

Hello there!

Page 2

OBJECTIVES: By the end of the lesson, pupils will have reviewed introductions and how to ask for and give personal information.

● TARGET LANGUAGE

Key language: greetings, jobs (*teacher, doctor, dentist, farmer, detective*), family, comparative adjectives (*older than*), *want to be, would like to*

Additional language: character names

Revision: adjectives, numbers, personal information, *can/can't* (ability)

● MATERIALS REQUIRED

Warmer: Pictures of the Star family with their names on separate labels, sticky tack

Extra activity 1: Write the following on a large piece of paper before the lesson:

name your what's?

old you how are?

you where do live?

many people family your in how are there?

got pet you have a?

want be to you dentist a do?

swim you can?

your food what's favourite?

Extra activity 2: CD of quiet music

Warmer

- Introduce yourself and greet the class. Introduce the Star family to the class. This will be revision for some and new information for others. Hand out the pictures and the name labels to different pupils. Say each character in turn, e.g. *Suzy*. The two pupils with her picture and her name label stick them on the wall. Repeat for the other characters.

PB2. ACTIVITY 1. *Look, think and answer.*

- Tell pupils to open their Pupil's Books at page 2 and to look at the picture. Elicit where the characters are. Ask a pupil to read the activity instruction aloud (*Look, think and answer*) and others to take turns to read the four questions (1 *What does Stella want to be?*, etc.). Pupils compare their predictions in pairs, looking for clues in the picture.

PB2. ACTIVITY 2. *Listen and check.*

- Play the CD for pupils to listen and check. Elicit complete sentences for the answers. Let pupils provide more information if they can, e.g. about *Lock and Key*.

Key: 1 Stella wants to be a doctor. 2 Uncle Fred's a farmer.
3 Simon's reading a comic, *Lock and Key*. 4 Grandpa Star's riding Suzy's bike.

CD 1, 02

MR STAR: Hello there, everybody. We're the Stars.

STELLA: Hello. I'm Stella and I'm ten. This is my Aunt May. She's a doctor, and I want to be a doctor too.

SIMON: Hi. I'm Simon and I'm nine. This is my Uncle Fred. He's my mum's brother. He's a farmer. This is my favourite comic, *Lock and Key*. It's about two detectives. I want to be a detective.

SUZY: Hello. I'm Suzy. I'm six. This is my grandfather, Grandpa Star. He's funny. He knows lots of good games. I want to be funny too!

PB2. ACTIVITY 3. *Choose the right words.*

- Focus pupils on Activity 3 and on the activity instruction. Do the first one as in the example. Pupils work individually and then check in pairs. Play the CD again for pupils to confirm their answers. Check by asking individual pupils to read the correct version of each sentence aloud. Check understanding of question 3 by asking how old Suzy is (*six*), and of question 6 by asking why Grandpa Star is funny (*he's riding Suzy's bike*). Use the picture to review other vocabulary/actions.
- In pairs, pupils write two more sentences with options, as in Activity 3. They swap with another pair, answer each other's and then check together.

Key: 2 doctor, 3 Suzy, 4 uncle, 5 detective, 6 funny

Extra activity 1 (if time)

AB2. ACTIVITY 1. *Read and match.*

- Tell pupils to open their Activity Books at page 2 and to look at Activity 1. They read the instruction. Check they know what to do. Pupils check in pairs. Check with the class using open pairs (one pupil asks a question, and another, in a different part of the classroom, answers).

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

AB2. ACTIVITY 2. *Kid's Box File.*

- Focus pupils on the Kid's Box File. Elicit ideas for the information they can put in the file. Remind them it's about each of them. Pupils note ideas in pencil first. Check around the class as they are doing this and help/suggest/prompt if there are problems. Supply English words if pupils need them. Pupils complete the fact file. They then draw a picture in the box to illustrate one piece of information in the fact file. They make groups of four and take turns to read out their fact files. The other pupils listen for two things they have in common with the reader, e.g. age / number of people in the family.

Extra activity 2 (if time)

Ending the lesson

- Pupils put away their books. Close the lesson by saying *Goodbye* or *Bye* to different pupils by name. Add *See you* (on day of next lesson). Pupils do the same to you and say *Goodbye* to each other.

OBJECTIVES: By the end of the lesson, pupils will have reviewed personal descriptions.

● TARGET LANGUAGE

Key language: personal description, *have got, wear, adjectives, definitions*

Revision: comparative adjectives, adjectives, character names

● MATERIALS REQUIRED

Extra activity 1: The following adjectives each written on a small piece of card/paper: *funny, hungry, thirsty, loud, quiet, happy, clever, tired, young, old, beautiful, sad*

Extra activity 2: Egg timer or stopwatch

Warmer

- Revise personal descriptions. Describe someone in the class using the language as in Pupil's Book page 3 Activity 4. The other pupils guess who it is. Repeat for another two or three pupils.

PB3. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 3. Elicit who the people are in the pictures by asking, e.g. *Who's c?* Check they have read and understand the activity instruction. Do number 1 as in the example with the class. Pupils work in pairs. They take turns to read the sentences quietly to each other and match them with the person. They say the name of the person. Elicit answers from pairs. They read the sentences and then say the letter and who it is. Check understanding of the final adjectives by eliciting an appropriate mime/definition.

Key: 2 c, 3 f, 4 i, 5 g, 6 b, 7 e, 8 a, 9 d

PB3. ACTIVITY 5. Listen and say the name.

- Focus pupils on the activity instruction and check understanding. Tell them to whisper the name to their partner the first time they listen. Before listening, pupils make sure they remember the names of all the characters in the pictures. Play the CD. Pupils listen and whisper. Play the CD again. Pause after each question to elicit the answer from the class.

Key: 2 Simon, 3 Mrs Star, 4 Mr Star, 5 Suzy, 6 Grandpa, 7 Aunt May, 8 Grandma, 9 Stella

CD 1, 03

- 1 Who smiles a lot?
- 2 Who's happy?
- 3 Who's quiet?
- 4 Who's hungry?
- 5 Who's loud?
- 6 Who's funny?
- 7 Who's tired?
- 8 Who's thirsty?
- 9 Who's clever?

PB3. ACTIVITY 6. Play the game.

- Focus pupils on Activity 6 and tell them this is a game. Demonstrate the activity first. Tell pupils you're thinking of one of the characters. They ask questions as in the example to try and guess. They can only ask three questions. Pupils then play the game in pairs. Pupil A writes a letter from *a* to *i* in a secret place (the letter of the person). Pupil B then asks three questions to guess. Help with appropriate questions.

Extra activity 1 (if time)

AB3. ACTIVITY 3. Find the words.

- Tell pupils to open their Activity Books at page 3 and to look at Activity 3. Check they understand the instruction. They look for the words individually first and then check in pairs. Tell them there are 14 words. Check with the class.

Key: clever, rainbow, weather, river, road, dentist, teacher, rock, kangaroo, open, nurse, every, yesterday, yellow

AB3. ACTIVITY 4. Use the words to complete the sentences.

[YLE]

- Ask a pupil to read the activity instruction aloud. Check understanding. Pupils do the activity on their own, asking their friends if they need to. Check with the class.

Key: 2 clever, 3 dentist, 4 yellow, 5 river, 6 kangaroo, 7 nurse, 8 yesterday

AB3. ACTIVITY 5. What are the other words?

- Pupils write the other six words in their notebooks. As revision, tell them to write them in alphabetical order.

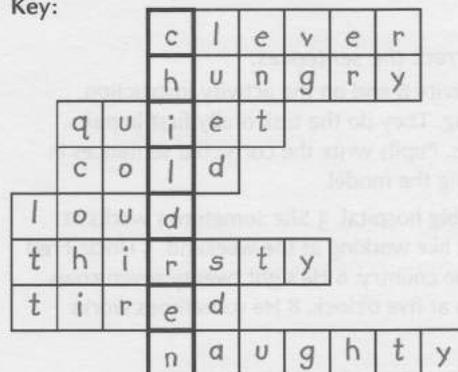
Key: every, open, rainbow, road, rock, teacher

Extra activity 2 (if time)

AB3. ACTIVITY 6. Sort and write the words.

- Focus pupils on Activity 6 and elicit what this is (a crossword) and that the words are anagrams. First pupils solve the anagrams and write the words correctly underneath the anagrams. Then, in pairs, they work out where the words go. Check with the class.

Key:



Ending the lesson

- Pupils open their Pupil's Books and cover the page with paper so that they can only see the pictures of the characters at the top. Say, e.g. *Tell me about Suzy.* Pupils describe her from the picture.

OBJECTIVES: By the end of the lesson, pupils will have reviewed using the present simple to talk about daily routines.

● **TARGET LANGUAGE**

Key language: present simple, adverbs of frequency: *always, sometimes, never, love -ing*, routine activities

Revision: *jobs, every day, during the day, at night, in the morning/afternoon/evening, at work, white coat, hospital, Saturday, Sunday, work, wear, listen to music, take photos, get up, farm, cow, sheep, city, country*

● **MATERIALS REQUIRED**

Extra activity 1: Write each of the following phrases on a large piece of paper: *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to the park, go to sleep.*

Warmer

- Draw a circle on the board and write *Jobs* in the centre. Elicit the jobs pupils know and build up a mind map. Ask which job(s) they want to do.

PB4. ACTIVITY 7. Read and answer.

- Tell pupils to open their Pupil's Books at page 4 and to look at Activity 7. Use the pictures to elicit Aunt May's and Uncle Fred's jobs (doctor and farmer). Ask a pupil to read the instruction aloud and two others to read the questions. Pupils read silently and find the answers. They check in pairs. Check with the class. Pupils take turns to read the texts aloud around the class. Ask other questions about the texts to check understanding, e.g. Aunt May: *Where does she work? Does she always work at night?* Uncle Fred: *When does he get up? Does he always work at night?* Use the questions to review *never, always, sometimes.*

Key: 1 She likes listening to music and taking photos. 2 Yes, he does.

PB4. ACTIVITY 8. Correct the sentences.

- Focus pupils on Activity 8 and on the activity instruction. Check understanding. They do the task orally first in pairs. Check with the class. Pupils write the corrected sentences in their books, following the model.

Key: 2 She works in a big hospital. 3 She sometimes works at night. 4 She doesn't like working at the weekend. 5 Uncle Fred lives on a farm in the country. 6 He's got twenty-seven cows. 7 He always gets up at five o'clock. 8 He sometimes works at night.

Extra activity 1 (if time)

AB4. ACTIVITY 7. Ask your friend. Complete the questionnaire.

- Tell pupils to open their Activity Books at page 4. Focus them on the questionnaire and on the instructions. They take turns to ask and answer and to mark the correct box with their friend's answer.

AB4. ACTIVITY 8. Write about your friend.

- Elicit sentences from pupils about their friends. Write a few examples on the board, writing the third person *s* in a different colour to remind them to use it. Elicit why they need to write the *s*. Draw a square around the adverb *too* to highlight to pupils where it goes in the sentence. Pupils write five sentences about their partner using the information from Activity 7.

AB4. ACTIVITY 9. Change one letter to make new words.

- Demonstrate for pupils how this activity works, e.g. write *book, boot, foot*. Show them how only one letter has changed each time to make a new word. They do the activity in pairs and then pairs check with other pairs. Check on the board.

Key: bed, bad, bat, cat, car, ear, eat

Extra activity 2 (if time)

Ending the lesson

- Go back to the jobs elicited at the beginning of the lesson. Elicit some ideas from pupils about the jobs, using sentences as in the texts about May and Fred, e.g. (Detective) *He works in an office. He sometimes works at night. He wears a hat and always carries a magnifying glass.*

OBJECTIVES: By the end of the lesson, pupils will have talked about their daily routines using *before* and *after* and sung a song.

● **TARGET LANGUAGE**

Key language: present simple, *must*, imperatives, *routine*, *before/after*

Additional language: *no time to lose*

Revision: daily routines, word families

● **MATERIALS REQUIRED**

Warmer and Practice: The following actions written on cards: *wake up, get up, have a wash, get dressed, run to the kitchen, sit on a chair, eat your breakfast, comb your hair, get your bag*

Warmer

- Display the word cards on the board. Point to each one and elicit/say the instruction, e.g. *Run to the kitchen*. Write a number under each one. Mime one of the actions. Pupils answer with the number and the verb and then say, e.g. *It's number 1. Sit on a chair*.

Note: Make sure pupils don't use the present continuous.

PB5. ACTIVITY 9. *Look at the song and order the pictures.*

- Tell pupils to open their Pupil's Books at page 5. Ask what they can see in some of the pictures. Ask a pupil to read the activity instruction aloud and check pupils know what to do. Pupils work in pairs to try and order the activities. Remind them to check in the song text. Monitor pupils and prompt them to think by, e.g. pointing to a picture, but don't tell them the answers.

Key: a 9, b 1, c 5, d 8, e 7, f 3, g 6, h 10, i 2, j 4

PB5. ACTIVITY 10. *Listen and sing.*

- Make sure pupils are ready and are listening. Play the CD. They listen. Check understanding of the different actions. Ask pupils which ones they do in the morning.
- Play the CD again. Pupils join in the song, miming the actions if they want to. They can clap their hands or click their fingers in time with the rhythm of the rap if they prefer. Divide the class into 12 groups. Each group sings a pair of lines and mimes as they sing.

CD 1, 04

As in Pupil's Book

CD 1, 05

Now sing the song again. (Karaoke version)

Practice

- Ask questions about the song using *before* and *after*, e.g. *What do we do before we eat breakfast? What do we do after we get up?* Check pupils understand the sequence. Use the word cards to help. Place two word cards next to each other on the board and make two sentences, one with *before* and one with *after*. Write the two model sentences underneath. Personalise the activity by asking pupils, e.g. *What do you do after you eat breakfast? What do you do before you have a shower?*

PB5. ACTIVITY 11. *Tell your friend about your day.*

- Focus pupils on the activity instruction and check understanding. Demonstrate the activity by saying a few sentences about your day, including one obvious lie, e.g. *I get dressed before I have a shower*. Pupils do the same in pairs. They say sentences about their daily routine using *before/after* and their partner listens for the lie. Give pupils time to prepare / think about what to say. Monitor and support if necessary.

Extra activity 1 (if time)

AB5. ACTIVITY 10. *Look at the pictures. Write 'before' or 'after'. Match the pictures and the sentences.*

- Tell pupils to open their Activity Books at page 5. Ask a pupil to read the activity instruction aloud and check pupils know what to do. They work individually and complete the activity. Check the activity carefully with the class, making sure pupils understand the sequence of the actions.

Key: 2 before d, 3 after c, 4 before a, 5 before f, 6 after e

AB5. ACTIVITY 11. *Circle the odd one out.*

- Ask a pupil to read the activity instruction and the first line. Elicit from pupils why *trousers* is different (clothes) and what the others are (jobs). Pupils complete the activity individually and then check in pairs. Check with the class, eliciting why each time. If pupils have a different answer, ask them why to check, because they might have a good reason.

Key: 2 bus, 3 lorry, 4 rock, 5 blanket, 6 cold, 7 driver, 8 island, 9 comic, 10 angry

Extra activity 2 (if time)

Ending the lesson

- Sing the song again from earlier in the lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed phonemes for different vowel sounds and completed a communication activity.

● **TARGET LANGUAGE**

Key language: the phonemes /ʌ:/, /aɪ/, /əʊ/, /aʊ/, /eɪ/, /ɜ:/, family, routines, rhyming words

Revision: Pronunciation of a range of vocabulary from *Kid's Box* Levels 1–3

Warmer

- Write the following words at random on the board: *fly, kite, coat, go, train, plane*. Pupils match the words with the same sounds. Tell them that today's *Say it with Stella* activity is about rhyming words. Elicit any other rhyming words they can think of, e.g. *bird/girl, my/buy*.

PB6. ACTIVITY 12. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 6. Pupils look at Activity 12 and at the words and the colours. Play the CD. Pupils listen and follow the rhyme in their books. Play the CD again. Pupils say the rhyme along with the CD. Elicit parts of the rhyme from different groups. Listen for correct phonemes. Pupils say the rhyme quickly, quietly, loudly and so on. They can click their fingers or silently beat the rhythm with their hands as they chant.

CD 1, 06

As in Pupil's Book

PB6. ACTIVITY 13. Say the words and the colours.

- Pupils work in pairs. They say each word aloud and then match each word with a colour that contains the same phoneme. Colours may be used twice.

Key: shout – brown, work – purple, rain – grey, why – white, shoe – blue, nurse – purple, down – brown

PB6. ACTIVITY 14. Listen and check.

- Stop the activity and make sure all pupils are listening before playing the CD. Pause after each word for pupils to say the colour before they hear it.

CD 1, 07

Snow – yellow, *shout* – brown, *work* – purple, *rain* – grey, *why* – white, *shoe* – blue, *nurse* – purple, *down* – brown

PB6. ACTIVITY 15. Make questions. Ask and answer.

- Tell pupils today's communication activity is about pupils and their families, pets and hobbies. Focus them on the information on the page and practise some questions in open pairs so pupils know what to do. Check pupils know how to form questions correctly, as in the three examples, and to give the appropriate short answers. If necessary, write the questions on the board. Pupils work in pairs. A asks all the questions for B to answer first, and then they swap. Take feedback from the whole class, asking pupils to tell the class about their partner, e.g. *Claude doesn't catch the bus to school*.

Extra activity 1 (if time)

AB6. ACTIVITY 12. Look, say and colour.

- Tell pupils to open their Activity Books at page 6. Ask a pupil to read the activity instruction aloud and ask pupils what they colour (the splodges) and how they know which colours to use (the colours given next to each splodge / words that rhyme). Pupils colour the six splodges with the given colours.

AB6. ACTIVITY 13. Match the words with the right colour.

- Pupils work in pairs, making a coloured dot next to all the other words. Pairs check with pairs. Pupils colour all the splodges.

AB6. ACTIVITY 14. Listen and check.

- Make sure pupils are listening before playing the CD. Play it a second time if necessary. Pupils listen and check.

CD 1, 08

brown mouse
town, towel, ground
blue shoe
fruit, who, tooth, move
yellow boat
home, snow, road, coat, throw
purple shirt
worse, dirty, hurt, nurse
white kite
climb, cry, find, buy
grey train
day, whale, lake, ache

AB6. ACTIVITY 15. Read and write words with the same sound.

- Ask a pupil to read the Activity 16 instruction aloud. Check they know what to do. Demonstrate the activity using the example. Remind pupils they need to think about which of the two words to put first. Pupils do the activity individually and then check together. Monitor and check/help where necessary.

Key: 2 like flying 3 yellow coat, 4 train, lake 5 skirt, dirty, 6 cows, outside

Extra activity 2 (if time)

Ending the lesson

- Do the rhyme from the beginning of the lesson with pupils again. Make six groups and assign a different sound to each group. Only groups given that sound say the rhyming words.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed numbers.

● **TARGET LANGUAGE**

Key language: language in the story, numbers, joke box

Revision: functional language, *was/were*

● **MATERIALS REQUIRED**

Make a simple but striking poster which reads:

Lock and Key Detective Agency.

We're here to help you, night and day.

Call us on 01449 228000. Email: lockandkey@detectives.com

Add simple drawings of Lock and Key.

Warmer

- Display the Lock and Key poster you have made on the wall. Ask pupils to read it and to tell you what it is (advert for the Lock and Key Detective Agency). Check understanding of *detective agency*. Ask who Lock and Key are (pupils point to the poster) and for examples of the things they do. If you/pupils didn't study *Kid's Box 3*, use these examples: *look for lost cats, find lost paintings, find car thieves*. Ask pupils how you can contact them (phone/email). Ask pupils if they think Lock and Key use a magnifying glass.

Story

PB7. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 7. Elicit who the story is about (Lock and Key). Tell pupils to point to Lock and then to Key (using the poster from the warmer as reference). Set the gist listening/reading questions: *What's today's problem for Lock and Key? Do they find the answer?* Play the CD. Pupils listen and read. They don't shout out the answers, but check quietly with their partner at the end of the CD. Check with the class (a picnic thief; yes, it's a bird). Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling relevant to each character.
- Check comprehension by holding up your book and asking, e.g. *What's the little boy's name?* (Peter). *Who's the woman with him?* (His aunt). *Are Lock and Key in their car?* (No, on a motorbike). *Where are they?* (In the park). *What's Key holding?* (A magnifying glass).
- Elicit Key's favourite phrase (No problem).

CD 1, 09

As in Pupil's Book

Extra activity 1 (if time)

AB7. ACTIVITY 16. Write the numbers and join the dots.

- Tell pupils to open their Activity Books at page 7. Ask a pupil to read the activity instructions aloud and check understanding. Pupils do the task individually and then check in pairs. Check with the class, asking what the numbers are each time and what they found to link the pictures. Elicit what they found when they joined the dots (shark).

Key: 74, 53, 95, 47, 21, 82, 19, 33, 15, 98

Joke box

- Focus pupils on the Joke box. Elicit what a joke is (something that makes you laugh). Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary by writing *fish* on the board and crossing out the *i*.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have used adjectives to talk about school and people's feelings and reactions.

● TARGET LANGUAGE

Key language: *boring, quick, exciting, busy, careful, difficult, easy, slow, terrible, pottery, bowl*

Revision: school, school subjects

Warmer

- Ask pupils what subjects they have on their timetable today. Ask which their favourites are. Ask pupils if they have started any new subjects this year. Build a mind map on the board of the school subjects.

PB8. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 8. Elicit who they can see (Simon, Stella). Introduce Alex, Lenny and Meera to the class. Ask pupils to read the activity instruction aloud and each of the four questions. Pupils discuss their answers/predictions in pairs. Don't give the new vocabulary at this stage.

PB8. ACTIVITY 2. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences for each of the questions.
- Play the first part of the CD (the Art class). Elicit what Simon says ('My bowl's terrible') and what the narrator says about Alex ('Alex is careful and slow'). Check understanding of the adjectives. Repeat for the other two sections.
- Focus pupils on the adjectives in the box. Elicit words they link to in the listening, e.g. *What's boring?* (basketball). Check understanding of the adjectives as you do the activity.

Key: 1 The children are at school. 2 Alex and Simon are in the Art class. 3 Stella likes Maths. 4 Meera's playing basketball.

CD 1, 10

NARRATOR: Simon and Alex are in their Art class. They're making bowls and they can't stop. They're busy.

SIMON: Oooh. My bowl's terrible!

NARRATOR: Alex is careful and slow. His bowl's good.

NARRATOR: Stella and Lenny are in their Maths lesson. Stella's very happy because she loves Maths and thinks it's easy. Lenny doesn't think Maths is easy. He thinks it's difficult.

LENNY: I can't do this Maths problem. It's difficult.

STELLA: Come on, Lenny. You can do it. It's easy.

NARRATOR: ... It's 73-72. What an exciting game! Meera's got the ball and she's running with it. Meera's quick. The boy's slow.

GIRL: This is really boring. I don't like basketball.

PB8. ACTIVITY 3. Listen and match.

- Focus pupils on Activity 3. Pupils work in pairs and try to match the pictures with the dialogues. Play the CD for them to listen and match. Check with the class.

Key: 2 - a, 3 - f, 4 - c, 5 - h, 6 - g, 7 - d, 8 - b, 9 - i

CD 1, 11

- 1 Be careful with those glasses, Sally!
I am being careful.
- 2 What was the film like?
It was really boring.
- 3 What's 397 and 79?
Oh, I don't know. That's difficult.
- 4 What was the football match like?
It was really exciting!
- 5 Come on, Mary. Don't be so slow.
I'm not slow!
- 6 What's 2 and 2?
That's easy. It's 4.
- 7 Can I talk to you?
No, sorry. I'm busy.
- 8 The bus is coming. Be quick!
- 9 The weather's terrible!
Oh, no! Look at our food.

Extra activity 1 (if time)

AB8. ACTIVITY 1. Find the words.

- Tell pupils to open their Activity Books at page 8. Elicit what this is (a wordsearch) and ask a pupil to read the instruction aloud. Check pupils know what to do. Pupils do the task individually, checking in pairs when they need to or when they have finished. Check with the class.

Key:

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

AB8. ACTIVITY 2. Look at the pictures. Complete the sentences.

- Focus pupils on Activity 2 and on the activity instructions. Check understanding, using the example. Pupils complete the sentences and then check in pairs. Check with the class.

Key: 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 easy

Extra activity 2 (if time)

Ending the lesson

- Review the adjectives using definitions. Say, e.g. *I have a lot to do. I'm very ...* Pupils guess the word. Repeat for the other adjectives, using prompts from activities in the lesson.

OBJECTIVES: By the end of the lesson, pupils will have written a text about a teacher and completed a questionnaire with a friend.

● **TARGET LANGUAGE**

Key language: adjectives, present simple, descriptions

Revision: comparative adjectives, colours, school subjects, *like, have got, very*

Warmer

- Write some school subjects as anagrams on the board. Pupils race to unscramble the words and write them correctly. Take a vote for the pupils' favourite subject.

PB9. ACTIVITY 4. Read and correct the text.

- Tell pupils to open their Pupil's Books at page 9. Focus them on Activity 4 and elicit what they can see (a child's piece of writing about a teacher). Elicit the name of the teacher (Mr Newton) and the subject he teaches (Maths). Ask a pupil to read the activity instruction aloud and check understanding. Pupils work individually and unscramble the words. Set three reading questions: *Where is the school? Are his lessons boring? Why do the children like his lessons?* Pupils read to find the answers. Check with the class (in a big city; no, they're exciting; because they're not difficult). Pupils write the corrected text in their notebooks.

Key: busy, slow, boring, exciting, difficult, easy, careful

PB9. ACTIVITY 5. Write about one of your teachers.

- Using the list of subjects from the warmer, help pupils choose a teacher to write about. Make sure it's a teacher they like. Remind them to use the model in Activity 4 to help them and to use the adjectives to talk about the lessons and their work. Monitor pupils as they write their drafts. When you have checked their work, they can write a final version on paper.

Extra activity 1 (if time)

PB9. ACTIVITY 6. Read and say their names.

- Focus pupils on Activity 6. Ask a pupil to read the activity instruction and do the first one as an example. In pairs, pupils take turns to read the descriptions aloud and to say the names of the children. Check with the class using open pairs.

Key: 2 Paul, 3 Mary, 4 Daisy, 5 Fred

PB9. ACTIVITY 7. Make sentences for your friend. Say and answer 'true' or 'false'.

- Pupils use the example to write four sentences about the children in Activity 6. They include some false information. They take turns to read their sentences and to say *True* or *False*.

AB9. ACTIVITY 3. Complete the questionnaire.

- Tell pupils to open their Activity Books at page 9. Elicit what this is (a questionnaire). Pupils complete it about themselves by ticking the best adjective. They can only tick one in each line.

AB9. ACTIVITY 4. Ask your friend. Write the answers.

- Make new pairs. Pupils take turns to ask and answer and to note the information about their partner.

Extra activity 2 (if time)

Ending the lesson

- Write the adjectives on the board. Pupils quickly group them according to syllables.

Key: 1 = quick, slow, 2 = easy, boring, careful, 3 = interesting, exciting, terrible, difficult

OBJECTIVES: By the end of the lesson, pupils will have used relative clauses with *who*.

● **TARGET LANGUAGE**

Key language: relative clauses with *who*, *What does x mean?*, *must*, *can*

Revision: adjectives, school subjects, prepositions, *school show*, *He's/she's called ...*, *over there*, *He's/she's the one ...*

● **MATERIALS REQUIRED**

Warmer: Four pictures of people (two men, two women) showing clothes/appearance for description
 Extra activity 1: The following sentences written on a large piece of paper:

*pupil who's she's wearing orange an skirt the
 pupil got hair who's brown the he's
 pupil writing board the on who's he's the
 pupil easy thinks Maths the who is she's
 pupil laughs lot who he's a the
 pupil always the she's her does who homework*

Warmer

- Put the four pictures on the board. Write a number under each one. Review descriptions by playing a guessing game, e.g. *Who's got long, dark hair? Who's wearing a black jacket? Who's carrying a newspaper?*

PB10. ACTIVITY 8. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 10. Elicit who they can see in the picture and where they are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

PB10. ACTIVITY 9. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences for the answers. Write the teachers' names on the board. Elicit the subject each one teaches and what they're doing. Play the CD again if necessary. Focus on the target structure, e.g. *Mr Burke is the man who's singing. He's the sports teacher.* Elicit other sentences from pupils. They copy them into their notebooks.

Key: 1 They are at the school show. 2 She's talking to Mr Newton, the Maths teacher. 3 Mr Turner is the Art teacher. 4 Miss Flower is the Music teacher.

CD 1, 12

SIMON: Hey! The school show's really exciting, Dad.

MR STAR: Yes, it is ... and it's good to see your teachers. Who are they all?

SIMON: Well, the man who's talking to Mum is my Maths teacher. He's called Mr Newton.

MR STAR: Right. Is the man who's singing your Music teacher?

SIMON: No, he's Mr Burke, our sports teacher. Miss Flower's our Music teacher. She's the woman who's wearing the long green skirt. They do the 'After school club'.

MR STAR: The 'After school club'? What's that?

SIMON: It's a new club where we can do lots of exciting things on Thursday afternoons. ... And can you guess who my Art teacher is?

MR STAR: Ooh, Simon, that's difficult. Is it the woman who's playing the guitar?

SIMON: Very funny, Dad. No, that's Mrs Robinson, our English teacher. Our Art teacher's over there. He's the one who's carrying the lorry.

MR STAR: Is his name Mr Strong? Ha ha ha.

SIMON: No, Dad. His name's Mr Turner.

PB10. ACTIVITY 10. Play a memory game.

- Clean the board. Focus pupils on Activity 10 and on the Look box. They play the game in pairs. A looks at the picture, and B closes his/her book. A makes statements to test B's memory, as in the example. After one or two minutes, pupils swap roles.

Extra activity 1 (if time)

AB10. ACTIVITY 5. Listen and draw lines. Colour. [YLE]

- Tell pupils to open their Activity Books at page 10. Tell pupils to put their coloured pencils on their desks and, the first time they listen, to put the colours they need in front of them. Play the CD again. Stop after each one to give pupils time to draw the lines. They check in pairs. Play the CD a third time. Stop after each one to give pupils time to place coloured dots in the right place. Pupils check in pairs (name/colours). Play the CD a final time. Stop after each one to check names and spelling/clothes by eliciting, e.g. *Paul's the one who's reading a book. He's wearing a red T-shirt and blue trousers.*

CD 1, 13

- 1 Who's Mr Edison?
 He's the man who's writing on the board.
 What's he wearing?
 He's wearing a green sweater, grey trousers and blue shoes.
- 2 Who's Paul?
 He's the boy who's reading a book. He's wearing a red T-shirt and blue trousers.
- 3 Who's Mary?
 She's the girl who's got long blonde curly hair. She's wearing a pink dress. She's talking to Peter.
- 4 Who's Jane?
 She's the girl who's drawing a beautiful picture. She's wearing an orange skirt and a purple jacket.
- 5 Who's Jim?
 He's the boy who's sharpening his pencil. He's wearing a brown shirt and grey trousers.

AB10. ACTIVITY 6. Read and circle the correct answer. [YLE]

- Focus pupils on Activity 6. Pupils work individually and choose the correct word according to the picture. They check in pairs. Check with the class.

Key: 2 are, 3 is, 4 who, 5 on, 6 his, 7 to, 8 must

Extra activity 2 (if time)

Ending the lesson

- See how much pupils remember about the pictures from the warmer. They use sentences like *Number 1's the woman who's carrying a handbag. She's wearing red shoes.*

OBJECTIVES: By the end of the lesson, pupils will have had further practice with relative clauses using *who* and sung a song.

● TARGET LANGUAGE

Key language: relative *who*, present continuous question forms, *playground*

Revision: relative clauses with *who*, present continuous, actions and activities, clothes, adjectives, school subjects, food and drink

● MATERIALS REQUIRED

Extra activity 2: 12 small pieces of paper/card for each group of four

Warmer

- Write the names of about six pupils on the board and elicit / write up a piece of information about each one, e.g. *She's got long, dark hair. He's wearing jeans.* Say *Tell me about (name)* to elicit, e.g. *(Name)'s the boy who's wearing jeans.* Repeat for the other names on the board.

PB11. ACTIVITY 11. Read and find.

- Tell pupils to open their Pupil's Books at page 11. Elicit what they can see (playground) and what some of the children are doing. Ask a pupil to read the activity instruction aloud. Check understanding. They work in pairs, taking turns to read the statements and find the child in the picture. Check with the class, using open pairs: one pupil reads a statement aloud, and another says the letter. Focus on the use of *They're ... who are ...* by eliciting examples in the classroom, e.g. *Tell me something about (name) and (name).* Pupils: *They're the boys who are sitting at the front.* Make other similar statements for practice. Pupils then make statements for the class to answer.

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

PB11. ACTIVITY 12. Choose a child. Ask and answer.

- Turn the activity into a guessing game. Say *I'm looking at a boy in the picture. Can you guess?* Pupils ask questions as in the speech bubble. Repeat for *girl*. Practise two or three more times to make sure pupils use the question correctly. Pupils do the activity in pairs, taking turns to guess.

PB11. ACTIVITY 13. Read and say the letter.

- Focus pupils on Activity 13. Ask a pupil to read the instruction aloud. Check understanding. Pupils read the text and match who's speaking with one of the pictures. They check in pairs. Check with the class.

Key: 2 d, 3 c, 4 b

PB11. ACTIVITY 14. Listen and sing.

- Play the CD. Stop after each teacher's section and elicit the name. Play the CD again for pupils to join in the song. They sing as a whole class first and then as the teachers (make four groups). They mime appropriately (the subject) as they sing.

CD 1, 14

As in Pupil's Book

CD 1, 15

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

AB11. ACTIVITY 7. Look at the pictures. Read and correct.

- Tell pupils to open their Activity Books at page 11. Ask a pupil to read the instructions aloud and another to read the first statement to check they know what to correct.
- Pupils work individually and correct each sentence. They check in pairs. Check with the class. Pupils write the correct sentences in their notebooks.

Key: 2 The man who's throwing a ball has got a small black dog.
3 The woman who teaches Music lives in a flat. 4 The man who's got a moustache rides his bike to school. 5 The woman who likes books gets up at 7 o'clock.

AB11. ACTIVITY 8. Read and complete the table.

- Focus pupils on Activity 8 and ask a pupil to read the instruction aloud. Check pupils know what to do. They work in pairs to read and complete the table. Check with the class by drawing the table on the board.

Key:

Name	Description	Age	Subject	Hobby
Mr Brown	black beard	42	English	playing tennis
Miss Stone	long fair hair	30	Maths	horse riding
Mr Kelly	brown moustache	28	Sport	playing the guitar
Mrs Bird	grey curly hair	57	Music	reading

Extra activity 2 (if time)

Ending the lesson

- Pupils sing the song again from earlier in the lesson.

OBJECTIVES: By the end of the lesson, pupils will have practised the phoneme /f/ and completed a communication activity.

● **TARGET LANGUAGE**

Key language: the phoneme /f/, *four fat elephants are laughing at funny photos, fifteen dolphins are phoning their favourite friends*

Revision: school subjects, adjectives, question forms, definitions

Warmer

- Write the number 4 on the board. Elicit the word (four). Emphasise the /f/ sound. Ask pupils to give you other words with that sound. They think of the sound, not the spelling.

PB12. ACTIVITY 15. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 12 and to look at the rhymes. Ask if they can see any words they mentioned in the warmer. Play the CD. Pupils follow the rhymes and look at the pictures. Play the CD again. Pupils say the rhymes along with the CD. Elicit one rhyme from half the class and the other from the other half. Elicit how many different spellings of the /f/ sound they can see (f, ph, gh).

CD 1, 16

As in Pupil's Book

PB12. ACTIVITY 16. Can you hear /f/? Say 'yes' or 'no'.

- Ask a pupil to read the activity instructions aloud. Make sure they say the phoneme /f/ and not the letter f (pronounced /ef/). Play the CD. In their notebooks, pupils write the number and then a tick or a cross for each one. They check in pairs, saying Yes or No. Play the CD again, eliciting the word and if there's a /f/ or not. Depending on the pupils' mother tongue(s), show them how the sounds /f/ and /v/ differ. Play the CD again for pupils to listen for /f/ and /v/.

Key: 2 no, 3 no, 4 yes, 5 yes, 6 no, 7 no, 8 yes, 9 no, 10 no, 11 no, 12 yes, 13 no, 14 yes, 15 no, 16 yes

CD 1, 17

1 laugh, 2 love, 3 weather, 4 scarf, 5 fat, 6 that, 7 bath, 8 fair, 9 there, 10 very, 11 live, 12 leaf, 13 above, 14 father, 15 shop, 16 after

PB12. ACTIVITY 17. Make questions. Ask and answer.

- Tell pupils today's communication activity is about school subjects. Focus them on the information on the page and elicit the questions for the second and third examples. Pupils copy the table into their notebooks and complete the second and third questions. More able pupils can add other questions about other subjects / with other adjectives if appropriate. Pupils each ask the three (or more) questions of two other pupils. They move around the classroom. Clap your hands. They make pairs and ask and answer. Repeat. Pupils report back to the class on what they found out. Provide prompts on the board if necessary, e.g. *(Paula) thinks Maths is exciting, but she thinks it's difficult. (Juan) thinks Maths is exciting and he thinks it's easy.*

Extra activity 1 (if time)

AB12. ACTIVITY 9. Follow the /f/ words.

- Tell pupils to open their Activity Books at page 12. Ask a pupil to read the activity instruction aloud. Check for the /f/ sound. Elicit what the three spellings were for the /f/ sound (f, gh, ph), but remind pupils that not all gh spellings have the /f/ sound. Check pupils know what to do. They work in pairs, taking turns to say the words and follow the sound. Monitor and help/support. Check with the class.

Key: laugh, after, lift, friend, phone, before, forest, giraffe, photo, leaf, scarf, cough, fruit, dolphin, flat, field, funny

AB12. ACTIVITY 10. Read and write the words. [YLE]

- Focus pupils on Activity 10 and on the instruction. Check they know what to do. They work in pairs and discuss the answers together. Pairs check with pairs. Check with the class. If pupils have different answers, let them explain their reasons. They may be correct.

Key: 2 doctor, 3 never, 4 dentist, 5 trees, 6 easy, 7 hat

AB12. ACTIVITY 11. Cross out the words from Activity 10.

- After pupils have completed Activity 10, tell them that the words for Activity 10 are in the grid in Activity 11. Focus pupils on the words in the grid. They cross out the words they wrote in Activity 10. They write a sentence with the other words. They work in pairs. Check with the class.

Key: Lenny likes his new teacher.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary by explaining the different meanings of the word *problems*.

Extra activity 2 (if time)

Ending the lesson

- Do the rhymes from the beginning of the lesson with pupils again.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story

Revision: language from the unit

Warmer

- Review what pupils remember about Lock and Key by asking, e.g. *Tell me about Lock and Key.* Pupils respond, e.g. *They're the detectives who always do silly things.* Review who Peter is. Tell pupils that Lock and Key are going to Peter's school to talk about their job. Elicit what they think happens.

Story

PB13. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 13. Focus pupils on the first small frame and elicit who they can see (Peter) and what day it is (Thursday). Play the CD. Pupils listen and read for what happens and to see if anything they predicted in the warmer happens. They check in pairs. Check with the class (Lock scares the children, Key spills some sauce, they play basketball and get told off by the teacher). Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Who are Lock and Key eating lunch with? What does she ask them? Is it Key who sees the basketball? What does the teacher say when she finds them? Are they naughty?*

CD 1, 18

As in Pupil's Book

Extra activity 1 (if time)

AB13. DO YOU REMEMBER?

- Write *Adjectives* in the centre of the board. Brainstorm the adjectives from the unit and write them as a mind map, e.g. *easy*.
- Tell pupils to open their Activity Books at page 13. Ask a pupil to read the activity instructions aloud and check they know what to do. They study the words on the right in silence, using the pictures to help. Then they fold the page down the middle so that they can only see the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'terrible'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB13. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together.* Read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they described people. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them.

- Repeat for the second sentence, eliciting / reminding them of things they described (e.g. slow car, terrible weather, quick motorbike). Pupils circle the appropriate face. Repeat for the third sentence, reminding pupils of the communication activity. Pupils circle the appropriate face.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.
- Ask pupils to bring empty plastic bottles, empty cartons, empty cereal boxes, etc. for the next lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about Maths and performed some simple experiments in the classroom.

● **TARGET LANGUAGE**

Key language: quantity, space, tape measure, *millimetre*, *centimetre*, *metre*, *millilitre*, *centilitre*, *litre*, *length*

Additional language: *We measure mass/volume/length*

Revision: numbers, *have got*, classroom objects, comparatives, *glasses*, *bottles*, *how long/heavy*

● **MATERIALS REQUIRED**

Kitchen scales, rulers, tape measures, measuring jugs, empty plastic bottles, plastic cups for pupils to check measurements, volumes, weight

Extra activity 1: Empty plastic bottles, empty cartons, empty cereal boxes, cups, etc.

Warmer

- Ask questions about what pupils are learning in Maths. Check pupils know different number formats for Maths, e.g. decimal points, fractions, dates. Also check understanding of *heavy* and *thousand*.

PB14. DO YOU KNOW THAT ...?

- Tell pupils to open their Pupil's Books at page 14. Focus them on the top of the page and say *Do you know that ...?* Ask a pupil to read the fact to the class. Elicit from pupils how amazing this is – the weight of two children! Elicit examples of things which weigh 1 kilogram, e.g. a bag of sugar, to give an idea of how much 150 kg is. Ask pupils how much food they think they eat in a day.

PB14. ACTIVITY 1. Read and answer.

- Introduce the topic of the lesson (Maths) and tell pupils to look at Activity 1. Tell them they're going to do some measuring and weighing tasks. Read the introduction. Focus pupils on the section entitled *Length* and check understanding. Show the ruler and the tape measure. Pupils take turns to read this section aloud around the class and discuss the two questions in groups of four. Elicit some estimates and hand out rulers and tape measures to the groups. They measure and report. Repeat for *Mass*, using scales for the first two questions, and for *Volume*, letting pupils measure using water if possible.
- Do the following class quiz:

Quiz time

- 1 Name three school subjects.
- 2 How many grams are there in a quarter of a kilogram?
- 3 Which is bigger, your classroom or the playground?
- 4 How many days are there in a week?
- 5 How many centimetres are there in a metre?
- 6 How much is 379 plus 594?
- 7 Which is heavier, your school bag or your eraser?
- 8 Who is taller, your English teacher or your Maths teacher?
- 9 How much is 200 ml and 330 ml?
- 10 How many grams are there in a kilogram?

Extra activity 1 (if time)

AB14. ACTIVITY 1. Listen and match.

- Tell pupils to open their Activity Books at page 14. Focus them on the pictures and ask a pupil to read the activity instruction aloud and others to read the sentences at the top. Check correct word stress in *Mathe'matics/mathema'tician*. Let them rehearse the dates in pairs. Find out if anyone has heard of the mathematicians. Play the CD. Pupils listen, match and check in pairs. Play the CD again. Check with the class.

Key: 2a, 3d, 4b

CD 1, 19

- 1 Marie Curie (1867–1934)
- 2 Galileo Galilei (1564–1642)
- 3 Isaac Newton (1642–1727)
- 4 Albert Einstein (1879–1955)

AB14. ACTIVITY 2. Listen and number.

