

OXFORD

# BRIGHT IDEAS

**Teacher's Pack**

**3**

**Classroom Presentation Tool**

**Teacher's Guide**

**Teacher's Resource Centre**

# BRIGHT IDEAS

## Teacher's Guide **3**

Syllabus	3
Components overview	8
Further resources	10
About <i>Bright Ideas</i>	12
Tour of a unit and other lessons	26
Starter Unit	50
Unit 1	53
Unit 2	61
Unit 3	69
The Big Project 1	77
Unit 4	79
Unit 5	87
Unit 6	95
The Big Project 2	103
Unit 7	105
Unit 8	113
The Big Project 3	121
Festivals	123
Exam Preparation and Practice	125
Ideas bank	135
Wordlist	139
Letter to parents	142
Video transcripts	143

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade  
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2018

The moral rights of the author have been asserted

First published in 2018

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2

### No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored  
in a retrieval system, or transmitted, in any form or by any means, without  
the prior permission in writing of Oxford University Press, or as expressly  
permitted by law, by licence or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction outside  
the scope of the above should be sent to the ELT Rights Department, Oxford  
University Press, at the address above

You must not circulate this work in any other form and you must impose  
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for  
information only. Oxford disclaims any responsibility for the materials  
contained in any third party website referenced in this work

ISBN: 978 0 19 411110 2	Teacher's Pack
ISBN: 978 0 19 411111 9	Teacher's Guide
ISBN: 978 0 19 411112 6	Teacher's Access Card
ISBN: 978 0 19 411700 5	Class Book Classroom Presentation Tool
ISBN: 978 0 19 411708 1	Activity Book Classroom Presentation Tool
ISBN: 978 0 19 411715 9	Teacher's Online Practice

Printed in China

This book is printed on paper from certified and well-managed sources

### ACKNOWLEDGEMENTS

*Back cover photograph:* Oxford University Press building/David Fisher

*Teacher's Guide author:* Cheryl Palin (Introduction and Tour of a unit); Julie Penn  
and Lynne White (teaching notes)

Classroom Resource Pack flashcards 3

*Illustrations by:* Anna Hancock/Beehive Illustration.

*The Publishers would like to thank the following for their kind permission to reproduce  
photographs and other copyright material:* 123rf: pp.5 (surfing/pixel858), 8 (chess/  
uslan Huzau), 18 (homework/lopolo), 22 (brushing teeth/Mikkel Bigandt),  
99 (mountains/Jamie Hotchin Stylianou), 102 (countryside/Michael Charles),  
109 (lamp/Pierre-Yves Babelon); Alamy: pp.3 (sailing/charistoone-stock),  
7 (skipping/GAUTIER Stephane), 9 (judo/Frank Sorge), 16 (past house/Tim  
Graham), 19 (washing face/Blend Images), 24 (going to school/markferguson2),  
25 (going home from school/Peter Titmuss), 29 (reading comics/20160921\_  
not\_available), 43 (pop music/John Henshall), 46 (hip-hop/i4images\_music),  
62 (pancake/Tim Hill), 101 (lake/incamerastock), 105 (playground/Carloscastilla),  
110 (fireplace/Michael Harris), 116 (pavement/James Robertshaw),  
120 (motorway/Glyn Thomas), 122 (farm/Wayne HUTCHINSON); Getty:  
pp.2 (table tennis/uniquely india), 6 (cycling/GoodLifeStudio), 10 (basketball/  
GoodLifeStudio), 12 (steps/Trinette Reed), 23 (getting dressed/Tara Moore),  
28 (video games/Victoria Blackie), 30 (dance lessons/Mike Harrington), 44 (folk  
music/Gaëlle Beri), 45 (classical music/Amy T. Zielinski), 47 (rock band/Oleg  
Prikhodko), 48 (reggae singer/Scott Dudelson), 103 (zoo/Richard Fellingier),  
104 (skate park/Daniel Milchev), 107 (rug/fstop.123), 108 (curtains/Fanny  
Martin/EyeEm), 123 (old house/Heritage Images), 124 (study/Derek Berwin),  
127 (wedding day/Teenie Harris Archive/Carnegie Museum of Art); Mary Evans:  
pp.125 (old vehicles/Mary Evans Picture Library), 126 (working/Mary Evans  
Picture Library), 128 (family/Mary Evans Picture Library); Oxford University  
Press: pp.20 (shower/Gareth Boden), 21 (watching TV/Gareth Boden), 33 (guitar/  
music Alan King), 34 (drums/Dario Sabljak), 36 (recorder/Jouke van Keulen),  
39 (trumpet/C Squared Studios), 40 (cello/Artmim), 42 (saxophone/Ocean),  
63 (fish and chips/stocksolutions), 97 (city/Shutterstock/turtix); Shutterstock:  
pp.1 (skateboarding/Elena Yakusheva), 4 (ice-skating/Lopolo), 11 (hill/Olga  
Danylenko), 13 (bridge/Inu), 14 (through trees/Volker Schnaebelé), 15 (along  
river/Dmitry Rukhlenko), 17 (getting up/Africa Studio), 26 (sleep/granata68),  
27 (swimming/Red Tiger), 31 (doing karate/Ververidis Vasilis), 32 (piano/Africa  
Studio), 35 (keyboard/Coprid), 37 (cymbals/Butsaya), 38 (violin/potowizard),  
41 (flute/pbombaert), 49 (mushrooms/SJ Travel Photo and Video), 50 (green  
pepper/Silvy), 51 (onion/Irina Mos), 52 (olives/jultud), 53 (spinach/Denis  
Tabler), 54 (chicken/Richard Griffin), 55 (tuna/Amarita), 56 (prawns/jiri Hera),  
57 (pineapple/Brent Hofacker), 58 (sweetcorn/Everything), 59 (curry/Ramon  
grosso dolarea), 60 (burger/Marie C Fields), 61 (noodles/MaraZe), 64 (yoghurt/  
Lilyana Vynogradova), 98 (forest/Lane V. Erickson), 100 (beach/TravnikovStudio),  
106 (home/Ewelina Wachala), 111 (chest of drawers/jan1982), 112 (armchair/  
Yakov Oskanov), 113 (wood/Aleksey Stemmer), 114 (street/Andrei Nekrassov),  
115 (field/1000 Words), 117 (flats/Dariusz Gora), 118 (shopping/Albert Pego),  
119 (gate/Helen Hotson), 121 (path/WDG Photo).

# Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<p><b>S</b> Starter</p> <p><b>What's The Big Question?</b> Page 50</p>	<p><b>Core</b> Numbers 101–1,000</p>	<p><b>Possessive 's</b> <i>These are Ania's rollerblades.</i></p>			
<p><b>1</b></p> <p><b>How do we make friends?</b> Page 53</p>	<p><b>Core</b> Activities: <i>skateboard, play table tennis, sail, ice skate, surf, cycle, skip, play chess, do judo, play basketball</i></p> <p>Prepositions of movement: <i>up the hill, down the steps, over the bridge, through the trees, along the river, past the house</i></p> <p><b>Other</b> <i>online, chat, password, cyber bullying</i></p>	<p><b>Present continuous</b> <i>Are they cycling? Yes, they are. No, they aren't. They're skateboarding. They aren't doing judo.</i></p> <p><b>Imperatives</b> <i>Go up the hill. Don't walk through the trees.</i></p>	<p><b>IT:</b> online safety</p> <p><b>Culture:</b> summer camp activities</p> <p><b>Values:</b> being a good friend</p>	<p><b>Reading:</b> a programme</p> <p><b>Writing (AB pages 14–15):</b> The Big Write: a Big Question post about a school friend Tip: capital letters, part 1</p> <p><b>Listening:</b> listening for specific times of day</p> <p><b>Speaking:</b> asking and answering questions about free time, describing a route, talking about summer activities</p>	<p>The sound /ei/: <i>rains, day, grey, James</i> (AB page 6)</p>
<p><b>2</b></p> <p><b>What are our routines?</b> Page 61</p>	<p><b>Core</b> Daily routine activities: <i>get up, do my homework, wash my face, have a shower, watch TV, brush my teeth, get dressed, go to school, go home, go to sleep</i></p> <p>Hobbies: <i>go swimming, play video games, read comics, have dance lessons, do karate, play the piano</i></p> <p><b>Other</b> <i>quarter past, quarter to</i></p>	<p><b>Present simple</b> <i>He gets up at one o'clock. He doesn't go home at seven o'clock.</i></p> <p><b>Present simple questions</b> <i>Do you go swimming on Fridays? Yes, I do. No, I don't.</i></p>	<p><b>Geography:</b> time zones</p> <p><b>Culture:</b> school</p> <p><b>Values:</b> asking questions</p>	<p><b>Reading:</b> a blog post</p> <p><b>Writing (AB pages 24–25):</b> The Big Write: a Big Question post about a special day Tip: capital letters, part 2</p> <p><b>Listening:</b> identifying true and false statements</p> <p><b>Speaking:</b> talking about routines and weekend activities, describing a typical day at school</p>	<p>The plural 's' sound: /s/ <i>insects, /z/ flowers, /ɪz/ lettuces</i> (AB page 16)</p>

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<p><b>3</b></p> <p><b>What's fun about music?</b></p> <p>Page 69</p>	<p><b>Core</b> Musical instruments: <i>guitar, drums, keyboard, recorder, cymbals, violin, trumpet, cello, flute, saxophone</i></p> <p>Types of music: <i>pop, folk, classical, hip hop, rock, reggae</i></p> <p><b>Other</b> <i>clarinet, courgette, pumpkin, pepper, knife, seeds, watermelon, bowl, spoon</i></p>	<p><b>Present simple</b> <b>Wh- questions</b> <i>What does he play? When does he practise? Where does he perform?</i></p> <p><b>Adverbs of frequency:</b> <b>always / often / sometimes / never</b> <i>I always listen to pop music.</i></p>	<p><b>Music:</b> making a musical instrument</p> <p><b>Culture:</b> music events and festivals</p> <p><b>Values:</b> joining in</p>	<p><b>Reading:</b> a leaflet</p> <p><b>Writing</b> (AB pages 34–35): The Big Write: a Big Question post about your favourite band</p> <p>Tip: commas in lists</p> <p><b>Listening:</b> identifying true statements</p> <p><b>Speaking:</b> asking questions about pictures to identify who is who, describing how often you do activities</p>	<p>Long and short vowel sounds: <i>/i:/ street</i> and <i>/ɪ/ dancing</i> (AB page 26)</p>
<p><b>The Big Project 1</b></p> <p>Page 77</p>	<p>An amazing animals poster</p> <p><b>English in use: should</b> <i>I think the elephant should go here.</i></p>				
<p><b>4</b></p> <p><b>What's fun about food?</b></p> <p>Page 79</p>	<p><b>Core</b> Food items: <i>mushrooms, green peppers, onions, olives, spinach, chicken, tuna, prawns, pineapple, sweetcorn</i></p> <p>Food from different countries: <i>curry, burger, noodles, pancake, fish and chips, yoghurt</i></p> <p><b>Other</b> <i>spoon, bowl, cotton bud, lamp, lemon, tray, washing-up liquid, drop</i></p>	<p><b>Countable and uncountable nouns</b> <i>some sweetcorn / some mushrooms</i></p> <p><b>There's / There are</b> <i>There's some chicken. There are some olives.</i></p> <p><b>Making requests with would like</b> <i>I'd like a burger. I'd like some yoghurt.</i></p>	<p><b>Science:</b> making invisible ink</p> <p><b>Culture:</b> traditional food</p> <p><b>Values:</b> helping at home</p>	<p><b>Reading:</b> a poem</p> <p><b>Writing</b> (AB pages 46–47): The Big Write: a Big Question post about meals</p> <p>Tip: word order with adverbs</p> <p><b>Listening:</b> identifying who does what</p> <p><b>Speaking:</b> describing pictures of food and guessing, making requests</p>	<p>Consonant sounds: <i>/ʃ/ shares</i> and <i>/tʃ/ chooses</i> (AB page 38)</p>

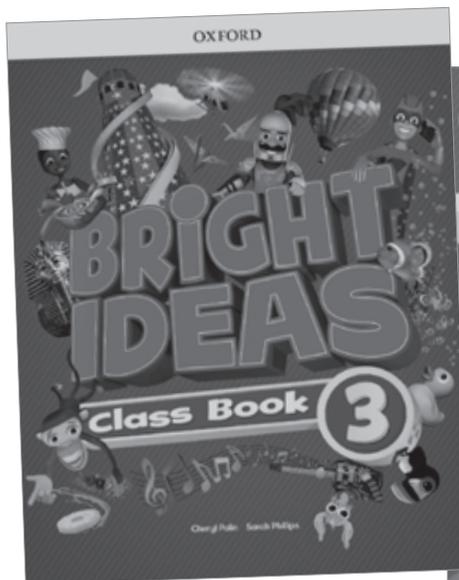
	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<p><b>5</b></p> <p><b>What's amazing about the sea?</b></p> <p>Page 87</p>	<p><b>Core</b></p> <p>Beach activities: <i>play volleyball, collect shells, fly a kite, go for a walk, play Frisbee, have a picnic, buy an ice cream, make a sandcastle, explore a rock pool, take photos</i></p> <p>Adjectives: <i>dark, light, slow, fast, heavy, light</i></p> <p><b>Other</b></p> <p><i>river bed, mineral salts, soil, cloud, water vapour, sky</i></p>	<p><b>Questions with <i>want to</i></b></p> <p><i>Does he want to go for a walk?</i></p> <p><b>Comparatives of short adjectives</b></p> <p><i>The yellow fish is faster than the orange fish.</i></p>	<p><b>Science:</b> salt in the sea</p> <p><b>Culture:</b> wildlife boat trips</p> <p><b>Values:</b> respecting wildlife</p>	<p><b>Reading:</b> a wildlife guide</p> <p><b>Writing</b> (AB pages 56–57): The Big Write: a Big Question post about fun by the sea</p> <p>Tip: commas with <i>and</i> or <i>but</i></p> <p><b>Listening:</b> identifying true and false statements</p> <p><b>Speaking:</b> asking and answering questions about pictures, describing people using comparatives</p>	<p>Vowel sounds: /ɔː/ <i>walks</i> and /əʊ/ <i>telephones</i> (AB page 48)</p>
<p><b>6</b></p> <p><b>What makes a hero?</b></p> <p>Page 95</p>	<p><b>Core</b></p> <p>Talents: <i>write stories, tell jokes, draw pictures, solve problems, climb ropes, tidy up, work in groups, use your imagination, find information, read maps</i></p> <p>Personal qualities: <i>brave, strong, clever, funny, fit, kind</i></p> <p><b>Other</b></p> <p><i>vertical, horizontal, axis, bars</i></p>	<p><b><i>be good at + -ing</i></b></p> <p><i>I'm good at telling jokes.</i></p> <p><b>Superlatives of short adjectives</b></p> <p><i>I'm the strongest child in the class.</i></p>	<p><b>Maths:</b> bar charts</p> <p><b>Culture:</b> walking in the mountains</p> <p><b>Values:</b> helping in the community</p>	<p><b>Reading:</b> a newspaper article</p> <p><b>Writing</b> (AB pages 66–67): The Big Write: a Big Question post about a hero</p> <p>Tip: apostrophes, part 1</p> <p><b>Listening:</b> identifying true and false statements</p> <p><b>Speaking:</b> describing activities on a chart, describing personal talents</p>	<p>Short vowel sound: /æ/ <i>Harry</i> and long vowel sound: /ɑː/ <i>large</i> (AB page 58)</p>
<p><b>The Big Project 2</b></p> <p>Page 103</p>	<p>A school uniform design</p> <p><b>English in use: <i>prefer</i> and <i>rather</i></b></p> <p><i>I'd prefer blue. I'd rather have blue.</i></p>				

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<p><b>7</b></p> <p><b>Why are weekends special?</b> Page 105</p>	<p><b>Core</b> Places: <i>city, forest, mountains, beach, lake, countryside, zoo, skate park, playground, home</i></p> <p>Furniture: <i>rug, curtains, lamp, fireplace, drawers, armchair</i></p> <p><b>Other</b> <i>barn, straw, setting, dialogue</i></p>	<p><b>Questions with past simple of be</b> <i>Were you at the playground? Yes, I was. No, I wasn't.</i></p> <p><b>Past simple of be</b> <i>The necklace was in the drawer. The footprints weren't on the rug.</i></p>	<p><b>Social science:</b> reading a calendar</p> <p><b>Culture:</b> traditional stories</p> <p><b>Values:</b> respecting differences</p>	<p><b>Reading:</b> a traditional story</p> <p><b>Writing (AB pages 78–79)</b> The Big Write: a Big Question post about a special weekend</p> <p>Tip: apostrophes, part 2</p> <p><b>Listening:</b> identifying specific items in a description</p> <p><b>Speaking:</b> describing towns in the past, talking about your life two years ago, talking about historic buildings</p>	<p><i>the</i> before vowels and consonants: <i>/ðə/ the farm</i> and <i>/ði:/ the ice cream</i> (AB page 70)</p>
<p><b>8</b></p> <p><b>How can we explore the past?</b> Page 113</p>	<p><b>Core</b> Features of a town and the country: <i>wood, street, field, pavement, flats, shopping centre, gate, motorway, path, farm</i></p> <p>Regular verbs: <i>live in a house, study, travel, work, marry, raise a family</i></p> <p><b>Other</b> <i>parents, grandparents, grandson, granddaughter</i></p>	<p><b>There was / There were</b> <i>There was a wood. There wasn't a motorway. There were some fields. There weren't any flats.</i></p> <p><b>Past simple regular verbs</b> <i>He travelled by bus. He didn't study.</i></p>	<p><b>Social Science:</b> a family tree</p> <p><b>Culture:</b> historic buildings</p> <p><b>Values:</b> looking after historic places</p>	<p><b>Reading:</b> an email</p> <p><b>Writing (AB pages 88–89):</b> The Big Write: a Big Question post about a diary</p> <p>Tip: <i>when ...</i> clauses</p> <p><b>Listening:</b> identifying specific information</p> <p><b>Speaking:</b> describing pictures and guessing which they are</p>	<p>Consonant sounds: <i>/p/ post</i> and <i>/b/ about</i> (AB page 80)</p>

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<b>The Big Project 3</b> Page 121	A café menu <b>English in use: How much?</b> <i>How much is a biscuit? It's 80p.</i>				
<b>Festival 1</b> Page 123	Christmas decorations <b>Vocabulary:</b> <i>reindeer, candle, decoration, snowman, Father Christmas, Christmas tree</i>				
<b>Festival 2</b> Page 124	World Book Day <b>Vocabulary:</b> <i>cover, title, author, illustration, characters</i>				
<b>Exam Preparation and Practice</b> Page 125	Cambridge English Qualifications A1 Movers Speaking Parts 1–4 Listening Parts 1–4 Reading and Writing Parts 1, 3, 4 and 6 (AB pages 94–103)				

# Components overview

## For students



◀ Class Book

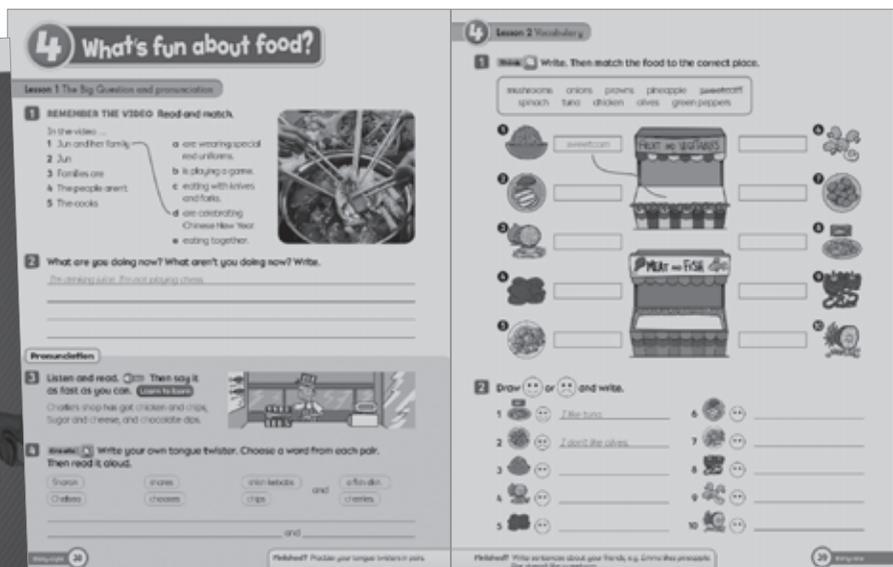
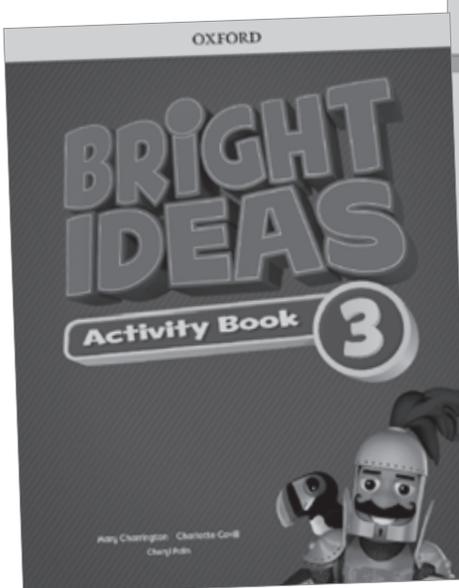


### Class Book

- A clear syllabus showing the main language learned in each unit
- A Starter unit introducing the course characters and concept
- 8 units of 10 lessons each providing the core material
- 10 pages of Cambridge English Qualifications external exam material
- 3 Big Projects
- 2 pages of Festival material
- A digital version of the Class Book is also available.

### Activity Book

- 10 pages of activities per core unit
- 10 pages of Cambridge English Qualifications external exam material
- Extra Grammar Practice for each unit
- 2 pages for use with each Big Project
- Follow-up practice for the Festival material
- 8 Grammar Reference pages
- Online Practice: interactive activities to further practise the language learned
- A digital version of the Activity Book is also available.



◀ Activity Book

# For teachers

## Teacher's Pack

### Classroom Presentation Tool



- Class Book and Activity Book on-screen, with the ability to play audio, video and games from the book page
- Interactive versions of Class Book and Activity Book activities with option to reveal answers
- Digital games in every unit

### Teacher's Guide

- An introductory section including descriptions of the methodology and concept behind the course
- A Tour of a unit presenting an overview of the function of each lesson, sequence of resources, and standard teaching steps
- Full answer keys for Class Book and Activity Book activities, as well as explanatory teaching notes where appropriate
- Suggestions for optional warm-up activities
- Tips and notes for specific activities
- References to Key Competences
- Audio and video transcripts
- An Ideas bank with games, activities and ideas for how to exploit the extra resources further (flashcards, songs, videos, etc.)
- A full syllabus overview
- Wordlist
- Letter to parents

## Teacher's Resource Centre

- Complete access to students' online practice
- Evaluation section with downloadable tests, printable and editable versions: eight unit tests, three term tests, one end-of-year test
- Downloadable evaluation and portfolio materials, including assessment of key competences

## Audio CDs

- Recordings of all the songs, chants, stories and listening activities (also available via the Classroom Presentation Tool)

## Classroom Resource Pack



- *Bright Ideas* wipe-clean poster
- 128 flashcards for presenting the key unit vocabulary (sets 1 and 2)

## Exam Power Pack DVD

- Further practice for Cambridge English Qualifications and Trinity GESE exams

# Using Graded Readers with

# BRIGHT IDEAS

Using graded Readers in the Primary classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure, you give them the opportunity to learn without the fear of failure.

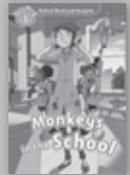
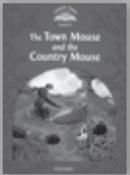
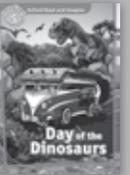
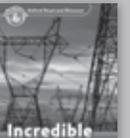
Our graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them from our award-winning collections:

- Dolphin Readers
- Classic Tales
- Oxford Read and Discover
- Oxford Read and Imagine
- Dominoes
- Oxford Bookworms Library



Convenient bookmark shaped Reading Guides, offer a simple way to **select titles that correspond to each unit of *Bright Ideas***.

**Download the full set of Reading Guides from [www.oup.com/elt/recommendedreaders](http://www.oup.com/elt/recommendedreaders)**

Reading Guides 1	Reading Guides 2	Reading Guides 3	Reading Guides 4	Reading Guides 5	Reading Guides 6
<p>Reading Guides</p> <p>For unit 1 we recommend...</p>  <p><b>Schools</b></p> <p>Oxford Read and Discover Level 1</p>  <p><b>Monkeys at School</b></p> <p>Oxford Read and Imagine Level 1</p>	<p>Reading Guides</p> <p>For unit 3 we recommend...</p>  <p><b>Cities</b></p> <p>Oxford Read and Discover Level 2</p>  <p><b>The Town Mouse and the Country Mouse</b></p> <p>Classic Tales Level 2</p>	<p>Reading Guides</p> <p>For unit 3 we recommend...</p>  <p><b>Sound and Noise</b></p> <p>Oxford Read and Discover Level 3</p>  <p><b>The New Sound</b></p> <p>Oxford Read and Imagine Level 3</p>	<p>Reading Guides</p> <p>For unit 2 we recommend...</p>  <p><b>Machines That can Move</b></p> <p>Oxford Read and Discover Level 4</p>  <p><b>A Machine for the Future</b></p> <p>Oxford Read and Imagine Level 4</p>	<p>Reading Guides</p> <p>For unit 4 we recommend...</p>  <p><b>Exploring Our World</b></p> <p>Oxford Read and Discover Level 5</p>  <p><b>Day of the Dinosaurs</b></p> <p>Oxford Read and Imagine Level 5</p>	<p>Reading Guides</p> <p>For unit 6 we recommend...</p>  <p><b>Incredible Energy</b></p> <p>Oxford Read and Discover Level 6</p>  <p><b>New York City</b></p> <p>Oxford Bookworms Library Level Starter</p>
<p>SYLLABI &amp; SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a></p> <p><b>OXFORD UNIVERSITY PRESS</b></p>	<p>SYLLABI &amp; SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a></p> <p><b>OXFORD UNIVERSITY PRESS</b></p>	<p>SYLLABI &amp; SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a></p> <p><b>OXFORD UNIVERSITY PRESS</b></p>	<p>SYLLABI &amp; SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a></p> <p><b>OXFORD UNIVERSITY PRESS</b></p>	<p>SYLLABI &amp; SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a></p> <p><b>OXFORD UNIVERSITY PRESS</b></p>	<p>SYLLABI &amp; SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a></p> <p><b>OXFORD UNIVERSITY PRESS</b></p>

# Supplementary Material

The most trusted materials for learners of English

## Oxford Children's Picture Dictionary

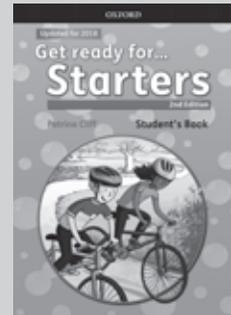
A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics. Available in print and interactive e-Book.



## Get Ready for ... 2nd edition

Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

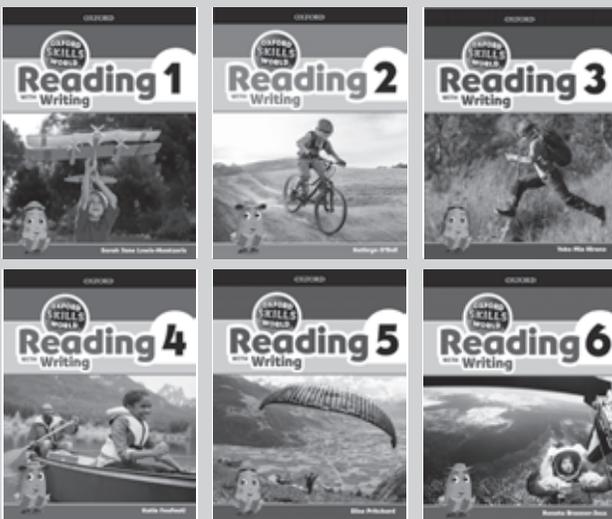
This series supplements any coursebook and is ideal for use in class or self-study at home.



STARTERS, MOVERS, FLYERS

## Oxford Skills World

A six-level, paired skills series for lower primary and upper primary that focuses on developing students' receptive and productive skills.

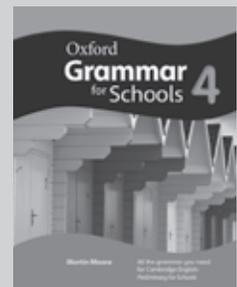


## Oxford Grammar for Schools

A five-level series with clear explanations and communicative activities that helps young learners and teenagers understand and practise grammar.

Each level in the series covers all the grammar students need to know for the Cambridge English Qualifications:

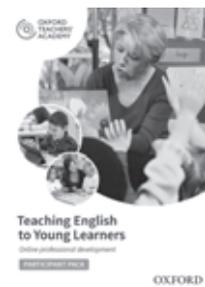
- Level 1 - Pre A1 Starters
- Level 2 - A1 Movers
- Level 3 - A2 Flyers
- Level 4 - B1 Preliminary for Schools
- Level 5 - B1 Preliminary for Schools



LEVEL 1-5 AVAILABLE

# Oxford Professional Development

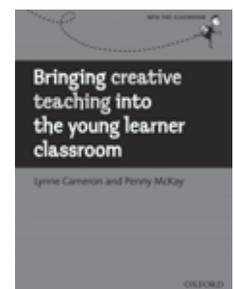
## Oxford Teachers' Academy: Teaching English to Young Learners



*Teaching English to Young Learners* is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.

## A range of professional development titles to support your teaching.

*Into the Classroom* is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.



# About *Bright Ideas*

*Bright Ideas* is a seven-level course for students learning English from Primary Grade 1 to Primary Grade 6, and also has a Starter level which aims to bridge the gap between pre-school and Primary Grade 1.

The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21<sup>st</sup> century skills.

The context for *Bright Ideas* is a fictional online space, *The Big Question* website, and its online community of child characters. Just as this group of characters are inspired to examine questions about the world around them, gather information and find answers, so too are students in the *Bright Ideas* classroom. The course empowers students not only to acquire information, but to contribute to this information, sharing their own opinions and experience, and thinking beyond their normal perspectives.

The syllabus of *Bright Ideas* has been specifically designed to encompass the language and skills requirements of the Cambridge English Qualifications Young Learners and Trinity GESE examinations, with in-built key milestones which mark the point at which students are considered prepared to enter these external exams.

While the syllabus is fast-paced and comprehensive, lessons are carefully staged, the approach to practice and recycling is thorough, and the methodology is clear and supportive for teachers and students alike. The course allows the students to achieve, and, at the same time, places importance on the fun and enjoyment of learning at primary school. *Bright Ideas* has a fresh, modern look and feel, and takes into consideration the interests, pastimes and penchant for all things digital of children today.

*Bright Ideas* also places a strong emphasis on literacy, with the inclusion of a wide variety of text types. In addition, importance is given to the development of the whole child, through the incorporation of Key Competence aims in the *Bright Ideas* syllabus, as well as rich cultural input, the highlighting of values, cross-curricular content, and opportunities for student-centred, project-based learning.

*Bright Ideas* is full of big questions and ideas! The course's up-to-date suite of learning and teaching materials includes innovative, course-specific video material on the Classroom Presentation Tool, as well as a specialized poster in the Classroom Resource Pack to bring to life the Big Question in every unit.

## What is the *Big Question*?



### Concept

At the beginning of every unit the Big Question is posted on the fictional *The Big Question* website, which is at the heart of the course. An online community of children then take it in turns to answer this question. This online community is made up of eight main course characters, who contribute regularly throughout Levels 3 and 4 of the course, as well as a range of one-off characters, including children from the wider international community. The child characters post their answers to the Big Question at set points throughout the unit and share something to support their answer.

The home page of *The Big Question* website greets the students in Lesson 1. Here the new Big Question for the unit is posed, and answer posts from the coming unit are previewed with images and captions. The largest image is the Big Picture which accompanies and illustrates the star post answer for the unit. The Big Picture is linked thematically to the short film which the star post child shares to support their answer to the Big Question. It aims to inspire the students and generate ideas before watching the video.

Lesson 1 also provides an opportunity for the students to start thinking about their own ideas for the Big Question. Their answers are recorded on the Big Question poster and revisited at the end of the unit.

In Lesson 2, a main course character posts their answer to the Big Question and supports this answer with pictures (depicting the first vocabulary set of the unit) and a song (practising the vocabulary). This same child also engages in an online chat related to their post (with another member of the community) in Lesson 3. The chat box dialogue forms the presentation of the first grammar structure of the unit.

In Lesson 4, another main course character posts their answer to the Big Question, again supporting this answer with images (depicting the second vocabulary set of the unit). This child also invites another main course character to play the website online game *The Big Quest*, in which all the continuity characters appear as game-playing avatars across the eight units.

Lesson 5 focuses on presentation and practice of the second grammar structure of the unit, and does not include an answer to the Big Question.

In Lesson 6, a different main course character posts their answer to the Big Question and supports this with a text containing rich and engaging content. This is the basis for the cross-curricular lesson in the unit.

In Lesson 7, a child from the wider international community joins in, posting their answer to the Big Question and supporting it with various types of text which have relevance to their country and culture.

The final answer to the Big Question appears in Lesson 9, where a main course character also posts a short text explaining their answer. This text provides a model for the students' own writing in the lesson.

In Lesson 10, the students recap all six example answers to the Big Question provided by the unit, and compare these with their ideas for answers from Lesson 1 on the Big Question poster. They have an opportunity to reflect on the answers and choose the one they feel best answers the question for them. They can also now add to their list or expand upon their earlier answers, using the content and language they have learned.

The message is clear: there are many ways to answer a Big Question!



## Characters

The main continuity course characters in *Bright Ideas* Levels 3 and 4 are a group of eight 'real-world' children, who are friends through *The Big Question* website. These are Mason, Lily, Ben, Ania, Dev, Tess, Noah and Sophie. Profile photos of these characters appear next to their answer to the Big Question whenever they post.

As well as posting answers to the Big Question, these characters also play an online game on the website called *The Big Quest*. To play the game, they all have avatars. The game is the context for the unit stories.

The eight real-world characters and their corresponding avatars are introduced in the Starter Unit of *Bright Ideas* Level 3.

Also part of the online community are the children awarded the star post on the website home page. We see each of these characters only once. They are the narrators of the star post films on the Lesson 1 Big Question videos, which they sometimes also appear in, and are shown in a profile photo next to their star post answer.

In each Lesson 7, we also meet a different child from another country. The children posting in these lessons also appear only once, and are from countries as far-ranging as Ecuador, Slovenia, Thailand and Ireland.

## Joining *The Big Question* online community

*The Big Question* website in the *Bright Ideas* course is a fictional website. However, today's modern educational technology means that students have plentiful opportunities to create and become active members of their own Big Question online community. The course encourages this, and fully supports digital collaborative learning. See the digital collaborative learning section of this introduction for further information.

## Learning with *Bright Ideas*



## 21<sup>st</sup> century skills

The children in our classrooms today need to develop 21<sup>st</sup> century skills to help them to succeed in the thriving information age. *Bright Ideas* brings 21<sup>st</sup> century learning skills to the forefront, with special emphasis placed on critical thinking, communication, collaboration and creativity.

## Critical Thinking

Today's children need to not only gain information, but to fully engage with it, process it and question it. Critical-thinking skills help children to do things such as determine facts, classify, order and prioritize information, make predictions and comparisons, reason logically and solve problems.

*Bright Ideas* encourages students to think deeply and assess information comprehensively. Throughout every unit, questions labelled **Think**  encourage students to apply their own experience and opinions. In addition, questions labelled **Think, pair, share!** allow students the opportunity to firstly reflect quietly and establish their own viewpoint and ideas, before they exchange these with other members of the group.

## Communication

Language is, of course, all about communication. In order to communicate well, students need to be able to listen, speak, read and write effectively. *Bright Ideas* offers students plentiful opportunities to develop these essential four skills. Oral practice of new language is paced carefully in controlled practice and freer practice stages, and throughout every unit, questions labelled **Communicate**  give students a real purpose for sharing information and ideas. Extensive and intensive reading and listening skills are given emphasis in Lessons 7 and 8. And Lesson 9 is a specifically designated writing development lesson with a special focus on key features of specific text types.

The specialized communication skills which students need to develop in order to sit the Cambridge English Qualifications A1 Movers Speaking exam are fully demonstrated and practised in the last section of the course book. The exam practice section includes targeted tips, many of which train students to employ useful strategies for effective communication. Furthermore, the *Bright Ideas* Classroom Presentation Tool also promotes computer literacy, preparing students for the demands of the information age.

## Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Bright Ideas* encourages collaboration in every lesson, with students working together in pairs, small groups or as an entire class. Throughout the course, the last exercise in Lesson 5 provides supportive collaboration practice.

In addition, the three student-centred projects and the Community Task at the end of Lesson 9 provide ideal scenarios for student collaboration. To participate in these activities, students need to learn to take turns,

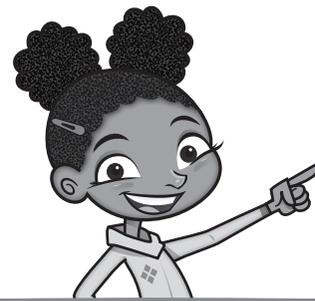
listen to others and acknowledge their contributions, and share credit for good ideas, etc. Key opportunities for developing skills of collaboration are highlighted with the **Collaborate**  label.

## Creativity

Creativity is extremely important in a child's education. It is widely accepted that creative activities develop attention skills and promote emotional development. Students who are able to exercise their creativity are also better at making changes and solving problems, as they have learned not only to come up with new ideas, but to evaluate them and make choices.

*Bright Ideas* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgement. The course also includes numerous targeted activities with the specific aim of inspiring the students creatively, particularly as part of the cross-curricular and writing lessons, and termly projects.

Key opportunities for developing creativity are highlighted with the **Create**  label.



## Enquiry-based learning

True enquiry-based learning puts students right at the centre of their own education. The process begins with a real-world problem or challenge and the teacher acts as a facilitator, guiding the students to identify their own questions, and then seek information, working together to find solutions.

*Bright Ideas* takes from this approach key elements most appropriate for the ability of students of this level. The course balances the benefits of enquiry-based learning with the practical realities of EFL teaching and students' other very real needs, taking into consideration requirements such as a language syllabus matched to external examinations and providing coverage of the Key Competences.

While students are given the freedom to bring to the instruction their own thoughts, opinions and ideas, and encouraged to build essential skills in communication and collaboration, a supportive structure for learning ensures they are linguistically equipped to fulfil tasks, and that their language goals are reached.

*Bright Ideas* supports enquiry-based learning in that it maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading and writing as they reflect on questions about the world around them, gather information and find answers.

The course teaches students to be inquiring and curious by example. Each unit revolves around a Big Question on a specific theme. The Big Question is broad, open-ended and thought-provoking, appealing to children's natural curiosity. Through the series of possible answers to the Big Question, which head up lessons at key points throughout each unit, students learn that one question can have many answers. In addition, they are invited to think about the way that they personally can best answer the question. Students' answers can be recorded on the Big Question poster.



## Project-based learning

Project-based learning is a style of enquiry-based learning. It is student-centred and hands on. Students are not simply provided with knowledge or facts in a traditional way, but acquire a deeper knowledge through active exploration of a real-world challenge, working together for an extended period of time to investigate information and making their own choices in the ways they respond to it.

The benefits of project work in language learning are manifold. In particular, it involves the kinds of activities that children typically like doing, such as finding out about interesting topics, inventing and making things, talking about themselves and working together. This, of course, gives rise to heightened motivation in the classroom.

Project work is also suitable for different levels, allowing individual students to take on different roles with varying degrees of challenge. In this way it is an ideal way to cater for mixed-ability classes, as well as different kinds of learning styles. Project work presents the ideal opportunity for the development of the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity. Cross-curricular links, especially with science and art, also naturally occur, allowing students to connect new knowledge with prior knowledge and experience, and in this way facilitating deep learning.

Recognizing the importance of project-based learning and its close relationship to enquiry-based learning, *Bright Ideas* includes three Big Projects – after units 3, 6 and 8 of the course. The projects are carefully staged to enable students to make the most of the opportunity to develop 21<sup>st</sup> century skills, while at the same time benefiting fully in terms of English language practice.

Each Big Project begins with a *Think* task, which actively engages the children in considering the scope and logical order of the stages of the project, and highlights the project aims. The *Think about it* stage then inspires the children to draw on their own lives, experience and opinions, awakening their interest and generating ideas for the coming project. The *Find out* stage places the students in the role of researchers and inquirers, calling for them to acquire knowledge for their project by conducting a survey within their project group. The next *Choose* stage calls on their skills of collaboration as well as critical-thinking skills to summarize, compare and evaluate the information they have gathered, and make their own choices for the information they will use in their project work.

A common concern amongst EFL teachers is whether or not project work will afford enough language payoff, when lesson time is limited and therefore precious. For this reason, *Bright Ideas* takes care to make sure the students have the language tools necessary to take part in the decision-making and discussion phases of the project. The *English in use* features provide the students with the language to enable them to fully participate in English in the *Plan* stage. Their skills of creativity are then honed in the *Make* stage, where the productive stages of the project are broken down into achievable tasks. Students in the project group also have the option in this stage to choose different roles according to their strengths and interests. In the final *Present* stage, the students develop presentation skills, key to today's classrooms, and also of particular value in developing real-life communication skills.



## Literacy

In the information age, students have to be able to work effectively with information. Their need to comprehend and interpret written information, as well as communicate successfully in writing themselves, has never been quite so prevalent. The *Bright Ideas* coverage of literacy development is, therefore, wide.

Lesson 7 of each core unit of *Bright Ideas* has the specific aim of teaching literacy skills. Through the culture-based reading texts, the students are exposed to a wide variety of different non-fiction and fiction text types including a leaflet, a poem, a wildlife guide, a newspaper article, a traditional story and a blog post. The first follow-up activity in the Activity Book then familiarizes the students further with this text type, highlighting its typical features and characteristics.

In the *Create* task at the end of Lesson 8, students also have the option to compose a similar text themselves, using their paragraphs which are the end result of the guided writing practice in this lesson.

Lesson 9 is devoted to developing the students' own writing skills and includes a short reading text providing a model, a focus on a different specific writing sub-skill in each unit, and guided steps to help children plan and prepare for writing a personalized text related to the unit theme. As a sense of audience notably increases learners' motivation to write, teachers can choose to extend this writing activity to a Community Task, bringing all the children's pieces of writing together to create a class project for a wider audience.

The information age has brought with it new ways to read and write, thus necessitating the need for 21<sup>st</sup> century technology literacy skills. *Bright Ideas* Level 3 also has provision for developing these skills. Digital texts such as an email and a blog post are included in the range of text types exemplified and analyzed in the course. The cross-curricular lessons also help to develop this knowledge with a focus on, for example, internet safety. By learning to understand how to evaluate today's new information, as well as how to use specific tools to communicate safely and effectively, students can embrace new technology and be inspired to learn.



## Digital collaborative learning

### What is digital collaborative learning?

Digital collaborative learning involves students sharing their work online or working together on group online projects as a means to gain a genuine audience. This can be easily and practically achieved through the use of a class blog, which requires basic technology skills to create and manage, and very little time to maintain.

The scale of digital collaborative learning can vary greatly depending on the reach of the class blog. At the lesser end of the scale, teachers can set up a class blog to bring together individual students and their work within just one class. There is then scope for this class blog to be linked to another class blog within the same school. The reach can be further extended if the blog is linked to class blogs from other schools in the same country. It can of course become global if it is linked to other classes across the world.

Setting up a class, inter-class, school or inter-school blog can be simplicity itself, with ready-made templates available to use on the internet, and extensive online advice and support about setting up your blog, maintaining it and getting the most out of it. All this information is also available via online teacher training videos.

### What are the benefits?

The educational benefits of digital collaborative learning are numerous.

**The work that students share is varied.** This can include many different types of writing, as well as other types of production such as artwork, project work and video. This has great value as it increases students' digital literacy and also satisfies several Key Competences, including learn to learn, cultural awareness and expression, and most notably digital competence.

The stages that this style of learning encompass are also **important to developing 21<sup>st</sup> century skills.** Students need to use skills of critical thinking and creativity to produce the work they aim to share. Working together or contributing their thoughts and ideas to respond to the work of others develops skills of collaboration and, of course, the class blog provides the perfect platform for real communication.

The genuine audience at the heart of digital collaborative learning can **increase student engagement and motivation immeasurably**. Not only are students aware of this audience when producing their work, but the comment function common to blogs means that they are able to receive real feedback from their peers.

In addition, the class blog can be shared with parents and guardians to further increase students' motivation and to **strengthen the link between school learning and home**.

### Opportunities in *Bright Ideas* 3

As well as the benefits described above, digital collaborative learning is very relevant to the overall methodology and underlying concept of the *Bright Ideas* course. Notably it provides a means for students to become members of their own *Bright Ideas* online community.

Setting up a class blog means that students in Levels 3 and 4 can post their own answers to the Big Question, just like the course characters. The best opportunity for this is at the end of each unit, where students are asked which example answer post was their favourite and encouraged to answer the question for themselves. Teachers can assist the students to write their answer as a real post in English and upload it to a class, inter-class, school or inter-school blog, on which students have the ability to comment on each other's posts.

It is also possible to include other kinds of production on a class blog. Teachers can record students singing the unit songs or film the final productive stages of the Big Projects to share via the blog. In addition, there is the potential to digitally create and post the Community Task projects in the Lesson 7 literacy lessons.

The class blog can also be shared with parents and guardians to further increase students' motivation and to strengthen the link between school learning and home.

The internet is an exciting teaching resource, but it is also an unknown environment which requires judicious use. The following guidelines can help keep students safe online:

- Ensure your school has already communicated an e-safety policy with students and teachers.
- Use child-safe search engines and blogging websites recommended for schools and children, and check out their authenticity carefully.
- Make use of the moderation tools and privacy settings offered by websites.
- Talk to your students about e-safety and warn them against sharing personal details such as addresses and passwords. Establish a set of rules with the class before you begin.
- Keenly monitor students' activity on the computer during the lesson.



## Vocabulary and grammar

*Bright Ideas* is a high-level English course and therefore incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Bright Ideas* Levels 3 and 4 has been specifically designed in line with the syllabus of the Cambridge English Qualifications A1 Movers examination, so that students are considered prepared to sit the exam by the end of Primary 4.

In *Bright Ideas* Level 3, ten new core items of vocabulary are presented in Lesson 2 of each unit, with a further six core words taught in Lesson 4. Before new vocabulary is presented, the students are encouraged to brainstorm words related to the theme that they already know, in order to activate and share their background knowledge. Once the core vocabulary has been presented, they then have the opportunity to compare their own words with the ones provided. This approach to presenting vocabulary promotes the development of critical-thinking skills.

In addition to the new core vocabulary, new words are also presented in order to facilitate understanding and practice in the cross-curricular lesson of each unit.

Each unit of *Bright Ideas* Level 3 also presents and practises two new core grammatical structures. The first of these core structures is presented through a chat room dialogue in Lesson 3. The second is presented in the context of the story through example sentences in Lesson 5. In both lessons, attention is paid to meaning and usage of the new language. Clear grammar tables also provide a focus on form, and the language within the tables is activated in the first controlled oral practice activity. This then builds to a further speaking activity, which develops communicative skills.

Students are invited to personalize the grammar they have learned in the Extra Grammar Practice activities provided on pages 104–111 of the Activity Book. Grammar Reference pages, complete with targeted practice, are also provided at the end of the Activity Book. All the grammar from the unit is thoroughly reviewed at the end of each unit via the interactive Review video.



## Skills

As a global course for English in the 21<sup>st</sup> century, *Bright Ideas* offers students plentiful opportunities to become effective listeners, speakers, readers and writers with the aim of developing strong communication skills. The Class Book, Classroom Presentation Tool and Activity Book work closely together to develop the four skills.

### Listening

All new language is presented for aural recognition with clear models on the Audio CDs or the Classroom Presentation Tool Class Book and Activity Books on-screen. Listening to songs, stories, and culture texts also helps the students internalize the language and exposes them to native speaker pronunciation. In addition, frequent opportunities for 'real' listening are provided to consolidate new grammar in the Activity Book, and in the extensive and intensive listening practice in the Lesson 8 culture lesson.

### Speaking

Throughout the course, attention is paid to the development of both accuracy and fluency. Spoken accuracy is developed through controlled oral activities which involve essential repetition of new language, but also have meaning and purpose, and encourage personalization. In each Lesson 10, the interactive Review video also provides thorough aural and oral practice of the grammar from each unit in a unique and engaging way.

*Bright Ideas* also allows the students frequent opportunities to draw on the whole of their productive repertoire. Fluency and confidence in speaking are promoted by the possibilities for teacher-led discussions. These can be done via *Think* tasks, the regular *Think, pair, share!* questions, and the collaborative Big Projects. In addition, there are numerous contexts which children can easily relate to and suggestions for teacher-led discussions provided in the teaching notes.

### Reading and Writing

Students learning English at a higher level need to be able to make good progress quickly with regard to reading and writing. *Bright Ideas* takes a systematic approach to these skills to allow this to happen. A model

of the written form of new language is always presented for the students to read before they write it themselves. The Classroom Presentation Tool vocabulary and grammar games provide a helpful bridge between the Class Book and the Activity Book in this respect, as the students practise new language in conjunction with the written word as a whole class and with the support of the teacher, before they progress to the more independent reading and then writing activities in the Activity Book.

*Bright Ideas* also prepares students to develop techniques to help them become better readers through the pre-reading tasks in the cross-curricular and literacy lessons (Lessons 6 and 7 of each unit). These help them activate their own background knowledge, make predictions, and build expectations for what they are about to read. Students also practise reading a wide variety of different text types, both in the designated literacy lessons, but also in the cross-curricular lessons, with reading texts such as a leaflet, a set of instructions and an email.

