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Jennifer Heath

Welcome to Academy Stars Teacher's Book 3

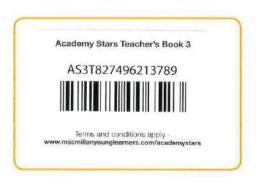
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- 2 Teacher's Resource Centre
- 3 Test Generator
- 4 Pupil's Practice Kit with Score Report

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ACCIONAL STEAM OF TEACHER'S Book

Jennifer Heath









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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use	
	Welcome	Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals)	Lines 7	What class are you in? How old are you? What's your favourite? I can see There is / are A boy is wearing	
d	At school	School subjects, rooms and activities	Present simple or present continuous?: He plays He's watching	good at / not good at + nouns: I'm good at English. I'm not good at PE.	
		Adverbs of sequence			
_		Reading time 1: The Swiss Family			
2	At home together	Chores and free time Buildings and breakfast Frequency expressions	Adverbs of frequency: I always / usually / sometimes / hardly ever / never	How often do you? How often do you watch a film? Once a month.	
		Review 1			
3	Around town	Places around town Adjectives to describe people Family	to be: present simple or past simple? Yesterday she was sad. Today she's happy.	Wh- questions with was / were: Where were you on Saturday?	
		Reading time 2: Sam and the nur	mber 22 bus Play 2: The outing		
4	Safari adventure	Food and tableware Safari	Countable and uncountable nouns with some / any: There's some water.	How much / many There's / There are How much spinach is there? There's a lot.	
		Review 2			
5	My grandpa	Family and musical instruments Action verbs Dressing up	Past simple regular verbs: Yesterday he played the drums.	Past simple yes / no questions: Did you like painting at kindergarten? Yes, I did.	
6	Under the sea	Sea animals Adjectives	Comparing two people, animals or objects: The starfish is slower than the seahorse.	Superlative form of short adjectives: My dad is the tallest.	
		Review 3			
7	Once upon a time	Past simple irregular verbs Adverbs	Past simple irregular verbs: He had a cake. He didn't have a cake.	Past simple with Wh-question form: What did you eat?	
		Reading time 3: The race & The v	vind and the sun Play 3: The dolphi	in	
R	Back in time	Objects in a history museum Materials and objects in a house	There was / were: There was a mammoth in the cave!	Yes / No questions with there was / were:	
		Zoo words		Were there any parrots? No, there	
		Review 4		weren't.	
		Sports clothes and equipment	have to / don't have to:	Why ? and Because:	
9	Sport for all	Healthy eating	Tom has to jump high.	Why do they have to? Because they need	
		Reading time 4: Kings of the Sea	Play 4: The coin		
0	Let's celebrate!	Months and dates Festivals	Future plans with going to: He's going to climb.	Questions with going to: Are you going to visit Spain? Yes, I am.	
	The same	Languages	18		

Review 5

Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
A story: sequence events What to do when you don't understand a word	Listen for specific words	Say a chant	A story: write a dialogue using speech marks	Let's choose an after-school club!	long e ee or ea /i:/
A blog: infer feelings How to learn new words	Sequence events	Give a presentation	A blog post: use capital letters and punctuation	Let's do a survey!	long o oa or ow /əʊ/
A story: scan and categorise Use a dictionary to find meaning	Follow sequenced information	Provide sequenced information	A story: plan and write a story using a Mind Map TM	Are you a good detective?	long u oo or ve /u/
An informational website: contrast two texts Use a dictionary to find spelling	Listen for specific information	Give suggestions and make a plan	A safari website: make paragraphs in a website text	Planning a North Pole adventure	ai or ea /eə/
Poetry: recognise features and interpret meaning Notice rhyme in a poem	Listen for specific information	Ask and answer questions about family	A poem: write rhyming poetry	Fact or opinion?	ai or ay /eɪ/
An informative text: identify facts Adjectives	Sequence events	Act out a story	An informative text: write a text from notes	Write an animal puzzle	ar or a /a:/
A traditional story: analyse for inference Adverbs	Listen to a traditional story	Act out a story	A story: write a summary	A different point of view	y or igh /aɪ/
A factual text: use labels in a text to aid comprehension Self-motivation	Analyse information	Describe a picture	A description: use topic sentences	Are you a good archaeologist?	oy or oi /oi/
Emails: compare and contrast information Self-reflection	Compare and contrast information	Act out a roleplay	An email: use connectors of addition	Crack the secret code!	ou or ow /au/
A magazine article: identify and infer information How to learn outside the classroom	Listen for specific information	Discuss a topic	A letter: use connectors of sequence	Let's make and play a game!	iror ur/s:/

Introduction to Academy Stars

Academy Stars is an accessible and stimulating sevenlevel course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give children a sense of achievement and self-development.

1 Learning skills

A key strength of *Academy Stars* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that children can apply to other subjects and throughout their life, these are developed in the following ways:

- Critical thinking tasks are embedded throughout, challenging children to analyse and infer, draw conclusions, express opinions and give a personal response to texts.
- The features Learning to learn and Learning about language help children identify patterns and acquire strategies that will make them more effective and independent learners.
- Regular Think about it! tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.
- Regular self-evaluation activities in the Workbook encourage children to identify their learning strengths and take responsibility for their own learning.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learned. It promotes a strong sense of progression and achievement, which motivates children to go further.

3 Values

A **Values** box in every unit supports the development of social skills, good citizenship, cooperation and collaboration. Children are encouraged to consider and adopt commonly shared values such as tolerance, respect and responsibility.

4 Graphic Grammar

An innovative approach to **grammar** helps children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations, and clarify meaning, use and form.

5 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each reading, writing and listening lesson practices a specific strategy to give children the tools they need to process or produce a variety of text types. Dedicated speaking lessons develop fluency in functional interactions and build confidence in presentation skills.

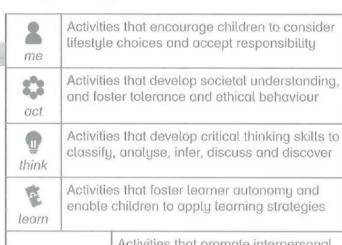
6 Literacy

Academy Stars also develops extensive reading skills through beautifully illustrated Reading time sections. These lessons promote a life-long love of reading and build confidence in processing longer texts. Children are encouraged to analyse and interpret texts and give a personal response to them. The illustrations help develop visual literacy and engaging animations bring each story to life.

7 Assessment

Recognising the increasing popularity of external exams, Academy Stars is mapped to the latest Cambridge English: Young Learners tests, and includes regular test-style activities in Review lessons and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and CE:YL sample tests to measure children's progress and achievement throughout the course.

Competencies





Activities that promote interpersonal and collaborative skills, and allow children to express ideas and opinions Academy Stars presents a fully integrated learning experience, with print and digital components seamlessly linked to enable effective lesson planning and smooth classroom management.

For the pupil

Pupil's Book



Consists of a Welcome unit, ten core units, four Reading time spreads, five Review sections and a Dictionary. Each core unit contains eight lessons featuring clear vocabulary presentation and practice, an engaging reading text, an innovative **Graphic Grammar** presentation and practice, a language in use grammar presentation and practice, sounds and spelling

practice, contextualised listening and speaking activities, guided writing practice and a practical task to develop critical thinking skills.

Workbook



Provides further practice and reinforcement of key language from the Pupil's Book. Additional test-style reading and writing practice further prepares children for the Cambridge English:

Movers tests. The Workbook includes a mid-year and end-of-year review to check progress at key points. A

Grammar reference section reinforces the grammar

from the Pupil's Book whilst a **What I can do!** section provides children with the opportunity for self-evaluation.

Pupil's Practice Kit

Consists of enjoyable and motivating extra activities for children to practise the new language outside their classroom. For each unit, there are five interactive activities that cover vocabulary, grammar and phonics. There are also interactive Flashcards and all the songs from the Pupil's Book. Teachers can monitor children's progress through a score report.

Pupil's Resource Centre

Consists of the Pupil's Book Class Audio and all of the videos (see Videos), so children can listen and watch in their own time. There is also a **Parents' Guide** which introduces the course and provides advice on how parents can support their child in the home-learning environment.

For the teacher

Teacher's Book



Provides clear and concise support for lesson planning and teaching. User-friendly teaching notes are available for each lesson of the Pupil's Book with on-the-page audioscripts and answer keys. The **Teaching star!** boxes provide a professional development in action strand through useful classroom tips, practical activities and support for teachers. For the Workbook,

there are helpful teaching notes for exams practice activities and writing lessons, as well as answer keys.

Presentation Kit

Consists of a downloadable digital version of the Pupil's Book and Workbook to be used in class, with integrated audio, video, interactive activities and answer keys. Focuses on promoting heads-up interactive learning. There are also interactive Flashcards to enhance the presentation and practice of new language, with audio.

Class Audio CDs



Contain all key texts, stories, songs, dialogues and phonics chants from the Pupil's Book.

Videos

There are three types of video: a **Graphic Grammar** animated video which brings the language to life through a memorable presentation; a **Language in use** realworld video which shows real children acting out the dialogue; and an animated story video that brings to life the **Reading time** stories.

Teacher's Resource Centre

Consists of additional resources and ideas to extend lessons and learning, and gives further practice of key language. Focuses on giving teachers **flexibility** and the means to deliver dynamic and varied lessons.

Test Generator

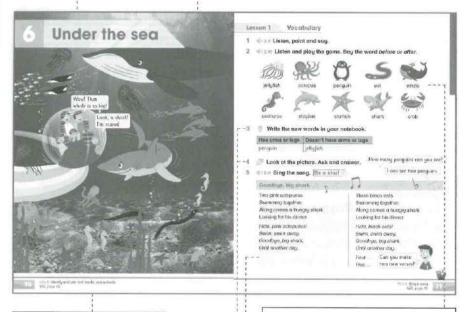
Tests for each unit, mid-year, end-of-year and relevant Cambridge English: Young Learners tests are available to download from the Teacher's Resource Centre. In addition, the Test Generator allows teachers to customise and create new tests from a bank of activities.

Teaching with the Pupil's Book and Workbook

Lesson 1: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.



Circle the name of the associated.

2 a Control
3 people 2 a Control
4 c service
5 b store
6 b store
6 b store
6 b store
7 b store
7 b store
7 b store
7 b store
8 b store
9 b store
9 b store
1 a s

carefully staged practice of key vocabulary.

Lesson aims and outcomes are given at the bottom of each page.

Activities develop critical thinking and visual literacy.

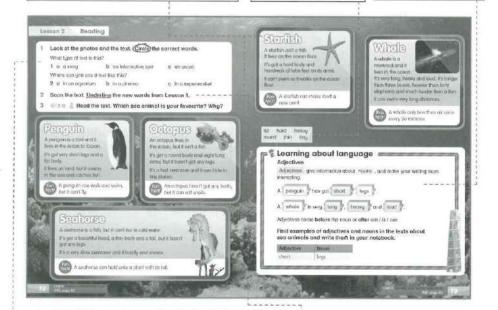
Carefully staged presentation of key unit vocabulary.

A lively song activates new vocabulary and makes it more memorable.

Lesson 2: Reading

A range of engaging fiction and nonfiction texts develop reading skills and enjoyment of reading. Additional vocabulary is contextualised in the reading text.

A Learning to learn or Learning about language box develops learner autonomy.



A pre-reading task develops prediction skills to help understanding.

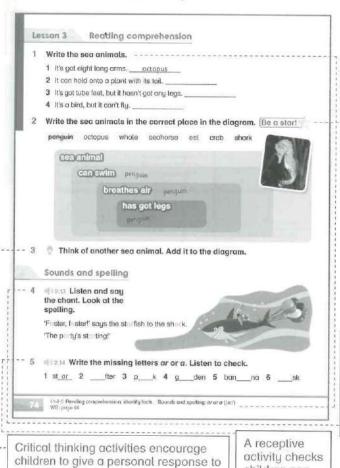
Reading activities check comprehension.

Further activities encourage children to use and explore key language

	tor hard	- griemnius	havey	20	ting	
	1 Awnole is	1001		* 5	P 1	17
	2 A WHOLE IS NOT	wary		groe	2	Gam
	3 The estation	and		1	- 4	-
	4 Trie is o			fee:		1
				* 15.	2d. w	-
	5 The body of o p	140-11		* 62	4 8	G
	6 This buby reals	provide	_	100	-020	97
- 3	Think, What is	. 7				
	1 9001		NON!		5 MAI	
	2 400	_ 4	munit	-	6 nony	
	teaming abou	4.5				
	Francisch anne	a trisleon				
- 1	Read and co	omplete the	descriptions	of the ool	¢.	
- 1	© Read and ac	omplete the	doscriptions of an apl	of the ool	c , ,	5
- 1		emplete the		of the col	C ₀₋₁	3
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An activity to encourage children to apply the skills and strategies from Learning to learn and Learning about language.

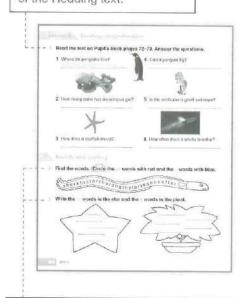
Lesson 3: Reading comprehension



A focus
on a
strategy
in each
unit
develops
key
reading
skills.

The new sounds are contextualised in a short and fun chant to provide further practice.

Further activities reinforce and check children's understanding of the Reading text.



Activities provide further receptive and productive practice of key sounds.

Lesson 4: Grammar

the text and develop inferential skills.

Supporting animations present grammar and focus on form in an engaging and memorable way (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

-	Look o	nd read.	i		Graphic	Grammar	-
-	The	seahorse	s slow	Comparin	g two people,	animals or obj	ects /
		starfish is	stower	than the	seahorse	->	
1	Look		is faster	[200000] No.	→ heavier	ugly uglier	
1	Vrite sente	ences to co	ompare t	he sea anin	nals.	starfish.	
2	1	0	(big)				
3			(heavy)		-	_
4	W	Die	(hard)	= 10-			-
É	Make to	rue and fal		a dolphin.		eel is henvier	
1	An eel An octopus A seationse	is slower heavier	t thon	a starfish. a shark. a penguin.		n a whale.	a
							10.5

A visually appealing Graphic Grammar box highlights and clarifies form using a unique colour coding system.

children can

identify the target sound.

A written activity provides controlled productive practice.

Children
produce the new
language in a
communicative
activity such as
a roleplay,
game or
personalisation
task.

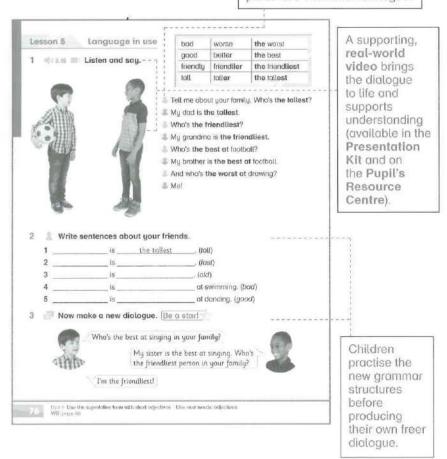
Carefully staged activities provide further practice and consolidation of target grammar.

	Market Com			agreer.			
1	Write the pojec						
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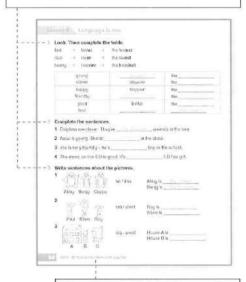
A personalisation activity enables children to relate language to their own lives. Children are directed to the **Grammar** reference for model language and further practice.

Lesson 5: Language in use

A new grammar structure is presented via a short dialogue.



Carefully staged activities provide further practice of the new grammar.



Children are directed to the Grammar reference for model language and further practice.

Lesson 6: Listening and speaking

A pre-listening activity While-listening and activates prior knowledge. after-listening activities check comprehension. Lesson 6 Listening and speaking - 1 Talk about the pictures. What can you see? Together s bettert 4 2 16 Listen to the story and order the pictures. 412.18 Listen again. Why is the little fish scared? Why is it happy at the end? A speaking Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. Be a starf activitu encourages children to consolidate new Helpt I'm scored. language from Hello, I'm the unit. bigger and The biggest laster then little fish! A Values Don't be is better! Values box promotes Do you welcome Helpt That discussion and new friends into fish is bigger raises awareness your group? than me of social values.

Further activities check understanding of the listening and speaking skills, which are sometimes test-style activities from the Cambridge English: Movers tests.

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Exemple There is three bit. There is one block and white. There is one block and your Answer the questions. Where are the onlin? What is the destine doing?	
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Exemple: There are three left. 1. There is one block and your 2. There is one block and your Answer the questions. 3. Waves one the control 4. What is the despite daing? 5. Where is the propose?	

Lesson 7: Writing

Each writing lesson focuses on a writing sub-skill.

Carefully staged activities, led by the teacher, support children in building up a written text.

Answer the questions.	72 again. Look! Use and to give
1 How many sentences are there?	
2 How many ideas are there in each sentence?	Use but to give contrasting information.
3 How many times can you find the wand:but:	ords and and but?
2 Read the notes about an eel. Con	aplete the text with and or but.
An eel	An eet
long, thin	An eet is long 1 and thin. It can
can swim, can't walk	swim, 2 it can't walk. It eats
ears small fish, small crabs, doesn't ear	small fish * small crabs.
actopases	It doesn't eat octopuses.
Read the notes and write a text a	bout an octopus. Be a star!
	_ An octopus
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no treth	
no teeth	
Jast swimmer,	
fast swimmer, can hide in small spaces	
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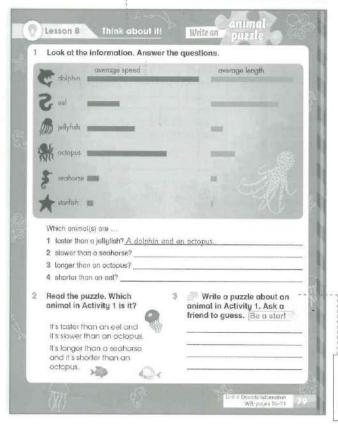
Carefully staged activities give children the support and scaffolding they need to produce a text independently.

Children then plan and organise their own piece of writing.

White Co. work	Records to social
Proposed No. 10 (April 1997)	Compare shades and dolptons.
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A graph this potters are an arranged as long with	T Drone pre Holyana
2 A surface for get about ledge and	3 Stokesm - Hyran.
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Activities check	Children use their plan to
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Lesson 8: Think about it!

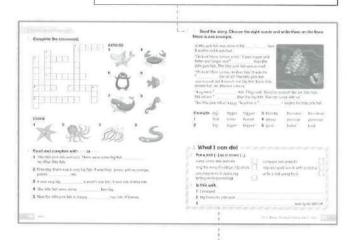
A practical lesson that focuses on **critical thinking** skills. Tasks prepare children to make decisions, solve problems and take control of their learning.



Test-style activities practise reading and writing tasks from the Cambridge English: Movers tests.

to check their final piece

of work, as good practice.



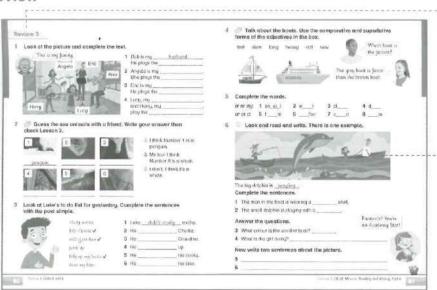
What I can do! boxes provide children with the opportunity to assess their own learning of the material in the unit.

Activities to consolidate learning and give children the opportunity to share their work.

them for the

writing task.

Review

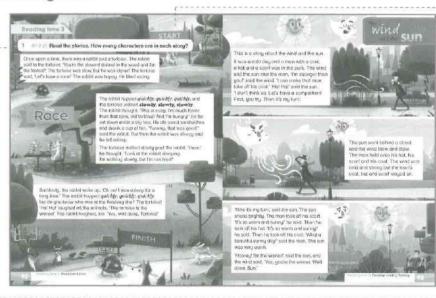


The Review
lessons in the
Pupil's Books
provide further
practice and
consolidation
of the language
and topics from
the previous
two units.

Every Review
lesson includes
a Cambridge
English: Movers
test-style activity.
These help prepare
for the Reading
and Writing, and
Listening papers.

Additional mid-year and end-of-year revision sections are provided in the Workbook.

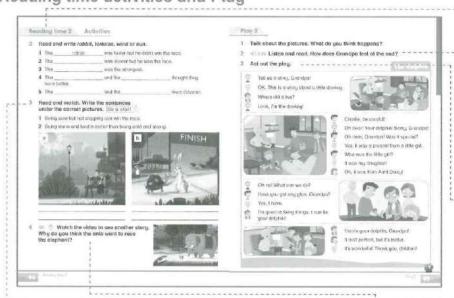
Reading time



A beautifully illustrated reading text develops a love of reading and builds confidence in reading longer texts. Key vocabulary and structures are consolidated to give examples of natural language use.

A pre-reading task gets children thinking about the content of the story before reading, to develop visual literacy.

Reading time activities and Play



The Reading time lessons develop children's literacy skills.

Provides further reading and listening practice.

Reviews language learnt so far in a real-world setting.

Provides children with an opportunity to build confidence through acting.

The **Be a star!** activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.

The animated videos bring the stories to life (available in the Presentation Kit and on the Pupil's Resource Centre).

A Cooler activity Reduced pages for the Pupil's allows children to Book and Workbook give easy review language Audioscripts appear at point of use reference to the main components. learned in a fun (unless they appear in the Pupil's Book). context. Ask the children to suggest sex ontinctly for two more verses. You could have a close vote for the two mast peoples are an invited. Finally, the children listen and sing. They sing the other two verses with their own choice of sex oratinals. Audioscript

Poocher: jolijuhit

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Taucher: New you in startish 2 which if deplan

4 personn 6 share: Under the sea Lesson T Vocabulary Cooler: One verse each Pupil's Book pages 70-71 Answors: 1 before above, offer doprim 2 before conducte, where set 3 before suprists give zerobers: 4 before set, ofter code as 5 before out, offer southers. Under the sea Workbook page 63 ALL ME 0 ---- Teaching start 5h Meanthe sea Extension

You on the Mr flattenards to inhoduce the not woodshory.

I field up each flattenards one of a time rust call of the wood those the children append. State such this face of his own to state the words are at a large king at large. This is said to the words are at a large king at large and and only type soft united by a face for any political carriest flattenard. O'IE S'IE S'IE 产田 S'E 東'田 X 500 3 Write the new words in your notebook. University and an eet on the board. Point to them and self-pers and an eet on the board. Point to them and self-persity and the arms or legist files of the eet. The children arms of legist files (the eet). How the children copy and file in the table into their netbooks. Copy the lable and the board and have volunteers fill it in. 1 40 2 + Listen, point and say. Learning abjectives; Moritigand and covies words are usuals. Single song The different look of poigr 70. Ask Who con you seet 0'50, Etho, Loke, Challe, Anut Dobigti Wince are they' funder the early what can they derig? (looking of sea onlimits): The children took of poigr 71. Play the cardio. The children took of poigr 71. Play the cardio. The children tillen and point. The children repeat soch &m. Answers: Has arms or tags: ecliquis, penguin, starfots, amb. Doesn't have arms or lags: jettyfots, est, whole, exchange, dolphin sharts. Mocebulary, crab dolphin oes jellytteh acropas, penguin, seaharse, shork startier, whole 1 Circle the name of the sea animal. Resources (R) - Unit is storiet, whole Resources (R) - Unit is eston it. Plankprintis (IIIS) - Develops both in functions: Mecabulary is workshee (IIIS). Vocatalary is activity. Pierkey Unit is pring. Plankpoords. (REC). Plentow outful transp. 2.9-2.11 Answers: 152c3u4a5u65 4 👼 Look at the picture. Ask and answer. 2 Name the sea animals. Ask the class the example question and have a volunteer read out the answer. Tall the children to find the two pengins in the picture.
 Divide the class into pairs and have them take turns asking and answering. Answers: 1 juligion 2 stochets 3 octop $^{460}\,\rm{^{2.10}}$ Listen and play the game. Say the word before or after.

How the children listen to the first-example on the quello. 3 Which sea animal on Pupil's Book Warm-up: Calepories

Write these three headings on the board is large contain. Found, Whitch estimates Food

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For the next example, pound the audio belong the officionexper, ellet the nexter from the class and then confirm with the outfor.

For the lost part of the certic, when the norrefor sogs Now you, pouse for the children to out out the masser. (F) = Presentation Kir (Inc.) = Teacher's Resource Centre (FR) = Pupil's Practice Kit Each lesson opens A Warm-up activity Teaching star!

with the learning objectives, key language, digital resources available and any materials required.

introduces children to the lesson topic, activating prior knowledge and getting the children energised.

Teacher's notes give carefully structured step-by-step guidance.

provides activities with tips to develop teaching skills, such as classroom management, group work, presentation work and dealing with mixed-ability classes.

Answers are given with activities, for ease of reference.

The Games Bank (pages 14-17) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate and motivate children.

Total Physical Response (TPR) games

TPR works like this:

- 1 Teacher says and does.
- 2 Teacher says, teacher and children do.
- 3 Teacher and children say and do.
- 4 Children say and do, teacher does.
- 5 Children say and do alone.

Simon says

This popular mime game is good for children who need to relate actions to language.

- 1 Have the children stand up. Explain that when you say, e.g. Simon says ride a bike they should all (quietly!) mime riding a bike. If, however, you say Ride a bike without saying Simon says first, they should do nothing.
- 2 Any child who does an action when they shouldn't, or does a wrong action, isn't out of the game – they just get an *Oops!* and everyone carries on.

Mime the story

Mime games are good for children who need to visually relate actions to words.

- 1 Tell the children you are going to mime something that happens in the story (e.g., building a house), and they have to raise their hand when they think they know what you are doing.
- 2 Put the class into small groups. Give them time to re-read the story and pick a part to mime. Ask the children to take it in turns to mime an action from the story, while the rest of the group guesses.

Mime the new words

- 1 Tell the children you are going to mime one of the new words they have learned, and they have to raise their hand when they think they know what it is.
- 2 The first person to raise their hand should do the next mime. Give them a minute to think about which word they would like to do – or assign a word.

Physical spelling

This game really helps children focus on spelling and involves them physically, making it fun!

- 1 Write one of the words from today's lesson on the board (e.g. *pirate*).
- 2 Tell the children the rules: for every letter that has a line going up (e.g. t) everyone raises both hands. For every letter that has a line going down (e.g. p), everyone puts their hands down by their sides. For letters that have no line going up or down, they have to fold their arms!
- 3 Spell out the word as an example. When everyone understands what to do, continue the game with more words from the lesson.
- 4 Invite children one by one to say another word from the lesson or recent vocabulary they learned, and encourage the whole class to do the actions.

Board race

- 1 Divide the class into groups of five. Each group needs a piece of paper and a pen.
- 2 Give the children two minutes to write as many words about a topic (people, objects, subjects, etc.) as they can. Each child should write one word and then pass the pen and paper to the next child.

- 3 Once two minutes is up, stop the game and ask the groups to count how many words they managed to write.
- 4 Have each group spell out some of the words they wrote down, and write the answers on the board. Check the spelling with the whole class.

Disappearing words

- 1 Write 10–15 new words on the board from the unit.
- 2 Ask the class to study the board for a minute.
- 3 Now ask them to cover their eyes. Erase one of the words.
- 4 Tell them to uncover their eyes, and say which word is missing. Continue until you have an empty board.

My story!

- On the board write Once upon a time there was an old man who ...
- Place the children in small groups and give each group one sheet of paper. Explain that they are going to write a short story but each child has to write one sentence.
- 3 Have the first member of the group copy the sentence from the board and complete it.
- 4 Then they pass the sheet to the person next to them who has to write another sentence. They continue passing the sheet around until a short story has been written. If a child cannot write a sentence, have them seek help from a group member.
- 5 When they have completed their story, a group member reads the story to the class.

Disappearing sentence

- Write a key sentence from the unit the board (e.g. What time have they got computer studies?)
- 2 Erase the words one at a time, and have the children remember and say the complete sentence each time.
- 3 Repeat with other sentences they have recently practised.

Memory chain

- 1 Tell the class you're going to play a memory game, and they must listen. Start a memory chain by saying a sentence which uses vocabulary or grammar they have recently learned (e.g. Today, I've got English).
- 2 Now add another vocabulary item to that memory chain (e.g. Today, I've got English and maths).
- 3 Go around the room. Each child should add another vocabulary item to the chain until they don't know any more words or the chain becomes too long to remember. If you have a large class, this can also be played in smaller groups, once you have explained what to do.

Who's speaking?

- Call out phrases from the Plays in the Pupil's Book.
- 2 Ask the children to remember which character said them.

Drawing my lesson

- 1 Ask the children if they enjoyed the lesson and what they learned from it. Explain that you will give them each a piece of paper on which they have to draw what they learned today and write a few sentences.
- 2 Have the children present their work to the class. Place all work on a classroom display.

Stepping stone sentences

- Before class, write three or four sentences on a piece of paper. Space the words in random order around the page, e.g. I'm good at not good at English maths, etc. Photocopy the paper for the number of children in your class.
- 2 Divide the class into groups of three or four children.
- 3 Give each group a photocopied handout. Hold up your own copy and show the children how you can 'walk your fingers' around the page to make complete sentences.
- 4 The children take turns to walk their fingers around the page to make sentences about themselves. The others in the group call out the words to speak the sentences.

Tongue twisters

This game is always fun and gets the class laughing.

- Explain to the children that tongue twisters make you mix up your words when you say them very fast, and that they are nonsense sentences.
- 2 Divide the class into small groups and have them write a tongue twister using the words from the lesson.
- 3 Ask the groups to exchange tongue twisters and have each member practise saying them.

Make words

- In preparation, write the letters A—Z on a piece of paper and photocopy it (one per group). Cut the letters up.
- 2 Divide the class into small groups. Give each group a set of letters and ask the children to mix up the letters on their desk.
- 3 Explain that you will say a word and they have to spell it with the cards as quickly as possible.
- 4 The first group to form the word, says Ready! and gets a point.
- 5 Continue with a few more words.
- 6 The group with the most points wins.

Stickman

Try this twist on the classic game!

- 1 Play one example round of the Stickman game to show or remind the class how it works.
- 2 Draw lines on the board to represent each letter of a word. A child then calls out a letter at random. If the letter is in the word, write it in the correct place. If not, start to draw a stickman. Each time a child calls out a letter that isn't in the word, add another feature to the man (e.g. head, arm, foot).
- 3 When a child thinks they know what the word is, they should put up their hand to guess. If they guess the word correctly before the stickman is fully drawn, they win.

Telephone game

- Divide the class into groups of six children. Have each group stand in a row.
- Whisper a sentence into the ear of the first child in each row. Ask them to whisper the sentence to the next child, and so on, until it reaches the end of the row.
- 3 The last child in the row then says what the sentence is.
- 4 Ask the first child whether the sentence is correct.

Spelling bee

- Divide the class into two teams.
- 2 Team A calls out a new word. A child from Team B has to spell it correctly on the board, with help from his or her team. If the word is correct the team gets a point.
- 3 Switch roles so that Team B chooses a word for Team A to spell.

Bingo

- 1 Draw a bingo grid with four boxes on the board and have the children copy it into their notebooks. Write eight to ten new words on the board.
- 2 Tell the children to choose four of the words on the board and write one in each box.
- 3 Call out the words on the board in a random order. The children who have written down the word repeat it and cross it out.
- 4 When a child has crossed out all four words they stand up and say Bingol

Quick memory game

- Divide the children into pairs. Hand a piece of paper to each pair.
- 2 Give them one minute to remember and write down as many new words from Lesson 1 of the unit you are learning as they can.

Pass the ball

- 1 Have the class form a circle. Explain that you will throw the ball to a child who has to say a verb. The child then has to throw the ball to another child who in turn has to say a verb. If a child cannot say a verb, they sit down.
- You could also use the game to revise vocabulary sets.

Flashcard games

What's next?

1 Tell children to open their Pupil's Book and look at Lesson 1, Activity 2 of the unit you are studying. Give them one minute to look at the vocabulary.

- 2 Ask ten children to stand up in a line. Hand each child a flashcard, in mixed up order.
- 3 Tell the children they have one minute to rearrange themselves in the order the vocabulary appears in the lesson.
- 4 Clap your hands to signal the end of the game. Say What's next? and ask each child to read out the word on their flashcard.
- 5 Play again if you have a large class.

Missing card

- 1 Hold up the flashcards one at a time and have the children call out the words. Stick each flashcard on the board.
- 2 Tell the children to cover their eyes while you remove a flashcard. Tell them to open their eyes again and to raise their hand if they know which flashcard is missing.

Ready, set, draw!

This is a good game for students who need to visually relate images to words.

- Divide the class into groups of four children. Each group needs several pieces of paper and a pen or pencil. Number the children in each group one to four. Invite all the number ones to come to the front of the classroom.
- 2 Show these children the same flashcard.
- 3 These children then go back to their group and draw that item on their paper. When the group guesses the object correctly, they stand up. When all the groups are standing up, have them call out the word.

TPR with flashcards

This game is lots of fun and is likely to keep the children on their toes!

- 1 Have five children stand up at the front. Give each child a flashcard. Call out the words on each flashcard one at a time, slowly at first. The children hold up their flashcard when they hear their word. Say the words a few times, getting faster each time.
- 2 Repeat with the other five flashcards and five different children. Then shuffle the flashcards and repeat as many times as you like with different groups of children.

Categories

- Write three categories from three different units on the board as headings. (e.g. sea animals, family, musical instruments).
- 2 Take the flashcards from those units and mix them up.
- 3 Ask a volunteer to pick a flashcard, say what it is and then stick it onto the board under the correct heading.

The word is ...

- 1 Put the flashcards in a box and have the children sit in a circle. If the class is big, have the children form two circles but make sure to provide two sets of flashcards.
- Explain that you will play the song from the lesson and the children will have to pass the box to the child next to them. When the music stops, the child holding the box has to take a flashcard out of the box and say what it is. To make the activity a little more difficult, the child has to say a sentence with the word.
- 3 Continue for a few rounds.

One, two, three!

- Stick some flashcards around the walls of the classroom. Call out the words one by one and have the children point to the correct flashcard.
- 2 Now call out a series of two items and have the children point to two flashcards at the same time.
- 3 Finally call out three items. Explain to the children that they'll have to use a foot to point to the third one!
- 4 The children can continue this game in pairs.

What's this?

- 1 Hold up a flashcard, completely covered with a book or piece of paper (or use the Blur or Spotlight tools on the Presentation Kit).
- 2 Ask What's this? as you slowly start to reveal the image.
- 3 Children raise their hands to offer answers. If they are correct, reveal the image completely. Repeat.

Find the flashcard

This is a fun, physical game that gets the children out of their seats and tests their knowledge of new vocabulary.

- In preparation, stick some flashcards around the walls of the classroom.
- 2 Ask two children to stand up at the front of the class. Call out a word and the children have to find the flashcard and stand next to it as fast as they can. The first one to stand next to the correct flashcard is the winner.
- 3 Repeat with other pairs.

The pizza's disappeared!

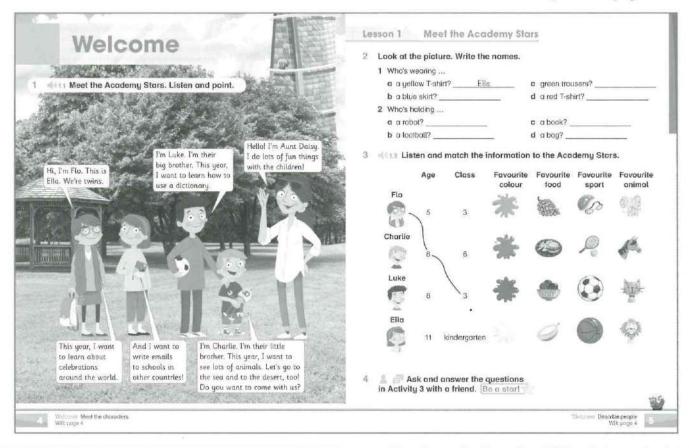
- Divide the class into two teams. On the left and right side of the board, draw a pizza with eight slices.
- 2 Hold up a flashcard, and ask a child to say the word. If the child cannot say the word, erase one of the slices of pizza from their team.
- 3 The team with the most slices of pizza left wins the game.

Welcome

Lesson 1

Meet the Academy Stars

Pupil's Book pages 4-5



Learning objectives: Meet the characters; Describe people

Vocabulary: How old are you? What class are you in? What's your favourite ...?

Resources: PK - Welcome Unit, Lesson 1;

PPK - Welcome Unit activities

Materials: Class Audio CD1

Warm-up: Getting to know each other

- Greet the class. Hello, I'm ...
- · Have the children greet the person next to them.
- 1 (1) 1.1 Meet the Academy Stars. Listen and point.
 - Have the children look at the picture on page 4.
 Ask How many children can you see? (four) Where are they? (in the park). Tell the children that these are the Academy Stars.

- Play the audio. Have the children listen and point to each character.
- Play the audio again. Pause and ask:
 What are the twins' names? (Flo and Ella)
 Who is Luke / Charlie / Daisy? (the twins' big
 brother / little brother / aunt)
 What does Flo / Ella / Luke / Charlie want to do?
 (learn about celebrations around the world / write
 emails to schools in other countries / learn how to
 use a dictionary / see lots of animals)
 What does Aunt Daisy do with the children? (lots of
 fun things)

2 Look at the picture. Write the names.

- Read the example and have the children point to Ella.
- · Have the children write the answers alone.
- Read out the questions and have the class answer together.

Answers: 1 a Ella, b Flo, c Luke, d Charlie; 2 a Charlie, b Luke, c Ella, d Flo

3 (1) 1.2 Listen and match the information to the Academy Stars.

- Call out the words for the pictures and have the children point to them.
- Have the children listen to Flo on the audio and follow the lines.
- Play the rest of the audio. Have the children draw the lines from picture to picture.
- Check answers: How old is ...? What class is he / she in? What's his / her favourite ...?

Audioscript

Flo: Hi, I'm Flo and I'm eight years old. I'm in Class 3 with my sister, Ella. My favourite colour is pink and my favourite food is mango. I like swimming and I like playing with my friend's cat. Cats are my favourite animals.

Charlie: Hello. My name's Charlie and I'm five years old. I go to kindergarten. My favourite colour is red and my favourite food is chocolate ice cream. I like playing basketball with my brother Luke, and I like elephants.

Luke: Hi, I'm Luke and I'm 11 years old. I'm in Class 6 now. My favourite colour is blue. That's why I'm wearing this T-shirt. My favourite food is a burger. I like playing football and I like watching it, too. I like big animals. My favourite animal is a lion.

Hello. My name's Ella and I'm eight years old. I'm in Class 3 with my sister, Flo. My favourite colour is yellow, like my T-shirt. Grapes are my favourite food and I like playing tennis with my friends. Horses are my favourite animals.

Answers: Flo: age 8, Class 3, pink, mango, swimming, cat; Charlie: age 5, kindergarten, red, chocolate ice cream, basketball, elephant; Luke: age 11, Class 6, blue, burger, football, lion; Ella: age 8, Class 3, yellow, grapes, tennis, horse

Teaching star!

Pairwork

Ella:

- Write these questions on the board: What class are you in? How old are you? What's your favourite ...?
- Ask children to ask and answer the questions in pairs.

4 Ask and answer the questions in Activity 3 with a friend. Be a star!

- · Have the children work in pairs.
- The children ask questions to find out the information in Activity 3, about each other. Refer them to the questions on the board from the Teaching star!

- If you wish, they could move around the classroom asking and answering the questions.
- · Monitor and help if necessary, with prompts.

Cooler: Guess the drawing

 Have individual children draw a favourite food or animal on the board. Ask What's (John's) favourite ...? and have the class answer.



Workbook page 4

	Meet the Acad		
	nat the Academy Sta the questions.	ers say on Pupil's Book	page 4.
	Ella's twin sister?		
2 Who is	Luke?		
3 Who w	ants to do lots at fun th	ings with the children?	
4 Who w	ants to write lots of em	oils?	
Read an	d complete the sent	ences.	
Ra	1 FloisSh	years old. She's got a e's got a	and two
OIL B	2 Ella is, Sh	years old. She's got a e's holding a	and two
6	3 Luke is	. He's got a	and two
ale		's holding a He's got a	and hus
11 15		He's holding a	- Carto two
What ha	ve they got now? Co	omplete the sentences.	
1 Charlie	's operator	. 3 Ella's	
2 Luke's		4 Flo's	
1	2	3 🐀 🊜	4 @

 Read what the Academy Stars say on Pupil's Book page 4. Answer the questions.

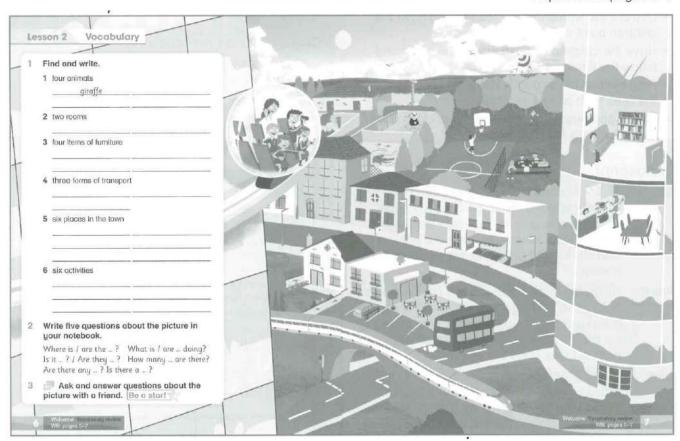
Answers: 1 Flo 2 their big brother 3 Aunt Daisy 4 Ella

2 Read and complete the sentences.

Answers: 1 eight, sister, brothers, bag 2 eight, sister, brothers, book 3 11 years old, brother, sisters, ball 4 five years old, brother, sisters, robot

3 What have they got now? Complete the sentences.

Answers: 1 Charlie's got a car. 2 Luke's got football boots. 3 Ella's got a kite. 4 Flo's got a camera.



Learning objectives: Vocabulary review

Vocabulary: activities, animals, forms of transport, furniture, places

Resources: PK - Welcome Unit, Lesson 2; PPK - Welcome Unit activities

Warm-up: Who am I?

 Play Who am I? Describe one of the Academy Stars and have the children guess who it is. Use information from Lesson 1, e.g. My favourite colour / animal / food is ... I like ...

1 Find and write.

- · Children complete the lists in pairs.
- Ask the children to raise their hands to suggest answers. Write the answers on the board.

Answers: 1 giraffe, bear, panda, crocodile
2 kitchen, living room 3 sofa, bookcase, chairs,
table 4 car, bus, train 5 restaurant, park, zoo, house,
flat, shop 6 have a picnic, watch TV, fly a kite, play
basketball, cook, play the guitar

Write five questions about the picture in your notebook.

- The children use their lists from Activity 1 to help them write five questions.
- · Check the children's questions in their notebooks.

Teaching star!

Pairwork

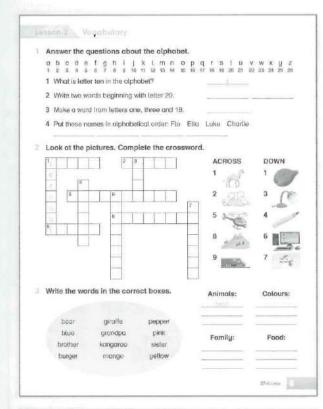
- Ask two children to come to the front with their books. Ask each child one question about the picture. The child answers and the class point to the correct part of the picture. What colour's the bear? (brown) What's the girl in the park doing? (flying a kite) What can you see in the living room? (a sofa) Where's the zoo? (next to the park)
- · Repeat with other pairs.

3 Ask and answer questions about the picture with a friend. Be a star!

- Tell the children to work in pairs. Have them look at the picture and ask and answer their questions.
- Have pairs report back to the class. Have them ask and answer one question they used.

Cooler: Mime game

- Mime an animal from the picture. Have the children say what the animal is.
- Whisper an animal, form of transport or activity in a volunteer's ear. The child mimes and the class auess.



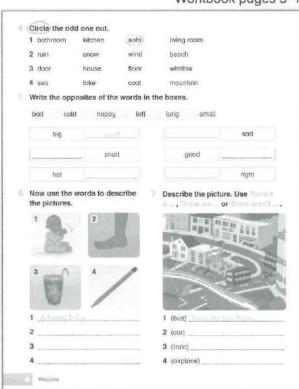
0		ke playing the guilt	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
3	2 Do you l	ike cooking?	
5 3	Q .	Yes, I do.	
3 Do you like			
4			
5			
6			
Answer th	e questions in Activit	y 8 about you.	
		4	
2			
		6	

Answer the questions about the alphabet.

Answers: 1 j 2 Children's own answers. 3 car 4 Charlie, Ella, Flo, Luke

2 Look at the pictures. Complete the crossword.

Answers: ACROSS: 1 camel 2 cloud 5 helicopter 8 mountain 9 train DOWN: 1 coconut 3 lamp 4 pencil 6 computer 7 snowman



Write the words in the correct boxes.

Answers: bear, giraffe, kangaroo / blue, pink, yellow / brother, grandpa, sister / burger, mango, pepper

Circle the odd one out.

Answers: 1 sofa 2 beach 3 house 4 coat

Write the opposites of the words in the boxes.

Answers: small, long, cold, happy, bad, left

Now use the words to describe the pictures.

Answers: 1 A happy baby. 2 A left foot. 3 A cold drink. 4 A long pencil.

7 Describe the picture. Use There's a ..., There are ... or There aren't

Answers: 1 There are two buses. 2 There are four cars. 3 There's a train. 4 There aren't any airplanes.

Write the questions.

Answers: 1 Do you like playing the guitar? 2 Do you like cooking? 3 Do you like playing basketball? 4 Do you like watching TV? 5 Do you like flying a kite? 6 Do you like having a picnic?

Answer the questions in Activity 8 about you. Use Yes, I do or No, I don't.

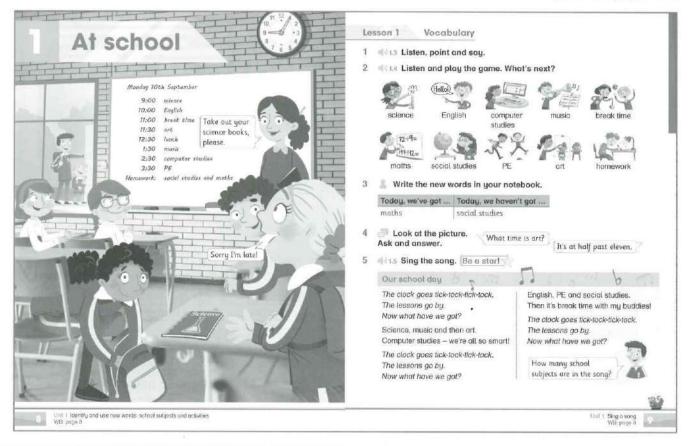


At school

Lesson 1

Vocabulary

Pupil's Book pages 8-9



Learning objectives: Identify and use new words: school subjects and activities; Sing a song

Vocabulary: art, break time, computer studies, English, homework, maths, music, PE, science, social studies

Resources: (PK) - Unit 1, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 1 song, Flashcards; (PRC) - Review audio tracks 1.3–1.5

Materials: Class Audio CD1; paper, pens or pencils

Warm-up: Board race

- Divide the class into groups of five. Each group needs a piece of paper and a pen.
- Give the children two minutes to write as many words about school (people, objects, subjects, etc.) as they can. Each child writes one word and then passes the pen and paper to the next child.
- Ask how many words the groups managed to write. Check spelling.

1 📢)) 1.3 Listen, point and say.

- Have the children look at the big picture on page
 Ask Where are the children? (at school) What are they doing? (arriving, saying hello, starting the lesson) Can you remember their names? (Flo, Ella, Charlie, Luke) What's on the board? (The classes for that day.)
- Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

Teachina star!

Extension

- Give the children the chance to say if they like things, as this will help them to remember the words.
- Ask the children if they like each subject / activity on page 8. The children answer ues or no.

2 (1) 1.4 Listen and play the game. What's next?

 Have the children listen to the first example on the audio and show them that it follows the order on the page.

- · For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you. pause for the children to call out the answer.

Audioscript

Adult: science, English Child: computer studies

Adult: computer studies, music

Child: break time

Adult: break time, maths

Child: social studies

Adult: social studies, PE

Child: art

Adult: Now more difficult! Art, homework

Child: science

Adult: Now you. 1 science, English 2 computer

studies, music 3 break time, maths 4 social studies, PE 5 art, homework

Answers: 1 computer studies 2 break time 3 social studies 4 art 5 science

Write the new words in your notebook.

- The children look at the school timetable on page 8.
- Ask What have they got at school today? (science, English, art, music, computer studies, PE) Ask What haven't they got today? (social studies and maths - they're for homework)
- The children then write lists about their own classes for that day in their notebooks.

Look at the picture. Ask and answer.

- · Have the children look at page 8 and raise their hands to tell you everything they can see.
- · Ask the class an example question, e.g. What time have they got science? (at nine o'clock)
- · Elicit the question back from the children and have them repeat it, then change it for different subjects.
- Divide the class into pairs and have them take turns asking and answering.

5 📢)) 1.5 Sing the song. Be a star! 🦯

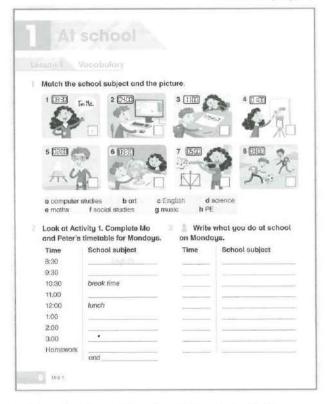
- · Have the children close their books. Cover the screen so they can't see the words of the song. Explain that they will hear a song and to say Stop! when they hear a subject. Play the audio.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Have the children listen and sing.

Answer: Seven school subjects (science, music, art, computer studies, English, PE and social studies

Cooler: Ready, set, draw!

- Divide the class into small groups. Show one child from each group a picture from Activity 2.
- The child draws the picture. When their group guesses correctly, they raise their hands. Repeat.

Workbook page 8



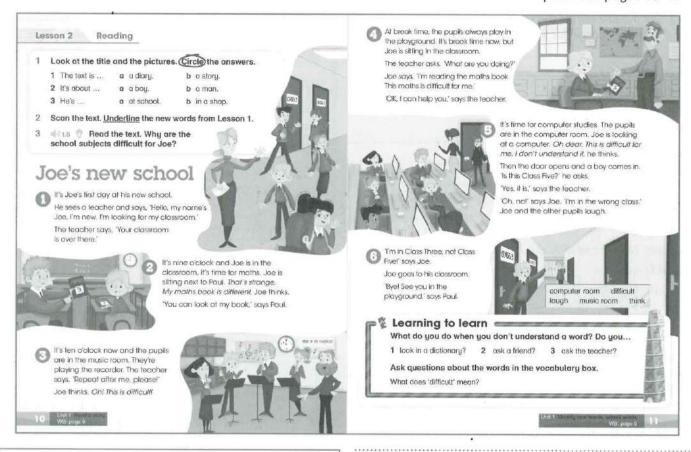
Match the school subject and the picture.

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

Look at Activity 1. Complete Mo and Peter's timetable for Mondaus.

Answers: 8:30 English, 9:30 social studies, 10:30 break time, 11:00 maths, 12:00 lunch, 1:00 art, 2:00 science, 3:00 PE, Homework: computer studies and music

Write what you do at school on Mondays.



Learning objectives: Read a story; Identify new words: school words

Vocabulary: computer room, difficult, laugh, music room, think

Additional language: over there, strange

Resources: (PK) - Unit 1, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

[PRC] - Review audio track 1.6

Materials: Class Audio CD1

Warm-up: Memory game

- Start a memory chain say Today, I've got English.
- Prompt another child to add to this (you will need to help) saying Today, I've got English and maths.
- Each child adds another subject to the memoru chain and has to remember what the previous items were until the chain becomes too long to remember.

Vocabulary

- Elicit the vocabulary on page 11 using the methods listed as follows:
 - difficult write a complicated sum on the board. e.g. 3567 x 3271 ÷ 984. Ask Can you do this? No! It's ...;

think – mime thinking deeply (say Hmmm!); music room and computer room - say At home, the bed is in the bedroom. In a school, where are the computers? Where do we play music?: laugh - use mime.

The children look in the box to find the correct words.

- Have the children repeat each word after you.
- Look at the title and the pictures. Circle the answers.
 - Have the children look at pages 10-11. Ask What's the title?
 - Have the children look at the title and the pictures and answer the questions individually.
 - · Read out the sentences and have the children call out the ending.

Answers: 1 b - a story 2 a - a boy 3 a - at school

Scan the text. Underline the new words from Lesson 1.

- · Check scan with the children. Ask Do we read every word? (no) Show the children you can scan a text using a finger to help you move quickly across the text.
- · Set a time limit of one minute to find all the subjects!
- Children raise their hands to suggest answers.

Answers: maths, music, break time, computer studies

Teaching star!

Reading

- Provide extra practice in the reading skill of scanning by having the children scan for specific things.
- Ask the children to scan for people, numbers and places. See who can finish first. Can the whole class do each one in under a minute?

Answers: people: Joe, teachers, Paul, a boy; numbers: (first) nine, ten, five, three; places: school, classroom, music room, playground, computer room

3 📢)) 1.6 🖫 Read the text. Why are the school subjects difficult for Joe?

- · Play the audio. Have the children follow in their books and find the answer to the question.
- Allow the children time to re-read the text quietly.
- Discuss the answer. Is this English book difficult? (no) What about for a Year 1 student? (yes)

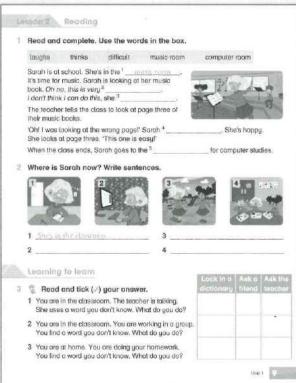
Learning to learn

- Ask the children for their answers to the question in the Learning to learn box. Ask if it is the same answer every time.
- · Elicit or point out that what you do depends where you are and who you are with (Workbook, page 9, Activity 3 gives more practice of recognising this).
- You can also point out that another option is to look at the how word is used, i.e. What's the topic of the sentence or paragraph? You can often guess the meaning from the context.

Cooler: What was the last word?

- Play the story audio again and stop after key words (e.g. classroom, maths, difficult, playground, studies, laugh).
- Each time you stop, the children write the last word they heard as fast as they can. Who was the fastest to write the word correctly?

Workbook page 9



Read and complete. Use the words in the box.

Answers: 1 music room 2 difficult 3 thinks 4 laughs 5 computer room

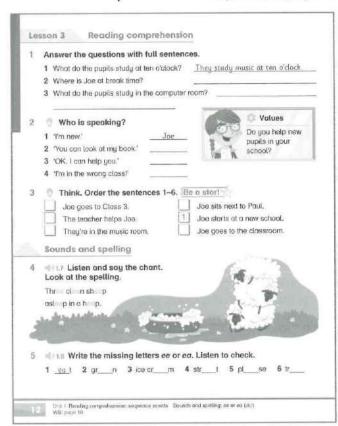
Where is Sarah now? Write sentences.

Answers: 1 She's in the classroom. 2 She's in the computer room. 3 She's in the plauground. 4 She's in the dining hall.

Read and tick (✓) your answer.

Answers: Children's own answers

Pupil's Book page 12



Learning objectives: Reading comprehension: sequence events; Sounds and spelling: *ee* and *ea* (/i:/)

Vocabulary: asleep, clean, eat, green, heap, ice cream, please, sheep, street, three, tree

Resources: PK - Unit 1, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 1.7–1.8

Materials: Class Audio CD1

Warm-up: Disappearing words

- Play this game to practise words from Lesson 2.
- See the Games Bank (pages 14–17) for how to play the game.

1 Answer the questions with full sentences.

- Ask the children to recall the details of the story: the characters, the places, the problem and the ending.
- Do question 1 as a whole class. Then have the children finish the activity individually.

Answers: 1 They study music at ten o'clock.

2 Joe is in the classroom at break time, 3 They study computer studies in the computer room.

2 🕡 Who is speaking?

- Elicit from the children what Joe means when he says I'm new (he's new in the school – it's his first day). Ask the children to point to that part of the story.
- Have the children continue the activity. Ask What is the person talking about? Where does it happen in the story? Find it on the page to confirm.
- Have three children read out the remaining phrases and the rest of the class call out the correct person.

Answers: 1 Joe 2 Paul 3 the maths teacher 4 Joe

3 Think. Order the sentences 1-6.

Be a star!

- Have the children tell you in which part of the story sentence 1 happens (*Part 1*).
- · Ask the whole class to identify the next sentence.
- Have them complete the activity individually and then compare with a friend.
- Ask volunteers to read out the sentences in the correct order.

Answers: 1 Joe'starts at a new school. 2 Joe goes to the classroom. 3 Joe sits next to Paul. 4 They're in the music room. 5 The teacher helps Joe. 6 Joe goes to Class 3

Teaching star!

Game

- Use mime to check comprehension and engage the children. Mime a sentence from Activity 3.
 The children watch you, look in their books and tell you the number of the sentence.
- · The children continue in pairs.

4 (1) 1.7 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what animals they can see (sheep).
- Play the first part of the audio, the chant, and have the children listen and follow in their books. Check the meaning of clean, asleep, heap.
- Play the chant again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/i:/).
- Have the whole class say the chant without the audio.
- Play the second part of the audio. Have the children call out the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: Three ... sheep asleep in a heap.

Children: clean

Teacher: Three clean sheep asleep in a ...

Children: heap

Teacher: ... clean sheep asleep in a heap.

Children: Three

Teacher: Three clean sheep ... in a heap.

Children: asleep

5 📢)) 1.8 Write the missing letters ee or ea. Listen to check.

- Elicit all the words from the children by inserting the sound /i:/.
- The children now complete the words with ee or ea and compare with a friend.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words. Play the audio for the children to check their answers.
- · Have the children scan the story in Lesson 2 and find all the examples of words with ee or ea (see, teacher, repeat, break, reading, dear, three).

Workbook page 10

	es 10-11. Answer the questions.
1 What time have Class 5 got maths?	at nine o'clack
2 Who helps Joe in the maths class?	
3 What are the children doing in the music room at ten o'clock?	
4 What do the children do at break time	?
5 What class do the children have after break time?	
Read the story again. Order the ser	ntences 1-5.
Joe's in the Class 3 classroom.	
Joe's in the Class 5 classroom.	
The class is in the computer room.	
The class is in the music room.	
The class is in the playground.	
Second on description	
Sounds and spelling	
3 Say aloud. Circle the letters on and	d eo.
(881Seasheepseatteam	delesphes
100 teem	18000
4 Write ee words in the seed and eq.	words in the leaf.
	1
	(- 10)
· >	
1/	(
	-

· Ask the children which ones have a different pronunciation (break - /breik/ and dear - /dia/).

Answers: 1 eat 2 green 3 ice cream 4 street

5 please 6 tree

Values 2

- Refer the children to the Values box. Ask one child to read out the question.
- · Ask for suggestions for how the children can help a new child in their school.
- Encourage the children to discuss this value in L1 and then brainstorm words to say the same thing in English.

Cooler: Half sentences

- Write the following two groups of words vertically on the board next to each other: I'm looking ... / My maths book ... / I'm in ... /
 - ... help you. / ... for my classroom. / ... is different. / ... the wrong class!
- Ask volunteers to draw a line to join the parts and make complete sentences.

Read the story on Pupil's Book pages 10-11. Answer the questions.

Answers: 1 at nine o'clock 2 Paul 3 playing the recorder 4 play in the playground 5 computer studies

Read the story again. Order the sentences 1-5.

Answers: 1 Joe's in the Class 5 classroom. 2 The class is in the music room. 3 The class is in the playground. 4 The class is in the computer room. 5 Joe's in the Class 3 classroom.

Say aloud. Circle the letters ee and ea.

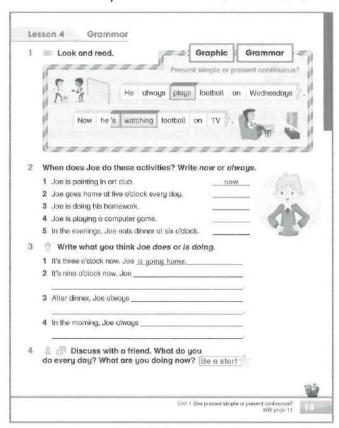
Answers: feet, sea, sheep, seat, team, read, sleep, bee

Write ee words in the seed and ea words in the leaf.

Answers: Seed (ee): seed, feet, sheep, sleep, bee Leaf (ea): leaf, sea, seat, team, read

Grammar

Pupil's Book page 13



Learning objectives: Use present simple or present continuous?

