up each flashcard in turn. Say the word for pupils to repeat in chorus.
- Pupils look at the picture in the Pupil's Book.
- Use the picture to present the new vocabulary in context.
- Say each word for pupils to repeat. Check understanding.
- Elicit what pupils can see and what they think is happening and confirm the character names if the pupils are new to *Quick Minds*.
- Check that they understand *Well done* in the banner above Lucy and Ben.

**1** CD 1  
02 Listen and look. Then listen and say the words.

- Pupils look at the numbered words in the picture.
- Play the recording. Pupils hear an introductory dialogue. They then listen to words and repeat.

## CD1 Track 02

**Mayor:** Please welcome Mr Davidson from the town museum.

**Mr Davidson:** Thank you.

**Lucy:** Mr Davidson, we'd like to give you this statue.

**Ben:** It's for the museum.

**Mr Davidson:** Thank you, Ben. Thank you, Lucy. This is a really beautiful statue.

**Now say the words.**

**1** *statue*, **2** *twenty*, **3** *thirty*, **4** *forty*, **5** *fifty*, **6** *sixty*,  
**7** *seventy*, **8** *eighty*, **9** *ninety*, **10** *one hundred*

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

**2** Spell and guess the number.

- Spell the example to the class encouraging them to guess the number.
- Pupils work in pairs, taking it in turns to spell and guess the word.
- Do class feedback by asking individual pupils to spell the numbers.

**3** In your notebook, write how old your parents and grandparents are.

- Read the example to the class adding the words instead of dots.
- Ask individual pupils to do the task orally.
- Pupils write in their notebooks.

## Activity Book, page 4

## 1 Order the letters and match.

- Pupils write the letters in the correct order to make a word. Then they match the word to the numbers.

**Key:** **2** thirty, **3** one hundred, **4** forty, **5** twenty, **6** sixty

**2** CD 1  
03 Listen and tick (✓) the box.

- Pupils listen and tick the correct picture according to the number that they hear.

## CD1 Track 03

**1** *Girl:* John lives at number fifty.  
**2** *Boy:* There are ninety pieces.  
**3** *Girl:* There's the number 13 bus.  
**4** *Boy:* Sixty and ten make seventy.

**Key:** **2** a, **3** a, **4** b

## 3 Look at Activity 2. Circle.

- Pupils read the sentences and circle the correct number.

**Key:** **2** ninety, **3** thirteen, **4** Sixty

## OPTIONAL ACTIVITIES

## Reinforcement

- If relevant, write your flat, house or street number as a number on the board, e.g. 54 and then say it, e.g. *five-four*. Explain that this number is part of your address.
- Ask if any child's address includes any numbers from 1–100. Invite them to write the number on the board and help them to say it e.g. *forty-three*. Ask the class to repeat.

See also Teacher's Resource Book Worksheet 1, p7

## Extension

- Pupils write the age of their parents and grandparents on a paper.
- Pupils work in pairs. Pupil A ask: *Is your mum ... years old?* Pupil B answers: *Yes, she is.* / *No, she isn't.*
- Pupils swap the roles.

1 CD 1 Read the interview with Ben and say the correct answers. Then listen and check.



1 Do you like going on adventures?  
a Yes, I do.  
b No, I don't.

2 What do you do in your free time?  
a I ride my bike and go on adventures with my dog.  
b I ride my bike and go on adventures with Lucy and my dog.

3 What does Lucy do in her free time?  
a She likes singing.  
b She likes painting.

4 Do you and Lucy do other things together?  
a Yes, we do.  
b No, we don't.

2 CD 1 Listen and say.

### GRAMMAR FOCUS

Do you **read** books?

Yes, I **do**. / No, I **don't**.

Does **Emma** **go swimming**?

Yes, she **does**. / No she **doesn't**.

What **do you do** in your free time?

We **ride** our bikes.

What **does Paul do** in his free time?

He **listens** to music.



3 Interview a friend. Find out four new things.

Do you go to bed at nine o'clock?

No, I don't. I go ...

4 In your notebook, write what you do in your free time.

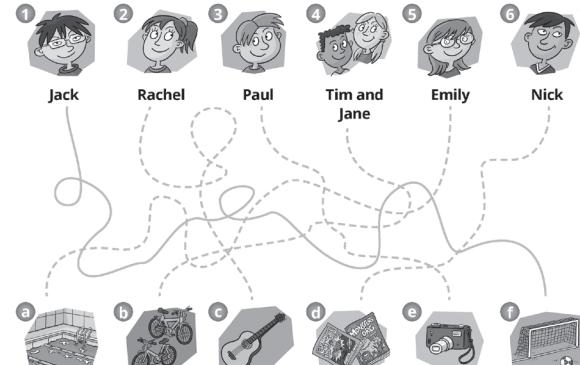


Lesson 2

Revision of present simple

5

1 Follow the lines. Then write. Use the words from the boxes.



play go ride read take play

photos football my comics  
swimming the guitar our bikes

1 Jack: I play football in my free time.

2 Rachel:

3 Paul:

4 Tim and Jane:

5 Emily:

6 Nick:

2 Look at Activity 1. Play the memory game.

Does Jack read comics in his free time?

No, he doesn't. He plays football.

Lesson 2

Revision of present simple

5

## Objectives

- to present the first core grammar
- to practise the core grammar through a speaking activity
- to practise writing the core grammar structure

## Language

**Recycled language:** present simple:  
positive statements, questions and answers,  
free time activities

## Materials

CD, Teacher's Resource Book (optional)

## Basic competences

**Competence in linguistic communication:**  
Pupils ask questions using *Do* and *Does*.

**Social and civic competences:** Pupils interview a friend.

## Pupil's Book, page 5

## Warm-up

- Write some numbers 10-100 on the board.
- Ask a pair of pupils to come to the board and write the word correctly.
- Repeat with other pairs. Check spelling.

## Presentation

- Say *Ben and Lucy like adventure*. Now ask me and elicit the question *Do you like adventure?*
- Pupils ask and answer around the class. Prompt/Supply the short answers.
- Ask *Does (Eva) like adventure?* and ask pupils to practise this question and the short answers in the same way.
- Write both questions and all four answers on the board.
- Ask various pupils *What do you do in your free time?* Elicit answers. Then continue with open pairs.
- Point to one pupil and ask *What does (Nazar) do in his free time?* Elicit the answer from the class.

**1** CD 1  
04 **Read the interview with Ben and say the correct answers. Then listen and check.**

- Pupils look at the picture. Elicit what they can see.
- Invite volunteers to read out the questions.
- In pairs, pupils predict Ben's answers.
- Play the recording. Pupils check their predictions.

## CD1 Track 04

**Journalist:** Hi, Ben. Can I ask you some questions?  
**Ben:** Sure.  
**Journalist:** You're an explorer—do you like adventure?  
**Ben:** Yes, I do. I love adventure!  
**Journalist:** So do I! Now tell me, what do you do in your free time?  
**Ben:** I ride my bike ... and I go on adventures with my friend Lucy and my dog.  
**Journalist:** Great! So what about Lucy? What does she do in her free time?  
**Ben:** Lucy likes painting.  
**Journalist:** And do you do other things together?  
**Ben:** Yes, we do. We go swimming together. Oh! And we play with Buster.  
**Journalist:** Erm, Buster? Who's that?  
**Ben:** He's my dog. He helps in our adventures.  
**Journalist:** Does Lucy like Buster?  
**Ben:** Yes, she does. Lucy loves Buster. She thinks he's very clever!

**Key:** 1 a, 2 b, 3 b, 4 a

**2** CD 1  
05 **Listen and say.**

- Play the recording. Pupils read and repeat.
- They practise saying the questions and answers in pairs.

**3** **Interview a friend. Find out four new things.**

- Brainstorm questions that pupils could ask each other

and note them on the board, e.g. *Do you like ...?*

- In pairs, pupils take it in turns to ask questions until they find out four new things about their friend.

**4** **In your notebook, write what you do in your free time.**

- Ask pupils what they do in their free time. Write some ideas on the board.
- Pupils write in their notebook.

## Activity Book, page 5

**1** **Follow the lines. Then write. Use the words from the boxes.**

- Pupils match the children with the pictures and write a sentence for each child.

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

2 I play the guitar in my free time. 3 I take photos

in my free time. 4 We ride our bikes in our free time.

5 I go swimming in my free time. 6 I read my comics in my free time.

**2** **Look at Activity 1. Play the memory game.**

- Pupils play in pairs with one book closed.
- Monitor to make sure that they are using *does/doesn't*.

## OPTIONAL ACTIVITIES

## Reinforcement

- Say sentences about characters from the lesson, e.g. *Ben likes reading*.
- If it is true, pupils clap their hands.

See also Teacher's Resource Book Worksheet 2, p8

## Extension

- Pupils make a chart with all the information that they found out about Ben and Lucy in the lesson, e.g. *best friend – Lucy, best friend – Ben*.

## Grammar focus [PB p106]

**1** **Say the correct answer.**

- Pupils work in pairs saying the correct word.

**Key:** 1 like, 2 doesn't, 3 goes, 4 don't, 5 play

**1** **Put the words in order. Answer.**

- Pupils say the questions in the correct order.
- Pupils work in pairs to ask the questions and look at the tick or the cross to answer.

**Key:** 1 Does Silvia play hockey? No, she doesn't. 2 Do you get up at 7 o'clock? Yes, I do. 3 Does David like baseball? Yes, he does. 4 Do they ride their bikes? No, they don't. 5 Does she go swimming? Yes, she does.

**1**  Listen and sing.

**THE EXPLORERS!**  
Here they come.  
Lucy and Ben. Adventure and fun.  
The Explorers!  
Here they are.  
Ben and Lucy. Action stars.

Does Ben like adventure?  
Yes, he does.  
He loves real action  
Just like us.

**THE EXPLORERS! ...**  
Is Lucy scared of things?  
No, she's not.  
Does she find much treasure?  
Yes, a lot!

**THE EXPLORERS! ...**  
Do they like good stories?  
Yes, they do.  
Here's their next adventure.  
You can join in too!

**THE EXPLORERS! ...**

**2** Ask and answer.

Does Ben like adventure? Yes, he does.

**3** Find the questions in Activity 1. In your notebook, write the answers about you.

**6** Singing for pleasure

Lesson 3

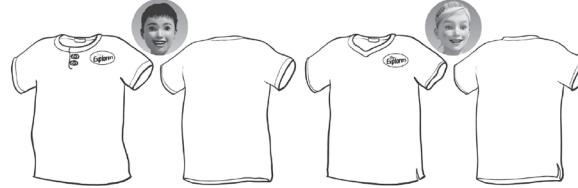
**1** Remember the song in the Pupil's Book. Write the words in order.

fun. / Here / they / The / come. / and / Adventure / and / Lucy / Explorers! / Ben. stars. / Ben / are. / Here / The / and / Action / they / Lucy. / Explorers!

The Explorers!

**2** Is it Ben or Lucy in the song? Write the sentences on the T-shirts.

I find a lot of treasure. I like adventure.  
I love real action. I'm not scared of things.



**3** Answer the questions.

**Are you an Explorer?**

**1** Do you like adventure?

**2** Do you like real action?

**3** Do you like exciting things?

**4** Are you scared of things?

**Key**  
Q1-3: yes = 1 point, no = 0 points  
Q4: no = 1 point, yes = 0 points

4 points: You're an excellent Explorer, just like Ben and Lucy.  
3 points: You're a good Explorer.  
1-2 points: You aren't an Explorer at the moment, but this can change!  
0 points: You aren't an Explorer.

**6** Song practice

Lesson 3

## Objectives

- to consolidate the core vocabulary and grammar through a song
- to sing a song for pleasure

- to check comprehension of the song
- to encourage pupil creativity

## Language

**New language:** action, scared of, join in

**Recycled language:** present simple: positive statements, questions and short answers

## Materials

CD

## Basic competences

**Competence in linguistic communication:**

Pupils join in with a song.

**Cultural awareness and expression:**

Pupils sing together as a class.

**Sense of initiative and entrepreneurship:**

Pupils respond to a quiz with their own ideas.

## Pupil's Book, page 6

## Warm-up

- Elicit a few example questions to the board, e.g. *Do you read books? Do you go swimming?*
- Give pupils one minute to think about and write their own question on a piece of paper.
- Give pupils three minutes to walk around the classroom asking their question to as many of their classmates as possible, but they should try to remember as many answers as they can.
- Do class feedback by asking individual pupils what they can remember about their friends. Remind them to use the -s on the verb.

## 1 Listen and sing.

- Pupils look at the picture. Elicit who they can see (Buster, Lucy and Ben). Pre-teach *action*, *scared of* and *join in*.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.

## 2 Ask and answer.

- Demonstrate the activity by reading the example in the Pupil's Book.
- Elicit another example asking *Does Lucy find much treasure?* (Yes, she does.)
- Pupils ask and answer in pairs.
- Monitor and help with question forms.
- Do class feedback by eliciting questions and answers in open pairs.

## 3 Find the questions in Activity 1. In your notebook, write the answers about you.

- Encourage pupils to find the answers and answer them orally.
- Elicit another example asking *Does Lucy find much treasure?* (Yes, she does.)
- Ask pupils *Do you find much treasure?* Elicit the answers.
- Pupils write their answers in their notebook.

## Activity Book, page 6

## 1 Remember the song in the Pupil's Book. Write the words in order.

- Pupils write the words in the correct order to form the chorus.

## Key:

Here they come.  
Lucy and Ben. Adventure and fun.  
The Explorers!  
Here they are.  
Ben and Lucy. Action stars.

## 2 Is it Ben or Lucy in the song? Write the sentences on the T-shirts.

- Pupils write the sentences on the correct T-shirt.

**Key:** Ben I like adventure. I love real action.  
Lucy I find a lot of treasure. I'm not scared of things.

## 3 Answer the questions.

- Pupils answer the questions about themselves.
- They count their points and read the descriptions.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Use the karaoke version (CD1 Track 07) for pupils to practise singing the song.

## Extension

- Pupils write the song from the Pupil's Book in their notebooks changing the names to their own names and the activities to ones that they like.
- Elicit ideas, e.g. *Does (Felipe) like (swimming)?*
- Use the karaoke version of the song (CD1 Track 07). Pupils take it in turns to sing their own words.

**1** Read the questions. Look and say the correct answers.



1 Are the girls listening to music?  
 2 Is the boy playing football?  
 3 Is the journalist talking to a girl?  
 4 Is the photographer painting?  
 5 Are the boy and girl having lunch?

a No, they aren't. They're dancing.  
 b Yes, he is.  
 c Yes, they are.  
 d Yes, she is.  
 e No, he isn't. He's taking a photo.

**2** Listen and say.

**GRAMMAR FOCUS**

Are you **listening** to the radio?  
 Are Chris and Tina **sleeping**?  
 Is the journalist **talking** to a girl?  
 Is Peter **having** lunch?

Yes, I **am**.  
 No, they **aren't**. They're **fishing**.  
 Yes, she **is**.  
 No, he **isn't**. He's **watching** TV.



**3** Look at the picture in Activity 1. Play the memory game.

Are the girls playing the guitar? No, they aren't. They're ...

**4** In your notebook, write what your family members are doing now.

Lesson 4

Revision of present continuous

7

**1** Listen and number. Then complete the sentences.



a Tim **is doing** his homework.  
 b Mary **is reading** a book.  
 c Jess and Paul **are having** breakfast.  
 d Mandy **is talking** on the phone.  
 e Sophie and Carla **are playing** in the garden.  
 f Dave and Michael **are dancing** in the living room.

**2** Put the words in order to make questions. Then write your answers.

1 music you Are listening to **Are you listening** to music? **Are you listening** to music?  
 2 your friend Is writing **Is your friend** writing? **Is your friend** writing?  
 3 teacher Is talking the **Is the teacher** talking? **Is the teacher** talking?  
 4 friends Are painting your picture a **Are your friends** painting your picture? **Are your friends** painting your picture?  
 5 doing you What are **What are you** doing? **What are you** doing?

Lesson 4

Revision of present continuous

7

**Objectives**

- to revise and practise the present continuous
- to give further practice in the core grammar through writing

- to practise the core grammar through reading
- to give further practice with the core grammar through a speaking activity

**Language**

**New language:** town events

**Recycled language:** present continuous:  
 positive statements, questions and answers,  
 free time activities

**Materials**

CD, Teacher's Resource Book (optional)

**Basic competences**

**Competence in linguistic communication:**

Pupils use the present continuous to ask and answer questions.

**Social and civic competences:**

Pupils work together to play a memory game.

## Pupil's Book, page 7

## Warm-up

- Do a spelling test by dictating the numbers words: 20-100.
- Give pupils a few minutes to check their spellings in pairs.
- Do class feedback by asking for volunteers to come to the board for each word. The class work together to dictate the letters for the pupil at the board to write.

## Presentation

- Look at the picture in the Pupil's Book. Elicit who pupils can see (the mayor, a journalist, children).
- Ask questions about the picture using the present continuous. Encourage pupils to answer using full sentences and the present continuous, e.g. *What is he / are they doing?* (He's playing football. They're dancing.)
- Elicit one example question and answer to the board using a different colour for 's or Is and -ing.

**Note:** Teacher's Resource Book Worksheet 3 includes revision of the negative form, which the pupils also met in Quick Minds 3.

**1** **Read the questions. Look and say the correct answers.**

- Read question 1 and ask pupils to point to the girls. Elicit the correct answer.
- Pupils work in pairs saying the questions and answers.
- Do class feedback with open pairs.

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

**2**  Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the questions and answers in pairs.

**3** **Look at the picture in Activity 1. Play the memory game.**

- With books closed, ask the example question in the Pupil's Book. Elicit a full sentence (No, they aren't. They're listening to music.)
- Pupils ask and answer in pairs taking it in turn to open their books.
- Do class feedback by asking a few questions to individual pupils.

**4** **In your notebook, write what your family members are doing now.**

- Elicit some answers and write them on the board.
- Pupils write their sentences in their notebooks.

## Activity Book, page 7

**1**  Listen and number. Then complete the sentences.

- Pupils listen and write the correct number in the box.
- Pupils look at the pictures and complete the sentences.

## CD1 Track 09

- Boy:** Mandy, are you talking on the phone?  
**Girl:** Yes, I am.
- Girl:** Are Dave and Michael playing with the dog?  
**Boy:** No, they aren't. Look – they're dancing in the living room.
- Boy:** What are Jess and Paul doing?  
**Girl:** They're having breakfast.
- Girl:** Where's Tim?  
**Boy:** He's in his bedroom.  
**Girl:** In his bedroom? What is he doing?  
**Boy:** He's doing his homework.
- Boy:** Who's Mary?  
**Girl:** Look – she's there – she's reading a book under that tree.
- Girl:** Are Sophie and Carla playing football?  
**Boy:** No, they aren't. They're helping in the garden.

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

**b** is reading, **c** are having, **d** is talking, **e** are helping, **f** are dancing

**2** **Put the words in order to make questions. Then write your answers.**

- Pupils write the questions in the correct order and then write their own answers.

**Key:** 1 No, I'm not. 2 Is your friend writing? Yes, he/she is.

3 Is the teacher talking? Yes, he/she is. / No, he/she isn't.

4 Are your friends painting a picture? No, they aren't.

5 What are you doing? I'm writing.

## OPTIONAL ACTIVITIES

## Reinforcement

- Pupils ask and answer the questions in AB Activity 2 in pairs.

☞ See also Teacher's Resource Book Worksheet 3, pg

## Extension

- Pupils play the memory game, but this time using the pictures from AB Activity 1.

## Grammar focus [PB p106]

**2** **Say the complete sentences.**

- Pupils look at the tick or cross and make sentences.

**Key:** 1 isn't listening, 2 are fishing, 3 are cleaning, 4 isn't having, 5 am doing

**2** **Say the complete sentences.**

- In pairs pupils ask questions and give answers.

**Key:** 1 Is, isn't, 2 Are, 'm not, 3 Are, are, 4 Are, are, 5 Is, isn't

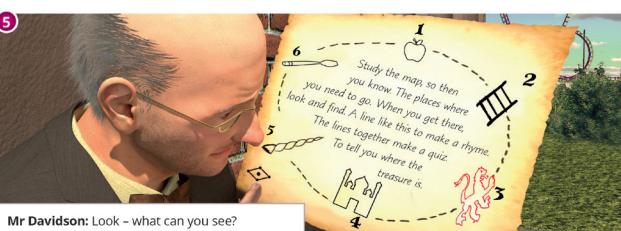
**1 CD 1**  **The Explorers** **The map**

**1**   
Mr Davidson: Mmm. It's a beautiful statue.  
Lucy: And it's very, very old.  
Ben: Yes, it is.

**2**   
Mr Davidson: This strange symbol here ... I know this ...  
Lucy: What is it?  
Mr Davidson: That's it! Now I remember. Wait here.

**3**   
Ben: Mmm. What does he remember?  
Lucy: And where is he now?  
Ben: I think he's in the museum. But what's that symbol?

**4**   
Mr Davidson: Here you are. Look at this.  
Lucy: What is it?  
Mr Davidson: A map from the museum.

**5**   
Mr Davidson: Look – what can you see?

8 Reading for pleasure; value: working together

Lesson 5

## Objectives

- to read a picture story for pleasure
- to review language from the unit

- to check comprehension of the story
- to understand the value of working together

## Language

**New language:** *strange, symbol, rhyme, Here you are, map, It's me, study, diamond, king, follow*

**Recycled language:** characters and language from the story

## Materials

CD

## 1 Remember the story. Put the sentences in order.

- Mr Davidson tells the children about a king.
- Mr Davidson looks at the statue.
- Mr Davidson shows the children a map.
- Mr Davidson finds a symbol on the statue.
- Horax phones Zelda.
- Ben and Lucy see the symbol and read a rhyme on the map.

**THiNK!**

## 2 The pictures on the map tell The Explorers where to go. **THiNK!** Look, guess and write sentences. Use the words from the box.

village train station museum  
restaurant lake art gallery



1 go to the village



2



3



4



5



6

Lesson 5

8 Story practice

## Pupil's Book, page 8

## Warm-up

- Write *Ben, Lucy and Buster (the dog)* on the board.
- Elicit what pupils remember about them from the start of this unit.
- Give prompts if necessary, e.g. *They meet Mr Davidson from the museum. They give the golden statue to Mr Davidson for the museum.*

1 CD 1  
The map

- Use the pictures in the story to support meaning whenever possible.
- Elicit who the friends are talking to in frame 1 (Mr Davidson).
- Pre-teach *symbol, diamond, map*.
- Play the recording. Pupils listen and read.
- Check understanding of the story. Use prompt questions, e.g. *What does Mr Davidson bring? (A map.) What can they find with the map? (Treasure.) Who is watching the children? (Horax.)*
- Play the recording again, pausing for pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

## Activity Book, page 8

1 Remember the story. Put the sentences in order. **Think!**

**Thinking skill:** sequencing

- Pupils read the sentences and write the numbers in the boxes.

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

2 The pictures on the map tell The Explorers where to go. Look, guess and write sentences. Use the words from the box. **Think!**

**Thinking skill:** interpreting pictures

- Pupils look at the pictures and the words in the box to make sentences. Remind them to use *an* if they choose to use *art gallery*.

**Note:** There are no 'correct' answers for this exercise. Encourage the pupils to think creatively.

**Key: (possible answers)** 2 Go to a restaurant.  
3 Go to a train station. 4 Go to an art gallery.  
5 Go to a museum. 6 Go to a lake.

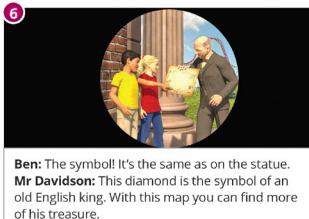
## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils into groups of five to take a role of one of the characters from the story (Ben, Lucy, Mr Davidson, Horax and Zelda).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

## Extension

- Pupils draw a map of the area around their school or around their homes.
- Using known language, they label places on the map, e.g. *shop, bus stop, cinema, café, hospital, park*.



**6** Ben: The symbol! It's the same as on the statue.  
Mr Davidson: This diamond is the symbol of an old English king. With this map you can find more of his treasure.



**7** Horax: Zelda, it's me. The kids have got a treasure map.  
Zelda: Let's follow them and find that treasure!

## 2 Answer the questions.

- 1 What does Mr Davidson find on the statue?
- 2 Where does he go?
- 3 What does he get?
- 4 What can Ben and Lucy find with the map?
- 5 Who is watching them?

## 3 Find the strange symbol in the story.

### 4 <sup>CD 1</sup> Listen and say.



They wear **masks** when they do **tests** on wasps with the new **spray**.

Lesson 6

Phonics focus: consonant clusters

9

## Objectives

- to check comprehension of the story
- to practise conversation sequences
- to present consonant clusters in English and practise saying them

## Language

**New language:** mask, test, wasp, spray, spring

**Recycled language:** characters and language from the story

## Materials

CD

### 1 <sup>CD 1</sup> Write the words. Listen and check. Then say with a friend.

Here you are It's me



Dad: I can't find my glasses.

Sue: I've got them, Dad.

Dad: Oh, great. Thanks, Sue.

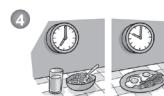


Jane: Hi, Julie. \_\_\_\_\_, Jane.

Julie: Hi, Jane. Have you got the sandwiches for the picnic?

Jane: Yes, I have. See you later.

### 2 Look, read and write the words.



masks street spring wasps breakfasts tests

- 1 The **WASPS** are flying in the park.
- 2 We've got some \_\_\_\_\_ today.
- 3 Sally's got three \_\_\_\_\_ for Halloween.
- 4 Tom has two \_\_\_\_\_ at the weekend.
- 5 Anna lives on Green \_\_\_\_\_.
- 6 I like the flowers in \_\_\_\_\_.

### 3 <sup>CD 1</sup> Listen, say and check your answers.

Lesson 6

Functions; phonics focus

9

## Basic competences

### Competence in linguistic communication:

Pupils identify how groups of letters together sound in English.

### Social and civic competences:

Pupils practise short conversations to put language in context.

## Pupil's Book, page 9

## Warm-up

- Ask questions about the story, e.g. *Where are Ben and Lucy?* (Outside the museum.) *What does Mr Davidson show them?* (A symbol on the statue.) *What does he get?* (A map with the symbol on it.) *Who is watching them?* (Horax.)

## 2 Answer the questions.

- Play the recording CD1 track 10.
- Read the first question and elicit the answer to make sure that everyone is looking back at the story text.
- Pupils work individually writing the answers in their notebooks.
- They compare their answers in pairs.
- Do class feedback by eliciting full sentences.

**Key:** 1 Mr Davidson finds a symbol. 2 He goes to the museum. 3 He gets a map. 4 They can find treasure. 5 Horax is watching them.

## 3 Find the strange symbol in the story.

**Note:** The letters *str* are coloured red as in other phonics sections to indicate the general focus (consonant clusters). Different colours, including the same red, are then used in the target sentence to show a variety of typical consonant clusters in English.

- Read the instructions. Pupils find the symbol in the story.
- Practise saying the word *strange* with the class, making sure that the pupils don't add an initial *e*. To do this, encourage them to say a long initial *s*- and then add the rest of the word.

**Key:** frames 2 and 5

4 Listen and say. 

- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.
- Play the recording again. Pupils listen and repeat.
- Focus pupils on the different groups of letters and practise the word *spray* in the same way as *strange*.
- Play the recording again. Pupils repeat chorally and then in pairs.

## Activity Book, page 9

1  Write the words. Listen and check. Then say with a friend.

- Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

**Key:** 1 Here you are, 2 It's me

2 Look, read and write the words. 

- Pupils use the pictures to help them complete the sentences using the words in the box.

3  Listen, say and check your answers.

- Pupils listen to the recording again to repeat and check their answers.

**Key:** 2 tests, 3 masks, 4 breakfasts, 5 Street, 6 spring

## OPTIONAL ACTIVITIES

## Reinforcement

- Write the mini-dialogues from AB Activity 1 on the board. Underline the names and *glasses*, *sandwiches* and *picnic*.
- Pupils work in pairs changing the underlined words to make new dialogues.
- Ask for volunteer pupils to read out their new dialogues.

## Extension

- Ask *Who do Ben and Lucy work with in the story?* (Mr Davidson.) *How does he work with them?* (He shows them the map and asks them what they can see.)
- Elicit why it's important to work together. Ask pupils when they work together and discuss how things are better when they do.

**Note:** This discussion may need to take place in L1.

# 1 Come to my house

Lesson 1

## 1 COME TO MY HOUSE

I will learn to: name furniture words · talk about habits · talk about hygiene

1 Listen and look. Then listen and say the words.

1 bookcase  
2 shelf  
3 cupboard  
4 fridge  
5 cushion  
6 pillow  
7 blanket  
8 towel

2 Ask and answer. Then write in your notebook.

Is there a bookcase in your house?  
Yes, there's a bookcase in my bedroom. / No, there isn't.

10 Furniture

Lesson 1

## 1 MY HOUSE

1 Look and write the words.

bookcase

5 6 7 8

2 Read and write the words from Activity 1.

1 You use this after a bath.  
2 At night, you put your head on this in bed.  
3 This is usually in the kitchen and it's cold inside.  
4 This is usually on a wall and you put things on it.  
5 We put these on sofas and armchairs.  
6 You put this over your body when you sleep.

towel

10 Furniture

Lesson 1

### Objectives

- to present the core vocabulary (furniture)
- to practise the core vocabulary through speaking
- to practise writing the core vocabulary

### Language

**New language:** furniture: *bookcase, shelf, cupboard, fridge, cushion, pillow, blanket, towel*

**Recycled language:** *behind, kitchen, bedroom, bed*

**Receptive language:** *flat, building*

### Materials

CD, Flashcards (furniture): 11-18, Teacher's Resource Book (optional)

### Basic competences

#### Competence in linguistic communication:

Pupils identify and use words to describe furniture in a house or a flat.

#### Social and civic competences:

Pupils work together ask and answer about their houses or flats.

## Lesson 1

### Pupil's Book, page 10

#### Warm-up

- Put pupils into teams of three or four. They choose a 'secretary'.
- Explain that you are going to say letters for a word for something that we find in a house. The team 'secretary' writes the letters.  
Letters to say: e-b-d (*bed*), m-l-a-p (*lamp*), f-s-o-a (*sofa*), r-o-r-m-r-i (*mirror*), t-a-m (*mat*), h-a-m-r-a-c-i-r (*armchair*), b-w-d-r-r-o-e-a (*wardrobe*).
- In their teams, pupils write the word.
- Check answers by asking teams to say the word and spell it. For each correctly spelled word, teams get a point.

#### Presentation

- Use the flashcards to present the new words for home.
- Say the words for pupils to repeat. Do this a few times.
- Hold up each flashcard for pupils to say the word.
- Stick the flashcards on the board and elicit words at random.

#### 1 CD 1 Listen and look. Then listen and say the words.

- Look at the picture in the Pupil's Book with the class. Discuss where Ben and Lucy are. Point to the building behind them and explain that the eight small pictures show things that are inside that building.
- Pupils look at the numbered words and at the eight small pictures.
- Play the recording. Pupils hear the dialogue. Then they listen to the numbered words and repeat.

#### CD1 Track 14

**Woman:** I live in a new flat in that building behind Ben and Lucy.

**Boy:** Do you?

**Woman:** Yes. All my furniture is in there. My cupboards, my bookcase, my shelf where I put my photos. And I have a new fridge in the kitchen.

**Boy:** Great!

**Woman:** Yes, but I want to buy a new pillow and blanket for my bed. And some new cushions and towels too.

**Now say the words:** 1 bookcase, 2 shelf, 3 cupboard, 4 fridge, 5 cushion, 6 pillow, 7 blanket, 8 towels

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

#### 2 Ask and answer. Then write in your notebook.

- Demonstrate the activity by reading the example. Ask different pupils. If they have a bookcase in their bedroom, they say 'Yes, there is.', if they do not have a bookcase, they say the 'No, there isn't.'
- Use one of the other words to ask another question. Pupils answer.
- Pupils continue asking and answering questions in pairs with the other words.
- Pupils write their questions in their notebooks.
- Then pupils write the answers to their questions about their homes.

### Activity Book, page 10

#### 1 Look and write the words.

- Pupils write the words for each picture.

**Key:** 2 blanket, 3 cushion, 4 fridge, 5 towel, 6 shelf, 7 pillow, 8 cupboard

#### 2 Read and write the words from Activity 1.

- Pupils read the sentences and write the correct word using the words from Activity 1.

**Key:** 2 pillow, 3 fridge, 4 shelf, 5 cushion, 6 blanket

### OPTIONAL ACTIVITIES

#### Reinforcement

- Make true and false sentences using the target vocabulary, e.g. *we put food in the fridge. We put cushions in the fridge. We put a blanket over our body when we sleep. We put pillow over our body when we sleep.*
- Pupils listen to the sentences. They clap when the sentence is false. Encourage pupils to correct the false sentences.