In the specialized writing skills lesson (Lesson 9 of each unit), students' awareness of the key characteristics of specific text types is raised, before they are shown how to plan and produce an example of each text type themselves. Focused writing practice is also provided in Lesson 8, where the students are trained to plan and produce a short piece of writing about an aspect of their culture in a series of carefully paced stages.

In addition to the skills coverage described above, care has been taken to ensure that students preparing for the Cambridge English Qualifications examinations develop the required level of skills competency, as well as familiarity with examination task types. The specific exam preparation and practice lessons at the end of the Class Book and Activity Book for the Cambridge English Qualifications examinations, as well as the external exam materials provided on the Exam Power Pack DVD component, are provided for this purpose.



## Pronunciation

All new language presented in *Bright Ideas* is provided via the Classroom Presentation Tool so that students have a good model of native speaker pronunciation to follow. In addition, in each Lesson 1 of the Activity Book, *Bright Ideas* Level 3 trains learners to differentiate between minimal pairs and provides practice of these English sounds. The sounds are presented in a rhyme or tongue twister, giving students the opportunity to firstly listen carefully, then listen and repeat. The

students are then required to categorize a number of words according to the way they are pronounced, before practising them for themselves.



## Stories

The unit stories in *Bright Ideas* add to the rich context of the course and are designed to appeal to today's children with their love of technology and digital games. Each story is set in a different world of an online game called *The Big Quest*. The world relates to the topic of the unit each time. The stories incorporate popular features familiar to online gaming, such as collecting points, competing against the clock and winning items such as super powers.

In each story, two of the main course characters from the online community appear as the main characters in the guise of avatars. Upon arriving in the new world, these characters are set a challenge which they have to win to move up to the next level of the game. The stories also feature two non-human characters who are part of the game: Trick and Lucky. Trick is a crafty, wolf-like animal who tries to sabotage the game and stop the children accomplishing the challenge. Lucky, on the other hand, brings luck, appearing to save the day when the avatars are stuck. Lucky lends a hand by providing a lucky egg, inside which there is a clue to help solve the challenge.

The unit stories play an important role with regard to language development, as they practise the second vocabulary set from the unit, as well as presenting the second grammar structure in context.

The student's first experience of the story is via the Class Book. Before they listen and read, they are asked a pre-reading question so that they can bring to the story their own ideas and expectations, a key step in developing literacy skills. Checking their ideas to the pre-reading question gives them a real reason to listen and read the story the first time.

Afterwards, the students enjoy a full animation of the story on the Classroom Presentation Tool, allowing them to immerse themselves in the English world of *The Big Quest*. This time, they are required to listen for specific information in order to complete the follow-up activities in the Activity Book, which check and consolidate their understanding of the story.



## Cross-curricular learning

*Bright Ideas* embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum, including science and social science, art, IT, music and maths. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes. True to the kind of information which children share or find online, the cross-curricular texts in *Bright Ideas* often have an element of fun and a curiosity factor, as well as educational content.

The cross-curricular content of every Lesson 6 in *Bright Ideas* is delivered through a text shared by the posting child. As well as developing reading skills, students are given the opportunity to reflect and think deeply about the content, bringing their own opinions and ideas to the lesson in the *Think, pair, share!* stage. The follow-up activities then give scope for consolidating and extending what they have learned, for incorporating creative skills, as well as for developing real-life cross-curricular skills, such as learning how to understand the information shown in a bar chart.



## Culture

*Bright Ideas* values intercultural education as an essential part of language learning. It is important for students to understand and reflect on the differences and similarities between their own and other cultures in order to develop Key Competences, in particular cultural awareness and expression, and social and civic competence. The culture lessons throughout the *Bright Ideas* series raise the students' awareness of being part of a global community by helping them to develop an awareness of the people around them and in the wider world, and gain an insight into their culture.

There are regular culture lessons in every unit throughout the *Bright Ideas* course with cultural content delivered via a reading text in Lesson 7 and a listening activity in Lesson 8 of the Class Book. The follow-up activities in the Activity Book actively engage the students in comparing aspects of the culture presented in the lesson material with ideas and personal experience from their own culture.

In addition to the cultural input in these lessons, further intercultural learning is provided through two Festival units, which are intended to be used at the appropriate times of the year. In *Bright Ideas* Level 3 these centre on Christmas and World Book Day. Engaging with the content of these lessons helps students develop a stronger understanding of the culture behind the language they are learning.



## External exams

The language and skills practice in *Bright Ideas* has been shaped in line with the requirements of specific external examinations. The series aims to prepare students to enter the Trinity GESE Grade 2 examination by the end of *Bright Ideas* Level 2 and the Trinity GESE Grade 4 examination by the end of *Bright Ideas* Level 4.

The series also aims to prepare students for the Cambridge English Qualifications Young Learners examinations as follows: Pre A1 Starters by the end of *Bright Ideas* Level 2, A1 Movers by the end of *Bright Ideas* Level 4 and A2 Flyers by the end of *Bright Ideas* Level 6.

Targeted practice for all papers of the Cambridge English Qualifications examinations is provided at the end of the Class Book and Activity Book. Practice materials and further additional exam preparation material is available on the Exam Power Pack DVD.



## Key Competences

The inclusion of the Key Competences in the curriculum is designed to integrate the formal learning specific

to each subject area with less formal learning. This helps students to see the relationship between different subjects and use skills learned in one area in different contexts. The Key Competences encourage the activation of resources that the learner already has. Foreign-language learning contributes directly to the development of competence in linguistic communication as it increases, enriches and complements a student's communicative capacity. When language learning is based on the development of the four communicative skills (speaking, listening, reading and writing), it helps to develop this Key Competence in the same way as the study of a native language.

There are, of course, many ways in which learning a foreign language can develop the other Key Competences, too. The materials in *Bright Ideas* offer many opportunities to do this. These are also clearly highlighted and explained throughout the teaching notes. In addition, activities which specifically encompass the development of a positive attitude towards learning both in and outside the classroom, and the study skills to help learners do this, are signposted *Learn to learn* in the core course components.

The three termly projects in the course provide an opportunity for assessment of all the Key Competences. Assessment grids are available for this purpose with the rest of the assessment material in the Teacher's Resource Centre.

The seven Key Competences are described as follows:

**Linguistic competence** encompasses effective communication and expression across the four skills of reading, writing, listening and speaking.

**Social and civic competence** describes the range of social, interpersonal and intercultural skills and behaviours that equip individuals to participate effectively in society.

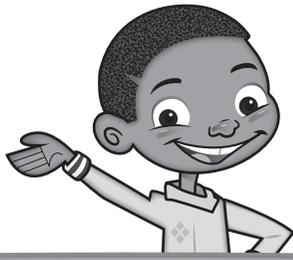
**Learn to learn** encompasses the development of a positive attitude towards learning both inside and outside of the classroom, as well as the study skills to help learners do this.

**Digital competence** involves the confident use of ICT and develops the skills to use IT safely and responsibly.

**Sense of initiative and entrepreneurship** encourages a positive attitude towards problem-solving and develops values such as perseverance and self-esteem.

**Cultural awareness and expression** encourages the creative expression of ideas, experiences and emotions in different ways; for example, through music, performance and craft.

**Mathematical competence and basic competences in science and technology** is the ability to apply mathematical, scientific and technological thinking in order to identify questions and solve problems.



## Values

Students need to understand the importance of values at an early age. Taking an enquiry-based approach means that they are encouraged to think about different situations and the effect that particular behaviour has within those situations. *Bright Ideas* promotes global values throughout the series, in particular through the Our Values feature in Lesson 7, which provides an opportunity to promote and foster social and civic values, and good citizenship. Support for discussing the values highlighted in the Our Values features and encouraging student awareness and self-reflection are included in the teaching notes for these lessons.



## Mixed-ability classes

Whatever the extent of the differing abilities within a class, it is important to help all children feel part of the group during the English lesson. *Bright Ideas* aims to ensure that all students find success in the classroom. It is key to the overall philosophy of the course that students should have the freedom to offer ideas, share opinions and express themselves without judgement. In addition, co-operation is readily encouraged through activities which build teamwork and class unity. The Big Projects, in particular, provide opportunities for students to choose different roles which reflect their strengths and abilities, as well as their interests. Confident students serve as a support to those who need extra help, and all students learn the value of working together.

The Classroom Presentation Tool, with its wealth of visual support, is also a practical tool for managing mixed-ability classes well, as it provides one clear focus in the classroom: keeping all the class in step together. The Classroom Presentation Tool activities also offer valuable support in terms of clear images showing the meaning of

words and phrases, and the opportunity to listen again or replay the game as desired. This means that even students with the lowest level of English can participate. In addition, the truly game-like nature of many of these activities makes them feel familiar, and motivates the students to forget their inhibitions and play along without feeling under pressure, because everybody joins in.

Naturally in classes where there is a wide range of abilities, there will be times when students' needs will be different. Some students will require extra support for even the basics and others will require reinforcement of what they have learned, while the most able will benefit from extension. This can present a challenge for the teacher. For this reason, *Bright Ideas* offers strategies to help teachers adapt their lessons to meet the needs of individual students. The teaching notes provide regular teaching tips for adapting activities to suit learners' needs. These include suggestions for ways to support lower-level students, as well as ideas for challenging higher-level students.

Since children also work at different speeds, especially when they are writing, an extra *Finished?* activity is also provided at the end of every Activity Book lesson page. This is for fast finishers, so that these students are not left unoccupied should their classmates need more time.



## Multiple intelligences

The theory of multiple intelligences, as first developed by American psychologist Howard Gardner, views intelligence as being multi-dimensional. Instead of thinking of intelligence as something connected to cognitive or academic skills that you have more or less of, Gardner believes that it is more useful to think of humans as each having a range of eight different 'intelligences' and that we all have these intelligences, but in different strengths and combinations.

These eight intelligences are:

**Verbal-linguistic:** Being good with words and language, reading and writing.

**Logical-mathematical:** Being good with numbers, maths, logical processes, patterns, relationships between things and abstract concepts.

**Visual-spatial:** Being good with pictures, diagrams, maps and visual representations.

**Musical-rhythmic:** Being good with music, noticing sounds and recognizing tunes.

**Bodily-kinaesthetic:** Being good with physical skills, sports, activities and tangible objects, dance, mime and acting.

**Interpersonal:** Being good with other people; being good at communication and social skills.

**Intrapersonal:** Being reflective and insightful about your own psychology and internal life; being intuitive and self-confident.

**Naturalistic:** Being good at recognizing and understanding aspects of the natural world around us, e.g. animals, birds, plants.

Students each have their own natural talents and multiple ways of learning. For example, some students may respond well to artistic or musical activities, such as painting or singing, while others may be more engaged when movement or logic are involved, such as during dancing activities or number games.

It follows, then, that in order to keep students engaged and involved during language-learning, we need to include a variety of tasks that activate their different intelligences. Although we cannot teach directly to each individual child in our classes all the time, we can provide opportunities for diversity.

In the ELT primary classroom, all eight of Gardner's intelligences can be quite clearly activated in a number of ways through the language-learning process, allowing our students to build on their natural talents, while also encouraging the development of their other abilities.

This is why *Bright Ideas* contains activities, tools and different types of input carefully designed to serve all students by reaching out to their multiple ways of learning. Each lesson in *Bright Ideas* Level 3 has been deliberately set out to appeal to a wider range of intelligences, offering a variety of activities which cater at different times for students with different learning styles or intelligences.

For example, a typical lesson may start with a warm-up activity or game (verbal-linguistic and bodily-kinaesthetic), followed by a discussion about the topic using the Classroom Presentation Tool or by watching the star post film (visual-spatial), then singing a song (musical-rhythmic). In the Activity Book, students might consolidate language via matching or sequencing activities (logical-mathematical and visual-spatial), before finishing the lesson with a group total physical response (TPR) game (interpersonal and bodily-kinaesthetic). In this way, the inherent diversity of the classroom is purposefully catered for in each lesson.

*Bright Ideas* taps into students' natural talents, thus allowing you to provide motivating educational

experiences which help develop the confidence and language skills your students need to communicate both with their classmates and with the English-speaking world.



## Special Educational Needs

Special Educational Needs (SEN) is the term used to refer to the requirements of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Note that gifted and talented children are also considered to have special needs as they require specialized, more challenging materials.

Of course, children make progress at different rates and vary widely in how they learn most effectively. Although children with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the children's academic development as well as their self-esteem. Your daily contact with these children will help you understand what works best for each individual and determine your choice of the most appropriate techniques.

You might be worried about trying to include children with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher you are used to dealing with different personalities and abilities in your class. Every day, you probably adapt activities in your lessons to cater for the widely differing needs of your students. Children with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support children with SEN are good, practical techniques which will benefit all the students in your class.

### Top tips for creating an inclusive classroom

You do not need to be an expert on SEN to teach children with SEN. You do need to want to work with these children and to be prepared to learn from them.

#### Tip 1: Be a role model

Children will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example if you notice some students do not want to work with a particular child, make sure you talk to those children privately

about their behaviour and give praise and rewards to the children who are working well in teams.

### **Tip 2: See the person not the label**

It is very important to get to know each child individually and to not label them according to their SEN. If you have children who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every child with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide so take time to find out the level of a child's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

### **Tip 3: Avoid judgements of behaviour**

Do not label a child as lazy or not trying. Children with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class but their brains might be overloaded with information which they cannot process and they need a short brain break. These children also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many children with SEN and behavioural difficulties only get noticed negatively by the teacher.

### **Tip 4: Celebrate difference and diversity**

The classroom and the world would be a boring place if everyone was the same. You can use the differences between children to learn from each other and about each other.

### **Tip 5: Teach in a multi-sensory way**

Children all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Children with SEN particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practise information in your lessons.

### **Tip 6: Plan ways to adapt your lesson plan**

You will need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All children should achieve the same main aim, but they may do this in different ways.

### **Tip 7: Work on class management**

Clear, consistent classroom management is very important for children with SEN. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

### **Tip 8: Work co-operatively with adults and children**

Teamwork is the best approach to teaching children with SEN. It is particularly important to work with carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

### **Tip 9: Work with children's strengths**

Try to find out what the children's strengths and interests are and include these in your teaching. Children who have problems reading can sometimes be good at drawing and acting instead. Children who find it hard to sit still might be very good at organizing teams and role play. Children who are struggling academically might be very kind and helpful to other children.

### ***What problems do dyslexic children have?***

Dyslexia can manifest itself in a variety of ways, through linguistic problems such as:

- slow reading speed
- difficulties with word recognition and spelling
- a smaller range of vocabulary in their mother tongue.

Dyslexia is also apparent in non-linguistic problems, such as:

- a more limited memory span
- difficulties with handwriting and motor skills
- difficulties with time management.



## Review

In a high-level course with a fast-paced syllabus and very concrete aims for achievement, recycling and review of language are, of course, essential. *Bright Ideas* gives great importance to these aspects of language learning. Systematic recycling of all core language takes place in every unit and the language is revised in a variety of different contexts.

In Lesson 1 of each unit, the narration in the star post film recycles language from previous units and levels of the course. The Activity Book then provides a model of this recycled language in the video comprehension questions, as well as an opportunity for the students to review and practise the language for themselves.

Before new vocabulary is presented in Lessons 2 and 4, the students are firstly encouraged to say the words they already know in conjunction with the theme, thus re-activating previous knowledge.

In Lesson 2, the new vocabulary is always practised in conjunction with a revised structure. In Lesson 4, the story not only practises the new vocabulary from the lesson and previews a new structure, but recycles the language from the previous two lessons. Similarly, in the last activity in Lesson 5, students are invited to use the new grammar from the lesson with review vocabulary from previous units and levels of the course.

Throughout the unit, the digital vocabulary and grammar games found on the *Bright Ideas* Classroom Presentation Tool can be replayed to provide fun and motivating review and practice. These include a Review game, which can be accessed through the Lesson 10 page of the Class Book on-screen. This last lesson of each unit also includes a unique approach to review in the form of the Review video, which can also be accessed via the *Bright Ideas* Classroom Presentation Tool. In this interactive

video a teacher presenter prompts the students in the class to produce the two core structures from the unit. The students can benefit from the opportunity to listen to a native speaker and practise participating in an exchange with a different person, other than their peers and the classroom teacher. At the same time, the activities used in the video provide a model and suggestions for teachers preferring to have the option to lead their own review lesson.

Opportunities for recycling are also exploited in the three Big Projects after units 3, 6 and 8.



## Testing and evaluation

Students' progress can be evaluated through formal testing, ongoing assessment and self-assessment. For formal testing, there are eight unit tests, three term tests and one end-of-year test provided in the Teacher's Resource Centre. Together, these cover the target language from the course. All these tests are available as printable or editable documents so that teachers can choose to adapt the material to suit individual students or classes.

Ongoing and self-assessment, evaluation grids and portfolio material are also available online. These allow teachers the possibility of continuously assessing students' progress, and provide feedback for both teachers and parents.

In *Bright Ideas*, provision is also made for assessing the Key Competences in conjunction with the three Big projects in the course. Assessment grids for this purpose can be found online.

In addition, practice materials for the Trinity GESE and Cambridge English Qualifications Young Learners examinations are provided on the Exam Power Pack DVD.



## Parental involvement

*Bright Ideas* acknowledges that the support of parents and family members is a key motivating factor for students of all subjects, and that children will always enjoy sharing what they have learned with their parents or guardians. For this reason, *Bright Ideas* recommends that students are also encouraged to show parents or guardians the work they have completed in their Class Books and Activity Books, as well as inviting them into the classroom to see their work at the end of the Big Projects.

As answering the Big Question is central to this course, students may like to involve their family members and ask them for their answers to the question, which they can then feed back to their class. In addition, teachers can set students homework to tell their parents the unit story, sing them a song in English or tell them about life in another country which they have learned about in the culture lesson, for example. Parents can also be informed of the values that students are learning, and be asked to encourage their children to employ them at home, too.

# Tour of a unit

## Lesson 1 The Big Question video and language review

## Class Book

This lesson introduces the Big Question for the unit and provides the first example answer to the question in the form of the star post film on the Big Question video. The film also reviews language from previous lessons, while the images and captions on the opening pages of the Class Book preview the coming lessons.

The Big Question for the unit is presented here.

The topic of the star post video is introduced and discussed.

This is the story title for the unit.

Students are encouraged to think about the new unit topic via these questions and activities.

The collage features several key elements:
 

- Video Frame:** A large frame showing a group of people dancing. A callout box points to the question: "3 What's fun about music?". Below the video, there are smaller images: "Mi's star post" with the text "Dancing to music is fun!", "Sing along with Ania", and "Look with Mason".
- Story Title:** A section titled "Music World" with a cartoon illustration of two children.
- Activities:** A list of activities including "Find out with Ben" (with a guitar icon), "Discover with Theo" (with a group photo icon), and a "QUICK POLL" asking "Do you prefer ... or dancing to music?".
- Class Book Page:** A page titled "Lesson 1 THE BIG QUESTION" with five numbered tasks:
  - Look and answer.
    - 1 What's the Big Question for unit 3?
    - 2 Who are the posts from?
    - 3 What can you see in the pictures?
  - Which things do you see in the Big Question video? Watch then say.
    - children dancing
    - children singing
    - Mia dancing
    - Mia playing the piano
    - three boys
    - a teacher
    - green T-shirts
    - yellow caps
  - Think What are your answers to the Big Question? Keep a list of your answers on the Big Question poster.
  - Answer the Quick Poll.
  - Watch the Big Question video again. Complete the activities. All page 36.

The Big Question video includes the star post and previews images from the unit.

The Quick Poll question is presented here. It helps students to interact personally with the unit topic.

Students watch the Big Question video and write their own answers on the wipe-clean poster.

## Activity Book

This checks comprehension of the star post film and models review language.

Students practise pronunciation via a rhyme or tongue twister.

### 3 What's fun about music?

Lesson 1 The Big Question and pronunciation

**1 REMEMBER THE VIDEO** Read and tick ✓ or cross X.



- 1 We go to a karate class.
- 2 We have classes on Fridays.
- 3 We practise every day.
- 4 We wear blue baseball caps.
- 5 We sing together.
- 6 We win prizes.

**2** Look at the sentences in activity 1 with a cross X. Write correct sentences.  
*We don't go to a karate class. We go to a street dance class.*

---



---



---

**Pronunciation**

**3** Listen and read. Then listen and repeat.

He does street dancing  
Every week in the gym.  
He wins different prizes.  
We practise with him.



**4** Write the words with blue letters in the table. Then read aloud.

/d/	/t/
He	dancing
_____	_____
_____	_____
_____	_____

Finished? Write more words you know in the table in activity 4.

This practises review language.

Students complete a practice activity.

You'll find an activity for fast finishers at the end of every lesson.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Focus students on the opening pages. The students say what the Big Question is, and think about what they want to find out about the topic.
- Tell students to look at the photographs and illustrations from the unit and say what they can see.
- Focus students on the Big Picture from the star post. Ask questions provided in the lesson teaching notes.

### Video

- Play the Big Question video. Encourage students to sing along with the introductory song.
- Students watch the star post video for the first time for gist, and identify the things they see from the list in Class Book activity 2.

### Big Question Poster

- Encourage students to start thinking of their own ideas for answers to the Big Question. Write the answers in English on the wipe-clean poster.

- Display the poster in the classroom. Tell students that they can add more answers to the poster in following lessons.

### The Quick Poll

- Pose the Quick Poll question in Class Book activity 4. Students respond by raising their hand for their chosen answer. Announce the result yourself or ask a student to say it, e.g. *In our class, twenty-three students prefer listening to music. Thirteen students prefer dancing to music.*

### Video and Activity Book

- Students watch the Big Question video again, then answer the follow-up comprehension questions in the Activity Book.
- Students complete the follow-up activity to review language from previous units.
- Students listen and read the pronunciation rhyme or tongue twister, then listen and repeat each line.
- They then complete an activity to practise distinguishing between minimal pairs.

*NB All answers for the Class Book and Activity Book activities can be displayed via the Classroom Presentation Tool Activity Book on-screen, in this lesson and throughout.*

# Tour of a unit

## Lesson 2 Vocabulary and song

## Class Book

This lesson provides the second example answer to the Big Question for the unit. Ten items of new vocabulary are presented and practised through a series of activities thematically linked to the answer post, including a song, a communication activity, and reading and writing practice.

Think tasks encourage students to reflect quietly and apply their own experience and opinions, and develop critical-thinking skills.

The audio is provided on Audio CDs and on the Classroom Presentation Tool.

Use the flashcards for extra visual support.

**3 Lesson 2 Vocabulary and song**

**1 Think** Which instruments do you know?

**2 Listen, point and repeat.** Compare your list with Ania's.

**3 Listen and say the instrument.**

**Ania's list**

1 guitar 2 drums 3 keyboard 4 recorder 5 cymbals  
6 violin 7 trumpet 8 cello 9 flute 10 saxophone

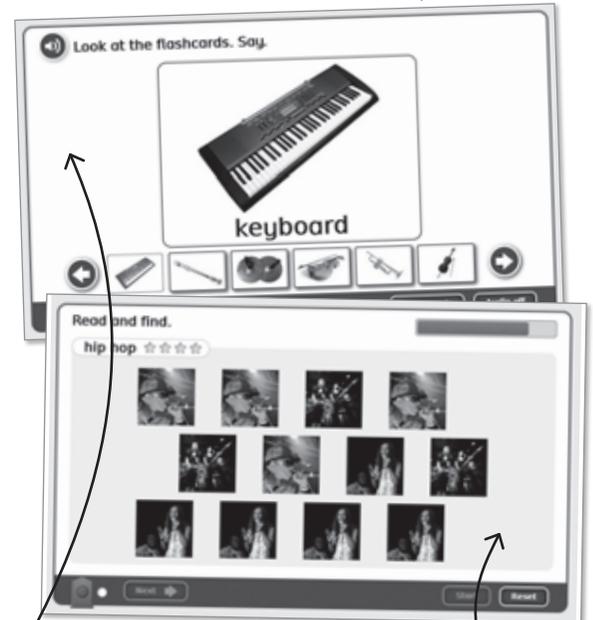
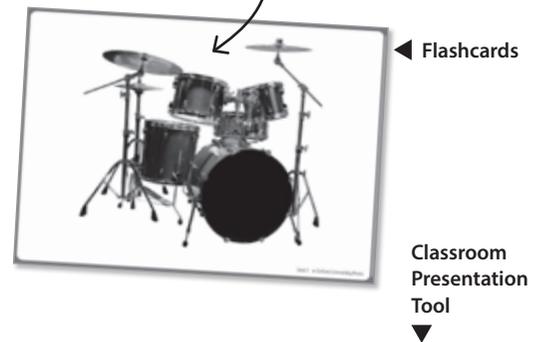
**4 Listen and sing.**

*The Hamley Band*  
Play music at home.  
A violin, a trumpet, a saxophone.  
A flute, a recorder,  
And cymbals, too.  
Oh! The Hamley Family Band.  
Here's Grandpa. He's a star.  
What does he play?  
He plays the guitar.  
He plays the guitar in the band.  
The Hamley Family Band.  
Here's Mum. She likes having fun.  
What does she play?  
She plays the drums.  
She plays the drums in the band.  
The Hamley Family Band.

*Here's Uncle Marcello.*  
Hello Marcello!  
What does he play?  
He plays the cello.  
He plays the cello in the band.  
The Hamley Family Band.  
Chorus

**5 Communicate** Ask and answer.

Do you play the guitar? Yes, I do.  
Do you play the keyboard? No, I don't.



The unit song practises the vocabulary from the lesson, and previews the new structure presented in the next lesson.

This activity helps students to develop communication skills.

Further vocabulary practice is available on the Classroom Presentation Tool.

The vocabulary games on the Classroom Presentation Tool give further practice.

## Activity Book

In this activity, students develop the critical-thinking sub-skill: classifying.

In this activity, students personalize the new language.

**3 Lesson 2 Vocabulary**

**1 Think** Write the instruments.

guitar flute cymbals saxophone  
drums violin recorder cello

Wind Instruments	String Instruments	Percussion Instruments
 flute		
_____	_____	_____

**2 Follow and write.**

1 Auntie Sally plays the recorder.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

Finished? Do the people in your family play instruments? Write sentences, e.g. My mum doesn't play an instrument.

27 twenty-seven

The ten vocabulary items presented in the Class Book are reinforced through word-level writing practice.

Sentence-level writing practice of the new words is then provided.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson and what their answer is.
- Tell students to answer the question in activity 1 in English. Conduct a brainstorm and put students' ideas on the board.
- Play the recording of the new words. Ask students to look at the list on the Class Book page, listen, point and repeat. Then ask students to compare the posting child's list with their own list on the board. Ask them which words are the same and which new words the posting child has used.
- Use activity 3 to elicit all ten words from the students. For extra visual support, put the flashcards from the Classroom Resource Pack on the board in the same order as the list in the Class Book, or use the vocabulary presentation on the Classroom Presentation Tool.

- Play the song recording, encouraging students to listen the first time and join in the second time. For optional extra song activities, see the Ideas bank.
- Focus students on the speech bubbles and play the recording, encouraging them to listen and follow. The students then take it in turns to ask and answer questions using the model dialogue for support.

### Classroom Presentation Tool

- Play the vocabulary practice game on the Classroom Presentation Tool with the students to round off the Class Book lesson.

### Activity Book

- In activity 1, students write the ten words presented in the Class Book lesson.
- Students then write sentences using words from the lesson.

# Tour of a unit

## Lesson 3 Grammar

## Class Book

This lesson presents a new grammar structure through a chat room conversation between the posting child from the previous lesson and a friend. Students focus on meaning and form, before practising the grammar through a communication activity and guided reading and writing practice.

Students answer a gist question, which checks the concept of the new language.

Here the new grammar structure is presented in a table.

The recording provides a model for the next activity.

**3 Lesson 3 Grammar**

**1 Listen, read and look at the picture.**  Does Ania play the trumpet?



Wow! What does your sister play, Ania?

She plays the trumpet.

I can see her! When does she practise?

She practises on Tuesdays and Thursdays.

Where does she perform?

She performs at concerts. She's great! I play the violin. It's difficult! I practise every day and I perform at school.

**2 Listen and follow.**  Ask and answer about Ania's sister.

What	does	he	play?	He	plays	the violin.	the trumpet.
When		she	practise?	She	practises	on Tuesdays and Thursdays.	every day.
Where			perform?		performs	at concerts.	at school.

**3 Look, listen and read.**  **4 Communicate**  Play the game.

What does he play?

He plays the keyboard.

When does he practise?

He practises on Wednesdays.

Where does he perform?

He performs at concerts.

I know! It's Oscar!



Present simple: WH- questions 31 thirty-one

Controlled speaking practice is then provided.

Communicative practice of the new grammar structure is also provided.

Classroom Presentation Tool

A game on the Classroom Presentation Tool offers further practice.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Focus students on the picture in activity 1 and ask what they can see. Then tell them to look at the chat boxes and ask who is having a conversation.
- Check that students understand the comprehension question. Then ask them to try to find the answer while they listen, read and look at the picture.
- Play the recording. Then check the answer to the comprehension activity orally.
- Focus students on the grammar table. Explain that the grammar structure was exemplified in activity 1.

Play the recording and tell students to listen and follow the sentences in the grammar table. They can run their fingers over the words in the table.

- Choose students in the class to do the second part of activity 2, using the information from the dialogue and/or the language in the grammar table.
- Ask students to look at the speech bubbles and the pictures next to them. Play the recording while the students look, listen and read. Students then play the communication game in pairs using the model dialogue for support.

### Classroom Presentation Tool

- Play the grammar practice game on the Classroom Presentation Tool to round off the Class Book lesson.



# Tour of a unit

## Lesson 4 Vocabulary and story

## Class Book

This lesson provides the third example answer to the Big Question for the unit. It presents and practises six items of vocabulary through a series of activities thematically linked to the answer post, and develops all four skills. The lesson includes *The Big Quest* story and encourages thought and discussion about an aspect of the story.

Here students use their background knowledge and activate words that they already know.

The story includes examples of the vocabulary from this and previous lessons and review language from previous lessons in the unit. It also puts the grammar for Lesson 5 in context.

**3 Lesson 4 Vocabulary and story**

- 1 Think What kinds of music do you know?
- 2 Listen, point and repeat.
- 3 Listen and say the music.

**Mason's list**

- 1 pop
- 2 folk
- 3 classical
- 4 hip hop
- 5 rock
- 6 reggae

**Music World**

**Challenge**  
Learn to play the **trumptar drumbat!**  
Win two tickets for the music festival.

**Comic Strip Panels:**

- 1 Look, Lily! Let's ask that old woman!
- 2 Go that way!
- 3 Wait a minute!
- 4 OK! Thanks!
- 5 It's Trick! Let's go the other way, Mason!
- 6 I play the trumpet.
- 7 But this doesn't work!
- 8 It's an instrument! How do you play it?
- 9 I don't know. Do you play an instrument, Mason?
- 10 I sometimes play the drums at school... But I can't play this drum!
- 11 Hmm... Maybe it's an instrument for two people...
- 12 Yay!
- 13 This is cool!
- 14 It's great! Well done, Mason! You always have good ideas.

**LEVEL UP**

Controlled oral practice of the new vocabulary is always provided.

Students are given a purpose for listening and reading the story the first time.

There's an animated version of the story on the Classroom Presentation Tool.

The children appear in the story as avatars and always have a challenge to complete.

## Activity Book

The new vocabulary is reinforced through word-level writing practice.

There is a story comprehension activity here.

**3 Lesson 4 Vocabulary and story**

**1 REMEMBER THE STORY** Look, circle and write. Tick ✓ the words in the story.

re classical profolk chrockie hiphoparppopstrereggae



1 \_\_\_\_\_     2 \_\_\_\_\_     3 classical

4 \_\_\_\_\_     5 \_\_\_\_\_     6 \_\_\_\_\_

**2 Write the answers.**

- 1 What kind of music festival is in the story? *A rock and pop festival*
- 2 Have Lily and Mason got tickets at the beginning of the story? \_\_\_\_\_
- 3 Who is the old woman? \_\_\_\_\_
- 4 Which four instruments make a trumpator drumbal? \_\_\_\_\_
- 5 How many people play a trumpator drumbal? \_\_\_\_\_
- 6 What is the prize for the challenge? \_\_\_\_\_

**3 Communicate** What's your favourite part of the story? Tell your partner.



Finished? Invent an instrument like the trumpator drumbal! Draw your instrument. Write its name.

29 Twenty-nine

Students are encouraged to share their ideas about the story through a personalized speaking activity.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson and what their answer is.
- Tell students to answer the question in activity 1 in English or in their mother tongue. Conduct a brainstorm and put students' ideas on the board. Model all answers back to the students in English.
- Play the recording of the new words. Ask students to look at the list on the Class Book page, listen, point and repeat. Then ask students to compare the posting child's list with their own list on the board. Ask them which words are the same and which new words the posting child has used.
- Use activity 3 to elicit all six words from the students. For extra visual support, put the flashcards from the Classroom Resource Pack on the board in the same order as the list in the Class Book, or use the vocabulary presentation on the Classroom Presentation Tool.

- Ask students to tell you their ideas for the *Before you read* activity. Tell students to check their ideas as they listen and read the story.

- Play the recording of the story for the students to listen, read and follow in their Class Book. Then establish the correct answer to the *Before you read* question.

### Video

- Tell students to watch the story animation and to listen carefully because they will be asked some more detailed questions afterwards. See also the suggestion for a further viewing task in the lesson notes.

### Classroom Presentation Tool

- Play the vocabulary practice game on the Classroom Presentation Tool with students to round off the Class Book lesson.

### Activity Book

- Students remember the story and complete the first vocabulary activity.
- Students then complete a comprehension activity to check and consolidate their understanding of the story.
- Lastly, students work in pairs and share their thoughts and ideas about an aspect of the story.

# Tour of a unit

## Lesson 5 Grammar

## Class Book

This lesson focuses on the new grammar structure presented in context in the Lesson 4 story. Students focus on meaning and form, before practising the grammar through controlled oral practice, a communication activity, listening consolidation, and guided reading and writing practice.

This activity highlights the new grammar from the story.

This table helps students focus on the form of the language.

This task helps students prepare for the activity, and gives them a purpose for speaking.

The new grammar is then modelled and practised.

**3 Lesson 5 Grammar**

**1 REMEMBER THE STORY** Read. Who's speaking?

1 I often listen to rock and pop music.

2 I never go to concerts.

3 I sometimes play the drums at school.

4 You always have good ideas.

**2** Look at the sentences from the story. Where do *sometimes* and *often* go in the key?

✓✓✓ always    ✓✓ ?    ✓ ?    ✗ never

**3** Listen and follow. **Think** Make true sentences about you.

I	always	play	listen to	rock	
	often		dance to	pop	music.
He	sometimes	plays		hip hop	
She	never	listens to	dances to	classical	

**Look!**  
These adverbs go before the verb.  
I always play rock music.

**4** **Think, pair, share!** Say what you always, often, sometimes and never do on Saturdays. Then talk about your friend.

have breakfast  
do sport  
read comics  
do my homework  
go to school  
play video games

I always do sport on Saturdays.

He never has breakfast on Saturdays.

I never have breakfast on Saturdays.

She always does sport on Saturdays.

34 Adverbs of frequency

Here students focus on the meaning and usage of the new grammar.

This stage of the activity encourages students to report back to the class with their findings.

Classroom Presentation Tool

A game on the Classroom Presentation Tool offers further practice.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Review the story by asking students to listen and read the story in the Class Book, or by playing the story animation again on the Classroom Presentation Tool.
- Focus students on the sentences in activity 1. Ask students to remember the story and complete the activity.
- Encourage students to think about when and how the language in activity 1 is used.
- Focus students on the grammar table. Explain that the grammar structure was exemplified in activity 1. Play the recording and tell students to listen and follow the sentences in the grammar table. They can run their fingers over the words in the table.

- Point out the *Look!* box, reminding students of a particular aspect of the new language. Then choose students in the class to do the second part of activity 3, using the language in the grammar table. Repeat this with different students.
- Ask students to look at activity 4. Choose students in the class to read aloud the speech bubbles as a model for the next activity.
- Tell students to look at the words in the box and to work alone for a few minutes to think of their own ideas for the activity. Then organize students into pairs and ask them to compare their ideas. Lastly, ask students to report back to the class the information they found out about their partner.

### Classroom Presentation Tool

- Play the grammar practice game on the Classroom Presentation Tool with the students.

## Activity Book

Further listening practice and consolidation is provided here.

There is Extra Grammar Practice on pages 104–111 of the Activity Book.

**3 Lesson 5 Grammar** Grammar Reference Page 106

**1 Listen and circle True or False.** *Listen*

1 Mason always listens to rock music in the car.	True	<input type="radio"/> True	<input checked="" type="radio"/> False
2 Lily's favourite music is pop.	True	<input type="radio"/> True	<input checked="" type="radio"/> False
3 Mason never listens to hip hop music.	True	<input type="radio"/> True	<input checked="" type="radio"/> False
4 Mason often listens to classical music.	True	<input type="radio"/> True	<input checked="" type="radio"/> False
5 Lily sometimes listens to classical music.	True	<input type="radio"/> True	<input checked="" type="radio"/> False

**2 Order the words to make sentences.** *Learn to learn*

1 to listen  music, folk  sometimes  
I sometimes

2 music, I classical never to dance

3 play often I saxophone, the

4 always music festivals, I at sing

**3 Complete with always, often, sometimes or never.**

- I \_\_\_\_\_ listen to classical music at home.
- I \_\_\_\_\_ listen to pop music on the radio.
- I \_\_\_\_\_ play the flute at the weekend.
- I \_\_\_\_\_ dance to pop music in my bedroom.
- I \_\_\_\_\_ play the cymbals at school.
- I \_\_\_\_\_ dance to folk music at festivals.

*Finished?* Write more sentences about you. Use always, often, sometimes and never.

Students then do a guided freer writing activity.

**Lesson 5 Personalize it!**

**1 Think** Complete the table with ticks ✓ and crosses X for you.

✓✓✓ always	Draw your avatar!
✓✓ often	
✓ sometimes	
X never	

**2 Use your table to write sentences about you.**

- I always listen to pop music in the car.
- 
- 
- 
- 

**Lesson 5 Adverbs of frequency**

Affirmative		
I	always ✓✓✓	listen to music.
You	often ✓✓	
We	sometimes ✓	
They	never X	listens to music.
He		
She		

**Complete with adverbs of frequency.**

- (✓✓✓) My brother \_\_\_\_\_ always does his homework after school.
- (✓) I \_\_\_\_\_ play video games at the weekend.
- (✓✓) Tim and Jenny \_\_\_\_\_ read comics in the evenings.
- (X) We \_\_\_\_\_ go to school on Saturdays.
- (✓✓✓) My mum \_\_\_\_\_ has breakfast on Sundays.
- (✓✓) Dad and I \_\_\_\_\_ do sport at the weekend.

The Grammar Reference helps to develop learner independence and the skill of learning to learn.

## Activity Book

- Play the recording for the listening activity while students complete the activity.
- Students then complete the guided writing and freer writing practice activities.
- Once all Lesson 5 activities have been completed, ask students to do the Extra Grammar Practice activities for this lesson at the back of the book.

- Remind students that they can find the Grammar Reference at the back of their Activity Books and explain that they can use the grammar tables if they need help at any point.
- The practice activity on the Grammar Reference page can be used at any time after completing Lesson 5.

# Tour of a unit

## Lesson 6 Cross-curricular

## Class Book

This lesson provides the fourth example answer to the Big Question for the unit. It presents content from key areas of the curriculum, including science, music, art, maths and IT, through a reading text. New vocabulary is also highlighted, presented in context and practised. The lesson activities give students an opportunity to consolidate and extend what they have learned, and to develop creative skills.

A pre-reading activity introduces the theme of the lesson and prepares students for reading.

**3 Lesson 6 Cross-curricular**

**1** Look at the pictures of the musical instruments. Answer.  
We usually make musical instruments from metal or wood.  
What are these instruments made from?

**Ben**  
What's fun about music?  
You can make your own instruments.

**How to make a pepper shaker!**

**1 You need:**

- a pepper
- a knife
- some rice

**2** Look at the pictures 1-6. Find the correct instruction (a-f) for each picture (1-6).

- a Shake your shaker!
- b Add the rice.
- c Cut the top off the pepper.  
Ask an adult to help you.
- d You need these things to make a pepper shaker.
- e Put the top on the pepper.
- f Take out the seeds.

**3** Think, pair, share! What other instruments can you make with vegetables? How?

Music: making a musical instrument 35 thirty-five

The cross-curricular content is presented through a reading text and followed up with comprehension questions.

Students are given an opportunity to share their own ideas.

This task helps students to prepare for the activity.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson and what their answer is.
- Tell students to look at the pictures or text on the Class Book page. Ask if they can recognize which area of the curriculum they are learning about through English, so

that they can make links with the content of this lesson and their other school subjects.

- Ask students to do the pre-reading activity. Then tell them to read the text and do the more detailed reading comprehension activity.
- Tell students to look at the question in activity 3 and to work alone for a few minutes to think of their own ideas for answering the question. Then organize students into pairs and ask them to compare their ideas. Lastly, ask students to report back to the class the ideas they discussed with their partner.

## Activity Book

Here, reading and writing practice of the vocabulary is provided.

Students use their knowledge and experience to do this task, which generates interest in the topic.

**3 Lesson 6 Cross-curricular**

**1 Complete the labels.** drum trumpet recorder shaker flute guitar

1 pepper shaker 2 courgette \_\_\_\_\_ 3 carrot \_\_\_\_\_

4 pumpkin \_\_\_\_\_ 5 carrot \_\_\_\_\_ 6 watermelon \_\_\_\_\_

**2 Think** How do you make a watermelon drum? Number the pictures in order.

**How to make a watermelon drum!**

**You need:** a watermelon water a knife a bowl a spoon carrots

a b c

d e

**3 Listen and check.**

**4 Create** Make a watermelon drum or pepper shaker.

Finished? Draw and label the things you need to make another vegetable instrument.

31 thing-one

The cross-curricular content from the Class Book is consolidated and extended on this page.

The hands-on activity develops the students' creative skills.

## Activity Book

- Students practise the cross-curricular and review vocabulary, and consolidate the content of the Class Book lesson.
- The cross-curricular content is extended and students are encouraged to develop their thinking skills as they consider how to make another musical instrument.
- Whenever the cross-curricular topic allows, the lesson finishes with a hands-on activity which develops the students' creative skills. Always discuss with students

how they will go about their creative task. Tell them to experiment and be creative, and give them the freedom to offer ideas and express themselves without judgement.

- If students complete the creative task at home, encourage them to bring their work to school to show the class.

# Tour of a unit

Lesson 7 Literacy

Class Book

This lesson provides the fifth example answer to the Big Question for the unit, this time from a child from the wider international community. The lesson develops literacy skills through a specific text type, which introduces the culture theme for both this lesson and the following lesson. Social and civic values are also highlighted in this lesson.

Across the course, students become familiar with a wide variety of text types.

The pre-reading task gives students a real reason to read the text.

This task develops thinking and prediction skills.

**3 Lesson 7 Literacy: a leaflet**

**1 BEFORE YOU READ** Look at the photos on the leaflet. What can you do at the carnival?

**2 THINK** Ask a question about the carnival.

**3 Read and listen.** Does the leaflet answer your question?

**Notting Hill Carnival**  
Saturday 29<sup>th</sup> to Monday 31<sup>st</sup> August  
10.00 am to 8.30 pm

**Notting Hill Carnival is a Caribbean carnival. It's in West London in England. The carnival is for three days in August. More than one million visitors come to Notting Hill Carnival every year.**

**Saturday 29<sup>th</sup> August**  
On Saturday there's a steel band competition. Steel band music is very popular in the Caribbean. The musicians play steel drums. Steel drums are a traditional instrument from Trinidad and Tobago.  
Before the carnival, the bands practise for the competition. At the carnival, the bands can win prizes. Lots of people come to the carnival to listen to music.

**Sunday 30<sup>th</sup> August**  
Sunday is Children's Day at the carnival. Lots of children from schools in London come on this day. Before the carnival, people make special costumes. The costumes have lots of colours. The children wear these fantastic costumes at the carnival. They walk and dance in the streets.

**Monday 31<sup>st</sup> August**  
The last Monday in August is a national holiday in England. Lots of people come to the carnival. There's a lot of music and dancing. People cook traditional Caribbean food in the street. You can eat meat, chicken and rice. You can buy tropical fruit like bananas, watermelon and pineapple, too.

**4 AFTER YOU READ** Complete the activities. **48 Pages 22**

**Our Values**  
Take part in different festivals in your community!

thirty-six **36** Text type: a leaflet

Here the posting child is introduced.

By reading about other countries, students increase their awareness of cultures around the world.

Social and civic values are explained, and good citizenship is promoted.

## Activity Book

Here students do a gist reading task, which also highlights typical features of the text type.

Students then complete further activities to practise reading for specific information.

**3** Lesson 7 Literacy: a leaflet

**1** Read the leaflet on Class Book page 36 again. Which information can you find? Tick ✓.

1 The name of the carnival	<input checked="" type="checkbox"/>	4 The history of the carnival	<input type="checkbox"/>
2 The date and time of the carnival	<input type="checkbox"/>	5 A photo of a steel drum	<input type="checkbox"/>
3 An introduction about the carnival	<input type="checkbox"/>	6 A recipe	<input type="checkbox"/>

**2** Match.

1 Notting Hill Carnival is in	a wear colourful costumes.
2 The carnival is	b Trinidad and Tobago.
3 You can listen to	c London, in England.
4 Steel drums are from	d on Saturday, Sunday and Monday.
5 People eat	e steel band music.
6 Children	f meat, chicken, rice and fruit.

**3** Look at the pictures and write the days.

Saturday    Sunday    Monday



32

Finished? Write the carnival day you prefer and why.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson and what their answer is.
- Ask students to tell you where they think the posting child is from and tell them when they guess correctly, or give them the correct answer.
- Tell students to do the pre-reading activity, looking at the pictures, title and/or text.
- Then ask students to do the *Think* task in activity 2 to give them a purpose for reading.

- Play the recording and encourage students to listen and read the text. Then tell them to answer the question, related to the *Think* task in activity 2.
- Focus students on the *Our Values* box. Use the lesson notes to discuss why the value is important and how we can practise good social and civic behaviour in our everyday lives.

### Activity Book

- Ask students to complete the gist reading task. During feedback for this activity, take the opportunity to highlight the features typical of this particular text type.
- Ask students to read the text again before completing the more detailed comprehension activities.

# Tour of a unit

## Lesson 8 Culture

## Class Book

This lesson extends the theme and topic from Lesson 7, focusing on the cultural content and providing opportunity for students to compare the target culture with their own. The lesson practises listening for gist and for specific information, and includes personalized writing practice.

Students answer a gist question to give them a purpose for listening the first time.

Students then listen for specific information.

This task asks students to compare the target culture from this lesson with their own.

**3 Lesson 8 Culture**

**1 Listen to Theo.** **Answer.**  
Which day at Notting Hill Carnival does he prefer?

**2 Listen again.** **Which things does Theo do?**

- 1 He plays steel drums.
- 2 He dances to music.
- 3 He wears a costume.
- 4 He eats chicken.
- 5 He eats watermelon.

**3 Think, pair, share!** Which music events or festivals are in your country?

**4 Complete the activities.** **AB Page 33**

**Lesson 9 Writing** **Big Write All Pages 34-35**

**Lesson 10 THE BIG QUESTION REVIEW**

**1 Watch and answer the questions on the review video.** **REVIEW VIDEO**

**2 Look back at the unit and say the missing words.**  
Then compare your answers on the Big Question poster.

to music is fun!

You can  your own instruments.

Playing an  is fun!

You can listen to live music at festivals and .

You can  to lots of different kinds of music!

Having a favourite  is fun.

**3 Communicate** **Ask and answer.** Which is your favourite answer? Playing an instrument is fun! I play the flute!

**4 Complete the self-evaluation activities.** **AB Page 35**

Lesson 8 Music events and festivals • Lesson 9 Writing • Lesson 10 Unit review **37** thirty-seven

## Activity Book

The Activity Book page consolidates the cultural content from the Class Book.

Students are given a model to follow when producing their own notes.

Support is provided to help students produce a short, structured piece of personalized writing.

**3 Lesson 8 Culture**

**1 Complete part 1 of the table about Notting Hill Carnival.**

29<sup>th</sup> to 31<sup>st</sup> August   steel band   London, England   Notting Hill Carnival  
 dance, listen to music, wear costumes   Caribbean carnival

	Part 1	Part 2
Name of festival	<u>Notting Hill Carnival</u>	
Kind of festival		
Date or month		
Place		
Music		
Things you can do		

**2 Choose a music festival from your country. Complete part 2 of the table.**

**3 Use your notes to write about your festival.**

A music festival from my country is \_\_\_\_\_

It's a \_\_\_\_\_

It's on / in \_\_\_\_\_

and it's in \_\_\_\_\_

The music is \_\_\_\_\_ music.

You can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Created** Why not make a leaflet?

**33** *Think, pair, share*

**Finished?** Draw and label a picture of your music festival.

This activity helps students to practise note taking and planning a piece of writing.

Students have the option to do a hands-on activity designed to develop creative skills.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students to read the gist question in activity 1. Then play the recording and encourage them to listen. Check their answers to the gist question.
- Tell students to listen again and answer the questions in activity 2. Play the recording again. Then check the answers.
- Focus students on the question in activity 3. Provide support by suggesting some ideas of your own to answer the question. Tell students to work alone for a few minutes to think of their own answers. Then organize the students into pairs and ask them to compare their ideas. Lastly, ask students in the class to report the ideas they discussed back to the group.