Grammar: Present simple or present continuous

Resources: PK - Unit 1, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Materials: Paper, pens or pencils

Warm-up: Point to ee or ea

- Write ee on the left side of the board and ea on the right side.
- Call out the words from Lesson 3, Activities 4 and 5. Have the children point to the side of the classroom that corresponds to the /i:/ sound in each word.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children read the sentences. Ask Which activity is happening at this moment? (watching football on TV)
- Ask the children to look at the blue blocks in the sentence. Ask What are these words? (verbs). Ask What's the difference? (first verb ends in s, second verb has 's and -ing)

- Ask if the children know which is present simple and which is present continuous (continuous has be and -ing). Ask which sentence talks about now (continuous).
- Point out that we use always with the present simple and now with the present continuous.
- Read out the sentences and have the children repeat.
- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and think about which sentence is in the present simple and which one is in the present continuous.
- Play the video. Ask the children for feedback.
- Point out that we use can use always with the present simple and now with the present continuous.
- Play the video again, and have the children repeat the sentences.

When does Joe do these activities? Write now or always.

- Refer the children to the example question and answer. Ask why it is now (because the sentence uses be and -ing / it's present continuous).
- Have the children continue the activity individually and then compare with a friend.
- For feedback, ask volunteers to read out sentences. The other children stand up for now or sit down for always.

Answers: 1 now 2 always 3 now 4 now 5 always

Write what you think Joe does or is doing.

- Elicit an example answer for numbers 1 and 3 to check the children know which to use.
- Have the children complete the activity with their own ideas.
- Ask volunteer children to read out their ideas.

Suggested answers: 1 is going home 2 is going to bed 3 watches TV 4 eats breakfast at seven o'clock

Teaching star! 5

Mingle

- Allow the children to stand up and mingle because many children learn well when theu are physically active.
- Teach the children Yes, I agree! / I have something different. Have the children stand up and talk to the person next to them. Have them compare ideas about the answers in Activity 3 and use their responses. When you clap your hands and say Next! they move to talk to someone different. Continue this for five or six exchanges.

Let Discuss with a friend. What do you do every day? What are you doing now? Be a star!

- · Divide the class into pairs and have the children speak to each other about their activities.
- · This can be made into a True / False game, where one child says a sentence, and the other child responds True! or False! and the first child says if they are correct or not.
- · Ask volunteers to share their sentences with the class.

Workbook page 11

Choose and comp	lete.	
1 John always	in art club,	's painting / paints
2 Mary	lunch now.	's eating / eats
3 Bob atways	TV ofter scho	oi. 's watching / watche
4 John	computer games no	w. 's playing / plays
5 Tolways	my homework.	'm doing / do
6 Many and Bob	home now.	are going / go
now / eat	3	now / do He
always / wear 2. She always		alwoys / ptay on Monday
3 🙎 Write about yo	u.	
10.7		nov
1		non

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 118 while completing these Workbook activities.

Cooler: Group sentences

- Divide the class into pairs. Each pair needs a piece of paper and a pen or pencil. Explain you will read out a sentence from today's lesson twice.
- After the second time, the child with the pen or pencil writes the first word and then hands the pen to their partner.
- The other child writes the second word and hands back the pen for their partner to write the third word and so on until the sentence is complete.

Choose and complete.

Answers: 1 paints 2 's eating 3 watches 4 's playing 5 do 6 are going

2 Write sentences about the pictures.

Answers: 1 eating 2 wears 3 's doing his homework now 4 We always play football

Write about you.

Answers: Children's own answers.

Grammar reference (page 118)

Tick (✓) present simple or present continuous.

Answers: 1 Present continuous 2 Present continuous 3 Present simple 4 Present simple 5 Present continuous 6 Present simple

Pupil's Book page 14



Learning objectives: Use good at / not good at + nouns; Use new words: adverbs of sequence

Vocabulary: after, before, first, second, then

Resources: PK - Unit 1, Lesson 5, Language in use video; TRC - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; PPK - Grammar 2 activity, Flashcards; PRC - Review audio track 1.9 and Language in use video

Materials: Class Audio CD1; one photocopied handout per group of three or four children. To make the handout, write three or four sentences on a piece of paper. Space the words / phrases in random order around the page, e.g. $l'm - good\ at - not\ good\ at - English - maths\ etc.$

Warm-up: Make a sandwich!

- Use the TPR (Total Physical Response) method with the short text / mimes below. See the Games Bank (pages 14–17) for how to do TPR.
- Before lunch, we wash our hands! (mime washing hands) We need bread, cheese and salad. (mime placing these in front of you). First, we cut the bread. (mime cutting bread). Second, we put the

cheese on the bread. (mime laying cheese on bread). Then we put some salad on the cheese. (mime putting salad on cheese). Then some more bread. (mime putting on more bread). Now ... we eat the sandwich! (mime eating with great enjoyment). After the sandwich ... we wash our hands! (mime washing hands again).

Show the children the vocabulary box on page 14.
 Which words did they use in this activity? (All)

1 📢)) 1.9 📉 Listen and say.

- If you don't have access to the class video, play the audio and have the children listen and raise their hands every time they hear one of the sequencing words from the warm-up / vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat key phrases (with good at / not good at) two to three times.
- Check the meaning of good at / not good at by writing two marks on the board: 7/20 and 18/20 (adapt the marks to a system the children are familiar with if necessary). Say to the children I'm good at English! What's my mark? (18/20) I'm not good at PE. What's my mark? (7/20).
- Divide the class into two groups, and have them act out the dialogue with each group taking one role.
 Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

Teaching star!

Extension

- Encourage the children to talk about themselves as often as possible so the language becomes relevant to them rather than just a lesson.
- Have all the children stand up. Write a large GOOD on one side of the board, a large OK in the middle and a large NOT GOOD on the other side.
- Call out the names of the school subjects. For each one, the children point to the side of the board that represents their ability or point to OK in the middle.
- Ask children pointing to each side to make a sentence: I'm good at science. I'm OK at science. I'm not good at science.

2 Complete the text about lessons on Monday.

- Read out a version of the text with the gaps completed, but some of the key words swapped, e.g. On Tuesdays, we've got two lessons after break time and we've got four lessons after lunch.
- Ask the children to listen and say Stop! whenever you say something different from the text. You then correct yourself. By the end they will have heard a complete and correct model of the text.
- Have the children complete their own version of the text. Less confident children can do this with a friend.
- Ask some children to read out their completed version. Encourage applause for their effort!

Answers: Children's own answers.

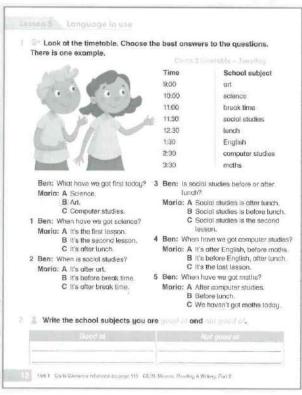
3 Pow make a new dialogue. Be a star! 7

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Cooler: Stepping stone sentences

- Divide the class into groups of three or four children. Give each group a photocopied handout (as described in *Materials*). Hold up your own copy and show the children how you can walk your fingers around the page to make complete sentences.
- The children take turns to walk their fingers around the page to make sentences about themselves. The others in the group call out the words to speak the sentences.

Workbook page 12



Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these Workbook activities.

1 Look at the timetable. Choose the best answers to the questions. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the **Cambridge English: Movers** test.

- The children read the dialogue and choose the best answers.
- If done in class, have the children look at the example answer and find the information in the timetable.
- The children complete the activity individually and then practise with a friend.
- Ask a pair of children to read out the dialogue and ask if the others agree.

Answers: 1B2C3B4A5A

Write the school subjects you are good at and not good at.

Answers: Children's own answers.

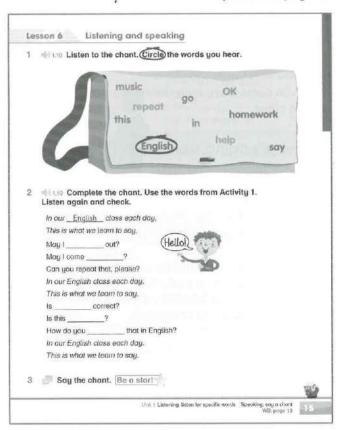
Grammar reference (page 118)

Write three things you are good at or not good at.

Answers: Children's own answers.

Listening and speaking

Pupil's Book page 15



Learning objectives: Listening: listen for specific words; Speaking: say a chant

Language: May I go out / come in?; Can you repeat that please?; Is this correct?; Is this OK?; How do you say that in English?

Resources: (PK) - Unit, 1 Lesson 6; (PRC) - Review audio track 1.10

Materials: Class Audio CD1; one sheet of paper per group of three to four children, pens or pencils

Warm-up: Reconstruct the phrases

 Write the following phrases on the board (all the missing letters are vowels):

- Ask the children to complete the sentences by writing a, e, i, o or u in the gaps.
- When a child has a complete sentence, invite them to come to the board to fill in the gaps. Ask for class agreement.

Answers: 1 I'm good at computer studies.

2 Second, we've got PE. 3 Are you good at science?

4 We've got art before lunch.

1 (1) 1.10 Listen to the chant. Circle the words you hear.

- Ask the children to read out the words in the schoolbag.
- Play the audio. Have the children circle the words they hear.
- Call out the words and the children tell you yes or no.

Answers: OK, go, repeat, this, in, English, say

2 (1) 1.10 Complete the chant. Use the words from Activity 1. Listen again and check.

- Give the children two to three minutes to look at the chant and see if they can remember the missing words. Have them write as many words as they can individually before they listen again. Now play the audio again. Have the children complete any missing words.
- Play the chant again so they can listen and check their answers.
- Read out the chant and have the children call out the missing words in the correct place.
- Now for each phrase of classroom language, teach a mime to the children:
 May I go out?' – point to the door

May I come in? – open a door and look inside
Can you repeat that, please? – make a rolling
motion with your hands

Is this correct? – point to your hand and smile
Is this OK? – point to your hand and look doubtful
How do you say that in English? – make an 'I don't
know' gesture with hands out to your sides and
both palms up.

 Play the audio one more time and have the children do the mimes with the chant.

Answers: 1 English 2 go 3 in 4 this 5 OK 6 say

Teaching star!

Game

- Games are an essential part of learning for children of this age. You can use the Games Bank (pages 14–17) for ideas as well as think of your own.
- Play Simon says with the classroom language phrases. Have the children do the mimes for each one.

3 Say the chant. Be a star!

- · Play the audio again and have the children say the chant with the audio first, to gain confidence.
- Then have the children say the chant and do the actions.
- · Divide the class into two groups. Have all the children chant the opening lines. Then Group 1 chants the questions in the first part and Group 2 chants the questions in the second part. Then change roles.

Workbook page 13 Match to make sentences you use in the classroom 1 May I go 2 Could you b in please? 3 Is this c repeat that, please? 4 May Leome e say that in English, please? Look at the pictures and complete 7 3 May I _ please?

Cooler: What's the next word?

- Divide the class into groups of three or four children. Each group needs a piece of paper and a pen or a pencil.
- Play the chant one more time. Pause the audio before key words in the chant (e.g. before class, out, repeat, correct, sau). One child in each group takes the pen or pencil and writes what they think is the next word in the chant (their team members can give suggestions). As soon as they finish they hold the paper up for you to check.
- The game continues with the next key word.

1 Match to make sentences you use in the classroom.

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

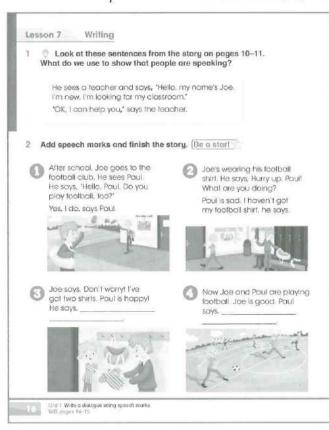
Look at the pictures and complete.

Answers: 1 come 2 correct 3 go out 4 Could you repeat 5 do you say that in English, please? 6 Is this OK? / Is this correct?

that, please?

tivita 15

Pupil's Book page 16



Learning objectives: Write a dialogue using speech

Resources: (PK) - Unit 1, Lesson 7

Materials: (optional) Several copies of this sentence (enough for class groups) written and cut up as follows: Paul / says, / 'Thanks, / Joe! / You're / a / good / friend!'

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say Imagine it's morning and you are at school. You're in the playground. What are the children doing? What can you hear and see? What are you doing now? What day is it today? What have you got at school today?
- Have the children open their eyes and tell a friend about what they saw, heard and did in their imagination.
- Look at these sentences from the story on pages 10-11. What do we use to show that people are speaking?
 - Nominate two confident students to play the roles of Joe and the teacher in Activity 1. You play the role of the narrator of the story.

- · Read out the story, directing Joe and the teacher to speak where appropriate.
- Ask the children for the answer to the question in Activity 1. Point out they need speech marks at the beginning and end. Ask the children if the speech marks at the end come before or after the full stop and comma (after).

Answer: Speech marks.

2 Add speech marks and finish the story.

Be a star!

- Refer the children to the first part of the story in Activity 2. Ask them to find where speech marks are needed. Write the answer on the board. ('Yes, I do,' says Paul.)
- · Have the children complete the speech marks for the rest of the story, but not the spaces yet.
- · Read out the story from the beginning, and have the children raise their hands to read out any direct speech. Write the beginning and end of phrases with speech marks (like this): 'Hurry up ... doing?'
- · Ask the children to think about how to finish the story with the final parts of the dialogue. Ask for suggestions and ask the class to choose the best option. Write their choice on the board, make any corrections and ask where to put the speech marks.
- Have the children copy the final phrases into their books with the speech marks.
- · Ask for two volunteers to play the roles of Joe and Paul. You read the narrator's part and the children speak their parts when appropriate while the others follow in their books.

Answers: 1 After school, Joe goes to the football club. He sees Paul. He says, 'Hello, Paul. Do you play football, too?' 'Yes, I do,' says Paul. 2 Joe's wearing his football shirt. He says, 'Hurry up, Paul! What are you doing?' Paul is sad. 'I haven't got my football shirt,' he says. 3 Joe says, 'Don't worry! I've got two shirts.' Paul is happy! He says, [Suggested answer] 'Thank you, Joe!' 4 Now Joe and Paul are playing football. Joe is good. Paul says, [Suggested answerl 'Well done, Joe!'

Teaching star!

Extension

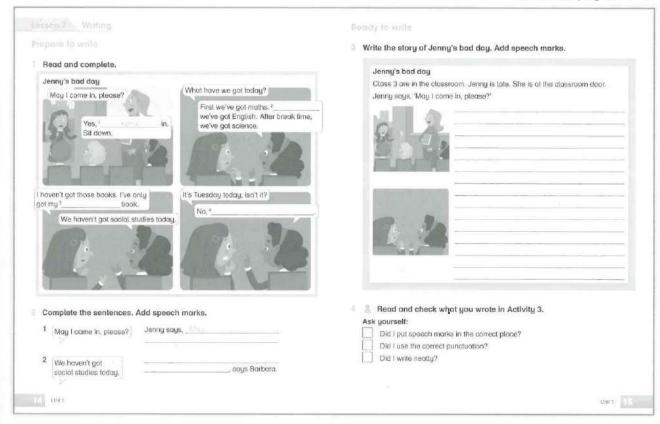
- Practice the Learning objectives by creating extra activities that are not in the Pupil's Book, whenever time permits.
- Take out your copies of the cut up sentence (see Materials). Divide the class into groups of four and give each group a copy. The children work together to order the sentence, thinking about where the punctuation goes.

Cooler: How many words?

- Read out some sentences from the story in Lesson 7 of the Pupil's Book.
- Ask the children to count how many words there are in each sentence and raise their hands as soon as they know.



Workbook pages 14-15



Prepare to write

Read and complete.

- · The children complete the gaps in the story.
- · If done in class, read out the example. Have the children complete the activity in pairs.
- Nominate children to read out their answers.

Answers: 1 come 2 Then 3 social studies 4 it's not

2 Complete the sentences. Add speech marks.

- · The children rewrite the dialogues with speech
- · If done in class, refer the children to the first sentence. Write two alternatives on the board and ask the children to choose which is correct: . Jenny says, May I come in, please? Jenny says, 'May I come in, please?' (this is correct)
- Have the children complete the activity. Write the answers on the board.

Answers: 1 Jenny says, 'May I come in, please?' 2 'We haven't got social studies today,' saus Barbara.

Ready to write

3 Write the story of Jenny's bad day. Add speech marks.

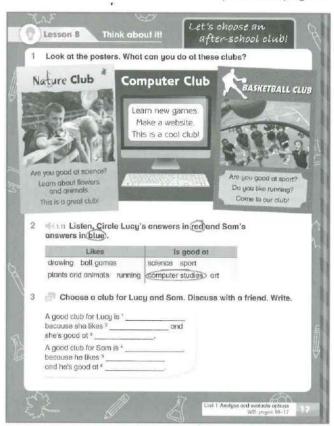
- · The children invent a story about Jenny's bad day from Activity 1 and use speech marks.
- · If done in class, refer the children to the story in Activity 1. Read the example out.
- The children finish the story in their Workbooks.
- · Invite volunteers to read out their stories. Choose one story. Write it on the board. Invite other children to come and insert the speech marks.

Read and check what you wrote in Activity 3.

The children check their work and tick the boxes.



Pupil's Book page 17



Learning objectives: Analyse and evaluate options

Additional vocabulary: ball games, basketball, drawing, nature, running, school clubs

Resources: (PK) - Unit 1, Lesson 8; (PRC) - Review audio track 1.11; (TRC) - (TG) - Unit test

Materials: Class Audio CD1; (optional) large pieces of paper for children to make posters

Warm-up: First letters

- Write the first letters of subjects on the board: science, English, etc.
- Ask the children to try to remember the subjects and complete the words on the board.

1 Look at the posters. What can you do at these clubs?

- Have the children look at the posters. Elicit ideas about what the children can do at the clubs.
- Have a vote by a show of hands for the club they like best.

Answers: 1 Learn about science, flowers and animals. 2 Learn new games. Make a website. 3 Play sport and run.

2 (1) 1.11 Listen. Circle Lucy's answers in red and Sam's answers in blue.

- Tell the children to listen to Lucy and Sam, and to circle the things that Lucy and Sam like or are good at.
- Play the audio and ask the children to say *Stop!* as soon as they hear the example.
- Continue the rest of the audio with no pauses. Have volunteers call out the answers.

Audioscript

Adult: Hello, Lucy.

Lucy: Good morning.

Adult: Can I ask you some questions about what you like? Do you like playing computer

games?

Lucy: Oh no! I'm good at computer studies but I

don't like computer games.

Adult: OK. What about sport? Are you good at

sport?

Lucy: Yes! I'm very good at sport. And I love

unning.

Adult: And do you like ball games?

Lucy: Yes, I do.

Adult: Good morning, Sam. How are you today?

Sam: I'm fine, thanks.

Adult: Sam, tell me what you are good at.

Sam: Well, I'm good at science and art.

Adult: And do you like plants and animals?

Sam: Yes, I do! I really like learning about plants

and animals!

Answers: Red: Lucy likes running, ball games; is good at computer studies, sport Blue: Sam likes plants and animals; is good at science, art

3 Choose a club for Lucy and Sam. Discuss with a friend, Write.

- Give the children time to choose before comparing ideas with a friend.
- Ask for suggestions from the class and ask why.
 The children do the activity individually.
- · Ask volunteers to read out their ideas.

Answers: 1 basketball club 2 ball games / running 3 sport 4 nature club 5 plants and animals 6 science

Teaching star!

Arts and crafts

- Children enjoy making things to display.
- Divide the class into small groups. Have each group make a poster for a club. Elicit what they need (a name, a picture to show what happens there, a short text about the club). Display the posters on the wall.

Cooler: Disappearing sentence

- Write a key sentence from this unit the board, e.g. What time have they got computer studies?
- Erase the words one at a time, and have the children remember and say the complete sentence each time.

Workbook pages 16-17

Look and read. Choose the correct of	words and write them on the lines.	break time computer room think music room laugh
72÷9= 0; 144÷12= maths music	art science	Di
PE social studies Example You run, play and exercise.	English computer studies	i
 You paint pictures. You listen, speak and learn new words. You sing or play a musical instrument. You count and use numbers. 		1 t_th 2 gr_n 3 ct_n 4 pt_se 5 thr_6 st What I can do! Put a tick (*) or a cross (*).
Read and complete the timetable. 1 The lesson after funch is art. 2 The second lesson is music. 3 After break time we've got English. 4 The lesson after art is PE.	Close 3 timetoble - Werklastory Time 9:00 10:00 11:00 break time	name school subjects say and spell words with ee and ee soy what I'm good at and not good at use speech marks talk obout actions with now and always say the chant in our English class each day In this unit, 1 My favourite port was
 5 First we've got social studies. 6 The other lesson is science. When is that? 	12:30 lunch 1:30	2was a little difficult 3 really liked

1 Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the definitions and choose the correct word from the labelled pictures.
- If done in class, ask the children which key words help find the answer for the example.
- Have the children continue the activity, using key words to help them.

Answers: 1 computer studies 2 art 3 English 4 music 5 maths

2 Read and complete the timetable.

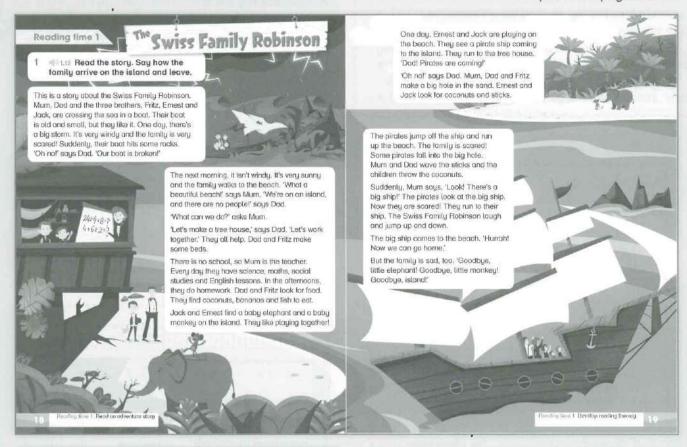
Answers: 9:00 – social studies, 10:00 – music, 11:00 break time, 11:30 – English, 12:30 lunch, 1:30 – art, 2:30 – PE, 3:30 – science Science is at 3:30 / the last lesson.

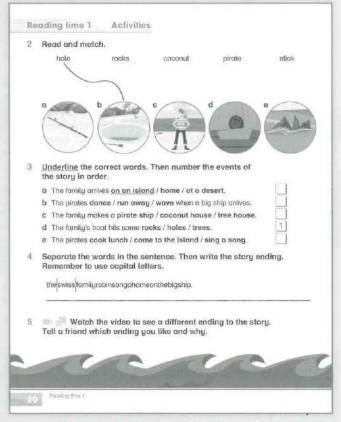
3 Find the words.

Answers: scwh k m m p u t e ro u m u s om L ic wd ZX t UZ j a 0 u z h k The extra word is: homework

4 Complete the words. Use ee or ea.

Answers: 1 teeth 2 green 3 clean 4 please 5 three 6 easy





Learning objectives: Read an adventure story; Develop reading fluency

Resources: (PK) - Unit 1, Reading time 1, Reading time 1 video; (PRC) - Review audio track 1.12, review Reading time 1 video; (TRC) - Video activity worksheet, animated flashcards

Materials: Class Audio CD1

Warm-up: Correct my mistakes

- Read out the text from Pupil's Book page 17, but with some obvious mistakes. Tell the children every time they hear something different or wrong, they should say Stop! and tell you what was different and what the original was.
- Possible version: A good club for Lucy is the <u>Elephant</u> Club, because she likes <u>sleeping</u> and she's good at <u>science</u>. A good club for Sam is the <u>Karate</u> Club, because he likes <u>burgers</u> and he's good at <u>flying</u>.

1 (1) 1.12 Read the story. Say how the family arrive on the island and leave.

Pre-reading

 Have the children look at the pictures and the story title on pages 18–19. Ask What do you think the story is about? Who are the people? Where are they? Why are they there? When does this story happen – now or the past?

While reading

- Give the children quiet time to read the story. Ask them to see if their predictions were correct.
- · Ask them which of their predictions were correct.

Post-reading

- Ask the children if they liked the story. Have them
 raise their hands to show their reaction as you call
 out possible opinions: It's a terrible story! / It's not
 very good. / It's OK. / It's a good story. / It's great!
- Play the audio and have the children mime key actions in the story and make sound effects along with the audio as they read and listen.
- Ask the children how the family arrive on the island and leave.

Answers: They arrive on the island in their broken boat. They leave on a big ship.

Teaching star! 5

Pairwork

- Give children the chance to volunteer for class activities, but also make sure that less confident children can do activities in pairs so they don't feel pressure in front of the class.
- Ask which children would like to read the story out loud and decide which child will read which part.
- The others can listen and make the sound effects as they did above. If there are serious problems with pronunciation, then the children can be corrected at the end of their part.
 Otherwise it's best to keep the flow going. Then the children can practise reading in pairs, taking turns to read paragraphs.

Cooler: Disappearing words

- With books closed, have the children tell you the key words they remember from the story. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 1 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of the story from the last lesson. (e.g. mime making a house). Ask the children to identify what part of the story it is.
- Have the children look back at the story and pick a part to mime. They then do this in pairs.

2 Read and match.

 Refer the children to the example answer. Ask the children if they remember the part of the story with the hole.

- · Have the children match the other items on their own.
- Ask pairs of children to call out the word and the corresponding letter.
- Ask the children if they can remember the part of the story which had each item. Ask if it was a good part or a bad part for the family.

Answers: hole – b rocks – e coconut – d pirate – c stick – a

3 Underline the correct words. Then number the events of the story in order.

- Refer the children to the example answer for the first part of the activity (line a). They choose and underline the correct words for the remaining sentences.
- Refer the children to the example answer for the second part of the activity (line c). Ask them to find the part of the story where this happens and point to the part of the page.
- Have the children continue the activity this way: remember, scan, check.
- Ask the children to read out the sentences in the correct order.

Answers: a on an island -2 b run away -5 c tree house -3 d rocks -1 e come to the island -4

Teaching star! 5

Imagine

- Ask the children to imagine they are going to spend a week on an island. There is no electricity and no Internet!
- Give the children a few minutes to write down three objects they want to take with them. Help with vocabulary.
- Children compare with a partner and see if they have anything in common.
- Ask for some suggestions and have the rest of the children respond: Me too! Not me! Good idea! Really?

4 Separate the words in the sentence. Then write the story ending. Remember to use capital letters.

- Have the children identify the first three words as a whole class, and then continue individually.
- Ask how many words they found (ten) and how many capitals they need (four – The (first word of the sentence), Swiss (nationality), Family (this is part of the title), Robinson (family name)).
- Invite children to come to the board to write the finished sentence one word at a time.

Answer: The Swiss Family Robinson go home on the big ship.

5 Watch the video to see a different ending to the story. Tell a friend which ending you like and why.

Before the video

- · Tell the children they are going to watch a video with another ending in a moment.
- · Write captain, boat, fish, coconuts, bags, home on the board. Ask volunteers to draw pictures under each word. Ask the children to predict how the words will be used in the story with these questions. Tell them that they will then watch the video to find out the answers. Is the captain a pirate? Is there a big boat or a small boat? What do they do with the fish and coconuts? What do they put in bags? Do they go home?

During the video

- · Tell the children they are now going to watch the video with another ending. Tell them to watch carefully and listen for the words on the board. When they hear one of the words they should raise their hands quietly.
- · Play the video without pausing it.
- · Tell the children they will watch the video again and that this time when they hear one of the words they should raise their hands and call out Stop! Play the video and pause when the children call out Stop! At the appropriate times in the video, ask the questions you asked in the Before the video section again. Elicit these answers: no, big, they eat the fish and coconuts, clothes, no.
- Tell the children to watch one more time and think about whether they like the ending. Play the video one more time without pausing.

After the video

- · Ask the children these comprehension questions: How many sailors are there? (four) What else do they eat? (bananas) Do they eat lunch or dinner? (dinner) What do the sailors talk about? (home: the streets, the houses, the food) Do the captain and the sailors go away? (yes)
- · The children talk in pairs about the two endings to the story. They say which one they like and why.
- · Ask the class for feedback. Have a show of hands to see which ending is the most popular. Ask some children to say why the like the ending they chose.
- · Finally, play the video again for the children to enjoy.

Video script

- Narrator: The big boat comes to the beach. A
 - captain and four sailors climb off.
- Captain: Hello. What are you doing here?
- Dad: Our boat hit some rocks and we're living
 - here on the island.
- Dad: Come and eat with us.
- Narrator: So the captain and his sailors eat fish. bananas and coconuts with the Swiss
 - Family Robinson.
 - After dinner, they sit under the stars. The
 - family talks about the island.
 - Fritz and Dad talk about how they get food. Mum talks about how she teaches the
 - children every day.
 - Jack and Ernest talk about the elephant
 - and the monkey.
 - The captain and the sailors talk about home ... about the streets, about the houses, about the food ... The next day

- the captain says:
- Captain: It's time to go home. Are you coming?
- The Swiss Family Robinson: Yes, of course.
- Narrator: They put their clothes into their bags.
 - The family are walking to the boat, but
 - suddenly they stop.
- Jack & Ernest: We don't want to go home.
- Narrator: Mum, Dad and Fritz look at the little boys.
- Mum, Dad & Fritz: We don't want to go home
 - either!
- Narrator: And the captain and his sailors go away
 - to the big boat.
- Family: Goodbye, captain. Goodbye, sailors.

Cooler: Physical spelling

- Play the game to practise the words from today's lesson: pirate, hole, rock, coconut, stick, island, ending.
- See the Games Bank (pages 14-17) for how to play the game.



Grammar: Present simple and present continuous

Resources: (PK) - Unit 1, Play 1; (PRC) - Review audio track 1.13

Materials: Class Audio CD1; 14 large cards with the following 'half words' written on them (split as shown): isl / and, sci / ence, coco / nut, ele / phant, pir / ate, lau / gh, bea / ch; props for the play, e.g. books (for homework and Luke), long rulers / tennis racquets (for the violin) short rulers / pencils (for the bow), paper and pens or pencils (for Charlie), desks

Warm-up: Half words

- Put the half words (see Materials) in two piles.
- Pick up a card from each pile, hold them together and show the class. Ask Is this a word? If the cards make a correct word, set them aside and continue. If not, put them back on the pile.
- Order the cards before you begin so that there are one or two matches the first time round.
- At the end, shuffle and start again.

1 Look at the pictures and name the . Academy Stars.

- · Have the children look at the pictures and the title of the story on page 21.
- Ask them to name the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

2 📢)) 1.13 Listen and read. Why can't Charlie play at the end of the story?

- Have the children listen and follow in their books.
- Ask them for the answer to the question and ask if Charlie is happy? (Yes, he's happy to do his homework with Luke.)
- Give the children time to read the play again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answer: Because he's doing his homework.

Teaching star! 5

Play Who's speaking? with phrases from the play. Read out a phrase and have the children tell you who said it.

Suggested phrases:

Come and plau football with mel (Charlie) Sorry, Charlie. I'm playing the violin. (Aunt Daisy) I'm doing my science homework. (Flo) Come on. Let's do it together. (Luke)

3 Act out the play.

- Ask the children what objects (called props) they will need to help them act out the play (see Materials).
- Point out to the children (use L1 if necessary) that in the theatre, the same space is used for each different scene. We can mime curtains coming down and pretend we can't see the scene changing!
- Ask how many characters the play needs (five Charlie, Flo, Ella, Luke, Aunt Daisy).
- · Divide the class into groups of five. If there are extra children, they can help a group with their scene changes.
- · Give the children several minutes to decide what their roles are (you can also decide for them) and to practice their lines and using the props.
- Then each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Cooler: Well done!

- Say Well done! You're an Academy Star!
- Ask the children for feedback with these questions: Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?

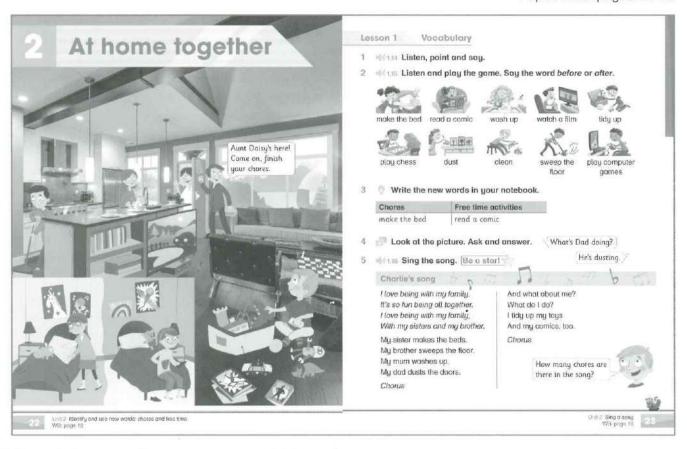


At home together

Lesson 1

Vocabulary

Pupil's Book pages 22-23



Learning objectives: Identify and use new words: chores and free time; Sing a song

Vocabulary: clean, dust, make the bed, play chess, play computer games, read a comic, sweep the floor, tidy up, wash up, watch a film

Resources: PK - Unit 2, Lesson 1, Flashcards; TRC - Downloadable flashcards, Vocabulary 1 worksheet; PPK - Vocabulary activities, review Unit 2 song, Flashcards; PRC - Review audio tracks 1.14–1.16

Materials: Class Audio CD1

Warm-up: Mime game

- Write sing, play football, eat, read, write, sleep, study on the board.
- Mime eating. Say Look! I'm ... and wait for the children to guess (eating).
- Have each child do a mime for the class to guess.

1 📢)) 1.14 Listen, point and say.

- The children look at page 22. Ask Where are the children? (Flo and Ella are in their bedrooms, Charlie is in the living room, Luke is in the kitchen.) Who is at the door? (Aunt Daisy) Are Mum and Dad there? (yes)
- The children look at page 23. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 (1) 1.15 Listen and play the game. Say the word before or after.

- Play the first example on the audio and show the children that it follows the order on the page.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio. Remind the children to use before and after.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: make the bed

Child: Before read a comic!

Teacher: watch a film

Child: Before tidy up, after wash up!

Teacher: Now you. 1 play chess 2 sweep the floor

3 play computer games 4 read a comic

5 dust

Answers: 1 Before dust, after tidy up. 2 Before play computer games, after clean. 3 After sweep the floor. 4 Before wash up, after make the bed. 5 Before clean, after play chess.

Teaching star!

Game

- Include child-led activities with flashcards to help focus children's attention.
- Ask ten children to stand in a line. Hand each child a flashcard. Play the game from Activity 2.
 Call out a chore / free time activity (e.g. read a comic). The child with the flashcard holds it up.
 The child in front says before (wash up). The child behind says after (make the bed).

3 Write the new words in your notebook.

- · Have the children look at the family on page 22.
- Explain that chores are jobs at home and free time is for fun.
- Have the children copy the table into their notebooks and complete it alone.
- Copy the table onto the board. Have the children raise their hands and suggest answers.

Answers: Chores: make the bed, wash up, tidy up, dust, clean, sweep the floor

Free time activities: read a comic, watch a film, play chess, play computer games

4 🗐 Look at the picture. Ask and answer.

- Have the children look at what each character is doing in the picture on page 22.
- Ask What's Dad doing? and say He's dusting. Have the children repeat.
- Ask questions for all the characters and have the class answer. (Flo: She's making the bed, Ella: She's cleaning, Luke: He's sweeping the floor, Charlie: He's tidying up, Mum: She's washing up.)
- The children do the activity in pairs. Have some pairs of children ask questions across the class.

5 (1) 1.16 Sing the song. Be a star!

 Ask the children to close their books. Play the audio. Ask How many chores are there?

- Play the audio again and stop after each line for the children to repeat (singing).
- Demonstrate a mime for sweeps the floor and a mime for dusts the doors.
- Play the audio again. The children sing and mime.

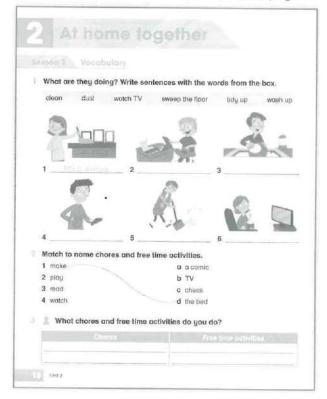
Answer: Five chores (make the bed, sweep the floor, wash up, dust, tidy up)

Cooler: Mime game

 Repeat the warm-up, but this time have the children mime chores or free time activities.



Workbook page 18



1 What are they doing? Write sentences with the words from the box.

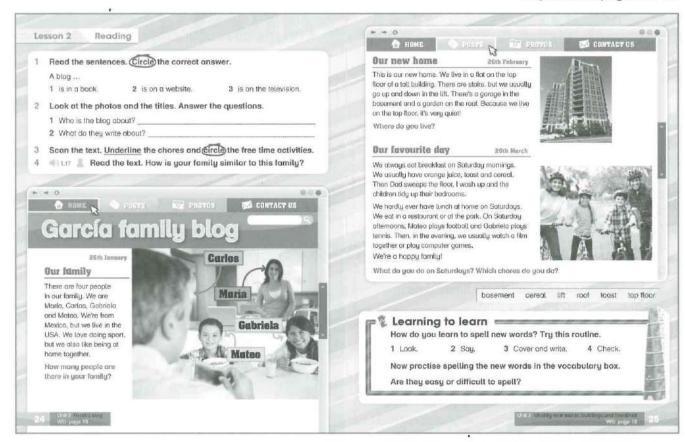
Answers: 1 Ella is dusting. 2 Charlie is tidying up. 3 Dad is washing up. 4 Luke is cleaning shoes. 5 Flo is sweeping the floor. 6 Mum is watching TV.

2 Match to name chores and free time activities.

Answers: 1 d 2 c 3 a 4 b

3 What chores and free time activities do you do?

Answers: Children's own answers.



Learning objectives: Read a blog; Identify new words: buildings and breakfast

Vocabulary: basement, cereal, lift, roof, toast, top floor

Additional vocabulary: flat, garage, stairs

Resources: (PK) - Unit 2, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio tracks 1.16-1.17

Materials: Class Audio CD1; (optional) a piece of plain paper for each child

Warm-up: Sing the song

- Play the song from Lesson 1 (CD1, track 1.16) and have children sing and do mimes to the chores.
- Have the children name free time activities they remember from Lesson 1.

Vocabulary

- Teach basement, lift, roof and top floor with a labelled drawing of a tall building on the board.
 Point to each part of the building, say the word(s) and have the children repeat.
- Teach toast and cereal. Ask the children in L1
 what they like for breakfast. Tell them that you
 like toast and cereal, write toast and cereal on
 the board. Draw pictures of toast and cereal next
 to the words.
- Say all the new words and have the children repeat. Leave the drawings and words on the board.

Teaching star!

Extension

- Drawings on the board are useful for teaching vocabulary. The drawings don't have to be good, in fact if they are not that good the children will probably like them more and remember the new words better!
- Hand each of the children a piece of paper.
 Each child draws a tall building. Divide the class into pairs. Each pair swaps papers and labels each other's drawings with the words on the board.

Read the sentences. Circle the correct answer.

- Refer the children to pages 24–25. Ask What's a blog? and discuss as a class.
- · Have the children answer the question individually.
- Ask the children to suggest answers.

Answer: 2 – is on a website.

2 Look at the photos and the titles. Answer the questions.

- Ask the children How many photos / titles are there? and elicit three.
- Have the children look at the photos and titles and answer the questions individually.
- The children raise their hands to suggest answers.
 Ask for class agreement.

Answers: 1 The García family 2 Their family, their new home and their favourite day

3 Scan the text. Underline the chores and circle the free time activities.

- Remind the children that scan means to read quickly. Demonstrate underline and circle.
- · Give the children a minute to do the activity.
- Choose one child at a time to call out a chore or a free time activity in the text.

Answers: Chores: sweep the floor, wash up, tidy up Free time activities: doing sport, play football, play tennis, watch a film, play computer games

4 (1) 1.17 Read the text. How is your family similar to this family?

- Play the audio and have the children listen and follow in their books.
- · Allow the children time to re-read the text quietly.
- Discuss how the children's families are similar to this family, using the questions in the blog.

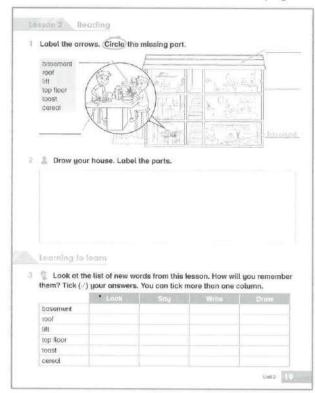
Learning to learn

- · Ask the children for their answers to the first question.
- Point out that they can give as many answers as they like.
- Then have the children try out the four steps by spelling the new words in their notebooks. They look at the word, say it, cover it and then try to write it. Then they check if they are correct.
- Discuss which words were easy and which ones were difficult to spell.

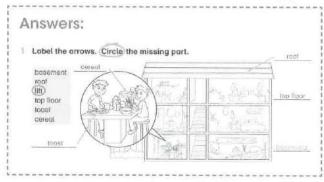
Cooler: Can you remember?

- Ask the children to close their books. Give them one minute to look at the words and drawings on the board.
- Erase the words. Have volunteers write the words on the board again. Encourage the other children to call out the spelling.

Workbook page 19



1 Label the arrows. Circle the missing part.



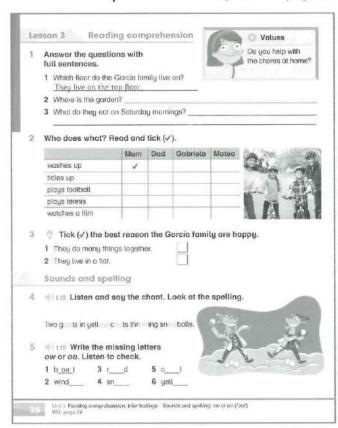
2 Praw your house. Label the parts.

Answer: Children's own drawings.

3 Look at the list of new words from this lesson. How will you remember them? Tick (<) your answers. You can tick more than one column.

Answers: Children's own answers

Pupil's Book page 26



Learning objectives: Reading comprehension: infer feelings; Sounds and spelling: ow or oa (/eu/)

Vocabulary: boat, coat, goat, road, snow, snowballs, throwing, window, yellow

Resources: PK - Unit 2, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 1.18—1.19

Materials: Class Audio CD1

Warm-up: Spelling fun!

- Write the new words from the blog in Lesson 2 on the board with all the vowels missing.
- Have the children complete the words as fast as they can. They raise their hands when they finish.
- Have volunteers write the missing letters (basement, cereal, lift, roof, toast, top floor).

1 Answer the questions with full sentences.

- Read through the questions and check understanding.
- Have the children read the blog again and answer the questions individually.
- Elicit the answers and write them on the board.

Answers: 1 They live on the top floor. 2 The garden is on the roof. 3 They eat toast and cereal and drink orange juice.

2 Who does what? Read and tick (√).

- Ask the example question Who washes up? and have the children answer Mum.
- Have the children fill in the table individually, and then compare answers with a partner.
- Ask the children to raise their hands to suggest answers.

Answers: washes up = Mum; tidies up = Gabriela, Mateo; plays football = Mateo; plays tennis = Gabriela; watches a film = Mum, Dad, Gabriela, Mateo

- Ask the children to find in the blog what the García family do together (sport, being at home, eat breakfast on Saturday, eat in a restaurant or at the park, watch a film, play computer games).
- Read the two options to the children. Ask them in L1 what makes a family happy.
- Have the children tick their choice and then compare answers with a partner.

Answer: ✓ 1 They do many things together.

4 (1) 1.18 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4, say what animals they can see and what they are doing (goats throwing snowballs).
- Play the first two lines of the audio and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/əʊ/).
- Play the rest of the audio. The children say the missing words after the pause.

Audioscript

Teacher: Now say the missing words.

Teacher: Two goats in ... coats throwing snowballs.

Children: yellow

Teacher: Two goats in yellow coats throwing ...

Children: snowballs

Teacher: ... goats in yellow coats throwing snowballs.

Children: two

Teacher: Two goats in yellow coats ... snowballs.

Children: throwing

1.19 Write the missing letters ow or oa. Listen to check.

- · Elicit all the words from the children by inserting the sound /au/.
- The children complete the words with ow or oa. Then they compare with a friend.
- · Write the gapped words on the board. Invite volunteers to complete the words. Play the audio for children to check their answers.

Answers: 1 boat 2 window 3 road 4 snow 5 coa 6 yellow

Teaching star!

Extension

Encourage the children to manage their learning by making lists of words that sound the same in a Sounds and spelling section of their notebooks. Write ow and oa on the board. Invite volunteers to write the words from their books under each heading and add other words they know (e.g. toast, soap, slow, know). Have the children copy the lists into their notebooks.

Values 3

- · Refer the children to the Values box. Ask one child to read out the question.
- · Ask the children if they think it is good to help at home and why.
- Ask individual children to say what chores they do at home. Ask What chores do you like doing?

Cooler: Let's check

- Tell the children to turn their Pupil's Books face down. Invite a volunteer to stand at the front and look at Lesson 3.
- The volunteer reads a question from Activities 1 and 2. The other children raise their hands to answer. Volunteers who answer correctly can then ask the class another question from the book.

Workbook page 20

Read the blog po	sts on Pupi	's Book page	s 24-25. Ar	swer the question
1 Does the family to	ive in a house	or a flot?	e Kee Drag fle	il.
2 What floor is the	flot on?			
3 Where's the gara	ge?			
4 Do they use the s	stairs?			
5 What do they eat	for breakfast	?		
6 When does the fo	mily do their	chores?		
2 & What do you	and upor fee	miller do on Ca	stundayo2 7	Tok ()
a whot do god	Dod 10			My brother / siste
have breakfast	J	J	100	Manual Company of the
wash-up			- X	
tidu the rooms				1
play football				
read a comic				
watch a film				
Now complete the	entonres			
Saturday is our lavor			at these	orant-last
Then, Mum 2		and my broths	er/sister and	13
			Dad likes to ⁵	
In the afternoon, 14_		Mur	m²	- 2
My brother / sister ⁶				
My brother / sister ⁶	allina			
My brother / sister 6			E-	
My brother / sister f Sounds and sp Soy aloud. Circle	the letters	ow and oa.	170	
My brother / sister 6	the letters	ow and oa.		L
My brother / sister f Sounds and sp Soy aloud. Circle	the letters			
My brother / sister 6 Sounds and specific Soy aloud. Circle Look out of the wind	the letters low! at on the room			
My brother / sister 6 Sounds and specific sounds and specific sounds of the wind There's a yellow box	the letters low! at on the room	i.		

Read the blog posts on Pupil's Book pages 24-25. Answer the questions.

Answers: 1 They live in a flat. 2 It's on the top floor. 3 The garage is in the basement. 4 No. they don't usually use the stairs. / No, they usually take the lift. 5 They eat toast and cereal and drink orange juice. 6 They do their chores after breakfast on Saturdays.

What do you and your family do on Saturdays? Tick (\checkmark) . Now complete the sentences.

Answers: Children's own answers.

Say aloud. Circle the letters ow and oa.

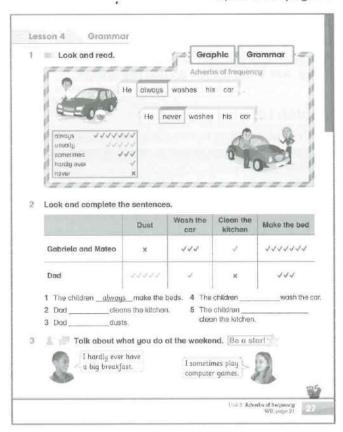
Answers: ow: window, yellow, snow oa: boat, road

Complete the words. Use ow or oa.

Answers: 1 slow 2 loaf 3 soap 4 show 5 coat 6 low

Grammar

Pupil's Book page 27



Learning objectives: Adverbs of frequency

Grammar: Adverbs of frequency

Resources: PK - Unit 2, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Materials: Cards with adverbs of frequency words written on them

Warm-up: Go to ow or oa

- Write ow on the left side of the board and oa on the right side.
- Choose two children to stand up. Call out a word from Lesson 3, Activities 4 and 5 of this unit in the Pupil's Book. Have the children go to the side of the classroom that corresponds to the spelling of the /au/ sound in that word. Repeat with other children and other words.

1 Look and read.

- If you don't have access to the class video, have the children look at the cars in Activity 1. Ask Which car is he washing? Elicit the red car.
- Read the sentence He always washes his car.
 Remind the children what always means. Read He never washes his car. Explain never in L1. Ask the children to point to the dirty car.

- Ask the children to look at the orange blocks in the sentence. Tell the children that these words say how often you do something. Explain that they are adverbs of frequency.
- Ask the children to look at all the adverbs of frequency. Ask them to think about what the ticks and cross mean. Elicit how often something happens.
- Explain the meanings of all the adverbs of frequency. Read the adverbs out and have the children repeat.
- Ask the children if the adverb of frequency goes before or after the verb. Elicit before the verb.
- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and remember what always means and to work out what never means.
- Play the video.
- Ask the children in L1 which car is clean and why. Elicit The red car because he always washes it. Ask the children in L1 which car is dirty and why. Elicit The blue car because he never washes it.
- Confirm the meaning of always and never. Tell
 the children that the words in the orange blocks
 say how often you do something and they are
 adverbs of frequency. Ask the children to watch
 again and see if they go before or after the verb.
- Play the video again. The children answer before the verb.
- Return to the book and teach all the adverbs of frequency as outlined for Activity 1.

2 Look and complete the sentences.

- Refer the children to the table and ask them to work out what to do. Elicit that they use the ticks and cross to complete the sentences with the correct adverbs of frequency.
- Have the children do the activity individually and then compare with a friend.
- Ask a different child to read out each sentence.

Answers: 1 always 2 never 3 usually 4 sometimes 5 hardly ever

3 Talk about what you do at the weekend. Be a star!

- · Have two children read out the examples.
- Have the children work in pairs and tell each other what they do at the weekend.
- · Have some pairs tell the class what they said.

Teaching star!

Pairwork

- If the children are confident about pairwork, choose pairs to perform at the front of the class.
- Brainstorm chores and free time activities as a class and write the children's ideas on the board.
- Ask two children to stand at the front, Have each child choose an adverb of frequency card (see Materials). Each child tells the other child something they do and how often using the adverb of frequency they have on their card.
- Repeat with other pairs.

Cooler: Telephone game

- See the Games Bank on pages 14-17 for how to play this game.
- Use a sentence with an adverb of frequency.





Grammar reference:

Remind the children that they can refer to the Grammar reference on page 119 while completing these Workbook activities.

Write the words in the correct order to make sentences.

Answers: 1 Dad sometimes makes the bed. 2 I usually wash up. 3 She never plays computer games. 4 They hardly ever clean the kitchen. 5 They always go swimming.

Tick (V) the free time activities you do. Think of one more activity you do and add it to the table.

Answers: Children's own answers.

Write four sentences about the free time activities you do.

Answers: Children's own answers.

Grammar reference (page 119)

Write the best answer for you. Use the words in the box to help you.

Answers: Children's own answers.

Language in use

Pupil's Book page 28



Learning objectives: Use How often do you ...?; Use new words: frequency expressions

Vocabulary: once / twice / three times a day / a week / a month

Resources: (PK) - Unit 2, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.20 and Language in use video

Materials: Class Audio CD1; adverbs of frequency cards from Lesson 4

Warm-up: Match

- Draw the ticks and cross on the board as in the Graphic Grammar box on page 27 of the Pupil's Book.
- Hold up the word cards with the adverbs of frequency one at a time. Ask the children to say the word and then say which set of ticks or cross the card matches.
- Ask a different child each time to put the card in the correct place.

1 (1) 1,20 Listen and say.

 If you don't have access to the class video, teach the new vocabulary. Draw a table on the board like this. Explain once, twice and three times.

	once	twice	three times
a day	watch TV		
a week			
a month			

- · Point to the table and say I watch TV once a day.
- Ask a volunteer to fill in another box with another activity, e.g. play football. Ask How often do you play football? Elicit an answer, e.g. twice a week.
- Refer the children to page 28. Tell them they will listen to a girl asking a boy how often he does things. Ask the children to listen and count how many questions she asks (four).
- Play the audio. Tell the children to listen the first time.
- · Play the audio again and have the children repeat.
- Ask some comprehension questions. How often does he wash his hair? etc. Elicit answers.
- If you have access to the class video, pre-teach the vocabulary with a table as outlined at the start of Activity 1.
- Tell the children to count how many questions the girl asks. Play the video and then elicit the answer (four).
- Play the video again. Ask comprehension questions afterwards: e.g. How often does he wash his hair? Elicit answers.
- Play the video once more and have the children repeat, copying all intonation and body language as closely as possible.
- Divide the class into two, and have them act out the dialogue with each half taking one role.
 Then change roles.

2 Answer the questions.

- Have the children write answers for themselves.
 They then compare answers with a partner.
- Children ask and answer the questions in pairs.
- Have some pairs read out their questions and answers.

Answers: Children's own answers

Teaching star!

Game

- Playing games helps less confident children relax.
- Have the children ask questions around the class. Ask a child in the front row How often do you ...? The child answers. Then the same child asks the next child How often do you ...? who answers and so on. The questions can be silly, e.g. How often do you fly to school? and so can the answers, e.g. Twice a week!

3 Now make a new dialogue.

Be a star! 5

- · Elicit ideas from the whole class and build a new dialogue with their suggestions.
- · Divide the class into pairs. Have them make a new version of the dialogue similar to the example.
- · Invite some pairs to perform their new dialogue.

Workbook page 22

80-1		
Make questions.		
How	you	play
gou	often	do
cake?	How	computer games?
eat	do	often
do	watch	How
often	a film?	Bon
1 Non-physical	2	3
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write questions and	answers.	
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(00.000)	3	20 370
115		0 34
profession in	- THE	
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A Thomas	All I	anistic and
2 make your bed		lay chess
once / day		lay chess ever
Unite / doll	0	
-		
	tions in Anti-Str. 2 also.	at you
Answer the ques		
Answer the ques		n gou.

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 119 while completing these Workbook activities.

Cooler: Roleplay

- Have volunteer pairs role play the dialogue from Activity 1.
- Have the class vote for the best performance.

Make questions.

Answers: 1 How often do you eat cake? 2 How often do you watch a film? 3 How often do you play computer games?

2 Write questions and answers.

Answers: 1 How often do you wash up? I wash up three times a week. 2 How often do you make your bed? I make my bed once a day. 3 How often do you play computer games? I play computer games once a week. 4 How often do you play chess? I never play chess.

Answer the questions in Activity 2 about you.

Answers: Children's own an

Grammar reference (page 119)

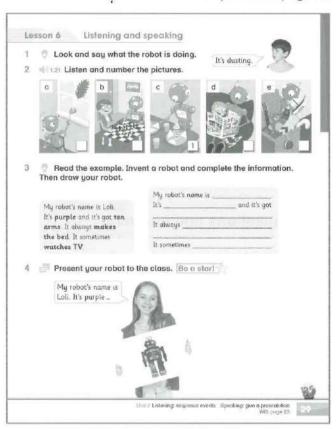
Find and correct the mistake in each question. Then answer the questions for you.

Answers: 1 How often do you eat sweets? 2 How often do you watch TV? 3 How often do you wash your hands? 4 How often do you play football?

Children's own answers.

Listening and speaking

Pupil's Book page 29



Learning objectives: Listening: sequence events; Speaking: give a presentation

Language: My robot's name is ... / It's purple. / It's got ten arms. / It always makes the bed. / It sometimes watches TV.

Resources: (PK) - Unit 2, Lesson 6; (PRC) - Review audio track 1.21

Materials: Class Audio CD1; (optional) sheet of paper for each child

Warm-up: Phrase building

- Write these verbs on the board: make, play, watch, wash, tidy, read, sweep. Ask the children to make phrases that are chores or free time activities with the verbs.
- Have the children raise their hands to suggest answers. Invite volunteers to write the rest of the phrases on the board.

Answers: make the bed / breakfast, play computer games / football / tennis / chess, watch TV / a film, wash up, tidy up (my bedroom, etc.), read a comic, sweep the floor

Look and say what the robot is doing.

- Ask the children to look at the pictures and think about what the robot is doing in each picture.
- · Have the children discuss in pairs. Encourage them use the new vocabulary they know from this unit.
- · Ask the children to raise their hands to suggest answers.

Answers: a dusting b playing chess c making breakfast d reading a comic e tiduing up

(1) 1.21 Listen and number the pictures.

- · Tell the children that they will listen to Ella. She will say what the robot does and they must order the pictures.
- Play the first part of the audio and pause after Blip always makes our breakfast in the morning. Ask the children to point to the example.
- Play the rest of the audio and have the children number the rest of the pictures.
- · Check answers. Ask What letter is number 1? and elicit c, etc.

Audioscript

Ella: We've got a robot. It lives in our house. It's name is Blip. It's grey and it's got four eyes. Blip always makes our breakfast in the morning. After that, we go to school and Blip stays at home. It tidies up our books and toys. Then it dusts. After school, it plays with us. We sometimes play computer games, but Blip usually likes reading comics. Before bed, we always play chess. Blip's very good at chess.

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

Teaching star! 5

Game

- The children can get restless if they sit down for a long time, so include activities that get them moving.
- Play Simon says followed by chores and free time activities the robot does. See the Games Bank (pages 14-17) for how to play Simon says. Have volunteers first think up mimes and practise them as a class.
- 🕎 Read the example. Invent a robot and complete the information. Then draw your robot.
 - · Have a child read the example presentation.
 - · Then have the children invent their own robots and complete the information.

- Monitor and help the children while they think and write.
- Children can use a separate piece of paper to copy their text and draw a picture of their robot.

Answer: Children's own answers and drawings.

4 Present your robot to the class.

Be a star!

 Have the children stand up and read out the information about their robot. Remind them to speak clearly because this is a presentation.

Workbook page 23

	e examp	le.					
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8		that, it d	ces other d	nores arr	ound the ho	USO.	
It dusts the	e living roc	om, °	4 11 4	it cl	eans the w	ndows s comics.	
and the fic	or. Leni u	tes to re bed it n	og. II. Lays chess	with the			
love to pla	y chess w	ith Leni	because it	isn't very	good at at	1058.	
							-
Example	4	is	get	4	10	061.	74
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4	likes		usually	Sent.	-	-0	100
5	Then	Before	Atter		1,000	See.	
Look at th	e robot o	and cor					
9	9 +				name is _		
HOC	300k	2.2	9 2 Hs	got		Install E.	
A Marco	1	The state of	_{retor} an	d			
献二	1000	-71					
DA LO	- 19	四省	on	d			-
600 23 1	eet	里	4 110	_always_			
SIM	1						
SAN E		The same	<u> </u>				

Cooler: Best robot competition

- Hand a slip of paper to each child. Have the children decide which robot they like best and write the name of the child who presented it on a slip of paper. They put the slip in the bag.
- · Quickly count up the names and find the winner.
- Have the winner read out their presentation again.

1 Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

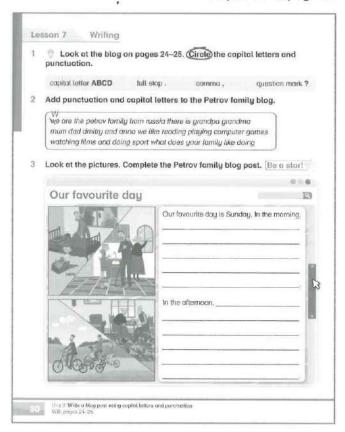
- If done in class, have the children look at the picture and say what they can see.
- The children read the story and choose words in the table to complete the gaps. They work individually.
- · Children complete the sentences.
- Read out the complete story for the children to check their answers.

Answers: 1 always 2 After 3 then 4 usually 5 Before

2 Look at the robot and complete the sentences.

Answers: 1 Deet 2 four eyes, four ears 3 two arms, two legs 4 dusts the furniture, sweeps the floor and watches TV

Pupil's Book page 30



Learning objectives: Write a blog post using capital letters and punctuation

Resources: (PK) - Unit 2, Lesson 7

Materials: (optional) A piece of lined paper for each

child

Warm-up: Anagrams

- Write these anagrams on the board: imlf, terpomcu semag, strop, gineard (film, computer games, sport, reading).
- Have the children work in pairs to solve the anagrams. When they finish they raise their hands.
- Invite volunteers to write the words on the board.
 Ask if the class agrees with the volunteers.

- Refer children to the punctuation in the lozenge.
 Then refer the children to the blog on page 24. Ask them to circle each type of punctuation in the blog.
- Elicit: capital letters are at the start of sentences, names and countries; commas are in lists and before 'but'; full stops are at the end of sentences; questions marks are at the end of questions.