See also Teacher's Resource Book Worksheet 1, p11

#### Extension

- Pupils draw their own pictures of their house or flat including furniture and other things they have learnt.
- Pupils write a description under the picture, e.g. *There are many blankets in my flat.*
- Display their works around the classroom.

## 1 Look, read and say Matviy or Lestari.



Lestari



Matviy

- In winter, it's often very cold here. I always have lots of blankets on my bed in winter, but in summer, I sometimes sleep with no blanket.
- In my country, the temperature is always between 25°C and 32°C, so I never have a blanket on my bed. I never sleep on a pillow, but I love the cushions in my room.
- The fridge in our house is very important, because it's so hot here and we usually keep all our food in it. It's a big fridge!
- In winter, we rarely put drinks in the fridge, because we can put them in the big cupboard in our basement. It's usually very cold there!

## 2 Listen and say.

## GRAMMAR FOCUS

We **usually** keep our food in the fridge.It's **often** very cold here in winter.He **rarely** draws pictures, but he **sometimes** reads in bed.3 Look at the things Matviy does every day. Play the *true or false* game.

Matviy rarely feeds the dog.

False! He often ...

every day	always	usually	often	sometimes	rarely	never
cleans his teeth	✓					
feeds the dog			✓			
eats vegetables					✓	
watches TV		✓				

Lesson 2

Adverbs of frequency

11

## 1 Read and write about yourself.

always usually often sometimes rarely never

- I \_\_\_\_\_ eat vegetables.
- I \_\_\_\_\_ sleep on two pillows.
- I \_\_\_\_\_ put my books on a shelf in my bedroom.
- I \_\_\_\_\_ clean my teeth every morning.
- I \_\_\_\_\_ wash my hands before I eat.
- I \_\_\_\_\_ watch TV with my family.

2 Look at the table. Read and write *t* (true) or *f* (false).

## What we do in summer

Emily	✓	✓✓✓	✓✓✓✓	✗
Stuart	✗	✓	✓✓✓	✓✓✓✓✓

✓✓✓✓ = always ✓✓✓ = usually ✓✓✓ = often ✓ = rarely ✗ = never

In summer ...

- Emily never drinks hot drinks.
- Stuart always uses a blanket.
- Stuart often sleeps outside.
- Emily always wears a coat.

Lesson 2

Adverbs of frequency

11

## Objectives

- to present the first core grammar
- to practise the core grammar through reading

## Language

**New language:** furniture, adverbs of frequency: *usually, often, rarely*

**Recycled language:** *winter, winter, cold, hot*

**Receptive language:** *flat, building*

## Basic competences

**Competence in linguistic communication:** Pupils describe their habits using adverbs of frequency.

**Social and civic competences:** Pupils work together to play a true and false game.

## Materials

CD, Teacher's Resource Book (optional)

## Pupil's Book, page 11

## Warm-up

- Show the eight flashcards, one by one. Ask pupils to say the words.
- Mix the flashcards. Show pupils the back of one of the flashcards. They ask *Is it a ...?* Pupils guess what is on the card: *Is it a blanket?*
- The pupil who guesses the word then shows the back of a different flashcard and other pupils guess what it is.

## Presentation

- Ask questions about the weather today: *Is it hot or cold today? What's the temperature?*
- Ask more questions about the weather, using often, usually, never, rarely: *Is it often cold here? In winter, what clothes do you usually wear? Which clothes do you never wear in summer? Which clothes do you rarely wear in summer?*

## 1 Look, read and say Matviy or Lestari.

- Point to the girl in the photo, tell pupils that her name is Lestari. Ask pupils questions about her: *How old is she? Where does she live? Has she got a big family?*
- Point to the boy in the photo and do the same.
- Read text 1 with pupils. Ask if the sentences are about Lestari or about Matviy.
- Pupils read the other texts and say who they are about – Lestari or Matviy.
- Pupils compare answers in pairs.
- Check answers with the class.
- Say false sentences about Matviy and Lestari. Pupils correct the sentences. e.g. *It's never very cold where Matviy lives. The temperature is never between 25° and 32° where Lestari's lives.*

**Key:** 1 Matviy, 2 Lestari, 3 Lestari, 4 Matviy

2 <sup>CD 1</sup> Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.
- Pupils find the words *always, usually, often, sometimes, rarely, never* in the sentences about Lestari and Matviy. In pairs, pupils say the sentences.

3 Look at the things Matviy does every day.  
Play the *true* and *false* game.

- Read the example and check that pupils can find the information for the answer.
- In pairs, pupils play the game taking it in turns. One pupil says a false sentence. The other pupil corrects the sentence.

## Activity Book, page 11

## 1 Read and write about yourself.

- Pupils read the sentences and write the adverbs of frequency to make sentences true about themselves.

**Key:** Pupils' own answers

2 Look at the table and write *t* (true) and *f* (false).

- Pupils study the table.
- Pupils read the statements and write *t* (true) and *f* (false) according to the table.

**Key:** 2 f, 3 t, 4 f

## OPTIONAL ACTIVITIES

## Reinforcement

- Draw a table on the board similar to one in Activity Book page 11 Activity 2.
- Instead of Emily and Stuart write the names of the pupils in the classroom.
- Ask pupils to come to the board one by one and mark each box with the symbols which reflect their own habits: ✓✓✓✓✓ = always, ✓✓✓✓ = usually, ✓✓✓ = often, ✓ = rarely, X = never.
- Pupils look at the board and make sentences about their classmates.

☞ *See also Teacher's Resource Book Worksheet 2, p12*

## Extension

- Pupils look at Activity 2 in Activity Book page 11.
- They write true sentences about themselves.

## 1 Listen and sing.

1 CD 1 Mrs Glee, Mrs Glee  
She's always very busy.  
Tick tock, tick tock.  
Tick tock, tick tock.  
On Monday at nine,  
I put the clothes on the line.  
On Tuesday at one,  
I rest with my son.  
On Wednesday at four  
I sometimes wash the floor.  
On Thursday at ten  
I often wash the floor again.  
Every day at six  
I always feed my chicks.  
On Saturday and Sunday,  
My team never – never, loses a game!  
Tick tock, tick tock.  
Tick tock, tick tock.  
Mrs Glee, Mrs Glee,  
She's always very busy.  
But next week, every day,  
She's on holiday.  
Then, lucky Mrs Glee  
Won't be so busy!  
Mrs Glee, Mrs Glee  
Won't be so busy!  
Brilliant!



## 2 Say the day of the week for each picture.

## 3 In your notebook, write complete sentences about you.

1 On Thursday at ten, I ....  
2 On Monday at ..., I ...  
3 On ... at four, I ...  
4 Every day, I ...

12 Singing for pleasure

Lesson 3

## 1 Read the song in the Pupil's Book and tick (✓) the box. Then complete the sentences.

1 On Monday at nine, \_\_\_\_\_

I \_\_\_\_\_

2 On Wednesday at \_\_\_\_\_

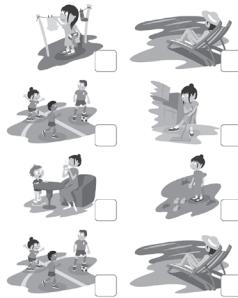
I \_\_\_\_\_

3 Every day at \_\_\_\_\_

I \_\_\_\_\_

4 On Saturday and \_\_\_\_\_

Her team \_\_\_\_\_



## 2 Write a new verse about you.

1 On Monday at nine, \_\_\_\_\_

2 On Wednesday at \_\_\_\_\_

I sometimes \_\_\_\_\_

3 Every day at \_\_\_\_\_

I always \_\_\_\_\_

4 On Saturday and \_\_\_\_\_

I never-never \_\_\_\_\_

Lesson 3

## Objectives

- to review the adverbs of frequency
- to sing a song with the class

## Language

**New language:** put clothes on the line, wash the floor, feed the chicks, lose/win a game

**Recycled language:** days of the week

## Basic competences

**Competence in linguistic communication:** Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

## Materials

CD

## Pupil's Book, page 12

## Warm-up

- Play a chain game to revise the days of the week.
- Ask pupils to say the seven days of the week. Point out that two days of the week start with the letter T and two start with the letter S.
- Ask a pupil to think of a day of the week and say the first letter. The next pupil says the second letter and so on, until the word is finished. If the day starts with S or T, the second pupil can choose to continue the word they wish. The next pupil starts with a new day of the week.

1 CD 1  
Tr 16  
Tr 17 Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit what activities they can see.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the song again, pausing after each verse for pupils to repeat. Do this slowly at first, then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD1 Tr17) for pupils to practise singing the song.

## 2 Say the day of the week for each picture.

- Point to the picture of Mrs Glee hanging the clothes on the line and ask pupils: *Which day of the week is this? What does Mrs Glee do on Monday at nine? Pupils answer.*
- Repeat with the other pictures and days of the week.

## 3 In your notebook, write complete sentences about you.

- Read out 1: *On Thursday at ten, I ...*. Ask pupils to find this sentence in the song and to say the rest of the sentence. (*often wash the floor again.*)
- In pairs, pupils find sentences 2-4 in the song and say the whole sentence.
- Ask pupils to complete these sentences about themselves. Ask some volunteer pupils to say the sentences in front of the class.
- Ask pupils to write the sentences about them in their notebooks.

## Activity Book, page 12

## 1 Read the song in the Pupil's Book and tick (✓) the box. Then complete the sentences.

- Pupils read the song in the Pupil's Book page 12. They tick the correct picture.
- Then pupils complete the sentences.

**Key:** 1 a, 2 b, 3 b, 4 a

1 On Monday at nine, I put the clothes on the line. 2 On Wednesday at four, I sometimes wash the floor. 3 Every day at six, I always feed my chicks. 4 On Saturday and Sunday her team never loses a game.

## 2 Write a new verse about you.

- Pupils write a new verse about their habits.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Play the song and the karaoke version again.
- Pupils join in.

## Extension

- Pupils draw pictures to illustrate their new verse which they write in Activity 2 in Activity Book page 12.

1 CD 1 L 18 Read and listen. Then say the correct answer.

## Angela's week

- Angela always / usually / often / rarely / never has breakfast at nine o'clock.
- At the weekend, Angela usually / sometimes / often / rarely / never has breakfast at nine thirty.
- Angela always / usually / often / rarely / never has lunch at home.
- She always / usually / often / rarely has lunch at a restaurant on Saturday and Sunday.
- Angela always / usually / often / rarely / never goes to bed at quarter to ten.

2 CD 1 L 19 Listen and say.

## GRAMMAR FOCUS

How often do you have lunch at home?  
 I **usually** have lunch at home.  
 I **often** have lunch at home.  
 I **rarely** have lunch in a restaurant.

3 Talk to a friend. Say sentences that are true for you, then ask your friend: *How often do you ... ?*

- Every day, I always ... How often do you ... ?
- I never eat ... How often do you ... ?
- I sometimes ... How often do you ... ?
- I rarely go ... How often do you ... ?
- My family often ... How often do you ... ?
- I usually ... How often do you ... ?



How often do you eat fruit?

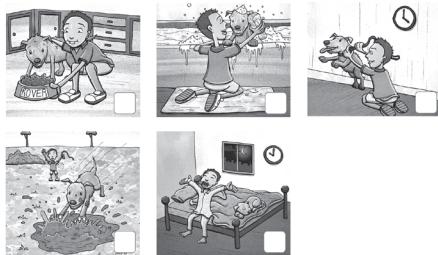
I always eat fruit for lunch.

## 4 In your notebook, write the sentences and the questions from Activity 3.

Lesson 4

How often ... ?, adverbs of frequency

13

1 CD 1 L 20 Listen and number.

## 2 Put the words of the sentences in order.

1 at four o'clock Every day, takes his dog Rover John for a walk.

2 always jumps Rover into puddles.

3 John At home, and the bathroom floor! often washes Rover

4 feeds Rover, usually John's sister but today, is feeding the dog. John

5 goes to bed rarely John before half past ten, tired. but today he's

Lesson 4

How often ... ?, adverbs of frequency

13

## Objectives

- to present and practise the question *How often ... ?* and the answers
- to practise the core grammar through listening for specific information

## Language

**New language:** *usually, often, rarely***Recycled language:** everyday activities

## Basic competences

**Competence in linguistic communication:**

Pupils ask and answer the question about everyday activities and frequency.

## Materials

CD, Teacher Resource Book (optional)

## Pupil's Book, page 13

## Warm-up

- Give pupils one minute to write in their notebooks things people do every day. (e.g. *get up*)
- Write some of them on the board for the presentation.

## Presentation

- Point to a phrase on the board and say, e.g. *I get up at 8 o'clock every day*. Ask individual pupils *Do you get up at eight o'clock?* Pupils answer. Help as necessary.
- Do the same with other phrases, talking about yourself and asking different pupils.
- Then, point to one of the phrases and ask different pupils *How often do you get up at 8 o'clock?* Pupils answer.
- Ask a pupil to ask a question starting with *How often* using a different phrase from the board. Another pupil answers.

1

CD 1<sup>18</sup> Read and listen. Then say the correct answer.

- Give pupils time to read sentences 1–5. Explain that they are going to listen to a boy and his aunt.
- Play the start of the recording. Ask pupils why the boy is asking his aunt the questions. (For a school project)
- Play the whole recording. Pupils point to the correct word for each sentence.
- In pairs, pupils say the whole sentences with the correct words.

## CD1 Track 18

**Boy:** Aunt Angela, can I ask you some questions about your week? It's for my school project.

**Woman:** Yes, of course.

**Boy:** What time do you have breakfast? At nine o'clock?

**Woman:** Oh no. I never have breakfast at nine. From Monday to Friday, I usually have breakfast at eight o'clock. And on Saturday and Sunday, I always have breakfast at half past nine.

**Boy:** Right. And how often do you have lunch at home?

**Woman:** Very rarely. I rarely have lunch at home because I take it with me to work and at the weekend, I usually have lunch in a restaurant.

**Boy:** And one last question. What time do you go to bed?

**Woman:** I often go to bed at 9.45 because I like to read. But on Wednesdays, I don't do that. I watch my favourite TV programme which starts at 9.15 and finishes at 10.25.

**Boy:** Thanks for answering my questions, Aunt Angela!

**Key:** 1 never, 2 always, 3 rarely, 4 usually, 5 often, 6 always

2

CD 1<sup>19</sup> Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the question and answers in pairs.

## 3 Talk to a friend. Say sentences that are true for you, then ask your friend.

- Give some examples about yourself and ask different pupils the *How often* question, e.g. *Every day, I always (drink orange juice for breakfast.) How often do you (drink orange juice for breakfast?)*
- Pupils copy and complete the six sentences about themselves.
- In pairs, pupils say the sentences and ask their questions.
- Monitor pupils and give help as necessary.

## 4 In your notebook, write the sentences and the questions from Activity 3.

- Pupils write the sentences about themselves.
- Then they write the questions.
- Monitor and help if necessary.

## Activity Book, page 13

## 1 Listen and number.

- Pupils listen and number the pictures.
- Then pupils complete the sentences.

**Key:** 4, 3, 1, 25

## 2 Put the words of the sentences in order.

- Pupils write the correct sentences.

**Key:** 1 Every day at four o'clock John takes his dog Rover for a walk. 2 Rover always jumps into puddles. 3 At home, John often washes Rover and the bathroom floor. 4 John's sister usually feeds Rover, but today John is feeding the dog. 5 John rarely goes to bed at half past ten but today he's tired.

## OPTIONAL ACTIVITIES

## Reinforcement

- Play the song and the karaoke version again.
- See also *Teacher's Resource Book Worksheet 3, p13*

## Extension

- Pupils draw pictures to illustrate their new verse which they write in Activity 2 in Activity Book page 12.

## Grammar focus [PB p107]

## 1 Say the correct answer.

- Pupils look at the symbols and say the complete the sentences.

**Key:** 1 alway, 2 never, 3 alway, 4 sometimes



## The golden apple



**Lucy:** Buster! What's the problem?  
**Ben:** Look! A snake! Let's take Buster to the village.  
**Lucy:** Come on. It's two o'clock now!



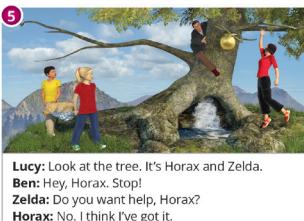
**Lucy:** Excuse me. Our dog needs help.  
**Ben:** Where can we go?  
**Woman:** Go to the old man. He lives over there.



**Man:** Go to the mountain. There's a tree with a golden apple. Give the apple to your dog.



**Horax:** Quick. Let's get that apple!  
**Lucy:** Look Ben - Horax and Zelda.



**Lucy:** Look at the tree. It's Horax and Zelda.  
**Ben:** Hey, Horax. Stop!  
**Zelda:** Do you want help, Horax?  
**Horax:** No. I think I've got it.



**Zelda:** Oh no, Horax!  
**Ben:** Thanks for the apple, Horax!

14 Reading for pleasure; value: problem-solving

Lesson 5

1 Remember the story. Write sentences.



1 Lucy and Ben / to the village / take Buster  
**Lucy and Ben take Buster to the village.**

2 An old man / Lucy and Ben / helps

3 There's / on the mountain / an apple tree

4 Horax / the golden apple / finds

5 Ben / the letter / sees / in the water

6 Ben / the golden apple / for Buster / gets

2 Write more things for Ben to say. Use the box or your ideas. **THINK!**

go home take Buster to the vet  
sing Buster a song give Buster some water

Let's \_\_\_\_\_  
We can \_\_\_\_\_  
Let's \_\_\_\_\_  
We can \_\_\_\_\_



14 Story practice

Lesson 5

### Objectives

- to read a picture story for pleasure
- to review language from the unit

- to consolidate the story reordering sentences
- to encourage pupils to use key language in different contexts

### Language

**Recycled language:** characters and language from the story

**Receptive language:** What's the problem, Where can we go? lives, mountain, tree, golden, Do you want help? I think I've got it, next, That's not funny!

### Basic competences

**Language competence:** Pupils listen to a story.

**Social and civic competences:** Pupils learn the value of perseverance.

**Cultural awareness and expression:** Pupils act out the story.

### Materials

CD

## Pupil's Book, page 14

## Warm-up

- Write *The Explorers* on the board.
- Elicit the characters' names (Ben, Lucy and Buster).
- Elicit what pupils remember about the story from the last episode.

1

CD 1  
24 The golden apple

- Pupils look at the story pictures. Elicit where the friends are in the first picture (at their picnic) and what is happening to Buster (he looks ill).
- Play the recording. Pupils listen to answer *Where do they take Buster?* (To an old man in a hut.) *Why?* (He can help.) *What does Buster need to eat?* (A golden apple.) *Who gets there first?* (Zelda and Horax.)
- Pupils compare their ideas in pairs. Elicit answers.
- Play the recording again. Pupils listen and repeat.
- Play the recording again. Pause after each frame to check understanding, e.g. *What bites Buster?* (A snake.) *Who helps Buster?* (An old man.) *What should Buster eat?* (An apple.) *Who's got the apple?* (Horax.) *Where do Ben and Lucy find the line?* (In the water.) Pupils can use L1 to talk about some of the events.
- Pupils work in pairs to read the story together.

## Activity Book, page 14

## 1 Remember the story. Write sentences.

- Pupils reorder words to write sentences about the story.

**Key:** 2 An old man helps Lucy and Ben. 3 There's an apple tree on the mountain. 4 Horax finds the golden apple.

5 Ben sees the letter I in the water. 6 Ben gets the golden apple for Buster.

## 2 Write more things for Ben to say. Use the box or your ideas. Think!

## Thinking skill: applying knowledge of language

- Pupils write lines for the characters of the story using their imagination or prompts given.

**Key:** (possible answers): Let's go home. We can give Buster some water. Let's take Buster to the vet. We can sing Buster a song.

## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils into groups of six.
- Pupils each take a role of one of the characters (Ben, Lucy, Woman, Man, Horax and Zelda).
- Play the recording. Pupils repeat in role.
- Pupils practise the role play in their groups.
- Volunteer groups role play the story for the class.

## Extension

- Focus on what happens in the story.
- Elicit what perseverance is (to keep trying to do something).
- Ask pupils how Lucy and Ben persevered in the story (they try to find the next letter; they try to help Buster).
- Elicit why it is important to keep trying to do something and ask pupils for examples in their own lives.

**Note:** Some of this discussion may need to take place in L1.



Ben: Lucy, look. There's the line of the rhyme.  
Lucy: 'Behind the picture in the frame'. Let's write it down.



Lucy: Bye, Horax. Bye, Zelda.  
Ben: And thanks for the apple!  
Zelda: That's not funny!

1

### 2 Read and say the correct answer.

- 1 Ben and Lucy take **Buster** / a **snake** to the village.
- 2 The golden apple is **on the mountain** / **in the village**.
- 3 The golden apple is for **Buster** / **Lucy**.
- 4 **Zelda** / **Horax** climbs up the tree to get the apple.
- 5 Ben finds the line in the **tree** / **water**.

### 3 Find who says ... Let's write it down.

### 4 CD 1 2a Listen and say.



An iguana eating **ice** cream in an **igloo**.

Lesson 6

Phonics focus: /i/ and /a/

15



### 1 CD 1 2a Write the words. Listen and check. Then say with a friend.



What's the problem I think

Kim: \_\_\_\_\_, Daniel?

Daniel: It's my bike. I can't find it!

Kim: Let's look in the garden.



Mary: I want this book.

Tom: Do you need help, Mary?

Mary: No, thanks, Tom.



### 2 CD 1 2a Listen, point and say. Write the words.

I spy with my little eye, something beginning with ...



Lesson 6

Functions; phonics focus

15

## Objectives

- to check comprehension of the story
- to present the long vowel sound /ai/ as in *pie*, contrasting it with the short vowel sound /i/ as in *pin*

- to practise conversation sequences
- to consolidate the target sounds and practise spelling by playing a traditional English game, *I spy*

## Language

**New language:** *iguana, igloo, climb up, find*

**Recycled language:** *language from the story*

**Receptive language:** *want, Do you need help?*

*I spy with my little eye, something beginning with ... .*

## Basic competences

**Language competence:** Pupils interpret the message behind a story.

**Social and civic competences:** Pupils practise offering to help and responding.

**Cultural awareness and expression:** Pupils practise target sounds and spelling through a traditional game.

## Materials

CD

## Lesson 6

## Pupil's Book, page 15

## Warm-up

- Ask questions about the story, e.g. *What happens to Buster?* (The snake bites him.) *Where is the tree with the golden apple?* (Above the waterfall.) *What does Buster have to do?* (Eat the apple.) *What does Ben see in the water?* (The line.)

## 2 Read and say the correct answer.

- Play the recording of the story again. Pupils follow in their Pupil's Books.
- Pre-teach *climb up* and *find* using mime.
- Pupils work in pairs and say the correct word.
- Check with the class.

**Key:** 1 Buster, 2 mountain, 3 Buster, 4 Horax, 5 water

**Note:** Remind pupils that in order to solve the puzzle and find the treasure they need to record the letters they find on page 14 of their Activity Book.

## 3 Find who says ...

- Write *I* on the board and ask pupils to say it. Write *bike* on the board, using a red pen for the *i* and *e*. *I* and *bike* both contain the long vowel sound *ie*.
- Pupils repeat *Let's write it down*.
- Ask pupils to identify the two short *i* sounds in the sentence (*it* and *in*).
- Pupils find the sentence in the story (frame 7).

**Key:** Lucy

4 Listen and say. 

- Play the recording. Pupils look at the picture, read and repeat.

**Note:** Before hearing the sentence, pupils will hear the key sounds with pauses for them to repeat.

- Show how the *e* at the end of *ice* makes the vowel in the middle or at the beginning sound like the letter *i*, but that in *iguana*, *in* and *igloo* the sound is short.

## Activity Book, page 15

1   Write the words. Listen and check. Then say with a friend.

- Pupils complete the dialogues and listen to check their answers. Then they practise the dialogues in pairs.

**Key:** 1 What's the problem 2 I think

2   Listen, point and say.  Write the words.

- Pupils listen and point to the correct objects in the picture and write the words.

## CD1 Track 24

I spy with my little eye, something beginning with B. It's a bike!

I spy with my little eye, something beginning with K. It's a kite!

I spy with my little eye, something beginning with F. It's a fish!

I spy with my little eye, something beginning with R. It's a rabbit!

I spy with my little eye, something beginning with S. It's a sandwich!

I spy with my little eye, something beginning with W. It's a window!

I spy with my little eye, something beginning with P. It's a picnic!

I spy with my little eye, something beginning with I. It's an ice cream!

**Key:** bike, kite, fish, rabbit, sandwich, window, picnic, ice cream

## OPTIONAL ACTIVITIES

## Reinforcement

- Play *I spy* with the class. Say, e.g. *I spy with my little eye something beginning with B*. Pupils guess (bin). Continue with more words/objects in the classroom.
- Once they have learnt how to play, pupils can lead the game, choosing the objects around the room they know in English.

## Extension

- Write the dialogues from Activity 1 of the AB on the board. Underline key words (names, *bike*, *in the garden*, *book*, *No*, *thanks*).
- Pupils work in pairs and make up their own dialogues by replacing the underlined words.
- Pupils practise and then role play their dialogues for the class.

**Learn and think**

## Look after yourself

**1** Say the best thing to do. Then choose the correct picture.

1 use a new toothbrush	use an old toothbrush
2 leave food outside	keep food in the fridge
3 wash your hands often	never wash your hands
4 eat five small meals a day	eat one big meal a day
5 go out with wet hair	go out with dry hair

**a**  **b**  **c**  **d**  **e** 

**2** Read the tips and point to the pictures.

**Do you want to have a great smile? Then look after your teeth! Tips!**



**1** Brush your teeth two times a day.  
**2** Start with your back teeth.  
**3** Clean your teeth for two minutes.  
**4** Don't use an old toothbrush.  
**5** Don't eat lots of sugary foods.  
**6** Go to the dentist every six months.  
**7** Smile a lot! Be happy!

**3** Answer the questions.

1 How often do you brush your teeth?  
 2 How often do you clean your teeth?  
 3 How often do you see a dentist?  
 4 How many minutes do you brush your teeth for?

16 Social studies

Lesson 7

**Learn and think**

## Look after yourself

**1** Write the tips under the correct picture.

**1**  **2**  **3** 

**4**  **5** 

**a** Use a new toothbrush.  
**b** Keep food in the fridge.  
**c** Wash your hands often.  
**d** Eat five small meals.  
**e** Go out with dry hair.

**2** Answer the questions.

1 How many times do you clean your teeth every day?  
 \_\_\_\_\_

2 How many minutes do you brush your teeth for?  
 \_\_\_\_\_

3 Is your toothbrush new?  
 \_\_\_\_\_

16 Social studies

Lesson 7

### Objectives

- to integrate other areas of the curriculum through English: Social Studies
- extend pupils' understanding of hygiene

### Language

**New language:** use a new toothbrush, keep food in the fridge, wash your hands, eat five small meals a day, go out with dry hair

**Receptive language:** sugary food

### Basic competences

**Competence in linguistic communication:** Pupils use known language to talk about health, hygiene and healthy habits.

### Materials

Pencils, paper to create a poster (infographic), Teacher's Resource Book (optional)

## Lesson 7

## Pupil's Book, page 16

## Warm-up

- Revise words for health problems – use the flashcards from Quick Minds 3 if you have them, or, mime the problems. Pupils say the words. (*headache, stomach ache, cold, toothache, earache*)
- In pairs, pupils mime a problem. Their partner says the word.

**1** Say the best thing to do. Then choose the correct picture.

- Show pupils a photo of a toothbrush (or a real toothbrush). Ask questions about the toothbrush. *What's this? What colour is it? What do we use a toothbrush for? Is this toothbrush old or new? What's better – a new toothbrush or an old toothbrush?*
- Point to these options in the Pupil's Book. Ask pupils to say why a new toothbrush is better. (*An old toothbrush can have bacteria and you can get toothache or damage your teeth*).
- Look at the options for 2 with pupils. Ask them which is better and why.
- In pairs, pupils talk about which option is better and why for 3–5.
- Discuss which option is better and why and what problem people can have if they don't choose the best option.
- Then pupils match the statements 1–5 to the pictures a–e.
- Check with the class.

**Key:** 1 use a new toothbrush 2 keep food in the fridge  
3 wash your hands often 4 eat five small meals a day 5 go out with dry hair

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

**2** Read the tips and point to the pictures.

- Point to the pictures and say *Here are some tips. Some ideas to keep you healthy. What are the tips about? Looking after your stomach or your teeth? (teeth)*
- Ask pupils to say their ideas for looking after their teeth.
- Pupils read the tips and see if their ideas are there.
- Ask pupils if they do these things.

**3** Answer the questions.

- Pupils read the tips again and answer the questions. You can let them write their answers in their notebooks or they find and talk about the answers in pairs.
- Check answers.

**Key:** Pupils' own answers

## Activity Book, page 16

**1** Write the tips and the correct picture.

- Pupils look at the pictures and write the correct tips.

**Key:** 1 wash your hands often, 2 eat five small meals, 3 use a new toothbrush, 4 keep food in the fridge, 5 go out with dry hair

**2** Answer the questions.

- Pupils answer the questions about themselves.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Ask pupils to read Activity 1 one more time.
- Dived pupils in pairs.
- In pairs pupils think of more healthy and unhealthy habits.
- Pupil share their ideas with the class.

See also Teacher's Resource Book Worksheet 4, p14

## Extension

- Draw pupils' attention to pictures in Activity 2.
- Say the number of one of the pictures aloud for pupils to say the tip.

**4** Read and say what an infographic is.

**infographic**  
noun [C]  
A kind of poster with text and visuals to show data or information

**5** Work in a group. Read the steps below and make your info graphic. **PROJECT**

- 1 Choose a health topic to give tips for.
- 2 Write your tips. Use short sentences.
- 3 Find or draw images and graphics to use.
- 4 Plan where to put your tips and images.
- 5 Create your infographic.

**6** Present your infographic to the class.

Lesson 8 Social studies 17

**3** Write the words from the box to complete the sentences about making a good infographic.

colours sentences Choose images Plan

1 a topic.  
2 Write your tips. Use short  
3 Choose your  
4 Find and graphics to use.  
5 where to put your tips and images.  
6 Make your infographic.

**2** Which food infographic do you like most? Why?

1   
2   
3

My favourite infographic here is \_\_\_\_\_  
I like \_\_\_\_\_  
I don't like infographic \_\_\_\_\_ because \_\_\_\_\_

Social studies 17

## Objectives

- to talk about health and healthy habits
- to do a project (infographic)
- to personalise a topic

## Language

**New language:** infographic

## Materials

pencils, paper to create a poster (infographic)

## Basic competences

### Competence in linguistic communication:

Pupils use known language to talk about health and healthy habits.

### Social and civic competences:

Pupils work together to complete a project.

### Sense of initiative and entrepreneurship:

Pupils follow the instructions to make an infographic.

## Pupil's Book, page 17

## Warm-up

- Review what pupils remember about the tips for teeth from the previous lesson)

## 4 Read and say what an infographic is.

- Ask pupils if they know what an infographic is. If possible, show them some examples of infographics.
- Read the definition of an infographic with pupils.
- Pupils look at the infographic with the tips on how to make one.
- Ask pupils to point to the images, the graphics and the short sentences on the infographic.

## 5 Work in a group. Read the steps below and make your infographic.

- Talk about the project with the class.
- Put pupils into groups of three or four. Tell them to choose a topic from the Pupil's Book page 16 Activity 1 to make their infographic about.
- Groups plan their infographic. They follow the steps in the Pupil's Book.
- Go round the class and help if necessary.
- Pupils then make their infographics. They can do this manually, on a computer or online.

## 6 Present your infographic to the class.

- Groups of pupils show and present their infographics to the class.

## Activity Book, page 17

## 3 Write the words from the box to complete the sentences about making a good infographic.

- Pupils read the infographic and fill in the gaps.

**Key:** 1 Choose, 2 sentences, 3 colours, 4 images, 5 Plan

## 4 Which food infographic do you like most? Why?

- Pupils look at the pictures and choose the infographic they like the most.
- Pupils complete the sentences about the infographics

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

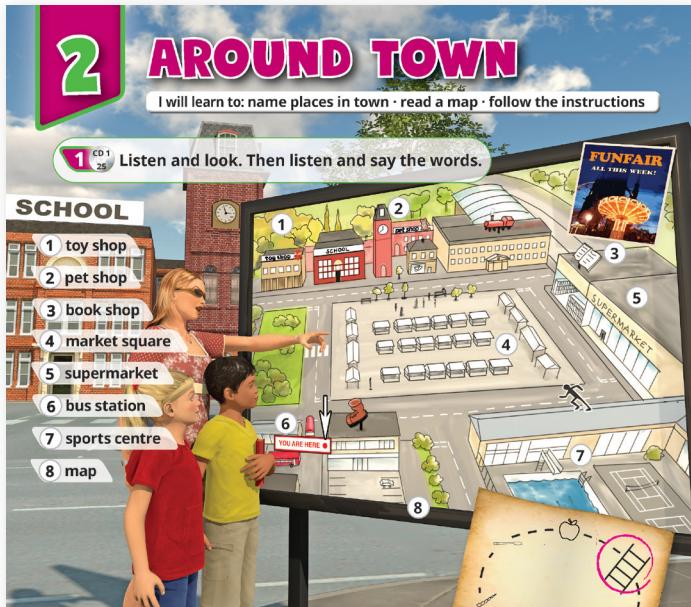
## Reinforcement

- Write the following prompt on the board: *My favourite lesson is ...*
- Give pupils 5 minutes to choose their favourite page from Unit 1 in the Pupil's Book.
- Elicit from pupils their favourite lessons, e.g. *My favourite lesson is singing the song about a busy week. My favourite lesson is talking about my favourite day of the week with my friends.*
- Write some examples on the board. Pupils write a sentence about their favourite lesson into their notebooks.