- Focus pupils on Activity 2. In pairs, they practise saying the numbers. Give some help if necessary. Get everyone's attention before playing the CD. Pupils listen and number. Pause after each one to give pupils time to process the number and to check (silently) with their partners. Play the CD again. Pause after each one and invite a pupil to write the number on the board.

Key: 1: 687.22 m, 2: 39.67 m, 3: 824.43 m, 4: 75.12 m, 5: 562.35 m, 6: 93.56 m, 7: 741.58 m, 8: 938.79 m

CD 1, 20

- 1 Six hundred and eighty-seven metres twenty-two centimetres
- 2 Thirty-nine metres sixty-seven centimetres.
- 3 Eight hundred and twenty-four metres forty-three centimetres
- 4 Seventy-five metres twelve centimetres.
- 5 Five hundred and sixty-two metres thirty-five centimetres.
- 6 Ninety-three metres fifty-six centimetres.
- 7 Seven hundred and forty-one metres fifty-eight centimetres.
- 8 Nine hundred and thirty-eight metres seventy-nine centimetres.

Extra activity 2 (if time)

AB14. ACTIVITY 3. Look and write the number.

- Practise some numbers first. Pupils work in pairs, writing the numbers. Check by asking pupils to come and write the numbers on the board.

Key: 2 twenty metres forty-seven centimetres, 3 thirty-five metres sixty-nine centimetres, 4 forty-one metres fifty-four centimetres, 5 seventy-eight metres ten centimetres, 6 ninety two metres fifteen centimetres, 7 eighty-three metres twelve centimetres, 8 sixty-four metres twenty-seven centimetres

Ending the lesson

- Review with pupils what they have done and what they learn about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have done more simple classroom experiments and completed a project.

● **TARGET LANGUAGE**

Key language: comparatives, numbers, *quarter*, *shopping bag*, relative clauses with *which*

Revision: Maths, numbers, measurements, weights, volume

● **MATERIALS REQUIRED**

Kitchen scales, tape measures, measuring jugs, empty plastic bottles, plastic cups for pupils to check measurements, volumes, weight

Extra activity 1: Photocopiable activity 1A and B (see pages 90–91.) One copy of A and B for each pair of pupils.

Warmer

- Ask pupils to perform some measuring and weighing tasks, e.g. the width of the board, the height of a desk, the weight of a board cleaner, the volume of a lunch box (filling it with water), to review language from the previous lesson.

PB15. ACTIVITY 2. Measure the things in your classroom.

- Tell pupils to open their Pupil's Books at page 15. Ask a pupil to read the activity instruction. Pupils copy the chart into their notebooks, perform the tasks and write the answers. Make sure they measure different erasers, pens, etc. so they don't all have the same answers.

PB15. ACTIVITY 3. Ask and answer.

- Make new pairs. Pupils take turns to ask and answer about the information on their lists, guessing what each length represents. Pupils do not look at one another's lists as they do the activity.

PB15. PROJECT. Do a class survey. Draw a graph.

- Focus pupils on the questions. Remind them this is the project. Ask a pupil to read the project title aloud and check they remember how to do a survey. Pupils take turns to read the questions aloud. Check understanding. Brainstorm other questions pupils will need to ask when they are working, e.g. *How long are your fingers? How long is your hair?* Make groups of five. In the groups, pupils measure / weigh each other and record the information. They share the information in their groups. They copy the bar chart from the Pupil's Book page onto a large piece of paper and fill in their information. Display the posters around the class. Groups discuss and compare the results.

Extra activity 1 (if time)

AB15. ACTIVITY 4. Think and write the words.

- Tell pupils to open their Activity Books at page 15. Focus them on the activity instruction and on the code in the box. Check they know what to do (the letters in each line spell a word). They can use letters more than once. Pupils work individually, checking with their partner when necessary. Monitor and check with the class.

Key: 1 metre, 2 gram, 3 litre

AB15. ACTIVITY 5. Read and answer.

- Focus pupils on Activity 5 and ask a pupil to read the instruction aloud. Tell pupils this is a problem-solving activity. Pupils work individually and then check in pairs. Check with the class by asking pupils to read the problems aloud and, if necessary, doing the sums on the board / drawing the family.

Key: 1: Yes, 2: 1 m 69, 3: Six bottles

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

2 Good sports

21 years

Page 16

OBJECTIVES: By the end of the lesson, pupils will have talked about the sports children can learn to do.

● TARGET LANGUAGE

Key language: *learning to (swim), climb, sail, rock climbing, climbing wall, water sports, It means a place where ... , activity centre, good swimmer*

Revision: weather, prepositions, present continuous, adjectives, *inside, outside, skate, dance, fish, What does xxx mean?, can (ability), have got, the girl/boy who ... , good at*

Warmer

- Brainstorm sports onto the board. Develop a mind map. Ask pupils which sports they like and which ones they do every week.

PB16. ACTIVITY 1. *Look, think and answer.*

- Tell pupils to open their Pupil's Books at page 16. Elicit the sports they can see in the picture. Ask pupils to read the activity instruction aloud and the four questions. Pupils discuss their answers/predictions in pairs. Don't tell them answers.

PB16. ACTIVITY 2. *Listen and check.*

- Play the CD for pupils to listen and check. Elicit complete sentences for the answers. Elicit what an *activity centre* is. Prompt pupils to say *It's a place where ...* Check understanding of other new vocabulary, e.g. *climbing, climbing wall, rock climbing, water sports, sailing, swimming*. Play the CD again.

Key: 1 Simon wants to learn to climb. 2 They can do three water sports: sailing, fishing and swimming. 3 They can do water sports at/on the lake. 4 Suzy can learn to skate.

CD 1, 21

SIMON: Look, this is the new activity centre which is opening in the village next to ours.

SUZY: What does 'activity centre' mean?

SIMON: It's a place where you can learn to do lots of exciting sports. Look. It's got rock climbing. I'd like to learn to climb.

STELLA: Hmm. It's not nice when it's cold, wet and raining.

SIMON: No, it's OK. They've got a climbing wall inside and outside.

SUZY: Look! There's a lake too.

SIMON: Yes, you can do water sports. You can learn to sail and fish, and you can go swimming there when it's hot.

SUZY: I don't want to sail or climb. What can I learn to do?

STELLA: Hmmm. Let's see. You can learn to skate, Suzy.

SUZY: Hmm, skating. That's exciting, but I haven't got any skates.

STELLA: That's OK. They've got skates at the centre. And they do dancing. I can learn to dance.

Extra activity 1 (if time)

PB16. ACTIVITY 3. *Listen and say the letter.*

- Focus pupils on Activity 3. Play the CD. Pupils whisper the letter to their partner. Play the CD again. Stop after each one to elicit what the person is learning to do.

Key: 2 g, 3 f, 4 b, 5 c, 6 d, 7 e, 8 a

CD 1, 22

- | | |
|-----------------------------------|------------------------------|
| 1 He's learning to skate. | 5 They're learning to skate. |
| 2 She's learning to climb inside. | 6 He's learning to swim. |
| 3 They're learning to dance. | 7 They're learning to fish. |
| 4 He's learning to climb outside. | 8 They're learning to sail. |

Look box

- Focus pupils on the Look box. Practise the question and answer about the activity centre in open pairs.

AB16. ACTIVITY 1. *Listen and draw lines.* [YLE]

- Tell pupils to open their Activity Books at page 16. Elicit what they can see (a park with lots of people doing different things). Ask pupils to read the names aloud and check which are male/female names. Play the CD. Pupils check in pairs. Play the CD again. Check with the class, e.g. *Jim's learning to sail*.

CD 1, 23

- 1 What are you doing? / We're learning to do different sports. Some of us are learning to climb, some are learning to skate and some are learning to fish. / And there are some children over there who are learning to sail. / Yes, the boy who's sitting at the front of the boat is my brother, Jim.
- 2 Who's that? / Who? / The girl who's helping the boy to skate. / That's Daisy.
- 3 And who's the boy learning to ride his bike? / The one who's with his older sister? / Yes, that's right. / That's Fred.
- 4 Who's that climbing up the wall? / The boy who's near the top? / No, the slower girl who's with him. / That's Jane. She's my cousin.
- 5 So, who's the boy swimming in the lake? / That's Jack. He's a good swimmer. / Yes, he is.
- 6 Now, there are two children over there fishing. Who are they? / The boy's called Peter. He's good at fishing. He knows you must be quiet to fish.

AB16. ACTIVITY 2. *Write the sentences.*

- Focus pupils on Activity 2. Ask a pupil to read the instruction aloud and check pupils know what to do. Pupils do the activity individually and then in pairs. Check with the class.

Key: 2 We can learn to sail. 3 She's the girl who likes skating. 4 You can play basketball inside. 5 Do you want to go fishing?

Extra activity 2 (if time)

Ending the lesson

- Play a mime game of the different sports you can do at the activity centre. Pupils take turns to mime the sports.

OBJECTIVES: By the end of the lesson, pupils will have talked more about sports, using *want to learn to* and relative clauses with *where* and *who*.

● **TARGET LANGUAGE**

Key language: relative clauses with *where*, *want to learn to do (something)*, *want to / doesn't want to*, *mustn't*, *What do we call people who ... ?*, *lose*, *equipment*

Revision: sports and activities, jobs, sports equipment, *need*

Warmer

- Write the new sports as anagrams on the board. Pupils come and write them correctly. Say *Today is a special day. You can learn to do any of these sports. Which do you want to learn to do?* Ask about each in turn. *Do you want to learn to (sail)?* Pupils put their hands up. Take a vote.

Presentation

- Write the question *Do you want to learn to ... ?* on the board. Find a pupil who said *Yes* and write *(Name) wants to learn to ...* Find a pupil who said *No* and write *(Name) doesn't want to learn to ...* Write *I want to learn to ... I don't want to learn to ...* Elicit from pupils the difference between when we use *I* and when we use *he/she (do/don't / doesn't)*.

PB17. ACTIVITY 4. Make five true sentences. Use the words in the boxes.

- Tell pupils to open their Pupil's Books at page 17. Ask a pupil to read the activity instructions aloud and check understanding. Tell pupils to ask the *Do you want to learn to ... ?* question on the board of their friends and you the teacher, to find five true sentences. They then use the chart to help them. Remind them to include one sentence about themselves. Encourage them to move around the room to ask different pupils, as well as asking you.

PB17. ACTIVITY 5. Say the places.

- Focus pupils on Activity 5. Ask a pupil to read the activity instruction aloud and check understanding. Focus on the use of *a the place where ...*

Key: 2 park, 3 road, 4 swimming pool

PB17. ACTIVITY 6. In pairs guess the place or person. You can only ask four questions.

- Ask a pupil to read the Activity 6 instructions aloud and check understanding. They write the name of the place or person on paper first so that there's no cheating. Remind pupils they can ask only four questions. Demonstrate the game for the class first. They play in pairs.

Extra activity 1 (if time)

AB17. ACTIVITY 3. Read and complete the table.

- Tell pupils to open their Activity Books at page 17. Ask a pupil to read the activity instruction aloud. If pupils didn't do Extra activity 1, quickly review *need* with reference to sports equipment. Pupils work individually. They can check with their partners as they are working. Check with the class by drawing a grid on the board and eliciting what to write where. Once the grid is complete, elicit full sentences, e.g. *Sue is ten. She wants to skate. She needs some skates and a hat.*

Key:

Name	Age	Sport	Equipment
Jim	11	volleyball	a big ball
Mary	12	swim	a towel
Sue	10	skate	skates, a hat
Paul	12	climb	strong shoes, a hat

AB17. ACTIVITY 4. Write the words.

- Focus pupils on Activity 4 and elicit some of the people they can see, e.g. *dancer*. Ask a pupil to read the first question aloud, and another the answer. Say *Teach ... teachers ... Which one is the job?* Help pupils notice this feature of word building. Remind them that the answers are in the plural (*people who ... teachers*). Pupils work in pairs. They take turns to read the questions aloud and work out the answers. Check with the class using open pairs. Check pupils notice the *b* in *climbers* is silent and the spelling of *swimmers*, *winners*.

Key: 2 dancers, 3 climbers, 4 swimmers, 5 skaters, 6 winners, 7 singers

Extra activity 2 (if time)

Ending the lesson

- Invite five pupils to come to the front. Whisper one of the sports/activities from Pupil's Book Activity 4 to each one. They quickly line up in alphabetical order. Repeat with seven more pupils for the seven jobs in Activity Book Activity 4.

OBJECTIVES: By the end of the lesson, pupils will have talked more about sports, using *want to learn to* and relative clauses with *where* and *who*.

● **TARGET LANGUAGE**

Key language: relative clauses with *where*, *want to learn to do (something)*, *want to / doesn't want to*, *mustn't*, *What do we call people who ... ?*, *lose*, *equipment*

Revision: sports and activities, jobs, sports equipment, *need*

Warmer

- Write the new sports as anagrams on the board. Pupils come and write them correctly. Say *Today is a special day. You can learn to do any of these sports. Which do you want to learn to do?* Ask about each in turn. *Do you want to learn to (sail)?* Pupils put their hands up. Take a vote.

Presentation

- Write the question *Do you want to learn to ... ?* on the board. Find a pupil who said *Yes* and write *(Name) wants to learn to ...* Find a pupil who said *No* and write *(Name) doesn't want to learn to ...* Write *I want to learn to ... I don't want to learn to ...* Elicit from pupils the difference between when we use *I* and when we use *he/she (do/don't / doesn't)*.

PB17. ACTIVITY 4. Make five true sentences. Use the words in the boxes.

- Tell pupils to open their Pupil's Books at page 17. Ask a pupil to read the activity instructions aloud and check understanding. Tell pupils to ask the *Do you want to learn to ... ?* question on the board of their friends and you the teacher, to find five true sentences. They then use the chart to help them. Remind them to include one sentence about themselves. Encourage them to move around the room to ask different pupils, as well as asking you.

PB17. ACTIVITY 5. Say the places.

- Focus pupils on Activity 5. Ask a pupil to read the activity instruction aloud and check understanding. Focus on the use of *a the place where ...*

Key: 2 park, 3 road, 4 swimming pool

PB17. ACTIVITY 6. In pairs guess the place or person. You can only ask four questions.

- Ask a pupil to read the Activity 6 instructions aloud and check understanding. They write the name of the place or person on paper first so that there's no cheating. Remind pupils they can ask only four questions. Demonstrate the game for the class first. They play in pairs.

Extra activity 1 (if time)

AB17. ACTIVITY 3. Read and complete the table.

- Tell pupils to open their Activity Books at page 17. Ask a pupil to read the activity instruction aloud. If pupils didn't do Extra activity 1, quickly review *need* with reference to sports equipment. Pupils work individually. They can check with their partners as they are working. Check with the class by drawing a grid on the board and eliciting what to write where. Once the grid is complete, elicit full sentences, e.g. *Sue is ten. She wants to skate. She needs some skates and a hat.*

Key:

Name	Age	Sport	Equipment
Jim	11	volleyball	a big ball
Mary	12	swim	a towel
Sue	10	skate	skates, a hat
Paul	12	climb	strong shoes, a hat

AB17. ACTIVITY 4. Write the words.

- Focus pupils on Activity 4 and elicit some of the people they can see, e.g. *dancer*. Ask a pupil to read the first question aloud, and another the answer. Say *Teach ... teachers ... Which one is the job?* Help pupils notice this feature of word building. Remind them that the answers are in the plural (*people who ... teachers*). Pupils work in pairs. They take turns to read the questions aloud and work out the answers. Check with the class using open pairs. Check pupils notice the *b* in *climbers* is silent and the spelling of *swimmers*, *winners*.

Key: 2 dancers, 3 climbers, 4 swimmers, 5 skaters, 6 winners, 7 singers

Extra activity 2 (if time)

Ending the lesson

- Invite five pupils to come to the front. Whisper one of the sports/activities from Pupil's Book Activity 4 to each one. They quickly line up in alphabetical order. Repeat with seven more pupils for the seven jobs in Activity Book Activity 4.

OBJECTIVES: By the end of the lesson, pupils will have described sports and activities using adverbs of manner.

● **TARGET LANGUAGE**

Key language: adverbs of manner: *well, quickly, slowly, carefully, badly, quietly; roller skating*

Additional language: *How's she doing?*

Revision: question forms, activities, actions and sports, present continuous, present simple, *good at, bad at*

● **MATERIALS REQUIRED**

Extra activity 1: Write instructions on pieces of coloured paper, e.g. *read a book, get dressed, ride a bike, wash your face*, and each of the six adverbs on pieces of different coloured paper.

Warmer

- Brainstorm some sports and activities onto the board. Elicit who in the class is *good at / bad at* some of the sports/activities.

Presentation

- Use the information from the previous activity to present *well/badly*. Write two example sentences on the board, e.g. *Juan plays tennis well. Francesca plays tennis badly*. Elicit that the adverbs tell us how they play / tell us more about the verb. Focus pupils on the word order of the examples. Write the other adverbs on the board: *quickly, slowly, carefully, quietly*. Use different colours to show that they are adjectives + *ly*.

PB18. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 18. Elicit who and what they can see. Ask a pupil to read the activity instruction aloud and other pupils to read the four questions. Pupils discuss their answers/predictions in pairs.
- Focus pupils on the adverbs in the box. Elicit words they link to in the listening, e.g. *How is Simon climbing?* (*quickly*). Check understanding of each adverb using mime as you do the activity.

PB18. ACTIVITY 8. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences for the answers. Play the CD again in sections. Use prompts and questions to give pupils practice with the adverbs, e.g. *How are Alex and Simon climbing? Is Simon climbing slowly? Is Suzy good at roller skating? Is she skating quickly?* Check understanding of each adverb, using mime.

Key: 1 Mr Star's inside the activity centre. 2 Simon and Alex are climbing. 3 Grandpa Star's outside the activity centre. 4 Suzy's skating.

CD 1, 24

MR STAR: Hello.

GRANDPA: Hello, son. Where are you?

MR STAR: Hi, Dad. I'm inside, watching Simon and Alex. They're climbing really well. Simon's climbing quickly and he's near the top of the wall. Alex is climbing slowly and carefully. Where are you, Dad?

GRANDPA: I'm outside with Suzy. She's learning to skate.

MR STAR: How's she doing?

GRANDPA: Well, she isn't doing badly. She doesn't want to fall, so she's skating slowly.

SUZY: Look at me, Grandpa! I can skate really well now, but I'm tired. Let's go inside and watch Simon.

GRANDPA: Good idea, Suzy. See you in a minute, son. We're coming in now.

PB18. ACTIVITY 9. Read and choose the right words.

- Focus pupils on Activity 9 and on the picture. Elicit who they can see (athletes, children, footballers, etc.). In pairs, they read the sentences, look at the picture and choose the best adverb. Check by asking pairs to read sentences aloud.

Key: 2 loudly, 3 badly, 4 quickly, 5 quietly, 6 slowly, 7 well, 8 carefully

Extra activity 1 (if time)

AB18. ACTIVITY 5. Read and circle the correct answer.

- Tell pupils to open their Activity Books at page 18. Ask a pupil to read the activity instruction aloud and another to read the first example. Elicit why *carefully* is correct. Pupils complete the activity individually and then check in pairs. Check with the class. Ask why 5 is different and what the adjective is (*good/well* is irregular).

Key: 2 quickly, 3 badly, 4 slowly, 5 well, 6 quietly

AB18. ACTIVITY 6. Complete the sentences about you. Use the words in the box.

- Focus pupils on Activity 6. Ask a pupil to read the activity instructions aloud and others to read the words in the box. Pupils complete sentences about themselves, choosing words that are true if possible. They check/discuss in pairs. Check with the class. Elicit information from pupils each time to check they haven't just written in the adverbs without thinking/understanding.

Extra activity 2 (if time)

AB18. ACTIVITY 7. Read. Sort and write the words.

- Focus pupils on Activity 7 and on the instructions. Use the example to check pupils know what to do. They complete the activity individually and then check in pairs. Check with the class.

Key: 2 cinema, 3 park, 4 river, 5 park, 6 lake, 7 forest, 8 beach

Ending the lesson

- Call out actions and adverbs for pupils to mime quickly in succession, e.g. *Stamp loudly. Turn around quickly. Pick up your pencil carefully.*

OBJECTIVES: By the end of the lesson, pupils will have had further practice using adverbs of manner and sung a song.

● **TARGET LANGUAGE**

Key language: adverbs, *easily, happily, fall, verse, chorus, drop, very* (+ adverb)

Additional language: *round and round, over the ground, lots of fun, up the wall*

Revision: activities, sports, actions, present continuous, present simple, *activity centre, the person who ...*

Warmer

- Review the adverbs from the previous lesson using mime, e.g. *Please get your books out quickly and quietly. Now write the date slowly at the top of the page. (Name), please hand out the books carefully.*

PB19. ACTIVITY 10. Listen and say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books (use an adverb) at page 19. Ask a pupil to read the activity instruction aloud. Remind pupils to whisper the word to their partner the first time they listen. Play the CD. Pupils listen and whisper. Play the CD again. Stop after each one and elicit *Yes* or *No*. For 'yes' responses, elicit the statement, and for 'no' responses, elicit a correct statement.

Key: 2 Yes, 3 No, 4 Yes, 5 Yes, 6 No

CD 1, 25

- 1 They're playing well. [playing football well]
- 2 She's singing badly. [singing badly]
- 3 He's walking quickly. [walking slowly]
- 4 They're talking quietly. [talking quietly]
- 5 She's walking slowly. [walking slowly]
- 6 They're playing loudly. [playing music quietly]

PB19. ACTIVITY 11. Read and say the letter.

- Focus pupils on the song. They read the song lyrics and match the numbers with the letters in the picture.
- Check understanding of the new vocabulary. Focus on *easily/happily* and show/ elicit how the set adverbs are formed from the adjectives.

Key: 2 a, 3 b

PB19. ACTIVITY 12. Listen and sing.

- Play the CD in sections for pupils to listen and repeat. They sing the song as a class.

CD 1, 26

As in Pupil's Book

CD 1, 27

Now sing the song again. (Karaoke version)

PB19. ACTIVITY 13. Write another verse. Sing.

- Focus pupils on the activity instructions and elicit the meaning of *verse*. Elicit/teach *chorus*. Pupils work in groups. They write another verse for the song, using the model. Monitor and help/

advise. Pupils perform their new verses for the class: they sing the chorus and then they sing and mime their verse.

Extra activity 1 (if time)

AB19. ACTIVITY 8. Read and match.

- Tell pupils to open their Activity Books at page 19. Ask a pupil to read the activity instruction aloud and check understanding. Demonstrate, using the example. Pupils work individually and match the sentences. They check in pairs, taking turns to read their correct sentences aloud to each other. Check with the class, again asking pupils to read sentences aloud.

Key: 2e, 3d, 4a, 5f, 6b, 7c

Extra activity 2 (if time)

AB19. ACTIVITY 9. Read and complete the table.

- Focus pupils on Activity 9 and ask a pupil to read the activity instruction aloud. Elicit that this is a problem-solving activity. Write one of the sentences on the board and show pupils how to decipher it (each sentence includes two pieces of information about each person). Tell pupils to match the actions with the people first. Pupils work either individually or in pairs. Monitor and help where necessary. Copy the grid from the Activity Book onto the board (or a large piece of paper). Check with the class by asking pupils to read the sentences and then to come and write the relevant information on the grid on the board. Give pupils more practice by making false statements about the children and/or asking, e.g. *Tell me about Lenny.*

Key: Alex: well, carefully; Meera: quickly, quietly;
Suzy: loudly, slowly; Simon: quickly, well; Stella: slowly, well

Ending the lesson

- Pupils sing their verses again from earlier in the lesson.

OBJECTIVES: By the end of the lesson, pupils will have identified the number of syllables in words and completed a communication activity.

● **TARGET LANGUAGE**

Key language: *syllable*

Revision: sports and activities, language from previous units, *want to*

● **MATERIALS REQUIRED**

Communication activity: Photocopiable activity 2a (see page 92). Photocopy onto thin card and cut into single sentences. Make sure you have at least two copies of each different card. You will need enough cards so that there is one for each pupil in the class.

Warmer

- Write the following words about sports and activities on the board: *skater, cycle, sail, climb, goalkeeper, volleyball*. Clap the syllables for each one for pupils. Say the word quietly as you do it the first time. Then clap and don't speak the second time. Point to a word and clap. Pupils join in. Make your clapping reflect the word stress as well, e.g. *goalkeeper = CLAP, clap, clap*. Elicit the word *syllable*.

PB20. ACTIVITY 14. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 20 and to look at the chant and the pictures. Play the CD and clap the activity words. Pupils follow the chant in their books. Play the CD again. Pupils clap the activity words with you. Repeat.

CD 1, 28

As in Pupil's Book

PB20. ACTIVITY 15. Listen and say the number of syllables: 1, 2 or 3.

- Ask a pupil to read the activity instruction aloud. Play the CD. Pupils write and whisper the number to their partner the first time. They check in fours. Play the CD again. Stop after each one. Ask one pupil to repeat the word and another to say the number of syllables.

Key: 2: three, 3: one, 4: two, 5: three, 6: one, 7: two, 8: three, 9: two, 10: three, 11: one, 12: three, 13: two, 14: one, 15: one

CD 1, 29

1 busy, 2 carefully, 3 climb, 4 easy, 5 terrible, 6 skate, 7 badly, 8 exciting, 9 quickly, 10 difficult, 11 well, 12 afternoon, 13 outside, 14 learn, 15 sail

PB20. ACTIVITY 16. Ask and find your partner.

- Tell pupils that today's communication activity is about activities they want to do. Ask two pupils to read out the speech bubbles on the page. Tell them you're going to give them all cards with activities they want to do. They don't show their card to other pupils. They move around the room taking turns to ask and answer until they find the pupil whose card has the same activities as theirs.

- Hand out a card from Photocopiable activity 2a (see page 92) to each pupil. They keep it secret and don't tell their partner. They go around the room, asking *What do you want to do?* and answering, e.g. *I want to go climbing and skating* until they find the pupil who has the matching card.

Extra activity 1 (if time)

AB20. ACTIVITY 10. Put the words in groups.

- Tell pupils to open their Activity Books at page 20. Ask a pupil to read the activity instruction aloud and check understanding (they put the words into groups of 1, 2 or 3 syllables). Pupils work in pairs. They take turns to say the words before writing them in the appropriate columns. They can ask other pairs for help. Check with the class.

Key: 1 syllable: sail, dance, swim, jump, hop, climb
2 syllables: moustache, quickly, boring, careful, inside, outside
3 syllables: basketball, difficult, terrible, exciting, carefully

AB20. ACTIVITY 11. Complete the crossword.

- Focus pupils on Activity 11 and ask a pupil to read the instruction aloud. They write the words in the crossword and check spellings in pairs. When they have completed the crossword, they find the sport (tennis).

Key: 2 beard, 3 fishing, 4 sports centre, 5 difficult, 6 artist

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary by explaining the double meaning of the word *bats*.

Extra activity 2 (if time)

Ending the lesson

- Pupils do the chant from the beginning of the lesson again. Divide the class in half. One half claps the sports/activities, while the others say them. Swap and repeat.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story

Revision: language from the unit

Warmer

- Review the two previous episodes of *Lock and Key* by asking questions, e.g. *Do you remember the episode about the picnic thief? What's the little boy's name? Where do Lock and Key go? Who was the real thief? In the next episode, why do they go to Peter's school? Ask pupils who they like better, Lock or Key.*

Story

PB21. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 21. Focus pupils on the first frame and ask where this episode is taking place (the swimming club). Ask a pupil to read aloud the first speech bubble to find out what the problem is (somebody's got the swimming cup). Pre-teach *coach*. Set the gist questions: *What does the note say? Why does the coach shout? What's Mr Sweep doing?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class ('I've got the swimming cup. T.S.; because it's difficult to hear in the swimming pool; he's cleaning the cup). Check understanding by asking about each frame, e.g. *What's Key doing in frame 2? Why? Why does he fall into the water? What does the coach say in frame 4? Who sees the cup first? What does he say? What does Terry Sweep say at the end? How does he feel?* Play the CD again. Stop after each frame for pupils to repeat.

CD 1, 30

As in Pupil's Book

Extra activity 1 (if time)

AB21. DO YOU REMEMBER?

- Tell pupils to open their Activity Books at page 21. Ask a pupil to read the activity instructions aloud. They study the words on the right in silence, using the pictures to help. Then they fold the page down the middle so that they can see only the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'outside'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB21. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind them of all the activities they did in this unit when they used action verbs. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them that adverbs give information about *how*. Talk about

the mime games they did. Pupils circle the appropriate face. Repeat for the third sentence, reminding them of when they used *I want to ...* Pupils circle the face.

- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about baseball and basketball and written about football.

● **TARGET LANGUAGE**

Key language: *pitcher, bat, batter, run (n), first/second/third/fourth, base, arrive, basket, baseball field*

Additional language: *the tallest*

Revision: *can, can't* (permission), action verbs, impersonal *you, measure*

● **MATERIALS REQUIRED**

Tape measure

Extra activity 2: Reference books on sport / the Internet

Warmer

- Ask pupils what they think the five most popular sports are in the USA. Elicit ideas. Tell them they are: 1 American football, 2 baseball, 3 basketball, 4 hockey, 5 golf. Ask pupils what they know about any of these sports, e.g. players, leagues, rules.

PB22. DO YOU KNOW THAT ...?

- Tell pupils to open their Pupil's Books at page 22. Focus them on the top of the page and say *Do you know that ... ?* Let a pupil complete the question from the book. Elicit how tall this is in relation to the pupils: check understanding of *tallest*. Use the tape measure against the wall to show how tall 2 m 45 cm is. Ask pupils if they'd like to be as tall as that.

PB22. ACTIVITY 1. Read and match.

- Introduce the topic of the lesson (baseball and basketball) and tell pupils to look at Activity 1. Elicit what they can see (a baseball field and some of the equipment the players use). Pupils take turns to read the text about baseball aloud. Help them with any difficult words and, after reading, check understanding of the new vocabulary. Repeat for basketball. Pupils re-read the texts and match the letters with the numbers. They check and discuss in pairs. Check with the class, discussing the two texts and the two games.

Key: 2b, 3a, 4f, 5d, 6c, 7g, 8h, 9i

PB22. ACTIVITY 2. Listen and say 'baseball' or 'basketball'.

- Focus pupils on Activity 2 and ask a pupil to read the instruction. Play the CD. Pupils listen, think and whisper the name. Play the CD again. Check with the class.

Key: 2 baseball, 3 basketball, 4 baseball, 5 basketball, 6 baseball, 7 basketball, 8 basketball, 9 baseball

CD 1, 31

- 1 You play with a big ball.
- 2 You play with a small white ball.
- 3 There are five players in a team.
- 4 You hit the ball with a bat.
- 5 You can throw and bounce the ball.
- 6 There are nine players in a team.
- 7 A game is 40 minutes.
- 8 You must throw the ball into a basket.
- 9 There are four bases.

Extra activity 1 (if time)

AB22. ACTIVITY 1. Order the sentences.

- Tell pupils to open their Activity Books at page 22. Ask a pupil to read the activity instruction and check understanding (they sequence the rules). Pupils read the rules silently and try to sequence them. They can look back at the Pupil's Book page. They check in pairs. Check with the class.

Key: 8, 1, 3, 4, 2, 6, 5, 7

AB22. ACTIVITY 2. Write about football. Use these words.

- Focus pupils on Activity 2 and ask a pupil to read the instructions aloud. Confirm that this is not American football. If pupils don't know the rules of the game, discuss them first with the class so that everyone knows how the game is played. They can look at the prompts on the page to help them. Pupils work in pairs. They write a first draft of their text on paper. They swap with another pair and check each other's texts. Pupils then write their text on the page, illustrating the text with a key feature/aspect of the game/pitch (as with the baseball text).

Sample answer: In football there are two teams with eleven players each. This is how you play: First the player from one team has to kick the ball. Next the players run to kick the ball. Both teams try to score goals. The winning team is the team with more goals after ninety minutes.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about sports and completed a project.

● **TARGET LANGUAGE**

Key language: *have to* (obligation), *balloon*

Additional language: language of instruction, procedural language

Revision: sports, question forms, adverbs, *have to*, *must*, *sand*, *salt*, *fall out*, *break*, *neck* (of balloon)

● **MATERIALS REQUIRED**

Project: Each pupil will need: 200 grams salt or sand, 5 balloons, scissors; a ball you've made

Extra activity 2: Photocopiable activity 2b (page 93). One copy, cut in half, for each pair of pupils.

Warmer

- Review what pupils remember about the sports from the previous lesson (baseball, basketball, football).

PB23. ACTIVITY 3. *Do you remember? Read and answer.*

- Tell pupils to open their Pupil's Book at page 23. Ask a pupil to read the activity instructions aloud. They cover page 22 with paper. Pupils work in pairs. They take turns to ask and answer the questions: they can do them in any order. At the end of the activity, they look and check.

Key: Baseball: 2 No, you play with a small white ball. 3 There are nine players in a baseball team. 4 You hit the ball with a bat. 5 There are four bases. 6 They have to arrive at the fourth base. Basketball: 1 There are five players in each team. 2 No, you can't. 3 You get points by throwing the ball into the basket. 4 You play for 40 minutes.

PB23. PROJECT. *Make a ball.*

- Focus pupils on the pictures and on the activity. Remind them this is the project. Ask a pupil to read the project title aloud and confirm they are going to make a ball. Show the ball you've made. Read the instructions first with pupils, before handing out any of the materials. Hold up the materials as they are mentioned, pointing to, e.g. the neck of the balloon. Pupils clear their desks and work individually. They follow the instructions to make the ball. Monitor and check.

Extra activity 1 (if time)

AB23. ACTIVITY 3. *Think and choose.*

- Tell pupils to open their Activity Books at page 23. Ask a pupil to read the instruction aloud and then others to read the text about Jack. Use the text to check understanding of *has to*, i.e. if he doesn't, he won't be a top baseball player (internal obligation). Tell pupils they have to help Jack with his programme and tick what he has to do when during the week. Pupils read, think and tick. They do this individually.

AB23. ACTIVITY 4. *Now ask and answer. Say 'same' or 'different'.*

- Focus pupils on Activity 4 and practise some of the questions and answers in open pairs. Write the question prompts on the board to help pupils. Make new pairs. Pupils don't show each other their programmes. They use the prompts to compare their programmes. When they have the same, they circle the tick in red. They record their friend's answers in the second grid. Remind them to use classroom language, e.g. *Sorry, can you say that again? Which days?*
- Pupils check by looking at each other's programmes.

AB23. ACTIVITY 5. *Which programme do you think is better? Why?*

- Make groups of four (two pairs). Pupils compare their programmes and decide which is better for Jack and why. Discuss/elicite with the class. Talk about what sports men and women need to do to keep at the top of their game.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and what activities they liked best from this and the previous lesson and why.

Review Units 1 and 2

Page 24

OBJECTIVES: By the end of the lesson, pupils will have reviewed language and vocabulary from Units 1 and 2 and played a game.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 1 and 2
Revision: language for games

● MATERIALS REQUIRED

Warmer: Key vocabulary from Units 1 and 2 written on pieces of paper, one piece for each pupil
Board game: Dice, coloured counters

Warmer

- Hand out the pieces of paper with key vocabulary to pupils. They make groups of six, but don't show their friends. They take turns to give clues about their word for the others to guess.

PB24. ACTIVITY 1. *Play the game.*

- Tell pupils to open their Pupil's Books at page 24. Elicit what this is (a board game). Demonstrate the game for pupils first, showing them when to use which questions (at the top of the page) according to the colour. Elicit the language pupils will need to play the game, e.g. *It's my turn. It's your turn. You should move five squares, not four.* Pupils play the game in pairs or small groups. They take turns to throw the dice, move and answer the question according to the colour. The other pupil(s) decide(s) if their answer is correct. Monitor and help.

Key: They're Grandma Star's. He's running. It's Simon's. She's climbing. It's Lock's. It's a ruler. She's sailing. It's Lenny's. She's swimming. It's a ball. They're Suzy's. He's running. It's Lock and Key's. It's a dolphin. It's Uncle Fred's. He's dancing. It's Aunt May's. She's fishing. It's Mrs Star's. It's Stella's. It's an elephant. It's Alex's. It's a bottle. She's singing. It's Suzy's. It's Mrs Star's. It's a glass. She's walking. They're Mr Star's. He/She is drawing. It's a baseball bat.

Extra activity 1 (if time)

AB24. ACTIVITY 1. *Answer the questions.*

- Tell pupils to open their Activity Books at page 24. Ask a pupil to read the instruction aloud and check understanding. Pupils work individually and solve the problems. They check in pairs. Check with the class using open pairs.

Key: 2 l (lake), 3 p (piano), 4 h (hat), 5 a (skate), 6 b (badminton), 7 e (tennis), 8 t (football) = alphabet

Extra activity 2 (if time)

AB24. ACTIVITY 2. *What's wrong with these pictures? Write the answers.*

- Focus pupils on Activity 2. Ask a pupil to read the instructions aloud and check understanding. Remind them to use full sentences. Pupils work in pairs to interpret what's wrong orally and then they write the answers individually. Monitor to check.

Key: 2 The cow's got glasses. 3 The dog's throwing the ball.

4 The girl's wearing a scarf in the sun.

5 The girl's writing with a ruler. 6 It's raining inside.

Ending the lesson

- Play a mime game to end the lesson. Pupils come up in turn. Whisper an activity and adverb, e.g. *Write carefully.* The pupil mimes the activity. Pupils ask questions, e.g. *Are you writing slowly?* Classmates continue asking until one of them guesses correctly. Repeat.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and written their own review questions.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 1 and 2

Revision: word families, functional language, offers/suggestions, openers and responses

Warmer

- Review games and equipment. Write sports discussed in the two units on the board, e.g. *baseball, basketball, sailing, climbing*. Call out equipment, e.g. *Bat, boat, helmet, base*. Each time you call a word, pupils point to / call out the sport.

PB25. ACTIVITY 2. Read the text and choose the best answer. [YLE]

- Tell pupils to open their Pupil's Books at page 25. Ask a pupil to read the instruction aloud and focus the class on the example. One pupil reads the opener, and the other the correct answer. Check they know what to do. Pupils complete the activity individually. They check in pairs. Check with the class, but asking pupils to take turns to read the opener and then all three options, before eliciting from the class which one is correct. Ask them how they know each time. Elicit suitable openers for some of the other options.

Key: 1 B, 2 C, 3 B, 4 A, 5 A, 6 C

Extra activity 1 (if time)

PB25. ACTIVITY 3. Read and remember.

- Say *Now let's read and remember*. Focus pupils on the questions. Pupils look back through Units 1 and 2 and find the answers to the questions. They discuss them in groups of four. Check with the class.

Key: 1 They're busy in their Art class. 2 Mr Burke and Miss Flower. 3 Rulers and tape measures. 4 She wants to learn to dance. 5 He's climbing well. 6 There are nine players in a baseball team.

PB25. ACTIVITY 4.

- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

AB25. ACTIVITY 3. Circle the odd one out. Count and write the letters.

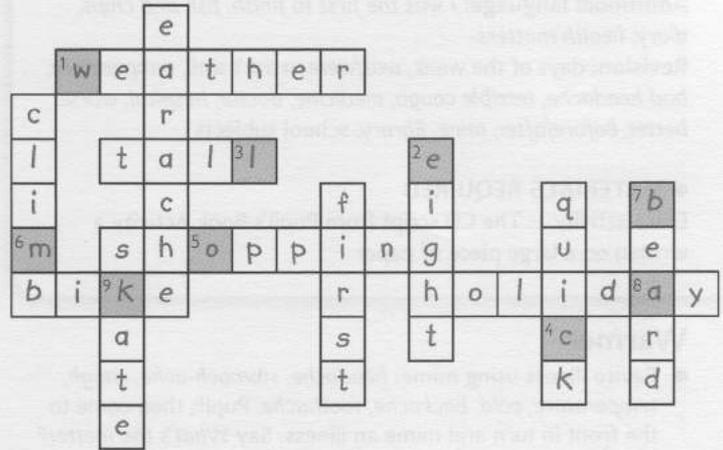
- Tell pupils to open their Activity Books at page 25. Ask a pupil to read the activity instructions aloud and check understanding, using the example. Pupils work individually. They check in pairs. Check with the class before pupils do the next activity. Make sure pupils understand why the word is different each time.

Key: 2: quick 5, 3: tall 4, 4: holiday 7, 5: earache 7, 6: weather 7, 7: first 5, 8: shopping 8, 9: beard 5, 10: skate 5, 11: climb 5, 12: bike 4

AB25. ACTIVITY 4. Now complete the crossword. Write the message.

- Pupils use their answers from Activity 3. They work out where the words go by counting how many letters there are in the words. The numbers in the crossword are the letter sequence for the final words which pupils write at the bottom of the page. Pupils work in pairs or individually, as they choose. Monitor to help, check and suggest. Elicit the message (welcome back!).

Key:



Extra activity 2 (if time)

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 1. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A' look and check. They reverse roles for Unit 2.
- Talk about the *can do* statements from Units 1 and 2 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

OBJECTIVES: By the end of the lesson, pupils will have used the past simple to talk about illnesses.

● **TARGET LANGUAGE**

Key language: past simple affirmative irregular verbs, *have, give, see, drink, eat, go, take, What was the matter with you?, ill, tests, exam*

Additional language: *I was the first to finish, fish and chips, diary, health matters*

Revision: days of the week, *was/were, wasn't well, temperature, bad headache, terrible cough, medicine, doctor, hospital, worse, better, before/after, mine, library, school subjects*

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 2 written on a large piece of paper

Warmer

- Revise illness using mime: *headache, stomach-ache, cough, temperature, cold, backache, toothache*. Pupils then come to the front in turn and mime an illness. Say *What's the matter?* The class says, e.g. *She's got a cough*. Review *doctor's, hospital, medicine*.

PB26. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 26. Elicit who they can see (Simon) and that he's ill. Tell pupils that this was last week. Remind pupils to read the instruction. Pupils take turns to read the four questions aloud around the class. They discuss possible answers in pairs.

PB26. ACTIVITY 2. Listen and check.

- Play the CD. Pupils check in pairs. Elicit complete sentences as answers. Play the CD again. Write the days of the week on the board as prompts. Say, e.g. *Tell me about Simon on Monday*. Pupils: *He had a temperature*. Write the sentence next to *Monday*. Continue for the other days. Check pupils remember this is the past. Focus pupils on the language bar.

Key: 1 He was at home. 2 His temperature was 39 degrees.
3 They were at the hospital so Simon could have some tests.
4 Simon was better on Friday.

CD 1, 32

ALEX: You weren't at school last week, Simon. Where were you?

SIMON: I was at home because I wasn't well.

ALEX: What was the matter?

SIMON: I was ill. Last Monday I had a temperature. It was 39 degrees.

ALEX: Wow. What was the matter?

SIMON: I don't know. I drank lots of water, but on Tuesday I was worse and I had a bad headache too.

ALEX: Were you better on Wednesday?

SIMON: No, I wasn't. I had a terrible cough, so I saw the doctor. He gave me some medicine.

ALEX: Were you better after you took the medicine?

SIMON: No, I wasn't. On Thursday I went to the hospital with Mum and had some tests.