Answers: Our family There are four people in our family. We are María, Carlos, Gabriela and Mateo. We're from Mexico, but we live in the USA. We love doing sport, but we also like being at home together. How many people are there in your family?

Teaching star! 5

Pairwork

- If the children enjoy a certain type of activity, let them do it again so that they are motivated in class.
- Have the children work in pairs and circle the punctuation in the rest of the Our family blog on page 25.

2 Add punctuation and capital letters to the Petrov family blog.

- First ask the children to find the words that were anagrams in the warm-up.
- Then have the children add punctuation and capital letters to the blog post.
- Have the children write the blog out correctly in their notebooks. Have them work individually on this activity.
- Have volunteers write one sentence at a time on the board. Ask for class agreement and correct as necessary.

Answers: We are the Petrov family from Russia. There is Grandpa, Grandma, Mum, Dad, Dmitry and Anna. We like reading, playing computer games, watching films and doing sport. What does your family like doing?

3 Look at the pictures. Complete the Petrov family blog post. Be a star!

- Discuss as a class what the children can see in the pictures. Write their ideas on the board.
- Have the children write the Petrov family blog post in their books. They should do this individually.
 Remind them to use correct punctuation and capital letters. They can then compare their work with a partner.
- Have volunteers read out a sentence each from their blog. Write their ideas on the board to create the blog post.

Suggested answer: Our favourite day is Sunday. In the morning, we do chores at home. Mum makes the beds and Dmitry tidies up the toys. Anna washes up, Dad sweeps the floor and Grandma dusts in the kitchen.

In the afternoon we sometimes go to the park. We like riding our bikes together. Grandma and Grandpa like playing chess.

What do you do on Sundays?

Cooler: What about you?

 Discuss as a class what the children think about blog posts. Prompt with questions: Do you like blog posts? Do you read blogs? Do you have a blog? What is an interesting subject for a blog?



Workbook pages 24-25

repare to write	Write your blog posts about your family.
Answer the questions. Our family How many people are there in your family? Who are they?	Our Family Blesg
What do you like to do together?	from There are in our home, we have got
Complete with the correct words for your house. house flat stairs lift kitchen dinling room buring room bathroom bedroom(s)	people in our family. We are
We live in a There We have a	ou taroutte aug
© Complete the sentences. Our favourite day Our favourite day is	In the afternoons, we
In the morning we	Then, in the evenings, we like to
In the afternoon we In the evening we	Read and check what you wrote in Activity 4.

Prepare to write

1 Answer the questions.

- The children answer the questions for themselves.
- If done in class, first discuss the questions as a class and have the children tell each other their answers.
- Then have the children write down their answer individually.
- Nominate children to read out their answers.

Answers: Children's own answers.

2 Complete with the correct words for your house.

- The children complete the sentence with the correct words for their own house.
- If done in class, read through the words in the box and check comprehension. Explain in L1 if necessary.
- Have the children complete the activity.

Answers: Children's own answers.

3 Complete the sentences.

- The children complete the sentences with their own ideas.
- If done in class, read through the start of each sentence. Have the children raise their hands to make suggestions. Write some ideas on the board.
- Have the children complete the sentences for themselves.

Answers: Children's own answers

Ready to write

Write your blog posts about your family.

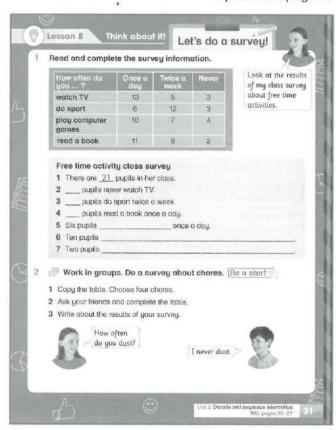
 Have the children write their blog posts individually.

5 Read and check what you wrote in Activity 4.

- The children read their own work and check it.
 They should check punctuation and spelling.
- . The children can check each other's work to help out.



Pupil's Book page 31



Learning objectives: Decode and sequence information

Additional language: do a survey

Resources: (PK) - Unit 2, Lesson 8; (TRC) - (TG) - Unit test

Materials: Paper, pens, pencils, card, coloured pens or pencils

Warm-up: First letters

- Write the first letters only of the chores and free time activities on the board (with space to complete the words): make the bed, read a comic, wash up, watch a film, tidy up, play chess, dust, clean, sweep the floor, play computer games.
- Ask the children to try to remember the vocabulary from this unit, and come to the board to complete the words. Help them by miming, if necessary.

Read and complete the survey information.

- Read the speech bubble to the children. Teach the words survey and results by explaining the meaning in L1. Have the children repeat the words.
- Have the children look at the survey. Ask some comprehension questions, e.g. How many children watch TV once a day? Elicit answers. (13)

- Ask How many children are in the class? The children add up the numbers in the first row to find the answer. (21)
- Have the children read the survey and complete the information.

Answers: 1 21 2 3 3 12 4 11 5 do sport 6 play computer games once a day 7 never read a book

2 Work in groups. Do a survey about chores. Be a star!

- Divide the class into groups. Give each child a piece of paper for their surveys and have them copy the table from Activity 1 (they only copy the information in the first row).
- Give the children some time to choose three chores.
- The children write their chores in the left column of their table. Monitor and help as necessary.
- They then ask the other children in their group questions so they can complete their surveys.
- The children look at their results. They use the results to write some sentences.
- Ask for volunteers to show the class their surveys and read out their sentences.
- · Encourage groups to compare work and ideas.

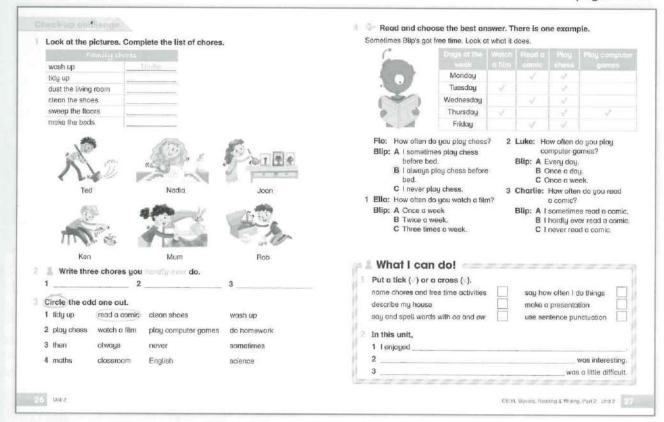
Arts and crafts

If the children like to be creative, encourage them to produce work that can be displayed in the classroom.

 Have the children work in pairs and combine their surveys. Give each pair a piece of card. They create an attractive survey with the results on it. Display the surveys so the class can see each other's work.

Cooler: Disappearing sentences

- Choose three or four memorable, key sentences from this unit and write them on the board: e.g. I always wash the car. I never play basketball. How often do you watch TV?
- Have the children read out the sentences all together.
- Then erase some of the words in each sentence, and have the children remember and say the complete sentences.
- Erase some more words and have the children remember again.
- Finally, erase all the words and have the children remember the sentences from an empty board!
 This is a challenging but satisfying activity for the children!



1 Look at the pictures. Complete the list of chores.

Answers: wash up - Nadia, tidy up - Rob, dust the living room - Joan, clean the shoes - Ken, sweep the floors - Ted, make the beds - Mum

2 Write three chores you hardly ever

Answers: Children's own answers.

3 Circle the odd one out.

Answers: 1 read a comic 2 do homework 3 then 4 classroom

4 Read and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- The children read the information and use it to choose the correct answers.
- If done in class, read through all the information to the class.
- Have the children complete the activity individually.

Answers:	1 B 2 C 3 A	ij

Review

Pupil's Book pages 32-33

eview 1	4 Complete the sentences.	usually
Read the example. Then choose a school subject. Ask and answer.	I sweep the floor once a week. Sometimes sweep the floor. (sometimes / always)	alway
Is it on Monday? Yes, it is. Is it before PE?	2 I make my bed once a day. I make my bed. (atways / never) 3 I clean the contance a year. I hardly even	4. 900
U Yes, it is.	clean the cor. (usually / hardly ever) 4 don't dust. dust. (usually / never)	Sametin
It's maths.	5 I tidy up my bedroom twice a week. I	
491,22 Listen and write the words in the diagram. Mum and Dad both children	6 I do my homework every doy. I do my homework, (always / sometimes)	
wash up	5 Complete the words. ee or ea: 1 sh_e_p 2 pl_se 3 gr_n	4t
	oa or ow: 5 wind 6 bt 7 rd	8 sn
	6 Look and read. Choose the correct words and write the lines. There is one example.	them on
Look at the pictures. Then play a guessing game.	chess lift break time	art
EAT DEC		
THE STATE OF THE S	You draw and paint in this lesson art	Well do
6-0	1 When you play with friends at school.	You're a
1 6-27	2 This is a game with black and white squares.	Starl
She's doing her homework. It's Flo.	3 You can go from the ground floor to the top floor in this.	S. C. C.

Learning objectives: Review Units 1 and 2; CE:YL Movers, Reading and Writing, Part 1

Resources: (PK) - Unit 2, Review 1; (PRC) - Review audio tracks 1.5, 1.16 and 1.22

Materials: Class Audio CD1; (optional) downloadable flashcards from Units 1 and 2

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the Unit 1 song (Pupil's Book page 9), and Group 2 the Unit 2 song (Pupil's Book page 23).
 Have them perform to the other group as if they are in a talent show. They can use their books for the lyrics.
- Have Group 1 stand up. Play the audio (CD1, track 1.5) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (CD1, track 1.16).

Teaching star! 5

Review vocabulary at the start of a class before children open their books.

- Play the Missing card game with the flashcards from Units 1 and 2. See the Games Bank (pages 14–17) for how to play the game.
- 1 Read the example. Then choose a school subject. Ask and answer.
 - Write before and after on the board and revise the meanings with a question about your class. Ask Is English before / after PE? Elicit yes / no.
 - Have two children read out the example to the class. Have pairs of children ask and answer questions using the pictures.
 - The children can repeat the activity in pairs.
- 2 (1) 1.22 Listen and write the words in the diagram.
 - Explain the diagram to the children if necessary: . Mum and Dad's words go in the yellow part, the

children's words in the blue part, and words for Mum, Dad and the children in the green part. Explain that both means Mum, Dad and the children do fhis.

- Tell the children to listen the first time. Play the audio.
- Then play the audio again and pause after each number to give the children time to write.
- · Have volunteers write the answers on the board.

Audioscript

- 1 Mum and Dad wash up.
- 2 Mum and Dad and the children make the beds.
- 3 The children tidy up.
- 4 Mum and Dad and the children watch a film.
- 5 Mum and Dad clean.
- 6 The children play computer games.
- 7 Mum and Dad dust.

Answers: Mum and Dad: wash up, clean, dust Children: tidy up, play computer games

Both: make the beds, watch a film

3 Look at the pictures. Then play a guessing game.

- Write I play tennis. and I'm learning English. on the board. Ask the children which one is happening now and elicit I'm learning English.
- Have two children read out the example to the class.
- Then have pairs of children ask and answer questions about the pictures. Prompt by naming objects if necessary (e.g. dresses, comics, oranges, apples, T-shirt, book, homework, swimming).
- Correct the use of the present simple or continuous.
- · The children can repeat the activity in pairs.

Answers: Picture a – Flo: She's doing her homework. She's eating an apple. She's wearing a pink T-shirt. She reads books. She eats apples. She swims / likes swimming. She wears pink dresses. Picture b – Ella: She's reading a book. She's eating an orange. She's wearing a yellow T-shirt. She reads comics. She eats oranges. She plays tennis / likes tennis. She wears red dresses.

4 Complete the sentences.

- Write always on the board and draw seven ticks next to it.
- Have the children call out the other adverbs of frequency and write them on the board, too. Then have volunteers draw ticks and a cross next to the words. (usually - 5 ticks, sometimes - 3 ticks, hardly ever - 1 tick, never - 1 cross).

- Read out the example. Ask How often is once a week? One time or two? and elicit one.
- Have the children complete the activity individually.
 Then ask the children to raise their hands to suggest answers.
- · Have volunteers read out the correct sentences.

Answers: 1 sometimes 2 always 3 hardly ever 4 never 5 usually 6 always

5 Complete the words.

- Write ee, ea, oa and ow on the board. Ask the children to raise their hands and suggest words that have these sounds. Write one correct suggestion under each sound.
- Have the children complete the activity individually.
- Ask different children to read out a word. Have volunteers write the answers on the board.

Answers: 1 sheep 2 please 3 green 4 eat 5 window 6 boat 7 road 8 snow

6 War Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

- Explain the activity to the children. They read
 the sentences and find the correct picture each
 sentence describes. They then write the word next
 to the sentence.
- · Have the children complete the activity individually.
- Choose different children to read out a sentence and suggest an answer. Write the answers on the board.

Answers: 1 break time 2 chess 3 lift

Cooler: Well done!

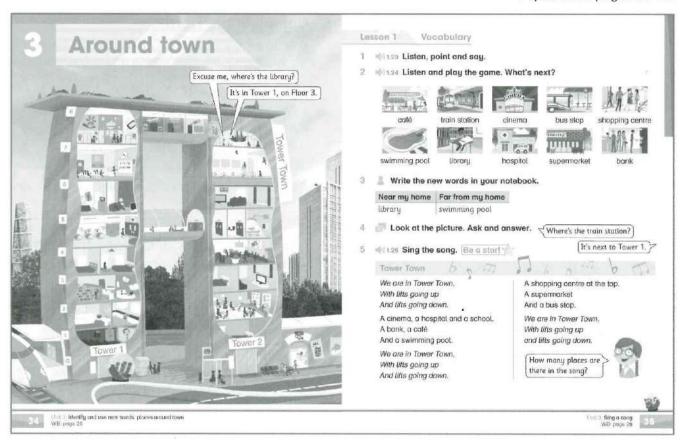
- Tell the children Well done! You're an Academy Star!
- Ask the children for feedback with these questions: Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?

Around town

Lesson 1

Vocabulary

Pupil's Book pages 34-35



Learning objectives: Identify and use new words: places around town; Sing a song

Vocabulary: bank, bus stop, café, cinema, hospital, library, shopping centre, supermarket, swimming pool, train station

Resources: (PK) - Unit, 3 Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 3 song, Flashcards; (PRC) - Review audio tracks 1.23—1.25

Materials: Class Audio CD1

Warm-up: Question time

Ask the children some general questions, e.g.
 How old are you? What's your favourite colour?
 Have you got any brothers or sisters? Then
 encourage volunteers to think of questions to ask
 their friends.

1 📢)) 1.23 Listen, point and say.

- The children look at page 34. Ask How many towers / floors are there? (2 / 9). Where's the school? (In Tower 1 on floor 7). How many televisions / beds are there? (4 / 9)
- The children look at page 35. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 (1) 1.24 Listen and play the game. What's next?

- Have the children listen to the first example on the audio.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: café, train station

Child: cinema

Teacher: cinema, bus stop Child: shopping centre

Teacher: Now you. 1 shopping centre, swimming

pool 2 library, hospital 3 hospital, supermarket 4 bank, café 5 train station,

Answers: 1 library 2 supermarket 3 bank 4 train station 5 bus stop

Teaching star!

Extension

- Incorporate flashcards into activities to make them memorable.
- Place the flashcards around the classroom. Ask Where's the ...? And have children point and say It's there!

Write the new words in your notebook.

- · Have the children look at the places in a town in Activity 1. Draw a house on one side of the board and write near next to it and far on the other side of
- · Ask Where's the supermarket? Near or far from your home? and elicit answers.
- · Have the children write two lists about places in their town in their notebooks. Then ask individual children questions about where these places are.

Look at the picture. Ask and answer.

- · Have the children raise their hands to tell you some things they can see.
- Ask two children to read out the example. Have the class repeat.
- Say hospital and elicit a question and answer from volunteers. Have the class repeat.
- Divide the class into pairs and have them take turns asking and answering.

5 (1) 1.25 Sing the song. Be a star! 7

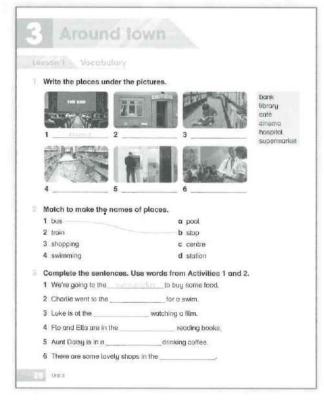
- · Make sure the children cannot see the words of the song.
- · Play the audio and stop after swimming pool. Ask the children to repeat the places they heard. Then continue the audio and do the same after bus stop.
- · Ask How many places are there? The children answer and name the places.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- · Finally, the children listen and sing. Repeat the song so they can practise and get better.

Answer: Nine places (cinema, hospital, school, bank, café, swimming pool, shopping centre, supermarket, bus stop)

Cooler: Memory game

- With books closed, have ten children stand up and say one place each from the lesson. They should not repeat any place, so the last child has the most difficult task!
- Repeat with other groups. For smaller classes, use groups of five and each child says two places.

Workbook page 28



Write the places under the pictures.

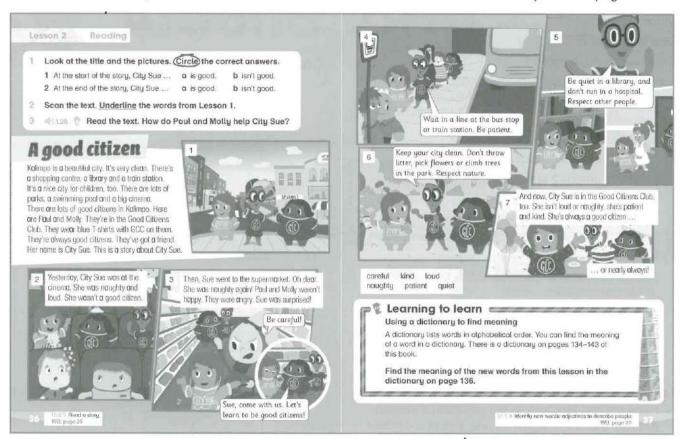
Answers: 1 cinema 2 café 3 libraru 4 supermarket 5 bank 6 hospital

Match to make the names of places.

Answers: 1 b bus stop 2 d train station 3 c shopping centre 4 a swimming pool

Complete the sentences. Use words from Activities 1 and 2.

Answers: 1 supermarket 2 swimming pool 3 cinema 4 library 5 café 6 shopping centre



Learning objectives: Read a story; Identify new words: adjectives to describe people

Vocabulary: careful, kind, loud, naughty, patient, quiet

Additional vocabulary: citizen

Resources: (PK) - Unit 3, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio track 1.26

Materials: Class Audio CD1

Warm-up: Where am !?

- Describe and mime something you are doing, e.g. I'm buying food, and ask Where am I? Have the children call out the place.
- Suggested sentences: I'm reading / going to the shops / going on a trip / feeling ill / shopping / swimming / drinking coffee / getting some money.

Vocabulary

 Teach the adjectives with simple definitions like this: I try hard to not make a mistake — I'm careful. I'm good and helpful — I'm kind. I make a lot of sound — I'm loud. I behave badly — I'm naughty. I'm calm — I'm patient. I don't make a sound — I'm quiet.

- Write each adjective on the board as you teach it, say the word and have the children repeat.
- Check understanding in L1 if necessary.
- 1 Look at the title and the pictures. Circle the correct answers.
 - Have the children look at Pupil's Book pages 36–37. Ask What's the title? (A good citizen)
 - Explain what citizen means in L1.
 - · Have the children answer the questions individually.
 - Read out the sentences and have the children call out the ending.

Answers: 1 b - isn't good 2 a - is good

2 Scan the text. Underline the words from Lesson 1.

- Remind the children what scan means. Ask Do we read every word? (no)
- · Set a limit of one minute to find all the places.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: shopping centre, library (x2), train station (x2), park (x2), swimming pool, cinema (x2), supermarket, bus stop, hospital

3 (1) 1.26 PRead the text. How do Paul and Molly help City Sue?

- Play the audio and have the children follow in their books and find the answer to the question above.
- Allow the children time to re-read the text quietly.
- Discuss the answer to the question. (To check, you can ask Was City Sue good or naughty at the cinema? (naughty) Was she loud or quiet? (loud) Who was angry? (Paul and Molly) Is City Sue naughty now? (no)

Answer: She learns to become a good citizen. She isn't loud or naughty, she's patient and kind.

Teaching star!

Mixed ability

- Children read at different speeds, so give early finishers something to do to keep them busy while the rest of the class read.
- Write these instructions on the board while the children read: Write down one question of your own. You can start like this: Where ...? or Who ... or Was ...?
- When early finishers are done, point to the board and indicate what they should do. Have them ask their questions during comprehension for Activity 3.

Learning to learn

- · Read the Learning to learn box to the children.
- Have the children call out the alphabet around the class, one letter at a time. Write it on the board as they do so.
- Have the children look at the Dictionary on page 136 and find the new words from this lesson, using alphabetical ordering to locate them.
- Then have the children write the definitions of the new words in their notebooks. Use L1 to help them understand the definitions if necessary.

Answers: bank, bus stop, café, cinema, hospital, library, shopping centre, supermarket, swimming pool, train station

Cooler: Acting game

- Ask a volunteer to stand up and act out one of the adjectives without saying the actual word.
- The other children raise their hands to say what the word is.
- Ask other volunteers to act out other words.

Workbook page 29

Complete the sentences. Use	me words in u	ie oox.	
kind patient naughty	gareful	dniot	toud
f City Sue wasin the cinema.	0	W.	2 20/ 5
2 A mon said, 'Be		3 .	
3 City Sue was in the supermarket.	in /		9 7
4 Poul said, 'Be at the bus stop.'		P	
5 Pout and Molly said, 'Be in the library.'	5		6 6 6
6 Now City Sue is and she always helps people.	400		
Write about you. Use the	words from Ac	tivity 1.	
1 I'm atways	3 l'm	sometimes	
2 I'm usually	4 1'm	never	
Write the words from Act	ivity 1 with their	r meaning	
using care wh			good and helpful to other people
behaving bad	ly		_calm
make a lot of			not make a sound

1 Complete the sentences. Use the words in the box.

Answers: 1 loud 2 careful 3 naughty 4 patient 5 quiet 6 kind

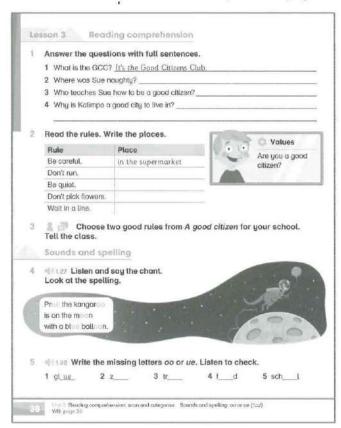
2 Write about you. Use the words from Activity 1.

Answers: Children's own answers.

3 Write the words from Activity 1 with their meaning.

Answers: careful – using care when doing something, naughty – behaving badly, loud – make a lot of sound, kind – good and helpful to other people, patient – calm, quiet – not make a sound

Pupil's Book page 38



Learning objectives: Reading comprehension: scan and categorise; Sounds and spelling: *oo* or *ue* (/u:/)

Vocabulary: balloon, blue, food, glue, kangaroo, moon, school, true, zoo

Resources: PK - Unit 3, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 1.27–1.28

Materials: Class Audio CD1

Warm-up: What am I?

 Describe an adjective from Lesson 2 and have the children call out what you are. Say I try not to make mistakes (careful); I'm good and helpful (kind); I make a lot of sound (loud); I behave badly (naughty); I'm calm (patient); I don't make a sound (quiet).

1 Answer the questions with full sentences.

- Ask the children to recall the details of the story and the ending.
- Do the example as a whole class. Then have the children finish the activity individually.

Answers: 1 It's the Good Citizens Club. 2 Sue was naughty at the cinema and the supermarket.
3 Paul and Molly teach Sue how to be a good citizen.
4 Suggested answer: Because it's beautiful, very clean and there are lots of nice places and things to do.

2 Read the rules. Write the places.

- Have the children look at the rules. Ask them Why are we careful in the supermarket? and elicit answers (e.g. so we don't break anything).
- Have the children think about the rules while they write the places.
- · Have volunteers read out their answers.

Answers: 1 in the supermarket 2 in the hospital 3 in the library 4 in the park 5 at the bus stop or train station.

3 Choose two good rules from A good citizen for your school. Tell the class.

 Have the children look back at the story and read the good citizen rules. Explain the meaning of respect in L1.

- The children choose two rules and discuss with a friend.
- Have some children tell the class their choices and ask other children who agree to raise their hands.

Answers: Children's own answers.

4 (1) 1.27 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (a kangaroo, the moon and a balloon).
- Play the audio and have the children listen and follow in their books.
- Play the audio again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/u:/).
- Play the second part of the audio again and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: Prue the kangaroo is on the moon with a

Children: blue

Teacher: Prue ... is on the moon with a blue balloon.

Children: the kangaroo

Teacher: Prue the kangaroo ... with a blue balloon.

Children: is on the moon

Teacher: Prue the kangaroo is on the moon ...

Children: with a blue balloon

Teaching star! 5

Group work

- Individual voices can't be easily heard in a class chant, so check each child's pronunciation in a way that does not affect confidence.
- Divide the class into small groups. Have each group practice the chant together. Move around the room and listen to each child carefully, correcting gently as necessary.
- Have each group perform the chant to the

5 (1) 1.28 Write the missing letters oo or ue. Listen to check.

- Elicit all the words from the children by inserting the sound /u:/.
- The children now complete the words with oo or ue.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- · Play the audio for the children to check their answers.

Answers: 1 glue 2 zoo 3 true 4 food 5 school

Values 📆

- Refer the children to the Values box. Ask one child to read out the auestion.
- Ask the children what they think it means to be a good
- Ask the children what they do to be good citizens, e.g. Are you quiet at the library? Do you run at the supermarket? etc.

Cooler: Find the /u:/ words

Write gapped words on the board and ask the children to choose oo or ue to make a word, e.a. f _ _ d, t _ _, p _ _ l, g _ _ d, bl _ _, kangar _ S __ (food, too, pool, good, blue, kangaroo, Sue)

Workbook page 30

1		pil's Book pages 36–37. A tizens Club at the beginning a	
	2 What colour are the G	ICC T-shirts?	
	3 What words describe	Kolimpo?	
	4 Which places did City	Sue go to in the story?	

	5 What words describe	City Sue at the end of the sto	ry?
	6 Who joins the GCC of	the end of the story?	
2	Write the rules for the	correct place. Some rule	s can go in both places.
	Library	Swimming pool	Be-quiet.
	Dat depart		Don't run.
			Be coreful. Don't shout
			Don't listen to loud music
			Don't jump in the water.
	Sounds and spellin	19	
3	Find words with on a	nd we. Underline them.	
	Prue the kangaroo is not She hasn't got a blue bat		M
	She's in school with a sp She wants some food.	con. She's hungry.	The same
	No, Pruel Don't eat that!		-
	Oh, dear. It's true. Prue e	ats glue.	
		/	A S

1 Read the story on Pupil's Book pages 36-37. Answer the questions.

Answers: 1 Paul and Molly 2 blue 3 beautiful, clean, nice 4 the cinema, supermarket, bus stop, library, hospital, park 5 patient and kind 6 City Sue

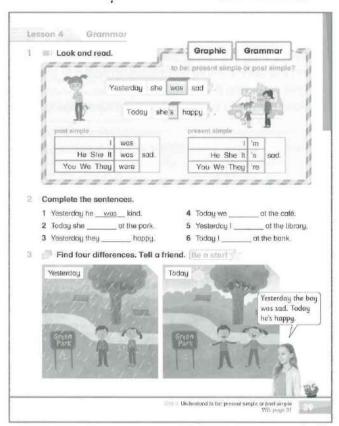
2 Write the rules for the correct place. Some rules can go in both places.

Answers: Library: Be quiet. Don't run. Don't shout. Don't listen to loud music. Swimming pool: Don't run. Be careful. Don't listen to loud music. Don't jump in the water.

3 Find words with oo and ue. Underline

Answers: Prue, kangaroo, moon, blue, balloon. school, spoon, food, true, glue

Pupil's Book page 39



Learning objectives: Understand to be: present simple or past simple

Grammar: to be: present simple or past simple?

Resources: (PK) - Unit 3, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: Days of the week

- Ask seven children to stand up in a line and say the days of the week starting with Monday.
- Ask the children What's the day today? and write the day on the board. Label it today. Then add the label yesterday before it. Ask What was the day yesterday? and elicit the answer. Add it under the label.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children read the sentences. Ask Is she happy today? (yes) Was she happy yesterday? (no)
- Ask the children to look at the blue blocks in the sentence. Ask What are these words? (verbs) Ask What's the difference? (the tense: present = is / 's, past = was)

- Ask if the children know which is present simple (is / 's).
- Then ask which is past simple (was).
- Ask the children if is and was stay the same for all people. Elicit no, and then ask the children to look at the table to see the other forms. Ask the children to say the full form of the abbreviated forms in the present simple (am, is, are).
- Read out each sentence that can be formed in the table and have the children repeat.
- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and see why the girl was sad yesterday but is happy today.
- Play the video. Ask the children for feedback in L1 (the girl dropped her ice cream yesterday, but today her mum gives her another one).
- Refer the children to the abbreviation for the present simple.
- Play the video again, and have the children repeat the sentences.

2 Complete the sentences.

- Have a child read out the example. Ask the children which key word gives them the tense (yesterday) and which person the form (he).
- Have the children continue the activity individually, thinking about key words and the person.
- For feedback, ask volunteers to read out sentences. Have other volunteers write them on the board.

Answers: 1 was 2 's 3 were 4 're 5 was 6 'm

Teaching star! 7

Game

- Play TPR games because physical movement aids memory. See the Games Bank (pages 14–17) for how to do TPR.
- Assign the present simple of to be to half the class and the past simple of to be to the other half. Tell the children to place their Pupil's Books face down and listen to you. They stand up when their tense is being used, and sit down when the other tense is being used. Read out the sentences from Activity 2 in random order. Add sentences of your own, too.

3 Find four differences. Tell a friend.

Be a star!

 Have the children look at the two pictures and brainstorm some words they need. Write them on the board.

- · Have a volunteer read out the example. Have the children work in pairs and talk about the differences. They should take turns to say a sentence.
- Ask the children to say the differences they found.

Answers: 1 Yesterday the boy was sad. Today he's happy. 2 Yesterday the girl was sad. Today she's happy. 3 Yesterday it was raining. Today it's sunny. 4 Yesterday there weren't any birds. Today there are some birds.

Cooler: Tense swapping

Say sentences in the present simple and have the children raise their hands to swap them into the past simple, e.g. Today I'm happy. = Yesterday I was happy.



Workbook	nage	21
NOOUNION	Duye	U

Read the text. Choose the right words as	ad write the	em on	the lin	200
There is one example.	id wine in		ALTO MA	Maria.
Today my birthday. Yesterday seven years old but now eight.	Example 1 2	am am	is is	was
Yesterday 3 a bad day because I was III. My brothers and sister 4 III. too. But today I 3 at a cofé with my family.	3 4 5	is is	was was	war
Birthdays are fun! Complete the sentences. Use are, in, and, inc.	100	CHIST	10	WOS
Today it ⁹ raining. We ⁴ sad. We want to play outside.		K	7	Bill A
2 Lost week my mother 1 in bosp she 2 of home. L ²		10	6 d	do
she ² of home, I ³ hoppy. My brothers and sisters ⁴	happy too	The co		
she ² ot home. I ² hoppy. My brothers and sisters ⁴ 3 Yesterday Andy and Maria ¹ Andy ² loud. Maria ²	happy too n the library ain.	The co	1	
she ² ot home, t ² hoppy, My brothers and sisters ⁴ 3 Yesterday Andy and Maria ¹ Andy ² loud, Maria ² angn, Andy ⁴ surprised. 4 Today they ¹ in the library ag Andy ² quiet, Andy and Maria ³ hoppy, Andy ⁴	happy too n the library ain.	The co	5	
she ² of home, I ² hoppy. My brothers and sisters ⁴ 3. Yesterday Andy and Maria ¹ loud. Maria ² angn, Andy ⁴ surprised. 4. Today they ¹ in the library ag Andy ² quiet. Andy and Maria ³ hoppy. Andy ⁴	happy too n the library ain.	The co	5	

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 120 while completing these Workbook activities.

1 Read. Choose the the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers

- · The children read the paragraph and complete it with words they choose.
- If done in class, read out the example. Ask why the answer is is (because the sentence has today).
- · Remind the children to look for key words in the sentences.
- · Have the children complete the activity.

Answers: 1 was 2 am 3 was 4 were 5 am

2 Complete the sentences. Use am, is, are, was or were.

Answers: 1 was, were, is, are 2 was, is, am, are 3 were, was, was, was 4 are, is, are, is

Complete the sentences for you.

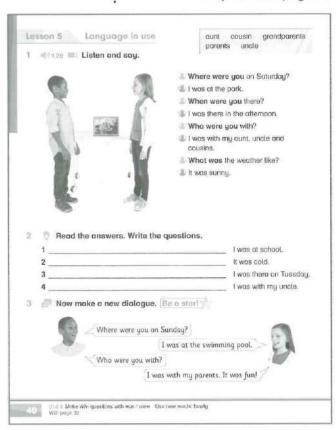
Grammar reference (page 120)

1 Complete the sentences using to be in the present or past simple.

Answers: 1 am 2 was 3 is 4 is 5 was

Language in use

Pupil's Book page 40



Learning objectives: Make Wh-questions with was / were; Use new words: family

Vocabulary: aunt, cousin, grandparents, parents, uncle

Resources: PK - Unit 3, Lesson 5, Language in use video; TRC - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; PPK - Grammar 2 activity, Flashcards; PRC - Review audio track 1.29 and Language in use video

Materials: Class Audio CD1

Warm-up: Family tree

 Draw a simple family tree on the board. Start in the middle with Mum and Dad connected with a line. Draw lines up and down. Ask the children to label it with the family members (brother, sister, Grandpa, Grandma).

1 📢)) 1.29 📉 Listen and say.

- If you don't have access to the video, teach aunt, uncle and cousin by adding them to the family tree from the warm-up. Circle Grandma and Grandpa and label them grandparents. Circle Mum and Dad and label them parents. Have the children repeat the words and verify understanding.
- Play the audio and have the children listen and raise their hands when they hear any of the family words from the vocabulary box.

- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat Wh- questions two or three times. Explain the meaning of Where, Who, When and What by asking the children to match them to these words that you write on the board: park, aunt, two o'clock, rainy.
- Divide the class into two groups, and have the children act out the dialogue with each half taking one role. Then change roles.
- If you have access to the class video, follow the above procedure by playing the video first.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Pread the answers. Write the questions.

- Have the class look at the first answer and suggest a question. Write their correct suggestion on the board.
- Have the children write the questions individually.
 Then they compare their ideas with a friend.
- Ask volunteers to write the questions on the board.

Suggested answers: 1 Where were you yesterday? 2 What was the weather like? 3 When were you at the cinema? 4 Who were you with?

Teaching star!

Pairwork

- Encourage the children to check their own work even after they think they have finished. This is a good exam skilt.
- Have the children write down a Wh- question
 of their own in their notebooks. When they are
 ready, have them check their work again just
 to be sure. Then they swap notebooks with a
 friend and their friend checks and then answers
 the question.

3 🗐 Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Cooler: Memory game

- Ask two children the questions they wrote in Activity 3.
- Ask the class the same questions, but in the third person about the children you just asked (e.g. Where was he / she ...?). Have volunteers raise their hands to answer.

Workbook page 32

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 120 while completing these Workbook activities.

Match the questions and answers.

Answers: 1 c 2 a 3 d 4 b

2 Make questions.

Answers: 1 When were you there? 2 What was the weather like? 3 Who were you with? 4 Where were you on Tuesday?

Look at the picture. Answer the questions with full sentences.

Answers: 1 He was at the shopping centre. 2 He was there at 11 o'clock, 3 He was with Aunt Daisy. 4 It was sunny.

Answer the questions for you.

Answers: Children's own answers.

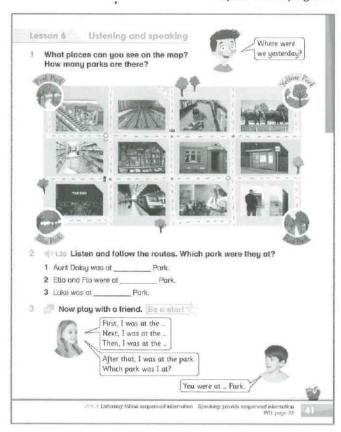
Grammar reference (page 120)

Answer the questions for you.

Answers: Children's own answers.

Listening and speaking

Pupil's Book page 41



Learning objectives: Listening: follow sequenced information; Speaking: provide sequenced information

Vocabulary: after that, first, next, then

Resources: (PK) - Unit 3, Lesson 6; (PRC) - Review

audio track 1.30

Materials: Class Audio CD1

Warm-up: First letters

- Write the first letters of places on the board: swimming pool, library, etc.
- Ask the children to tru to remember the places and complete the words on the board.

1 What places can you see on the map? How many parks are there?

- Ask the children to look at the map and think about the places they can see in the squares.
- · Have the children raise their hands to say the places from left to right, row by row.
- · Ask How many parks are there? and elicit four.

Answers: shopping centre, swimming pool, library, zoo, supermarket, bookshop, café, bus stop, cinema, train station, hospital, bank. There are four parks.

2 (1) 1.30 Listen and follow the routes. Which park were they at?

- Read out instructions and the gapped sentences so the children know what to listen for.
- Play the audio. Have the children follow the routes on the map with a finger. You can pause after each sentence to give the children time to find the next
- · Have the children raise their hands to suggest answers. Play the audio again to confirm answers if necessary.

Audioscript

- 1. Luke: Yesterday Aunt Daisy was at the supermarket. Then she was at the bookshop. Then she was at the train station. Then she was at the hospital. Then she was at the bank. And then she was at the park next to the bank. Which park was Aunt Daisy at?
- 2. Luke: Yesterday Ella and Flo were with our grandparents. First, they were at the bus stop. Then they were at the zoo. After that, they were at the library. Next, they were at the swimming pool. Then they were at the shopping centre. And after that, they were at the park next to the shopping centre. Which park were Ella and Flo at?
- 3. Luke: Yesterday I was very busy. In the morning I was at the supermarket. Then I was at the bookshop. In the afternoon, I was at the café with my cousins. Then I was at the library looking for a book. After that, I was at the zoo with my friends. Next to the zoo there's a park and after the zoo we were in that park. Which park was I at?

Answers: 1 Red 2 Pink 3 Yellow

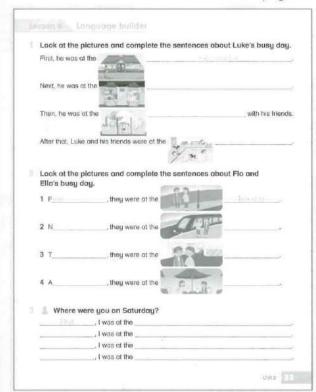
Teaching star! 5

Group work

- Have the children read the audioscript aloud to prepare speaking activities because the repetition will help them remember the new language.
- Divide the class into three groups. Assign number 1, 2 or 3 to each group. Tell them that their number matches the part of the audioscript that they will repeat. Have Group 1 stand up. Play each sentence of Part 1 of the audio and have the group repeat. Do the same with the other groups.

- 3 Pow play with a friend. Be a star!
 - · Write the sequencing words first, next, then and after that on the board. Explain the meanings in L1 and tell the children they will use these words in this activity.
 - · Read out the example to the children. Have them suggest places the girl was at. Do this until the suggestions make sense and finish at a park. Elicit the boy's answer.
 - Divide the class into two pairs. Have the children take turns saying where they were and which park
 - Monitor pairs and help where necessary.

Workbook page 33



Cooler: Where was the ...?

- Draw a 3 x 4 grid on the board so it is the same as the map in the Pupil's Book.
- Give the children one minute to study the places on the map.
- Tell them to close their Pupil's Books. Ask for volunteers to go to the board and write the words for the places in the correct squares. Prompt with questions Where was the ...?
- How many places can they remember?

Look at the pictures and complete the sentences about Luke's busy day.

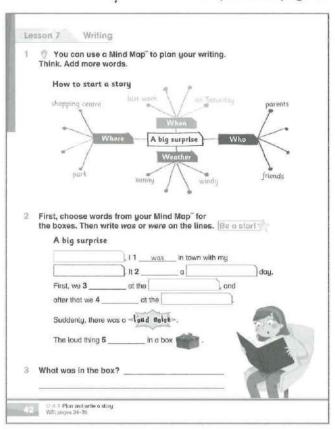
Answers: 1 supermarket 2 bookshop 3 zoo 4 swimming pool

2 Look at the pictures and complete the sentences about Flo and Ella's busy

Answers: 1 First, bus stop 2 Next, train station 3 Then, shopping centre 4 After that, café

Where were you on Saturday?

Answers: Children's own answers.



Learning objectives: Plan and write a story

Resources: PK - Unit 3, Lesson 7

Warm-up: Story building

- Have the children build a story. You tell the story and pause for the children to suggest words.
 Nominate a different child at each pause.
- Say: Yesterday I was at [pause]. The day was [pause]. I was with my [pause]. The weather was [pause].
- · Repeat with other children and new ideas.

- Have the children look at the Mind Map[™]. Explain that it is a list that you can make to think of ideas for a story.
- Have volunteers read out the ideas in each section of the Mind MapTM.
- Have the children work in pairs and think of more words to add to the Mind Map™. They then choose the words they like and write them on the page.
- Draw the Mind Map™ on the board and have a volunteer complete it with suggestions from the class.

Answers: Children's own answers.

2 First, choose words from your Mind Map™ for the boxes. Then write was or were on the lines. Be a star! √

- Direct the children's attention to the boxes and ask them why they are different colours (because they match the sections in the Mind MapTM).
- Have the children complete the story with words of their choice from the Mind Map[™]. They should do this alone. They fill in the lines with was or were.
- Check each child's book as they write and help as necessary.
- · Have volunteers read one line each of the story.

Answers: 1 was 2 was 3 were 4 were 5 was Coloured boxes: Children's own answers.

Teaching star!

Pairwork

- With large classes there is often not time for every child to read out their own ideas, so give them the chance to be heard as they do pairwork.
- Have the children read their finished version of their stories to each other. Encourage them to use intonation to make the story exciting.

3 What was in the box?

- Give the children a few minutes to write and draw their ideas for what was in their box.
- They hold up their notebooks and tell the class.

Answers: Children's own answers

Cooler: Funny stories

 Read out the story in Activity 2 and have volunteers try to think of funny things they can put in the gaps.

repare to write			- 6	Start the story. Write sentences.	
and the second second second second second	d An amazing day in town.			When? (on Thursday, \ast month,)	
 You can lose some 				Who with? (aunt and uncle, cousins,)	
Or you can find so	mething			Where? (at Grandpa's house, at the supermarket,)	
 You can see some Or you can do son 					
Add your ideas to	AND THE PERSON NAMED IN		5	Draw a picture of what happens in your story.	
supermarket	where	ount and uncle cousins			
lest month	An amozing day in t	find a bike			
on Thursday W	hen	What see a film	6	What happens at the end?	
Choose your b	pest ideas. Complete the p	lan. Write notes.			
THE PERSON	My story plan				
1 Title of story	An amazing day in sown		7	Read and check what you wrote in Activities 4–6.	
2 Where?				Ask yourself:	
3 Who with?				Did I use was and were?	
The Live Co.				Did I use the correct spetting? Did I write neatiu?	
4 When?					

Prepare to write

1 Plan a story called An amazing day in town.

- If done in class, read out the ideas for a story and have the children choose the one they like or suggest their own ideas.
- The children plan their stories.

2 Add your ideas to the Mind Map™

- The children complete the Mind Map™ with their own ideas.
- If done in class, refer the children to the Mind Map™ and have volunteers read out the ideas in each section.

Answers: Children's own answers.

3 Choose your best ideas. Complete the plan. Write notes.

- The children complete the table with the ideas they like best. They write notes at this stage.
- If done in class, ask a child to tell you the place he / she has chosen and write notes for this on the board, e.g. at the supermarket.
- · Have the children complete the activity.

Answers: Children's own answers.

Ready to write

4 Start the story. Write sentences.

- The children write sentences that they will use in their story.
- If done in class, have the children call out sentence ideas before they start writing.
- The children then write the sentences individually.

Answers: Children's own answers.

5 Draw a picture of what happens in your story.

- The children draw a picture to illustrate their story.
- If done in class, give the children a few minutes to draw their picture.

6 What happens at the end?

- · The children write their endings.
- If done in class, ask volunteers to read out their endings.

Answers: Children's own answers.

7 Read and check what you wrote in Activities 4–6.

- The children self-assess using the boxes.
- . If done in class, read out their choices.
- The children think about their own performance and tick the things they could do better.





Learning objectives: Make deductions and speculate about someone's identity

Additional vocabulary: bag of food, book, detective, new jacket, towel, train ticket

Resources: PK - Unit 3, Lesson 8; PRC - Review

audio track 1.31; TRC - TG - Unit test

Materials: Class Audio CD1

Warm-up: Spelling fun!

- Write the following sequencing words on the board with all the vowels missing (first, next, then, after that).
- Have the children complete the words as fast as they can. They raise their hands when they finish.

1 (1) 1.31 Where were they on Saturday? Listen and complete Report 1.

- Read the questions at the top and explain detective in L1 if necessary. Ask the children what they have to do and elicit that they have to work out the whereabouts of each person.
- Tell the children they are going to listen to a conversation and complete the report.
- Play the audio. The children listen and fill in the report.
- · Ask volunteers to read one sentence each.

Audioscript

Man: Hello.

Woman: Hello. It's Detective Lily Barnes here.

Man: Hello, Lily. So ... Where were they on

Saturday?

Woman: Well, first Fred ...

Man: OK. Fred. Where was he?

Woman: He was at the swimming pool.

Man: So, Fred was at the swimming pool. Who's

next?

Woman: Paul.

Man: OK. So where was Paul?

Woman: He was at the shopping centre.

Man: At the shopping centre? OK. And who's

next?

Woman: Next is Vicky. She was at the train station.

Man: At the train station, eh? OK. Vicky was at the train station ... and John. Where was he?

Woman: John? Well, he was shopping at the

supermarket.

Man: John was at the supermarket. OK. Is that

everyone?

Woman: No ... There's one more woman. Sara.

Man: OK. Where was Sara?
Woman: She was at the library.
Man: At the library, OK.

Woman: I'm going to send you an email with their

photos now.

Man: OK. Thank you, Lily. You're a very good

detective!

Answers: 1 swimming pool 2 shopping centre

3 train station 4 supermarket 5 library

Teaching star!

Extension

- With long audioscripts, play the track as many times as necessary for the children to understand. Give a different reason for listening each time.
- Tell the children they will listen to the audio again. Tell them to say Stop! every time they hear a name. Pause when the children say Stop! and ask them to call out the name they heard.

2 Find a clue! Look at the pictures and complete Report 2.

 Read out the example. The children complete the report alone. Answers: 1 train station, train ticket 2 shopping centre, new jacket 3 swimming pool, towel 4 supermarket, bag of food 5 library, book

3 Who's who? Look at the reports and write the names. Be a star!

- Allow the children to compare ideas in pairs before writing down the names.
- Ask volunteers to read out their suggestions and explain why, e.g. Person 1 is John. He was at the supermarket because he's got bag of food.

Answers: 1 John 2 Vicky 3 Fred 4 Sara 5 Paul

Cooler: What's this?

 Ask a child to draw an item from Activity 2. The other children say what the item is. Ask Where was it? and elicit answers. Repeat.

Workbook pages 36-37

Where were they yesterday? Follow the lines, then complete the sentences.	Read the text and choose the best answer. There is one example.
Aunt Daisy 1 Charlis at the	Fred: Where were you on Sunday? Sam: A I was at the cinema. B in the evening. C I was with my parents. 1 Fred: When were you there? Sam: A in the park. B in the afternoon. C My parents. 2 Fred: Who were you with? Sam: A I was happy. B I'm with my brother. C I was with my friend, Thomas. 3 Fred What was the film like? Sam: A It is nice. B We were late. C It was bad. Fred: Where were you in the evening. Sam: A I'm doing my homework. B I was at home. C He was in the park. Fred: What was the film like? Sam: A It is nice. B We were late. C It was bad. Fred: What was the film like? Sam: A It is nice. B We were late. C It was bad. Fred: What was the film like?
ACROSS 3 Your mum or dad's brother. 6 You can buy food here. 7 You can get money here. 8 Not make a lot of sound. DOWN 1 A word for your grandpa and grandma. 2 A word for your mother and tather. 4 You can read books here.	What I can do! Put a tick (*) or a cross (*). name places around town sing the song Tower Town use dijectives to describe good and bad citizens make a Mind Map** In this unit, My favourite part was
5 You con watch films here.	3 was easy.

1 Where were they yesterday? Follow the lines, then complete the sentences.

Answers: 1 was, swimming pool 2 was, hospital 3 were at the cinema 4 was at the café

2 Complete the crossword.

Answers: ACROSS: 3 uncle 6 supermarket 7 bank 8 quiet; DOWN: 1 grandparents; 2 parents; 4 library: 5 cinema

3 Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- The children read the text and choose the best answer.
- If done in class, have two children read out the example. Then have the children complete the activity individually.

Answers: 1 B 2 C 3 C 4 B 5 C



Reading time 2 Activities 2 Look at the picture clues and write the sentences. torget drives sometimes 0 1 (4C-4B-3B-3A) Sam drives the bus 2 (3C-2C-2B-3B-3A-1C-1A) 3 (3B-2C-2B-3B-3A-4A-4C) 4 (3C-2C-1B-2A-2B-3B-3A) Traw lines to show the route of the number 22 bus. Be a start cinema bank library lood gnimmiwe **Learning objectives:** Read a funny story; Develop reading fluency

Resources: PK - Unit 3, Reading time 2, Reading time 2 video; PRC - Review audio track 1.32, review Reading time 2 video; TRC - Video activity worksheet, animated flashcards

Materials: Class Audio CD1

Warm-up: Correct my mistake

- Read out the text from Pupil's Book page 36, but with some obvious mistakes. Have the children follow in their books. Tell the children every time they hear something different or wrong, they should say Stop! and tell you what was different and what the original was.
- Change the underlined words below: Yesterday, City <u>Sue</u> was at the <u>cinema</u>. She was <u>naughty</u> and <u>loud</u>. She wasn't a <u>good</u> citizen ... And now, <u>City</u> Sue is in the Good Citizens Club, too. She isn't <u>loud</u> or <u>naughty</u>, she's <u>patient</u> and <u>kind</u>. She's <u>always</u> a good citizen.

1.32 Read the story. What things do people leave on Sam's bus? What happened to Milly's bag?

Pre-reading

· Have the children look at the images and the story title on pages 44-45. Ask What do you think the story is about? Who are the people? Where are they? What things do they leave on the bus? What about Milly's bag? When does this story happen now or the past?

While reading

- · Give the children quiet time to read the story.
- · Ask them which of their predictions were correct.

Answers: umbrellas, bags, cameras, computers, cakes. Mrs Blake took Milly's bag by mistake.

Post-reading

- · Ask the children if they liked the story. Have them raise their hands to show their reaction as you call out possible opinions:
 - It's a terrible story! / It's not very good. / It's OK. / It's a good story. / It's great!
- · Play the audio and have the children mime key actions and make sound effects along with the audio as they read and listen.

Teaching star! 5

Mixed ability

- Make sure all children get a chance to take part in the lesson, and that quieter children are not left out.
- Pair more confident children with less confident children. Praise all the children, and do not correct pronunciation until the end when everyone has read.

Cooler: Disappearing words

- Ask the children to turn their Pupil's Books face down.
- Have the children tell you the key words they remember from the story. Write them on the
- See the Games Bank (pages 14-17) for how to play the game.

Reading time 2 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of the story from the last lesson (e.g. driving a bus). Ask the children what part of the story it is.
- Have the children look back at the story and pick a part to mime.

2 Look at the picture clues and write the sentences.

- · Refer the children to the clues and have them work out the system (each picture or word is represented by a number and a letter).
- · Have children continue the activity and write the sentences individually.
- Ask pairs of children to read out their sentences.
- · Ask the children if they can remember the part of the story which had each item.

Answers: 1 Sam drives the bus. 2 Sometimes people on the bus are happy. 3 The people on the bus like Sam. 4 Sometimes people forget umbrellas on the bus.

Draw lines to show the route of the number 22 bus. Be a star!

- · Tell the children they will see a video of a bus journey in London.
- · Ask the children to listen carefully to all the places that the bus goes. Show the video.
- Refer the children to the example answer.
- · Show the video again and pause it at key points, as the children complete the activity.
- Ask the children to read out the places in the correct order.

Videoscript

Mrs Blake: Ah, look, Rachel. Here comes the

> bus. Be careful when you get on. Good morning, Sam. How are you

today?

Fine thank you, Mrs Blake. Hello Sam:

Rachel: Hello, Sam. We're going to

Westminster. We're visiting Granny.

Mr Jones: Good morning, Sam! Lovely day,

isn't it?

Sam: Yes, lovely day, Mr Jones. Where

are you going?

Mr Jones: To the train station. Announcement: Next stop, ... Marsden Swimming

Pool.

Boy: 'Can we have an ice cream ... after

my swimming lesson, please, Dad?

Dad: Maybe.

Mrs Green: Morning, Sam. How are you today?

Sam: Very well thank you, Mrs Green.

How are you?

Mrs Green: I'm well, but my mother isn't. She's

in the hospital. I'm visiting her.

Sam: Oh dear, I'm sorry. Tell her, 'Get

well soon!'

Mrs Green: Good morning, Mrs. Blake. Lovely

morning, isn't it?

Mrs Blake: Yes, it is. Where are you getting

off?

Mrs Green: At the hospital. My mum is in the

hospital.

Mrs Blake: Oh, I'm sorry to hear that!

Rachel: Look, Mum! Look! Dinosaur Island

is on at the cinema!

Rachel: Can we go and see it?

Mrs Blake: Let's see, Rachel.

Announcement: Next stop, Royal Victoria Hospital.

Mrs Green: That's my stop, Mrs Blake. See

you soon!

Mrs Blake: Lovely to see you, Mrs Green. Bye!

Say hello to your mother.

Mrs Green: OK. Bye.

Announcement: Train station.

Sam: Northern Train Station.

Rachel: Mum, Mr Jones is asleep!

Sam: Train station, Mr Jones! Northern

Train Station. Wake up!

Mr Jones: Oh! Train station! That's my stop!

Thank you, Sam.

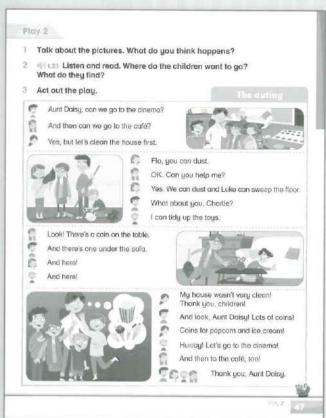
Sam: Mr Jones! Your umbrella! Again!

Mr Jones: Thank you very much.

Answers: library, swimming pool, cinema, hospital, bank, train station

Cooler: Physical spelling

- Play the game to practise the words from today's lesson: pool, train station, supermarket, shopping centre, library.
- See the Games Bank (pages 14–17) for how to play the game.



Resources; (PK) - Unit 3, Play 2; (PRC) - Review audio track 1.33

Materials: Class Audio CD1; props for the play. e.g. scrunched up paper as a duster, mime using a broom, some classroom stationary for toys, some coins, a table, some classroom chairs put together for a sofa

Warm-up: Anagrams

- Write some anagrams of places in the board. Give the children a few minutes to work them out in pairs. Have volunteers spell the words correctly on the board.
- Suggested anagrams: nakb, sub pots, céfa. niceam, sophtail, bilarry, hopspnig trenec. smiwginm loop, puserramtek (bank, bus stop, café, cinema, hospital, library, shopping centre, swimming pool, supermarket).

Talk about the pictures. What do you think happens?

- Have the children look at the pictures on page 47.
- · Ask them if they can name all of the characters in the pictures.
- Ask what they can see happening in the pictures. and what they think the play is about.

2 (1) 1.33 Listen and read. Where do the children want to go? What do they find?

- · Play the audio. Have the children listen and follow in their books.
- Ask them for the answer to the question and where the children want to go.
- Give the children time to read the story again quietly with no audio.
- Play the audio one more time. Stop after key phrases and have the children repeat.

Answers: They want to go to the cinema and the café. They find lots of coins.

Teaching star!

Extension

- Keep children involved by having a class monitor.
- Ask the class monitor to be in charge of the audio. Have the monitor play the audio again, pause after sentences and choose volunteers who have raised their hands to repeat.

Act out the play.

- Ask the children what objects (called props) they will need to help them act out the play (see Materials).
- Ask how many characters the play needs (five Charlie, Flo, Ella, Luke, Aunt Daisy).
- Divide the class into groups of five if there are extra children, they can help a group with their scene changes.
- Give the children several minutes to decide what their roles are (if they can't decide, you can decide for them) and to practice their lines and using the
- · When they are ready, each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Cooler: Well done!

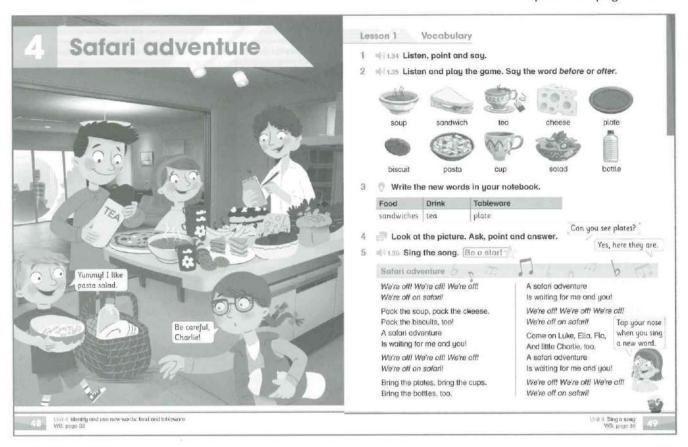
- Tell the children Well done! You're an Academy Star!
- Ask the children for feedback with these questions: Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?

Safari adventure

Lesson 1

Vocabulary

Pupil's Book pages 48-49



Learning objectives: Identify and use new words: food and tableware; Sing a song

Vocabulary: biscuit, bottle, cheese, cup, pasta, plate, salad, sandwich, soup, tea

Resources: PK - Unit 4, Lesson 1, Flashcards; TRC - Downloadable flashcards, Vocabulary 1 worksheet; PPK - Vocabulary activities, review Unit 4 song, Flashcards; PRC - Review audio tracks 1.34–1.36

Materials: Class Audio CD1

Warm-up: Categories

- Write these three headings on the board each in a large circle: Colours, Subjects, Places
- Give an example for each category. Call out
 different words from the Welcome Unit and Units
 1 and 2. Have volunteers raise their hands to
 come to the board and write each word in the
 correct circle.
- Have the children help out, offer opinions and call out or correct spelling.

1 📢)) 1.34 Listen, point and say.

- The children look at the picture on page 48. Ask Who can you see? (Flo, Ella, Luke, Charlie, Aunt Daisy) Where are they? (In the kitchen.) What are they doing? (Making a picnic for a trip.)
- Refer the children to the pictures on page 49. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 (1) 1.35 Listen and play the game. Say the word before or after.

- Have the children listen to the first example on the audio and show them that it follows the order on the page.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: tea ,

Child: Before cheese, after sandwich!

Teacher: pasta

Child: Before cup, after biscuit!

Teacher: Now you. 1 sandwich 2 cheese 3 biscuit

4 plate 5 salad

Answers: 1 Before tea, after soup. 2 Before plate, after tea. 3 Before pasta, after plate. 4 Before biscuit, after cheese. 5 Before bottle, after cup.

Teaching star!

Extension

- Use flashcards to help the children connect new vocabulary items to images, rather than words.
- Ask the children place their Pupil's Books face down. Hold up each flashcard one at a time.
 Cover the word with a piece of paper and ask the children What's this? Elicit answers.

3 Write the new words in your notebook.

- Ask Do we eat sandwiches? Do we drink soup? Do we eat or drink with a cup? and elicit answers.
- Have the children copy the chart into their notebooks. They fill it in with the new words.

Answers: Food: biscuit, cheese, pasta, salad, sandwich, soup **Drink**: tea **Tableware**: bottle, cup, plate

4 Look at the picture. Ask, point and

- Have the children look at the picture on page 48 and raise their hands to tell you everything they can see.
- Ask the class two example questions, e.g. Can you see the plates / soup? The children point and say Yes, here they are / it is.
- Divide the class into pairs and have them take turns asking and pointing and answering.

5 (1) 1.36 Sing the song. Be a star!