## Extension

- Ask pupils to describe their infographic poster. They can do this in pairs. Elicit some examples, e.g. *We choose ... colours for our infographic. We choose ... pictures for our infographic. We choose short sentences for our infographic.*

**Note:** You could now do the end-of-unit test on Teacher's Book pages 194–195.



## 2 Look at the map. Ask and answer.

Where is the book shop?

It's next to the square, between the train station and the supermarket.

## 3 In your notebook, write what you can do at the places from Activity 1: You can buy tickets at the bus station.

18 Places in town

Lesson 1

1 Look at the letters on the signs. Write the words. **THINK!**

2 Look and write the places.

1 book shop 2 train station 3 bus station 4 supermarket

5 market square 6 post office 7 sports centre

18 Places in town

Lesson 1

## Objectives

- to present the core vocabulary (furniture)
- to practice the core vocabulary through speaking

## Language

**New language:** toy shop, pet shop, book shop, market square, supermarket, bus station, sports centre, map

**Recycled language:** between, next to, aunt

**Receptive language:** train track

## Basic competences

**Competence in linguistic communication:** Pupils identify vocabulary for places in a town.

**Social and civic competences:** Pupils work together to ask and answer about places in town.

## Materials

CD, Flashcards (furniture): 19–26, Teacher's Resource Book (optional)

## Lesson 1

## Pupil's Book, page 18

## Warm-up

- Do a clapping game to revise vocabulary.
- Write *Town* on the board. Clap twice and say, e.g. *park*.
- Clap twice and invite a student to say a known place in a town.
- Continue, reviewing known town words (playground, cinema, swimming pool, hospital, bus stop, street, café, train station).

## Presentation

- Use the flashcards to present the new words for places in town.
- Say the words for pupils to repeat. Do this a few times.
- Hold up each flashcard for pupils to say the word.
- Stick the flashcards on the board and elicit words at random

1 CD 1  
25 Listen and look. Then listen and say the words.

- Look at the picture in the Pupil's Book with the class. Discuss where Ben and Lucy are. Ask *Who else is in the picture?* Point to the map. Ask pupils what they can see on the map.
- Play the recording. Pupils point to the places in town in their books when they hear them.
- Play the recording again pausing after each place. Focus on pronunciation and where the stress comes.

## CD1 Track 25

**Ben:** Well, here we are! The station. The next symbol on the map is a piece of a train track. So, let's look for the line here.

**Lucy:** In the train station? No! Let's get on a train.

**Ben:** OK. Where should we go?

**Lucy:** London, Cambridge, Oxford, Hall, Black Hill... Yes, I've got an aunt in Black Hill. Let's go there.

Now, say the words.

1 toy shop 2 pet shop 3 book shop 4 market square  
5 supermarket 6 bus station 7 sports centre 8 map

## 2 Look at the map. Ask and answer.

- Demonstrate the activity with the class, using the prompts.
- Check understanding of known prepositions *between* and *next to*.
- Pupils take turns and practise in pairs.
- Check using open pairs.

## 3 In your notebook, write what you can do at the places from Activity 1.

- Read the example. Choose one more place e.g. *toy shop*. Ask pupils what they can do in a toy shop.
- Ask some volunteer pupils to say the sentences about other places in town in front of the class.
- Ask pupils to write the sentences about toy shop, book shop, market square, supermarket, bus station, sports centre.

## Activity Book, page 18

## 1 Look at the letters on the signs. Write the words.

- Pupils look at the signs and unscramble the words.

**Key:** 2 supermarket, 3 book shop, 4 market square, 5 bus station, 6 toy shop, 7 sports centre, 8 pet shop

## 2 Look and write the places.

- Pupils look at the pictures and write the correct word using the words from Activity 1.

**Key:** 2 toy shop, 3 bus station, 4 supermarket, 5 market square, 6 pet shop, 7 sports centre

## OPTIONAL ACTIVITIES

## Reinforcement

- Pupils look at the pictures in AB Activity 1.
- Say buy a book.* Pupils look for the correct picture and tell you the place (book shop). Do the same for more pictures.
- Pupils play the game in small groups

See also *Teacher's Resource Book Worksheet 1, page 16*

## Extension

- Pupils work individually or in pairs.
- They write about the places in their town, e.g. *In our town there is a market square. There isn't a sports centre. There are two supermarkets in my town.*

## 1 Look, read and say the letter.



1 The school is opposite the park.  
2 The clock is above the window.  
3 The map is near the book shop.  
4 The clock is below the window.

2 CD 1 Listen and say.

## GRAMMAR FOCUS

It's **opposite** the park. It's **near** the library.  
It's **above** the bus station. It's **below** the tower.



## 3 Look and play the guessing game.



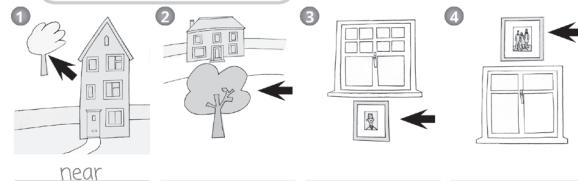
## 4 Look at the map from Activity 1. In your notebook, write where these 7 places are.

Lesson 2

Prepositions 19

## 3 Look and write. Use the words from the box.

below above near opposite



## 4 Look at the picture. Complete the sentences.



1 The cinema is opposite the library.  
2 The tower is near the cinema.  
3 The park is near the school.  
4 The boat is below the bridge.  
5 The sports centre is near the café and the cinema.  
6 The castle is near the square.  
7 The square is near the castle.

Lesson 2

Prepositions 19

## Objectives

- to present the first core grammar
- to practice the core grammar through speaking

## Language

**New language:** places in town, prepositions of place: *opposite, above, near, below*

**Recycled language:** *school, clock, cinema*

## Basic competences

**Competence in linguistic communication:** Pupils say where different places in town are.

**Social and civic competences:** Pupils work together to play the guessing game.

## Materials

CD, Teacher's Resource Book (optional)

## Pupil's Book, page 19

## Warm-up

- Write the eight town words on the board, with the letters in scrambled order.
- Ask a pair of pupils to come to the board and write one of the items correctly.
- Repeat with other pairs and different places.

## Presentation

- Teach the new prepositions using things in the classroom.
- Move objects to make meaning clearer if necessary.
- Make sure the meaning of below is made clear and that pupils know it is different from under.
- Write four sentences on the board, each containing one of the new prepositions, e.g. *There is a picture above the window.*
- Pupils copy them into their notebooks and draw a simple picture to reinforce the meaning.

## 1 Look, read and say the letter.

- Pupils look at the pictures and the sentences in their Pupil's Books.
- Check pupils know what to do.
- Pupils read the sentences silently and match each one with the right picture.
- They compare answers in pairs.
- Check with the class.

**Key:** 1 d, 2 c, 3 b, 4 a

2 CD 1 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.
- Pupils find the words
- In pairs, pupils say the sentences.

## 3 Look and play the guessing game.

- Focus pupils on the picture of the town and elicit what they can see.
- Ask two volunteer pupils to read the example aloud.
- Choose one more place from the picture e.g. *sports centre*. Say It's next to the *cinema* for pupils to guess the place.
- In pairs, pupils take turns guess the places.

## 4 Look at the map from Activity 1. In your notebook, write where these 7 places are.

- Write on the board *The cinema is opposite the pet shop. Ask Where is the tower?* Elicit the answer.
- Pupils write the sentences about the places on the map.

## Activity Book, page 19

## 1 Look and write. Use the words from the box.

- Pupils look at the pictures and write the words.

**Key:** 2 opposite, 3 below, 4 above

## 2 Look at the picture. Complete the sentences.

- Pupils look at the picture and complete the sentences using prepositions of place.
- Pupils read the statements and write *t* (true) and *f* (false) according to the table.

**Key:** 2 behind, 3 near, 4 below / under, 5 between, 6 above, 7 below

## OPTIONAL ACTIVITIES

## Reinforcement

- Say a sentence about something in the classroom using one of the new prepositions. If it is true, pupils raise their right arm. If it is false, they raise their left arm.
- Repeat with other sentences and other prepositions.

 [See also Teacher's Resource Book Worksheet 2, page 17](#)

## Extension

- Pupils work in pairs and act out the dialogues from the Pupil's Book Activity 3.
- They practise in pairs.
- Volunteers perform the dialogues for the class.

1 CD 27 Listen and sing.

Opposite the library,  
In the square,  
I'm looking for the bank  
But there's not.

Just below the tower,  
Near the shop,  
My map says there's a café  
But there's not.

In front of the train station,  
In the street,  
There's a place  
Where people always meet.

I'm waiting here,  
For Jennifer and Kate,  
But they're already  
Three hours late.

Excuse me, can you help me find my way?  
I'm getting lost everywhere I go today.  
I don't really understand this town.  
Of course, you don't,  
Your map is upside down!



2 Play the town game.

Close your eyes. Imagine you can see a town. There's a big supermarket. What's near it?

Near the supermarket there's an old school. You close your eyes. Imagine the old school. What's opposite it? What can you see there?

20 Singing for pleasure

Lesson 3

1 Look at the picture. Read and answer.

THINK!



Bob is waiting for Linda. He isn't waiting near the map. He isn't waiting below the tree. He isn't waiting behind the music shop and he isn't waiting in front of the music shop.

Where is Bob?

2 Look, read and write **t** (true) or **f** (false).



1 There's a tree opposite the house.

2 The pictures are below the bookcase.

3 There's a car near the bank.

4 The tree is between the library and the bank.

5 There's a car in front of the tree.

20 Song practice

Lesson 3

**Objectives**

- to consolidate the core vocabulary and grammar (prepositions of place) through a song
- to sing a song for pleasure

**Language**

**New language:** places in town

**Recycled language:** find my way, meet, upside down

**Basic competences**

**Competence in linguistic communication:**

Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

**Materials**

CD

## Pupil's Book, page 20

## Warm-up

- Call a volunteer pupil to the front. Whisper one of the places in a town.
- The class asks the student questions to guess what the place is, e.g. *Can you get money there? Can you buy books there?* Help with new language if necessary.
- The pupil who guesses correctly comes to the front. Whisper another place to him/her.
- Repeat for all the new places.

1 CD 1 Tr 28 Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit what they can see.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the song again, pausing after each verse for pupils to repeat. Do this slowly at first, then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD 1 Tr 28) for pupils to practise singing the song.

## 2 Play the town game.

- Tell pupils they can imagine any town they like.
- Tell pupils to close their eyes and imagine. Give them time to form a picture in their minds.
- Say each prompt in turn and give pupils time to think before saying the next one.
- Say more prompts like the ones in the speech bubbles (about six in all).
- Then tell pupils to open their eyes and draw the town they imagined.

## Activity Book, page 20

1 Look at the picture. Read and answer. **THINK**

- Pupils read the text and write where Bon is according to the text.

**Key:** He's between the music shop and the bank.

2 Look, read and write **t** (true) or **f** (false). YLE

- Pupils look at the pictures and decide whether the sentences are true or false.

**Key:** 2 f, 3 t, 4 t, 5 f

## OPTIONAL ACTIVITIES

## Reinforcement

- Play the song and the karaoke version again.
- Pupils join in.

## Extension

- Pupils write a short description of their imaginary town under the picture they drew for Activity 3 in their Pupil's Books.

**1** Read and point to the word in the box for each sentence.

the pet shop the toy shop the sports centre the classroom

- From the bus station, walk to the school. Open the door and go inside. Go upstairs and go into <sup>(1)</sup> .
- Now, go out of the classroom, go downstairs, open the door and go outside. Turn right. Stop at the first shop. Look in the window of your favourite shop – <sup>(2)</sup> !
- Go back past the school. Turn left before the train station. Go into <sup>(3)</sup>  to buy some food for your cat.
- Go outside again. Turn left, then turn right. Walk past the supermarket. <sup>(4)</sup>  is opposite you. Go inside. Go upstairs and put on your sports clothes.



**2**   Listen and say.

**GRAMMAR FOCUS**

Open the door and go **inside**. Go **outside**.  
Go **upstairs**. Go **downstairs**.  
Turn **left**. Turn **right**.



**3** Ask and answer how to get from your classroom to other school places.

How do I get to the library from this classroom?



Turn left. Turn right.  
Go downstairs. The library is next to the stairs.

**4** In your notebook, write how to get from your classroom to the dining hall.

Lesson 4

Adverbs of place

21

**Objectives**

- to present and practise adverbs of place
- to practise writing sentences with adverbs of place

**Language**

**Recycled language:** *inside, outside, upstairs, downstairs*

**Materials**

CD, Teacher's Resource Book (optional)

**1** Circle the old one out. Then write.



Picture 3 is different. The animal is going out.



Picture 1 is different. The animal is going out.



Picture 2 is different. The animal is turning right.

**2** Read and write the words.

- It's sunny today. Let's play outside.
- It's very cold today. Let's play hide and seek.
- The sports centre isn't on the left. It's on the right.
- The bedrooms are upstairs, but the kitchen is downstairs.

Lesson 4

Adverbs of place

21

**Basic competences**

**Competence in linguistic communication:** Pupils give instructions using adverbs of place.

**Social and civic competences:** Pupils work together to ask answer and then write sentences using the core grammar.

## Pupil's Book, page 21

## Warm-up

- Say different places in a town and elicit what pupils do there, e.g. *marketsquare* (buy a drink / meet friends).

## Presentation

- Say to pupils *I'm going to open the door and go out of the class*. Open the door and do out of the class. Come back to the class and say *Now I'm inside the class again*.

## 1 Read and point to the word in the box for each sentence.

- Give pupils time to read sentences 1-4.
- Draw pupils' attention to the words in the box.
- In pairs, pupils read the sentences and point to the correct missing word.
- Check with the class

2 CD 1 29 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

## 3 Ask and answer how to get from your classroom to other school places.

Read the example with the pupils.

- Ask the same question and elicit the answer using the directions appropriate to pupils' school.
- Elicit school places pupils know. Write them on the board.
- In pairs, pupils ask and answer how to get to different school places.
- Monitor and help if necessary.

## 4 In your notebook, write how to get from your classroom to the dining room.

- Pupils write how to get to the dining room from their classroom in their school.
- Ask some volunteer pupils to read in front of the class.

## Activity Book, page 21

## 1 Circle the odd one out. Then write.

- Pupils look at the pictures and circle the odd one. Then they write the words.

**Key:** 2 3, inside, 3 2, left

## 2 Read and write the word.

- Pupils read the sentences and write the words.

**Key:** 2 inside, 3 right, 4 downstairs.

## OPTIONAL ACTIVITIES

## Reinforcement

- Give pupils directions for the to follow. You may walk with pupils around the school or to stay only in the class. Possible instructions: *Go out of the class, Come inside the class. Turn left. Turn right.*

☞ See also Teacher's Resource Book Worksheet 3, page 18

## Extension

- Ask pupils to draw three pictures, one picture is odd one out using the words inside, outside, left, right, upstairs, downstairs. Use Activity 1 in the Activity Book on page 21 as the example.
- One by one pupils show their pictures. Other pupils say the different picture and the sentence.

## Grammar focus [PB p107]

## 1 Look and say the complete sentences.

- Pupils look at the picture and say the complete sentences.

**Key:** 1 opposite, 2 below, 3 above, 4 outside, 5 inside


**The tunnel**


Lucy: I can't see a line here. Where can it be?  
Ben: I have no idea.  
Lucy: Our train is coming now. Quiet, Buster!



Ben: What stop is this?  
Lucy: Let's see. It's Broom ... Oh no! Horax and Zelda!  
Ben: Get away from the window!



Horax: Ha! You can't escape! Where's the map?  
Lucy: We haven't got it here.  
Horax: Open your rucksacks.



Horax: Zelda, check the book. Is the map there?  
Ben: Look! We're going into a tunnel. Now's our chance!



Ben: Buster, good dog. Say hello!  
Horax: Yuck! Get down! Quick, Zelda, go to the door! Don't let the kids escape!



Conductor: Tickets, please ... thank you.  
Horax: Hey, our tickets! They aren't in my hat.  
Zelda: Oh no! Where are they?

22 Reading for pleasure; value: thinking creatively

Lesson 5

**1 Remember the story. Write t (true) or f (false).**

- 1 Buster sees Horax and Zelda at Broom station.
- 2 Horax and Zelda get on the train.
- 3 Horax checks the book and Zelda checks the rucksack.
- 4 The train goes into a tunnel.
- 5 Lucy helps Ben to get the tickets out of Horax's hat.
- 6 Ben sees the line of the rhyme at Broom station.

**2 Write sentences. Use the words from the box.**

Lucy's Ben's Zelda's Horax's



1 This is Ben's dog.

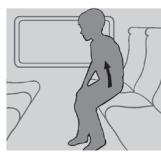
2

3

4

**3 What happens in the tunnel? Complete the story with the verbs from the box.**

puts stands up goes takes



The train (1) goes into the tunnel and Ben (2)  . He (3)   the tickets out of Horax's hat and he (4)   them in his pocket.

22 Story practice

Lesson 5

**Objectives**

- to read a picture story for pleasure
- to review language from the unit

- to check comprehension of the story
- to understand the value of thinking creatively

**Language**

**New language:** *escape, tunnel, get off, Me too, I'm sure, Now's our chance!, Get down!, over there*

**Recycled language:** characters and language from the story, possessive apostrophe

**Receptive language:** *conductor*

**Basic competences**

**Competence in linguistic communication:**  
Pupils listen to a story.

**Social and civic competences:**  
Pupils learn the value of thinking creatively.

**Cultural awareness and expression:**  
Pupils act out a story.

**Materials**

CD

## Pupil's Book, page 22

## Warm-up

- Write *Ben, Lucy and Buster* on the board.
- Elicit what pupils remember about the story.
- Give prompts if necessary, e.g. *a map from the museum, they find a clue on a shield, they show the treasure map to Ben's grandpa*.

1 CD 1  
30 The tunnel

- Ask where the friends are in frame 1 (at the station).
- Play the recording. Pupils listen and read.
- Check understanding of the story. Use prompt questions, e.g. *Who gets on the train after them?* (Horax and Zelda.) *What do they want?* (The map.) *Why do Zelda and Horax get off the train?* (They haven't got their tickets.) *What does Ben see on a poster?* (A line of the rhyme.)
- Check the meaning of *tunnel* and elicit what happened to Horax and Zelda's tickets, using the pictures in the story to support meaning whenever possible.
- Play the recording again, pausing for pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

## Activity Book, page 22

1 Remember the story. Write *t* (true) or *f* (false).

- Pupils read the sentences and write *t* or *f* referring to the story in the Pupil's Book if necessary.

**Key:** 2 t, 3 f, 4 t, 5 f, 6 f

## 2 Write sentences. Use the words from the box.

- Pupils write sentences about the other objects using the example sentence as a model.

**Note:** You could explain that names ending in -x follow the same rule as those ending in -s, so *Horax*'s is three syllables.

**Key:** 2 This is Horax's hat. 3 This is Lucy's rucksack. 4 This is Zelda's bag.

## 3 What happens in the tunnel? Complete the story with the verbs from the box.

- Pupils read the summary and complete it with the verbs in the box.

**Key:** 2 stands up, 3 takes, 4 puts

## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils into groups of five to take a role of one of the characters from the story (Ben, Lucy, Horax, Zelda and the conductor).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

## Extension

- Focus on what happens in the story.
- Elicit who thinks creatively in the story (Ben) and how he does this (he takes the opportunity when it's dark in the tunnel to take Horax and Zelda's tickets).
- Elicit when it is important to think creatively (when something happens that you weren't expecting) and ask pupils for examples in their own lives.

**Note:** This discussion may need to take place in L1.

**Conductor:** Please get off the train at the next station.  
**Horax:** But ...  
**Conductor:** Here's the station now. Goodbye.

**Lucy:** Well done, Ben. Look – Horax and Zelda aren't very happy!  
**Ben:** Lucy, look over there! It's the line: 'Climb more stairs and look out west.'

### 2 Say the correct sentences.

- 1 At Broom station Lucy sees ...
- 2 Horax looks for the map in ...
- 3 In the tunnel Ben takes ...
- 4 Horax can't find the tickets ...
- 5 Horax and Zelda get off ...
- 6 Ben sees ...

- a Ben's rucksack.
- b Horax and Zelda.
- c the line of the rhyme.
- d the train.
- e the tickets out of Horax's hat.
- f in his hat.

### 3 Find who says ...

### 4 Listen and say.

... look over **there**! It's the line: 'Climb more stairs and look out west.'

Bears on stairs, bears on chairs, hairy bears are everywhere!

Lesson 6

Phonics focus: /æ/ 23

### 1 Write the words. Listen and check. Then say with a friend.

our chance over there

**Anna:** Where's Dad?

**James:** He's in the garden, look.

**Anna:** Great! Let's wrap his present. Now's \_\_\_\_\_!

**Hannah:** Hey, Joe. Look,

What's that?

**Hannah:** Ah, it isn't there now.

**Joe:** Hey! My crisps!

### 2 Look, read and write the words.

chair pear stairs wearing hair bears

- 1 He's **scared** of the **bears** .
- 2 Clare has got long \_\_\_\_\_ .
- 3 Please **share** the \_\_\_\_\_ .
- 4 Where are the \_\_\_\_\_ ?
- 5 He's \_\_\_\_\_ an old **pair** of trousers.
- 6 It's over **there** on that \_\_\_\_\_ .

### 3 Listen, say and check your answers.

Lesson 6

Functions: phonics focus 23

## Objectives

- to check comprehension of the story
- to present the long vowel sound /æ/ as in stairs

- to practise conversation sequences

## Language

**New language:** hairy, everywhere, wrap, crisps, share, pair

**Recycled language:** language from the story, stairs, scared, bear, pear

## Materials

CD

## Basic competences

**Competence in linguistic communication:**

Pupils identify the relationship between sound and spelling in English.

**Social and civic competences:** Pupils practise short conversations to put language in context.

## Lesson 6

## Pupil's Book, page 33

## Warm-up

- Ask questions about the story, e.g. *Where are Ben and Lucy?* (On a train.) *Who do they meet?* (Horax and Zelda.) *What happens in the tunnel?* (Ben takes Horax and Zelda's tickets.) *Where do they see the line?* (At the next station.)

## 2 Say the correct sentences.

- Pupils read the story again.
- Read the first half sentence to the class and elicit the correct answer.
- Pupils match the sentence halves in pairs.
- Do class feedback by asking for volunteers to read the sentences.

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

**Note:** Remind pupils that, in order to find the treasure, they need to record each line of the rhyme that they find on page 14 of their Activity Book.

## 3 Find who says ...

- Read out the instruction for pupils, making sure that they hear the /æ/ sound clearly.
- Pupils find the line in the story.

**Key:** Ben

4 Listen and say. 

- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.

**Note:** Before hearing the sentence, pupils will hear the key sound, with pauses for them to repeat.

- Elicit the words with the /æ/ sound (*bears, stairs, chairs, hairy, everywhere*).
- Focus pupils on the different ways of spelling the sound. Use this to remind them that they need to learn the spelling of English words.
- Check understanding of *everywhere*.
- Play the recording again. Pupils repeat chorally and then in pairs.

## Activity Book, page 33

1  Write the words. Listen and check. Then say with a friend.

- Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

**Key:** 1 our chance, 2 over there

2 Look, read and write the words. 

- Pupils look at the pictures and write the correct words from the box.

3  Listen, say and check your answers.

- Pupils listen to the recording again to repeat and check their answers.

**Key:** 2 hair, 3 pear, 4 stairs, 5 wearing, 6 chair

## OPTIONAL ACTIVITIES

## Reinforcement

- Write a target phonics word from the lesson, e.g. *chair*, on the board. Elicit another word with this sound, but with a different spelling.
- Pupils work in pairs writing other words with the same sound.
- Elicit and check as a class.

## Extension

- Look again at AB Activity 1. Ask pupils how the children in picture 1 and the girl in picture 2 are thinking creatively. What do they do to make use of the situation?

**Note:** This discussion may need to take place in L1.

**Skills**

1 Look and read. Write the words in your notebook.

market map  
bus stop castle  
bank sports centre  
book shop square

1 People go there to get money.  
2 It's old, and often next to a town.  
3 This is a place where you go to buy interesting books.  
4 It's a good place to buy fruit and vegetables.  
5 You go there to play football, basketball and go swimming.  
6 You need it in a town when you are new. It helps you to find places.

24 Reading

**Skills**

1 <sup>CD 1</sup> Listen and draw lines.

Olivia William Christine  
Hannah Ben Mike

24 Listening skills

Lesson 7

### Objectives

- to practise reading and writing skills

### Language

**Recycled language:** *places in a town, language from the unit*

### Basic competences

**Competence in linguistic communication:**  
Pupils read for specific information.

### Materials

CD

## Pupil's Book, page 24

## Warm-up

- Play a clapping game.
- Clap twice and say, e.g. *bus station*.
- Clap twice. A student calls out a reason for going to the bus station, e.g. *To meet a cousin*. Continue clapping with students calling out different reasons.
- Do this three or four more times. Then change the place and continue in the same way.

## 1 Look and read. Write words in your notebook.

- Focus the pupils on the Activity 1 instructions.
- Make sure they know what to do.
- Pupils work individually and write the places in their notebook.
- They compare answers in pairs.
- Check with the class.

YLE

**Key:** 1 bank, 2 castle, 3 book shop, 4 market, 5 sports centre, 6 map

## Activity Book, page 24

## 1 Listen and draw lines.

- Pupils read the options, listen and tick the correct one.

## CD1 Track 34

**Woman:** Hello, Sandra.

**Sandra:** Hi, Ms Butler. When is dinner?

**Woman:** At seven. Do you all like pizza?

**Sandra:** Yes, we do.

**Woman:** What are your friends doing? Are they looking for something?

**Sandra:** Yes, we are all looking for a key.

**Woman:** Can you tell me your friends' names?

**Sandra:** Yes, of course. The boy below the tree is Ben.

**Woman:** And the girl near the bikes with the hat?

**Sandra:** That's Christine.

**Woman:** And the girl in front of the tent on the right?

**Sandra:** That's Hannah.

**Woman:** And who is the boy opposite her?

**Sandra:** That's Mike. And the boy behind the tent on the right is William.

**Woman:** OK. And who is the girl between the tents?

**Sandra:** That's Olivia.

**Woman:** See you at seven.

**Sandra:** Yes, Ms Butler.

**Key:** Ben – boy below the tree, Christine – girl with the hat near the bikes, Hannah – girl in front of the tent on the right, Mike – boy opposite Hannah, William – boy behind the tent on the right, Olivia – girl between the tents

## OPTIONAL ACTIVITIES

## Reinforcement

- Focus pupils on the picture in AB Activity 1.
- Give them 30 seconds to look at it. Then tell them to close their books.
- Elicit what they can remember about the picture. Make sure they use complete sentences and prepositions.

## Extension

- Focus pupils on the definitions in PB Activity 1.
- Tell them to choose other places they know, e.g. *park, house, zoo*.
- Pairs write two definitions, using PB Activity 1 as a model and support.
- Monitor pupils as they are working.
- Collect the pupils' work and choose the best definitions to make a class quiz.

**Act out**

**SHOPPING IN THE TOWN**

**1** Choose a role card. Read and plan.

**STUDENT A**  
You are visiting a town. You want to go shopping. Ask the way to one of these places:  
• the supermarket  
• the toy shop  
• the book shop  
• the pet shop  
Ask a boy/girl from the town.

**STUDENT B**  
You live in the town. Think about where these places are:  
• the supermarket  
• the toy shop  
• the book shop  
• the pet shop  
Tell the visitor where the place is.

**USEFUL LANGUAGE**

**Visitor**  
Excuse me. Can you help me, please?  
Where's the ... ?

**Boy/Girl**  
Yes, of course.  
I'm sorry, I don't know.  
No problem! The ... is opposite / next to / below / between the ...  
You're welcome!

**2** Act out your play.

Where's the ... ? It's ...

Creativity 25

**1** Look, read and write the names.

**THINK!**

Mary's house is in the park, near the pond. Alice's house is opposite Lucy's house, in front of the park. Tom lives below Ben. Lucy's house is between Heather's house and John's house. Ed lives near the bus stop.

**2** Look at Activity 1. Complete the sentences.

1 Anne lives next to Sam, in front of the park.  
 2 Chris lives ....  
 3 John lives ....  
 4 Ben lives ....  
 5 Heather lives ....

Lesson 8 Creativity 25

## Objectives

- to practise speaking skills
- to act out a dialogue
- to ask and follow instructions

## Language

**New language:** playground, swings, zoo, bear, stone-age

**Recycled language:** places in a town, prepositions of place

## Basic competences

### Competence in linguistic communication:

Pupils exchange information with a partner.

Pupils read for specific information.

## Materials

CD

## Pupil's Book, page 25

## Warm-up

- Pupils work in pairs with books closed.
- They write a list of all the places in a town that they can think of in one minute.
- Elicit the places from pairs. Write them on the board.
- The pair(s) with the most places spelt correctly is/are the winners.

## 1 Choose a role card. Read and plan.

Tell pupils they are going to do a short play between a visitor to a town and someone who lives there.

- Tell pupils that they can talk about their own city/town/village or an imaginary place.
- Read through the information on the page with the class.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help if necessary.
- Pupils practise their plays so that they can perform them without reading the text.

## 2 Act out your play.

- Pairs take turns to perform their short plays for the class.

## Activity Book, page 25

## 1 Look, read and write the names.

- Pupils look at the picture, read the text and write the names for each house.

**Key:** 2 Alice, 3 Tom, 4 Mike, 5 Heather, 6 Ed

## 2 Look at Activity 1. Complete the sentences.

- Pupils look at Activity 1 and write the sentences. They use the text in Activity 1 as an example.

**Key:** (possible answers) 2 Chris lives next to Ed. 3 John lives between Lucy and Ed. 4 Ben lives between Tom and Mike, near the park. 5 Heather lives next to Lucy, opposite the park.

## OPTIONAL ACTIVITIES

## Extension

- Pupils close their books.
- Call out the names of the eight new places in a town, one after another.
- Pupils write them in their notebooks.
- Pupils check their spelling in pairs, spelling the words out loud before checking in their Pupil's Books.

**Note:** You could now do the end-of-unit test on Teacher's pages 196-197.

### 3 EATING OUT

I will learn to: name food and containers · check what I have · talk about my plans

**1** Listen and look. Then listen and say the words.

1 glass of apple juice  
2 bowl of soup  
3 butter  
4 salad  
5 ham  
6 bottle of water  
7 biscuits  
8 pasta

**2** Talk to a friend.

I'm hungry / thirsty. Would you like ... ?

**3** In your notebook, write what your favourite food is.

26 Food

Lesson 1

### 3 Eating out

**1** Look and write the words.

1 a g l a s s of a p p l e j u i c e  
2 s \_\_\_\_\_  
3 a b of s \_\_\_\_\_  
4 a b of w \_\_\_\_\_  
5 p \_\_\_\_\_  
6 b \_\_\_\_\_  
7 h \_\_\_\_\_  
8 b \_\_\_\_\_

**2** Read and write the words from Activity 1.

1 Would you like some water? No, thanks. I'd like a glass of apple juice, please.  
2 Let's make a salad with carrots and tomatoes.  
3 It's yellow and you put it on your pancakes.  
4 I love these chocolate biscuits. They're delicious!  
5 Pasta is my favourite food. I love spaghetti!  
6 For dinner my parents and I have a hot bowl of ham.  
7 Can I have a bowl and cheese sandwich, please?  
8 It's very hot today. Take a bottle of water to school.

26 Food

Lesson 1

## Objectives

- to present the core vocabulary (food)
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary

## Language

**New language:** food: *glass of apple juice, bowl of soup, butter, salad, ham, bottle of water, biscuits, pasta, thirsty*

**Recycled language:** *hungry, Would you like ... ? lunch*

**Receptive language:** *need, clue, puzzle, restaurant*

## Basic competences

**Competence in linguistic communication:** Pupils identify and name food items.

**Social and civic competences:** Pupils work together to ask and answer about food.

## Materials

CD, Flashcards (food): 27–34, Teacher's Resource Book (optional)

## Lesson 1

## Pupil's Book, page 26

## Warm-up

- Elicit the pupils' favourite food.
- Ask pupils what they like in their sandwiches and which is their favourite meal at home.