### Activity Book

- Tell students to look at the table and complete part 1 with notes on the aspect of culture they learned about in Lessons 7 and 8.
- Then ask students to complete part 2 of the table with notes about the aspect of their own culture they discussed in the *Think, pair, share!* task in this lesson.
- Students then use their notes from the table to complete a personalized written paragraph about their own culture.
- To develop creative skills, encourage students to do the optional *Create* task.
- Motivate students by providing a sense of audience. Display students' work at your school or in a public place.

# Tour of a unit

## Lesson 9 The Big Write

## Activity Book

This lesson provides the sixth and final example answer to the Big Question for the unit. This is a carefully staged writing lesson which includes: a model, a specific writing sub-skill, and guided steps to help students plan and prepare for writing a personalized piece of writing. The writing task also practises core vocabulary and grammar presented in the unit.

The writing lesson is in the Activity Book.

The reading text is a model for the students' own writing.

Students develop creative writing skills by writing their own post.

**1** Read and listen to Tess's post. Tick ✓ her answer to the Big Question.

My favourite band is The Blue Bananas. They play pop music. There are five members of the band: Grace Blue, Fraser Castle, Luke Castle and Matt Bedding. My favourite band member is Grace Blue. She's the lead singer. Fraser plays the bass guitar. Luke plays the violin, the cello, the keyboard and the piano. Matt plays the drums. The Blue Bananas often perform at concerts. They always play at the Purple Pop Festival. I listen to them on my phone, my CD player and my tablet. I sometimes watch their music videos on my computer, too.

**2** Write the answers.

- Who is Tess's favourite band? *Tess's favourite band is The Blue Bananas.*
- Who is Tess's favourite band member? \_\_\_\_\_
- What instruments does the band play? \_\_\_\_\_
- Where does the band perform? \_\_\_\_\_
- How does Tess listen to the band's music? \_\_\_\_\_

**3** Read *The Big Write tip*. Find and circle the commas in lists in Tess's post.

**The Big Write tip** Commas in lists  
We write lists with commas between items. We use *and* before the last item, e.g. Grace Blue, Fraser Castle, Luke Castle and Matt Bedding.

**4** Create **1** Plan and write a post about your favourite band.

My favourite band \_\_\_\_\_  
The instruments the band plays \_\_\_\_\_  
My favourite band member \_\_\_\_\_  
Where the band performs \_\_\_\_\_  
How I listen to the band's music \_\_\_\_\_  
My favourite band is \_\_\_\_\_

**5** Collaborate **1** **Community Task**  
Use your band descriptions to make a music magazine. Display your magazines in your school.

Draw or stick a photo of your band \_\_\_\_\_

Each Lesson 9 focuses on a different writing sub-skill.

There's an opportunity to extend the writing task so that it has real aims for the wider community.

### Warm up

- Do the warm-up activity in the teaching notes.

### Activity Book

- Ask students to remember the Big Question for the unit and check who has posted an answer in this lesson.
- Tell students that they have to listen and read the text to find out the answer to the gist task.
- Ask students to read the text for a second time in order to answer the questions in activity 2.
- Focus students on The Big Write tip and the example of the writing sub-skill from the reading text. Then ask students to do activity 3. Check the answers to the task.

- Explain to students that they are going to write a text similar to the posting child's text. Ask them to plan their own post using the prompts provided in activity 4 individually or in groups.
- Once students have prepared notes, they can write their own post. Ask them to do this individually.
- When students have finished writing, encourage them to draw a picture or ask them to find a picture and stick it in their book for homework.
- Use all the students' writing to generate a class project for a wider audience. See the lesson notes for suggestions.

# Tour of a unit

## Lesson 10 The Big Question Review

## Class Book

This lesson is the round-up lesson of the unit which reviews the grammar from the unit through the interactive review video, and the vocabulary through the Classroom Presentation Tool review game. The lesson also encourages reflection and discussion of the unit's Big Question, and provides an opportunity for self-evaluation.

**Lesson 10 THE BIG QUESTION REVIEW**

**1 Watch and answer the questions on the review video.**

**2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.**

**3 Communicate** **Ask and answer.**

**4 Complete the self-evaluation activities.**

Lesson 8 Music events and festivals • Lesson 9 Writing • Lesson 10 Unit review **37** thirty-seven

Part 1 of the Review video reviews grammar from Lesson 3, and part 2 reviews Lesson 5.

Classroom Presentation Tool

Look and choose the word.

Player 1: ☆☆☆☆☆☆

Player 2: ☆☆☆☆☆☆

violin, guitar, saxophone, reggae

Students play the game on the Classroom Presentation Tool to review the vocabulary of the unit.

Big Question poster

**UNIT THE BIG QUESTION POSTER**

**OUR ANSWERS**

Students review the answers to the Big Question and compare them with their class's own answers.

# Tour of a unit

## Lesson 10 My Unit Review

## Activity Book

4 **Write** Plan and write a post about your favourite band.

My favourite band	The instruments the band plays
My favourite band member	
Where the band performs	How I listen to the band's music
Draw or stick a photo of your band.	My favourite band is _____
	_____
	_____

**Collaborate** **Community Task**  
Use your band descriptions to make a music magazine. Display your magazines in your school.

**Lesson 10 MY UNIT REVIEW**

**Think about your work in unit 3. Self-evaluation**

<b>1</b> Circle. My work in unit 3 is OK    good    fantastic	<b>3</b> Read. Tick ✓ or cross X. I can use <i>Wh-</i> questions with <i>does</i> . <input type="checkbox"/>
<b>2</b> My favourite lesson in unit 3 is _____	I can use <i>always, often, sometimes</i> and <i>never</i> . <input type="checkbox"/>
	I can name ten musical instruments. <input type="checkbox"/>
	I can name six types of music. <input type="checkbox"/>

Finished? Write one thing from the unit you want to learn more about.

35 thirty five

Students evaluate their progress in the unit.

### Warm up

- Do the warm-up activity in the teaching notes.

### Video

- Play parts 1 and 2 of the Review video and encourage students to join in when prompted.

### Big Question Poster and Class Book

- Display the Big Question poster with the students' answers from Lesson 1 where all students can see it.
- Tell students to look again at the six answers to the Big Question posted in the unit and find the missing key words.
- Then encourage students to compare the six answers shown in activity 2 with their answers on the poster. Ask individuals to tick answers on the poster which are the same or very similar to a posting child's answer. Ask them to say which ideas were different.
- Ask students to look at the speech bubble examples in activity 3. Encourage a child to ask you which your

favourite answer is and reply to model the task. Then organize students into pairs to do the activity.

- Ask students to tell you about their own or their partner's favourite answers to the Big Question. Ask them for their reasons for their choice. Encourage them to tell you any new answers they have for the Big Question.

### Activity Book

- Students complete the self-evaluation activities individually.

### Tests

- At the end of each unit, students can do a unit test, as well as the end-of-term or end-of-year tests, as appropriate. The tests are available as printable or editable documents, so the material can be adapted to suit individual students or classes.
- Use the evaluation grids and portfolio material to assess students' progress.

# Tour of other lessons

## Big Projects

The Big Projects provide an opportunity for hands-on, student-centred learning and develop the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity. They also present and practise everyday language to ensure students are equipped linguistically for the production stages.

This activity provides an overview of the project. Students think about the scope and the order of stages.

Students take on the role of researchers and inquirers.

**The Big Project 1**

### An amazing animals poster

**1 Think** Number the project stages in order in your notebook. Then look at pages 38-41 and check.

a Choose the animals for your poster.    b Present your poster to your class.    c Find out which animals your group likes.

d Think about different kinds of animals.    e Make your amazing animals poster.    f Plan what to write about your animals.

**Think about it**

**2 Think Answer.**

- Which wild animals do you know?
- Which pets do you know?
- Which farm animals do you know?

**3 Communicate** Look at the picture and answer.

- What are the names of these animals?
- Are they wild animals, pets or farm animals?
- What do you know about these animals?

**Find out**

**4 Find out about favourite animals in your group. Make notes in your Activity Book.**

**Pupil 1** Which wild animal does your group like? (lion, monkey, giraffe, elephant)

**Pupil 2** Which wild animal does your group like? (penguin, shark, whale, dolphin)

**Pupil 3** Which pet does your group like? (cat, dog, hamster, rabbit)

**Pupil 4** Which farm animal does your group like? (chicken, sheep, cow, pig)

**Choose**

**5 Collaborate** Tell your group your information. Choose four animals for your poster.

Two people like elephants. One person likes monkeys.    Nobody likes spiders.    Let's have an elephant on our poster.

**The Big Project 1**

### An amazing animals poster

**1 Complete part 1 of the questionnaire for your kind of animal.**

**Part 1**

Kind of animal: \_\_\_\_\_ pet \_\_\_\_\_

My questions:

- Do you like cats?
- Do you like hamsters?
- Do you like snakes?
- Do you like spiders?

**Part 2**

Animal	Number of pupils
cat	I
hamster	II
snake	O
spider	III

**Part 1**

Kind of animal: \_\_\_\_\_

My questions:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Part 2**

Animal	Number of pupils
_____	_____
_____	_____
_____	_____
_____	_____

**2 Communicate** Ask and answer in your group, and complete part 2 of the questionnaire.

**3 Think** Use the results of your questionnaire to write four sentences about your kind of animal.

Two people like penguins. Nobody likes crocodiles.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Class Book**

Students make their own choices about the project content.

Carefully staged guidance is provided for Class Book activity 4.

**Activity Book**

# Tour of other lessons

## Big Projects

Students are encouraged to plan their work.

There is a language focus and practice to enable students to fully participate in the project work in English.

**Plan**

6 Decide what to write about each animal on your poster. Make notes about one animal in your Activity Book. **PROJECT GROUP**

What can we write about elephants? Elephants can't jump. They like swimming. Good idea. Elephants live in Africa and India. African elephants are very big.

7 Look, listen and point. Then listen and repeat. **WORKS CLASS**

1 **AMAZING ANIMALS**  
Elephant  
I think the elephant should go here.

2 **Cat**  
I think the picture should go next to the text.

**English in use**  
We use should to make suggestions.

8 Listen and follow. **PROJECT GROUP** Then look at the pictures and say.

I think	the elephant	should go	here.
	the cat		next to the text.
	the picture		under the picture.
	the title	should be	green.
	the sentences		red.

Activity 4.0 The Big Project 1: an amazing animals poster

**Make**

9 **CREATE** Choose a job. Make your amazing animals poster. **PROJECT GROUP**

**Pupil 1** Find or draw pictures of the animals for your poster.

**Pupil 2** Write the title of the poster and the labels for the animals.

**Pupil 3** Write sentences about two of the animals for your poster.

**Pupil 4** Write sentences about two of the animals for your poster.

**Present**

10 Present your amazing animals poster to your class. Then answer questions from your class. **WORKS CLASS**

Our amazing animals are the elephant, the monkey, the sheep and the penguin.

What do penguins eat?

Penguins live on land and in water.

Penguins eat fish.

## Class Book

The final stage of the lesson develops presentation skills and real-life communication skills.

Students plan their work, producing a written first draft.

Students evaluate their own performance.

4 Write about one of your animals.

My animal: Hippo  
Hippos live in Africa. They're very big. They're grey.  
They've got a big mouth and a small tail.  
Hippos can swim.

My animal:

5 Read and tick ✓. **Self-evaluation**

Project work	Excellent	Good	OK
My work in the group			
Working together			
Our amazing animals poster			
Our presentation			

**Community Task**  
Show your posters to another class.  
Talk about the amazing animals.

Activity 4.1 My work

## Activity Book



# Tour of other lessons

## Exam Preparation and Practice A1 Movers

This lesson develops the language skills students need to take the Cambridge English Qualifications A1 Movers exam, as well as familiarizing them with the style of questions used in the exam, and helping them to develop effective exam techniques.

This stage familiarizes students with the activity type for a specific part of the A1 Movers exam.

Exam tips train students in useful exam techniques.

**3 A1 Movers** **Preparation**

**1 Listen. Choose picture A or B.**



**2 Read and look at the pictures again. Say True or False.**

1 There are two men in picture A, but there are three men in picture B.

2 He's playing the violin in picture A, but he's playing the drums in picture B.

3 He's wearing a green shirt in picture A, but he's wearing a red shirt in picture B.

4 She's got a drum in picture A, but she's got cymbals in picture B.

**3 Find eight differences in the pictures. Work in pairs. Take turns to say a sentence.**



**Class Book**

Here, students practise the same part of the exam as exemplified in the preparation stage.

**3 A1 Movers** **Preparation**

**1 Look at the pictures in activity 2. Number the words.**

at school  at the beach  in the park

my friends  my family  my grandparents

the guitarist  the drummer  the singer

ice cream  popcorn  a pizza and a sandwich

**Exam tip!**  
In the exam, always look at the pictures before you listen. Think of words you are going to hear.

**Practice**

**2 Listen and tick ✓ the box. There is one example.**

1 Where is Jim watching the band?



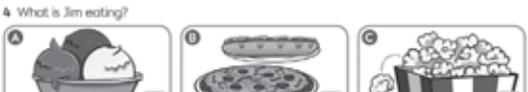
2 Who is Jim with?



3 Who is Jim's favourite musician?



4 What is Jim eating?



**Activity Book**

The Activity Book page prepares students for the Cambridge English Qualifications A1 Movers Listening, Reading and Writing exam.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Play the recording for students to do the listening activity. Check the activities as a class, and point out simple strategies to help students do the practice activity effectively.
- Organize students into pairs where necessary. Then ask them to do the activity in the practice stage. Check the activity as a class. Invite students to demonstrate the task and share their ideas.

### Activity Book

- Focus students on the *Exam tip!* Encourage them to reflect on this and discuss why it is helpful advice for the exam.
- Ask students to do the activity in the preparation stage and check the answers.
- Then ask students to do the activity in the practice stage, playing the recording when necessary. Then check the task as a group.

# Tour of the Classroom Presentation Tool

## Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Class Book and Activity Book print materials. It is a valuable tool for effective classroom management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

There are on-screen versions of both the Class Book and Activity Book on the Classroom Presentation Tool.

All audio recordings can be accessed via hotspots.

The unit story video animation is found on the Classroom Presentation Tool

The screenshot displays the Classroom Presentation Tool interface for 'Lesson 4 Vocabulary and story'. It includes a navigation menu on the left with steps: 1. Think (What kinds of music do you know?), 2. Listen, point and repeat., and 3. Listen and say the music. The main area features a 'Music World' gallery with six images of different music genres: 1. pop, 2. folk, 3. classical, 4. hip hop, 5. rock, and 6. reggae. To the right is a comic strip titled 'Music World' with 11 panels showing characters discussing music and a 'trumpet drum' challenge. Below the comic is a 'Challenge' section with a task: 'Look, Mason! A challenge. What's a trumpet drum? Write an idea for the music festival. And where can we find one?'. The interface also shows a 'Mason's Spot' video and a 'Watch the story video' button.

There's a fun game and a flashcard activity to practise vocabulary.

The screenshot shows a 'REMEMBER THE STORY' activity. The instruction is: 'Look, circle and write. Tick ✓ the words in the story.' Below this is a word bank: 'classical', 'folk', 'rock', 'hip hop', 'pop', 'reggae'. There are six numbered boxes, each containing an image of a musician or band and a corresponding word box with a checkbox. The words in the boxes are: 1. reggae, 2. pop, 3. classical, 4. rock, 5. hip hop, and 6. folk. Checkmarks are visible in the boxes for 'pop' and 'rock'.

The answers for the activities can be displayed.

## Lesson 1

The Big Question  
Review and song

## Lesson Objectives

Introduce the course characters.

Introduce *The Big Question* website and familiarize students with its uses.

## Language

Review: vocabulary for appearance: present simple, *can*

## Warm up

Play *One thing about me* from the Ideas bank on page 136. Tell students that they are going to begin Level 3 of *Bright Ideas*. In today's lesson they are going to meet the course characters.

Class Book page 41 Look at the photos. How do the children know each other? Critical Thinking

- Focus on the photographs of the children around the song lyrics. Point to each one and model the name for students to repeat.
- Discuss the question with the class. Listen to everyone's ideas and praise good suggestions, but do not reveal the answer at this stage.

2 Listen to the song and check your ideas. 001

- Discuss the prediction task from activity 1. Were the students correct in their guesses?
- Play the song a second time for students to sing along.

## ANSWER

The children know each other through *The Big Question* website.

3 Match the song lines with the pictures. Then sing. 001

## ANSWERS

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

Activity Book page 21 Tick ✓ the things you can do on *The Big Question* website.

## ANSWERS

1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 X 6 ✓ 7 X 8 ✓

## 2 Read. Then look at Class Book page 4 again. Write the names.

## ANSWERS

1 It's Mason. 2 It's Ben. 3 It's Noah. 4 It's Ania.  
5 It's Tess. 6 It's Lily.

## 3 Write descriptions for Dev and Sophie.

## KEY COMPETENCES Learn to learn

Reviewing vocabulary regularly and thoroughly helps to keep it active and reminds students of the language that they have at their disposal.

Practise vocabulary for appearance further by asking students to write a description of someone in the class. Students take turns to read their descriptions for the class to guess.

## Lesson 2

# Review and grammar

### Lesson Objectives

Listen for specific information.

Review use of the possessive 's.

Ask and answer about which objects belong to which child.

### Language

Review: colours, animals, hobbies, activities, food, possessive 's and *Whose ... ?*

### Warm up

Ask students what they remember about the course characters. Elicit the names and write them on the board. Ask questions such as *Who's got pink glasses? Who's got blond hair? Who's very happy?* Discuss *The Big Question* website with the class. Ask *What can you do on the website?*

### Class Book page 5

#### 1 What's your favourite colour, animal, hobby and food? Communication

- Ask students to think about their answers to the question. To help them get started, you could give them some ideas by telling them about your favourite things, e.g. *My favourite colour is green. My favourite food is pizza.* They work in pairs, taking turns to tell each other about their favourite things.
- Ask some of the students to tell the class about their favourite colour, animal, hobby or food.

#### ANSWERS

Students' own answers

#### 2 Look and read. Which children have the same favourites as you?

- Focus on the pictures. Explain what an avatar is and that these are the children's avatars, which they use in the game in the story lessons.
- Ask students to read through the fact file for each child and find students who have the same favourites as them.
- Ask students to work in pairs, taking turns to share their findings. For example:  
*A Lily's favourite colour is blue and my favourite colour is blue.*  
*B Tess's favourite animal is a snake and my favourite animal is a snake.*

#### 3 Listen and say the name. 002

#### Audio transcript

- 1 **Ben** My favourite hobby is swimming.
- 2 **Ania** My favourite food is pasta.
- 3 **Noah** My favourite animal is a shark.
- 4 **Lily** My favourite colour is blue.
- 5 **Mason** My favourite food is chocolate cake.
- 6 **Sophie** My favourite hobby is drawing.
- 7 **Tess** My favourite animal is a snake.
- 8 **Dev** My favourite colour is green.

#### ANSWERS

- 1 Ben
- 2 Ania
- 3 Noah
- 4 Lily
- 5 Mason
- 6 Sophie
- 7 Tess
- 8 Dev

#### 4 Look, listen and read. 003

- Play the recording for students to listen and follow. Then listen and repeat.

#### 5 Ask and answer. Communication

- Students practise the dialogue by asking and answering in pairs. They take turns to ask about who each object belongs to. Their partner looks at the hobbies of the different children and gives the answer.

### Activity Book page 3

#### 1 Correct the sentences. Use an apostrophe.

#### ANSWERS

- 1 These are Mason's tennis balls.
- 2 This is Ben's swimming hat.
- 3 These are Ania's rollerblades.
- 4 This is Lily's bike.

#### 2 Follow and write.

#### ANSWERS

- 1 This is Mason's cake.
- 2 These are Lily's strawberries.
- 3 These are Ben's bananas.
- 4 This is Ania's pasta.
- 5 These are Noah's sandwiches.
- 6 These are Sophie's biscuits.
- 7 This is Dev's pizza.
- 8 These are Tess's grapes.

#### 3 Draw a friend. Draw and write about their favourite things. Creativity

- Students choose a friend, draw a picture of him / her in the top left-hand box and then draw and write about his / her favourite things.

## Lesson 3

# Vocabulary and story

### Lesson Objectives

Review numbers 10–100.

Present and practise numbers 101–1,000.

Present a story about numbers.

### Language

New: *one hundred and fifty, two hundred, three hundred, four hundred, five hundred, six hundred, seven hundred, eight hundred, nine hundred, one thousand*

Review: numbers 10–100

### Warm up

Play the *Line-of-three* from the Ideas bank on page 137.

### Class Book pages 6–7

#### 1 Say the numbers.

##### ANSWERS

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

#### 2 Listen, point and repeat. 004

- Draw attention to how to say the bigger numbers in the box. Play the recording, pausing after each number for students to point and repeat.

#### 3 Listen and say the numbers. 005

##### Audio transcript

This number is blue.

This number is pink.

This number is red.

This number is black.

This number is orange.

This number is yellow.

This number is green.

This number is purple.

This number is grey.

This number is brown.

##### ANSWERS

six hundred – blue, nine hundred – pink, seven hundred – red, one hundred and fifty – black, five hundred – orange, three hundred – yellow, two hundred – green, four hundred – purple, one thousand – grey, eight hundred – brown

#### 4 BEFORE YOU READ Why do you think this story is called *Number World*?

- Ask students to work in pairs to discuss the question.
- Encourage some of the students to share their ideas with the class. Accept and praise students' suggestions, but do not reveal the answers at this stage.

#### 5 Listen, read and check your ideas. 006

##### ANSWER

The story is called *Number World* because the children have to solve number puzzles.

#### 6 AFTER YOU READ Watch the story video. 007 Complete the activities.

- Students watch the video and complete the activities in their Activity Books.

### Activity Book pages 4–5

#### 1 Tick ✓ and follow. Write. Critical Thinking

- Focus on the map. Explain that students must follow the maze and collect the correct letters to find the mystery word.
- Students follow the maze and tick the boxes for the correct answers. They write the letters along the dashed lines under the maze to reveal the word.

##### ANSWER

The mystery word is *THOUSAND*.

#### 2 Listen and circle the correct number. 007

##### Audio transcript

1 eight hundred and forty-eight

2 nine hundred and sixty-two

3 seventeen

4 five hundred and fifty-five

5 three hundred and eighteen

6 six hundred and forty-five

##### ANSWERS

1 848 2 962 3 17 4 555 5 318 6 645

#### 3 REMEMBER THE STORY Write the answers.

##### ANSWERS

1 *Number World*

2 Noah and Sophie

3 Lucky

4 31

#### 4 Give your friend a maths challenge with the answer under 1,000. Communication

- Ask students to work in pairs. They take turns to set a maths challenge for their partner to solve.

##### KEY COMPETENCES Mathematical competence and basic competences in science and technology

This lesson focuses on the fundamental skills of recognizing numbers as digits, translating them into words and adding them together to make new numbers. Students are likely to do this with little effort in their own language, but will need plenty of practise to help this become 'automatic' in English. Encourage students to use English for some of the things they do in their everyday lives involving numbers, e.g. counting objects or money, doing simple sums and weighing ingredients.

# 1

# How do we make friends?

## Lesson 1 The Big Question

### Lesson Objectives

- Introduce the unit and the Big Question.
- Present a video about friends making a video.
- Elicit answers to the Big Question.
- Review language from previous level.
- Present and practise the sound /ei/.

### Language

Review: present simple

### Warm up

Play *She likes drawing!* from the Ideas bank on page 135.

### Class Book pages 8–9

#### 1 Look and answer.

- Talk about the pictures on pages 8–9. Encourage the students to tell you what they can see. Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see.
- Encourage students to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What can you see? What are they doing? Encourage them to use their imagination, e.g. What are their names? Where are they? Which children are friends?* You could also ask them some personalized questions, e.g. *Do you like puppets?*

#### ANSWERS

- How do we make friends?
- Alice, Sophie, Ben, Tess, Luke
- Suggested answers:** Children playing basketball, children riding bikes in a park, people walking in the woods, a leaflet, people sailing

#### 2 Which things do you see in the Big Question video? Watch then say. ▶

#### Video transcript

See page 143.

#### ANSWERS

three children, a puppet with a pink dress, a puppet with black hair, a computer, a camera, some trees

#### KEY COMPETENCES **Social and civic competence**

Ask the students to think about how the friends are making a film together with their puppets. Encourage them to think about how everyone in the film is working together respectfully and sharing. Encourage them to think about how doing activities can help them make new friends.

#### 3 What are your answers to the Big Question?

##### Critical Thinking

- Ask students to remember Alice's answer to the Big Question. (*We live in the same street.*)
- Then ask them to tell you their own ideas for answers. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster with a water-soluble pen, or invite students to write their own answers. Remember, there are no wrong answers!

##### SUGGESTED ANSWERS

We play together. We make things together. We go to school together. We learn new things together.

##### TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and bring their answers to the next lesson.

#### 4 Answer the Quick Poll.

##### ANSWERS

Students' own answers

#### 5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

### Activity Book page 6

#### 1 REMEMBER THE VIDEO Read and circle the correct answer.

- Focus attention on the video the students have just watched. Ask them to read questions 1–6 and answer *Yes, they do.* or *No, they don't.*

##### ANSWERS

- Yes, they do.
- No, they don't.
- Yes, they do.
- Yes, they do.
- No, they don't.
- Yes, they do.

#### 2 Write questions and answers about your friends.

##### ANSWERS

Students' own answers

#### 3 Listen and read. Then listen and repeat. ▶ 008

- Play the recording for students to listen and read. Then listen and repeat.

**TIP** Elicit the vocabulary in the image before students listen, and write the words on the board as students say them. During the listening, show the Activity Book page on-screen and invite individuals to the front to draw a line to the correct picture using the board pen.

4 Write the words with blue letters in the table.  
Then read aloud.

**ANSWERS**

ai rains, paint, trains  
ay day, Kay, play  
ey grey, they  
a\_e James, make, frames, planes

## Lesson 2 Vocabulary and song

### Lesson Objectives

Present and practise activities vocabulary.  
Listen to and sing a song about activities.  
Ask and answer questions about the activities students can do.

### Language

New: *skateboard, play table tennis, sail, ice skate, surf, cycle, skip, play chess, do judo, play basketball*  
Review: *Can you (surf)? Yes, I can. / No, I can't.*

### Warm up

Play *Make a mind map* from the Ideas bank on page 138.

## Class Book page 10

### 1 Which activities do you do with your friends?

**Critical Thinking**

- Ask students to work in pairs and talk about the activities they do with their friends. Ask them to make a list of four or five different things.

### 2 Listen, point and repeat. 009 Compare your list with Sophie's.

- Play the audio for the students to listen and point to the correct activities in Sophie's list. Then play the audio again so students can repeat each activity.

### 3 Say the activities you do and don't do every week.

**ANSWERS**

Students' own answers

#### TIP Mixed-ability teaching

- Support less confident students by showing the Class Book page on-screen using the Classroom Presentation Tool. Ask *Which activities can you do alone?* and the students point and say the activity. Repeat the process with other individuals.
- Stretch more confident students by asking them to work in pairs and ask and answer about the activities they can do. Encourage them to ask follow-up questions, e.g. *Where do you do it? Who do you do it with? When do you do it?*

### 4 Listen and sing. 010

### 5 Ask and answer. 011 **Communication**

- Students ask and answer the questions in pairs.

## Activity Book page 7

### 1 Write the activities. Find and write the secret word. **Critical Thinking**

- Ask students to look at each of the pictures and to write the activity in the grid. When they have finished, they can find the secret word in the grid.

**ANSWERS**

1 ice skate 2 skip 3 play chess 4 play table tennis  
5 cycle 6 play basketball 7 play football 8 sail  
9 surf 10 do judo

The secret word is skateboard.

### 2 Look and write.

- Students complete and answer the questions.

**ANSWERS**

1 Yes 2 Yes 3 Can Sam 4 Can Katy, can  
5 Can Sam surf? 6 Can Katy sail?

## Lesson 3 Grammar

### Lesson Objectives

Present the present continuous with *they*.  
Have students ask and answer questions about which activities people are doing.

### Language

New: *Are they surfing? Yes, they are. / No, they aren't. They're / They aren't skipping.*

### Warm up

Review the activities vocabulary from the previous lesson. Play the Unit 1 Lesson 2 vocabulary practice game on the Classroom Presentation Tool. Alternatively, you can play a miming game from the Ideas bank on pages 135–136 using the Unit 1 activities flashcards from the Classroom Resource Pack.

#### KEY COMPETENCES Digital competence

When you have played a Classroom Presentation Tool game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions, in order to help them develop confident use of digital technology.

## Class Book page 11

### 1 Listen, read and look at the picture. 012 Is Sophie with her friends today?

- Play the recording for the students to listen and follow the dialogue in their Class Book. Ask the question. Then play it again, pausing after each line for the students to listen and repeat.

**ANSWER**

No, she isn't.

## 2 Listen and follow. 013 Ask and answer about Sophie's friends and cousins.

### Audio transcript

- A Are they doing judo?  
B No, they aren't.  
A Are they cycling?  
B Yes, they are.  
A They're skateboarding.  
B They aren't playing basketball.

## 3 Look, listen and read. 014

- Students listen to and read the questions and answers.

## 4 Play the game. Communication

- Students work in pairs, asking and answering questions to guess the picture.

### TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 11 on the Classroom Presentation Tool. Point to the picture where children are ice skating and ask *Are they surfing?* Allow students to answer. Repeat with picture b, asking *Are they surfing?* Then ask an individual to the front to do the same – ask the same question about all the pictures. The rest of the group should put up their hands to answer. Repeat with different students coming up to the board to ask a different question.
- Stretch more confident students by organizing them into groups of four, after they have finished the Communicate activity independently. Tell them to work in pairs, with one pair miming an activity, such as *playing table tennis* together, and the other pair saying what they are doing.

## Activity Book page 8

### 1 Look at the grammar table on Class Book page 11. Circle the correct word to make a question and a sentence in the present continuous.

#### ANSWERS

1 doing 2 ice skating

## 2 Listen and write the letter. 015

### Audio transcript

- A Hi Sophie!  
B Hi Beth! Are you still at your cousins' house?  
A Yes, I am.  
B Are your mum and dad there, too?  
A No, they aren't. They're cycling in the park.  
B Oh! What's that? Are your cousins playing table tennis?  
A No, they aren't. My uncle and auntie are playing table tennis!  
B What are your cousins doing? Are they playing basketball?  
A Yes, they are! They're outdoors with my sisters.  
B Are your sisters playing basketball, too, Beth?  
A No, they aren't. They're skateboarding.  
B And what about you?  
A I'm playing chess with my brother. Oh! Time to go! It's my turn!

#### ANSWERS

1 e 2 a 3 b 4 d 5 c

## 3 Look and write the names.

#### ANSWERS

- 1 Josh and Tim  
2 Joe and Ellie  
3 Jen and Josie  
4 Megan and Harry

## 4 Write questions, answers and sentences about your friends.

#### ANSWERS

Students' own answers

## Extra Grammar Practice Activity Book page 104

### 1 Choose and label the pictures.

#### ANSWERS

Students' own answers

### 2 Look at activity 1. Complete the questions and the answers.

#### ANSWERS

Students' own answers

## Grammar Reference Activity Book page 112

### Complete.

#### ANSWERS

- 1 a Are b are  
2 a Is b isn't, is / 's  
3 a Are b 'm not, am / 'm

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise prepositions of movement.

Have students describe different locations according to sounds.

Present a story about a nature trail.

### Language

New: *up the hill, down the steps, over the bridge, through the trees, along the river, past the house*

### Warm up 010

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 136.

## Class Book pages 12–13

### 1 Where can you walk on a day trip in the countryside? Critical Thinking

- Ask students to think about places in the countryside where they have walked, for example, in the woods, next to the river, in the park.

## 2 Listen, point and repeat. 🎧 016

### Audio transcript

- 1 up the hill
- 2 down the steps
- 3 over the bridge
- 4 through the trees
- 5 along the river
- 6 past the house

## 3 Listen and say where the person is walking. 🎧 017

- Tell students they are going to hear the sounds of people walking in different places. For each sound effect, they should choose the answer from Ben's list. Remind students not to call out their answers, but to put up their hand first.

### ANSWERS

- 1 through the trees 2 over the bridge 3 along the river 4 past the house 5 down the steps 6 up the hill

## 4 BEFORE YOU READ This story is about a nature trail in a forest. Can you guess what Ben and Noah see?

- Ask students what they think Ben and Noah would see on a nature trail. Encourage them to use their imagination and think about the things in a forest. Accept all answers at this stage.

### ANSWERS

Students' own answers

#### TIP Learn to learn

Activities such as the one above appeal to the students' sense of imagination. Encourage students to think as creatively as possible. Prompt with questions such as *What can you see on a nature trail? What's fun to do on a nature trail? What can you see in the country, but not in the city?*

## 5 Listen, read and check your ideas. 🎧 018

## 6 AFTER YOU READ Watch the story video. ▶ Complete the activities.

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will answer some more detailed questions afterwards. You can also ask them to remember the people and the activities in the story while they are watching. This gives them a purpose for watching and helps them with the follow-up activities in the Activity Book.

## Activity Book page 9

### 1 REMEMBER THE STORY Look, complete and number. Then tick ✓ the words in the story.

#### ANSWERS

- 1 hill ✓ 2 house 6 river 4 trees ✓ 5 bridge ✓  
3 steps ✓

## 2 Number the story events in order.

#### ANSWERS

- 1 Ben and Noah see a map.
- 2 They see two Purple Murples.
- 3 They go down the steps.
- 4 They walk over the bridge.
- 5 They go up the hill.
- 6 They see Trick.
- 7 They find out where the Purple Murples live.
- 8 They talk to Spike.

## 3 Who is your favourite character in the story? Tell your partner. Communication

#### ANSWERS

Students' own answers

## Lesson 5 Grammar

### Lesson Objectives

Present and practise instructions using imperatives.

Practise prepositions of movement.

Give and follow instructions for a route.

### Language

*New:* Go up the hill. Don't go through the trees. Walk over the bridge.

*Review:* up the hill, down the steps, over the bridge, through the trees, along the river, past the house, squirrel, mouse, duck, rabbit, bat, snake

### Warm up

Review the prepositions of movement vocabulary from the previous lesson. Play the Unit 1 Lesson 4 vocabulary practice game on the Classroom Presentation Tool, or play *Draw it!* from the Ideas bank on page 137. Each student makes a sentence with a preposition of movement and the activity, and their partner has to draw it.

## Class Book page 14

### 1 REMEMBER THE STORY Read. Which sentence isn't in the story?

- Ask the students to tell you what happened in the story about Ben and Noah. Then ask them to read the sentences and decide which one is not in the story. When they have the answer, focus the students' attention on the *Look!* box.

#### ANSWER

- 2 Don't go down the steps.

### 2 Look at the sentences in activity 1. Answer.

#### ANSWERS

Sentences 3 and 4 tell you to do things.

Sentences 1 and 2 tell you not to do things.

### 3 Listen and follow. 019 Give instructions for your friend to mime. **Critical Thinking**

- Working in pairs, students mime one instruction, for example, puffing and panting and appearing to walk upwards (*up the hill*), or going lower and lower as they walk (*down the steps*). Their partner guesses the mime, and then they swap roles.

#### Audio transcript

- A Walk past the house.  
B Go up the hill.  
A Run over the bridge.  
B Don't run down the steps.  
A Don't walk along the river.  
B Don't go through the trees.

#### **TIP** Mixed-ability teaching

Support less confident students by doing the miming activity with them. Show the Class Book page on-screen and point to the table. Say an instruction whilst you point to the words in the table. Then mime it. Then invite a student to the front to choose and say an instruction, whilst pointing to the words in the table. Then he / she must mime his / her instruction for the others.

### 4 Choose an animal and say how to get to it. Then tell your class your friend's route. **Communication**

- Students do the activity in pairs and then tell the class their partner's route.

### Activity Book page 10

#### 1 Listen and tick ✓ 020

##### ANSWERS

1 b 2 a 3 b 4 b

#### Audio transcript

- Don't go along the river. Go through the trees.
- Go up the steps. Don't go down the steps.
- Go past the house. Don't go over the bridge.
- Don't go up the hill. Go down the hill.

#### 2 Look and write *Go* or *Don't go*.

##### ANSWERS

1 Go 2 Go 3 Don't go 4 Don't go 5 Go 6 Go

#### 3 Look at the map again. Write instructions to get to the park.

##### ANSWERS

1 Go along 2 Go over 3 Don't go past 4 Go down  
5 Don't go through 6 Go up 7 Go down

### Extra Grammar Practice Activity Book page 104

#### 1 Draw the animals on the map.

##### ANSWERS

Students' own answers

#### 2 Use your map to complete the instructions.

##### ANSWERS

Students' own answers

### Grammar Reference Activity Book page 112

#### Look and write.

##### POSSIBLE ANSWERS

1 Walk 2 Don't cycle 3 Don't walk  
4 Don't skateboard 5 Run 6 Cycle

## Lesson 6 Cross-curricular

#### Lesson Objectives

Present a text about being safe online.

Help students infer meaning of new words from the context.

Present vocabulary related to online security.

#### Language

New: *online, chat, password, cyber bullying, safe, give out, personal information, full name, telephone number, make friends with*

#### Warm up

Start with a brief class discussion by asking questions, for example, *Who do you chat to in class, at home and online? How often do you go online to chat to people? What games can you play on a computer?*

### Class Book page 15

#### 1 Look at the title. Choose and say. **Critical Thinking**

##### ANSWER

c

#### KEY COMPETENCES Digital competence

The information in the article gives young people advice on how to use the internet more safely, in order to help them develop confident use of digital technology on subsequent occasions.

#### 2 Read and match paragraphs 1–6 with pictures a–f.

- Ask students to look at the pictures and then read the article again. Ask them to match one picture with each paragraph. Make sure the students understand the words in pink. You could ask them to check which ones they already know with a partner, before checking with the whole class.

##### ANSWERS

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

#### **TIP** Comprehension check

It's important to check understanding, especially with a longer text that may contain unknown words. Less confident students may feel embarrassed about making mistakes and not want to show that they haven't understood. To create a safe environment, write some sentences with gaps on the board and ask students to complete the sentences, for example, *You should change your p\_\_\_\_\_ (password) regularly.*

### 3 How can you be safe when you play games online? Communication

- Ask students to discuss the question in pairs. Ask them to make a list of two or three things they do. Then encourage the class to share their ideas whilst you write them on the board.

#### ANSWERS

Students' own answers

**TIP** You could extend this activity into a class survey, using the safety tips shared in activity 3, e.g. *Don't use the same password for lots of different sites. Remember to change your password regularly.* Say one tip and ask students to put up their hands if they do it. Count the number and write this on the board, next to the appropriate tip. Repeat with the other tips to see which is the most popular.

### Activity Book page 11

#### 1 Match.

##### ANSWERS

1 d 2 c 3 a 4 b

#### 2 Choose and circle. Then match and write.

##### ANSWERS

1 Don't use, d 2 Play, c 3 Chat, b 4 Change, a  
5 Don't meet, f 6 Don't tell, e

#### 3 Make an internet safety poster for your classroom or computer room at school. Creativity

##### KEY COMPETENCES Digital learning

Students could use a computer to make the poster. They then draw activities to illustrate the poster. This can help them develop their skills and confidence in using ICT.

##### TIP Curriculum link

If students are using and learning about using computers at school, encourage them to tell their ICT teacher what they have learned in this lesson about being safe online. They can take their posters to their ICT class.

## Lesson 7 Literacy: a programme

#### Lesson Objectives

- Familiarize students with a specific type of text: a holiday programme.
- Raise awareness of summer camps.
- Develop predicting skills for reading.
- Discuss the importance of being a good friend.

#### Language

- New (passive): *cabin, campfire*
- Review: days of the week, *sail, swim*

#### Warm up

Play *Lip reading* from the Ideas bank on page 135 with the activities flashcards.

### Class Book page 16

#### 1 BEFORE YOU READ Look at the title and the photos. What kind of holiday is this?

##### ANSWER

It's a weekend of activities at a summer camp in the USA.

##### KEY COMPETENCES Cultural awareness

Tell students that the children in these lessons are from the wider international community. Ask students what they know about the USA. Prompt with questions if necessary, for example, *What language do they speak in the USA? (English) What famous places do they know there?* (Examples include: New York, Yellowstone National Park.)

#### 2 Which activities can you do at a summer camp?

##### Critical Thinking

- Ask students to work in pairs and write a list of three or four activities they can do in a summer camp.

#### 3 Read and listen. 021 Were your ideas in the programme?

- Ask students to compare their ideas in activity 2 with the weekend programme, by ticking off their ideas when they find them in the text.

##### CULTURE NOTE Summer camps

Summer camps are very popular with children and teenagers in the USA. Summer camps are usually located close to nature such as mountains, forests or beaches. There are lots of outdoor activities for campers to take part in, including various sports. Some camps offer workshops in arts, crafts and performing arts. In the evenings, campers often gather around campfires and listen to stories. Summer camps are a great opportunity to make new friends while learning new skills.

**OUR VALUES** Focus the students on the *Our Values* feature. Tell them what it says. Use the picture as an example of being a good friend, and elicit further examples, e.g. doing activities with your friend, being kind, helping a friend when they have a problem.

#### 4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

### Activity Book page 12

#### 1 Read the programme on Class Book page 16 again. What information can you find? Tick ✓.

##### ANSWERS

1 ✓ 2 ✓ 4 ✓ 6 ✓

#### 2 Match.

##### ANSWERS

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

#### 3 Look at the pictures and write. Use all the words twice.

## ANSWERS

- 1 It's Friday evening.
- 2 It's Sunday morning.
- 3 It's Saturday afternoon.
- 4 It's Saturday morning.
- 5 It's Sunday evening.
- 6 It's Friday afternoon.

## Lesson 8 Culture

### Lesson Objectives

- Practise listening for gist and specific information.
- Raise awareness of summer camp activities.
- Have students extract information from a dialogue.
- Prepare and complete a text about a summer camp.

### Language

New (passive): *waffles, typical*

Review: *play table tennis, sing around the campfire, play chess, surf, swim*

### Warm up

Play *Run and touch* from the Ideas bank on page 135, using the Unit 1 activities from the Classroom Resource Pack.

### Class Book page 17

#### 1 Listen to Luke. 022 Answer.

- Ask students to look at the question. Play the audio.

#### Audio transcript

- A** Do you like summer camp, Luke?  
**B** Yes, I do. I go for two weeks every year.  
**A** Two weeks! Is it fun every day?  
**B** Yes! Every day is fantastic.  
**A** What's the programme for a typical day at summer camp?  
**B** Well, on a typical weekday, we have a big breakfast. I have American waffles. Yum!  
**A** Mmm. [she agrees they're delicious]  
**B** And then we go surfing in the morning.  
**A** Surfing? Wow!  
**B** Yeah. We can go out in a boat and swim, too. Then I have lunch at the camp with all my friends. We sing and chant at lunchtime.  
**A** That's fun! What do you do after lunch?  
**B** Well, it's very hot in the USA in the summer. We don't go out in the sun after lunch. We rest in the cabin. I play chess or listen to music.  
**A** OK.  
**B** And then it's time for more sport! I like playing table tennis. We have a big table tennis competition in the afternoon.  
**A** Great. What do you do in the evening?  
**B** We eat dinner together and then after dinner, there's a campfire.  
**A** A campfire!  
**B** Yes, we sit around the fire and we sing and tell stories. Summer camp is cool!

## ANSWERS

Students' own answers

#### 2 Listen again. 022 Are these activities in the morning, the afternoon or the evening?

- Play the audio again. Ask students to answer the question.

## ANSWERS

- 1 the afternoon
- 2 the evening
- 3 the afternoon
- 4 the morning
- 5 the morning

#### 3 Which summer activities can you do in your country? Communication

- Ask students to talk about the summer activities they do. You could do a survey to see which were the most popular.

#### 4 Complete the activities.

- Students complete the activities in the Activity Book.

### Activity Book page 13

#### 1 Complete part 1 of the table about Awesome Summer Camp.

## ANSWERS

Number of weeks every year: two

Place to sleep: cabins

Breakfast: waffles

Daytime activities: go on a nature trail, surf, swim

Evening activities: dance at the disco, sing around the campfire

#### 2 Plan a summer camp in your country. Complete part 2 of the table.

## ANSWERS

Students' own answers

#### 3 Use your notes to write about your summer camp. Creativity

**TIP** Students can make a programme for their summer camp. Ask them to think about the format of their programme, who's going to read it and how it will be displayed, before they start to write it. Provide students with strong white paper and coloured pens to create the finished product.

## Lesson 9 Writing

### Lesson Objectives

- Read and understand a blog post about friends.
- Practise a specific writing sub-skill: capital letters in a text.
- Develop writing and creative skills by having students plan and write a blog post.

### Language

- Review vocabulary: free-time activities
- Review grammar: present simple

### Warm up

Play the grammar games from Lesson 3 and Lesson 5 on the Classroom Presentation Tool.

## Activity Book page 14

1 Read and listen to Dev's post.  023 Tick ✓ his answer to the Big Question.

### ANSWER

We make friends at school.

2 Read and write *R* for Rajesh or *B* for Brandon.

### ANSWERS

1 R 2 B 3 B 4 R 5 R 6 B

3 Read *The Big Write tip*. Find and circle the capital letters in Dev's post. Say why they are capital letters.

### ANSWERS

*I* – always a capital

*My, He's, He, His, We, Our* – first words in a sentence, and after a full stop

*Brandon, Rajesh, California, London, American, English, Wednesdays, Tuesdays, Liverpool, Manchester United, Star Wars, The Lego Batman Movie* – names of people, places and things like football teams, films, nationalities, days of the week

4 Plan and write a post about a school friend.

### Creativity

### ANSWERS

Students' own answers

## Lesson 10 The Big Question Review

### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *How do we make friends?*

Complete a self-evaluation activity.

### Language

Review: activities vocabulary, present simple and continuous, prepositions of movement

### Warm up

Play a review game on the Classroom Presentation Tool, such as *Conveyor Belt*.

## Class Book page 17

1 Watch and answer the questions on the review video. 

### Video transcript

See page 143.

### ANSWERS

See Video transcript.

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

- Tell students to look back at Unit 1 and find the missing word in each of the answers to the Big Question.
- Encourage students to compare the children's answers with their own answers on the Big Question poster. Invite individual students to come to the front of the class and tick answers on the poster which are the same or very similar. Ask which ideas are different.

### ANSWERS

live, activities, day, friends, holiday, school

3 Ask and answer. **Communication**

- Ask students to look at the speech bubble examples in activity 3. Encourage a student to ask you which is your favourite answer, and reply to model the task. Then organize students into pairs to do the activity.
- Ask students to tell you about their own or their partner's favourite answers to the Big Question. Ask them for their reasons for their choice. Encourage them to tell you any new answers they have for the Big Question.

4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

## Activity Book page 15

### My Unit Review

- Ask students to complete the self-evaluation activities individually.

### TIP Classroom feedback tool

You might like to set up a system for students to tell you more immediately how they are coping in class activities. Distribute small green and red pieces of card, and explain that students can hold up a green card at any point to say, 'I understand; please continue' or a red card to say, 'I need help. Please stop.'

### Unit 1 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

# 2

# What are our routines?

## Lesson 1 The Big Question

### Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about one day in a weekly routine.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /s/, /z/, /ɪz/.

### Language

Review: present *Is there a ... / Are there any ... ? Yes, there is. / No, there isn't. / Yes, there are. / No, there aren't.*

### Warm up

Play *The first letter* from the Ideas bank on page 136 with the vocabulary for the video, for example, *tomatoes, apples, carrots, snails, spiders, insects, shoes, flowers.*

### Class Book pages 18–19

#### 1 Look and answer.

- Talk about the pictures on pages 18–19. Encourage the students to tell you what they can see. Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see.
- Ask the students questions to generate interest in the topic, e.g. *What can you see in the pictures? Where is it?* Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. Personalize the questions by asking students questions like *What do you do every weekend? Which sports do you do, and when?*

#### ANSWERS

- What are our routines?
- Tilly, Mason, Ania, Lily, Preeda
- Suggested answers: Two children with their grandpa, a girl going to school, a child swimming, people at a barbecue, a school assembly

#### 2 Which things do you see in the Big Question video? Watch then say. ▶

#### Video transcript

See page 143.

#### ANSWERS

white shoes, a big garden, tomatoes, carrots, a snail, an insect, white flowers

#### KEY COMPETENCES **Social and civic competence**

Ask the students to think about growing fruit and vegetables for themselves. Encourage them to consider how growing flowers, fruit and vegetables can be fun when they do it with other members of the family.

#### 3 What are your answers to the Big Question?

##### Critical Thinking

- Ask students to remember Tilly's answer to the Big Question. (*We visit our grandma and grandpa.*)
- Then ask them to tell you their own ideas for answers. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster with a water soluble pen, or invite students to write their own answers. Remember, there are no wrong answers!

##### SUGGESTED ANSWERS

We visit members of our family, or our friends. We do hobbies. We do sports. We play games. We do our homework.

#### 4 Answer the Quick Poll.

##### ANSWERS

Students' own answers

#### 5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

### Activity Book page 16

#### 1 REMEMBER THE VIDEO Read and circle the correct answer.

- Focus attention on the video the students have just watched. Ask them to read questions 1–5 and answer *Yes, there are.* or *No, there aren't.*

##### ANSWERS

- Yes, there are.
- No, there aren't.
- No, there isn't.
- Yes, there is.
- No, there aren't.

#### 2 Complete the questions and answers about the video.

- Ask students to work individually and write the questions and answers.

##### ANSWERS

- Is, is
- Is, isn't
- Are, aren't
- Are, are

#### 3 Listen and read. 🎧 024

**TIP** Encourage students to look at the pictures to identify key vocabulary before they listen. During the listening, show the Activity Book page on-screen and elicit the vocabulary from individual students. Then play the audio for students to do the activity.