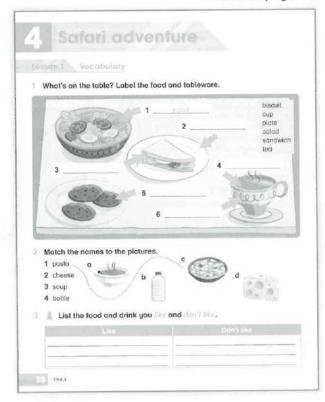
- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song. Every time they hear a new word, they should tap their nose.
- Play the audio. If the children don't tap their nose at a new word, tap yours.
- Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).

 Finally, the children listen and sing. Repeat the audio so they can practise and get better.

Cooler: Mime game

- Mime that you are eating, drinking or using one of the tableware words. The children guess what it is
- Have volunteers act out mimes for the new words for the rest of the class to guess.

Workbook page 38



1 What's on the table? Label the food and tableware.

Answers: 1 salad 2 plate 3 sandwich 4 tea 5 biscuit 6 cup

2 Match the names to the pictures.

Answers: 1 c 2 d 3 a 4 b

3 List the food and drink you like and don't like.

Answers: Children's own answers.



Learning objectives: Read an informational website; Identify new words: safari

Vocabulary: backpack, leopard, lizard, tent, torch

Additional vocabulary: meerkat, menu tab, website

Resources: (PK) - Unit 4, Lesson 2;

TRC - Downloadable flashcards; (PPK) - Flashcards;

[PRC] - Review audio track 1.37

Materials: Class Audio CD1

Warm-up: What's this?

- Draw one of the words from Lesson 1 on the board (biscuit, bottle, cheese, cup, pasta, plate, salad, sandwich, soup, tea). Choose a child to say what it is.
- Ask the child that answered to draw another word on the board and choose a classmate to say what it is. Repeat until all the words have been revised.

Vocabulary

 Teach backpack, leopard, lizard, tent and torch with drawings. Say the words, have the children repeat and then label each drawing with its word. Point to each item, say the word and have the children repeat again. Then erase the pictures and leave the words. Ask volunteers to draw the pictures back on the board. Ask for class agreement about what the drawings represent.

1 Read the sentences. Circle the correct answers.

- Ask the children What's a website? Elicit answers.
 Read the questions out to the class. Have the children point to the menu tabs on the image and teach the words.
- Have the children answer the questions individually.
- Read out the questions again. The children raise their hands to read out the answers.

Answers: 1 a – different pages 2 b – home page

2 Look at the photos and the titles. Talk with a friend.

- The children look at the titles and the photos. Read out the instructions and questions.
- · Have the children answer the questions in pairs.

 Ask the children to report back to the class.
 Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 in the desert in Dubai, on safari in South Africa 2 camel, lizard, butterfly, parrot, giraffe, leopard, meerkat, elephant

3 Scan the webpages. Underline the new words from Lesson 1.

- Remind the children what scan means. Ask Do we read every word? (no)
- · Children raise their hands to suggest answers.

Answers: cheese, plate, bottles, biscuits, salad, sandwiches, soup

4 (1)) 1.37 Read the webpages. Which is your favourite safari?

- Play the audio and have the children follow in their books.
- · Allow the children time to re-read the text quietly.
- Discuss what you do on the different safaris. Ask the children which is their favourite and why.

Answers: Children's own answers.

🖁 Learning to learn

Read out the Learning to learn box to the children.

Call out some of the new words and ask volunteers to raise their hands to spell them. Write their spellings on the board. Ask for class agreement.

- Have the children look at the Dictionary on page 141 and find the three animals to spell.
- Then have the children write the spellings of the words. Have volunteers write the answers on the board.

Answers: 1 butterfly 2 parrot 3 meerkat

Teaching star!

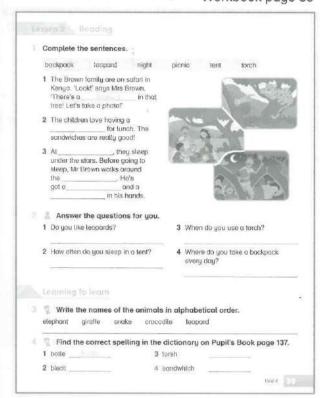
Game

- Play team games in class. When children compete, they concentrate harder.
- Divide the class into two teams, A and B. Team A calls out a new word from Lesson 1 or 2. A child from Team B has to spell it correctly on the board, with help from their team. If the word is correct the team gets a point.
- Then Team B chooses a word for Team A to spell.

Cooler: Do you like ...?

- Ask a child Do you like ...? questions with a food, drink or animal word from Lessons 1 and 2. The child answers and then asks the same question with a new word to the next child in the class.
- Continue until the question has been asked and answered round the whole class with different words.

Workbook page 39



1 Complete the sentences.

Answers: 1 leopard 2 picnic 3 night, tents, torch / backpack, backpack / torch

2 Answer the questions for you.

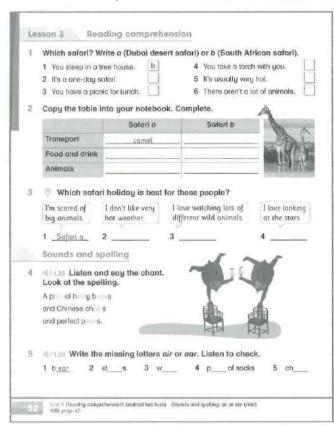
Answers: Children's own answers.

3 Write the names of the animals in alphabetical order.

Answers: crocodite, elephant, giraffe, leopard, snake

4 Find the correct spelling in the dictionary on Pupil's Book page 137.

Answers: 1 bottle 2 biscuit 3 torch 4 sandwich



Learning objectives: Reading comprehension: contrast two texts; Sounds and spelling: air or ear (/ea/)

Vocabulary: bear, chair, hairy, pair, pear, stairs, wear

Resources: (PK) - Unit 4, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.38–1.39

Materials: Class Audio CD1; red and blue coloured pens or pencils

Warm-up: Make a list

- Have pairs write a list of things they remember from Lessons 1 and 2 that they need for a safari.
- After one minute, ask volunteers to write ideas on the board.

1 Which safari? Write a (Dubai desert safari) or b (South African safari).

- Ask the children to remember the details of the safaris on the websites: the places, the animals, the food and the activities.
- Do question 1 as a whole class. Then have the children finish the activity individually. Read out the sentences and have the children call out a or b.

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

2 Copy the table into your notebook. Complete.

- Have the children read the webpages again and complete the table in their notebooks.
- The children do this individually and then compare answers with a friend.
- Draw the table on the board and have volunteers fill in the answers.

Answers:

	Safari a	Safari b
Transport	camel safari car	safari car
Food and drink	breead cheese fruit water	water juice biscuits salad sandwiches soup
Animals	camels lizards birds monkeys snakes	elephants giraffes crocodiles leopards

Which safari holiday is best for these people?

- Read out the first question and answer. Ask Why
 is this safari best? Elicit that most of the animals
 are small. Tell the children to underline the small
 animals.
- Tell the children to read the webpages and decide which safari is best for each person. The children complete the activity individually.

Answers: 1 safari a 2 safari b 3 safari b 4 safari b

Teaching star!

Evaluating

- Have the children underline key words in activities so they focus on the information they need.
- Write sentence 1 of Activity 3 on the board. Ask the children which words are the ones with the information they need (scared, big, animals). Underline them. Tell them that these are key words.
- Ask the children to underline the key words in the other sentences. Write them on the board and have volunteers underline the key words.

Answers: 1 scared, big, animals 2 don't like, hot, weather 3 love, lots, different, wild, animals 4 love, looking, stars

📢)) 1.38 Listen and say the chant. Look at the spelling.

- · Have the children look at the image and say what they can see (two bears on chairs with pears).
- Plau the audio and have the children listen and follow in their books.
- Play the audio again and encourage the children to
- Ask What sound is in all the words with yellow letters? (/eə/).
- Ask What letter can't we hear? (the 'r' when it is after /ea/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: A pair ... of bears and Chinese chairs and

perfect pears.

Children: hairy Teacher: ... hairy bears and Chinese chairs and

perfect pears.

Children: a pair of

Teacher: A pair of hairy bears and Chinese chairs ...

Children: and perfect pears

Teacher: A pair of hairy bears ... and perfect pears.

Children: and Chinese chairs

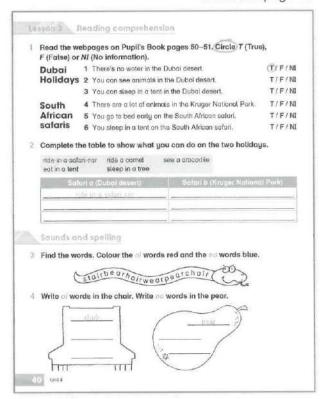
5 📢 1.39 Write the missing letters air or ear. Listen to check.

- · Elicit all the words from the children by inserting the sound /ea/.
- The children now complete the words with air or ear.
- · While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers

Answers: 1 bear 2 stairs 3 wear 4 pair of socks

Cooler: Memory game

Ask the children to close their books and try to remember animals, transport, food or drink from the safaris. They raise their hands to suggest words



Read the webpages on Pupil's Book pages 50-51. Circle T (True), F (False) or NI (No information).

Answers: 1 T 2 T 3 NI 4 T 5 NI 6 F

Complete the table to show what you can do on the two holidays.

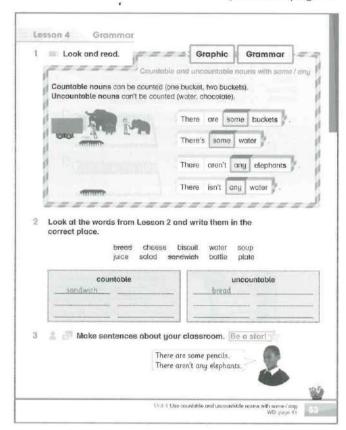
Answers: Safari a: ride in a safari car, ride a camel, eat in a tent Safari b: ride in a safari car, see a crocodile, sleep in a tree

Find the words. Colour the ai words red and the ea words blue.

Answers: Red (ai): stair, hair, chair Blue (ea): bear, wear, pear

Write ai words in the chair. Write ea words in the pear.

Answers: Chair (ai): chair, stair, hair Pear (ea): pear, bear, wear



Learning objectives: Use countable and uncountable nouns with some / any

Grammar: Countable and uncountable nouns with some I any

Resources: PK - Unit 4, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Warm-up: Point to air or ear

- Write air on the left side of the board and ear on the right side.
- Call out the words from Lesson 3, Activities 4 and 5. Have the children point to the side of the classroom that corresponds to the /ea/ sound in each word.

1 Look and read.

- If you don't have access to the class video, write Water and Elephant on the board. Explain to the children in L1 that we can't count water, but we can count elephants. Add an 's' to Elephant.
- Add to the sentences Water is nice. Elephants are nice. Point out the verb forms to the children and tell them to remember when to use is and are.
- Have the children look at the pictures in Activity 1 and ask what they can see.
- Read out the explanation of countable and uncountable nouns to the children.

- Then read out the sentences one at a time. Ask
 the children What word do we use when we have
 got something? Elicit some. What word do we use
 when we haven't got something? Elicit any.
- Ask the children which colour blocks these words are in and elicit green.
- Read out the sentences again and have the children repeat.
- Remind the children of the short forms: is = 's, is not = isn't and are not = aren't. Write these on the board.
- Read out the sentences and have the children repeat.
- If you have access to the class video, explain the difference between countable and uncountable nouns as outlined above. Then tell them to watch the video and think about which word we use when we've got something and which word we use when we haven't got something.
- · Play the video. Ask the children for feedback.
- Ask the children to say the short forms of There is, There is not and There are not.
- Play the video again, and have the children repeat the sentences.

2 Look at the words from Lesson 2 and write them in the correct place.

- Read through the nouns and ask the children Can we count ...? for each word. Elicit yes or no.
- Have the children do the activity individually. Draw the table on the board and ask volunteers to fill it in.

Answers: countable: sandwich, biscuit, bottle, plate uncountable: bread, cheese, water, soup, juice, salad

Teaching star!

Extension

- You can extend an activity as a time filler and for extra practice.
- Have the children copy the table in Activity 2
 into their notebooks. They work in pairs and
 write two more words for each type of noun.
 Ask for feedback and add the words to the table
 on the board. Correct as necessary. Can you
 count apples / tea? Are you sure?

3 A Make sentences about your classroom. Be a star!

 Brainstorm as a class and ask the children to raise their hands to say what there is in the classroom.
 Then ask for some ideas for things that are not in the classroom. Write a few ideas on the board.

- · Read out the example and tell the children to use some or any in their sentences.
- Have the children work in pairs and tell a friend one thing that is in the classroom and one thing that isn't.
- Have some children tell the class their sentences.

Cooler: Can we count ...?

Choose 15-20 words from Lesson 1 across Units 1-4. Write them on the board and draw a simple table with two columns next to them. Label the columns Yes for countable nouns and No for uncountable nouns. The children take it in turns to come to the board, choose a word and write it in the correct column.

1 Circle the uncountable nouns and underline the countable nouns.

Answers: Circle (uncountable): 2 cheese 4 tea 5 soup Underline: (countable): 1 cups 3 sandwiches 6 biscuits

2 Complete the story. Use a, some and any.

Answers: 1 a 2 some 3 some 4 a 5 some 6 anu

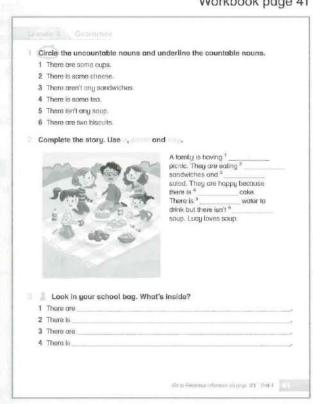
Look in your school bag. What's inside?

Grammar reference (page 121)

Look at the picture. Correct the sentences that are not true.

Answers: 1 There are some sandwiches. 2 There isn't a chocolate cake, 5 There isn't anu

Workbook page 41

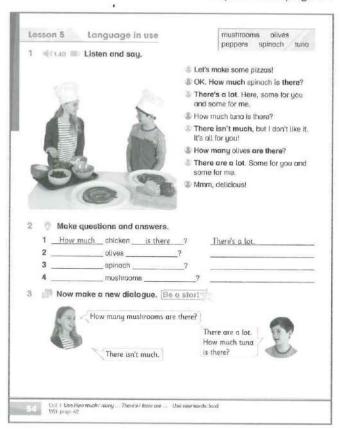


Grammar reference:

Remind the children that they can refer to the Grammar reference on page 121 while completing these Workbook activities.

Language in use

Pupil's Book page 54



Learning objectives: Use How much / many ... There's / There are ...; Use new words: food

Vocabulary: mushrooms, olives, peppers, spinach, tuna

Resources: (PK) - Unit 4, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.40 and Language in use video

Materials: Class Audio CD1

Warm-up: TPR some or any

Tell the children that you are going to talk about the classroom. They should stand up and point to what you talk about. If you talk about something that is not there, they should sit very still. Say sentences using some and any, e.g. There are some posters. There aren't any elephants.

1 (1) 1.40 Listen and say.

· If you don't have access to the class video, teach the food words from the box. Draw each item in a row on the board or display the flashcards. Point to each one, say the word and have the children repeat. Explain in L1 if necessary.

- Write the words in a different order in a row under the pictures. Read the words in this order and have volunteers come to the board and draw lines to match them to the pictures.
- Ask the children which words are uncountable (spinach, tuna) and which ones are countable (mushrooms, olives, peppers). Have a volunteer underline the uncountable nouns.
- · Play the audio and have the children listen and raise their hands every time they hear one of the food words from the vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the How much and How many questions. Ask the children which question goes with countable nouns and which with the uncountable nouns and have them work it out.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and bodu language as closely as possible.

2 Make questions and answers.

· Have two children read out the first question and answer. Ask Why do we use 'How much' with chicken? and elicit Because it is an uncountable noun. Ask Do we use 'there is' or 'there are' with uncountable nouns? and elicit there is. Ask Do we use 'there is' or 'there are' with countable nouns? and elicit there are.

- Have the children write the questions and answers individually. Then they compare their ideas with a friend.
- Ask pairs of children to read out the questions and answers. Accept different answers that are correct.

Answers:

- 1 How much chicken is there? There's a lot.
- 2 How many olives are there? There are a lot. / There aren't many.
- 3 How much spinach is there? There's a lot / There isn't much.
- 4 How many mushrooms are there? There are a lot. / There aren't many.

Teaching star! 5

Mixed ability

- Ask volunteers to write answers on the board so they feel involved. Doing this will also ensure less confident children aren't left behind as they can copy the correct version into their books.
- While the children write their questions and answers in their books, copy the activity onto the board. Have more confident children write the answers on the board, and then ask less confident children read out the correct versions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- · Invite some pairs to perform their new dialogue for

Cooler: much or many?

Call out nouns from this lesson and have the children respond with much or many. They stand up for much and sit down for many.

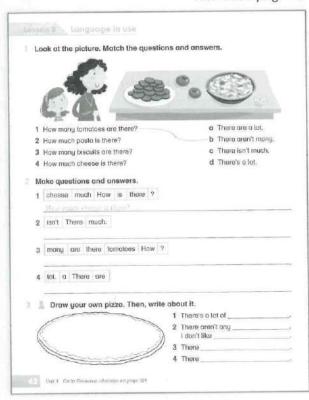


3 Now make a new dialogue.

Be a star!

 Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.

Workbook page 42



Grammar reference:

Remind the children that they can refer to the Grammar reference on page 121 while completing these Workbook activities.

1 Look at the picture. Match the questions and answers.

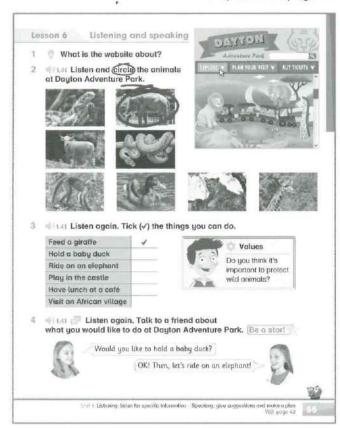
Answers: 1 b 2 d 3 a 4 c

Make questions and answers.

Answers: 1 How much cheese is there? 2 There isn't much. 3 How many tomatoes are there? 4 There are a lot.

Draw your own pizza. Then, write about it.

Answers: Children's own drawings and answers.



Learning objectives: Listening: listen for specific information; Speaking: give suggestions and make a plan

Vocabulary: feed, have lunch, hold, play, ride, visit

Resources: (PK) - Unit 4, Lesson 6; (PRC) - Review

audio track 1.41

Materials: Class Audio CD1

Warm-up: Fast finishing

- Read out the questions and answers from Lesson 5, Activity 3.
- Tell the children to fill in the last words as fast as they can with is there, are there, a lot, much or many. 1 How much chicken (is there)? There's (a lot) / There isn't (much). 2 How many olives (are there)? There are (many / a lot). / There aren't (many / a lot), etc.

What is the website about?

- · Have the children look at the website title and pictures and think about what it is about.
- Have different children suggest answers. Ask for class agreement.

Answer: An adventure park.

(1) 1.41 Listen and circle the animals at Dauton Adventure Park.

- Tell the children to look at the photos and say what each animal is (lizard, elephant, cow, snake, monkey, duck, leopard, giraffe).
- Tell the children to listen and circle the animals that are at the adventure park.
- · Play the audio. Ask the children to say which animals they circled.
- · Play the audio again and tell the children to say Stop! when they hear an animal.
- · Ask Are there any ...? and elicit answers.

Audioscript

Ella: Let's see what animals there are at

Dayton Adventure Park, Charlie. Click on

'Explore'.

Charlie: OK, Ella. Here we go.

Narrator: So ... you want to go on safari? Well, there

are lots of animals and things to do at Dayton Adventure Park! Visit our African village. Here, there are some elephants and giraffes. You can feed a giraffe, too!

Woman: And there are some baby leopards. Lillian,

the mother leopard, has got three babies!

Man: And there's a monkey tree. You can watch

the monkeys play. They're so funny!

After visiting the African animals, you can Man:

have lunch at the café. There are some delicious sandwiches, pasta and salad. Or there's some hot soup and bread on a Woman:

cold day, and a nice cup of tea for Mum

and Dad!

After lunch you can visit our farm. Man:

Woman: There aren't sheep, but there are some

cows and you can hold a baby duck.

Come and visit Dayton Adventure Park Man:

this weekend!

Ella: Let's go to Dayton Adventure Park! Let's

go and see the monkeys!

Charlie: Let's hold a baby duck!

Ella: And look! You can ride on a camel!

Charlie: Oh ues! That looks like fun!

Ella: Come on, Chartie! Let's go and ask Aunt

Daisy to take us there!

Answer: elephant, giraffe, leopard, monkey, cow,

duck

3 ♠) 1.41 Listen again. Tick (✓) the things you can do.

- Read out the sentences and check understanding in L1 if necessary.
- Tell the children to listen again and tick the things that you can do at the adventure park.
- Play the audio again. Then ask Can you ...? questions and have the children raise their hands to answer.

Answers: Ticked: feed a giraffe, hold a baby duck, have lunch at a café, visit an African village

4 (1)) 1.41 Listen again. Talk to a friend about what you would like to do at Dayton Adventure Park. Be a star!

- Tell the children to listen one more time and listen to the different activities there are at the adventure park.
- · Play the audio again.
- Read out the speech bubbles and tell the children to use these when they talk to their friend.
- The children work in pairs and talk to each other.
 Monitor and help as necessary.
- · Ask some pairs to tell the class what they said.

Workbook page 43 Language builder Complete the conversation. Use the pictures and the verbs in the box. India have visit watch On yest On yest On yest On yest You are going to an adventure park. Make a plan of your day. To do at the Adventure Park 1 2 5 6 Suppose the pictures and the verbs in the box. No thanks i'm scared of monkeys Oh yest

Teaching star!

Pairwork

- Move the children around so they do pairwork activities with different classmates. This will avoid situations where a more confident child always does the talking.
- Tell one child in each pair to stand up and swap seats with another child who is standing up.
 Have the children do the Activity 4 pairwork again.

Values 🏩

- Refer the children to the Values box. Ask one child to read out the question. Explain the meaning of protect if necessary.
- Ask the children to name any wild animals they think need to be protected.
- Ask the children what they can do to help protect wild animals.

Cooler: Find the word

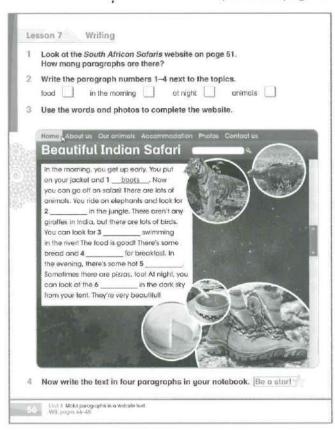
Tell the children to close their books. Write the list
of activities in Activity 3 on the board without the
verbs. Have volunteers go to the board and write
the missing verbs. Ask for class agreement.

1 Complete the conversation. Use the pictures and the verbs in the box.

Answers: 1 watch the elephants 2 hold a baby monkey 3 have a picnic 4 have lunch at a café / go to a café 5 ride a camel

You are going to an adventure park. Make a plan of your day.

Answers: Children's own answers.



Learning objectives: Make paragraphs in a website text

Resources: (PK) - Unit 4, Lesson 7

Materials: (optional) A piece of lined paper each

Warm-up: Guessing game

- Draw a monkey's tail on the board. Ask What animal is this? Then draw the body and ask again. Repeat until the children guess correctly.
- Have volunteers do the same for an animal you whisper in their ear, e.g. lion, giraffe, lizard, crocodile, leopard, meerkat.

1 Look at the South African Safaris website on page 51. How many paragraphs are there?

- Children look at page 51 and count the paragraphs.
- Ask How many paragraphs are there?

Answer: Four paragraphs.

Write the paragraph numbers 1–4 next to the topics.

 Ask the children to think about what each paragraph in the South African Safaris website is about. Tell them to look for key words. • The children do the activity individually. Then ask for their answers and one key word they found (e.g. biscuits / get up / stars / elephant).

Answers: food: 3, in the morning: 1, at night: 4, animals: 2

3 Use the words and photos to complete the website.

- Read out the example and have the children point to the correct photo. Tell them to look at the photos and use them to fill in the other gaps in the website.
- The children do the activity individually. Have volunteers read out sentences, and tell the children to point to the correct photos for each gap.

Answers: 1 boots 2 tigers 3 crocodiles 4 cheese 5 soup 6 stars

4 Now write the text in four paragraphs in your notebook. Be a star!

- Tell the children to look at the topics listed in Activity 2. Ask Are the topics the same for this website? and elicit yes.
- Tell the children to find key words in the website that tell them where each new paragraph starts.
- The children write the text in four paragraphs in their notebooks. Remind them to write neatly.

Answers: 1 In the morning, you get up early. You put on your jacket and boots. Now you can go off on safari! 2 There are lots of animals. You ride on elephants and look for tigers in the jungle. There aren't any giraffes in India, but there are lots of birds. You can look for crocodiles swimming in the river!

3 The food is good! There's some bread and cheese for breakfast. In the evening, there's some hot soup. Sometimes there are pizzas, too! 4 At night, you can look at the stars in the dark sky from your tent. They're very beautiful!

Teaching star!

Presentation game

- It is important that the children write neatly, so their work can be easily read by examiners.
- Have a neat writing competition. Give each child a piece of lined paper. Have them choose one paragraph from the Beautiful Indian Safari and copy it as neatly as they can. They then write their names on the back of the paper. Stick all the paragraphs on the board and number them. Call out the numbers and have the children raise their hands for their favourite one. Remove the winning paragraph from the board to see who it belongs to.

Cooler: Favourite safari

 Ask the children which of the three safaris (on pages 50, 51 and 56) they like best. Hold a class vote. Ask individual children to say why they like the safari they chose, e.g. I like big animals.



Workbook pages 44-45

repare to write		Write a webpage about a sea safari in four paragraphs.
Match these topics and fir	est sentences about a sea safari.	ACTIVITIES ACTIVISHED PROTOS CONTACT US
1 morning	a There are many exciting things to do!	
2 do	b Don't worry about the food!	Sea Safari
3 see	c You get up early - before the sunf	On a rea votare, one get up early the fore the sun!
4 eat	d What will you see?	DA O IVE SOME UND GET IN HOLD - LETTER LIKE SOME
Look at the pictures and a	nake notes on the four topics.	
1 in the morning		
	coklast	CAR PART -
	ok at the	Company
The Control of the Land	0	W
\$317 mile (\$130 km)		
In the	O M	0 0
		201
2 do	4 eat	
2 do	4 eat	
2 do	4 eat	
2 do	4 eot	
2 do	4 eot	Read and check wifat you wrote in Activity 3.
2 do	4 eot	Ask yourself:
2 do	4 eot	

Prepare to write

- 1 Match these topics and first sentences about a sea safari.
 - The children draw lines to match the topics and the first sentences.
 - If done in class, have a child read out the example.
 - Ask volunteers to read out their plans.

Answers: 1 c 2 g 3 d 4 b

2 Look at the pictures and make notes on the four topics.

- The children look at the pictures and make notes for each one.
- If done in class, read out the example notes for the first picture.
- · Have the children complete the activity individually.
- · Ask pairs of children to read out their ideas.

Suggested answers: 1 in the morning: get up early, have breakfast, look at the sea 2 do: catch fish, swim, have a picnic 3 see: look at the

sea, flying / jumping fish, beaches, mountains 4 eat: bread, fish, cheese, pasta, pizza, sandwiches

Ready to write

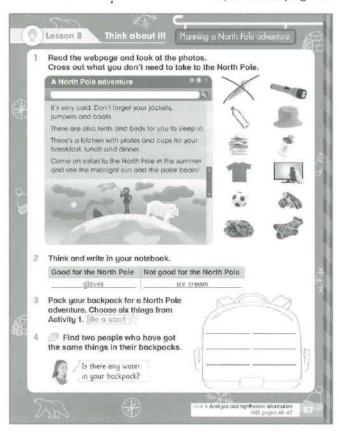
- 3 Write a webpage about a sea safari in four paragraphs.
 - The children use their topics and notes in Activities 1 and 2 on page 44 to write a blog with four paragraphs.
 - If done in class, ask the children to remember the four topics. Then explain that they should use their notes in Activity 2 on page 44 to write their blog.
 - Have the children complete the activity individually and check their paragraphs.

Answers: Children's own answers

4 Read and check what you wrote in Activity 3.

· The children check their work and tick the boxes.





Learning objectives: Analyse and synthesise information

Additional vocabulary: North Pole, polar bear

Resources: (PK) - Unit 4, Lesson 8; (TRC) - (TG) - Unit test

Materials: A CD with any appropriate music for starting and stopping

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe.
- Say: Imagine you are on safari. What time do you get up? What animals can you see? It's lunchtime. What are you eating? What are you drinking? Now it's night. What are you doing?
- Have the children open their eyes and tell a friend about what they saw, heard and did in their imagination.
- 1 Read the webpage and look at the photos. Cross out what you don't need to take to the North Pole.
- Draw a globe on the board and ask a child to draw an arrow to the North Pole.
- Tell the children to look at the photos and raise their hands to tell you what they can see (ice cream, torch, bottle of water, sun hat, books, soup, T-shirt, TV, football, gloves, biscuits, socks).

- Have different children read out one sentence each.
 Explain any new words.
- Tell the children to read the website quietly and decide what items they don't need to take. They can then compare answers with a friend.

Answers: ice cream, torch, sun hat, T-shirt, TV, football

2 Think and write in your notebook.

- Tell the children to copy the table and look at the photos. They write a list of things that are good for the North Pole and a list of things that are not good for the North Pole.
- The children do the activity and then compare answers with a friend.
- Draw the table on the board and have volunteers fill it in.

Answers: Good for the North Pole: gloves, bottle of water, books, soup, biscuits, socks

Not good for the North Pole: ice cream, torch, sun hat, T-shirt, TV, football

- 3 Pack your backpack for a North Pole adventure. Choose six things from Activity 1. Be a star!
- Have a volunteer suggest one thing that is good for a backpack for the North Pole adventure.
- The children choose six things and write them down.

Answers: Children's own answers.

Find two people who have got the same things in their backpacks.

- Ask a volunteer: Is there some water in your backpack? Are there some biscuits in your backpack? Elicit correct answers.
- Tell the children to stand up, take their books with them, and ask each other questions about what is in their backpacks. When they find a classmate with the same things they start forming a group.

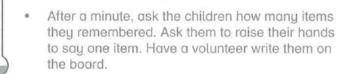
Teaching star!

Mingle

The children might get over-excited in mingling activities. Time their exchanges to give the activity structure and control excited behaviour. Have all the children stand up. Play some music (see Materials) as they walk around the room. When you stop the music, they find a friend and talk about their backpacks. When you start the music again, they walk around the room again. Repeat for about four exchanges.

Cooler: Memory game

Tell the children to place their Pupil's Books face down. Tell them they have one minute to write down as many of the items in the photos in Activity 1 as they can remember.



Workhook pages 46-47

Look and read. Choo There is one example.	se the	COI	rect	tow	ds c	and	wri	te ti	her	n on the lines.	There is o	те ехап	Choose the prown				1	the tines
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a sandwich	o cup				a be	ottle.				a backpack	Bob: Thei Who		sondwiches		l don	't want the	pizza.	
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a picnic	a torch				n n	late				a biscuit	Example	much	many	ony	3	some	ony	a
					-						1	is	are	were	4	some	any	a
Example People drink tea	from th	is.									2	much	many	any	5	some	any	a
1 You use it to see at night.																	(Control of	#Ves
2 You put food on it.											Read. Und	erline t	he words	s. Circle	the	words.	. 1073	J499
3 You can put water in it.													ing on a cha				100	P-38
4 You make it with bread.											It is wearing	a pair of	boots and h	ialding a p	eor.		1000	
5 You can put things in it w	nen you	go	for a	walk														
Find the six words.											= 2 What	I ca	n do!		=	7 7 2		
ring the six words.	S	a	Ł	0 0	r	f	n	0	٧		Put a tic	k() or	a cross ()).				
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1 Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing of the Cambridge English: Movers

- The children read the definitions and choose the correct word from the labelled pictures.
- If done in class, remind the children to look for key words in the definitions to help them.

Answers: 1 a torch 2 a plate 3 a bottle 4 a sandwich 5 a backpack

2 Find the six words.

S	а	I	a	d	r	f	$\langle n \rangle$	0	٧
m	b	n	j	m	0	l	i	b	W
u	Х	10	t	f	l	h	g	l	р
s	Х	i	S	d	i	٧	h	b	d
h	f	s	f	f	V	٧	$\langle t \rangle$	х	(c)
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0	g	u	р	W	r	t	a	q.	е
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m	n	\t/	Х	l	k	g	h	٧	S
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Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps prepare the children for Part 4 of the Reading and Writing of the Cambridge English: Movers

- The children read the dialogue and complete it with words they choose.
- If done in class, read out the example. Ask why the answer is many (because prawns are countable).
- Remind the children to look for key words in the sentences.
- Have the children complete the activity.

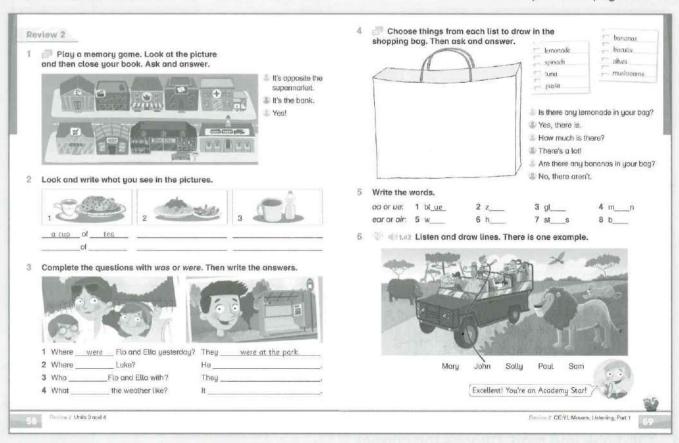
Answers: 1 are 2 much 3 any 4 any 5 a

Read. Underline the ai words. Circle the

Answers: Underline (ai): hairy, chair, pair Circle (ea): bear, wearing, pear

Review

Pupil's Book pages 58-59



Learning objectives: Review Units 3 and 4; CE:YL Movers, Listening, Part 1

Resources: (PK) - Unit 4, Review 2; (PRC) - Review audio tracks 1.25, 1.36 and 1.42

Materials: Class Audio CD1

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the Unit 3 song (Pupil's Book page 35), and Group 2 the Unit 4 song (Pupil's Book page 49).
 Tell them to perform for the other group as if they are in a talent show. The children can open their books to see the lyrics.
- Have Group 1 stand up. Play the audio (CD1, track 1.25) and have the children sing along.
 When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (CD1, track 1.36).

1 Play a memory game. Look at the picture and then close your book. Ask and answer.

- Have the children look at the town map. Ask them
 to raise their hands and name the places one at
 a time from left to right, top row first. Read out the
 example.
- Give the children one minute to study the map.
- The children work in pairs. One child closes their book. The other child asks a question and their classmate tries to remember where the place is.
- · Then the children change roles.

2 Look and write what you see in the pictures.

- Tell the children to remember the food and tableware words. Have a volunteer read out the example and ask the children to point to the appropriate items in the picture.
- The children do the activity individually. Then they compare answers with a friend. Have volunteers read out the answers.

Answers: 1 a cup of tea, a plate of biscuits 2 a plate of pasta, a plate of salad 3 a cup of soup, a bottle of water

3 Complete the questions with was or were. Then write the answers.

- Write was and were on the board. Ask the children
 Do we use 'was' and 'were' for today or yesterday?
 and elicit yesterday. Write I, you, he, we, they on
 the board in a column and have volunteers write
 was or were next to them.
- Tell the children to look at the pictures, complete the questions and then write the answers. They do this alone and then compare ideas with a friend.
- Have pairs of children read out the questions and answers.

Answers: 1 were, They were at the park. 2 was, He was at the bus stop. 3 were, They were with Aunt Daisy. 4 was, It was sunny.

4 Choose things from each list to draw in the shopping bag. Then ask and answer.

- Ask the children Which list has uncountable nouns? and elicit The list on the left. Have volunteers read the lists and check understanding by asking children to draw the items on the board.
- Tell the children to draw some items from the lists in their bags. Tell them to draw at least three things.
- Have two children read out the example dialogue.
 Ask them if it matches their drawings.
- Ask the children What do we use with countable nouns: 'there is' or 'there are'? Elicit there are.
- The children work in pairs and talk about what they have drawn in their shopping bags.

5 Write the words.

- Write oo, ue, ear and air on the board. Ask the children to raise their hands and suggest words that have these sounds. Write one correct suggestion under each sound.
- · Have the children complete the activity individually.
- Ask different children to read out a word each.
 Have volunteers write the answers on the board.
- · Read out all the words and have the children repeat.

Answers: 1 blue 2 zoo 3 glue 4 moon 5 wear 6 hair 7 stairs 8 bear

6 (1) 1.42 Listen and draw lines. There is one example.

This activity helps the children prepare for Part 1 of the Listening in the Cambridge English: Movers test.

- Explain the activity to the children. They listen to the audio and draw lines from the names to the children in the picture.
- · Play the audio.
- · Check each child's book individually.

Audioscript

Narrator: Look at the picture. Listen and look.

There is one example.

Adult: What are you all doing?

Child: We're on safari.

Adult: Are these all your friends?

Child: Yes, but one is my brother, John.

Adult: Which one?

Child: He's the one pointing at a bird.

Narrator: Can you see the line? This is an

example. Now listen and draw lines.

1. Child: Look at Sally.

Adult: What's she doing?

Child: She's giving a banana to a monkey.

Adult: The monkey is very hungry.

Child: Yes, it is. It wants two bananas.

2. Adult: Who's the boy wearing a green T-shirt?

Child: Which one?

Adult: The one drawing a hippo.

Child: Oh, that's Paul.

Adult: Well, I like his picture.

3. Adult: That's a beautiful lion.

Child: Yes, and it's very big.

Adult: Who's the boy taking the photo?

Child: That's Sam.

Adult: Does he like taking photos?

Child: Yes, he does! And he's very good!

4. Adult: What's Mary doing?
Child: She's reading a book!

Adult: What is the book about?

Child: It's about lions. She loves learning

about animals.

Answers: 1 Sally, giving a banana to a monkey 2 Paul, drawing 3 Sam, taking a photo 4 Mary, reading

Cooler: Well done!

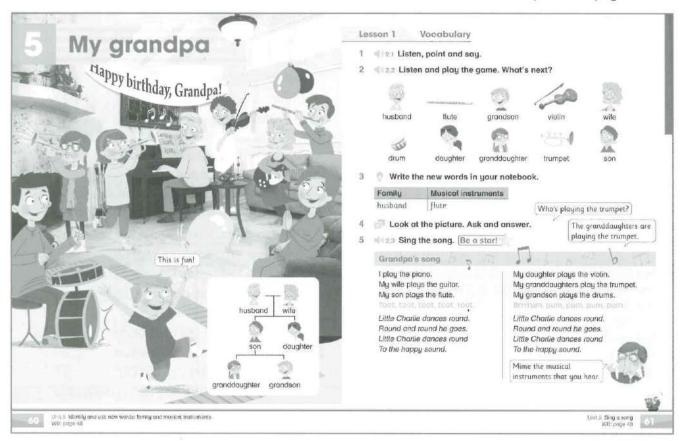
- Tell the children Well done! You're an Academy Star!
- Ask the children for feedback with these questions: Name two things you learned in this unit. What did you learn about in this unit? What was the hardest thing you studied in this unit?

My grandpa

Lesson 1

Vocabulary

Pupil's Book pages 60-61



Learning objectives: Identify and use new words: family and musical instruments; Sing a song

Vocabulary: daughter, drum, flute, husband, granddaughter, grandson, son, trumpet, violin, wife

Resources: PK - Unit 5, Lesson 1, Flashcards;

TRC - Downloadable flashcards, Vocabulary 1
worksheet; PPK - Vocabulary activities, review Unit 5
song, Flashcards; PRC - Review audio tracks 2.1–2.3

Materials: Class Audio CD2

Warm-up: Let's get ready!

 Have the children answer some simple questions to 'warm up' for the lesson, e.g. How are you all today? What's the weather like? Did you have fun yesterday? Are you sleepy? Are you ready to learn English? The children can answer together.

1 (1) 2.1 Listen, point and say.

- The children look at page 60. Ask Whose birthday is it? (Grandpa's) Who is there? (Mum, Dad, Grandpa, Grandma, Aunt Daisy, Flo, Ella, Charlie and Luke) What are they doing? (having a party, playing music, Charlie is dancing, Mum is clapping)
- The children look at page 61. Play the audio. The children listen and point.
- · Repeat the audio. The children repeat each item.

2 (1) 2.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order on the page.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, press pause for the children to call out the answer.

Audioscript

Teacher: husband, flute grandson Child:

Teacher: grandson, violin

Child: wife

Teacher: Now you. 1 wife, drum 2 daughter,

granddaughter 3 granddaughter, trumpet 4 son, husband 5 flute, grandson 6 violin,

Answers: 1 daughter 2 trumpet 3 son 4 flute 5 violin

Teaching star!

TPR game

- Play TPR games with the flashcards to build confidence. See the Games Bank (pages 14-17) for how to do TPR.
- Have five children stand up at the front. Give each child a flashcard. Call out the word for each flashcard one at a time, slowly at first. The children hold up their flashcard when they hear their word. Say the words a few times, getting faster each time. Repeat with the other five flashcards and five different children.
- Shuffle the flashcards and repeat as manu times as you like with different groups of children.

Write the new words in your notebook.

- Ask What's wife / violin? A musical instrument or family word? and elicit answers.
- · Have the children copy the table into their notebooks. They fill it in with the new words.
- · Draw the table on the board and have volunteers write the words.

Answers: Family: husband, grandson, wife, daughter, granddaughter, son Musical instruments: flute, violin, drum, trumpet

Look at the picture. Ask and answer.

- Have the children look at the picture on page 60 and raise their hands to tell you some of the things they can see.
- Ask the class for two example questions, e.g. Who's playing the guitar? The children point and say The wife is playing the guitar.
- Divide the class into pairs and have them take turns asking and pointing and answering.

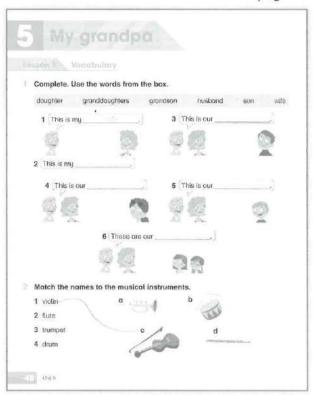
5 (1) 2.3 Sing the song. Be a star!

- Ask the children to place their Pupil's Books face down so they can't see the words of the song and make sure the screen is covered. Every time they hear a musical instrument, they should mime playing it.
- · Play the audio. If the children don't mime for a musical instrument, do a mime to show them.
- Now the children look at the song in their Pupil's Books. Play the audio again and stop after each line for the children to repeat (singing).
- · Finally, the children listen, mime and sing. Repeat the song so they can practise and get better.

Cooler: Mime game

Ask volunteers to stand up and mime that they are playing a musical instrument. The class quess what it is.

Workbook page 48

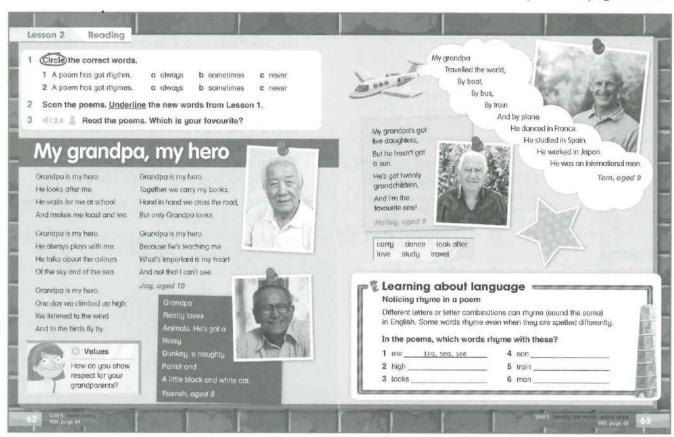


Complete. Use the words from the box.

Answers: 1 wife 2 husband 3 son 4 daughter 5 grandson 6 granddaughters

Match the names to the musical instruments.

Answers: 1 c 2 d 3 a 4 b



Learning objectives: Read poetry; Identify new words: action verbs

Vocabulary: carry, dance, look after, love. study, travel

Additional vocabulary: poem, rhythm, rhyme

Resources: (PK) - Unit 5, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

[PRC] - Review audio track 2.4

Materials: Class Audio CD2

Warm-up: Family tree

Draw a family tree on the board. Write the first letter of each family word from Lesson 1 on the end of each branch. Have volunteers come to the board and write the whole word.

Vocabulary

Write these sentences on the board one at a time. Read out each sentence and do a mime or action to explain the meaning. Have the children repeat. Explain in L1 if necessary.

I carry my books. (mime carry)

A dancer can dance. (mime dance)

I look after my pet dog. (mime stroking)

I love my mum. (hand on heart for love)

I study for a test. (mime study using the Pupil's Book as a prop)

I travel around the world. (walk and mime pulling suitcase)

Erase parts of the sentences, leaving just the verbs. Ask volunteers to raise their hands to say a complete sentence.

Circle the correct words.

- Discuss poems, rhymes and rhythm with the class briefly in L1.
- Have the children look at pages 62–63 and count how many poems they can see (four). Read the questions out to the class. Have the children circle the correct answers.

Answers: 1 a – always 2 b – sometimes

Scan the poems. Underline the new words from Lesson 1.

- · Give the children a minute to underline the words.
- · Children raise their hands to suggest answers.

Answers: daughters, son

Read the poems. Which is your favourite?

- · Play the audio and have the children follow in their books.
- · Allow the children time to re-read the poems quietly.
- Have the children compare favourites in pairs.
- Children raise their hands to say which poem is their favourite. Ask for reasons. Prompt with questions Do you like poems that have / haven't got rhymes? Do you like long / short poems?

🏅 Learning about language

- Read out the Learning about language box to the children. Ask the children where the rhyming words are and elicit that they are at the end of sentences.
- · Have the children look in the poems for words that rhyme with the ones in the activity.
- · Have volunteers call out the answers, saying both words so the rhyme is clear.

Answers: me: tea, sea, see; high: by: looks: books; son: one; train: plane, Spain; man: Japan

Teaching star!

Group work

- Encourage the children to co-operate in small groups on activities that extend those in the book.
- Divide the class into groups of four. Tell the children to write two lines of a poem about grandpas. They can use rhymes or not. When the groups are ready, have them read out their lines. For fun, see if the poems can be joined together to make one long poem. You could write this on the board.

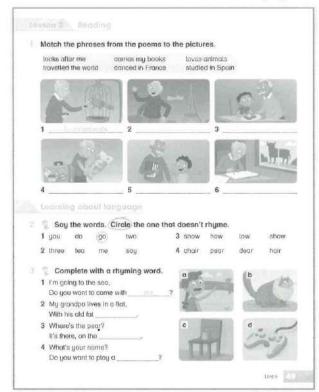
Values 🎇

- Refer the children to the Values box. Ask one child to read out the question. Explain the meaning of respect if necessary.
- Ask the children for ideas. Prompt with questions: Do you love your grandparents? Do you help them? Do you visit them? Do you listen to them? Are you noisy / quiet? Do your parents look after your grandparents? Where do they live?

Cooler: Can you rhyme?

Tell the children to close their books. Call out words from the Learning about language activity. Have the children raise their hands to say another word that rhymes with each word.

Workbook page 49



Match the phrases from the poems to the pictures.

Answers: 1 loves animals 2 danced in France 3 looks after me 4 travelled the world 5 carries my books 6 studied in Spain

Say the words. Circle the one that doesn't rhyme.

Answers: 1 go 2 say 3 how 4 dear

Complete with a rhyming word.

Answers: 1 me 2 cat 3 chair 4 game

1	Answer the questions with full	sentences.
	1 Whose poems have got rhymes?	Jay's, Halley's and Tom's poems have got rhyme
	2 Whose poem has got a special si	hape?
	3 Whose poem spells a word with t	he first letter in each line?
2	Who's speaking? Write Jay, Yu	usrah, Hailey or Tom. [Be a star!]
	1 My grandpa	5 My grandpa
	visited Japan. Tom	loves animals.
	2 My grandpa's	6 My grandpa
	parrot is naughty.	liked travelling.
	2 14	7 Mu grandon
	3 My grandpa makes toast and tea	7 My grandpa is very kind,
	-	
	4 My grandpa has got	8 My grandpa has
	twenty grandchildren.	got a big family.
	Sounds and spelling	
3	4 2.5 Listen and say the chant	t. Look at the spelling.
	11	
	Suzy and t is playing	
	on a troin on a rainy day.	30
		LUGGIE
	when many other trade its male	
	The same of the sa	The state of the s
4	12.5 Write the missing letters	af or au. Listen to check.
		t 4 pl 5 p nt 6 Mond

Learning objectives: Reading comprehension: recognise features and interpret meaning; Sounds and spelling: *ai* or *ay* (/e₁/)

Vocabulary: day, Monday, paint, play, playing, rainy, snail, tail, today, train, wait

Resources: (PK) - Unit 5, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 2.5–2.6

Materials: Class Audio CD2; piece of paper for each child

Warm-up: Word association

- Tell the children that you are going to call out five words and that they should write down the first word that comes into their head after each. They can do this on a piece of paper.
- Pause between each word. Say grandpa, love, colour, animal, poem.
- Ask the children what words they thought of. Did anyone think of the same words?

1 Answer the questions with full sentences.

- Ask the children to look at the poems on pages 62–63.
- Read question 1 on page 64 and have a volunteer read the answer. Ask the children to say some of the words that rhyme (me—tea, son—one, train—plane).

Then have the children finish the activity individually. The children raise their hands to answer.

Answers: 1 Jay's, Hailey's and Tom's poems have got rhymes. 2 Tom's poem has got a special shape. 3 Yusrah's poem spells a word with the first letter of each line.

2 Who's speaking? Write Jay, Yusrah, Hailey or Tom. Be a star!

- The children do this individually and then compare answers with a friend.
- Have volunteers read out the speech bubbles and ask the class to call out the names.

Answers: 1 Tom 2 Yusrah 3 Jay 4 Hailey 5 Yusrah 6 Tom 7 Jay 8 Hailey

Teaching star!

Reading

- Ask the children to read aloud with fun activities to practise pronunciation.
- Divide the class into groups of five. Tell each group to look at Jay's poem on page 62 and to assign one verse to each child. They practise reading their verses aloud to their friends in the group.

3 (1) 2.5 Listen and say the chant. Look at the spelling.

- Have the children look at the picture and list what they can see (a train, a snail, rain).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part of the audio again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/eɪ/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: Suzy ... is playing on a train on a rainy

day.

Children: snail

Teacher: Suzy snail is playing ... on a rainy day.

Children: on a train

Teacher: Suzy snail is playing on a train ...

Children: on a rainy day

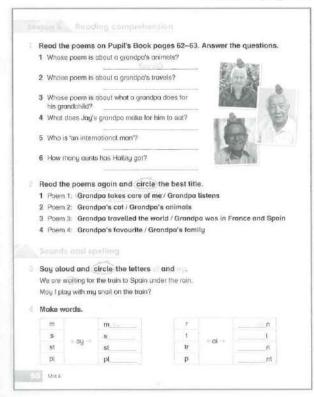
Teacher: Suzy snail ... on a rainy day.

Children: is playing on a train

(1) 2.6 Write the missing letters ai or ay. Listen to check.

- Elicit all the words from the children by inserting the sound /ei/.
- The children now complete the words with ai or ay.
- · Play the audio for the children to check their answers.
- · Have the children scan the two poems on page 63 and find two words with ai that aren't in this activity (train, Spain).

Workbook page 50



Read the poems on Pupil's Book pages 62-63. Answer the questions.

Answers: 1 Yusrah's 2 Tom's 3 Jay's 4 toast and tea 5 Tom's grandpa 6 four

Answers: 1 tail 2 today 3 wait 4 play 5 paint 6 Monday

Cooler: My favourite poem

Ask the children to say which poem they liked best. Have a class vote.

2 Read the poems again and circle the best title.

- The children read the poems and circle the best title for each poem.
- If done in class, ask the children why Grandpa's animals is the best title for Poem 2 and elicit
- They complete the activity individually. Have volunteers raise their hands to answer and say why the titles are best.

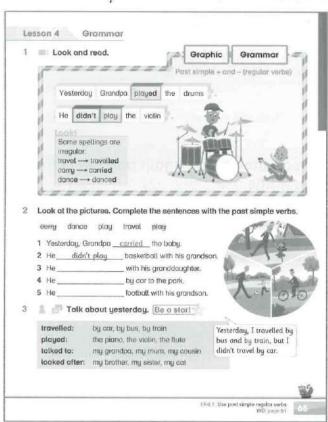
Answers: Poem 1: Grandpa takes care of me Poem 2: Grandpa's animals Poem 3: Grandpa travelled the world Poem 4: Grandpa's family

Say aloud and circle the letters ai and

Answers: waiting, train, Spain, rain, May, play, snail, train

Make words.

Answers: may, say, stay, play; rain, tail, train,



Learning objectives: Use past simple regular verbs

Grammar: Past simple regular verbs

Resources: PK - Unit 5, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Materials: Pieces of plain paper for team game

Warm-up: Point to ai or ay

- Write ai on the left side of the board and ay on the right side.
- Call out the words from Lesson 3, Activities 3 and 4. Have the children point to the side of the classroom that corresponds to the spelling of the /ei/ sound in each word.

1 Look and read.

- If you don't have access to the class video, write always and Yesterday on the board. Say I always play games. Yesterday I played games. Write play under always and played under Yesterday. Repeat the sentences and have the children repeat.
- Point out the -ed ending on the verb to the children and tell them (in L1 if necessary) that this is the ending we use for regular verbs when we talk about the past.
- Have the children look at the picture in Activity 1 and ask what they can see.

- Read out the sentences one at a time. Ask the children What word do 'did' and 'not' make together? Elicit didn't. Ask Do we use 'didn't' for the negative? Elicit yes. Ask Do we put '-ed' on the verb when we use didn't? Elicit no.
- Ask the children which colour blocks the main verb is in and elicit blue. Ask them what colour block negative verbs are in and elicit red.
- Read out the sentences again and have the children repeat.
- Have the children look at the irregular spellings.
 Ask How many 'ls' in travelled? Elicit two. What happens to the 'y' in carry? Elicit it turns into an 'i'. What letter do we add to dance? Elicit 'd'.
- Read out the irregular spellings and have the children repeat.
- If you have access to the class video, introduce played on the board in the same way as above.
 Then tell the children to watch the video and think about what happens to the word play when we did something and when we did not do something.
- Play the video. Ask the children for feedback.
- Ask the children to say the short form of did not and elicit didn't.
- Play the video again. Ask the children as above How many 'ts' in travelled? Elicit two. What happens to the 'y' in carry? Elicit it turns into an 'i'. What letter do we add to dance? Elicit 'd'.
- Play the video again, and have the children repeat the sentences and the irregular spellings.

2 Look at the pictures. Complete the sentences with the past simple verbs.

- Read out the example sentence and ask the children How do we spell 'carried'? Have a volunteer call out the spelling.
- Have the children do the activity individually.
 Have volunteers write the verbs in the past simple affirmative or negative on the board.

Answers: 1 carried 2 didn't play 3 danced 4 didn't travel 5 played

Teaching star!

Game

- Practise and check spelling with fun activities.
- Divide the class into four teams. Ask the children to turn their Pupil's Book face down. Hand each team a piece of paper. Tell the teams to work together to spell the words you call out. Say played, carried, danced, travelled, stopped, worked, loved, studied. The teams then swap pieces of paper. Write the correct spelling on the board. The children check each other's answers.

3 🉎 🗐 Talk about yesterday.

Be a star!

- Tell the children to read through the verbs and words quickly to themselves. Ask a volunteer to read out the example. Ask another volunteer to say a true sentence using the verb travelled and the words.
- Have the children work in pairs and tell friends what they did and didn't do yesterday.

Workbook page 51

Read. Then wr	ite the verbs in	the corre	ct place.	
tites took dance well	aturty trave love work		corry talk visit	
e ed	4.0	100	y + red	Couble letter + e
leoked	ito		studed	. Davided
-	_	-		-
_				
What did Gran	dma do yester	day? Cor	nplete the sent	tences.
V brekt militar med	√ special			400
x ===		to breen en	MKE-	
X plays the place	√ system	DATE:		
1 Grandma	total of	tar ma yas	tarday.	0 0
2 She	with me			23
3 She	the pla	no with me		
4 She	pizza fo	x me.		707
5 She			vith me.	1
6 She				
9 0/10	, to the p		-	
3 2 What did y				
1 (visit my grand	flother)	est out grad		h steh eng gravi (Joda
2 (talk to my frie	nds)			
3 (travel to scho	ot by car)			
4 (play compute				

Grammar reference:

Remind the children that they can refer to the *Grammar* reference on page 122 while completing these Workbook activities.

Cooler: Mini-story

 Ask the children to create a mini-story around the class by saying one sentence each. Start off with Yesterday I played football. Each child adds a sentence to the story.

Read. Then write the verbs in the correct place.

+ ed	+ d	y + ied	Double letter + ed
looked played waited worked talked visited	liked danced loved	studied carried	travelled stopped

2 What did Grandma do yesterday? Complete the sentences.

Answers: 1 looked 2 didn't study 3 didn't play 4 cooked 5 didn't travel 6 cycled

3 What did you do yesterday? Write sentences.

Answers: Children's own answers.

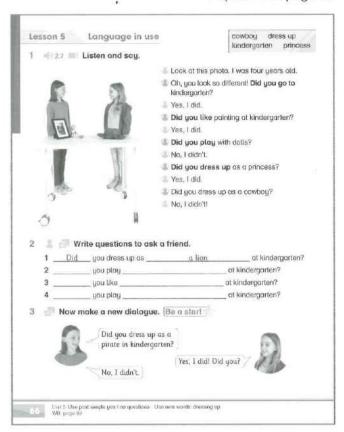
Grammar reference (page 122)

Write things you did and didn't do last week. Use the words in the box to help you.

Answers: Children's own answers.

Language in use

Pupil's Book page 66



Learning objectives: Use past simple yes / no questions; Use new words: dressing up

Vocabulary: cowboy, dress up, kindergarten, princess

Resources: PK - Unit 5, Lesson 5, Language in use video; TRC - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; PPK - Grammar 2 activity, Flashcards; PRC - Review audio track 2.7 and Language in use video

Materials: Class Audio CD2; (optional) pieces of plain paper for each child to draw on

Warm-up: TPR Hands up for yes!

- Tell the children to put their hands up if they did the things you say. Say I played football yesterday. I danced yesterday. I walked to school yesterday. I carried the shopping yesterday. I visited my grandpa yesterday.
- Ask volunteers to say a sentence for the class to put their hands up or not.

1 📢 1) 2.7 Esten and say.

 If you don't have access to the class video, teach kindergarten. Write kindergarten on the board. Say Kindergarten is school for little children: four and five year olds. Are you in kindergarten now? Did you go to kindergarten? Elicit answers.

- Write dress up on the board and underneath write cowboy and princess. Ask the children Did you dress up for parties in kindergarten? Elicit answers.
 Do a simple drawing for each word (a cowboy and a horse, a princess in a long dress and a crown).
 Ask Did you dress up as a cowboy / princess? and the children call out yes or no.
- Read out all the words on the board one at a time and have the children repeat.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the vocabulary box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the Did you ...? questions. Ask the children what the complete short answers are for Yes and No. Say Yes, I did. and No, I didn't. a few times and have the children repeat.
- Divide the class into two, and have the children act out the dialogue with each half taking one role.
 Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 🤰 🗐 Write questions to ask a friend.

 Ask the children to raise their hands and suggest a question and then have another child answer Yes, I did. or No, I didn't.

- Have the children write the questions individually.
 Then they ask and answer the questions with a friend.
- Ask some pairs of children to read out their questions and answers.

Answers: Children's own answers.

3 Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Teaching star!

Personalising

- Keep pieces of plain paper available so the children can draw if you need a time filler.
- Give each child a piece of plain paper. Theu can draw themselves dressed up as a cowbou or princess (or something else if they prefer). They then show their class their drawings and say In kindergarten I dressed up as a ...