ALEX: So, what was the matter?

SIMON: Er, I had a cold ..., but I wasn't ill on Friday afternoon. I was fine! I ate a big dinner ... and then I had a really good weekend!

PB26. ACTIVITY 3. Listen and say the day.

- Clean the board. Tell pupils to read the Activity 3 instruction. Play the CD. Pupils whisper the answer to their partner the first time. Play the CD again. Check with the class. Elicit what happened each day (so pupils repeat the key sentences/verbs).

Key: 2 Friday, 3 Monday, 4 Wednesday, 5 Thursday, 6 Monday, 7 Wednesday, 8 Tuesday, 9 Wednesday, 10 Thursday

CD 1, 33

- | | |
|--------------------------------------|----------------------------|
| 1 The doctor gave him some medicine. | 6 He drank a lot of water. |
| 2 He ate a big dinner. | 7 He took some medicine. |
| 3 He had a temperature. | 8 He had a bad headache. |
| 4 He had a terrible cough. | 9 He saw the doctor. |
| 5 They went to the hospital. | 10 He had some tests. |

Extra activity 1 (if time)

AB26. ACTIVITY 1. Read Stella's diary.

- Tell pupils to open their Activity Books at page 26 and to read the activity instruction. Elicit/teach *diary* and who wrote it (Stella). Pupils read the diary entry.

AB26. Now look for the past of the verbs.

- Check pupils know what to do. They check in pairs. Check with the class.

Key: 2 had, 3 ate, 4 drank, 5 went, 6 saw, 7 took, 8 gave, 9 were

AB26. ACTIVITY 2. Complete the diary. Use the past verbs.

- Focus pupils on Activity 2. Check they have read the activity instructions and know what to do. Pupils work individually. They check in pairs. Check by asking pupils to read full sentences aloud.

Key: 1 went, 2 were, 3 saw, 4 gave, 5 took, 6 was, 7 had, 8 had/ate, 9 had/drank, 10 went

Extra activity 2 (if time)

Ending the lesson

- Call out the verbs, either past or present. Pupils say the present or past, e.g. Teacher: *Ate*. Pupils: *Eat*. Teacher: *Give*. Pupils: *Gave*.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with the past simple and used *because* to join sentences.

● **TARGET LANGUAGE**

Key language: past simple irregular verbs, *because*

Additional language: *awake, eye test*

Revision: adjectives, illnesses, pronoun, food, time, town, family, *diary*

Warmer

- With books closed, review with pupils what they can remember about Simon's week. Join some of their responses with *because* to review use and meaning, e.g. *He saw the doctor because he had a terrible cough.*

PB27. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 27. Check they have read the activity instruction and know what to do. They say the sentences quietly to their partner. Remind them to look for pronouns when they match. Check with the class. Pupils write the complete sentences in their notebooks if they don't do Extra activity 1.

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

Extra activity 1 (if time)

PB27. ACTIVITY 5. Read and say the letter.

- Focus pupils on Activity 5 and check they have read and understand the activity instruction. They work individually and then check in pairs. Check with the class.

Key: 2 d, 3 a, 4 a, 5 d, 6 b, 7 d, 8 c

PB27. ACTIVITY 6. Close your books. Play a memory game with your friend.

- Check pupils have read and understand the Activity 6 instructions. Demonstrate the activity for the class. Pupils close their books. Say a sentence and the pupils try to remember which picture in Activity 5 you are talking about. Pupils take turns to play the game in pairs.

AB27. ACTIVITY 3. Choose your weekend.

- Tell pupils to open their Activity Books at page 27. Elicit what they can see (a diary) and what they have to do. Pupils do the activity individually. Make groups of four. Pupils take turns to read a sentence aloud. When they say their choice, e.g. *great*, the other pupils say *Same* or *Different*.

AB27. ACTIVITY 4. Now write about your weekend.

- Talk with pupils about what they did last weekend, using ideas from Activity 3 as prompts. Pupils write about last weekend using the Activity 3 text as a model. They write a first draft in their notebooks. Monitor and check. Pupils check each other's work in pairs. Pupils write their final copy in their Activity Books.

Extra activity 2 (if time)

Ending the lesson

- Start a chain, e.g. *I went to the doctor because I was ill.* Pupil A says *I was ill because* (e.g. *I ate a lot of cakes*). Pupil B says *I ate a lot of cakes because* (e.g. *I was hungry*).

OBJECTIVES: By the end of the lesson, pupils will have used questions and negatives to talk about the past.

● **TARGET LANGUAGE**

Key language: past simple negatives and questions and short answers: irregular verbs, *dream, bowl*

Additional language: *time to stop, take it off, really tired/difficult, all night, What was wrong with (the woman)?*

Revision: illnesses, prepositions, *how many, woman, people, head*

● **MATERIALS REQUIRED**

Extra activity 2: Choose eight sentences/questions from the lesson, including past simple affirmatives, past simple negatives, past simple questions. Write each one in scrambled word order on a large piece of paper.

Warmer

- Review the infinitive and past simple of the irregular verbs. Set up a fast clapping rhythm. Say, e.g. (*Clap, clap*) give. Pupils respond (*Clap, clap*) gave.

PB28. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 28. Elicit who pupils can see (Stella) and teach/ elicit *dream*. Pupils read the questions aloud around the class. They discuss their predicted answers in pairs, using the information in the pictures to help.

PB28. ACTIVITY 8. Listen and check.

- When pupils are ready, play the CD. Check answers with the class. Check general understanding. Play the CD again, pausing and focusing on Meera's questions. Write the four questions on the board in two columns:
*Were you awake all night? How many people did you see?
What was your dream about? How did you take it off?*
- Elicit from pupils what they notice about how the questions are made: a) using *was/were*, and b) using the past simple. Use colours to highlight/underline the structure.
- Repeat with the uses of the negative: *I didn't have time to stop. He didn't have a temperature.*

Key: 1 She is tired because she had a terrible dream. 2 She was in a big hospital. 3 She was a doctor. 4 The woman had a bad headache.

CD 1, 34

STELLA: I'm really tired this morning.

MEERA: Really? Why? Were you awake all night?

STELLA: No, I had a terrible dream.

MEERA: Oooh, what was your dream about?

STELLA: I was a doctor in a big hospital. I had a long white coat ... and I had lots of doctor's things, but I didn't have time to stop!

MEERA: Oh? How many people did you see?

STELLA: I saw lots. I saw a man who had a cough, but he didn't have a temperature so I gave him some medicine ... And there was a woman with a bad headache. And then, there was a girl who had a bowl on her head!

MEERA: A bowl on her head! How did you take it off?

STELLA: It was really difficult, but in the end I took it off and ... do you know who was under the bowl?

MEERA: No.

STELLA: It was Suzy!

PB28. ACTIVITY 9. Answer the questions.

- Focus pupils on Activity 9 and on the Look box. Do the activity in open pairs first to check procedure and to review content. Then pupils take turns to ask and answer in closed pairs. After the oral practice, pupils write the answers in their notebooks.

Key: 2 No, she didn't. She had a long white coat. 3 No, she didn't. She saw a man who had a cough. 4 No, she didn't. She gave the man some medicine. 5 No, she didn't. She saw a woman with a bad headache. 6 No, she didn't. She took a bowl off the girl's head.

Extra activity 1 (if time)

AB28. ACTIVITY 5. Read and complete.

- Tell pupils to open their Activity Books at page 28. Focus them on the wheel and the information. Check they have read and understand the activity instruction. They read the text and complete the information about the children. They check in pairs. Check with the class.

Key: Clockwise from top: Susan: gave her mum some flowers / didn't have lunch at school; John: did his homework / didn't see his friends in the afternoon; Daisy: went to a party / didn't go to the cinema; Sally: saw a film at the cinema in the afternoon / didn't drink any milk at breakfast; Jack: had a stomach-ache / didn't eat any food all day.

AB28. ACTIVITY 6. Write sentences about the children.

- Focus pupils on Activity 6 and on the example. They write sentences about the children in Activity 5 using the model. Monitor and check. Remind pupils they can work with a partner if they want.

Key: 2 Daisy went to a party in the afternoon. She didn't go to the cinema. 3 Sally saw a film at the cinema. She didn't drink any milk at breakfast. 4 Jack had a stomach-ache. He didn't eat any food all day. 5 Susan gave her mum some flowers. She didn't have lunch at school.

Extra activity 2 (if time)

Ending the lesson

- Review Stella's dream with the class, using prompt questions. Elicit if any pupils remember what they dreamt the previous night.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using the past simple and sung a song.

● **TARGET LANGUAGE**

Key language: past simple, questions and short answers

Additional language: *categories*

Revision: illnesses, adjectives, countable and uncountable nouns, word families

Warmer

- Write the words *jobs, food, drinks, places*, each in its own circle on the board. Pupils copy them onto paper and, in pairs, have three minutes to add as many words to the mind maps as they can. Elicit the words onto the board. Add key words from Pupil's Book Activity 10 and Activity Book Activity 7 if they are not included.

PB29. ACTIVITY 10. Read and say the word.

- Tell pupils to open their Pupil's Books at page 29. Elicit who is speaking (mum, girl, nurse). Check pupils have read the activity instruction and know what to do. In pairs, they read the text and match the pictures with the words in the box.

PB29. ACTIVITY 11. Listen and check. Sing the song.

- Play the CD for pupils to check. Play the CD again in sections for pupils to repeat. When they are confident, they perform the whole song. Divide the class into girl, nurse, mum. They sing their parts. Swap roles. Make sure they use correct intonation (questions / telling off).

Key: party, burgers, sausages, lemonade, ice cream, chocolate, three, fruit, water

CD 1, 35

As in Pupil's Book and Key

CD 1, 36

Now sing the song again. (Karaoke version)

PB29. ACTIVITY 12. Ask and answer questions about the song.

- Demonstrate the activity for the class. Pupils read the two questions aloud for others to answer. Elicit other questions. Focus on the short answers: *Yes, she did / No, she didn't*. Give pupils five minutes to think of and write some questions about the song. They write the answer in brackets. They take turns to ask and answer in pairs.

Extra activity 1 (if time)

AB29. ACTIVITY 7. Put the words in groups.

- Tell pupils to open their Activity Books at page 29. Remind them of the word families in the warmer. Check pupils have read and understand the activity instruction. They do the activity in pairs. Check with the class.

Key: Places: school, hospital, cinema, park; People: cousin, teacher, mum, nurse; Food: burger, banana, apple; Drink: milk, lemonade, juice, water

AB29. ACTIVITY 8. Use the words from above to complete Meera's day.

- Demonstrate the activity for pupils. Individually, they choose and write appropriate words in the boxes. They keep their ideas secret.

AB29. ACTIVITY 9. Ask and answer. Complete the table.

- Elicit the question words for each category (where, who, what) and review how to form past simple questions with the class. Demonstrate with four or five questions and answers, using open pairs. Make new pairs. Pupils ask and answer and write the key words of their partner's answers in the second grid.

Extra activity 2 (if time)

Ending the lesson

- Sing the song again with pupils in three groups.

OBJECTIVES: By the end of the lesson, pupils will have distinguished between the phonemes /e/ and /i:/ and completed a communication activity.

● **TARGET LANGUAGE**

Key language: the phonemes /e/ and /i:/

Revision: illnesses, colours, parts of the body, adjectives, past simple, clothes

Warmer

- Point to your head and your knees to elicit the words. Write them on the board and underline ea and ee in the words. Elicit the sounds and write the phonemes /e/ and /i:/. Elicit other words from pupils which have these sounds. Remind them to focus on the sound, not the spelling.

PB30. ACTIVITY 13. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 30. Elicit the title of the activity and focus them on the pictures and the rhyme. Play the CD. Pupils follow the rhymes and look at the pictures. Play the CD again. Pupils say the rhymes along with the CD. Divide the class into four groups: elicit one line from each group. Repeat so all groups say all four rhymes. In pairs, pupils take turns to practise saying the rhymes.

CD 1, 37

As in Pupil's Book

PB30. ACTIVITY 14. Listen and repeat. Say the sound.

- Demonstrate the activity for pupils. When they hear an /e/ sound, they can touch their head. When it's an /i:/ sound, they can touch their knees. Play the CD. Play the CD again and elicit the word after pupils have done the action. Write the words on the board and underline the relevant section. Check which phoneme it is by pointing to the symbol on the board. Help pupils to notice the different spellings of the two sounds.

Key: /e/: when, weather, friend, sweater, clever, went, bread, then, never

/i:/: sea, cheese, easy, beach, meat, jeans, need

CD 1, 38

1 sea, 2 when, 3 weather, 4 cheese, 5 friend, 6 easy, 7 beach, 8 meat, 9 sweater, 10 jeans, 11 clever, 12 need, 13 went, 14 bread, 15 then, 16 never

PB30. ACTIVITY 15. Ask and answer.

- Tell pupils today's communication activity is about their health. A pupil reads out the first question and elicits answers from pupils around the class. Pupils work in pairs and complete each question. Check with the class before they ask and answer. Pupils take turns to ask and answer in pairs and to record their answers. Check with the class, using open pairs.

PB30. ACTIVITY 16. Now write your questions.

- Focus pupils on Activity 16 and on the activity instruction. Check understanding. Brainstorm ideas for other questions with pupils, e.g. *Did you watch TV yesterday? Did you play in the park last weekend? Did you clean your teeth this morning?*

- Pupils write at least six questions in their notebooks. Make new pairs. Pupils take turns to ask and answer.

Extra activity 1 (if time)

AB30. ACTIVITY 10. Put the words in groups.

- Tell pupils to open their Activity Books at page 30. Remind them of the two phonemes for this lesson. Check they have read the activity instruction and know what to do. Remind them they need to say the words. They work in pairs and complete the lists. Check with the class.

Key: /e/: never, clever, help, well, weather, sweater, better, wet, head

/i:/: mean, weak, jeans, dream, teeth, see, tree, she

AB30. ACTIVITY 11. Make sentences.

- Focus pupils on Activity 11 and tell them to read the instruction. Elicit what they have to do (make sentences using the grid). Elicit a few examples. In pairs, they take turns to make sentences. Monitor and check/help where necessary.

Key: 2 Jim didn't go to the doctor. 3 John saw the dentist last week. 4 Did Sally take her medicine? 5 There were a lot of people at the hospital.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary by saying the words *bad* and then *baaad* and asking pupils what each word is (adjective / sound a sheep makes).

Extra activity 2 (if time)

Ending the lesson

- Do the rhymes from the beginning of the lesson with pupils again.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story

Revision: language from the unit, *have got*, physical descriptions

● **MATERIALS REQUIRED**

Extra activity 1: A large piece of paper for each group of three

Warmer

- Review the *Lock and Key* story with pupils. Ask what happened in the last episode, e.g. *Where did Lock and Key go? What day was it?* Pupils reply, using the past.

Story

PB31. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 31. Focus pupils on the first frame and elicit who they can see (Lock and Key) and tell them who is on the screen (Nick Motors). Tell pupils that he's a car thief. Set the gist questions: *Why did Key go to the hospital? Who did he see there? Did they catch him? What did Nick Motors do?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (to see his aunt; Nick Motors / a doctor; no; he took their motorbike). Focus pupils on frame 5 and elicit who this is (a doctor) and that Key made a mistake. Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Where did Key see 'Nick Motors'? What did Lock and Key decide to do? What did the doctor look like? Did he have black hair and a big nose?*

CD 1, 39

As in Pupil's Book

Extra activity 1 (if time)

AB31. DO YOU REMEMBER?

- Write *The past* in the centre of the board. Brainstorm the words and phrases from the unit and write them as a mind map, e.g. *did, took*.
- Tell pupils to open their Activity Books at page 31. Check pupils have read the activity instructions and know what to do. They study the words on the right in silence. Then they fold the page down the middle so that they can see only the words on the left and the lines to write the words. Without looking, they write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'drank'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB31. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about health matters. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, reminding them of activities they did when they talked about the past. Repeat for the third sentence, eliciting / reminding them about the communication activity as well as other activities when they asked questions about the past. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.
- In L1, ask pupils to find out from their parents for the next lesson what their blood group is.

OBJECTIVES: By the end of the lesson, pupils will have read about the human body and answered some questions about their own bodies.

● **TARGET LANGUAGE**

Key language: *the human body, bones, blood, blood group, blood cell, muscles, heart, lungs, beat, chest, pass, layer, tennis court, breathe, carry*

Additional language: *the most common type, an average of ... , more quickly, open them out, as big as*

Revision: present simple, *need, oxygen, well, move*

● **MATERIALS REQUIRED**

Several pieces of paper or cloth to demonstrate 'layers' for the *Do you know that ... ?* activity

Extra activity 1: A piece of paper for each pupil. Reference books / the Internet.

Warmer

- Draw a simple figure on the board and elicit the parts of the body pupils remember, e.g. *head, hands, feet, legs, arms*. Label each one. Tell pupils that today's topic is *The human body*.

PB32. DO YOU KNOW THAT ... ?

- Tell pupils to open their Pupil's Books at page 32. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Demonstrate what *layer* means, using the paper or cloth. Elicit/tell pupils the size of a tennis court (3.6 m x 18 m) and how amazing this fact is. Ask pupils to point to their lungs to help check understanding.

PB32. ACTIVITY 1. Look at the pictures. Read and answer the questions.

- Focus pupils on the pictures. Tell them they're going to find out some facts about the human body and about their bodies too. Provide the word each time for pupils to repeat. They work in pairs and discuss where each one is, pointing to their bodies. Check by saying the word for pupils to repeat and then checking where it is in the body.
- Focus pupils on the text. Check pupils have read the second part of the activity instructions and know what to do. They read the text and discuss the questions that appear at the end of each section.

Extra activity 1 (if time)

AB32. ACTIVITY 1. Find and write the words.

- Tell pupils to open their Activity Books at page 32. Check they have read the activity instruction and know what to do. They find the words for the pictures in the wordsearch first (horizontally, vertically or diagonally) and then they write each word under its picture. They can work in pairs / small groups. Remind them to look back at the Pupil's Book for spellings.

Key: 2 mouth, 3 stomach, 4 feet, 5 teeth, 6 face, 7 eye, 8 head, 9 body, 10 ear, 11 shoulder, 12 neck

AB32. ACTIVITY 2. Match the words and the pictures.

- Focus pupils on Activity 2 and on the activity instruction. Check understanding, using the example. Pupils match the words with the pictures and then check in pairs. Check with the class, eliciting the spelling of the word each time.

Key: 2 lungs, 3 muscle, 4 bone, 5 heart

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked more about the human body and completed a project.

● **TARGET LANGUAGE**

Key language: *stretch, diameter, medical check ups, eye test*

Additional language: *balloon stretch method, to test lung capacity, vital capacity, on each side*

Revision: the human body, *breathe, measure, air*

● **MATERIALS REQUIRED**

Project: A round balloon for each pupil, one balloon for demonstration

Warmer

- Draw an outline human body on the board. Review some key facts and vocabulary with the class.

PB33. ACTIVITY 2. *Do you remember? Listen and answer.*

- Tell pupils to open their Pupil's Books at page 33. Check they have read and understand the activity instructions. Play the CD. They whisper the answer first to their partner. Play the CD again and elicit answers from pairs.

Key: 2 muscles, 3 heart, 4 bones, 5 lungs

CD 1, 40

- 1 This carries oxygen to our muscles.
- 2 These move our body.
- 3 This is a muscle which moves blood.
- 4 We have 206 of them in our body.
- 5 These pass oxygen from the air to our blood.

PB33. ACTIVITY 3. *Correct the sentences.*

- Focus pupils on the sentences. Check they have read and understand the activity instruction. They cover the text on page 32 with paper and try to correct the sentences orally in pairs. They then look at page 32 to check. Elicit possible correct versions for each one with the class. Pupils write a correct version of each sentence in their notebooks.

Key: 1 More than half our bones are in our hands and feet. 2 There are four different blood groups. 3 There are 600 muscles in the body. 4 When we exercise our heart beats more quickly. 5 We need to breathe more quickly when we run.

PB33. PROJECT. *Test your lungs.*

- Focus pupils on the project. Elicit what they can see in the pictures and what the child is doing. Pupils take turns to read the project instructions aloud. As they do so, demonstrate each stage with your balloon. Check understanding and pronunciation of key vocabulary. Tell pupils to put their pencils, rulers and a large piece of paper on their desks. Hand out the balloons. Pupils follow the instructions and complete the experiment. Compare and discuss results with the class.

Extra activity 1 (if time)

AB33. ACTIVITY 3. *Listen and write.* [YLE]

- Tell pupils to open their Activity Books at page 33. Check that they have read and understand the instruction. They only need to write the key words. They don't need to write sentences. Tell pupils to read the form before they listen. Play the CD. They listen and write. Play the CD again. They check in pairs. Check with the class.

Key: 2 Paul's sister, 3 stomach-ache, 4 hospital, 5 temperature, 6 in bed at home

CD 1, 41

Where were you yesterday, Paul?

I was at the doctor's.

Really? What was the matter with you?

Nothing. I'm fine. I was with my sister. She had a stomach-ache.

Oh, dear. I'm sorry about that. Is she OK now?

Yes, but she can't eat any cake or biscuits this week.

Oh, dear.

My Aunt Louise was in hospital on Friday.

Why?

She was there because she had a temperature.

Oh. Is she OK now?

Yes, but she has to stay in bed this week. The doctor says she needs to sleep a lot.

AB33. ACTIVITY 4. *Do the questionnaire in groups. Tick or cross the boxes.*

- Focus pupils on the questionnaire. Pupils take turns to read the questions aloud. Check understanding of key vocabulary. Make groups of six. Pupils answer the questions for themselves first (Me). Then they ask and answer with the other members of their group. Elicit and collate the information onto the board to show how healthy the class is. Include yourself in the data.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

Page 34

OBJECTIVES: By the end of the lesson, pupils will have talked about activities in the past and learnt spelling rules for *-ed* endings.

● **TARGET LANGUAGE**

Key language: past simple regular verbs, spelling of *-ed* endings, *After school club, hall, play chess, school show, a musical, pirate, kids*

Additional language: *start to do something, vowel, consonant*

Revision: *clean, carry, help, can/can't, have to, want, sing, dance, hop, skip, jump, laugh*

Warmer

- Write activities pupils do in After school clubs at school. Elicit *After school clubs* and write it on the board. Elicit other activities pupils do and which they like best.

PB34. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 34. Elicit what/who they can see. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information in the pictures.

PB34. ACTIVITY 2. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Play the CD again and ask further checking questions, e.g. *What did Alex and Simon do? What did Stella do? Did Simon dance? What did he do? What did Stella and Meera do when they saw him? Does Mr Burke want to do a musical?* For checking questions which include the new verbs, pupils repeat the whole sentence together. Check understanding of *school show* and *a musical*. Find out if pupils know the names of any musicals.

Key: 1 They went to the After school club. 2 Mr Burke was there.
3 She played chess with Meera. 4 Simon wasn't good at dancing.

CD 2, 02

MR STAR: What did you do yesterday afternoon at the After school club, kids?

SIMON: Well, first we helped Mr Burke. Alex and I cleaned the chairs and then we carried them into the hall.

MR STAR: And what did you do, Stella?

STELLA: I played chess with Meera and then we all started to think about our school show.

SIMON: Yes, Mr Burke wanted us to do a musical. We had to sing. And we danced!

MRS STAR: Did you dance, Simon?

SIMON: Well, I didn't dance, but I hopped, skipped and jumped to the music ... and Meera and Stella laughed a lot.

STELLA: Well, Simon, you were funny. Mr Burke watched us dancing and listened to us singing, but then he stopped us!

MR STAR: So what now?

STELLA: Mr Burke doesn't want us to do a musical this year.

SIMON: It's great! I don't have to sing and dance!

PB34. ACTIVITY 3. Listen and say the names.

- Focus pupils on Activity 3. Play the CD. They say the name(s) quietly to their friend the first time. Play the CD again. Check with the class.
- In pairs, pupils take turns to say other sentences about the pictures for their partner to guess the name.

Key: 2 Stella and Meera, 3 Mr Burke, 4 Stella and Meera, 5 Stella and Meera, 6 Simon, 7 Simon and Alex, 8 Mr Burke

CD 2, 03

- | | |
|-----------------------------------|--|
| 1 They carried the chairs. | 5 They danced. |
| 2 They laughed. | 6 He jumped. |
| 3 He wanted them to do a musical. | 7 They cleaned the chairs. |
| 4 They played chess. | 8 He listened to the children singing. |

Look box

- Focus pupils on the Look box. Elicit if these verbs talk about the present, the future or the past. Make four columns on the board. In the first column, in one colour, write *helped*; in the second, in another colour, write *danced*; in the third, in another colour, write *stopped*; in the fourth, in another colour, write *carried*. Elicit what they notice about the spellings and write the rules at the top (1 = ends in two consonants, add *-ed*; 2 = ends in *e*, add *-d*; 3 = ends in consonant + vowel + consonant, double the consonant and add *-ed*; 4 = ends in consonant + *y*, change *y* to *i* and add *-ed*).
- Write other verbs on the board for pupils to assign to the correct columns, e.g. *laugh, hop, walk, hurry, like, skip*.

Extra activity 1 (if time)

AB34. ACTIVITY 1. Put the words in groups.

- Tell pupils to open their Activity Books at page 34. Check they have read and understand the instruction. In pairs, pupils assign the words to the boxes. Pairs check with pairs. Check with the class.

Key: +ed: played, jumped, shouted, climbed; +d: invited, skated, danced, closed; +ped: shopped, dropped, hopped, skipped; y+ied: carried, cried

AB34. ACTIVITY 2. Write the secret message.

- Tell pupils to look at Activity 2 and elicit who the message is about (Lock and Key). Individually, pupils decode the message and write it in their books. They check in pairs. Check with the class.

Key: I tried to catch Nick Motors. He was outside the bank. I pointed at him and shouted, but he laughed and jumped on our motorbike!

Extra activity 2 (if time)

Ending the lesson

- Dictate some of the verbs from the lesson as simple infinitives. Pupils write the past simple.

OBJECTIVES: By the end of the lesson, pupils will have had further practice talking and asking about activities in the past.

● **TARGET LANGUAGE**

Key language: past simple affirmative and questions, regular verbs

Additional language: *playtime, playground*

Revision: *hats, scarves, snow, lake, activities and actions*

● **MATERIALS REQUIRED**

Extra activity 1: Write one or more of the texts from Pupil's Book Activity 4 in gapped form on a large piece of paper, e.g.

1 *Tod lived in the _____ . He loved sport and he _____ and _____ every weekend. When it rained he called his friend, Fred, and they played _____ inside.*
 2 *Yesterday David invited his friend Sid to go _____ . It was very cold so they needed _____ and _____ . It started to _____ , but Sid _____ on the lake. David pointed and shouted because Sid wasn't careful.*

Warmer

- You need space for this warmer. Pupils spread out. Pupils mime the actions as you say them. Say, e.g. *These are some of the things you did on your last holiday. You skated on the lake in the park. You played basketball. You swam in the swimming pool. You danced at a party. You climbed a tree and looked for pirates.*

PB35. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 35. Focus them on the text and the pictures. Check they have read and understand the activity instruction. They read the texts quickly (looking for key words) and match them with the pictures. They check in pairs. Check with the class. Pupils take turns to read each text aloud around the class. Check understanding. Pupils read the texts again and underline all the past verbs. Elicit to check.

Key: 1c, 2a, 3b

PB35. ACTIVITY 5. Listen and say a, b or c.

- Focus pupils on the Activity 5 instruction and elicit what they are going to do (work out which text the sentences they hear refer to). Play the first one as an example. They write the letter on paper the first time they listen and whisper it to their partner. Play the CD again. Check with the class. Elicit the sentence they heard each time, focusing on the sound of the *-ed* ending.

Key: 2c, 3a, 4c, 5a, 6b, 7c, 8b, 9c, 10a, 11b, 12a

CD 2, 04

- 1 It started to snow.
- 2 They hopped and skipped.
- 3 He climbed and sailed every weekend.
- 4 The children always laughed a lot.
- 5 He lived in the countryside.
- 6 They needed hats and scarves.
- 7 She helped children.
- 8 He pointed and shouted.
- 9 They kicked and bounced a ball.
- 10 They played badminton inside.
- 11 He skated on the lake.
- 12 He loved sport.

PB35. ACTIVITY 6. Ask and answer.

- Focus pupils on Activity 6. Ask two pupils to read question 1 and its answer aloud. Focus pupils on the use of *did* and the simple infinitive in the question, and the past simple in the answer. Highlight it on the board if necessary. Pupils work in pairs, taking turns to ask and answer the four questions. Check, using open pairs.

Key: 2 He loved sport. 3 He sailed. 4 They played inside.

PB35. ACTIVITY 7. Now ask questions for David and Pat.

- Pupils prepare other questions for David and Pat, following the model. They ask and answer in pairs.

Extra activity 1 (if time)

AB35. ACTIVITY 3. Complete the text. Use the past of the verbs.

- Tell pupils to open their Activity Books at page 35. Check they have read and understand the activity instructions. They work in pairs to complete the text. Remind them to read around the verbs as well. Pairs check with pairs. Check with the class, by asking pupils to take turns to read the text aloud. Ask comprehension questions to check understanding of the text, e.g. *What did they do on Saturday afternoon?*

Key: 2 sailed, 3 climbed, 4 cooked, 5 talked, 6 laughed, 7 walked, 8 planted, 9 helped, 10 played, 11 stopped, 12 needed

AB35. ACTIVITY 4. Read and write 'yes' or 'no'. [YLE]

- Focus pupils on the Activity 4 instruction. Check they know what to do and that they only write one word. Pupils re-read the text in Activity 3 and write the answers. They check in pairs. Check with the class. Elicit the correct versions for 'no' responses.

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes, 7 yes

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they did last Saturday and Sunday, mornings, afternoons and evenings.

OBJECTIVES: By the end of the lesson, pupils will have described sequence using ordinal numbers.

● **TARGET LANGUAGE**

Key language: ordinal numbers *first–twentieth*, the alphabet, consonant clusters, present simple

Additional language: *out of order, repairman, out of breath*

Revision: houses and flats, adjectives, *floor, lift, stairs*

● **MATERIALS REQUIRED**

Extra activity 1: Prepare ten questions for a class quiz, e.g. *What's the third lesson on Mondays? What's the seventh day of the week? What's the fifth letter of my name? What's the eighteenth letter of the alphabet?*

Ending the lesson: Three or four ordinal numbers with individual letters written on small pieces of paper, e.g. *fourth*: six pieces = *f-o-u-r-t-h*

Warmer

- Elicit from pupils where they live (houses or flats). Make a tally on the board. Ask those in flats which floor they live on. Find out who lives on the highest floor.

PB36. ACTIVITY 8. *Look, think and answer.*

- Tell pupils to open their Pupil's Books at page 36. Elicit who/what they can see in the pictures. Pupils discuss their predicted answers in pairs.

PB36. ACTIVITY 9. *Listen and check.*

- Play the CD for pupils to listen and check. Play the CD again and ask other checking questions, e.g. *Which floor does Alex live on? Where does Alex's uncle live?*, to focus on ordinals.

Key: 1 They are going to visit Alex in his new flat. 2 He can see the city. 3 Lenny and Simon love climbing. 4 They walked up the stairs because the lift wasn't working.

CD 2, 05

NARRATOR: It's Saturday morning and the children are going to Alex's new flat.

LENNY: Which floor does Alex live on?

STELLA: I think he lives on the fifteenth floor.

SIMON: Wow, the fifteenth floor. That's exciting!

MEERA: Yeah, he says he can see the city from his bedroom window. Oh, no! The lift isn't working!

LENNY: That's OK. There are some stairs. We can walk up.

STELLA: Lenny, we have to walk up to the fifteenth floor!

SIMON: That's no problem. Lenny and I love climbing. Come on, Lenny. Let's see who gets there first!

LENNY: Yeah!

STELLA: First floor, second floor, third floor, fourth floor, fifth floor ... I'm so tired!

ALEX: Hello. What's the matter?

EVERYONE ELSE: The lift isn't working.

ALEX: But it's only the fifth floor!

LENNY: Yeah, but we went up to the fifteenth because Stella thinks you live there!

ALEX: Well, it's good you didn't want to see my uncle. He lives on the twentieth floor!

PB36. ACTIVITY 10. *Answer the questions.*

- Present the ordinal numbers using the Look box. Say each one for pupils to repeat. Focus in particular on the consonant clusters, e.g. *fifth*.
- Focus pupils on the Activity 10 instruction and check understanding. They say the answers in pairs. Check with the class.

Key: 2l, 3p, 4t

PB36. ACTIVITY 11. *Write more questions to ask your friend.*

- Pupils use the model in Activity 10 to write other questions. Suggest other things to ask about, e.g. the fifth letter in *Sunday*, the third letter in their name. Pupils each write six questions. Remind them to check the Look box for spelling. They swap questions in pairs and answer each other's.

Extra activity 1 (if time)

AB36. ACTIVITY 5. *Match and write.*

- Tell pupils to open their Activity Books at page 36. Check they have read the instruction and know what to do. They complete the activity individually and then check in pairs. Check as a class. Pupils spell out each word.

Key: third – 3rd, second – 2nd, ninth – 9th, twelfth – 12th, twentieth – 20th, eighth – 8th

Extra activity 2 (if time)

AB36. ACTIVITY 6. *Write three words starting with the letters below.*

- Focus pupils on the Activity 6 instruction and on the activity. Check they know what to do. They can ask their friends for help if they can't think of three words. Monitor and help/support. They check in pairs. Check as a class, eliciting all the words pupils have written.

Possible answers: 2 l: lake, love, lungs, 3 g: green, guitar, got, 4 s: sing, scarf, sad, 5 d: dance, drink, dog, 6 e: elephant, English, easily, 7 n: nose, new, never, 8 c: cough, car, carried

Ending the lesson

- Choose one of the ordinals you have prepared. Invite the correct number of pupils to the front. Give each one a letter, e.g. *f-o-u-r-t-h*. They organise themselves into the correct spelling, facing the class. They spell out their word, each pupil saying a letter in turn. The class calls out the number. Repeat.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with ordinal numbers and sung a song.

TARGET LANGUAGE

Key language: question forms, *Nobel prize, medals, Olympic Games, Mount Everest, the moon*

Additional language: *in line, league*

Revision: ordinal numbers, actions and activities, prepositions, *can/can't*

Warmer

- Write some ordinals as gapped words on the board, e.g. *-if-h* (fifth). Pupils work in pairs to complete them. Check with the class by asking pupils to come to the board and write in the missing letters.

PB37. ACTIVITY 12. Listen and complete the song.

- Tell pupils to open their Pupil's Books at page 37. Focus them on the picture and on the song. Give them time to read the song before they listen. In pairs, they can try to predict what the words are. Play the CD. Pupils listen and check/complete. Play the CD a second time and then check with the class. Check understanding of new vocabulary.

Key: Fifth, eighth, Ninth, twelfth, good, first

CD 2, 06

As Pupil's Book and Key

PB37. ACTIVITY 13. Sing the song.

- Play the CD again. Pupils join in and follow in their books. Repeat in sections until pupils are confident with the song. They stand and sing as a class, counting out the numbers on their fingers.

CD 2, 07

Now sing the song again. (Karaoke version)

PB37. ACTIVITY 14. Ask and answer.

- Focus pupils on Activity 14 and on the speech bubbles. Demonstrate the activity with the class, eliciting other questions to check they remember to use the ordinal numbers. Pupils work in pairs and take turns to ask and answer about the teams. Monitor and help with pronunciation. Check, using open pairs.

Extra activity 1 (if time)

AB37. ACTIVITY 7. Read and answer.

- Tell pupils to open their Activity Books at page 37. Focus them on Activity 7. Check they have read the activity instruction and know what to do. They read and write the letter. They check in pairs. Check with the class.

Key: scarf, dream

Extra activity 2 (if time)

AB37. ACTIVITY 8. Match and write.

- Focus pupils on the pictures and the names in Activity 8. Tell them they need to look at the pictures to complete the sentences. Check understanding of key vocabulary: *Nobel prize, Mount Everest, the moon*, before pupils do the activity. They do it orally first, in pairs. Check with the class. Pupils complete the sentences. Talk about each person with pupils. Find out what else they know about them or the places/events mentioned.

Key: 2 win two Nobel prizes, 3 walk on the moon, 4 climb Mount Everest, 5 fly from Britain to Australia

Ending the lesson

- Do a quick class quiz. Ask, e.g. *What's the third letter in my name? What's the first letter in (pupil)'s name?*

OBJECTIVES: By the end of the lesson, pupils will have found words that rhyme and completed a communication activity.

● **TARGET LANGUAGE**

Key language: rhyming words

Revision: actions and activities, colours, past simple: questions and short answers

Warmer

- Write six words at random on the board, three rhyming pairs, e.g. *five, white, know, go, brown, around*. Say the words at random for pupils to make the rhyming pairs. Elicit other words which rhyme with each pair. Remind pupils to focus on the sound, not the spelling.

PB38. ACTIVITY 15. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 38. Elicit the title of the activity and focus them on the pictures and the rhyme. Play the CD. Pupils follow the rhyme and look at the pictures. Play the CD again. Pupils say the rhyme along with the CD. Divide the class into four groups. Elicit three or four lines from each group. Repeat so all groups have a chance to say each part of the rhyme. In pairs, pupils take turns to practise saying the rhyme.

CD 2, 08

As in Pupil's Book

PB38. ACTIVITY 16. Do they rhyme? Listen and say 'yes' or 'no'.

- Focus pupils on the Activity 16 instructions and check understanding. Remind them to whisper the answer to their partner the first time they listen. Play the CD. Pupils listen and whisper. Play the CD again. Check each one with the class.

Key: Yes: 2, 3, 6, 7, 8, 9, 11; No: 4, 5, 10, 12.

CD 2, 09

1 cloud, kite, 2 door, floor, 3 flower, shower, 4 ball, dog, 5 father, mother, 6 word, bird, 7 duck, truck, 8 chairs, stairs, 9 arm, farm, 10 nine, give, 11 night, kite, 12 big, beach

PB38. ACTIVITY 17. Make questions. Ask and answer.

- Tell pupils today's communication activity is about things they did last week. Focus them on the words in the box and on the example. Review briefly how past simple questions are formed. Pupils match the verbs and the activities and write six more questions. Check around the class. Pupils copy the grid from the Pupil's Books into their notebooks and write the questions as shown. They ask two friends and note their answers in the spaces on the grid. Make sure pupils ask each question of two different people and that they ask the full question each time.

- Discuss with pupils what they found out, eliciting full sentences, e.g. *Sara danced to music last week*. Check for change of *your* to *his/her*. Elicit and provide written prompts for the following sentence combinations, e.g. *Sara danced to music last week, but she didn't help her mum*. *Paul danced to music last week and he played table tennis*.

Extra activity 1 (if time)

AB38. ACTIVITY 9. Write the words with their rhymes.

- Tell pupils to open their Activity Books at page 38. Check they have read the instruction and know what to do, using the example. Pupils complete the activity in pairs: remind them they need to say the words aloud. Pairs check with pairs. Check with the class.

Key: clock: sock, Lock; boat: goat, coat; hair: chair, fair; tree: three, knee; book: cook; cake: make, lake

Extra activity 2 (if time)

AB38. ACTIVITY 10. Choose the right answers and complete the text.

- Focus pupils on Activity 10 and check they have read the instruction. Write *Last Wednesday* on the board. Elicit if the text is now, in the past or in the future (the past). Remind pupils to read around the gaps before they try and place the words. They do the activity in pairs, using pencils. Make groups of four (two pairs). Pupils take turns to read the text aloud, checking and discussing their answers. Check with the class in the same way. Discuss gaps that caused problems and elicit from pupils the reason(s) for the correct answers. Pupils complete the text in their books.

Key: 2 us, 3 Saturday, 4 talk, 5 climbed, 6 fifteenth, 7 cooked, 8 watched

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary.

Ending the lesson

- Do the rhyme from the beginning of the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story

Revision: language from the unit

Warmer

- Write *Peter* and *Nick Motors* on the board. Elicit what pupils remember about them from earlier *Lock and Key* episodes. Build two mind maps.

Story.

PB39. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 39. Focus pupils on the first frame and elicit who they can see (Lock, Key and Peter) and what Peter's saying. Set the gist questions: *What's the name of the school show? Who does Lock think the pirate is? Who is it really?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (Peter Pan; Nick Motors; Peter's dad). Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension, e.g. *Where are Lock and Key sitting? What drinks do they have? What does Lock try to do? Has Peter's dad got a real beard?*

CD 2, 10

As in Pupil's Book

Extra activity 1 (if time)

AB39. DO YOU REMEMBER?

- Write an ordinal number, e.g. *13th* in the centre of the board. Brainstorm the other ordinals from *1st* to *20th*.
- Tell pupils to open their Activity Books at page 39. Check pupils have read the activity instructions and know what to do. They study the spellings on the right in silence, using the numerals to help. Then they fold the page down the middle so that they can see only the numerals and the lines to write the words. Without looking, they write the words in pencil, using the numerals to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'tenth'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend.

AB39. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together.* Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they practised the ordinal numbers. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them about the communication activity, as well as other activities when they talked about the past. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about when they asked questions about last week.

- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have been introduced to different story genres and written their own poems.

● **TARGET LANGUAGE**

Key language: *atlas, literature, poem, novel, play, owl, pussycat, pea-green, honey, plenty of money, wrapped up, five pound note, author, theatre, was written, adventures, actor*

Additional language: *Neverland*

Revision: *island, pirates, actions, animals, food, clothes*

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable activity 4 (see page 94), one copy for each pair of pupils

Warmer

- Brainstorm with pupils what novels they have read recently in their L1. Elicit if they know the names of other kinds of writing – to elicit *play* and *poem*. Provide the words in English.

PB40. DO YOU KNOW THAT ... ?

- Tell pupils to open their Pupil's Books at page 40. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Demonstrate / tell them what an atlas is and use, e.g. your height / your arms' width, to demonstrate the size to show how amazing this fact is.

PB40. ACTIVITY 1. Read and match.

- Focus pupils on Activity 1. Remind them of the three words from the warmer: *novel, play, poem*. Tell pupils they're going to read about three famous examples of these different kinds of writing. Pupils read the introduction aloud around the class. Discuss their answers to the question: *What do you like reading?* Provide an answer yourself as well. Pupils read the texts silently to match each one with a picture. They check in pairs. Check with the class.

Key: 1c, 2a, 3b

PB40. ACTIVITY 2. Answer the questions.

- Focus pupils on the Activity 2 instruction. Check understanding. They answer the three questions in their notebooks. Discuss answers with the class. Elicit if any pupils have seen films of any of these works and, if they have, what they thought of them. Focus on *pea-green*. Elicit how this makes the colour more vivid. Provide/ elicit one or two other examples, e.g. *sky-blue, leaf-green, corn-yellow*.

Key: 1 Pea-green. 2 On the island of Neverland. 3 Seven.

Extra activity 1 (if time)

AB40. ACTIVITY 1. *Read and think. Write 'play', 'poem' or 'novel'.*

- Tell pupils to open their Activity Books at page 40. They discuss and then choose the genre in groups of four. Check and discuss vocabulary and interpretations with the class. Give examples where necessary.

Key: 2 novel, 3 poem, 4 poem, 5 novel, 6 play

AB40. ACTIVITY 2. Choose your poem.