## Presentation

- Use the flashcards to present the new food items.
- Say the word or phrase for pupils to repeat. Use *a* or *some* before each item, e.g. *a glass of apple juice*, *a bowl of soup*, *some butter*, *some biscuits*. Do this a few times.
- Hold up each flashcard for pupils to say the word.

1

CD 1

## Listen and look. Then listen and say the words.

- Look at the picture with the class. Elicit where Ben and Lucy are and who they think the older man is.
- Ask *Who is the man at the window?* (Horax) and *What do you think he is doing there?* Discuss in L1 if necessary.
- Draw pupils' attention to the unit title and the red lion symbol circled on the map at the bottom of the picture.
- Pupils look at the numbered items in the picture.
- Play the recording. Pupils hear an introductory dialogue. They then listen to the numbered words and repeat.

CD1 Track 35

**Lucy:** Grandpa, we need your help with this treasure map. The next clue is a real puzzle.

**Grandpa:** A treasure map? It sounds very exciting. But let's have some lunch first.

**Ben:** Yes, I'm hungry! Let's see ... ham, butter, salad ... Grandpa, what can we have for lunch?

**Grandpa:** Hmm, let me think, Ben. Would you like some pasta?

**Ben:** No, thanks.

**Grandpa:** OK. I've got an idea – let's all go to a restaurant. We can have lunch and talk about the map!

**Lucy:** Great idea, Grandpa. Let's go!

**Now say the words:** 1 glass of apple juice, 2 bowl of soup, 3 butter, 4 salad, 5 ham, 6 bottle of water, 7 biscuits, 8 pasta

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

## 2 Talk to a friend.

- Demonstrate the activity with an example using *I'm hungry*. Encourage pupils to complete the *Would you like ... ?* question with a food item, using *a* or *some*. Answer their question by saying simply *Yes, please* or *No, thanks*. Then demonstrate with *I'm thirsty* and encourage them to offer something

to drink. Do this two or three times, making sure that pupils understand the activity.

- Pupils then work in pairs, taking it in turns to make the statement and to ask a question using the new food words.
- Monitor and check that pupils are using the correct language.

3

## In your notebook, write what your favourite food is.

- Pupil write what their favourite food is in their notebook.
- Ask some volunteer pupils to read aloud about their favourite food.

## Activity Book, page 26

1

## Look and write the words.

- Pupils use the pictures to help them complete the words.

**Key:** 2 salad, 3 a bowl of soup, 4 a bottle of water, 5 pasta, 6 biscuits, 7 ham, 8 butter

2

## Read and write the words from Activity 1.

- Pupils read the sentences and write the correct word from Activity 1.

**Key:** 2 salad, 3 butter, 4 biscuits, 5 Pasta, 6 soup, 7 ham, 8 water

## OPTIONAL ACTIVITIES

## Reinforcement

- Hold a flashcard towards you, without showing it to the class.
- Say *I'm hungry* or *I'm thirsty* (depending on what you are holding).
- Pupils guess which flashcard it is by saying *Would you like ... ?*
- See also Teacher's Resource Book Worksheet 1, p21

## Extension

- Stick the wordcards around the classroom.
- Pupils work in pairs. They describe an item (like the sentences in AB Activity 2) and the other person goes to the wordcard that their partner is describing.
- Pupils continue taking turns to describe and guess.

1 CD 1 Listen, read and say the letter.

 Guess what's in my roll!

 Are there any tomatoes?

 Yes, there are some tomatoes.

 Is there any cheese?

 No, there isn't any cheese.

 Is there any ham?

 Yes, there's some ham.



3

2 CD 1 Listen and say.

## GRAMMAR FOCUS

Is there **any** salad?  
There **isn't** **any** salad.  
There **is** **some** salad.

Are there **any** biscuits?  
There **aren't** **any** biscuits.  
There **are** **some** biscuits.



## 3 Play the imaginary sandwich game.



Lesson 2

Some and any: questions and answers

27

1 Read and complete the dialogue with *Is there* or *Are there*.

Kate: Guess what's in my sandwich!

Alice: Hmm. (1) **Is there** any ham?

Kate: No, there isn't any. I don't like ham.

Alice: OK, (2) **any** tomatoes?

Kate: Yes, there are some tomatoes. And?

Alice: (3) **any** cheese?

Kate: Yes, there is.

Alice: OK, (4) **any** chicken?

Kate: Yes, there is. I love chicken!

2 Write *some* or *any*.

1 A: Is there **any** water in that bottle?  
B: No, there isn't, but there is **some** orange juice.

2 A: Are there **any** onions in your roll?  
B: No, there aren't **any** onions.

3 A: Are there **any** carrots in the fridge?  
B: Yes, there are **some** carrots.

4 A: Is there **any** chocolate?  
B: No, there isn't **any** chocolate. But there is **some** ice cream.

## 3 Draw your packed lunch and write.

There is **some** ... There are ...

Lesson 2

Some and any: questions and answers

27

## Objectives

- to present the first core grammar
- to practise the core grammar through reading for specific information

- to practise the core grammar through a personalised speaking activity
- to practise writing the core grammar

## Language

**New language:** **Some and any:** questions and answers: *Is/Are there any ... ? There is/are some ... , There are/aren't any ... , food, roll*

**Recycled language:** *tomato, cheese, banana, carrot, chicken*

**Receptive language:** *onion, fridge, chocolate, ice cream*

## Basic competences

**Competence in linguistic communication:**

Pupils talk about food using *some* and *any*.

**Social and civic competences:** Pupils interact with each other asking about sandwich fillings.

**Sense of initiative and entrepreneurship:**

Pupils draw and write about what they have in their lunchboxes.

## Materials

CD, Flashcards (food): 27-34, Teacher's Resource Book (optional)

## Pupil's Book, page 27

## Warm-up

- Read the sentences from AB page 27 Activity 2, but say *Beep!* to show where the gapped word is.
- Pupils write the missing word in their notebooks.
- Repeat the sentences again and pupils check their words in pairs.
- Do class feedback by asking individual pupils to say a word and to write it on the board for everyone to check their spelling.

## Presentation

- Remove the words *pasta* and *butter* from the board and stick the other flashcards from the set on the board next to the words that you wrote in the Warm-up.
- Ask the class *Are there any biscuits?* Try to elicit the answer *Yes, there are some biscuits* from the class. Write the question and answer on the board.
- Ask the class *Is there any soup?* Elicit/Give the answer *Yes, there is some soup*. Write the question and answer on the board.
- Remove *biscuits* from the board.
- Point to the remaining flashcards on the board and say *Look at the board now. Are there any biscuits?* (No, there aren't any biscuits.) *Is there any pasta?* (No, there isn't any pasta.). Write the questions and answers on the board.
- Underline *some/any* in all the sentences using a colour if possible.
- Elicit when we use *some* and when we use *any*.

1 CD 1 36 Listen, read and say the letter.

- Play the recording. Pupils listen and follow in their Pupil's Books.
- They choose photo a, b or c and then compare answers in pairs.
- Check with the class.

**Key:** b2 CD 1 37 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the questions and sentences in pairs.

## 3 Play the imaginary sandwich game.

- Demonstrate the game to the class. Tell pupils that you are thinking of a sandwich.
- Write on the board *Is there any ... ? Are there any ... ?*
- Pupils take turns to ask you questions until they guess what it is in your sandwich.
- Pupils then play the game in pairs, taking turns.

## Activity Book, page 27

1 Read and complete the dialogue with *Is there* or *Are there*.

- Pupils read the dialogue and complete the gaps based on the noun.

**Key:** 2 Are there, 3 Is there, 4 Is there2 Write *some* or *any*.

- Pupils read the mini-dialogues and complete the gaps based on the noun.

**Key:** 1 (any), some, 2 any, any, 3 any, some, 4 any, any, some

## 3 Draw your packed lunch and write.

- Pupils use the model on the page to help them write about their packed lunch (invented if necessary). If you prefer, they can write in their notebooks and add their own picture.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Write questions and answers with gaps for missing words on the board, e.g. *Is there \_\_ salad?* *Yes, there is \_\_ salad.*
- Elicit the missing words and write them in the spaces.

 *See also Teacher's Resource Book Worksheet 2, p22*

## Extension

- Elicit six roll fillings from the class and write them on the board.
- Pupils each secretly draw a roll with three or four fillings.
- They then play a guessing game in pairs, using the dialogue from PB Activity 1 as a model.

## Grammar focus [PB p108]

## 1 Say the complete sentences.

- Pupils say each the complete sentences filling in the gaps with the missing words.

**Key:** 1 any, some, 2 any, any

## 1 CD 1 Listen and sing.

Is there any pasta?  
Is there any ham?  
Have a look inside the fridge  
I'm hungry – yes I am!

Quick, quick, run – run to the fridge.  
We're really, really hungry  
Tell us what there is.

Is there any salad?  
Are there any peas?  
Have a look inside the fridge  
Can you help me please?

Quick, quick, run ...

Are there any apples?  
Is there any cake?  
Have a look inside the fridge  
Sorry, you're too late!



## 2 Look at Activity 1 again. Answer the questions.

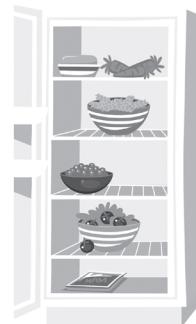
1 What's in the fridge?      2 What's in the lunchbox?

## 3 In your notebook, write the answers to the questions from Activity 2.

28 Singing for pleasure

Lesson 3

## 1 Look and make true sentences.



1 There is some butter in the fridge.  
2 There isn't any lamps in the fridge.  
3 There is in the fridge.  
4 There are peas in the lunchbox.  
5 There aren't paper in the lunchbox.  
6 There is in the lunchbox.

## 2 Write the words from the shopping list. Make the song rhyme.

## The monster food song

Is there any paper?  
Are there any <sup>(1)</sup> lamps?  
Have a look in the cellar  
I'm hungry – yes I am!  
Quick, quick, run – run to the  
shops.  
I'm really really hungry  
I'd like to eat a <sup>(2)</sup>   !  
Is there any metal?  
Are there any <sup>(3)</sup>   ?  
Have a look in the cellar  
Come on, I need your help!



## Objectives

- to consolidate the core vocabulary and grammar (food, *some* and *any*) through a song
- to sing a song for pleasure
- to check comprehension of the song
- to encourage pupil creativity

## Language

**New language:** food, *some* and *any*: questions and answers, *Have a look!*, *inside*, *too late*, *fridge*, *lunchbox*

**Recycled language:** *run*, *peas*, *lamp*, *shop*, *box*, *cake*

**Receptive language:** *cellar*, *shop*, *metal*, *I need your help!*

## Basic competences

**Competence in linguistic communication:**  
Pupils join in with a song.

**Cultural awareness and expression:**  
Pupils sing together as a class.

## Materials

CD

## Pupil's Book, page 28

## Warm-up

- Play *Bingo* with food and drink items.
- Pupils choose five food or drink words from PB and AB page 26 and write them in their notebooks.
- Read out words randomly (keeping a note of the words that you have said).
- Pupils cross out the words as they hear them.
- The first pupil to cross out all their words and call out *Bingo!* is the winner.

1 CD1 Track 38 Listen and sing.

- Pupils look at the picture in the Pupil's Book. Elicit how many children there are and what else they can see in the picture.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.

## 2 Look at Activity 1 again. Answer the questions.

- Read the questions to the class.
- Elicit a couple of examples, encouraging the pupils to use *a, an* or *some*.
- Pupils work in pairs saying what food items they can see in the fridge and in the lunchbox.

**Key:** **fridge** some butter, some carrots, some pasta, some peas, some salad, some ham

**lunchbox** an apple, a sandwich, some cake, some biscuits

## 3 In your notebook, write the answers to the questions from Activity 2.

- Pupils write the sentences using the structures: *There's some ... in my fidge. There are some ... in my fridge. There's a ... in my lanchbox. There are ... in my lunchbox.*
- Ask some volunteer pupils to read aloud their statements.

## Activity Book, page 28

## 1 Look and make true sentences.

- Pupils use their own ideas to make true sentences based on the pictures.

**Key:** (possible answers) **2** cake, **3** is some ham/pasta/salad, are some carrots/peas, **4** some biscuits, **5** any carrots/peas, **6** is a sandwich / some cake, are some biscuits, isn't any juice/pasta/salad/, aren't any peas/carrots

## 2 Write the words from the shopping list. Make the song rhyme.

- Before pupils complete the song, emphasise the fact that the missing words need to rhyme with another word in the song.

**Note:** Use the example to explain that in rhymes the vowel sound is the most important. (We call this kind of rhyme 'assonance'.)

**Key:** **2** box, **3** beds

## OPTIONAL ACTIVITIES

## Reinforcement

- Use the karaoke version (CD1 Track 39) for pupils to practise singing the song.

## Extension

- Refer pupils back to AB Activity 2 and elicit the rhyming words. Write them on the board.
- In pairs, tell pupils to look at the song in the Pupil's Book again and write the rhyming words in their notebooks. Encourage them to say the words out loud to make sure that they rhyme and remind them that the vowel sound is the most important.
- Elicit the rhyming words to the board, saying each word in turn so that pupils can hear the rhyming vowel and diphthong sounds.

1 CD 1 Listen and look. Say what food there is going to be in the soup.



2 CD 1 Listen and say.

### GRAMMAR FOCUS

I'm going to **buy** some bread.  
I'm not going to **make** pasta.



3 Make a bowl of soup or a salad with your friends.



4 In your notebook, write what you are going to put in your soup.

Lesson 4

Going to **29**

1 Look, read and write **Eva, Lilly, Olivia or Ana**.



### THINK!

1 Lucy: Are you going to put any peas and carrots in your soup?  
Eva: I'm going to put in some peas, but I haven't got any carrots. I'm going to put in some tomatoes.

2 Aidan: Are you going to put any carrots and peas in the soup?  
Olivia: I'm not sure. How about tomatoes?  
Aidan: Good idea!

3 Emma: Lilly, are you going to make fish soup?  
Lilly: No, I'm not. I don't like fish. I'm going to make some potato and onion soup.

Emma: OK! I like that!  
4 Jack: Ana, are you going to make broccoli soup?  
Ana: There isn't any broccoli. I'm going to use some carrots and peas.

2 Put the words in order.

1 I'm / read / comic / a / to / going  
I'm going to read a comic.

2 going / play / you / to / are / tennis / ?

3 not / to / going / I'm / TV / watch / .

4 going / have / you / are / to / bath / a / ?

5 clean / going / my / I'm / to / bike / .

Lesson 4

Going to **29**

## Objectives

- to present the second core grammar (*going to*)
- to practise the core grammar through listening for specific information

- to give further practice with the core grammar through a communicative game
- to give further practice with the core grammar through a writing activity

## Language

**New language:** *going to*: I'm (not) going to,  
Are you going to ...? Yes, I am. No, I'm not. food

**Recycled language:** onions, beans, fish, potatoes, tomatoes, dinner, read a comic, tennis, watch TV, have a bath, clean my bike

**Receptive language:** broccoli

## Basic competences

**Competence in linguistic communication:**  
Pupils use *going to* to talk about their intentions.

**Social and civic competences:** Pupils work together to ask about food ingredients.

## Materials

CD, Wordcards (food): (optional) Teacher's Resource Book (optional)

## Pupil's Book, page 29

## Warm-up

- Write *Rolls, Soup* and *Salad* across the centre of the board as headings for word maps.
- Brainstorm what food we might have in each (e.g. *Salad: tomatoes, carrots, apples*) and write these words around the headings to create three word maps.

## Presentation

- Write *Shopping list* on the board.
- Write e.g. *bread* and say *I'm going to go shopping. I'm going to buy some bread.* Do this with another couple of items, e.g. *I'm going to buy some pasta/ham.*
- Write two more wordcards and elicit the full sentences.
- Using the remaining word, say e.g. *I'm not going to buy any (soup)* and shaking your head. Elicit other negative sentences.

**1** CD 1 40 Listen and look. Say what food there is going to be in the soup.

- Elicit what pupils can see in the photos.
- Play the recording. Pupils listen and compare in pairs.
- Play the recording again. Check by asking the pupils to give the correct photo number and the word.

## CD1 Track 40

**Boy:** I'm going to make some soup.

**Girl:** Mmm. That sounds good – what are you going to put in it?

**Boy:** I'm going to put some carrots in it.

**Girl:** Good idea. I like carrots. Are you going to put any tomatoes in it too?

**Boy:** No, I'm not. There aren't any tomatoes. But I'm going to put in some potatoes. Do you like potatoes?

**Girl:** Yes, I do! And how about some onions?

**Boy:** Onions? Yes, I love onions.

**Girl:** Carrots, potatoes and onions.

**Boy:** Delicious!

**Key:** carrots, potatoes, onions (photos 7, 4 and 1)

**2** CD 1 41 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

**3** Make a bowl of soup or a salad with your friends.

- Demonstrate the activity. Make suggestions using the prompts. Pupils respond.
- Pupils do the activity in pairs.

**4** In your notebook, write what you are going to put in your soup.

- Pupils write what they are going to put in their soup using the prompts in Activities 2 and 3.

**Key:** Pupils own answers

## Activity Book, page 29

**1** Look, read and write *Eva, Lilly, Olivia or Ana.*  
Think!

**Thinking skill:** interpreting pictures

- Pupils read the mini-dialogues and write the correct name under the pictures.

**Key:** a Lilly, b Ana, (c) Eva, d Olivia

**2** Put the words in order.

- Pupils read the words and write them in the correct order to make sentences or questions.

**Key:** 2 Are you going to play tennis? 3 I'm not going to watch TV. 4 Are you going to have a bath? 5 I'm going to clean my bike.

## OPTIONAL ACTIVITIES

## Reinforcement

- In pairs, pupils choose a dialogue from AB Activity 1. They replace the food words with things that they like/dislike.
- Pupils practise and then perform their dialogues.

See also *Teacher's Resource Book Worksheet 3, p23*

## Extension

- Pupils write a shopping list with four food items.
- Write on the board *Are you going to buy ... ?*
- Demonstrate the activity by asking a pupil *Are you going to buy some fish?* Elicit the answer based on his/her shopping list (Yes, I am / No, I'm not).
- Pupils walk around the classroom asking and answering. When they find someone with two items in common, they sit down.

## Grammar focus [PB p108]

**2** Say the complete sentences.

- Pupils say each missing word.

**Key:** 1 going, 2 to, 3 m, 4 going

1 CD 1 42  **At the restaurant**



**Lucy:** What a nice restaurant!  
**Ben:** Look at our treasure map, Grandpa.  
**Grandpa:** Oh yes! Ah, but here's our soup. Let's look at the map later.



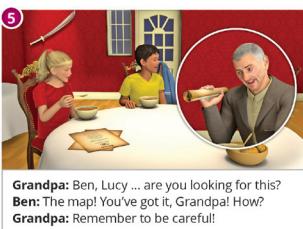
**Grandpa:** So, it's a treasure map. What are you looking for?  
**Lucy:** There are pictures on the map. We're looking for these pictures and the lines of a rhyme.



**Waiter:** Here's your bread.  
**Lucy:** The next picture on the map is a lion. I think the next line is at the zoo ...  
**Ben:** But you don't find *red* lions at the zoo!



**Ben:** Oh, no! The map!  
**Lucy:** What is it?  
**Ben:** It isn't in my pocket!



**Grandpa:** Ben, Lucy ... are you looking for this?  
**Ben:** The map! You've got it, Grandpa! How?  
**Grandpa:** Remember to be careful!



**Grandpa:** I think that waiter wants the map. But he's got a menu now – from your pocket, Ben! I'm clever!

30 Reading for pleasure; value: looking after your possessions

Lesson 5

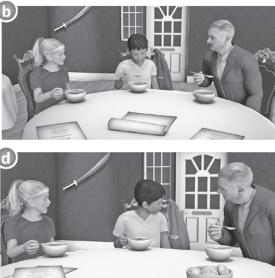
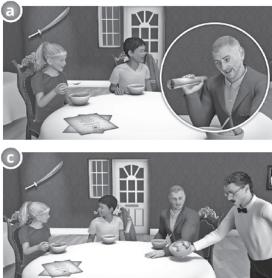
1 Remember the story. Read and circle the correct answer.



- 1 Ben, Lucy and Grandpa have **pasta** / **soup** for lunch.
- 2 The map shows some **letters** / **pictures**.
- 3 There's a picture of a **red** / **blue** lion on the map.
- 4 The waiter **wants** / **doesn't want** the map.
- 5 Grandpa puts the **map** / **menu** in Ben's pocket.
- 6 **Lucy** / **Ben** finds the line of the rhyme on the menu.

2 Match the sentences with the pictures from the story.

- 1  Ben, Lucy and Grandpa are having their soup.
- 2  The waiter brings the bread.
- 3  Ben can't find the map.
- 4  Grandpa's got the map in his hand.



30 Story practice

Lesson 5

## Objectives

- to read a picture story for pleasure
- to review language from the unit
- to check comprehension of the story

## Language

**New language:** What a (nice restaurant)! pocket, waiter, Remember to be careful!, clever

**Recycled language:** characters and language from the story

## Basic competences

**Competence in linguistic communication:**  
Pupils listen to a story.

**Cultural awareness and expression:**  
Pupils act out a story.

## Materials

CD

## Pupil's Book, page 30

## Warm-up

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what pupils remember about the story in unit 2 and the beginning of this unit.

## 1 CD 1 42 At the restaurant

- Ask where the friends are in frame 1 (at a restaurant) and who is in the picture (Ben, Lucy, Ben's grandpa, a woman and a man). Pre-teach *waiter*.
- Play the recording. Pupils listen and read.
- Check understanding of the story. Use prompt questions, e.g. *What's the next symbol on the map?* (A red lion.) *Who has the map?* (Grandpa) *What's the name of the restaurant?* (The Red Lion.) *What can they see on the menu?* (The symbol and a line of the rhyme.)
- Use the pictures in the story to support meaning whenever possible.
- Play the recording again, pausing for pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

## Activity Book, page 30

## 1 Remember the story. Read and circle the correct answer.

- Pupils read the sentences about the story and choose the correct words to complete them.

**Key:** 2 pictures, 3 red, 4 wants, 5 menu, 6 Ben

## 2 Match the sentences with the pictures from the story.

- Pupils look at the pictures and match them with the sentences.

**Key:** 2 c, 3 d, 4 a

## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils into groups of four to take a role of one of the characters from the story (Ben, Lucy, Grandpa and the waiter).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

## Extension

- Pupils design a menu for The Red Lion Restaurant. They work in pairs and display their menus for the class. They can use any food items that they know in English.



7 Grandpa: Hmm, I think I know that waiter ... I'm going to tell you the story, but later. First, let's talk about this picture of the red lion.



8 Lucy: The Red Lion! It's this restaurant!  
Grandpa: Yes, and now look at the menu.  
Ben: It's the symbol and the line! It says: 'Lots of stairs. Climb thirty-three!'

2 Say the correct order of the sentences from the story. **THINK!**

- Ben and Lucy show the map to Grandpa.
- Grandpa asks the children about the map.
- Grandpa shows Ben and Lucy the map.
- The waiter brings the bread.
- Grandpa helps Ben and Lucy to find the line.
- Ben can't find the map.

3 Find the sword in the story.

4 **CD 1 45** Listen and say.



A rhino writing a rescue sign on an island.

Lesson 6

Phonics focus: silent consonants

31

**Phonics**

1 **CD 1 44** Write the words. Listen and check. Then say with a friend.

What is it? What a nice ...



Jen: Mr Price, this is for your new house.

Mr Price: Thank you!



Dawn: Look at those two men in the car.

Dan: Yes. ... ?

Dawn: One's wearing a T-shirt and shorts and the other's wearing a winter coat and boots!

2 Make sentences. Then circle the silent consonants.

1 The <u>knight</u> 's	a <input type="checkbox"/> trees in the autumn.
2 Please write	b <input type="checkbox"/> answer.
3 She climbs	c <input checked="" type="checkbox"/> got a <u>sword</u> .
4 The rhinos live	d <input type="checkbox"/> listen to the teacher.
5 That's the wrong	e <input type="checkbox"/> a rhyme in your notebooks.
6 At school we	f <input type="checkbox"/> on an island.

3 **CD 1 45** Listen, say and check your answers.

Lesson 6

Functions; phonics focus

31

**Phonics**

## Objectives

- to check comprehension of the story
- to present silent consonants in English and practise saying words with this feature

- to practise conversation sequences
- to understand the value of looking after your possessions

## Language

**New language:** rhino, rescue, sign, island, winter, autumn, sword

**Recycled language:** language from the story, plant, T-shirt, shorts, coat, boots, tree

## Materials

CD

## Basic competences

### Competence in linguistic communication:

Pupils identify the relationship between silent letters and spelling in English.

### Social and civic competences:

Pupils practise short conversations to put language in context and learn the value of looking after their possessions.

## Pupil's Book, page 31

## Warm-up

- Ask questions about the story, e.g. *Where are Ben, Lucy and Grandpa?* (In a restaurant.) *What do they order?* (Soup.) *What does Grandpa have in his pocket?* (The map.) *Where do they find the next line of the rhyme?* (On the menu.)

## 2 Say the correct order of the sentences from the story. Think!

## Thinking skill: sequencing

- Pupils read the story again.
- They read the sentences and put the events from the story in order.
- They compare their answers in pairs.
- Check with the class.

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

**Note:** Remind pupils that, in order to find the treasure, they need to record each line of the rhyme that they find.

## 3 Find the sword in the story.

- Read out the instruction for pupils, making sure that they realise which letter is silent (*w* in *sword*).
- Pupils find the sword in the story.

**Key:** frames 1-7

4 Listen and say.  Phonics

- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.

**Note:** Before hearing the sentence, pupils will hear the key word *sword* with a pause for them to repeat.

- Play the recording again. Pupils listen and repeat.
- Elicit from the pupils that the red letters are silent (*h* in *rhino*, *w* in *writing*, *g* in *sign*, *s* in *island*).
- Check understanding of vocabulary.
- Play the recording again. Pupils repeat chorally and then in pairs.

## Activity Book, page 31

1  Write the words. Listen and check. Then say with a friend.

- Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

**Key:** 1 What a nice, 2 What is it

2 Make sentences. Then circle the silent consonants. 

- Pupils match the sentence halves and then circle the silent letters.

3  Listen, say and check your answers.

- Pupils listen to the recording again to repeat and check their answers.

**Key:** 2 e write, rhyme, 3 a climbs, autumn, 4 f rhinos, island, 5 b wrong, answer, 6 d school, listen

**Note:** Letters that help to make vowel and diphthong sounds, such as *gh* in *knight* or *w* in *know*, are still called silent consonants because they don't make a consonant sound.

## OPTIONAL ACTIVITIES

## Reinforcement

- Write the dialogues from AB Activity 1 on the board. Underline key words (*Mr Price*, *house*, *plant*, *men*, *car*, *T-shirt*, *shorts*, *winter coat*, *boots*).
- Pupils work in pairs and make up their own dialogues by replacing the underlined words.
- Pupils role play their dialogues for the class.

## Extension

- Ask in what way Ben doesn't look after the map (he puts it in his pocket where it could fall out or be stolen).
- Ask pupils to think about how they can look after their own possessions (by keeping pencils in pencil cases, money in purses or wallets, computer games in their cases, etc.).
- Talk about responsibility and ask why it is good to look after their things (so that they don't get lost or broken).

**Note:** This discussion may need to take place in L1.

**Learn and think**

## Food around the world

**1** Read and say what the children eat for breakfast in different countries.

**Amy from the UK**  
On Saturdays my dad makes a very special breakfast. We have sausage, bacon, fried tomatoes, beans, fried eggs and some toast.

**Rodolfo from Mexico**  
I live in the north of Mexico. I eat a breakfast called *salchicha con huevo*. This is sausage with scrambled eggs. We eat it with tortillas. It's tasty!

**Ana from Brazil**  
In Brazil we call breakfast *café da manhã*. You can have different foods. I have bread, eggs and cheese and then a piece of special cake. We also eat a lot of fruit. I like mango and watermelon. We drink orange juice.

**Who eats ... ?**

1 Sausage 2 Egg 3 Cheese  
4 Tomatoes 5 Watermelon 6 Bread

**2** What do people eat for breakfast in Ukraine?  
I love breakfast. I have bread ...

32 Social studies Lesson 7

**Learn and think**

**1** Listen and tick (✓) the correct answer.

### Dinner around the world

1 Inma is from  
A  Spain.      B  Ecuador.      C  Colombia.

2 For dinner tonight, Inma's family are going to eat  
A  salad and fish.      B  salad, vegetables and meat.  
C  salad, vegetables and fish.

3 Chuck doesn't have ... at home.  
A  breakfast      B  lunch      C  dinner

4 Chuck and his family have dinner at  
A  nine o'clock.      B  eight o'clock.      C  seven o'clock.

5 At the weekend, Carlos has dinner at  
A  eight o'clock.      B  seven o'clock.      C  ten o'clock.

6 For dinner, Carlos loves ...  
A  beans with rice.      B  beans.      C  beans with chicken.

**2** Remember Activity 1. Write Inma, Chuck or Carlos.

1 Beans 2 Pizza 3 Steak

32 Social studies Lesson 7

### Objectives

- to practise reading and speaking skills
- to give further practice of the target language through reading and listening texts

### Language

**New language:** bacon, fried, toast, scrambled, tortillas

**Recycled language:** breakfast, sausage, eggs, bread, orange juice, cheese, fruit, mango, watermelon

**Receptive language:** the UK, special, north, Mexico, delicious, Brazil, different, tonight

### Materials

CD, Teacher's Resource Book (optional)

### Basic competences

**Competence in linguistic communication:**  
Pupils read for gist and for detail.

**Cultural awareness and expression:** Pupils share information about their own breakfasts.

**Sense of initiative and entrepreneurship:**  
Pupils talk about their own breakfasts.

**Learning to learn:** Pupils extend their knowledge of culture and food habits in other countries.

## Pupil's Book, page 32

## Warm-up

- Write *Breakfast* on the board.
- Elicit from pupils what they eat for breakfast. Develop a word map on the board.
- Elicit what pupils know about breakfast in other countries, e.g. *from relatives, holidays, films or TV*.

1 Read and say what the children eat for breakfast in different countries. **Think!**

**Thinking skill:** finding relevant information

- Elicit which countries the children in the pictures are from.
- Discuss pupils' ideas from the Warm-up. Did they talk about these countries?
- Focus on the three photos grouped with the texts and elicit as many of the names of the food items as possible. Explain to the pupils that they will find the words for the other items as they read.
- Give pupils a time limit, e.g. two minutes, telling them that they only need to look for the food items in order to complete the task.
- Pupils read the texts quickly and quietly.
- Pupils compare answers in pairs. Check with the class.
- Check understanding of the new food vocabulary. Use the photo to explain *scrambled* and make sure pupils know that in Mexico a *tortilla* is a thin, round kind of bread that you can roll (as seen in the photo).

**Key:** Amy sausage, bacon, fried tomatoes, beans, fried eggs and toast

Rodolfo sausage, eggs and tortillas

Ana bread, eggs, cheese, cake, fruit (mango/watermelon) and orange juice

- Pupils then look at the photos in the bottom half of the page and read the text carefully again to find out who eats each food item.

**Key:** 1 Amy and Rodolfo, 2 Amy, Rodolfo and Ana, 3 Ana, 4 Amy, 5 Ana, 6 Amy (toast) and Ana

## 2 What do people eat for breakfast in Ukraine?

- Encourage pupils to use the texts in PB Activity 1 and the foods from the word map on the board to help.
- Ask a volunteer pupil to come in front of the class and say what people eat for breakfast in Ukraine.
- Ask other pupils to answer.

## Activity Book, page 32

## 1 Listen and tick (✓) the correct answer.

- Pupils read the options, listen and tick the correct one.

## CD1 Track 46

**Inma:** Hi. I'm Inma. I'm from Spain. In my family we have a big dinner during the week. We have dinner at around nine o'clock. Tonight, we're going to eat salad, vegetables and meat.

**Chuck:** Hello. My name's Chuck, and I'm from San Francisco in the United States. During the week I'm not at home for lunch. I have lunch at school, but I have dinner with my mum and dad – I like that! We have dinner at seven o'clock.

My favourite food for dinner is pizza.

**Carlos:** Hi. I'm Carlos from Ecuador. During the week, we have dinner at eight, but at the weekend we start later – at ten o'clock. My favourite dinner is beans with rice. It's delicious!

**Key:** 2 B, 3 B, 4 C, 5 C, 6 A

2 Remember Activity 1. Write *Inma*, *Chuck* or *Carlos*.

- Pupils think about the listening texts and write the correct names under each meal.

**Key:** 1 Carlos, 2 Chuck, 3 Inma

## OPTIONAL ACTIVITIES

## Reinforcement

- With books closed, elicit the countries that the pupils read about today and what the people from these countries have for breakfast.

See also Teacher's Resource Book Worksheet 4, p24

## Extension

- Pupils draw or find pictures in magazines of dishes that they usually eat for dinner. They put the pictures on a piece of paper and write a description.
- Put the drawings and descriptions around the classroom. Pupils walk around and read their classmates' work.
- Do class feedback to check what pupils remember. Ask *Who eats/likes ... ?* Pupils try to remember from what they have read.