Workbook page 52

Make questions.	
1 you travel to school Did to	by bus ?
Deficient wavel to school but	bur?
2 painting you like Did in	ort closs ?
3 the flute of music club plan	J Did you ?
4 you listen to stories Did	in English class ?
5 your little brother you Did	look ofter yesterday ?
Now answer the question	ns for you.
1 No. 1 did. (No.) didn't.	4
2	5
3	
Match the verbs with the act	ivities.
play	bu car
like	os a princess
dress up	the drums
dance	stories
	singing songs
travel	with mu friends
travel listen to	- 100 to
listen to	past and answer for you.
listen to	past and answer for you.
Now put the verbs in the When I was in kindergarten.	past and answer for you. 4

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 122 while completing these Workbook activities.

Cooler: Stickman

- Play Stickman with the new words from this lesson using the board. See the Games Bank (pages 14-17) for how to play this game.
- Select children one by one to guess letters. Ask children to raise their hand when they think they know the answer.

Make questions.

Answers: 1 Did you travel to school by bus? 2 Did you like painting in art class? 3 Did you play the flute at music club? 4 Did you listen to stories in English class? 5 Did you look after your little brother yesterday?

Now answer the questions for you.

Answers: Children's own answers.

Match the verbs with the activities.

Answers: play – the drums, like – singing songs, dress up - as a princess, dance - with my friends, travel - by car, listen to - stories

Now put the verbs in the past and answer for you. When I was in kindergarten ...

Answers: Children's own answers.

Grammar reference (page 122)

2 Now write questions for the answers in Activity 1.

Answers: Children's own answers.

Listening and speaking

Pupil's Book page 67



Learning objectives: Listening: listen for specific information; Speaking: ask and answer questions about family

Language: paint pictures, play chess, play football, tell stories

Resources: PK - Unit 5, Lesson 6; PRC - Review audio tracks 2.3 and 2.8

Materials: Class Audio CD2

Warm-up: Mime game

- Call out the musical instruments one at a time, and have the class mime that they are playing them. Say: drum, flute, violin, trumpet.
- Play the song from Lesson 1 (CD2, track 2.3) and encourage the children to sing and mime.

1 (1) 2.8 Look at the pictures and listen to the information about Flo and Ella's grandpas.

- Play the audio. Tell the children to look at the information and pictures and think about which grandpa sounds the most fun.
- Have different children suggest answers. Ask for class agreement.

2 (1) 2.8 Listen again and circle the correct information in Activity 1.

- Tell the children to listen and circle the correct information they hear.
- Play the audio. Ask the children to say what information they circled.
- Play the audio again and tell the children to say Stop! when they hear the information. Ask the questions on the audio, e.g. How often do they see him? and elicit answers.

Audioscript

Adult: Flo, tell me about Grandpa Bill. Where does

he live?

Flo: He lives on a farm.

Adult: How often do you see him?

Flo: We visit him once a week, on Sundays.

Adult: And what do you do together?

Flo: Grandpa Bill loves telling stories. We always say, 'Tell us a story Grandpa, please?'

Adult: How many grandchildren has he got?

Flo: Me and my two brothers, my sister, that's four, and my five cousins. So four and five

make nine. He's got nine grandchildren.

Adult: Does he play a musical instrument?

Flo: Yes, he plays the piano.

Adult: Ella, tell me about Grandpa Bob. Where does

he live?

Ella: He lives in a flat, next to our house.

Adult: How often do you see him?

Ella: I see him every day. We always have dinner

together.

Adult: And what do you do together?

Ella: Grandpa Bob loves painting pictures.

Sometimes we paint together.

Adult: How many grandchildren has he got?

Ella: Four: me and Flo and Luke and Charlie.

Adult: Does he play a musical instrument?

Ella: Yes, he plaus the trumpet.

Answers: Grandpa Bill: on a farm, once a week, tell stories, 9, piano; Grandpa Bob: in a flat, every day, paint pictures, 4, trumpet

3 Ask and answer questions about your grandpa or grandma. Be a star!

- Have volunteers read out the questions. Tell the children to use these when they talk to their friend.
 Tell them that if they don't have a grandma or grandpa they can make their answers up.
- The children work in pairs and talk to each other.
 Monitor and help as necessary.
- Ask some pairs to tell the class what they said.

Teaching star!

Extension

- If you feel more speaking practice is needed, have the children repeat a speaking activity with a different focus.
- Have the children repeat Activity 3, but to ask questions about an aunt or an uncle.

Cooler: Can you remember?

 Tell the children to close their books. Ask questions about Grandpa Bill and Grandpa Bob and have the children raise their hands to answer.



Workbook page 53

tesson 6 Language builde	3 B
Match the questions and answ	wers about Grandpa Bill.
1 Where does he live?	a He's got nine grandchildren.
2 How often do you see him?	b He toves telling us stories.
3 What do you do together?	Yes, he plays the plane.
4 How many grandchildren	d He lives on a farm.
has he got?	e We visit once a week.
5 Does he play a musical instrument?	o mo mon shape a wager
2 Write questions for the answe	rs about Grandma Nell.
1 What's her name?	
Her name is Grandma Nett.	
2	0,000
She lives in a small house by the	ne sea.
We visit every week, on Saturda	110
4	ngo.
We paint pictures and play gam	es. She's got a lot of games!
5	THE STATE OF THE S
Yes, she plays the violin.	
6	
She's got five grandchildren.	
	or grandma. Use the questions in Activity
to help you.	
His / Her name is	
We see him / her	
	togeth
He/She	

 Match the questions and answers about Grandpa Bill.

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

Write questions for the answers about Grandma Nell.

Answers: 1 What's her name? 2 Where does she live? 3 How often do you see her? 4 What do you do together? 5 Does she play a musical instrument? 6 How many grandchildren has she got?

Write about your grandpa or grandma. Use the questions in Activity 2 to help you.

Answers: Children's own answers.

	son 7	witting			mouse		ethall
	Make	pairs of rhyming	words.	cat	pl	ane	brother
	1 thin	violin			History	eggs	goodnight
	2 legs						Descringen
	3 fat		6	train	-		
	4 mother	-	7	house			
	5 polite		8	toll			
2	Complete	the poem with th	e rhyming	words	in Activ	rity 1.	
	_	-	and the last				
ī			The Real Property lies	1.4500		100	E.A
	Mv a	randpai	ents.			1	_
n	7 2	The state of the s	- ALLEN		100		The state of the s
	y grandpa wa						100
		grandpa was good		all.			1000
		ways travelled by trai	n.				100
	ordly ever) _						
		po is very thin.					ALC:
	kes playing) .		-				RECE)
		oesn't eat eggs ana)					
		eas a tittle fat.					100
710	ooked after)						
М	Juneau amen	elped her lather and	has mather	MI			100
M	lu orandma h						100
M (Id)	ner mouser.				
M (Id M	layed games	i) ima tives in a little hor			1110		The same of
M M M	layed games aw my grand	C. C. Company of the	190.				
M (A M (A M	layed games ow my grand n her garden	ima tives in a little hor	ise.				
M (c) N (r) M	olayed games ow my grand o her garden ly grandma is	ima tives in a little hor there is)	ise.				
M (A M (A N Or M	olayed games ow my grand o her garden ly grandma is	ma lives in a little how there is) very kind and polite.	ise.				
M (c) N (r) M	olayed games ow my grand n her garden ly grandma is olwoys says)	ma lives in a little how there is) very kind and polite.	15ē.				

Learning objectives: Write rhyming poetry

Resources: (PK) - Unit 5, Lesson 7

Warm-up: Tense swapping

 Say sentences in the present simple and have the children raise their hands to swap them into the past simple, e.g. I travel by train. = I travelled by train. I don't eat eggs. = I didn't eat eggs. She is happy. = She was happy.

1 Make pairs of rhyming words.

- Tell the children to look at the words in the cloud and match them to the words they rhyme with.
 Tell them to read them aloud so they can hear the rhumes.
- Ask What's a rhyming word for 'thin'? etc. and elicit answers.

Answers: 1 violin 2 eggs 3 cat 4 brother 5 goodnight 6 plane 7 mouse 8 basketball

2 Complete the poem with the rhyming words in Activity 1.

 Ask volunteers to read out the lines of the poem that are already there. Then read out the example.
 Tell the children to write sentences using the words in brackets and a rhyming word from Activity 1.

- The children do the activity individually. They then compare their sentences with a friend.
- Ask volunteers to read out one missing sentence each.

Answers: My grandpa was good at basketball.
My grandpa hardly ever travelled by plane.
My grandpa likes playing the violin.
My grandpa has got very long legs.
My grandma looked after her cat.
My grandma played games with her brother.
In her garden there is a mouse.
At bedtime, she always says goodnight.

3 Read the poem aloud. Does it sound good? Be a star!

- Ask eight children to stand up and read out the poem aloud, two lines each. Ask the children Does it sound good? and elicit answers.
- Have the children work in pairs and read the poem together in unison.

Teaching star! 5

Extension

- · Exploit opportunities to practise intonation.
- Assign one line of the poem to each child. Tell
 the children memorise their line. They should
 say their line slowly and rhythmically. Ask
 sixteen children with a different line to stand
 at the front of the class. They recite the poem.
 Prompt as necessary.

Cooler: Quick rhymes!

 Ask the children to close their books. Tell the children to call out a rhyme for each word you say as fast as they can. Call out the words in the cloud in Activity 1 and encourage the children to call out the rhyming words.

Prepare to write. What do the words rhyme with?	basketbatt plane	Write about your grandpa or grandma and then draw a picture of them. If you can, use rhyming words,
1 rice 2 train 3 me Complete the poem with the rhy	4 cheese 5 tootball 6 great	My grandpa / grandma
Grandma Jocks at	gr by train. (never) ther me. (always/motion) cheese. (But/not like)	
My grandparents	football (But / not) care great (inever)	
Make notes about your gran What does he / she always do? What does he / she never / hardly ever do?	ndpa or grandma.	Read and check what you wrote in Activity 4.
What does he / she like? What doesn't he / she like?		Ask yourself: Did I use any rhyming words?
What is he / she good at? What isn't he / she good at?		Did I use the correct punctuation? Did I use the correct spelling? Did I write neatty?
What do you like doing with your grandpa / grandma? What's he / she like?		The Latte Boards

Prepare to write

1 What do the words rhyme with?

- The children match the words that rhyme and write the ones from the cloud.
- . If done in class, read out the words in the cloud.
- Have the children complete the activity individually.
- Ask pairs of children to read out the rhyming words.

Answers: 1 nice 2 plane 3 tea 4 bees 5 basketball 6 wait

2 Complete the poem with the rhyming words from Activity 1.

- The children complete the sentences using the words in brackets and a rhyming word from Activity 1.
- If done in class, have a child read out the example.
- · Ask volunteers to read out their poem.

Answers: 1 She's always very nice. 2 She never travels by plane. 3 She always makes me tea. 4 But he doesn't like bees. 5 But he isn't good at basketball. 6 They never make me wait.

3 Make notes about your grandpa or grandma.

- The children make notes for their grandpa or grandma. They can make up details if they don't have grandparents.
- If done in class, read out the questions and have a volunteer suggest an answer for the first one.
- · Have the children complete the activity individually.
- · Ask volunteers to read out their ideas.

Answers: Children's own answers.

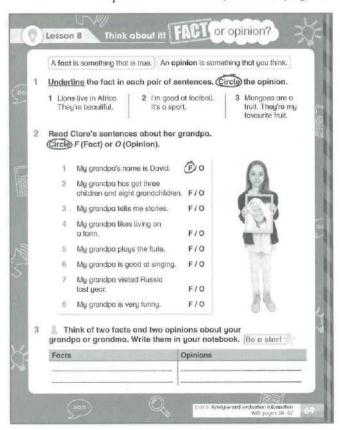
Ready to write

- Write about your grandpa or grandma and then draw a picture of them. If you can, use rhyming words.
- If done in class, explain to the children that they should use their notes in Activity 3 on page 54 to write a poem about their grandpa or grandma.
- Have the children complete the activity individually.
- · Have the children read out their work to the class.

5 Read and check what you wrote in Activity 4.

· The children check their work and tick the boxes.





Learning objectives: Analyse and evaluate information

Additional vocabulary: fact, opinion

Resources: PK - Unit 5, Lesson 8; TRC - TG - Unit

Materials: Two pieces of card for posters

Warm-up: First letters

 Write the initial letters of the new family words on the board and lines for the letters. Have volunteers complete the words: daughter, granddaughter, grandson, husband, son, wife.

Underline the fact in each pair of sentences. Circle the opinion.

- Say to the children This is the classroom. It's a beautiful classroom. Ask Is this the classroom? and elicit Yes. Ask Is it beautiful? and elicit answers. Tell the children in L1 that what you think about the classroom is your opinion.
- Read out the definitions of fact and opinion to the children. Then ask volunteers to read out the pairs of sentences. Explain any new words.
- Tell children to complete the activity individually.
 Then read out the sentences again and have the children call out fact or opinion.

Answers: 1 fact = Lions live in Africa. opinion = They're beautiful. 2 opinion = I'm good at football. fact = It's a sport. 3 fact = Mangoes are a fruit. opinion = They're my favourite fruit.

2 Read Clare's sentences about her grandpa. Circle F (Fact) or O (Opinion).

- Tell the children to read what Clare has written about her grandpa. Explain to the children what they should do.
- The children do the activity individually. Then they
 compare answers with a friend. Have one child read
 out the sentence and another say fact or opinion.

Answers: 1 F 2 F 3 F 4 O 5 F 6 O 7 F 8 O

Think of two facts and two opinions about your grandpa or grandma. Write them in your notebook. Be a star!

- Have a volunteer suggest one fact and one opinion about a grandpa or grandma.
- The children open their notebooks and write two facts and two opinions about their grandpa or grandma. They can make up facts and opinions if they do not have grandparents.

Answers: Children's own answers.

Teaching star!

Arts and crafts

- Mini-class projects encourage class cooperation and speaking opportunities.
- Make two class posters. Divide the class into two groups. Give each group a piece of paper and tell them that they are going to make a poster. Group A is Grandma and Group B is Grandpa. Each group draw a picture of a grandma or a grandpa at the top of their poster. They write a title for the poster. Then underneath they write opinions and facts in two columns. Each child should contribute something to the poster. Display the posters in the classroom.

Cooler: Fact or opinion game

- Divide the children into two teams. Tell Team A
 a fact or an opinion, e.g. Facts: It's a hot day.
 My grandpa is old. There are 20 children here.
 Opinions: Hot days are fun. Grandpa's are
 interesting. The children here are funny. The
 children in the team say fact or opinion. If they
 are correct, they get a point. Then do the same
 for Team B. The team with the most points at the
 end wins.
- You can also use sentences from the lesson.

Read the story. Choose a word from the box. Write the correct word	boot dance fun knife mum rain
next to numbers 1-5. There is one example.	1 wife 4 flute
Flo and Ella's Grandpa Bob tives in a next to their house. They see him every day. They always 1 dinner together.	2 son 5 Spoin
Grandpa Bob loves ² pictures. He plays the ³	3 drum 6 France
He is very good. The children like to listen to him play. He loves his four	
4 and he often 5 Charlie.	Complete the answers. Use words from the box.
	did didn't didn't work studied travelled
	1 Anna: Did you see your grandpo yesterday?
	Maria: Yes, I I see him every day.
denoting pointing flat trumpet	2 Anna: Did he study in Spain?
dancing painting flat trumpet	Maria: Yes, hein Spain for two years.
	3 Anna: Did he travel a lot?
	Maria: Yes, hethe world.
	4 Anna: What about your grandmo? Did she travel a tot? Maria: No, she Stie didn't travel much.
travel looks after grandchildren egt	5 Maria: Did your grandpo work in China?
	Anna: No, he in China. He studied in China,
Now choose the best name for the story. Tick () one box.	■ 1 What I can do!
My grandpa Grandpa Bob Painting pictures	1 Put α tick (√) or a cross (∞).
Write words.	name family and musical instruments notice and use rhyme
1 Name three people in a famility.	sing the song Grandpa's song use the past simple of
2 Name three musical instruments.	spell words with all and ay regular verbs
3 Name three things you can dress up as	write a poem
* NEW CONTROL OF THE	2 In this unit,
4 Write three verbs ending in -ed.	1 My favourite part was
5 Write three words with oi.	2was a little difficult
6 Write three words ending with ay.	3was interesting

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity helps prepare the children for Part 3 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the story, look at the pictures and words, and then write words from the box to complete the story.
- If done in class, ask a volunteer to read out the example sentence.
- Have the children complete the activity individually. Then have volunteers read out a sentence each.

Answers: 1 eat 2 painting 3 trumpet 4 grandchildren 5 looks after

Now choose the best name for the story. Tick (\checkmark) one box.

 The children read the three names and choose the best one.

Answer: Grandpa Bob

2 Write words.

Answers: Children's own answers.

3 Find words in the box which rhyme.

Answers: 1 knife 2 fun 3 mum 4 boot 5 rain 6 dance

4 Complete the answers. Use words from the box.

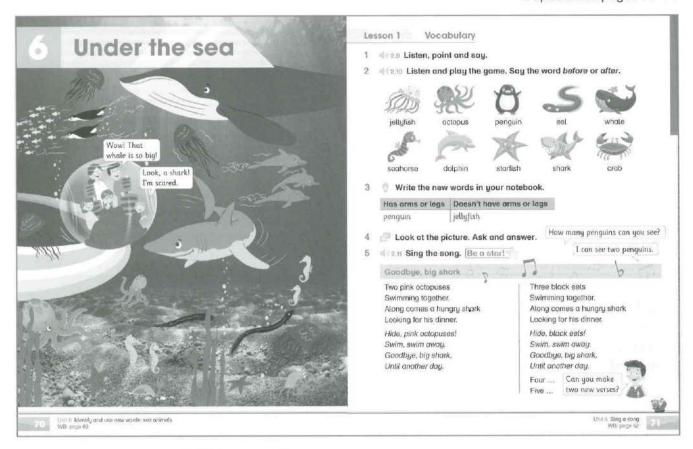
Answers: 1 did 2 studied 3 travelled 4 didn't 5 didn't work

Under the sea

Lesson 1

Vocabulary

Pupil's Book pages 70-71



Learning objectives: Identify and use new words: sea animals; Sing a song

Vocabulary: crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

Resources: PK - Unit 6; Lesson 1, Flashcards; TRC - Downloadable flashcards, Vocabulary 1 worksheet; PPK - Vocabulary activities; review Unit 6 song, Flashcards; PRC - Review audio tracks 2.9–2.11

Materials: Class Audio CD2

Warm-up: Categories

- Write these three headings on the board in large circles: Family, Musical instruments, Food.
- Call out different words from Units 4 and 5. Have volunteers raise their hands to come to the board and write each word in the correct circle.

1 📢 1) 2.9 Listen, point and say.

- The children look at page 70. Ask Who can you see? (Flo, Ella, Luke, Charlie, Aunt Daisy) Where are they? (under the sea) What are they doing? (looking at sea animals)
- The children look at page 71. Play the audio. The children listen and point.
- Play the audio again. The children repeat each item.

2 (1) 2.10 Listen and play the game. Say the word before or after.

- Have the children listen to the first example on the audio.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: jellyfish

Child: Before octopus!

Teacher: eel

Child: Before whale, after penguin!

Teacher: Now you. 1 starfish 2 whale 3 dolphin

4 penguin 5 shark

Answers: 1 Before shark, after dolphin, 2 Before seahorse, after eel. 3 Before starfish, after seahorse. 4 Before eel, after octopus. 5 Before crab, after

Teaching star!

Extension

- You can use the flashcards to introduce the new vocabulary.
- Hold up each flashcard one at a time and call out the word. Have the children repeat. Stick each flashcard on the board. Then call out the words one at a time in random order and have volunteers go to the board and point to the correct flashcard.

Write the new words in your notebook.

- · Draw an octopus and an eel on the board. Point to them and ask Which animal has arms or legs? (the octopus) Which animal doesn't have arms or leas? (the eel)
- · Have the children copy and fill in the table into their notebooks.
- Copy the table onto the board and have volunteers fill it in.

Answers: Has arms or legs: octopus, penguin, starfish, crab Doesn't have arms or legs: jellufish, eel, whale, seahorse, dolphin, shark

Look at the picture. Ask and answer.

- Ask the class the example question and have a volunteer read out the answer. Tell the children to find the two penguins in the big picture on page 70.
- Divide the class into pairs and have them take turns asking and answering.

5 (1) 2.11 Sing the song. Be a star!

- · Make sure the children can't see the words of the song. Every time they hear shark, they snap their hands together like shark jaws.
- · Play the audio. If the children don't snap their hands at the word shark, snap yours.
- · Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).

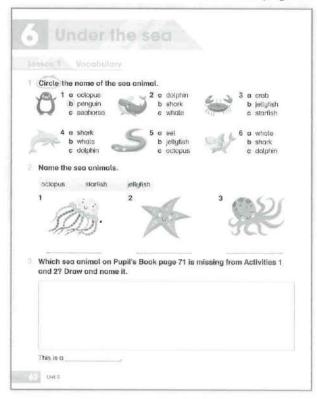
- · Ask the children to suggest sea animals for two more verses. You could have a class vote for the two most popular sea animals.
- · Finally, the children listen and sing. They sing the extra two verses with their own choice of sea animals.

Cooler: One verse each

Divide the class into four groups. Assign one verse of the song to each group. Play the song one more time, and each group performs their verse.



Workbook page 62



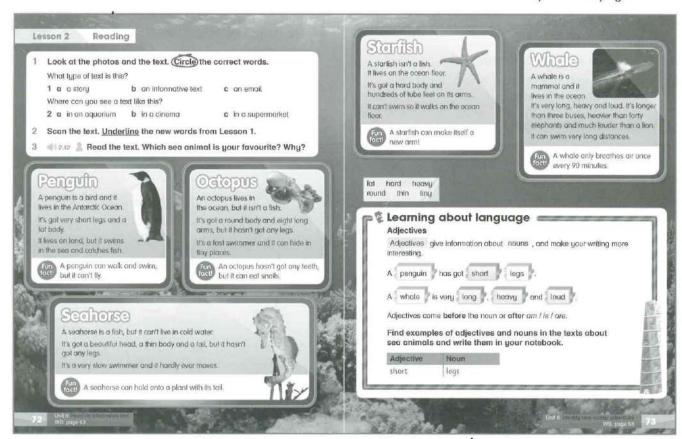
Circle the name of the sea animal.

Name the sea animals.

Answers: 1 jellyfish 2 starfish 3 octopus

3 Which sea animal on Pupil's Book page 71 is missing from Activities 1 and 2? Draw and name it.

Answers: seahorse Children's own drawings.



Learning objectives: Read an informative text; Identify new words: adjectives

Vocabulary: fat, hard, heavy, round, thin, tiny

Additional vocabulary: mammal

Resources: PK - Unit 6, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio track 2.12

Materials: Class Audio CD2

Warm-up: Memory game

- Tell the children to work in pairs. Give them one minute to remember the ten sea animals from Lesson 1. Ask each pair to call out one sea animal and write them on the board (crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale).
- Have volunteers draw each sea animal under the words.

Vocabulary

- Teach fat and thin with drawing of a fat cat and a thin cat. Say This cat is fat / thin. and have the children repeat.
- Teach hard, heavy, round and tiny with objects in the classroom. Knock on the board and say The board is hard. Try to lift a table and say The table is heavy. Draw a circle on the board and say The circle is round. Show the children a small pencil and say This pencil isn't big. It's tinu. Have the children repeat the sentences each time.
- Write the adjectives on the board, point to each item, say the word and have the children repeat again. Then repeat the sentences but leave a pause for the adjective and elicit the word from the children.

Look at the photos and the text. Circle the correct words.

- Refer the children to the texts on pages 72–73. Tell them to look at the photos and the texts. Read out the instructions and questions.
- Have the children answer the questions in pairs.
- · Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 b - an informative text 2 a - in an aquarium

Scan the text. Underline the new words from Lesson 1.

- · Remind the children what scan means and tell them they have one minute to find all the new words.
- · Children raise their hands to suggest answers. Ask for class agreement.

Answers: penguin, octopus, seahorse, starfish, whale (all three times).

3 📢)) 2.12 🛣 Read the text. Which sea animal is your favourite? Why?

- · Play the audio and have the children follow in their books.
- · Allow the children time to re-read the texts quietly. Ask Can the starfish swim? Which animal swims the fastest? Is the whale a fish or a mammal? and elicit answers. Explain mammal in L1 if necessary.
- · Ask the children Which sea animal is your favourite? Elicit answers, e.g. The whale is my favourite because it's big.
- The children talk about their favourite sea animals in pairs.
- · Have a show of hands for each sea animal and count which one is most popular.

Teaching star!

Group work

- You can check comprehension by asking the children to create questions for the class.
- Have the children work in five groups. Assign a sea animal to each group. Have each group create a question on the fun fact for their sea animal. Then give the children one minute to read the fun facts. Tell them to turn over their books. Each group asks their question. Can the other groups answer?

Learning about language

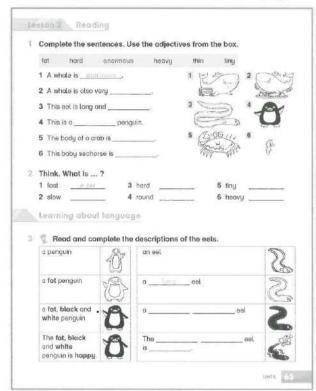
- · Read out the Learning about language box to the children. Ask the children What colour blocks are the adjectives / nouns in? and elicit green / uellow.
- · Have the children read the texts and look for adjectives and nouns. They copy the table into their notebooks and work individually.
- . Then have volunteers write the answers on the

Answers: Adjective: short, beautiful, cold, fast, fat, hard, heavier, heavy, long, longer, loud, louder, new, round, slow, thin, tiny, tube Noun: air, Antarctic Ocean, arm(s), bird, body, buses, distances, elephants, feet, fish, floor, head, land, legs, lion, mammal, minutes, ocean, octopus, penguin, places, plant, sea, snails, starfish, swimmer, tail, teeth, water

Cooler: Draw and guess

- Ask a child to draw part of a sea animal from this lesson on the board. The class have to guess what it is. The child keeps adding to the drawing until the class guesses correctly.
- Repeat with other children.

Workbook page 63



Complete the sentences. Use the adjectives from the box.

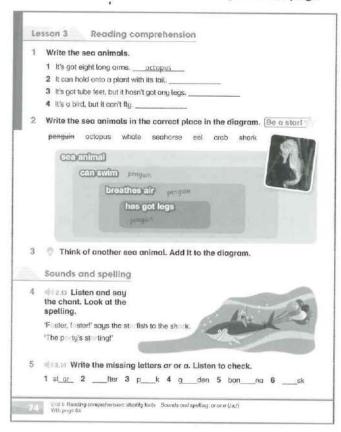
Answers: 1 enormous 2 heavy 3 thin 4 fat 5 hard 6 tinu

Think. What is ...?

Answers: Children's own answers.

Read and complete the descriptions of the eels.

Answers: long; long black; long black, scared



Learning objectives: Reading comprehension: identify facts; Sounds and spelling: *ar* or *a* (/a:/)

Vocabulary: after, ask, banana, faster, garden, park, party, star, starting

Resources: (PK) - Unit 6, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 2.13—2.14

Materials: Class Audio CD2

Warm-up: What's the animal?

- Describe a penguin: It swims around in the sea.
 It isn't a fish. It can walk. It can swim. It's a bird. It can't fly.
- Have the children raise their hands to say what the sea animal is.

Write the sea animals.

- Ask the children to recall the sea animals they have learned about so far in this unit. Have volunteers call out one sea animal each.
- Read out the first description and have a volunteer say the sea animal and do a drawing on the board. Then have the children finish the activity individually. Ask pairs to read out the descriptions and answers and other volunteers do drawings.

Answers: 1 octopus 2 seahorse 3 starfish 4 penguin

Write the sea animals in the correct place in the diagram. Be a star!

- Have the children look at the diagram and think about what the sea animals in the box can do.
- The children do this individually and then compare answers with a friend.
- Draw the diagram on the board and have volunteers fill in the answers.

Answers: can swim: penguin, octopus, whale, seahorse, eel, crab, shark breathes air: penguin, whale has got legs: penguin, crab

3 Think of another sea animal. Add it to the diagram.

 The children think of a sea animal that is missing and add it to the diagram.

Suggested answers: dolphin (can swim, breathes air), jellyfish (can swim), starfish (breathes air)

4 (1) 2.13 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (a starfish riding a shark).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/a:/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: 'Faster, faster!' says the starfish to the

shark. The party's ...

Children: starting

Teacher: 'Faster! ...' says the starfish to the shark.

The party's starting.

Children: faster

Teacher: 'Faster, faster!' says the starfish The

party's starting.

Children: to the shark

Teacher: 'Faster, faster!' says ... the shark. The

party's starting.

Children: the starfish to

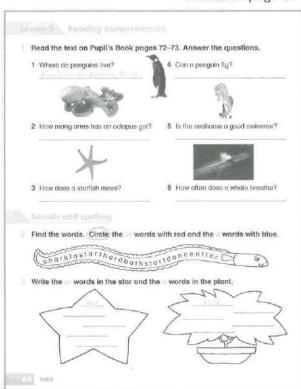
5 (1) 2.14 Write the missing letters ar or a. Listen to check.

- · Elicit all the words from the children by inserting the sound /a:/.
- The children now complete the words with ar or a.
- · While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- · Play the audio for the children to check their answers.

Answers: 1 star 2 after 3 park 4 garden 5 banana

 Have the children scan the texts in Lesson 2 and find other words that are pronounced this wau: Antarctic, can't, fast, plant, hard.

Workbook page 64



Game

Pronunciation games allow the children to practise more white having fun.

Teaching star!

- Play Bingo using the following words faster, starfish, start, party, shark, banana, park, garden, ask, after.
- See the Games Bank (pages 14-17) for how to play this game.

Cooler: Which sea animal?

- Ask the children to think of a sea animal (e.g. a starfish) and tell their friend about it (e.g. It can't swim. It can breathe air. It has five arms). Their friend guesses the sea animal.
- Then pairs swap roles.

1 Read the text on Pupil's Book pages 72-73. Answer the questions.

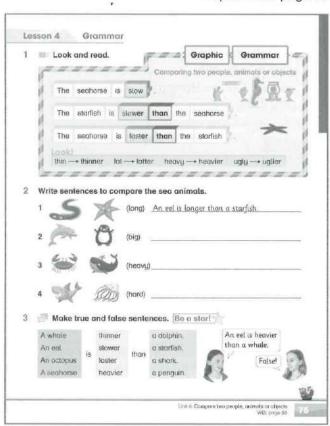
Answers: 1 They live in the Antarctic Ocean. 2 It's got eight arms. 3 It walks on the ocean floor. 4 No, it can't. 5 No, it isn't. 6 It breathes once every 90 minutes.

2 Find the words. Circle the ar words with red and the a words with blue.

Answers: Red (ar): shark, art, hard, start Blue (a): fast, bath, dance, after

Write the ar words in the star and the a words in the plant.

Answers: Star (ar): star, shark, art, hard, start Plant (a): plant, fast, bath, dance, after



Learning objectives: Compare two people, animals or objects

Grammar: Comparing two people, animals or objects

Resources: (PK) - Unit 6, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PRC) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: Think of words with ar or a

- Write ar on the left side of the board and a on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /a:/ sound.

1 Look and read.

- If you don't have access to the class video, draw
 a fat cat and a thin cat on the board. Point to the
 fat cat and say This cat is fat. This cat is fatter than
 the thin cat. Point to the thin cat and say This cat is
 thin. This cat is thinner than the fat cat. Explain in
 L1 that you are comparing the cats.
- Refer the children to the pictures in Activity 1 and ask what they can see.
- Read out the sentences one at a time. Ask the children What do we add to the word when we compare? Elicit —er. What word do we add after? Elicit than.

- Ask the children which colour blocks the adjective is in (green) and what colour block the word than is in (dark pink).
- Read out the sentences again and have the children repeat.
- Refer the children to the spelling rules in the Look! box.
- Read out the adjectives and have the children repeat.
- If you have access to the class video, present the comparison with the fat and thin cat as above. Then tell the children to watch the video and think about what letters we add to the adjective to compare things and what words we add after the adjective.
- Play the video. Ask the children for feedback.
- Refer the children to the spelling rules in the Look! box.
- Play the video again, and have the children repeat the sentences and the adjectives.

Write sentences to compare the sea animals.

- Ask the children What's the first / second sea animal? and elicit An eel / A starfish. Ask Which one is longer? and elicit The eel. Read the example sentence to the children.
- Have the children do the activity individually. Then ask volunteers to read out their sentences. Write the correct adjectives with than on the board.

Answers: 1 An eel is longer than a starfish.
2 A dolphin is bigger than a penguin. 3 A whale is heavier than a crab. 4 A shark is harder than a jellyfish.

3 Make true and false sentences.

Be a star!

- Ask a volunteer to read out the example.
- Have the children work in pairs and take turns to say sentences and answer *True* or *False*.
- Have some children tell the class their sentences.

Teaching star! 5

Personalising

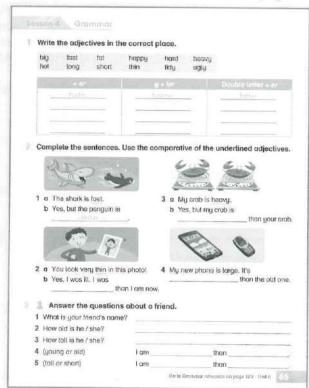
- Adapt an activity to the children's own experience so they can use the language in relation to themselves.
- Ask volunteers to say sentences about themselves using comparative adjectives.
 Suggest adjectives they can use: older, younger, taller, shorter, faster, slower. The volunteer thinks of a sentence and the class vote True or False.
 Then the volunteer reveals the truth.

Cooler: Can you spell?

Write these adjectives on the board and have volunteers add to or change them to write the comparative forms: big, heavy, thin, fat, ugly, slow, long, small, hard, happy.



Workbook page 65



Grammar reference:

Remind the children that they can refer to the Grammar reference on page 123 while completing these Workbook activities.

Write the adjectives in the correct place.

+ er	y + ier	Double letter + er
faster	heavier	fatter
harder	happier	bigger
longer	tidier	hotter
shorter	uglier	thinner

Complete the sentences. Use the comparative of the underlined adjectives.

Answers: 1 faster 2 thinner 3 heavier 4 larger

Answer the questions about a friend.

Answers: Children's own answers.

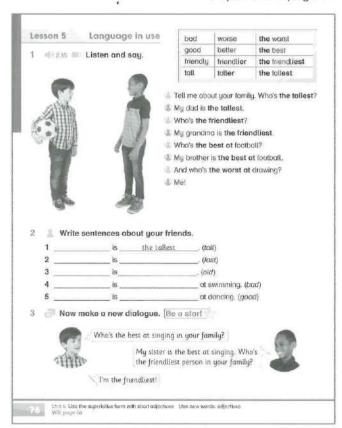
Grammar reference (page 123)

Think about someone you know. Write sentences with comparative adjectives.

Answers: Children's own answers.

Language in use

Pupil's Book page 76



Learning objectives: Use the superlative form with short adjectives; Use new words: adjectives

Vocabulary: bad, worse, the worst; friendly, friendlier, the friendliest; good, better, the best; tall, taller, the tallest

Resources: (PK) - Unit 6, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.15 and Language in use video

Materials: Class Audio CD2

Warm-up: True or False

 Say sentences about sea animals and have the children call out True or False: e.g. Whales are bigger than penguins. Eels are longer than seahorses. Sharks are smaller than crabs. Crabs are bigger than whales. Dolphins are smaller than jellyfish.

1 (1) 2.15 (Listen and say.

 If you don't have access to the class video, teach the superlative form with good, better and the best.
 Write three grades on the board: A, A- and B+. Say Grade B+ is a good grade. Grade A- is better than B+. Grade A is the best.

- Say the sentences again and have the children repeat. Ask What's the best grade? And elicit A. What's the worst grade? and elicit B+.
- Read through the table and have the children repeat the words. Explain the concept of the superlative in L1 if necessary.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the box.
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the superlative forms. Ask the children What do we do to tall? and elicit add -est. What do we do to friendly? Elicit remove y and add -iest. Ask How about good and bad? and help the children work out that these words change completely.
- Ask What word do we add before these adjectives? and elicit the.
- Divide the class into two, and have the children act out the dialogue with each half taking one role.
 Then change roles.

If you have access to the class video, follow the above procedure with the video.

Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Write sentences about your friends.

- Have a child read out the example and suggest a friend.
- Have the children complete the sentences individually. Then they read their sentences with a friend.
- Ask some children to read out their sentences.
 Have volunteers write the correct superlative forms of the adjectives on the board.

Answers: Children's own answers.

1 the tallest 2 the fastest 3 the oldest 4 the worst 5 the best

Teaching star!

Mixed ability

- Plan ahead for early finishers so they have something to do.
- If some children finish Activity 2 quickly, write these adjectives on the board and tell them to think of some more sentences while they wait for their classmates to finish: happy, loud, friendly.

3 🗐 Now make a new dialogue.

Be a star!

- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Workbook page 66

Look. Then comp			
fast + faster			
nice - nicer			
heavy - heavi	er - the heaviest		
young		OH	the
clever	cleve	orer	the
hoppy	hopp	oier	the
friendly			the
good	bett	er	the
bad			the word
Charles and the second	tiy – he's	100000000000000000000000000000000000000	e school.
4 The music on thi	iliy – he'ss CD is good. It's	boy in th	e school.
4 The music on thi	iliy – he'ss CD is good. It's	boy in th	e school.
4 The music on this Write sentences	s CD is good, It's good the pictures,	Abby is Benly is	e school. 2D I've got. the fattest

Grammar reference:

Remind the children that they can refer to the *Grammar* reference on page 123 while completing these Workbook activities.

Cooler: Table fillers

 Tell the children to look at the table at the top of page 76 of their Pupil's Books for one minute.
 Then they close their books. Draw the table on the board and fill in one word for each adjective.
 Have volunteers fill in the missing words.

1 Look. Then complete the table.

young	younger	the youngest
clever	cleverer	the cleverest
happy friendly	happier friendlier	the happiest
good	better	the best
bad	worse	the worst

2 Complete the sentences.

Answers: 1 the cleverest 2 the youngest 3 the friendliest 4 the best

3 Write sentences about the pictures.

Answers: 1 Abby is the fattest. Benjy is the thinnest. 2 Roy is the shortest. Silvia is the tallest. 3 House A is the biggest. House B is the smallest.

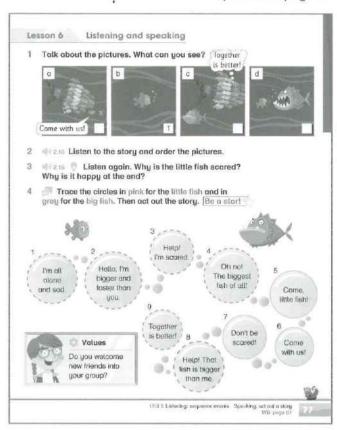
Grammar reference (page 123)

Write two more questions. Answer the questions.

Answers: Children's own answers.

Listening and speaking

Pupil's Book page 77



Learning objectives: Listening: sequence events; Speaking: act out a story

Additional vocabulary: together, waited, watched

Resources: PK - Unit 6, Lesson 6; PRC - Review audio track 2.16

Materials: Class Audio CD2; (optional) coloured pencils

Warm-up: Opposites

- Call out these comparative adjectives and have the children raise their hands to say the opposite word: bigger (smaller), longer (shorter), fatter (thinner), faster (slower) happier (sadder).
- Repeat but say the adjectives in the superlative, e.g. the biggest (the smallest).

1 Talk about the pictures. What can you see?

- Tell the children to look at the pictures and think about what they can see. They work in pairs and take turns to describe a picture.
- Have volunteers say what they can see in the pictures. Prompt with questions if necessary: What colour is the small / big fish? What shape do the small fish make together?

2 (1) 2.16 Listen to the story and order the pictures.

- Tell the children to look at the pictures and listen to the story to see which order they are in.
- Play the audio. Ask the children to say the order of the pictures.
- Play the audio again and tell the children to point to the correct pictures while they listen.

Audioscript

A little pink fish was all alone in the big sea. There were no jellyfish, no starfish and no octopuses. The little pink fish was sad. It waited and it watched.

'Oh look! Here comes a fish.' The fish was big and grey. It was bigger and fatter and longer and faster than the little pink fish. The little pink fish was scared.

'Oh look! Here comes another fish.' The fish was blue, green, yellow, orange, purple and red. It was the biggest fish of all! The little pink fish was very scared. 'But look again, little fish.' It wasn't one big fish. It was lots of little fish, all different colours.

'Hey little pink fish, don't be scared,' said a little blue fish. 'Come with us!'

Now the little pink fish is happy. It always swims with its new friends and it's never scared. 'Together is better!' thinks the little pink fish.

Answers: a3b1c4d2

3 (1) 2.16 Listen again. Why is the little fish scared? Why is it happy at the end?

 Read out the questions to the children. Tell them to listen again so they can answer these questions.

- Play the audio again. The children work in pairs and talk to each other about the questions for a moment.
- Ask the class the questions again and have the children raise hands to offer answers. Ask for class agreement.

Answers: It is scared because it thinks the big fish is going to eat it. It is happy because the other little fish ask it to come with them.

4 Trace the circles in pink for the little fish and in grey for the big fish. Then act out the story. Be a star!

- · Have volunteers read out the bubbles.
- The children work in pairs and read the bubbles again. They decide what colour to circle the bubbles. If they do not have colours, they can label the bubbles LF (little fish) and BF (big fish). Then call out the numbers and have the children say pink or grey.

- Divide the children into groups of three. Assign the roles grey fish, pink fish, biggest fish to the children. They read out the dialogue in their groups.
- Have each group act out the dialogue to the class.
 They can read the roles from their books.

Answers: Pink (little fish): Bubbles 1, 3, 4, 9 Grey (big fish): Bubbles 2, 8

Teaching star!

Group work

- Assign a prompter for acting out activities so the children do not need their books.
- Tell the children to learn their parts as well as they can, but not to worry too much because another child will be there with the book to help out. Have each group stand at the front without their books. Ask a child from another group to have their book open. The children act out the story. If they forget their lines, the prompter helps them remember.

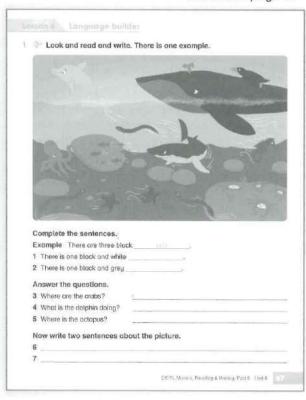
Values 🏩

- · Refer the children to the Values box.
- Ask one child to read out the question. Ask the children to discuss how they welcome new children.
- You could ask additional questions: Were you ever new to a school? How do new children feel? What can you do to make a new friend feel welcome?

Cooler: What's wrong?

 Tell the children to place their Pupil's Books face down. Say incorrect sentences about the story and have the children call out the correct version, e.g. The big fish was pink. The little fish was grey. The little fish was happy and alone.

Workbook page 67



Look and read and write. There is one example.

This activity helps prepare the children for Part 6 of the Reading and Writing of the Cambridge English: Movers test.

- The children look at the picture. They complete the sentences, answer the questions and then write two sentences about the picture.
- If done in class, ask the children to say what they can see in the picture. Then explain to them what they have to do.
- Have the children complete the activity individually. Then have volunteers read out the complete sentences, the correct answers and then their sentences about the picture.

Answers: 1 shark 2 whale 3 They are on a rock. 4 It's jumping out of the water. 5 It's next to a rock. 6 Children's own answers. 7 Children's own answers.

	Read about the penguin on page 72 Answer the questions.	Use and to give
1	How many sentences are there?fo	additional information.
2	2 How many ideas are there in each sentence?	Use but to give contrasting information.
3	How many times can you find the word and:but:	ds and and but?
2 F	Read the notes about an eel. Compl	lete the text with and or but.
	An eel	An eel
	long, thin	An eet is tong 1 and thin. It can
	can swim, can't walk	swim, 2 it can't walk. It eats
	ears small fish, small crabs, doesn't eat	small fish 3 small crabs,
	octopuses	it doesn't eat actopuses.
3 1	Read the notes and write a text abo	ut an octopus. [Be a star!
		An octopus
	An octopus	An octopus has a
	round body, eight long arms, no teeth	
	fast swimmer,	
	can hide in small spaces	- n-mm
	eats crabs, sometimes snails	

Learning objectives: Write an informative text from

Resources: (PK) - Unit 6, Lesson 7

Warm-up: First letters

Write the first letters of the sea animals on the board. Have volunteers complete the words. crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

Read about the penguin on page 72 again. Answer the questions.

- · Have the children read through the questions first. Then tell them to look back at the text about a penguin on page 72 and to count the sentences to confirm the example answer.
- Have the children complete the activity individually. Then ask the questions and have volunteers answer. Ask What are the two ideas in sentence 1? and elicit The penguin is a bird, it lives in the Antarctic Ocean.

Answers: 1 four 2 sentences 1, 2 and 4 = two ideas; sentence 3 = three ideas 3 and = four times, but = twice

2 Read the notes about an eel. Complete the text with and or but.

- · Ask the children to read the notes. Ask some questions, e.g. Is it long? Can it walk? Does it eat octopuses? and elicit answers.
- The children do the activity individually. Then ask volunteers to read a sentence each.

Answers: 1 and 2 but 3 and 4 but

Read the notes and write a text about an octopus. Be a star!

- · After the children read the notes, ask How many arms / teeth has it got? Is it a slow swimmer? Where does it hide? What does it eat? and elicit
- The children do the activity individually. Monitor and help as necessary. Then have volunteers read out one sentence each. Write the text on the board after each sentence.

Answer: An octopus has a round body and eight long arms but it hasn't got any teeth. It's a fast swimmer and it can hide in small spaces. It eats crabs, but it sometimes eats snails too.

Cooler: Twenty questions

Ask a child to think of a sea animal, but not say which one yet. Ask the child a yes / no question, e.g. Can it walk? Has it got long arms? Then have volunteers ask questions to find out what the sea animal is. They can ask a maximum of twenty questions.

	3 Compare sharks and dolphins.
or but.	old long heavy fost
it isn't a tish.	1 Sharks aredata share dotphins.
a long neck.	2 Sharks are dolphins.
a toil	3 Dolphins are sharks.
heavy it can swim	4 Sharks are dolphins.
sentences.	4 Now write a paragraph to compare sharks and dolphins. Use and or but to join ideas. Sharks and dolphins an fish, and thacks also eat small whater
Sharks	and other sharks. Sharks not along but
eat: fish, dolphins, small whales, other sharks – eat alone some don't eat meat live: in the ocean size: 4.6 metres long heavy: 200 kilograms fast: 60 kilometres per hour sharks are meat	
They eat fish, dolphins	
Sharks eat . Almost all	5 Read and check what you wrote in Activities 3 and 4. Ask yourself:
sharks don't eat sharks five They're 4.6 metres and 200 kilograms They can at 60 kilometres per hour.	Did I use and and but to join ideas? Did I use comparatives to compare sea animals? Did I use the correct punctuation? Did I write neatly?
	eat: fish, dolphins, small whales, other sharks eat clone size: 4.6 metres long heavy: 200 kilograms fast: 60 kilometres per hour sharks are meat eaters in the ocean. They eat fish, dolphins meat eaters in the ocean. They eat fish, dolphins sharks are some sharks are at eaters in the ocean. They eat fish, dolphins some sharks are some sharks are some sharks are at eaters and 200 kilograms they can at 60 kilometres

Prepare to write

1 Complete the sentences with and or but.

- The children read the sentences and complete them with and or but.
- If done in class, have a volunteer read out the example.
- The children complete the activity individually.
- · Ask volunteers to read out a sentence each.

Answers: 1 but 2 and 3 and, but 4 and, and

Read the notes and complete the sentences.

- The children read the notes and complete the sentences with the information they find.
- If done in class, tell the children to read the notes first. The children complete the activity individually.
- · Ask volunteers to read out a sentence each.

Answers: Dolphins: Dolphins eat fish. They don't eat alone. They eat in a group. Dolphins live in the ocean and some rivers. They're 2.5 metres long and 300 kilograms heavy. They can swim at 40 kilometres per hour.

Sharks: Sharks are the oldest meat eaters in the ocean. They eat fish, dolphins, small whales and other sharks. Sharks eat alone. Almost all sharks eat meat, but some sharks don't eat meat. Sharks live in the ocean. They're 4.6 metres long and 200 kilograms heavy. They can swim at 60 kilometres per hour.

Ready to write

3 Compare sharks and dolphins.

- The children use the adjectives in the box to complete the sentences that compare sharks and dolphins. They write the adjectives in the comparative form with than.
- If done in class, ask the children What do we add to an adjective to make it comparative? and elicit —er. Ask What word do we add after? and elicit than.
- The children complete the activity individually.
- Have volunteers read out the answers. Write the comparative adjectives on the board.

Answers: 1 older than 2 longer than 3 heavier than 4 faster than

4 Now write a paragraph to compare sharks and dolphins. Use and or but to join ideas.

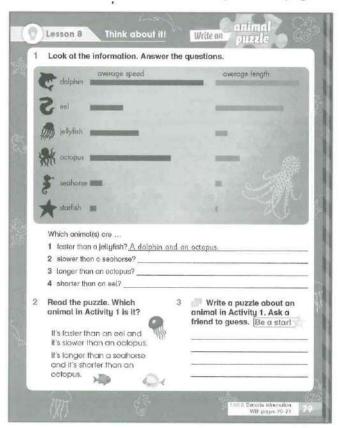
- The children write a paragraph of their own to compare the shark and the dolphin.
- Have the children complete the activity individually then read each other's paragraphs.
- Check the children's work individually.

Answers: Children's own answers

5 Read and check what you wrote in Activities 3 and 4.

. Children check their work and tick the boxes.





Learning objectives: Decode information

Additional language: average length, average

Resources: (PK) - Unit 6, Lesson 8; (TRC) - (TG) - Unit

Warm-up: Draw and guess

- Whisper the name of a sea animal in a child's ear and have the child draw it on the board. Can the other children say what it is?
- Repeat with other children.

1 Look at the information. Answer the questions.

- Tell the children to look at the information. Explain average, speed and length. Write 1-5-10 on the board. Tell the children 1 is the slowest, 10 is the fastest so 5 is the average. Say Speed is how fast we go. Length is how long we are.
- Give the children a few minutes to work out the answers. They then compare their answers in pairs.
- Have some pairs read out the questions and answers

Answers: 1 A dolphin and an octopus. 2 A starfish. 3 An eel and a dolphin. 4 A jellyfish, an octopus, a seahorse and a starfish.

2 Read the puzzle. Which animal in Activity 1 is it?

Have a volunteer read out the puzzle. Ask for suggestions from the children. Give reasons for rejecting wrong answers.

Answer: A jellyfish.

Write a puzzle about an animal in Activity 1. Ask a friend to guess.

Be a star!

- The children write their own puzzle. Give them a few minutes to do this. Then the children work in pairs and read out their puzzle to their friend.
- Ask the children for feedback. Did they solve each other's puzzles?
- Have some children read out their puzzles to the

Answers: Children's own answers.

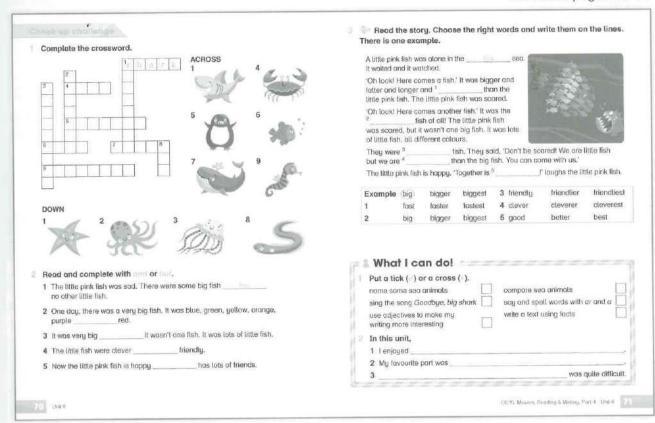
Teaching star! 5

Pairwork

- You can encourage the children to co-operate by assigning them written pairwork.
- Tell pairs to work together to write another puzzle about any of the sea animals from this unit. They then read out a sentence each to the class for the other children to solve.

Cooler: Did you know?

- Ask the children questions about the unit. Did you know that a whale isn't a fish? Did you know that an octopus doesn't have teeth? Did you know that a starfish can't swim? Did you know that a whale is heavier than forty elephants? What else didn't you know?
- Ask the children to say what they didn't know, but have now learned.



1 Complete the crossword.

Answers: ACROSS: 1 shark 4 crab 5 penguin

6 fish 7 whale 9 seahorse

DOWN: 1 starfish 2 octopus 3 jellyfish 8 eel

2 Read and complete with and or but.

Answers: 1 but 2 and 3 but 4 and 5 and

3 Read the story. Choose the right words and write them on the lines. There is one example.

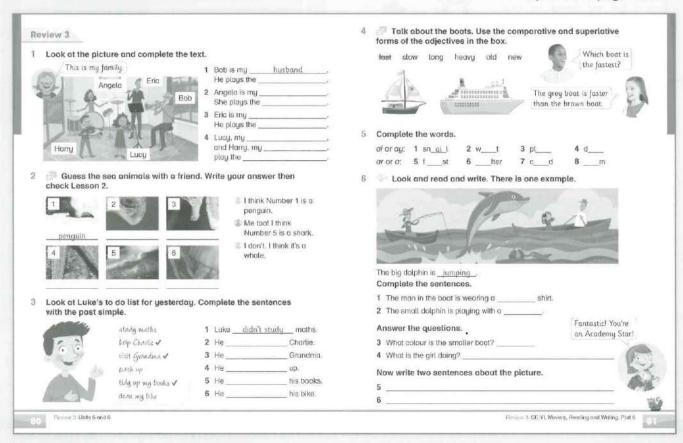
This activity helps prepare the children for Part 4 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the paragraph and complete it with words they choose.
- . If done in class, read out the example.
- Remind the children to look for key words in the sentences.
- Have the children complete the activity.

Answers: 1 faster 2 biggest 3 friendly 4 cleverer 5 better

Review

Pupil's Book pages 80-81



Learning objectives: Review Units 5 and 6, CE:YL Movers, Reading and Writing, Part 6

Resources: (PK) - Unit 6, Review 3;

TRC) - Downloadable flashcards for Units 5 and 6;

PRC) - Review audio tracks 2.3 and 2.11

Materials: Class Audio CD2

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 5 (Pupil's Book page 61), and Group 2 the song from Unit 6 (Pupil's Book page 71). Tell them to perform for the other group as if they are in a talent show.
- Have Group 1 stand up. Play the audio (CD2, track 2.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (CD2, track 2.11).

1 Look at the picture and complete the text.

- Have the children look at the picture. Ask them to raise their hands and read out the people's names and say what they are playing. Read out the example.
- The children complete the activity individually.
 Have volunteers read out the answers.

Answers: 1 husband, trumpet 2 daughter, drums 3 son, flute 4 granddaughter, grandson, violin

Guess the sea animals with a friend. Write your answer then check Lesson 2.

- Tell the children to remember the sea animal words and raise their hands to say one. Have two volunteers read out the example dialogue and ask the children if they agree.
- The children discuss in pairs what they think each sea animal is. Then they check Lesson 2. When they reach agreement, they can write the words under the pictures.
- Have volunteers write the sea animals on the board.

Answers: 1 penguin 2 octopus 3 seahorse 4 starfish 5 whale 6 jellyfish

3 Look at Luke's to do list for yesterday. Complete the sentences with the past simple.

- Ask the children Are these all regular verbs? and elicit yes. Ask What is the ending for the past simple? and elicit —ed.
- Tell the children to look at the list and see if Luke did something or not by looking at the ticks. Then they complete the sentences for yesterday. They do this alone and then compare ideas with a friend.
- Have pairs of children read out the sentences.
 Write the answers on the board for the children to check spelling.

Answers: 1 didn't study 2 helped 3 visited 4 didn't wash 5 tidied up 6 didn't clean

Talk about the boats. Use the comparative and superlative forms of the adjectives in the box.

- Write long on the board. Ask What is the comparative? and elicit longer than. Ask What is the superlative? and elicit the longest. Write these on the board, too.
- Say this example for the children: The grey boat is faster than the brown boat. The grey boat is the fastest. Ask the children Do you agree? and elicit answers.
- The children work in pairs and talk about the boats using the comparative and superlative of the adjectives in the box.
- Have some pairs tell the class two sentences.

5 Complete the words.

- Write ai or ay, ar or a on the board. Ask the children to raise their hands and suggest words that have these sounds. Write one correct suggestion under each sound.
- · Have the children complete the activity individually.
- Ask different children to read out a word each.
 Have volunteers write the answers on the board.
- Read out all the words and have the children repeat.

Answers: 1 snail 2 wait 3 play 4 day 5 fast 6 after 7 card 8 arm

Look and read and write. There is one example.

This activity helps the children prepare for Part 6 of the Reading and Writing in the Cambridge English: Movers test

- The children look at the picture. They complete the sentences, answer the questions and then write two sentences about the picture.
- If done in class, ask the children to say what they can see in the picture. Then explain to them what they have to do.
- Have the children complete the activity individually.
 Then have volunteers read out the complete sentences, the correct answers and then their sentences about the picture.

Answers: 1 white 2 ball 3 brown 4 She's taking a photo.

Suggested answers: 5 The big boat is green. 6 The woman is fishing.

Teaching star!

Game

- Revise the words from the units before the children open their books with the flashcards.
- Play a game with the flashcards from Units 5 and 6. Write Sea animals, Family and Musical instruments on the board as three headings.
 Mix all the flashcards up. Have volunteers pick a flashcard, say what it is and then stick it on the board under the correct heading.

Cooler: Well done!

- Tell the children Well done! You're an Academy Star!
- Ask the children for feedback with these questions: Which activity was the most interesting? Which words didn't you remember very well? What do you think you need to practise more? Which activity did you like / not like?

Once upon a time

Lesson 1

Vocabulary

Pupil's Book pages 82-83



Learning objectives: Identify and use new words: past simple irregular verbs; Sing a song

Vocabulary: come – came, go – went, have – had, make – made, read – read, say – said, see – saw, stand – stood, think – thought, wear – wore

Resources: PK - Unit 7, Lesson 1, Flashcards; TRC - Downloadable flashcards, Vocabulary 1 worksheet; PPK - Vocabulary activities, review Unit 7 song, Flashcards; PRC - Review audio tracks 2.17–2.19

Materials: Class Audio CD2

Warm-up: Stand up for true

 Have the children stand up or raise their hands if your sentence is true for them. Then, choose a child to come up with the next sentence (true or not), e.g. Yesterday I went to school. Choose another child with their hand up to say the next sentence.

1 📢 1) 2.17 Listen, point and say.

- The children look at the picture on page 82. Ask Where are the children? (at the library) What are they doing? (reading)
- The children look at the pictures on page 83. Say
 These words are verbs. The second verb is for
 yesterday. Play the audio. The children listen, point
 and repeat.

2 (1) 2.18 Listen and say the verbs in the past.

- Play the audio and have the children listen to the first example. Point out that it does not follow the order on the page.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answers.

Audioscript

Teacher: go, have, make Child: went, had, made Teacher: see, stand, think Child:

saw, stood, thought

Teacher: Now you. 1 say, see, stand 2 have, make,

read 3 wear, think, stand 4 have, go, come

5 think, stand, see

Answers: 1 said, saw, stood 2 had, made, read 3 wore, thought, stood 4 had, went, came 5 thought,

Teaching star!

Communicating

- Encourage the children to talk about favourite things as this helps them to personalise
- Extend the discussion about favourite stories. Ask Are you reading a book at the moment? What is it about? How many pages has it got? etc.

Look at the picture. Use the story posters to ask and answer.

- Have the children look at the picture on page 82. Read out what is on the posters.
- · Ask the class the example question and have a volunteer answer.
- Divide the class into pairs and have them take turns asking and answering questions about the stories, using the posters to make questions.

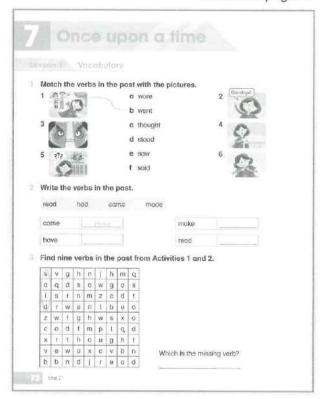
(1) 2.19 Sing the song. Be a star!

- · Make sure the children can't see the lurics of the song. Tell them to listen to the song and listen out for story titles.
- · Play the audio. Then ask Which story has a big bad wolf? and elicit the answer.
- · The children now look at the song in their books. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing. Repeat for

Answer: Red Riding Hood.

Cooler: Can you remember?

- Ask the children to close their books. Write the past forms of the verbs from Activity 2 on the board. Read them out and have the children call out the present forms. Have volunteers write the present forms on the board.
- Erase the past forms and repeat the activity.