- Focus pupils on Activity 2. Check they have read the activity instruction. Discuss what they have to do. Remind them that they can choose the words to: a) make sense, and b) rhyme. Ask them to find the rhyming words (in line 3) in pairs first, to raise awareness. Pupils work individually and circle the words they choose. Monitor and check, making suggestions where appropriate. After you have checked their work, pupils write the poem in their notebooks and illustrate it. Volunteer pupils read out their poems to the class.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.
- Tell pupils to bring a book by or some information about their favourite writer to the next lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked and read more different genres and completed a project.

TARGET LANGUAGE

Key language: language in the story

Revision: past simple, prepositions, house and home, weather, descriptions

MATERIALS REQUIRED

Project: A large piece of paper, reference materials, story books, class readers, glue, scissors, colours

Warmer

- Review with pupils what they read about in the previous lesson (poems, plays, novels) and what they remember about the three examples (*Peter Pan*, *The Owl and the Pussycat*, *The Chronicles of Narnia*). Tell pupils they are going to read more about Narnia today. If they did Extra activity 2 for page 40, review the names of the children in the story.

PB41. ACTIVITY 3. Read and order the text.

- Tell pupils to open their Pupil's Books at page 41. Ask pupils to read the instruction and check understanding. Pupils take turns to read sentences aloud around the class. Don't make any comments about the order of the paragraphs. After the class have read the whole text, pupils work in threes and try to work out the order of the paragraphs. They can check with other pupils if they have questions. Check with the class. Focus pupils on key words/phrases for textual structure/organisation, e.g. *Lucy/she*. Check comprehension of the text by asking, e.g. *Where was the big house? What was in one of the rooms?*
- Pupils take turns to read the text aloud around the class in the correct order.

Key: 2, 4, 3, 1

Extra activity 1 (if time)

PB41. PROJECT. Make a poster.

- Review with pupils the books they have read in the last three months and which ones they liked. Remind them of the class readers you have used (if appropriate) and of the books in the library. They can also mention books they have read in their L1. Demonstrate, using one of the books discussed, how pupils will make use of the prompts in the Pupil's Book. Pupils make posters called *My favourite book*. They use the text in the Pupil's Book to help them. Display the posters and give pupils time to move around and read the other posters. They make notes on the different books reviewed.
- Put pupils into pairs. They take turns to talk about the book they wrote about. The other pupil can ask questions.

AB41. ACTIVITY 3. Colour the boxes. Read, follow the colour and put the text in order.

- Tell pupils to open their Activity Books at page 41. Check they have read the activity instructions and know what to do. Demonstrate for the class. Pupils work in pairs. They can check with other pairs. Monitor and help if necessary. Check with the class by eliciting the texts in the correct order. Discuss the text on Tolkien with the class and elicit if any of them know his novels. Pupils write the correct text in their notebooks. They will need this as a model for Activity 5.

Key: 6, 4, 11, 5, 10, 9, 12, 3, 7, 1, 8, 2

AB41. ACTIVITY 4. Read and answer 'true' or 'false'.

- Focus pupils on Activity 4. They answer *True* or *False* with reference to the information in Activity 3. They check in pairs. Check with the class. Elicit corrections for the false sentences.

Key: 2 false, 3 false, 4 true, 5 true, 6 true

AB41. ACTIVITY 5. Write about your favourite writer.

- Ask pupils to get out the book by / information about their favourite writer (set as homework task in the previous lesson). Brainstorm writers that the pupils like. Pupils use the text from Activity Book Activity 3 as models to write a short text about their favourite writer. If they want they can use the writer of the book they wrote about for the 'favourite book' project in the Pupil's Book. Pupils write a draft of their text first and then check each other's work before writing the final text on paper for display.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

Review Units 3 and 4

Page 42

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and played a game.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 3 and 4

Revision: language for games

● MATERIALS REQUIRED

Warmer: Key vocabulary from Units 3 and 4, each word/phrase written on a small piece of paper

Board game: Dice and four different coloured counters for each group of four

Warmer

- Make groups of six. Hand out a piece of paper with a word or phrase on it to each pupil. They take turns to say what their word is and then to give a sentence using their word. The other pupils decide if it's correct or not. If time, regroup pupils into new groups and repeat.

PB42. ACTIVITY 1. *Play the game.*

- Tell pupils to open their Pupil's Books at page 42. Elicit what they can see (a board game). Ask pupils to read the sentences aloud in turn and elicit if each one is a good thing to do or a bad thing to do. Focus pupils on the instructions for the game and elicit what they do for good things and for bad things. Remind them of the language for games before they start, e.g. *It's your turn. It's my turn. Pass the dice. I'm blue.* Pupils play the game in groups of four. When they land on a space with text, they have to read it aloud and decide if it's good or bad and how to move. The player in each group who reaches the finish first is the winner.

Extra activity 1 (if time)

AB42. ACTIVITY 1. *Find the past of the verbs.*

- Tell pupils to open their Activity Books at page 42. Check they have read and understand the activity instruction. Demonstrate by eliciting the past for one or two verbs. Pupils work individually and find the words in the wordsearch. They check in pairs. Check with the class.

Key: was, had, went, took, saw, ate, drank, gave

AB42. ACTIVITY 2. *Use the words to complete the sentences.* [YLE]

- Focus pupils on the Activity 2 instruction and check understanding. They write the words from Activity 1 in the gaps in pencil. They check in pairs by taking turns to read the complete sentence. Check with the class, again eliciting each complete sentence. Pupils complete the activity.

Key: 2 drank, 3 was, saw, 4 had, took, 4 were, ate, 5 gave

AB42. ACTIVITY 3. *Look at the question. Make new words.*

- Focus pupils on the Activity 3 instructions and on the example. Check understanding: they use the letters in the question to make new words. Demonstrate on the board if necessary, writing the question and then crossing out the letters which make up *Tuesday*. Pupils work individually and make five more words, using the letters in the question. They check in pairs. Check with the class, eliciting all the words pupils made onto the board.

Possible answers: lived, stand, hot, heavy, sitting

Extra activity 2 (if time)

Ending the lesson

- Write *good* on one side of the board and *bad* on the other. Elicit the good and bad actions from the board game. Ask pupils for other ideas for good and bad actions.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and written their own review questions.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 3 and 4

Revision: days of the week, word families

Warmer

- Review ordinal numbers. Write eight of the ordinal numbers as words on the board. Make a spelling mistake in each one. In pairs, pupils look for the mistakes and correct them. Ask pairs to take turns to come and write the correct words on the board.

PB43. ACTIVITY 2. Listen and draw lines. What did Mary do last week? [YLE]

- Tell pupils to open their Pupil's Books at page 43. Check they have read and understand the activity instructions. Give them time to look at the pictures and the text before they listen. Play the CD. Pupils check in pairs. Play the CD again. Check with the class.

Key: Monday – grandma in bed, Wednesday – shopping for shoes, Thursday – Mary doing Maths homework, Friday – Mary playing the piano, Saturday – Mary cleaning bedroom, Sunday – no picture

CD 2, 11

Can you see the line from the word *Tuesday*?

On Tuesday, Mary went to the library to take her books back.

Now you listen and draw lines.

- Did you do a lot of things last week, Mary?
Yes, I did. I had a very busy week.
What was the first thing you did?
On Monday I went to see my grandma because she wasn't well. She had a temperature.
Oh, dear. Is she better now?
Yes, thanks. She's a lot better.
- What next?
Well, on Wednesday I went shopping with my mum.
What did you buy?
I had to get some new school shoes.
- What did you do on Thursday?
I did my Maths homework.
Was it difficult?
No, it was OK. I like Maths.
- Did you have to do your homework on Friday?
No, I didn't. I had my Music lesson on Friday.
Really? What do you play?
I play the piano.
- And tell me, did you do anything interesting at the weekend?
At the weekend? Well, not on Sunday, but on Saturday I cleaned my bedroom.
Oh, dear! Do you do that every week?
Yes, I do. I enjoy cleaning my bedroom!

PB43. ACTIVITY 3. Read and remember.

- Focus pupils on the questions. Pupils look back through Units 3 and 4 and find the answers to the questions. They discuss them in groups of four. Check with the class.

Key: 1 He went to the hospital. 2 Because she had a terrible dream. 3 206. 4 Alex and Simon. 5 On the twentieth floor. 6 J. M. Barrie.

PB43. ACTIVITY 4. Write two more questions.

- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

Extra activity 1 (if time)

AB43. ACTIVITY 4. Circle the odd one out. Count and write the letters.

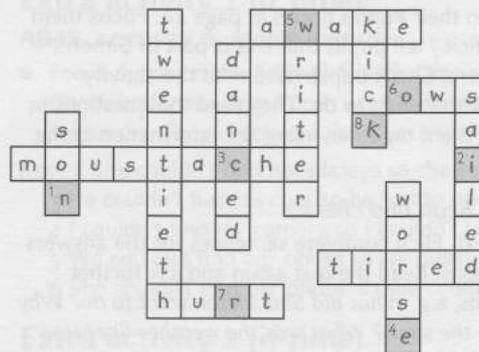
- Tell pupils to open their Activity Books at page 43. Check they have read the instructions and know what to do. Demonstrate, using the example. Pupils complete the activity and then check in pairs. Check with the class.

Key: 2: awake 5, 3: worse 5, 4: kick 4, 5: writer 6, 6: hurt 4, 7: sailed 6, 8: danced 6, 9: twentieth 9, 10: cows 4, 11: son 3, 12: tired 5

AB43. ACTIVITY 5. Now complete the crossword. Write the message.

- Pupils use the words from Activity 4 to complete the crossword and then the message (nice work!). They check in pairs. Check with the class.

Key:



Extra activity 2 (if time)

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 3. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 4.
- Talk about the *can do* statements from Units 3 and 4 with pupils and elicit examples from volunteers for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about actions and events in the past.

● **TARGET LANGUAGE**

Key language: *could/couldn't*: ability, past simple irregular: *catch, have (to), find, get, take, go, make, can, lose, come home; explorer, expedition, British, cross, ice, open sea, save, continent*

Additional language: *Sir Ernest Shackleton, Antarctica*

Revision: actions, weather, animals, adjectives, prepositions, connectors, numbers (years)

● **MATERIALS REQUIRED**

Warmer: Map of the world to show the Antarctic continent
Note: Check if your school or local resource centre has a copy of the video/DVD *South*. This is a film made at the time of the Shackleton exhibition and shows Shackleton and his men, *The Endurance*, the small boats and the sea creatures. You could show parts of it at the end of the lessons or at the end of the unit.

Warmer

- Show the map of the world and elicit how many continents there are and their names. Ask pupils what they know about the Antarctic continent. Pre-teach *explorer* and ask pupils if they know the names of any explorers, past and present.

PB44. ACTIVITY 1. *Look at Simon's homework. Think and answer.*

- Tell pupils to open their Pupil's Books at page 44. Focus them on the text and elicit / tell pupils that this is part of Simon's project on explorers. Check pupils have read the activity instructions and know what to do. They read the questions in pairs and discuss them together, using the information in the pictures.

PB44. ACTIVITY 2. *Read and check.*

- Pupils read the text. Elicit complete sentences for the answers to the four questions. Read the text again and ask further checking questions, e.g. *What did Shackleton want to do? Why did they camp on the snow? What was the weather like? How did they get water to drink? What did they eat? Did everybody come home? Shackleton didn't cross Antarctica, but was he a hero? Check understanding of couldn't.*

Key: 1 He wrote about Sir Ernest Shackleton. 2 Shackleton was an explorer. 3 He went to Antarctica. 4 The expedition was two years long.

PB44. ACTIVITY 3. *Find the past of these verbs in the text.*

- Focus pupils on the Activity 3 instruction and check understanding. They work in pairs and underline the past of the verbs in the text. Pairs check with pairs. Check with the class, focusing on pronunciation as well as spelling. Elicit that these are irregular verbs. Pupils write a list of the new verbs (simple infinitive and past simple) in their notebooks.

Key: found, caught, took, went, made, got, couldn't, lost, had, came

Extra activity 1 (if time)

AB44. ACTIVITY 1. *Make sentences.*

- Tell pupils to open their Activity Books at page 44. Check they have read and understand the activity instruction. They work in pairs to make sentences. Check with the class.

Key: 4, 6, 5, 9, 3, 2, 10, 7, 1, 8

AB44. ACTIVITY 2. *Make a wordsearch.*

- Focus pupils on the Activity 2 instructions. Tell them to use the past simple of the new verbs (from the Pupil's Book page). They write the past in the wordsearch and the simple infinitives down the side. They fill in the other boxes with arbitrary letters.

AB44. ACTIVITY 3. *Now look at your friend's wordsearch and find the words.*

- Make new pairs. Pupils swap their books and find the words. They check in their pairs.

Extra activity 2 (if time)

Ending the lesson

- Review Shackleton's expedition with pupils. Elicit if they think it was an exciting expedition and why / why not.

OBJECTIVES: By the end of the lesson, pupils will have talked more about past ability using *could/couldn't*.

● **TARGET LANGUAGE**

Key language: *could/couldn't* + short answers, *Natural History Museum, exhibition, diary, connector: so, school trip, polar bear*
Revision: *explorers, Antarctic, actions, prepositions, adjectives, first, before, after, then*

● **MATERIALS REQUIRED**

Extra activity 1: Photocopiable activity 5 (see page 95), one copy for each pupil. One large piece of paper.

Warmer

- Elicit from pupils the places they like to visit in their town/city. Lead pupils to talk about the museums and galleries. Write the names of some of them on the board. Elicit what types of museums there are and what people can see in the different ones. Ask pupils which museums they like the best.

PB45. ACTIVITY 4. Read and match the pictures.

- Tell pupils to open their Pupil's Books at page 45. Elicit what they can see in the pictures. Tell pupils that the boy is called David and that he's on a school trip. Check understanding of *school trip* by eliciting examples. Check pupils have read and understand the activity instruction. They read the text quickly to match the numbers with the pictures. They check in pairs.

Key: 2 e, 3 d, 4 a, 5 g, 6 h, 7 c, 8 b

PB45. ACTIVITY 5. Listen and answer the questions.

- Focus pupils on the Activity 5 instruction and speech bubbles. Check understanding. Play the CD. Pause after each question for pupils to find the answer and to say it quietly to their friend. Play the CD again, pausing after each one again to elicit answers from pupils.

Key: 2 First they walked round an exhibition about explorers.
 3 They made a poster about famous explorers. 4 They went to the museum shop after lunch. 5 He got a toy polar bear for his sister. 6 In the afternoon, they went to an exhibition about sea animals. 7 David took a photograph of his friends. 8 They caught the bus at three o'clock.

CD 2, 12

- 1 When did David's class go to a museum?
- 2 What did they do first?
- 3 What did they make?
- 4 When did they go to the museum shop?
- 5 Who did David get a toy polar bear for?
- 6 Where did they go in the afternoon?
- 7 Who did David take a photograph of?
- 8 What time did they catch the bus?

PB45. ACTIVITY 6. Make sentences.

- Focus pupils on the Activity 6 instruction and on the example. Check understanding. Pupils work individually and make sentences. They check in pairs. Check with the class.

Key: 2 They didn't take water with them so they were thirsty.
 3 The exhibition was really good so they had a great time.
 4 It was his sister's birthday so he got a toy from the shop.
 5 The children had to wait for the bus so they came home late.
 6 They lost their map so they couldn't find the museum.

AB45. ACTIVITY 4. Ask and answer.

- Review the use of *could* before doing the activity. Elicit what pupils could do when they were one or two, e.g. could they walk/talk/swim? Ask pupils to answer about each other, e.g. *Could Alan run when he was two?* to introduce/check short answers *Yes, he/she could / No, he/she couldn't*.
- Tell pupils to open their Activity Books at page 45. Focus them on Activity 4 and check they have read and understand the activity instruction. Pupils read the examples aloud. They work in pairs, taking it in turns to ask and answer about Vicky. Check, using open pairs: one pair asks a question, and another answers.

AB45. ACTIVITY 5. Ask your friends and tick or cross the boxes.

- Introduce/check short answers *Yes, I could / No, I couldn't*.
- Focus pupils on Activity 5 and check they have read and understand the activity instruction. Make groups of four. Each pupil writes the names of their three friends on the left. In pairs, they take turns to ask each other the questions and tick or cross in the appropriate boxes. Finally, they answer about themselves.

Extra activity 1 (if time)

AB45. ACTIVITY 6. Match and say.

- Focus pupils on the Activity 6 instruction and on the example. Check understanding. Pupils work individually and match the sentences. They check in pairs. Check with the class.
- Key:** 2 She couldn't find her glasses so she couldn't read her book.
 3 He couldn't find his coat so he had to wear a jacket.
 4 I couldn't find my camera so I couldn't take any photos.
 5 We couldn't find our books so we didn't do our homework.
 6 She couldn't find her phone so she couldn't talk to her friend.

Extra activity 2 (if time)

Ending the lesson

- Do a clapping chant. Say (clapping the rhythm), e.g. *Could you swim when you were three? (Clap, clap)*. The pupils that could, say *I could. (Clap, clap)*. The pupils that couldn't, say *I couldn't*. Repeat for other skills/actions. More confident pupils can take turns to ask the class questions.

OBJECTIVES: By the end of the lesson, pupils will have used comparative adjectives to talk about different explorers.

● **TARGET LANGUAGE**

Key language: comparative of two- and three-syllable adjectives

Additional language: *We have to look after our world. That's true.*

Revision: explorers, adjectives, past simple, actions and activities, question forms, *Why ... ?*, *because*, *so*

Warmer

- Draw two faces on the board, one with a big smile, and the other with a down-turned mouth. Elicit names for each person. Elicit sentences leading to comparative, e.g. _____ is happier than _____. Using classroom objects, elicit other sentences to review comparative of one- and two-syllable adjectives, e.g. *This ruler's longer than that one. This book's thinner than that one.* Elicit the name of the structure and write it on the board.

Presentation

- Tell pupils they're going to learn more about comparative adjectives today. Provide sentences using known examples, e.g. *(Actor) is more famous than (actor). Watching TV is more exciting than doing homework. Maths is more difficult than English. (Film) was more interesting than (film).* Repeat the sentences and then write them on the board. Underline the comparative sections, e.g. *more interesting than*, and elicit how these are different from adjectives like *easier than*. Help pupils notice the number of syllables in the words (two or more) and that it's only two-syllable adjectives ending in -y which have -er.

PB46. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 46 and focus on Activity 7. Check they have read the activity instruction. Pupils take turns to read the questions aloud. Ask who/what they think Cousteau is. In pairs, pupils discuss/predict the answers to the questions.

PB46. ACTIVITY 8. Listen and check.

- Check pupils are ready before playing the CD. They listen and check. Check with the class. Play the CD again and check comprehension by asking, e.g. *What nationality was Cousteau? According to Alex, whose adventures were more difficult? Whose work is more famous? Whose life was more exciting? Whose homework was more boring?*
- Focus pupils on the Look box to remind them of the comparative adjectives. They take turns to read the examples aloud. Elicit other examples from pupils using these adjectives.

Key: 1 They are talking about Shackleton and Cousteau. 2 His ship was called the *Calypso*. 3 Alex wrote about Jacques Cousteau. 4 Cousteau explored sea life.

CD 2, 13

ALEX: Hi, Simon. Did you finish your homework yesterday?

SIMON: Yeah, I wrote about Shackleton. Who did you write about?

ALEX: Jacques Cousteau. He was a French explorer. Shackleton's adventures were more difficult than Cousteau's, but I think Cousteau is more famous.

SIMON: Really. What did he do?

ALEX: He sailed in his ship, the *Calypso*, and explored sea life.

SIMON: But Shackleton's life was more exciting. Why was Cousteau famous?

ALEX: Because he helped us to understand our world. He made 120 TV programmes and films and he was one of the first people to tell us to be more careful with the sea.

SIMON: Yeah, that's true. We have to look after our world.

STELLA: Huh, our homework was more boring than theirs.

LENNY: Yes, but ours was easier than theirs, so I had time to watch TV after I finished mine.

STELLA: Yeah!

PB46. ACTIVITY 9. Complete the text.

- Focus pupils on the Activity 9 instruction and check understanding. They work individually to complete the text. They check and compare in pairs. Check with the class by asking pupils to take turns to read sentences aloud.

Key: than, more, more, more, than

Extra activity 1 (if time)

AB46. ACTIVITY 7. Tick six words. Play bingo.

- Tell pupils to open their Activity Books at page 46. Focus them on Activity 7. If you didn't do Extra activity 1, quickly elicit the opposites of each of these adjectives. Tell pupils you will call the opposites for the bingo game, e.g. you say *Easy* and they look for *difficult*. Pupils choose and tick six words (in pencil). They cross out opposites and call *Bingo!* when all six are crossed. Elicit to check. Repeat.

Key: easy, bad, ugly, curly, exciting, first, slow, better, difficult, boring, weak, dirty, noisy, right, short, old

AB46. ACTIVITY 8. Read and match.

- Focus pupils on the Activity 8 instruction and check understanding. They match the pictures with the text. They check in pairs. Check with the class. Pupils read the sentences aloud.

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

Extra activity 2 (if time)

Ending the lesson

- Play the CD from the Pupil's Book again. Elicit some of the things that Alex and Simon said about Cousteau and Shackleton, to review comparatives.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with comparative adjectives and given their opinions.

● **TARGET LANGUAGE**

Key language: comparative adjectives

Revision: adjectives, exploration, days of the week

Warmer

- Provide prompts for pupils to make sentences, e.g. *famous / (name of footballer / name of teacher)*. Include one-, two- and three- + syllable adjectives from the previous lesson.

PB47. ACTIVITY 10. Order the words.

- Tell pupils to open their Pupil's Books at page 47 and focus on Activity 10. Check they have read the activity instruction and know what to do. In pairs, they order the words and write the sentences correctly in their notebooks. To check, pupils come to the board and write the sentences in the correct order.

Key: 1 My book on explorers is more interesting than yours. 2 Shackleton's adventures were more difficult than Jacques Cousteau's. 3 Crossing Antarctica is more difficult than climbing trees. 4 Christopher Columbus is more famous than Jacques Cousteau. 5 Helen's photos of Africa are more beautiful than ours. 6 Sailing is more exciting than walking.

Extra activity 1 (if time)

PB47. ACTIVITY 11. What do you think? Make sentences.

- Focus pupils on Activity 11 and on the pictures. Elicit what they can see in each one. Check they have read the activity instructions and know what to do. Demonstrate, using the example. Pupils work in pairs and take turns to make sentences about the pictures, as in the example. Monitor and help/prompt/support. Check by eliciting sentences from different pairs and responding to the content of what they say (as well as the grammar). Personalise the discussion in preparation for the next activity, e.g. ask pupils what they think is more beautiful than a book about spiders.

PB47. ACTIVITY 12. Now write sentences about your favourite things.

- Focus pupils on the Activity 12 instruction and check understanding. They write at least six sentences in their notebooks, using the model from Activity 11. However, they write about their own books, toys, etc. Monitor and support, e.g. with spelling. Make groups of four. Pupils take turns to read the sentences to the other members of the group and find out if their friends have similar opinions.

AB47. ACTIVITY 9. Make sentences.

- If pupils did Extra activity 2 in the previous lesson, refer them to their comparative grids. Tell pupils to open their Activity Books at page 47 and to look at Activity 9. Focus them on the pictures and the example. Check they have read and understand the activity instructions. Pupils complete the activity on their own and then check in pairs. Check with the class, eliciting the different options.

Key: 2 Mr Star's more famous than Grandma Star. 3 The dog is dirtier than the cat. 4 The horse is hungrier than the dog. 5 The monkey is happier than the panda. 6 The elephant is stronger than the dog. 7 The girl is more careful than the boy.

AB47. ACTIVITY 10. Compare Tom's days. Choose words from the box. [YLE]

- Focus pupils on Activity 10 and on the two pictures. Elicit descriptions of each picture: what they can see, what the weather was like, etc. Pupils spend about five minutes looking for the differences. In pairs, they then take turns to tell each other the differences they have found. Remind them to use the past tense. Elicit differences from pupils to check.

Key: Wednesday was more boring than Sunday. Sunday was more exciting than Wednesday. Tom was happier on Sunday than on Wednesday. Tom was hungrier on Wednesday than on Sunday.

Extra activity 2 (if time)

Ending the lesson

- Make a statement, e.g. *I'm hungry*. Prompt a pupil to respond, e.g. *I'm hungrier than you!* Continue with other adjectives, letting more confident pupils make the opener with different adjectives, e.g. *I'm/We're clever*.

OBJECTIVES: By the end of the lesson, pupils will have practised consonant clusters and completed a communication activity.

● **TARGET LANGUAGE**

Key language: consonant clusters: /tr/, /str/, /sp/, /sk/, possessive and adjectival pronouns, *spider*

Additional language: *make mistakes*

Revision: adjectives, *the world, must, need, Let's ... , look after, word families*

Warmer

- Write eight words at random on the board, two including /tr/, two including /str/, two including /sp/, two including /sk/, e.g. *train, entrance, strong, string, sports, spell, school, skate*. Tell pupils to look for the sounds that sound the same. Check by saying the words at random for pupils to give the word with the same sound. Underline the sounds. Elicit other words with the same sounds. Remind pupils to focus on the sound, not the spelling.

PB48. ACTIVITY 13. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 48. Elicit the title of the activity and focus them on the pictures and the chant. Play the CD. Pupils follow in their books and look at the pictures. Play the CD again. Pupils say the chant along with the CD. Elicit what is happening in the first line (elision – the two words end and start with the same sound, so pupils slide the words together making the /s/ a long sound). Divide the class into five groups. Each group takes turns to say the chant in chorus. Elicit one line from each group. In pairs, pupils take turns to practise saying the chant.

CD 2, 14

As in Pupil's Book

PB48. ACTIVITY 14. Listen and say 'sport', 'school', 'story' or 'truck'.

- Focus pupils on Activity 14. Play the CD. Pupils listen and point/whisper. Play the CD again. Pause after each one for pupils to say the word.

Key: sport = 6, 9; school = 3, 8, 10, 13; story = 2, 5, 12, 14, 16; truck = 4, 7, 11, 15

CD 2, 15

1 speak, 2 thirsty, 3 basketball, 4 trousers, 5 forest, 6 spider, 7 country, 8 scarf, 9 hospital, 10 ask, 11 tree, 12 stomach, 13 desk, 14 moustache, 15 train, 16 breakfast

PB48. ACTIVITY 15. Complete the rap. Use the words in the box.

- Tell pupils today's communication activity is completing the rap. Review use of *my/mine*, etc., using classroom objects, e.g. pick up a pen and ask *Is it yours? Is it your pen?* The pupil responds *Yes, it's mine / No, it's his/hers*. Pupils read the rap before they listen and, in pairs, try to guess what goes in the gaps.

PB48. ACTIVITY 16. Listen and check.

- Focus pupils on Activity 16 and on the activity instruction. Play the CD. Pupils listen and complete. Play the CD again. Check with the class. Pupils can join in the rap at the same time. Check understanding by asking, e.g. *What's the problem with the world? What must we do?*
- Pupils stand up. They perform the rap as a class, using gesture to communicate *mine/ours*, etc. If appropriate, record pupils and let them watch their performance.

Key: his, ours, strong, trees, green

CD 2, 16

As in Pupil's Book and Key

CD 2, 17

Now sing the song again. (Karaoke version)

Extra activity 1 (if time)

AB48. ACTIVITY 11. Circle the odd one out.

- Tell pupils to open their Activity Books at page 48. Check they have read and understand the Activity 11 instruction. Demonstrate the first one as an example. They circle the odd ones out individually and then check in pairs. Check with the class.

Key: 2 stomach, 3 sport, 4 grapes, 5 stairs, 6 trucks, 7 space, 8 story

AB48. ACTIVITY 12. Match and colour the squares.

- Focus pupils on Activity 12. Check they have read the activity instruction and elicit what they have to do (colour, e.g. *mine/my* boxes the same colour). Pupils complete the activity in pairs. Check with the class. Call out a colour. Pupils provide both sentences.

Key: It's mine. – green; They're yours. – purple; It's ours. – red; They're his. – pink; They're hers. – blue

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. If pupils don't get the joke the first time, tell it again.

Extra activity 2 (if time)

Ending the lesson

Perform the rap from the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story, *text message*, *protect* (the environment)

Additional language: *adventure holidays*, *brochure*, *tandem*

Revision: language from the unit

Warmer

- Put pupils into groups of four, with books closed. Give them about five minutes to try and remember what happened in the last episode of *Lock and Key*. Elicit information from the groups by asking, e.g. *Where did Lock and Key go? What was the name of the play?*

Story.

PB49. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 49. Focus pupils on the first frame and elicit what's on the computer screen (Explore Adventure Holidays) and pre-teach *brochure*. Elicit some examples of adventure holidays and what kinds of places people can explore. Set the gist questions: *What does it say in the brochure about places to explore? Where do Lock and Key go? Why? What text message does Lock get on his phone?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (forests, rivers and beaches; to the adventure holiday camp; because Nick Motors was there the day before; 'Look behind you!'). Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *How did Nick Motors get to the adventure holiday camp? What did he do there? Can you see Nick Motors in the fourth frame? Where is he? What does Miss Rich ask them? Can you see Nick Motors in the last frame? What is he doing?*

CD 2, 18

As in Pupil's Book

Extra activity 1 (if time)

AB49. DO YOU REMEMBER?

- Write *past verbs* on one side of the board and one example, e.g. *found*. Brainstorm the new past verbs (check the simple forms) from the unit from pupils. Write *comparatives* on the other side of the board and one example, e.g. *more exciting*. Brainstorm other comparatives from the unit with pupils.
- Tell pupils to open their Activity Books at page 49. Check pupils have read the activity instructions and know what to do. They study the spellings on the right in silence. Then they fold the page down the middle so that they can see only the words on the left and the lines to write the words. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? / How do you spell 'found'?* They don't look at the words on the right. When pupils have finished, they can either correct

their own work or swap books with their friend and check their partner's.

AB49. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about events in the past. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they made comparisons of people and of things in the unit. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about when they talked about possession.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about endangered sea creatures and written about an endangered animal.

● **TARGET LANGUAGE**

Key language: *ocean life, endangered, polar bear, sea turtle, whale, like (the polar bear), Arctic, type, fewer fish, mammals, between (x and y), sea creatures*

Additional language: *insects, birds, reptiles, amphibians*

Revision: *heart, protect, look after, animals, must, need, stop, measurements, adjectives, comparative adjectives, because, so*

● **MATERIALS REQUIRED**

Warmer: Pictures of animals, some endangered, some not, e.g. pandas, tigers, orang-utans, horses, brown bears

Map of the world

Reference books, the Internet

Extra activity 1: Large piece of paper

Warmer

- Display the pictures of the animals. Elicit their names and what pupils know about them. Direct the discussion to threatened species and pre-teach *endangered*. Elicit that some animals are endangered due to, e.g. man cutting down the forests, man killing / selling parts of the animals, global warming. Focus on global warming and elicit what this means, e.g. the world is getting hotter, some parts of the world are wetter, some parts drier, some colder, some hotter. Elicit their ideas on how this affects animals that live in the sea. Elicit some names of endangered animals they know that live in the sea.

PB50. DO YOU KNOW THAT ...?

- Tell pupils to open their Pupil's Books at page 50. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Check they know what a blue whale is and remember what a heart is. Remind them of how big their family car is to show how amazing this fact is. Elicit if a whale is a mammal or a fish.

PB50. ACTIVITY 1. Read and match.

- Focus pupils on Activity 1 and on the photo of Cousteau on his ship, the *Calypso*. Elicit what they remember about Jacques Cousteau. Tell pupils they're going to read about endangered animals that live in the sea. Using the map of the world, check pupils know where the Arctic is. Focus pupils on the other three pictures and on the text. Check they have read the activity instruction and know what to do. They read the text quickly to match the pictures with paragraphs in the text. They check in pairs. Check with the class. Check understanding of *like* in *endangered sea animals like the polar bear, sea turtle and whale* to check that these are not the only animals that need protection. Ask pupils for the names of other animals.

Key: 2a, 3b, 4d

PB50. ACTIVITY 2. Choose a title.

- Focus pupils on the Activity 2 instruction. Check understanding of *title*. Pupils work in pairs and discuss which title is most appropriate for the text in Activity 1. Pairs discuss with pairs.

- Check with the class. Encourage pupils to give reasons for their choices. (The most appropriate title is *Endangered animals*.)

Extra activity 1 (if time)

AB50. ACTIVITY 1. Read and say 'whale', 'sea turtle' or 'polar bear'.

- Tell pupils to open their Activity Books at page 50. Check they have read and understand the activity instruction and remind them to look back at the text in the Pupil's Book. They work in pairs and say the animals quietly to their partner. Check with the class, using open pairs: one pair reads the sentence, and another pair gives the name(s) of the animal(s).

Key: 2 sea turtle, 3 whale, sea turtle and polar bear, 4 whale, 5 whale, polar bear, 6 polar bear, 7 sea turtle, 8 whale, polar bear, sea turtle

AB50. ACTIVITY 2. Sort the words to find the endangered animals.

- Focus pupils on the Activity 2 instruction and check understanding. Pupils solve the anagrams individually and then check in pairs. Check with the class.

Key: 2 elephant, 3 shark, 4 tiger, 5 parrot, 6 panda

AB50. ACTIVITY 3. Now find out and write about an endangered animal.

- Brainstorm the endangered animals from the lesson onto the board and add others the pupils know/suggest. Focus pupils on the Activity 3 instruction. Provide a writing frame on the board, e.g.

Name of animal:

Its class (mammal, fish, insect, etc.):

Where it lives:

Its size:

What it eats:

Why it's endangered:

What we must do:

- Pupils use the frame to help them structure their writing. Pupils research their animal, using reference books and/or the Internet. They write a first draft and swap with their friend for checking and feedback. They then write a final draft in their Activity Books.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked and read more about protecting the environment and completed a project.

● **TARGET LANGUAGE**

Key language: imperatives, countries, present simple

Revision: endangered animals, protecting the environment, days of the week, past simple

● **MATERIALS REQUIRED**

Map of the world

Extra activity 1: Cardboard boxes, paper

Warmer

- Review with pupils what they read and talked about in the previous lesson and what they remember about endangered animals and about advice for protecting the environment.

PB51. ACTIVITY 3. Read and say the letter.

- Display the world map. Pupils come and point to Antarctica and the Arctic. Ask pupils to come and point to: *Australia, Japan, Britain, Canada, Spain, Brazil*. Tell pupils to open their Pupil's Books at page 51. Tell them they are going to read what some people in these countries do to protect the environment. Check they have read and understand the activity instruction. Pupils work in pairs and match the text with the pictures. Pairs check with pairs. Check with the class. Pupils read each text aloud around the class. For each one, elicit what the people do to protect the environment and how it protects the environment. Ask pupils if they do these things already and, if they don't, ask them if they could do them in the future. Elicit other things pupils do to protect the environment and remind them of any school recycling/environmental projects.

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

PB51. PROJECT. Make a diary: 'Helping our world'.

- Focus pupils on the activity instruction and explain that it's time for their project. Check they have read and understand the activity title. Write the following on the board: *Monday: I walked to school. Say On Monday I walked to school. I helped the environment.* Tell pupils what you did on Tuesday and Wednesday. Explain to pupils they are going to make a plan for things they can do next week. They make a shared plan in pairs, using a grid like this:

Day	Activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

- They fill in the days and the activities, using e.g. *walk to school, turn off the light in my bedroom, catch the bus to the park, turn off the tap when I clean my teeth*. At the end of the week, review as a class what pupils did. They ask and answer in open pairs, e.g. *What did you do last Wednesday to help our world? We collected the rubbish in the classroom*. They then prepare grids as in the Pupil's Book and use the past tense for their results as in the example.

Extra activity 1 (if time)

AB51. ACTIVITY 4. Read and match.

- Tell pupils to open their Activity Books at page 51. Focus them on the activity instruction and check understanding. They read the sentence halves in pairs and then try to match them. They check with another pair. Check by asking different pairs to read out complete sentences. Check general comprehension at the end of the activity and discuss which pupils already do and which they will do in the future. They write the complete sentences in their notebooks.

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

AB51. ACTIVITY 5. Match the children and their countries.

- Focus pupils on the activity instruction and check understanding. They work in pairs to match the children (from the Pupil's Book) with the maps. Check with the class and display the world map again as an additional check.

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

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

OBJECTIVES: By the end of the lesson, pupils will have identified and talked about modern technology.

● **TARGET LANGUAGE**

Key language: *modern life, button, computer, MP3 player, DVD, email, mouse, program, screen, video, the Internet, click, text, film, instructions*

Additional language: *Can you show us, please?*

Revision: characters, *have to*, present simple, comparative adjectives, questions

● **MATERIALS REQUIRED**

Warmer: Realia of modern technology to show the class, e.g. DVD, MP3 player, video, computer

Warmer

- Using the realia, elicit/teach *computer, MP3 player, DVD, video*. Elicit from different pupils which they used yesterday and what they did. Find out which technology was the most used by the class yesterday.

PB52. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 52. Elicit/teach the other technologies, using the pictures. Elicit who pupils can see in the picture. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures.

PB52. ACTIVITY 2. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Play the CD again and ask further checking questions, e.g. *What do you have to do first to turn the computer on? Who is showing Grandma how to use the computer? What kind of DVD is Grandpa looking for? Who does Simon say needs an MP3 player? Is this true?*

Key: 1 Grandma wants a computer so she can email her old friend in Australia. 2 Stella knows about computers. 3 You have to hold the mouse. 4 Grandpa wants a DVD.

CD 2, 19

GRANDMA: We want to buy a computer so we can use the Internet. I'd like to email my old friend in Australia.

SUZY: Do you know how to use a computer, Grandma?

GRANDMA: No, not really. Can you show us, please?

STELLA: Yeah, first you have to turn the computer on. Push this button here. Then you have to turn on the screen. That's this button here. Now you hold the mouse in your hand and ...

GRANDMA: What mouse?

SUZY: This here, Grandma. It's called a mouse because it's got a long tail. Look.

GRANDMA: Oh, I see.

STELLA: Then you click on this program, and you can write your email.

SIMON: OK. What do you want to do, Grandpa?

GRANDPA: I want to go on the Internet. I want to buy a DVD or a video about fishing.

SIMON: You don't want a video, Grandpa. A DVD's better because you can watch it on your new computer. Now, you need an MP3 player, Grandpa.

GRANDPA: No, Simon. Now I need a cup of tea.

PB52. ACTIVITY 3. Listen and say the letter.

- Focus pupils on the Activity 3 instruction and check understanding. Remind pupils to say the letter quietly to their friend first. Play the CD again. Check with the class.

Key: 2 f, 3 a, 4 e, 5 g, 6 b, 7 c

CD 2, 20

1 screen, 2 mouse, 3 button, 4 email, 5 DVD, 6 video, 7 MP3 player

Extra activity 1 (if time)

AB52. ACTIVITY 1. Sort and write the words.

- Tell pupils to open their Activity Books at page 52. Check they have read and understand the activity instruction. Pupils first try and do the activity with their notebooks and Pupil's Books closed. They then look to check. Check with the class by eliciting the spelling of each one.

Key: 2 screen, 3 mouse, 4 button, 5 email, 6 video, 7 Internet, 8 MP3 player

AB52. ACTIVITY 2. Read and circle the correct answer.

- Focus pupils on the Activity 2 instruction and check understanding. They circle the correct words in each sentence and then check in pairs. Check with the class by eliciting the correct sentences.

Key: 1 button, 2 screen (Note: Elicit from pupils that this stage is not necessary for many modern computers. Turning on the computer also turns on the screen.), 3 mouse, 4 an email, 5 Internet

Extra activity 2 (if time)

Ending the lesson

- Provide definitions for pupils to provide the word, e.g. *This has music or films on it. You can play it on the computer or on the hifi (CD/DVD). This is the part of the computer you look at (screen). This isn't an animal. It's something you move and click (mouse).* Pupils can take turns to provide definitions for their classmates.

OBJECTIVES: By the end of the lesson, pupils will have had further practice talking about modern technology and sung a song.

● **TARGET LANGUAGE**

Key language: *music/video clip, radio*

Additional language: *I don't need any more, works perfectly well*

Revision: technology, numbers, questions, *have got*

● **MATERIALS REQUIRED**

Extra activity 1: Photocopiable activity 6a (see page 96), one copy for each pair of pupils

Extra activity 2: Write each line from the CD script from Activity Book Activity 3 on a different piece of paper.

Warmer

- Review the vocabulary from the previous lesson, using realia in the class or drawing simple pictures.

PB53. ACTIVITY 4. Listen and match. Sing.

- Tell pupils to open their Pupil's Books at page 53. Focus them on the picture and elicit who they can see. Check they have read and understand the activity instructions. Tell pupils that the first time they listen and match. They will sing later. Play the CD. Pupils listen and match and check in pairs. Check with the class, eliciting what is in each picture as you do so. Check understanding of the new vocabulary, e.g. *music and video clips, plan his day*. Check general understanding by asking, e.g. *How does Grandpa feel about all this new technology? Does he want a new phone? Why / why not? Is your grandpa/grandma like this with new technology?* If appropriate, draw in ideas from Unit 5 on the environment and ask pupils if it's really necessary to buy the latest technology and what happens to the old phones, etc.
- Play the CD in sections. Pupils join in with the song. When they are confident, they can sing the song without the CD. Make two groups: children and Grandpa. They sing their lines. Swap roles and pupils repeat.

Key: 2a, 3c, 4b, 5f, 6d, 7g

CD 2, 21

As in Pupil's Book

CD 2, 22

Now sing the song again. (Karaoke version)

PB53. ACTIVITY 5. Ask and answer. Use the words in the box.

- Focus pupils on Activity 5 and on the instructions. Check pupils know what to do and demonstrate the activity, using open pairs first. Pupils do the activity in pairs. Encourage pupils to ask their friends different types of questions, using the information in the song to help them. Elicit some questions from pairs, for other pairs to answer.

Extra activity 1 (if time)

AB53. ACTIVITY 3. Listen and write. [YLE]

- Tell pupils to open their Activity Books at page 53. Focus them on the sheet of paper and give them time to read it. Play the CD. Pupils listen and write. They check in pairs. Play the CD again. Check with the class.

Key: 2 They bought a new computer. 3 It's for John's brother.

4 He needs it: to look on the Internet for his homework, and to watch DVDs. 5 £699

CD 2, 23

Hi, John. Did you go shopping yesterday?

Yes, I did. I went with my mum and my dad.

What did you buy?

We bought a new computer.

Really? That's nice.

Is the computer for you?

No, it isn't.

Who's it for?

It's for my brother.

I see.

Why does your brother need a computer, John?

Well, he needs it for two things.

What's the first?

First, he needs the Internet to help him with his homework.

Did you say there were two things he needs a computer for?

That's right.

What's the second thing?

He wants to watch DVDs.

Oh, I see.

Was it a lot of money?

Yes, it was.

How much was it?

It was six hundred and ninety-nine pounds.

Oh, that is a lot of money. Does your brother work at the weekends?

Yes. He works in a café on Saturdays.

AB53. ACTIVITY 4. Write the sentences in order.

- Tell pupils to look at Activity 4. Check they understand what to do, using the example. They work individually and write the other sentences in the correct order. They check in pairs by taking turns to read their sentences aloud to each other. Check with the class in the same way. Help pupils to notice how *we* and *you* are used impersonally in the sentences.