#### 4 Write the words with green, red and blue letters in the table. Then listen and repeat. 🎧 025

- Students read the sentences again and write the words into the table. They can check their answers with a partner.

#### ANSWERS

/s/ insects, grapes, carrots  
/z/ flowers, leaves, apples  
/ɪz/ lettuces, oranges, peaches

## Lesson 2 Vocabulary and song

### Lesson Objectives

Present and practise daily routine vocabulary.  
Encourage students to think and talk about what they do every day.  
Listen to and sing a song about everyday routines.  
Ask and answer questions about what they do every day.

### Language

New: *get up, do my homework, wash my face, have a shower, watch TV, brush my teeth, get dressed, go to school, go home, go to sleep*  
Review: *Monday, in the morning, at four o'clock, in the evening*

### Warm up

Present the daily routines activities using the Unit 2 Lesson 2 flashcards from the Classroom Resource Pack. Then play *Charades* from the Ideas bank on page 136 to practise daily routines.

### Class Book page 20

#### 1 What do you do every day? **Critical Thinking**

- Ask students to discuss the activities they do every day in small groups. Ask them to make a list of four or five different things.

#### ANSWERS

Students' own answers

#### 2 Listen, point and repeat. 🎧 026 Compare your list with Mason's.

#### ANSWERS

Students' own answers

#### 3 Say which activities you do in the morning, in the afternoon and in the evening.

- In pairs, students compare what they do in the morning, in the afternoon and in the evening, and see if they do the same things.

#### ANSWERS

Students' own answers

#### TIP Mixed-ability teaching

- Support less confident students by asking them to think about their activities in the mornings, point to the activity in their Class Book and say the activity. Then continue with the afternoon.
- Stretch more confident students by asking them to say what time they do the activity, e.g. *I have breakfast at seven in the morning. I watch TV at seven in the evening.*

#### 4 Listen and sing. 🎧 027

- Play the song for the students to listen and sing.

#### 5 Play a True or False game. 🎧 028 **Communication**

- Students play the game in pairs.

### Activity Book page 17

#### 1 Complete the daily routines.

#### ANSWERS

1 dressed 2 shower 3 sleep 4 homework 5 teeth  
6 TV 7 up 8 home 9 face 10 to school

#### KEY COMPETENCES Learning to learn

Matching collocations helps give meaning to the vocabulary and develops students' ability to memorize the vocabulary.

#### 2 Number the pictures in the order you do the activities.

#### SUGGESTED ANSWERS

1 get up 2 have a shower 3 wash your face  
4 brush your teeth 5 get dressed 6 go to school  
7 go home 8 do homework 9 watch TV  
10 go to sleep

#### 3 Look at activity 2 and write sentences about you.

#### ANSWERS

Students' own answers

## Lesson 3 Grammar

### Lesson Objectives

Present and practise present simple questions with *he / she*.  
Talk about other people's routines.  
Talk about what people do at specific times.

### Language

New: *What time does he get up? He gets up at one o'clock in the morning. She doesn't go to work in the afternoon.*  
Review: daily routine vocabulary

### Warm up

Review the activities vocabulary from the previous lesson. Play the Unit 2 Lesson 2 vocabulary practice game on the Classroom Presentation Tool.

## Class Book page 21

1 Listen, read and look at the picture. 029 Is Uncle Greg's day similar to Tilly's day?

### ANSWER

No, it isn't.

2 Listen and follow. 030 Say true sentences about Uncle Greg and Tilly.

### Audio transcript

- A She goes to sleep at half past eleven.
- B He goes home at five o'clock.
- A Uncle Greg doesn't get up at seven o'clock.
- B Tilly doesn't go to sleep at half past three.

3 Look, listen and read. 031

### 4 Play the game. Communication

- Using the sentences and responses in activity 3, students work in pairs to play the game.

## Activity Book page 18

1 Look at the grammar table on Class Book page 21. Circle the correct word to make sentences in the present simple.

### ANSWERS

1 gets 2 doesn't work

2 Listen and tick ✓. 032

### Audio transcript

- 1 My mum is a doctor. She works in a hospital. She doesn't work at night. She gets up at half past seven in the morning.
- 2 She has breakfast and then she has a shower at eight o'clock.
- 3 Then she gets dressed and she goes to work at half past eight.
- 4 She works all day and she goes home at half past five.
- 5 She watches TV with me at six o'clock. My dad cooks dinner and we all eat together.
- 6 In the evening, we play board games. My mum goes to sleep at eleven o'clock.

### ANSWERS

1 b 2 a 3 a 4 b 5 a 6 a

3 Order the words to make sentences. Then complete the clocks.

1 He brushes his teeth at nine o'clock.



2 She does her homework at half past five.



3 He washes his face at ten o'clock.



4 Look and write sentences.

### ANSWERS

She gets dressed at eight o'clock.

He does his homework at half past three.

### TIP Speaking practice

Ask students to act out the dialogue from activity 1 on Class Book page 21 in pairs.

## Extra Grammar Practice Activity Book page 105

1 Write true sentences about a boy or man in your family.

### SUGGESTED ANSWERS

- 1 My (grandpa) doesn't get up at two o'clock in the morning. / My (grandpa) gets up at two o'clock in the morning.
- 2 He watches TV in the morning. / He doesn't watch TV in the morning.
- 3 He goes to school at half past eight. / He doesn't go to school at half past eight.
- 4 He brushes his teeth in the evening. / He doesn't brush his teeth in the evening.
- 5 He goes to sleep in the afternoon. / He doesn't go to sleep in the afternoon.

2 Write true sentences about a girl or woman in your family.

### ANSWERS

- 1 My (sister) washes her face in the morning. / My (sister) doesn't wash her face in the morning.
- 2 She gets dressed in the morning. / She doesn't get dressed in the morning.
- 3 She does her homework in the afternoon. / She doesn't do her homework in the afternoon.
- 4 She has a shower in the evening. / She doesn't have a shower in the evening.
- 5 She goes to sleep at eleven o'clock. / She doesn't go to sleep at eleven o'clock.

3 Compare your sentences in activities 1 and 2 with your partner's sentences. Find out how many are the same. Communication

### ANSWERS

Students' own answers

## Grammar Reference Activity Book page 113

Complete the sentences.

### ANSWERS

1 has 2 doesn't do 3 brush 4 don't watch 5 goes

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise vocabulary for different hobbies.

Talk about hobbies.

Present a story about a secret hobby.

### Language

New: *go swimming, play video games, read comics, have dance lessons, do karate, play the piano*

### Warm up

Play *What's missing?* from the Ideas bank on page 135.

### Class Book pages 22–23

#### 1 Which hobbies do you know? Critical Thinking

#### 2 Listen, point and repeat. 033

#### 3 Say which hobbies you do. Say which hobbies you don't do.

#### ANSWERS

Students' own answers

#### 4 BEFORE YOU READ This story is about a secret hobby. Can you guess what the secret hobby is?

- Before the students read and look at the pictures, ask them to decide what the hobby might be. Accept all answers at this stage.

#### 5 Listen, read and check your ideas. 034

#### 6 AFTER YOU READ Watch the story video. 034 Complete the activities.

- Ask students to watch the story video and then complete the activities in the Activity Book.

### Activity Book page 19

#### 1 REMEMBER THE STORY Look, find and complete.

#### ANSWERS

1 games 2 piano 3 comics 4 swimming 5 karate  
6 lessons 7 making masks

#### 2 Read and write *True* or *False*.

#### ANSWERS

- 1 False (They can ask four questions.)
- 2 False (It's Friday.)
- 3 True (Picture 4)
- 4 False (It's making masks.)
- 5 False (It's in the bin.)
- 6 True (A surprise party – Picture 11)

#### 3 Which hobbies do you like in the story? Tell your partner. Communication

#### ANSWERS

Students' own answers

## Lesson 5 Grammar

### Lesson Objectives

Present and practise asking about hobbies using the present simple.

Encourage students to ask and answer about their weekends.

Develop listening, speaking, reading, writing and communication skills.

### Language

New: *Do you do karate on Fridays / at the weekend? Yes, I do. / No, I don't.*

Review: hobbies vocabulary

### Warm up

Review the hobbies vocabulary from the previous lesson. Play the Unit 2 Lesson 4 vocabulary practice game on the Classroom Presentation Tool, or play *Snap!* from the Ideas bank on page 135 with the hobbies flashcards from the Classroom Resource Pack.

### Class Book page 24

#### 1 REMEMBER THE STORY Read and match. Say.

#### ANSWERS

1 b 2 d 3 a 4 c

#### 2 Look at the sentences from the story. Answer.

- Ask students to look at the three sentences and choose either *do* or *don't*. Draw students' attention to the *Look!* box.

#### ANSWERS

1 *do* 2 *don't* 3 *do*

#### 3 Listen and follow. 035 Ask and answer.

#### Critical Thinking

### Audio transcript

A Do you do karate on Fridays?

B Yes, I do. Do you play video games at the weekend?

A No, I don't. Do you have dance lessons at the weekend?

B Yes, I do.

#### 4 Talk about your weekend activities. Then talk about your friend. Communication

#### TIP Mixed-ability teaching

- Support less confident students by practising the questions chorally with them first. Then write the affirmative and negative short answers on the board to remind students of the response to the questions. Ask different students different questions first, and then put them into pairs to do the activity.
- Stretch more confident students by encouraging them to ask more questions using words that aren't in the box, for example, *play football, eat ice cream, play the piano, do karate*.

## Activity Book page 20

### 1 Listen and circle. 036

#### Audio transcript

- 1 **A** Have you got lots of hobbies, Issy?  
**B** Yes, I have!  
**A** Do you go swimming?  
**B** Yes, I do. I go swimming on Tuesdays after school.
- 2 **A** Do you do another sport, too?  
**B** Yes, I do. I do karate on Wednesdays.
- 3 **A** Can you play an instrument?  
**B** Yes, I can. I play the piano.  
**A** Do you play the piano every day?  
**B** No, I don't. I play the piano on Saturdays.
- 4 **A** Do you have dance lessons on Saturdays, too?  
**B** Yes, I do! I'm very busy on Saturdays.
- 5 **A** What about Sundays? Do you stay at home on Sundays?  
**B** Yes, I do. I play video games on Sundays.
- 6 **A** Do you read comics at the weekends?  
**B** No, I don't. I read comics on weekdays, before I go to sleep.

#### ANSWERS

- 1 Tuesdays 2 Wednesdays 3 Saturdays 4 Saturdays  
5 Sundays 6 weekdays

### 2 Look and write questions. Use words from each box.

#### SUGGESTED ANSWERS

- 1 Do you play the piano on Mondays?  
2 Do you have dance lessons on Tuesdays?  
3 Do you go swimming on Wednesdays?  
4 Do you read comics on Saturdays?  
5 Do you do karate on Fridays?  
6 Do you play video games at the weekend?

### 3 Answer the questions in activity 2. Write *Yes, I do.* or *No, I don't.*

#### ANSWERS

Students' own answers

## Extra Grammar Practice Activity Book page 105

### 1 Complete the questions. Then answer the questions for you. Write *Yes, I do.* or *No, I don't.*

#### ANSWERS

- 1 Do 2 you 3 Do you 4 Do you have  
5 Do you, swimming? 6 Do you play  
Students' own answers

### 2 Work in pairs. Ask and answer the questions in activity 1. **Communication**

#### ANSWERS

Students' own answers

## Grammar Reference Activity Book page 113

### Circle the correct words.

#### ANSWERS

- 1 Do, No 2 Does, Yes 3 Do, do 4 Does, does  
5 Do, don't

## Lesson 6 Cross-curricular

### Lesson Objectives

Present telling the time in English.

Learn about different time zones.

Raise awareness of what people do at different times in different places.

### Language

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

### Warm up

Review the hobbies and daily routines vocabulary from this unit by playing *Pictures in a line* from the Ideas bank on page 137.

## Class Book page 25

### 1 Listen and point. Then listen and repeat. 037

#### Audio transcript

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

### 2 Look at the clocks and say the time. Then listen, read and check. 038

### 3 How many hours ahead of San Francisco are Buenos Aires, Warsaw and Perth? **Communication**

- Ask students to discuss the question in pairs. Ask them to work out the answers using a clock if necessary. Alternatively, you can look at the text about San Francisco and Buenos Aires as a class, then write the two times on the board and count the hours in between to give you the answer. Pairs can continue with the other two countries.

#### ANSWERS

Buenos Aires is four hours ahead of San Francisco. Warsaw is nine hours ahead, and Perth is 15 hours ahead.

#### CROSS-CURRICULAR NOTE Time zones

A time zone is a region of the world that has a uniform standard time for legal, commercial and social purposes. Time zones usually follow the boundaries of countries, and regions in the countries. Using the 24-hour clock is helpful to recognize the differences between the zones. You could use a map of the world whilst explaining the different time zones.

## Activity Book page 21

### 1 Match.

#### ANSWERS

1 c 2 d 3 b 4 a

### 2 Look and complete the table. Listen and check. 039 **Critical Thinking**

- Ask students to look at the time in San Francisco and then count the number of hours for each city.

#### Audio transcript

Mexico City is two hours ahead of San Francisco.  
New York is three hours ahead of San Francisco.  
Rio de Janeiro is six hours ahead of San Francisco.  
Madrid is nine hours ahead of San Francisco.  
Istanbul is eleven hours ahead of San Francisco.  
Bangkok is fifteen hours ahead of San Francisco.

#### ANSWERS

1 2 2 3 3 6 4 9 5 11 6 15

### 3 Draw the clocks and write the times.

#### ANSWERS

- It's one o'clock in the afternoon in Madrid.
- It's seven o'clock in the evening in Bangkok.
- It's ten o'clock in the morning in Rio de Janeiro.

#### TIP Curriculum link

If the students are learning about another country in geography, ask them to tell you what time it is in that country.

## Lesson 7 Literacy: a blog post

#### Lesson Objectives

- Develop literacy skills and present features in a blog post.
- Raise awareness of typical days in other countries.
- Raise awareness of the importance of being curious.

#### Language

New: *typical*, (passive) *national anthem*

Review: school subjects: *maths, science, language, ICT, English, art, PE*

#### Warm up

Play *Find the answer* from the Ideas bank on page 138 with the daily routines and / or hobbies flashcards and wordcards from this unit.

## Class Book page 26

### 1 BEFORE YOU READ Look at the photos. Do they look like your school day?

#### ANSWERS

Students' own answers

### 2 Ask a question about school in Thailand.

#### Critical Thinking

- Ask students to work in pairs and write a question about school in Thailand.

### 3 Read and listen. 040 Does the blog post answer your question?

- Ask students to compare their question with the information in the blog.

#### CULTURE NOTE The national anthem in Thailand

The Thai national anthem is played on TV and on the radio in public places every day at 8 am and 6 pm. The schoolchildren have to stand still and be silent until it has finished. Afterwards, the school band plays the anthem and the children sing.

**OUR VALUES** Focus the students on the *Our Values* feature. Tell them what it says. Use the picture as an example of being curious, and elicit further examples, e.g. finding out about life in other countries.

### 4 AFTER YOU READ Complete the activities.

- Students complete the activities in their Activity Book.

## Activity Book page 22

### 1 Look at the blog post on Class Book page 26 again. Label the information you can find on the blog.

#### ANSWERS

- blog title
- blog post
- links to posts
- links to classes
- picture

### 2 Read and circle.

#### ANSWERS

- hands
- long
- Wednesdays
- shoes
- 50
- classroom

### 3 Match and write the time.

#### ANSWERS

- It's seven o'clock.
- It's eleven o'clock.
- It's quarter to four.
- It's eight o'clock.

## Lesson 8

### Culture

#### Lesson Objectives

- Listen to a conversation for gist and specific information.
- Have students organize information in a mind map.
- Have students compare a school day in their own country to a school day in Thailand.
- Complete a text about school routine.

#### Language

Review: routine activities, *spoon, fork, hungry, brush, playground, library*

#### Warm up

Ask students what they remember about Preeda's blog from the previous lesson. Prompt with questions such as *What time does Preeda go to school?* (Seven o'clock)

#### Class Book page 27

##### 1 Listen to Preeda. 🎧 041 Answer.

#### Audio transcript

- A So, you have six lessons every day at school, Preeda.  
B Yes, that's right. Our lessons are for 50 minutes.  
A And you have lunch at eleven o'clock. That's early!  
B Yes. We're hungry because we go to school early. After we eat, we wash our spoons and forks.  
A Really?  
B Yes. At lunchtime, we can go to the library or we can play in the playground. There are different activity clubs at lunchtime, too.  
A Which clubs are there?  
B Well, I go to an English club, but there's also a chess club, a music club, a basketball club and lots more.  
A Children do lots of activities at school in Thailand!  
B Yes, and we also help at school. After lessons, some children clean the classroom. They clean the board and the bins. They clean the floor with a brush, too.  
A Do you have school holidays?  
B Yes, we do. Our summer holiday is in March and April. It's very hot in Thailand in April!  
A In April?  
B Yes! ... Every year, we have two long school terms. The first term is from May to October. In October, we have lots of rain! The second term is from November to February.  
A School in Thailand is very different to school in my country.

#### ANSWER

Students' own answer

##### 2 Listen again. 🎧 041 Say True or False.

#### ANSWERS

- 1 False. They wash the spoons and forks after their lunch break.
- 2 False. She goes to an English club.
- 3 True.
- 4 True.
- 5 False. Their summer holiday is in March and April.

##### 3 How is a typical day at school in your country?

#### Communication

- Ask students to talk about a typical school day. You could ask them to make a chart with what they do, and the times they do the actions, to help them make sentences.

##### 4 Complete the activities.

- Students complete the activities in the Activity Book.

#### Activity Book page 23

##### 1 Complete the mind map about Preeda's school.

#### ANSWERS

School subjects: maths, Thai language, ICT  
School rules: Don't wear shoes in the classroom. Wash your spoon and fork.  
Lunchtime activities: music club, English club, basketball club

##### 2 Make a mind map about your school.

#### ANSWERS

Students' own answers

##### 3 Use your notes to write about your school.

#### Creativity

## Lesson 9

### Writing

#### Lesson Objectives

- Read and understand a blog post about New Year celebrations.
- Practise a specific writing sub-skill: capital letters for months of the year.
- Have students plan and write a blog post about a special day.

#### Language

- Review vocabulary: hobbies, daily routine vocabulary
- Review grammar: present simple

#### Warm up

Play the grammar games from Lesson 3 and Lesson 5 on the Classroom Presentation Tool.

#### Activity Book page 24

##### 1 Read and listen to Sophie's post. 🎧 042 Tick ✓ her answer to the Big Question.

#### ANSWER

We celebrate special days.

##### 2 Read and match.

#### ANSWERS

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

**3 Read *The Big Write tip*. Find and circle the months and seasons in Sophie's post.**

**ANSWERS**

Months: July, December  
Seasons: summer, winter

**4 Plan and write a post about a special day you celebrate.** **Creativity**

**ANSWERS**

Students' own answers

**COMMUNITY TASK** Instead of, or as well as, putting the presentations on the school blog, groups could present them to other classes in the school.

## Lesson 10

### The Big Question Review

**Lesson Objectives**

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *Why are we so busy?*

Complete a self-evaluation activity.

**Language**

Review: language from the unit

**Warm up**

Ask the students to choose one of the Classroom Presentation Tool flashcard games from the unit to play, such as *Cloudburst!*.

**Class Book** **page 27**

**1 Watch and answer the questions on the review video.** 

**Video transcript**

See page 143.

**ANSWERS**

See Video transcript.

**2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.**

- Tell students to look back at Unit 2 and find the missing word in each of the answers to the Big Question.
- Encourage students to compare the children's answers with their own answers on the Big Question poster. Invite individual students to come to the front of the class and tick answers on the poster which are the same or very similar. Ask which ideas are different.

**ANSWERS**

grandpa, similar, hobbies, times, school, special

**3 Ask and answer.** **Communication**

- Ask students to look at the speech bubble examples in activity 3. Encourage a student to ask you which is your favourite answer, and reply to model the task. Then organize students into pairs to do the activity.
- Ask students to tell you about their own or their partner's favourite answers to the Big Question. Ask them for reasons for their choice. Encourage them to tell you any new answers they have for the Big Question.

**4 Complete the self-evaluation activities.**

- Students complete the self-evaluation activities in the Activity Book.

**Activity Book** **page 25**

**My Unit Review**

- Ask students to complete the self-evaluation activities individually.

**Unit 2 Test**

Students are now ready to do the unit test. See the Teacher's Resource Centre.

# 3

# What's fun about music?

## Lesson 1

### The Big Question

#### Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about a street dance class.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /i:/ and /ɪ/.

#### Language

Review: present simple (we)

#### Warm up

Play *Word cloud* from the Ideas bank on page 135.

#### Class Book pages 28–29

##### 1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the Big Picture and tell you their thoughts and ideas about what they see. Prompt them by asking questions, e.g. *Where do you think these young people are? What are they doing? Why? What kind of music do you think they're playing? What kind of dancing is this?* Encourage students to use their imagination, e.g. *How do they know each other?*

#### ANSWERS

- 1 What's fun about music?
- 2 Mia, Ania, Mason, Ben and Theo
- 3 Suggested answers: People dancing, people playing music, three girls singing, instructions for how to make something, three people in carnival costume

##### 2 Which things do you see in the Big Question video? Watch then say. ▶

#### Video transcript

See page 144.

#### ANSWERS

children dancing, Mia dancing, a teacher, yellow caps

##### 3 What are your answers to the Big Question?

#### Critical Thinking

- Ask students to remember Mia's answer to the Big Question. Then ask them to tell you their own ideas for answers. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster with a water-soluble pen, or invite students to write their own answers. Remember – there are no wrong answers!

#### SUGGESTED ANSWERS

Singing to music is fun. You can listen to music when you're doing different things. You can listen to music in different places. Music is different in different countries. Music can make us happy! etc.

#### TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and bring their answers to the next lesson.

##### 4 Answer the Quick Poll.

#### ANSWERS

Students' own answers

##### 5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

#### Activity Book page 26

##### 1 REMEMBER THE VIDEO Read and tick ✓ or cross X.

#### ANSWERS

- 1 We go to a karate class. X
- 2 We have classes on Fridays. X
- 3 We practise every day. ✓
- 4 We wear blue baseball caps. X
- 5 We sing together. X
- 6 We win prizes. ✓

##### 2 Look at the sentences in activity 1 with a cross X. Write correct sentences.

#### ANSWERS

- 1 We don't go to a karate class. We go to a street dance class.
- 2 We don't have classes on Fridays. We have classes on Mondays, Tuesdays and Wednesdays.
- 4 We don't wear blue baseball caps. We wear yellow caps.
- 5 We don't sing together. We dance together.

##### 3 Listen and read. Then listen and repeat. 🎧 043

- Play the recording for students to listen and read. Then listen and repeat.

##### 4 Write the words with blue letters in the table. Then read aloud.

#### ANSWERS

/i:/ He, street, week, We  
/ɪ/ dancing, in, gym, wins, different, practise, with, him

## Lesson 2

### Vocabulary and song

#### Lesson Objectives

Present and practise musical instruments vocabulary.

Review grammar from previous units.

Listen to and sing a song about playing musical instruments.

Develop critical-thinking and communication skills.

#### Language

New: musical instruments vocabulary: *guitar, drums, keyboard, recorder, cymbals, violin, trumpet, cello, flute, saxophone*

Review: *Do you play (the guitar)? Yes, I do. / No, I don't.*

#### Warm up

Play *Race the bear!* from the Ideas bank on page 138.

#### Class Book page 30

##### 1 Which instruments do you know? **Critical Thinking**

###### ANSWERS

Students' own answers

##### 2 Listen, point and repeat. 🎧 044 **Compare your list with Ania's.**

###### ANSWERS

Students' own answers

##### 3 Listen and say the instrument. 🎧 045

#### Audio transcript

Ten short excerpts of different instruments

###### ANSWERS

1 flute 2 guitar 3 violin 4 cymbals 5 drums  
6 saxophone 7 cello 8 recorder 9 keyboard  
10 trumpet

##### 4 Listen and sing. 🎧 046

- Play the song for students to listen and sing.

##### 5 Ask and answer. 🎧 047 **Communication**

- Put students in pairs to practise the dialogue.

#### Activity Book page 27

##### 1 Write the instruments. **Critical Thinking**

###### ANSWERS

Wind instruments: flute, saxophone, recorder

String instruments: guitar, violin, cello

Percussion instruments: cymbals, drums

##### 2 Follow and write.

###### ANSWERS

- 1 Auntie Sally plays the recorder.
- 2 Dad plays the guitar.
- 3 Grandma plays the flute.
- 4 Uncle Frank plays the saxophone.
- 5 Betty and Hetty play the keyboard.
- 6 Pat and Matt play the cymbals.

## Lesson 3

### Grammar

#### Lesson Objectives

Present and practise *Wh-* questions with *does*.

Encourage students to make questions to ask about friends' musical activities.

#### Language

New: *What does he / she play? When does he / she practise? Where does he / she perform?*

Review: present simple 3<sup>rd</sup> person singular affirmative sentences

#### Warm up

Review the musical instruments vocabulary from the previous lesson. Play the Unit 3 Lesson 2 flashcards game on the Classroom Presentation Tool, or play *Can you remember?* from the Ideas bank on page 135.

#### KEY COMPETENCES **Digital competence**

When you have played a Classroom Presentation Tool game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions, in order to help them develop confident use of digital technology.

#### Class Book page 31

##### 1 Listen, read and look at the picture. 🎧 048 **Does Ania play the trumpet?**

###### ANSWER

No, she doesn't. She plays the violin and her sister plays the trumpet.

#### TIP **Mixed-ability teaching**

- Support lower-level students by displaying the grammar table via the Classroom Presentation Tool on the Class Book on-screen and highlighting or pointing out the questions and answers as they are spoken in the recording. Use the grammar table and the chat box dialogue for extra visual support in the second part of the activity, too.
- Stretch higher-level students by asking them to do the second part of activity 2 independently in pairs (while you work with other students), then by asking them to ask and answer personalized questions about somebody they know, or hone their creative skills by asking and answering questions about an imaginary person.

##### 2 Listen and follow. 🎧 049 **Ask and answer about Ania's sister.**

#### Audio transcript

A What does he play?

B He plays the violin.

A When does she practise?

B She practises every day.

A Where does he perform?

B He performs at school.

### 3 Look, listen and read. 🎧 050

- Play the recording for students to listen and read.

### 4 Play the game. **Communication**

- Ask students to look at the pictures. Then in pairs or small groups, students ask and answer to play the game.

## Activity Book page 28

### 1 Look at the grammar table on Class Book page 31 and choose.

#### ANSWER

a We use *does* in the questions.

### 2 Listen and tick ✓. 🎧 051

#### Audio transcript

- A What instrument do you play, Peter?  
B I play the keyboard.  
A Wow! That's clever! When do you practise?  
B On Saturdays.  
A Do you perform in concerts?  
B Yes, I do.  
A Where do you perform?  
B At school.  
A What about you, Iris? What instrument do you play?  
C I play the trumpet.  
A The trumpet! That's cool! When do you practise?  
C Erm ... on Tuesdays.  
A Do you perform, too?  
C Yes, I do.  
A Where do you perform?  
C Well, I play at carnivals.

#### ANSWERS

Peter: 1b, 2b, 3a  
Iris: 4b, 5a, 6a

### 3 Look and write questions about Peter. Match.

#### ANSWERS

- 1 What does he play? c The keyboard.
- 2 When does he practise? a On Saturdays and Sundays.
- 3 Where does he perform? b At school concerts.

### 4 Read the answers about Iris. Write the questions.

#### ANSWERS

- 1 Where does she perform?
- 2 When does she practise?
- 3 What does she play?

## Extra Grammar Practice Activity Book page 106

### 1 Draw a girl who plays an instrument. Write her name.

#### ANSWERS

Students' own answers

### 2 Complete the questions. Then write answers for the girl in activity 1.

#### ANSWERS

1 does 2 When 3 perform  
Students' own answers

### 3 Work in pairs. Ask and answer about your partner's girl in activity 1. **Communication**

- Students work in pairs to exchange information about the girl they drew in activity 1.

## Grammar Reference Activity Book page 114

### Circle the correct words.

#### ANSWERS

- 1 do, play 2 does, practises 3 do, perform  
4 do, play 5 does, performs 6 do, play

## Lesson 4 Vocabulary and story

### Lesson Objectives

- Present and practise types of music vocabulary.
- Identify types of music.
- Present a story about a music festival.

### Language

New: types of music: *pop, folk, classical, hip hop, rock, reggae*

### Warm up 🎧 046

Play the song from Lesson 2 again, encouraging students to join in. If you like, choose a song activity from the Ideas bank on page 136.

## Class Book pages 32–33

### 1 What kinds of music do you know? **Critical Thinking**

#### ANSWERS

Students' own answers

### 2 Listen, point and repeat. 🎧 052

### 3 Listen and say the music. 🎧 053

#### Audio transcript

Six short excerpts of different types of music

#### ANSWERS

- 1 classical music 2 rock music 3 pop music  
4 reggae music 5 folk music 6 hip hop music

### 4 BEFORE YOU READ This story is about a *trumptar drumbal*. Can you guess what a *trumptar drumbal* is?

- Tell students that the story is about something called a *trumptar drumbal*. Write the word on the board. Encourage students to guess what a *trumptar drumbal* is and agree or disagree with each other's ideas.

**TIP** In activity 4, students will be developing the critical-thinking sub-skills of analyzing and arguing. Don't tell them if their ideas are correct or not at this point. Tell them to listen and read the story first and check their ideas. This will give them a purpose – and therefore increased motivation – for reading and listening to the story the first time.

## 5 Listen, read and check your ideas. 🎧 054

### ANSWER

The *trumptar drumbal* in the story is a musical instrument.

**TIP** Ask students if a *trumptar drumbal* is a real instrument or not, and establish that it is an imaginary instrument. Write the words on the board and ask them if they can work out why it's called a *trumptar drumbal*. If necessary, give them a clue that the name is made from four real instruments. Encourage them to say which instruments they are (*trumpet, guitar, drum, cymbals*).

## 6 AFTER YOU READ Watch the story video. ▶ Complete the activities.

### KEY COMPETENCES Learn to learn

Before students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to decide which is their favourite part of the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activity 3 in the Activity Book.

## Activity Book page 29

### 1 REMEMBER THE STORY Look, circle and write. Tick ✓ the words in the story.

#### ANSWERS

1 reggae 2 pop ✓ 3 classical 4 rock ✓  
5 hip hop 6 folk

### 2 Write the answers.

#### ANSWERS

1 A rock and pop festival  
2 No, they haven't.  
3 Trick  
4 Trumpet, guitar, drum, cymbals  
5 Two  
6 Tickets for the concert

### 3 What's your favourite part of the story? Tell your partner. Communication

#### ANSWERS

Students' own answers

## Lesson 5 Grammar

### Lesson Objectives

Present and practise adverbs of frequency.

Practise types of music vocabulary.

Develop speaking, reading and writing skills.

### Language

New: *always, often, sometimes, never*

Review: present simple 1<sup>st</sup> and 3<sup>rd</sup> person singular

### Warm up

Review the types of music vocabulary from the previous lesson. Play the Unit 3 Lesson 4 flashcards game on the Classroom Presentation Tool, or play *The first letter* from the Ideas bank on page 136.

## Class Book page 34

### 1 REMEMBER THE STORY Read. Who's speaking?

#### ANSWERS

Lily: 3, 4  
Mason: 1, 2

### 2 Look at the sentences from the story. Where do *sometimes* and *often* go in the key?

#### ANSWERS

✓✓ often  
✓ sometimes

### 3 Listen and follow. 🎧 055 Make true sentences about you. Critical Thinking

#### Audio transcript

A I always play rock music.  
B I sometimes listen to pop music.  
A I never dance to classical music.  
B He often plays pop music.  
A He never listens to hip hop music.  
B She sometimes dances to rock music.

#### ANSWERS

Students' own answers

### TIP Mixed-ability teaching

- Support lower-level students by playing *Repeat if it's true!* Say a sentence using the components of the grammar table and encourage students to repeat the sentence if it's true for them also, or stay quiet if it isn't true for them. If they choose to stay quiet, they should put their fingers on their lips so you can see they are making a choice and not just remaining passive. In this way, students need to understand the meaning of the sentence, and they have more supported practice of saying sentences following your model.
- Stretch higher-level students by playing the same game described above, but asking them to take on your role and be the teacher.

#### 4 Say what you always, often, sometimes and never do on Saturdays. Then talk about your friend.

##### Communication

- Encourage students to work in pairs using the model dialogue for support.

### Activity Book page 30

#### 1 Listen and circle *True* or *False*. 056

##### Audio transcript

- Lily** What's your favourite kind of music, Mason?  
**Mason** Rock! I love rock, music! I always listen to it when I'm at home. You like rock, too, don't you, Lily?  
**Lily** Yeah, I often listen to rock. But my favourite music is pop music.  
**Mason** I've got some pop CDs, so I sometimes listen to pop music. I sometimes listen to hip hop, too.  
**Lily** What about classical music? Do you listen to that?  
**Mason** No, I never listen to classical music. Do you?  
**Lily** Yes, I sometimes listen to classical music. My mum plays classical music in the car.

##### ANSWERS

- 1 False 2 True 3 False 4 False 5 True

#### 2 Order the words to make sentences.

##### ANSWERS

- I sometimes listen to folk music.
- I never dance to classical music.
- I often play the saxophone.
- I always sing at music festivals.

##### KEY COMPETENCES Learn to learn

Point out to students that word order differs in different languages and it's important to remember the pattern required to use new language accurately. Look again at the grammar table in the Class Book, if necessary, to highlight where in the sentence students should use an adverb of frequency.

#### 3 Complete with *always*, *often*, *sometimes* or *never*.

##### ANSWERS

Students' own answers

### Extra Grammar Practice Activity Book page 106

#### 1 Complete the table with ticks ✓ and crosses X for you. Critical Thinking

##### ANSWERS

Students' own answers

#### 2 Use your table to write sentences about you.

##### ANSWERS

Students' own answers

### Grammar Reference Activity Book page 114

#### Complete with adverbs of frequency.

##### ANSWERS

- 1 always 2 sometimes 3 often 4 never  
5 always 6 often

## Lesson 6 Cross-curricular

### Lesson Objectives

- Present instructions on how to make a musical instrument.
- Present and practise topic-related CLIL vocabulary.
- Encourage students to think about the order of actions.
- Develop creative skills by having students make instruments.

### Language

- New: *courgette, clarinet, pepper, knife, rice*  
Review: *It's made from ... , pumpkin, musical instruments*

### Warm up

Review the musical instruments vocabulary by playing *Fast talk* from the Ideas bank on page 135 or a practice game on the Classroom Presentation Tool, such as *Three in a row*.

### Class Book page 35

#### 1 Look at the pictures of the musical instruments. Answer.

##### ANSWER

Vegetables: a courgette, a pumpkin, a carrot and a pepper

##### CULTURE NOTE Did you know?

- Making instruments out of vegetables might seem like a funny idea, but there are actually orchestras with musicians who only play vegetable instruments.
- The Vegetable Orchestra, founded in 1988 and based in Vienna, plays concerts all over the world. You might like to show the children their website, where you can listen to some of their music.

##### KEY COMPETENCES Cultural awareness and expression

Making things is a great way for students to express their ideas. It stimulates their imagination and sense of creativity. Ask students which vegetables from their country might be suitable for making music.

#### 2 Look at the pictures 1–6. Find the correct instruction (a–f) for each picture (1–6).

##### ANSWERS

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

#### 3 What other instruments can you make with vegetables? How? Communication

**TIP** It doesn't really matter how fantastical students' ideas for making instruments are. Encourage them to use their creativity and as many words in English as they can when describing their instruments. If you like, extend the task to include fruit. Lots of ideas for fruit and vegetable instruments can be found on the internet, including trumpets made from a courgette and a pepper, panpipes made from lots of carrots or asparagus stalks, and flutes made out of apples or broccoli!

## Activity Book page 31

### 1 Complete the labels.

#### ANSWERS

1 shaker 2 trumpet 3 flute 4 guitar  
5 recorder 6 drum

### 2 How do you make a watermelon drum? Number the pictures in order. Critical Thinking

#### ANSWERS

Students' own answers

### 3 Listen and check. 057

#### Audio transcript

- 1 You need a knife. Use the knife to cut off the top of the watermelon. Remember! Ask an adult to help you.
- 2 Now you need a spoon. Empty the watermelon with the spoon. You can eat the watermelon!
- 3 Turn the watermelon over. Hit the drum with your hands.
- 4 You can make a water drum, too. Put some water into a big bowl.
- 5 Put the watermelon drum into the bowl. Now you need the carrots. Hit the drum with the carrots.

#### ANSWERS

a 4 b 1 c 5 d 3 e 2

#### TIP Curriculum link

If students are learning music in their own language at school, encourage them to tell their music teacher what the names of instruments are in English. You can also suggest that they take their watermelon drum or pepper shaker to their music class.

### 4 Make a watermelon drum or pepper shaker. Creativity

- Encourage students to be creative, but to be very careful when cutting.

## Lesson 7 Literacy: a leaflet

#### Lesson Objectives

- Familiarize students with a leaflet.
- Raise awareness of Notting Hill Carnival.
- Discuss the value of taking part in a local festival.

#### Language

Review: present simple 3<sup>rd</sup> person singular and plural, food vocabulary

#### Warm up

Play *What's she doing?* from the Ideas bank on page 135.

## Class Book page 36

### 1 BEFORE YOU READ Look at the photos on the leaflet. What can you do at the carnival?

#### ANSWERS

You can listen to music / people playing drums.  
You can dress up / see colourful costumes.

### 2 Ask a question about the carnival. Critical Thinking

- To help students think of possible questions, you can give them a few ideas to get them started, e.g. *Where's the carnival? When's the carnival?* etc. Write these and the students' own questions on the board.
- After students have listened and read the text, refer back to their questions and encourage them to tell you which ones the leaflet answered. Tick the questions that were answered by the text.

### 3 Read and listen. 058 Does the leaflet answer your question?

#### ANSWERS

Students' own answers

### 4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

**OUR VALUES** Focus students on the *Our Values* feature. Then ask them why they think they should take part in different festivals in their community. Conduct a classroom discussion and encourage them to think about the importance of being part of a community, learning about the significance and sometimes history of their annual festivals, as well as learning about and respecting the culture of others. Encourage students to tell you about the local festivals they often go to, and also whether they have ever been to a festival which belongs to a culture other than their own.

## Activity Book page 32

### 1 Read the leaflet on Class Book page 36 again. Which information can you find? Tick ✓.

- Activity 1 doubles up as both a gist task for reading the text in the Class Book and also as a means of highlighting the key features of the text type in this unit.

#### ANSWERS

- 1 The name of the carnival ✓
- 2 The date and time of the carnival ✓
- 3 An introduction about the carnival ✓
- 5 A photo of a steel drum ✓

#### TIP Literacy

To further familiarize students with this text type, you can ask students to bring to school brochures in English about interesting places they or family members might have visited on their holidays, to look at and discuss in class.

### 2 Match.

#### ANSWERS

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

### 3 Look at the pictures and write the days.

#### ANSWERS

1 Sunday 2 Saturday 3 Monday

# Lesson 8

## Culture

### Lesson Objectives

- Practise listening for gist and for specific information.
- Have students extract information from a leaflet.
- Provide opportunities to compare another culture with the students' own culture, and for personalization.
- Prepare students to complete a leaflet about a familiar festival.

### Language

Review: present simple 3<sup>rd</sup> person singular and plural, food vocabulary

### Warm up

Check how much students can remember about the text in the previous lesson by asking the following questions. If you like, make this into a team game or quiz.

- 1 *Where's Theo from?* (England, but his family is originally from the Caribbean)
- 2 *What kind of text type does he show us?* (A leaflet)
- 3 *What's the leaflet about?* (Notting Hill Carnival)
- 4 *What kind of carnival is it?* (Caribbean)
- 5 *How many days is the carnival for?* (Three days)
- 6 *What activities can you do there?* (E.g. listen to music, dance, dress up in costumes, eat traditional Caribbean food)

### Class Book page 37

#### 1 Listen to Theo. 059 Answer.

#### Audio transcript

- A** So, Theo, do you often go to Notting Hill Carnival?  
**B** Yes, I go every year with my family.  
**A** Do you go for the three days?  
**B** We sometimes go for the three days, yes! I love it!  
**A** Why do you like it so much?  
**B** I like the steel drum music.  
**A** Do you play the steel drums?  
**B** No, I don't! I just ... I listen to the music.  
**A** Yeah ... the music is great for dancing.  
**B** And I dance.  
**A** Do you like dancing?  
**B** Yeah!  
**A** Do you wear a costume?  
**B** No! No, I don't. My sister wears a costume. But I wear my normal clothes.  
**A** Does your sister wear her costume on Children's Day?  
**B** Yes, that's on the Sunday.  
**A** Is that your favourite day?  
**B** Hmm ... all the days are good, but I like the music and the steel band competitions, so I think my favourite day is Saturday.  
**A** Saturday?  
**B** Yes. And the other thing that's good is the food. Caribbean food is VERY good!  
**A** What do you eat?  
**B** Oh ... barbecue chicken.

- A** Chicken?  
**B** Yeah – and lots of fruit. Watermelon is my favourite.

#### ANSWER

Theo prefers Saturday at Notting Hill Carnival.

#### 2 Listen again. 059 Which things does Theo do?

#### ANSWERS

- 2 He dances to music.
- 4 He eats chicken.
- 5 He eats watermelon.

#### 3 Which music events or festivals are in your country? Communication

- Before students begin this activity, you might like to get them started by giving them some ideas of your own. You could show students some photographs, leaflets or website images of a music event or festival you have been to in their country. It doesn't matter if the music event or festival is a very small one. It could be something local or organized by the school.

#### 4 Complete the activities.

- Students complete the activities in the Activity Book.

### Activity Book page 33

#### 1 Complete part 1 of the table about Notting Hill Carnival.

#### ANSWERS

Name of festival: Notting Hill Carnival

Kind of festival: Caribbean carnival

Date or month: 29<sup>th</sup> to 31<sup>st</sup> August

Place: London, England

Music: steel band

Things you can do: dance, listen to music, wear costumes

#### 2 Choose a music festival from your country. Complete part 2 of the table.

- Help students identify a music festival in their country and tell them to complete part 2 of the table about their festival.

#### 3 Use your notes to write about your festival.

- Tell students to complete the sentences using the notes they made about their music festival in activity 2.

**TIP** Students' leaflets could be used to make a display in the classroom or the reception area of the school. If there is an upcoming music event or festival in your local area or at your school, you could ask them to make leaflets for this and put them to good use, distributing them in the school or a public place, e.g. a local library or tourist information centre.

## Lesson 9

### Writing

#### Lesson Objectives

Practise a specific writing sub-skill: commas in lists.  
Develop writing and creative skills by having students write about a band.

#### Language

Review: musical instruments and types of music vocabulary, *Wh-* questions with *does*, adverbs of frequency: *always, often, sometimes, never*

#### Warm up

Re-play the grammar games from Lesson 3 and Lesson 5 on the Classroom Presentation Tool.

#### Activity Book pages 34–35

1 Read and listen to Tess's post. 🎧 060 Tick ✓ her answer to the Big Question.

#### ANSWER

Having a favourite band is fun.

2 Write the answers.

#### ANSWERS

- 1 Tess's favourite band is The Blue Bananas.
- 2 Her favourite band member is Grace Blue.
- 3 They play the bass guitar, violin, cello, keyboard, piano and drums.
- 4 They perform at concerts and at the Purple Pop Festival.
- 5 She listens to it on her phone, her CD player and her tablet (and her computer).

3 Read *The Big Write tip*. Find and circle the commas in lists in Tess's post.

#### ANSWERS

the violin<sub>0</sub> the cello<sub>0</sub> the keyboard and the piano  
my phone<sub>0</sub> my CD player and my tablet

4 Plan and write a post about your favourite band.

#### Creativity

#### ANSWERS

Students' own answers

#### KEY COMPETENCES Learn to learn

A sense of audience increases students' motivation to write. You can choose to extend the writing activity in this lesson to a Community Task, bringing all students' pieces of writing together to create a class project for a wider audience. In higher-level classes, you could ask students to treat their writing in activity 4 as a draft and ask them to think of ways to improve or edit it before writing their final article for the music magazine. You might like to incorporate some sensitive peer correction, asking students to work in groups and make suggestions for how each other's writing could be improved. You could also further extend the Community Task by asking students to create a quiz based on their magazine for readers to complete, or asking readers to vote for their favourite article in the magazine.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.  
Answer the Big Question.  
Do self-evaluation of progress.

#### Language

Review: musical instruments and types of music vocabulary, *Wh-* questions with *does*, adverbs of frequency: *always, often, sometimes, never*

#### Warm up

Play the *Basketball* review game on the Classroom Presentation Tool.

#### Class Book page 37

1 Watch and answer the questions on the review video. ▶

#### Video transcript

See page 144.

#### ANSWERS

See Video transcript.

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

#### ANSWERS

Dancing, instrument, listen, make, carnivals, band

3 Ask and answer. **Communication**

4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

#### Activity Book page 35

#### My Unit Review

- Ask students to complete the self-evaluation activities individually.

#### Unit 3 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

#### End of Term Test

Students are now ready to complete the first End of Term test. See the Teacher's Resource Centre.

**SELF-EVALUATION** After students have completed the self-evaluation activities, gauge how they rate their work during the unit by asking for a show of hands for Question 1 and counting the responses. You can ask them to vote for their favourite lessons so you can find out which are most and least popular. If you ask students why they prefer certain lessons over others, you may be able to adapt the lessons they find less enjoyable suit their preferences.

## An amazing animals poster

### Lesson Objectives

Help students to follow the stages of planning a project.

Find out about people's favourite animals.

Involve students in a group activity to make a poster about favourite animals.

### Language

New vocabulary: *zebra, hippo, donkey, rabbit, tortoise, zoo, pets, farm animals*

New grammar: questions with *Which, should*

### Warm up

Play a game of *Categories* from the Ideas bank on page 137.

### Class Book pages 38–39

#### 1 Number the project stages in order in your notebook. Then look at pages 38–41 and check.

##### Critical Thinking

- Ask students to work in pairs to read the project stages and number them 1–6.
- Ask them to look through the project pages from pages 38–41 and check their answers.

##### ANSWERS

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

## THINK ABOUT IT

### 2 Answer. Critical Thinking

- To help students get started, you could give them some ideas by asking them if they have seen any wild animals, and if so, which ones. Ask them what pets they have, and if they have been near any farm animals. Compile a list of each type of animal on the board (some animals may appear in more than one list).

##### POSSIBLE ANSWERS

Wild animals: mouse, bird, fish, squirrel, dolphin, sea otter

Pets: cat, dog, hamster, rabbit, fish, tortoise

Farm animals: chicken, sheep, cow, duck, goat, donkey

### 3 Look at the picture and answer. Communication

##### ANSWERS

- 1 Donkey, hippo, zebras, bird, tortoises, rabbits, ducks, goat (This animal appears on a sign.)
- 2 Wild animals: hippo, zebras; pets: tortoises, rabbits; farm animals: donkey, ducks, goat
- 3 Students' own answers

## FIND OUT

### 4 Find out about favourite animals in your group. Make notes in your Activity Book.

- Divide the class into groups of four. Each student asks the group a question about a different kind of animal from the list.
- Ask students to complete the notes in the Activity Book for their kind of animal.

### Activity Book pages 36–37

#### 1 Complete part 1 of the questionnaire for your kind of animal.

##### ANSWERS

Students' own answers

#### 2 Ask and answer in your group, and complete part 2 of the questionnaire. Communication

- Ask students to write the different animals from their category into the column on the left.
- Students take turns to ask their questions to the group. They record the number of pupils for each animal.

##### ANSWERS

Student's own answers

#### 3 Use the results of your questionnaire to write four sentences about your kind of animal.

##### Critical Thinking

##### ANSWERS

Students' own answers

### Class Book pages 39–40

## CHOOSE

### 5 Tell your group your information. Choose four animals for your poster. Collaboration

## PLAN

#### 6 Decide what to write about each animal on your poster. Make notes about one animal in your Activity Book.

- Tell students that they are going to make a poster about some of the animals they discussed with their groups.
- They work together to decide what they can say about each one.
- Ask students to complete activity 4 on page 37 of their Activity Book.

## Activity Book page 37

### 4 Write about one of your animals.

- Ask each student in each group to choose an animal to write about. Students write about their animals, using the example as a model for their work. Ask students to copy out their texts neatly and draw a picture to go with it.

## Class Book pages 40–41

### 7 Look, listen and point. Then listen and repeat. 061

#### Audio transcript

- 1 I think the elephant should go here.
- 2 I think the picture should go next to the text.

### 8 Listen and follow. 062 Then look at the pictures and say.

- Ask students to focus on the *English in use* box. They can practise using *should* for making suggestions.

#### Audio transcript

- I think the elephant should go next to the text.  
I think the cat should go here.  
I think the picture should go here.  
I think the title should be red.  
I think the sentences should be green.

## MAKE

### 9 Choose a job. Make your amazing animals poster. Creativity

- Ask each student to choose a different job from the others in their group. Students work independently on the job they have chosen.
- Students then decide the order of the presentation, who is going to speak first, who comes next and who finishes the presentation. Once they have decided on the order, they can cut out their work and stick it down on the poster.
- You could allow students to rehearse the presentation by running through it once or twice before they give the class presentation. This would help students gain confidence speaking in front of the whole class.

## PRESENT

### 10 Present your amazing animals poster to your class. Then answer questions from your class.

- Tell the students to try to think of one question to ask while they are listening to the other groups' presentations. This will help students to listen and engage in the presentations.

## Activity Book page 37

### 5 Read and tick ✓.

- Ask students to complete the self-evaluation activity about their work on the poster.