Match the verbs in the past with the pictures.

Write the verbs in the past.

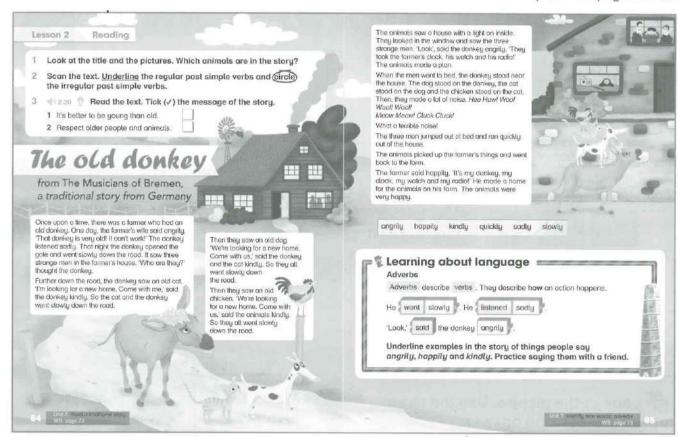
Answers: come - came, have - had, make made, read - read.

Find nine verbs in the past from Activities 1 and 2.

Answers

S	V	g	h	n	j	h	m	q,	
a	q.	d	S	а	W	g	a	s	
i	s	r	n	m	Z	С	d	t	
d	r	W	е	n	t	b	(e/	0	
Z	w	f	g	h	w	s	х	0	Manage of Contrast
С	0	d	f	m	р	l	q	\d/	
Х	r	T	/h	0	u	g	h	I	
٧	\e/	W	а	Х	С	٧	b	n	
b	b	n	(d/	j	T	е	a	d	

The missing verb is came.



Learning objectives: Read a traditional story; Identify new words: adverbs

Vocabulary: angrily, happily, kindly, quickly, sadly, slowlu

Additional vocabulary: traditional

Resources: (PK) - Unit 7, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio track 2.20

Materials: Class Audio CD2

Warm-up: Simon says

Play Simon says with some of the verbs from Lesson 1 (have a snack, make a noise, read a book, say hello, stand up, think a lot, wear a hat). See the Games Bank (pages 14-17) for how to play this game.

Vocabulary

Teach angrity, happily, kindly, quickly, sadly and slowly with the following example sentences, acting them out as you say them. Have the children repeat and copy the way you say the sentences. I'm shouting angrily! I'm smiling happily. I'm helping Grandma kindly. I'm speaking quickly. I'm crying sadly. I'm speaking slowly.

Write the adverbs on the board. Ask the children What two letters are on the end of all these words? and elicit -lu.

Look at the title and the pictures. Which animals are in the storu?

- The children look at the story on pages 84 and 85. Tell them to look at the title and the pictures. Read out the instruction and the question.
- Have the children answer the question in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

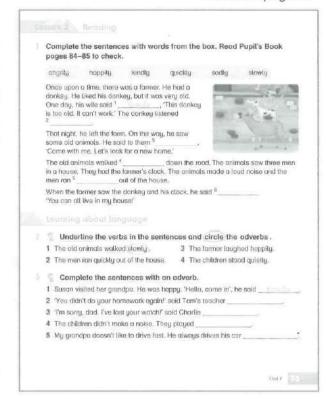
Answers: A donkey, a cat, a dog and a chicken.

- 2 Scan the text. Underline the regular past simple verbs and circle the irregular past simple verbs.
 - · Write I walked home. I saw my mum. Ask the children Which verb is past simple regular? Elicit walked. Ask What does 'walked' end with? and elicit -ed. Ask What about 'saw'? Does it end with -ed? And elicit no. Sau The verbs that don't end in -ed are irregular.
 - Give the children one minute to underline the regular past simple verbs and circle the irregular past simple verbs. Children raise their hands to suggest answers. Ask for class agreement.

Answers: Underline (regular verbs): listened, opened, looked, jumped, picked Circle (irregular verbs): was, had, said, went, saw, thought, took, made, stood, ran, were

- 3 📲) 2.20 🖫 Read the text. Tick (🗸) the message of the story.
 - · Play the audio and have the children follow in their
 - · Allow the children time to re-read the text quietly.
 - Discuss the story. Ask Were the animals young or old? Were the men good or bad? What did the animals do? Was the farmer happy? Ask the children to decide what the message of the storu is and tick their choice. Have a show of hands for each choice.

Workbook page 73



Answer: 2 Respect older people and animals.

Learning about language

- Read out the Learning about language box to the children. Ask the children What colour bricks are the verbs / adverbs in? and elicit blue / orange.
- Have the children underline the things people say in the text. They compare with a friend and practise saying them.

Suggested answers: Angrily: 'That donkey is very old! It can't work!' Happily: 'It's my donkey. my clock, my watch and my radio!' Kindly: 'I'm / We're looking for a new home. Come with me / us.'

Cooler: Spelling adverbs

Write angry, happy, kind, quick, sad and slow on the board. Have volunteers go to the board and erase and / or add letters to change them into adverbs.

1 Complete the sentences with words from the box. Read Pupil's Book pages 84-85 to check.

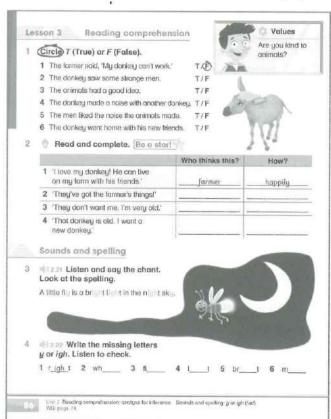
Answers: 1 angrily 2 sadly 3 kindly 4 slowly 5 quickly 6 happily

Underline the verbs in the sentences and circle the adverbs.

Answers: Underline (verbs): 1 walked 2 ran 3 laughed 4 stood Circle (adverbs): 1 slowly 2 quickly 3 happily 4 quietly

Complete the sentences with an adverb.

Answers: 1 happily 2 angrily 3 sadly 4 quietly 5 slowlu



Learning objectives: Reading comprehension: analyse for inference; Sounds and spelling: y or igh (/aɪ/)

Vocabulary: bright, fly, light, my, night, right, sky, why

Resources: (PK) - Unit 7, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 2.21–2.22

Materials: Class Audio CD2; (optional) red and blue pens or pencils

Warm-up: Sing the song

 Play the song from Lesson 1 (CD2, track 2.19) and have children sing along.

1 Circle T (True) or F (False).

 Do question 1 as a whole class. Then have the children finish the activity individually. Read out the sentences and have the children call *True* or *False*.

Answers: 1 False 2 True 3 True 4 False 5 False 6 True

2 Read and complete. Be a star!

 Have a volunteer read out the example question and answers. Ask Where does this sentence fit?
 and elicit in the last paragraph.

- Have the children read the story again and find the parts of the story where the characters could say these things.
- The children complete the activity individually and then compare answers with a friend.

Answers: 1 farmer, happily 2 donkey, angrily 3 donkey, sadly 4 farmer's wife, angrily

Teaching star!

Extension

- Encourage the children to create their own ideas based on activities in their books.
- Ask pairs to find a part of the story and think of something a character can say that fits. They read out their sentence, and the rest of the class say where it fits.

3 (1) 2.21 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (a fly and the moon).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/aɪ/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: A little fly is a ... light in the night sky.

Children: bright

Teacher: A little fly is a bright ... in the night sky.

Children: light

Teacher: A little fly is a bright light ...

Children: in the night sky

Teacher: ... a bright light in the night sky.

Children: a little fly is

4 (1) 2.22 Write the missing letters y or igh. Listen to check.

- Elicit all the words from the children by inserting the sound /ai/.
- The children now complete the words with y or igh.
- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 right 2 why 3 fly 4 light 5 bright 6 my

Values 🞇

- · Refer the children to the Values box. Ask one child to read out the question.
- Ask the children for ideas. Prompt with a question: What do you do to be kind to animals? Suggested answers: feed them, brush them, take them for walks, keep them warm, take them to the vet. etc.

Workbook page 74 Read the story on Pupit's Book pages 84-85. Answer the questions. 1 Who are the characters? 3 Who was sad? 4 Who made a terrible noise? Number the sentences in order 1-6 to tell the story. The animals made a temble noise. The three The denkey west slowly down the road nervran roway queldy. away from the farm The dunkay laked to a cot, a dag and a choicen. They went away The animals went to the farmer with the clock, worth and radio. The farmer was bappy and made a home for them. The cld animals fived hoppily on the farm. logether The farmer's abrokey was old. The The arimals saw timer bad men with the farmer's clock, watch and radio. Read the sentences aloud. Circle the letter in red and in blue. Where do they go? I'm a little By shining bright in the sky. My light is bright in the night. Write words in the fly. Write words in the light.

Cooler: Memory game

Ask the children to close their books and tru to remember all the -y and -igh words from Activities 3 and 4. Have volunteers write them on the board and the class read them out.



Read the story on Pupil's Book pages 84-85. Answer the questions.

Answers: 1 farmer, farmer's wife, donkey, chicken, cat, dog, the three men 2 the farmer's wife 3 the donkey, the farmer 4 the animals

2 Number the sentences in order 1–6 to tell the story.

Answers: 1 The farmer's donkey was old. The farmer's wife didn't want the old donkey. 2 The donkey went slowly down the road away from the farm. 3 The donkey talked to a cat, a dog and a chicken. They went away together. 4 The animals saw three bad men with the farmer's clock, watch and radio. 5 The animals made a terrible noise. The three men ran away quickly. 6 The animals went to the farmer with the clock. watch and radio. The farmer was happy and made a home for them. The old animals lived happily on the farm.

Read the sentences aloud. Circle the letter y in red and igh in blue. Where do they go?

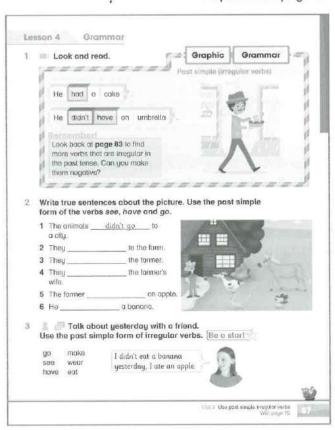
Answers: Red (y): fly, sky, my - at the end of the words Blue (igh): bright, light, night - in the middle of

Write y words in the fly. Write igh words in the light.

Answers: Fly (y): fly, my, sky Light (igh): light, bright, night

Grammar

Pupil's Book page 87



Learning objectives: Use past simple irregular verbs

Grammar: Past simple (irregular verbs)

Resources: PK - Unit 7, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activitu: PRC - Review Graphic Grammar video

Warm-up: Point to y or igh

- Write y on the left side of the board and igh on the right side.
- Call out the words from Lesson 3, Activities 3 and 4. Have the children point to the side of the board that corresponds to the spelling of the /ai/ sound in each word.

Look and read.

- If you don't have access to the class video, write have, had and didn't have on the board. Ask a volunteer to stand by the board and point to the verbs as you speak. Say Today I have lots of homework. Yesterday I had lots of homework. Last Saturday I didn't have lots of homework.
- Have the children look at the pictures in Activity 1 and ask what they can see.
- Ask Does 'had' end in -ed? and elicit no. Explain That's because it is irregular.
- Then read out the sentences one at a time. Ask the children Do we change 'have' when we use 'didn't'? Elicit no.

- Ask the children which colour blocks the main verb is in and elicit blue. Ask the children which colour blocks the negative is in and elicit red.
- Read out the sentences again and have the children repeat.
- Remind the children of the short form: did not = didn't
- Tell the children to look at page 83 to find more irregular verbs in the past tense. Read them out and have the children repeat.
- If you have access to the class video, present have, had and didn't have with the sentences as above. Then tell the children to watch the video and think about what different forms of have we use in the past simple and why.
- · Play the video. Ask the children for feedback.
- . Ask the children to say the short form of did not.
- Play the video again, and have the children repeat the sentences.
- Tell the children to look at page 83 to find more irregular verbs in the past tense. Read them out and have the children repeat.

Write true sentences about the picture. Use the past simple form of the verbs see, have and go.

 Have the children look at the picture and say which characters they can see from the story. Ask a volunteer to read out the example. Ask volunteers to raise their hands and say the past forms of the verbs have, see and go. Remind the children not to use these past forms with didn't. Have the children do the activity individually. Then have volunteers read out the true sentences and write the verbs on the board.

Answers: 1 didn't go 2 went 3 saw 4 didn't see 5 had 6 didn't have

3 Talk about yesterday with a friend. Use the past simple form of irregular verbs. Be a star!

- Read out the verbs in the box and have the children reply with the past simple forms. Write them on the board. Brainstorm as a class and ask the children to raise their hands to say what they did or didn't do yesterday.
- Read out the example and refer the children to the past simple irregular verbs from the box written on the board.
- Have the children work in pairs and take turns to tell each other what they did or didn't do yesterday.

Teaching star!

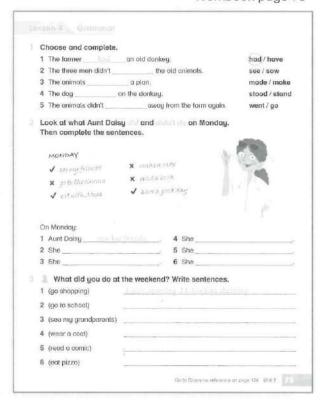
Extension

- Increase the difficulty of an activity in steps so the children are aware of their own improvement.
- Write the verbs from this lesson and page 83 on the board. Have volunteers refer to their books and write the past simple form underneath. Tell the children to study the verbs for one minute. Then erase the past simple forms. Now ask volunteers to write the past simple forms on the board again, without referring to their books. Finally erase all the verbs, and ask volunteers to remember one each and write the present and the past simple back on the board.

Cooler: Mini-story

Say a line to start a story, e.g. Yesterday I went to school. Ask each child to add a sentence to the story using a past simple irregular verb. Prompt with verbs to help.

Workbook page 75



Grammar reference:

Remind the children that they can refer to the Grammar reference on page 124 while completing these Workbook activities.

Choose and complete.

Answers: 1 had 2 see 3 made 4 stood 5 go

2 Look at what Aunt Daisy did and didn't do on Monday. Then complete the sentences.

Answers: 1 saw her friends, 2 didn't go to the cinema. 3 ate with her mum. 4 didn't make a cake. 5 didn't read a book. 6 had a good day.

What did you do at the weekend? Write sentences.

Answers: Children's own answers.

Grammar reference (page 124)

Complete the dialogue.

Answers: 1 did 2 saw 3 Where 4 do 5 saw 6 didn't 7 Who 8 go / come



Learning objectives: Use the past simple with Whquestion form; Use new words: verbs in the past and places

Vocabulary: eat - ate, drink - drank, party

Resources: (PK) - Unit 7, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 2.23 and Language in use video

Materials: Class Audio CD2

Warm-up: TPR present simple or past simple?

- Tell the children that you are going to say irregular verbs either in the present simple or the past simple. If they hear the present simple they stay sitting down. If they hear the past simple, they stand up.
- Use these verbs in any order: come came, go went, have had, make made, read read, say said, see saw, stand stood, think thought, wear wore, have had.

1 (1) 2.23 (Listen and say.

- If you don't have access to the class video, teach the verbs from the box. Tell the children to listen to the sentences you are going to say, and to listen out for the verbs. Say For breakfast I usually eat toast and I usually drink tea. Yesterday I ate eggs and I drank coffee. Ask the children to say the verbs they heard. Write them on the board. Ask Which verbs are in the present simple / past simple? and elicit answers.
- Teach party. Say On my birthday I have a party.
 Write party on the board. Check understanding in L1 if necessary.
- Tell the children to listen out for what the child ate and drank at the party. Play the audio. Then ask the children for answers (cake and orange juice).
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the questions. Ask the children Which word is in all the questions? and elicit did. Ask Does the verb change in the questions? and elicit no.
- Write Where, Who and What on the board. Ask the children to find the questions with these words in the dialogue. Ask Is the answer for 'Where did you go?' 'a party' or 'some cake'? Elicit a party. Repeat for Who and What.
- Divide the class into two, and have the children act out the dialogue with each half taking one role.
 Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Complete the questions and answers.

- Have a volunteer read out the example question.
 Elicit answers.
- Have the children write the example questions and answers individually. Then they compare their ideas with a friend.
- Ask volunteers to read out a question each. Elicit answers.

Answers: 1 Where 2 Who 3 What 4 What Children's own answers.

Teaching star!

Pairwork

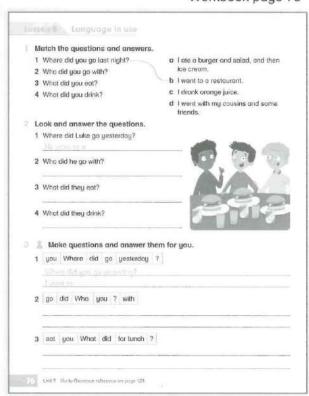
- Have the children do roleplays so they can practise the language in a fun way.
- The children work in pairs. One child is a detective, and the other is being questioned.
 They ask the questions in Activity 2 again, but this time act out their roles of detective and suspect.

3 Now make a new dialogue.

Be a star!

- · Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- · Invite some pairs to perform their new dialogue for the class.

Workbook page 76



Cooler: Party food list

Ask What did you eat or drink at your last party? Each child should say I ate I drank ... and add any food or drink. They can be funny!

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 124 while completing these Workbook activities.

Match the questions and answers.

Answers: 1 b 2 d 3 a 4 c

Look and answer the questions.

Answers: 1 He went to a restaurant. 2 He went with his friends. 3 They ate burgers. 4 They drank lemonade.

폾 Make questions and answer them for you.

Answers: 1 Where did you go yesterday? 2 Who did you go with? 3 What did you eat for lunch?

Children's own answers.

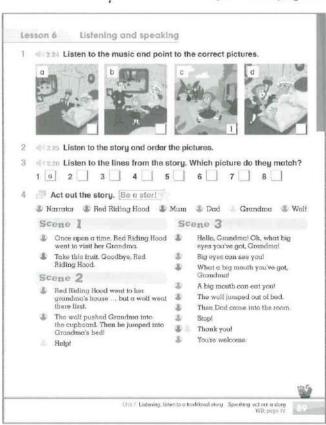
Grammar reference (page 124)

Write the questions. Then answer them for you.

Answers: 1 Where did you go at the weekend? 2 What did you do? 3 What did you drink? Children's own answers.

Listening and speaking

Pupil's Book page 89



Learning objectives: Listening: listen to a traditional story; Speaking: act out a story

Additional language: cupboard, pushed, you're welcome

Resources: (PK) - Unit 7, Lesson 6; (PRC) - Review audio tracks 2.24-2.26

Materials: Class Audio CD2; a piece of plain paper for each child

Warm-up: Hands up for yes!

- Tell the children to put their hands up if they did the things you say last weekend. Say I saw my best friend. I read a book. I ate an apple. I drank some milk. I went to a party.
- Ask volunteers to say a sentence for the class to put their hands up or not.

1 (1) 2.24 Listen to the music and point to the correct pictures.

- Tell the children to look at the pictures and think about what it is in each one. Ask them What can you see in picture 'a'? etc. and elicit answers.
- Tell the children to listen to the music on the audio and point to the picture they think each type of music matches. Play the audio.
- Play the audio again and pause after each piece of music and ask the children Which picture? Elicit letters.

· Ask the children Do you know the story? and encourage answers.

Answers: 1 c 2 d 3 b 4 a

2 (1) 2.25 Listen to the story and order the pictures.

- · Tell the children to listen to the story and number the pictures in the order of the story.
- · Play the audio. The children write numbers in the boxes individually, and then compare their answers with a friend.
- · Have the children call out the answers. Ask Which picture is number 1? etc. and elicit answers.

Audioscript

Narrator: Once upon a time, a girl called

Red Riding Hood lived with her

mother and father.

Mum: This fruit is for Grandma.

Red Riding Hood: Ok, Mum.

Dad: Goodbye, Red Riding Hood.

Narrator: Red Riding Hood went to her

grandma's house ... but a wolf

went there first.

Narrator: The wolf pushed Grandma

> into the cupboard and then he jumped into Grandma's bed!

Grandma: Help! Oh you bad, bad wolf!

Red Riding Hood: Hello, Grandma! Oh, what big

eyes you've got, Grandma!

Wolf: Big eyes can see you!

Red Riding Hood: What a big mouth you've got,

Grandma!

Wolf: A big mouth can eat you!

Narrator: And the wolf jumped out of bed.

Then Dad came into the room. Narrator:

Dad: Stop!

Wolf: I'm leaving!

Grandma: Phew, we're ok! Thank you!

Red Riding Hood: Thank you, Dad! Dad: You're welcome!

Answers: a 2 b 4 c 1 d 3

3 (1) 2.26 Listen to the lines from the story. Which picture do they match?

- Tell the children to listen to the first line and sau why it matches picture a. Play the example on the audio, and ask the children to say key words that give them the answer (pushed grandma, cupboard, jumped, bed).
- Play the rest of the audio. The children write the letters next to each number.

· Play the audio again. Pause after each sentence and ask the children Which picture? Elicit answers.

Audioscript

1. Narrator:

The wolf pushed Grandma

into the cupboard and jumped

into bed.

2. Red Riding Hood: What big eyes you've got,

Grandma!

3. Red Riding Hood: Thank you, Dad!

4. Mother:

This fruit is for Grandma.

5. Narrator:

Dad came into the house.

6. Narrator:

Red Riding Hood went to Grandma's house ... but a

wolf went there first.

7. Wolf:

A big mouth to eat you with!

8. Dad:

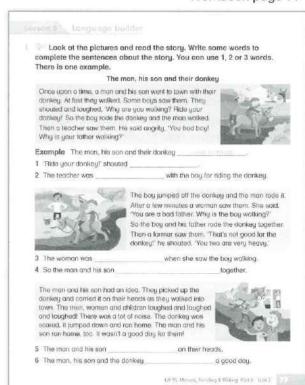
Goodbye, Red Riding Hood.

Answers: 1 a 2 d 3 b 4 c 5 b 6 a 7 d 8 c

Act out the story. Be a star!

· Divide the children into groups of six. Assign or allow the children to choose a role each from the story.

Workbook page 77



- · The children read out the story in their groups. Then they read it out again and think of actions and mimes they can do.
- Ask each group to act out the story to the class.

Teaching star!

Personalising

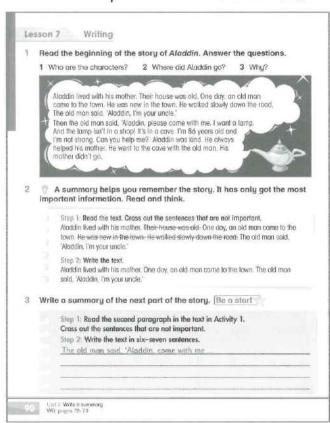
- Do quiet, individual activities after group activities to calm the children down.
- Give each child a piece of paper. Tell them to draw their favourite character from the traditional stories in this unit. They show it to the class and describe it in English. Prompt as necessary.

Cooler: What's wrong?

Tell the children to close their books. Read out the story in Activity 4, but make some mistakes. The children call out Stop! when they hear a mistake and correct it, e.g. Once upon a time, a girl called Blue Riding Hood... Stop! Red Riding Hood ..., etc.

- Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.
 - This activity helps prepare the children for Part 5 of the Reading and Writing of the Cambridge English: Movers test.
 - The children read the story and find the information to complete the sentences.
 - If done in class, read out the first sentence. Then. have a volunteer read out the example. Ask the children to point to the key words in the story that give the answer. Explain that they might have to change the form of some words.
 - Have the children continue the activity, using key words to help them.

Answers: 1 some boys 2 angry 3 angry 4 rode the donkey 5 carried the donkey 6 didn't have



Learning objectives: Write a summary

Resources: (PK) - Unit 7, Lesson 7

Warm-up: Story building

Have the children build a story with you. You tell the story and pause for the children to suggest words. Nominate a different child at each pause, e.g. Yesterday I went to ... I went with my ..., etc. Repeat with new ideas.

1 Read the beginning of the story of Aladdin. Answer the questions.

- Read out the questions. Tell the children to read the beginning of the story quietly.
- Ask the questions again and have the children raise their hands to answer.

Answers: 1 Aladdin, his mum, an old man / his uncle 2 to a cave 3 to look for a lamp

A summary helps you remember the story. It has only got the most important information. Read and think.

- · Have the children think about each paragraph. Tell them to look for words that are important for the
- Have volunteers read out the whole paragraph and then the summary version.

Write a summary of the next part of the story. Be a star!

- For Step 1, tell the children to look at Activity 2 and see what information is not needed in a summary. Have the children find words in the second paragraph that are important for the story and elicit answers. Children cross out the other words.
- For Step 2, read out the instructions. The children rewrite the text leaving out the unimportant words. Remind them to check punctuation. Monitor their work.

Suggested answers: Step 1 Then the old man said, 'Aladdin, please come with me. I want a lamp. And the lamp isn't in a shop! It's in a cave. I'm 86 years old and I'm not strong. Can you help me?' Aladdin was kind. He always helped his mother: He went to the cave with the old man. His motherdidn't go.

Step 2 The old man said, 'Aladdin, come with me. I want a lamp. It's in a cave. I'm not strong. Can you help me?' Aladdin was kind. He went to the cave with the old man.

Cooler: Memory game

Have children close their Pupil's Books and tell you as many details about the beginning of Aladdin as they remember.

repare to write	Put the ideas together to write your summary of the story.
Read the story on page 77 and answer the questions. 1 Who are the characters?	The man, his son and their donkey A mon and his son went to town with their donkey. At first,
Read the first part of the story and think. Cross out the words that are not important. Once upon a time, a man and his son went to town with their dankey. At first	Then, the boy
they walked. Some boys saw them. They shouted and laughed, "Why are you walking? Ride your dankey!" So the boy rade the dankey and the man walked. Then a teacher saw them. He said angrily, "You bad boy! Why is your father	Next,
wolking?" Now write the text.	After that,
A man and his son	
	Finally.
Now read the second part. Write the text using only the important words. The boy jumped off the dankey.	
Now read the end of the story. Write the text using only the important words. The man and his son picked up the donkey.	Read and check what you wrote in Activity 5. Ask yourself: Did I only include the important ideas?
	Did I use the correct punctuation? Did I use the correct spelling?
	Did I write neatty?

Prepare to write

- 1 Read the story on page 77 and answer the questions.
 - The children read the story again. They answer the questions.
 - Have the children complete the activity individually.
 Ask volunteers to read out the answers.

Answers: 1 a man, his son / a boy, a / their donkey 2 to town 3 No, it wasn't

- 2 Read the first part of the story and think. Cross out the words that are not important.
 - The children cross out the words that are not important in the first part of the story.

Now write the text.

- The children write the summary of the text.
- Write the summary on the board, and have the children check their own work.

Suggested answer: Once upon a time, a A man and his son started to walk to town with their donkey. Some boys saw them. They shouted, and laughed, 'Why are you walking? 'Ride your donkey!'

So the boy rode the donkey and the man walked. Then a A teacher saw them. He said, angrity: 'You bad boy! 'Why is your father walking?'

3 Now read the second part. Write the text using only the important words.

- The children read the second part, cross out the words they don't need and write the text.
- Write the text on the board. Children check their own work.

Suggested answer: The boy jumped off the donkey. The man rode it. A woman said, 'Why is the boy walking?' The boy and his father rode the donkey together. A farmer saw them. He shouted, 'That's not good for the donkey!'

4 Now read the end of the story. Write the text using only the important words.

The children follow the same procedure as above.

Suggested answer: The man and his son picked up the donkey. They carried it on their heads. The men, women and children laughed! There was noise. The donkey was scared. It ran home. The man and his son ran home, too. It wasn't a good day!

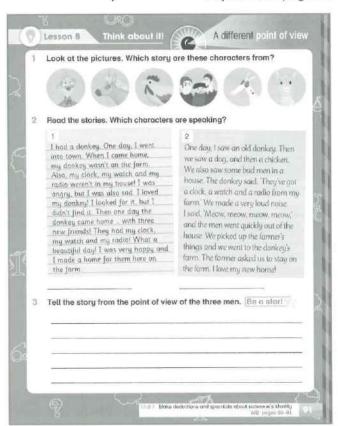
Ready to write

- 5 Put the ideas together to write your summary of the story.
 - · The children write the summary of the story.
 - · Check the children's work.

6 Read and check what you wrote in Activity 5.

The children check their work and tick the boxes.





Learning objectives: Make deductions and speculate about someone's identity

Additional language: characters, point of view

Resources: (PK) - Unit 7, Lesson 8; (TRC) - (TG) - Unit test

Warm-up: First letters

Write the first letters of the titles of the traditional stories in this unit on the board and add lines for the letters. Ask What are these letters are for? Elicit for the stories. Have volunteers complete the titles. Aladdin, Red Riding Hood, The old donkey.

1 Look at the pictures. Which story are these characters from?

- Tell the children to look at the pictures and discuss in pairs which story the characters are from and who they are. When they have decided they raise their hands
- Ask volunteers to say who each character is.

Answer: The old donkey.

2 Read the stories. Which characters are speaking?

- · Tell the children to read the different versions of the story quietly and think about who is speaking in each version.
- · Ask the children for answers and reasons why they chose a character.

Answers: 1 the farmer 2 the cat

Tell the story from the point of view of the three men. Be a star!

- Tell the children to look at the story on pages 84-85.
- Tell the children to write the story from the three men's point of view. Monitor and check the children's work individually.

Answers: Children's own answers.

Teaching star!

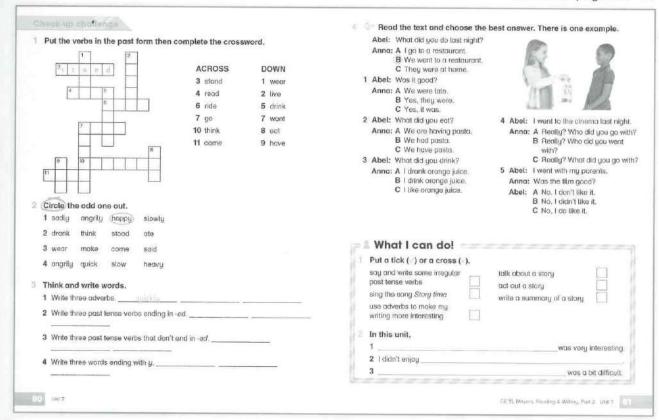
Evaluating

- You can use activities to revise language points from the units.
- Ask the children to look at the stories and find all the affirmative verbs in the past simple. Tell them to underline the regular verbs and circle the irregular verbs. They don't need to circle the same verb twice.
- Have volunteers write the verbs on the board. Then ask the children What happens when the verb goes with didn't? and elicit it doesn't change. Have volunteers write the negative forms on the board.

Answers: Regular: loved, looked, picked up, asked, listened, opened, jumped, pushed, lived, walked, helped Irregular: had, went, came, was, made, saw, said, thought, took, stood, ran

Cooler: Memory game

- Tell the children to close their books. Tell them they have one minute to write down who the characters are in the story The old donkey.
- After a minute, ask the children to name the characters. Ask them in which order the animals joined the donkey and what they said.



1 Put the verbs in the past form then complete the crossword.

Answers: ACROSS: 3 stood 4 read 6 rode 7 went 10 thought 11 came DOWN: 1 wore 2 lived 5 drank 7 wanted 8 ate 9 had

2 Circle the odd one out.

Answers: 1 happy 2 think 3 said 4 angrily

3 Think and write words.

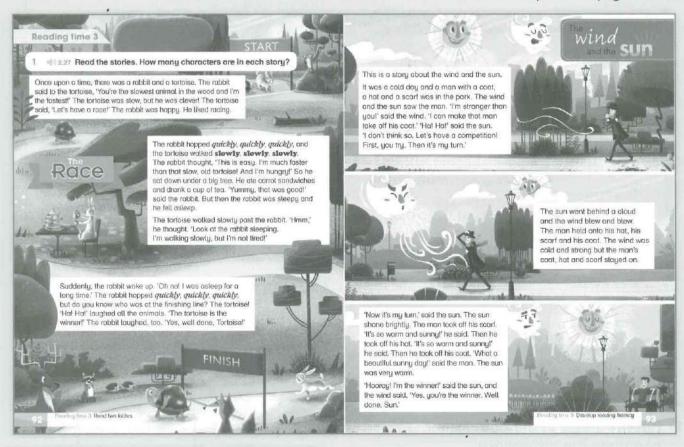
Answers: Children's own answers.

4 Read the text and choose the best answer. There is one example.

This activity helps prepare the children for Part 2 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the questions and choose the best answer.
- If done in class, ask a volunteer to read out the example. Ask Why is A wrong? Elicit It's in the present tense. Ask Why is C wrong? Elicit Because it talks about 'them', not 'me'.
- The children complete the activity individually.
 Have volunteers read out the questions and answers. Ask why the other answers are wrong.

Answers:	1	C	2	В	3	A	4	A	5	В





- 2 Read and write rabbit, tortoise, wind or sun.
 - 1 The <u>rabbit</u> was laster but he didn't win the race.
 - 2 The was slower but he wan the race.
 - 3 The _____ was the strongest.
 - 4 The _____ and the _____ thought they were better.
 - 5 The _____ and the ____ were cleverer.
- 3 Read and match. Write the sentences under the correct pictures. Be a start
 - Being slow but not stopping can win the race.
 - 2 Being warm and kind is better than being cold and strong.





Watch the video to see another story. Why do you think the ants want to race the elephant?



Redding time to

Learning objectives: Read two fables; Develop reading fluency

Resources: (PK) - Unit 7, Reading time 3, Reading time 3 video; (PRC) - Review audio track 2.27, review Reading time 3 video; (TRC) - Video activity worksheet, animated flashcards

Materials: Class Audio CD2; (optional) downloadable flashcards from a few different units

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say Imagine it's evening and you are at a restaurant. Who are you with? What are you drinking? What are you eating?
- Have the children open their eyes and tell a friend about who they saw, what they are and what they drank in their imagination.

1 (1) 2.27 Read the stories. How many characters are in each story?

Pre-reading

Have the children look at the pictures. Ask them
to raise their hands and say what they can see.
 Ask them Do you know these stories? What do you
think happens? and elicit answers.

While reading

- · Give the children quiet time to read the story. Ask them to see if their predictions about the story were
- Ask them How many characters are in each story? and have them raise their hands to answer.

Answers: The race: 2 The wind and the sun: 3

Post-reading

- · Ask the children if they liked the story. Have them raise their hands to show their reaction as you call out possible opinions:
 - It's a terrible story! / It's not very good. / It's OK. / It's a good story. / It's great!
- · Play the audio and have the children mime key actions in the story and make sound effects along with the audio as they read and listen.

Teaching star!

Game

- Use flashcards from lots of units to do some fun revision.
- Play a game: Point to one, two, three!
- Stick some flashcards from Units 1-7 ground the walls of the classroom. Call out the words one by one and have the children point to the correct flashcard. Now call out a series of two items and have the children point to two flashcards at the same time. Finally, call out three items. If the children look puzzled, explain they'll have to use a foot to point to the third one! The children can continue this game in pairs.

Cooler: Disappearing words

- With Pupil's Books face down on the table, have the children tell you the key words they remember from the story. Write them on the board.
- See the Games Bank (pages 14-17) for how to play the game.

Reading time 3 Activities

Warm-up: Mime game

- Tell the children you are going to mime a part of The wind and the sun (one of the stories from the last lesson) e.g. the wind blowing. Ask the children to identify what part of the story it is.
- Have the children look back at the story and pick a part to mime.

Read and write rabbit, tortoise, wind or sun.

- Have a volunteer read out the example.
- The children complete the activity individually. They can refer back to the stories.
- · Ask volunteers to say their answers and write them on the board.

Answers: 1 rabbit 2 tortoise 3 sun 4 rabbit, wind 5 tortoise, sun

Read and match. Write the sentences under the correct pictures. Be a star! 5

- · Have the children look at the pictures and raise their hands to say what they can see.
- · Read out the sentences. The children decide alone which sentence matches which picture and then compare ideas with a friend.
- Have the children suggest the answers. Ask for class agreement and then tell the children to write the sentences neatly under the pictures.

Answers: 1 b 2 a

Watch the video to see another story. Why do you think the ants want to race the elephant?

Before the video

- Tell the children they are going to watch a video about another story.
- · Write elephant, ants, stamp, run, clever on the board. Draw pictures under elephant, ant and clever (a face with a light bulb above it). Then mime stamp and run and have the children copy. Ask the children to predict how the words will be used in the story with these questions. Tell them that they will then watch the video to find out the answers.

Where does the elephant live?

Where are the ants?

What does the elephant want to stamp on? Does the elephant run quickly?

Is the elephant clever?

During the video

- Tell the children they are now going to watch the video. Tell them to watch carefully and listen for the words on the board. When they hear one of the words they should raise their hands quietly.
- · Play the video without pausing it.
- Tell the children they will watch the video again and that this time when they hear one of the words they should raise their hands and call out Stop! Play the video and pause when the children call out Stop! At the appropriate times in the video, ask the questions you asked in the Before the video section again. Elicit these answers: in the forest, next to their home, the ants' home, yes, no.
- Tell the children to watch one more time and think about why they think the ants want to race the elephant. Play the video one more time without pausing.

After the video

 Ask the children these comprehension questions: Which animal is the biggest in the forest? (the elephant)
 Were the elephants patient and kind? (no)

Are the ants fast? (yes)

Do the ants leave their home? (no)

Why isn't the elephant clever? (Because he doesn't know that there are ants all over the forest.)

- The children talk in pairs about why they think the ants want to race the elephant.
- Ask the class for feedback. Ask some children for their ideas. Ask questions to encourage discussion Do you agree? What do you think then? Why?
- Finally play the video again for the children to enjoy.

Video script

Narrator: Elephants are the biggest animals in

the Indian forest. A long time ago they walked and ran everywhere. But they weren't very patient and they weren't very kind! One day an elephant saw some ants. The ants were next to their

home.

Elephant: Your home is in my way. I can stamp on

it with one big foot!

Ants: Please don't stamp on our home.

Elephant: I'm the biggest animal in the forest! I can

walk and stamp where I want!

Ants: We're smaller than you, but we're faster

than you, too!

Narrator: The elephant laughed and laughed.

Elephant: Let's have a race.

Narrator: The elephant ran slowly. He looked

down... and saw the ants in front of him.

Elephant: Hmm, there are those ants. They can run

quickly!

Narrator: And then he ran quickly. He looked down

and STILL saw the ants.

Elephant: Hmm, there are those ants again. They

can run quicklu!

Narrator: The elephant ran... and ran... and ran.

Each time he looked down the ants were still in front of him. He ran right out of the forest. All this time the ants were at

home.

Ants: Ha, ha, ha!

Ant 1: That elephant is not very clever! Doesn't

he know there are ants all over the

forest?

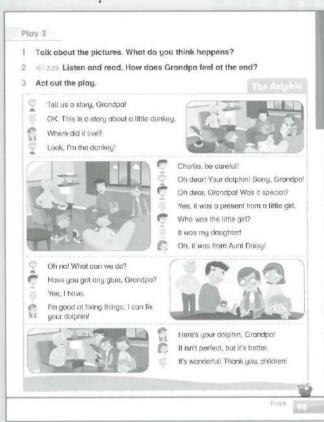
Ant 2: Ha, ha, ha, every time he looks down he

sees ants and he thinks they are us!

Answer: Because the elephant threatened to stamp on their home.

Cooler: Physical spelling

- Write one of the words from today's lesson on the board, e.g. forest.
- See the Games Bank on pages 14–17 for how to play the game.
- Play the game with other words, e.g. elephant, tortoise, home, ants, quickly.



Resources: (PK) - Unit 7, Play 3; (PRC) - Review audio track 2.28

Materials: Class Audio CD2; props for the play, e.g. a picture of a dolphin, some glue, a table and some classroom chairs together for a sofa

Warm-up: Anagrams

 Write these anagrams of words from the play on the board. Give the children a few minutes to work them out in pairs. Have volunteers spell the words correctly on the board. pangard = Grandpa , keynod = donkey, lophind = dolphin, traudheg = daughter

1 Talk about the pictures. What do you think happens?

- · Have the children look at the pictures on page 95.
- · Ask them if they can name all of the characters in the pictures.
- Ask what they can see happening in the pictures, and what they think the play is about.

Answers: Children's own answers.

2 (1) 2.28 Listen and read. How does Grandpa feel at the end?

· Play the audio. Have the children listen and follow in their books.

- Ask them how Grandpa feels at the end.
- · Give the children time to read the story again quietly with no audio.
- · Play the audio one more time. Stop after key phrases and have the children repeat.

Answers: He feels happy, because the children fixed the dolphin.

3 Act out the play.

- Ask the children what objects (called props) they will need to help them act out the play (see Materials).
- Ask how many characters the play needs (five Charlie, Flo, Ella, Luke, Grandpa).
- Divide the class into groups of five if there are extra children, they can help a group with their scene changes.
- · Give the children several minutes to decide what their roles are (if they can't decide, you can decide for them), and to practise their lines and using the
- · When they are ready, each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Teaching star! 5

Reading

- Provide extra practice in the important reading skill of scanning.
- Have the children scan the play for names, animals, and family words. See who can finish first - can the whole class find them in under 30

Answers: names: Charlie, Daisy animals: donkey, dolphin family words: Grandpa, daughter, Aunt

Cooler: Well done!

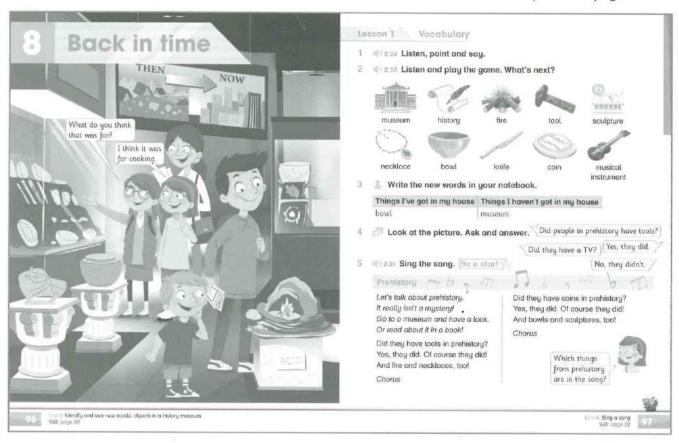
- Tell the children Well done! You're an Academy
- Ask the children for feedback with these questions: Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?

Back in time

Lesson 1

Vocabulary

Pupil's Book pages 96-97



Learning objectives: Identify and use new words: objects in a history museum; Sing a sona

Vocabulary: bowl, coin, fire, history, knife, museum, musical instrument, necklace, sculpture, tool

Resources: (PK) - Unit 8, Lesson 1, Flashcards; TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 8 song, Flashcards; (PRC) - Review audio tracks 2.29-2.31

Materials: Class Audio CD2

Warm-up: Past simple revision

- Write these two headings on the board in large circles: Regular, Irregular.
- Call out different verbs from Units 5, 6 and 7. Have volunteers raise their hands to come to the board and write each verb in the correct circle. Have them write the verb and past simple form.

(1) 2.29 Listen, point and say.

- The children look at page 96. Ask Are there objects from today or the past? (the past) Do the children like history? (yes) Do you agree with Ella that this object was for cooking? (Children's own answers.)
- . The children look at page 97. Play the audio. The children listen and point.
- · Play the audio again. The children repeat each

2 (1) 2.30 Listen and play the game. What's

- · Have the children listen to the first example on the
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- · For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: museum, history

Child: fire

Teacher: fire, tool Child: sculpture

Teacher: Now you. 1 sculpture, necklace 2 bowl.

knife 3 knife, coin 4 musical instrument,

museum 5 history, fire

Answers: 1 bowl 2 coin 3 musical instrument 4 history 5 tool

Teaching star!

Extension

- Use the flashcards to support the audio. You can download the flashcards, print them and stick them on the board or show them on the screen. Ask two volunteers to stand in front of the flashcards. Play the audio from Activity 1 and have the volunteers take turns to point to the correct picture and say the word.
- Repeat with other volunteers and the flashcards in a different order.

Write the new words in your notebook.

- Ask the children Have you got a bowl in your house? and elicit answers. Then ask Have you got a museum in your house? and elicit answers.
- · Have the children copy and fill in the table into their notebooks. They can compare tables with a friend.
- · Ask the class for feedback and discuss what the children have in their houses.

Answers: Children's own answers

Look at the picture. Ask and answer.

- · Write prehistory on the board. Explain Prehistory is the time before people wrote things down.
- · Have two volunteers read out the example questions and answers, and ask the class to point to the tools in the picture on page 96.
- The children work in pairs and take turns asking and answering questions about the picture.

5 (1) 2.31 Sing the song. Be a star!

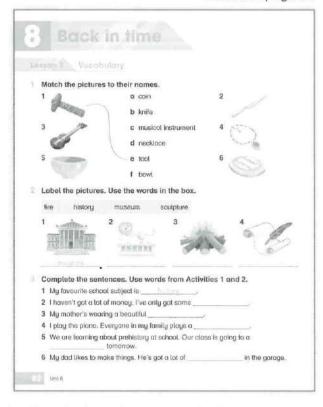
- · Make sure the children can't see the words of the song. Tell them to listen for things from prehistory in the song.
- Play the audio. Then ask for answers.
- Now the children look at the song in their Pupil's Books. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing.

Answers: tools, fire, necklaces, coins, bowls, sculptures

Cooler: Chorus or verse

Divide the class into two groups. Assign the chorus in italics to one group and the verses of the song to the other group. Play the song one more time and each group sings their part.

Workbook page 82



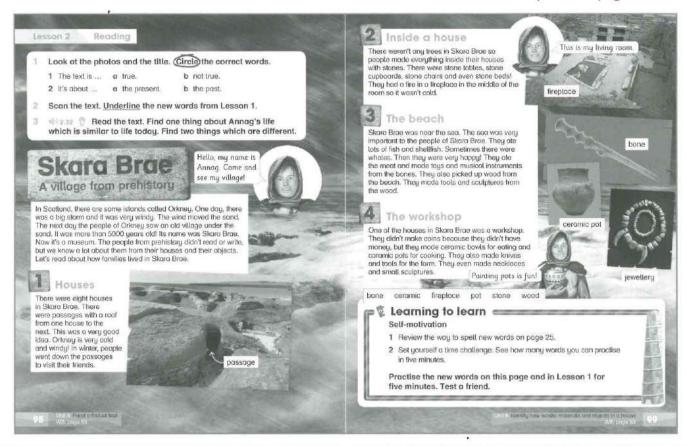
Match the pictures to their names.

Label the pictures. Use the words in the box.

Answers: 1 museum 2 sculpture 3 fire 4 historu

Complete the sentences. Use words from Activities 1 and 2.

Answers: 1 history 2 coins 3 necklace 4 musical instrument 5 museum 6 tools



Learning objectives: Read a factual text; Identify new words: materials and objects in a house

Vocabulary: bone, ceramic, fireplace, pot, stone, wood

Additional vocabulary: jewellery, passage, workshop

Resources: (PK) - Unit 8, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards:

(PRC) - Review audio track 2.32

Materials: Class Audio CD2; (optional) downloadable flashcards for this lesson

Warm-up: What's this?

- Draw a picture for one of the words from Lesson 1 on the board (e.g. tool). Ask the children What's this? and elicit answers.
- Have volunteers draw pictures of the other words and ask the class What's this?

Vocabulary

- Teach bone, ceramic, fireplace, pot, stone and wood. Write the words in a row on the board and say These words are all things in prehistory.
- Draw a simple picture under each word. Say each word and add details to aid understanding: This is a bone. It's a leg from an animal. This plate is ceramic. It isn't glass or plastic.

We make a fire in a fireplace.

We cook in a pot.

A sculpture is often made of stone. It's cold and white or grey.

The table is wood. Trees give us wood.

Read out the words again and have the children repeat.

1 Look at the photos and the title. Circle the correct words.

- Refer the children to the texts on pages 98–99.
 Tell them to look at the photos and the title. Read out the instructions and questions. Explain A workshop is a room where you make things. Have the children look at the first photo to work out what passage means.
- Have the children answer the questions in pairs.
- Ask the children to report back to the class.
 Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 a - true 2 b - the past

Scan the text. Underline the new words from Lesson 1.

- Remind the children what scan is and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

PK = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit

Answers: (pre)history, museum, fire, musical instruments, tools, sculptures, coins, bowls, knives, necklaces

Teaching star! 5

Reading

- As an alternative or addition to drawing on the board to teach new vocabulary, use the flashcards. Play the What's this? flashcard game with the flashcards for this lesson. See the Games Bank (pages 14-17) for how to play this game.
- (1) 2.32 Read the text. Find one thing about Annag's life which is similar to life today. Find two things which are different.
 - Plau the audio and have the children follow in their books.
 - · Allow the children time to re-read the texts quietly.
 - Ask the children What similar thing did you find? and accept all sensible answers. Ask What different things did you find? and accept all sensible answers.

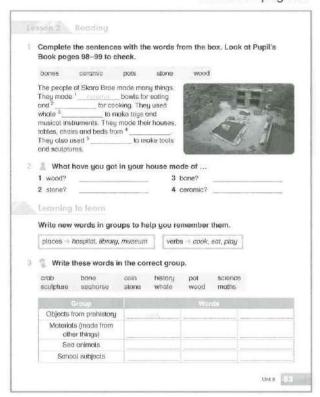
Suggested answers: Similar: They had a fire in their living room. They ate fish and shellfish. Different: The furniture was made of stone. There were passages from one house to the next. The fireplace was in the centre of the room. They made toys and musical instruments from whale bones. They didn't have money.

Learning to learn

- Read out the Learning to learn box to the children. Tell the children to look back at page 25 and review the way to spell new words.
- · Have the children practice spelling the new words for five minutes.
- Then they work in pairs and test each other on the new words. Ask for class feedback and see how the children managed and which words they found more challenging.

Cooler: True or False

- Have the children place their Pupil's Books face down. Read out some sentences from the text. Change some information so it is false and read other sentences as they are so they are true.
- The children call out True or False. For false sentences, ask them to give the true information.



1 Complete the sentences with words from the box. Look at Pupil's Book pages 98-99 to check.

Answers: 1 ceramic 2 pots 3 bones 4 stone

What have you got in your house made of ...

Answers: Children's own answers

Write these words in the correct group.

Answers: Objects from prehistory: coin, pot, sculpture

Materials (made from other things): bone, stone, wood

Sea animals: crab, seahorse, whale

School subjects: history, maths, science

	sson 3 Reading comprehension	Do you make
1	Answer the questions with full sentences.	things by hand
	1 What is the weather like in Orkney? It is very cold and windy.	at home?
	2 What did people use to make houses?	
	3 What did they eat?	
	4 What did they make from whate banes?	
	5 What did they use ceramic pots for?	
2	Look at the photos of the village of Skara Brae and and descriptions. Write the words.	read the labels
	1 They went from house to house.	passages.
	2 These were for cooking.	
	3 This was in the middle of the room for keeping warm.	
	4 A material for making musical instruments.	
	5 Pretty objects made in the workshop, like necklaces.	
	Sounds and spelling	O de
3	412.30 Listen and say the chant. Look at the spelling.	是是
	'Oh, what a voice!' said the boy to Joy.	
	But 'O'l What a no se!' thought Rou.	
	6	33 33
di	41234 Write the missing letters of or oy. Listen to check.	
	1 tou 2 n se 3 c n 4 b 5 v	ca 6 1

Learning objectives: Reading comprehension: use labels in a text to aid comprehension; Sounds and spelling: oi or oy (/oi/)

Vocabulary: boy, coin, noise, oi, toy, voice

Resources: PK - Unit 8, Lesson 3; TRC - Sounds and spelling worksheet; PPK - Sounds and spelling activity; PRC - Review audio tracks 2.33–2.34

Materials: Class Audio CD2; (optional) green and yellow coloured pens or pencils

Warm-up: Song

- Have the children sing the song from Lesson 1 (CD2, track 2.31).
- Ask the children to raise their hands and say words from prehistory that are in the song.

1 Answer the questions with full sentences.

- Before the children open their books, ask them to recall details about Skara Brae.
- Read out the first question and have a volunteer read out the answer. Point out that the answers for 2–5 need the correct form of the past simple.
- Have the children finish the activity individually.
 Write the answers on the board.

Answers: 1 It is very cold and windy. 2 They used stones to make houses. 3 They ate fish and shellfish and sometimes meat from whales. 4 They made toys and musical instruments from whale bones. 5 They used ceramic pots for cooking.

Teaching star!

Group work

- You can have the children write their own questions for reading texts in order to practise different tense forms.
- Divide the children into groups of four. Assign a numbered paragraph from the reading text on pages 98–99 to each group. The groups write one question in the past simple for their paragraph. Have a volunteer from each group write their question on the board. The other groups answer each other's questions. During feedback, make sure the grammar forms are correct as well as the answers.

2 Look at the photos of the village of Skara Brae and read the labels and descriptions. Write the words.

- Ask the children to look at the photos on pages 98–99 and work out what each word means. They then use the words to fill in the table.
- The children do this individually and then compare answers with a friend.

Answers: 1 passages 2 ceramic pots 3 fireplace 4 bone 5 jewellery

3 (1) 2.33 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (a king and a boy listening to a girl making a terrible noise on a drum and singing badly).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/oi/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

'Oh, what a voice!' said the boy ... But 'Oi!

What a noise!' thought Roy.

Children: to Joy

Teacher: 'Oh, what a voice!' said the boy to Joy. But

'Oil' ... thought Roy.

Children: What a noise!

Teacher: 'Oh, what a voice!' said the boy to Joy. But

'Oi! What a noise!' ...

Children: thought Rou

Teacher: 'Oh!' ... said the boy to Joy. But 'Oi! What

a noise!' thought Roy.

Children: What a voice!

4 (1) 2.34 Write the missing letters oi or oy. Listen to check.

- · Elicit all the words from the children by inserting the sound /oi:/.
- The children now complete the words with oi or oy.
- · While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- · Play the audio for the children to check their answers.

Workbook page 84

Read about Skara Brae on Pupil's Book pages 98-99. Answer the questions.						
What did the people use to go for to the next? What did they eat? They de	om one house					
and the meat of whales.						
3 Where did they find wood?						
4 Name five things they made in th	elr workshops.					
5 What did Annag do for fun?						
Complete the table. What did to	Complete the table. What did the people of Skara Brae make from ?					
Objects	Mode from					
tables, dhairs, cupboards, bed	ls					
	ceramic					
	whole bones					
tools and sculptures						
Sounds and spelling						
per contract and a second contract and a sec	colour the no words green					
and the words yellow.						
그 이 사이들을 잃었다면 중요하네요요를 득했다면 하면 하게 되어 있다면 얼마나 아니다니다.	Toynoise CO					
and the words yellow.						
and the words yellow.						

Read about Skara Brae on Pupil's Book pages 98-99. Answer the questions.

Answers: 1 passages 2 fish, shellfish 3 on the beach 4 five from: (ceramic) bowls, knives, necklaces, pots, sculptures, tools 5 paint pots

Answers: 1 tou 2 noise 3 coin 4 bou 5 voice 6 Jou

Values 📆

- Refer the children to the Values box. Ask one child to read out the question. Ask the children to answer.
- You could ask additional questions: What do you make? How do you feel when you make things by hand? Do you think you will make something by hand this weekend? What will you make?

Cooler: Sentence endings

Have the children place their Pupil's Books face down. Read out information from the reading text and have the children raise their hands to finish the sentence with a word, e.g. In the middle of the room there was a ... (fireplace)

2 Complete the table. What did the people of Skara Brae make from ...?

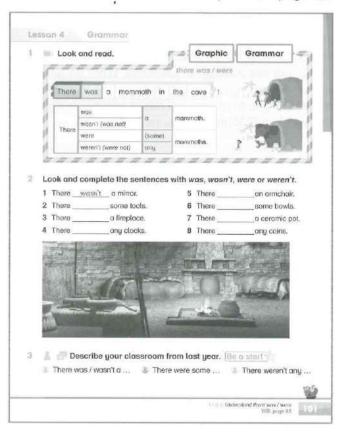
Objects	Made from
tables, chairs, cupboards, beds	stone
bowls, pots	ceramic
toys, musical instruments	whale bones
tools and sculptures	wood

3 Find and say the words. Then colour the oy words green and the oi words uellow.

Answers: Green (oy): enjoy, boy, toy Yellow (oi): coin, point, noise

Read the sentences. Where do oy and oi go in the words?

Answers: 1 in the middle 2 at the end



Learning objectives: Understand There was / were Grammar: there was / were

Resources: PK - Unit 8, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Warm-up: Words with oy or oi

- Write oy on the left side of the board and oi on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /oi/ sound.

1 Look and read.

- If you don't have access to the class video, write these two sentences on the board: There was _____ workshop at Skara Brae. There were ____ houses. Ask the children to fill in the missing words (a / one, eight). Then read out the sentences and ask Are these sentences about now or the past? and elicit the past.
- Have the children look at the picture in Activity 1 and ask what they can see.
- Read out the sentence. Ask the children Which word is a form of the verb 'to be'? Elicit was. What word do we add before 'was'? Elicit There.

- Ask the children which colour block the word There
 is in (purple) and which colour block the word was
 is in (blue). Ask the children to look at the board
 and say which form of the verb to be is for two or
 more things and elicit were.
- Read out the sentence again and have the children repeat.
- If you have access to the class video, present there was and there were as above. Then tell the children to watch the video and think about what word we add before was to talk about things that existed in the past.
- Play the video. Ask the children for feedback and elicit There.
- Play the video again, and have the children repeat the sentence.
- Ask the children which colour block the word There is in (purple) and which colour block the word was is in (blue). Ask the children to look at the board and say which form of to be is for two or more things and elicit were.

2 Look and complete the sentences with was, wasn't, were or weren't.

- Read out the sentences on the board again. Then
 change the information to There wasn't a shop and
 There weren't ten houses. Underline wasn't and
 weren't and ask the children What did I add? Why?
 Elicit n't and because it is negative / for things that
 are not true.
- The children look at the picture and complete the sentences. Then ask volunteers to read out their sentences.

Answers: 1 wasn't 2 were 3 was 4 weren't 5 wasn't 6 were 7 was 8 weren't

3 Describe your classroom from last year. Be a star!

- Tell the children to think about their classroom from last year. Have volunteers read out the sentences and say one example.
- Have the children work in pairs and talk about their classrooms from last year.
- Have some children tell the class their sentences.

Teaching star!

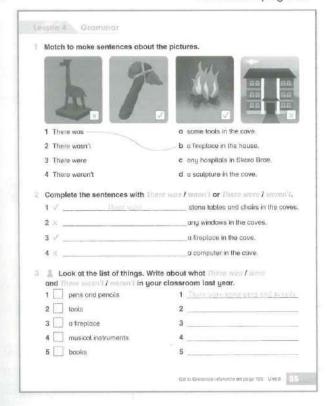
Communicating

- Extend an activity so the children can use the grammar point to talk about another aspect of their lives.
- Write on the board When I was five years old ...
- Tell the children to work alone and make a list of four things about their house or family that existed or didn't exist when they were five. They then work in pairs and tell each other their ideas using There was / wasn't and There were / weren't.

Cooler: Do you agree?

Say sentences using There was / were. The children raise their hands if they agree, e.g. There was a lot of snow last week. There was a good film on TV yesterday. There were lots children at school yesterday. There was a black cloud in the sky this morning.

Workbook page 85



Grammar reference:

Remind the children that they can refer to the Grammar reference on page 125 while completing these Workbook activities.

Match to make sentences about the pictures.

Answers: 1 b 2 d 3 a 4 c

2 Complete the sentences with There was / wasn't or There were / weren't.

Answers: 1 There were 2 There weren't 3 There was 4 There wasn't

Look at the list of things. Write about what There was / were and There wasn't / weren't in your classroom last year.

Answers: Children's own answers.

Grammar reference (page 125)

1 Look at the conversation. Correct the mistakes.

Answers: 1 Were there 2 there was 3 ✓ 4 there were 5 Were there 6 there were 7 Were there 8 there weren't 9 Were there 10 there weren't

Lesson 5

Language in use

Pupil's Book page 102



Learning objectives: Use Yes / No questions with there was / were; Use new words: zoo words

Vocabulary: butterfly, gorilla, meerkat, parrot, show

Resources: PK - Unit 8, Lesson 5, Language in use video; TRC - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; PPK - Grammar 2 activity, Flashcards; PRC - Review audio track 2.35 and Language in use video

Materials: Class Audio CD2

Warm-up: Stand up for yes!

 Ask questions about the past. The children stand up if the sentences are true for them and say Yes! e.g. Did you do maths homework yesterday? Did you play with your friends last weekend? Did you go to the zoo last week?

1 (1) 2.35 (Listen and say.