Key: 2 You have to turn the computer on before you can use it. 3 Emails go quicker than letters. 4 You can use a mobile phone to text your friends. 5 These days we can watch DVDs on a computer. 6 MP3 players are better and smaller than CD players. 7 Now we can take some photos on mobile phones.

Extra activity 2 (if time)

Ending the lesson

- Sing the song again from the beginning of the lesson. Make different groups to sing Grandpa and the children.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with verbs in the past simple.

● **TARGET LANGUAGE**

Key language: past simple, *say, know, put, buy, think, read, bring, choose, turn it on, know how to do something*
Additional language: *problem, really good one, How exciting!*
Revision: technology, question forms, comparatives

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 7 written on a large piece of paper.

Warmer

- Write the technology words from Lesson 1 of the unit in jumbled letter form on the board. Pupils take turns to come to the board, write them correctly and say the word, pointing to the realia if possible.

PB54. ACTIVITY 6. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 54. Elicit what/who they can see. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the picture to help them guess.

PB54. ACTIVITY 7. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Focus pupils on the Look box. Say the verbs and their past forms for pupils to repeat. Play the CD again and ask further checking questions to focus on the new past verbs, e.g. *What did they buy? What did Grandpa say about the computer? Why did they choose that computer? Did Grandpa and Grandma bring it home themselves? What did the man from the shop think? Did Grandma and Grandpa know how to turn it on?* For questions which include the new verbs, pupils repeat the whole sentence together. Check understanding of *know how to do something*.

Key: 1 They went shopping. 2 They got/bought a computer. 3 It's called a KBX4. 4 They don't know how to turn it on.

CD 2, 24

GRANDPA: Oh, I'm tired today. We went shopping yesterday.

SIMON: Oh, really? What did you buy?

GRANDPA: We bought a computer.

SIMON: How exciting, Grandpa! Which computer did you get?

GRANDMA: We got a really good one. It's a KBX4.

SIMON: Why did you choose that one?

GRANDPA: Well, we chose it because your grandma read about it and the man in the shop said it was a good one.

GRANDMA: Yes, he thought it was better than the others.

SIMON: Did you bring it home with you?

GRANDMA: Oooh, no. The nice man from the shop brought the computer home later.

GRANDPA: Yes, he took it out of the box, put it on the table and said goodbye.

GRANDMA: Yes, he thought that we knew something about computers, but we don't. We don't know how to turn it on!

Extra activity 1 (if time)

PB54. ACTIVITY 8. Complete the text.

- Focus pupils on Activity 8 and on the words in the box. Elicit each one, focus on pronunciation and then elicit the simple infinitive of each one. Check pupils have read the activity instruction and know what to do. They work in pairs, taking turns to read the text aloud and choose the correct word. Pairs check with pairs. Check with the class by getting pupils to take turns to read the text aloud. Pupils copy the complete text into their notebooks.

Key: read, thought, brought, put, said, chose, knew

AB54. ACTIVITY 5. Match. Write the words.

- Tell pupils to open their Activity Books at page 54. Focus them on the activity instructions and check understanding. Pupils work in pairs to match the tags and then to complete the words. Monitor and help. Check with the class by eliciting the words onto the board. Note the activity focuses on spelling, not pronunciation.

Key: 1 bottle, 2 garden, gave, 3 weather, went, 4 careful, came, 5 thought, thanks, 6 cough, caught, 7 dinner, did, 8 picnic, put, 9 knee, knew, 10 chose, chips

AB54. ACTIVITY 6. Tick six words. Play bingo.

- Focus pupils on the Activity 6 instructions and check understanding. Pupils have played this kind of bingo game before. They choose six words and tick them. Call out the past simple of the verbs at random. Pupils cross through the ones they hear. The first to cross all six shouts *Bingo!* Check the verbs are correct before declaring the winner.

Extra activity 2 (if time)

Ending the lesson

- Play a chain game. Say, e.g. *Grandma went to the shopping mall and she bought a computer.* Pupil A says, e.g. *Grandma went to the shopping mall and she bought a computer and an MP3 player.* Vary the chains, e.g. *Grandma went shopping on the Internet and she bought a computer.*

OBJECTIVES: By the end of the lesson, pupils will have talked about timed events in the past and solved some problems.

TARGET LANGUAGE

Key language: past simple questions, *get up, get dressed, take off, put on, o'clock, potato, pop music, plant, erase*

Revision: verbs and vocabulary describing daily routines, technology, prepositions, clothes, numbers

Warmer

- Pupils draw six circles in their notebooks. Say a time for each one, e.g. *Five o'clock*. Pupils draw it in. Check by getting pupils to come and draw the clocks on the board.

PB55. ACTIVITY 9. Listen and correct the actions.

- Tell pupils to open their Pupil's Books at page 55. Focus them on the pictures and elicit some of the actions they can see to review daily routines. Ask a pupil to read the activity instruction and the introductory paragraph aloud and check understanding. Play the CD. Pupils listen and correct. They look at the pictures and say the correct version. They check in pairs. Check with the class. Elicit from pupils if they have any computer games like *Kid City*. Elicit the names of the games and how they work.

Key: 2 At 8 o'clock Mary got dressed. 3 At 9 o'clock John went to school. 4 At 10 o'clock Jack's parents gave him a present. 5 At 11 o'clock Peter and Sue had a cup of tea. 6 At 12 o'clock Jack bought a ball. 7 At 1 o'clock Mary had lunch. 8 At 2 o'clock Mary caught a ball. 9 At 3 o'clock Sue read a book. 10 At 4 o'clock Peter took off his sweater. 11 At 5 o'clock Mary put on her shoes. 12 At 6 o'clock Peter went to the cinema.

CD 2, 25

- 1 At 7 o'clock John got dressed.
- 2 At 8 o'clock Mary got up.
- 3 At 9 o'clock John went to the cinema.
- 4 At 10 o'clock Jack's parents gave him an apple.
- 5 At 11 o'clock Peter and Sue had lunch.
- 6 At 12 o'clock Jack caught a ball.
- 7 At 1 o'clock Mary had breakfast.
- 8 At 2 o'clock Mary bought a ball.
- 9 At 3 o'clock Sue read a comic.
- 10 At 4 o'clock Peter took off his shoes.
- 11 At 5 o'clock Mary put on her sweater.
- 12 At 6 o'clock Peter went shopping.

PB55. ACTIVITY 10. Look at the pictures. Ask and answer.

- Focus pupils on the Activity 10 instructions and check understanding. Elicit one or two questions and answers for practice. Make pairs. One pupil asks five questions about different activities and the other answers, as in the example. Pupils change roles.

Extra activity 1 (if time)

PB55. ACTIVITY 11. Write sentences about your day yesterday. Tell your friend.

- Focus pupils on Activity 11. Check they have read and understand the activity instructions. Elicit one or two sentences as examples. Remind them to use the past simple and the time. Monitor and check/help where necessary. In pairs, pupils take turns to read their sentences to their friends. They listen for: a) activities which were the same, and b) times which were the same. Elicit from pairs.

AB55. ACTIVITY 7. Answer the questions.

- Tell pupils to open their Activity Books at page 55. Check they have read and understand the activity instruction. Check understanding of *to erase photos*. Pupils work individually, checking in pairs if they need to. They read the texts and answer the questions (they just write the numbers). They check in pairs. Check with the class by asking pupils to read the texts aloud and then eliciting the answers from the class.

Key: 2 thirty-nine, 3 twenty-four, 4 fifty

Extra activity 2 (if time)

AB55. ACTIVITY 8. Match the questions and answers.

- Focus pupils on the Activity 8 instruction and check understanding, using the example. Pupils work individually and match the questions and answers. They check in pairs. Check using open pairs: one pupil reads the question aloud, and another reads the answer. Elicit the strategies pupils used to do the task, e.g. looking for the same verb in the past in the answer, *when / time, how many / number*.

Key: 2d, 3g, 4a, 5f, 6e, 7b

Ending the lesson

- Play a clapping game to review the verbs. Start clapping a rhythm. Do/say, e.g. (*Clap, clap*) *get dressed (clap, clap)*. Pupils: *Got dressed*. Continue with other verbs at random from this and the previous lessons. Pupils can take turns to say the simple infinitives.

OBJECTIVES: By the end of the lesson, pupils will have found words that rhyme and completed a communication activity.

● **TARGET LANGUAGE**

Key language: rhyming words

Revision: past simple questions and responses, sentence structure, word families

● **MATERIALS REQUIRED**

Pupil's Book Activity 15: Photocopiable activity 6b (see page 97), photocopied twice into thin card and cut onto separate cards. There must be an even number of cards so that every pupil has one card and so that pupils will be able to find their 'pair'.

Warmer

- Write six words at random on the board, three rhyming pairs, e.g. *grey, day, saw, four, bought, caught*. Let pupils say the words to themselves to find the rhyming pairs. Elicit other words which rhyme with each pair. Remind pupils to focus on the sound, not the spelling.

PB56. ACTIVITY 12. *Say it with Stella.*

- Tell pupils to open their Pupil's Books at page 56. Elicit the title of the activity and the rhyme. Play the CD. Pupils follow the rhyme. Play the CD again. Pupils say the rhyme along with the CD. Divide the class into four groups. Everyone says the chorus, and groups take turns to say pairs of lines. Repeat so all groups have a chance to say each part of the rhyme. In pairs, pupils take turns to practise saying the rhyme.

CD 2, 26

As in Pupil's Book

PB56. ACTIVITY 13. *Read and find the rhyming pairs.*

- Focus pupils on the Activity 13 instruction and check understanding. They work in pairs, taking turns to say the words and to find the ones that rhyme. Monitor and help/support.

PB56. ACTIVITY 14. *Listen and check.*

- Play the CD. Pupils check their own answers and then compare with their partner. Play the CD again if necessary. Check with the class. Pupils then find which rhyming pairs in this activity match with words in the rhyme in Activity 12.

CD 2, 27

bed – head, draw – floor, sweater – better, you – two, box – socks, worst – first, worse – nurse, bird – word, wear – fair

PB56. ACTIVITY 15. *Make questions. Ask and find your partner.*

- Tell pupils today's communication activity is about things they did yesterday morning. Write example sentences on the board, e.g. *I got up at eight o'clock. I didn't have a shower before breakfast*. Elicit the questions to check. Hand out a card to each pupil from Photocopiable activity 6b (page 97). Tell pupils they go around the room, asking questions about the activities on their cards of other pupils, to find the pupil who has exactly the same card as them. Remind them not to look at each other's cards. Keep pupils moving on around the room and check they're talking, not looking.

Extra activity 1 (if time)

AB56. ACTIVITY 9. *Find three words which rhyme.*

- Tell pupils to open their Activity Books at page 56. Check they have read the activity instruction and know what to do. Use the example to check. Pupils work in pairs. They say the words in each grid and then draw the lines. Pairs check with pairs. Check with the class.

Key: 2 buy, why, bye, 3 do, blue, shoe, 4 more, floor, draw

Extra activity 2 (if time)

AB56. ACTIVITY 10. *Make sentences.*

- Focus pupils on Activity 10 and on the example. Check they have read the instruction and know what to do. They work in pairs and make sentences from the grid. Monitor and help/check. They check in pairs. Check with the class.

Key: 2 I couldn't use a computer when I was three. 3 She loves texting her friends. 4 He bought some computer games on the Internet. 5 We wanted to email our cousin in India.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. Explain the joke if necessary. If pupils don't get the joke the first time, tell it again.

Ending the lesson

- Do the rhyme from the beginning of the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story

Additional language: CCTV, row

Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 1: A large piece of paper for each group

Warmer

- Review what pupils remember about Nick Motors. Elicit his description and what he did in the last episode. Elicit who else was in the previous episode (Miss Rich) and where they were (at the adventure holiday camp by the sea).

Story.

PB57. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 57. Focus pupils on the first frame and elicit who they can see (Lock, Key and Miss Rich) and how they are communicating with each other (via the Internet). Ask pupils if they communicate like this with their friends. Set the gist questions: *What happened to Miss Rich? Who wrote the email? Can you name two things Nick Motors took?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (someone stole all the money from her boat; Nick Motors; the money and Lock and Key's boat). Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *What was the money for? Where was the money? How can Lock and Key see Nick Motors taking the money? What did Nick Motors say in the email?*

CD 2, 28

As in Pupil's Book

Extra activity 1 (if time)

AB57. Do you remember?

- Write *Talking about the past* in the centre of the board. Brainstorm the verbs pupils have learnt in this unit.
- Tell pupils to open their Activity Books at page 57. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Then they fold the page down the middle so that they can only see the simple infinitives and the lines to write the words. Without looking, they write the verbs in the past in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'thought'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB57. Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they wrote computer words. Repeat for the second sentence, eliciting / reminding them about when they learnt to talk about technology. Repeat for the third sentence, eliciting / reminding them of when they talked about the past, e.g. activities they did yesterday and the communication activity. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.
- Ask pupils to bring one or two photos of themselves and their family for the next lesson.

OBJECTIVES: By the end of the lesson, pupils will have learnt and talked about photographs, photography and film and written about their favourite film.

● **TARGET LANGUAGE**

Key language: *family snaps, 'photographs, pho'tography, the biggest camera, art photography, sculpture, landscapes, history of the cinema, film and different genres*

Additional language: *real*

Revision: *weigh, painting, portraits*

● **MATERIALS REQUIRED**

Warmer: Several family photos to supplement the pupils' ones

Extra activity 1: Magazines with photographs, e.g. travel brochures, art house magazines

Warmer

- Ask pupils to get out their family photos. Either in groups, or as a class, ask pupils to talk about who's in their photo and when it was taken. Tell pupils these photos are called (*family*) *snaps*. Elicit other types of photos people take, to elicit / raise awareness of art photography, news photography, etc. Ask pupils how they think art photography is different from family snaps. Pupils can express their ideas in L1 if necessary.

PB58. DO YOU KNOW THAT ... ?

- Tell pupils to open their Pupil's Books at page 58. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Check understanding of *biggest camera* and use examples to demonstrate how heavy and big the camera was, to show how amazing this fact is. Ask pupils how big cameras are these days.

Note: If you found and showed pupils the video/DVD *South* in Unit 5, remind pupils of the film and still cameras that were used to take these photos/films in 1914. The photographs were exposed onto glass, rather than onto photographic paper / digitally.

PB58. ACTIVITY 1. Read and answer.

- Focus pupils on Activity 1. Ask for their opinions of the two photographs they can see and ask if they think they are snaps or art. Pupils take turns to read the text aloud around the class. Stop after each paragraph to check key vocabulary and general understanding. In groups of four, pupils discuss their answers to the four questions. Discuss the answers as a whole class. Encourage pupils to go beyond the precise answer to a lengthier discussion of their opinions. For question 2, elicit if pupils have seen any photographic exhibitions and, if so, what they were of. Make sure pupils place the word stress in the right place in: *'photograph, pho'tographer, photo'graphic*.

Key: 1 Joseph Niépce. 2 Photographs which people take because they want to make something beautiful, like a painting or a sculpture. 3 They used very big cameras. 4 Because they are easier and quicker to use.

PB58. ACTIVITY 2. Choose a title.

- Focus pupils on the Activity 2 instruction. In pairs, they decide which is the most appropriate title for the text. Elicit and discuss the pros and cons of the three titles.

Key: Art photography

Extra activity 1 (if time)

AB58. ACTIVITY 1. Read and answer 'true' or 'false'.

- Write the words *The history of the cinema* on the board. Brainstorm with pupils what they know about it, e.g. how old cinema is, what the first films were like.
- Tell pupils to open their Activity Books at page 58. They quickly read the text in Activity 1 to check any predictions they made. Check with the class. Pupils read the text again. Ask what the focus of each paragraph is (ways of watching films today; the first film; silent films). Check understanding of key vocabulary. Elicit if any pupils have seen black and white and/or silent films, e.g. *Charlie Chaplin*.
- Focus pupils on the activity instruction and check they know what to do. In pairs, they read the sentences and decide the answer. Check with the class, discussing each one.

Key: 2 true, 3 false, 4 true, 5 false, 6 true

Extra activity 2 (if time)

AB58. ACTIVITY 2. Write about your favourite film.

- Focus pupils on the Activity 2 instruction and on the writing prompts. If you didn't do Extra activity 2, brainstorm some films pupils have seen, before they do the speaking/writing task. First they work in groups and talk about their favourite film, using these prompts. Then pupils write a draft paragraph about their film in their notebooks. They check their work in pairs. They then write the text in their Activity Books.

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked more about photography and film and completed a project.

● **TARGET LANGUAGE**

Key language: *realism*

Revision: photography and film, modern technology

● **MATERIALS REQUIRED**

Project: Cardboard boxes (two boxes for each group), black paint, aluminium foil, pins, greaseproof paper, black tape, scissors. A completed pinhole camera.

Some examples of photographs taken with pinhole cameras (from the Internet).

Warmer

- Review with pupils what they read and talked about in the previous lesson. Elicit what they remember about the first films and photographs. Build mind maps with the information.

PB59. ACTIVITY 3. Look. Which are paintings and which are photographs? [YLE]

- Tell pupils to open their Pupil's Books at page 59. Focus them on the pictures and quickly elicit their first impressions as to which they think are photographs and which paintings. Focus pupils on the pictures. Provide the language for them to describe each one. Write it as prompts on the board, e.g.
I can see ...
On the left / on the right / in the middle / at the top / at the bottom ...
There is/are ...
The picture looks like ...
The man is -ing in a ...

Key: 1 photograph, 2 painting, 3 photograph, 4 painting

PB59. PROJECT. Make a camera.

- Focus pupils on the project and tell them that today they are going to make a pinhole camera. Show them the one you have made and tell them it really does take photographs. Show them some examples. Read the instructions with pupils as a class. Make sure they know what to do at each stage. Assign timings to each stage (the paint will take a while to dry, for example). Pupils work in groups of four. Give out the materials in stages to the groups and monitor carefully as they are working to make sure they are following the instructions. When pupils have finished their cameras, they take them outside to see how the image is reflected on the greaseproof paper. Tell them that it's possible to use the camera by placing unexposed film in place of the greaseproof paper.

Extra activity 1 (if time)

AB59. ACTIVITY 3. Listen and draw lines. [YLE]

- Tell pupils to open their Activity Books at page 59 and to look at Activity 3. Check they have read and understand the activity instruction. Play the CD. Pupils listen and draw lines in pencil. They check in pairs. Play the CD again. Check with the class.

CD 2, 29

- 1 What did you do last week, Fred?
Last week I did lots of things. I don't know where to start. Tell me what you did on ... Thursday.
On Thursday I went to the park with my dad. He took a photo of me on my bike.
- 2 Did you go shopping last week?
Yes. On Monday I went shopping with my mum and she bought me a new DVD.
Really?
Yes, it's great. It's called *Box of Tricks*.
- 3 What other things did you do?
Well, at the weekend I had a great time. It was Grandma's birthday on Saturday. We gave her a present.
What did you get her?
We got her an MP3 player.
Great!
- 4 On Sunday afternoon we went to the countryside and I found a mobile phone under a tree.
What did you do with it?
The woman who lost it phoned the number and I gave it back to her.
- 5 What about Wednesday?
Let me think. Oh, yes. On Wednesday I took some photos of my little sister. She was in the school play.
That's nice. Did she like the photos?
She loved them!
- 6 Oh, and on Friday we went to the cinema.
Which film did you see?
We saw *Lost on the Internet*.
Really? I saw that last week. It's really exciting!
Yes, it is. We chose that one because we love films of computer games.

AB59. ACTIVITY 4. Write about your modern life. Use the words in the box.

- Focus pupils on the Activity 4 instructions and on the words in the box. Brainstorm other words for modern life on the board if they have been mentioned by pupils earlier in the unit, e.g. *mobile phones, game consoles, emails*. Pupils take turns to read the example text aloud around the class. Tell pupils to use this as a model. They write about themselves. Pupils write a draft of the text in their notebooks. They swap with a partner and comment on each other's work. They write a final version in their Activity Books. Monitor and help/support as necessary.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

Review Units 5 and 6

Page 60

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and played a game.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 5 and 6, *stay where you are, go back to where you were*

Revision: language for games

● MATERIALS REQUIRED

Warmer: Key vocabulary from Units 5 and 6, each word/phrase written on a small piece of paper

Board game: Dice and four different coloured counters for each group of four

Warmer

- Make groups of six. Hand out a piece of paper with a word or phrase on it to each pupil. They take turns to say what their word is and then to give a sentence using their word or a definition. The other pupils decide if the sentence and/or definition is correct or not. If time, regroup pupils into new groups and repeat.

PB60. ACTIVITY 1. *Play the game. What did they do yesterday?*

- Tell pupils to open their Pupil's Books at page 60. Elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding of *stay where you are, go back to where you were*. Remind them of the language for games before they start, e.g. *It's your turn. It's my turn. Pass the dice. I'm blue*. Pupils play the game in groups of four. The player in each group who reaches the Finish first is the winner. If time, make new groups and pupils can play the game again.

Key: 2 She drank a glass of orange juice. 3 She made her bed. 4 She said 'Hello'. 7 He put on his shirt. 8 He did his homework. 9 He took off his sweater. 11 He flew a kite. 13 She ate a banana. 14 She went to the cinema. 16 She bought some bread. 19 He put on his shoes. 20 She took a photo. 23 He went to the library. 25 He caught a ball. 27 He had a shower. 29 She read a book. 30 She found some money. 32 He made a cake. 34 She worked on the computer. 38 He ate/had his breakfast.

Extra activity 1 (if time)

AB60. ACTIVITY 1. *What can you see? Tick the boxes.*

- Tell pupils to open their Activity Books at page 60. Check they have read the activity instructions and know what to do. In pairs, they identify things in the picture, find the word and tick it. Pairs check with pairs. Check with the class.

Key: river, plant, sweater, blanket, glass, comic, beard, bottle, CD, dog, picnic, leaves, moustache, sun, rock, banana, rabbit, grown up

AB60. ACTIVITY 2. *What can't you see? Write the words.*

- Pupils write the words of the other six things they can't see in Activity 1. Monitor and check as they are working.

Key: orange, cage, road, email, parrot, toothbrush

AB60. ACTIVITY 3. *Now sort the first letters of the words to make a new word.*

- Pupils write the first letter of each word from Activity 2 to work out the new word. Check with the class.

Key: computer

Extra activity 2 (if time)

Ending the lesson

- Do a spelling chant to review some of the words from the unit, e.g.

Teacher:	Pupils:
Give me an e	e
Give me an m	m
Give me an a	a
Give me an i	i
Give me an l	l
What does that spell?	email!

Pupils take turns to be the callers.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and written their own review questions.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 5 and 6
Revision: shopping, word families

● MATERIALS REQUIRED

Warmer: Two or three rolled up newspapers
Extra activity 1: Choose ten sentences/questions from Units 5 and 6 which include key vocabulary/grammar. Write each one in scrambled word order on a large piece of paper.

Warmer

- Review past simple of the verbs from the unit. Write the simple infinitives on the board. Make two or three teams. Pupils line up facing the board. Give a rolled up newspaper to the pupil at the front of each team. Call out the past simple of one of the verbs. The pupils run to hit the correct simple infinitive. The first to do so wins a point for their team. The pupils go to the back of the team. Hand the newspapers to the new pupils at the front and repeat.

PB61. ACTIVITY 2. Read the story and complete the sentences. Use 1, 2 or 3 words. [YLE]

- Tell pupils to open their Pupil's Books at page 61. Tell them to read the activity instructions and check understanding. Elicit how many words they should write. Pupils take turns to read the story aloud around the class. In pairs, pupils complete the sentences, deciding on the words to write. Pairs check with pairs. Check with the class by eliciting the different possibilities.

Key: 2 a sandwich, 3 (younger) sister, 4 a (new) bike, 5 Jill's, 6 red, 7 on the bus

PB61. ACTIVITY 3. Read and remember.

- Say *Now let's read and remember.* Focus pupils on the questions. Pupils look back through Units 5 and 6 and find the answers to the questions. They discuss them in groups of four. Check with the class.

Key: 1 It went down under the ice and water. 2 Cousteau is more famous. 3 Polar bears live in the Arctic. 4 A mouse. 5. A KBX4. 6 Because they are easier and quicker to use.

PB61. ACTIVITY 4. Write two more questions.

- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

Extra activity 1 (if time)

AB61. ACTIVITY 4. Circle the odd one out. Count and write the letters.

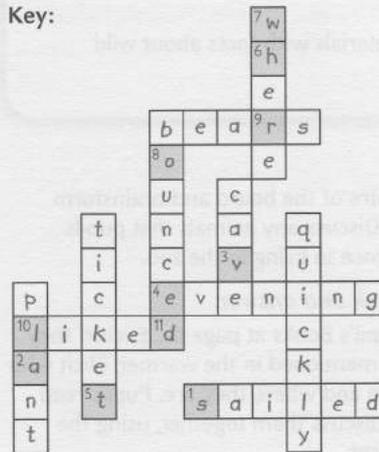
- Tell pupils to open their Activity Books at page 61. Check they have read the instructions and know what to do. Demonstrate, using the example. Pupils complete the activity and then check in pairs. Check with the class.

Key: 2: ticket 6, 3: plant 5, 4: quickly 7, 5: bounced 7, 6: bears 5, 7: cave 4, 8: liked 5, 9: evening 7, 10: where 5

AB61. ACTIVITY 5. Now complete the crossword. Write the message.

- Pupils use the words from Activity 4 to complete the crossword and then the message (save the world!). They check in pairs. Check with the class.

Key:



Extra activity 2 (if time)

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 5. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 6.
- Talk about the *can do* statements from Units 5 and 6 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.



OBJECTIVES: By the end of the lesson, pupils will have read and talked about animals, using superlative adjectives.

● **TARGET LANGUAGE**

Key language: superlative adjectives: the *-est* and *the most*, *the best*

Additional language: *Now tell us about ... , Let's hear it ... , Five points for each fact*

Revision: animals, prepositions, adjectives, size, weight, distance, questions, family, *can/can't*

● **MATERIALS REQUIRED**

Extra activity 1: Reference materials with facts about wild animals

Warmer

- Write *At the zoo* in the centre of the board and brainstorm animal names with pupils. Discuss any animals that pupils disagree about, with reference to living in the zoo.

PB62. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 62. Elicit if they can see any of the animals mentioned in the warmer. Elicit who pupils can see in the picture and where they are. Pupils read the questions in pairs and discuss them together, using the information from the pictures.

PB62. ACTIVITY 2. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Play the CD again and ask further checking questions to elicit use/understanding of the superlatives, e.g. *Which animal does Lenny think is the most exciting? Which animal does Stella think is the most beautiful?* Write the superlatives from the listening on the board in three columns: one syllable with *the ____ + -est*, two syllables with *the ____ + -est*, longer adjectives with *the most + adjective*. Elicit other examples for each column. Focus pupils on the Look box.

Key: 1 They are at school. 2 Mr Burke is asking the questions. 3 The quiz is about animals. 4 Stella is winning.

CD 2, 30

MR BURKE: Welcome to the Kid's Box Quiz. Let's hear it for these two clever kids in today's big final: Lenny and Stella.

LENNY AND STELLA: Hello, Mr Burke.

MR BURKE: Look at the animals on the wall behind me. Lenny, which do you think is the most exciting?

LENNY: Er, I think the most exciting animal is the tiger.

MR BURKE: Great. Now tell us about tigers. You get five points for each fact.

LENNY: Well, the Siberian tiger's the biggest and the strongest animal in the cat family. It's not the quickest cat, but it can run at 55 km an hour. The heaviest Siberian tiger weighed 465 kilograms.

MR BURKE: Very good. That's 15 points. Now, Stella, which animal do you think is the most beautiful, and what can you tell us about it?

STELLA: I think the most beautiful animal is the dolphin. It's one of the cleverest animals and I also think dolphins are the best parents – they look after their young for more than three years ... Erm ... oh, yes, and do you know that dolphins can't drink sea water? They have to get water from their food.

MR BURKE: Very good, Stella. That gives you 15 points. Now, put your hands on the buttons. The quickest person to press the button and answer the question correctly gets five points. Which animal is the loudest in the world?

LENNY: Is it the elephant?

MR BURKE: Sorry, Lenny. It isn't.

STELLA: Is it the blue whale?

MR BURKE: Yes, that's right, Stella. Five points for you. The blue whale is the loudest animal in the world. And now for my next question ...

PB62. ACTIVITY 3. Listen and say 'yes' or 'no'.

- Focus pupils on Activity 3. Play the CD. Pupils listen and whisper the answers to a partner. Play the CD again. Check with the class. Elicit the correct answers for the 'no's.

Key: 2 Yes, 3 No, 4 Yes, 5 Yes, 6 No

CD 2, 31

- 1 Lenny thinks the most exciting animal is the giraffe.
- 2 The Siberian tiger is the biggest animal in the cat family.
- 3 The Siberian tiger is the quickest cat.
- 4 Stella thinks the most beautiful animal is the dolphin.
- 5 Stella thinks the dolphin is the best parent.
- 6 The elephant is the loudest animal in the world.

Extra activity 1

AB62. ACTIVITY 1. Make sentences.

- Tell pupils to open their Activity Books at page 62. Focus them on Activity 1. Pupils write the sentences. Elicit, check and discuss with the class.

Key: 2 Antarctica is the coldest place in the world. 3 The polar bear is the biggest meat-eating animal in the world. 4 The dolphin can't drink sea water. 5 The parrot lives in the forest.

Extra activity 2 (if time)

AB62. ACTIVITY 2. Complete the text about the giraffe family.

- Focus pupils on Activity 2 and establish that it's a giraffe family. Pupils work individually to complete the text. Pupils compare their texts in pairs.

Key: Father, Sister, grandfather, mother, Brother

Ending the lesson

- Call out some of the adjectives from the lesson in simple form. Pupils provide the superlative (including *the*).

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about animals, using superlative adjectives.

● **TARGET LANGUAGE**

Key language: superlative adjectives: *the -est* and *the most, the worst, cheetah*

Revision: animals, adjectives, definitions

● **MATERIALS REQUIRED**

Extra activity 2: Photocopiable activity 7 (see page 98). One photocopy for each pupil, copied onto thin card, scissors. One set of cards for demonstration.

Warmer

- Review the superlative adjectives from the previous lesson, using a drill. Pupils stand up. Say the simple adjective, e.g. *Clever*. Pupils say in chorus *Cleverer, the cleverest*. Pupils can also take turns to call out simple adjectives.

PB63. ACTIVITY 4. Write sentences.

- Tell pupils to open their Pupil's Books at page 63. Focus them on the pictures and elicit the animals they can see and what they look like. Elicit the significance of the musical notes (loud/quiet). Focus them on the example sentence to demonstrate the activity and remind them to use the words in the boxes in the superlative. Check the superlatives for *good, bad*. They work in pairs. They write sentences about the pictures. Elicit sentences from pairs, writing some of the adjectives on the board to check spelling. Pupils write their sentences in their notebooks.

Key: 1 The giraffe is the quietest. The whale is the biggest. The whale is the heaviest. The crocodile is the longest. The giraffe is the tallest. 2 The painting of the parrot is the best.

PB63. ACTIVITY 5. What do you think? Make more sentences.

- Focus pupils on Activity 5 and on the activity instructions. Elicit it's about their opinions and ask a pupil to read the example sentence aloud. Discuss as a class before pupils discuss in groups/pairs. Pupils share their opinions as a class.

Extra activity 1 (if time)

AB63. ACTIVITY 3. Which animal is it? [YLE]

- Tell pupils to open their Activity Books at page 63. Focus them on the Activity 3 instruction and check understanding. Elicit that these are called *riddles* or *definitions*. Check pupils know what to do, using the example. They read and complete individually and then check in pairs. Check with the class.

Key: 2 elephant, 3 parrot, 4 monkey, 5 crocodile, 6 tiger

Extra activity 2 (if time)

AB63. ACTIVITY 4. Ask questions and write the answers.

- Focus pupils on Activity 4. Check they have read the activity instruction and check understanding. Explain that the focus is them and four of their friends in the class. Pupils move around the class, asking four friends about their family and writing the answers in the grid. They then compare their answers in groups of five. Elicit whole-sentence answers from different groups and discuss.

Ending the lesson

- Give pupils one minute to think of a definition like those in Activity Book Activity 3. They take turns to say their definitions to the class for other pupils to guess/answer.

OBJECTIVES: By the end of the lesson, pupils will have had practice using the past simple to describe events.

● **TARGET LANGUAGE**

Key language: past simple irregular: *drew, drove, ran, caught, flew, sat, slept, swam*; prepositions: *into, round, out of*; *puppies, kittens, cubs, the best*

Additional language: other baby animals

Revision: past simple, animals, *cage, after, before*

● **MATERIALS REQUIRED**

Extra activity 2: CD of line-dance-type music

Warmer

- Pupils do a guessing game with books closed. Tell them Suzy went to the zoo this morning. Elicit what they think she did/saw. Write some of the pupils' ideas on the board.

PB64. ACTIVITY 6. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 64. Focus them on the pictures on the page to check ideas from the warmer. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures to help them guess.

PB64. ACTIVITY 7. Listen and check.

- Play the CD. Elicit complete sentences. Play the CD again and focus on the new past verbs in the language bar, e.g. *Where did Suzy draw the picture? When did Mr Star drive to the zoo? What did the dolphins do? What did the baby lions do? What did their parents do? What did Mr Star buy for Suzy? Why did Simon think the lizard was funny?*

Key: 1 They went to the zoo. 2 She gave her picture to her mum. 3 They saw dolphins, lions, parrots and a lizard. 4 Simon liked the lizard the best.

CD 2, 32

SUZY: Here's a picture for you, Mum. I drew it at the city zoo before we came home.

SIMON: Yes, Dad drove us there this morning.

STELLA: It was great. We saw the dolphins. They swam round the pool and jumped out of the water to eat fish from a man's hand.

SUZY: Look, it's here in the picture. And we saw some baby lions, Mum. They ran in a big square cage, but their parents slept all day.

STELLA: After we saw the lions, we went into the parrots' cage and they flew round our heads.

SUZY: They were the most beautiful animals. Dad bought me a toy parrot. Look, it's over there on the table.

MRS STAR: Mmm!

SIMON: A parrot sat on Dad's head. It was really funny, but the lizard was the best. It caught a fly. Ffphffkkk. And ate it for its lunch.

PB64. ACTIVITY 8. Order the pictures.

- Focus pupils on Activity 8. They order the pictures according to what they heard in Activity 7.

Key: 2 - f, 3 - e, 4 - d, 5 - c, 6 - g, 7 - b

PB64. ACTIVITY 9. Listen and say the letter.

- Focus pupils on Activity 9 and on the instruction. Remind them to whisper the letter to their friend the first time. Play the CD. Pupils listen and whisper. Play the CD again. Check with the class.

Key: 2d, 3c, 4f, 5g, 6e, 7b

CD 2, 33

- 1 Mr Star drove the children to the zoo.
- 2 The parrots flew round their cage.
- 3 One of the parrots sat on Mr Star's head.
- 4 The dolphins swam round the pool and jumped out of the water to get the fish.
- 5 A lizard caught a fly.
- 6 The baby lions ran in their cage, but their parents slept all day.
- 7 Suzy drew a picture of her day.

Extra activity 1 (if time)

AB64. ACTIVITY 5. Listen and write the letter. [YLE]

- Tell pupils to open their Activity Books at page 64. Give pupils a few minutes to look at the pictures and work out what happened in each one. Check/pre-teach *kittens, lift, puppies*. Play the CD. Pupils write the letter. They check in pairs. Play the CD again. Check with the class.

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

CD 2, 34

- a The children ran round the playground.
- b The men went into the lift.
- c The kittens played in the round basket.
- d The children walked into school.
- e The old lorry went round the mountain.
- f The children ran out of school.
- g The men came out of the lift.
- h The puppies slept in the square basket.

AB64. ACTIVITY 6. Make a wordsearch.

- Focus pupils on the Activity 6 instruction. Tell them to use the past simple and to include some of the new verbs. They write the past in the wordsearch and the simple infinitives down the side. They fill in the other boxes with arbitrary letters.

AB64. ACTIVITY 7. Now look at your friend's wordsearch and find the words. Write three sentences with the words.

- Make new pairs. Pupils swap their books and find the words. They check in their pairs and work together to write three sentences using the verbs.

Extra activity 2 (if time)

Ending the lesson

- Do a simple narrative-building activity, e.g. *I went to the zoo yesterday. First I looked at the penguins. Pupil 1: I went to the zoo yesterday. First I looked at the penguins. They were funny. Pupil 3: I went to the zoo yesterday. First I looked at the penguins. They were funny. I gave them some fish, etc.*

OBJECTIVES: By the end of the lesson, pupils will have sung a song and written their own verses.

● **TARGET LANGUAGE**

Key language: past simple regular and irregular

Revision: prepositions, animals, adjectives, town, country, have to

● **MATERIALS REQUIRED**

Extra activity 1: Write the lines of the song (Pupil's Book Activity 11) on separate pieces of paper. You will need one line for each pupil. If you have more pupils than lines, copy a second set of lines on different coloured paper.

Warmer

- Use mime to elicit the prepositions from the previous lesson (*into, round, out of*). Teach the mime to pupils:
Out of: hands, palms together, in front of stomach rising up above head, separating at the top (like a flower coming out of the earth)
Into: reverse action of the above. Hands above head separated, bend wrist, fingers pointing down, backs of hands coming together and hands going down towards stomach
Round: one whole raised arm going round head in rotary movements

PB65. ACTIVITY 10. Listen and do the actions.

- Tell pupils to open their Pupil's Books at page 65. Focus them on the Look box at the bottom of the page and elicit what the dolphin is doing in each diagram and what the prepositions are.
- Focus pupils on the Activity 10 instruction and check understanding (they do the actions from the warmer). Play the CD, one sentence at a time. They listen and mime the correct preposition. Play the CD again. Pupils mime the action. Elicit the sentence from a pupil / pupils to check.

CD 2, 35

- 1 The boy ran round the playground.
- 2 The girl jumped into the sea.
- 3 The children climbed out of the swimming pool.
- 4 The bird flew round the tree.
- 5 The teacher walked into the classroom.
- 6 The dog ran round the garden.
- 7 The cat jumped out of the tree.
- 8 The fish swam round the bowl.
- 9 Dad walked into the kitchen.
- 10 The boy jumped out of bed.

Extra activity 1 (if time)

PB65. ACTIVITY 11. Listen, sing and do the actions.

- Focus pupils on the Activity 11 instruction and check understanding. If pupils did Extra activity 1, they will already be familiar with the song. Play the CD several times for pupils to identify the animals and then to repeat the song in lines, verses and then as a complete song with actions: (elephants) drinking, (parrots) flying, (dolphins) swimming, (monkeys) eating, (children) drawing, (lions) sleeping, (children) seeing.

Make six groups (one for each animal, and also including the children, who feature twice). The pupils all sing the song, and the animals/children mime when the song is about them.

CD 2, 36

As in Pupil's Book

CD 2, 37

Now sing the song again. (Karaoke version)

PB65. ACTIVITY 12. Write another verse for the song.

- Focus pupils on the structure of the song, and specifically on the rhyme and the repetition, by writing a verse on the board. Look at the example together. Elicit other ideas from pupils and write them on the board. Pupils work in groups of four and write another verse. Monitor and help/support. Confident groups can perform their verses for the class.

AB65. ACTIVITY 8. What did the animals do? Sort and write the words.

- Tell pupils to open their Activity Books at page 65. Focus them on the activity instructions and check understanding. Pupils read the sentences and then use the anagrams and pictures to help them work out what the verb is. They check in pairs / groups. Elicit the answers from different pupils, focusing on the verbs and the prepositions.

Key: 2 ran, 3 flew, 4 swam, 5 sat, 6 slept

AB65. ACTIVITY 9. Complete the sentences. Write 'into', 'out of' or 'round'.

- Focus pupils on the Activity 9 instructions and check understanding. They complete the task individually and then check in pairs. Check by asking pairs to read out the sentences with the correct preposition.

Key: 2 out of, 3 into, 4 round, 5 into, 6 into

Extra activity 2 (if time)

Ending the lesson

- Sing the song from the first part of the lesson again, with groups adding the verses they have written.

OBJECTIVES: By the end of the lesson, pupils will have found more words that rhyme and completed a communication activity.

● **TARGET LANGUAGE**

Key language: rhyming words

Revision: animals, parts of the body, colours, superlative adjectives, question forms

Warmer

- Point to parts of your body to elicit words, e.g. *back, eye, head, mouth*. Write them on the board with the key sound underlined. Ask pupils if they can think of any names of animals which rhyme with the underlined sounds (*bat/cat, tiger, elephant, cow*). Remind pupils to focus on the sound, not the spelling, of the underlined parts of the words.

PB66. ACTIVITY 13. Say it with Stella.

- Tell pupils to open their Pupil's Books at page 66. Tell them to skim the text quickly to see if they have found any of the same rhymes. Elicit the title of the activity and focus them on the pictures and the rhyme. Play the CD. Pupils follow the rhyme and look at the pictures. Play the CD again. Pupils say the rhyme along with the CD. Divide the class into eleven groups. Groups take turns to say their line, pointing to the body part where appropriate. Groups change roles and repeat. Make pairs. Pupils take turns to say alternate lines. They swap and repeat. Elicit other animals they can think of that rhyme with the sounds.

CD 2, 38

As in Pupil's Book

PB66. ACTIVITY 14. Say the words and the colours.

- Focus pupils on the Activity 14 instruction and check understanding. Remind pupils to listen for the sounds again. They work in pairs and match the sounds in the words with the sounds in the colours. Pairs check with pairs. Check with the class, eliciting other words for each one, if possible.

Key: river – pink, pirate – white, said – red, drove – yellow, sat – black, flew – blue, ate – grey, drank – black, went – yellow, was – orange, hurt – purple, cage – grey, round – brown, zoo – blue

PB66. ACTIVITY 15. Make questions. Ask and answer.

- Tell pupils today's communication activity is about their opinions of different animals. Focus them on the animal names and on the superlative adjectives and elicit/provide an example question, e.g. *Which animal is the quickest?* Remind them to choose their answers from the animals given. Pupils draw a survey sheet in their notebooks, with enough space for answers from six friends (as in the Pupil's Book example) and for the six adjectives down the left-hand side. They move around the class, asking their questions of their friends and noting the answers. When pupils have finished, make new groups. Pupils discuss and compare their answers. Discuss as a class.

Extra activity 1 (if time)

AB66. ACTIVITY 10. Look, say and colour.

- Tell pupils to open their Activity Books at page 66. Check they have read the activity instruction and elicit what they have to do. Pupils say the words and colour the eleven splodges in the correct colour.

AB66. ACTIVITY 11. Match the words with the right colour.

- Focus pupils on the Activity 11 instruction and check understanding. They work in pairs, taking turns to say the other words and to identify the sound/colour.

AB66. ACTIVITY 12. Listen and check.

- Focus pupils on the Activity 12 instruction. Play the CD. They listen and check and say the words aloud.