**3** Talk to your classmates. In your notebook, write a list of dishes they like eating at parties.

1 sandwiches	4 ice cream
2 cake	5 potatoes
3 fruit	6 salad

**4** Read a menu for a Ukrainian lunch. **PROJECT**

*Ukrainian traditional lunch menu*

- 1 First course  
Vegetables
- 2 Second course  
Borscht with pumpushkas
- 3 Main course  
Potato dumplings
- 4 Dessert  
Mlyntsi (crepes) with fruit
- 5 Drinks  
Uzvar

**5** Choose traditional food from any country you like. Design a menu for a traditional lunch.

**6** Present your menu to the class.

This food comes from ...  
For my lunch, I'm going to cook ...

Lesson 8 Social studies 33

**3** Read and tick what each person eats and drinks. A group of friends go to a restaurant. They all order a main course, a dessert and a drink, but they all order different food.

	main course	drink	dessert
	potatoes and sausages	rice and fish	chicken soup
			pasta and carrots
		juice	lemonade
		water	tea
			fruit
			cake
			ice cream
			biscuits
Kate			
Jane		✓	✓
Roman			
Tim			✓

- 1 Jane likes chicken and chocolate biscuits. She drinks water.
- 2 Kate doesn't eat any meat or fish. She likes hot drinks, bananas and apples.
- 3 Roman doesn't like lemonade, but he likes eating fish and cakes.
- 4 Tim likes sausages. His drink is cold, his dessert is cold, too.

**4** Complete the sentences about you.

- 1 For main course, I like eating \_\_\_\_\_.
- 2 For dessert, I like eating \_\_\_\_\_.
- 3 I like drinking \_\_\_\_\_.

**5** Complete the sentences about you.

- 1 What's your favourite Ukrainian traditional food?
- 2 What's your favourite food at a party?
- 3 What do you like eating for your birthday?

## Objectives

- to draw out the pupils' creativity and imagination
- to do a project (to design a menu)

## Language

**New language:** first course, second course, main course, dessert, drinks

**Recycled language:** food items

## Materials

CD, pens/pencils, paper

## Basic competences

**Competence in linguistic communication:** Pupils listen to ideas and respond creatively.

**Cultural awareness and expression:** Pupils design a traditional menu.

**Learning to learn:** Pupils reflect on what they've learnt from the unit and become aware of what they can do now.

## Pupil's Book, page 33

## Warm-up

- Write names of some countries and some national food from these countries.
- Ask pupils to match the countries to the food items.
- Check with the class.

**3** **Talk to your classmates. In your notebook, write a list of dishes they like eating at parties.**

- Ask pupils *Do you like parties? What kind of parties do you like?*
- Ask several volunteer pupils what food they like eating at parties.
- Ask pupils to walk around the class and ask their classmates what food they like eating at parties.
- Then pupils write the list in their notebooks. Help with spelling if necessary.

**4** **Read a menu for Ukrainian lunch.**

- Pre-teach *First course, Second course, Main course, Dessert, Drinks.*
- Pupils read a menu.
- Ask some comprehension questions.

**5** **Choose traditional food from any country you like. Design a menu for a traditional lunch.**

- Divide pupils in pairs or groups. Pupils can also design their menus individually.
- Ask them to choose a country.
- Ask pupils to design a menu for a traditional lunch from this country.
- Pupils design their lunch using the menu in Activity 4 as an example.

**6** **Present your menu to the class.**

- Pupils present their menus using the prompts to help them to organise their speech.

## Activity Book, page 33

**3** **Read and tick what each person eats and drinks. A group of friends go to a restaurant. They all order a main course, a dessert and a drink, but they all order different food.**

- Pupils look at the table, read the sentences and tick the right main course, dessert and a drink for each person.

**Key:** **Kate:** pasta and carrots, tea, fruit **Roman:** rice and fish, juice, cake **Tim:** potatoes and sausages, lemonade, ice cream

**4** **Complete the sentences about you.**

- Pupils complete sentences about themselves.

**Key:** Pupils' own answers

**5** **Answer the question about you.**

- Pupils answer the questions about themselves.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Divide pupils in pairs. Pupil A is a customer and Pupil B is a waiter.
- Pupils use their menus to role play the dialogue between a waiter and a customer in a restaurant.

## Extension

- Place pupils' menus on the board or wall. Pupils walk around the class and vote for the best menu.
- Ask pupils to prove their point of view

**Note:** You could now do the end-of-the-unit test on Teacher's Book pages 198-199.

# Review: Well done, Explorers!, units 1, 2 and 3

Review

## Quiz time

### 1 Ask and answer.

1 Emma lives at number ...  
a fourteen b forty c four



2 We usually keep our food in the ...  
a bookcase b fridge c cupboard



3 Is she ... notes? Yes, she is.  
a writing b write c writes



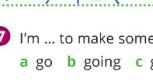
4 The flower is ... the window.  
a below b near c above



5 I ... listen to music.  
a go to b going to c 'm going to



6 Is there ... pasta in the bowl? Yes, there is.  
a a b any c an



7 I'm ... to make some biscuits.  
a go b going c goes

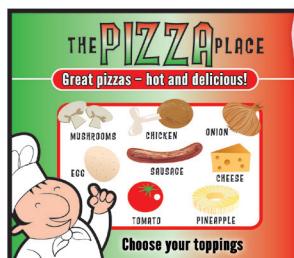


8 What does Jack do in his free time? He ... football.  
a plays b play c is playing

34 Review: Well done, Explorers!, units 1, 2 and 3

## IN THE PIZZA RESTAURANT

### 1 Choose a role card. Look, read and plan.



**Student A**

- You are the waiter in the pizza restaurant.
- Choose five toppings that you have.
- Ask your customer what he/she wants to eat and drink.

**Student B**

- You are in the pizza restaurant.
- Choose three toppings.
- Order a pizza and a drink.

### USEFUL LANGUAGE

#### Waiter

Can I help you?  
Sorry, we haven't got any ...  
How about ... ?

#### Customer

I'd like a ...  
Have you got any ... ?  
I don't like ...  
Can I have ... ?

### 2 Act out your play.



Review: Well done, Explorers!, units 1, 2 and 3

35

## Objectives

- to review core language from the previous units
- to consolidate useful language doing a quiz and a role play

## Language

**Recycled language:** vocabulary and language from the previous units

**Receptive language:** notes, topping, customer

## Materials

Wordcards numbers, furniture, places in town, food: 1–34 (optional), Poster 1 (optional)

## Basic competences

**Competence in linguistic communication:** Pupils use known language to do a quiz.

**Social and civic competences:**

Pupils work together in groups to play a game and do a role play.

**Learning to Learn:** Pupils reflect on what they've learnt so far and are capable of doing.

## Pupil's Book, page 34

### Warm-up

- Stick a selection of flashcards face down on the board and number them randomly using any numbers from 20–100.
- Invite the pupils to suggest two of the numbers from the board. Turn over the corresponding flashcards and elicit ideas with the whole class for how to put the two words together in a sentence.

### 1 Ask and answer.

- Pupils do the quiz in pairs. The first time they do it without looking back through the units.
- In groups of four, pupils compare their answers with another pair.
- They then refer to their Pupil's Books to check any questions that they couldn't answer.

**Key:** 1 b, 2 b, 3 a, 4 b, 5 c, 6 b, 7 b, 8 a

## Pupil's Book, page 35

### 1 Choose a role card. Look, read and plan.

- Read the pizza advert with the class. Then focus on each role card in turn, inviting the children to suggest toppings and drinks.
- Explain that today The Pizza Place doesn't have all the toppings and that the waiter has to decide which five toppings are available. Make sure pupils understand that the customer chooses three toppings, but the waiter might not have the toppings that they want. Elicit full examples of the Useful language to support the idea.
- Establish that the pupils can ask for any drink that they know and that all the drinks are available today.
- In pairs, pupils prepare and rehearse their plays. Monitor and help if necessary.

### 2 Act out your play.

- Invite pairs to come to the front of the class and act out their plays.
- In large classes, pairs can act out their plays in groups.
- Give pupils a listening task to make sure that they pay attention, e.g. they write one topping from each play.

## OPTIONAL ACTIVITIES

### Reinforcement

- Each pupil chooses five words from Well done, Explorers! and units 1, 2 and 3.
- In pairs, pupils test each other's spelling, taking turns to say their words for their partner to write.
- Invite pupils to say a word for the rest of the class to spell.

### Extension

- Pupils make a plan for their meals for the week using *going to* and any food that they like.
- Elicit a few examples first, e.g. *On Monday I'm going to have pizza and ice cream.*
- Tell pupils to write a sentence about what they are not going to eat (*I'm not going to eat tomatoes. I don't like tomatoes.*)

**Note:** You could use Poster 1 now. This features all of the target grammar from Well done, Explorers!, units 1, 2 and 3 in the speech bubbles. Pupils can say the target grammar structures.

## Review and culture

1 CD 1 47 Read, listen and look. Who is Jack going to see?

### My ideal day

Hi! I'm Jack. For my ideal day, I'm going to my favourite museum in London: Madame Tussauds. Here you can see hundreds of wax models of famous people and superheroes. My favourite model is Spider Man.

This time, I'm going to see the wax models of the band One Direction. There are five singers in the band. My favourite is Niall Horan. He's got blonde hair and blue eyes.

After the museum, I'm going to a restaurant for lunch. I'm going to have a big bowl of pasta and a big glass of apple juice!

**Madame Tussauds**

**One Direction**

2 Read about Jack again. Write **t** (true) or **f** (false).

- 1 Jack is going to a museum for his ideal day.
- 2 There are wax models of animals at Madame Tussauds.
- 3 Jack's favourite model is a superhero.
- 4 The wax models of One Direction are at Madame Tussauds.
- 5 Jack's favourite singer has got blonde hair and brown eyes.
- 6 After Madame Tussauds, Jack is going to the cinema.

3 Complete for you.

#### About me

Hi, I'm \_\_\_\_\_. For my ideal day, I'm going to \_\_\_\_\_. Here you can \_\_\_\_\_. My favourite \_\_\_\_\_ is \_\_\_\_\_. This time, I'm going to \_\_\_\_\_. After \_\_\_\_\_, I'm going to \_\_\_\_\_.

34 Well done, Explorers! units 1, 2 and 3; culture

Get it right! 35

## Get it right!

1 CD 1 48 Look and read. Then listen and chant.

Thirteen, fourteen, fifteen teens  
Thirty, forty, fifty teens  
Fifty teens eating ice cream – not fifteen!

Fifteen, sixteen, seventeen teens  
Fifty, sixty, seventy teens  
Seventy teens eating ice cream – not seventeen!



We say:  
We've got **thirteen** ice creams.  
We've got **thirty** ice creams.



Seventeen, eighteen, nineteen teens  
Seventy, eighty, ninety teens  
Ninety teens eating ice cream – not nineteen!  
Ninety teens on the London scene  
Ninety teens eating ice cream  
Ninety teens waiting for the Queen!

2 CD 1 49 Now listen and circle. Then write.



1 13 / 30	thirty	2 15 / 50
3 18 / 80		4 16 / 60
5 14 / 40		6 17 / 70

## Objectives

- to review core language from the previous three units
- to read for specific information
- to personalise the language from the previous three units
- to say a chant for pleasure

## Language

**Recycled language:** vocabulary and language from the previous units

**Receptive language:** *ideal, wax model, superhero, singer, scene*

## Materials

CD

## Basic competences

### Learning to learn:

Pupils do a reading comprehension with words learnt from the previous three units.

### Cultural awareness and expression:

Pupils chant together as a class.

### Sense of initiative and entrepreneurship:

Pupils write about their ideal day.

### Competence in mathematics:

Pupils talk about numbers.

## Activity Book, page 34

## Warm-up

- Tell pupils to write an activity that they are going to do at the weekend / after school / on Friday (as appropriate).
- Write the corresponding question *What are you going to do at the weekend / after school / on Friday?* on the board.
- Pupils stand up and walk around the class. When you say *Stop!*, pupils work with the person nearest them. They ask and answer the question and if they have chosen the same activity, they stay together. When everyone has finished asking, tell the pupils to continue walking (on their own or in pairs) until you say *Stop!* again. Continue if possible until the pupils are walking in groups of four.

**1** CD 1  
47 **Read, listen and look. Who is Jack going to see?**

- Pupils listen to the recording and follow.
- Give pupils a moment in pairs to discuss the question. Elicit the answer.

**Note:** We don't usually say *I'm going to go*. The form *I'm going to (the park ...)* is considered more natural.

**Key:** Jack is going to see wax models of One Direction.

**2** **Read about Jack again. Write *t* (true) or *f* (false).**

- Pupils read the text in Activity 1 again. They write *t* or *f* in the boxes.
- They compare answers in pairs.

**Key:** 2 f, 3 t, 4 t, 5 f, 6 f

**3** **Complete for you.**

- Pupils complete a template to write about themselves.

**Key: (sample answer)** Hi, I'm Betty. For my ideal day, I'm going to the zoo. Here you can see big animals. My favourite animal is the giraffe. This time, I'm going to see the elephants and the lions. After the zoo, I'm going to have dinner. I'm going to have a big pizza!

## Activity Book, page 35

**1** CD 1  
48 **Look and read. Then listen and chant.**

- Pupils look at the language in the box and the chant.
- Pupils look at the pictures. Elicit what they can see and explain that the big gates are outside Buckingham Palace.
- Play the recording. The pupils listen and follow in their books.
- Play the recording again, pausing after each line for the pupils to repeat.
- Practise the chant as a class.

**2** CD 1  
49 **Now listen and circle. Then write.**

- Read the instructions with the class and look at the example.
- Play the recording, pausing after the first mini-dialogue to check that pupils understand what to do.

**CD 1 Track 49**

**1** **Boy:** How old is Mandy?

**Girl:** She's thirty.

**2** **Girl:** How many children are there in your class, Paul?

**Boy:** There are fifteen children in my class.

**3** **Boy:** Where do you live, Fiona?

**Girl:** I live at number eighteen, North Street.

**4** **Girl:** We've got sixty balloons for the party!

**Boy:** Sixteen?

**Girl:** No, sixty. We've got sixty balloons!

**5** **Boy:** How do you go to school, Fiona?

**Girl:** I get the number forty bus from home.

**6** **Girl:** What's your favourite number, Paul?

**Boy:** Hmm. It's seventeen – my birthday!

- Pupils check their answers in pairs.

- Do class feedback checking pronunciation of the numbers. Make sure that the pupils pronounce the ending *-teen* carefully.

**Key:** 2 15, 3 18, 4 60, 5 40, 6 17

## OPTIONAL ACTIVITIES

### Reinforcement

- Play *Bingo* with numbers 50–100.
- Pupils draw a 3 x 3 grid in their notebooks.
- They choose nine numbers and write them in their grid.
- Read out numbers from 50 to 100 randomly (keeping a note of the numbers that you have said).
- Pupils cross out the numbers as they hear them.
- The first pupil to cross out all their numbers and call out *Bingo!* is the winner.
- If time is short, tell the class to call out *Bingo!* if they cross out a horizontal, vertical or diagonal line of three numbers.

### Extension

- Ask pupils to tell about their favourite places in their town: where this place is, what they can do there.



## Pupil's Book, page 36

### Warm-up

- Look out of the window and ask *What's the weather like today?*
- Draw symbols for the different types of weather on the board. Pupils choose the one which matches the weather outside.
- Elicit any words students already know for the different types of weather.

### Presentation

- Use the picture in the Pupil's Book or flashcards to present the new vocabulary.
- Say each word for pupils to repeat. Check understanding.
- Check pupils realise which words are nouns and which are adjectives.

### 1 CD 2 Listen and look. Then listen and say the words.

- Look at the picture in the Pupil's Book with the class. Elicit what pupils can see in the picture (Ben and Lucy and Buster), where they are (outside) and what the weather is like (rainy and windy).
- Pupils look at the numbered words and at the eight small pictures.
- Play the recording. Pupils listen to the dialogue. Then they listen to the numbered words and repeat.

#### CD2 Track 02

**Lucy:** It's so rainy. We're lucky we are wearing our boots and raincoats.

**Ben:** Yes, but I'm not so sure the umbrella was a very good idea. It's too windy.

**Lucy:** And I don't really like that lightning.

**Now say the words:** 1 thunderstorm 2 lightning 3 cloud (cloudy) 4 rain (rainy) 5 wind (windy) 6 umbrella 7 raincoat 8 fog (foggy) 9 boots

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

### 2 Play the miming game.

- Demonstrate the game with the class, using the prompts.
- Mime an action related to a type of weather, e.g. *trying to see in fog*.
- Pupils guess, using the prompt, e.g. *I think it's foggy*.
- Pupils play the game in pairs, taking turns to mime and guess.
- Then pupils write the answers to their questions about their homes.

### 3 In your notebook, write what the weather is like today and what your favourite weather is.

- Ask pupils *What is the weather like today?* Then ask them *What's your favourite weather?*
- Encourage to answer these questions as many pupils as possible.
- Draw pupils' attention to the prompts in the task: *The weather is ... today. My favourite weather is ...*
- Ask pupils to write the completed sentences in their notebooks.

## Activity Book, page 36

### 1 Read the sentences. Do the puzzle. Find the secret word.

- Pupils read the sentences and complete the puzzle. Then they read the secret word.

**Key:** 2 umbrella, 3 windy, 4 lightning, 5 cloudy, 6 foggy, 7 rainy, 8 boots; **secret word:** raincoat

### 2 Read and write seven words from Activity 1.

- Pupils read the sentences and write the correct word using the words from Activity 1.

**Key:** 2 cloudy, 3 rainy, 4 thunderstorm, 5 lightning, 6 umbrella, 7 raincoat, 8 boots

## OPTIONAL ACTIVITIES

### Reinforcement

- Ask *What's the weather like today?*
- Pupils answer truthfully, e.g. *Windy*.
- They each draw a weather chart like this in their notebooks:
- They write the five days of the school week along the top (starting with today) and then draw a symbol and write the word under today's day.
- Students complete the chart for each day.
- Check it with the class the following week.

→ *See also Teacher's Resource Book Worksheet 1, p26*

### Extension

- Say each weather word in turn.
- Students write the words in their notebooks, then check in pairs.

1 CD 2 Listen and say the letter.

1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday

2 CD 2 Listen and say.

## GRAMMAR FOCUS

I'm going to play in the garden all day.

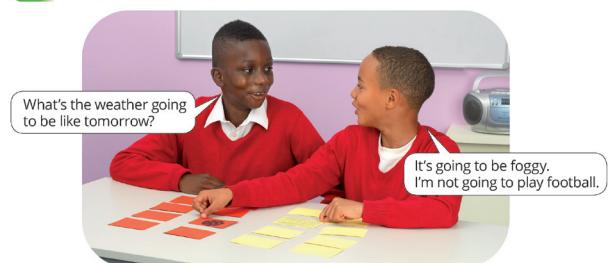
I'm going to cook pizza for dinner.

It's not going to be rainy on Tuesday.

It's not going to be sunny on Wednesday.



## 3 Play the weather game.



Future with going to + infinitive

37

4

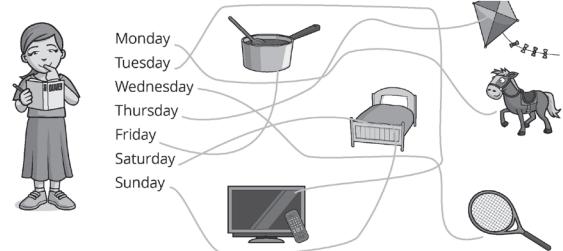
## 1 Look, read and tick (✓) or correct the sentences.

Monday	Tuesday	Wednesday	Thursday	Friday

- 1 On Monday, it's going to be sunny.
- 2 On Tuesday, it isn't going to be rainy.
- 3 On Wednesday, it's going to be cloudy.
- 4 On Thursday, it's going to be foggy.
- 5 On Friday, it's going to be rainy.

cloudy

## 2 Follow the lines and complete the sentences.



- 1 On Monday, I'm going to ride a horse .
- 2 On Tuesday, .
- 3 On Wednesday, .
- 4 On Thursday, .
- 5 On Friday, .
- 6 On Saturday and Sunday, all day!

## 3 Write about your week. Use I'm going to and I'm not going to.

Lesson 2

Future with going to + infinitive

37

## Objectives

- to present the first core grammar
- to practice the core grammar through speaking

## Language

**Recycled language:** weather and clothes: *thunderstorm, lightning, cloud(y), rain(y), wind(y), umbrella, raincoat, fog(g)y, boots*

## Materials

CD, Teacher's Resource Book (optional)

## Basic competences

**Competence in linguistic communication:** Pupils tell about their plans for the future using the structure to be going to.

**Social and civic competences:** Pupils work together to play a weather game.

## Pupil's Book, page 37

## Warm-up

- Write the days of the week on the board with the letters in scrambled order.
- Pupils work in pairs to unscramble them. Elicit the words and write them on the board.
- Elicit what day it is and what the weather is like

## Presentation

- Elicit what pupils think the weather is going to be like at the weekend. Make clear that it is next weekend.
- Say, e.g. *It's going to be sunny. Good. I'm going to play tennis on Saturday. I'm not going to come to school.*
- Write the examples on the board, underlining (not) going to and the infinitive.
- Ask a pupil *What are you going to do?* Point to the structure on the board and help the pupil produce a correct sentence. Write it on the board and underline going to and the infinitive.
- Repeat, this time eliciting a negative sentence.
- Ask pupils *Is this the past? Is this today? Is this the future?* (The future).

1 CD 2  
03 Listen and say the letter.

- Elicit the weather in each picture.
- Play the recording. Students listen and match.
- Check with the class.

**Key:** Monday – rainy, Tuesday – windy,  
Wednesday – foggy, Thursday – cloudy, Friday – sunny

**CD2 Track 03**

**Girl:** What's the weather going to be on Monday?

**Man:** It's going to be rainy.

**Girl:** And what's the weather going to be on Tuesday?

**Man:** It's going to be windy.

**Girl:** What's the weather going to be on Wednesday?

**Man:** Well, it's not going to be windy, it's going to be foggy.

**Girl:** And what's the weather going to be on Thursday?

**Man:** Well, it's not going to be foggy, it's going to be cloudy.

**Girl:** And on Friday?

**Man:** On Friday, it's going to be sunny.

**Girl:** Hooray. I'm going to play in a garden all day!

2 CD 2  
04 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.
- In pairs, pupils say the sentences.

## 3 Play the weather game.

- Make groups of four. Give each group 16 pieces of card, eight of one colour and eight of another colour.
- Pupils make eight weather cards using one colour card: sunny, foggy, rainy, cloudy, windy, plus three more with, e.g. *sun crossed out (it's not going to be sunny)*.
- Pupils make eight sports/hobbies cards, using the other colour, e.g. *flying kite, playing football, tennis*.
- Demonstrate the game. Pupils put the cards face down on their desks. They take turns to take one card of each colour, turn them over and make a sentence, e.g. if the cards are sun and tennis: *It's going to be sunny tomorrow. I'm going to play tennis.* They place the cards back on the desk. It's the next student's turn.
- Pupils get a point for each correct sentence.

## Activity Book, page 37

## 1 Look, read and tick (✓) or correct the sentences.

- Pupils read the sentences and tick the correct ones. If the sentences is false, pupils write the correct answer on the line.

**Key:** 2 ✓, 3 foggy, 4 rainy, 5 windy

## 2 Follow the lines and complete the sentences.

- Pupils follow the lines and write the sentences.

**Key:** 2 I'm going to watch TV, 3 I'm going to play tennis, 4 I'm going to a kite, 5 I'm going to cook (dinner), 6 I'm going to stay in bed

3 Write about your week. Use *I'm going to* and *I'm not going to*.

- Pupils write about their week using the sentences from Activity 2 as an example.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

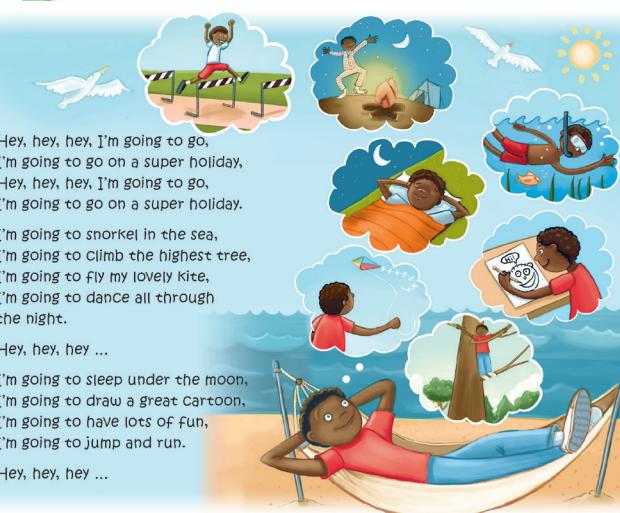
## Reinforcement

- Elicit what students are going to do at the weekends.
- Choose one activity and say it aloud e.g. *watch TV*.
- Pupils who are going to do this activity at the weekends raise their hands. As a volunteer pupil to say the sentences *I'm going to watch TV at the weekends.*
- Repeat with other activities.

See also Teacher's Resource Book Worksheet 2, p27

## Extension

- Students play the weather game in different groups.

1 Listen and sing. CD 05

## 2 Point to the pictures and say.

I'm going to fly my kite.

## 3 Play the chain game.

I'm going to play computer games.

I'm going to play computer games and I'm going to fly my kite.

I'm going to play computer games, I'm going to fly my kite and I'm going to swim in the sea.

38 Singing for pleasure

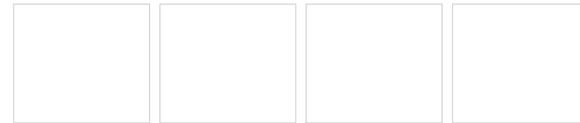
1 Remember the song. Put the lines in order. **THINK!**

I'm going to dance all through the night.  
 I'm going to have lots of fun,  
 I'm going to snorkel in the sea,  
 I'm going to climb the highest tree,  
 I'm going to jump and run.  
 I'm going to draw a great cartoon,  
 I'm going to fly my lovely kite,  
 I'm going to sleep under the moon,



## 2 Write a verse for the song and draw pictures.

I'm going to play computer games,  
I'm going to read lots of books,  
I'm going to phone my friends every day,  
I'm going to play on the beach.



38 Song practice

Lesson 3

**Objectives**

- to review the structure to be going to
- to sing a song with the class

**Language**

**New language:** to snorkel in the sea, to climb the highest tree, to dance all through the night, to sleep under the moon, to draw a great cartoon

**Recycled language:** fly my lovely kite, jump and run

**Basic competences**

**Competence in linguistic communication:** Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class and play the chain game.

**Materials**

CD

## Pupil's Book, page 38

## Warm-up

- Draw the weather symbols on the board.
- Pupils write the words in their notebooks.
- Pupils swap with a partner and mark each other's work.
- Elicit the words and the spelling to check

1 CD 2 Tr 05 Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit what activities they can see.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the song again, pausing after each verse for pupils to repeat. Do this slowly at first, then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD 2 Tr 06) for pupils to practise singing the song.

## 2 Point to the pictures and say.

- Read the example: *I'm going to fly my kite* and ask pupils point to the correct picture.
- Repeat with the other pictures.
- Pupils say the activities and point to the pictures in pairs.

## 3 Play the chain game.

- Demonstrate the activity with the class, using the prompts.
- Play the game several times.
- Stop and start the game from the beginning whenever it is appropriate.
- Pupils play the chain game in groups of four.
- Check using open pairs.

## Activity Book, page 38

1 Remember the song.  
Put the lines in order. **THINK**

- Pupils read the sentences and number them according to the pictures and the order in the song.

**Thinking skill:** sequencing**Key:** 4, 7, (1), 2, 8, 6, 3, 5

## 2 Write a verse for the song and draw pictures.

- Pupils read the verse in the Activity Book as an example. Then they write their own verse.
- Pupils draw the pictures according to their verse.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Play the karaoke version of the song.
- Groups perform the verses in turn with the class singing the chorus

## Extension

- Divide Pupils in groups of three. Ask them to put their new verses together to make the whole song.
- Pupils practise singing their new songs in groups. Use the karaoke version of the song.

## 1 Read and say the name for each picture.



**Mrs Beal:** Lily, what are you going to do in your holiday?

**Lily:** Nothing much. I'm going to read lots of books.

**Mrs Beal:** Oliver and James, what are you going to do?

**James:** We're going to stay at home and play all our computer games.

**Mrs Beal:** Ruby, what are you going to do in your holiday?

**Ruby:** I'm going to Mexico with my mum and dad. I'm going to swim all day.

**Mrs Beal:** Dylan, what are you going to do in your holiday?

**Dylan:** I'm going to play lots of football and tennis.

## 2 Listen and say.

## GRAMMAR FOCUS

Are you going to play lots of football in the holidays?

Yes, I am.

Are you going to help your dad in the garden?

No, we don't like gardening.



## 3 Look and play the holiday game.

Are you going to listen to music? Yes, I am.



Questions and answers with going to + infinitive

39

## 1 Make questions. Then look and answer.



1 you / are / to / France / going / visit / ?

Are you going to visit France?

No, I'm not.

2 you / photos / take / going / are / to / ?

3 you / go / snorkelling / are / going / to / ?

4 going / are / to / music / listen / you / to / ?

5 you / read / to / are / book / going / a / ?

6 you / food / of / to / eat / are / going / lots / ?

## 2 Answer the questions.

1 Are you going to do homework this evening?

\_\_\_\_\_

2 Are you going to go swimming this weekend?

\_\_\_\_\_

3 Are you going to watch TV after school?

\_\_\_\_\_

4 Are you going to visit your grandparents this week?

\_\_\_\_\_

5 Are you going to go to bed early tonight?

\_\_\_\_\_

6 Are you going to play sport this week?

\_\_\_\_\_

Lesson 4

Questions and answers with going to + infinitive

39

## Objectives

- to present and practise the question *Are you going to ...?* and the answers
- to give further practice in the core grammar through a speaking activity

## Language

**Recycled language:** everyday activities

## Materials

CD, Teacher's Resource Book (optional)

## Basic competences

**Competence in linguistic communication:**

Pupils will be ask and answer the questions about their plans for the next holiday.

**Social and civic competences:** Pupils work together to play the holiday game.

## Pupil's Book, page 39

## Warm-up

- Ask *What's the weather like today?*
- Elicit what the weather was like for the previous few days.
- Elicit what students think the weather is going to be like tomorrow.

## Presentation

- Write *After school* on the board. Ask a pupil *Are you going to have a music lesson after school today?*
- Write the question on the board and give the pupils thinking time.
- Prompt a response (a full or a short answer).
- Draw a double-headed arrow in colour under *Are you* to demonstrate the inversion of *You are*.
- Ask another pupil *Are you going to go to the park?*
- When the pupil responds, ask the class *Is he/she going to go to the park?* Write this question on the board with a similar doubleheaded arrow under *Is he/she*.

## 1 Read and say the name for each picture.

- Elicit what pupils can see in the pictures.
- Read the activity instructions with the class.
- Pupils read silently and label the pictures.
- They compare answers in pairs.
- Check answers and understanding of vocabulary.

**Key:** a Ruby, b Oliver and James, c Dylan, d Lily

## 2 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the question and answers in pairs.

## 3 Look and play the holiday game.

- Demonstrate the activity.
- One student secretly chooses a picture.
- The other pupil points to the pictures in turn and asks a question, e.g. *Are you going to listen to music?*
- Pupils play the game in pairs, taking turns to choose and guess.

## Activity Book, page 39

## 1 Make questions. Then look and answer.

- Pupils write the words in the correct order to make the questions. Then they answer the questions according to the picture.

**Key:** 2 Are you going to take photos? Yes, I am. 3 Are you going to go snorkelling? No, I'm not. 4 Are you going to listen to music? Yes, I am. 5 Are you going to read a book? Yes, I am. 6 Are you going to eat lots of food? Yes, I am.

## 2 Answer the questions.

- Pupils read the questions and answer them about themselves using *Yes, I am. / No, I'm not.*

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Pupils close their Pupil's Books.
- They work in groups of four. They are Lilly, James, Ruby and Dylan. They take turns to ask each other *What are you going to do in the holidays?*
- Pupils reply in role, then check PB Activity 1.

See also Teacher's Resource Book Worksheet 3, p28

## Extension

- Write on the board *Afterschool activities*. Elicit from pupils as many afterschool activities as possible.
- As a volunteer pupil *Are you going to ...* and add of of the activties on the board. The pupil answer *Yes, I am. / No, I'm not.*
- Pupils take turns, ask and asnwer in pairs.

## Grammar focus [PB p108]

## 1 Say the complete sentences.

- Pupils read and say the complete the sentences.