- If you don't have access to the class video, teach the zoo animals first. Repeat Did you go to the zoo last week? Then ask the children When did you last go to the zoo? and elicit answers.
- Draw the zoo animals on the board and say the names. The drawings don't have to be good, and you can have the children guess what the animals are. Confirm their correct guesses and say the English words a few times for the children to repeat.

- Play the audio and have the children listen and raise their hands every time they hear one of the words from the box. Ask them to work out what show means from the context in the dialogue (a performance).
- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the questions and answers using there was / were.
- Ask What word do we need with was and were? and elicit there.
- Divide the class into two, and have the children act out the dialogue with each half taking one role.
 Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Read the answers about the zoo. Write the questions.

- Have a pair read out the example question and answer. Ask the children to think about question 2.
 Ask Do you need 'was' or 'were'? Do you need 'a' or 'any'? and elicit were and any.
- Have the children complete the sentences individually. Then choose pairs to read out the questions and answers.

Answers: 1 Was there a café at the zoo? 2 Were there any kangaroos at the zoo? 3 Were there any gorillas at the zoo? 4 Was there a shop at the zoo? 5 Were there any dolphins at the zoo?

Teaching star!

Mixed ability

- Assign a small task for early finishers before the children do a writing task so you don't distract the other children while they work.
- Before the children start writing answers in their books for Activity 2, tell them that if they finish earlier than their friends they can quietly think up their own question and answer about a zoo and write it in their notebooks. After checking Activity 2, ask the early finishers to read out their answers and have volunteers from the rest of the class suggest the question.

3 Now make a new dialogue.

Be a star!

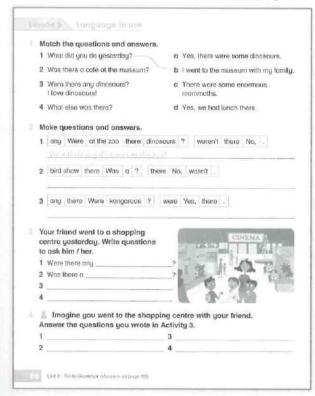
- · Have two volunteers read out the dialogue.
- Elicit some possibilities for a new dialogue from the whole class and build a complete new dialogue with their suggestions.

- · Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- · Invite some pairs to perform their new dialogue for the class.

Cooler: Your last party

- Ask different children about the last party theu went to. Ask questions with Was / Were there ...? e.g. Were there candles / balloons / games / presents / mums and dads / brothers and sisters? Was there a cake / pizza / music / dancing?
- Children can then mingle and ask each other questions about the last party they went to.

Workbook page 86



Match the questions and answers.

Answers: 1 b 2 d 3 a 4 c

Make questions and answers.

Answers: 1 Were there any dinosaurs at the zoo? No, there weren't. 2 Was there a bird show? No, there wasn't. 3 Were there any kangaroos? Yes, there were.

Your friend went to a shopping centre yesterday. Write questions to ask him / her.

Answers: Children's own answers.

Imagine you went to the shopping centre with your friend. Answer the questions you wrote in Activity 3.

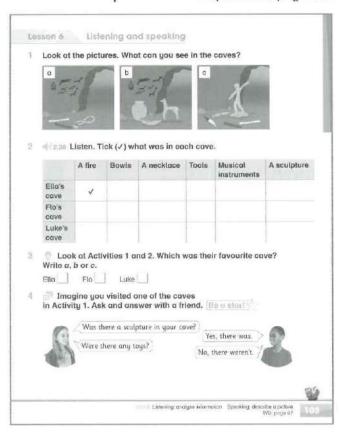
Answers: Children's own answers.

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 125 while completing these Workbook activities.

Listening and speaking

Pupil's Book page 103



Learning objectives: Listening: analyse information;

Speaking: describe a picture

Resources: (PK) - Unit 8, Lesson 6;

TRC - Downloadable flashcards; (PRC) - Review audio

track 2.36

Materials: Class Audio CD2

Warm-up: Pictures

 Say the following words from Lesson 1 one at a time. Ask volunteers to draw pictures of them on the board: fire, bowl, necklace, tools, musical instrument, sculpture.

1 Look at the pictures. What can you see in the caves?

 Tell the children to look at the pictures and think about what they can see. Have volunteers say what they can see in the pictures. Prompt if necessary: What can you see in picture a / b / c? Ask for a raise of hands for some pictures / paintings and some sculptures.

Answers: Picture a: some paintings, a necklace, some musical instruments Picture b: a ceramic pot and bowl, a sculpture, some paintings Picture c: some tools, some musical instruments, a sculpture

2 (1) 2.36 Listen. Tick (\checkmark) what was in each cave.

- Have the children listen to Ella, Flo and Luke and fill in the table.
- Play the audio. The children can compare tables with a friend.
- Play the audio again. Ask for feedback and confirm answers. Encourage the children to give full sentence answers using There was / were.

Audioscript

Narrator: Ella

Aunt Daisy: Ella, did you enjoy your visit to the

prehistoric caves?

Ella: Yes! Very much, Aunt Daisy!

Aunt Daisy: Good! Tell me about your favourite

cave. Was there a fire?

Ella: Yes, there was. There was a painting of

a fire on the wall, and some prehistoric animals, too.

Aunt Daisy: Wonderful! And were there any bowls?

Ella: Yes, there were. And there was a

sculpture, too.

Aunt Daisy: Wow! That does sound interesting!

Narrator: Flo

Aunt Daisy: How about you, Flo? What was there in

your favourite cave?

Flo: Well, there were some amazing

musical instruments!

Aunt Daisy: Were there?

Charlie: Musical instruments. Wow!

Aunt Daisy: And was there a cave painting of a fire?

Flo: No, there wasn't. There wasn't a fire.

Aunt Daisy: How about tools?

Charlie: Yes, were there any tools?

Flo: Yes, there were some knives. And there

was a sculpture made of stone.

Narrator: Luke

Luke: Can I tell you about my favourite cave,

Aunt Daisy?

Aunt Daisy: OK, Luke. Was there a sculpture in

your favourite cave?

Luke: No, there wasn't. There wasn't a

sculpture, but there was a necklace!

Aunt Daisy: A necklace? Amazing!

Charlie: Were there any musical instruments,

Luke?

Luke: Yes, there were. There were musical

instruments. And there was a painting of a fire and prehistoric animals!

Charlie: Wow!

Answers: Ella's cave: fire, bowls, sculpture Flo's cave: tools, musical instruments, sculpture Luke's cave: fire, necklace, musical instruments

Teaching star! 5

Game

- Repeat flashcard games so that language is frequently recycled and reinforced and assign a child to play the role of teacher to add variety. Play the What's this? flashcard game. See the Games Bank (pages 14-17) for how to play this game. Have a child be in charge of the game.
- The Look at Activities 1 and 2. Which was their favourite cave? Write a, b or c.
 - · The children look at the pictures and table and work out which cave was each character's favourite.
 - Have the children raise hands to offer answers. Ask for class agreement.

- Imagine you visited one of the caves in Activity 1. Ask and answer with a friend. Be a star!
 - · Have volunteers read out the example questions and answers.
 - The children work in pairs and talk about the caves. They work out which cave their friend visited.

Cooler: Memory game

Have the children look again at the pictures in Activity 1. Then have them place their Pupil's Books face down and try to remember what the was in each cave. They can write their ideas down and then open their books to check.

Workhook page 87

In Ella's cave, there was a painting of a fire and some prohistoric anims some bowls and a In Flo's cave,	ols.
2 In Flo's cave,	
3 In Luke's cave,	
Imagine you visited a prehistoric cave. Draw the cave and the prehistoric objects you saw in it.	he
Answer questions about your cave.	
Were there only pointings in your cave?	
2 Was there a sculpture?	
3 Were there any musical instruments?	
3 Were there any musical instruments?	

1 Look at Activity 2 on Pupil's Book page 103. Complete the sentences about the three caves.

Answers: 1 sculpture 2 there were some musical instruments, some knives and a sculpture. 3 there was a necklace, some musical instruments and some paintings.

Imagine you visited a prehistoric cave. Draw the cave and the prehistoric objects you saw in it.

Answers: Children's own drawings.

Answer questions about your cave.

Answers: Children's own answers.

Now write about your cave.

Answers: Children's own answers

	These two sentences are from the text on pages 98–99. They are called topic sentences.
	There were eight houses in Skara Brae. Skara Brae was near the sea.
2	Circle the correct answers.
	Where are they in their paragraphs? a at the beginning b at the end
	What do the sentences do? a They give all the information. b They say what the paragraph is about.
3	Choose a topic sentence for each picture. Then write three more sentences using the words in the box. (Be a start with the box.)
	There were animals in Skara Brae. The people of Skara Brae had tools.
	They made
	made wood stone fishing farming cooking
	2
	cows sheep tood clothesshoes primal skins tools

Learning objectives: Write a description using topic sentences

Resources: (PK) - Unit 8, Lesson 7

Warm-up: Missing vowels

 Write the following words with the vowels missing. Have volunteers complete the words. You can give clues to help, e.g. It comes from trees.

$$w__d$$
, $st_n_$, f_sh_ng , f_rm_ng , $c__k_ng$, c_ws , $sh__p$, $f__d$, cl_th_s , $sh__s$, sk_ns , $t__ls$, b_n_s . (wood, stone, fishing, farming, cooking, cows, sheep, food, clothes, shoes, skins, tools, bones)

- 1 These two sentences are from the text on pages 98–99. They are called topic sentences.
 - Have the children read through the topic sentences quietly. Then tell them to look back at the text about Skara Brae on pages 98–99 and to find the sentences (paragraphs 1 and 3).
- 2 Circle the correct answers.
 - Ask the children to read the questions and answers, look at the topic sentences in the text and circle the correct answers.

 The children do the activity individually. Then ask volunteers to read out their answers.

Answers: 1 a – at the beginning 2 b – They say what the paragraph is about.

- 3 Choose a topic sentence for each picture.
 Then write three more sentences using
 the words in the box. Be a star!
 - Have the children look at the pictures and choose the correct topic sentences. They number the sentences.

Answers: There were animals in Skara Brae: 2 The people of Skara Brae had tools: 1

- Read through the words in the boxes. Ask the children to suggest verbs and other forms they can use for their sentences. Elicit *There were* and *They* made and write these on the board.
- The children do the rest of the activity individually. Monitor and help as necessary. Then have volunteers read out their sentences. Write an agreed version on the board.

Suggested answers: 1 The people of Skara Brae had tools. They made tools from wood and stone. There were tools for cooking, fishing and farming. 2 There were animals in Skara Brae. There were cows and sheep. They used the animals for food. They made clothes and shoes from the animal skins. They made tools with the animal bones.

Teaching star! 5

TPR game

- Kinaesthetic learners might find it difficult to sit down for a long time for reading and writing activities. So try to include a TPR activity somewhere in the lesson to cater for them. See the Games Bank (pages 14–17) for how to do TPR.
- Tell the children that you are going to read out the agreed version of Activity 3 from the board. Assign a word to each child. This can be any word (e.g. tools, made, animal, there were, etc.). When they hear their word they stand up and then sit down again.

Cooler: Stickman

 Divide the class into groups of four. They play Stickman with the words from the warm-up. See the Games Bank (pages 14–17) for how to play this game. One pair chooses a word and the other pair tries to guess what it is. They can do this in their notebooks.

Read the text, then choose the best to	opic sentence to complete it.	Prehistory and now	
The people made things for their houses are bowls, pots and knives. They also made sr			
1 People in Skara Brae liked making thing	js.		
2 There was a workshop in the village of 5	Skara Brae.	25	
3 There weren't any hospitals in Skara Br	oe.		0
Look at the pictures. Think of a topic Then write three or more sentences u			
The second second			-
N -			-
- 100			
prehistory musical instruments			W
STATE OF THE PARTY			
necklace fire ceramic — stone bowls			
necktace fire ceramic -		4 💄 Read and check what you wrote in Activity 3.	
necktace fire ceramic -	4.3	Ask yourself:	
necktace fire ceramic -		Ask yourself: Did I write sentences about the topic?	
necktace fire ceramic -		Ask yourself: Did I write sentences about the topic? Did I use the correct past tense? Did I use the correct punctuation?	
necktace fire ceramic -	cooked fish ate	Ask yourself: Did I write sentences about the topic? Did I use the correct past tense?	

Prepare to write

- 1 Read the text, then choose the best topic sentence to complete it.
 - · The children read the paragraph and choose the best topic sentence to complete it.
 - · If done in class, have a volunteer read out the paragraph.
 - Have the children read the topics sentences quietly and choose one. They raise their hands to offer answers. Confirm the correct choice and then give the children a minute to write it on the line.

Answer: 2 There was a workshop in the village of Skara Brae.

- 2 Look at the pictures. Think of a topic sentence for each picture. Then write three or more sentences using the words to help you.
 - The children look at the pictures and the words. They think of a topic sentence for each paragraph. Then they write at least three sentences with the words to finish the. paragraphs.

- · If done in class, do the first picture and paragraph together. Then give the children a few minutes to do the second paragraph individually.
- · Ask volunteers to write their ideas on the board. Ask for class agreement.

Answers: Children's own answers.

Ready to write

- 3 Now put the two paragraphs together and add detail.
 - · The children put their paragraphs together and add detail to their sentences.
 - If done in class, ask the children What detail can we add? and elicit some ideas.
 - Have the children complete the activity individually. They can then read each other's paragraphs and compare them.

Read and check what you wrote in Activity 3.

The children check their work and tick the boxes.





Learning objectives: Analyse information

Additional vocabulary: archaeologist

Resources: (PK) - Unit 8, Lesson 8; (TRC) - (TG) - Unit test

Materials: A piece of paper for each pair of children

Warm-up: Quick memory game

- Divide the children into pairs. Hand a piece of paper to each pair. Give them one minute to remember and write down as many new words from Lesson 1 as they can.
- Call out the words (bowl, coin, fire, history, knife, museum, musical instrument, necklace, sculpture, tool) and the children tick the ones they found. Ask the children how many they remembered.

1 Look at the objects. Complete the table. Be a star!

- Read the title of the page and explain An archaeologist is a person who looks for objects from the past in the ground. Archaeologists work in lots of different places and know a lot about history.
- Tell the children to look at the table and the objects. Have them raise their hands to say what the objects are (a flute, a sculpture, a pot and a toy). They then work individually to complete the table with their ideas.

- Give the children a few minutes to do this. They then compare their answers in pairs.
- · Have volunteers read out their answers.

Answers: Flute: brown, bone, small and long with round holes Sculpture: grey, stone, small and the shape of a cow Pot: blue, ceramic, big and round Toy: brown, wood, small and round

2 Choose one of the objects from Activity 1. Write a paragraph describing it using the information from the table.

 Have children fill in the gaps with information about one object.

Suggested answers: Flute: The flute is a musical instrument. It's small and long with holes. It's brown and it's made from a bone. It's from prehistory. Sculpture: The sculpture is small. It's made of stone and is grey. It's a cow. It's from prehistory.

Pot: The pot is ceramic. It's blue, big and round. It's from after prehistory.

Toy: The toy is small. It's made of wood and it is brown and round. It's from after prehistory.

Teaching star!

Communicating

- Encourage class discussion about a subject so that the children connect English to other subjects on their curriculum. This will help them to place language in context and to develop skills and confidence across the curriculum.
- Ask the children these questions (and your own) about the theme of this unit. Encourage the children to raise their hands to answer and allow the discussion to lead to other questions, too. Involve less confident children with prompts, e.g. Do you agree? How about you? What do you think?

Do you want to be an archaeologist? Why? / Why not?

Are there any places of prehistory in your country?

Are there any places of history in your country? Do you visit history museums? Why? / Why not? Do you like history and history museums? Why? / Why not?

Cooler: What did you learn?

- Ask the children to tell their friend one interesting thing they learned in this unit.
- Ask the children to report back to the class and say what their friend told them.
- board and turn back to it in the unit to look at it again together.

Write the thing that the most children liked on the

Workbook pages 90-91

heck-up challenge	Complete the text with the words in the box.
Look and read. Choose the correct words and write them on the lines.	some any there weren't pot was
There is one example.	What was ¹ in my favourite cave? Well, there were pointings of prehistoric animals. There was a and there was a bowl. There ⁴ ony tays. There ⁵ o sculpture. There weren't ⁶ tools.
musical instrument museum history	Look at Activity 3. Write questions and answers about the text. 1 Variable of the second of the sec
CONTRACTOR OF THE PROPERTY OF	
bowl necklade	What I can do!
	Put a tick (-) or a cross (-). talk about life in the past describe a picture
bowl necklace Example You use it to make music. 1 You visit it to learn about the past.	Put a tick () or a cross (). talk about life in the past describe a picture ging the song Prehistory write poragraphs with topic
Example You use it to make music.	Put a tick (-/) or a cross (-). talk about life in the past describe a picture
Example You use it to make music. 1 You visit it to learn about the past.	Put a tick (~) or a cross (~). talk about life in the past
Example You use it to make music. 1 You visit it to learn about the past. 2 It is a form of money.	Put a tick (~) or a cross (~). talk about life in the past describe a picture write paragraphs with topic say and write words with oy and of use there was / wasn't and there were / weren't
Example You use it to make music. 1 You visit it to learn about the past. 2 It is a form of money. 3 You wear it to look good. 4 Be careful! It's hot. 5 We study it to learn about the past.	Put a tick (~) or a cross (~). talk about life in the past
Example You use it to make music. 1 You visit it to learn about the past. 2 It is a form of money. 3 You wear it to look good. 4 Be carefull It's hot.	Put a tick (~) or a cross (.). talk about life in the past describe a picture write paragraphs with topic say and write words with ay and at use there was / wasn't and there were / weren't In this unit,
Example You use it to make music. 1 You visit it to learn about the past. 2 It is a form of money. 3 You wear it to look good. 4 Be careful! It's hot. 5 We study it to learn about the past. Make words from the letters. 1 e n b o 4 m i c r e a a	Put a tick (~) or a cross (~). talk about life in the past describe a picture write paragraphs with topic say and write words with ay and at use there was / wasn't and there were / weren't In this unit, 1 Haved
Example You use it to make music. 1 You visit it to learn about the past. 2 It is a form of money. 3 You wear it to look good. 4 Be careful! It's hot. 5 We study it to learn about the past. Make words from the letters.	Put a tick (~) or a cross (~). talk about life in the past describe a picture write paragraphs with topic say and write words with ay and at use there was / wasn't and there were / weren't In this unit, 1 Haved 2 was fun

Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing of the Cambridge English: Movers

- · The children look at the pictures, read the definitions and write the correct word.
- · If done in class, read out the example and tell the children to point to the correct picture.
- · Have the children complete the activity individually. They can then compare answers with a friend.

Answers: 1 museum 2 coin 3 necklace 4 fire 5 history

Make words from the letters.

Answers: 1 bone 2 stone 3 wood 4 ceramic 5 fireplace 6 sculpture

3 Complete the text with the words in the box.

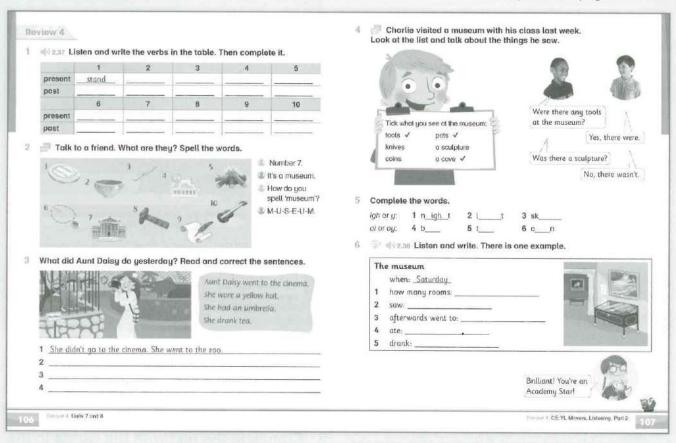
Answers: 1 there 2 some 3 pot 4 weren't 5 was 6 any

4 Look at Activity 3. Write questions and answers about the text.

Suggested answers: 1 Was there a sculpture? Yes, there was. 2 Were there any coins / toys / tools? No, there weren't. 3 Was there a necklace? Yes, there was. 4 Was there a bowl? Yes, there was.

Review

Pupil's Book pages 106-107



Learning objectives: Review Units 7 and 8, CE:YL Movers, Listening Part 2

Resources: (PK) - Unit 8, Review 4; (PRC) - Review

audio tracks 2.19, 2.31 and 2.37-2.38

Materials: Class Audio CD2

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 7 (page 83), and Group 2 the song from Unit 8 (page 97). Tell them to perform to the other group.
- Have Group 1 stand up. Play the audio (CD2, track 2.19) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (CD2, track 2.31).
- 1 (1) 2.37 Listen and write the verbs in the table. Then complete it.
 - · Tell the children they will hear the verbs in the present and that they should write them in the table. Play the audio.

- · Have volunteers write the verbs in the present on the board. Then give the children two minutes to write the verbs in the past. They do this individually and then compare answers with a friend.
- Have volunteers write the verbs in the past on the board. Read out all the verbs and have the children repeat.

Audioscript

1 stand 2 say 3 have 4 make 5 wear 6 come 7 go 8 see 9 read 10 think

Answers: 1 stand, stood 2 say, said 3 have, had 4 make, made 5 wear, wore 6 come, came 7 go, went 8 see, saw 9 read, read 10 think, thought

Extension

- You can extend an activity to add context. This will consolidate the meaning of the vocabulary.
- Divide the class into five groups. Assign two verbs from the table to each group.

Teaching star!

The groups work together to write an example sentence for each verb; one in the present and one in the past. Then the groups read out their sentences to the class.

2 Talk to a friend. What are they? Spell

- Have two volunteers read out the example dialogue.
- In pairs, the children take turns to choose an object. Monitor pairwork and make sure spelling is correct.
- · Have volunteers spell out the words and other volunteers can write the words on the board.

Answers: 1 coin 2 bowl 3 knife 4 sculpture 5 fire 6 necklace 7 museum 8 tool 9 history 10 musical instrument

3 What did Aunt Daisy do yesterday? Read and correct the sentences.

- · Tell the children to look at the picture. Have volunteers read out the sentences. Then read out the example correct sentence and ask What is the past simple negative of 'went'? and elicit didn't go.
- · Tell the children to correct the other sentences individually. Then ask children to read out their correct sentences.
- · Volunteers write the correct sentences on the board.

Answers: 1 She didn't go to the cinema. She went to the zoo. 2 She didn't wear a yellow hat. She wore a pink hat. 3 She didn't have an umbrella. She had a camera. 4 She didn't drink tea. She drank water.

4 Charlie visited a museum with his class last week. Look at the list and talk about the things he saw.

- · Write There was and There were on the board. Ask Do we use 'There was' for one thing or many things? and elicit one thing. Repeat the question for There were and elicit many things.
- Have two volunteers read out the examples.
- The children work in pairs and talk about what there was at the museum.
- Have some pairs tell the class one question and answer.

5 Complete the words.

- Write igh, y, oy and oi on the board. Have children raise their hands and suggest words with these sounds. Write a correct suggestion under each sound.
- · Have the children complete the activity individually.
- · Ask different children to read out a word each: Have volunteers write the answers on the board.
- Read out all the words and have the children repeat.

Answers: 1 night 2 light 3 sky 4 boy 5 toy 6 coin

(a) 2.38 Listen and write. There is one example.

This activity helps the children prepare for Part 2 of the Listening in the Cambridge English: Movers test.

- · Children listen and fill in one-word answers.
- Plau the audio. The children write their answers.
- · Ask for feedback. Write answers on the board.

Audioscript

Woman: Hello, Jane. How are you?

Jane: I'm fine, thanks. I've got to write about a

visit to a museum.

Woman: When did you go to a museum? Was it

last Thursday?

Jane: No, it wasn't. It was last Saturday.

Narrator: Can you see the answer? Now you listen

and write. One

How many rooms were there in the Woman:

museum?

That's difficult! Jane:

Well, think about it. Woman:

Jane: Oh, twenty I think.

Woman: Twentu! Good.

Narrator: Two

Woman: And what did you see?

Jane: We saw some paintings. Were they interesting? Woman:

Yes, they were. They had beautiful colours Jane:

in them.

Narrator: Three

Jane: After the museum we went to a park.

Woman: What did you do there? We played games. Jane:

Woman: Was that fun? Yes, it was,

Jane: Narrator: Four

Woman: And did you eat anything?

Jane: Yes, we ate sandwiches.

Woman: Where?

Jane: In the park. Narrator: Five

Woman: And what about a drink?

Jane: We drank lots of water.

Woman: OK. Now you can write about it!

Jane: Thank you.

Answers: 1 twenty 2 paintings 3 the park 4 sandwiches 5 water

Cooler: Well done!

- Say Well done! You're an Academy Star!
- Ask the children for feedback with these questions: Which unit was the most interesting? What lesson was the most fun? Did you learn
 - anything new? What did you learn?





Sport for all

Lesson 1

Vocabulary

Pupil's Book pages 108-109



Learning objectives: Identify and use new words: sports clothes and equipment; Sing a song

Vocabulary: bat, flip-flops, glove, goggles, helmet, swimming cap, swimming costume, towel, tracksuit, trainers

Resources: (PK) - Unit 9, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 9 song, Flashcards; (PRC) - Review audio tracks 3.1—3.3

Materials: Class Audio CD3

Warm-up: Categories

- Write these three headings on the board in large circles: Sea animals, Verbs in the past, Objects from history.
- Call out different words from Units 6, 7 and 8.
 Have volunteers raise their hands to come to the board and write each word in the correct circle.

1 📢)) 3.1 Listen, point and say.

- The children look at the picture on page 108. Ask Can you name the different sports? (swimming, basketball, baseball) Who is doing which sport? (swimming = Flo and Ella, basketball = Charlie, baseball = Luke)
- The children look at the pictures on page 109. Play the audio. The children listen, point and repeat.

2 (1) 3.2 Listen and play the game. Say the word *before* or *after*.

- Have the children listen to the first example on the audio.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: swimming cap Child: Before tracksuit!

Teacher: goggles

Child: Before helmet, after tracksuit!

Teacher: Now you. 1 bat 2 flip-flops 3 glove 4 towel

5 tracksuit

Answers: 1 Before swimming costume, after trainers. 2 After glove. 3 Before flips-flops, after swimming costume. 4 Before trainers, after helmet. 5 before goggles, after swimming cap.

Write the new words in your notebook.

- · Ask the children Do you wear a tracksuit for swimming or other sports? and elicit other sports. Explain swimwear is what you wear for swimming and sportswear is what you wear for other sports.
- · Have the children copy and fill in the table into their notebooks.
- · Copy the table onto the board and have volunteers fill it in.

Answers: Sportswear: tracksuit, glove, helmet, trainers Swimwear: swimming cap, flip-flops, goggles, swimming costume

Teaching star! 5

Extension

- Extend critical thinking activities so the children can improve this skill.
- Ask the children to call out sports they can think of that need the sportswear items. Help them with words for sports, if necessary. They can also think of other items they know in English that you need for the sports they think of. (tracksuit: running, going to the gym; helmet: cycling, skateboarding, baseball; trainers: running, athletics, basketball; bat: baseball, cricket; glove: baseball, football)

Look at the picture. Ask and answer.

- · Have the children look at the picture on page 108. Have two volunteers read out the example dialogue. Tell the children to point to the correct part of the picture.
- Divide the class into pairs and have them take turns asking and answering questions about the picture. Ask some pairs to tell the class a question and answer.

5 (1) 3.3 Sing the song. Be a star!

 Make sure the children can't see the lyrics of the song. Tell them to listen to the song and listen out for the sports clothes and equipment and to raise their hands when they hear a word.

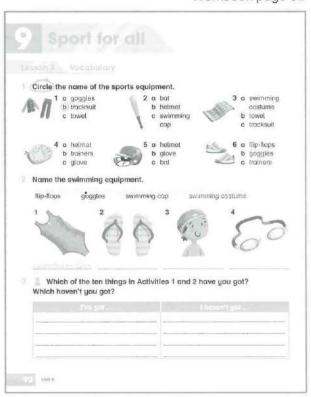
- · Play the audio. Then ask different children to think of a mime for the sports clothes words and the equipment words. Have the class copy the mimes.
- The children now look at the song in their books. Play the audio again and stop after each line for the children to repeat (singing). Encourage them to mime as well.
- · Finally, the children listen, mime and sing. Repeat for practice.

Cooler: First letters

Ask the children to close their books. Write the first letter of each new word on the board. Have volunteers complete the words.



Workbook page 92



Circle the name of the sports equipment.

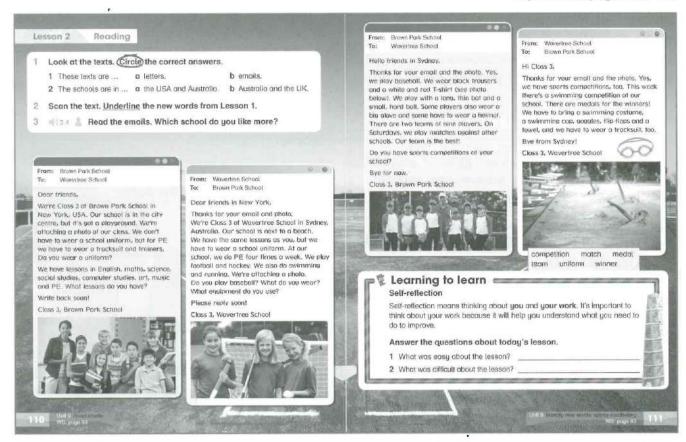
Answers: 1 b 2 a 3 b 4 c 5 a 6 c

Name the swimming equipment.

Answers: 1 swimming costume 2 flip-flops 3 swimming cap 4 goggles

Which of the ten things in Activities 1 and 2 have you got? Which haven't you got?

Answers: Children's own answers.



Learning objectives: Read emails; Identify new words: sports vocabulary

Vocabulary: competition, match, medal, team, uniform, winner

Additional vocabulary: players

Resources: (PK) - Unit 9, Lesson 2;

TRC - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio track 3.4

Materials: Class Audio CD3; (optional) board pen or chalk

Warm-up: Simon says

 Play Simon says with the words from Lesson 1 (put on your goggles, hold your bat, use your towel). See the Games Bank (pages 14–17) for how to play this game.

Vocabulary

 Teach the new words and players with these example sentences to give each word context.
 Have the children repeat the sentences.

A 100 metre race is a competition.

There's a football match on TV.

He won a gold medal.

There are 11 players in a football team.

Your school uniform is grey trousers and a white shirt.

The first person to finish a race is the winner. There are two players in a tennis match.

 Write the new words on the board. Ask volunteers to remember the sentences you said and say them to the rest of the class.

1 Look at the texts. Circle the correct answers.

- Read out the questions first. Then tell the children look at the texts on pages 110–111. Tell them to look quickly, just to find the information they need to answer the questions.
- Have the children choose their answers alone.
- Ask the children to report back to the class.
 Children raise their hands to suggest answers. Ask for class agreement.

2 Scan the text. Underline the new words from Lesson 1.

- · Remind the children what scan means and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: tracksuit, trainers, bat, glove, helmet, swimming costume, swimming cap, goggles, flipflops, towel

(1) 3.4 Read the emails. Which school do you like more?

- · Play the audio and have the children follow in their books.
- Allow the children time to re-read the text quietly. Then they think about which school they like more.
- · Discuss the emails. Ask Which school do you like more? Why? What don't you like about the other school? Have a show of hands for each school to see which one is most popular.

Learning to learn

- Read out the Learning to learn box to the children. Give the children a few minutes to read the questions and think about their answers.
- · Ask the children for feedback. Prompt with questions if necessary: Were the new words easy or difficult? Are emails easy or difficult to understand? Is it easy or difficult to read this much text?

Teaching star!

Reading

- You can use Learning to learn to look back at other reading texts from the book.
- Divide the class into pairs. Tell each pair to choose a reading text that they found easy and a reading text that they found difficult and why. Ask the pairs for feedback and see if they have the same or different reasons.

Cooler: Quick spelling

- Ask two volunteers to come to the board and give them a board pen each. Read out a new word from this lesson or the previous lesson. The volunteers write the word on the board as fast as they can, but of course spelling it correctly.
- Repeat with other pairs and other words.

	e sentences.	Use the words	from the box		2
competitions players	matches team		inner	1	100
1 Our school	(2015)	is very goo	d.		
2 They often	win so they've	got a lat of		8	
3 There are	11	in a footb	oll team and r	ine in a basebatt t	eam
4 We've got a blue cap			_of blue short	s, white T-shirts or	vd
5 The	is	very hot and tire	d, but happy!		
6 In our scho	ol faotball		here are four t	eams and three	
	o nargaranh	with words fr	com Ambiguites	111	
Complete th	a baragrapii	i mini moras ir	om Meniard	*	
		- Annual III			
Today there	is a football 1_	in a leam	. There are fo	ur ^E plays three	
Today there	is a football 1_	in a leam	. There are fo	ur ^E	_
Today there There are 11	is a football 1 There	in a leam	. There are fo	ur ^E plays three	_
Today there	is a football 1 There	in a leam	. There are fo	ur ^E plays three	-
Today there There are 11	ts a lootball.1 There b learn sk about the	in a team are ^a	. There are to and each learn for the	ur ^E plays three	
Today there There are 11 4 Learning 1 What do yo	There sk about the u need help to	in a team are a	. There are to and each team for the last units. We stars.	ur E plays three E	
Today there There are 11 4 Learning 1 What do yo	is a lootball." There is learn as about the uneed help when you	in a team are ¹ work from the with? Fill in the	There are found each team for the last units. We stars.	ur E n plays three "" That do you kno ed help.	
Today there There are 11 4 Learning 1 What do yo	is a football. There There Is learn Isk about the uneed help uneed	in a team ore a work from the with? Fill in the	There are found each team for the last units. We stars.	ur E i plays three E E E E E E E E E E E E E E E E E E	
Today there There are 11 4 Learning Thir What do you Use there was Use post tens	is a football. There There It could the uneed help un	in a team ore a work from the with? Fill in the	. There are for one death team for the last units. We a stars.	ur = plays three = ### ##############################	
Today there There are 11 4 Learning Thir What do yo Use there was Use past tens Use compared	is a football. There bleam ak about the uneed help une	in a feam ore * work from the with? Fill in the * ** I'm O there were / were	There are found each team for the last units. We a stars.	ur = plays three = #	

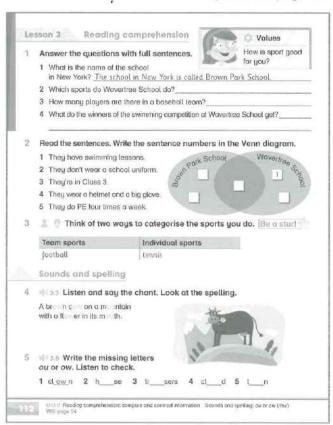
Complete the sentences. Use the words from the box.

Answers: 1 team 2 medals 3 players 4 unifo 5 winner 6 competitions, matches

Complete the paragraph with words from Activity 1.

Answers: 1 competition 2 teams 3 players 4 matches 5 medals 6 winners

Think about the work from the last units. What do you know well? What did you need help with? Fill in the stars.



Learning objectives: Reading comprehension: compare and contrast information; Sounds and spelling ou or ow (/au/)

Vocabulary: brown, cloud, clown, cow, flower, house, mountain, mouth, town, trousers

Resources: (PK) - Unit 9, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 3.5–3.6

Materials: Class Audio CD3

Warm-up: Which school?

- Ask the children to remember as much as they can about the schools from Lesson 2. Say Which school am I thinking about? Ask me a question.
- A volunteer asks you a question to find out which school you are thinking about, e.g. Which city is it in? Where is it? What sports do they do? Is there a beach? Do they play baseball? They cannot ask you the name of the school.
- Children can then repeat the game in pairs.

1 Answer the questions with full sentences.

- Read out the first question and have a volunteer read out the answer.
- Have the children finish the activity individually.
 Ask them to raise their hands to offer answers.
 Write the answers on the board.

Answers: 1 The school in New York is called Brown Park School. 2 They do football, hockey, running and swimming. 3 There are nine players. 4 They get medals.

2 Read the sentences. Write the sentence numbers in the Venn diagram.

- Ask the children to find the information for the example in the text. Explain that the middle part of the Venn diagram is for both schools.
- Have the children fill in the Venn diagram individually. They can the compare answers with a friend.
- Draw the Venn diagram on the board and have volunteers fill it in.

Answers: Brown Park School: 2, 4 Both: 3 Wavertree School: 1, 5

Think of two ways to categorise the sports you do. Be a star!

- Say Team sports have many players, but individual sports have one player against another player.
- Ask the children to brainstorm and tell you what different sports they do.
- Have the children think about the sports they do (if they don't do any they can use ideas from the class brainstorm). They copy the table into their books and fill it in.
- Draw the table on the board and fill it in with ideas from the children.

Answers: Children's own answers.

Teaching star! 7

Evaluating

- Encourage the children to self-reflect on different types of lessons.
- Ask the children How easy or difficult was Activity 3 for you? Do you find speaking activities easy or difficult? How do you think you can improve?

4 (1) 3.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (a cow with a flower in its mouth).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/au/)

· Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: A ... cow on a mountain with a flower in its

mouth.

Children: brown

Teacher: A brown cow ... with a flower in its mouth.

Children: on a mountain

Teacher: A brown cow on a mountain with a flower ...

Children: in its mouth

Teacher: A brown cow on a mountain ... in its mouth.

Children: with a flower

5 (1) 3.6 Write the missing letters ou or ow. Listen to check.

- · Elicit all the words from the children by inserting the sound /au/.
- The children now complete the words with ou or ow

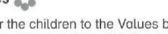
Workbook page 94

	Read the emails on Pupil's Book pages 110111. Answer the questions.
	1 Which school is next to a beach? Whenever School
	2 Which school is in a city centre?
	3 Which school has to wear a school uniform?
	4 Which school plays matches on Saturdays?
2	${\textstyle\frac{1}{n}}$ Look at the questions at the end of the emails. Answer about your school.
	1 What lessons do you have?
	2 What do you wear to do sport?
	What equipment do you use? 4 Do you have sports competitions at your schoot? If yes, which ones?
	Sounds and spelling
3	Complete the words in one sentence with ow and in the other sentence with ow.
	H. gray goun
	rrnd hse is up the mntoin.
4	Write words with ow in the towel and the words with ou in the cloud.
	loses desid

- While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- Play the audio for the children to check their answers.

Answers: 1 clown 2 house 3 trousers 4 cloud 5 town

Values 🞇



- · Refer the children to the Values box. Ask one child to read out the question. Ask the children for ideas about how sport is good for them.
- Write their different ideas on the board.

Cooler: Memory game

Ask the children to close their books and try to remember all the ou and ow words from Activities 4 and 5. Have volunteers write them on the board and have the class read them out.

1 Read the emails on Pupil's Book pages 110-111. Answer the questions.

Answers: 1 Wavertree School 2 Brown Park School 3 Wavertree School 4 Brown Park

Look at the questions at the end of the emails. Answer about your school.

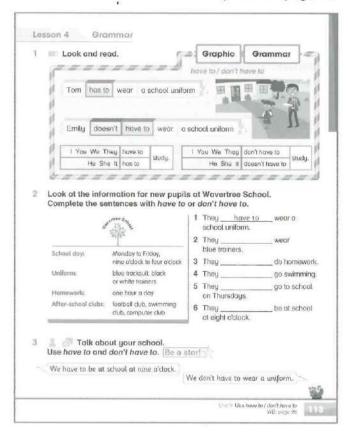
Answers: Children's own answers.

3 Complete the words in one sentence with ou and in the other sentence with ow.

Answers: How are you now, brown cow? Our round house is up the mountain.

Write words with ow in the towel and the words with ou in the cloud.

Answers: Towel (ow): towel, how, now, brown. cow Cloud (ou): cloud, our, round, house, mountain



Learning objectives: Use have to I don't have to

Grammar: have to / don't have to

Resources: (PK) - Unit 9, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PRK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: ou or ow?

- Assign ou to half the class and ow to the other half. Call out the words from Lesson 3 Activities 4 and 5. The children stand up when they hear a word with their letter combination.
- Repeat with different volunteers calling out the words.

1 Look and read.

- If you don't have access to the class video, write have to and don't have to on the board. Ask a volunteer to stand by the board and point to the correct form as you speak. Say We have to wear trainers for PE. We don't have to go to school on Saturday.
- Have the children look at the pictures in Activity 1 and ask Who is wearing school uniform? (the boy)
- Read out the sentences one at a time. Ask the children How do we change 'have' with he or she? Elicit has. Ask the children How do we change 'don't have' with he or she? Elicit doesn't have.

- Ask the children which colour blocks the affirmative is in and elicit blue. Ask the children which colour blocks the negative is in and elicit red.
- Read out the sentences again and have the children repeat.
- If you have access to the class video, present have to and don't have to with the sentences as above. Then tell the children to watch the video and think about what different forms of have to we use in the third person, affirmative and negative.
- Play the video. Ask the children for feedback.
- Ask the children to say the short form of does not have to (doesn't have to).
- Play the video again, and have the children repeat the sentences.

2 Look at the information for new pupils at Wavertree School. Complete the sentences with have to or don't have to.

- Have the children read through the information quietly. The give them a minute to complete the sentences.
- Ask volunteers to read out the sentences and write the verbs on the board.
- Ask the children Do you like school uniform?
 Why? / Why not? Help children with their answers if
 necessary, e.g. It helps people know which school
 I go to. School uniforms are nice colours. School
 uniforms are warm. School uniforms are ugly.

Answers: 1 have to 2 don't have to 3 have to 4 don't have to 5 have to 6 don't have to

Teaching star! 5

Extension

- You can extend grammar activities to practise other forms of the same grammar point.
- Ask the children to redo Activity 2 orally in pairs, but this time replace They with He, e.g. He has to wear a school uniform. Then have some pairs report back to the class. You can do the same with the other personal pronouns: I, you, she, we.

Talk about your school. Use have to and don't have to. Be a star!

- Have volunteers read out the examples. Ask the children if this is the same for their school, too. If not, ask for sentences that are true for their school, e.g. We don't have to be at school at nine o'clock. We have to wear school uniform.
- Have the children work in pairs and take turns to say something about their school. Ask some pairs
 to tell the class what they said.

Cooler: Chores

- Ask six children to say one thing that they have to or don't have to do at home, e.g. I have to tidy my bedroom.
- Ask six other children to say what the previous children said using has to and doesn't have to, e.g. She has to tidy her bedroom.

Workbook page 95

Make sentences.	
1 get I the next train	have to .
Elegate or about	Trains
2 today have to does	n't sweep the floor. He .
3 to school on Mondo	y has to My sister go .
4 have to We a unifor	rm don't wear at Brown Park School .
Complete with the corr	rect form of hove to.
1 Sam: We haven't got of buy some at the	ony biscuits. Mumshop.
2 Lucy: No, she There are some	buy ony biscuits.
3 Today is Monday, Usu	atly, Sam wash up.
4 But he can't, so Lucy	wash up today.
Look at Ben's chores t	for today. Write sentences about what he hour to
1 - 124 - 25	1 Meto-rawattan
× ving the election	2
X sestantising room	3
🗸 signe the littleness.	4
Write two things ye at home.	ou have to do and two things you don't have to
1	
2	

Grammar reference:

Remind the children that they can refer to the *Grammar* reference on page 126 while completing these Workbook activities.

1 Make sentences.

Answers: 1 I have to get the next train.

2 He doesn't have to sweep the floor today.

3 My sister has to go to school on Monday.

4 We don't have to wear a uniform at Brown Park School.

Complete with the correct form of have to.

Answers: 1 has to 2 doesn't have to 3 has to 4 has to

3 Look at Ben's chores for today. Write sentences about what he has to do, and doesn't have to do.

Answers: 1 He has to wash up. 2 He doesn't have to tidy the kitchen. 3 He doesn't have to dust the living room. 4 He has to clean the bedroom.

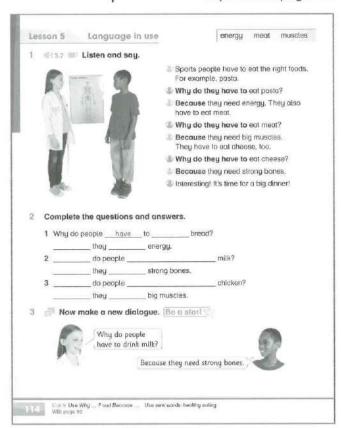
4 Write two things you have to do and two things you don't have to do at home.

Answers: Children's own answers.

Grammar reference (page 126)

1 Read the rules. Complete the sentences with have to or don't have to.

Answers: 1 don't have to 2 have to 3 don't have to 4 have to



Learning objectives: Use Why ...? and Because ...; Use new words: healthy eating

Vocabulary: energy, meat, muscles

Resources: (PK) - Unit 9, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 3.7 and Language in use video

Materials: Class Audio CD3

Warm-up: Hands up for true

- Sau some sentences with have to. The children raise their hands if the sentence is true for them, e.g. I have to wear a school uniform. I have to do the washing up. I have to sweep the floor. I have to go to bed at ten o'clock. I have to do my homework on Saturday.
- To extend this in a fun way you could also use some negative sentences, e.g. I don't have to wear a school uniform. I don't have to go to bed at ten o'clock.

1 📢)) 3.7 🔙 Listen and say.

· If you don't have access to the class video, teach the words from the box. Write energy, meat and muscles on the board. Say these sentences and tell the children to listen out for these words to work out what they mean:

My favourite meat is lamb. Chicken is not my favourite meat.

You need energy to run and do sports. When I'm tired I don't have any energy.

I use the muscles in my legs to walk and run. I use the muscles in my arms to carry things.

- If necessary, mime the words to help the children understand.
- Tell the children to listen out for the new words in the dialogue and which people the dialogue talks about. Play the audio. Ask the children to answer (sports people).
- Play the audio again and have the children listen, follow and repeat each line of the dialogue.
- · Ask the children What word do we answer 'Why' questions with? and elicit Because.
- Divide the class into two groups, and have the children act out the dialogue with each half taking one role. Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

Complete the questions and answers.

- · Have a volunteer read out the first question and ask the class to suggest the correct verb to fill the second gap (eat).
- Have the children complete the questions and answers individually. Then they compare their ideas with a friend.
- Ask pairs to read out a question and answer.

Answers: 1 have, eat, Because, need 2 Why, have to drink, Because, need 3 Why, have to eat, Because, need

Now make a new dialogue.

Be a star!

- · Have two volunteers read out the example dialogue.
- Elicit some possibilities from the whole class and build a complete new dialogue with their
- · Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for

Teaching star! 7

Communicating

- Have the children extend the dialogue to talk about other topics they can relate to. This will build their communicative confidence.
- Write these words on the board: learn English, sleep, watch the news, play games, visit grandparents, go to the doctor, go to the dentist.
- Have the children work in pairs and write a question with Why / have to, e.g. Why do we have to go to the doctor? Why do we have to sleep? The children then give an answer with Because for each idea, e.g. Because we need to be healthy. Because we need energy to play and study every day. Help the children with words if necessary.
- Ask the children to read out their questions and answers to the rest of the class and see if theu had the same ideas.

Cooler: Memory game

Have the children place their Pupil's Books face down. Then ask them the questions from the dialogue, e.g. Why do they have to eat pasta? Why do they have to eat cheese? and the children raise their hands to say the answer if they remember it. (Because they need energy. Because they need strong bones.)

Workbook page 96

1	Match the questions and answers. 1 Why do sports people have to a Because they're fun.							
	eat pasta?		 a Because they're fun. b Because he's going swimming. 					
	3 Why does yo	have to eat cheese? our brother have ot on Saturday?	Because I need strong bones. d Because they need energy.					
		wearing goggles? Like computer games?	 Because he has to play in the school football team. 					
2	Write question	ns for the answers. Us	e Why.					
	1 eat/rice	Because they need energy						
	2 eat / chloken	Because they want big r	nuscles					
	3 eat / cheese	Because they need strop	ng bones.					
	4 like/Maria	Because she's kind and	funny.					
3	Answer th	e questions about you	u. Use Because.					
	1 What's your Why do you 2 What's your Why do you	revourite tood?	Decimine					
	3 What's your l	favourite TV programme? like it?						
	4 Who's your b	est friend? like your friend?						

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 126 while completing these Workbook activities.

Match the questions and answers.

Answers: 1d2c3e4b5a

2 Write questions for the answers. Use Why.

Suggested answers:

- 1 Why do sports people have to eat rice?
- 2 Why do sports people have to eat chicken?
- 3 Why do sports people have to eat cheese?
- 4 Why do you like Maria?

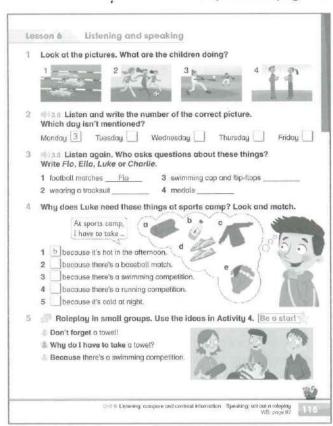
Answer the questions about you. Use Because.

Answers: Children's own answers

Grammar reference (page 126)

2 Complete the questions.

Answers: 1 Why do you have to go to bed? 2 Why do you have to eat fruit? 3 Why do you have to eat cheese? 4 Why do you have to work hard in school?



Learning objectives: Listening: compare and contrast information; Speaking: act out a roleplay

Resources: (PK) - Unit 9, Lesson 6; (PRC) - Review audio track 3.8

Materials: Class Audio CD3; a piece of paper for each child

Warm-up: Song

 Play the song from Lesson 1 (CD3, track 3.3, page 109) and have children sing along and do the mimes.

1 Look at the pictures. What are the children doing?

- Tell the children to look at the pictures and think about what the children are doing. Ask them What are the children doing in picture 1? and elicit answers.
- Tell the children to think about the other pictures and talk to their friend.
- Ask for feedback with the same question and elicit answers in the present continuous.

Answers: 1 swimming 2 playing football 3 playing baseball 4 getting medals

2 (1) 3.8 Listen and write the number of the correct picture. Which day isn't mentioned?

- Tell the children to listen to the conversation and write the numbers of the correct picture next to the days.
- Play the audio. The children write numbers in the boxes alone, and then compare their answers with a friend.
- Have the children call out the answers. Ask Which picture goes with Monday? etc. and elicit answers.

Audioscript

Adult: Next week is sports camp for everyone! We

have five days of different sports. Please

everyone, listen carefully.

On Monday, you have to wear a tracksuit and trainers. Any questions? Yes, Luke?

Luke: Why do we have to wear a tracksuit?

Adult: Because in the morning there are baseball

lessons and in the afternoon we're going

running.

Luke: OK.

Adult: On Wednesday there's a football

competition. Each team has a different uniform. Any questions? Yes, Flo?

Flo: How many matches do we play?

Adult: Each team plays four matches.

On Friday we've got a medal ceremony. There are medals for all the sports

competitions. Any questions? Yes, Charlie?

Charlie: Are there medals for the winners of the

football?

Adult: Yes, Charlie there are medals for the

winners of *all* the sports. Oh, and on Thursday there's a swimming competition. Don't forget your swimming costumes and your towels. Any questions? Yes, Ella?

Ella: Do we have to bring flip-flops and a

swimming cap?

Adult: You have to bring a swimming cap, but you

don't have to bring flip-flops ...

Answers: Monday 3, Wednesday 2, Thursday 1, Friday 4, Tuesday isn't mentioned.

- 3 (3) 3.8 Listen again. Who asks questions about these things? Write Flo, Ella, Luke or Charlie.
 - Read through the points. Tell the children to listen again, and this time listen out for the questions.
 - · Play the audio. The children write the names.
 - Play the audio again. Ask the children for feedback.

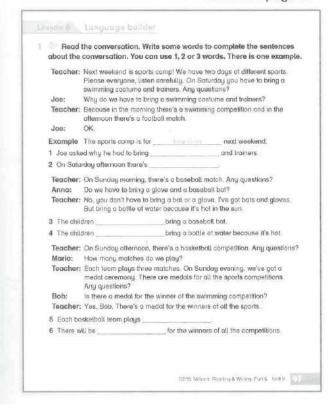
Mixed ability

- If you feel some of the children have not understood the listening activity well, play the audio again and pause now and then to ask questions.
- Play the audio a third time and pause after each question that the characters ask. Have the children raise their hand to repeat the question they heard. Then ask volunteers to say the answer they think the adult gives. Play the answer to confirm.

4 Why does Luke need these things at sports camp? Look and match.

- · The children read the sentences and match them to the pictures.
- Ask volunteers to raise their hands and offer answers. Encourage them to say full sentences: e.g. At sports camp I have to take a towel. The class asks Why? and the child answers Because there's a swimming competition.

Workbook page 97



🗐 Roleplay in small groups. Use the Teaching star! 575 ideas in Activity 4. Be a star!

- · Divide the children into groups of three, and refer them to the example dialogue. The first child says a sentence with Don't forget. The second asks a question with Why? and the third gives an answer with Because.
- The children do their roleplay. Monitor and help as necessary.
- · Ask each group to talk about one thing from Activity 4.

Cooler: What's wrong?

Have the children place their Pupil's Books face down. Read out some sentences from Activitu 4. but make some mistakes. The children call out Stop! when they hear a mistake and correct it, e.g. I have to take a T-shirt because it's cold at night.

Read the conversation. Write some words to complete the sentences about the conversation. You can use 1, 2 or 3 words. There is one example.

This activity helps prepare the children for Part 5 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the conversation and find the information to complete the sentences.
- · If done in class, read out the first sentence. Then have a volunteer read out the example. Ask the children to point to the key words in the conversation that give the answer.
- · Have the children continue the activity, using key words to help them.

Answers: 1 a swimming costume 2 a football match 3 don't have to 4 have to 5 three matches 6 a medal

	Read the sentences and circle the correct and	swers		
	I play hockey and basketball. I also play tennis. I play	bettoo	too.	
	1 Which words add a new idea in a new sentence?	and	also	too
	2 Which word goes at the end of the sentence?	and	also	too
	3 Which word goes before the main verb?	and	atso	too
2	Complete the text. Use and, also or too.			
	and tennis. The boys play baseball, The girls play badminton They wear green Tishiris blue tracksuits They wear trainers, Wear red caps.		A.	
3	Write an email about Wavertree	1		
3	Football Club. Use and, also or too. [Be a sta		TO SEE	COTRALL CLIR
3	Football Club. Use and, also or too. [Be a sta		RIREE	OOTBALL CLUB
3	Football Club. Use and, also or too. Be a sta			GOTBALL CLUB
3	To: Brown Park School From: Woverties School Dear friends at Brown Park School. At our school, there's a football club with a good football from. Warre attaching a poster about the club. The players were au	WAVE		
3	To: Brown Park School From: Woverties School Dear friends at Brown Park School. At our school, there's a football club willing a good football from. Wor're all that his province of the school. They were	WAVE	ays and	OOTBALL CLUB
3	To: Brown Park School From: Woverties School Dear friends at Brown Park School. At our school, there's a football club willing a good football from. Wor're all that his province of the school. They were	Tuesda after s	ays and chool es on Se	Thursdays // o

Learning objectives: Write an email using connectors of addition

Resources: (PK) - Unit 9, Lesson 7

Materials: A pencil for each child and enough

rubbers for the class.

Warm-up: Favourite sports

Ask the children to raise their hands and tell the class their favourite sport and why it is their favourite, e.g. I like football because it is a team sport.

Read the sentences and circle the correct answers.

 Write too, also and and on the board. Then write these gapped sentences and tell the children to fill them in with the correct words:

I like football __ tennis. like baseball. I like basketball,

· Tell the children to open their books. Read out the examples and have the children check if they chose the correct words for the sentences on the board.

· The children read the rules and circle the correct answers.

Personalising

- Use opportunities for the children to relate a lesson to their own experience.
- Tell the children to write the sentences in the example on Activity 1 in their notebooks, but change the information so they are true about themselves. They can be any hobbies, not only sport. Have the children compare their sentences with a friend.

2 Complete the text. Use and, also or too.

- Tell the children to think about the rules in Activity 1 and complete the text with the correct words.
- Have volunteers read out a sentence each.

Answers: 1 and 2 too 3 also 4 and 5 too 6 also

3 Write an email about Wavertree Football Club. Use and, also or too. Be a star!

- · Tell the children look at the photo and the information and complete the email about the football club.
- · The children do the activity individually. Tell them to write in pencil so they can correct their work.
- · Have volunteers read out and then write one sentence each of the email on the board. The children correct their work if necessary.

Suggested answer:

Dear friends at Brown Park School,

At our school there's a football club with a really good football team. We're attaching a poster about the club. The players wear a uniform.

They wear red and white T-shirts and blue shorts, too. They play football on Tuesdays and Thursdays after school. They also play matches on Saturday mornings at nine o'clock.

Does your school have a football team? Write soon,

Your friends at Wavertree School

Cooler: Sentence building

- Start a sentence about an animal: e.g. Elephants have got big ears and ... Have volunteers raise their hands to finish the sentences. Then ask volunteers to add a sentence with also and another with too.
- Repeat with other ideas, e.g. aliens, grandmas, flowers, etc.



Prepare to write	3 Write an email to the pupils at Wavertree School using your notes.
Look and think. Then complete the sentences with and, also or loo.	
Looki	From:
We use and, also and too to add ideas in a sentence. • also ages before the main verb.	To:
 too goes at the end of the sentence. 	Dear friends,
At Wavertree School, the children do PE four times a week. The boys play	We'rein
football hockey. The girls play hockey. Boys girls wear tracksuits for running. Their have to bring a	We do PE
swimming costume, a swimming cap, qoggles * lilp-flops tor swimming. They have to bring a towet, * . They	We ploy
have to wear a tracksuit.	We wear
Prepare to write an email to the pupils at Wavertree School about your school. Use your notes from Activity 2 on page 94.	but
1 What class are you in?	Please write back soon!
2. What's the name of your school?	rease wite book adolf
3 Where is it? (city, country)	
4 How often do you do PE at schoot?	Read and check what you wrote in Activity 3.
	Ask yourself:
5 What sports do you play?	Did I use and, also and too to join ideas?
6 What clothes do the pupils have to wear for PE?	Did I write interesting information for children from other countries?
7 Do you have sports competitions at school?	Did I use the correct punctuation?
Box and Alice of the second se	Did I write neatly?

Prepare to write

- 1 Look and think. Then complete the sentences with and, also or too.
 - · The children complete the paragraph with the correct words.
 - · If done in class, have a volunteer read the example. Ask the class why and is the correct missing word and elicit that and adds a new idea to a sentence.
 - · Have the children complete the activity individually. Ask volunteers to read out the answers.

Answers: 1 and 2 also 3 and 4 and 5 too 6 also

- Prepare to write an email to the pupils at Wavertree School about your school. Use your notes from Activity 2 on page 94.
 - The children can use their answers from page 94, Activity 2 of the Workbook. They answer the questions for their own school.
 - · If done in class, ask some children to suggest some answers for questions 1 and 2.
 - The children answer the questions individually. They can then compare answers with a friend.
 - Ask for feedback. See how many children have the same answers.

Answers: Children's own answers.

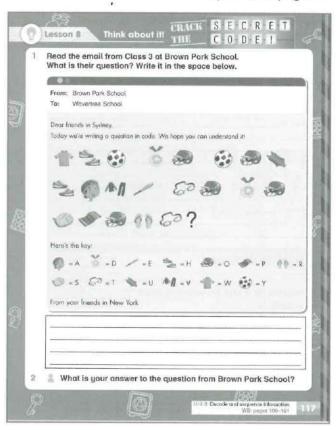
Ready to write

- Write an email to the pupils at Wavertree School using your notes.
 - · The children use their notes to write an email to Wavertree School about their own school.
 - · If done in class, have volunteers suggest how to start the email sections From and To.
 - Have the children write the email individually. Remind them to use and, also and too. Monitor and help the children as they write.
 - · Have the children work in pairs and read each other's emails. Ask some children to read out some of their sentences.
 - · You could use the children's ideas to write an email on the board as a class collaboration.

Answers: Children's own answers.

- Read and check what you wrote in Activity 3.
 - The children check their work and tick the boxes.





Learning objectives: Decode and sequence information

Additional language: crack the secret code

Resources: PK - Unit 9, Lesson 8; (TRC) - (TG) - Unit test

Materials: (optional) A piece of paper for each group

Warm-up: First letters

- Write the first letters of the sports words in this
 unit on the board. Give the children one minute
 to remember as many words as they can: bat,
 flip-flops, glove, goggles, helmet, swimming cap,
 swimming costume, towel, tracksuit, trainers.
- If you have time, you can mime each word as you write it, to help the children remember.