Key: brown: bounced, shouted; blue: you, knew, move; yellow: know, chose; green: eat, he; purple: worst, learn; white: eye, bike; grey: rain, gave; black: have, sat; orange: wash, got; pink: live, big; red: said, head

CD 2, 39

brown: mouse, bounced, shouted
blue: kangaroo, you, knew, move
yellow: goat, know, chose
green: sheep, eat, he
purple: bird, worst, learn
white: tiger, eye, bike
grey: whale, rain, gave
black: bat, have, sat
orange: frog, wash, got
pink: fish, live, big
red: elephant, said, head

AB66. ACTIVITY 13. Play the memory game.

- Focus pupils on Activity 13 and on the example. Pupils work in pairs, A and B. Pupil A closes his/her book. Pupil B asks, e.g. *Which words are grey?* Pupil A tries to remember the 'grey' words from Activity 11 and says, e.g. *'Rain' and 'gave' are grey.* Pupil B gets 2 points for each word they remember. Pupils swap roles. The highest scoring pupil wins at the end of the game. Brainstorm other words which can be matched with the colour words.

Extra activity 2 (if time)

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain *zebra crossing* and elicit the word in L1. Tell pupils it's also called a *pedestrian crossing*. Explain the joke if necessary.

Ending the lesson

- Do the rhyme from the beginning of the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story
Additional language: *the most wanted*
Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 1: One large piece of paper for each group of four

Warmer

- Write *Nick Motors, Lock, Key* on the board. Ask pupils to give you sentences comparing them, using the superlative, e.g. *Nick Motors is the cleverest and the most dangerous.*

Story.

PB67. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 67. Focus pupils on the first frame and elicit who's in the poster (Nick Motors). Ask a pupil to read the first speech bubble aloud and check understanding of *the most wanted*. Set the gist questions: *What did the person from the City Zoo say? What did the man take? Who was the man? What was inside the lorry? Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class ('Please come quickly. We need your help'; he took one of their lorries; Nick Motors; there was a tiger inside). Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Miss Rich have a cat? Where was the lorry when Nick Motors took it? How did Nick Motors get into the zoo? Whose motorbike was it? Did Nick Motors find the tiger? Was he frightened?**

CD 2, 40

As in Pupil's Book

Extra activity 1 (if time)

AB67. DO YOU REMEMBER?

- Write *Prepositions* in the centre of the board. Brainstorm the prepositions pupils have learnt/reviewed in this unit. Review the meaning of each one, using mime.
- Tell pupils to open their Activity Books at page 67. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Then they fold the page down the middle so that they can only see the pictures and the lines to write the words. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'between'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB67. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about the past, e.g. the visit to the zoo. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them about the prepositions they used to describe where the animals were at the zoo. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about the superlatives they used to talk about the animals and about their classmates. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked about and described musical sounds and made music for their friend.

● **TARGET LANGUAGE**

Key language: music, Mozart, (musical) notes, compose, composers, bumblebee, cuckoo, hum, comparative adverbs

Revision: animals, adjectives, question forms, *have you got*

● **MATERIALS REQUIRED**

Warmer: CD of music the pupils like

Extra activity 2: 15 minutes with the Music teacher in the Music room

Warmer

- Play a section of the music your pupils like. Elicit what it is and why they like it. Encourage them to use various adjectives to talk about their feelings. Review known vocabulary to talk about music, e.g. *instrumental, classical, rock, rap*. Pre-teach *composer, compose*.

PB68. DO YOU KNOW THAT ...?

- Tell pupils to open their Pupil's Books at page 68. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Elicit if anyone has heard of Mozart and tell pupils the kind of music he wrote and when he was writing. Ask pupils if any of them (or anyone they know) composed music when they were five years old. Stress how amazing he must have been. Provide the word *genius*.

PB68. ACTIVITY 1. Read.

- Focus pupils on the text. Pupils take turns to read it aloud around the class. Check understanding of *notes* and of the general meaning of the text.

PB68. ACTIVITY 2. Think about these animals and answer the questions.

- Tell pupils to read the Activity 2 instruction and check understanding. Using the picture, pre-teach *bumblebee, cuckoo*. Check pupils understand the use of the comparative adverbs in the sentences. Pupils discuss their responses to the questions in pairs. Ask pupils to read the questions aloud and discuss as a class. Pupils should try to substantiate their opinions.

PB68. ACTIVITY 3. Listen to the music. Say the animal.

- Focus pupils on the activity instructions and check understanding. Remind them to whisper the answer to their partner the first time they listen. Play the CD. Pupils listen and whisper. Play the CD again. Elicit pupils' answers and why the music reminds them of the particular animal. Encourage them to talk about how fast/quiet/slow/gentle, etc. the music is.

Key: 1 duck, 2 sheep, 3 elephant, 4 bumblebee, 5 cuckoo, 6 whale

CD 2, 41

Extracts from:

- 1 Duck from *Peter and the Wolf* by Sergei Prokofiev
- 2 Sheep from *Don Quixote* by Richard Strauss
- 3 Elephant from *Carnival of the Animals* by Camille Saint-Saens
- 4 Flight of the Bumblebee from *The Tale of Tsar Saltan* by Rimsky Korsakov
- 5 The Cuckoo from *The Birds* by Ottorino Respighi
- 6 *And God Created Great Whales* by Alan Hovhaness

PB68. ACTIVITY 4. Think of an animal. Make music for your friend.

- Brainstorm some other animals to give pupils ideas. Talk about the features of each one, e.g. *It runs quickly. It's big and heavy. It flaps its wings*. Pupils individually think of an animal and of how to represent it musically. They act it out musically to their partner, who tries to guess. More confident pupils can sing/hum the music for their animals to the class for others to guess.

Extra activity 1 (if time)

AB68. ACTIVITY 1. Listen to the music. How does it sound? Choose two words.

- Tell pupils to open their Activity Books at page 68. Focus them on the activity instructions and check understanding. Elicit examples for the two words (adjectives). Play the CD. Pupils think and write down their responses. Play the CD again. Discuss each one with the class.

CD 2, 42

Extracts from:

- 1 Elephant from *Carnival of the Animals* by Camille Saint-Saens
- 2 Flight of the Bumblebee from *The Tale of Tsar Saltan* by Rimsky Korsakov
- 3 Duck from *Peter and the Wolf* by Sergei Prokofiev
- 4 *And God Created Great Whales* by Alan Hovhaness
- 5 Sheep from *Don Quixote* by Richard Strauss
- 6 The Cuckoo from *The Birds* by Ottorino Respighi

AB68. ACTIVITY 2. Answer the questions.

- Focus pupils on Activity 2 and check understanding of the instruction. Pupils write their answers in their Activity Books.

AB68. ACTIVITY 3. Ask your friend.

- Focus pupils on Activity 3 and on the prompts in the speech bubbles. Demonstrate the activity, using open pairs first. Pupils then work in pairs. They take turns to give their answers to the questions from Activity 2 and to discuss them. Discuss as a class and give pupils opportunities to share ideas and to agree/disagree.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked more about music and completed a project.

TARGET LANGUAGE

Key language: *whole notes, half notes, quarter notes, eighth notes, pitch*, English notation: C, D, E, F, G, A, B

Additional language: *semi-breve, crotchet, quaver, semi-quaver, treble clef*

Revision: music, questions and answers

MATERIALS REQUIRED

Project: Plastic cups, balloons, elastic bands, sand, a completed drum

Warmer

- Review with pupils what they read and talked about in the previous lesson. Elicit what they remember about how the different animals were represented through music.

Presentation

- Tell pupils to open their Pupil's Books at page 69. Focus them on the introductory text at the top and on the pictures of the keyboard and the stave. Pupils take turns to read the text aloud around the class. Elicit what, e.g. *half notes*, are called in the pupils' L1. If you have a piano in the class, demonstrate the different aspects of rhythm and pitch for pupils.

PB69. ACTIVITY 5. *Listen to these notes. Which is the longest: 1, 2, 3 or 4? Which is the shortest: 1, 2, 3 or 4?*

- Focus pupils on Activity 5. Ask them to read the activity instructions and check understanding. Play the CD. Pupils listen and compare answers (silently) with their partner. Play the CD again. Check and discuss with the class.

Note: Pupils with stronger musical intelligence will find this activity easier than other pupils. Some pupils may not be able to distinguish which notes are longer/shorter or higher/lower.

Key: longest: 1, shortest: 4

CD 2, 43

As in Pupil's Book

PB69. ACTIVITY 6. *Listen to these notes. Which is the lowest: 1, 2 or 3? Which is the highest: 1, 2 or 3?*

- Focus pupils on the Activity 6 instructions and check they realise they are listening for pitch this time. Play the CD. Pupils listen and compare answers (silently) with their partner. Play the CD again. Check and discuss with the class.

Key: lowest: 3, highest: 2

CD 2, 44

1 Note E, 2 Note G, 3 Note C

PB69. PROJECT. *Make a drum.*

- Focus pupils on the project and tell them that today they are going to make a drum. Show them the one you have made and demonstrate the different sounds it makes.

- Read the instructions with pupils as a class. Make sure they know what to do at each stage. Pupils work in pairs. They make two drums in each pair. When pupils have finished, give each pair a chance to play some music on their drums to the rest of the class. They can try playing / beating out the rhythm of a known piece of music for the class to identify.

Extra activity 1 (if time)

AB69. ACTIVITY 4. *Listen and tick the box.* [YLE]

- Tell pupils to open their Activity Books at page 69. Focus them on the activity instruction and check they know what to do. Give them time to look at the pictures before they listen. Play the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class.

Key: 2b, 3c, 4a, 5a

CD 2, 45

- 1 The girl's playing the piano more quickly than the boy.
- 2 The boy's writing music more carefully than the girl.
- 3 The class are singing more loudly than the teacher.
- 4 The young man's playing his violin worse than the young woman.
- 5 Can you play more quietly, please?

AB69. ACTIVITY 5. *Match the questions and answers.* [YLE]

- Focus pupils on the Activity 5 instruction and check understanding. Remind them to read the questions and answers carefully before doing the matching activity. Pupils do the activity on their own. They check in pairs by taking turns to read the questions and answers. Check with the class in the same way.

Key: 2g, 3a, 4b, 5d, 6f, 7e

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about food and parties.

● **TARGET LANGUAGE**

Key language: food: *salad, pasta, sandwiches, soup, jacket potato, (baked) beans*; containers: *a bowl of, a bottle of, a cup of, a glass of*; *want someone to do something, fancy dress party*

Additional language: *Can you pass ... ?, Could you put ... ?*

Revision: food and drink, prices, adjectives, *menu, birthday, present, card, decorations, grown ups, Would you like ... ?*

● **MATERIALS REQUIRED**

Warmer: Birthday card, balloons

Extra activity 1: Copy of the CD script from Pupil's Book

Activity 2 on a large piece of paper for display, paper, colours, scissors

Warmer

- Display the birthday card and the balloons and elicit *birthday*. Elicit from pupils what happens on their birthdays. Develop a mind map on the board to include: *party, presents, food, cake, decorations*. Discuss different kinds of parties and teach/elicit *fancy dress party*.

PB70. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 70. Focus them on the pictures and elicit who/what they can see. Check understanding of *fancy dress party*.
- Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures.

PB70. ACTIVITY 2. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Play the CD again and ask further checking questions, e.g. *Can you name the foods they are making? Who wants a glass of lemonade? Where are the bottles of lemonade? Does Grandpa want a cheese sandwich? What does he want to eat?* Call out the containers for pupils to supply the food/drink, e.g. *A bottle of ...*

Key: 1 It's Simon's birthday. 2 They're making food for the party.
3 He's in the kitchen. 4 Grandpa's thirsty.

CD 3, 02

NARRATOR: It's Simon's birthday. The grown ups are making food for his party.

MR STAR: Angelina, can you take a bowl of salad to the table, please?

MRS STAR: Yes. Can you pass me a bowl of cold pasta, too, please?

GRANDMA: What do you want me to do?

MR STAR: Er, could you put these cheese sandwiches on the table please, Mum?

GRANDPA: Where's the lemonade, son?

MR STAR: There are some bottles in that box next to the door.

MRS STAR: Who'd like a cup of tea?

GRANDPA: Oooh, no, thank you. But I am thirsty. I need a glass of lemonade!

GRANDMA: Do you want a cheese sandwich too?

GRANDPA: Oh, no, thank you. I don't like party food. Bruce made some nice vegetable soup yesterday. I can have some of that later.

GRANDMA: Hmm. Vegetable soup. Oh, no, dear. We had it for dinner last night. We finished it all when you were out with your friends. It was lovely. Now, would you like a cheese sandwich?

GRANDPA: Oooohhh ... yes, please.

Extra activity 1 (if time)

PB70. ACTIVITY 3. Listen and say the letter.

- Focus pupils on the Activity 3 instruction and on the pictures. Check they understand what to do. Remind them to whisper the answer to their partner the first time they listen. Play the CD. Pupils listen and whisper. Play the CD again. Check with the class.

Key: 2g, 3h, 4e, 5b, 6f, 7c, 8d

CD 3, 03

1 A bowl of salad, 2 A bowl of vegetable soup, 3 A box of bottles, 4 A cup of tea, 5 A bowl of pasta, 6 A glass of lemonade, 7 A cheese sandwich, 8 A bottle of lemonade

AB70. ACTIVITY 1. Circle the odd one out.

- Tell pupils to open their Activity Books at page 70. Focus them on the Activity 1 instruction and check understanding. Demonstrate, using the example (a cup of bananas). Pupils complete the activity in pairs. Check with the class.

Key: 2 water, 3 orange juice, 4 apples, 5 pears, 6 chicken

AB70. ACTIVITY 2. Sort and write the words.

- Focus pupils on Activity 2 and check they have read and understand the activity instruction. Using the picture to help, they unscramble the words and write them on the lines. Pupils check in pairs. Check with the class.

Key: 2 cup of tea, 3 glass of milk, 4 bag of pears, 5 bottle of water, 6 bowl of fruit, 7 box of oranges

Extra activity 2 (if time)

Ending the lesson

- Write a word snake on the board of the container words / food words from the lesson, e.g. *Bottleggsglassorangesaladcup earsandwichesoupbox*. Pupils copy it in their notebooks and circle all the words. Point out that some words overlap and some do not. Check with the class. If time, pairs can write their own for other pairs.

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about food and parties.

● **TARGET LANGUAGE**

Key language: *want someone to do something, in front of*

Revision: polite requests, food and drink, containers, parties, colours

Warmer

- Play a chain game to review food and containers. Start the chain, e.g. *On the table at the party I saw a bag of sweets.* Pupil 1: *On the table at the party I saw a bag of sweets and a bottle of lemonade.* Continue the chain around the class. When it gets to six or seven items, start another chain.

PB71. ACTIVITY 4. Match and say.

- Tell pupils to open their Pupil's Books at page 71. Elicit some of the items and containers they can see. Ask a pupil to read the example and elicit one or two others to check all pupils know what to do. They continue the activity in pairs. Check with the class.

Key: 2 A bottle of water, 3 A cup of coffee, 4 A glass of lemonade, 5 A bag of tomatoes, 6 A box of eggs

PB71. ACTIVITY 5. Listen and say the letter.

- Focus pupils on the Activity 5 instruction and the example and check understanding. Remind pupils to whisper the letter to their partner the first time. Play the CD. Pupils listen and whisper. Play the CD again. Check with the class. Introduce/practise the use of *want someone to do something* in the checking phase, e.g. *1 What does she want the children to do? She wants ...* (pupils complete the sentence).

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

CD 3, 04

- 1 Can you take these dirty cups to the kitchen, please, children?
- 2 Can you open this bottle of lemonade for us, please?
- 3 Can you put these glasses on the table, please, kids?
- 4 Can you pass me the bowl of salad, please?
- 5 Can you make me a cheese sandwich, please, Mum?
- 6 Bill, can you hold my glass, please?

PB71. ACTIVITY 6. Do the actions and say.

- Focus pupils on the Activity 6 instruction. Brainstorm different instructions onto the board, e.g. *open the window, close your book, open the door, clean the board, turn off the computer, text your friend, make a sandwich, smile, sit down, stand up.* Demonstrate the activity. Say to a pupil, e.g. *Can you stand up, please?* Elicit what you asked the pupil to do, e.g. *You want him to stand up.* The pupil stands up. Pupils continue the activity in groups of three, taking turns to give the instruction, do the action and say what the pupil wants done. Encourage them to be creative with their instructions. Groups perform for the class. Use this phase to elicit, e.g. *She/he wants her/him to clean the board.*

Extra activity 1 (if time)

AB71. ACTIVITY 3. Write sentences.

- Tell pupils to open their Activity Books at page 71. Focus them on the pictures and on the example and check they know what to do. Pupils work in pairs, doing the activity orally first. Then they write the sentences. Check with the class.

Key: 2 Grandma wants Grandpa to text Simon. 3 Mrs Star wants Mr Star to make some coffee. 4 Stella wants Suzy to clean the table. 5 The teacher wants the children to sit down. 6 Grandpa wants Grandma to turn on the computer.

AB71. ACTIVITY 4. Listen, colour and write. [YLE]

- Focus pupils on the Activity 4 instruction. Check understanding and tell them to put their colours on their desks. Play the CD. Pupils follow the instructions. They check in pairs. Play the CD again. Check with the class.

CD 3, 05

- 1 Now, I want you to colour some of the things in the picture, OK?
OK. Where do we start?
Can you see the box of eggs below the clock?
Yes.
Colour the box brown, please.
- 2 Good. Now I want you to write something. Can you see the bottle of water next to the eggs?
Yes.
Write the word *bottle* next to it, please.
All right.
- 3 Would you like to colour something now?
Yes, please.
Can you see the cup of tea on the table? Would you like to colour the cup blue, please?
OK.
- 4 Now I want you to colour some fruit. Can you see the bowl of fruit on the table?
Oh, yes. It's got bananas and apples in it.
Good. Well, I want you to colour the two apples red, please.
OK.
- 5 And now I want you to colour a banana yellow.
Which banana? One in the bowl or the one in front of it?
Colour the banana in front of the bowl, please.
Did you say yellow?
That's right.
There you are. Finished.
Well done!

Extra activity 2 (if time)

Ending the lesson

- Ask a few pupils to do things as you normally would at the end of the lesson, e.g. *Can you clean the board? Can you close your books? Can you write your homework in your notebooks?* Elicit sentences from pupils which rephrase the instruction, e.g. *You want us to close our books.*

OBJECTIVES: By the end of the lesson, pupils will have used superlative adverbs to talk about pictures and party events.

● **TARGET LANGUAGE**

Key language: superlative adverbs, e.g. *the most quickly/carefully, the best, the worst, the most; well, sack race*

Additional language: *third place*

Revision: adverbs, adjectives, present continuous, *fancy dress, clown, pirate, robot, explorer, artist, doctor*

Warmer

- Revise known adverbs. Ask a pupil to come to the front. Whisper an action and an adverb, e.g. *Walk slowly*. The pupil mimes the action and the adverb. The class guesses, e.g. *He's walking slowly*. Repeat.

PB72. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 72. Elicit what/who they can see. Review/check *sack race, fancy dress, doctor, pirate, explorer, clown, robot, artist*. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures to help them guess.

PB72. ACTIVITY 8. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Elicit who each of the 'characters' is. Play the CD again and ask further checking questions to focus on the superlative adverbs, e.g. *How's the clown jumping? How's the doctor jumping? Why? How's the artist jumping?*

Key: 1 They are having a sack race. 2 The explorer's first.
3 The artist's last. 4 The artist's walking.

CD 3, 06

GRANDPA: And here we are at the Star House Birthday Race. The explorer's first at the moment. He's jumping best. The clown's jumping the most quickly, but not the most carefully. Oh, he's got problems. I think he's falling.

MR STAR: Oh, dear! He's going down!

GRANDPA: And the pirate and the robot are both trying to get third place. Ooh, this is very exciting. And the doctor's jumping the worst, but she's laughing the most. The artist is jumping the most slowly, but she's doing very well.

MR STAR: Er, she isn't jumping, Dad. She's walking.

GRANDPA: Hmm! She's doing very well. She **has** got the shortest legs.

PB72. ACTIVITY 9. Listen and say the name.

- Focus pupils on the Activity 9 instruction and check understanding. Remind pupils to whisper the name the first time. Play the CD. Pupils listen and whisper the name to their partner. Play the CD again. Check with the class.

Key: 2 Simon, 3 Alex, 4 Stella, 5 Lenny, 6 Suzy, 7 Suzy, 8 Meera

CD 3, 07

- 1 He's jumping the most quickly.
- 2 He's the pirate.
- 3 He's the clown.
- 4 She's jumping the worst.
- 5 He's jumping the best.
- 6 She's the artist.
- 7 She's jumping the most slowly.
- 8 She's the robot.

Look box

- Focus pupils on the Look box. They take turns to read the examples aloud. Elicit other examples of superlative adverbs from the previous activities.

Extra activity 1 (if time)

AB72. ACTIVITY 5. Choose your party.

- Tell pupils to open their Activity Books at page 72. Focus them on the Activity 5 instruction and check understanding, doing an example for practice. They circle the words to complete the text and then write the text in their notebooks. Pupils make groups of six. They take turns to read sentences from their texts, saying *Same* or *Different* as they listen to the others' choices.

Extra activity 2 (if time)

AB72. ACTIVITY 6. Look at the picture. Answer 'yes' or 'no'. [YLE]

- Focus pupils on the Activity 6 instructions and check understanding. They work in pairs and write their one-word answers next to the statements. Pairs check with pairs. Check with the class.

Key: 2 no, 3 yes, 4 no, 5 yes, 6 yes

Ending the lesson

- Tell pupils to put their books away and get ready for the next lesson. As they are doing it, make comments, e.g. *Paula's putting her books away the most carefully. Danny's packing his bag the most quickly. Oh, and Jenny's the first!*

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about parties and sung a song.

TARGET LANGUAGE

Key language: past simple, rhyming words

Additional language: *It's time to fly, The party's over*

Revision: party food and drink, containers, fancy dress costumes, decorations

Warmer

- In pairs, pupils brainstorm their ideal party. Elicit their ideas and review party food, decorations, party games.

PB73. ACTIVITY 10. Look at the pictures. Find the differences. [YLE]

- Tell pupils to open their Pupil's Books at page 73. Focus them on Activity 10 and on the pictures. Elicit that they are different. Check they have read the activity instructions and know what to do. Demonstrate with an example. Tell them there are eight differences. In pairs, pupils look for the differences in the pictures. They talk about the differences in the same way. Check with the class:

Key:

- A: There is a plate of chicken. B: There is no plate of chicken.
- A: There is a bottle of lemonade. B: There is a carton of orange juice.
- A: There is a bowl of salad. B: There is a bowl of pasta.
- A: The pirate has a beard and no moustache. B: The pirate has a moustache and no beard.
- A: The doctor has black shoes. B: The doctor has red shoes.
- A: There's a (mobile) phone on the chair. B: There's a book on the chair.
- A: The clown has got a flower. B: The clown hasn't got a flower.

Extra activity 1 (if time)

PB73. ACTIVITY 11. Complete the song. Use the words in the box.

- Focus pupils on the picture for Activity 11 and elicit some of the things they can see on the table. Ask them what kind of party it was. Check they have read the activity instructions and know what to do. Remind them to think of the rhymes and to use the picture to help them. They read the song first in pairs and try and fit the words in the gaps. Pairs check with pairs.

PB73. ACTIVITY 12. Listen and check. Sing the song.

- Make sure pupils are ready to listen. Play the CD. They listen and check their words. Play the CD again in lines and then in verses for pupils to repeat. When pupils are confident with the song, make six groups. Groups take turns to sing one of the verses / the chorus. Change groups and repeat.

Key: gave; made; more; danced; was; drank; ate

CD 3, 08

As in Pupil's Book and Key

CD 3, 09

Now sing the song again. (Karaoke version)

AB73. ACTIVITY 7. Read and complete the table.

- Tell pupils to open their Activity Books at page 73. Focus them on Activity 7 and on the instruction. Check they understand what to do. Pupils read the text and complete the table. They check in pairs. Check with the class by reproducing the table on the board for pupils to come up and complete. They answer the three questions, saying who dressed up as what at the party.

Key:

Name	trousers	dress	hat	nose	beard
Susan	white		big black		black
Peter	red		orange	big, red	
Vicky		white	small white		

Clown: Peter; pirate: Susan; nurse: Vicky

Extra activity 2 (if time)

AB73. ACTIVITY 8. Find three words from the same group.

- Focus pupils on the Activity 8 instruction and check understanding. Using the example, elicit what links the three words (parts of speech). Pupils work in pairs to join words in the other squares. Check with the class, discussing the reasons each time.

Key: 2 best, tallest, longest; 3 ate, drank, went; 4 pirate, clown, nurse

Ending the lesson

- Sing the song from earlier in the lesson again.

OBJECTIVES: By the end of the lesson, pupils will have identified some common homophones and completed a communication activity.

● **TARGET LANGUAGE**

Key language: homophones: *right, write, buy, by, wear, where, I, eye, knows, nose, two, too, ate, eight, new, knew*

Revision: spelling aloud, question forms, jobs

● **MATERIALS REQUIRED**

Extra activity 1: Photocopiable activity 8 (see page 99). One copy of the jigsaw for each pair.

Warmer

- Say one of the homophones, e.g. *Nose*. Ask pupils to spell it for you. Accept either *knows* or *nose*. Whichever one they give you, elicit the other spelling for this sound. Repeat with two more words. Elicit other such pairs pupils can think of.

PB74. ACTIVITY 13. *Say it with Stella.*

- Tell pupils to open their Pupil's Books at page 74. Elicit the title of the activity. Play the CD. Pupils follow the chant. Play the CD again. Pupils say the chant along with the CD. Divide the class into two groups. Everyone says the chorus. Then one group says the first word of a pair, e.g. *Write*, and the other group says the second word, e.g. *Right*. Swap groups and repeat. In pairs, pupils take turns to practise the chant.

CD 3, 10

As in Pupil's Book

Game

- Pupils close their books and work in pairs. Say each homophone in turn. Pairs write the possible words. Pairs swap books with other pairs for correction. Check with the class. Award one point for each word correctly written. Homophones: *write right, wear where, nose knows, eye I, too to two, buy by bye, aunt aren't, four for, sun son, week weak, know no, see sea, read red, eight ate, knew new.*

PB74. ACTIVITY 14. *Listen and spell.*

- Focus pupils on the Activity 14 instruction and check understanding. They spell out the correct word quietly to their partner the first time. Play the CD. Pupils listen, think and spell. Play the CD again. Check with the class.

CD 3, 11

- 1 aunt: My aunt's a doctor.
- 2 week: There are seven days in a week.
- 3 buy: Mum, can I buy an ice cream, please?
- 4 sea: Fish live in the sea.
- 5 know: I don't know.
- 6 here: Can I sit here, please?
- 7 ate: I ate pasta for lunch.
- 8 where: Where do you live?
- 9 nose: That clown's got a red nose.
- 10 new: Do you like my new T-shirt?

Extra activity 1 (if time)

PB74. ACTIVITY 15. *Play the game. 'What am I?'*

- Tell pupils today's communication activity is a guessing game about jobs. Brainstorm different jobs onto the board. Choose a job (without telling pupils). They ask questions to guess what it is. They can ask ten *yes/no* questions. Write prompts for the *yes/no* questions if necessary, e.g. *Can you ... ? Do you ... ? Have you ... ? Are you ... ?* Remind them to think carefully about the questions they ask. Pupils then play the game in pairs, taking turns to choose a job and to have ten chances to guess. If a pupil guesses his/her partner's job correctly, he/she gets a point.

AB74. ACTIVITY 9. *Match the words which sound the same.*

- Tell pupils to open their Activity Books at page 74. Focus them on Activity 9. Check they have read the activity instruction and know what to do. Elicit the words that are joined by a line (right–write) and check pupils realise that they sound the same. Pupils complete the activity in pairs. Remind them they have to say the words. Pairs check with pairs. Check with the class.

Key: 2–16, 4–13, 5–14, 6–11, 7–12, 8–20, 9–10, 15–18, 17–19

Extra activity 2 (if time)

AB74. ACTIVITY 10. *Listen and tick the box.* [YLE]

- Focus pupils on the Activity 10 instruction and check understanding. Give pupils time to look at the pictures before they listen. Play the CD. Pupils tick the correct box. They check in pairs. Play the CD again. Check with the class. Elicit what the people in the other pictures are doing.

Key: 2b, 3c, 4b

CD 3, 12

- 1 It's cold and windy outside so Jim's got a bowl of hot vegetable soup for lunch.
- 2 Sarah's having a jacket potato with cheese and a salad for dinner. She's got apple juice to drink.
- 3 Mrs Smith had a cup of tea at 11 o'clock. She has a cup of tea at the same time every day.
- 4 Jack was really hungry so he ate his sandwich at playtime.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary.

Ending the lesson

- Do the chant from the beginning of the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language in the story

Additional language: *take me away, arrest*

Revision: language from the unit, *heroes*

● **MATERIALS REQUIRED**

Extra activity 1: A large piece of paper for each group of four

Warmer

- Review with pupils how the Unit 7 Lock and Key episode in the Pupil's Book ended and what their predictions are for what happens next. Tell pupils that this is the last episode of the story in *Kid's Box 4*. Take a vote as to whether the police / Lock and Key catch Nick Motors or not.

Story.

PB75. LOCK AND KEY.

- Tell pupils to open their Pupil's Books at page 75. Pupils quickly read the story to check their predictions from the warmer. Discuss with the class. Set the gist questions: *What food/drink does Nick Motors give to the tiger? Which does the tiger eat/drink? Who are the heroes? Do you agree?* Play the CD. Pupils listen and read. They check in pairs. Check with the class (A bag of parrot food, a bottle of water, a box of fruit; nothing; Lock and Key). Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Nick Motors like the tiger? Who saw the lorry first? Why did Nick Motors say 'Thank you' to Lock and Key?*

CD 3, 13

As in Pupil's Book

Extra activity 1 (if time)

AB75. DO YOU REMEMBER?

- Write *Food and drink* in the centre of the board. Brainstorm the food words pupils have learnt in this unit.
- Tell pupils to open their Activity Books at page 75. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Then they fold the page down the middle so that they can only see the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'vegetables'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB75. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means, with examples, and elicit / remind them of the activities they did in this unit when they talked about food, e.g. Simon's party. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them about the activity where they gave/followed instructions and reported on what they wanted the person to do. Pupils circle the appropriate face. Repeat for the third sentence, eliciting/reminding them about the party words they learnt/used in the lessons. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activity 2 (if time)

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have learnt and talked about food and nutrients and written about what they should eat.

● **TARGET LANGUAGE**

Key language: *nutrients, carbohydrates, vitamins and minerals, calcium, protein, fats and sugars, fuel, energy, teaspoon, balanced diet, vegetarian*

Additional language: *If you are (hungry between meals), eat (fruit), more, less*

Revision: food, instructions and advice, *need, must, should*

● **MATERIALS REQUIRED**

Activity 2: A large piece of paper for each group of four
 Extra activity 2: Empty food packets and cartons which list the carbohydrates, fats, sugars in certain foods, e.g. cereal boxes, biscuit packets, yoghurt pots (plain and fruit), energy bars, cans of drink

Warmer

- Brainstorm with pupils what they ate the previous day. Write the foods on the board, using different colours for foods which fall into the five food groups: protein; carbohydrates; fats and sugars; calcium; vitamins and minerals. Don't tell pupils the significance of the colours yet. They can try to guess.

PB76. DO YOU KNOW THAT ... ?

- Tell pupils to open their Pupil's Books at page 76. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Ask how big a 60 gram bar of chocolate is (it's small) and if pupils think that's a lot of sugar. Ask pupils if they think lots of sugar is good for them.

PB76. ACTIVITY 1. Look, read and complete.

- Focus pupils on the text. Pupils take turns to read the introduction aloud around the class. Check understanding of *nutrients* and of the five food groups. Elicit what they are in L1.
- Tell pupils to read the Activity 1 instruction and check understanding. Read the text aloud for each food group around the class. After reading all five as a class, pupils work in pairs to complete the gaps for each food group, using the picture to help them.
- Focus pupils on the foods from the warmer in different colours on the board and elicit what the colours mean / which colour is which food group.

Key: rice, grapes, bananas, carrots, milk, egg, beans, fish, cheese, chips, chocolate

PB76. ACTIVITY 2. Write a healthy menu.

- Focus pupils on the Activity 2 instruction and text and ask pupils to read it aloud. Discuss with the class examples of a healthy diet at each meal. Stress that it's important to eat something from each food group during the day. If your country is promoting 'five pieces of fruit and vegetables a day', remind pupils of this. Elicit if any pupils have special diets (religious or personal choice) and how this affects what they can/can't eat.

- Pupils work in groups of four. They plan a healthy menu for a day. Circulate and discuss/help. They write their menus on a large piece of paper and then groups take turns to present their menus to the class. Discuss each menu's pros and cons with the class. Pupils can make changes to their menus.

Extra activity 1 (if time)

AB76. ACTIVITY 1. Put the words in groups.

- Clean the warmer activity off the board. Tell pupils to open their Activity Books at page 76. Focus them on the Activity 1 words, table and instruction and check understanding. They have to think and decide. They can use the food pyramid in the Pupil's Book to help them. They complete the table in pairs. Check and discuss with the class.

Key:

carbohydrates	proteins	vitamins and minerals	calcium	fats and sugars
rice	chicken	grapes	milk	cheese
pasta	fish	bananas	yoghurt	butter
bread	eggs	apples		cake
	beans	peas		chocolate
		carrots		chips

AB76. ACTIVITY 2. Read and write.

- Focus pupils on Activity 2 and on the example. Elicit / check understanding of the use of *should* for advice. Tell them to consider what the people do, their problems and general health, before deciding what advice to offer. Pupils discuss their ideas in groups of four. Elicit ideas from the class.
- Individually, pupils write their advice in their Activity Books.

Possible answers: 2 He should eat fruit. 3 He should eat rice, pasta, potatoes and bread. 4 She should eat oranges. 5 He should eat yoghurt and drink milk.

AB76. Now write what you should eat. Why?

- Elicit pupils' advice for themselves to demonstrate this activity, e.g. *I should eat more fish, chicken and pasta and less sugar and fat because I want to be fit and have lots of energy so I can get into the school football team.* Pupils write a similar line of advice to themselves.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked more about food and nutrients and completed a project.

● **TARGET LANGUAGE**

Key language: *recipe, oil, preparation, mix*

Revision: food and nutrients, weights and measures, sequencing, *How often ... ? , once, two/three/four/five times*

● **MATERIALS REQUIRED**

Project: Recipe books if appropriate, a large piece of paper for each group

Warmer

- Review with pupils what they read and talked about in the previous lesson. Elicit what they remember about the five nutrient groups and examples of food for each one. Build mind maps with the information.

PB77. ACTIVITY 3. Read and match.

- Tell pupils to open their Pupil's Books at page 77. Elicit what they can see (a bowl of pasta salad). Check they have read the activity instruction and know what to do. Elicit/teach *recipe, ingredients*. Pupils read the ingredients and match them with the pictures. They check in pairs. Check by asking one pupil to read the ingredients aloud and another to say which picture it is.

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

PB77. ACTIVITY 4. Read and order the sentences.

- Focus pupils on the Activity 4 instructions. Elicit that these are the instructions (recipe) for making the pasta salad. Read the instructions aloud around the class in the order they appear on the page. Pupils work in pairs and order the recipe. Pairs check with pairs. Check with the class. Focus on the key sequencing words, e.g. *first, then, now, next, last*, as well as the new words, e.g. *mix*.
- Ask which pupils like to cook and what kinds of things they can cook.

Key: 4, 7, 3, 2, 6, 1, 5

PB77. PROJECT. Write a recipe for your favourite lunch. Use the words in the box.

- Focus pupils on the project and tell them that today they are going to write a recipe for something to eat at lunchtime. Brainstorm some general ideas, e.g. *sandwiches, omelette and salad, steamed fish and rice, spaghetti, soup, chicken salad*, and talk about what might go into each one. Show pictures from some of the recipe books to help pupils with ideas. Tell them not to worry too much about the quantities.
- Pupils work in groups of four. They decide on their recipe, discuss what's in it and then what the preparation stages are. Remind them to use the sequencing words. Monitor groups closely at this stage and provide any help they need. Groups draw a picture of their dish on the large piece of paper and write its name. They write the list of ingredients and the preparation stages underneath.

- Groups display their posters around the class. One representative of each group stays with their poster. The other pupils circulate in small groups around the other posters. They stop at each poster for about three minutes while the pupil who wrote the recipe talks about it: why it's good for lunch and what nutrients it contains.

Extra activity 1 (if time)

AB77. ACTIVITY 3. How well did your friend eat last week? Ask and tick the boxes.

- Tell pupils to open their Activity Books at page 77. Focus them on the table and on the questions and responses. Check understanding of *once, two or three times, four or five times, more than five times*. Check pupils have read the activity instructions and know what to do. In pairs, pupils take turns to ask and answer. They record the information in the table.

AB77. ACTIVITY 4. Now colour the chart.

- Demonstrate how pupils complete the bar chart, using the board. Focus pupils on the Activity 4 instruction and check they realise they complete it about their partner, using the information from Activity 3. Put pupils into groups of six to discuss and compare their charts.

AB77. ACTIVITY 5. How well did your class eat last week? In groups make a class chart.

- Divide the class into seven groups. Give each group one of the above food items. They collate the information for the whole class for that item and then make a graph on paper. One axis is frequency; the other is the number of pupils. They write the food item as the title at the top of the page. Display the completed graphs for discussion first and then transfer the display to a wall in the school for parents, other teachers and pupils to see.

Extra activity 2 (if time)

Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.

Review Units 7 and 8

Page 78

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 to 8 and played a game.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 1 to 8
Revision: language for games

● MATERIALS REQUIRED

Warmer: Key vocabulary from Units 1 to 8, each word/phrase written on a small piece of paper
Board game: Dice and four different coloured counters for each group of four. Stop watches.
Extra activity 1: Photocopiable activity Review 7 & 8 (see page 100). One copy cut in half for each pair.

Warmer

- Make groups of six. Hand out a piece of paper with a word or phrase on it to each pupil. They take turns to say what their word is and then to give a sentence, using their word or a definition. The other pupils decide if the sentence and/or definition is/are correct or not. If time, regroup pupils and repeat.

PB78. ACTIVITY 1. Play the game.

- Tell pupils to open their Pupil's Books at page 78. Elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding. Tell them not to look back in their Pupil's Books for the answers yet. Pupils play the game in groups of four. Hand out the dice, counters and, if available, the stop watches. The player in each group who reaches the Finish first is the winner. If time, make new groups and pupils can play the game again.
- Monitor the game, referring to the answers below. Tell the correct answers to groups if necessary.

Possible answers:

1 The whale's the loudest animal. 2 You can see giraffes, elephants, monkeys, lions and pandas. 3 Mr Star bought Suzy a toy parrot. 4 The lions slept all day at the zoo. 5 A parrot sat on Mr Star's head at the zoo. 6 Apples, grapes and carrots give us vitamins. 7 Stella and Lenny were in the final of the school quiz. 8 Mozart was a famous composer. 9 long 10 Because it was his birthday. 11 A tiger was in the back of the lorry. 12 Mr Star cooked the food. 13 The doctor / Stella laughed the most. 14 Grandpa drank lemonade. 15 The explorer / Lenny jumped best. 16 The clown / Alex jumped the most quickly. 17 Simon liked the lizard best. 18 The artist / Suzy was last. 19 Bread, pasta and rice give us carbohydrates. 20 Milk and yoghurt give us calcium.

Extra activity 1 (if time)

AB78. ACTIVITY 1. Find the past of the verbs.

- Tell pupils to open their Activity Books at page 78. Focus them on the activity instruction and on the wordsearch and check

they know what to do. Pupils work in pairs. They work out the past of each verb and then look for it in the wordsearch. Pairs can check with other pairs. Check with the class, focusing on pronunciation of the past forms.

Key: came, drank, found, gave, was, said, slept, thought, caught, drew, drove, flew, went, knew, read, saw, swam, chose, did, ate, got, had, put, ran, sat, took

AB78. ACTIVITY 2. Read and choose the picture.

- Focus pupils on the Activity 2 instruction and on the first two sentences of the text. Pupils work individually, read the text and find the right bag. Check with the class.

Key: Picture c

AB78. ACTIVITY 3. Now describe what's in one of the other bags to your friend.

- Pupils play a guessing game in pairs. Pupil A describes what's in one of the other bags in Activity 2 and Pupil B guesses which one it is. They swap and repeat.

Extra activity 2 (if time)

Ending the lesson

- Pupils look back through *Kid's Box 4* to find their favourite activity and/or topic. In groups or as a class, they tell their friends what it is and why.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and written their own review questions.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 7 and 8

Revision: language and vocabulary from Units 1 to 6

● MATERIALS REQUIRED

Warmer: Ten pieces of paper with action words, e.g. *open, close, clean, write*, and ten pieces of paper with adverbs, e.g. *quickly, carefully, slowly*

Extra activity 1: Choose ten sentences/questions from Units 1 to 8 which include key vocabulary/grammar from *Kid's Box 4*. Write each one in scrambled word order on a large piece of paper.

Warmer

- Invite three pupils to come to the front. They pick one action word card and one adverb. They all mime the action, but one of them does it in the extreme, e.g. the most slowly. The class guesses the action and the adverb and then says who is doing it the most, e.g. slowly. Repeat.

PB79. ACTIVITY 2. Tell the story. [YLE]

- Tell pupils to open their Pupil's Books at page 79 and to look at the pictures. Elicit one or two things they can see, but don't elicit the story. Check they have read the activity instruction and know what to do. They tell the story in the past. Pupils work in groups of four and create their story. They don't write their stories. This is an oral activity. Monitor and help/advise. If the stories are quite similar, elicit the story from the class in sections, different groups telling different parts. If the stories are quite different, elicit complete stories from each group and discuss the differences.

PB79. ACTIVITY 3. Read and remember.

- Say *Now let's read and remember*. Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers to the questions. They discuss them in groups of four. Check with the class.

Key: 1 The tiger. 2 They flew round Suzy's, Stella's and Simon's heads. 3 Mozart. 4 A bowl of salad, a bowl of cold pasta and cheese sandwiches. 5 The artist. 6 Three of the following: chicken, beans, fish, eggs.

PB79. ACTIVITY 4. Write two more questions.

- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

Extra activity 1 (if time)

AB79. ACTIVITY 4. Circle the odd one out. Count and write the letters.

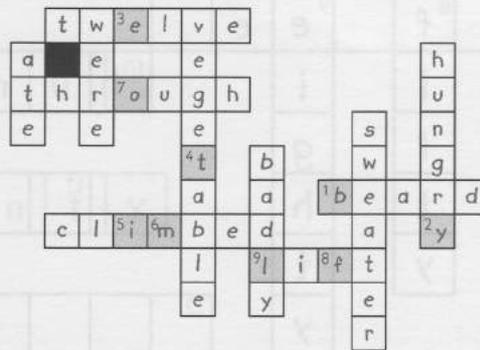
- Tell pupils to open their Activity Books at page 79. Check they have read the instructions and know what to do. Demonstrate, using the example. Pupils complete the activity and then check in pairs. Check with the class.

Key: 2: climbed 7, 3: twelve 6, 4: hungry 6, 5: vegetable 9, 6: lift 4, 7: sweater 7, 8: were 4, 9: ate 3, 10: through 7, 11: beard 5

AB79. ACTIVITY 5. Now complete the crossword. Write the message.