**Key:** 1 Are, am 2 Is, isn't.

**1 CD 2 08 The Explorers** **The Mysterious H**

**1** 

**Grandpa:** Imagine it's 1980: The Mysterious H is a thief. He starts stealing jewellery from lots of shops in London.

**2** 

**Grandpa:** Next, he steals famous paintings from museums all over the world.

**3** 

**Grandpa:** Then he steals the Queen's crown! The story is in all the newspapers!

**4** 

**Grandpa:** After that, he goes to Paris and steals the top of the Eiffel Tower too!  
**Lucy:** What?

**5** 

**Ben:** But Grandpa, how do you know it's always the same man?  
**Grandpa:** Ah! Good question. He always leaves a note with the same symbol on it – the letter *H*.

**6** 

**Lucy:** So, what happens next?  
**Grandpa:** We try to catch him, but he always escapes ...

40 Reading for pleasure; value: being observant

Lesson 5

## Objectives

- to read a picture story for pleasure
- to review language from the unit
- to check comprehension of the story

## Language

**New language:** mysterious, thief, steal, jewellery, painting, newspaper, note, catch, connection, ring

**Recycled language:** characters and language from the story, always, castle, gallery, dinosaur, skeleton

## Materials

CD

### 1 Remember the story. Complete the sentences.

museums Tower ring note newspapers jewellery

Imagine it's 1980 ...

- The Mysterious H starts stealing jewellery in London.
- He also steals famous paintings from   all over the world.
- The story of The Mysterious H is in all the  .
- He also steals the top of the Eiffel  !
- He always leaves a   with an *H* on it.
- The waiter in the restaurant has got a   with an *H* on it.

### 2 Remember The Mysterious H's rhyme. Write the words in order.

but / find / anywhere / here / you / look / look / there / you / you / can't / me  
*You*

### 3 Where does The Mysterious H steal these things from? Match and complete the sentences.



- He steals the painting from an art gallery.
- He steals the necklace from  .
- He steals the top of the Eiffel Tower from Paris.
- He steals the crown from  .
- He steals the dinosaur skeleton from  .

40 Story practice

Lesson 5

## Basic competences

**Competence in linguistic communication:**  
Pupils listen to a story.

**Cultural awareness and expression:**  
Pupils act out a story.

## Pupil's Book, page 40

## Warm-up

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what pupils remember about the story.
- Give prompts if necessary.

**1** CD 2  
08 The Mysterious H

- Remind pupils that at the beginning of the unit Lucy asked to hear Grandpa's story. Ask pupils why the first six frames are in bubbles (because it's Grandpa's story).
- Use the action in frame 1 to check understanding of *steal* and *jewellery*.
- Play the recording. Pupils listen and read.
- Check understanding of the story. Use prompt questions, e.g. *What does The Mysterious H steal?* (jewellery, paintings, the Queen's crown and the top of the Eiffel Tower.) *Why does Grandpa tell Ben and Lucy the story now?* (Because the waiter's wearing a ring with the same letter H from The Mysterious H's notes.)
- Play the recording again, pausing for pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

## Activity Book, page 40

**1** Remember the story. Complete the sentences.

- Pupils complete the sentences about the story.

**Key:** 2 museums, 3 newspapers, 4 Tower, 5 note, 6 ring

**2** Remember The Mysterious H's rhyme. Write the words in order.

- Pupils use the words to write the rhyme. They can check their answers in the Pupil's Book.

**Key:** You look here. You look there.  
But you can't find me anywhere.

**3** Where does The Mysterious H steal these things from? Match and complete the sentences.

- Pupils match the pictures with the places in the middle and then use the places to complete the sentences.

**Key:** 2 a jeweller's shop, 3 Paris, 4 the castle,  
5 a museum

## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils into groups of four to take a role of one of the characters from the story (Ben, Lucy, Grandpa and the fourth pupil reads The Mysterious H's poem in frame 5).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

## Extension

- Pupils write sentences about the story using *sometimes*, *never* and *always*.
- Pupils first of all find examples in the story. Elicit ideas to the board.
- Possible ideas: They never catch The Mysterious H. He always leaves a note. He sometimes steals (jewellery, paintings). His story is always in the newspapers.



Lucy: It's a great story, but I don't understand. What's the connection with the waiter at the restaurant?

Grandpa: Ah, the waiter's wearing a ring with the letter *H* ... the same *H* from the Mysterious *H*'s notes.

Ben and Lucy: Wow!

4

## 2 Read and say true or false.

Imagine it's 1980 ...

- 1 The Mysterious *H* starts stealing jewellery in London.
- 2 He's a thief only in England.
- 3 He steals the Queen's clothes.
- 4 The Mysterious *H* goes to Paris.
- 5 He always leaves a note for the police.
- 6 The note has the letter *M* on it.

## 3 Find the royal person in the story.

### 4 Listen and say.



The boys hate noise, but Joyce enjoys noise.

Lesson 6

Phonics focus: /oi/ 41

## 1 Write the words. Listen and check. Then say with a friend.

Try to all the newspapers



Abby: You're famous. Look! You're in !

Chris: Oh no! I need to change my hair again.

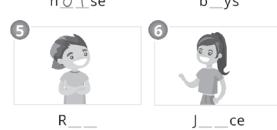


Jeremy: Oh no! It's getting away!

Lionel: Oh, Jeremy. You're not lucky today. catch it again.

Jeremy: You do it, Lionel. Maybe you are lucky today!

## 2 Look and write oy or oi. Then write the words in the correct column.



oi	oy
noise	

### 3 Listen and check your answers.

Lesson 6

Functions; phonics focus 41

## Objectives

- to check comprehension of the story
- to present the /oi/ sounds in English and practise saying them
- to practise conversation sequences
- to understand the value of being observant

## Language

**New language:** royal

**Recycled language:** boys, toys, coin, noise, enjoy

## Materials

CD

## Basic competences

### Competence in linguistic communication:

Pupils identify the relationship between sound and spelling in English.

**Social and civic competences:** Pupils practise short conversations to put language in context and learn the value of being observant.

## Pupil's Book, page 41

## Warm-up

- Ask questions about the story, e.g. *Who is The Mysterious H?* (A thief.) *What does he do?* (He steals things.) *Do the police catch him?* (No.) *Why does Grandpa think of him now?* (Because the waiter has a ring with the same H on it.)

## 2 Read and say true or false.

- Pupils read the story again.
- In pairs, they take it in turns to read the sentences and decide if they are true or false.
- Check with the class. Ask individual pupils to read the sentences and elicit the answers.

**Key:** 1 t, 2 f, 3 f, 4 t, 5 t, 6 f

## 3 Find the royal person in the story.

- Read out the instructions for pupils, making sure that they understand the word *royal*.
- Pupils find the queen in the story.

**Key:** picture 3

4 Listen and say. 

- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.

**Note:** Before hearing the sentence, pupils will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Pupils listen and repeat.
- Play the recording again. Pupils repeat chorally and then in pairs.

## Activity Book, page 41

1  Write the words. Listen and check. Then say with a friend.

- Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

**Key:** 1 all the newspapers, 2 Try to

2 Look and write oy or oi. Then write the words in the correct column. 

- Pupils look at the pictures and match them with the sentences.
- Then they write the words in the correct column.

3  Listen, say and check your answers.

- Pupils listen to the recording to repeat and check their answers.

**Key:** *oi:* noise, coin  
*oy:* boys, toys, Roy, Joyce

## OPTIONAL ACTIVITIES

## Reinforcement

- Write *oi* and *oy* on the board.
- Whisper one of the words from Activity 2 AB page 41 to every pupil.
- Pupils stand up and come to the board. They stand according to their word.
- Ask pupils to say their words.

## Extension

- Ask *What does it mean to be observant?* (Good at seeing things.) *Who is observant?* (Grandpa.) *What does he see?* (The waiter's ring.)
- Ask pupils if they can think of an example from their own lives when they noticed something important.
- Note: This discussion may need to take place in L1.

**Skills**

### A SCHOOL NOTICE

**1** Read this notice from a school board. Then say the information using a checklist.

**School trip**  
We're going to visit Brighton on the 2<sup>nd</sup> of September. Travel by train. Meet outside the station at 8.30 a.m. £7.50 per person (return). The return train arrives at 5.30 p.m.

**2** Read these three notices. What information is missing from each one? Use the checklist to help you. **THiNK**

**a** **School trip**  
Join our trip.  
Meet in front of the school. Bring warm clothes and good shoes.  
Cost per person £12.50.  
Return to school at 4.30.

**b** **Join us!**  
We're organising a trip to the Blue Lake. Meet at the bus stop in Green Lane at 9 o'clock on 5th October. Return to school at 5 o'clock.

**c** We're going to visit London on 15th November. Meet on platform 2 at the train station at 8 o'clock. Price per person £9.

**3** Write a notice for your school board. Use the checklist to help you.

42 Reading and writing

**Skills**

**1** CD 2 Listen and draw lines.

Jane Vicky Paul Fred

42 Listening

Lesson 7

## Objectives

- to consolidate language from the unit
- to practice reading and writing skills

## Language

**New language:** notice (n), checklist, school trip, per person, meeting point, cost

**Recycled language:** language from the unit

## Basic competences

**Competence in linguistic communication:** Pupils use language from the unit to write a notice.

## Materials

CD, Teacher's Resource Book (optional)

## Pupil's Book, page 42

## Warm-up

- Revise words for weather and clothes – use the flashcards from Quick Minds 4 if you have them, or mime the problems. Pupils say the words. (*windy, rainy, boots, raincoat and so on*)
- In pairs, pupils mime one of the words. Their partner says the word

**1** Read this notice from a school board. Then say the information using a checklist.

- Focus pupils on the notice and the checklist in Activity 1.
- Elicit what they are and what the topic is (a school trip).
- Read the notice and the checklist through with the class and check understanding of vocabulary, e.g. *trip, per person, meeting point*.
- Check pupils know what to do.
- They read silently and find the information mentioned in the checklist.
- They compare answers in pairs.
- Check and discuss answers as a class.

**Key:** Brighton, 2nd September, outside the station, 8.30 a.m., £7.50 per person, 5.30 p.m.

**2** Read these three notices. What information is missing from each one? Use the checklist to help you.

- Read the activity instructions and check pupils understand what to do.
- They do the activity individually and then compare their answers in pairs.
- Check and discuss as a class.

**Key:** **School trip:** where you're going to go, date, meeting time; **Join us!**: cost; **London visit:** return time

**3** Write a notice for your school board. Use the checklist to help you.

- Ask pupils where they would like to go with their class.
- Tell pupils they are going to write a notice about the school trip.
- Pupils read the checklist again and plan their trip. Ask several volunteer pupils to tell about the trip. Other pupils listen attentively and check the checklist, then give the feedback.
- Pupils write their notices in their notebooks.
- Check answers.

**Key:** Pupils' own answers

## Activity Book, page 42

**1** Listen and draw lines.

- Pupils listen and draw lines.

**Woman:** Hey, Liam. What's that picture?

**Liam:** This is the summer camp where I went last year.

**Woman:** Cool! Let's have a look. Who's that sailing the boat?

**Liam:** That's Daisy. She's one of my best friends.

**Woman:** She looks good at it.

**Liam:** Yes, she is. Not like Vicki. Vicki wasn't very good at sailing. So, she was often in the water.

**Woman:** Is Vicki in the picture?

**Liam:** Yes. She is the girl who is drying her T-shirt. She had to dry her clothes every day. Because she was in the water so often.

**Woman:** Poor Vicki.

**Liam:** She didn't mind. She liked Fred, our leader. And she wanted him to make fire for her.

**Woman:** Is that Fred who is making a fire in this picture?

**Liam:** Yes, that's right. And look at Vicki. She's really happy, isn't she?

**Woman:** Hmmm, very clever. And who is trying to put up the tent?

**Liam:** Let me see... Oh, yes, that's Jack, of course. Every morning he had to put up his tent because every night it fell down.

**Woman:** And the girls in the water, who are they?

**Liam:** That's Sally diving in.

**Woman:** Wow! I can't dive. And who is the girl who is swimming?

**Liam:** I think that's Jane. It's difficult to say, but I know Jane loves swimming, so that's probably her. She spent most of the week in the water.

**Woman:** Like Vicki

**Key:** Vicki – the girl with a T-shirt, Fred – the boy who is making fire, Jack – the boy who is trying to put up a tent, Sally – the girl who is diving, Jane – the girl who is swimming.

## OPTIONAL ACTIVITIES

## Reinforcement

- Brainstorm with the pupils what other kind of notices they know and where they can find them. Make a list on the board. Elicit what information should be mentioned in each notice.

See also Teacher's Resource Book Worksheet 4, p29

## Extension

- Ask pupils about their last class trip.
- Using a checklist in Pupil's Book on page 42 pupils try to remember the information about their last class trip. Write the information on the board for pupils to see it.

**Act out**

**HOLIDAY TIME**

**1** Work in pairs. Read the role card.

**4**

**USEFUL LANGUAGE**

**Student A**  
I would like to go to ...  
OK. What about ... ?  
We could ...  
Yes, I do. / No, I don't.

**Student B**  
I don't want to go to ...  
Yes, that's a good idea.  
Do you like ... ?

**2** Plan your holiday.

**3** Work in groups.

**Creativity 43**

**1 CD 2** Put the dialogue in order. Then listen and check.

**B:** I don't want to go to a city. There are too many people and cars.  
 **A:** I would like to go to the beach.  
 **A:** Let's go on holiday.  
 **A:** No beach, no mountains, no cities. Let's just stay here!  
 **B:** Staying in the sun all day? No, that's boring.  
 **B:** Yes, that's a good idea. Where would you like to go?  
 **B:** Walking up and down all the time? No, thanks.  
 **A:** OK, so no mountains. We could go to a big city.  
 **A:** OK, no beach. What about the mountains?

**2** Look and write a dialogue. Use language from Activity 1.

Where would you like to go on holiday?

**Lesson 8** **Creativity 43**

## Objectives

- to consolidate language from the unit
- to develop interactive speaking skills

## Language

**Recycled language:** beach, forest

## Materials

CD

## Basic competences

**Competence in linguistic communication:**  
Pupils use known language to plan their holidays.

**Social and civic competences:** Pupils work together to act out a dialogue.

**Sense of initiative and entrepreneurship:**  
Pupils plan and take part in a group discussion.

## Pupil's Book, page 43

## Warm-up

- Students work in pairs. They use the Pupil's Book to review the weather words on page 36.
- They close the part of the page so that they cannot see the words.
- They take turns to point at the numbered items in the picture and say what each one is. They do this in random number order.
- Pupils open the words to check.

## 1 Work in pairs. Read the role card.

- Tell pupils they are going to do a short play to plan their holidays.
- Read through the information on the role card with the class.
- Check pupils know what they are going to do

## 2 Plan your holiday.

- Elicit full examples of the *Useful language* and demonstrate several possible exchanges.
- Make sure pairs know what to do and what language they need to use.
- Pairs discuss and plan their holiday according to the information on the role card.
- Go around the class and monitor pupils as they are doing their planning.

## 3 Work in groups.

- Demonstrate the activity using the prompts.
- Pairs ask and answer and exchange information about their holidays.
- Groups report back to the class. One pair says where the other pair is going and what they are going to do.

## Activity Book, page 43

## 1 CD 2 13 Put the dialogue in order. Then listen and check.

- Pupils read the infographic and fill in the gaps.

**Key:** 8, 3, (1), 9, 4, 2, 6, 7, 5

## 2 Look and write a dialogue. Use language from Activity 1.

- Pupils use Activity 1 as an example and write their own dialogue.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Review with pupils all the different places they decided to visit and all the things they decided to do in Pupil's Book Activity 2.
- Take a class vote on the best holiday idea.

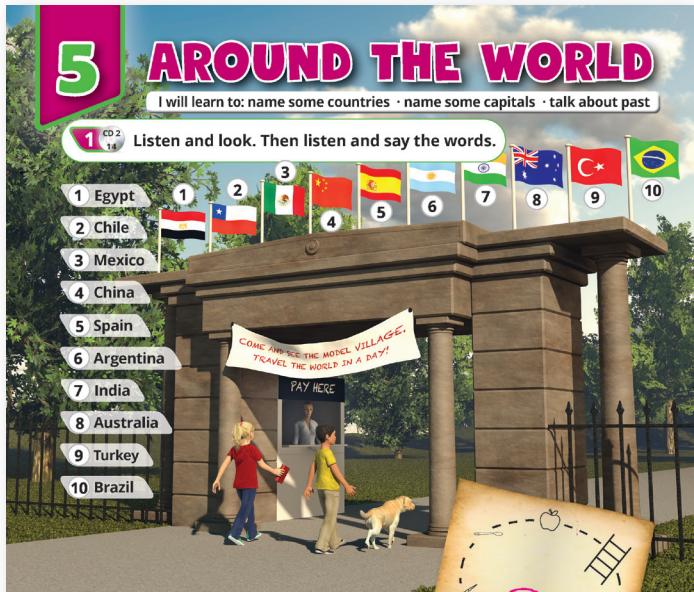
## Extension

- Pupils write about their holiday plans from SBPupil's Book Activity 2 and about the holiday plans of the pair they worked with in Pupil's Book Activity 3.
- Monitor the class and check they are using going to to write about their plans.

**Note:** You could now do the end-of-unit test on Teacher's Book pages 200–201.

# 5 Around the world

Lesson 1



## 2 Play the flag game.

It's yellow and green. Egypt.  
Wrong. One point for me.

## 3 In your notebook, write about the countries and the flags:

The flag of China is red and yellow.

44 Countries

Lesson 1

## Objectives

- to present the core vocabulary (countries)
- to practice the core vocabulary through speaking

## Language

**New language:** Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India, idea, ticket, change (n), model village, far

**Recycled language:** places in a town

## Materials

CD, Flashcards (countries): 44-53, world map (optional), ten small pieces of paper, coloured wool and map pins (optional), Teacher's Resource Book (optional)



# Around the world

## 1 Match and write the countries.

1	Aust	zil	Australia
2	Eg	ico	
3	Mex	tina	
4	Chin	ain	
5	Sp	ralia	
6	Bra	ypt	
7	Argen	ey	
8	Chi	ia	
9	Ind	a	
10	Turk	le	

## 2 Look and write countries from Activity 1.



## 3 Read and write the words.

visit country change choose tickets are

Ben: Two <sup>(1)</sup> tickets for the park, please.  
Assistant: That's £4.  
Lucy: Here you <sup>(2)</sup> : £5.  
Assistant: Thank you. Your tickets and your <sup>(3)</sup> .  
Lucy: Come on, Ben. Which <sup>(4)</sup> do you want to <sup>(5)</sup> first?  
Ben: I don't know. It's so difficult to <sup>(6)</sup> .

44 Countries

Lesson 1

## Basic competences

**Competence in linguistic communication:** Pupils identify and use vocabulary for countries.

**Social and civic competences:** Pupils work together to play the flag game.

**Cultural awareness:** Pupils learn flags of different countries, discuss that national symbols are important for each country.

## Lesson 1

## Pupil's Book, page 44

## Warm-up

- Display the world map.
- Ask different pupils to name one country they know and find it on the map.

## Presentation

- Use the flashcards or the picture in the Pupil's Book to present the new vocabulary.
- Say each country for students to repeat.
- Point to each flag and then point to the country on the map.

1

CD 2

14

## Listen and look. Then Then listen and say the words.

- Look at the picture in the Pupil's Book with the class. Elicit who pupils can see in the picture in their Pupil's Book (Ben and Lucy and Buster) and where they are (outside a model village). Pre-teach/check model village.
- Pupils look at the numbered words and at ten flags.
- Play the recording. Pupils listen to the dialogue. Then they listen to the numbered words and repeat.

## CD2 Track 14

**Lucy:** 'Stay at home, but travel far', I'm sure it's the right place.

**Ben:** Yes, Lucy. The model of the world in the park – good thinking.

**Shop assistant:** Next.

**Ben:** Two tickets for the park, please.

**Shop assistant:** That's four pounds.

**Lucy:** Here you are. Five pounds.

**Shop assistant:** Thank you. Your tickets and your change. Enjoy the model village.

**Ben:** Thanks.

**Lucy:** Come on, Ben. Which country do you want to visit first?

**Ben:** I don't know. It's so difficult to choose. Look, I'd like to go to all these countries: Mexico, Egypt, Argentina, Chile, Turkey, Brazil, Spain... Ah, I know what, I love football, so let's go to Brazil first. Race-o-ow!

**Lucy:** What colour is the flag?

**Ben:** It's green, yellow and blue.

**Lucy:** Oh, yes. The first person there is the winner.

**Now say the words:** 1 Egypt 2 Chile 3 Mexico 4 China  
5 Spain 6 Argentina 7 India 8 Australia 9 Turkey  
10 Brazil

## 2 Play the flag game.

- Demonstrate the game with the class, using the prompts.
- Pupils work in pairs. Pupil A describes a flag to Pupil B. If

pupil B guesses correctly, he or she gets a point. If not, pupil A gets a point.

- They take turns to describe and guess.

## 3 In your notebook, write about the countries and the flags.

- Draw pupils' attention to the example in the task: *The flag of China is red and yellow.*
- Ask pupils about other countries and their flags. Ask a volunteer pupil to write his or her sentence on the board.
- Pupils write the sentences about ten countries and their flags using the example.

## Activity Book, page 44

## 1 Match and write the countries.

- Pupils match the halves of the words and write the countries.

**Key:** 2 Egypt, 3 Mexico, 4 China, 5 Spain, 6 Brazil, 7 Argentina, 8 Chile, 9 India, 10 Turkey

## 2 Look and write countries from Activity 1.

- Pupils look at the flags and write the countries.

**Key:** 2 China, 3 Chile, 4 Turkey

## 3 Read and write the words.

- Pupils read the dialogue and write the words in the gaps.

**Key:** 2 are, 3 change, 4 country, 5 visit, 6 choose

## OPTIONAL ACTIVITIES

## Reinforcement

- Hand out ten small pieces of paper to different students. Each of these students writes a different country name from the lesson on the paper.
- Other students cut the wool into long pieces.
- Fix the world map to a display board.
- Students come up in pairs. One of the students has a piece of paper with a country name, the other has a piece of wool. They put a pin with the wool around it in the country on the map, run the wool to the edge of the map and pin the other end of the wool to the country name label.

See also Teacher's Resource Book Worksheet 1, p31

## Reinforcement

- Play a chain game. Demonstrate the game with two volunteer pupils.
- Play the game with the whole class.

## 1 Read and choose the correct picture.

To: Dana@emailstoyou.com Subject: London

Hi Dana,  
London's great! Yesterday Dad and I went to the zoo. Mum didn't go. She went shopping. We saw lots of animals: elephants, hippos and zebras, but we didn't see the lion. He didn't want to come out of his cave and say, 'Hello'. After the zoo, we went to a pizza restaurant, but I didn't eat pizza. I ate spaghetti. It was tasty.  
See you soon,  
Love, Molly

1 Molly went:



2 Molly saw:



3 Molly ate:



## 2 Listen and say.

## GRAMMAR FOCUS

We **went** to the beach, but we **didn't go** swimming.  
We **played** basketball, but we **didn't play** football.



## 3 Play the sentence game.

We played football, but ...  
I phoned James, but ...  
She watched TV, but ...  
We went to the library, but ...

We played football, but we didn't play tennis.  
I gave him a present, but ...  
I had an ice cream, but ...  
They said, 'Hello,' but ...  
I went shopping, but ...

Lesson 2

Past simple, the connector **but**

45

## 1 Find seven words. Change the words to talk about today.

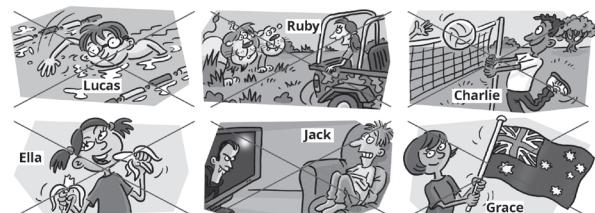
w	e	n	t	r
f	e	l	t	o
x	s	a	i	d
g	a	v	e	e
s	w	a	t	e

go \_\_\_\_\_  
ride a horse \_\_\_\_\_  
see Harry \_\_\_\_\_  
give him any sweets \_\_\_\_\_  
say her name \_\_\_\_\_  
eat the ice cream \_\_\_\_\_

## 2 Read and circle.

- We went to the beach, but we **not go** **didn't go** swimming.
- We rode an elephant in the zoo, but we **didn't / don't** ride a horse.
- I saw Bill at the birthday party, but I **doesn't / didn't** see Harry.
- They gave the horse an apple, but they **not gave** / **didn't give** him any sweets.
- She said a lot, but she **isn't say** / **didn't say** her name.
- He ate all the chocolates, but he **didn't eat** / **not ate** the ice cream.

## 3 Complete the sentences.



- Lucas went to the swimming pool, but **he didn't swim** \_\_\_\_\_.
- Ruby saw lots of elephants, but \_\_\_\_\_.
- Charlie played football in the park, but \_\_\_\_\_.
- Ella ate lots of oranges, but \_\_\_\_\_.
- Jack watched TV, but \_\_\_\_\_.
- Grace went to Spain, but \_\_\_\_\_.

Lesson 2

Negatives with simple past 45

## Objectives

- to present the first core grammar
- to practice the core grammar through speaking

## Language

**New language:** countries**Recycled language:** animals, food, places in town

## Materials

CD, Teacher's Resource Book (optional)

## Basic competences

**Competence in linguistic communication:**

Pupils talk about past constructing longer sentences.

**Social and civic competences:** Pupils work together to complete the sentences.

## Pupil's Book, page 45

## Warm-up

- Elicit/write known simple past verbs on the board, e.g. *played, went, jumped*.
- Write some simple past sentences on the board, using students' names. Include regular and irregular verbs.
- Pupils make a table with two columns in their notebooks, one column with regular verbs and one with irregular verbs. They check in pairs.
- Elicit which verbs are regular and which are irregular, and write the table on the board for students to check their work.

## Presentation

- Point to one of the examples on the board, e.g. (Name) *played football yesterday*.
- Say I didn't play football yesterday. I watched a film.*
- Do the same with an irregular verb, e.g. *I didn't see ...*
- Repeat the two examples and write them on the board.
- Point to and say the examples. Pupils repeat.
- Check pupils understand the meaning.
- Underline*, e.g. *didn't play / didn't see*, in the same colour.
- Elicit what happens to the verb when we make a negative sentence in the past.

## 1 Read and choose the correct picture.

- Pupils look at the pictures and the text.
- Read the email aloud as pupils follow in their books.
- Pupils read the email again (silently), look at the pictures and choose the correct picture.
- Check with the class.

**Key:** 1 a, 2 b, 3 b

2 CD 2 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

## 3 Play the sentence game.

- Demonstrate the activity.
- Read out a sentence beginning. Give pupils waiting and thinking time.
- Then pupils put up their hands. Choose a pupil to complete the sentence.
- If he/she does it correctly, the pupil gets a point.

## Activity Book, page 45

## 1 Find seven words. Change the words to talk about today.

**Key:** felt – feel, said – say, gave – give, ate – eat, saw – see, rode – ride

## 2 Read and circle.

- Pupils read and circle the correct option.

**Key:** 2 didn't, 3 didn't, 4 didn't give, 5 didn't say, 6 didn't eat

## 3 Complete the sentences.

- Pupils look at the pictures and complete the sentences.

**Key:** 2 she didn't see any lions, 3 he didn't play volleyball, 4 she didn't eat any bananas, 5 he didn't feel scared, 6 she didn't go to Australia

## OPTIONAL ACTIVITIES

## Reinforcement

- Call out simple past verbs, regular or irregular, e.g. *saw*.
- Students call out, e.g. *didn't see*.

 *See also Teacher's Resource Book Worksheet 2, p32*

## Extension

- Pupils write the sentences from PB Activity 3 in their notebooks.

## 1 CD 2 Listen and sing.

Suzie went on holiday,  
All the way to Spain.  
She didn't want to go by air,  
And so she took a train.

All my friends are far away,  
I'm on my own today ...

Paula went on holiday,  
To Australia.  
She didn't read the flight number,  
And flew to India.

All my friends are far away,  
I'm on my own today ...

Danny went on holiday,  
By ship to Mexico.

But Ben and Billy went by bus,  
Now they're gone and so ...

All my friends are far away,  
I'm on my own today.  
But I'm not sad, I'm having fun,  
I'm reading a great book. Hooray!



## 2 Point to the pictures and name the transport.

## 3 Read and say.

- 1 Suzie went by **plane / train**.
- 2 Paula went to **India / Australia**.
- 3 Danny went to **India / Mexico**.
- 4 Ben went by **ship / bus**.



How did you go there?

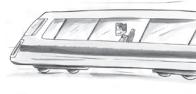
## 4 Play the countries game.

46 Singing for pleasure

Lesson 3

1 Remember the song. Read and write **t** (true) or **f** (false).

1 Suzie went to Spain.	<input checked="" type="checkbox"/>	2 She went by train.	<input type="checkbox"/>
3 Paula went by ship.	<input type="checkbox"/>	4 Danny went to Mexico.	<input type="checkbox"/>
5 He went by plane.	<input type="checkbox"/>	6 Ben and Billy went by bus.	<input type="checkbox"/>

2 Read and write the numbers. **THINK!**

Jack, John and Joseph are brothers. They want to visit their grandparents. Their grandparents live in a small town 240 km away.

Jack takes the train. It's a very fast train. It travels at 120 km an hour. Jack leaves the station at three o'clock in the afternoon.

John goes by bus. The bus is not so fast. It travels at 80 km an hour. John leaves the bus stop at 12 o'clock in the afternoon.

Joseph rides his bike. He travels at 30 km an hour.

Joseph leaves the house at eight o'clock in the morning.

Jack's train travels 120 km every hour.  $240 \div 120 =$  \_\_\_\_\_

Jack leaves at three o'clock in the afternoon. He arrives at \_\_\_\_\_ o'clock.

John's bus travels \_\_\_\_\_ km every hour.  $240 \div 80 =$  \_\_\_\_\_

John leaves at 12 o'clock in the afternoon. He arrives at \_\_\_\_\_ o'clock.

## 3 Look at Activity 2. Answer the questions.

- 1 What time does Joseph arrive? \_\_\_\_\_
- 2 Who arrives at their grandparents' house first? \_\_\_\_\_

## Objectives

- to review Past Simple affirmative and negative sentences

- to sing a song with the class

## Language

**New language:** countries

**Recycled language:** transport

**Receptive language:** on my own, far away

## Basic competences

**Competence in linguistic communication:**

Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

## Materials

CD

## Pupil's Book, page 46

## Warm-up

- Take the ten country labels off the world map.
- Hand them to pairs of pupils. They take turns to put the country labels back on the map.
- Pairs point to the country on the map and say, e.g. *This is Chile.*

1 CD 2 Tr 16 Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit who they can see and where. Are people sad or happy? Why? Ask pupils to predict.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the song again, pausing after each verse for pupils to repeat. Do this slowly at first, then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD 2 Tr 17) for pupils to practise singing the song.

## 2 Point to the pictures and name the transport.

- Ask pupils to look at the pictures in Activity 1.
- Ask pupils what means of transport they can see.
- Pupils work in pairs. They take turns pointing and naming means of transport.

## 3 Read and say.

- Check pupils know what to do.
- Pupils read the sentences and choose the correct option.
- They check the answers in pairs.
- Check with the class.

## 4 Play the countries game.

- Explain the game to the pupils.
- They make a board like the example. Students add the names of the countries.
- Pupils play the game in groups.
- They take turns to throw a coin so that it lands on a flag.
- They say, e.g. *I didn't go to* (name of any other country). *I went to* (name of country whose flag they've landed on).
- If the sentence is correct (grammar and fact), they write their initials on the square.
- If they land on a square already initialled, they miss a turn.
- Pupils play until all the flags are claimed.
- The winner is the pupil with the most countries visited.

## Activity Book, page 46

1 Remember the song. Read and write *t* (true) or *f* (false).

- Pupils read the sentences mark them as true or false according to the song.

**Key:** 2 t, 3 f, 4 t, 5 f, 6 t

2 Read and write the numbers. **THINK**

- Pupils read the text and write the numbers.

**Thinking skill:** logical-mathematical

**Key:** 2, 5; 80, 3, 3

## 3 Look at Activity 2. Answer the questions.

- Pupils read Activity 2 again answer the questions.

**Key:** 1 at 4 o'clock  
2 John

## OPTIONAL ACTIVITIES

## Reinforcement

- Ask pupils how they travel to school, to their grandparents, on holidays, to other countries.
- Encourage pupils to give full answers: I travel to school by car / on foot. I go to my grandparents by bus. I travel on holidays by train or by plane.

## Extension

- Pupils play the countries game again in different groups.

1 CD 2 Match the questions with the answers. 

Then listen and check.



1 Did you have fun in New York?  
 2 Who did you go with?  
 3 How long did you stay there?  
 4 Where did you stay?  
 5 Did you go to the Guggenheim Museum?  
 6 Did you send me a postcard?

a No, I didn't. We didn't have time.  
 b For a week.  
 c Yes, I did. It was great.  
 d Sorry! I forgot.  
 e Mum and Dad and Bobby.  
 f In a hotel near Central Park.