1 Read the email from Class 3 at Brown Park School. What is their question? Write it in the space below.

- Read out the title of the lesson. Explain 'Crack the secret code' means find the answer to the code.
 Explain that: A code is a secret message written in pictures or a special secret language. Refer the children to the code on the page and tell them that in this code there is a picture for each letter.
- Tell the children to look at the code individually and try to work out what the question is in the email.

- Give them a few minutes to do this. Then they can compare their cracked code with a friend.
- Ask volunteers to read out the answer. Have other volunteers write the question on the board.

Answer: Why do you have to do sport?

2 What is your answer to the question from Brown Park School?

- Tell the children to think of their own answers to the question. Possible answers might be: Because it's healthy. It stops me feeling tired. It makes my legs strong. I want to be a footballer / sports person. It's nice to play with my friends. Winning is fun. It's nice to be outside in the sun. They can then compare ideas with a friend.
- Ask for feedback. Encourage a class discussion about why you have to do sport. Volunteers can write their ideas on the board. You could then hold a class vote to see which idea is the most popular.

Answers: Children's own answers.

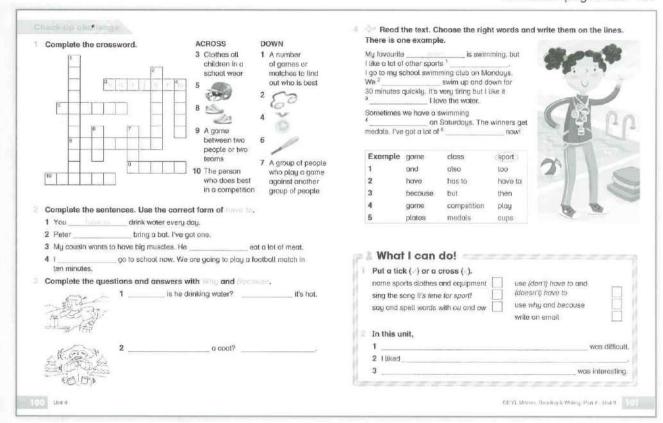
Teaching star!

Game

- Use the opportunity for a fun challenge to keep the children alert and interested.
- Divide the children into groups of four. Give each group a piece of paper. Tell them to create their own code with pictures and letters like the one in Activity 1. They then write a question in their code about sport for another group to answer. Tell the groups to swap pieces of paper and solve each other's codes to find the question. They also answer the questions in each others' codes.
- The codes can be copied neatly and displayed on the wall for children from other classes to crack.

Cooler: Did you know?

- Ask the children questions about the unit. Did you know that there are nine players in a baseball team? Did you know that a baseball ball is hard and small? Did you know that New York is a city? Did you know that Sydney is in Australia? Did you know some children have to wear school uniform? Did you know that sports people need strong bones and muscles? Did you know that eating cheese and milk gives you strong bones? Did you know how to crack a code? What else didn't you know?
- Ask the children to say what they didn't know, but have now learned.



Complete the crossword.

Answers: ACROSS: 3 uniform 5 helmet

8 trainers 9 match 10 winner

DOWN: 1 competition 2 goggles 4 medal 6 bat

7 team

2 Complete the sentences. Use the correct form of have to.

Answers: 1 have to 2 doesn't have to 3 has to 4 have to

3 Complete the questions and answers with Why and Because.

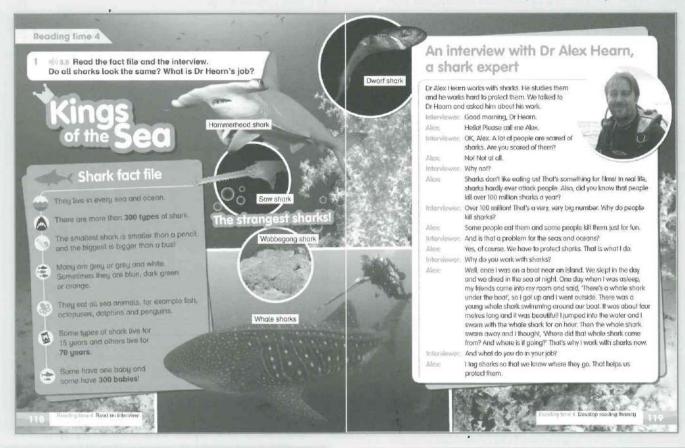
Answers: 1 Why is he drinking water? Because it's hot. 2 Why is she wearing a coat? Because it's cold.

4 Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps prepare the children for Part 4 of the Reading and Writing of the Cambridge English: Movers test.

- The children read the paragraph and choose the correct words to complete it.
- · If done in class, read out the example to the children.
- Have the children complete the activity individually. Then ask different children to read out sentences with the correct answers.

Answers: 1 too 2 have to 3 because 4 competition 5 medals



Read the shark fact file again. Write questions using the words to help you. Then ask and answer with a friend.
A VIDOUS AV A PRODUCT AND THE VIDOUS
1 (live) Where do sharks live?
2 (size)
3 (colour)
4 (eat)
Put the sentences about Dr Hearn's swim with a whale shark in the correct order.
I jumped into the water.
Then I wanted to work with sharks.
My friends came to my room.
I swam with the whale shark for an hour.
I went outside.
1 I was asleep.
I saw the whole shark.
Which shark fact do you think is the most interesting? Why? Be a start

Learning objectives: Read an interview; Develop reading fluency

Resources: (PK) - Unit 9, Reading time 4; (PRC) - Review audio track 3.9

Materials: Class Audio CD3; (optional) a selection of the downloadable flashcards from Units 1–9; a piece of paper and a pen or pencil for each pair

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say Imagine it's day time and you are swimming in the sea. Who are you with? What are you wearing? What are the sea animals you can see? How do you feel?
- Have the children open their eyes and tell a friend about what they imagined.

(1) 3.9 Read the fact file and the interview. Do all sharks look the same? What is Dr Hearn's job?

Pre-reading

 Tell the children that they are going to listen to a fact file about sharks and an interview about them. Before they listen and read ask What do you know about sharks? and elicit answers. Write some of their ideas on the board.

While reading

- · Read the questions and tell the children to listen and read for the answers. The children read along
- · Play the audio. Then read the questions out and have volunteers raise their hands to offer answers.

Answers: No, there are over 300 types of shark. Some are big, and some are small. They can be different colours. Dr Hearn is a shark expert. He works to protect them.

Post-reading

- · Ask the children if what they thought about sharks was true or false. Refer to their ideas on the board and ask Is this true? What did you learn about sharks? Are you surprised?
- · Play the audio again, and pause it now and then to say true or false sentences: e.g. There are less than 300 types of shark. (false) They eat all types of sea animal. (true) Dr Alex Hearn is scared of sharks. (false) Sharks don't like eating us. (true)

Teaching star! 7

Game

- Recycle flashcards to use from other units when appropriate.
- Stick some flashcards from Units 1-9 around the walls of the classroom. Have two children stand up at the front of the classroom. Call out a word and have the children find the flashcard and stand next to it as fast as they can. The first one to stand next to the correct flashcard is the winner. Repeat with other pairs.

Cooler: Disappearing words

- Have the children place their Pupil's Books face down and tell you the key words they remember from the interview. Write them on the board.
- See the Games Bank (pages 14-17) for how to play the game.

Reading time 4 Activities

Warm-up: Memory game

- Tell the children to remember as many facts about sharks as they can in one minute. They can work in pairs to do this.
- After one minute, ask the children for feedback and write their ideas on the board.
- Ask the children to look in their books to see if there are any they forgot.

2 Read the shark fact file again. Write questions using the words to help you. Then ask and answer with a friend.

- · Have a volunteer read out the example question and ask the children to raise their hands to suggest answers.
- · The children write their questions individually. They refer back to the fact file on page 118.
- · Have the children work in pairs and take turns to ask each other their questions.
- · Ask some pairs to tell the class one of their questions and answers.

Suggested answers: 1 Where do sharks live? They live in every sea and ocean. 2 How big are sharks? Some are smaller than a pencil, but others are bigger than a bus. 3 What colour are sharks? They are grey, or grey and white. Sometimes they are blue, dark green or orange. 4 What do sharks eat? They eat all sea animals, for example fish, octopuses, dolphins and penguins.

3 Put the sentences about Dr Hearn's swim with a whale shark in the correct order.

- · Have the children look back at the interview on page 119 and then put the sentences in the correct
- · Have the children complete the activity individually. Then they can compare answers with a friend.
- · Ask different children to read out a sentence in the correct order. Ask for class agreement.

Answers: 1 I was asleep. 2 My friends came to my room. 3 I went outside. 4 I saw the whale shark. 5 I jumped into the water. 6 I swam with the whale shark for an hour. 7 Then I wanted to work with

Which shark fact do you think is the most interesting? Why? Be a star!

- Ask the children to raise their hands and call out the shark facts that they remember.
- The children then refer back to the fact file on page 118 and choose the fact they find the most interesting. They write a sentence saying which fact they find the most interesting and why using Because.
- Have different children read out their answers. Ask if other children agree or disagree.

Answers: Children's own answers.

Teaching star! 5

Communication

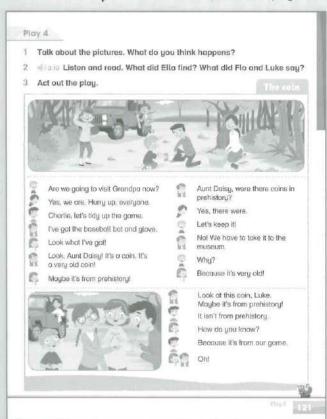
- Asking the children to read out a few lines of their own written work will help them gain confidence in speaking.
- Divide the children into small groups. Tell each child to read out their written sentences from Activity 4 to the other children in their group.
- The other children can give feedback by saying if they agree or disagree with their classmate's opinion.
- For children who are more confident in speaking, ask them to give feedback saying why they agree or disagree.

Cooler: Stickman

- Play one example round of the Stickman game.
 Use a word from Reading time 4 (e.g. octopuses, oceans, island). See the Games Bank (pages 14–17) for how to play this game.
- Divide the class into pairs. Each pair needs paper and a pen or pencil. Have the children play the game in pairs choosing words from Reading time 4.

This Reading time does not have a story video. If you have time you could ask the children to write or act out their own interviews.

- First, ask the children to think about someone they know with an interesting job, like Dr Alex Hearn. They can work in small groups to do this.
- Next, ask the children to research that person and to find out facts about that person's job. Ask children to look for books in the library, or search on the Internet for information.
- Then, ask children to write an interview between them and that person. They should ask at least six questions.
- Finally, ask children to work in pairs and act out their interviews. You could ask the confident children to act out their interviews in front of the class.



Resources: (PK) - Unit 9, Play 4; (PPK) - Review audio track 3.10

Materials: Class Audio CD3; a piece of paper for each pair; props for the play, e.g. a glove, a bat and

Warm-up: Anagrams

- Write these anagrams of words from the play on the board. Give the children a few minutes to work them out in pairs. Have volunteers spell the words correctly on the board.
 - tab = bat, loveg = glove, inoc = coin, hiseprotry = prehistory, seummu = museum

Talk about the pictures. What do you think happens?

- Have the children look at the pictures on page 121.
- · Ask them if they can name all of the characters in the pictures.
- · Ask what they can see happening in the pictures, and what they think the play is about.

(1) 3.10 Listen and read, What did Ella find? What did Flo and Luke say?

- · Play the audio. Have the children listen and follow in their books.
- Ask them for the answers to the questions.
- · Give the children time to read the story again quietly with no audio.
- · Play the audio one more time. Stop after key phrases and have the children repeat.

Answers: Ella found a very old coin. Flo said it's from prehistory and Luke said it's from their game.

Act out the play.

- Ask the children what objects (called props) they will need to help them act out the play (see Materials).
- · Ask how many characters the play needs (five -Charlie, Flo, Ella, Luke, Aunt Daisy).
- Divide the class into groups of five if there are extra children, they can help a group with their scene changes.
- · Give the children several minutes to decide what their roles are (if they can't decide, you can decide for them), and to practise their lines and using the props.
- · When they are ready, each group can act out their version in front of the class (always with applause at the end).
- If you have a large class, groups can act it out for half the class at a time.

Teaching star! 5

Presentation

- The plays can be performed for other classes or parents to show the children's progress.
- Have each group learn their roles at home. If they do not feel confident, they can write them onto paper to hold while acting out the play. Invite other classes during a break or parents at the end of a lesson to watch the performances!

Cooler: Well done!

- Tell the children Well done! You're an Academy
- Ask the children for feedback with these questions: Which piece of information was the most interesting? Which piece of information about sharks did you not know? What other sea animals are you interested in? Where you can find out more about them?

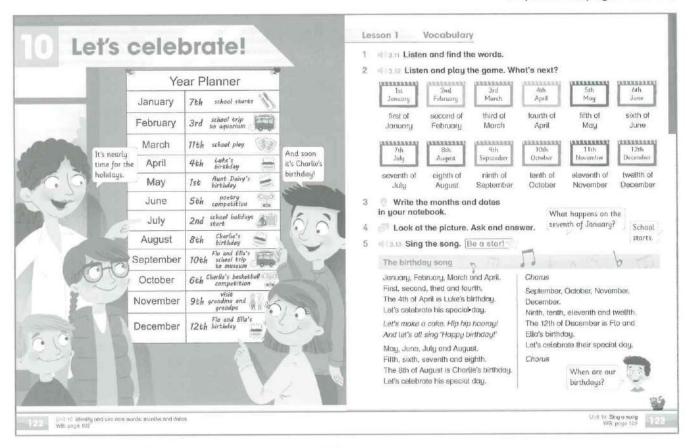


Let's celebrate!

Lesson 1

Vocabulary

Pupil's Book pages 122-123



Learning objectives: Identify and use new words: months and dates; Sing a song

Vocabulary: first of January, second of February, third of March, fourth of April, fifth of May, sixth of June, seventh of July, eighth of August, ninth of September, tenth of October, eleventh of November, twelfth of December

Resources: (PK) - Unit 10, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 10 song, Flashcards; (PRC) - Review audio tracks 3.11–3.13

Materials: Class Audio CD3

Warm-up: Months

- Write Months on the board and the numbers 1–12 in a row underneath.
- Call out different months in random order and have volunteers write them on the board under the correct number. Have the class help out with spelling.

1 (1) 3.11 Listen and find the words.

- The children look at page 122. Ask What are they looking at? (a year planner) Do you have a year planner? (yes / no) Do you think year planners are a good idea? (Children's own answers.)
- The children look at page 123. Play the audio. The children listen and point to the correct words.

Teaching star! 5

· Repeat the audio. The children repeat each item.

Using digital

- Use the audio for pronunciation practice for pairs and individuals so you can check each child's progress.
- Have pairs of children stand up and repeat the audio for Activity 1. Encourage them to copy the pronunciation as closely as they can. Repeat with individuals who want to have a go on their own.

2 (1) 3.12 Listen and play the game. What's next?

- Have the children listen to the first example on the audio.
- · For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says Now you, pause for the children to call out the answer.

Audioscript

Teacher: first of January, second of February

Child: third of March

Teacher: fourth of April, fifth of May

Child: sixth of June

Teacher: Now you. 1 fifth of May, sixth of June

2 seventh of July, eighth of August 3 eighth of August, ninth of September 4 ninth of September, tenth of October 5 eleventh of November, twelfth of December

Answers: 1 seventh of July 2 ninth of September 3 tenth of October 4 eleventh of November 5 first of Januaru

🞹 Write the months and dates in your notebook.

- · Ask the children to write the months and dates in two columns in their notebooks.
- · The children work in pairs as each puts their hand over the month column, then the dates column and tries to repeat the months and dates from memory.

4 Took at the picture. Ask and answer.

- Ask two volunteers to read out the example question and answer. Tell the children to point to the correct part of the year planner on page 122.
- The children work in pairs and take turns asking and answering questions about the year planner.

5 (1) 3.13 Sing the song. Be a star! 7

- · Make sure the children can't see the words of the song. Tell them to listen for the dates of the Academy Stars' birthdays.
- Play the audio. Then ask the children to say when their birthdays are.
- · Now the children look at the song in their Pupil's Book. Play the audio again and stop after each line for the children to repeat (singing).
- Finally, the children listen and sing.

Answers: Luke: fourth of April Charlie: eighth of August Flo and Ella: twelfth of December

Cooler: Clap, dance and sing

Play the song one more time. During the chorus the children clap, dance and sing.



Workbook page 102

Match ordina	I numbers and words.		
tst	elghth	eleventh	701
2nd	fifth	first	Bth
3rd	fourth	nintri	9th
4th	second	severith	101/
5th	sixth	tenth	11th
Bth	twelth	third	1211
Complete the	table.		
First	January	seventh	
	February		August
third		ninth	- 122X-1000
100.00	April	Diff. W. C.	October
tifth		eleventh	
	June		December
Answer the a	uestions about the mo	nthe of the uen	-
	lifth month of the year?		what month of the year?
1 11110115115	mer mornir or are gears	o burnary is	weat mount to the great
0.100-01-0	total and the same of	4 6 6	
2 What is the	third month of the year?	4 February is	what month of the year?
Look on Pupi	l's Book page 122. Ans	wer the question	ons.
1 What hopps	ns on the fourth of April?	-10-1-6-7-1	
	ns on the eighth of August	9	
	ns on the second of July?		
a which happe	its on the second or only	7	

Match ordinal numbers and words.

Answers: 1st - first, 2nd - second, 3rd - third, 4th - fourth, 5th - fifth, 6th - sixth, 7th - seventh, 8th - eighth, 9th - ninth, 10th - tenth, 11th eleventh, 12th - twelfth

Complete the table.

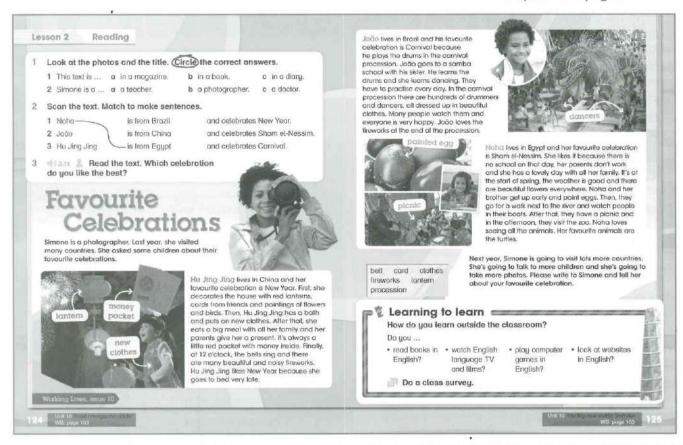
Answers: first – January, second – February, third - March, fourth - April, fifth - May, sixth - June, seventh - July, eighth - August, ninth - September, tenth - October, eleventh -November, twelfth - December

Answer the questions about the months of the year.

Answers: 1 May 2 March 3 first / 1st 4 second /2nd

Look on Pupil's Book page 122. Answer the questions.

Answers: 1 It's Luke's birthday. 2 It's Charlie's birthday. 3 The school holidays start. 4 It's Charlie's basketball competition.



Learning objectives: Read a magazine article; Identify new words: festivals

Vocabulary: bell, card, clothes, fireworks, lantern, procession

Additional vocabulary: carnival

Resources: (PK) - Unit 10, Lesson 2;

TRC - Downloadable flashcards; PPK - Flashcards;

(PRC) - Review audio track 3.14

Materials: Class Audio CD3, (optional) coloured pens or pencils for colouring the columns in the survey graphs

Warm-up: Chant

- Chant the ordinal numbers 1st 12th. Then tell the children to join in and have the whole class chant a few times.
- Ask Can anybody say the ordinal numbers the other way 12th – 1st?

Vocabulary

- Teach bell, card, clothes, fireworks and lantern.
 Write the words in a row on the board. Draw a simple picture of each item above the word, say the word and have the children repeat.
- Tell the children to look at the words for one minute. Then erase the words.

 Say the new words and ask volunteers to go to the board and point to the correct picture. Ask for class agreement. Teach procession and carnival. Ask if the children have seen the famous carnival in Brazil. Write procession and carnival on the board. Point to each word and explain At carnival time people dress up and dance in the street. They dance in a procession all along the streets.

1 Look at the photos and the title. Circle the correct answers.

- Refer the children to the texts on pages 124 and 125. Tell them to look at the photos and the title.
 Read out the instructions and questions.
- Have the children answer the questions individually. Then compare answers with a friend.
- Ask the children to report back to the class.
 Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 a - in a magazine 2 b - a photographer

2 Scan the text. Match to make sentences.

- Remind the children what scan means and tell them they have one minute to find the names and the information they need.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 Noha is from Egypt and celebrates Sham el-Nessim. 2 João is from Brazil and celebrates Carnival. 3 Hu Jing Jing is from China and celebrates New Year.

📢)) 3.14 👗 Read the text. Which celebration do you like the best?

- Play the audio and have the children follow in their
- Allow the children time to re-read the text quietly.
- Ask the children Which celebration do you like the best? Why? and accept all answers. Encourage the children to give reasons using Because ...

Answers: Children's own answers.

Learning to learn

- Read out the Learning to learn box to the children. Tell the children to look at the different choices and think about which ways they personally learn English. They can tick more than one choice.
- Do a class survey. Have volunteers write the different ways of learning English on the board. Then have the children raise their hands for each way, and have a child count how many hands are raised. They write the results on the board.
- · Ask questions about the results. Which is the most popular way? Which way do the least number of children learn?

Teaching star! 5

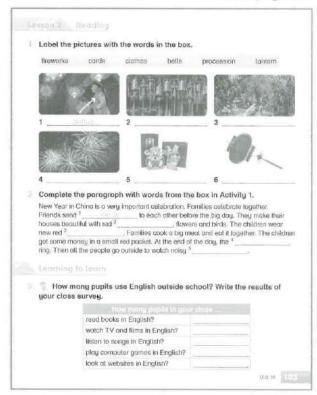
Group work

- Class surveys and graphs present what has been read about in an interactive way.
- Divide the class into groups of four. Have each group make a graph which includes the four different ways of learning English outside the classroom from the Learning to learn activity. The ideas go along the bottom of the graph and they can add one extra idea of their own, to make five in total. The number of children in the class goes up the side of the graph. starting at zero.
- The groups complete the graph by drawing and colouring four columns for the number of children who raised their hands for each way of learning (written on the board). Each group then asks the class their extra question to get a result and draws and colours the fifth column. The graphs can be displayed on the wall.

Cooler: True or False

- Have the children place their Pupil's Books face down. Read out some sentences from the text. Change some information so it is false and read other sentences as they are so they are true.
- The children call out True or False. For false sentences, ask them to give the true information.

Workbook page 103



Label the pictures with the words in

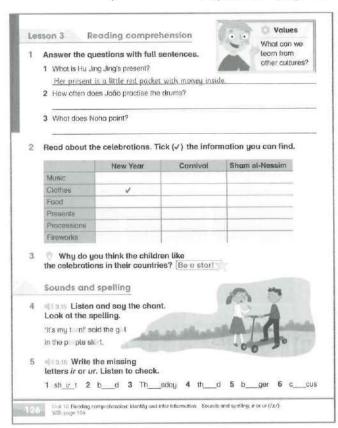
Answers: 1 clothes 2 bells 3 procession 4 fireworks 5 cards 6 lantern

Complete the paragraph with words from the box in Activitu 1.

Answers: 1 cards 2 lanterns 3 clothes 4 bells 5 fireworks

How many pupils use English outside school? Write the results of uour class surveu.

Answers: Children's own answers.



Learning objectives: Reading comprehension: identify and infer information; Sounds and spelling: *ir* or *ur* (/s:/).

Vocabulary: bird, burger, circus, girl, purple, shirt, skirt, third, Thursday, turn

Resources: (PK) - Unit 10, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 3.15—3.16

Materials: Class Audio CD3

Warm-up: Song

 Have the children sing the song from Lesson 1 (CD3, track 3.13).

Answer the questions with full sentences.

- Before the children open their books, ask them to recall details about the celebrations from pages 124–125. Ask Where is Hu Jing Jing / João / Noha from? What is their favourite celebration?
- Read out the first question and have a volunteer read out the answer.
- Have the children finish the activity individually.
 Write the answers on the board.

Answers: 1 Her present is a little red packet with money inside. 2 He practises the drums every day. 3 She paints eggs.

Teaching star!

Pairwork

- You can have the children write their own questions for reading texts in order to aid comprehension and practise question forms.
- Divide the children into pairs. Assign a character from the text to each. The pairs write their own question and then ask it to the class. Volunteers raise their hands to answer the questions. During feedback, make sure the questions forms are correct as well as the answers.

2 Read about the celebrations. Tick (√) the information you can find.

- Ask the children to read pages 124–125 again.
 They then add ticks to the correct columns in the table.
- The children do this individually and then compare answers with a friend.

Answers: Insert ticks by: New Year: clothes, food, presents, fireworks Carnival: music, clothes, processions, fireworks Sham el-Nessim: food

Why do you think the children like the celebrations in their countries?

Be a star!

- Give the children a minute to think of a reason for each child. They can work in pairs.
- Then ask the children for feedback. Write their ideas on the board and ask for class agreement.

Answers: Children's own answers.

4 (1) 3.15 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (a girl who wants her turn to ride a scooter).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask What sound is in all the words with yellow letters? (/s:/).
- Play the second part of the audio and explain that the children have to say the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: 'It's my turn,' said the girl in the ... skirt.

Children: purple

Teacher: ... said the girl in the purple skirt.

Children: It's my turn

Teacher: 'It's my turn,' said the ... purple skirt.

Children: girl in the

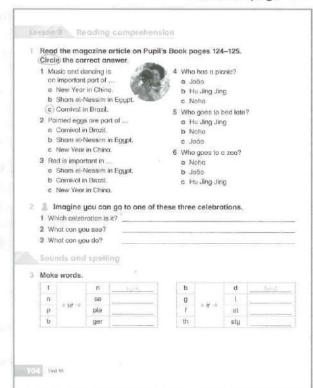
Teacher: 'It's my turn,' said the girl ...

Children: in the purple skirt

5 (1) 3.16 Write the missing letters ir or ur. Listen to check.

- · Elicit all the words from the children by inserting the sound /3:/.
- The children now complete the words with ir or ur.
- · While they are doing this, write the gapped words on the board. Invite volunteers to come to the board and complete the words.
- · Play the audio for the children to check their answers.

Workbook page 104



Answers: 1 shirt 2 bird 3 Thursday 4 third 5 burger 6 circus

Values 🞇

- · Refer the children to the Values box. Ask one child to read out the question. Ask the children to answer, e.g. From other cultures we can learn about different ways of doing things; what different people think is important; how children's lives are different; the different kinds of presents you can get.
- You could ask additional questions: What can you learn about food / festivals / dances / family traditions?

Cooler: Sentences

Ask the children to close their books. Read out information from the reading text and have the children raise their hands to finish the sentence with a word, e.g. Hu Jing Jing lives in ... (China): In spring in Egypt there are ... (beautiful flowers everywhere); At the end of Carnival in Brazil, there are ... (fireworks).

1 Read the magazine article on Pupil's Book pages 124–125 again. Circle the correct answer.

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

Imagine you can go to one of these three celebrations.

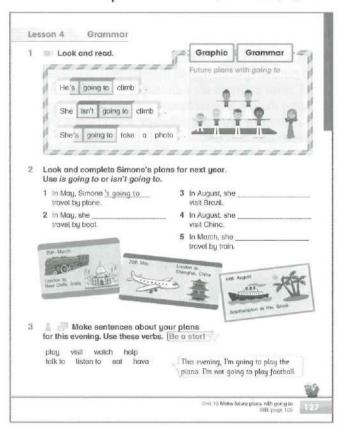
Answers: Children's own answers.

Make words.

Answers: turn, nurse, purple, burger bird, girl,

Grammar

Pupil's Book page 127



Learning objectives: Make future plans with going to

Grammar: Future plans with going to

Resources: PK - Unit 10, Lesson 4, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Warm-up: Words with ir or ur

- Write ir on the left side of the board and ur on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /3:/ sound.

Look and read.

- If you don't have access to the class video, write Tomorrow on the board. Say Tomorrow my friend is going to visit. Explain My friend has a plan for tomorrow. He's going to ... and wait for the children to say visit.
- Have the children look at the picture in Activity 1 and ask what they can see.
- Read out the sentences. Ask the children What's the full form of 's and 'isn't'? Elicit is and is not. What other words do we need before the verb? Elicit going to.

- Ask the children which colour blocks is going to is in (blue) and which colour block the word isn't is in (red). Ask the children How can we say 'She is not' a different way? and elicit She's not.
- Read out the sentences again and have the children repeat.
- If you have access to the class video, present is going to as above. Then tell the children to watch the video and think about what words we need before the verb to talk about plans.
- Play the video. Ask the children for feedback and elicit is going to / is not going to.
- Play the video again, and have the children repeat the sentences.
- Ask the children which colour blocks is going to is in (blue) and which colour block the word isn't is in (red). Ask the children How can we say 'She is not' a different way? and elicit She's not.

2 Look and complete Simone's plans for next year. Use is going to or isn't going to.

- Tell the children to look at the pictures and see what plans Simone has. Ask a volunteer to read out the example and tell the children to point to the correct picture.
- The children complete the sentences individually.
 Then ask volunteers to read out their sentences.

Answers: 1 's going to 2 isn't going to 3 's going to 4 isn't going to 5 's going to

3 Make sentences about your plans for this evening. Use these verbs. Be a star!

- Write He's going to visit on the board. Then write I'm going to visit on the board. Ask Which words are different? and elicit He's and I'm.
- Ask the children to change the sentences to negative. Write them on the board, too. (He isn't going to visit. I'm not going to visit.)
- Have a volunteer read out the example. Ask if this is true for anyone in the class.
- Have the children work in pairs and talk about their plans using the verbs in the box.
- Have some children tell the class their sentences.

Teaching star! 5

Extension

- Extend an activity to focus on another language
- Tell the children to write two sentences in their notebooks from Activitu 3. One sentence is for themselves and the other for their friend. Monitor their use of the correct personal pronouns and the correct forms of the verbs.

Cooler: Do you agree?

Say sentences using I'm going to ... The children raise their hands if they agree, e.g. I'm going to do my homework before dinner. I'm going to watch TV. I'm going to visit my grandparents. I'm going to go to Australia on Wednesday.

Workbook page 105

Complete the sentence Flo, Ella, Luke and their England in August, Their Hitt Carnival. 112 Says Elta, Luke 4 We 5	porents 1to	visi	ng ophs,		
Make sentences. Use	going to.				
1 1/ visit my grandparen	ts / on Sunday				
Pre-uplay to style my	arceilments on	Sundau			
2 They / not play / with a	is / again				
3 It/rain/tomorrow					
4 Bob / do his homework / tomorrow morning					
4 Bob / do his homework	k / tomerrow mern	ing			
4 Bob / do his homework What are the children	's plans? Comp	lete the sentence			
What are the children	's plans? Comp	lete the sentence	Ren		
What are the children	's plans? Comp	lete the sentence Summ go shopping			
What are the children Saturday morning Saturday afternoon	's plans? Comp keep go shopping visit a friend	States go shopping watch a film	Ren play toothall		
What are the children Saturday morning Saturday afternoon 1 On Saturday morning.	's plans? Comp keep go shopping visit a friend	States go shopping watch a firm	play tootball watch a film		
What are the children Saturday morning Saturday oftenoon 1 On Saturday morning, 2 He Vicas coins to	's plans? Comp Loay go shopping visit a friend Ben's adma to p	Studen go shopping watch a film	play tootball watch a film go shopp		
What are the children' Saturday morning Saturday afformson 1 On Saturday morning, 2 He Nact colors to 3 On Saturday morning,	's plans? Comp Lucy go shopping visit a friend Ben 's going to r Lucy and Susan	States go shopping watch a film	ploy tootball watch a film go shop		
What are the children' Saturday morning Saturday afternoon 1 On Saturday morning, 2 He h And counts to 3 On Saturday morning, 4 They	's plans? Comp Lucy go shopping visit a friend Ben's gains to a	Studen go shopping watch a film	ploy tootball watch a film go shop		
What are the children Saturday morning Saturday afternoon 1 On Saturday morning, 2 He NAM color of 3 On Saturday morning, 4 They 5 On Saturday afternoon	's plans? Comp Lucy go shopping visit a friend Ben's gains to a	Sunon go shopping watch a film	play tootball watch a film go shop		
What are the children' Saturday morning Saturday oftencon 1 On Saturday morning, 2 He in Aut colors us 3 On Saturday morning, 4 They 5 On Saturday attempor 6 She	is plans? Comp Liqu go shopping visit a friend Ben 1 adma to n Lucy and Susan	Staten go shopping watch o firm	ploy tootball watch a film go shop		
What are the children Saturday morning Saturday afternoon 1 On Saturday morning, 2 He NAM color of 3 On Saturday morning, 4 They 5 On Saturday afternoon	is plans? Comp Liqu go shopping visit a friend Ben 1 adma to n Lucy and Susan	Staten go shopping watch o film	play tootball watch a film go shopp		

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 127 while completing these Workbook activities.

1 Complete the sentences with the correct form of going to.

Answers: 1 are / 're going to 2 are / 're going to 3 am / 'm going to 4 is / 's going to 5 are / 're going to

2 Make sentences. Use going to.

Answers: 1 I'm going to visit my grandparents on Sunday. 2 They're not / They aren't going to play with us again. 3 It's going to rain tomorrow. 4 Bob is / 's going to do his homework tomorrow morning.

3 What are the children's plans? Complete the sentences.

Answers: 1 's going to play football. 2 's not going to 3 are going to go shopping. 4 aren't going to 5 's going to visit a friend. 6 isn't going to 7 are going to watch a film. 8 aren't going to

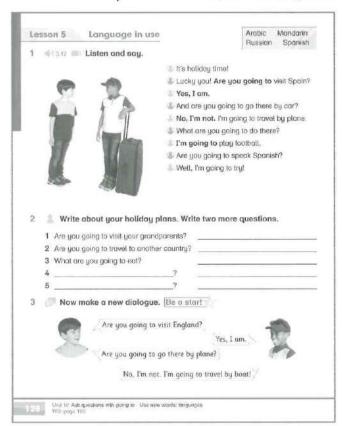
Grammar reference (page 127)

1 Look at the pictures and make sentences.

Answers: 1 They're not going to play basketball. 2 He's going to play the flute. 3 He's not going to eat a hamburger. 4 They're not going to play football. 5 He's going to read some books. 6 He's not going to go swimming.

Language in use

Pupil's Book page 128



Learning objectives: Ask questions with going to; Use new words: languages

Vocabulary: Arabic, Mandarin, Russian, Spanish

Resources: (PK) - Unit 10, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) -Grammar 2 activity, Flashcards; (PRC) - Review audio track 3.17 and Language in use video

Materials: Class Audio CD3; a world map; (optional) a piece of plain paper for each child, colouring pencils

Warm-up: Funny plans

- Say a funny sentence using going to, e.g. I'm going to wear a pink hat to school tomorrow. I'm going to eat six ice creams for breakfast. My friend is going to play tennis in goggles.
- Ask the children to think of a funny sentence of their own and tell their friend. Have volunteers tell the class their sentences.
- Children can draw pictures of their funny sentences if there is time.

1 📢)) 3.17 📉 Listen and say.

- · If you don't have access to the class video, teach the languages first. Write the countries Russia, Spain, Egypt and China on the board. Show the class the world map and point to each country as you say it.
- Say Where do they speak Russian? and elicit Russia. Write Russian under Russia. Do the same for the other languages.
- Play the audio. Ask the children Which language do they talk about in the dialogue? and elicit Spanish. Ask Which language are they speaking? and elicit English.
- Ask the class Do you speak Arabic / Mandarin / Russian / Spanish? The children raise their hands

- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the questions and answers using going to.
- · Ask Which words do we change around for the question? and elicit the person and be.
- Divide the class into two groups, and have the children act out the dialogue with each half taking one role. Then change roles.
- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

Write about your holiday plans. Write two more questions.

- · Have a child read out the first question and ask for suggestions from volunteers.
- · Have the children answer the questions individually. They also write two more questions and answers.
- · The children work in pairs and take turns to ask and answer the questions. Have some pairs report back to the class.

Answers: Children's own answers.

Teaching star! 5

Pairwork

- In large classes it can be difficult to monitor pairwork, so you could ask pairs to stand up and repeat an activity in front of the rest of the
- Ask a pair to stand up at the front of the class with their books. Have each child ask one of their own questions from Activity 2 and their friend answers. Repeat with other pairs so all the children have a turn.

3 Now make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue.
- Elicit some possibilities from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Workbook page 108

1	Match the questions and answers.						
	1 Are you going to go on holiday?	 My uncle and his family. 					
	2 Are you going to travel by train?	b I'm going to play with my cousins.					
	3 Who are you going to visit?	C Yes, we are. We're going to visit Jordan					
	4 What are you going to do there? 5 Are you going to speak Arabic?	d Yes, I am. I'm going to speak Arabic and English.					
	a this fine death to shark supple.	 No, we aren't. We're going to travel by plane. 					
2	Make questions and answers.						
	1 are Where going to you go ?						
	Where the user solve to no?						
	2 visit with my family I'm China g	oing to					
	3 Chinese going to you speak Ar	9					
	4 I'm going to No, English speak						
3	Then write answers for you.	evening? Complete the questions.					
		gains to play conguter comes?					
	2 (wotch / TV)						
	3 (do / homework)						
	1 This evening, I'm going to / not going to						
	2						
	3						

Cooler: Question building

• Say affirmative sentences using going to. Have volunteers raise their hand to turn the sentences into questions, e.g. He's going to school tomorrow. (Is he going to school tomorrow?) You're going to do your homework this evening. (Are you going to do your homework this evening?) They're going to have lunch in the canteen. (Where are they going to have lunch? / Are they going to have lunch in the canteen?) I'm going to eat fish for dinner. (Are you going to eat fish for dinner? / What are you going to eat for dinner?) Mum is going to take me to the cinema. (Is Mum going to take you to the cinema?) My cousins are going to visit next Saturday. (Are your cousins going to visit next Saturday?)

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 127 while completing these Workbook activities.

1 Match the questions and answers.

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

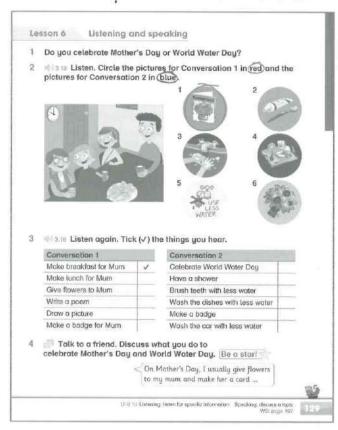
2 Make questions and answers.

Answers: 1 Where are you going to go? 2 I'm going to visit China with my family. 3 Are you going to speak Chinese? 4 No, I'm going to speak English.

3 What are you going to do this evening? Complete the questions. Then write answers for you.

Answers: 1 Are you going to play computer games? 2 Are you going to watch TV? 3 Are you going to do your homework?
Children's own answers.

Pupil's Book page 129



Learning objectives: Listening: listen for specific information; Speaking: discuss a topic

Resources: (PK) - Unit 10, Lesson 6; (PRC) - Review audio track 3.18

Materials: Class Audio CD3; (optional) red and blue pens or pencils

Warm-up: Language plans

- Ask Are you going to learn Spanish / Russian / Mandarin / Arabic when you grow up? and elicit
- Ask the children to talk in pairs for a minute and find out what languages their friends plan on learning.

1 Do you celebrate Mother's Day or World Water Day?

- · Ask the children what they think Mother's Day and World Water Day are. Encourage class discussion.
- · Ask for a raise of hands to see who celebrates these days.

Extension

- Extend activities so that they are relevant to the children's own culture.
- Continue the class discussion from Activity 1 and ask What days do you celebrate? What do you do on them? Which day and month is the celebration? Why do you like it?

(1) 3.18 Listen. Circle the pictures for Conversation 1 in red and the pictures for Conversation 2 in blue.

- Tell the children to look at the pictures and ask volunteers to say what they can see in each one. Explain to the children they are going to listen to Ella, Flo, Charlie and Luke and circle the pictures red or blue.
- · Play the audio.
- · Ask for feedback and confirm answers.

Audioscript

Narrator: Conversation 1

Ella: Flo, what are we going to do for Mother's

Dau?

Flo: Mother's Day? When is it?

Ella: It's in March. It's soon!

Charlie: I'm going to make breakfast for Mum.

Flo: Good idea, Charlie! Are we going to give

her a present?

Ella: Yes, let's give her some flowers.

Flo: OK, and I'm going to write a poem in a

card for her.

Can I help? I'm good at poems! Ella:

Flo: Of course you can!

Charlie: And I'm going to draw a picture. I'm good

at that!

Narrator: Conversation 2

Luke: My class is going to celebrate World

Water Day on Friday.

Ella: World Water Day? That's a good idea!

What are you going to do?

Luke: We're going to use less water!

Ella: OK, but what are you going to do?

Luke: I'm going to have a shower and not a bath.

Ella: That's a good idea.

I'm going to wash my hands with less Luke:

water.

Ella:

Luke: I'm going to brush my teeth with less

water.

Ella: What else?

Luke: I'm going to make a badge saying, 'Use

less water!'

Ella:

They're all good ideas!

Luke:

And I'm going to do these things EVERY day and not just on World Water Day!

Answers: Red (conversation 1): 1, 4, 6 Blue (conversation 2): 2, 3, 5

(√) 3.18 Listen again. Tick (√) the things you hear.

- The children listen to the audio again and tick the things they hear in each conversation.
- · Have the children raise hands to offer answers. Ask for class agreement.

Answers: Conversation 1: make breakfast for Mum, give flowers to Mum, write a poem, draw a picture Conversation 2: celebrate World Water Day, have a shower, brush teeth with less water, make a badge

Talk to a friend. Discuss what you do to celebrate Mother's Day and World Water Day. Be a star!

- The children talk in pairs about what they do to celebrate these days. If they don't celebrate these days, tell them to choose another day they celebrate and talk about what they do.
- · Have some pairs report back to the class.

Cooler: Memory game

Tell the children to close their books and remember what the characters do to celebrate the days. Have volunteers write the ideas on the board and ask for class help with spelling.



Workbook page 107

There is	ok and read. Choose s one example.	the correct work	ds and write	them on the line
	# LESS WATER	1		
The	E TE25 ABLES	1	777	
	bodge	bell		honds
	1	100		
	(C)			Marine
1	curd	shower		tooth
Luke's gr	oing to cetebrate World	Water Day on Frio	lay. He's going	to use tess water.
Exompl	le He's going to have o	almosiji	, not	a both.
1 He's	going to wash his		with less w	rater.
2 He's	going to brush his		with less v	vater.
3 He's	going to make a		sauing USE	LESS WATER.
2 Wh	at celebrations are t	here in your cou	intry? Make	a list.
	oose one of the cetel	orations. Make r	otes on you	r plans for
	ebration.			
	of celebration			
1 Name				
1 Name 2 What	The state of the s			
1 Name 2 What	and the same of th			
1 Name 2 What 3 What	The state of the s			

Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers

 The children look at the pictures and write the correct words.

· If done in class, have the children complete the activity individually and then ask volunteers to read out the sentences.

Answers: 1 hands 2 teeth 3 badge

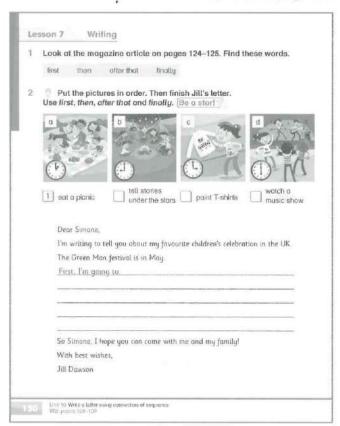
What celebrations are there in your country? Make a list.

- Choose one of the celebrations. Make notes on your plans for the celebration.
 - · The children make notes for plans for one of the celebrations in Activity 2.
 - If done in class, have a volunteer suggest a plan.
 - · The children complete the activity individually. They then read out their notes to a friend.

Answers: Children's own answers.

- Write sentences about your plans for this celebration. Use going to.
 - The children write a few sentences about their plans.
 - · If done in class, give the children two minutes to write about their plans.
 - The children then read out their sentences to a friend. Have some children read them out to the class.

Answers: Children's own answers.



Learning objectives: Write a letter using connectors of sequence

Resources: (PK) - Unit 10, Lesson 7

Warm-up: First letters

 Write the first letter of these words from Lesson 2 on the board. Have volunteers complete the words: bell, card, clothes, fireworks, lantern, procession, festival, carnival.

1 Look at the magazine article on pages 124–125. Find these words.

 Have the children look back at the magazine article on pages 124–125 and find the words.

2 Put the pictures in order. Then finish Jill's letter. Use first, then, after that and finally. Be a star!

- Ask the children to think about which order the pictures should go in. They compare their ideas with a friend before deciding as a class what the best order is.
- The children then complete Jill's letter. They
 connect the sentences with first, then, after that
 and finally.
- Ask different children to read out a sentence each.

Answers: 1 a 2 c 3 d 4 b

First, I'm going to eat a picnic. Then, I'm going to paint T-shirts. After that, I'm going to watch a music show. Finally, I'm going to tell stories under the stars.

Teaching star!

Communicating

- Use texts that might be read out in the real world (e.g. letters) as opportunities for intonation practice.
- Practice falling and rising intonation with the answers in Activity 2. Read out the sentences with this intonation: a fall before a comma, a rise at the end of a sentence in a list and fall at the end of the last sentence. Read each sentence and have the children copy you. They can then practise in pairs.
- First \(\psi\), I'm going to eat a picnic \(\frac{1}{2}\). Then \(\psi\), I'm going to paint T-shirts \(\frac{1}{2}\). After that \(\psi\), I'm going to watch a music show \(\frac{1}{2}\). Finally \(\psi\), I'm going to tell stories under the stars \(\psi\).

Cooler: Four plans

Write the words first, then, after that, and finally
on the board. Ask four children to stand up in a
row. The first child says a plan using first and
going to. Then the other children add more plans
using the words on the board and going to.

epare to write	Now imagine you are Maria. Write her letter to a friend.
Complete this paragraph about the Guy Fawkes celebration in Great Britain. Use the words in the box.	Remember to use First, They, After that and Finally.
After that Finally First Then	Dear,
, we're going to put on our coots. It's cold in November. 2 , we're going	It's and it's in
to make a big fire in the garden. *	First, we are going to
Read the letter on Pupil's Book page 130. Complete the answers.	Then, my cousin Susan and I are
How does Jill start the letter? Dani Simone.	
2 Why is she writing? She's writing	
3 What is Jill's favounte celebration It's and when is it?	So, I hope you're going to
4 How does Jill end the letter? With	With
Thanksgiving is also in November. Look at the pictures of Maria and her family during Thanksgiving and put them in order.	(100)
	Read and check what you wrote in Activity 4. Ask yourself:
telp go to my play in the have dinner grandparents' garden with with all my	Did I use going to for plans? Did I use First, Then, After that and Finally? Did I start and end the letter correctlu?

Prepare to write

- 1 Complete this paragraph about the Guy Fawkes celebration in Great Britain. Use the words in the box.
 - The children read the paragraph and complete it with the words.
 - The children complete the activity individually.

Answers: 1 First 2 Then 3 After that 4 Finally

- 2 Read the letter on Pupil's Book page 130. Complete the answers.
 - · The children read and complete the answers.
 - Have the children complete the activity individually.

Answers: 1 Dear 2 to tell Simone about her favourite children's celebration in the UK. 3 the Green Man festival. It's in May. 4 best wishes

- 3 Thanksgiving is also in November. Look at the pictures of Maria and her family during Thanksgiving and put them in order.
 - · The children look at and put the pictures in order.
 - · If done in class, have the children do the activity individually. They then compare with a friend.
 - Ask a volunteer to say the order. Ask for class agreement.

Answers: 1 go to my grandparents' house 2 play in the garden with my cousins 3 help Grandma cook dinner 4 have dinner with all my family

Ready to write

- Now imagine you are Maria. Write her letter to a friend. Remember to use First, Then, After that and Finally.
 - · The children write Maria's letter.
 - Children write it individually. Have volunteers read out sentences. You could write them on the board to make one complete letter.

Suggested answer:

Dear Simone.

I'm writing to tell you about my favourite celebration. It's called Thanksgiving and it's in

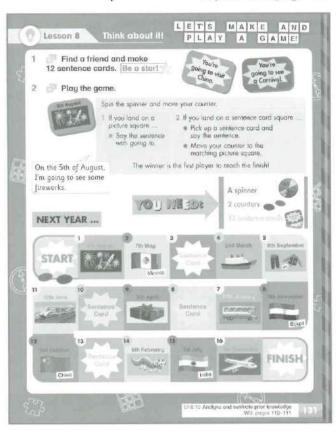
First, we are going to go to my grandparents' house. Then, my cousin Susan and I are going to play in the garden. After that, we are going to help Grandma cook dinner. Finally, we are going to have dinner with all my family.

So Simone, I hope you're going to visit my family for Thanksgiving. You can take lots of pictures. With best wishes, Maria

Read and check what you wrote in Activity 4.

The children check their work and tick the boxes.





Learning objectives: Analyse and evaluate prior knowledge

Resources: PK - Unit 10, Lesson 8; TRC - TG - Unit test

Materials: 12 cards for each pair, a spinner for each pair, two different coloured counters for each pair, a piece of paper for each pair

Warm-up: Quick memory game

- Divide the children into pairs. Hand a piece of paper to each pair. Give them one minute to remember and write down as many new words from Unit 10 as they can.
- Call out the words (1st 12th, bell, card, clothes, fireworks, lantern, procession, first, then, after that, finally) and have the children tick the ones they wrote down. Ask the children how many they remembered.

1 Find a friend and make 12 sentence cards. Be a star!

- In pairs, have the children make 12 sentence cards using going to to match each picture in the board game.
- Monitor and help as necessary. Remind them to refer to the dates in the pictures on their cards.
- · Ask children to read out some of their cards.

2 Play the game.

 Read through the following instructions and make sure the children understand what to do.

Players: Two-six people

You will need: A spinner with six sides and counters of different colours for each player.

1 Put your counters on the Start square.

2 The youngest child playing can go first. Spin the spinner, read the number it lands on and move your counter the same number of spaces.

3 If you land on a sentence card square, pick up a sentence card and say the sentence.

4 If you land on a picture square, say the sentence with *going to*. (Children make up their sentence based on the picture.)

5 If you answer correctly, keep your counter on the picture square or move to the matching picture square for the sentence card.

6 If you answer incorrectly, go back to the last square you were on.

7 The winner is the first person to reach the end of the board.

Teaching star!

Evaluating

- Encourage feedback about lessons and topics in the book from the children so they feel involved in their learning.
- Ask the children if they liked the game in Activity 2 and why or why not? If they didn't like it, ask how to make the game better.

Cooler: Disappearing sentences

- Choose three or four memorable, key sentences from this unit and write them on the board, e.g. The 4th of April is Luke's birthday. She's going to take a photo. Are you going to speak Spanish? The Green Man Festival is in May.
- Have the children read out the sentences all together.
- Then erase some of the words in each sentence, and have the children remember and say the complete sentences.
- Erase some more words and have the children remember again.
- Finally, erase all the words and have the children remember the sentences from an empty board!
 This is a challenging but satisfying activity for the children!

n v t r t m a y b u v o o g h i g a r t y t t t j v j f e b r u a r y g a e t m s j c w x f h b n m k n x k h q d j o n u b f j z s f g j k a m a e d e c e m b e r u k r r c w w a t w u a g t y w j u n e g s g x u u w d x e y g n x n f s i s o c t o b e r k j t p q Complete the sentences. 1 June is the	1 Jack: Are you going to have a party? Mark: A Yes, I did. B Yes, I have. C Yes, I om. 2 Jack: Is Suzy going to come to your party? Mark: A No, she doesn't. She's on holiday. B No, she isn't. She's on holiday. C No, she dichirt. She's on holiday. 3 Jack: What are you going to do at your party? Mark: A We play gomes and eat burgers. B We played games and eat burgers. C We're going to play games and eat burgers. 4 Jack: Can I come to your party? Mark: A Yes, you do. B Yes, of course. C Yes, you are. What I can do! Put a tick () or a cross (). use months and dates sing the song The birthday song soy and spelt words with ir and ur use going to to talk about tuture plans In this unit,
2 travel / by boot	1 liked was difficult

Find the names of 11 months.

- The children find 11 months in the word search. They also write the missing month.
- · If done in class, have the children find the months alone. They can then compare answers with a

Answers:

S	a	р	T	i	D	f	g	h	/i/	m	k
n	٧	t	r	t	m	a	W	b	u	٧	0
0	g	h	i	g	а	٢	t	y	l	t	/j
٧	j	I	е	b	r	и	a	r	W/	g	a
е	l	m	s	j	C	W	Х	f	h	b	n
m	k	n	Х	k	h	q,	d	j	0	n	u
b	f	j	Z	s	f	g	j	k	(a)	m	a
e	d	е	С	е	m	b	е	D	u	k	r
(r/	C	W	W	a	t	W	u	а	g	l	\y
W	I	u	n	e	g	s	g	Х	u	u	W
d	Х	е	y	g	n	Х	n	f	s	i	s
0	С	t	0	b	е	D	k	j	\t/	р	q

September is missing.

Complete the sentences.

Answers: 1 sixth 2 second 3 August 4 ninth 5 March 6 twelfth

3 Write questions and short answers about some plans. Use going to.

Answers: 1 Are you going to visit Russia? Yes, I am. 2 Are you going to travel by boat? No, I'm not. 3 Are you going to go by train? Yes, I am. 4 Are you going to speak Russian? No, I'm not.

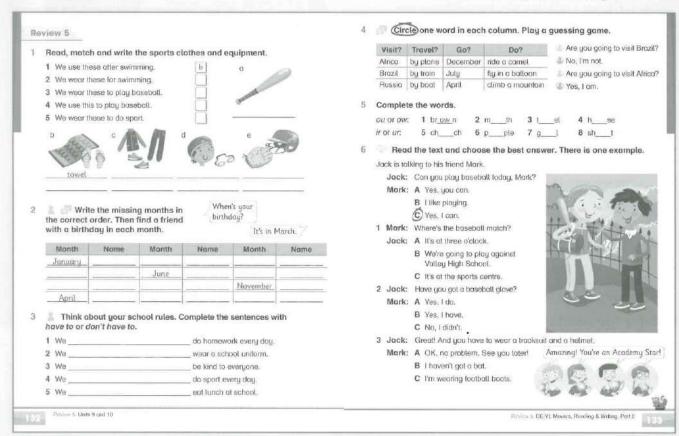
4 Read the text and choose the best answer. There is one example.

This activity helps prepare the children for Part 2 of the Reading and Writing of the Cambridge English: Movers test.

- · The children read the questions and choose the correct answers.
- · If done in class, read out the example and ask the children why A is the correct answer (because it says the month).
- Have the children complete the activity individually. Ask different children to offer answers and reasons for their choices.

Review

Pupil's Book pages 132–133



Learning objectives: Review Units 9 and 10, CE:YL Movers, Reading and Writing, Part 2

Resources: PK - Unit 10, Review 4 (PRC) - Review audio tracks 3.3 and 3.13

Materials: Class Audio CD3

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 9 (CD3, track 3.3, page 109), and Group 2 the song from Unit 10 (CD3, track 3.13, page 123). Tell them to perform to the other group as if they are in a talent show. Tell Group 2 that they are the audience.
- Have Group 1 stand up. Play the audio and have the children sing along. When they finish Group 2 should clap.
- · Repeat for Group 2. Play the audio.

1 Read, match and write the sports clothes and equipment.

- Tell the children to read the clues, match them to the pictures and then label each picture with the correct words.
- Give the children a minute to do this individually.
 Then ask volunteers to read out the clues and correct letter. Have other volunteers write the words on the board. The class can help with spelling.

Answers: 1 b towel, flip-flops 2 d swimming cap, goggles 3 e glove, helmet 4 a bat 5 c tracksuit, trainers

Mixed ability

- You can extend an activity to give spelling practice, which will help less confident children.
- Tell the children to look at the words on the board that are the answers to Activity 1. Then ask the children to close their eyes while you erase one letter from each word. The children open their eyes, and volunteers can replace the missing letters. Repeat, but each time erase another letter. In the end, the words will have no letters at all. Can the children remember the words?

Write the missing months in the correct order. Then find a friend with a birthday in each month.

- · Give the children a few minutes to write the missing months. Then ask volunteers to write them on the
- The children then stand up and mingle. They ask each other When is your birthday? (It's in ...) The children then try to complete the whole table.
- · The children sit down again. Ask the class for feedback.

Answers:

month	Name	month	Name	month	Name
January		May		September	
February		June		October	
March		July		November	
April		August		December	

Think about your school rules. Complete the sentences with have to or don't have to.

- · The children complete the sentences so they are true for themselves.
- · Have the children then compare sentences with a friend. Ask some children to read out their sentences to the class.

Answers: Children's own answers.

Teaching star! 💎 4 🗐 Circle one word in each column. Play a guessing game.

- · Read out the example and explain to the children that they are going to play a game. The children circle one word of their own choice in each column.
- The children work in pairs and take turns to ask questions and guess what their friend has circled. They should not show each other their books.

5 Complete the words.

- Write ou, ow, ir and ur on the board. Ask the children to raise their hands and suggest words that have these sounds. Write one correct suggestion under each sound.
- Have the children complete the activity individually.
- Ask different children to read out a word each. Have volunteers write the answers on the board.
- Read out all the words and have the children. repeat.

Answers: 1 brown 2 mouth 3 towel 4 house 5 church 6 purple 7 girl 8 shirt

Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers

- · Refer the children to the example and ask them why it is correct. (Because Mark needs to use the words 'Yes' and 'I'.)
- · Tell the children to read the text and choose the correct words to complete it.
- Have the children complete the activity individually.
- Ask for feedback and write the correct answers on the board.

Answers: 1 C 2 B 3 A

Cooler: Well done!

- Tell the children Well done! You're an Academu Star!
- Ask the children for feedback with these questions: Which unit in the whole book was the most interesting? Which song did you like the best? Which grammar did you think was the most difficult? Do you use English outside the classroom? How?

Mid-year review

Resources: (TRC) - (TG) - Mid-year test

Page 58

- 1 violin 2 lift 3 leopard 4 PE 5 sandwich
- 2 i 1's tidying 2 helps 3 play 4're playing
- 3 Musical instruments: piano, drum, flute, violin Family: granddaughter, husband, daughter, son School subjects: art, maths, science, social studies

Page 59

- 4 1 top floor 2 lift 3 toast 4 usually 5 watch
- 1 How often do you watch a film? 2 Did you like painting at kindergarten? 3 What was the weather like yesterday? 4 Did you like listening to stories at kindergarten? 5 How often do you play computer games? 6 Did you dress up as a clown at kindergarten?
 Children's own answers.

Page 60

- 6 11C2C3B4A5B
- 7 1 How many 2 How much 3 How much 4 How many 5 any 6 some 7 any 8 some

Page 61

- Suggested answers 1 Alf helped with the chores.
 2 Alf didn't study at home. 3 Joan studied at home.
 4 Joan didn't help with the chores.
- 1 She is washing up. 2 Flo is in the bedroom. 3 Aunt Daisy and Blip are playing chess. 4 No, he isn't. He's dusting. 5 They're tidying up. 6 Grandma is playing the guitar. 7 Grandpa is playing the piano.

End-of-year review

Resources: (TRC) - (TG) - End-of-year test

Page 112

- 1 an octopus 2 a towel 3 a medal 4 a penguin 5 flip-flops
- 2 Sea animals: jellyfish, dolphin, seahorse, shark, starfish Sports words: competition, match, player, team, winner Food: mushrooms, pasta, peppers, sandwich, spinach

Page 113

- 3 ACROSS: 3 June, 4 March 6 November, 7 February, 10 April DOWN: 1 December, 2 October, 3 January, 5 September, 8 August, 9 May Month missing: July
- 4 1 funny 2 the friendliest 3 happy 4 the worst
- 5 1 oldest 2 younger 3 colder 4 the best

Page 114

- 1 Were there any crabs on the beach? 2 Was there
 a football match yesterday? 3 Did you have to wear
 a uniform at school? 4 What did you see at the
 museum?

1 have to go to bed 2 don't have to go to school have to wash up 4 has to bring a towel

Page 115

- 9 1 Because he's kind. 2 Because it's cold. 3 Because I like swimming. 4 Because she's riding a bike.
- 10 1 Why do sports people have to eat meat?
 2 Why do you have to talk to the teacher? 3 Why do
 you have to go to the classroom? 4 Why do sports
 people have to eat cheese?
- 11 1 is going to have a party 2 is he going to be, He's going to be 9 / nine. 3 is he going to have a party 4 is the party going to be, At two o'clock. 5 is the party going to be



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Safari browser version. Optional: Hard drive for local storage. Sound card for playback of audio files.

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