- Pupils use the words from Activity 4 to complete the crossword and then the message (Bye! Time to fly!). They check in pairs. Check with the class.

Key:



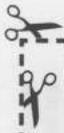
Extra activity 2 (if time)

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 7. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 8.
- Talk about the *can do* statements from Units 7 and 8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

Photocopiable activity 2a

Name: _____



I want to go swimming
and climbing.

I want to go climbing
and skating.

I want to go skating
and fishing.

I want to go swimming
and skating.

I want to go climbing
and sailing.

I want to go skating
and dancing.

I want to go swimming
and sailing.

I want to go climbing
and fishing.

I want to go sailing
and fishing.

I want to go swimming
and fishing.

I want to go climbing
and dancing.

I want to go sailing
and dancing.

I want to go swimming
and cycling.

I want to go skating
and sailing.

I want to go fishing
and dancing.

Photocopiable activity 2b

Name: _____

A Swimming

An Olympic _____ is 50 metres long _____
_____. There are a lot _____
_____. Races can be _____
_____ to 10 kilometres _____
can swim on _____ on their backs.
There _____ in a race and _____
_____ (except backstroke) _____
_____ outside the pool. _____ of the
race, _____ touches the wall _____
_____. This can be very _____
_____ a lot of water _____
_____.

Can you repeat, please?
How do you spell ****, please?

B Swimming

_____ swimming pool _____
_____ and 25 metres wide. _____
_____ of different races. _____
_____ from 50 metres _____ long
and swimmers _____ their stomachs or
_____ are eight swimmers
_____ in all the races
(_____) they start _____
At the end _____, the swimmer who
_____ first is the winner. _____
_____ exciting because there is _____
_____ and we can't see easily.

Can you repeat, please?
How do you spell ****, please?

Photocopiable activity 4

Name: _____

A The Pevensie children

There are four _____ of Narnia'. They are _____ and two girls. The _____ Peter and Edmund _____ are called _____.

Peter is older _____ the other children. _____ the others, and _____ . The other boy is _____ child. His name is _____ younger than his sister _____ than Lucy. _____ and smaller than _____ and sister. _____ who finds _____ meets Mr Tumnus in _____ .

B The Pevensie children

_____ children in the 'Chronicles _____ the Pevensies, two boys _____ boys are called _____ and the girls _____ Susan and Lucy.

_____ than all _____ . He is bigger than _____ , _____ is also stronger. _____ the third Pevensie _____ Edmund, and he is _____ Susan, but older _____ .

Lucy is younger _____ her brothers _____ . She is the one _____ Narnia and who _____ the exciting new land.

Photocopiable activity 5

Name: _____

1 Complete the sentences.

- In my group of us could walk when we were 1.
- In my group of us could
- In my group of us
- In my group
- In my group
- In my group

2 Complete the chart.

4						
3						
2						
1						
	Could walk at 1	Could talk at 2	Could write at 4	Could swim at 5	Could read at 6	Could ride a bike at 8
	yellow	blue	purple	green	red	orange

Photocopiable activity 6a

Name: _____

A Robots

A robot is _____ can think like _____
_____ can do a _____
things, but they _____ or bored, thirsty
_____ can look different _____
_____ women, but some _____
_____ arms, legs, hands _____
also have eyes, _____ and a television
_____ are different because _____
_____ do different things.
_____ like us, but _____
_____ computer inside them _____
what they must _____ use robots to
_____ like cars or _____

B Robots

_____ a machine which _____
_____ a person. They _____
_____ lot of difficult _____ never get
tired _____ or hungry. They _____
_____ from men or _____
_____ of them have _____ or feet.
Others _____, using a camera _____
_____ screen. All robots _____
_____ they need to _____
They can't think _____ they have a
_____ which tells them _____
_____ do. Today we _____
_____ make different things _____
other computers.

Photocopiable activity 6b

Name: _____

  <p>I got up at seven o'clock. I didn't have a shower before breakfast.</p>	<p>I got up at eight o'clock. I bought a comic after breakfast.</p>	<p>I got up at seven o'clock. I read a book after breakfast.</p>
<p>I got up at seven o'clock. I had a shower after I got up.</p>	<p>I bought a comic after breakfast. I didn't have a shower before breakfast.</p>	<p>I had a shower after I got up. I read a book after breakfast.</p>
<p>I got up at seven o'clock. I didn't have a shower before breakfast.</p>	<p>I bought a comic after breakfast. I went to school with my sister.</p>	<p>I didn't have a shower before breakfast. I read a book after breakfast.</p>

Photocopiable activity 7

Name: _____

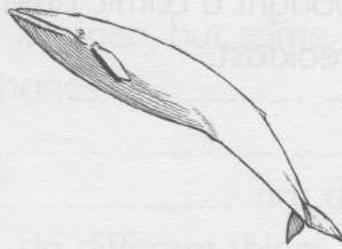
Top trumps

Animal: Bengal tiger



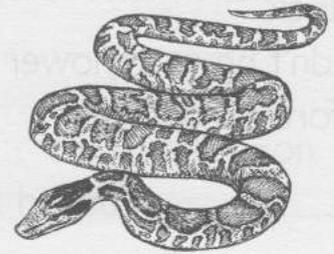
Height: 1 metre
Weight: 250 kg
Length: 3 metres
Beautiful: *****
Good swimmer: ***
Speed: 60 km/h

Animal: Blue whale



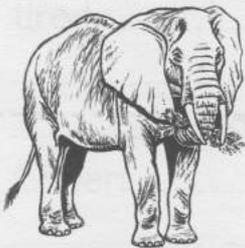
Height: 4 metres
Weight: 181,000 kg
Length: 21 metres
Beautiful: ***
Good swimmer: *****
Speed: 45 km/h

Animal: Python



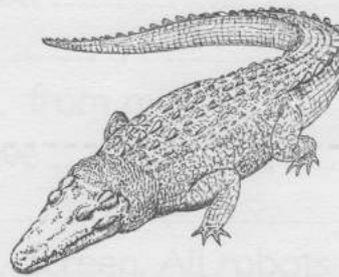
Height: 20 cm
Weight: 110 kg
Length: 10 metres
Beautiful: **
Good swimmer: ***
Speed: 10 km/h

Animal: African elephant



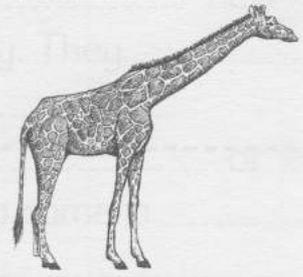
Height: 4 metres
Weight: 7,000 kg
Length: 9 metres
Beautiful: **
Good swimmer: ***
Speed: 25 km/h

Animal: Crocodile



Height: 40 cm
Weight: 1,200 kg
Length: 6 metres
Beautiful: *
Good swimmer: ***
Speed: 15 km/h

Animal: Giraffe

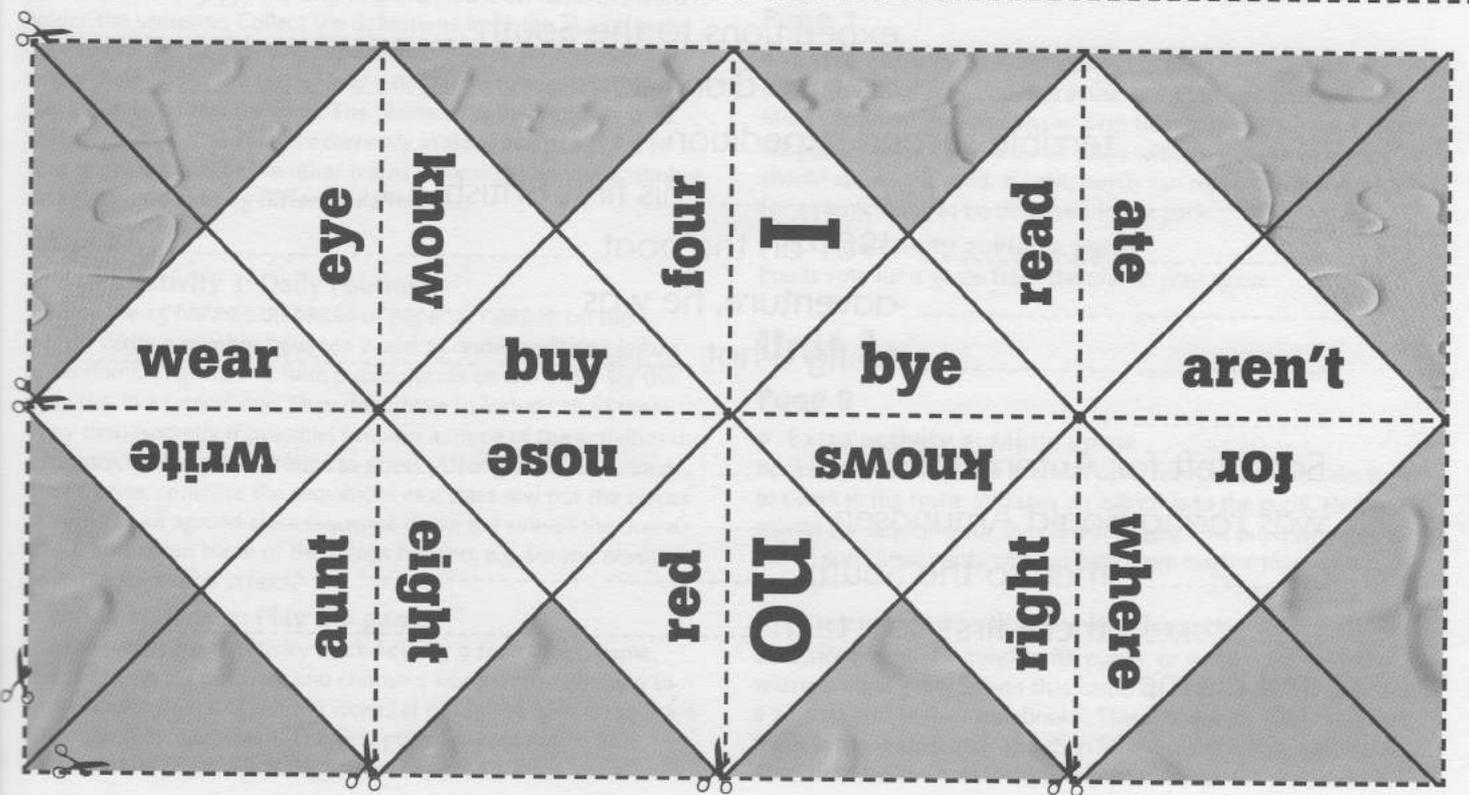
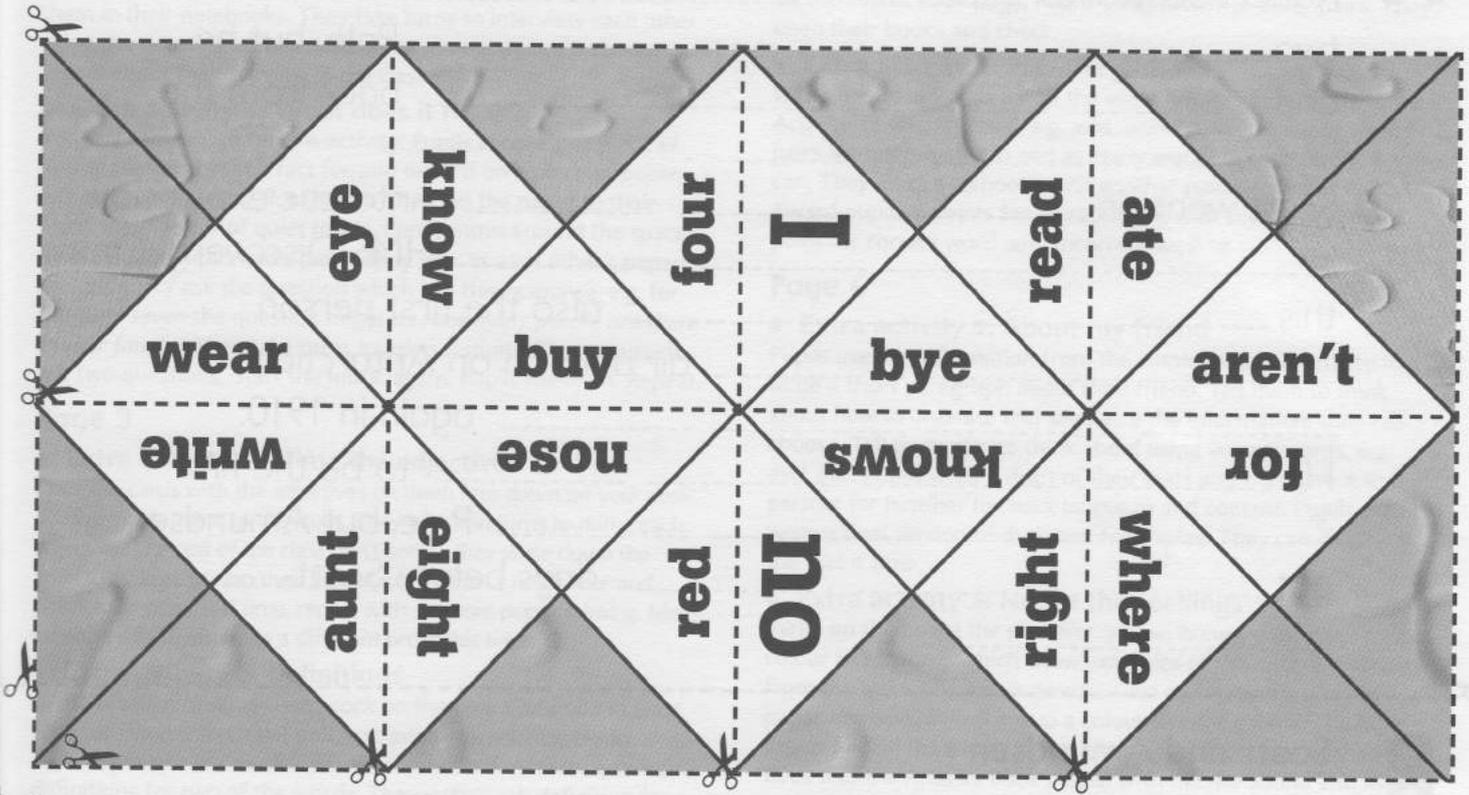


Height: 5 metres
Weight: 1,300 kg
Length: 3 metres
Beautiful: ***
Good swimmer: **
Speed: 50 km/h

Photocopiable activity 8

Name: _____

Homophones jigsaw



Photocopiable activity Review 7 & 8

Name: _____

A Scott and Amundsen

Robert Scott was _____ went on
two _____ Pole, but he
and _____ back from the

Scott went on _____ Antarctic expedition
in _____ HMS Discovery. On
this _____, _____ also the first person _____
_____ air balloon on Antarctica.
_____ again in 1910.

He _____ to be the first
_____ Pole, but Amundsen
got _____, _____ days before Scott _____



B Scott and Amundsen

_____ an explorer. Scott _____
_____ expeditions to the South _____,
_____ his men didn't come _____
_____ terrible second expedition.

_____ his first British _____
_____ 1901 on the boat _____,
_____ adventure, he was _____
_____ to fly a hot _____

Scott left for Antarctica _____
was racing Roald Amundsen _____
_____ man to the South _____,
_____ there first, fourteen _____
and his men.

Extra activities

Introductory Unit

Page 2

● Extra activity 1: Information exchange

Pupils work in pairs. They unscramble the questions and write them in their notebooks. They take turns to interview each other using the questions. They don't write the answers. Pupils can report about their partner to the class.

● Extra activity 2: What does it mean?

You will need space for this activity. Pupils choose one piece of information from their fact file and write it on a piece of paper, e.g. *ice cream / blue / flat / seven*. They pin the paper to their front. Play the CD of quiet music. Pupils move around the space. Stop the CD. Pupils make pairs. They look at each other's papers and think of / ask the question which has this response, e.g. for the label *seven* the question might be *How many people are there in your family?* They take turns to ask questions. They can each ask two questions. Start the music again. Pupils move on. Repeat.

Page 3

● Extra activity 1: Mime the adjective

Place the cards with the adjectives on them face down on your desk. Twelve pupils come to the front. They take it in turns to mime each adjective. The rest of the class don't speak: they write down the adjectives. Pupils swap their lists of words with a neighbour and check each other's. If time, repeat with 12 more pupils miming. Make sure the adjectives are in a different order this time.

● Extra activity 2: Definitions

Write *teacher, rainbow, road, rock* on the board and add at least ten more words from the unit, e.g. *aunt, glasses, hat, beard, dog, bike*. Pupils use the models from Activity Book Activity 4 to write definitions for two of the words. They write each definition (or a sentence with a gap) on a strip of paper and then write the word under the sentence. Collect the definitions from the pupils. Make four teams. Pupils in teams number themselves 1 – however many there are in the team. Read a definition to each team and say a number. Start the time. The player with that number tries to answer. If he/she answers correctly in time, award a point to that team. Repeat for the other teams, choosing a random number each time and reading different definitions.

Page 4

● Extra activity 1: Daily routines

Display the 15 phrases on pieces of paper at random on the board. Write a number between 1 and 15 under each one (again at random). In groups of four, pupils decide on the order for the activities in a typical day. They don't have to include all of them. They then (secretly if possible) prepare a mime of the activities in sequence for the other groups to guess. After groups have done their mimes, compare the sequences as a class and put the pieces of paper in an agreed class sequence down the side of the board. Check how often some of the things happen, e.g. *Do you always go to the park after school?*

● Extra activity 2: Play the game

Use the words from Activity Book Activity 9 for a Bingo game. Pupils draw a 2 x 2 square and choose a word from Activity 9 to write in each one. Call out the words at random. Pupils cross them out when they hear them. The first pupil to cross out all four words shouts *Bingo!* Elicit the words. Repeat.

Page 5

● Extra activity 1: Clothes race

Set a time limit. Pupils close their Pupil's Books. In pairs, they write a list of all the clothes they can remember from the pictures on the Pupil's Book page. Pupils swap lists with other pairs. They open their books and check.

● Extra activity 2: Play the game

Write the head words for all the word families from Activity Book Activity 11 on the board, e.g. *jobs, animals, shops*. Pupils work in pairs for ten minutes to add as many words to each family as they can. They swap notebooks with another pair. Correct as a class. Award pupils 2 points for correct word with correct spelling, 1 point for correct word with incorrect spelling.

Page 6

● Extra activity 1: About my friend

Pupils use the information from the communication activity to write a short paragraph about their friend. Tell them to think about how to organise and sequence the information: they can choose. Tell them also to think about using linking words, e.g. *and, but*. Pupils write a draft of their texts and then give it to their partner for him/her to check language and content. Pupils then write a final version of their text for display. They can illustrate the text if time.

● Extra activity 2: Notice the spellings

Write on the board the six *white, yellow, brown, grey, purple, blue* colour head words which show examples of the different sounds from the lesson. Make six groups. Give each group a piece of paper and assign each group a colour word, e.g. *blue*. The blue group find all the words in the lesson (they look back at the Pupil's Book and the Activity Book pages) with the /u:/ sound and list the different spellings of this sound on their paper for display.

Page 7

● Extra activity 1: Role play

Make groups of five. Pupils practise and then role play the story. More confident groups can perform their role plays for the class. Encourage them to do the role plays without their books; they should speak, not read. If time, pupils can make a Wanted poster for a picnic thief, to be displayed in the park.

● Extra activity 2: Play a game

Pupils vote for a game from the unit to play again.

Unit 1

Page 8

● Extra activity 1: Mime game

Books closed! Make four teams. Pupils from each team take turns to come to the front. Whisper an adjective to the pupil. He/she mimes the adjective for the class to guess. The pupil who guesses has to spell it correctly without help from his/her team to win a point.

● Extra activity 2: Make a wordsearch

Brainstorm school subjects with pupils, or use the list from the warmer, adding any others that came up in the lesson. Pupils draw a 10 x 10 grid in their notebooks. They choose six subjects, place them in the wordsearch and then fill the wordsearch with letters. They draw/write clues for their subjects under the wordsearch.

Pupils swap with a partner, find the subjects and write them next to the pictures/clues.

Page 9

● Extra activity 1: Our teachers

Pupils make groups of eight. They each write a list of the seven adjectives from the lesson. They take it in turns to read their texts about the teacher aloud to their groups. Pupils listen to hear how many times each adjective is used. They also note the teacher and the subject. Elicit information from the groups about what they learnt. Pupils display their texts on the wall of the classroom or in another place in the school.

● Extra activity 2: Comparing answers

Pupils make new groups of four (not with their partners). They tally the information they have found about the subjects, e.g. *Music lessons: boring x 1, easy x 5, exciting x 3*. They prepare a poster with the information. For each subject, they draw a small illustration at the side. They display the posters on the wall. Discuss the results with the class and compare them with the results from the warmer. Remind them that *easy* is not always good.

Page 10

● Extra activity 1: Work them out!

Display the large piece of paper with the scrambled sentences. Pupils work in pairs to unscramble them. They write the sentences in their notebooks and swap notebooks with another pair for correction.

Key: She's the pupil who's wearing an orange skirt. He's the pupil who's got brown hair. He's the pupil who's writing on the board. She's the pupil who thinks Maths is easy. He's the pupil who laughs a lot. She's the pupil who always does her homework.

● Extra activity 2: Word race

Give pupils one minute to write down as many objects as they can which they can see in the classroom. Pupils swap their lists. Elicit all the objects to check they are correct. The pupil who has written the most is the winner.

Page 11

● Extra activity 1: Playground games

Pupils do a class survey of the playground games/activities their friends do. Elicit playground games/activities onto the board, e.g. *skipping, chatting, looking at comics, races*. Pupils prepare a survey sheet in their notebooks (7 rows x 5 columns). They write the six activities down the left-hand side. At the top of the four columns they write *Me* and then the names of three friends. Practise the questions, e.g. *Do you like skipping in the playground?* They ask and answer in groups of four and note their friends' answers. Find out which are the most/least popular playground games/activities and if these are different for boys and girls.

● Extra activity 2: Hobbies

Brainstorm at least 12 hobbies onto the board (some the pupils do, some they don't). Make groups of four. Hand out the 12 pieces of paper/card to each group. Pupils in the group write a hobby on each one. They place them face down on the desk. They take turns to turn one over and say as much as they can about it in 30 seconds, e.g. *I like playing tennis. I play with my sister on Saturdays. I have got a new racquet. We play at the sports centre.* The player keeps the card. At the end of the game, pupils write about their three hobbies in their notebooks.

Page 12

● Extra activity 1: About my friends

Pupils use the information from the communication activity to write a short paragraph about their two friends. They also add information about themselves. Remind them about linking words, e.g. *and, but*.

● Extra activity 2: Notice the spellings

In their notebooks, pupils write all the words from the lesson which had the /f/ sound. They put them in three columns according to spelling: *f, gh, ph*.

Page 13

● Extra activity 1: Role play

Make groups of five. Elicit from pupils who the five characters are (Lock, Key, teacher, boy, Peter). Pupils decide roles in their groups. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they're having lunch). In their groups, pupils decide on a different ending for the episode. They practise the new role play in their groups. Confident pupils can perform their role plays for the class.

● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can describe things. I think Art is exciting because we can paint and it's not difficult. I don't like Maths. It's difficult and I'm terrible at it. I love English. It's always fun.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 14

● Extra activity 1: Measuring things

Make groups of four or five. Give each group a collection of objects, e.g. cartons, cereal boxes, empty bottles and cups. They measure, weigh and find out the volume of what they have. They write their results on a poster, drawing pictures of the objects next to the text. Provide model text on the board for pupils to copy/adapt, e.g.

	<i>We did these experiments in our group.</i>
<i>We found out that</i>	<i>the (cereal box) measures x cm by x cm by x cm. the bottle holds 1.5 litres. two Pupil's Books are heavier than two Activity Books. an eraser is lighter than a ruler. the orange juice carton measures x cm by x cm by x cm.</i>

Pupils present the results of their experiments and their posters to the class. Make sure they use appropriate language to report the results of their experiments.

● Extra activity 2: Bingo

Write about 16 large, decimal numbers, fractions and dates on the board, only writing those that pupils ask you to (they have to know how to say them). Pupils draw 2 x 2 bingo grids and write one number from the board in each square. They swap grids with their partner and play using their partner's board. Call out

numbers quickly one after another. Pupils cross out the ones they hear. When all four numbers are crossed out, the pupil shouts *Bingo!* Check the numbers back before announcing the winner.
OR

Pupils can play the same game in groups of five, using the numbers on the board. Four draw grids; one calls the numbers. They repeat, changing the caller each time.

Page 15

● Extra activity 1: Numbers crossword

Check understanding of *plus* and *minus* before pupils do the activity. Demonstrate the activity first for the class, showing them they ask the question, e.g. *What's 4 across?* to get the answers for their grid. Pupils work in pairs: plan the pairings carefully (e.g. weak pupils and strong pupils together). Hand out a copy of Photocopiable activity 1 A and B (see pages 90–91) to each pair. Make sure pupils don't look at each other's work.

● Extra activity 2: Real world vocabulary

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how to say them. Provide the prompts they will need, e.g. *I measured ... I weighed ...* In their vocabulary books, pupils write the heading *Mathematics*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I measured the length of my desk and I weighed my book*. If time, pupils can illustrate the page.

Unit 2

Page 16

● Extra activity 1: Yes or no

Pupils close their books. They write *Yes* or *No* in response to your statements. They swap books to check. Below are some example statements. Add your own statements, including activities that you know your class like to do / are interested in. Pupils continue the game in pairs.

- 1 *At the activity centre you can learn to sail.* (yes)
- 2 *At the activity centre you can learn to sing.* (no)
- 3 *At the activity centre you can learn to climb.* (yes)
- 4 *At the activity centre you can learn to dance.* (yes)
- 5 *At the activity centre you can learn to skate.* (yes)
- 6 *At the activity centre you can learn to draw.* (no)
- 7 *At the activity centre you can learn to use the computer.* (no)
- 8 *At the activity centre you can learn to drive a car.* (no)

● Extra activity 2: Activity centre posters

Pupils work in groups of four and make a poster for an activity centre. They give it a name and write what sports there are, e.g. *You can learn to ski*. They add pictures and prices too. Remind pupils to check the Look box. They should write the question *What can I learn to do?* at the top of their poster, perhaps in a speech bubble. They present their posters to the class. Pupils ask each other about their centres, using *What can I learn to do?* *What water sports can I learn?* and so on. Pupils vote for the best activity centre.

Page 17

● Extra activity 1: True or false

Pupils respond, either by keeping still (false), or by jumping across an (imaginary) line / standing up (true). This game is to review sports equipment for Activity Book Activity 3. Some example statements (use pupils' names to make it more fun):

(Name) wants to swim. She needs a towel.

(Name) wants to climb. He needs a ball.

(Name) wants to sail. She needs a net.

(Name) wants to skate. He needs some skates.

(Name) wants to swim. She needs some shoes.

(Name) wants to fish. He needs some boots.

(Name) wants to play basketball. She needs a racquet.

(Name) wants to play football. He needs some shorts.

(Name) wants to run. She needs a hat.

(Name) wants to climb. He needs a rope.

● Extra activity 2: Job wordsearch

Pupils work individually. They choose at least six of the jobs from Activity Book Activity 4, draw a 10 x 10 grid and put them into a wordsearch. They swap wordsearches with a partner and find the words in each other's.

Page 18

● Extra activity 1: Match and mime

Put the pieces of coloured paper in two piles on your desk. Take one from each pile and mime the action plus adverb for pupils to guess, e.g. *Are you drawing a picture quickly?* Put the adverb and action back into the piles. Pupils come up in turn, take two cards and mime for the class to guess.

● Extra activity 2: Compare and write

Pupils work in pairs. They compare / look at each other's answers for Activity Book Activity 6 and write their partner's adverb in another colour. Pupils choose six sentences and write them in their notebooks like this, e.g. *I play tennis well and Sally plays tennis well too*. Provide models on the board for pupils to use when writing:

<i>I play tennis well</i>	<i>and</i>	<i>Sally plays tennis well too.</i>
<i>I read quickly</i>	<i>but</i>	<i>Sally reads slowly and carefully.</i>

Page 19

● Extra activity 1: Sentence race

Write the following words at random on the board: *badly, quickly, can, swim, swims, they, he, she, dance, dances, skate, skates, Suzy, Grandpa, the children, play, plays, football, the guitar, carefully, easily*. In pairs, pupils write as many sentences as they can on a piece of paper. Set a time limit. Pupils swap papers. Elicit sentences to correct. Sentences have to be grammatically and semantically correct. This could also be played as a team game.

● Extra activity 2: Complete the sentences

Pupils copy the full sentences from Activity Book Activity 8 into their notebooks. They then rewrite the beginnings of sentences 1, 2, 3, 4 and 6 in their notebooks and add other endings/reasons, starting with *because*. Pairs check each other's work.

Page 20

● Extra activity 1: Things we want to do this weekend

Pairs join up with two other pairs to make groups of six. Tell them to think about the weekend and things they want to do. Pairs read out what's on their card (Photocopiable activity 2a) and take turns to say if it's something they want to do this weekend or not, e.g. *I don't want to go swimming and climbing this weekend. I want to go dancing and shopping*. Monitor and help. Encourage them to say what's true and supply English words where necessary. When all six pupils have said what they want to do, pupils write the true information about themselves and their friends in their notebooks, with the heading *Things we want to do this weekend*.

- **Extra activity 2: Notice the syllables**

In their notebooks, pupils make three columns (1, 2, 3 syllables). They write words from the lesson which have these numbers of syllables. Monitor, check and ask more confident pupils which the stressed (strongest) syllable is. They can clap it for you.

Page 21

- **Extra activity 1: Role play**

Make groups of four. Elicit from pupils who the characters are (Lock, Key, coach, Terry Sweep). Pupils decide their roles. Play the CD. Characters repeat in role. Pupils practise their role plays in groups. Remind them to write the note. They can use props for the magnifying glass and the cup. Groups perform their role plays to the class without their books.

- **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can say more action verbs. I want to learn to sail and climb. I like climbing because it's exciting. I don't want to learn to skate. I don't like falling.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 22

- **Extra activity 1: Quiz**

Using the model from Pupil's Book page 22, pupils work in pairs. They study the texts and write three more statements about the two sports. They write each statement with its answer on a strip of paper. Collect the strips and make three teams. Each team gives its team members numbers. Call a number at random for each team and read a statement. That team member answers and wins a point if it's correct. Repeat for other teams, making sure not to call on team members more than once to answer. The team with the most points is the winner.

- **Extra activity 2: One of the top five**

Pupils work in groups of four. They research one of the other top five US sports (American football, golf, hockey), using reference books and/or the Internet. They find at least five facts about the sport/players, find out what the players and the equipment are called and, if possible, find out the rules. Groups write their information on posters in the form of bullet points or fact files (not continuous text) and illustrate them with relevant, supportive information. Groups display and then present their posters to the class.

Page 23

- **Extra activity 1: Playing ball**

You will need a large space such as a gymnasium for this activity. Pupils play in groups of four. They take turns to use a ball. Call out instructions for them to follow, e.g. *Put the ball behind your back. Throw the ball to the person on your left.* When they get back to the classroom, pupils write a set of rules in their notebooks for playing a game with their ball.

- **Extra activity 2: Pairwork dictation**

Photocopiable activity 2b (see page 93). You will need to demonstrate how this works. Pupil A starts reading and then when there's a gap Pupil B takes over. They continue in this way until the end of the dictation. They don't look at each other's texts. Remind them to use the classroom language at the bottom of the photocopy. Make pairs. Hand out A to one of each pair and B to the other. Monitor to remind them to read loudly and clearly. At the end, check understanding of vocabulary and of the meaning of the whole text by asking questions / finding out what they learnt about swimming.

Review Units 1–2

Page 24

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 1 and 2.

- **Extra activity 2: Write your own quiz**

Pupils use the model in Activity Book Activity 1 to write questions for their partner. They look back through Units 1 and 2 to find the new words. They have to draw the pictures too. Tell them to think of the final word (What's the word?) before writing the quiz questions. They write and draw on a piece of paper and swap with their partners to answer.

Page 25

- **Extra activity 1: Conversations**

Pupils use the options which weren't chosen in Pupil's Book Activity 2 to make short conversations, e.g. *Who is she? She's my Aunt Sue.* They act out their short conversations for the class.

- **Extra activity 2: Games**

Play one of the games from Units 1 and 2 with the class. Let pupils choose which one to play.

Unit 3

Page 26

- **Extra activity 1: Role play**

Display the large piece of paper with the CD script from Pupil's Book Activity 2. Pupils role play the dialogue in pairs, taking turns to be Simon and Alex. More confident pupils can role play their dialogue for the class.

- **Extra activity 2: My day**

Pupils use the model in Activity Book Activity 1 to write a diary about one school day last week. Remind them to use the nine verbs on the Activity Book page. Monitor and check. Pupils exchange diaries with their partner and read each other's.

Page 27

- **Extra activity 1: Giving reasons**

Pupils work in pairs. They write the first part of each sentence from Pupil's Book Activity 4 and then discuss and decide their own reason, e.g. *She went to bed early because (she was not well).* They don't have to use information in the pictures.

- **Extra activity 2: Spelling game**

Pupils each choose ten words from this and the previous lesson. They should include adjectives, verbs and nouns. Make new pairs. In pairs, they take turns to dictate their words to each other. If they have the same word, the pupil moves on to the next word on their list. They swap and check each other's work. Elicit the words pupils chose.

Page 28

● Extra activity 1: Questions and answers

Ask the following questions. Pupils individually write the answers. *What did you eat for breakfast yesterday? Who did you see in the playground yesterday (one person)? What did you give your mum yesterday? What did you have in your school bag yesterday (one item)?* Pupils keep their answers secret. Write the prompt *Did you ... ?* on the board. Elicit/teach the response *Yes, I did!* Pupils make pairs. They take turns to guess what their partner has written, e.g. A says *Did you eat eggs and bread for breakfast?* B responds, e.g. *No, I didn't. I ate fruit and cereal.* Pupils can also use *Yes, I did* for correct guesses.

● Extra activity 2: Scrambled sentences

Display the large piece of paper on the board with the scrambled sentences/questions. Pupils work in pairs to unscramble them. Pairs check with pairs. Check with the class.

Page 29

● Extra activity 1: Comparing breakfasts

Brainstorm what pupils ate and drank for breakfast that day (or the previous Saturday or Sunday), supplying any new words on the board. Individually, pupils write a list of what they ate and drank for breakfast. Pupils work in groups of three. A asks B and C the others, using information from his/her list, e.g. *Did you eat eggs for breakfast?* Pupil A marks the information about B and C on his/her list. Pupils construct a Venn diagram on a large piece of paper to show the results of their discussion: they draw three intersecting circles and label each one with one of their names. Where the circles all overlap, they write the common foods/drinks. Where two circles overlap, they write the common foods/drinks for those two pupils. Pupils display their diagrams and talk about the results to the class.

● Extra activity 2: Meera's day

Pupils use the information from Activity Book Activity 8 to write a short text about Meera's day in their notebooks. If time, they can illustrate their texts.

Page 30

● Extra activity 1: Things we did in the past

Pupils work in new groups of four. They take turns to ask their questions from Pupil's Book Activity 16 of the other pupils in the group. They make notes of the answers. In their notebooks, they write a short paragraph about each of their three friends. Provide a model on the board if necessary.

● Extra activity 2: Notice the spellings

In their notebooks, pupils write all the words from the lesson which had the /e/ and the /i:/ sounds, underlining the relevant parts of the words. They put them in two columns in their notebooks.

Page 31

● Extra activity 1: Role play

Make groups of three (Lock, Key, Nick Motors). Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they run into the hospital). In their groups, pupils decide on a different ending for the episode to include Nick Motors. They write the new ending on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new endings.

● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can talk about the past. I ate fruit for breakfast yesterday and I drank milk.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 32

● Extra activity 1: My body

Hand out the paper to each pupil. They draw an outline of the human body (copying the one from the board). They draw in and label the different parts from Pupil's Book Activity 1. They write the five questions under the picture, e.g. *Can you name any bones?* and write their answers. Provide reference books / access to the Internet as appropriate.

● Extra activity 2: Heart beats

You will need space for this activity. Show pupils how to feel their heart beat / pulse in their wrists. In pairs, they take turns to take each other's pulse, counting how many beats there are in a minute. They can use the second hands of their watches. Pupils stand up. Do about one minute of quite vigorous exercise, e.g. *Touch your head. Touch your toes. Turn around.* In pairs, Pupil A takes Pupil B's pulse again and notes it down. Repeat the exercise and then Pupil B takes Pupil A's pulse and notes it down. Discuss the results with the class.

Page 33

● Extra activity 1: Lung capacity

Elicit the following questions onto the board: *What's your lung capacity? What was the diameter of your balloon?* Pupils work in groups of six. They find out the information in their group and then create a bar chart to show the information. Under the bar chart, they write the results, e.g. *Three of us have got the same lung capacity. Our balloons measured ... cm. One of us, etc.* Groups present their results to the class and display their bar charts.

● Extra activity 2: Real world vocabulary

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *The human body*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I took my partner's pulse. I measured my lung capacity.* If time, pupils can illustrate the page.

Unit 4

Page 34

- **Extra activity 1: After school clubs**

Pupils work in groups of four. Each group makes a poster to advertise and promote an After school club. They display their posters. They imagine what they did there the day before and tell the class.

- **Extra activity 2: Messages**

Pupils use the message code in Activity Book Activity 2 to write other messages for their partners to decipher. Tell them to write the message first as words and then to write it in code. Pairs swap and decipher each other's messages.

Page 35

- **Extra activity 1: Gapped texts**

Display the large piece of paper with the gapped text(s). Individually, pupils fill in the gaps and write their own texts. More confident pupils can make more changes to the texts. In groups of four, pupils take turns to read their texts aloud to their friends.

- **Extra activity 2: Categorising activity**

Pupils work in pairs. They categorise the verbs from Activity Book Activity 3 and Pupil's Book Activity 4 into the four groups as Activity Book Activity 1. Provide a headword for each group. Pupils list the other words in the correct columns. Check with the class.

Page 36

- **Extra activity 1: Class quiz**

Pupils close their books. They need a piece of paper and a pencil. Ask the questions you have prepared. Ask them quickly one after another, not giving pupils very long to think. Pupils swap papers. Ask the questions again and correct as a class.

- **Extra activity 2: Bingo**

Pupils draw a 2 x 2 grid in their books. They choose ordinals from 1st to 20th and write them in the four squares as figures, not words. Call out ordinals at random. Pupils cross them out as they hear them. The first to cross out all four shouts *Bingo!* Elicit the numbers to check. Repeat.

Page 37

- **Extra activity 1: Numbers game**

Make three teams. They stand in a line facing the board. Whisper a different ordinal number to the first pupil in each team. They whisper it to the back. The pupil at the back runs to the front and writes it on the board, e.g. 2nd. This pupil now stands at the front of the line. Repeat with other numbers. The team with the most correct numbers at the end is the winner.

- **Extra activity 2: Word puzzles**

Pupils use the Activity Book Activity 7 word puzzle as a model to write their own. They can use the model as it is, or they can make it more complex, e.g. *My first is in bed but not in bad.* Tell pupils to think of the word first and then to write the clues. They swap with their partner and complete each other's puzzles.

Page 38

- **Extra activity 1: Things my friends did last week**

Pairs use the information from the communication activity to write sentences in their notebooks about their friends. Check that they remember when to join sentences with *and/but* and to change *your* to *his/her*. Monitor and help where necessary.

- **Extra activity 2: Find the rhymes**

In their notebooks, pupils write all the rhyming words from the lesson, underlining the relevant parts of the words. They put them in columns in their notebooks.

Page 39

- **Extra activity 1: Completing the story**

In groups of four, pupils imagine what happens next in the story and write dialogue for two more frames. They practise their dialogues in their groups. Monitor and help/advise where necessary. Groups perform the endings of their stories: play the CD first each time to give the performances more context.

- **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can ask questions about last week. Did you watch TV on Friday? Did you walk to school last week?* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 40

- **Extra activity 1: Plays, poems and novels I like**

In groups of four, pupils talk about the plays, poems and novels they like reading (in their own language). If the pupils find this task challenging in small groups, do it as a class activity, brainstorming ideas and suggestions onto the board. Provide additional vocabulary if necessary. Individually in their notebooks, pupils write about a play or a poem they read/saw, what it is about and why they liked it.

- **Extra activity 2: Pairwork dictation**

Make pairs, A and B. Hand out Photocopiable activity 4 (see page 94) to each pair: A to Pupil A and B to Pupil B. Demonstrate how to do the pairwork dictation. Pupils work in pairs, taking turns to read until they come to a gap, when the other pupil takes over. They write the words in the gaps. They read through the texts a second time before they look at each other's and check. Elicit who the text is about (the children in the *Chronicles of Narnia*). Elicit the children's names and other information about them from the text.

Page 41

- **Extra activity 1: Team quiz**

Make groups of four. Tell pupils you are going to ask them a quiz about the text. They write the number of the statement in their notebooks and then write *True* or *False*. Do the first one as an example. After the quiz, give groups five minutes to compare their answers. Read the questions again. Groups swap their answer sheets with another group. Check as a class. The group(s) with the most correct answers is/are the winner(s).

- 1 *The book is called 'The lion, the Witch and the Book case'.* (false)
- 2 *The writer's name is C.S. Luton.* (false)
- 3 *It is the first in a series called 'The Chronicles of Narnia'.* (true)
- 4 *It was very rainy outside.* (true)
- 5 *The children had to play in the garden.* (false)
- 6 *Inside the room there was a wardrobe.* (true)

- 7 Inside the wardrobe there were a lot of old sweaters. (false)
- 8 There were a lot of coats.
- 9 There were leaves on the ground. (false)
- 10 There was snow on the ground. (true)
- 11 Lucy was in a forest. (true)
- 12 It was morning. (false)
- 13 In the forest it was hotter than inside the room. (false)
- 14 Lucy was in Narnia with Edmund. (false)

● **Extra activity 2: Real world vocabulary**

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Literature*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I wrote a poem. I read part of 'The Lion, the Witch and the Wardrobe'. I made a poster about my favourite book.* If time, pupils can illustrate the page.

Review Units 3–4

Page 42

● **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 3 and 4.

● **Extra activity 2: Write your own quiz**

Brainstorm the other verbs which were used in the past in this unit. Pupils work in groups of four. Each pupil chooses two different verbs (eight per group) and writes two sentences, one for each verb. They then check each other's sentences in their groups. They prepare a word box using Activity Book Activity 1 as a model (but not a wordsearch). They write the sentences under the word box with the verbs gapped out. They display their quizzes on the walls. Number each quiz. Pupils move around. They write the quiz number and the words for the gaps in their notebooks. They don't answer their own. Each group provides the answers for their quiz. The group with the most correct answers is the winner.

Page 43

● **Extra activity 1: What did you do last week?**

Pupils prepare a simple 6-row x 2-column grid. They write the days of the week plus *Saturday/Sunday* as one day (the weekend) on the left at the start of each row. Along the top, they write the names of two friends. They go around the room and ask their friends about what they did each day and note the answers. Remind them to use the information from the listening to help them. In their notebooks, they write about what their two friends did last week.

● **Extra activity 2: Games**

Play one of the games from Units 3 and 4 with the class. Let pupils choose which one to play.