**COMMUNITY TASK** Arrange a time for each group of students to present their posters to another class.

# 4

# What's fun about food?

## Lesson 1

### The Big Question

#### Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about Chinese New Year.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /tʃ/ and /ʃ/.

#### Language

Review: present simple and present continuous

#### Warm up

Play *Race the bear!* from the Ideas bank on page 138 to revise food vocabulary that students already know.

#### Class Book pages 42–43

##### 1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the Big Picture and tell you their thoughts and ideas about what they see. Prompt them by asking questions, e.g. *Where are the people? What are they doing? What food can you see? What country does the food come from?* Ask students to work in pairs to ask and answer the questions.

#### ANSWERS

- What's fun about food?
- Jun, Dev, Lily, Noah and Daniela
- Suggested answers: People sharing a meal in a restaurant, a boy making a pizza, a plate of fish and chips, a secret message appearing, bread with sweets and a drink

##### 2 Which things do you see in the Big Question video? Watch then say. ▶

#### Video transcript

See page 144.

#### ANSWERS

a fish, a camera, a menu, a table, chopsticks, delicious food, a plate

##### 3 What are your answers to the Big Question?

#### Critical Thinking

- Ask students to remember Jun's answer to the Big Question. (*We can enjoy going to restaurants.*)
- Then ask students for their own answers to the question. Allow them to answer in their own language if necessary, repeating their answers back in English.
- Write their suggestions on the poster with a water-soluble pen, or invite students to write their own answers. Remember – there are no wrong answers!

#### SUGGESTED ANSWERS

We can share food with our friends. It's fun to eat delicious food. We can eat lots of nice food at parties. We can make cakes and sweets for our friends. We can make interesting sandwiches. It's fun to decorate cakes and biscuits. We have special food for different celebrations. It's fun to make your favourite food.

##### 4 Answer the Quick Poll.

#### ANSWERS

Students' own answers

##### 5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

#### Activity Book page 38

##### 1 REMEMBER THE VIDEO Read and match.

#### ANSWERS

1 d 2 b 3 e 4 c 5 a

##### 2 What are you doing now? What aren't you doing now? Write.

#### ANSWERS

Student's own answers

##### 3 Listen and read. ▶ 063 Then say it as fast as you can.

- Play the recording for students to listen and read.
- Students work in pairs, taking turns to say the tongue twister as fast as they can.

#### KEY COMPETENCES Learn to learn

- Ask students to look at the tongue twister and identify the letters that make the /tʃ/ sound and the /ʃ/ sound (*sh* and *su*). Explain that the letters *ch* usually make the sound /tʃ/ and the letters *sh* usually make the sound /ʃ/. However, *su* very rarely makes the sound /tʃ/. The pronunciation of this letter pattern in *sugar* is an exception that students have to learn.
- Ask students if they can think of any other words beginning with the sound /tʃ/ or /ʃ/ (e.g. *chair, children, chess; sheep, shorts, shoes*).

##### 4 Write your own tongue twister. Choose a word from each pair. Then read it aloud. Creativity

#### ANSWERS

Students' own answers

## Lesson 2 Vocabulary and song

### Lesson Objectives

- Recognize and practise food vocabulary.
- Make a list of toppings for a pizza.
- Listen to and sing a song about making pizza.
- Talk about how often you eat different kinds of food.
- Ask and answer about the food you like.

### Language

New: food: *mushrooms, green peppers, onions, olives, spinach, chicken, tuna, prawns, pineapple, sweetcorn*  
 Review: *Do you like (chicken)? Yes, I do. / No, I don't.*

### Warm up

Ask students what they remember about Jun's video from the previous lesson. Prompt with questions if necessary, e.g. *What's Jun celebrating? Where does she go? Who's she celebrating with? What's she eating?*

### Class Book page 44

#### 1 Which kinds of food can you have on a pizza?

##### Critical Thinking

- Students make suggestions of food items they already know in English, or use their own language for words they don't know, if necessary. Repeat their answers back in English.

#### 2 Listen, point and repeat. 064 Compare your list with Dev's.

##### ANSWERS

Students' own answers

#### 3 Say which foods you sometimes, often and never eat.

#### 4 Listen and sing. 065

- Play the song for students to listen and sing.

#### 5 Ask and answer. 066 **Communication**

- Ask students to work in pairs to ask and answer questions about the food from Dev's list.

### Activity Book page 39

#### 1 Write. Then match the food to the correct place.

##### Critical Thinking

##### ANSWERS

Fruit and vegetables: 1 sweetcorn 3 onions  
 4 spinach 6 mushrooms 7 olives 9 green peppers  
 10 pineapple  
 Meat and fish: 2 chicken 5 prawns 8 tuna

#### 2 Draw 😊 or ☹️ and write.

##### ANSWERS

Students' own answers

## Lesson 3 Grammar

### Lesson Objectives

- Use *There is / isn't / are / aren't* with countable and uncountable nouns.
- Describe pizzas with different toppings.

### Language

New: *There's some sweetcorn. There isn't any spinach. There are some prawns. There aren't any olives.*  
 Review: present simple 3<sup>rd</sup> person singular affirmative sentences

### Warm up

Play the Unit 4 Lesson 4 flashcard game from the Classroom Presentation Tool or *Snap!* from the Ideas bank on page 135, using flashcards to review food vocabulary.

### Class Book page 45

#### 1 Listen, read and look at the picture. 067 Do you like the same pizza toppings as Dev?

#### 2 Listen and follow. 068 Say true sentences about Dev's pizza.

### Audio transcript

- A There's some tuna.
- A There's some chicken.
- B There isn't any pineapple.
- A There are some prawns.
- B There are some olives.
- A There aren't any mushrooms.

#### TIP Mixed-ability teaching

- Before playing the recording, support lower-level students by displaying the Class Book grammar table on-screen using the Classroom Presentation Tool. Then play the recording, pointing to the words as they are spoken, to show how the sentences are made.
- For the second part of the activity, allow lower-level students to find sentences about Dev's pizza in the dialogue from activity 1. They then use the grammar box to recreate the sentences.
- Ask higher-level students to cover the dialogue and make sentences about Dev's pizza using the picture only.

#### TIP Further practice

For further practice, ask students to work in pairs, taking turns to make statements about Dev's pizza for their partners to respond *True* or *False*.

#### 3 Look, listen and read. 069

#### 4 Play the game. **Communication**

- Ask students look at the pictures. Then in pairs or small groups, students ask and answer to play the game.

## Activity Book page 40

1 Look at the grammar table on Class Book page 45 and match.

### ANSWERS

1 b 2 a

2 Listen and number.  070

### Audio transcript

1

A What's on your pizza, Maisie?

B Well, there isn't any pineapple, but there's some chicken and some sweetcorn. There aren't any olives.

2

A Are there any olives on your pizza, Harry?

B Yes, there are, and there are some mushrooms and some tuna, too. But there aren't any tomatoes. I don't like tomatoes.

3

A There are some olives and some mushrooms on my pizza. And there are some onions and tomatoes, too.

4

A There's some tuna on my pizza, and some prawns, but there aren't any mushrooms or olives.

5

A Is there any tuna on your pizza, Max?

B No, there isn't any tuna, but there are some prawns, some peppers and some spinach.

### ANSWERS

a 3 b 4 c 1 d 2 e 5

#### TIP Grammar

Students may find the concept of countable and uncountable nouns confusing. Explain that we can count a few sweetcorn kernels, chicken slices (or whole chickens) or pineapple chunks (or whole pineapples), but a portion of these foods is uncountable. (We would not count the individual kernels in a pile of sweetcorn or the pineapple chunks in a bowl.)

3 Join the words to make sentences. Write the sentences.

### ANSWERS

1 There's some chicken.

2 There isn't any tuna.

3 There aren't any mushrooms.

4 There are some prawns.

4 Look and complete the sentences.

### ANSWERS

1 There's some spinach.

2 There are some olives.

3 There aren't any prawns.

4 There isn't any chicken.

#### TIP Speaking practice

Ask students to act out the dialogue from activity 1 in the Class Book page 45 in pairs.

## Extra Grammar Practice Activity Book page 107

1 Write sentences about the food in your kitchen at home.

### ANSWERS

Students' own answers

2 Draw some food. Then complete the sentences.

### ANSWERS

Students' own answers

3 Tell your partner what's in your kitchen at home.

### Communication

- Students work in pairs to exchange information using their answers to activity 1.

## Grammar Reference Activity Book page 115

Circle the correct words.

### ANSWERS

1 any, is 2 are, some 3 Is, isn't 4 any, isn't

5 Are, are

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise vocabulary for different types of food.

Talk about likes and dislikes.

Match different foods to their country of origin.

Read and understand a story about foods from other countries.

### Language

New: food: *curry, burger, noodles, pancake, fish and chips, yoghurt*

Warm up  065

Play the song from Lesson 2 again, encouraging students to join in. If you like, choose a song activity from the Ideas bank on page 136.

## Class Book pages 46–47

1 Which foods from different countries do you know? **Critical Thinking**

2 Listen, point and repeat.  071

3 Say which foods you like. Say which foods you don't like.

4 **BEFORE YOU READ** Which countries do burgers, curry and noodles come from?

- Tell students that the three foods feature in the story. Ask students to work in pairs or small groups to decide which countries each food comes from, using their own language.

- Ask students for their ideas, but do not reveal the answers at this stage. Give the English names for the countries that students suggest. Model them for students to repeat.

**TIP Finding and sharing information**

If there is a map in the classroom, invite individual students to the front to find the countries. Ask students what they can tell you about the different countries. Find out if students have ever visited any of them.

**KEY COMPETENCES Cultural awareness and expression**

- Talking about food from different countries is a simple way of raising cultural awareness. By looking at traditional foods from a particular country, we can learn which crops grow well in the country's climate, the farm animals that are raised there, cooking methods used and cultural or religious significance of different kinds of food.
- Ask students to think more deeply about the food from the lesson. Can they name any of the ingredients? What does each food tell us about the country of origin?

**5 Listen, read and check your ideas.** 🎧 072

**ANSWERS**

Burgers are from the USA, curry is from India and noodles are from China. (The Ancient Greeks are the earliest known people to have made pancakes. Fish and chips are from the UK and yoghurt was first mentioned in cookery books from Turkey.)

**6 AFTER YOU READ Watch the story video.** ▶  
Complete the activities.

**Activity Book** page 41

**1 REMEMBER THE STORY** Reorder the letters and complete the words. Tick ✓ the food in the story.

**ANSWERS**

- 1 noodles ✓
- 2 burger ✓
- 3 chips ✓
- 4 curry ✓
- 5 pancake ✓
- 6 yoghurt

**2 Complete the sentences.**

**ANSWERS**

- 1 food festival
- 2 tasting
- 3 curry
- 4 noodles
- 5 burger

**3 Tell your partner your favourite dish in the story.**

**Communication**

**ANSWERS**

Students' own answers

## Lesson 5 Grammar

**Lesson Objectives**

Make requests with *would like*.

Use *would like* with countable and uncountable nouns.

Talk about food you and others would like.

**Language**

New: *pasta, rice, sandwich, meat, fish, apple, orange, strawberries*

**Warm up**

Play the Unit 4 Lesson 4 flashcards game on the Classroom Presentation Tool, or play *What's missing?* from the Ideas bank on page 135.

**Class Book** page 48

**1 REMEMBER THE STORY** Read and match. Say.

**ANSWERS**

1 c 2 a 3 b

**2 Look at the sentences from the story. Choose and say.**

**ANSWER**

a We use *'d like* to talk about things we want to have.

**3 Listen and follow.** 🎧 073 **What would you like to eat now? Make true sentences.** **Critical Thinking**

**Audio transcript**

- A I'd like a burger.  
 B I'd like a pancake.  
 A He'd like some curry.  
 B He'd like some fish and chips.  
 A She'd like some yoghurt.  
 B She'd like some noodles.

**ANSWERS**

Students' own answers

**TIP Mixed-ability teaching**

- Tell the class that they must listen carefully to what they are about to hear.
- Ask six to eight lower-level students to tell the class what food they would like, one at a time.
- Ask higher-level students to recall the information using sentences with *He / She would like ...* Establish with the class that whether we begin the sentence with *I, He* or *She, would like* remains the same.

**4 Say what you would like for dinner. Then talk about your friend.** **Communication**

**TIP Mixed-ability teaching**

- Ask lower level students to look through the list of food with a partner and decide which words take *some* and which take *a* or *an*, before making their sentences.
- Encourage higher level students to make more ambitious sentences with more than two types of food. They can use known words that don't appear in the box, if they wish.

**Activity Book** page 42**1 Listen and write the letter.** 074 **What would they like to eat?****Audio transcript**

- 1 She'd like a pancake.
- 2 He'd like some noodles.
- 3 She'd like a burger.
- 4 They'd like some fish and chips.
- 5 We'd like some curry.
- 6 They'd like some yoghurt.

**ANSWERS**

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

**2 Write.****ANSWERS**

- 1 a pancake
- 2 some curry
- 3 some noodles
- 4 She'd like some fish and chips.

**3 Draw and write.**

- Students draw pictures of themselves and their friend thinking of different types of food. They write a sentence for each one.

**Extra Grammar Practice Activity Book** page 107**1 Complete the table.** **Critical Thinking****ANSWERS**

Students' own answers

**2 Use your table to write sentences about you.****ANSWERS**

Students' own answers

**Grammar Reference Activity Book** page 115**Complete the sentences.****ANSWERS**

- 1 would, like
- 2 What, some
- 3 would, like, 'd
- 4 What would, like, like some

**Lesson 6**  
**Cross-curricular****Lesson Objectives**

- Read and understand a text about a scientific experiment.
- Learn vocabulary related to the experiment.

**Language**

- New: *spoon, bowl, cotton bud, lamp*
- Review: imperatives

**Warm up**

Review the food vocabulary by playing the vocabulary practice game on the Classroom Presentation Tool, or by playing *The chain game* from the Ideas bank on page 137. Begin with *I'd like some pizza ...*

**Class Book** page 49**1 Read the title of the experiment and look at the pictures. What is invisible ink?**

- Invite students to explain what invisible ink is. Allow students to explain in their own language if necessary, repeating their answer back in English.

**ANSWER**

Invisible ink is ink that you can't see under normal circumstances.

**2 Read and listen to the experiment.** 075 **Number the pictures in order.****ANSWERS**

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

**KEY COMPETENCES** **Learn to learn**

- Ask students to think about why the experiment works. What's special about the lemon? They share their thoughts with their partners, using their own language if necessary.
- Ask for students' ideas. Share the explanation below with the class, using students' own language.
- The experiment works because the lemon juice is acidic. The acid remains when the lemon juice dries. It turns brown because it starts to burn before the paper would.

**3 Guess which of these foods you can use to make invisible ink.** **Communication**

- Applying what they have learned about how the lemon juice experiment works, ask students to guess which foods from the list they could make invisible ink with.

**ANSWERS**

milk, ice lolly, orange juice (Milk is mildly acidic, so you could use it to write a secret message. Ice lollies and orange juice are acidic, too.)

## Activity Book page 43

1 Circle the food and underline the equipment. Then match the equipment words and pictures.

### Critical Thinking

#### ANSWERS

bowl, lemon, lamp, milk, cheese, spoon, orange juice  
cotton bud

2 Read the items you need to make marbled paper and look at the pictures. Tick ✓ the items you can see.

#### ANSWERS

a tray ✓  
washing-up liquid ✓  
red, blue, yellow and green food colouring ✓

3 Listen to the instructions and circle the correct words. 🎧 076

### Audio transcript

- Put some milk in the tray.
- Add three drops of each colour of food colouring.
- Add a drop of washing-up liquid.
- Mix the colours and washing-up liquid with a cotton bud.
- Put the paper on top of the milk.
- Lift the paper off and wait for it to dry.

#### ANSWERS

1 milk 2 three 3 washing-up liquid 4 cotton bud  
5 on top of 6 paper

4 Make marbled paper. **Creativity**

- Encourage students to be creative. If they haven't got four bottles of food colouring, it's possible to do the activity with fewer.

#### TIP Curriculum link

- Ask students to discuss, using their own language if necessary, other interesting science experiments they have done at school. How did the experiments work?
- Remodel key words from the discussion in English.

## Lesson 7 Literacy: a poem

### Lesson Objectives

Read and understand a poem about special food in Ecuador.

Analyze the structure of a poem.

Discuss the value of helping at home.

### Language

Review: present simple 1<sup>st</sup> person singular and plural, food vocabulary

### Warm up

Discuss special days with the class. Ask *What's your favourite special day? When is it? How do you celebrate? What special food do you eat?*

## Class Book page 50

1 **BEFORE YOU READ** Look at the title and the photos. Where is the food from? What kind of food can you see?

#### ANSWERS

The food is from Ecuador. (/ˈɛkwədɔː/)

In the pictures you can see soup, corn cakes, bread and a drink.

2 **When do you think people in Ecuador eat this special food?** **Critical Thinking**

- To help students think of possible answers, you could give them a few ideas to get them started, e.g. What festivals do people celebrate by eating special food? What times of year do these festivals take place?

#### CULTURE NOTE Food and festivals in Ecuador

- The foods from the poem are linked to different festivals celebrated in Ecuador. *Fanesca*, which Daniela describes in the first verse, is a rich soup which Ecuadorian families eat once a year, during Easter.
- A two-week-long harvest festival, *Fiesta del Maíz* (Festival of the Corn), takes place from 31<sup>st</sup> August to 12<sup>th</sup> September. Food is a key part of the celebrations. Many families prepare *humitas* throughout the year, and especially during the harvest season. Ecuadorian *humitas* consist of a dough of corn, onion, egg and spices, to which cheese may be added. The dough is wrapped in corn leaves before steaming.
- The baby-shaped loaves of bread *guaguas de pan* and the drink *colada morada* from the third verse are associated with the Day of the Dead on 2<sup>nd</sup> November. It's traditional to make these for family picnics.

3 Read and listen. 🎧 077 Were your ideas in the poem?

#### ANSWERS

Students' own answers

#### KEY COMPETENCES Learn to learn

- Discuss the features of poems with students in their own language. Ask how a poem looks different from a story or factual text. Establish that poems consist of one or more **verses** and that each verse is made up of a number of **lines**. Focus on the words at the end of every other line. Explain that while many poems **rhyme**, not all of them do.
- Ask students to look more closely at the poem. Ask:  
*How many verses are there?* (Three)  
*How many lines are there in each verse?* (Eight)  
*How does each line start?* (With a capital letter)  
*Are the lines the same length?* (No, they aren't.)

4 **AFTER YOU READ** Complete the activities.

- Students complete the activities in the Activity Book.

**OUR VALUES** Ask students to look at the *Our Values* feature for the lesson. Ask students what they do to help at home. Encourage a variety of answers from around the classroom. Ask what other things they could do to help. Prompt, if necessary, by giving the names of different rooms in the house and asking students to think about what they can do to help in each of them.

## Activity Book page 44

### 1 Read the poem on Class Book page 50 again. Match.

- Before doing the activity, put the following words on the board and elicit the meanings from the class: *verse, line, rhyme*.

#### ANSWERS

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

### 2 Look and write the number of the verse.

#### ANSWERS

1 verse 1 2 verse 3 3 verse 2 4 verse 1  
5 verse 1 6 verse 3

### 3 Complete the sentences.

#### ANSWERS

1 food 2 soup 3 milk 4 corn cakes  
5 bread 6 drink

## Lesson 8 Culture

### Lesson Objectives

- Listen to a conversation for gist and specific information.
- Compare special food from your own country to special food from Ecuador.
- Extract information from a poem.
- Prepare and complete a poem about food and traditions in your country.

### Language

Review: present simple 3<sup>rd</sup> person singular and plural, food vocabulary

### Warm up

Ask students what they remember about Daniela's poem from the previous lesson. Prompt with questions such as *When does Daniela eat the special soup?* (In March or April)

## Class Book page 51

### 1 Listen to Daniela. 078 Answer.

#### TIP Predicting

Encourage students to make predictions about the possible reasons why corn cakes are Daniela's favourite food, before you play the recording, by asking questions such as, *What do they taste like? What's in them?*

## Audio transcript

- A What's your favourite food, Daniela?  
B That's easy! *Humitas!*  
A *Humitas?* Are they the corn cakes?  
B Yes, that's right.  
A Why are they your favourite food?  
B Because they're delicious! And because the day we make corn cakes is a special day. It's a family day.  
A OK ...  
B My uncle has got a farm, and he grows corn. When the corn is ready, all my family go to the farm together.  
A Have you got a big family?  
B Yes, I have! We all go to the farm and pick the corn. Then we take the corn home. At home, my mum, my aunties, my cousins and I sit and talk and we make the corn cakes together. Then, when the corn cakes are ready, all the family eat them together.  
A So it's a family activity?  
B Yes! That's why I like *humitas*.  
A And do you only eat them in October?  
B No. They're traditional in autumn, but Ecuadorian people often eat *humitas*. My grandparents eat them for breakfast.  
A For breakfast?  
B Yes!

#### ANSWER

Corn cakes are Daniela's favourite food because they're delicious and because she makes them on a special day with her family.

### 2 Listen again. 078 Who ...

#### ANSWERS

- Daniela's uncle
- All the family
- Daniela, her mum, her cousins and her aunties
- All the family
- Daniela's grandparents

### 3 Which special food do you eat in your country?

#### Communication

- Ask students to think about the special food they eat in their country and to jot down their ideas.
- Ask students to work in pairs, taking turns to share their thoughts. Discuss the ideas from the class.

### 4 Complete the activities.

## Activity Book page 45

### 1 Complete the information from the last verse of the poem.

#### ANSWERS

Country: Ecuador  
Time of year: early November  
Food: iced bread shaped like babies  
Drink: *colada morada*

2 Complete the information for a special meal in your country. Draw the meal.

3 Use your information to complete the poem.

## Lesson 9 Writing

### Lesson Objectives

Read and understand a blog post about family meals.

Identify adverbs in a text.

Plan and write a blog post.

### Language

Review: adverbs of frequency, word order of adverbs, present simple 1<sup>st</sup> and 3<sup>rd</sup> person, food vocabulary

### Warm up

Discuss daily meals with the class. Ask questions such as *What do you have for breakfast? What's your favourite meal for lunch? How often do you eat sweetcorn? Which meals do you eat with your friends?*

### Activity Book pages 46–47

1 Read and listen to Ania's post. 079 Tick ✓ her answer to the Big Question.

#### ANSWER

Eating meals with other people is fun.

#### TIP Using skills of inference

Explain to students that Ania's answer isn't explicitly stated in the text. Students must use their skills of inference to work it out. Ask students to think about what Ania writes about enthusiastically in her post. How does she show her enthusiasm? What words does she use?

2 Read and tick ✓ the correct meal.

#### ANSWERS

1 Lunch 2 Dinner 3 Breakfast 4 Lunch

3 Read *The Big Write tip*. Find and circle the adverbs in Ania's post.

#### ANSWERS

Paragraph 1: I always have breakfast with my sister.

Paragraph 2: There's always some hot food. I often have sandwiches and some fruit. I never eat grapes.

Paragraph 3: My grandma always cooks dinner. I always say, 'Fish and chips, please.'

4 Plan and write a post about your meals. **Creativity**

#### ANSWERS

Students' own answers

**COMMUNITY TASK** Activities in which students produce a piece of work as a group, such as the poster described here, develop their skills of communication and cooperation. These activities also provide the opportunity for students to learn from each other. Encourage students to read each other's texts, apply peer correction and say what they like about their classmates' work.

## Lesson 10 The Big Question Review

### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *What's fun about food?*

Complete a self-evaluation activity.

### Language

Review: food vocabulary, *There is / There are* with *some* and *any*, *would like*

### Warm up

Play the *Conveyor Belt* review game on the Classroom Presentation Tool.

### Class Book page 51

1 Watch and answer the questions on the review video.

### Video transcript

See page 144.

#### ANSWERS

See Video transcript.

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

#### ANSWERS

restaurants, pizza, countries, science, occasions, people

3 Ask and answer. **Communication**

4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

### Activity Book page 47

### My Unit Review

- Ask students to complete the self-evaluation activities individually.

### Unit 4 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

# 5

# What's amazing about the sea?

## Lesson 1

### The Big Question

#### Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about watersports.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /əʊ/ and /ɔɪ/.

#### Language

Review: present simple, *like* verb + *-ing*, *can*

#### Warm up

Play *She likes drawing!* from the Ideas bank on page 135.

#### Class Book pages 52–53

##### 1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the Big Picture and tell you their thoughts and ideas about what they see. Prompt by asking questions, e.g. *Do you like the sea? Why / Why not? What can you do at the beach / in the sea?* Encourage students to use their imagination.

#### ANSWERS

- What's amazing about the sea?
- Joe, Sophie, Dev, Ania and Jake
- Suggested answers: The sea / a big wave; children carrying different things to the beach (a kite, a picnic box, a ball and towel, a bucket and spade); fish in the sea; a bowl of salt; a sea animal (otter)

##### 2 Which things do you see in the Big Question video? Watch then say.

#### Video transcript

See page 145.

#### ANSWERS

the beach, water, surfing, a boat, sailing

##### 3 What are your answers to the Big Question?

#### Critical Thinking

- Ask students to remember Joe's answer to the Big Question. Then ask them for their own answers to the question. Allow them to answer in their own language if necessary, repeating their answer back in English.
- Write their suggestions on the poster, or invite students to write their own. Remember, there are no wrong answers!

#### SUGGESTED ANSWERS

You can look at fish. You can swim in the water. A lot of interesting animals live in the sea. You can play on the beach. You can see boats.

##### 4 Answer the Quick Poll.

#### ANSWERS

Students' own answers

##### 5 Watch the Big Question video again. Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

#### Activity Book page 48

##### 1 REMEMBER THE VIDEO Read and circle the correct words.

#### ANSWERS

1 doing watersports 2 likes 3 surfing 4 kayaking

##### 2 Which watersports do you like? Which watersports don't you like? Write.

#### ANSWERS

Students' own answers

##### 3 Listen and read. Then listen and repeat.

- Play the recording for students to listen and read.

#### KEY COMPETENCES Learn to learn

Vowel sounds in English can be represented by different letters and letter combinations. Ask students to make use of the rhyme to make a list of letters that can represent the /əʊ/ sound and letters that can represent the /ɔɪ/ sound.

/əʊ/: o (Jo); oa (boat); o\_e (Coke)

/ɔɪ/: oar (board); or (shorts); aw (prawns); a (water)

##### 4 Listen and write the words next to George or Jo. Then read aloud.

#### ANSWERS

George /ɔɪ/: walks, talks, abroad, draws horses, watersports

Jo /əʊ/: telephones, photos, judo, home

## Lesson 2

### Vocabulary and song

#### Lesson Objectives

Present vocabulary for beach activities.

Have students make a list of things they can do at the beach.

Listen to and sing a song about what you can do at the beach.

Encourage discussion about how often you do different beach activities.

Have students ask and answer about the beach activities they like.

#### Language

New: beach activities: *play volleyball, collect shells, fly a kite, go for a walk, play Frisbee, have a picnic, buy an ice cream, make a sandcastle, explore a rock pool, take photos*

Review: present continuous, adverbs of frequency, *Do you like verb + -ing? Yes, I do. / No, I don't.*

#### Warm up

Ask students what they remember about Joe's video from the previous lesson. Prompt with questions if necessary, e.g. *Where's Joe? What does his brother like doing? Does Joe's dad go surfing? What's Joe's favourite watersport?*

Ask students if they do any of the things that Joe, his brother or his father do at the beach.

#### Class Book page 54

##### 1 What can you do at the beach? Critical Thinking

##### 2 Listen, point and repeat. 082 Compare your list with Sophie's.

##### 3 Say which activities you always, sometimes and never do at the beach.

##### 4 Listen and sing. 083

- Play the song for students to listen and sing.

##### 5 Ask and answer. 084 Communication

- Ask students to work in pairs to ask and answer the questions.

#### Activity Book page 49

##### 1 Complete the beach activities. Critical Thinking

#### ANSWERS

1 kite 2 volleyball / Frisbee 3 rock pool 4 shells  
5 photos 6 ice cream 7 Frisbee / volleyball  
8 sandcastle 9 picnic 10 walk

##### 2 Look and write.

#### ANSWERS

1 're making sandcastles 2 's collecting shells  
3 's eating an ice cream 4 's going for a walk  
5 'm playing Frisbee

## Lesson 3

### Grammar

#### Lesson Objectives

Present the structure *want to*.

Encourage discussion about which beach activities people want to do.

Have students ask and answer questions with *want to*.

#### Language

New: *Does Zak want to explore the rock pools? Yes, he does. / No, he doesn't.*

#### Warm up

Play the Unit 5 Lesson 3 flashcard game from the Classroom Presentation Tool to review beach activity vocabulary.

#### Class Book page 55

##### 1 Listen, read and look at the picture. 085 Who is at the beach with Sophie?

#### ANSWER

Sophie is at the beach with her brother Zak, her sister Amy and her mum and dad.

##### 2 Listen and follow. 086 Ask and answer about Sophie and her family.

#### Audio transcript

- A Does he want to fly a kite?  
B Yes, he does.  
A Does she want to take photos?  
B No, she doesn't.  
A Do they want to play Frisbee?  
B No, they don't.  
A Do Mum and Dad want to have a picnic?  
B Yes, they do.

#### TIP Mixed-ability teaching

- Play the recording from activity 1 a second time. Ask students to follow, paying attention to the questions about what people want to do.
- Pull out the questions from the text:  
*Does Zak want to explore the rock pools?* (Yes, he does.)  
*Does Amy want to explore the rock pools?* (No, she doesn't.)  
*Do Mum and Dad want to help (to build a sandcastle)?* (No, they don't.)
- Tell students not to shout out answers. Avoid asking more confident students for the answers. Encourage less confident students to answer. If necessary, remind them that they can find the answers in their books.

##### 3 Look, listen and read. 087

- Play the recording for students to listen and read.

##### 4 Play the game. Communication

- Ask students to look at the pictures. They take turns to describe one of the pictures for their partner to guess.

## Activity Book page 50

1 Look at the grammar table on Class Book page 55 and choose.

### ANSWER

a We use *want + to + verb*.

2 Listen and circle **Yes** or **No**.  088

### Audio transcript

- 1 **A** Can you see Jade?  
**B** Jade? Yes, I can.  
**A** What does she want to do? Does she want to play Frisbee?  
**B** No, she doesn't.
- 2 **A** Jade is looking in a big pool of water. Does she want to explore the rock pools?  
**B** Yes, she does. She wants to learn about the different fish and animals in the sea.
- 3 **A** Look, there's John. Does he want to make a sandcastle?  
**B** No, he doesn't. He doesn't like making things. He likes doing things and being active.
- 4 **A** So, what does John want to do today? Does he want to fly a kite?  
**B** Yes, he does. He's got a good kite, and it's windy today.
- 5 **A** What about lunch? It's one o'clock now. Do they want to have a picnic or go to a café?  
**B** They want to have a picnic. Look at their big picnic basket. There's lots of sandwiches, and ...  
**A** Mmm. Yes! They've got lots of food in there!
- 6 **A** What do they want to do after lunch? Do you know?  
**B** They want to play volleyball. Look, they've got a volleyball with them.

### ANSWERS

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

3 Write *Do* or *Does* and match.

### ANSWERS

1 Does d 2 Do c 3 Does b 4 Does a

4 Write the questions and answers.

### ANSWERS

- 1 Does Tina want to play Frisbee? No, she doesn't.  
2 Does Sam want to make a sandcastle? Yes, he does.  
3 Do Stuart and Mo want to take photos? No, they don't.  
4 Do they want to fly a kite? Yes, they do.

## Extra Grammar Practice Activity Book page 108

1 Draw your friend. Then write the activities and draw 😊 or ☹️.

### ANSWERS

Students' own answers

2 Complete the questions and answers about your friend in activity 1.

### ANSWERS

Students' own answers

3 Tell your partner what your friend in activity 1 wants to do. **Communication**

- Students work in pairs to exchange information using their answers to activity 1.

## Grammar Reference Activity Book page 116

Complete. Write *do*, *does*, *don't* or *doesn't*.

### ANSWERS

1 Do, do 2 Does, doesn't 3 Do, don't 4 Does, does

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise common adjectives.

Have students describe an animal.

Present a story about an underwater challenge.

### Language

New: adjectives: *dark, light, slow, fast, heavy, light*

Warm up  083

Play the song from Lesson 2 again. Ask students to scan the words of the song and find the adjectives (*beautiful, new, big, small*). Encourage students to think of other adjectives they could use to describe classroom objects.

## Class Book pages 56–57

1 How can you describe fish? **Critical Thinking**

- You could help students by asking questions, e.g. *How big is it? What colour is it? Where does it live?*

2 Listen, point and repeat.  089

### TIP Words with more than one meaning

- Point out that some words in English have the same spelling and pronunciation, but more than one meaning. *Light* is one of these words. It can mean pale in colour, or not heavy. Point out that students will have met other words like this, such as *right, like* and *table*.
- If you wish, put the following pairs of sentences on the board and ask students to explain the difference in meaning:  
*This answer is right. / Turn right here.*  
*I like cheese. / What's your new teacher like?*  
*The food is on the table. / Look at the table and answer the question.*

3 Think of an animal. What's it like?

### TIP Further practice

Ask some of the students to describe their animal for the class to guess.

**4 BEFORE YOU READ** The children are underwater in this story. They want to make a wish. Can you guess what they wish for?

- Check that students understand the meaning of the phrase *make a wish*. Use an example to illustrate if necessary, e.g. *I wake up early every morning and I'm very tired. One day, I make a wish. What is it?* Elicit that your wish is to wake up later. Encourage students to guess what the children wish for. Ask some of the students to share their ideas with the class.

**KEY COMPETENCES** Learn to learn

Activities such as the one above appeal to the students' sense of imagination. Encourage students to think as creatively as possible. Prompt with questions such as *What can help you underwater? What's fun to use underwater? What can you see / use / do underwater, but not on land?*

**5 Listen, read and check your ideas.** 🎧 090

**ANSWER**

The children wish for underwater scooters.

**6 AFTER YOU READ** Watch the story video. ▶  
Complete the activities.

**Activity Book** page 51

**1 Look, circle and write. Match the opposites.**

**ANSWERS**

1 light 2 slow 3 heavy 4 light 5 fast 6 dark  
Matches: 1 and 6, 2 and 5, 3 and 4

**2 REMEMBER THE STORY** Tick ✓ the correct sentence. Correct the other sentences.

**ANSWERS**

- 1 Dev and Tess are under the sea.
- 2 Dev and Tess see four fish.
- 3 ✓
- 4 Trick wants to eat a yellow fish.
- 5 Dev and Tess wish for underwater scooters.

**3 Which is your favourite fish in the story? Tell your partner.** Communication

**ANSWERS**

Students' own answers

## Lesson 5 Grammar

**Lesson Objectives**

- Present and practise comparatives of short adjectives.
- Have students make sentences comparing animals.
- Have students make comparisons about people in their family.

**Language**

New: comparatives: *heavier, lighter, faster, slower, darker, bigger, better, worse*

**Warm up**

Put the names of the fish from the story in the previous lesson on the board. Ask students what they can remember about each one. Encourage them to use the adjectives from Lesson 4, but not the comparative forms, e.g. *Betty is big and heavy*.

**Class Book** page 58

**1 REMEMBER THE STORY** Read. Who's speaking?

**ANSWERS**

- 1 Tess
- 2 Dev
- 3 Tess
- 4 Dev

**2 Look at the sentences from the story.**

**ANSWERS**

heavier, lighter, faster  
The final two letters of each adjective are *-er*.

**3 Listen and follow.** 🎧 091 **Make true sentences about animals.** Critical Thinking

**Audio transcript**

- A A fish is lighter than an elephant.
- B A lion is faster than a hamster.
- A A zebra is heavier than a bird.
- B A hamster is slower than a zebra.

**ANSWERS**

Students' own answers

**KEY COMPETENCES** Learn to learn

- Explain that there are rules for forming comparative adjectives. Ask students to look at the adjectives in the table. What do they notice about the endings? Which one is different? (*heavier*)
- Focus on the *Look!* box with the class. Show that in the first example, we simply add *-er* to the adjective. We do this with single-syllable adjectives ending in a consonant that is not preceded by a vowel.
- Show that the second example comes from a word ending in *-y*. With these words, we remove the *-y* and add *-ier*.
- Show that in the third example, we double the consonant at the end before adding *-er*. This is because the consonant is preceded by a vowel. Students must be careful, as there are exceptions to this. Point out that with words ending in *-ow*, such as *slow*, we just add *-er*.
- Explain that the adjectives *good* and *bad* have irregular comparative forms, as shown in the final example. We just have to learn these.

**4 Make sentences about your friends and family.**

Communication

**TIP** Mixed-ability teaching

- Ask students to work in pairs with a partner of about the same level of ability. Support less confident students by asking them to look at the list on the left and say the comparative forms of each adjective before they begin. Monitor and correct any mistakes.
- Stretch more confident students by extending the task. Ask them to make more sentences comparing family and friends by using other adjectives from the lesson.

**Activity Book** page 52**1 Listen and tick** ✓. 092**Audio transcript**

- 1 The sandcastle is smaller than the ball.
- 2 The fish is heavier than the girl.
- 3 The snail is slower than the bird.
- 4 The darker kite has got a longer tail than the lighter-coloured kite.

**ANSWERS**

1 b 2 a 3 a 4 a

**2 Write sentences.****ANSWERS**

- 1 A lion is faster than a hamster.
- 2 A fish is lighter than a whale.
- 3 Black is darker than yellow.
- 4 An elephant is heavier than a penguin.
- 5 A cat is lighter than a lion.
- 6 A prawn is slower than a shark.

**3 Choose and complete the sentences.****ANSWERS**

Students' own answers

**Extra Grammar Practice Activity Book** page 108**1 Read and write True or False.****ANSWERS**

Students' own answers

**2 Write true sentences about you.****ANSWERS**

Students' own answers

**Grammar Reference Activity Book** page 116**Complete the sentences with the comparative adjectives.****ANSWERS**

- 1 is slower than
- 2 is heavier than
- 3 is faster than
- 4 is bigger than

**Lesson 6**  
**Cross-curricular****Lesson Objectives**

Present a text about why the sea is salty.

Familiarize students with the process of how the sea becomes salty.

Encourage skills of reasoning and creativity.

**Language**New: *cloud, salt, salty, soil, river bed, mineral salts, water vapour, evaporate*

Review: comparative adjectives

**Warm up**

Ask students if they have ever swum in the sea and what they remember about the sea: what it looks like (it's blue, and it's big), what it feels like (it's often cold and sometimes feels sandy), and what it tastes like (it's salty).

**Class Book** page 59**1 Where does the salt in the sea come from?****Guess.** Critical Thinking**ANSWERS**

- 3 It comes from rocks and soil.

**2 Look at the picture and check your answer.****KEY COMPETENCES** Learn to learn

Ask students which seas are the closest to their country. Encourage them to tell you any facts they know about the sea. Look at a map, if possible, and ask questions such as *Can you think of any famous seas or oceans?* (Answers can include the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, the China Sea, etc.) *What's the difference between an ocean and a sea?* (Although people often use both words to talk about seas and oceans, geographically, seas are smaller than oceans and are usually partially enclosed by land.)

3 Read and match the descriptions a–d with 1–4 in the picture. Then listen and check. 🎧 093

**ANSWERS**

1 b 2 d 3 a 4 c

4 What happens to the sea water and salt when it's very cold? **Communication**

**SUGGESTED ANSWERS**

The sea is cooler, so there is less evaporation. Less water vapour goes up into the clouds, so the sea is less salty.

**Activity Book** page 53

1 Label the diagrams.

**ANSWERS**

1 mineral salts 2 river bed 3 soil 4 water vapour  
5 salt 6 sky 7 clouds

2 Look, read and match. Listen and check. 🎧 094

**Audio transcript**

- A Do you want to do a salt water experiment with me?  
B Yes! It looks fun.  
A We need salt, tap water, a tablespoon, two containers and two eggs.  
B Ooo! Be careful! Don't drop the eggs.  
A OK. First, fill the two containers with tap water. Now let's put six tablespoons of salt into one container.  
B That's it.  
A OK. Now stir the salt and water. Now let's put one egg in the container of water, and one egg in the container of water and salt.  
B There!  
A Watch what happens!

**ANSWERS**

1 b 2 c 3 d 4 a

3 Guess and match. Listen and check. 🎧 095

**Critical Thinking**

- Ask students to discuss their ideas in pairs.

**ANSWERS**

1 b 2 a

**Audio transcript**

- A What happens? The egg sinks in the tap water. But the egg floats in the salt water!  
B Wow!

4 Make a model to show why the sea is salty. **Creativity**

- Students work alone, in pairs or in small groups to make a model to show why the sea is salty using the information from the text on page 59 of their Class Books.

**TIP Curriculum link**

If the students are studying seas and oceans in other subjects, ask them to show their models to their science classes and explain the process to their teacher.

## Lesson 7

### Literacy: a wildlife guide

**Lesson Objectives**

- Present a wildlife guide of Alaska.
- Help students to identify the different parts of the guide.
- Discuss the value of protecting wild animals.

**Language**

Review: present simple, adverbs of frequency

**Warm up**

Play a game of *Race the bear!* from the Ideas bank on page 138 to revise animal vocabulary that students already know.

**Class Book** page 60

1 **BEFORE YOU READ** Look at the wildlife guide. How many kinds of animals are on this page?

**ANSWER**

There are three kinds of animals.

**KEY COMPETENCES Cultural awareness**

Ask students if they can tell you which country Alaska is in. (The USA) Ask what else they can tell you about Alaska. Using the map in their books as a clue, what do they think the weather is like? What other animals might live there? (Examples include black and brown bears, goats and mountain sheep.)

2 Ask a question about the wildlife in the guide.

**Critical Thinking**

- To help students think of some questions, you can give them a few ideas to get them started, e.g. *Where do sea otters live? What do they eat?* etc.
- After students have listened and read the text, refer them back to their questions and encourage them to tell you which ones the text answered.

3 Read and listen. 🎧 096 Did the guide answer your question?

**KEY COMPETENCES Learn to learn**

By thinking of questions they would like to find the answer to, students are taking charge of their own learning. They have a special interest in finding the answer and are more likely to remember information discovered in this way. If students are unable to find the answer they need, and it is not given in the notes above, encourage them to predict what it might be. If facilities are available, allow them to research the question. If not, provide the answer for them in the following lesson.

4 **AFTER YOU READ** Complete the activities.

- Students complete the activities in the Activity Book.

**OUR VALUES** Ask students to look at the *Our Values* feature for the lesson. Ask why it is important not to feed wild animals. (The food we give them may be dangerous to them or could discourage them from finding their own food.) Ask students to think of other ways that we can protect animals (for example, by picking up our rubbish).

## Activity Book page 54

**1 Look at the wildlife guide on Class Book page 60 again. Label the information you can find in the guide.**

### ANSWERS

1 map 2 title 3 introduction 4 information about an animal 5 picture

**2 Read and tick ✓ the correct animal.**

### ANSWERS

1 puffins 2 orcas 3 sea otters 4 sea otters  
5 puffins 6 orcas

**3 Match.**

### ANSWERS

1 c 2 d 3 a 4 b 5 e

## Lesson 8 Culture

### Lesson Objectives

Practise listening for gist and specific information.

Encourage discussion about wildlife in students' country.

Have students complete a mind map.

Have students complete a text about water wildlife in their country.

### Language

Review: present simple and present continuous

### Warm up

Ask students what they remember about the wildlife guide from the previous lesson. Prompt with questions such as *Which place is it about?* (Alaska) *Which animals are in the guide?* (Orcas, sea otters and puffins) *What do you know about these animals?*

## Class Book page 61

**1 Listen to Jake. 097 Answer.**

### Audio transcript

- A What are you doing, Jake?  
B I'm reading this guide. It's for visitors to Alaska Bay. They have boat trips to see wild animals.  
A Oh, that's interesting. What animals are there in the bay?  
B Killer whales!  
A Killer whales?  
B You know – orcas.  
A Brilliant! I want to see orcas. What else can we see?  
B We can see puffins!

- A Puffins? Those small birds with orange and red beaks?  
B That's right. They're here now. Look, Mum! You can see them flying across the bay.  
A Oh yes! Cool!  
B And look at the guide! There are sea otters. They're my favourite animals. I really want to see the sea otters.  
A Is it difficult to see them?  
B No, it isn't. There are lots of sea otters. They swim in the bay. They're easy to see. Mum, can we go on a boat trip, please?  
A Good idea. You want to see sea otters, and I want to see orcas. Let's go and get the tickets.  
B Fantastic!

### ANSWER

Jake wants to see sea otters. Mum wants to see orcas.

**2 Listen again. 097. Read the sentences. Say True or False.**

### ANSWERS

1 False 2 False 3 True 4 False

**3 Where can you go to see wildlife in your country? Which animals can you see? Communication**

- Before the students start this activity, you might like to get them started by giving them some ideas. You could show photographs or website images. Ask students to think about where they can see a lot of wildlife in their country, and which animals they can see there.

**4 Complete the activities.**

- Students complete the activities in the Activity Book.

## Activity Book page 55

**1 Complete the mind map about orcas.**

### ANSWERS

Lake, river or sea?; sea

Food: fish

Description: black and white

Good time to see: June to September

**2 Make a mind map about water wildlife in your country.**

- Help students think about the water wildlife that lives in their own country. You might bring in some photographs or use a website to look it up. Tell them to make notes on their mind maps.

### KEY COMPETENCES Learn to learn

Mind maps are a good way of recording information found in a text or presenting key points to write about in your own texts. Mind maps are easy to read, create and follow and appeal to a range of different types of learners. Encourage students to use mind maps regularly as a way of organizing their thoughts when they plan a writing task.

**3 Use your mind map to write about water wildlife.**

- Students complete the sentences using the information in the mind map from activity 2.

## Lesson 9

### Writing

#### Lesson Objectives

Present a blog post about things you can do at the beach.

Present a specific writing sub-skill: commas with *and* and *but*.

Facilitate the planning and writing of a blog post about fun by the sea.

#### Language

Review: present simple, *can*, adverbs of frequency, *like* + verb + *-ing*

#### Warm up

Play a game of *Simon says* from the Ideas bank on page 136 to review the beach activity vocabulary from the unit.

#### Activity Book pages 56–57

1 Read and listen to Mason's post. 🎧 098 Tick ✓ his answer to the Big Question.

#### ANSWER

You can have fun by the sea.

2 Write the answers.

#### ANSWERS

- 1 You can see dolphins and multi-coloured fish.
- 2 Mason's friends often want to play volleyball.
- 3 Mason likes playing Frisbee.
- 4 Mason's older brother likes making sandcastles.
- 5 Mason eats sandwiches and ice creams by the sea.

3 Read *The Big Write tip*. Find and circle the commas with *and* or *but* in Mason's post.

#### ANSWERS

Paragraph 1: ... go on a boat trip, and you can see ... / ... fun to watch, and they can swim ...!  
Paragraph 2: ... to play volleyball, but I like playing ... / ... bigger than mine, but mine are prettier.  
Paragraph 3: ... on the beach, and we often buy ...

4 Plan and write a post about having fun by the sea. **Creativity**

#### TIP Joining phrases

Encourage students to write better sentences by joining similar ideas with *and* and contrasting ideas with *but*, remembering to precede these with a comma. Point out, however, that students should not attempt to do this with *every* sentence. Good written texts have a combination of longer and shorter sentences.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Elicit individual answers to the Big Question.

Have students complete a self-evaluation activity.

#### Language

Review: vocabulary for beach activities, *want to*, comparatives of short adjectives

#### Warm up

Play the *Three-in-a-row* game on the Classroom Presentation Tool to review the vocabulary from the unit.

#### Class Book page 61

1 Watch and answer the questions on the review video. ▶

#### Video transcript

See page 145.

#### ANSWERS

See Video transcript.

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

#### ANSWERS

sports, Beaches, fish, salty, animals, fun

3 Ask and answer. **Communication**

4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

#### Activity Book page 57

#### My Unit Review

- Ask students to complete the self-evaluation activities individually.

#### Unit 5 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

# 6

# What makes a hero?

## Lesson 1

### The Big Question

#### Lesson Objectives

Introduce the Big Question for the unit.

Present a video about a para-athlete.

Elicit answers to the Big Question.

Review language from previous units.

Present and practise the sounds /æ/ and /ɑː/.

#### Language

Review: present simple, adverbs of frequency

#### Warm up

Play *He can skip!* from the Ideas bank on page 136.

#### Class Book pages 62–63

##### 1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the Big Picture and tell you their ideas about what they can see in the picture. Prompt them by asking questions, e.g. *What sport can you see? What's unusual about the bike?* Establish that the rider of the bike is a para-athlete. Encourage them to use their imagination, e.g. *How do you think the athlete trains?*

#### ANSWERS

- What makes a hero?
- Bella, Lily, Noah, Dev, Sarah
- Suggested answers: a para-athlete riding a bike, some boys and girls with a map in the park, a girl superhero, a bar chart, a lady using a computer

##### 2 Which things do you see in the Big Question video? Watch then say. ▶

#### Video transcript

See page 145.

#### ANSWERS

people swimming, people running, a clock, a bicycle, breakfast

##### 3 What are your answers to the Big Question?

#### Critical Thinking

- Ask students to remember Bella's answer to the Big Question. Then ask them to tell you their own ideas for answers. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster, or invite them to write their own answers. Remember, there are no wrong answers!

#### SUGGESTED ANSWERS

A hero is kind. A hero helps people. A hero never gives up. A hero does a lot of work. A hero can do a lot of things.

##### 4 Answer the Quick Poll.

#### ANSWERS

Students' own answers

##### 5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

#### Activity Book page 58

##### 1 REMEMBER THE VIDEO Read and tick ✓ or cross X.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 X 6 X

##### 2 Look at the sentences in activity 1 with a cross X. Write correct sentences.

#### ANSWERS

- George doesn't train every week. He trains every day.
- George's favourite stroke is frontcrawl.
- At training camp, George doesn't skateboard and cycle every day. He runs and cycles every day.
- George doesn't surf in the sea in Spain. He swims in the swimming pool.