2 CD 2 Listen and say.

### GRAMMAR FOCUS

Did you go shopping?

Did you see the Statue of Liberty?

When did you get home?

Yes, I did.

No, I didn't.

Yesterday.



3 Ask and answer about your last holiday.

Where ...? Who ...? How did you ...? How long ...?

### THINK!

4 In your notebook, write about your last holiday.  
 Use Activity 3 to help you.

Lesson 4

Questions and answers with simple past

47

### 1 Make questions.

1 did / in / holidays / where / go / you / the /?  
 Where did you go in the holidays?

2 you / fun / have / there / did /?

3 Mexico / long / did / stay / how / you / in /?

4 where / stay / did / you /?

5 go / did / museum / you / a / there / to /?

6 buy / me / a / you / did / present /?

### 2 Look and write answers. ☺ = yes ☹ = no



1 Did you go shopping in London?

☺ Yes, I did.

2 Did he see the pyramids?

☹

3 Did she send lots of postcards?

☹

4 Did they have a good time?

☺

5 Did you go to the zoo?

☹

6 Did they eat lots of pizza?

☺

Lesson 4 Questions and answers with simple past 47

## Objectives

- to present and practise Past Simple questions

## Language

**New language:** question words: *where, who, how, how long*

## Basic competences

**Competence in linguistic communication:**  
 Pupils ask and answer the questions about their last holiday.

## Materials

CD, Teacher's Resource Book (optional)

## Pupil's Book, page 47

## Warm-up

- Write *Holiday* on the board. Add: *stay in a hotel, go to the beach, go to museums, go swimming, travel by bus, go walking* to make a word map.
- Ask questions, e.g. *Do you like going to museums?* (*Yes, I do. / No, I don't.*)
- Continue in open pairs, with one pupil asking another across the class. They can choose any of the prompts on the board.
- Leave the word map on the board.

## Presentation

- Write *Last summer* above *Holiday* on the board.
- Point to one of the phrases, e.g. *go walking*. Say *Imagine I ask you about your holiday last summer.*  
*I say 'Did you go walking? Elicit answers *Yes, I did. / No, I didn't.* Repeat for another question.*
- Write the two questions and the two short answers on the board, underlining *did* and the infinitive. Say each question for pupils to repeat.
- Elicit questions for the other phrases on the board. Pupils practise in open pairs.

## 1 Match the questions with the answers. Then listen and check.

- Elicit what pupils can see in the picture.
- Play the recording. Pupils listen and match, then compare answers in pairs.
- Play the recording again. Check answers.

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

2 CD 2 19 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the question and answers in pairs

## 3 Ask and answer about your last holiday.

- Demonstrate the activity and make sure pupils know which verbs to use in their questions.
- Elicit one question as an example.
- Pupils ask and answer in pairs. Check as a class.

**Key:** Where did you go? Who did you see? How did you travel/go there? How long did you stay?

## 4 In your notebook, write about your last holiday. Use Activity 3 to help you.

- Ask pupils to write 4 sentences about their last holiday answering the questions from Activity 3.
- Pupils write the sentences.
- Monitor and help if necessary.

## Activity Book, page 47

## 1 Make questions.

- Pupils write the words in the correct order to make the questions.

**Key:** 2 Did you have fun there? 3 How long did you stay in Mexico? 4 Where did you stay? 5 Did you go to a museum there? 6 Did you buy me a present?

## 2 Look and write answers.

 = yes  = no

- Pupils read the questions and answer them according to the pictures.

**Key:** 2 No, he didn't. 3 No, she didn't. 4 Yes, they did. 5 No, I didn't. 6 Yes, they did.

## OPTIONAL ACTIVITIES

## Reinforcement

- Use the word map from the Warm-up to review questions and answers in the past.
- Prompt pupils to ask and answer in open pairs. • Pupils can add other questions.

See also Teacher's Resource Book Worksheet 3, p33

## Extension

- Pupils write the questions from Activity Book Activity 1 in their notebooks. They write an answer for each one, using their imagination.

## Grammar focus [PB p108]

1 Say the complete sentences. Use *did, didn't*.

- Pupils read and say the complete sentences.

**Key:** 1 Did, didn't 2 Did, did.


**THE OPEN-AIR MUSEUM**


Lucy: Look! A football stadium!  
Ben: Great! It's in Rio de Janeiro!  
Lucy: Where next?  
Ben: You choose.



Ben: Wow! The great wall of China!  
Lucy: Yes! But I can't see a line here.  
Ben: Let's keep looking.



Ben: What's this?  
Lucy: It's the opera house in Sydney, in Australia.



Lucy: The pyramids! Cool!



Lucy: I can't see a line here. Where can it be?  
Ben: I have no idea. Let's go for a drink and we can think about it.  
Lucy: Ok.



Ben: I'm hungry.  
Lucy: Me too. These sandwiches are good.

48 Value: showing interest in other cultures; reading for pleasure

Lesson 5

**1** Remember the story. Put the sentences in order. **THINK!**

Then they look at the Great Wall of China.  
 After that, they look at the opera house in Sydney.  
 They want to look for their book.  
 First Lucy and Ben look at a football stadium in Brazil.  
 They see that they haven't got the book.  
 Finally, Lucy finds the missing letters.  
 Ben says that he is hungry.

**2** Read the story. What can we learn from it? Tick (✓).

Food from other cultures is not healthy.  
It's often interesting to try food from another culture.  
Eat only what you really know.

**VALUES**

**At Oliver's house ...**

Oliver: I'm hungry, Mum.  
Mum: Would you like some spinach and potatoes?  
Oliver: No, Mum.  
Mum: What about some rice with peas or beans?  
Oliver: I don't like vegetables. Can I have a hamburger?


**The next day after school ...**

Oliver: Adil, I'm hungry. Let's get a hamburger.  
Adil: Oliver, I don't like hamburgers. Come to my house, we can have dinner there.  
Oliver: OK, but I have to phone my mum from your house.


**At Adil's house ...**

Adil: Yummy! Rice with peas, beans, potatoes and spinach. I hope you like it, Oliver.  
Oliver: Mmm. It's very good, Mrs Singh.  
Adil's mum: Thank you, Oliver.

**Two days later ...**

Oliver: Mum, can I have some vegetables with potatoes, please?

48 Story practice; showing interest in other cultures

Lesson 5

**Objectives**

- to read a picture story for pleasure
- to review language from the unit
- to check comprehension of the story

**Language**

**New language:** characters and language from the story

**Receptive language:** stadium, opera house, pyramids, Great Wall, Brazil, China, Australia, Egypt, India

**Materials**

CD

**Basic competences**

**Competence in linguistic communication:** Pupils listen to a story.

**Cultural awareness and expression:** Pupils act out the story.

**Social and civic competences:** Pupils learn the value of showing interest in other cultures through a story.

## Pupil's Book, page 48

## Warm-up

- Write words with scrambled letters from the previous episode of the story on the board.
- Pupils work in pairs and order the jumbled words. Invite pupils to come and write the words on the board.
- Use the words to elicit what pupils remember from the last episode.

1 CD 22 The open-air museum

- Elicit where the friends are in frame 1 (in the model village).
- Play the recording. Pupils listen to answer *Which 'countries' do they visit?* (Brazil, China, Australia, Egypt, India.) *Who is hungry?* (Ben.) *Where is the book?* (They don't know.) *Who sees the line?* (Ben.)
- Play the recording again pausing for the pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

## Activity Book, page 48

## 1 Put the story in order. THINK

**Thinking skill:** sequencing

- Pupils number the sentences in order.

**Key:** 2, 3, 7, (1), 6, 8, 4, 52 Read the story. What can we learn from it?  
Tick (✓).

- Pupils read and tick the correct answer.

**Key:** 2

## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils into groups of three to take a role of one of the characters.
- Play the recording. Pupils repeat in role.
- They practise the story in their groups.
- Invite groups to act out the story for the class.

## Extension

- Elicit which 'countries' Ben and Lucy visit in the model village and how they show interest in the places.
- Elicit what they learn about the different places.
- Elicit examples of how pupils show/have shown interest in other cultures and places.

**Note:** Some of this discussion may need to take place in L1.



Lucy: The book! It isn't here!  
Ben: Oh! Where is it?  
Lucy: I don't know. What can we do?



Ben: Hey, I can see... the line!  
Lucy: Is it? Well spotted!  
Ben: 'In the light house come and see'.

5

## 2 Look, read and answer.

1 In which picture do they visit ... ?



## 3 Find who says ...

It's the opera house in Sydney, in Australia.



## 4 Listen and say.



Silly Milly made a pyramid of jelly at the gym.

Lesson 6

Phonics focus: /i:/ and /ɪ/ 49

## 1 Write the words. Listen and check. Then say with a friend.

keep looking are you doing



Jenny: Oh, Ben. What \_\_\_\_\_?

Ben: I'm carrying this for Mum.

Jenny: OK, but be careful!

Ben: Oh dear!



Connor: Can I help you, Izzie?

Izzie: Oh, yes, thanks, Connor. I'm looking for my pen. It isn't here.

Connor: OK. Let's \_\_\_\_\_.

It's behind your ear!

## 2 Look and write the words in the table.

gym happy lorry pyramid Egypt dirty twenty



Egypt	very
Egypt	20

## 3 Listen, say and check your answers.

Lesson 6

Functions; phonics focus 49

## Objectives

- to check the comprehension of the story
- to present and practise /i/ sound
- to practise conversation sequences

## Language

**New language:** language from the story

**Recycled language:** jelly, gym, be careful, oh dear!  
keep looking

## Basic competences

**Competence in linguistic communication:**

Pupils interpret the message behind a story.

**Social and civic competences:** Pupils practise short conversations to put language in context.

## Materials

CD

## Pupil's Book, page 49

## Warm-up

- Ask questions about the story, e.g. *Where were Ben and Lucy?* (In the model village) *Name three things they saw.* (The Great Wall of China, Sydney Opera House, Rio de Janeiro football stadium, the pyramids and Sphinx in Egypt, the Taj Mahal in India) *Where was the line?*

## 2 Look, read and answer.

- Play the recording of the story again. Pupils follow in their Pupil's Books.
- Pupils work in pairs. One pupil says the number of the picture and the other says which country it is. They then swap.
- Check answers as a class.

**Key:** a 8, b 3, c 1, d 2, e 4

- Missing letters: N, D

## 3 Find who says ...

- Write *pyramid* on the board using a red pen for the letter *y*. Elicit the pronunciation. Make the short /i/ sound and have pupils repeat.
- Write *sunny* on the board using a red pen for the letter *y*. Say the longer /i:/ sound at the end of the word. Pupils repeat.
- Pupils repeat *It's the opera house in Sydney, in Australia after you.* Explain that Sydney has both sounds, /i/ and /i:/.
- Pupils find the sentence in the story (frame 3).

**Key:** Lucy

4 Listen and say. 

- Play the recording. Pupils read and repeat.

**Note:** Before hearing the sentence, pupils will hear the key sounds with pauses for them to repeat.

- They practise saying the sentence in pairs.

## Activity Book, page 49

1  Write the words. Listen and check. Then say with a friend.

- Pupils complete the dialogues and listen to the recording to check their answers. Then they practise the dialogues in pairs.

**Key:** 1 are you doing 2 keep looking

2 Look and write the words in the table. 

- Pupils complete the table by labelling pictures with the words in the box.

3  Listen, say and check your answers.

- Pupils check their answers in Activity 2.

**Key:** Egypt: pyramid, gym; very: happy, twenty, dirty, lorry

## OPTIONAL ACTIVITIES

## Reinforcement

- Dictate the sentence in PB Activity 4. The pupils write it in their notebooks. They compare their sentences with a partner before checking in their books.

## Extension

- Write the dialogues in AB Activity 1 on the board. Underline key words (*Ben, Mum, Connor, pen*).
- In pairs, pupils make up their own dialogues by replacing the underlined words.
- Pupils practise and then role play their dialogues for the class.



## CAPITAL CITIES

1 Read the texts and name the special means of transport **THINK!**

1 Kyiv is the capital of Ukraine. It's a very old and beautiful city. The Dnipro River divides the city into two parts. There are many beautiful places in Kyiv: monuments, churches, cathedrals, museum and parks. The Golden Gates and the monument to Yaroslav the Wise tell about the history of the city. Saint Andrew's church and Saint Sophia's Cathedral are very beautiful and famous places. You can ride the funicular in Kyiv.

2 London is the capital of England. The most famous buildings in London are The Houses of Parliament, Westminster Abbey, the Tower Bridge, Tower of London and Tower Bridge. The Houses of Parliament is a very beautiful building with two towers and a very big clock called Big Ben. Big Ben is the bell. The Tower Bridge crosses the River Thames. You can have a ride on a red double-decker bus in London.

2 Read the sentences. Are they about Kyiv, London or both cities?

- 1 The city stands on the river.
- 2 You can have a ride on a double-decker bus there.
- 3 You can have a ride on the funicular there.

3 Look and say where these places are.



the Tower Bridge



Saint Sophia's Cathedral



the Golden Gate



Big Ben



Saint Andrew's Church

50 Geography

Lesson 7

### Objectives

- to consolidate language from the unit
- to practice reading and writing skills

### Language

**New language:** Kyiv, London, the Tower Bridge, Tower of London, Big Ben, the Houses of parliament, Westminster Abbey, Saint Andrew's Church, Saint Sophia's Cathedral, the Golden Gate, funicular, double-decker

### Materials

Teacher's Resource Book (optional)



1 Read the postcard. Which cities are Allan and Amy visiting?

Dear Jessica,  
What an amazing city! There are so many beautiful places there. There are lots of churches and cathedrals. My favourite place is Saint Andrew's Church. I've got you a present for you.  
See you,  
Allan

6 Mar  
M63 1

Dear Thomas,  
It's a great city. Mum is taking a photo of Big Ben. I'd like to ride a double-decker. It's fun! I've got a present for you.  
Love,  
Amy



5 Daisy Avenue  
Oxford  
OX5 2 2FS

1 \_\_\_\_\_ 2 \_\_\_\_\_

2 Look at photos of famous places. Write where they are.



the Tower Bridge



Saint Sophia's Cathedral



Big Ben London



the Golden Gate

1 The Tower Bridge is in London.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

50 Geography

Lesson 7

### Basic competences

#### Competence in linguistic communication:

Pupils use language from the unit to talk about Kyiv and London.

#### Cultural awareness:

Pupils learn the information about the capital city in Ukraine and in England.

## Pupil's Book, page 50

## Warm-up

- Ask pupils What is the capital of Ukraine?
- Ask pupils to name any other capitals of other countries they know.

## 1 Read the texts and name the special means of transport in each city.

- Ask pupils quickly read the texts. Ask them what cities are these texts about.
- Pupils quickly read the texts again and find the special means of transport in each city.

**Key:** funicular in Kyiv, double-decker in London

## 2 Read the sentences. Are they about Kyiv, London or both cities?

- Ask pupils to read the texts in Activity 1 again. Ask some questions to check comprehension.
- Read the first sentence. Ask *Is it about Kyiv, London or both cities?* Pupils answer: This sentence is about both cities. Kyiv stands on the River Dnipro. London stands on the River Thames.
- They do the activity individually and then compare their answers in pairs.
- Check and discuss as a class.

**Key:** 1 both cities, 2 London, 3 Kyiv

## 3 Look and say where these places are.

- Ask pupils to point to the first picture. Ask them What's this? Pupils read the name of the sightseeing under the picture.
- Ask pupils where this landmark is: *Is it in Kyiv or in London?*
- In pairs, pupils say where the landmarks are.
- Check answers with the class

**Key:** Kyiv – Saint Sophia's Cathedral, the Golden Gate, Saint Andrew's Church  
London – the Tower Bridge, Big Ben

## Activity Book, page 50

## 1 Read the postcard. Which cities are Allan and Amy visiting?

- Pupils read the postcards and write the right city and each postcard.

**Key:** 1 Kyiv, 2 London

## 2 Look at the photos of famous places. Write where they are.

- Pupils look at the pictures and write where these places are using the first sentence as an example.

**Key:** 2 Saint Sophia's Cathedral is in Kyiv. 3 Big Ben is in London. 4 The Golden Gate is in Kyiv.

## OPTIONAL ACTIVITIES

## Reinforcement

- Ask pupils to make a list of landmarks in their city or in their region.
- Then pupils name the landmarks and where they are: .... is in ....

☞ *See also Teacher's Resource Book Worksheet 4, p34*

## Extension

- Ask pupils about their last class trip.
- Using a checklist in Pupil's Book on page 42 pupils try to remember the information about their last class trip. Write the information on the board for pupils to see it.

**4** Say the capital city for each country.

Canberra Ankara Cairo Madrid Mexico City Brasilia

Spain      Australia      Brazil

Turkey      Egypt      Mexico

**5** Choose one of the capital cities of any country you want and make a poster.

**PROJECT**

Include:

- pictures of famous places and their names.
- write what you can do there: I can ...
- write how you can go there: I can go there by ...

**Kyiv – the capital of Ukraine**

Saint Andrew's Church      the Golden Gate      Glass Bridge

I can visit different places in Kyiv.  
I can go shopping in Kyiv.  
I can go there by bus.

**6** Present your poster to the class.

**1** Write the letters in the correct order. Then fill in the gaps with the words.

1 baCnerar Canberra  
2 nrkaaA   
3 Coira   
4 ixeMoc iCyt   
5 rBsaila   
6 yKiv   
7 oLnond

The capital of Ukraine is   
The capital of England is   
The capital of Turkey is   
The capital of Brazil is   
The capital of Australia is   
The capital of Mexico is   
The capital of Spain is   
The capital of Egypt is

**2** Write about your country.

I live in . The capital of  is . It's a  city. There are   there.

## Objectives

- to consolidate language from the unit
- to make a project

## Language

**New language:** Canberra, Ankara, Cairo, Madrid, Mexico City, Brasilia

## Materials

paper, pencils for the project, a map or a globe (optional)

## Basic competences

**Competence in linguistic communication:** Pupils use known language to talk about capitals

**Social and civic competences:** Pupils work together and present their project.

## Pupil's Book, page 51

## Warm-up

- Write on the board *Ukraine* and *England*.
- Ask two volunteer pupils to come to the board and write the capital cities for each country.
- Ask pupils to name other capital cities they know.

## 4 Say the capital city for each country.

- Tell pupils to look at the flags and name the countries.
- Ask pupils to match the countries to their capitals from the box.
- Pupils work individually and check the answers in pairs.
- Check with the class.

**Key:** Spain – Madrid, Australia – Canberra, Brazil – Brasilia, Turkey – Ankara, Egypt – Cairo, Mexico – Mexico City

## 5 Choose one of the capital cities of any country you want and make a poster.

- Ask pupils to look at the poster. Ask pupils what city this poster is about.
- Ask pupils to describe the poster.
- Read the tips with the pupils.
- Divide pupils in pairs or groups.
- Ask pupils to choose one of the capital cities mentioned above or any other capital city.
- Pupils make a poster in pairs or groups.
- Monitor and help if necessary.

## 6 Present your poster to the class.

- In their pairs or groups pupils present their posters.
- Encourage pupils to memorise which capital city each project is about.

## Activity Book, page 51

## 1 Write the letters in the correct order. Then fill in the gaps with the words.

- Pupils write the letters in the correct order to make the words.
- Then pupils write the words to complete the sentences.

**Key:** 2 Ankara, 3 Cairo, 4 Mexico City, 5 Brasilia, 6 Kyiv, 7 London

The capital of Ukraine is Kyiv. The capital of England is London. The capital of Turkey is Ankara. The capital of Brazil is Brasilia. The capital of Australia is Canberra. The capital of Mexico is Mexico City. The capital of Spain is Madrid. The capital of Egypt is Cairo.

## 2 Write about your country.

- Pupils complete the sentences about Ukraine.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Place pupils' projects on the board or wall.
- Pupil's vote for the best project and prove their point of view.

## Extension

- Bring a globe or a map. Ask pupils to find the countries and the capitals they have prepared projects about.

**Note:** You could now do the end-of-unit test on Teacher's Book pages 202–203.

# 6 The world around us

Lesson 1



## 2 Play game I spy.

I spy with my little eye something with a 't' in it.

## THiNK!

Is it 'path'?

## 3 In your notebook, write what you can see in the picture: I can see a big lake.

52 The countryside

Lesson 1

# 6 The world around us

## 1 Find and write eight words. Look →, ↓ and ↘.



1 field

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

3

4

5

6

7

8



2

3

4

5

6

7

8

## 2 Read and write words from Activity 1.

1 A: Can we swim to that island in the middle of the lake?  
B: No, you can't, but look, we can all go on that boat.

2 A: I can see some lights there. Is that a town?  
B: No, there are only a few houses. It's a small village.

3 A: Let's go through the trees.  
B: No, I think we should stay on the path. It's safer.

4 A: How can we get across the river?  
B: Look, there's a bridge.

5 A: Why can't we go into that forest?  
B: Because they're cutting down some trees. It's too dangerous.

52 The countryside

Lesson 1

## Objectives

- to present the core vocabulary (nature)
- to practice the core vocabulary through speaking

## Language

**New language:** mountain, forest, village, lake, island, field, river, path

**Recycled language:** I spy

## Materials

CD, Flashcards (countries): 54-61 Teacher's Resource Book (optional)

## Basic competences

### Competence in linguistic communication:

Pupils identify and use vocabulary to describe nature around them.

### Social and civic competences:

Pupils work together to play the spy game.

### Cultural awareness:

Pupils learn about the environment around them.

## Pupil's Book, page 52

### Warm-up

- Write *Countryside* on the board. Brainstorm words associated with the topic, e.g. *cows, trees*.
- Elicit if any pupils or members of their family live in the countryside. Ask them to describe it.

### Presentation

- Use the flashcards or the picture in the Pupil's Book to present the new vocabulary.
- Say each word for pupils to repeat. Check understanding.
- Make sure students don't try to say the silent letter in *island*.

### 1 CD 2 24 Listen and look. Then listen and say the words.

- Elicit what students think is happening in the picture, where the friends are and who they are with (Ben's grandpa).
- Pupils look at the numbered words and items in the picture. Play the recording. Pupils listen to the dialogue. Then they listen to the numbered words and repeat.

#### CD2 Track 24

**Lucy:** It's great that your grandpa took us on this lovely walk.

**Ben:** Yes, but I'm still thinking about the map.

**Lucy:** Me too. This next clue is a real puzzle.

**Grandpa:** OK, kids, are you ready?

**Ben:** In a minute grandpa. I'm still a bit tired.

**Lucy:** Where are we going next?

**Grandpa:** We are going to follow the pass, down to the river and then to the lake.

**Ben:** Grandpa, I'm very hungry.

**Grandpa:** Buster is also hungry. OK. Look at the field. Can you see the small village?

**Ben:** Yes, I can.

**Grandpa:** There's a very nice restaurant there.

**Ben:** Great! And how long will it take us to get there?

**Grandpa:** About an hour.

**Ben:** Oh, no!

**Grandpa:** We can play a game as we walk. I spy with my little eye something with the letter 'L' in it.

**Ben:** Is it village?

**Grandpa:** No, it isn't.

**Lucy:** Is it 'island'?

**Grandpa:** Yes, it is. Well done, Lucy. Your turn.

**Now say the words:** 1 mountain 2 forest 3 village 4 lake  
5 island 6 field 7 river 8 path

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

### 2 Play *I spy* game.

- Elicit the word *Grandpa* was thinking of in the recording (*island*).
- Check pupils know what to do and understand that *spy* means see. They play using things they can see in the picture.
- Demonstrate the game with the class.
- Pupils then play the game in pairs. They take turns.
- They try to do the activity with the book closed. Check using open pairs.

### 3 In your notebook, write what you can see in the picture.

- Draw pupils' attention to the example in the task: *I can see a big lake.*
- Ask pupils about other places. Ask a volunteer pupil to write his or her sentence on the board.
- Pupils write their sentences using the example.

## Activity Book, page 52

### 1 Find and write eight words.

**Look** →, ↓ and ↘.

- Pupils find eight words in the wordsearch. Then they write the words.

**Key:** 2 forest, 3 island, 4 lake, 5 mountain, 6 path,  
7 river, 8 village

### 2 Read and write words from Activity 1.

- Pupils read the dialogue and fill in the gaps with the appropriate words.

**Key:** 2 village, 3 path, 4 river, 5 forest

## OPTIONAL ACTIVITIES

### Reinforcement

- Give a definition of one of the new words for pupils to guess, e.g. *This is a place with lots of trees* (forest).
- Repeat for the other new words.

→ *See also Teacher's Resource Book Worksheet 1, p36*

### Extension

- Pupils write the eight new vocabulary items in their notebooks.
- For each item, they write a short definition, e.g. *A path is a small road in the countryside. People usually walk on it.*

## 1 Read and say true or false.

Ryan: Tell me your story about Sunday.  
Sophie: Well, it was a sunny day, so we went to Otter Lake and we had a picnic.

Ryan: And?  
Sophie: Then, after the picnic, I went swimming because the water was warm.

Ryan: You had a picnic and went swimming. What happened then?  
Sophie: Well, Billy was scared of the fish in the lake, so he didn't go in.

Ryan: I see. Billy didn't go in, but you did because you weren't afraid.  
Sophie: That's right. But ... a fish bit me.

- 1 Sophie and her family had a picnic in the forest.
- 2 Sophie went swimming in the lake.
- 3 Billy went swimming with Sophie.
- 4 Sophie jumped out of the water because it was cold.



## 2 Listen and say.

## GRAMMAR FOCUS

I looked into the water, **but** I didn't see the fish.  
We went to a lake **and** we had a picnic there.  
I went swimming **because** the water was warm.  
We were hungry, **so** we went to a restaurant.



## 3 Make sentences. Write them in your notebook.

I had a sandwich  
I didn't go to the party  
We didn't win  
I went to bed early

because ...  
so ...  
and ...  
but ...

I went to bed early and I read a book.

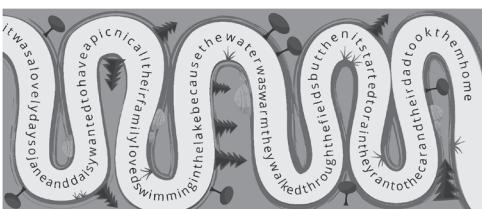
I went to bed early because ...

Lesson 2

Simple past revision; connectors

53

## 1 Find and write four sentences.



1 It was a lovely day, so Jane and Daisy wanted to have a picnic.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

2 Join the sentences with *and*, *but*, *so* and *because*.

- 1 There are fields near our village. People love having picnics there.  
There are fields near our village **and** people love having picnics there.
- 2 It started to rain. We went home.  
It started to rain **but** we went home.
- 3 John went to the USA. He stayed in Chicago.  
John went to the USA **because** he stayed in Chicago.
- 4 Kate liked visiting her uncle. It took two hours by car.  
Kate liked visiting her uncle **and** it took two hours by car.
- 5 The film was boring. We left the cinema.  
The film was boring **so** we left the cinema.
- 6 Don't go across that old bridge. It's dangerous.  
Don't go across that old bridge **because** it's dangerous.

3 Write four sentences about you. Use *and*, *but*, *so* and *because*.

I like watching football **and** ... I like watching football, **but** ...

Lesson 2

Simple past revision; connectors

53

## Objectives

- to present the first core grammar
- to practice the core grammar through speaking

## Language

**New language:** *nature, but, and, because, so*

## Materials

CD, Teacher's Resource Book (optional)

## Basic competences

**Competence in linguistic communication:**

Pupils talk about past and connect ideas in the story.

**Social and civic competences:** Pupils work together to complete the sentences.

## Pupil's Book, page 53

## Warm-up

- Write the eight new items with the letters in scrambled order on the board.
- Ask a pair of pupils to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.
- Elicit which is the silent letter

## Presentation

- Write the following gapped sentences on the board: *I'm hungry \_\_\_\_\_ I didn't have any breakfast. I was tired, \_\_\_\_\_ I went to bed early. I sat down \_\_\_\_\_ watched the film. I wanted to buy a new T-shirt, \_\_\_\_\_ I didn't have any money.*
- Write the four connectors in a box next to the sentences (*and, but, because, so*).
- Tell pupils to choose the right word for each sentence.
- They work in pairs. Elicit their answers.
- Ask pupils to give simple reasons for their answers.
- Tell pupils that these words are called *connectors*.

1 Read and write yes or no. 

- Pupils look at the picture in their Pupil's Book.
- Tell pupils they are going to read to a girl's story.
- Pupils read. Then they say yes or no for each statement. They correct the no statements.

**Key:** 1 no, 2 yes, 3 no, 4 no

2  Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

## 3 Make sentences. Write them in your notebook.

- Elicit ideas for sentences from different pupils. Remind pupils that sentences must make sense.
- Pupils do the activity in pairs, taking turns.
- Check using open pairs.
- Then pupils write their sentences individually in their notebooks.

## Activity Book, page 53

## 1 Find and write four sentences.

- Pupils find the sentences and write them down.

**Key:** 2 All their family loved swimming in the lake because the water was warm. 3 They walked through the fields, but then it started to rain. 4 They ran to the car and their dad took them home.

2 Join the sentences with *and, but, so and because*.

- Pupils rewrite the sentences joining them with the connectors.

**Key:** 2 It started to rain, so we went home. 3 John went to the USA and he stayed in Chicago. 4 Kate liked visiting her uncle, but it took two hours by car. 5 The film was boring, so we left the cinema. 6 Don't go across that old bridge because it's dangerous.

3 Write four sentences about you. Use *and, but, so and because*.

- Pupils write sentences about them using the example.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Elicit some of the things Sophie did and didn't do on her picnic from PB Activity 1.
- Write them on the board. Students join some of the ideas with *and, but, so or because*.

 See also Teacher's Resource Book Worksheet 2, p37

## Extension

- In groups of four, pupils compare the information they wrote for AB Activity 3. They find out how many things are the same and how many are different.
- Elicit from groups. Pupils report back, e.g. (Name) likes going swimming, but he doesn't like playing football.

## Grammar focus [PB p108]

## 1 Say the complete sentences.

- Pupils read and say the complete the sentences.

**Key:** 1 because 2 so 3 but 4 and

1 CD 2 Listen and sing.

Walking with Mum  
Is so much fun.  
Walking with Mum  
In the morning sun.

We got up very early.  
What a lovely day!  
We walked through some villages,  
Singing all the way.

'Let's sit here,' said Mum  
And pointed to some trees.  
'We can have a picnic –  
I've got some bread and cheese.'

Walking with Mum ...

We walked through the fields,  
But that was a mistake.  
Mum didn't see the path  
And fell into the lake!

The water was so cold,  
Mum's face was blue  
And so she caught a cold.  
Atchoo! Atchoo!

Walking with Mum ...



## 2 Look at the pictures and say true or false.

Picture one is false. They didn't swim in the lake.

## 3 Correct the sentences. Write the correct sentences in your notebook.

1 The weather wasn't good. 2 They walked through the forest.

54 Singing for pleasure

Lesson 3

## 1 Remember the song. Complete the lines.

Walking with Mum  
Is so much <sup>(1)</sup> fun .  
Walking with Mum  
In the morning <sup>(2)</sup> .

We got up very early.  
What a lovely <sup>(3)</sup> !  
We walked through some villages,  
Singing all the <sup>(4)</sup> .

'Let's sit here,' said Mum  
And pointed to some <sup>(5)</sup>.  
'We can have a picnic –  
I've got some bread and <sup>(6)</sup>.  
Walking with Mum ...

We walked through the fields,  
But that was a <sup>(7)</sup>.  
Mum didn't see the path  
And fell into the <sup>(8)</sup> !

The water was so cold,  
Mum's face was <sup>(9)</sup>.  
And so she caught a cold.  
Atchoo! <sup>(10)</sup> !  
Walking with Mum ...



## 2 Complete Mum's email to her friend Sally.

Send Chat Attach Address Format Save

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Dear Sally,

Yesterday the children wanted to go walking with me. We got up early. It was a lovely day and \_\_\_\_\_

See you soon,

Caroline

54 Song practice

Lesson 3

## Objectives

- to consolidate connectors
- to sing a song with the class

## Language

**New language:** nature

**Recycled language:** catch cold, bread, cheese

**Receptive language:** so much fun, mistake

## Basic competences

**Competence in linguistic communication:**

Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

## Materials

CD

## Pupil's Book, page 54

## Warm-up

- Write the four connectors on the board (*and, but, so, because*).
- Ask pupils to think of a sentence about yesterday using one of these words.
- They tell their partner.
- Elicit some sentences from pupils.

1 CD 2 Tr 29 Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit who they can see and where. Are people sad or happy? Why? Ask pupils to predict.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the song again, pausing after each verse for pupils to repeat. Do this slowly at first, then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD 2 Tr 27) for pupils to practise singing the song

2 Look at the pictures and say *true* or *false*.

- Ask pupils to look at the pictures in Activity 1.
- Ask pupils what they can see in each picture.
- Play the recording again.
- Draw Pupils attention to the example.
- Pupils say which picturea are true and correct the false ones.