Unit 5

Page 44

● **Extra activity 1: True or false**

Pupils study the text on the Pupil's Book page and, in pairs, write eight true/false statements about the text, using the new verbs. They make groups of four. They close their books. Pairs take turns to read a sentence to the other pair. They get 1 point for correctly calling out *True/False* and another for correcting the information.

● **Extra activity 2: Make sentences**

In their notebooks, pupils write six sentences using the verbs from the wordsearch in the past simple. Give them a context, e.g. *last weekend / your last holidays / an expedition to the mountains/sea.*

Page 45

● **Extra activity 1: Things we could and couldn't do**

This activity is an extension of Activity Book Activity 5. Hand out a copy of Photocopiable activity 5 (see page 95) to each pupil in their same groups of four. They discuss what they can write for each one. Elicit a few examples from groups before they complete the sentences. Show pupils how to complete the bar chart on the board if necessary. Pupils then transfer the information from the sentences onto the bar chart. Monitor and help/support. Pupils display their bar charts. Elicit/gather the information from the groups to make a class bar chart of this information on a large piece of paper for display.

● **Extra activity 2: Pelmanism**

Pupils work in pairs. They use the sentence openers from Activity Book Activity 6, but write their own reasons, e.g. *He couldn't find his pen so he wrote a letter on his computer.* They write each sentence on a different strip of paper. Pupils then cut each sentence in half after *so*, e.g. *He couldn't find his pen so/he wrote a letter on his computer.* Pairs swap sentence papers with other pairs. They put the paper face down on their desks and take turns to turn over two pieces. They say the two sentence parts. If they match, the pupil keeps them. If not, the pupil turns them face down again. At the end, pairs confirm with the other pair that their sentence matches are correct. The pupil with the most sentences at the end is the winner.

Page 46

● **Extra activity 1: Opposites**

Write the following adjectives on the board: *good, beautiful, straight, boring, last, quick, easy, strong, clean, quiet, wrong, tall, new*, and their opposites, at random on the board. Give pupils two minutes to match the adjectives in pairs. Choose a word from the board at random. One pair gives a sentence, using the adjective in the comparative. Another pair gives a sentence, using the opposite comparative adjective. Repeat until all the adjectives have been used.

● **Extra activity 2: Comparative adjectives**

Draw a grid like this on the board:

Comparative adjectives

One syllable	Two syllables ending in 'y'	Two syllables not ending in 'y'	Three + syllables	Irregular

Pupils copy the grid into their notebooks. Elicit an example for each one. They check back through the lesson to find the adjectives used and write them in the correct columns. Monitor and check. Under the grid, pupils write an example sentence for each column (not for each word) as a reminder.

Page 47

● Extra activity 1: Our own scrambled sentences

Pupils work in pairs. They either create their own sentences or look back through the unit to find examples of sentences using the comparative. They write the sentences in scrambled word order without using a capital letter for the first word. Each pair writes at least six scrambled sentences. They swap their sentences with other pairs and write the correct version on the paper. Pairs join with the other pair to check/correct.

● Extra activity 2: School trips

Elicit places pupils can go for school trips, e.g. museums, art galleries, the theatre, the cinema, the zoo. In groups of four, pupils imagine a school trip they went on and make a poster of it. They draw / cut out pictures and then write text at the bottom. Provide a model on the board, e.g.

Last month we went on a school trip to _____. It was really _____ . First we saw the _____ . They were _____ . Then we went to visit the _____ . Our teacher told us they were very _____ because _____ . Our favourite part of the trip was when we _____ . It was a _____ day.

Pupils display and talk about their posters. Elicit comparatives from pupils about the posters/trips, e.g. *Do you think the school trip to the art gallery was more interesting than the one to the museum?* Pupils should give their reasons too, using *because*.

Page 48

● Extra activity 1: Write a rap

Write the two verses from the rap on the board. Erase the words, so it looks like this:

Our world is _____, we're making mistakes,
We need our _____, we need our lakes.
Our world is _____, we can make it _____,
It needs our help. Listen to our song.

We must look after its _____ and _____,
We must look after its _____ and _____.
We can make it better, we can make it _____,
This is our world, let's keep it clean.

Pupils work in groups of four to compose one or two more verses for the rap. Groups should try to make the lines rhyme if they can. Monitor and help / give ideas. Groups write the new verse(s) on a large piece of paper. They display the poster and perform their new verse(s). The class votes for the best new verse.

● Extra activity 2: Find the words

In their notebooks, pupils write all the /sk/, /sp/, /st/ and /tr/ words from the lesson, underlining the relevant parts of the words. They put them in columns in their notebooks.

Page 49

● Extra activity 1: Role play

Make groups of five (Lock, Key, Nick Motors, Miss Rich, waiter). In their groups, pupils prepare some props: a Wanted poster of Nick Motors, and a front page for a holiday brochure. Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 5 (when Lock gets the text message). In their groups, pupils decide on a

different text message and a different ending for the episode. They write and practise their new endings in their groups. Confident pupils perform their role plays for the class. Vote for the best text message and the best new ending.

● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can compare people and things. Shackleton's expedition was more dangerous than Jacques Cousteau's, but Jacques Cousteau is more famous.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 50

● Extra activity 1: Make a poster

Pupils work in groups of four. They make a poster for the Cousteau Society for the Protection of Ocean Life. They choose words/phrases from the text in the Pupil's Book and add their own ideas, logos, illustrations, etc. Encourage pupils to be creative and to make their posters eye-catching. Display the posters around the class and discuss which are most effective and why.

● Extra activity 2: Sharing information

Make groups of five, if possible including pupils who wrote about different animals. Pupils take turns to read the text from Activity Book Activity 3 about their endangered animal to the rest of the group. They use the information to create a simple chart about the five animals for display, e.g.

Name of animal					
Where it lives					
Its class					
Its size					
What it eats					
Why it's endangered					
What we must do					

Discuss the results with the class, focusing on, e.g. class of animals most pupils chose, why the animals are endangered, and advice on what to do.

Page 51

● Extra activity 1: Recycling bins

In groups, pupils make simple paper recycling bins using cardboard boxes. They cover the boxes in paper, draw the recycling slogan on them and put them in different places around the school. They talk about the project in the school assembly. You will need to contact the local paper recycling organisation to come and collect the paper.

● Extra activity 2: Real world vocabulary

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how

to say them. In their vocabulary books, pupils write the heading *Protecting the environment*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I read about endangered animals. I wrote about an endangered animal. I learnt what people in other countries do to protect the environment*. If time, pupils can illustrate the page.

Unit 6

Page 52

● Extra activity 1: My desk

In their notebooks, pupils draw a picture of their (imaginary) desk at home showing all the new vocabulary. They label the items. Provide other words if pupils need them, e.g. *mobile phone, headphones*.

● Extra activity 2: Writing instructions

In pairs, pupils use the set of instructions in Activity Book Activity 2 as a model for writing a set of instructions for using one of the other technologies, e.g. MP3 player, phone, DVD or video. Provide vocabulary as necessary. They write their set of instructions on paper for display. If time, they can illustrate their instructions / write another set.

Page 53

● Extra activity 1: Pairwork dictation

Pre-teach/check understanding of key words from the text before handing it out to pupils: *robot, machine, bored*. Hand out a copy of Photocopiable activity 6a (see page 96) to each pair: part A to Pupil A and part B to Pupil B. Review with pupils how they do pairwork dictations: Pupil A starts reading, and Pupil B writes the missing words in his/her copy. When Pupil A comes to a gap, Pupil B takes over reading. They continue until both texts are complete. They look and check. Check understanding of the text by asking general comprehension questions, e.g. *Do robots get bored? What do robots look like?*

Extra activity 2: Ordering the dialogues

Make five groups. Hand out the lines of one section of the dialogue from Activity Book Activity 3 to each group. They work together to put the dialogue in the correct order. Play the CD for groups to check. If time, give groups another section and repeat.

Page 54

● Extra activity 1: Role play

Display the CD script of the listening from Pupil's Book Activity 7. Play the CD again as pupils read the CD script. In groups of three, pupils role play the conversation. More confident pupils can role play it for the class.

● Extra activity 2: Verbs and sentences

Pupils write all the verbs from the Bingo game in their notebooks (simple infinitive and past simple). They write a sentence for each one in the past: they can choose sentences from the lesson or write their own.

Page 55

● Extra activity 1: Game

Make two or three teams. Teams line up facing the board. Say three words, e.g. *John, school, yesterday*. Give a time limit. The pupils at the front of the teams run to the board and write a sentence in the past using these prompt words, e.g. *John was at school yesterday. / John went to school yesterday*. Shout *Stop!* The pupils go to the back of their teams. Repeat with other prompts.

● Extra activity 2: More problems!

Pupils work in pairs. They each write another problem, using Activity Book Activity 7 as a model. Remind them to keep answers under 100. Make groups of ten (five pairs). Pairs pass their problems to the left and write the answers to each problem they receive. They write their answers silently / in secret. When they have answered all four problems in their groups, the pairs who wrote the problem read it aloud and give the answer. The other pupils mark their answers. Pupils with the most correct answers in their groups are the winners. If time, pairs can pass their problems to other groups.

Page 56

● Extra activity 1: Questions and answers

Pupils make groups of four. The four pupils have different cards. They put their cards from Photocopiable activity 6b face up on the table. In their notebooks, they write the questions for each activity on the cards and then copy the answers under them. They can work together or individually. Check around the class as groups are working and monitor and help where necessary.

● Extra activity 2: Find the rhymes

In their notebooks, pupils write all the rhyming words from the lesson, underlining the relevant parts of the words. They put them in columns in their notebooks.

Page 57

● Extra activity 1: Role play

Make groups of four (Lock, Key, Miss Rich, Nick Motors). Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they are rowing to Miss Rich's boat). In their groups, pupils decide on a different email and a different ending for the episode to include Nick Motors. They write the new emails and endings on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new emails/endings.

● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more verbs in the past. I got up at 9 o'clock yesterday. I went shopping with my mum and dad and I bought a new computer game*. Clap your hands. Pupils move on. Repeat four or five times.
OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 58

● Extra activity 1: Writing about a photograph

Make groups of four or five. Give each group a magazine with photographs. Tell them each to choose one photograph. They cut it out and tell the rest of the group what it is and why they like it. They also give their opinion on whether it's an art photograph or not. Pupils stick the photograph they have chosen in their notebook and write a short text about it: why they chose it, what's in it and their opinion of the type and purpose of the photo.

● Extra activity 2: Categorising films

Brainstorm films that pupils have seen / like. Write the titles

down one side of the board. Provide key vocabulary for film genres according to the films pupils have chosen, e.g. *cartoons, adventure films, comedies, romantic films, detective films, martial arts films*. In groups, pupils categorise the films on the board into the different groups. Discuss and categorise as a class. Extend the discussion to include other key vocabulary, e.g. *actors, special effects, blue screen*.

Page 59

● Extra activity 1: Writing about our project

Pupils close their books. Discuss with them how they made the camera: what was more difficult and what was easier about the process. Elicit any problems they had or mistakes they made and what surprised them most.

In their notebooks, pupils write up what they did for the project and their reactions to the finished product. Remind them not to copy the instructions from the Pupil's Book, but to write their own personal account of doing the project. Provide prompts on the board if necessary, e.g. *Today I made a pinhole camera in my group*.

● Extra activity 2: Real world vocabulary

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Photography and film*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I made a camera. I described some photographs. I read about the first photographs and films*. If time, pupils can illustrate the page.

Review Units 5–6

Page 60

● Extra activity 1: What they did yesterday

Allocate names to the people on the game board. In their notebooks, pupils write the sentences from the game, using the names of the people.

● Extra activity 2: Songs, chants and rhymes

Sing one of the songs or do one of the chants or rhymes from Units 5 and 6.

Page 61

● Extra activity 1: Scrambled sentences

Display the large piece of paper with the ten scrambled statements/questions. Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order to make the sentences/questions.

● Extra activity 2: Games

Play one of the games from Units 5 and 6 with the class. Let pupils choose which one to play.

Unit 7

Page 62

● Extra activity 1: Animal quiz

Pupils work in groups. Give each group an animal reference book to check their facts in. Each group writes three or four questions using the model from the quiz: they write two factual questions and two personal opinion questions, e.g. *Which animal is the longest: the crocodile, the boa constrictor or the blue whale? Which animal do you think is the most frightening?* For the factual questions, pupils provide the answer. Collect the questions. Make three teams. Teams number their members from 1 to however many there are in the team. Ask a question of the teams in turn, calling out a number at random to decide who answers. For the opinion questions, pupils have to give two reasons using superlatives. Award 1 point for each correct answer. The team with the most points is the winner.

● Extra activity 2: Families!

Draw a simple family tree on the board to review family relationships, e.g. *mother, father, brother, cousin, uncle*. Brainstorm some adjectives used to describe family members and write them in simple form down one side of the board, e.g. *tall, old, young, intelligent, interesting, careful*. Pupils each write the words for the family members on small pieces of paper. In pairs, they put the pieces of paper in front of them and turn them face down on their desks. Pupil A turns over one of his/her pieces of paper and says to Pupil B, e.g. *Now tell me about your mother*. Pupil B then says a sentence using at least two superlative adjectives. Then it's Pupil B's turn.

Page 63

● Extra activity 1: Draw my animals

Pupils work individually. They use the pictures in the Pupil's Book as a model and draw pictures of three animals for comparison. Make new pairs (make sure pupils haven't seen each other's pictures). Pupils take turns to talk about the animals, describing them using the comparative and superlative adjectives so that their partner can draw them in their notebook. After both pupils have described and drawn, they look and check.

● Extra activity 2: Top trumps

Show pupils your set of Top trumps cards. Elicit if they have cards like this and know how to play the game. Hand out one copy of Photocopiable activity 7 (see page 98) to each pupil. They cut out the cards and make a small mark in one corner of each one so they know which are theirs. Pupils play the game in groups of four. Demonstrate the game first, using a group of pupils. Mix the cards and deal them out to the pupils in the group. Each pupil holds his/her cards so that the others can't see them and he/she can only see the card on the top. The first pupil selects a category from his/her top card and reads it out, e.g. *Length: 10 metres*. The other pupils then read out their *Length* information in turn. The pupil with the highest number wins and takes the other players' top cards and puts them at the bottom of his/her pile. If there is a draw, pupils put the four cards on the desk and the same pupil chooses a new category from his/her next card. The winner of that round also gets the other four cards.

Play continues around the circle. Monitor and check as pupils play the game. At the end of the game, pupils take back their cards and put them in an envelope to play another time.

Page 64

● Extra activity 1: A zoo picture

Pupils draw a composite zoo picture in their notebooks. They work in groups and talk about what they did/saw at the zoo to their friends. They write sentences under the picture.

● Extra activity 2: Following instructions

You will need space for this activity. Pupils hold hands and make circles of five or six. Call out instructions for the groups to follow as in line dancing (or similar), e.g. *Steps to the right, one, two, three. Steps to the left, one, two, three. Move into the centre, one, two, three. Touch hands and shout. Move out of the centre, one, two, three.*

Page 65

● Extra activity 1: Make the song

Tell pupils they are going to hear a song. They listen and stand in a line in the same order as the song. Tell them to look for pupils with the same coloured paper, if you have more than 12 pupils. Hand out the pieces of paper at random. Play the CD for Pupil's Book Activity 11. The first time pupils listen for their line. Play the CD again. Pupils organise themselves into lines to match the sequence of the song. Play the CD again, if necessary, to check.

● Extra activity 2: Prepositions

Pupils look back through the lesson and find all the prepositions used. Brainstorm them onto the board. In their notebooks, pupils draw a simple picture to illustrate each one and write the preposition under the drawing.

Page 66

● Extra activity 1: Animal opinions

Pairs use the information from the communication activity to write up the information from their surveys in their notebooks. Provide language on the board, e.g. *Everyone / most / some people I talked to thought that ... One person I talked to thought that ... No-one I talked to thought that ...* Monitor and help where necessary.

● Extra activity 2: Find the words

In their notebooks, pupils write all the rhyming words from the lesson, underlining the relevant parts of the words. They put them in colour columns in their notebooks.

Page 67

● Extra activity 1: How did the story end?

Make groups of four (Lock, Key, Zookeeper, Nick Motors). Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. In their groups, pupils decide how the story ends. On a large piece of paper, they draw two more frames to illustrate this and add the dialogue. They practise the complete dialogue (including the ending) in their groups. Confident pupils can perform their role plays for the class. All groups display their posters with their endings. The class votes for the best one.

● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more verbs in the past. The parrots flew round their cage. The baby lions ran in their cage. Suzy drew a picture of her visit to the zoo.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 68

● Extra activity 1: Write about the animals and their music

Pupils work individually. In their notebooks, they write about their own animal music and that of at least one other pupil in the class. Provide a model on the board if appropriate, e.g. *I chose to make music which reminded me of (a horse). This is a (big) animal which is very (beautiful) and (graceful). I wanted the music to be (graceful) and (beautiful) too. My music started (quietly) and then got (louder), like the sound of the (horse) when it's (running on the road).* Circulate to monitor, support and check. Pupils make groups of four and take turns to read their texts to their friends.

● Extra activity 2: Responding to music

Take the pupils into the Music room with the Music teacher. Ask the Music teacher to play several short pieces that the pupils know or, if possible, the pupils can play the music together on their recorders. Discuss with pupils what they think the music sounded like and if it reminded them of animals, seasons, places, etc. Some pupils find it helps concentration to close their eyes when listening to music.

Page 69

● Extra activity 1: Writing about our project

Pupils close their books. Discuss with them how they made their drums and what they did at each stage. Discuss how easy/difficult it was to vary the pitch and what happened when they hit the drums with, e.g. their hands, a pencil, rulers. Elicit any problems they had or mistakes they made and what they did to correct them.

In their notebooks, pupils write up what they did for the project and their reactions to the finished product. Remind them not to copy the instructions from the Pupil's Book, but to write their own personal account of doing the project. Provide prompts on the board if necessary, e.g. *Today I made a drum.*

● Extra activity 2: Real world vocabulary

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Music*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I made music for my friend to guess the animal. I listened to music by different composers. I made a drum and played music on it.* If time, pupils can illustrate the page.

Unit 8

Page 70

● Extra activity 1: Role play

Make groups of five. Elicit the food and drink that pupils heard on the CD and write them on the board. In their groups, pupils draw and cut out pictures of each of these foods and drinks. Display the large piece of paper and play the CD one more time. Pupils work in their groups, decide on their roles and then role play the conversation, using the pictures as props while they are acting it

out. More confident groups can act out their conversations for the class.

● **Extra activity 2: Word maps**

Make six groups. Give each group one of the expressions of quantity, e.g. *A box of*. They write the expression of quantity in the centre of a piece of paper and then make a word map of the food words that go with it, e.g. *a box of – bananas, oranges, eggs, dates*. Pupils display and present their word maps to the class.

Page 71

● **Extra activity 1: Chant**

Teach the following chant to pupils. Pupils can write and perform their own verses, using the ideas from Pupil's Book Activity 6.

Hum, hum, hum, hum, hum (as if mouth full, miming actions to open the door)

Hum, hum, hum, hum, hum (as if mouth full, miming actions to open the door)

(Grandma/Grandpa-type voice) *What did you say, dear? I can't hear you!*

She wants him to open, to open, to open,

She wants him to open the door!

Hum, hum, hum, hum, hum (as if mouth full, miming actions to pass a cake)

Hum, hum, hum, hum, hum (as if mouth full, miming actions to pass a cake)

(Grandma/Grandpa-type voice) *What did you say, dear? I can't hear you!*

He wants her to pass, to pass, to pass,

He wants her to pass the cake!

Hum, hum, hum, hum, hum (as if mouth full, miming actions to make a sandwich)

Hum, hum, hum, hum, hum (as if mouth full, miming actions to make a sandwich)

(Grandma/Grandpa-type voice) *What did you say, dear? I can't hear you!*

She wants him to make, to make, to make,

She wants him to make a sandwich.

● **Extra activity 2: Party food**

Draw a rectangle on the board and tell pupils that this is the party table. Demonstrate the activity by drawing six items on the 'table', e.g. a bottle of lemonade, a plate of sandwiches, a box of chocolates, a bag of crisps. Elicit from pupils what they can see and where it is, e.g. *The box of chocolates is behind the bottle of lemonade*. Pupils work individually. They draw a 'table' in their notebooks with up to six items of food on it, as if for a party. Make new pairs. They take turns to describe their tables to their partner for him/her to draw in their notebooks.

Page 72

● **Extra activity 1: Make sentences**

Draw the following grid on the board. Pupils use it to make sentences about the picture and about what the children are doing. If they can't remember, tell them to put down their pens and listen while you play the CD again. Then they can continue with their sentences.

Suzy Meera Simon Alex Lenny Stella	's jumping	best. the most carefully. the most slowly. worst. the most quickly.
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● **Extra activity 2: My party**

Pupils use the model in Activity Book Activity 5 to write about the last birthday party they went to. They can make other changes too, e.g. change *Last week* to *Last December*. Monitor pupils as they are planning their writing and help with ideas/vocabulary. Pupils write a draft of their text first. They swap with their partner to check each other's work. They then write a final version of their text in their notebooks.

Page 73

● **Extra activity 1: Describing differences**

Pupils write the differences between the two Pupil's Book pictures in their notebooks.

● **Extra activity 2: Children in costumes**

In their notebooks, pupils draw the children from Activity Book Activity 7 in their costumes and write their names.

Page 74

● **Extra activity 1: Jigsaw**

Hand out a copy (half a page) of Photocopiable activity 8 to each pair. They cut along the dotted lines to make playing cards. Demonstrate using two cards. Pupils put words together which have the same sound, e.g. *wear-where*. Pupils work in their pairs to arrange the cards on their desks so that words with the same sounds are touching (making squares). Pairs check other pairs' answers. Monitor pupils as they do the activity and review any problem areas at the end of the activity.

Key: wear-where; eye-I; bye-buy; read-red; nose-knows; eight-ate; aren't-aunt; write-right; no-know; for-four

● **Extra activity 2: Find the homophones**

In their notebooks, pupils identify all the homophones from the lesson and write them in their notebooks. If time, they write example sentences for the ones they are less sure of.

Page 75

● **Extra activity 1: Lock and Key's party**

Pupils work in groups of four. They plan a party for Lock and Key. They decide on food, drink, games, decorations, guests, etc. They create a poster of or for the party. At the bottom they write a text about the party, e.g. *Lock and Key had a party last week because they caught Nick Motors. They had lots of yummy food. They had ...*

● **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more food and container words. At the party we had three bottles of lemonade and four bags of sweets*. Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

Page 76

● **Extra activity 1: Our menu**

Pupils work individually. In their notebooks, they write about how they planned their menu and what they chose for each meal and why. They conclude their text with a summarising comment on whether they think their menu is a healthy one or not, and what suggestions the class made during their presentation.

● **Extra activity 2: What's in our food?**

Make groups of four. Show pupils the packets and cartons you have brought in. Tell them they are going to look at the list of nutrients in the food and find out what is in each one. Before handing out the packets and cartons, pupils guess what the main food group in each one is. Hand out cartons and packets to groups in turn. They read the information and record it in their notebooks. After all the groups have recorded information about all the foods, discuss what they found and if there were any surprises.

Page 77

● **Extra activity 1: Food and meals**

In their notebooks, pupils write up what recipes the different groups created for the project. They briefly discuss each one in turn and say what they like about it. They summarise by saying which recipe they prefer and why.

● **Extra activity 2: Real world vocabulary**

Elicit the new words and phrases from the Real world lessons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Food and nutrients*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about the different food groups and how to create a balanced diet. I wrote a recipe for a healthy lunchtime meal.* If time, pupils can illustrate the page.

Review Units 7–8

Page 78

● **Extra activity 1: Pairwork dictation**

Divide the class into pairs. Hand out a copy of A and B of Photocopiable activity Review 7 & 8 (see page 100) to each pair. Remind pupils how to do pairwork dictations. Pupil A starts reading and Pupil B writes in any words they need. When Pupil A comes to a gap, he/she stops and Pupil B takes over. They continue in this way until they have both completed their texts. When pupils have finished, they look and check. Check general comprehension by asking about Scott's expedition and whether he reached the South Pole first. Check understanding of key vocabulary, e.g. *South Pole*.

● **Extra activity 2: Songs, chants and rhymes**

Sing one of the songs or do one of the chants or rhymes from *Kid's Box 4*.

Page 79

● **Extra activity 1: Scrambled sentences**

Display the large piece of paper with the ten scrambled statements/questions. Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order to make the sentences/questions.

● **Extra activity 2: Games**

Play one of the games from *Kid's Box 4* with the class. Let pupils choose which one to play.

1	How many cups of water does it take to fill the bucket?
2	Which is heavier, a cup of sand or a cup of water?
3	How much liquid does the jar contain?
4	How much does the bag of paper clips weigh?

Extra project ideas

Unit 1 Volumes and weights

You will need:

About six empty plastic bottles / jars of different sizes, plastic cups for measuring, water, sand, lentils, polystyrene balls, paper clips, weighing scales.
A worksheet for each group.

For this project, pupils make predictions about volume and weight and then do experiments to check their predictions.

Tell pupils what the focus of the project is (predicting volume and weight and then checking their predictions through experimentation). You can use other materials for measuring weight, but make sure they are not all equally heavy/light. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make groups of four.*
- Step 2: Read the questions on the worksheet. Look at the containers and predict the answers. Write your predictions on the worksheet.*
- Step 3: Do each experiment and find out the answers.*
- Step 4: Join with another group and compare your predictions and the results of your experiments.*
- Step 5: In your group of four, write about what you did and what you found out. Write a draft first. Check the writing of another group.*
- Step 6: Write a final version in your notebook.*

Display the bottles and containers and number each experiment as on the worksheet to make the predictive phase more concrete. Monitor and guide pupils as they are working. Organise the experiment phase so that pupils don't hear the results from other groups and so that all pupils do the experiments. Groups can do the experiments in any order. Help pupils with their drafts, writing a model text on the board if appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Worksheet sample

The questions you write will depend on the containers you have. There should be about six questions/experiments. Here is an example:

	Predicted outcome	Outcome of experiment
1 How many cups of water does it take to fill the bottle?		
2 Which is heavier: a cup of lentils or a cup of sand?		
3 How much liquid does the jar contain?		
4 How much does the bag of paper clips weigh?		

Unit 2 Sports and sportspeople

You will need:

Reference books, the Internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research a sportsperson and/or a local or unusual sport. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell pupils what the focus of the project is (a sportsperson and/or an unusual sport from their region). If you have time to make a poster of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs / small groups.*
- Step 2: Decide which sportsperson and/or sport to do.*
- Step 3: Research the person and/or the sport, using the Internet and reference books. Make notes about what you find out.*
- Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.*
- Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*
- Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*
- Step 7: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 3 Muscles and bones

You will need:

Biology reference books, paper.

For this project, pupils research a part of the human body, e.g. an arm, draw it and then label the muscles and bones. The part they choose may depend on what they have done / are doing in Biology. It is a good idea for them to reinforce their L1 work in the English lesson. Pupils can display their work if that is appropriate, though there is no formal presentation phase in this project.

Tell pupils what the focus of the project is (muscles and bones in a part of the human body) and check what they have been studying in Biology. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs.

Step 2: Decide what part of the body to draw/research. Use reference books and Biology text books to find out the names of the muscles and bones. Find out what the different muscles do and try it out.

Step 3: Draw and label the part of the body on a piece of paper. Each pupil produces his/her own diagram.

Step 4: Make groups of four (two pairs). Take turns to show the other pair your work and to talk about what you learnt about the bones and the muscles.

Step 5: Display your drawing and/or stick it in your notebook.

Monitor and guide pupils as they are working, making sure they have appropriate reference materials. If they can't find the information they need, guide them to a different body part. For Step 4, prompt pupils to talk about what they learnt and to demonstrate, using, e.g. their arm/hand/foot. Depending on the time you have, pupils can exchange information with several other pairs. If appropriate, leave pupils' drawings on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

Unit 4 Performing a play

You will need:

One or more titles in Level 3 or 4 of the *Cambridge Storybooks* which are designed to be read as plays OR the text of *The Owl and the Pussycat*, materials to make props, costumes and scenery.

For this project, pupils work in groups or as a class to dramatise a play / plays. All the pupils will have a role in the performance as actors, musicians, prop painters, costume makers, scene changers and so on. The final performance can be recorded on DVD and/or be performed in front of other pupils, teachers and parents.

Tell pupils what the focus of the project is (dramatisation of one or more short plays). If you are using the *Cambridge Storybooks*, choose one or two plays which are suitable and decide if the whole class work on one play, or if you divide the class to work on different plays. If you are dramatising *The Owl and the Pussycat*, decide how many pupils there will be in each group. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Take turns to read the play(s)/poem around the class.

Step 2: Make groups and reread your play/poem. Decide on and divide up the roles.

Step 3: Make the props and the costumes and paint the scenery. Your teacher will give you some ideas.

Step 4: Practise the performance. Think about the feelings of the people and make sure you speak loudly if you are an actor. Rehearse the play/poem so that you remember the words and don't need to read them.

Step 5: Do a 'dress rehearsal'.

Step 6: Perform the play/poem to other pupils and/or to parents. Have someone record the performance on DVD so you can see it afterwards.

Step 7: Watch the performance(s) and discuss what you liked best when preparing for and doing the performance.

Make sure each group has a task plan, so that they know the order to do things and what they have to do when. Monitor and guide pupils closely to make sure they are on task. Remind them not to be too ambitious with the costumes/props/music. At the rehearsal stage, pupils will need to be reminded not to read their lines and to speak loudly and confidently. After the performance(s) to other pupils and parents, take time to reflect with pupils on the whole experience. It will help them if they can watch themselves on DVD.

Unit 5 Endangered animals

You will need:

Reference books, the Internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research information on either endangered land animals or endangered birds. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell pupils what the focus of the project is (other endangered animals, either on land or in the air). It might be more interesting/motivating for them if the creatures are from their region. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs / small groups.

Step 2: Decide which class of animals (land or air) to focus on.

Use the reference books / Internet to choose the animals for your project. Each person in the group should have an animal to research.

Step 3: Research the animals using the Internet and reference books. Make notes about what you find out.

Step 4: Exchange information about your animals in your groups. Decide how to present the information and plan the poster. Find some pictures of the animals.

Step 5: Each person writes a draft of his/her text on paper. Swap texts in your group and check for content and grammar.

Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster. Illustrate the poster.

Step 7: Present your poster to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 6 Exploring photography

You will need:

One or more digital cameras and a printer, reference books, the Internet, paper, glue, coloured pencils and markers, paints, scissors, stapler.

For this project, pupils work in groups of five to find/create an example of each of the different types of photograph: art photography, portraits, landscapes, black and white, snaps. They make a small book of their work for other groups to read, with one page for each photo and accompanying text. The text describes the photograph, the type of photograph it is and the evidence for this.

Tell pupils what the focus of the project is (different types of photography). If you have time to make a book of your own before the lesson, show it to them and talk briefly about each photograph. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make groups of five.

Step 2: Write the following in your notebooks: art photography, portraits, landscapes, black and white, snaps. Discuss what each one means and look at Pupil's Book page 58 to check.

Step 3: Plan your project: a) what photographs to take to illustrate each genre and where to take them; b) what photographs it is not possible to take and which you need to find examples of in reference books / on the Internet.

Step 4: Divide up the tasks and take/print/find the photographs.

Step 5: Each person writes a draft text about one of the photographs on paper. Swap texts in your group and check for content and grammar.

Step 6: Write final versions of the texts on paper. Make the booklet, design the cover and then stick each picture and its text on a page. Don't forget to write your names.

Step 7: Display your book for other pupils to read.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. You will need to plan time carefully, particularly in Step 4, so that each group has equal time with the digital camera. You may decide to take the pupils out, e.g. to a park for the landscape shots. Help pupils with their drafts and provide a model on the board. Encourage pupils to swap their work for peer correction at Step 5. To make their books, pupils put two pieces of paper together, fold them in half and staple. When the books are displayed, pupils should have time to look at the other groups' work and comment. If possible, display the books around the school for other pupils, teachers and parents to see.

Unit 7 Responding to music

You will need:

About six short extracts of different kinds of music, e.g. classical, rock, modern, techno; paper, coloured pencils, paints, large pieces of paper.

Note: In the previous lesson, ask pupils to bring CDs of their favourite music.

For this project, pupils work individually to create their responses to music they hear. They can draw/paint a picture or write a text, e.g. a story or a poem. They can respond in different ways to each piece of music they hear. Pupils share their responses/interpretations of the music in groups and then as a class.

Tell pupils what the focus of the project is (responding in different ways to different kinds of music). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Close your eyes so you are ready to listen to the music. Let your mind wander as you listen. Perhaps you will see pictures in your head. Perhaps the music will create a story or a poem for you.*
- Step 2: After listening, draw your picture or write your story/poem.*
- Step 3: Repeat Steps 1 and 2 for each piece of music your teacher plays.*
- Step 4: Make groups of four. Take turns to show the other pupils what you drew/wrote and to talk about how each piece of music made you feel.*
- Step 5: Make a chart of your group's responses to the music on a large piece of paper.*
- Step 6: Display your posters with examples of the pictures/texts from your group around them.*
- Step 7: Read the other groups' posters and discuss the similarities/differences of responses as a class.*

Choose a variety of music: some that pupils know and some that they don't. Allocate the same time for pupils to write/draw their responses each time and monitor and guide pupils closely to make sure they are on task. At Step 4, provide prompts for the groups if appropriate, e.g. *How did you feel? Did you like the music? What did it make you think of?* Provide an example of a chart for groups at Step 5 so that they can note the type of response (picture/story/poem) and each person's feeling for each piece of music. After pupils have read each other's posters, discuss the different responses as a class.

Unit 8 What's in our food?

You will need:

Empty food packets and containers, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to find out and compare the ingredients of different common food products, e.g. soft drinks, cereal bars, yoghurts, dried pasta, ready meals. Each group produces a poster with a chart of what they found out and presents what they learnt to the class. Presentations should also include the food packets with their lists of ingredients and nutritional content.

Tell pupils what the focus of the project is (finding out and comparing the nutritional content of different common foods). You will need to tell pupils to bring in empty food packets, bottles and clean yoghurt pots before the project. Remind them to keep the food labels. You will also need to bring some empty packets in yourself. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs / small groups.*
- Step 2: Choose some empty food containers which have nutritional information on them.*
- Step 3: Using the information you learnt in the Pupil's Book lessons about food and nutrition, list the contents of the different foods according to fats, carbohydrates, etc. Note how many of the foods contain sugar.*
- Step 4: Plan a chart which compares the information about the different foods. Draw the chart on your poster.*
- Step 5: Prepare your talk in groups. Make notes to help you in your presentation. Include comments on what you learnt and what surprised you about any of the foods.*
- Step 6: Display your poster and your food containers. Deliver your presentation.*
- Step 7: After you have listened to all the presentations, discuss with your teacher what you have learnt about different foods and their nutritional value.*

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. Help pupils with any difficult vocabulary and make suggestions for the chart in Step 4. Pupils make notes for their presentation: they don't need to write a complete text. Allocate the same amount of time to each group for their presentation. Help pupils to draw conclusions about healthy food and eating.

Movers Practice Test audio script

CD 3, 14 Pupil's Book. Movers test. Pages 80–95. Listening. Part 1.

Look at Part 1. Look at the picture. Listen and look. There is one example.

Here's my favourite café, Aunt Sue. Some people from my school are here.

Oh. Tell me about them.

OK. That's Peter there.

Is he the boy with the fair hair who's looking at his watch?

Yes. He's waiting for a friend, I think.

Can you see the line? This is an example.

Now you listen and draw lines.

- 1 Look! There's my friend, Daisy! Which one is she?
She's sitting there, at a round table.
What's she doing?
She's eating a sandwich.
Oh, yes.
- 2 I'm thirsty.
Well, we can have a drink here.
Yes. Jim's having a cup of coffee.
Which boy is he?
The one in the white sweater.
- 3 That boy can't go inside the café. He's got a puppy with him.
Oh, that's Paul.
Is he in your class?
Yes. He got that puppy last week.
- 4 Can you see the girl who's carrying some glasses?
Yes. Does she work here?
Only at weekends. I know her. Her name's Mary.
She's got a lot of glasses!
Yes. Be careful! Don't drop them!
- 5 There's my sister!
Oh! Where?
There! She's sitting at that square table.
Oh, yes. That's Vicky! What's she doing?
She's doing her homework in the café.
She is naughty!

CD 3, 15 Now listen to Part 1 again.
[Repeat tapescript]

CD 3, 16 Part 2.

Listen and look. There is one example.

Dad, you know that village?

Yes. You went there with your class.

Yes. Well, I've got to write about it. Can you help me?

OK. When did you go there?

Was it last Friday?

Friday. That's right.

Can you see the answer? Now you listen and write.

- 1 Who did you talk to in the village?
We talked to a farmer.
And was the farmer nice to your class?
Yes. He showed us all his animals.
- 2 Which were the biggest animals on the farm?
I don't know. Oh, the goats, I think.
Did you see any cows?
Oh, yes! The brown and white cows were the biggest animals.
- 3 And what do they eat?
I don't know.
Well, where did you see them?
In a field.
Was there any grass in that field?
Oh, now I know! They eat grass!
- 4 What's the name of the village?
Upton.
Can you spell it?
Yes. It's U-P-T-O-N.
Good.
- 5 One last thing. How many people live there?
Sixty, I think.
It's a very small place.
It is small, but I made a mistake. There are seventy people in the village.
Seventy?
That's right.

CD 3, 17 Now listen to Part 2 again.
[Repeat tapescript]

CD 3, 18 Part 3.

Look at the pictures. What did John do last week? Listen and look. There is one example.

Hello, John. Did you have a good holiday?

Very good, thanks. We went to an old house in the mountains.

When did you go?

On Sunday. We drove all day.

Can you see the line from the word *Sunday*?

On Sunday, John and his family drove to the mountains.

Now you listen and draw lines.

- 1 We were tired on Monday. We only went for a short walk.
Where – in the mountains?
No, we were by a river.
Oh. Did you go fishing?
Yes, we did – but we didn't catch anything!
- 2 One afternoon it rained and I watched a DVD.
Was that Friday? The weather was bad here that day.
No, it was on Saturday. The DVD was great!
What was it about?
Bears. They can catch fish from rivers. They're very clever!
- 3 One day we didn't walk at all. We drove to a shop.
Why did you do that?
We wanted some fish for dinner and we couldn't catch any. We had to buy some.
Was it good?
Oh, yes. We really enjoyed our dinner. That was on Wednesday.
- 4 The best day was Tuesday, I think.
So what did you do on Tuesday?
We went for a walk in the mountains. Did you see any animals?
No. Sometimes people see bears, but we didn't. But there were some beautiful flowers.
- 5 What did you do on Thursday?
On Thursday? Oh, I know. It was sunny, and I sat by the river and read a book.
A book about bears?
No. It was about the mountain flowers.

CD 3, 19 Now listen to Part 3 again.
[Repeat tapescript]

CD 3, 20 Part 4.

Look at the pictures. Listen and look. There is one example.

What was the weather like last weekend?

What did you do last weekend?

Oh, we went to the beach, but we couldn't swim.

Why not? Did it rain?

No, but it was very cold and windy. We flew our kites.

Can you see the tick? Now you listen and tick the box.

- Where did Alex go after school?**
I didn't see you at the library after school yesterday, Alex.
No. I didn't go to the library.
Oh. Did you go to the cinema? There's a good film on this week.
No, I had to go to the hospital to see my uncle.
- What did they do at the party?**
Did you enjoy Sam's birthday party?
Yes. It was great.
What did you do? Did you play games and have some birthday cake?
Mum! That's for babies. We played music and danced.
- What did the man buy?**
What did you buy at the shops?
Well, I found a great new coat.
Good! You needed one. Did you get some shoes, too?
No, but I got this scarf.
Very nice!
- Where do the monsters live?**
I wrote a story about some monsters at school today, Dad.
Tell me all about it. Do they live on the moon?
No, they live in this world.
Where? In the forest?
No, in the ground, under rocks. It's an exciting story!
- Which zoo animals did the girl like?**
The zoo was so good. I loved the pandas.

Yes, I liked them, too. And the dolphins. They're so funny!
And the big strong lions were great!
Oh, no! I was afraid of them.

CD 3, 21 Now listen to Part 4 again.
[Repeat tapescript]

CD 3, 22 Part 5.

Look at the picture. Listen and look.
There is one example.

Hello! Can you colour this picture for me?
OK. What is it?
It's a bathroom with a bath and shower.
Oh, yes. There's lots of water!
Well, colour the water in the bath.
Right. Let's make it blue.

Can you see the blue water in the bath?
This is an example.
Now you listen and colour and write.

- Can you see the toothbrush?
Which one? There are two.
The toothbrush in the boy's hand. He's cleaning his teeth with it.
OK. Can I colour it red?
Yes. I like that colour.
So do I.
- There are some towels on the floor.
Yes. They're all wet.
One towel isn't wet. It's on the chair.
Yes. Colour that one. You can choose the colour.
OK. I'm colouring it purple.

- Would you like to write something now?
All right.
Can you see the bowl?
Yes.
Well, write the name *Tom* on the bowl.
OK, I'm writing it. He's the boy in the picture, I think.
- Next, look at the bottles.
Right. There are three of them.
Yes. Find the smallest bottle ...
OK.
... and colour it green.
Easy!
- This is the last thing.
OK.
Colour one of the toy ducks.
Which one?
The one next to the boy's foot.
Right. I'm colouring that duck yellow.
Good! The picture looks great now!

CD 3, 23 Now listen to Part 5 again.
[Repeat tapescript]

Movers Practice Test key

LISTENING

Part 1 – 5 marks

- Daisy at round table, eating sandwich
- Jim in white sweater, with cup of coffee
- Paul with puppy on lead
- Mary carrying tray of glasses
- Vicky sitting at square table, doing homework

Part 2 – 5 marks

- (a/the) farmer; 2 (the) brown and white cows; 3 (the) grass; 4 Upton; 5 70/seventy

Part 3 – 5 marks

- | | |
|------------------|----------|
| Saturday | Monday |
| Sunday (example) | Tuesday |
| Wednesday | Thursday |

Part 4 – 5 marks

- a; 2 b; 3 b; 4 a; 5 c

Part 5 – 5 marks

- Colour toothbrush in boy's hand – red
- Colour towel on chair – purple
- Write *Tom* on bowl
- Colour smallest bottle – green
- Colour toy duck by boy's foot – yellow

READING AND WRITING

Part 1 – 6 marks

- a stomach; 2 bats; 3 a neck; 4 mice; 5 a nose; 6 rabbits

Part 2 – 6 marks

- no; 2 yes; 3 yes; 4 no; 5 yes; 6 no

Part 3 – 6 marks

- B; 2 A; 3 C; 4 B; 5 B; 6 A

Part 4 – 7 marks

- island; 2 map; 3 slept; 4 parrots; 5 ate; 6 read; 7 My pirate story

Part 5 – 10 marks

- boring; 2 idea; 3 the car; 4 market; 5 bottle of juice; 6 carried; 7 sunny; 8 the balcony; 9 salad; 10 laughed

Part 6 – 5 marks

- of; 2 eat; 3 their; 4 moving; 5 are