##### 3 Listen and read. Then listen and repeat. 🎧 099

- Play the recording for students to listen and read. Then listen and repeat.

##### 4 Write the words with blue letters in the table. Then read aloud.

#### ANSWERS

/æ/: Harry, black, cat, carries, bag, magic, hat, can

/ɑː/: large, hard, dark, car, are

#### KEY COMPETENCES Learn to learn

- Total Physical Response (TPR) activities (in which students do an action in response to certain language triggers) help students to focus when listening for different sounds.
- Play the recording from activity 3 again. Ask students to tap their heads when they hear the /æ/ sound and mime driving a car when they hear the /ɑː/ sound.

## Lesson 2

### Vocabulary and song

#### Lesson Objectives

Present and practise vocabulary for different talents.

Have students make a list of things heroes can do.

Encourage discussion about things students like and don't like doing.

Listen to and sing a song about what heroes do.

Have students ask and answer about the things they can do.

#### Language

New: talents: *write stories, tell jokes, draw pictures, solve problems, climb ropes, tidy up, work in groups, use your imagination, find information, read maps*

Review: *Can you (use your imagination)? Yes, I can. / No, I can't.*

#### Warm up

Ask students what they remember about Bella's video from the previous lesson. Prompt with questions if necessary, e.g. *Who's Bella's hero? What's his job? What does he do every day?*

#### Class Book page 64

##### 1 What can heroes do? Critical Thinking

###### ANSWERS

Students' own answers

##### 2 Listen, point and repeat. 100 Compare your list with Lily's.

###### ANSWERS

Students' own answers

##### 3 Say which you like and don't like doing.

###### ANSWERS

Students' own answers

##### 4 Listen and sing. 101

- Play the song for students to listen and sing.

##### 5 Ask and answer. Communication 102

- Put students in pairs to practise the dialogue.

#### Activity Book page 59

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

###### Critical Thinking

###### ANSWERS

- 1 write stories
- 2 work in groups
- 3 tidy up
- 4 read maps
- 5 climb ropes
- 6 find information
- 7 solve problems
- 8 tell jokes
- 9 draw pictures
- 10 use your imagination

## 2 Circle and write the correct words from activity 1.

#### ANSWERS

- 1 can: Toby can solve problems.
- 2 can't: Sam can't draw.
- 3 can't: Alice can't read maps.
- 4 can: Ava can climb ropes.
- 5 can: Rita can tell jokes.

## Lesson 3

### Grammar

#### Lesson Objectives

Present *good at* to talk about things people can do well.

Encourage discussion about people's talents.

#### Language

New: *I'm / I'm not good at writing stories. He's / She's good at climbing ropes. He / She isn't good at tidying up. They're / They aren't good at telling jokes.*

#### Warm up

Play the Unit 6 Lesson 2 flashcard game from the Classroom Presentation Tool to review vocabulary for talents.

#### Class Book page 65

##### 1 Listen, read and look at the picture. 103 What are Lily's brother and sister doing?

###### ANSWERS

Lily's brother and sister are making a book about superheroes.

##### 2 Listen and follow. 104 Make sentences about you and your friends.

#### Audio transcript

- A I'm good at climbing ropes.  
B He's good at writing stories.  
A She's good at telling jokes.  
B They're good at tidying up.  
B I'm not good at telling jokes.  
A He isn't good at tidying up.  
B She isn't good at writing stories.  
A They aren't good at climbing ropes.

#### TIP Mixed-ability teaching

- Before playing the recording, support lower-level students by displaying the Class Book grammar table on-screen using the Classroom Presentation Tool. Then play the recording, pointing to the words as they are spoken, to show how the sentences are made.
- Ask lower-level students to find the sentences with *good at* in the dialogue from the previous activity: *She's good at writing stories. He's good at drawing pictures. I'm not good at writing stories or drawing pictures. I'm good at tidying up.* Point out that students can use these sentences as models, adapting them so that they are true about themselves and their friends.
- Stretch higher-level students by asking them to think about other things that people they know are or are not good at. They take turns to tell each other.

### 3 Look, listen and read. 105

- Play the recording for students to listen and follow.

### 4 Play the game. **Communication**

- Students play the game in pairs to practise the dialogue.

## Activity Book page 60

### 1 Look at the grammar table on Class Book page 65 and choose.

#### ANSWER

- a We use *good at* + verb + *-ing*.

### 2 Listen and tick ✓ or cross X. What are Sandra and Joe good at? 106

#### Audio transcript

- A Hello. This is Joe's mum. Is Joe there?  
 B Oh hi! Yes, Joe's here. He and Sandra are doing their geography homework together. They're drawing maps together. Sandra's good at reading maps, but she isn't very good at drawing.  
 A That's funny. Joe isn't good at reading maps, but he can draw very well!  
 B Yes, they're helping each other!  
 A Great! ... Joe likes working with his friends. He's good at working in groups.  
 B Yes, Sandra likes working in groups, too. Most children usually like working together.  
 A Could you ask Joe to come home, please? His dinner is ready.  
 B Yes. I think they're finishing now anyway. They're tidying up. Joe's very good at tidying up.  
 A I'm sure Sandra's good at tidying up, too.  
 B Yes, she is. They're both good at tidying up. Ah, Joe's got his bag and he's putting on his coat now, so he'll be back soon.  
 A OK. That's great. Thank you very much. Bye.  
 B Bye.

#### ANSWERS

	Reading maps	Drawing pictures	Working in groups	Tidying up
Sandra	✓	X	✓	✓
Joe	X	✓	✓	✓

#### TIP Further practice

Ask students to work in pairs to make sentences about Sandra and Joe using the information in the table.

### 3 Complete the sentences.

#### ANSWERS

- 1 She isn't good at solving problems.
- 2 I'm good at writing stories.
- 3 She's good at using her imagination.
- 4 She isn't good at telling jokes.
- 5 They're good at finding information.
- 6 They aren't good at climbing ropes.

### 4 Write true sentences. Use *good at*.

#### ANSWERS

Students' own answers

## Extra Grammar Practice Activity Book page 109

### 1 Look at the table. Tick ✓ the activities you're good at.

#### ANSWERS

Students' own answers

### 2 Tell your partner what you're good at. Complete the table for your partner. **Communication**

### 3 Use your table to write sentences about yourself and your partner.

#### ANSWERS

Students' own answers

## Grammar Reference Activity Book page 117

### Order the words to make sentences. Then write the sentences in your notebook.

#### ANSWERS

- 1 She's good at solving problems.
- 2 We aren't good at climbing ropes.
- 3 They're good at telling jokes.
- 4 I'm not good at drawing pictures.

## Lesson 4 Vocabulary and story

### Lesson Objectives

- Present and practise adjectives for personal qualities.
- Encourage discussion about cartoon heroes.
- Present a story about a superhero world.

### Language

New: qualities: *brave, strong, clever, funny, fit, kind*

### Warm up 101

Play the song from Lesson 2 again, encouraging students to join in. If you like, choose a song activity from the Ideas bank on page 136.

## Class Book pages 66–67

### 1 How can you describe a cartoon hero?

#### Critical Thinking

### 2 Listen, point and repeat. 107

### 3 Think of a character you know for each adjective. Say.

#### 4 BEFORE YOU READ This story is about superheroes. Which superpowers do you think they have?

- Ask students to think of superheroes they know of. Ask them to think of what power each superhero has and how they use it. Ask students to look at the picture, and encourage them to guess what powers the superheroes have.

#### 5 Listen, read and check your ideas. 🎧 108

##### ANSWERS

Super Brave is very brave. Super Fit is very fit. Super Strong is very strong. Super Kind is very kind.

##### KEY COMPETENCES Civic and social competence

In the story, the hero discovers that his superpower is kindness. Discuss with the class why kindness is a superpower. What can we achieve through being kind? How can we help others? What sort of things can we do to be kind?

#### 6 AFTER YOU READ Watch the story video. ▶ Complete the activities.

##### Activity Book page 61

#### 1 REMEMBER THE STORY Complete the sentences. Tick ✓ the superheroes in the story.

##### ANSWERS

- 1 funny
- 2 clever
- 3 brave ✓
- 4 fit ✓
- 5 kind ✓
- 6 strong ✓

#### 2 Write the name of the superhero in the story.

##### ANSWERS

- 1 Super Brave
- 2 Super Fit
- 3 Super Kind
- 4 Super Brave
- 5 Super Kind
- 6 Super Strong

#### 3 Who's your favourite superhero in the story? Tell your partner. Communication

- Ask students to work in pairs to tell each other about their favourite superhero from the story.

## Lesson 5 Grammar

### Lesson Objectives

Present superlative forms of short adjectives.

Enable students to make sentences about friends and family using superlatives.

### Language

New: superlatives: *I'm the strongest child in the class. He's / She's the bravest superhero.*

### Warm up

Play the Unit 6 Lesson 4 flashcards game on the Classroom Presentation Tool.

### Class Book page 68

#### 1 REMEMBER THE STORY Read. What colour are their clothes?

##### ANSWERS

- 1 yellow, orange and black
- 2 blue and yellow
- 3 red, yellow, purple and black
- 4 purple and pink

#### 2 Look at the sentences from the story.

##### ANSWERS

The final letters of each adjective are *-est*.

#### 3 Listen and follow. 🎧 109 Make sentences about your friends. Critical Thinking

### Audio transcript

- A I'm the cleverest child in the class.  
B I'm the funniest girl in the class.  
A He's the kindest boy in the year.  
B She's the bravest girl in the school.  
A She's the strongest girl in the year.  
B He's the fittest boy in the school.

##### ANSWERS

Students' own answers

#### 4 Talk about you. Then talk about your friend. Communication

##### ANSWERS

Students' own answers

### TIP Mixed-ability teaching

- Ask students to focus on the endings of the sentences in their books: *in the class / in the year / in the school / in the family / in the swimming team*
- Elicit or suggest other endings they might want to use, such as *in the town / street, in the tennis / football / chess club*, and write them on the board.
- Invite less confident students to use these endings to help them with their sentences.
- Encourage more confident students to be more adventurous with their sentences.

## Activity Book page 62

### 1 Listen and match the names and pictures. 110

#### Audio transcript

- A Fred runs and jumps, and he's good at PE. Fred is the fittest boy you can see.
- B Brian isn't scared of a lion or a mouse. Brian is the bravest child in the house.
- A Sam can carry lots more things than me. Sam is the strongest child in her family.
- B Gemma tells funny jokes and plays the clown. Gemma is the funniest child in the town.
- A Carrie likes maths, and she thinks it's cool. Carrie is the cleverest child in the school.
- B Karl is kind, and he's caring, too. Karl is the kindest child. What about you?

#### ANSWERS

a Sam b Fred c Carrie d Karl e Brian f Gemma

### 2 Complete the sentences about the superheroes in activity 1. Use the superlative form of the adjective. Critical Thinking

#### ANSWERS

- 1 Fred is the fittest.
- 2 Brian is the bravest.
- 3 Sam is the strongest.
- 4 Gemma is the funniest.
- 5 Carrie is the cleverest.
- 6 Karl is the kindest.

### 3 Complete the sentences. Critical Thinking

#### ANSWERS

Students' own answers

## Extra Grammar Practice Activity Book page 109

### 1 Complete the sentences with your own ideas. Critical Thinking

#### ANSWERS

Students' own answers

### 2 Write sentences with your own ideas. Critical Thinking

#### ANSWERS

Students' own answers

## Grammar Reference Activity Book page 117

### Complete the sentences.

#### ANSWERS

- 1 Helen is the oldest girl in the class.
- 2 Sam is the cleverest child in the year.
- 3 My sister Mary is the youngest child in the school.
- 4 Carl is the funniest boy in the class.

## Lesson 6 Cross-curricular

### Lesson Objectives

- Present a text about a class survey.
- Facilitate use and interpretation of a bar chart.
- Present vocabulary related to the bar charts.

### Language

- New: *vertical axis, bars, horizontal axis*
- Review: present simple, imperatives

### Warm up

Discuss stories with the class. Ask *What's your favourite story? Who's the main character? What's he / she like?* Encourage them to describe the characters they know using the adjectives they learned in the previous lesson.

## Class Book page 69

### 1 Look at the pictures. Who are they?

#### ANSWERS

See Culture note for information about each character.

#### CULTURE NOTE Characters from famous stories

**Heidi:** Heidi is the main character from the book of the same title, written by the Swiss author Johanna Spyri in 1881. Heidi is an orphan who goes to live with her grandfather in the mountains. She is later sent to Munich to work for a family as a companion to their wheelchair-bound daughter, Clara. After becoming ill, Heidi returns to her grandfather. Clara visits Heidi in the mountains. Through jealousy by Heidi's friend, Peter, Clara's wheelchair is destroyed. As a result, Clara gradually learns to walk.

**Oliver:** Oliver is the main character from *Oliver Twist*, by Charles Dickens, written in 1839. Oliver is an orphan who begins life in a Victorian workhouse, but escapes and travels to London. He is taken in by a gang of thieves, but is saved.

**Dorothy:** Dorothy is the main protagonist in *The Wonderful Wizard of Oz*, written by L Frank Baum in 1900. Dorothy is taken to the magical Land of Oz by a whirlwind, where she meets the scarecrow, the tin man and the lion. Dorothy wants to return home, so the four of them journey together to find the Wizard of Oz.

**Aladdin:** The character Aladdin comes from a story in *The Book of One Thousand and One Nights*, published in the 18<sup>th</sup> century. Aladdin is a poor boy who comes into the possession of a magical lamp. Using the lamp, Aladdin is able to summon genies. He becomes rich and powerful and marries a princess.

### 2 Read and look at the bar chart. Answer.

#### ANSWERS

- 1 Heidi, Oliver, Dorothy, Aladdin
- 2 Red
- 3 Three
- 4 Two
- 5 Seven

**KEY COMPETENCES** Learn to learn

The ability to interpret information from a bar chart is an important skill. Focus on the chart with the class. Point to the vertical axis. Elicit or explain that the numbers relate to the children who did the survey. Point to the horizontal axis. Explain that there is a bar for each character. So if, for example, in the case of Oliver, two children like this character best, the top of this bar is level with the number 2. Ask questions to check comprehension, such as *How many children like Aladdin best? How many children like Heidi best?* Establish that to find out how many children did the survey, students must add up the numbers for each bar.

**3 What other heroes in books do you know?**

**Communication**

**ANSWERS**

Students' own answers

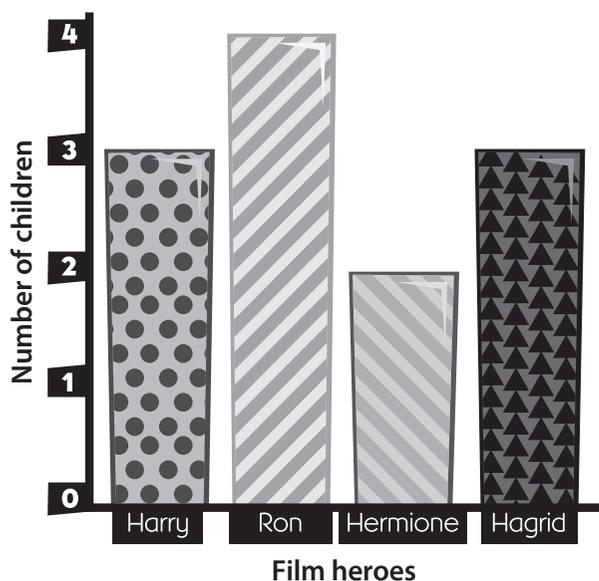
**TIP** Language practice

Ask students to choose a hero from a book and describe him / her for the class to guess.

**Activity Book** page 63

**1 Read the instructions and finish the bar chart.**

**ANSWERS**



**2 Look at the bar chart. Complete.**

**ANSWERS**

1 Three 2 Four 3 Two

**3 Make a bar chart for your favourite film heroes. Ask your friends which is their favourite. Complete the bars on your chart.** **Creativity**

**TIP** Curriculum link

Ask students to think about what other information they could use a bar chart to show. Discuss their ideas as a class. Ask students to choose the most popular idea to make their own bar chart at home.

# Lesson 7

## Literacy: a newspaper article

**Lesson Objectives**

- Present a newspaper article.
- Elicit specific information from a newspaper article.
- Discuss the value of helping in the community.

**Language**

Review: present simple, adverbs of frequency

**Warm up**

Ask students *What jobs do heroes have?* Elicit a list of suggestions and write them on the board, e.g. doctor, scientist, police officer, teacher, football player.

Ask individual students to choose a job and explain why the person who does it is a hero, e.g. *A police officer is a hero because police officers help people. / A football player is a hero because a lot of children want to be like football players.*

**Class Book** page 70

**1 BEFORE YOU READ** Look at the headlines in the newspaper article. What is the article about?

**2 Why do we need Mountain Rescue volunteers?**

**Critical Thinking**

- Teach or elicit the meaning of the phrase *Mountain Rescue volunteers* and encourage students to come up with ideas about what Mountain Rescue volunteers do.
- After students have listened and read the text, refer back to their ideas, and encourage them to tell you which of their ideas were in the article.

**3 Read and listen.** 111 Were your ideas in the article?

**KEY COMPETENCES** Civic and social competence

Ask students to think more closely about Denise's story. Ask *What makes Denise a hero?* Elicit as many answers as possible, e.g. *She helps other people. She's brave. She's kind. She rescues people from mountains. She does a difficult job.* Ask students if they know any other people like Denise. What can we learn from them?

**4 AFTER YOU READ** Complete the activities.

- Students complete the activities in the Activity Book.

**OUR VALUES** Ask students to look at the *Our Values* feature for the lesson. Conduct a classroom discussion and encourage them to think of ways that we can all help in the community. Ask students if any of them do anything regularly to help in the community. What do they do?

1 Look. These words are from the newspaper article on Class Book page 70. Circle the correct description of the words.

- Activity 1 highlights the structure of this type of text. Explain to students that articles are divided in this way.

**ANSWER**

the subheadings

2 Write the sentences in the table.

**ANSWERS**

Denise	She works in an office.	She's a Mountain Rescue volunteer.
The mountains	They're sometimes dangerous.	Hundreds of people walk in them.
Community heroes	They help their community.	They're often brave or clever or kind.

**KEY COMPETENCES Learn to learn**

Using tables can be a clear, simple and efficient way of recording information. Ask students if there is any other information from the article that they could add to the tables, e.g. weather on the mountains; equipment for Mountain Rescue volunteers.

3 What do you think about Denise? Complete.

**Critical Thinking**

**ANSWERS**

Students' own answers

## Lesson 8 Culture

**Lesson Objectives**

Practise listening to a conversation for gist and specific information.

Have students extract information from a newspaper article.

Have students prepare and complete a text about a community hero.

**Language**

Review: present simple, adverbs of frequency

**Warm up**

Ask students what they remember about Sarah's newspaper article from the previous lesson. Prompt with questions such as *What are community heroes? What do Mountain Rescue volunteers do? What can you tell me about Denise?*

1 Listen to Sarah and Denise. 112 Answer.

**Audio transcript**

- A Hello Mrs O'Brien. Congratulations on being the Community Hero this week.
- B Hello Sarah. Thank you very much.
- A There are lots of mountains in Ireland. And lots of people like walking in the mountains. What are your favourite mountains in Ireland?
- B I love the Kerry Mountains. They're very beautiful.
- A Do you often go walking in the mountains?
- B Yes, I do. I often go walking with my grandchildren at the weekend.
- A Do your grandchildren like walking?
- B Yes, they do. They love it. We always take our dog, too.
- A What's your dog's name?
- B His name is Bran.
- A Does Bran help you to find people on the mountain?
- B No! Bran isn't a mountain rescue dog. But he loves walking in the mountains with us.
- A Are the Kerry Mountains dangerous?
- B That's a good question. All mountains can be dangerous. There's often rain and fog. And in winter, it's cold and there's snow. It's very important to wear the right clothes and good shoes. And you should always take food and water, too.
- A That's good advice! Thanks for talking to me, and congratulations again.

**ANSWER**

Denise often goes walking (in the mountains) with her grandchildren at the weekend.

**CULTURE NOTE The Mountains of Ireland**

Ireland is a wonderful place for walking and exploring the countryside due to its lush vegetation and low-lying mountains, which attract thousands of visitors every week. Ireland has a bowl-shaped topography, with many of its hills and mountains lying along the coast. Ireland's highest mountain, and its most popular hillwalking and climbing destination, is Carrauntoohil, near Killarney town.

2 Listen again. 112 Say True or False.

**ANSWERS**

- 1 True 2 False 3 False 4 True 5 True

3 Where do people go walking in your country?

**Communication**

- Ask students to think about the places that people go walking in their country. You could ask them if they have gone walking with their families, and where.
- Ask students to work in pairs, taking turns to share their thoughts and ideas.

4 Complete the activities.

- Students complete the activities in the Activity Book.

## Activity Book page 65

### 1 Complete part 1 of the table about Denise.

#### ANSWERS

What is her name?: Denise

Where does she work?: In an office.

What does she do when there's a problem?: She stops work, puts on boots and a jacket, goes and helps.

What does she say about what she does?: She says, 'It's important to help people.'

### 2 Choose a community hero you know. Complete part 2 of the table.

#### ANSWERS

Students' own answers

### 3 Use your notes to write about your community hero.

- Students complete the text about their community hero using the information from activity 2.

## Lesson 9 Writing

### Lesson Objectives

Present a blog post about a personal hero.

Practise a specific writing skill: apostrophes to make words shorter and show where letters are missing.

Plan and write a blog post about your hero.

### Language

Review: present simple, comparatives and superlatives, *good at*

### Warm up

Play *What's he like?* from Ideas bank page 135.

## Activity Book pages 66–67

### 1 Read and listen to Ben's post. 113 Tick ✓ his answer to the Big Question.

#### ANSWER

Heroes are brave when things are difficult.

### 2 Read and write *True or False*.

#### ANSWERS

1 False 2 True 3 False 4 True 5 True

### 3 Read *The Big Write tip*. Find and circle the apostrophes in Ben's post.

#### ANSWERS

Paragraph 1: He has a problem with his legs, and he can't walk. He's in a wheelchair.

Paragraph 2: He can't run, but he can play basketball ...

He plays the guitar every day, and he's also very good at telling jokes. He's the funniest person in my family. He's very clever, and he wants to be a doctor when he's older.

Paragraph 3: I think he's a hero because he's always brave. Sometimes things are difficult for him, but he's always funny and kind.

## 4 Plan and write a post about your hero. Creativity

#### ANSWERS

Students' own answers

**COMMUNITY TASK** Ask students to write their texts on a computer in the style of a newspaper. Bring in newspapers so that you can point out features such as titles, column layout and images.

## Lesson 10 The Big Question Review

### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *What makes a hero?*

Complete a self-evaluation activity.

### Language

Review: language from the unit

### Warm up

Play the *Conveyor belt* review game on the Classroom Presentation Tool.

## Class Book page 71

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 145.

#### ANSWERS

See Video transcript.

### 2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

#### ANSWERS

up, different, qualities, books, help, brave

### 3 Ask and answer. Communication

### 4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

## Activity Book page 67

### My Unit Review

- Ask students to complete the self-evaluation activities individually.

### Unit 6 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

### End of Term Test

Students are now ready to complete the second End of Term test. See the Teacher's Resource Centre.

## A school uniform design

### Lesson Objectives

- Plan the stages of a project.
- Design clothes and a badge for a school uniform.
- Present your uniform to the class.
- Complete a self-evaluation activity.

### Language

Review: imperatives, *Wh-* questions

### Warm up

Discuss uniforms with the class. Ask *Why do people wear uniforms? Which jobs have uniforms? What other types of uniforms are there?*

### Class Book pages 72–75

#### 1 Number the project stages in order in your notebook. Then look at pages 72–75 and check.

##### Critical Thinking

- Ask students to work in pairs to read the project stages and number them 1–6.
- Ask students to look through the project pages from page 72–75 and check their answers.

##### ANSWERS

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

### THINK ABOUT IT

#### 2 Answer. Critical Thinking

##### ANSWERS

Students' own answers

#### 3 Look at the picture and answer. Communication

##### ANSWERS

- 1 School uniforms 2 Students' own answers  
3 Students' own answers

### FIND OUT

#### 4 Find out about favourite colours in your group. Make notes in your Activity Book.

- Divide the class into groups of four. Each student chooses a different question from the list.
- Ask students to complete the notes in their Activity Books.

### Activity Book page 68

#### 1 Complete part 1 of the questionnaire about favourite colours.

- Students complete part 1 of the questionnaire by writing questions for each of their colours and one question about what other colours people would like. They can follow the example for guidance.
- Students ask their questions and complete part 2 of the questionnaire.

##### ANSWERS

Students' own answers

#### 2 Ask and answer in your group. Complete part 2 of the questionnaire. Communication

- Ask students to write their colours in the column on the left.
- Students take turns to ask their questions to the group. They record the number of pupils for each colour.

##### ANSWERS

Students' own answers

### Class Book page 73

### CHOOSE

#### 5 Tell your group your information. Draw and colour your item of clothing. Choose colours for your uniform. Collaboration

- Ask students to share their findings from the survey with the rest of their group.
- As a group, students decide on the colours of their uniform.

### Activity Book page 68

#### 3 Draw and colour your item of clothing.

### Class Book page 74

#### 6 Listen, look and point to the badge they choose. 114

##### Audio transcript

- A Which shape would you prefer for the badge?  
B I'd prefer the circle.  
C Me, too.  
A OK. Let's have a circle.  
A Which colour would you prefer for the badge?  
B I'd rather have blue.  
C Me, too.  
B OK. Let's have blue.

##### ANSWERS

The children choose badge 2.

**7 Listen and follow.**  115 **Then ask and answer about the badge designs.**

- Play the recording for students to listen and follow the sentences in the table.
- Ask students to work in their groups. They discuss which colour and shape they'd like for the badge, using the language from the table.

**Audio transcript**

- A** Which shape would you prefer for the badge?  
**B** I'd prefer a square. Which shape would you prefer for the badge?  
**A** I'd prefer a triangle.  
**B** What colour would you prefer for the badge?  
**A** I'd rather have green.

**PLAN**

**8 Plan the design of your badge. Make notes in your Activity Book.**

**Activity Book** page 69

**4 Choose a badge shape and draw a badge design.**

**Class Book** page 75

**MAKE**

**9 Choose a job. Make your school uniform.** Creativity

**PRESENT**

**10 Present your school uniform to your class. Then answer questions from your class.**

**Activity Book** page 69

**5 Read and tick ✓.**

- Ask students to complete the self-evaluation activity about their work on the poster.

**COMMUNITY TASK** Give each student a piece of plain paper. Ask them to copy their uniform design out carefully. Display the uniform designs around the school. Organize a poll so that all of the students in the school can vote on which uniform they prefer.

# 7

# Why are weekends special?

## Lesson 1

### The Big Question

#### Lesson Objectives

- Introduce the unit and the Big Question: *Why are weekends special?*
- Present a video about weekend activities.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds for the word *the* (/ði:/ and /ðə/).

#### Language

- Review: present simple, *There is / are some ... , There isn't / aren't any ...*

#### Warm up 101

Play the song from Unit 6 Lesson 2 again, encouraging the students to join in. Then play a song game from the Ideas bank on page 136.

#### Class Book pages 76–77

##### 1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the pictures and tell you their thoughts and ideas about what they can see. Prompt by asking questions, e.g. *What can you see in the pictures? Where are the children? What are they doing?* Encourage students to use English where possible. If they use L1, reformulate their ideas back to them in English. Personalize the questions by asking students questions like *Do you like being outdoors?*

#### ANSWERS

- Why are weekends special?
- Maddy, Noah, Tess, Sophie, Markuss
- Suggested answers: a picnic, people at the zoo, a fireplace, a calender, people and a horse in a barn

##### 2 Which things do you see in the Big Question video? Watch then say.

#### Video transcript

See page 146.

#### ANSWERS

a farm, a shop, some red peppers, a big strawberry, a small strawberry, some tables, some chairs

##### 3 What are your answers to the Big Question?

#### Critical Thinking

- Ask students to remember Maddy's answer to the Big Question. (*We can eat delicious food.*) Then ask them to tell you their own ideas, which you can write on the poster. Remember, there are no wrong answers!

#### SUGGESTED ANSWERS

We can do different things at the weekend as a family. We can go shopping, pick fruit and make delicious things to eat. We all like different fruits and vegetables.

##### 4 Answer the Quick Poll.

#### ANSWERS

Students' own answers

##### 5 Watch the Big Question video again. Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Book.

#### Activity Book page 70

##### 1 REMEMBER THE VIDEO Read and tick ✓ or cross X.

#### ANSWERS

1 X 2 X 3 ✓ 4 X 5 X 6 ✓

##### 2 Look at the sentences in activity 1 with a cross. Write correct sentences.

#### ANSWERS

- There are some tomatoes.
- There isn't any milk.
- There are some bananas.
- There aren't any animals.

##### 3 Listen and read. Then listen and repeat.

##### 4 Write the words with *the* in the table. Then read aloud.

#### ANSWERS

the /ðə/ the farm, the milk, the strawberries, the mushrooms  
the /ði:/ the ice cream, the eggs, the apples, the onions

## Lesson 2

### Vocabulary and song

#### Lesson Objectives

Present and practise vocabulary for different places.

Encourage a discussion about how often students go to places.

Listen and sing a song about places.

Have students ask and answer questions about what they like doing.

#### Language

New: places: *city, forest, mountains, beach, lake, countryside, zoo, skate park, playground, home*

Review: *like* + gerund with statements, questions and short answers, past simple *be*

#### Warm up

Play *Word cloud* from the Ideas bank on page 135 with the Unit 7 places flashcards.

#### Class Book page 78

#### 1 Which places do people like visiting? Critical Thinking

##### ANSWERS

Students' own answers

#### 2 Listen, point and repeat. 117 Compare your list with Noah's.

##### ANSWERS

Students' own answers

#### 3 Say which places you go to every day, every week, every month and every year.

##### ANSWERS

Students' own answers

#### TIP Mixed-ability teaching

- Support less confident students by sticking the flashcards of places from the Classroom Resource Pack on the walls around the room. Chorally drill the names of the places in the flashcards. After, ask students to choose two places to go at the weekend and tell their friend. Then ask them to choose two more places they go to once a year.
- Stretch more confident students by asking them to say a complete sentence, e.g. *I go to the zoo every year. I go to the playground every week.* Students can work in pairs to find sentences which they have in common.

#### 4 Listen and sing. 118

- Play the song for the students to listen and sing.

#### 5 Ask and answer. 119 Communication

- Students ask and answer questions in pairs using the new words from activity 2.

#### Activity Book page 71

#### 1 Find and write. Critical Thinking

##### ANSWERS

- 1 zoo 2 forest 3 countryside  
4 home 5 playground 6 mountains  
7 skate park 8 beach 9 lake 10 city

#### KEY COMPETENCES Learn to learn

To complete this activity, students will have to employ several different skills: recognizing the pictures, remembering the words and recognizing the words in the word snake. This high level of engagement with the new words makes remembering easier.

#### 2 Read and complete the questions.

##### ANSWERS

- 1 home 2 countryside 3 beach 4 city  
5 skate park

## Lesson 3

### Grammar

#### Lesson Objectives

Present past simple questions and answers with *be*.

Help students ask and answer questions about where they were at a specific time.

#### Language

New: *Were you at home? Yes, I was. / No, I wasn't. / Yes, we were. / No, we weren't.*

Review: the time, days of the week, places vocabulary

#### Warm up

Review the places vocabulary from the previous lesson. Play the Unit 7 Lesson 2 vocabulary practice game on the Classroom Presentation Tool.

#### Class Book page 79

#### 1 Listen, read and look at the picture. 120 Why isn't Noah in the picture?

##### ANSWER

He isn't in the picture because the photo is of his dad and brother in the water. Noah was in another boat, with his mum.

#### 2 Listen and follow. 121 Ask and answer about your weekend.

#### Audio transcript

A Were you at the skate park?

B No, I wasn't.

B Were you in the countryside?

A Yes, I was.

A Were you in the forest?

B Yes, I was.

B Were you at home?

A No, I wasn't.

### 3 Look, listen and read. 🎧 122

- Students listen to and read the sentences and responses.

### 4 Play the game. **Communication**

- Students work in pairs and play a guessing game. One student chooses a boy from the table, and the other asks questions to find out who it is.

#### **TIP** Mixed-ability teaching

To challenge more confident students, extend this activity by telling them to walk around the class and ask their own questions about weekend activities. They should speak to at least three people and make a note of people who did the same activity as them. Follow up by asking the students to feed back on their results.

## Activity Book page 72

### 1 Look at the grammar table on Class Book page 79 and choose.

#### **ANSWER**

- b The questions and answers are about the past.

### 2 Listen and circle ✓ or X. 🎧 123

#### Audio transcript

- 1 **A** How was your weekend?  
**B** It was good!  
**A** Were you at the beach?  
**B** No, I wasn't. I was at the zoo.
- 2 **B** Were you in the countryside at the weekend?  
**A** Yes, I was!
- 3 **C** How was your weekend?  
**D** It was OK.  
**C** Were you at home?  
**D** Yes, I was.
- 4 **D** What about you? Were you at the skate park?  
**C** No, I wasn't. I was at the playground.

#### **ANSWERS**

- 1 X 2 ✓ 3 ✓ 4 X

### 3 Find the places. Then write questions. Answer for you.

#### **ANSWERS**

- 1 home
- 2 city
- 3 playground
- 4 Were you, lake yesterday
- 5 Were you at the zoo yesterday?

#### **TIP** Speaking practice

Ask students to act out the dialogue from activity 1 on Class Book page 79 in pairs. They can change the places they went to and the people they were with each time.

## Extra Grammar Practice Activity Book page 110

### 1 Complete the questions about last weekend. Then write answers for you. Write *Yes, I was.* or *No, I wasn't.*

#### **ANSWERS**

- 1 Were Students' own answers
- 2 you Students' own answers
- 3 the city Students' own answers
- 4 the beach Students' own answers
- 5 at Students' own answers
- 6 in Students' own answers

### 2 Work in pairs. Ask and answer about where you were last weekend. **Communication**

#### **ANSWERS**

Students' own answers

## Grammar Reference Activity Book page 118

### Circle the correct words.

#### **ANSWERS**

- 1 Were, wasn't
- 2 Were, were
- 3 Was, wasn't
- 4 Were, weren't
- 5 Was, was
- 6 Were, weren't

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise furniture vocabulary.

Have students describe different locations using prepositions of place.

Present a story about missing jewels in a palace.

### Language

New: *in my bedroom, next to the lamp, in the drawer, on (your) rug, in front of the fireplace, behind the curtains, footprints, palace, jewels, bracelet, necklace*

### Warm up 🎧 118

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 136.

## Class Book pages 80–81

### 1 Which rooms and furniture do you know?

#### **Critical Thinking**

### 2 Listen, point and repeat. 🎧 124

### 3 Say what there is and isn't in your living room.

- Ask students to work in pairs.

#### **ANSWERS**

Students' own answers

**4 BEFORE YOU READ** The princess in this story can't find her bracelet and necklace. Can you guess where they are?

**5 Listen, read and check your ideas.**  125

**ANSWERS**

The princess was wearing the necklace and bracelet.

**6 AFTER YOU READ** Watch the story video.  Complete the activities.

**Activity Book** page 73

**1 REMEMBER THE STORY** Look and write. Colour the things in the story.

**ANSWERS**

1 curtains 2 lamp 3 armchair 4 fireplace  
5 drawer 6 rug

**KEY COMPETENCES** Learn to learn

Writing and completing a drawing helps students create context for vocabulary. For homework, or as a change of pace to the lesson, you can ask students to draw and label their own picture using the six new words.

**2 Read and complete.**

**ANSWERS**

1 in 2 next to 3 on 4 in front of 5 behind 6 under

**3 Who is your favourite character in the story? Why? Tell your partner.** Communication

## Lesson 5 Grammar

**Lesson Objectives**

Present sentences about single and plural objects using the past simple of *be*.

Encourage students to describe where things are today and where they were yesterday.

**Language**

New: *The bracelet was / wasn't ... , The jewels were / weren't in the bedroom.*

Review: prepositions and furniture vocabulary

**Warm up**

Play *Correct me!* from the Ideas bank on page 138 with the Unit 7 places flashcards.

**Class Book** page 82

**1 REMEMBER THE STORY** Read. Who's speaking?

**ANSWERS**

1 The princess 2 Mason 3 Tess 4 Mason

**2 Look at the sentences from the story. Choose and say.**

**ANSWER**

b The sentences are about the past.

**3 Listen and follow.**  126 **Make true sentences about the story.** Critical Thinking

- Before the students make the sentences, focus their attention on the *Look!* box.

**TIP** Mixed-ability teaching

Support less confident students by showing Class Book pages 80–81 on-screen. Point at a picture in the story and say the object / person you want the students to make a sentence about. Remind them to look at the table in their books to help them make a sentence about the picture. Students should put up their hands to answer.

**Audio transcript**

- A The bracelet was next to the lamp.  
B They were in front of the fireplace.  
A Tess and Mason weren't behind the curtain.  
B It wasn't in the drawer.

**4 Play a memory game. Then tell another pair.**

Communication

- Ask students to work in pairs and get out the school items, such as pens, books, pencil cases, rulers and notebooks. Together, they arrange the items on their desk and talk about what they can see. Then one person closes their eyes whilst the other person changes three or four things. After this, the students can open their eyes and look at what has changed on the desks. At this point, the pairs should work with another pair so that they can describe the changes to the other pair.

**TIP** Mixed-ability teaching

- To provide more support for this activity, set it up as a class activity first, so you can control which items change. Make simple changes initially, and tell students to work in pairs to help each other make a sentence describing the change.
- You can ask stronger students to work alone in pairs once they have understood how to play.

**Activity Book** page 74

**1 Listen and draw.**  127

- Ask students to look at the pictures of the five objects and Alice's bedroom. Tell them they are going to listen to a conversation about Alice's bedroom before it was tidy and put the five objects in the place they were in yesterday.

**Audio transcript**

- A Your bedroom is tidy, Alice!  
B It wasn't tidy yesterday!  
A Was it very untidy?  
B Yes, it was! Yesterday, my notebooks and my pens weren't on my desk. My notebooks were on my bed, and my pens were on my chair.  
A Oh!  
B Yes ... and my lamp was on my rug.  
A On your rug?  
B Yes.  
A Why was your lamp on your rug?  
B Because my school bag was on my desk ... and my school bag is big.

- A I see ...  
 B And my football was on my drawers.  
 A Oh dear ...

**2 Look at the pictures and write True or False.**

**ANSWERS**

- 1 False. The hat was under the bed yesterday. It is on the wardrobe now.  
 2 True.

**3 Look at the pictures in activity 2 and write.**

**ANSWERS**

- 1 The dress is in the wardrobe. It was on the bed.  
 2 The guitar is on the armchair. It was behind the curtains.  
 3 The lamp is on the chest of drawers. It was in the wardrobe.  
 4 The cushion is on the bed. It was on the chest of drawers.

**Extra Grammar Practice Activity Book** page 110

**1 Draw the things in the picture.**

**ANSWERS**

Students' own answers

**2 Look at your picture. Complete the sentences with was, were, wasn't and weren't.**

**ANSWERS**

Students' own answers

**3 Work in pairs. Describe your picture. Which things were in the same place?** Communication

**ANSWERS**

Students' own answers

**Grammar Reference Activity Book** page 118

**Complete the sentences.**

**ANSWERS**

- 1 wasn't 2 were 3 wasn't 4 weren't  
 5 was 6 were

**Lesson 6**  
**Cross-curricular**

**Lesson Objectives**

- Present a calendar and activities.
- Familiarize students with how to say the date using ordinal numbers.
- Practise the pronunciation of dates: *the first, the second, the third, the fourth, the fifth*, etc.

**Language**

New: *It's on 20<sup>th</sup> February. It's on 21<sup>st</sup> March. It's on 22<sup>nd</sup> April. It's on 23<sup>rd</sup> May. It's on 24<sup>th</sup> June. It's on 25<sup>th</sup> July.*

**Warm up**

Review the hobbies and daily routines vocabulary from this unit by playing *Pictures in a line* from the Ideas bank on page 137.

**Class Book** page 83

**1 Look at the calendar. Which special days are at the weekend?**

**ANSWERS**

- |                               |                           |
|-------------------------------|---------------------------|
| Sunday 6 <sup>th</sup> May    | No homework day           |
| Saturday 12 <sup>th</sup> May | International nurses' day |
| Sunday 13 <sup>th</sup> May   | Frog jumping day          |
| Saturday 19 <sup>th</sup> May | Notebook day              |
| Sunday 20 <sup>th</sup> May   | Pick strawberries day     |
| Sunday 27 <sup>th</sup> May   | Sun cream day             |

**2 Listen and repeat. Then listen and point.** 128

**Audio transcript**

Listen and repeat.

1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup>

Listen and point.

3<sup>rd</sup> 7<sup>th</sup> 28<sup>th</sup> 19<sup>th</sup> 1<sup>st</sup> 12<sup>th</sup> 22<sup>nd</sup> 31<sup>st</sup> 20<sup>th</sup> 15<sup>th</sup>

**3 Listen and read. Say the special day.** 129

- Students listen and read the dates. Then they look on the calendar to find the special day for that date. Ask students to put up their hand when they know, before you call on an individual to answer.

**ANSWERS**

- Turtle day
- International firefighters' day
- Drawing day
- Water a flower day
- Frog jumping day
- Buy a musical instrument day
- Different-colour shoes day
- Head teachers' day

**4 Which special days do you know? When are they?**

Communication

- Ask students to discuss the questions in pairs. Ask them to work out the answers using a calendar if necessary.

**CROSS-CURRICULAR NOTE** **The calendar**

- People have been using calendars for thousands of years. The first calendars were based on the movements of the sun and moon. Calendars were used all over the Ancient World. The Egyptians, the Chinese, the Mayans and many other civilizations used different calendars to organize their year.
- The calendar used internationally today is the Gregorian calendar, introduced in Europe in 1582. The names of the months are based on Roman gods, for example, *Mars – March*; emperors, for example, *Julius Caesar – July*; and Latin numbers, for example, *September – the seventh month of the Roman year*.

## Activity Book page 75

### 1 Listen and circle. 130

#### ANSWERS

1 7<sup>th</sup> 2 2<sup>nd</sup> 3 3<sup>rd</sup> 4 21<sup>st</sup> 5 4<sup>th</sup> 6 8<sup>th</sup>

### 2 Listen and write the letters on the calendar. 131

#### Audio transcript

- A** Look at this calendar. July has some interesting special days!  
**B** Yes, it does. International Reggae Day is on the 1<sup>st</sup> of July.  
**A** Reggae music is great! Oh, and Chocolate Day is on the 7<sup>th</sup> of July!  
**B** Yum! My favourite day! Look! International Rock Day is on the 13<sup>th</sup> of July.  
**A** Rocks have got a special day! That's funny!  
**B** I know! And World Snake Day is on the 16<sup>th</sup> of July.  
**A** Hmm ... I don't like snakes very much. They're a bit scary. But World Emoji Day is fun!  
**B** World Emoji Day?  
**A** Yes. It's on the 17<sup>th</sup> of July.  
**B** What's this one? Moon Day. Moon Day is on the 20<sup>th</sup> of July every year.  
**A** That's right. And Cousins' Day is on the 24<sup>th</sup> of July. I've got two cousins.  
**B** I've got lots of cousins! There's one more special day. International Tiger Day is on the 29<sup>th</sup> of July.  
**A** Oh, that's good. I like tigers. They're amazing!

#### ANSWERS

1 <sup>st</sup> International Reggae Day	h
7 <sup>th</sup> Chocolate Day	b
13 <sup>th</sup> International Rock Day	d
16 <sup>th</sup> World Snake Day	e
17 <sup>th</sup> Emoji Day	c
20 <sup>th</sup> Moon Day	a
24 <sup>th</sup> Cousins' Day	g
29 <sup>th</sup> International Tiger Day	f

### 3 Write dates which are special for you. Critical Thinking

#### ANSWERS

Students' own answers

#### TIP Curriculum link

If the students are learning about time and dates in another lesson, such as history or science, they could do some research online about clocks and time-telling devices in the past, for example, sundials, candle clocks and water clocks from the Middle Ages. Encourage students to share this information with the rest of the class.

### 4 Make a class birthday calendar for your classroom. Creativity

#### KEY COMPETENCES Digital learning

Students could use a computer to make a birthday calendar for the class, and choose a picture or a photo for the birthdays of everyone in the class.

## Lesson 7 Literacy: a traditional story

### Lesson Objectives

Familiarize students with a specific text type: a traditional story.

Choose a good summary and ending of a story.

Encourage predictions about a story.

Discuss the importance of respecting other people.

### Language

New: *farmer*, (someone's) *turn* (n) (passive), *barn*, *straw*, *setting*, *dialogue*, *respect*

Review: *build*, *fill*, *horse*, *strong*

### Warm up

Discuss different types of stories and find out which types are the most popular, and why.

## Class Book page 84

### 1 BEFORE YOU READ Look at the pictures and guess. Where is the story from? Who are the characters in the story?

#### ANSWERS

Students' own answers

### 2 Read and listen to part 1 of the story and check your ideas. 132

- Ask the students to read and listen and then check their ideas with a partner. You could show them where Latvia is on a world map first.

### 3 What do you think happens next? Critical Thinking

- Ask students to work in pairs and think of what happens next in the story. Listen to their answers, but don't tell them if they are right or wrong yet.

#### CULTURE NOTE Latvia

Latvia is a country in the Baltic region of Northern Europe, situated on the Baltic Sea. It is bordered by Estonia, Lithuania, Russia and Belarus. It has 1,957,200 inhabitants. About a third of the population lives in the capital, Riga. Formerly part of the Soviet Union, it is now a democratic country, part of the European Union and NATO. The official language is Latvian, although many people also speak Russian.

**OUR VALUES** Focus the students on the *Our Values* feature. Tell them what it says, and use the picture as an example of accepting that we are all different and respecting each other, for example, people who like different food, look different or speak a different language.

### 4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

## Activity Book page 76

### 1 Read the story on Class Book page 84 again. Tick ✓ the information you can find.

- Draw students' attention to the *Look!* box before they complete the activity.

#### ANSWERS

- 1 characters ✓ 2 a beginning ✓ 3 a setting ✓  
4 pictures ✓ 5 a dialogue ✓

### 2 Read and choose the best summary of part 1 of the story.

- Ask students to tell you the events in the story and read the two summaries. They choose which one is the best. Ask them to say why (the information in b is incorrect, as the second son doesn't win).

#### ANSWER

a ✓

### 3 Plan your idea for the end of the story. Draw. Then read, complete and tick ✓. Critical Thinking

#### ANSWERS

Students' own answers

## Lesson 8 Culture

### Lesson Objectives

Practise listening for gist and specific information.

Raise awareness of traditional stories.

Have students complete a traditional story from their country.

### Language

New: *candle, ready, dark*

Review: *clever*

### Warm up

Review the vocabulary from Lesson 4. Play *What's missing?* from the Ideas bank on page 135 with the Unit 7 furniture and objects flashcards.

## Class Book page 85

### 1 Listen to part 2 of the story. 133 Answer. Who does the farmer give the barn to?

#### Audio transcript

So, the next morning, it was the third son's turn. The farmer said to himself, 'My third son isn't very strong. How can he fill the barn in one day? Look at him! He isn't trying to fill the barn. He isn't working. He's reading!' But the third son was happy. 'I've got a very good idea,' he said to himself. 'I've got lots of time to fill the barn.' At six o'clock in the evening, the farmer said to the third son, 'What about the barn?' 'It's dark now!' said his brothers. 'Don't worry,' said the third son. 'I'm ready now. Come on! Let's go to the barn.'

When they were in the barn, the farmer said to his third son, 'But you haven't got anything to fill the barn!'

'Yes, I have,' said the third son. 'I've got this.' There was a very small candle in his hand.

The farmer was very angry. 'That small candle can't fill the barn,' he said.

'Yes, it can,' said the third son. 'It can fill the barn with light. Look!'

And it was true. The barn was full of yellow light.

'Ooh!' said the farmer. 'Yes! The barn IS full. You aren't very strong, but you're a very clever son. You can have the barn.'

#### ANSWER

His third son, because he was clever.

### 2 Listen again. 133 Answer the questions.

#### ANSWERS

- 1 He reads all day.
- 2 At six o'clock in the evening.
- 3 Because he's ready to show his father what he's filled the barn with.
- 4 He's got a candle.
- 5 He fills the barn with yellow light.

### 3 Which traditional stories are from your country?

#### Communication

#### ANSWERS

Students' own answers

### KEY COMPETENCES Civil and social competence

Ask students to tell you any traditional stories they know. Ask them who told them the stories and if they think the stories have a moral, and what the moral could be. For example, in the *Three Brothers* story, the moral could be about thinking carefully about a problem before acting.

### 4 Complete the activities.

- Students complete the activities in the Activity Book.

## Activity Book page 77

### 1 Complete part 1 of the table about the traditional story.

#### ANSWERS

Where the story is from: Latvia

The title: The Three Brothers and the Barn

The setting: a farm

The characters: a farmer and his three sons

What happens at the beginning: The farmer asks his sons to help him build a barn.

What happens at the end: The third son fills the barn with light.

### 2 Choose a traditional story from your country. Complete part 2 of the table.

#### ANSWERS

Students' own answers

### 3 Use your notes to write about your story.

## Lesson 9

### Writing

#### Lesson Objectives

- Present a blog post about a special weekend.
- Practise a specific writing sub-skill: apostrophes for possession with plural nouns.
- Have students plan and write a blog post about their special weekend.