## 3 Correct the sentences. Write the correct sentences in your notebook.

- Check pupils know what to do.
- Pupils re-read the song silently and find mistakes in the sentences.
- Pupils write the correct sentences in their notebooks.
- Check with the class. Elicit the correct sentences.

## Activity Book, page 54

## 1 Remember the song. Complete the lines.

- Pupils read the song and complete it with the missing words.

**Key:** 2 sun, 3 day, 4 way, 5 trees, 6 cheese, 7 mistake, 8 lake, 9 blue, 10 Atchoo

## 2 Complete Mum's email to her friend Sally.

- Pupils read the beginning of the email and finish it.

**Key:** (sample answer):

Dear Sally

Yesterday the children wanted to go walking with me. We got up early. It was a lovely day and we walked through some villages, singing all the time. I saw some trees. It was a good place for a picnic. We sat there and ate our bread and cheese. After lunch we walked through the fields but it was a mistake! I didn't see the path and I fell into the lake! The water was very cold and when I got out my face was blue. Now I've got a cold.

## OPTIONAL ACTIVITIES

## Reinforcement

- Play the karaoke version of the song.
- Pupils take turns to sing the song in groups.

## Extension

- Pupils work in pairs.
- Each pair writes two more sentences about the song for their classmates to correct.
- Monitor pairs as they are working and help if necessary.
- Pairs swap sentences with other pairs for correction.

1 CD 2 Listen and say the letter.2 CD 2 Listen and say.

## GRAMMAR FOCUS

I **felt** **awful** yesterday.  
What was the matter?  
I **had** a headache.  
I **hurt** my foot.



## 3 Tell stories about your family and friends.

My grandma went climbing and fell. He hurt her arm.



## 4 Think of a story from your past. Write it in your notebook.

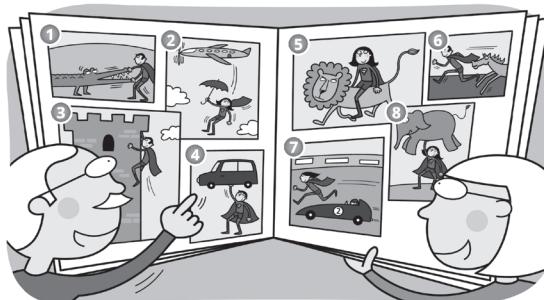


Lesson 4

Past Simple, illnesses

55

## 1 Look at Superman and Superwoman's album. Why did they feel awful after these activities? Write sentences.



1 He felt awful. The crocodile hurt his arm.

2 She felt awful. She

3

4

5

6

7

8

## 2 Remember the day you felt really awful. What was the matter? Write.

I felt really awful.

Lesson 4

Past Simple, illnesses

55

## Objectives

- to practise Past Simple through health and care topic
- to give further practise in the core grammar through a speaking activity

- to give further practise in the core grammar through a writing activity

## Language

**New language:** to feel awful, What's the matter?

**Recycled language:** illnesses

## Materials

CD

## Basic competences

**Competence in linguistic communication:**

Pupils ask and answer the questions about past.

**Social and civic competences:** Pupils work together to tell stories about their family and friends.

## Pupil's Book, page 55

## Warm-up

- Write on the board *Health problems*.
- Brainstorm with the pupils all the health problems they know. Draw a mind map on the board.

## Presentation

- Write on the board *I felt awful yesterday*. Write on the board the question *What's the matter?* and encourage pupils to ask you this question. Answer *I had a headache*.
- Repeat with other health problems, e.g. *hurt leg, had an earache, had a cold, had stomachache*.
- Make sure pupils understand that the sentences is about past.

1 CD 28 Listen and say the letter.

- Elicit what pupils can see in the picture.
- Make sure pupils understand that the pictures show the grandpa when he was young.
- Pupils listen and match, then compare answers in pairs.
- Check answers with the class.

## CD2 Track 28

- When I was a young man, I did lots of sport. I went swimming in a very cold lake one day. The water was really cold. The next day, I had a cold.
- Another day, I climbed a big mountain. A rock fell and hit my head and I had a headache after that!
- I often went running. One day, I hurt my foot because I fell. But I didn't have to go to hospital!

**Key:** 1 c, 2 b, 3 a

2 CD 29 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the question and answers in pairs.

## 3 Tell stories about your families and friends.

- Demonstrate the activity by telling the story about you or one of your relatives and make sure pupils understand that they need to use Past Simple tense.
- Ask a volunteer pupil to tell the story in front of the class.
- In pairs, pupils tell stories to each other.

## 4 Think of a story from your past. Write it in your notebook.

- Ask pupils to choose a story from their past and write 3-4 sentences to tell this story. Tell pupils to use the example in Activity 3.
- Pupils write the stories.
- Monitor and help if necessary.

## Activity Book, page 55

## 1 Look at Superman and Superwoman's album. Why did they feel awful after these activities? Write sentences.

- Pupils look at the pictures and try to imagine what happened next. Then pupils write the sentences.

**Key:** (Possible answers) 2 She felt awful. She hurt her leg. 3 He felt awful. He fell down and hurt his head. 4 He felt awful. He broke his arm. 5 She felt awful. The lion bit her. 6 He felt awful. He hurt his foot. 7 She felt awful. She fell down. 8 She felt awful. She had stomach-ache.

## 2 Remember the day you felt really awful. What was the matter?

- Pupils write the answer to the question *What was the matter?*

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Say one of health problems. Encourage pupils to think and say the reasons for this health problem, e.g. *Earache – You walked in the park without a hat yesterday*.

See also Teacher's Resource Book Worksheet 3, p39

## Extension

- Pupils mime one of health problems. Other pupils ask *What's the matter?* The pupil tells what happened yesterday.
- Demonstrate the activity.
- Pupils work in groups or pairs.

## Grammar focus [PB p109]

## 1 Say the Past Simple form for the irregular verbs.

- Pupils say the past form of the given words.

**Key:** 1 was 2 broke 3 had 4 hurt



## The man in the car



**Grandpa:** Take the phone, Lucy. I'm going to help that man.  
**Ben:** Can I come with you, Grandpa?  
**Grandpa:** No way. Stay in the car, please.



**Lucy:** My friend's grandpa has got a fire extinguisher and he's going to help the man in the car.  
**Operator:** Good, but you mustn't get out, OK?



**Operator:** Now, Mill Road is a long road. Can you see the number on a house from the car?  
**Lucy:** Yes, I can. We're in front of number 92.



**Operator:** All right. Just wait a few more minutes for the ambulance and the fire engine.  
**Lucy:** I think I can hear the ambulance now!



**Ben:** Wow! Look at Grandpa!  
**Lucy:** He's fantastic!



**Grandpa:** Quick! We must get you out.  
**Man:** Agh, my leg!

56 Reading for pleasure

Lesson 5

### 1 Remember the story. Read and circle.

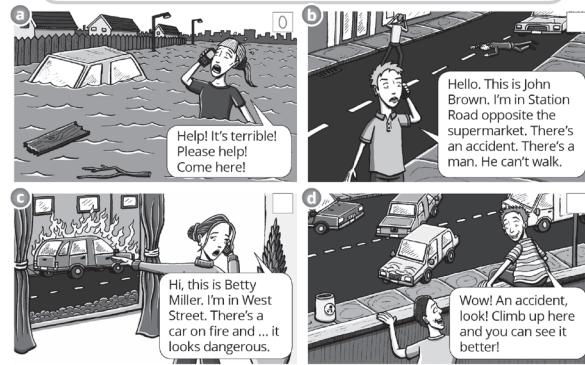
- 1 Why does Ben's grandpa say, 'Stay in the car, please?'  
 A Because he wants Lucy to talk to the operator.  
 B Because it's too dangerous for them.
- 2 Why does the operator ask Lucy about the house number?  
 A Because she wants to know where Lucy lives.  
 B Because she's going to send an ambulance and a fire engine there.
- 3 Why does Ben's grandpa say to the man, 'Quick! We must get you out'?  
 A Because the man's leg hurts.  
 B Because it's dangerous to stay in the car after the accident.
- 4 Why does Ben's grandpa say, 'Don't go so fast'?  
 A Because the man on the motorbike is a dangerous driver.  
 B Because the man on the motorbike is making them wet.

THINK!

### 2 How useful are these people? Write 2, 1 or 0.

THINK!

2 points = very useful 1 point = quite useful 0 points = not useful at all



56 Story practice

Lesson 5

## Objectives

- to read a picture story for pleasure
- to review language from the unit
- to check comprehension of the story

## Language

**New language:** fire extinguisher, ambulance, fire engine

## Materials

CD

## Basic competences

**Competence in linguistic communication:**  
 Pupils listen to the story.

**Social and civic competences:** Pupils learn the value that it is important to be helpful especially in emergency situations.

## Pupil's Book, page 56

## Warm-up

- Write *Ben, Lucy, Buster* on the board.
- Elicit what pupils remember about the story in Unit 5.
- Give prompts if necessary, e.g. *They were in a model village. They visited different countries. They found the line on the board.*

1 CD 2  
30 The man in the car

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (at the scene of an accident) and who/what they can see in the picture (Ben, Lucy, Ben's grandpa, a car, a mobile phone, a fire extinguisher). Pre-teach fire extinguisher.
- Play the recording. Pupils listen to the story. Ask some comprehension questions: who speaks to the emergency services (Lucy), the name of the road (Mill Road), who gets the man out of the car (Grandpa) and why Grandpa doesn't tell his story (he's tired).
- Pupils compare their ideas in pairs. Elicit from the class.
- Play the recording again. Pupils listen and repeat.
- Elicit what pupils think Grandpa means by *It's him again* (in Frame 7).

## Activity Book, page 56

## 1 Remember the story. Read and circle.

- Pupils read the questions and choose the correct answer according to the story.

**Key:** 2 B, 3 B, 4 A

## 2 How useful are these people? Write 2, 1 or 0.

- Pupils look at the pictures and read what people are saying. They use numbers 0, 1, 2 to mark how useful these people are.

**Key:** b 2, c 1, d 0

## OPTIONAL ACTIVITIES

## Reinforcement

- Put pupils in groups of five.
- Pupils each take a role of one of the characters.
- Play the recording. Pupils repeat in role.
- Pupils practise the role play in their groups.
- Volunteer groups role play the story for the class.

## Extension

- Discuss with pupils other situations when they can be useful, using AB Activity 2 as a starting point.
- Discuss with the class why *d* is not useful.
- Elicit situations from the class when they have been useful and helpful in an emergency.

**Note:** Some of this discussion may need to take place in L1. This topic may also need to be treated with sensitivity.



Man: I wasn't driving very fast, but suddenly there was this flood ...  
Grandpa: Hey, you on the motorbike! Don't go so fast! (He thinks) Hmm. It's him again.



Lucy: You were fantastic. You saved the man's life!  
Ben: And now tell us the story, Grandpa!  
Grandpa: Another time. I'm too tired now.

**2** Read and make sentences. Write them in your notebook.

1 Ben's grandpa and the children  
2 Suddenly, they saw  
3 A man was in the car  
4 Grandpa and Lucy talked to  
5 Grandpa helped the man  
6 Grandpa couldn't tell them the story

a and the car was on fire.  
b because he was too tired.  
c were driving in the rain.  
d to get out of the car.  
e an accident.  
f the emergency services.

**3** Find the car and the motorbike in the story.

**4** Listen and say.



Martha the farmer's doing art – drawing on her horse and cart!

Lesson 6

Phonics focus: /a:/ and /ɔ:/ 57

**1** CD 2 32 Write the words. Listen and check. Then say with a friend.

Can I come there was



Zak: Where are you going?

Alien: Back to my planet.

Zak: \_\_\_\_\_ with you?

Alien: Of course you can.

Zak: Great, but I need to be back for tea at 6 o'clock.



May: There was an accident outside our house last night! We were watching TV and suddenly \_\_\_\_\_ this loud noise. I ran to the window and saw two cars.

Liam: Did you call the police?

May: No, I didn't because I could see that no-one was hurt ... and one of them was a police car!

**2** Complete the words.



car



stom



fork



hse



st



rm

**3** CD 2 33 Listen, say and check your answers.

Lesson 6

Functions; phonics focus 57

## Objectives

- to check comprehension of the story
- to present and practise the sounds /a:/ and /ɔ:/ in English
- to practise conversation sequences

## Language

**New language:** cart

**Recycled language:** language from the story

## Materials

CD

## Basic competences

**Competence in linguistic communication:**

Pupils identify the relationship between sound and spelling in English.

**Social and civic competences:** Pupils practise short conversations to put language in context.

## Pupil's Book, page 57

## Warm-up

- Ask questions about the story, e.g. *Where were the friends?* (In the car.) *What did they see?* (An accident.) *What did Lucy do?* (She phoned the emergency services.) *What did Grandpa do?* (He got the man out of the car.)

## 2 Read and make sentences.

- Play the recording of the story again. Pupils follow in their Pupil's Books.
- Make sure students know what to do.
- They match the sentence halves about the story.
- They compare their answers in pairs.
- Check with the class.

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

## 3 Find the car and the motorbike in the story.

- Read out the instructions for pupils, making sure they hear the /a:/ and /o:/ sounds correctly in the words.
- Pupil find the things in the story.

**Key:** car: Frames 1-8, motorbike: Frame 7

## 4 Listen and say.

- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.

**Note:** Before hearing the sentence, pupils will hear the key sounds, with pauses for them to repeat.

## Activity Book, page 57

**1** CD 2  
32 Write the words. Listen and check. Then say with a friend.

- Pupils complete the dialogues and listen to check their answers. Then they practise the dialogues in pairs.

**Key:** 1 Can I come, 2 there was

## 2 Complete the words.

- Pupils look at the pictures and complete the words.

**3** CD 2  
33 Listen, say and check your answers.

- Pupils listen and check their answers.

## CD2 Track 33

1 Car, 2 storm, 3 fork, 4 horse, 5 star, 6 arm

**Key:** 2 storm, 3 fork, 4 horse, 5 star, 6 arm

## OPTIONAL ACTIVITIES

## Reinforcement

- Write one of the words from the lesson with the /a:/ sound, e.g. *car* on the board. Elicit another word with this sound. Write the word with the /o:/ sound, e.g. *storm* on the board. Elicit another word with this sound.
- Pupils work in pairs writing words with the same sound.
- Elicit and check as a class.

## Extension

- Focus pupils on the short dialogues in AB Activity 1.
- Write them on the board. Underline key words (planet, watching TV, ran, window, saw two cars, police, No, I didn't because ... ).
- Pupils work in pairs and make up their own dialogues by replacing the underlined words.
- Pupils role play their dialogues for the class.

**Skills**

**1** CD 2 35 Listen, listen and say the letter for each name.

Jack Vicky John Mary Sally

**2** CD 2 36 Listen again and say *true* or *false*.

1 Mary has got a pony.  
2 Sally likes swimming.  
3 Jack likes football and table tennis.  
4 Vicky likes picnics.  
5 John lives in a village.  
6 Jack likes hiking.

**3** Write about your favourite place.

Where? Why? What do you do there?

My favourite place is the beach near my house because it's quiet. I like watching the birds and sometimes I take food for them.

58 Reading

Lesson 7

**1** CD 2 35 Listen and write *t* (true) or *f* (false).

- For her birthday party, Kate invited three friends.
- One of her presents was a book about butterflies.
- Kate's favourite present was her new pencil case.
- At half past nine, Dad took the children for a night walk.
- The wind in the trees sounded like animals.
- Kate's uncle and dad played a trick on her.

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**2** Write the story. Use the pictures and the sentences from Activity 1 to help you.



It was Kate's birthday. She invited her friend Lisa to the party.

**3** What can we learn from the story? Tick (✓).

Spending money on presents is important.  
 Spending time with your friends and family is important.  
 Having a party is important.

**VALUE**

58 Listening and writing skills; making time for the family

Lesson 7

**Objectives**

- to consolidate language from the unit
- to practice listening and writing skills

**Language**

**New language:** *hike, place, table tennis*

**Recycled language:** *countryside vocabulary*

**Materials**

CD, Teacher's Resource Book (optional)

**Basic competences**

**Competence in linguistic communication:**

Pupils listen for the details.

**Cultural awareness:** Pupils write about their favourite nature place.

## Pupil's Book, page 58

## Warm-up

- Say a countryside word, e.g. *Path*.
- One of the pupils says an adjective which they associate with the word, e.g. *Small /Dark*. Repeat with other words.

1 CD 2 34

## Look, listen and say the letter for each name.

- Focus pupils on the pictures and elicit what they can see in each one.
- Play the recording. Pupils listen and choose the name for each relevant picture.
- They compare answers in pairs.
- Check with the class.

## CD2 Track 34

**Interviewer:** Jack, what's your favourite place?**Jack:** My favourite place. Let me think ... I know. It's a mountain. I sometimes hike up it with my parents. I like it up there. It's a wonderful place to watch birds. **Interviewer:** Vicky, what's your favourite place?**Vicky:** Well, I don't like mountains. My favourite place is an island in Beaver Lake. We go there by boat. I love having picnics there. Sometimes my dad catches fish there too. **Interviewer:** John, what about you? What's your favourite place?**John:** It's the small village where my grandma lives. I live in a big city, but I know all the children in the village and I've got lots of friends there. We play football, table tennis and other games.**Interviewer:** Mary, what's your favourite place?**Mary:** It's our farm. I like feeding the animals. My favourite animal is my pony. I ride him every day when I have time.**Interviewer:** Sally, what's your favourite place?**Sally:** It's the big river near our village. It's a great place for swimming and we often go there. The water isn't very warm, but that's OK.**Key:** 1 Mary, 2 John, 3 Vicky, 4 Jack, 5 Sally

2

Listen again and say *true* or *false*.

- Pupils read the six statements silently.
- Play the recording again.
- Pupils compare their answers in pairs.
- Check with the class.

**Key:** 1 yes, 2 yes, 3 no, 4 yes, 5 no, 6 yes

3

## Write about your favourite place.

- Write *Favourite places* on the board in a circle.
- Elicit the pupils' favourite places. Create a word map.
- Read out the model answer in the Pupil's Book.
- Elicit where the information is for the three prompt questions (Where? Why? What do you do there?).
- Pupils write about their favourite place in their notebooks.

## Activity Book, page 58

1 CD 2 35

Listen and write *t* (true) or *f* (false).

- Pupils listen and check their answers.

## CD2 Track 35

**Boy:** Hi, Kate. Did you have a good time on your birthday? Sorry I couldn't be there! Did you have a big party?**Kate:** It wasn't very big, but we had lots of fun. There was my friend Lisa and then, of course, my sister.**Boy:** Nice presents?**Kate:** Yes, thanks, and an amazing cake! I got lots of birthday cards and great presents ... Erm ... a book about butterflies, a new pencil case and roller skates.**Boy:** Sounds excellent. So it was a good birthday?**Kate:** Yes, but my favourite present was the night walk.**Boy:** The night walk?**Kate:** Yes. Dad took us all out for a walk when it was dark. At half past nine, he drove us to the car park behind the stadium, and then we started to walk into the forest.**Boy:** Into the forest? Wasn't it scary?**Kate:** Well, it was a bit scary, but it was also very exciting. There was some wind, so the trees were moving and they looked like ghosts.**Boy:** I'm not sure I'd like that.**Kate:** Well, the next bit was really scary.**Boy:** Why? What happened?**Kate:** My Uncle Tom was waiting behind a tree. He jumped out and went 'Boo!' We were so scared and then we really laughed. My dad told Uncle Tom about the walk and asked him to do it.**Boy:** That's brilliant! Your dad's great!**Kate:** Yes, he is. Anyway, then Uncle Tom gave me a book about ghosts and he came home with us for some birthday cake. We had a really great time.**Key:** 2 t, 3 f, 4 t, 5 f, 6 t

## 2 Write the story. Use the pictures and the sentences from Activity 1 to help you.

- Pupils write the story.

**Key:** Pupils' own answers

## 3 What can we learn from the story? Tick (✓).

- Pupils read and choose the correct answer.

**Key:** Spending time with your friends and family is important.

## OPTIONAL ACTIVITIES

## Reinforcement

- Choose the place, e.g. *forest*, but don't tell the word to students. Explain what you do there for students to guess the word.
- Repeat with other words.

## Extension

- Write *Water* and *Land* on the board. Write the word *river* under *Water*.
- Ask pupils to brainstorm the words which are connected to *Water* and *Land*.
- Ask pupils to open their Pupil's Book on page 52 to check whether they have used all these words.

**Act out**

## TRAVELLING

**1** Choose a role card. Read and plan.

**TRAVELLING AROUND YOUR TOWN HOW DO YOU GO TO SCHOOL?**

- Do you always go to school that way?
- What's the best way to get to the shops from your home?
- Do use a bike to go to places near you?
- Do you walk anywhere?

**HOLIDAY TRAVEL**

- Which new place or country would you like to visit?
- What's the best way to travel there?
- What would you like to do there?
- How can you travel around there?

**USEFUL LANGUAGE**

I usually ... How about you?  
I think the best way to travel there is ... Do you agree?  
I'd like to ... What would you like to do?

**2** In groups, talk about the different ways you travel or would like to travel.

I always go to school by bus, but on holiday I usually travel by train.  
I'd like to travel to Egypt by plane.  
Me too!  
I usually go to school by car.

**6**

**1** Look and read. Write 1, 2 or 3 words to complete the sentences about the story.



**Hide and sleep**

Last week Mum and Dad took us to the furniture shop. They wanted to buy a new sofa because our old one wasn't very comfortable. My brother and I weren't very happy because we don't really like shopping, but then Mum said that Grandpa wanted to come too. We liked that idea because Grandpa is cool!

The shop was really big. Mum and Dad left us with Grandpa and went to look at furniture. Grandpa had a brilliant idea. 'This shop is very big,' he said, 'so let's have a game of hide and seek.' We were really excited because there were so many places to hide. My brother hid first and after ten minutes I found him behind a cupboard. Then it was my turn, but Grandpa found me very quickly. Finally, it was Grandpa's turn. We closed our eyes and counted to 100. 'Coming!' we shouted. We looked and we looked, but we couldn't find Grandpa anywhere. After half an hour, Mum and Dad came back. 'Where's Grandpa?' they asked. Now all the family started to look for him. When we were in the part of the shop where they had beds, we heard a funny noise. 'Shh!' said Dad. 'Someone is snoring.' We looked across the shop and there on the most comfortable bed was Grandpa – asleep!

1 The family went shopping for a new sofa.  
2 The children really like their ...  
3 Grandpa wanted to play ...  
4 It took them ... to find the first person.  
5 ... the last person to hide.  
6 After ... minutes, their parents came back.  
7 The family heard ...  
8 They found Grandpa in the shop, sleeping on the ...

Lesson 8

Creativity 59

Reading skills 59

## Objectives

- to consolidate language from the unit
- to develop interactive speaking skills
- to revise transport vocabulary

## Language

**New language:** transport, countries, nature

## Materials

CD

## Basic competences

**Competence in linguistic communication:** Pupils use known language to say how they travel on holidays.

**Social and civic competences:** Pupils work together to act out a dialogue.

**Sense of initiative and entrepreneurship:** Pupils plan and take part in a group discussion.

## Pupil's Book, page 59

## Warm-up

- Students work in pairs.
- They write as many transport words as they can.
- Compare the lists of different pairs.
- The pair with the longest list is the winner.
- Check the spelling.

## 1 Choose the role card. Read and plan.

- Tell pupils they are going to talk about holidays, their town and how to travel on holiday and around their town.
- Read through the information on the cards with the class.
- Check pupils know what they are going to do.

## 2 In groups, talk about the different ways you travel or would like to travel.

- Elicit full examples of the Useful language and demonstrate several possible exchanges.
- Make sure groups know what to do and what language they need to use.
- Groups discuss different means of transport and the ways they travel around town and on holidays.
- Go around the class and monitor pupils.

## Activity Book, page 59

## 1 Look and read. Write 1, 2 or 3 words to complete the sentences about the story.

- Pupils read the story and then complete the sentences.

**Key:** 2 grandpa, 3 hide and seek, 4 ten minutes, 5 Grandpa was, 6 30 minutes, 7 a funny noise, 8 bed

# 6 Review: units 4, 5 and 6

Review

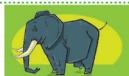
## Quiz time

### 1 Ask and answer.

1 Did you go shopping?  
a No, I didn't. b Yes, I did.  
c Yesterday.



2 ... you see an elephant in the zoo yesterday?  
a Did b Do c Does



3 I looked on the table, ... I didn't see the apple.  
a but b because c and



4 Are you going to ride your bike?  
a Yes, I do. b Yes, I am.  
c No, I don't.

5 It's going to be ... on Friday.  
a rainy b windy c foggy



6 Which is the word with the different sound?  
a  b  c 



7 I ... awful yesterday.  
a felt b feel c felted



8 Suzie went to ..., the capital of England.  
a Madrid b Canberra c London

60 Review: units 4, 5 and 6

## THE HOLIDAY GAME

### WHERE ARE YOU GOING?



### WHAT ARE YOU GOING TO SEE?



### WHAT IS THE WEATHER GOING TO BE?



Review: units 4, 5 and 6

61

## Objectives

- to review core language from the previous three units
- to consolidate useful language doing the quiz and playing the game

## Language

**New language:** vocabulary and language from the previous three units

## Materials

a dice for each pair of pupils, Poster 2 (optional)

## Basic competences

### Competence in linguistic communication:

Pupils use known language to complete a quiz and play a game.

### Social and civic competences:

Pupils work together in groups to play a game.

### Learning to learn:

Pupils reflect on what they have learnt so far and are capable of doing.

## Activity Book, page 60

### Warm-up

- Pupils draw a 3 x 3 grid in their notebooks
- They write the words from units 4–6 (countries, nature, weather)
- Explain that they are going to play *Bingo!*
- Call out words randomly.
- Pupils cross out the words as they hear them.
- The first pupil to cross out all their words and call out *Bingo!* is the winner.

### 1 Ask and answer.

- Pupils do the quiz in pairs. The first time they do it without looking back through the units.
- In groups of four, pupils compare their answers with another pair.
- They then refer to their Pupil's Books to check any questions that they couldn't answer.

**Key:** 1 a, 2 a, 3 a, 4 b, 5 b, 6 b, 7 a, 8 c

## Activity Book, page 61

### 1 The holiday game.

- Ask pupils what they can see in each chart and read the question for each chart.
- Divide pupils into pairs.
- Give each pair a dice.
- Tell pupils they are going to roll the dice three times. the first time stands for a country, the second time stands for a place and the third time stands for the weather.
- Pupils take turns to roll the dice and tell about their holiday, e.g. pupil A rolls the dice three times and gets: 1, 6, 3. The pupil then finds the correspondend pictures and tells a story: *I'm going to Australia. I'm going to see a field in a countryside. The weather is going to be foggy.*

## OPTIONAL ACTIVITIES

### Reinforcement

- Each pupil chooses five words from units 4, 5 and 6.
- In pairs, pupils take it in turns to test each other's spelling, saying their words for their partner to write.
- Invite pupils to say a word for the rest of the class to spell.

### Extension

- Pupils work in pairs to make a similar quiz to the one on PB page 60. Encourage them to write at least six items.
- They plan their questions and the pictures that they will need in their notebooks before writing them neatly on a separate sheet of paper.
- Monitor and help with questions.
- Pupils swap quizzes with another group and answer the questions.

**Note:** You could use Poster 2 now. This features all of the target grammar from units 4, 5 and 6.

## Review and culture

1 CD 3 36 Read, listen and look. What is Mandy's favourite activity at the zoo?

## My favourite place to see animals



Hi! I'm Mandy and I live in Sydney, in Australia. My favourite place to see animals is Taronga Zoo. It's in Sydney. It's got lots of different animals and fun things to do.



I always go to the zoo with my family, but sometimes I go with my teacher and friends from school. We see the koalas, wallabies and kangaroos. My favourite animals are the elephants. There are eight elephants at Taronga Zoo – five adults and three babies. They're very famous!

You can also be a 'Junior Keeper for a Day' at the zoo. You can feed some of the animals and learn about their daily routines. I think it's the best activity at the zoo and I love it!

2 Read about Mandy again. Answer the questions.

1 Where is Taronga Zoo?

In Sydney.

2 What animals does Mandy see at the zoo?

\_\_\_\_\_

3 What are Mandy's favourite animals?

\_\_\_\_\_

4 How many baby elephants are there?

\_\_\_\_\_

5 What does a 'Junior Keeper for a Day' do?

\_\_\_\_\_

3 Complete for you.

## About me

Hi! I'm \_\_\_\_\_ and I live in \_\_\_\_\_, in \_\_\_\_\_. My favourite place to see animals is \_\_\_\_\_. It's in \_\_\_\_\_. It's got \_\_\_\_\_. I always go to \_\_\_\_\_ with \_\_\_\_\_. We see \_\_\_\_\_ and \_\_\_\_\_. My favourite animals are \_\_\_\_\_. You can also \_\_\_\_\_ at \_\_\_\_\_. I think it's the best activity and I love it!

60 Review: units 4, 5 and 6; culture

6

## Get it right!

1 CD 2 37 Look and read. Then listen and chant.



We say:

I **was** in the gym yesterday. I **wasn't** in the library.  
You **were** in the gym yesterday. You **weren't** in the library.



Were you in our town yesterday, Mr Briggs?  
Were you in the bank at nine?  
Were you in the bookshop at three, Mr Briggs?  
Were you at the train station at five?



I **wasn't** in the bank at nine, Officer Brown.  
I **wasn't** in the bookshop at three.  
I **wasn't** at the train station at five, Officer Brown,  
I **was** in the café, having tea.



You **weren't** in the café at all, Mr Briggs.  
You **weren't** in the café having tea.  
Do you know why, Mr Briggs?  
Because we've got you on film, you see!

2 Now read and circle.



1 I **was** / **were** in the music room at half past nine.

2 **Was** / **Were** you at the swimming pool yesterday?

3 You **wasn't** / **weren't** in the café on Friday afternoon, you **was** / **were** in the park.

4 I **wasn't** / **weren't** at school at the weekend. I **was** / **were** at home.

5 **Was** / **Were** you in bed yesterday at ten o'clock?

Get it right! 61

## Objectives

- to review core language from the previous three units
- to read for specific information

- to personalise the language from the previous three units
- to say a chant for pleasure

## Language

**New language:** *wallaby, adult, junior, keeper*

**Recycled language:** vocabulary and language from the previous three units, *transport, koala*

**Receptive language:** *place, famous*

## Materials

CD

## Basic competences

**Competence in linguistic communication:**

Pupils do a reading comprehension with words learnt from the previous units.

**Sense of initiative and entrepreneurship:**

Pupils write about their favourite place to see animals.

**Cultural awareness and expression:**

Pupils chant together as a class.

## Activity Book, page 60

### Warm-up

**Note:** Transport items are revised here to prepare the pupils for the chant on page 61.

- Put pupils into two teams. A volunteer from each team comes to the board. Give them chalk or a board pen. Tell them that they are going to draw pictures of animals and transport for their team to guess.
- Write a word on a piece of paper and show it only to the two pupils at the front.
- The two pupils at the front both draw on the board (without speaking) for their team to guess. The team who guesses the word first gets a point.
- Continue giving other pupils the chance to draw.
- Words to use: *elephant, panda, zebra, monkey, snake, hippo, plane, car, bus, scooter, bike*.

### 1 CD 2 36 Ask and answer.

**Read, listen and look. What is Mandy's favourite activity at the zoo?**

- Pupils read the text and say Mandy's favourite activity.

**Key:** Her favourite activity is to be a 'Junior Keeper for a Day'.

### 2 Read about Mandy again. Answer the questions.

- Pupils read the text in Activity 1 again and answer the questions.

**Key:** 2 koalas, wallabies, kangaroos (and elephants)

3 elephants, 4 three, 5 He/She feeds the animals (and learns about their daily routine).

### 3 Complete for you.

- Pupils complete a template to write about themselves.

**Key: (sample answer)** Hi, I'm Artem and I live in Zhytomyr, in Ukraine. My favourite place to see animals is the Ecopark. It's in Valencia. It's got lots of animals. I always go to the Ecopark with my family. We see giraffes and lions. My favourite animals are the monkeys. You can also have a guided tour at the Ecopark. I think it's the best activity and I love it!

## Activity Book, page 61

### 1 CD 2 00 Look and read. Then listen and chant.

- Pupils look at the language in the box and the chant.
- Pupils look at the pictures and identify the vehicles.
- Play the recording. The pupils listen and follow in their books.
- Play the recording again, pausing after each line for the pupils to repeat.
- Practise the chant as a class.

### 2 Now write *than* or *that*.

- Pupils read the sentences and complete them with *than* or *that*.

**Key:** 2 That, 3 that, 4 than, 5 than, 6 That

## OPTIONAL ACTIVITIES

### Reinforcement

- Ask pupils what their favourite song, chant or game is from the previous three units.
- Do the song, chant or game again with the class.

### Extension

- Put pupils into groups of four. Try to group together pupils who wrote about different places and animals for AB page 60 Activity 3.
- Pupils take it in turns to read aloud what they wrote.
- Encourage pupils to discuss and compare their work.