#### Language

Review vocabulary: places vocabulary, *in my bedroom, next to the lamp, in the drawer, behind the curtains, in front of the fireplace, on (your) rug, footprints*

Review grammar: questions and short answers with the past simple of *be*

#### Warm up

Play *Simon says* from the Ideas bank on page 136.

#### Activity Book pages 78–79

##### 1 Read and listen to Lily's post. 🎧 134 Tick ✓ her answer to the Big Question.

#### ANSWER

We can be outdoors all day.

##### 2 Read and number Lily's day in order.

#### ANSWERS

- 1 She was at her cousins' house.
- 2 She was in the forest with lots of trees.
- 3 She was at a lake in the sun.
- 4 She was on top of a mountain.
- 5 She was at the farm again.

##### 3 Read *The Big Write tip*. Find and circle the apostrophes to show possession in Lily's post.

#### ANSWERS

My parents' jobs, my cousins' house, my cousins' dog, my cousins' house

##### 4 Plan and write a post about a special weekend.

#### Creativity

#### ANSWERS

Students' own answers

**COMMUNITY TASK** Working in small groups, students can write their texts neatly on plain paper and illustrate them with drawings or photos. Together they can arrange their texts onto card to create a tourist guide for display.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *Why are weekends special?*

Complete a self-evaluation activity.

#### Language

Review: language from the unit

#### Warm up

Play the review game, *Basketball*, on the Classroom Presentation Tool, or ask the students to choose one of the flashcard games from the unit to play.

#### Class Book page 85

##### 1 Watch and answer the questions on the review video. ▶

#### Video transcript

See page 146.

#### ANSWERS

See Video transcript.

##### 2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

#### ANSWERS

food, go, Friends, special, books, outdoors

##### 3 Ask and answer. Communication

##### 4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

#### Activity Book page 79

#### My Unit Review

- Ask students to complete the self-evaluation activities individually.

#### Unit 7 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

# 8

# How can we explore the past?

## Lesson 1

### The Big Question

#### Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about old films.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /p/ and /b/.

#### Language

Review: present simple, adverbs of frequency

#### Warm up

Play *Time machine* from the Ideas bank on page 138.

#### Class Book pages 86–87

##### 1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the Big Picture and tell you their ideas about what they can see in the picture. Prompt them by asking questions such as *Why is the photo in black and white? What's the man doing? What can we learn from the cars and the clothes?*

#### ANSWERS

- How can we explore the past?
- Hugo, Tess, Ben, Mason, Nika
- Suggested answers: a man hanging from a clock in a city in the past, a boy looking at photos with his grandfather, a wedding in the past, a collection of faces (possibly showing people from the same family), a castle

##### 2 Which things do you see in the Big Question video? Watch then say. ▶

#### Video transcript

See page 146.

#### ANSWERS

a red bus, a train, a motorbike, an old car, a guitar, an old camera

##### 3 What are your answers to the Big Question?

#### Critical Thinking

- Ask students to remember Hugo's answer to the Big Question. Then ask them for their own answers to the question. Allow them to answer in their own language if necessary, repeating their answer back in English.
- Write their suggestions on the poster, or invite students to write their own. Remember, there are no wrong answers!

#### SUGGESTED ANSWERS

We can look at old photos. We can watch old films. We can talk to people in our family. We can visit old buildings. We can read history books. We can find information on the internet.

##### 4 Answer the Quick Poll.

#### ANSWERS

Students' own answers

##### 5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

#### Activity Book page 80

##### 1 REMEMBER THE VIDEO Read and circle the correct words.

#### ANSWERS

1 old 2 different 3 cars 4 silent 5 bigger

##### 2 Read and tick ✓ the true sentences.

#### ANSWERS

1 ✓ 2 ✓ 3 X 4 X

##### 3 Listen and read. ▶ 135 Then say it as fast as you can.

- Play the recording for students to listen and read. Then students take turns to say the tongue twister as fast as they can.

##### 4 Write two more lines for the tongue twister. Choose a word from the boxes. Then read aloud.

#### Creativity

#### ANSWERS

Students' own answers

#### KEY COMPETENCES Learn to learn

In some countries, students will have difficulty distinguishing between the *p* and *b* sounds. Both sounds are made at the front of the mouth, but *b* is voiced and *p* is voiceless. Demonstrate this by placing your hand on your throat while making each sound. Encourage students to do the same. Ask students to work in pairs. They read the tongue twister again, placing a hand to the front of their neck. Ask if they can feel the difference between the *p* and *b* sounds.

## Lesson 2

### Vocabulary and song

#### Lesson Objectives

Present and practise vocabulary for features in a town or the country.

Listen to and sing a song about a town in the present and the past.

Encourage students to describe where they live.

#### Language

New: features in a town and the country: *wood, street, field, pavement, flats, shopping centre, gate, motorway, path, farm*

Review: *There are some / aren't any fields. There's / isn't a wood.*

#### Warm up

Ask students what they remember about Hugo's video from the previous lesson. Prompt with questions if necessary, e.g. *What's the city in Hugo's film? What year is it? What's in the film?*

#### Class Book page 88

##### 1 Which things can you see in a town, and in the country? Critical Thinking

#### ANSWERS

Students' own answers

##### 2 Listen, point and repeat. 136 Compare your list with Tess's.

#### ANSWERS

Students' own answers

##### 3 Say which things are in the town or in the country.

#### SUGGESTED ANSWERS

Town: street, pavement, flats, shopping centre, motorway

Country: wood, field, pavement, gate, path, farm

##### 4 Listen and sing. 137

- Play the song for students to listen and sing.

#### KEY COMPETENCES **Social and civic competences**

Ask students to look at the picture and the words of the song again. What's special about the boy's relationship with his grandpa? What does he learn from him? Discuss the role older generations play in our lives and what makes their relationship with us special. Ask students if they often spend time with their grandparents. What do they enjoy doing together? What do their grandparents teach them?

##### 5 Describe where you live. 138 Communication

- Ask students to work in pairs. They take turns to describe the place where they live using *There's / isn't* and *There are / aren't* ...

#### Activity Book page 81

##### 1 Complete the crossword and find the missing place. Critical Thinking

#### ANSWERS

Down: 1 gate 2 path 3 motorway 4 field

Across: 2 pavement 4 flats 5 wood 6 street

7 farm

There isn't a shopping centre.

##### 2 Circle the correct verbs and complete the words from activity 1.

#### ANSWERS

1 are, streets

2 are, flats

3 isn't, farm

4 aren't, fields

5 is, shopping centre

6 isn't, path

7 is, motorway

## Lesson 3

### Grammar

#### Lesson Objectives

Present past simple sentences with *There was / wasn't / were / weren't*.

Help students to make sentences about a town in the past.

Generate descriptions of towns in the past.

#### Language

New: *There was a (wood). There wasn't a (shopping centre). There were some (fields). There weren't any (flats).*

#### Warm up

Play the Unit 8 Lesson 2 flashcard game from the Classroom Presentation Tool to review vocabulary for features in towns and cities. Alternatively, play *Can you remember?* from the Ideas bank on page 135.

#### Class Book page 89

##### 1 Listen, read and look at the picture. 139 Is Tess's town the same or different today?

#### ANSWER

Tess's town is different today.

#### TIP Speaking practice

Ask students to work in pairs to practise the dialogue from activity 1.

##### 2 Listen and follow. 140 Say true sentences about Tess's town in the past.

#### Audio transcript

A There was a farm.

B There was a gate.

A There wasn't a shopping centre.

- B There were some fields.
- A There were some pavements.
- B There weren't any flats.

**TIP Mixed-ability teaching**

- Before playing the recording, put the following flashcards on the board: farm, gate, shopping centre, field, pavement, flats. Ask students to write the words in their books.
- Play the recording once for students to listen and put a tick or cross next to each thing.
- Play the recording a second time for students to follow the sentences in the table.
- For the second part of the activity, ask less confident students to recreate the sentences on the recording, using the information in their notebooks.
- More confident students make sentences about all of the features, using the information in their notebooks and from the dialogue in activity 1.

**3 Look, listen and read.** 🎧 141

- Play the recording for students to listen and follow.

**4 Play the game.** Communication

- Students play the game in pairs.

**Activity Book** page 82

**1 Look at the grammar table on Class Book page 89 and match.**

**ANSWERS**

1 b 2 a

**2 Jane's auntie is talking about her town in the past. Listen and tick ✓ or cross X the places.** 🎧 142

**Audio transcript**

- A When I was young, the town was different. It was smaller.
- B Were there any shops?
- A Yes, there were. There were lots of shops, but there wasn't a big shopping centre. The shopping centre is new. Where the shopping centre is now, there was an old farm with lots of fields.
- B Were there any animals in the fields?
- A Oh yes, there were lots of cows and sheep in the fields.
- B What about the motorway?
- A There wasn't a motorway here when I was young. There was a road, but the motorway is new.
- B What about these flats?
- A There were lots of houses and there were some flats, too. These flats are old. This was my mum and dad's flat.
- B Wow! This was your mum and dad's flat?
- A Yes, it was.

**ANSWERS**

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

**3 Look at the map. Complete the sentences with was, wasn't, were or weren't.**

**ANSWERS**

1 was, wasn't 2 were, weren't 3 was, wasn't  
4 were, weren't

**4 Write sentences about the map in activity 3.**

**ANSWERS**

- 1 There were some pavements.
- 2 There were some houses.
- 3 There wasn't a hotel.
- 4 There was a wood.
- 5 There were some gates.
- 6 There weren't any motorways.

**Extra Grammar Practice Activity Book** page 111

**1 Choose and write true sentences about your school.**

**ANSWERS**

Students' own answers

**2 Write about your journey to school today. Use some of these words.** Critical Thinking

**ANSWERS**

Students' own answers

**3 Tell your partner about your journey to school today.** Communication

- Students work in pairs, taking turns to tell each other about their journey to school, using the text in activity 2.

**Grammar Reference Activity Book** page 119

**Circle the correct words.**

**ANSWERS**

1 was 2 any 3 were 4 wasn't 5 was 6 some

**Lesson 4 Vocabulary and story**

**Lesson Objectives**

Present and practise vocabulary for life events.

Encourage discussion of what students want to do in their lives

Present a story about a year in the past.

**Language**

New: life events: *live in a house, study, travel, work, marry, raise a family*

**Warm up** 🎧 137

Play the song from Lesson 2 again, encouraging students to join in. If you like, choose a song activity from the Ideas bank on page 136.

## Class Book pages 90–91

### 1 Which things do many adults do in their lives?

**Critical Thinking**

### 2 Listen, point and repeat. 143

### 3 Say which things you want to do in your life.

### 4 BEFORE YOU READ Look at the pictures. What year do you think it is in this world?

- Ask students to work in pairs to look at the pictures and try to guess what year it is. You can help them by getting them to look at the cars, clothes and what people are doing.
- Ask some of the students to share their ideas with the class. Encourage them to give reasons for their ideas.

### 5 Listen, read and check your ideas. 144

**ANSWER**

The year is 1966.

### 6 AFTER YOU READ Watch the story video. Complete the activities.

## Activity Book page 83

### 1 REMEMBER THE STORY Look and number. Then write the words. Circle the verbs from the story.

**ANSWERS**

1 travel 2 work 3 live in a house 4 marry  
5 raise a family 6 study

### 2 Read and write *True* or *False*.

**ANSWERS**

1 True 2 False 3 False 4 True 5 True 6 False

### 3 Which old things can you see in the story? Tell your partner. **Communication**

## Lesson 5 Grammar

### Lesson Objectives

- Present superlative, past simple regular verbs.
- Enable students to make sentences about the life of someone they know.
- Encourage discussion about students' lives in the past.

### Language

New: past simple: *I lived / didn't live in a house. He lived / didn't live in Littleton. She worked / didn't work in a shop.*

### Warm up

Play the Unit 8 Lesson 4 flashcards game on the Classroom Presentation Tool. Alternatively, play *What's missing?* from the Ideas bank on page 135. Use the life events flashcards.

## Class Book page 92

### 1 REMEMBER THE STORY Which sentence isn't in the story?

**ANSWER**

3 My mum worked in a shop.

### 2 Look at the sentences from the story. Choose and say.

**ANSWER**

b The sentences are about the past.

### 3 Listen and follow. 145 Make true sentences about an older person you know. **Critical Thinking**

### Audio transcript

- A I lived in a house.  
B He travelled by bus.  
A She worked.  
B I didn't marry.  
A He didn't study.  
B She didn't raise a family.

**ANSWERS**

Students' own answers

### TIP Mixed-ability teaching

Extend activity 3 for more confident students by asking them to make sentences about a second person they know.

### TIP Mixed-ability teaching

Before students begin the speaking task in activity 4, ask less confident students to look at the verbs in the box and think about what the past simple forms are. Tell them to be careful with the verb *tidy up*, reminding them of the spelling rule. Write the verbs on the board if necessary.

### 4 Talk about your life two years ago. Then talk about your friend. **Communication**

### TIP Extra practice

Play *Cloudburst* using the Classroom Presentation Tool. Alternatively, play *Correct me!* from the Ideas bank on page 138.

## Activity Book page 84

### 1 Listen and tick ✓. 146

### Audio transcript

- 1 A Tell me about when you were young, Grandpa.  
B When I was young, I lived in the tall flats next to the river.  
A The flats I see on the way to school?  
B Yes.
- 2 B At school, I wasn't very good at maths or science, but I was good at history. I really liked history, and I studied a lot. I read all kinds of books about history. They were really interesting.  
A I really like history, too. I can find lots of information on the internet.

- 3 B There weren't any computers when I was a boy. In my free time, I practised my guitar. I played in a band with my brother at the weekend. He played the drums. Your grandma was in the band, too. She was the singer!
- A Grandpa, that's great!
- 4 B I married the singer in my band! And your grandma and I raised a wonderful family.

**ANSWERS**

1 b 2 a 3 b 4 a

**2 Complete the sentences about the pictures in activity 1.**

**ANSWERS**

- 1 didn't live, lived  
 2 liked, didn't like  
 3 didn't play, played  
 4 married, didn't marry

**3 Complete the sentences.**

**ANSWERS**

Students' own answers

**Extra Grammar Practice Activity Book** page 111

**1 Write true sentences about yesterday.**

**ANSWERS**

Students' own answers

**2 Tell your partner what you did yesterday.**

**Communication**

**ANSWERS**

Students' own answers

**Grammar Reference Activity Book** page 119

**Complete with the correct verb form.**

**ANSWERS**

- 1 didn't raise 2 lived 3 married 4 didn't walk  
 5 travelled 6 didn't work

**Lesson 6**  
**Cross-curricular**

**Lesson Objectives**

- Present a text about a family tree.  
 Facilitate use and interpretation of a family tree.  
 Present vocabulary related to the family tree.

**Language**

- New: *grandson, granddaughter, grandparents, parents*  
 Review: family members

**Warm up**

Brainstorm the names of different family members that students know (*mum, dad, brother, sister, grandpa, grandma, uncle, auntie, cousin*).

Ask students if they can remember what was in Lucky's egg in the story. (Ben's family tree) Tell students that they are going to learn about family trees in today's lesson.

**Class Book** page 93

**1 Look at the family tree and find Mason.**

**ANSWER**

Mason is at the bottom, in the centre, next to his sister, Grace.

**KEY COMPETENCES** Learn to learn

- Family trees provide an interesting way for students to look at history, which they can easily relate to. In order for students to extract information from family trees, they need to fully understand how they work.
- Ask students to focus again on the family tree in their books. Explain to students that we read family trees from the bottom, upwards; the youngest generation is at the bottom, and we move upwards to look at older generations. Draw attention to the way that sibling and married relationships are shown in the family tree.
- Ask questions about some of the characters in the family tree to make sure that students fully understand how to interpret it, e.g. *Who's Mason's sister? Who are his parents? What are his uncles / aunties called? How many grandparents does he have? Who are his cousins?*

**2 Read the information on the family tree. Then read the questions and say.**

**ANSWERS**

- 1 Suzy  
 2 Olivia and Grace  
 3 Suzy  
 4 John  
 5 Mark  
 6 Mason, Grace and Adam  
 7 Michelle and Andy  
 8 Janet

**3 Make three new questions about the family tree for your class.** **Communication**

**Activity Book** page 85

**1 Complete the labels.** **Critical Thinking**

**ANSWERS**

- 1 Family Tree 2 parents 3 grandparents 4 grandson  
 5 granddaughter

**2 Read and circle the correct words.** **Critical Thinking**

**ANSWERS**

- 1 children 2 granddaughter 3 cousins 4 grandson

### 3 Listen and say. 🎧 147

#### Audio transcript

- 1 A John is Lucy's ...  
B grandpa.  
2 A Lucy is Edward's ...  
B cousin.  
3 A Helen is Edward's ...  
B auntie.  
4 A Leo is John and Ethel's ...  
B grandson.  
5 A Robert is Edward and Lucy's ...  
B uncle.

#### ANSWERS

1 grandpa 2 cousin 3 auntie 4 grandson 5 uncle

### 4 Draw your family tree and describe somebody in your family. **Creativity**

#### TIP Curriculum link

Students' family trees can be used to help them relate historical events to the lives of people they know. Ask students to choose an older member of their family from the tree. For homework, students find out the years of important events in the life of that person, e.g. *Grandma Helen: born 1945; studied from 1949–1960; married Grandpa Derek in 1967 ...* They then find out historical events that happened during these years or periods of time, e.g. *1945: the Second World War ends; 1960: John F Kennedy became president of the USA.*

## Lesson 7

### Literacy: an email

#### Lesson Objectives

- Present an email about a castle in Slovenia.
- Look at the features of an email and find some specific information in it.
- Discuss the value of helping in the community.

#### Language

Review: present simple, past simple, *There is / There are*

#### Warm up

Play *Pictures in a line* from the Ideas bank on page 137 using the vocabulary for features in the town and country.

### Class Book **page 94**

#### 1 BEFORE YOU READ Look at the photos. Would you like to visit this historic building? Why?

#### ANSWERS

Students' own answers

#### 2 Ask a question about the building. **Critical Thinking**

- Ask students what they would like to know about the castle. To help students think of possible questions, you can give them a few ideas, e.g. *Who lived in the castle? How old is the castle?* Write the questions on the board.

- After students have listened and read the text, refer back to their questions and encourage them to tell you which questions the text answered. Tick the questions that were answered.

#### ANSWERS

Students' own answers

#### KEY COMPETENCES Learn to learn

Asking students to think up their own questions generates greater interest in the topic and helps them to become independent and inquisitive learners. Some students, however, may need a little guidance and encouragement to get started. Appeal to students' sense of imagination by asking them to think about what might be inside the castle, what the castle may have been like in the past and the type of people who may have lived there.

### 3 Read and listen. 🎧 148 Does the email answer your question?

#### ANSWERS

Students' own answers

#### 4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

**OUR VALUES** Ask students to look at the *Our Values* feature for the lesson. Conduct a classroom discussion and encourage them to think about why it is important to look after historical places and what we can do to look after them. Encourage students to tell you whether they have been to a castle or historical site.

### Activity Book **page 86**

#### 1 Read Nika's email on Class Book page 94 again. Tick ✓ the correct words to complete each sentence.

#### ANSWERS

1 a 2 b 3 c 4 a

#### 2 Write the sentences under the correct picture.

#### ANSWERS

castle: Important people lived here in the past. It's more than 800 years old. It's a museum now.  
cave: Lots of bats live here. You can't visit it from October to April.

#### 3 Look at the email again and find four verbs in the past tense. Write.

#### ANSWERS

asked, lived, visited, climbed

**KEY COMPETENCES Learn to learn**

- Finding examples of target grammar in a text helps students to see how it is used in real life. Authentic texts often contain more than one tense, and as students will see from Nika's email, switching between the past simple and present simple can show how events in the past have shaped what we see today.
- You may wish to bring in descriptions of other places with an interesting past. Ask students to draw out past simple sentences that give us information about the place's history and present simple sentences that tell us about what the place is like today.

## Lesson 8

### Culture

**Lesson Objectives**

- Practise listening for gist and specific information.
- Encourage extraction of information from an email.
- Prepare students to complete a text about a historical building.

**Language**

Review: present simple, adverbs or frequency

**Warm up**

Ask students what they remember about Nika's email from the previous lesson. Prompt with questions such as *What does Nika describe in her email? How old is the castle? What lives in the cave?*

**Class Book** page 95**1 Listen to Nika.** 149 **Answer.****Audio transcript**

My family and I visited Predjama Castle last year. It was really great! In the castle you can see how life was in the past. We looked in the dining room and there was some old furniture inside. There was a big dining table and some chairs. The floor was made of wood and there was a wool rug, too. I didn't like the paintings on the walls very much! They weren't very colourful. They were very dark.

There were also models of people in the dining room. There were two women and a baby. Their clothes were from 800 years ago. One woman's dress was yellow and the other woman's dress was black. The baby's clothes were white.

I learned about the history of the castle, too. In the past, lots of important people lived there. There's an old story about a knight. He lived in the castle for a year and a day. He climbed up and down the secret path. His name was Erazem. People remember him at the festival at the castle in July.

**ANSWER**

Nika talks about the dining room.

**CULTURE NOTE Predjama Castle**

- Predjama Castle was built around 800 years ago under the high arch of a cave, to make access difficult. The knight Erazem Jamski (who, according to legend, was a Robin Hood figure who stole from the rich to give to the poor) used the castle as a hiding place from his enemies. He found and enlarged a natural shaft leading out of the castle so that food supplies could be brought in. This is the secret path that visitors can see today. Erazem was killed after a long siege, and the castle was left in ruins.
- At the start of the 16<sup>th</sup> century, the castle was rebuilt by the Purgstall family, only to be destroyed by an earthquake a few years later. The Renaissance-style castle that exists today was built in 1570.
- Today, the castle is a popular tourist attraction, hosting a medieval event every summer, with battle re-enactments, musicians and stalls. The celebrations include a food festival, where guests can sample medieval peasant dishes.

**2 Listen again.** 149 **Which of these things are in the castle today? Say.****ANSWERS**

- 1 a table and chairs    2 a wool rug    3 dark paintings  
4 old clothes

**3 Which historic buildings are in your country?****Communication**

- Before the students start this activity, you might like to get them started by giving them some ideas. You could show photographs or website images. Ask students to think about different kinds of historic buildings they can see in their country.

**4 Complete the activities.**

- Students complete the activities in the Activity Book.

**Activity Book** page 87**1 Complete part 1 of the table about Predjama Castle.****ANSWERS**

Name of building: Predjama Castle

Where is it? Near Postojna

How old is it? More than 800 years old

What was it in the past? A place where important people lived

What is it today? A museum

What can you see there? The castle, a cave, bats

What can you do there? Climb a path, visit the museum

## 2 Choose a historic building in your country. Complete part 2 of the table.

- Help students identify a historic building in their country and tell them to complete part 2 of the table.

### ANSWERS

Students' own answers

## 3 Use your notes to write about your historic building.

- Students complete the text about their historic building using the information from activity 2.

## Lesson 9 Writing

### Lesson Objectives

Present a blog post about a diary.

Practise a specific writing skill: using clauses with *When ...*

Prepare students to write their own diary for the previous week.

### Language

Review: past simple, short questions and answers with *Did ...*

### Warm up

Play *Who did it?* from Ideas bank page 136. Use activities with known past simple regular verbs, e.g. *played football, listened to music, watched TV, visited cousins*.

## Activity Book page 88

### 1 Read and listen to Noah's post. 🎧 150 Tick ✓ his answer to the Big Question.

#### ANSWER

We can read old diaries.

### 2 Write the answers. Use *Yes, he did.* or *No, he didn't.*

#### ANSWERS

- 1 Yes, he did.
- 2 No, he didn't.
- 3 No, he didn't.
- 4 Yes, he did.

### 3 Read *The Big Write tip*. Find and circle the *when ...* clauses in Noah's post.

#### ANSWERS

Paragraph 1: He's reading his diary from 1959,

when he was a boy.

Paragraph 2: On Sunday, he climbed trees with his cousins

when he was at his auntie and uncle's house.

Paragraph 5: When he finished school on Friday, he watched a film with his brother.

Paragraph 6: I like looking at Grandpa's diary with him, and finding out about when he was young.

## 4 Plan and write a diary post for last week. Here are some words to help you. Use the past simple.

### Creativity

**COMMUNITY TASK** Ask students to show their diaries to their family when they get home. They can translate what they have written if necessary.

## Lesson 10 The Big Question Review

### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *How can we explore the past?*

Help students to complete a self-evaluation activity.

### Language

Review: language from the unit

### Warm up

Play the *Wait for it!* review game on the Classroom Presentation Tool.

## Class Book page 95

### 1 Watch and answer the questions on the review video. ▶

### Video transcript

See page 146.

#### ANSWERS

See Video transcript.

### 2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

#### ANSWERS

films, photos, people, trees, buildings, diaries

### 3 Ask and answer. Communication

### 4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

## Activity Book page 89

### My Unit Review

- Ask students to complete the self-evaluation activities individually.

### Unit 8 Test

Students are now ready to do the unit test. See the Teacher's Resource Centre.

### End of Term and End of Year Tests

Students are now ready to complete the third End of Term test and the End of Year test. See the Teacher's Resource Centre.

## A café menu

### Lesson Objectives

- Plan the stages of a project.
- Design a menu for a café.
- Present your menu to the class.
- Complete a self-evaluation activity.

### Language

Review: *Wh-* questions, questions and short answers

### Warm up

Play *Draw* from the Ideas bank on page 137 to review food and drink types that children are familiar with.

## Class Book pages 96–99

### 1 Number the project stages in order in your notebook. Then look at pages 96–99 and check.

#### Critical Thinking

- Ask students to work in pairs to read the project stages and number them 1–6.
- Ask students to look through the project pages from page 96–99 and check their answers.

#### ANSWERS

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

## THINK ABOUT IT

### 2 Answer. Critical Thinking

#### ANSWERS

Students' own answers

### 3 Look at the picture and answer. Communication

- Divide the class into groups of four. They work together to answer the questions.

#### SUGGESTED ANSWERS

- Ice cream, fruit (apples, oranges, bananas, strawberries), sandwiches, a big a cake, cupcakes, biscuits, crisps, juice, water, fizzy drink, milk
- Students' own answers
- Students' own answers

## FIND OUT

### 4 Find out about favourite café food and drinks in your group. Make notes in your Activity Book.

- Ask students to stay in their groups of four. Each student chooses a different question from the list.
- Ask students to complete the notes in their Activity Books.

## Activity Book page 90

### 1 Complete part 1 of the questionnaire about favourite café food and drinks.

- Students complete part 1 of the questionnaire by writing questions for each of the types of food or drink that are illustrated next to their question in the Class Book. They can use the example as a model.

#### ANSWERS

Students' own answers

### 2 Ask and answer in your group. Complete part 2 of the questionnaire. Communication

- Ask students to write their food or drinks in the column on the left.
- Students take turns to ask their questions to the group. They record the number of students for each type of food or drink.

#### ANSWERS

Student's own answers

## Class Book page 97

## CHOOSE

### 5 Tell your group your information. Write ideas for food and drinks for your menu. Choose. Collaboration

- Ask students to share their findings from the questionnaire with the rest of their group. They discuss which food they should include in their menu.

## Activity Book page 90

### 3 Write ideas for food and drinks for your menu.

#### Critical Thinking

## Class Book page 98

### 6 Listen, look and point. Then listen and repeat. 151

#### Audio transcript

- Two pounds eighty
- 80p
- One pound twenty
- 70p
- One pound thirty-five
- One pound ninety
- Two pounds ten
- One pound

**7 Listen and follow.**  152 **Then ask and answer about the menu.**

**Audio transcript**

- A How much is an ice cream?  
B It's £1.35 (one pound thirty-five).  
A How much is orange juice?  
B It's £1.20 (one pound twenty).  
A How much are crisps?  
B They're 70p (pence).

**Class Book** page 99

**PLAN**

**8 Plan prices for the food and drinks on your menu. Make notes in your Activity Book.**

**Activity Book** page 91

**4 Complete the price list for your menu.**

- Students write down the different types of food and drink in their menu in the spaces provided, with the price next to each one.
- Look at the *Tip!* box with the class. Put some prices on the board, e.g. £1.75, £2.10, 75p, £3.60. Model them for students to repeat.
- Ask students to work in their groups. They take turns to read out different items of food and drink from the menu and say the price.

**Class Book** page 99

**MAKE**

**9 Choose a job. Make your café menu.** Creativity

**PRESENT**

**10 Present your café menu to your class. Then answer questions from your class.**

**Activity Book** page 91

**5 Read and tick ✓.**

- Ask students to complete the self-evaluation activities individually.

**SELF-EVALUATION** Discuss students' response to the self-evaluation activity as a class. Praise students for their good work and identify areas that need further practice.

**COMMUNITY TASK** Ask students to decide on a food or drink item they can bring into class for the English café day. Encourage them to choose items that will be easy for them to transport from home to school, e.g. cupcakes, fruit and vegetables, biscuits, bread rolls. With the class, choose a date for the English café day and ask them to bring in their chosen food.

# BRIGHT IDEAS Festival 1

## Christmas decorations

### Lesson Objectives

- Present and practise vocabulary related to Christmas.
- Encourage discussion about different types of Christmas decorations.
- Draw and describe a Christmas decoration.

### Language

New: *reindeer, Father Christmas, Christmas tree, snowman, candle, star*

### Warm up

Ask students about their favourite festival. You could help them by asking questions, e.g. *When is it? What do people do? What do people eat?*

Ask students what they know about Christmas. Brainstorm a list of things that students associate with the festival.

### Class Book page 100

#### 1 Read and listen. 153

- Play the recording for students to follow the text in their books.
- Discuss Christmas decorations with the class. Ask *Do a lot of people decorate their houses at Christmas? What decorations do people have? Do people always buy their decorations? What do you think you can make Christmas decorations with?*

#### CULTURE NOTE Christmas

- Christmas Day is on 25<sup>th</sup> December and is celebrated in Christian countries around the world. The tradition of decorating a tree at Christmas began in Germany and the Baltic States and can be traced back to the 15<sup>th</sup> century. The practice did not become common in Britain, however, until the 19<sup>th</sup> century, when Queen Victoria and her German husband, Albert, published an engraving of their family celebrating Christmas with a decorated tree.
- In past times, Christmas trees were decorated with edible treats, such as apple, nuts and other foods, and were lit by candles. Today, people usually decorate their trees with baubles, small ornaments, tinsel and strings of lights.

#### 2 Listen, point and say. 154

#### 3 Read. Say the decoration.

- Ask students to work in pairs. They take turns to read a description for their partner to say the decoration.

#### ANSWERS

- a Father Christmas   b Christmas tree  
c snowman   d star

#### 4 Answer. **Communication**

- Put students into pairs to practise the dialogue activity.

### Activity Book page 92

#### 1 Listen and colour. 155

#### Audio transcript

Find Father Christmas. Colour his hat and coat red.  
Colour the candle orange.  
The star is yellow. It's very bright.  
Colour the Christmas tree green. It's got some red decorations on it.  
The snowman looks good! Colour its hat blue and its nose orange.  
The reindeer is brown and it's got a red nose.

#### ANSWERS

Father Christmas: hat and coat – red  
candle: orange  
star: yellow  
Christmas tree: tree – green; decorations – red  
snowman: hat – blue; nose – orange  
reindeer: brown; nose – red

#### 2 Read. Then draw and colour the decorations on the Christmas tree.

- Ask students to read the instructions carefully and draw and colour the decorations on the tree.

#### 3 Draw a decoration you would like to make.

#### Creativity

#### 4 Write about your decoration.

- Students complete the text about the decoration they drew in activity 3.

#### ANSWERS

Students' own answers

## World Book Day

### Lesson Objectives

- Present and practise vocabulary related to books.
- Encourage discussion about books and authors.
- Complete a fact file about a favourite book.
- Write about a favourite book.

### Language

New: *cover, author, illustration, title, character*

### Warm up

Ask students what they think World Book Day is for. Encourage them to think why reading is important. You could start them off by asking them questions, e.g. *What can we learn about from books?*

Discuss students' thoughts about books with the class. Ask *Do you like reading? What kind of books do you like to read? What's your favourite book? Why?*

### Class Book page 101

#### 1 Read and listen. 156

##### CULTURE NOTE World Book Day

- World Book Day is a yearly event and is celebrated in over 100 countries. Its aim is to encourage children to read and enjoy books.
- In Britain, World Book Day is in March, but in different countries, it takes place at different times of the year. Schools often hold special events on World Book Day such as dressing-up competitions or book swaps (in which children bring in books they have read to swap for books they want to read).

#### 2 Listen, point and say. 157

##### ANSWERS

- cover
- author: E Nesbit
- illustration
- title: *Five Children and It*
- character: the four children, plus baby and 'It' illustrated on the cover

#### 3 Read. Say the title of the book.

- Put students into pairs. They take turns to read a description for their partner to say the title of the book.

##### ANSWERS

- b *Treasure Island*
- c *Winnie the Bold!*
- d *The Day of the Monster Pigeons*
- a *Alice's Adventures in Wonderland and Through the Looking Glass*

##### CULTURE NOTE Books

- Five Children and It* by E Nesbit, published in 1905: Five children discover a magical creature called a *Psammead* (the 'It' in the title) in a sand pit. They find out 'It' can grant them three wishes.
- Alice's Adventures in Wonderland* by Lewis Carroll, published in 1865: It tells the story of a young girl called Alice who falls through a rabbit hole into a fantasy world populated by strange talking creatures.
- Treasure Island* by Robert Louis Stevenson, published in 1883: It is an adventure story about sailing ships, pirates, a desert island and buried treasure. The main character is Jim Hawkins, and the pirate is Long John Silver.
- Winnie the Bold!* by Laura Owen and Korky Paul, published in 2015: The book has four more adventures for the character Winnie the Witch and her black cat Wilbur.
- The Day of the Monster Pigeons* by Steve Cole, published in 2011: It's the story of what happens when a flock of monster pigeons arrive at Freekham High School one day.

#### 4 Answer. Communication

##### ANSWERS

Students' own answers

### Activity Book page 93

#### 1 Look and write.

##### ANSWERS

1 author 2 cover 3 illustration 4 title 5 character

#### 2 Complete with words from activity 1.

##### ANSWERS

1 title 2 author 3 illustration, cover, characters

#### 3 Complete the fact file about your favourite book.

##### ANSWERS

Students' own answers

#### 4 Write about your favourite book.

- Students complete the text about their favourite book using the information from their fact file in activity 3.

##### ANSWERS

Students' own answers

#### 5 Design a cover for your favourite book. Label your cover. Creativity

## Cambridge English Qualifications A1 Movers

### Unit 1

#### Lesson Objectives

Prepare students for the Cambridge English Qualifications A1 Movers: Speaking Part 1 and Listening Part 1.

Practise exam skills in speaking and listening.

#### Language

Review vocabulary: activities

Review grammar: present continuous

#### Warm up

Play *Missing letters* from the Ideas bank on page 137. Use words and phrases from the activities from Unit 1, for example, *cycling over the bridge, taking a dance lesson*.

### Class Book page 102

#### 1 Listen. Choose picture A or B. 158

##### Audio transcript

- In this picture, two girls are doing judo.
- In this picture, two boys are skipping.
- In this picture, two girls are playing table tennis.
- Two girls are skateboarding in this picture.

##### ANSWERS

1 A 2 B 3 B 4 B

#### 2 Read and look at the pictures again. Say *True* or *False*.

##### ANSWERS

1 True 2 True 3 False 4 False

#### 3 Find eight differences in the pictures. Work in pairs. Take turns to say a sentence.

##### SUGGESTED ANSWERS

- In A there are two cyclists; in B there is one cyclist.
- In A there are two girls playing table tennis; in B there is no one playing table tennis.
- In A there is one girl in the boat; in B there are two girls in the boat.
- In A there is one person on a skateboard; in B there are five people on skateboards.
- In A there are three girls skipping together; in B two boys are skipping alone.
- In A no one is playing chess; in B two girls are sitting at a table, playing chess.
- In A two boys are playing basketball; in B two girls are playing basketball.
- In A it's cloudy; in B the sun is shining.
- In A two boys are doing judo; in B no one is doing judo.

### Activity Book page 94

#### 1 Look at the picture in activity 2. Tick ✓ the activities the people are doing.

##### ANSWERS

basketball, chess, judo, table tennis, skateboarding

**EXAM TIP** Tell students to look very carefully at the picture for a few minutes before they listen to the audio. They should think about what each person in the picture is doing. They then listen for the activities they can see, and discount the ones they hear about, but aren't in the picture.

#### 2 Listen and draw lines. There is one example. 159

##### Audio transcript

- A** Is this a picture of your class?  
**B** Yes. We were at a sports fair yesterday. We tried lots of different sports.  
**A** Where's Jim?  
**B** Oh, Jim is with Joe. They're playing basketball.  
**A** They're good! Has Jim got short blond hair?  
**B** Yes, that's Jim.

**Narrator** Can you see the line? This is an example. Now you listen and draw lines.

- A** Who is the girl playing table tennis?  
**B** Two girls are playing table tennis!  
**A** The tall girl with short hair and glasses. What's her name?  
**B** Oh, that's Sue.
- B** Can you see Matt?  
**A** I don't know Matt!  
**B** He's with Ava. Look! He's wearing a green T-shirt.  
**A** Oh, yes, I can see him. They're playing chess.  
**B** Yes, Matt likes chess!
- A** Are those people doing judo or karate?  
**B** Judo. The man is our new sports teacher. The boy is in my class. His name is Charlie. He's only ten, but he's good at judo!
- A** Who's the girl with the straight dark hair?  
**B** Is she cycling?  
**A** No, she isn't. She's skipping.  
**B** That's Vicky. Vicky loves skipping!
- B** Can you see Jack?  
**A** No! Where is he?  
**B** He's there. He's wearing a red T-shirt and he's skateboarding. He's got a new skateboard because it's his birthday.

##### ANSWERS

Lines should be drawn between:

- Sue* and the tall girl with glasses, playing table tennis.
- Matt* and the boy in the green T-shirt, playing chess.
- Charlie*, who is on the mat, doing judo.
- Vicky* and the girl skipping.
- Jack* and the boy on the skateboard.

## Unit 2

### Lesson Objectives

Prepare students for the Cambridge English Qualifications A1 Movers: Speaking Part 4 and Reading and Writing Part 1.

Practise exam skills in speaking, reading and writing.

### Language

Review vocabulary: daily routine activities, telling the time

Review grammar: present simple

### Warm up

Play *Choose and describe* from the Ideas bank on page 137. Use words and phrases associated with the activities from Unit 2, and others students are familiar with, for example, *watching TV, playing the piano*.

### Class Book page 103

#### 1 Listen. Identify the picture the boy doesn't talk about. 🎧 160

- Ask students to tell you about the pictures and the times, before playing the audio so that everyone is prepared.

#### Audio transcript

- A** Tell me about your daily routine, please, Jim.  
**B** On school days, I get up at seven o'clock.  
**A** Do you have a shower in the morning?  
**B** Yes, I do. I have a shower at half past seven. Then, at eight o'clock, I get dressed.  
**A** Do you go to school at nine o'clock?  
**B** No, I don't. I go to school at half past eight.  
**A** What time do you go to sleep?  
**B** I have dinner, and then I go to sleep at half past nine.

#### ANSWER

picture 4

#### 2 Read. Is the girl's school day the same as your day?

- Ask students to work individually and write down any examples about their school day which are different to the girls'. Students can compare their answers in pairs before feeding back as a class.

#### ANSWERS

Students' own answers

### 3 Practise the dialogue with a friend. Use your own answers.

**EXAM TIP** Tell students to add some extra information when they answer the questions. They shouldn't say just *Yes, I do.* or *No, I don't.* They could say something like *Yes, I do. Most days I have eggs for breakfast.* or *No, I don't. I don't eat breakfast before school.*

### Activity Book page 95

#### 1 Write the words in the table.

##### ANSWERS

Sports: karate, table tennis, sailing, swimming  
Rooms: kitchen, living room, bathroom, dining room  
Places: restaurant, museum, hospital, home

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

##### ANSWERS

- 1 a restaurant
- 2 a bathroom
- 3 a school
- 4 basketball
- 5 a bedroom

## Unit 3

### Lesson Objectives

Prepare students for the Cambridge English Qualifications A1 Movers: Speaking Part 1 and Listening Part 4.

Practise exam skills in speaking and listening.

### Language

Review vocabulary: numbers, clothes, instruments, people and family, places

Review grammar: present continuous, present simple

### Warm up

Play *Find the answer* from the Ideas bank on page 138.

## Class Book page 104

### 1 Listen. Choose picture A or B. 161

#### Audio transcript

- 1 It's sunny in this picture.
- 2 A man is playing the guitar in this picture.
- 3 A woman has got some cymbals in this picture.
- 4 A man has got a saxophone in this picture.

#### ANSWERS

1 A 2 B 3 B 4 A

### 2 Read and look at the pictures again. Say *True* or *False*.

#### ANSWERS

1 True 2 False 3 True 4 True

### 3 Find eight differences in the pictures. Work in pairs. Take turns to say a sentence.

#### ANSWERS

He's drinking water in Picture A, but he's drinking juice in Picture B.  
She's got a rabbit balloon in Picture A, but she's got a dog balloon in Picture B.  
There's a baby in Picture A, but there isn't a baby in Picture B.  
He's playing a drum in Picture A, but he's eating a sandwich in Picture B.  
He's taking a photo in Picture A, but he isn't taking a photo in Picture B.  
She's dancing in Picture A, but she's sitting down in Picture B.  
He's eating an ice cream in Picture A, but he's eating pizza in Picture B.  
The dog is sleeping in Picture A, but it's running in Picture B.

## Activity Book page 96

### 1 Look at the pictures in activity 2. Number the words.

#### ANSWERS

1C at school, 1B at the beach, 1A in the park  
2C my friends, 2A my family, 2B my grandparents  
3B the guitarist, 3C the drummer, 3A the singer  
4A ice cream, 4C popcorn, 4B pizza and a sandwich

**EXAM TIP** Focus students on the exam tip for this lesson. Ask them why they think looking at the pictures first might help them in a listening exam (or when listening in general). Explain that having an expectation of what we are likely to hear often helps us to better understand what we are listening to.

### 2 Listen and tick ✓ the box. There is one example. 162

#### Audio transcript

- 1  
A Hello Jim. What are you doing?  
B I'm at a music festival. It's great!  
A Oh, that sounds fun. Where is it?  
B It's in the park. It's called Festival in the Park.
- 2  
A Oh, great. Are you with your mum and dad?  
B No, I'm not. They're working today.  
A Oh, so are you with some friends?  
B No, I'm not. I'm with Grandma and Grandpa. They really like music. And Grandma's a great dancer!
- 3  
A Tell me about the band.  
B They're brilliant. There's a singer, a guitarist, a drummer and a pianist.  
A And who's your favourite?  
B I like the drummer best. She's amazing!
- 4  
A What about food? Is there anything nice?  
B Yes, there are lots of vans – you can have pizza, sandwiches, ...  
A Stop! You're making me hungry.  
B Well, listen to this. I'm eating an ice cream – it's chocolate, strawberry and vanilla!  
A Three scoops! That's amazing!  
B Oh, I must go. The band is starting. Bye!

#### ANSWERS

1 A 2 B 3 C 4 A

## Unit 4

### Lesson Objectives

Prepare students for the Cambridge English Qualifications A1 Movers: Speaking Part 3 and Reading and Writing Part 6.

Practise exam skills in speaking, reading and writing.

### Language

Review vocabulary: food, places to eat

Review grammar: present simple, adverbs of frequency, short questions and answers with *like*

### Warm up

Play *What's wrong?* from the Ideas bank on page 135.

### Class Book page 105

#### 1 Look. Which picture is the odd one out in set A and set B?

**EXAM TIP** Remind students that as well as identifying the odd one out in each set of pictures, they need to give a reason for their choice.

#### 2 Listen and check your answers. 163

##### Audio transcript

- A** Now, look at these four pictures. One is different. The pizza is different. A T-shirt, some shorts and a sweater are clothes. You wear them. You don't eat them. Now you tell me about these pictures. Which one is different?
- B** OK. The pineapple is different. The dog, the monkey and the lion are animals, but the pineapple isn't an animal.
- A** Very good.

##### ANSWERS

Set A: The pizza is the odd one out because you don't wear it.

Set B: The pineapple is the odd one out because it isn't an animal.

#### 3 Which picture is the odd one out? Why? Work in pairs.

##### ANSWERS

- 1 The dog is the odd one out because it isn't a fruit / it's an animal.
- 2 The boat is the odd one out because it isn't an animal.
- 3 The cat is the odd one out because it isn't a toy / it's an animal.
- 4 The balloon is the odd one out because you can't wear it / it's under the chair.

## Activity Book page 97

#### 1 Look at the picture in activity 2. Write the food you can buy at Delicious Dish Café.

##### ANSWERS

pancakes, noodles, pizza, yoghurt

**EXAM TIP** Focus students on the exam tip for this lesson. Remind students that they need to read the whole of the sentence or question carefully and make sure that they answer it fully.

#### 2 Look. Then read and write.

##### ANSWERS

- 1 You can buy pancakes, noodles and pizza. (Yoghurt can also be included as one of the food types.)
- 2 The girl with curly hair would like some noodles.
- 3 The girl with straight hair would like some pancakes.
- 4 No, there isn't.

##### POSSIBLE ANSWERS

- 5 The boy has got some water.
- 6 The boy has got some yoghurt.

## Unit 5

### Lesson Objectives

Prepare students for the Cambridge English Qualifications A1 Movers: Speaking Part 2 and Listening Part 1.

Practise exam skills for speaking and listening.

### Language

Review vocabulary: beach activities, adjectives

### Warm up

Play *Descriptions* from the Ideas bank on page 136. Use words associated with the beach from the unit and others that students are familiar with (for example, *sun cream, rocks, ball*).

### Class Book page 106

#### 1 Listen and say the number. 164

#### Audio transcript

- A** These pictures show a story. It's called 'A day at the beach'. In this picture, Fred and Sally are at the beach. There's a boat on the sea.
- A** Now you tell the story.
- B** In this picture, Fred wants to collect shells. But Sally doesn't want to collect shells. She isn't happy.
- B** In this picture, Sally wants to make a sandcastle. But Fred doesn't want to make a sandcastle. Now Fred isn't happy.
- B** In this picture, Sally is building a sandcastle. Fred has got some shells. He's putting the shells on the sandcastle. Fred and Sally are happy now.

#### ANSWERS

3, 1, 4, 2

#### 2 Match the sentences to the pictures in activity 1.

#### ANSWERS

A 4 B 1 C 2

#### 3 Talk about each picture. Work in pairs.

#### ANSWERS

Students' own answers

### Activity Book page 98

#### 1 Look at the picture in activity 2. Tick ✓ the things you can see.

#### ANSWERS

ice cream, a Frisbee, a bag, a camera, a dog, a T-shirt, shorts, a sandcastle, shells, a hat, a kite

#### 2 Listen and draw lines. There is one example. 165

#### Audio transcript

- A** Hello. That's a great sandcastle!
- B** Thanks. I love making sandcastles! Do you want to help?
- A** Yes, please.
- B** Cool! I'm Amy. And these are my friends. We're on a school trip.

**C** Can you see the line? This is an example. Now, listen and draw lines.

1

**A** Who's the girl with the white shorts?

**B** That's Sarah. She wants to collect shells for the sandcastle.

2

**A** Do any other friends want to help us make sandcastles?

**B** No. Fiona wants to fly her new kite. Look, she's over there, next to the sea.

**A** Is she the girl with the white bag?

**B** Yes. That's Fiona!

3

**A** Is that dog on the school trip, too?

**B** No, ha ha, but I think the dog is Millie's new friend.

**A** Is Millie the girl playing with the dog?

**B** Yes. The dog wants to play Frisbee with her!

4

**A** That boy wants to go fishing.

**B** Which boy?

**A** The boy next to the big rock pool. He's wearing a green T-shirt.

**B** Oh yes, that's Zak. Zak loves fishing.

5

**B** Look at Tom.

**A** Who's Tom? What's he doing?

**B** He's got a camera. He wants to take a photo.

**A** Oh yes, a photo of the sandcastle.

**B** Say 'Cheese!'

**EXAM TIP** Remind students that even if they are confident of their answers, they should always listen again carefully to check. It's easy to misinterpret information on a first listening.

#### ANSWERS

Lines should be drawn between:

1 *Amy* and the girl making the sandcastle.

2 *Sarah* and the girl in the white shorts.

3 *Fiona* and the girl with the kite in the white bag.

4 *Millie* and the girl with the Frisbee.

5 *Zak* and the boy with the fishing rod by the rock pool.

6 *Tom* and the boy with the camera.

## Unit 6

### Lesson Objectives

Prepare students for Cambridge English Qualifications A1 Movers: Speaking Part 4 and Reading and Writing Part 1.  
Practise exam skills in speaking, reading and writing.

### Language

Review vocabulary: animals, jobs, musical instruments  
Review grammar: superlative adjectives

### Warm up

Play *Choose and describe* from the Ideas bank on page 137.  
Use the categories sport, animals and jobs.

### Class Book page 107

#### 1 Listen. Identify the picture they don't talk about. 166

- Ask students to tell you about the pictures before playing the audio so that everyone is prepared.

#### Audio transcript

- A Can you tell me something about your friends?  
B Yes. I've got two good friends.  
A What are their names?  
B Vicky and Peter.  
A Are they in your class at school?  
B Yes, they are.  
A Do you see your friends after school?  
B Yes. We have music lessons together.  
A Oh. What do you play?  
B We play the guitar.  
A Are you good at playing the guitar?  
B No!  
A Do you see your friends at the weekend?  
B Yes. I go swimming with Peter.  
A Do you like swimming?  
B Yes, I do. It's fun!  
A What about Vicky? Do you play with her?  
B Yes, I do.  
A What do you do?  
B We play computer games. She's good at computer games.  
A Is she better than you?  
B I'm sorry. Can you say that again, please?  
A Is she better than you?  
B Yes ... sometimes!  
A Have you got any other hobbies?  
B I like dancing. I go to a dance class.  
A Great! Do Vicky and Peter go to your class?  
B No, they don't. I'm better at dancing than them!

#### ANSWER

picture 6

**EXAM TIP** Play the section about Vicky again (from *What about Vicky?* to *Yes ... sometimes!*). Ask students what the boy did when he didn't understand. (He asked the examiner to repeat the question.)

Focus on the *Exam tip!* box and look at the sentences from the recording together. Explain that students should ask the examiner to say something again if they don't hear or understand the first time.

#### 2 Read. What kind of information does she give about her friend Charlie?

#### ANSWERS

Charlie is eleven.  
Charlie is good at basketball.

#### 3 Practise the dialogue with a friend. Use your own answers.

### Activity Book page 99

#### 1 Write the words in the table.

#### ANSWERS

Animal: hippo, crocodile, mouse, penguin  
Instrument: flute, guitar, drums, recorder  
Person: hero, waiter, football player, teacher

**EXAM TIP** Remind students to read the instructions carefully for each part of the exam. They must make sure they follow them exactly and do everything they are asked.

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

#### ANSWERS

1 a flute 2 a whale 3 drums 4 a teacher  
5 an elephant

## Unit 7

### Lesson Objectives

Prepare students for Cambridge English Qualifications A1 Movers: Speaking Part 2 and Listening Part 2.

Practise exam skills in speaking and listening.

### Language

Review vocabulary: activities at the weekend, places

Review grammar: past simple

### Warm up

Play *What did you do on Sunday?* from the Ideas bank on page 138. Use words and phrases associated with the activities from Unit 7, and others students are familiar with, for example, *cycling through the woods, skipping in the park*.

## Class Book page 108

### 1 Listen and say the number. 167

#### Audio transcript

- A** These pictures show a story. It's called *Last weekend in the mountains*. ... Last weekend, Peter and Jill were in the mountains. Their dog was with them. It was a cold day. Now you tell the story.
- B** In this picture, Peter and Jill were happy because Dad was on one of the boats on the lake. Their dog was happy, too.
- B** In this picture, the dog wasn't next to Peter and Jill. It was in the lake! Peter and Jill were surprised.
- B** In this picture, Peter and Jill were on a boat. The dog was on the boat, too, but it wasn't happy. It was cold!

#### ANSWERS

2, 1, 4, 3

### 2 Match the sentences to the pictures in activity 1.

#### ANSWERS

A 1 B 4 C 2 D 3

### 3 Talk about each picture. Work in pairs.

#### SUGGESTED ANSWERS

- 1 Yesterday at the park, Charlie and Vicky had a kite. Some children at the park had skateboards.
- 2 Charlie and Vicky weren't happy. The kite wasn't flying / was on the ground.
- 3 It was raining. The children on skateboards were running out of the park.
- 4 Dad was there with an umbrella and a boat. Charlie and Vicky were playing with the boat on the lake.

## Activity Book page 100

### 1 Match.

#### ANSWERS

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

### 2 Listen and write. There is one example. 168

- Before they listen, ask students to look at the picture to find out what the conversation is about. Then ask them to look at the notebook and read the questions.

#### Audio transcript

**Narrator** Example

**A** Hello. Were you at the skate park at the weekend?

**B** No, I wasn't. I go to the skate park on Wednesdays.

**Narrator** The answer is 'Wednesday'. Now you listen and write.

1

**A** What time were you at the skate park last week?

**B** I was there after school, at half past three. I always meet my friend there.

2

**A** Were you with your friend Jack?

**B** No, I wasn't. I was with Kate. She's really good at skateboarding. She's very fast, and she can jump with her skateboard.

3

**A** And what's the name of the skate park?

**B** It's called Skate City.

**A** Is that 'C-I-T-Y'?

**B** That's right.

4

**A** Is the skate park on Forest Road?

**B** Yes, it is. It's opposite the playground.

5

**A** And what do you wear when you skateboard?

**B** Shorts and a T-shirt!

#### ANSWERS

1 three 2 Kate 3 City 4 playground 5 T-shirt

## Unit 8

### Lesson Objectives

Prepare students for Cambridge English Qualifications A1 Movers: Speaking Part 3 and Listening Part 3.

Practise exam skills in speaking and listening.

### Language

Review vocabulary: weather, features of towns and the country, family

Review grammar: present simple, past simple

### Warm up

Play *What's wrong?* from the Ideas bank on page 135. Use the categories of transport, animals and weather.

### Class Book page 109

#### 1 Look. Which picture is the odd one out in set A and set B?

#### 2 Listen and check your answers. 169

##### Audio transcript

- A** Now, look at these four pictures. One is different. This picture is different because it's raining. In the other pictures, it isn't raining – it's sunny! Now you tell me about these pictures. Which one is different?
- B** OK. This picture is different because the boy is on a farm in the country. The shopping centre, the café and the cinema are in a town, but the farm isn't in a town.
- A** Very good.

##### ANSWERS

- A** The picture with the rain  
**B** The picture of the farm

**EXAM TIP** Focus on the exam tip. Remind students that they must look carefully at all of the pictures, even if they think they know immediately what the answer is. If not, they are likely to make mistakes.

#### 3 Which picture is the odd one out? Why? Work in pairs.

##### ANSWERS

- The picture of the girl walking is the odd one out because she is riding her bike in the other pictures.
- The picture of the boy and girl swimming is the odd one out because they are in a boat in the other pictures.
- The picture of the car in the snow is the odd one out because it isn't snowing in the other pictures.
- The picture of the dog in front of the tree is the odd one out because the animals are behind the trees in the other pictures.

### Activity Book page 101

#### 1 Look at the pictures in activity 2. Then read the words and write the letters.

##### ANSWERS

marry E, a house B, the trumpet C, the street A, a doctor D, a cook F

#### 2 Mrs Jones is talking about her family. Which person does each picture show? Listen and write a letter in each box. There is one example. 170

##### Audio transcript

- A** Hello Mrs Jones. How are you?
- B** Hello. I'm fine, thank you. I'm looking at some old photos. Would you like to have a look? ... This was my parents' house. I lived in that house when I was a child.
- A** Was it in this town?
- B** No, it was in a small village.
- Narrator** Can you see the letter B? Now you listen and write a letter in each box.
- A** Ooh look! There's a photo of a wedding. I like weddings. Whose wedding was it?
- B** It was my daughter's wedding. She married a farmer, Jim. He's very handsome.
- A** Who's that?
- B** That's my grandson, Olly. He's always outdoors. He plays a lot in the street with the other children.
- A** He looks like you.
- B** And this is my uncle, Peter. He worked in a restaurant when he was younger.
- A** Was he a cook?
- B** Yes, he was. That's right.
- B** And this is my cousin, Jane. She studied very hard and now she works with children.
- A** Really? What does she do?
- B** She's a doctor. She works in the hospital near your school. She helps children get better.
- A** Why have you got a photo of a trumpet?
- B** That was my brother's trumpet. I played the guitar, but I wasn't very good. I didn't practise very much. My brother practised every day and he played the trumpet in a band. He was a very good trumpet player.

##### ANSWERS

- A** her grandson **B** her parents **C** her brother  
**D** her cousin **E** her daughter **F** her uncle

## Extra Practice 1

### Lesson Objectives

Prepare students for the Cambridge English Qualifications A1 Movers: Speaking Part 1 and Reading and Writing Part 3.

Practise exam skills in speaking, reading and writing.

### Language

Review vocabulary: activities, things you can do at the beach

Review grammar: present continuous, present simple, *good at doing*

### Warm up

Play *What's she doing?* from the Ideas bank on page 135. Use words and phrases associated with activities and musical instruments.

## Class Book page 110

### 1 Listen. Choose picture A or B. 171

#### Audio transcript

- 1 A woman is buying two ice creams in this picture.
- 2 The children are playing football in this picture.
- 3 A man is swimming in this picture.
- 4 A man is eating a burger in this picture.

#### ANSWERS

1 A 2 B 3 A 4 A

### 2 Read and look at the pictures again. Say *True* or *False*.

#### ANSWERS

1 True 2 False 3 False 4 False

### 3 Find eight differences in the pictures. Work in pairs. Take turns to say a sentence.

#### SUGGESTED ANSWERS

- 1 In A there are two cows; in B there are two horses.
- 2 In A there is a big gate in the fence; in B there is a small gate.
- 3 In A the boat is sailing towards the edge of the lake; in B it is sailing away.
- 4 In A a man is sailing in a boat; in B a woman is sailing in a boat.
- 5 In A two boys are playing Frisbee; in B they are flying a kite.
- 6 In A a man is looking at a map; in B a woman is looking at a map.
- 7 In A a girl is taking a photo; in B she is drawing in a notebook.
- 8 In A two people are having a picnic; in B there are three people having a picnic.

**EXAM TIP** Tell students to remember to talk about the place and the people when they are describing pictures. For example, *The boy is playing football in the playground.*

## Activity Book page 102

### 1 Look at the pictures in activity 2. Label the pictures using the words below.

#### ANSWERS

beach, photos, mountains  
uncle, rock pools, strong  
information, funny, sandcastles

### 2 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

#### ANSWERS

1 rock pools 2 photos 3 information 4 Uncle  
5 funny

### 3 Now choose the best name for the story. Tick ✓ one box.

#### ANSWER

Paul's summer holidays

## Extra Practice 2

### Lesson Objectives

Prepare students for Cambridge English Qualifications A1 Movers: Speaking Part 4 and Reading and Writing Part 4.  
Practise exam skills in speaking, reading and writing.

### Language

Review vocabulary: activities and places  
Review grammar: present simple, adverbs of frequency, *good at (doing)*, superlative adjectives

### Warm up

Play *The first letter* from the Ideas bank on page 136. Use words and phrases associated with families and weekend activities.

### Class Book page 111

#### 1 Listen. Identify the picture the girl doesn't talk about. 🎧 172

- Ask students to tell you about the pictures before playing the audio so that everyone is prepared.

#### Audio transcript

- A** Tell me about your family. Have you got a brother or sister?  
**B** Yes. I've got one brother and one sister.  
**A** What are their names?  
**B** Kate and Nick. We like playing video games together.  
**A** Do you go to any after-school clubs with your brother and sister?  
**B** Yes. We have judo lessons together on Wednesdays after school.  
**A** Are you good at judo?  
**B** Yes! I'm the best.  
**A** Do you do anything with your brother and sister at the weekend?  
**B** Yes. I often go to the cinema with Kate.  
**A** Do you like watching films?  
**B** Yes, I do. It's fun!  
**A** What about your brother, Nick? Does he like watching films?  
**B** No, he doesn't. He plays the keyboard at the weekend. He's in a band.  
**A** Do you listen to the band?  
**B** Yes, sometimes. I like listening to music.  
**A** Have you got any other hobbies?  
**B** I like painting. I go to an art class. I'm good at drawing pictures.  
**A** Great! Do your brother and sister go to your class?  
**B** No, they don't.

#### ANSWER

picture 6

#### 2 Read. What kind of information does he give about his brother and sister?

#### SUGGESTED ANSWERS

He gives their names, Tom and Helen.  
He says they often go for a walk in the countryside.  
He says they sometimes have a picnic or play Frisbee.  
His sister, Helen, is good at playing volleyball. She is the fastest in the team.  
His brother, Tom, isn't good at playing volleyball. He's good at using his imagination and writing stories.

#### 3 Practise the dialogue with a friend. Use your own answers.

- First, have students practise the dialogue in pairs as it appears on the page. Then they can substitute the boy's answers with answers of their own. You can do this as a class first, to offer more support if needed.

### Activity Book page 103

#### 1 Look at the picture in activity 2. Read the sentences and write *True* or *False*.

#### ANSWERS

1 True 2 True 3 False 4 False

#### 2 Read the text. Choose the correct words and write them on the lines.

#### ANSWERS

1 is 2 can 3 opposite 4 the 5 have

**EXAM TIP** Remind students to read the example answer very carefully. This will help them know what to do when they answer. For this activity, you can also tell the students to check their answers by trying the other two options in the space.

The Ideas bank below contains the notes for the warmer activities for *Bright Ideas* Level 3. These activities practise and reinforce the target language of the unit in a fun and engaging way. The main notes indicate where each one should be used to start the lesson, but you can also use them for extra practice where you choose.

## Flashcard games

### What's missing?

- Display the flashcards on the board. Point to each one in turn for the students to say the words. Give the class a few seconds to look at the cards and try to remember them.
- Tell the students to cover their eyes or turn their backs to the board. Remove a card and ask *What's missing?*
- The student who identifies the missing card correctly takes your place, and the game continues.

### Can you remember?

- Display the flashcards on the board in a row.
- The students say each word in chorus.
- Turn the last card in the row over so that the picture or word cannot be seen.
- The students say each word again, including the last one from memory.
- Repeat the procedure, so that finally the students are saying each word from memory.

### Fast talk

- Put the flashcards from the unit in a pile face down on your table.
- Pick up the first card, show it briefly and put it down again. Repeat with the rest of the cards, becoming faster with each one. Students must try to keep up with you by saying the words as quickly as they can.

### Word cloud

- Show a flashcard to the class, then put it on the board, facing inwards so that students can't see the picture.
- Repeat with the rest of the cards, making a cloud formation on the board.
- Once all the cards are on the board, invite a student to come to the front, name a vocabulary item and turn over the correct card. If he / she gets the answer right, keep the card with its picture up and give the student another go. If he / she is wrong, turn the card over again and invite another student to the front of the class.
- Continue until all of the cards have been identified.

### What's wrong?

- This game can be played using flashcards or words. If you are using flashcards, you will need sets for at least three vocabulary groups.
- Put three flashcards, or write three words, on the board. Two should have an obvious connection (e.g. two types of food); the other should not fit the pattern.

- Ask students to tell you which card / word is wrong and why, e.g. *The hot-air balloon is wrong. You can eat olives and pineapple. You can't eat a hot-air balloon!*

### Snap!

- Put the flashcards on the board. Point to each card for students to say the word.
- Divide the class into four groups. Ask each group to choose one of the flashcards and write down the word.
- Take the flashcards from the board, shuffle them and put them on your desk.
- Ask each group for their words, and then turn over the first flashcard. Teams whose word matches the flashcard call out *Snap!* and get one point.
- Put the flashcard to one side, ask the teams to choose and write down a new word, and continue the game in the same way until all of the flashcards have been turned over. The team with the most points at the end wins.

### Lip reading

- Stick the flashcards on the board. Point and say the words.
- Choose a card at random and mouth it silently.
- Students say which word it is.

### Run and touch

- Stick flashcards around the room.
- Divide the class into two teams and tell them to line up.
- Say the vocabulary item. One member of each team has to race to touch the correct flashcard first.

## Miming games

### What's she doing?

- Ask a student to mime an activity. Ask the class *What's he / she doing?* The students respond *He's / She's drinking / playing the drums / talking*, etc.
- Continue with other students.

### She likes drawing!

- This is a variation on the game *What's she doing?* Invite a student to the front of the class and ask him / her to mime something he / she likes doing. Ask, for example, *What does Sara like doing?*
- Students respond using the correct grammar, e.g. *She likes drawing!*
- Repeat with other students.
- The game can also be played in groups, with one student taking the part of the teacher.

### What's he like?

- Ask six students to think of an adjective they want to mime (or give them an adjective flashcard).
- Invite students to the front of the class to mime the adjective. The class makes guesses, e.g. *He's brave.*

## He can skip!

- Brainstorm a list of activities that the students know, and write them on the board, e.g. *skip, play hopscotch, draw, ride a bike, ice skate, play chess*.
- Ask students to choose one thing from the list that they can do.
- Invite a student to the front of the class to mime one of the activities. Ask *What can he / she do?* The students respond, for example, *He / She can skip!*
- Repeat with other students.

## What did you do yesterday?

- Invite a student to the front of the class. Ask him / her to mime something that he / she did yesterday. This could be true or imaginary.
- The class guesses what he / she did using a past simple sentence.

## Who did it?

- Ask three students to come to the front of the class, and give each one a flashcard or whisper an activity. Tell students that this is what they did yesterday. Students mime the actions simultaneously.
- Ask the class, for example, *Who made cupcakes?* Students call out the name of the child.
- Ask about other students in the group, e.g. *What did Daisy do?*
- Invite three more students to come to the front of the class, and play the game again.

## What are you going to do?

- This is a variation on the games above, using *going to*. Tell students they are planning a day out to a particular place, e.g. a museum, a gallery or the beach.
- Invite a student to come to the front of the class and mime something he / she is going to do.
- Ask the class *What's he / she going to do?*
- Students respond using a sentence with *going to*, e.g. *She's going to dig up bones*.

## Charades

- Divide the class into two teams.
- Ask a student from one team to mime a clue for a vocabulary item.
- The students in the other team have to guess what the word is.
- Repeat with all the members of each team.

## Simon says

- Ask the students to stand up.
- Give an instruction to the class. If the sentence begins *Simon says*, e.g. *Simon says have a drink*, the students must do the action. If the sentence does not begin with *Simon says*, e.g. *Have a drink*, the students mustn't move.
- Students who don't mime when they should be miming, or mime when they should be standing still, are out of the game and have to sit down.
- Continue the game until only one student is standing.

## Song games

### Stop and say

- Give the vocabulary flashcards to individual students in the class.
- Play the song from the unit. The students pass the flashcards around the class.
- Stop the music suddenly. The students who are holding the flashcards stand up.
- Each student names their card.
- Repeat the procedure.

### Mime the action

- This game can be played with flashcards representing actions or activities.
- The students sit or stand in a circle. Play the song as students pass round the flashcards, face down.
- Stop the music. Everyone with a card takes turns to mime their action or activity. The rest of the class calls out the activity.

### Act out the song

- Divide students into groups. Assign a different verse of the song to each one. Students read the words to the song and decide on some actions.
- Students take turns to stand up with their groups, sing and do the actions as you play the song.

### Sing the next line

- Ask students to read the words of the song and then close their books. Play a few lines of the song and stop the recording. Ask students to sing the next line.
- Repeat, pausing more frequently, until the song is finished.

## Other classroom games

### One thing about me

- Tell the class some simple facts about yourself, for example, *My favourite colour is red. I've got two brothers. I like watching films.*
- Ask the students to think of one interesting thing about themselves that they can share with the class.
- Invite individual students to stand up and tell the class their facts.
- At the end of the activity, check how much the students remember about each other by asking questions, e.g. *Who likes playing football? What's Hannah's favourite animal?*

### The first letter

- Write the first letter of each word from the vocabulary set, or sets, you want to revise on the board.
- Ask the students to look at the letters and say the words. If the students get stuck on any of the words, add a second letter.

### Descriptions

- Describe a word to the class to guess. For example:
  - *It's round. You throw it.*
  - *A Frisbee!*

- Invite students to take turns to describe other words for the class.
- This game can also be played with descriptions of people.

### Draw

- Invite a student to the front of the class. He / She chooses an item of vocabulary from the topic you are focusing on and draws it on the board. The rest of the class guesses what the word is. Repeat with other students.
- This can also be played as a team game. Divide the class into two teams. Invite students from each team alternately to draw pictures. The first student to guess the word each time scores a point for his / her team.

### Word circles

- Divide the class into four. Write the letters of a word from the vocabulary set you are focusing on jumbled up in a circle. The first team to guess the word wins a point.
- Continue with other words from the set. The team with the most points at the end of the game is the winner.

### Missing letters

- Write a word from the vocabulary set on the board, replacing some of the letters with dashes.
- Ask the class if anyone can remember the word. If so, invite one of them to complete the word on the board. If not, add another letter and ask again.
- Repeat with other words from the vocabulary set.

### Match

- This game practises verb and noun collocations.
- Write the verbs from the phrases you want to practise in a column on one side of the board. Write the nouns on the other, in a jumbled order.
- Invite students to the front of the class, one at a time, to draw a line to link the verbs to the correct nouns.

### Categories

- Divide the class into groups. Write the headings for three categories on the board, e.g. *animals, musical instruments, food*.
- Set a time limit of two minutes. Ask students to work in their groups to write down as many words for each category as they can.

### Choose and describe

- This activity is based on the traditional game *Animal, vegetable or mineral*.
- Write three categories on the board. These should relate to topics that students have covered in the unit, or should be revision for topics that students are going to look at again.
- Choose one of the topics yourself and tell the class which it is. Describe a vocabulary item from that category for the class to guess.

Example:

Teacher: *Sport: This is a very popular game. There are two teams. The players kick a ball.*

Class: *Football.*

- Continue the game by asking students to choose a category and describe a word in the same way.

### Line-of-three

- Ask students to draw a grid of three rows by three columns in their notebook. Students write a different number (from the group you are practising) in each square.
- Read out numbers in a random order, one at a time, keeping a record as you go. Students cross out numbers in their squares as they hear them.
- The first student to cross out all of the numbers in a line (horizontally, vertically or diagonally) is the winner.

### Pictures in a line

- This is a variation of the game above, using pictures for vocabulary items, rather than numbers.
- Ask students to draw a different picture in each square.
- Call out vocabulary items for students to cross out the corresponding pictures until someone has a line of three.

### Secret message

- Divide students into four groups.
- Write a message on the board using a simple code, e.g. replace letters a–z with numbers 1–26.
- Ask students to find the secret message. The first group to do so gives the answer.
- Ask students to work in their groups to write a short message for the other groups, using the same code.
- Groups take turns to come and write their secret message on the board for the other groups to decode.

### The chain game

- Start the game with a sentence relevant to the language you want to practise. For example, *At the café, you can have a drink ...* Ask a student to repeat your sentence and add to it using the same vocabulary set, e.g. *At the café, you can have a drink and talk to friends ...*
- Continue in this way until all of the items have been added to the sentence or the students can no longer remember the sentence.

### Rhyme time

- Before you begin the game, choose some familiar words that rhyme with several others, e.g. *day (play, grey, may); share (care, hair, where); you (true, new, blue); me (tree, bee, three); boat (goat, coat, note); bin (thin, twin, win)*.
- Divide the class into several teams. Read the first word aloud. Teams have 20 seconds to write down as many words as they can that rhyme with it.
- Continue in the same way with the rest of the words.
- Ask students to add up their words.
- Ask each team to give their score and read their words.
- Declare the winner.

### Find the answer

- This is an activity to review the language and content of the unit.
- Ask questions about anything from the unit (this could be related to vocabulary, grammar, the cross-curricular or culture lessons or details from pictures).
- The students search the pages of their Class Books to find the answers as quickly as possible.

### Race the bear!

- Choose a word from the vocabulary set and draw the corresponding number of dashes on the board.
- Invite a student to suggest a letter. Write the letter on the board.
- If the letter is in the word, write it above the correct dash. If their letter does not belong in the word, cross it out and then draw the simple outline of a bear's head.
- Continue with other students, adding the letters that they guess correctly to the word. For each incorrect guess, draw another part of the face until it has eyes, ears, a nose and a mouth.
- Continue in this way until the word has been guessed or the bear picture is complete.
- To make the game less challenging, allow the students more guesses by adding a body and arms and legs to the bear.

### What's the time, Mr Wolf?

- This activity is based on the traditional children's game.
- Ask students to stand up and make sure that they have an arm's length of space between them and the person next to them.
- In chorus, students ask you *What's the time, Mr Wolf?*
- Give a time, with *o'clock, half past, quarter to* or *quarter past*. Students make the shape of the time, using their arms as clock hands. Check that the 'times' are correct.
- Repeat the process two or three times.
- The next time, answer students' question with *It's dinner time!* Students must sit down as quickly as they can on their chairs.

### Correct me!

- Say a sentence with a mistake in it. Invite students to correct you. For example:  
Teacher: *Remember the story. He raised a house.*  
Student: *No, he raised a family.*

### Time machine

- Tell students that you have a time machine and they are about to go travelling with you. Put a date and destination on the board, e.g. *London, 1900*. Ask students *What can you see?* Encourage a variety of answers from around the class.
- Change the date and time on the board and play again.

### Look at this!

- Ask students to imagine that they are in a museum. Elicit a list of things you might see, e.g. *a dinosaur, old clothes, old toys, fossils, rings, old coins, an old car*. Write the words on the board.
- Pretend to see an interesting object from the list. Point and say *Look at this!* Encourage students to ask questions to find out what you are looking at. For example:  
Teacher: *Look at this!*  
Student A: *Can you play with it?*  
Teacher: *No, you can't.*  
Student B: *Can you wear it?*  
Teacher: *No, you can't.*  
Student C: *Is it from a plant or animal?*  
Teacher: *Yes, it is.*  
Student D: *Is it a fossil?*  
Teacher: *Yes, it is.*
- Invite a student to the front of the class to 'see' an object for the class to guess.

### What did you do on Sunday?

- This is a variation on the game above. Tell the class that you did something interesting at the weekend. Students must ask you questions to find out what you did.
- Once the class has guessed, invite a student to the front of the class to take your role. Repeat the game.

### Why is it better?

- Put two nouns on the board, e.g. *pen* and *computer*. Invite students to give an argument for why the first is better than the second, e.g. *A pen is better than a computer because you can put it in your pencil case.*
- Repeat with other pairs of nouns.

### Make a mind map

- Tell students to write the vocabulary topic in the middle of a piece of paper in red or green ink.
- Set a time limit and ask students to make the map by drawing radiating lines from the central topic and writing words related to the topic in a different colour. Students can also decorate their maps with pictures relating to the words.
- You can display the mind maps around the classroom for students to view. Ask them to report back something they liked about a mind map during the whole-class feedback.

Words in bold denote key vocabulary taught in this level.

**along the river** 12

**armchair** 80

**auntie** 93

**author** 101

autumn 50

avatar 5

backpack 60

**badge** 72

bar chart 69

barn 84

bay 60

**beach** 53

beak 60

beard 100

blog 26

boat trip 60

bookcase 95

bowl 49

bracelet 80

**brave** 66

**brush my teeth** 20

**burger** 46

**buy an ice cream** 54

calendar 7

campfire 12

**candle** 100

cap 29

carnival 36

carrot 35

castle 94

cave 94

**cello** 30

challenge 6

character 66

chat 15

chick 60

**chicken** 44

chopsticks 43

**Christmas tree** 100

**circle** 74

**city** 78

clarinet 35

**classical** 32

**clever** 66

**climb ropes** 64

clouds 59

coast 60

**collect shells** 54

community 36

competition 36

concert 31

costumes 36

cotton bud 49

**countryside** 78

courgette 35

**cousin** 93

**cover** 101

crisps 98

curious 26

**curry** 46

**curtains** 80

cyber bullying 15

**cycle** 10

**cymbals** 30

dance 16

dangerous 70

**dark** 56

decorations 100

delicious 46

do exercises 26

**do judo** 10

**do karate** 22

**do my homework** 20

dolphin 60

**down the steps** 12

drama 16

**draw pictures** 64

**drawers** 80

drop 43

**drums** 30

dry 49

**eighty** 6

evaporate 59

experiment 49

**explore a rock pool** 54

**family tree** 93

fancy dress 16

farm 38

**fast** 56

**Father Christmas** 100

favourite 5

festival 32

**field** 88

**fifty** 6

**find information** 64

firefighter 83

**fireplace** 80

**fish and chips** 46

fit 66  
**flats** 88  
**flute** 30  
**fly a kite** 54  
foggy 70  
**folk** 32  
footprints 81  
**forest** 78  
fork 41  
**forty** 6  
**fifty** 6  
**funny** 66  
**gate** 88  
**get dressed** 20  
**get up** 20  
**go for a walk** 54  
**go home** 20  
**go swimming** 22  
**go to school** 20  
**go to sleep** 20  
granddaughter 93  
grandpa 18  
grandparent 93  
grandson 93  
**green peppers** 44  
guide 60  
**guitar** 30  
gymnast 64  
half past 25  
hamster 58  
hands 26  
**have a picnic** 54  
**have dance lessons** 22  
**have a shower** 20  
head teacher 83  
heat 49  
**heavy** 56  
hero 62  
**hip hop** 32  
historic building 94  
hobby 5  
hole 13  
**home** 78  
horizontal axis 69  
**hundred** 6  
hungry 46  
**ice skate** 10  
**illustration** 101  
ink 49  
instrument 30  
invisible 49  
jewels 81  
jumper 73  
**keyboard** 30

killer whale 60  
**kind** 66  
knife 35  
knight 95  
**lake** 78  
**lamp** 80  
leaf / leaves 50  
**light** 56  
**live in a house** 90  
**make a sandcastle** 54  
make a wish 56  
make friends 4  
**marry** 90  
maze 6  
mineral salts 59  
motorbike 87  
**motorway** 88  
Mountain Rescue 70  
mountain trip 16  
**mountains** 78  
**mushrooms** 44  
musician 36  
national anthem 26  
national holiday 36  
nature trail 12  
necklace 80  
nest 60  
**ninety** 6  
**noodles** 46  
o'clock 25  
**olives** 44  
**onions** 44  
**online** 15  
orca 60  
**over the bridge** 12  
palace 80  
**pancake** 46  
parents 93  
password 15  
**past the house** 12  
**path** 88  
**pavement** 88  
pepper 35  
perform 31  
pet 38  
**pineapple** 44  
**play basketball** 10  
**play chess** 10  
**play Frisbee** 54  
**play table tennis** 10  
**play the piano** 22  
**play video games** 22  
**play volleyball** 54  
**playground** 78

pod 60  
**pop** 32  
**prawns** 44  
price 96  
prize 36  
problems 70  
puffins 60  
pumpkin 35  
quarter past / to 25  
rain 59  
**raise a family** 90  
**read comics** 22  
**read maps** 64  
ready 16  
**recorder** 30  
**reggae** 32  
**reindeer** 100  
respect 84  
rice 26  
riddle 56  
river bed 59  
**rock** 32  
rocks 59  
rollerblade 5  
**rug** 80  
**safe** 15  
**sail** 10  
salty 59  
sandwiches 5  
**saxophone** 30  
scared 67  
scooter 56  
sea otter 60  
seeds 35  
**seventy** 6  
shake 35  
**shape** 74  
**share** 4  
**shopping centre** 88  
**sixty** 6  
**skate park** 78  
**skateboard** 10  
**skip** 10  
sky 59  
**slow** 56  
snow 70  
**snowman** 100  
sofa 95  
soil 59  
**solve problems** 64  
son 93  
**spinach** 44  
spoon 27  
**square** 74

**star** 100  
steam 50  
steel band 36  
straw 84  
**street** 88  
**strong** 66  
**study** 90  
summer camp 16  
**surf** 10  
survey 69  
**sweetcorn** 44  
take out 35  
**take photos** 54  
**tell jokes** 64  
**ten** 6  
thief 81  
**thirty** 6  
**thousand** 6  
**through the trees** 12  
**tidy up** 64  
time zone 25  
**title** 101  
topping 45  
town 88  
traditional 36  
**travel** 90  
tray 43  
tree trunks 13  
**triangle** 74  
**trumpet** 30  
**tuna** 44  
**twenty** 6  
underwater 56  
uniform 72  
**up the hill** 12  
**use your imagination** 64  
vertical axis 69  
**violin** 30  
volunteers 60  
waffles 17  
**wash my face** 20  
washing up liquid 43  
**watch TV** 20  
water vapour 59  
weather 70  
wedding 91  
wild 39  
**wood** (place) 88  
**work in groups** 64  
**write stories** 64  
**yoghurt** 46  
**zoo** 78

# Letter to parents

Dear parents,

This year, your child will be learning English with *Bright Ideas* Level 3. The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21<sup>st</sup> century skills.

At the core of *Bright Ideas* is a fictional website and an online community of child characters. Your child will follow the fictional characters as they post questions about the world around them for their friends to examine and answer. Your child will acquire information, share their opinions and experiences and be encouraged to give their own responses to the questions posed.

*Bright Ideas* embraces children's love of the digital world while maintaining a solid focus on all areas of language learning. The activities in your child's Class Book and Activity Book ensure thorough practice of grammar and vocabulary. There are songs, stories and a variety of texts and practice exercises in the books, as well as videos, games and other resources in the accompanying Classroom Presentation Tool.

The syllabus of *Bright Ideas* has been designed to encompass the language and skills requirements of the Cambridge English Qualifications exams. Your child will be given thorough practice of exam-style questions to help prepare them for these exams.

*Bright Ideas* also places a strong emphasis on literacy. Through the culture-based reading texts, your child will learn to read and interpret a wide variety of different non-fiction and fiction text types, including a poem, a wildlife guide, a newspaper article and a traditional story. In each unit, there is also a lesson devoted to developing students' writing skills. Your child will have a writing model to base their own personalized piece of writing on, whilst focusing on a particular writing sub-skill, such as using commas and apostrophes or sequencing words.

The syllabus of *Bright Ideas* is fast-paced and comprehensive, but your child will also have opportunities to recycle and practise the language learned. The authors of *Bright Ideas* recognize the importance of making learning at Primary school fun and enjoyable, as well as interesting, innovative and challenging.

*Bright Ideas* is full of big questions, and will appeal to the inquisitive nature of all children. The project work in *Bright Ideas* is an ideal opportunity for the development of the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity, which your child will need in order to thrive in the information age.

We recognize that your support and encouragement are an important factor to your child's success in learning English with *Bright Ideas*, and there are many ways in which you can take part. Here are a few suggestions:

- Encourage your child to discuss the unit's Big Question with you and other members of your family.
- Ask your child to sing the songs they learn in class to you.
- Help your child to source the materials they need for their projects.
- Try to look at your child's work regularly, and ask them to tell you their favourite activities in each unit.
- Give your child lots of praise for their efforts!

Enjoy the *Bright Ideas* adventure with your child!

Yours sincerely,

---

Class Teacher

## Unit 1

### Lesson 1

I'm Alice.

How do we make friends?

We live in the same street. I live in this house, and Declan and Jasper live in the house next door.

I like making films, and Declan and Jasper like making films, too!

We make films together. Today, we're at my house, and we're making a film with puppets!

Look! This is Robin Hood. He's a famous English hero. There are lots of old stories about him.

Our film is about Robin Hood.

Jasper's puppet is Robin Hood. Robin Hood is a good man. I'm playing Maid Marian. She's Robin's friend.

Declan's puppet is the Sheriff of Nottingham. The Sheriff is very bad!

First, we write the story together ...

... then we draw pictures.

Look! Here are Robin Hood, Maid Marian and the Sheriff of Nottingham. Do our pictures look good?

Now we're filming our story.

When we finish, we make the film on the computer.

Do my friends and I make good films?

Yes, we do!

It's fun to make films together!

I like living next door to Declan and Jasper. That's why we're friends!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Ben and Tess are doing an activity. Ask me what.

**Student** Are they ice skating?

**Teacher presenter** No, they aren't.

**Student** Are they skateboarding?

**Teacher presenter** Yes, they are. Ania and Noah are doing an activity. Ask me what.

**Student** Are they playing basketball?

**Teacher presenter** No, they aren't. Ask again.

**Student** Are they sailing?

**Teacher presenter** No, they aren't. Ask again.

**Student** Are they cycling?

**Teacher presenter** Yes, they are. Dev and Mason are doing an activity. Ask me what.

**Student** Are they playing table tennis?

**Teacher presenter** Yes, they are. Well done!

#### Part 2

**Teacher presenter** Let's practise more grammar. Lily wants to go to the park, but she doesn't know how to get there. Give her instructions.

**Student** Go past the house.

**Teacher presenter** Correct! Give another instruction.

**Student** Go along the river.

**Teacher presenter** Correct! Give another instruction.

**Student** Don't go up the hill.

**Teacher presenter** Correct! Give another instruction.

**Student** Go through the trees.

**Teacher presenter** Correct! Give another instruction.

**Student** Don't go over the bridge.

**Teacher presenter** Correct! Give another instruction.

**Student** Go down the steps.

**Teacher presenter** Correct! And now Lily is at the park. Well done!

## Unit 2

### Lesson 1

What are our routines?

I spend Saturdays at Grandma and Grandpa's house.

I visit them and I help them in the garden.

Grandma and Grandpa have got a big garden.

There's Grandma. She's digging in the vegetable garden.

And here's Grandpa. He's in the shed.

There's lots to do today.

Here's the greenhouse.

There are tomatoes in the greenhouse.

I like tomatoes.

In the garden, there are lots of vegetables.

Grandma has got carrots.

But I don't like carrots.

Oh! Here's Grandpa with the watering can. It's time to water the plants.

Here's a snail.

Grandma isn't happy!

Snails aren't good for the garden, because they eat leaves.

Insects are good for the garden.

This is for insects. It's an insect hotel. Grandma and Grandpa like insects ... especially bees.

Bees are good for flowers.

There are lots of flowers in Grandma and Grandpa's garden.

Now it's time to go home. Grandma has got flowers for my mum.

I like visiting my grandma and grandpa.

That's my routine on Saturdays.

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Make a sentence about Mason.

**Student** He gets up at seven o'clock.

**Teacher presenter** Correct! Say another sentence about Mason.

**Student** He brushes his teeth at half past seven.

**Teacher presenter** Correct! Say another sentence about Mason.

**Student** He goes to school at eight o'clock.

**Teacher presenter** Correct! Make a sentence about Sophie.

**Student** She watches TV at half past six.

**Teacher presenter** Correct! Say another sentence about Sophie.

**Student** She has a shower at half past eight.

**Teacher presenter** Correct. Say another sentence about Sophie.

**Student** She goes to sleep at nine o'clock.

**Teacher presenter** Correct. Well done!

## Part 2

**Teacher presenter** Let's practise more grammar. Ask me what I do on Fridays.

**Student** Do you go swimming on Fridays?

**Teacher presenter** No, I don't. Ask me again.

**Student** Do you have dance lessons on Fridays?

**Teacher presenter** Yes, I do. Ask me what I do on Saturdays.

**Student** Do you do karate on Saturdays?

**Teacher presenter** Yes, I do. Ask me what I do on Sundays.

**Student** Do you read comics on Sundays?

**Teacher presenter** No, I don't. Ask me again.

**Student** Do you play video games on Sundays?

**Teacher presenter** No, I don't. Ask me again.

**Student** Do you play the piano on Sundays?

**Teacher presenter** Yes, I do. Well done!

## Unit 3

### Lesson 1

I'm Mia and I think music is fun because you can dance to music!

I love dancing and today I'm at my street dance class.

My dance group is called Messy Jam.

There are five other children in my group and we're all friends.

This is our teacher.

We have classes on Mondays, Tuesdays and Wednesdays.

We practise every day at home, too.

At dance class, we wear tracksuit trousers, Messy Jam T-shirts and yellow baseball caps.

This is my friend Hayden. He's a fantastic dancer.

We dance together a lot.

Sometimes our group dances for other people, too. We enter competitions and we win lots of prizes.

I love dancing! That's what's fun about music for me!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Noah plays an instrument. Ask me what.

**Student** What does Noah play?

**Teacher presenter** He plays the recorder. Noah practises the recorder. Ask me when.

**Student** When does Noah practise?

**Teacher presenter** He practises every day. Lily plays an instrument. Ask me what.

**Student** What does Lily play?

**Teacher presenter** She plays the violin. Lily practises the violin. Ask me when.

**Student** When does Lily practise?

**Teacher presenter** She practises on Tuesdays and Thursdays. Sophie plays an instrument. Ask me what.

**Student** What does Sophie play?

**Teacher presenter** She plays the cymbals. Sophie performs with the cymbals. Ask me where.

**Student** Where does Sophie perform?

**Teacher presenter** She performs at school.

## Part 2

**Teacher presenter** Let's practise more grammar. Listen and say a sentence about Lily.

**Student** Lily often listens to pop music.

**Teacher presenter** Correct! Listen and say a sentence about Dev.

**Student** Dev sometimes listens to rock music.

**Teacher presenter** Correct! Listen and say a sentence about Ania.

**Student** Ania always listens to classical music.

**Teacher presenter** Correct! Listen and say a sentence about Ben.

**Student** Ben never listens to hip hop music.

**Teacher presenter** Correct! Listen and say a sentence about Tess.

**Student** Tess sometimes listens to folk music.

**Teacher presenter** Correct! Listen and say a sentence about Mason.

**Student** Mason often listens to reggae music.

**Teacher presenter** Correct!

## Unit 4

### Lesson 1

I'm Jun and I think food is fun because we can enjoy going to restaurants!

Today, I'm celebrating Chinese New Year.

At New Year, I like playing games and eating nice food.

It's a special day, and on special days we often go to restaurants!

Chinese New Year is a family celebration.

These families are all eating together.

I'm eating with my mum, my grandma and my auntie.

We like eating together.

We haven't got knives and forks. We've got chopsticks.

The cooks are cooking special food and wearing special red uniforms. Red is my favourite colour!

What is this cook doing?

He's cooking duck.

I always eat duck at New Year.

There are lots and lots of different kinds of food.

I always enjoy eating in restaurants. That's what's fun about food for me!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Say a sentence about the food in the picture.

**Student** There are some mushrooms.

**Teacher presenter** Correct! Say another sentence about the food in the picture.

**Student** There's some chicken.

**Teacher presenter** Correct! Say another sentence about the food in the picture.

**Student** There aren't any prawns.

**Teacher presenter** Correct! Say another sentence about the food in the picture.

**Student** There isn't any tuna.

**Teacher presenter** Correct! Say another sentence about the food in the picture.

**Student** There are some olives.

**Teacher presenter** Correct! Say another sentence about the food in the picture.

**Student** There's some cheese.

**Teacher presenter** Correct!

## Part 2

**Teacher presenter** Let's practise more grammar. What would Dev like to eat?

**Student** He'd like a burger.

**Teacher presenter** Correct! What would Sophie like to eat?

**Student** She'd like some noodles.

**Teacher presenter** Correct! What would Ben like to eat?

**Student** He'd like some yoghurt.

**Teacher presenter** Correct! What would Tess like to eat?

**Student** She'd like a pancake.

**Teacher presenter** Correct! What would Lily like to eat?

**Student** She'd like some fish and chips.

**Teacher presenter** Correct! What would Mason like to eat?

**Student** He'd like some curry.

**Teacher presenter** Correct!

## Unit 5

### Lesson 1

I'm Joe and I love the sea!

The sea is amazing because you can do watersports!

My family like doing lots of watersports.

This is my dad and my brother, Nathan. Nathan likes surfing.

We live near the beach and he comes here every day.

Today, the weather isn't very good. It's cloudy and the water is cold. But Nathan has got a wetsuit, so he's OK!

My dad likes watching the surfers, but he doesn't go surfing.

His favourite watersport is sailing.

I like sailing, too.

It's great when the weather is sunny.

But it isn't my favourite watersport. My favourite watersport is kayaking!

I love kayaking! I do it a lot.

You can do all kinds of watersports.

You can surf.

You can sail.

And you can kayak.

That's what I think is amazing about the sea!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Mason is at the beach. He wants to do something. Ask me.

**Student** Does he want to collect shells?

**Teacher presenter** No, he doesn't. Ask again.

**Student** Does he want to play volleyball?

**Teacher presenter** Yes, he does! Ania is at the beach. She wants to do something. Ask me.

**Student** Does she want to have a picnic?

**Teacher presenter** No, she doesn't. Ask again.

**Student** Does she want to play Frisbee?

**Teacher presenter** No, she doesn't! Ask again.

**Student** Does she want to fly a kite?

**Teacher presenter** Yes, she does!

## Part 2

**Teacher presenter** Let's practise more grammar. Compare these animals.

**Student** A zebra is faster than a tortoise.

**Teacher presenter** Correct! Compare these animals.

**Student** An elephant is heavier than a hamster.

**Teacher presenter** Correct! Compare these animals.

**Student** A bird is lighter than a hippo.

**Teacher presenter** Correct! Compare these animals.

**Student** A lion is bigger than a cat.

**Teacher presenter** Correct! Compare these animals.

**Student** A penguin is slower than a dog.

**Teacher presenter** Correct! Compare these animals.

**Student** A spider is smaller than a monkey.

**Teacher presenter** Correct!

## Unit 6

### Lesson 1

I'm Bella and my hero is George Peasgood.

What makes a hero? Heroes don't give up!

George is a para-athlete. He takes part in triathlons.

In triathlons, athletes run, swim and cycle.

George trains every day. He really enjoys it!

This morning, he's in the swimming pool. He's training with the Olympic triathlon team.

George always gets up early and today he was in the pool at 7 am!

He usually swims for two hours.

He always eats a big breakfast after his swim!

He sometimes swims backcrawl, but his favourite stroke is frontcrawl.

His swimming coach times him. Then he writes down his time. George often goes to a training camp in Spain.

At the training camp, George runs and cycles every day.

George trains a lot. It isn't easy, but he never gives up.

And that's what makes a hero!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Say a sentence about Tess's talents.

**Student** She's good at climbing ropes.

**Teacher presenter** Correct! Say another sentence about Tess's talents.

**Student** She's good at drawing pictures.

**Teacher presenter** Correct! Say another sentence about Tess's talents.

**Student** She's good at telling jokes.

**Teacher presenter** Correct! Say a sentence about Ben's talents.

**Student** He's good at solving problems.

**Teacher presenter** Correct! Say another sentence about Ben.

**Student** He isn't good at tidying up.

**Teacher presenter** Correct!

#### Part 2

**Teacher presenter** Let's practise more grammar. Listen and answer. Mason, Sophie and Noah are fit. But who is the fittest child?

**Student** Noah is the fittest child.

**Teacher presenter** Correct! Mason, Sophie and Noah are brave. But who is the bravest child?

**Student** Sophie is the bravest child.

**Teacher presenter** Correct! Mason, Sophie and Noah are kind. But who is the kindest child?

**Student** Mason is the kindest child.

**Teacher presenter** Correct! Mason, Sophie and Noah are strong. But who is the strongest child?

**Student** Noah is the strongest child.

**Teacher presenter** Correct!

## Unit 7

### Lesson 1

My name's Maddy.

Why are weekends special?

We can eat delicious food!

Today, I'm at a farm. I'm with my mum and my sister. We're shopping! We're looking for some fruit and some vegetables.

Are there any vegetables here?

Yes, there are. There are some tomatoes and some carrots.

Is there any fruit?

Yes, there is. There are some peaches and some bananas.

I don't like carrots or peaches, but my sister does!

I like strawberries!

Are there any strawberries?

No, there aren't any strawberries in the shop, but there are lots on the farm.

And we can pick them!

I love strawberries. They're delicious.

Look! My sister has got a big strawberry, and I've got a small strawberry!

We've got lots of strawberries, and look, Mum has got some apples, too!

After we pick the strawberries, we take them to the shop and buy them.

Then it's time to eat!

Is there any cream?

Yes, there is. We can eat the strawberries with the cream.

That's my favourite, and Mum has got some coffee. We eat lots of delicious food at the weekend!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. I was at my favourite place yesterday. Ask me where I was.

**Student** Were you at the beach yesterday?

**Teacher presenter** No, I wasn't. Ask me again.

**Student** Were you in the mountains yesterday?

**Teacher presenter** No, I wasn't. Ask me again.

**Student** Were you at the zoo yesterday?

**Teacher presenter** No, I wasn't. Ask me again.

**Student** Were you in the forest yesterday?

**Teacher presenter** No, I wasn't. Ask me again.

**Student** Were you in the countryside yesterday?

**Teacher presenter** No, I wasn't. Ask me again.

**Student** Were you at the lake yesterday?

**Teacher presenter** Yes, I was. It was great! Well done!

## Part 2

**Teacher presenter** Let's practise more grammar. Look at the picture of the bedroom yesterday. Say the sentence.

**Student** The lamp was on the drawers.

**Teacher presenter** Correct! Look at the picture again. Say the sentence.

**Student** The dress wasn't on the chair.

**Teacher presenter** Correct! Look at the picture again. Say the sentence.

**Student** The socks were in the drawers.

**Teacher presenter** Correct! Look at the picture again. Say the sentence.

**Student** The rug was on the floor.

**Teacher presenter** Correct! Look at the picture again. Say the sentence.

**Student** The guitar wasn't on the bed.

**Teacher presenter** Correct! Look at the picture again. Say the sentence.

**Student** The shoes weren't in the wardrobe.

**Teacher presenter** Correct! Well done!

## Unit 8

### Lesson 1

I'm Hugo and I live in London.

London is a very old city. It was very different in the past!

Look at this old film. It's London in 1950!

There are cars, but the cars are very different.

There are lots of buses, too.

These are red double decker buses.

There are still lots of these buses in London today!

They're famous!

We can find out a lot about the past from old films.

We can see *things* from the past.

We can see *people* from the past.

And we can hear *music* from the past.

Today, films are 'colour' and they have sound, too.

But many old films were black and white and they were silent.

The cameras were very different, too.

They were a lot bigger than our cameras!

I like watching old films. It's a fun way to find out about the past!

### Lesson 10

#### Part 1

**Teacher presenter** Let's practise grammar. Say a sentence about the picture.

**Student** There was a farm.

**Teacher presenter** Correct! Say another sentence about the picture.

**Student** There were some fields.

**Teacher presenter** Correct! Say another sentence about the picture.

**Student** There wasn't a motorway.

**Teacher presenter** Correct! Say another sentence about the picture.

**Student** There weren't any flats.

**Teacher presenter** Correct! Say another sentence about the picture.

**Student** There wasn't a shopping centre.

**Teacher presenter** Correct!

## Part 2

**Teacher presenter** Let's practise more grammar. Look and say a sentence about Sophie's grandma.

**Student** She lived in a house with her parents.

**Teacher presenter** Correct! Say another sentence about Sophie's grandma.

**Student** She studied maths at school.

**Teacher presenter** Correct! Say another sentence about Sophie's grandma.

**Student** She worked in London.

**Teacher presenter** Correct! Say another sentence about Sophie's grandma.

**Student** She travelled to work by bus.

**Teacher presenter** Correct! Say another sentence about Sophie's grandma.

**Student** She married Sophie's grandpa.

**Teacher presenter** Correct! Say another sentence about Sophie's grandma.

**Student** She raised a family.

**Teacher presenter** Correct!









